



# FREE COMMUNITY **FUN DAY** Sunday 26 March, 10am - 2pm

**FREE rides, activities,  
food and drinks**



**St Josephs  
College**

## Agité

**Term 1, Week 5**

**March, 2017**

### **This fortnight in Agité**

Principal

Deputy Principal – Students

Deputy Principal – Teaching and Learning

Business Manager

Prayer

Religious Education

Junior School

Valdocco

Senior School

Sport

Music

Literacy

Technology

Counselling

Community



**St Josephs  
College**



## Principal



Ash Wednesday marked the beginning of the Lenten season this week. Year 12s participated in a moving liturgy in our Chapel and then moved out to administer the ashes to students and staff across the College. I ask that you support your sons in their endeavours to embrace the spirit of the Lenten season. Students are fundraising for Project Compassion and focusing on others in terms of showing kindness and compassion in every circumstance especially to those less fortunate than ourselves.



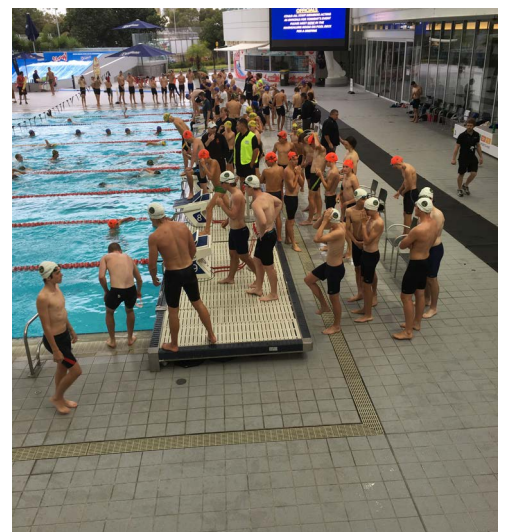
On Tuesday evening, the annual Year 8 Father and Son evening was held which gave those involved the opportunity to deepen their relationships through the processes led by Mr Bill Jennings (Director of Time and Space). Fathers and sons are pictured in some warm up activities at the beginning of the evening.

Last Friday, St Joseph's College competed in the ACC (Associated Catholic Colleges) Swimming Carnival. It was an incredible event and we are so proud of the students who participated and performed so well. I would like to acknowledge Mr Steve Clarke (Head Coach) and Mr Paul Trubiani (Head of Sport) for the way in which they have led the preparation of the squad.

We pray for Mrs Patricia Campbell (teacher) and her family. Patricia's mother, Catherine Castellás, died recently.

With every blessing for the fortnight ahead.

(Ms) Cathy Livingston  
Principal





## Deputy Principal - Students

### Leadership at St Joseph's

This week we celebrated leadership at St Joseph's College.

There has been a lot said and written about leadership. Everyone seems to be seeking the secret to what makes a good leader, and there are countless theories geared towards explaining just that. The theories are diverse and sometimes contradictory, but, boiled down, most come to the following as part of their conclusions: leaders provide us with a vision of how things could be better, often communicating that vision clearly and, most importantly, demonstrating that vision through the way they conduct themselves.

At the recent Whole School Assembly, we saw that idea of leadership lived out. As this was the first Whole School Assembly of the year, there were several rituals at its heart. Firstly, we presented the new Year 7 students to the College community, with the Year 12 students providing a guard of honour. This was followed by a celebration of the high achieving Year 12 students from the graduating class of 2016 and finally, the leaders from Years 7–12 of 2017 were presented to their community.

Leadership was evident everywhere on this day. The Year 12s providing the Year 7s with a guard of honour were leaders living out the principles of their community, acting as examples of what it means to be a St Joseph's student as they were recruiting the latest to hold that title. Likewise, the high achieving students were students who led through example. These were young men who were a living, breathing example of how to use one's talents, of how determination and focus leads to achievement, and how engagement in community paid off for the individual as well. One of the high achievers just happened to be one of the College Captains last year and his speech highlighted another aspect of leadership. Speaking of his success, Travis Hartley, Dux of 2016, said the following:

"School may seem like it's every man for himself, but individuals can never succeed by themselves. While it certainly is useful to work hard and have a natural gift, it amounts to nothing without the support of those around you. It is also how you respond to that support, for while it's there for you, if you don't respect it and the people who provide it, you will never reach your full potential."

The importance of working with others is vital to leadership, and Travis was clearly able to enunciate this in his speech. When the leaders for 2017 were presented, they made a pledge in front of the school community, committing to demonstrating leadership in all aspects of school life.

The words of the pledge were on the screen for all assembled to see, and before the pledge was taken I invited all students to join the leaders in the pledge because everyone is a leader. It is easy to forgive someone for saying this is a trite sentiment, but that doesn't alter the fact that there is truth in the statement. If a leader is indeed someone who has a vision of how something could be better and whose actions reveal to us just how that could be, then every student does have the potential to be a leader. When a Year 10 boy sees a Year 12 student greet his teacher with respect and genuine affection, the Year 12 boy has shown the younger boy how to interact with adults; he has been a leader. When a Year 8 boy walks into the Library and sees a group of Year 11 students studying together, he is shown what it is to be a student at St Joseph's; those Year 11s have been leaders. When a Year 12 boy sees a Year 9 boy give up his bus seat for an elderly passenger, that Year 12 boy has been shown how to demonstrate compassion for others; the Year 9 boy has been a leader.

Having a vision of how things could be better, communicating that vision, and living that vision out is at the heart of leadership, and we see that on show every day in so many of our boys in so many different contexts. If I can borrow from the school's motto (Agite Quae Didicistis, 'Put into practice the things you have learned'), our boys are putting into practice the things they have learned every day, and in doing so are being leaders every day.

Mr Guido Piotti  
Deputy Principal – Students





## Deputy Principal - Teaching and Learning

### Goal Setting and the 'C' Academic Trigger Grade

Raising student achievement standards is a key-learning goal at St Joseph's College. It is achieved by knowing the learner and the curriculum and by nurturing a culture of learning that encourages every student to discover their potential. This potential, undiscovered at first, is revealed through practice, trial and error, and most importantly through goal setting.

All of our students benefit from setting suitably challenging and measurable learning goals. These goals however are not the same for every student and consequently the way we measure and report these achievements is also suitably personalised.

For some of our students, Descriptive Reports complement the mandated reporting of student achievement against the Victorian Curriculum F-10 achievement standards (formerly VELs). The decision to report a student's achievements through Descriptive Reporting is made strictly in consultation with parents where a student has delayed learning due to illness, extended period of notified absence or has a diagnosed disability (including Commonwealth funded ID students). For all other students, reporting includes the reporting of assessment grades (A+ to UG).

Assessment grades are a signal about a student's achieved standards. They are not a measure of worth or fixed ability but an indicator of academic and behavioral performance. Effectively supported, reporting of assessment grades should motivate students to make informed adjustments to their learning processes and goal setting. Assessment grades also aid staff in differentiating learning programs.



As we are well aware, most boys need clear boundaries and structures in their learning. Goal setting is no exception. Research over many years has shown that "do-your-best" goals are little better than having no goals at all. At St Joseph's, where practicable, students are encouraged to set 'hard goals'. Hard goals are "specific and clear rather than general or vague, difficult and challenging rather than simple or easy, and closer to the upper limit of an individual's capacity to perform than to their initial level of performance" (Sadler, 2009). Whilst we put no limit on what a student can achieve, we do expect most students to strive to meet or exceed a 'C' grade for assessments. This is the grade that staff believe is achievable for most students who apply themselves consistently and effectively to their learning program.

In 2017, students receiving graded assessments will be encouraged to raise their expectations of satisfactory achievement from the traditional 50% (lower 'D' grade) to a 'C' grade. Student achievement below a 'C' standard will be subject to a review by the teacher and/or curriculum leaders. In most cases this simply means reviewing student learning to ensure suitable support is being provided and intervening if required. Intervention could include additional academic support (revision classes after school for example) and/or re-sitting of assessment tasks.

For most students, the 'C' grade is not the upper limit of their capacity. It is a reasonable, achievable standard. It is expected that most students will well exceed this standard. The 'C' standard is a 'trigger' for discussion, not for



promotion. The C grade trigger reflects the reality for students wishing to pursue Tertiary studies: those intending to continue their learning journey into Tertiary education will require a minimum of 'C' standard to be considered for entrance into those courses.

The learning pathway for students at St Joseph's is many and varied. Success on this journey is not measured by a student's VCE score or tertiary entrance ranking but rather by the achievement of suitably challenging learning goals. The application of the 'C' trigger for students and staff is but one strategy amongst many to encourage students to discover and fulfill their learning potential.

Mr Andrew Cooper  
Deputy Principal – Teaching and Learning

## **Business Manager**

### **Fees**

Please note that all Term One 2017 College fees are now due. Please contact the Business Manager should you be having difficulty meeting the payment.

### **Traffic Management**

Please take note of speed limits when using the front of the College for pick-ups and drop-offs. The introduction of pre-school children's swimming lessons at the pool facility underlines the importance of slowing down for safety reasons.

As a reminder, particularly for parents of Year 9 Valdocco students, we require all parents and carers to use the car parks at the front of the College for the pick-up and drop-off of your boys. Car parking to the rear of the premises is set aside for College staff, EFM (Gym) and Kings Pool clients only.

Thank you for your understanding and cooperation.

### **Uniform Shop Hours**

For Term One the uniform shop will be open in the following times:  
Monday and Thursday: 8.15–10.00am and 2.30–4.00pm

Mr Gerard Burke  
Business Manager



## Religious Education

God of all peoples and nations,  
You accompany us on our Lenten journey.  
Through the life and mission of Your son,  
You give us the gift of mercy.  
May we learn to walk Your way of mercy  
and compassion with all Your people.  
In a special way, we keep in mind our neighbours,  
the men, women and children around the  
world who are most vulnerable to  
extreme poverty and injustice.  
Bless our prayers, our fasting and our  
Lenten gifts to Project Compassion.  
Through these actions, may our hearts  
be open to receive Your grace to love  
our neighbours as ourselves.  
We ask this in the name of Jesus.  
Amen.

**Love YOUR NEIGHBOUR**

**PROJECT COMPASSION**

**Caritas AUSTRALIA**  
The Catholic agency for international aid and development  
www.caritas.org.au 1800 024 413

### CARITAS Australia Annual Appeal

Running through the six weeks of Lent each year, Project Compassion is an extraordinary, ongoing demonstration of the faith, love and generosity of caring supporters, all in the name of justice and peace. It is the lifeblood of Caritas Australia; without it, we could not do the vital work we do.

In Project Compassion 2016, over \$11 million was raised to help the world's poorest communities. Thank you to all our generous supporters who participated in the event and showed they believe in a more just world.

### Project Compassion 2017

The theme for Project Compassion 2017 is "love your neighbour".

This year, Project Compassion demonstrates how love for our neighbours can transform lives. For more than 50 years, Caritas Australia has been privileged to work together with our neighbours – our most vulnerable sisters and brothers in First Australian communities and in many other countries. Working with our partner agencies in those communities, we have developed the strength to combat poverty, promote justice and uphold the dignity of every person.

**oz bosco**

**April 28-30  
2017**

**St Joseph's College**  
Ferntree Gully Vic

**We are a  
Family!**







At St Joseph's College we are aiming to raise \$18,000 for this year's appeal. We have made a good start with our collection on St Joseph's Day of \$1,495. Many homerooms are planning events and activities to help us reach our goal.

Please be generous in your giving.

<http://www.caritas.org.au/projectcompassion>

Ms Ann Maree Pagon  
Director of Religious Education

# Yingadi Immersion

## Opportunity for Year 10 Students

The Yingadi program is ideal for people seeking a formation experience that offers opportunities to connect with Aboriginal culture and spirituality, the sacredness of our land and with their passion for reconciliation and social justice!

**When:** April 24 – April 28 Inclusive

**Where:** Lake Mungo & Balranald

**Cost:** \$1,000

Application forms & information available  
from Ms Ann Maree Pagon, Director of Religious Education  
[apagon@stjosephs.com.au](mailto:apagon@stjosephs.com.au) ph:9758 2000

**St Joseph's College**

Applications close:  
March 3, 2017



## Junior School

### Below are some reflections from the students after a fantastic three days on Year 7 Camp:

"During the second week of school, the Year 7s went to the Don Bosco Retreat for camp. During Camp we had great food, fun activities and a nice beach to swim in. Upon arrival, we had a sausage and it was delicious. As soon as we finished our food we all headed to the beach. Fortunately, we were able to go for a swim. Every time we had breakfast and dinner, we had to say a prayer for how lucky we are to have clean beaches and nice food. An activity that stood out was the Ga Ga Ball Pit. My highlight was easily the food because out of every camp I've been to that camp had the best food." Dan Wynd (7 Ledda)

"Year 7 camp was an awesome experience, because all of us got to know each other more and did exciting activities. We did some cool things at camp but most of the time we were at the beach. It was hot most the time so we went to the beach a lot. Overall I enjoyed camp because I got to know the boys in my class more." Todd Woodford (7 O'Sullivan)

### Fun Things on Camp:

"We all loved going to the beach, especially with our mates. It was nice and refreshing also it was fun splashing around playing games. We also did many activities, which were fun. The first activity that my class did was a card game but not just a normal card it was about running around trying to find people's cards that were lower than yours but if you had a special card you can take out ones that were really important like a 'general' which was worth the most. Then our next activity was free time where I got to play Ga Ga Ball. Almost everyone played it. Then our next activity was sand castle building. We had twenty minutes to build the best sand castle. Mr Martin was telling us how to get points so you can win. My group built a really big volcano with a tunnel through the bottom of it. There were many creative ideas. Mr Martin counted down from 10 seconds then we voted. Mr Martin, Mrs Stone and Miss Young were the judges. The group that won had thought of a wonderful idea of making a crocodile with shells as teeth. It looked the best I reckon. Year 7 camp was awesome!" Harvey Meyer (7 Ledda)

Mr Dylan Price  
Year 7 Coordinator







## Junior School

### Year 8 News Four Seasons Program

The Four Seasons program kicked off recently for the Year 8s and it certainly lived up to its name with the students experiencing all four seasons of weather. 8 Cantamessa and 8 Ledda were caught in a wintry down pour on their trek around the lake and didn't even have to get into the lake to get wet. 8 Prest and 8 O'Mara had a lovely summer's day for swimming, but due to a total fire ban were unable to use the barbecues at the park for their lunch. Finally, 8 Edwards and 8 O'Sullivan were lucky enough to enjoy a temperate autumn's breeze for their morning stroll and a lovely warm spring afternoon to cook up a storm on the barbecues and practice their water safety in the lake.

While all three days held different challenges for the boys, the Year 8 staff were impressed with the attitude and conduct of the boys. The culinary delights barbequed by the boys were equally impressive from crispy skin salmon to lamb chops. Even a vegemite sandwich was brought to life with a quick toasting.

A big thank you to Mr James Whiting, Mr Rob Huxtable and Mr Justin Woodcock and all the Year 8 Homeroom teachers for their assistance and smooth running of the days.

"On Wednesday 22 February, Year 8 O'Mara and 8 Prest travelled down to Lysterfield Lake to learn a bit about life saving skills and what to do in certain situations. The day started with a 7km walk to Lysterfield Lake via the Lake Track, which was very long and tiring and took about an hour and a half to do. Once we reached the dam wall, we walked across it to the other side and changed into our swimwear. The water was absolutely freezing but we all agreed to just jump in and start the life saving activities. Swimming after the long walk was fantastic. It was very relaxing and soothed our muscles. In the water we learnt how to float, scull and tread water. Then we did this in our jumpers and long pants. After we got out of the water, we were all relaxed and knew a lot more about water safety. We then got changed and, because there was a total fire ban, travelled back to the school and used the barbecues at the Valdocco campus to cook our lunches. Overall the day was a great adventure and we learnt lots about water safety." Leroy Breeden (8 O'Mara)

Miss Jacqui Cooke  
Year 8 Coordinator





## Valdocco

Despite the year at Valdocco starting at a rather fast pace, our students appear to have settled into their studies very well, with the vast majority completing their holiday homework and participating enthusiastically in the range of programs on offer at our campus.

“So far Valdocco has been an amazing experience. Mind and Body has been a fantastic way to get us ready for the day and is incredibly fun. Discovery has already taught me many construction techniques I would not have learned at home.”  
Noah Kondis (9 Ledda)

### Year 9 Expedition

One of the best experiences of Year 9 is the 7-day outdoor expedition to Baw Baw National Park and the Thompson River Valley approximately two and a half hours from Ferntree Gully. Over this week, students and staff participate in a range of outdoor adventure activities that include hiking, abseiling, river rafting, mountain biking, outdoor cooking and team building tasks. Preparations for this year's expedition are well under way with the first of our pre-camp activity days seeing half of our cohort complete a 12km hike through Birdsland Park to Belgrave Swimming Pool then returning to school via the bike track. The other half of our cohort hiked to Ferntree Gully National Park where they climbed the Kokoda Memorial Walk (1,000 Steps) before cooking their lunch on the barbecues. Our second preparation day will see students complete the alternate activity.

This is what some of our students had to say about their camp preparation day experience:

“On Friday we hiked from school to the National Park. We walked up the 1,000 steps before cooking up a storm on the BBQs in groups. My group cooked a traditional Australian meal of sausages and burgers. Overall, it was a fantastic day.” Max Brasher (9 O'Mara)

“For camp preparation day, my class did the walk to Belgrave via Birdsland. I very much enjoyed the walk, especially getting to talk to my mates, as well as boys I didn't know too well. The surroundings were beautiful, especially through Birdsland and the old Ferntree Gully Quarry that we stopped at on the way back. It was a fantastic way to prepare for camp.” Noah Briggs (9 Binh Dinh)







"We hiked to the National Park where we walked up the 1,000 steps then made our way back down to the bottom to cook our lunch on the BBQ. We cooked hamburgers and they were delicious. It was a great experience and well worth the trip." David MacDonald (9 O'Mara)

"As preparation for the Year 9 camp, we hiked to Belgrave and back. We took a very scenic track that had some very harsh slopes and hills at times. I really enjoyed the trip and although it was meant to be work it was quite enjoyable. I can't wait to have a go at the 1,000 steps!" Ethan Royle-Young (9 Binh Dinh)

### **Homework Club/After School Help**

The Year 9 staff are pleased that a significant number of students are already taking up the opportunity to attend our homework club, operating in Room 906 at Valdocco from 3:05pm until 4pm on Mondays through Thursdays. All Year 9 students are welcome to attend any of these afternoons and will receive help from our staff as required. Please contact your son's homeroom teacher should you wish your son to participate.



Mr Graeme Tucker  
Head of Valdocco

## **Year 11 Involvement at St Joseph's Day**

Year 11 is a time for learning. It is the year that solid practices in study and revision becomes a necessity. Johann Le Roux is quoted in saying "people learn, no one is an expert", this means that essentially we are all on a learning journey. The more we learn, the more we realise the less we know. Year 11 students are very much on a learning journey whether they are doing VCAL or VCE. They will learn about new ideas and face many challenges. This learning will open up avenues to previously unknown areas. The challenge for both teachers and families is how to keep them motivated to improve and succeed.

On Tuesday 21 February, we celebrated St Joseph's Day. It was such a fantastic day. Students participated in a school Mass and then proceeded on to a day of activities. It was a great day for teachers to informally get to know your son. A teacher's most important challenge is to form a learning relationship with a student. These compulsory school events help teachers form such relationships; this being one of the reasons why we, as a school, have so many school events over Term 1.

Some of the student responses to St Joseph's Day were:

"The reason I believe St Joseph's Day was an enjoyable experience, in particular, was the thrilling atmosphere and the students' team spirit behind the Year 12 students vs staff soccer match." Jaxon Breeden (11 Ledda)

"My first St Joseph's Day was amazing. I loved it." Daniel Goh (11 Prest)





“St Joseph’s Day was amazing. Making bonds stronger between friends that you don’t talk to often and exploring the wonderful events with your peers makes it all the better. The most memorable part of that day though was that everyone was having fun, not by themselves but as a group.” Emmanuel Zaitu (11 Ledda)

Mr Michael Webbers  
Year 11 Coordinator

## Curriculum News

I have been impressed with the way in which the Year 12 students of 2017 have begun this year. Students have been enthusiastic about their classes, happy to return to see friendly faces, attentive when required during assemblies and meetings, approaching teachers for assistance with their work, setting realistic and achievable goals, seeking out personal study plans, making mature choices about their future, forming peer led after school study groups and wearing their St Joseph’s uniform with pride. These are all signs of an exceptional start to the year and hopefully a positive indicator of what is to come.

We are roughly halfway through this term, and VCE students have started assessments or SACs in their various subjects. Some VCE students may have started other assessments, SATs if they have a folio subject. Students should have worked out a routine for their studies by now; if not, I would recommend they come and see me to arrange a study/homework planner to help manage their time.

Students need to make sure they are balancing time on pursuits outside of school such as part-time work, sport and socialising with time spent on their learning. This balance is especially important with many extra-curricular events this term. We still have the athletics carnival, the Labour Day holiday and the Year 12 Formal coming up.

On Tuesday 21 March, the Parent Teacher Student Conferences commence. This night allows parents to gain an understanding of their son’s current progress in each of his subjects; to review his academic year so far. This is a great opportunity to discuss strategies for future improvement and development across the curriculum with both parents and students.

I wish the boys all the best with their studies throughout the rest of this term.

Mr Nicholas Harvey  
Year 12 Curriculum Leader



## ACC Swimming Carnival

It was an historic occasion on Friday 24 February, with St Joseph's competing in their first major ACC Swimming Carnival at the Melbourne Sports and Aquatic Centre.

Preparations for the Carnival began in Term 4 last year, with weekly before school training. The Year 7 students joined the training squad at the beginning of Term 1 this year and with morning training twice per week followed by the much-enjoyed team breakfasts, the anticipation and enthusiasm grew as the Carnival fast approached.

The boys competed extremely well on the night, with 27 medal placings from the 31 events they competed in. The U17 team were awarded the Champions Pennant for their age group, while all other age groups finished in second place. This resulted in an overall third place in the aggregate standings for our division.

The entire squad has exhibited terrific commitment in the lead up to the Carnival, with great camaraderie developed amongst the entire group. Congratulations to all boys for not only the many strong performances in the pool but also for the terrific way in which they represented the College.

I would like to acknowledge the efforts of our competing Year 12 boys, led by Team Captain Ryan Feuerstein, supported by Liam Lowe and Daniel Clarke. These boys have been outstanding contributors to swimming at the College in their six years and have provided excellent leadership, particularly for the junior team members. I would also like to especially thank Head Coach, Mr Steve Clarke, along with the many staff that assisted in the morning training sessions, for their work and dedication.

Well done to all involved and we look forward to the swim squad commencing preparations for the 2018 Carnival at the beginning of Term 4.

U13	U14	U15	U16	U17	SENIOR
Tyler Hoffman	Ryan Walton	John McLachlan	Jack Moses	Alex Henry	Ryan Feuerstein
Callum Verrell	Gus MacDonald	Lochie MacDonald	Jackson Petersen	Shae Mackrill	Daniel Clarke
Charlie Stevic	Max Buxton	Kyle Whitla	Zac Corcoran	Ed Collins	Liam Lowe
Sean Wright	Sam Vella	Jesse Grants	Mitch Woodcock	James Edwards	Keagan Mitchell
Lachlan Hickey	David Kietzmann	Kyle Feuerstein			

Mr Paul Trubiani  
Head of Sport





## Activities Taking Place in the Music Department

**What can I be involved in?**  
**Please join us at the next rehearsal.**

### Weekly Music Schedule

#### Monday:

- Junior Band – Miss Dean
- Lunch Time
- Small Rock Band

#### Tuesday:

- Assembly Band – Miss Dean
- Lunch Time
- Small orchestra that plays at College Assemblies

#### Wednesday:

- Stage Band – Run by the Trumpet Teacher Miss Trea Hindley
- Time: 8:30am – 10am

#### Thursday:

- Small Group Ensembles – Lunch Time
- Violin Ensemble – Run by the Violin Teacher Miss Claire Ransome
- Guitar Ensemble – Run by the Guitar Teacher Mr Giles Warren

#### Student run ensembles:

- Clarinet Group – Run by Jamieson Doyle and Ben Harris (Year 10)
- Trumpet Ensemble – Run by Luke Morton (Year 11)
- Flute Ensemble – Run by Dylan Richards (Year 11)

#### Friday:

- Singers Group – Miss Dean
- Lunch Time
- A singing group focused on contemporary and musical theatre music

#### Rock Band – Miss Maclure

- Whether you are a singer, drummer, guitarist, bass player, pianist or play another instrument, come into the Music room and rock out with us on Fridays!

Miss Bronwyn Dean  
Music Convenor



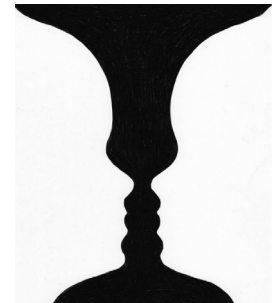




## Visual Literacy

Visual literacy is an important 21st Century skill. The boys who sit in our Year 7 classrooms have been exposed to more visual imagery in their lifetimes than any other generation that preceded them.

Our boys not only need to navigate the world of text but also need to be able to “demonstrate the ability to interpret, recognise, appreciate and understand information presented through visible actions, objects and symbols, natural or man-made” (Partnership for 21st Century Skills Framework).



Film study has become a regular part of our English program, with each year level exploring not only the narrative but also the visual story that supports and enhances the narrative. The films studied at St Joseph's are as diverse as *Batman: The Dark Knight* and *On the Waterfront*.

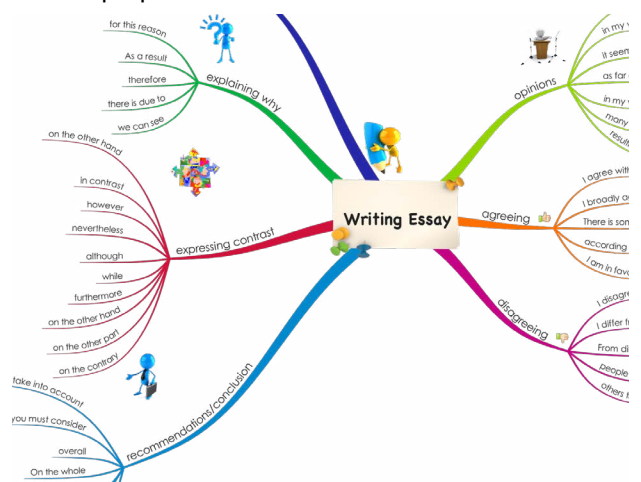
In Year 9, the boys study *The Rabbits*, an allegorical picture book by John Marsden, with illustrations by Shaun Tan. To support this study they are also analysing the images within a number of other picture books, with themes as diverse as humour, grief and refugees. Assessment for this unit includes creating a visual piece to fit the theme 'A Picture is Worth a Thousand Words'. Graphic artist and children's book illustrator, Michael Camilleri, will work with our Year 9 students in Term 2 to further develop their visual literacy.

Mr Dale Sheppard  
Teaching and Learning Coordinator Literacy

## Student Mapping New Territories

While one of the most significant current discussions in educational philosophy is how to engage students in class both purposefully and meaningfully, I believe the element of engagement can be lost at home. Typically, students find themselves completing homework to the exclusion of study and/or revision. Finding the time to reflect upon a term's work prior to an exam can be difficult for some. In class, Mind/Concept Maps are one of the most widely used of the graphical organisers, and for good reason, they engage the participant in deeper thinking. However, a primary concern is that many students fail to realise their usefulness when studying or revising. Mapping a topic or a group of related topics can help students understand the logic and meaning of a subject; in other words make sense of the subject. Visual mapping of a topic provides the student with eye-catching colour, imagery and text, and helps to form memory triggers in the brain through the association of ideas. If your son struggles to make time for revision, you might suggest he spends a few minutes at the end of each week to make a mind map of each of his subjects by using topics and key concepts learned throughout the week. If this mapping is undertaken weekly he will have a set of visual prompts, which can be used for revision at the end of Term in preparation for exams.

Mr Tim Smith  
Teaching and Learning Coordinator





## Counselling

### **Mindfulness**

All of us have minds that are constantly active. Our minds work hard to allow us to manage tasks and priorities in our work, home and social lives. For many of us, it can sometimes feel like our minds are racing to keep up with demands, which can feel stressful or overwhelming.

Mindfulness is a practice aimed at stilling your active mind. Just as it is important to rest our bodies after activity, our minds also need rest in order to function at their best. Mindfulness is about training yourself to pay complete attention to the present moment, without being distracted by thoughts about the past or future. It involves an attitude of acceptance rather than judgement about what is taking place internally (such as emotions and sensations) or externally (such as sights, sounds and smells).

Mindfulness is about being more aware as you live and experience each moment – as the moment happens. It can help with how you cope with everyday life or deal with particularly tough times, and it has been shown to be beneficial in a variety of ways.

### **The Health Benefits of Mindfulness**

Considerable research on mindfulness meditation has demonstrated that regular practice can have a significantly positive impact on many aspects of our health and wellbeing. There is extensive evidence to suggest that mindfulness can:

- Help to relieve stress.
- Help to improve sleep.
- Help manage depression and/or anxiety.
- Help you to be less angry or moody.
- Improve memory.
- Help you learn more easily.
- Help you to solve problems more easily.
- Make you happier.
- Help you to be more emotionally stable.
- Improve your breathing.
- Reduce your heart rate.
- Improve your circulation.
- Improve your immunity.
- Help you to cope with pain.

### **Practicing Mindfulness**

Mindfulness is something that everyone can develop, and that people of all ages can try. It has been practiced for thousands of years, with origins in Eastern philosophy, and over the past 40 years it has become a more common practice in Western societies.

People can increase their mindfulness in everyday life, through activities like meditation and yoga, or simply by paying more attention during regular activities like eating, walking, driving or something as basic as brushing your teeth.

Mindfulness meditation is a highly focused type of mindfulness that combines meditation, breathing techniques and paying attention to the present moment to help you notice the way you think, feel and act. You can do mindfulness meditation with an instructor, or you can use a guided mindfulness meditation app or CD.



### **Encouraging Your Teenager to Build Mindfulness**

Encouraging your son to be in the here and now can give him skills to deal with the stress of study, work and play as he gets older. There are many ways to model and encourage the regular practice of mindful awareness with your children, or incorporate mindfulness into your family activities. For example:

- Regular use of a mindfulness app, such as Smiling Mind, can provide the whole family with easy-to-use meditation programs aimed at building skills in mindfulness.
- Colouring in is a great way to become focused on a task. There are many 'adult colouring books' available now that are specifically designed for older users, and can be a relaxing activity that the whole family can do together.
- Listening to music and focusing on the instruments or lyrics is a great way to focus on the present without distraction.
- Taking photographs or drawing something interesting or beautiful – like an insect or sunset – can encourage your son to look closely at details.

### **Additional Resources**

For the SmilingMind App and links to other programs and information about mindfulness, visit <https://smilingmind.com.au/>.

For further mindfulness techniques and exercises to practice, you can download the 'Mindfulness in Everyday Life' factsheet, put together by the Black Dog Institute, at <https://www.blackdoginstitute.org.au/docs/default-source/factsheets/mindfulnessineverydaylife.pdf?sfvrsn=6>.

For more information on encouraging mindfulness with children and teenagers, visit <http://raisingchildren.net.au/articles/mindfulness.html>.

If you would like to discuss any of this information, or a specific concerns, please contact Mrs Tracey Ashton, Head of Counselling Services on 9756 3158.

The Counselling Team





# “Chill Skills”



Are you aged between **10 and 12 years old**?

Do you sometimes feel anxious, overwhelmed, confused, worried, panicky or unsure?

So you sometimes find it hard to talk about your feelings with others?

Do you miss out on doing fun or important things because your worries and / or your fears?

Would you like to work on building your self-acceptance and confidence in a safe, relaxed and fun environment?

**Chill Skills** could be for you!

**Chill Skills** is an eight-week support program available to young people aged 10 – 12 years' old who may be experiencing anxiety, low mood or worries which may be impacting themselves, school and / or home.

**Chill Skills** is aimed at increasing young people's resilience, confidence and self-acceptance, through group activities and discussions. Young People will learn skills to manage their feelings associated with anxieties or worries.

**Dates:** Thursday's (27 April – 15 June 2017)  
**Time:** 3:45pm – 4:45pm  
**Where:** St Paul's Anglican Church  
273 Dorset Rd, Boronia VIC 3155  
**Cost:** FREE

Places are limited, bookings essential, for more info or to book contact Kate Arnott, Youth Development Worker – Groups on 9298 8868 or [kate.arnott@knox.vic.gov.au](mailto:kate.arnott@knox.vic.gov.au) or Michelle Pascoe, Community Youth Worker on 9298 8311 or [michelle.pascoe@knox.vic.gov.au](mailto:michelle.pascoe@knox.vic.gov.au) Knox City Council – Youth Services.





## Autism Spectrum Disorder (ASD), Navigating the Journey

*"Learn strategies on being a wise and effective  
advocate for your young person"*

Kate Johnson is the Founder and Director of **Spectrum Journeys**. With over 10 years experience in the community sector, Kate brings a fresh perspective to autism services. The evening will look at:

- Strategies on how to advocate and support your young person;
- Tools to support yourself and your family; and
- How to feel encouraged in your role as your young person's advocate.

**Thursday 23 March 2017 from 6.30-8.30pm**  
**Knox City Council, Civic Centre, Room 4**  
**511 Burwood Hwy Wantirna South**  
**Cost: FREE**

**Spectrum Journey's Inc** is a non-for-profit service that aims to equip and empower Early Childhood Educators, Teachers and families as they support children on the Autism Spectrum to flourish.

**Bookings are essential.**

To register, complete the online booking form at;  
<http://www.knox.vic.gov.au/parentworkshop>

**For more information, contact**

Michelle Pascoe t: 9298 8311 or e: [michelle.pascoe@knox.vic.gov.au](mailto:michelle.pascoe@knox.vic.gov.au)  
Or visit [Knox Parent Information Sessions](#)







## Community News

### Come and celebrate with us at our FREE Community Fun Day

- FREE Rides - UFO, Spin Out, Cha Cha, Atomic Drop Slide
- FREE Food and Drinks - BBQ, Popcorn, DippinDots IceCream, Fairy Floss, Devonshire Tea
- FREE Activities - Footy challenge, giant maze, gladiator challenge, Big Kahuna Surf Machine, inflatable castles, turbo tubs
- FREE Petting Zoo
- FREE Harley Rides
- FREE Face Painting
- School Band
- College Tours and Displays



St Josephs  
College

Register via [stjosephs.com.au](http://stjosephs.com.au)  
Tel: 9758 2000

5 Brenock Park Drive, Ferntree Gully

### EXPERIENCE A MORNING AT ST JOSEPH'S COLLEGE

We are inviting all **Grade 4, 5 and 6** students to experience 'A day in the life of a Secondary School student'.

We will be conducting a 2.5 hour session where students can participate in classes, sports and experience the atmosphere and culture of Secondary School.

- **Friday 17 Mar,**  
9.30am - 12pm
- **Friday 5 May,**  
9.30am - 12pm
- **Friday 23 Jun,**  
9.30am - 12pm

Register via  
[stjosephs.com.au](http://stjosephs.com.au)



St Josephs  
College

### JOEY'S BOYS FOR LIFE



#### SCHOOL TOURS 2017

- **Friday 3 March,** 9.30am
- **Sunday 26 March** (Community Fun Day)
- **Friday 28 April,** 9.30am
- **Tuesday 30 May,** 9.30am

Limited places available for each tour.  
Please register via [stjosephs.com.au](http://stjosephs.com.au)



St Josephs  
College





## Community News



MaterChristi

Boys interested in learning to dance and the excitement of a Presentation Ball are invited to an Information Evening, 7:00pm Tuesday 7 March at Mater Christi College.

For more information or to express interest in being a partner, contact Janine Callahan 9754 6611 / [callahan\\_j@materchristi.edu.au](mailto:callahan_j@materchristi.edu.au)



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\*Conditions apply. New members only. Not valid with any other third party offer. For more information: [efm.net.au](http://efm.net.au)