



Agité

Term 2, Week 7

May, 2017

This fortnight in Agité

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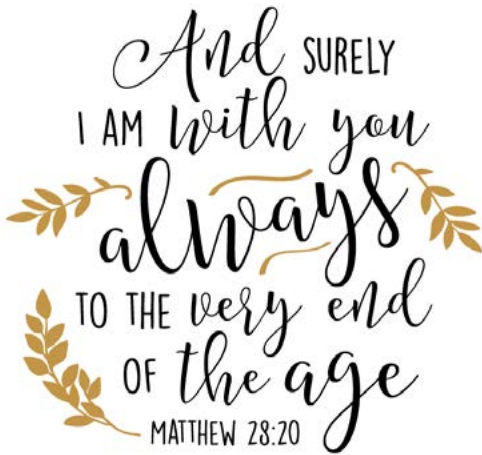
Community



St Josephs
College



Principal



In our Catholic tradition, we recently celebrated the feast of the Ascension. This event when Jesus ascends into Heaven gives much hope for many as promised through the words at the conclusion of the Gospel of Matthew. Personally, I have always found great comfort in the words "And remember, I am with you always; yes, to the end of time" Mt 28:20. These words provide assurance that we are never alone and that our concerns are known to God.

These final weeks are very important for our students as they will be completing courses of study, sitting exams and, for senior students, the realisation may be dawning that the year is moving rapidly to a conclusion.

The biennial ACC Art and Technology Exhibition held at Deakin Edge, Federation Square, showcased the talents of students from the 12 schools which make up the ACC. We had 18 students whose work was displayed in the public areas at Federation Square. I was thrilled to witness five of our students who performed solo musical pieces. Thank you to Ms Bronwyn Dean and Ms

Sophie Maclure who led our accomplished performers.

Elton Salim	10CA	Classical Piano
Luke Morton	11CA	Trumpet
Joel David	11OM	Contemporary Piano
Ben Harris	10LE	Clarinet
Henry Bird	10CA	Drums

I refer you to the ACC website for more news on the wonderful opportunities that are available for your sons. Below is the link to the event launch for the recent Art and Technology exhibition.

<http://www.accmelb.com.au/art-tech-event-launch/>

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 or (03) 9756 3112.

Below is correspondence from CECV (Catholic Education Commission of Victoria) related to the funding issues for Catholic Schools. It is important that I point out that the recent announcements for funding would have a dramatically negative impact on Catholic schools over a ten-year period. Catholic schools rely heavily on the fair allocation and distribution of government grants and, as a Catholic sector, it is important that we collectively ensure that our communities are aware of what the implications are should the current position of the government remain in place.

School funding needs to keep pace with school costs

Nearly one in four Victorian students attends a Catholic school.

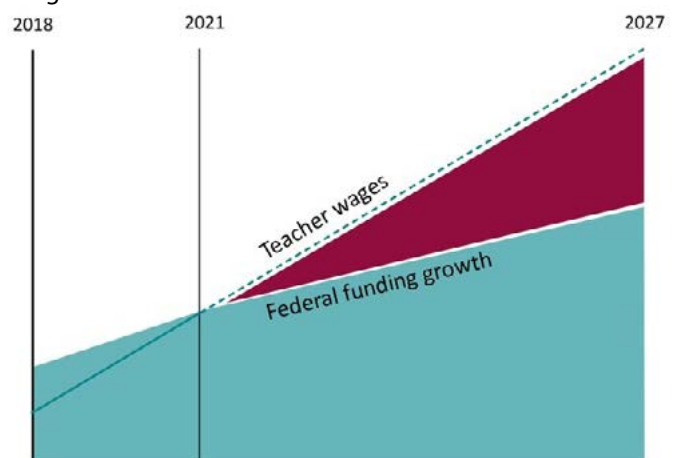
Catholic school families are pretty similar to government school families and are open to anyone seeking Catholic education. Catholic schools tend to keep school fees as low as possible, so that more families can make that choice for their children.

Over the next three years, the Australian Government has committed to growing funding for Catholic schools in Victoria by only 3.5%. While this might seem high in the current climate, to put it into context, teacher salaries in Victoria are expected to increase by 3.25% over the same timeframe.

This short-term gain comes with long-term pain.

From 2021, the Turnbull Government is now proposing to introduce a minimum annual indexation rate of 3%. The government originally intended on introducing a variable measure that would have resulted in significantly lower annual increases to Catholic school funding. While the government's newer proposal is a positive step, annual funding growth may not keep pace with school costs, particularly if teacher salaries continue to rise at the current rate.

Any decision to reduce Catholic school funding – by not having school funding keep pace with actual school costs will mean that parent fees will have to go up. The alternative is to cut educational programs in schools, which will undermine the good work that many Catholic schools like this one do every day.



Neither option is acceptable, nor will our school community take this cruel hoax from the Education Minister, Simon Birmingham.

Government funding cuts to students with disability

Today, over 10,000 students with disability are educated in Catholic schools across Victoria.

Government funding support is critical for our schools to meet the individual needs of these. In 2011, the Gonski Review recognised this when it recommended that students with disability be funded through a loading that should be matched to the needs of each individual student. Until this measure could be established, the Gonski Panel recommended that all students with disability were funded at the same rate.



While all students with disability receive the same loading from the Australian Government, within Catholic education, we differentiate the funding support provided to students based on our own assessment of each student's needs. This system is considered to work well.

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) trial was established to come up with a standardised definition of students with disability that could be used to compare spending and support in all states and territories.

The collection relies on surveys filled out by school principals and teachers, not assessment by medical professionals.

Under the NCCD there has been a significant increase in the number of students considered to have a disability. Initial analysis of the NCCD showed that some schools were over estimating the needs of some students with disability. In addition, as students are only counted in the NCCD if they are receiving an 'adjustment' for a disability, it appears this is favouring the wealthier schools which can afford to make individual adjustments to meet all the needs of their students.

School leaders and disability support groups, including Autism Support Australia, have said that the data is unreliable. Even the Education Minister said in December that the NCCD was flawed and that 'This data ... hasn't come to a credible landing point just yet.'

So, why is this important?

On 2 May, the Turnbull Government announced that it will use NCCD from next year to determine how students with disability will be funded by the Australian Government.

This might have been all right, if the total amount of federal funding available to students with disability was to grow, but this will not be the case for Catholic education.

Under the Government's proposal, more students will be classified as having a disability but, in most cases, they will attract less funding to Catholic education.

This means that most students who are currently funded for their disability will receive less money from the government.

Based on the current data, the total funding provided to Catholic school students with disability will be 17% lower over the next 10 years.

It beggars belief that some of the nation's students who are in most need of funding support are going to be disadvantaged because of the Turnbull Government's decision to use a funding calculation for students with disability which its own Education Minister says is not credible.

Regardless of your political views, the reality is that we are faced, as a sector, with the challenges presented by the current government. I want to assure you that the Director of Catholic Education, Mr Stephen Elder, is working tirelessly to draw attention to the significant issues related to the proposed funding arrangements in order to bring about a change in the government's position.

Should you have any queries or concerns, please don't hesitate to contact me at the College.

All the best for the fortnight ahead.

Ms Cathy Livingston
Principal



Deputy Principal – Students

More than Simply Sport

You wouldn't know it to look at me, but I was never really good at sport as a young man. I tried and I got involved and I think I got most of the rewards that participating in sport provided, but I wasn't ever really any good. What that meant for me back in my schoolboy days was that I never got to represent my school. Back then, it was only the fit, the coordinated and the swift that got the chance to fly the school colours of which we were so proud.

My mind flashed back to those distant days last week as I sat in the meeting of the ACC Deputy Principals. We were going through the ACC's events calendars and I couldn't help but think how much had changed.

At the end of 2016, St Joseph's College took the momentous decision to join the ACC, the Associated Catholic Colleges. One of Victoria's premier school competitions, the ACC has been in existence since 1902. Joining the ACC did not come without a price, it meant that St Joseph's stopped being a part of the Eastern Independent Schools of Melbourne, a competition that had served us well for many years. Leaving the EISM for the ACC meant that we would be faced with a more challenging opposition, competing against some of the premier boys' schools in Victoria.

But what it also meant was having a fresh look at what interschool competition could offer. Certainly, at the core of the ACC is a sporting competition that operates at the highest level, is held at some of the most prestigious venues in the state and has produced some very fine athletes. And yet, that is only one aspect. Because the ACC also caters for creative abilities, having music performance competitions and workshops and art and technology expos that celebrate the talents of students across their schools. They consider the intellectual pursuits of students, conducting chess competitions, and debating and public speaking competitions. There is even a culinary competition and leadership training sessions.

It struck me that a student doesn't need to be a gifted athlete to represent his school; he just needs to be good at what he does. The ACC affords the students of St Joseph's College yet another opportunity to find themselves through striving and achieving, another opportunity to put into practice those things they have learned. Where once only the feats of the body were celebrated, now it is also the feats of the mind and the spirit, and that only serves to give more and more opportunities for success.

The early days of our foray into the ACC have been mixed. We have had some memorable victories, and some bitter defeats, and we won our first ACC title: St Joseph's College are the inaugural title holders of the ACC Lawn Bowls competition. With a season of creative and academic feats about to begin in the second half of Term 2, we hope that these non-sporting pursuits will also give our students a sense of representing their College with pride.

The first of these is the Arts and Technology expo, which will be taking place at Deakin Edge in Federation Square (see the links below).

Notions of masculinity are forever evolving, and we at St Joseph's College like to think that we have been at the forefront of understanding the diverse and multiple guises of masculinity. The College's entry into the ACC, with its emphasis on more than simply sport, is another example of this.

For information on the ACC Arts and Technology Exhibition, please see the links below:

<http://www.accmelb.com.au/exhibition-info/>
https://youtu.be/6ZTS3_aHJYg
https://youtu.be/XQnpE-_xfOg

Mr Guido Piotti
Deputy Principal – Students





Deputy Principal – Teaching and Learning

“Never do tomorrow what you can do today - procrastination is the thief of time”. Charles Dickens

Student Exam Preparation and Semester One Review

Semester One classes are drawing to a close and exams will shortly commence for students in Year 9-12. Over the course of the first semester, students should have been investing in weekly revision across all their subjects. Now is the time in which students draw from these learning investments. At this time of the year, the focus of revision shifts to exam preparation. Below is a brief guide to preparing for exams. Curriculum Leaders at each year level are available to support all students with their exam preparation.

1. Preparing Your Study Material/Timetable

1.1. Find out about the exam

- How long will it be?
- What format will the exam take?
- How many questions will be on the exam?
- How will the marks be allocated?
- What type of questions will I be asked (i.e. Define, outline, analyse, draw etc.).

1.2 Find out what needs to be studied

- Review the list of topics using the unit/subject outline.
- What do you need to know about this topic?
- How many topics do you need to know in detail?

1.3 Fill the gaps

- Make sure you have all the course notes, examples and handouts for each of your topics.
- Fill any gaps you may have in your material using text materials etc.

1.4 Draw up a study timetable

- Schedule blocks of time for each subject.
- Allow extra time for difficult subjects.
- Vary what you study.
- Take regular breaks.

2. Revising Your Study Material

2.1 Review Actively: summarise, draw diagrams, annotate etc.

- Integrate notes, text and other information onto summary sheets/exercise book by diagramming, tabling, outlining, categorising in tables or writing summaries.
- Use dot points where-ever possible.
- Focus on key literacies (key terms and their meanings).
- If possible, complete past papers (a very good strategy for senior classes).

2.2 Keep Mentally Fresh

- Set regular intervals to move or stretch.
- Stretching every hour is a good habit to get into.
- During your rest interval, put your pen down, close your computer and put your phone away.
- Use this time effectively and spend a few minutes performing some stretches at your desk.
- Ensure you get enough sleep.

Exam preparation is a learnt behaviour that improves with purposeful practice. Once the exams are over it is advisable that all students reflect on what worked and what didn't. Few of us have left an exam thinking that we had done everything



possible to prepare for the exam. There is always room for improvement. What often gets in the way of achieving our personal excellence is procrastination, putting off revising until the last minute, for example.

Exam results are not a destination in themselves, they are a signpost. They can indicate whether a student is on target (of improvement) or not. As a school, Semester One results, including exam results, are reviewed for the purpose of supporting student improvement. Where evidence suggests that a student is performing below expected standards a student support team will be established to consider and address this performance. In more urgent cases (where a pattern of under-performance is evident across a number of subjects) the student support team will include the student, parent(s), Deputy Principals and Head of School. The trigger for performance review is generally an 'Overall Grade' for the subject below C. Performance review meetings will take place over Weeks 10 and 11 of Term 2. Parents will be notified of any concerns regarding their son's academic performance in Semester One.

Upcoming Events

- Semester One Reports available from SIMON: by 4pm Friday 23 June
- Parent Teacher Student Conferences (Years 7 – 12): Wednesday 28 June (12:15pm-8:45pm)

Andrew Cooper
Deputy Principal – Teaching and Learning

Prayer

Prayer For Reconciliation

In the custom of our school we acknowledge the traditional custodians of this land and pay our respects to the elders past, present and future for they hold the memories, the traditions, the culture and the hopes of Australia. We must always remember that under the concrete and asphalt of our school, was and always will be traditional Aboriginal land.

We pay respect to them on whose land we now are, acknowledging the loss of lands, cultures and treasures; knowing the consequences for people, communities and nations; and believing we can walk together to a better future.



We Pray: Creator Spirit of all,

We come to you united as your children.

May you comfort all those whose history on this land is a story of hurt and pain.

May your wisdom and guidance be with all who work towards a future of unity, reconciliation and peace within this Great South Land of the Holy Spirit.

Empower us Creator God, to honour the history of this Great South Land, to remember the story of those who have gone before us and to ensure the future is one of peace, reconciliation and harmony for all who walk this land. Amen.

Ms Ann Maree Pagon
Director of Religious Education



Religious Education

What is a Family?

One way of engaging with our 2017 Strenna "We are a Family" is having discussions in homerooms about families. We did this as a College last year and it was received really well. So once again each homeroom is asked to develop a statement or understanding of what family means in 2017 at St Josephs College, create a poster and have it near the entry into their classroom.

The Year 10 students and staff have completed their posters:

- Family is a place where minds connect – 10 Edwards
- To promote a happy world, love your family – 10 Ledda
- A community is a family; be that a football club, friends or being a member of St Josephs – 10 Cantamessa
- We are united in our compassion for our brothers and sisters around the world – 10 Chambers
- Happiness is only real when shared with family – 10 Prest
- Family means no one is left behind or forgotten – 10 O'Sullivan
- Family is the link to our past and the bridge to our future – 10 O'Mara

They are very thoughtful and diverse, reflecting the ideal character of our global family. They offer a talking point and a reminder that we all belong to the one family. Over the next few weeks we hope to have more ideas to share.

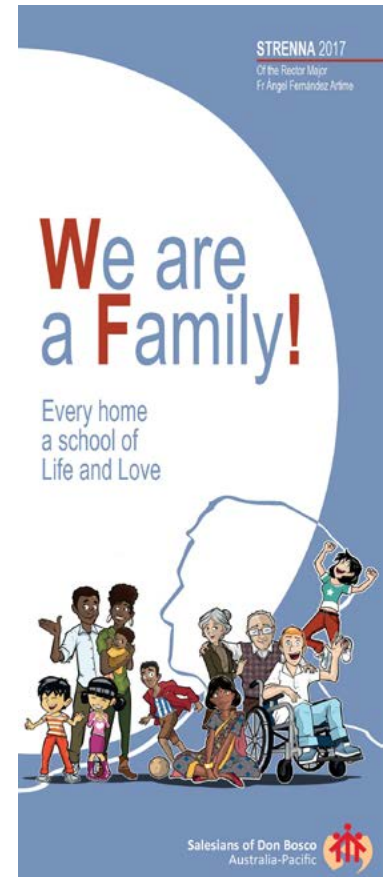
Ms Ann Maree Pagon
Director of Religious Education

Winter Camp

Don Bosco Camp, Safety Beach – A Catholic winter holiday program for young people, 9-13yo (Junior) and 13-16yo (Senior), during upcoming school holidays. A fun, exciting holiday for all, regardless of financial circumstances, in a safe and supportive environment. For more information visit www.donboscocamp.org.au or call 03 5987 2692.

A flyer can be found in the Community Section of the Newsletter.

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



Salesian Missions NEWSLETTER 2016





Junior School

Mission to Mars



Mission to Mars is a full day scenario-based program that our Year 8s have been experiencing this term. It has been a fun day, where the students have had the chance to wear space suits, work on a Mars styled landscape and perform experiments similar to ones that real astronauts would experience. The students also got to work in Mission Control, where they communicated via audio-visual links and had to solve problems to ensure the success of their mission and the survival of their astronauts on the surface. The last part of their day involved analysing their samples and data in VSSEC's Research Laboratory.

Some of our boys' opinions of the Mission:

"It was designed brilliantly. I found the VSSEC centre amazing as they put a lot of time and effort into it. My favourite part was mission control. I was doing Geology and had to direct Mr Van Dyke." Jesh Kumar (8 O'Mara)

"It was good fun, the staff were friendly and I liked how they completely involved you in the activities we were doing. I was Mission Director so I had to let the astronauts on Mars know what to do. Unfortunately, two astronauts ended up dying in our scenario, but we managed to save the rest." Daniel Scully (8 O'Mara)

"It was fun to try and figure out problems that were going to occur. I enjoyed suiting up and going onto Mars and discovering different rocks and features." Daniel Muratore (8 Prest)

"I enjoyed being in the control room, especially talking to the astronauts over the head set and helping each other with problems that came up. I loved being the Engineer and finding the different rocks and trying to work out the surface temperature." Oscar Stainthorpe (8 Prest)

Mrs Trina May
Head of Junior School





Year 7 Community Day

After the conclusion of their NAPLAN tests the Year 7s combined with Mater Christi College for a Community Day. The day consisted of Mass at St John's, activities at Becchi and finally Rollerama in the afternoon. It was fantastic to see students from both schools interacting with each other and the staff.

Below are some student accounts of the day:

"On Friday 12 May the Year 7s met up with the Year 7 Mater Christi girls. First we went to St John the Baptist's Church and had a mass there. After the mass we came back up to Becchi and made lanterns. The best best bit about the day was when we went to Rollerama in Scoresby and spent the rest of the day there skating. Overall it was a pretty good day."
Oscar Parrison (7 Prest)

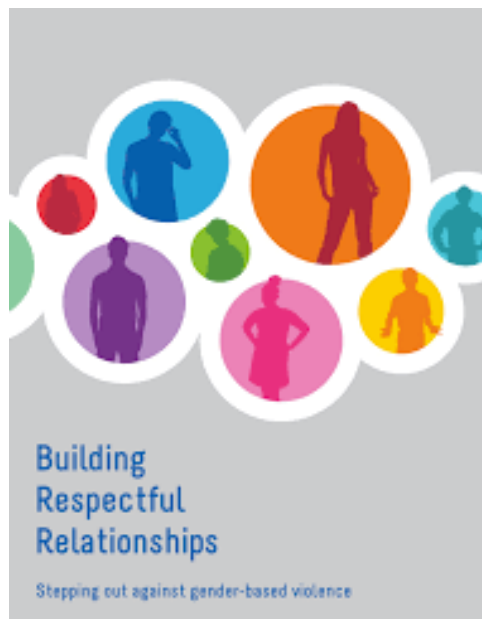
"Mater Christi girls taught the St Joseph's boys how to make lanterns with a bottle. The Mater Christi and St Joseph's Year 7s went to Rollerama it was a great day to meet new people."
Oliver Clarke (7 O'Sullivan)

Mr Dylan Price
Year 7 Coordinator





Year 8 Building Respectful Relationships Program



Next week Year 8 students will begin a three-week program on gender, violence and respectful relationships, the Building Respectful Relationship program. The program is an initiative by the Department of Education and Early Childhood Development and VicHealth to educate young Victorians about gender-based violence. The sad truth is that intimate partner violence is the leading contributor to death, disability and ill-health in Australian women aged 15-44.

Current research makes it clear that preventing gender-based violence requires an educational approach to gender violence and one that addresses the link between gendered power relations or inequalities and violence against women. The research highlights five powerful reasons to focus our efforts on educating young people:

- Adolescence is a crucial period in the formation of respectful, non-violent relationships.
- Many children and young people experience violence in their homes.
- Young people are already subjected to, and perpetrating, violence themselves.
- There is already a degree of tolerance for violence against girls and women.
- Violence prevention among children and youth has been shown to be highly effective

The Year 8 students will be exploring ideas around gender and respectful relationships, in a safe and reverent environment with support from their teachers and our Wellbeing team at the College.

If you have any queries or questions about the Building Respectful Relationship Program, please do not hesitate to contact me at the College.

Miss Jacqui Cooke
Year 8 Coordinator

Valdocco

Challenge B Italian Class Excursion

On Monday 15 May I was privileged to attend the excursion to Lygon Street, Carlton with the students of the Year 9 Italian class along with their teacher Ms Marie-Louise Bamford. Leaving the College at 8:30am we walked to Ferntree Gully Station in thick fog to board our train to Melbourne Central. Disembarking the train, we then caught a tram along Swanston Street up to Faraday Street and then walked to Lygon Street. The first place of interest that we visited was the Museo Italiano that provides a rich history of the contribution of Italian immigrants to Melbourne. Next came a visit to the famous pasticceria, Brunetti where for a brief moment I thought I had died and gone to cake heaven. Here the students had opportunity to use their Italian language skills to order hot drinks and yummy cakes. Following the morning tea break, the students had further opportunity to enhance their language skills, while in small groups, working on a fact-finding task. At lunchtime we all met up at the Italian Restaurant, Il Gambero to discuss the day's activities and enjoy a range of Italian foods that included a variety of pizzas, pastas and risottos. After lunch the students continued on their fact-finding task prior to our journey back to the College.



I thank Ms Bamford for providing the boys with such an engaging and enriching learning opportunity. I also thank the boys for the excellent way in which they conducted themselves at all times during this excursion. Both Ms Bamford and I felt very proud of them.

"We went to Carlton to experience some of the Italian culture. We visited many places such as Brunetti, Museo Italiano and many other small shops. In the museum we learnt about where the coffee machine originally came from and how it was built. We all worked in small groups to complete a fact-find booklet in order to get a better understanding of the Italian culture. As well as the culture and food we also learnt a lot about the architecture and history of Italy. This day was so much fun. I really enjoyed it."

Assante Seguin (9 Cantamessa)



Leadership Session with Mack Horton



Mack Hewitt (9 Binh Dinh), CJ (Corey) Preston (9 Prest), Max Brasher (9 O'Mara) and I went to MSAC to attend a Leadership Program run by Mack Horton. We travelled in by bus around 8:00am and arrived by 9:00am. We walked into MSAC and were taken to where the program was being held. We were waiting out the front and Mack Horton just appeared and we introduced ourselves to him. He spoke about how many times he failed and just kept pushing through to the become a Gold Medalist in the Rio 2016 Olympic Games. We got to hold his gold medal that he won and got a picture with him. He had a training session after the talk and we watched him swim for a bit. It was a great day and I really enjoyed it.

Lachie Zealand (9 Chambers)

I went to the Melbourne Sports and Aquatic Centre (MSAC) to listen to the Olympic Gold Medalist, Mack Horton. He spoke to us about his life and his obstacles. He taught us how to overcome our goals and explained to us how to prioritise the things we love and the important things in life. He told us that he failed numerous times and that's what made him want to succeed even more which eventually led to him winning the gold medal for Australia. Today was such a great and inspirational day and I would recommend it for other students if there is another opportunity.

Corey Preston (9 Prest)

Challenge B Japanese Excursion

On Monday 22 May the students studying Japanese paid a visit to the Japanese Consulate. On arrival in the city we had a long walk to the centre. The Japanese Consulate is situated on the 34th floor of a building at 570 Bourke Street. We were quite amazed to find that the lifts were all automatic. We were also quite surprised to find that we had to go through a certain amount of security. Once inside we were greeted by two friendly ladies who soon engaged us in a lesson on Japanese cuisine and how to order a meal at a Japanese restaurant. Although nervous at first we were soon fully engaged and found the experience to be good fun. Next we visited a Japanese restaurant where we had the opportunity to put our newly acquired knowledge into practice. We enjoyed a delicious meal before returning to St Joe's. Thanks to Sensei Yamada for organising the excursion.

Ms Kathleen McCrae
Learning Tutor

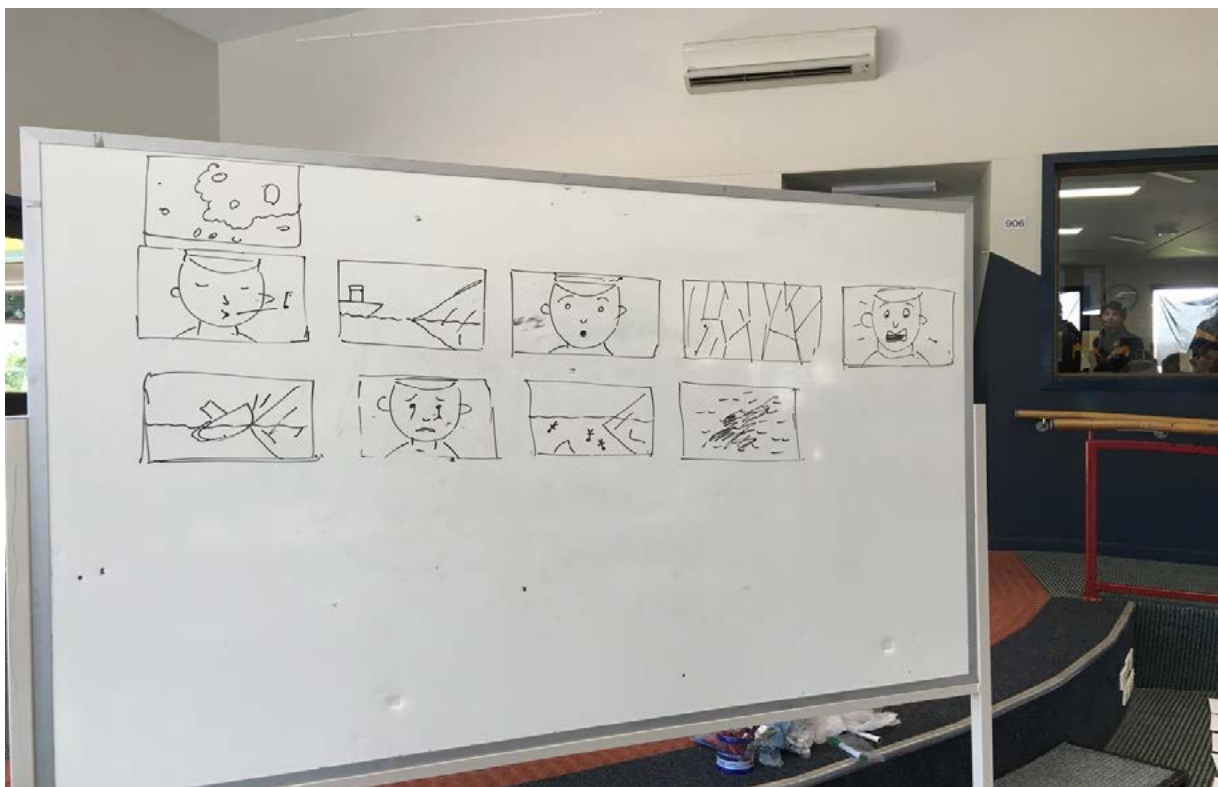
"On Monday the students of the Japanese challenge class and two teachers went on an excursion to Melbourne to enjoy Japanese food. We went to the Japanese Consulate-General and learnt about restaurant etiquette in Japan. We ate at a Japanese restaurant called Takumi where we enjoyed delicious Japanese food. Everyone on the trip had a fantastic day and learnt a lot about Japan and its culture.

Nathan Kouris (9 Cantamessa)

Mr Graeme Tucker
Head of Valdocco

The Power of Visual Literacy

"Today, our society and our world are saturated with visual stimulation. The visual image has taken over, in a sense, for better or for worse. But the reality is that if one wants to reach younger people at an earlier age to shape their minds in a critical way, you really need to know how ideas and emotions are expressed visually..." (Martin Scorsese)



(Michael Camilleri's workshops revealed the power of visual literacy to Year 9 students)

As 20th century educators, the tools we are using to engage young people in the classroom are becoming more dynamic and diverse. Further to this, more than ever before teaching and learning methods are guided by the growing cultural and social trends of our time. Today's students expect to be stimulated and inspired at school, and rightly so. However, what is becoming increasingly apparent is that today's learners have an inherent visual ability and approach to learning, that when harnessed and nurtured, can have tremendous results. To put it simply: today's students can do, see and understand things that we cannot and we as teachers should cater for this new and exciting reality.

Widely acknowledged as a perpetual product of 20th century culture and custom, students of this generation are exposed to images and visual content at a rate so rapid that even they can become lost by the inevitably mixed messages that fly off off their screens. And yet, studies have shown that depending on how many hours spent online, young people are able to view up to 10,000 images a day. Young people are also choosing to communicate with others, consume information, engage in discussions and forms of entertainment that are all highly visual. This has led to the widely accepted theory of bringing this inherent visual literacy understanding from the outside world, into the classroom.



The International Visual Literacy Association defines visual literacy as “the ability to understand and produce visual messages” with an emphasis on the ability to “read” an image just as one would traditionally “read” a group of words or a written passage. Similarly, in her article, ‘The Need for Visual Literacy Instruction in K-12 Education’, educational commentator and reading specialist, Ellen Topiel explains that being literate in today’s world consists of more complex criteria than in past generations and “more diverse expectations are being placed on our students...as (they) move away from strict print reading and journey into a world of literacy that is predominantly visual, sensory and technologically loaded”. In essence, it is vital that we as educators understand the expansive definition of the term literacy and begin to apply these changes to our pedagogy and within our broader curriculum.

Similar to traditional forms of literacy, there are two aspects associated with visual literacy that must be explained and both form a vital part of our Term 2 English studies at Valdocco. The first vital component is the reading of visual content. This reading can take the form of image and film analysis, evaluating emotional responses to ads and graphics, understanding symbols, and exploring authenticity and purpose in various forms of multi-media. Our Visual Literacy unit at Year 9 begins with the study of Shaun Tan and John Marsden’s critically acclaimed visual text, ‘The Rabbits’, and is built around extracting important messages from images, evaluating the relationship between image and text, revealing hidden symbols, and using the text as a document of Australia’s broader historical narrative. The power of the images within the text is immediately apparent, but what is far more powerful is watching students become immersed in the pages of this Australian treasure and witnessing their visual skills ignite and take flight.

The second component of visual literacy is the creating of visual content. Again, just as in traditional literacy, the theoretical aspect of reading must be translated through the more practical element of creating, in order to truly apply literacy skills and communicate ideas. Within our curriculum, after studying Tan and Marsden’s text, Year 9 students are then required to create their own visual literacy piece, applying the lessons from their reading and analysis to express their own views on an issue they feel passionate about. The task asks students to choose one specific format from a panel of strictly visual options to communicate a powerful message around their chosen issue with the intention of raising awareness and creating an emotional connection with their audience. In my experience, the task strikes the perfect artistic balance between a structured framework and the freedom for students’ independent thought and creativity to run wild.

(Michael Camilleri inspiring the students at Valdocco)



To kick start our visual literacy unit in style, last week we were fortunate enough to have acclaimed illustrator Michael Camilleri come to our campus and assist our students in revealing their artist within. Over two days and four workshops, our animated guest speaker was able to inspire our boys and provoke their creative talents by showing them how to express themselves using only a handful of simple frames. Starting with a narrative idea and a handful of illustrations, the instructions became gradually more complex as students were told to strip their work down to the bare essentials. Once again, the response of the students to this visual approach was immediate and focussed. The take away lesson was to always tell a story and sell the strength of the message through simplicity and truth, a slogan that seemed to resonate throughout and beyond the walls of our community room.

The fact remains that this generation of students are visual consumers. Their overwhelming exposure to images is matched only by their ability to analyse these images and make judgements accordingly. The reality of our educational landscape is that we must not only embrace visual literacy as a way of teaching and learning, but to celebrate it. In doing so, we must face up to the fact that these young people can see things that we cannot.

Mr Louis Goutos
Year 9 Curriculum Leader



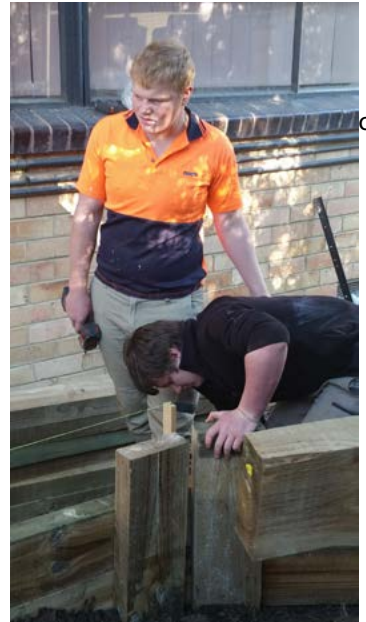
Senior School

Year 12 VCAL and VCE

In recent weeks the Year 12 VCAL class have been busy undertaking their Community Based Project at St John the Baptist Parish Primary School in Ferntree Gully. The project has seen our students apply their vocational and trade skills in the planning and building a native garden in what was formerly a disused area of the school. It has been pleasing to hear positive reports from staff that have been present to help guide the students with this task. It is a testament to both our VCAL boys and the VCAL program at the College that our students are able to have such a positive impact in the local community.

During our most recent Oratory session our Year 12 VCE students were privileged to have our Pathways Coordinator Mrs Vivienne Egan conduct an informative session on University Life. With University Open Days only just around the corner it was an opportune time for our VCE students to gain some very valuable insights about Entry Requirements and University Life. Class of 2016 students Jackson Hamill, Travis Hartley, Andrew Cavarra and Josh Rak were also on hand to pass on some of their experiences to the 2017 VCE cohort as well as answering many questions about their courses. Hopefully sessions such as these continue to add value to the learning experiences that these students are having in the classroom.

Mr Liam O'Keefe
Head of Senior School



Year 10

Study v. Homework

Examinations are approaching, students should be organising their notes, creating cue cards, going over past assessments and setting up a consistent routine for homework and study in the wake of the Year Level Study Skills Program and the fast-approaching Senior School Examinations. The Examination timetable has just been released to the boys so it is very important that your son takes note of when his examinations are for each subject. Some students may have examinations that will clash which means they will need to collect a clash form from my office to reschedule.

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



As such, I invite all students to participate in our ARVO Study Program on Wednesday afternoons in Room 47 from 3:20pm – 4:30pm. I have been emailing all Year 10 Students weekly, reminding them of this resource. If you feel it would be useful for your son to attend, please have a discussion with him about this and ask him to schedule in this time in his Weekly Study Planner. Copies of these planners are available in the Year 10 Coordinator's Office. It is important that he also recognises the need for improved study skills before attending the program.

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

Homework:

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

Study:

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

Miss Alex Bantock
Year 10 Curriculum Leader

Year 11

With Unit One Exams fast approaching, (June 5 -9) the Year 11 cohort will hopefully have found study routines that work for them, different ways of revising that help them learn, or be taking the initiative in seeking out help from their teachers.

If you haven't already done so, read Miss Bantock's article above for a helpful explanation of the difference between homework and study.

Sometimes the biggest problem boys face is not understanding how to study, If your son is complaining that he does not know how to study, here are some ideas that may help him get started.

- Make a chapter summary
- Make flash cards with questions/answers
- Create a poster with mind maps of key concepts
- Do practice exams
- Make mnemonic devices to help remember key topics
- Make your own quiz and get friends or parents to test you

It is essential that good study habits are established now (if they aren't already) to maximise your son's potential. If study is a never-ending battle for you and your son, and you feel that some assistance is required, please don't hesitate to contact me at the College.

Ms Melanie Wood
Year 11 Curriculum Leader



Year 12

We are well underway into what is a very busy term, where your son's organisational skills will be tested to their limits. Year 12 is a tough year, with your son facing many challenges. About now it's not uncommon to see motivational levels dropping and attitudes changing.

Please continue to support your son through this time and encourage him to take advantage of what the school can offer. I suggest to all boys that they utilise the study planners we have, seek out help from their teachers, attend study sessions, seek out our support services of Mrs Vivienne Egan (Pathways Coordinator) and Mrs Tracey Ashton (Counselling Services) who can help with establishing clear goals for the remainder of the year.

These approaches will all help to alleviate some of the stress that goes with being in Year 12.

For your information, please find below some of the important dates coming up for our Year 12s.

Key dates:

Monday 5 June – Friday 9 June	Examination Period
Wednesday 14 June	General Achievement Test (All VCE students must sit this examination)
Tuesday 27 June	Year 12 Retreat 8:30am – 6:00pm – Compulsory school event
Wednesday 28 June	Parent/Teacher/Student Conferences.

VCAL students will have normal classes during the examination period.

Mr Matthew Dunn
Year 12 Coordinator

Sport

Victorian College State Basketball Championships

Congratulations to our Intermediate Representative Basketball Team, advancing through to the Finals stage of the Victorian College State Basketball Championships.

Competing recently in the Qualifying Stage at the State Basketball Centre, the boys progressed through the day undefeated, which included wins over Sports Academy schools Rowville and Berwick, as well as Beacons Hills College.

We look forward to seeing these boys compete in a number of tournaments throughout the year.

Mr Paul Trubiani
Head of Sport





Music

ACC Excursion to Geelong



On Monday 22 May, 40 students participated in the ACC singing and drumming workshop. This excursion was held at St Joseph's College Geelong. It was an early morning; we had to make sure we were at school before 7am so we could be on the road as early as possible. The guest presenters were Dr Jonathon Welch, Bert La Bonte and John Seal. In addition to our College, students were present from Mazenod College, White friars, CBC St Kilda, Simonds, De La Sale and St Joseph's College Geelong.

I partook in the singing workshops and really enjoyed it. This was run by Dr Jonathon Welch. He is incredibly talented and enthusiastic and created an atmosphere that was encouraging. We sang many songs, learning how to properly warm up and how to sing with a choir. It was a wonderful ending with a concert where everyone played/sung what they learned throughout the day. The 150 vocalists performed 'Best Day of My Life' and this was in three-part harmony. The trip to Geelong was well worth it and we will remember it fondly. Overall, it was an incredible experience to spend an entire day focusing purely on music surrounded by so many passionate and young musicians. Luke Morton (11 Cantamessa)



Miss Bronwyn Dean
Music Convenor

Year 7 Music: What it is Like to Learn an Instrument for the First Time: Drums



The Year 7 students shared their thoughts on what it has been like to learn Drums and Percussion at St. Joseph's.

"I enjoy learning drums and percussion with Dayne as he is extremely patient and explains the techniques in a way that is fun and easy to understand."

Jarvis Dodds (7 O'Sullivan)

"Once you have learnt the basic drum beat, it is quite easy as you then add the more difficult patterns to the basic beat. It has been awesome learning an instrument for the first time and getting to know a new skill."

Jake Mackay (O'Sullivan)



"Today during Period 2, we learnt how to play 'We Will Rock You' on the drums, glockenspiel, congo, snare and the xylophone. It was incredible to play with the entire group and create a song that is just made up of percussion."

Oliver Clarke (7 O'Sullivan)

"It is so much fun to learn how to play the drums and try out a variety of different percussion instruments."

Ben Smith (7 O'Sullivan)

Reminders: Practice Log and 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

Miss Bronwyn Dean
Music Convenor



Meet our Instrumental Music Staff



Dayne Lawless
Drums/Percussion
Thursdays



James Ferguson
Piano/Voice
Can also teach guitar/drums
Wednesday/Thursday



Claire Ransome
Violin
Can also teach viola
Tuesday/Thursday



Giles Warren
Guitar/Bass
Can also teach drums/cello
Tuesday/Thursday



Darren Ciran
Clarinet
Can also teach flute/saxophone
Week A: Tuesday/Thursday
Week B: Thursday



Jess Smith
Flute
Week A: Tuesday/Thursday
Week B: Thursday



Trea Hindley
Trumpet/Trombone/Tuba
Wednesday/Thursday



Helen Giokas-Smith
Trombone
Week A: Tuesday/Thursday
Week B: Thursday

Chieri

Shelving Our Collection in Genres

As reported in the 2016 newsletter, more and more libraries are shifting to organising their collections around genre (that is the 'theme' or 'content' or 'style' of the book).

Over the past three months, the collection in Chieri has been re-jigged, re-stickered and re-organised so, rather than making alphabetical order the most important organiser, the books sit on our shelves in genre collections. The books are then organised alphabetically. The genres used in Chieri are (in no particular order):

Young Adult
Humour
Adventure
Mystery
Crime
Science Fiction
Fantasy
Sport
History
War
Fun Facts
Classic
Action
Short Stories
Horror



We also have a separate section for picture books and graphic novels. There is still a considerable collection of non-fiction, although this is decreasing as we shift some of these to the genre collection. Given the student use of devices, new non-fiction tends to target very specific subjects linking closely to our curriculum areas.

So far, the shift to genre has been quite successful for our students. In terms of library management, we are able to more quickly determine trends and help our students read more widely.

Mr Dale Sheppard
Head of Information Services

Literacy

Artist-In-Residence

In recent editions of the Newsletter, I have reported on author visits at Years 7 and 8. Both year levels enjoyed these author visits very much, and Archie Fusillo (Year 7) and Scot Gardner (Year 8) were entertaining.

At Year 9, we have a different approach as the Year 9s complete a visual literacy unit. This explores the way in which an image, or a series of images, can be used to tell a story – in effect, 'a picture paints a thousand words'.

Michael Camilleri spends two days with our Year 9 students. This allows him to speak to smaller groups and assist and challenge on a more personal level. Michael





takes the students through a framework for visual storytelling. His lesson encompasses perspective, character, emotion, view and focus. The award-winning book 'One Minute's Silence', which Michael illustrated, demonstrates this very effectively (the image from this page shows just how effective).

This 'artist-in-residence' program has been very successful for the past two years and we now plan to extend this to Year 7 and 8 in the future, so that rather than just being entertained, the students have the opportunity to really extend their English skills.

Mr Dale Sheppard
Teaching and Learning Coordinator – Literacy

Technology

Prepare Ye the Way!

As mid-year exams come to an end it is an important time for students, particularly Year 12 students, to reflect on the preparation and revision routines they employed during the lead up. What worked, and crucially what did not. The intent of this commentary is not to present a wide range of preparation techniques, although these may come in future musings. Instead I will focus on just one.

While many VCE subjects do not enjoy the advantages of Check-Point booklets, it is possible to employ a revision technique which will provide similar drills. My suggestion is to literally cut-up past exam papers, and sort questions into relevant topics which can be studied and practiced. By doing this a student can consolidate topic knowledge and practice the skills needed to best answer each question. The real difficulty is finding the time to carry out this exam dissection. My advice is "many hands make light work"; so, do this as a class exercise, one paper per student. Label each question with the Year and Question Number for reference, and then undertake a teacher-led class topic sorting exercise. The results can be photocopied and provided as handouts and/or class questions of the day. This exercise could also be done by cutting and pasting from electronic copies, but this will take more effort, trust me.

Get started now and enjoy the euphoria of knowing you are preparing early for the end of year exams.

My best.

Mr Tim Smith
Teaching and Learning Coordinator – Art and Technology



Counselling

'13 Reasons Why': How to address suicide and mental health issues raised in the Netflix series

Since its release in March this year, concerns about the portrayal of suicide in the program '13 Reasons Why' have been the source of much debate and concern. Even if you have yet to see the program yourself, chances are that you have heard about it and so has your son.

What you need to know about '13 Reasons Why'

13 Reasons Why is a Netflix series based on the best-selling novel by Jay Asher which follows the story of the central character, a teenage girl by the name of Hannah Baker. In this series Hannah, who is a victim of online harassment and sexual assault, leaves behind a series of audiotapes that unravel the mystery of her death. The series, which is currently available for streaming on Netflix, is most recognised for its depiction of the main character's suicide.

The show has primarily sparked concern due to its confronting and graphic portrayal of the main character's suicide method and means. In addition, the show also raises concern due to the way it depicts content surrounding sexual assault, bullying,



and mental health issues.

Although teenagers are likely to encounter the issues presented in the show at some stage in their adolescent years, there is widespread concern surrounding the way in which '13 Reasons Why' presents messages about self-harm, suicide, sexual assault, and the way in which young people interact with others in difficult times.

The following offer a deeper understanding of the concerns stemming from '13 Reasons Why'.

- <https://www.headspace.org.au/news/dangerous-content-in-13-reasons-why/>
- <http://www.theage.com.au/entertainment/tv-and-radio/headspace-issues-warning-over-graphic-netflix-series-13-reasons-why-20170418-gvmuzq.html>
- <http://www.abc.net.au/news/2017-04-18/netflix-series-13-reasons-why-prompts-mental-health-concerns/8450176>

What to do if your teenager has watched the show or wants to watch the show

Since its release a number of organisations have published advice on what to do should your teenager want to watch and/or talk about '13 Reasons Why'.

Mental Health First Aid Australia

- Dr Claire Kelly, Youth Programs Manager says, "Telling young people they shouldn't watch it may reinforce the idea that suicide shouldn't be discussed. Instead, it's important for the adults around them to be ready to talk to them about the content, and about what they should do if they or one of their friends needs help."

Reach Out Advice

This article covers the following headings:

- Read up on the issue of youth suicide.
- Is '13 Reasons Why' right for your child?
- Don't binge watch it.
- Talk to your teen about the issues raised after each episode.
- Make sure they know where to go for help.
- Connect your teenager to support services if they are any concerns

Resources

- [Plot summary and content warning](#)
- [Important Talking Points](#)
- [How to talk to your teen about 13 Reasons Why](#)
- [5 Conversations to have with your Teen after 13 Reasons Why](#)

Where to go for Support

If you, your teen, or anyone else is troubled by this information, by content of '13 Reason Why', or experiencing a personal crisis, you can contact:

Lifeline	13 11 14 or lifeline.org.au
Suicide Call Back Service	1300 659 467
BeyondBlue	1300 224 636 or beyondblue.org.au
Mensline	1300 789 978
KidsHelpline	1800 551 800
Headspace	1800 650 890

The Counselling Team



Career News

ACER – UMAT2017

Year 12 students are reminded that registrations for UMAT2017 close on Friday 2 June 2017 at 5.00pm sharp! The UMAT2017 will be held on Wednesday 26 July 2017, and the results will be available late September 2017. Students should also note that results from UMAT2017 can only be used for undergraduate medicine or health science courses beginning in 2018 but not 2019. Students should not register for UMAT2017 unless they are planning to apply for a course commencing in 2018 and they meet the eligibility criteria specified in the UMAT2017 Information Booklet.



For more information, and/or to apply visit [UMAT2017](#).

News from RMIT University

- Science in the City Lab Tours

Students and parents are invited to visit the state-of-the-art laboratories to learn more about RMIT courses on offer and the research and training facilities available to students. Students interested in biology, biotechnology, chemistry, environmental science, food science, nanotechnology or physics are encouraged to attend.

Date: Thursday 29 June 2017

Time: 11.00am – 2.00pm

Venue: Building 3, Level 1, Applied Sciences Reception, RMIT City campus

This is a free event but registration is important. Register at Science in the City (Lab Tour)

- Bachelor of Biomedical Science (Laboratory Medicine)

Medical laboratory scientists are critical to the provision of effective healthcare. Using your knowledge and analytical skills, you will perform diagnostic and scientific procedures on samples such as body fluids, tissues, and swabs to investigate, identify and treat disease.

Students who graduate with a Bachelor of Biomedical Science (Laboratory Medicine) from RMIT will be a qualified and accredited medical laboratory scientist equipped with:

- Work-ready skills and experience – students will have undertaken in-depth and hands-on laboratory work in modern, purpose-built facilities during their course. They will also have gained real-world experience with two semesters of industry work placement and advice from practising professionals.
- An internationally recognised degree – this is the only Victorian degree accredited by the Australian Institute of Medical Scientists (AIMS) and the only Australian degree accredited by the Institute of Biomedical Science (IBMS) in the UK. Graduates will also be eligible for membership of the New Zealand Institute of Medical Laboratory Science and the American Society for Clinical Laboratory Science.
- A qualification giving students an excellent foundation for further study in laboratory medicine, or for other qualifications and careers in medicine
- and healthcare.

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

The Subject bonuses are: A study score of 30 in one but no more than three of Biology, Chemistry, any Mathematics, or Physics equals 2 aggregate points per study.

Find out more at [Biomedical Science \(Laboratory Medicine\)](#).



Degrees Expo at Box Hill Institute

Box Hill Institute will be hosting a Degrees Expo for and students are encouraged to attend, talk to course experts, or even try an industry taster masterclass.

Date: Wednesday 24 May 2017
Time: 4.00pm – 7.00pm
Venue: 465 Elgar Road in Box Hill

Find out more about Box Hill degrees at [Degrees at Box Hill Institute](#).

Deakin University – University Talk Student Advisory Group

At Deakin we value the opinions of our current and future students, which is why we've created a unique forum for them to be heard. University Talk is an online student advisory group where Year 11 and 12 students can share their thoughts on a range of topics, helping Deakin improve the university experience. We invite your students to join University Talk and start making a difference today. [University Talk Student Advisory Group](#).

William Angliss Institute – School Holiday Programs

William Angliss Institute offers Year 9 - 12 students the opportunity to immerse themselves in their dream career via some hands-on workshops.

These school holiday workshops are ideal for students considering a career in Foods, Tourism, Hospitality or Events, or simply want to learn more!

Lunch, refreshments and a campus tour are included in the price.

Program	Date	Cost	Details
Tourism and Travel Day	Monday 3 July	\$15	Amazing race and cabin crew session
Baking and Patisserie Day	Tuesday 4 July	\$15	Chocolate making and baking
Events Day	Wed 5 July	\$10	Table styling
Food Science Day	Friday 7 July	\$15	Ice cream making and sensory evaluation
Tourism and Travel Day	Wed 27 September	\$15	Amazing race and cabin crew session
Cookery Day	Thur 28 September	\$15	Pizza Making

Register online for one or more of these programs at [School Holiday Programs](#).

News from La Trobe University

With cybercrime such a wide-spread threat these days, and the need to have highly specialised experts – not just IT professionals – trained to combat this threat, La Trobe University will be introducing new cybercrime courses in 2018. The expectation is that these new courses will address the global shortage of cybersecurity professionals. The courses include -

1. The Bachelor of Cybersecurity

The 3-year Bachelor of Cybersecurity degree will cover topics such as the history of hacking; what methods are used to defend and protect against malicious cyber threats; what sophisticated techniques cyber criminals use, etc. Students will also participate in two industry-based projects in their third year.

The aim is to see graduates working in organisations as excellent problem-solvers, and equipped to protect intellectual property, data, and the organisation's people.

The VCE requirements for this course are Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL, and the anticipated ATAR will be 60 – 65.

2. The Bachelor of Cybersecurity/Bachelor of Commerce

This 4-year double degree will give students the flexibility to study all that is offered in the cybersecurity degree plus pursue a specialised area in business. So, students will be able to select from finance, management, economics, marketing, or



accounting, as a Commerce major, while also learning the fundamentals of cybercrime and how to combat it.

The VCE requirements for this course are Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL, and an ATAR.

3. The Bachelor of Cybersecurity/Bachelor of Psychological Science

This unique 4-year degree gives students the chance to complement their study in psychological science with the highly-specialised cybersecurity field. Besides studying the essentials of cybersecurity – exploring how online criminals use sophisticated techniques to deceive and manipulate individuals – students will also gain an understanding of abnormal, clinical and health psychology, and social psychology, etc. This distinct combination of study areas will allow students to pursue a career as a professional psychologist, or build a career within the growing field of cybersecurity.

The VCE requirements for this course are Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL, and an ATAR.

4. Bachelor of Information Technology majoring in cybersecurity

The 3-year Bachelor of Information Technology will offer a new major – cybersecurity – which means that students who graduate with this major can pursue a career in cybersecurity. With this major, students will study networks, system and software security, cryptography, and computer forensics.

The VCE requirements for this course are Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL, and an ATAR of around 55.

Graduates of the new suite of cybersecurity courses will be able to work in a range of fields including as a cyber intelligence analysts, risk management specialist, security policy advisor, cybersecurity consultant, to name but a few.

Students who wish to learn more about these courses are encouraged to collect a 2018 Course Guide from the Career Centre and/or register for updates at [La Trobe - New Courses](#).

INSTITUTION	COURSE NAME	MAJOR STUDIES	ATAR 2017
CQU M - Melbourne	Professional Communication	Journalism, Management, Digital media production, Marketing, Human resource management.	n/a (M)
DEAKIN M - Melbourne GW - Geelong Waurn Ponds	Communication (Digital Media)	Funding programs, Media genre and cultural representation, Media and cultural industries, Media policy regulation and censorship, Celebrity and advertising industries, Digital and social media.	n/a (M) n/a (GW)
LA TROBE M - Melbourne	Media & Communication (Journalism)	Journalism	50.00 (M)
	Media & Communication (Media Industry)	Media production, Media industries.	50.85 (M)
	Media & Communication (Sports Journalism)	Journalism (Sport)	50.35 (M)
MONASH Ca - Caulfield Cl - Clayton	Arts	Journalism, Criminology, Performance, Indonesian studies, Humanities, Music, Film and screen studies, Philosophy, Religious studies, Anthropology, Islamic studies, German studies, Arts, Japanese studies, Archaeology, Theatre, Korean studies, Human rights, Australia in the world, English as an international language, Ukrainian studies, International studies, Social science, Psychology, Indigenous cultures and histories, Politics, Communications and media studies, Chinese studies, Jewish studies, History, Languages, Linguistics, Behavioural studies, Ancient cultures, Literary studies, Human geography, Bioethics, French studies, Holocaust and genocide studies, Italian studies, Australian studies, Sociology, International relations, Spanish and Latin American studies.	81.05 (Ca) 85.05 (Cl)
	Media Communication	tbc	New in 2018
RMIT C - City	Communication (Journalism)	Online journalism, Digital journalism, Data journalism, Journalism law, Political journalism, Literary journalism, Journalism culture, TV journalism, Print journalism, Journalism ethics, Journalism foundations, Journalism practice, Broadcast journalism, Radio journalism, Newsroom sociology, Journalism innovation, Journalism, Photojournalism, Journalism history, Newsroom practice.	81.20 (C)
	Communication (Professional Communication)	Cinema studies, Media production, Journalism, Advertising, Communication, Politics, Asian studies, Literature, Popular culture, Economics, Public relations.	84.70 (C)



SWINBURNE H - Hawthorn * Professional Degree	Arts	Advertising, Chinese, Cinema and screen studies, Creative writing and literature, Criminology, Digital advertising technology, Environmental sustainability, Games and Interactivity, History, International studies, Japanese, Journalism, Media industries, Philosophy, Politics and international relations, Professional writing and editing, Social media, Sociology.	60.25 (H) 80.00 (H) *
	Media & Communication (Professional)	Advertising, Cinema and screen studies, Creative writing and literature, Digital advertising technology, Games and interactivity, Journalism, Media industries, Public relations, Social media.	60.10 (H) 80.15 (H) *
UNIVERSITY OF MELBOURNE P - Parkville	Arts	Ancient world studies, Anthropology, Arabic, Art history, Asian studies, Australian Indigenous studies, Chinese, Chinese studies (minor), Classics, Creative writing, Criminology, Development studies (minor), Economics, English and theatre studies, English language studies (minor), Environmental studies (minor), European studies (minor), French, Gender studies, Geography, German, Hebrew and Jewish studies, History, History and philosophy of science, Indonesian, Islamic studies, Italian, Japanese, Knowledge and learning (minor), Law and justice (minor), Linguistics and applied linguistics, Media and communications, Philosophy, Politics and international studies, Psychology, Russian, Screen and cultural studies, Social theory (minor), Sociology, Spanish and Latin American studies.	89.30 (P)

Many universities in Victoria offer media, media & communication, and/or journalism degrees, and some of these are listed above. Students should note that the prerequisite VCE subject for most of these degrees is only an English or EAL. For a comprehensive list of courses (including the many double-degree options) on offer at universities, visit VTAC.

Snapshot of La Trobe University

- 2017 marks the 50th year since La Trobe enrolled its first students
- According to the QS Top University Rankings, La Trobe is listed among the top 100 universities under the age of 50, and in the top 400 universities worldwide
- La Trobe has more than 36,000 students and 3,000 staff
- La Trobe has eight campuses including a campus in Sydney
- Over 55% of students who study at the Bendigo campus come from outside of Bendigo with over 500 students living on campus
- La Trobe is also the largest provider of higher education to students from Victoria's regions
- La Trobe ensures that there are opportunities for students to develop skills beyond the knowledge they are gaining at university through work experience, volunteering, and student exchange opportunities, etc.
- The [Career Ready Advantage](#) program is an excellent program designed for students to help them actively prepare for life beyond La Trobe
- La Trobe has two colleges: Arts, Social Sciences and Commerce (ASSC) and Science, Health and Engineering (SHE)
- The College of Arts Social Sciences and Commerce (ASSC) is made up of four schools and 11 departments, and offers a range of specialised study options across all of La Trobe's campuses
- The College of Science, Health and Engineering (SHE) contains nine schools and 16 departments working across La Trobe's multi-campus operations, offering general and specialist undergraduate, postgraduate and research higher degree courses
- La Trobe has a Hallmark Program for high-achieving students who are passionate about learning - [La Trobe Hallmark Program](#). There is a Vice-Chancellor's Excellence scholarship attached to the Hallmark Program valued at \$6,000 per year over four years
- La Trobe also offers an Early Entry program called Aspire. This program is designed to acknowledge secondary students who work hard to make positive changes in their schools and communities through volunteering. The Aspire Early Admissions Program acknowledges a student's volunteering efforts when they apply. As a successful applicant, students receive an offer into their course in September before they receive their ATAR - [Aspire Early Admissions Program](#)



Mrs Vivienne Egan
Pathways Coordinator



Community News

DON BOSCO CAMP

SAFETY BEACH
Est. 1945

2017 WINTER HOLIDAY CAMPS



JUNIOR CAMP

3 to 6 July

Young people aged 9-13 Years



SENIOR CAMP

10 to 13 July

Young people aged 13-16 Years



Cost \$155

Transportation available from
Sunbury, Essendon & Chadstone

To book & for more information visit:
www.donboscocamp.org.au

Contact the Camp Office:
dbc@donboscocamp.org.au or (03) 5987 2692



52-62 Dromana Pde, Safety Beach VIC 3936