



Agité

Term 1, No. 4

March 2018



St Josephs
College

This fortnight in Agité

Principal

Deputy Principal (Years 7–9)

Prayer

Religious Education

Director of Students

Year 7

Year 8

Valdocco

Year 10

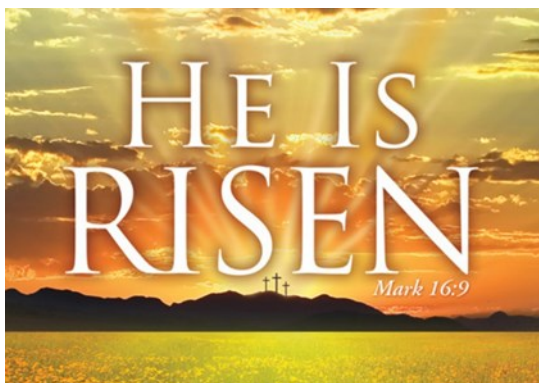
Music

Pathways

Community



Principal



Easter is important because it provides hope in our world. In the risen Jesus, God affirms all that is good in each of us and asks us to follow in the steps of his Son by working together to build up the Kingdom, trusting that the Spirit of Jesus is within us empowering us in ways that go beyond what we can imagine.



We are fortunate at St Joseph's College because we have the example of Jesus as well as the example of Saint John Bosco. Don Bosco's message is clear for us – we need to continue to be a place of welcome, a playground where we meet our friends and enjoy each other's company, a parish that evangelises and challenges each of us to live out the gospel values of love, kindness, forgiveness and respect. We strive to be a place that prepares for life and, although we are imperfect, we do our very best to assist your sons.

Through the work of students and staff in raising awareness and funds, the Project Compassion appeal enables Caritas to provide resources to people within communities who desperately need assistance for the basics of food, water, shelter, access to education.

On Wednesday 28 March, the College ACC Athletics Team performed very well finishing in 2nd place to St Joseph's College, Geelong. The team won the U13, U15 and U17 flags as well as the Senior Cup. Congratulations to all members of the team as well as Mr Matt Dunn, Mr Paul Trubiani and all staff who assisted over the many weeks of training.



A 'new student' has recently come on board – 'Miss Steffy Judd'. Steffy is being trained by the Judd family for the next 12 months. She will have an excellent attendance record at Valdocco Campus as she learns all the necessary skills to become a Guide Dog. Pictured are Tom Judd (9 Edwards), Mr Martin Judd and Steffy.

As the term draws to a close, I would like to acknowledge the work of the staff in assisting the boys to focus on study, embrace opportunities and live their lives in kind and considerate ways.

On behalf of the staff, I extend to you the blessings of the Easter season. I wish you and your families a happy and safe holiday period, and I look forward to seeing you again in Term 2 which begins on Tuesday 17 April.

Ms Cathy Livingston
Principal





Deputy Principal (Years 7–9)



Homework – Targeted Effort Towards Improvement

Homework, or more importantly the usefulness of homework, has become a topic of considerable debate in recent years both nationally and internationally. Some schools, in particular some primary schools, have adopted a non-homework policy. A variety of reasons have been presented by these schools to support this approach including arguing a lack of evidence for the benefit of homework. In the USA, one teacher's approach to homework was shared on the internet and went 'viral':

"After much research this summer, I am trying something new. Homework will only consist of work that your student did not finish during the school day. There will be no formally assigned homework this year.

"Research has been unable to prove that homework improves student performance. Rather, I ask that you spend your evenings doing things that are proven to correlate with student success. Eat dinner as a family, read together, play outside, and get your child to bed early."

'Mr Young'

Whilst this approach has been refuted by 'research' it does serve to highlight a confusion that exists regarding the usefulness and purpose of homework. Even academic supporters of Mr Young's approach generally agree that it does not apply to secondary schools.

"The situation is slightly more complicated when it comes to older students. Certain constructive assignments — like lengthy essays — aren't a great use of instructional, in-class time, so they're better off as homework."

David Bloomfield, Professor at Brooklyn College

Research, in fact, supports a clear link between student academic performance and homework in the secondary school setting.

"The most comprehensive research on homework to date comes from a 2006 meta-analysis by Duke University psychology professor Harris Cooper, who found evidence of a positive correlation between homework and student achievement, meaning students who did homework performed better in school. The correlation was stronger for older students—in seventh through 12th grade."

Katie Riley, Time Magazine 2016

At St Joseph's College, homework is considered an essential component of the students' academic program. Whilst some variation in expectation exists at different times of the year, students at Year 7 are generally expected to do 45 minutes of nightly homework; at Year 8: 75 minutes; and at Year 9, an hour to an hour and a half (seven hours a week).

Homework activities may include: completion of classwork; repetition activities to reinforce classwork (such as Maths questions); research and completion of assignments; course and wider reading; and revision activities etc.

Whilst most boys attend to the basic requirement of homework completion (such as a set of homework questions), some are notoriously poor at:

- Researching
- Revision
- Reading (close texts and wider reading)

Such an approach, one lacking in in-depth revision and reading, is unlikely to have significant long-term benefits to the student. A poor approach to homework can simply lead to reinforcing bad habits. If, in addition to rehearsing learnt skills through repetition, students aren't actively researching, questioning, problem-solving and broadening their knowledge base through their homework completion then they are potentially wasting their time. Worse still, if they are repeating

the same errors of the past in their approach to essay writing for example, they can actually be making things worse. The Germans have a word for such an approach. It is '*schlimmbesserung*' (to make things worse through an effort to improve).

To avoid '*schlimmbesserung*!' teachers at Years 7 through to 9 offer homework support after school up to four days a week (Monday to Friday). Whilst students may be requested by staff on occasion to attend (if they are falling behind in work), the opportunity to volunteer to stay back for assistance is always open to all.

For parents, when your son says he hasn't got any homework please direct them to the following two tasks:

- Revision (reading over completed chapters from Jacaranda Text).
- Reading (set novels and/or wider reading).

Whilst wide reading may have no immediate impact on class results, it supports the development of Literacy skills which underpins the learning across all subjects throughout your son's education.



Note: Homework Club is open to all students Years 7 through to 9. Parent notification that their son is attending is essential. Please contact your son's Learning Leader for more details.

Mr Andrew Cooper
Deputy Principal (Years 7–9)



Prayer

Easter Sunday Prayer

Lord God,
You loved this world so much,
That you gave your one and only Son,
That we might be called your children too.

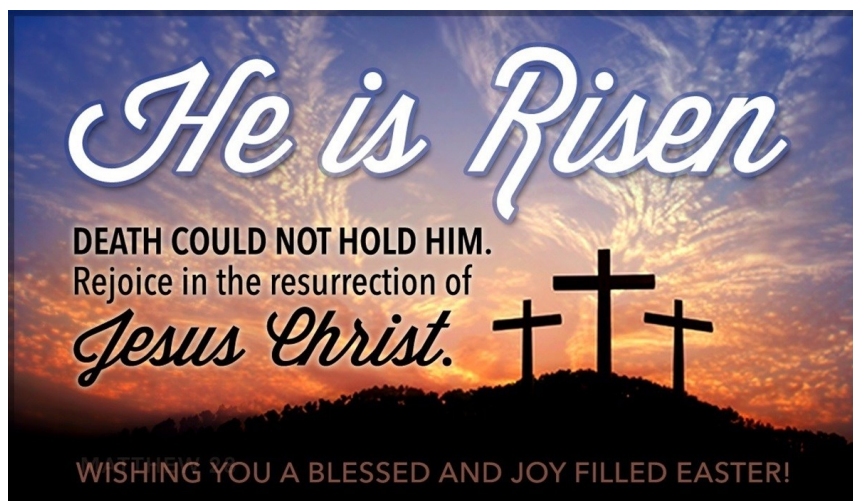
Lord, help us to live in the gladness and grace
of Easter Sunday, every day.

Let us have hearts of thankfulness
for your sacrifice.

Let us have eyes that look upon
Your grace and rejoice in our salvation.

Help us to walk in that mighty grace
and tell your good news to the world.

All for your glory do we pray, Lord, Amen.



Religious Education

Giving of Yourself...



"Can you help?" This is often the subject line in my emails and notices to students. It often precedes an event, a mass or a special opportunity. The variety of replies that follow are always heartening. Even if it is to say "sorry I'm doing... but next time." The St Joseph's student is often very generous with their time, energy and support.



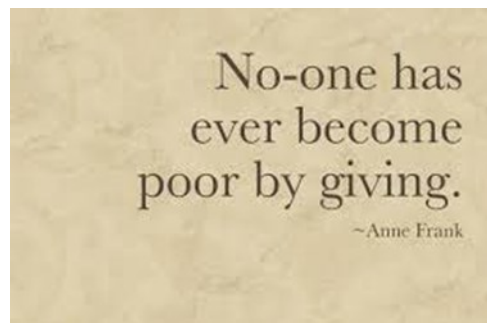
Over the past six weeks of Lent we have been asking a lot from the community of students, to help support the work of CARITAS Australia, Project Compassion. Fr Jim reminded the Year 12s at Mass in the final week of term, that, to help your mate is great, to support your classmate or family is very good, but to donate and work for those people we will never meet or get a thank you from, is outstanding. Our work for Project Compassion has taken on many forms; a lot of food has been sold – many slices of pizza and very well-done (charcoaled) BBQed sausages have been eaten in the name of GIVING.

As we come to the close of Term 1 we are hopeful of achieving our goal of \$20,000. Totals will be announced when we return from holidays.

In preparation for Term 2, we note that the Cross Country and Salesian Action Day are very early in the term and planning is under way. Please keep an eye out for more information and details.

Thanks in advance of all your efforts to finish off the term well.

Ms Ann Maree Pagon
Director of Religious Education





Director of Students

Bullying... NO WAY!!

To mark the National Day of Action Against Bullying our Year 12 and Year 8 students collaborated to help develop a better understanding of what bullying is and what can be done to help anyone who feels as though they have been bullied. All Year 12 VCE students spent the first half of their usual Oratory time undergoing a training session about key terms and resources to help them take their Year 8 groups through a small workshop about bullying. The Year 8 students were taken through the definition of bullying by the Year 12s and were also given an exhaustive list of resources and strategies that they could turn to if they ever felt that they needed support if they were, or someone they knew was, being bullied. Such strategies included speaking up, not being a bystander to bullying and the details for Kids Helpline if they ever needed someone to talk to urgently. Our Year 12 students helped to create an awareness about different types of bullying including Physical Bullying, Verbal Bullying and Social Bullying, including Cyber Bullying, as well as discussing behaviours which would not be classified as bullying.

Parents and students can visit the Bullying NO WAY website for more information and resources at <https://bullyingnoway.gov.au/>.

Below are the thoughts of some of the Year 8 participants:

"The Year 12 boys were very helpful with talking to us about bullying on Tuesday. They explained the concept and the definition of bullying very well and it made it so much easier for us to understand."

Lachlan Hickey (8 Ledda)

"I thought it was great and learnt a lot more about bullying. Now I know that it is important to talk to someone about bullying."

Tyler Hoffman (8 Ledda)

"The Year 12s were very helpful with their knowledge about preventing bullying. They were also very funny at times and then they were serious when they needed to be, but overall they were very good."

Callum Verrell (8 Ledda)

Mr Liam O'Keefe
Director of Students



Year 7

A Term of Celebrations

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

So far, the boys have experienced a Whole School Assembly where they partook in the 'Guard of Honour' tradition. This is where the current Year 12s stand and welcome the Year 7s, not only into the stadium, but into the school





community. The boys have participated in their first House Athletics Carnival at Knox Athletic track and represented their respective houses with pride. Some Year 7 students also represented the College at the ACC Swim Carnival held at MSAC and did the school and their year level proud. Just recently they also participated in their first St Joseph's Day celebration. Held in the true Salesian tradition of pray together, eat together and play together, they day started with mass, followed by a BBQ and finished with rides and a carnival.

Some comments from students about their first term experiences so far:

"The work is more challenging compared with primary school."

Stephen Edmanson (7 Cantamessa)

"The activities are more interactive and St Joseph's Day was great fun as there was heaps to do."

Ruggero Mazzone (7 Cantamessa)

Year 7 iPad Guidelines

The introduction of the iPads has already allowed the boys to push the boundaries of their learning. With Internet research at their fingertips, textbooks readily available on their device and a range of apps to help them analyse, investigate and create, the boys are embracing their new learning tool. Our message at Year 7 is that the iPads are a 'tool not a toy', and must be used for educational purposes only. We encourage you to discuss the following guidelines with your son.

Year 7 iPad Guidelines

1. You cannot bring your iPad to school without an appropriate case.
2. iPads are not to be used outside the classroom or before/after school.
3. If spotted with your iPad out, it will be taken and given to Mr Martin and you can collect it at the end of the day. You will also be given a strike (three strikes result in a 4pm detention).
4. iPads are to be taken to each class unless instructed otherwise.
5. iPads are not to be opened in class until instructed to by a teachers.
6. No social media e.g. Facebook, Instagram, SnapChat, Kik, or apps of an inappropriate/violent nature. The same rules apply for internet searches – please keep your internet use appropriate. Approved educational games only. (If unsure please ask your homeroom teacher.)
7. No 'non-approved school apps' can be open on your iPad during school time. If a teacher spots you using one in class, or asks you to double tap the home button and one is open, then you will receive an **instant 4pm detention and lose your iPad**.
8. You can customise your homescreen, however the images used must at all times be appropriate and non-offensive (if unsure please ask your homeroom teacher).
9. iPads cannot be taken to Chieri unless you have a note from your teacher. Before school and after school is ok, however normal classroom rules apply.
10. iPads must be stored in lockers whilst not in use. If left out they will be given to Mr Martin for the rest of the day and you will receive a strike (three strikes result in a 4pm detention).
11. iPads are not to be charged at school. it is your responsibility to charge them at home.
12. You may not touch another student's iPad without permission. If you do you will receive a consequence.
13. Please be polite and respectful when emailing teachers. Etiquette for emailing teachers will be discussed in homerooms.
14. Under no circumstances are students to send group emails to all Year 7 students (you should only email other students for school purposes).
15. Headphones may be taken to classes, but only used when instructed by the teacher. These cannot be used outside of class time.
16. No student is to take a picture/video of another student or teacher without their permission and this should only be for school purposes.



17. At all times the iPads remain the property of the school and at any stage your teachers or parents have the right to take them off you. If your iPad is taken, you are required to catch up on any work missed as a result.

Mr Brian Martin
Year 7 Level Leader

Mr Patrick van Dyk
Year 7 Level Learning Leader

Year 8

Homework Club

Homework Club runs every Monday to Thursday night in Room 2 for Year 8 students. A number of students are regular attendees and take advantage of this opportunity to get most of their homework completed in a friendly, supportive environment. There is always one teacher present and sometimes many more, which allows an opportunity to break out into small groups depending on the tasks being done.

Many students comment on how good it feels to leave the school knowing your homework is completed. Most students come voluntarily and for some boys Homework Club is part of their improvement plan. Students work on a variety of tasks from a variety of subjects. Homework can take the form of revision, completing tasks, getting projects done, group work or even study. Having teachers around them allows the boys to learn techniques for revision and study, which don't always come naturally.

The participation in regular work and constant reminder of the topics covered can often be seen in student's classwork.

Mr Carl Di Stefano
Year 8 Learning Leader

Year 8 SRCs

Earlier this Term, the Year 8 voted for 12 students to represent them on the Student Representative Council. The cohort made excellent choices and the following students were selected:

8 Cantamessa	Roger Anthony and Pearce McCreddie
8 Edwards	Riley Clancy and Alex Doyle
8 Ledda	Tom Morrison and Ryan Saraw
8 O'Mara	Jarvis Dood and Ishaan Nagrath
8 O'Sullivan	Liam Dickinson and Gurveer Walia
8 Prest	Ollie Bird and Sean Wright

One of the SRC's first responsibilities was to represent the College at the Catholic Education Week Mass at St Patrick's Cathedral.



Jake Briggs (8 O'Mara) catches up on Italian homework while Ryan Emslie (8 Cantamessa) catches up on English homework.

In the background Ms Jacqui Cooke helps Max Behan (8 Ledda) with his Humanities homework at Homework Club after school.





"On Friday 16 March, all of the Year 8 and 10 SRC representatives attended the St Patrick's day Mass in the city. We all arrived to school on time in order to take the same bus. Once everybody had gotten on the bus we all safely made our way to the city. When we arrived, we went into St Patrick's Cathedral, where we saw more than 200 schools there in total. Everybody then went inside of the Cathedral and found their seats. The service started with some volunteers playing the bagpipes while all the different schools proceeded in with their banners. Then the Archbishop entered the Cathedral and everybody had to stand up for him. Whilst he was walking in, incense was smoked as a blessing. After Mass, we slowly made our way over to the nearest park to have a snack and chill out for 20-30 minutes. It was packed full of schools and music! After everyone ate their snacks we made our way down to McDonalds. The awesome Miss Cooke shouted us all an icecream or slushy. When we left McDonalds, we went to have a look at the art gallery where we saw some awesome art there made by students, including work by some of our St Joseph's students. The art gallery was our last stop before going onto the bus. Once we arrived back at school we played downball for 30 minutes and then went home. Overall, we had a great time and loved the full experience of being able to do activities like that and represent our school."

Tom Morrison and Ryan Saraw (8 Ledda)



The students were excellent ambassadors for the College and look forward to working with them this year.

Miss Jacqui Cooke
Year 8 Level Leader

Valdocco (Year 9)

Valdocco: The Community

As we wind down to the end of Term 1 at Valdocco and in the wider St Joseph's community it gives us all time during the upcoming break, to reflect and to look back at what we all have achieved so far this year. For the boys at Valdocco these successes are numerous for every single one of them, both on an individual and collective level. The obvious achievement for the boys within themselves has been the Year 9 Outdoor Expedition which ran from 2 – 9 March.



The Camp was a fantastic experience for these young men, yet again, and the qualities that they showed to be able to overcome their on personal obstacle and challenges was truly inspiring to see. They say that these boys really do come back and feel like Year 9 is truly theirs and I have to say I have noticed the growth in the group as well. Camp has that air of challenge about it and this is a word we as a staff want the boys to focus on as their year progresses. Challenge is something that doesn't discriminate and something that we want our boys to seek rather than wait to have it come knocking at their door. This will come in many forms including scholastically, academically, in their sporting pursuits, in the home and their local communities. What the Year 9 camp experience brings these young men, is an example of how they can achieve in foreign environments and in some situations that aren't completely in their favour. That is why experiences like this are so important at Valdocco and why it is my favourite time of the year!

The other part of life at Valdocco that we have come to focus on with the boys is the sense of community. Almost a term down, and these boys have really taken ownership of their environment and can truly call this place theirs. With that comes great responsibility in the physical sense, as the students go about in discovery developing the campus aesthetically and developing projects to further enhance their environment. It also comes in the form of looking after one another and developing a sense of community. Don Bosco had this vision for the original Valdocco in Turin, Italy. The example he set by taking in young people who otherwise would not have had an opportunity for an education and more importantly, not been able to be a part of a community of people who truly cared for them, was a cornerstone of his



teaching and the campus. It is this same idea of caring for one another and being a part of a community that cares for one another that we want to continue to develop in these young men. It may be playing at recess or lunch with someone they may not usually associate with, it may be helping a classmate who is struggling with some work, or it may be fundraising for Project Compassion. It could even be something as simple as walking past someone in the yard or in class and saying g'day. It's these moments that make our community stronger and make each and every young man in the care of the school and campus feel welcome. For this is one of the four pillars of our community: A home that welcomes. I have no doubt that the boys have started, and will continue, to follow through on this ideal as the year progresses.

Mr Tom Murphy
Year 9 Level Leader

Year 10

Catholic Education Week Event



On Friday 16 March the Year 10 SRCs along with many other guests were invited to two events to celebrate Catholic Education Week



The first event was a Mass at St Patrick's Cathedral, the day before St Patrick's Day. The Mass was celebrated by the Archbishop of Melbourne, Most Reverend Denis Hart, and there were many other very important people in attendance from religious life, education, industry and politics. A particular highlight was the presence of St Joseph's students in the Choir, along with Miss Bronwyn Dean.

The second event was a Young Speakers' Colloquium. Our students had the pleasure of listening to the stories of two young people who finished Year 12 last year and how they have tried to make the world a better place. Two very different stories were told and their real world experience with how good intentions can run up against many unforeseen issues provided a lot of talking points.

Thank you to the students who attended the day and were a credit to themselves. Thank you also to Ms Ann Maree Pagon who organised the day for us. Below are some words by those who were there on the day.

"The day was full of new experiences and wisdom from others in very similar positions to my peers and me. Learning about social justice from people who devote their lives to helping others. This experience was shared with 330 other schools and it was great to see so many other students learning a lot of useful things which they can put into practice."
Tristan Borg (10 O'Sullivan)

"Today we were lucky enough to attend the St Patrick's Mass at St Patrick's Cathedral. It was a great experience and we definitely came back with more knowledge about St Patrick. After the Mass we attended a Colloquium where we had two guest speakers speak to us about social justice and how they advise us to get into the social justice community as it is a life changing experience. Overall the day was great fun and we learnt many new things and hope to use these qualities in the future."

Corey Preston, 10 Prest.





"The excursion was an amazing experience where the SRCs began in St Patrick's Cathedral where a Mass with over 300 schools took part in was held. Then the Year 10 SRCs made their way to an amazing lunch and listened to some inspirational speeches by young social justice workers."

Jasper Martin (10 Edwards)

"The excursion was a wonderful experience with the SRCs. Exploring St Patrick's Cathedral and hearing words from the Archbishop was breathtaking. Excellent speeches from experienced university students allowed me to understand the life of a leader."

Shean De Fonseca (10 O'Mara)

"We started our day at St Patrick's Cathedral with a nice Mass shared with 330 different schools. The Mass was over before long with lots of singing by the Choir. We then headed to a gathering where many schools huddled in and had lunch. This was followed by a dance by a group of Year 10 girls and then two long, but insightful speeches. We learned many different things about Sri Lankan culture and social justice."

Zach Carlin (10 O'Sullivan), Josh Connelly (10 Edwards) and Jake Hearn (10 Prest)

Mr Tom Fay

Year 10 Leader

Music

Our College Music Department in 2018: An Incredible Term 1

Music at the College is always busy with lots of events, liturgies and concerts. However, Term 1 has been by far one of our most involved terms to date. Usually we prepare for one major event a fortnight. Well this term, we have been involved in eight major events in a little over a two week period.



These events are listed below:

- Preparation for St Patrick's Day Mass: rehearsals with the musical director Fiona Dyball.
- Singing at St Patrick's Cathedral Opening Mass.
- St Jude's Fair Performance.
- St Jude's Got Talent.
- St Joseph's College Open Day.
- St Joseph's Day.
- ACC Rehearsal Day involving 240 musicians from the ACC schools preparing for a concert spectacular at Hamer Hall in September.
- Providing music for our College Easter Liturgy.

Any art form requires a passion and hunger to be involved in that activity; perseverance, purposeful practice and time. Well done to the students for the hours of rehearsals and practices outside of school time as well as the extra effort they have put in leading up to these events. These events involved over 40 musicians and at least 20 of these students were involved in every single event.

St Jude's Fair

"St Jude's Fair was a wonderful opportunity and an achievement for all involved. We spent a long time preparing these pieces and lots of band practices during lunch times throughout the term. We had an entertaining and impressive set up as we had lights and performed on the inside of a large truck which became our stage. We performed a two hour bracket of show tunes and solos and 20 students performed on this evening. After the St Joseph's bracket, many of the boys competed in a music competition titled 'St Jude's Got Talent'. Congratulations to all boys involved, particularly the prize winners. Miss Dean was so very proud that all prize winners were from or connected to St Joseph's College. Great work boys!"

Tom Hurley (9 O'Mara), Jamieson Doyle (11 O'Sullivan) and Ben Harris (11 Prest)



Prize Winners

- 1st Place:** Ben Harris (11 Prest) and Kiera Harris (Ben's sister)
2nd Place: Jamieson Doyle (11 O'Sullivan) and Ben Harris (11 Prest)
3rd Place: Tom Hurley (9 O'Mara)
Honourable Mention: Liam Park (7 Cantamessa) and Joel David (12 Cantamessa)

Year 8 Music

I congratulate all Year 8s on their approach to purposeful practice when it comes to learning an instrument.

In order for the Year 8 students to make the most of this incredible experience, it is asked that all students remember the following:

- To bring their instrument – particularly important when it comes to learning an instrument.
- To bring their sheet music or iPad.
- To create a regular practice routine at home.

Please do not hesitate to let me know if you have any questions regarding the Year 8 program

Private Instrumental Lessons in Term 2

I encourage all students to consider learning an instrument, harnessing and developing a new skill. Students have the opportunity to learn from one of our highly skilled instrumental teachers. Students experience a 30 minute lesson in a shared or individual environment.

Instruments for Private Lessons			
Guitar	Piano	Bass Guitar	
Voice	Drums	Flute	
Saxophone	Clarinet	Trombone	
French Horn	Violin	Trumpet	Tuba

Signing up now for Term 2 lessons: if your son is interested in learning an instrument at the College then please fill in a Music Form and hand it in to Student Reception. Or alternatively speak with me.

Miss Bronwyn Dean
Music Leader

Pathways



Deakin Step on Campus

Students can find out more about university life, study areas and what it's really like to be a student at Deakin! During these upcoming school holidays, Deakin will be running its Deakin Step on Campus event. Students will have a personalised tour of the campus with a current Deakin student, as well as learn more about Deakin's study areas, campus life and how to make the best transition into university.

- Where:** Melbourne Burwood, Geelong Waurm Ponds, Geelong Waterfront and Warrnambool campuses
Dates: Melbourne Burwood Campus, Thursday 5 and 12 April 2018
 Geelong Waurm Ponds Campus, Friday 6 and 13 April 2018
 Geelong Waterfront Campus, Wednesday 11 April 2018





Warrnambool Campus, Wednesday 11 April 2018

Times: 10am and 12noon (Daily)

Register for one or more tours at [Step on Campus](#).

Victorian Institute of Forensic Medicine

A Career in Forensic Medicine

The Victorian Institute of Forensic Medicine (VIFM) is hosting a Career Information Afternoon for students in Years 10-12. It is aimed at providing an insight into the various career options in forensic sciences. Speakers include a forensic pathologist, forensic toxicologist, a mortuary technician, a physician from clinical forensic medicine, and a representative from the Donor Tissue bank of Victoria. The Institute usually only hosts two of these afternoons a year and interested students should register soon as places are limited.

When: Friday 13 April 2018

Time: 12.30pm–4pm

Where: VIFM Lecture Theatre, Coronial Services Centre, 57-63 Kavanagh Street in Southbank

Registration: Complete the registration form found at [Career Information Afternoon](#) as soon as possible.

For more information, visit [Victorian Institute of Forensic Medicine \(VIFM\)](#) or call (03) 9684 4342.



Global Educators™

A Day in the Life of a Fashion Illustrator

During these upcoming school holidays, Box Hill Institute will be hosting A Day in the Life of a Fashion Illustrator and Developing Your Fashion Portfolio. This hands on one day workshop will provide students with the opportunity to experience life as a fashion illustrator and develop skills to present their creative ideas for their portfolio.

Date: Wednesday 11 April 2018

Time: 9.30am–3pm

Venue: Box Hill Institute - Nelson Campus, 853 Maroondah Highway in Box Hill

Tickets cost \$75 and students must register at [A Day in the Life of a Fashion Illustrator](#).



CHARTERED ACCOUNTANTS
AUSTRALIA + NEW ZEALAND

Chartered Accountants

Why accounting? Accounting can be regarded as the language of business. Accountants *analyse, report and give advice about the financial dealings of organisations and individuals, and advise on associated record-keeping and compliance requirements*. Chartered Accountants hold the highest professional qualifications available to accountants in Australia, and are valued for their commercial know-how, analytical thinking and leadership abilities. A career as a Chartered Accountant is a fantastic choice for those who want to:

- Earn good money
- Have the opportunity to travel and work overseas
- Have job security
- Enjoy a challenging, interesting and diverse career

Some of the potential roles for a Chartered Accountant include

- Financial planner
- Forensic accountant



- Financial office
- Management accountant
- Tax specialist
- Stockbroker
- Business analyst
- Risk analyst
- Auditor

So, how does one become a Chartered Accountant?

Step 1: Choose an approved university *business or commerce or finance* degree.

Step 2: Complete the degree with an *accounting major*.

Step 3: Begin the Chartered Accountants Program - [Chartered Accountants Program](#).

Step 4: Complete the Chartered Accountants Program while accumulating three years of work experience with a Chartered Accountant mentor.

Students wanting to be kept informed about career events, etc. run by the Institute of Chartered Accountants should regularly browse [Chartered Accountants](#).



MONASH University

News from Monash University

News from the Science Faculty

Monash Science recognises the importance of *industry-based experience* and knowledge to prepare students for their future careers. Students can complete an industry project, or build their employability skills with career focused units including:

- **Science Schools Project** – students are placed in teams in a school environment where they teach science to school students. This immersive experience develops highly transferable skills including communication, project and time management and teamwork. Students may use this opportunity to get a taste for teaching as a possible career.
- **Science Industry Placement Unit** – this credit unit enables students to undertake a science-based industry placement of at least 80 hours. Students have the opportunity to put into practice the knowledge and skills developed in their course.
- **Career Skills for Scientists** – this unit uses work-related activities to enhance transferable skills including commercial awareness, leadership, teamwork and communication. Through scenarios and creative problem solving activities, students learn about the business environment. Students will also gain training in writing a CV and job applications.

For more information about studying Science at Monash, visit [Monash Science](#).

Studying Health at the Peninsula Campus

Monash Peninsula is home to a variety of undergraduate and graduate programs in Medicine, Nursing and Health Sciences including Paramedicine, Nursing and Midwifery, Occupational Therapy and Physiotherapy.

Located in Frankston, our Peninsula campus is a great place to study, offering all the amenities students need within a small, friendly community.

Interested in finding out more about what's on offer at Peninsula, but no time to visit? Take a 360° virtual tour of the learning spaces [Studying Health at the Peninsula Campus - YouTube Clip](#).



News from ACU

ACU at the ACN Nursing & Health Expo

ACU's School of Nursing, Midwifery and Paramedicine is sponsoring the Australian College of Nursing (ACN) Nursing and Health Expo.

Check out the expo and drop by the ACU stand for an opportunity to speak with knowledgeable staff about career and study options.

When: Saturday 28 April 2018

Time: 8.30am–1.30pm

Location: Melbourne Convention and Exhibition Centre, Exhibition Bays 1 and 2, 2 Clarendon Street, South Wharf

Cost: *Free* entry

Find out more at [ACN Nursing & Health Expo](#).

Community Achiever Program (CAP)

Formerly known as the Early Achievers' Program (EAP), the Community Achiever Program (CAP) is designed to acknowledge students' commitment to their local communities. Regular volunteer work in your community – through a social justice organisation, sporting, performance, cultural or religious group – may be rewarded through our Community Achievers' Program with entry into an undergraduate degree.

A successful CAP application means students could receive an offer as early as August to study at ACU. Being part of this CAP group also offers unique opportunities to enhance their leadership and volunteering skills, while they study at ACU.

Find out more at [Community Achiever Program \(CAP\)](#).



News from Bond University

Update from the Bond Business School

Under a *new* structure for undergraduate degrees, students will now be able to take any of the majors (six subjects) available in the Bond Business School. For example, students can combine their Bachelor of International Hotel and Tourism Management with a major in Marketing, International Business or Entrepreneurship. Similarly, students might wish to access a Tourism Management major in a general business program. Learn more by browsing [Bachelor of Business](#) or [Bachelor of International Hotel and Tourism Management](#).

Build your own Brochure

Start building your own personalised Bond University brochure for yourself or for a friend. Students can log on to [Build Bond Brochure](#), select up to three areas of interest, and follow the prompts.

Scholarships at Bond

Bond University offers an extensive scholarship program to both domestic and international students, with values ranging from 25% scholarships to 100%. It is important to note that applications for the 2019 Scholarship Program for Australian Year 12 students open on 1 April 2018, and close on 31 July 2018.

Some of the scholarships on offer include:



⇒ *Vice-Chancellor's Elite Scholarships*

This 100% scholarship is available to all Year 12 students with an anticipated ATAR above 95.00; with demonstrated strong leadership skills, and extensive involvement in extra-curricular activities. Open to all undergraduate degrees excluding the Bond Medical Program.

⇒ *The Padma and Hari Harilela Scholarships*

Awarded to outstanding students from around the globe, looking to study at either undergraduate or postgraduate level. These scholarships open the door to applicants with strong achievements in both community involvement and contribution, and academia. Applicants must meet the prerequisites and the admissions entry standard for their chosen degree. Submission of a 500-word personal statement outlining the applicant's community involvement and contribution, as well as personal attributes and academic achievements. Awardees received a total of \$10,000 (domestic students) and \$15,000 (international students). Open to all undergraduate degrees excluding the Bond Medical Program.

⇒ *Excellence Scholarships*

Awarded to Year 12 students with an anticipated ATAR of over 91.00, demonstrating exceptional potential, strong leadership skills and extensive involvement in extra-curricular activities. The value of the scholarships is 50% of tuition fees for any single or combined degree (Bond Medical Program).

⇒ *Indigenous Scholarships*

These scholarships, valued up to 50% of tuition fees for any single undergraduate degree (excluding the Bond Medical Program) or 100% tuition for any diploma program, are awarded to Aboriginal or Torres Strait Islander students who have demonstrated extracurricular involvement, leadership potential and academic achievements.

⇒ *ADCO Sports Excellence Scholarship*

The ADCO Sports Excellence Scholarship celebrates this by awarding sporting scholarships to outstanding sports men and women from around Australia with the chance to help fund their tertiary studies. Valued at 50% of the cost of any single undergraduate degree or single postgraduate degree (excludes the Bond Medical Program, Doctor of Physiotherapy, Master of Psychology; Clinical and Forensic and Master of Creative Arts), as well as a \$10,000 cash bursary will be awarded per year of study for a maximum of two years.

Year 12 students are able to apply for any of these scholarships until the closing date. Scholarship applications should be submitted online and applications open soon. Students should note that only one applications needs to be made, and students can apply for as many scholarships they are eligible for.

Visit [Bond University Scholarships](#) for a comprehensive list of scholarships, including other sport scholarships, and/or to apply!

Also visit [Bond Scholarship Application Tips](#) to read through useful tips on applying effectively. For further queries, email scholarships@bond.edu.au or phone 1800 074 074 toll-free (within Australia).



What can I do with an Arts Degree?

There is often the debate about the value of an Arts Degree and what kind of role an Arts graduate could find in industry. The list of roles is quite varied, and includes:

- Teaching and educational administration.

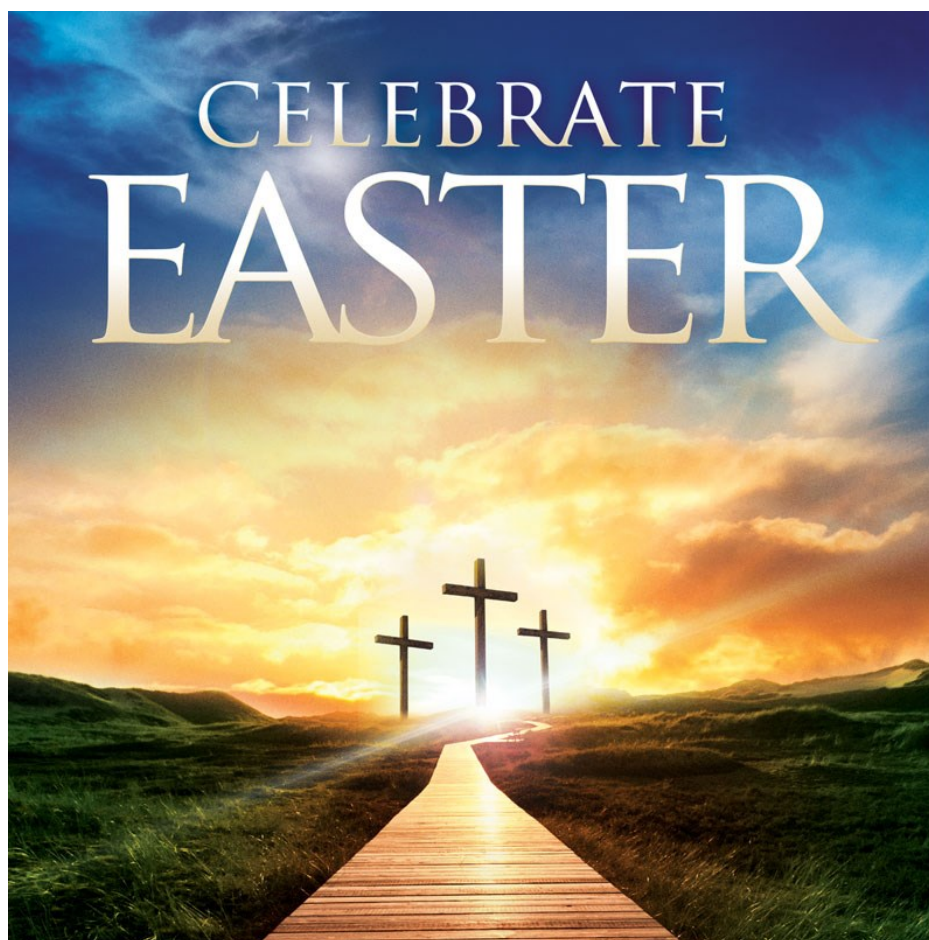


- International aid and trade agencies.
- Arts production and management.
- Public service and social welfare agencies.
- General management and administration (local and global).
- Communications industry, publishing, media and public relations.
- Tourism and hospitality.

One of the very important things for students to note, is that an Arts student learns skills that are very transferrable in industry. These include communication skills, critical thinking and reading skills, analytical skills and research skills – browse [Career FAQs - What to do with your Arts Degree](#) to learn more!

Monash University recently shared this YouTube video about a [Career with a Bachelor of Arts](#).

Mrs Vivienne Egan
Head of Pathways





College Calendar – Upcoming Events

Monday 16 April	Staff Professional Practice Day (Student Free Day)
Tuesday 17 April	First Day Term 2
	Year 7 Flight Excursion (7PR, 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 7OM)
	Open Morning 9.30am
Monday 23 April	Photo Day (Main Day)
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