



# Agité

**Term 2, Week 11**

June, 2017



**St Josephs**  
College

## This fortnight in Agité

Principal

Deputy Principal – Students

Deputy Principal – Teaching and Learning

Prayer

Religious Education

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Community

## Principal

The Rector Major, Fr Angel Fernandez Artime SDB, with the consent of his General Council, has appointed Fr William Matthews SDB as Provincial of the Australia-Pacific Province for the six-year period of 2018-2023. Fr William will take over this important leadership role from Fr Greg Chambers SDB. We wish Father William every blessing for the future as he prepares to lead our Province.

Recently, our Kiribati travellers returned home from their adventures in the Kiribati Islands. I commend the efforts of all involved particularly Mr Dylan Price (Coordinator), Ms Gina Di Stefano, Mr Brian Martin and Mr Tom Murphy.



We have moved into the next stage of the development of our Masterplan 'Towards 2040 – An Adventure in the Spirit'. Four architectural firms have been shortlisted to tender for the development of the Masterplan.

Year 8 students will return to school with new classroom furniture reflecting 21<sup>st</sup> century learning approaches. It is opportune to acknowledge the great work of our Grounds and Maintenance Team. Led by our Property Manager, Mr Keith Richards, the team takes great pride in ensuring we have a wonderful environment.

Mary Poppins will be performed in Upwey at the Burrinja Performing Arts Centre from Wednesday 30 August until Saturday 2 September. Information about purchasing tickets will be available very soon.

Term 3 brings with it a number of exciting ACC events and competitions in the areas of drama, debating, public speaking, culinary, basketball and table tennis.

Towards the end of term Ms Amanda Van Den Berg, Ms Lauren Conlon and Ms Vanessa Fiducia finished their time at St Joseph's College to take on new roles in Catholic education. I acknowledge their service to the College and wish them well in the future. My appreciation is also extended to Mr Oliver Churchyard and Ms Penelope Arvanitakis who completed their respective replacement positions. I thank them for their contribution to our College.

Welcome back to Ms Sarah Harris and Ms Jana Scholes who return from periods of leave.

Any families interested in becoming homestay families as part of our International Student Program are asked to contact my Personal Assistant, Ms Janelle Spring, on 9756 3112.

I trust the term ahead will be a great one.

Ms Cathy Livingston  
Principal







## **Deputy Principal – Students**

### **It's Called a 'Uniform' Because it's for Everyone**

With the term holidays almost over, it is an ideal time to take stock of the students' uniform.

A uniform is central to a school's identity. It provides students with a sense of belonging to a community of shared values and shared history. It builds equality, removes distractions and helps provide an academic feeling to the school. The uniform is a distinctive mirror of where the school has come from, but also of where it exists now.

A uniform is also functional, providing students with comfortable, formal and practical dress that allows them to undertake varied school activities in the most effective way.



With this in mind there will be a Uniform Audit of Years 7–12 taking place early next term. All students will have their uniforms checked to ensure that they have the required items. The winter uniform is comprised of the following:

- Blazer
- College tie (or the Year 12 tie for Year 12 students)
- Long sleeved white shirt
- Grey trousers or shorts
- Grey socks
- Black leather or faux leather shoes

There are also optional items:

- The College jumper (Years 7–9) or the Senior School College jumper (Years 10–12)
- College raincoat

At the same time, we will be checking student appearance and grooming. Students are to ensure that:

- Hair is clean and neat, with long hair tied back
- No extreme hairstyles, including vivid tints and hairstyles such as dreadlocks
- No facial hair
- No visible piercings or tattoos

Students who need to purchase items or make changes will be asked to agree to a timeline for this to occur. The holidays are an ideal time for students and families to attend to these matters.

I wish all students a safe and productive holiday and look forward to resuming school alongside them.

Mr Guido Piotti  
Deputy Principal – Students



## Deputy Principal – Teaching and Learning

### Subject Selection 2018

*“Every current student and parent of the College has an important role to play in 2018 subject selection in the coming weeks”*

Over the coming weeks and months students from Year 7 through to Year 11 will have the opportunity and responsibility to select one or more elective subjects for study in 2018. For our current Year 7 cohort, students will choose which additional Language study they will continue with into Year 8 (Italian or Japanese). Our Year 8s will choose from a wide selection of available Challenge A & B Electives (for Year 9 2018). Our current Year 9s will be selecting their elective program for their first year of senior school, which for many will include a VCE or VET study. For our current Year 10 cohort, the responsibility to make informed subject selection decisions are even more significant as every subject (including English studies) is an elective subject and the informed decisions they make will have at least short-term consequences, and long-term benefits. And finally, for our current Year 11s, informed by their academic performance to date and a developing understanding of their pathway aspirations, each student will need to decide whether to continue with their current course of study or make adjustments to their VCE program for 2018.

Consequently, with the exception of the current Year 12s (which have their own very important post-secondary pathway selection process to undertake) every current student and parent of the College has an important role to play in 2018 subject selection in the coming weeks.

To assist parents and students with the subject selection processes, College leaders will provide subject selection support via the:

- College Newsletter
- College Website (which will contain copies of Subject Selection Handbooks Years 9–12)
- Careers and Senior School Expo/Information Evening
- Year Level Information Evenings
- Subject Selection Consultation Days
- Year Level Assemblies
- Pathways Counselling (available upon appointment: [vegan@stjosephs.com.au](mailto:vegan@stjosephs.com.au))

2018 Subject Selection forms for Year 11 and Year 12 2018 are due by Wednesday 9 August and for Year 10 2018, they are due Friday 11 August.

Year 8 and 9 (2018) elective selection process will take place early Term 4.

### Summary: Subject Selection Key Dates Coming Up

- Wednesday July 26 – Year 12 2017 VTAC Information Evening (Chieri) 5:15pm–5:45pm
- Wednesday July 26 – Year 10 into 11 (2018) Information Evening (Chieri) 6:00pm–6:30pm
- Wednesday July 26 – Year 11 into 12 (2018) Information Evening (Chieri) 6:45pm–7:15pm
- Wednesday July 26 – Careers and Senior School Expo (College Stadium) 6:00pm–8pm
- Wednesday Aug 2 – Year 10 into Year 11 Student Subject Consultation Day (Chieri)
- Wednesday Aug 2 – Year 9 into Year 10 Information Evening (Chieri) 7pm–8:00pm
- Thursday Aug 3 – Year 11 into 12 Student Subject Consultations (Chieri) 5:30pm–8pm
- Wednesday Aug 9 – Year 9 into Year 10 Student Subject Consultation Day (Valdocco)



### **Staff Professional Development Days (Week 11 Term 2 2017)**

A key to school improvement and outstanding student performances at St Joseph's College is its commitment to ongoing staff professional development. This commitment to excellence is evident by the large number of staff that undertake further studies with over a third of our teaching staff with a Master's qualification or higher. In addition to tertiary study, St Joseph's staff (teaching and non-teaching) participate broadly in ongoing professional development (PD) activities throughout the school year.

As part of the College's Professional Development Program, all staff participated in a number of PD activities at the conclusion of Term 2 including (from):

- Level II First Aid
- Positive Psychology
- Formative Feedback
- Literacy As Core Business: Building Meaning Making Capacity Across All Learning Areas
- Teaching and Supporting Students with ASD
- Violence, Men and Masculinity
- Managing Behaviour in a Mixed Ability Class
- Breaking Open The Parables of The New Testament



The welfare and academic development of our students is at the core of everything we do at St Joseph's College. We thank staff for their commitment to their profession development and, in addition, parents for the continual support and confidence they demonstrate in the College's Professional Development Program.

### **Semester One Academic Performance Reviews (Weeks 1–3 Term 3)**

Over the coming weeks, teachers and Curriculum Leaders will be analysing Semester One report data to identify students who require additional academic support. The 'C' trigger grade is used as a starting point for this analysis. Whilst we put no limit on what a student can achieve, we do expect most students to strive to meet or exceed the 'C' grade for assessments. This is the grade that staff believes is achievable for most students who apply themselves consistently and effectively to their learning program. There are, however, many students, for a variety of reasons, for whom this grade is as yet unachievable and this is considered in these discussions (see 'Note' below).

As a consequence of this analysis, staff will identify students who may require additional support and follow up this analysis with a discussion with the student (and parents in some instances) and, in consultation with the student, develop a plan of action to mediate the performance. The vast majority of these discussions (Level 1 Reviews) will simply involve the teacher outlining to a student why he didn't achieve the 'C' grade for a given subject and what he can do to improve his performance moving forward. Where there is a pattern of under performance across a number of subjects (Level 2–4 Reviews), the discussion will involve one or more of: Curriculum Leader, Head of School, and Deputy Principal. Parents will be informed if their son is required to attend a Level 2 to 4 review and may be invited to attend these discussions (usually only required for Level 4 meetings with the Deputy Principal). Curriculum Leaders will ensure parents are kept informed of the recommendations of Level 2 to 4 discussions.

(Please note: funded and non-funded students with an ILP will not be required to participate in Academic Performance Reviews as this is a 'usual' part of their PSG meetings.)

Mr Andrew Cooper  
Deputy Principal – Teaching and Learning



## Prayer

### End of Term Prayer

We thank you Lord, for this term.

For the challenges, the successes, and the mistakes from which we have learnt. God of the ordinary be with us as we spend our time with family and friends. Give us strength and courage to do what is right: to be witnesses of our faith.

Help us to be a practical Christian these holidays, to appreciate what others do for us, to give time and effort to help others. To be peacemakers in our family.

Keep us safe in our activities; give us good rest and good fun. Bring us back refreshed and ready for a new term.

We thank you for our classmates, teachers, parents and a community that cares for us. May we always be conscious of you in our lives.

Amen.



## Religious Education

### Retreat and Memories

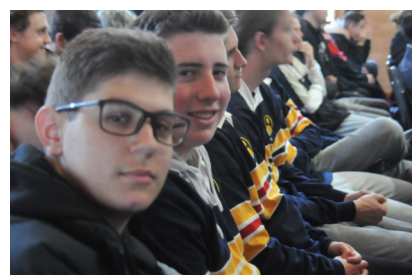
At our annual Year 12 retreat this past week, the students were given the time and space to reflect on their lives and how they are going. The presenter for the day, Michael Colling, offered some insights into the influences on young people today, the challenges they face and some ways of responding and supporting each other. Fr Jim Acreman celebrated Mass at the end of the day and offered his observations of the group, the way they look out and support each other, that he caught a glimpse of the great men that they are growing into and that the world was going to be in a good place as they find their way as adults.

Through the day there are many opportunities to reflect and recall events and memories that shaped their lives. One part is their "Year 7 letter that they wrote to themselves". It is a fun way for the students to see how they have changed from five years ago. The other part is the parent/family letters that we organise for the students. This is a great opportunity for the students to hear from their parents and families in a very personal way. I would like to thank all the parents who helped contribute to the day with a letter or, in some cases, many letters to their sons. This is always a very moving and poignant part of the day.

The day provided the students with time to share, reflect and enjoy each other's company before the final semester of their secondary schooling. My thanks to all the College staff and students for a very successful day.

Ms Ann Maree Pagon  
Director of Religious Education

The latest Salesian Mission Newsletter can be read by clicking on [this link](#).







## Junior School

### Refugee Week: 'With Courage Let Us All Combine'

The Refugee Council of Australia selected the phrase "With courage let us all combine" from the second verse of the national anthem as the theme for Refugee Week in Australia for 2015 to 2017. It focuses on the courage of refugees and of people who speak out against persecution and injustice. Our Year 7s were able to learn about refugees from a presentation by Mr Jason Ross who has had the courage to speak out about the maltreatment and unfairness that he has personally witnessed asylum seekers suffering. In a world where the refugee crisis is continually rising, it was inspiring to hear the messages of understanding and compassion that Mr Ross was exploring with the boys.



Our boys' views:

"Refugees and Asylum seekers flee their countries because of wars and terrorists to find safer places to live."

Harry Wardle (7 Prest)

"I thought it was a good idea to learn more about refugees. I felt sorry seeing these normal people being treated this way."

Mark Ludvic (7 O'Sullivan)

"I found Mr Ross's speech quite interesting and I think that people should care more about refugees and what to do to help them."

Caelen Goldsmith (7 Prest)

"I thought what Mr Ross said was all well and correct, I agree that people should be able to flee. I've been watching the news lately and a sad story came up about a man driving on the road. He suddenly drove onto the sidewalk and killed one man and injured eight others maybe of Muslim decent. My point is that we should maybe work on helping people in our country as well as helping those fleeing so we have a safer country for those men, women and children who are forced to flee in the hope of a new home."

Christian Nation (7 O'Sullivan)

Mrs Trina May

Head of Junior School





## Year 8 SRC Report

The Year 8 SRC team has met several times this semester and one of their focuses during those meetings has been ideas for College improvements. They have come up with several fantastic ideas to help improve and support all students, not just their fellow Year 8s.

Recently they put together a proposal for a bus shelter out the front of the College and asked me to present it to Mr Piotti and the Student Management Team on their behalf. Here is their proposal:

*Dear Ms Livingston and staff,*

*We would like to propose the building of a bus shelter out the front of the school. We see the need for a bus shelter because currently students are exposed to all of the elements such as rain and UV rays when students are waiting for their parents to pick them up or the bus.*

*The benefits of a shelter would be less damage to students belongings e.g. books, devices and clothing. Also, without a shelter, students get wet and very cold, therefore increasing the chance of getting sick and missing more school.*

*Our suggestions include;*

- 1. A covered walkway from the Arts courtyard to the school gates.*
- 2. A large covered area near the front of the school where students wait for buses.*

*Thank you for your time and consideration.*

*The Year 8 SRC Team*

Although the students realise that these proposals may not be viable, they are to be commended for their willingness and want to improve the College for all students.

Miss Jacqui Cooke and Mr James Love  
Year 8 Coordinator and Curriculum Leader



## Valdocco

On our last Friday of the term, the Year 9 cohort was lucky enough to be able to listen to Mr Jason Ross articulate his experiences when working in Nauru. Mr Ross had spoken to Year 7s earlier in the week and it was fantastic that he could also accommodate Year 9s as well.

Mr Ross has a long history with St Joseph's College, starting in the early 1990s and continuing up until a few years ago to take up a role with Save the Children Australia. Mr Ross discussed many of the topics brought up by news and political agencies and how his personal experiences married up with or differed from what is reported. Some of the numbers quoted were hard to fathom. Of around 70 million displaced people, more than half are children. Conditions in refugee camps are tough to describe. A day in Nauru gets to 50 degrees much of the time and there isn't an air conditioner anywhere.







It is a complex area of life and we thank Mr Ross for providing his experiences and thoughts. As he said, when we think about refugees or asylum seekers we might have images in our head of what that means to us. When Mr Ross thinks about those terms he thinks of people with names and stories and how they lived life together.

Year 9 starts Term 3 with English and RE in particular having a focus that dovetails with this talk. Anh Do's *The Happiest Refugee* novel has been studied in class and students have enjoyed the story of a group Vietnamese refugees surviving and thriving mixed with humour. For RE we have again used the SBS series, *Go Back To Where You Came From* to highlight the

plight of refugees and asylum seekers. The challenge of any educator is to provide a foundation from which students can learn, and explore and express themselves. Mr Ross provided a lot of that on Friday.

On other matters at Year 9, we have been busy. Students sat their first lot of exams and by and large it was a positive experience. Getting an hour and a half or so to recall, understand and utilise information that has been dealt with for six months is challenging first time through so well done to everyone who made their best effort.

My City is now around the corner. Outside of the planned activities such as the Shrine, Supreme Court re-enactments and Laneways tours, it teaches students a lot of about the world. Federation Square is always full of something going on, there are many interesting people with interesting stories and we become witnesses of events such as last year when there was a march through the City highlighting the treatment of a nearby country's population.

And to finish there will be a large focus on what Year 9 students do at Senior School next year. To help with subject selection there is always the homeroom teacher, the Maths teacher, the English teacher and so on to talk to. But there are also three important dates, all in Term 3, essential to helping guide boys and their families.

### **Week 3**

Wednesday 26 July:

Career and Senior School Expo in the Stadium

6:30pm–8pm

### **Week 3**

Wednesday 2 August:

Subject Selection Parent Information Evening at Valdocco

7pm–8:30pm

### **Week 4**

Wednesday 9 August:

Subject Consultation Day, student free day except for appointment time where students and parents have an appointment with a senior member of staff.

Mr Tom Fay

Year 9 Coordinator

## **Senior School**

### **Senior School – A Term 3 Preview**

The completion of Semester One marks a significant time for the students across the senior school. For our Year 12 students undertaking the VCE it marks the commencement of Unit 4 subjects, a sign that their studies are past the half way point and that end of year exams are not all that far off. There is still time for students to make some significant gains during Term 3 and all of our Year 12 students are encouraged to take advantage of the opportunities that the



College will provide for them to do so, including, of course, during late night study sessions which will take place. Our VCAL students will continue to chip away at the competencies that their courses require them to be proficient in and Term 3 will be the time where most of this is achieved.

Our Years 10 and 11 students will soon be making subject selections for 2018. More information will be forwarded to families about important dates and information sessions but it is important that all Years 10 and Year 11 students begin to think about what subjects they want to undertake next year in their VCE studies. For many students this will be a straightforward process. Their subjects will be a natural progression from those undertaken this year. For those who are considering making a change to their subject load for next year I would strongly urge you to make sure it is a considered decision. Take the time to discuss these thoughts with the other stakeholders in your education, your parents and teachers. There is plenty of information out there that universities and TAFEs provide about course requirements and pre-requisites but I would urge students to contact our Pathways Coordinator Mrs Viv Egan ([vegan@stjosephs.com.au](mailto:vegan@stjosephs.com.au)) to make a time to meet and discuss their options so that they can arrive at what is the best option for them.

Mr Liam O'Keefe  
Head of Senior School

## Year 10

### Year 10 Lighthouse Expo

On Thursday 8 June, Chieri was transformed into an exhibition and presentation space as over 150 excited community members gathered for the Lighthouse Expo Evening. The evening was a great success, and reflected the strong community links between St Joseph's College and the local dedicated Catholic primary schools that were involved in the program this year.

The Lighthouse Program has been in operation for a number of years, and was developed in conjunction with a cluster of Catholic primary schools in the local area. The development and implementation of the literacy mentoring program provides schools in the cluster with a practical program to assist in the social emotional literacy development of boys, with a strong focus to equip the College's most proficient Year 10 students with reciprocal teaching skills in order to work with Years 5 and 6 boys in various aspects of literacy development. The Lighthouse Program is by selection only and is based on a Year 10 student's level of academic literacy, emotional maturity and specific literacy skills. Students who participate in the Lighthouse Program have the chance to develop their leadership skills and are held in high regard as ambassadors for the College.

During their Term 1 classes our Year 10 students developed skills in mentoring and also learnt how to become effective teachers and communicators, developing a strong understanding of how to teach a range of literacy skills. In Term 2, students spent two hours a week visiting their primary school and working with a small group of students on developing a particular literacy project. The Expo Evening acknowledged each student's participation in this project, and was an opportunity to view and present the different projects that the students had been working on.

I have had the pleasure of working with 18 fantastic Year 10 students this semester and have seen these students develop exceptional skills in communication, technology and interpersonal development. They have grown





throughout this experience to become brighter, bolder, more confident and responsible young men, as they have walked with enthusiastic primary school students with such genuine care on their road to self-belief, confidence, resilience and creativity. We can never underestimate the power of positive relationships, and the Lighthouse Expo certainly celebrated the fruits of these experiences.

I would like to thank and acknowledge the hard-working and dedicated staff from St John the Baptist Primary School Ferntree Gully, St Jude's Primary School Scoresby, St Simon the Apostle Primary School Rowville, St Thomas More Primary School Belgrave and St Joseph's Primary School Boronia.



Some participants of the program have shared some of their reflections of their Lighthouse experiences.

"I really enjoyed being a mentor, a teacher and a friend to my group of students. I also really enjoyed the responsibility the Lighthouse program gave me. I knew that if I did not take this responsibility seriously then I would not only let myself down, I would let my school, St Jude's and my group of boys down. It also gave me a greater understanding of the work my own teachers do to plan a class."

James Buck (10 Prest)

"I would absolutely recommend this program for any Year 10 to undertake. Whether or not you are thinking of working with kids when you are older, there are so many more life lessons that you can gain from this program. It's a great experience to learn how to interact and be the leader of a team. It teaches us how to use literacy in ways that isn't just reading or writing and also teaches us how to be responsible, especially given the fact that we are leaving school during school hours to be a part of a program that requires us to be responsible and trustworthy."

Josh Cresp (10 O'Mara)

"I learnt so, so much from the Lighthouse experience. I obviously learnt a lot about all the different aspects, techniques and methods of teaching, and I was able to put this newly found knowledge to work. But I feel like throughout this experience, I learnt not only a lot from a bunch of great kids, but I also learnt a lot about myself. I learnt I was capable of doing this program, something I was sceptical about initially. I learnt that I enjoy teaching very much, and I also learnt that success comes from effort. Most of all, I gained a better understanding of who I am and where I want to go."

Leo Smith (10 Edwards)

"The Lighthouse Program was a challenging but very rewarding experience. It was so great to see the smiles on the primary school boy's faces each week, and see the way that their literacy skills increased throughout the semester. I formed great bonds and have had a great time teaching the students."

Nathan Power (10 Cantamessa)

"I would strongly recommend this program to others because it is an amazing opportunity to learn things not just about your students but, more importantly, about yourself."

Zac Prizmic (10 O'Mara)

Miss Gina Di Stefano  
Year 10 Coordinator







## Year 12

Term 2 has now come to a close. Its now time for the boys to recharge and regroup after what was a very busy conclusion to 11 weeks of solid education.

The term finished for both VCAL and VCE students with your son attending the Year Level Retreat. For many of the boys this event becomes somewhat of a turning point in their education, in their appreciation for their peers, and importantly for many, their relationships they have for their families is strengthened as a consequence of attending. We hope as a result of this event you were able to have some really great conversations with your son about many of the important topics discussed.

We utilised the services of Michael Colling who is the founder of the BETTERMAN Foundation. The BETTERMAN Foundation is an Australian, not-for-profit organisation which seeks to empower young men to make positive life choices.

Throughout the course of the day the boys the boys discussed topics such as:

- Identity – just what does it mean to "be a man"?
- Man vs Media – challenging the often toxic messages with gender stereotypes (explores body image, social expectations, etc.)
- Risk Taking, Peer Pressure and Mateship
- Respect – of women, each other and ourselves
- Mental Health First Aid – asking for help, supporting mates and where to find it

The day finished with a number of other important activities including Mass, the opening of their Year 7 time capsules and the opening of their family letters.

I can not emphasis how thankful we are at the College that you, as parents, took the time to write a letter to your son. This was a very empowering exercise and was emotional for many, however, it was very heart-warming for the boys. They left knowing that they have the love and support of their families through thick and thin. I hope you have noticed a change when they returned home.

We now move our attention towards the run home. Over the course the past six years your son has been refining, developing and consolidating learned experiences. Whilst he may not be there quite yet I'm extremely confident in the group of boys we are nurturing as they enter their final four months of schooling at St Joseph's. We are positive that they can achieve many great things.

Mr Matthew Dunn  
Year 12 Coordinator

## Music

Learning to play a musical instrument utilises both parts of your brain and this in turn boosts memory power.

I encourage all students to consider signing up for private lessons at the College, under the tutelage of our talented and experienced Instrumental Staff.

- Drums
- Piano
- Singing
- Guitar: Electric, Acoustic and Bass



- Violin
- Brass: Trumpet, Trombone and Tuba
- Flute
- Clarinet
- Saxophone
- and many more

To begin private lessons in Term 3, please speak with me or pick up an instrumental form from Student Reception.

Learning an instrument in Term 3: forms due in by Term 3, Week 2.

Miss Bronwyn Dean  
Music Convenor

## Technology

### Smart Phones are Changing Our Understanding of Creativity

The following article challenges our thinking on the invasive nature of smart phones and their impact on creativity. This excerpt comes from Rethinking Thought (Psychology Today) by Laura Otis, Ph.D., a professor of English at Emory University where she teaches interdisciplinary courses on literature, neuroscience, cognitive science, and medicine.

*Yesterday in a Berlin museum, a guard called my attention to a special picture. People were streaming in to see the Spanish 'Siglo de Oro' exhibit, but few were studying the museum's glorious collection, and he and I stood alone in a room of 15th-century Flemish paintings. The one he loved portrayed an old man wearing a thin stole of fox-fur. "Look at the fur," he said. The little-known artist had painted it in such detail, it looked as though it would tickle my cheek. With infinitely fine lines, he had turned a two-dimensional surface into an illusion of floating softness.*



*The guard and I spoke about how long the artist must have studied to learn his technique. He must have started as an apprentice, cleaning brushes, and at some point, he would have been allowed to paint feet. Only after decades of observation and practice could he have become a master.*

*As psychologists such as Mark Freeman and Mihaly Csikszentmihalyi have shown, no one becomes an artistic genius alone (Freeman 1993; Csikszentmihalyi 1996). Popular myths depict artists as rebels who succeed despite social forces, but that is not what the data show. Artists have to learn the rules of their domains before they can break them, and their innovations must be accepted as valuable by experts in their fields (Csikszentmihalyi 1996, 27). As Freeman's interviews with artists have revealed, "It is not quite right to say that creativity is affected by social conditions. Instead, it would seem more appropriate to say that creativity is constituted through those conditions" (Freeman 1993, 12). The painter of the fox-fur had talent, and he probably wanted to create art. But that talent would never have bloomed into brilliance without the apprenticeship his Flemish culture allowed.*

*The museum guard wanted to discuss more than painting, and I shrank when he spoke of young people's unwillingness to work. According to a friend of his who taught high school, only three in a hundred students nowadays want to learn. The others are all playing with their smart phones. For a minute I empathised with him. I turned 55 yesterday, and I know the frustration of dodging zombies who walk staring into palm-sized boxes and expect the world to make way for them. What do they see that's more fascinating than the people around them*



*and the sky above? But my students with smart phones are brilliant, and no one could work harder than they. If young people who won't learn constitute a threat, what about old people who won't learn?*

*I told the guard that people could be creative with smart phones, an idea he didn't accept. The marvelously daring film 'Tangerine' was shot on an iPhone, and one can be active or passive with digital technology just as one can be active or passive with a pen and paper. Thinking that people stare at their smartphones because they're interested in phones is like thinking that scientists study Drosophila genetics because they're interested in fruit-flies. Digital devices offer views into the way the world works, and they invite rather than stifle creativity.*

*With all the warnings about what digital technology is doing to human brains, there has been less talk about what we've gained from it. If one thinks of a creator as a bounded individual, artistry remains more limited than if one thinks of human-machine networks or creative groups. The painting the museum guard admired emerged as the work of partnerships and tools: the person who cooked the artist's meals; the person who taught him to paint; and the brushes, pigments, and canvas that constituted the technology of his time.*

*Creativity must be nourished and challenged, and it thrives because of cultures and technologies, not in spite of them. "The basis of art is truth," said fiction-writer Flannery O'Connor, and it takes courage, patience, and overwhelming work to render truth in a form that engages many people (O'Connor 65). I regard it as equally courageous to shoot a feature-length film on an iPhone and to spend months painting fox-hairs so that a viewer can imagine them against her skin. As artistic creators, 'Tangerine' director and co-producer Sean Baker and the 15th-century Flemish painter might not be as different as they seem. By studying the works of artists, they admired and finding the support they needed, both created works that make their viewers feel. I left the museum guard alone with his painting, an old man contemplating an old man, hoping that artists born today would have the perseverance to create such beauty.*

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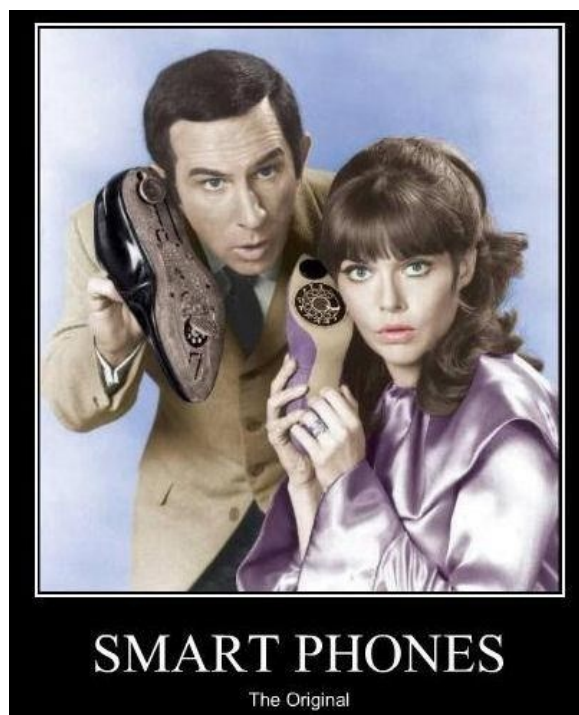
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- <https://s-media-cache-ak0.pinimg.com/736x/df/9c/1d/df9c1d91a293f35149ff347f50361b49.jpg>

Think differently.

My best.

Mr Tim Smith

Teaching and Learning Coordinator – Arts and Technology







## Careers



### Dates to Diarise in Term 3

- UMAT2017 – Wednesday 26 July
- University/TAFE Open Days 2017 – throughout August
- Year 12 VTAC applications – throughout August and September



### Reminder: Early Achievers' Program

Year 12 students considering applying for the *Early Achiever's Program* are reminded that applications close on Monday 17 July 2017.

Watch the following videos for useful tips:

- [Preparing](#) your EAP application
- [Submitting](#) your EAP application
- [Monitoring](#) your EAP application

Find out more at [Early Achievers' Program](#).



### Career as a Veterinarian

Students keen on a career as a Veterinarian might like to browse the following very useful link - [Career as a Veterinarian](#) (shared with us by Essendon Vet Clinic) and a virtual tour of the Veterinary Hospital at the University of Melbourne - [University of Melbourne Veterinary Hospital](#).



### Studying at Le Cordon Bleu

*Do you have a passion for cooking? Particularly French cuisine?*

*Le Cordon Bleu*, as a culinary arts school that offers courses at more than 29 international schools across five continents, and is attended by more than 20,000 students every year. Students are taught by Master Chefs, of which the majority come from Michelin-starred restaurants or are winners of prestigious competitions and titles such as *Meilleur Ouvrier de France*. They pass on their knowledge of classic French cuisine and modern international culinary techniques to our students.

*Le Cordon Bleu Australia* has a number of campuses – Adelaide, Sydney, Melbourne, and a *new* one in Perth.

Visit [Le Cordon Bleu](#) to find out more and discover which courses are offered at which campuses.



### The Hotel School Melbourne

The Hotel School Melbourne builds on the 26 years of education excellence of The Hotel School Sydney. Qualifications by The Hotel School are delivered in partnership with [Southern Cross University](#). Students are encouraged to browse



[The Hotel School - Our Advantage](#) to learn more about Work Integrated Learning, Internships, and the Industry connections The Hotel School has.

The Hotel School delivers the *Bachelor of Business in Hotel Management*, *Master of International Tourism and Hotel Management*, *Graduate Certificate in International Tourism and Hotel Management* and *Graduate Diploma in International Tourism and Hotel Management*.

Studies at The Hotel School Melbourne include key operational subjects such as *food and beverage, accommodation operations, and introduction to professional practice, together with introductory management subjects including finance, marketing and hospitality management. Students also develop advanced analytical, strategic, and management skills.*

Graduates of The Hotel School Melbourne have the opportunity to build their careers in hospitality and service management in Australia and overseas, including management positions in hotels and resorts, human resources, marketing, front office, food services, food and beverage, events and conferences and general management.

Find out more about [The Hotel School](#) and [The Hotel School Melbourne](#).



MONASH University

### **Bachelor of Business Administration**

Students wanting to study business at Monash but who have not studied any maths in Year 12, but have completed units 1 and 2 of any maths in Year 11, might like to consider the *Bachelor of Business Administration* taught at the Peninsula Campus.

*A big focus of this course focuses on job readiness, to give students the practical skills they need to operate effectively in business environments. It also gives students the chance to gain a business qualification from a leading university, without requiring the Year 12 maths prerequisites of many other business courses.*

Major studies on offer will include Accountancy, Business Administration Studies, Finance and Economics, Management Practice, and Marketing and Communications.

The VCE requirements are: 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.

The Subject Bonuses on offer are: A study score of 25 in one but no more than two of Accounting, Business Management or Economics equals 3 aggregate points per study. Overall maximum of 6 points.

The ATAR for 2017 entry was 72.15.

Find out more about this course at [Bachelor of Business Administration](#).



### **The University of Melbourne (UoM) – Quick Facts**

- Established in 1853, the University of Melbourne makes distinctive contributions to society in research, learning and teaching and engagement
- UoM is consistently ranked among the leading universities in the world, with international rankings of world universities placing it as number 1 in Australia and number 33 in the world - [University of Melbourne Rankings](#)
- There are seven campuses across Melbourne and rural Victoria, but the UoM's main campus is the Parkville campus, and it is situated only a few minutes from the very centre of Melbourne - [Campuses and Facilities](#)



- UoM offers 12 undergraduate degrees and 270 graduate courses - [Courses at UoM](#)  
Currently 50% of students study undergraduate courses, and the other 50% are in graduate programs
- In 2017, UoM launched its *new* [Bachelor of Design](#) offering 12 majors, including Architecture, Construction, Computing, Civil Systems, Digital Technologies, Landscape Architecture Mechanical Systems, Property, Spatial Systems, Urban Planning, Performance Design and Graphic Design
- In 2018, two new specialisations within the Bachelor of Fine Arts, taught at the Victorian College of the Arts, will be offered. These are: [Fine Arts \(Acting\)](#) and [Fine Arts \(Theatre\)](#)
- The University has over 200 clubs and societies, which play an integral part of many students' university experience - [UoM Clubs](#)
- The University encourages students to make practical learning a part of their Melbourne experience, and these include internships and cadetships, leadership opportunities, and volunteering
- Overseas study programs are offered to students, and they are encouraged to study part of their degree in an international setting - [Melbourne Global Mobility](#)
- The University of Melbourne offers numerous and generous undergraduate scholarships to high-achieving students, as well as numerous equity scholarships too - [Scholarships](#)
- UoM also has the Access Melbourne program aimed at students who have found high school a challenge, and their circumstances have prevented them from achieving their best - [Access Melbourne](#)
- Students have access to a wide range of Student Services, which include - [Student Services](#) including an Careers Centre - [Careers Centre](#)
- UoM offers a Guaranteed Entry to Graduate Degrees - [Guaranteed Entry to Graduate Degrees](#)
- UoM has 11 residential colleges for its undergraduate students - [Residential Colleges](#)



#### **Quick Facts about Victoria University (VU)**

- More than 45,000 students from around the world study at one of VU's 10 campuses, with its largest one being Footscray Park - [VU Campuses](#)
- VU has a number of academic colleges including *arts and education, business, engineering and science, health and biomedicine, law and justice, and sport and exercise science* - [VU Academic Colleges](#)
- VU has very strong industry connections with many industry and community partnerships, including the *Western Bulldogs, Western Health, City West Water, the World Health Organisation* and various Sports Organisations - [VU Industry Connections](#) and [VU Community Connections](#)
- VU has agreements with over 100 *exchange partner* institutions worldwide - [VU Exchange Partners](#). Students may gain credit towards their degree by studying for a year or a semester with one of the international exchange partners - [VU Study on Exchange](#)
- Each year VU offers *free* VCE revision lectures to help students prepare for their VCE exams, delivered by qualified VCE assessors and teachers - [VU VCE Revision Lectures](#)
- VU is one of only a few universities in Australia to offer both vocational training (TAFE) and higher education with very accessible transition between courses at all levels. These *pathways* mean that a student's dream qualification is within reach, regardless of their study background, prior experience, or their ATAR score - [VU Pathways](#)
- Victoria Polytechnic, the TAFE division of VU, delivers accredited courses, apprenticeships, traineeships and customised training programs that link closely with industry - [Victoria Polytechnic](#)
- VU is one of Australia's leading sports universities - [VU - Leading Sport University](#)
- VU sports students will gain behind-the-scenes access at *Real Madrid Football Club* through a new partnership signed early in 2015 - [VU Real Madrid Partnership](#)
- Within the Law and Justice College, VU offers a number of courses from certificates and diplomas to postgraduate degrees, giving students more options to achieve their goals while balancing life and study commitments through flexible pathways - [VU Law and Justice College](#)
- VU is one of only two universities in Victoria that offers a course in *osteopathy* - [Osteopathy at VU](#)





- VU offers [Bachelor of Dermal Sciences](#), and has a dedicated Dermal Clinic open to members of the public - [VU Dermal Clinic](#)
- VU offers a number of courses linked to clinical practice, and have dedicated clinics where current students put into practice that which they have learnt. Courses linked to clinics include *massage, nutrition, osteopathy, psychology* - [VU Clinics](#)
- The 2018 Undergraduate Course Guide can be downloaded at [VU 2018 Undergraduate Course Guide](#)



## Law Degrees in Victoria

INSTITUTION	COURSES	ATAR FOR 2017
<b>Australian Catholic University (M)</b> <b>Visit <a href="#">ACU - Law</a></b>  M – Melbourne campus	Arts/Laws	78.10
	Biomedical Science/Laws	n/a
	Business Administration/Laws	n/a
	Commerce/Laws	78.60
	Laws	78.05
	Laws/Global Studies	78.00
	Psychological Science/Laws	78.20
	Theology/Laws	n/a
<b>Deakin University (G, M, W)</b> <b>Visit <a href="#">Deakin - Law</a></b>  M – Melbourne campus G – Geelong Waurin Ponds campus W – Warrnambool campus	Arts/Laws	85.50 (G), 91.05 (M)
	Commerce/Laws	84.65 (G), 90.50 (M)
	Criminology/Laws	84.35 (G), 91.05 (M)
	Laws	84.15 (G), 91.15 (M), n/a (W)
	Laws/International Studies	84.50 (G), 91.30 (M)
	Laws/Science	91.00 (M)
	Property & Real Estate/Laws	n/a (M)
<b>La Trobe University (B, M)</b> <b>Visit <a href="#">La Trobe - Law</a></b>  M – Melbourne campus B – Bendigo campus	Commerce/Laws	90.20 (M)
	Laws	n/a (B), 90.15 (M)
	Laws/Arts	n/a (B), 90.05 (M)
	Laws/Business	n/a (B)
	Laws/Criminology	90.05 (M)
	Laws/International Relations	90.75 (M)
	Laws/Media and Communication	n/a (M)
	Laws/Psychological Science	n/a (B), 90.85 (M)
	Laws/Science	n/a (B), n/a (M)
<b>Monash University (Cl)</b> <b>Visit <a href="#">Monash - Law</a></b>  Cl – Clayton campus	Laws (Honours)	n/a
	Law (Honours)/Arts	98.00
	Law (Honours)/Biomedical Science	98.00
	Laws (Honours)/Commerce	98.00
	Law (Honours)/Engineering	98.00
	Law (Honours)/Global Studies	98.00
	Laws (Honours)/Music	Range of Criteria (RC)
	Laws (Honours)/Science	98.00



<b>Swinburne University (H)</b> <b>Visit <a href="#">Swinburne - Law</a></b> H – Hawthorn campus	Laws	90.00+
	Laws (Dean's Scholarship)	90.00+
	Laws (Vice-Chancellor's Scholarship)	95.00+
	Laws/Arts	90.00+
	Laws/Aviation Management	90.00+
	Law/Computer Science	90.00+
	Laws/Business	90.00+
	Laws/Business Information Systems	90.00+
	Laws/Engineering	90.00+
	Laws/Innovation and Design	90.00+
	Laws/Science	90.00+
<b>Victoria University (C &amp; F)</b> <b>Visit <a href="#">Victoria - Law</a></b> C & F – City and Footscray Park C – City campus	Laws	n/a ( & F)
	Laws/Arts	n/a (C & F)
	Laws/Business	n/a (C & F)
	Laws/Commerce	82.80 (C)

Visit [Getting into a Law Degree](#), [The Australian Law Students' Association](#), [VTAC](#).



### Career as a Civil Engineer

Civil engineers may perform some of the following tasks\*:

- investigate sites to work out the most suitable foundation for a proposed construction
- research and advise on the best engineering solution to meet a client's needs and budget
- produce detailed designs and documentation for the construction and implementation of civil engineering projects
- organise the delivery of materials, plant machinery and equipment needed for the construction project and supervise labour
- analyse and interpret reports on loading, labour, productivity, quality, materials and performance
- analyse risks associated with natural disasters including wind, earthquake, fire and floods, and design structures and services to meet appropriate standards
- arrange for geological and geophysical investigations and carry out feasibility studies

\*[Good Universities Guide - Civil Engineering](#)

Universities in Victoria that offer undergraduate degrees in Civil Engineering include -

INSTITUTION	VCE REQUIREMENTS	ATAR 2017
<a href="#">Deakin University</a> G – Geelong Warrnambool Campus M – Melbourne Campus	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL; and a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	<b>67.50 (G)</b> <b>72.60 (M)</b>
<a href="#">Federation University</a> G – Gippsland Campus MH – Mount Helen Campus	Units 3 and 4: a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics; and a study score of at least 15 in any English.	<b>n/a (G)</b> <b>n/a (MH)</b>
<a href="#">La Trobe University</a> M – Melbourne Campus	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL; and a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	<b>n/a (M)</b>



<b><u>Monash University</u></b> CL – Clayton Campus	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 Maths: Mathematical Methods (any); and a study score of at least 25 in one	<b>91.00</b>
<b><u>RMIT University</u></b> C/B – City & Bundoora	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 Maths: Mathematical Methods (CAS) or Maths: Specialist Mathematics.	<b>92.60</b>
<b><u>Swinburne University</u></b> H – Hawthorn Campus  *Professional Degree	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 Maths: Mathematical Methods (CAS).	<b>75.10</b> <b>85.35*</b>
<b><u>Victoria University</u></b> FP – Footscray Park	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL; and a study score of at least 20 in any Mathematics	<b>n/a</b>



### Career in Electrical Engineering

Electrical engineers design, develop and supervise the manufacture, installation, operation and maintenance of electrical systems. They work on systems for the generation, distribution, utilisation and control of electric power. They also work on electronic systems used for computing, communications and other industrial applications. (Job Guide 2014)

Electrical Engineering involves the design and study of electronics, power, and electrical systems. Electrical Engineering deals with the problems associated with large-scale electrical systems such as power transmission and motor control. So, Electrical Engineers are usually concerned with using electricity to transmit energy.

Read more at [Good Universities Guide - Electrical Engineer](#)

Electrical engineering degrees are offered at a number of Victorian universities including –

INSTITUTION	VCE PREREQUISITE SUBJECTS	ATAR 2017
<b>Deakin University</b>	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL; and a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	66.15(G) 74.10 (M)
<b>La Trobe University</b>	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL; and a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	62.30 (B) 60.15 (M)
<b>Monash University</b>	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 Maths: Mathematical Methods (any); and a study score of at least 25 in one of Chemistry or Physics.	91.00 (CI)





<b>RMIT University</b> <u>Electrical</u>	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 Maths: Mathematical Methods (CAS) or Maths: Specialist Mathematics.	80.10 (C)
	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 Maths: Mathematical Methods (CAS) or Maths: Specialist Mathematics.	80.40 (C)
	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 Maths: Mathematical Methods (CAS) or Maths: Specialist Mathematics.	n/a (C)
<b>Swinburne University</b> <u>Professional</u>	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 Maths: Mathematical Methods (any).	85.35 (H)
	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 Maths: Mathematical Methods (CAS).	75.10 (H)
<b>Victoria University</b>	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL; and a study score of at least 20 in any Mathematics.	n/a (F)

B – Bendigo, C – City, Cl – Clayton, F – Footscray, G – Geelong Waterfront, H – Hawthorn, M – Melbourne

Mrs Vivienne Egan  
Pathways Coordinator





Community

# WHAT'S ON

## → in Knox

### **"Parenting Anxious Children"**

*"Learn methods and strategies to help support your young person"*

Learning to cope with anxiety and fear is a normal part of a child's development. Recognizing and managing anxiety, as early as possible, enables children to gain knowledge, skills, confidence and a sense of power in managing their own worries.

This is a relaxed and informative workshop presented by  
Lisa Wolfenden, The Anxiety Recovery Centre of Victoria (ARCvic).

Topics in the session include:

- Methods and strategies to support you and your young person
- Understanding Anxiety
- Tips on building resilience

**Thursday 20 July 2017**

**6.30 – 8.30pm**

**Knox City Council, Civic Centre, Room 4**

**511 Burwood Hwy, Wantirna South**

**FREE**

**Bookings are essential.**

**To register, complete the online booking form at;**

**<http://www.knox.vic.gov.au/parentworkshop>**

**For more information, contact**

Michelle Pascoe t: 9298 8311 or e: [michelle.pascoe@knox.vic.gov.au](mailto:michelle.pascoe@knox.vic.gov.au)

Youth Services | 03 9298 8000

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

