



# Agité

**Term 2, Week 5**

**May, 2017**

## This fortnight in Agité

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**St Josephs**  
College



## Principal

The global Salesian family came together recently when Father Crispino D'Souza, Provincial (Education) from the Salesian Province of Mumbai, Father Bernard Fernandes, Principal, Don Bosco High School Matunga, Mumbai, and their guide, Racquel Shroff, came to visit us to learn about our programs.

The annual Mass in the Parish program continued with our visit to St Simon the Apostle in Rowville. Miss Bronwyn Dean organised the students and two of them spoke to the Parish community. Excerpts from their respective speeches appear below.

"St Joseph's emphasises many values which I have taken on board wholeheartedly. The values that I see as important include kindness, respect, forgiveness, hard work and being an all-rounder. The school motto is 'Agite Quae Didicistis' which is Latin for 'put into practice what you have learnt'. What I have taken from this saying is that I should never take my education for granted and that instead of just going through school just trying to finish it, I should instead utilise my education to improve my life and the lives of those around me. In doing this, I truly would be fulfilling the motto and striving to reach my full potential which is what life is all about."

Sam Vella (8 Cantamessa)

"Catholic values are embedded deep within the community of St Joseph's College; teaching methods are inspired by the ethics of Don Bosco and Salesians, infrastructure and buildings are designed with individuality, diversity and collaboration in mind, and, most importantly, students are inspired to follow the footsteps of Jesus, bettering themselves and building their person each and every day.

My journey actually began here, at St Simon's, in attending the RE program which exposed me to the Catholic faith long before attending St Joseph's, allowing me to begin my journey early in life. This journey I'm talking about is the development of a person to have three main qualities: consideration, compassion and civility. And I'm proud to say that every time I see my fellow students offering an outstretched hand to a struggling boy, bidding farewell to their teachers and peers at the end of the day and raising over \$18,000 for Project Compassion earlier this year, these three pinnacle values are shining through every single boy."

Carter Hills (12 Prest)

Our recent Salesian Action Day proved, once again, that our students are very generous with their creative talents. Students raised well over \$8,000 for the Salesian Missions. Father Jim Acreman celebrated our Salesian Action Day Mass, and is pictured talking with students during his Homily.

Ms Cathy Livingston  
Principal





## Deputy Principal – Students

### It Takes a Woman

This week we celebrated the important women in the lives of our boys with the annual Mother's Day Breakfast. On a crisp Friday morning over 250 mothers, aunts, stepmothers, grandmothers and older sisters, and their boys, gathered to share breakfast. Together with the staff who were present, these were among the most significant women in these young men's lives.

In 1996 (then) First Lady of the United States Hillary Clinton chose for the title of her bestselling book on raising children an African proverb: 'It Takes a Village to Raise a Child'. Like all proverbs, there is an inescapable truth at the heart of that saying. Raising young people is a complicated business, and so many people have a hand in it. Whether by design or by chance encounter, so many different and unknowingly influential people will pass through the life of a boy, each adding a layer to his development as a person.

But chief in this village of carers is the family, and chief in the family, at least in those vital and early formative years, is the mother. The mother is a boy's first teacher. She shares with her son language, naming objects and sensations and bringing order into their world. She teaches him about numbers. She is a boy's first companion, spending so much time with him, guiding him through those early days. She shows him how important it is to care for a person, with the burning smears of Dettol across a scuffed knee, but also through the comfort of touch. She is an evangelist, telling stories of Jesus and introducing him to Church.

We don't remember the really early stuff. We have, at best, cloudy sensations rather than anything vivid or concrete. And this is a shame, because this time in our childhood is the space almost completely occupied by our mothers. They fill this space in our lives with their own lives, putting aside their own ambitions for a time, to help us discover our own. And we don't remember it. But we know that she must have been there. She must have been talking to us, because we can talk. She must have been caring for us, because we're capable of caring. And she must have been loving us, because here we are, loving. And, for so many of us, she is still there, still loving us, still guiding us, still nurturing us. And if she isn't there, there is another woman, significant and caring, guiding us.

Mothers played a pivotal role in the lives of two men central to St Joseph's College: Jesus and St John Bosco. Both Mary, Mother of Jesus, and Margherita Occhiena, Mother of St John Bosco, were enormous influences in their sons' early lives, and both supported them through their ministries as adults. They were nurturers, guides, mentors and companions. Hopefully the boys of St Joseph's College will also never lose sight of the significant women in their lives, their own nurturers, mentors and companions.

They certainly had them in their sights on Friday morning. Towards the end of the breakfast, Principal, Ms Cathy Livingston, called on the boys to give their mothers and other significant women a sign of their appreciation for them. Like magic, rose stems appeared in the boys' hands and they fanned out, moving through the Stadium like dancers, seeking out the special women in their lives. It was a heart-warming sight, hopefully one that the boys backed up on Sunday.

Even if they didn't, though, the significant women were, for that morning at least, at the forefront of their minds and they acknowledged the essential role that they played, not only in bringing them into the world, but also in making them ready for it. It may take a village to raise a child, but it takes a woman, his mother or some other significant woman, to make him ready for the village.

Mr Guido Piotti  
Deputy Principal – Students







## Deputy Principal – Teaching and Learning

**‘I got a perfect Uni entrance score, but I don’t want the same for my daughter’ by Louis Wang (published in The Sydney Morning herald January 29 2017).**

As a school community, we are constantly reviewing, creating and implementing strategies to improve the educational experience of our students. In this endless cycle of renewal we are influenced by societal demand and our school-based values. For St Joseph’s College, at the heart of this renewal is an appreciation of our Salesian ethos as well as a deep understanding and appreciation of our commitment to our educational goals (as outlined in the Melbourne Declaration on Educational Goals for Young Australians).

At the core of the Melbourne Declaration on Educational Goals (2008) is a focus on the development of life-long and transferable skills and learning dispositions that will equip our youth to thrive in an ever-changing world. Literacy and numeracy skills sit alongside creativity, deep and critical thinking, innovation, design, ethical integrity etc. as critical components of a modern education. Each element of the curriculum contributes its part to the development of the whole learner.

In an article published in The Sydney Morning Herald, on the eve of his daughter starting school, Dr Louis Wang reflects on his hopes for his young daughter’s education. Surprisingly, in an age when PISA and NAPLAN results appear in the media regularly as primary measures of student success, in this commentary, Dr Wang and his wife focus on the benefits of the broader curriculum that school (and home) offers rather than the grades she may achieve whilst at school.

“As (our daughter) goes through school, we will help her realise that there is a much deeper lesson to be found between the lines of ink in each class syllabus... where we end up and our own future happiness are determined by a multitude of other factors, such as being open to new experiences, exploring one’s interests, learning and honing new skills, being able to communicate our ideas, and making informed choices...

“We will encourage our daughter to play sport, just as we did, not only because healthy lifestyle habits should be promoted and reinforced at a young age, but also so that she understands the true meaning of being part of a team – that everyone, irrespective of skill level, is valued and has an important role to play. But most important of all, so that she can learn to lose. This is because in the wider world, and unlike schoolwork, effort does not necessarily result in success, and it is extremely important to learn how to deal with disappointment when things do not go our way.

“We will emphasise to her that the real world is filled with people of all different walks of life, and that being able to relate to them is crucial to her own future. Like every other schoolkid, she will no doubt spend countless hours doing exercises in numeracy and literacy. But for us, it will be more important that she understands how people use numbers in everyday life, or why the characters in the book felt the way they did or chose to make certain decisions, and what we can all learn from their example. This way, she will learn the important concept of obtaining a balanced perspective, appreciating another person’s viewpoint so that she can better formulate and communicate her own.

“Monday is the first day of kindergarten for many NSW students. It will be a proud moment for all of us first-time school parents when we watch our children take their first steps into the classroom. Especially at a time when fear, ignorance and prejudice remain a constant threat to our way of living, perhaps these living embodiments of our own future will help shape our world into a cosmopolitan place where inclusivity is promoted, every life matters and even the smallest person has a voice.

“At school, our children will work from the syllabus; at home, we can also help them understand not only what they need to know but also the sort of person they should strive to be. We can role-model compassion, integrity, resilience in the face of adversity, tolerance and acceptance of other people’s differences, respect for one another and the environment, the importance of hard work, and the satisfaction of doing a job well. And as our children cross the threshold into school, not only do they carry our hopes; they also remind us of our pledge. With everything that is going on in this world, their’s is the generation that may one day help save us all. We just need to show them how.”

Mr Andrew Cooper  
Deputy Principal – Teaching and Learning



## Prayer



### Prayer for Mothers

Lord, on this day we honour those who have mothered, parented and cared for us. We give you thanks for them. We are grateful that you chose to give us life through them and that they received the gift of life from your hands and gave it to us. Thank you for the sacrifices they have made in carrying us and giving us birth. We pray that our lives may reflect the love they have shown us.

For some of us this may be our birth mother; for others, it will be the women who raised us, who were our mothers in childhood – an adopted mother, older sister, aunt, grandmother, stepmother or someone else. We wish to express our thanks for those women who held us and fed us, who cared for us and kissed away our pain.

We thank you for the gift of motherhood. We thank you for the many examples of faithful mothers in scripture, like Sarah, Hannah and Elizabeth. We are mindful this day of all these women, and especially Mary the mother of our Lord Jesus Christ, who had the courage in faith to say 'yes' to your calling. May our mothers model for all the rest of us what it means to be your disciple. Bless them all today and especially on Mother's Day; in the name of Jesus Christ our Lord.

Amen

Ms Ann Maree Pagon  
Director of Religious Education



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



## Junior School

### Year 7 – Up, Up and Away!

Term 2 begins with one of the most exciting excursions in the school calendar: a trip to Lilydale Airport. This excursion kicks off our Science unit on forces and prepares the students for the learning to follow. Over the next few weeks the boys will be investigating magnet forces, friction, gravity, aerodynamics, contact and non-contact forces.

Each student had the opportunity to have a ten minute flight in a small aircraft overlooking the gorgeous countryside. Many boys had to fight jittery nerves beforehand but the wide grins that sprawled across their faces as they departed the aircraft were priceless. Many groups asked their pilot for an 'adventure flight,' and got to endure sharp turns, dips and zero gravity. All of this was captured on their iPads so the boys could relive their experience and show their friends and families.



The boys will use the knowledge they gained on this excursion to assist them with their upcoming project on 'Fantastic Forces.'

"My highlight of the flight excursion was when we did the zero gravity. It was fun because we felt like we were falling. I really enjoyed it."

Flynn Thompson (7 Ledda)

"The flight excursion was absolutely amazing. I rode in the number six plane with Declan and Lachie. My favourite part of the flight was the zero gravity where we flew downwards and it made it feel like we were floating."

Sione Alatini (7 Cantamessa)

"When I went to the flight excursion it was really fun because I got to fly with my friends Koby and Aiden. We did zero gravity and were so scared!"

Riley Walker (7 O'Mara)

"The best part of the flight experience was the zero gravity because all of my group members were screaming and I wasn't."

Tait Freeman (7 Edwards)

Ms Melissa Young and Mr Dylan Price  
Year 7 Curriculum Leader and Year 7



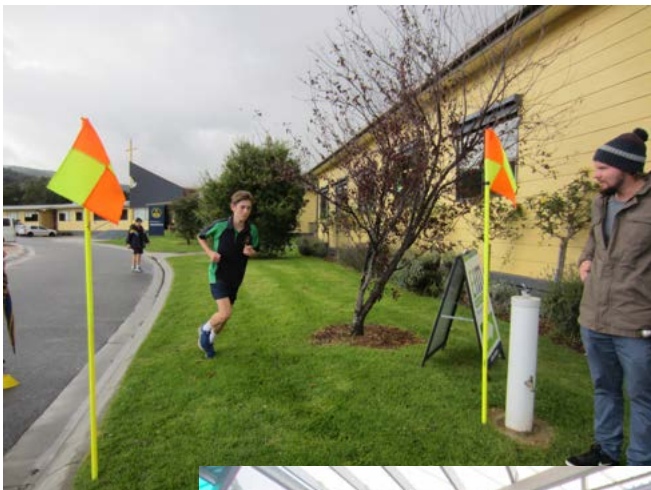




## Year 8 News

The past few weeks have seen our boys involved in a large range of activities inside and outside the College. Our boys attended the Four Seasons Tree Top Adventures and have been involved in numerous sporting competitions in both football and soccer for the ACC. They also took part in Salesian Action Day, running in the House Cross Country. Congratulations to Lauchlin Johnson (8 Prest) on his 1st place finish and Jack Watt (8 Ledda) on his 3rd place finish in the Under 14 age group. Our boys also did a fantastic job raising money through the running of food and activity stalls.

What has been fantastic to see is the way that the boys have embraced all of these opportunities. They have taken on roles and strived to perform their best, whether for personal improvement or helping others.



Over the next few weeks the boys have many more opportunities to continue to push themselves whether it be through the science excursion to Victorian Space Education Centre, where they learn about Mars, or through the upcoming Respectful Relationships program in RE. These programs give the boys many opportunities to develop new skills and expand their knowledge.

Term 2 is always a busy term and so far the boys have taken on the challenges really well.

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





## Valdocco

### My Town Update

We're three weeks into the My Town thematic unit of studies that has seen each homeroom visit three different suburbs along the Belgrave Railway Line. Working in small groups, students have begun to investigate specific issues relating to our local suburbs by doing research in local libraries and interviewing various shop keepers and other stakeholders, in preparation for the production of the boys' video news reports. As part of this unit the Valdocco staff have run workshops on Creating Story Boards, Journalism Skills, Advertising, Camera Techniques, Use of a Green Screen, and Video Editing. Skills learnt in these workshops will be put into practice as the students continue their visits of our local suburbs and produce their news reports.

Here is what two of our students had to say about this unit:

"It has been an enjoyable experience for me as a student to go exploring the neighbouring suburbs. My Town has really helped me improve my street smarts. Comparing these suburbs allows us to identify the positives and negatives of each suburb. Getting off campus and creating our own learning paths has enhanced my commitment to helping my community and



contributing to society."  
Antonio Marcuccio (9 Ledda)

"My Town has been an incredibly fun way to explore and learn about our neighbouring suburbs. Exploring the streets with my close friends has enhanced the experience.

"This program has already improved my street smarts. Analysing and comparing multiple suburbs has increased my ability to see contrasts in the towns' streets, general population, stores, housing and much more.

"It is good to get off campus once in a while and the extra freedom we are given is unparalleled to any other past excursions I have attended.

"I am very excited about the following weeks to come."  
Noah Kondis (9 Ledda)



### Year Nine Academic Challenge Excursion

On Wednesday 3 May 2017, eight Year 9 boys competed in the Kingswood-Billanook Year 9 Academic Challenge. This event is run annually, and this year was the first time St Josephs College has competed. The school received an

invitation from the hosting schools to compete in this year's competition following the success of our students in last year's Year 8 Academic Challenge.

The eight students who competed were nominated by their teachers and enthusiastically rose to the challenge. The Kingswood-Billanook Year 9 Academic Challenge is an inter-school gala day with events of an academic nature. Students participated in the following disciplines: Mathematics; English; Science; Code Breaking; Engineering; Art and Poetry; General Knowledge; and Off-the-cuff speaking. The tasks were engaging and very challenging and had a particular emphasis on higher-order thinking skills.





Upon arrival, the students were paired off and placed in teams with pairs of students from other Catholic schools and independent schools from all around Melbourne. We had four pairs of students competing in four different teams. All up there were ten teams competing on the day. The students were fully engaged in the activities, and despite the extremely challenging nature of the competition, they worked consistently and with great effort to contribute to their teams' successes. Individually, and as a group, the boys showed excellent leadership skills often driving the direction of discussion and outcomes. Two students nominated themselves to compete in the the "off-the-cuff" speaking challenge on behalf of their teams – a brave endeavour in such an environment. Both students spoke very well.

All of the students worked hard in every challenge and enjoyed a day of extension and enrichment in an environment that was both competitive and collegial. During the day, they worked comfortably with both boys and girls from many other schools making some new friendships along the way.

Two St Josephs boys (Max Brasher and Jacob Hearn) were part of the winning team, who competed consistently well in all disciplines throughout the day to take first prize. These boys proudly received the Champions' Medal for 2017. Our other teams placed third, fourth and sixth. All-in-all a job well done.

All of the St Joseph's students should be congratulated for their enthusiasm and gallant endeavour during this challenging day. In particular, they should be commended for the way in which they represented our College at this interschool day of excellence.

The eight very enthusiastic gentlemen who represented St Joseph's College were:

Shean De Fonseca (9 Binh Dinh)  
Lachlan A Wallace (9 Ledda)  
Alexander Eames (9 O'Sullivan)  
Jacob Hearn (9 Prest)  
Jasper Martin (9 Edwards)  
Max Brasher (9 O'Mara)  
Peter Clarke (9 Chambers)  
Zach Miller (9 Cantamessa)

Ms Denise Mahon  
Teaching Staff



"The day was challenging due to the level of intensity, but we all pushed through it and expanded our thinking skills to new potentials. It was an exciting day filled with mind-boggling activities, laughs and making new friends from different schools. The best part about the day would definitely be winning the whole challenge and receiving a medal. I was proud and most happy that my group received it. I would do it again without a doubt."

Jacob Hearn (9 Prest)

"It was an amazing experience going off on a challenge to test my mental skills while simultaneously making friends from other schools. My favourite challenge would have to be the engineering component, the challenge of thinking about resource management while still trying to make the tower we were building strong enough to hold books. Finally, I would have to say that intermingling with other schools was a fantastic experience. Mixing with students from different schooling styles was very helpful in the process of opening my eyes to other ways of thinking. So in conclusion, I would strongly suggest that if the option ever presented itself to you I would definitely recommend taking it."

Alex Eames (9 O'Sullivan)

Thank you to Ms Denise Mahon for providing these students with this great opportunity and congratulations to all of the boys for the wonderful way in which you represented your Valdocco cohort and St Joseph's College.

Mr Graeme Tucker  
Head of Valdocco



## Gratitude



On Sunday 7 May Father Mirek Knap, the Parish Priest of St Joseph's, Boronia, celebrated his Silver Jubilee (25 years since Ordination to the Priesthood). The weather was pretty horrible but otherwise it was a really nice occasion and important to recognise Father Mirek's contribution to the local community.

Celebrations are really important: birthdays, Mother's Day, anniversaries, graduations and other special achievements and milestones. They shake us out of our usual routine and provide joy and happiness for everyone connected to the event.

One of these celebrations was Salesian Action Day. The Mass was excellent, as was the effort that went into the organising, the setup, the music and so on. On another woeful day of weather, students made a great effort with the Cross Country with very fast times throughout the year levels. The students who ran stalls during lunchtime did a fantastic job and should be highly

commended. And that leads me to my major point.

Displaying gratitude can be difficult throughout life, in school and in the workforce. Many other things get in the way. Deadlines have to be met, issues between people have to be dealt with, the weather turns cold and it is harder to remain positive. Celebrations give us an opportunity to say thankyou to people, or at least make them feel important and valued.

It doesn't just have to be a celebration to show gratitude, and that is our challenge. Year 9 has a lot to be grateful for. The camp, My Town, My City, the facilities, the closeness of the building, a close link to the environment, Market Day, excellent staff and excellent students, and the separation and link with Main Campus that provides the best of both worlds.

A selection of Year 9 students were asked what they were grateful for and these are their responses:

"I'm grateful for being in Year 9 and being in the separate campus so I don't have to be squished by all the other year levels."  
Zachary Miller (9 Cantamessa)

"I am grateful that the people who I live with, and attend school with, are all respectful of me and each other."  
Jameson Longford (9 Cantamessa)

"I'm grateful for the opportunities I am provided at home and at school."  
Okew Giel (9 Cantamessa)

"I am grateful that I am living in a great country with money to eat, drink and live."  
Jack Davies (9 Cantamessa)

"I'm grateful for the opportunities the school provides."  
Jonathan Marr (9 Cantamessa)

"I am grateful for the opportunity to learn at such a great school, with great teachers and great friends."  
Ethan Bell (9 Cantamessa)

"I'm thankful that I get an education so I can have a good future."  
Nathan Kouris (9 Cantamessa)

I'm grateful for the students that made the effort to contribute to this.

Mr Tom Fay  
Year 9 Coordinator







## Senior School

### Kiribati Fundraiser

The Kiribati cross-cultural experience is a life changing experience for the group of students who are fortunate to get the opportunity to go on the trip. It provides a sharp sense of perspective for how beautiful Kiribati is, but also how lucky we are here in Australia. To help raise funds with this year's trip the group of boys put on a Trivia Night at Valdocco on Friday 5 May. The night was an incredible success... and clearly the best team won on the night (no prizes for guessing which team I was on). Here are some reflections of the night from three of the boys on the trip:

"Last Friday the Kiribati boys and I ran a trivia night. The night was a blast! Everyone helped out which made the night really enjoyable. The money raised was an enormous \$3,500 and we couldn't have done it without the people who came and supported us."

Luke Pipolo (11 O'Sullivan)

"The Kiribati trivia night was an extremely successful event, with plenty of prizes to be won and entertainment that was provided involved all ages. It took the boys and I roughly a week or so to plan this brilliant trivia night and it went smoother than vegemite on toast! It was an excellent night with a lot laughs and happy faces."

Will Morrison (11 O'Sullivan)

"After school on the night of the trivia night, all 12 of us on the Kiribati trip helped set up for the night ahead. At 7:00pm we all arrived wearing our Hawaiian based shirts to fit the theme of Kiribati. The night consisted of a silent auction, a raffle with a lot of prizes and a trivia game, which the teachers table won. Overall we raised over \$3,500 which will be put to good use when we go over to Kiribati."

Trent Mellis (11 O'Sullivan)

Mr Liam O'Keefe

Head of Senior School



## Year 10

### Workshops at Year 10

The year ahead will bring many exciting opportunities and challenges for our Year 10 students as they settle in to their place in the Senior School, and make some significant decisions about their immediate future. As a teacher at St Joseph's College, much of what we do is centered around supporting our boys to help make the best possible decisions in life, whether it be focused on their spiritual, academic, emotional or social development.

On Thursday 11 May, the Year 10 cohort were provided with two wonderful opportunities to assist with positive decision making and development in the form of participation in two significant workshops. The first of these was "Keys Please", an engaging education program facilitated by VicRoads that offers information and practical ideas on how to use the learning to drive period, get 120 hours practice, and most importantly, how to make the best decisions to become safer drivers. It





certainly was very impressive to see the Year 10 students participating with so much focused attention and respect as they learnt about the necessary steps required to take you to your P Plates safely. There was strong emphasis placed on the importance of the need for effective communication and understanding between the learner driver and their supervisor, so we encourage parents or other significant adults that may act as a driving supervisor to open up dialogue with these boys about how they can reach their 120 hours of practice in a range of driving conditions, and to make plans about what to do when things don't exactly go to plan when a learner driver is behind the wheel.



The second session was dedicated to a different form of decision-making, and one that was heavily focused on students' academic development and success. The "Study Skills" workshop, presented by Year 10 Curriculum Leader Miss Alex Bantock, was an engaging and thought-provoking presentation that focused on equipping students with the specific skills required to help them achieve Senior School success. The session was developed with the intention of helping students to develop positive work habits to create a thriving and productive learning environment whilst outside of the classroom, with a particular focus on the upcoming Examination period in June. Miss Bantock provided a practical and interesting guide for students that focused on how to build successful organisational skills and the best ways to prepare for upcoming assessments, both major and minor. Perhaps the most informative take-away lesson for students was the discussion surrounding the difference between effective

and ineffective study habits. As Miss Bantock gave practical advice and real-life examples of how to make the best decisions to assist with effective study, you could see a sea of nodding heads from her silent and attentive audience, the boys clearly taking away valuable lessons relating to their academic success at the College.

A number of Year 10 students wanted to share their experiences and thoughts after participating in these workshops.

"Today's study skills session was just what we needed. I found it extremely motivating and helpful. It showed me that how we study is up to us, and only we can choose to make it easy or hard on ourselves. Miss Bantock did a wonderful job explaining different techniques to us to make our life easier, such as the three-book technique. She also offered us resources such as ARVO class, and encouraged us to seek after school help with the teachers."

Archer Radley (10 Edwards)

"The Study Skills session allowed me to reaffirm my current study practices whilst identifying new and effective ways to prepare for upcoming exams."

Abel Sujeev (10 Prest)

"Before the session, I was slightly disinterested by the sound of the 'Keys Please' workshop. I didn't really want to drive, and I thought the session would turn out to be boring and irrelevant to me. But by the end of the workshop, I was already planning on when I am going to drive! From the engaging presentation and speaker to the practical and important tips given during the session, I was better informed and encouraged to safely pursue the roads."

Leo Smith (10 Edwards)

"Miss Bantock's study skills session was very helpful as I found out that some of my studying techniques were doing me no favours. I found out about more effective ways to study and ways I can improve my scores."

Jamie Sweeten (10 O'Sullivan)







"The 'Keys Please' session not only informed me on the process of getting a permit to drive and what's involved, it actually motivated me to do it. The Study Skills session was extremely important, since the workload is steadily increasing in Year 10. It made me rethink my strategy for studying."

Joel Francis (10 Chambers)

"After participating in the study skills session run by Miss Bantock I have realised how much study and commitment there is required to being a Senior School student, and how much more I need to apply myself to my study of all subjects. Miss Bantock gave us a clear explanation of what is expected and gave us some very practical and effective ways to study throughout the year to better prepare ourselves for exams and coursework. Since completing the session I now know that I am going to change some of my study techniques and will definitely be using the study tips Miss Bantock gave us."

Clay Heppell (10 Edwards)

Our boys certainly had some rewarding experiences through their participation in these two workshops, and as a wider school community we look forward to seeing how they can put these valuable lessons into practice.

Ms Gina Di Stefano

Year 10 Coordinator

## Year 11

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

After a very busy Term 1, covering new areas of study and an introduction to the VCAA (Victorian Curriculum Assessment Authority) system, Term 2 is now officially up and running.

Over the Easter break the boys were required to complete Holiday Homework for each subject. We would like to congratulate those boys who took the initiative to complete these tasks early.

Year 11 VCE and VCAL is a substantial challenge. It requires a great deal of determination and effort from both students and families. Many students find the final two years of high school difficult due to lack of motivation and direction. Evidence suggests that someone who doesn't complete Year 12 will earn around half a million dollars less in their lifetime than someone who does complete Year 12. I truly believe students with a clear pathway or future career in mind have the greatest success in VCE and VCAL.

In Term 1 students in Year 11 participated in the Project Compassion fund raising campaign. As a school this was hugely successful because we as a small community raised over \$18,000. I was deeply impressed with 11 Edwards who raised nearly \$900 as a homeroom. This was done by the generosity of these fine young men. They gave money out of their own pockets and at times gave up lunch to sell sausages. Well done to all Year 11 students.

Recently we have started fundraising to help support the Salesian Missions. On Monday 8 May we had our Salesian Action Day. This is a day where we celebrate Mass together as a whole school community, then compete in cross country racing and finally fund raise for the missions. The weather was against us all day trying to put a dampener on the student and staff moods. Fortunately staff and students pushed ahead. I was very impressed by the numerous stalls Year 11 students had set up. Some such stalls were games like find the joker. There were food stalls like 50-cent biscuits, egg-bacon rolls and milkshakes. These were all run by the boys with minimal help from staff. Again I congratulate the students who participated in this extraordinary whole school event.

Mr Michael Webbers

Year 11 Coordinator



## Year 12

### Curriculum News – Goal Setting

The Year 12 cohort have successfully started Term 2 and are moving closer to the end of their Unit 3 studies. I have been really pleased to see the large numbers of boys using the Colin Miller building for study before, during and after school hours. They are often working in small groups, helping each other prepare for SACs, revise content and managing stress levels that come with focused, sustained effort studying. I encourage all boys to take advantage of the Colin Miller building and to form study groups with their peers, as this has a positive effect on their learning.

Over the past few weeks students have had discussions with their subject teachers, myself or Mr O'Keefe regarding their academic performance in Semester One, if they did not meet academic requirements (C grade) in their interim reports. These discussions are a starting point for these students to reflect on their learning habits; are they managing homework and study demands appropriately for a Year 12 student? Usually the conversation ends with the student having a set a task to achieve in terms of their learning. This might be staying in the Colin Miller Centre to study during the week, planning and following a study routine, creating study cards, writing a glossary of key terms, teaching a concept to a peer or family member etc. These are to help students be more mindful of their study habits, and ensure that they do regularly study, rather than simply complete homework.

This week the VCE students took part in a study skills seminar 'Ace Your Exams' on Tuesday 16 May, breaking up into small groups to learn about common mistakes to avoid, effective ways to study and how to plan their revision time. Many of the boys commented on how useful they found the information presented and how it will help them with their upcoming trial exams in Week 8.

Please engage your son on his study habits, asking him how he studies, and what he finds most effective and how he manages balancing study and homework. This will help to develop his ability to reflect on his learning, and pursue study activities that are most helpful to his learning. You may like to put up a timetable or calendar on the fridge at home to help keep your son accountable for his time spent learning. In Week 8 of this term the boys will have their trial exams for their Year 12 VCE subjects. This will be a good test of how effective their study habits are. Please encourage your son to be preparing and revising now, rather than leaving it all to the last minute.

Mr Nicholas Harvey  
Year 12 Curriculum Leader

## Sport

### House Cross Country Carnival

Despite the cool and wet conditions, there was great excitement for this year's House Cross Country Carnival, which is a key component of the festivities on Salesian Action Day. With Magone and Bosco Houses claiming the Swimming and Athletics Carnivals respectively in Term 1, it would be Rua and Savio battling to get their hands on a piece of 2017 silverware.

The course this year, measuring slightly more than 3km that includes the neighboring bike track and Kings Park gravel path, provides a challenging track for the boys with multiple terrains. Beginning with the enthusiastic U13 runners, it would be Year 7 student James Barnett (7 O'Mara) who completed the course first to take Gold. In the Open age group that sees our Year 12 students compete in their final House Sports Carnival, it was again Savio runner Matthew Hill (12 O'Mara) who claimed first place.

With the results tallied across all six competing age groups, it was Rua House named Champions for 2017, with Captains Christian Dileo (12 Ledda) and Nicholas Tocci (12 O'Mara) proudly holding the Champions Shield aloft. Congratulations to Rua House Leaders Mr Dom Fera and Ms Michelle Alabaster for their leadership and to all students for their participation on the day.







U/13

|     |                   |        |
|-----|-------------------|--------|
| 1st | James Barnett     | Rua    |
| 2nd | Nathan Van Vegten | Rua    |
| 3rd | Charlie Brady     | Magone |

U/14

|     |                  |        |
|-----|------------------|--------|
| 1st | Lauchlin Johnson | Magone |
| 2nd | Troy Maggs       | Rua    |
| 3rd | Jack Watt        | Rua    |

U/15

|     |              |        |
|-----|--------------|--------|
| 1st | Matt Elvin   | Bosco  |
| 2nd | Kyle Bechaz  | Magone |
| 3rd | Cosmo Iscaro | Rua    |

U/16

|     |                 |        |
|-----|-----------------|--------|
| 1st | Thomas Kuhlmann | Bosco  |
| 2nd | Dylan Laguerre  | Magone |
| 3rd | Rhyder Kennedy  | Magone |

U/17

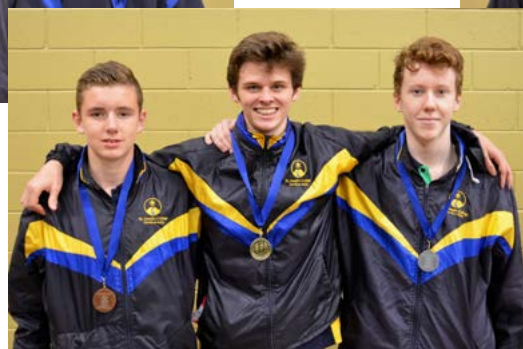
|     |               |       |
|-----|---------------|-------|
| 1st | Finn Lennon   | Bosco |
| 2nd | Jake Limb     | Rua   |
| 3rd | Bayley Carlin | Savio |

OPEN

|     |                 |        |
|-----|-----------------|--------|
| 1st | Matt Hill Savio |        |
| 2nd | Daniel Maakasa  | Magone |
| 3rd | Brodie Eccles   | Rua    |

|     |        |
|-----|--------|
| 1st | Rua    |
| 2nd | Savio  |
| 3rd | Magone |
| 4th | Bosco  |

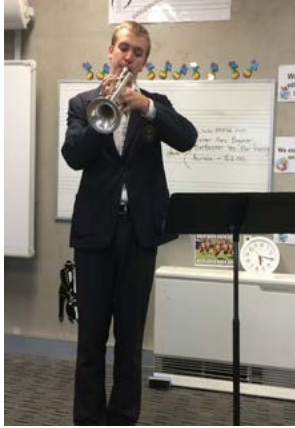
Mr Paul Trubiani  
Head of Sport





## Music

### VCE Music Class: Years 11 and 12



This term, the Year 11 and 12 VCE music class have been busy preparing for their Semester One Recital. Students studying Year 12 Solo Performance are required to perform a 25-minute recital to an external panel of examiners. The recital consists of contrasting pieces that showcase the students' performance skills, technique and expressive qualities. For Year 11 students, this will be in the form of ten minutes of music with one of the pieces coming from the Year 12 VCE syllabus for their subject.

St Joseph's works in partnership with Mater Christi College and this relationship involves coming together for performances and team teaching, providing the students with knowledge from a team of teachers each experienced in one specific instrument. It has been a pleasure to work closely with Mater Christi's VCE Music Teacher, Ms Elize Brozgul. Our first workshop took place on Wednesday 10 May and involved two vocalists from Mater Christi and Luke Morton (11 Cantamessa) on the trumpet from St Joseph's.

As a classical vocalist, I worked closely with a contemporary and a classical singer from Mater Christi and Mr Graham Balderstone worked with Luke providing him with suggestions to assist his clarity of sound and breathing. The next collaboration will take place on Thursday 1 June at Mater Christi and will involve the three Year 12 students performing ten minutes of their end of year recital.

Miss Bronwyn Dean  
Music Convenor



### Lunch Time Concert

On Thursday 4 May, the first Lunch Time Concert took place for the term. 80 students packed the Drama Room in an effort to see our talented performers. The Year 9 Curriculum Leader, Mr Louis Goutos, made his debut on the St Joseph's stage by performing a drum solo to 'Uptown Funk'. Well done to Sev Dixon (8 Cantamessa), Josh Briggs (8 Edwards), the College Orchestra and Luke Morton (11 Cantamessa) who performed.

The dates for all Term 2 Lunch Time Concerts are listed below. We encourage all students to consider performing throughout the term.

- Friday 19 May
- Tuesday 30 May
- Thursday 15 June

Miss Bronwyn Dean  
Convenor of Music







### Year 7 Music and the Practice Log

All Year 7 students have now had four weeks of lessons. Our Instrumental Teachers have been impressed with how your son has progressed in learning a new skill.

Practicing each week:

- Students are required to practice for 20 minutes three times a week
- Students are asked to fill out their practice log each time which needs to be signed by a parent at the end of every week. This will be checked on the Thursday at the Instrumental lesson
- Instruments/music folder with signed practice log are required every Thursday

To Assist With Learning a New Skill: Joining the Junior Orchestra

A new group will be beginning every Friday at lunchtime. This will be focused on students who have only just begun learning an instrument.

We look further to helping your son further develop this new skill.

Miss Bronwyn Dean  
Music Convenor



## Art

### ACC Art and Technology Exhibition

St Joseph's College is proud to announce our involvement in the Associated Catholic Colleges (ACC) biennial Art and Technology Exhibition. The ACC is an association of 12 Catholic secondary schools for boys, covering various suburbs in and around Melbourne. Over 240 students from Years 7 – 12 have been selected by their respective schools to display their exceptional artistic and technological achievements. The Exhibition will run from Wednesday 31 May to Sunday 4 June in The Atrium and Deakin Edge at Federation Square Melbourne and will be open for school groups and members of the public to attend. Entry is free and everyone is welcome.

For further information on the Exhibition, please visit their website: [www.accmelb.com.au](http://www.accmelb.com.au) under The Arts menu.

The Art and Technology areas included in the exhibition are:

- Art
- VCD
- Photography
- Ceramics/Sculpture
- Multimedia
- Digital Art
- Systems Engineering
- Food and Technology
- Product Design and Technology – wood, metal, plastics & textiles

This is St Joseph's first ACC exhibition, with previous shows held in 2013 in Federation Square Melbourne and Abbotsford





Convent in 2015. The success of these exhibitions has helped to expand this event and we are eagerly looking forward to exhibiting the works of our students in the magnificent Fed Square precinct.

Ms Siobhan Duffy  
Arts Convenor

## Literacy

### eBooks at St Joseph's

The sales of print books have continued to increase, almost in proportion to the declining sales of eBooks. But it appears that the market is large enough to support both, so don't throw away your eReader or your bookshelf.

There are times when an eBook might just be the better choice. Firstly, an eBook has a clickable table of contents, making it super easy to find a specific part of the book you might want to re-read. And of course, the eReader remembers the last page you were looking at, so a paper bookmark is a thing of the past!

An eBook can be synced to a number of different devices. You can read on your laptop at work (lunch break, of course), on your tablet over coffee and on your phone on the train. The font is changeable so it can be enlarged for tired eyes.

All the St Joseph's boys in Year 7 – 9 now have the ability to borrow eBooks from Wheelers eplatform. An email alerting the boys to this was sent this week. This email also had instructions so the boys can set up their device (computer, tablet, phone) and log in to the St Joseph's library section of this eplatform.

We would encourage you to ask your sons if they have downloaded the app and set up their account, as it will give them access to over 1,200 books, anywhere and anytime. An internet connection is needed to borrow and open the book initially, but once it on your device you can read the book even without a Wi Fi connection.

The selection of books is wide and includes many popular authors and titles, such as "The Hunger Games" and "Harry Potter" series. The eplatform has a selection of recently released titles as well as a variety of classic fiction.

If your son is not able to connect or needs further information, please direct him to the Chieri staff.

Mr Dale Sheppard  
Teaching and Learning Coordinator – Literacy

### St Joseph's Students Visit Il Globo

The following text is a translation of an article that appeared in the latest edition of Il Globo, the Italian newspaper. The image shows the actual article.

"Every year a group of students visits the offices of Il Globo to take 'notes' for their own project.

Luke Pipolo (11 O'Sullivan, Blake Fuller (11 Edwards), Brenton Miller (11 Prest), Jai Bardsley (11 Cantamessa) and Mitchell Van

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Dijk (11 Ledda) are five students from St Joseph's College in Ferntree Gully who, accompanied by their teacher Ms Marie-Louise Bamford, have visited the head office of our newspaper in the past weeks.

They spent the morning discovering a publication different from an Australian publication. This was a wealth of inspiration for the boys for a project in which they need to apply their own knowledge of the Italian language.

This is an innovative way to study Italian; actually putting it into practice by producing a newspaper in Italian in all its parts: from sport to public announcements, from news to obituaries. During the course of the visit, the students not only learn about the history of the newspaper but also about the evolution of print media and of the Italo-Australian community (an aspect worth noting as not all students have an Italian background) while being privy to the production of an issue and learning about the various roles involved. During every visit, there is always something new to learn even at a technical level, which proves useful when back in the classroom.

Every year, the comments from the teacher and the students are very positive about seeing the language they are learning applied in a useful way. Very often when students are in Italy, either on a study tour or on holidays, they find themselves in difficulty or lost for words as the everyday language is different from the structured interaction in the classroom. This has been the case with these students from Ferntree Gully, as the school regularly takes students on an Italian study tour immersion.

Through the passion of teacher Marie-Louise Bamford, and with the support of the Principal, Italian has become an applied language at St Joseph's and is a way of truly immersing students into a specific field while presenting Italian from another angle.

"I was born in Australia but I have a house in Turin, which I visit regularly. My parents are Maltese from Egypt and speak many languages. I was brought up in a multilingual household with Italian/French being my 1st language. I was very lucky to have parents and relatives who had travelled the world and decorated my life with stories of peoples, cultures, and places.

This gave birth to a desire to taste the world for myself, to share these experiences with my sons and now with my students"

At il Globo we are happily adding to these experiences!"

Mr Dale Sheppard  
Teaching and Learning Coordinator – Literacy

## Lingue applicate: il giornale italiano del St Joseph's College

**Ogni anno, un gruppo di studenti visita la redazione de Il Globo per prendere "spunto" per il proprio progetto**

Luke Pipolo, Blake Fuller, Brenton Miller, Jai Bardsky e Mitchell Van Dijk sono i cinque studenti dell'anno undici del St Joseph's College di Ferntree Gully che, accompagnati dalla docente Marie-Louise Bamford, hanno visitato la sede del nostro giornale nelle scorse settimane.

Una mattinata alla scoperta della storia di una pubblicazione che risulta essere peculiare nel panorama editoriale australiano e che per i ragazzi è fonte di ispirazione per un progetto che li vede coinvolti per due trimestri con la materia di Lingue straniere applicate. Un modo innovativo di studiare l'italiano, anzi, proprio di metterlo in pratica riproducendo un giornale in lingua in tutte le sue parti: dallo sport agli annunci pubblicitari, dalla cronaca alla sezione dei necrologi. Nel corso della visita, i ragazzi apprendono non solo nozioni storiche, ma anche l'evoluzione del mondo editoriale e della comunità italo-australiana (un aspetto non scontato dal momento che non tutti gli studenti hanno un



background italiano) ed entrano nel vivo della produzione di un'edizione, con l'opportunità di visitare i diversi reparti e conoscere i ruoli dei professionisti coinvolti. Ad ogni visita c'è qualcosa di nuovo da imparare, anche a livello tecnico e di impaginazione che torna loro utile una volta tornati in classe.

Ogni anno, i commenti dell'insegnante e dei ragazzi sono molto positivi, dal momento che riescono a vedere l'utilità di imparare una lingua straniera. Troppo spesso gli studenti,

ed è stato il caso anche dei ragazzi di Ferntree Gully, quando si trovano in Italia nell'ambito di un viaggio-studio o di una visita con i genitori si ritrovano in difficoltà a mettere in pratica quanto imparato sui banchi di scuola, distaccato a volte dalla lingua viva da fare propria applicandola alla vita di tutti i giorni e non solo agli esercizi grammaticali per casa.

Per l'appassionata insegnante Marie-Louise Bamford, sostenuta dal preside della scuola, l'italiano che diventa lingua applicata è davvero un modo

prima di emigrare in Australia).

Una famiglia che comunicava in lingue diverse, prime fra tutte italiano e francese. "Sono stata molto fortunata ad avere genitori e familiari che hanno girato il mondo e arricchito la mia vita con storie di popoli, culture e luoghi diversi". Tutti questi stimoli, generano (e continuano a farlo) nella giovane Marie-Louise il desiderio "di provare il mondo e condividere tutte queste esperienze con i miei figli e, ora, con i miei studenti". Riuscendoci, aggiungeremo noi! SB

In visita presso la redazione de Il Globo, gli studenti del St. Joseph's College - Luke Pipolo, Blake Fuller, Brenton Miller, Jai Bardsky e Mitchell Van Dijk - accompagnati dalla docente Marie-Louise Bamford (al centro)

per immergere gli studenti in ambito specifico e fargli apprezzare l'italiano visto da un punto diverso. "Sono nata in Australia, ma vado regolarmente in Italia", spiega la docente, cresciuta in una famiglia poliglotta, di origine maltese (i genitori vivevano in Egitto



## Technology

What's your power of observation like? Do you find yourself continually interrupted by your mobile? Are you constantly glancing at your phone during work, at meetings, in the car, at the dinner table or in bed? How often do you fall prey to your own notions of down-time? How long can you last before being drawn into the clutches of social media?

Our patterns of usage have the potential to play a significant role in how our kids use their devices. If we are undiscerning in our usage, we cannot truly expect others to behave differently. The "do as I say, not as I do" principle has implications beyond the home. Many of us have become addicted, unable to resist a "sneak peek". Students, too, may fall victim to their mobile, iPad, or Macbook. The opportunities are almost endless. Multi-tasking is rife.

In class, students are directed when network access is needed. Outside of these times, they should not be distracting themselves from the teaching and learning taking place. Similarly, at home there might be times when it is inappropriate for them to be accessing their devices. Whilst it may be "your home, your rules", be mindful that what goes on at home can be brought into the classroom.

Caroline Knorr from Common Sense Media in her article "3 Places Families Should Make Phone Free" wrote the following:

"You're sitting down to dinner and -- buzz, buzz! -- your phone starts vibrating. You're driving your kid to practice and -- beep, beep! -- a call comes in. You're tucking your kid into bed and -- squawk, squawk! -- an app begs to be played. It never fails: Technology interrupts our most treasured family moments.

Sure, our devices keep us connected, informed, and engaged. But meals, bedtimes, and even time in the car are the three times when we need to just say no. Kids are beginning to complain about the amount of time parents spend on their phones. And if we don't draw the line on our own phone use, who will? Creating no-phone zones is key to taking back important family time. It also sets an important example for our kids. Here's how to carve out three important tech-free areas -- and why.

- The dinner table. Everything from better grades to a healthier lifestyle have been credited to eating together as a family. Phones at the table can block those benefits. Author Sherry Turkle says that even the presence of a phone on the table makes people feel less connected to each other. The solution? Have a Device Free Dinner. Once the food is ready, ask everyone to turn off their phones, silence them, or set them to "do not disturb." And if you're tired of getting no response when you ask how your kids' day was, start talking about something funny you saw on your phone, and they'll soon chime in with their own stories.
- The bedroom. There's scientific proof that the blue light emitted from cell phones disrupts sleep. Poor sleep can affect school performance, weight, and well-being. Also, if kids are texting with friends until the wee hours, they're more likely to say or post something they'll regret in the light of day. Set a specific time before bed for kids to hand over their phones, and charge them in your room overnight.
- The car. We're not even talking about texting and driving, because you would never, ever do that, right? Right? Phones in the car also interfere with those conversations you tend to have with your kids when you're driving them around. Maybe it's because you're not face to face, or maybe the open road makes kids open up. So store your phones in the glove compartment until your arrival. Sometimes the car is the place where the deep talks take place. And no one wants to interfere with that."

My best.

Mr Tim Smith  
Teaching and Learning Coordinator – Art and Technology







## Counselling

### Information for Parents

Please find below external parenting services that may be helpful to you.

#### Thriving and Surviving VCE

"Learn strategies to support your teen to cope with the stress of VCE"

Julia Russell, Parent Educator and Group Facilitator, Parentzone Eastern, will be presenting and providing strategies to support your teen to cope with the stress of VCE.

- Do you want to stay connected to your teen through the often difficult path of balancing study and life?
- Do you want to be able to offer them support that is useful in helping them to problem solve and resolve conflict?
- Do you want to develop tools to support yourself and your family?

#### Event Details:

**Date** Thursday 1 June 2017

**Time** 7pm to 9pm

**Where** Knox City Council Civic Centre Room 3  
511 Burwood Hwy, Wantirna South

Bookings are essential. Contact Michelle Pascoe, Knox Council Youth Service on 9298 8311 or email [michelle.pascoe@knox.vic.gov.au](mailto:michelle.pascoe@knox.vic.gov.au).

#### For more information:

In regards to parenting information for young people and parent information sessions don't hesitate to contact Michelle Pascoe (see above).

Alternatively for other information, advice, individual assistance and referral for young people and their families contact the Knox City Council Youth Information Centre. The centre is open Monday to Thursday from 1-5pm - t: 9298 8469.

### TALKING TEENS

#### HELPING YOUR KIDS COPE IN A CHAOTIC WORLD

FOR PARENTS AND CARERS FOR CHILDREN 12 - 19YEARS

- Do you want to learn how to talk so they will listen?
- Support them to cope in a chaotic world?
- Help them to problem solve and resolve conflict?
- Stay connected to them?
- Come along to these 5 sessions and share strategies, stories and take some time out for you!

**WHEN:** Thurs 18<sup>th</sup> May – 15<sup>th</sup> June  
(5 weeks)

**TIME:** 7pm to 9pm

**WHERE:** Belgrave South  
Community House,  
Gilmore Court, Belgrave South

**COST:** FREE of Charge.  
Bookings are essential.

**BOOKINGS:** Helena - Anglicare Parentzone  
03 9735 6134 OR 0488 501 204



03 9735 6134 | [anglicarevic.org.au](http://anglicarevic.org.au)

BETTER  
TOMORROWS



## Pathways

### News from Deakin University

- Arts & Education Workshop Month

During the month of May, Deakin's Faculty of Arts and Education is holding several highly invaluable workshops designed specifically for Year 11 and 12 students. Attend a workshop that aligns with your interests and discover where an Arts and Education degree at Deakin can take you. These include:

| SESSION   | DATE   | TIME          | CAMPUS |
|---|--------|---------------|--------|
| Education Information Session                             | 18 May | 5.30 – 6.30pm | B      |
|   | 18 May | 5.00 – 6.00pm | G      |
| Communication and Creative Arts Folio Information Evening | 24 May | 5 – 7.00pm    | B      |
|   | 25 May | 5 – 7.00pm    | GW     |

G – Geelong Waurm Ponds

B – Burwood Melbourne

GW – Geelong Waterfront

Register to attend at [Arts & Education Workshops](#).

- DeakInspire

DeakInspire will unleash ideas to transform your way of thinking. Aimed at Year 10, 11 and 12 students, it's designed to empower you to reach your potential and inspire you with exciting ideas of how your future could look.

Deakin University invites students in Years 10 – 12 to participate in DeakInspire – a unique and free one-day event. There will be a range of guest speakers, and students will also get to participate in two workshops that will cover a range of topics and study areas, enabling students to interact with and learn from Deakin's academic staff.

**Date:** Tuesday 4 July 2017, 9.00am – 4.00pm

**Venue:** Melbourne Burwood Campus

OR

**Date:** Thursday 6 July 2017

**Venue:** Geelong Waurm Ponds Campus

Lunch and entertainment will also be provided. Registrations are open and students are encouraged to register soon at [DeakInspire](#).

### News from Monash University

- Monash Scholars Program

The Monash Scholars Program is an engagement program for high achieving secondary school students in Years 10 -12. It aims to broaden and develop academic and life skills through interaction with Monash University.

Around 1,200 students participate in the program every year, and Scholars are invited to a series of events that collectively achieve the following:

- Enhanced learning
- Exploring career ambitions
- Defining personal aspirations
- Building networks

Browse [Monash Scholars Program FAQs](#) for more information about the program.

Current Year 10 students from a Monash Scholars school can apply to the Monash Scholars Class of 2017 – 2019. Applications are now open, and close on Monday 29 May 2017. Log on to [Monash Scholars Program Application](#) and submit an application online. Part of the application requires students to have the school endorse your application, and the endorsement must be submitted by 29 May 2017.



- **Changes to MADA Courses for 2018 Entry**

Students considering applying for some design courses for 2018 entry are advised to note the following important changes for selection:

1. The Bachelor of Architectural Design/Master of Architecture will no longer require a pre-selection activity for admission. The indicative ATAR for this course is 80+. No subject bonusing will be offered for entry.
2. The Bachelor of Interior Architecture (Honours) will no longer require a folio and interview for admission. The indicative ATAR for the course is 70+. Students may receive subject bonusing if they have studied the following subjects: Art, Product Design and Technology, Media, Interactive Digital Media C, Studio Arts, or Visual Communication Design.
3. Other Design courses, such as the Bachelor of Communication Design and the Bachelor of Industrial Design will not require a folio and interview for admission. The indicative ATAR for these courses is 70+. Students may receive subject bonusing if they have studied the following subjects: Art, Product Design and Technology, Media, Interactive Digital Media C, Studio Arts, or Visual Communication Design.
4. Within the Fine Art suite of courses: - The Bachelor of Art History and Curating requires an indicative ATAR of 80+; the Bachelor of Fine Art will continue to require a minimum ATAR of 70+ and a folio and interview for admission. The Bachelor of Visual Arts is only offered as a double degree and does not require a folio or interview for admission. Students may receive subject bonusing if they have studied the following subjects: Art, Product Design and Technology, Media, Interactive Digital Media C, Studio Arts, or Visual Communication Design. Students should check the ATAR of the double degree they may be interested in, as well as the prerequisites of the other degree.
5. For all MADA courses, English/EAL is the only prerequisite. As indicated above however, some double degrees may require extra prerequisites.
6. There will also be a new MADA postgraduate course for 2018, the Master of Urban Planning and Design.

More information will be available as it comes to hand, so watch this space!

### **News from the University of Melbourne**

- **New Specialisations within the Bachelor of Fine Arts**

The Victorian College of the Arts (VCA) has announced the creation of two new specialisations within the Bachelor of Fine Arts - Acting and Theatre – effective from Semester 1, 2018. The two new specialisations will replace the current Theatre Practice option. Students of the new specialisations will have a common first year, devoted to developing performance, voice and movement skills then separate in second year to specialise in their respective areas.

The 'Acting' stream focuses on developing the craft of an actor for stage and screen, and will hone the student's acting, voice, and movement skills throughout the three-year program. Students will act in a number of screen and stage-based performance works, and their training will culminate in an Actors Showcase in third year, to industry - [Fine Arts \(Acting\)](#).

The 'Theatre' specialisation focuses on developing performance-makers. In their second year, students will develop a new work, which they will present in a national Fringe Festival, and in third year develop a second project in a travelling studio across Australia or overseas. The final year concludes with students presenting their work at a Performing Arts Market to industry - [Fine Arts \(Theatre\)](#).

- **National Youth Science Forum (NYSF) 2018**

Applications for the National Youth Science Forum (NYSF) 2018 Year 12 program are currently open! Students in Year 11 in 2017 who have a passion for science and technology are invited to apply for the National Youth Science Forum 2018 program for Year 12 students. Attending the NYSF is an excellent way for young people to assess their level of interest in and commitment to further STEM study, and to start building networks for their future. Delivered in the 2018 January school holidays, the 12-day program offers laboratory visits and science tours, the chance to mix with like-minded students from all over Australia, and activities that develop a better understanding of the wide range of study and career options available to them through engaging with corporate and university partners. Applications close on 31 May 2017.

For more information visit [National Youth Science Forum \(NYSF\) 2018](#) or email: [nysf@nysf.edu.au](mailto:nysf@nysf.edu.au).

### **Studying Allied Health at Holmesglen Institute**

- Holmesglen Institute is preparing its Allied Health students to be ready for employment in health care and social





assistance – expected to be the largest employment sector into 2020 and beyond.

- Many of the Allied Health programs offered by Holmesglen are taught at the Moorabbin Campus
- Holmesglen has invested over \$25 million the last few years in building world-class facilities at the Moorabbin Campus, including the Health Science Building. This facility comprises of four large teaching wards, microbiology and bioscience laboratories, two simulation suites, a community apartment, an allied health laboratory, lecture theatres, general teaching spaces, a co-operative learning centre, computer laboratories and teaching and administrative staff offices. The facilities have state-of-the-art equipment, reflective of industry standards.
- Holmesglen offers a very broad range of courses at the Moorabbin Campus - [Courses](#)
- The Faculty of Community and Health Sciences offers courses at Moorabbin in:
  - \* [Allied Health Assistance](#)
  - \* [Community Service](#) (including courses in Disability, Mental Health, and Youth Work)
  - \* [Nursing](#)
  - \* [Pathology and Laboratory Technology](#)
- Of particular significance is the partnership Holmesglen has with St Vincent's Private Hospital - Holmesglen Partnership with St Vincent's Private Hospital and the benefit to Holmesglen students, who get brilliant placement opportunities.
- Another significant point of difference is that the new Holmesglen Private Hospital is actually located at the Holmesglen Institute's Moorabbin campus, and provides clinical practice as well as teaching and research for nursing and allied health students.
- Students interested in studying Aged Care or Individual Support, are encouraged to browse the following link - [Five tips to a Rewarding Career in Aged Care](#).

### Engineering Degrees in Victorian Universities

Listed below are a number of engineering degrees offered at most universities in Victoria. Students should note that unless otherwise indicated\* all engineering degrees require at the very least English or EAL, and Maths: Mathematical Methods (CAS). Courses with an \* also require Chemistry or Physics.

For a comprehensive list of all courses, their prerequisites and double degrees on offer, visit [VTAC](#).

Mrs Vivienne Egan  
Pathways Coordinator

| INSTITUTION  | COURSE                              | MAJOR STUDIES  | ATAR 2017              |
|--|-------------------------------------|--|------------------------|
| <b>DEAKIN</b><br>M – Melbourne<br>G – Warrn Ponds  | <b>Civil</b>                        | Civil engineering management, Computer-aided design (CAD), Construction, Engineering (civil), Engineering (fluid), Engineering design, Geotechnical engineering, Materials engineering, Structural engineering, Transportation, Water resources engineering.   | 72.60 (M)<br>67.50 (G) |
|  | <b>Electrical &amp; Electronics</b> | Circuits and electronics, Computer-aided design (CAD), Control systems, Data communications, Electrical and electronic engineering and technology, Electrical engineering, Electronic engineering, Energy efficiency and demand management, PLC and SCADA, Power system protection, Power systems, Renewable energy, Smart distributions and transmission systems, Smart grid.   | 74.10 (M)<br>66.50 (G) |
|  | <b>Mechanical</b>                   | Computer-aided design (CAD), Control systems, Engineering (fluid), Engineering (mechanical), Materials engineering, Mechanical design, Systems design.   | 70.50 (M)<br>68.25 (G) |
|  | <b>Mechatronics</b>                 | 3D printing, Advanced manufacturing, Artificial intelligence, Circuits and electronics, Computer-aided design (CAD), Control systems, Data communications, Electrical and electronic engineering and technology, Electrical engineering, Electronic engineering, Engineering (mechanical), Engineering (mechatronic), Mechanical design, Mechatronics design, Robotics, Virtual and augmented reality.   | n/a (M)<br>60.55 (G)   |
|  | <b>Software</b>                     | Algorithm design, Cloud-scale cyber-physical systems, Computer applications, Computer networks, Computer programming, Computer software, Cyber-physical computing, Cyber-physical security, Data analysis, Data capture technologies, Embedded systems programming, Engineering design, Mathematical modelling, Object-oriented development, Research methods, Robotic systems, Robotics application development, Sensor networks, Software development, Software engineering methodology, Software engineering practice, System design, System prototyping. | 64.20 (M)              |
| <b>FEDERATION</b><br>G – Gippsland<br>B – Ballarat | <b>Civil</b>                        | Civil Engineering, Construction Management, Environmental Engineering, Geotechnical Engineering, Structural Engineering, Transport Engineering, Water Resources Engineering.   | n/a (G)<br>n/a (B)     |
|  | <b>Mechanical</b>                   | Automotive and Energy Efficiency, Design Engineering, Manufacturing Engineering, Mechanical Engineering, Mechanical and Industrial Engineering Technology, Mechanics, Robotics, Vibration and Machine Dynamics.  | n/a (B)                |
|  | <b>Mining</b>                       | Drilling and Blasting, Mine Power and Services, Mine Ventilation, Mineral Deposit Evaluation and Processing, Mining Engineering, Rock Fragmentation, Rock Mechanics, Surface Mining Operations and Equipment, Underground Production Systems.  | n/a (B)                |
| <b>LA TROBE</b><br>M – Melbourne<br>B – Bendigo    | <b>Civil</b>                        | Civil engineering.   | n/a (M)<br>n/a (B)     |
|  | <b>Engineering</b>                  | Civil engineering, Construction, Engineering (Multidisciplinary), Engineering Enterprise, Engineering design, Engineering innovation, Geotechnical engineering, Hydraulics and hydrology, Industrial experience, Project management, Systems engineering.  | 60.15 (M)<br>62.30 (B) |



|  |  |   |                          |
|--|--|---|--------------------------|
| <b>MONASH</b><br>CI – Clayton                    | <b>Aerospace *</b>                               | Aerodynamics, Aeronautical, Aerospace Engineering, Avionics, Engineering  | 91.45 (CI)               |
|  | <b>Engineering *</b>                             | Aerospace engineering, Chemical engineering, Civil engineering, Electrical and computer systems engineering, Engineering, Environmental engineering, Geological engineering, Materials engineering, Mechanical engineering, Mechatronics engineering, Mining engineering, Oil and gas engineering, Renewable energy engineering, software engineering   | 91.00 (CI)               |
|  | <b>Software *</b>                                | Engineering, Software engineering   | 88.00 (CI)               |
| <b>RMIT</b><br>C – City<br>C/B – City & Bundoora | <b>Advanced Manufacturing &amp; Mechatronics</b> | Advanced manufacturing processes, Advanced robotics, Automatic control systems, Autonomous systems, Design for assembly and automation, Embedded systems, Engineering computing, Engineering mechanics, Manufacturing systems, Manufacturing systems modelling, Mechatronic design  | 80.70 (C/B)              |
|  | <b>Aerospace</b>                                 | Aerodynamics, Aerospace engineering, Aerospace maintenance, Aerospace science and spacecraft, aircraft design, aircraft systems, Aviation, computer modelling, Mechanics (applied), mechanics (flight), mechanics (fluid), mechanics (solids), mechanics (structural)   | 92.30 (C/B)              |
|  | <b>Automotive</b>                                | Computer-aided engineering and design, Dynamics and control, Energy conservation and renewable energy, Engineering mathematics, Fluid mechanics, Industrial aerodynamics and computational fluid dynamics, Mechanics of machines, Mechatronics, Solid mechanics and materials, Thermodynamics, vehicle handling and control, vehicle noise and vibration, vehicle power system and vehicle body design  | 80.15 (C/B)              |
|  | <b>Biomedical</b>                                | Bioinformatics, Cell Biology, Chemistry, Circuit Theory, Electronics, Engineering biomechanics and biomaterials, Human physiology, Medical engineering and instrumentation, Physics, Programming, Signal processing   | 90.45 (C)                |
|  | <b>Chemical *</b>                                | Chemical sciences, Environmental, Food science and biotechnology, Metallurgical, Petroleum, Rheology  | 80.30 (C)                |
|  | <b>Civil &amp; Infrastructure</b>                | civil engineering management, computer modelling, construction management, engineering (civil), Engineering (environmental), Engineering (geoengineering), Engineering (structural analysis and design), Engineering (transport engineering), Irrigation and water management, Mechanics (structural), Project management, Risk analysis and management, Roads and road design, Software applications, Water quality management, Water resources engineering  | 92.60 (C/B)              |
|  | <b>Computer &amp; Network</b>                    | computer and network security, computer engineering, computer networks, embedded systems, Internet communications, Microprocessor, Microprocessor control systems, Mobile and cloud networks and computing, Multimedia engineering (audio), Multimedia engineering (image), Multimedia engineering (speech), Multimedia engineering (video signal processing), Network engineering, Network infrastructure design and performance, Network management, Signal and systems, Telecommunications (systems and networks), Wireless technologies | n/a (C)                  |
| <b>RMIT</b><br>C – City<br>C/B – City & Bundoora | <b>Electrical</b>                                | Control systems, Electrical distribution, Electrical energy conversion, Electrical engineering, Electrical transmission, Industrial automation, Microprocessor control systems  | 80.10 (C)                |
|  | <b>Electrical &amp; Electronic</b>               | Circuits and electronics, Communication systems, Computer engineering, Computer networks, Control systems, Digital and analogue electronics, Electrical systems, Electronic systems, Photonics, Signal processing, Wireless technologies  | 80.40 (C)                |
|  | <b>Environmental</b>                             | Chemical engineering, Civil engineering, Environmental analysis, Environmental engineering, Geology, Hydrogeology, Hydrology, Infrastructure management, Land contamination, Pollution control, Process engineering, Sustainability, Transport engineering, Urban systems, Waste water treatment, Water engineering, Water management   | 80.25 (C/B)              |
|  | <b>Mechanical</b>                                | Computer-aided engineering and design, Dynamics and control, Energy conservation and renewable energy, Engineering and society, Engineering mathematics, Fluid mechanics, Industrial aerodynamics and computational fluid dynamics, Manufacturing, Mechanical design, Mechanics of machines, Mechatronics, Professional research project, Solid mechanics and materials, Thermodynamics   | 85.10 (C/B)              |
|  | <b>Sustainable Systems</b>                       | Advanced life cycle and systems assessment, Chemistry fundamentals, Computer-aided design and engineering, Electrical energy systems, Intelligent transport systems, Manufacturing management, Mathematics, Professional research project, Renewable energy, Statistics, Sustainable energy systems, Sustainable engineering logistics systems, Sustainable transport systems, Systems engineering  | n/a (C/B)                |
|  | <b>Software Engineering</b>                      | Algorithms and data structures, Artificial intelligence, Computer architecture, Computer operating systems, Database systems, Industrial collaboration and experience, Networks and data communications, Object-oriented design, Object-oriented modelling, Object-oriented programming, Object-oriented software engineering, Operating systems, Problem solving, Programming, Programming (C), Programming (Java), Project management, Software development, Software engineering, Software engineering practices                         | 90.25 (C)                |
| <b>SWINBURNE</b><br>H – Hawthorn                 | <b>Engineering</b>                               | Biomedical engineering, Civil engineering, Construction engineering, Electrical and electronic engineering, Mechanical engineering, Product design engineering, Robotics and mechatronics, Software engineering, Telecommunications engineering   | 75.10 (H)<br>85.35 (H) * |
|  | <b>Engineering Practice #</b>                    | Traditional majors will not be offered. Instead, students can refine their interests through the selection of different team projects focused across four industry sectors: smart cities, Industry 4.0, Internet of Things and People, and products designed for people.<br><a href="http://www.swinburne.edu.au/study/course/bachelor-of-engineering-practice-honours">http://www.swinburne.edu.au/study/course/bachelor-of-engineering-practice-honours</a>   | New in 2018<br>R.C. (H)  |
| <b>VICTORIA</b><br>FP – Footscray Park           | <b>Architectural #</b>                           | Architecture, Building (design), Building (technology), Building law and building practice, Computer-aided design, Construction, Design, Engineering, Engineering (architectural), Engineering (electrical), Engineering (mechanical), Environment and sustainability, Environmental comfort and life safety design, Green building design, Management, Sustainable building design   | n/a (FP)                 |
|  | <b>Civil #</b>                                   | Computer-aided design, Construction, Construction management, Engineering (civil), Engineering (environmental), Engineering (structural analysis and design), Engineering (transport engineering), Geosciences, Hydraulics and hydrology, Land and water management, Management, Project management, Roads and road design, Sustainable development, Water resources engineering  | n/a (FP)                 |
|  | <b>Electrical &amp; Electronic #</b>             | Digital and analogue electronics, Electrical engineering management, Engineering (communication), Engineering (computer systems), Engineering (computer), Engineering (electrical generation), Engineering (electrical), Engineering (electronics), Engineering design, Microelectronics, Microprocessors, Telecommunications   | n/a (FP)                 |
|  | <b>Electrical &amp; Sports #</b>                 | Actuators, Biomechanics, Biomechanics, Data analysis, Electrical and electronic engineering, Sensors, Software development, Wearable electronics  | n/a (FP)                 |
|  | <b>Mechanical #</b>                              | Automotive design, Computer-aided design, Design (product development), Engineering, Engineering (manufacturing), Engineering (mechanical), Industrial engineering, Manufacturing management, Mechanical design, Mechanical engineering, Mechanics (fluid mechanics), Mechanics (solid mechanics), Production processes, Project management   | n/a (FP)                 |

# Engineering degrees at VU require any maths





## Community News

### 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.

If you are interested in receiving more information regarding being a homestay, please contact Cathy Livingston via her PA, Janelle Spring, on [jspring@stjosephs.com.au](mailto:jspring@stjosephs.com.au) or (03) 9756 3112.

Ms Cathy Livingston  
Principal



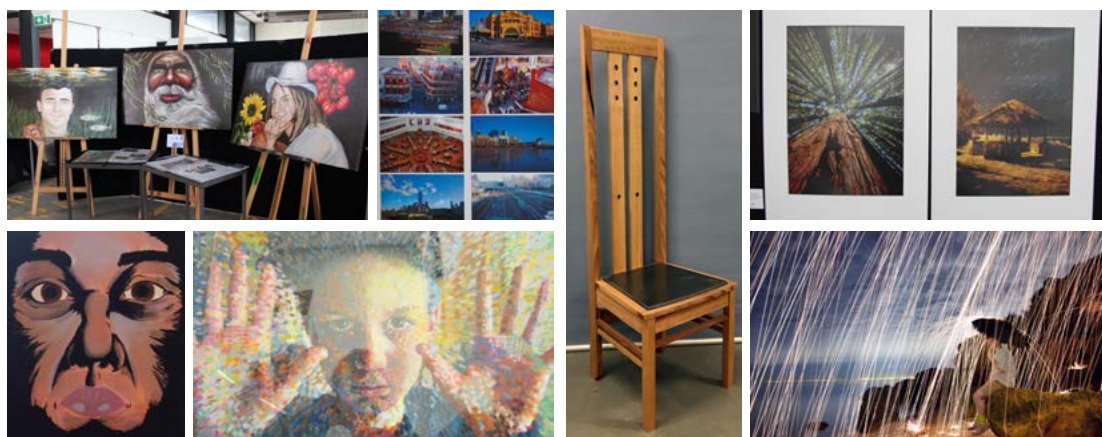




**Community News**



**ART AND TECHNOLOGY**  
associated catholic colleges



**The Atrium & Deakin Edge**  
**Federation Square, Melbourne**

Wednesday, 31 May 2017 - Sunday, 4 June 2017

Associated Catholic Colleges (ACC) is proud to present its biennial Art & Technology Exhibition. The ACC is an association of 12 Catholic secondary schools for boys, covering various suburbs in and around Melbourne. Over 240 students from years 7 - 12 have been selected by their respective schools to display their exceptional artistic and technological achievements. The Exhibition will run from May 31st to June 4th in "The Atrium" and "Deakin Edge" at Federation Square and will be open for school groups and members of the public to attend. Entry is free and everyone is welcome. For further information on the Exhibition, please visit our website: [www.accmelb.com.au](http://www.accmelb.com.au) and look under "The Arts" menu.

The Art and Technology areas included in the exhibition are:

|  |             |                     |                      |
|--|-------------|---------------------|----------------------|
| Art  | VCD         | Photography         | Ceramics / Sculpture |
| Multimedia   | Digital Art | Systems Engineering | Food & Technology    |
| Product Design & Technology – wood, metal, plastics & textiles |             |                     |                      |





St John the Baptist Parish, Ferntree Gully

## **PARISH BREAKFAST 2017**

**Sunday the 28<sup>th</sup> May 2017**

**10.00am to 12.00pm in St John the Baptist Parish School Hall,  
(behind the Church)**

**19 Forest Rd., Ferntree Gully**

The Social Justice Group of St John the Baptist Parish invites you to join us for Breakfast.

Come along and enjoy a hearty cooked breakfast and then listen to our guest speaker:

Cathy Carnovale from *The Create Foundation, the national peak consumer body for children and young people who have Out of Home Care experience*

**Tickets \$22 each**

**Tickets on sale after all weekend masses at St John's from the w/e  
of the 6<sup>th</sup>/7<sup>th</sup> May**

*Enquires/tickets - please contact Patrick on 0434072831*