

EDITION 5 3RD APRIL 2020

# the LIGHTHOUSE



## OUR COLLEGE CAPTAINS TOMORROW'S LEADERS



# FROM THE PRINCIPAL

It is not our normal practice to publish The Lighthouse during the school holidays - but these are hardly “normal” times. We want to maintain contact with you to keep you informed of our planning in response to this rapidly evolving crisis. We also want to assure you that we are well aware of the dramatic impact that COVID-19 is having on our community, not just in managing the health risk, but also in relation to the economy.

## Tuition Fee Relief

We realise that many of our parents will have lost significant employment or business income due to Coronavirus. This clearly has a major impact on household budgets and is likely to adversely impact on the ability of some families to manage their tuition fee commitments. Our immediate priority is to provide as much stability as possible for your child and, with this in mind, we are committed to providing tuition fee relief to those in genuine need. Please contact the Finance Office ([fees@aquinas.vic.edu.au](mailto: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 knowing 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.

It is important to reassure you that our goal as a Catholic Regional College in the Melbourne Archdiocese is to ensure that every family can continue to send their children to Aquinas and no child will be denied ongoing enrolment due to inability to afford tuition fees.



## Government Support

The Federal Government has provided some practical advice for those who have been adversely affected by this crisis, which I shared in the [last edition of The Lighthouse](#). It confirms who to contact for support to your businesses, as well as how to seek additional supports for your family. I recommend that you stay abreast of the financial support being offered by government here: [https://www.australia.gov.au/#\\_financial\\_support](https://www.australia.gov.au/#_financial_support)

## Advice from the eSafety Commissioner

It is hard to imagine circumstances in which we are more dependent on online connectivity for both education and wellbeing. This provides its own set of challenges for parents worried about screen time exposure, cyber bullying, inappropriate content and fake news. These resources from the eSafety Commissioner provide some advice to parents on such matters: <https://www.esafety.gov.au/about-us/blog/covid-19-online-safety-kit-parents-and-carers>

## Meeting with College Captains

The College Executive met with our School Captains yesterday to hear about the concerns being felt at this time by our students. Of course, front of mind for these Year 12 students was the uncertainty as to how they are going to complete their studies, undertake assessment and receive an ATAR for the purposes of tertiary entrance. Similarly, those undertaking vocational programs are seeking clarity about how their VET programs are going to meet the set competencies. We were able to reassure the student leaders that these concerns are being considered by the relevant Education Ministers as a priority. In the meantime, the VCAA is advising schools to be as “flexible and agile” as possible in endeavouring to allow students to continue with their learning programs and assessments. The student leaders also felt that it was important to continue to build morale as they saw some students at risk of a decline in motivation if social isolation continues. They emphasised the importance of maintaining contact with students and between students and we are working on some options in this regard. It is also apparent that it is more important than ever for students to be checking their email each day so that they remain aware of developments at the College. Our Continuing Learning Plans will offer students some reassurance about how we intend to return after Easter and these are available in PAM as well as previous editions of The Lighthouse.

## Spartans Uniform Shop

Spartan's would like to inform College families that their Bayswater shop is currently closed in accordance with government restrictions. However, online sales will continue for those wishing to purchase winter uniform items in preparation for the eventual reopening of the College when this crisis is over: <http://www.aquinas.vic.edu.au/enrolment/uniform-shop.aspx>

## Palm Sunday and Holy Week

This weekend we see the commencement of Holy Week with Palm Sunday. Palm Sunday celebrates the triumphant return of Jesus to Jerusalem and the welcome that he received as the local people lay palm fronds in his path. By Thursday, many of the same people will have rejected him and called for his execution. Fr Tony and Fr Dispin are offering opportunities to join in worship in our community in an online mode this Easter:

<http://pol.org.au/ringwood/Home.aspx>

<https://stjohnsmitcham.com.au/>

Darren Atkinson  
Principal

# TOMORROW'S LEADERS

Before self isolation, social distancing and home learning became part of our day to day vocabulary, our College Captains - Nick and Bridget - contributed their thoughts on making a difference in their community to The Leader newspaper. [Read the full article here.](#)

Bridget Dale also represented the College as one of only 26 student leaders across metro Victoria to meet with Victorian Premier, Daniel Andrews, at Parliament House. The group shared their inspirations, hopes and goals for their community and greater society of the future.



## Tomorrow's Leaders

Melbourne's school captains tell us what actions they will take to make a difference in their communities

### AQUINAS COLLEGE

Bridget Dale, 17  
Nick Tellus, 17

We are keen scientists, so the STEM field is an interest to us. As society progresses, STEM is at the forefront and there is growing need for young people to enter this field.

Unfortunately many are faced with a stigma around studying STEM as they feel a

career in STEM is too difficult or suitable for a certain "type" of student.

As enthusiastic participants in science and maths, we hope to show our peers it isn't IQ that determines whether they can make it in but passion and determination. By focusing on the intriguing aspects of STEM, particularly for students in younger year levels, the relevant subjects will be eagerly pursued and more career paths will open up in

this dynamic field.

Regardless of the studies a student undertakes, they will be met with challenges: socially, mentally and emotionally.

To help equip students with the tools they need to face these challenges, we would like to focus on providing activities and clubs for students, particularly within STEM, which will enable them to build social rapport and positive mental wellbeing.

“As enthusiastic participants in science and maths, we hope to show our peers it isn't IQ that determines whether they can make it in but passion and determination.”



Nick Tellus and Bridget Dale - College Captains Picture:

# LEARNING @ AQUINAS



**Mr Michael Box**  
Deputy Principal

In this week's Lighthouse I will deal with some frequently asked questions about how learning will work if we move to the Continuing Learning Plan. We have published fact sheets for Teachers, [Parents](#) and [Students](#) to explain this. Some questions we have been asked are

## **What is the basis for the Continuing Learning Plan (CLP)?**

We have examined the Victorian Government's directions to schools and considered them in the context of our own knowledge of our Aquinas community. We know our parents and students have been very motivated this year and we want that to continue even though circumstances might be very different from what we expected.

*The Victorian Government made these recommendations. Research and practice tells us that students are likely to learn best from home when teachers:*

- provide students and parents/families with information about how and when they can contact teachers
- make regular contact with students and families
- create and communicate a schedule or calendar that shows what's expected of students – for example, what students will be asked to do, by when
- give feedback to students and families on student learning progress often
- avoid overwhelming students by giving them too many learning activities at once – for example, a whole month's work
- balance individual activities/tasks with collaborative ones that support students to engage with each other online – if appropriate and technologies can be facilitate it
- include a variety of activities/tasks – for example, creative, reflective, analytical, shorter and longer.

These suggestions have formed a part of our planning for Term 2.

## **In a nutshell, what is the plan? Will every student be looking at a screen for five hours every day?**

In our communication we divided our lessons into real time and anytime. Real time refers to online live lessons and anytime is when students are given work to complete in a time that is feasible for them and their families. At the moment we will deliver real time to students doing VCE Unit 3 (Year 12s and Year 11s doing a VCEReady subject) when they have double periods. Other lessons will be in anytime mode.

## **How will communication work? Can parents contact teachers? Can students contact teachers?**

Communication is welcomed and expected from both students and parents. Work outcomes will continue to appear on PAM. Parents can contact teachers via email. The email address of each teacher is available on PAM in the Learning Area tasks. Expand the tile for the subject and the teachers email address is there. Students can contact teachers by email and are quite used to doing this. We are trying to keep all our emails inside the school day, 8:30-4:30, so students might "Schedule Send" their email after these hours.

## **How important is routine? Should students keep to the school day timetable?**

So many people are working from home at the moment and finding out about all the distractions and interruptions that can overtake good intentions. Scientists often call this the signal and the noise, where the signal is what you want to study and the noise is all the distractions that divert you from finding out what you really want to know. A routine can help focus on the signal and block out the noise but it takes a great deal of effort. In Term 1 every student had a routine - get out of bed, get transport to school, timetable of classes, get home. If we go on to a CLP much of this structure will not be there and if it is not replaced by something the noise could overtake the signal. The school day provides possible structure but families know if there are any limitations on resources in their household, eg can the Year 9 student be on a Maths Pathway module at the same time as a Year 12 student is in a face to face class? It is important that everyone has a plan for each day, that the plan is written down and that each achievement is ticked off once mastered. There are apps for this, Google Keep, Tasks, Reminders, using the Calendar on a device, but a piece of paper and a pen will also work very well. This may be difficult for many students but it will also help to develop motivation in students to become self starters.

I will respond to more FAQs in next week's Lighthouse. Keep safe everyone.

# THE CHANGING CONTEXT & REMAINING OPTIMISTIC



**Dr Napoleon Rodezno**  
Deputy Principal

Over the last week, our nation has continued to face challenges which have a direct impact on our way of life. Although we knew a week ago that we were in a lockdown, many of us did not expect for greater restrictions to be imposed as the result of the nation's continued attempt to control the spread of COVID-19. Stage 3 of the lockdown process has been imposed, and this has restricted each person from having more specific access to avenues for community engagement. For a lot of children, this is likely to have an impact, as the school holidays have always provided the prospect for students to catch up with friends outside of the boundaries of schools, whilst Easter can also be a great time to share with our extended families the reflection and joy we share as Christians during the festive season. There is no doubt that our way of life has changed, and as I mentioned in the last publication of the Lighthouse, it is important to make the most of the opportunities that these challenges bring. I continue to implore you to engage with your children and to ensure that they feel your presence as their support.

The internet, mostly through social media forums, has been inundated with supporting information aiming to offer guidance for parents as they care for their children in isolation. Some of the information is valuable, but I do suggest that you are careful when engaging with it, as unfortunately, many would request for you to sign up and pay memberships in order to have full access to the resources. There are many free resources available, and some have already been outlined in previous correspondence by the Catholic Education Melbourne and Department of Education and Early Childhood Development delivered to you by our College. I also endorse the resources listed below for your support, should you need further assistance.

- <https://andrewfuller.com.au/free-resources/> - Andrew Fuller, a renowned psychologist and researcher committed to child and youth development, offers great free of charge resources.
- (<https://beyou.edu.au/>) - the BeYou website, although targeted to schools and learning communities for educators, there are many positive links about the relevance of selfcare and support pathways for children.

If you require any immediate assistance for your own care or that of your loved ones, Beyond Blue offers great resources and links to support agencies. You can find their website at <https://www.beyondblue.org.au/get-support/national-help-lines-and-websites>

Aquinas College continues to be your partner in the education of the students during this difficult time and we are there to support you along the journey. If there are any concerns you may have, please do not hesitate to make contact with your child's Homeroom Teacher or Mentor. In addition, you may also make contact with the respective Team Leader or Year Level Leader. For specific counselling support for your child, or assistance for your family please contact the Youth and Family Centre. The best way to make contact at the present time is to email the centre at [yfc@aquinas.vic.edu.au](mailto:yfc@aquinas.vic.edu.au)

I hope this helps, stay safe and enjoy the time with your family. Again, please feel free to contact me should you have questions, comments or concerns [rodeznone@aquinas.vic.edu.au](mailto:rodeznone@aquinas.vic.edu.au)

## 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



**CHILD SAFETY AND WELLBEING**

# IDEAS TO ENGAGE WITH YOUR FAMILY

Greg Campitelli, CEO of Inquiry Tracker, a marketing service for schools, outlined a number of suggestions for families in a recent post. He suggests that these strategies will most certainly bring engagement as a method to enhance resilience during the time of lockdown for children. Although it was created for teachers and school communities, you can make it feasible and relevant to your family:

1. **Movie Night:** Suggest a movie for your family to watch on a Friday night and ask them to share pics on Instagram, a report on Facebook etc. with their extended family and friends. Consider some of the old classics to get them thinking.
2. **Art Competition:** Consider a sidewalk chalk art competition at home – photos can be posted. It may be judged by a grandparent using social media.
3. **LEGO Challenge:** Have kids build out something amazing with a fixed number of lego blocks. Use 100 LEGO blocks to build something.
4. **Dine In Night:** Have the entire family participate in your own “Iron Chef” challenge, you provide the list of ingredients and they all cook and eat at the same time. You judge the winner!
5. **Health & Fitness:** Think about an exercise routine for all so that each person is able to stay in shape while they are at home.
6. **Book Club:** Keep engaged by running a regular book club with your extended family and meet online to review and discuss amongst yourselves.
7. **Isolation Activities:** Encourage your family to share their activities like indoor mini-golf or a DIY project and post the results on social media for your extended family, other families to replicate.



# SCRIPTURALLY SPEAKING



**Tania Grace**  
Assistant Principal -  
Mission

Social distancing means that our normal Easter celebrations are not going to occur. This unprecedented situation can leave many unsettled as traditional activities are on hold. Below I am going to go through many of the options for home and live streamed events that will help everyone feel like they can still be part of our faith celebrations.

## **General Mass and Liturgies**

Firstly, as has been explained in previous notices, we have dispensation from attending masses. You can, at home, celebrate a spiritual communion.

*What is an Act of Spiritual Communion and how do I make one?*

Catholics have long been encouraged to partake in the practice of “spiritual communion” if they are unable to receive the Eucharist for a particular reason (for instance – being homebound). Simply put, it is coming before the Lord in prayer – expressing our deep desire to be united to Him despite the fact that we are unable to be united to Him in receiving the Eucharist. In making an Act of Spiritual Communion we ask the Lord to give us the graces that would come to us if we were able to receive Him sacramentally (Body, Blood, Soul and Divinity). Reciting the prayer written by St. Alphonsus Liguori below is simple and common way of making an Act of Spiritual Communion.

### An Act of Spiritual Communion

My Jesus, I believe that You are present in the Most Holy Sacrament.

I love You above all things, and I desire to receive You into my soul.

Since I cannot at this moment receive You sacramentally,

come at least spiritually into my heart.

I embrace You as if You were already there and unite myself wholly to You.

Never permit me to be separated from You.

Amen

Other options include recorded or live streamed masses.

Locally: Father Dispin has a link on his parish site so that you can celebrate mass with him through a recording. Here is the [link to last Sunday](#)

*How can I participate in Mass online?*

Despite our current limitations, we can still participate in the celebration of Mass online thanks to modern

technology. Many dioceses around the world provide online streaming of Masses, including our own Archdiocese of Melbourne. Below are some links to online Masses. We also encourage you to think about how you might help those homebound and less tech-savvy to be able to access Mass online

## **1. St Patrick's Cathedral, Melbourne**

Mass at [St Patrick's Cathedral](#), Melbourne is available daily. The 1pm Mass is streamed live daily (Mon-Fri) and is then available as a recording on-demand until one hour prior to the next Mass. Sunday Mass is available, with the 11am Mass live streamed and it is also available as a recording on-demand.

Watch here: <https://melbournecatholic.org.au/Mass>

## **2. Pope Francis' daily Mass**

Pope Francis' daily Masses are now available online through the Vatican's website and YouTube channel. They are expected to continue to be available throughout the upcoming weeks.

Watch here: <https://www.vaticannews.va/en/pope-francis/mass-casa-santa-marta.pagelist.html>

## **3. Mass for You at Home**

This program has been allowing the faithful – particularly those with mobility problems – to participate in Mass from their homes for many years. Mass for You at Home is broadcast on Eleven and Network Ten on Sundays and Aurora Channel on Foxtel every day. It is also the fourth-longest running television show in Australia.

Watch here: <http://www.mfyah.com/video.html> or <https://10play.com.au/mass-for-you-at-home>

## **4. Mass on Demand**

Hosted through the CathNews YouTube platform, this is the first Mass of the Day at St Mary's Church in North Sydney. It is uploaded each day, is available for 24 hours until it is replaced with the new Mass of the day.

Watch here: <http://bit.ly/MassOnDemand>

## **5. Bishop Robert Barron**

Auxiliary Bishop of the Archdiocese of Los Angeles and founder of Word on Fire – Bishop Robert Barron has been using new media to evangelise for over a decade. On his website or YouTube channel, viewers can find daily Mass alongside hours of intelligent and thought-provoking content on topics relevant to the faith.

Watch here: [Bishop Robert Barron](#)

Sourced: Melbourne Catholic: <https://melbournecatholic.org.au/News/Now-what-Online-Mass-and-other-resources>

For those not able to view a mass - you can download the liturgy of the word from the Catholic Archdiocese of Melbourne. An example is in the link below.

<https://www.cam.org.au/LinkClick>.

### **Ways to help others - suggestions by Melbourne Catholic:**

#### *Make a call*

'Every hand we don't shake must become a phone call we make'. Be generous with phone calls, text messages, emails with photos, Facetime, WhatsApp. Kids, call your parents and grandparents; parents and grandparents, call your children and grandchildren. It's especially important to take the time to call people in your life who you might not speak to very often.

#### *Send a letter*

Tried and true ways are also necessary. Rediscover the lost art of letter writing with friends and family in addition to phone calls and FaceTime. Send get well cards, letters and if you feel particularly artistic, try sending a drawing.

#### *Do the shopping*

Get in touch with elderly or vulnerable people in your community and offer help with their shopping. Ensuring they have adequate provisions in this time is one of the most valuable acts of service you can offer.

#### *Join or set up a volunteer help group*

During this time when supermarket shelves are often empty, community groups are springing up across Facebook finding ways to provide excess food supplies and toilet paper to people who need it, and providing up to date information on shops that still carry stock of various items.

#### *Shop local*

Local business owners are our neighbours too, and while national corporations will be able to weather these rough times, smaller businesses may struggle over the next few weeks. Where you can, shop local.

#### *Fight the hoarding impulse*

Over-stockpiling leads to a shortage of essential provisions for more vulnerable communities that don't have the means or opportunity. Buy in moderation, so others are also able to meet their needs.

#### *Ask how you can help*

Check in with neighbours and people who may be socially isolated and ask how you can help. Particularly if you're in a lower-risk group, reach out to people in your community and see what you can do. It might be picking up groceries or prescriptions or offer a chat, or a photo to make them smile.

#### *Create care packages*

With members of your parish, create care packages for people in your community who are isolated, especially those who may suffer financial strain over the coming weeks.

These suggestions are aimed at inspiring action. Feel free to expand or adapt it for use at the local level and incorporate a community database with names of those needing assistance. However you go about loving your neighbour, together and individually we can create a strong web of love to hold and care for everyone as this crisis unfolds. "Truly I tell you, just as you did it to one of the least of these who are my members of my family you did to me." Matt 25: 40 NRSV

<https://melbournecatholic.org.au/News/digital-devotion-online-resources>

#### **Event specific reflections/sites:**

Other than the sources about which will help you be a part of Holy Week masses, there are also many reflections that can be useful for your own personal liturgy.

#### Palm Sunday

Part of Palm Sunday is the action to help refugees. Traditionally it has been a rally held in every capital city. This year it is online for those who still want to be involved. <https://refugeeaction.org/20200327/palm-sunday-rally-for-refugees/>

<https://www.youtube.com/watch?v=evt0a0l1XSo>

For younger children - a sweet story: <https://www.youtube.com/watch?v=n8j8802Mw-0>

#### Holy Thursday:

<https://www.youtube.com/watch?v=XS4QkZQ-cug>

<https://www.youtube.com/watch?v=x1R9Z9gkOck>

<https://www.youtube.com/watch?v=5VUfu5lGJ1g>

#### Good Friday

<https://www.youtube.com/watch?v=BwdeGv9hK4E>

<https://www.youtube.com/watch?v=mckYML9O8Ws&t=36s>

#### Stations of the Cross

#### Easter Vigil

<https://www.youtube.com/watch?v=gO5romstsQY>

#### Litany of Saints

#### Easter Sunday

<https://www.youtube.com/watch?v=0HY9PM9sWhw>

<https://www.youtube.com/watch?v=ZsBhvSMQUk4>

<https://www.youtube.com/watch?v=e4X2-tlJ4dk>

For younger kids:

<https://www.youtube.com/watch?v=jzr9ogygwA>

<https://www.youtube.com/watch?v=jzr9ogygwA>

# SENIOR YEARS REPORT



**Meredith Greenwood**  
Head Senior Years

Each day it is becoming increasingly apparent that come April, we will be moving into Continuing Learning. Naturally, there are still some concerns, questions and uncertainty about what that is going to be, particularly for VCE students.

The three excellent fact sheets: one each for parents, students and teachers, designed and generated at the end of last term, provide a neat snap shot of what Continuing Learning looks like. For example, the fact sheet clearer stipulates for students studying any Unit 3/4 sequence that normal work dedication/commitment is expected, regardless of whether that learning is taking place in a classroom or at home. Furthermore, as per usual, all work will be on SIMON. In most subjects, the teacher also may use emails, Google sites like Google Classroom, Edrolo, Stile and Online Textbooks. This practice will continue.

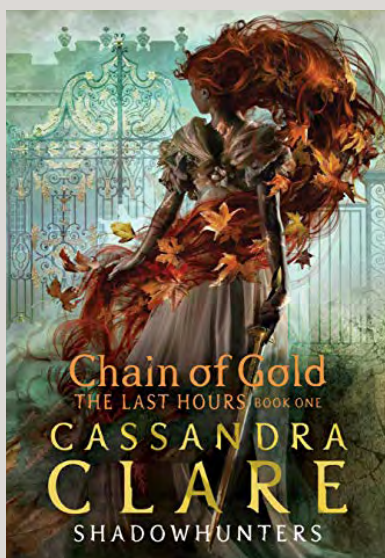
What is different for Year 12s and any student completing a 3/4 sequence in a VCE subject or a scored

VET at the College, is that during timetabled double periods, they will access real time virtual face to face communication via videoconferencing. Students have been carefully walked through this practice.

All Year 12 students spent their last Mentor sessions going through a series of slides that explained the process in greater detail. All Years 10 and 11 students who are completing that accelerated sequences, attended an assembly last Monday where the expectations were explained.

Furthermore, they will be shared into the same slides that the Year 12s went through as a reminder. Needless to say, their subject teachers have also been through what Continuing Learning looks like in their particular subject, and will continue to be in regular contact with the whole class.

Finally, the VCAA are being proactive, and Pam Ryan and I are closely monitoring the correspondence from them and disseminating that information.



## BOOK OF THE WEEK

*Chain of Gold (The Last Hours Book One) by Cassandra Clare*

From #1 New York Times bestselling author Cassandra Clare comes the first novel in a brand new trilogy where evil hides in plain sight and love cuts deeper than any blade. Cordelia Carstairs is a Shadowhunter, a warrior trained since childhood to battle demons. When her father is accused of a terrible crime, she and her brother travel to Edwardian London in the hope of preventing the family's ruin. Cordelia's mother wants to marry her off, but Cordelia is determined to be a hero rather than a bride. Soon Cordelia encounters childhood friends James and Lucie Herondale and is drawn into their world of glittering ballrooms, secret assignments and supernatural salons, where vampires and warlocks mingle with mermaids and magicians. But Cordelia's new life is blown apart when a shocking series of demon attacks devastate London.

# A MESSAGE FROM THE ARC

## A TIME TO RESEARCH

When it comes to research the ARC Catalogue has a lot to offer. It integrates a number of our online resources into one search. Once students have searched for a topic, there are a number of tabs that will appear at the top of the results page, offering information from Britannica and World Book, our video database Clickview, and our ebook providers. Beside each tab is the number of results the search has produced.



The ePlatform tab presents results from our online fiction collection. Clicking on the title will show details including a plot summary, and below, in the bottom left corner, a link to borrow and download the ebook.

The LinksPlus tab guides students to relevant websites that have been checked for information quality, relevance to the curriculum, are from authoritative sources, and learning age appropriate.



The third tab shows matching records from Clickview, our database of online video resources. Clickview is an amazing tool. Students simply click on the title, and the video will play in the pop up window. There is so much to explore here. Videos are selected by ARC staff in consultation with teachers for their relevance. New material continues to be added daily. Remember that if asked to login, the Aquinas username and password will give you access.

The next two tabs offer encyclopaedic information from World Book and Britannica. As well as easy to read, accurate and comprehensive text, most articles offer related images, video and audio resources. You can be sure that you are getting the correct and unbiased information from these sources.

### Search Other Sites

- [The Free Dictionary](#)
- [Wolfram Alpha](#)
- [Khan Academy](#)
- [Trove](#)
- [Project Gutenberg](#)
- [Smithsonian](#)
- [Internet Archive](#)
- [World Atlas](#)
- [Australian Geographic](#)
- [National Geographic](#)
- [Zoos Victoria](#)
- [Bloom's Literature](#)
- [Great Empires](#)
- [World History](#)

The first MyLibrary page of search results is mainly physical materials that we don't have access to whilst working from home, but I would like to draw attention to the left hand side under the heading Search Other Sites. Some of the most important repositories of information are linked here. This list can include dictionaries, atlases, TROVE, periodicals and some of our subscription sources. Clicking takes students directly to a search page, and performs a search on the terms entered. This list is curated according to year level, and is updated according to the topics that each year level is currently engaged in researching.

So much more than just a list of books, the ARC catalogue is available on any device, and offers plenty of appropriate avenues for an inquiring and curious mind, and endless opportunities for extending the learning experience.

**Anne Stebbing**  
ARC Staff

# EASTER EGG COMPETITION

## TIME TO GET CREATIVE!

There are many traditions associated with Easter and one of the more creative traditions is decorating eggs. This year we are going to have a “social distancing” Easter Egg decorating competition. Draw on your imagination and creativity and share it with us.

There are three different categories for judging:

- Faith/Religious - designs that connect with our Lenten/Easter season.
- Artistic - creative designs
- People/Characters - general people, movie or cartoon characters.

### How to enter:

1. Decorate your egg
2. Take a photo of your decorated egg
3. Upload onto the google form [link attached here](#)

Entries close Monday 13th April (Easter Monday) at 4pm.

The top ten designs in each category will be selected for final voting. **Students will vote for the overall winner.**

The winner in each category will receive a \$10 canteen voucher upon our return to school.



# YEAR 10 CREATIVE WRITING

## FLASH FICTION WITH A TWIST

### During the Winter

Nobody ever told me that long distance relationships were so hard. Julie and I are best friends and we've known each other since we were very young. We've grown up together. It's a shame that we're only able to be together for three consecutive months in a year. To be more specific, winter is the only season that we can be close to one another.

Julie is an amazing stylist. Ever since she was little, she has had a brilliant creative streak. I'm like a manikin that she dresses in beautiful winter attire. She uses me as if I were a blank canvas for her budding artistry. Her favourite pieces to pair together were the flaming orange scarfs, the blood red buttoned jackets and the pitch black top hats. The bright coloured materials always drained the cold chill off my pale body, giving me a sense of warmth that I've never felt before. We'd always play for hours in the snowy streets, throwing snowballs and creating snow angels from dawn to dusk. We've always had fun, and we still do, every winter.

It's my fault that we don't see each other often. I travel from place to place, following the path of snowstorms, and the cold weather. I cannot bear the heat of summer. It makes me sick, like my insides are melting and my skin is on fire. I'm not like the other close friends Julie has. I'm different to everyone else she's ever known. On the first day of winter, she creates me from the fresh snow surrounding her house, adding my pointed carrot nose and my long, twig arms so that we can be together once more.

*Isabelle Kuyken*

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### Nameless Woman

Her back was aching but she did not know why. She stood with great posture for hours on end, but her work never paid off. It was like millions of people had been trampling up and down her spine all day. Her feet hurt too, as if they were infected with a bone eating disease. She could not give up hope. Her lungs were so thick with smoke, that if you cut her in half you could draw pictures with it. People witnessed her pain everyday, but no one ever thought to ask if she was okay. Her eyes were bloodshot red from the dust and other particles. Her hair was cut, shaved and trimmed without her consent. Somehow she was still alive. Her skin was crawling with itchy bugs that she could not exterminate. Instead, she fought the urge to scratch. She was a ruined work of art. She wanted to fit people into her world like a piece of the puzzle. Her mistake was inviting a parasite to live with her. Essentially, that was the decision that killed her. No-one knew the name of the woman who's back was aching, but I did. Her name was Earth.

*Danae Lazarus*

### Wine Glass

The deep, red liquid gushed out of the bottle like a river on a rainy day.

"Laura?" a man's voice called, it's low pitch hummed throughout the hallway.

Laura fumbled with the bottle, nearly dropping it but was lucky enough to grasp its neck in her hands. She twirled around quickly, stashing the two bottles in the safety of a drawer. Footsteps began to approach, getting louder and louder with each stride. She turned back to the bench, heart pounding in her chest, snatched the glasses, full of red wine in her hands. She carefully noted each glass.

"Yes Luv?" Laura called back, as she rushed out of the kitchen and into the living-room. The coffee table stood bare, in front of the couches. She looked at her husband and smiled, placing the wine glasses gently on the table. He grinned back, and asked her about her day. Laura turned back to the kitchen, saying she was going to get snacks, leaving her husband by himself. An evil, malicious grin grew on her face. She collected a bag of chips that sat lonely on the benchtop. On her return, she gave him a forced smile, before dropping her aching body onto the softness of the couch. She passed the chips to her husband and reached for her glass of wine. After a few sips, she noticed that the red mixture tasted bitter. Reality dawned on her. Before she could get up and confront him, before she could yell and scream, she sank to the floor. There was a whining sound as she took her last breath.

He had swapped the glasses.

*Tahlia Knight*

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### The Blood Stained Bonnet

Sirens blaring. People running madly. The air grows thin and it restricts my breathing. My heart pounds in my chest as I'm frozen in place. Dad has just been hit. The sight of him being run down by a speeding white sedan still fresh in my mind. Slowly my daze fades to the point where I can move again. Still slightly stiff, I make my way to the damaged car. No sign of dad. I peer inside the ambulance, but to no avail. He's not there either. I limp a little further down the road. No more than thirty-metres from the sedan, I find dad's limp body. He shows no sign of life. I scream for assistance. There's no hope. These people won't take notice of me. They are too busy focusing on a barely injured, drunk, foolish driver. My father is far more injured than the man. They clean off the blood stained bonnet before even thinking to support me. People are far too selfish. They put bandages on small cuts before treating a kangaroo dying on the side of the road. I realise my chances of getting help and decide it would be best to just hop away. Sad and alone.

*Ned Mooney*

## Confessing To Alfy

“Alfy, I need to get something off my chest.”

Her serious tone is perspicuous, so I take a seat on the grass. I look up at the human, towering over me. She bites her lip before sitting down. She strokes my head reassuringly and I allow her. I nuzzle my face into her warm hand. I can tell that my action makes her a little calmer. She sighs in sorrow and a sad whine escapes my mouth. She breaks eye contact by looking down at the ground. She looks so sad. I place myself in her lap snuggling up against her hoping to make her smile again. With her thumb she draws circles into my back. It feels so good that my tail starts wagging. With her soft lips she gently kisses the top of my head. She exhales one more deep sigh before saying...

“Alfy, you’re adopted.”

*Leah Wojciechowski*

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