



The Globe

Newsletter of Gleeson College

Issue 7 > Friday 5 June 2020

#INTHISTOGETHER2020 > NATIONAL RECONCILIATION WEEK



To celebrate **NRW 2020** and this year's theme of **'In This Together'**, our Middle School students enthusiastically engaged in further learning about our First Nations peoples and cultures during PDP last week. In English classes, students have also been reading, discussing and reflecting on the fantastic book 'Young Dark Emu - A Truer History' by Bruce Pascoe in Thomas Library (*full article on pg 10*).

We were also very excited and proud to launch our **Gleeson Reconciliation Action Plan (RAP)** last Friday, and celebrated with a staff morning tea of Lemon Myrtle cookies! We encourage all members of our Gleeson community to check it out and join us as we walk together toward a future characterised by unity and respect, with equality and justice for all Australians.

Gleeson College RAP >

<https://www.gleeson.sa.edu.au/reconciliation-action-plan.html>

Gleeson College Kurna yartangka yuwanthi
Gleeson College stands on Kurna land

Rebecca Sinclair,
Community Relations Administrator



Gleeson College

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THE SPIRIT AT WORK



The majority of students were working on a virtual liturgy, celebrating through faith, their connection to their House - Damiani, Fyfe, Hughes or McDonald. The engagement of our students in this activity and other general work around the College was inspiring and left me with a sense of the spirit at work in our College. I could not help but make the connection to the Feast of Pentecost, which we celebrated on Sunday, and reveals to us the Holy Spirit as part of our Trinitarian God.



Dear Families,

The Spirit at Work

Wednesday during PDP lessons this week I spent the most pleasant time in the new Micah Centre. Approximately 80 Year 12s upstairs in the Lewis Learning Hub quietly getting on with their work while jazz notes drifted in the atmosphere creating a sense of calm and purpose. Some students were choosing to work in classrooms connected to the hub for extra privacy. In the Board Room, a teacher was working with students brainstorming and writing ideas on the writable walls. Downstairs, classes were working quietly, a small group meeting with two staff members in the café. In the foyer, our World Football Head Coach Daniel Mullen and Jordan Elsey (both Gleeson Old Scholars and Soccer superstars) were being surrounded by adoring fans while taking in the atmosphere of our Micah Centre. **See more about Jordan's visit to our World Football Classes this week on page 8!*

In other classrooms around the school, a similar sense of enjoyment and purpose prevailed.

Reconciliation Week at Gleeson College #InThisTogether

National Reconciliation Week continues to gain importance and significance at Gleeson College. The theme this year could not be more apt. We were very proud last week to launch our 'Acknowledgement of Country' video featuring our wonderful students, to celebrate the start of NRW 2020. The community was treated to a photographic and informative display in the courtyard, which showed a variety of inspirational First Nations innovators and role models for all young Australians, plus some cool local language/tribe maps and bush tucker infograms.

We proudly launched our Gleeson College Reconciliation Action Plan (RAP) on Friday, as approved by Reconciliation Australia. This is available

to view on our Gleeson College website and I encourage everyone to check it out! A big thank you to Rebecca Sinclair for her work in preparing the video, the RAP and coordinating all the events of NRW 2020.

Parent Teacher Interviews during COVID-19 Restrictions

History will record that in 2020 we held our first Parent Teacher Interview night entirely by phone. Although delayed by a few weeks, the evening still proved very productive and although not face-to-face, delivered a number of silver linings. Many parents were quite happy to have contact with their child's teachers whilst in the comfort of their home - especially on a cold winter's night.

Thank you to all our families for engaging in this different way of conducting our interviews and thank you to the staff who also enjoyed the opportunity to connect with parents for the benefit of their students. Our second evening of interviews takes place on Wednesday 10 June.

We are very excited about the next opportunity for Middle School Student/Parent/Teacher Interviews (Learner Conversations) as these will also be history-making, as discussed on page 3 of this publication.

Pentecost Prayer

*Come Holy Spirit
Fill the hearts of your faithful
And kindle in them the fire of your love.
Send forth your spirit and they
shall be created
And you shall renew the
face of the Earth.*

J Corbo,
Principal 2020



PHOTO: Ms Lisa Feleppa and Mr Alex Hewson enjoyed the Lemon Myrtle Cookies we shared at our NRW 2020 Staff Morning Tea. *Thank you to Pie Time TTG - they were delicious!

KEY CAPABILITIES + LEARNER CONVERSATIONS NEXT SEMESTER

Our Gleeson Languages & Cultural Programs Leader Mr Tom Dawson sat down with our Assistant Principal Teaching & Learning Mrs Kate Morgante to ask her some key questions about the Key Capabilities and our upcoming 'Learner Conversations' to be held next Semester at Gleeson College >



1. Why are the Key Capabilities so important for our young people?

"The Key Capabilities underpin everything we do, ensuring our students develop the knowledge, skills and attributes they need to thrive in a rapidly changing and complex world. Through the living, learning, leading framework, Gleeson College helps nurture and shape thriving people, capable learners and leaders for the world that God desires.

The Key Capabilities Continua acknowledges that thriving involves, the mind the heart and the body. It will be used by our teachers and students to construct and reflect on the learning processes and it is a key resource for curriculum construction, reflection, metacognition, and learner agency. The engagement by students so far is exciting, and reaffirms the important nature of this work, which focuses on the skills of the student and their holistic development over their time at Gleeson.

The key capabilities will become more evident in all areas of curriculum as the year progresses and we will engage with our families to help with aspects of the program as well. We truly believe that developing their key capabilities will help our young people thrive throughout their lives through their schooling, and beyond."

2. How is a 'Learner Profile' different to a regular academic student report?

"The Learner Profile will be the heart of our work with the Key Capabilities. As a College we want to explore additional ways of recognising and certifying learning and the development of these complex capabilities and skills.

A learner profile for each student will capture all their learning, passion and individuality, as an overlay to their academic report and in senior years in conjunction with their SACE results and ATAR. It will communicate the characteristics that, when worked toward, will help our students to be internationally minded in order to succeed in the rapidly changing world."

3. I hear there are 'Learner Conversations' planned for next Semester - can you tell us a bit more about these?

"Learner Conversations have a focus on student voice, providing an opportunity for students to reflect and share their educational journey for the year. They will use the language of the key capabilities to communicate, sharing artifacts of their work and providing examples of their personal and academic growth. Our learner conversations will be structured and supported, fostering motivation, clarity, and critical thinking in our students, whilst also connecting deeply with you our families around the holistic growth of your child(ren)."

4. How can students be successful with the Key Capabilities project this year?

"By being open and honest in their reflections. By finding the connections in their subjects to the key capabilities and engaging in the opportunities presented. From these opportunities and reflections the Key Capabilities will provide a visual tool to help guide students to their best self.

It will support students in their general interactions with others and provide guidance for improving in different areas of their lives. It provides a roadmap for students as they develop, supporting them by providing direction."

The diagram is a circular wheel with a central hub. The central hub contains the text: "thriving people, capable learners, leaders for the world God desires". Surrounding this hub are eight colored segments, each representing a key capability:

- Top: moral, compassionate, ecologically aware
- Top-Right: literate, numerate and effective communicators
- Right: spiritually aware and inspired by faith
- Bottom-Right: self-aware, collaborative and socially adept
- Bottom: Intercultural and globally minded
- Bottom-Left: knowledgeable, inquisitive and innovative
- Left: confident and careful creators and users of ICTs
- Top-Left: dialogic experiences connecting the world and faith

 The outer ring of the wheel contains the text: "co-constructed learning and assessment design" and "international curriculum". Below the wheel is the text: "The Key Capabilities Continua ...for Living Learning Leading". To the right of the wheel is a handwritten note on a spiral notebook. The note reads:

Dear children and young people,
 You are capable and competent people, learners and leaders. You are made in God's image and are deeply valued for who you are - in and for the world God desires.
 You have capabilities that you can use to help you live, learn and lead. Recognising and developing your capabilities enables you to be comfortable and confident in who you are, and ready to make a difference in our world.
 Catholic Education South Australia have named key capabilities and created a resource to help you to reflect on, plan for and show evidence of the development of your capabilities.
 The Key Capabilities Continua can be used in partnership with your teachers and your families to reflect on the experiences at school, at home and in your community where you grow and develop your capabilities.
 Reflecting on your capabilities will support you to thrive throughout your life as a person, learner and leader.

 At the bottom of the note are the names and titles of Dr Neil McGoran and Nichis Mardon.

YEAR 10 HISTORY > World War II Exhibition



Our Year 10 History Class was given the opportunity to exhibit displays to staff and students as part of their Historical Study Task recently.

The task provided students with a digital box of artefacts that could be explored including items such as helmets, caps, medals, money, photographs, maps, and uniform items from the Australian War Memorial.

The students were then required to develop their own investigative question in which they were to explore an aspect of World War II using a piece from the digital box as inspiration.

As part of answering their question the students were required to create a visual piece, either physical or digital, that helped to explain their answer. The students were given the opportunity to display their work at an exhibition in which invited leadership members, staff and students were able to wander through and ask questions about the exhibits.

It was fascinating to see students develop questions which followed their own interests and the enthusiasm that students displayed in creating and exhibiting their visual pieces. The exhibition was a fun way for students to interact with history to bring the events of the past to life. Students investigated various areas of interest from the role of the Red Cross during World War II, the Japanese treatment of prisoners of war and the role that animals played in supporting the war efforts. This activity allowed students to gain a further understanding and appreciation of what it must have been like during the time of World War II.

Clint Vause,
Year 10 History Teacher

****MORE PHOTOS ON NEXT PAGE****



YEAR 10 HISTORY > World War II Exhibition



YEAR 9 MATHEMATICS > *Checking Our Campus*



Over the last two weeks, students in Year 9 Mathematics have been using trigonometry and Pythagoras' theorem to check how tall the Gleeson Building (Administration) is, whether it is still vertical, and how tall the poles in the courtyard are.

This investigation is a fixture of the Year 9 Mathematics curriculum, with generations of Gleeson students checking our buildings.

The good news is: the Gleeson Building is still approximately the same height it's always been, and it's still nearly vertical. That means it's *probably* not sinking or starting to lean!

Mr Bond & Year 9
Mathematics Teachers



'YOUNG DARK EMU - A TRUER HISTORY' > NRW 2020 in Thomas Library

This year in recognition of National Reconciliation Week, students focused on the theme '#In This Together' and read the outstanding book 'Young Dark Emu - A Truer History' by Bruce Pascoe (a children's version of his award-winning non-fiction book 'Dark Emu').

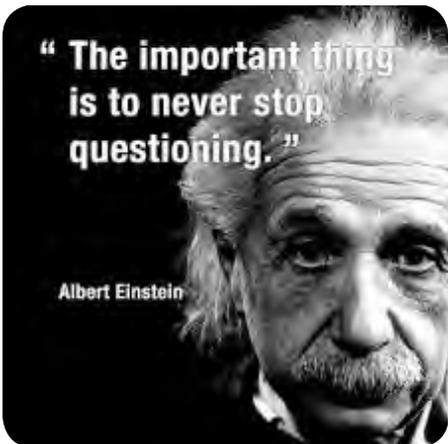
Through this book, students listened to stories about how life was for our First Nations people prior to invasion by white settlers, and also the many impacts that this had on what is the oldest living culture in the world. Students keenly engaged in this essential learning and were able to reflect on the words and well-illustrated pictures. In this book, author Bruce Pascoe (*pictured below*) argues for a reconsideration of the hunter-gatherer label for pre-colonial Aboriginal Australians in this book. He allows the reader to see Australia as it was before Europeans arrived – a land of cultivated farming areas, productive fisheries, permanent homes, and an understanding of the environment and its natural resources that supported thriving villages across the continent. 'Young Dark Emu - A Truer History' asks young readers to consider a different version of Australia's history pre-European colonisation. It is an amazingly eye-opening book, filled with Aboriginal Australian History - a truly insightful and challenging read.

Having read these stories with our English Classes in Thomas Library over the past week, there was so much discussion, engagement and ideas being shared around the room. Students also reflected creatively, showing an understanding of the readings, by adding to the NRW 2020 hand print display in our Reading Room. Well done to all students.

Milinda DeConno,
Teacher Librarian



CRICKET IN WINTER? > STEM Society Students Take Up The Challenge!



STEM Society students performed exceptionally well in a two-week engineering challenge recently. The Fluor Challenge is a fun, hands on activity where Science, Technology, Engineering and Math combine. The build challenge enabled the students to learn, experiment and develop design-thinking skills.

Fluor is an engineering company whose focus is to ethically engineer projects. The company also creates annual design challenges where students all over the world compete. This year, the challenge, 'Cricket Wicket Knockdown Challenge' saw nearly 5,000 students from over eight countries participate to create a machine capable of launching a ping pong ball to knock down a wicket. The team who could knock down the wicket the most times within a three-minute period were crowned winners.

The students learnt about launch angle, pull distance, types of forces to deliver the ball accurately, along with essential hands-on engineering skills. STEM Society aims to inspire students and create growth mindset through engaging activities. Howzat!

Melissa O'Loughlin, Science Lab Assistant

****MORE PHOTOS ON NEXT PAGE****



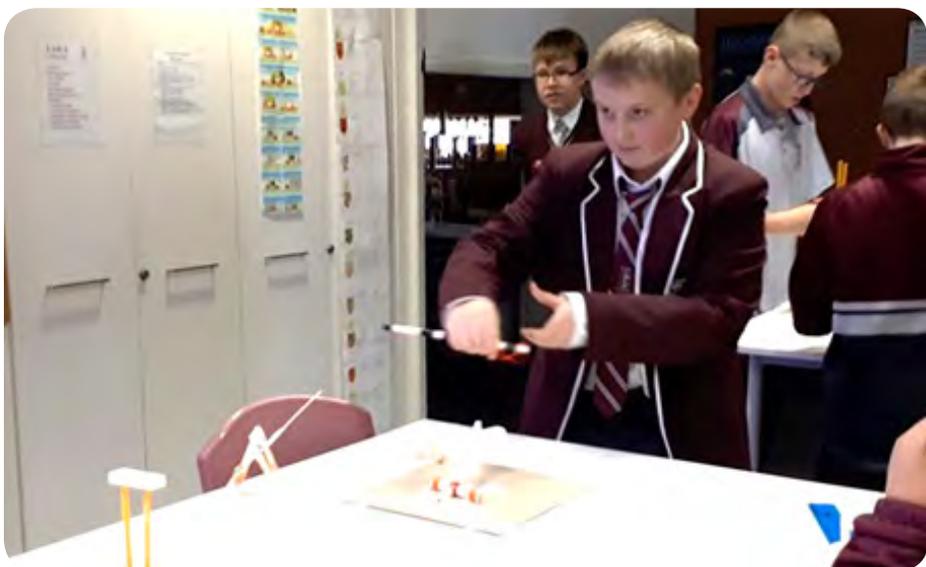
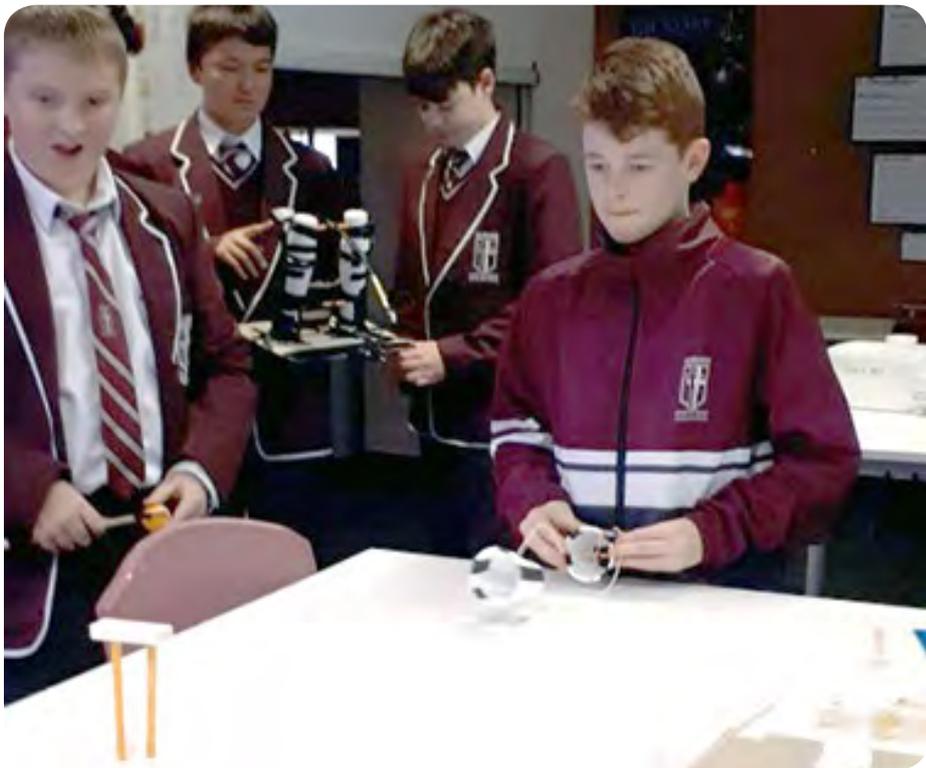
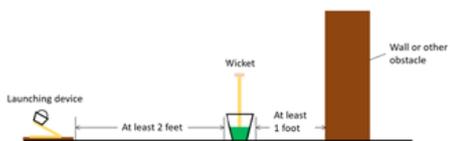
CRICKET IN WINTER? > STEM Society Students Take Up The Challenge!



Take the 2020 Fluor® Engineering Challenge



Build a device for the Cricket Wicket Knockdown!
(How many times can you knock over the error on the wicket in three minutes?)



DOORWAYS TO CONSTRUCTION (D2C) > A Trade Industry Headstart

The Doorways to Construction Course is a Vocational Education and Training (VET) Course that aims to support students in guiding them on a chosen career path within the Building and Construction Industry.

The D2C course aims to not only provide students with an opportunity to learn and develop trade-specific skills and techniques but to also allow students to gain a better understanding of the industry, the WHS practices required, and the attitudes and attributes required to be a successful entry-level worker.

Currently, the D2C group is working on its year-long practical task that simulates the process of residential construction. Students have worked to create and level a floor frame/floating deck upon which they have assembled and erected a Maxispan Steel Frame kit, which is a smaller version of a real steel-framed home. From here, students will be developing skills in timber framing to construct timber-framed kits of a similar size before moving onto other trades areas that following the sequence of residential construction.

We looking forward to sharing more photos as our project continues!

Adrian Ranieri,
Technologies Learning Area Leader



GLEESON WORLD FOOTBALL PROFESSIONALS RETURN HOME!

Gleeson World Football students were privileged to have Socceroo and pacy Al-Wehda forward Craig Goodwin (Class of 2009) and Adelaide United star defender Jordan Elsey (Class of 2011) return to help lead their classes this week.

Both Gleeson Old Scholars shared their own personal journey from grass roots local football to the elite, professional level in a Q&A session before everyone put their boots on to take to the GC Pitch.

Gleeson World Football Head Coach Daniel Mullen was assisted by both Craig and Jordan as they put the students through their paces in precision skills rotations and mini games.

A big thank you to Craig and Jordan for coming home to visit us and also to our World Football Head Coach Daniel Mullen for organising this awesome experience for our young Gleeson footballers.

****PHOTO GALLERY CONTINUES ON NEXT PAGE****



GLEESON WORLD FOOTBALL PROFESSIONALS RETURN HOME!



WINTER SEASON SPORT RETURNS!!

WINTER SPORT TRAINING TIMETABLE >

Sport	Coach	Age Group	Training Day	Training Time
Badminton - Girls	Maybelline San Juan	Open	Thursday - GYM	3:30-4:30pm
Basketball - Boys	Nick King	Jnr 1 and 2	Tuesday - GYM	3:30-4:30pm
		Snr 1	Tuesday - GYM	3:30-4:30pm
Soccer	Carlo Librino Cooper Nunn Lachie Wallace Peter Librino Bailey Pannone Jack Ward Cory Riccio	Year 7 Boys	Thursday - Gleeson Oval	3:30-4:30pm
		Year 8 Boys	Thursday - Gleeson Oval	3:30-4:30pm
		Year 9 Boys	Thursday - Gleeson Oval	3:30-4:30pm
	Taylor Fiorita Erin Hossen Alex Mullen	Open Girls	Monday & Wednesday - Oval	3:30-4:30pm
Netball	Taylor Renfrey Paris Sinclair Karlee Turner Lauren Wright Madeline Scherer Millicent Anderson Stephanie Guidolin Madison Nenke	Year 7 Girls	Monday - GYM	3:30-4:30pm
		Year 8 Girls	Monday - GYM	3:30-4:30pm
		Year 9 Girls	Monday - GYM	3:30-4:30pm
AFLW	Simon Barratt	Junior	TBC	3:30-4:30pm
	Chad Schoenmakers	Senior		3:30-5:00pm

With the restart of extra-curricular Sport for the Winter season, Gleeson College is excited to see their teams back out and training from next week (Term 2 > Week 7).

Please remember if you are not feeling well, PLEASE DO NOT ATTEND.

Students will also need to bring their own equipment to all trainings and games, including their water bottle.

More information regarding fixtures and locations will be out very soon, and forwarded to students and families as each draw is finalised.

Rachel Staffin,
Sports Development Officer



GLEESON NOTICEBOARD



GOLDEN GROVE CAMPUS UNIFORM SHOP NEW TRADING TIMES > Term 2 2020

GOLDEN GROVE CAMPUS ONSITE SHOP

Tuesday: 8.15am - 9.15am
Wednesday: 2.45pm - 4.15pm

P: 8350 7934 | E: ggcus@devonclothing.com.au

MODBURY DEVON CLOTHING UNIFORM SHOP

Monday - Friday: 9.00am - 5.00pm
Saturday: 10.00am - 1.00pm

429 Montague Road, Modbury
P: 8350 7930 | E: modcus@devonclothing.com.au

****PLEASE NOTE WE ARE NOT ACCEPTING CASH AT PRESENT - CARD ONLY****



2020 GLEESON DIARY DATES >

TERM 2 2020

19 Jun STUDENT FREE DAY > Staff Professional Learning Day
22 SEMESTER 2 BEGINS
3 Jul FINAL DAY OF TERM 2 FOR ALL STUDENTS



GLEESON VINNIES WINTER CAN APPEAL 2020 > Faith in Action



**THE POWER TO CHANGE A LIFE
IS IN YOUR HANDS.**

DO SOMETHING ABOUT IT.
Please donate to the Vinnies Winter Appeal.



Gleeson College has always been a strong supporter and cheerleader of the good works of St Vincent de Paul.

This year we are collecting tinned goods to donate to the Vinnies Winter Appeal and are urging families to give what they can for this important cause.

Students should take their donations to Care Group and add to their basket. In Week 10 we will be holding a House Challenge where a group of students representing each House will create a sculpture of cans in the courtyard! The most creative sculpture will win House points, while there are also individual and Care Group prizes on offer for the highest number of cans collected!



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