Welcome to the first edition of Always Aloysius for 2015. As we near the mid-point of the year it’s always very illuminating to reflect upon the new and the old: the ‘new’ things that occur always in the certainty and shadow of the foundational ‘old’. Any visitor to St Aloysius College in Term 1 2015 would recognise ‘new’ buildings and ‘new’ refurbishments, ‘new’ students, ‘new’ staff and ‘new’ uniforms.

The building refurbishments have been universally met with approval. Anyone taking a walk around the new surrounds will now find creative and delightful spaces conducive to learning, enjoyment and a sense of wellbeing; due to elegant styling and natural light. These spaces encourage reflection, so important in the frenetic and fast-paced world of our students and their families.

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Education transforms, informs, delights, inspires, empowers individuals and can create a society that values inclusivity, equality, happiness and challenge. A career in influencing young people and therefore the future, I thought attractive from a young age.

Commencing my teaching career in the government system was an apprenticeship that gave me more professional learning opportunities than I expected. As a first year teacher I was placed on the Curriculum Committee, Equal Opportunity in Workplace Committee, Assessment Development and I listened, learned and witnessed the push, pull and compromise that occurs when teachers are planning curriculum or implementing government policy. I was concerned with policy changes that were not in the best interests of students and sought a system that married contemporary education with the pastoral care needed to support young people.

I moved to the Catholic Education system taking on various roles of leadership at Whitefriars College, a large secondary college for boys that was founded by the Carmelite Order. I enjoyed this experience, the focus on caring for students, emphasis on social justice and serving the greater community. I was Head of Performing Arts, Head of House, Director of Operations and served on multiple committees including Principal’s Executive and Leadership Team.

After further study and a family of three children growing in independence, I sought to achieve my career goal and successfully became Deputy Principal at St Aloysius College, North Melbourne. The Mercy Values, along with the story of Catherine McAuley connected strongly with my own educational philosophy. Creating access to education which ultimately improves the future for our students and society is of paramount importance to me. Continually searching for and designing curriculum and pedagogy that improves academic rigour in an increasingly competitive world, whilst connecting and accommodating individual students’ abilities can be a challenging balance. I believe faith, care and service build the foundation for students to feel confident and to grow. Supporting students’ wellbeing transforms them academically.

I sometimes ponder the challenges faced and the courage needed of the 19th century Sisters of Mercy as they developed strategies to transform young women and girls; providing safety and community, options and opportunities. Prejudice, poverty and exclusion still exist in the 21st century so a quality education that allows students to be skilled in identifying options, creating solutions and embracing change and challenge is highly valued.

I am energised with the responsibility of my new role and I gain much satisfaction being part of the Leadership Team at St Aloysius, a college that continues to offer its students an innovative and transforming Mercy Education.

Rachel Valentine
Deputy Principal, St Aloysius College

Brendan has worked in Catholic Education now for thirty years, and has held the role of classroom teacher, Religious Education Co-ordinator, Religious Education School Officer with the Catholic Education Office Melbourne, and more recently, Senior Lecturer in Religious Education at the Australian Catholic University (where, for thirteen years, he worked closely with pre-service teachers, preparing them to teach religious education in Catholic primary and secondary schools). He is excited, privileged and humbled to have taken up his new role as Head of Catholic Identity and Action at St. Aloysius College, North Melbourne.

Since joining the dynamic leadership team at St. Aloysius College, Brendan has developed a keen interest in Mercy Education Values. As well as having developed some materials that can be used to introduce these values in a reflective and prayerful manner to staff, students and their families, he is eager to explore ways in which these core values can be brought to life and lived out within the College community. Questions concerning what it means to be “Mercy” and to live by the Mercy Education Values of Respect, Justice, Compassion, Service, Hospitality and Courage, continue to challenge and drive Brendan as he discerns the more practical aspects of his role.

In addition to having published widely in the fields of religious education and spirituality, Brendan is the co-editor of the International Journal of Children’s Spirituality, an interdisciplinary journal that seeks to understand the nature of spirituality of children and young people as it is expressed in a contemporary and pluralistic world. A keen thespian in the world of amateur musical theatre, Brendan also enjoys playing guitar and taking part in regular cycling classes at his local gym in an effort to maintain fitness and provide a healthy work-life balance.

The St Aloysius College is appreciative of Brendan’s presence in our community.
The Opening Mass of the College Year is traditionally followed by a College assembly at which the Dux and High Achievers of the previous Year 12 are presented. The Dux of 2014 was Helen Zhang whose academic achievements and love of learning were acknowledged by the Principal, Mary Farah. In response Helen expressed her appreciation of the support and encouragement she had received from staff and teachers, particularly her Year 12 teachers during her formative years at St Aloysius College. She directed advice to students and pointed out the benefits of participating in co-curricular activities to bring balance to one's life. Helen attributed her success to two factors, one being her following a regular homework and revision program which included daily engagement with school work, and the other was to study in areas you enjoy as that maintains one's motivation.

The College’s High Achievers are particularly acknowledged here, however appreciation of all Year 12 students’ presence, support and contribution to the College community are recognised and valued. All Year 12 students of 2014 have proceeded to tertiary study in 2015.

The Principal and Staff of the College extend congratulations and good wishes for the future of our Dux and High Achievers of 2014!
Year 12 of 2014 Reunion

In February of this year, St Aloysius College welcomed the Year 12 Alumnae of 2014. By this point students had settled into their tertiary studies and were delighted to see each other and their previous teachers, as were the staff thrilled to see their students again.

Everyone of the 2014 Year 12 cohort (100%) are pursuing tertiary studies this year.

The Principal, Mary Farah welcomed alumnae and staff to the reunion and hosted afternoon tea, including a tour of the newly refurbished areas of the College. Alumnae interested in membership of the St Aloysius Old Collegians were sponsored by Mary Farah.

At the conclusion of the event, it was significant and very touching to see many of the students sitting in the College grounds continuing to chat and laugh, taking in the quiet and calm atmosphere of that summer evening.

Elaine Kent
Alumni Liaison
As educators, we constantly have to rethink how we present content to students and what we actually want them to do with it. As part of the integration of iPads and other technologies into the college, there have been a number of professional development opportunities delivered both internally and externally. Every week there is an e-Lunch where a different app is demonstrated and staff have the opportunity to work in small groups to increase their skill base. A number of staff have attended G.A.F.E (Google Apps For Education) summits both here in Melbourne and Sydney, as well as the EDU Tech conference in Brisbane. All of these expose staff to the ways that other teachers from Australia and around the world are incorporating technology into their classrooms.

But how has all of this changed the way we teach and what we are teaching? In Years 7 to 10 we have introduced STEM (Science Technology Engineering & Mathematics) and STEAM (Science Technology Engineering Art & Mathematics) classes. These classes encourage creativity, problem solving and critical thinking skills that have been identified as desirable for 21st century learners. Maths classes are experiencing "flipped classrooms", whereby students watch instructional videos that have been prepared by their teachers at home and then work on more challenging maths problems in class. The strength of this approach is that in a classroom situation all students have access to help from their teacher or their peers, whereas at home they may have limited or no access to assistance. LOTE classes have "skyped" with classes in other countries and are using apps such as Duolingo to improve their vocabulary. Staff are "pushing out" homework and messages to both students and parents via App4, our school electronic diary. Staff have set up their own educational blogs using websites such as Edublogs and iTunes U and through these are delivering their programs in an innovative and technology friendly manner. This is just a snippet of what is happening in the classrooms at St Aloysius. We are also currently in the process of setting a new Learning Management System (LMS) which will allow staff to centralise all of their resources and students to access these resources with ease. We are also looking at implementing the new Australian Curriculum Digital Technologies courses.

So, the big question is where to next? The latest development in technology includes Google glass (for augmented reality tuition) and 3-D printers amongst other things. Virtual reality tours of places like the British Museum, the Smithsonian Institute and the Louvre are now easily accessible no matter where in the world you are. The use of Skype allows for communication with experts in many different fields.

As educators we need to reflect on the place of technology in schools. How do we promote relevant and engaging learning? Will we still have textbooks in five years’ time? Are we preparing students for jobs that do not exist at the moment? How do we develop a thirst for lifelong learning? We face many challenges in attempting to prepare students for a world where technology is ubiquitous. How do we stimulate our students to embrace learning and live ethical and responsible lives in these changing times?

As Albert Einstein said: "Your imagination is a preview of coming attractions."
In the fifteen years I have been part of the St Aloysius College community, I have had the thrill of teaching a subject I am passionate about to hundreds of young women. I believe that we have had fun and the learning has been useful, even if it doesn’t seem to be at the time. There will be a time when you will come to know why the seashell locks tight (remember inertia), why the honey goes solid where it is good to know why the seatbelt locks you turn 45 (remember accommodation).

I have been greeted with pride by past pupils and Posy Day at the Royal Melbourne Hospital, Melbourne Museum, the Science Drama Awards, Brain Bees competition, an immunology forum on mould, impacts on sleep, robot companionship, pigments, cultural dimensions of make-up and the association between resilience and Myers-Briggs Type Indicator scores in adolescents.

If you are one of our graduates who did some further study in a science we would love to hear from you. We have wanted to set up a very simple mentoring arrangement for our current students from you. We have wanted to set up a very simple mentoring arrangement for our current students whether you are a recent or a less recent graduate, if you are working in science fields. We would just ask mentors to read the students’ investigations, the girls do a detailed individual investigation including experimental work on the topic. We have wanted to set up a very simple mentoring arrangement for our current students from you. We have wanted to set up a very simple mentoring arrangement for our current students whether you are a recent or a less recent graduate, if you are working in science fields. We would just ask mentors to read the students’ investigations, the girls do a detailed individual investigation including experimental work on the topic.

The generosity of all members of the St Aloysius Old Collegians is acknowledged. Also acknowledged is the contribution of a significant donation particularly directed to the SAOC Scholarship Fund Account. The benefit to eligible students in the short and long term. Consequently the scholarship fund would become more visible more quickly. Therefore from a membership of $100.00, the sum of $25.00 (rather than $10.00) would be contributed to the scholarship fund. Both the SAOC Membership Account and the Scholarship Fund Account will be fully audited in the same manner as all accounts of the College. Guidelines and criteria for awarding scholarships will be sought from members of SAOC.

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Elaine Kent
Alumni Liaison

Dr. Susan Long
Head of Science
Leanne O’Loughlin
Innovation and Design

Invitation to Alumnae to mentor our Science students

In the Year 7-10 STEM and STEAM courses (Science, Technology, Engineering, Arts and Mathematics taught as an interdisciplinary subject), students are developing critical and creative thinking skills as they work through fun activities such as the James Dyson Foundation Investigations. There will be a time when you will come to know why the seatbelt locks you turn 45 (remember accommodation).

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Elaine Kent
Alumni Liaison
Good evening Ladies and Gentlemen, College Girls, Family and Friends.

My name is Maria Ruberto and I am a past pupil of St. Aloysius College. So was my sister in 1970 and so was my niece in 2000. In fact my niece was School Vice-Captain of her year, and we as her family, are so, so proud of her. I spent the best part of my life belonging to this school, to this community. It certainly is an honour to be here tonight to address you, the young ladies of this College.

Your motto for this year is “Bloom Where You Are Planted” – what an inspiring theme to activate in your learning environment. Tonight, I want to share with you some of my story, of how I became planted at St. Aloysius College, and how my life bloomed through my time at secondary school, and fostered core beliefs that have enabled me right up to this very moment.

I was here from 1980 to 1985, and St. Aloysius, body and soul, changed my life forever. I began primary school speaking no English – not one word – only Italian. I was bullied for most of my primary school years, quite badly, and I learned to be quiet, to move away so I would be safe and to be really still so that I would be unnoticed. I actually did it so well, that I didn’t need to have friends, jobs to do like opening the blinds in the morning and helping her carry her books to the next class. She noticed me, and I was seen.

During that year I made my first real friends, and my teachers kept us in various groups working together so that I met so many different girls, beautiful girls, clever girls, funny girls and caring girls. My heart was exploding with joy, that I found friends, some like me and some different to me, but we all were encouraged to care for one another, equally. Each morning I would walk past the statue of St. Aloysius in the foyer, and gave him a wink – just to say thank you for allowing me to part of the school. My peers began to notice me, and I was seen.

On our awards nights, I would sit in the audience, just like you here tonight, and I would be in awe of the “big girls” who received awards in the senior years. I thought they were so clever and so smart. I wanted to be like them, like my big sisters. You see, I had developed a family of sisters and a family of teachers. I would come to school smiling every morning because I was noticed, I was challenged and I was OK to just be alone and think.

What I learned was that being called out – I heard my name. I was a little confused, because I knew I did well in school. I always got good grades. I was disappointed because I wanted to show my parents what I had done, but most importantly, to show them where I belonged. My teachers kept telling me how lucky I was to have parents who worked so hard and who cared for me. My teachers kept telling me how lucky I was to have parents who worked so hard to look after me so well. My family was noticed, and I was seen.

It was OK to just be alone and think. It’s not just about being smart or clever. It’s not just about the scores or your marks – yes these may help, depending on what you want from your life – but they don’t determine who you are and what you stand for. What I learned was that we were all being noticed for our strengths, for our individual traits that make us who we are and that allow us to be the best people we can be. You see, when we are as our best we begin to shine. You have capacity to succeed in your own way, using the Strengths that God has given you and for me to reach out and live in Mercy. When we believe, we are seen.

I brought that award with me tonight. It’s a cherry glass – yes, back in the 80s secondary schools across Australia encouraged alcohol. I took that award and I used it to become a psychologist, where now I help people live their best life possible. In fact, that “leadership” that my teachers saw all those years ago came in handy because I now train hundreds of people right around Australia to help develop their resilience and wellbeing. My business now partners with national organisations like Beyond Blue and ReachOut.com. That didn’t come from my marks, that came from my beliefs. Beliefs that were instilled in me right throughout my secondary school years.

Tonight it’s your turn. You have been planted into St. Aloysius College and this is the beginning of your time to bloom. In the audience tonight there are beautiful smiles, square shoulders, raised chins and incredible futures to explore: You have the right to those futures, you have the capacity to create those futures. In this Awards Night, all the best parts of who you are and who you can be and how you can become it, is about a recognition of what lies deep in your heart and how you can offer it forward to those around you. Tonight, ladies, know that you have been noticed, very, very carefully and know that in your family of wonderful peers and esteemed educators, I can assure you, as a student of St. Aloysius College, YOU HAVE BEEN SEEN.

Thank you.
In March this year, the Year 12 Formal was held at Roselyn Court Receptions, Essendon. Students and staff enjoyed a formal dinner and dancing at the elegant venue.

Rosa Martic, Senior Years Team Leader, worked closely with students to arrange this special event, resulting in the evening being a great success. Rosa is an alumna of St Aloysius College and she has returned to her Alma mater this year as an experienced teacher and leader. As well as fulfilling the role of Senior Level Team Leader, Rosa is also Careers and Pathways Co-ordinator.

Year 12 Formal
The Evolution of our College Uniform

Throughout time, the uniform has changed dramatically, featuring such trends as lengthening and shortening of hemlines, improved footwear and additional accessories. Throughout the 128 years history of St. Aloysius College, the uniform has changed with the trends of fashion; adapting shorter skirts, dresses, new patterns, styles and colors.

Hats

Throughout the many years, hats have evolved from being made of cloth, to being made of plastic straw. The design has become more fashionable and more suited to this decade. The current number of people who wear hats are declining as they are becoming out of fashion. When the school first started, hats were compulsory but now, they are optional.

Skirts and Dresses

There has been a dramatic change in the style and colour of uniform. In the mid to late 1900’s, most skirts were below the knee and consisted of a plain black tunic pattern. However, now the winter uniform consists of two pieces with a navy blue checked skirt. The summer uniform is a light blue checked dress. The current dresses and skirts are knee length and have become acceptable as in other schools.

Gloves

Gloves are not formally part of the uniform anymore as they are considered outdated.

In 1928 students wore the uniform with the striped tie and as the years progressed, the tie changed from gold diagonal strips to white and blue stripes. Just as the tie changed, the blouse also changed from white to sky blue. The logo also changed, but the changes were only minor. The lines, which represented writing in the open book increased. Also, the flowers on the logo became roses.

Jumpers and Blazers

Currently, the jumper is plain navy with a logo on the left chest. Previously, the jumper was black and consisted of three yellow stripes along the neck and around the wrists of the jumper. In 1932, the blazer had a brown outline on the collar and then brown stripes were phased out. At this point, the logo became yellow to match the yellow stripes on the jumper. In the 1970s, the blazer was changed to a navy colour with a white logo, which very much resembles the blazer we have now. Additionally, the current blazer has become a darker shade of navy and the breast pocket presents the name of the College under the logo.

Introducing the 2015 College uniform

Fashion has evolved overtime and St. Aloysius has evolved with it. The changes in uniform represent how the College has developed and become part of North Melbourne’s history. Each change represents a new time, very much like the uniform change which was recently implemented, commencing this year with the new Year 7 student group.

This article was prepared by a group of Year 9 students who undertook a research project relating to the archives of the College.
Julie Ho, Rosanna Trinh, Leonie Pham, Bianca Lam, Elizabeth Nguyen, Sarah Mach, Sirena Nguyen
St Aloysius College
NORTH MELBOURNE

Strive for Higher Things