



The Globe

Newsletter of Gleeson College

Issue 5 > Friday 9 April 2021

'HE IS RISEN' > HOLY WEEK EASTER MASS



Gleeson College came together to celebrate a special Holy Week Easter Mass in the Dame Roma Mitchell Centre on Wednesday 31 March.

Our Mass focused on hearing the bad news of the betrayal of Judas, together with the sad, yet joyous good news of Jesus' Passover meal with his disciples. *"My time is near. I will keep the Passover with my disciples."* Jesus will eat the Passover meal surrounded by those people, who have followed him. The traitor leaves them to betray Jesus. But Jesus, the Servant of God and people, faces his death with the fullest trust in God. Jesus will celebrate this Passover in a new way making it the Eucharist. This is like a testament he leaves his disciples. It is the deepest way he is going to stay among his disciples, then and now.

We wish our Gleeson Community a safe and happy school holiday break!

Alesia Sala,
Acting Coordinator of RE +
Catholic Identity

****MORE PHOTOS ON PAGE 5****



'GLEESON @ DUSK' Community Event > Thursday 6 May 2021

YOU'RE INVITED!

We warmly invite prospective and current families to attend our special 'Gleeson @ Dusk' Community Event. BYO picnic rug and come join us *amid the hills and valleys!*

Thursday 6 May, 4 - 7pm

FREE EVENT SPONSORED BY OUR P&F

LIVE MUSIC | BBQ | GRAZING BOXES

MINI TWILIGHT PRAYER SERVICE

REGISTER HERE > gleeson.college/dusk



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



200 YEARS YOUNG!



This year is the national 200th birthday for Catholic Education in Australia. The first 'official' Catholic school opened on Hunter Street in Parramatta in October 1820. Today, there are 1,751 Catholic schools educating 768,000 students and employing 98,000 staff. Nearly 40 per cent of Catholic schools are located outside of metropolitan cities in regional, rural and remote communities.

We truly have something to celebrate on our 200th birthday as outlined in the Pastoral Letter from the Bishops of Australia found at this link:

https://s3-ap-southeast-2.amazonaws.com/wh1.thewebconsole.com/wh/5843/images/Pastoral-Letter_200-Years-Young.pdf

To commemorate the 200 years of Catholic Education in Australia, a National Mass will be celebrated across all states, territories and dioceses on the Feast of Our Lady Help of Christians (24 May 2021).

As part of this year's celebrations, Catholic Education South Australia is holding Catholic Education Week from 3-9 May 2021. This will be a great opportunity to highlight the wonderful things that are happening in Catholic Education in South Australia.

At Gleeson College we are holding a special celebration for prospective and existing community members during Catholic Education Week - **'Gleeson at Dusk'**. I warmly invite you to attend this community event to be held on Thursday 6 May from 4-7pm, proudly sponsored by our Parents and Friends Committee. Please save the date in your

calendar and drop in to enjoy a Gleeson Grazing Box or BBQ while listening to our talented musicians and vocalists on the Micah Stage!

The 'Year of Service' at Gleeson College connects well to the theme of 200 years of Catholic education in that Catholic schools have long held that education should be directed not just towards personal enrichment for the individual student, but also to community contribution. Unsurprisingly, therefore, one of the great successes of Catholic education has been how many of its graduates have gone on to put their character, skills and knowledge at the service of others: as civic leaders or judges, leaders of industry, professions or trades, and in many other ways. This sense of service begins at school and is particularly highlighted this year at our College.

Relay for Life 2021

On May 1, Gleeson College students and staff will again be walking and running to raise awareness and funds for the Cancer Council at the annual Relay for Life Central event. We have a long-standing tradition of service to the community through the Cancer Council and we currently hold the trophy for the highest fundraising school in the state. We have three teams entered this year and are keen to be the highest fundraising school again in 2021!


We are encouraging our Gleeson Community to put their faith in action and get behind our teams by donating – no amount is too small! Click here to support one of our Gleeson Teams:

https://secure.fundraising.cancer.org.au/site/SPageServer?pagename=relay_search&searchType=getTeamsByInfo&input=Gleeson

I would like to take this opportunity to thank all our students and staff for a hectic but wonderful Term 1 and to wish everyone a safe and restful term break. We are certainly looking forward to continuing the positive momentum into Term 2.


Joe Corbo,
Principal

200 Years of Catholic Education in Australia




200 Years Young

A Pastoral Letter from the Bishops of Australia
to the leaders, staff, students and families
of Catholic education in Australia



Catholic Education
CELEBRATING 200 YEARS

Faith in the future



'ACTING JUSTLY' in YEAR 8 > Year 8 Reflection Day 2021

On Thursday 18 March, the day shone bright and our Year 8 student cohort gathered together, clearly excited and enthusiastic about participating in their Reflection Day. This year their theme focused on Archbishop Gleeson's favourite Micah verse (Micah 6:8); ***'to act justly, to love tenderly and to walk humbly with your God.'***

Mrs Meakin's Stage 1 Youth Ministry students met their young peers at Sunnybrae Estate, after spending weeks of preparation and planning with their teacher, also feeling excited, yet nervous about how their work and sessions would be received by the younger Year 8s. In the Coach House, the day began with an acknowledgement of Kauri land, paying respect to Indigenous people both past, present and emerging, as well as the Gleeson College Prayer and an introduction to the rotation of sessions. Each student worked through the six rotations with their Faith and Living teacher, experiencing a mix of contemplative, active, creative and reflective activities which engaged their minds, hearts and spirits, all with the key theme of *'Acting Justly'*.

The beautiful and well-maintained venue provided a tranquil space to encourage individual engagement with peers, self and God, as students considered their 'hopes and fears', the concepts of 'equity and equality', ability to join 'the social justice race' and 'creating a crane' using origami methods. At the end of the day, students and staff united in the main hall for a final prayer, giving thanks to the Youth Ministry students, their teacher and mentor Mrs Meakin, along with all the Faith and Living teachers who shared the day. In 2021, the Year 8 Reflection Day was successful, providing opportunity, time and consideration for all participants.

Thank you to all who joined in and attended. I enjoyed sharing the experience with everyone and look forward to building on our Retreat Program for our Year 8 students in 2022.

With One Heart,

Alesia Sala,
Acting Coordinator of RE +
Catholic Identity



'ACTING JUSTLY' in YEAR 8 > Year 8 Reflection Day 2021



'HE IS RISEN' > HOLY WEEK EASTER MASS



GLEESON CAREERS CORNER + VET PATHWAYS

> Apprenticeships

School-Based Apprenticeship

Congratulations to Year 11 student **Sunny Ross (11 DSPHI)** who will be completing a Certificate III in Carpentry through employer ABS Façade. Sunny obtained this apprenticeship after doing work experience with the company over the summer holiday break. He started the apprenticeship in Week 10 and will spend two days a week on the job, including training blocks throughout the year, and the remaining three days at school. Well done and all the best on your VET journey Sunny!

Apprenticeship Positions

There are apprenticeship positions available in the following areas:

- Landscaping
- Commercial Cookery
- Hospitality
- Bricklaying
- Carpentry
- Tiling

> Work Experience

Hayley Thompson (10 FSTUL)

> Gleeson College *Pictured top left

This week Year 10 student Hayley Thompson is completing her work experience at Gleeson! Hayley is gaining first-hand experience of what it is like to be a teacher by assisting in a variety of Middle School classes! The photo above shows Hayley working with students in Mrs Williams' Year 7 Italian class yesterday.

Harrison Mills (11 FSTUL)

> Kennedy Plumbing *Pictured top right

This week Year 11 student Harrison Mills is exploring possible future pathways with a week of work experience in the field of plumbing. A huge thank you to Kennedy Plumbing for being willing to provide this worthwhile work experience for Harry.

If you work at a business that could provide Gleeson College students with experience in the world of work feel free to contact Mr Thomas Blake, Flexible Pathways Leader at the College on 8282 6600 or via email at: thomas.blake@gleeson.catholic.edu.au.



For students interested in undertaking work experience, we have a number of exciting opportunities available for students to apply for:

- The Army and the Air Force are offering five-day familiarisation programs, where you can learn about the different careers in the Defence Force.
- For students interested in Health and Science, SA Pathology is offering placements in which you will observe pathology workflows, processes and state of the art instrumentation used within the industry.
- If you are a fan of all things arts, there are a few opportunities available in this area.
- If you want to learn about how a theatre company runs, the State Theatre Company is offering placements.
- The South Australia Police Band is also keen on having musicians join them for a week!

> VET Learning

Queensford College Hospitality Program 2021 July Holidays

This course is designed to give students valuable hands on experience preparing them for the hospitality industry. The students will learn how



to make coffee and serve coffee to customers, serve and clear tables to industry standards and develop skills and knowledge about responsible service of alcohol. They will also learn how to make non-alcoholic beverages and serve them to customers in a simulated café environment. *Pre-reading is required for this course along with the hygiene unit online, and an online coffee quiz to be completed. This has to be completed prior to commencing the four-day program.

Course Name + Course Code

- Use hygienic practices for food safety SITXFSA001
- Prepare and serve espresso coffee SITHFAB005
- Provide responsible service of alcohol SITHFAB002
- Serve food and beverage SITHFAB007
- Prepare and serve non-alcoholic beverages SITHFAB004

Successful completion of this course will earn students 20 Stage 2 Credits. The course fee is \$500.

Please visit Miss Minniti or the Flexible Pathways Leader Mr Blake if you are interested in any of these exciting opportunities and keep up-to-date via the Gleeson Careers website > www.gleesoncollegecareers.com.au

GLEESON PERFORMING ARTISTS LIGHT UP THE STAGE!

Congratulations to the following talented performing artists who have been shining on stage during the Adelaide Fringe Festival and other fabulous shows!

- **Imogen Russo (8 MMCUA)** played 'Scar' in Shane Davidson's production of 'The Lion King Jr'.
- **Ethan Joy (8 MMMEA)** and **Jaxon Joy (11 MSGAG)** were both involved in Adelaide Theatre Academy's production of 'Mary Poppins'.
- **Ethan** was also recently chosen to sing at 'Broadway Sessions' - a musical theatre performance and open mic night that's all about coming together and celebrating the very talented theatre community in Adelaide!
- Gleeson Arts Learning Area Leader, **Mrs Carly Meakin**, performed in Davine Productions 'Summer of 69' at Star Theatre One, with awesome reviews.

We proudly congratulate Year 11 vocalist **Jaxon Joy** on his selection in the 2021 Class of Cabaret. This is a unique learning opportunity hosted by the Adelaide Festival Centre's Adelaide Cabaret Festival and centRED for talented, passionate and courageous secondary students from various high schools to share

their own stories through musical performance. Adelaide Cabaret Festival provides an expert team of cabaret mentors and professional artists to develop each performer's skills through masterclasses, workshops, and a bootcamp to produce two spectacular shows for a ticketed public performance. The Class of Cabaret program offers students a meaningful learning experience where each performer develops their performance skills and learns to confidently communicate their stories to an audience, while also gaining accreditation towards their education.

Well done Jaxon!

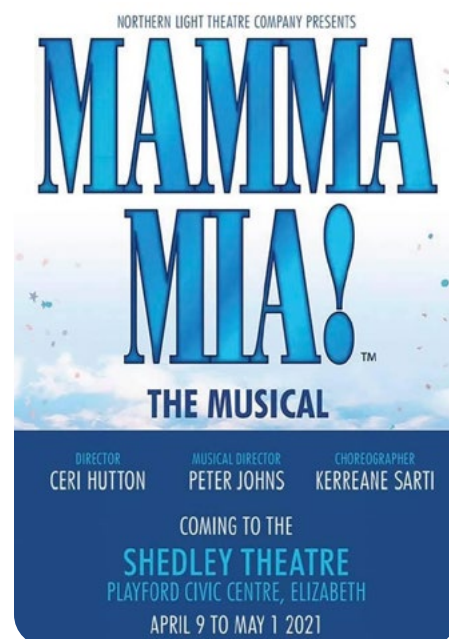
MAMMA MIA!

> **Featuring Gleeson Old Scholars Maybelline + Jayde!**

After a postponement in 2020, the Northern Light Theatre Company are excited to announce their musical production 'Mamma Mia!' will be starting this week, featuring two Gleeson College Old Scholars - Maybelline San Juan (Class of 2019) and Jayde Tyczenko (Class of 2018).

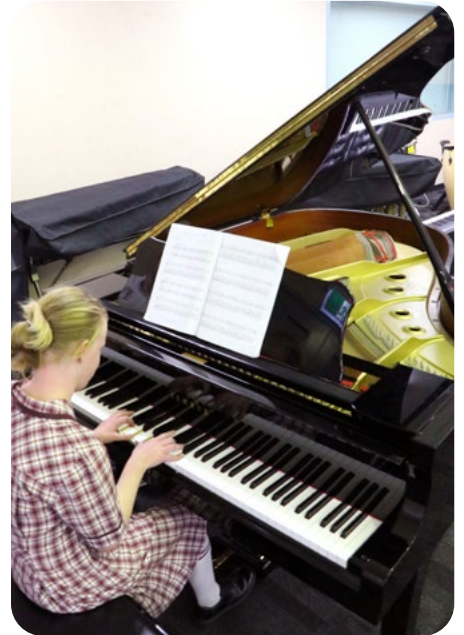
"Break a leg" Maybelline & Jayde!

Shows will run from April 9 to May 1 with tickets available now > <https://nltc.sales.ticketsearch.com/sales/sales>



SENIOR MUSIC SOLO PERFORMANCES > Our Year 10-12 Music students all nailed their Solo Performances in the Music Studio recently. The above photo shows talented vocalist Jaxon Joy during his Les Misérables number, accompanied by Mrs Carly Meakin on piano. ****MORE PHOTOS ON NEXT PAGE****

SENIOR MUSIC STUDENTS NAIL THEIR SOLO PERFORMANCES



Get NAPLAN Ready Competition > Congrats to our 2021 Winners!

NAPLAN has a very specific focus on problem-solving and applied learning. The format of the questions and the tests themselves are quite distinctive.

In both the literacy and numeracy tests, students demonstrate their understanding of specific grammar rules or processes for solving an equation, however, also show their ability to navigate multiple choice questions, interpret instructions, and understand how to write for a specific audience and purpose. Students are working under time constraints and in exam conditions, perhaps for the first time.

These skills are valuable for academic success and for life. We want our young people to have secure abilities in literacy and numeracy, and to have the self-management skills to do their best under pressure and time constraints.

In preparation for NAPLAN taking place in Week 3 and 4 next term, students have been engaging in a competition on Education Perfect for the past two weeks. Classes are to be congratulated for their fantastic participation and for the positive way they engaged in the practice NAPLAN in Week 10.

We congratulate the following overall Year Level Winners for their outstanding achievement:

Year 7 Winner >

David Chen (7 MMPUT) with 2,229 points! Year 7 students answered 17,568 questions overall! David has won his Learning Team (Rogers and Zaccagnini) a pizza lunch next term!

Year 9 Winner >

Adaeze Igbokwe (9 MMBAR) with 5,459 points! Year 9 students answered 23,810 questions overall! Adaeze has also won her Class Group (Schoenmakers and Renfrey) a pizza lunch next term!

The following students are also to be congratulated for their Badge Awards earned during the competition:

Gold Award

Adaeze Igbokwe (9 MMBAR) 5,459 points
David Chen (7 MMPUT) 2,229 pts
Maddison Hutagaol (9 HMEMA) 2,218 pts



Silver Award

Sebastian Natale (7 MMPUT) 1,215 pts
Jarrett Van Hees (7 FMLAM) 1,185 pts
Sophie Fitzsimmons (7 FMLAM) 1,000 pts

Bronze Award

Annabelle Caruso (7 HMSHA) 858 pts
Harrison Pfeiffer (9 MMCUA) 809 pts
Eleanor Sutton (7 HMSHA) 768 pts
Holly Sletten (9 HMHLT) 557 pts

Kate Morgante,
Assistant Principal Teaching & Learning



YEAR 9 FAITH & LIVING › At the Heart of Pastoral Care

A term of developing, recognising and celebrating our personal values

Our energetic team of Year 9 Faith and Living teachers - Miss Cooke, Mr Holt, Ms Marusic, Mr Phillips, Mr Schoenmakers started the year by welcoming students to our classes by engaging in connection activities and refreshing our Heart of Pastoral Care. We also revised student personal responsibilities and a range of Gleeson policies and procedures. Organisation support is an important aspect of student success, so we ensured our students had set up their OneDrive subject folders and had any laptop ICT issues fixed within the first few weeks of the new year.

Living with Good & Evil: Catholic Social Teaching

This was an interesting study for students where they took on the role of an interviewer and interviewed a significant person in their life who had overcome a challenging experience or event. Through the interviews and their personal reflections, they developed their perspectives of what it is like living with good and evil.

Prior to creating their interview questions, they learnt about interview skills and studied Catholic values. The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society (see pictures at right showing each teaching).

- Life and dignity of the human person
- Call to family, community and participation
- Rights and responsibilities
- Option for the poor and vulnerable
- The dignity of work and the rights of workers
- Solidarity
- Care for God's creation

The students interviews and reflections were highly engaging and emotional pieces of work where they highlighted how their significant person overcame adversity and remained resilient with links to the relevant social teachings.



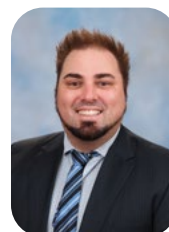
Miss Cooke



Mr Holt



Ms Marusic



Mr Phillips



Mr Schoenmakers



At the HEART of Pastoral Care

Pastoral Care at Gleeson College strives to produce young people of One Heart, who are deeply connected and thriving individuals and therefore:

relies upon **TRUTH**

and **COMPASSION**

where everyone displays

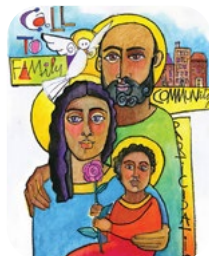
DIGNITY, RESPECT and **JUSTICE**

to nurture a community of

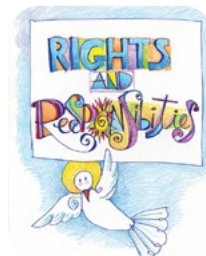
PEACE & HARMONY.



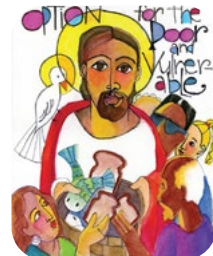
1. Life & dignity of the human person



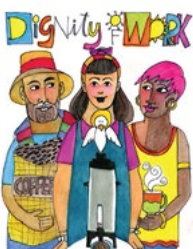
2. Call to family, community & participation



3. Rights & responsibilities



4. Option for the poor & vulnerable



5. The dignity of work & the rights of workers



6. Solidarity



7. Care for God's creation



Shrove Tuesday & Ash Wednesday

This year students immersed themselves in making pancakes at home for Shrove Tuesday, with and for, their families as they moved into Lent. Shrove Tuesday is the day before Lent that starts on Ash Wednesday.

The name shrove comes from the old middle English word 'shriven' meaning to go to confession to say sorry for the wrong things you have done and be forgiven for your sins.

...Continued next page

YEAR 9 FAITH & LIVING › At the Heart of Pastoral Care

Continued from previous page...

Our students refreshed their understanding of the Lenten period - 40 days leading up to Easter. So why make and eat pancakes? Dating back to 1000 AD, over the years Shrove Tuesday not only became a day for Confession but a time for Catholics to feast on eggs, sugar and dairy which are traditionally restricted during the Lenten fast. Not only was Shrove Tuesday a last chance to gorge on such foods but it was also a way to use them up before the fast began. So, a very simple recipe to use up these ingredients was to combine them with some flour and make the pancakes! Check out our students' pancake creations!

E-Safety

E-safety is a Middle School focus where we provide a range of learnings through play, presentation and classroom activities to safeguard, protect and educate our students in the acceptable use of technology and communications (including social media). This term SAPOL presented a discussion (see photo below), and Brainstorm Productions presented 'Cyberia'.

Call to Justice & Right Relationships through studying Bible Scriptures

The study of scripture in a classroom context takes our students into the world of Jewish and Christian believers. Our aim was to develop reading and interpretation skills to appreciate the understandings of God and religious experience that are presented in Biblical texts.

Our students went on a journey of discovery of the sacred text's author's intention. The students learnt about the conditions of the scripture's time and culture, literary genres such as recounts and narratives, and the modes of feeling, speaking, and narrating at the time. The students grappled with the question: What does this text mean?

For the students to understand the text deeply they practiced how to consider the 'worlds' of the text.

- The world of the text (structure, characters, events etc.)



- The world behind the text (context – historical world, author, culture, geographic, community)
- The world in front of the text (messages for modern readers, Church's teaching about the meaning of the text, how to use the text in a contemporary context such as personal spiritual reflection, to inspire action for justice and liturgy).

Through these studies students developed a deeper understanding of scripture; learnt more about themselves and how they live in their world; and developed and recognised their own values and how to apply them to a contemporary context. Ultimately,

encouraging them to make a positive difference in the world they live in.

The assessment piece was created in small groups in a range of forms - blogs, podcasts, brochures, flyers and news articles.

The Closing of Term

Our term came to an end with an Easter Mass and a student cohort that will walk into their much-needed school holidays knowing more deeply what they value, and a handful of ways they can enact those values through the commitments they made in their studies.

"Your word is a lamp to my feet and a light to my path." Psa. 119:105



YEAR 8 ITALIAN > VR in the Italian Classroom!



Unfortunately, it is the year 2021, so we cannot travel on holiday to Italy due to the worldwide pandemic that restricts us. Luckily, it's 2021 so we can travel on holiday to Italy due to the technology that allows us!



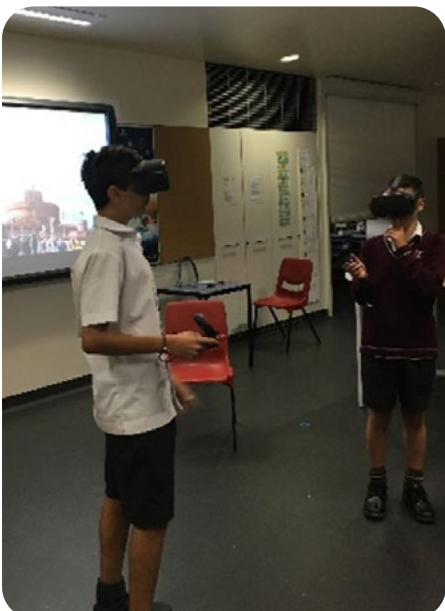
The Year 8 Italian class were able to experience first-hand four cities in Italy that they will be constructing tourist brochures on. They admired the beauty of the Santa Maria Del Fiore in Florence, took a stroll to Piazza Del Colosseo in Rome, tilted their heads to view the Torre di Pisa in Pisa, and cruised along the canals in Venice. The VR Goggles allow for a completely immersive experience with an audio guided tour. Moreover, they allow students to turn and look around, dictating their own 360 experience. It was so realistic that it felt strange to remove the goggles and find that we were merely in Lab 4 of Gleeson College!



The students were able to extend their knowledge with the closest to what they will get to an in-country experience, and were very grateful to Melissa O'Loughlin, Laboratory and STEM Assistant, for facilitating this session for us.

Buon viaggio!

Antonia Ditroia,
Acting Languages + Cultural Programs
Leader



YEAR 9 FASHION + JEWELLERY DESIGN > BEADING!



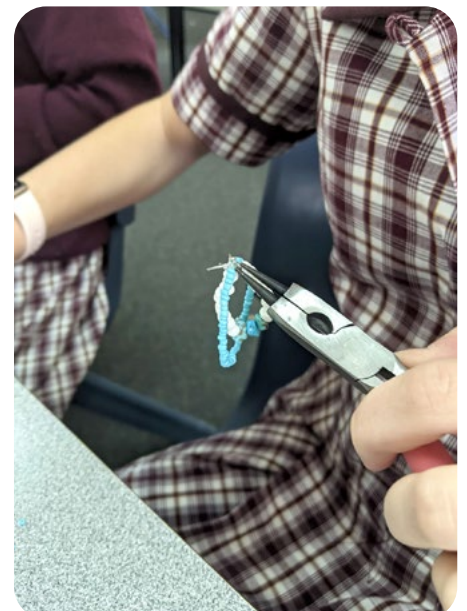
In Week 9, students in Year 9 Fashion and Jewellery had a go at beading!

This was the last practical component of the Jewellery course, and to everyone's amazement, the most challenging. We had a few frustrating moments as beads flew across the classroom, however with some persistence, a variety of unique jewellery items were created.

Well done to all students!

Next term we look forward to in-depth pattern exploration and constructing shirts with new techniques (like darts).

Madeline Cooke,
Year 9 Fashion + Jewellery Teacher



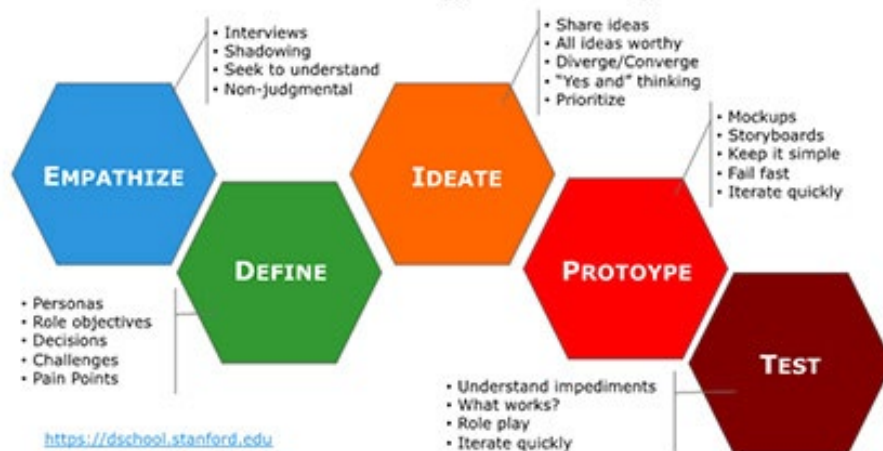
YEAR 9 INNOVATION > Ideating + Innovating

The inaugural Year 9 Innovation class has been busy beginning their journey to entrepreneurialism this term. The students commenced the year with a focus on defining entrepreneurialism and constructing a featurette on an inspirational entrepreneur of their choice. Following this, they have been weaving their way through the five steps of the design-thinking model proposed by Institute of Design at Stanford University (d.school). This group of motivated young entrepreneurs have been engaging brilliantly with this university standard process.

To grapple with the often-complex steps for creating an innovative product, the students have worked in groups on numerous activities, including empathy mapping for Step 1 – Empathise where the students reflected on what the consumer would say, think, do, and feel when considering the purchase of a new iPhone. In Step 2 – Define, students were tasked with the challenge of designing the new ground experience at Adelaide International Airport by considering the Point of View (POV) of a mother with a restless child. The students completed “How might we?” (HMW) statements to devise innovative solutions to the problem. During this step, students considered Singapore’s Changi Airport – the Jewel as inspiration, which has received multiple awards including a Global Retail and Leisure International Award in 2020 for the most Innovative Retail & Entertainment Project.

In Step 3 – Ideate, students were challenged to complete the 30-circle challenge, which encourages creative confidence, brainstorming and critical

Stanford d.school Design Thinking Process



and creative thinking in a three-minute time limit. This is one of many activities that could be undertaken during this step. The students also considered the Value Proposition Canvas (VPC) for the impacts on customer job requirements and improvements to a business of their choosing where they contemplated the business point of view.

During the Prototype step, students undertook all steps of the Design Thinking Process to complete the Stanford University activity - the Wallet Project – which was completed in groups of two or three and not only included the first three steps of Empathy, Define, and Ideate but also Prototyping and Testing. The students were asked to create a wallet for their partner in this activity by interviewing them and asking what they required of a certain product – in this case a wallet. The resulting wallets/purses were effective and appeared realistic – despite being created out of coloured card, tape, and glue.

Next term, students will be working in groups to iterate and pitch their ideas for new products. I am looking forward to working with them on the next step of their journey to becoming successful young entrepreneurs.

Denise Spiroulas,
Year 9 Innovation Teacher



YEAR 11 + YEAR 12 TOURISM > Excursion to Port Adelaide



On Friday 26 March, the Stage 1 & 2 Tourism classes journeyed to Port Adelaide to participate in a day of engaging curriculum enrichment. We began the day at the Port Adelaide Visitor Information Centre with a presentation from Mr Nick Blight, Visitor Services Coordinator for the City of Port Enfield. Mr Blight taught the students about the role of Tourism in the local economy, as well as some of the challenges and opportunities faced by local businesses as a result of Covid-19.

The Stage 2 students then undertook a guided heritage walk with local Port Adelaide guide and artist, John Ford. Mr Ford was a fountain of knowledge and provided the Stage 2 students with an abundance of information about the history of Port Adelaide and its buildings. Following a brief lunch break under attack by seagulls, the Stage 2 students then undertook practical activities, surveys and tallies around the cafe district of Port Adelaide before enjoying some well needed relaxation time on the Hart's Mill playground. The students are using knowledge gained from the excursion to complete a summative practical report assessing the Impacts of Tourism on Port Adelaide.

Stage 1 students participated in a range of activities that investigated how Port Adelaide is developing into a new local tourism destination. Throughout the day, the class was tasked with investigating what social, environmental and economic factors are working together to contribute to revitalisation of Port

Adelaide as a tourism destination.

After spending their morning session with the Year 12s, Mrs Favilla and Mr Holt took the Stage 1 students on the vibrant 'WanderWalls' Port Adelaide tour; an interactive street art tour connected to the Visit Port Adelaide app. This tour features over 60 public art murals from local and international artists and gave students the opportunity to see how art has helped to bring new life to the Port. A lucky chance encounter with Joel van Moore, the creative director of the 'WanderWalls' project/festival, gave the class an excellent insight as to how the tour was conceived and what it has been able to do to rejuvenate the Port.

Although unable to see all 60 'WanderWalls' due to the weather, students were able to use their time to explore the Port Adelaide Visitor Centre's features, including the local art gallery, jail cells, and interactive facilities. Overall, the Stage 1 excursion served as a great chance for students to apply their tourism skills and understanding to an area that is proving itself to be an emerging destination for art and cultural tourism in South Australia.

The Stage 1 and 2 teachers and students would like to thank Mrs Favilla for attending the excursion and sharing her local insider knowledge of Port Adelaide. We would also like to thank Mr Nick Blight and Mr John Ford for sharing their time and expertise with our classes.

Julie Gontar,
Stage 2 Tourism Teacher



YEAR 11 VISUAL ARTS > Observational + Figurative Drawing

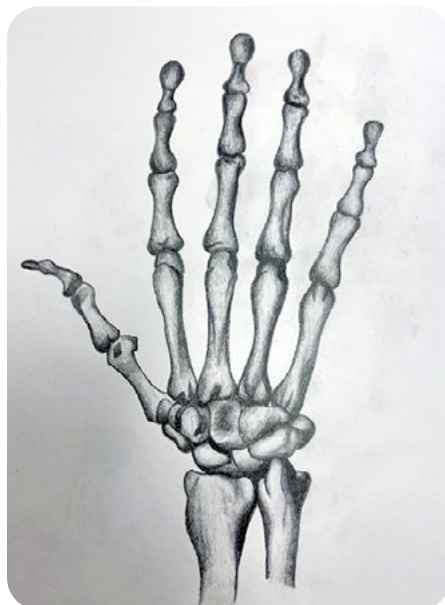
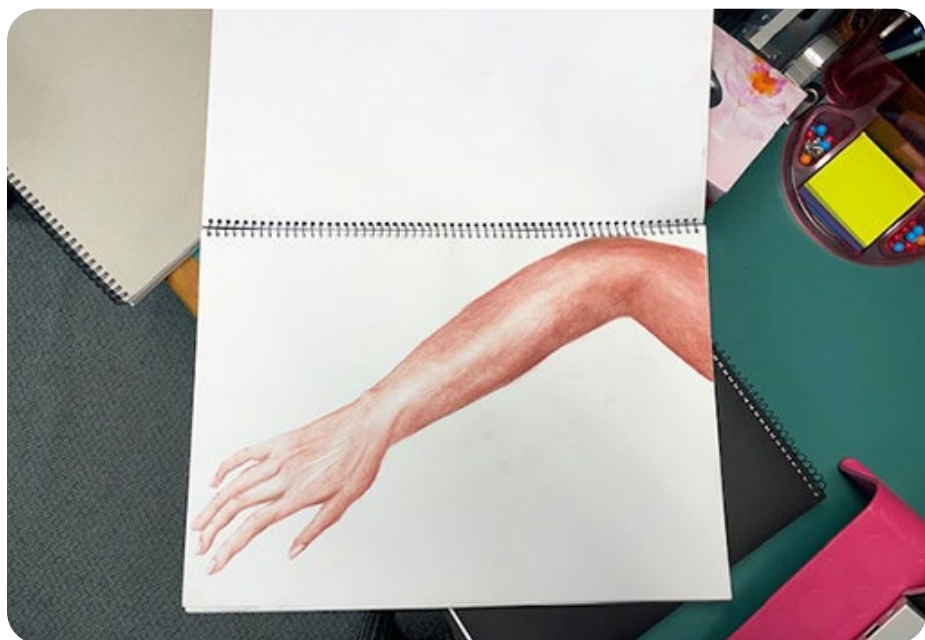
Drawing is a form of visual art in which a person uses various drawing instruments to mark paper or another two-dimensional medium.

As part of the Year 11 Visual Arts course, students have created a drawing folio packed with creative sketches, detailed drawing studies, lots of examples of artists' drawings and a personal diary of comments. As part of this folio students had the opportunity to explore and experiment in mixed media to develop observational and figurative drawings using our in-house torso, 'Selina'.

The development of the students skills and confidence have been wonderful to see, and the results achieved have been encouraging.

Evelina Condo,
Visual Arts Key Teacher

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



YEAR 11 VISUAL ARTS > Observational + Figurative Drawing



YEAR 12 VISUAL ARTS > SACE Art Show Visit Inspires + Motivates!



On Thursday 25 March the Stage 2 Visual Arts students attended an excursion to see the Year 12 SACE Art Show 2020. The exhibition was held at the Light Square Gallery in the Adelaide College of the Arts. This excursion gave the students an opportunity to view the Stage 2 Visual Art work which was chosen from the previous year. It inspired, motivated and outlined what was expected of the students this year.

We ended our excursion with a tour of the School of Art, Architecture and Design City West Campus, University of South Australia. The students found this to be a worthwhile experience and it has encouraged them to set goals and to aim for great success with their own personal journey of this course.

Evelina Condo,
Visual Arts Key Teacher



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

YEAR 12 VISUAL ARTS > SACE Art Show Visit Inspires + Motivates!



BREAD TAGS FOR WHEELCHAIRS



BREAD TAGS FOR WHEELCHAIRS

We are still collecting 'Breadtags for Wheelchairs' in 2021! This year, we have joined with our local partner Catholic schools Saint David's, St Francis Xavier's and Our Lady of Hope, in the aim of collecting at least the 250kg needed for one wheelchair for a South African child in need. More info. >

<https://ozbreadtagsforwheelchairs.org.au/our-story/>

****Students can bring their plastic tags to Student Services in the Micah Centre, or to their Care Group.**

Tom Dawson,
Acting Manager of Community Engagement

CATHOLIC CO-ED ATHLETICS CARNIVAL > Photo Gallery



On Monday the 22 March, 45 Gleeson students travelled to SA Athletics Stadium at Mile End to compete in the Catholic Co-Ed Athletics Carnival.

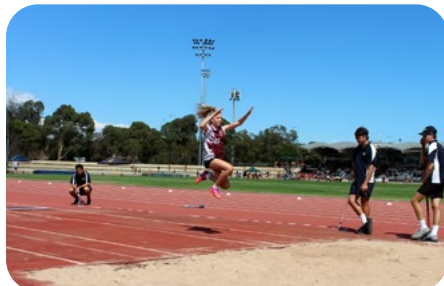
With a smaller team in 2021 we knew we would not be competitive for the overall title, but for those students that did come to compete, individual honours with several ribbons were up for grabs! Long distance running and track events seemed to be where most of our ribbons were won, however we did manage to also place in several of our field events. Overall, the U15 and U16 Age Group categories were our most competitive, with our athletes representing the College brilliantly.

We will email final results and times to all students once these become available to us. Thank you to Gleeson Old Scholars Taylor Fiorita and Zach Wallace for their assistance on the day, as well as to Mr Gloria, Mr Holland and Mr Librino for their valuable assistance.

Rachel Staffin,
Sports Development Coordinator



CATHOLIC CO-ED ATHLETICS CARNIVAL > Photo Gallery



YEAR 7 SAPSASA > TTG DISTRICT ATHLETICS CARNIVAL

The annual TTG District SAPSASA Athletics Carnival saw nine highly talented Year 7s compete against the best in our area on the track and in the field at Bulkana Oval recently.

Although Gleeson was the smallest team competing, and only able to participate in two age groups, our athletes did exceptionally well. All of our competitors placed in the top five in at least one of their events!

The competition was fierce, but Gleeson did well in all our heats to have a representative in each final. The Girls 100m Sprint Final (Born in 2008) was a heated final with the results coming down between both Gleeson students Nevaeh Bates and Kiara Burns by 0.03 seconds, in which Nevaeh won with a time of 14.49s to Kiara's 14.52! Sienna Jackway won her 200m convincingly with a time of 30.69s and Obinna Igboke smashed his heat, but unfortunately was nudged out of the placings to 4th with a time of 30.33s.

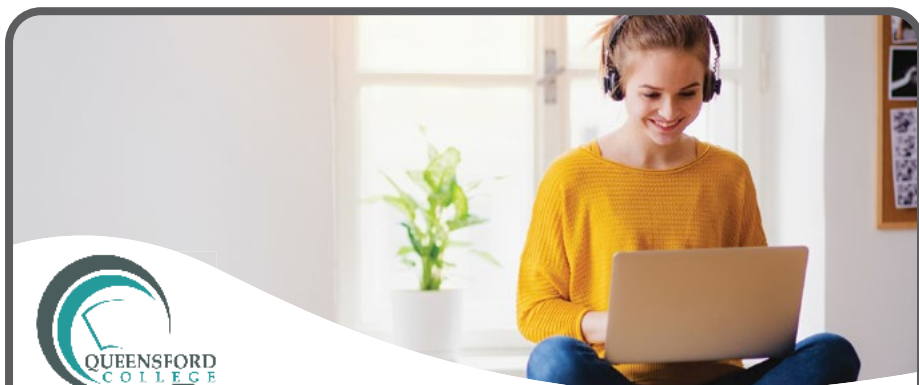
We had two of our girls, Chelsea Perks and Gemma Grant, running in the Boys Relay to allow Obinna and Marcus Damiani to compete which showed fantastic sportspersonship. The race of the day however was our Girls Relay Team who were unstoppable - Kiara Burns, Sienna Jackway, Nevaeh Bates and Mikayla Van Dommele. Alicia Walters was disappointed to not have been able to compete in Javelin, however she did not disappoint in the Discus or the Shot Put events!

Well done to all our athletes on their fantastic results and a big thank you to Coach Barratt!

Rachel Staffin,
Sports Development Coordinator



YEAR 7 SAPSASA > TTG DISTRICT ATHLETICS CARNIVAL



Business Program 2021 School Holidays

Course details

This course is designed to give students valuable skills and knowledge to assist in gaining employment in a customer service industry. You will learn how to deliver customer service, purchase goods and services for a business and understand the recruitment process.

These valuable skills will form part of a Certificate III in Business and the skills are transferable into multiple industries. Pre-reading may be required for this course.

| Class No. | Dates | Cost |
|-----------|-------------------------|-------|
| Week One | Monday, 5th July 2021 | \$500 |
| | Tuesday, 6th July 2021 | |
| Week Two | Monday, 12 July 2021 | |
| | Tuesday, 13th July 2021 | |

Venue: One+ (1 Adey Place, Golden Grove, 5125) - Room G26s

| Course Name | Course Code | Nominal Hours |
|---|-------------|---------------|
| Support the recruitment, selection and induction of staff | BSBHRM405 | 50 |
| Purchase goods and services | BSBPUR301 | 60 |
| Deliver and monitor a service to customers | BSBCUS301 | 35 |
| 20 Stage 2 SACE credits | | 145 |

CONTACT YOUR SCHOOLS VET LEADER TO BOOK YOUR SPOT

Golden Grove : Kiri McWaters | **Gleeson :** Thomas Blake

Pedare: Debbie Hollister | **One+ :** Zahni Karagiannis

Queensford College is the trading name of Malekhu Investments Pty Ltd
Level 11, 90 King William Street Adelaide SA 5000 Australia | www.queensford.edu.au | sa@queensford.edu.au
ABN 17129064437 | RTO 31736 | CRICOS 03010G

All information in this document was correct at the time of printing but is subject to change | Feb 2021 | Reference: 22022021



GLEESON NOTICEBOARD



Digital Nutrition

UNTANGLING TEENS FROM TECH:
 practical + positive strategies
 to empower parents



A 90-minute webinar for parents of Gleeson College
 Presented by psychologist Jocelyn Brewer
April 12th at 7pm. Free registration

IT'S NOT TOO LATE!

REGISTER TODAY > FREE EVENT

In this dynamic 90-minute seminar, psychologist Jocelyn Brewer will help parents and carers understand aspects of technology, app and video game design that prove to be so seductive (and perhaps even 'addictive') to young people and their still developing brains.

REGISTER HERE >

https://us02web.zoom.us/join/register/tZlpcOurrDltG9oJMRNrVmLF06pegB4XA_CP

2021 Gleeson Diary Dates



Term 1 2021

9 Apr FINAL DAY OF TERM 1 FOR ALL STUDENTS
****EARLY CLOSURE OF FRONT OFFICE + MICAH CENTRE at 3.45pm****

Term 2 2021

26 PUBLIC HOLIDAY > ANZAC Day
27 FIRST DAY OF TERM 2 FOR ALL STUDENTS
 28 Archbishops' Memorial Mass > Adelaide Cathedral, 5.45pm
 1 May 2021 Relay for Life, 1-9pm
 3 - 7 Catholic Education Week 2021
 4 College Tour, 9.15am
 6 Gleeson@Dusk Community Event + College Tours, 4pm - 7pm
****Note: Early dismissal at 3.00pm for ALL STUDENTS****
 11 - 21 NAPLAN Online Testing
 12 College Board Meeting
 14 Year 12 Semi-Formal > Sfera's, 7pm - 11pm
 14 College Tour, 9.15am
 17 College Tour, 4pm
 26 - 28 Year 12 Retreat > Nunyarra (Belair)
 31 Creative Arts Evening 2021 > DRMC, 7pm
1 Jun COLLEGE PHOTOGRAPH DAY 2021 (MSP Photography)

**LET'S PUT OUR
 FAITH IN ACTION
 GLEESON COMMUNITY**



RELAY FOR LIFE

**CLICK ON THE POST LINK TO DONATE TO
 ONE OF OUR GLEESON TEAMS TODAY!**

CELEBRATE | REMEMBER | FIGHT BACK

**PLEASE DONATE TO ONE OF
 OUR GLEESON TEAMS IN 2021!**

We have three Gleeson Teams in this year's Relay for Life event. If you would like to put your **FAITH IN ACTION** and donate > **CLICK HERE!**



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