

the LIGHTHOUSE



Phase 2



Continuing Learning Update

Aquinas College will be moving to Phase 2 of our Continuing Learning Plan from Monday 27th April 2020.

FROM THE PRINCIPAL

It's sobering and probably not very helpful to look at the College calendar and see the events that we were planning to stage over the coming weeks that are simply not going to be possible. As a general rule, we are endeavouring to "postpone" rather than outright cancel as many of these events as possible in the hope that the second half of the year may have fewer restrictions imposed. We don't want to offer false hope, but we also know that our students and staff really look forward to some of the extracurricular activities that the College offers in such abundance. Unfortunately, there will inevitably be many popular activities that simply cannot be rescheduled and we will endeavour to communicate these cancellations as they are known.

ANZAC Day

Instead of gathering as a College community this year to recognise those who have made the ultimate sacrifice for the countries in times of war, we are being encouraged to participate from home. The Driveway at Dawn movement is encouraging us all to gather together at home tomorrow morning rather than at our war memorials. Organisations, like Soldier On, are publishing supporting resources including apps for phones to help host a virtual commemorative service: <https://soldieron.org.au/commemorate/2020-virtual-anzac-day-services/> I've also heard that a number

of our brass students are going to play the last post at 6am from their driveways. I congratulate them on participating in this initiative and finding a creative way to continue to make this day special in our community.

LEST WE FORGET



Transition to Phase 2 of Aquinas Continuing Learning Plan

Information is included in this edition of The Lighthouse to outline our transition on Monday to Phase 2 of our Continuing Learning Plan. Phase 2 will include the rollout of video conferencing to students at all year levels in accordance with a structured timetable for each day. While many students are reporting that they are flourishing with learning in an asynchronous (anytime) mode, others are finding this quite challenging. This is to be expected and the transition to Phase 2 should support students who are seeking more face to face contact with their teacher and with their peers.

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

Student Initiatives

It has been really pleasing to see our students take initiative and look for ways of building connectedness in the year levels at this time of isolation. One example that I became aware of this week was a student newsletter created by a group of Year 11 students called "The Quarantine Connection" which provided advice on effective study habits as well as plenty of fun activities. I look forward to seeing what creative suggestions other levels come up with over the coming weeks.

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.

Tuition Fees

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

Enrolment for Year 7 2022

A reminder to all College families that enrolment for Year 7 2022 is now open and will close on August 21st 2020. Please do not presume that we know of younger siblings and, in the past, some families have been disappointed when they realise they have missed a deadline. Siblings will always receive priority status for enrolment as long as we are aware of them. The online application is available here and all details and documents can be uploaded through this form. To view our [College Prospectus click here](#).

Darren Atkinson
Principal



LEARNING @ AQUINAS



Mr Michael Box
Deputy Principal

As you will be aware after two weeks of mainly anytime learning across Years 7 to 11, our Continuing Learning Plan is moving to Phase 2 on Monday 27th April. This will give all students some video conferencing access to their teachers. Video conferencing sessions are timetabled for all students and showing on SIMON. We have sent out notifications to parents and students were given details in the Pastoral period today.

The main aim of Phase 2 is to allow more streamlined between teacher and student, so that rather than corresponding about the work, students can learn by doing it. The experience over the last two weeks has been varied, with some students forging ahead with independent opportunities and others finding the organisation, rather than the learning, quite complicated.

You can find links to the Phase 2 Continuing Learning Plan for Parents and Students below:

Phase 2

AQUINAS COLLEGE
ILLUMINARE ET ARDERE

Continuing Learning For Parents - Learning

Supporting your Child

- Monitor **College updates**
- **Check in** with your child regularly about the **online learning tasks, activities and assessments** they are working on.
- Ensure your child has a **place** where they can **work independently**. The eSafety Commissioner suggests a bedroom is not a desirable space for online learning.
- Support your child in **submitting assignments and communicating** with their teachers.
- Help to provide a balance between **learning and physical activity**.
- **Visit PAM** for a better understanding of **lessons planned** and expected **due dates**.
- If you are **concerned**, communicate with your child's **Homeroom Teacher/Mentor**.

Lesson Pathways - UPDATED

Years 10-12	Years 7-9
<ul style="list-style-type: none">• Normal work dedication/commitment is expected.• Real time virtual face to face communication via videoconferencing during timetabled double periods.• Use Google Meet: appropriately attired, mic off, be aware of backgrounds and mindful of eSafety best practice.• All work will be on SIMON but your teacher may use any of the following tools:<ul style="list-style-type: none">• Emails• Google sites• Edrolo• Maths Pathway• Stile• Online Textbooks	<ul style="list-style-type: none">• Real time face to face communication via videoconferencing for half of all lessons of each subject per week.• Use Google Meet: appropriately attired, mic off, be aware of backgrounds and mindful of eSafety best practice.• All work will be on SIMON but your teacher may use any of the following tools:<ul style="list-style-type: none">• Emails• Google sites• Edrolo• Maths Pathway• Stile• Online Textbooks

VCAL

- Lesson instructions are available in the **VCAL Google folder**.

Support

- Students supported by **ESS, YFC** or **AGILE** will have **continuity of support** from these services including working with classroom teachers to ensure best learning outcomes.

Aquinas College | Continuing Learning | Phase 2

Phase 2

AQUINAS COLLEGE
ILLUMINARE ET ARDERE

Continuing Learning For Students - Learning

In Preparation for each Lesson

- **Check SIMON** 'Continuing Learning - Students' tile daily for information on lessons, assignments and resources.
- Check your **emails** regularly. Slide presentations and Google Forms will be circulated for you to read and respond to.
- Identify an **appropriate and quiet space** to study/learn. The eSafety Commissioner suggests a bedroom is not a desirable space for online learning.

Lesson Pathways - UPDATED

Years 10-12	Years 7-9
<ul style="list-style-type: none">• Normal dedication/commitment is expected.• Real time virtual face to face communication via videoconferencing during timetabled double periods.• Use Google Meet: appropriately attired, mic off, be aware of backgrounds and mindful of eSafety best practice.• All work will be on SIMON but your teacher may use any of the following tools:<ul style="list-style-type: none">• Emails• Google sites• Edrolo• Maths Pathway• Stile• Online Textbooks	<ul style="list-style-type: none">• Real time face to face communication via videoconferencing for half of all lessons of each subject per week.• Use Google Meet: appropriately attired, mic off, be aware of backgrounds and mindful of eSafety best practice.• All work will be on SIMON but your teacher may use any of the following tools:<ul style="list-style-type: none">• Emails• Google sites• Edrolo• Maths Pathway• Stile• Online Textbooks

VCAL

- Lesson instructions are available in the **VCAL Google folder**.

After the Lesson

- Your teacher will send you an **email** or **Google Form** on Mondays and Fridays for questions and feedback on the lesson. It is **important to complete** this so your teacher can support your continued learning.
- Regularly **check SIMON** for information about upcoming lessons.
- Submit **all assignments** in accordance with provided timeline and/or due dates.

Aquinas College | Continuing Learning | Phase 2

You can also find the Phase 2 slides that were presented to the students this morning below:

- [Phase 2 for Years 7 to 9](#)
- [Phase 2 for Years 10 to 11](#)

OUR PARENTS' ROLE IN THE PHASE 2 PROCESS



Dr Napoleon Rodezno
Deputy Principal

As Stage 3 of the COVID-19 Lockdown continues, remote learning remains to be the way that teachers engage students in their learning across the country. Like most industries working remotely, the teaching profession relies on technology and the on-line infrastructure to educate. The delivery of teaching to engage in learning under the current context illustrates the importance of social experience in pedagogy, yet poses a significant challenge for teachers and students. As outlined in communication from our College Principal, Phase 2 of the Continuing Learning Plan (CLP) will begin on Monday, providing your child with the opportunity to continue to engage in their learning through the use of our Intranet and Google services, now including video conferencing (vc) through Google Meets for some of their classes. This new phase will continue to bring opportunities, extending the scope for social interaction for learning but may also provide additional challenges. In preparation for the added features and opportunities, and to address possible challenges I suggest that you consider the following suggestions.

The Safety of your Child

As we continue to plan, design and implement the stages of the CLP, we maintain close attention to child safety measures. In our commitment to Child Safety, we also account for the need to seek your support, requesting that you assist this commitment by monitoring your child's on-line involvement. Please ensure that the following steps are put in place as your child engages with teachers and other students while undertaking on-line video conferencing learning:

- The student attends the lessons that are created and coordinated by the teacher only using the provided link for the lesson.
- If your child is invited to attend a lesson from any person who is not one of his/her teachers, they should not attend it unless you have been notified of this first. Please notify your child's Homeroom Teacher/Learning Mentor if you have any questions with any assigned lesson.
- If your child is concerned with anything that takes place during the lesson, please notify the teacher or the HRT/M.
- It is reported that in the last three weeks, the eSafety Commissioner has experienced an increase of 30% of reported cases of on-line bullying and internet related crime. I advise that you consider monitoring your child's use of the internet and their interactions with others, particularly their peers through social media platforms. Inevitably, Google Meets, if used incorrectly, provides another form through which irresponsible behaviour could lead to harm.

Further information about the best ways of supporting your child is accessible at <https://www.esafety.gov.au/parents>

Organisation

The CLP relies on a high level of organisation as students need to meet the requirements set out for each of their subject areas. The demands can be challenging unless the student implements an organised approach to their learning. As Phase 2 begins, it is important that you consider the following:

- Identify any additional changes that different subject areas require as Phase 2 begins.
- Guide your child through the process of scheduling their weekly learning plan.
- Allow time each day for students to check emails and respond. Checking of emails should happen at different points throughout the day, but setting time aside to be able to respond is advisable.
- Phase 2 will introduce video conferencing for all students in Years 7-11 and it is essential that you assist your child in organising their day using their individual timetable as the on-line video conference lessons will be provided in that document. The timetable will be available on Monday.
- Engage with your child's Homeroom Teacher/Mentor to seek support in organisation if needed.

continued on the following page...

OUR PARENTS' ROLE IN THE PHASE 2 PROCESS

The reliability of the internet

The internet provides the avenue for communication for our students and the use of the Google Suite and our Intranet offer the infrastructure for learning and teaching. Higher reliance on the internet can also bring added pressures to each household. Please consider the following in preparation to Phase 2:

- The added support that video conferencing will bring to your child's learning will also require greater use of internet data.
- The CLP also requires greater use of screen time, which could negatively impact your child. I suggest that you monitor the screen time use and encourage breaks during the day when appropriate.
- Not all the work needs to be completed in front of a screen at all times.
- Some internet providers currently offer greater access to mobile data for their customers. I suggest that if internet accessibility is a concern to you, you make contact with your provider to seek additional support if need be.

The setting

Based on advice from the eSafety Commissioner, the College requires that all students meet the requirements set out for our on-line learning procedures, especially when connecting through video. Please refer to the [Responsible Use Policy](#) for learning for further consideration.

- We recommend that the learning space is conducive to learning, that if possible, is a common area like a living room or dining room.
- Understanding that there are likely to be multiple people working in each house, and that bedrooms may provide an appropriate environment, please ensure that you discuss with your child's Homeroom Teacher/Mentor for further advice if a bedroom is the best place (or only place) where the student can learn.
- Please note that under no circumstances can individual lessons be taken with students unless an adult is present at the home of the student. If this is a concern or complication, please inform the teacher in order to address the matter. This only refers to lessons when the student receives individual tuition.
- Students are expected to be appropriately attired and to be sitting at a table or desk. No uniform is required at this point but neat casual attire is expected.
- Please ensure that while your child engages in video lessons, no other people in your household use the video to disrupt the lesson or engage with the other students or teacher in any way.

Learning time is learning time

Please ensure that your child is familiar with the behaviour expectations of the College when participating in all lessons, especially through on-line video learning. It is advised that you continually discuss the progress of your child with him/her throughout their remote learning period. A time to reflect on the day may be appropriate.

Our students tend to comply with our guidance and requests, but your support in their monitoring at home will extend their capacity to remain engaged and meet all expectations. Sleep patterns are very important, especially during this period.

If there are any concerns that you wish to discuss, please make contact with the relevant Homeroom Teacher/Mentor or respective Year Level Leader to Team Leader. You and your children have a large community of professionals available to support you during this unusual and challenging time. As I mentioned in previous publications, the experience brings the opportunity for us to continue to support your child, and in broader terms, enhances your greater involvement in the process. Please do not hesitate to contact me if you have any concerns or questions at rodeznone@aquinas.vic.edu.au

Another great resource that may assist you during this difficult period when supporting your child may be found at: <https://emergingminds.com.au/resources/supporting-children-during-the-coronavirus-covid-19-outbreak/>

SCRIPTURALLY SPEAKING



Tania Grace
Assistant Principal -
Mission

The Road to Emmaus

This Sunday is one of my favourite readings - the road to Emmaus. It is where a couple of disciples are travelling from Jerusalem to Emmaus shortly after Jesus' death. They meet a stranger who they share the tale of what has happened and the feeling of grief they have. The stranger points out that they are slow to believe in what Jesus had promised them. As they arrive in a village, the disciples offer hospitality to the stranger. As the stranger breaks bread with them - their eyes are opened, and they realise it is Jesus they were talking to.

So when do we struggle to believe? We are all made in the image of God, but do we stop to see Jesus in the faces of our friends? families? Coworkers? Have you ever thought about how, through your words and actions, that people see Jesus in your face? The face of love, compassion, forgiveness.

We are social people, in our time of isolation, many are struggling with the lack of contact with others. The inability to practice our faith, celebrate events, play sports with others can impact people's morale. Maybe this weekend we can dedicate some time to help others be the face of Jesus for them.... by making contact with those you know live alone or people you have not chatted to for awhile. There are sites where you can play card games remotely with others or maybe have a group luncheon using video conferencing. Maybe you could order a meal online to be delivered to someone you know is struggling or write a letter to surprise someone. There are many ways we can reach out while still being isolated and sometimes being able to think beyond our own for walls can actually provide a virtual sense of freedom.

ANZAC DAY LEST WE FORGET



Tomorrow is ANZAC day, a time when we gather and remember, pay tribute and give thanks. It is one time where, at a school of over 1700, we have complete silence across the whole school. As there are no formal ceremonies running tomorrow the RSL has started a campaign to help Australians be able to stop and reflect.

The snippet below from the Age explains the concept.

"RSL has launched the #standto and #lightupthedawn campaign, asking people to stand in their driveways, balconies, front gardens and light a candle or use their phones to commemorate the dawn service as they would at a big event."

Some of our Aquinas College brass students, with the help of their teachers, are going to participate in this event. You may be lucky enough to hear the sound of the last post played tomorrow.

To read the [rest of the article use this link](#).

SENIOR YEARS REPORT



Meredith Greenwood
Head Senior Years

During Phase 2 of the Continuing Learning Plan, Years 10 and 11 will now have some of their lessons via Google Meet. Rachel Crawley in her Middle Years report offers information about timetables and attendance to which I direct everyone but it is also timely to get feedback from the people who have now been learning in this way for the last fortnight: current Aquinas students.

What the following learners have to offer is positive advice for students, teachers and parents:

*"I would advise the younger students to **work to their timetables**, even in singles, to keep track of what they have done and when. Google Meet appointments are easy to forget."*

*"This type of learning allows everyone to learn at a different pace. Those who give up can get behind very and quickly. The piece of advice I give is to **create new***

***routines for the week and stick to them.** Also ensure that you read every email carefully to be on top of everything."*

*"Google Meets lets the teacher **ask a question and then students can answer it just like in a classroom**, which can be really helpful for tricky concepts."*

*"**Setting short term goals.** Every day wake up and set yourself small achievable goals that you can complete by the end of the day. Maintain a balance by setting goals for both schoolwork, social interaction and exercise Then at the end of a day, check the goals, and think about the day ahead."*

*"The face to face online learning has been beneficial because it keeps us on track as well as providing an easy platform to interact with our teachers and ask questions. One piece of advice would be to **use headphones** if there's a bit of extra noise in your house, as it makes it easier to hear and stay engaged."*

MIDDLE YEARS REPORT



Rachel Crawley
Head Middle Years

The anticipated arrival of Phase 2 of our Continuing Learning Plan is generating a buzz amongst many students. It reminds me of when I hear them getting excited about an online game's next update, or a favourite music performer about to arrive in Melbourne.

The majority of students are looking forward to being able to see classmates, receive verbal directions for tasks or just ask the teacher questions without having a long email exchange. Naturally there are some who are feeling nervous. Facing change, stepping into the unknown causes uncertainty and raises unanswered questions. For others, this will be a disruption to their neatly ordered schedules they have had the freedom to drive themselves over the past two weeks. Whatever the reaction, on Monday synchronous learning will begin and like the past two weeks we will all learn to adjust and adapt with the help from each other.

During this morning's Homeroom/Mentor sessions students from Years 7 to 11 were introduced to the changes to delivery and access to their learning. Over the weekend student SIMON timetables will be updated to reflect their online class scheduling. Parents will be able to view these on PAM. An example of the timetable was provided in Mr Atkinson's parent communication yesterday.

Homeroom/Mentor video conferencing sessions are scheduled for every Monday and Friday at the same time they were scheduled today. That is:

Years 8, 10, and 12 will receive a link from 8.20am for the session to commence at 8.30am, concluding by 8.50am.

Years 7, 9 and 11 will receive a link from 8.40am for the session to commence at 8.50am, concluding by 9.10am.

Maintaining contact and communication is important in the care of our students. Students are required to attend every Monday and Friday homeroom/mentor session and every timetabled online lesson.

When your child is unable to attend, please send an email to the respective school office, just as you would do when the school is operating in more regular circumstances. Emails: absencemid@aquinas.vic.edu.au; absencessen@aquinas.vic.edu.au.

SMS' will be sent to parents/carers when the school hasn't been notified that a student will be absent from the morning check in. Morning check ins are Monday/Friday pastoral sessions and Tuesday/Wednesday/Thursday attendance Google forms. Team Leaders and Level Leaders will contact families when there is a concern for classes missed.

TRANSITION TO PHASE 2

PARENT COMMUNICATION 23/4/20

Dear Parents,

As we near the end of week two of the term, we prepare to transition to Phase 2 of our Continuing Learning Plan.

Key features to be added in Phase 2 include:

- Increase in “real time” meetings with subject teachers via Google Meet Video Conferencing (VC). This will include online meetings during:
 - Doubles for all Senior Students, 10-12
 - Half of the scheduled classes from Middle Years Students, 7 - 9
- Pastoral Classes will be conducted by videoconference on Mondays and Fridays

Student Timetables will be modified on SIMON to indicate clearly when these online classes will occur during the day. Every student will be able to see on their timetable when they are expected to join the Google Meet to interact with their teacher. This is a sample of what the updated timetable will look like:

	1	2	3	4	5	6	7
Day 1	08PAS1MA PZS 08online	08PEH1MA PXB	08PEH1MA PXB 08online	08LCY1M1 SGE	08RED1MA EZA 08online	08MAT1MA SCW 08online	08MAT1MA SCW

In this example, the student has an online class in periods 1, 3, 5 and 6. In the other periods, the student should continue with their asynchronous (anytime) program as well as factor in breaks for recreation and exercise.

All subjects will be included in the revised student timetable in Phase 2, broadening the scope for Middle Years Students who only studied core subjects in Phase 1.

During videoconferences the teacher will not necessarily be online for the full duration of the lesson but will use this face to face time to:

- be online at the start of the lesson, record who is in attendance and respond to student’s needs,
- check in on student progress, set direction, clarify work, respond to questions, provide feedback,
- monitor progress with the work that has already been set, rather than set new work,
- monitor student wellbeing as well as general progress.

Child Safety is an important consideration in the move to video conferencing. Students will be reminded of our guidelines in regards to:

- appropriate attire for a meeting with the teacher,
- using public spaces in the home avoiding bedrooms unless there is no alternative,
- online conduct that is respectful of all participants,
- no recording of the video conference or use of social media during a class.

Instructions to Students on the implementation of Phase 2 will occur during the online pastoral lesson on Friday, 24 April. Updated student timetables will appear in SIMON / PAM on Friday. Students will receive an email alerting them when the update to their timetable is ready.

Phase 2 will commence on Monday, 27 April.

Infographics are available [here](#) and will also be included in The Lighthouse this week to summarise the information regarding Phase 2 for Students and Parents.

Communication with Parents/Guardians will come from the Homeroom Teacher / Mentor each week via email to check on progress with online learning and provide an opportunity to raise concerns or provide feedback.

Onsite Learning @Aquinas will be scheduled for selected small VCE Unit 3, VET and VCAL classes where it is deemed that the learning task cannot be successfully undertaken in an online mode. Parents / guardians will be informed of these events and permission sought through the SIMON Excursions Module. Students will be informed of all protocols around safe attendance to the site including all social distancing requirements by their subject teacher in the lead up to these events.

More information is available in The Lighthouse this week and in the Phase 2 Continuing Learning Plans for Parents and Students which will also be included on our Facebook.

HEALTH AND PE INITIATIVE

THE WEEKLY CHALLENGE

Every Monday, Years 7, 8 and 9 HPE teachers are setting a challenge for their students. Students are sent a Google Form for each year level to be completed in the week and submitted by Friday. Students can upload photos for evidence - their pedometer, FitBit etc - and this will verify a winner.

This is a great way to stay focused with Health and PE classes while we are learning remotely. Watch out for action photos in future Lighthouse editions.

Steve McGrath
Health & PE Learning Area Leader

YEAR 7 | PHYSICAL EDUCATION & HEALTH

WEEK 2

INSTRUCTIONS

- To keep you moving at home, it is recommended that you complete a minimum of **60 minutes of physical activity** each day. This can be completed at once or accumulated throughout the day. To support you with this, there are some suggested physical activity options below, or you can choose to do your own.
- A weekly log has been provided for you so you can **record your physical activity**. Fill in the activities you complete each day and identify how long you were active for.
- Want to take part in a **challenge**? See the weekly challenge for instructions.
- There are many **benefits** to being physically active, particularly during these challenging times. Check out **this information** from ViciHealth.
- Watch this **video** that highlights the importance of **PE**.
- Have fun**, be active, stay safe and healthy!

WEEK 2 CHALLENGE

Can you complete the **highest number of steps** for Year 7? Use a device such as a **pedometer, phone, Fitbit**, etc. as long as it counts steps! Take a photo of your final step count for the week. The challenge starts Monday 20th April. You will receive a Google Form on **Friday 24th April** at 3pm, where you must enter your total number of steps along with your photo evidence!



IMPRESSIVE VIDEO

Inspire Floor Is Lava Training Course

A skillful obstacle course completed!

FUN FACTS

Many girls can successfully complete the **Chair Challenge**, while most boys cannot. The **centre of mass** for most girls is lower to the hips, but for boys it is much higher.

IMPRESSIVE VIDEO

Inspire Floor Is Lava Training Course

A skillful obstacle course completed!

YEAR 8 | PHYSICAL EDUCATION & HEALTH

WEEK 2

INSTRUCTIONS

- To keep you moving at home, it is recommended that you complete a minimum of **60 minutes of physical activity** each day. This can be completed at once or accumulated throughout the day. To support you with this, there are some suggested physical activity options below, or you can choose to do your own.
- A weekly log has been provided for you so you can **record your physical activity**. Fill in the activities you complete each day and identify how long you were active for.
- Want to take part in a **challenge**? See the weekly challenge for instructions.
- There are many **benefits** to being physically active, particularly during these challenging times. Check out **this information** from ViciHealth.
- Watch this **video** that highlights the importance of **PE**.
- Have fun**, be active, stay safe and healthy!

WEEK 2 CHALLENGE

Can you complete the **highest number of steps** for Year 8? Use a device such as a **pedometer, phone, Fitbit**, etc. as long as it counts steps! Take a photo of your final step count for the week. The challenge starts Monday 20th April. You will receive a Google Form on **Friday 24th April** at 3pm, where you must enter your total number of steps along with your photo evidence!



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IMPRESSIVE VIDEO

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A skillful obstacle course completed!

YEAR 9 | PHYSICAL EDUCATION & HEALTH

WEEK 2

INSTRUCTIONS

- To keep you moving at home, it is recommended that you complete a minimum of **60 minutes of physical activity** each day. This can be completed at once or accumulated throughout the day. To support you with this, there are some suggested physical activity options below, or you can choose to do your own.
- A weekly log has been provided for you so you can **record your physical activity**. Fill in the activities you complete each day and identify how long you were active for.
- Want to take part in a **challenge**? See the weekly challenge for instructions.
- There are many **benefits** to being physically active, particularly during these challenging times. Check out **this information** from ViciHealth.
- Watch this **video** that highlights the importance of **PE**.
- Have fun**, be active, stay safe and healthy!

WEEK 2 CHALLENGE

Can you complete the **highest number of steps** for Year 9? Use a device such as a **pedometer, phone, Fitbit**, etc. as long as it counts steps! Take a photo of your final step count for the week. The challenge starts Monday 20th April. You will receive a Google Form on **Friday 24th April** at 3pm, where you must enter your total number of steps along with your photo evidence!



IMPRESSIVE VIDEO

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IMPRESSIVE VIDEO

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A skillful obstacle course completed!

PARENT WEBINAR INVITATION

FROM ELEVATE EDUCATION

Elevate Education will be holding a Parent Webinar on Tuesday 28th April at 6pm. Previously opened for Year 11 parents only, with over 80 parents from Aquinas College already registered, Elevate have now made the event available to all parents.



So far, 39% of parents that signed up rated how to keep their kids on track during school closures as the area they would like

us to focus on most. This was closely followed by motivation at 31%. As such, the focus will be predominantly on what parents want to know – how to keep students motivated and engaged in Term 2.

What You'll Learn In This Live Training Event

1. **How to manage your child's study routines** while the coronavirus threatens their productivity.
2. **Learn the "behind-the-scenes" secrets** that Elevate's coaches share with their coaching students that get them top marks each year.
3. **Learn Kane's 3-keys to stress-managing your child** that has worked for hundreds of students across Australia.
4. **Gain FREE ACCESS to downloadable templates** that can give you the control and visibility you need to assist your child.
5. **Learn about 1:1 Online Student Coaching** to understand how Elevate's young coaches are helping students across Australia find a new way to study.

Learn more and register for this webinar on <https://www.elevatecoaching.info/parent-webinar-vic/>.

YOUTH & FAMILY CENTRE

EVEN AT HOME THE YFC ARE HERE FOR YOU...

As we transition into the Continuing Learning Plan, you may have seen that the YFC is still available as a support for students.

The Youth and Family Centre (YFC) will also be working remotely to provide telehealth services. This means options of counselling through video conferencing/ video chat (Google Meet), phone sessions (Parent or Carers Phone) and/or check in through email (School Email).

Most students who were already supported by the YFC in Term 1, have been contacted in the first few weeks of term to discuss these changes.

For those who haven't been supported by the YFC this year but may now need support, refer to the Continuing Learning Plan information sheets for the referral process (contact Home Room Teacher/Mentor) or email yfc@aquinas.vic.edu.au.



Kylie Lloyd

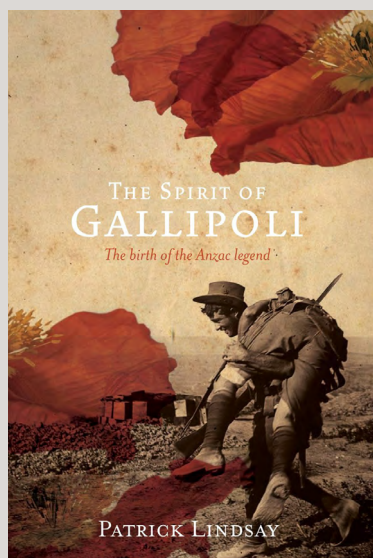
Director Counselling Services
Youth & Family Centre

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



eBOOK OF THE WEEK

Spirit of Gallipoli: The Birth of the ANZAC Legend

Written by Patrick Lindsay

In 1915 on a rugged beach in south-western Turkey, young soldiers fighting for their countries forged what we now know as the Anzac spirit. The mateship, loyalty and courage they displayed in the trenches formed the bedrock of the Australian and New Zealand national characters. In 'The Spirit of Gallipoli', bestselling author Patrick Lindsay examines this momentous conflict, bringing to life the heroes and the villains; the tragedy and the glory. In his simple yet powerful retelling, Lindsay shows that our understanding of the Anzac spirit can only be complete once we understand the spirit of Gallipoli.

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.

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

BUT WHAT IF...

An extract from Ms Jane Tobler's letter to the parents of Year 12 Mentor 6.

To finish today I read something today which I loved and I wanted to share this with you:

"Many people are concerned about students falling behind...

BUT WHAT IF

What if instead of falling "behind", this group of kids are ADVANCED because of this? Hear me out.

What if they have more empathy, they enjoy family connection, they can be more creative and entertain themselves, they love to read, they love to express themselves in writing.

What if they enjoy the simple things, like their own backyard and sitting near a window in the quiet.

What if they notice the birds and the dates the different flowers emerge, and the calming renewal of a gentle rain shower?

What if this generation are the ones to learn to cook, organize their space, do their laundry, and keep a well run home?

What if they learn to stretch a dollar and to live with less?

What if they learn to plan shopping trips and meals at home.

What if they learn the value of eating together as a family and finding the good to share in the small delights of the everyday?

What if they are the ones to place great value on our teachers and educational professionals, librarians, public servants and the previously invisible essential support workers like truck drivers, grocers, cashiers, custodians, logistics, and health care workers and their supporting staff, just to name a few of the millions taking care of us right now while we are sheltered in place?

What if among these children, a great leader emerges who had the benefit of a slower pace and a simpler life to truly learn what really matters in this life".

AQUINAS COLLEGE LIGHTHOUSE

Aquinas College
46 Great Ryrie Street
RINGWOOD 3134

+61 3 9259 3000

WWW.AQUINAS.VIC.EDU.AU

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Editor: Rebecca Presta

