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Message from the Headmistress

We add another year to our history as we come to the close of our 158th year as St Catherine’s School – 155 of them on this site, chosen by Jane Barker so our girls could, in her words, “crown the hill and command the pre-eminence”.

“If you want something done, give it to a busy person” is an aphorism I heard many years ago that has always rung true. The other is “well done is better than well said”. The 2013 year epitomises how much has been well done by busy people. Schools are extraordinarily busy places, and the commitment of so many staff, students and parents to working hard, working well and getting things done is what makes us such a thriving school.

I am never more conscious of that than when I sit in our regular Tuesday assembly, and listen to what is happening each week. The commitment, the drive, the enthusiasm, the unrelenting energy of our girls for what they do makes me very proud of them, and so grateful for the staff who inspire them, encourage them, and guide them to be well rounded, high achieving, thoughtful and compassionate young women.

Things have been well done across many areas of the school. In music, the girls have grown in depth and quality, with almost 300 girls involved in the program. Our camretan strings were awarded gold at the Australian Schools Orchestral Festival, our intermediate concert band were awarded silver at the NSW Band Festival and our intermediate string ensemble were awarded first place in the chamber ensemble division at the Ryde Eisteddfod. Many of you will have attended the musical Seussical at NIDA, performed by girls from Years 7 – 11. It was a huge success, and showcased the incredible talent of our girls – as good as any professional production.

Our orchestra and choir are now preparing for their European tour to Bruges, Paris, Amsterdam and London early next year, culminating in performances, as part of the ANZAC Day commemorations, in London at Australia House, in Hyde Park and in Westminster Abbey.

Our sportswomen have had the best year ever – with 75 per cent of our girls participating in school sport. We came fourth out of 27 girls’ schools for our overall performance in the seven inter-school carnivals. Our girls came third in cross country, winning the Kay Couldwell Cup for most improved school. They came fourth in Tildesley tennis, clinching the Spender Cup for most improved school, and they came fifth in athletics, sixth in diving and in the top 10 in six of the seven carnivals. It is the strongest set of results we have ever had: we are now the competition to beat and the strongest sporting school in the eastern suburbs! In competitive sport, our girls competed in division one in four of the eight IGSSA sports – water polo, football, touch football and tennis. And due to strong performances, next year we will move up divisions in netball, hockey and basketball.

For the second year in a row, our first division water polo teams won the grand finals in all age groups – senior 1sts, junior 1sts and Year 7s. The senior 1st trophy will adorn our trophy cabinet for another year – joining the Kay Couldwell and Spender cups. We are now into our third season of rowing, and an established, competent rowing school.

Our girls continue to embrace the Duke of Edinburgh Award Scheme, with more than 200 girls from Years 9
to 12 working towards the award. Forty – five girls are undertaking their Gold Award this year. This year at Government House, the Governor of New South Wales presented 14 St Catherine’s girls their Gold Award. Sixteen of this year’s Year 12 students have completed the Gold Award – and will receive the Award next year at Government House.

Our Beyond the Curriculum (BTC) program has had the most successful year ever, with over 2000 enrolments in courses from hip hop to pilates, Chinese to chess. The BTC tennis program grew by 300 per cent, with some of our mums joining the social tennis mornings. The dance and drama programs culminated with two showcases at the end of the year that brought together students from Kindergarten to Year 12.

Our girls continued to look beyond themselves to the needs of the wider community – raising more than $46,000 for charities such as Barnardos, World Vision, Operation Christmas Child, Norman Andrews House and the Black Dog Institute. They introduced Thankyou Water to the Deli, and continue to work with the Mitrataa Foundation in Nepal.

This is in addition to the regular classroom activities that take place – and an indication of the dynamism of the people who work here – busy girls and staff getting on with the business of working hard and doing their best.

Alongside this, we implemented some significant initiatives this year in line with our strategic plan – most importantly our plans for the Research, Performing Arts and Aquatic Centre (RPAC). This will be funded jointly by the school and Foundation, with the Foundation hoping to raise $4 million towards the cost. I am delighted to tell you that they have rolled up their sleeves and got to work, raising $1.6 million this year. I am very grateful to the Foundation Board, led by Dr Peter Boxall, the Campaign Committee, led by Mr Vince Muriti, and our philanthropic school community – parents, past parents, council members and staff – for their generosity and shared vision.

Another major initiative was the introduction of our Teacher Development System, overseen by our newly appointed Head of Teacher Excellence. With research consistently showing that the quality of the teacher is the single most important school-based factor in a student’s academic development, we are committed to employing, developing, retaining and celebrating excellent teachers. The Teacher Development System is one way we keep teaching excellence at the forefront of what we do. All teaching staff have taken part in an appraisal process, which has included peer assessment and executive walkthroughs. The focus is not on teachers completing lengthy paperwork about the theory of teaching – but on observing and being observed in actual lessons, and giving and receiving timely, constructive feedback on teaching practice. I am very grateful for the way teachers have embraced the system, which has opened up classrooms, and encouraged teachers to become more conscious of their teaching, more reflective of their practice and more open to discussing and trying new teaching strategies.

It has been a busy and productive year, and I thank the school community for their collegiality, guidance and support. It has been a genuine privilege and pleasure to lead the school, and I am especially appreciative of the many teachers who work long hours, with focused dedication, to make St Catherine’s the best it can be for the girls entrusted to our care.

**Dr Julie Townsend**  
Headmistress
After 11 years on Council, and a little over four as Chair, the time has come for me to step down at the end of 2013. Accordingly, the Council has elected a new Chairman, Rev Simon Roberts.

Now I am sad to be moving on, and I suppose I should clarify that I am not stepping down because of any particular problems or controversies. In fact, quite the reverse – I’m very confident that it is just the right time to pass on the mantle of Council leadership – because the school is in such good health. We have stable high quality leadership, with a clear and compelling strategy, with steadily growing numbers, and with a palpable sense of vibrancy and growth in so many areas. We’re not perfect, but we’re in excellent shape. And that is always the best time to pass on a leadership role.

For those of you who wonder what we actually do on the School Council, we’re responsible for the long-term strategy and direction of the school, for protecting and building on our heritage and essential character as a school, for crafting policies that govern the way the school is run, and for watching and checking that all the finances, assets and property of the school are stewarded well.

One thing we always do as we start our meetings is to read a short passage from the Bible, to remind ourselves that St Catherine’s is built on a Christian foundation.

And I wanted to share with you the passage that we read at my final Council meeting – from a very beautiful ancient Hebrew lyric poem that we call Psalm 127.

Unless the LORD builds the house, 
those who build it labor in vain.
Unless the LORD watches over the city, 
the watchman stays awake in vain.
It is in vain that you rise up early 
and go late to rest, 
Eating the bread of anxious toil; 
for he gives to his beloved sleep.
Behold, children are a heritage from the LORD, 
the fruit of the womb a reward.
Like arrows in the hand of a warrior are the children of one’s youth.
Blessed is the man 
who fills his quiver with them!
He shall not be put to shame when he speaks with his enemies in the gate.

It was a very fitting passage to read because it makes two very powerful points that bear on what we’re doing here at St Catherine’s.

The first is the recognition in the first half of the psalm that we are not the masters of the universe. That although our hard work is good and necessary – although we build houses, and watch, and labour, and teach, and learn, and much else besides, there is still a great deal that is outside our control. In fact, the psalm puts it more sharply – it says that God is ultimately in control, that his purposes will prevail, and that unless he is also building the house then our work will in the end come to nothing.

The School Council and leadership of St Catherine’s certainly has this perspective – as have those who have gone before us over more than 150 years. We want to build the house that is St Catherine’s in a way that honours God our Creator, that is mindful of his will and purposes, that has an appropriate humility about ourselves and a firm dependence on him.

And, in part, this means that we want to provide much more than a narrowly secular education. We want to educate girls with a more holistic framework than that, because we believe that the girls we are seeking to educate and nurture are not merely economic units whose only destiny in life is merely to work in a successful career or fulfil a function in our economy. That doesn’t say nearly enough about who we are, or who the girls are. We are also spiritual beings whose learning and work fit within a bigger context of who we are as creatures made in the image of God, as inhabitants and stewards of his world, as people with a moral, spiritual and relational life.
We want academic rigour and excellence, but we also want to educate the whole girl – in every facet of her character and life, including her spiritual life, and St Catherine’s has always been well-known and loved for this emphasis.

This leads to the second point the psalm makes, and that is just how important children are. In ancient Israel, the ‘house’ that you built was not just your physical home but your family, over years and generations. Your house was your family, much like we might still today talk about ‘the House of Windsor’. And in the second half of the psalm the poet rather delightfully emphasises that ‘the house’ we really want God to build is not made up of bricks and mortar but made up of people, of children, of family.

And that’s so true of St Catherine’s as well. As important as physical buildings and facilities are, what we really want to build here is a family; a community. The edifice that we really want to erect is made not of bricks and mortar, but of people – of generations of girls and young women whose lives and minds, character and relationships are built and transformed by their time at St Catherine’s.

All this is important to remember as we embark on the biggest building project in St Catherine’s 158-year history. The RPAC as we’re calling it – the Research, Performing arts and Aquatic Centre – has obviously been a big focus for us on Council over the past 12 months. We’ve been working hard with the school and with Peter Mayoh and his team of architects not only to develop detailed design briefs and documentation for the RPAC, but a full masterplan for the whole St Catherine’s site – and that includes redevelopments in several parts of the campus to improve our facilities in art, science, technology and applied studies and boarding. So the development of the RPAC will itself not only be a landmark project for the school. It’s really the first stage in a long-term plan to redevelop, rejuvenate and repurpose other areas of the school over the next decade and beyond.

The Council has now authorised the school to submit a development application (DA) to the planning authorities not just for the RPAC, but for the whole masterplan, and the process for lodging that DA has now begun.

So the RPAC is really Stage 1 of the plan, and is targeted for completion in early 2017. That includes the aquatic centre, the 500-seat lyric theatre, the versatile multipurpose space, and possibly the new research centre – although we may need to stage the completion of the research centre after 2017.

This really is an enormously exciting and transformative moment for St Catherine’s. We’re not just talking about a new pool, but a stunning new complex of buildings that will unlock the whole site, and transform the school’s facilities and capacities for a generation.

To conclude, four ‘thank yous’.

I’d like to start in line with the psalm by thanking God for all that he has done here at St Catherine’s – because it is very apparent that he has been building something special here over a very long time, and continues to do so. We acknowledge his blessing, and continue to seek to work in line with his purposes in all that we do.

I’d also like to thank the Council for their many, many hours of diligent behind the scenes work on behalf of the school, and for the privilege of leading you over the past four-and-a-half-years. The Council is a wonderful and high calibre group of people. I know under Simon Roberts’ leadership they will go from strength to strength.

I want to thank the staff for their extraordinary efforts and professional skill in teaching the girls, and in running such a complex, many-faceted operation here at St Catherine’s. I want to thank the Executive in both Senior and Junior School for their leadership – it’s been a real pleasure getting to know you over the past few years, and to see how many facets of the school you have transformed in that time. And of course, I want to thank Dr Townsend for her extraordinary and visionary leadership of the school, for her unstoppable energy, diligence and hard work, and for her warmth and friendship over the past four years. It’s been a joy to work with you Julie, and I will miss our regular catch-ups over tea and Tim Tams.

And finally I’d like to thank all of you, the parents and girls and Old Girls who are the heart of the St Catherine’s community. Thank you for the many expressions of support, involvement and generosity; thank you for how you are seeking, each in your own way, to build something here at St Catherine’s – whether through the Foundation, the P&F, as class coordinators, as volunteers, through the Old Girls Union, as parents who are working hard to build up your children into the young women God made them to be. Thank you for all that you are doing to help build a house here at St Catherine’s that will last for generations.

Rev Tony Payne
Chairman St Catherine’s Council
The English Department is excited about the implementation of the Australian Curriculum and have developed academically rich and rigorous new programs for Years 7 and 9 in 2014. This process will continue in 2014 for Years 8 and 10 for implementation in 2015. Our curriculum delves deeply into canonical texts alongside current literary, audio/visual media and digital texts, which provide a rich canvas through which all students can access stimulating ideas and provocative ways of thinking. Our programming fosters the academic development of every student and incorporates the strategies of John Hattie – such as timely and effective feedback, developing strong teacher/student relationships and enthusiasm for learning for students of all abilities.

Our focus for 2013 was on developing expert teachers and challenging our students. The English staff members have actively pursued professional development opportunities to ensure the realisation of this goal. ICT skills development has also been a strong focus as we ‘flipped the classroom’ for classroom activities as well as assessment. The students have had their learning opportunities enriched by performances from Bell Shakespeare in Stages 4, 5 and 6 and Poetry in Action in Stage 4. Several competitions were added to the faculty agenda in 2013 with one each for poetry, short story, book cover design and short film. All were open to entrants from the whole school including staff. Entries were of high quality and prizes were announced at assembly. Several students were invited to the ICAS high achievers presentation for the English competition through UNSW Global.

Year 12 student Phoebe Skuse was nominated for the Young Writers’ Showcase for her English Extension 2 work. This is a genuinely exciting time to be developing new curriculum for the future. Ms Di Hubbard has been instrumental in preparing the faculty for these changes and is most sincerely thanked for her outstanding efforts, guidance and support as Acting Head of English throughout 2013.

Ms Bernardine Knorr
Head of Teacher Excellence

The History Department is proud to report that we have had a very successful year in 2013. We welcomed Mrs Turnbull Brown into the department, her enthusiasm has contributed greatly to the work of the faculty.

We achieved very strong results in the 2013 HSC examination, with 43% of our Ancient History students achieving either a Band 5 or 6, 68% of our Modern History students achieving a Band 5 or 6 and 83% of our Extension History students achieving an E4 or E3.

This year the History Department worked hard to program the new Australian history curriculum, which we will be rolling out in Years 7 and 9 in 2014 while Years 8 and 10 will continue studying the previous syllabus.

We held a number of off-site and on-site excursions to support our students’ learning in 2013. Students in Year 9 watched a play based on WWI and girls in Year 10 viewed a play about the Vietnam War in the theatre. Students in Year 7 visited the Nicholson Museum and girls in Year 10 completed a site-study of The Rocks area.

Mrs Beatriz Cartlidge
Head of History
Mathematics

The 2013 HSC results in mathematics were most pleasing, particularly those attained by students studying the higher levels. From a class of 10 students, 100% of our Mathematics Extension 2 students gained a national band 6; 50% E4 and 50% E3. From a cohort of 27 Mathematics Extension 1 students, more than 92% scored either an E4 or an E3, with nearly 45% gaining an E4. The number of students scoring an E4 in both these higher levels is significantly more than the state. Also of note is the fact that 15% of our mathematics HSC cohort studied Mathematics Extension 2 compared with 6% in the state and 42% studied mathematics extension 1 compared with about 17% in the state average. Thus, the number of students studying the higher level courses in mathematics remains very high at St Catherine’s and is something we are proud of.

In the Mathematics course, 100% of the Extension 1 students gained a band 5 or band 6 and nearly 77% of all students studying mathematics gained either a band 5 or 6. This compares very favourably with the state's percentage of just over 49%. In General Mathematics, we had a cohort of 25 with 12% gaining a band 6, which was twice the state's average. Indeed, in all of our four courses, our examination mean was higher than that of the state and our standard deviation lower. This reflects the fact we had very few students in the lower bands and most students in the top two or three bands. In a school that prides itself as being non-selective and strives to achieve excellence at all levels, our results are admirable.

In the NAPLAN testing, for both Years 7 and 9, the results in numeracy as a whole and the various strands related to numeracy were significantly better compared with the state as well as the region. The number of students in the top three bands was also significantly higher than that of the state.

Throughout 2013, St Catherine’s girls competed in a number of external mathematics competitions and achieved very pleasing results.

The ICAS Mathematics Competition is an international competition organised by the University of New South Wales. Unlike some schools who enter only their most able students, St Catherine’s entered all students from Years 7 to 10. The results were one high distinction, 18 distinctions and 70 credits.

We entered 137 girls from Years 7 to 11 in the Australian Mathematics Competition and achieved one high distinction, 20 distinctions, 64 credits and 30 proficiency certificates.

The Australian Mathematics Trust produces a number of annual competitions designed for gifted and talented students which aim to encourage independent problem solving and thinking. A select group of 20 girls from Years 7 to 10 participated in the Mathematics Challenge for young Australians and were rewarded with three high distinctions, four distinctions and three credits. From the eight students who volunteered to enter the three-month Mathematics Enrichment for young Australians, they achieved one high distinction, two distinctions and one credit.

In 2013, effective use of technology in the classroom continued to be a focus for professional learning. We learnt to utilise the capacity of OneNote to maximise its use in teaching and monitoring work. We continued to gain fluency in the use of interactive software such as Geogebra, MathsOnline and other mathematics tutorial software. ‘Flipping the classroom’ was also trialled with some classes and we will continue to adopt it as a strategy where applicable.

The new syllabus for the Mathematics General Preliminary course was implemented with further work being done towards the HSC Mathematics General 2 course for 2014. Suitable preparations and programming required for the implementation of the NSW Syllabus for the Australian Curriculum for Years 7 and 9 for 2014 were also the focus of this year.

It was exciting to launch the teacher appraisal in the faculty. It was a great opportunity to identify and articulate goals for individual teachers and utilise one another’s expertise to realise them. This provided opportunities for exchange of strategies and enhancing our teaching practices.

Manned by mathematics staff, myMaths continued to run as an after-school resource for students to discuss their difficulties and clarify their understanding.

Dr Shantha Bose
Head of Mathematics
Languages

In 2013 the Languages Department was very proud of our Year 12 French class and their teacher Mrs Rosen as all girls achieved a band 6 for their HSC results.

Our Senior School French students are given many opportunities to enrich their learning and inspire a passion for the language and culture. Our Year 8 and 9 students were given an opportunity to spend a week in New Caledonia. Fifteen girls, accompanied by Mrs Rosen and me, enjoyed a week of immersion in French classes in the mornings at Creipac French School followed by cultural and fun activities in the afternoons. Four of our Year 10 students took part in our reciprocal exchange program with two schools in Paris, returning with many experiences and a love of the language and culture. As the Year 11 students became Year 12 in Term 4, they were offered a wonderful opportunity to immerse themselves in the French language on Milson Island. The immersion weekend, run by experienced Year 12 teachers from across NSW in collaboration with French assistants, was held in December 2013. It included intensive work on the oral and written components of the Year 12 course as well as drama activities, scavenger hunts, making crêpes and new friends.

The girls were accompanied by Ms Roberson. Our Year 9, 10 and 11 students all participated in the Alliance Francaise NSW French Challenge and achieved very good results. We are very proud to announce that Katerina Theocharous in Year 9 came first in the competition out of all the schools in NSW that participated in the challenge.

During 2013 we had many highlights with our sister school Ohtani Junior High in Japan. During our Languages Week we welcomed 20 of our sister school students in our languages assembly with performances and gift giving. Sensei Kuroki and I took eight of our students to visit their school and enjoy a homestay in Osaka in the September holidays. The girls learnt a lot about a new culture and had a wonderful time. They were delighted in the sights we saw in Tokyo and Kyoto. The highlights of the trip was attending school and living with a Japanese family. Senior Japanese students were also given a chance for language immersion with a day visit to the Tanken Centre in Sydney.

Our exchange program involves our students visiting several countries around the world, opening their eyes to new cultures and helping them to grow as global citizens. Last year four girls went to France, two visited Germany, one went to Japan and several of our Spanish students were involved in the Year 9 cultural exchange to Argentina.

In 2013 we introduced all language students to the Language Perfect website where they can enhance their language learning on an individual self-guided plan. In the middle of the year they held world championships and many of our students participated eagerly.

Julia Lim in our Year 7 Chinese class ended up attaining the highest score for vocabulary learning at St Catherine’s in a tightly contested competition. Julia was awarded an iPod mini during our Languages Week assembly. During Languages Week we also ran a short film competition which was won by Amy Wang in Year 11 for her film in Japanese. She received her prize in the assembly and her film was presented to students and staff. The teachers from Ohtani Junior High asked us to bring the film to show students in their assembly.

Mrs Margaret Leggat
Head of Languages
Music – Curriculum

Senior School

Year 7 studied the concepts of music through:
• World music
• Instruments of the orchestra and program music
• Popular music
• Music for TV and advertising

Year 8 (19 students) studied:
• Popular music and the Blues
• Baroque music
• Classical music
• Romantic music
• Folk music

Year 9 (25 students) studied:
• Musical theatre
• Medieval music
• 20th and 21st century art music

Year 10 (10 students) studied:
• Jazz
• Music for film TV radio and multimedia
• Music for small ensembles
• Music for large ensembles

Year 11 Music 1 (4 students) studied:
• Music for film TV, radio and multimedia
• Jazz
• Music of a culture

Year 11 Music 2 (5 students) studied:
• Music 1600 – 1900
• Music from 1945 to last 25 years

Year 12 Music 1 (2 students) studied:
• Music of the 18th century
• Music of the 19th century
• Music of the 20th & 21st centuries

Year 12 Music 2 (8 students) studied:
• Music of the last 25 years (Australian focus)
• Music of the 19th century
• Music of the 8th century
• Music from 1945 to last 25 years

Music extension (7 students)
1 x composition
1 x musicology essay
5 x performance (piano, bassoon, violin)

HSC
There were some outstanding results in the HSC for 2013:
• three students were nominated for Encore
• the two Music 1 girls each received 100% in the HSC and were placed second and third in the state.

Composition
Our composer in residence (Dan Walker) continues to team teach composition in the classroom to Stage 5 and 6 students.

Technology advancements
The purchase of Sibelius 7 (music notation software) was made available to students at a reduced cost. This has enabled them to work at home on their slates, significantly improving their composition skills.

Camtasia, along with a high-quality microphone, has been purchased for music staff, and a bank of short videos based on music theory is being developed to ‘Flipped learning’ in the classroom.

Curriculum related excursions
• Encore
• four Meet the Music concerts at the Opera House
• Stage 4 symphony concert for Year 7
• Salaka drumming workshop for Year 7

Junior School

Early Stage 1
The program, using the Orff Schulwerk, develops skills in singing, moving and playing. Students learn to maintain a steady pulse while singing and chanting and using the hand signs for do, mi, so and la with their visual representations.

Stage 1
Year 1 x 2 40 minutes lessons weekly J. Birrell
Pentatonic music, program music and preparation for the Christmas concert.
Year 2
String program
As part of the Stage 1 program all students study violin or cello in a weekly group lesson using the tutor, Encore with Strings. Classes are divided so that half attend strings and the remainder, class music.

Class music
complements the string program with a repertoire including pentatonic songs and songs for performance.

Stage 2
Year 3
Music notation using the Orff approach. Ostinato, canon, duet and solo.

Year 4
Instrumental Music Program (IMP)
IMP introduction to playing musical instruments. Weekly group lessons with a music tutor.

Class program
Instruments used in the IMP.
Working with melody, harmony and a bass line accompaniment.

Stage 3
Year 5

Year 6
Melody writing in C and chord progressions using the chords of C Am F G
Students will use their slates and the program MixCraft to consolidate their knowledge of musical composition. Lessons take place in the Senior School.

Mrs Marnie-Ruth Dunstan
Head of Music – Curriculum

Music – performance
The instrumental program began the year with 283 girls learning from one of St Catherine’s instrumental tutors – up from 269 at the beginning of 2012. By the end of the year more than 290 girls were engaged in the program.

The double bass was introduced into the Year 4 instrumental program. By the end of the year three girls were learning the instrument. This was part of an expansion of the instrumental program over many years, following on from the successful introduction of French horn, oboe and viola. In 2014 the bassoon will be introduced.

St Catherine’s girls continued their involvement in the Sydney Youth Orchestra program. Jessica Abrahams (cello) and Savannah Schonberger (violin) both performed with Sinfonietta, while Lisa Guo (violin), Elena Menacho-Conn (violin) and Eloise Reddy (violin) played in Chamber Strings.

A number of our ensembles competed during the year. Camerata Strings were awarded gold at the Australian Schools Orchestral Festival held at Abbotsleigh. The Intermediate String Quartet were awarded first place in the chamber ensemble division of the Ryde Eisteddfod. The Intermediate Concert Band received silver at the NSW Band Festival, and the Junior Concert Band received silver at the Engadine Band Festival.

Two ensembles were introduced. Camerata Strings were created through splitting the intermediate string ensemble. This allows greater ability to provide students with repertoire suitable to their standard. The second ensemble introduced was the Year 4 advanced band. This is an extension of the Year 4 instrumental program, allowing advanced students to perform as a group on Friday mornings.

In 2013 the school put on its first large scale musical production in many years. Over 50 girls, with boys from The Scots College and Waverley College, produced Seussical at the Parade Theatre, NIDA. The two shows were attended by an audience of close to 1000.
St Catherine’s continued to build its musical relationship with The Scots College. Scots produced the show Edges, with St Catherine’s girls Chloe Friedlander (Year 11) and Annabelle Dryden (Year 10) taking the two female roles. At the end of the year our students auditioned for Scots’ 2014 production of Spamalot, with St Catherine’s girls taking nine of the 12 roles available.

Our ensembles also continued to work with Newington College, with our annual band and strings workshop and concert.

More than 100 Junior School girls performed in Sydney Town Hall for the IPSHA Festival. Combined choir, strings and band items, as well as two pieces by our junior choir, were performed to a sold out audience.

Community events also included a workshop and concert by the Australian Chamber Orchestra, kindly donated by Mr Mark and Mrs Kate White.

Mr David Gresham
Head of Music – Performance

Science

We are delighted with our 2013 HSC students’ results. Nearly 73% achieved a band 5 or 6 in Chemistry and Physics and 50% in Biology. It was a very pleasing result and all three subjects performed well above the state average.

It was a busy year for both staff and students. In Science Week the students were involved in a variety of demonstrations, activities and fascinating talks from three UNSW student ambassadors representing different disciplines. Highlights for this year have been many and varied – from the kickstart workshops at Sydney University, daVinci Decathlon, the International Competitions and Assessments for Schools (ICAS) and the Australian Chemistry Quiz where students performed admirably. A representative from UNSW gave the Year 10 girls a talk on forensics.

In 2013 the Science Department continued to develop programs that incorporate new pedagogical approaches by utilising the slate computers available to all students in Years 7 to 11.

We also made preparations for the introduction of the new science curriculum in 2014 for Years 7 and 9.

This year we sadly farewelled Mr Hearsh who retired and we thank him for all his contributions, many of which went well beyond the Science Department.

I would like to finish by leaving you with this quote:

“There is something fascinating about science. One gets such wholesale returns of conjecture out of such a trifling investment of fact.”

– Mark Twain

Mr Marc Vincent
Head of Science
Social science

In 2013 the Social Science Department continued with impressive HSC results. In Economics 20% of the students obtained a band 6 compared to the 12% state average. In Legal Studies 38% of students obtained a band 6 compared to 12% state average. Furthermore, Business Studies had 29% of students obtain a band 6 compared to the 8% state average.

Higher order thinking skills have been developed in the classroom to engage the girls before analysing businesses in the community. Excursions continued to be a way for students to connect social science theories and community practice. Students have studied the effects of business marketing at Taronga Zoo. Legal studies and commerce students have ventured to the Downing Centre Local and District Courts in order to analyse the justice system at work. Geography students participated in coastal dune analysis, visiting Long Reef Beach, to conduct fieldwork. The students also continued to explore the nature of financial markets through the Australian Stock Exchange Sharemarket game.

The values of respect and integrity were developed through the running a business program in Year 10 commerce. Students after studying ethics in business and cash flows developed a business product, marketed the product and analysed the profit results. All profits went to their nominated charity.

In 2013 we said farewell to two members of the faculty, Ms Foote and Mr Wilson. Their contribution to the programs and leadership in the department was truly valued. We also welcomed back Ms Inandan after maternity leave. Best practice in teaching was developed with each teacher individually engaging in reflective practice and collaboration. All teachers were provided with the necessary training to remain current in world issues required for the HSC. The teachers continued to develop ICT use for learning through the slate program.

Ms Tracey Walker
Head of Social Science

Biblical studies

It was with sadness that we bid farewell to Mrs Tessa Repp early in 2013 with her departure from St Catherine’s to have her first child. Her leadership of the faculty has been characterised by enthusiasm, energy, academic rigour and the desire to communicate clearly in ways that teenage girls can relate to.

In her stead, we welcomed Mrs Charlotte Burton as acting Head of Biblical Studies. Mrs Burton’s calm, approachable manner and genuine concern for students and staff have seen her become beloved at St Catherine’s very quickly. She brought with her fresh ideas and a wealth of experience, having taught at Barker College for 17 years. In particular, Mrs Burton consolidated the studies of religion course at St Catherine’s. The results in the 2013 HSC were outstanding, most notably with Felicity Lane achieving ninth position in NSW. We wish Mrs Burton well as she leaves St Catherine’s, having accepted a role teaching religious education at St Vincent’s College, Potts Point.

In 2013 we also welcomed Mrs Alison Outhred to the Biblical studies faculty, teaching classes in Years 7, 8 and 11. She is a clear communicator who possesses a significant level of expertise in integrating technology meaningfully into the classroom.

Biblical studies continues to be a core component of the curriculum at St Catherine’s for every student in each year group. Not only are students given the opportunity to read the Bible for themselves and consider their own response to the person and work of Jesus Christ, but they are also challenged to explore all manner of alternative world views and religions and consider how these shape the lives of individuals across the globe.

Rev Alex Koch
Acting Head of Biblical Studies
The Arts

2013 saw the drama department join the Visual Arts department, the faculty title now being ‘The Arts’. This has been a very positive step as the two creative subjects have many similar aspects in approaches to teaching. We have all benefitted from the interchange of ideas. A replacement teacher was employed for first semester but Mrs Renelle Williams has now returned from maternity leave to become the full-time drama teacher next year. The focus of 2013 has been to write new innovative programs and to raise the standards by providing a definite progression in the teaching. It is essential to maximise the students’ experiences and ensure all aspects of the syllabi are covered because drama is offered as an elective subject only from Year 9 onwards. With a more structured approach the aim is not to stifle any creativity but to provide exciting tasks and opportunities with consideration of age, suitability of the scripts and activities set. Exciting plans for 2014 include increasing performance opportunities by creating a Shakespeare Club, facilitating performances in the Shakespeare Festival and operating a Short Film Group encouraging creative thinking and digital editing skills.

Visual Arts

2013 was a year of consolidation as well as innovation with the visual arts. Whilst we celebrate creativity in our students and in our teaching program, we realised the initiatives of last year – in introducing ways to help our students be more aware of their learning processes and devising ways to include more technology in our artmaking tasks – needed to be reinforced and embedded in our teaching practice. Photoshop skills for manipulating media are now taught from Year 7, whilst explicitly teaching Adobe Premiere for animation and video is now part of our Year 10 program to better equip our students for sophisticated digital artworks in senior years.

In an effort to widen our students’ general knowledge of art, we have been ‘flipping the classroom’, setting regular analysis tasks on OneNote to be attempted as homework. From Year 7 on, students are introduced to contemporary artists and more challenging art forms. An end-of-term knowledge test is now given for Years 7 – 10 to ensure students have understood the content and have regularly gained in skills and knowledge. Individual help is then given to any student who is struggling and a retest is done.

Year 10 girls have to write a review after they visit a contemporary art gallery in their own time whilst Year 11 students must visit a gallery once a term and write a review, the idea being to increase student involvement and understanding of visual arts, to see art as a global means of communication.

Drama – excellence in learning

Drama students have gained in confidence and been able to demonstrate their talents in a number of performances. The Year 11 class play House of Bernarda Alba was a highlight of Term 1, whilst the Year 10 class took their children’s theatre experience to the Junior School. Seussical the Musical at the Parade Theatre in May 2013 catered for a diverse range of students, many displaying their multiple talents in drama, dance and singing. Some of the stars included Perri Roach and Holly Berckelman. Annabelle Dryden and Chloe Friedlander took the skills developed in Seussical to Scots College when they performed in October in Edges.

2014 certainly promises to be an exciting one with Annabelle Dryden already selected for the only female lead role in the Scots College production of Spamalot in which she will showcase both her music and drama skills. Although we only had seven students for the HSC in 2013, one student received a band 6, whilst five achieved band 5 – with one student only one mark off a band 5. For two of these students drama was their best subject result.

Our subject remains strong in the school with three classes of elective Year 8 and two classes from Year 9 to HSC.

A highlight of the year was the Art Show which gave an opportunity to display students’ work from Year 7 to Year 11.
Laura Ng’s Body of Work was put aside for possible selection for ARTEXPRESS but unfortunately will not be exhibited. Our students performed well in the 2013 HSC with 13 out of the 23 receiving a band 6, nine receiving band 5 and one band 4.

The culmination of the year was the final assembly when The Arts Prefect discussed the creative similarities in the two subjects accompanied by video excerpts of charcoal animation by Year 10 visual arts and a video clip of the Year 10 drama class performing to the Junior School.

Mrs Glen Israel
Head of The Arts

Design and technology

2013 was an exciting year for the TAS Department. We saw our food technology classes grow and prosper. The Years 9 and 10 food courses offered a range of challenging and insightful everyday study, culminating in the food innovation unit where students created their own ice cream product. The first HSC food technology class completed their external examination, receiving excellent HSC results.

The Stage 5 design and technology courses were challenging and thoroughly enjoyed by students. The lively lyrics and molecular gastronomy units were extremely popular with students, creating animations in the software program Adobe After Effects and studying the chemistry and physics of cooking by examining how foods react to different cooking techniques and which foods combine well on a chemical level. We looked closely at Heston Blumenthal’s methods and experimented with a range of his dishes.

The HSC design and technology class of 2013 demonstrated a strong commitment and dedication to their major design projects. Reina Cheong was nominated for DesignTECH, the HSC state-wide exhibition. Reina designed a textiles garment promoting Japanese culture through the use of shibori dyeing techniques.

The TAS Department focused on new and innovative teaching practices this year, including ‘flipping the classroom’. The purpose of ‘flipping the classroom’ is to shift from passive to active learning and to focus on the higher order thinking skills such as analysis, synthesis and evaluation. Students take more responsibility for their own learning and study core content individually before class and then apply knowledge and skills to a range of activities using higher order thinking.

In 2013 I took on a large role in the school musical, Seussical, by designing and making high-quality sets and costumes. This regular school event opens up wonderful cross-curricular opportunities between music, drama and design and technology.

Miss Kate Sonter
Head of Design and Technology
**PDHPE**

A major focus in PDHPE in 2013 has been the incorporation of ICT into all areas of our program in line with the school’s one-to-one slate PC strategy. To this end, all Year 7 to 11 units of work have been re-written to utilise the students’ slates, with Year 12 to be completed by the start of 2014. A number of professional development activities were attended by PDHPE staff, including digital learning and teaching strategies that enhance and support teaching and learning and improve communication, the use of ICT strategies such as wikis, blogs and Google docs, and the use of collaborative ICT strategies. PDHPE staff also taught demonstration lessons to visiting groups showcasing the use of ICT in PDHPE lessons, strategies for ‘flipping the classroom’, and sharing student work with a global audience.

Staff appraisal was another focus area, with all PDHPE staff undergoing lesson observations and discussions with the Head of Department concerning both individual professional and faculty goals and the identification of areas for further development.

The 2013 Year 12 PDHPE class achieved outstanding results in the HSC. Three students received a band 6. This represented 16% of the cohort, compared with the state average of 5%. In other results, 42% of the students finished in the top two bands compared with a state average of 23%. The average mark for the group was over 10 marks higher than the state average. For 12 out of the 19 students, PDHPE was either their best or second-best HSC result. The excellent HSC results over the last six years has seen an increasing number of girls choosing to study 2 Unit PDHPE, and we are excited that for the first time ever there will be two Year 11 PDHPE classes in 2014.

**Mr Brett Wilson**
Head of PDHPE

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**Research Centre**

2013 has been an exhilarating year for the Research Centre. The most thrilling part has been discussing the needs of the new Research and Performing Arts Centre, which is in the planning stage.

The rich fiction collection continues to grow due to the needs of our vivacious readers. One of the main areas of growth has been within the area of bilingual texts. An example of this is the collection of bilingual Harry Potter books. These are in a variety of different languages, including Latin. The dedicated Research Centre team are well versed in the collection of materials suited to the abilities and tastes of our students, building a strong culture of reading and literature.

The Research Centre staff work in close partnership with our teachers to create opportunities for the girls to be more digitally literate. The Research Centre has delivered a range of exciting lessons designed to build information literacy skills. The main focus is to support staff and students in the sourcing of up-to-date and relevant teaching and learning resources.

A Kindergarten to Year 12 Information Literacy Program has been developed to give the students the skills they need to learn efficiently in today’s online learning environment. This extends to competent use of the internet when undertaking research projects.

The ICT for Learning program has provided an environment more conducive to a project learning approach. The Research Centre portal acts as a one-stop-shop for our students’ researching needs.

Book Week 2013 was a huge success with visits from engaging authors such as Lisa Forrest and Libby Gleeson.
Research Centre
Junior library

The library was certainly a busy place in 2013, with a range of special events and happenings. The year started with a focus on resourcing for the Australian Curriculum, Christian studies and NAPLAN. The Lexile home reader system, which was introduced in 2012, was extended to Years 3 and 4, due to its success in the previous year.

The Junior School library home page continued to be well-used by students as a source for useful web links related to grade topics. A number of updates and improvements were made to the Junior library portal. During library lessons, students used online resources such as Scootle, World Book Online, Ideal, Mathletics and Purple Mash, many of which are subscription based.

‘Read across the universe’ was the theme for Book Week and a number of exciting events were held to celebrate this monumental week in the library calendar. Highlights included the Great Book Swap, which raised money for the Indigenous Literacy Foundation; the annual Year 4 P&F barbeque; best borrower’s pizza party; Kate Colley’s visit and Friday Friends.

The Tech Angels Club continued their weekly meetings at lunchtime in the library, building on their work from last year to create online tutorials and guides to help other students with technology.

More than 220 students from K – 6 participated in the Premier’s Reading Challenge, which eclipsed the record number last year. It is evidence of the strong reading culture among the students in the Junior School.

Mr Darryl Hearsch
Research Centre Manager

Academic Care

Academic care at St Catherine’s is founded on the principles of positive psychology. Each year group meets three times per week to follow a program built on these principles.

The Academic Care programs include mentors explicitly teaching the skills in three key areas:

• building mental toughness (Years 8 – 10 focus)
• building strong relationships (Year 7 focus)
• building character strengths (Years 11 – 12 focus)

All girls in Years 7 – 12 have ‘Hunt the good stuff’ journals which are regularly accessed and shared with their mentor group. These encourage the students to be mindful of positive events within their lives. The journals are also linked with activities undertaken in school such as school camps, service activities and external speakers. The mentor groups aim to develop strong relationships and students’ sense of belonging.

During Term 4 one mentor group from Years 9 and 10 completed a survey as part of the supporting your friends research being undertaken by the NSW Commission for Children and Young People and the NSW Mental Health Commission. These students were very positive about the school climate and the mental health information that they receive at school.

Mrs Deborah Clancy
Head of Academic Care
Achieving results

NAPLAN summary 2013

All students tested in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy in Years 3, 5, 7 and 9 were at or above the national minimum standard. In every year group and in every testing area, the school was above the state average.

The comparative measures are noted below for the top band for each year group:

<table>
<thead>
<tr>
<th>Year level</th>
<th>Reading %</th>
<th>Writing %</th>
<th>Spelling %</th>
<th>Grammar and Punctuation %</th>
<th>Numeracy %</th>
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</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>61.0</td>
<td>48.8</td>
<td>41.5</td>
<td>53.7</td>
<td>30.0</td>
</tr>
<tr>
<td>state</td>
<td>27.9</td>
<td>17.2</td>
<td>25.3</td>
<td>30.7</td>
<td>14.0</td>
</tr>
<tr>
<td>Year 5</td>
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<td>11.8</td>
<td>15.8</td>
<td>21.1</td>
<td>16.9</td>
</tr>
<tr>
<td>state</td>
<td>15.3</td>
<td>7.8</td>
<td>13.2</td>
<td>19.0</td>
<td>14.8</td>
</tr>
<tr>
<td>Year 7</td>
<td>18.6</td>
<td>14.7</td>
<td>23.3</td>
<td>31.1</td>
<td>23.5</td>
</tr>
<tr>
<td>state</td>
<td>11.4</td>
<td>6.0</td>
<td>13.1</td>
<td>15.1</td>
<td>14.6</td>
</tr>
<tr>
<td>Year 9</td>
<td>12.6</td>
<td>19.4</td>
<td>11.7</td>
<td>24.3</td>
<td>22.1</td>
</tr>
<tr>
<td>state</td>
<td>5.9</td>
<td>7.9</td>
<td>9.8</td>
<td>10.3</td>
<td>16.3</td>
</tr>
</tbody>
</table>

Higher School Certificate

The Year 12 Class of 2013 achieved outstanding HSC results. There were nine All Rounders (11% of the cohort), who achieved the NSW Premier’s Award for marks of 90% or above (band 6) in 10 or more HSC units of study. The percentage of students achieving an All Rounders award in 2013 was a notable increase from Year 12 2012. St Catherine’s students received 135 acknowledgements on the NSW Board of Studies Distinguished Achievers list, for students who achieved a mark of 90 or above in HSC courses.

HSC Music 1 candidates Stephanie Ng and Laura Ng both achieved 100% and were placed 2nd and 3rd in the state respectively. Felicity Lane placed ninth in NSW for Studies of Religion II. Other particularly outstanding noteworthy results included: all HSC English Extension 2 students achieving results in the highest band and the entire French Continuers class achieving marks over 90% (band 6).

The table below shows an extensive number of notable HSC course performances.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Band 6 school (%)</th>
<th>Band 6 state (%)</th>
<th>Bands 5+6 school (%)</th>
<th>Bands 5+6 state (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>14</td>
<td>8</td>
<td>43</td>
<td>34</td>
</tr>
<tr>
<td>Business Studies</td>
<td>29</td>
<td>8</td>
<td>72</td>
<td>35</td>
</tr>
<tr>
<td>Chemistry</td>
<td>27</td>
<td>12</td>
<td>73</td>
<td>42</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>28</td>
<td>8</td>
<td>89</td>
<td>37</td>
</tr>
<tr>
<td>Drama</td>
<td>14</td>
<td>13</td>
<td>86</td>
<td>44</td>
</tr>
<tr>
<td>Economics</td>
<td>20</td>
<td>12</td>
<td>70</td>
<td>43</td>
</tr>
<tr>
<td>English Advanced</td>
<td>30</td>
<td>12</td>
<td>77</td>
<td>53</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>25</td>
<td>3</td>
<td>75</td>
<td>23</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>38</td>
<td>12</td>
<td>73</td>
<td>43</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>12</td>
<td>6</td>
<td>24</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20</td>
<td>18</td>
<td>77</td>
<td>49</td>
</tr>
<tr>
<td>Modern History</td>
<td>16</td>
<td>11</td>
<td>68</td>
<td>47</td>
</tr>
<tr>
<td>Music 1</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td>59</td>
</tr>
<tr>
<td>PDHPE</td>
<td>16</td>
<td>5</td>
<td>58</td>
<td>28</td>
</tr>
<tr>
<td>Physics</td>
<td>27</td>
<td>9</td>
<td>73</td>
<td>33</td>
</tr>
<tr>
<td>Studies of Religion 2</td>
<td>67</td>
<td>9</td>
<td>67</td>
<td>46</td>
</tr>
<tr>
<td>Visual arts</td>
<td>57</td>
<td>12</td>
<td>96</td>
<td>51</td>
</tr>
<tr>
<td>French Continuers</td>
<td>100</td>
<td>30</td>
<td>100</td>
<td>67</td>
</tr>
<tr>
<td>Japanese Beginners</td>
<td>33</td>
<td>16</td>
<td>66</td>
<td>41</td>
</tr>
<tr>
<td>Extension Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band E4 school (%)</td>
<td>100</td>
<td>23</td>
<td>100</td>
<td>78</td>
</tr>
<tr>
<td>Band E4 state (%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bands E4 &amp; E3 school (%)</td>
<td>33</td>
<td>22</td>
<td>83</td>
<td>74</td>
</tr>
<tr>
<td>Band E4 &amp; E3 state (%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Extension 2</td>
<td>44</td>
<td>33</td>
<td>93</td>
<td>86</td>
</tr>
<tr>
<td>History Extension</td>
<td>50</td>
<td>34</td>
<td>100</td>
<td>87</td>
</tr>
</tbody>
</table>

Many students were nominated for HSC showcases and exhibitions across a range of subjects. These included nominations for ARTEXPRESS (Visual Arts), Callback (Dance), DesignTECH (Design and Technology), ENCORE (Music), Young Writers Showcase (English Extension 2).

These outstanding 2013 HSC results reflect the broad excellence of educational performances and opportunities at St Catherine’s School.
ATAR results

An ATAR (Australian Tertiary Admission Rank) is a rank between 0 and 99.95 that indicates a student’s position relative to the state cohort.

The top ATAR at St Catherine’s School in 2013 was 99.55.

The following table of estimated ATARs for Year 12 students 2013 indicates that the majority of students achieved an ATAR higher than 85; 41% achieved higher than 90 and 26.5% achieved higher than 95. The considerable percentage of St Catherine’s students achieving high ATARs was significant, when compared with the rest of the state.

<table>
<thead>
<tr>
<th>ATAR</th>
<th>% St Catherine’s students</th>
<th>% of state</th>
</tr>
</thead>
<tbody>
<tr>
<td>99+</td>
<td>7.22%</td>
<td>1.7%</td>
</tr>
<tr>
<td>98+</td>
<td>14.45%</td>
<td>3.4%</td>
</tr>
<tr>
<td>95+</td>
<td>26.5%</td>
<td>8.4%</td>
</tr>
<tr>
<td>90+</td>
<td>41%</td>
<td>16.7%</td>
</tr>
<tr>
<td>85+</td>
<td>50.6%</td>
<td>25%</td>
</tr>
</tbody>
</table>

The median ATAR at St Catherine’s in 2013 was 87 compared with a state median ATAR of 69.

Of Year 12 2013, the percentage of students achieving above ATAR 95 has significantly increased compared with Year 12 in 2012.

Entry to university

Year 12 2013 university destination
Junior School

Stage 1

Every girl in Stage 1 has participated in every facet of school life with vigour and enthusiasm in 2013. Students in Kindergarten, Year 1 and Year 2 grasped every opportunity to display their many talents. Be it through gymnastics, swimming, athletics, singing or activities in the classroom, they challenged themselves, displayed perseverance and reflected upon their learning.

Through critical thinking and the process of reflection, students developed and shared strategies that will help them become lifelong learners. The implementation of thinking routines in Stage 1 – by making their thinking visible in the classroom – has allowed students to gain a deeper understanding of concepts.

Students in Kindergarten celebrated a vast array of milestones including their first day at school, sharing morning tea with their grandparents and special guests, their first swimming and athletics carnivals as well as their 100th day at school. Year 1 shared in morning tea with me and enjoyed taking their learning outside to Darling Harbour where they visited both the aquarium and IMAX theatre. Year 2 finished their time in Stage 1 by displaying leadership and guidance to their younger peers. They explored the different celebrations from around the world and sampled tasty treats that are linked to these. Overall, it was an exciting year for everyone in Stage 1.

Stage 2

The highlight of the year for Year 3 was the annual sleepover in the library as a prelude to Year 4 camp. Activities involved cooking, games, dancing and a picnic in Varna Park with the parents. Seven Steps to writing was a new program the girls embarked upon to further improve their literacy skills. The girls enjoyed creating ‘Sizzling Starts’ with the intention of enticing the audience to continue reading. This program proved so successful that teachers in other grades began using it as well. This had an overwhelmingly positive effect on the reading and writing levels of the students. Technology lessons using WeDo robotics took place in Term 3. The girls worked together to program their robots to clap hands, snap jaws as well as a variety of other entertaining effects.

Springwood in the Blue Mountains was once again the destination for the Year 4 camp. The girls enjoyed rock climbing, cooking damper and orienteering. As part of the HSIE unit ‘First Contacts,’ Year 4 went on a walking tour of The Rocks. Each student was allocated a costume and a persona of an historical character enabling them to experience, first-hand, concepts they had studied. Every class in the Junior School was invited to peruse the wares of Year 4 students who had created their own product or service to sell, as part of the unit, ‘Who Will Buy?’ It was a hive of activity as the Year 4 students showcased their hard work.

Stage 3

Stage 3 students were provided with many exciting experiences this year. They began the year with their annual three-day camp to Port Hacking in the Royal National Park where they took part in a multitude of activities and challenges. Year 6 stayed at Deer Park for the first time which gave the students an array of new opportunities.

The Public Speaking Night was held to showcase the talented speakers in Stage 3. Easter Chapel was hosted by Stage 3 where they presented ‘The Truth about Jesus’. Year 5 students were delighted to receive individual Samsung slates at the start of the year, which transformed their learning both in and out of the classroom. The study of
earthquakes and the SPECTRA science program took Year 5 to IMAX to watch a documentary and a hands-on visit to the Powerhouse Museum.

As part of the Year 6 study on Australian government, the students went on a three-day excursion to Canberra which included a visit to the War Memorial, the Electoral Education Centre, Parliament House and many other tourist attractions. After studying eminent people, Year 6 students hosted the Evening of Eminence. Each student recited an entertaining bio riddle dressed as their eminent person and then presented information and answered questions about their eminent person. Year 6 highlights would also include the Cranbrook Dance and the Graduation Dinner, both held in the Jane Barker Hall.

**K – 2 Collaborative investigations**

Collaborative investigations is an opportunity for students to direct their own learning. It encourages creative and critical thinking, fostering an environment where girls feel safe to challenge ideas and create alternative suggestions for why and how things happen.

Throughout the year, Kindergarten students had fun trying to create a toy that didn’t already exist. They also explored different layers of the rainforest.

Year 1 investigated the royal family and their crown jewels, they even became stylists and designed a special crown!

Students also looked into different parts of the human body, including the digestive system and bones, and enjoyed making a skeleton out of pasta.

Year 2 students explored Sydney, comparing what it was like in the past to what it is like now. They also inspected the different creepy crawlies and bugs found in our gardens.

“I love that we learn new things.” Alice Steed, Kindergarten

**Year 3 investigations**

During 2013, the girls in Year 3 had the opportunity to be involved in an assortment of investigations. In Semester 1 an HSIE unit on Australia and a materials unit in science culminated in the girls creating animal habitats in various Australian environments. The girls worked hard using design principles and materials with the right properties that they had learnt about during their lessons. In Semester 2 students enhanced their understanding of physics in the Robotics program. The girls made robots and used the WeDo computer program to make them move.

**Year 4 investigations**

Socrates’ famous quote, “Wisdom begins in wonder” was the motto of Year 4 investigations this year. In Term 1, the students created their own science experiments to test the conditions needed for plants to survive. The girls also enjoyed managing their own ‘business’ to create and market a product or service to Year 3 students. Later in the year, the girls set their own inquiry question about Outer Space and practised their research skills. Students also worked collaboratively on the online platform, Wikispaces. Year 4 students each created a profile on an early explorer and commented on the work of their peers. The girls also learnt how to embed media such as video clips, pictures and interactive graphic organisers.

**Gifted education**

Gifted students were involved in many exciting experiences throughout 2013. Mrs Dwyer and Ms Edwards worked with small groups throughout the school, differentiating activities
and providing appropriate extension and enrichment opportunities. The mentoring program continued, as did subject acceleration which enabled students to access support when needed and provided access to appropriate content, pace and complexity.

Some of the year’s highlights included:

- **Year 6 students** were invited to attend the AIS Maths Challenge camp.
- **Cluster groups** were introduced for K – 6 students.
- **Stage 3 students** attended the da Vinci Decathlon at Knox Grammar School where Year 5 placed first in the engineering task and Year 6 performed extremely well.
- **Robo Cup** – both teams performed very well and team Anonobot placed fourth in the NSW final. The other team, Bob and the Bot, narrowly missed out on a place in the final.
- **Four students** were invited to attend the **Gifted Brain Workshop** at Cranbrook Junior School. It involved a practical hands-on look at the physiology of the brain, along with sessions to develop an understanding of how to recognise our individuality and respect others who may be different to us.
- **Students** attended workshops outside of school including those in association with **GERRIC** (Gifted Education Research, Resource and Information Centre), **NSWGTC** (NSW Association for Gifted and Talented Children) and **St George High School** Gifted and Talented programs.
- **Tournament of Minds** – two teams from Years 5 and 6 took part in the Applied Technology Challenge and the Language Literature Challenge. They were set the tasks of creating an avatar and producing a picture book, including two characters from a list of chosen books. The theme of the story was creation. The teams thoroughly enjoyed the experience these exhilarating challenges provided and performed extremely well on the day.
- **Junias Tjanaria** from Year 6 was awarded the **Primary School Maths Prize**, which is a new initiative of the Faculty of Engineering at UNSW. The objective of the prize is to encourage a lifelong interest in mathematics.

**Library**

‘Read across the universe’

This year 244 students completed the Premier’s Reading Challenge. In Term 3, students in Years 3 – 6 undertook the ‘Read across the universe’ Challenge, with missions to different ‘galaxies’ of reading (science fiction, graphic novels or non-fiction). In Term 4, Stage 3 students took part in the Classic Challenge, reading five classic children’s stories. In Book Week, our Great Book Swap raised $400 for the Indigenous Literacy Foundation. Our Best Borrower Pizza Party was enjoyed by all and the winner of the Best Borrower of the Year was Evie Cook. Students in K – 2 were asked to build a spaceship from recycled materials and the winners were Isabel Scott and Heidi Unger.

Students in Years 3 – 6 were asked to submit a photograph of themselves ‘somewhere in the universe’ and we saw some amazingly creative use of computer technology with pictures of students on Mars, on the top of Uluru and the moon! Another highlight was the ‘Space’ theme fancy dress event. There were many amazed passers-by at morning carline, with Thunderbird captain, the Tin Man and Princess Leia welcoming students!

The P&F Association again provided the Book Week barbeque lunch. The Friday Friends assembly was hosted most capably by Sophia Elliott, Zara Bennett, Aisling Harrison and Leilani Hunt, dressed as aliens. Special guests were our Tech Club students who shared their technology expertise, including an entry into the ‘Sleek Geek’ Eureka competition by Elizabeth Cola and Maisy Lam-Po-Tang.
Visual arts

Visual arts provided an exciting opportunity for students to express themselves through a myriad of mediums, including drawing, painting, printing, ceramics, fabric and sculpture. Students created both individual and collaborative artworks based on their experiences and unique outlook. Younger students created self-portraits and used familiar objects – toys, their hands, fairy tales, and sea creatures – as a stimulus for imaginative artworks. Older students designed and produced vibrant wearable art from recycled materials, mosaics, felt soft sculptures and linear wire sculptures. The new Junior School kiln was installed and this fabulous addition to the school’s facilities enhanced the ceramics program which the students enjoyed.

Students gained an appreciation for international, Australian, contemporary and historical artists and continued to reflect on their work and the work of others. Collaborative artworks from each class and individual artworks from each student were exhibited at the P&F Art Show in September. Combined with the Senior School artworks, they celebrated the exceptional talent and creativity of the students of St Catherine’s School.

Good causes

The Junior School girls supported a number of student elected charities throughout the year, raising just over $7000. Our ‘good causes’ this year included: Goods for Girls; Indigenous Literacy; Jeans for Genes Day; Kids’ Helpline; and Crohn’s and Colitis Australia. Funds were raised through various events including mufti days, cake stalls, a sausage sizzle, St Cath’s Idol and a mini fete. Junior School families again generously supported Operation Christmas Child, donating hundreds of gift-filled boxes to children living in desperate circumstances.

The end of year Christmas fete was an enormously successful fundraising event. This student-led enterprise demonstrated the children’s creativity and sense of responsibility as they took on various roles in designing and directing numerous activities for all ages. The generous contributions and participation of staff and students helped to strengthen our school community while raising funds.

We thank the members of the Junior School Student Representative Council for their leadership and initiative in organising this year’s fundraising efforts.

Ms Sarah Guy
Head of Junior School
Our Christian foundation

Proclaiming the Christian message

St Catherine’s continues to be a school that stands upon a strong Christian foundation. While students and staff are welcome from all cultural and religious backgrounds, every member of our school is part of a community that listens to Jesus, arguably the most influential person ever to walk on the earth.

We farewelled Ms Tess Repp in Term 1, who left St Catherine’s to give birth to and care for her first child, a beautiful boy named Dean. Ms Repp was an outstanding Head of Biblical Studies. An excellent educator, she possesses both an outstanding knowledge of the Bible and the ability to engage students with it in an honest, challenging and rigorous way.

The graduating Class of 2013 contained a large number of girls who for several years have been key leaders of Adelphe, the voluntary lunchtime Christian group in the Senior School. They have modelled what it means to read the Bible carefully, to live a life that follows Jesus and to take a personal interest in the lives of others, particularly younger girls. They are a remarkable group of girls who leave behind a wonderful legacy for the future, having taken every opportunity to proclaim the Christian message to other students at St Catherine’s.

Rev Alex Koch
Chaplain

Student Representative Council

The Student Representative Council (SRC) of 2013 met each fortnight to discuss issues that were impacting on students. Some of their discussions included giving feedback on the portal and new web page, and feedback on the use of slates, with a focus on different subject areas. This feedback was most valuable to the Head of Information who liaised with the relevant Heads of Department and the ICT team.

The SRC were also responsible for the ongoing sale of ‘Thankyou Water’ in the Deli, which has been very well received. Many other issues were dealt with by the SRC, which included a Year 7 dance, more bins for the restrooms, a focus on homework in Year 10 and the regular use of the portal.

The students worked well as a team and managed some wonderful achievements throughout the year as well as the creation of a new student website, called Students’ Voice, in the Senior School.

Mrs Deborah Clancy
Head of Academic Care
Between 60 to 65 full-time boarders, with a few day-girl temporary boarders, called the boarding house ‘home’ during 2013. Two thirds of the boarding community were country girls from towns such as Dubbo, Parkes, Cootamundra, Scone, Mudgee, Coonamble, Narrabri, Quirindi, Nyngan, Griffith, Wagga Wagga and Narrandera; the other third were from overseas places such as Thailand, China, Hong Kong, Malaysia, Indonesia and Papua New Guinea.

Our competent boarding staff were ably assisted by our tutors, Alicia Miers (OG 2009), Gabriella Tavella (OG 2012), and Elise Gomez-Poulin (junior supervisor) during prep hours, affording boarders one-on-one assistance with homework. Year 12 boarders also played a valuable role as assistants to senior staff, working afternoon shifts in a paid capacity. Being mentored by senior staff helped the girls to develop their leadership skills and gave them the opportunity to mix with boarders of all ages, while earning some much needed pocket money.

We welcomed a new staff member this year, Ms Sianne Toemoe, who filled the role of Sunday activity supervisor, organising a host of varied and enjoyable outings for the junior boarders. The annual Luna Park visit in Term 4 was once again voted the most anticipated and best outing for 2013, although a visit to a Magnum Pop Up Store, to create their own signature chocolate-coated ice cream, came a close second.

Rev Alex Koch involved the boarders in his Sunday evening chapel services, with Bible readings and prayers read by girls from Years 10 –12. A group of boarders, led by Grace Lindsay and Catherine Romeo, also met every Thursday evening for Bible study, under the guidance of Ms Kylie Wilson.

The boarders’ council, with representatives from Years 7 to 12, worked together to organise special events such as the boarders’ dance, Year 12 boarders’ valedictory, Christmas dinners and the much enjoyed theatre outing to Grease. They also liaised with our much loved chef, Joseph, to ensure variety and promote healthy eating. Fundraising through the boarders’ shop continued to support Dorothy Apio, our Ugandan World Vision sister.

Boarding prizes for 2013 were awarded to two country boarders, Katie Prince (Boarders’ Prize) and Catherine Romeo (the Joan Hall Prize). Both girls chose to serve the community showing respect for others, kindness, honesty and integrity.

This year we attended boarding expos in Dubbo, Griffith and Tamworth, which gave us the opportunity to meet potential new boarders for 2014 as well as current families and Old Girls. We also represented the school at expos in Beijing, Shanghai and Hong Kong, and successfully recruited a number of students. One of the most valuable outcomes of visiting country towns and cities overseas is experiencing the environments and cultures in which our boarders live.

Mrs Trish Wilson
Director of Boarding
The Arts

Visual arts

We strive to create rich and vibrant learning experiences relevant to the age group, to stretch our students’ awareness and perceptions of personal, local and global concerns and emotional responses. Thus, units of work range from Year 7 expressing a mood and personality, using the school and local environment, to investigating the power of symbols with each experience introducing students to new techniques and media to develop skills and understanding of art concepts.

Year 8 investigations include new approaches to the still life, digitally manipulating a room and creating a stop motion animation.

Year 9 are encouraged to express their own spirituality. Then they take on the challenge of finding multiple ways of creating arresting artworks from the stimulus of the mundane umbrella.

Year 10’s first challenge is to create visually exciting sculpture and paintings using only shades of white.

Programs are constantly updated and enriched with current artists to add to the richness of students’ knowledge of the art world and to stimulate vibrant artmaking.

Drama

Whilst being introduced to the elements of drama, such as the importance of tension, space, symbols, movement and improvisation in Year 9, students also experience playbuilding structures before they investigate melodrama. Vibrancy is added to their performances as they use the conventions and techniques of physical theatre involving movement of bodies to express meaning.

Choice is also a major component leading to rich diversity as students select a character profile and prepare a piece of scripted drama. Diversity of experiences continues in Year 10 as they adapt prose to drama, study a variety of verbatim plays, in particular Australian texts, followed by using dramatic forms to appeal to the young, such as a clown, fairy tale narrative or puppetry. Strength and richness is added to their drama performances and study through exploring script interpretation, manipulating a script of their choice to convey a character. The Year 11 play involves Stanislavski’s realist approach to drama which is then followed by exploring a wide range of non-realist techniques and theatrical conventions.

Yes indeed, a vibrant and rich curriculum is offered to students who study The Arts, providing them with confidence, empathy, an awareness of social justice and an appreciation of culture.

Mrs Glenis Israel
Head of The Arts
St Catherine’s enjoyed another highly successful sporting year in 2013. It was a year that saw us not just move into the top 10, but also cement ourselves as a division 1 school for every 2014 IGSSA carnival. We won two cups for most improved school: In Tildesley tennis, the Spender Cup for improving from 16th to fourth place in one year, and in IGSSA athletics, the Kay Couldwell Cup for advancing from 13th to fifth place in one year.

The year was full of big achievements, such as winning division 1 water polo, defending our title that was won last year. It was the first time a St Catherine’s team had won a Senior division 1A team sport in our school’s proud history. Gaining the school’s first ever podium finish at an IGSSA cross country carnival was another first and this third place in from 28 schools brought the entire school a huge sense of pride and joy. The team improved from 11th to third in one year, and if there was a ‘most improved’ cup we surely would have won it.

In the Junior School, Year 3 taster sessions were a big hit with high participation levels. This is a trend across all sports from Years 3 –12, with girls being able to choose from competitive team sports through to representing St Catherine’s at IGSSA, IPSHA or NSWCIS carnivals. The choices have never been so great, and from the 23 sports programs offered there is a sport that will suit every student at St Catherine’s.

St Catherine’s rowing continued to improve with the squad rowing with more proficiency and achieving greater success at regattas. The squad is still improving but the learners’ plates are well and truly behind us now.

Snow sports was another highlight with the NSW snow sports chairman identifying us for the first time as one of the 35 largest snow sports schools programs across NSW and ACT. The Sydney region schools to make this list are as follows:


Our Junior School is enjoying very high participation rates, with girls signing up and enjoying so many sports programs throughout the year. Many more girls are moving through the representative pathways. Every year there are girls achieving wall of fame representation, some at such a young age, which is a credit to the talent and depth of ability in our Junior ranks.

Mr Ryan Cameron
Director of Sport
2013 IGSSA Representative carnivals (28 schools can compete at these carnivals)

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<td>Tildesley</td>
<td>4th in 2013</td>
<td>16th in 2012</td>
<td>16th in 2011</td>
<td>19th in 2010</td>
<td>Last in 2009</td>
<td>2001-2008 last place 5 times</td>
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<td>Rowing</td>
<td>11th of 13 schools in 2013</td>
<td>8th in 2012 - 10 schools contested the IGSSA regatta, we beat established Schools (MLC and Tara)</td>
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<td>Water polo</td>
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Learning enrichment

In 2013, the academic support faculty evolved into the learning enrichment department after adopting all gifted and talented programs. This new initiative at St Catherine’s allows the enrichment staff to offer continued support from the Junior School to the Senior School. Our ‘Kindergarten to Year 12’ approach supports both our gifted and talented students and the academic support program. This includes supporting our students with English as Another Language (EAL).

In Semester 2, all Senior School gifted and talented students were interviewed and profiled by the learning enrichment team. This gave each student the opportunity to voice their thoughts, concerns and ideas for enrichment. It also assisted the learning enrichment team to profile each girl, focusing on the student as a learner with particular competencies and areas requiring support.

A key focus for the learning enrichment team in 2013 was undertaking the gifted and talented programs. A number of staff have enrolled in post-graduate studies to up-skill their knowledge and to ensure their teaching practice supports best practice and current research in the gifted and talented field.

Under the new appraisal system, learning enrichment staff were also able to focus on individual goals that supported their teacher development. Teachers were observed delivering lessons and also encouraged to team teach or observe an experienced colleague. This method gave the new learning enrichment staff internal professional development through peer mentoring.

Another key initiative was individual student tracking and monitoring of gifted and talented students. Student results are now clearly tracked across the Junior and Senior School to ensure students are monitored. This data allows the learning enrichment staff to give feedback to relevant subject teachers so they may accommodate any changes to programs or teaching methods.

Ms Natalie Miller
Director of Learning Enrichment

Beyond the Curriculum

Participation in Beyond the Curriculum programs and activities have continued to grow in 2013. Our girls have enjoyed socialising, relaxing, having fun and learning new skills, whilst complementing their academic studies.

Some of the memorable highlights in 2013 include:

Thirty Junior School girls entered the Wakakirri competition for the first time in 2013. They performed outstandingly and were recipients of awards for public speaking, choreography and a polished dance performance.

The launch of the new tennis academy saw a growth in enrolments by over 300% in 2013. New opportunities to join squads, development teams and private lessons were readily sought along with participation in the Thursday morning mothers’ social group.

Fifty-three students participated in the internationally recognised Trinity Guildhall drama examinations this year. All 53 received marks above 75% and 29 earned a distinction (>85%). The exams ranged from grade 1 to grade 8 in a variety of subjects such as group drama, acting in pairs, Shakespeare and individual acting skills.

Artistic and rhythmic gymnastics, swimming and cardio fitness have also continued to grow this year, providing girls avenues to keeping fit, healthy and learning new skills.

Outdoor education

Outdoor education at St Catherine’s provides broad, challenging, vibrant experiences in a nurturing outdoor setting all underpinned by positive psychology principles.

In 2013, girls from Years 7 to 11 participated in a camp program.

Year 7 began their adventure with outcomes based on valuing oneself, bonding with students and staff and building the foundation for subsequent challenges.

Our Year 8 ‘leading ladies’ focused on confidence, differences, ethical decisions and SMART goals.

In Year 9, our girls were challenged with independence and choice and had the opportunity to choose between four programs. Each program varied in challenge and location and a number of girls enjoyed the opportunity of a program based in urban Sydney.

The Year 10 and 11 programs focus more specifically on leadership and accepting challenges in small and whole year group settings. Specific activities at these camps begin to
prepare the girls for roles of responsibility in their senior years and encourage cooperation and teamwork.

**Mrs Jackie Gilson**  
Director Extra-Curricular

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**Duke of Edinburgh Award**

The Duke of Edinburgh program grows from strength to strength each year, with the number of overall participants continuing to increase across all award levels, Bronze, Silver and Gold.

In 2013 over 200 girls participated in the Duke of Edinburgh Award scheme at St Catherine’s. This year we had 14 Gold awardees. Congratulations to Edwina Blackburn, Isabella Bradley, Reina Cheong, Katharine Christopher, Emily Lipschitz, Anastasya Lonergan, Laura Ng, Stephanie Ng, Phoebe Skuse, Tate Soller, Aidann Stathis, Alice Tricks, Sophie Valdeck and Sarah-Marie Marriott (Class of 2009).

Through endeavouring to complete their Bronze, Silver and Gold awards, each girl is given the opportunity to learn and foster new skills and embrace opportunities that broaden their horizons and challenge their everyday thinking. Each participant builds self-esteem, confidence and independence through developing their leadership, teamwork and communication skills to their fullest potential.

**Ms Julie Park**  
Duke of Edinburgh Coordinator

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Service education

Service education is an important aspect of schooling at St Catherine’s. It gives girls the opportunity to consider the needs of others before themselves. At St Catherine’s, girls are able to undertake volunteer work outside of school, raise money for local and national charities as well as contributing goods for needy causes. Girls also have the opportunity to participate in an international service program.

In 2013, St Catherine’s girls raised approximately $50,000 for charities such as World Vision, the Cancer Council, The Black Dog Institute, Jeans for Genes, Samaritan’s Purse and many more. Girls also donated goods for the Footpath Library and the Mitrataa Foundation. We also have girls who volunteered at Bread of Life which is a breakfast run for ‘companions’, who are marginalised members of the Surry Hills community.

Other awareness programs were run, on issues such as fair trade and the importance of blood donations for the Red Cross.

Internationally, 25 girls travelled to Nepal to undertake service works by teaching Nepalese girls life skills such as teamwork, goal setting, communication and decision making. St Catherine’s girls learned a significant amount about themselves but also the importance of helping others.

Dovetailing nicely with our work with positive psychology, service education provides the girls with authentic opportunities to reflect on the meaning of their role in the wider community, and the ability to reflect on their own lives and what they have learnt from these experiences.

The service education program also encourages the girls to continue these activities beyond the life of school.

Ms Sarah Hatch
Coordinator of Service Education
Students’ notable achievements

Senior School

Music
• Three students nominated for Encore
• 100% band 6 Music 1 – second and third in state, students all scored 100%
  Jessica Abrahams – Sinfonietta
  Savannah Schonberger – Sinfonietta
  Lisa Guo – Chamber strings
  Elena Menacho-Conn – Chamber strings
  Eloise Reddy – Chamber strings

Design and technology
• One student nominated for DesignTECH
• 28% band 6 (8% state)

Visual arts
• One student nominated for ARTEXPRESS
• 57% band 6 (12% state)

English extension 2
• One student nominated for Young Writers’ Showcase
• 100% band 6 (33% state)

Dance
• One student nominated for CallBack

Scholarship
• One student received the Tuckwell Scholarship for Australian National University.

Sport
Jess Lasky – Golf, NSW and Australian representative
Ashlee Miller – Australian BMX u/12 representative
Nora Campbell – Fencing, Australian representative

Snow sports
The following St Catherine’s girls represented NSW in snow sports:
Mia Clark
Samantha Dawson
Saskia Ferster
Cora McCloskey
April O’Neil
Celeste Towning

NSW athletics
Zuni Mendez
Francesca Heyko-Porebski
Olivia Duchenne
Sienna White, India White, Madeleine Fairlie and Jessica
Edser represented NSW at the School Sports Australia carnival.

Manon Wilson represented NSW in cross country at the School Sports Australia championship.

Sasha Lian represented Australia for the fifth year in a row. Winning gold medals five years in a row is a phenomenal achievement, highlighting her determination, perserverance, ability and character.

Congratulations to Tori Morrissey (water polo captain), Samantha Mitchell and Emma Whaling for touring Europe in August with the Australian Born 96 team. Along with this Emma Whaling, Tori Morrissey, Samantha Mitchell, Amy Ridge and Kaitlin Laycock all represented NSW in the Australian All Schools Competition.

To cap off an amazing final year, Tori Morrissey was selected in Water Polo Australia’s Talent Academy Program. This program sees the best young water polo talent in the country live and train at the Australian Institute of Sport in Canberra.
Junior School

Mathematics
Junias Tjanaria was awarded the Primary School Maths Prize, which is a new initiative of the Faculty of Engineering at UNSW. The objective of the prize is to encourage a lifelong interest in mathematics.

da Vinci Decathlon
The Year 5 team placed first in the engineering challenge. This year our Years 5 and 6 teams included Tara Hercz, Kirra Ramage, Isabella Southall, Georgia York, Hannah Johnston, Jessica Marshall, Maya Munro and Sophie Kuijper.

Tournament of Minds
Applied Technology Challenge Team: Junias Tjanaria, Sophia Elliot, Aisling Harrison, Jasmin Yip, Sophie Kuijper, Sarah Rice and Sophie Liu. Their challenge was to create an avatar.
Language Literature Challenge Team: Elisabeth Cola, Minnie Hinchcliffe, Charlotte Prentice, Sophie Wentworth, Ava O’Brien, Isobel Owens and Jade Showniruk. Their challenge was to create a picture book, including two characters from a list of chosen books. The theme of the story was creation. The teams thoroughly enjoyed the experience these exhilarating challenges provided and performed extremely well on the day.

ICAS testing
The following students received a high distinction:
Writing Year 3: Emily Buchanan, Rhianna Jones
Year 4: Alexandra Cairncross
Science Year 3: Maddison Farrow
Year 4 Zoe Sullivan
English Year 3: Maddison Farrow, Delphi Hinchcliffe, Sarah Myatt
Year 4: Zoe Sullivan

Robotics – Robo Cup
In late August, the girls competed over two days at the University of NSW Engineering Department, being judged on their robots, dance, documentation of their journey and their creativity. Both teams performed very well and team Anonobot placed fourth in the NSW final. The other team, Bob and the Bot, narrowly missed out on a place in the final.
**Museum and archives**

We have been very busy this year continually working through the backlog of records. Many shelf metres of records have been moved to the four designated archive areas where we have been sorting, listing and re-boxing them correctly. We have continued to tidy up the holdings of staff and student personal files and we thank Mrs Beryl Cato for her sterling work on the early enrolment forms which were much disordered. Our next step for these records will be to list and arrange them on our digital program for easier retrieval.

Mrs Meg Thumpston continued compiling and maintaining the rare books, antique and art register. She has also added them to Archive Manager, an archival database for better management. Mrs Averil Condren, founding archivist, has provided support, while Mrs Beryl Cato and Mrs Helen Ward, both Old Girls, have worked tirelessly as volunteers throughout 2013.

Dr Townsend and I continue to make regular visits to Miss Patterson at Berry and I interviewed Miss Patterson on various aspects of her life as our longest standing headmistress. Regular visits are also made by Dr Townsend and myself to Ms Margaret Hind, sister of Nan Hind, who passed away in 2011.

Research this year was the continuation of the Fielding family for the Bequest Committee and the projected launch of the Fielding Fellowship. This launch took place in September 2013 and as archivist I gave a detailed presentation of the life of all five sisters. Regular articles for *The Bulletin*, involved research on clubs and choirs, PC, the Fielding sisters and St Catherine of Alexandria.

I was also mentor to a master’s student studying information management at Canberra University, Roslyn Hubbard, a St Catherine’s Old Girl.

We have supported Mrs Marilyn Rickard, Director of Community Relations, and Ms Barbara Peatman with information and regular meetings and also assisted with the Jane Barker Lunch for Old Girls and reunions. Requests for information from administration, the Foundation board and the wider community have been answered as time has permitted.

Year 7 (five classes) had two lessons on ‘What are archives and why have them?’, and a practical lesson using our sources in the museum. They also compiled their time capsules to be opened in 2018. Kindergarten and Year 1 were also regular visitors to the museum, talking about toys and dolls over time. Year 5 had lessons on the school’s history and changes to the uniform.

The museum has had visits from Old Girls, researchers and university students.

One such visitor was an academic from England, Mr Maurice Dybeck, an expert on Jane Harden (Mrs Barker), her sister Jessie and Brathay Hall, who donated various books to the museum on the Hardens and Brathay Hall in the Lake District, England.

I have assisted the school architects, Mayoh Architects, in researching previous plans and DAs from the Dame Joan Sutherland Centre and other buildings around the school in preparation for the new building.

I attended four professional days for school archivists, organised by the ASA SIGS branch: NSW Schoolhouse Museum of Public Education at North Ryde Public School; Centenary of WWI commemorations at PLC Sydney; Cranbrook School: Exhibitions, ideas and practicalities and King’s School: PD days in the use of Archive Manager.

I also attended the annual Australian Society of Archivists conference in Canberra in October 2013. The conference theme was ‘Archives - The Future’, which focused on the future role of archivists and their role in managing digital archives into the future.

In archives, we continue to work through copious amounts of backlog, by accessioning, arranging and describing materials that are created in the everyday running of the school.

**Mrs Evangeline Galettis**
Archivist
Global opportunities

School is an ideal time to equip girls for opportunities that might arise for them in the future to work in other countries or with multi-national teams. Having studied a foreign language and learnt about other cultures from visitors or through travelling overseas, girls will be equipped for a huge array of future prospects.

In the Senior School, girls have the opportunity to study either French or Chinese in Year 7, providing experience of a core European or Asian language. Major international languages German, Spanish and Japanese are also available from Year 8 and we encourage all girls to study two languages.

From Year 9 onwards, girls have the opportunity to take part in exchanges to Argentina, Germany, France and Japan to enhance their language skills and cultural appreciation.

In 2013 we offered our Year 9 students a structured, five-week cultural exchange program with Royal High School in Bath, and St Philip the Apostle School in Argentina. Participating students spent five weeks during July and August hosting an exchange ‘sister’, who attended St Catherine’s with her during term time and Australian girls then traveled to either Argentina or England in late September to spent five weeks as a guest in their host sister’s home, and also attended their school.

This cultural exchange enables girls to develop positive relationships with others, understand a broader range of perspectives, and develop the knowledge and skills needed to live as global citizens.

A student exchange can be a truly life-changing experience, allowing girls to be immersed in another country and culture, appreciating first-hand its customs, lifestyle and nuances. Girls develop networks and forge friendships with other students across the world that can last a lifetime.

As well as the cultural exchange program, students have opportunities to go on in-country tours. The overall aim is to provide students the opportunity to gain understanding of international issues and to discover the diversity of cultures around the world. We strive to open the doors to allow our students to make connections with peers across cultural boundaries.

Mrs Victoria Rennie
Deputy Headmistress
Parents and Friends’ Association

The year commenced with the annual Welcome Cocktail Party. Once again this event was an outstanding success with around 600 people attending. This longstanding tradition, sponsored by the P&F, has become much looked forward to and integral to the start of the school year!

On Friday 30 August 2013, the P&F sponsored what has now become the biennial Art Show. I am pleased to advise that the evening achieved a profit of around $14,000. It was a wonderful evening, showcasing individual and compilation art works from both the Junior School and Senior School. There were many volunteers who worked to ensure the Art Show was a success.

During 2013, the P&F donated generously to the school. These donations included a 12-seater school bus, four pop-up tents for use at sporting and social events, a state of the art laser cutter for the technology and applied sciences department, and a kiln for the Junior School.

Our thanks to our wonderful class parents who fill an integral role to support the St Catherine’s community by providing an opportunity for parents to gather together at a range of social functions. In addition, our class parents assist the school in myriad ways, particularly in the Junior School.

For 2013, I extend sincere thanks to the P&F Committee – Melissa Fisher, Dan Taylor, Sarah Barrett-Jones, Leanne Chessell, Joy Wooden, Suzi Urquhart and Lyn West. At the AGM in November, we farewelled Melissa Fisher, Dan Taylor, Joy Wooden and Lyn West who stepped down from the committee. For 2014, we welcome Lisa Hammond and Darren Collins as vice president and treasurer respectively. Ms Melissa Fisher will take on the role of P&F Foundation representative.

Ms Louise Campbell
President
Old Girls’ Union

Towards the end of last year, the school commissioned an alumni survey by MMG Education to look at how Old Girls felt about their school life, their views on the school now and how connected they feel to the school and the Old Girls’ Union.

Below is a summary of the results. The Old Girls’ Union and the school have started working together to look at the results in detail and how we can improve the services we offer to our Old Girls.

Key observations:
• of the total 1,328 invitations sent, 456 responses were received: an excellent response rate of 34%
• 82% noted ‘very high’ overall satisfaction scores for their experience at St Catherine’s
• 64% were financial OGU members
• 88% received the Bulletin
• 79% noted a ‘high’ overall satisfaction with communication from the school and the OGU
• 46% noted their awareness of the Old Girls Online facility
• 26% had accessed this facility
• High attendance rates were noted for the fifth (43%), 10th (52%) and 20th (40%) reunions
• 75% noted that they were planning to attend their next reunions
• 47% noted that they met regularly on an informal basis
• 55% would be interested in interstate or overseas reunions
• Philanthropic support for the school was ‘very low’ but respondents did not have a full understanding of this area of the school.

Alumni with daughters at St Catherine’s noted ‘very high’ overall satisfaction (84%) with key elements of the school’s program.

Again this year, the Old Girls’ Union in conjunction with the Headmistress, Dr Julie Townsend, had pleasure in welcoming over 60 Old Girls back to St Catherine’s in May 2013 for the annual Jane Barker Luncheon. This luncheon is to honour Old Girls who have left the school 50 years ago or more. Those in attendance ranged from the Class of 1942 to the Class of 1963. Those from the 1963 class were presented with a silver picture frame as a memento of the day.

It is customary for the Old Girls’ Union to host an afternoon tea for Year 12 in their final week at school. As we said goodbye to this Year 12 cohort, and welcomed them as ‘St Cath’s Old Girls’ we spoke to them about the role and the importance of their year representatives. Year representatives were introduced in 1980 to assist their year group to keep in contact with one another, organise reunions and keep a link with the school community.

Originally there was only one year representative and she was elected by the girls of Year 12. However, over the years this has changed to two girls (usually a boarder and a day girl) and the Old Girls’ Union executive chooses the girls based on their nomination letters. It is always quite touching to read these letters from girls about to leave school, who tell us how important their years at St Catherine’s have been and how they would love to help keep their year group together and remain involved in school life. The year representatives are presented with an Old Girls’ Scroll at Speech Night and are given life membership of the Old Girls’ Union. We have many year reps on our Old Girls’ committee which enables them to keep their year up to date with activities both at school and in the Old Girls’ Union – as well as representing their year’s views on a myriad of issues.

Executive
Mrs Cathy Ridge President
Ms Patricia Wong Vice President
Mrs Kim Rossleigh Vice President
Mrs Evangeline Galettis Treasurer
Mrs Janet Smith Secretary
Ms Harriet Williams Assistant Secretary
Mrs Wendy Jarratt OGU Representative on the School Council
Ms Bronwyn Cooper OGU Representative on the School Foundation

We would like to thank the school for their support of the Old Girls’ Union again this year.

Mrs Cathy Ridge
Old Girls’ Union President
The Foundation

It has been most rewarding to see a deepening of the philanthropic culture in the school community during 2013. Our sincere thanks to all those families (listed on pages 50-51) who have supported the school generously during the year.

Our third Annual Giving Appeal was issued in May and we are pleased to see many members of our past community supporting this program on an annual basis.

Our current families continue to support the school's capital works program with gifts to the Building Fund ranging from the suggestion on the school fee statement to relatively large individual donations. Indeed, we have been most encouraged by the support we have received for the new building project.

We were delighted to welcome Year 5 parent Alexandra Smart as our guest speaker at the Foundation annual cocktail party held in May. Alexandra founded the fashion label Ginger & Smart with her sister Genevieve in 2002. Ms Smart delivered an inspiring message to almost 60 guests who attended the event.

The Fielding Fellowship, St Catherine’s bequest program, was launched on Friday 6 September 2013 and we were delighted to welcome Dr Joanna Burston, Senior Research Fellow in the School of Civil Engineering at Griffith University, as our guest speaker. Joanna was awarded the Fielding Scholarship in 1997. Those present were enthralled by the journey she has taken since completing her school education at St Catherine’s in 1998. Our current Fielding Scholar, Year 12 student Rebecca Caton, shared what this scholarship has meant for her.

My sincere thanks to my fellow board and subcommittee members for their outstanding and generous commitment to the work of the Foundation. This year 2013 has been productive, and working alongside the P&F and OGU has once again proved rewarding.

**Board and subcommittee membership**

During the year we farewelled Mr Peter Shehadie, one of our Council representatives to the Foundation Board and Mrs Lyn West as the P&F representative. We thank Peter and Lyn for their wise counsel and enthusiastic support.

We extended a warm welcome to the following:
- Rev Simon Roberts, Council representative
- Dr Nuncio D’Angelo
- Ms Anne-Maree Taylor
- Ms Melissa Fisher, P&F Representative

In addition, we were delighted to welcome the following subcommittee members:
- Mrs Jo Shipway and Mr Simon Cairncross to the Campaign subcommittee and
- Mrs Selina Sork to the Bequest subcommittee.

Dr Peter Boxall
AO Chairman
St Catherine’s Foundation Board members

Dr Peter Boxall AO, Chairman
Mr Vince Muriti, Deputy Chairman
Mr Nicholas Beckhurst
Dr Nuncio D’Angelo
Mrs Evangeline Galettis
Mrs Jenniffer Santifort
Ms Lyndall Stewart
Ms Anne-Maree Taylor
Mrs Genevieve Teo
Ms Bronwyn Cooper – OGU representative
Mrs Lyn West – P&F representative (January – November)
Ms Melissa Fisher – P&F representative (November)
Mrs Jacqui Guy – Council representative
Mr Simon Roberts – Council representative
Dr Julie Townsend – Headmistress
Mrs Marilyn Rickard – Director Community Relations and secretary
Mrs Barbara Beasley – Alumni Relations Coordinator
Mrs Gemma Draper – Minutes secretary (January – June)
Mr Asanka Gunarathne- Minutes secretary (July – December)

St Catherine’s Foundation Campaign subcommittee

Mr Vince Muriti, Chairman
Mr Nicholas Beckhurst
Mr Simon Cairncross
Mr Richard Carmont
Dr Nuncio D’Angelo
Mr Warwick Hunt
Mrs Jenniffer Santifort
Mrs Jo Shipway
Ms Amy Somes
Mrs Genevieve Teo
Mrs Marilyn Rickard – Director Community Relations

St Catherine’s Foundation Bequest subcommittee

Dr Peter Boxall AO, Chairman
Mrs Evangeline Galettis
Mrs Jacqui Guy
Mrs Cathy Mathews
Mrs Selina Sork
Mrs Marilyn Rickard – Director Community Relations
Mrs Barbara Beasley – Alumni Relations Coordinator
Teacher excellence

Welcome to new staff

In 2013 the implementation of a teacher development and appraisal system was a key focus. Although formal appraisals will not commence until 2014, much progress has been made in areas such as goal setting, walk throughs and feedback. This initiative is timely as over the past several years there have been growing concerns about the nature and extent of teachers’ ongoing professional development after graduation. We wish to offer our teachers the support they need to develop and opportunities for career progression and professional recognition.

There were a number of new staff appointed across the school filling retirement, new or maternity positions, while others were replacing staff who sought opportunities in other areas. Of special note, we welcomed our new Deputy Headmistress, Mrs Victoria Rennie. A trained English teacher, she brought with her much experience as a Head of English and also in the management of pastoral care in elite independent girls’ schools. She was also a member of the Board of Studies (BOS) Curriculum Committee and worked on the BOS HSC English prescription 2015.

We also welcomed the following staff during 2013:

Charlotte Burton – full-time temporary Head of Biblical Studies
Alison Outhred – part-time temporary Senior School Biblical Studies Teacher
Fiona Ward – full-time permanent Senior School Science Teacher
Claire Loh – full-time temporary Senior School Science Teacher
Serena Gilligan – part-time temporary Senior School Science Teacher
Flora Yeoum – full-time temporary Senior School Mathematics Teacher
Aleksandra Olenderek-Smith – part-time temporary Senior School Mathematics Teacher
Daisy Turnbull Brown – full-time permanent Senior School History/HSIE Teacher
Elyse Read – full-time temporary Senior School History Teacher
Lisa Wenyon – part-time temporary Senior School History Teacher
Tina Betar – part-time temporary Senior School English Teacher
Georgina Loveridge – part-time temporary Senior School English Teacher
Miriam Jassy – part-time temporary Senior School Drama/English Teacher
Holly Vella – part-time temporary Senior School TAS Teacher
Sandy Pringle – part-time temporary Senior School Social Sciences Teacher
Maggi Guo – part-time temporary Junior and Senior School Chinese Teacher
Tanya Lynch – part-time temporary Learning Enrichment Teacher
Marian Romeo – full-time permanent Learning Enrichment Assistant
Vanessa Browning – full-time permanent Junior School Teacher
Amanda Dodson – full-time permanent Junior School Teacher
Susanna Matters – full-time permanent Junior School Teacher
Kylie Strong – full-time temporary Junior School PE Teacher
Priscilla Quintana – part-time temporary Junior School French Teacher
Brian Nienaber – part-time temporary Director of Finance
Andrew Grech – full-time permanent Director of Finance
Raj Saba – full-time permanent Finance Book Keeper
Lee Thompson – full-time temporary ICT Support Analyst
Janet Zuo – full-time temporary Database Support
Sharon Allerby – full-time permanent Functions and Events Co-ordinator
Asanka Gunarathne – full-time permanent Community Relations Administrator
Sonya Blan – full-time permanent Administrative Assistant
Sarah Alderton – part-time temporary Head of Dance
Raphael Durek – full-time permanent Head Tennis Coach
Jeremy Brown – full-time permanent Maintenance
Michael Byers – full-time permanent Maintenance
Sarah Ind – part-time temporary Assistant Archivist
Elizabeth Livanios – part-time permanent Uniform Shop Manager

Staff notable achievements
The staff at St Catherine’s are supported and encouraged to excel in their respective fields. A number of staff are at the forefront of educational networks beyond the school. We commend these staff and especially note the following accomplishments:

• Ms Bernardine Knorr, Head of Teacher Excellence, was the Supervisor of Marking for the English Extension 1 paper.

• Mrs Natalie Miller, Director of Learning Enrichment, was elected to the NSW Learning Difficulties Coalition management committee.

• Mr David Gresham, Head of Music – Performance, adjudicated the Yamaha Band Festival and completed Level 3 Orff Schulwerk Creative Music Education.

• Mr Graeme Wallace, our network and infrastructure manager, was awarded an MBT – Master of Business and Technology – at the Australian Graduate School of Management.

• Mrs Beatriz Cartlidge, Head of History, was awarded the Professional Teachers’ Council (PTC) NSW Outstanding Professional Service Award for 2013.

• Mrs Margaret Leggat, Head of Languages, was appointed as Chief Examiner and chair of the 2014 examination committee for German.

• Mrs Glen Israel, the Head of Arts and Gifted and Talented Coordinator, completed writing a new textbook for the Australian curriculum in visual arts.

• Ms Sarah Hatch, the Year 10 Mentor and Coordinator of Service Education, travelled to Cambodia with Samaritan’s Purse as part of a principals and educators trip to learn about their needs for service. As part of the trip she participated in an educational symposium to improve education in Cambodia.

• Ms Kylie Wilson, our pastoral chaplain, was ordained on February 2.

• Mrs Jenny Birrell, Junior School music teacher, was the musical director for the Waverley Lugar Brae Players production of Guys and Dolls. Jenny also, as a directive from Musica Viva, prepared a series of sequenced learning activities as a work unit for Kindergarten using the National Curriculum guidelines. This was nationally launched in May.

• Ms Marion Rosen, French and Japanese teacher, was elected President of NAFT (NSW Association of French language Teachers). She presented workshops and delivered presentations at the professional learning sessions. She also implemented a number of professional development opportunities for teachers and students of French – including conferences, an immersion weekend, Year 12 study and speaking days, Stage 6 assessment and feedback learning sessions.


• Ms Sarah Hatch, Miss Jessica Hill, Mrs Nikki Bowden and Mr Brody Vancers all gained the accreditation level Experienced Teacher as recognised by the Independent Schools Teacher Accreditation Authority.

Ms Sonya Judd
Director of Staff
Leadership

School Council
The Most Reverend Dr Glenn Davies
President
Rev Simon Roberts
Chairman

Members
Mr Roger Collison
Mrs Margaret Forsyth
Mrs Jacqueline Guy
Mrs Wendy Jarrat
Rev Richard Lane
Dr Jennifer Matthei
Mrs Kim Millar
Rev Tony Payne
Rev Dani Treweek
Mr Mark Woodley

Executive
Dr Julie Townsend
Headmistress
Mrs Victoria Rennie
Deputy Headmistress
Ms Sarah Guy
Head of Junior School
Mrs Deborah Clancy
Head of Academic Care
Mr Paul Carnemolla
Head of Information
Ms Bernardine Knorr
Head of Teacher Excellence
Mr Andrew Grech
Director of Finance

Senior Leadership Team
Rev Alex Koch
Chaplain
Mr Ryan Cameron
Director of Sport
Mr Joshua Gates
ICT Support Manager
Mrs Jackie Gilson
Director Extra Curricular
Ms Sonya Judd
Director of Staff
Mrs Marilyn Rickard
Director Community Relations
Ms Bronwyn Ridgway
Director of Media and Communications
Mrs Jo Robilliard
Secondary and Tertiary Studies Adviser
Mrs Amelia Schedlich
Executive Assistant to
Headmistress and Office Manager
Mr Graeme Wallace
Network and Infrastructure Manager
Mrs Trish Wilson
Director of Boarding and Enrolments

Middle Leadership – Academic
Dr Shantha Bose
Head of Mathematics
Mrs Beatriz Cartlidge
Head of History
Mrs Marnie-Ruth Dunstan
Head of Music – Curriculum
Mrs Maryanne Dwyer
Deputy Head of Junior School
Ms Magali Foote
Head of Social Science
Mr David Gresham
Head of Music – Performance
Mr Darryl Hearsch
Research Centre Manager
Term 2, 3 and 4
Mrs Glenis Israel
Head of The Arts
Ms Di Hubbard
Head of English
Mrs Margaret Leggat
Head of Languages
Ms Natalie Miller
Head of Academic Support
Ms Tessa Repp
Head of Biblical Studies
Miss Kate Sonter
Head of Design and Technology
Mr Mark Vincent
Head of Science
Mr Brett Wilson
Head of PDHPE

Middle Leadership – Administration
Mr Chris Hughes
Facilities Manager
Mr John Joanou
Business Manager

Year Mentors
Mrs Jane Smith
Year Mentor – Year 7
Mrs Samantha Clare
Year Mentor – Year 8
Ms Toula Mitropoulos
Year Mentor – Year 9
Ms Sarah Hatch
Year Mentor – Year 10
Ms Nicky Schey
Year Mentor – Year 11
Ms Rebecca Herbert
Year Mentor – Year 12
# Student leadership

## Senior School 2013

<table>
<thead>
<tr>
<th>Prefects</th>
<th>2012/2013</th>
<th>2013/2014</th>
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<tr>
<td>Boarding</td>
<td>Keerthana Rajalingam</td>
<td>Isabella Murphy</td>
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<td>Debating and Public Speaking</td>
<td>Phoebe Skuse</td>
<td>Kate Murphy</td>
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<tr>
<td>Enrichment</td>
<td>Katharine Christopher</td>
<td>Octavia Carey</td>
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<td>Environment and Sustainability</td>
<td>Xian Wong</td>
<td>Caitlin Winterbotham</td>
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<td>Head’s Liaison</td>
<td>Madeleine (Maddie) Boxall</td>
<td>Francesca Earp</td>
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<tr>
<td>Music</td>
<td>Pamela Wu</td>
<td>Kayleigh Yap</td>
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<td>Public Relations</td>
<td>Felicity Lane</td>
<td>Rebecca Watson</td>
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<tr>
<td>Service Education</td>
<td>Katie Prince</td>
<td>Mia Maric</td>
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<tr>
<td>Sport</td>
<td>Grace Partridge</td>
<td>Sofia Ballesteros</td>
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<tr>
<td>Stage 4/SRC</td>
<td>Emily Miers</td>
<td>Chloe Friedlander</td>
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<td>The Arts</td>
<td>Emily Lipschitz</td>
<td>Shamithra Ponnambalam</td>
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<td>Students’ Liaison</td>
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## House Captains

| Barker                                        | Mia-Jane Elias                 | Sasha Ian                      |
| Bronte                                        | Tate Soller                    | Holly Berckelman               |
| Casterton                                     | Tori Morrissey                 | Madison Bartlett               |
| Hulme-Moir                                     | Alice Tricks                   | Gabrielle Mills                |
| Sutherland                                    | Lily Davies-Long               | Grace Wheeler                  |

## House Vice Captains

| Barker                                        | Amy Giddy                      | Isabella Thomas                |
| Bronte                                        | Georgia Tomaszuk               | Amelia Simpson                 |
| Casterton                                     | Sophie Shanahan                | India Bosnich                  |
| Hulme-Moir                                     | Elizabeth McDonnell            | Raine Giderson                 |
| Sutherland                                    | Chrissy Christofa              | Ashley Smith                   |

## Student Representative Council

| Mary Sassine                                  | Georjal Verykios               |
| Chelsea Kinnaird                              | Georgia Akle                   |
| Sophie Breznik                                 | Laura Farquhar                 |
| Emma Lesmond                                  | Jessica Sargent                |
| Ashley Muffet                                 | Raine Giderson                 |
| Annika Ledet                                  |                                |
| Gretel Fleeting                               |                                |
## Junior School 2013

### Prefects

**Semester 1**  
Pippa Hanan, Jasmin Yip, Asia Rogers, Kahlia Copland  
**Semester 2**  
Sophia Elliott, Leilani Hunt, Zara Bennett, Aisling Harrison

### House Captains

<table>
<thead>
<tr>
<th>Semester</th>
<th>Captain</th>
<th>Vice-Captain</th>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>Bronte</td>
<td>Mia Clark</td>
<td>April O’Neill</td>
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<td>Barker</td>
<td>Jessica Edser</td>
<td>Ava Carmont</td>
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<td>Casterton</td>
<td>India Powell</td>
<td>Claude Mercer</td>
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<td>Hulme-Moir</td>
<td>Adelaide Darvall</td>
<td>Madeleine Fairlie</td>
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<td>Sutherland</td>
<td>Caitlin Harris</td>
<td>Mariah Issa</td>
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<td><strong>Semester 2</strong></td>
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<tr>
<td>Barker</td>
<td>Ashlee Miller</td>
<td>Dominique Polesy</td>
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<td>Bronte</td>
<td>Maisy Lam-Po-Tang</td>
<td>Mia Neagle</td>
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<td>Casterton</td>
<td>Katherine Petsoglou</td>
<td>Eva Nicolaou</td>
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<td>Hulme-Moir</td>
<td>Harriet Darvall</td>
<td>Emma Tyrrell</td>
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<td>Sutherland</td>
<td>Grace Lennon</td>
<td>Dominique Polesy</td>
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### Student Representative Council

<table>
<thead>
<tr>
<th>Semester</th>
<th>Name</th>
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<tr>
<td><strong>Semester 1</strong></td>
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<tr>
<td>Annabelle Strachan</td>
<td>Lily Adonis</td>
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<tr>
<td>Catherine Tioupikov</td>
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<td>Ella Fitzsimons</td>
<td>Samantha McDonald</td>
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<td>Ruby Madden</td>
<td>Radha Roberts</td>
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<td>Harriette Gardiner</td>
<td>Amelia Strike</td>
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<td>Isabella El-Haddad</td>
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<td>Chloe Munro</td>
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<td>Aarya Kaul</td>
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<td>Lola Smith</td>
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<td>Sophie Kuijper</td>
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<td>Jade Julian</td>
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<td>Chloe France</td>
<td>Constance Skeffington</td>
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<td>Sky Cooke-Roberts</td>
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<td>Sophie Lui</td>
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<td>Sarah Anastaiou</td>
<td>Mattison Ball</td>
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<td>Alexandra Cairncross</td>
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Community relations

St Catherine’s extends sincere thanks to those members of the current and past school community who have supported the school philanthropically over the course of 2013. Every gift, whether large or small makes a difference and is much appreciated. The following members of our community have donated to the Building Fund, the Foundation, Library Fund, Scholarship Fund, St Catherine’s rowing, program prize endowments or have made provision for the school in their will.

Please contact Mrs Marilyn Rickard, Director Community Relations for further information about giving to St Catherine’s: mrickard@stcaths.nsw.edu.au or 02 8305 6238.

<table>
<thead>
<tr>
<th>Mr M Abrahams &amp; Ms B Harris</th>
<th>Mr W Chow &amp; Ms L Yu</th>
<th>Mr S &amp; Dr Z Geha</th>
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<tr>
<td>Mr D &amp; Mrs V Adkin</td>
<td>Dr S Christensen &amp; Dr J Rose</td>
<td>Ms A Gettens</td>
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<td>Dr A &amp; Dr M Agar</td>
<td>Mr F Chu &amp; Ms M Ng</td>
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<td>Mrs F Woods</td>
<td>Mr R &amp; Mrs E Collison</td>
<td>Mrs P Goswell</td>
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<td>Ms V Archbold</td>
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<td>Mr J Graham &amp; Ms K Otto de Grancy</td>
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<td>Dr P &amp; Dr S Arora</td>
<td>Mr M &amp; Mrs L Comyn</td>
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<td>Mr N &amp; Mrs J Correy</td>
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<td>Dr R &amp; Mrs M Asher</td>
<td>Dr A &amp; Mrs Courtenay</td>
<td>Mr C &amp; Mrs S Griffin</td>
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<td>Mr M &amp; Mrs M Assini</td>
<td>Mr J Cox &amp; Ms N Gardiner</td>
<td>Rev P &amp; Mrs C Grimmond</td>
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<td>Mr M &amp; Mrs M Baer</td>
<td>Mr S &amp; Mrs J Cox</td>
<td>Mr B &amp; Mrs K Grunert</td>
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<td>Mr M &amp; Mrs E Baker</td>
<td>Mrs B Craig</td>
<td>Mrs M Guthrie</td>
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<td>Prof B Balleine &amp; Ms D Trutwein</td>
<td>Mr M &amp; Mrs M Cross</td>
<td>Ms S Guy</td>
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<td>Mrs B Beasley</td>
<td>Mr J Cullen &amp; Ms M Feng</td>
<td>Mr G Hardwick</td>
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<td>Mr N &amp; Mrs Y Beckhurst</td>
<td>Miss D Cuneen</td>
<td>Mr D &amp; Mrs K Harrigan</td>
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<td>Mr A &amp; Mrs M D’Agostino</td>
<td>Mr J Harrison &amp; Ms M Brady</td>
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<tr>
<td>Mr J Cockings &amp; Mrs C Berger</td>
<td>Dr N &amp; Mrs D D’Angelo</td>
<td>Mr B &amp; Dr S Hawkins</td>
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<td>Mr S Wilson &amp; Ms E Berry</td>
<td>Mr C &amp; Mrs B Darvall</td>
<td>Mr D &amp; Mrs G Haydon</td>
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<td>Mr C Betts &amp; Ms G Byron</td>
<td>Mr S Dawes &amp; Ms R Seaton</td>
<td>Assoc Prof &amp; Mrs D Haylen</td>
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<tr>
<td>Mr J Bilmon &amp; Ms N Honeyman</td>
<td>Mrs Dawson</td>
<td>Mr A &amp; Mrs M Heyko-Porebski</td>
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<td>Mr J &amp; Mrs N Birkhold</td>
<td>Mr J &amp; Mrs K Dawson</td>
<td>Mr C &amp; Mrs J Hill</td>
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<td>Ms S Blackadder</td>
<td>Mr J &amp; Mrs F Deane</td>
<td>Mr D Hirst &amp; Dr F Hilferty</td>
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<tr>
<td>Mr J &amp; Mrs K Boden</td>
<td>Mr D Dixon &amp; Ms C Ramm</td>
<td>Mr N Hoar &amp; Mrs L Burgess-Hoar</td>
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<tr>
<td>Mr J &amp; Mrs R Bori</td>
<td>Ms W Dong</td>
<td>Mr W Huang &amp; Dr L Liu</td>
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<td>Mr A &amp; Mrs D Boulton</td>
<td>Mr B &amp; Mrs H Dovolis</td>
<td>Ms H Hunt</td>
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<td>Dr P Boxall &amp; Ms K Chester</td>
<td>Mr S &amp; Mrs T Donnelley</td>
<td>Mr W &amp; Mrs T Hunt</td>
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<tr>
<td>Mr S &amp; Mrs D Braithwaite</td>
<td>Mrs M Doyle</td>
<td>Mr R Huybers &amp; Ms L Lennon</td>
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<tr>
<td>Mr M &amp; Mrs M Branagh</td>
<td>Mr L Dryden &amp; Ms K Mason-Dryden</td>
<td>Mr C Kim &amp; Mrs O H Koo</td>
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<tr>
<td>Mr N Brooker &amp; Ms C St Clair</td>
<td>Mr J &amp; Mrs C Dunn</td>
<td>Mr G &amp; Mrs K Jackson</td>
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<td>Mr A &amp; Ms B Brown</td>
<td>Mr G Dzang</td>
<td>Mr T James &amp; Ms H Aldred</td>
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<td>Dr A &amp; Mrs E Eaton</td>
<td>Mr D Johnson &amp; Ms P Nolan</td>
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<td>Rev J &amp; Mrs S Buchanan</td>
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<td>Mr M Johnston &amp; Ms N Woof</td>
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St Catherine’s School
Waverley

An Anglican day and boarding school for girls. Kindergarten to Year 12. Founded in 1856.

Headmistress Dr Julie Townsend BA (Hons) Cert Ed PhD MBA (Ed Ldship) MACE MACEL

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