



FROM THE PRINCIPAL

Dear Parents and Caregivers,

What a tumultuous two weeks we have all had, with the evolution of the impacts and crisis of Covid-19 cutting short the term; causing the College to send residential students home and the enforcement of the past week's 5 pupil free days.

Teaching staff and school officers have been busily planning online learning sequences and take home resource packs. We have all been learning more online teaching tools and techniques and have been collaborating to ensure all learning goals can be achieved. Throughout all of this, we have still been engaging essential workers children in activities and social justice opportunities. Essential workers' children made thank you and gratitude cards for hospital staff, health workers, and Dalrymple Villa residents during the week and celebrated upcoming Holy Week, in the most important season in the Church's year - Easter.

The school officers, who support students and teachers are just tremendous people, full of passion, integrity and skill and have navigated the challenges and opportunities in enriching learning experiences for students during this past week. I salute them for their kindness, innovative nature and capacity to stand up when needed. Teaching staff have worked tirelessly to condense much learning into 5 days, to ensure that online learning is ready, if needed, for a Term 2 start. Their hard work and resilience is so appreciated in these trying times.

Household staff have simply exceeded all expectations with the care and attention taken in the sanitation, hygiene and cleaning of rooms, playgrounds, kitchens and residences. Kitchen, cooking and ground staff have been very diligent and responsive to the emerging demands of Covid-19.

Administration Staff have continued their warm, welcome and efficient work and we appreciate them.

Residential families and students have been contacted by Residential Leaders, our College Nurse and staff, for a pastoral check in to see how they are doing, if there are any issues to date and to stay connected and committed to ensuring that students and families know of the Columba spirit of pride and togetherness.

Our Easter Raffle, a fundraiser for Year 6 was drawn with 5 lucky winners, and the Confraternity raffle was drawn with the lucky winner of \$2000 cash announced!

The Columba Beef Raffle of a half side of one of our Columba beasts has been held over into Term 2, where more \$20 tickets will be sold to win another fresh side of beef, worth over \$1200, in Term 2. Stay tuned for ticket sales and venues.

The new Year 11 and 12 Senior Precinct "Kelly Block", has been completed and is ready for Senior students to resume in these new rooms in Term 2. I thank Simon Bell Constructions for their on-time, no issue too big or small and proactive approach to the project. Simon delivered all outcomes on time and to a superb finish. Thanks is extended to Warren Phillips, Facilities Manager for his project management of this excellent facility.



Kelly Block - Two of the four classrooms and the hallway senior study precinct.

No matter what occurs in Term 2, Columba is ready to welcome back students in an online, face to face or blended learning environment, with pastoral care and connect by teachers, school officers, residential staff, indigenous staff and Emerging Leaders staff ready to connect online, by phone or virtually to ensure that learning continues to the highest standard possible.

As we move into Holy Week with Palm Sunday and the Easter triduum, I wish you and your family some space, peace and hope in this Easter season of new life in the resurrection of Jesus.

Have a holy Easter and stay safe and well.

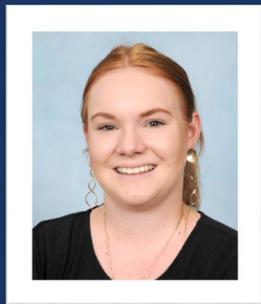


Candi Dempster

Candi Dempster
PRINCIPAL

Courage Commitment Compassion

MEET OUR STAFF



Name: Jess Allison
Hometown: Townsville
Year Level taught: Year 6A
Favourite Foods: I love tacos, chocolate and popcorn, and I wouldn't function without coffee!
Hobbies: I love to read and explore the outdoors. My favourite thing to do on the weekend is to find a waterfall and go swimming with friends and family.

SM CAMPUS AWARDS

WEEK 8

KEEPING MY WORKSPACE ORGANISED, CLEAN AND TIDY

Prep	Emmi-Belle Emerson
Year 1	Isabelle Pilcher
Year 2	Emerson Yule
Year 3	Chelsea Archer
Year 4	Erika Truong
Year 5	Connor King
Year 6A	Grace Flood
Year 6B	Biancha Moody

WEEK 9

TAKING CARE OF THE GROUNDS AND FACILITIES IN THE SCHOOL

Prep:	Jaymee Gundersen
Year 1	Lainee Emerson
Year 2	Brodie Beatty
Year 3	Daniel Brandis
Year 4	Michael Archer
Year 5	Zander Murray
Year 6A	Lawson Day
Year 6B	Kobey Jenkins

TERM ONE REPORTS

Years 7-12 Term One Progress and Residential Reports will be emailed to all parents and students at the end of term. Please ensure the College has your correct email address as reports **will not be posted**. This is also a timely reminder for families to check that all of their details are up to date.

RESIDENTIAL SCHOLARSHIP OPPORTUNITY

The Queensland Rural and Remote Area Fund specifically looks to provide assistance to students who intend to use their qualifications (once obtained) for the benefit of rural and regional areas. The fund is particularly interested in providing assistance to families who may be considering withdrawing their children from boarding schools due to financial stress. If you believe your child can benefit from the fund, please request an application pack from:

Queensland Rural and Remote Area Fund
C/- Rees R & Sydney Jones Solicitors
Attn: Melanie Findlay—Secretary
Level 1, 55 Denham Street, Rockhampton Qld 4700
melanief@reesjones.com.au

Completed applications will be accepted until April.

NOTICE FROM COMMBANK SCHOOL BANKING

The health, safety and wellbeing of our communities and our people is our first priority. Due to the rapidly developing situation with coronavirus, School Banking has been temporarily paused from 20 March 2020 until the start of Term 2. Please don't bring your deposit book with your weekly banking into school and we will notify you when banking will recommence.



Shine at Columba

www.columba.catholic.edu.au



FROM THE ASSISTANT TO THE PRINCIPAL - RELIGIOUS EDUCATION MT. CARMEL CAMPUS

As I write this newsletter article, our world is in the midst of unprecedented change due to Covid-19. Whilst the media's core business is to inform, it seems they are intent on inciting fear and hysteria. In addition, some people are focused on stockpiling groceries and other goods without any thought of the basic needs of others. How refreshing it is to see the 'good news' stories where human beings are reaching out to the lonely, sick and isolated and truly being neighbour to those in need. In 'The Parable of the Good Samaritan' (Luke 10:25-37) when the teacher of the Law questions Jesus about how to receive eternal life, Jesus recounts the story of the Levite and priest both choosing not to help the injured Jew. It is actually the Samaritan who chooses to forsake his own needs, shows compassion and helps the man. In this parable, Jesus' message is clear: **'Love your neighbour as you love yourself'**. Further, Jesus adds that it was the man who demonstrated kindness, the one who acted most like a neighbour. During these times and whatever may be ahead, let us be reminded of the importance of our faith, that our Lord Jesus is with us at all times, and to look to the future with hope.

Lord Jesus Christ,
you taught us to love our neighbour,
and to care for those in need
as if we were caring for you.
In this time of anxiety, give us strength
to comfort the fearful, to tend the sick,
and to assure the isolated
of our love, and your love,
for your name's sake.

Amen.

Below is an outline of some of the initiatives and achievements in both the Religious Education Department and the Religious Life of the School for Term 1:

Caritas' Project Compassion

During Lent, we have fundraised for Caritas' Project Compassion which is a Catholic aid agency that works to help end poverty, promote justice and uphold dignity. **The theme for Project Compassion 2020 is 'Go Further Together'**. In Religious Education and Religion and Ethics classes this term, students have learnt about the importance of almsgiving during Lent and heard the inspiring stories of individuals who have been helped through support from Caritas. On St. Patrick's Day, we had a green-themed free dress day and a monster bake sale; all money raised from this day were donated to Project Compassion. In addition, every student was given a Project Compassion box and asked to donate what they could to support this worthy cause. We thank students, parents and staff for their generosity.



St. Vincent de Paul Teen Vinnies' Group

Teen Vinnies at Columba is passionately dedicated to social justice and community service in our College and the wider community. While many members have continued on from previous years, we warmly welcomed new members at the beginning of the year. The following students were nominated and accepted office bearer roles for 2020: President – **Beyanca Kepo**; Vice President – **Bree-Anna Meehan**; Secretary – **Megan Kingham**.

During Term 1, this group has focused on fundraising for Caritas' Project Compassion. Efforts included selling pikelets on Shrove Tuesday and running a free dress day and bake sale on St. Patrick's Day. Thank-you to **Miss Olsen** and her classes for cooking the pikelets! Unfortunately, our visit to Dalrymple Villa was cancelled in the last week of term. More good works are planned for Term 2 and beyond!



2020 EREA Student Leaders' Conference

In January 2020, **Bree-Anna Meehan** and **Jasmine Thompson** attended the Edmund Rice Education Australia Student Leaders' Conference in Melbourne. This was a brilliant faith-based leadership opportunity for both College Captains, and we look forward to continuing to provide this experience for our students in the future to enable them to learn more about the Edmund Rice charism and leadership.

MC Student Representative Council

In 2020, all College Prefects participate in the SRC. This group is chaired by College Vice Captains **Megan Kingham** and **Alan Stone**. Students in Years 7-11 were nominated and voted in to represent their cohort on this committee. All SRC members then elected which sub-committee they wanted to be part of, including: Mission and Liturgy, Spirit and Engagement, Social Justice and Academics and Learning. Each of these sub-committees are supported by staff members. All sub-committees met prior to the SRC meeting and formulated two key goals for the year.

Projects for 2020 include a trivia night to raise money for the Parish, Round Robin/Fun Friday and End of Term activities, the 'Morning Munchies'/SRC Breakfast Program, Interhouse soccer and Interhouse Scrabble, to name just a few! In addition, our Recycling Program continues, seating is being created out of

FROM THE ASSISTANT TO THE PRINCIPAL - RELIGIOUS EDUCATION MT. CARMEL CAMPUS

environmentally friendly, recycled plastic by Mr Dempster's class, compost bins have been purchased and used in the Ag Centre and a shade sail is being purchased for one of the College's pools!

This innovative group comprises: **Layla Ford, Bailey Macpherson, Manaia Hill, Jake Mitchell, Jessica Rose, Assariah Lenoy, Portia Rontaunay, Cassandra MacIntosh, Olivia Stevenson, Kunj Patel, Bree-Anna Meehan, Jasmine Thompson, Megan Kingham** (Mission and Liturgy), **Alan Stone, Isabelle Ahern** (Spirit and Engagement), **Beyanca Kepo** (Social Justice) and **Jorja Lococo** (Academics and Learning).

Lenten Program

College staff and Parish members have participated in a 7 week Lenten program titled 'Be Opened: A journey to new life', which Ryan O'Connor and I have led on both campuses. This program has focuses on living lives of openness to our faith through reflecting on scripture and listening to personal stories. In the lead up to Easter, it has been deeply refreshing to journey with the participants, sharing the Good News, our faith and stories relating to life experiences.

2020 Immersion Trip

On Friday 6th March to Friday 13th March, 8 students and 3 teachers journeyed to Santa Teresa, Alice Springs, for our first ever Immersion Trip. Santa Teresa is an Aboriginal mission that is administered by the Marist Brothers and Sister Liz (a Good Samaritan Sister). **Olivia Stevenson, Bree-Anna Meehan, Meghan Stevenson, Chloe McHugh, Holly McHugh, Megan Kingham, Isaac Neilson and Jessie Baumgarten**, together with **Mr Dempster, Miss Carter** and **Mrs Mitchell**, worked alongside Arrernte people in the school, Spirituality Centre, Creche and the facility for elders. In addition to this life-giving community service, students and staff attended Mass at St. Teresa's Parish and at the homes of Indigenous people, learnt about Indigenous spirituality and culture from **Sister Liz** and enjoyed real bush tucker. I sincerely thank the three staff who attended the trip with our students, especially **Mr Dempster** who stood in for me at the last minute when I was too ill to attend. Thank-you also to **Mrs Milton** and **Mrs Blackley** who assisted with many minute details of organization. Sister Liz is very happy to have Columba students and staff visit Santa Teresa again in 2021. Further information, including applications for both students and staff to participate in 2021, will be available in Term 3.



A beautiful chalice and plate, created and decorated by the Arrernte ladies at Santa Teresa, as well as various crosses, will be used in our Masses and adorn the walls of the newly renovated Senior complex on MC campus.

Year 12 Retreat

Earlier this term, all Year 12 students, together with **Mr Champion, Mrs Milton, Mr De Zoysa** and myself, attended the Year 12 Retreat at the Apex Club on Magnetic Island. The theme of this Retreat was 'Chosen to be Disciples: Following in the Footsteps of Jesus'. Students participated in a range of religious-based activities that built upon their experiences at the 11 Retreat and created a beautiful banner that will be used in the Graduation Liturgy.



CCC Youth Group

Our CCC Youth Group has already met twice this year at the Parish meetings rooms. It is wonderful to have both Secondary and Primary students attending and running the sessions. We encourage new members to join us!

Holy Week and Easter

Due to Covid-19, Pope Francis has cancelled all Easter celebrations. Later this week, I will send home a Holy Week liturgy and clips that families can use in their own homes to mark this important religious occasion.

Remember that our God is with us in community, wherever we are, even when we aren't gathering in our churches. God bless and be neighbour-like to others.

Christine O'Sullivan
APRE - MC CAMPUS

SECONDARY INTERHOUSE CROSS COUNTRY

The 2020 Interhouse Cross Country is one that will go down in the history books. An ever-changing political and social landscape stimulated by a global health crisis threatened to cancel the event. Luckily, we were able to go ahead with some extra provisions in place!

Polding house was determined to maintain the title of cross country champions this year with some strong individual performances. The competition was fierce and the title was consistently teetering between houses. By the end of the carnival, a plethora of green and yellow shirts dominated the age champion and runners up awards for both the girls and boys (see full list below). Fortunately for Rice house there is strength in numbers and consistent performers. By definition, a team effort, the mighty Red house was able to emerge victorious this year!

Congratulations to all of those students who competed and gave nothing but their personal best.



Age Champions - Girls

Age Group	Age Champion	Runner Up
12 YEARS	Shannyn Osborne (McAuley)	Mikayla Murray (Rice)
13 YEARS	Erin Day (Polding)	Holly Battle (McAuley)
14 YEARS	Bridget Wosomo (McAuley)	Lucy Folker (Polding)
15 YEARS	Reagan Butler (McAuley)	Billie Jean Mara (Rice)
16 YEARS	Maria Wilson (Rice)	Morgan Day (Polding)
OPEN	Jasmine Thompson (Polding)	Bree-Anna Meehan (Benjamin)



Age Champions - Boys

Age Group	Age Champion	Runner Up
12 YEARS	Tyla Osborne (McAuley)	Harry Pickering (Benjamin)
13 YEARS	Cooper Thomas (McAuley)	Kelly Muke (Benjamin)
14 YEARS	Bowen Moore Reid (Rice)	Jeremy Singleton (Polding)
15 YEARS	Beau Lavery (Polding)	Alex Shaw (McAuley)
16 YEARS	Bailey Bliss (Polding)	Charlie Kruger (Rice)
OPEN	Sam Wilson (Benjamin)	Campbell Burton (McAuley)

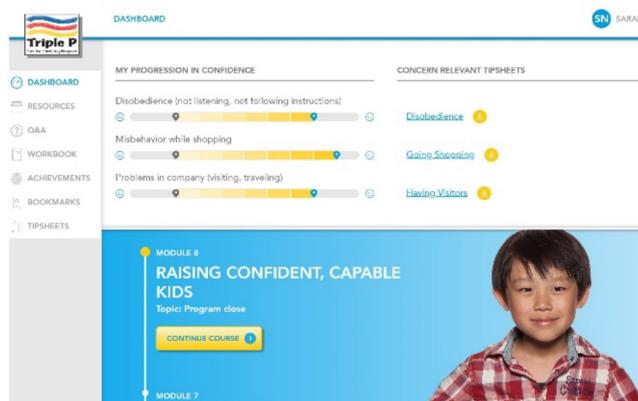


Jordan Marty
SPORTS MIDDLE LEADER



ONLINE PARENTING SUPPORT DURING COVID-19

In the current situation, Triple P Online is an efficient alternative to personal contact with specialists, and can be completed independently or accompanied by telephone or internet-based practitioner support. The program is equivalent to Level 4 Standard Triple P and research has found it has largest effect sizes of all Triple P delivery formats for child social, emotional and behavioural outcomes, and the parental relationship¹.



- Triple P Online (0-12 years).
- Teen Triple P Online.
- Triple P Online plus Stepping Stones support².

Parents complete a 30-60-minute module each week. Each module contains brief video clips of families demonstrating Triple P strategies. Parents complete sessions in their own time on a computer, tablet or smartphone. An interactive activity (e.g. checklist, rating scale, multiple choice quiz) follows each clip to reinforce the use of the strategy and to stimulate further thought. Each module ends with a 'get active' section asking the parent to develop goals and set homework tasks. Parents receive worksheets, podcasts and email summaries, along with an individualised workbook.

How to access Triple P Online

Parents can independently access Triple P Online via the Triple P website. Alternatively, practitioners, organisations or governments can purchase access in bulk to provide to parents free of charge, with additional support provided to assist with reaching large numbers of parents. If you would like to find out more about this option, please contact tpol@triplep.net.

Teen Triple P Online is currently available in English; Triple P Online (0-12 years) is currently available in English, French, German, Spanish, Dutch/Flemish, and Arabic.

In April, Triple P Online will be updated to provide timely advice to respond to the unique stresses for families in the current crisis. This content explains to families how to cope with family issues during the COVID-19 crisis and includes strategies for building emotional resilience, managing anxiety and coping with traumatic experiences.

¹ Sanders, M.R., Kirby, J.N., Tellegen, C.L., Day, J.J. (2014). The Triple P-Positive Parenting Program: A systematic review and meta-analysis of a multi-level system of parenting support. *Clinical Psychology Review*, 34(8).

² This option, for parents of children with a developmental disability, requires an accredited Triple P provider in Stepping Stones Triple P to provide guidance and parents to be able to access additional Stepping Stones Triple P resources.

MAKING USE OF TRIPLE P ONLINE

Providing additional support

Triple P Online (0-12 and Teen versions)

While Triple P Online can be provided successfully as a self-help option³, it can also be integrated into existing support structures. Triple P practitioners can provide clinical or motivational guidance by telephone to parents where additional support is required, with recent research highlighting the benefits of this strategy⁴.

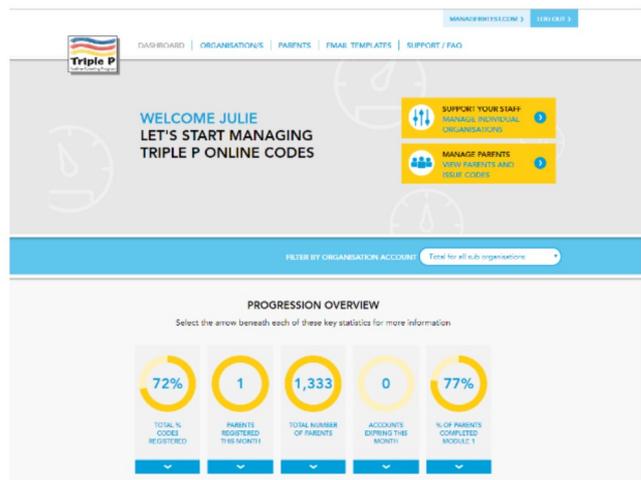
Parents can follow the content independently and then discuss it with a practitioner and adapt it to their personal situation. In this way, you can deal with the challenging circumstances in which families are currently facing with as much flexibility as possible.

Triple P Online (0-12) plus Stepping Stones support

A fully online Triple P program for parents of children with a developmental disability is not yet available. However, it is possible to deliver with the support of a practitioner trained in Stepping Stones Triple P, who can assist parents by email, telephone or videocall to adapt the strategies covered in the online program to those covered in Stepping Stones Triple P⁵. Please contact us for information on how to implement this program in a tailored way to support parents' needs.

Using the management system

The Triple P Online management system was developed to support the needs of providers servicing 100 or more parents. This system allows management and facilitates distribution of access to parents, and provides feedback on parents' progress through the program, as well as reporting functions. The management system also allows for parents to be assigned to a practitioner who can then monitor and provide support while going through the program, to help provide personal and responsive care to large numbers of parents.



3 Sanders, M. R., Baker, S., & Turner, K. M. T. (2012). A randomized controlled trial evaluating the efficacy of Triple P Online with parents of children with early-onset conduct problems. *Behaviour Research and Therapy*, 50, 675-684.

4 Day, J. & Sanders, M. R. (2018). Do parents benefit from help when completing a self-guided parenting program online? A randomized controlled trial comparing Triple P Online with and without telephone support. *Behaviour Therapy*. doi: 10.1016/j.beth.2018.03.002

5 Hinton, S., Sheffield, J., Sanders, M.R., & Sofronoff, K. (2017). A randomized controlled trial of a telehealth parenting intervention: A mixed-disability trial. *Research in Developmental Disabilities*, 65, 74-85. doi: 10.1016/j.ridd.2017.04.005

YEAR 6 NEWS

In Year Six, we have enjoyed a busy term full of learning, fun and making new memories in our last year of primary school. Recently, we have had some fun using chalk to spread messages of kindness and happiness for International Happiness Day. Students loved leaving messages for staff, community members and their peers to make them smile on a day dedicated to feeling good!

During English lessons, we've been working hard to persuade audiences of our opinions on a range of topics. We've been using persuasive devices such as rhetorical questions, emotive language, exaggeration and high modality to convince our readers of our opinions. We've loved having debates to generate a list of arguments that would support or oppose an opinion. These lessons became very engaging and led to conversations that helped us plan our assessment tasks. There have been some interesting arguments made about making weekends three days long; Miss Benedetto and Miss Allison tend to agree!

In HASS, we've put on our "time traveller shoes" to explore what Australia looked like before Federation in 1901. The end result of our time travelling was a newspaper article we've written in the voice of a reporter from 1899 which explained Sir Henry Parkes' solution to the Federation issue. We loved pretending to be from a different time to consider perspective and cause and effect. Once we had written our newspaper articles, we stained them with tea to give them a vintage look and we're very excited to publish them in the Year Six classrooms when we can return from our break.

In Health, we've been exploring influences. It's been so interesting comparing how people and different aspects of our identities, relationships and values change over time. We particularly enjoyed exploring the effect celebrities have on us! Who knew someone we've never met could influence the way we see a product or a health behaviour? We explained our new learning in a poster and a belief statement that communicated how we think celebrities have been role models to us or have influenced a health behaviour we already have.

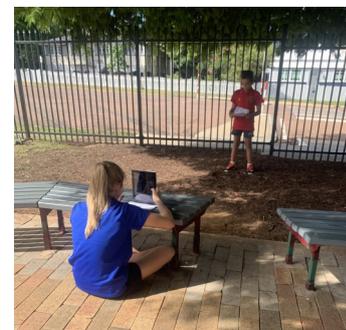
The students have been fully engaged in both Maths and Purposeful Group Maths Lessons this term. Both classes have undertaken Maths investigations this term and completed their first Maths test on Google Forms! The Maths investigation involved students finding out the 'Secret Code' using divisibility rules and being able to check their codes on an actual lock. Unfortunately, the lock didn't open any treasure, however, we're working on something for the next Maths investigation!

Science covered all tiny living things this term, Microorganisms! Students were very intrigued to discover the many, MANY places bacteria can grow. As well, we investigated the growth of mould and made some balloons inflate using yeast.

Religion lessons enabled us to question, "Why do we pray?" Throughout these lessons we discovered the many reasons behind the purpose of prayer and the many different ways we can pray. Year 6 students are currently in the process of making short films about this as well, in conjunction with their Media unit. We look forward to finishing those off when we return back to school...stay tuned on Facebook!

Miss Benedetto and Miss Allison would like to say a HUGE thank you to the wonderful Year 6 students who have made our first term at Columba so enjoyable. It has been fantastic to join the Columba community and we've certainly seen Columba pride throughout the school and in the community. We have been privileged to join in that pride and know that it has become part of us as Year Six teachers. Stay safe and healthy, we are very excited to see all of the staff, students and Columba community back at school after the break.

Miss Benedetto and Miss Allison
YEAR SIX TEACHERS



TOP PARENTING TIPS FOR PARENTS AND CARERS IN UNCERTAIN TIMES

1

Reassure your children that your family is your top priority.

Say something like "I'm your parent, it's my job to keep you safe and we are doing everything we can."

2

Maintain everyday family routines.

Keep to usual rising times, mealtimes, and bedtimes. Every family is different. Involve children in working out any new routine (e.g., have a daily plan of activities for school-aged children who are at home).

3

Have plenty of interesting things to do at home.

Busy children are less likely to be bored and misbehave. With your child, help create a list of 20 activities that will keep them busy (not just screen time).

4

Take notice of behaviour you like.

Think about the values, skills and behaviours you wish to encourage in your children at this very difficult time. There are many opportunities to teach your children important life skills (e.g., being caring, helpful, cooperative, getting on well with siblings, taking turns). Use plenty of praise and positive attention to encourage behaviour you like. Give them positive attention letting them know you are pleased by telling them what they have just done ("That's a lovely card you have written to your grandmother. That's so kind. She will really appreciate that.")

5

Make sure your child knows you are ready to talk.

Children need to be able to talk to parents about their concerns and have their questions answered. When a child wants to talk about their feelings, stop what you are doing and listen carefully. Avoid telling your child how they should feel ("That's silly. You shouldn't be scared about that.") Let children know it is OK to be worried. Talking or drawing can help children get in touch with their feelings and figure out what they are anxious about.

TOP PARENTING TIPS FOR PARENTS AND CARERS IN UNCERTAIN TIMES

6

Be truthful in answering children's questions.

Find out what they know about the issue before answering. Keep answers simple. Get information from trusted sources (e.g., official government websites) rather than social media.

7

Have a family plan of action.

Involve children in preparing the plan. As situations can change quickly (e.g., new travel restrictions, school closures), update the plan as needed.

8

Help children learn to tolerate more uncertainty.

The COVID-19 crisis creates uncertainty for everyone. Parents need to find a way to accept uncertainty and, through your actions and words show this acceptance to your children. It's OK to say, "I don't know; let's find out what we can." Big changes to children's lives can be hard and are often scary. They can also create opportunities for learning new skills.

9

Take care of yourself the best you can.

Deal with your own distress by taking actions that give you a better sense of personal control. Stress management skills such as mindfulness and/or deep breathing can help reduce stress. Keep healthy and safe (good personal hygiene, exercise daily, eat well, get enough sleep, avoid using alcohol or drugs to lessen stress). Avoid behaviour that might increase your stress. For example, while it is helpful to keep informed about COVID-19, constant checking on your screens can increase stress.

10

Reach out and connect with loved ones.

Make greater use of phones, online communication tools (video conferencing) and social media to keep in touch with family, friends, and neighbours. Help others in need who are going through a tough time and are more vulnerable (e.g., parents/caregivers with disabilities, older people).

Written by Matthew R Sanders and Vanessa E Cobham
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