



# Agité

Term 2, No. 9

June 2019



**St Josephs**  
College

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## This fortnight in Agité

Principal

Deputy Principal (Years 10–12)

Deputy Principal (Years 7–9)

Prayer and Religious Education

Director of Students

Years 7 and 8

Year 10

VCE Leader

Director of Sport

Music

English

Science

Languages

Pathways

Community



## Principal

### Premier's Awards

In 2018, Harry Foster received a Study Award for excellence in VCE VET Information, Digital Media and Technology. Harry was taught by Mr Domenic Fera, earning a perfect score of 50 for this subject.



Harry Foster receiving his Award from James Merlino

The annual Premier's VCE Awards recognise the top-performing students in the state with 290 awards presented this year for exceptional results. The Awards Ceremony was held on Monday 3 June at the Melbourne Convention and Exhibition Centre. Mr Guido Piotti, Mr Dom Fera and I were fortunate to be there among more than 1,000 guests. The entire St Joseph's College community is proud of Harry and would like to congratulate him on being the recipient of such a prestigious award. Harry is pictured above receiving his award from James Merlino, Deputy Premier, Minister for Education and State Member for Monbulk. Harry is currently studying a Double Degree at Monash University – Science/Computer Science.

### Indigenous Game

Reconciliation Week gave the College the opportunity to stop and recognise the issues brought to light during this important time. The inaugural Indigenous Senior Football Game was held and, although Mazenod College outplayed us on the evening, it was a great game where the students came together at Full Time to link arms in solidarity with our Indigenous brothers and sisters.

Before the match, former students, Jaidyn Stephenson (Collingwood FC) and Ben Cavarra (Western Bulldogs FC), presented the players with the Indigenous Football Jumpers. The jumper's design was based on a painting by Robyn Davis whose original painting hangs in the College's Main Reception Area.



St Joseph's College and Mazenod College players stand in solidarity for Reconciliation Week



Jaidyn Stephenson and Ben Cavarra presenting the Football Jumpers





### **Parent/Teacher/Student Conferences**

I strongly encourage you to make appointments with teachers for the Parent/Teacher/Student Conferences on Thursday 27 June.

### **Kiribati**

On Wednesday 19 June, participants will depart for the Kiribati Immersion. I wish Mr Dylan Price, Mr Justin Barr, Ms Jacqui Cooke, Mr Brian Martin and the twelve Year 11 students all the best for the experience. I am fortunate to be joining the Kiribati Immersion for the first four days.

### **Woolworths Earn and Learn**

With only a couple of weeks remaining in the competition, please keep sending your stickers along to school with your son and ask him to hand in to his Homeroom Teacher or Student Reception.

All the best for the fortnight ahead.

Ms Cathy Livingston  
Principal



## Deputy Principal (Years 10–12)

### Australian Safe Kids and Young People Survey

Recently, parents of students in Years 7 to 11 would have received a letter from their Year Level Leader, inviting them to give authorisation for their sons to participate in a survey from Australian Catholic University's (ACU) Institute of Child Protection Studies (ICPS). *The Australian Safe Kids and Young People* (ASK-YP) survey aims to survey students across the state on child safety.



You will recall that in 2016, the Victorian Government introduced the Child Safe Standards, requiring all schools to adopt them. Coming out of the 2013 *Betrayal of Trust* report into child abuse in institutions, the Standards were designed to ensure that child safety is a priority in all Victorian organisations involved in child-related work, including schools. The focus is on the prevention of child abuse in these organisations through the strengthening of existing policies and practices.

As Catholic schools, the wellbeing and dignity of young people is central to our mission and should be protected at all times.

The Child Safe Standards are:

- Standard 1:** Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.
- Standard 2:** A child safe policy or statement of commitment to child safety.
- Standard 3:** A code of conduct that establishes clear expectations for appropriate behaviour with children.
- Standard 4:** Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.
- Standard 5:** Processes for responding to and reporting suspected child abuse.
- Standard 6:** Strategies to identify and reduce or remove risks of child abuse.
- Standard 7:** Strategies to promote the participation and empowerment of children.

The Standards are not static. Rather, they are constantly evolving, and St Joseph's College has worked hard to keep them active and relevant.

One of the most important standards is Standard 7, which aims to give young people a voice, and the skills and confidence to exercise that voice.

Our involvement in the ASK-YP Survey will do much to increase the voice of our students. Students involved in the completely anonymous survey will contribute to a large and valuable source of data regarding child safety, both across the State and within our own school. It is thus important that as many students as possible participate.

I urge all parents to explain the importance of the survey to their sons and encourage and approve their participation. I had such a conversation with my daughter who is undertaking Year 10 studies at a Catholic girls' school. Like ours, and so many other Catholic schools in Melbourne, her school is participating in the ASK-YP and I, like you, received a letter from her Year Level Leader inviting me to give my approval for her participation. Her initial response was similar to what our boys will probably say – that she was not interested in participating in some stupid survey and that she would be just fine without it thank you very much. But we spoke, discussing how valuable the data would be in making her school a safer place for future generations of students, and how the lessons learned from her insights would improve safety for kids across the state. She changed her mind and agreed, a little begrudgingly maybe, but she agreed. She saw the value in the survey.

And so do we. And I hope that you and your sons do too, and that they participate in the survey.



The links for parent approval of students to undertake the ASK-YP survey are as follows:

- Year 7: <http://bit.ly/2VVTHyq>  
Year 8: <http://bit.ly/2Wrh337>  
Year 9: <http://bit.ly/2VWgsCg>  
Year 10: <http://bit.ly/30MoLUR>  
Year 11: <http://bit.ly/30MxtCL>

Mr Guido Piotti  
Deputy Principal (Years 10–12)

### Deputy Principal (Years 7–9)

*"Never do tomorrow what you can do today - procrastination is the thief of time."* Charles Dickens



### Semester Exams/Test Period (Weeks 7 and 8)

End of Semester Exams and subject-based tests are taking place over Weeks 7 and 8 for students in Years 8 and 9. These assessments test the students' ability to recall and apply information under test conditions. This ability is a learnt skill. It is developed by sound revision and study practices over extended periods of time. It is never too late to start studying for exams however, clearly, it is best to begin the process at the start of the learning process through revising classwork from Day One of the Semester.

#### Some Study Hints

##### 1. Know What to Study

- Find out about the test/exam.
  - ◊ How long will it be?
  - ◊ What format will the exam take?
  - ◊ How many questions will be on the exam?
  - ◊ How will the marks be allocated?
  - ◊ Is there a choice of topics?
- Find out what needs to be studied.
  - ◊ Review the list of topics using the unit/subject outline.
  - ◊ What do you need to know about this topic?
  - ◊ How many topics do you need to know in detail?
  - ◊ Anticipate the test content.
- Make decisions about what to study.
  - ◊ Prioritise your topics.
  - ◊ Break your workload into manageable chunks.



##### 2. Revise

- Draw up a study timetable.
  - ◊ Schedule blocks of time for each subject.
  - ◊ Allow extra time for difficult subjects.
  - ◊ Vary what you study.



- ◇ Take regular breaks.
- ◇ Study when you are most alert.
- ◇ Stay with your routine.
- ◇ Explain to those around you how important the exams are and persuade them to help wherever possible.

### **3. Refresh**

- Set regular intervals to move or stretch.
- Stretching every half an hour is a good habit to get into.
- During your rest interval, put your pen down, close your computer and put your phone away.

### **Semester One Reports**

Semester One reports will be available from College Website via PAM no later than Monday 24 June. College Reports are a record of your son's academic and behavioral performance over the course of the Semester. The reports are designed to be objective and educative, revealing areas of strength, as well as areas that require improvement. For educative purposes, they are not an end in themselves but a starting point for discussion and planning.

To improve Academic Outcomes a student needs to improve his work habits and develop his subject skills. Parents and students are encouraged to focus on these areas in their discussions and, in consultation with teachers, develop a learning plan to support the realisation of your son's learning potential.

### **Parent Student Teacher Conferences Thursday 27 June**

Parent Teacher Student Conferences are an excellent opportunity for students, parents and teachers to collaborate on improving student performance. Discussions with teachers are not limited to these structured interviews. Parents are encouraged to contact teachers for clarification, advice or to provide information to teachers that can assist the school in supporting your son. This can be done informally through email (or phone) or more formally by arranging interviews at a time mutually convenient. Staff email addresses are first initial and surname followed by @stjosephs.com.au (e.g. [acooper@stjosephs.com.au](mailto:acooper@stjosephs.com.au)).

PSTC bookings open on the Parent Access Module (PAM – College Website) on Wednesday 19 June.

### **Summary of Upcoming Events**

Wednesday 12 June to Friday 14 June	Year 9 Exam period
Monday 17 June	Start of Semester Two (Semester Two subjects commence)
Wednesday 19 June	PAM Open for PSTC bookings
Monday 24 June	Semester One Reports available on PAM
Thursday 27 June	Year 7-12 Parent Student Teacher Conferences (12.30pm – 9pm)
Friday 28 June	Staff Professional Practice Day – Pupil Free

Mr Andrew Cooper  
Deputy Principal (Years 7–9)



## Prayer

### Reconciliation Prayer

Holy Father, God of Love,

You are the Creator of all things.

We acknowledge the pain and shame of our history and the sufferings of Our peoples, and we ask your forgiveness.

We thank you for the survival of Indigenous cultures.

Our hope is in you because you gave your Son Jesus to reconcile the world to you.



We pray for your strength and grace to forgive, accept and love one another, as you love us and forgive and accept us in the sacrifice of your Son.

Give us the courage to accept the realities of our history so that we may build a better future for our Nation.

Teach us to respect all cultures.

Teach us to care for our land and waters.

Help us to share justly the resources of this land. Help us to bring about spiritual and social change to improve the quality of life for all groups in our communities, especially the disadvantaged.

Help young people to find true dignity and self-esteem by your Spirit.

May your power and love be the foundations on which we build our families, our communities and our Nation, through Jesus Christ our Lord.

Amen

*(Wontulp Bi-Buya Indigenous Theology Working Group 13 March 1997 Brisbane, Qld)*

## Religious Education

### Salesian Action Day... We Are Close

We are currently at \$7,754.25 (\$10,000 goal).

I was able to catch up with Br Michael Harris last week and met Fr Nuku from SAMOA. They were over in Australia for some special Salesian Meetings. We were talking about Salesian Action Day and they have said to pass on their gratitude for our efforts and thanks to all the students and staff who are working so hard to raise money to help them out.



Ms Livingston has agreed to us having a casual day in the last week of term to help boost our total. We will have reminders but lock in MONDAY 24 JUNE for a fundraising day (\$2 per student Casual Clothes Day).



I'm working on having a pizza lunch soon too, so keep your eye on email notices.

Thanks to all the families, students and staff who contributed in very generous ways to a great to this collection to help our Salesians in Samoa.

### **Our Journey to Justice: Social Justice Excursion – Year 10**

It was a great opportunity for some of our Year 10 students to attend this day where many of our Catholic Social Justice organisations were able to share their works and stories.

The day began with a key note address into the life and works of William Cooper and his Legacy. The day then continued with Workshops where students learnt about organisations and opportunities to help out people in the world and here in our community. There were many organisations that held workshops to share their work: CARITAS Australia, Benenson Society, Vinnies, ACARTH, Catholic Care, and others.

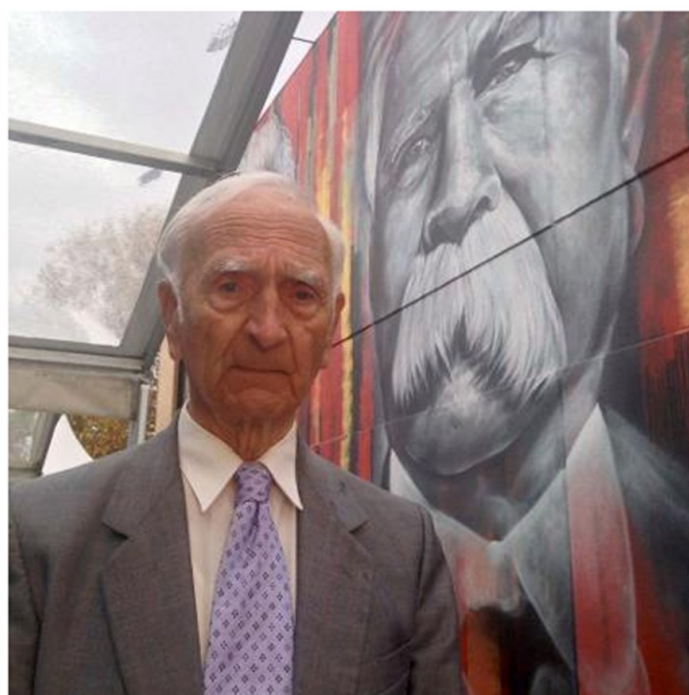
Thanks to Charles, Leroy and Damon from Year 10 for representing the College at the event.



### **The Legacy of William Cooper**

What is that? Well, as you may know, Uncle William Cooper (1860-1941) was an Indigenous activist and leader of his community, who also saw the injustices of the world around him, at a time when his own people were struggling for acceptance and their place in Australian society. When he heard of Kristallnacht in far off Europe, he organised for a delegation of Indigenous men and women to march to the German consulate in Melbourne, and presented them with a letter condemning the Jewish persecution. The Germans refused to accept the letter, but simply presenting it made Cooper a hero, especially in the eyes of the Jewish community.

In 2017, 88-year-old Alfred Turner, known as Uncle Boydie, who is an Indigenous leader and hero in his own right, travelled to Berlin, where the German Government of today finally accepted the letter of his grandfather and thanked him for it. On the way, he stopped in London, and visited Ypres in Belgium, where his uncle (William Cooper's son, Daniel) fought and died for the Australian Imperial Forces in World War I. As a result, Uncle Boydie, as a representative of his grandfather and of Indigenous Yorta



Uncle Boydie, grandson of William Cooper, in front of the mural of his grandfather in Shepparton





Yorta soldiers who fought in World War I, also visited Israel, and laid a wreath at the official centennial commemoration of the Light Horse Charge in Beersheba on Thursday 31 October.

In the latter part of his life, William Cooper became an Indigenous activist and hero. But his story is not so well known in Australia, though it has all the makings of a Hollywood movie. It is now time for the Australian people to be educated about this important figure in Australian history, and a story that still has ramifications today. William Cooper's brave stance, in the face of evil, is a legacy that reverberates amongst descendants of the Indigenous people who Cooper was so passionate about, amongst the Jewish community, and, in fact, amongst all upstanding people of Australia and the world.

## Australian Salesian Bulletin

The latest Salesian Bulletin (Autumn 2019) 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



## Director of Students

### Youth Mental Health

A couple of weeks ago, I was fortunate enough to have the opportunity to attend the ProPsych National Youth Mental Health Conference at the Melbourne Exhibition Centre. There were a number of presenters who offered valuable insights into a range of issues that are affecting the mental health of young people in today's world, and importantly, they discussed many strategies to support adolescents who are going through these difficult times, as well as offering advice for parents, medical professionals and schools to help try and prevent such illnesses from developing.



One of the keynote presenters at the conference was Dr Michael Nagel, who is an Associate Professor in the School of Education at the University of the Sunshine Coast where he teaches and researches in the areas of cognition and learning, human development and early learning, neurological development in children, adolescent psychology and the middle years of schooling.

Dr Nagel offered many valuable insights during his hour-long presentation. He spoke about the challenges young people face in a changing world and discussed many important issues such as forming and maintaining quality relationships with young people, using technologies effectively, alleviating stress as well as the importance of establishing and maintaining consistent boundaries for young people, both at home and at school.

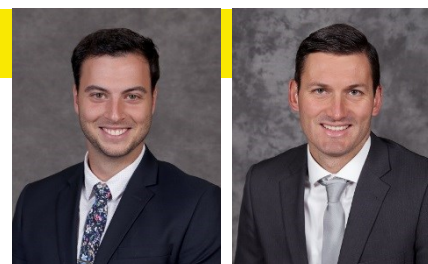
Dr Nagel's website, <https://michaelnagel.com.au/>, contains a number of useful resources that I have already begun to familiarise myself with as both a teacher and a parent. His research page, <https://michaelnagel.com.au/books-research/>, contains a number of interesting journal articles that are quick to download and easy to read. I would encourage all parents to spend a few minutes on his website having a look around. It has certainly helped me.

Mr Liam O'Keefe  
Director of Students

## Year 7

### Resilience GEM

Last week at Year 7, we learned about resilience at our Year Level Assembly. I discussed with the boys the importance of resilience and being able to push forward in the face of adversity. Studies have shown that one in four adolescents will experience mental health problems this year, that 50% of mental health issues start before the age of 15 and that 65% of adolescents will not seek help for mental health issues. So discussing resilience and building the boys' skills in these areas are essential moving forward. After attending a session at the end of last term with The Resilience Project, I found we can help build resilience in our lives by implementing three key values into our daily routines. These values are Gratitude, Empathy and Mindfulness (GEM).



We discussed how Gratitude is being thankful for what we have and not worrying about the things we don't have. By noting even three things we are grateful for every day, we become three times more likely to see the positives around us rather than the negatives. The boys saw an example of a soccer team and how they used gratitude in their lives and you could ask your son about it.

The second value we discussed to improve our resilience is Empathy. By putting ourselves in other people's shoes, or feeling what they are feeling, we become better at looking after each other. Doing something kind for someone else is proven to make us feel better and increase our levels of energy and happiness. I discussed a few examples the boys could implement every day (parents try and cash in on this one) and also some recent examples shown such as at the

Collingwood Football Club.

Lastly, we discussed Mindfulness and how we can be more present in our lives. "Being in the now" was the discussion point in this section. There are times where we focus too much on the future and the past when we can't change either of them. By using Mindfulness techniques, we can bring ourselves to the now and sometimes let our future selves (future Mr Martin) take care of things that we can't currently influence. Using apps such as 'The Resilience Project' or 'Smiling Mind' are great for bringing our focus back to the current.

We hope to build on these three skills all throughout the year and I encourage you to build on it at home as well. Ask your son about his understanding of these key values and how he has seen them demonstrated. Please feel free to contact your Homeroom Teacher or myself about any concerns you may have or if you notice your son having difficulty with anxiety, so we can support him the best we can.

On a completely separate note, you should have received an invitation for your son to undertake a survey. The data the school will receive from the survey will be very informative so we encourage you to give permission for your son to complete it.

Mr Brian Martin  
Year 7 Leader

Mr Patrick van Dyk  
Year 7 Learning Leader

## Year 8

### Building Respectful Relationships Program

This week, Year 8 students will begin a three-week program on gender, violence and respectful relationships, the Building Respectful Relationship program. The program is an initiative by the Department of Education and Early Childhood Development and VicHealth to educate young Victorians about gender-based violence. The sad truth is that intimate partner violence is the leading contributor to death, disability and ill-health in Australian women aged 15-44.

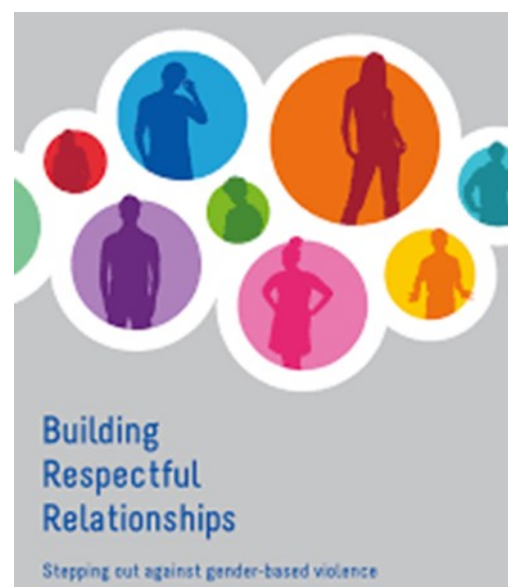


Current research makes it clear that preventing gender-based violence requires an educational approach to gender violence and one that addresses the link between gendered power relations or inequalities and violence against women. The research highlights five powerful reasons to focus our efforts on educating young people:

- Adolescence is a crucial period in the formation of respectful, non-violent relationships.
- Many children and young people experience violence in their homes.
- Young people are already subjected to, and perpetrating, violence themselves.
- There is already a degree of tolerance for violence against girls and women.
- Violence prevention among children and youth has been shown to be highly effective.

The Year 8 students will be exploring ideas around gender and respectful relationships, in a safe and reverent environment, with support from their teachers and our Wellbeing Team at the College.

In Term 3, the students will continue to explore this topic at the Year 8 Retreat. Paul Zappa from NIRODAH will be talking to the students about positive masculinity. On the day, the students will also be a part of the 'Boy in a Shoebox'







program, where they will be making care packages for women and children displaced by family violence.

If you have any queries or questions about the Building Respectful Relationship Program, please do not hesitate to contact me at the College.

Miss Jacqui Cooke  
Year 8 Level Leader



### 'Boy in the Shoebox Project' – Faith in Action Outreach to Women and Children Seeking Refuge

The aim of the project is to continue to focus attention on 'Respectful Relationships' through a practical expression of support.

Women and their children are seeking refuge in significant numbers. One of the things that women value when they come into a refuge is a '**Care Pack**' hence the term 'Boy in the Shoebox Project'. It is so hard for women to escape domestic violence, and to have something nice and personal to brighten their day would be a joy.

In the Don Bosco tradition, the boys are focussing attention on others and extending practical support while becoming aware of issues related to family violence. It is with confidence in the great young men of Year 8 that we have set the target at 100 boxes for 2019. If we create more that would be wonderful.



### What do we need to do to get started (until retreat days on Tuesday 23 and Wednesday 24 July: Week 2 Term 3)

- Collect shoeboxes, or gift boxes of a similar size, work with a friend.
- Decide on the type of box (i.e. who is it for? A woman? A small boy? A small girl?).
- Buy items for the boxes – ask your family for ideas/donations/spend some of your money on some items.
- Start bringing items to school – to make collection and assemble on retreat days.

### On Retreat Day We Will

- Decorate boxes.
- Assemble items in boxes.
- Create cards of compassion for the person receiving the box.



### Examples of Shoeboxes

<u><b>Woman</b></u>	<u><b>Baby Boy</b></u>	<u><b>Young Girl</b></u>
Tissues	Rattle	Tissues
Sanitary Items	Baby Wipes	Soft Toy
Toothbrush	Toy Giraffe	Stationery
Toothpaste	Bib	Hairclips
Hanky	Photo Frame	Colouring Book
Hand Cream	Something Special	Something Special
Something Special	Hand Written Note	Hand Written Note
Hand Written Note		



## Year 10

### New Challenges, New Opportunities

As Term 2 gets closer to the end, different opportunities arise. At times when reflecting on a situation, teachers and other people will use a SWOT analysis. This highlights Strengths, Weaknesses, Opportunities and Threats. There is a lot of change in the last month or so for Year 10 and a lot of what happens fits into those four categories.



Exam week can be stressful and imposing. However, if students study and work well with their teacher it makes the situation a lot more manageable. The week after exams, there are the new pressures of Semester Two. There are new subjects, perhaps a change in timetable, teachers, new dynamics in the class, essentially a mid-year, week-long, HeadStart program. And then we are onto Work Experience for the last week of term. Again, this can be stressful, but then also potentially, the best week of the school year.

It does all depend on how you look at it, and using the strengths you have, working on your weaknesses, exploring new opportunities and minimising threats that make it all more difficult than it should be.

And the Alpine Experience fits into this idea. Most students in the year level would not put skiing or snowboarding as a strength; it would fit very comfortably into the weakness category due to lack of opportunity. However, using strengths that the students do have (resilience, ability to give things a go, sense of humour, ability to get along with people) turns something new into something valuable. At the school, we have no idea if students will return to the snow after the trip, but the opportunity is there so that decisions can be made based on experience. It can be great, difficult, enjoyable and tough. Many, many people in this world love to go to the snow and it's good to at least to have some idea why. And if that day isn't perfect, it is nice to go back to a hot shower and a cooked meal and a comfortable bed.

And then, there are the students who already love the snow and the Alpine Experience could not be better, middle of winter, big snowfall, with your mates, and with a bit of luck and a few lessons all the other students will feel the same way.

### Exams

Examinations are here. Students should be organising their notes, creating cue cards, going over past assessments and setting up a consistent routine for homework and study in the wake of the Year 10s approaching Senior School Examinations. The Examination timetable has been sent to the students so it is very important that your son takes note of when his examinations are for each subject. Some students may have examinations that will clash which means they should have collected a clash form from our office to reschedule. Alongside this, students have been emailed the rules and regulations for exams. The boys should have read this carefully and prepared for their exams.

We wish your son the best of luck over this exam period.

Mr Tom Fay                      Ms Ashleigh Fleming  
Year 10 Leader                  Year 10 Learning Leader  
**VCE Trial Examinations**

## VCE

Over the next two weeks, Year 11 and 12 students will undertake their mid-year trial examinations, as well as the externally assessed General Achievement Test or GAT (for those Year 11 students undertaking an accelerated study). As a College, we feel that it is vitally important to schedule an examination for each subject in order to give our boys every opportunity to experience the same conditions as their Unit 3 and 4 final examinations.



From all the VCAA literature I have read, as well as reflecting on past achievements of students and the manner in which they prepared for their examinations, it has become very clear to me just how important the preparations for the end of year examinations really are. More practice means more skill development, faster recall of key information, more knowledge about the structure and types of questions asked, greater confidence with the subject as well as the process and most importantly, a more well-rounded student who is thoroughly prepared for any question he may be faced with in his final exam.

Along with a thorough review of the mid-year trial examinations, students can prepare independently at home by completing timed writing tasks and past examination papers, available from the VCAA website at <http://www.vcaa.vic.edu.au/pages/vce/exams/examsassessreports.aspx>

Examination preparation is one of the many (if not the most important) keys to success in VCE, and therefore should be the focus of all Year 12 student study regimes.

In addition, it has been pleasing to see so many students staying back until 5pm each day to undertake group or silent study. I strongly encourage any Year 11 or 12 student, if they are finding time management or study skills an issue, to see me so that we can develop a study planner.

As we approach the July holiday period, it is timely to mention that whilst a 'holiday' over this time is necessary and a welcome break from the 'busyness' of school and SACs, for VCE students, it is also an opportunity to review their material and to prepare for what is coming up in Units 2 and 4. I would certainly urge students to refresh and refocus but to also use this time as a study break and ensure that all holiday tasks are completed to the highest possible standard.

I wish all Year 11 and 12 students and their parents a safe, restful and productive break.

Miss Carmel Lardner  
VCE Learning Leader

## Sport

### Inaugural Indigenous Senior Football Game

On Wednesday 29 May, the Inaugural Indigenous Senior Football Game between St Joseph's College and Mazenod College was played "under lights" at Wally Tew Reserve. This game, which celebrates and recognises the contributions of Indigenous people and culture, will become an annual event on the ACC calendar.



Discussions with Mr John Turner (Past Players and Officials Committee) from the Ferntree Gully Football Club began early this year, with an aim of introducing a feature game into the ACC Division 1 Senior Football fixture. With the ACC's





Round 6 schedule aligning perfectly with the AFL's Sir Doug Nicholls Round, the contest with our nearest ACC member school was the ideal matchup for this special event.

To assist with the celebrations, there were a number of significant arrangements that complimented the occasion. A unique Indigenous Jumper was produced and worn by the St Joseph's players, which highlights a piece of indigenous art created by Robyn Davis that is displayed in the Main Reception area at the College. These jumpers were presented to the players prior to the game by St Joseph's old boys and current AFL players Jaidyn Stephenson (Collingwood Magpies) and Ben Cavarra (Western Bulldogs). The Welcome to Country Ceremony was performed by Elder, Perry Wandin, prior to the game, with the Australian National Anthem sung by student members from the St Joseph's Choir. A post-match function was conducted in the clubrooms after the game, where Jaidyn and Ben were again involved, with the presentation of the Best Player Medals to a player from each team, while former St Joseph's student and current North Melbourne Kangaroos Director of Coaching, Darren Crocker, presented the Aggregate Shield to the victorious Captain.

Despite the cold and wet conditions, a terrific crowd was in attendance to watch a competitive contest played in great spirits. The first half saw both teams settling into the conditions, with the Mazenod team making the most of their opportunities to take a comfortable lead into halftime. A strong start to the third quarter from St Joseph's saw the lead close to within a couple of goals but Mazenod again went on the attack late in the quarter to take a game-winning lead into the final change and strong momentum in the fourth quarter. As the final siren sounded, it was Mazenod taking the points 14-7-91, defeating St Joseph's 6-5-41. Congratulations to Joshua Clarke (12 Ledda), awarded the St Joseph's Best Player Medal for his outstanding individual performance. As was a feature at the conclusion of each of the AFL games played in the Sir Doug Nicholls Round, one of the highlights of the event immediately followed the game, was players from both teams linking arms as a stand against racism and sign of unity.

I would like to thank Ms Cathy Livingston, Mr Tony Coghlan (Mazenod College Principal) and Mr Paddy McKenna (ACC Executive Officer) for their support of the game. Special thanks also to John Turner and all involved at the Ferntree Gully Football Club, for their collaboration and hospitality in hosting the event.

We look forward to this event becoming an annual feature for many years to come.

Mr Paul Trubiani  
Director of Sport





## Music

Music at St Joseph's College has been vibrant during Term 2. Our students have been presented with so many opportunities to challenge and better themselves as performers.



### Principals' Conference

On Thursday 23 May, 15 students, Mr Patrick van Dyk, Mr James Ferguson and I travelled to Marysville for the annual Principals' conference involving all Principals from around Victoria. As you can imagine, I jumped at this incredible opportunity. We had the pleasure of providing the music for the mass and contributing to the liturgy. In this burgeoning music department, we are constantly challenged with new opportunities. The boys rose to the occasion. A special mention to Joshua Hardman (10 O'Sullivan) for leading our reflection piece. Thank you to all involved.

### VCE Performance Night

On Thursday 30 May, the Year 12 VCE Music Performance Night took place. This is in collaboration with our partnership school, Mater Christi College. The students involved performed a ten minute program from their Unit 4 Performance Recital. These performance nights are incredibly important, allowing the student to develop their performance skills, perform to a live audience and practice the repertoire. Well done to all students involved for rising to the challenges. William, Ben and Jamieson worked with an external accompanist for the first time, developing that homophonic musical relationship. We are now at the stage of reading the feedback from our panel of adjudicators and applying that to our pieces.

Great work from the boys involved: Jamieson Doyle (12 Edwards), William Taylor (12 Edwards), Ben Harris (12 Edwards) and Benito Seguin (11 O'Mara).

### ACC Vocal and Percussion Day

On Monday 3 June, St Joseph's College hosted the ACC event, 'Vocal and Percussion Day'. One hundred and fifty singers and percussionists attended and were treated to a day of workshops by renowned musicians.





### Music Department: Open Lunchtimes

The Music Department is open **every Monday, Tuesday and Friday** at lunchtime. We call this 'Open Lunchtime', and this is to encourage all students to come down for a 'jam' to simply have fun with music.

### Year 8 Music Soiree

A reminder that our Year 8 Music Soiree is fast approaching, taking place on Thursday 20 June. This concert will showcase our talented Year 8 musicians, performing to an audience of family and friends. The students will perform pieces that they have been working on with their instrumental teachers.

This concert is a compulsory event. Students will be graded on this assessment and the grade will be present on their report. Any questions regarding attendance are to be directed to the Year 8 Leader, Ms Jacqui Cooke, and Year 8 Learning Leader, Mr Carl Di Stefano.

The details of this evening are listed below.

<b>Date</b>	Thursday 20 June 2019
<b>Uniform</b>	Full winter uniform – immaculate appearances for this performance
<b>Location</b>	St Joseph's College. The performance will take place in our College Library known as 'Chieri'.
<b>What students are required to bring</b>	Instrument and music

Students are required to be present for the entirety of Concert 1 or the entirety of Concert 2, depending on which class they are in.

### The evening will be divided into two separate performances

#### Concert 1:

<b>Student arrival time</b>	5.45pm
<b>Concert time</b>	6pm-7pm
<b>Students from the following Homerooms</b>	Edwards and O'Sullivan Cantamessa and Prest

#### Concert 2:

<b>Student arrival time:</b>	7.15pm
<b>Concert time</b>	7.30pm-8pm
<b>Students from the following Homerooms:</b>	O'Mara and Ledda

We warmly invite your family to attend this event and support our young Year 8 musicians.

Any questions regarding this concert, please direct to Ms Cooke or Mr Di Stefano via email or phone.

### Private Lessons for Term 2

At the College, we have eight passionate and experienced staff. If your son is interested in learning an instrument in 2019, we encourage him to pick up an Instrumental Music Form from Student Reception or speak to me for further information.





## Recruiting Now for Term 2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before school</b>		VCE support in the Music House: 8am	Stage Band 8.45am-10am  Led by Miss Trea Hindley		VCE support in the Music House: 8am
<b>Lunch Time</b>		Rock Band Led by Miss Sophie Maclure  Chamber Orchestra Led by Miss Claire Ransome  College Orchestra Led by Mr Giles Warren		Jazz Band Led by Mr Giles Warren	Choir
<b>After school</b>		Production Rehearsal		Production Rehearsal	Drumline  Led by Mr Dayne Lawless and Miss Bronwyn Dean  3.30pm-4.30pm

If your son is interested in being involved in any of our groups, please do not hesitate to contact me .

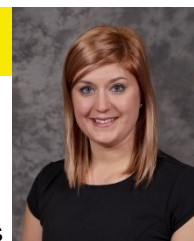
Miss Bronwyn Dean  
Music Leader

## English

### Creative Writing at Year 8

*'Destroying things is much easier than making them'. Suzanne Collins, "The Hunger Games"*

Throughout the English Curriculum at St Joseph's College, creative writing is something that all students are immersed in. At each year level, creative writing skills are embedded into the course and are an integral part of assessment. As well as the enjoyment felt through this style of writing, the skills gained can be applied to not only other sources of writing, but well beyond the English classroom.



Below are short extracts taken from four creative stories written by some of our current Year 8 boys. After reading and studying the text *'The Hunger Games'*, the students had to respond to this text in a creative manner. Despite the creative nature of the task, the students still had to show an understanding of the original text.

### **What if Thresh Won?**

**Luc Patte (8 Ledda)**

*I'm back in the wheat fields.*

*Ready for the inevitable.*

*I know he's coming. He will be here anytime soon and I know that I will have to stay and fight. At least the 'Knife Girl's' dead. I did it for Rue and even better, there's one less career to fight. But Cato is the one coming. Everyone will know that, even probably the redhead from District 5. I can hear him already, making no effort to arrive unnoticed. He wants this more than anything; he wants to tear me to shreds like that one tribute who cannibalised everyone he killed in that one Hunger Games a while back. As he charges in to the clearing, the only positive thing that comes to mind is the fact that this will be the most entertaining thing in the entire games, apart from the inevitable final fight. He's got a sword, and I've got probably the most effective rock in the arena. I completely forgot why I didn't bring that spear I found at the start of the games to the feast, let alone why I don't have it now.*

*Cato runs at me screaming and swinging his sword as if he lost his one true love. He probably did. I can see how he isn't composed as he's swinging, and I'm dodging. It's going to become his glaring weakness. As he's advancing, and I'm retreating, I try to lead him further into the fields up to the mill, which I know will be even more unfamiliar territory for Cato. The only things coming out of his mouth are the words, "why did you take her from me?" And a heap of yelling in between to the point that his voice would go hoarse.*

*Or so I thought...*

### **Hamitch's Story**

**Noah Hutchins (8 Edwards)**

*I stand in the packed and dead silent square in the middle of the town. It was so quiet that I could hear a pin drop. My heart is beating a million miles an hour and I am sweating like I just ran a triathlon, and wait anxiously.*

*Then, all I hear is the host's voice echoing, echoing through my head over and over again. I swipe the relief off my head; it wasn't me. But then I realised it was the female tribute that got called out. I panic even more than before. Suddenly I hear, "Haymitch Abernathy," echo and echo round the town, that's me.*

*This is where my journey begins. I'm here at the training, competing against three other opponents. Ryder is a strong teenager with a foul smell. When I stand next to him I feel sick and really unhealthy. The other opponent is Jett and he is not the smartest of opponents but he is very quick on his feet so he is pretty fast. When I close my eyes he is already at the other end. The final opponent has a natural instinct where she can read the game really well.*





*This is it. The countdown has begun: 10, 9, 8 – my heart is panicking. 7, 6, 5 – my legs are shaking. 4, 3, 2, 1 – I have to go! Jett runs to the Cornucopia and I run after him. He gets in the Cornucopia and has nowhere to run. He is the easiest opponent to kill so I had to do it. I throw a few left right punches, then I grab a keg and smack it over his head. He went out in a lighting flash. Then all I hear is, “BANG”, the cannon fired, he is definitely dead. Now all I hear are these big, loud and stomping footsteps coming towards me so I turn around and see this massive, individual figure running towards me. This idea came to my head and that was to RUN and RUN until I was safe and sound, hiding in some old and eroded hut in the forest. Later that night, I creep and crawl out into the pitch dark, cold and foggy night to find some survival food. I come across some nice trees with some fresh red apples hanging off the tree. I thought about whether I should eat these or not because I didn't know if they had anything bad with them. But I really needed to eat it to survive this game so I had to take a bite. There weren't too bad so I grabbed a few and ate them all...*



#### From Haymitch's Perspective

**Carter Chan (8 Edwards)**

*I don't know what to do.*

*My brain is telling me to run but my legs refuse to. I can't feel them. It feels like I'm floating, but I don't know how to go forward. My brain realises that I can't run anymore because I won't get far enough, so it starts telling every part of me to play dead or I'll be slaughtered. Every part of my body goes limp, I drop to the ground and look like I'm dead. I open one of my eyes to see the career tribute named Jordan Edwards sprinting towards me. He knows I'm not dead, I think to myself. I jam my eyes shut, and that's when I feel it.*

#### 50<sup>th</sup> Annual Hunger Games

**William Yeatman (8 Edwards)**

*I ran towards the Cornucopia. Only 15 or 20 tributes had pried their eyes from the arena and came to their senses. I grabbed a pack and narrowly missed getting cut by a career's knife. I picked the knife up and ran towards the Cornucopia. I retrieved an axe, the only weapon familiar to me.*

*Some of the tributes still hadn't moved from their starting points. I need to find a safe spot to lie low, I thought to myself. I ran past a tree with a hollowed trunk, I didn't go inside because I saw a squirrel half dissolved with a sticky substance coating its body. The landscape seems deadly; most plants look like they can kill you. The birds have long claws and razor sharp teeth. As night fell I found a small grove of trees that looked just like the ones from District 7. Just as I was going to fall asleep, I heard the Panem national anthem and looked up to the light; 18 names flashed onto the sky...*

Ms Melissa Young  
English Leader





## Science

### National Science Week ASTA Funding



St Joseph's College has been successful in applying for grant funding to run an event during National Science Week this year. National Science Week (<https://www.scienceweek.net.au/>) runs Saturday 10 until Sunday 18 August each year, and the event we have received funding for is to run some outreach programs to our local primary schools. We will run science shows for feeder primary schools during science week. This year's theme is: *Destination Moon: More Missions, More Science.*



Year 11 students will have the opportunity to be involved in this program, presenting a science show to primary school students. Year 11 students who are interested in this opportunity should contact me ([nharvey@stjosephs.com.au](mailto:nharvey@stjosephs.com.au)).

### STEM Club – Creative and Factual Science Writing

A key skill in science is the ability to write as it allows us to communicate information, ideas and concepts about scientific phenomena. In STEM club, boys have the opportunity to practice writing about scientific ideas, through creative and factual writing. The recent image published by NASA of a black hole was the stimulus for some students to practice their writing, and some pieces of their work are included below. As you will see, science writing does not have to be boring or dry, but can be approachable, descriptive and evocative. Students in Year 7 and 8 in the STEM Club will have further opportunities to practice their writing in science as some of them are entering the Science Talent Search in the Creative Writing and Wallchart categories, which are about creative and factual writing, respectively.

#### *Factual Piece – Black Holes*

*By Ethan Major (7 Chambers)*

##### What is a black hole?

A black hole is matter that is packed into a very small area. The black hole would usually be bigger than the sun, but squeezed into a ball the size of New York city. A black hole also has three layers; the outer layer, the inner layer and the singularity. The inner region is where the mass is. Singularity is the single point in space time where the mass of the black hole is concentrated.

##### How strong is a black hole?

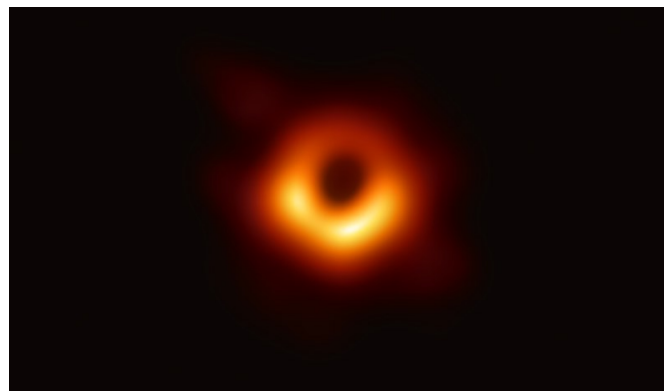
Black holes are known for their strong gravitational pull. Black holes are so strong that nothing can escape, not even light could escape or a space rocket at full power. If you fell in a black hole you would be stretch out like spaghetti. But scientist say that you would burn to death by the quantum effects. Black holes also don't suck you in. Objects fall in the black hole.

##### How big is a black hole?

A black hole is usually big and has a lot of gravitational pull, but a smaller black hole would have a bigger gravitational pull. Scientist believe that there are almost ten million to a billion black holes that can all tear a star apart. We use to think that black hole only come in small forms and big forms. But scientists studying black holes, finally found that mid-size black holes exist.

##### How are they formed?

Black holes are formed from the center of a very massive star collapses. The collapses also cause a supernova or an exploding star. Scientist think that supermassive black holes formed at the exact time as the galaxy they are in. So in short terms, black hole arise from the ashes of a dead star, when a star reaches the end of its life. However, Albert



Stimulus Material: Photograph of a Black Hole, NASA. Accessed May, 2019

[https://www.nasa.gov/mission\\_pages/chandra/news/black-hole-image-makes-history](https://www.nasa.gov/mission_pages/chandra/news/black-hole-image-makes-history)



Einstein said that a little bit of the exploded star is still there and that little bit is the black hole. The black hole crushes everything it comes across. A black hole just sits in one place most of the time, but if gas, dust or a object come across, it will fall into the black hole, which would allow the black hole to grow bigger.

#### What happens when two get close to each other?

If two holes meet up, the powerful gravity of each black hole will attract the other and they will get closer and closer, spinning around each other. Their collective mass will shake the fabric of nearby space-time, sending out gravitational waves. Then once they get so close that they can't escape each other gravity, they will merge and become one bigger black hole.

#### *Creative Piece – The Void.*

*By Dineth Wijendra (8 Cantamessa)*

My fragile feet brushed against the smooth sand amongst the pale ground. I approached a minuscule crater which sat beside the spacecraft which we arrived in. I heard a nearby vacuuming sound amongst the silent stars. It stood, an expanding void consuming any obstruction in its path. After inspecting the minimal damage caused by it, I hesitantly boarded the intricately designed ship. It flounced up into the expanse between the Earth and Moon.

The rocket landed on a platform surrounded by NASA employees. They smiled as I exited the ship, some of them clapping. I gathered my belongings from the array of lockers lined up outside the main building and hopped into a hovercraft parked by the turning circuit. After slowly rising from the road, it sped off through a series of tunnels. Before approaching a safe route towards Mars, a group of pirates emerged from a distance...

Mr Nicholas Harvey  
Science Leader

## Languages

### **Japanese Excursion Years 10 and 11**

On Thursday 16 May, the Years 10 and 11 VET Applied Languages – Japanese students went on an excursion to the city to explore some different parts of the culture and practically apply language that they are learning through the VET curriculum. Students first did a session at the Japanese Consulate of Melbourne on jobs, pathways and opportunities that they can use to explore their passion for Japanese and language learning, both during and post-secondary school. Students then had to complete a scavenger hunt, testing their knowledge of some key concepts learned in class. Finally, we finished up at a Japanese restaurant and were treated to some authentic and delicious Osaka-style Okonomiyaki (a savoury pancake) and Taiyaki (a traditional sweet in the shape of a fish).

*"We all tried Okonomiyaki for lunch. Okonomiyaki is a Japanese version of a pancake. It is delicious and I recommend everyone to try it. Overall, it was a fantastic lunch and a great day."*

Lauchlin Johnson (10 Edwards)

*"The Okonomiyaki tasted very good and was different to most western meals we usually have. The scavenger hunt was tough to translate and then find our way around the city."*

Adam Gregg (11 Edwards)





*"The Japanese excursion was lots of fun with many activities including a scavenger hunt, visiting the Japanese Consulate and eating at an awesome Japanese restaurant. It was a terrific, educational experience and everybody enjoyed themselves."*

Nathan Kouris (11 Ledda)

*"The trip into the Japanese Consulate was an interesting and knowledge-filled experience. We learnt about the many paths that we could pursue with the language."*

Jai Van Vegten (11 Prest)

*"The trip to the Japanese Embassy in Melbourne was informative about all the professional opportunities that comes with learning a language. It also helped all of us to narrow down our future educational pathways to achieve our dreams."*

Zachary Miller (11 Chambers)

*"The Japanese Excursion was a good experience, especially trying out the Okonomiyaki, a very unique pancake that I've never eaten in my life. The Japanese scavenger hunt was a good idea but it was tough! Firstly, we went to the Japanese Embassy. It was nice to learn about the culture and learning about other people's experience in Japan. Overall was a great excursion and I'd love to do it again."*

Rav Kumar (10 Edwards)

Ms Hannah Mole  
Teaching Staff



## Italian Excursion Year 9



'Agite quae didicistis', 'Put into practice what you have learnt'.

This is exactly what our Year 9 Italian students did on Thursday 23 May when they went to Carlton for their Italian excursion.

The first stop of our excursion was Brunetti, the iconic Italian café on Lygon Street. Here the boys had to order something to drink and/or to eat in Italian. The Brunetti Manager had agreed to have Italian staff serving our students, so our pupils really had to give it a go! This was a VET Applied Language assessment task, the conclusion of a long journey throughout this semester during

which these 20 students had learnt vocabulary and expressions associated with cafés, restaurants and being a barista. They had practised with reading, writing, listening and speaking tasks in class, but on Thursday 23 May, they actually put all their knowledge into practice in a real scenario. All the students demonstrated excellent language skills and they should be very proud of themselves. Some of them tried the *cioccolata calda*, the traditional thick and dense hot chocolate that you would normally order in Italy. So delicious!





Afterwards, the students wandered along Lygon Street to compete in a treasure hunt. What a beautiful sunny day it was for our hunt. The winners, Jordyn, Roger, Salvatore and Stephen, were quite happy when they realised that the prize was a bag of Italian *Baci* chocolates.

Finally, we concluded our day with a typical Italian lunch: pizza, pasta, salad and gelato.

I would like to thank all the boys for their remarkable conduct throughout the day and during the Brunetti's speaking task. A special thankyou also goes to Mr Gerard Quinn who joined us, for his ongoing and amazing support with our Year 9 Italian students.

*"I had an amazing time at Lygon Street, Carlton. We started off by arriving at Brunetti for breakfast, where we ordered a drink or food in Italian. I ordered yogurt with oats and caramelised pear and a mint gelato. The food was to die for. After that we set out to do the activities given to us by the teacher. We were tasked to find a couple of Italian restaurants around the area. And then at the end, we went and got pizzas. It was a great day and would definitely recommend to other students."*

Reece Oughtred (9 Edwards)

Ms Chiara Giacomuzzi

Languages Leader



## Pathways

### Career News



#### MONASH University

##### Science Precinct Tours

Year 12 students considering studying science at Monash next year, are encouraged to register for a *free* Monash Science Precinct tour during the upcoming school holidays. Students will get the chance to visit the science facilities and student spaces, as well as get a feel for campus life and have a chat with some of the science students and staff too.

The tours will run on at 10.00am on all of the following dates: Tuesday 2 July, Thursday 4 July, Tuesday 9 July, and Thursday 11 July, so students can opt for a day that suits them.

Register a place at [Monash Science Precinct Tour](#).



##### Experience Clever at La Trobe University

Experience Clever gives Year 10, 11 and 12 students the chance to experience Uni for a day. Not only will students get to see the campus, but also get to take part in fun and dynamic workshops led by real lecturers. Students will choose from over 50 workshops in a broad range of study areas. From there, they will experience real classroom environments and interact with university staff and students.

There will be campus and accommodation tours, free catering, prizes and entertainment. Students are encouraged to register early before sessions fill up.

Date: Friday 5 July 2019  
Time: 9.00am–4.30pm  
Venue: La Trobe University, Melbourne Campus, [Union Building](#)

Register at [Experience Clever at La Trobe](#).



##### 2019 Experience Day at Photographic Studies College

Students considering the possibility of a creative career are encouraged to register to participate in the Experience Day. This free event is an opportunity for Year 10 – 12 students to experience the Photography Studies College (PSC) studio facilities by taking part in a live photo shoot, meet PSC teachers, and spend 'a day in the life' of a PSC student.

Date: Wednesday 3 July 2019  
Time: 11.00am–3.00pm  
Venue: Photography Studies College, 65 City Road in Southbank

Registrations are open at [2019 Experience Day at PSC](#).





### Deakin Explore

Deakin Explore is an excellent resource that students can use to explore courses and careers. Students can either start by searching for courses and the careers they lead to, or search for careers and the courses one might study to enter that career industry. Students can filter courses and careers depending on what matters to them, and what their interests are. Each course and career lists similar options, so students can broaden their ideas. With more than 600 paired courses and careers, it's the best way to explore future careers

Even if students are not considering studying at Deakin University, this is still a very valuable resource to use - [Deakin Explore](#).

Mrs Vivienne Egan  
Head of Pathways







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## College Calendar – Upcoming Events

Tuesday 11 to Friday 14 June	Year 9-10 Exam Period
Tuesday 11 June	VCE Units 1 and 3 Exams
	Lighthouse Expo 6-8pm Chieri
Wednesday 12 June	GAT
Thursday 13 June	Music Fiesta Vocal and Piano Evening Music House 7-9pm
Friday 14 June	End of Semester One
Sunday 16 June	<a href="#">Open Day</a> 9.30am-1pm
Monday 17 June	Start of Semester Two
Wednesday 19 June to 5 July	Kiribati Immersion
Thursday 20 June	<a href="#">Grade 4, 5, 6 Day</a> 9.30am-12noon
	Year 8 Music Soiree Chieri 6pm-8pm
Friday 21 June	Year 9 Excellence Awards
Sunday 23 June	Mass in the Parish St Joseph's Boronia 11am
Sunday 23 to Wednesday 26 June	Year 10 VET Ag Camp Landsborough
Monday 24 to Friday 28 June	Year 10 Work Experience
Monday 24 June	Casual Day Salesian Action Fundraiser

## College Calendar – Term Dates

<b>Term 1</b>	<b>Term 2</b>
Thursday 31 January until Friday 5 April	Tuesday 23 April until Thursday 27 June
<b>Term 3</b>	<b>Term 4</b>
Wednesday 17 July until Friday 20 Sept	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-1.15pm  
Tuesday 12noon-4.00pm  
Thursday 12noon-4.00pm

### Contact Details

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



Noone now has 'click and collect' available for on-line purchases. For more information, follow the link to the [information sheet](#).

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