



CATHOLIC COLLEGE
WODONGA | LIFE IN JESUS



ENROLMENT 2021

PRINCIPAL'S MESSAGE

Thank you for considering Catholic College Wodonga. We are a welcoming College centred on faith and mercy, a community inspired by the life of Christ. We are confident we offer the best mix of opportunities for your child locally. We are mindful that our size of 1230 students can be intimidating, particularly for those coming from a district primary school. Part of our solution - how we help your child feel connected, supported and valued in a big school - is to place our students into one of six Learning Communities.

Within a Community, your child will get to know 200 other children, as well as their year level cohort. Their Mentor, a staff member trained to enhance their social, emotional, spiritual and academic growth, will guide them. This is a commitment we make to all of our students and by extension, your family.

In 2018 and 2019 we were recognised by Cambridge University as being one of the world's leading innovative school. We along with another 99 educational settings world-wide were recognised as a part of their Innovation 800 series.

In 2020 we moved to a Pathways curriculum structure across Year 9–12. This structure provides students across these year levels with the opportunity to design a learning pathway which best suits their passions, interests and ultimately their interests beyond Catholic College Wodonga.

As a part of this approach we continue to offer a wide range of curriculum offerings including VCE, VCAL and VET pathways. This is complimented by our Students Service Model which incorporates our Learning Communities, Wellbeing, Learning Diversity and Careers teams.

Every person must have the opportunity to flourish using their gifts and talents. It is our quest as educators to make sure this comes true for every child in our care and we offer long-established programs to create these opportunities. Pathways made possible by a wonderful staff.

I thank you once again for your interest in joining our community, please read the following information as it contains important policies and procedures which we will discuss in enrolment interviews. I look forward to meeting you.

Kind Regards,



Darren Hovey *Principal*





This handbook walks you through our four phases of enrolment: research, enrolling, accepting a place and familiarisation. The information provided here aims to answer commonly asked questions and guide you through the transition.

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RESEARCH WHO WE ARE

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.

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

Catholic Learning and 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

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

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, life long 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

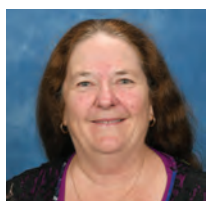
An education with us is a living expression of the dynamic and evolving tradition of the Church. A sense of community is a tangible example of our Catholic Identity.

Formal compulsory RE classes are offered in Year 7-11, 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, school 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.



Chris Telford *Leader*
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RESEARCH WHO WE ARE

COLLEGE CULTURE

When we talk to students, families and staff, it becomes clear that Catholic College is a special place that welcomes all. Regionally, we are renowned for being ‘all about positive and respectful’ relationships. In doing so we ‘provide a balance of spiritual, academic, cultural, physical, emotional and social learning within a child safe environment’.

In fostering and maintaining these beliefs - where people have strong and positive relationships, and everyone can grow to their fullest potential - each person connected to the College has a fundamental responsibility: ‘to develop a community consciousness of shared responsibility for the care and wellbeing of others’.

Supporting these principles, our Child Safe Policy, Pastoral Care Policy, Student Management and Engagement Policy and Parent Code of Conduct state our position on:

- Safety and wellbeing
- Respectful relationships
- Raising concerns and resolving conflict

By accepting a place for your child or children at Catholic College Wodonga, it is expected that you acknowledge, understand and support all College policies. This includes the Student Management and Engagement Policy and the Parent Code of Conduct, correct uniform and your child’s attendance at significant school events.

These policies and more are located on our website, <https://ccw.vic.edu.au/our-college/policies/>

WHO TO TALK TO

When you accept a place, we begin a partnership with your family to maximise your child’s or children’s potential. Together, we commit to communicate, engage and interact. This handbook explains how we facilitate that partnership once your child starts attending classes.

There are many reasons why you would want to talk to a teacher or leader at the College. Some of those reasons include academic progress, wellbeing concerns, relationships, adapting to school life, absences and passing on positive comments about staff.

While we have an outstanding team with a wealth of experience working with you, our preference is that you contact your child’s Learning Mentor (LM) in the first instance. The next appropriate option is your child’s Learning Community Leader. You can read more about this on pages 6-7.

Sometimes, for issues of a serious - highly specific, specialised nature - you may prefer to go direct to Wellbeing on 02 6043 5564 or Diverse Learning on 6043 5511. Or me, Eamonn Buckley.

When in doubt, contact your Learning Mentor first on 6043 5500.



Eamonn Buckley Deputy Principal, Student Development
eamonn.buckley@ccw.vic.edu.au



CURRICULUM

At Catholic College, learning is our reason for being.

In a bid to continuously develop an innovative curriculum and learning opportunities, we offer three distinct stages of learning: Middle Years (7-8), Pathways (9-10) and Senior School (11-12). Each of these stages has different purposes, different outcomes and a wide variety of experiences. At all stages, students are challenged and supported to reach for a potential they have not yet begun to imagine.



Middle Years (Year 7-8)

The focus here is to establish skills, knowledge and understandings about secondary school. The transition is well supported by our Learning Communities and by our approach to Year 7 Learning and Teaching. Students are in core classes and have a limited number of different teachers, smoothing the changeover to high school.

Students engage in broad experiences across all Learning Areas in the Victorian Curriculum F-10. This is the stage where we establish habits for success.

Pathways (Year 9-10)

Our priority here is student choice and student engagement.

Moving from the breadth of the Middle Years program, Pathways adds depth to their learning and 'hones-in' on their areas of enthusiasm. We offer more than 80 subjects! Students must study units from all learning areas, but additional free choice allows them to pursue a learning area and expand their understandings and skills, preparing them for Senior School.

Senior School (Year 11-12)

At this stage our emphasis is on readiness for life beyond Catholic College. We offer two VCAA approved courses: VCE and VCAL.

Our VCE program offers choice from over 40 subjects, including an extensive range of Vocational Education and Training (VET) subjects. VCE students follow a traditional program that culminates in the external exams at the end of Year 12 and can lead to further tertiary study, TAFE or employment.

Our VCAL program is hands-on, with students working independently and in groups, alongside structured workplace training. They develop projects across the two years and often combine VCAL subjects with VET and VCE subjects. Our VCAL graduates generally move into employment or training quickly.



Shaun Mason Deputy Principal, Learning, Teaching & Innovation
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RESEARCH HELPING YOUR CHILD FEEL CONNECTED & SUPPORTED



Caroline Chisholm (1808-1877)
Accept the challenge

Leader
Aaron West



Leonardo da Vinci (1452-1519)
*The future is ours
(Il future è nostro)*

Leader
Kieran Mullins



Mohandas Gandhi (1869-1948)
*Be the change you wish
to see in the world*

Leader
Shinead Kilroy



LEARNING COMMUNITIES

Our Learning Communities are the foundation upon which the Learning Mentor program is built. They are far more than just ‘houses’ for sports carnivals: they are integral to how we help your child feel connected, supported and valued in a big school. Every member of staff is also a member of a community.

Within a short time, most children and staff are passionate and proud of their community - and identify strongly with it. We encourage this camaraderie by team building activities such as Community days and novelty 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. We place our population of 1230 into six Communities. Key features include:

- a vertical structure of Year 7–12 students
- seven or eight Learning Mentor groups within each community; we aim for 26 students per group
- each group is supported by two Learning Mentors
- Learning Mentors operate as a team, but work closely with up to 14 students allocated to their care
- each Community is coordinated by a Learning Community Leader whose role is similar to a Year Level Leader in other secondary schools



Fred Hollows (1929-1993)
A vision for everyone

Leader
Markus Busch



Saint Mary MacKillop (1842-1909)
Courage, Commitment, Compassion

Leader
Shane Piper



Lisa Malone (1969-1998)
Ordinary people doing extraordinary things

Leader
Chris Darmody



LEARNING MENTOR PROGRAM



Learning Communities
six leaders



Learning Mentor Group
26 students, two staff



Learning Mentor
13 students

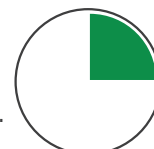
This program improves our ability to influence the learning capacity of every individual child.

Learning Mentors monitor academic and pastoral progress through **learning conversations**: the idea being, “*know the student, know the learner.*” Students know they are supported, which enables them to be more engaged. We believe this improves learning and teaching outcomes for students and mentors.

Every student

- is allocated a Learning Mentor
- gains an understanding of how they learn best, and is guided to use this knowledge to advance
- is linked to, and engaged within, a Learning Community

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.





RESEARCH HELPING YOUR CHILD FEEL CONNECTED & SUPPORTED

LEARNING CONVERSATIONS

Students meet with their Learning Mentor every morning for eight minutes. During this administration time, attendance is marked, daily bulletins checked and late notices shared.

While Learning Conversations happen every day, every Wednesday, one period of 72 minutes is set aside for deeper engagement.

Common phrases you can hear during LM administration time are: *“How are you travelling in class?”*, *“Is there anything I can do to support you?”*, and *“Would you like me to connect you to ...?”*

Here is an example of where a Learning Conversation can lead...

A student in Year 8 was preparing for a Trigonometry test. Her LM, a senior English teacher, does not readily recall ‘Trig’ from his high school days. However, he knows there are Year 12s studying Special Maths in his Learning Mentor Group. The LM put the ‘Trig’ question up on the board and the whole group helped work through the problem, enabling the student to write study notes and, later, comfortably pass the test. During the same timeframe, another student completed an Accounting Senior Assessment Task. The group chose to celebrate these two achievements by having lunch together: sharing each other’s success.



COMMUNITY CUP

Our Learning Mentor groups reward participation. We applaud ‘having a go’. We value striving for something bigger than self. We recognise that individual pursuits - volunteering, languages, favourite subjects or sport - have a role to play in our overall school life. Participation adds to our sense of spirit and community, to what we are as a school and to who we are as people.

The Community Cup is coordinated by our Learning Community Leaders. It turns attention to academic achievement and community talents, rather than a focus on sports.

Whether it be in subject competitions, fund raising or our sports carnivals, every student is able to contribute and participate.

The Cup is awarded to the winning Community in Term 4, at the Year 12 final assembly.



WELLBEING

Mental, physical and emotional wellbeing are essential pre-conditions for successful learning. These qualities cannot be developed for one person in isolation from the health and wellbeing of our community as a whole, nor would we want that to be the case.

We expect each person in our school to understand, value and actively promote the wellbeing of all members of our community. Consequently, pastoral wellbeing may be seen as the unifying focus for the spiritual, academic, physical, social and emotional aspects of school life. We strive to show respect for one another and treat one another with dignity, so that each student has a confident sense of self-worth and a willingness to take initiative, accept responsibility and exercise leadership to become active community members.

A crucial element of wellbeing is using ‘fun’ to help develop a sense of connectedness and belonging. Research has highlighted how important connectedness is to adolescents and feelings of self-worth. The school uses its Learning Community activities, CCW Day, RUOK Day and other events for students to have fun and feel nurtured.

Our Wellbeing Team is one part of our student services group. Staff work closely with mentors, community leaders, the Diverse Learning Unit, pathways, careers, student development, leadership, parents and external specialists and agencies across many areas, including:

- mental health and chronic health issues
- drug education
- counselling/students at risk of leaving school early
- friendship/relationships
- anger management
- referral to outside support agencies
- independent living
- developing communication skills
- liaising with home and working alongside families
- home visits
- study routines
- motivational strategies and homework planning
- awareness days, i.e Bullying No Way, RUOK Day
- fitness and wellbeing groups
- resources for information
- curriculum content, input and expertise

DEFENCE FORCE

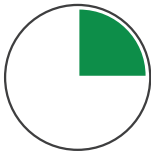
Forty children in our school have parents working for the Australian Defence Force. We are very aware of the unique educational needs these students have, partly due to their mobile lifestyle, when they move in and out of school, and when a parent is away from home due to deployment and training.

We have a partnership with the Defence Transition Mentor Program, funded through the Department of Defence. Carl Rogalski is our first ‘point-of contact’ for ADF families. He is available during most holiday breaks. Apart from making the initial transition as seamless as possible. Carl liases with families for their time at school.



Louise Symons *Leader*
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Rebecca Artis *Provisional Psychologist*
Hayley Paynter *Social Worker*
Carl Rogalski *Social Worker*





RESEARCH HELPING YOUR CHILD FEEL CONNECTED & SUPPORTED

DIVERSE LEARNING

If you have enquiries or concerns regarding your child’s learning, your child’s Learning Mentor is the first point of contact. Often a solution can be identified with the Learning mentor and strategies put in place to support your child’s learning needs. However, some students may face difficulties that hinder their development and may need further assistance.

At Catholic College we pride ourselves on providing support to students with diverse learning needs. Through individual planning with the student, parents, teachers and learning mentors we collaboratively identify a plan to best support a variety of learning needs within classrooms. Our supports may include Language and Literacy assessments, small intervention groups, classroom support, after school support, cognitive assessments (completed by the Catholic Education Office) and/or Personalised Learning Plans.

All decisions around your child’s learning will be made in consultation with you.

We strive to provide environments that encourage student growth and assist students to achieve their potential. We are guided by their individual strengths and work towards supporting learning hurdles.

If your child has been identified at primary school as requiring additional adjustment, please contact Ronnie to discuss their learning needs.



Ronnie Davies *Leader*
ronnie.davies@ccw.vic.edu.au
02 6043 5511

Louise Griffiths-Tutt *Coordinator, Year 7-8*
Angela Kavanagh *Coordinator, Year 9-10*
Daniel Fitzgerald *Coordinator, Year 11-12*

SELF REGULATION SPACES

We have three self regulation spaces: the Wellbeing Office and two sensory rooms. These are areas where any student can go if feeling overwhelmed, or anticipate benefitting from time out of the classroom. They use the room to regenerate; to reset. There is a clear – respectful – line of sight into the rooms, and our Diverse Learning Team work with students throughout.

These rooms are in Duffy (Year 8) and Nganala (Year 9). However, we have break-out rooms in the Aquinas (Science) and Mercy (Year 12) Centres, and our Chapel (Augustine) is always a calming, welcoming space.





RESEARCH COMMITMENT TO LIFELONG LEARNING

TWO CERTIFICATE OPTIONS AT YEAR 12

The state school system in Victoria differs to New South Wales. Victoria offers two senior secondary certificates: the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

With changes at tertiary institutions such as TAFE and universities, pathways into careers or higher education are more flexible and varied than they have ever been in Victoria.

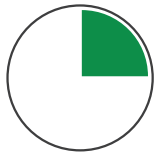
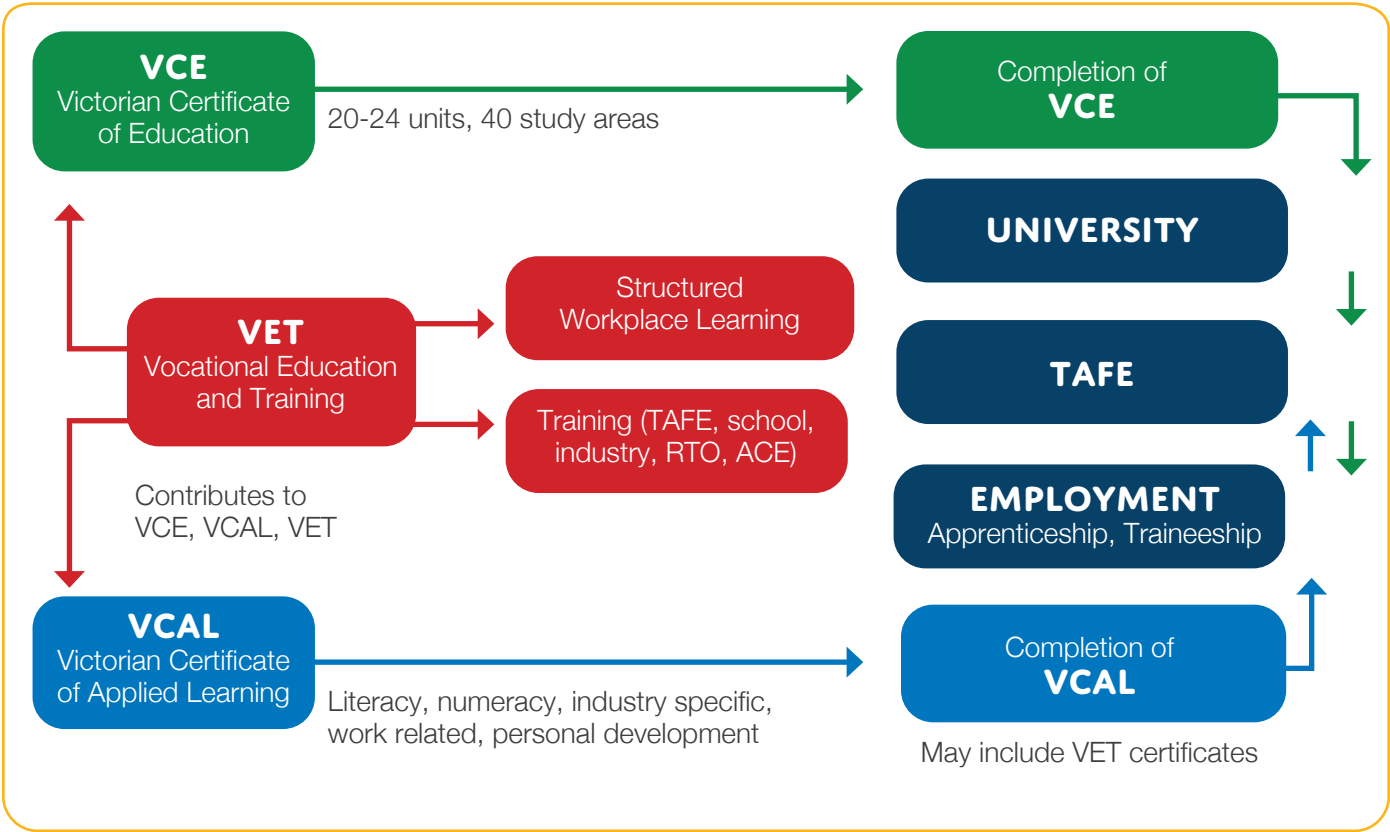
Whilst VCE is the pathway to university, VCAL is the pathway into the workforce, or apprenticeship, or TAFE.

Vocational Education and Training (VET) is a course within VCE and VCAL: students enrolled in either can study a VET course as part of their qualification. The program creates access to 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.

Every student has a different pathway and different goals. We support every student through their own pathway; whether that be VCE or VCAL.

Regardless of qualification earned, our hope is that every student leaves with the desire to be a critical thinker and a life long learner.





RESEARCH COMMITMENT TO LIFELONG LEARNING

YEAR 12 RESULTS IN 2019

VCAL

VCAL runs across two years, during which students complete Year 12 in all three levels of the certificate: foundation, intermediate and senior.

Our completion rates are among the best in the Sandhurst Diocese and we are rightly proud of our graduating class, particularly as a majority were offered apprenticeships throughout the year.

VCE ATAR

Our students consistently score highly in the Victorian Certificate of Education. In 2019, they completed a fantastic academic year.

- 4% attained 90+
- 21% attained 80+
- 35% attained 70+ (4% increase)
- highest individual 96.95
- average 61.7 (highest since 2015)
- 19 individual study scores above 40, across 13 separate subjects, placing them in the top 9% of the state in these subjects

PATHWAYS FOR GRADUATES

In 2019, 141 students completed a qualification. As of March 2020, planned pathways for the cohort are:

Planned pathways 2020		Planned pathways 2021	
Education/training pathway		Education/training pathway	
University	54	University	95
Vocational (TAFE)	17	Vocational (TAFE)	13
Traineeship	17	Traineeship	0
Apprenticeship	7	Apprenticeship	7
Employment pathway		Employment pathway	
Employment (including gap year)	29	Employment (post VET qualification)	9
Employment (no study/training for 2020)	10	Employment (no study/training in 2021)	10
Elite sport	1	Elite sport	1
Didn't return contact	6	Didn't return contact	6
	141		141



WIDE RANGE OF SUBJECT CHOICES

Choosing what to study in senior years can be challenging. Learning Mentors support students in Year 8-11 through a comprehensive four-week program to prepare for subject selection. They then meet with families to assist with finalising the subject selection process and guide students to choose subjects that suit their interests, aspirations, and learning strengths.

We develop course guides for Pathways (Year 9-10) and senior years. These are available for new families to access on our website in the 'Discover & Enrol' and 'Learning & Teaching' sections.

CAREER EDUCATION AND DEVELOPMENT

Career Development is one of our three main student support services - the other two being Diverse Learning and Wellbeing. Career development refers to the lifelong process of managing learning, work, leisure and transitions at all ages and stages of life. Practitioners help people manage their careers, make occupational and study decisions and plan career transitions.

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. She offers comprehensive services to students and families, and the department has strong connections to industry, vocational and higher education institutions, and apprenticeship centres.

Sandie encompasses:

- curriculum development
- tracking and supporting graduates
- engaging with industry
- counselling
- upskilling staff
- working collaboratively across teams, including case managing students
- assessing risk and then referring to specialist support services
- job search skill development
- working with vocational and higher education providers, and apprenticeship centres
- understanding current counselling theories and practice
- marketing information to parents, staff and students across various media platforms
- developing resources that are shared with over one hundred schools

Sandie uses a 'hope-filled strength-based counselling approach' and is a professional member of the Career Industry Council of Australia, and the Career Education Association of Victoria. She is available to meet with students and parents for the transition through school and from school to further education, employment and training.

Careers has a dedicated Facebook page (by invitation request) and website. Moreover, 200+ past students, businesses and Career Champions (parents) support current students through various initiatives each year.

Facebook: CCWCareers, and <http://ccwcareers.edublogs.org/>



Sandie McKoy *Leader*
sandie.mckoy@ccw.vic.edu.au





RESEARCH ENRICHMENT PROGRAMS

CAMPS AND RETREATS

Camps and retreats are embedded in our educational practice because children retain knowledge best through a mix of classroom and experiential learning. Some subjects, such as Outdoor Ed, run camps as part of the curriculum and assessment. We offer one major camp at each year level, though combine camps during the Pathway Years (9-10) in line with the vertical curriculum offered to these two year levels. We regularly review each program to ensure it is relevant, diverse and challenging.

Year level camps and retreats are compulsory.

CULTURAL IMMERSIONS

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 10-12 to practice linguistics, explore spirituality and share learning activities in a different society.

Immersions run subject to demand.

Year	Camps, Retreats, Immersions Compulsory	Purpose	When
7	Outdoor Education, Harrietville	Teamwork, familiarisation	Feb (3 days)
8	Winter sleepout, on campus	Social justice	Aug (2 days)
9-10	White Water Rafting, Bindaree Arts & Culture, Canberra Sport & Science, Canberra Billabong Ranch, Echuca Indigenous Outdoor Education, Barmah Forest Careers, Melbourne	Challenging physical activities	Sep (3 days)
11-12	VCAL adventure, Tallangatta Valley	Team building	Feb (2 days)
10	Youth Ministry	Faith formation	Feb (2 days)
11	Spiritual retreat, Beechworth, Yackandandah, Bowna	Self reflection, responsible global citizenry	May (2 days)
	Spiritual retreat, Howman’s Gap	Self reflection, responsible global citizenry	Mar (3 days)
Year	Optional	Purpose	When
	Solidarity immersion, Condobolin	Youth Ministry, social justice	May (6 days)

For more on camps and retreats, read Catholic Identity (p3) and Finance (p23).



YEAR 7 - 10

Literacy | Numeracy

Following research and a pilot study, we have developed a literacy and numeracy program in Year 7-10. Students and staff either read or do mental arithmetic for 10 minutes at the start of every lesson, and for 30 minutes once a fortnight.

Our intention is to develop sustained deeper reading and comprehension skills: to build resilient readers with a wide vocabulary, well equipped for senior school assignments and exams ... and into old age.

YEAR 8 - 11

HORIZON

Do you have a child whose interest, passion and skill in a particular area is outside the norm? Does this child have a willingness to collaborate and a desire to learn more about that activity? Is this a passion where they have ambitions to work as adults? Horizon may be the perfect vehicle to grow that endeavour.

Horizon is our alternative to the traditional curriculum. It is our independent learning program that runs twice a year, across a semester. It features:

- application and interview process
- 14 students, maximum
- one advisor per student
- e-portfolio and presentation
- two showcases a year



YEAR 9 - 10

The RITE Journey

We are one of 100 schools in Australia and overseas which offer this program. Developed to challenge, it focuses on the needs of young adolescents, stimulating their ideas, opinions and perceptions of themselves and others. The RITE Journey contributes to the development of self-aware, vital, responsible and resilient adults. A key focus is the exploration of what it means to be a man or woman.

Our staff undertake specific training to deliver the program. Visit www.theritejourney.com.



SCIENCE HONOURS PROGRAM

RESEARCH ENRICHMENT PROGRAMS

YEAR 10 - 11

Science honours

We extend high level students in Science, Technology, Science Engineering and Mathematics (STEM). Science Honours is a program that challenges. It exposes participants to careers and professionals within their field of scientific interest, and to what's involved in working in those fields. Science Honours is not about receiving high distinction certificates for national competitions.

We incorporate the federally funded, award winning initiative 'In2 Science eMentoring', working with multiple universities to access current research at the forefront of STEM right now. Students are mentored weekly by university lecturers and career scientists.



Participation requires a significant commitment: students take on extra responsibility out of normal school hours.

- application and interview process
- industry and university mentors
- competitions, entry to Science Stories Lecture Series, targeted excursions and special events

YEAR 7 - 12

Leadership

In Term 4 your child can apply for a student leadership position for the following year. Each community has twelve leaders, two from Years 7-12. We also have two School Captains in Year 12.

All year level Leaders join a training day, whilst Year 9-12s attend a leadership conference. Leaders work in teams to achieve their specific team goals. College assemblies are driven by the Leaders: they all contribute to the running of community days and events.



They also work in collaboration with other student teams on bigger projects such as 'Bully No Way' Day, 'RUOK' Day, and CCW Day. CCW Day is our highly anticipated annual whole school celebration involving dressing up, a Mass, motivational speaker, staff versus Year 12 soccer match and talent quest.



YEAR 7 - 12

Sustainability

Catholic College's vision and mission includes Stewardship: committing to change how we source and use energy and other resources. We have a Sustainability Team made up of students and staff passionate about reducing our waste, energy and water use and conserving biodiversity.

The volunteer group 'thinks global, acts local', and has inspired our community to make significant changes. We now have four waste streams to minimise our contribution to landfill, compost our food waste on site and use only reusable cups and water bottles at school events.

Some initiatives your child can be part of include:

- waste audits and designing education campaigns
- promoting awareness of environmental issues in our community
- biodiversity field excursions and citizen science
- Zoos Victoria mobile phone recycling drive
- National Recycling Week clothes swap party
- nature photography and film competitions



Theatre

Our drama program caters for a range of interests and abilities. From experienced drama students extending their skills, to those trying it out for the first time, all are encouraged to enrol. Students participate in individual, partner and small-group activities focusing on developing their improvisation and performance skills.

Senior students create original ensemble pieces and solos which they present at our twice-yearly evening performances. They develop collaborative and leadership skills through these theatrical experiences. Our annual production is open to all students, and alternates between musical and non-musical shows. We encourage actors, dancers and stage crew from all year levels to get involved.

This year our annual production is '*Finding Jamie Ryan*', a play that comically captures the mishaps and of school life. Students who are interviewed receive a free ticket to see the production in late August.





RESEARCH ENRICHMENT PROGRAMS

YEAR 7 - 12

Music

Music is an integral part of our College. Every student has the chance to play an instrument, join a choir or band. Your child can be involved in class and in the rich co-curricular program at lunchtime and after school.

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 1-4 are offered in Year 11-12. Students can either focus on solo or group (band) performance.



Bands, Ensembles, Choirs

Your child can join the music, theatre, vocal ensemble, contemporary vocal ensemble, senior jazz combo, Year 10-11 funk band, student-led rock bands or guitar ensemble.

There are also many opportunities to perform throughout the year, including: the annual theatrical production, concerts, eisteddfods, Open Mic, Arts Week, La Trobe University Lecture Nights, The Vibe at Artspace, festivals, assemblies, Wodonga Children's Fair, Battle of the Bands, masses, liturgies, Year 9 Big Gig, CCW Day and Kool Schools recording project (Melbourne).

Luke Godfrey conducts the bands, Simone Worsnop the choirs and Paul Gibbs VET Music.

Private instrumental lessons

Any student can access extra lessons, for an additional fee. Lessons are available for:

- electric, bass or acoustic guitar
- piano / keyboard (classical / contemporary)
- wind instruments: flute and clarinet
- brass instruments: alto, tenor saxophone, trumpet, trombone and French horn
- voice (classical / contemporary)
- drum kit / percussion



All instrumental teachers are fully qualified, highly experienced and have a Working With Children Check.

It is recommended lessons begin in Year 7, so children have the best chance of obtaining skills to pursue music at senior school level. We encourage students to try different instruments, especially brass and woodwind. Some instruments can be hired.

To arrange extra lessons, families need to complete and return an application form (Instrumental & Vocal Tutoring). Unfortunately, we cannot begin lessons without parental consent: no form, no lessons!



YEAR 7 - 12

School Sports Victoria

We pursue excellence through 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. Amongst these sports were netball, basketball, cricket, tennis and Australian Rules Football. We also sent strong swimming, athletics and cross country teams in which we had individual state champions.

SSV sports include:

AFL Football	Cross Country	Soccer
Athletics	Golf	Swimming
Basketball	Hockey	Table Tennis
Cricket	Netball	Tennis

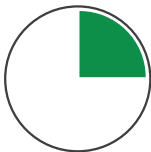
Separate competitions are held for clay target shooting, cycling, skiing, rugby, league tag and mountain bike riding.



College Carnivals

We hold three major intra-school carnivals each year for swimming, athletics and cross country. These carnivals are important sporting and community events that showcase athletic ability and reward participation.

Students who are not competing are encouraged to support their peers, and do so proudly and loudly – usually by dressing up in their community colours!





ENROLLING

YOUR ACTION PLAN

- ☐ Read this handbook
- ☐ Have a thorough understanding of the following policies and how they support our College culture and community expectations:
 - Enrolment Policy, p20
 - Parent Code of Conduct
 - Student Responsibilities and Rights
 - Student Management and Engagement
 - These and other policies can be accessed on the website: <https://ccw.vic.edu.au/our-college/policies/>
- ☐ Complete and lodge an enrolment agreement by Monday 27 May
 - Parents to sign
- ☐ 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
- ☐ Supply a copy of birth certificate (essential) and baptism certificate (if applicable)
 - Incomplete forms will not be accepted
 - Supplying an enrolment agreement is NOT a guarantee of acceptance
- ☐ Diarise the key dates on p22
- ☐ Attend an interview
 - Tuesday 16 - Thursday 18 June
 - Applicants receive notification to book an interview using an online system
 - Applicants must be accompanied by one or both parents / guardians
 - No examples of school work are required
 - Families receive notification via email early in Term 3
- ☐ If offered a place, begin the transition process outlined on p25





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 Enrolment Handbook





ENROLLING

KEY DATES 2020 | 2021

Enrolments open	Collect at reception or at Open Day	Mon 27 April
OPEN DAY Applications can be handed in. Fee due upon lodgement: \$50/100.	Self guided tours start 4.15pm. Information session 6-7pm.	Tue 5 May
Applications close	Email, post or hand delivered	Mon 25 May
Online booking process issued	Email and post	Fri 29 May
Book interview online	Open for one week only	Fri 29 May - Fri 5 June
Horizon Showcase*	All years	Wed 10 June
Interviews	Applicants and parents/guardians	Tue 16 - Thur 18 June
Pathways Information Night	Year 9-10 in 2021	Mon 20 July
VCAL VCE Information Night	Year 11-12 in 2021	Mon 27 July
Notification of enrolment status issued (offer or pending)	Email	July - Aug
Course Counselling	Year 9-12 in 2021	Wed 5 Aug
Year 7 Arts Tech Expo *	Year 7 in 2021	Fri 7 Aug
Subject selections finalised	Year 9-12 in 2021	Wed 5 - Wed 12 Aug
Visits to primary schools	Wellbeing and Curriculum staff	Mon 24 - Fri 28 Aug
Production 'Finding Jamie Ryan'	All years	Thur 27 - Sat 29 Aug
Finance forms issued (online)	Email	Early Sept
Uniform fitting begins	By appointment only, 9am-6pm	Sept - Dec
Arts Exhibition *	All years	Tue 13 - Wed 14 Oct
Family Information Night	Year 7 in 2021	Mon 19 Oct
Notification to access Parent Access Module (PAM) and complete online documentation	All new students in 2021 Email with login/password	Late Oct
Textbook/resource lists issued	Email/via PAM	Mid Nov
Horizon Showcase *	All years	Mid Nov
Learning Mentors contact families	All new students in 2021	Mid Nov - early Dec
CCW Transition Morning	Invited Year 7s in 2021, 8.45am-10.20am	Wed 18 Nov
Commencement Program	Year 8-12 in 2021	Fri 20 Nov - Fri 4 Dec
Last day of school	Year 8-11 in 2020 Year 7 in 2020	Fri 4 Tues 8 Dec
Orientation Day	Year 7 in 2021	Tue 8 Dec
Catholic College office closes	12.30pm	Wed 16 Dec
Textbook/resource home delivery		Mon 4 - Fri 15 Jan
Catholic College office re-opens	8am	Mon 18 Jan
Portable wireless device collection	Attend 1 of 4 sessions: Arts Centre	Late Jan
Term 1 commences	8.45am, new students go to Arts Centre	Thu 28 Jan
Mass	Year 7 in 2021, Sacred heart Church	Early Feb

Optional *

Dates subject to change



FINANCE

Potentially, you are commencing a relationship with the College to last the next six years and possibly beyond. We understand that for some families, school fees and the payment thereof, can be of concern, and we encourage you from the outset to communicate with us. Our aim is to establish a relationship early on, so that each family feels comfortable talking to us in regard to any finance related matter. Your key contacts are Tony Holt, Kim Bird and Sandra Smith.

Contact details

Tony, our Business Manager, is on 02 6043 5513. Kim, our Accountant, is on 02 6043 5566. Sandra, our Finance Assistant, is on 02 6043 5541. Voicemail is available on all phones, or email the team on finance@ccw.vic.edu.au.

Hours are 8.30am – 4.30pm Monday to Friday (including school holidays), although appointments outside these times can easily be arranged.

School fees

Details for 2021 will be available on our website in Term 4, 2020 (October/November). Currently fees cover all compulsory costs for the year including a portable wireless device, levies and camps.



2020 ALL INCLUSIVE TUITION FEE

Level	Fee for 1 child	2nd child (20% discount)	3rd & subsequent child (50% discount)
Year 7	\$5,360	\$4,288	\$2,680
Year 8	\$5,360	\$4,288	\$2,680
Year 9	\$5,810	\$4,648	\$2,905
Year 10	\$5,810	\$4,648	\$2,905
Year 11	\$5,880	\$4,704	\$2,940
Year 12	\$5,880	\$4,704	\$2,940

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 undertaking an elective Outdoor Education subject





ENROLLING

Payments

We accept fees via Direct Debit or Credit Card deduction, and payment frequencies are weekly, fortnightly, monthly, quarterly or annual. The Business Manager must approve any other payment method, and will only do so for special circumstances.

Your Direct Debit Authority for 2021 will be ongoing throughout your time at the College. Each year that we send your School Fee invoice, we will include details of your payment plan for the new school year, based on what your plan was the prior year.

Amendments to payment plans can be discussed with Tony or Kim at any time. The payment period is from February to November, but ongoing payments (over a full calendar year) can be set up where requested. Prepayment of 2021 fees is also an option and can be set up by contacting any Finance Team member.

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.

Confidentiality

All discussions are strictly private and confidential and remain with the Finance team and Principal.



Portable Wireless Devices

While portable wireless devices supplied by the College are insured, there is an excess of \$200 per repair for non-warranty repairs for which families are responsible.

Similarly, replacement costs for power supplies (chargers) are on-charged to families at our supplier's cost. Broken and damaged protective shells are replaced at no cost to families.



ACCEPTING A PLACE

NOTIFICATION OF ENROLMENT STATUS

We will advise if your application has been accepted or is pending via email in July-August. Second round offers are emailed August-September.

TRANSITION PROCESS TERMS 3 - 4

- ☐ Refer to the Enrolment Checklist provided in the Enrolment pack and p22 of this Handbook
- ☐ Expect regular communication via email to PAM account
- ☐ Book a uniform fitting

- ☐ Complete finance forms in September
- ☐ Return bus forms by Friday 30 October
- ☐ Attend transition events
- ☐ Note ICT protocols and portable wireless device collection details

COMMUNICATION

From mid-Term 3 into Term 1 we are in regular contact about the transition process. As our primary communication format is email, regularly check the in-box of the email address you supply on the enrolment agreement. Once you have accepted a place for your child, we create a Parent Access Module (PAM) account for parents.

You will be contacted by the administration team, the year level Learning and Teaching leader, a Learning Mentor and your Learning Community Leader. Some families will be contacted by the Wellbeing or Diverse Learning teams.

UNIFORM FITTING

Catholic Education Wodonga (CEW) represents St Augustine's, St Francis of Assisi, St Monica's and Catholic College Wodonga. Alinta Apparel is the exclusive supplier to our Wodonga Parish school community.

Wearing the uniform is compulsory. All items, other than shoes and socks, are to be purchased from the CEW shop. You can lay-by new or purchase second-hand. Second-hand items depend on availability.

The shop is located behind the Sacred Heart Church, 283 Beechworth Road, in the Catholic Parish Hall, on the corner of Beech and Rundle Streets Wodonga. Alternatively, order online via www.alintaapparel.com.au. When registering, the 'school' to select is 'Catholic Education Wodonga'.

We recommend booking a fitting appointment for September - December

Children are sized 'up' to factor in growth over summer. Waiting to obtain uniform items in January runs the risk of less stock selection and significant waiting periods, as current families are updating in that month. It is quicker to swap a size in January than do fittings.

Opening hours

Monday and Tuesday 8 - 10am, Wednesday and Thursday 2.30 - 5pm and Saturday 9am - noon.

Cherie Van Eyssen Area Manager
cew@alinta.com.au | 0481 294 698





ACCEPTING A PLACE

ARRANGE SCHOOL TRANSPORT

- Bike** Parking for bikes is located at Nganala, the Pathways (Year 9-10) campus in Bowman Court.
- Car | Walk** We have three drop off points: Bowman Court, Silva Drive and behind the Wodonga Leisure Centre in Hedgerow Court. Senior students often park in this space.
- Country and town bus**

State	Base	Operator	Service area	Phone
VIC	Mt Beauty	Falls Creek Coaches	Dederang, Mt Beauty	03 5754 4024
VIC	Rutherglen	Dysons	Rutherglen *subject to SCAS approval	02 6056 3100
NSW	Albury, Wodonga	Dysons and Martins	Wodonga, Albury, Lavington and Thurgoona	02 6040 4400 02 6056 3100

Conveyance Allowance This is a form of financial assistance to help with the cost of transporting students to their nearest appropriate denominational school.

- Eligibility criteria** Eligibility is determined by the Victorian Government, not the College. Students attending a non-government school, i.e Catholic College, must:
- attend the nearest Catholic school appropriate to their year level
 - live 4.8km or more by the shortest practicable route from the school
- Families living near Beechworth, Rutherglen or Chiltern should check which is their closest school: our College or Galen in Wangaratta. Use ‘bing maps’ as a reference. *The final determination for qualification is made by the Victorian Government through its Student Conveyance Allowance System (SCAS).*

Eligible areas

- Wodonga Town (Dysons). For those who live 4.8km or more from the College
- Country Service (various bus lines). Allan Flats, Bandiana, Baranduda, Barnawartha, Bellbridge, Bethanga, Bonegilla, Castle Creek Road area, Chiltern, Ebdon, Gundowring, Indigo Valley, Kergunyah, Kiewa, Killara, Osborne Flat, Talgarno, Tallangatta, Tangambalanga, Sandy Creek, Staghorn Flat and Yackandandah

Application forms and bus allocation

It is the responsibility of families to obtain, complete and lodge the appropriate forms for travel in Victoria.

Initial queries are to be directed to Catholic College, though Wodonga Senior Secondary College allocates seating.

Forms are available at College reception and need to be lodged at our school for validation by Alex McSwiney by Friday 30 October. Families in NSW must lodge applications online via Transport NSW School Student Transfer Scheme: <https://apps.transport.nsw.gov.au/ssts/#/>.

Failure to organise may result in your child being excluded from bus travel.

It is the parents’ responsibility to contact Jodi Morgan before the end of Term 4 2020 to ascertain which bus their child has been allocated.

Alex McSwiney Administrator (CCW)
Jodi Morgan Regional Bus (Country) Coordinator (WSSC)

02 6043 5500
02 6043 7500



ICT & PORTABLE WIRELESS DEVICES

To support learning and teaching, we have implemented a sophisticated network with wireless access in every learning space. All students are supplied with a portable wireless device.

In October we host a Year 7 in 2021 Family Information Night. Among the topics covered are our terms and conditions regarding portable wireless devices.

Portable wireless device collection

In January, new students, including Year 7s, collect their devices. We provide this service a few days before the school term begins. Students and parents/guardians sign a User Agreement when the device is supplied. The deployment process takes around an hour for students to complete.

Our current practice is to supply students with devices at the start of Year 7 and Year 10. Information, manuals, policies and guidelines are on SIMON for students and on PAM for families.

See p24 for warranty and replacement notes.

Responsible digital citizenship

We value teaching children how to use ICT appropriately, without disadvantaging others. During personal learning time, in class we cover: appropriate online etiquette, digital technology literacy, managing the technology, understanding ethics and the law, knowing how to stay safe online, and the impact on health that too many hours of screen time can have. This education also occurs in the Learning Mentor Program.

Service Centre

Our help desk is available Monday to Friday 8am - 4pm. If your child has difficulties with their device, there are various sources available to troubleshoot.

- email ictservices@ccw.vic.edu.au
- visit the ICT Service Centre, Duffy Centre, main campus
- call 02 6043 5500



ATTEND TRANSITION EVENTS

Every visit your child makes to the College before Term 1 eases their experience on the first day and their overall integration.

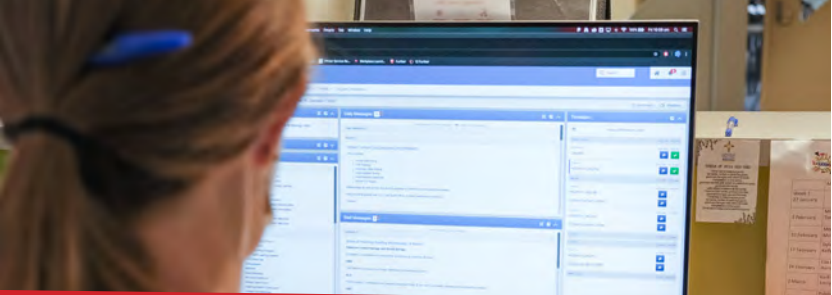
We encourage future Year 7s to attend the Family Information Evening, CCW Transition Morning, Orientation Day and optional activities such as the Year 7 Arts Tech Expo.

We also recommend that every future student, regardless of year level, attends general events such as the annual production and art exhibition. See p22 for key dates.





- Main Entrance
 - Bishop Grech - Administration
 - Aquinas - Science
 - Augustine - Year 7
 - Catherine McAuley - Arts, Food Technology
 - Duffy - Year 8
 - Egan - Year 8
 - Flynn - Languages
 - Mercy - Year 12
 - Nganala - Year 9, Music, Learning Diversity
 - O'Hagan - VCAL, VET, Technology
-
- Diverse Learning - Nganala
 - ICT - Duffy
 - Learning Community Leaders - Bishop Grech
 - Self Regulation Space - Duffy, Nganala
 - Wellbeing - Bishop Grech



FAMILIARISATION COMMUNICATE, ENGAGE & INTERACT

EMAIL

Email is our primary form of communication during transition and throughout your child's schooling.

All correspondence to the family/families connected to that child is directed to the one email address linked to that PAM account.

Regularly check the in-boxes of the email addresses you supply on the enrolment agreement and advise promptly if notification details change.

SIMON AND PAM

We use two online management systems for clear communication between staff, students and parents.

PAM

The critical (most important) means of monitoring your child's learning and results is through PAM. It stands for Parent Access Module. We expect families to become familiar with, and utilise PAM regularly. It is available 24/7 and frequently updated. **Information and access to PAM is emailed and posted to new families in Term 4.** The login process is simple, and navigating PAM straightforward.

- as soon as a task is marked you can see that mark and discuss the result with your child
- access student reports, timetables, attendance, information, school news and daily messages
- you can email a subject teacher or Learning Mentor directly through PAM
- resources, school links and forms are on PAM
- all excursion and activity information and permissions are also on PAM

SIMON

If PAM is for families, SIMON is for students.

- holds data regarding student's assessment items, feedback and reports
- communicates timetables, room bookings and day-to-day messages
- enables Learning Mentors to be fully aware of their mentees workload, behaviour and achievements
- is web based: accessible via any device that has access to the Internet, including a mobile phone

SIMON Everywhere App - for parents

Download from the App Store or Google Play. Using the same login credentials as PAM, SIMON Everywhere gives you all the functionality of PAM on your phone.

NEWSLETTER

Catholic College News is uploaded to PAM and the website every fortnight (Wednesday) during term. We email a link to the primary address supplied on the enrolment agreement. You can nominate a second address by emailing parentemail@ccw.vic.edu.au your child's full name, year level and additional contact details.

To contribute articles of student successes and events, forward details to hayley.neves@ccw.vic.edu.au.

WEBSITE

Our website is geared towards potential families and educators. Existing and newly enrolled families gain information from, and communicate with us, through PAM.

www.ccw.vic.edu.au





FAMILIARISATION COMMUNICATE, ENGAGE & INTERACT

PARENTAL PARTICIPATION

Being an active parent in school life does not stop after primary school. Commonwealth funded research shows the endless benefit children receive if parents are active and engaged at school - regardless of age. Teenagers need to see their families visible and part of their educational experience.

Attend information sessions

We regularly conduct meetings aimed at updating families and answering questions. Topics at information sessions vary, but may be relevant to a particular year level, ICT, subject selections or new developments.

Be visible

Attend masses, assemblies and the annual College production.

Be social once a term

While many families have known each other since childcare days, others start without a support group. They may have just moved to the region, come from a small rural community, or enrolled midyear.

Parent Leaders arrange a social event one night a term to which parents from every year level are invited.

We don't fundraise, have working bees or demand a lengthy time commitment from our parents – just this social opportunity four times a year.

Events are:

- run by parents, for parents
- supported by the College
- fun, informal, relaxed
- promoted in the newsletter and email

Parent Leader
First contact for new families
Our Parent Leaders also take on a role welcoming new families. Working with College staff they initiate a phone call and are a sounding board for questions that are school and (quite often), non-school related.
Be a Parent Leader
You may be interested in hosting events or supporting new families in your child's year level. If so, contact Hayley on hayley.neves@ccw.vic.edu.au.

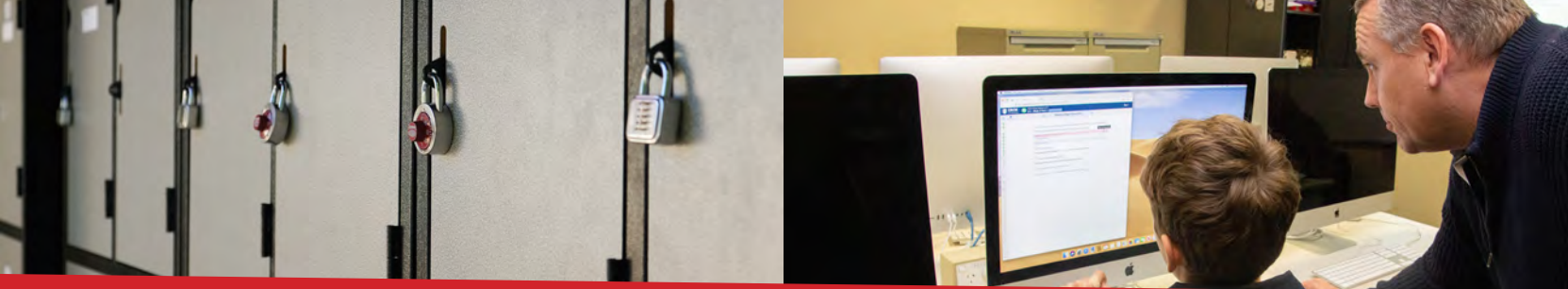
RESOURCE HUBS

Study resources are targeted specifically to the needs of each year level through dedicated library hubs. Items are regularly updated to ensure they complement the curriculum.

These are located at five centres around the College.

- Year 7-8 Duffy
- Year 9 Nganala
- Year 10-11 Flynn
- Year 12 Mercy
- Catherine McAuley Arts Centre





STUDY TOOLS

Virtual Library

We host a 'mobile library'. It provides digital resources to support the curriculum and allows information for each assignment (or subject) to be easily accessible on one site.

LibGuides

This is a collection of subject specific guides accessed through the student portal SIMON. They are designed to connect students to information and resources. LibGuides include: websites, online encyclopaedias, newspaper databases, bibliography reference generators, educational videos, slide-shows, and a full listing of fiction and non-fiction books.

Photocopying, printing and scanning

Students use their ID card to copy, print and scan documents in the Hubs. More credit can easily be purchased if your child uses up their allocation.

LOCKER SECURITY

Most lockers are situated outside. Students are not to leave anything valuable in their locker overnight (i.e portable wireless device), as the College is not liable if items are taken.



CANTEEN

The canteen is located in the Augustine Centre. Food is freshly made every day on the premises, including salads, pasta, rice dishes, focaccias, sandwiches and wraps. To order lunch, paper bags are available at the canteen. Your child writes their order on a bag, and hands it in, with payment, before school or at recess.

If not using cash, orders can also be made online by parents/guardians via www.ecanteen.com.au. This online order form mobile compatible as a free simple app installed from the website without any need of an app store. It can be used on any device without the need for installation

Anne Puiatti Manager
canteen@ccw.vic.edu.au
02 6043 5586





FAMILIARISATION

COMMUNICATE, ENGAGE & INTERACT

A TYPICAL COLLEGE DAY

All students report to their Learning Mentor each morning at 8.55am.

Start	Finish	Minutes	Purpose
8.55am	9.03am	8	Learning Mentor Administration
9.07am	10.19am	72	Period 1
10.19am	10.39am	20	Recess
10.43am	11.55am	72	Period 2
11.59am	1.11pm	72	Period 3
1.11pm	1.59pm	48	Lunch
2.03pm	3.15pm	72	Period 4

Four minutes is allocated to travel between each period.

TERM DATES 2021

These dates are the gazetted dates from the Victorian Department of Education and were correct at the time of printing but may change. Please check our website to confirm pupil-free days, commencement and public holidays. Senior years have different finishing dates in Term 4 than junior years.

Term One

All students commence
Wednesday 27 January – Thursday 1 April
(10 weeks)

Easter Break

Friday 2 April – Monday 5 April

Term Two

Monday 19 April - Friday 25 June
(10 weeks)

Term Three

Monday 12 July - Friday 17 September
(11 weeks)

Term Four

Monday 4 October - Friday 17 December
(11 weeks)



The office is open from 8am to 4.30pm, Monday to Friday.
It is closed on public holidays, the second week of each term break, and for four weeks over Christmas and New Year.



CATHOLIC
COLLEGE
WODONGA

LIFE IN JESUS

