



St Vincent's College
Potts Point



Under the Stewardship of

MARY
AIKENHEAD
MINISTRIES

Scientia cum Religione

Semester 2 2020



2020 Service of the Poor

*Right: 2020 Year 12s and House Captains
preparing for the Virtual Athletics Carnival*

*Far Right: Mrs Alison Coates, HSC Music Teacher,
with her final class members.
Ms Coates is retiring at the end of 2020.*



Scientia cum Religione - Semester 2 2020

Vincentia - Newsletter of the Ex-Students' Union

*Contact the Advancement Office
community@stvincents.nsw.edu.au*

**Rockwall Crescent, Potts Point NSW 2011 Australia
stvincents.nsw.edu.au | Phone: +61 2 9368 1611**

*Cover image: The Class of 2020 social distanced
for their year group photo.*

Contents

- 4. From the Principal**
- 6. The Challenges and Opportunities of Foxford**
- 14. Our Learning Culture**
- 16. Writing a Book in a Day @SVC**
- 18. STEMInists at St Vincent's College**
- 19. We LOVE Robotics**
- 20. Construction Works**
- 22. Voices from Orange**
- 25. Meet the Teacher**
Graeme Coleman - Head of Visual Arts and Design Department
- 26. HSC Visual Arts Exhibition**
- 28. The Retreat in Daily Life**





 [linkedin.com/school/
stvincentscollegepottspoint](https://www.linkedin.com/school/stvincentscollegepottspoint)

 [instagram.com/
stvincentscollege](https://www.instagram.com/stvincentscollege)

 [facebook.com/groups
/SVCexstudentsofficial](https://www.facebook.com/groups/SVCexstudentsofficial)

 [facebook.com/
StVincentscollegepottspoint](https://www.facebook.com/StVincentscollegepottspoint)

One of the great benefits of being an Ex-Student is the network of support available to you. As you establish and advance your career, or your sphere of influence for the cause you are passionate about, the Vinnies network can really help. We encourage you, as an alumna of the College, to update your LinkedIn profile, ensuring that your St Vincent's College education is correctly recorded.

30. Teaching and Learning Much More in Timor-Leste

34. Foundation News

*Bursary Recipient: Kathleen Commins / The Gift of Trust /
Anne Carolan Bequest*

36. From the Archives - The Pandemic of 1919

Vincentia | Newsletter of the Ex-Students' Union

38. From the Ex-Students' Union President

41. Class Contacts Registry

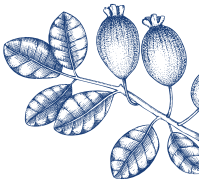
42. Checking in on our Boarding Community

44. Where Are They Now? Alumnae Profiles

*Rachel Givney (Class of 1999) / Marjorie O'Neill (Class of 2003) /
Cheryl Keegan (Class of 1969)*

50. Alumnae News

Weddings / Condolences / Mini Vinnies



From the Principal

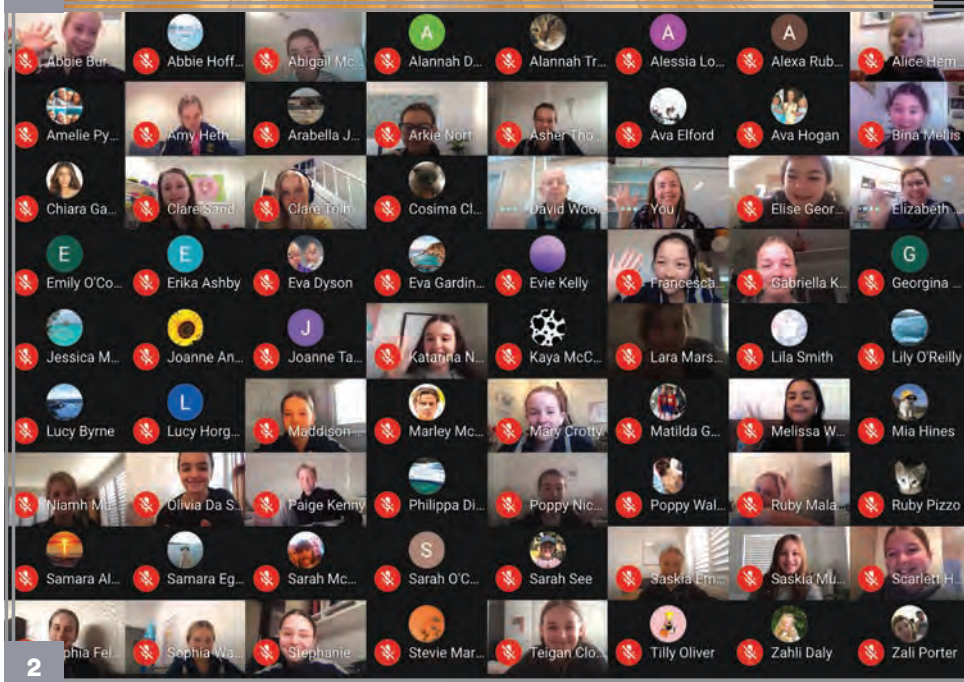
Mrs Anne Fry



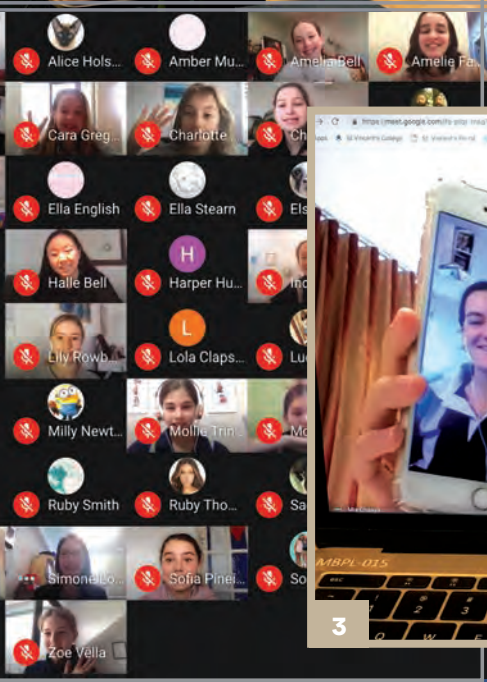
Dear Friends and Associates

When I recently looked back at the first semester edition of *Scientia cum Religione* that was published in February, I found it unbelievable that there was no mention of COVID-19. The pandemic that has taken over the world was still a distant threat; little did we know then the tragic toll it would take on individuals, families, our communities and economy. Those months between April and October of *Scientia cum Religione* have been extraordinary as we reimagined the College into a virtual community and then aligned it to the current government policy.

Our agile learning platform was named **Foxford** to honour a very heroic story from the folklore of the Sisters of Charity in Ireland. They responded to the extraordinary impact of the potato famine with ingenuity and a belief in Divine Providence. We called upon that same tenacity whilst dealing with many



“I commend the wonderful generous response of our students, staff, parents and ex-students that ensured the Vinnies’ spirit would survive its second pandemic.”



challenges of COVID-19 and I commend the wonderful generous response of our students, staff, parents and ex-students that ensured the Vinnies’ spirit would survive its second pandemic. The first in 1918/1919 features in an archival reflection inside this edition.

Enjoy reading this edition, particularly if you are currently isolated from family and friends. I hope it brings back happy memories of your association with St Vincent’s College.



1. *COVID-Safe Leadership Speeches*
2. *Learning Foxford style*
3. *College Co-Captains Ellen Ebbs and Mia Chaaya running an Assembly on Google Meet in Lockdown*
4. *Tahlia McCormack, Year 11, using one of the College’s new hand sanitiser stations*



The Challenges and Opportunities of Learning Foxford Style

The annual Stewardship visit to the College went virtual this year. A number of Staff and Students were interviewed to share their experience of 2020 to create a video for the Trustees of Mary Aikenhead Ministries.

When we asked students and staff the question: ‘Can you describe your experience of 2020 in one word?’ many responded with “challenging”, while others said “challenged, difficult, focused, pivot, grateful, different, adapting, unsettled, adaptable, connected, crazy, resilient, apprehensive, curveball, unexpected, flexibility, enhanced and an opportunity.” Following is a transcript of their thoughts and feelings...



What has been a challenge for you so far in 2020?

Alyrah Harriott, Year 7

The most challenging thing has been getting used to Boarding. I didn’t expect to be a Boarder at Vinnies but so far it has been fun. I have my peers and the Year 12s to help and support me. It was difficult when we had just come back from holidays and I felt homesick and then we had to go into lockdown. My Boarding Co-ordinator was a great help while we got used to learning Foxford style.



What new ways of proceeding have emerged because of lockdown?

Clare Lienesch, Year 11

Sorry Day is normally something we commemorate by coming together as a community in the Caritas Christi Courtyard, but this year we had to change our way of commemorating. We created a video Q&A online with Senator Malarndirri McCarthy. I think it gave the girls another insight to what it was like for her and how long it took to regain her family’s and tribal land back. It was really insightful to learn.



What were the challenges of Foxford for our students?

Michael Latham, HSIE Teacher

I think there have been greater challenges for those students with special needs.

Working with teachers through Google Meet and not having that face to face contact has proven to be a challenge, because it is a lot more difficult to explain work, deconstruct questions and do simple things like ‘chunking’ online, as opposed to sitting next to students and explaining the task to them. Some students found it difficult or didn’t work to the best of their abilities in this type of learning environment. Having said that, there were many students who seemed to embrace this idea of working online better and thrived.

Another benefit of Foxford learning was we were able to drill down and look more closely at the students’ work and really identify what problems they were having, with their written work in particular, for example their paragraph structuring and their ability to grasp particular terms and concepts and the comprehension questions they asked. There was more work involved because you were going through each student’s work individually, but you really got some insights.



How did you find being at home during the Foxford Program?

Bronte Murphy, Year 9

I found it was difficult to focus during school because my siblings would interrupt me and I found it hard to get used to the new style of learning. I had so much work to do I found it hard to take breaks, so Mum brought me snacks to remind me.

It took some time for my siblings to stop coming through the door and asking me things. I got through it by having my own space, by closing the door, being able to put my head down and keep going.



How did you find the Foxford style of learning?

Lara Marsanic, Year 7

Foxford learning has changed me, it has made me a better learner and more

focused. I am more into learning and listening and I have become more involved in class activities by putting my hand up, talking and finding the answers.

My Math teacher did really well with online learning. I was really surprised because I didn't expect it to be that easy, it's been really good.



What came into focus by doing things differently?

Mary Cartmer, Diverse Learning

What we found during the COVID lockdown was there were some surprises and

some contradictions. What we found surprising was students who seemingly struggled in the classroom environment, thrived in the remote environment because they were able to self-pace their own learning.

There were contradictions because students who seemed to do well in a classroom setting really struggled in the remote learning setting. We have identified the students with a positive growth mindset are the students who are able to continue to work remotely, students who were able to identify a skill they were working on were able to identify that was a skill they could continue to work on remotely themselves, with the help of the resources provided via the Google classroom.

Since coming back, we have met with those students who struggled remotely and we have worked on their growth mindset, so we've helped them identify some skills they can work on in either each subject or an overriding skill, like a writing or numeracy skill, we've given them the confidence in that skill that they can take carriage of their own learning.



What was positive for you during the Foxford style of learning?

Donna Ginzburg, Gifted Education Co-ordinator

Foxford for me was a really wonderful opportunity to take some of the groups

that I run with the gifted students, such as the da Vinci Group, the Avid Readers Book Clubs and the Ethics and Philosophy Club, to the online environment. It actually brought a real creative element to their activities, even enhanced them. We made particularly good use of the technology available to us, with the Google Meets. There was very clear guidance, direction and expectations, as well as lots of really good support - which turned a challenge into an opportunity.



What are the best and the biggest challenges of Boarding in 2020?

Sarah Puntoriero, Year 10

The best thing about Boarding is you get to spend every night with your friends. Even

when you go out for the weekend, you can still come back and see their smiling faces, it's great. The biggest challenge this year has been the restrictions. I get they are for my health and safety but they are really hard. You can't meet up with your friends outside of school but it's all for our health so we understand.

Leaving the Boarding House and going back home for study and classes were really difficult because I had very little motivation. It's really helpful to have all the girls around in the Boarding House, so if you have a question anyone can answer it, because they are all really smart and it's just really good to study with them and it was really hard to do it alone at home.

“The Foxford experience brought into sharper focus what we needed to do next for our students”



What were the challenges of growing your faith in 2020?

Isabeau Gallardo Walker, Year 12

During the isolation period at home Charism sought to bring prayer and faith to the students through the wellbeing classroom. We provided prayer experiences, examens' and reflections for the girls to do at home in order to keep their faith alive and seek God as a source of comfort at the time. Upon our return to school we partnered with the Social Justice team to come up with a Liturgy in solidarity with the homeless; our theme was *Wear a Beanie, Bring a Blanket* and those blankets were donated to St Canice's and the Wayside Chapel. We also extended this to the Social Justice Sleep-out for which we provided prayers and reflections. We also reformed the Angelus Bell to create a more inclusive and modern process which is *Stop - Thank God - Ask for something you need help with*. During this time we thought we would be more isolated and alone but instead we grew together in faith and with each other.



Have we lost something of our ability to serve the poor in 2020?

Marnie Gomes, Year 12

In 2020 Social Justice I had lots of great ideas that had to be changed in these unprecedented times. We had to adapt to new ideas and initiatives online, especially when we were at home doing school. One initiative I was able to do with Mrs Kenderes and the Social Justice team was to organise a sleep-out to raise awareness for the homeless in Sydney's population, who are struggling even more in these times. This was a great initiative inspired by St Canice's Winter Sleep-Out. We slept out in places like our back yards, on the floor and in our cars, mimicking the experiences of the homeless and included eating rations and reflective meditations. Despite not being able to physically come together at the College for our annual Father-Daughter Sleep-out, we were able to be connected to our community online with our families and friends and undertake the experience together. It was a great way to encourage service and faith.

The focus of Social Justice this year has moved more so from the school-based and Kings Cross community, to our family and friends and loved ones around us.



How have we maintained our Community in a time of Social Distancing?

Jody McDonnell, Head of Library and e-Learning

We maintained our community in a lot of different ways. I am in a very privileged position with being in the Library, my community is large. I would see around 700 students and maybe 50-60 teachers in and out of the Library in a week. As adults we adapted very differently, and found alternative ways. Showing my age, I used the 'old telephone' and spoke to people almost every day.

The students struggled with that. I think they found it harder to make connections with adults, than adults found to make connections with each other.

We certainly adapted as a community, offering a lot of services to those in need, others like St Vincent de Paul and JRS. Just as many of these charities had to adapt, for example this year our generous community gave to JRS online and we enabled them to then lift their service capabilities to the people around here.

I am very fortunate to be part of a world-wide group of Librarians who were going through this with us. They were extremely generous with what they were able to give us access to - ideas from people who were three to four weeks in advance of where we were at. With the support that I was getting online from all those communities, I then in turn was able to adapt the service to our students. A lot of suppliers of educational product databases, and technology, took the barriers away for schools around the world. They just said "What do you need? We will give it to you for free", and they continued to do that right up until September. Certainly the world-wide community of teachers and educators really came together to support students.



What Social Justice challenges were there and what ideas do you have moving forward?

Amelia McPherson, Year 11

Our Value of the Year is Service of the Poor, a lot of things got in the way of us

being able to live this Value and do things like be at school putting together hampers with other students. The lockdown and restrictions made it a bit more difficult. But some students did think outside of the box so we created community pantries that we were able to support. St Canice's has a great ongoing project my family and other Vinnies' girls got involved with, where we made up stocks of meals and dropped them off at the Parish before school. I definitely think it was harder to come up with things to do because we weren't all together to discuss and think collaboratively, but we still did a pretty good job considering our circumstances.

Being faced with the situation that we just can't go out and do things exactly the way we want, we can look at it through a completely different lens. It may not be that we are physically in contact with someone else to help them. We can do it through other ways. Through COVID-19 we've learned of many different ways we can work with others - which is a good thing because that's what services are for. To make helping easier and more accessible, so we've learned that we are part of a bigger community that can serve the poor.

“The girls have really missed their friends through not having sport, but they have been doing things online which has been great and I think it has brought the family closer - they've been doing sport together as a family.”



How has Staff PD been experienced in 2020?

James Mann, HSIE Teacher

To continue our professional development we had to do things differently and adapt 'on the fly' working from home and collaboratively

in smaller groups and using new technology. We had a session about the Neuroplasticity of learning with Dr Mark Williams which we did as a staff-wide Zoom meeting. We also saw some excellent videos from teachers who were able to make their classes into smaller clips to give instruction to students, which was really helpful when there was trouble with internet connection. It also meant students were able to watch the clips in their own time, especially when they were exhausted from looking at their screen all day.



How was Sport and Physical Education impacted?

Jacinta Jacobs, Sport Co-ordinator

Sport has been very challenging this year but we have found some ways to get

around the problems. Our Athletics Carnival was cancelled but we did hold a 'virtual' carnival on the courts at lunch time. We ran some modified events: the beep test, standing long-jump, a sprint and a javelin throw (with a turbie jav). The girls all got into it, the Year 12s got dressed up in House colours and we still had age champions and House champions which was very exciting.

We weren't able to have any Saturday sport, which the girls really missed. We were able to recommence in Term 3 with some restrictions - no spectators which seemed to work quite well, the girls were a lot more relaxed as were the umpires, which was a good thing. It was hard for the parents only being able to drop their girls off, having to find something to do for the hour before picking them up. But it was really good for the girls to get their activity back and stay fit and healthy.



What can you tell us about how you supported each other in lockdown?

Hannah Thomas, Year 12

One thing that helped us the most was setting up a whole year group chat. It bonded us together in a way when we physically couldn't. It was kind of a forum for us to share how we were feeling, bring each other up to date, share news both within our group as well as globally. It helped us all stay on the same page and measure each other out because when you are alone for so long like we all were, it's a lot of time just with yourself and your thoughts, which isn't always the best thing, especially when you're thinking doom and gloom. It was good to be able to connect with the girls who all had differing perspectives on what was going on, and a great way to calm each other down, keep each other informed and make sure everyone knew they were supported in what was going on.



Niamh O'Sullivan, Year 12

I think as well as the spiritual and emotional support the Year 12 girls shared with each other, we also supported each other in our studies and academically. Studying at home was a completely new thing, we'd never experienced online learning and the Google classrooms. Sometimes technology wouldn't work, but I feel we really held together and helped each other out - if somebody's wifi was down or someone couldn't get on to a Google Meet, we'd always make sure that person was ok and send them notes from that day. Both Hannah and I would call at recess or lunch or before school just to make sure everyone was ok and that they were tracking well. That really helped us stay on top of our academic work, but also make sure everyone was ok emotionally. I think that's the only way we got through it and stayed motivated. When we came back to school and actually got to see each other in person, we continued to feel that support. It was just a really nice thing for our year level to all come together like that.



Can you tell us how staff supported each other during Foxford?

Lynne Hamilton, Acting Head of HSIE Department

We felt a bit of trepidation when we launched into the Foxford Program - that we would all need a lot of support and there seemed to be a view in the HSIE staffroom that we were moving into an area where we didn't know things. But looking back we powered through it, the uptake of skills and learning was so incredibly quick. We shared our ideas - there were different skills amongst the staff, some were better organisers and communicators, others were better at technology, so in our online staff meetings we would share those ideas and were able to ensure we were maintaining contact.

The teachers couldn't imagine doing this without the Google Classroom, it was such a useful tool because you could design lessons for the students to just sit behind the camera, or in front of it. You could manage their workload and see what all students were doing. Overall it was a positive experience for the staff in terms of up-skilling. Of course there were some challenges, lots of screen time and learning new skills did take time, but it was more of a positive experience than a negative one. As a Head of Department there was a lot of chasing up students who weren't engaging and that was difficult because before you would be able to do that face to face. If we had to go through it again, we would be very knowledgeable about what we would do to maintain and improve the Program.

“The ‘new normal’ is something we didn't know we would have to learn and become accustomed to but now we



I am so proud of my students because...

Monica Jarman, Head of English

I would really like to say how proud I am of all my students. I have a Year class who are just delightful and so full of energy and continued to be

so online. There are some really special girls in my Year 9 class and it was really a privilege to learn a little more about their lives; but I'd particularly like to commend my Year 12 students who have not missed a beat, have not complained. They have been the same generous, open-hearted, funny and engaging students all the way through. Each one of them turned up to every online class and they have come back just the same people, which I think is amazing. I am just really, really proud.



I learned that I am resilient!

Ashley Lai, Year 9

I started at Vinnies in Term 1 and I was at school for about three weeks before the Foxford Program started. It was quite difficult - I had just started making friendships

and getting to know my teachers and where everything was in the school and then I was basically stuck in my room at my desk doing my work which was hard. I tried to build on my new friendships by facetimeing and also on Google Meets which was challenging but it turned out pretty good. When I came back to school, everyone was very excited to see everyone because we hadn't seen anyone in months, and I felt very welcomed again. I had been welcomed when I first started at school and then it was like I got a second welcome when we got back.

have adapted to it and love it, because our friendships are stronger and our relationships with teachers are better."



What is the 'new normal' and how did you maintain friendships during Foxford?

Allannah Joukhadar, Year 11

I think the new normal is something no one expected and it has been really hard to

adapt to all the new changes, especially with online learning, maintaining the school spirit and friendships. Every day I was on facetime with my friends messaging them, it was really hard not having that physical contact. It's a lot different over the phone, it's just not the same. It was really nice when we came back to school and could see everyone, it makes such a difference.

I was worried our friendships would be different having been away from them for so long but it was exciting to find my friendships were even stronger than before. I think it was cool the way the school community has been able to adapt and keep the school spirit alive by doing virtual assemblies and school events in new ways.



Sophie Wellman, Year 11

I think it has been unbelievably hard. We've been so used to going day to day, seeing everyone and then going online and not being able to talk to others like you normally would to be able to communicate with

teachers and to get that one-on-one experience. Over the computer it's more difficult. The 'new normal' is something that we didn't know we would have to learn and become accustomed to but now we have adapted to it and love it, because our friendships are stronger and our relationships with teachers are better.

I have found that this new way of learning has been quite beneficial, it's fun, it's new, it's organic, it's entertaining. It's a new skill we're learning - how to manage being together while being apart. We watch our assemblies in Tutor groups on a screen now instead of all being together in the Hall.

I've learned a lot, it's been amazing but sometimes it has been a bit challenging.





How was your teaching transformed by Staff PD?

Anita Playoust, English Teacher

One of the challenges with the Foxford program was maintaining a sense of connection with the students. How do you continue the rapport you had in the classroom, online? One of the

things we tried to do in the English Department was to use some of the work from Mark Williams' Professional Development training we had about Neuroplasticity and we looked at this thing called anchoring. I trialled a bit of a crazy experiment with my Year 12s where I came online one day with a coloured wig and I said to the students, "Today we are going to do what's called anchoring so we can help you remember information about essay writing". I asked the students if they would get 'on-board', they saw how crazy I looked, thought to themselves, we probably couldn't look crazier than her, and they were amazing. Within a couple of minutes they went into their bedrooms and got their wigs, we had students wearing cowboy hats, sunglasses, bunny ears, so then we looked at essay writing and every time a student came on to say something, the idea was the students would associate whatever information that student delivered, based on what they were wearing. They began to realise that every time I taught them a different part of the essay, I changed the colour of my wig. When we looked at introductions I wore my red one, when I moved to the body of the essay I had the green one and so on, in order to help them remember that information.

I think one of the great things about Foxford was it encouraged you to think outside the box. You have to think about the way you are going to change the teaching and learning process. You have to trial things. One of the things I learned about my teaching was to try a lot of different things. Some things worked and some things didn't, but in that process you are modelling to the students that learning is trial and error sometimes. We just need to keep chipping away. It taught us all to be flexible, you need to be flexible in your outlook and flexible in your approach, every day is going to bring challenges and you have to adapt.



How has our use of IT been championed in your department?

Robert Weaver, Music Teacher

We have always been quite big on IT here at St Vincent's. The girls have a lot of access to both their own technology

and the equipment we have here at school. One of the things we've been looking at is training the girls how to use live sound and live video editing equipment so they can play a major role in our new style of assemblies.

When we were teaching from home as COVID-19 really hit us, from a music performance viewpoint it was quite hard to adapt and work out how the girls were going to do live performances. Using IT, one of the things we did in the music elective classes was use their phones or iPads to do a multi-track recording. I could still get girls who lived in different suburbs doing an ensemble piece with four or five different players, by each one recording their own part of the performance and then putting it into the software to put the ensemble performance together.

We've found ways around the challenges and I think St Vincent's has championed the use of this technology in the classroom this year and it has worked wonders enhancing our learning experience.





How has loss become an opportunity in 2020?

Mia Chaaya, College Co-Captain

Particularly during lockdown what we wanted as Co-Captains, as a leadership team and as our Year 12 cohort was to show people that we are

blessed at Vinnies to have what we call Vinnies Spirit. It does not just dwell within the boundaries of Rockwall Crescent, it is something that is inherent to our personalities and the longer we stay at Vinnies - the stronger it gets.

I wake up with a joyful energy and I'm ready to start the day and we really wanted to communicate that to the younger years. We are blessed to have this here and we shouldn't leave it behind when we can't come to school. We really worked to make the girls realise that as we did things like ask people to film videos of themselves dancing with their families. The student leaders filmed a music video to "I'm Still Standing" during lockdown because we were still standing! No matter what happened we still had our Spirit and it was stronger than ever.

When we came back, we did things like House Dance, we held a virtual Athletics Carnival on our courts. We really made the most of the situation and that kind of played to our advantage. In things like House Dance - we had to film the performances and that drew on the strengths of other girls who had the skills to do the editing. We channeled the gifts that girls had that we weren't as aware of before.

Coming out of lockdown we were really able to appreciate school in a way that usually doesn't happen until after you have graduated. Feelings of "I miss school" and "oh I wish I took advantage of all the opportunities I had". But we've had that a year earlier than usual. That realisation shifted our entire focus of our last four months of school. How we have bonded with our year group has been extraordinary and such a gift.



How has loss become an opportunity in 2020?

Ellen Ebbs, College Co-Captain

This year at Vinnies, the year of COVID-19 has been quite challenging to say the least, for everyone in the whole school, students and teachers and

everyone working behind the scenes. When it was announced to the school community that we were officially going into full lockdown, it was quite a shock because we hadn't thought Corona virus would affect us to that extent, that we would have to go home.

That day was really very hard, especially for the Year 12 students, there were a lot of tears and sadness because we didn't know when we were going to see our friends and teachers again - there was a fear of the unknown for all the students.

Particularly for the Year 7s who had only just come to the College, learnt people's names and their teachers, only just getting into the swing of things and then to go home. It would have been so challenging for them. Having to navigate how to learn on their own without other people around them was definitely tough, I know personally at school my friends energise me and lift me up, so being in your room alone is difficult.

Also, not having a lot of the every day things of school opportunities, like co-curricular activities such as choir, sport and the big things like College productions - all the things that people love that give them a sense of purpose - having them taken away from you was hard to accept.

I think now we have come out of lockdown, when we came back to school there was definitely a sense of appreciation of the gift of education. It made us realise how precious it was and how precious our school is - all our amazing teachers and facilities. It is really easy to forget that in the privileged lives we have. That was something really insightful that we learnt out of the pandemic.

Coming back there was definitely a new sense of energy in the school, we have tried not to dwell on the negative but instead to come out of this with a positive insight.

Our Learning Culture

Mrs Jasmin Mano
Director of Teaching and Learning

*Inspiring our Students to be: Independent in Thought,
Compassionate in Attitude, Confident to Act.*



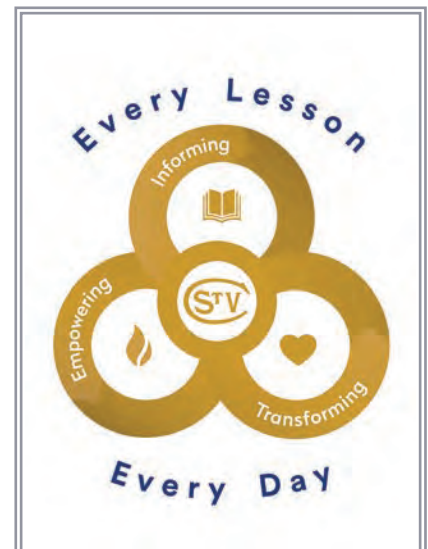
This year our academic focus was centered around the notion of optimal learning. As all in our community are lifelong learners, informed, transformed and empowered by our learning framework, we see that the ability to maximise optimal learning 'every lesson, every day', as integral to this. Thus, the College goal 'to grow a culture of relationships that enable optimal learning for all in our learning community' was established at the start of the academic year.

Reflecting on the outstanding success story of the Class of 2019's HSC results, my colleagues and I embarked on robust analysis of the data to

respond to the story behind the marks. What we realised very quickly was there was much evidence that our feedback and reflection model was working well. It was this cohort's feedback that reiterated this finding. Stella Wailes, our College Dux of 2019 in her address to the Academic Assembly in February, attributed the success of not only herself but her HSC peers to the robust feedback being offered by their teachers as a means for students to target their areas for improvement and their capacity to work as a team. Improve they did! Thirty percent (sixty-three) of our students achieved in

the top performance bands in their HSC courses, culminating in 159 mentions on the SMH High Achievers list. Seven All Rounder Awards (students who achieved a Band 6 result in at least 10 units) were issued to Stella Wailes, Charlotte Murray-Nobbs, Maddison Smith, Elysse Choy, Jessica Sertori Millicent Lembke and Hannah Lawrence. As a College, we were acknowledged as 'the most improved' school.

My colleagues and I thus remained focussed this year on continuing to inject life and our collective learnings from last year, without any sense of hubris or complacency.



Inspired by the Sisters of Charity's own journey to Australia in their quest to remain 'extensively useful', so too do we remain very much committed to the journey, rather than just the destination. Stella's wisdom, beyond her tender age, reflects much of the College's success story and I share it with you here:

'The HSC success of the Vinnies cohort of 2019 resides not in the individual results but what we were able to achieve as a collective. Assisted by the dedication and commitment of our teachers, Leadership team and the whole College we were able to create a vibrant learning culture, centered on collaboration in which we all came to realise the true strength of community.'

Pedagogically this year, the pandemic whilst disruptive to our lives has had a profoundly enriching effect on our learning culture. Our capacity as teachers to think outside the square, coupled with our professional learning model, has enabled us insights into the ways in which our understanding of the neuroscience of adolescent learning can inform teaching practice. We have engaged in journal writing, 6-minute chunking, avoided 'task switching' and used 'anchoring in our teaching and learning programs this year, inspired by our professional learning from Dr Mark Williams - Professor of Neuroscience at Macquarie University. Our Foxford program also allowed us the opportunity to rethink Parent/Teacher evenings and

Information Evenings. Needless to say, long after the pandemic is over, many of these Foxford learnings may remain as the preferred way forward.

Throughout the 'brave new normal' in teaching and learning at the College we have been able to provide the support to all of our students arranged in clusters in our tiered pedagogical model. Our students requiring additional learning or support were well catered for as the Diverse Learning Team found innovative ways to connect and support whilst we were online. So too our High Potential students engaged in enrichment opportunities such as DaVinci Decathlon, Ethics Club and the Avid Readers' Book Club. The latter club being a newly formed group of Year 7 students with a penchant for reading well above their reading age. Jane Austen was their preferred author with her literary works: 'Emma' and 'Pride and Prejudice' being explored and discussed.

The release in April of the NSW Curriculum Review entitled: 'Nurturing Wonder and Igniting Passion' - Designs for a New School Curriculum is based on

the premise of building strong foundations for future learning by 2022. The review promises a less crowded curriculum, strengthening post-school pathways by 2022 with new learning areas for Years 11 and 12 that clearly link learning to future employment and study options and a new curriculum from 2024 with new syllabuses focused on what is essential to know and do in the middle years of schooling, and key learning areas in the senior years. With this in mind, my colleagues have now begun this journey. We are excited albeit a little daunted by the prospects of this total overhaul of the curriculum, HSC and ATAR by 2024 - the first major overhaul since 1989. What my colleagues and I share is an excitement for our dynamically evolving learning culture that will ensure all of our courageous women of action access their own unique capabilities - the knowledge and essential skills that will unlock their lifelong quest for learning new things.



1. L-R Year 11s, Holly Beamond and Lily Deerfield, with our new learning commitment statement.
2. Year 7s with Mrs Mano displaying the IWD pose "Each for Equal".



Write a Book in a Day @SVC

On 21 and 22 May 2020 respectively two teams embarked on the challenge of writing a book in a day, Foxford style.

The teams were given their strict parameters at an 8:00 am Google Meet and then went about planning, collaborating, writing, devising, creating, writing, negotiating, illustrating, writing and editing their way to 5,000 words. So fortunate were we to have the expert planning and direction of our very own Mrs Jody McDonnell, Head of the LRC, who was able to share her wisdom of many years organising and judging the nation-wide competition that has since 2009, raised over \$1.7 million dollars for Kids' Cancer research.

Student experiences

"Write a Book in a Day was really fun and a good way for everyone to work in a team. It was a fabulous experience which I would do again".
Christina Dudding, Year 7

"WAB, although different this year, was an amazing day. I think we have a record for the longest Google Meet, but the tiring work was definitely worth it as the whole team loves our finished product".
Ella Wise, Year 10

"Write a Book in a Day was a really exciting, challenging and creative environment that pushed our limits and allowed

us to create a work that we were proud of and engaged in".

Mia Richter-Weinstein, Year 10

"I was nervous at first, but by the end I was comfortable with the other girls and was confident that we had created a creative and enjoyable story".

Lily O'Loughlin, Year 7

"I had a really joyful and amazing experience. I loved meeting/working with all the other Year 7s and writing/illustrating my chapter".

Lily See, Year 7



1. Year 10 WAB Team
2. Year 7 WAB Team
3. Year 10s researching at Potts Point Bookshop

Congratulations to the 2020 Foxford WAB teams that were consistently bursting with ideas and creativity over the 8 to 12-hour event.

Year 10

Cleo Heywood
Ella Humphreys
Emeline Kwok-Valevale
Kyria Lambropoulos
Lilas-Mae Njoo
Frankie Oaten
Mia Richter-Weinstein
Ella Wise

Year 7

Sofia Baricevic
Christina Dudding
Julia Giurco
Alexandra Haddock
Lulu Oaten
Lily O’Loughlin
Emilia Reed
Lily See
Leila Spies
Lucy Walsh

We look forward to sharing the books with the College community post judging.

Here is a synopsis of the two books

Bookin’ - Year 10

1917: Elaine Armstrong sets aside her dreams of being a female racecar driver, told by everyone around her that she needs to start a family.

Fifty years later, cousins Delia and Laurie are back in their hometown of suburban Ballarat, visiting their elderly grandmother Elaine. Once fiery and passionate, Elaine has now withdrawn into her quiet small-town life.

A simple “decluttering task” soon leads Delia and Laurie to a bittersweet discovery. Armed with this newfound knowledge, the two set out to finish what was once started and soon find that their grandmother had not always been the woman she is today.

A heartwarming and thought-provoking narrative, *Bookin’* is a groovy adventure and a tribute to what women can achieve even when the odds are stacked against them.

Journey Down Under - Year 7

An old and grumpy landscape gardener, a young and bubbly athlete swimmer, two polar opposite people with different personalities, but what happens when they have to work together to make it to the Olympics?

STEMinists at St Vincent's College

Gemma Thompson
STEM Co-ordinator



Welcome to STEM at St Vincent's College!

STEM stands for **S**cience, **T**echnology, **E**ngineering and **M**athematics, and has been a popular buzzword over the past few years. However, more than just an acronym, STEM is an important part of a 21st century learning environment, with the main aim being that students are given the opportunities to use skills and knowledge they have learned in various subjects and apply these to real-world problems.

This year we have been lucky enough to take advantage of the CSIRO's STEM Professionals in Schools programs and have been partnered with two women working in STEM-related fields; one in medical research and the other in geospatial consulting. Although our chances to meet up have been limited this year, we are working on plans to collaborate with these volunteers to give the students insights into the world of STEM post-high school and take advantage of their expertise in upcoming projects.

In August, Science week was celebrated at the College. Science Week is Australia's annual celebration of science and technology and thousands of individuals across the country get involved in lots of events. The theme for this year's event was *Deep Blue: innovations for the future of our oceans*, and students got involved with tutor group quizzes, activities at lunch time such as the virtual reality under the water game and class activities, including an escape room challenge.

We have also been holding regular meetings of the Elisabeth Carey STEM Club. This club is held every Tuesday lunchtime and provides an opportunity for our young STEMInists to come together and discuss the latest STEM news and prepare for events. All students are encouraged to attend to find out more about what opportunities are available outside of the classroom. We look forward to further developing STEM at the College in 2021.





We LOVE Robotics!

With thanks to the P&F Committee, the Technology Mandatory course took project-based learning to a whole new level in 2020. Year 7 students immersed themselves in the world of computer science and STEM, working collaboratively to build and program our brand-new Lego EV3 robots.

This year, students have learnt to apply their critical thinking skills to build and code the robots to complete a series of robotics challenges. These challenges have been inspired by NASA's Artemis Mission, who have set a goal to send the first woman to the moon by 2024. The robotics challenges have been designed by our teachers to cater to all abilities. They aim to create authentic learning

experiences that encourages our students to problem solve using computational thinking skills.

The Lego EV3 robots also promote the development of essential coding skills. Starting with basic visual block-coding, students learn to program the driving base and various sensors of the Lego EV3 robots including the light sensor, ultrasonic sensor

and touch sensor. As students build confidence, they are able to further their skills by writing code in the JavaScript programming language.

The Lego EV3 Robots, generously donated by our College's P&F Committee, have allowed our Year 7 students to actively engage in real-world problem-solving experiences aimed to help build a better future.

Construction Works

Devlin Depot

Providence Gazebo

Conservation Project

Opening of the Devlin Depot

In May this year the Year 12 students gathered on the paved area to enjoy their first Assembly back on the Campus. There was joy in the air and the silence of the last two months replaced by a resounding cheer as The Devlin Depot was opened. Ken Devlin has worked at the College for over 30 years and in that time he has worked his particular magic every time he opened his shed. Whether he was pulling/pushing furniture to set up for learning or assessments; his tireless work assisting the P&F setting up the Spring Fair; setting up a BBQ for a social



justice fundraiser; setting up a sound system for liturgy or entertainment; or maintaining the College swimming pool; each of these has been a labour of love for Ken. His commitment to the College

staff and students is unwavering and it is indeed fitting that the new storage facility carries the name of the man who has so dignified and personalised the challenges of storage on a tiny compact site. Thank you, Ken!

The Providence Gazebo



A very exciting landscaping project has been completed, which will become a very popular and versatile area in the College grounds. Our very clever grounds team of Greg Hunt and Graeme Grocott have built a gazebo/rotunda on an area of the Garcia lawn that was becoming unsafe to

use because of tree roots. A very attractive new structure has been built to be used as a pavilion from which to view tennis, an outdoor meeting space for a class or Tutor group, a performance space and a place of quiet reflection. It has been landscaped to further enhance the appeal of

the area. In seeking a name, we decided on Providence - the name of the Woollen Mill that was opened by the Sisters of Charity in Foxford, Ireland. As this was constructed during our Foxford program, it became a very important reminder of the extraordinary experiences we have had in the 2020 pandemic. Divine providence is a belief in the willingness of God to listen to and provide for our needs. Throughout this COVID-19 time, we continue to discern the presence of God in our midst and the expression of that presence in the kindness, compassion and generosity our community is sharing with each other and beyond.



Conservation Project

In December 2019 St Vincent's College erected scaffolding along Victoria Street and commenced stonework repairs to both the Mary Aikenhead Building (Main School Building) and the St Dominic's Building (Technical and Applied Studies) as well as seismic strengthening for gables and chimneys. The intention of these conservation works is to provide a safer building environment, to conserve the heritage stonework and thereby conserve the buildings themselves.

The works are the result of two safety audits of the stone and brick fabric undertaken in 2017 and include:

- Repairs to both buildings related to eaves and soffits: external brickwork; external sandstone finials; sandstone gables; sandstone chimneys and stormwater drainage.
- Additional repairs to the Main School Building related to sandstone string courses: at East and West walls
- Repairs to the Victoria Street wall due to instability and missing stones.

Since commencement repairs have been extended to the Mary Aikenhead Building slate roof and the finials on top of the Chapel. The entire program is expected to be completed in mid-2022.



1



2



3



4



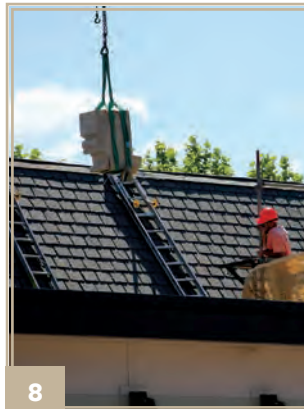
5



6



7



8



9

1. Scaffolding on Victoria Street
2. Sandstone Gables removed to be sent for casting
3. Missing brickwork channel

4. Old and new sandstone finials
5. Newly-cast sandstone finial being delivered
6. Finial removed from Mary Aikenhead building to become a Lest We Forget memorial near Garcia

7. Removal of damaged sandstone
8. Replacement piece being craned into position
9. Fitting of the replacement sandstone



*“At school we were taught that women can do anything. But Vinnies girls **can do everything!**”*

Emily Mann

Voices From Orange

It's widely believed young people are fleeing regional Australia for the bright lights and opportunities of the 'big smoke'. But that's not necessarily so. Increasingly, young professionals are heading home or setting up in the regions to achieve work/life balance.

The city of Orange in the Central Tablelands of NSW is a perfect example of the lasting allure of the country. At St Vincent's we welcome many boarders from the 'Colour City'. Here, we meet three alumnae who now, or once again, call Orange their home.

Emily Mann (nee Byrne) and Laura Davidson (nee Evans) both graduated in 2004; Jo McRae graduated with the class of 1993. Emily and her family lived in Botany and she was a day student from Years 7 to 10. Laura and Jo left their families in Orange at the end of Year 10. All three were boarders for Years 11 and 12.

Today, Jo runs a local medical practice and is a City Councillor. Emily is the Communications and Sales Manager, for the online visitor facility, Orange 360. And Laura is Principal and Chief Operating Officer for the accounting firm, Koustas & Co.

For her time at St Vincent's College, Emily says she was lucky being a city-boarder because she could enjoy the best of both worlds. "I could tap into the amazing residential community that boarding offers. But I also got to go home to my family on the weekends."

"I'm so grateful for my time as a boarder," says Emily. "Those friendships from my boarding days are the longest, dearest and most enduring of my lifetime."

Emily took advantage of work, study and travel opportunities after graduation. "I met my husband through a school friend who lives in Orange. When we moved to Orange, I felt I had a lot to bring to my new home in terms of my city life and relationship experiences. There's a sensibility and skills that come from the diversity of the city – and I think they're valuable here in this growing regional city."

There's no doubt Orange has a lot going for it. Emily, Laura and Jo all agree it offers a very liveable and affordable lifestyle, where you can work effectively and see and do wonderful things.

That said, the extended drought; the effects of last summer's bushfires; and now the health and economic crisis of COVID-19 are having an impact on Orange.

Former Vinnies Girl (and later a PE teacher at the College), Jo McRae says, "water is always on our minds. The town has a small water catchment and is only just looking to come down from level 5 water restrictions after some recent rain. We have dirty cars; short showers; and we can't water our gardens – the grass crunches under our feet," says Jo frankly. "You can spot the tourists because of their clean cars," she laughs.

Tourism is a big industry for Orange – especially after winning a silver medal in the 2019 Australian Tourism Awards. Several hatted restaurants and a vibrant cool-climate wine industry make Orange a perfect destination to 'extend the weekend'.

The first COVID-19 lockdown had a big impact on the local economy. But since June, Orange has been totally engaged with domestic tourists. Both Emily and Jo have embraced the challenge of balancing the overall benefits of tourism (around \$300 million per year) with the natural health concerns.

Since returning to Orange hastily in July this year, Laura Davidson can see big changes in her hometown. "It feels less 'country town' and more 'inner-city neighbourhood' with its great coffee shops, fantastic restaurants and wine bars," she says.



“I met girls from Singapore, Nauru, Papua New Guinea and Thailand. I was in a music class with a member of the girl band, Girlfriend. She would go to London for gigs!”

“The opportunity to study together as well as mix with people from diverse countries and backgrounds gave me exposure to a wider world. Yes, Sydney was bustling compared with

“We didn’t want to get locked down in Melbourne,” explains Laura. “So we made the quick decision to return to Orange. Thankfully, both our employers – my husband’s and my own – were happy for us to work remotely. We’re loving it here with extended family support and friends in the area. Who knows? We might not return to Victoria,” she says.

All three women say they embraced every opportunity available as students.

“Especially as boarders, I think we all realised the financial commitment for our families,” says Laura. “So my friends and I participated in everything. I would advise anyone who has the opportunity to board to take it! You will never regret it and will learn life-long skills.”

Jo agrees with this sentiment. “As soon as I arrived at St Vincent’s at the end of Year 10, I noticed how the teachers encouraged participation in everything. Study was tops, of course, but sport, debating, public speaking, music – you were encouraged to try it all. I’d never found teachers who were so supportive and made us feel we could change the world.”

“My eyes were opened to the global nature of the world,” says Jo. “Especially through boarding. My first room-mate was from Japan.”

Orange back then, but I felt safe and secure at the College and confident to explore.”

Jo says the opportunities she had as a girl at the College have shaped her life. “I learned to strive and not be scared of failure. Maybe I would’ve scored a better HSC result if I’d just sat down and studied? But I got a much better education because of the different things I was involved in.”

Emily doesn’t have children yet. But she says, “if I have a daughter, I have every intention of sending her to Vinnies. The Vinnies Girl is kind, good-humoured and unpretentious. And she never forgets the strong connection with the College.”

“At school we were taught that women can do anything. But Vinnies girls **can do everything!**”

That’s true. And it is heart-warming to see so many of our former St Vincent’s College students taking their can-do attitude to the regions, and helping regional centres like Orange thrive.

Meet the Teacher

*Graeme Colman
Head of Visual Arts*



Mr Graeme Colman has taught Visual Arts at St Vincent's College for over twenty years. We asked him to share a few insights about the man behind the role.

What is your favourite thing about St Vincent's College?

The opportunity to teach – students who are willing to learn and colleagues and supervisors who, over the years, have trusted me to continually become a better teacher. I also take great pride in preparing resources and materials for teaching – and I appreciate those colleagues who have challenged and assisted me in never sitting back and thinking that “good enough” was all we could aim for.

What do you enjoy most about working in schools?

Teaching students to transform ideas, feelings and perceptions through raw materials into art. In an increasingly virtual and digital world, the thought that many of our students will take away a love of the reflective power of drawing as a way of

thinking about the world, and the experience of starting with nothing and ending up with something, is deeply consoling. So too is the thought that our students will encounter art in galleries and museums and elsewhere with an open mind, a willingness to engage with it and some of the critical knowledge and habits to do so.

What has excited you most about being part of the Vinnies Community?

Constant challenges – this is not a school where you can become complacent, lazy or bored.

Please share an interesting or fun fact about yourself

I have a special talent for causing confusion, and that is not a bad thing for a teacher. But you'll have to work that one out for yourself.

What is your favourite saying, or piece of advice you have received?

“In this world you must be a bit too kind in order to be kind enough” - Pierre de Marivaux (18th Century French author).

What aspirational goal (bucket list) would you like to accomplish beyond your involvement here at the College?

Life has gotten in the way of travel over the last decade and the list of places to return to and visit for the first time just keeps getting longer.

Year 12 2020 Visual Arts Exhibition

Welcome to the virtual exhibition of the Year 12 Major Works.

Every year the College is so very proud of our student artists and designers, and the showcase of their work is an annual highlight.

This year the circumstances created by COVID have not allowed us to open the exhibition to a broader audience than staff and students. It is therefore with great pleasure I invite you to enjoy this virtual tour of the work of emerging artists and designers. I am sure in the future you will see and enjoy their work in the great galleries of Australia but for now you can sit back and enjoy the work from the comfort and safety of your own home.

“2020” has long been associated with perfect vision, and one of those milestone years often featured in literature, or in metaphors. Even with that preparation I was not ready for this year and I do not think any of us will get through the year without some disruption to how we had seen, and will see, the world again. The role of artists and designers is to find patterns within the disruptions of human behaviour, offering new and innovative ways of moving forward and curating the signs of our times. In this exhibition I believe you will get a privileged glimpse of how the young women of St Vincent’s College have navigated their emotional and creative response to this extraordinary year.

“To enjoy this year’s HSC Visual Arts Virtual Exhibition go to stvincents.nsw.edu.au/year12exhibition/ and enjoy the Show.”



It has been an interesting phenomenon across the world to see how many people turned to the visual and creative arts during “iso”. While most will have not reached the levels of accomplishment showcased in this exhibition, I know for many the immersion back into colour, texture and imagination was a welcome distraction from the angst of the year. As a College we have long understood the wonderful contribution that creativity plays in the holistic



development and emotional health of young people. The ability to observe beauty in the most unexpected places is a gift and grace of God and is at the heart of Ignatian Spirituality and pedagogy.

In welcoming you to this exhibition, I would want to congratulate the wonderful, creative and talented students of the Class of 2020 and their equally talented, hardworking and highly

professional teachers. Under the leadership of Mr Graeme Colman, the team of Mr Steven Taylor, Ms Emma Palmer, Ms Tanya Schneider, Mr Bob Anderson and Ms Priscilla Laliotis, have ensured that despite all the challenges of 2020, each student got the chance to bring her VISION to reality.

Use this URL stvincents.nsw.edu.au/year12exhibition/ to enjoy the Show.

Anne Fry, Principal

The Retreat In Daily Life

Moment by Moment ***A retreat in daily life drawing on*** ***the Spiritual Exercises of St Ignatius of Loyola***

Mrs Jo Kenderes
Director of Faith and Mission

Any chance to spend time contemplating the words and ways of Ignatius is a gift. The thing about the Spirituality of St Ignatius of Loyola is the truth of it. Ignatius' advice comes not from the heady realm of research or labored study; it comes from his own experience. Ignatius invites us to meet the Jesus he knows so well in his own navigation of joy and disappointment, confident that his method of

prayer and contemplation will work for us as it did for him. His way of prayer is not about moving away or retreating from life, but moving deeper into the experience of life. Michael Hanson SJ suggests, "Without reflection we miss the mystery, tend to become weighed down, and see life as a burden. By reflecting on your lived experiences, you will discover how deeply filled with meaning your life is."

Our Years 11 and 12 students were offered the chance to consider the 'mystery' of their lives, and take some time out with Ignatius over four afternoons - or perhaps more accurately, they were offered the chance to take some time IN with Ignatius, and at the same time to reintroduce themselves to the God-made self within. For Ignatius the interior life is as important as the physical life. The deep



“Silence means going beyond words and thoughts.

Words and thoughts are limiting.”

God is known in the heart.



listening that can only happen in silence, the pondering and imagining a world Christ leads us to through scripture, the inspiration for digging more deeply into what we feel and think and see, is the beginning of the Ignatian way. Students were invited to ‘step in’ and ponder the mysterious presence and action of God in their life ‘moment by moment’. They were challenged to go deeper into who they are in this moment and who they are becoming, while noticing God along the way.

Each session began with some information about Ignatius and his spirituality. We considered themes such as Silence, through the poetry of Rumi, the wisdom of

Jeremiah, the simple advice of St Paul, and the achingly beautiful meditations of Thomas Merton. We contemplated some big questions.

To what state of life or what style of living is God leading me? To love, justice, forgiveness, acceptance, exhaustion? What evidence do I have in my deep-down feelings of consolation, of joy?

We journaled and discussed, and listened carefully to the ponderings of each other. And then we were moved by the unexpected: *Miss, I think that’s the point of life. I am never satisfied. I am always searching for more. I think that’s what God wants; that I’m always trying and searching to be better, to be more.’*

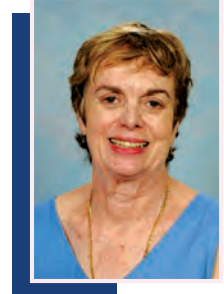
We considered what the Kingdom of Heaven could be, and our role in God’s desire to make it happen in the here and now, a place of love and justice, moment by moment. We were delightfully irreverent, and challengingly still. We may have had one person drift off during our meditation, but that’s OK too.

We ended our time contemplating this advice from Ignatius: *‘Take a step back from the need to be right and perfect. Ponder the perfection that is in you as a child of God. You are perfect as you are, because you are.’*

Teaching and Learning Much More in Timor Leste

I belong to that generation of Australians that was obsessed with the rest of the world. Soon after graduating from university, we would board a big, white ship and sail to London to begin our adventures. I stayed away for ten years, travelling and teaching but came home when our son was little because I wanted his nappies to dry in sunlight.

*Suzanne O'Connor
Former College English Teacher*



I knew little about the country except I was deeply ashamed of some of the actions of various Australian governments and felt that I might redress the balance in a very minor way. My first day was spent alone in Dili where I recognised the familiar aspects of a developing nation: mainly helmetless drivers of motor bikes, overcrowded semi-footpaths, honking horns, dust and chaos. It was also the first time I visited the Resistance Museum from which I emerged deeply shaken and even more shamed. Now that I have come to know directly and personally stories from that tragic time, I am not sure I can ever go there again.

However, I sought succour from a nearby combined supermarket and delicatessen where the Portuguese tarts are sublime and the Timorese coffee strong. That comfort enabled me to resume a normal breathing pattern.

The next adventure was the drive from Dili to Baucau, the second-largest city in Timor-Leste. At this time, October 2018, the road was a work in progress. There were huge stretches of mud, deep pot-holes, rock-scattered obstacle courses and goats standing proudly on huge piles of dirt. Five hours later we arrived in Baucau. I tottered from the car



to be greeted by my students with deep bows and with my hand being kissed. I was charmed but startled by this ritual: I come from a culture where merchant bankers receive more obeisance than teachers. (This was before COVID-19 revealed the comparative worth of these professions).

My students were young women who had graduated from high school. The youngest students were nineteen and all were considering the possibility of entering the Loreto Order but first needed to be prepared for the novitiate in the Philippines. My task was to develop their English skills because, if they did go to Manila, all classes and lectures would be delivered in English and they had to be competent in listening, reading, writing and speaking in order to learn.

The title of this article mentioned my learning and it has been exponential, for both students and teacher. In some ways, all classrooms are universal and timeless: students, the naughtiest of whom sit in the back row, and a teacher. There may be a black board or a white board, there may be desks and chairs, pencils and papers

if the education system is privileged. Unlike many other schools in Timor-Leste, mine had this equipment. The classroom was located on a veranda which enabled me to gaze on the astonishingly beautiful ocean view and hear all the comments from the neighbouring goats, assertive roosters, overfed pigs, the intrusive music from passing mikrolets and the roar of the water trucks. My learning about the physical space of learning was that less is more.

“In some ways, all classrooms are universal and timeless: students, the naughtiest of whom sit in the back row, and a teacher.”

The small group of students may be the last one on the planet who have not grown up glued to mobile phones. Most of them had village childhoods without running water or electricity, much less television or social media. It also meant their world view was confined to their village and perhaps Baucau or even Dili, but no further than that.

At first, the classes were awkwardly silent. All the students were accustomed to teacher-dominated learning. There are historical reasons for this. During the centuries-long Portuguese colonial rule, there was little attempt to educate any of the indigenous population. Ten days after the Portuguese left forever in 1975, the Indonesian Army marched in and ruled every aspect of life for the next twenty-five years. Lessons were delivered in

Bahasa, soldiers were often used as teachers and discussion or questions were fiercely discouraged. At the time of the Army withdrawal, schools were destroyed by having their roofs removed and allowing the tropical weather to destroy the rest of the building and contents. Formal education did not resume until the early twenty-first century. The United

Nations appointed people who may have completed some secondary education and many of those appointees remain teaching until the current government is able or willing to grant pensions to these who wish to retire.

Classrooms were and remain crowded and often in poor condition, resources such as textbooks are few, most students travel to school with one exercise book and one pen or pencil. In such circumstances, most learning is rote learning, most testing is based

on retention but not always understanding of material. I do not wish to criticise these conditions or the teachers but to describe the learning culture from which my students had emerged.

They were given shiny, new textbooks and were very familiar with writing answers to exercises IN PENCIL. When the answers were



corrected, any wrong ones could be rubbed out or written over with the correct one. However, if I suggested we would discuss a topic, there was panic and... no

response. It was true that they had had English lessons during high school but these consisted mainly of learning of lists of words and phrases and very little written or spoken English. As well, Tetun is the usual language in the area where I teach. There are no verb tenses in Tetun and the adjective always comes after the noun. Tetun is heavily influenced by Portuguese so that the word for the spring season (which does not exist in Timor-Leste where we have the wet and dry seasons) is “primavera”.

So, I took a deep breath and we started with “Good morning” BUT the students left their desks and role played greeting each other. Quite soon, we could greet each other and enquire about each other’s health. This is the standard greeting in Tetun, so that was a link to the familiar for the class.

I also shamelessly used the glossy magazine, “Timor Media” for resources. We spent many days over one article at first. It was about a pioneering female Timorese commercial pilot, the first in Timor Leste. The students

had never considered such a career choice. As in most traditional monocultures, women are expected to marry young and produce many children. The only acceptable alternative in a country where 97% of the population is Catholic is to be a Madre, a religious sister. Both these roles assume a subservient acceptance of male authority, an assumption which is now being challenged. No one left the school to train in aeronautics but it was the first example of another viewpoint being introduced.

One of the most rewarding aspects of this experience is what I learned was when the students began to trust and relax a little as they realised I was not going to be outraged if they made a mistake in English. They told me their Resistance stories and I was awed into silence. In so many ways, the students are innocent and unworldly but they carry within the pains of very recent history and inter-generational trauma. I realised their experiences will always be with them and shape their perspectives.

“In so many ways, the students are innocent and unworldly but they carry within the pains of very recent history and inter-generational trauma.”

As a foreigner (*a malae*), I was always socially blundering but with their inherent grace they forgave me. We were discussing our favourite sounds and I said one of mine was the sound of heavy rain on a corrugated iron roof, especially if I were cosily tucked up in a

warm bed. There was a heavy silence. One of the students gently explained to me that they always worried about such weather because their corrugated iron roofs often collapsed, causing great difficulties for the families in the houses. For them this sound caused dread.

By the end of 2019, we felt the three oldest students were ready to be escorted on a trip to Australia. We worked hard at preparing them for the differences between the two countries. I thought I had done my job thoroughly. However, on their return, they reproached me for not telling them about escalators which they first confronted in Darwin Airport. Again, I learned that I still assumed what was ordinary for me would be the same for others. Madre managed to persuade them to step on to this threatening device and by the end of that descent, they were escalator veterans.

Then they hesitantly talked about beggars. While they were visiting the Victorian Art Gallery to look at examples of indigenous art, they saw people outside the building, sitting on sheets of cardboard begging for money. They had never seen this in their lives and their first impulse was to give the \$A7 they had to these poor people. Their guides explained to them that the presence of beggars was about more than poverty and that Teacher (me!) would explain it to them when they returned to Baucau. There is horrendous poverty in Timor-Leste. However, the role and power of the extended family means that no matter how disgracefully or badly a member of a family has behaved, the humiliation of such a person begging would bring shame to everyone. I was in the ironic position of explaining an aspect of poverty to citizens of one of the poorest countries in South-East Asia. When I was returning to Australia for the Christmas break, I asked the students to tell me about Christmas in Timor-Leste. They were now confident and increasingly fluent English speakers. First, they said, we all go to Midnight Mass. Except it is often held at 10 p.m. because there is very little street

lighting outside of Dili, so it is safer to walk earlier in the night. After the two-hour Mass we walk home and the children apologise to their parents for any misbehaviour during the last year. Then children are given a set of clothing, maybe a T-shirt and shorts or a skirt and shoes. Next day is spent sharing food with extended family and perhaps neighbours. The beautiful simplicity of this celebration enabled me to consider the commercial frenzy of Christmas in Australia.

I am writing this article in Sydney because on 20 March, 2020, many Australian volunteers were evacuated from Timor-Leste. I spent the next fourteen days in isolation, grieving for my students and friends, while recognising that our removal meant fewer people would be dependent on the fragile health system. I now Skype a lesson each day to the senior students but I cannot see them because if I have sight and sound, the Skype connection is weak. What is strong is the sounds of the roosters' continual crowing, the dogs barking and the roar of passing trucks in Baucau, a sound that causes Skype to be defeated. However, we persevere and we achieve.

And I long to be back on that veranda teaching those extraordinary young women who have bloomed and who astonish me daily with their thirst for learning. What is the odd noisy goat or tuneless mikrolet music when the class cherishes their education every day? My toilet does not flush there but my heart sings at the delights of teaching in Timor-Leste.



Foundation News

Bursary Recipient: Kathleen Commins

Readers of *Scientia cum Religione* will remember the recent article about former student and trailblazing journalist Patricia Rolfe who wrote for multiple celebrated and renowned publications including the *Women's Weekly* and *The Bulletin*.

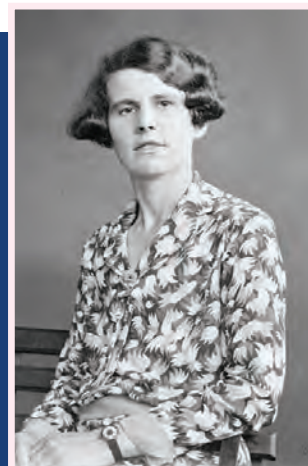
Patricia was a woman of substance and influence through her writing and was very highly regarded by other writers and community leaders.

Amazingly, Patricia attended St Vincent's during the same era as another girl who went

on to make an extraordinary name for herself in journalism, Kathleen Commins.

Kathleen was the first female editor of Australia's oldest literary journal, *Hermes*. Later she joined *The Sydney Morning Herald*, the first female sports writer in Australia, then became the first female executive at *The Sydney Morning Herald*, as Assistant to the Chief of Staff from 1948-1969.

Let's look at a quick summary of Kathleen's early life. Kathleen was born in the Central West region of New South Wales, in the town of



Parkes. She was only 7 years old when her dad was killed in WWI. The family moved to Sydney, and Kathleen was awarded a 5-year bursary to become a boarder at St Vincent's College. After secondary schooling she enrolled as a student of the University of Sydney, and graduated with a Bachelor of Arts in 1931 and a Bachelor of Economics in 1934. She was

The Gift of Trust

For many of the St Vincent's community – including ex-students, families and friends of the College, a bequest is a very convenient way to make an enduring gift to express their appreciation or affection for their alma mater. The Tarmons Trust is our recognition society through which we honour those who have decided to support the College through their Will.

From the outset of St Vincent's College, Tarmons has been an important name. Tarmons was the name of the grand house purchased by the Sisters in which they established the first St Vincent's Hospital and then school. Then Tarmons was used as the Convent. The name is now enshrined in the major teaching block that stands where the original house once stood. The name evokes

different memories for different generations of graduates of the College but for all current and ex-students, Tarmons is the most highly revered place-name on the campus, and it has therefore been bestowed to this newly created recognition society as a sign of deep gratitude.

Through the generosity of those who join the Tarmons Trust, St Vincent's College will be able to continue to provide the scholarships and bursaries necessary to retain the diversity and capacity of our student body; and to foster the next generation of students like Kathleen Commins.

Your trust in the future of the College makes this possible.

David Osborne
Director of Advancement

If St Vincent's College is in your estate plan, please contact the Director of Advancement on advancement@stvincents.nsw.edu.au and you will be invited to join the Tarmons Trust, allowing us to acknowledge and thank you in your lifetime.

“For a woman to gain not one, but two bachelor degrees from university in the 1930s was almost unheard of.”

an avid and very successful sportswoman, and captained and managed the New South Wales Women’s cricket team and represented the state in the junior division of the Australian lawn tennis championships.

Younger readers looking at that summary, could easily fall into the trap of thinking that was all “fair enough”. But, in fact, it was extraordinary. For a woman to gain not one, but two bachelor degrees from university in the 1930s was almost unheard of. And we can only imagine how uncommon it was back then, for a woman to play cricket. Clearly, Kathleen was strong, ambitious, talented and very much a pacesetter.

It is believed that Kathleen was Australia’s first female sports writer. In this role she significantly increased public awareness of women’s sport and provided much advice to young women who were interested in participating. During WWII she reported on politics and the war effort.

In 1948 she was promoted to the role of Assistant to the Chief of Staff, a role that she held for 21 years, and was the only woman in an executive position working outside of the women’s pages at The Sydney Morning Herald.

Kathleen formally retired from this role in 1969, but later returned to The Sydney Morning Herald as cadet

counsellor, a role she held until 1974. As cadet counsellor, she had an influential role on the careers of many prominent Australian authors and journalists, including Craig McGregor and Col Allan.

Kathleen died in Sydney, in the suburb of Killara in 2003.

Reflecting now on the lives of both Patricia Rolfe and Kathleen Commins we can’t help but be struck by the extraordinary contribution by these two Vinnies Women to journalism in Australia. Obviously, two courageous women of action.

David Osborne
Director of Advancement

Tarmons Trust Members

Anonymous † *Class of 1930*
Callen, Colleen †
Carolan, Anne † *Class of 1945*
Conrad (nee Bourke), Leonie *Class of 1944*
Donnelly, Mary Frances Stephanie †
Foley, Lucy Winifred †
Freestone, Roma †
Gilsenan, Victoria *Class of 1976*
Kennedy, John Patrick †
Mabey, Peter †
McCausland, Stella †
McRae, Joanne *Class of 1993*
Morrell (nee Collingridge), Patricia *Class of 1948* †
Rolfe, Patricia *Class of 1936* †
Spencer, Lois *Class of 1956*
Tiley, George †
Vickery, Marian † *Class of 1943*
Williamson (nee Saxon), Valda † *Class of 1936*
Wilschefski, Wilga *Class of 1947*
† Deceased

We are proud to acknowledge previous benefactors.

All care has been taken to ensure accuracy of this list. However, if any error has occurred, please accept our apologies and notify the Advancement Office so that we can amend our records.

Vale Anne Carolan

Anne Carolan (Class of 1945) with her husband Peter Mabey have generously supported the St Vincent’s College Foundation since its very early days. This culminated recently in a bequest from her estate to our Scholarships and Bursaries Fund. This was just one of the charitable causes she chose to honour in this significant way.

In addition to the financial contribution Anne – a highly accomplished musician – kindly left the College her extensive collection of sheet music that spans several decades and a much-loved violin.

Anne and Peter are held in very high regard by our Community as they are among the longest continuous supporters of the College and Foundation.

We are most grateful for the Spirit of Generosity they lived throughout their lives and which continues to live on here at St Vincent’s College through the Foundation’s scholarships and bursaries program.

From the Archives - The Pandemic of 1919

For much of the first half of 1919 Australia was in the grip of an influenza pandemic, known as 'Spanish Influenza' due to the widespread (and erroneous) belief that the epidemic had started in Spain.

In an effort to control the contagion churches, public meetings and schools, including St Vincent's College, were closed from late January 1919. The restrictions were lifted at the end of February, but as SM Theresa Roper's diary noted, only half the boarders and very few of the day pupils returned. Further restrictions were imposed in April when it became clear that the epidemic was still a danger, leaving boarders under quarantine and the day school closed.

Many of the Sisters who usually taught at St Vincent's College and other Sisters of Charity schools offered their help at St Vincent's Hospital, which was full of influenza patients. In undertaking what the Freeman's Journal called 'a glorious record of brave work', a number of the Sisters succumbed to the disease. The virus killed almost 12,000 Australians, one-fifth of the total number of Australian war dead.

The day pupils were able to return to the College in mid-May, but then a second wave of the virus took hold and College Principal SM Kevin Purtell (1912-1920) ordered the day

pupils to stay at home and arranged for as many boarders as possible to return home. By the end of June, the influenza crisis was finally over and life at the College resumed.

Extract taken from the book 'St Vincent's College Potts Point 1858-2008 - 150 Years of Catholic Education'



Above: The rotunda and grounds at the rear of the Sacred Heart Hospice during the Spanish Flu pandemic in 1919, when the Government banned indoor gatherings. Mass was said outdoors of the rotunda to reduce the risks of infection. The congregation are socially distanced from one another and also wore face masks or protection.



Left: Mother M Francis McGuigan, Superior General (front row, sixth from left) with the St Vincent's Hospital Convent Community, Darlinghurst, Sydney, 1919

Images courtesy of the Sisters of Charity of Australia Congregational Archives.

The Archives Manager, Janet Howse, knows this 100-year-old image of an outdoor Mass at St Vincent's Hospital, Sydney well. So in this time of coronavirus, she did some research. This is what she discovered:

A very different epidemic from now. In September 1918 the first news of outbreaks of "pneumonic influenza" in South Africa and the United States of America reached NSW. Returning soldiers from active service in World War I were most probably the cause of carrying the disease from Europe. By October, Spanish influenza had arrived in New Zealand and on 25 October 1918 a ship arrived in Sydney from New Zealand with infected passengers on board.

St Vincent's Hospital Sydney recorded in its Annual Report for 1919:

The year 1919 has been, perhaps, the most eventful in the history of St Vincent's Hospital; certainly never has its usefulness been more prominent, its aims more perfectly fulfilled. During those never-to-be forgotten days when the fatal epidemic, so mildly termed "influenza", was sweeping over the city like a cruel blast...our Hospital gave shelter to hundreds of pestilence-stricken, many of whom returned whole to their homes; others, who had reached their allotted span, received in their last hours such consolation and relief as could be afforded them.

It is likely that at least one of the Sisters of Charity succumbed to the disease. On 3 January 1919, Sr M Ignatius D'Arcy (right



in the image above), an Irish-born Sister of Charity, died of "pneumonia", which she caught from a wharf labourer whom she had nursed until his death in St Patrick's Ward. From 1877, Sr Ignatius nursed at St Vincent's Hospital Darlinghurst in St Patrick's Ward until her death 42 years later. St Patrick's Ward, also known as the Sailor's Ward or the Naval Ward, catered for naval patients.

The hospital reported at the end of 1919 that of the "epidemic diseases" 356 cases of "influenza" had been treated, of which 256 recovered and 63 died.

On 16 February 1919 a Mass was held in the grounds of the then Sacred Heart Hospice, Darlinghurst (pictured left). White masks seen on the faces of some of the people kneeling on the lawn. The altar is located in the gazebo and the exterior of the back of the Hospice can be seen.

Out of shot on the left hand side can be seen the walls of the former Darlinghurst Gaol, where the Sisters ministered from 1841 until its relocation to Long Bay Gaol in 1914.

Reprinted with the kind permission of the Sisters of Charity of Australia.



Left: Medical staff and workers in 1919

Image courtesy of the NSW State Archives & Records



Vincentia

Newsletter of the Ex-Students' Union

Our Motto

Girls of St Vincent's,
Girls old and new,
Have gathered and parted,
All the years through;
To the motto that ever binds us to you,
"Scientia cum religione", let us be true!

June Munro, 1st Year A

The design of Vincentia features plants from the Myrtle family which are native to Sydney

From the Ex-Students' Union President

Mrs Joanna Nash

Well it has been a different start to the year and to my first year as President of the Ex-Students' Union. Whilst we had grand ambitions for events this year, unfortunately these have had to be put on hold due to COVID-19.

It has also meant that several reunions scheduled for the first half of the year have also been postponed. We are hoping that those scheduled for the second half of the year may still be able to go ahead. Unfortunately our annual Vincentian Memorial Mass and Afternoon Tea has been postponed due to the current COVID-19 restrictions. Fr Kevin Walsh will say a Mass on 1 November remembering all deceased ex-students especially those that have passed away during the last year.

As with most organisations, the Ex-Students' meetings have moved online with all committee members ranging from those in their 20s to 80s embracing the latest technology. We have been using this time when we cannot get together to try to update our database and contact details of our members. We are trying to move all our communications to digital as the most efficient and cost-effective way to communicate with our members. This of course requires us to have the

email address of members which is what we are trying to keep updated. We ask any member that may have changed address, email or telephone number in the last five years to please send us your new details via stvincentsexstudents@gmail.com so that we can keep you informed of the workings of the Union. If you have not been receiving anything from us in recent years it may be that we do not have your latest details, so again we ask that you send us an email so we can keep you up to date.

Other initiatives that I am looking to establish over the coming years are a mentoring program for ex-students as well as a new and updated website for the Union.

We have many talented ex-students within our community who have so many things to share to the next generation of Vinnies girls and we want to use this mentoring program to help build a stronger ex-students' network.



L-R: Melissa Webber - Chair of the Foundation Board, Joanna Nash - President of the Ex-Students' Union and Katherine Aitken - President of the P&F Association



Of course, even during COVID-19 there are many reasons to celebrate and we would like to offer our congratulations to the following ex-students on their recent Jubilees as professed Sisters of Charity:

Platinum - 70 Years
23 January 2020

Sr St Jude Doyle, rsc
Sr Mark Lehmann, rsc

Diamond - 60 Years
25 January 2020

Sr Annette O'Connor, rsc
We thank them all for their dedicated lives of service and congratulate them on an amazing achievement.

We also offer our congratulations to Kerry Bray (Class of 1960) who was awarded an OAM in the 2020 Queen's Birthday Honours list, for her contribution to running and to the community. Kerry was one of the founding members of Woodstock Runners, one of Sydney's largest and most successful groups. She also started the Parkrun in both Menai and Cronulla. Congratulations Kerry on the recognition of your wonderful commitment to the community!

I welcome some of the new members to the committee for this year – Alix Higgins (Class of 1999), Amy Alagna and Gemma Thompson (Class of 2007).

We are grateful to these wonderful women for giving up their time to serve on the committee.

My thanks also to the dedicated members of the past committee who have continued again to

help serve the ex-students community. Lastly, I want to thank Mary Doyle for her many years of dedication as the President of the Ex-students' Union and the various other positions she has held. She has helped grow the membership base, improved communications and encouraged fellowship amongst our members. She continues her dedication taking on the role of Secretary again this year.

Wishing you all to remain safe during these unprecedented times.

Joanna Nash (nee Haddock)
Class of 1996



Ex-Students' Union Inc

**Vincentian
Memorial Mass**

Fr Kevin Walsh, (brother of Sr Genevieve Walsh rsc, Class of 1960) will say Mass on Sunday 1 November 2020 for the repose of the souls of deceased ex-students.

There will be no Vincentian Mass or High Tea held because of COVID-19 restrictions.

Class	Contact Name
1945	Pat Ellis
1953	Paula Gallagher
1954	Annette O'Connor
1955	Denise Scahill (Brenac)
1956	Margaret Daley (Sheahan)
1957	Eleanor Murphy (Curran)
1958	Mary Ancich
1960	Jan Cowell (McLaughlin)
1960	Genevieve Walsh rsc
1961	Lyndall Howes (Grosvenor)
1962	Patricia Barron (McCarthy)
1963	Therese Nutt
1964	Sandy Borger (Baz)
1965	Jane Nelson (Cramsie)
1967	Chris Faulks (Hagan)
1968	Antoinette Baron
1968	Patsy Toland (McHugh)
1968	Elizabeth Humphrey (Bye)
1970	Fran Foley (Henneberry)
1971	Mary Doyle
1972	Rosemary Mallam (Dickson)
1973	Deborah Perrin (Lawson)
1974	Deborah Blancquart (Lake)
1974	Jane Elliot in Edum
1975	Deirdre O'Dea (Keaney)
1976	Joan Baldry (Armstrong)
1978	Lynne Fetterplace (Sykes)
1978	Wendy Swadling (Drew)
1979	Virginia Malley



Class Contacts Registry

Email	Class	Contact Name	Email
patellis@ozemail.com.au	1982	Christine Raeside (Chapman)	craeside11@gmail.com
paulatherese@bigpond.com	1983	Geraldine King (Whelan)	geraldine.king@gmail.com
annette.cunliffe@rscsisters.com.au	1984	Donna Rygate	dr28.cna04@gmail.com
auntynina39@gmail.com	1986	Alicia Long	aliciajlong2103@gmail.com
bobdaley@optusnet.com.au	1986	Cecily York (Thornton)	cecily.thornton@gmail.com
eleanor.murphy@bigpond.com	1987	Cath King	Cath.King@awe.gov.au
ancichm@gmail.com	1989	Jenny Killinger (Kovacs)	jennykillinger2008@gmail.com
cowelljm@tpg.com.au	1991	Katie-Mae Crosby (Mallon)	gkcrosby1@bigpond.com
genevieve walsh@bigpond.com	1995	Annika Osterberg	aosterberg@deloitte.com
lyndallhowes@hotmail.com	1996	Joanna Nash (Haddock)	joannahaddock@yahoo.com
pmbarron@optusnet.com.au	1997	Naomi Green (Tubridy)	naytub@hotmail.com
tnutt@bigpond.net.au	1999	Alix Higgins	alixhiggins81@gmail.com
sandyborger@gmail.com	2000	Kate Weston (Cooke)	k8_weston@hotmail.com
janenelson48@gmail.com	2006	Courtney Fitzgerald-Power	courtney@divineevents.com.au
chris@faulksco.com.au	2007	Amy Alagna	amy_alagna@hotmail.com
nettieb50@hotmail.com	2007	Gemma Thompson	gemma.c.thompson@hotmail.com
patsytoland2@hotmail.com	2008	Emily Miller (Perrin-Lawson)	emily.miller@ovolohotels.com
ebhumphrey@live.com.au	2009	Erin Bouda	erinbouda@hotmail.com
franandtinfoley@yahoo.com.au	2010	Emma Saunig	emmasaunig@gmail.com
stvincentsexstudents@gmail.com	2011	Michelle Choy	mchoy0111@gmail.com
rosemary@myfabric.com.au	2013	Edwina Foschini	efoschini@hotmail.com
debbieperrin13@gmail.com	2019	Grace McGree	gracemcgree01@gmail.com
svc.class1974@gmail.com			
stvincentsexstudents@gmail.com			
deirdre.odea@optusnet.com.au			
joan.ee.armstrong@gmail.com			
lynnefett@icloud.com			
wendymark@optusnet.com.au			
stvincentsexstudents@gmail.com			

To help you stay connected to your classmates, we have created a registry of class contact alumnae. If your class is not represented here and you would like to volunteer to be the contact for your year, please email stvincentsexstudents@gmail.com and let us know!

Please join our facebook group



facebook.com/groups/SVCexstudentsofficial

where ex-students can find more timely updates of events and information.



Checking in on our Boarding Community



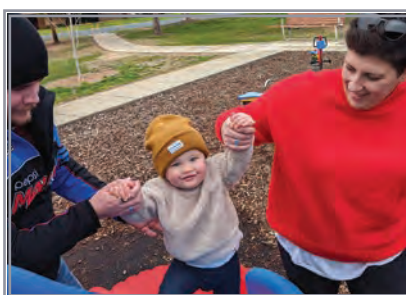
Linda McCabe has been an integral part of our Boarding Community for 25 years. Linda is passionately committed to caring for both our current and past boarding girls and their families. During COVID-19 Linda reached out to past Boarders to check in on them and their families. We were delighted to receive these photos as a result!

Penny Eins (Colwell)
Class of 2010



L-R: Imkeh, Ulrich and Penny

Seona Cremasco
Class of 2006



L-R: Declan Rurenga, Eamon Rurenga and Seona Cremasco

De Meyrick Family

Julia (1998) | Alex (2001) | Asha (2003)
Keen | Hoskins | Robinson



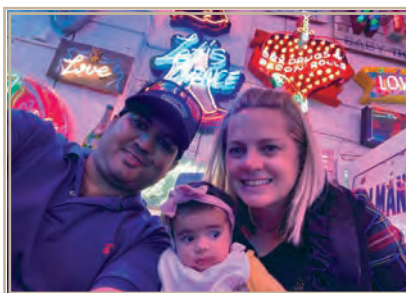
L-R: Emily & Henry Hoskins, Michael Keen, Alex, Anne and Tony De Meyrick, Asha, Julia, Dan Robinson. Front: Edward Keen, Robert Hoskins, Maeve Keen.

Marney Hart (Dunlop)
Class of 2000



L-R: Claudia, Marney and Scarlett

Hilary Goldman-Singh
Class of 2000



L-R: Devindra, Henrietta and Hilary

Gunn Sisters

Daisy | Grace | Annie | Georgia
(2007) | (2010) | (2011) | (2013)



L-R: Annie, Daisy, with Mum Louise, Georgie and Grace

Jacquie Weale (Haire)
Class of 2004



L-R: Alfie, Jacquie, James and Addy

Lauren Haire
Class of 2000



L-R: Henry, Otto and Lauren

Millie Dickson (Hargreaves)
Class of 2008



L-R: Millie, Andrew and Connie



Lauren O'Hara (Ireson)
Class of 2001



L-R: Artie, Lauren, Harry, Polly, Sean and George

Emma Morgan (Keady)
Class of 2007



L-R Emma, Evie and Johnathan

Sarah Semmler (Kenny)
Class of 2010



L-R: Eloise and Henry

Rachel Hickey (McCormack)
Class of 1994



L-R: Patrick, Annie, Rachel and Joe

Emily O'Connor
Class of 2006



L-R: Chris Ryan, Emily and Oscar Ryan

O'Hare Family

Velia (1970)	Pina (2005)	Tess (2008)
-----------------	----------------	----------------



L-R: Mike, Tess, Velia, Will, Pina and James

Schwager Sisters

Kirsty (2008)	Jenny (2013)
------------------	-----------------



L-R: Jenny and Kirsty

Chantelle Moylan (Stack)
Class of 2000



Chantelle, Caroline Maxwell (Prentice), Trina Fletcher (Stanford), Shannon O'Meara with Caroline's baby Polly

Kristen Haveland (Stack)
Class of 1998



L-R: Johnny, Sigi, Hunter and Kristen

Courtney Antico (Trainor)
Class of 2000



L-R: Allegra, Stephen, Bear, Lulu and Courtney

Georgia Kildorf Walker
Class of 1998



L-R: Jacob, Alba, Freya and Georgia

Zakrzewski girls

Alana (2002)	Whitney (2005)	Nadia (2007)
-----------------	-------------------	-----------------



Ola (Alana's daughter), Whitney, Mia (brother Jared's daughter), Mum Vicki, Nadia and Alana



Where Are They Now?

Rachel Givney, Class of 1999

Interviewed by Monica Jarman (Head of English, Class of 1990)

Rachel Givney is the author of *Jane in Love*, a novel that wonders what would happen if Jane Austen travelled to the present day and fell in love. You will have to read it to find out. I highly recommend it! There is some great armchair travelling to Bath, as well as the excitement of seeing Jane Austen navigate modern day behaviours.



What is your most memorable experience of St Vincent's College?

I loved Vinnies, it was a wonderful experience. I mostly remember all the performing arts festivals and a fashion show. I remember that the English Department really taught a love of literature but also critical thinking. So if we went and saw a play, "Well, did you like it? Why did you like it?" "This person says such and such a thing about this Shakespeare play, do you agree? If you don't agree, then why don't you agree?" I thought that was great.

I remember once during Book Week, we had to dress up as a book and our English class dressed up as *Lord of the Flies*. We were all in school uniforms, maybe Waverley school uniforms. And I was Piggy, and I had the conch and I said, "I am Piggy. I've got the conch." And another girl was Ralph and said, "I'm Ralph and I'm the boss." It brought the house down and we won a big bag of lollies.

And coming from Cronulla?

I used to catch the train, a time honoured tradition. I'm sure there are many girls who still do that, the 7:02 from Cronulla. I started at Vinnies in Year 11 and I was touched by how quickly a couple of the girls befriended me, no questions asked. It was a very warm and happy environment. The whole time was a lovely experience.

And do you still keep in touch with any of those girls?

That first girl who befriended me, she was a bridesmaid at my wedding, actually three Vinnies girls were bridesmaids and two others did readings at the Mass. We are really lucky. We have a group of friends, about eight of us, who are still friends.

What have you been up to since St Vincent's?

I went to Sydney University to study Media and Communications. I always wanted to be a film director, so I went to the film school at Sydney University. I stayed on and did postgrad study at Sydney Film School. The major work for the year was a fifteen-minute screenplay which I wrote and sent to the Australian Film Commission and they funded it; that short film was called *Mind the Gap* and stars Kerry Armstrong. That got into a bunch of film festivals around the world and so from that I got a job in the Channel 7 script department.

My first TV show in script writing and script editing was *All Saints*, then *McLeod's Daughters*. I then travelled in the UK; worked for the BBC and did a bit of advertising work for four years. Then when I came back to Australia I started on *Offspring* and then I worked on *The Warriors* on the ABC. It's a really great comedy about Indigenous AFL players.

“It is writing advice but it applies generally to anything in life: “Don’t get it right; get it written.”

Where did the idea come from for your novel?

I first read a Jane Austen novel on the way home from Vinnies one day, I picked up *Emma* from a second-hand bookshop and I loved it. I thought it was going to be this stuffy classic but it wasn't. It was funny, clever and witty and it was written 200 years ago. It was the first novel I read that was written so long ago that I really responded to. She seemed on the same wavelength. I knew nothing about Jane Austen at the time so I researched her biography and was disarmed to discover she had never married or had any children - the writer of this beautiful love story died a spinster! I was considering a career in the creative arts myself and so I looked up the biographies of other women writers and was horrified to discover that all of these women, especially the pioneers, either had disastrous romantic lives or none at all. Always, their career is subdued when they fall in love and have a family or it ends in complete disaster whenever love and the demands of a family, especially the administrative demands, interfere, especially when they are married to a man who is successful in that same field.

I began to wonder, does a female artist need to remain single in order to create art? And then if Jane Austen had to choose between love and her books what would she choose? And that it is how the novel was born - in my early twenties when I started to think about how if you want a career in this field, you need to think about your relationships.

I told my colleagues who thought it would make a good novel because there are so many literary elements to it and I said to myself if I ever get a break between shows I'll sit down and I'll write this novel. So, one of the shows ended, and I said it's now or never! I enrolled in a six-month novel writing course at the Australian Writers' Centre. I wrote the novel. And I'm so glad that I did. The first draft took about three months and the second about nine months. It was really art imitating life. That's the whole point of the

novel. Austen has to give up her private life to write her novels. But that is what is required.

I got an agent and she sent it out to two publishers. The first one rejected it and the second one accepted it!

Did you want to imitate Austen's style?

There are certain places where my style lines up with Austen's and other places where it is completely different. She never describes anything, the weather or a building or a person. My style is to set the scene for the reader. It was impossible to emulate her style because she simply doesn't do that, eventually I came to the realisation that I could only write in my style.

The one thing I really enjoyed about this process was reading everything she's ever written, you need to find out everything you can about her. When I was researching this book, I read *Persuasion* for the first time and I had just read her letters that have survived, and some of them are so funny and some of them are so sad as well. She really hated living in Bath because the question of her marrying was still up in the air and she wrote nothing while she was there. She writes, "Oh, another stupid party ... Bath is nothing but vapour, fog and confusion." It is so sad to see such a vivacious woman trodden down like that and I thought with *Persuasion* isn't this such a sad book with such a lovely ending and also quite erotic in places; it is a masterpiece of writing, it is so honest. And I thought that is all I can do with this book, to try to serve this genius of a woman as best as possible. If I can do that and show the light and shade of her, then I will be happy.

Do you have any advice for our girls wanting to move into the creative arts?

This is something I got from my writing school, it is writing advice but it applies generally to anything in life: "Don't get it right; get it written." It is so much easier to go back and edit something you have written. Just actually write it and that applies to film making, costume design, writing, directing, producing, journalism. Just make stuff. Then you have got something and you can take that to someone and say "Well, I've done this" and they might see something in it, rather than just saying, "Well, I want to be a director. I've got some great ideas." There's nothing more paralysing than a quest for perfection. It is so much easier to achieve perfection once you have written something down. You can go back and say, "Ahh, I know what to change here." You will get so much better and further just by doing and making things that you are able to show someone.



Where Are They Now?

The Journey is more important than the Destination

Dr Marjorie O'Neill MP, Class of 2003

As part of this year's International Women's Week events, we had the pleasure of hearing Dr Marjorie O'Neill MP for Coogee speak powerfully about how the educational opportunities she received at St Vincent's College prepared her for the professional and personal journey she has been on beyond graduation. It was a privilege to hear her gratitude to her teachers (some of whom she caught up with after the assembly) for their encouragement of her while at school and that "give it a go" attitude that has seen her achieve a PhD, play representative rugby, and now a career in State Politics.

What have you been doing since finishing school?

Since graduating from St Vincent's College, I went on to obtain a B.A., a B.Bus (Hons) and a PhD in Economics and Management. For a decade I was working as a university academic and my research focused on women's careers. In 2019 I was elected to NSW State Parliament to represent the seat of Coogee. I am the first woman to be elected to this seat, despite women being allowed to run for State Parliament for more than 100 years.

What was your most memorable experience at St Vincent's College? Do you remember your first day?

I have so many wonderful memories! I vividly remember my first school day. While so many girls were wearing their brand new Year 7 school uniform, I was wearing my older sister's (Bridget O'Neill, Class of 1997), hand-me-down and I thought I stood out like a sore thumb! My most memorable experiences at Vinnies involve a small number of genuine and lifelong friends.



What quality do you most admire in a woman? Do you have a hero or role model?

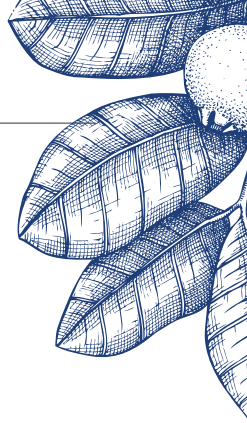
Compassion and strength are the qualities I most admire. I have many role models, but The Honorable Susan Ryan is one person who really stands out for me. Not only was Susan an Eastern Suburbs local, she is also responsible for the Sex Discrimination Act 1984 as well as the Affirmative Action (Equal Opportunities in Employment) Act 1986. Two pieces of legislation all women should be thankful for.

What was the last company you worked for and what were you doing?

Prior to entering politics, I was the Postgraduate Course Co-ordinator at the Wentworth Institute of Higher Education.

What has excited you most about being part of the Vinnies Community?

I love seeing all the amazing Vinnies girls solving problems and doing great things across our communities.



Tell us a fun fact about yourself, something about you that most people don't know.

While I was born in Bronte, throughout my entire life my family has owned and worked a farm in Bannister. Subsequently, I have spent a big part of my life riding motor bikes, fixing fences and mustering cattle.

What is your favourite saying or quote?

I have a few sayings that I live by and both have come from my parents.

My mother (Keri Spooner, Class of 1971), has always said growing up, "you can't reject something until you have tried it" and I try to live by this and ensure that I am not only open to trying new things, but listening to everyone's ideas and I'm open to changing my own views.

Second, my father always reminded us that "the journey is more important than the destination" and for me this means, it doesn't matter if I win or lose, it is what I have learnt along the way that matters most.

What are your study, work and travel plans for 2020 and beyond?

I believe in lifelong learning, at the moment I am focused on learning more about the Gadigal people of the Eora Nation who occupied the eastern seaboard for 60,000 years.

What is something about yourself that you could totally brag about, but usually don't?

I completed my PhD at 28 years of age.

What is the most critical thing you have learnt about yourself since leaving school?

When I was 23 I moved to Essex, Colchester to start a job teaching at Essex University. I was moving to a town where I didn't know anyone and it was the first time in my life that I had to be totally self-sufficient. I was petrified to say the least but I survived and thrived. This experience showed me that I have a resilience and strength I never thought I could harness and that I can do anything I set my mind to.

What would your advice be for a young girl starting at Vinnies today?

Do not worry about the things you cannot control. I wish I had spent less time worrying about the future and just focused on the present. Understand the value of true friendships and enjoy the moment!

"This experience showed me that I have a resilience and strength I never thought I could harness and that I can do anything I set my mind to."



1. Marjorie speaking at assembly
2. Mr Joseph Hekeik, Ms Jo Tardo and Ms Jacinta Jacobs some of Marjorie's former teachers
3. 'Each for Equal' pose with College Co-Captains Mia and Ellen



Where Are They Now?

At School in Ningbo during COVID-19

Cheryl Keegan, Class of 1969



My time at the College began in 1959 in 4th grade and ended in 1969 after the HSC. It was always a place where women dreamed of being anything they wanted to be and, I suspect, that confidence is why I am now running an international school in Ningbo, China - nbhis.com, look us up.

Our school year begins on 1 September, and goes until the last day of June; after which it is usually too hot to study or play. We have a week break in October, three weeks at Christmas, but our most important holiday is the Chinese New Year - sometime in February, depending upon the moon and the government. We have mostly Chinese students, but also some Europeans; 25 different passports in all. Our youngest learners are two years old and our eldest finish their IB Diploma around eighteen years old.

This year, when we came back from Christmas on 4 January, we heard rumours about a virus in Wuhan, a three-hour flight from us. But we did not think it important. We flew to all parts of the world for Chinese New Year and watched as news of the epidemic became front page.



Schools in China we heard were closed until further notice. In Sydney, in my apartment above Paddy's Market, life seemed normal although I did notice people wearing masks in the elevator, but in Asia, when you have a cold, you wear a mask. It is polite.

As the news began to talk of borders being shut, I warned my staff that, if they wanted to be sure of returning to work, they needed to fly back to Ningbo. Landing in Hong Kong, we were met with the usual temperature checks, and had to fill out a history of where we had been. Our little Ningbo airport was closed and flying into big Shanghai was eerie as we all sat in the plane once it landed and were called out in groups. Those

who had been in Japan first, those from Europe next and so on. People came down the aisles in protective suits and goggles to get us. We were the only two Australians and we left the plane with the last, least at-risk group, as the virus had not yet flared up in Australia. The terminal was empty and grim. Everyone wore protective clothing, no shops were open, according to your destination, you were taken onto a government bus or allowed a private hired car to your city. The normal journey length tripped due to roadblocks and temperature checks and at midnight, when we reached our apartment complex, we had to show passports and my school had to call to assure our community that we had not been near Wuhan.





We had been travelling for 36 hours and so fell into sleep to wake up to a new world. One of us was allowed outside after showing a phone health code, masked and gloved, to buy food every second day. This was the first two weeks. Outside, in our “little” city of 12 million people, no-one was visible. No cars, buses, e-bikes or bicycles anywhere. No noise, no lights in shops or restaurants or anywhere. No street vendors with breakfast pancakes. Just quiet, baked beans and Netflix.

No one was allowed on our 82-acre school campus until the government said we could hold some meetings to plan going back to school slowly. Meanwhile, my heads of primary, middle and high school and my Chinese Principal and I had Teams e-meetings every day so that online learning could begin. We began on 10 February and taught online until March. Teachers and students all over the world tuned in and became better at various learning platforms, at learning in PJs, at snacking constantly and at begging for upgrades in devices. No Apple store open.

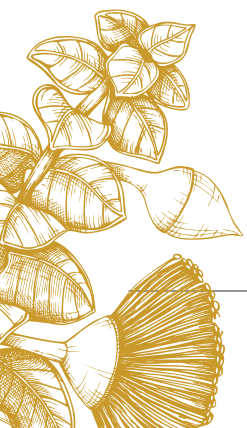
Many of our students live in homes where no-one speaks English. Especially if they stay with their grandparents, as many do. So they were all alone with online learning. In China, the whole country talks to each other on WeChat. You can video call and message, you can buy anything online or in a store or pay rent or use an Uber all on WeChat. We never carry cash. So teachers called their students one by one to help them get online and onto Zoom, SeeSaw, or Teams ready to learn. WeChat can wake you up in the morning and play nice sounds to put you to sleep at night. Yes, it does mean that someone knows just what you are doing every moment.

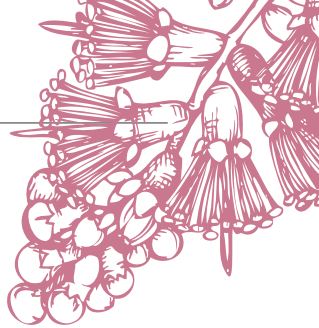
On 25 May, all 800 students are back at school. This week we do not have to wear masks on school grounds, but our guards remind kids to have one to go outside, because, even though

we have not had any new cases in Ningbo for months, people are still cautious. Traffic has come back. I can go into a mall with my phone green code and a mask. We can order pizza, but no longer does it come to the door, just to the compound gate. No movie theatres open, and no travel.

I have ten new staff hoping to come to work at NBHIS in September. They are in South America, New Zealand, Malaysia, the UK and so on. I tell them to be hopeful. My staff who are moving on call in to say no flights yet to Germany, USA, Manila and so on. I tell them to be hopeful. We are renovating our apartment in Haymarket and the builder calls every Tuesday morning on Teams to walk us around, me in Ningbo and my husband in Shanghai. It seems they will finish and close the door and leave it until we can come back. I tell myself to be hopeful.

“No noise, no lights in shops or restaurants or anywhere. No street vendors with breakfast pancakes. Just quiet, baked beans and Netflix”.





Alumnae News

Congratulations



Leah Gough - Class of 2004, married Nathan Thompson at the St Vincent's College Chapel on Saturday 21 December 2019.



Mikaela Dunn - Class of 2011, married Daniel Roden at the St Vincent's College Chapel on Friday 24 January 2020.

Condolences

The Ex-Students' Union extend their sympathy to the families and friends of the following members of our community:

Carol Burley (nee Duncan) Class of 1957.

Sr Roseanne Croke RSC - A much beloved music teacher at St Vincent's College.

Bernadette Morrison (nee O'Connell) - Class 1956.

Michelle Mostyn - Class of 1978. Sister of Louise Berg - Class of 1971 and Jennifer McKeon - Class of 1975. Aunt of Katherine Pilar (nee Berg) - Class of 2008.

Jun Chandler
(nee Nakazawa)
- Class of
1999 and Phil
welcomed
Harper on
18 December
2019.



Jennifer Sharrock
(nee Solomon)
- Class of 1989
welcomed
Lachlan on
22 November
2019.



Meet our Mini Vinnies!



Sharon Graham (nee Akkanen)
- Class of 1989 and Gary
welcomed Mia Isabella on
15 October 2018.



Emily Bransby (nee Davies)
- Class of 2009 and Lachlan
welcomed Elizabeth 'Ellie' on
3 August 2020.



Jen Fraser welcomed Quinn,
little sister for Lucy (currently in
Year 9) on 22 January 2020.



Katie Lewis (nee Jennings)
- Class of 2000 and Alastair
welcomed Annabel Jane on
24 May 2020.



Jeannie Laurie-Emmett - Class
of 2005 welcomed Maxie Cara
on 24 March 2020.



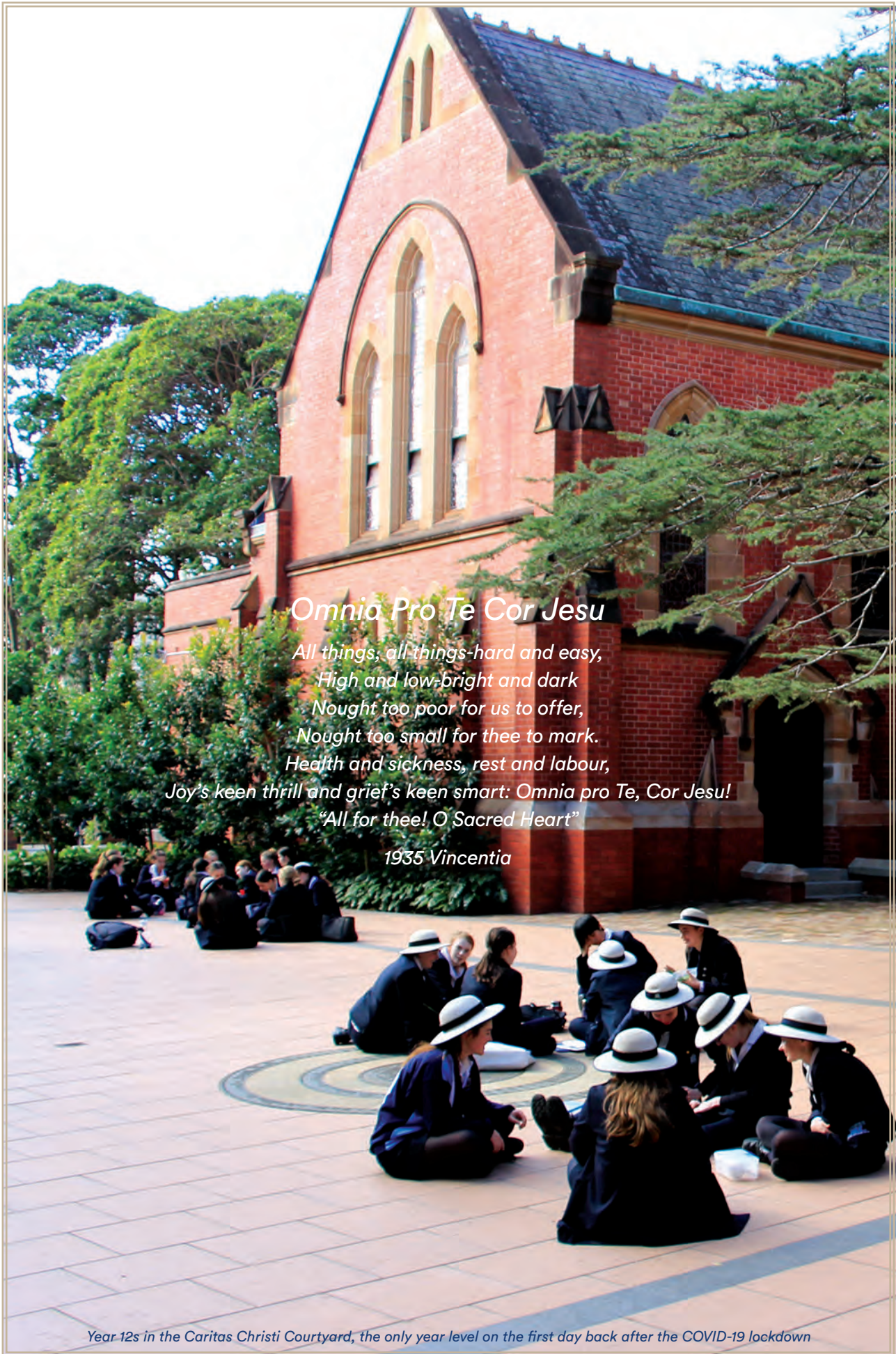
Caitlin Loveridge - Class of
2017 welcomed Andros on
26 June 2019.

Alice Sheather
- - Class of 2015
and John-Henry
welcomed Layla
Jessica on
12 June 2020.



Antonina Vierimaa
(nee von Herzog)
- Class of 2010 and
Tuomas welcomed
Arlo on
1 December 2018
and Aurelia on
1 May 2020.





Omnia Pro Te Cor Jesu

*All things, all things-hard and easy,
High and low-bright and dark
Nought too poor for us to offer,
Nought too small for thee to mark.
Health and sickness, rest and labour,
Joy's keen thrill and grief's keen smart: Omnia pro Te, Cor Jesu!
"All for thee! O Sacred Heart"*

1935 Vincentia

Year 12s in the Caritas Christi Courtyard, the only year level on the first day back after the COVID-19 lockdown