



## "Prima Primum" – First Things First

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29 October 2021

### PRAYER

On Sunday, immediately prior to the return of all students to the College, the Gospel presented to us the story of a blind man named Bartimeus; the son of a highly regarded family. In Jesus' time the common wisdom was that disability or illness was a punishment from God - think the plagues of Egypt! Knowing this, the crowd tries to keep Bartimeus away from Jesus, because they think he's not worthy to approach the great teacher. Jesus, however, hears Bartimeus' cry and beckons him forward. Bartimeus expresses his faith in Jesus and in God and his sight is restored.

As I listened to this reading on Sunday morning, gathered with a congregation in the Church for the first time since June, I couldn't help but think of your sons. This week, after keeping the faith in Home-Based Learning for so long, they would see one another again.

And so with grateful hearts, we pray

We give thanks for the safe return of our students and colleagues to the classroom, the playground and the routines of everyday life.

We keep in our prayers those that remain vulnerable and are yet to return to the freedoms that we now enjoy.

And we pray that in the days and weeks ahead, we may continue to appreciate the blessing of one another's presence, and maintain the same generosity of spirit and forgiveness that brought us through lockdown.

St Paul pray for us.

Blessed Edmund Rice, pray for us.

Live Jesus in our Hearts, forever.

### COLLEGE PRINCIPAL

On Monday evening I wrote to all of our families to express my gratitude to you for all that you have done over the past thirteen school weeks to support your sons so that they could remain

engaged in their learning. I wrote that *"You should be proud of your sons, and you should know that we are too."*

The temptation is to say that there is something very special about the St Paul's community, but there is no, one thing. It is every one of your sons, it is every one of their teachers, and it is every one of you.

### Student Leadership 2022

Last Thursday Mr Henry Chapman met with the current Year 11 students to recap with them the conversation about leadership that began in the latter part of Term 2 and introduce them to the students leadership structure for the coming year. As part of this the students reflected on the particular demands of the role of senior student leaders and the qualities that they should be looking for in their peers. In essence, we are asking them to make an informed choice.

This formation not only to lead, but to choose leaders deliberately and with care is important for more than their final year at the College. It is likely that many of them will be making electoral choices in the coming year as our nation heads to the polls. And whilst it is not our place to influence the choices they will make, it is our responsibility to form them to make an informed choice.

Mr Chapman will keep you updated on the process and its outcome here at school, but I am confident that the Class of 2022 is already taking the task seriously.

### Bishop Anthony's Message to Catholics in the Diocese of Broken Bay

In the past fortnight our Bishop, Anthony Randazzo, authorised the resumption of public Masses in the parishes of Broken Bay. The Bishop, and many of his brothers throughout Australia, made the choice to open the doors of our parish churches only after the 80% fully vaccinated target was reached, to allow all Catholics to return to the public celebration of the Eucharist and the Sacrament of Penance, regardless of their vaccination status. Bishop Anthony also acknowledges that some may return to life in the community more cautiously. With respect to each individual's circumstances and their decision he has

asked parishes to continue to livestream Masses as they have been for some months.

Whether it is by livestream, or by receiving the Eucharist in person, I encourage you to attend Mass this weekend - we have much to thank God for.

## **Our Professional Practice**

Finally, as a learning community themselves, our staff have engaged in a process of professional reflection and feedback this year to develop a statement of Professional Practice that responds to the needs of our students. Beginning in Term 2 with a review of the contemporary research on boys' education and reflecting on this in the light of their own considerable experience and the Gospel values upon which we are founded, we now have a final statement against which we will measure ourselves. In each of the remaining newsletters of this term I will share one part of the statement with you.

Statement One focuses on each student as an individual learner.

**We acknowledge that there is a reciprocal relationship between students' wellbeing and their learning growth, and as professional educators we commit ourselves to:**

**Knowing each student as a learner and striving to meet his learning needs**

Making use of the available learning data we will identify the emerging strengths and areas for development of each student, ensuring that each student is appropriately challenged and supported in their learning, experiences success and grows in learning confidence.

### **Prima Primum**

God bless.

**Mr Michael Reid**  
**College Principal**

## **COLLEGE CALENDAR 2021**

For 2021 school dates please refer to the Google Calendar



Please check out the College on Social Media on

<https://www.facebook.com/stpaulscatholiccollegemanly>

## **ASSISTANT PRINCIPAL**

The energy and buzz across the College is a welcome change from the many weeks of silence. Smiles, behind masks,

greeting you of a day is blessing that reminds us all of the need for connections and the feeling of community. In talking to Teachers and students, everyone is glad to be learning in the face-to-face manner. Mask wearing and learning and teaching is certainly a new experience but one that everyone seems to be adapting to. Reminding your son every day to carry a mask with him would be of great support as it is also a requirement for travelling on the buses.

This week we have dismissed early on Thursday as the guidelines for return to school did not allow the Thursday afternoon Sport to take place. The guidelines have now been revised and Thursday Sport will recommence next week. And I am sure that the boys will be happy to again get back into this.

As I mentioned in the previous newsletter the 'Tell Them from Me' survey is ready for you to complete. This survey is anonymous, and no personal details are collected in anyway. To access this survey please use this link (if you have difficulties with the link copy and paste <http://tellthemfromme.com/2yp63> into your browser). The survey window closes on Friday 19th November. Your son will also complete the student survey next week here at school, he will receive a unique username and password, (generated via the survey). The survey results are used to inform system wide approaches and provides key insights on what all stakeholders have to say.

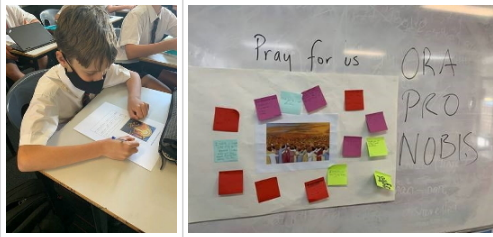
**Ms Karen Shawcross**  
**Assistant Principal**

## **DIRECTOR OF RELIGIOUS EDUCATION**

The excitement and enthusiasm demonstrated by our students on their return to class has been quite infectious.

In the lead up to All Saints Day on 1st November our Year 7 students have been learning about what it takes to become a Saint. Students are working hard on their assessment tasks, which focuses on using multiple intelligences to complete the task. Students have the option to write a letter to the Pope to petition on behalf of someone they consider to be worthy to become a saint, creating a song, creating a webpage, magazine, or video, which highlights the lives of those men and women who have gone before them. Students will enjoy an All Saints class party next week to commemorate the day with a mini litany of saints, games, decade of rosary and some prizes to mark the special day where we remember all those who have gone before us.

Year 8 have been working during HBL on the values found in the Gospels, so now we are back we are exploring practical application of these values and putting into place some actions that reflect our core beliefs.



**Mr Steven Callow**  
*Director of Religious Education*

## DIRECTOR OF TEACHING AND LEARNING

We finally made it – back to the classroom! While Home Based Learning provided for continuity of teaching and learning, nothing beats the face-to-face learning experience, even when it is behind a mask.

The excitement buzzing around the College this week was electric. It was such a relief seeing students engaging with their Teachers and each other in class, sharing time with their mates in the playground, and taking to the courts.

Are we back to normal? We are getting there. Returning from a 14-week hiatus in a solitary learning space, to a shared learning space requires all of us to take stock and consider the needs of everyone in that space. During this week staff and students have had the opportunity to reconnect, to share experiences, and to discuss how they have fared during Term 3.

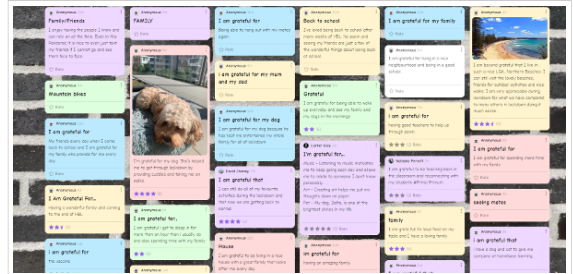
Remote learning has shown that quality education is not always structured, and that learning does not only happen in the classroom. The way so many of our students were able to engage with their teachers and classmates, and continue to develop their knowledge, highlights the capacity of our students as independent learners. The variety of teaching and learning experiences as part of the home-learning process, is testament to the hard work of the College staff.

Students are currently being presented with opportunities to demonstrate their knowledge and understanding across a range of subjects. Teachers will be able to feedback on student success, as well as supporting students as they develop the appropriate skills for a successful 2022.

I encourage parents and carers to reach out to the College if they have any questions about their son's learning, and to make the most of any opportunities that may present themselves in the coming weeks.

**Mrs Trish McGregor**  
*Director of Teaching and Learning*

## DIRECTOR OF STUDENT WELLBEING FOR LEARNING



### GRATITUDE GRAFFITI WALL

St Paul's Gratitude Graffiti Wall

**Ms Angela Bowland**  
*Director of Student Wellbeing for Learning*

## COLLEGE COUNSELLORS

Uncertainty is part of life and yet our brain, which creates our thoughts and feelings, loves certainty and predictability.

**Facing our fears one step at a time to live the life we want to live.**

When you feel uneasy about a situation the most natural reaction is to avoid it. The key element to overcoming your fear is to focus on the way you respond to it.

There are unhelpful things we do to try and control our worries.

- Complete avoidance is refusing completely to do something, such as, quitting team sport, refusing to go to school or not attending a party.
- Escape means leaving a situation when feeling flooded with fear, such as, ending a speech midway through or hiding in the bathroom when at school.
- Safety behaviors involve staying in the situation but doing things to slightly avoid, like keeping busy on your phone during a conversation or avoiding eye contact and speaking softly.

The problem is these behaviors make your worries worse!

Instead overcoming avoidance is the key to overcoming your worries. How do we do this?

- First; you find what it is you would like to be able to face rather than avoid.
- Second; you decide on the gradual steps you need to take starting off with something you can already master and building from there with more intimidating steps.



- Third; you identify coping strategies that help you stay in the distressing situation until your worry peaks and then comes back down again.
- Finally, you REPEAT, REPEAT, REPEAT until you don't feel as worried in this particular situation anymore. Then once you have mastered this one you move to the next step.

By stopping yourself from avoiding a situation you are taking steps towards living a free and happy life. Please seek help from your college counsellors if this article brings up strong emotions.

**Mrs Mary Thomas: Monday, Tuesday, Wednesday**  
**Mrs Danika Mouldsdale: Thursday, Friday**  
**College Counsellors**

## CAREERS AND VET (VOCATIONAL EDUCATION AND TRAINING)

Please follow the link below for our College Careers Newsletter and to subscribe to our Careers email alerts and events:

<https://stpaulsmanlycareers.com/?page=calendar-of-events>

## BACK TO THE CLASSROOM

### Year 7

I am happy to be back because I get to see my friend and to see my teacher and the environment is so good the school is like a second home to me and they make me feel confident and comfort and all the teachers are so nice and awesome.

**-Cooper Aikman**

On the first day of school, it was very different from what we have all been experiencing back home on zoom. Waking up late, not packing lunches, catching the bus, packing school equipment, and managing your time were all luxuries within this crazy time. However, being back at school has brought multiple pleasures to every student as we are able to see all of our friends and all learn collaboratively rather than by ourselves.

**-Lachlan Hendricks**

The best thing being back in the classroom is to see your friends and to become more social once again. Covid was hard because the work was a bit challenging with what you have access to at home, getting help from teachers and friends were not the same as you couldn't be face to face with your friends and teachers but instead relying on a computer that half of the time glitches out when important work is being said, being back at school is great because we can now expand our learning even more with the help of your friends and teachers. Make sure to have as much fun in school and with your friends because we don't know the next time we will be isolating ourselves.

**-Milo Bellingham**

During class face to face it was a very different experience to home base learning. I have already learnt lots of things just this week. It is much better to be with the teachers in person

because they can answer questions and help if you need it. I have enjoyed catching up with friends and going out more.

**-Aaron Smith**



**Dr Natasha Perrett**  
**Year 7 Leader of Student Wellbeing**

### Year 8

After 13 weeks of learning from home, it was a joy to finally welcome back Year 8 to the school to begin the process of reconnecting with their friends, teachers and what we would consider "reality". As a year group, we reflected on our own experiences during HBL. Both in the skills that we learned that will help us in the future as well as the things we endured and are happy to leave behind. The students comments are below;

"HBL was a pretty positive experience. It gave us the opportunity to be independent learners and allowed us to work at our own pace. The teachers were really supportive, and they let us know exactly what was going to happen in each lesson and how we could show we had mastered it. However, HBL was also hard because we were without our friends".

"The best part of HBL was the extra time we got to spend outside and with our family. It was nice to be close with them and enjoy the local area. I was really proud of my work, how fast I was able to complete it and still keep up the quality. I loved having the opportunity to do the tech work and make a co2 dragster from home rather than just do theory".

"During HBL, I felt more like an adult. I had to look after myself, had no canteen treats, had to check my emails regularly and had to move on to new tasks without being told to by a teacher. I was happy that teachers gave us time to chat with our friends, or just chat with them about things other than school work while on zoom. I think that the experience made me more independent and confident to learn new things without being given the answers as quickly".

By reflecting on HBL, we were able to acknowledge both positives and negatives, so that we can grow with maturity into more competent learners. It was clear that most students miss

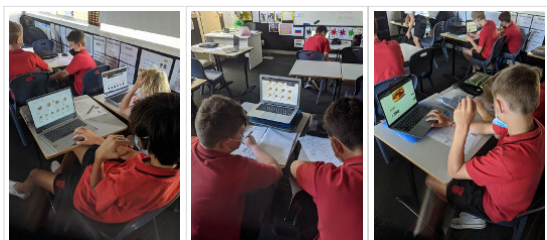
their extra time at home and the simplicity of waking up, rolling over and turning on the computer, but they are also thankful to be back with their friends.

### Return to school

“It was pretty good to come back to school to see our mates and be in class with them. The teachers have tried to make our first week back enjoyable – especially being able to go to recess 10 minutes early. It can be a little hard to focus all lesson without having a break in class but I’m sure we’ll get used to that. It’s been good to have PC each morning, and a long one today, so that we can talk about HBL and what it’ll be like at school for the rest of this term”.

“It was great to see all of our friends and have time to chat during a longer PC session on our first day back. I will miss being able to eat food whenever I want and stretch regularly, but so far at school we have also been given time to switch off during the class to have a stretch which has been helpful. It has been hardest catching the bus each day, since I feel like I'm missing an hour to and from school each day, where I used to get my work done or just go to the beach”.

“It is way better to be doing classes from school. The internet is more stable and Japanese is more fun now that we can play games as a class, hold the money that we are learning about and test our speaking with our sensei. It is also great doing PDHPE prac and playing team sports again”.



**Mr David Chaney**  
**Year 8 Leader of Student Wellbeing**

### Year 9

The thing I have enjoyed most about being back at school is my friends. During home school I missed my mates and enjoyed seeing them when I first came back. The other thing I missed was more face to face learning because I spent too much time on my screen and enjoyed connecting with people without using technology.

**-Oliver Fiorenza**

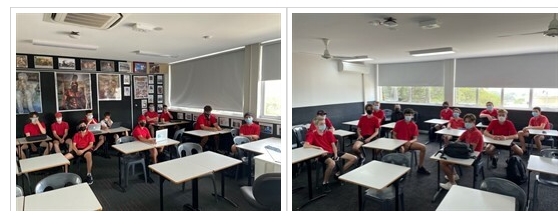
I enjoy seeing my friends. At home, there are barely any in-person interactions and socialising at home. Since I have been at school I have been talking to my friends and hanging out with them at the basketball courts. I have missed being with my friends and talking to them in person.

**-Izayah Thomas**

I enjoyed going back to school more because I got to see my friends after over 100 days away from them. I also enjoy the fact that it is easier to understand the work when the teacher is there to answer questions in the moment. No Zooms are much more enjoyable and being active is much better than staying inside on a screen all day.

**-Charles Hill**

Year 9 students in their masks:



**Mr Anthony Noyes**  
**Year 9 Leader of Student Wellbeing**

### Year 10

#### Year 10 Positives about being back in the classroom

*“Being back in the classroom has helped me with my learning. Despite the support of my teachers, HBL affected my learning because you learn more at school than you can at home. Being back in the classroom is so much better because you’re seeing the teacher in person, they can show you examples and you can get a clear understanding face to face.”*

**- Ben Gorman**

*“It’s good to be back at school because I get to see all the boys and see all the teachers. I love being able to experience the social side of school again. It’s also better from the learning side as well because in HBL there are so many distractions and I would rather be anywhere other than in my room doing school work.”*

**- Ash Leonard**

*“Since we have got back to school it has been incredible. It’s great to finally get out of the house and be back in the classroom with my teachers and friends. Face to face learning helps me learn a lot better and losing the sleep in is worth it to go to school, see my mates and teachers a lot more than Home-based learning.”*

**- Ben McSorley**





Ash Leonard, Ben Gorman, Ben McSorley

**Mr Benjamin Rowse**  
**Year 10 Leader of Student Wellbeing**

**Year 11**

**Year 12 (2022)**

The transition to school-based learning has been simple and enjoyable thanks to the understanding teachers. The teachers have been very supportive for the first week back making it much less stressful than expected.

Seeing my mates has also made the return much more fun and exciting. Some of them I haven't seen in a few months so it has been great to catch up with them and spend time with them at recess and lunch.

**-Jake Fergusson**

Being able to see the boys again, as well as being able to get back a routine. Being at school also allows me to be more concentrated while not getting distracted by other things around me like my phone.

**-Savelio Tamale**

I have thoroughly enjoyed rekindling with all of my mates and teachers whilst being back at school. I also find it easier to learn and be more focused on my schoolwork as I feel like I have someone watching over my shoulder and have trained professionals who can assist me be the best individual I can be.

**-Thomas Dignam**

Coming back to school has been great for many reasons, one being able to talk and socialize with my friends again and being able to have face to face learning with my teachers which will maximise my work rate and effort. Overall the experience has been good coming back to school.

**-Charles Gunn**

I have enjoyed being around people more, it was very hard to just talk and hangout. Being with friends back at school has been much more enjoyable and has made a lot more students happy about their current situation.

**-Jorawar Singh**

**Mr Henry Chapman**  
**Year 11 Leader of Student Wellbeing**

# HSIE

The HSIE department welcomed the students with delight and determination with equal measure. As US President Warren Harding emphasised, in the 1920 election campaign, that America needed to return to normalcy. This was in reference to WWI and the Spanish Influenza pandemic and how they wrought havoc around the world. The phrase “not heroics, but healing; not nostrums, but normalcy” evoked a return to normal life without epoch-changing reform. He won 60% of the popular vote.

Likewise, in 2021, we are determined to return to normalcy, but with some exceptions due to our learning of the use of technology in lockdown. Students wanted:

- More autonomy with the pace that they engage with content
- The chance to be thoroughly extended in each subject, to go beyond the syllabus
- To work ‘wherever, whenever, whatever & however’ with technology
- Continue to use web-based sources to create a portfolio of their understanding

Some of these include:

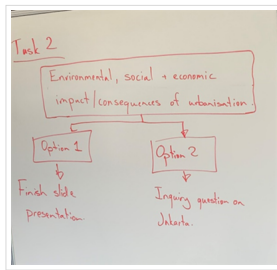
- FlipGrid verbal presentations
- Year 7 and Year 8 Geography skills that requires students to escape ‘Terror Island’ using map skills
- Canva for creating infographics
- Screencastify for visual presentations
- Edpuzzle for responding to on-line videos

Back at school, HSIE is integrating these strategies and programs to facilitate a flexible classroom that empowers the boys to work individually, in groups, and using a wide range of media to express themselves. Here are some examples:

Mr Murray works with Year 10 as they construct their FlipGrid presentation



Mr Gemmel structuring his class, Year 9, to focus on knowledge and skills within and beyond the syllabus with an emphasis on student choice



Mr Walsh's Year 8 class finalising a Home-Based Learning task, then sharing their solutions by creating an infographic in pairs

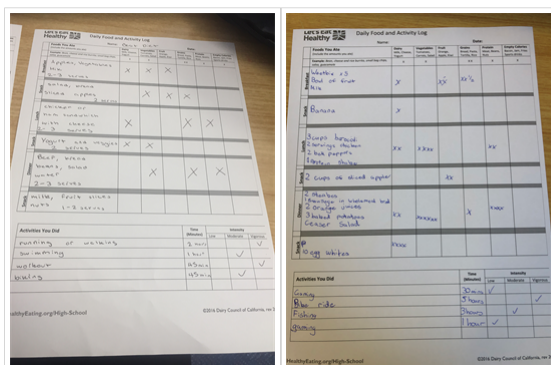


**Mr Ben Walsh**  
Leader of Learning HSIE

## PDHPE

Students in Year 7 have enjoyed their return to school by reflecting on how they contributed to their diet while being at home. The Australian Nutritional Guidelines for Children have been the case study for the topic of study; Being Health Savvy, where the students are learning how to make positive decisions on lifelong healthy habits.

The image below demonstrates an activity completed by the students where they were to analyse what food will best fuel a day of physical activities.



As the new Year 12 PDHPE cohort embark on their journey to the HSC in 2022, the first topic of study is Classifying Sporting Injuries. Students were engaged in an interactive activity where they were analysing the much talked about injuries of the 2021 NRL Grand Final, that was played in while the students were in Home Based Learning. This activity allowed the students to research how health professionals assessed the injuries of Dylan Edwards and Nathan Cleary. Further to this the students applied their knowledge learnt so far in PDHPE to research the rehabilitation techniques used to have the players return to play and reflect on how this is different to how the public may be treated for the same injuries.

[https://www.zerotackle.com/oh-my-god-premiership-panthers-played-through-ridiculous-pain-nrl-110644?utm\\_campaign=NRL+Gossip&utm\\_medium=Social&utm\\_source=Facebook](https://www.zerotackle.com/oh-my-god-premiership-panthers-played-through-ridiculous-pain-nrl-110644?utm_campaign=NRL+Gossip&utm_medium=Social&utm_source=Facebook)



Reference to Dylan Edwards:  
"Panthers coach Ivan Cleary has revealed fullback Dylan Edwards, battled through the last month of the season on a broken foot and five players: "probably shouldn't have played" in their grand final triumph."

Reference to Captain Nathan Cleary:  
"To do what he's done, with one arm is just... I can't even explain what he's gone through and the fact that his one arm is just hanging off his body. It's just strapped together. To do what he did tonight... the kicking game of Nathan was superb."

"... The tendon was torn 80 per cent so it was just hanging. They tried cortisones (injections) to try and sort of shock it into some scar tissue, to strengthen it a little bit, but I don't think much of it worked. He just strapped it up and got on with it."

### Task Description

Dylan Edwards & Nathan Cleary, two key players in the winning side of the 2021 NRL Grand Final, both played with injuries, which would arguably put the players on the sideline any other time of the year.

It is your role to analyse the difficult decision the medical staff had to make, on whether or not these two players could play in the 2021 Grand Final.

Refer to the syllabus below to make sure you use the correct terminology in your responses.

How are sports injuries classified and managed?	
Students learn about:	Students learn to:
<ul style="list-style-type: none"> <li>ways to classify sports injuries               <ul style="list-style-type: none"> <li>direct and indirect</li> <li>soft and hard tissue</li> <li>overuse</li> </ul> </li> <li>soft tissue injuries               <ul style="list-style-type: none"> <li>tears, sprains, contusions</li> <li>skin abrasions, lacerations, blisters</li> <li>inflammatory response</li> </ul> </li> <li>hard tissue injuries               <ul style="list-style-type: none"> <li>fractures</li> <li>dislocation</li> </ul> </li> <li>assessment of injuries               <ul style="list-style-type: none"> <li>TOTAPS (Talk, Observe, Touch, Active and Passive movement, Skills test).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>identify specific examples of injuries that reflect each of the classifications</li> <li>manage soft tissue injuries:               <ul style="list-style-type: none"> <li>RICE (Rest, Ice, Compression, Elevation, Referral)</li> <li>immediate treatment of skin injuries</li> </ul> </li> <li>manage hard tissue injuries               <ul style="list-style-type: none"> <li>assessment for medical attention</li> <li>immobilisation</li> </ul> </li> <li>perform assessment procedures to determine the nature and extent of injury in simulated scenarios.</li> </ul>

Question 1: Classify both player's injuries. Use the syllabus point "Ways to classify sports injuries"

Both Nathan Cleary and Dylan Edwards, who are crucial players of the panthers side, both played with injuries that could compromise their playing time next season. Dylan Edwards' broken foot is an indirect injury due to the injury being caused by an internal force within the body. Nathan Cleary's arm is a soft tissue injury due to his shoulder being dislocated.

Question 2: Find an image online of a scan or diagram of their injury and label the image. (Image can be from another person with the same injury)

Broken foot:



Dislocated shoulder:

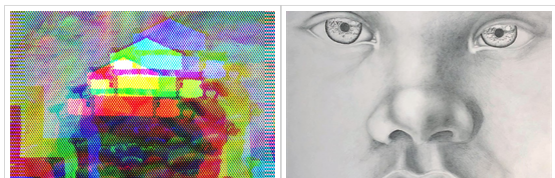
**Mr Lionel Newton**  
**Leader of Learning PDHPE**

## VISUAL ART

For some Higher School Certificate (HSC) subjects, students develop, create and produce Bodies of Work and Major Design Projects. The commitment of students to these projects is considerable. Given the unusual circumstances presented to us in 2021, the Major Works presented for this year's HSC are a testament to the hard work and dedication of our students and their teachers in Visual Arts, Industrial Technology and Design and Technology.

Our Visual Arts students, under the guidance of Mr Luke Edmunds and Mr Adrian Walker, have presented some exciting pieces of work as part of their HSC Body of Work.

I have included a snippet of the Bodies of Work of two of our students, and invite you to view all the HSC Visual Arts Bodies of Work here.



**Mrs Trish McGregor**  
**Acting Leader of Learning Creative and Performing Arts**

## ENGLISH

We have launched straight back into a range of innovative learning experiences in all of our English classes. In particular,

Year 7 have been immersed in the "Fantasy Unit" in which they have delved into the supernatural and magical worlds of a range of exciting texts. Year 9 has continued their film study, particularly focusing on how contemporary films, such as "Billy Elliot," challenge and maintain traditional gender stereotypes. Now in full flight, Year 12 continues their work in Module C, completing many creative writing opportunities. They will also have a chance to improve and refine their writing skills with the introduction of voluntary "Sprint" exam sessions becoming available on Thursday mornings.



**Ms Amanda Lazar**  
**Leader of Learning English**

## MATHEMATICS

The Department has felt the enthusiasm of the students returning to school. It is apparent in the classroom and playground.

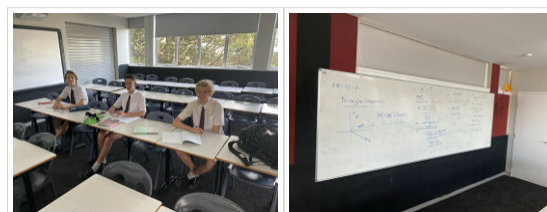
The Year 11 Extension 2 class, very much appreciates face to face teaching of complex algebra (as shown in photos).

Year 7 are starting Algebra, which would have been very difficult to deliver on Zoom.

Algebra was also left out during lockdown for Years 8 and 9.

Some students fared better than others during HBL, so we are assessing how best to fix the deficiencies created by the lockdown.

We are thankful for all the assistance provided by parents during a most challenging time.



**Mr Simon Baker**  
**Leader of Learning Mathematics**

## JAPANESE

This week we heard the sounds of good ol' noisy games in the languages classroom. Lots of fun and laughter working collaboratively to read, write and listen to Japanese. The emphasis this week has been to work in teams and to reduce screen time!

Stage 5 students have been learning about Japanese houses and the vocabulary associated with these. We played a game called 'Guess the room'. I gave a description of the room in Japanese and the students had to guess which room I was talking about.



In Year 8 Japanese we have been discussing Japanese transport and learning about the Japanese currency. We have been playing vocabulary review games on quizlet in teams to revise and learn from each other. We are planning to get outside and practice a shop- like scenario over the next few lessons.

It's been great to have the students back in the classroom, making lots of noise and having a great time!



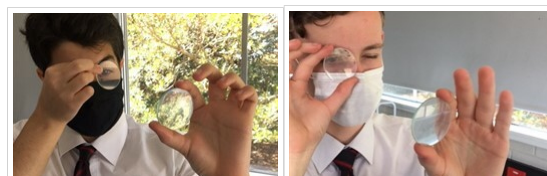
**Mrs Amanda Kibby**  
**Leader of Learning Languages**

## SCIENCE

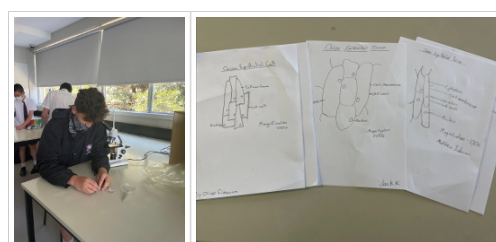
It is great to receive our students back at the College this week to plan and conduct some important scientific investigations.

Year 10 students have been considering how an understanding of the Laws of Physics can help to improve our lives. Some of our students have been modelling optical devices, including an eye and a refracting telescope to observe the formation of images in those models.

Students used convex lenses to form inverted, reduced images of the Harbour on a screen at the back of the eye model. They also used two convex lenses to model a refracting telescope observing inverted images.



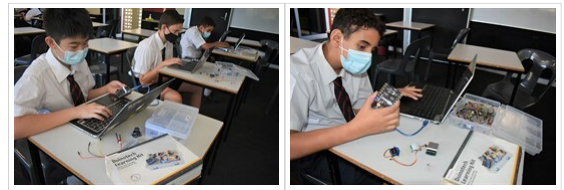
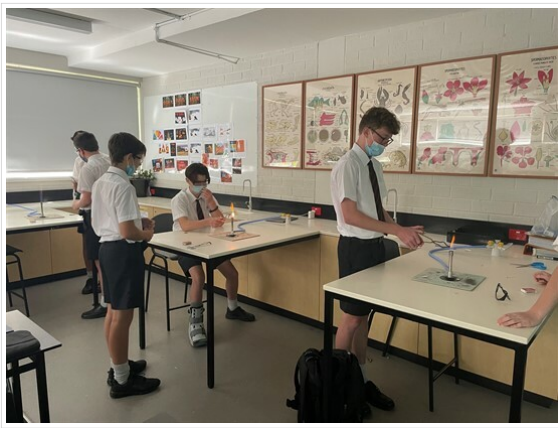
Year 9 Students are working scientifically to understand how multicellular organisms contain specialised cells and tissues that perform important functions. Microscopy is an important scientific tool for understanding the anatomy and physiology of living things. Students prepared wet mount slides of plant tissues to enable specimens to be observed and understood at the microscopic level.



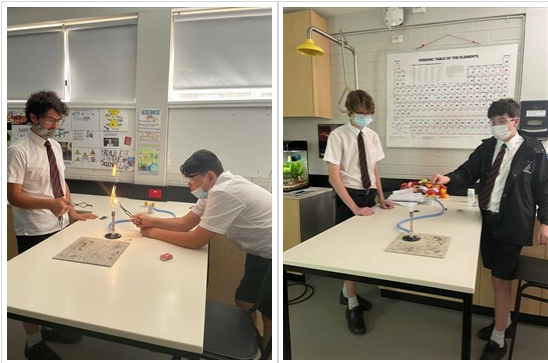
Year 8 students are working scientifically to understand factors that are responsible for bushfires. Fuel load, fuel moisture, wind speed, ambient temperature, relative humidity, slope angle and ignition sources all play an important role that can often lead to threats to biodiversity, property and human survival. An understanding of traditional indigenous fire management techniques combined with scientific insights will help our students to be responsible custodians of the Australian landscape.

### **Year 8 topic Bushfires**

Learning about the chemical reaction combustion. Students are observing the chemical changes to magnesium when it burns in oxygen:



Year 8 Technology have kept up to date through Home Based Learning using the C02 dragster kits supplied to each student at the beginning of term. They have arrived back at school this week with their dragster nearly completed however now have the opportunity to use the school equipment to drill holes, finish sanding and apply their axels and wheels ready for "Dragster Race Day" next week.



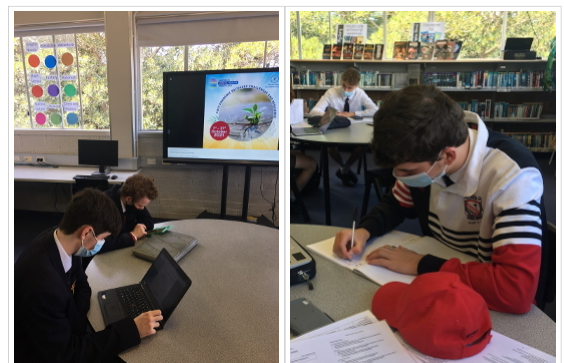
Stage 5 Industrial Technology Timber are extremely pleased to be back in the workshop to progress with their Ukuleles and Study Desk practical projects that they started before Home Based Learning. The remainder of this term will be focussing on completing their practical projects, so they all have a quality project to take home at the end of the year.

**Ms Catherine Winter**  
**Leader of Learning Technologies**

## INFORMATION RESOURCE CENTRE

It is delightful to see a number of 2021 Year 12 students come into the Information Resource Centre for independent and collaborative study with their peers. A chance to catch up with friends and show off their St Paul's jerseys.

It is a credit to these students for the respect paid to Covid health guidelines.



**Mrs Vicki Broome (Monday, Tuesday)**  
**Ms Suzanne Toomey (Wednesday, Thursday, Friday)**  
**Leaders of Learning Information Resource Centre**

Year 7 students returned to the College this week to further develop their skills in scientific inquiry. Working scientifically to understand the structural, physiological and behavioural adaptations of earthworms is an interesting framework for posing questions, conducting research, forming and testing hypotheses, analysing data and drawing conclusions. It's also an opportunity to consider the ethics of bringing animals into the laboratory for scientific investigation.



**Mr David Longfellow**  
**Leader of Learning Science**

## TECHNOLOGIES

Year 7 have started to finally "Crack the Code" this week with the opportunity of using the real Arduino Microcontrollers now that they are back on site. For the last three weeks of HBL they have been working with an online 'simulator' however Kane Grant, Carlo Ani and Regan Yang put their simulator aside and connected the actual Arduino board and tested their coding this week with great success.



# YOUTH MINISTRY AND SOCIAL JUSTICE NEWS

## World Mission Month

The College has been raising awareness and money for the works of Catholic Mission during October. We've had to do things differently this October and we have asked each family to give just \$5, knowing that this would have a huge impact to the work that missionaries do around the world in 160 countries. Catholic Mission have focused on the plight of Thailand and students have gained an understanding of the history and social conditions affecting its people, especially during COVID. Could you please take a moment to give to this life-giving cause St Paul's Catholic College, Manly



**Ms Joanne Kalayzich**  
**Youth Ministry Coordinator**

## SPORT

All sport enquiries, please contact me at [timothy.emmerson@dbb.catholic.edu.au](mailto:timothy.emmerson@dbb.catholic.edu.au)

### BBSSSA Sport Link

Broken Bay Secondary Schools Sport Association link:

<https://www.brokenbaysport.org.au/secondary>

**Mr Tim Emmerson**  
**Leader of Sport**

## LOST PROPERTY

Lost property is located at the College Reception in the Cardinal's Palace. If your son is missing any item(s) please ask him to check with the College Receptionist to determine whether it may have been handed in.

Please label your son's uniform items. Uniforms are expensive and when they have no identification, we cannot return them to the owner.

If your son has outgrown his school uniform please consider donating any item in good condition, particularly senior uniform grey shorts, trousers and blazers – this has proven to be a very helpful solution to many boys experiencing wardrobe 'malfunctions' during the course of the school day and is a great way to recycle and reduce landfill.

The College ties are always very welcome as these are often misplaced by the boys.

## PARENT LIAISON GROUP

If you are interested in being more involved with St Paul's and the Parent Liaison Group, you are very welcome. If you have any feedback or questions, please feel free to email [plgspcc@gmail.com](mailto:plgspcc@gmail.com)

**Mrs Michal Brenchley**  
**Parent Liaison Group**

## CANTEEN

As well as cash, the online Flexischools ordering, and payment service will be available for ordering in 2021.

To register, please follow the instructions available at the following Url,

<http://www.flexischools.com.au/>

Cut off time for lunch orders via Flexischools is 9:00am.

EFTPOS is available.

We welcome new ideas and initiatives and work hard to accommodate requests.

Special dietary requirements are available on request: gluten free, dairy free, halal, vegetarian, vegan, and nut free can be catered for.

**Tania and Teresa**  
**Yummy Bears Kiosk**

## SCHOOL UNIFORMS

Uniforms may be purchased from Pickles at 43 Carter Street, Brookvale. Phone number 9905 2711

## FOLLOW US ON SOCIAL MEDIA

Are you following us on social media? Important communication will continue to be emailed, posted, and placed in the newsletter but social media is another way to keep up to date with the happenings here at St Paul's.

**FACEBOOK:** @stpaulscatholiccollegemanly

**INSTAGRAM:** spcc\_manly

If you have concerns about your son appearing on social media, please alert the College immediately.



## **BROKEN BAY NEWS**

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Broken Bay News publications are available via this link:

<https://www.bbcatholic.org.au/news-events/broken-bay-news/broken-bay-news-editions>

## **PLEASE BOOKMARK THESE LINKS FOR FUTURE REFERENCE**

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<b>College Website:</b>	<a href="http://www.stpaulsmanly.nsw.edu.au">www.stpaulsmanly.nsw.edu.au</a>
<b>Enrolments email</b>	<a href="mailto:enrolments@dbb.catholic.edu.au">enrolments@dbb.catholic.edu.au</a>
<b>Student achievements email:</b>	<a href="mailto:stpauls@dbb.catholic.edu.au">stpauls@dbb.catholic.edu.au</a>