



The Globe

Newsletter of Gleeson College

Issue 8 > Friday 19 June 2020

THE SHOW MUST GO ON! > Performing Arts 'Virtual Concert + Exhibition'



On Wednesday 3 June, some of Gleeson College's Performing and Creative Artists displayed their talents in a 'Virtual Concert & Exhibition' held in the Dame Roma Mitchell Centre throughout the day.

It was definitely a different type of concert/exhibition with multiple cameras set up for recording and socially distant seating for the small smattering of classmates able to watch the event due to COVID 19 restrictions. This didn't stop our artists from giving their all and showing off some of the incredible talents in song writing, music, choreography, dance, script writing, photography and even cake decorating (see photo above - yes we did get to eat the cake afterwards!).

The pieces performed and work on display formed assessments for Creative Arts and Dance classes and all students involved are to be congratulated on their amazing results, despite very strange circumstances. Hopefully they'll be able to share their talents with the wider community towards the end of the year.

*Well done everyone! **PHOTO GALLERY ON PAGES 6-7***

Carly Meakin, Arts Learning Area Leader



Gleeson College

40-60 Surrey Farm Dve, Golden Grove
South Australia 5125 T: 8282 6600

www.gleeson.sa.edu.au | info@gleeson.catholic.edu.au

Absentee/Late SMS: 0438 879 373

Absentee Email: absentee@gleeson.catholic.edu.au



FAITH IN ACTION CALLOUT TO OUR GC COMMUNITY



Semester Changeover

It is amazing to think we are at the halfway point of the year as Semester 1 draws to an end. Students have spent the end of this week completing assignments, sitting final tests, exams and for a number of subjects, thanking their teachers for a wonderful semester. In what has been a most challenging semester at Gleeson, it is exciting to know that we are moving further forward with the lifting of more restrictions and a move into a new normal. Staff are working hard to mark this semester's work ready for Reports at the end of the term. At the same time, they are planning and updating on SEQTA the Semester 2 classes and new programs, all with high enthusiasm and excitement.

As we finish Semester 1, I would like to take the opportunity to thank leaving staff member Ms Tamira Thompson for her wonderful work in Home Economics, Science and Mathematics, and we wish her all the best in her teaching journey. In doing so, we would also like to welcome Miss Olivia Keatch to Gleeson College, who will be teaching in the Maths and Science faculties. Olivia is a Gleeson Old Scholar from our Class of 2015, and also earned the Thomas Medal for Dux of College in her graduating year. We warmly welcome Olivia back to our College community.

In the last editorial, Mr Corbo explained he had visited classes during PDP and witnessed the preparations of Class House Liturgies. Wednesday of Week 7, saw these liturgies come to life (see full article from our APRIM Monica Doherty in this issue of *The Globe*). In a time where the Church has had to rethink their celebrations, our staff and students truly recontextualised a liturgy that was contemporary and relevant to them. It was wonderful to walk into a couple of Care Groups during PDP and join in these liturgies, and enjoy how beautifully our students engage at these times. All of our staff and students should be proud of the work they did in putting these together and being so reverent during this sacred time.

Faith in Action

There is only two weeks remaining to bring in donations for the Vinnies Winter Appeal. Although I feel I say it every year, this year truly feels the coldest in a while. It makes me appreciate how lucky I am to be able have a roof over my head and a warm cooked meal at nighttime. Thank you to all our community members who have donated so far, but there is still time. The students will be building sculptures using these donations in a House competition during PDP in Week 10, so the more donations the better for each House (currently Hughes are leading the tally!). In raising awareness for this, our Student Leaders are also hosting a fun 'Crazy Socks & Beanie Day' next Wednesday (Wk 9). Students wishing to take part need to bring in a donation of goods or a gold coin toward our Vinnies



Winter Appeal for St Vincent de Paul.

As I finish off my last editorial for the term, I wish to set a challenge to students and our wider community. As we think about the vulnerable in our society, in particular perhaps our own grandparents and elderly friends who may have been withdrawn from society, please take the time to ponder when the last time was that you connected with someone who may be lonely or missing a friendship? Now is the time to reconnect with them! Give them a call, drop in and see them with some home-cooked goodies, and reflect on just how lucky we are in our community to be accepted and loved.

The works of St Vincent de Paul, St Mother Teresa and St Mary of the Cross MacKillop, so often remind us it is not just in giving of goods and food that we can help someone, it is the healing of one's soul, which is often brought about by the positive interactions with others. So often a simple conversation is truly what people need to know they are being cared for, and they are loved, both in body and spirit.

Adam Cibich,
Deputy Principal 2020

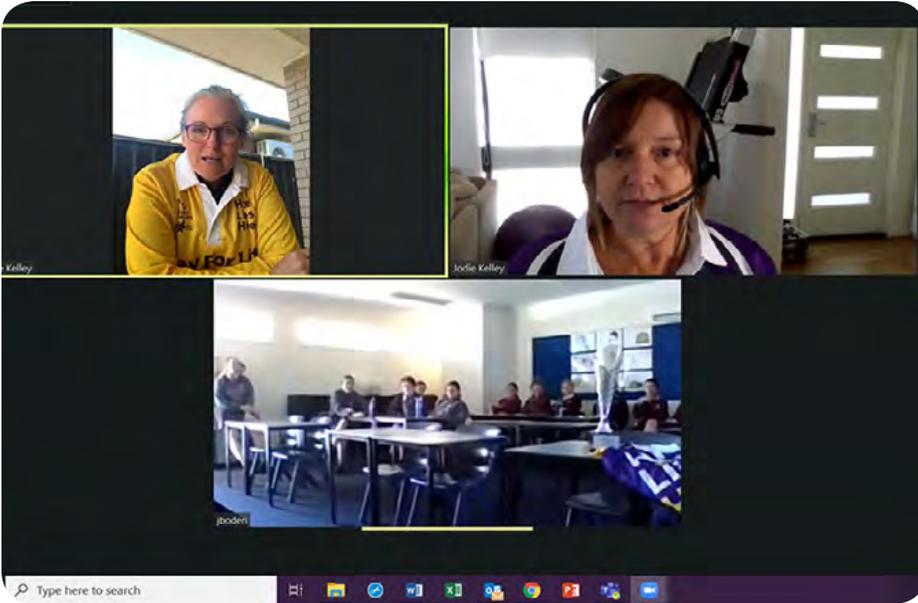
STRANGER WARNING

Students and families are reminded to be wary of approaches from strangers, especially when they are unaccompanied or travelling to and from school. If they are approached students should not respond and should not accept offers of rides or gifts.

Students should seek the assistance of other nearby adults if they feel unsafe and should report the event to a trusted adult (parent or school staff member) as soon as possible. SAPOL advises that taking out a mobile phone and calling police can deter the offender and they recommend the student making a formal report to their closest police station.

Joe Corbo, Principal 2020

VIRTUAL AWARD PRESENTATION FOR GC RELAY FOR LIFE TEAM!



Back in late February, before the extent and seriousness of COVID-19 was understood and social restrictions had changed the way we lived our lives, Gleeson College participated in the 2020 Relay for Life.

Back then, we were more concerned about the impact of the summer bushfires and were eagerly looking forward to Mad March so we could watch a Fringe show, gather in the gardens of the CBD or even watch the V8s go around the city circuit. But for many of the Year 11 and 12 students, their focus was on the impact we could have in the fight against cancer. Our students spent the afternoon, night and following morning walking laps around the Adelaide Showground's Main Oval during the 19-hour Relay for Life walkathon.

The weary-faced participants were roused one final time before retiring home to get some much-needed rest when it was announced that Gleeson College attained the Highest Fundraising School Award, having raised a total of \$13 355, making up nearly 10% of the total funds raised by this year's event! To commemorate this achievement, Jodie and Tara from the Cancer Council have been desperately trying to make contact to present the students with a trophy acknowledging this outstanding effort, which was finally achieved via Zoom this week.

The trophy is a perpetual trophy awarded to the highest fundraising school group, and we are hopeful that similar dedication and effort by our students will enable this piece of silverware to stay with us once again in 2021.

It is without question that 2020 has been a year like no other in memory, but for all of those involved in Relay for Life, this year's event will be one of the few excursion-like experiences that they engage with. Knowing that it will be remembered fondly,

I hope that many of the graduating students choose to join us again next year as GC Old Scholars, and that the current Year 10 and 11 students continue to carry the Gleeson baton with pride at the 2021 Relay event.

Josh Boden,
Damiani House Senior School Leader



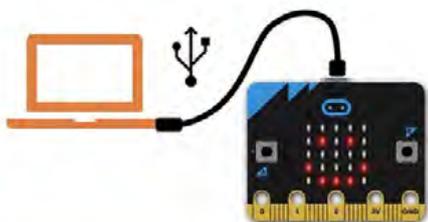
WHY IS STEM IMPORTANT FOR 21ST CENTURY LEARNERS?

We've all heard about STEM, however, some of you may wonder why it's important and what makes it so significant. We all know STEM stands for the integrated learning of Science, Technology, Engineering and Mathematics and to spark an interest in STEM is to provide skills that are crucial for future employment. Industry leaders such as Simon Rountree, founder of Change Ready, believes STEM is essential because our future is shaped by technology and jobs will need people to do what technology can't. That is, to think creatively, critically, problem solve and collaborate whilst working side by side with technology. The ability to build a story around data and to influence innovative projects are skills that industry leaders are calling out for.

STEM is vital as its linking future, 21st century skills that will help students to be more employable in a society that is becoming more automated. Technology is changing the types of jobs we have and those that will be available in the future. There will be some jobs that will be lost, while other new areas, will emerge. We can see in our own lives how true this is. First school leaver jobs in the 1990's-2000's required people to manage orders and transactions at retail or take away food shops for example. Now, in 2020-2030 we see self-scanning technology and innovative digital systems to mainstream these



SPHERO > A programmable robot ball



MICRO:BIT > A hand-held micro processor



areas. Digital technology has become a core part of our everyday lives and careers of the future are emerging and disappearing in line with these changes.

In STEM Society, we hold sessions that explore how students can acquire these abilities through hands on engineering challenges such as the Fluor and Stomp Rocket build events. We teach coding skills using Micro:bits and in conjunction with 3D printers, Virtual Reality (VR), Drones and Sphero activities, we develop Digital Technology abilities. Our aim is to nurture STEM skills within each student, so they can problem-solve and actively communicate their iterative ideas whilst having fun in engaging activities.

To adapt to a changing workplace and future it's crucial we have a growth mindset to succeed and explore new ways to do things. School graduates may find their future careers will be across different sectors due to changes in the global economy. Having skills that can adapt to different roles; critical thinking and complex problem solving will provide them with the right skills to thrive. STEM equips students with a way of thinking that will give them the best skills to thrive in a changing environment.

Jason Puttnins, Science Learning Leader & Melissa O'Loughlin, STEM Assistant

40% OF CURRENT JOBS WILL NO LONGER EXIST IN THE FUTURE

71% OF AUST. EMPLOYERS SEE STEM EMPLOYEES AS THEIR MOST INNOVATIVE

75% OF THE FASTEST GROWING OCCUPATIONS REQUIRE STEM SKILLS



STEM Society is always open to new students and everybody is welcome. If you would like to join or need more info, email Mr Puttnins or Mrs O'Loughlin for further details.

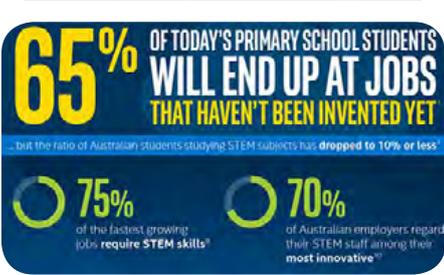
jason.puttnins@gleeson.catholic.edu.au
melissa.oloughlin@gleeson.catholic.edu.au

WHY IS STEM IMPORTANT FOR 21ST CENTURY LEARNERS?

Why is STEM important?



Science Technology Engineering Mathematics



THE SHOW MUST GO ON! > Performing Arts 'Virtual Concert + Exhibition'



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VIRTUAL HOUSE LITURGIES > 'Don't be observers of life, but get involved!'

"Dear young people, please, don't be observers of life, but get involved. Jesus did not remain an observer, but he immersed himself. Don't be observers, but immerse yourself in the reality of life, as Jesus did."

- Pope Francis

The young people of Gleeson College embraced this message and with their Care Group teachers, planned and facilitated the most beautiful House Liturgies during Pastoral time last week. As I moved around the College, during the planning lessons and on the day the liturgies took place, I felt such a strong sense of spirituality and collaboration which were intertwined into something beautiful. It is difficult to convey what I saw in words, but to be present during this time was humbling. This was both a fantastic and meaningful way for students and staff to come together for prayer and worship. Students were heavily involved as classes, in the planning and facilitation of these. The theme was around connection and students tailored the liturgy to their individual classes and reflected on what this meant for them. They did this through the choice of music, imagery, scripture and prayer and it was a delight to have student leaders reflect, through video, what their thoughts were in relation to scripture and our present lives. As I journeyed through both Middle and Senior schools, I marvelled at the sense of community and respect. It was an opportunity to take on a challenge and turn it into something which would unite and personify what our Catholic College is about, worship and community connectedness.

I would like to extend my gratitude to all staff and students who helped make this a wonderful and intimate occasion.

We are so blessed at Gleeson to be connected as one heart. Thank you for your leadership, your willingness to embrace your individualism and your passion for being part of our faith filled community.

Monica Doherty,
Assistant Principal Religious Identity
& Mission



HAIKU POETRY TIES JAPANESE, ENGLISH + RE TOGETHER!



Recently the MAR-ROG Learning Team learnt about Haiku (Japanese poetry) across three subject areas.

In Japanese, they learnt about the famous poet Matsuo Bashou and how themes of seasonality and nature permeate most traditional haiku. In English, students then reviewed the structure of a haiku; analysed examples of haiku and how poets, like Matsuo Basho used punctuation to create tone; and developed skills in how to create ideas and improve their vocabulary (using more precise words for what ambience they are trying to create).

The students learned six different strategies to create ideas and improve their vocabulary: imagination, feelings, memories, senses, mind-mapping and creating spider-grams. Students polished their Japanese haiku and created a new haiku for publishing. Importantly, students also learned how to write a writer's statement for each of their poems.

Finally, in Religion, students have been exploring who God is to them. Using the student's personal relationship with God, they have expressed their image of God through the use of Haiku



poetry. This has tied our Religion unit together using their skills learnt in English and Japanese.

Why do we make cross-curricula ties?
ACARA encourages integration of learning area curriculum. By integrating curriculum it provides opportunities for teachers to create authentic and engaging teaching and learning for our students, and therefore our students benefit by having rigorous and rich learning experiences and skill development.

Through our mini Haiku integration, students have also had opportunities to reflect on and show evidence of several of the Key Capabilities, specifically, Literate and Effective Communicators; Spiritually Aware and Inspired by Faith; and Intercultural and Globally Minded.

Tom Dawson, Languages and Cultural Programs Leader, Kathy Marusic & Emma Rogers, MAR-ROG Learning Team Teachers

YEAR 8 HaSS > BUBONIC PLAGUE BERLINERS!



Before the Coronavirus, a pandemic that threatened a significant area of the world was the plague, more commonly known as the Black Death. This plague was so severe that many people who caught one of the three strains of the disease in parts of Europe, Asia and North Africa died quickly. In our lessons so far, students have looked at the origins of the disease as well as senior leaders and their futile responses at the time.

Students were able to draw real-life connections to the disease by engaging as doctors in an in-class simulation. Using jam berlina and custard, students recreated the most common form of the disease, the bubonic plague, and attempted the most common treatment by doctors; bloodletting.

Safe to say, they left with an appreciation for modern treatment and medicines!

Peter Terminello,
Year 8 HaSS Teacher



YEAR 8 CULTURAL TECH. > Integrating Content + Language in Learning



Cultural Technologies (Italian) was an innovative new subject for 2020, using the methodology of Content and Language Integrated Learning (CLIL). The content and assessment of this subject was aligned with the Year 8 Digital Technologies and Home Economics assessment, adapted to integrate Italian language and culture, and taught in Italian language! This methodology is being trialled heavily in Queensland and Victoria, with clear benefits for students' cognition skills.

In Digital Technologies, students were assessed on their computational thinking and planning, and creating a range of digital solutions. This took the form of a Mediterranean diet smartphone application in Italian, including a translator function to move between languages. Furthermore students constructed a language learning tool by creating a virtual world Italian 'zoo', with the purpose to assist in learning names of animals in Italian. Students also used programmable multimedia solutions to construct a procedure through animated powerpoint in Italian, to visually represent tasks such as making pizza, and kicking a soccer ball.

In Home Economics, students were assessed on a range of learning activities designed to allow them to develop practical thinking skills, expand their knowledge, reflect and evaluate. During food technology, students followed recipes with ingredients and directional words in Italian. Furthermore, they made considerations of skills acquired and sustainable practice in a cooking evaluation. In textiles, students understood the significance of 'made in Italy' and the grand tradition of Italian fashion design and construction. They consolidated and extended their garment construction skills crafting a pair of 'pantaloncini' boxer shorts, following procedure and using the language when asking for assistance. Students then evaluated this experience as an important part of the design thinking process.

Stay tuned to The Globe later this year for our report on Cultural Technologies (Japanese) which runs in Semester 2, starting next week!

Prof Antonia Ditroia,
Year 8 Cultural Technologies Teacher



"I enjoyed learning different words then what we would normally learn in Italian class."



"I enjoyed learning and expanding my Italian vocabulary and learning about Italian culture."



What is Cultural Technologies?
Cultural Technologies is available for Year 8 students to study as their Technologies elective. This innovative subject runs for a semester, incorporating the regular Digital Technologies and Home Economics curriculum - but it is taught in a second language (Japanese/Italian) with a focus on Japanese/Italian culture.
For more information, please speak with Mr Tom Dawson, Languages and Cultural Programs Leader.



YEAR 9 RELIGION > PHILOSOPHY WITH MR CORBO

"Wonder is the feeling of the philosopher, and philosophy begins in wonder."

- Plato

Each Friday, my Year 9 Religion Class set aside one lesson to philosophise around our current topic on Good and Evil. This can extend to other related topics, which come up as part of our conversations. It is an important time for us to be present, to wonder and to question. It is a time for no distractions or screen time. Each week, we miss the change of lesson because we are too engrossed in discussion. One week the students thought it would be a good idea to hear from another staff member's point of view. They chose our Principal, Mr Corbo.

Today we entered into a philosophical discussion with Mr Corbo and the students had already passed on their



question starters to him to ponder over. It was a wonderful opportunity for me, as the teacher, to sit on the sidelines and watch our Year 9 students hang onto every word that Mr Corbo said. He revealed the human side of the principal and this was appreciated by the class. Their questions were answered and there were opportunities to respectfully question Mr Corbo's thoughts. It was interesting to hear Mr Corbo talk about Science and Religion and it opened students' minds to reason and to appreciate the complexities and giftedness of being a human being.

Mr Corbo entered into a dialogue about our Christian and Catholic faith and we discussed forgiveness and how we are loved by God and are given free will. Our life is about choices and that we collectively strive to create a world of love and peace. We were extremely grateful that Mr Corbo took time out of his day to spend some quality time with us. It was an opportunity for students to hear a different perspective.

Some students left feedback at the end of the day, conveying their appreciation:



"I thought that it was nice for the leader of our school to come in and talk to us about his opinion on what we had been studying. Since Mr Corbo is the Principal I thought it was very special that he took time out of his busy day to come into our class and answer our questions. It was also interesting because we have different opinions of the topic I thought it was interesting to hear the opinions of student, of teacher and of Principal. I really enjoyed today's lesson and I hope we can do it again."

- Abby Hall (9 FMHER)

"I thought he had a strong mindset and was good at relating spiritual things to real life."

- Gracie Gavini (HMSHA)

Monica Doherty,
Assistant Principal Religious Identity
& Mission



WHITE CARD TRAINING

> *Are you thinking of entering the Construction Industry?*

White Card Training with PEER is available for Gleeson College (and Golden Grove Campus) students to complete early in Term 3!

WHEN: Monday 27 July 2020, hosted by One+

WHERE: One+ Venue (FULL DAY COURSE)

COST: \$95.00

If you do not have your white card yet but are looking to complete work experience on construction sites then this training is for you.

<https://training.peer.com.au/training-courses/upskilling/cpcwhts1001-prepare-to-work-safely-in-the-construction-industry-whitecard.cfm>

Please email Mr Blake ASAP if you are interested - places are limited >
thomas.blake@gleeson.catholic.edu.au





IN SPITE OF COVID-19, WE ARE STILL CONNECTED!

Over the past couple of months since COVID-19 lockdowns began worldwide, Gleeson students have begun connecting with students from our sister school in Japan, Kogakuin, and a new school in Italy, Istituto Comprensivo Fabrizio De Andre (pictured below).

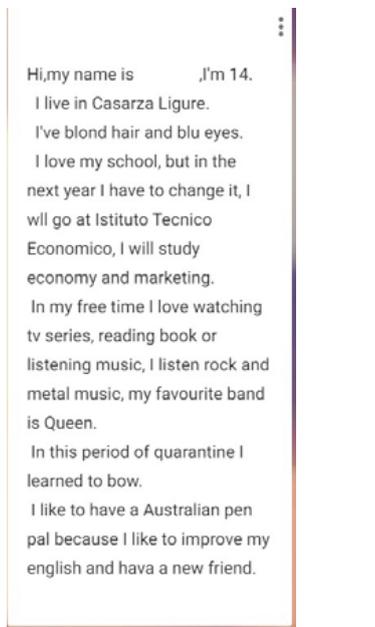
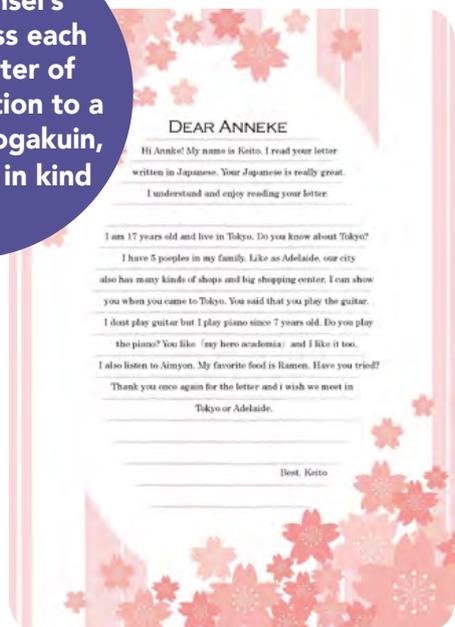
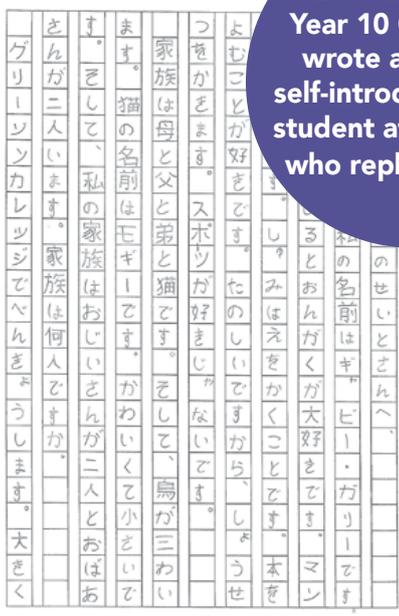
Not only do these opportunities allow students to practice their second language in 'real' contexts outside of the classroom, but it also helps broaden their intercultural understanding.

Tom Dawson,
Languages & Cultural Programs
Leader

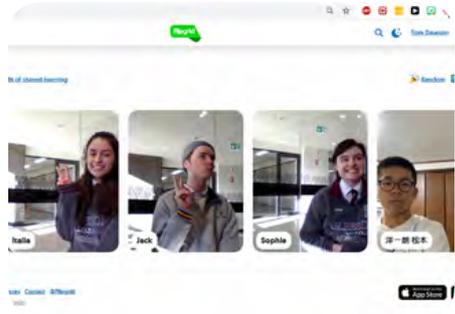
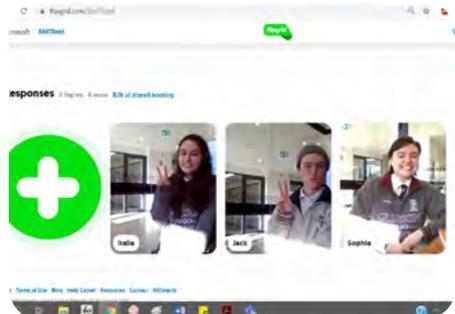


Prof Ditroia's Year 9 Class have started exchanging self-introductions with one of Prof. Ghirlanda's classes in Italy, using Padlet;

Boden Sensei's Year 10 Class each wrote a letter of self-introduction to a student at Kogakuin, who replied in kind



Stage 2 Japanese students have had two Zoom sessions with Sensei Nakagawa's homeroom class from Kogakuin, talking about hobbies and daily life. Next, we hope to use Flipgrid so the students can continue to learn about culture and further develop their language skills



GLEESON NETBALL SPECIALIST PROGRAM 2020



The Gleeson Netball Program has now wrapped up for 2020 and we would like to say a big thank you to our Specialist Coach and Adelaide Thunderbird, Kate Shimmin, for her outstanding expertise and guidance of our girls this semester.

Kate formed great connections with all our Netball students, and was a wonderful asset to our program.

Taylor Renfrey,
Netball Specialist Program Teacher

****MORE PHOTOS FROM OUR NETBALL SPECIALIST PROGRAM IN 2020 ON PAGES 15-16****

GLEESON NETBALL SPECIALIST PROGRAM 2020



GLEESON NETBALL SPECIALIST PROGRAM 2020



MARCOS FLORES VISITS GLEESON WORLD FOOTBALL PROGRAM

Our Year 10 World Football Class were privileged to have a visit by former A-League star Marcos Flores recently.

The former Reds playmaker has certainly not lost his flair, taking the pitch for "Team Platt" in a mini 6-a-side game and finding the back of the net within minutes! We thank Marcos for taking the time to visit our GC World Football students.





One good deed can change everything.

CRAZY SOCK & BEANIE DAY

at Gleeson College

WED 24TH JUNE, 2020

Please provide a gold coin or can donation to wear
crazy socks or a beanie!



Preventing and Responding to Child and Youth Anxiety and Depressive Symptoms

The Foundational Strategies for Parents and Caregivers

1 Hour Zoom Webinar

Tuesday the 30th of June, 6.30pm

Designed for Parents and Caregivers

Content

This practical and engaging webinar will focus on:

- How does anxiety and depression manifest and express itself in children and young people (from 5 years to 18 years).
- What are the current and emergent (post COVID) at-risk groups, within a context of greater world uncertainty.
- What are the key parent and caregiver actions and strategies to prevent anxiety/depression and promote child and youth wellbeing and resilience.
- Two key areas of focus to promote wellbeing and resilience: (1) responding to child and youth growth and developmental needs and (2) building child and youth capacity through side-by-side support.
- How parents and caregivers can work side-by-side with schools and children/youth in both preventative and secondary responses to anxiety/depression.

Facilitators

The session will be delivered by two LBI Foundation presenters with significant experience in providing preventative and targeted support (clinical and non-clinical) to children and young people (and their families and schools) within educational contexts.

Dr Ivan Raymond
(Clinical Psychologist, PhD)

Ms Kylie Agnew
(Registered Psychologist/Teacher)

Registration and Resilience Skills Modules in Term 3.

The Zoom Webinar is being delivered in partnership between the Life Buoyancy Institute Foundation and Federation of Catholic School Parent Communities SA. Registration and further information click here: <https://www.eventbrite.com.au/e/sa-catholic-caregiver-prevention-and-response-to-child-anxietydepression-tickets-107059078586>

In Term 3, parents, teachers and secondary school students can learn about 4 key resilience skills (click links):

[Mindfulness and Navigating Difficult Feelings \(5/8\)](#)

[Growth Mindset \(19/8\)](#)

[Actioning Values \(2/9\)](#)

[Gratitude and Helpful Thinking \(16/9\)](#)

GLEESON NOTICEBOARD

2020 GLEESON DIARY DATES >



TERM 2 2020

3 Jul FINAL DAY OF TERM 2 FOR ALL STUDENTS

TERM 3 2020

20 STUDENT FREE DAY > Staff Professional Learning Day
21 FIRST DAY OF TERM 3 FOR ALL STUDENTS



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****



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!

