



# The Globe

Newsletter of Gleeson College

Issue 11 > Friday 14 August 2020

## DAMIANI ENVIRONMENTAL ACTION DAY 2020



Throughout the year, the Damiani House Student Leaders and members of the Student Executive body have been planning an event that can connect with a cause that they see of great importance.

At the beginning of the year, this group reflected on the bushfires that devastated much of our local environment (before COVID-19 dominated all media sources).

So, the group chose a theme of "environmental conservation".

The goal this year has been to raise awareness, not raise funds, as the young people in our college are the next generation who will inherit the earth, and now is the time to STOP and THINK how we can ALL do our part to care for her.

The main student action that dominated the day was a keep-cup campaign. Students were able to access a free hot drink during recess and lunch, providing they brought their own keep cup. This helped



reduce waste in a localised way, but every journey starts with the first step. Moreover, many students across the school spent some time in PDP learning about the global plastics problem, so reflected on why there needs to be a change to our current practice in society, and how they can make a difference; along with groups of students caring for the environment in our school grounds.

Overall, it was a successful and exciting initiative by the Damiani House Student Leaders and member of the Student Executive body connecting with a cause that made a change caring for our environment. We are very proud of our students and their positive engagement in participating actively in discussions, actions, raising awareness and immersing themselves into Damiani Action Day.

Josh Boden and Kathy Marusic,  
Damiani House Leaders

**\*\*STUDENT COMMENTS + MORE PHOTOS ON PAGES 4-5\*\***



**Gleeson College**

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## PREPARING FOR THE FUTURE



### Subject Selections for 2021

The preparation of our students in selecting the right subjects for their desired pathways through secondary schooling is vitally important. At Gleeson College, we pride ourselves in the structures and processes made available to students and families to engage in this process in a comprehensive and fruitful manner. After all, as students approach their final years in the high school journey, the subjects they study hold increasing importance and relevance to their success at school and beyond school.

Families and friends of our Year 10, 11 and 12 students attended our annual subject information evening on Wednesday last week. The main tertiary education providers were present along with Gleeson College staff presenting information about subjects available at the College, the One+ Campus and beyond.

Last week our Year 11 and 10 students attended subject choice assemblies

where they received information about the process for selecting subjects for 2021. They then selected their subjects with the assistance of their teachers and with their families at home and then attended counselling days with their parents to finalise the subject choices.

Year 12 students attended a SATAC Assembly where they were introduced to the process of selecting University and TAFE courses for 2021. It will not be long before they finish formal lessons and start preparing for examinations. Only eight teaching weeks left!

### Two initiatives in the subject selection process for 2020:

- Year 8 and 9 students were supported in subject selections through Care Group staff in the Personal Development Program (PDP), our new 2021 Middle School Curriculum Handbook and Subject Selection Prezis developed by Mr Tom Dawson.
- Due to COVID-19 restrictions, information usually presented to families regarding the SACE and Year 12 is available on our College Youtube channel.

### Student Leadership 2020/21

Last week saw the commencement of



the Leadership Election process for our new Student Leaders whose leadership tenure runs from the beginning of Term 4 to the end of Term 3 in the following year. This is a demanding process and a very competitive one, which ultimately sees a great group of students step up to serve their community through their leadership skills and vision.

I would like to take this opportunity to thank most sincerely the current Student Leaders for the fantastic work they have done and especially for the way in which they have worked together so harmoniously. They have set a very high standard for future leaders to follow.

*Stay safe and keep well.*

Mr J Corbo,  
Principal 2020



scoliosis  
australia

## SCOLIOSIS AUSTRALIA

July and August are the months when it is recommended that all girls and boys in Years 7 to 9 participate in the National Self-Detection Program for Scoliosis (curvature of the spine). This can be done by downloading the Self-Detection Brochure from the Scoliosis Australia home page at the web address >

[www.scoliosis-australia.org/scoliosis/self\\_detection\\_prog.html](http://www.scoliosis-australia.org/scoliosis/self_detection_prog.html)



## 2021 SUBJECT SELECTION EVENING IN THE NEW MICAH CENTRE

Our Year 10 and Year 11 students, along with their families, attended Subject Selection Evening in our new Micah Centre on Wednesday 5 August.

Students engaged in important conversations with staff regarding the courses of offer at the College to inform their subject selections for 2021. Representatives from tertiary partners were also at the College for the evening to discuss pathways beyond school years. Families were able to explore our new Micah Centre illuminated by lights, showcasing another feature of the Senior School experience. This week's individual course counselling appointments were the final stage in our Senior student's selections for study next year.

Our Middle School students began their subject selection process during PDP this week. This year a number of resources have been created to assist students to make informed decisions regarding their elective choices. This includes our new **2021 Middle School Curriculum Handbook** ([https://assets.cdn.thewebconsole.com/S3WEB5843/images/2021\\_GC\\_MS\\_CurriculumHandbook\\_FINAL.pdf](https://assets.cdn.thewebconsole.com/S3WEB5843/images/2021_GC_MS_CurriculumHandbook_FINAL.pdf)), as well as an interactive elective picker for each year level. These interactives can be accessed below:

**[Year 8 in 2021](#)**

**[Year 9 in 2021](#)**

**[Year 10 in 2021](#)**

Students will use these to complete a subject selection form and then subject choices will be entered into our Edval platform via a code, which will be emailed home during Week 5. This is foster the partnership in these choices between our students, their families and the teachers that understand their strengths as learners.

SATAC applications have opened for Stage 2 students who are looking to apply to undertake further study in 2021. Students were presented show bags filled with information booklets from our tertiary partners, as well as a SATAC Guide. Students are encouraged to discuss their choices with their teachers and families, and



to engage in the many Open Days on offer throughout August by South Australian Universities, both at their sites and in the virtual space. Students are encourage to apply by September 30, as the application fee increases significantly after this time.

If you have any questions regarding your child's subject selections for 2021 please contact me at the College.

**Kate Morgante,**  
Assistant Principal Teaching and Learning





## DAMIANI ENVIRONMENTAL ACTION DAY 2020

### Damiani Student Leader Comments >

*"The Damiani Action Day was a great day to practise reuse food. Students responded well and many brought in a reusable cup and refilled it with refreshments throughout the day."*

- Molly Brooksby (MS House Captain)

*"Overall, I thought that Damiani Action Day was a great success in providing awareness for reuse food and making sure everyone is being environmentally friendly. I served warm drinks to a lot of students and staff throughout recess and lunch, and many came back for seconds, and even thirds! This day was great to encourage students to keep reusing their keep cups and recycling."*

- Aidan Barry (MS House Captain)

### Year 7 Student Comments >

*"We participated in Damiani Action Day! We weeded the garden beds and rocks surrounding the gardens."*

*We also got hot chocolate in our keep cups at recess. These actions are important because we are helping the environment and we need to do all we can to help it. Caring for our Gleeson veggie garden saw many insects including spiders, worms, and slugs. We know that we have to adapt to our changing environment and help it recover. By doing this we are being ecologically aware and collaborative, which are parts of our key capabilities that we are developing in ourselves.*

*We did service to others by weeding for them, and we were a part of a faith filled community by working together and showing compassion by caring for our environment. We enacted some of the core values of our Gleeson 10 throughout our day!"*

- Sophie, Mia & Sasha

*"It is important to step outside into our veggie garden and help our school community as it helped us realise how we can help our community, and world, in the easiest of ways—a lot can be achieved if people come together in 30 minutes. Also, by bringing our keep cups to school it promoted people to use reusable items to help reduce*



*waste. We also realised that lifelong learning doesn't just happen sitting in a classroom we can learn about ourselves and learn about things in different ways."*

- Clare, Imogen, Lincoln, Olivia & William

*"Caring for our school veggie garden we found lots of slugs, bugs and worms. This activity was fun because it was interesting to see all the worms and slugs. The overall experience of gardening the garden was a unique school experience."*

- Bella, Charlie, Ethan, Hannah & Harrison

*"We thought it was important to clean up the environment! So, today we participated in cleaning up our school veggie garden to show responsibility to our community spaces and to respect the property of the earth. We also enjoyed filling our keep cups at recess and lunch time."*

- Harrison, Koby, Libby & Mimi





## DAMIANI ENVIRONMENTAL ACTION DAY 2020





# GLEESON IN THE ADVERTISER! > Key Capabilities + Learner Profile Project

## Learner Profile

**Tom Dawson** DMDAS

LEARNER  
PROFILE  
EXAMPLE!

**Literate, Numerate and Effective Communicators**

*I have developed this capability by learning how to solve complex equations in Maths. In English, I have been learning about Poetry*

**Self-aware, Collaborative and Socially Adept**

*I have developed this capability by reflecting on my role in bullying, and how I can avoid being a bystander*

**Spiritually Aware & Guided by Faith**

*I have developed this capability by writing and leading my own prayers during Care Group*

**Confident and Careful Creators and Users of ICTs**

*I have developed this capability by re-considering how my posts on social media may be inappropriate*

**Intercultural and Globally Minded**

*I have developed this capability by celebrating people's differences on Harmony Day in PDP*

**Moral, Compassionate & Ecologically Aware**

*I have developed this capability most prominently during an assignment in RE, where we ----*

**Knowledgeable, Inquisitive and Innovative**

*I have developed this capability in my participation in the STEM Society*

**Competent -> Capable -> Thriving**

ADVERTISER.COM.AU SATURDAY AUGUST 1 2020

## Students' jobs to count for Year 12

**CHRIS RUSSELL**

STUDENTS who gain experience outside school, such as part-time work or community service, will have those skills added to their school-leaving certificate under a major change to assessment.

The new certificate, called a Learner Profile, would include SACE results and be used toward entry into university or vocational studies and job applications.

The change will be at the centre of the SACE Board's three-year strategic plan being published in August and take effect as soon as 2023.

South Australian Minister for Education, John Gardner, said, "The SACE Board, which runs the SA Certificate of Education, wanted to provide a broad view of a student's capabilities, chief executive Martin Westwell said.

"The SA Tertiary Admissions Centre is working closely with the SACE Board and supports the idea of a broad set of selection criteria for students", chief executive Stuart Mosman said.

The Learner Profile would include subject results, literacy, numeracy, digital literacy, and qualities such as leadership demonstrated in and outside school. Capabilities such as entrepreneurship would be given a rating under the new scheme.

Subject results and grades were important but only presented a partial picture, Prof Westwell, pictured, said.

"Students may be working at Macca's on the weekend and demonstrate some of the capabilities we're looking for," he said. There would be "quality assurance" processes, with teachers making the primary assessment and the SACE Board moderating results.

"We know we can trust teachers' professional judgment," he said.

Employers may also be involved in providing evidence of acquired skills. Foodland deputy chairman Paul Russo said his family's stores taught young people valuable skills such as customer service, working with money and presentation.

Annabelle Boyd-Turner, in Year 12 at St Dominic's Primary College, said the Learner Profile "makes a lot of sense".

"I work 20 hours a week so I've learnt a lot about time management," she said. As a shift supervisor, she learnt leadership skills and how to talk to customers.

At least 17 schools in SA will work with Melbourne University researchers to test-run assessments.

**PILOT PROJECT**

SA schools involved in research with Melbourne University to test how to assess capabilities include:

- Public sector: Adelaide Botanic - critical thinking; Australian Science and Maths School - intercultural competence; Craigmans - self-regulation; Heathfield - communication; Marysville - critical thinking; Wimmera - critical reflection
- Catholic Education SA: Christian Brothers and Rosemead - critical and creative thinking; Gleeson, St Ignace and St Paul's - personal and social capability; St Mary's - ethical understanding; Thomas More College - capable learner
- Independent schools: Cornetstone College and Wallford - critical and creative thinking; Scotch College - ethical understanding

**Other capabilities to test:** Leadership, teamwork and entrepreneurial skill

**FIND THE HIGH-SCORING SCHOOLS IN YOUR AREA**

Use our online search tool, tailored to your part of SA, and read about the schools near you achieving top results:

- Adelaide North - [bit.ly/highscoringnorth](http://bit.ly/highscoringnorth)
- Adelaide South - [bit.ly/highscoringsouth](http://bit.ly/highscoringsouth)
- Adelaide East - [bit.ly/highscoringeast](http://bit.ly/highscoringeast)
- Adelaide West - [bit.ly/highscoringwest](http://bit.ly/highscoringwest)
- Adelaide Hills - [bit.ly/highscoringhills](http://bit.ly/highscoringhills)
- Upper Spencer Gulf - [bit.ly/highscoringgulf](http://bit.ly/highscoringgulf)
- Regional SA - [bit.ly/highscoringregional](http://bit.ly/highscoringregional)

## "Gleeson College sets its sights on the future of tertiary entrance with Learner Profile Project."

Did you see our mention in The Advertiser on Saturday 1 August? Gleeson College was mentioned as one of 16 schools participating in an exciting project trialling the development of a 'Learner Profile' for the SACE Board.

The project centres on the rationale that the ATAR's days as the penultimate measure of a child's suitability for a university course are certainly numbered, with universities already moving to offer alternate entry paths for students. Our contribution to the project looks at assignee personal and social capability with a focus on collaboration. As part of our Key Capabilities work this year, however, we are developing our own version of a learner profile to pilot later this year!

Our Middle School students will soon begin preparing their own Gleeson Learner Profile ready for their Learner Conversation in Week 4 of Term 4, where they will present their profile to their parents and caregivers, and discuss their growth and development as a learner.

**Watch out for an email asking you to nominate a preferred timeslot for your child's Learner Conversation next month!**

Through Gleeson College's continued work towards a learner profile we will recognise School-based and community experiences, social interactions and relationships that will help our young people thrive throughout their lives through their schooling, and beyond.

Tom Dawson,  
Languages and Cultural Programs Leader





## YEAR 12 MUSO TAHLIA + HER BAND ROCKING TRIPLE J UNEARTHED!

Gleeson Year 12 musician Tahlia Borg (12 HSGLO) and Cahli Blakers form talented Indie/Pop/Punk/Rock band the 'Teenage Joans' who are currently receiving awesome reviews for their latest song release 'Three Leaf Clover' on Triple J!

This song is also nominated in this year's Unearthed High Competition, so to see Tahlia and the Teenage Joans on this year's finalists list, please head to the following Triple J Unearthed High webpage link and listen to 'Three Leaf Clover' and this will count toward's their final listen tally! >

<https://www.triplejunearthed.com/jukebox/play/track/9118676>



## PARENT INITIATIVES IN EDUCATION (PIE) GRANTS



By arrangement with the South Australian Minister for Education John Gardner, the Federation of Catholic Schools Parent Communities administers and manages annual PIE (Parent Initiatives in Education) grant projects in Catholic school communities across the state.

**These small grants of up to \$2,500 focus on one or more of the following areas:**

- Encouraging the greater participation of parents/carers who are not well represented in the school decision-making processes.
- Increasing understanding of what and how children are learning, and how their school-based learning can be supported at home and through positive home/school relationships.
- Collaborating with parents/carers in the development of community relationships and partnerships that will enhance students' education opportunities and outcomes.

Come and listen to how a PIE grant can have an impact on school communities, parents and students at a Forum for Successful Pie Grant Stories to be held at Thebarton Community Centre on Thursday 3 September from 9.30am-1pm. If you have some ideas or would like information on what successful PIE grant outcomes look like, please come along.

**\*BOOKINGS ESSENTIAL > RSVP to Nicole Kovacevic ([nicole.kovacevic@cesa.catholic.edu.au](mailto:nicole.kovacevic@cesa.catholic.edu.au)) or Lisa Kelly ([lisa.kelly@cesa.catholic.edu.au](mailto:lisa.kelly@cesa.catholic.edu.au)) by Thursday 27 August 2020.**

### **\*\*WELLBEING WEBINARS\*\***

**> FOR PARENTS, CAREGIVERS + SECONDARY SCHOOL YOUNG PEOPLE**

In Term 3, The Federation of Catholic School Parent Communities are offering four, one-hour webinars for caregivers, parents and secondary school young people to engage in:

**19 August 2020 > [Module 2: Growth Mindset](#)**

**2 September 2020 > [Module 3: Actioning Values](#)**

**16 September 2020 > [Module 4: Gratitude and Helpful Thinking](#)**



The online sessions focus on key skills associated with optimal wellbeing, resilience, and positive mental health. **[Click on the relevant links to book a spot TODAY!!](#)**



## SPHEROS > A WHOLE NEW BALL GAME!

### GC STEM SOCIETY



Over a two-week period, Science Learning Area Leader Mr Puttnins held engaging and fun-filled sessions on Spheros for STEM Society students. The students learnt computational thinking and problem-solving skills whilst tinkering with code.

Spheros are another technology tool used at Gleeson College which allows students to work collaboratively, investigate, and input ideas instead of being told explicitly what to do. Students enjoy having control over their learning and this is what industry leaders want from our future graduates; people who are problem solvers and independent thinkers.

Spheros are robotic balls that use the same mechanics as BB8 from Star Wars and can be used in water, or on hard surfaces. They make accurate turns thanks to an inbuilt gyroscope and can be linked to real life technologies such as self-driving vehicles and automated vacuum cleaners that require code to drive and coordinate movement.

The initial session was focused on a 'Design Thinking' approach where students built a ramp or bridge to span a ravine. The aim was to free drive from one end of the ravine to the other without falling in. The second week concluded with an exciting maze challenge. Students were required to exercise their problem-solving skills to navigate through a maze at one of four starting points.

*Well done to all participants and good luck in future coding endeavours.*

Melissa O'Loughlin,  
Science & STEM Lab Assistant





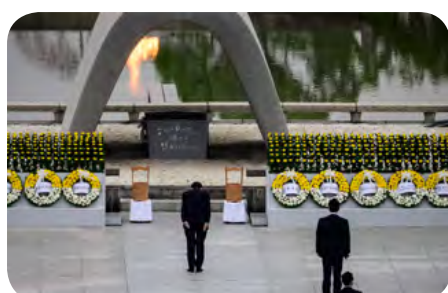
## GLEESON PEACE TREE > 75th Anniversary of Hiroshima Atomic Bombing



Over the past two weeks, the Gleeson College Community has been making paper cranes and writing messages or prayers of peace, in recognition of the 75th anniversary of the Atomic Bombing of Hiroshima (August 6 1945). These have been added to a colourful display in T1-2 - the Gleeson Peace Tree.

Our Youth Ministry Class supported this initiative with morning prayers focusing on peace and harmony.

Tom Dawson,  
Languages and Cultural Programs  
Leader





## YEAR 7 FOOD TECHNOLOGY > 'Plant to Plate' Gourmet Sandwiches



Students have been working hard to plan and prepare a delicious gourmet sandwich with seasonal ingredients.

The sandwich needed to include one or more seasonal vegetables grown in our Gleeson College Garden. Many used fresh lettuce and spinach, whilst also using herbs for additional flavour and garnishes. Students also focused on presentation, and researched the many ways that sandwiches can be prepared and presented.

Madeline Cooke & Lisa Feleppa,  
Year 7 Food Technology Teachers

### Student Comments >

"We used healthy ingredients from the garden, and we looked after the garden too. It was a good teamwork practical." - Mia Chappell (7 HMDIT)

"I enjoyed the practical because I like cooking and it was good to make and plan our toastie together. I liked how my partner and I presented our meal on a wooden board."

- Mason Mylchreest (7 FMZAC)

"I liked the practical because we got to be creative and make a sandwich that we always wanted to make. It was good to use the vegetables that we grew ourselves."

- Alyssa Parisi (7 FMTER)

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



## YEAR 7 FOOD TECHNOLOGY > 'Plant to Plate' Gourmet Sandwiches





## YEAR 7 HEALTH + PE > Creative Choreography for Group Dance Routines

Year 7 Health and Physical Education students are currently using their creativity to choreograph their very own dance routine in group. After research and development of their dance moves, the group must work together to perform their final routine!

Year 7 HPE Teachers





## YEAR 7 SCIENCE > Water Aquafer Experiment Focus

This term, Year 7 students have been focusing on the resources we need on Earth for our day-to-day lives. This includes renewable energy and non-renewable energy. We are currently looking at water in the world and building onto our knowledge of the water cycle, and the importance of water management.

This week, our experiment focus was to make our own water aquifer. One of the advantages of using groundwater is that it is naturally filtered by the soil and rocks it passes through! This water can then be used with very little additional treatment. The students built their aquifers in a glass jar by adding layers of pebbles, sand and then soil. By carefully pouring muddy water onto the soil the students watched the water travel to the bottom of the jar. Once the water had traveled through the jar the students then created a hole to the bottom, creating their own well. A water sample was then taken to compare the muddy water to the water from the bottom of their aquifer.

Emma Rogers, James Baron & Jason Puttnins, Year 7 Science Teachers

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





## YEAR 7 SCIENCE > Water Aquafer Experiment Focus





## YEAR 8 SCIENCE > Dissecting Flowers with Mr Tulip!

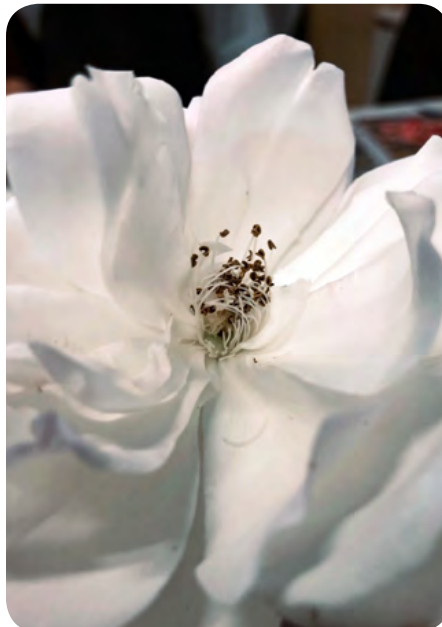


In Week 2, Mr Tulip's Year 8 Science Class performed a flower dissection as part of their investigation in the 'Reproductive Biology' topic. This topic allows students to explore the diverse ways that plants, animals and other organisms select partners and create new life. Students were amazed to learn that flowering plants reproduce sexually!

Students identified the important parts of a flower and their purpose, including the stamen (the male part, which produces pollen), the pistil (the female part, which receives pollen and produces seeds) and, of course, the petals (which attract pollinators such as insects or birds). Cutting open the base of the flower also revealed the ovary, which stores the ovules. Ovules turn into seeds if the flower is pollinated - "flower eggs"!

By dissecting a variety of different flowers, they were able to identify the similar structures present in almost all flowers, from lilies to gumnuts. Students were also encouraged to take photos of their flowers as they progressed, and later created a labelled photo gallery showing what they had learned. Some of those photos are shown here.

Stephen Tulip,  
Year 8 Science Teacher





## YEAR 9 ENGLISH > Re-Writing Fiction for Coronavirus Times

Early this semester, my Year 9 English 'Reading' Class transformed, with a little bit of brainpower and teamwork, the opening sentences of some of Gleeson's Thomas Library fiction novels to be a coronavirus book.

Why? Well it was a bit of creative fun, transforming texts is part of the ACARA Achievement Standards, and importantly, the class were about to start their Quest Story study with Mr Rankine. Also, booksellers have seen a surge in sales of plague-related literature. So, why not speak directly to our terrifying times!

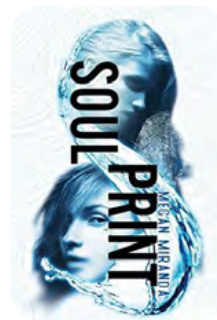
For two weeks, the Class's mission was to buddy up and transform as many beginnings of novels as they could, in any genre of fiction to

create our coronavirus book. In the third week, students explained their transformations, including their text structure. Text structure refers to how the information within a written text is organised i.e. the opening sentences of a novel. Learning this strategy helped them understand that a text might present a main idea and details; a cause and then its effects; and/or different views of a topic. This also taught them to recognise common text structures and helped improve their comprehension.

*See the table below for a snippet of some of the many transformations!*

Kathy Marusic,  
Year 9 English Teacher

| Novel & Author                               | Original  | Student Buddy Transformation   |
|--|---|--|
| <i>Soul Print</i><br>Megan Miranda           | <i>There is a saying, an old one, from before me - before June even: "to know your soul is to become it".</i>   | <i>There is a saying, an old one, from before March - before the virus even: "to wash your hands is to survive".</i>   |
| <i>Game Runner</i> ,<br>B.R. Collins         | <i>"He knows he'll get killed here, and he does."</i>   | <i>"He doesn't think he'll catch the virus, but he does."</i>  |
| <i>The First Third</i><br>Will Kostanis      | <i>"We could have been anywhere. Like sitting at a table in my grandmother's garden, between the olive tree and the tomato patch - Mum, Yiayia, my brothers and I. Our fingers were greasy, and our mouths were full. We were in our own little ethnic bubble."</i>   | <i>"We could have been anywhere. Like sitting at a table in my grandmother's garden, between the olive tree and the tomato patch - Mum, Yiayia, my brothers and I. Our fingers could've been greasy, and our mouths could've been full. But we were in isolation."</i> |
| <i>Cannily, Cannily</i><br>Simon French      | <i>"Once there had been a beach. He could hear the waves pounding on the shore, feel the sand between his toes; he could see himself running into the water. He thought about it often. Back then he had been much younger, a small child not yet at school, but memories were stubborn sorts of things."</i> | <i>"Once there had been a beach. He could hear the waves pounding on the shore, feel the sand between his toes; he could see himself running into the water. He thought about it often. Back then, when COVID wasn't around."</i>                                      |
| <i>Twilight: New Moon</i><br>Stephanie Meyer | <i>I felt like I was trapped in one of those terrifying nightmares, the one where you have to run, run till your lungs burst, but you can't make your body move fast enough.</i>  | <i>I felt like I was trapped in one of those terrifying nightmares, the ones where you have to wash your hands every two seconds until your skin flakes off.</i>   |
| <i>Torment</i><br>Lauren Kate                | <i>Daniel stared out at the bay. His eyes were as grey as the thick fog enveloping the Sausalito shoreline.</i>   | <i>Daniel stared out of his bedroom window. His eyes filled with despair as he watched the coronavirus slowly creep over the border.</i>   |





## YEAR 9 ENGLISH > Year 9s Playing the Market + Banning Homework!

Last week the Year 9.1 English Class presented their media campaigns for their assessment 'Playing the Market'.

The students were challenged to work as part of an advertising agency to develop a 'pitch' to 'ban homework' for their client - The Australian Youth Coalition. The students worked in groups, named their agency, and developed a series of contemporary and exciting concepts and ideas for the campaign. The students presented their 15-minute pitch to representatives of the AYC (played by Mrs Morgante and Mrs Sinclair!) in the hope that they would win the advertising contract.

Due to the engaging topic, students thrived at creating their concepts and a suite of five advertisements for television, the internet, radio, social media, outdoor and print advertising. For the students to have the knowledge and understanding to complete the task they spent weeks delving deep into the world of media learning what makes a good advertisement and the benefits and limitations of particular advertising text types. For example, one learning activity had students working in small groups, identifying the benefits and limitation of radio advertising in Australia through conducting some basic research on the radio industry in Australia, using internet resources, and listening to a range of different radio advertisements, chosen from across a wide variety of commercial, public and community radio stations. They critiqued the advertisements using tools they had learnt in the previous assessment i.e. the hidden codes of media. To help students understand the workings of a pitch they studied snippets of ABC's 'Gruen', viewed Mel Gibson's Nike pitch from the film "What women want" and an advertising agency's YouTube pitch.

Students refreshed speaking and listening skills along with script writing.

Woven into the assessment were several of CESA's Key Capabilities - being literate, numerate and an effective communicator; being self-aware, collaborative and socially adept;



being knowledgeable, inquisitive and innovative; and being confident and careful creators and users of ICTs.

The group that the Australian Youth Coalition representatives selected is the "Success without Stress" campaign created by Amy Tschina, Chloe Rogers, Christian Tropiano, Daniel Borg and Sienna Burns (pictured top).

Overall, all student groups presented effective pitches, impressed their special invited guests, and achieved excellent assessment outcomes. They certainly made me proud as their teacher!

Kathy Marusic,  
Year 9 English Teacher



## YEAR 10 HEALTH + PE (ESSENTIAL) > PAP Fitness Testing



Year 10 Health and PE (Essentials) students are currently continuing to undertake a series of fitness tests as part of their Personal Activity Plan (PAP). They will then use these results to inform their plan and be able to later reflect on any improvements they have made throughout the semester.

Danny Gloria, Health & PE Learning Leader





## YEAR 11 CHILD STUDIES > *We've Found You Hidden Sugars!*



Year 11 Child Studies students have been researching hidden sugars in popular children's lunchbox items. Hidden sugar is unknowingly included in many products, with companies tricking consumers by substituting the word 'sugar' for other words such as 'rice syrup', 'agave nectar', 'barley malt'.

### ***DID YOU KNOW THAT THERE ARE OVER 50 DIFFERENT NAMES FOR SUGAR?***

Students were tasked with choosing a popular lunchbox item and recreating a similar food with a healthy - low sugar focus. Below are some of their creations presented just as a healthy lunchbox should be!

If you would like more information to help you read and understand food labels, check out the following website > <https://www.eatforhealth.gov.au/eating-well/how-to-understand-food-labels>

Madeline Cooke, Year 11 Child Studies Teacher





## YEAR 11 ESSENTIAL MATHS > Consistencies in Baking!

As part of Stage 1 Essential Maths, students had the opportunity to link Maths with Cooking. In pairs, students were allocated a method to prepare and bake muffins, with the aim of ensuring all muffins will be consistent in size and shape!

After the muffins were cooked, students took measurements and analysed it against that of other members in the class to determine which method produced the most consistent muffins. In particular, the measurements of central tendency and spread were compared, and parallel box-and-whisker plots were developed, on 'Geogebra' to display the five number summary.

Students enjoyed this experience and were able to share their baked goodies with their friends at lunch afterwards too!

Nancy Mastrogiacomio,  
Year 11 Mathematics Teacher





## YEAR 11 FOOD + HOSPITALITY > Dehydration + Deconstruction



Year 11 Food and Hospitality students continue to learn about plate techniques, practicing the 'deconstructed' style of plating and using in-trend garnishes such as dehydrated fruit, which the class dehydrated themselves!

Aiden Kergon (11 DSHUT) was the Masterchef of the Class last week (see *final plated dish below*)- with a natural knack for plating, he made it look SO EASY!!

Lisa Feleppa,  
Year 11 F&H Teacher





## YEAR 12 CHILD STUDIES > Paddock to Plate with SFX Year 1 Students



The Year 12 Child Studies Class has been learning about the importance of educating children about the origins of food. This is significant as less than 5% of children (aged 5-15) are consuming the recommended servings of vegetables each day.

Students worked in groups to design and implement a learning activity that educated Year 1 students about food origins, explaining where food comes from and how it ends up on our plate. Last Friday, we visited Room 12 at St Francis Xavier's Catholic School to implement their activities. Each rotation lasted 15 minutes, allowing our students to run their activities with three different groups of Year 1 students. To accompany their learning aids, the class also had to research and cook a healthy recipe based on their chosen food of focus. The Year 12s thoroughly enjoyed the opportunity to work with the enthusiastic and energetic SFX students and send many thanks to Ms Rachael Verringer and her Year 1 students for allowing us to visit.

Ashlee Curtis,  
Year 12 Child Studies Teacher





## YEAR 12 LITURGY 2020 > 'Becoming One Heart, One Mind'

Our Year 12 students came together to participate in their Liturgy in the DRMC last week, focusing on the theme 'Becoming One Heart, One Mind'.

The Liturgy embraced their journey so far this year, and acknowledged our connectedness and the dreams we have for our future.

A motivational movie was played for the students, with Gleeson staff offering some words of wisdom that they wish they had of known in Year 12. The Year 12s also heard advice from Kieran Davidson, Big Brother 2020 contestant, which brought a smile to their faces!

This Liturgy provided the students with a unique opportunity to come together, to pray and to celebrate what they have, and what they can achieve now and into the future.

Monica Doherty,  
Assistant Principal Religious Identity  
& Mission





## GLEESON KNOCKOUT SPORT

### YEAR 7 BOYS KO SOCCER ROUND 1

Congratulations to our Year 7 Boys Knockout Soccer Team and their Coach (& GC Old Scholar) Peter Librino who won both their opening round clashes at Virginia Primary School on Tuesday.

The team played extremely well in the cold conditions and now look forward to contesting Round 2 of the Statewide Competition.

Well done to all players and also to Coach Peter Librino!

#### RESULTS >

Gleeson 5 def Playford College 1  
Gleeson 11 def Virginia PS 2





## GLEESON KNOCKOUT SPORT

### YEAR 7 KO NETBALL ROUND 1

The Year 7 Knockout Netball Team hosted the competition's first round of the Statewide KO Competition at the Golden Grove Rec. Centre on Monday 3 August.

Our first opposition, Ardtornish Primary School, took to the court with a win on their mind and height on their side! The Gleeson girls fought 'til the very end, but unfortunately couldn't quite take it home. After Kildare College beat Ardtornish in the second game, Gleeson's window to move forward in the competition was not yet closed. The girls began with a bang and kept scores even in the first half of the game, but again, victory was not to be ours as Kildare earned their spot on top. All of our players put in a great effort and we look forward to another day of netball at next week's SAPSASA competition.

Taylor Renfrey,  
Netball Key Teacher





## GLEESON KNOCKOUT SPORT

### YEAR 8&9 BOYS KO SOCCER ROUND 1

Congratulations to our Year 8&9 Boys KO Soccer Team and their Coach Mr Carlo Librino on two fantastic wins at home in Round 1 of the Statewide Competition recently.

All the boys performed well against both Thomas More and Pedare, and will now focus on their Round 2 berth.

#### RESULTS >

Gleeson 3 def Thomas More 2  
Gleeson 1 def Pedare 0





## GLEESON KNOCKOUT SPORT

### YEAR 8&9 KO NETBALL ROUND 1

Gleeson's Year 8&9 Knockout Netball Team opposed Pedare and Golden Grove HS in an intense display of sport and athleticism in Round 1 of the Statewide Competition held at the Golden Grove Rec. Centre on July 31.

Our first game was against Pedare, and after a long battle we came out on top.

It was the first test of our teamwork skills, but we all worked quite well with each other, despite not ever playing together before. Our shooting and work in the goal ring was impeccable, allowing us to finish the game with over 50 goals! Our height worked to our advantage as we had much taller players. The break between the two games was short and sweet so before too long we were back on the court for our next game.

Our second game was against Golden Grove HS who were much tougher opponents. They came out firing all guns blazing. We went into the quarter break down by just a couple goals which we quickly fought back early in the second. Going into the fourth and final quarter the scores were tied at 33 apiece. Unfortunately, it wasn't our strongest quarter and we lost the game. Everybody who played did their very best, but we just fell short. Well done to all the girls and thank you to both our Coaches Ms Renfrey and Madi Nenke for leading us on the day.

Report by Year 8&9 KO Netball Team





## GLEESON KNOCKOUT SPORT

### OPEN BOYS KO SOCCER ROUND 1

Well done to our Open Boys KO Soccer Team and Coach Mr Peter Terminello on two hard-fought victories against Blackfriars and Henley High School at Blackfriars on Monday.

Round 1 served up a strong competition, however the boys were up to it and put some great efforts on the pitch to get over the line at final whistle. Congratulations!

#### RESULTS >

Gleeson 3 def Blackfriars 0

Gleeson 3 def Henley HS 1



### OPEN GIRLS KO NETBALL ROUND 1

Well done to our Open Girls KO Netball Team and Coach Madi Nenke on their Round 1 clash at Pedare. Unfortunately we went down narrowly to Pedare in the final minute to be knocked out of the competition.

Our girls showed outstanding sportspersonship throughout the game and should be very proud of their efforts on the day. Bravo girls!

#### RESULT >

Gleeson 41 def by Pedare 43





## GLEESON KNOCKOUT SPORT

### OPEN GIRLS KO SOCCER ROUND 1

Congratulations to our Open Girls KO Soccer Team, along with Coaches Taylor Fiorita (GC Old Scholar) and Mr Clint Vause, on their superb opening round performances at home on Monday. The girls were strong all over the pitch and defeated Parafield Gardens 10-0 in Game 1, and Trinity 7-0 in Game 2. The girls now smoothly progress to Round 2!

*\*\*Check out the interview by Year 9 Student Globe Reporter James Dwyer with Open Girls KO Soccer Captain Alana Fitzsimmons on the next page!*





## STUDENT REPORTER JAMES CHATS WITH OUR KO SOCCER CAPTAIN!

On Tuesday, I interviewed the Year 11 Captain of Gleeson's Open Girls KO Soccer Team, Alana Fitzsimmons for The Globe Newsletter. At the start of the interview, we introduced each other and had a small laugh before getting into the questions!

**James:** What inspired you to start playing soccer?

**Alana:** Well, to be honest, I'm not really sure. When I was young, probably in about Year 3 I just tried out a whole bunch of different sports, and soccer was what I enjoyed the most, so I continued with it.

**James:** When did you start playing for a team?

**Alana:** I think I was about ten years old and I started in an Under 11s team at Modbury Vista Soccer Club.

**James:** Who do you barrack for in the Hyundai A-League?

**Alana:** In the A-League I follow Adelaide United, and some of the girls I play with at club are in the W-League Adelaide team, so I follow them too.

**James:** What is it like being Captain of the Gleeson Girls KO Soccer Team?

**Alana:** It's amazing! It's so awesome to be with such a great group of girls and I love every single one of them - love all of it!

**James:** How do you get your team pumped up for a game?

**Alana:** Usually we start in the change rooms and we'll have loud music



**YEAR 9 STUDENT GLOBE REPORTER JAMES DWYER CAUGHT UP WITH OUR OPEN GIRLS KO SOCCER CAPTAIN ALANA FITZSIMMONS TO ASK HER SOME QUESTIONS AFTER HER TEAM'S STELLAR ROUND 1 PERFORMANCE THIS WEEK!**



going, and then once we have had our team talk with the Coach, and go out on the pitch with the starting eleven, we'll have another talk, you know, a little motivational speech that gets us all pumped up and ready to play.

**James:** How many of your friends play on the Gleeson KO Soccer Team?

**Alana:** Well I love all of them, and I consider them all my friends. I have

made so many friends across all year levels through playing soccer at Gleeson, and doing the World Football program as well. They're all my friends, the whole team!

**James:** You had two great wins yesterday and move into Round 2 - What does the team need to improve on?

**Alana:** Yesterday they were both awesome games, but I think our finishing up front we could improve on. We were trying to force it a lot, so I think we could put more passing plays in at the front.

**James:** What do you love about Soccer?

**Alana:** I love everything about it, I love the people, the environment, the crowds and the feeling after winning or playing a good game. It's also a good time away from school and work, it's relaxing for me.

*Meeting Alana was great! Thank you Alana for the interview and good luck to you and the team for your Round 2 clashes. Until next time, this has been James Dwyer.*





## GLEESON KNOCKOUT SPORT

### OPEN GIRLS KO AFL FOOTBALL ROUND 1

Last Friday the long anticipated first round of knockout games began for the Gleeson Open Girls Football (AFL) Team. Round 1 was set to be a hotly contested rivalry match against Golden Grove HS and Thomas More College at Golden Grove. In near sub-zero conditions, our girls bravely took to the field to begin a campaign to go one place better than last year's Grand Final loss. Our first hurdle was against a formidable Golden Grove outfit.

The girls started full of run and, with the experience of Abby Taverner, Charlotte Nenke and Ella Summers in the midfield, Gleeson got off to a handy lead. We controlled much of the game for the first three quarters and went into the final quarter leading Golden Grove 4.3 (27) to 1.3 (9). The intensity of the game lifted in the last quarter as it coincided with Golden Grove's recess break. The crowd seemed to lift the Grove girls and they came out flying; kicking two goals in quick succession and bringing the margin back to just 6 points. Despite the best efforts of the Golden Grove faithful, the Gleeson girls shifted gear and came back with a goal of their own to steady the ship. Another goal late in the quarter saw us run home winners 6-3 (39) to 3-3 (21).

The second game saw us line up against Thomas More College with a win being all we needed to advance to the next knockout round. Although Thomas More College had some 6-foot giants running around for them, our Gleeson girl's skill level was far superior. Gleeson controlled the game from start to finish and even kept Thomas More scoreless. The final score reading 10-14 (74) to 0-0 (0).

Our girls put together an excellent display of football over the two games and each member of the side contributed to the excellent results. A special mention to Maria Librandi, Kiara Searle, Emma Hartman, Chelsea Papalia, Deanna Mercorella and Jana Ivancic who were all new inclusions to



the side from last year. Kiara, Chelsea and Emma gave the team extra pace around the ball, Maria proved to be a defenders nightmare up forward, Deanna was solid down back and Jana did an amazing job rucking all day. Ella Cesaro also played her first knockout game as a Year 8 and highlighted the bright future ahead for Gleeson in women's football.

The team now looks towards their next round of games between Nuriootpa HS and The Avenues scheduled for Week 6.

Simon Barratt,  
Open Girls KO AFL Coach

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





## GLEESON KNOCKOUT SPORT





 **national science week 2020**

15-23 August 2020  
[www.scienceweek.net.au](http://www.scienceweek.net.au)

**GLEESON**



WITH ONE HEART

# SCIENCE WEEK – week 5

CG Quiz every morning!

Participate to win prizes!

## MONDAY:

The University of Adelaide Presentation: *"Have you heard about herd immunity?"* Lesson 6 (Sign up through Mr Puttnins' email!)

# Deep Blue:

innovation for the future  
of our oceans

## TUESDAY:

Lunchtime event: Interactive Elephant's toothpaste experiment – LAB 1

## WEDNESDAY:

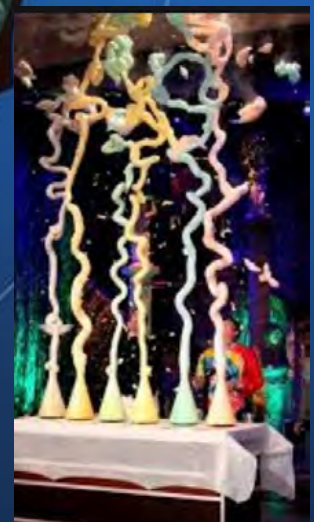
The University of Adelaide Presentation: *"Plastics: The problem is bigger than what we can see"* Lesson 6 (Sign up through Mr Puttnins' email!)

## THURSDAY:

Lunch time event: Hands on experiment making alginate worms – LAB 1

## FRIDAY:

Lunchtime event: SCINEMA (Science Cinema) – *"Planet Earth"* movie session in Lab 4 at lunch





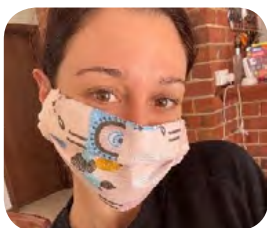
## GLEESON NOTICEBOARD

### 'DIY FACE MASK' PACKS ON SALE NOW AT GC RECEPTION > \$5 EA

In response to recent times, we would like to provide students and the community an opportunity to learn how to make a fabric face mask.

'Face Mask' Packs are now available to purchase for \$5 each from Gleeson Reception and will include written instructions, along with a link to video instructions, pre-washed fabric, elastic and pattern piece! The GC Textiles Room will be open at organised lunchtimes (refer to daily Student Notices) where students can make their mask, or if they have access to a sewing machine at home, the instructions will help guide you along.  
*\*Please note the cost of the packs is to cover the cost of resources provided only - this is not a fundraiser.*

Lisa Feleppa, Ashlee Curtis and Madeline Cooke,  
 Gleeson College Textile Teachers



### 2020 GLEESON DIARY DATES >

#### TERM 3 2020

- 14 Aug Course Counselling > Year 11 into Year 12 2021  
Year 8 Reflection Day
- 19 Gleeson College Tour > 4.00-5.00pm  
College Board Meeting > Micah Centre Boardroom
- 21 Year 10 Immunisation: Meningococcal Dose #2
- 31-2 Sep Year 12 Retreat > Nunyara (Belair) + ToCH (Victor Harbor)
- 3 Year 9 Reflection Day
- 4 STUDENT FREE DAY > STAFF REFLECTION DAY**
- 7-11 Year 12 Trial Exams
- 9 Year 10-12 Parent Teacher Interviews
- 10 COLLEGE PHOTOGRAPHS > MSP PHOTOGRAPHY**
- 14 YEAR 12 COLLEGE PHOTOGRAPHS (+ MSP Catch Up Day)**
- 16 College Board Meeting > Micah Centre Boardroom
- 17 Year 11 Reflection Day
- 25 GLEESON DAY > FINAL DAY OF TERM 3 FOR ALL STUDENTS**

#### TERM 4 2020

- 12 Oct FIRST DAY OF TERM 4 > ALL STUDENTS RETURN**



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