The Solitary Umbrella

A little farming town was facing the threat of a serious drought. The crops withered, the cattle died, and the spectre of death stalked every member of the community.

One afternoon, all the townsfolk were called into the church to pray for rain. They prayed and prayed and prayed again. Then they looked at the blazing skies and the thick clouds of dust and prayed again.

The wind began to change, clouds began to darken the skies and then ... it couldn’t be! But it was! A clap of thunder! There was a mad scramble for the door and every jaw dropped in amazement. Yes, it was raining!

Everyone danced around and hugged one another and shouted for joy. And then, suddenly, everyone fell silent. Every eye turned to a little seven year old girl who smiled from ear to ear as she watched the rain from under her umbrella.

Everyone in the community had prayed for rain, but only one little girl had enough faith to bring an umbrella.

Whilst our recent lack of rain and the major bush fires make this reflection relevant and topical, I was most drawn to its simple message about faith. The example of our Catholic communities in the fire affected areas is testament to the power and solidarity of our faith.

Many of our Diocesan families have lost all that they own. Staff from many of our schools have also been seriously impacted upon. We have heard the story of Mr Sergio Rosato, Principal of St Thomas Aquinas Primary School (and an ex-student of Patrician Brothers’ College), who despite knowing that his own home had burnt to the ground, bravely led his staff in protecting the children at his school.

Pope Francis has sent a very personal message of hope and support to these communities. Our own Bishop Anthony Fisher reminds us that times of great difficulty are often also times of great soli-

darity. As we grieve over loss of life and property, we come together to help our brothers and sisters in Christ. We pray that the fires soon abate and that God is with those most in need in these troubling circumstances. I assure you of my prayers for the victims and their loved ones and all the affected communities.

In the past week we have raised $2,000 to assist the victims of the bush fires. Thank you to all the students, staff and parents who have so generously assisted during this time of need.

Our Learning Environment

“We are not what we know but what we are willing to learn.”

“Learning is what most adults will do for a living in the 21st century.”

“Life is better because you know more, not just because you have more.”

This week’s issue of The Focus is dedicated to the exciting and innovative learning environment at Patrician Brothers’ College.

We recently celebrated International Teacher’s Day. What better time to focus on the extraordinary feats of our teachers and students! Our 2013 NAPLAN results have again reinforced the significant learning gains that our students are making. This follows our outstanding HSC results in 2012 – our best results ever! An historic milestone for our community in the year we celebrated our 60th Jubilee.

I take this opportunity to salute the teachers, students and parents at Patrician Brothers’ College. All of you are critical stakeholders in the continued improvement to our learning outcomes.

Please take care of each other,

Santo Passarello
From the Assistant Principal

November has just arrived but already we have had a preview of what looks like being an unusually hot and oppressive summer. As everyone is well aware, a large number of students, families and staff in our Diocese of Parramatta have suffered significant hardship and heartache in the last fortnight as a result of the terrifying bushfire emergency in the Blue Mountains. While the response of our students and staff at Blacktown has been generous and spontaneous thus far, we need to remember that these people will continue to struggle long after their stories have disappeared from the media spotlight. Please keep them in your thoughts and look for further opportunities to support them as they try to rebuild their lives.

Meanwhile here at school, the HSC Examinations have been progressing successfully with feedback from the students and teachers being quite positive to this point. Last week, our 2014 Student Leaders ventured across to Collaroy for their Leadership Camp with Ms Grzelj and Mr Domars and then later in the week we gathered with their parents, Home-room teachers and the College Executive for dinner in the PLC prepared by Mrs Karen Davidson and students from our Cooking Club. Indeed, the staff have been working extremely hard in recent months as they face the huge task of rewriting the majority of our teaching programs in preparation for the introduction of the new Australian National Curriculum in 2014.

In terms of reminders for this issue of The Focus - I would suggest to all parents that one of the best insights that you can get into your son’s progress at school is to find the time to glance through his books and folders and then have an informal chat with him about who his favourite teachers might be. Teenage boys are generally quite intuitive and disarmingly honest in their assessment of teachers and they will usually lavish praise on their best teachers, especially the teachers who genuinely care about their learning. This often includes a respectful appreciation of teachers who push them hard and set high expectations. When these insights are combined with a quick look at the work your son produces in class each day, you will soon get a clear idea of your son’s progress, effort and working relationship with his teachers. The long working hours and busy lifestyles of many of our parents mean that we are becoming increasingly time poor but these few minutes spent with your son could be well worth the effort in the long term.

On a related theme, a reminder to all parents that there are clear pathways for contact with the school, particularly when you need to follow up on a serious concern related to learning or behaviour. Concerns related to classroom issues are best addressed with the teacher who is directly involved. If this fails to resolve the situation, the next point of contact is the relevant KLA Coordinator for that subject area. Serious issues related to misbehaviour outside the classroom should be directed to the relevant Year Coordinator for investigation or clarification. The Assistant Principal works in conjunction with the Year Coordinators on a daily basis and maintains oversight of all serious cases, especially issues that could require suspension or more serious sanctions to be imposed.

Mr Brian Edmonds

Merit Awards Update

Year 7 continue to perform well in the Merits, with many students receiving their second or third Bronze Awards for the year. Disappointingly, there are no Year 11 students receiving awards again this fortnight.

Congratulations to the following award recipients for this fortnight. These awards will be distributed at upcoming Year Assemblies and College Assembly.

Bronze Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Award</th>
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<tbody>
<tr>
<td>Timothy Hodge</td>
<td>7C11</td>
</tr>
<tr>
<td>David Iskander</td>
<td>7C13</td>
</tr>
<tr>
<td>Rikish Kamboj</td>
<td>7C13</td>
</tr>
<tr>
<td>Daniel Kucheruk</td>
<td>7C12</td>
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<td>Hemant Kumar</td>
<td>7C15</td>
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<td>Anthony Salman</td>
<td>7C18</td>
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<tr>
<td>Connor Scerri</td>
<td>7C15</td>
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<tr>
<td>Gajan Sivanesan</td>
<td>7C16</td>
</tr>
<tr>
<td>Campbell Wood</td>
<td>7C11</td>
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<tr>
<td>Nicholas Zakchia</td>
<td>7C14</td>
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<tr>
<td>Mark Ebdani</td>
<td>8D22</td>
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<tr>
<td>James Salman</td>
<td>8D24</td>
</tr>
<tr>
<td>Jamil Dewan</td>
<td>9A24</td>
</tr>
<tr>
<td>Bol Kuany</td>
<td>9A24</td>
</tr>
<tr>
<td>Patrick Ross</td>
<td>10C8</td>
</tr>
<tr>
<td>James Salazar</td>
<td>10C3</td>
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Silver Awards

<table>
<thead>
<tr>
<th>Name</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xavier Manu</td>
<td>7C14</td>
</tr>
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</table>

Gold Awards

<table>
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<tr>
<th>Name</th>
<th>Award</th>
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</thead>
<tbody>
<tr>
<td>Hrishikesh Kulkarni</td>
<td>9B3</td>
</tr>
<tr>
<td>William Ong</td>
<td>10C5</td>
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</tbody>
</table>

I am looking forward to another successful fortnight of Merit Awards!

Mrs Marie Lane, Merit Awards Coordinator

Catholic Diocese of Parramatta - Bushfire Appeal

The Catholic Diocese of Parramatta has launched an emergency appeal to assist people who have been affected by the New South Wales bushfires. One person has died and over 300 homes have been lost or damaged including the homes of staff and families from St Thomas Aquinas parish and community and St Columba’s Catholic College.

Donations to the emergency appeal can be made through CatholicCare Social Services Parramatta - Bushfire Appeal and mailed to:

Bushfire Appeal, PO Box 2023, North Parramatta, NSW, 1750

Parishes and schools who would like to make a donation can send a cheque or deposit funds via:

BSB 062315
Account: 901486
Account Name: 5243 S2-Disaster Relief Appeal

Please give generously and keep all those affected in your thoughts and prayers
Student Leadership Retreat

Last week the 2014 Student Leadership Team departed on a two-day retreat to Collaroy Beach. Here we were involved in teamwork activities and we planned the next 12 months.

Whilst away we learnt the importance of encouragement and support for one another. We discovered that a successful leadership team was one in which individual qualities could be the key to our success. We engaged with the Executive Staff and synthesized our ideas into our main goals for 2014. Overall the Leadership Retreat was a valuable experience. We would like to thank Ms Grzelj and Mr Domars for spending two days at Collaroy with us. We would also like to thank Mr Passarello, Mr Edmonds, Mr Prendergast and Ms Paton for dedicating their time on Monday evening.

2014 Student Leaders
**From the Director of Studies**

**Saturday School of Community Languages 2014 Enrolment**

Information about language courses offered at the Saturday School of Community Languages, including application forms and centre locations, is provided in the 2014 Enrolment Information, available on line at www.ssc1.schools.nsw.edu.au

Applications for all years close on 22 February 2014. Students currently studying at the Saturday School will receive a green Confirmation of Continuing Enrolment in 2014 form in Term 4. In order to confirm their intention to continue studying at the Saturday School in 2014, this form should be signed by a parent/caregiver and returned directly to their centre.

For further information, please contact Adelia Fuller, Principal, Saturday School of Community Languages on 92445694

**Commencement of Year 12 2014**

Year 11 students will commence their HSC studies starting Week 4, Term 4. It is important for parents to encourage their sons to have a study timetable that takes into account their various involvements in sport, community and work. Their lives will be very busy in the next twelve months but with sensible management the year ahead can be very rewarding. If all assignments, homework tasks and extra curricular activities are mapped out, students get a sense of control by planning ahead and preparing. Organisation of study groups helps motivation and allows boys to feel a sense of moving forward with their studies as they have a support group. Students should also set goals. What do they want to achieve in their HSC year? These goals should be specific, measurable, achievable, realistic and time-framed. A long term goal can be more easily attained if your son sets a series of short term goals.

**Time Management Skills**

Here are a few simple time management tips to help both senior and junior students to become more organised and less stressed:

**Use the school diary to keep track of due dates**

Use your diary to allocate “chunks” of time as soon as you are given an assignment. Planning helps you avoid procrastination, which is putting things off till tomorrow!

If you are not able to complete a chunk of work make sure that you allocate it to another time slot. If you do not do this you will end up with a backlog of work and not enough time to finish it. Learn to prioritise and to identify:

- What needs to be done NOW
- What needs to be done SOON
- What can be left till LATER

Identify and start working on the important or time-consuming tasks first (not just the easiest).

Think about HOW you learn. For example, if you have trouble remembering what you have just read you need to find ways to commit this to short term and long term memory. Some strategies to improve you remembering what you are studying are:

- Check your comprehension. Do you really understand what you are reading? Check the logic behind the ideas. Check your comprehension skills by tossing a few ideas around with a mate who is doing the same work. Tutor another student in this area. That will be the real test!
- Generate your own examples as this demonstrates your understanding and helps you remember the concept or information.

Think in pictures, shapes and colours. Concrete images are easier to remember than abstract ideas. Use different shapes to organise information and ideas, such as triangles, boxes, circles, etc. This helps you categorise the information. Use coloured highlighters to make key ideas be evident.

Use mnemonics to help you make associations to familiar things to aid your memory. You can use rhymes, acronyms or beginning letters to a set of information to form a sentence.

Repetition helps put information into long term memory but do it differently each time

**Ex-Students as Tutors**

Our own high achieving ex-students are in the school library available to tutor any boy on Thursdays afternoon for Years 11 and 12 and Wednesdays during Homework Centre. Please take advantage of this opportunity to learn from the experts – those whose techniques have been tried and proven.

**Aim High**

The Aim High Program for 2014 will start in Term 1 2014. In an effort to make the HSC year a successful one and to maximise chances of students receiving a high academic result, the school provides our high achievers with an academic partner who will give support and advice throughout the year. The application forms to take part in this program will be given to Year 11 students next week and boys who have set their sights on achieving a highATAR which will enable them to pursue further study in tertiary institutions are encouraged to apply.

**Ms Danuta Paton**

**John Paul II Senior High**

**Class of 88 - 25 Year Reunion**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Saturday, 23 November 2013</th>
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<tbody>
<tr>
<td>Time:</td>
<td>7.00pm</td>
</tr>
<tr>
<td>Venue:</td>
<td>Blacktown Workers Club</td>
</tr>
<tr>
<td></td>
<td>55 Campbell Street, Blacktown</td>
</tr>
<tr>
<td>RSVP:</td>
<td>Monday, 4 November 2013</td>
</tr>
<tr>
<td>Cost:</td>
<td>$55pp (not including drinks)</td>
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<tr>
<td></td>
<td>Open Bar Available</td>
</tr>
<tr>
<td>Dress:</td>
<td>Smart Casual</td>
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<td>Partners Welcome</td>
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</tbody>
</table>

Tickets can be purchased at Club by phone 9830 0600 or online by going to www.patronbase.com/BlacktownWorkersClub/Productions

Then scroll down and ‘click’ on John Paul II

For more information: jpii1988reunion@gmail.com
Mrs Denise Arnold, Mathematics Coordinator

Now that Year 10 students have indicated their preferences for levels of study Mathematics in the Preliminary and HSC courses, it is essential that they prepare well for the Year 10 examination in Mathematics to be held in Week 6, and that they continue to attend lessons right until the end of Term 4 when the final option topics leading to various levels of study in Year 11 will be completed and assessed.

Years 7-9 have also Mathematics tests during Weeks 5 and 6 of Term 4. These tests will contain content and skills from the whole year’s work so far, with more emphasis on the topics studied in Terms 3 and 4. Some sections will be common across all classes, while other sections will target different ability levels. Performance on these tests, together with the level of knowledge and skill displayed in topic tests and in class work and homework presented in work books throughout the semester, will determine placement in graded Mathematics classes for 2014. Frequent revision of content and skills is the key to success in Mathematics, and students have diagnostic tests and revision assignments at the end of every chapter in their text books, as well as topical-based assignments in the companion homework books, that are designed to help them retain Mathematics knowledge and skills. There are also review and topic tests on the companion CD and web site.

Recently released NAPLAN data for 2013 again indicates that we have worked together to make highly significant improvement in the numeracy skills of our students between Years 7 and 9, and, as in 2012, we were the most successful school in the Parramatta Diocese in this regard. Graded classes allow us to target skill development according to a student’s current knowledge and skill level, so that he can experience success within his class while being provided with an appropriate level of challenge as he works towards a goal that is attainable for him. Our students who struggle academically have the benefit of smaller classes and assistance from Learning Support staff, while our high fliers are challenged by extension work and by competition with their peers.

Mrs Denise Arnold, Mathematics Coordinator

English Update

Mr Mark Strong, English Coordinator

The Year 12 cohort of 2012-13 has just begun their final exams to cap off their final year of High School. Our students have gone into their exams well prepared and hoping for the best. As a department and a community, we wish them the best.

In the classroom however, a new batch of Year 12 students have emerged. These students have been comparing and contrasting text from different cultures to gain an awareness of differing textual representations and ideas. Our boys have been assessing “Young Man in Vietnam” by Charles Coe (short story), “A Maasai Woman” by Kuki Gallman (short story) and “Bear hug” by Michael Ondaatje (Poem).

The 2013-14 Year 12 cohort are about to enter their final year. In preparation for the year ahead our Advanced English course has started working on an independent research portfolio that will prepare them for the rigors of the year ahead.

Over the coming 2 weeks the students in the Advanced Course will have to select three additional texts of their own choosing that they will use over the coming 12 months. For their portfolio students are required to:
- assess the human experiences within the text
- understand how the composer frames the story
- explore the composer’s perspective and any underlying assumptions
- consider the significance of setting and how language shapes meaning

Mrs Paton, Ms Pearce and I are eagerly anticipating these portfolios in preparation for an arduous but enriching 2014.

Mr Mark Strong, English Coordinator

Maths Update

One focus in our Mathematics classes during 2013 has been the use of technology to enhance learning.

Some Year 10 students have been using Mathematics software to investigate functions and their graphs and using what they have learned to complete a work sheet to add to their Mathematics portfolios. Using technology allows them to explore a wider variety of graphs than would be possible with pen-and-paper methods, but the work sheet ensures they use what they have learned to develop skills in sketching graphs by hand.

Now that Year 10 students have indicated their preferences for levels of study in Mathematics in the Preliminary and HSC courses, we remind them that their performance in Year 10 will determine whether or not they have access to a particular course in Year 11. There is no fresh start in Mathematics. Courses in Year 11 start from an assumption that certain outcomes from the Stage 5 course have been mastered. It is essential that students prepare well for the Year 10 examination in Mathematics to be held in Week 6, and that they continue to attend lessons right until the end of Term 4 when the final option topics leading to various levels of study in Year 11 will be completed and assessed.

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Mrs Denise Arnold, Mathematics Coordinator
Science Update

In recent weeks, a Year 8 and a Year 9 class have been given the exclusive opportunity to trial an educational, interactive Ipad application, centred around inquiry based learning and independent exploration. The application IntoScience can be utilised on Ipad, Android devices and personal computers. The developers of the app have granted the classes a free login for a month to gain some feedback about the educational benefit of the application. Mr Ferry and Mr Gange will be trialling the app in class and for setting homework.

Mr Chris Ferry, Acting Science Coordinator

Religious Education Update

Year 7 students are studying “Religions in the World” in Religious Education Classes this term. In this unit students examine the nature and role of Catholic Christianity. Students also explore the beliefs and religious expressions of other major religious traditions. The unit provides opportunities for students to develop and practice a range of research, interpersonal and academic skills. It introduces students to the multi-faith nature of Australian society, emphasising the need for mutual understanding and respect, dialogue and cooperation.

Student reflections:

In class, my classmates and I have been researching Sikhism. More specifically we were looking at Sikh rituals, clothing, food, lifestyle and god. Chris Magro

It is good to learn about other religions. I have learnt already many interesting facts. Kirshoth Kamalanathan

In religion I am learning about Judaism. It is important to learn about the similarities and differences between Catholicism and Judaism. Travis Sta Ana

In religion I am researching Sikhism. I have been finding out about their beliefs, traditions and how these beliefs influence their life. Stephen Izquierdo

For our Religious Education assessment task, I have chosen to research the Eastern Greek Orthodox Church. In undertaking my research, I have used books and websites. I have developed my understanding of the Churches practices including its beliefs, sacraments and feast days. I have also realised how similar the Catholic Religion is to the Greek Orthodox Church as it has similar feast days and beliefs, and we even use the same scriptures including the Old Testament and the New Testament. Through my research, I have developed a deep understanding of this religion and I have gained respect for its practices. Izak Xiberras

The religion I have chosen to research is Sikhism. To research this religion, I have used websites including BBC Religion and the ABC. I have learnt that in this religion there no official leader; they believe in only one God; they are vegetarian; and a good life is lived as part of a community by living honestly and caring for others. This is an interesting religion to learn about. Kurtis Butler

Mr Jim Prendergast, RE Coordinator
Business Studies Update
Technology is a significant influence on how our students are learning in Geography and Business Studies. In HSC Business Studies, for example, students progress through the course at a pace that suits their learning using interactive iBook Author lessons. There is also a focus on collaborative learning in small groups with students helping each other. Every student has access to the whole HSC course in a series of individual lessons that can be downloaded from the school’s “Moodle” or “iTunes U” sites. The individual lessons are written in Apple’s iBook Author software that allows a wealth of interactivity on the iPad or student’s phone. Links allow the student to quickly access a business’s Annual Report and collecting information is very easy. Clicking on a term gives the meaning of the term (or word) with business examples.

This approach to learning is also changing the way students take their notes. The high marks are gained, not from descriptive detail, but identifying and analysing relationships within a business. For this reason small groups spend time developing concept maps that clearly identify the relationships in case study businesses.

The concept map is used to develop the structure of a short, or extended response by identifying the order of paragraphs. This makes it easier to work on the structure of the paragraph itself – using a technique called TEEL (an acronym for Topic sentence, Explain, Evidence and Link sentence). Students are encouraged to write a 20 line short response in every lesson.

We are carefully evaluating these changes to make sure they are working. Students give their opinions on a range of factors every month. In addition, we are doing small across the form tests every Friday so we will pick up problems quickly.

Mr Don Sykes, Business Studies Coordinator
HSIE Update

Legal Studies

Year 11 Legal Studies students are about to commence study of their first HSC Topic – Crime and the Law. This topic takes students through the whole criminal justice process, beginning with an analysis of why people commit crimes and profiling of a typical criminal. We then move on to looking at the various types of crime, from homicide, sedition and aggravated assault to lighting fires on a total fire ban day.

The gatekeepers of the criminal justice system – police – come under scrutiny next. We discuss their powers, responsibilities and the role discretion plays in their job. Police gather evidence to present in court, so we shall move onto court procedures, sentencing and punishment in the coming weeks.

Juvenile offenders receive special attention and legal responses within the criminal justice system – taking us to the end of Term.

Year 9 Commerce

Year 9 Commerce students hope to take all the hard work away for you! The boys will be finishing the year by studying the tourism industry. Tourism is one of our biggest export earners and it is hoped that this industry will help to ‘take up the slack’ as the mining sector settles into a steady production phase in the next few years.

The boys have already examined data showing the number of tourists who visit us and how much money they spend. The practical aspects of travel – such as visas, vaccinations and foreign exchange, will be looked at shortly. Most exciting for us all, however, is their assessment task! Due on November 18th, the boys have to research a wide range of possible holidays and prepare brochures and itineraries for marking. The best will be posted online! So, if you are not sure where you would like to go for a holiday in 2014, perhaps the boys will be able to give you some ideas. Examples of holidays set for the task include a trip to Hawaii for the Billabong Pipeline Classic, New Year’s Eve in NY and – for the extreme sports enthusiasts – canyoning in NSW! Aloha!

Mrs Lesley Maguire, HSIE Coordinator

Year 10 Commerce

Our Year 10 Commerce students have had an extremely busy but fruitful year so far. They have been engaged in everything from Australia’s legal system, to politics and employment issues to living independently.

Currently, the students are focusing on a topic called ‘Cars in Commerce’. This unit aims at preparing students for their all-important initiation onto our roads. Up until this point, the students have found the topic to be interesting, practical and relevant to their everyday lives.

Besides looking at licencing rules and regulations, we have been investigating road accident and casualty rates, hopefully sending home a message about road safety and young drivers.

The boys will also look at buying new and used cars, the costs associated with maintaining those cars, registration, insurance and car finance.

We would like to wish the Year 10 Commerce students the best of luck with their upcoming exam in Week 6.

Ms Leanne Sultana, Commerce Teacher

PDHPE Update

In Year 9 students are required to choose electives that they feel best cater for their interests and abilities. Physical Activity and Sport Studies (PASS) is an elective that branches off the PDHPE syllabus and incorporates topics such as The Body in Motion, Physical Activity for Specific Groups and Sports Injuries. Alongside of many interesting theory units, students are involved in a practical component that sees them engage in physical activity every Wednesday. Across the first three terms my class has been involved in a range of sports that places them up against each other in a very competitive environment. The boys have conquered sports like Basketball, Continuous Cricket, Oztag, Soccer, European Handball, Vortex, Frisbee and Baseball to name a few. On any one Wednesday, the competition could see the Red Sox playing the Titans, or the Wizards up against Toronto. The skill level of the boys has been outstanding and they have taken these games with a real positive attitude. The boys have been given game situations to show their skill, as well as ongoing questioning to ensure the students are constantly thinking about the technical and tactical aspects of the game. This provides them with a way to find solutions to problems, whilst still attempting to gain an advantage over the opposition in a fun and safe environment. Here is what some of the boys have to say!

I have enjoyed learning through games. Each week is really competitive. Ryan Pritchard

PASS is a great subject. I really enjoy the practical games each Wednesday. Today we won by 1 point! Franele Beth-Misa

Mr Matthew Hartigan, PDHPE Teacher
History Update

Year 9 Elective History class has just completed their unit on *The Medieval Samurai*. During this unit the boys studied and explored how the samurai society came into being, came to power and evolved over time until it eventually died out in the late 1800s under the Meiji restoration. The students had the opportunity to conduct their own research task that looked into how the medieval samurai have influenced one aspect of modern culture.

I most enjoyed learning about the numerous ways in which the Imperial Japanese army in World War II successfully embodied the samurai code, ‘bushido’ which means ‘the way of the warrior’. **Steven Wehbe**

The students were given the freedom to choose how they presented their findings and showed great enthusiasm in conducting their research and produced some creative and insightful projects including films, speeches, PowerPoint presentations, posters, booklets and text-book chapters.

My research project was focussed on the influence of medieval Japan on modern-day manga. I had to highlight the development of medieval manga over time into an ever-growing style of entertainment in Japan. This project was different because I got to do something that I enjoy doing – we had a lot of different options to choose from, giving us some flexibility. **Karl Garcia**

Christos Floratos created a film that showed how the samurai have influenced the modern gaming market over the past 20 years. His film showed links between video game characters and samurai, their weaponry, armour, fighting techniques, strategy, and even recreating the siege of Osaka Castle in 1614 (Shogun 2).

The project allowed me to link video games to the topic we were studying. This provided me with something different compared to other research assignments. I also liked the fact that I could choose what presentation format to use. **Tomas Kennedy**

Part way through the unit we had Louise Maguire (daughter of HSIE coordinator Lesley Maguire) come to the school and give the students a demonstration of some samurai weaponry and modern martial arts influenced by the samurai.

The boys took the opportunity to ask lots of questions and gained a deeper understanding of some of the fighting techniques that were necessary to master if you were born into the medieval samurai clan. I found learning about the samurai weapons, especially the swords, really interesting. The katana (samurai sword) was a spiritual belief to them. **Karthik Prasad**

It was evident that the boys were engaged in the topic and really enjoyed their individual research task. We are now conducting a personality study, looking at the Roman Emperor Nero. **Miss Jessica Fleming, History Teacher**

Learning Support Update

At Patrician Brothers we continue to encourage our boys to always perform to the best of their ability, whether it be in or out of school. Firstly we endeavor to use technology to facilitate their understanding of the individual subjects they study. Where possible, in some instances Teaching Assistants provide support for work completion whilst at other times trained Peer Tutors from within the school are engaged in working alongside younger students.

In regards to performing outside of school, some boys are engaged in Work Placements that assist them in deciding their future career paths. Short courses are regularly undertaken by some of our students which helps them in their transition from school to the workforce. **Mrs Melissa Scalone and Mrs Sharon O’Keefe**
Mrs Dracoulas and Mrs Pacey arrive to find a group of Year 12 boys waiting to study. They head into the Solo Study to prepare for their exam. At 8.30 the library officially opens and the Library Ambassadors arrive for duty. Together with the staff, they are organising and preparing for the day ahead - iPads need to be unplugged, loans and returns dealt with and the many enquiries at the desk handled. Mornings are always busy with boys doing last minute print jobs, borrowing and returning books and preparing for the day’s lessons. Teachers arrive to book in classes or to find that particular DVD they need for their lesson.

Our library caters for a diverse range of learning activities and is flexible and responsive to each teacher’s desire to provide an interesting and technology rich lesson for our boys. Period One today we have Mr D’Morias and Mr Campbell booked in to work together with their Year 8 PE classes using iPads for research on nutrition. The classroom dividers are easily moved to merge these two classes. Period Two Miss Gearing and Mrs Dracoulas steer Year 8 into their Multicultural studies and a book box of interesting nonfiction supplements their interest in the Fiction collection on this theme. The boys are challenged to read more than just their set novel, Black Dog Gang and many take up the offer to borrow and enrich their understanding for their upcoming assessment task.

During Period 3 and 4, as with most lessons, numerous boys come to the library to complete assessment tasks, to have passwords changed or to undertake research in small groups, having been sent by their teachers. At this time of year we are also accommodating our Year 12’s who come to meet with each other and their teachers. The Year 11’s observe them with a mixture of interest and trepidation as they consider their own study techniques and motivation. Ding! Ding! Midday and we all rise for the Angelus. Then classwork resumes with the hum of conversations sharing learning; Year 11 Ancient History with Miss Fleming has a collection of books on Ancient Rome and students move between using these and the iPads; Italian with Mr Scavo and the boys have borrowed head phones to work on computers for their listening task. Mrs Anwar fields requests from teachers for new resources targeting the National Curriculum.

Its lunchtime already and the boys stream in to make use of their favourite area in the library. Some head straight to the Fiction Lounge. Others browse the new book display or use the touch screen catalogue to search for an author or title. Groups gather at tables eager to dissect a Maths problem or Geography task. The Library Ambassadors are busy distributing chess sets and Uno cards for Junior boys to take to the Games Area. The high tables usually attract groups with their laptops, and the computers will see individuals or groups finishing homework or classroom projects.

Period 5 and 6 Mrs Forrest works with Miss Warnant and her Year 7 science class, facilitating the boys’ research skills. The teachers use the plasma TV screen to show e-resources while in the other classroom area Mr Narayan is using the Multimedia projector to demonstrate to his physics class who utilise the mac laptops to complete their learning activity.

At 3.25 the school day is not over. It’s Wednesday and we expect about 60-80 boys for Homework Centre. They sign on as they arrive, collecting their raffle ticket for the weekly draw at 4.00pm. The winner scores a chocolate and this adds to the wonderful atmosphere where staff and boys willingly give up their time to work as a team. Official finish is 4.30 but today as usual, there are groups of boys and teachers still immersed in collaboration until about 5.00. The Library Ambassadors have assisted with the end of day procedures to prepare our technology tools for the next day. As I lock up I am heartened by the number of boys who have walked through our door today, how well mannered they are and supportive of each other and of us, how well used our library space is and how this connection to independent learning can enrich their futures.

Mrs Sue Dracoulas, Teacher Librarian
LOTE Update

Buongiorno, bonjour or maybe I should sing it to you like our Year 8 students sang their songs about food. Our assessment task for our French and Italian Year 8 students was to invent a song about Italian or French food and create a video. I couldn’t help but notice how many musical students there are and their creativity blew me away. When marking their videos I was impressed by how well they did. I even met some of them after school recording their videos using their I-pads and I was glad our task interested them so much.

Well done boys, bien fait, bravi ragazzi!!

Mrs Manuela Lavaselli, LOTE Convenor

Visual Arts Update

The Visual Arts Department has been very busy. We have recently had a wonderful Exhibition showcasing the amazing works of the graduating Year 12 students. Having just completed a painting unit on Portraiture, the current Year 12 boys are brainstorming ideas and preparing for their Body of Work exhibition in 2014. An exciting journey is about to begin!

The young lads in Year 7 have been learning how to mix up a variety of complex colours using the colour wheel as a guide. Their next step is to look at how artist Fred Williams used tertiary colours to create his wonderful artworks.

Year 8 students have been creating amazing pots using clay. Their designs are based on the theme “Under the Sea”. They are about to glaze these creations.

Year 9 is going on an excursion shortly to Bondi’s famous Sculpture By The Sea exhibition to get some sculptural experience in readiness for their sculptural unit in 2014.

Year 10 are creating a range of large pots based on the environment. They will be busy boys as they are about to go into our new very successful SUISS program which prepares them for senior school.

Ms Barbara Newton, Visual Arts Coordinator
The first signs of jewellery came from the people in Africa. Perforated beads and shells used for jewellery have been found dating to 75,000 years ago. The Year 7 students have been designing and constructing their own individual pieces of jewellery based on the theme of Indigenous Australia. Using jeweller’s saws, they have been shaping and cutting small pieces of brass and copper. Designs vary from native animals, Australian landmarks to indigenous symbols. Be on the lookout for an end of Term gift mums and dads!
Year 9 Information Software Technology
We all use the web browsers on a daily basis to search, Google, socialise and inform ourselves. Creating a website that is attractive and simple to navigate through is no easy task.
Year 9 students Daniel Newaj and Jaskirat Bopari have produced their own websites based on a theme of their choice. The websites taught them skills such as designing, planning, coding and graphic layout. These two boys displayed high levels of dedication, enthusiasm and skill when constructing their websites. Well done boys.

The Year 11 Industrial Technology

Our current Year 11 students will commence the HSC course as of Week 4. Selecting a suitable Major Project has become a priority for these students. The boys have been given a Project Proposal form to fill out in consultation with their parents. The form is to be completed and submitted to Mr Dadisho or Mr Benitez by the end of Week 5.
Congratulations also to these Industrial Technology students for completing their minor project, a bedside cabinet.
Mr Michael Benitez, TAS Coordinator
Performing Arts Update

The learning focus in Performing Arts, Music and Drama, is collaborative learning. The boys are encouraged to work together in pairs or small groups to work towards achieving a common goal. The students are responsible for one another’s learning as well as their own. The success of one student helps other students to be successful.

Collaborative learning develops skills in the students that are readily transferred into the workplace. Some of the positive aspects of collaborative learning include:

- Learning to work with others
- Developing critical-thinking skills
- Learning to solve problems
- Increases interest in content and skill building
- Encourages retention of information for longer than students who work individually
- Increases opportunities for discussion
- Encourages students to take responsibility for their own learning.

Mrs. Karen Davidson, Performing Arts Coordinator
Chessmania 2013

Friday 18th October 2013 will be remembered as a day where battle was done not with physical strength but with mental strength; a day where focus and determination was needed, a day that will be known as Chessmania 2013 “The Rebirth”. Almost 40 students participated in this all day chess marathon. In the first 3 rounds, opponents were chosen at random, producing some heated match-ups which easily had finals potential. These rounds dwindled the number of competitors down to 4 who then had to play-off against each other to determine the best win: loss ratio over 3 games. This process allowed Samuel Brennan (7C11) and Nicholas Wormleaton (10C6) to proceed straight to the Final Round where they played a ‘best out of 3’ scenario to find a champion. From the response of spectators in the room, the 2 warriors were certainly worthy Final Round participants, but by the end of the long innings, it was Nicholas who was victorious at Chess Mania 2013 “The Rebirth”!

Congratulations to all the boys who entered and enjoyed the event and we look forward to Chess at Patties in 2014.

1st - Nicholas Wormleaton, Year 10
2nd - Samuel Brennan, Year 7
3rd - Pujan Thapa, Year 8
4th – Rajvir Singh, Year 10

Mr Anthony “Chess” Silvestrini and Ms Charmaine Castellino
These are the benefits to our students who sit for AMC:

- Competitions can inspire a greater interest in the subject and a love of learning.
- Students are given an opportunity to participate in a large event attempting the same problems as students in other schools and other countries.

We hope that even more students will take part in 2014.

Mr Priyantha Jayakody and Mr Aaron Kim, Australian Mathematics Competition Organising Teachers

Counsellor’s Corner

News Flash! Teenagers Do Take Garbage Out

Research has confirmed that adolescents require 9 hours sleep a night and secondly (and most surprisingly) teenagers DO take the garbage out. A study with mice has revealed how our brains take out garbage while we sleep.

The new findings are a result of the discovery of a previously unknown system of waste removal that is unique to the brain.

Researchers at the University of Rochester Medical Centre have found a system that flushes waste from the brain is primarily active during sleep.

“This study shows that the brain has different functional states when asleep and when awake,” said Maiken Nedergaard, M.D., D.M.Sc., lead author of the study.*

“In fact, the restorative nature of sleep appears to be the result of the active clearance of the by-products of neural activity that accumulate during wakefulness.”

The study, published in the journal Science, reveals that the brain’s unique method of waste removal — known as the glymphatic system — is very active during sleep, clearing away toxins responsible for Alzheimer’s disease and other neurological disorders.

The system responsible for disposing cellular waste in the rest of the body, the lymphatic system, does not extend to the brain, the researcher noted. This is because the brain maintains its own closed “ecosystem” and is protected by a complex system of molecular gateways — known as the blood-brain barrier — that controls what enters and exits the brain.

The brain only has limited energy at its disposal and it appears that it must choose between two different functional states — awake and aware or asleep and cleaning up,” said Nedergaard.

“You can think of it like having a house party. You can either entertain the guests or clean up the house, but you can’t really do both at the same time.”

So for all of us who think there is always cleaning to be done and garbage to be taken out, this study has proven us right!

* to read the complete article go to www.psychcentral.com

Ms Linda Cassell

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Australian Mathematics Competition 2013 Results

The 36th Annual Australian Mathematics Competition (AMC) saw Patrician Brothers’ College enter 44 students from Years 7 to 10. Over 40 countries entered AMC in 2013. Our senior students could not participate due to preliminary and trial examinations.

Results:

Two students received a Certificate of Distinction; Fourteen students obtained a Credit; Sixteen students achieved a Proficiency Certificate.

We congratulate the following students who received a Distinction or Credit:

**Distinctions**
- Jiasheng Huang (Year 10)
- Miguel Ramirez (Year 10)

**Credits**
- Luke Eckersley (Year 7)
- Anmol Venkatesh (Year 7)
- Marc Zaurrini (Year 7)
- David Iskander (Year 7)
- Gajan Sivanesan (Year 7)
- Jonathan Mifsud (Year 8)
- Haile Zabala (Year 8)
- Mustafa Barodawala (Year 9)
- Joshua Dib (Year 9)
- Harsimran Dhaliwal (Year 10)
- Arjun Nair (Year 10)
- Bingxin Li (Year 10)
- Christopher Walker (Year 10)
- Hans Zabala (Year 10)

All students receive a detailed report showing how they went on each problem and with comparisons to wider statistics.

All students receive a certificate or award commensurate with their performance.

The AMC provides students an extra opportunity for external recognition. The certificates are well understood by employers and so can be used as evidence of problem solving ability.

Unlike formal examinations in Mathematics, many of the problems are set in situations to which students can relate, indicating the relevance of Mathematics in their everyday lives. Above all, the competition is designed to be enjoyable, even for those students who might not have performed as well as they may have hoped. Certainly the event is intended to be conducted in a pressure-free environment and the questions are designed to be of sufficient interest to stimulate discussion at a later time, with friends, parents or in class.

Students are given an opportunity to participate in a large event attempting the same problems as students in other schools and other countries.

We hope that even more students will take part in 2014.

Mr Priyantha Jayakody and Mr Aaron Kim, Australian Mathematics Competition Organising Teachers

Counsellor’s Corner

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* to read the complete article go to www.psychcentral.com

Ms Linda Cassell
Student Leaders Dinner
It is a tradition at Patrician Brothers’ College that we celebrate the appointment of our new Student Leaders with a formal dinner. On this evening the students, their parents, Executive staff and the Homeroom Teachers enjoy a meal prepared by our Cooking Club in the Patrician Learning Centre. Particular thanks to Mrs Karen Davidson, Ms Barbara Newton, Mr Noel Bajada, Mr Peter Ross, Ms Denise Grzelj and Mr Mark Domars. They were of course assisted with the preparation, cooking, serving and cleaning up by our wonderful Cooking Club students. The evening is a great way for the College to acknowledge the achievement of these young men in being elected to their leadership roles and to encourage their ongoing commitment and responsibility to the College.
60 Seconds with … Mr Steve Taylor

Name: Gordon Allan

Year: 9
Strengths at school: Maths and Science
Favourite subject at school: Commerce with Mrs Maguire because she makes it easy to understand.

Hopes to be in the future: I would like to be a Physiotherapist attached to a professional soccer team like the Socceroos.

If you could visit any place in the world, where would it be and why? England so I could watch an English Premier League game.

Name: Johnny Harfouch

Year: 9
Strengths at school: Music and sports
Favourite subject at school: Music with Mrs Davidson because she explains things well and teaches us how to play difficult songs.

Hopes to be in the future: Maybe a project manager or an engineer.

If you could visit any place in the world, where would it be and why? North America and Brazil because I would like to visit my extended family.

Mr Stephen Taylor, Year 9 Coordinator

Mini-Golf

Mini-golf was abundant with competitive juniors in Term 3 who shared the same goal: to finish each game with the lowest score. To compete against each other successfully in this game of skill and accuracy, the boys had to line up their shots with incremental precision and force while always practicing patience. By the end of the Term, all boys were masters of the sport and quite often scored a ‘hole in one’ on each course.

Our mini-golf champion for the Term was David Wareing, followed closely by his Year 10 peers Brandon Rennie and Daniel Cauchi. Connor Gorry in Year 8 and Aaron Baker in Year 7 deserve notable mention as warm and friendly competitors who always helped their teachers and peers to maintain the scorecards.

Ms Pearce and Mr Williams wish to thank the mini-golf masters for their maturity and positive energy in Term 3. Well done boys!

PBB School Sport Ribbon Recipients

Tennis:
Braeden Rodricks
Jack Simonds
Ryan Freeth
Anshul Arora
Jahanzaib Khan

Ten Pin Bowling:
Max Timpanaro
Campbell Wood
Breyton Smith
Jonah Mercado
Amneet Panesar
Phillip Lipscombe
Fady Hanna
Roger Ward
Harry Klaudiou
Jarrod Frugtniet
James Digwood

Mini Golf:
David Wareing
Jeshnil Gounder
Alvin Gaunder
Anthony Salman

Find your pic on Instagram @PBBSCHOOLSPORT
MCS Basketball

**Round 2 v Eastwood** - Highlights from the matches included:
- A Grade - Julius Flores’ mature approach to the game and Natnaeil Koko’s offensive brilliance.
- B Grade - We started slowly but a disciplined defense and dynamic offense in the second half gave the boys a much deserved win. Special mention to Christian Crichton and Jarome Broadbridge who played their debut MCS basketball game.
- Year 9 Opens - Hayden Blankley scored from all over the key and Tristan Dizon showed toughness at both ends. Very slow start by the team.
- Year 8 Opens - Highlight: Great all around defensive effort from the team. Strong commitment and dedication in training paid off.

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<thead>
<tr>
<th>Year</th>
<th>Blacktown</th>
<th>Eastwood</th>
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<tbody>
<tr>
<td>Year 8</td>
<td>53</td>
<td>7</td>
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<tr>
<td>Year 9</td>
<td>34</td>
<td>10</td>
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<tr>
<td>Year 10</td>
<td>60</td>
<td>16</td>
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<tr>
<td>B Grade</td>
<td>31</td>
<td>15</td>
</tr>
<tr>
<td>A Grade</td>
<td>41</td>
<td>34</td>
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**Round 3 v Liverpool** - Highlights from this round included:
- Year 8 Opens - Ajaypal Singh 26 not out, Luke Marshall 17, Angelo Gunatilaka 4 not out, Aasir Khan 3/3 and Shaun Cleasby 1/11
- Year 10 Opens - Gurkirat Singh 2/5, Liam Baker 2/5 and Yuvraj Singh 26 not out
- C Grade - Jake Rafferty-Butfield 3/11, Brendan Corkett 2/15, Rahul Parihar 16, Ben Cartwright 12, Jack De Goia 10
- B Grade - Yuvraj Khan 17, Zorawar Singh 5/16 Harsiimran Dhalwal 3/16

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<tr>
<th>Blacktown</th>
<th>Liverpool</th>
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<td>Year 8 Opens</td>
<td>1/76</td>
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<td>Year 10 Opens</td>
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<tr>
<td>A Grade</td>
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<td>B Grade</td>
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<tr>
<td>B Grade v C Grade</td>
<td>10/51</td>
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MCS Cricket

**Round 2 v Eastwood**
Highlights from this round include:
- A Grade - Alex Johnston 61 not out, Marlon Rodrigo 17 and Will Reardon 2/18. Brilliant composure by Alex Johnston to set up the match and tight bowling and fielding when needed to restrict a last ball chase. Plenty of improvement but a great start.

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<tr>
<th>Year</th>
<th>Blacktown</th>
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<tr>
<td>Year 8 Opens</td>
<td>7/76</td>
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<td>Year 10 Opens</td>
<td>7/124</td>
<td>4/125</td>
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<tr>
<td>B Grade</td>
<td>10/87</td>
<td>9/170</td>
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<tr>
<td>A Grade</td>
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C Grade | Blacktown | Parramatta |
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<td>10/110</td>
<td>5/165</td>
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Year 9 Pop Rugby Grand Final

The last Thursday of Term 3 saw our Year 9 “Stop, Drop and Pop” Rugby competition conclude. Glorious sunny weather greeted Mr Uthoff’s team, the B3 “BlasterZ” to take on the very strong B4 Homeroom led by Ms Hogan, the “HammerZ”.

With similar laws and rules played in International Rugby 7 competitions, the teams played a flowing style of rugby that allowed an early lead go to the “HammerZ”. Some tactical substitutions by Mr Uthoff at half time and some encouraging words promised to even up the contest. Unfortunately two Yellow cards were shown to players from B3 which left the available pool of players severely depleted. Whilst they still put up a good fight, with Captain Michael Tupou encouraging his players, there was just too much depth in B4 who ended up taking out the title, 5 tries to nil.

My thanks go to all the players and their Homeroom teachers for taking an active interest in the competition and for all those who played in great community spirit and interacted with fellow students in such a positive manner.

Ms Hogan and her homeroom enjoyed a pizza lunch that day and were great sports. Well done to all involved.

Mr Steve Taylor, Year 9 Coordinator
Please visit our **NEW** website and follow the link to our OFFICIAL Facebook Page: www.patsblacktown.nsw.edu.au

A Final Appeal for Help
Donations to the emergency appeal can be made through CatholicCare Social Services Parramatta [www.ccss.org.au](http://www.ccss.org.au)
Cheques can be made payable to CatholicCare Social Services - Bushfire Appeal and mailed to:
**Bushfire Appeal, PO Box 2023, North Parramatta, NSW, 1750**
Parishes and schools who would like to make a donation can send a cheque or deposit funds via:
**BSB 062315**  
**Account: 901486**  
**Account Name: 5243 S2-Disaster Relief Appeal**

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Phone: 9672 7977