



Agité

Term 1, Week 9

March, 2017

This fortnight in Agité

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St Josephs
College



Principal

Last Sunday, the College held a Community Fun Day which enabled the wider community to experience our College. Ms Leasa Torelli led the organisation of the event which saw many enjoy the fine weather, rides, refreshments and so much more. We were delighted that Year 12 student, Adam Ladell (Runner Up on The Voice 2016), was able to perform in front of a large crowd.

Recently, we welcomed a new staff member, Mr Ben Bingley, who is working at Valdocco Campus as part of the AFL Sportsready Traineeship program. Mr Bingley is working part-time while studying two courses. Ms Noriko Bui joins the Languages team as a teacher of Japanese. Ms Hayley Mann joins the Occhiena Centre team from the beginning of Term 2. We wish Ms Marie Takahashi and her family every blessing as they await the birth of her second child. Mr Dylan Price is currently in Kiribati for two weeks with the aim to further develop the strong relationship we have with the people living there.

Currently, the NGV is hosting the Top Arts Exhibition at Federation Square. Brendan Hartnett (Class of 2016)'s work was selected for this prestigious event. One of 46 pieces, Brendan's achievement is outstanding particularly given there were almost 3,000 entries from across Victoria. He is pictured below with his prize winning entry alongside his Year 12 Studio Arts teacher, Ms Siobhan Duffy.



Success was achieved in the recent ACC Triathlon event held at Mordialloc. It was an amazing experience for so many boys who stretched their physical capabilities going on to bring home two championship titles in the Mini and Sprint Team events. Thanks goes to Mr Patrick Van Dyk (Head Coach), Mr Paul Trubiani (Head of Sport) and all staff, students and parents involved in this exciting sport. On Wednesday, St Joseph's College finished in second place in Division 2 of the ACC Athletics. Congratulations to Salesian, Chadstone which took out the title. We did win the Premiership for the Intermediate Division. Once again, well done to all the coaches especially Mr Paul Trubiani, Mr Brendan Leane and Mr Matt Dunn.

As this is the final Newsletter for Term 1, I extend to you the blessings of the Easter season. I wish you and your sons a happy and safe holiday period and I look forward to seeing you again in Term 2 which begins on Tuesday 18 April.

Ms Cathy Livingston
Principal





Deputy Principal – Students

Social Media – the Dark and the Light

The world has changed so rapidly since the parents of secondary school children were themselves at school that many aspects of it are completely unrecognisable. This is particularly true of the rapid change that technology has undergone in those 20 or 30 years. It wasn't that long ago that the world was a simpler place, a place where the digital technologies that have become so vital to our daily life were simply fantasy. So much has changed in that relatively short time that we wonder how we coped without internet and smart phones and everything related to them. Technology has changed so many basic facets of daily life and among them, communication.

There are now so many ways to communicate with one another, instantly, across great distances and through various modes. At the centre of this is social media, an instantaneous digital web of relationships from the casual to the complex, connected by text, image and idea. The benefits of these technologies are evident, but so are the traps.

Social media connects so many different people and provides them with a way to stay in touch when they would otherwise not have. But it also provides an avenue for unwanted communication, such as harassment and bullying.

St Joseph's College has a Use of Social Media policy that provides students with guidelines about the use of social media, giving guidance on how people should be treated online, and what is the appropriate material to post. It has clear directions and consequences, including referral to outside agencies, such as the police, where a law has been breached.

For a long time, schools were the forefront of the battle against inappropriate use of social media, fighting a lone war against the scourge of cyberbullying. That changed in 2015 with the Federal Government's establishment the [Office of the Children's eSafety Commissioner](#) to handle complaints about cyberbullying material targeted at Australian children.

This provides young people suffering cyberbullying with an institution other than the school, one that, unlike schools, has a direct line to the media and social media providers and can compel them to remove offensive material.

The Office website (esafety.gov.au) has advice on [making a complaint](#) to the Office, as well as advice on [how to deal with cyberbullying](#) and links to support services such as [Kids Helpline](#) and [Parentline](#) for victims of cyberbullying and their families. The Office also provides the sometimes hard-to-find [direct links to the social media providers' safety centres](#) which can assist with removing offensive material. Victims of cyberbullying and their families are encouraged to follow the advice and steps outlined by the Office of the Children's eSafety Commissioner.

St Joseph's College will continue to exercise its policies related to technology, such as the Use of Social Media policy and the Anti-Bullying policy, as well as the strong responses to cyberbullying and will actively work with the Children's eSafety Commissioner when necessary. In addition, we will continue to educate and equip students and their families with strategies and skills in dealing with and preventing cyberbullying.

Cyberbullying is the dark side of social media, an insidious and harmful creature inhabiting the shadows of technology and difficult to eradicate. However, working with students and their families, as well as with agencies and authorities such the Office of the Children's eSafety Commissioner, St Joseph's College will continue to fight cyberbullying in the interest of the health and safety of each of our students.

Mr Guido Piotti
Deputy Principal - Students



Deputy Principal – Teaching and Learning

NAPLAN Tests: May 9-11

The NAPLAN (National Assessment Program Literacy and Numeracy) for 2017 for Year 7 and 9 students will be held on Tuesday May 9, Wednesday 10 May 10 and Thursday 11 May. NAPLAN tests seek to measure student performance standards across writing, reading, language conventions (spelling, grammar and punctuation) and numeracy.

The results of the tests provide information for students, parents, and the College. Testing data is used to inform teaching programs leading to improved student achievement.



All students (Years 7 and 9) are expected to participate in NAPLAN tests. During test week, catch-up tests will be available for individuals who are absent on test days.

Support can be arranged for students with disabilities, if the student uses similar support for classroom tasks.

Exemptions may be granted to students with significant intellectual disabilities and to students who have been learning English for less than one year. Parental consent is required before exemptions can be granted.

Students may be withdrawn from NAPLAN by the parent or carer. This is a matter of consideration by parents and carers in consultation with the school. If, after consultation, you decide to withdraw your child, you must sign a Student Withdrawal form. These forms are available at the school.

Later in the year you will receive your child's personal NAPLAN report. The report will describe your child's particular results from the Reading, Writing, Spelling, Language Conventions and Numeracy testing. The report will also show how your child performed in relation to Australian minimum standards.

I am confident that the information you receive as a result of your child's participation in NAPLAN tests will be valuable in helping you assess your son's progress in literacy and numeracy.

If you have any further enquiries please do not hesitate to contact me at the College. For advice with regards to exemptions please contact Mr Peter Wright, Learning Enhancement Coordinator. For queries regarding withdrawal of your son from one or more tests, please contact me directly.

For more information about the tests, please visit the VCAA website at www.vcaa.edu.au or the NAP website at www.nap.edu.au.

Parent-Teacher-Student Conferences

Thank you to all parents who were able to make the Parent-Teacher-Student Conferences (PTSC) on Tuesday 24 March. In total, the College had over 2,360 interviews with over 70% of parents attending.

The interviews are an integral component of the feedback cycle between parents, students and teachers. They are not, however, the only opportunity to communicate with teachers as this can occur by appointment throughout the year. If you were unable to attend the interviews or unable to meet all of your teachers please contact them directly by email to arrange a suitable meeting in coming weeks.

The next scheduled PTSC take place at the end of Term 2, Wednesday 28 June.

Mr Andrew Cooper
Deputy Principal – Teaching & Learning



Prayer

Prayers for Holy Week

HOLY THURSDAY

Jesus, in these last few days leading up to Easter, as I recall your passion and death, let me remember that, above all, I am called to feed your sheep. You have given me a model of how to live; may I strive to be all that you created me for, spreading the love of God and the truth of our Catholic faith wherever I am able. You are the way, the truth, and the life. Amen.

GOOD FRIDAY

Jesus, no one knows change better than you. You died on the cross, and three days later you rose from the dead. Forty days later you ascended into heaven and left the world transformed for the rest of time. Help me to transform my soul, to die to sin and death and be reborn in your love and eternal life. Amen.

HOLY SATURDAY

Jesus, you are courage incarnate. As you hung on the cross for my sins and the sins of the world, you showed me that all things are possible. You knew that life did not end on the cross. It was only the beginning of a new and glorious eternal life. Amen.

EASTER

Almighty Father, I thank you for the gift of your son, Jesus Christ, who rose from the dead and redeemed humankind. Fill us with the fire of the Holy Spirit, that we may be faithful disciples and enthusiastic witnesses of our Catholic faith. Alleluia, Christ is risen! He is risen, indeed.
Amen.



Religious Education

The Salesian Youth Event of the Year: OzBosco

OzBosco is a weekend of Joy, Fun, Friends, Faith and Festivity, with special guest speakers, workshops, Prayer and Liturgy, group sessions and a variety of recreational activities. OzBosco is open to young people from 15 – 25 years, youth teams, students, youth leaders and anyone connected with the Salesians of Don Bosco who would like to participate in this weekend.

In April we are hosting the annual Salesian festival 'OzBosco' at the College. On 28 – 30 April we will have over 200 people from our Australian and Pacific Province, Salesian schools, camps, youth groups and communities come together to celebrate what it is to be Salesian. It is always a great time, activities, workshops, games and fun over the weekend. Mark your calendars – we hope you can come along.

Invitation for PARTICIPANTS – Please contact Miss Bronwyn Dean if you are interested in attending

Dates and Times:	Starts at 5pm on Friday 28 April 2017 and concludes at 3pm on Sunday 30 April 2017.
Venue:	St Joseph's College, Ferntree Gully.
Accommodation:	St Joseph's College, Ferntree Gully. You will need to bring a sleeping bag, sleeping/camping mat and a pillow.



Meals: All meals are included. Delicious meals will be served at lunch and dinner during the weekend, as well as morning and afternoon teas, breakfast and supper each night.

Cost: The cost is \$150, this includes all activities and events, meals, accommodation and the fun.

Invitation for VOLUNTEERS – Please contact Ms Ann Maree Pagon if you are interested in volunteering

Dates and Times: Starts at 5pm on Friday 28 April 2017 and concludes at 3pm on Sunday 30 April 2017. Blocks of 2 – 3 hours to help support the event.

Venue: St Joseph's College, Ferntree Gully.

Cost: Your time.

Ms Ann Maree Pagon
Director of Religious Education

oz bosco

April 28-30
2017

St Joseph's College
Ferntree Gully Vic

We are a Family!

www.salesians.org.au/ozbosco

Junior School

St Patrick's Day Mass

On Friday 17 March, 12 Year 8 SRCs (two from each class), about 30 students and I travelled into the city by bus for the St Patrick's Day Mass that was being held in St Patrick's Cathedral. It was a beautiful, sunny day which was great for the event. As soon as we hopped off the bus we got ready to go into the cathedral. My friend, Tommy and I had a very special job – we were asked by Miss Cooke to hold our schools banner. This was very special because it meant we were representing our College. The mass started off with every schools' banner being held high and walking down the middle of the cathedral and out a door to the side where the banner bearers placed the banners down and went to their seats behind the choir. The mass was led by the Archbishop of Melbourne and, to my surprise, most of the mass was sung by him which I wasn't used to. It was a great mass which was very inspiring and ended with every school walking down to a park close by the cathedral where the St Patrick's Day Concert was being held. The concert was great and a few school bands performed. After lunch we walked across the city for a while until we reached the Catholic Leadership Centre that was holding an art showcase, where a Year 12 from St Joseph's had been awarded first place for his brilliant art piece. Most of the art looked incredible. After a few minutes we left the building and went to the bus to go home.



Leroy Breeden (8 O'Mara)





Junior School

One Million Stars to End Violence Project

At the end of Term 1 we participated in a movement to end violence of all forms. The movement we were involved in was 'The One Million Stars to End Violence Project'. The basic idea of this project was that a star represents peace and harmony so the organisation encourages people to get together and do their part to stop the violence. The stars are a great symbol to recognise this cause and the whole class made several each. The stars are made out of strips of paper and had an achievable and simple design so all can be involved. Besides just making the stars this also raised a conversation in our class about violence and how we can stop it together. The class asked questions and we discussed the issue which was all brought on by making some paper stars. The project was founded by Maryann Talia Pau from Samoa. She is a lover of weaving and art in general. She started 'The One Million Stars to End Violence Project' as her response to a violent altercation that had happened to someone she knew in her community. All it took was one Facebook post asking for people to join Maryann Tania Pau in her journey to one million weaved stars by July 2017. The project quickly took off and the discussions she wanted to come out of this began to be spoken about. There will be a display of the Stars Against Violence at the 2018 Gold Coast Commonwealth games. The class was rewarded because, not only were we having fun making stars, we were also helping in the fight against violence.



Tommy Judd (8 Ledda)

"It's important that we raise awareness for such an important issue. I think it's a good idea that we're getting through to kids at our age to tell them it's not ok to be violent towards anybody."

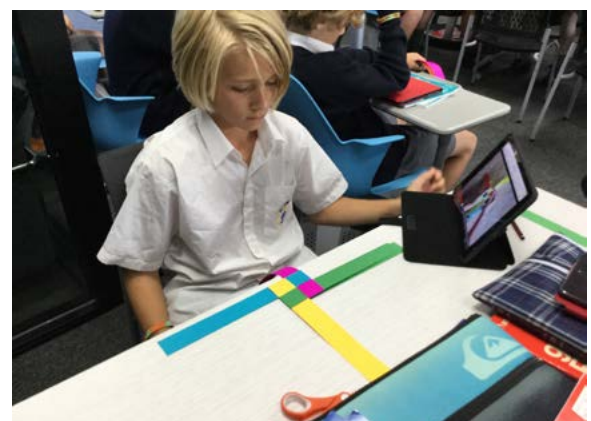
Charles Massey (8 Ledda)

"It's important to realise that violence is real, and coming together to support a cause is needed."

Lochlan Gibbons-Tighe (8 Ledda)

"I feel that it is a very hard issue to tackle and find it amazing that people are working to support the cause."

Sebastian Brotto-Crowhurst (8 Ledda)





Junior School

We Are Proud to be a National Day of Action School – ‘Bullying. No Way!’

On Friday 17 March, our school took a stand together to mark the National Day of Action against Bullying and Violence.

On the third Friday in March each year, school communities across Australia stand up against bullying and violence to get involved and show their support. Together, we send a powerful message to young people that bullying and violence, in or outside the classroom, are not okay at any time. The National Day of Action is a positive day of action and provides us an opportunity to reflect on the importance of saying ‘Bullying. No Way!’ as a nation.



At St Joseph's, we are dedicated to supporting our students and creating a safe and supportive school environment, free from bullying, harassment and violence.

In particular this year, our Junior School boys have taken part in the One Million Stars Against Violence project, where we are creating 500 stars to send to the One Million Star installation at the Gold Coast 2018 Commonwealth Games in Queensland.

Making the stars was not as simple as it looked:

"It was difficult until you got the hang of it, then it was easier. It was an easy way to take a stance against violence."
Daniel Martin (8 Edwards)

"I thought it was fun doing art and craft work as a way of showing anti-bullying and anti-violence."
Dylan Dhanapala (8 Edwards)

"I enjoyed being creative and it was a novel way of helping others."
Josh Hardman (8 Edwards)

Mrs Trina May
Head of Junior School





Valdocco

Year 9 Seven Day Outdoor Expedition

As the Head of Valdocco I am very proud of the 180 Year 9 students and 18 staff who participated in the outdoor expedition in Baw Baw National Park and Thompson River Valley from Saturday 4 March until Friday 10 March. The participants experienced a range of activities that included mountain biking, river rafting, hiking, abseiling and outdoor cooking in mostly good weather conditions. The boys worked well together to meet the many challenges they faced over the course of the week away.

Reflecting on the experiences of camp is an important aspect of the learning process. All students have completed a booklet enabling them to recall their highlights, challenges and insights that they have gained through the camp experience. Here are a few excerpts of what some of our students had to say:

"Going into camp I didn't know what was going to challenge me. Heartbreak Hill was especially challenging, requiring mental toughness and resilience. I learnt that with the right mindset I can achieve anything I want."

Jacob Nardella (9 O'Mara)

"One of the best things about camp was making new friends with people I have not spoken to."

Christian Caron (9 O'Mara)

"Finishing camp taught me how lucky I am to have a warm comfortable home and how lucky I am to have a loving family and nice food on the table everyday. I'm going to help out my mum around the house more from now on."

Tom Gasporoni (9 Edwards)

"A highlight of camp for me was the nights we sat around the fire sharing stories with one another. I feel like I know more about my peers than I originally did."

Max Brasher (9 O'Mara)

"After camp I now feel happy as I have completed a goal for this year. My school backpack now feels so much lighter than before the Valdocco camp."

Arlen Mahon (9 O'Sullivan)

"My advice is to work together. Everyone will struggle at some point. Make sure you use your strengths to help others' weaknesses. And, when hiking, talk to people; it makes time fly."

Nic Eekelschot (9 O'Mara)

"Enjoy camp because you only do it once and it flies by. Make sure you do everything that camp offers, otherwise you will regret it."

Brad Wilkinson (9 Ledda)





Camp Celebration Day

Friday 17 March saw almost 500 Year 9 students, staff and family members join together in the school's stadium to celebrate the achievements of our students on our recent outdoor camp. During this event each student who participated on camp received a Certificate of Achievement, and then stories were shared about experiences on camp by staff and students. The assembly concluded with a viewing of the 2017 camp video. Following this assembly, students had the opportunity to teach their parents how to prepare a bucket lunch, one of the favourite meals from camp. This meal was then shared by parents, staff and students. Overall, the day had a great feel to it and many parents commented, with gratitude, on the opportunity to participate on such a day with their sons at secondary school.

"Camp Celebration Day was a way to show and share the experiences we had on camp with our parents. We all received a certificate showing that we had completed camp. We made our parents a bucket lunch that they all enjoyed. All in all it was a great day for all of us."

Josh Conelly (9 Prest)

"The thing I enjoyed most about Camp Celebration Day was how everyone put in to make the bucket lunch. The lunch was yummy and all of the parents said they loved it."

Daniel Waixel (9 Prest)

I take this opportunity to thank all of the family members who joined with us on this day to make it such an enjoyable day of celebration in honouring our students' achievements on camp.

Mr Graeme Tucker
Head of Valdocco





Valdocco

Valdocco – Learning Beyond the Classroom Walls

As our students come close to completing their first term at Valdocco we are proud of the way they have settled into the routines so far.

Many of the most valuable learning experiences this term have come in the form of interruptions to the normal routine. Conditioning and working together took place in the Camp Preparation Days, involvement in the College Swimming and Athletic Carnivals and of course the Expedition itself and the Celebration Day that followed.

All of these are reminders that some of the most significant and memorable learning at Valdocco takes place outside the walls of the classroom. Reading the reflections of students after the camp and their evaluations of the performance of others in the group provided some great insights into the great learning that takes place during and after such events.

With all of this activity and excitement there is still an emphasis on Religion, Numeracy and Literacy, and we are endeavouring to assist our students to develop habits this year that will stand them in good stead in the future with their study habits.

All of our students will be completing a Study Planner before the end of the term. As part of this process they will allocate time each week in their schedule at home to complete the homework and study required on a regular basis. The boys are encouraged to take responsibility to think about the time they have available and the most productive way to use it so that every student can make progress in all areas of study. Teachers will make a range of work available so that students are challenged, and making mistakes is encouraged as an opportunity to learn something new.

Your son should show you a completed version of his study planner when it has been checked, and he is encouraged to then put it on public display at home as a reminder to what he has agreed to. The best environment for study is up to the family, but at Year 9 there is a good case for doing homework in a public space. It is true that there may be more distractions present, but students are more likely to remain on task when incidental scrutiny is present. Working effectively when some level of distraction is present is also an important life skill.

Many students are taking advantage of the resources available after school in Room 906 each night and are doing some of their homework there. While this has been very valuable for many students, we would still like to encourage all students to learn the discipline of doing at least some work at home. There are spaces on the Study Planner to opt to do some homework in 906, and these should be used where appropriate, but some time at home should also be allocated.

If there are issues with homework that are causing friction at home or you feel that your son needs more help to establish a routine, please let us know. The students have been asked to take responsibility for this part of their learning, but some may need help until routines are established.

Looking forward to a great Term 2 of learning.

Mr Peter Weatherlake
Year 9 Co-Curriculum Leader

Year 10

Catholic Education Week 2017

On Friday 17 March, a group of Year 8 and Year 10 SRC Representatives had the privilege of attending a traditional mass at St Patrick's Cathedral in Melbourne as part of the Catholic Education Week. It was a humbling experience for our boys, as we could celebrate the Eucharist with thousands of students from Catholic primary and secondary schools from all around the state.

Two of our Year 10 students, Alexandros Karipidis (10 Edwards) and Maximmo Torcasio (10 Ledda), had the honour of escorting and accompanying Mr Nick Wakeling MP, Member for Ferntree Gully and Shadow Minister for Education, into the Mass. Mr Wakeling has a long standing relationship with St Joseph's College, often involved with our major annual celebrations and assemblies. The students thoroughly enjoyed spending this time with Mr Wakeling and represented themselves and the College exceptionally well.



At the conclusion of the mass, the Year 10 students then walked down to the Catholic Leadership Center for the Young Speakers Colloquium. Not only were the boys able to visit the Catholic Education Week Art Show, where a number of senior students from St Joseph's College had their work on display and had won significant awards, but they could experience performances from students at other Catholic schools and a delicious sit-down lunch. The highlight was undoubtedly the presentation from Father Rob Galea, a young Catholic priest from Malta and past contestant on the X Factor, who shared his inspiring story through song.

Some of our Year 10 students would like to share their experiences of the day.

"On 17 March the Year 10 SRC group attended a special mass in the city and a young speakers colloquium, where we were introduced to Father Rob Galea. Father Rob shared his experiences of his troubled youth through music. It was a truly amazing experience and sight to see how he channelled his emotions into music and how he transferred his anger toward God into love for Him. My peers and I learnt a lot from the day and are very grateful for the experience."
Billy Franes (10 O'Mara)

"The mass was a far different experience to what the boys were accustomed to back at St Joseph's, as the mass was mostly sung by Archbishop Hart. It truly was a unique experience for all us. I, myself, found the mass very engaging and a terrific experience to be a part of."
Randy Saraw (10 Prest)

"Seeing Father Rob Galea perform was an exceptional experience. Not only was his story truly inspirational but it was also a great opportunity to see such an engaging speaker and singer at work."
Hunter Blakely (10 O'Mara)

"I thought it was interesting to see a traditional example of a faith celebration in a huge stone cathedral, and then seeing a modern example of faith in Father Rob's unique and inspiring story."
Joel Francis (10 Chambers)





"It was a fantastic experience and I speak on both Max (Torcasio, 10 Ledda) and my behalf when I say it was an honour to have been given the opportunity to meet Mr Wakeling, and look after him over the course of the day. Mr Wakeling exceeded all preconceived ideas about politicians; he was kind and warm-hearted and showed a real interest in the issues in the area, taking time to ask both of us what we thought on a number of things. The Young Speakers Colloquium was a great chance to gather with like-minded individuals with a passion for the wider community. Father Galea's stories were heartbreaking and uplifting and I can confidently say that everyone took something away from his presentation."

Alexandros Karipidis (10 Edwards)

Miss Gina Di Stefano
Year 10 Coordinator

Year 11

The Importance of Study Skills at Year 11

The Year 11 cohort is well into the swing of VCE and VCAL by this time of the year. Mid-semester reports suggest that many of the boys have made a fantastic start to their academic year. Expectations on students who are enrolled in senior schooling are much higher than when the boys were in the junior years. They are expected to communicate frequently with their teachers and to manage their time effectively. VCE students are expected to balance regular homework with further study and SAC dates, and VCAL students need to manage their time across work placement, trade training and school work.

For some boys, the increase in expectations and the added responsibility makes the start of the year quite challenging. If your son feels as though he cannot manage, finds it difficult making time for his commitments or feels as though he does not have a consistent study routine, he is not alone.

Most of my job as Curriculum Leader at this time of year is helping students make the transition into Year 11. For some it will be advising them how to manage a larger work load. For others, it will be discussing how to prepare a good study routine or to make sure their work habits meet the required level.

If your son would like help drawing up a study planner, working out how he spends his time, or developing any academic skills, I would invite him make an appointment to see me so we can focus on developing the skills that a successful Year 11 student requires. If you would like more information, please feel free to email me at mwood@stjosephs.com.au.

Ms Melanie Wood
Year 11 Curriculum Leader

Year 12

Curriculum News – Goal Setting

At this point in the Year 12 academic year the students have completed assessments for each of their subjects and have received formative feedback from their teachers about how to improve their learning. On Tuesday 21 March the Year 12 students had another opportunity for feedback with a three-way meeting between parents, teachers and students at the Parent-Teacher-Student Conferences. The conversations that occurred on this night were hopefully a source of inspiration for students about how to best navigate forward in their learning from this point. For some students they may not be happy with how they are currently tracking, and need to make adjustments, while for others they need to keep doing more of what is currently making them successful learners.

Each night in the VCE Centre I am impressed with the students who elect to spend their time studying at school, seeking the help of their peers and their teachers. The commitment they show begins to accumulate in their favour as the year progresses; they find studying becomes easier because they get more practiced at it. Some of these boys check in with me to prepare study planners, or talk about the things that might be holding them back. For some it just a matter of looking at where their time is being spent (for example: productive study vs procrastinating) that helps them to be more efficient with their study time.



We are about to finish Term 1 and my advice to Year 12 students would be to set an academic goal for next term, after they have taken a good look at their interim reports and feedback from teachers. Is it a skill that needs improving? A disposition or work habit? The amount of effort? Eliminating procrastination? Students should set goals that are measurable and realistic. They should target something in Term 2, to provide motivation for the term and to not seem too far away. They could be around completing a certain amount of study for a week, completing a particular learning activity for revision, or eliminating the number or frequency of distractions such as social media. It might help to make it visible at home, stuck on the fridge to be referred to when walking through the kitchen during a study break.

The end of term is nearly here, and I thank and congratulate all the boys who have successfully started their final year of schooling. I wish all boys a safe and happy break during the coming holidays; may they be restorative but also a time for consolidating knowledge and understanding garnered during Term 1.

Mr Nicholas Harvey
Year 12 Curriculum Leader

Senior School Life

One thing that I have noticed, being new to my role as Head of Senior School, in the first part of the year is the new challenges that have come with the position. Some of these have been exciting, others more difficult, but I am aware that I am certainly not on my own in this as each year we ask our students to take on new roles as they make the transition from one year level to next.

A challenge that each student in the senior school is currently facing is adjusting to the demands and expectations of the workload of being a new student to Years 10, 11 or 12. To shed some light on these transitions, I asked some students to reflect on their recent move within the Senior School, below are their insights:

"The transition from Junior School to Senior School, Years 9-10, is a massive change for any student, with bigger responsibilities, a bigger work load and the choice of pathways starting to begin. Senior School subjects give you so many more opportunities in your learning. I personally have loved the change and am ready to start embracing all the opportunities that come my way."

Jack Moses (10 O'Sullivan)

"The step up to Year 11 from Year 10 has been eye-opening for sure, not only should my classmates and I do the set homework, but extra study has become pivotal parts of our success. I always find myself doing three hours of study a night, and, while daunting at first, it has become somewhat enjoyable to be doing the study and seeing the benefits first-hand."

Riley Zealand (11 O'Sullivan)

"The step up to Year 12 from Year 11 is significant. The biggest change for me, however, has been the environment that has been established and the unforgettable moments I have already experienced; from my last swimming carnival and athletics day, to how we interact as adults with our teachers and the relationships you make with others as you work together throughout the year. Year 12 is the most important academic year of most of our lives, although to me it has been by far the most enjoyable."

Nick Smith (12 Ledda)

Mr Liam O'Keefe
Head of Senior School



Sport

House Swimming Carnival

A warm and sunny day greeted the boys as they arrived at the Melbourne Sports and Aquatic Centre on Monday 27 February for the 2017 House Swimming Carnival.

It is always a greatly anticipated event, with the Year 7 students enjoying their first major House Carnival, while the Year 12 boys embrace their final swimming event.

Maximum participation is always highly encouraged, with an unlimited number of freestyle races allocated to ensure that everyone is able to have a swim. The number of boys taking to the blocks was terrific, which meant a number of events later in the day were cancelled to accommodate such great participation.

One of the day's highlights was the Open 50m Freestyle Final, showcasing the boys with the ten fastest times from the heats across all age groups. It was, again, Year 11 student Alex Henry (11 O'Mara) that took out back-to-back titles in a time of 28.79s.

With the Freestyle Relays completing the Program and the final points tallied, it was Magone House Captain's Jaidyn Stephenson (12 Chambers) and Luke Tenbuuren (12 O'Mara) who held the shield aloft to claim victory. Congratulations to the staff and students from Magone House.

Mr Paul Trubiani
Head of Sport





Sport

House Athletics Carnival

Following a day of great competition in the pool only days earlier, rivalries would again be renewed between the Houses as the 2017 Athletics Carnival got underway.

The Knox Athletics track was a hive of activity, with participants taking to the track, to the field and to the shaded viewing areas throughout the facility to support their peers and their House. There were, again, many fantastic individual performances, highlighted by Jaidyn Stephenson's (12 Chambers) 100m Open Final victory run in a time of 11.54s.

With the results recorded from more than 150 events on the day, it was Bosco House presented with the Champion's Shield to claim a commanding victory. Congratulations to House Captains Mitchell Adam (12 O'Sullivan) and Traeh Cairns (12 O'Sullivan), along with all the staff and students from Bosco House, for their outstanding performance throughout the day.

Mr Paul Trubiani
Head of Sport





Sport

ACC Lawn Bowls Champions

Congratulations to our Open Lawn Bowls A Team, securing our first ACC Champions Shield with victory at the recent Lawn Bowls Championships, held at the MCC Sports Club in Kew.

The boys performed strongly all day, advancing through the group stage undefeated with a number of comprehensive victories along the way. Well done to team members Luke Tenbuuren (12 O'Mara), Marcello Giurini (12 Cantamessa) and Ed Collins (11 O'Sullivan), defeating the St Bernard's College team in a closely contested Final.

Our B Team also achieved some great results, narrowly missing the semifinals. Well done to Nathan Power (10 Cantamessa), James Buck (10 Prest) and Harrison Watycha (10 Edwards) for their terrific contributions.

Mr Paul Trubiani
Head of Sport



ACC Triathlon Champions

Mordialloc was the location for the 2017 ACC Triathlon Carnival, which took place early Sunday morning 19 March. On what were terrific conditions for a Triathlon event, the boys were eager to showcase their talents amongst a large number of competitors from both the ACC member schools and wider community.

We had athletes entered into two of the three race categories on the day, with eight boys competing in the Individual Mini race category involving a 300m open water swim, 10km ride and 2km run. A further three boys competed in the Team Sprint category, with each competitor completing an individual leg of the race (750m swim, 20km ride, 5km run). Having completed a practice triathlon at school only days prior to the event, the boys were confident of performing strongly at the Carnival.

What a terrific performance it was, with St Joseph's named 2017 Champions in both the Individual Mini and Team Sprint race categories. A special mention to Year 11 student Bayley Carlin (11 O'Sullivan) and Year 10 student Max Torcasio (10 Ledda) finishing 1st and 3rd respectively amongst ACC students in the Individual Mini event.

Congratulations to all who competed for their outstanding dedication and thanks to Mr Patrick Van Dyk for his work with the team. We look forward to seeing the Triathlon team develop, with preparations beginning later this year for next year's Carnival.

2017 St Joseph's Triathlon Team:

Bayley Carlin (11 O'Sullivan)
Max Torcasio (10 Ledda)
Jack Moses (10 O'Sullivan)
Alex Henry (11 O'Mara)
Dylan Wight (7 O'Sullivan)

Shae Mackrill (11 O'Mara)
James Edwards (11 O'Sullivan)
Ed Collins (11 O'Sullivan)
Brent Busby (11 O'Sullivan)
Charlie Brady (7 Edwards)

Tyler Williams (8 Cantamessa)
Kyle Feuerstein (9 Edwards)
Thomas Kuhlmann (10 Chambers)
Lachlan Hickey (7 O'Sullivan)

Mr Paul Trubiani
Head of Sport





Learn the Drums with Mr Dayne Lawless

A drum is the Heartbeat to Every Musical Style

Dayne is a professional drummer and teacher who has taught at St Joseph's College for the last 15 years. He has worked with artists including Jason Singh from the band Taxi Ride and Lady Gaga. Dayne has more than 25 years of live experience playing at well-known stadiums and big stages throughout Australia, international tours and numerous live TV performances.

Throughout his career he has also maintained a busy teaching schedule. It is a pleasure to have someone with his level of experience teaching and inspiring our boys. Dayne is very passionate about education, the art of learning, sharing his vast knowledge of the instrument and inspiring students of all ages.



Skills acquired on the drums are so easily transferred to other instruments and the visual layout can help make sense of challenging theoretical concepts.

It is not too late to begin Instrumental Lessons at the College. Please speak with Miss Dean or pick up a instrumental form from Student Reception.

Miss Bronwyn Dean
Music Convener



Art

St Joseph's College has enjoyed a wonderful term of ongoing artistic success and acknowledgements both locally and in the broader school community.

The school year opened with the 2016 Studio Arts class represented in the tenth VCE Showcase at the Burrinja Cultural Centre. With no less than six artworks exhibited from a class of five students it was a real delight to see the boys' talents and hard work on display in such esteemed company. The folios and art work of James Royle-Young, Nathan Schulz, Jason Walker and Brendan Hartnett were all chosen to be exhibited among a select group of other outstanding students from the region. However, since then, things have only got busier for Nathan, James, Brendan and Edward Collings with their work also included in the annual Catholic

Education Week Art Show. James's large self-portrait 'In Hoarding, I am Poor' was duly honoured, winning the Year 12 Art Award from an outstanding field of entrants.

To cap off an already impressive term the Arts Department was also delighted to see Brendan self-portrait "Ennui" adorning the walls of the NGV as part of the Top Arts Exhibition. It was an honour to see a painting that Brendan spent so much time on hanging so proudly along side the works of other emerging artists and on such hallowed walls. Brendan's Unit 3 and 4 folios will also form part of the education programs hosted by the gallery. The Top Arts exhibition runs until July 16 at the Ian Potter Centre – Federation Square.

Congratulations to all the students and teachers who made Term 1 a term to remember. The Arts team can now refocus their energies on preparing the over 20 artworks entered into our inaugural ACC Arts and Technology Show.

Ms Siobhan Duffy
Arts Convenor





Literacy

Revision strategies

As we approach the end of the first term, students will be looking forward to a well-deserved break from the rigor and excitement (seriously, there is some) of their academic program. At this stage, our students will have read and generated thousands of words, discussed and solved hundreds of sample problems and used their creativity in a myriad of different ways to produce 'something' – possibly an art work, spoken dialogue or even a solution to a problem. And they will have completed tests, exams and SACs. That break is well deserved.

But how do students make sure they are not forgetting a term's worth of work when they leave the school? New research of learning is challenging the thinking around how we learn and especially how we should be revising content we need to learn.

One of the key strategies used for revising material is re-reading it. Generally the learner is asked to highlight key passages and words as they re-read. The idea here is that the process of 'seeing the words' and then adding a colour will make them more significant to the brain – there will be a connection made that will place the necessary content into the long term memory.

The research of Ulrich Boser, a Senior Fellow at American Progress, and others (especially Daniel Willingham) challenges this idea. Rather than highlighting the work, the key to retaining the material is explaining the key ideas within the text to yourself as you re-read it. In effect, you are 'teaching' yourself.

The other key strategy for the retention of content is regular informal testing. This works best if self-directed.

One method for this may be where a student divides the content into 'chunks' that are then written (and it works best if they are HAND written) on to a series of hand held cue cards. A key term may be named on one side and then have the definition written on the back. There may be an example on one side and the name of a technique on the other. The learners make regular use of these cards, working through the content by themselves. As new content is learned, new cards are added. Importantly, old content cards need to be kept and gone over again. This is key to shifting content from short-term memory into long-term memory.

Other more structured forms of practice testing (e.g. multiple-choice, short-answer, and fill-in-the-blank tests) are usually available to students through practice problems given by their teachers, the questions included at the end of textbook chapters or in the electronic materials found online.

These strategies will not be new to St Joseph's students, especially those in the Senior School.

Mr Dale Sheppard

Teaching and Learning Coordinator – Literacy, Languages and Social Sciences

Debating

Last week the St Joseph's Year 10 Debating Team participated in their first debate for the Debating Association of Victoria (DAV) yearly competition. The competition is available for all Victorian schools and the boys are debating in the Ringwood District taking place at Tintern Girls College.

For those who aren't familiar, three members of the team speak in a debate. In our first debate we also had one of our team members Chair the debate and introduce each speaker. Caleb Butler (10 Edwards), Raine Wright (10 O'Mara), Jackson Peterson (10 Edwards) and Thomas Howie (10 Ledda) all put in hours of work to prepare for the topic of 'A citizens vote should diminish with age'.

The boys' arguments focused on Australian citizens over the age of 65 being less able to vote due to physical and mental illnesses. They used statistics, imagery and emotive language to try and persuade the audience during the debate. They also had the tough skill of rebutting opposition arguments to disprove their ideas, which is no easy task.



Ultimately, all of the boys had good fun in the debate and came away with a very tight loss. They will be participating in four more debates throughout the year, as will the Year Team, who started off the competition with a bye round. Two of the Year 9 students came to watch the Year 10 debate and all members of both teams look forward to building on the skills they have already learned.

Mr Brian Martin
Teaching Staff



9

The Use of Technology for Teaching and Learning – Part 5

Due to my unforeseen absence from the College in late 2016 I was unable to conclude a series of intended articles related to 'The Use of Technology within the Classroom Setting'. For those interested the previous articles these are located in the Newsletter 2016 Archives. It is now my pleasure to present this penultimate article providing readers with further insights into "the use of technology for teaching and learning". These findings of selected academic research are attributed to studies at the University of Wollongong.

Creating With Technology

As 21st-century learners, students are expected to be able to create a multitude of products in the school environment. The creation of new ideas can be exemplified through stories, maps, projects, games, journals and much more. Curriculum documents have changed to address the increasing demands of the technological world that we live in; they also hold steadfast to fundamental values for learning.

In the examples below of the new Australian Curriculum English K–10 document, note how the example includes the use of technology while still emphasising the importance of students being able to create (Eady, M. J. & Lockyer, L. 2013, 'Tools for Learning: Technology and Teaching Strategies'):

Literacy: Creating Texts

Students learn to use a range of software programs, including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

Literature: Creating Literature

Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

The ability to create is at the peak of Bloom's (1994. 'Reflections on the Development and Use of the Taxonomy') taxonomy of higher-order thinking. For 21st-century students, creativity is an important focus. Perhaps one of the most innovative ways to use technology in the classroom is for students to create original texts. Teachers and students can choose from a range of software and websites, such as Prezi or Wikispaces.

Using technology to create texts provides students with many opportunities. Students can gain confidence in their writing skills by learning to use tools such as spellcheck and increase their vocabulary by using a thesaurus tool. Scaffolding takes place through models and how-to videos online to guide students through the writing process. Students can plan their creative writing concept-mapping tools to brainstorm their storyline. There is plenty of opportunity for students to review each other's work and use tools such as 'track changes' in Microsoft Word to edit each other's creative writing. Students can also receive feedback from teachers once they post their work on a blog or wiki.



Using technology to create artefacts and products allows learners to demonstrate creative thinking and their construction of knowledge. Learners of all ages can apply their existing knowledge to generate new ideas and create products as a means of expression (Eady, M. J. & Lockyer, L. 2013, 'Tools for Learning: Technology and Teaching Strategies').

The next Newsletter will conclude the Theme "the use of technology within the classroom setting," and focus on "evaluating with technology".

Mr Tim Smith
Teaching and Learning Coordinator – The Arts and Technology

Career News

Career in Nursing

The website www.NurseInfo.com.au defines a nurse as a "highly skilled health care professional who combines the art of caring with scientific knowledge and skills developed through their education and career. A nurse is involved in the education of patients around health and disease processes, health promotion activities, clinical procedures and management of nursing processes. Nursing enables one to work in a diverse range of settings including hospitals, community settings, general practices, prisons, homes and residential settings."



There are two 'divisions' in nursing:

Registered Nurses (known as Division 1 nurses in Victoria)

Enrolled Nurses (known as Division 2 nurses in Victoria)

The two levels of nursing differ in relation to the responsibilities they hold.

1. Registered Nurse
To become a Registered (Division 1) Nurse you need to complete a Bachelor of Nursing and these degrees are available at most Australian universities.
2. Enrolled Nurse
To become an Enrolled (Division 2) Nurse you need to complete a Diploma in Nursing or a Certificate IV in Nursing at a TAFE institution. This may vary between Australian state/territories.

The Australian College of Nursing (ACN) is hosting a free Nursing & Health Expo and students considering a career in the nursing or health professions are encouraged to attend.

Date: Saturday 29 April 2017

Time: 8:30am – 1:30pm

Venue: Melbourne Convention and Exhibition Centre, 2 Clarendon Street, South Wharf

Find out more at [Australian College of Nursing \(ACN\) Nursing & Health Expo](http://AustralianCollegeofNursing.com.au).

Careers in Chartered Accounting

Why accounting? Accounting can be regarded as the language of business – the discipline of measuring, interpreting and communicating financial activity. 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 officer
- Management accountant
- Tax specialist
- Stockbroker
- Business analyst
- Risk analyst
- Auditor

So, how does one become a Chartered Accountant? [Becoming a Chartered Accountant](#)

Step 1: Choose an approved university business or commerce degree

Step 2: Complete the degree with an accounting major

Step 3: Begin the Chartered Accountants Program

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

Be inspired by the best. Introducing our talented and inspiring Chartered Accountants from around the world - [Chartered Accountants Stories](#).

PricewaterhouseCoopers (PwC) Trainee Program

What you're capable of doing, is extraordinary. At PwC they make it possible for you to get the extraordinary done. Assisting you to develop the skills, knowledge and network with which to build an exciting and inspiring career.

The PwC Trainee program is a unique 3-year program that allows students to incorporate real paid work experience whilst completing their degree. It is a very valuable way to complete university studies to set a student up for a successful and fulfilling career.

Students start as a Trainee with PwC in either their second year of a single degree, or their third year of a double degree, and work full time and study part time for two years. Once the work experience period is over, students return to finish their degree on a full time study basis. Many Trainees will be offered full time graduate positions to return the following year. During the program, Trainees are given real client work, and are critical roles to their respective business unit. Trainees experience the real working world, and get the invaluable opportunity to put what they are learning at University into practice. PwC currently hires Trainees in Assurance and Tax & Legal.

Find out more about a traineeship at PwC by browsing [PricewaterhouseCoopers \(PwC\) Trainee Program](#).

Deakin Step on Campus Event

Join Deakin during Term 1 school holidays and experience Deakin University. You'll be taken on a 45-minute tour of your chosen campus, where you'll find out more about university life, study areas and be able to gain a feel for the campus from your tour guide, a current Deakin student!

Students interested in studying at Deakin University might like to consider attending! Details for the Melbourne campus are:

Dates: Monday 3 April or Thursday 6 April or Monday 10 April or Thursday 13 April

Times: 10.00am or 12noon or 3.00pm

Venue: Building HF, Level 2 221 Burwood Highway, Burwood

To register for the Melbourne campus event, or for Geelong Waurin Ponds, Geelong Waterfront or Warrnambool, visit [Deakin Step on Campus](#).



Year 10 Discovery Day at Monash University

Bring your curiosity, optimism and passion, and discover a course that's right for you.

Year 10 students are invited to attend the Discovery Day these upcoming school holidays where students can enjoy an interactive day of discovery, including:

- sessions on choosing the right course and university for you
- everything you need to know about prerequisite subjects and why you need them
- a chance to explore the Monash Clayton campus
- advice on how to manage Years 11 and 12
- an opportunity to chat with Monash staff and current students about studying at Monash

Date: Wednesday 5 April 2017

Time: 10.00am – 2.00pm

Venue: Robert Blackwood Hall, 49 Scenic Boulevard, Monash Clayton campus

Places are limited, so register soon at [Year 10 Discovery Day](#).

Health Information Management at La Trobe

Health Information Management is an exciting and dynamic career with excellent opportunities throughout the entire healthcare system.

Health Information Managers make a big, big difference doing essential work behind-the-scenes to enable:

- Hospitals and health services to function on a day-to-day basis;
- Australia to have high quality information about peoples' health status;
- Patients' information to be protected, and kept private and confidential;
- Hospitals to receive appropriate funding in order to function and treat their patients; and
- The planning of future healthcare services for all.

All hospitals require Health Information Managers in order to run. The work of Health Information Managers is specialised and essential:

1. for hospitals to receive their funding so they can operate on a day-to-day basis; and
2. so their patients' medical records and health information are properly protected and managed.

Health Information Managers also work in many other areas throughout healthcare such as in health research and health screening centres, dealing with the information; in national and state public health surveillance; in a range of community-based services; in health ICT (health record-related) developments for private firms, hospitals and government bodies; in health insurance organisations, dealing with health information for private hospitals; in the pharmaceutical industry; and in other areas undertaking clinical trials.

The current shortage of qualified health information managers means that graduates are highly sought after. Health information managers work in all areas of healthcare, from hospitals and community health centres to specialist disease registries. There's currently a national shortage of these professionals. Salaries range from \$50,000 to \$180,000 per year.

La Trobe's double degree (Bachelor of Health Sciences (Medical Classification)/Bachelor of Health Information Management) offers a career in the clinical and business sides of health care, with an emphasis on clinical coding, health data analysis, health informatics (including e-health) and management.

From the foundations of human bioscience to being specialised in health information systems, students learn everything from anatomy to medical terminology to coding and classification of diseases, and health data analysis. Professional placements are an integral part of this course and students often find employment with their host company after graduation.

Graduates can work in a variety of settings including medical institutions and health agencies, and healthcare technology



development companies.

The VCE requirements are VCE Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 20 in one of Biology, Chemistry, any Mathematics, Physical Education or Physics.

La Trobe also awards subject bonuses: a study score of 25 in Health and Human Development, any Mathematics, Physical Education or any Science equals 4 aggregate points per study. A study score of 20 in any LOTE equals 4 aggregate points per study. Overall maximum of 12 points.

Find out more at [Health Information Management](#).

Mrs Vivienne Egan
Pathways Coordinator



Nursing and/or Midwifery Degree Courses in Victoria

UNIVERSITY	VCE PREREQUISITE SUBJECTS	ATAR FOR 2017
ACU Ba – Ballarat M – Melbourne	Midwifery (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	93.40 (M)
	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	83.10 (M), 58.75 (Ba)
	Nursing/Business Administration (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	63.50 (M)
	Nursing/Paramedicine (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	72.25 (Ba)
CHARLES STURT AW – Albury Wodonga	Nursing (no prerequisite subjects, but maths, biology and English highly recommended)	70.00 (AW) predictive
DEAKIN G – Geelong Warrn Ponds M – Melbourne W – Warrnambool	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	72.25 (M), 65.85 (G), 51.10 (W)
	Nursing (Clinical Leadership) (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	81.80 (M)
	Nursing/Midwifery (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	91.20 (M), 86 (G), 67.40 (W)
	Nursing/Psychological Science (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	79.10 (M), 75.15 (G), n/a (W)
	Nursing/Public Health & Health Promotion (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	78.85 (M)
FEDERATION Gi – Gippsland Mt. Helen (Ballarat)	Nursing (Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 25 in any English)	n/a (Mt H), n/a (Gi)
HOLMESGLEN Mo – Moorabbin	Nursing (Units 1 and 2: satisfactory completion in one of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 25 in any English)	Minimum 50 (Mo)
LA TROBE AW – Albury-Wodonga B – Bendigo Mi – Mildura S – Shepparton	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	60 (M), 52.45 (AW), 50.35 (B), 54.20 (S), 52.50 (Mi)
	Nursing/Midwifery (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	81.00 (M) 80.90 (B)
MONASH C – Clayton P – Peninsula	Nursing (Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	75.55 (C), 70.25 (P)
	Nursing/Midwifery (Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	84.35 (P)
RMIT Bu – Bundoora	Nursing (Units 1 and 2: satisfactory completion of any Mathematics or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	69.00 (Bu)
SWINBURNE H – Hawthorn W – Wantirna	Nursing (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL) * New in 2018	Minimum 65 in 2018 (H and W)
VIC UNI St A – St. Albans	Nursing (Units 1 and 2: satisfactory completion of any Mathematics or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	n/a (St A)
	Midwifery/Nursing Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL	80.15 (St A)

For a comprehensive list of all nursing courses on offer, visit [VTAC](#)



Graphic & Visual Design Degrees at Victorian Universities

UNIVERSITY	VCE PREREQUISITE SUBJECTS	SELECTION & ATAR FOR 2017
ACU M – Melbourne Campus	Visual Arts and Design (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in one of Art, Studio Arts or Visual Communication Design)	59.20 (M) Selection: ATAR
DEAKIN GW – Geelong Waterfront M – Melbourne Campus	Visual Arts (Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL)	Range of Criteria (GW) and (M) Selection: Pre-selection kit, and ATAR
	Visual Communication & Design (Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL)	Range of Criteria (GW) and (M) Selection: Pre-selection kit, and ATAR
LA TROBE B – Bendigo Campus M – Mildura Campus	Creative Arts (Visual Arts) (Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.)	Range of Criteria (B) and (M) Selection: Folio, Interview, and ATAR
MONASH C – Caulfield Campus	Fine Arts (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.)	Range of Criteria (C) Selection: Supplementary Form, Folio, Interview, and ATAR
	Communication Design (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.)	Range of Criteria (C) Selection: Supplementary Form, Folio and Interview, and ATAR
RMIT M – Melbourne Campus	Communication Design (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL)	Range of Criteria (M) Selection: Preselection kit, Folio Presentation, and ATAR
	Graphic Design Associate Degree (Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.)	Range of Criteria (M) Selection: Preselection kit, Folio Presentation, and ATAR
SWINBURNE H – Hawthorn Campus	Communication Design or Communication Design (Honours)* (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 20 in one of Art, Product Design And Technology, Media, Interactive Digital Media C, Studio Arts or Visual Communication Design.)	65+ (H) 90.00+ (H) * Selection: ATAR
	Design (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 20 in one of Art, Product Design And Technology, Media, Interactive Digital Media C, Studio Arts or Visual Communication Design.)	65+ (H) Selection: ATAR
UNI MELBOURNE P – Parkville Campus VCA – Victorian College of the Arts	Design – (Units 3 & 4: A study score of at least 25 in English/English Language/Literature or at least 30 in EAL.) *A study score of 25 in Maths Methods Mathematical Methods (CAS) or equivalent will be required if you intend to pursue a Civil systems, Computing, Construction, Mechanical systems, Property, or Spatial systems major *	88.25 (P) Selection: ATAR
	Fine Arts (Visual Art) at the VCA (Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.)	Range of Criteria (VCA) Selection: Supplementary Form, Folio and Interview, and ATAR
VICTORIA FP – Footscray Park	Creative Industries (Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.)	n/a (FP) Selection: ATAR

Listed above are a number of bachelor degrees in **graphic and/or visual design** offered at most universities in Victoria. For a list of all courses on offer, including various double degrees, visit VTAC



“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 or Michelle Pascoe, Community Youth Worker on 9298 8311 or michelle.pascoe@knox.vic.gov.au
Knox City Council – Youth Services.





Community News

ARE YOU INTERESTED IN BEING CONFIRMED IN 2017?

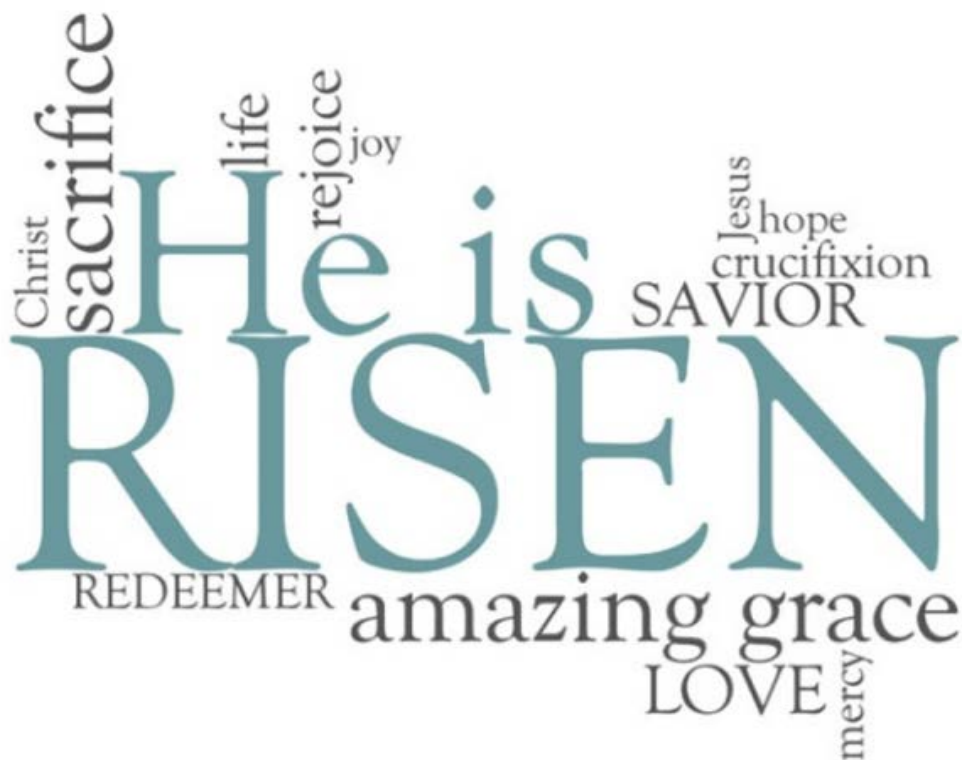
At Holy Saviour Parish we offer a six week Confirmation preparation program designed for students in Year Levels 10, 11 and 12 (16 years+) in readiness for the Sacrament of Confirmation to be celebrated on Sunday 4 June at 11am.

Come along with a parent and sample a session at the Information Evening on 19th April at 6.30pm (Enrolments close on 21st April).

For further information and enrolment forms please visit the Parish website:

www.cam.org.au/glenwaverleynorth or contact Mo Cromar, Pastoral Associate at Holy Saviour Parish Office Tel: 9803 3554/

email: mo.cromar@cam.org.au





Community News



New Year, New You!

4 weeks for \$40*



**Are you ready to kick start your goals?
It's your time, the time is now for
you to experience the EFM difference.**

Call 1300 336 348 or visit efm.net.au TODAY!

Like us on Facebook

*Conditions apply. New members only. Not valid with any other third party offer. For more information: efm.net.au