



# Agité

**Term 1, No. 3**

**March 2018**

**Reminder: Parent Teacher  
Student Conferences being held  
tomorrow , Wednesday 21  
March from 12.30pm until 9pm.  
Bookings available online**



**St Josephs  
College**

## **This fortnight in Agité**

Principal

Deputy Principal (Years 7–9)

Deputy Principal (Years 10–12)

Prayer

Religious Education

Director of Students

Year 8

Year 10

VCE

Sport

Pathways

Community



## Principal

Recently, I had the opportunity to complete some reading regarding the Australian of the Year, Professor Michelle Simmons. Being a Physics teacher myself, I was delighted when Professor Simmons was recognised for her outstanding work in Quantum Physics. The passion for creativity, teamwork and problem-solving that Professor Simmons espouses, aligns with some of the same 21<sup>st</sup> Century skills we seek to instil in our students each and every day. One of her key points is to ensure that we teach students to have high expectations of themselves. As partners in the education of your sons, we share the challenge to set and maintain those high expectations that are so often associated with success.



*"When we reduce the quality of education that anyone receives, we reduce the expectations we have of them. If we want young people to be the best they can be (at anything) we must set the bar high and tell them we expect them to jump over it. My strong belief is that we need to be teaching all students – girls and boys – to have high expectations of themselves." Australia Day Speech 2018, Professor Michelle Simmons*

I would like to congratulate the ACC Triathlon Team on its fine performance on Sunday 4 March at Mordialloc. Brent Busby (12 Cantamessa) won the 'Senior Mini Event' and the Intermediate Team won the 'Mini Teams Event'.

As we continue to explore the Catholic Identity of St Joseph's College, four of my colleagues joined me in experiencing the Salesian Immersion. Pictured L-R at the Don Bosco Centre in Brunswick are Mr Domenic Fera, Mr Patrick van Dyk, Ms Cathy Livingston, Mr Carl Di Stefano and Mrs Vivienne Egan. Later in the day, Salesian College, Sunbury, hosted staff from several states as we examined 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. This key element of the College's overall Outdoor Education Program was very well received by students and staff. This year, I had the opportunity to participate and was able to witness first-hand the depth and scope of this transforming program.

Over coming weeks, the Enhancing Catholic Schools Identity Project will be operating. As part of this project, a sample group of the Parent Community will be invited to complete a survey which will assist the College to further enhance our Catholic Identity.

All the best for the fortnight ahead.

Ms Cathy Livingston  
Principal







## Deputy Principal (Years 10–12)



### ***Last Evers Last Forever***

Recently I had the privilege of addressing the Year 12 students of 2018. In a year where we are constantly talking about the future and all the opportunities and pressures that it brings, it was nice to instead talk to them about the past. We spoke about how important it was for them to be involved in things outside their studies, as these were the things that made being a St Joseph's student so unique.

We focussed on how the upcoming Athletics Carnival would be *the last ever* St Joseph's College Athletics Carnival they would be involved in as students, and how St Joseph's Day the week after would similarly be *the last ever* of those they would be involved in as students.

It was obvious that this notion of the *last ever* gave the Year 12 students some pause. Many were able to look back fondly on previous years' carnivals and St Joseph's Days and share happy recollections, but not everyone was. Some students had few memories to look back on, mostly because of decisions they had taken in younger years not to attend these community-based days.

While non-attendance to these days is unavoidable in many circumstances, such as illness or injury, or unavoidable commitments, there are also students who willingly do not attend. Where those who missed due to situations beyond their control usually missed these days with regret, others who deliberately missed them sometimes did so with gracelessness, with instances of taunting social media messages being sent to those who did attend. Some of these students were even away with the support of their parents.

Parents are the ultimate judges of what is best for their children, but sometimes as parents we make judgements based on emotion or on incomplete information. For example, many students say they miss these events so that they can stay home and 'do homework'. They say that a day at school without classes has no meaning and that it is a perfect opportunity for study, or for catching up. Ironically, these students rarely end up doing so. A sleep in, some time on the phone, a snack, some time with Netflix, some more time on the phone, maybe a game, more snacks, more phone, more Netflix and the day is gone. So much for study.

As parents, we trust them to keep to their word about studying. It makes sense. No classes, what an opportunity for study! It makes total sense: use the time to catch up, get ahead, study. But it is rarely like that.

At that assembly, I described a typical community day for the student who typically did not attend. There were some wry smiles from students who in the past had taken such days off to 'study', but really having a day off as I just described.

The smiles faded a little when I described the link between involvement and achievement, with academic research and school history consistently coming up with the same irrefutable conclusion: students who are connected to their community will consistently – *consistently* – perform better than those who choose to not be involved. I described the recent high achievers' assembly, describing the qualities each achiever had in common: they attended all events, offered themselves as leaders, involved themselves in all opportunities. And their academics did not suffer.

Rather, their involvement in their community ensured that their academic performance was enhanced.

As parents, we want the best for our children, but sometimes we need to be fully informed before we make the decisions that we think we are making in their favour. Involvement in the fullness of the school experience is the best thing we can encourage for our children if we want them to achieve to the best level they can. So, the next time one of our children tells us they don't want to be involved in something because it doesn't matter and they wish to 'study' instead, maybe we should consider for a moment what is best in the long term for them. And being involved, being connected, being a part of something bigger, is the best thing for their achievement and for them as people.

Happily, the Year 12 students reflected on the fact that this was the *last ever* and their attendance to both events was good. They didn't only attend, they got involved. They led, they guided, they participated, they were part of something bigger than them that was special exactly because they were involved in it. For some, it was their first experience of this.

My hope is that future Year 12 students will see their involvement in the *last ever*s as the culmination of participation in something bigger than them, rather than as the debut. As parents, it is up to us to ensure that this is the case and give our children the opportunity to be as connected and as successful as they can be. Whether they think they want it or not.

Mr Guido Piotti

Deputy Principal (Years 10–12)



House Athletics Carnival



## Deputy Principal (Years 7–9)

### Year 7-12 Interim Reports and Upcoming Parent Teacher Interviews

*"Better get a stiff neck from aiming too high than a hunch back from aiming too low."*

Jacques Chancel



### Planning for Success – Term 1

We are well and truly off and running with the academic program of the College for 2018.

Term 1 includes several whole-school events including the Athletics Carnival, St Joseph's Day Year 7 and Year 9 camps and the 'Year 8 Four Seasons Program' to name just a few. These are critical components of life in the College and contribute significantly to the establishment of a culture of community and participation. They do, however, necessitate staff and students to manage their time and learning preparation effectively. Students can go several days between one class for a given subject and the next. This is where sound organisational skills are essential including the recording of key assessment dates etc. The use of the student diary is a key skill that all students are encouraged to master. Parent involvement in checking and encouraging the use of the diary is integral in developing sound organisational practices for our boys.

### Accessing Interim Reports and Booking Parent Teacher Student Conferences – PAM

Term 1 Interim Reports are presently available on the College website. Parents can access the reports and also make appointments for the upcoming Parent Teacher Students Conferences (March 21) through the website link, PAM. Instructions on how to access PAM and all password details have been sent to families (Year 7 families should have received these instructions Wednesday 14 March). Please contact the school if you require any further assistance in accessing PAM.

### Parent Teacher Student Conferences Wednesday March 21

Parent Teacher Student Conferences (March 21) will once again be held in the College Stadium. Conference meetings will run for seven minutes between 12.30pm and 8.40pm.

Parent Teacher Student Conferences are an excellent opportunity for students, parents and teachers to collaborate on improving student performance. All parents are encouraged (invited) to attend interviews. Where a teacher believes there is particular urgency in meeting to discuss your son's progress this will be identified on the Interim reports as a **'required'** discussion.

Discussions with teachers are not limited to these structured interviews however. Parents are encouraged to contact teachers for clarification, advice or to provide information to teachers that can assist the school in supporting your son as required. 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 (i.e. acooper@stjosephs.com.au).

Mr Andrew Cooper

Deputy Principal (Years 7–9)



## Prayer

### The Man of Dreams: (St Joseph Prayer) by Fr John Prest SDB (former Rector SJC)



**L:** An angel of the Lord speaks to Joseph through his dreams: Do not be afraid to take Mary as your wife, for the child conceived in her is from the Holy Spirit.

**A:** Joseph, You are to name him Jesus, for he will save his people from their sins.

**L:** Herod is searching for the child, to destroy him.

**A:** Joseph got up, took the child and his mother by night and fled to Egypt.

**L:** Herod is dead but his son now rules. Return with the child and his mother to Israel.

**A:** Joseph settled his family safely in the obscurity of Nazareth in Galilee.

**A:** Our Father who art in heaven; hallowed be thy name. Thy kingdom come. Thy will be done on earth, as it is in heaven. Give us this day our daily bread. And forgive us our trespasses as we forgive those who trespass against us. And lead us not into temptation: but deliver us from evil.

**L:** Pray for us, Joseph, husband and father.

**A:** That the Nazareth story may teach us what family life is.

**L:** Let us pray.

**A:** O Lord, help all who are setting out in life or have the care of children. May we know as Joseph did, the simple beauty and sacred character of family life. May we recognise the prime importance of the role of the family in society. Through Christ our Lord. Amen.

**A:** Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.

## Religious Education

### Can We Make The Total?

There have been some great initiatives from some students and staff to help us reach our total of \$20,000 for our annual collection for Project Compassion, the major fundraiser for Term 1. Selling pizza, cans and Zooper Doopers all help. I encourage each boy to make an extra effort in these last few days to contribute to the total.



At the Athletics Day there was great support from the students. We are hopeful that for St Joseph's Day we can add a big amount to our tally with the \$2 per student donation

Dig deep, check behind the cushions on the couch and bring in your coins for our Project Compassion collection.

With a lot of hard work and great support we raised just over \$18,000 in 2017. More information about Project Compassion can be found by following this link: [Project Compassion](http://Project Compassion).

Ms Ann Maree Pagon  
Director of Religious Education





## Director of Students



### Time For More Sleep...

In my years of teaching boys one constant that I have observed is the impact that a lack of quality sleep can have on the wellbeing of our young men. When we encourage students to take a balanced approach towards their school life we emphasise the importance of maintaining sound levels of physical health, of which regular sleep is critical. The time we spend sleeping is when our bodies rest and repair and become revitalised for the day ahead. Many distractions, including a growing reliance on technologies and social media, can have such a negative impact on our boys' ability to get the amount of sleep they need. Below I have included a recent news article that discusses the sleep needs of teenagers. I encourage all parents and boys to have a read.

### Why Our Teens Need Up To 10 Hours Sleep

Technology, other distractions and staying up late make it difficult, but researchers say teenagers need 8-10 hours of sleep a night to optimise their performance and maintain good health and wellbeing.

As soon as teens get less than nine hours sleep, attention deficits accumulate and jetlag-type behaviour starts to kick in – putting them at risk of poor performance at school and even personal injury through accidents, including car crashes if they drive.

Young people who do not get enough sleep can also find their sleep patterns worsen.

“Who cares? Well, most adolescents worldwide do not obtain sleep in the recommended range of 8 to 10 hours per night,” says Dr Michelle Short, who conducted a nine-night sleep study on 34 teenagers aged 15-17 at the Flinders Child and Adolescent Sleep Clinic.

“Adolescents require more sleep for optimal functioning than typically obtained.

“Our study of sleep deprivation in controlled conditions shows that this clearly affects the ability to function well as well as their mental health and sense of wellbeing.

“Feeling sleepy, poor cognitive performance and bad sleep patterns can also lead to elevated risk of injury or even death, particularly among learner drivers,” Dr Short warns.

After school holidays, and several months of sleeping in, Dr Short says it could take time to re-establish a good routine for the body clock to swing into a healthy sleep range for rising early for school, university or work.

“Our bodies and brains need the right amount of sleep, so we need to wind back the body clock into the correct time zone,” she says.

Signs that your teen may have a problem with their sleep include if they:

- Are sleepy or fatigued during the day.
- Need an alarm (or parent) to wake up on school days.
- Fall asleep too quickly (<5mins) or too slowly (>30m).
- Find it very difficult to wake in the morning.

To read more find the article at <https://indaily.com.au/news/science-and-tech/2018/02/28/teens-need-10-hours-sleep/>.

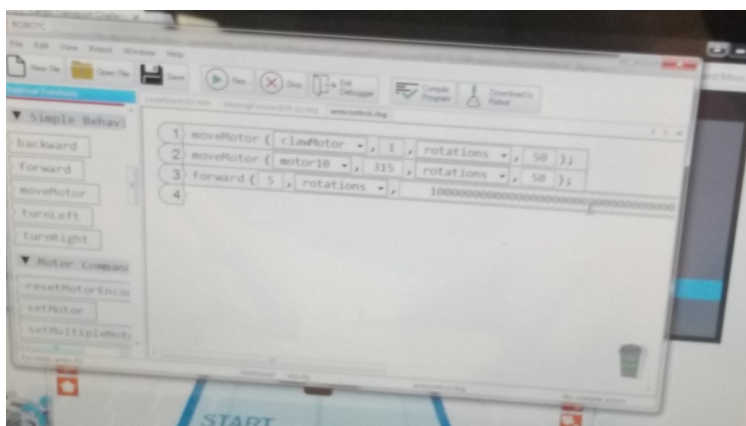
Mr Liam O'Keefe  
Director of Students



## Year 8

### Coding at Year 8

Year 8 students have begun to delve into the exciting world of coding. The boys began by looking at a game and are now deconstructing the elements that make the game work. At this point the boys are learning to move an on-screen robot but once they have honed these skills they will be applying them to a real robot. Here is what the boys have to say.



*"We are learning to code a robot to move and pick things up. Moving involves both straight and sideways. This is much more involved than I thought. I am looking forward to applying what I know to a real robot."*

Ethan Pearce and James Borg (8 Cantamessa)

*"Making a robot move around and working out the different pressure between picking something up and jamming it, showed me how many things we just do without thinking. Turning, lifting, rotating and gripping, involve such subtle changes to our muscles."*

Caiden Waixel (8 Cantamessa)

*"Trying to debug a code is hard but when you get it it's both exciting and a relief."*

Franz Dungo and Ethan Walton (8 Cantamessa)



*"So far I've learnt how to move, pick up, put down and return. I can see how useful this would be to do things like send a robot to get a drink from the fridge. I will have to use it at home."*

Lachlan Heron (8 Cantamessa)

As well as coding in class, a group of students are meeting every Tuesday lunchtime to create a code that they will send to real astronauts on the International Space Station. Entitled the *CubeRider Program*, our students' code will be uploaded later this year and travel on Elon Musk's Space X rocket at 7.6km/s until it is

captured by the Canadarm 400km above the Earth and loaded on board. Keep your eyes out for updates as the boys develop their code.

Mr Carl Di Stefano  
Year 8 Learning Leader







## Year 10

### Get Into Routine Now

It is funny how useful a good routine is. How do people get out of bed every morning at 5 or 6 or even go to work at those hours in the evening.



This time of year is the easiest and the hardest to get study done. It is easy in that there isn't as much pressure as later in the year, and it is much easier to get out of bed in the morning than when it gets really cold. But it is harder as there are more options available with more sun, even with those options being very positive like going for a walk, training for sport and so on.

The important thing to strive for is a good routine. One way to do this is to use SMART goals (Specific, Measurable, Attainable, Relevant, Timely). During an RE class we had a discussion on what extra effort could be made in the time of Lent. It is very easy to say eat better, get fitter, treat people with more respect. However, for most of us we need clear goals, like "I'm going to go for a run every Monday afternoon until footy season starts". With that goal you either do it, or not. You could look at being more specific, like it has to be at least a 5km run, but you get the idea.

So build goals into a routine and it isn't as much of an effort; it is what you do. And most importantly it gives you a good mental picture of how you are going. If you have a clear routine then you don't have to worry about the times where you are enjoying yourself, being social, playing computer games etc., as you have a plan of when you will be doing the work you need complete.

And then comes the fun of distractions and changes to routine which everyone, especially Year 10s, have on their plate at the end of term. But as they, say if you need something done, give it to a busy person.

Mr Tom Fay  
Year 10 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 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, Year Level 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 use 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!

Finally, a reminder to all that on Tuesday 21 March, Parent Teacher Student Conferences will be held from 12.30pm-9pm. This is a great opportunity for parents to gain an understanding of their son's current progress in each of their subjects and to review their academic year so far. However, I'd like to emphasise the importance of students also being in attendance for these discussions as teachers will highlight some of their recent achievements and will outline strategies for future improvement. Students are encouraged to introduce their parents and family members to their teachers upon arrival at their interview and to summarise how they are progressing in each subject.

Miss Carmel Lardner  
VCE Leader

## Sport

### ACC Swimming Carnival

The 2018 ACC Swimming Carnival took place in perfect conditions on Friday 23 February, under lights at the Melbourne Sports and Aquatic Centre (MSAC). For our Swim Team, this night was the culmination of weeks of preparation, involving a number of early morning training sessions that began in Term 4 last year.



Each of our age group teams performed strongly on the night, contributing to a 3<sup>rd</sup> Place finish overall in Division 2. As always, there were a number of outstanding individual performances, highlighted by Alex Henry (12 Chambers), who claimed three 1<sup>st</sup> Place results in each of his individual events and John McLachlan (11 Ledda) who topped the times in





the U16 50m Breaststroke. As equally impressive were the many boys that swam personal best times, with each team member competing to the best of their ability.

Most significant was the camaraderie and school spirit clearly displayed, both in the lead up to and on the day of competition. I would like to acknowledge the terrific commitment from all team members and for the fantastic way in which they represented the College, particularly our Year 12 students who have been very positive role models for many years as part of the squad.

Well done to all involved.



U13	U14	U15	U16	U17	SENIOR
Luc Patte (7 Cantamessa)	Tyler Hoffman (8 Ledda)	Ryan Walton (9 Cantamessa)	John McLachlan (11 Ledda)	Jack Moses (11 Ledda)	Alex Henry (12 Chambers)
Luke Smith (7 O'Mara)	Callum Verrell (8 Ledda)	Sam Vella (9 Prest)	Kyle Whitla (10 O'Mara)	Zac Corcoran (12 Edwards)	Shae Mackrill (12 Edwards)
Jack Nygaard (7 Edwards)	Sean Wright (8 Prest)	Spencer Richards-West (9 Cantamessa)	Kyle Feuerstein (10 O'Sullivan)	Mitch Woodcock (11 Prest)	James Edwards (12 O'Sullivan)
Dineth Wijendra (7 Prest)	Lachlan Hickey (8 Ledda)	Jack Bradley (9 Ledda)	Aaron Hoffman (10 O'Mara)	Ty Renshaw (10 Ledda)	Keagan Mitchell (12 Edwards)
Xavier Harrington (7 O'Mara)					Ed Collins 12 (O'Sullivan)

Mr Paul Trubiani  
Director of Sport

## Pathways

Career decisions are some of the most important ones of your life, so getting help in making those decisions is vital. This Career newsletter is one source of information available to you, providing information about how to choose a career, information sessions being held on various courses and careers, Open Days at institutions where you might want to study, career expos, insights into a number of careers and where you can get help. Students who do their research during Years 10-12 usually find it easier to make some career decisions at the end of Year 12. The Pathways Centre can offer the following services:



Apprenticeships Information	Part-time and Casual Job Opportunities
Cadetships and Traineeships	Résumé Writing Skills
Career Assessment and Testing	Scholarship Opportunities
Career Expos	Subject Selection Counselling
Career Newsletters	TAFE Courses and Programs
GAP Year Opportunities	University Courses & Programs
Individual Interviews	University Extension Studies
International Study	VCAA Information
Interstate Universities	VCAL – Vic. Certificate of Applied Learning
Interview Skills	VET – Vocational Education
Open Days	VTAC and Interstate Application Processes
Overseas Exchange Programs	Work Experience Program



### **How Can I Choose A Career?**

Many people say that basically they would like a job they enjoy, with the possibility of earning a reasonable income. So how do you choose that job? Firstly, keep in mind that there isn't just one perfect job for you. There are several jobs that would suit you well, so you need to explore the possibilities.

First, think about what you enjoy doing. For example, is it sport-related, scientific, reading/writing-related, helping people, information technology-related?

What do you enjoy doing in your spare time?

What subjects do you excel in at school?

How important is it that you earn a good wage?

Answering questions such as these will set you on a path to making some decisions. If you like science, what types of science do you prefer – physics, chemistry, biology? If you are creative, what is your speciality – music, drama, art, and design? If it is geography, perhaps you could be interested in urban planning, mapping or surveying. If it is health, perhaps it is nursing, nutrition or public health. If it is physics and maths, perhaps engineering.

Don't look too far ahead – you are not deciding on a lifetime career. You will have several careers in your lifetime!

### **Where Can I Study In Victoria?**

After completing Year 12, there are many options. If you are considering university, hoping to get a degree, these are the universities available in Victoria:

- Australian Catholic University (ACU) with campuses in Melbourne (Fitzroy) and Ballarat.
- Deakin University with campuses in Melbourne (Burwood), Geelong and Warrnambool.
- Federation University with campuses in Ballarat and Gippsland.
- La Trobe University with campuses in Melbourne (Bundoora), Bendigo, Albury-Wodonga, Mildura and Shepparton.
- Monash University with campuses in Melbourne (Clayton, Caulfield, Berwick, Parkville).
- RMIT University with campuses in Melbourne (City, Brunswick, Bundoora).
- Swinburne University has a campus in Melbourne (Hawthorn).
- University of Melbourne in Melbourne (Parkville, Burnley, Southbank, Werribee), Creswick, Dookie and Shepparton.
- Victoria University is in Melbourne (City, Footscray, St Albans, Melton, Sunshine).

You can check out their facilities and courses by attending their Open Days, usually held in August. Open Days are a great opportunity to check out tertiary institutions. The dates for many of them will be listed in a future newsletter. Year 10-12 students (and their families) are encouraged to visit institutions of interest on Open Days so that you can see their facilities, attend information sessions, collect information, get your questions answered and talk to students and staff.

If you plan on completing VET (Vocational Education) course (pre-apprenticeship, apprenticeship, certificate, diploma and a limited number of degrees), institutes offering courses in the Melbourne area are:

- Box Hill Institute
- Chisholm (Dandenong, Frankston)
- Holmesglen (Moorabbin, Chadstone)
- Kangan (Broadmeadows, Richmond)
- Melbourne Polytechnic (formerly NMIT) (Collingwood, Epping, Preston, Prahran)
- RMIT (City, Brunswick)
- Swinburne (Hawthorn, Croydon, Wantirna)
- Victoria (Footscray, City)
- William Angliss (City) and several others





There are also independent institutions offering degrees, diplomas and certificates. Examples are:

- Academy of Design (Port Melbourne)
- Australian Institute of Fitness (Bendigo, City, etc.)
- Footscray City Films
- JMC (South Melbourne)

Independent colleges are full-fee paying institutions, whereas the government generally offers financial assistance to study at universities and VET providers like Box Hill Institute.

NOTE: The government will only fund courses of study that are at a higher level than what they have funded already. For example, if you have a bachelor's degree, the government will not fund you to complete a VET diploma as it is at a lower level than the degree.



### Inside Monash Seminar Series 2018

*Get the inside story of what it's really like to study at Monash. You'll hear from a current student, a past student and an academic. It's the best 90 minutes you could spend researching your course. Bring along your parents too!* The **Inside Monash Seminar Series** commences in April. These seminars provide VCE students with an insight into the courses and career options within discipline areas. The seminars are held in various locations across the Caulfield, Clayton, Peninsula, and City campuses, and seminars with the same title have the same program. **All seminars commence at 6.30pm. Exact venue details are available on registration at [Inside Monash Seminars](#).**

DATE	EVENT	CAMPUS
Thursday 19 April	Design	Caulfield
Thursday 19 April	Law	Clayton
Monday 23 April	Fine Art	Caulfield
Tuesday 24 April	Media and Communication	Caulfield
Tuesday 24 April	Biomedical Science and Doctor of Medicine (MD)	Clayton
Thursday 26 April	Architecture	Caulfield
Thursday 26 April	Business	Clayton
Thursday 26 April	Science	Clayton
Tuesday 8 May	Arts, Criminology, and Global Studies	Clayton
Tuesday 8 May	Pharmacy and Pharmaceutical Sciences	Parkville
Wednesday 9 May	Public Health and Health Science	Caulfield
Thursday 10 May	Advanced Science	Clayton
Wednesday 16 May	Biomedical Science, Radiography, Radiation Science, Nutrition	Clayton
Thursday 17 May	Education	Clayton
Thursday 17 May	Information Technology	Clayton
Tuesday 22 May	Occupational Therapy, Physiotherapy, and Paramedicine	Peninsula
Thursday 24 May	Education	Peninsula
Thursday 24 May	Engineering	Clayton
Wednesday 6 June	Nursing and Midwifery	Peninsula
Wednesday 20 June	Psychology	Clayton
Thursday 21 June	Business	City



Thursday 12 July	Science	Clayton
Tuesday 14 August	Music	Clayton
Thursday 6 September	Information Technology	Clayton
Thursday 13 September	Engineering	Clayton



### 'My Melbourne Future' Series

Senior students should note that during the months of May and June, the University of Melbourne will be hosting a series of *free* **'My Melbourne Future' Information Sessions at the Parkville Campus** in the early evening, aimed at informing prospective students about the courses on offer; hear from current students, academic staff and recent graduates about what it is like to study that degree or course at Melbourne, and the career and personal development opportunities available to graduates. These events will include a Careers of the Future presentation, a sample lecture, student experience insights with Q&A and a courses expo.

Registrations will open soon, but students can pre-register for updates from Melbourne at [My Melbourne Future](#).

Date	Event
Tuesday 15 May	Agriculture, Science, Technology, Engineering, and Design
Thursday 31 May	Health, and Veterinary Science
Tuesday 5 June	Economics, Business, Law, Humanities, Arts, Social Sciences
Thursday 7 June	Creative and Performing Arts
Tuesday 14 June	Economics, Business, Humanities, Social Sciences, and Education

I look forward to working with your sons in 2018.

Mrs Vivienne Egan  
Head of Pathways

## Community

Rehearsals for this year's combined Musical production of *The Wedding Singer* have just started and already the energy and focus from the St Joes and Mater students is enough to get us all very excited. As part of our preparations for this theatrical celebration of all things 80s we would like to ask the broader St Joseph's school community to help out with costume donations. The costume department in particular requires four to five wedding dresses replete with puffy sleeves, satin, taffeta and lace. The cast of over 50 also requires a combination of 80s style formal wear. This includes:

Jackets  
Ruffled shirts  
Suits

If you are able to assist with any of these donations please contact



Ms Sarah Elijah [selijah@stjosephs.com.au](mailto:selijah@stjosephs.com.au)  
or  
Ms Siobhan Duffy [sduffy@stjosephs.com.au](mailto:sduffy@stjosephs.com.au)







**fete**  
**Sat 24th MARCH**

**Boronia & The Basin Community FETE**  
**212 Boronia Rd, Boronia • 10AM - 4PM**

Cha Cha • Cyclone • Trash & Treasure • Live Entertainment  
Jumping Castle • Food Court • Free Activities • Community Displays  
Cake Stall • Devonshire Tea • Inflatable Slide • Animal Farm • Meltdown  
Plant Stall • Face Painting • Side Show Alley • Pony Rides • Cup & Saucer  
Mini Golf • Silent Auction • Craft Stall • Model Trains • Much more

**Get in early for your  
"All Day Ride"  
Pass**

**Early Bird Deals -** \$20 - Junior pass  
Before 17th March \$30 - Unlimited Pass

[www.trybooking.com/TPQC](http://www.trybooking.com/TPQC)





Junior Training  
(Field umpires)  
Mondays  
5:30pm-7pm  
Morrison Reserve  
Mount Evelyn



Senior Training  
(All disciplines)  
Wednesdays  
6pm-8pm  
Knox Athletics  
Track

## GET IN THE GAME!

If you love footy, you'll love being an umpire. Not only do you get the best view of the action, you also get paid for the privilege. It helps keep you fit, you get to be part of a team and you can learn leadership skills that you can take with you when you walk off the ground. They call it a job, but really, whether you're a field, boundary or goal umpire, it might just be the most fun you can have at work.

AFL Yarra Ranges is recruiting for new umpires from age 13+ to join us in 2018. We are especially hoping to welcome new female umpires to reflect the overall growth of female involvement in the great game of AFL! Get on board and be part of a fantastic group of Yarra Ranges umpires and you will receive coaching and mentoring as a field, boundary or goal umpire, plus excellent match payments.



Please contact us now for further information and details:  
Trevor McGary – 0488 287 676 – Director of Umpiring Seniors  
Peter Dixon – 0421 005 849 – Director of Umpiring Juniors  
John Edwards – 0430 018 072 – Umpires Administrator  
Email: [johnyvmdfl@live.com](mailto:johnyvmdfl@live.com)





## College Calendar – Upcoming Events

Tuesday 20 March	Queenstown Ski Trip Information Evening 6pm
Wednesday 21 March	Years 7–12 Parent Teacher Student Conferences (Student Free Day)
	Grade 4 Parish Schools Visit
Thursday 22–Wednesday 11 April	Italy Immersion
Friday 23 March	Grade 4 Parish Schools Visit
Tuesday 27 March	Year 12 Formal 7pm
Thursday 29 March	Easter Liturgy, Whole School Assembly, Year 9 Return and Leadership Presentation
	Last Day Term 1
Monday 16 April	Staff Professional Practice Day (Student Free Day)
Tuesday 17 April	First Day Term 2
	Year 7 Flight Excursion (7LE and 7ED)
	ACC Sport: Year 9/10 Round 1
Tuesday 17–Friday 26 April	Sport and Rec (Forrest)
Wednesday 18 April	ACC Sport: Year 7/8 Round 1
Friday 20 April	Year 7 Flight Excursion (7LE and 7ED)
	Open Morning 9.30am
Monday 23 April	Photo Day (Main Day)
	Year 7 Flight Excursion (7CA and 7OM)
Tuesday 24 April	ACC Sport: Year 9/10 Round 2
	ANZAC Day Ceremony 8.37am
Wednesday 25 April	ANZAC Day Public Holiday
Thursday 26 April	ACC Sport: Year 7/8 Round 2
	Grade 4 Parish School Visit 9.30am–12noon
Friday 27 April	Year 8 Four Seasons Trees Adventure (8ED, 8OS)

Further events on the St Joseph's College Calendar can be found on our website at the following link:

<http://stjosephs.com.au/events/>

## College Calendar – Term Dates

### Term 1

Wednesday 31 January until Thursday 29 March

### Term 2

Tuesday 17 April until Wednesday 27 June (Friday 29 June for Year 10 – Work Experience)

### Term 3

Monday 16 July until Friday 21 September

### Term 4

Monday 8 October until   Year 12 – Tuesday 23 October  
                                       Year 11 – Friday 30 November  
                                       Years 7–10 – Friday 7 December