



The Globe

Newsletter of Gleeson College

Issue 11 > Friday 13 August 2021

POPSTARS THE 90'S MUSICAL RAISES THE ARTS THEATRE ROOF!



Week 3 saw the Performing Arts come alive with Gleeson College's brilliant production of 'POPSTARS The 90's Musical'. After having to postpone production week due to lockdown, the return to the theatre was a triumph with all performances receiving rave reviews from audiences!

Congratulations to the cast, crew and band (yes, the music was played live at each show!) of this wonderful production. A huge thank you and congratulations must go to the incredible production team consisting of Mrs Deptula, Mrs Parsons, Ms Mayes, Miss Freeth and Mrs Meakin. Another huge thanks to Mr Mittiga for playing drums in the band, to Mr Barratt, Mr Phillips and Mr Tulip for their stellar performances as part of the cast, and to our "guest performers" each evening.

We also gratefully thank the Gleeson P&F Committee for their generous contribution toward our 2021 production.

Fabulous job everyone - you should all be so proud of yourselves!

Carly Meakin, Arts Learning Area Leader



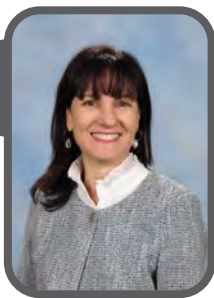
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MASKS: "AN OUTWARD SIGN OF AN INWARD GRACE"



Term 3 certainly didn't begin the way we anticipated! Thank you to families and to staff for ensuring our students stayed connected and continued their studies through the recent lockdown period. The engagement and resilience shown by our students was most impressive and they have resumed near-normal school routine very smoothly. Mask-wearing is certainly not enjoyable nor comfortable, however we are grateful to everyone for their response to the call in an effort to keep us all as safe and well as possible in these continuing uncertain times.

School life, while disrupted, continues thankfully, and it is testament to our commitment to our students that very little has had to be cancelled. Events such as the Year 11 Formal and Year 9 Camp have been rescheduled rather than not offered at all and we thank all the staff who work tirelessly to ensure such opportunities are not lost.

One example of course is our much-loved musical! It was with much anticipation that 'POPSTARS The 90's Musical' was finally scheduled and it was worth the wait! Such energy and sparkle, and wonderful feel-good music, uniquely "90s." Heartfelt thanks to the cast and crew (including some special guest appearances!) for such an amazing example of not only great talent, but of tenacity and grit! The musical was, as expected, a great hit.

During this time of COVID-19, worldwide there have been many examples of kindness and care shown in the midst of despair and loss. It is heartening to see such examples displayed close to home. Already this term an example of exceptional service to others was shown to a young student by a group of Year 12 boys who were unexpectedly called to support him after an injury had occurred. The group of young men, with the staff present, stayed and supported the young student until help arrived. The group were very concerned about his welfare and actively helped with his

care. Each of those young men received a Gleeson 10 Award for "Service to Others." Upon receipt of this message, one parent beautifully captured our sentiments; "... we are very proud of [our son's] actions. It is nice to know that all these lads were able to assist in the way they did." Indeed. We are all so proud of them.

While we watch the Olympic Games (albeit in a slightly different format) we are reminded of the power of the human spirit and what extraordinary feats can be accomplished with determination and hard work. Our Principal Mr Corbo refers to Term 3 of Year 12 as the "premiership quarter" because the efforts applied in this term can significantly impact the result at the end of the year. We journey with our Year 12s in partnership with families, and we remind our precious Year 12s the most influential ingredient in their success is THEMSELVES! Sleep, good nutrition, friendships and balancing commitments are important but ultimately it is up to them, just as it is for the Olympians. We look forward to celebrating together at the end of the year.

For the College, Term 3 marks the start of planning for the year ahead – and so subject selection processes have begun as well as asking for feedback from all members of our community (students, parents and staff) to better inform our broader strategic planning ahead. The feedback (gathered via surveys) is invaluable in helping us to shape Gleeson College into the future and we thank you for your contribution to that stewardship.

As we race towards the halfway mark of the term, Spring is just around the corner! Let us be grateful for all the blessings in our lives. For the wintry days, a warm home, traffic, busy supermarkets, and dare I say, even masks. Recently, Mr Christopher Millowick led our staff in morning prayer (via Teams!) and shared a beautiful and profound prayer, asking that the mask be "an outward sign of an inward grace" – a tangible and visible way of living, "Love my neighbours, As I love myself."

Wishing you a blessed week ahead.

Sue Knight,
Deputy Principal



THANK YOU GLEESON P&F!

A big thank you to our Parents & Friends Committee for their generous monetary contributions toward purchasing our new sewing machines and our amazing POPSTARS The 90's Musical production!

Dear God,

As I prepare to go into the world,
Help me to see the sacrament
In the wearing of this cloth –

Let it be "an outward sign
Of an inward grace" –

A tangible and visible way of living,
"Love my neighbours,
As I love myself."

Christ,

Since my lips will be covered,
Uncover my heart,
That people would see my smile
In the crinkles around my eyes.
Since my voice may be muffled,
Help me to speak clearly,
Not only with my words,
But with my actions.

Holy Spirit,

As the elastic touches my ears,
Remind me to listen carefully –
And full of care –
To all those I meet.
May this simple piece of cloth be
Shield and banner,
And each breath that it holds,
Be filled with your love,

Together we pray,
With One Heart
Amen

YEAR 11 RETREAT > 'The Bridge: Connecting Self, Others + God'



In Week 9 of Term 2, our Year 11 students boarded buses to travel to two retreat sites – Nunyara at Belair and Openlight at Victor Harbor. The sun was shining to start the day and the students were energised and excited to experience the opportunity to come together as a cohort to attend their 2021 Year 11 Retreat.

The theme for this year's retreat was "The Bridge: Connecting Self, Others and God". The retreat sites offered the ideal locations to build on connections and to allow the students to share in moments of reflection and spiritual awareness, as well as engage in conversations with staff and each other.



The retreat program focused on self, their life journeys so far, and their hopes and dreams for the future. Staff connected with students and revealed their personal stories around a range of key topics in small discussion groups, which showed students a human side of life with struggles and accomplishments. Peppered through the two days were opportunities to affirm one another and to take part in prayer and liturgy. The highlight of the second day was the Olympic Ceremony and group events, which allowed students to work with their peers and become mentors for others.

The Year 11 Retreat is an important part of student life at Gleeson. It provides an opportunity to explore and develop the spiritual dimension, which is crucial as we are a Catholic school, and these experiences are embedded into every year level at Gleeson. The act of retreating and reflecting emphasises a 'stepping away' from the busyness of school, allowing students to contemplate and shape their faith and we as staff, to walk alongside them; connecting, affirming and revealing opportunities to see and to know God through a myriad of ways.

With One Heart,

Alesia Sala,
Acting Coordinator RE &
Catholic Identity



****MORE PHOTOS ON PAGE 4+5****

YEAR 11 RETREAT > 'The Bridge: Connecting Self, Others + God'



YEAR 11 RETREAT > 'The Bridge: Connecting Self, Others + God'



McDONALD HOUSE FUNDRAISER > Beanies4Brain Cancer Freeze!



On Wednesday in the last week of Term 2, McDonald House leaders planned and facilitated the "Beanies4Brain Cancer" Awareness Day.



All members of the school community were invited to wear a beanie recognising those impacted by this disease. 80% of brain cancer patients will die within 5 years of diagnosis. These are fathers, mothers, children, brothers, sisters, and friends. Currently there is no cure. Brain cancer survival rates haven't changed in 30 years.

At lunchtime all were invited to attend the VIP event. Many purchased an ice block (brain freeze) and in total \$163 was raised for donation to the Beanies4Brain Cancer foundation. It was great to see so many of our school community members get involved, sporting their beanies and giving the brain teasers, riddles and puzzles a go while listening to the brain-stimulating sounds of Mozart!

Sarah Campbell & Lisa Feleppa,
McDonald MS & SS House Leaders



ExL PROGRAM @ GLEESON > Thinking Outside The Box

During Term 2, the ExL Program students participated in several activities to help build skills in problem-solving, thinking outside the box, creativity, teamwork, improvising, elaborating and innovation.

Activities included:

Taboo: A game where participants need to describe a word on a card without using the most obvious synonyms.

Brain Teasers: 2 o T L under the S
(classic literature)

Plasma Ball: Students learnt about plasma being the 4th state of matter that is found in lightning, the northern lights, and nebulae. They learnt the chemistry behind the plasma ball and how electrons try to escape through the human body.

Kahoots: States of matter

Marble Run: students constructed a rollercoaster, by trying to get the ball through turns and loop-the-loops using different models and instructions.

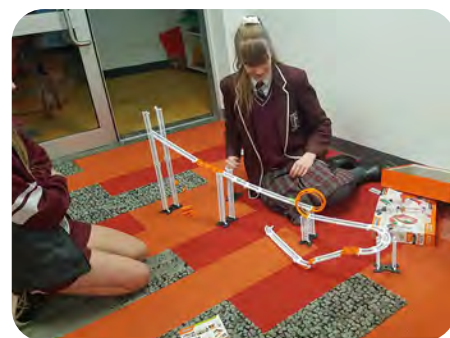
Skittles Blind Tasting/Data Analysis: Students took turns being blindfolded and guessed the skittles they were consuming. Students found it much harder to decipher the difference between the tastes of skittles without being able to see the colour. A common mistake was that strawberry was mistaken for lemon and vice versa.

Solar Windmill: Students constructed a solar windmill kit and then tested it in the sun. This was highly successful.

Mio Robot Building & Coding: Students worked together to construct a robot from a kit. After identifying its basic abilities (moving by infra-red, locating and moving to clapping sounds and transferring claps into commands, as well as picking up magnetic items off the floor). Students then downloaded an app and worked on programming the robot to go through an obstacle course.

As we move forward in Term 3, students wish to investigate escape rooms and how they are constructed. We will be going on an excursion to an escape room and have the chance to meet with a guest speaker in this profession.

Renee Simanis,
Inclusive Education Leader



YEAR 7 FOOD + TEXTILES TECHNOLOGY › Back in the Kitchen!

The Year 7s were excited to be back in the kitchen again after having a week of online learning through the recent lockdown. Being back face-to-face meant they could continue working through their cookbook of recipes.

On the menu was pizza!

Each student was able to make their own pizza and decorate it with an array of toppings. Each pizza was unique and perfectly tailored to their tastes.

Working together in their cooking groups, the students were able to successfully make their pizza creations with plenty of time to spare to enjoy outside in Mary's Garden. This was a fun welcome back to school for the Year 7s!

Amy Gaedtke,

Year 7 Food + Textiles Technology Teacher



DEVELOPING KEY CAPABILITIES IN YEAR 8

Developing Key Capabilities in Year 8 English, HaSS, Faith and Living

In 2021 in Middle School classes, teachers have been focussing on the Key Capabilities. These are included at the top of all our summative task sheets and focus on skills, that are not always obviously related to concepts and subject specific learning. I have been developing students awareness of how they are developing these in my Year 8 English, HaSS and Faith and Living classes, by getting students to reflect in various ways, on how they are engaging with their learning. Examples of student thoughts about their progress are included below.

In Faith and Living, Harmony Day activities challenged students to develop both **self-awareness** and **intercultural understanding**.

"Today when I saw the examples of racism, it made me think about what I can do when I see racism happen. Racism makes me question myself and why things have to be this way. I am very intercultural and globally minded because my Dad and all my grandparents and some of my aunts and uncles are all from Greece. My Pappou has some Vietnamese friends who own a restaurant in Virginia. So my Grandpa and I give them tomatoes and olive oil from our farm and they give us a meal."

In HaSS, our History topic "Spanish Conquest of the Americas" provided students with the challenge of an empathy task (see below) in which they were asked to write from both the



Spanish and Aztec point of view. This was designed to enhance students' **intercultural understanding**. In our study of World Religions in Faith and Living, writing the diary of a person of a specific faith challenged students to research beliefs and rituals, but then to place themselves in the shoes of someone living in another faith tradition.

After our Career Education unit in Faith and Living, **self-awareness** was demonstrated through reflection:

"In the last three weeks I've been encouraged to think about my future work life. I have considered how realistic the job is, what I have to do to get there, how I need to think to get to the job and what I can do now to improve the chances of getting the job."

At the **HEART** of learning excellence...



Being **spiritually aware and inspired by faith** is a capability addressed in the Sacraments unit in Faith and Living, and an authentic small task students were given was to interview someone about their experience of a sacrament.

"I was inspired by the way my Mum felt about getting confirmed. It made me think about whether I should get confirmed or not."

Monsignor Swann visited the class and students were able to interview him about his experience of the sacraments of Anointing and Holy Orders.

Our Gleeson HEART pedagogy (see image above) encourages teachers to provide authentic and engaging learning experiences for our students.

Interviewing parents about their experience of work was a starting point in the Career Education unit, while the Product Launch at the end of the English Advertising unit provided students with a real audience of staff members and visiting Year 11 students to present their packaging, advertising and pitch to. Students reflected on becoming more **socially adept** in managing persuasive communication with an unfamiliar audience.

"I was very nervous about the Product Launch because I can become very shy around people, but I managed to be socially adept and face that fear."

...Continued next page

YEAR 8 HAAS – HISTORY 2021

Spanish and Aztecs Empathy Task

Assessment Conditions:
Write from the perspective (or point-of-view) of both a Spanish person and an Aztec after the Spanish Conquest of Tenochtitlan. A letter from a Spaniard and Diary of an Aztec will be composed, to demonstrate understanding of two cultural perspectives.

Key Capabilities: developing thriving people, capable learners and leaders for the world God desires.

Literate, numerate and effective communicators	Spiritually aware and inspired by faith	Self-aware, collaborative and socially adept	Intercultural and globally minded	Knowledgeable, inquisitive and innovative	Confident and capable creators and users of ICT	Moral, compassionate, ecologically aware
✓	□	□	✓	□	□	✓

DEVELOPING KEY CAPABILITIES IN YEAR 8



Continued from previous page...

"I believe I was socially adept when I had to talk to people about my product and what it does. This made me think faster every time my peers asked me a question."

"I was socially adept by building the courage to have an eye-to-eye conversation with the customer."

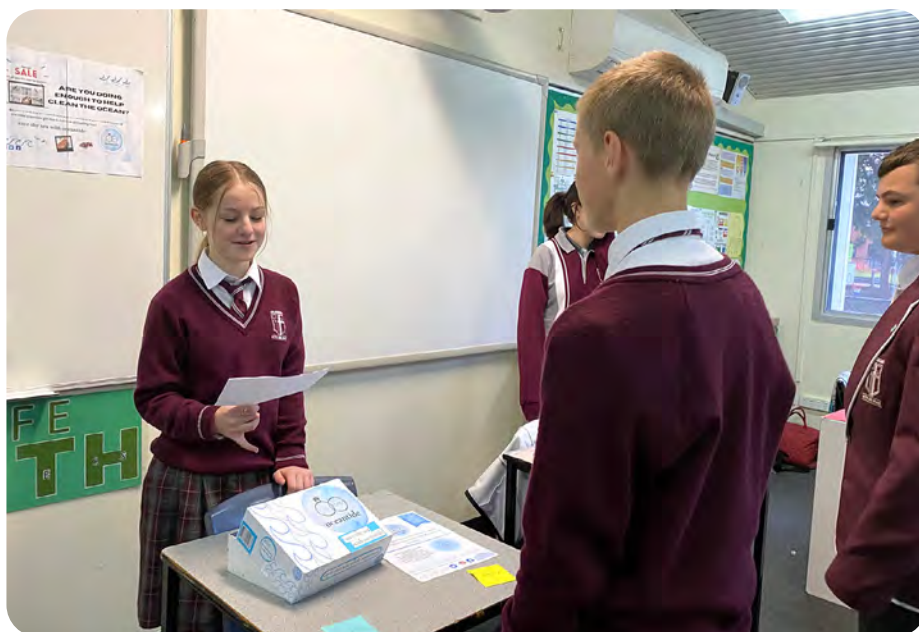
In a world where electronic, online and virtual communication are the norm for young people, developing confidence in face-to-face situations has been a key focus in my Year 8 classes. Sharing their learning one on one with peers, is a first step for many students in becoming effective communicators. In English, a Text Analysis unit comprising a study of the novel "Noodle Pie" and documentary "Ahn Does Vietnam" assessed through the writing of a comparative essay, encouraged students to become more **globally minded**.

"I came to respect cultural perspectives by watching a documentary and reading a novel about Vietnam and understanding the difference between the cultures of Vietnam and Australia."

Many of these kinds of reflections being done in all middle school classes, will contribute to the Learner Profiles, which will be an important part of the Learner Conversations, students will have with their caregivers and a teacher in Term 4.

The adoption of the Key Capabilities in 2020 and greater integration of these in 2021 has enabled students to see more clearly how, when engaged in authentic learning situations, they can develop resilience and grow in many capabilities which will get them ready to face future challenges in the work force and community, so that they can become thriving people, capable learners and leaders for the world God desires.

Helen Gillen,
Year 8 Faith & Living, English, HaSS
Teacher



MIDDLE SCHOOL JAPANESE > Hiroshima, Nagasaki + Tanabata

July and August are very busy times on the Japanese annual calendar, which this year was even busier due to the timing of the Tokyo Olympics.

If you spent much of the last few weeks watching the Games, you may have noted some references to a few major events. In class this term, many of our Middle School Japanese students explored two events that were particularly noteworthy; Tanabata, or the Star Festival, and the anniversary of the World War II Bombings of Hiroshima and Nagasaki.

Tanabata has long connections to both Japanese and Chinese cultures. This festival celebrates a legend that two lovers, Orihime and Hikoboshi, separated by the Milky Way who are allowed to meet just once a year - on the seventh day of the seventh month. The modern calendar connects this event to July, but traditionally, this occurred in August. On this day, children and adults write their wishes on narrow strips of colored paper, called tanzaku, and hang them, along with other paper ornaments, on bamboo branches placed in the backyards or entrances of their homes and pray hard that their wishes will come true. With the July date coinciding with the school holidays, our class celebrated Tanabata in August, but was slightly delayed following the lockdown. Common wishes among the group connected to health, prosperity, management of COVID and positive relationships.

We also took time to reflect and consider the impact of the atomic bombs on Japan. Hiroshima Day commemorates the bombing of August 6th 1945, the day of the first deliberate atomic attack on humans, while Nagasaki Day (August 9th) remembers the impact of the only other intentional atomic bombing in



history. While these events are sad, and learning about them certainly set a sombre tone to our lessons, our students were able to reflect on the core message of peace that has come out of the devastation, as well as the push to end the potential use of weapons of mass destruction in our time. Our lesson explored the impact of the bombing on an individual scale, paying particular attention to the experiences of Sadako Sasaki, the girl famously known for attempting to fold 1000 paper cranes

to receive a wish to recover from her sickness in the aftermath of the nuclear bomb's radiation. We did our part to fight for the cause of world peace by taking time to fold a few origami cranes of our own. While we fell well short of the ideal 1000 we needed, the learning that came from these lessons will stay with many well into the future.

Josh Boden,
Japanese Teacher

YOUR VOICE IS IMPORTANT + YOUR INPUT MATTERS!



Archbishop O'Regan is inviting all people in the Archdiocese of Adelaide to prepare for the forthcoming Diocesan Assembly and Australian Plenary Council by responding to the Diocesan Assembly Survey.

Before responding, spend a few minutes in prayer and reflection. Think about:

1. The challenges and opportunities in your community; and
2. How can we as church best fulfil our mission to be the People of God in this place?

Diocesan Assembly Survey Link > <https://adelaidediocesanassembly.org/respond>

YEAR 9 AFLW > AFL Max 'Day of an Elite Sportsperson Program'

The Year 9 AFLW class ventured to AFL Max to engage in the 'Day of an Elite Sportsperson Program' on Monday.

The session was broken into four quarters, each with a slightly different focus area. The opening quarter was dedicated to skill development, with a particular focus on the fundamental skills in AFL. Quarter two was a decision-making session where students had to problem solve a range of different puzzles. These puzzles required students to work in teams and use a range of communication skills to succeed.

In the third quarter, students continued with the theme of communication and were faced with a number of team-building challenges. The girls had many obstacles and reflected on the importance of effective and clear communication in a game of football. The final quarter provided an opportunity to use technology to test speed, reaction time and agility. Students used high tech speed gates to measure their 20m sprint speed and Blaze Pod's to test their reaction time and agility. The girls then reflected on the key learnings from the day and identified ways they can incorporate these into their own sport/life.

Chad Schoenmakers,
Year 9 AFLW Teacher



YEAR 12 FOOD + HOSPITALITY > Nativo Fusione Pop-Up Restaurant

Late last term the Year 12 Food & Hospitality class put together delicious three-course grazing boxes in their 'pop-up restaurant' - Nativo Fusione.

Blending native Australian and Italian traditional flavours, staff had the opportunity to purchase a box (or two!) for lunch. The boxes were a big hit with great reviews and feedback offered by staff, and all money raised (\$100) donated to the Indigenous Literacy Foundation. The students did a fantastic job of creating such a polished and unique finished product.

Lisa Feleppa,
Year 12 F&H Teacher

Check out the menu options:

Entrée: Kangaroo Sausage Roll with Bush Tomato Sauce / Sautéed Eggplant with Saltbush

Main: Homemade Fettuccini with Kangaroo, Bush Tomato and Pepper Leaf Bolognese / Thinly-sliced Kangaroo Panini, Bush Tomato Sauce smear, lettuce, cheese & gherkin, chips

Dessert: Wattleseed Tiramisu / Lemon Myrtle Cheesecake



INTERNATIONAL DAY OF FRIENDSHIP 2021

International Day of Friendship is a day to appreciate and promote friendships from all backgrounds. Celebrated across the globe on July 30, 2021, the day aims to bridge the gaps between factors such as race, language and culture.

Friendship requires empathy, compassion and concern for other people. By valuing and celebrating friendship, we foster these characteristics and adopt a more selfless and grateful outlook on life.



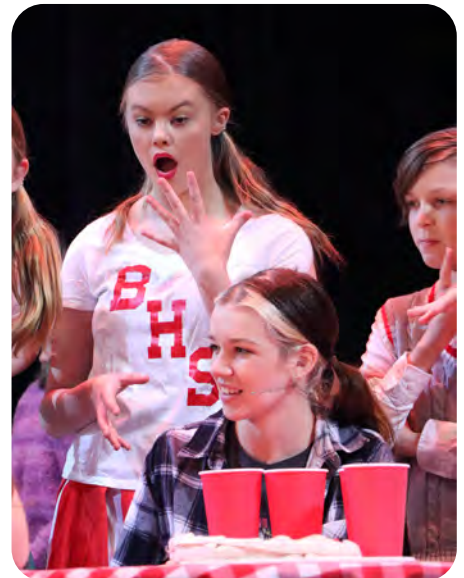
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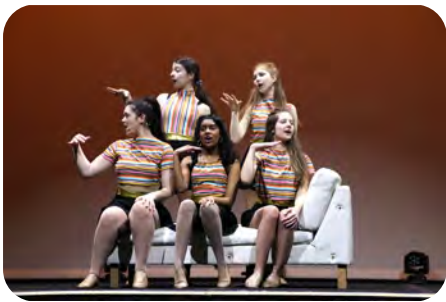
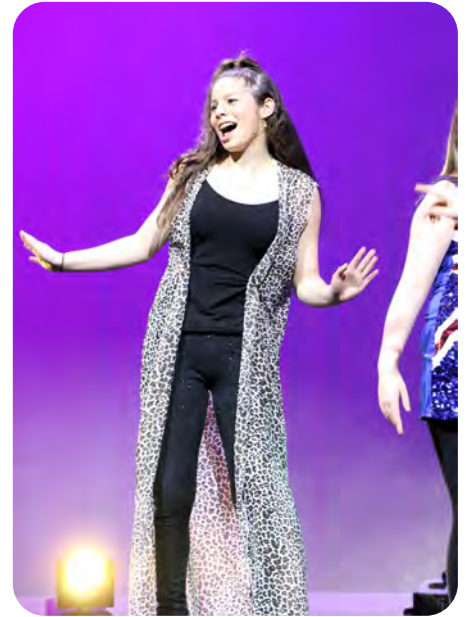
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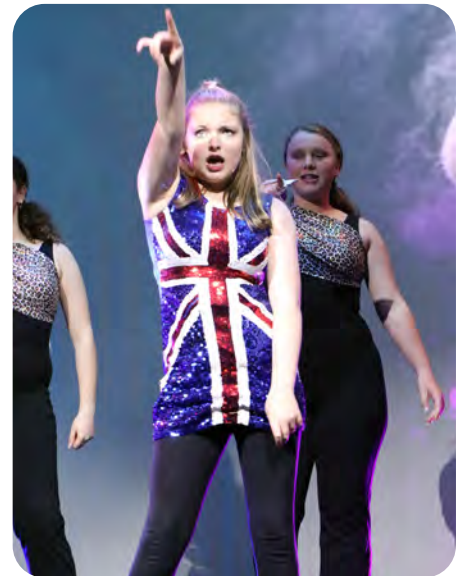
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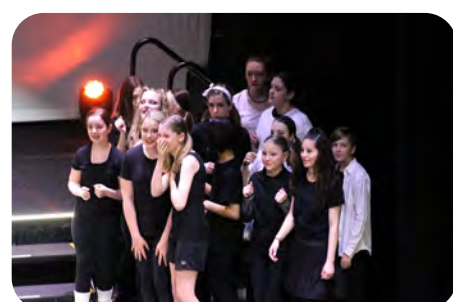
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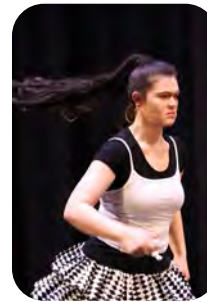
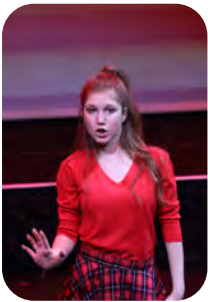
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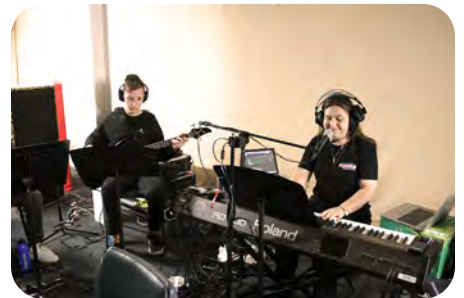
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OPEN BOYS KO BASKETBALL > Strong Performance at The Lights



Late in Term 2, the Open Boys Knockout Basketball Team travelled to The Lights Community & Sports Centre, with the aim to repeat last year's success and win back-to-back State Titles in the 2021 Statewide Competition.

This year was different though, whereby Rounds 1 and 2 were merged into the one day in a round-robin style tournament, this meaning only one team would advance out of the eight teams competing! Teams we were up against included Golden Grove, Parafield Gardens, Charles Campbell, St Columba, Playford International, Roma Mitchell and Thomas More.

The boys brought an excellent attitude towards the games, playing with pride and sportsmanship. All players brought it both on the defensive end, causing plenty of turnovers with our full court trap, as well as on the offensive end where the ball was zipping finding the open shots, demonstrating great teamwork! Winning our first four games, we faced GGHS, who were also undefeated, with the winner of this game likely the one to move forward into the Grand Final. It was a back-and-forth affair, however ultimately Golden Grove came away with the win in the final minutes. Gleeson ended up winning five of our seven games, an excellent effort!

Well done to all players involved: Riley Aistrophe, James Taylor, Angus Braendler, Ky Cooper, Maxwell Gemmell, Talan Cooper, Jordan Deery, Brandon Hendricks, Jacob Jones and Oliver Lowman. Finally, a big thank you to GC Old Scholar Marcus Petts for helping out and assisting to coach the boys - they really appreciated it.

James Baron,
Open Boys KO Basketball Coach



OPEN GIRLS KO FUTSAL > Golden Goal Heartbreak for our Girls!

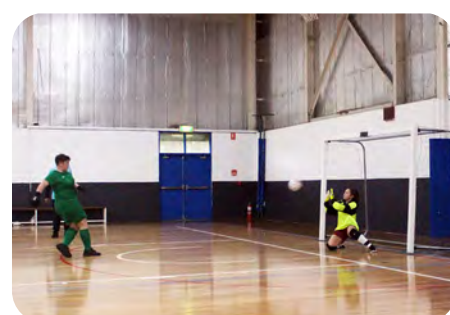
The Open Girls Futsal team contested the State Finals during Week 10 of last term and our competitive team started the tournament brightly with group stage wins against Adelaide High and Reynella East Secondary College.

The third and final group stage game saw us take on Henley High School and the game was an extremely close encounter, eventually finishing 4-4. The result saw us qualify second from our pool for the cross-pool semi-final match against Cardijn College, with the winner going through to the grand-final. After taking the lead early we conceded the lead before going behind 2-1, until a late leveller drew the game at 2-2 and sent the game into extra time.

Unfortunately, we conceded a golden goal in extra time to lose the chance to progress to the grand-final. The girls finished the tournament well by easily winning the 3rd place playoff game against Roma Mitchell Secondary College to finish a well-deserved, if a little unlucky, 3rd place.

Well done to all the girls involved, particularly our Year 12 players Alana Fitzsimmons, Indya Couzner and Niamh Hughes. Thank you to Taylor Fiorita and Rachel Staffin for their support with coaching and managing the girls on the day.

Clint Vause,
World Football Program Key Teacher



OPEN BOYS KO SOCCER TEAM FALLS SHORT IN OPENING ROUND

The Open Boys Soccer Team faced Glenunga International High School in the opening round of the Open Boys Knockout Soccer Statewide Competition recently, in what was to prove a tough encounter.

Unfortunately, our under-strength team was not able to match the physicality of Glenunga as chances on goal proved few and far between. After conceding early the boys managed to fight hard and be competitive, keeping the game to 1-0 for most of the contest. Two late goals to Glenunga put the contest out of reach for our team, seeing us knocked out of the competition.

Well done to the Year 12s who competed on the day and represented the team well in a challenging year of First XI Soccer.

Clint Vause,
Open Boys KO Soccer Coach



MORE
PHOTOS ON
NEXT PAGE!



OPEN BOYS KO SOCCER TEAM FALLS SHORT IN OPENING ROUND



OPEN GIRLS KO BASKETBALL > GC Girls Fight Hard @ The Lights



Gleeson's 2021 Open Girls KO Basketball Team had one of its youngest teams to debut at this year's Statewide Competition tournament, with no Year 12s we knew it would be difficult from the get go!

The team, mostly made up of Year 10s, also consisted of team captain Deanna Mercorella and Isabella Fiorita (Year 11) and some Year 8s and 9s in Aaliyah Zamora and Chloe Dartnall to bolster the athletic ability.

The girls started their campaign out strong with a close game against Thomas More, with the Year 10s in Ashleigh Roach, Ella Krieg, Adanna Okoye, having already played together in the Saturday competition. However with the addition of Emily Fitzsimmons and Sienna Burns, the girls showed much promise with having very little playing together before the competition.

This group shows that they have a lot to give and if they stick together, Gleeson will be in a stronger position next year.

The girls were unfortunately not to progress through to the next round, however Coach (and Gleeson Old Scholar) Jana Ivancic, is keen to see where she can take this group over the next 12 months. Bring on 2022!

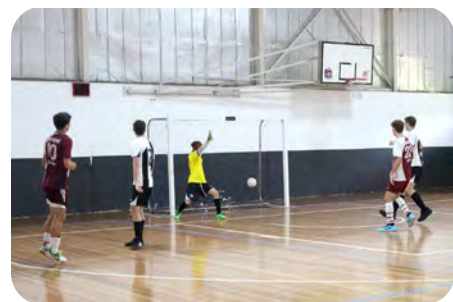
Rachel Staffin,
Sports Development Coordinator



OPEN BOYS KO FUTSAL > STATE FINALS 2021

Our Open Boys KO Futsal Team recently competed at the 2021 Statewide Knockout Finals at Mars Stadium.

Although we were not triumphant this year, the boys can be proud of their efforts and sportsmanship displayed throughout the round robin tournament. Well done to all players.



SCIENCE WEEK



Monday 16th August

The University of Adelaide, Flavour Chemistry Presentation at lunch.

St James Lab 4 - Bookings essential



Tuesday 17th August

The Big Watermelon Experiment: Physics, forces and flying fruit.

Courtyard activity



Wednesday 18th August

Buy a preordered Galaxy Donut.

All money raised goes to charity

Lunch time only, collect donuts from outside the Staff Room.



Thursday 19th August

Special presentation by The Foodprint Experience

Free food tastings on offer – bookings essential

Micah – Lewis Learning Center.



Friday 20th August

Movie time

St James Lab 4 – free popcorn provided



Adelaide Diocesan Youth Assembly

21 AUGUST • NAZARETH COLLEGE, FINDON

The Catholic Office for Youth and Young Adults and the Archdiocesan Council for Ministry for Young People invite young people ages 16 to 30 to represent schools, parishes, communities and organisations at the 2021 Diocesan Youth Assembly (DYA) on **Saturday 21 August 2021 at Nazareth Catholic College, Findon Campus from 9:00am to 5:00pm.**

Participants will reflect on issues, challenges and opportunities facing young people in the Archdiocese of Adelaide. They will develop recommendations for the Diocesan Assembly in September and national Plenary Council in October. The DYA will also develop actions to be taken up by young people, communities and other entities the diocese.

DYA Participants must be:

- between the ages of 16 and 30 on 21 August 2021. Participants under the age of 18 and still in school require parental permission.
- available for the duration of the DYA (9:00am to 5:00pm).
- an active member or an employee of your parish, school, community or organisation.
- able to represent young people from your parish, school, community or organisation.

Nominations open at: www.trybooking.com/BSHDR

For more information contact Peter Bierer in the Catholic Office for Youth and Young Adults: 8301 6866 or peter.bierer@cesa.catholic.edu.au



www.cathoyouthadelaide.org.au

GLEESON NOTICEBOARD

2021 Gleeson Diary Dates



PLEASE REFER TO OUR TERM 3 COLLEGE CALENDAR ON OUR GLEESON COLLEGE WEBSITE > <https://assets.cdn.thewebconsole.com/S3WEB5843/images/Term-3-Calendar-2021.pdf>



Saint David's
PARISH SCHOOL

JOIN US FOR A SCHOOL TOUR!

WED 25th AUGUST
9.30am or 5.00pm

TO BOOK

W: STDAVIDS.CATHOLIC.EDU.AU
T: (08) 8360 6300



2021 WINTER SLEEPOUT

Register your interest now!!



WHEN? > 7pm, Friday 3 September - 8am, Saturday 4 September 2021

This event is open to all students Years 7 to 12 who are interested in learning more about the marginalised and less fortunate individuals and families in our community, as well as those who are seeking to understand and develop knowledge in the area of outreach and mission.

Email me today to register your interest and more information will follow soon!

Thank you, Ms Sala



Our Lady of Hope School

Principal's Tour

Wednesday 8th September, 2021 at 9.30am

You're invited



A journey in faith and learning

To book your place on the tour please use the link below-
<https://www.oloh.catholic.edu.au/book-a-tour.html>

or phone 82898344.

*Tours normally take 1-1.5 hours

Golden Grove Road (cnr The Golden Way) Greenwith SA 5125

(Enter via the front entrance off Golden Grove Road and proceed to the OLOH front office)

W: www.oloh.catholic.edu.au
E: info@oloh.catholic.edu.au



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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