

EDITION 11 5TH JUNE 2020

the LIGHTHOUSE



FROM THE PRINCIPAL

The return to school for senior students over the last nine days has gone very smoothly and there appear to be high levels of motivation and productivity since they have returned. Students have adapted to changes to entry and exit points for buildings and we have asked each person to take additional personal responsibility for good hygiene practices. Our staff have, once again, risen to the challenge and we have had many teachers providing a blend of face to face teaching and online teaching.

We look forward to the rest of the student body returning on June 9 and returning to classroom learning. To help make the transition back smoother, there are clear guidelines about the appropriate protocols for the next few weeks that we will continue to review. I repeat below some of the key messages for your information. More detail about our Continuing Learning Plan can be found in the Phase 3 infographics.

Coronavirus Reactive Closure

At the time of writing, **Aquinas College has had no confirmed cases of coronavirus (COVID-19)**. If a member of the school community (staff or student) has tested positive for COVID-19, the school may be closed, for 24 hours initially, to allow time for staff from the Department of Health and Human Services (DHHS) to carry out contact tracing (to identify any staff and students who have been in contact with the confirmed case) and take necessary steps to contain and slow the spread of COVID-19 in the community.

The decision to close a school will be made on the recommendation of the DHHS. Once this occurs, the DHHS will inform the Catholic Education Commission of Victoria Ltd (CECV) and the local diocesan education office, which will work with the school to implement the closure.

Sickness

If your child is ill or is feeling unwell, they must not attend school. If they are showing the [symptoms of COVID-19](#), they should also remain home until symptoms abate, or a test confirms that they are safe to return. If in doubt, they should remain home and seek medical advice. Should symptoms occur at school, our College Nurses will make an assessment, isolate the student if required and contact you to collect your child.

Social Distancing

The Australian Health Protection Principal Committee (AHPPC) has advised that a 'venue density rule' of no more than one person per four square metres is not appropriate or practical in classrooms or corridors, nor is maintaining 1.5 metres between students during classroom activities. Therefore, the previously established ratio of 10 students per class is no longer required in schools.

However, where possible, we are emphasising the importance of maintaining social distancing, especially in relation to staff, offices, and recreation areas. We are also not having large gatherings, like assemblies, during Phase 3 and these will continue in an online mode.

Good Hygiene

We are increasing our normal levels of cleaning and including an additional scheduled cycle of cleaning of the main contact services during the day. We are encouraging students to follow the protocols of handwashing, especially before and after break times. Our bubbler taps are turned off and students will need to bring a drink bottle instead.

Canteen

The canteen is open, but with strict queuing protocols we encourage students to consider bringing lunch from home.

Online Learning

Once a year level has returned, all students are expected to attend school as normal. This means if you choose to keep your child/children home after June 9, we can no longer support their learning from home. This does not apply to children who need to be absent for health or medical reasons. For those families, please contact the College so we can make an appropriate plan.



Parent Access to the Site

Parents and visitors have restricted access to College grounds. Parents are asked to remain in their cars during drop off or pick up times. Any necessary contact with staff needs to be made by phone or email until further notice. School buildings will open just prior to classes commencing (8.20am) and will close at the end of the last period for the day (3.30pm). We ask that students, where possible, arrive for school just before their first scheduled class and leave promptly after their last class.

Thank you for your continued support and patience during this time. We look forward to welcoming all students back to the classroom.

The Long Walk

Congratulations to Mrs Tania Grace and our Fire Carriers on the wonderful [Long Walk video](#) published last week. This was one of the key events in Reconciliation Week that the Aquinas community has fully embraced over the years and made ours. While we can't undertake the physical walk this year, the virtual walk and the messages from Ms Nova Peris and our students were a great substitute. The message remains clear that there is still much to be done in terms of fairness and equity for aboriginal Australians.

EISM Interschool Sport

Interschool sport will not resume until further advice from health officials indicates that restrictions on the mixing of students between schools have been lifted and we receive the go ahead from CECV and EISM. Training can recommence over the coming weeks as teams start to prepare for the resumption of the season.

College Cleaning

The College has entered into contract with a new cleaning firm this month and the team from Quayclean have been very visible in the College since we have returned. I'd like to publicly thank Mermaid Property Services for their work over the last three years and their efforts to ensure that there was a smooth transition for our new operators, especially at this time of heightened hygiene protocols.

Tuition Fees

A reminder to contact the Finance Office (fees@aquinas.vic.edu.au) or 9259 3001 should you need tuition fee relief. We appreciate that this may be an uncomfortable conversation for you and we will deal with each family on a case by case basis and with sensitivity and confidentiality. Our knowledge of your financial situation will also assist the College Board with its own budgeting as we endeavour to manage our own cash flow in these uncertain times. I recommend that you stay abreast of the financial support being offered by government here: https://www.australia.gov.au/#_financial_support

Enrolment for Year 7 2022

A reminder to all College families that enrolment for Year 7 2022 is now open and will close on August 21st 2020. Please do not presume that we know of younger siblings and, in the past, some families have been disappointed when they realise they have missed a deadline. Siblings will always receive priority status for enrolment as long as we are aware of them. The online application is available here and all details and documents can be uploaded through this form. To view our College Prospectus click here. In light of the restrictions, we are preparing a program of virtual tours for those who wish to find out more about the College.

Catholic School Parents Victoria

Please find the Term 2 newsletter from [CSPV here](#). If you would like to subscribe to the newsletter or provide CSPV with feedback on education system and State advocacy issues you are most welcome to do so via the subscribe or feedback button on our newsletter or send an email to admin@cspv.catholic.edu.au.

Leading Lights

I regret to inform you that Leading Lights, our program to recognise outstanding old collegians, is also going to be a casualty of Coronavirus in 2020. We will look to stage it in 2021 instead. We are still interested in building our database of potential candidates should you know of anyone who meets the criteria: <http://www.aquinas.vic.edu.au/alumni.aspx>

Darren Atkinson
Principal



Mr Michael Box
Deputy Principal

If “The Gambler” is not the most famous crossover country pop song of all time it is certainly on the Mount Rushmore of country pop crossover songs. Irrevocably tied to this song is the recently departed Kenny Rogers, despite the tune being composed by Don Schlitz, an apparently famous writer of country songs who in among the hundreds of compositions also wrote “When you say nothing at all” which hit paydirt when it Ronan Keating’s version backed the key moment in Notting Hill. For those of you under forty who have never been subjected to “The Gambler”, which means your parents did not listen to Gold FM or its derivatives, and you did not have to try to change the station in the car, the song details, in a surprisingly long series of verses prior to the chorus, an encounter our unnamed narrator has with the eponymous gambler on a “train bound for nowhere”. The gambler promises some insights and after an exchange of both alcohol and tobacco, demonstrates that he has a bleak, existential view of the happenstance of life, assisted by some pithy guiding principles.

Last week The Victorian Education Minister, Mr James Merlino said he *“had commissioned an independent analysis to examine what worked and what didn’t during the classroom teaching hiatus,”* declaring *“But when you look at how schools have responded, there is gold ... and we’ve got to mine that gold and make it a feature of our education system.”* This article is about assisting each family to think about the past two months of learning, not because it is over, but it is entering a different phase. Rather than using an independent analysis, as each family’s experiences will be different, I propose we use the rubric established by “The Gambler” in the chorus, when it eventually arrives, which tells us, ***“You’ve got to know when to hold ‘em, know when to fold ‘em, know when to walk away, and know when to run.”***

You’ve got to know when to hold ‘em. Of the three or four criteria this is the most positive. It exhorts us to think about what was indispensable over the last few months. It may be that we were reminded of how important family time was, how charming the other members of our family are, the social connections that we value or it gave us new insights into how the learners in our household are independent, resilient, well organised, funny, creative or driven. Working out what we want to hold is very important, but continuing to encourage these positive elements may become more difficult when our daily routines change. A key question is, when when we move to the next phase, how do I hold ‘em?

Know when to fold ‘em. This suggests that there may have been beliefs that we held about learning, school and organisation that are simply not as important as we thought. When we are confronted with a complex situation and the attendant worry associated with it, working out what is important and what can be let go can help with the concern that is often generated by unfamiliar situations. Were there rules about screen time, gaming, tidiness that we thought were critical but it turns out masked some of the great things we want to hold on to? Will we fall back into old routines that are not helpful when some of the structures of the past return?

Know when to walk away, and know when to run. There will also be practices and behaviours that are not negotiable and you do not want to happen again. It is in times like this that our values about learning are clarified. Many families know what is not helpful and have seen this at close quarters. It is important to realise that knowing when to walk away is not the same as walking away, especially for young people.

There is no need to make these evaluations quickly. It requires some time for consideration, there is still plenty to play out, and the assessments are often more straightforward than putting them into action. There’s no hurry, after all, *“you never count your money when you’re sitting at the table, there’ll be time enough for counting when the dealing’s done.”*

RETURNING TO AQUINAS COLLEGE



Dr Napoleon Rodezno
Deputy Principal

The time for the rest of the students to return to the College is upon us, and we welcome these students with great excitement. Please ensure to read all the available information available on PAM to enhance a successful return for your child. The physical return to school is crucial for their continued development as learners.

Last week was Reconciliation Week, and this is a significant time for us to reflect and celebrate the historical and cultural gifts we receive from our indigenous peoples. It is also an opportunity to consider, as a community, in light of the events taking place in the United States and other countries with the stand against injustice as the direct outcome of racism and abuse of power, how important it is to teach our children the value of life through our appreciation of difference within our highly multicultural society. I invite you to [explore this website](#) to access some valuable resources. There is much for you to consider as a conversation starter with your child about the importance of Humility, Gratitude, Compassion, Love, Faith and Dignity when relating to others irrespective of race or ethnicity. Respect and appreciation for difference is vital to our future, and is reflective of all Christian practice. Our children should see no physical differences but rather embrace diversity, appreciating that this is what makes our country great.

Over the last two weeks, the physical return to school for the majority of our senior students seems to have been successful. Attendance rates and punctuality have improved, and the students seem to be focused on returning to face to face learning. As the rest of the school returns on Tuesday, it is inevitable that some of the students and their families may feel anxious about what the physical return to school means. There are many students who have thrived under the remote learning that the COVID-19 lockdown imposed, and there are some who may have not achieved as much as they aimed to. Each student has been well supported by their Subject Teachers, their Homeroom Teacher or Learning Mentor and their respective Year Level Leader or Team Leader. As the students return, this level of support will continue, and irrespective of how well the students achieved during the last 9 weeks of school, it is important to ensure that they are also supported by you as they make their return to the College. I suggest that you make reference to the information shared by our College Principal, Darren Atkinson, in the last edition of the Lighthouse.

The return to school stage, better known as the [Continuing Learning Plan Phase 3](#), is very critical for our students as it provides the opportunity for them to engage in face to face learning and offers the scope for responsible socialisation with their peers. As mentioned in the last edition of this magazine, in preparation for the return of all students, the College has followed the direction of our governing bodies in order to maintain child safety as our key priority. During the lockdown stage, the Department of Education and Training (DET) and Catholic Education Commission of Victoria (CECV) have continued to guide our design and development of plans. The implementation and execution has always accounted for the delivery of good teaching to enhance students' engagement. The staff at the College have worked very hard and the community seems to have embraced the opportunities that the different challenges provided. In the return to school phase, our staff continue to be supportive of all students.

On Tuesday, our students will return to a familiar place and will be expected to follow very clear procedures in order to promote and practice safety for all. It is important that you discuss with them the need to be careful and to follow our guidance and high expectations. Personal hygiene is essential, and despite reports from the Health Minister regarding social distancing and students, we do expect that all students will avoid contact and maintain necessary personal space from one another. Students will have staggered access to their lockers, the canteen and will be expected to be outdoors during break times. There will be exit and entry points to each building and their classrooms will be sanitised throughout the day. Students will be required to line up through partitioned spaces when purchasing food and catching the bus, and are required to stay home if feeling unwell. Their safety remains our priority and they are expected to adhere to all our rules and expectations. Your support in discussing this with your child is greatly appreciated.

Continued over page...

RETURNING TO COLLEGE CONTINUED...

There is no doubt that the last nine weeks of school have been challenging, yet have also offered great opportunities for all. The next two weeks in the lead up to the end of the semester will continue to bring challenges and opportunities for our students and the staff.

Ensuring that students maintain safety and a commitment to achieve as best as possible will enhance their return to school and some normality as the lockdown restrictions continue to change. Your child's Homeroom Teacher or Learning Mentor continues to be an important point of contact if you require assistance. You may also make contact with the respective Year Level Leader or Team Leader.

If you have any concerns or wish to seek further support from the College, please email me at rodeznone@aquinas.vic.edu.au. Counselling is also available at the Youth and Family Centre. Contact can be made at yfc@aquinas.vic.edu.au.

I wish you and your child a safe return and a successful end to the semester.

Phase 3

AQUINAS COLLEGE
ILLUMINARE ET ARDERE

Continuing Learning For Parents - Return to School

Return to School Timeline

Monday 25th May - student free day
Tuesday 26th May - senior secondary students (Years 11 and 12 VCAI and VCE)
- all students in specialist schools (such as St Mary's)
- Year 10 VCEReady and VETReady students should also attend school for those classes where practicable
Tuesday 9th June - all other year levels

Student Attendance

- Once a year level has returned, all students will be expected to attend school as normal.
- If you choose to keep your child/children home after their year level has returned to onsite schooling, we can no longer support their learning from home.

Student Illness

- If your child is ill or is feeling unwell, they must not attend school. They must remain home and seek medical advice.
- Should symptoms develop at the College, the student will:
 - Report to the Health Centre for assessment by the College Nurse;
 - Remain in Isolation (if required) until they can be collected by a parent/guardian;
 - Advice should be sought from a medical practitioner;
 - If in doubt, we will be sending students home until symptoms abate or a clearance is provided by a medical practitioner.
- Should a student need to be absent for an extended period due to health reasons then contact should be made with the College to seek further support.

Parent Access to the College

- Parents and visitors will have restricted access to College grounds.
- Parents are asked to remain in their cars during drop off or pick up times.
- Any necessary contact with staff needs to be made by phone or email until further notice.

Aquinas College | Continuing Learning | Phase 3

Phase 3

AQUINAS COLLEGE
ILLUMINARE ET ARDERE

Continuing Learning For Parents - Wellbeing

Routine

By now your child should be engaged in a routine for online learning. Over the next couple of weeks, you can help your child prepare for their return to school by encouraging them to get back into their normal school routine, including:

- Set an alarm and get up at the time they would need to if they were travelling to school.
- Eat breakfast and be dressed and ready to start the day at the scheduled time reflecting their timetable.
- Pre-prepare food for recess and lunch, to ensure they aren't looking around for food when they should be engaged in online classes or activities set by their teacher.
- Follow the scheduled timetable and maintain engagement for the duration of the scheduled lessons.
- Have a break at the end of the school day - including exercise and a snack, and then engaging in homework just as they will when they physically attend school.

Sleep

Now is a good time for your child to get back into normal school-time healthy sleep behaviour and routines. Good sleep practices include:

- Adhering to regular school-time sleep schedule.
- Winding down the use of online gaming and late-night chatting with friends.
- Stop using devices up to two hours prior to bed.
- For support information on sleep for adolescents please look at this [linkspace document](#).

Organisation

Being disorganised may cause your child to feel stressed, anxious and sometimes panicky. Encourage your child to be organised the night before, including:

- Check their timetable each evening and ensure they have all the books and equipment they will need for the next day.
- Tidy on their winter uniform and any other items they will need for the remainder of term. If you need to purchase school uniform, they will be open from Wednesday 20th May or you can [order online](#).
- Organise their clothes for the next day - avoid those last minute frantic searches for items of clothing as this will only increase your child's anxiety.

Being Positive

Try to promote a positive attitude towards your child returning to school. You may be concerned about the loosening of restrictions or the challenges ahead. However, try not to pass these fears onto your child. Safety standards will be at the forefront of the return to school plan, measures to ensure child safety continue to underpin all decisions. Please reassure your child that returning to the College is a decision made with consideration of the guiding leadership of our experts and politicians.

Aquinas College | Continuing Learning | Phase 3

Phase 3

AQUINAS COLLEGE
ILLUMINARE ET ARDERE

Continuing Learning For Students - Return to School

Getting Ready for the Return to School Phase

Please use the following checklist to assist your preparation for your return to school:

ACADEMIC

- Ensure that you are up to date across all subject areas, and request support from teachers if you are not.
- Follow your timetable and complete work during assigned time.
- Communicate any concerns you may have with your parents and teachers.
- Ensure to have all required resources ready and be mindful that locker use will be limited upon returning.
- You are allowed to use a non-Aquinas small bag to carry your materials to class.
- Ensure to have all textbooks downloaded on your electronic device where possible.
- If you don't have the required resources, ensure to inform your parents.

UNIFORM WEAR

- Ensure that the Winter Uniform is complete and ready for wear.
- Check that your uniform fits you well.
- Read the Uniform and Appearance Policy before returning to school.

HEALTH AND WELLBEING

- In order to begin the transition, reapply appropriate sleep patterns.
- Discuss any concerns relating to your return with your Homeroom Teacher/Mentor and your parents.
- Practice mindfulness to build positive habits of mind.
- Be calm, kind and supportive of others as you focus on your wellbeing.
- Seek counselling if necessary.

NUTRITION

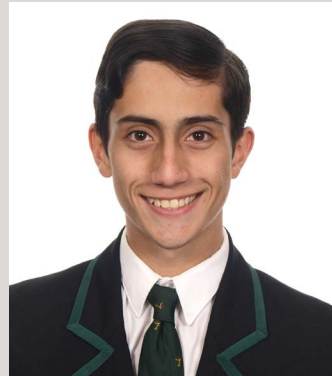
- Maintain regular healthy eating habits that correlate with school break times.
- Drink water throughout the day.
- Ensure to have a drink bottle to take to school.

Aquinas College | Continuing Learning | Phase 3

CONGRATULATIONS TO OUR YOUNG WRITERS

Two Year 10 Creative Writing students, Ally Collins and Alex Cortes Gama are to be congratulated on being shortlisted in an Australia wide writing competition, Write4fun.

The competition attracts thousands of entries from across the country. The winners are announced at the end of June. We wish them good luck in the final round.



SCRIPTURALLY SPEAKING



Tania Grace
Assistant Principal -
Mission

Reconciliation Week

For the past 20 years in Australia, we have taken a moment at this time every year to focus on reconciliation with our Indigenous Australians. The dates of this week are significant. The day prior to the week beginning is National Sorry Day and then the week begins marking the day that Indigenous Australians were acknowledged as humans in the 1967 referendum. Prior to this referendum, they were classified as “flora and fauna” and therefore were not treated with the dignity, respect, or given the rights that non indigenous people had. The week ends on the day marking the removal of ‘terra nullius’ when Mabo won his case in the high court.

Watching the horrors of the past week in the U.S. we are quick to comment and shake our heads at the lack of respect for life, for property, for each other. Yet while we are busy judging others around the world - we fail to look in our own backyards and see the injustices occurring to our First Nations people. To look at the statistics is heartbreaking and again in the news there are stories of mistreatment of Indigenous Australians.

This Sunday there are many connections between the readings and the need for Reconciliation. The first reading is the beginning of the making of the Ten Commandments, laws that are designed to respect each other and guide us to living in the Kingdom of

God. The second reading begins with: *“To end then, brothers, we wish you joy; try to grow perfect; encourage one another; have a common mind and live in peace, and the God of love and peace will be with you”*, and finally the gospel reading explains that Jesus did not come to earth to judge mankind but to bring eternal life.

So where to from here? If we believe in the resurrection and the incarnation of Christ in us, then we need to lead by Jesus’ example. In a Year 12 class this week, Dr Rodezno spoke to my students about Oscar Romero and how he tried to make a difference by following the ways of Christ. He discussed how to lead and act on injustices by being educated on the facts, showing empathy and compassion, and respecting others through our actions. Reconciliation week is not something that we should focus on once in the year and then go back to our old ways, the true meaning of reconciling to make amends and move forward together throughout the whole year.

May we, the Aquinas Community continue to strive towards a true reconciliation for all Australians.

To end then, brothers, we wish you joy; try to grow perfect; encourage one another; have a common mind and live in peace, and the God of love and peace will be with you.

SENIOR YEARS REPORT



Meredith Greenwood
Head Senior Years

We are now so conscious of clear communication and how important it is to listen, discuss and read critically. How a message is delivered can have considerable impact on how it is received plus we often do not 'hear' what is being said, until we need to. Some students have thrived in the online environment and have had no issue finding resources and maintaining connections with their teachers. Perhaps counterintuitively, they haven't always been the ones who have flourished in more traditional settings, though there are those students who have found success in both.

To maximize the message for everyone, students have been receiving twice weekly slideshows, mail outs, Fact Sheets and attending online year level assemblies. Phew! Parents too want to know what is happening. Some messages may have been received while others have become lost in the apparent sea of information. Some children are readily relaying to their parents and guardians the material that the subject teachers and Mentors are delivering. Some parents are finding the

targeted emails/letters more instructive. Others have chosen to contact us directly and are telephoning or emailing with specific questions.

Aquinas College has a [Facebook site](#) plus there are other less official social media platforms where parents seek updates. In these times, many parents are also searching for information on how to best support their child that goes further than the immediate, day to day transactional details that they can get from the College.

Last week, colleague Cheryl Kane, in the Wellbeing part of her role as Child Safety & Wellbeing Coordinator, shared a link for a website entitled [The Parents Website](#). It offers some very sound advice from parenting experts on ways to support year twelves now they have returned to school-based learning. Not surprisingly, one of the main points is: keep communicating.

MIDDLE YEARS REPORT



Rachel Crawley
Head Middle Years

Tuesday 9th June is finally arriving. The College has addressed all changes required to have people back in school, teachers have prepared lessons for face to face teaching again and students have been talking about returning in their classes. We are ready, everything is in its place and we can't do anything more other than enjoy the weekend in front of us.

We are not returning to school as we left it. Visually students will see new practises and procedures for entering/exiting, locker use, classroom setup, canteen lines. Academically students' learning habits are different, particular skills have been honed, greater self-management of work, expanded repertoire of knowledge technology software and application; new life experiences. Socially people have been distanced, friendships interrupted, new friendships forged.

We return with greater awareness of the lessons learnt from the term. One lesson being that transition between phases is confronting but given time and an opportunity to seek assistance people adjust to the new demands. **Phase 1** marked the transition to remote and flexible learning. Teachers and students improved their use of technology and learnt new ways to communicate learning. **Phase 2** taught us all how to operate video conferencing and students incorporated more subjects into their week. We can expect that **Phase 3**, returning to school next week, will also have

challenges but I am confident that given time to adjust we will see our community rise to meet these changes to routines, expectations and workload.

People will be returning with individual expectations. Some students will be geared towards learning, wanting to engage in discussions and tasks related to subjects, while others will be concerned for work they still have unfinished; hygiene and safety will be high on the agenda for some; friendships will be on the mind of others and many will just be coming back to finally see people. For every student their expectations for next week are varied, their experience of isolation may have a different context however together this has been a common period of time.

There are not many moments in life where we can say every single person at school has had one experience so it will be important to pause and acknowledge this together. Tuesday morning will begin with an extended pastoral period, dedicated to sharing, celebrating and harnessing stories from isolation. A time to reflect, recalibrate and reconnect. Between now and Tuesday we wish all families an enjoyable long weekend and look forward to seeing students in person. I will leave you with the [College Leaders welcome](#) that was delivered to Middle Years students this morning.

WELLBEING MATTERS



Cheryl Kane
Child Safety &
Wellbeing Coordinator

Good stress can improve wellbeing!

The new decade has certainly started with a series of unprecedented events one may refer to as stressful to say the least! Bushfires, a US president impeached and acquitted, Harry and Meghan opted out, Kobe Bryant tragedy, Brexit was achieved, a pandemic declared, worldwide lockdowns, the Olympics postponed, no AFL at the MCG and our canteen closed so no chocolate muffins!

The roller coaster of emotions we have faced understandably can impact mood and motivation. Some of us become hyper motivated and take opportunities to make change, others find that challenge a little more stressful. *What if we viewed stress from a different perspective?*

There has been significant research in the area of stress, performance and learning undertaken by neurologist, psychologists and educators around the world. This research challenges the notion that stress is inherently bad. In fact research has highlighted stress is a *feeling* that is generated from *perceptions or cognitive interpretation* in the thinking part of our brain (brain stem, limbic system and cortex). Feelings are the mental interpretation of our emotions that cause a physical responses in the brain and body. The good news is we can learn to manage our thoughts, feelings and potentially manage stress to be friend or foe.

The chemical changes our brain experiences when we enter fight, flight or freeze mode impacts our ability to think clearly, learn and the degree of wellness we might achieve. Put simply when we experience short term stress our brain is actually being nourished becoming increasingly powerful and resilient. Keep setting the bar high but realistic in terms of challenge and expectations so short term stress becomes a good thing for learning and wellbeing!

Long term or chronic stress unfortunately prevents our brain from performing. Having a better understanding of this has helped educators tap into good stress whilst supporting students to explore causes of negative/ long term stress and where possible adjust behaviours to counter this. Dr Daniel Siegel developed a [simple hand model of the brain](#) to teach us to understand and be able to tame our brains. Dr Jared Cooney-Horvath offers an entertaining explanation of [Good Stress Vs Bad Stress](#).

I highly recommend both of these short clips for your viewing. This year has revealed many things inclusive of our ability to stay calm, show unprecedented kindness and to remain curious. I hope you and your family are also curious about enhancing wellbeing for us all.

Have you visited our Child Safety & Wellbeing Blog?

A great source of information for parents about a range of relevant issues which may be on your mind. Regularly updated with current information.

Check it [out here](#)
Use your PAM login to access



LEARNING AREA: HUMANITIES

IMPARTING VALUES & DEVELOPING TRANSFERABLE SKILLS

In 2020, teachers of the Humanities continue to share the commitment of ensuring Aquinas students are educated in and graduate with the attributes and competencies of a Global Citizen - an effective communicator and inquirer, who is open minded, adaptable and considerate to multiple perspectives and cultures, as well as courageous in life learning and as contributors to our global community. In the junior school Humanities students develop the skills to achieve these attributes through varied subjects areas that include History, Geography, Civics and Citizenship and Business and Economics. In the middle and senior years students have a wide choice of subjects in the fields of Commerce and Humanities. Through these varied lenses students are actively encouraged to develop a compassionate, ethical and finely tuned understanding of the complex local, national and global challenges that are increasingly testing the common humanity of our world.

The school year has presented unprecedented challenges and opportunities for the global and Aquinas community. It has been inspirational to see the teamwork that has occurred within the Humanities teaching team and with the Aquinas students and families. In the students progressive return to school Pope Francis' Easter reflection entitled "Un plan para resucitar" ("A plan for rising up again") is an inspirational guide for the teachers of Humanities.

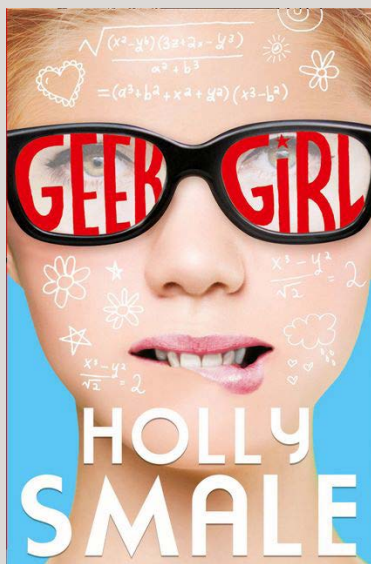
'...technology alone is not enough - it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing'. Steve Jobs (March 2011)

The Humanities has a unique role in education that not only imparts humanist values but also develops transferable skills that complement the sciences and are in high demand by employers. In a 2018 report by Deloitte Economics entitled 'The Value of the Humanities', it was identified that the transferable skills learnt in studying Humanities 'have at their core the ability to solve complex problems by taking a flexible and adaptable approach, [and] have become widely acknowledged as important in driving business success'. These skills include communication, problem solving, critical thinking, teamwork, innovation and enterprise.

As a Department, the 2020 goal and focus for the teachers of Humanities is to continue to ensure that students learn and engage with these values and transferable skills through our continued commitment to curriculum development and teaching practice of Visible Learning, so that teachers can 'see the learning through the eyes of the students', as well as employing High Impact Teaching Strategies (HITS) that focus on student achievement, engagement and well-being.

Steven O'Brien

Humanities Learning Area Leader



eBOOK OF THE WEEK

Geek Girl (Book 1)

Written by Holly Smale

Harriet Manners knows that a cat has 32 muscles in each ear, a "jiffy" lasts 1/100th of a second, and the average person laughs 15 times per day. She knows that bats always turn left when exiting a cave and that peanuts are one of the ingredients of dynamite. But she doesn't know why nobody at school seems to like her.

So when Harriet is spotted by a top model agent, she grabs the chance to reinvent herself. Even if it means stealing her best friend's dream, incurring the wrath of her arch enemy Alexa, and repeatedly humiliating herself in front of impossibly handsome model Nick. Even if it means lying to the people she loves.

Veering from one couture disaster to the next with the help of her overly enthusiastic father and her uber-geeky stalker, Toby, Harriet begins to realise that the world of fashion doesn't seem to like her any more than the real world did. As her old life starts to fall apart, will Harriet be able to transform herself before she ruins everything?

Click on the link below or use the Wheelers ePlatform app to access the Aquinas eBook collection

<https://aquinas.wheelers.co/>

VET HOSPITALITY & KITCHEN OPERATIONS

“WHAT YOU LIKE ABOUT BEING BACK”

“On Wednesday the 3rd of June we participated in our first covid-safe hospitality assessment. We invited ten teachers to the Cafe and put on a breakfast for them to enjoy and to display our new learnt skills of providing advice to customers. This enabled us to be assessed on our skills despite social distancing rules. We implemented single table service to separate customers and had one student allocated to each table. Mrs Sadler worked in the bar and made coffees and drinks for us to serve. Although this setup is extremely different to our normal 60 people restaurant nights it was good to be back practising three plate carries and taking orders again. We would like to thank the kitchen operations class for creating beautiful meals to serve to our guests”

**Jess Riccardi and Emily Waryszczuk
(Hospitality)**

“I like how we’re able to ask questions that would possibly be too hard to ask/answer over email”

Emma Redden (Hospitality)

“I enjoyed coming back to VET because I can ask questions and get the 1 on 1 help I need, as well as making drinks.”

Ella Brown (Hospitality)

“My favourite thing about being back at school for Hospitality is being back with my friends and being able to do hands-on activities”

Mackenzie Storr (Hospitality)

“It was great going back to school as I got to see some of my friends after not seeing them in over 2 months and it was easier to learn being back in a classroom with my teacher.”

Tahlia Lowe (Hospitality)

“It was great coming back and collaborating with my classmates in the kitchen.”

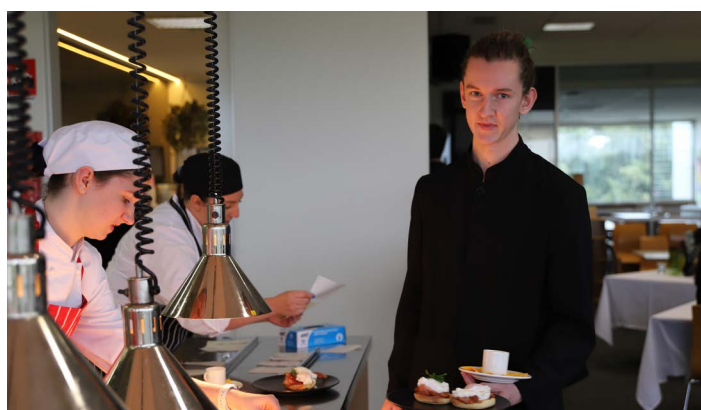
Gab Walshe (Kitchen Operations)

“It was a feeling of enjoyment to come back to school and cook again”

Harry Hall (Kitchen Operations)

“It’s great being back in the kitchen cooking again. It’s always fun cooking with all my classmates and just having an all round great time.”

Zane Elliott (Kitchen Operations)



YEAR 9 FASHION

FELT SCULPTURES

Year 9 fashion students were sent supplies via the mail for their felt sculptures. I am so happy with the students focus and imagination. The results are fantastic!

Kristel Robertson
Teacher



Ani Luscombe



Ashlyn Ritchie



Charli Levy



Divinia Horwood



Ella Davey



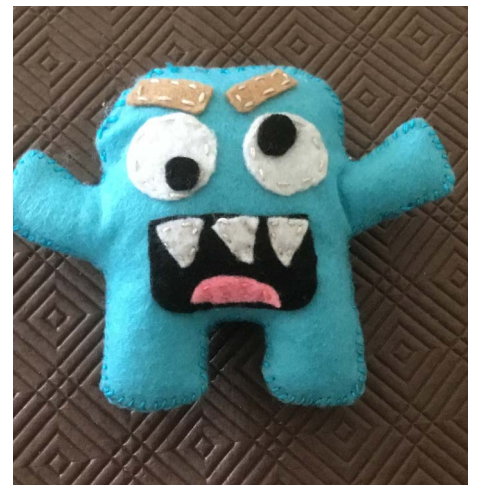
Emma Stevens



Guilia Virgona



Madi Doran



Olivia Della Gatta

POETRY IN ACTION

LOCKDOWN

Waiting

The seasons change with the days,
Drifting autumn leaves
Followed by the shift
Of a chilling winter breeze.

The windows perfectly frame
A world to which I wish I could exist,
But for now I must wait
Until there is no risk.

The streets remain abandoned.
Somber ambience clouds the minds
Of those who live trapped,
Confused and blind.

Birds live in complete freedom.
Soaring high above our issues,
Whilst we are left,
Reaching for another tissue.

Staying in will do us good,
Perhaps you could learn something new!
But know that when this is over,
I'll be waiting for you.

Imogen Pawlik, Year 10

Isolation

Blue leaves fall in the winter,
A pale reminder of all that was lost.
From the window we watched as the world changed,
The hinges of the cottage rusted.
We forever remained indoors.

Through the cracks in the wall flora crept in,
Bringing with it our death.
Birds came to heal our decaying lungs,
And burn our dead.
Until the humans were no more.

Our empires crumbled around us,
To ash and rubble they returned.
Our history will never be recovered.
Once mighty Gods walked these lands,
But now all that is left is the blue leaves gone brown.

Chloe Paxton, Year 10

Haiku Questions

You are not alone
although you're by yourself
All in this as one
The doors are all closed
stay inside, keep yourself safe
Please do not worry

What is now normal?
Will we go back to before?
Is this now my life?

Ally Collins, Year 10.

A War

The world joins as one to fight in the war
against a rival, never seen before.
The troops adorned in blue, prepare to fight
their bravery shines bright like the moonlight.
Others just like you and me play our part
We show our strength by spending time apart.
Our lengthy time in lockdown will conclude
and we will discover more gratitude
for all of the things we once took for granted.

Isabelle Kuyken, Year 10.

VISUAL COMMUNICATION

REDESIGNING OUR LOGO TO REFLECT SOCIAL DISTANCING

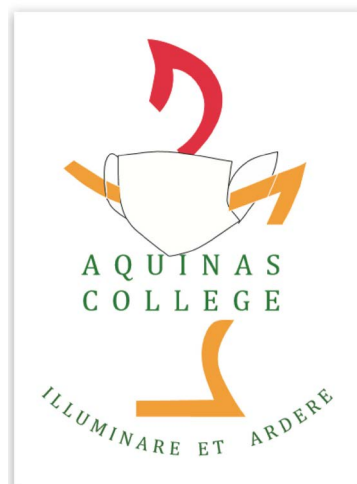
A logo is a symbol that is used to represent an organisation including companies, sporting brands, schools, cars etc. A good logo should be easily recognisable, distinctive, create impact and withstand the test of time.



A number of popular brands recently redesigned their original logos and created 'social distancing' logos. McDonald's pulled apart its iconic golden arches. Volkswagen also promoted a similar logo and separated the V and W. Audi separated its four rings telling people to stay at home and keep their distance. Coca-Cola separated each letter of its logo with the slogan "Staying apart is the best way to stay connected."

During online learning VCD students from Years 7 - 10 were given the task of redesigning the Aquinas College logo to create a new design that best reflected 'social distancing'. The designs presented were unique and displayed strong symbolism.

Sharon Harte
Teacher



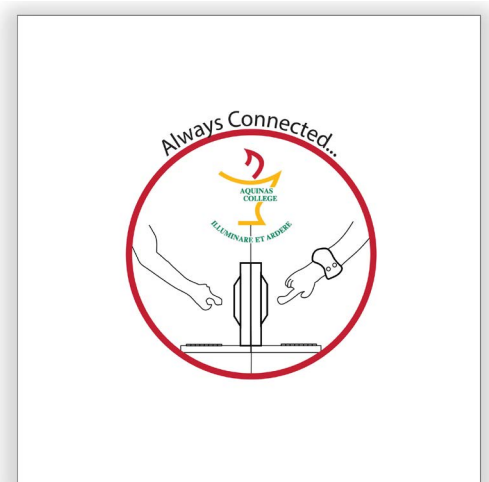
James Ventura, Year 10



Ella Scalzo, Year 7



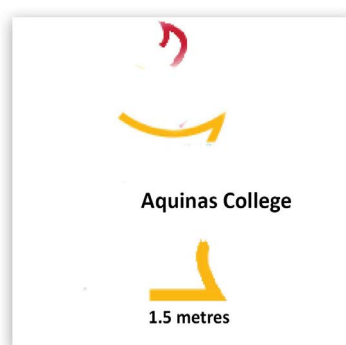
Lachy McGrath, Year 7



Ronan Meikle, Year 7



Antonio Montano, Year 7



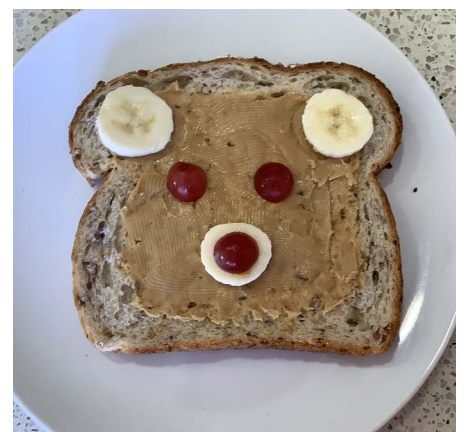
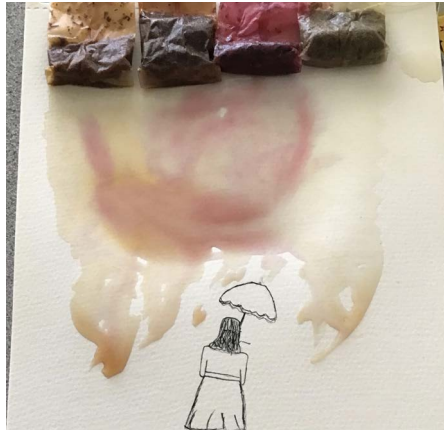
Marcus John, Year 7



Tilly Smith, Year 10

YEAR 7 ART

CREATING WITH NON ART MATERIALS



OUR EISM HISTORY

AQUINAS COLLEGE HAS A HISTORY OF WINNING

With our EISM sports currently on hold due to COVID 19, I thought I would take a trip through our history books and present the Aquinas College sporting results in the EIS/EISM since its inception.

The first instance of the Independent Schools in the Eastern suburbs of Melbourne coming together is in 1964. The five foundation member schools were: Aquinas College (Ringwood), St Leos College (Box Hill), Kingswood College (Box Hill), Whitefriars College (Donvale) and Luther College (Croydon)

Initially the competition was for boys only, and the only sport offered was Australian Rules Football. It developed rapidly to include Athletics, Cross-Country and Swimming carnivals, Cricket, Tennis, and Debating. These competitions were held on Saturdays. It was called the Eastern Independent Schools Association.

There was a push for girls to have access to inter-school sport, and after extensive meetings in 1970 the following schools formed the Eastern Independent Girls Schools Association (EIGSA): Aquinas College (Ringwood), Mt Lilydale College (Lilydale), Chavoin College (Burwood), Mt Scopus Memorial College (Burwood), Huntingtower (Mt Waverley), Our Lady of Sion (Box Hill) and Luther College (Croydon). Matches were conducted on a school afternoon.

For boys and girls in the Senior years (from 1969 when records began being kept until 1980), girls played Basketball, Softball, Tennis Volleyball, Hockey, Netball and Table Tennis; boys played Cricket, Basketball, Hockey, Tennis Football, Soccer, Table Tennis and Volleyball (not all of these sports were played every year in each of the levels).

The following Aquinas College teams were Premiers of the competitions:

- 1969: Boys Football
- 1971: Boys Soccer
- 1972: Boys Cricket, Boys Tennis A
- 1974: Boys Football
- 1975: Boys Football, Boys Cricket
- 1976: Boys Cricket
- 1977: Boys Cricket,
- 1978: Boys Cricket
- 1980: Girls Netball

During this time, there was also a limited amount of inter-school sport for the Year 9 students. The Year 9 girls Netball team won the premiership in 1977.

In the Swimming Carnivals up until 1980, Aquinas College won the Boys division in 1968, 1971 and 1972.

In the Athletics Carnivals, Aquinas College won the Boys division in 1968, 1969, 1970, 1972 and 1974. Aquinas won the Girls division in 1972. While in the Cross Country Carnival, Aquinas College won the Girls division in 1980.

Bernie Brummel
Sports Coordinator

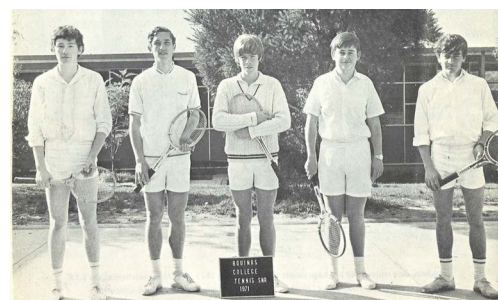


E.I.S. ATHLETIC SPORTS



ATHLETICS CHAMPIONS

G. Muller; P. Cook; R. McDonald; G. Sullivan; J. Bialecki.




E.I.S. SWIMMING TEAM

BACK ROW: J. Botfa, G. Harris, J. Whelan (Capt.), P. Joyce, R. Huygen, P. Peacock, M. Lepiniere
 3rd ROW: S. Bradbury, G. Arndt, G. Lewis, P. Curran, T. Cahill, P. Oostemeyer, B. Cass, T. Playton
 2nd ROW: G. Mathieson, S. Starling, S. Inggall, D. McKleman, M. Flahavin, B. Carty, J. Italiano
 FRONT ROW: J. Hopper, A. Wright, R. Cronin, P. Desmond, P. Smith, M. Warnock, P. De Araugo, C. Janssen
 ABSENT: P. Botfa, F. Driessen

UNIFORM SHOP IS OPEN

All students returning to school are required to be in their winter uniform. Please check that it still fits and is in good condition since it was last worn.

The Uniform shop is open at: 210-214 Canterbury Road, Bayswater VIC 3153 or online orders can be made on: <https://spartanss.com.au/collections/aquinas-college>



 **PARTNERS IN PARENTING**
Preventing Depression & Anxiety

Raising Resilient Teenagers

A FREE online program to help you protect your teenager's mental wellbeing

Want to understand what your teenager is going through?

Develop a closer connection?

Better support them through a tough time?

Sign up to the Partners in Parenting program to learn practical strategies and stay connected with your teenager

Partners in Parenting is an award-winning, evidence-based parenting program that's been shown to increase parents' skills and confidence in ways that may reduce their teen's risk of experiencing depression or anxiety.

Program features:

- Take our parenting survey to receive personalised feedback about your parenting
- Receive up to 9 interactive online modules tailored for you
- Be part of a world leading research project.

Who can sign up?

Parents or guardians of a teenager aged 12 to 17 who:

- Live in Australia
- Are fluent in English
- Have internet access.

partnersinparenting.com.au

This program is designed to help parents whose teenagers are not experiencing difficulties with depression and anxiety. If your teenager is experiencing such difficulties, you are still welcome to take part, but we also recommend you seek help from a mental health professional.

AQUINAS COLLEGE LIGHTHOUSE

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Edition 11 5th June 2020

Editor: Rebecca Presta

