



Agité

Term 1, No. 04

March 2019



St Josephs
College

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This fortnight in Agité

Principal

Deputy Principal (Years 7–9)

Deputy Principal (Years 10–12)

Prayer

Religious Education

Director of Students

Year 7

Year 8

VCE Leader

Music

English

Community

Principal

Last Sunday, the College held a Community Fun Day which enabled the wider community to experience our College. Ms Janelle Spring and Mr Domenic Fera superbly led the organisation of the event which saw many enjoy the fine weather, rides, tours, music, refreshments and so much more.



Mrs Vivienne Egan and Mr Barry Campbell
VET and VCAL Display



Mrs Tracey Ashton and Bailey Delaney 9 O'Mara
College Tours

Following on from a long day on Sunday, we celebrated our St Joseph's Day on Monday 18 March. Again, we had a wonderful day with mass and then a whole series of fun, food and activities.

St Joseph's College has enjoyed the collaboration with AFL SportsReady over the past few years. Pictured are Mr Ben Bingley (Certificate IV in Sports Development) and Ms Brooke McNamara (Certificate III in Business) both of whom graduated and have continued working with us.

Staff from Mater Christi College, St Paul's, St John the Baptist, St Thomas More and St Joseph's College gathered together in Ferntree Gully to celebrate mass and enjoy a late afternoon tea. My thanks are extended to Father Alan Fox, Cathy Mason and staff from St John the Baptist Parish for hosting this year's Combined Schools' Mass.

As we continue to explore the Catholic Identity of St Joseph's College, two of my colleagues, Ms Janelle Spring and Mr Justin Barr, participated in the Salesian



Mr Ben Bingley and
Ms Brooke McNamara



Immersion. We began with Mass at the Province Centre in Ascot Vale. Salesian College, Sunbury, hosted staff from several states to examine the life and times of Saint John Bosco.

My sincere thanks and appreciation are extended to Mr James Whiting (Outdoor Education Coordinator), Mr Graeme Tucker (Valdocco Leader) and all staff associated with the recent Year 9 Expedition in the Alpine National Park. This key element of the College's overall Outdoor Education Program was very well-received by students and staff. I had the opportunity to visit the event and was able to witness the depth and scope of this important activity.

Success was achieved in the recent ACC Triathlon event held at Elwood. It was an amazing experience for so many boys who stretched their physical capabilities, going on to bring home several pennants and medals. I appreciate the dedicated work of Mr Paul Trubiani (Director of Sport), Mr Patrick van Dyk and all staff, students and parents involved in this exciting sport.



ACC Triathlon Team

As part of our commitment to literacy and numeracy, we have assembled two teams of staff which are being trained in QuickSmart Literacy and QuickSmart Numeracy. Students will benefit from these initiatives. The two teams are pictured on the next page at recent training days. Key members of the teams include some of our Learning Tutors who play a vital role in the education of your sons.



QuickSmart Numeracy Team



QuickSmart Literacy Team

Congratulations to Leo Li (Class of 2018) who won The Serra Club Portraiture prize at the recent Visual Arts Exhibition as part of Catholic Education Week. We acknowledge Leo's teacher, Ms Siobhan Duffy, and all staff who nurtured Leo throughout his journey at St Joseph's College.

Congratulations to Ms Michelle Alabaster and her husband, Mark, on the birth of their first child, Ava Grace.

All the best for the fortnight ahead.

Ms Cathy Livingston
Principal



Leo Li and Ms Siobhan Duffy



Ava Grace

Deputy Principal (Years 10–12)



VCE Assessment Processes

As VCE students and their families are aware, there are two strands of assessment taking place in the VCE. The first is an indication of whether the student has adequately demonstrated the achievement of a learning outcome, assessed as either Satisfactory (S) or Not Satisfactory (N). The second strand of assessment measures a student's level of achievement, that is to what level he has performed, and is usually expressed in a score or letter grade (A+ – UG). Each is independent of the other in VCE studies, and both are measured and reported.

The 'S' result is important for the completion of a VCE Unit so that the student is able to be eligible for the VCE. If a student has an adequate number of 'S' results by the conclusion of his VCE studies, including at least three in an English and in four of his Unit 3 and 4 (Year 12) studies, he is awarded the Victorian Certificate of Education.

As a VCE provider, St Joseph's College acts as an agent of the Victorian Curriculum Assessment Authority (VCAA) in matters relating to the awarding of the VCE, including any assessments. The VCAA states that the 'S' result is derived by the school and teacher through a range of tasks:

Eligibility for award of the VCE

"The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements.

Evidence of achievement is collected by the teacher through a range of tasks, including School-based Assessments that are designated for the study." VCAA, 2019

The VCAA also has requirements regarding the nature of a student's work before it can be considered for an 'S' result.

Satisfactory VCE unit result

"The student receives an S for a unit if the teacher determines that the following requirements are achieved. A student must:

- *produce work that demonstrates achievement of the outcomes.*
- *submit work that is clearly their own.*
- *observe the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school rules relating to submission of work and attendance." VCAA, 2019*

These requirements relate to the range of tasks the teacher has identified as being required for adequate demonstration of an outcome.

The A+ – UG results indicating level of achievement are also important assessments. They reflect the level of progress of a student, indicating whether he is at standard in the subject and whether he should continue in it. For Year 11 students, the level of achievement will assist in deciding promotion to Year 12 and with whether a student is able to continue a subject into his Year 12 studies. In Year 12, this level of assessment in School-based Assessments (School Assessed Coursework, SACs, and School Assessed Tasks, SATs) contributes directly to the Study Score alongside the examination mark, and thus to the ATAR. These assessments also provide indicators in how a Year 12 student is progressing, and whether interventions are necessary.

Given the importance of both strands of assessment in the VCE, the College has developed the following processes in order to satisfy the VCAA requirements regarding eligibility for the VCE and the awarding of the S result.

The 'S' Result in Units 1 – 4 VCE

All Unit 1 – 4 teachers will develop a learning program that addresses and assesses the outcomes related to that unit as outlined in the Study Design published by the VCAA. In addition to classwork, homework, research and other learning tasks, the teacher will identify a range of tasks that must be completed to a satisfactory standard, submitted on time and be clearly the student's own work. These tasks will be used as evidence to show satisfactory completion of an outcome



and thus must all be completed to standard in order to qualify for the 'S' result. SACs and SATs will be included in the range of tasks students must successfully complete.

Teachers will advise students of the tasks that are required to be completed to standard in order to achieve the 'S' result, and will also provide them with adequate notice and time to complete the task, and a copy of the assessment criteria. A 'Not Shown' in any one of the assessment criteria, in some cases including a minimum word length, will result in the 'N' result being awarded for that task.

Students must submit the designated outcome tasks with the following conditions:

- The tasks must adequately demonstrate achievement of the outcome.
- The tasks must be submitted in a timely manner.
- The tasks must clearly be the student's own work.
- The tasks follow VCAA rules and St Joseph's College rules around the submission and completion of work.
- In some cases (such as Year 12 English), the tasks must be entirely hand-written – students will be advised when this is necessary.

A number of these tasks will also be scored so that teachers will use them to assess for level achievement as well as completion of outcome, and will include SACs and/or SATs. For Year 11 students, this means that the scores will be used to derive their overall A+ – UG grade, and for Year 12 students the scores derived from the SAC will contribute to the Study Score for that subject.

When a student fails to submit a required task:

- The student will receive a Saturday Detention where they will have a device-free 1.5 hours to prepare study materials for their sitting of the task.
- This will be followed by an after school resit of the task.

When a student is absent for a classroom-based required task, including SACs:

- If the missed task is a classroom-based timed task, including the SAC for that outcome, the Year Level Leader will first need to ascertain if it was an **authorised** or **unauthorised** absence. **Students should provide a medical certificate if they have missed a day of schooling** so that any absence is deemed **authorised**.
- If the absence is deemed **unauthorised**, the resit will occur after school; if the task is a SAC, students will sit an **alternate** task and the score will be recorded as a 0 regardless of level of achievement. In the case of Year 12 students, this 0 will be communicated to the VCAA and contribute to the Study Score.
- If the absence is **authorised**, the resit will occur at a time of the teacher's choosing; if the task is a SAC, students will sit an alternate task and the achieved score will be recorded in full.

Where the required task is submitted or completed, but it is deemed not at standard and thus awarded the 'N' result:

- Students will resit the task after school.
- If the task is a SAC students will sit an alternate task for the S result only, and the initial score will remain unchanged.

Final N

- Final N results will be decided by the **VCE Academic Panel** (made up of the Deputy Principal 10-12, Year Level Leader, VCE Learning Leader and the relevant Learning Area Leader) following advisement from the teacher. The Panel will consider all relevant circumstances before finalising the N result for that unit.

Appeal Process

- Students have the right to appeal any decisions regarding the final N result to the VCE Academic Panel by writing to the Deputy Principal Years 10-12 within five working days of receiving notification of the N result.

Mr Guido Piotti
Deputy Principal (Years 10–12)

Exterminate! How a Dalek came to the Athletics Carnival

Amongst all the colour, action and excitement of the recent Athletics Carnival everyone present was surprised to find one of the Doctor's greatest enemies, a Dalek, zipping around the track.

This is the story of how such a thing came to be:

My name is Ben Harris, and I built a Dalek.

As a science fiction fan, I have long been drawn to the costumes in some of my favourite TV shows and films. Around three years ago, after years of saving up, I purchased an exact replica of the Stormtrooper costumes from the original *Star Wars*, Episode IV: *A New Hope* from the actual guy who designed and constructed the ones in the movie. I still love having this and it sits at my bedroom door, scaring me whenever I wake up.

I have been a long-term fan of the hit BBC TV show, *Doctor Who*.

I always loved and admired the costumes of the show and just knew that I had to have one. This time, though, instead of buying one, I was going to build one.

I started by researching *Doctor Who* projects I might want to undertake. I found my ideal project, a 2005 New Series Dalek (NSD), and then I formed a plan.

I knew that Year 12s were allowed to dress up at the Athletics Carnival and I thought it would be great to zoom around the track in a Dalek. I had other ideas for places to wear the costume, like comic-con, so that it wasn't a one-off thing, but the Athletics Carnival was the main reason and inspiration for the creation of this costume.

At that time, I was in Year 9 and Year 12 was around 30 months away, surely enough time to build one little Dalek...

After quite some time of research I stumbled across a website and forum called projectdalek.com which is a great site that I recommend to all, a place where Dalek builders can get together and help each other in their journeys of constructing these iconic robotic villains. This site gave me some very detailed and helpful measurements that I was unable to get from other blueprints.

Then, near the end of my holidays between Year 9 and Year 10 (2016/2017) I began with the actual building of the Dalek, with a brief understanding of what had to be done. My parents and others around me were great in their support during the construction of this project, but at the beginning they tried to warn me that this would be no small project. Stubborn little me told them that all would be fine, I had two years and in any case I would be done in a few weeks... So, I set off to Bunnings, spending most weekends there!

I wasn't wrong, it took quite a few weeks...

Two and a half years after I started back in 2016, I finally completed the massive monstrosity of a project... on the morning of the 2019 Athletics Carnival! My Dad, Grandad, and I all spent the whole long weekend tirelessly slaving away our lives on the Dalek, finalising every little detail on this massive project. Somehow, we got it done and drove it (in pieces) to the Athletics Carnival.



It was a GREAT day. I was finally able to relax and soak in the joy of this beautiful, painfully wondrous, tiring project. I was able to run around the track as a Dalek powered by a hoverboard. It is by far one of the biggest things I have ever done, in line with my Queen's Scout Award (which this project was actually a part of).



I was lucky enough to have a great family and friends all around with resources and experience I could lean on. They were all great, and made me do everything on my own, teaching and helping rather than doing. Because of this, I have learnt skills that I never believed I would be able to master. The only woodwork I ever did was in Year 7 (which was great), and now I am happy to say that I can work well with wood, fiberglass, plastic, metal, PVC, paint, electronics, Lego and power tools.

I really tried to make this article not go for too long as I can **EASILY** talk for hours on this topic and fill the entire newsletter! So, if anyone wants to hear more I am more than happy to talk.



The biggest thing I would say to anyone attempting a project on this scale is to just ask other people for help and to go for it... and as my dad said, about a million times, “measure twice, cut once”.

Ben Harris (12 Edwards)
Performing Arts Captain 2019

Deputy Principal (Years 7–9)

Nurturing Growth-Minded Learning Dispositions

“Don’t play for safety – it’s the most dangerous thing in the world.” Hugh Walpole

As a school community, St Joseph’s College is focused on the realisation of the full potential of all its learners through the broadening of understandings and skills and the development of dispositions for learning. Learning dispositions are the things that make us ready, willing and able to learn – to know how to learn in a range of ways and to have a sense of being in control of our own learning.

Curiously, we all generally begin life as naturally curious learners. For some of us, this natural tendency needs to be continually nurtured. Our role as educators (parents and teachers) is to nurture the learner by recognising and encouraging good learning habits in our boys including:



Independence		Self-motivation
Resilience	Concentration	Communication
	Creativity	Optimism
Persistence	Measured Risk Taking	Self Control
Co-operation/Collaboration		Curiosity



Recently our Year 9 students attended a 7-day expedition in the Alpine High Plains. Whilst they may not readily recognise the learning experiences they were exposed to, there is no doubt that every one of the habits listed above were tested and developed during this experience.



Year 9 Expedition: Falls Creek, Alpine High Plains Term 1 2019



St Joseph's College Athletics Carnival 12 March 2019

Similarly, participation in the House Athletics exposes our students to experiences that lead to the development of their learning dispositions. Participation in the wider curriculum of the school is an integral component of the development of the whole person at St Joseph's.

Risk-taking and resilience, for example, are not limited to activities that challenge our physical abilities. In a learning sense, risk-taking and resilience most importantly include attempting learning tasks that we have yet to master and in which we are prepared to fail at our first attempt.

In the past few weeks, Interim Reports have been made available to all parents and students. The focus of these reports is the learning habits and dispositions. The most significant data on these reports is the 'Work Habits' and I strongly encourage all parents and students to focus attention on the development of these.

Learner risk-takers are the ones that benefit from challenging themselves to be better. They achieve this with good learning habits and they should be applauded for doing so.

Accessing Interim Reports & Booking Parent Teacher Student Conferences - PAM

Term 1 Interim Reports have been available since Thursday 14 March on the College website. Parents can access the reports through the website link, PAM. Instructions on how to access PAM and all password details have been sent to families previously. Please contact the school if you require any further assistance in accessing PAM.

Mr Andrew Cooper
Deputy Principal (Years 7–9)



Prayer



Thursday 21 March was Harmony Day. Harmony Day is a day of cultural respect for everyone who calls Australia home – from the traditional owners of this land to those who have come from many countries around the world.

We identify with approximately 300 ancestries. Around 7.2 million people have migrated to Australia since 1945. 45% of Australians are either born overseas or have a parent who was, and Harmony Day has been celebrated with 55,000 events since it began in 1999.

The message of Harmony Day is “Everyone Belongs”.

So we Pray:

Harmony Day Prayer

O God You create all people in your image.

We thank you for the astonishing variety of races and cultures in this world.

Enrich our lives by ever-widening circles of friendship and show us your presence in those who differ most from us, until our knowledge of your love is made perfect in our love for all your children;

Through your son, Jesus Christ our Lord.

Amen

Religious Education

—FOUR— NATION FUND



St Joseph's Day has launched our collection for Project Compassion. We raised over \$2,000 from wearing casual clothes and making a donation. Something very simple but it will make a big difference in the end.

Over the four weeks of Lent we will be asking a lot from the community of students, to help support the work of CARITAS Australia, Project Compassion. We have set a very challenging goal this year of \$20,000. We are hopeful and confident our community can work together to reach this target.

To help us understand who we are helping and why it is important to give every year, we had Megan Bourke from CARITAS Australia and Super Dube from CARITAS Hwunge – Zimbabwe





speak to the Year 10 students with our elected student leaders.

Super share how much of a difference the donations make to people who have no electricity or clean water, and how that impacts their lives. Students were asked to consider how they can help, what it might be like to carry a bucket of water 7km from the river over very rocky and hilly terrain, on the lookout for crocodiles at the river, each day before they went to school, and how that would make it very difficult to concentrate and do their best.

Super expressed his gratitude to the students and encouraged them to continue to be generous.

We encourage all student to help in whatever way they can to help us help others.

OzBosco

OzBosco 2019, a Salesian Youth festival for Year 10 – 12 students, will be held at Don Bosco Camp Dromana this year, **Friday 3 – Sunday 5 May**. More details to come but save the date.

The latest Salesian Bulletin (Summer 2018) can be read by clicking on [this link](#).



The latest Cagliero Newsletter can be read by clicking on [this link](#).

Ms Ann Maree Pagon
Director of Religious Education



Project Compassion

FOUR
NATION FUND

2012 GOAL \$5,000
Banked Donations: \$4,120.65
2013 GOAL \$10,000
Banked Donations: \$7,499.25,
2014 GOAL \$10,000
Banked Donations: \$7,175.30
2015 GOAL \$10,000
Banked Donations: \$11,006.10

2016 GOAL \$12,000
Banked Donations: \$14,443.35

2017 GOAL \$15,000
Banked Donations: \$18,122.90

2018 GOAL \$18,000
Banked Donations: \$16,058.05

Cumulative total since 2012 \$78,425.60

2019 GOAL \$20,000
WILL WE REACH THIS GOAL?????????

Director of Students

It's Never Too Late to Work on Punctuality

Over the last couple of weeks, the Student Leadership Team has met to look at improving student outcomes in terms of attendance and punctuality. These meetings have afforded the chance for some of our new SRC members to voice their thoughts and opinions about what is an important issue at the College. Currently there is a small number of students who arrive to school late each day, with some students arriving late on multiple days in any given week. Each student who arrives to school late ensures that he has a disrupted start to his learning for the day with many vital minutes of class time missed by the time he settles into his first lesson.



Whilst some late arrivals are valid, for example students attending medical appointments before school, the majority of students who arrive late to school provide much less valid reasons such as having slept in. This was the catalyst for consulting with student leaders about what can be done to improve the situation, with many students identifying students prioritising the purchasing of food at Woolworths over arriving at school promptly as one of the factors that could be leading to a decline in punctuality.

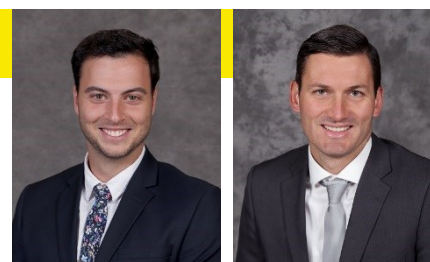
Whatever the causes are, the data suggests that we could all be doing more to ensure that all students are arriving at school on time. Apart from all of the obvious educational implications that arriving late has for our boys, habits such as this are not setting them up for success when they finish their schooling and make their way into the wider adult world. I would encourage all parents to check in with their boys to see if they are making punctuality a priority this year.

Mr Liam O'Keefe
Director of Students

Year 7

A Term of Celebrations

It has been an incredibly busy first term for the Year 7 cohort during its first time at secondary school. The boys have made an incredibly positive start and are to be commended for their enthusiastic approach to their learning. The students have already had their first assessment tasks and tests, and have confronted new experiences with a positive attitude.



So far, the boys have experienced a Whole School Assembly where they partook in the 'Guard of Honour' tradition. This is where the current Year 12s stand and welcome the Year 7s, not only into the stadium, but into the school community. The boys have participated in their first House Athletics Carnival at Knox Athletic track and represented their respective houses with pride. Congratulations to Savio on winning the first Carnival of the year. Some Year 7 students also represented the College at the ACC Swim Carnival held at MSAC and did the school and their year level proud. The boys had their first St Joseph's Day celebration on Monday 18 March. Held in the true Salesian tradition of Pray together, eat together and play together, the day started with mass, followed by a BBQ and finished with rides and a carnival.

The boys will also have SRC elections over the next couple of weeks. Homerooms elect two students to be in the SRC and will make a speech to their class on why they would be a good candidate. Please talk to your son about getting involved in this process and thinking about how he can make a difference in the St Joseph's community and his Homeroom. Such things may include, fundraising ideas for Project Compassion during Lent and year level competitions. The boys have already been thrown the challenge of raising \$100 per homeroom, and, if they achieve this, Mr Martin will shave off his beard. Project Compassion is a great cause so the more fundraising the better. We appreciate all donations your son makes for the rest of term.

Mr Brian Martin
Year 7 Leader

Mr Patrick van Dyk
Year 7 Learning Leader



Year 8

Settling into Year 8

The transition from “arriving a boy to leaving a man” is not an on/off switch. Every year, we ask our students to take another step, accepting greater self-responsibility and having greater cognitive expectations. This is seen in a number of ways, but two very visible ways are outlined below.



RESPONSIBILITY:

Year 8 students are very likely to have homework every night. They might have tasks to complete or they might have projects that are done over an extended period of time. At Year 8 we expect students to take responsibility for knowing about these tasks.

In each Homeroom, teachers have a space where they write down the work specific for that subject and any due dates.

Here are some steps that each student should follow:

1. Students are expected to copy this into their diaries. Some students will take photos of this to remind themselves.
2. At the end of the day students should have another look at this list on the board and ensure they take home the correct resources to get the task done.

For long-term tasks, students should work out a plan where they break up the task into doable chunks each with their own deadline. Teachers will often help students to do this, but this is an area where parents can help their son, especially as each boy has different out-of-school commitments.

TYPE OF WORK

When I speak to students about what is different about the work in Year 8, there are some common comments.

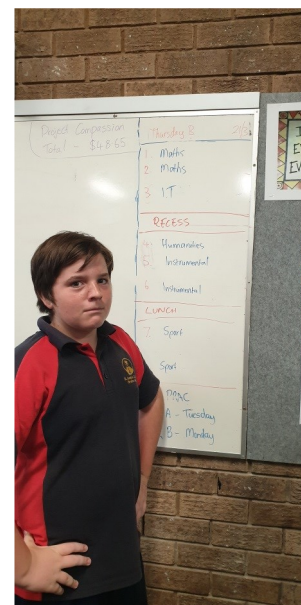
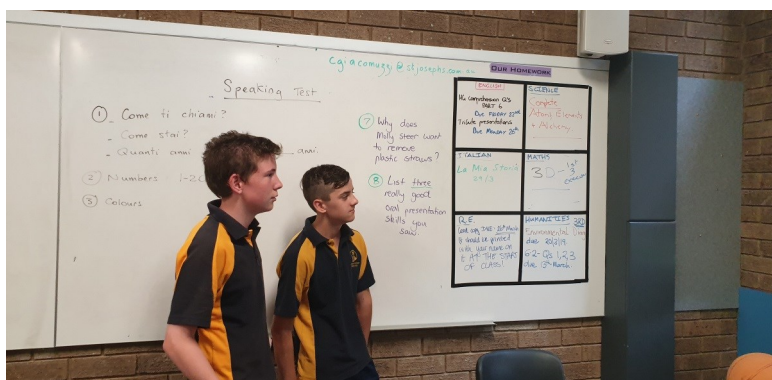
Although the boys can't always articulate it what they are saying, is usually as follows.

1. Tasks vary. One student described it as “*Question 3 is not just Question 2 with different numbers.*” Now apply that comment across different subjects and what we are saying is that we are trying to develop students to use a number of skills and work out which skill is the best one to use in this case.
2. “*Questions can sometimes be wordy.*” Another skill we are trying to develop in Year 8 is the students' ability to work through a block of information and establish for themselves, just what is being asked. This can be confronting for students and it does take a while for students to develop synthesis skills.

This type of learning does not happen all the time but there is a greater exposure to tasks in Year 8 where the student being asked to work out the question as we slowly transition their cognitive ability. This is another area parents can help with; exposing boys to problems at home or the real world and having them try and find solutions amongst the distractors.

Overall, the boys are developing well with this learning but, like all of us, they do like to work in the safe realm of the known and might get a bit anxious about this sort of learning. Yet, once they are comfortable with it they will benefit greatly.

Mr Carl Di Stefano
Year 8 Learning Leader



VCE

You, Me and the VCE. What Support is Available?

It is timely as we approach the end of the term, typically a busy period for SACs and assessments, that I take the opportunity to outline some of the strategies that students are encouraged to adopt in order to manage their workload and effectively deal with the stresses that VCE or VCAL study may present.

Whilst some students may prefer to manage these facets of their education on their own, it is important to highlight that there are a number of individuals who and services that are readily available here at the College to support them.



Key contacts for students include the homeroom and subject teachers as well as the Year Level Leader, VCE Learning Leader and school counsellors. Communicating with these primary people is highly encouraged and even a short casual discussion could assist students in dealing with the any academic issues they may be facing.

Some of the options available to students to assist them in their studies include:

1. Meeting with one of our expert Counsellors.
2. Meeting with me to devise a study program to help with organisation and study skills.
3. Developing a study program in the student planner.
4. Committing to weekly study sessions, Monday – Thursday in the VCE Centre.
5. Committing to Wednesday morning study sessions.
6. Arranging a weekly time to work with a subject teacher.

It is highly recommended that students consider some or all of the suggestions above to assist them in being able to achieve success in the VCE. At a time of year when it is important to stay motivated and to keep up the momentum of homework and study, I cannot encourage students enough to let someone know that they need help and then take action to change it. The results may be surprising!

Miss Carmel Lardner
VCE Learning Leader

Music

St Joseph's College Music Groups for Term 1

RECRUITING NOW!

Please come along at the scheduled times below.



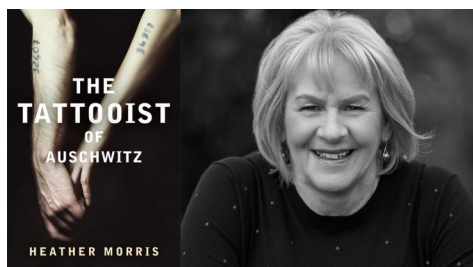
	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		VCE support in the Music House: 8am	Stage Band 8.30am – 10am Generations In Jazz Group A		VCE support in the Music House: 8am
Lunch Time	Generations in Jazz Group C	Rock Band Chamber Ensemble		Generations in Jazz Band Group B	Choir
After School		Production Rehearsal	Junior Concert Band Rehearsal	Production Rehearsal	Drumline

Miss Bronwyn Dean
Music Leader



English

The Tattooist of Auschwitz



The Tattooist of Auschwitz, written by Heather Morris, can be seen on the shelves in all major bookstores and was a 2018 bestseller.

The harrowing, yet hopeful, story unveils the tale of Lale Sokolov, a Slovakian Jew who was taken to Auschwitz, Birkenau in 1942. Due to Lale's ability to speak a number of languages, he became the

Tatowierer, forced to brand his fellow prisoners. Despite this horrific experience, it was here that Lale met the love of his life; Gita. This story highlights the incredible nature of humans; full of hope, sacrifice and beauty, even when surrounded by the abhorrent setting of the Holocaust.

The Year 10s have started their English studies analysing this incredible text, and had the privilege of meeting the author at a recent assembly. Heather Morris spoke to the boys, providing additional insight into the story she told. The boys were engaged and still busy asking questions when the bell rang at the end of the session.



This is what they had to say...

"On Monday 4 March, Heather Morris, author of the Year 10 English text, 'The Tattooist of Auschwitz,' came and spoke to us about her book, and how she had met Lale. From the moment she began speaking, to the moment she had finished, the whole room was silent, and it's not often that a large group of boys are silent for over an hour. The story of how she met Lale was gripping, fascinating, but also educational. She informed us that she had been asked to go out for a coffee with a friend but kept putting it off, until one day she had finally decided to say yes. From that one yes, came many more.

"Would you like to meet a man who has a great story to tell you?"

The answer, yes.

She then explained her first encounter with Lale, and described him as a sweet, yet tired old man who wanted nothing more than to be with his wife who had recently passed. At first Heather was only able to grab small bits of Lale's story and tried to put it together herself. After a while he began to open up more, due to Heather having gained the trust of his dogs. It was after this that was then told the full story.

"Will you write my book?"

The answer, yes.

A few years passed and Heather had finished writing Lale's story. Not a story of the horrors that occurred at Auschwitz, but a story of hope and hardship, a story of overcoming impossible obstacles, a story of love. Heather was able to tell Lale's incredible life journey to the whole world, all because she said yes to something as simple as going out for a coffee.

The effect that both Heather and Lale have had on us as a year level has been tremendous. We have all learnt so much and are incredibly grateful to Lale for allowing his story to be told, to Heather for telling it the way she did and for going out of her way to talk to us about it."

Jack Connell (10 Ledda)



"On Monday 4 March, Heather Morris, author of the Tattooist of Auschwitz, came to talk to our year level to help us with our ongoing studies and give her unique personal perspective of the tattooist's tale. Heather was able to share with us, the effect of the book on the world. From Australia to Britain, we have heard that her book has saved failing marriages and helped rehabilitate criminals, guiding them to reconnect with their families. From Heather's perspective, we could see the physical effect of Lale's story on her, the emotion she conveyed to us was genuine and heartfelt. As his time ended, we could see she had found a true friend in him. Her time spent with us has opened our eyes to see the deeper meanings of her book and will help us expand our ideas on this raw love story built on tragedy."

Charles Massey (10 Cantamessa)

Ms Melissa Young
English Leader

Miss Ashleigh Fleming
Year 10 Learning Leader





Community



Boronia & The Basin Community FETE

Incorporating St. Joseph's & St. Bernadette's Primary Schools & Parish

212 Boronia Rd, Boronia • 10AM - 4PM

Music Trip • 9D Mobile Cinema • Trash & Treasure • Live Entertainment
Jumping Castle • Food Court • Free Activities • Community Displays
Cake Stall • Devonshire Tea • Inflatable Slide • Animal Farm
Plant Stall • Face Painting • Side Show Alley • Laser Tag • Trackless Train
Mini Golf • Silent Auction • Craft Stall • Much more

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Before 22nd March \$30 - Unlimited Pass
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College Calendar – Upcoming Events

Tuesday 26 March	Year 12 Formal 7pm Leonda
Wednesday 27 March	ACC Athletics Carnival 10am-4pm MSAC
Friday 29 March	Year 9 Camp Celebration Day
Sunday 31 March	Mass in the Parish 9am St Thomas More, Belgrave
Tuesday 2 April	Year 7 Grandparents/Elders Event 9.30am-10.50am
Wednesday 3 April	Year 11 Sports Activity
	ACC Lawn Bowls Tournament
Thursday 4 April	ACC Rally Day 1
Friday 5 April	Whole School Assembly
	Last Day of Term 1
Monday 22 April	Public Holiday Easter Monday College Closed
Tuesday 23 April	First Day Term 2
	Year 7 Flight Excursion (7LE, 7OM, 7CH)
Wednesday 24 April	ANZAC Ceremony 10.17am
Thursday 25 April	Public Holiday ANZAC Day College Closed
Friday 26 April	Year 7 Flight Excursion (7CA, 7OS)
	Open Morning 9.30am

College Calendar – Term Dates

Term 1	Term 2
Thursday 31 January until Friday 5 April	Tuesday 23 April until Thursday 27 June
Term 3	Term 4
Monday 15 July until Friday 20 September	Monday 7 October until Tuesday 22 October (Year 12s)
	Friday 29 November (Year 11s)
	Friday 6 December (Years 7-10)

Noone – Uniform Shop

All required uniforms are available from our Uniform Shop, located on property. Summer uniforms are required during Terms 1 and 4 while Winter uniforms are required for Terms 2 and 3.

2019 Uniform Shop Trading Hours

Monday 8.15am-2.00pm
Tuesday 12noon-4.00pm
Thursday 12noon-4.00pm

Contact Details

St Joseph's College Ferntree Gully
(03) 9070 3914
stjosephftg@noone.com.au
<https://www.noone.com.au/>



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For further information outside uniform shop hours, please contact the Beaconsfield store – (03) 9769 9093.