

EDITION 7 17TH APRIL 2020

the LIGHTHOUSE



FROM THE PRINCIPAL

Welcome to our first edition of The Lighthouse for Term 2.

As we come to the end of our first week in online mode it has been really pleasing to hear how enthusiastically most students are approaching their studies. Sure, there have been some bumps in the road as one might expect under the circumstances, but the feedback has been encouraging and most seem to be getting on with the job of learning. Thank you to parents/guardians for your support at this time - a calming word can do wonders during a time of change. I am confident that we will quickly find a rhythm and things will settle as new routines are established. I'd also like to thank the staff at Aquinas who continue to make every effort to see our students' progress in this time of uncertainty.

Continuing Learning Goals

As a faith community with a hopeful spirit, our continuing learning goals are:

- Our students continue to learn and learn well
- Our students continue to learn with people who care about them

Illuminare et Ardere.

Supporting You (our Parents/Guardians)

In a "normal" year, we would be conducting Parent Teacher Interviews at this time. However, in the current circumstances they are not feasible.

Subject teachers can be contacted by email should you have a specific concern about progress in a subject area. Should you hold a more general concern then the Homeroom Teacher (Years 7-9) or Mentor (Years 10-12) is the first port of call.

Support for Parents/Guardians in Essential Services

Limited onsite provision will be available to supervise students where parents cannot work from home and appropriate supervision cannot be provided in the home as a result.

We will also supervise onsite students

identified as vulnerable. Any student attending the College will complete an identical online learning program to their peers learning from home. Supervision will mainly be undertaken by support staff and is restricted to normal school hours - 8.45am to 3.45pm and appropriate social distancing measures will be applied. Any parent wishing to access this facility is required to email registrar@aquinas.vic.edu.au so that we can prepare accordingly.

Students wishing to collect resources from lockers

Students wishing to collect resources from their lockers can do so each day between 8.30am and 9.30am. Please check in at the Middle Years Office on arrival.

Access to Teaching Staff

Teaching staff are required to work from home in accordance with government guidelines, however, most will be available at the time of their scheduled lesson to respond to student questions and can be contacted during normal school hours by email. It must also be noted that many of our staff, just like yourself, are playing dual roles as carers at present so I seek your understanding if a response is delayed. We are asking staff to endeavour to keep their communication also during normal business hours as much as possible.

VCE and VCAL Students

Advice is being gradually disseminated by the VCAA regarding the plans for VCE and VCAL studies for the remainder of the year. A set of frequently asked questions has been prepared and it is [available here](#). Subject specific advice is still being finalised and will be forwarded to students and parents as it is made available to the College.

Term 2 Events

Given social distancing restrictions it is reasonable to expect that most of our calendared co-curricular events for Term 2 will need to be postponed or cancelled. Some smaller meetings may still be able to proceed in blended online modes. We will keep you informed of updates to the calendar via The Lighthouse.



Influenza Vaccine - advice from our College nurses

The concern regarding COVID-19 virus has led to conversation about the risk of contracting influenza this flu season. As per DHHS website 18th March - it is not yet known whether COVID-19 could significantly increase the risks of influenza infection. We strongly recommend that you consider having your child(ren) vaccinated to prevent them contracting the virus. The influenza vaccine should be available from April 2020. The vaccine can be obtained from:

- Your local GP
- Local council eg Maroondah, Whitehorse, Knox
- Selected pharmacies

For further information please see: <https://www.betterhealth.vic.gov.au/health/ConditionsAndTreatments/flu-influenza>

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

Some final thoughts for this week ...

Our Global Context

If anyone needed convincing that some understanding of “global citizenship” is important to our students, I trust that the last couple of months has given you pause for thought. There could hardly be a more stark example of how interrelated (and vulnerable) we are as a global community and how one’s actions can impact others - both near and far.

It is interesting to hear commentary such as [“social distancing is a privilege”](#) to give a broader international perspective. I ask that we keep all those who have suffered unbearable loss and those who are struggling with loss of work in our prayers at this time.

O Mary, you shine continuously on our journey as a sign of salvation and hope.

We entrust ourselves to you, Health of the Sick.

At the foot of the Cross you participated in Jesus’ pain, with steadfast faith.

You, Salvation of the Roman People, know what we need.

We are certain that you will provide, so that, as you did at Cana of Galilee,

joy and feasting might return after this moment of trial.

Help us, Mother of Divine Love,

to conform ourselves to the Father’s will

and to do what Jesus tells us:

He who took our sufferings upon Himself,

and bore our sorrows to bring us,

through the Cross, to the joy of the Resurrection.

Amen.

We seek refuge under your protection, O Holy Mother of God.

Do not despise our pleas – we who are put to the test

– and deliver us from every danger, O glorious and blessed Virgin.

Pope Francis

Darren Atkinson
Principal

LEARNING @ AQUINAS



Mr Michael Box
Deputy Principal

Well that was a week like none of we teachers have ever seen before and our collective wisdom could easily amount to 1500 years in education. I asked teachers an informal question at the end of the first day of learning, “While you are recovering from a long day’s work, or more likely still helping your kids learn remotely, anything you want us to know?” There was plenty of optimism, plenty of enthusiasm, plenty of people wanting to explore the opportunities, which was great. But the most common emotion expressed, I imagine, was the one shared by parents and students and it was expressed numerous times, “I am exhausted.” We are all doing something we did not sign up for, in fact you, as parents, might argue you didn’t sign up at all! The familiar routine of school is now incredibly unfamiliar with the prospect of this going on for some time.

There will be new routines, but like all habits, especially good ones, they take time. And as schools, teachers and students adapt to the new environment the planning for changing learning can also be implemented. What might that look like? In their article [“Covid-19: Continuity of teaching and learning – an evidence-based approach”](#) Chase and Taylor-Guy argue that there are three stages that schools need to go through to really adapt to the multiple ways of learning and the opportunities that can be seized. (It is an academic article with citations and some education jargon). They term these three stages:

- Phase 1: Immediate response – continuity of learning and teaching
- Phase 2: From remote teaching continuation to online learning
- Phase 3: Sustainability – flexible learning and teaching embedded in practice

We began planning for possible off site learning more than a month ago, thinking about continuity as a key idea. Where we move next is well described in Phase 2 and the goal is “Your school will be resilient to interruptions to face-to-face learning and students will have an enriched learning experience regardless of the mode of learning.”

We just have to make sure that we are all not exhausted.

A note about mid-year exams

After consultation with College leaders, we have decided the formal exam periods for Years 10 to 11, and some Year 9 exams, that are usually held at the end of Term 2, in late June will not be conducted this year.

Given that the conditions laid down by the Victorian government are that school will be remote for Term 2, there is no opportunity for gathering students together for assessments. Even if this were to change, Aquinas College would prefer to use the time for face to face teaching rather than examinations. In either case physical distancing requirements will pose problems.

Some subjects may run major tests in class time but there will be no centralised examination time. We will adjust reporting requirements. We still plan to run final exams at this stage, although the timeline for this is not yet clear.

In making this decision, we trust this will give teachers more time and flexibility to implement our Continuing Learning Plan.

OPPORTUNITIES THAT EMERGE FROM THE CHALLENGES



Dr Napoleon Rodezno
Deputy Principal

In reflecting over the last week, as a parent and teacher, if I was to look through a deficit lens, I could reach the conclusion that in the space of four weeks, the educational lives of my own children, and that of my students have negatively changed, as their learning is now underpinned by limitations. There is no doubt that the experience of learning has been impacted by the constraints of the Stage 3 lockdown, particularly the impact on the important social development sphere of learning. Although we can accept that the social isolation can be limiting of engagement with others, it also provides great opportunities for the students to do things that are often neglected due to the busy lives that many experience in our society. We shouldn't see the current state through a negative lens as there are many opportunities for students and teachers emerging from the on-line learning structures that schools have established. We simply need to look at the current context as a challenge to rethink the ways that our children need to continue to learn.

The positive notion that opportunities emerge from the challenges we face is now a reality. We can't stop living, and we must aim to be working towards our dreams and aspirations, and our students need to understand this reality. Engagement in learning under the Continuing Learning Plan (CLP) is a requirement for all of our students and your role as parents in enhancing this expectation is vital. The flexibility that the CLP offers encourages students to engage in activities that extend beyond the confines of a classroom, where cooking, gardening, playing music, reading, to name a few possibilities, can be experienced under the guidance of parents. The CLP has taken into account the impact that social isolation will have on students, and as the plan is rolled out, measures to engage students through video conferencing may become possible for all year levels. If you require any assistance in supporting your children's learning outside of the CLP, please ensure to engage your child's Homeroom Teacher or Mentor for advice.

Mental Health and Wellbeing

The impact that social isolation can have on the individual student is particular to the person. Personality type, living context, lack of engagement in activities outside of school, isolation from extended family, etc, will have an impact in how students will respond to the lockdown and what mental health considerations parents may need to consider when supporting their children. It is important to remain optimistic and engage with your child in discussions about this, irrespective of their age. It is inevitable that senior students will most likely be concerned about the impact that COVID-19 will have on their progression during their last years of school, and that middle school students will most likely miss the interactions with their friends, and the sense of loss that not partaking in their sporting teams may also provide. Irrespective of the reason for them to be concerned or even anxious, undoubtedly, students will respond differently and it is recommended by mental health experts that young people have the scope to discuss these concerns with adults. If your child requires any support in this area, I suggest that you contact your child's Mentor or Homeroom Teacher for support. Additionally, you can make a referral to the Youth and Family Centre at yfc@aquinas.vic.edu.au

Child Safety Measures of the Continuing Learning Plan

Guided by the eSafety Commissioner and other educational authorities, we have developed guidelines aiming to protect children when engaging in on-line learning experiences. Please consider that these guidelines are there to assist your child in their learning. If your living arrangements make it challenging for your child to meet these requirements, please ensure to discuss the matter with the respective teacher or your child's Team Leader/Year Level Leader. As a learning community, we aim to ensure that Child Safety is paramount and underpins all of the structures that we have developed under the CLP. If you have any concerns related to this, please email me.

...continued next page

OPPORTUNITIES THAT EMERGE FROM THE CHALLENGES

Being organised and the parents role in this

Your child requires to be organised for daily learning as he/she undertakes the CLP. Where some students have decided to follow their timetables as a way to complete the available work, some students have adopted the suggested flexible approach provided to them by their Homeroom Teacher/Mentor. It is crucial that students follow a structure that enhances their ability to succeed. Please ensure to guide them through this, and seek support if you require further clarification from the College. As Phase 2 of the CLP rolls out in the near future, adjustments to the students' schedules may be required. Your child's Homeroom Teacher/Mentor will provide guidance with establishing the schedules, however, it is crucial that you oversee its application while the students learn remotely.

During the past week, our Prime Minister made mention of the fact that students should return to the classroom as soon as possible, understanding that the time to lift the restrictions will eventually arrive. Our Premier has made it clear that Term 2 is most likely to be experienced in the remote context of which we currently operate from, and recent information from the Victorian educational authorities have reassured us that all measures are in place to ensure all students will have the opportunities to achieve positive outcomes despite the impact that COVID-19 has had in the education field. Please rest assured that we are committed to the education and development of your child and appreciate your support in this process.

How can you support your child at home?

I strongly suggest that while your child learns through on-line means at home, you consider the following suggestions:

- Remain positive and seek guidance from the College if needed
- Engage in conversations with your child about their learning
- Engage in discussion about progress, success and concerns with your child's Homeroom Teacher/Mentor
- Set clear expectations at home
- Assist with organisation and the scheduling of learning
- Assist your child in the setting of privacy for social media platforms
- Monitor use of social media and other applications

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



SCRIPTURALLY SPEAKING



Tania Grace
Assistant Principal -
Mission

Disbelief and hope

"And while they still disbelieved for joy, and wondered, he said to them, "Have you anything here to eat?" They gave him a piece of broiled fish, and he took it and ate before them." Lk 24:41-43

I was reading a daily reflection discussing the Disciples' reaction to Jesus appearing to them after his crucifixion. It makes me wonder - how would we react? Would we look around to see if there is a 'David Copperfield' lurking in the background creating an amazing illusion? Would we think we were hallucinating and just shake our heads and walk away? There are times when the old saying "If it looks too good to be true then it probably is" makes sense. However, maybe, just maybe, if we put a little faith in what we see, hear, believe....it could bring great joy. Hope, it is something we can all use plenty of at the moment.

The Disciples hoped what they saw was true, Jesus welcomed them and joined them in a meal and in turn asked them to join him. The Disciples followed his way and received great joy. That joy did not come instantly or constantly. They often suffered greatly for following and spreading the Word of God. However, in the end... they experienced great joy in being welcomed into the kingdom of God.

Right now we too are waiting, some with frustration, some disbelief, some trepidation. What if we were to change this feeling to hope and joy? Hope for a safer community, joy at spending time with those you would normally see only at the end of each day. Hope and joy when you get to reunite with people beyond a screen in the weeks to come. Being invited into the Kingdom of God by Jesus can be so much more than simply how you speak and act; it can be joy and hope and love if we just take a leap of faith.

SENIOR YEARS REPORT



Meredith Greenwood
Head Senior Years

And so it is Friday of this historic week in which everyone has had to adapt to whole raft of different habits and routines. We have all had to learn quickly how to do things differently which is particularly challenging for schools.

Schools are predictable places; we attend five days a week, uniforms are worn and bells ring. That is not to say that what happens in classroom isn't lively and varied just paradoxically, that the same bits are lively and varied. It is therefore remarkable how well people have adapted.

There have been numerous emails praising the organisation and seamlessness. There have been also, understandably, concerns. One point of confusion is the taking of attendance. Designing the best way to monitor nearly 1700 students is problematic. Also, we have an obligation to check that students are actively engaged in their studies.

So we have developed a process for all students,

Years 7 to 12. On Mondays and Fridays, contact for all students is via Mentor/Homeroom. At the start of the week, every class is sent a planned and structured presentation and their respective Mentor/Homeroom teacher will take the roll while also getting an idea of what each of their charges is planning, how they are feeling and help them get organised for the week. On Fridays, the system is similar. On Tuesdays, Wednesdays and Thursdays, students will be sent a simple Google Form on which they need to identify that they are indeed up and at a desk. Should our attendance secretaries not receive that indication by a set time, then an SMS will be sent to parents/guardians, just like it would if the student had failed to turn up to school.

It is not about catching anyone out; it is about rebuilding routine and structure in these fractured times.

MIDDLE YEARS REPORT



Rachel Crawley
Head Middle Years

In last week's article I briefly named the tools Homeroom/Mentors teachers will be using to maintain pastoral programs. Families should have received the separate emails sent to parents and students from the Homeroom/Mentor teachers. Students also received the pastoral slide presentations and Google forms, which have been an invaluable communication tool. This week I will explain further about the presentation slides.

The existing pastoral program has been adapted to meet the needs of the student in their current circumstances. In the weekly Google Slides, students will receive a variety of year level messages from their Team/Year Level Leaders, pastoral activities from their Homeroom teacher, good news stories, student communication, study skills, wellbeing information etc. These slides are similar to items they would usually receive in assembly or Homeroom/Mentor time.

Presenting evidence based information and activities is our priority. More specifically the study skills section endeavours to broaden and sharpen particular skills and strategies that promote healthy, independent learners. Being able to independently plan, organise, create and execute their learning while maintaining perspective and wellness has always been important however maybe never more essential than right now.

This week students revisited goal setting and explored time management habits such as the importance of daily schedules, prioritising and managing

feeling overwhelmed. Next week they will consider distractions, and some year levels will examine their note taking skills. As the weeks continue students will address themes within the wellbeing and child safety program as well from being fit to flourish to cybersafety.

As we are all learning to navigate our way through this new reality you can be confident that your child is being provided with guidance and resources that endeavour instruct and develop them in both study skills and well being. We are asking students to complete the weekly activities and retain a copy of the slides so that they may refer back to them at the point of need.

To say these past few days have been a steep learning curve would be an understatement. Thank you for your constructive feedback and many kind words of appreciation in response to the Homeroom/Mentor emails. After a challenging week for everyone involved your warm responses and continued communication has been a rich fuel throughout these new and uncertain beginnings.

Your positivity in this situation and support is so important to your child while taking their first steps in this new environment. I hope your experience becomes more settled as we find ways to successfully adjust and adapt.



Home > COVID-19 advice

COVID-19 ADVICE

LEARNING & WELLBEING RESOURCES

HELPING YOU TO SUPPORT YOUR CHILD

Resource Name	Description
UNICEF	Information for parents about talking to their children about COVID-19.
Dept of Health	COVID-19 fact sheets and advice translated into a variety of languages for CALD families.
Student Wellbeing Hub	Wellbeing resources specifically around COVID-19 for educators, parents and students.
CECV	Advice to parents and school communities about Catholic education's response to COVID-19.
Khan Academy's School Closure Support	Template schedules, self-paced, interactive activities, videos and articles for students in every grade and in most major subject areas that parents could adopt as is or copy and modify to better suit the needs of their children. It is all free and non-commercial.
Kathleen Morris (Geelong teacher with experience in home schooling)	Ten tips for parents teaching young children at home or supporting them with their learning.
Dr Michael Carr-Gregg	Dr Michael Carr-Gregg has developed a video SPECIAL REPORT: Coronavirus for parents that parents may find helpful in easing child anxiety about COVID 19. This video is recommended through Ambulance VIC.
Department of Health and Human Services	Resources that explain the virus, detail risk-reduction practices and behaviours, and answers frequently asked questions. Note - the site offers information sheets available in Mandarin, Farsi and Korean.
K-12 Movie guides	Educational movie guides for parents to use with children.
NSW Dept of Education Advice to Parents	Contains information for parents on key considerations, setting up a learning environment, wellbeing, communicating and using technology.
Centers for Disease Control and Prevention	Contains information on reducing stress on yourself and others and advice for parents on signs of stress to look for in their children and ideas on how to support them.
The Conversation	Facts for parents worried about their children getting COVID-19.

Resource Name	Description
Child Mind Institute	Contains information on how to talk to children about COVID-19.
Beyond Blue	Helping kids cope with scary stuff in the news - clip.
eSafety Commissioner	Online safety kit for parents and carers.
Emerging Minds	
Study.com	This article will help you to create a plan for what to do during your school's closure. A sample schedule is also included to help you successfully navigate this time of home-based learning. These tips and the sample schedule are appropriate for all ages and academic levels.
Read-Write	Here you can find lots of free resources to support your child's learning during the school closures.
Evidence for Learning advice for parents	This page has some key learning concepts for you to keep in mind as you navigate your new, expanded role.
Dyslexia and Dysgraphia Webinar for parents	Lyn Stone presents a webinar about dyslexia and dysgraphia.
Sparklers	Ideas for learning at home - that will spark interest without them knowing that they are learning!
Positive Behaviour Support	Recommendations for families and caregivers on how to use Positive Behaviour Support to support their children's social and emotional growth and minimize behavioral disruptions in the home.

CONTINUING LEARNING - TECHNOLOGY

KEEP BEING CREATIVE

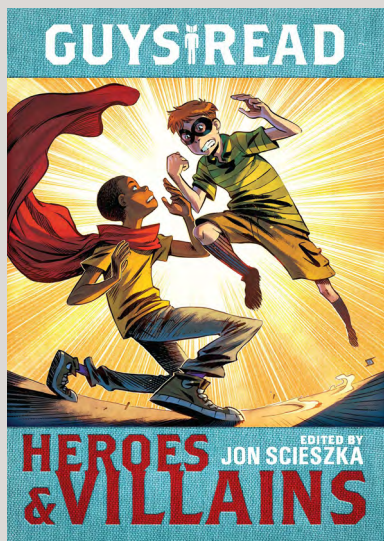
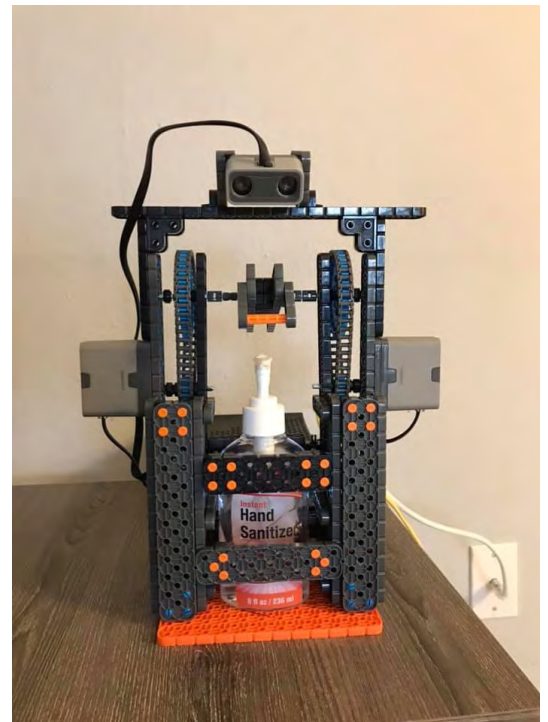
In previous issues of the Lighthouse I have discussed the relevance of Technology subjects in our curriculum and importance of developing creative and critical thinkers for our future. Our school and society has seen a radical shift from the norm over the last eight weeks and the impact from a technology perspective may have given us a rare insight into what our society could look like in the future. Air pollution around the world has reduced by over 50% in some parts of the world, rumour of dolphins and swans returning to the waterways of Venice and a growing population of employers making the successful transition to working from home thanks to technology. There may be some very positive lessons learnt from this experience that we can take into the future.

During Term 2, Years 7 to 9 students will be given the opportunity to complete Enrichment Tasks. These tasks will not necessarily focus on a continuation of the course content from Term 1 but rather support the students to continue to develop their creative problem solving skill. Like the teams of students who developed a robotic hand sanitizer dispenser, social distancing warning hats or home hacks for face shield. These students have taken the time to consciously or subconsciously apply the Design Process to some very real problems and with limited resources, create some amazing solutions.

Students in Technology subjects will be notified by their teacher when Enrichment Tasks are accessible. Students and parents will be able to access and find links to the task in SIMON. Staff will place class notices on SIMON that the task is available and this will automatically notify students that the work is accessible.

The Technology staff are working to create innovative tasks that embrace the practical and fun aspects of our subjects and provide creative ways to not only submit work but also to share their work with the Aquinas community.

Andrew Russell
Technology Learning Area Leader



eBOOK OF THE WEEK

Guys read: Heroes and Villains
Various authors

Heroes and Villains is chock-full of adventure featuring an array of characters with and without capes. Featuring ten all new, original stories that run the gamut from fantasy to comics to contemporary adventure to nonfiction, and featuring eleven of the most acclaimed, exciting writers for kids working today, this collection is the perfect book for you, whether you use your powers for good or evil. Authors include Laurie Halse Anderson, Cathy Camper and Raul Gonzalez, Sharon Creech, Jack Gantos, Christopher Healy, Deborah Hopkinson, Ingrid Law, Pam Munoz Ryan, Lemony Snicket, and Eugene Yelchin, with illustrations by Jeff Stokely.

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

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

THE BIG SCIENCE COMPETITION

FLEX YOUR SCIENCE MIND

Aquinas College will be participating in the **Big Science Competition** again this year.

The competition takes 50 minutes to complete and consists of a series of multiple choice questions designed to test critical-thinking and problem-solving skills, not just factual recall.

Questions are set in real life, contemporary contexts making them relatable and interesting. Questions are aligned with the Australian Curriculum and test students' ability to think critically and solve problems, as well as their scientific knowledge.

This year, the competition will be run as an online event. Students will compete on **Friday 22nd May** from home. This one hour international competition is open to students of all abilities at three different levels: Years 7 and 8; Years 9 and 10; and Years 11 and 12.

Each student who takes part will receive a certificate as well as detailed feedback on their performance in the competition.

The competition is open to all Aquinas College students who are enrolled in any Science subject from Years 7 - 12. Some students will already be aware that they are involved based on advice from their Science teacher in Term 1.

If you have not already been nominated by your science teacher and would like to participate, please contact the Science Learning Area Leader, [Mrs Lynda Schulz](#) or Science Laboratory Manager, [Mr Chris Kelly](#) via email, to express your interest in participating.

You must forward your name by Tuesday 12th May if you wish to be involved.

Those students who are successful in securing one of the available positions will receive an email from Mr. Kelly by Monday, 18th May followed by another email with login details at 9:00am on Friday 22th May.

Speak to your teachers to register today

big science competition

FLEX YOUR SCIENCE MIND

Keep your brain crackling with a new challenge.

Participate in the Big Science Competition and find out how well you think outside the box. Challenge yourselves with questions set in real-world science!

More on asi.edu.au

Speak to your teachers to register today

big science competition

PUT YOUR THINKING CAP ON

Keep your brain crackling with a new challenge.

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More on asi.edu.au

EASTER EGG COMPETITION

...AND THE WINNERS ARE!

Thank you to all the students who created some fabulous designs and ideas for our Easter Egg competition. There was a great deal of imagination and artistic talent on display in the entries. It was really difficult to decide on some winners across the categories. Thanks also to the 400+ students who voted for their favourite entries. **Here are the winners...**

Faith Alyssa Cooper



Artistic Cassie Wynne



Character People - joint winners

Felicity Cunningham



Paige Andrews



A random selection of entries...



EISM SEASON 1

TOP 2 TEAMS DECLARED WINNERS

EISM Season 1 for Seniors and Year 9s was not able to finish out the full season because of the school term finishing early. As a result the EISM decided that the top two teams as at the 17th March would be declared the premiers for the Summer 2020 season.

This meant for Aquinas, we had an incredible season, we won 19 premierships. An incredible feat by our teams in both sections.

Congratulations to the following teams who were declared joint premiers:

SENIOR GIRLS:

- Ultimate Frisbee (Ms Lemieszek)
- Basketball A (Ms Breazeale)
- Basketball B (Ruby Parsons)
- Tennis A (Ms Thompson)
- Volleyball (Mr Sartory)

SENIOR BOYS:

- Cricket (Mr Brummell)
- Basketball A (Mr O'Halloran)
- Basketball B (Mr Kogelman)
- Hockey (Ms Redman)
- Softball (Mr McGrath)

YEAR 9 GIRLS:

- Indoor Cricket (Ms Rose)
- Basketball A (Ms Breazeale) Basketball B (Ella Haslam)
- Softball (Ms Lorkin)
- Tennis B (Ms Daley)

YEAR 9 BOYS:

- Basketball A (Mr Kogelman)
- Basketball B (Ms Johns)
- Hockey (Mr Cull)
- Tennis B (Mr Kenworthy)

We had a number of teams who finished 3rd and just missed out on the premiership.

Going forward, the Winter season for the Year 9s and Seniors is at the moment postponed till schools return and the EISM association is looking at ways to run the winter season in a shorter time span.

In the Year 8 EISM competitions, we did well overall in the summer season.

Premiers: Girls Tennis B

2nd place: Boys Hockey, Boys Tennis A, Girls Netball A

3rd place: Girls Softball, Boys Indoor Cricket

Well done to all the students who participated in Term 1 in all the different teams we had playing.

Bernie Brummell
Sports Coordinator

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