



# Agité

Term 2, No. 6

May 2018



**St Josephs**  
College

## This fortnight in Agité

Principal

Deputy Principal (Years 7–9)

Deputy Principal (Years 10–12)

Prayer

Religious Education

Director of Students

Years 7 and 8

Valdocco

Year 10

VCE Leader

Music

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## Principal



The Feast of Saint Maria Domenica Mazzarello was celebrated on Sunday 13 May. In 1852, at the age of 15, Maria joined the Daughters of Mary Immaculate. As the Industrial Revolution changed the landscape of Europe, Mary opened a dressmaking shop for young women. She taught them not only the skills for survival in the everyday world, but also the power of prayer and the love of God. Mary's practical and spiritual approach to ministry caught the eye of Don Bosco. In 1872 Don Bosco, together with Mary Mazzarello, founded the Salesian Sisters, the Daughters of Mary Help of Christians. This inspired ministry for the education of young women complemented Don Bosco's commitment to young men. By the time of her death in 1881, Mary had established a style of education grounded in enlightened catechesis. In 1951, Pope Pius XII canonised her. Today's Daughters of Mary Help of Christians reflect their founder's joyful self-giving, her sincere humility, her responsibility in work, and her austerity in life. The Salesian Sisters have a community close by to us in Scoresby and are an important part of the Salesian story at St Joseph's College.



I acknowledge the leadership of Ms Ann Maree Pagon in relation to the activities surrounding Project Compassion and Salesian Action Day. The students and staff worked collaboratively to raise awareness and significant funds. For Caritas, the Project Compassion funds were in excess of \$16,000 and for Salesian Action Day, the amount was approximately \$9,500. You can be assured that the funds raised will make a difference in our world to those who are less fortunate than ourselves.

It was wonderful to have so many mothers and sons here for the annual Mother's Day Breakfast. Thank you to Mr Guido Piotti and all staff who led the organisation of the event. I hope that all mothers had an especially wonderful day last Sunday.

### Beatitudes for Mothers

Blessed is the mother who understands her child,  
for she shall inherit a kingdom of memories.

Blessed is the mother who knows how to comfort,  
for she shall possess a child's devotion.

Blessed is the mother who guides by the path of righteousness,  
for she shall be proud of her children.

Blessed is the mother who is never shocked,  
for she shall receive and know confidence and security.

Blessed is the mother who teaches respect,  
for she shall be respected.

Blessed is the mother who emphasises the good and minimises the bad,  
for she shall follow her example.

Blessed is the mother who answers questions honestly,  
for she shall always be trusted.

Blessed is the mother who treats her child as she would like to be treated,  
for her home shall always be filled with happiness.



Recently we held our Mass in the Parish at St Simon the Apostle, Rowville. I would like to acknowledge all the staff, students and families who participated. Our College Rector, Father Martin Tanti, celebrated mass and Miss Bronwyn Dean prepared the students.

*"At the end of Year 9, I realised that studying music had to be an option for me and was one that I wanted to pursue over the next few years. I love playing the clarinet, and learning and playing an instrument is a skill that I was lucky enough to begin at the school. I have not only learnt how to play an instrument, but how to be a musician and it has given me the confidence to study Year 11 Music as a Year 10 student, be a part of the College Production, be a part of the College Choir and now that I reflect on it, be involved in every music opportunity that I can get my hands on. I love it!"*

Ben Harris (11 Prest)

*"My name is Nicholas McClellan. I am in Year 7 and I am pleased to be here today. I attended St Simon's Primary School and feel proud to be able to speak to you this morning. My time at St Joseph's so far has been amazing. I have developed a lot of new skills and am becoming a lot more independent. I catch the bus to school and have become a lot better at organising myself in the mornings. I am grateful for all the opportunities that have come my way this year already. I am a member of the school swimming team and also attend the school gym on Thursday afternoons. I am in the Backstage Crew for our Combined College Production of 'The Wedding Singer' and this term have started to attend Homework Club in an effort to stay on top of my homework. All these experiences are very new to me and I have felt supported every step of the way. I look forward to my years to come at St Joseph's and all the opportunities that come with it."*

Nick McClellan (7 Ledda)

I encourage mothers and sons to attend next week's Mothers and Sons evening on Thursday 24 May at 6.45pm. This is a wonderful opportunity to strengthen the special relationship which exists between mothers and their sons.

If you are interested in hosting an international student, please refer to the Homestay article in the Community Section of this *Newsletter*. We have short term stays available commencing in Term 3 and long term stays which could last at year.

All the best for the fortnight ahead.

Ms Cathy Livingston  
Principal







## Deputy Principal (Years 10–12)

### Celebrating Senior Students

Recently, the entire school community gathered in the latest of our Whole School Assemblies. Always uplifting events, these assemblies provide an opportunity for us to celebrate the things we have in common, our values, our achievements and each other.



The focus of the most recent assembly was the Academic Endeavour Awards. The celebration of our students commenced with a moving and polished piano performance by Senior School student, Elton Salim (11 Cantamessa). Elton showed off countless hours of practice and his accomplishment as a pianist in his solo performance of Beethoven's beautiful *Sonata Pathétique Op. 13* and in doing so reminded everyone present of St John Bosco's maxim that *"A school without music is a school without a soul"*.

Elsewhere in this edition of *Agité*, my offsideer Andrew Cooper, Deputy Principal (Years 7–9) gives a detailed description of these awards, their rationale, selection process and structure, so I will keep my own descriptions to a minimum, saying only that they recognise application, consistency and continuous improvement. The recipients of the Academic Endeavour Awards from the Senior School are as follows:

### Year 10

Subject	Student(s)
Religious Education	Assante Seguin and Jai Van Vegten
English	Mathew Elvin and Jayden Fowkes
The Humanities – Commerce	Daniel Acret
Health and Physical Education	Kalmash De Alwis and Aaron Hoffman
The Humanities – Social Sciences	Tristan Borg
Mathematics	Cosmo Iscaro and Ethan Royle-Young
Science	Nathan Kouris and Lachlan Ian Wallace
Lighthouse	Samuel Howell
Performing Arts	James Acret
Technology	Ty Renshaw and Jesse Grants
VCE VET Cert II: Sport and Recreation	Corey Preston
VCE VET Cert II: Applied Languages – Italian	Assante Seguin
VCE VET Cert II: Applied Languages – Japanese	Nathan Kouris

### Year 11 – VCE and VCAL

Subject	Student(s)
Religious Education – Religion and Society	Nicholas Minenna
Religious Education – Texts and Traditions	Abel Sujeev
The Arts and Technology – Food Studies	James Sweetten
The Arts and Technology – Media	Archer Radley
The Arts and Technology – PDT	Kurt Weiser
The Arts and Technology – Studio Arts	Ethan Royle-Young
The Arts and Technology – Systems Engineering	Riley Grygorowicz
The Arts and Technology – VCD	Darcy Ryan



English	Benjamin Minenna and Abel Sujeev
English Language	Thomas Holland
English – VCAL Literacy	Kyle James-Lay
Health and Physical Education – PE	Bradley Pearson
Health and Physical Education – Health	Mathew Elvin (Year 10 student)
The Humanities – Accounting	Koby Bland
The Humanities – Business Management	Hunter Blakely
The Humanities – Economics	Francis Trott
The Humanities – Geography	Bradley Pearson
The Humanities – History: 20 <sup>th</sup> Century	Leo Smith
The Humanities – Legal Studies	Brandon Cameron
The Humanities – VCAL: VET Cert II Business	Lachlan Geradts
Mathematics – Further Mathematics	Zachary Prizmic
Mathematics – Mathematical Methods	Daniel Acret (Year 10 student)
Mathematics – Specialist Mathematics	Abel Sujeev
Mathematics – VCAL Numeracy	Callum Brown
Science – Biology	Shean De Fonseka
Science – Chemistry	Nicholas Minenna
Science – Physics	Jamieson Doyle
Science – Psychology	Bradley Pearson

***Year 12 – VCE and VCAL***

Subject	Student(s)
Religious Education – Ethics	Benjamin Geshev
The Arts and Technology – Food Studies	Ahren Dhanapala
The Arts and Technology – Media	Patrick Davis
The Arts and Technology – Music	Henry Bird (Year 11 student)
The Arts and Technology – PDT	Cong Tran
The Arts and Technology – Studio Arts	Cong Tran
The Arts and Technology – Systems Engineering	Dougal Leach
The Arts and Technology – VCAL Building and Construction	James Edwards
English	Mitchell Bowie and Harry Foster
English Language	Daniel Acret (Year 10 student)
Literature	Billy Franes (Year 11 student)
English – VCAL Literacy	Zac Chalman
Health and Physical Education – PE	Stuart McGee
Health and Physical Education – Health	Ben Anderson
VCE VET Cert III: Sport and Recreation	James Buck (Year 11 student)
VCE VET Cert III: Applied Languages – Italian	Ryan Lanigan (Year 11 student)



VCE VET Cert III: Applied Languages – Japanese	Jackson Petersen (Year 11 student)
The Humanities – Accounting	Dylan Richards
The Humanities – Business Management	Antonio Puey
The Humanities – Economics	Campbell Stiff (Year 11 student)
The Humanities – Geography	Daniel Goh
The Humanities – Revolutions	Sebastian Boyce (Year 11 student)
The Humanities – Legal Studies	Mitchell Quinn
The Humanities – VCAL: Work Related Skills	Sam Humphries
Mathematics – Further Mathematics	Riley Zealand
Mathematics – Mathematical Methods	Huu Nguyen
Mathematics – Specialist Mathematics	Lucas Neumeier
Mathematics – VCAL Numeracy	Riley Nunn
Science – Biology	Jaxon Breeden
Science – Chemistry	Rohan Kapoor
Science – Physics	Lucas Neumeier
Science – Psychology	Jaxon Breeden

At the same assembly we also celebrated our students' achievements on the sporting field, and Senior School students were prominent among the recipients. The Senior recipients of the sports awards on that day are outlined below:

### ***Sport Awards – Senior Students***

<b>ACC (Associated Catholic Colleges) Awards</b>	
Senior Cricket – Best and Fairest	Darcy Luke
Senior Cricket – Coach's Award	Zac Corcoran
Senior Volleyball A – Best and Fairest	Kallum Topp
Senior Volleyball A – Coach's Award	Trent Mellis
Senior Volleyball B – Best and Fairest	Brent Busby
Senior Volleyball B – Coach's Award	Michael Barlag
Senior Tennis – Best and Fairest	Tobias Wietrzyk
Senior Tennis – Coach's Award	Mitchell Van Dijk
<b>St Joseph's College Swimming Champions</b>	
Under 16 Swimming Champion	John McLachlan
Under 17 Swimming Champion	Zac Corcoran
Senior Swimming Champion	Alexander Henry
<b>St Joseph's College Athletics Champions</b>	
Under 16 Athletics Champion	Joshua Woodford
Under 17 Athletics Champion	Dylan Adams
Senior Athletics Champion	Finn Lennon

St Joseph's College Triathlon Champions	
First Place – Intermediate (Short Course)	Zachary Carlin, David MacDonald and Ty Renshaw
First Place – Senior (Short Course)	Brent Busby
First Place – Senior (Long Course)	Bayley Carlin
Senior Triathlon Champion	Bayley Carlin

Finally, the Senior School students who participated on the Italy Study Tour for 2018 were presented to the College community.

In the week following, the Senior Students were again on show at the College's annual Salesian Action Day. This time, the senior students were there as leaders, modelling involvement, inclusion and participation throughout the day. Senior students were responsible for the bulk of the organisation and the running of the events on the day, which culminated with the crowning of House Magone, led by Jake (12 Edwards) and Trent (12 Ledda) Mellis as the Cross Country champions for 2018, and the fundraising activities.



Senior students continue to embrace all the opportunities on offer at St Joseph's College and continue to be rewarded for it.

Mr Guido Piotti  
Deputy Principal (Years 10–12)







## Deputy Principal (Years 7–9)



### Academic Endeavour Award Recipients: Years 7–9

Congratulations to all recipients of the 2018 Term 1 Academic Endeavour Awards (presented at Whole School Assembly on 1 May). These awards are presented to the students who have best demonstrated consistency of purposeful effort and purposeful application in a particular subject during Term 1. The recipients of these awards best epitomise the attitude of developing one's abilities to be one's best.

The criteria for these awards includes (that the student...):

- consistently and effectively applies himself to tasks at hand.
- uses 'effective' **work habits** to improve performance.
- demonstrated significant improvement in performance over the course of the term.
- is reported in Term 1 Interim Report under Work Habits, as typically 'Very High' across the board.

One or two Endeavour Awards are presented per subject, per year level (two awards for most core subjects). The recipients of the 7–9 Academic Endeavor Award for 2018 include:

Year 7		Year 8	
Religious Education	Giovanni Congiu & Thomas McCarthy	Religious Education	Clay Tucker & Perrin Dedhia
English	Tate Scrivanos & Quinn Longley	English	Gerry Sweeney & Tyler Hoffman
Mathematics	Luc Patte & Anthony Rowe	Mathematics	Julian Hochholzer & Raunak Sharma
Science	Charlie Eames & Daniel Punturere	Science	Roger Anthony & Jake Jesson
Humanities	Xavier Harrington & Talvin Nota	Humanities	Roger Anthony & Leon Nieuwesteeg
Visual Art	William Tyquin	Visual Art	Oscar Woodward
The Performing Art - Drama	Giovanni Congiu	Performing Art – Instrumental Music	Joshua Cost
The Performing Arts - Music	Jaxon Anderson & Eric Thea	Food Technology	Callum Verrell
Technologies (Digital and Materials)	Joseph Davis & Josh Lechner	Health & Physical Education	Cooper Postlethwaite
Health & Physical Education	Stephen Edmanson	Italian	Joshua Zealand
Languages - Italian	Josh Czaja	Japanese	Kevin Ranasinghe
Languages - Japanese	Daniel Briggs	Digital & Information Technologies	Reily Reid

Year 9	
Religious Education	Charles Massey & John Foster
English	Michael Smith & Jordan <u>Ardley</u>
Core Mathematics	Nick Harris & Chris Kirk
Science	Zac Shanahan
Discovery (Applied Learning)	Shaye Crowhurst
Health & Physical Education	Oscar Alateras
The Arts	Tom Hurley
Studies of Society and Environments	Nick Bosch
Technologies	Ty McIntyre & Dailan Navakas
VET Cert. II Applied Languages - Italian	Alexander Whyman
VET Cert. II Applied Languages-Japanese	Lachlin Johnson

Whilst there were many recipients of the Academic Endeavour Awards, there were many more deserving students than awards. Staff teams had a difficult task in choosing one or two recipients from many deserving nominations. It is apparent that most of our students are embracing the important concept of 'Purposeful Practice' (see below for further information).



### Purposeful Practice: The Secret to Success

*'Progress is built upon the foundations of necessary failure.'* Matthew Syed

Author Geoff Golvin has estimated that Shizuka Arakawa of Japan, one of the greatest skaters of all time, tumbled over more than 20,000 times in her progression from a five year old wannabe to 2006 Olympic champion. 'Arakawa's story is an invaluable metaphor', Golvin has written. 'Landing on your butt 20,000 times is where great performance comes from.'

Figure skating provides a vivid illustration of the accelerated learning permitted by *purposeful practice*... When watching an Olympic skater, consider how we wonder at their athleticism, agility, elegance and finesse. Consider how we marvel at their ability to sustain their balance in the midst of dizzying rotations and audacious leaps. And now consider how many bruises, how many crash landings, went into the making.

In the 1990s, researchers conducted a revolutionary study into figure skating. They found the major difference between elite skaters and their less elite counterparts is not to be found in genetics, personality, or family background. Rather, it is to be found on the *type of practice*. Elite skaters regularly attempt jumps beyond their current abilities; less elite skaters do not, and, as a consequence, top skaters fall over more often during their training sessions.

Purposeful practice is about striving for what is just out of reach and not quite making it; it is about grappling with tasks beyond current limitations and falling short again and again. Excellence is about stepping outside the comfort zone, training (studying) with a spirit of endeavour and accepting the inevitability of trials and tribulations. Progress is built, in effect, upon the foundations of necessary failure.

*From BOUNCE: The Myth of Talent and the Power of Practice, pgs. 77-78*

Mr Andrew Cooper  
Deputy Principal (Years 7–9)

*Shizuka Arakawa provides a wonderful example to all of us of how to be successful – try and continue trying, even when it hurts a little.*





## Prayer

### Prayer – Family Week

Blessed are we as family as we share our time together.

Blessed are we as each person meets the demands of the day.

Blessed are we as each of us contributes to the identity of our family.

Blessed are we as we take joy in the events that we share.

Blessed are we as we support each other through the difficult times that come our way.

Blessed are we as we acknowledge who we are as a family.

Blessed are we when against all odds our family shines through with the love we have for each member and the love we share with others.

For God has blessed us with our family – unique in its identity, one together in love.

We make this blessing through Christ Our Lord. Amen.



## Religious Education

### Salesian Action Day – Supporting the Work of the Salesian Missions

Monday 7 May was our Annual Salesian Action Day.

We ran, we prayed and we had fun – working together to fundraise for the Salesian Missions.



We had great support from many boys collecting sponsorship money from family and friends. Thank you to all who helped out in this way. We saw many boys run their best for the Cross Country.

We prayed for those Salesians who work tirelessly for the good of others, hoping for a successful afternoon of fundraising. Spurred on by the best ever rendition of our College song, we had a great afternoon of food and activity stalls. Many creative and tasty stalls were run by Homerooms: raffles, guessing the lollies in the jar and voting for their “favourite” teacher to get a “Pie in the Face”.

At the end of the day, with a final splurge of loose change and last notes from wallets, we were able to have both Mr O’Keefe and Mr Fera get a pie in the face.

We have been able to raise \$9,501.60 in one day for the Salesian works.

A heartfelt thank you for all who worked so hard for a great result, I would like to especially thank the SRC from each Homeroom who did a lot of planning and organising for the stalls with their Homeroom teachers. These boys were supported by the Year 12 SRC leadership and senior leaders.

Ms Ann Maree Pagon  
Director of Religious Education















## Director of Students

### A Winter Uniform Reminder

With Term 2 well underway and the cooler weather now setting in I would like to take the opportunity to remind all students and families about winter uniform requirements.



It is important students ensure that, upon their arrival and departure from the College, their blazer is the outer garment. Accompanying the blazer is the long sleeve white shirt (with the top button done up) and the school tie. The dark blue College jumper can be worn by students from Years 7-9, with students from Years 10-12 having the option of wearing their light blue jumper beneath their blazer. Grey pants or shorts may be worn with the blazer, with grey socks and polished black leather (or imitation leather) shoes worn and the correct College school bag being carried.

Accompanying the above uniform requirements is the expectation that students are well-groomed, clean shaven and without any piercings – this includes clear/transparent studs, or extreme hair styles.

If, for any reason, a student is to be out of uniform for a short period of time please ensure they arrive at school with a note that explains why the infringement has occurred and outline the timeframe for when the infringement should be corrected. It is understandable that from time to time a student might be missing an item or be in between school shoes etc.

Students are reminded that unnotified uniform infringements will result in consequences ranging from lunch time detentions to after school consequences should a pattern of infringements be established.

I would like to encourage all students to wear their winter uniform with pride at all times and thank the entire school community for their support.

Mr Liam O'Keefe  
Director of Students

## Year 7

The Year 7 Cohort have been preparing themselves for the NAPLAN tests. The tests dates were as follows:

- Tuesday 15 May: Language Conventions and Writing Test
- Wednesday 16 May: Literacy Test
- Thursday 17 May: Numeracy Test Calculator, Numeracy Test Non-Calculator



In Science, the students are currently designing a video based on forces, which relates directly to their recent Flight Excursion to Lilydale Airport. This makes up a major component of their science assessment for Semester one.

In Humanities, the students are currently working on case studies to determine primary and secondary sources for historical events, such as King Richard the Third.

In Maths, students are currently studying fractions, decimals and percentages and will be tested on this topic later in the term.

In English, students are currently studying persuasive writing and will be linking this to the novel *Trash*. This will form a large part of their assessment.



In Physical Education, students are studying the skeletal and circulatory systems.

In Religious Education, students have just finished studying prayer and are now learning about the liturgical calendar.

In Drama, students are learning about mime. Students complete a group performance in front of their class as part of this assessment.

The Year 7 cohort experienced its first Salesian Action Day last week which was well-supported by the boys. Each Homeroom ran a variety of fundraising stalls, raising money for the Salesian Missions. The day began with the cross country run which was won at Year 7 by Jack Thomas (7 Cantamessa). We congratulate the boys on their endeavours to be actively involved in the life of the College.

The Homework Club continues to be available for all Year 7 students Monday through to Thursday from 3.10pm-4pm. We ask that all parents make contact with their son's Homeroom teacher regarding permission for attendance for the Homework Club.

The students have the annual Community Day with Mater Christi today, Friday 18 May. This will involve a mass, roller skating and other activities with the two schools combined.

Mr Brian Martin  
Year 7 Leader

Mr Patrick van Dyk  
Year 7 Learning Leader

## Year 8

### Trees Adventure



*"Trees Adventure Four Seasons Program was an all-day adventure that the Year 8 students went on last week. We left school at 9am and walked up to Ferntree Gully Train Station and caught the train to the end of the line, Belgrave. We walked up several hills to the Trees Adventure, had recess in a marquee supplied by Trees Adventure and then got our harnesses on. We got taken through a training course and all the rules, then we got to head to the course of our choice. We had about one or one and a half hours on the course. After that was finished, we walked back to Belgrave Train Station, hopped on the train and headed back to school."*  
Sam West (8 Edwards)



For the past five years we have been taking our Year 8 students up to Belgrave's Trees Adventure at Glen Harrow Park. Nestled into Belgrave's incredible landscape, Trees Adventure offers seven courses of varying difficulty all beginning at the incredible 150-year-old 'Home Tree'. Students were encouraged to challenge themselves and step out of their comfort zone for the day. For some students simply putting on the harness and attempting the

Green course was challenge enough, while others braved the 15 metres drop on the Red courses chilling 'leap of faith'.





It is an incredible day in the Year 8 program, as we get to witness the camaraderie, team work and encouragement of each other the students demonstrate when placed in a challenging environment. This year, employees of Trees Adventure commented that they were the best school group they have ever had through. We are very proud of the boys and what they achieved over the three days and the respectful way they represented our College.

*"It was an exceptional outdoor experience that we should do more of."*

Perrin Dedhia (8 Cantamessa)

*"The 15m drop was daunting, but a great challenge."*

Roger Anthony (8 Cantamessa)

*"It was great fun. I didn't do any of the higher ones, but the ones I did were awesome."*

Luke Nerlich (8 Prest)

*"It was a good physical and mental test for us all."*

Matt Anderson (8 Ledda)

*"The longer, harder courses were great fun."*

Tyler Hoffman (8 Ledda)

Miss Jacqui Cooke

Year 8 Level Leader



## Valdocco (Year 9)

### Learning by Shifting Gears

*"Life in the fast lane, surely make you lose your mind. Life in the fast lane, everything all the time."*

(J. Walsh, G. Frey, D. Henley)



It is true that for some things, faster means better. We want our morning coffee to brew faster, that package to arrive quicker and we often want those important decisions to be made swiftly. When it comes to the minds of our young learners however, success is measured by their ability to change speed and shift gears. The immediate reality is that the concentration span of the digital native is highly intense, seriously rapid and unfortunately limited. This factual phenomenon is the result of a combination of coincidental, environmental, biological and, almost always, subconscious factors. A fast mind is often a lethal weapon when navigating through 21<sup>st</sup> century terrain such as the internet and social media, however its deficiencies are often revealed when such a mind is asked to engage in slower activities such as contemplation and reflection. Although our classrooms are becoming increasingly more active and dynamic places, the ability to change the speed of thought and slow down the mind is vital for young learners.

In a world of full of flashing lights and piercing sirens, our senses have had no choice but to adapt accordingly over time. Now, more than ever before, young people are able to absorb information, identify patterns and analyse visual content at a rapid rate, as their minds are becoming increasingly comfortable at functioning at high speeds. Although these skills are often attached to youthful stigmas and stereotypes around social media, gaming and suspicious cyber exploration, when used for good, they can be highly effective in student learning. Take, for example, the vital skill of visual analysis. In the past, students have been criticised for their inability to look "beyond" an image and identify symbols and hidden





meaning when analysing a visual piece. Aside from imagination and prior knowledge, such a task involves the ability to analyse and identify, something these young digital natives do on a daily basis. Aside from the over-exposure to information, our young learners are also exposed to highly visual content. Enter more visual content in the classroom. Where large portions of written information can often be a hurdle for a highly visual and speedy thinker, visual content can be analysed and evaluated with natural ease and at high speeds. No less valid, no less substantial, simply a different way of teaching and learning that caters for a new way of thinking. As educators, the quicker we can understand how and how fast our learners absorb information, the quicker we can adapt and use it effectively in the classroom.

Now the case for life in the slow lane. The benefits of a fast mind are all well and good when the task calls for rapid analysis and decision making. But what if the learning requires a calmer approach? Often the challenge for 21<sup>st</sup> century teachers is not knowledge of content or effective teaching practice, but how to deliver engaging lessons to learners whose minds' naturally run wild and are exposed to more distractions than ever before. Often the role of the teacher is not to force understanding of specific content, but to guide student focus on the content for long enough to analyse, identify, evaluate and apply. This is where the ability to shift gears is crucial. Learners who can recognise the need to slow their minds down for tasks such as reading and reflection, will focus on the given information for long enough to absorb it. Once this information is absorbed, only then can other skills be introduced with the increasing speed of a high functioning mind. Think of a car lowering gears when approaching an intersection, only to increase in speed and power in order to climb up a steep hill.

The key to effective education has always been based around the learner and the learning. At the heart of our practice as educators is the understanding we have for the student and how they learn best, and our ability to adapt our teaching strategies around this understanding. Although the mind of a digital native is often forced to function at high speeds, the most successful learners are those who can shift the speed of their thinking and change gears according to the learning required. The most successful teachers are those who can show them how.

Mr Louis Goutos  
Year 9 Learning Leader

## Year 10

### Endeavour Awards and Study

Over the last few weeks, students have been working on creating study routines tailored to their learning needs. They have been learning about different ways of revising to help them prepare for the upcoming assessments. It is important for students to continue developing these academic skills as the year progresses.



As such, I invite all students to participate in our **ARVO Study Program** on Monday to Thursday afternoons in Room 47 from 3.20pm–4pm. If you feel it would be useful for your son to attend, please have a discussion with him about this and ask him to schedule this time in his Weekly Study Planner. Copies of these planners are available in the Year 10 Leaders' Office. It is important that he also recognises the need for improved study skills before attending the program.

When you have a discussion with your son about his learning, and ask whether he has any homework, the answer is all too often a no. It may be helpful to talk with your son about the distinction between homework and study. This has been a recent focus in past Year Level Assemblies and should a concept that is becoming familiar with your son:

### Homework:

- Set by subject teacher.
- Relevant to the current topic.
- Part of the coursework demands.





### Study:

- Set by the students.
- Planned in weekly schedule.
- Specific to what the student needs to work on.
- Includes revision.

There have been students who have been putting this into practice on a regular basis: attending ARVO study, seeking a study planner and asking teachers on how to improve. These students have been recently recognised at an assembly in the form of an award that is given to students for academic endeavor and persistent effort in a subject area.

### The criteria for these awards are as follows:

- Consistently and effectively applies himself to tasks at hand.
- Uses 'effective' work habits to improve performance.
- Significant improvement in performance over the course of the year.
- Work Habits (typically – Very High across the board).

Congratulations to these recipients, but also all of the Year 10 students who are going above and beyond to excel themselves this year and stepping outside their comfort zone.

Miss Ashleigh Fleming  
Year 10 Learning Leader

## VCE



### What Are the Keys to Academic Success?

The beginning of Term 2 is a time for students to stop and think retrospectively about their approach to the academic year so far. Many boys excelled in their studies last term and they are to be congratulated for the dedication and determination they have applied to their studies. During our recent Whole School Assembly, several enthusiastic students were awarded the College Academic Endeavour Award for showing commitment to their learning in several areas such as demonstrating thinking skills, academic rigour, thorough preparation and participation in class as well as being punctual and organised, in an effort to improve their results. They should be proud of achieving such recognition. The Unit 1 and 3 recipients are as follows:

#### Unit 3

Stuart Magee  
Benjamin Anderson  
Daniel Goh  
Harry Foster  
Mitchell Bowie  
Dylan Richards  
Antonio Puey  
Zac Chalman  
Brandon Cameron  
Sam Humphries  
Cong Tran  
Patrick Davis  
Ahren Dhanapala  
James Edwards  
Riley Zealand

#### Unit 1

Abel Sujeev  
Benjamin Minenna  
Thomas Holland  
Kyle James-Lay  
Bradley Pearson  
Matt Elvin  
Koby Bland  
Hunter Blakely  
Francis Trott  
Bradley Pearson  
Lachlan Geradts  
Nicholas Minenna  
Darcy Ryan  
Ethan Royle-Young  
Henry Bird



Lucas Neumaier

Huu Nguyen

Riley Nunn

Jaxon Breeden

Rohan Kapoor

Lucas Neumaier

Benjamin Geshev

Callum Verrell

Mitchell Quinn

Archer Radley

James Sweetten

Kurt Weiser

Dougal Leach

Riley Grygorowicz

Darcy Ryan

Zachary Prizmic

Daniel Acret

Callum Brown

Shean De Fonseca

Jamieson Doyle

Bradley Pearson

Billy Franes

James Buck

Ryan Lanigan

Jackson Petersen

Campbell Stiff

Sebastian Boyce

Some of these students had the following to say about their approach to their studies and volunteered to share their 'best study tip'.

*"Make sure you get enough sleep before SACs, at least eight hours. This ensures you have enough rest to perform at your best."*

*"Finding the time to stay back with teachers and other students assists with collectively focusing on a task, in order to learn from each other and motivate your peers."*

*"When studying, turn off all electronic devices and focus purely on your study."*

*"Always organise your time well for homework and study."*

*"Stay focused on your goal and be positive; the year will end before you know it."*

Miss Carmel Lardner  
VCE Learning Leader

## Music

### Year 8 Music Soiree

The Year 8 Music Soiree is taking place on Thursday 21 June. This is a concert where every Year 8 student will play as part of a group, performing to an audience of family and friends. Students will perform pieces that they have been working on with their instrumental teachers making their second appearance on the St Joseph's stage. We warmly invite your family to attend this event.



*Student participation and attendance at the Year 8 Soiree is compulsory.*



The details of this evening are listed below.

**Date:** Thursday 21 June 2018

**Uniform:** Full winter uniform

**Location:** St Joseph's College. The performance will take place in 'Cheri'.

The evening will be divided into two separate performances:

Concert 1:

**Student arrival time:** 5.45pm

**Concert start time:** 6pm–7pm

**Students from the following Homerooms:**

O'Sullivan and Prest

Cantamessa and Edwards

Concert 2:

**Student arrival time:** 7.15pm

**Concert start time:** 7.30pm–8pm

**Students from the following Homerooms:**

Ledda and O'mara

Congratulations to our burgeoning musicians and we look forward to seeing them on the St Joseph's stage.

Miss Bronwyn Dean

Music Leader

## Pathways



### Year 11 and 12 Winter School Programs

The School for Excellence has a number of revision and head start programs coming up during the winter break, and registrations for these programs have already opened. There will also be a *free*\* lecture held on Saturday 16 June 2018 at the University of Melbourne titled [Maximising Examination Marks](#). Valued at **over \$150**, this lecture is **\*FREE** when students make a \$10 donation to [The Fred Hollows Foundation](#) on the day.



### News from Swinburne University

- Sport Development/Leadership and Management**

This unique dual diploma is designed to complement your development as an athlete with a strong emphasis on experiential learning and practical skills and a focus on management and leadership capabilities. The program is aimed at developing the next generation of leaders within the sports industry and delivered by Richmond Institute of Sports Leadership and Swinburne University of Technology. Students will have access to state-of-the-art high performance training, teaching and learning facilities. In addition, they will gain an industry placement and on successful completion of the dual diploma, be eligible for a guaranteed university pathway into selected Bachelor courses.

Applications for the 2019 intake opened on Sunday May 13 2018 at the [Richmond Institute of Sport Leadership Open Day](#). Register and/or find out more at [Diploma Sport Development/Diploma Leadership and Management](#).

### • **Architecture at Swinburne**

From crafting areas that promote wellbeing, to engineering bridges and designing interiors for the future – choose a course in Built Environment and Architecture at Swinburne, and you'll learn how to apply innovation in spaces far and wide.

Swinburne offers a range of architecture-related courses. Two such courses are:

- ⇒ The [Bachelor of Design \(Architecture\)](#) that focuses on building design, and students get to *tackle digital technology, environmental awareness, construction, practice, ethics, history and theory* as they gain skills for the future of architecture.
- ⇒ The [Bachelor of Architectural Engineering](#) allows students to not only design the aesthetics of buildings, but also learn foundational engineering disciplines too.



### **Career in Health Information Management**

According to the Good Universities Guide\*, Health Information Managers combine knowledge of healthcare processes, health records and administration, information management and human resource management to provide services that meet the medical, legal, ethical and administrative requirements of the healthcare system.

\*[Good Universities Guide - Health Information Manager](#)

Duties and tasks of a Health Information Manager include:

- planning and developing health information systems for various types of healthcare facilities, including computerised patient identification systems, coding and analysis of diseases and procedures, and the design of health record forms.
- revising and testing the effectiveness of existing health information record services in hospitals and other healthcare facilities.
- developing and implementing new policies and procedures for handling health information in accordance with professional ethics, institutional requirements and relevant legislation, including the Freedom of Information Act.
- controlling the transfer of relevant health service data to state health departments.
- assisting with medical research and healthcare projects.

Students can study Health Information Management at the following Victorian institutions:

- Federation University  
[Bachelor of Health Sciences \(E Health and Informatics\)](#)
- La Trobe University  
[Bachelor of Health Sciences \(Medical Classification\)/Bachelor of Health Information Management](#)



### **DeakInspire 2018**

DeakInspire, is an event specially designed to inspire, motivate and engage students in Years 10, 11 and 12. DeakInspire will provide students with a head-start on their study and personal career goals.

On the day, students will get the opportunity to:

1. Transform their way of thinking.
2. Connect with meaningful experiences.
3. Explore their study options.

For a better idea of what DeakInspire involves, have a look at the [DeakInspire promo video](#). To find out more, or to register, visit [DeakInspire](#).





### Career as an Architect

Architects use creativity and a practical understanding of structures and materials to develop concepts, plans, specifications and detailed drawings for buildings and other structures. They negotiate with builders and planning authorities, administer building contracts and inspect work that has been carried out. To become an architect, you usually have to complete an accredited degree in architecture. This usually consists of a degree in arts or design with a major in architecture, followed by a Master of Architecture. Completion of a Master's degree meets the academic requirements for registration as an architect in Australia. [Good Universities Guide - Architecture](#).

The duties of an architect include:

- meeting with clients or builders to discuss their requirements and prepare a design brief.
- prepare sketches, production drawings and detailed drawings by hand or using computer-aided design (CAD) software.
- combine structural, mechanical and artistic elements into a building's design, such as decks and atriums, lifts, air conditioning systems and decorative finishes.
- discuss designs and cost estimates with clients and others involved in the project.
- obtain necessary approvals from authorities.
- prepare specifications and contract documents for builders, tradespeople and legal advisers.

Sometimes students opt to become an Architectural Draftsperson and this role involves completing architects' and other designers' concepts by preparing documents (drawings or plans) and liaising with builders and contractors – [Good Universities Guide – Architectural Draftsperson](#). Most often, a TAFE qualification – Advanced Diploma of Building Design (Architectural) – is required to fulfil this role, and in Victoria this diploma is offered at a number of institutions including Box Hill Institute, Holmesglen Institute, Federation University, RMIT University, Swinburne University, and Victoria University.

Successful architectural drafts people need to:

- be able to visualise ideas in three-dimensional form.
- enjoy technical drawing and working with technology.
- be able to draw neatly and accurately.
- have good concentration and attention to detail.
- have some artistic talent in freehand drawing.

In the case of either of these two roles, both include liaising with other designers and specialists throughout the building process, such as structural and civil engineers; electrical, mechanical and hydraulic consultants; builders; surveyors; and landscapers.



### Architecture, Construction and Surveying Degrees in Victoria

On the next page is a list of some single undergraduate degrees in architecture, building and construction, and surveying. To find out about all architecture, building and construction, and surveying courses on offer (including double degree options) at both TAFEs and universities, visit [VTAC](#). Students are encouraged to explore pathway courses to these degrees.



INSTITUTION	COURSE	VCE PREREQUISITES	2018 ENTRY REQUIREMENTS
<b>Deakin</b> (Geelong Waterfront Campus)	Architecture	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.	ATAR 70.05
	Construction Management	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.	ATAR 60.65
<b>Holmesglen</b> (Chadstone Campus)	Building Surveying	n/a	ATAR n/a Personal Statement
	Construction Management and Economics	n/a	ATAR n/a Personal Statement
<b>Monash</b> (Caulfield Campus)	Architectural Design	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	ATAR 80.00
<b>RMIT</b> (City Campus)	Architectural Design	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	ATAR R.C. Pre-Selection Kit Interview (some)
	Landscape Architecture	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	ATAR R.C. Pre-Selection Kit Folio Presentation (some)
	Construction Management	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: satisfactory completion of any Mathematics.	ATAR 80.05
	Surveying	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	ATAR 75.90
<b>Swinburne</b> (Hawthorn Campus)	Architecture	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	ATAR R.C. Online Digital Portfolio
	Interior Architecture	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: a study score of at least 20 in one of Art, Product Design And Technology, Media, Interactive Digital Media C, Creative And Digital Media (VCE VET) I, Studio Arts, Systems Engineering or Visual Communication Design.	ATAR 77.10
<b>University of Melbourne</b> (Parkville Campus)	Design	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL	ATAR 86.20
<b>Victoria University</b> (Footscray Park Campus)	Building Surveying	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.	ATAR n/a
	Construction Management	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.	ATAR n/a

Mrs Vivienne Egan  
Head of Pathways



## Community

### Parish Mass

The College attends mass with the community throughout the year. We would like to warmly invite your son and family to our parish masses taking place this term.

*"We feel that it is important to attend as a College; to visibly show that we as a community understand the important role that a parish plays in your life. When you are in primary school, secondary school or full time work, the parish is there as a support network and that place that we can go to reflect and ask for guidance."*

Ben Harris (11 Prest) Student Leader

### Parish Mass at St Thomas More, Belgrave

**Date:** Sunday 3 June  
**Location:** St Thomas More Parish  
**Time:** 9am  
**Uniform:** Full winter uniform

### Parish Mass at St Joseph's Parish, Boronia

**Date:** Sunday 17 June  
**Location:** St Joseph's Parish Boronia  
**Time:** 11am  
**Uniform:** Full winter uniform

Miss Bronwyn Dean  
Faith Animation Convenor

### Homestay – Why become a host family?

One of the great experiences offered through hosting an international student is learning about another culture as you get to share your own. Students are excited about learning Australian English and culture, and your warm welcome improves their chances for academic success and cultural acceptance while far from home.

Students will share their traditions, meals, and beliefs with you, and it is expected that you will include them in yours. Our Host payments will assist you in covering the expenses of hosting a student, such as providing meals, and taking your student to see the local sights.

The host family will simply provide a home away from home. Homestay hosts their families and the guests will gain many wonderful memories that they will cherish for the rest of your lives.

- Hosts are compensated for the accommodation they provide.
- Develop new friends from other interesting countries.
- Introduce your family and community to a new comer.
- Help students with their English Language and to communicate effectively.
- Homestay accommodation is considered one of the safest ways to invite someone new into your home and lifestyle.

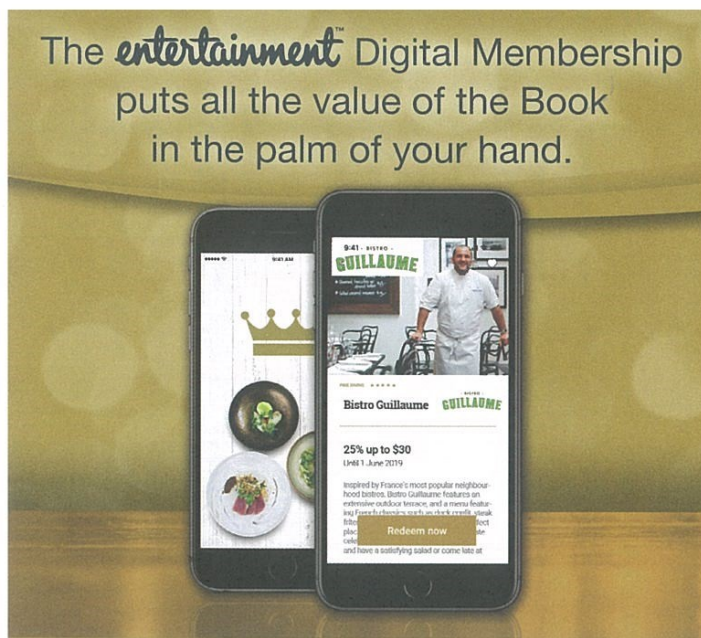
You and your family can make a difference by hosting a student or someone new to the country or to the city, making the life long dream of an international student come true. What you offer can be significant in terms of guidance as well as accommodations.

Both short and long-term homestays are needed. If you are interested in receiving more information regarding being a homestay, please contact the Principal, Ms Cathy Livingston via her PA, Janelle Spring (jspring@stjosephs.com.au or 9756 3112).



## Entertainment Book Fundraiser

Explore your city with an Entertainment Membership!! Not only can you save hundreds at many of the local business below but 20% of your purchase will help support the College's fundraising. Digital and Book Memberships are available. To purchase your copy, visit the website [here](#). Alternatively, come into the College and pick up an order form from the Principal's Assistant at Main Reception. There are limited books available for immediate purchase.



25% OFF 	UP TO \$40 Value 	UP TO \$40 Value 	2-FOR-1 
UP TO \$35 Value 	UP TO \$35 Value 	UP TO \$40 Value 	2-FOR-1 
25% OFF 		2-FOR-1 	2-FOR-1 

 Search for businesses near you	 Redeem offers straight from your phone	 View restaurant menus
 Pay your bill with ease	 Book restaurants instantly	 Keep track of the value you've received

Purchase the Entertainment™ Digital Membership so you can redeem offers simply by showing your phone!



## entertainment™ Digital Membership

1. Order your Entertainment™ Digital Membership. (Details on reverse)

2. Download the Entertainment™ App via the Apple Store or Google Play.

3. Log in using your username and password. Enjoy!

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# Save the Date



TIME & SPACE FOR  
**MOTHERS  
AND SONS**

Year 7 Mother and Son Evening  
Thursday 24 May 2018 College Stadium  
6.45pm for a 7.00pm start (finish by 9.15pm)

St Joseph's College Ferntree Gully is delighted to offer you an opportunity to experience a lifetime memory with your son at the annual 'Mother and Son' Night. This innovative single evening program is an event we have planned especially for our Year 7 students and their mothers (or female mentors). We think that this is a great time to bring you together.



Time &  
space

# 24 May 2018

knox  
your city

## Parent Information Session



# Managing the Anxiety of Parenting

*A relaxed and informative evening to help educate and support parents of teenagers who are feeling overwhelmed by their anxiety*

Presented by Michelle Graeber, CEO of Anxiety Recovery Centre of Victoria (ARCVic)

Thursday 24 May 2018

6.30 - 8.30pm

Knox Council Civic Centre, Room 4

511 Burwood Hwy, Wantirna South

Cost: FREE!

### Bookings are essential

To register, complete the online booking form at

[www.knox.vic.gov.au/parentworkshop](http://www.knox.vic.gov.au/parentworkshop)

For more information, contact Michelle 9298 8311

or [michelle.pascoe@knox.vic.gov.au](mailto:michelle.pascoe@knox.vic.gov.au)

### Topics covered include;

- ↳ What is anxiety?
- ↳ Common physical effects, feelings & behaviours
- ↳ Common thinking traps
- ↳ Living with uncertainty
- ↳ Techniques and strategies for managing anxiety
- ↳ Breathing, relaxation, mindfulness, grounding and visualization
- ↳ Planning self-care





# 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: August 27 to August 31 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:  
May 25, 2018



# UPPER FERNTREE GULLY JUNIOR FOOTBALL CLUB



**We are looking for players for the following age groups. All skill levels are welcome!**

**Boys U12, 15 & 17**

**Girls U10 & 12**

**Training nights & times @ Dobson Park**

corner Dorset Road & Francis Crescent, Ferntree Gully

**U12**

**Wednesday**  
5:15pm to  
6:30pm

**U15**

**Tuesday &  
Thursday**  
5:30pm to  
7pm

**U17**

**Wednesday\*  
& Friday**  
5:45pm to  
7:30pm

**U10 Girls**

**Wednesday**  
6pm to 7pm

**U12 Girls**

**Wednesday**  
6pm to 7pm

**Call:** Club Secretary on 0428 389 864

\* Kings Park, Willow Road UFTG

@ upperferntreegullyjnr@efl.org.au



'Upper Ferntree Gully Junior Football Club'





**MONASH**  
University

# YEAR 8 CHALLENGE

2-4 July 2018

**GET A HANDS-ON TASTE  
OF ENGINEERING IN YOUR  
SCHOOL HOLIDAYS**

Join us for 3 days of fun  
and exciting workshops:

- Participate in experiments
- Design, build and test structures
- Construct electrical gadgets
- Play with robots and aerial systems
- Learn about new materials
- Develop 3D characters for Game Design

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<b>WHEN</b>	Monday 2 July – Wednesday 4 July, 2018
<b>TIME</b>	9am – 3.30pm daily
<b>LOCATION</b>	Monash University, Clayton campus
<b>COST</b>	\$250 per student for 3 days Early bird rate \$200 available until Friday 1 June Registrations close: Wednesday 27 June

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**TO REGISTER GO TO**  
[monash.edu/engineering/challenge](http://monash.edu/engineering/challenge)





## College Calendar – Upcoming Events

Friday 18 to Sunday 20 May	OzBosco, Salesian College Chadstone
Tuesday 22 May	ACC Intermediate Badminton Tournament
Thursday 24 May	Year 7 Mother/Son Evening, 7pm
Monday 28 to Friday 1 June	Reconciliation Week
Wednesday 30 May	Kiribati Information Evening, 6.30pm
Sunday 3 June	Parish Mass at St Thomas More, 9am
Monday 4 to Friday 8 June	VCE Units 1 and 3 Exams
Tuesday 5 June	Year 7 Grandparents/Elders Morning Tea
Thursday 7 June	Lighthouse Expo, 6pm
Monday 11 June	Queen's Birthday Public Holiday
Tuesday 12 June	VCE Units 1 and 3 Exams
Wednesday 13 June	GAT
Wednesday 13 to 15 June	Year 9-10 Exam Period
Sunday 17 June	Parish Mass at St Joseph's, 11am
Tuesday 19 June	Year Level Assemblies
	Student Leaders 2019 Nominations Open
	Year 10 Alpine Experience Information Evening, 6.30pm
Wednesday 20 June	Year 10 Fitting Day for Alpine Experience
Wed 20 June – Wed 4 July	Kiribati Immersion
Thursday 21 June	Reunion – Class of 1978, 6pm
	Year 8 Soiree, 6pm
Friday 22 June	Grade 4/5/6 Day, 9.30am
Monday 25 – Friday 29 June	Year 10 Work Experience
Tuesday 26 June	Year 12 Retreat Day
Wednesday 27 June	Last Day Term 2 (Years 7, 8, 9, 11, 12)
Thursday 28 June	Parent Teacher Student Conferences
Friday 29 June	Staff PD Program (no classes)
Friday 29 June – Sunday 15 July	Cagliero Immersion

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

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

## College Calendar – Term Dates

### Term 2

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

### Term 3

Monday 16 July until Friday 21 September

### Term 4

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