

Edition 2, 2019

# illuminare



Supporting each other to achieve

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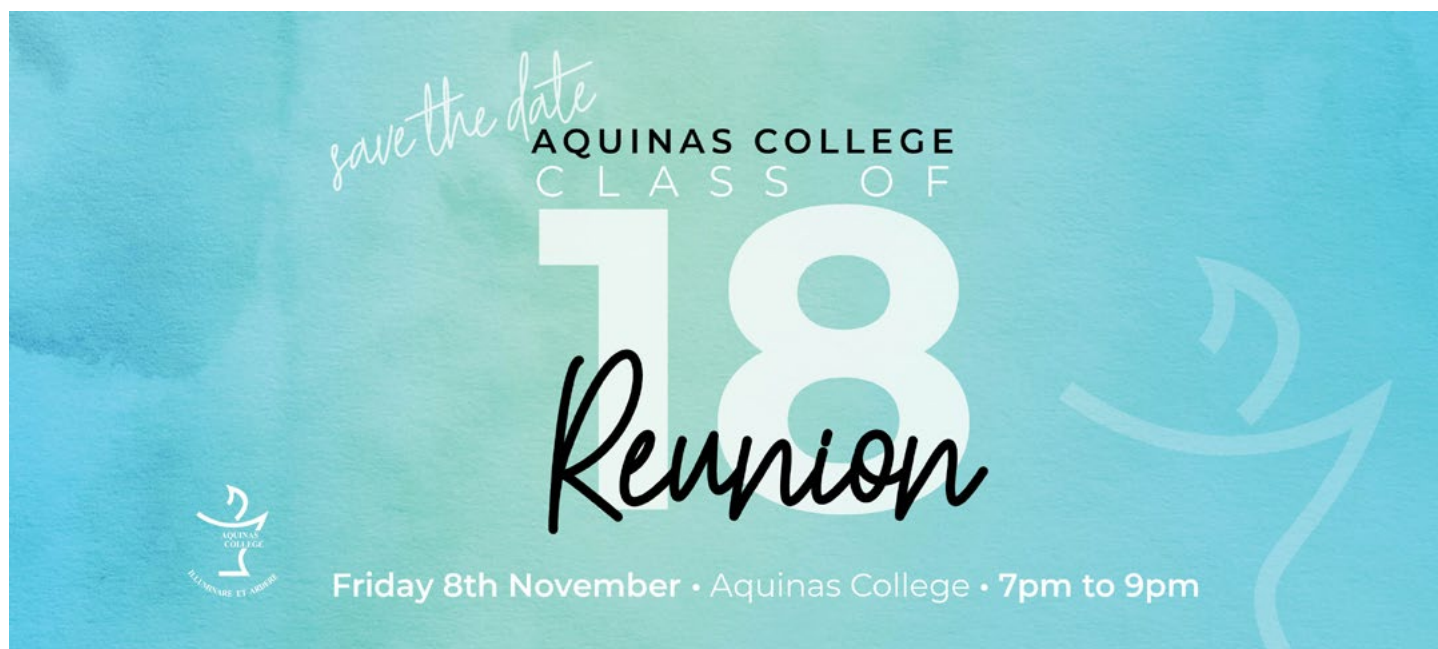
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# from the Principal

by Darren Atkinson - Principal

As you will be aware, this year we have focused on our core value of *“belonging”*. Understandably, this is one of the more popular of our values in our student community, partly because of its accessibility as an aspiration, but also in that it is a call to action. In fact, I’ve heard some of our students suggest that we should be making “belonging” a focus every year because it reminds us to be inclusive and to respect the dignity of everyone in our community. Who could argue with that! The fact that we choose to focus on one value each year does not mean that we forget the other five. So, in essence, every year is a “belonging” year at Aquinas College.

However, I posed a challenge to our community at a recent College Assembly as to whether we truly believe what we are saying when we claim we value “belonging”.

*It’s easy to declare - but what do our actions indicate?*

We often talk about being inclusive of others and yet sometimes we see students glued to the screens of their mobile devices at break times, or with earphones / earbuds as they walk around College. I get the appeal of these devices - they are amazing - but so are the other humans around us.

The use of mobile phones at school is, of course, a hot topic. The French Government has applied a ban this year, as has the NSW Government for its primary schools and Education Minister, Mr James Merlino, has recently announced a ban on phones in government schools in Victoria from next year.

However, expert opinion is divided over this strategy as outlined in this article in [The Conversation](#).

Those who advocate for a ban talk about the benefits to learning of reducing distraction, and the additional social benefits in minimising cyberbullying, sexting and cheating (at least during the school day). Some psychologists advocate a ban to address addiction like symptoms to the phone from the dopamine rush and suggest that the phone drives a need for connectivity that potentially elevates anxiety levels among adolescents.



Of course, there is a counter argument that the mobile phone is “of this era” and that learning to manage this technology successfully is as important as any of the other general capabilities in the curriculum.

There are also those who point out that employers are going to be seeking a workforce with the 4C’s (Critical Thinking, Communication, Collaboration, and Creativity) and that these are more likely to form in young people where there is *“selective, quality and empowering uses of technology”*.

*“Of course, the challenge is for us adults  
How will I show those near to me that  
they are more important than my  
screen? What will I do to ensure that I  
am the most valued “influencer” with  
my children, when there are so many  
online competing for this prized spot?”*

In a recent paper by Deloitte Australia [“While the future of work is human, Australia faces a major skills crisis”](#), it was reported that employers would prefer three million more people with digital literacy than is currently available. While another US survey indicated that over 90% of students believed they derived an educational benefit from their phone including improved organisation

such as “remembering things”, accessing resources, and communication with their teachers, and that this benefit even increased where there was a special learning need.

# from the principal

Aquinas College students already have iPads (or another mobile device in Senior Years) so it could be argued that our students do not necessarily need a phone to develop their digital literacy competencies. However, observation would suggest that 21st Century learners tend to use a blended approach with their technologies and often move between their devices somewhat seamlessly as best meets their needs at any time.

One of the clear issues with any ban is that the mobile phone is ubiquitous and many would argue that this “genie is out of the bottle”. Research recently published from two schools in the UK who had banned access to mobile phones reported that 43% of students still indicated that they used their phone despite the ban - they just did so surreptitiously (and there is an acknowledged heightened risk when the use is secret). Those schools who have implemented bans have also found that resistance to this new practice often led to an increase in the level of conflict between students and teachers (at least in the early stages) and that the management of large numbers of confiscated devices was problematic for the school.

At Aquinas, we will continue to apply our current policy which is based on the following principles. Students should:

- only use mobile phones when usage will not disrupt the normal school routine;
- have their mobile phones switched off and out of sight during classes;
- only use their mobile phones before or after school, or during recess and lunch breaks;
- display courtesy, consideration and respect for others when using a mobile phone.

It is important that our students learn to appreciate the people around them and therefore they have been requested not to dwell on their mobile device during our recess and lunch breaks. Occasionally there will be an important message from

guardians or employers (for senior students) to be received at these times, but we will then want students to put the device away, talk to their peers and, ideally, be active in some way.

Thanks to a generous donation from our P&F, we are redeveloping the Year 9 recreation area to create more opportunities for play for this purpose.

Students have also been requested to resist using earphones/earbuds during the school day unless they have specific permission from their teacher. These are another tool that effectively “zones out” other people - and, while this may be desirable on a crowded train, it is not the type of community we aspire for at our College.

We continue to promote some well known “protective factors” with the students through our wellbeing programs, such as:

promoting more (uninterrupted) sleep by keeping devices out of bedrooms;

awareness of cybersafety and familiarity with processes for reporting online bullying; and,

the value of time away from screens to read and write in a longer form.

Of course, the challenge is for us adults to “walk the walk”. *What do we model to our children in our own use of mobile devices?*

As someone charmed by my mobile device, how will I show those near to me that they are more important than my screen? What will I do to ensure that I am the most valued “influencer” (to use the Insta parlance) with my children, when there are so many in the online world competing for this prized spot?

I think we know the answer. But are we willing to designate time in our hectic schedules to switch off and just be present with those we care for most?



# aligning our core values

by Tania Grace - Assistant Principal Mission

## The Year of Belonging

While in 2019 we focus on our core value of **Belonging** our other values continue to play a part in the College mission and vision. **So how does each core value align with our focus?**

The concept of belonging may initially seem simple, however in order to truly belong, there needs to be effort made by every person within a community. As mentioned in our Scripture text for this year: *“For as in one body we have many members, and all the members do not have the same function, so we, though many, are one body in Christ, and individually members one of another. Having gifts that differ according to the grace given to us, let us use them (Rom:12:4-6)”*.

### How does Spirituality help us belong?

Throughout this year we have continued to develop our charisms to encourage belonging to a team. For the first time we had a Patrons Mass, where we celebrated our Patrons and their charism as a whole College community. During this event the team prayers were presented and will be displayed in various areas of the College.

Since the Mass we have had Years 12 and 7 team lunches to develop community across year levels. Later this year our staff Spirituality Day will also focus on charisms, with guest speakers from Rice, MacKillop and Dominic to help staff develop a connection to their team.

### How does Justice help us belong?

The formation of a Social Justice group for students has enabled a broader range of students to be involved in various activities. Harmony Day brought students together, and our social justice students ran activities throughout lunch to raise funds for Project Compassion. Our FIRE carriers organised and led our Long Walk, where we stood in solidarity with our indigenous brothers and sisters seeking justice and equality. The social justice group keeps growing and helps our students feel like

they are involved in our community, and help others who may be struggling to feel welcomed at Aquinas College.

### How does Stewardship help us to belong?

Our Year 10 sustainability students have been working in our vegetable gardens growing food for Missionaries of Charity. Some of the herbs grown are also used within at Cafe N9ne. This demonstrates the positive impact of students who feel like they are contributing and are a part of our community. There have also been several classes helping with weeding throughout the College including our native food trail.



### How does Compassion help us to belong?

Through compassion we learn to accept others and welcome them into our community. In accepting others, we too feel like we belong. The Winter Sleepout for some students developed their awareness of homelessness and a determination to help others in our community. Similarly the advocacy for refugees and asylum seekers through Refugee Week, allowed students to feel a part of the group – standing together to make a statement. Fundraising events like



Project Compassion and Tinnies for Vinnies also broadened our belonging to a global community.

### How does Perseverance help us belong?

Perseverance teaches us to keep going, to continually try. Throughout this year we have seen a wide range of students trying something new, persevering even when it seems like it is not working. The Aquinas College community often celebrates the achievements of our students who practice relentlessly to achieve. One beautiful example involved our Term Assembly where we invited cast members of the Junior Musical to perform a song from the upcoming production. No students volunteered, until one of the lead cast members agreed to stand on her own, centre stage and sing one of her solo songs from the musical. It was a wonderful moment and the whole school appreciated and respected her perseverance.

# our students' voice

We asked our 2019 student leaders:

*“What difference can your generation make to the world?”*

## **Annelisa Phillips - College Captain**

*“Last year I heard Cam Greenwood, Founder/Director of Monsta Surf at an event at Aquinas College. He spoke about the #livepassionately movement and the Monsta Foundation, funding life changing projects throughout Africa and Asia. I was instantly inspired. If a young guy from Melbourne can dedicate his life to helping others, why can't I? My peers and I believe there's no such thing as being too young to inspire change. It can start with simply fund raising for a local charitable organisation. By choosing to actively get involved now, raise funds for worthy causes and spread awareness, the actions of my generation will shape our future.”*



## **Josh Glennie - College Captain**

*“I know I am fortunate to live in a rich and diverse community. However I am very aware that this is not the case for everyone, both locally and globally. I believe our generation can make a difference by thinking for ourselves instead of following the crowd. It is our responsibility to challenge the status quo and make a positive impact on our future – socially, environmentally and spiritually. Change begins with us.”*



## **Mia Di Giovanni - College Vice Captain and Emily Limmer - Student Board Representative**

*“As students of Aquinas College, we participate in activities like Global Green, which increase our understanding of sustainability and climate change. Our generation can make a big difference for our future by standing up for what we believe in, such as climate change. We are learning how to adapt to the new world of employment, with some traditional jobs becoming non-existent, and looking to create jobs for our future. Growing up with social media we can use social media to raise awareness for issues such as climate change, mental health, and global issues.”*



## **Alex Watson - College Vice Captain**

*“We are the future. We are young, full of energy and have been educated with rationality. Like a son following his father in a company, the youth of today must fulfil the positions left to us by our elders. We are expected to protect and respect our own culture and traditions but also those of others. We play an essential part in adapting to and reshaping the social norms where needed. In order to make our mark on the world, our generation must explore, learn, appreciate, respect, share, give back and mentor. We have fresh ideas and possess a modern way of thinking that can lead us into the world of opportunities and experiences. Our generation can and will achieve great things.”*

# our student's voice

## Year 10 Leadership Team



**Mikaela Tenney**

*"When we're young, our parents and teachers continually tell us we can grow up to be anyone and do anything; the world is our oyster. They're certainly not far off. The generations before our own have and continue to pave the way, opening up doors and challenging societal expectations. They model bravery, courage and at times, even demonstrate why we need change. Our generation has all the tools needed to make a difference in our community on any scale, not only in the future but right now. We are a generation of fresh thinkers, with new perspectives and ideas to bring to the world. We can be pioneers in our own right, learning from the past to drive innovation and progress in an extremely positive direction."*

**Grace Scutt**

*"Our generation is the generation with the most power, as we have endless resources at our fingertips via technology. Social media and all other forms of media really assist in spreading messages around quickly and effectively for the greater good. Young people have the most innovative ideas and good intentions, there is not a day that goes past when I don't see someone posting about an environmental or social issue and doing something to combat it. We can change the world through raising awareness via communication with others and although the differences we make are small, they contribute together for the better of our world."*



**Charli Woods**

*"Our generation can make all the difference in this world. We are the next generation of people who have the ability to save the world from all the ridiculous things that are going on. We are the who can make the change. We get to decide whether we let the world die off or not. We get to decide how we raise our children to do the same. We have all these decisions to make in our life and that is why our generation will make an impact."*



**Chelle Wynne**

*"I think this question is already being answered. In the past few years especially, it has become clear that we are not just the lazy, electronic addicted children that we are often portrayed as. Many of us have stood up for the rights that used to be handed to us in a basket by adults. Teenagers from all over the world attending rallies on climate change, students in America are standing up for stricter gun control, and a 17 year old achieved the Nobel peace prize in 2014. Our generation has already done so much. I think it's quite obvious from what has already occurred that we will bring about massive change for the good of everyone"*



**Johan Joshi**  
**Year 8 Captain**

*"I believe our generation is the one that's going to begin the new stage of human history. It may be discovering more about ourselves, or the world around us and making decisions on how we choose to change it. As a generation we will potentially be facing major environmental and social issues from global warming, war, poverty or illness. However it is our defining trait as humans to have hope and search for solutions which will carry us through these trying times. The potential of our generation is just waiting to become reality."*



# learning through experiences

by Jacob Kogelman, Year 9 Level Leader

Project Based Learning (PBL) is designed to increase student engagement through a deeper and more authentic learning experience. An annual Gallup Poll in 2016 of nearly 1 Million students showed that not only is there a significant drop off in engagement by students by Year 9, but that students are aware and able to articulate this.

Essentially, students are becoming bored in the classroom. A common complaint from young people is that they, 'don't see the point'. AJ Juliani's book, *'The PBL Playbook'*, states that "PBL is truly an approach that encompasses and provides context for so many hard hitting practices". It is the context that makes the learning feel less like 'school', and more meaningful.

At Aquinas College, we focus on Project Based Learning with our Year 9 cohort, particularly as part of both the Special Experiential Block (SEB) each term and their learning at Cafe N9ne. The aim of the SEB week, and the experience in Cafe N9ne, is to provide students with that much needed context to learning. The program seeks to help students develop a greater level of independence as well as ownership of their learning. This is a means of preparing them for Senior school, where they will see an increase in workload; be looking into casual or part time jobs; learning to drive and making bigger decisions about their future.

The Special Experiential Block is held in the last week of Term. Each House rotates through a different part of the program in each Term. The Program includes a City Challenge looking at personal responsibility and social justice; a wilderness Camp focusing on perseverance; and a week of the 'Starts with Me' program which supports personal development and wellbeing.

In the City Challenge, we use five C's to direct this approach. *Creativity, Contribute, Control, Critical Thinking and Collaborate*. The City Challenge focuses on students taking more ownership of their learning, finding out more about themselves and getting out of their comfort zone. As teachers we are often guilty of rescuing students when they hit the first hurdle, with this project, we are attempting to take a step back and enable the students to find solutions to problems by themselves.

Then there is Camp, where the theme is 'GRIT'. In small groups students complete an overnight expedition by first hiking, mountain biking or kayaking followed an overnight camp out complete with making dinner on a camp Trangia. The rest of the days are filled with team based challenge games and activities.

The 'Starts with Me' program is focused on personal development. Here students learn how to drive, hear from guest speakers that cover a range of topics from careers to positive mindsets, and get first hand experiences with our emergency services.

The Cafe N9NE experience is set up to offer students an opportunity to get real life experience in the workforce. They walk away with skills in working a till, customer service, preparing food and coffee, and a certificate of completion; which is great for their resume.

Our hope is that these programs will encourage our students to have a better understanding of themselves as learners and as members of the community, as well as begin to gain the vital soft skills essential for future success.



# learning through experiences



“As a Year 9 student, I was able to participate in Cafe N9ne and City Challenge. I learnt many people skills in Cafe N9ne, being in charge of the kitchen taught me how to be both harsh and supportive, getting the things I needed from the chefs without putting too much pressure on them, a skill I believe is very valuable. Cafe N9ne also gave me a taste of professional life, being punctual, approachable and formal.

City Challenge gave me massive independence, problem solving and navigation skills. Wandering the streets of the busiest place in Victoria demands that you are able to take care of yourself and I learnt what my strengths are such as orientation and location in the city, and also what my weaknesses are, like catching public transport. Overall SEB gave me great skills that I’m sure I’ll take with me for many years to come.”

**Matt Chaston, 9 Navy**

“The Starts With Me Program for me was an amazing experience as we were enriched in real life day to day activities of an adult or at least someone older than us. My favourite part was the Drivers Ed day because I was able to drive a car and learn all about road safety. I was one of a couple of students that selected a manual car I was very pleased yet surprised when I had finished how I didn’t stall.

I also know that I got a lot from the guest speakers we had come in and talk to us. The talks were really eye opening in being able to see someone who had had their life basically taken away from him and spending over a year in hospital. The other talk was about the coward punch and how we are the people who can stop it.

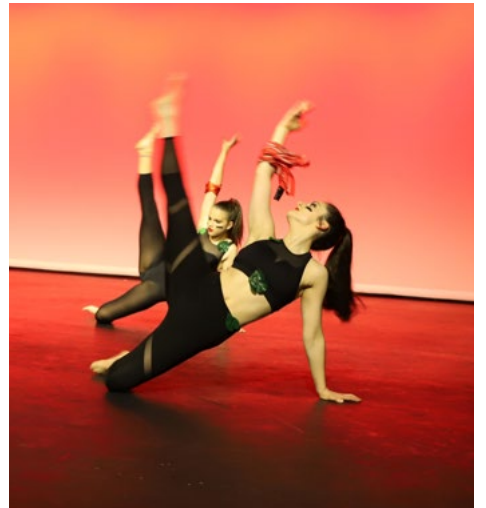
I also found the careers day a highlight as I had already started working but this gave me another opportunity to think about things for the future in applying for other part time jobs. We had two ladies from McDonalds come in and speak about applying and job interviews and also the benefits of working at McDonalds.”





# snapshots of Aquinas life

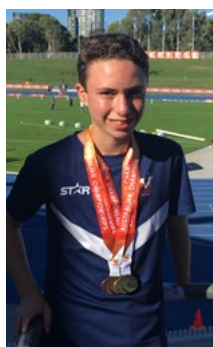




And we learn from the joys and the tears



# student achievements



Anthony Jordan

Year 8

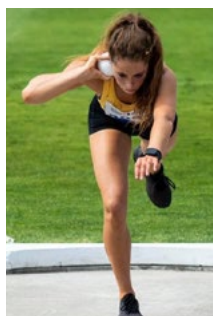
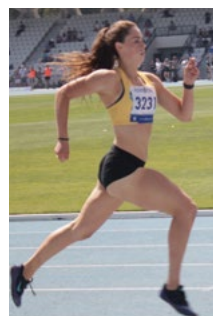
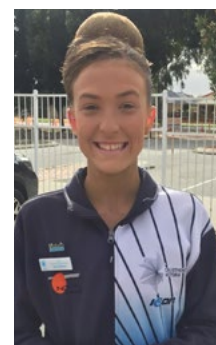
Anthony achieved medals in all three of his events at the Australian Track and Field Championships.

- Gold and the National Para Champion U16 in long jump
- Silver - Para U16 200m and a PB
- Bronze - Para U16 100m

Keira Whelan

Year 9

Keira competed in the Australian Calisthenics Federation National Championships as part of the Victorian State Calisthenics Intermediates Team. Victoria came runner up in the Intermediates Section. Keira trained with the Victorian State Team for the last eight months in preparation for the Nationals.



Shannon Fraser

Year 12

Shannon achieved a silver medal as the second best heptathlete in Australia in March this year. She once again demonstrated her athletic ability at the Oceania Athletics Championships and achieved another silver medal.

## the power of positivity

Over 10 years ago, Scott Harris was involved in a serious motorcycle accident. He suffered a broken C5 and C6 vertebrae, major ligament damage to the base of his skull, facial reconstruction with eleven plates around his face, double vision, and paralysis down the right side of his body. His journey of recovery inspired me to learn more about how he remained so positive and the insights I could bring into my life.

Scott spent over 12 months in hospital and hit 'rock bottom.' To help in his long road to recovery, Scott started to set himself small goals to help give him a sense of achievement and progress. Scott's first goal was to get back to study and complete one year of the electrical apprenticeship he had started prior to the accident.

In the past 10 years, Scott has come from a place where 'an accident took away a part of [his] life' to a place where he is able to use his own personal experience and the lessons he

*Oh may we never forget*

by Oscar Alateras, Year 10

learnt along the way to help others in the community who may be struggling or are in "a rough spot". I was truly inspired by the actions Scott took in the face of adversity. He showed the importance of never giving up and always remaining resilient.

Additionally, Scott demonstrated the importance of an open and optimistic mindset when getting through these difficult situations. His approach is based on *'every negative thing that happens in life becomes a positive thing when we make it.'*



This has inspired and helped me in the way I approach the difficult times of my life. Scott has taught me to always put things into perspective and even try and 'laugh at your situation to find the lighter side of it.' Once we find the light in our own situation,

no matter how dark it may seem, it puts a positive spin on it. With positivity and hope, we have the ability to power through whatever challenges life throws our way.

# alumni career journeys

## Ciara Sterling

Peer Year 1994

Director and CEO,  
Thriving Communities Partnership



As the Director and CEO of the Thriving Communities Partnership Ciara leads a cross-sectoral collaboration of organisations tackling the root causes of hardship and inequality with 170 organisations participating across Australia.

In her previous role as Head of Community Inclusion at Yarra Valley Water, Ciara was

an industry leader in supporting customers experiencing vulnerability, hardship and family violence through Yarra Valley Water's WaterCare initiative. Ciara was awarded the Australian Water Association's (AWA) Water Professional of the Year in 2018. She led the water industry's response to the Victorian Royal Commission into Family Violence, which included developing detailed guidance to help water businesses implement programs that support customers and staff members experiencing family violence.

She sits on various reference groups including the Economic Abuse Reference Group - which influences government and industry responses to the financial impact of family violence and the recommendations made through the Royal Commission into Family Violence.

## Mikaela Rees

Peer Year 2017

Owner/Operator, MKM Makeup Studio

Earlier this year, Mikaela Rees took a big step at 19 years old and opened her own shop front studio **MKM makeup studio**. Mikaela and her family believe her success at such an early age is thanks to the VCAL path at Aquinas College.

At 16, in Year 11, Mikaela started the beauty course she loved, while still learning key academic and business skills at Aquinas College. According to Mikaela, VCAL provided a great balance between doing important school work and gaining life skills which enabled her to open her own business at such a young age. The VCAL path gave her the confidence to align real life with school requirements.

Being part of a family who also own their own business, Mikaela has always been curious and keen about starting her own business, asking her parents many questions and learning the skills and tenacity needed to be successful.

As a new business owner and operator, Mikaela is thankful for all the good advice from her VCAL teachers "*... if I hadn't started at VCAL there is no way that I would have been able to open this shop now.*"



## Wesley Portelli

Peer Year 2002

Head of Operations, White Night 2019

After graduating from Aquinas College, Wesley Portelli went on to complete Stage Management at Victoria College of the Arts in 2005. Wesley got his foot into the industry early by seconding on the 2006 Commonwealth Games. Wes then moved on from the Games and became the Musical Theatre production manager for VCA (2006-2010). In 2006 he was asked to work on the DOHA Asian Games as the technical script co-ordinator, a very important job on such a large scale show. He then became the technical script co-ordinator on the 18th Gulf Cup.

Ceremonies are where Wesley's true passion lies but he also dabbled into the musical world, working on shows such as Rock of Ages, Mary Poppins, West Side Story, Hairspray, Annie and Strictly Ballroom. He was recently appointed the Head of Operations for White Night 2019.

# alumni in the news



Dr Alan Dupont  
Peer Year 1967

Dr Alan Dupont, former student and inaugural Honour Roll recipient in 2011, has been recognised in the 2019 Queens Birthday Honours receiving an Order of Australia for *'distinguished service to the international community through security analysis and strategic policy development'*

Dr Dupont is the foundation Michael Hintze Chair of International Security and the Director for the Centre of International Security Studies at the University of Sydney. He is a Non-Resident Senior Fellow at the Lowy Institute for International Policy; and has a PhD in International Relations from the Australian National University. Alan is a graduate of both the Royal Military College Duntroon where he graduated with the rank of Lieutenant, and the US Foreign Service Institute.

He has served on a number of national security bodies having been appointed by Ministers in the Australian Government and for a time was special adviser on foreign policy and national security to East Timor's President, His Excellency Jose Ramos-Horta.



Marty Alix  
Peer Year 2013

Marty Alix received a Helpmann Award nomination as Best Male Actor in a Supporting Role in Musical. He has also recently been cast in the Australian production of 'Bring It On - The Musical'. Throughout his time at Aquinas College, Marty was involved in drama and musical theatre and continued his passion for performance at the VCA and Conservatorium. Featured below is a photo of Marty from the Aquinas College's production of 'Twinderella' in 2009.



Siobhan Brodrick  
Peer Year 2018

On 3 June 2019, Siobhan Brodrick was one of 290 recipients of the Premier's VCE Awards for their exceptional study outcomes in 2018.

Former Aquinas College 2018 College Captain and Dux, Siobhan was recognised for her outstanding results in both English and Physical Education. Siobhan was joined by her teachers of those subjects, Alyce Cudmore and Scott Buchanan along with her parents.



# where are they now?

## Philip Sujanto Peer Year 2013



*"I graduated from Aquinas in 2013. My wife attended high school in China and graduated in 2012. We met at Swinburne University of Technology in 2015 while she was on exchange here, and got married in February this year at Marybrooke Manor in Sherbrooke. Right now we are in Canberra for my work at Commonwealth Superannuation Corporation, which manages and invests the superannuation of Federal government employees and the Defence Force.*

*Fun fact, my three groomsmen and my sister (to the left of me) also all went to Aquinas College."*

## Chrissie Silk Peer Year 1973

*"I was a student at Aquinas College between 1968 and 1973. When I went to uni, two of my classmates from Aquinas were in the same degree course. We all went on to become secondary school teachers, teaching French and English. I had a very special French teacher at Aquinas College called Sister Theresa, she definitely inspired my love of the French language. I remember her fondly.*

*I'm now a writer of junior fiction under my pen name of [Chrissie Michaels](#). I keep in touch with a few of my old school friends. We meet for a catch up every so often and keep in touch via Facebook. Hard to believe we are all in our sixties now!"*



## Laura Seymour & Brenton Taylor Peer Year 2008

*"Brenton and Laura both graduated from Aquinas College in 2008, and Brenton proposed in Hawaii in November 2018. They are currently planning their wedding for October of this year.*

*Brenton works in the I.T industry, beginning his career with an internship at IBM after completing Year 12. He is currently working for QTEC.*

*Laura took a gap year prior to beginning study at La Trobe University, and then completed her Bachelor in Human Services and Masters of Social Work in 2013. Laura has since worked in the community mental health sector, beginning as a Psychosocial Rehabilitation Support Worker and currently working as Service Manager of Continuity of Supports Eastern Team for Neami National."*



# our history

from the College archives

Aquinas College has a long tradition of dramatic performances, starting from the very early years of the College.

Drama Night or Play Night was an annual school function instituted by College Headmaster Br. O'Donoghue in 1968, for the Boys school from 1968 to 1978. Each year level performed a short dramatic piece for parents. The College didn't have the facilities to host the event, so it was held in a variety of locations, from Ringwood Town Hall to the Alexander Theatre at Monash University.

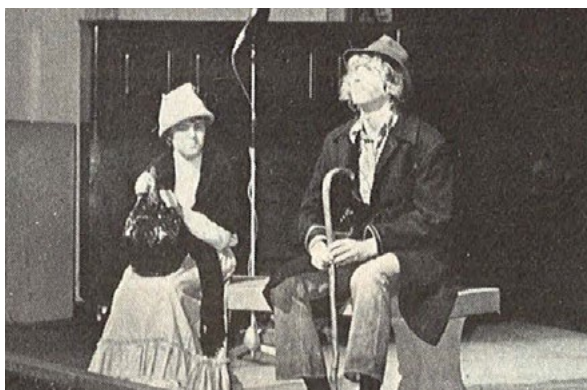
Drama night was a community event with parents assisting with costumes, make up and set construction. Performances were often standing room only.

The plays performed ranged from high drama to comedic farce. Memorable titles included 'Toad of Toad Hall' (1974, Form 1) 'Wash the Blood off my Toga' (1973, Form 5), and 'The Crimson Stain', a Sherlock Holmes adaptation (1978, Form 4). Any female roles were played by the boys.

Mr William Tymms traditionally compered the evenings, which concluded with awards given for Best Senior Actor, Best Junior Actor and Best Play. Unforeseen problems with sets, lighting, and forgotten lines just added to the fun of the evenings and kept performers improvising.

## Speech & Drama

*"Education today is not based entirely on the learning of facts and figures from a class text. Experiences play a great part in learning. With this in mind, Br. O'Donoghue instituted an annual play night for the College..."*



*The weeks before the night saw frantic rehearsals in the school library, the quadrangle and the classrooms. Amateur - but nonetheless enthusiastic - carpenters produced an astonishing array of scenery and stage properties, and a very professional range of costumes and make up caused much interest and comment.*

*All the classes were represented and plays chosen were "Whitewashing the Fence", "Blue Murder", "Birds of a Feather", "Scenes from Macbeth", "Queer Street" and "The Doubtful Misfortune of Li Sing"...*

*The occasional line was forgotten, and sometimes an incorrect move was made. There were several accidents which were not on the printed programme - yet out of chaos came a remarkably ordered and well-presented evening.*

*This was a great tribute to all involved, and must surely give encouragement for future playwrights."*

**M. J. Mithen** (the 1971 Aquinas College Yearbook)

In 2010 the College began a new tradition of performing Senior Plays, with the senior drama students. The College continues its strong tradition of entertaining the audience and exceeding their expectations.



# lumina theatre co

Lumina Theatre Co. are thrilled to have begun rehearsals for *Carrie: The Musical* which opens in September at the Mahon Theatre.

The stellar cast are delving head first into this classic story and its wonderful characters. It's a story that continues to evolve and find new meaning from when the original novel was published in 1974 through to 2019, featuring themes of bullying, love, tolerance, acceptance, and vengeance (and the cost thereof).

The musical blends elements of conventional musical theatre with surrealism and expressionism more commonly seen in contemporary theatre. Emily says she is interested in seeing how the combination of these different styles can provoke discussion of the major themes of the show while still keeping it accessible and entertaining.

*"To see a Stephen King novel come to life on stage is so different from anything I have seen or worked on and I loved the idea of it...the way the story was changed to jump from the present to the past is such a great twist on the original story"* Choreographer Celeste Bayly.

From talking about mental illness to teenage angst to religious fanaticism, there is a lot that Celeste can work with when it comes to expressing emotion and theme through dance and movement.

*"I want to see how these ideas can be unpacked for the audience in new and exciting ways that may challenge the average musical theatre-goer."*

Director, Emily Vitiello.

*"It's very different and something new, plus it's not a show a lot of people have seen before so it's a chance to see something new and different."* says Music Director, Alex Langdon.

Featuring powerhouse roles and intricate harmonies, Alex is working with our cast on developing the breadth of expression and tone with our talented cast of 17 performers.

From soulful ballads to energetic group numbers, *Carrie* has it all.

It's for these reasons and many others that Lumina has decided to produce this show and we cannot wait to see you there.

*Carrie: The Musical* opens Friday 13th September through to Saturday 21st September. Tickets are on sale now [www.trybooking.com/BDEHK](http://www.trybooking.com/BDEHK)

Adult \$35, Concession \$32, Group (10+) \$30.

Opening Night Gala tickets are Adult \$45, Concession \$42, Group (10+) \$40. Follow Lumina on all social media @luminatheatreco for updates, fundraisers and offers.



# “the Bloods”



Heading into the home stretch of the 2019 season the club is in the fortunate position of having all four sides in a strong position.

The Senior and Reserves Men are both sitting on top of the ladder after Round 11, the U19s are 8-3 and sitting in 4th position in an incredibly strong competition and the Women’s team are equal 4th with just three games to play.

Coming off a Premiership in 2018, the U19s again recruited strongly and after being promoted have shown themselves to be a force to be reckoned with. The team has a mixture of current Aquinas College students (from Years 11 and 12) and recent College alumni. The highlight of their season so far was a recent thumping of St Bernards.

The Senior group has taken a big step this season with both sides sitting on top of the ladder and looking at a strong finals campaign. Hopefully we can repeat the dose from 2017 when we achieved an historic double Premiership.

The Women’s team have had an interesting season but after winning their last three consecutive games are very confident about their chances of taking home the Division 2 Premiership. With 10 divisions, the VAFA is the premier local football competition for women in this state and our girls are flying the flag proudly for our club.

With 145 players on our list and 85% of these having attended or attending Aquinas College our relationship with the College has never been stronger and we thank the entire College Community for their ongoing support of the Mighty Bloods.

Four sides are set to be taking the field come finals time, and we would love to see more supporters in the red, black and green. For more information on the club visit [www.aquinas.com.au](http://www.aquinas.com.au) or follow us at “Aquinas Old Collegians Football Club” on Facebook.

*United our hearts will remain*

## Join the Club

If you are considering becoming involved with a progressive, family oriented Local Suburban Football Club, please contact one of the following club officials.

**Terry McEvoy**

President

[president@aquinas.com.au](mailto:president@aquinas.com.au)

0424 187 861

**Jack McDonald**

Secretary

[secretary@aquinas.com.au](mailto:secretary@aquinas.com.au)

0430 130 520



# Important Dates



## Senior Musical

**31st July, 1st, 2nd and 3rd August**

We Will Rock You follows two revolutionaries as they try to save rock in a post apocalyptic world. Featuring the songs “Another One Bites the Dust”, “Bohemian Rhapsody”, “Killer Queen”, “We Will Rock You”, “Somebody To Love”, “We Are the Champions”, and many more. We Will Rock You has been performed in 28 countries around the globe and seen by more than 16 million people. Our Senior students won't disappoint getting their “rock on”!

[Tickets are available here.](#)



## Share your news

We would love to hear from our Aquinas College Alumni. Share your news about births, engagements, marriages, in memoriam or outstanding achievements to feature in upcoming editions of Illuminare.

If you have any historical information for our archives, we would love to take copies for our archives.

Email your news, photos and information with your contact details to: [illuminare@aquinas.vic.edu.au](mailto:illuminare@aquinas.vic.edu.au)

## Our Website

[www.aquinas.vic.edu.au](http://www.aquinas.vic.edu.au)

Would you like to be added to the mailing list to ensure you get every future copy of Illuminare?

Register on the [Alumni section](#) of the College website.

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