



T3 WK 8 2018

FROM THE COLLEGE PRINCIPAL

St Andrews College continues to have students **doing more and going beyond**.

We celebrate some of their achievements.

At the recent **10th Anniversary of Captivate Lachlan Jones** won accolades not only for his magnificent performance on the double bass but for the way he demonstrated service for others in assisting with the pack up of the Captivate concert. His performance was outstanding. Lachlan's future as a fine musician is assured. Congratulations!

The annual **Bishop of Parramatta Excellence Awards** were presented at Vespers in St Patrick's Cathedral on Thursday the 6th of September 2018. **Our awardee was Isabella Yabut** who has demonstrated a keen sense of social justice through a range of involvements including the Thai Cultural Immersion Program and the Philippines Tour. Congratulations to Isabella for continuing to be a true person for others. Our thanks go to **Ebony O'Connor** who read the citation.

Last week the college presented **A Midwinter's Dream** to a very receptive audience. **Mr Joseph Lenehan** reworked a Shakespearean classic into a modern version. Under his skilled direction our students entertained in a lively and engaging manner. Our deep appreciation goes to Mr Lenehan who continues to keep the performing arts alive and well in the college.

This week four of our Year 12 students received **Schools Industry Partnership Placement Awards**. These Student Excellence Awards were presented to: **Matthew Stevenson** (Construction), **Caylen Billedo** (Entertainment), **Alyssa Secull** (Hospitality) and **Nicolas Menouhos** (Hospitality). Our congratulations to these outstanding VET students.

Many would have noticed a lot of building works on the junior campus. Our library is having a huge facelift into a **contemporary integrated library and learning centre** with an exterior learning space. The college is funding this project. Furthermore, we have received funding to renovate the girls' and boys' bathrooms. The latter will be finished by the commencement of term four and the integrated library by the 21st of November 2018.

Finally, I congratulate our SRC who have promoted **RUOK? day** with a number of events on each campus. I am very proud of our students as they reach out to others who may have some difficulties in their lives. Our student community continues to demonstrate care and concern in the most positive ways.

**God Bless you,
Nicholas Vidot
Principal**



Faith in Christ is the College's motto.

Faith in Christ gives us our sense of meaning and purpose.

Coming Events

17th - 21st September Year 11 Exams	26th September Year 9 Drama Excursion Sydney Opera House
17th September PDSSSC Girls Basketball Gala Day	27th September R U OK? Day
Year 12 Fast Forward Workshop	28th September Year 12 Graduation Ball
20th September Unity Day	Last Day of Term 3
24th September Year 12 Graduation Mass	29th September - 13th October Thai Immersion Trip
25th September Year 10 Japanese Excursion/ Foundation Visit	15th October Pupil Free Day
26th September Year 12 Graduation Ceremony	16th October Term 4 Begins
	18th October HSC Exams Begin

FROM THE ASSISTANT PRINCIPAL STUDENTS

Making a difference to student wellbeing

There are many factors that influence a young persons wellbeing but the two that have the biggest impact are their parents and their teachers. These two groups are the ones that spend the most time with the young person and are the ones that develop learning in each young person.

Having positive relationships with teachers is essential for their development and learning. A positive relationship with their teachers will help give students a sense of belonging, which can lead to happier students, which promotes positive learning. Negative relationships can create anxiety and destroy a student's confidence.

Parents play a vital role in the development of their children. Spending time and setting boundaries with your children can increase the levels of life satisfaction in young people. Parents can help a young person manage anxiety and motivate them to do well in life.

It is essential that parents and schools work in partnership for the benefit of the child. If the home and school are working together in a common direction, the child will have a greater chance of success at school and in life.

Please feel free to contact the College and any of the staff to develop a positive partnership between home and school.

Unity Day

On Thursday the 20th of September the College will be celebrating the Annual Unity Day. This is a great opportunity for staff and students to celebrate the diversity of the College community.

Students will be involved in a cross cultural liturgy which will open with our indigenous students leading the College in the Acknowledgement of Country. There will be some Social Justice talks and then the students will dress in cultural attire in preparation for the cultural displays. The students will prepare a song or dance or other cultural activity and present it to the College community.

The College community will share different cultural food for lunch

then participate in cultural lessons in the afternoon. Unity Day is a great day for our College to celebrate the nearly 80 different cultures in the College.

Students Learning

It has been about five weeks since the Student Learning Conference for Year 7-10. If there were issues raised or challenges suggested, it would be a great time to touch base with your Child's teacher to see how they have been progressing.

As a learning community the partnership between home and school is essential for the success of the child. Your Child's teachers are always available to discuss the progress being made in learning. If you wish to speak to a teacher please contact the office on 9626 4000 and arrangements will be made for you to talk to the teachers.

If you have questions about something happening in the classroom please don't hesitate to contact the Leader of Learning for that Key Learning Area (KLA) or the Leader of Learning - Pastoral with questions about the learning needs of your child.

What is in the Planner?

The key area to focus on this week is the value of feedback. Giving and receiving non judgmental, positive feedback is essential to build trust. Students need to try new approaches to learning, focus on what they are doing well to assist them in developing a growth mindset. Students also need to develop an understanding of the challenges that they are faced with in their learning. Feedback is essential for growth and we should always listen actively and act on what will help us improve.

An important skill we need is optimism. We should always look at the positives in life and this will help us develop and maintain a growth mindset. If you focus on what you are doing right, be grateful for what you have and look on the bright side of life, it will help you become more positive.

Key character strengths to focus on this week are fairness and gratitude.

God bless

Mr Nick Thrum

Assistant Principal - Students

FROM THE LEADER OF LEARNING RELIGIOUS EDUCATION



On the 7th of September, the Year 10 Catechist Group, along with Ms Becroft, Mr Thrum and myself, represented the community of St Andrews College and attended the annual Diocesan Mass for Religious Educators (Catechists Mass), along with 20 other schools who are a part of the Catechist Program.

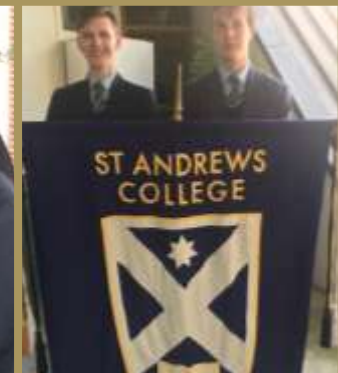
The Catechist Mass is a celebration for all those who serve the community through the teaching and offering of Catholic faith to Public Schools and work in the parish.

It was an honour to attend as the Principal Celebrant was Bishop Vincent Long Van Nguyen, and there were many inspiring people who were being acknowledged for 15 — 45 years of service in the Parramatta Diocese.

The Mass started with the procession of the school flags and emblems, with SAC's flag being held high and proud by Zac Chambers and Peter Mateja.

After the Mass finished, Bishop Vincent thanked people and presented certificates for their service.

"You are all Heralds....I thank all of you for your selfless service." This was a quote taken from the Mass. It was so rewarding to have a person like Bishop Vincent call our students official messengers of the Lord and thank them for the work they do.



It proves that the little time our catechist take out of classes can lead to bigger things, not just for us, but for the children they teach. They enrich the children in faith and their possibilities are endless, with the Lord.

Kellie Robinson
Leader of Learning Religious Education

FROM THE LEADER OF LEARNING RELIGIOUS EDUCATION

YEAR 12 INDUSTRIAL TECHNOLOGY

One of the subjects offered at St Andrews College in Stages 5 and 6 is Industrial Technology. In 2018 we have fifteen Year 12 students studying Industrial Technology with a Multimedia focus. The course is designed to develop a knowledge and understanding of the multimedia industry and related technologies. The emphasis is on design, management and production through practical applications.

As part of the Stage 6 Industrial Technology Course students are required to create a major project. From October 2017 until Thursday the 16th of August 2018, the fifteen Year 12 students studying Industrial Technology have worked tirelessly to create a multimedia production. This is a NESA requirement and makes up 60 of the 100 marks available for the HSC Exam. The major project is centred on the application of design, research and manufacture of a multimedia production and the related folio.

On Thursday the 23rd of August, all fifteen students showcased their productions at the Major Project Showcase. These students were: John Salazar (Oh My Doggo), Matthew Cruz (Euphoria), Jeremiah Coutinho (Pathways), Vishishta Ramanathan (Nola), William Villar (O.D), Audrey Jovero (Crossroads), Patrick Balilo (Dissonance), Jerico Tablizo (Home), Daniella Scott (Quando Crezca), Gabriel Felipe (I Just Want To Win), Steven Saros-Glinatsis (Shadow Division), Rencel Del Monte (Shooters), Dean McCoy (Life), Thomas Resenberger (The Protector) and Vincent Tran (Doggo).

As part of the reflection on their learning and achievement students were asked four questions:

- What was the name of your project?
- What was the storyline of your project?
- What software did you use to create your project?
- What did you learn from doing your project?

On the following pages are some of their responses:

I have created an emotional short drama called 'Nola' which dwells on the effects of an old age home on a lonely grandmother, who anxiously waits for a son and his family to visit her. I had used Adobe Premiere

Pro CC and Garageband 2017 to create the film and the soundtrack complimenting the deep emotion that I envisaged for the film. Through this, I had realised the true importance of teamwork, dedication and time management that is imperative in creating a major project. I also learnt the core factor of a doing a major project is to enhance my knowledge in audio and video, and the unlimited extents of creating a flawless project, which I have yet to achieve.

Vishishta Ramanathan



The title of my project is "Crossroads" This title represents teenagers who struggle to make the right decisions in life, and for those unique people who struggle to allow other people into their life. My short film is about a young introvert. Who relies solely on earphones to block out surrounding noise. Upon misplacing the earphones, the young teen goes through an emotional breakdown. As an introvert, I tend to feel more at ease when I am alone. It's a way to say that "I am comfortable on my own. I am

YEAR 12 INDUSTRIAL TECHNOLOGY

happy on my own". The software I used for my project was mainly using Adobe programs. Adobe Premiere Pro CC for editing my video. I also used Adobe Photoshop to create my poster. From this project, I came to a realisation that I need to work on my time management, not only for the project, but for other future works. Time is very precious and must be used effectively throughout life. I have also learned that I should always seek others for help when needed, and to not try and complete everything on my own.

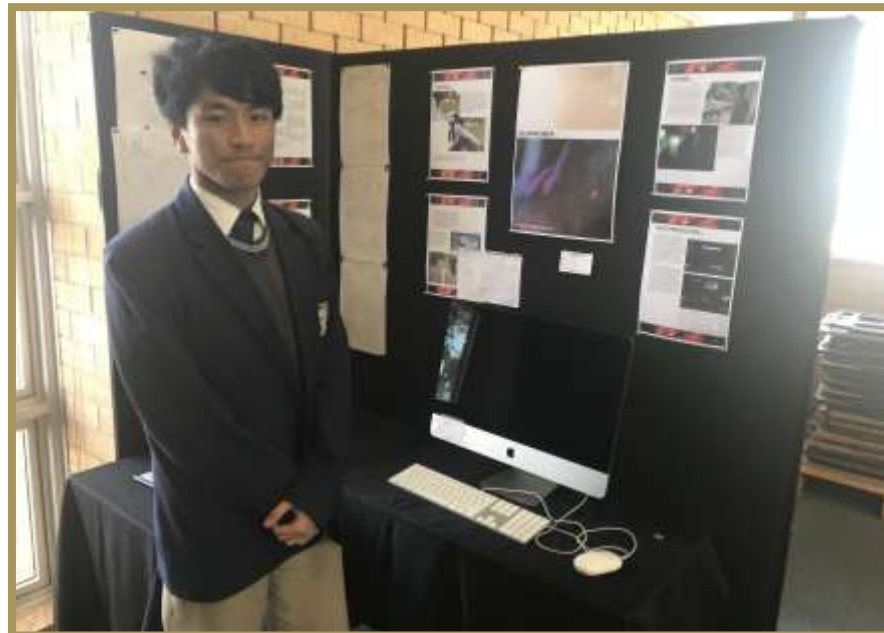


Audrey Jovero

For my major project, I intended on developing a short film around the concept of exploring momentary yet intense feeling of happiness for individuals which can't normally be explained through the use of words. Extrapolating on this idea, I decided to name my film 'Euphoria', which embodied the nature of intense momentary emotions. The film was

developed through Adobe Premiere Pro and exported through Adobe Encoder, for optimal quality. Throughout this project, I've realised the importance of time management, flexibility during complicated scenarios, and the prior knowledge on software and directing, along with the fact of improvisation and preparation. Throughout the course of my production, the abundant research contributed to it gave me significant insight into how to use materials and communicate with specific individuals within the multimedia industry. This film serves as an exemplification of what I thought happiness for most individuals was and also served as a final tribute to my friends.

Matthew Cruz



My short animation, titled "Dissonance", was a short animation depicting the story of an individual who is addicted to technology, and how that over-dependence has isolated him and alienated him, forcing his emotional breakdown when he is unable to use said crutch. I used a cornucopia of software, including Adobe Animate, Encoder, Photoshop, InDesign and iMovie. Through the

YEAR 12 INDUSTRIAL TECHNOLOGY

process of working on this project, I understood the necessity of hard work, maintaining a schedule and consistency. Taking this as a learning experience, the project as a whole will serve to help me as future reference for any similar projects I may undertake in the future.

Patrick Balilo



The short film that I have created is titled 'Home'. There was no straight storyline/plot with my project. The main purpose of my film is to express the nature of what we think 'Home' is. Our idea of 'Home' is varied as we perceive things different to each other, however "it shouldn't matter, because Home is everywhere". Through this, I used a voice over and a TedTalks to communicate the ideas I wished to be presented, drawing from 'inspirational' Visual Arts short films, and the TedTalks presentation. I primarily used Adobe Premiere Pro as the main video editing software, and Audacity to record and edit particular voice overs/sound. Additionally, I used Adobe Media Encoder (for exporting the Premiere Pro project to an mp4) and Adobe InDesign (for creating the documents and portfolio of the project). Through the

creation of my project, I have learnt how to produce various products through the use of Multimedia aspects (video, audio, text, animation, image), and developed my skills in using the softwares and hardwares to create the project. Additionally, the significance in developing synergy within your team results in a product that you can be proud of. "Home is everywhere"

Jerico Tablizo



The title of my short film is called O.D there is different meanings to it, Our demons and overdose, our demons meaning that everyone has demons inside of them and they will do whatever it takes to get rid of their demons. The storyline of my project focuses on the downfall of a student when he first uses drugs, when he is at the peak of his school career (scoring high on tests). The software that I have used to create my project were adobe premiere pro used mainly for editing my film as well as adding colour to one scene, adobe photoshop used for editing my photo

YEAR 12 INDUSTRIAL TECHNOLOGY

cover of my film, adobe indesign used for recording my folio and making my folio look better in terms of layout (subheadings and title) and adobe encoder for exporting my film into a video file. Over the course of this major project I have learned that I was not efficient with my time, as there were days where I could not film on certain days due to people not being available as well as location.

William Villar



My project is called "Doggo", it is a short video game that showcases the possibility of a RPG game revolving around a quadrupedal character, moving away from traditional humanoid characters. In my project the quadrupedal is in the form of a dog, specifically a Shiba Inu. For the creation of this project I used Blender to create all the 3D assets, and Unity for the implementation of game objects and scripts. The completion of this project has been very eye opening for me as I have learned valuable lessons that would help me in future endeavours such as the importance of time management in projects, and I personally have experienced the vicissitudes of life through the gruelling grind experienced in the last few weeks before the deadline.

Vincent Tran

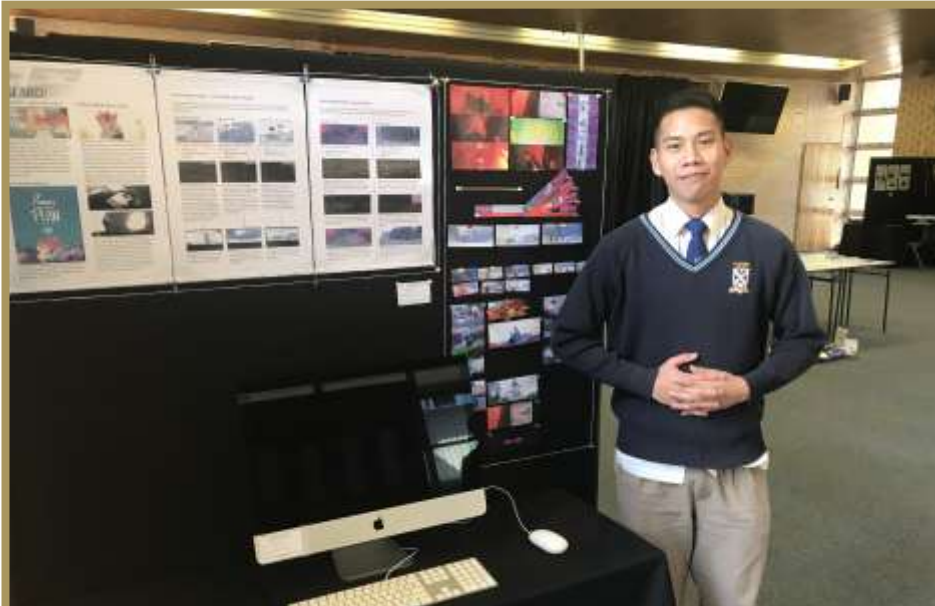


"The idea of tomorrow is a reality for unorganised scums" The title of my motion picture is 'OH MY DOGGO', caps for effect. Fun, ecstatic, intense, hilarious, soulful and tearful. My film explores the length of human stupidity in a game-based reality that my main character ventures through. It is an artistic blend between filmmaking and gaming, reflecting on the subject matter of pop culture. In the curation of my major work, I have used Premiere Pro to stitch my film together and apply the needed VFX, and Encoder to export my huge project into a readable format. Through the overall creation of my major work, I have learnt to never lose hope, keep pushing with what you currently have made and that teamwork is the key to success! I have also come to understand that depression is derived from lack of organisation and sleep deprivation. You may view the film on my channel: www.youtube.com/c/JohnVisuals !

John Salazar

(Continued over page)

YEAR 12 INDUSTRIAL TECHNOLOGY



My movie trailer "Shadow Division" teases the story about a team who are sent into a Quarantine Zone after their Captain died alone on a mission in an zombie infested town. The rest of his team are sent into finish his mission. But when they enter and witness everything that has happened and the horrors of this town, their minds begin to become unhinged as they begin to turn on each other. This action trailer was created with the use of Adobe PhotoShop, Adobe After Effects and Adobe Premiere Pro. My project taught me techniques in post credit and making my effects look more cinematic. If you want to see my videos go to @ephstathios on instagram.

Steven Saro-Glinatsis



Pathway is about a boy that finds out that he has powers and ends up thinking it's a dream but in reality it's not, he faces people that are trying to capture him but using his powers he is able to escape. He wakes up from a dream and learns that he still has this powers.

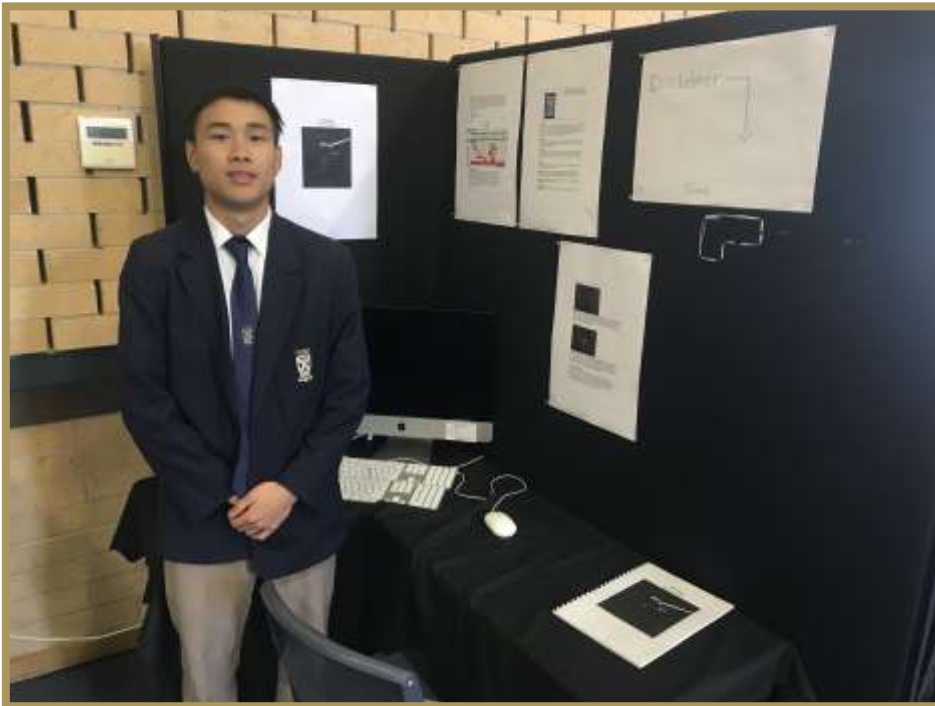
(Continued over page)

YEAR 12 INDUSTRIAL TECHNOLOGY

I used a canon 750d and a rode video mic to capture the visual and audio for my film. When creating the effects for my film I used Adobe After Effects to create my energy ball and wind gust effect. To edit my film I used Premiere Pro this was an editing software that I used to create my major film. I used Photoshop to create my poster and title page for my MDP.

I learnt new skill sets that I didn't know at the start of this year like being able to create an animation for film.

Jeremiah Coutinho



The name of my short film is Shooters. In this film I intend to achieve a deep meaning of the struggle that happens to people that grow up in bad environments. My film also incorporates the bad influences learnt from physical hardships that encouraged people to do bad things. With this illegal activity and the temptations comes a story. With easy

access to weapons and peer pressure a person can join the crowd and take part in illegal activities which happens through the contribution of crimes, such as the use of the weapons to either kill and shoot someone. Living in this type of community, some people don't really care it's happening around them since they assume its a normal daily occurrence, when living in a place that is bad. This bad living environment gives kids a limited source of pathways in life with poverty being a major contribution to their fate. I used Photoshop and Windows MovieMaker. I learnt that a major project needed good time management during production and I also learnt that working on the folios isn't for me.

Rencel Del Monte



My project was titled "I just want to win" and was an inspirational video that is to encourage others to do what they want to do and improve more instead of giving up.

Gabriel Felipe

(Continued over page)

YEAR 12 INDUSTRIAL TECHNOLOGY



used to record the voice overs in the second half of the film, and to enhance some of the audio in the first half of the film. Looking back on the production of my major work I learnt that I much prefer the editing stage over the filming stage. This is most likely due to the stress I experienced when trying to order around my actors to perform and act out their roles. These orders most often resulted in complaining and arguing which lead to the low moral of everyone involved in production.

Thomas Resenberger



My Project is a Short-Film Mockumentary titled 'The Protector'. The name originally came from a joke that I had intended to include in my original idea for the project. When the idea was scrapped, the name just stuck and went with the overall non-serious tone of the mockumentary. As for the story, the project is divided into two major sections. The first is a dramatic rendition of what the protagonist does as a vigilante. He stalks a drug dealer before finally confronting him and beating him in a fight. The second half of the film is a mockumentary and involves the protagonist informing the audience of his nightly routine before actually going out to patrol the city streets and eventually refusing to carry on with the production of the film due to a final altercation. For the majority of the editing stage, I used Sony Vegas Pro 14 to add clips together, insert text and apply the minimal number of transitions. Adobe Premiere Pro CC was used once to edit the basic gun muzzle flash effects in a quick scene. The final software I utilised for the production of my major project was Audacity, which was



PDSSSC ATHLETICS CARNIVAL

With the weather due to be warm then turning it was time for the athletes to really dig deep and perform. A healthy dedicated team of over 30 athletes represented St Andrews College at the PDSSSC Athletics Carnival. We started well with our junior boys relay securing 1st place and intermediate boys coming a close 2nd in their race, even after a slight mishap with the baton change. This was quickly matched with the junior girls relay putting in a solid effort to also place 2nd. As the day went on the weather couldn't make its mind up and eventually we had rain. Our competitors continued to try their best in the cold and wet conditions with some fantastic results.

The following students progressed to the next level where they will compete at Homebush Olympic Stadium on Friday the 21st of September.

Nyanjur Aguek	John Lukudu
Nicholas Boustani	Neeraj Naidu
Andre Dera	Abiatara Peter
Annabelle Johnson	Lucas Watson
Vinaal Lal	

This is a fantastic performance by the above athletes and massive congratulations to Lucas Watson and Annabelle Johnson who were stand out athletes on the day.

As per usual the behaviour of the students was outstanding and they are a credit to themselves and the school.

Thanks to the Year 11 helpers and Mrs Nicole Lovern, Mr Travis Kolek and Miss Cassandra Knezevic for their assistance on the day.

I encourage all students to take a leaf out of these students book and do your best in all areas of schooling life.

Martin Gillogly
Leader of Learning Sport

Dominique Goldie



FOCUS OF THE WEEK

English Language Learners (ELL)

Learning to read in English when you are an English Language Learner can be a difficult process. The range of literacy in the first language, as well as their proficiency with English, varies widely. I was working with a student this week who is from a non-English background. As he was reading, he felt compelled to apologise every time he didn't get a word correct. We talked about how it was unnecessary to apologise for understandable errors; nonetheless he continued. His reading was good, not perfect, but good - and I have to admit that if our roles were reversed and I was sitting in a Beijing classroom, I may not have been as accomplished. It's a wonder that our ELL students don't run for home when they are asked to open their books.

However difficult the challenge may be, it is also a great opportunity. After all, we mustn't confuse the lack of English skills with the lack of ability to learn. As adults we need to establish the differences between the native languages and English and try to find connections that will build knowledge in the words and the texts. We must be able to identify where previous gaps in education may lie and try to overcome those gaps. Some ELL students are fast learners, while others may never have been in an academic setting before. There are many ways in which ELL students can be supported in their learning, some of which are below:

- Modelling
- Scaffolding work
- Connecting to prior knowledge
- Providing one-step clear explanations
- Using co-operative learning with peers
- Allowing students to evaluate their learning
- Engaging high-level thinking

It is important for parents and teachers to question all students to check understanding. Just because a student *uses* a skill or strategy, doesn't mean that *they know* which skill or strategy they are using. Our ELL students require the opportunity to reflect and

analyse their approaches. Similarly, students need time to establish where and when they can use the skill outside of the classroom. As with any student, naming a strategy or technique doesn't mean that they can use it well. I could ask most students the definition of a metaphor and get an answer, but it doesn't mean they can write one down.

No one strategy above will work in isolation. However, if any strategy above is to be used more for ELL students it should be co-operative learning with peers. Reading with student peers allows other students to model language usage, help overcome difficulties and assist with comprehension. Remember that not understanding English does not mean that the student cannot engage with higher-level thinking. Peers will ask questions about the text that the ELL student might not consider because they are so focussed on decoding the text.

When I ask students to complete reading assessments for me it is important that they use the text and not try to answer questions from memory. Sometimes students are so determined to read it accurately that they forget to pay attention to what they are reading. By allowing them to use the text to answer questions they can skim back to what they think is important and demonstrate knowledge. All readers should use similar strategies when reading.

We read at school to acquire knowledge and uncover meaning. My daughter, who is in Year 4, continually tells me about which chapter she's on and how quickly she got there. But I always ask her - what is it about and what she has learnt from the text? Decoding is a skill that can be learned quickly, but meaning is harder to come by. We must remember that with our ELL students. With practice they will decode our language, but will they decode its meaning too?

And so with the College about to celebrate Unity Day and all that is different about us, we too should remember, that reading, writing, speaking and meaning will be very different depending on the culture we are from.

Duncan Dewar
Literacy Mentor

CAREERS



Master Builders Pre-apprenticeship Program

Master Builders have created a program with a holistic approach to preparing students to become a 1st Year Carpentry Apprentice.

As a Pre-Apprentice, you will learn to handle carpentry tools and equipment, complete small projects and learn to work as a team member in a simulated site and workshop environment.

Pre-Apprentices will receive training in first aid, cultural awareness, site safety, conflict resolution, communication skills, drug & alcohol awareness, the mathematical skills needed to succeed as a carpenter.

The Program is run at the Master Builders Education Centre in Baulkham Hills. This training is subsidised by the NSW Government and is free to eligible students.

Applicants need to meet the following criteria:

- Able to commit to attending for 4 weeks, 7.30am to 3.30pm, Monday to Friday
- Not previously completed a Certificate II in Construction
- Pathways
- Eligible to leave school
- Have a driver's licence and own transport

For students who have completed a Certificate II in Construction there is a two week Pre-Apprenticeship Program.

The next Pre-Apprenticeship Program will start in November. Interested students need to see Ms May for an expression of interest form.

Master Builders Association will be holding a **Pre-Apprenticeship Information Evening** and invites students and their parents to attend.

When: Tuesday 25th September

Time: 6:30 to 8.30pm

Venue: 5 Burbank Place, Norwest - Baulkham Hills

To book your seat, email the number of seats you require to careers@mbansw.asn.au

Responsible Service of Alcohol

Students wishing to seek employment in the Hospitality Industry are encouraged to gain the Responsible Service of Alcohol qualification.

Interested students are asked to register their name and preferred date with Ms May. Students will need to have their USI before they attend the course. Students who need to obtain their USI can do so by visiting www.usi.gov.au

Dates at Blacktown RSL

November 1; November 14; November 22; December 6; December 19

Dates at Penrith RSL

November 8; November 21; November 29; December 12

Therese May
Careers Counsellor

LEADERSHIP TEAMS 2018

College Leadership Team

Principal	Mr Nicholas Vidot
Assistant Principal Staff	Ms Shauna Nash
Assistant Principal Learning & Teaching	Mrs Gabriela Osterlund
Assistant Principal Students	Mr Nick Thrum
Leader of Learning Religious Education	Mrs Kellie Robinson
Leader of Learning Religious Education (Acting)	Mrs Theresa Ciantar
Business Manager	Mrs Melissa Welch
Executive Secretary and College Registrar	Mrs Julie Sabine

Leaders of Learning—KLA - Senior Campus

Leader of Learning - English (including Junior Campus)	Mrs Marsha Edwards
Leader of Learning - Creative Arts (including Junior Campus)	Mrs Pauline Ryan
Leader of Learning - HSIE	Mr Alan Johnson
Leader of Learning - LOTE (including Junior Campus)	Mrs Mariko Mizukami
Leader of Learning - PDHPE (Acting — including Junior Campus)	Ms Dominique Goldie
Leader of Learning - Mathematics	Ms Tracey Thomson
Leader of Learning - Science	Mrs Caroline O'Hare
Leader of Learning - TAS	Mr Bill Robson

Leaders of Learning—KLA - Junior Campus

Leader of Learning - HSIE	Mr Daniel Camilleri
Leader of Learning - Mathematics	Mr David Carey
Leader of Learning - Science	Mrs Wendy Rudman
Leader of Learning - TAS	Mr Michael Said
Leader of Learning Diversity	Ms Karen Frederick
Leader of Learning Technologies	Mrs Sarah Anzellotti
Leader of Learning Sport	Mr Martin Gillogly

Leaders of Learning—Pastoral Care

Leader of Learning - Pastoral Care	Mrs Sue Cooper
Leader of Learning - Year 7	Mrs Nicole Lovern
Leader of Learning - Year 8 (Acting)	Mr David van Gestel
Leader of Learning - Year 9	Mr David Frankham
Leader of Learning - Year 10	Ms Lyndal Simmonds
Leader of Learning - Year 11 (Acting)	Miss Emily Pett
Leader of Learning - Year 12	Mr Peter Bowd
Careers Counsellor and Promotions Officer	Ms Therese May
School Counsellor	Ms Kerrie Castle
Administration Co-ordinator	Ms Simone McKechnie



“Faith doing Justice”

“Doing More Going Beyond”