

EDITION 12 19TH JUNE 2020

the LIGHTHOUSE



FROM THE PRINCIPAL

End of Term

This is the last edition of The Lighthouse for Term 2 and we finish a semester that has been full of challenges as we have navigated our learning community through the global crisis of the coronavirus pandemic. It has been a period of great disruption, but it is important to look for the many silver linings.

The stories of students showing great resourcefulness and initiative continue to abound. From our brass ensemble students who collectively offered The Last Post on ANZAC Day; our FIRE Carriers who ensured that we reflected on the plight of Indigenous Australians with our virtual Long Walk; and those who created student newspapers, or online student communities, to ensure that connections were nurtured even in social isolation. Of course, there were also many samples of outstanding individual creativity as have been showcased in recent editions of The Lighthouse.

I want to make special mention of our Student Captains: Bridget, Nick, Anita and Jules, for the important role they played in the first weeks of the pandemic as we planned for the transition to virtual learning. These leaders joined video conferences with the College Executive Team, at least weekly and sometimes more often, to provide feedback on how students were coping with learning from home and the anxieties being felt. They not only represented the views of fellow Year 12 students, but spoke about how their younger siblings were coping as well. The advice from these students was invaluable in helping us to understand and plan for more effective remote learning.

Thanks to parents and guardians for your support this term. Perhaps, more than ever, the role of the parent as “first educator” has been paramount and parents/guardians have also experienced a true insight into their child’s learning. There has also been opportunity to be together for an extended period as a family and, in many respects, a lasting legacy of lockdown will be the bonds that have formed.

I would like to acknowledge the work of all staff at Aquinas – both teaching and non-teaching. With little warning, the teaching staff transformed their programs so that they could be delivered remotely and quickly developed mastery of the technology that would help enable good learning to continue. Their commitment to ensuring that we continue to develop as an outstanding Catholic school was evident in the pastoral care they afforded each student with the goal that none would be left behind. To those of you who have offered a voice of encouragement to your teachers, I say thank you.

There have also been many examples of fine leadership over the last few months and I want to make special mention of the College Executive, Mr Michael Box, Mr Nap Rodezno, Mrs Tania Grace and Mrs Gina Goss.

I wish all members of our community a relaxing break over the coming holidays.

Staffing News

We farewell Mrs Dawn Aitken who transitioned to retirement this semester. Mrs Aitken joined Aquinas in 1988 and has held a leadership role as Science Learning Area Leader during her 33 years of service. We also farewell Ms Kyla Vaz who commences parental leave and Ms Belinda Collins who comes to the end of a replacement contract. We welcome back Mrs Julia Thompson and Mrs Emma McCann from parental leave. We also welcome Mr Josh Wakefield who joins us in a replacement position.

Child Safety and Wellbeing Parent Forum

Wednesday, August 26, in the Mahon Theatre.

Early notice to put a placeholder in your calendar for an important annual event, our Parent Forum, on the evening of August 26 (subject to restrictions being lifted). Ms Cheryl Kane, Child Safety and Wellbeing Coordinator, will provide more details about the focus of the evening and the booking process early in Term 3.

Opening Hours During the Holidays

The College will not be open to students these holidays. The exceptions are for designated Year 12 classes where permission has been granted because of the specific needs of their learning program requiring resources at the College. The College Office will remain contactable by phone on 9259 3000.



Optional Remote Learning Surveys

Catholic Education Melbourne, in conjunction with Dr Simon Breakspear from Agile Schools, has developed a set of surveys for schools to capture the learnings achieved during the remote learning period. The surveys are designed to be a quick and rapid capture of learnings while the remote learning experience is fresh, instead of capturing every aspect of schooling during the remote learning period. Data is anonymous and will be shared with each school directly. This will be a valuable opportunity to seek feedback for improvements in organisational and student learning. The survey is optional and will be open until June 26: [Parent/Guardian Survey](#).

End of Semester Reports

Semester 1 reports will be made available after the term break. Mr Michael Box discusses changes to reporting in his contribution to The Lighthouse this week. To access your student's report, you will require your username and password for the Parent Access Module (PAM): <http://pam.aquinas.vic.edu.au>. If you cannot recall these login details, please contact the College Office on 9259 3000 and we will assist. Parents will continue to be able to see results and feedback task by task in PAM as soon as the teacher completes the assessment.

Year 7 Enrolment Reminder

A reminder to our families that applications for enrolment in Year 7 for 2022 close on August 21 and that we will not presume you wish to enrol your Year 5 child just because you have an older child currently enrolled at the College. Please contact the College Registrar, Ms Madeleine Kalla on 9259 3008, to request an enrolment form or should you have any questions.

Time to Check and Update Details

I ask all Parents/Guardians to log on to the Community Portal via the College website <https://portal.aquinas.vic.edu.au/> and take the time to check that your own personal details are correct: for example, your residential address, your occupation information, your personal email and phone number. We require the most up to date information prior to the August Census and, most importantly, to ensure that we can contact you. Any changes can be made via this portal and you use the same log in details that you have for accessing PAM. We ask that this information is checked and updated before the end of July.

Term 3 Commencement

Term 3 commences for students on Tuesday, July 14 and this is a Day 2. Monday, July 13 is a designated Staff Professional Learning Day and is therefore a student free day.

Darren Atkinson
Principal



AQUINAS  **COLLEGE**
— ILLUMINARE ET ARDERE —

Embrace your spirit.
Discover your place.

Tuesday 23rd June 10.00am - 10.45am
Thursday 25th June 4.45pm - 5.30pm

As our Open Day had to be cancelled in March this year, we would like to invite prospective families to join our Principal, Head of Middle Years, and College Registrar at one of our Virtual Open Day sessions.
sites.google.com/aquinas.vic.edu.au/virtual-open-day2020

LEARNING @ AQUINAS



Mr Michael Box
Deputy Principal

As we approach the end of this term and semester there is no need for me to remind you of how unusual Term 2 has been. It has been a term where everyone has been required to rethink and modify their approach to what has previously been quite routine and predictable. In this piece I want to draw parents', carers' and students' attention to some other matters that we might prepare for, but first a thank you. From the Aquinas College staff can I offer my deepest thanks for the way that families have adapted to the changes in their lives over these past months, how you have supported the children in your care and for the encouragement you have provided us through the Continuing Learning Program. We often talk about the partnership between parents, schools and students, over the last term it was a robust and rewarding experience.

There are some matters that will come up next term where preparation now will help. A key challenge for students, especially students in Years 8, 9 and 10 will be Subject Selection. This article will not predict what the subject selection process might look like in August, but many students in Years 8-10 have chosen single semester subjects that end next week. They have not had the opportunity to study the subject in the manner we planned in February of this year, and they may not have a sense of what the subject is really about or whether they can be successful in studying it. Next week could be a really important week for strengthening students' perceptions about the subject and their future studying it. It would be a good time to ask the teacher what happens next year, seek some encouragement about whether it is worthwhile pursuing and find out how they will be learning. There will be a process that allows for questions later in the year but next week students have the opportunity to discuss the future with someone who knows them as a learner and has taught them for a semester. That's an opportunity that should be grasped.

The second matter, that will arrive a little earlier in Semester 2 is Reports. We have been encouraged by the authorities to be flexible with reports, especially when the conditions around both teaching and assessing changed so quickly, so they may look a little different. Some aspects that might change might be:

- Some Assessment Tasks may have been removed/changed or reported as an S or N rather than on a 5 point grade scale. This would occur if the assessment could not be validated or if the time spent on a task was not extensive enough to make graded judgements.
- Progression Points may not be applied in all subjects Year 7-10, but will be used again in Semester 2.
- Students in Years 7-10 will still write their pastoral comments and these will focus in part on their personal and social capabilities in keeping with the Victorian Curriculum.
- Commendations will still appear for Years 7 to 9 students and in 2020 we are aligning them specifically with the values of the College.

Our reports will reflect what we completed throughout the semester and most content will be available on the Parent Access Module before the reports are issued on Friday July 17th.

After next week the students will be on holidays for two weeks. I know you might be thinking, especially if you have Years 7-10 learners in your family, we only just sent them back and now they are home for a fortnight, but you would also understand that there are some pretty tired young people coming home most days. I hope they have a chance to rest up for a more predictable second semester and that you get to enjoy their company for a bit longer.

SPECIAL ANNOUNCEMENT FROM THE VCAA

The 2020 Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) results will be released to students at 7.00am on Wednesday 30 December 2020. Those students who have applied for an Australian Tertiary Admission Rank (ATAR) will receive it on the same date

A SEMESTER OF OPPORTUNITIES



Dr Napoleon Rodezno
Deputy Principal

The end of the first semester for the year is upon us and it is amazing to consider how much we have all experienced during this time. Personally, it has been very fulfilling to join this wonderful community of people committed to education under the ethos of Catholic education with sound vision, mission and values. The College offers a safe environment for students to learn within a community that holds a strong emphasis on pastoral care and the provision of holistic learning opportunities. As an educator and leader at the College, I have been fortunate to work with other professionals who hold similar values. I wish to thank you and your children for welcoming me to the community in what has been a fulfilling time for me both personally and professionally.

In my very first article in The Lighthouse for the year, I reflected upon, and invited you to consider the significance of the development of resilience through learning, and described how valuable this was for our children if they are to grow into well rounded citizens. Indeed, I encouraged you to look at ways that you may assist your child embrace the opportunities at hand, in order to develop the resilience to deal with challenges whilst achieving their best along the way. In the lead up to the end of the semester, it is important to consider that our community has experienced greater challenges than many, if not most of us expected, as the recent lockdowns and emerging strategies in place to address the COVID-19 pandemic continue to challenge the individual and collective community into rethinking the living of life the way we knew it some 3 months ago. The opportunities for us to grow our resilience are authentic and may challenge us not just to make sense of what we may have missed out on while in lockdown but also accept that this may be the way for a longer than expected time to come.

Over the last term, our students have experienced remote learning, have adapted to video conferencing, online learning, have engaged with their peers and teachers in virtual classrooms while learning from home. Then suddenly, they have returned to school to resume school life in a different context to what they experienced in Term 1. Through a negative lens, this may be a significant setback to the schooling journey your child has experienced this semester. Yet, looking at the positives that have emerged, it is difficult not to appreciate the growth that all members of the community have experienced.

Suddenly, as we have all returned to school, attendance numbers of students have improved, teachers have continually negotiated with the students ways to have work requirements completed and units satisfactorily achieved, and the majority of the students have adapted to the new safety measures and regulations set in place to protect all members of the community. Some students thrived under remote learning and this should form a greater foundation for the development of specific study skills, the use of research for learning, and the use of ICT. Whilst some students struggled to adjust, it is clear that the use of technology is something that continues to emerge as a key instrument for the process of learning in schools, and the reliability that ICT provided as a key means for learning cannot be ignored.

The last week of this term, and the return to school for Semester 2 will continue to bring some challenges to the community, as courses are finalised and recommence, some restrictions are maintained and others lessen, and life continues to return to what was our normality at the start of the year with now very clear additions to the norm, which will inevitably leave some distinct alterations. Some of the students showed strong signs of resilience in their actions during the lockdown, and the question that I now pose to you as parents is, what can the students take from the experience that enhances their growth as good citizens? This is something that I encourage you to discuss with your child as they reflect on what they have learnt from their interactions with others in the last 11 weeks.

Continued over page...

A SEMESTER OF OPPORTUNITIES CONTINUED

The enhancement of resilience for your children that I encouraged you to provide at the start of the year has been forced upon you in the last 10 weeks of school by the circumstances that emerged during the lockdown. It is perhaps time to now realise how it is that your child embarked on the journey using this resilience in order to learn, function and live in unfamiliar contexts during very challenging times. I encourage you to reflect on how opportunities have led to growth rather than to look into what has been missed on the journey. I am sure to say that each person has grown from the experiences and I hope that this becomes a source of inspiration and motivation for personal growth by each one of your family members.

In case you and your child require assistance in addressing school expectations or would like counselling support, please contact your child's Team Leader or Year Level Leader or alternatively please contact the Youth and Family Centre at yfc@aquinas.vic.edu.au.

For comments or questions regarding this article, please contact me at rodeznone@aquinas.vic.edu.au.

I wish you a wonderful end to the term and pray that the future for us all is full of great opportunities to continue to grow.

SCRIPTURALLY SPEAKING



Tania Grace
Assistant Principal -
Mission

The most Sacred Heart of Jesus

Today is a day of Solemnity and the focus is on the love of Jesus and how that love is God's love. The readings are beautiful and a reminder of three things:

1. God has chosen us,

People need to feel special, wanted and chosen, to know they are appreciated. In the first reading we learn we are chosen because we are loved. *"If the Lord set his heart on you and chose you, it was not because you outnumbered other peoples: you were the least of all peoples. It was for love of you"* A wonderful statement that provides reassurance of God's love for us.

2. We should love each other

Love cannot be something we only receive, we need to give it as well. The second reading is a beautiful reminder of this. *"Since God has loved us so much, we too should love one another. No one has ever seen God; but as long as we love one another, God will live in us."*

3. We can lean on God and entrust ourselves to him.

"Come to me, all you who labour and are overburdened, and I will give you rest." The gospel reading of the day has a quote often referred to at funerals. However, this can relate to our daily lives. Sharing our burden with each other, especially those who love us, helps ease the load. This action reflects God's love.

In the lead up to the end of semester, we pray that God's love shines through in our actions and words so that He can live in us.

SENIOR YEARS REPORT



Meredith Greenwood
Head Senior Years

As the end of Term 2 looms, it is the time when students in the Senior Years would traditionally be preparing for a range of first and new experiences be they here at the College in the form of examinations or off campus. Obviously this year is different. The College is still hopeful that some of these activities may still continue later in the year - altered no doubt but happening, however the reality is that nobody knows yet how or when or even in what shape they will go ahead.

In the past I have often reflected on these end of term activities and written of the resilience and life long memories they create. It seems almost trite then to reflect that the same could be said for these last few extraordinary months; that this current batch will remember their final years of schooling with utmost clarity. They will also be stronger for the experience, and teachers as no doubt parents are too, are seeing

increased maturity and commitment from so many of the cohort. That so many of the students are eager to be back in face to face classrooms, seeing their friends and engaging with their teachers is encouraging and energizing, but something else is notable.

In a normal year, come the long, cold winter, there would be a number of students who want to give up: subject or course or even school entirely. They may be struggling to manage the workload or the content seems impenetrable, too hard; they might have just decided that they are not interested or passionate about whatever it is. Others cannot see past their immediate short term. This year, perhaps counterintuitively, the cases of students giving up and indeed parents and teachers giving in has declined.

The increased resilience has been notable.

MIDDLE YEARS REPORT



Rachel Crawley
Head Middle Years

Congratulations to all students, staff and families for your continued effort to re-adjust to the social changes, our new environment and current work expectations. End of term is commonly an exhaustive time due to the demands required to meet the expectations of assessments and their deadlines.

Students will need to draw on time management and independence so many exercised during remote learning to continue to address their work and submit assessments tasks. To counteract the closure of the ARC to students and Homework Hub this term a study area has been designated in both the Middle Years building and the Year 9 building. Students may use D1.36 and L1.08 respectively during lunchtimes as a study space to ensure they are able to meet their responsibilities to complete all assessments.

From Monday 22nd June expectations for school bags and locker use will revert to regular practises. Students will no longer carry bags to classes and will have greater access to their lockers.

We still encourage students to limit their locker use to break times. In between classes is discouraged. All other health and safety practises in the Middle Years will remain intact including hand washing and sanitisers, one way building entry/exit and one way stairs and social distancing outside classrooms.

As we look forward to the last week of school and the holidays, may I wish everyone a safe and enjoyable break.

WELLBEING MATTERS



Cheryl Kane
Child Safety &
Wellbeing Coordinator

The Superpower of Sleep

It is not uncommon at the end of a school term for students, staff and parents to feel tired. This year has already required much more from us than previously experienced. A shift or large scale change in routine impacts on sleep patterns for some people significantly. Ask any shift worker how tricky it can be to settle back into 'normal' sleep patterns after a stint of early or late shifts. Working or learning from home has changed daily routines (some for the better) and as a result our sleep patterns too may have been impacted.

The importance of sleep for our health and wellbeing is well documented. Early research suggested sleep was when the body recovered at rest, more recently research has focused on the 'behind the scenes' work taking place in particular brain function. Put simply sleep is essential for wellness, longevity and of course learning. Getting eight hours sleep can supercharge your immune system functioning to resist and fight infection. Sleep also enables brain function to maintain and enhance cognition, concentration, productivity, and performance especially during REM phases of sleep. REM sleep is a particularly deep sleep, vital for memory and learning. Good sleep can maximise problem solving skills and enhance memory. Poor sleep has been shown to impair brain function impacting on decision making and memory. This information is of particular relevance to learners of any age but we know healthy growth, development and optimal cognitive function for young people is of particular importance. Research shows that teenagers need around nine hours sleep. When the body clock turns off, the brain secretes the sleep chemical melatonin and sleep researchers have found that melatonin is produced very much later in the evening than in younger children, for most teens around 11pm. This often conflicts with household routines and commitments such as arriving at school, work placement or a range of other activities on time.

There is no shortage of advice on how to establish (or re-establish) desirable sleep patterns. For many of us making adjustments to screen time (in particular small backlit screens) avoiding the blue light that stimulates brain function. The smaller the screen the greater potential impact so taking phones to bed (common point of contention) isn't so good for wellbeing and academic advancement.

Going to bed and waking at a regular time is key. The time asleep before midnight in particular enables adolescent brains optimal time for maintenance and transferal of short term memory (learning) to long term memory (consolidation of learning more likely to be successful).

Psychologist Andrew Fuller recommends the following for students to maintain and benefit from sleep patterns; *"What sets our sleep cycle most powerfully is 'first light, first bite'. Get up at the time you would need to on a typical school day and eat breakfast soon afterwards. If you can, go for a walk outside or at least sit near a window. Getting your sleep cycle back into sync with the school and work day improves learning and mental health"*. (Parents website May 2020)

Sleep is impacted upon heavily by rhythmic lunar cycles which is natural light. For more information on this I recommend viewing [this video](#) used in our Child Safety and Wellbeing program with students. If you are looking for family friendly apps to improve sleep check out these from [Headspace](#) and [Reach Out](#). Information on screen time you can't go past [this](#). Keeping in mind screen time should consider context and content as well as frequency and duration.

Finally, I would like to take this opportunity to thank you all for all you do as part of our connected Aquinas College community especially during these challenging but rewarding times. I hope you now find time to relax, recover and replenish after a big term and of course get some quality sleep!

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



OUR STUDENTS' VOICE

WHAT WAS THE IMPACT OF REMOTE LEARNING

"I know that I got way closer with a lot of friends, the physical distance made me closer to a lot of people"

Molly Daley, Year 11

"[I found] time to improve on myself and find out what I want in life"

Zeke Ashby, Year 11

"Coming out of the pandemic I have mastered many new skills and I have fixed up some of my not so good habits. Quarantine has made me become more diligent in my studies and made me appreciate my life and my loved ones much more."

Sasha Denson, Year 11

"I have found myself more and developed an appreciation for everything beautiful and never take anything for granted"

McKenzie Tilley, Year 11

"While ye old plague has been pretty trash as a whole, I would definitely say it's given me ample time to slow down from a regular hectic school schedule and work on projects I've been wanting to for ages. I've even grown closer to my sisters in the process, so isolation wasn't nearly half as bad as I had expected"

Elise Walsh, Year 11

"Something I learnt about myself is that I need an organised day otherwise I would get bored. I also found that when we were all home I spent a lot of time with my family because we usually are too busy to sit down and play a game together."

Lucy Crouch, Year 7

"Online schooling was a unique experience for all of us, a tough time for some of us, and an interesting experience for most of us. At first, it was challenging as I adjusted to my new lifestyle. It was like I was climbing up a mountain, but an obstacle blocked my way from climbing upwards. I missed my friends, classmates and teachers. I wasn't used to spending my day in front of a screen so I got multiple headaches. But as each week went by, I learnt something new. I learnt how to create my own timetable, deciding what to do now or what to do later, and being more organised overall. When the final week of online school was approaching, I had picked up so many useful skills. I had overcome so much, and faced so many challenges that I was ready for anything."

Lucy Jordan, Year 7

"Some successes that I experienced during at home learning were the ability to exercise every morning, having salads at lunch and before I go to sleep I write down what I have grateful for. Some challenges I had encountered during isolation were that I wasn't able to exercise every day because of certain events happening in the morning, and I wasn't able to talk to my friends and family."

Ebony Barker, Year 10

"I did find that I ate a lot of unhealthy food during isolation as my family had frappe Friday and take away Friday which we never used to do. In order to overcome this, I did more physical activity on a Friday. I did connect online with my family every night but not so much with my friends. In terms of physical activity, I was able to do a lot more. I trained for cheer and dance everyday so I could be even more fit than before isolation. Overall, I found isolation to be quite a positive experience."

Amber Majic, Year 10

"During isolation I made a habit of walking/running up to my local IGA everyday which I hope to continue. This was my main source of exercise as footy training and other outdoor activities all got cancelled. I think my physical activity went backwards because I was also just sitting around a lot but I don't think I was too bad compared to what the average probably is."

Sam Moulden, Year 10

"I really struggled as I had no structure or routine. Example: no sports were up and running and gyms were closed so I was forced to improvise with what had and I seemed to become lazy with it and wasn't keeping to any new structure. Nutrition on the other hand hasn't changed much I seemed to keep a similar structure with a bit of flexibility."

Matt Wicks, Year 10

LEARNING AREA: ARTS

UNSURE OF THE VALUE OF THE ARTS?

In what can only be described as a most unexpected and challenging term, we in the Arts have found the resourcefulness and connection which is inherent in our subjects shone through, providing opportunities for creative risk taking and free expression.

As all Arts teachers and enthusiasts will tell you, the Arts can be therapeutic, cathartic, expressive, and a voice when you feel you don't have one. The Arts provide a record of our time and place - the historical and cultural context in which the artwork or performance is created - as a collection of experiences and thoughts of humans, sometimes even a vehicle for change.

From the confronting anguish in Picasso's painting *Guernica*, the inspirational song "Same Love" by Macklemore and Ryan Lewis feat. Mary Lambert, Willy Loman's reminiscing and regret in *Death of a Salesman*, *Forrest Gump's* whimsy and portrayal of American History, the struggles and redemption in *Les Miserables* and the life saving 3 point safety belt which Volvo made freely available in 1959 - all of these come from the Arts.

The Arts allow us to hold a mirror to ourselves, share our experiences and our values. They reflect, react and respond to what is happening around us.

Through Arts education, our young people sharpen their critical and creative thinking, develop their 'soft skills' (communication, interpersonal, problem solving and resourcefulness etc). They have opportunities for self expression and self direction, they bounce ideas around, while building a sense of individual identity. Arts education can contribute to students mastering other areas of literacy and numeracy.

Filmmaker Alan Parker says "I think Art teaches you to deal with the world around you. It is the oxygen that makes all the other subjects breathe".



Banksy
Game Changer, 2020

If you are still unsure of the value of the Arts, simply stop and listen to the love that is *Imagine* by John Lennon or look at the recent work by Banksy (above). Made nearly 50 years apart they both inspire and connect us.

Sandi van der Niet
Arts Learning Area Leader

YEAR 7 LEADERS CONGRATULATIONS

COVID-19 and remote learning put a pause on the process of selecting our Year 7 Leaders for 2020. We are now delighted to announce our Year 7 Leaders have been selected. Their enthusiasm and passion for the student leadership opportunity has not been dampened by the delayed timeline.

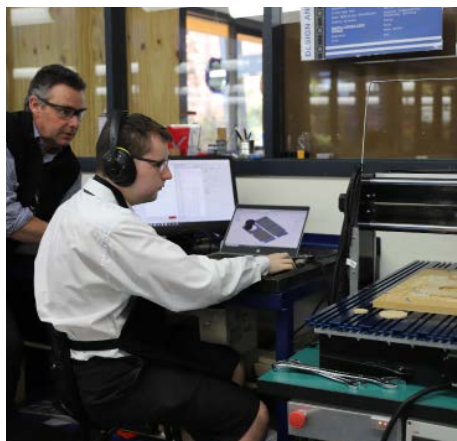
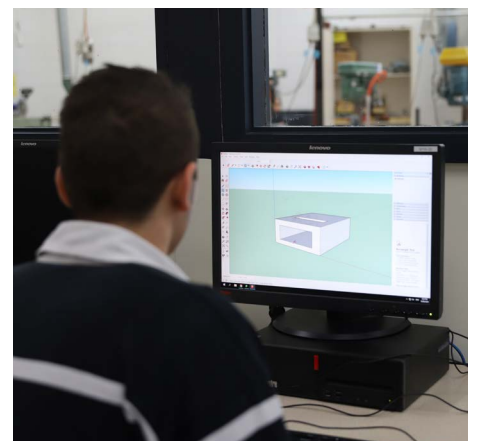
Congratulations to **Lachie Buyck**, **Ruth Tawng**, **Harry Sheers** and **Jordan Armstrong** on your appointment as our Year 7 Leaders for 2020.

We wish you the best of luck and look forward to your contribution to the College.



GETTING BACK TO NORMAL

A WEEK IN THE LIFE OF THE COLLEGE



YEAR 8 VISUAL COMMUNICATION

MASKS REQUIRED

COVID-19 has brought about so many changes to our lives including the way we interact in shopping centres, schools, restaurants etc. Wearing masks has become commonplace for so many. We asked our Year 8 students to design and make a PPE mask. They made these, at home, during our Continuing Learning Program.

Pina Perinetti
Teacher



Frances Pezzano



Nathaniel Price



Tamzin Dennis



Tom Nedza



Ava Hamilton



Charlotte Peters



Zac Korn



Flynn Cross



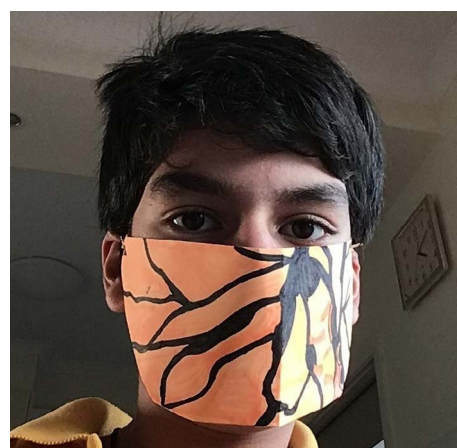
Byron Bradshaw



Lincoln Barclay



Maddy Pearson



Michain Premaratne

RETIREMENT

THIS TERM WE SAY FAREWELL TO DAWN AITKEN



Dawn commenced work at Aquinas College in 1988. Her most recent role saw her lead the Science Faculty as our Learning Area Leader from 2005 to 2019. We have been privileged to work alongside Dawn and benefit from her educational leadership in recent years. Dawn's dedication to her students, and the staff that she has led, has been nothing short of inspirational.

We want to thank Dawn for her outstanding service to the teaching profession and Aquinas College, particularly the Sciences. She will be greatly missed!

Here are just a few of the things we will miss about Dawn as she commences her retirement from teaching:

- Watching her finally eat her lunch at 5pm each afternoon (including the tea she made in the morning when she arrived but then forgot about as she was so busy).
- Endless enthusiasm to improve student uptake and participation in science and passion for teaching and working with young people.
- Encouragement of the science staff to be creative and work as a team, and her laughter - she always enjoys a good laugh.
- Experience, expertise and competence in her field of study and great empathy to staff and students.

Dawn enthusiastically welcomed and implemented innovative activities into the Science curriculum including - hot air balloon rides (as part of VCE Physics and chemistry - as recommended by Mr Marriott), introducing Analytical chemistry in Year 9 (caffeine analysis and ethanol testing) and "Cafe Scientifique" (which involved a debate on stem cell research whilst enjoying some afternoon tea).

Dawn, we wish you all the very best for your future adventures, from your friends and colleagues.

The Science Faculty

I have known Dawn for over 30 years. During that time I have taught with her, worked with her and even had holidays with her and her family.

Dawn claims to be only a Science teacher and always tells me she doesn't like sport. I know this is not correct as she always offers to be involved with sporting carnivals and working with students.

She always sets a high standard and challenges her students to reach their full potential. Dawn loves science (mostly Chemistry apparently) and her students will miss her unique ability to explain the correct formula needed to solve a chemistry problem.

Dawn has been the President of Diving Victoria and been a part of Diving Australia committees. Apparently she loved getting up early to take her own children to swimming practice at 4.30am.

Whenever Aquinas has a major inter-house carnival, Dawn organises all the scores and details of the carnival. She loves using her highlighters to make things clear and I always get the information quickly and easy to read.

Dawn has a unique ability to look at details and organise them in clear, concise ways. She has even been known to help some people complete their university Doctorates ensuring the submission is completed the "correct" way.

I hope she enjoys her retirement.

Bernie Brummell
Sports Coordinator

OUR EISM HISTORY

AQUINAS COLLEGE HAS A HISTORY OF WINNING

The Association of Eastern Independent Schools (EIS) was officially named in 1980, however it was 1978 when sport was played midweek for the first time and it has continued since. Over the early years, there were a range of schools competing in the EIS in varying ways- Parkmore College, Gippsland Grammar, John Paul College Frankston, Mater Christi, Yarra Valley Anglican.

In 1982, Drama was introduced to EIS activities but it only lasted a year and stopped due to a lack of involvement from schools.

During the 1980's some significant schools in the area became members of the EIS including Aquinas College, Luther, St Leo's, Whitefriars, Kingswood, Salesian College, Mazenod, St Thomas More College (Emmaus), St Joseph's College (FTG), Huntingtower, Mt Lilydale, Mt Scopus, Our Lady of Sion, Billanook, Eltham College.

While a number of other schools were to join and leave the association of the next 20 years including St Bedes and St Michaels' Grammar in 1987; Bialik and Donvale Christian College in 1996; and, Alphington Grammar in 1998. During the 90's a number of the long term schools in the association left the EIS including Sion College, Whitefriars College, and Mazenod College.

As well as sport during school a group of schools wanted an after-school program for their students. This program ran from 1989-1993. In 1999, EIS, changed its name to Eastern Independent Schools Melbourne Inc (EISM).

From 1981 to 2000, Aquinas College continued to win a number of premierships in senior competitions. Girls Netball was a particular strength with wins across almost every year of the competition. 1990 and 1999 were strong years for Aquinas College with premierships in (1990) Girls Basketball, Girls Netball A, Girls Netball B, Boys Basketball A, Boys Cricket, Boys Football, Boys Table Tennis A; and (1999) Girls Basketball B, Girls Cricket, Girls Netball A, Girls Netball B, Girls Soccer, Boys Basketball A, Boys Basketball B.

In the Swimming Carnivals from 1981 to 2000, Aquinas won the Girls and Co-Ed divisions in 1999. While in the Athletics Carnivals from 1981 to 2000, Aquinas won the Boys division in 1987, 1988, 1989, the Girls division in 1999, 2000 and the Co-Ed division in 1983-1992, 1994, 1999, 2000.

There are a number of past students who currently hold records for the EISM Athletics, that were set in the period 1981-2000.

- JARROD FIELD - Open Boys 100m 10.8 (1986)
- PAUL CLEARY - Open Boys 400m 48.96s (1994); Open Boys 800m 1:50.52 (1994), and Open Boys 1500m 3:56.14 (1994)
- BRETT HARDY - U15 Boys 400m 53:89s (1988)
- DAVID FRASER - U14 Boys High Jump 1.86m (1988); U13 Boys High Jump 1.66m (1987)
- ANOUK LOMBARD - U13 Girls 100m 12.9s (1987)
- NATASHA ZAUNER - U13 Girls 200m 27.95s (1996)
- ANNE BILSTON - U14 Girls Hurdles - 13.3s (1987)
- KATRINA BATEMAN - Open Girls Triple Jump 10.95m (1999)

And the following relay teams still have the existing EISM records:

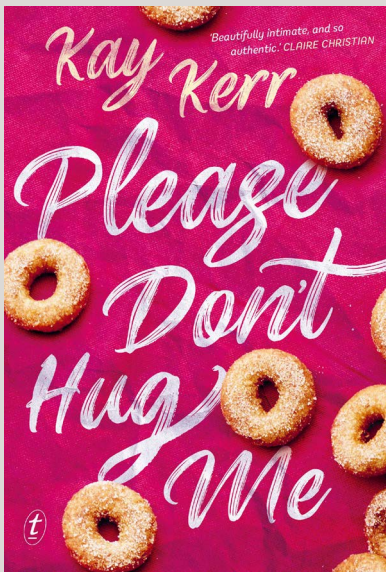
- U14 GIRLS 4x100m RELAY - 53.32s (1996)
- U15 GIRLS 4x100m RELAY - 52.36s (1991)
- OPEN GIRLS 4x100m RELAY - 53.15s (1994)
- U13 BOYS 4x100m RELAY - 51.42s (1983)

In the Cross Country Carnivals Aquinas won the Boys division in 1987, 1988, 1989, 1990, 1992, 1999, 2000; the Girls division in 1981, 1982, 1983, 1988, 1989, 1995, 1998, 2000 and the Co-ed division in 1990, 1991, 1992, 1995, 1998, 1999, 2000.

Bernie Brummel
Sports Coordinator



eBOOK OF THE WEEK



Please Don't Hug Me *Written by Kay Kerr*

A funny-serious own-voices story about what happens when you stop trying to be the person other people expect you to be and give yourself a go.

Erin is looking forward to Schoolies, at least she thinks she is. But things are not going to plan. Life is getting messy, and for Erin, who is autistic, that's a big problem. She's lost her job at Surf Zone after an incident that clearly was not her fault. Her driving test went badly even though she followed the instructions perfectly. Her boyfriend is not turning out to be the romantic type. And she's missing her brother, Rudy, who left almost a year ago.

But now that she's writing letters to him, some things are beginning to make just a tiny bit of sense.

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

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

UNIFORM SHOP TRADING HOURS

The Spartan School World retail store located at 1/210-214 Canterbury Road, Bayswater North have increased their trading hours.

The new opening hours are:

Monday, Wednesday and Friday. 9.00am to 5.00pm.

1st Saturday of every month. 9.00am to 12.00pm.

Online orders can also be made at: <https://spartanss.com.au/collections/aquinas-college>

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Edition 12 19th June 2020

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