



Agité

Term 2, Week 9

June, 2017

This fortnight in Agité

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**St Josephs
College**



Principal

Opportunities to receive feedback from exams and assessment tasks provide students with information about what they have achieved and, more importantly, what they need to do to build on their strengths. Building on strength is more powerful than focusing on the elimination of weaknesses. Of course, it is important to understand areas that we may need to improve and work on these, however, it is far more effective to celebrate and leverage off young people's strengths.

It has been a term once again filled with opportunities for the boys. Recently the group of staff and students travelling to Kiribati departed for its adventure to be in community with the people of Kiribati. Pictured at the international departure gates, joy is clearly evident on the faces of all involved.

Recently we held our mass in the parish at St Joseph's, Boronia. I would like to acknowledge all the staff, students and families who participated. Our College Rector, Father Martin Tanti, celebrated mass and Miss Bronwyn Dean prepared the students.

"As a Year 12 student at St Joseph's College and a former pupil here at St Joseph's Primary School, I am truly humbled to return to a place that has played such an important part in my development as a young man. I owe a lot to both of these communities, the lessons they have taught me, the values they have instilled in me, the relationships they have allowed me to form."
Liam Francis (12 Prest)



"I'm extremely happy with where my life and education are at the moment. Much of that is thanks to going to a great school with amazing teachers and friends, and much is thanks to my background here at St. Joseph's Primary. I just want to thank both schools for embodying Jesus' teachings and preparing us for the life ahead of us."
Joel Francis (10 Chambers)



Recently, Ms Leasa Torelli announced she would be leaving St Joseph's College to take up a role at Genazzano College. As Development Manager, Leasa has provided great service to our College, and I thank her and wish her well in her new endeavours.

All the best for the fortnight ahead.

Ms Cathy Livingston
Principal



Deputy Principal – Students

Not Just Three Rs

We are coming to the end of what must, to the students, feel like a long and arduous term. Term 2 is the most testing of terms. The teaching and learning momentum is up, there is serious assessment taking place and students are learning at a furious pace. On top of all that, Term 2 is the winter term and the icy weather and short days drag at the students as much as they drag at each of us. All of these factors conspire to make this a weighty term, and it would be no surprise to find that many students are looking to the impending holidays with a mixture of impatience and relief.

The holidays are an important time in a student's school year, and their importance can be summarised by a number of Rs. We have all heard reference to the Three Rs and schooling – reading, writing and arithmetic. I have always been bothered by that phrase because I'm an English teacher and only one of those words start with R, but also because boring old arithmetic is alongside the noble reading and writing. The Three Rs are presented as the key skills a student should have, but, when we are talking about the whole student, there are some other Rs to consider also.

Students will be relieved to hear that one of the things they should do on the holidays is relax. The sometimes frenetic pace of Term 2 and the demands upon student energy and time is such that they really do need to relax and, in relaxing, recharge. There are the first two of their Rs.

Next, they should reconnect. The routine of school becomes such a rhythm that there is a real risk that students become so focused on their schooling that they let their relationships with the most important people in their lives – their families – slide. The holidays present a time to reconnect with their families. With the demands of school and bus timetables suspended for these two weeks, students should endeavour to make a family timetable.

The remaining Rs relate to the students' studies. First they need to reflect. Students should consider how they have approached their studies and ask themselves some key questions, and then reassess that approach. What has been successful? What hasn't? What approaches to study need to change? Have they given the appropriate level of respect, time and attention to their studies? Have they cultivated strong learning relationships with their classmates and teachers?

Having done this, they should review. Look at the school work of the first two terms and consider them as part of the whole year's campaign, noting where the strengths are and also where there are gaps. Use this to create a bit of a plan for when they approach the next R – revision.

Students should use this time to revise, to go over the material and skills they have learned and to ensure they learned it well. They should take the time to revise and study, to go over their notes, enhance them or perhaps create new ones, and to complete tasks and exercises similar to those they have already done in class and for homework. This will ensure they are ready for when they return (there are another couple of Rs for them).

So, in addition to the old Reading, Writing and Arithmetic, students need to consider the other equally vital Rs over the coming holidays. They need to Relax first of all, so that they Recharge their spent Reserves. While they're doing that, they need to Reconnect with their family Relationships, spending real time with these important people. They should also consider their studies, and Reflect on their learning as they Review and Revise so that they are Ready for when they return for the start of Term 3.

Really.

Mr Guido Piotti
Deputy Principal – Students



Prayer

In the Midst of Winter

With the current world events, the season of Winter can perhaps highlight the gloom and darkness in our lives, we pray:

Lord: In the midst of Winter, when the days are cold and wind can pierce, remind us of the warmth of your love.

In the midst of Winter, when days are short, dawn comes late, and dusk arrives early, remind us that in the darkness your light still shines.

In the midst of Winter, when the flowers of spring still lie hidden in the earth, when leaves are off the trees, and the world can seem bleak remind us that longer, warmer days are but a short time away.

And when in our lives we feel as if we are experiencing a season of winter, reach out to us with the power of your resurrection so that we may feel the warmth of your love and see your light that alone can take away the darkness of our soul.

Amen

Source: Cal Wick <http://www.xavier.edu/>



Religious Education

Raising Awareness: Global Family

On Tuesday 6 June 2017, four of our Year 10 students attended the Student Social Justice Day: Love thy Neighbour event with Miss Alex Bantock.

Archer Radley (10 Edwards)
Josh Cresp (10 O'Mara)
Joel Francis (10 Chambers)
Max Torcasio (10 Ledda)

The article below was written by [Adrian Agpasa, Office for Justice and Peace and The Benenson Society](#).

Over 100 representatives from 21 schools came together from across the Archdiocese (some from as far away as Camperdown!) to Australian Catholic University, Fitzroy for the Office for Justice and Peace's annual Student Social Justice Day. The students attending were all chosen by their schools because they are school leaders or have shown a particular interest in taking a bigger role in social justice in their schools.

The theme of the day was 'Love thy Neighbour', inspired by Caritas' Project Compassion theme, and the hope is that every student will have been inspired by the day to go back to their schools and implement practical ways to fight for social justice for their neighbour, here, at home, and overseas.



The morning began with Michael Walter from the St Vincent De Paul Society, giving a thought-provoking and engaging presentation. Drawing upon his life including his overseas experiences, he brought the four permanent principles of Catholic Social Teaching (Imago Dei – Dignity of the Human Person, the Common Good, Subsidiarity and Solidarity) to life.

He exhorted the students to be challenged by those around them, to be courageous and persistent in creating a better world and understand the importance of having time to recharge oneself.

The students, showing their school experiences and pre-existing knowledge of social justice issues, were articulate and eloquent in answering Michael's questions throughout the presentation.

In the afternoon, eight different organisations held workshops. These were the Australian Catholic Religious Against Trafficking in Humans (ACRATH), the St Vincent De Paul Society, The Benenson Society, Caritas Australia, Catholic Mission, CatholicCare, Aboriginal Catholic Ministry Victoria and Young Christian Students. ACU's NET Team and others from different Archdiocesan agencies came to lend organisational support.

These organisations highlighted the injustices that different people face – from those at home suffering homelessness and the journey to justice our First Australians still have to make, to the many prisoners of conscience overseas facing

torture for speaking out against the ruling government of the day.

Even for these students who already have an interest in and passion for social justice, the workshops were still an eye-opening experience. Matthew from Aquinas College said, 'I was particularly confronted by the alarming statistics regarding human trafficking, presented by ACRATH, who do amazing work, raising awareness and taking action.'



Even the hour for lunch was an example of Catholic Social Teaching in action. The food was provided by ASRC Catering who provide jobs and training for asylum seekers so they can stand on both feet.

After hearing the weighty statistics and gloomy facts from the workshops, light-heartedness and solidarity were provided in the form of some lively African drumming. All the students took part and even the teachers had a go!

Students visited the Mary Glowrey Museum, above Central Hall at ACU, on its first day of operation. The exhibition expressed Sr Mary Glowrey's life and how her vocation as a doctor in India showed a love for the poor and the protection of the dignity of every human person she encountered, which is at the heart of living a Christ-like life in the world.

At the end of the day, the schools came together at Central Hall to turn what they have learnt into practicable activities they can achieve in their schools. Inspired by a few words from Sr Margaret Fyfe from Caritas, with campaigns like Caritas' Climate Petition and The Benenson Society's Human Rights Challenge being promoted around the hall and the principles of Catholic Social Teaching fresh in their brains, the teachers and students brainstormed many ideas.

As they went back home, teachers and students alike were still discussing different ways to support and advocate for those who need justice. With those seeds planted, we suggest you keep your eyes peeled in the coming months, in newspapers, school newsletters and around the community, because passionate Catholic students are out there performing great works of love and justice.



Ms Ann Maree Pagon
Director of Religious Education

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



Junior School

Mother-Son Evening



On Wednesday 24 May, we held the Mother-Son evening for our Year 7s. Bill Jennings hosted a wonderful event where our boys and their mothers had a chance to discuss how the transition from primary school to secondary school has been for them and share some of the challenges and benefits that they have experienced. It was a very informative and interesting night where both the boys and their mothers were able to share their wisdom with each other and with other parents and their sons. Many also brought treasures to share with each other: special memories or mementos that meant something important in their relationship. This was a very emotional part of the night which culminated in a final candle lit blessing.

What our boys gained from the evening:

"I was happy with my treasure that I gave my mum at the mother son night. She was moved by it when she saw the photo of her and me when I was six."
Harry O'Brien (7 Prest)

"I thought this was a great opportunity for mum and me to bond and get an even better understanding of each other. I also loved how we got to reflect on our past with our treasures."
Nathan Van Vegten (7 Prest)





"It was an amazing experience at the mother-son night and I would encourage anyone who didn't manage to get there to go to the next function."

Isaiah Lay (7 Prest)

"I think that the mother-son night was a good night because we got to talk to our mums, and other mums got to talk to each other."

Hayden Barnett (7 O'Sullivan)



Mrs



Trina May
Head of Junior School

Building Respectful Relationships

"This week we started learning about domestic violence in Australia and how to build respectful and successful relationships. In class we have spoken about what we like in people and what we should look for in a relationship. We have also looked at what characteristics and personality traits that are needed for a successful relationship. The program started with a year level meeting by Miss Cooke, who spoke about scary figures such as one woman on average dies every week from domestic violence and at one stage it was two women each week being killed or injured by domestic violence."

Leroy Breeden (8 O'Mara)

"We brainstormed ideas about what makes a good relationship and what makes a bad one. Afterwards we put the ideas into groups that we believe matched one another, we then added some of the key words together to create sentences that would remind us how to be respectful in a relationship. These phrases are now on our wall in class and we refer back to them regularly."

Jack Connell (8 O'Mara)

Miss Jacqui Cooke
Year 8 Coordinator





Valdocco

The year at Valdocco always provides students with a rich and varied array of engaging learning opportunities, both at school and off campus. Today I highlight two of these opportunities. In doing so I gratefully acknowledge the teachers involved, Mrs Patricia Campbell and Mr Thomas Murphy for organising these particular activities for our students.

Creative Arts Excursion

The excursion for Year 9 Creative Arts Challenge B students to a local practicing artist's ceramics studio in Tecoma was a successful and valuable experience for our Art students.

Artist Jenny Rowe introduced the students to her studio in a beautiful setting in the forest. The students had a chance to see the Artist's ceramic sculptural work and tour her studio with her collection of ideas and inspirations. The artist discussed with the students techniques for hand building, glaze decorating, firing processes and development of ideas for clay construction and models. After looking at some ideas for making birds and owls our students participated in a hands-on workshop constructing and modelling their own owl bird design using Raku clay and a slab-building process.



Each student made a very original and creative owl design and discovered how to problem solve construction techniques and decorative effects. We spent a very productive sunny afternoon in the forest studio working with clay and learning new skills.

We would like to thank local ceramic artist Jenny Rowe for her expertise and generosity in sharing her studio with our class.

Mrs Patricia Campbell
Creative Arts Teacher

"At the owl workshop I learnt a lot about working with clay. I liked that you don't have to paint something made out of clay to make it look good."

Parri Waddingham (9 Chambers)





"A couple of weeks ago, we took a train to Tecoma where we met an artist who makes clay sculptures. Her sculptures were very fragile so we made sure not to touch them. After she welcomed us into her home with enthusiasm, Jenny taught us about what she loves and gave us the utensils to make clay owls. Apart from teaching us about sculpture she also taught us the importance for to have youth optimism and unity. I thoroughly enjoyed the excursion and thank Mrs Campbell and Jenny for this amazing day off campus."

Lachlan Peak (9 Binh Dinh)

Smart Generation Workshops



Midway through first term Mr Thomas Murphy took three of our Year 9 student leaders, Mackinley Hewitt (9 Binh Dinh), Corey Preston (9 Prest), and Lachlan Butler (9 Cantamessa), to a day of seminars and workshops at Deakin University aimed at equipping students with skills to make good choices in regard to the use of alcohol. Amongst a range of other things, they learnt about the dangerous effects of alcohol usage on a teenager's developing brain.

Over the following weeks under Mr Murphy's tutoring these three students developed a series of workshops that they ran for all of the other students in our year level. Mackinley, Lachlan and Corey have put in a tremendous amount of work into the planning and presentation of these workshops and I congratulate them on the success. The presentations have all been very engaging for

the boys and very informative. The next step following these workshops will be the development of a committee of students who will prepare and ultimately run a similar evening workshop for parents of Year 9 students that will occur in Term 3. Based on feedback from parents who have attended this evening in previous years, it is a very enjoyable and worthwhile opportunity for parents to learn about strategies for supporting their teenage sons and daughters to make good choices about alcohol usage.

"In the Smart Generation Workshops, I learnt about the importance of teenagers delaying their first drink of alcohol for as long as possible. It was interesting to learn about the different factors that influence young adults and teenagers to drink. I think Mack, Corey and Lachlan did a great job of presenting the workshop and Smart Generation is a great way of teaching young people about the dangers associated with alcohol consumption."

Jose Puey (9 Ledda)

Mr Graeme Tucker
Head of Valdocco





Inspiration

Inspiration is a difficult thing to attain. When we are inspired it is like we can do anything. This term Year 9 students are studying the picture storybook, 'The Rabbits'. It is written by John Marsden, a well-known Australian author. My colleague, Mr Louis Goutos, has a book that John Marsden wrote on the art of writing. It has some really good examples about what makes good writing and what doesn't and it intrigued me greatly.

This led me to borrow a similar book by Stephen King from the local library, called, funnily enough, 'On Writing'. His story and his thoughts on writing have made me think (for the record I agree with the school and not Mr King on one thing, it should be James', not James's). Turning that inspiration of expanding my understanding of the written word into something tangible has not happened yet but a good start is still vital. I was particular inspired by the following set of quotes about writing.

"You can approach the act of writing with nervousness, excitement, hopefulness and even despair – the sense that you can never completely put on the page what's in your mind and heart. You can come to it because you want to change the world. Come to it any way but lightly. Let me say that again: you must not come lightly to the blank page."

"If you can take it seriously, we can do business."

Perhaps the highlight of assessment items at Year 9 is the Visual Literacy task. Students are given the opportunity to investigate an issue and then present it in a visually appealing way. The different options include a video, stop-animation, photos, a picture storybook, poetry and any other ways the boys can think of to express themselves.

Where students get their inspiration from is always interesting. Many students are inspired by work on sustainability, some by their experience in the Respectful Relationships program, others by Smart Generation workshops, others again by how they have seen their friends grow up. Some students have very personal stories that they put into their work.

Below are snippets from supportive statements that boys made about their work. Some have accompanying photos of their work but not all formats transfer well to a newsletter page, like a video or music.

"The planning process was easy after we had all of the workshops for My Town. We had help with the story board and I was inspired to do the story book because of the illustrator that came to the school and helped us with how we can draw people showing their emotion."

Brad Jackson (9 Cantamessa)

"I was inspired by Television when the Sportsbet ad popped up. This reminded me that gambling is an issue in the world and is a serious addiction when getting involved. The worst part about television promoting gambling is that any child could be watching. This can possibly effect your child's behaviour in the future."

Shean De Fonseka (9 Binh Dinh)

"I was trying to make people feel as if they did something by using these images, to also make them try to take charge in helping out in the community. A certain rally or march that I was involved in through my mother was something that sparked my attention towards all of these biased opinions that anyone who is even slightly different doesn't deserve to be treated properly. This march or rally in particular was about how children of aboriginal heritage were being discriminated against by certain police and then thrown into detention facilities for delinquents and then treated like they were piles of trash. They were beaten in the cells and when they fought back they were tear-gassed."

Zach Miller (9 Cantamessa)

For those students who approached their work seriously and put themselves out there, well done, you have inspired others. Whether it was having to watch themselves on video, or draw pictures even though they'd rather not, or put on a musical piece, the whole school admires that you didn't come lightly to the blank page, and with your seriousness, we can do business.

Mr Tom Fay
Year 9 Coordinator

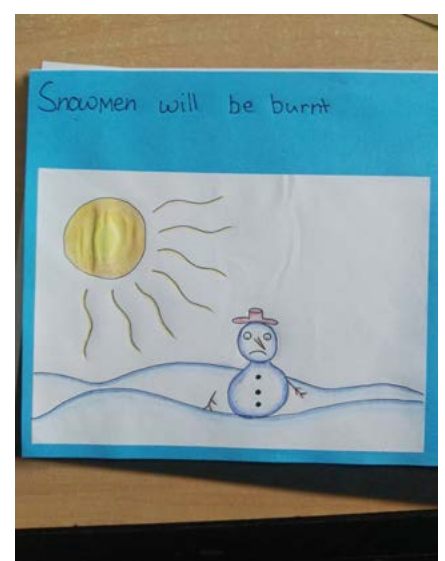


Below is student work from Ethan Royle-Young of Binh Dinh, Shean De Fonseka of Binh Dinh, Bradley Jackson of Cantamessa, and a poem from Noah Kondis of Ledda.

"...For the indigenous Australians us whites have the solution,
Go and live in destitution
'For those who've come across the seas there are boundless plains to share'
But those who've come across the seas fleeing immanent death.
Go back over there.
We have Social media, creating jealousy and self hatred,
But our drug is likes, and we are elated.
The children aren't influenced by artists, musicians, authors or poets,
But YouTubers, vloggers and sportsmen you know it..."



Above Pieces by Ethan Royle-Young



Far Left Piece by Shean De Fonseka | Middle and Far Right Pieces by Bradley Jackson



Year 10

Year 10 Social Justice

One of the key characteristics of the 2017 Year 10 cohort is the collective social conscience that shines through in every fund or awareness raising event. This was particularly evident in their efforts raising money for Project Compassion in Term 1 and their participation in Salesian Action Day in Term 2. A core group of students have shone through as leaders and formed a Social Justice Committee dedicated to helping tackle issues in our community and beyond.

On Monday 29 May, I accompanied Joel Francis (10 Chambers), Josh Cresp (10 O'Mara), Max Torcasio (10 Ledda) and Archer Radley (10 Edwards) on an excursion to Australian Catholic University organised by Justice Education in Catholic Schools (JECS). The boys represented St Joseph's College with a maturity and enthusiasm, making friends, taking part in conversation about issues of social justice and sharing their ideas with an audience for ways of tackling issues in our society. I look forward to seeing further development on ways our Year 10 cohort can tackle issues of social justice.

The boys attended workshops run by the following organisations dealing with a broad range of social justice issues:

- Caritas
- Catholic Missions
- Catholic Care
- St Vincent de Paul Society
- Aboriginal Catholic Ministry
- Benenson Society

"This excursion is really essential to developing our understanding of social justice. We were also able to see how other schools take action for many prominent social justice issues. This way we can hopefully become much more involved school and be an agent of change in the world."

Joel Francis Year 10

Miss Alex Bantock
Year 10 Curriculum Leader



Year 11

What Can We Learn From Exams

In Week 8, VCE students underwent exams. After each exam you could hear the boys sigh with relief. For VCE students, exams are a necessary assessment task. They are inevitable. I congratulate the cohort for their fantastic behaviour, effort and achievements throughout the week.

Exams in Year 11 are a really useful learning tool. They can inform staff of each individual student's knowledge base. This helps teachers to deliver the subject. It is also useful feedback on teachers' instructional practices. Students can get feedback on how and where to improve. Students can discuss exam questions with teachers and really aim to improve their future results.

Studying for exams (and SACs) is like exercising or training. When one trains, their muscles in use grow stronger. Equally, the process of thinking, using your memory and retrieving the





relevant information reinforces that memory. This means that future assessments become a lot easier due to earlier exam participation.

We mimic Year 12 final exams in Year 11. This means students sit exams as a subject cohort under VCAA rules and regulations. We believe this prepares the students for academic success in Year 12.

I again congratulate Year 11 students on their impeccable start to formal examinations. I also congratulate teachers for their tireless hard work and desire to help improve each student in their care. Finally, I thank the families for their never-ending support and assistance.

Mr Michael Webbers
Year 11 Coordinator

Year 12

Curriculum News – Learning From Exams

The Year 12s have just had a successful week with boys completing trial exams for the VCE. This process is part of their preparation for success at the end of year exams. Students have had to organise themselves studying for and attending the exams, which run at a different timetable to their normal classes. Overall I have been very impressed with their efforts; the vast majority of students have been ready to sit their exams, having put in adequate preparation, made sure they had the right equipment and come in on time to sit their exams.

A few things that I took away from the week that boys should take as a learning opportunity:

- Several students had last minute transport issues and turned up just after the start of their exams. This obviously needs to be accounted for in the up end of year exams by being here a little earlier.
- Several students did not have their calculators, or the batteries were flat, or their maths bound-references were left at home or came apart in the exam. All of these issues need to be remedied before end of year exams.
- Preparation is key. The boys who felt the most comfortable during the trial exam week were students who had been studying throughout this entire semester. These are the boys who regularly stay back in the VCE Centre, who put in the time and effort required for success in the VCE.

I encourage all students to take this week of trial exams as a starting point for this next chapter on the VCE – finishing off the year strongly. They need to work out what parts of their preparation were lacking and address these. There are only ten weeks in Term 3, so the year will be over before they know it. If they need to discuss study skills or study routines, they should come and see me in the Colin Miller Centre office.

Good luck for the start of Unit 4!

Mr Nicholas Harvey
Year 12 Curriculum Leader



Sport

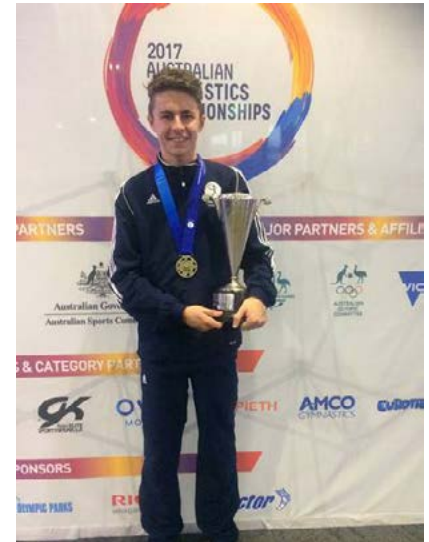
National Gymnastics Champion

Congratulations to Year 10 student, Thomas Moroney (10 Chambers), who recently achieved a National Title in trampolining at the Australian Gymnastics Championships.

Competing in three events at the Championships, Thomas took Gold in the Under 17 Male Individual Trampoline and finished fourth in both the Under 17 Double Mini Trampoline and 17+ Synchronised events. Thomas has been trampolining now for more than five years and this National Title is great reward for the many hours a week he dedicates to his training.

Well done, Thomas, on this fantastic achievement.

Mr Paul Trubiani
Head of Sport



Music

ACC Arts Convention

On Sunday 4 June, I had the pleasure of performing at Deacon Edge at Federation Square as part of the ACC Arts Convention. The Arts Convention showcased the artwork of many artists from all schools involved in the ACC and this took place from Wednesday 30 May to Sunday 4 June. Musicians had the opportunity to perform throughout the weekend as background music or as a solo performance. St Joseph's College performed on the Sunday for an hour and a half and five students were involved. We performed to an audience made up of staff, our families, friends and the general public. We shaped our performance with music from a variety of musical eras, providing and entertaining our audience with a dynamically contrasting program. It is through these opportunities that I can continue to develop my performance skills as well as my confidence. I really enjoyed this experience and I am proud to now say that I have had the pleasure to perform at Federation Square.



Ben Harris (10 Ledda)

Performance repertoire and students who were involved:

Elton Salim (10 Cantamessa): Piano

1. Le Coucou: Arensky
2. Sonata 283: Mozart
3. First Arabesque: Debussy
4. Sonata Op.1 No.2: Beethoven



Luke Morton (11 Cantamessa): Trumpet
1. Rose: Jim Snidero
2. 7th Concone: arranged by Shoemaker
3. Second etude: Berdiev

Joel David (11 O'Mara): Piano
1. Hello: Adele
2. Memory: composed by Joel David
3. Joy: composed by Joel David
4. Dream: composed by Joel David
5. Beyoncé

Ben Harris (10 Ledda): Clarinet
1. Roar: Katy Perry
2. Radioactive: Imagine Dragons
3. Cruella Devil: Mel Leven

Henry Bird (10 Cantamessa): Drums and Percussion
1. Advanced March: VCE Music Syllabus
2. Weight off: Kaytranada
3. Redbone: Childish Gambino

Miss Bronwyn Dean
Music Convenor



Music Soiree

The Music Department is busy preparing for their 'Music Soiree', which is taking place in Term 3. In the photos below, the students are purposefully rehearsing and developing their pieces. We look forward to working with the musicians and supporting them as they develop and improve their performance skills leading up to this concert. All students learning an instrument at the College are invited and encouraged to be a part of this inaugural event.

A date for your diaries:

Event: Music Soiree

Date: Thursday 7 September

Time: 7pm start

Miss Bronwyn Dean
Music Convenor



College Orchestra rehearsing Hawaii Five O





The Year 8 Music Class working on the finale piece with the support of their instrumental teachers.



The Guitar Ensemble are making great progress with their new song 'Hold Back the River'.



The Junior Band practicing their performance skills at the recent Open Morning

Year 12 Music: Performance Evening

'A performer should see their recital as a marathon, and every practice performance is simply an opportunity to strengthen and develop their pieces and performance skills further.'

The Year 12 Music Performance Evening took place on Thursday 1 June. St Joseph's College and Mater Christi College formally work as a partnership for VCE Music and the two classes come together to workshop and develop the students' aural, theoretical and practical areas. A large component of VCE music is the recital program and this is worth 50% of the final grade. The students prepare a dynamically contrasting and technically challenging program involving accompanied and unaccompanied works from a variety of different music eras and styles. The Performance Evening involved student's performing ten minutes of their recital to an audience made up of staff, friends and families.

The students performance programs are listed below.

Name	Instrument	10 minute performance program	Category on the syllabus
Dylan Richards (11 Chambers)	Flute	1) Bali Moods No. 1 composed by Anne Boyd 2) Syrinx composed by Claude Debussy 3) Mei composed by Kazuo Fukushima	21st century accompanied work 21st Century unaccompanied work 21st Century unaccompanied work
Luke Morton (11 Cantamessa)	Trumpet	1) Rose composed by Jim Snidero 2) Red, White and Blues composed by Leonard Bernstein and is from the accompanied work since 1910 section of the syllabus 3) 7th Concone arranged by Shoemaker 4) Second Etude composed by Berdiev	Accompanied work since 1910 Accompanied work since 1910 Unaccompanied work since 1910 Unaccompanied work since 1910
Liam Lowe (12 Cantamessa)	Contemporary Guitar	1) Sultans of Swing by Dire Straits 2) Under the bridge by Red Hot Chilli Peppers 3) Tears in Heaven by Eric Clapton	Single note section Rhythm works Finger style works

At the end of the evening when all students had gone home, the three music staff from Mater Christi and I deliberated on each performance and spoke about the students strengths and weaknesses. We discussed an estimated and realistic





grade that reflects how the student is going with their performance so far. The grade is an indication of the mark that the student could receive at the end of year exam marked by external examiners. The students are currently working on a self-evaluation, pin pointing a plan for three of their weaker areas. Overall, the boys prepared and performed well and I emphasised this to each student. However they have each acknowledged that naturally there are areas that require improvement between now and the September Practice Performance. Overall, it was a successful evening and another chance to encourage the boys to strive to achieve their full potential.

Miss Bronwyn Dean
Music Convenor

The Art

ACC Arts and Technology Exhibition

In our inaugural year as part of the ACC association it was a real thrill to be part of the biennial Arts and Technology Exhibition. St Joseph's art staff have been working alongside the 11 other participating colleges to select, catalogue, label and frame over 250 artworks, all of which went on display at Federation Square last week. The exhibition ran for five days with around 3,500 visitors to Deakin Edge and numerous more through The Atrium.

The event was officially opened the night of Thursday 1 June with a wonderful turnout of over 300 students, staff and families. What made the evening so successful was the level of student participation and in all facets of the night, whether it was the artwork, the



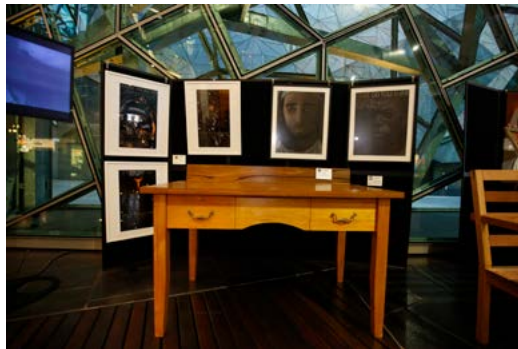
music, the speeches or the general hospitality, the students conducted themselves with great maturity and composure. It was also an opportunity for the boys to get plenty of positive feedback about the broad range of art and technology exhibits on display. It was lovely to hear all the glowing comments made about the outstanding student work and their professional manner of their presentation.

One of the other great attractions for the visitors on the evening and the subsequent weekend were the musical performances at Deakin Edge, with solo performances from a number of St Joseph's senior music classes. Congratulations to all the members of the Arts, Music and Technology team who helped to make this event such a landmark occasion. It really was a wonderful way to celebrate of St Joseph's entry into this illustrious association.



Ms Siobhan Duffy
Arts Convenor





Literacy

Why Graphic Novels Can Be GREAT For Boys

(Adapted from Jaffe, M., (2014) Raising A Reader, CBLDF.org)

1. Graphic novels provide exciting reading experiences for all kinds of readers
 - For weaker (or reluctant) readers, graphic novels' concise text (often in interesting fonts) matched to detailed (often colourful, sometimes realistic) images helps the reader decode and comprehend the text. The fact there is less text can make the task of decoding less daunting. The concise nature of the text highlight effective language usage and vocabulary. The images invite and engage the reader.
 - For skilled readers, graphic novels offer a different type of reading experience while modelling concise language usage. Images in well-crafted graphic novels can also allow these skilled readers to explore different subtexts.
2. Graphic novels by their very nature draw the reader into the story
With graphic novels, readers actively construct the story as they travel across and down the page from panel to panel (and sometimes outside the panel), processing the text and images. As well, the images can carry the reader along and into the story, giving them a sense they are in the middle of the action. This often makes reading more fun and engaging.
3. The quality, quantity and diversity of graphic novels is simply AWESOME
In the last 20 years, the popularity of graphic novels has grown so much that the quality now matches other fields of literature. From superheroes to a Pulitzer Prize winner, graphic novels encompass a wide diversity of genres – fantasy, science fiction, romance, biography and classics. Throw manga into the mix and the diversity increases again. In short, there is something for everyone!

Mr Dale Sheppard
Teaching and Learning Coordinator – Literacy



Technology

What Do You Think?

In his book, 'How to Prepare Students for Rapidly Changing World' the late Richard Paul challenges us to become more skilled in our day-to-day thinking.

Thinking critically, once regarded largely in the domain of Universities and philosophy courses is now deemed an essential skill, which must be taught at all levels.

So what is critical thinking? In essence critical thinking is thinking about your thinking while you're thinking in order to make your thinking better. A mouthful for sure, yet highly accurate and relevant; a statement which de-clutters many preconceived notions of what it means to think well.

The act of critical thinking encapsulates two crucial aspects:

1. It is not just thinking, but thinking which necessitates self-improvement.
2. It is improvement (in thinking) through standards (that assess thinking).



There is explicitness to this approach; it requires both knowledge and well-practiced skills, each of which can be developed in school. Furthermore, all subjects can contribute to this endeavour. Thinking is not done in isolation; it embodies the content of a subject. For example, in Science classes, students would be encouraged to think like a scientist by calling on the various elements of thought and then assessing their thinking with universal intellectual standards such as clarity, accuracy, precision, relevance, depth, breadth, logic, significance and fairness.

To think well is to impose discipline and restraint on our thinking by means of intellectual standards

Let's think differently.

Mr Tim Smith

Teaching and Learning Coordinator – Arts and Technology



Career News

School Attendance and School Refusal

Most teenagers have days when they don't feel like coming to school, and may find it a struggle to make it to school on time. However, for some students, this can develop into a pattern of reluctance or refusal to attend school, leading to prolonged absences.

'School refusing' is a term used to describe the behaviour of teenagers who stay at home during school hours with their parents' knowledge. Such teenagers may experience emotional distress at the idea of attending school, which may present as somatic complaints, anxiety and unhappiness. Parents can often find it difficult to know how best to address this kind of behaviour, and may be unaware of how they can support their child's school attendance. However, with appropriate support and strategies, most students can successfully address the concerns underlying their school refusal, and develop more positive behaviours and routines to improve their attendance at school.

Early Warning Signs

It can be helpful to notice aspects of your teenager's behaviour that may indicate that they are at risk of school refusing. The earlier that attendance issues are addressed, the easier they can be to manage, and the more successful any intervention strategies are likely to be.



Some common behaviours that may signify an elevated risk of school refusal include:

- Tearfulness or hostility before school or repeated pleas to stay at home
- Frequent complaints of illness before or during school, such as stomach aches, headaches, dizziness or fatigue
- Frequent lateness to school
- Difficulty attending school after weekends, holidays, school camps or sports days
- Periodic absences or missed classes for which no explanation is given
- Frequent visits to sick bay

Why Might A Young Person Refuse School?

If your son begins to demonstrate a strong reluctance to go to school, it is important to understand why they are feeling this way. Talking with your son about their feelings and concerns in a calm, non-judgemental way is an essential first step to understanding the problem, and begin to address it appropriately.

The research on 'school refusal' indicates that there are four primary reasons as to why a young person may refuse school.

1. **Avoidance:** a student may wish to avoid school because something at school is making them angry, sad, scared or upset. Examples may include, being bullied, feeling isolated from peers, uncompleted homework or schoolwork and feeling overwhelmed in the classroom.
2. **Escape:** a student may not want to attend school due to feeling stressed or overwhelmed by pressures to perform well, or live up to high expectations placed on themselves academically, socially or otherwise.
3. **Attention:** students may wish to stay home from school to attract attention (positive or negative) from significant others. For such young people, they may not dislike school, but are more concerned about their relationships at home.
4. **Reward:** a young person may prefer to stay home, because there are tangible rewards outside of school. For example, they may enjoy sleeping in late, watching tv, playing computer games or using the internet.

What Kind of Approach is Helpful?

If your son identifies a reason why they are finding school distressing, it may be helpful to contact a teacher, coordinator or member of the wellbeing team, to provide additional support for them within the school environment. Such support may include strategies such as:

- Offering counselling to provide emotional support, develop positive coping strategies and address any mental-health issues
- Following up on any social difficulties or negative peer interactions that may be causing stress for the young person
- Reviewing the student's work load, subject choices or any other learning issues that may be contributing to their stress
- Linking the family in to external professionals or agencies, to provide additional support at home, and address any family-based concerns

Developing Good Routines

Developing positive routines at home are an important way to support your son in maximising his attendance, and arriving to school on time. When students get adequate sleep, healthy nutrition and positive parental support, they are better able to get up and ready for school in the morning, and begin their day in a positive frame of mind.

Important factors to consider as part of a healthy school-day routine include:

- ensuring your son gets to bed at a reasonable hour
- setting limits around technology use, and switching off at least one hour before bed
- removing devices from bedrooms overnight
- allowing plenty of time between 'wake-up' and 'leaving' time in the morning, to reduce stress caused from rushing
- preparing as much as possible the night before, to minimise extra tasks in the morning (e.g. packing lunches, setting out uniform, packing school bag, etc.)
- providing a healthy breakfast with minimal sugar
- aiming to leave 10-15 minutes earlier than is absolutely necessary, to allow time for unforeseen circumstances, such as heavy traffic

******Much of the information in this article has come from information put together by Amity McSwan and Jess Christiansz, who work with school refusing young people and their families at Eastern Health Child and Youth Mental Health Service (CYMHS). You can get more information about CYMHS by visiting <https://www.easternhealth.org.au/site/item/99-child-youth->



mental-health-service-cymhs.

Additional Resources

For more information about school refusal, and the Kids Matter Program, you can visit <https://www.kidsmatter.edu.au/mental-health-matters/school-refusal>.

To read a helpful article aimed at families of children demonstrating signs of school refusal, you can visit http://raisingchildren.net.au/articles/truancy_teenagers.html.

You can visit <http://www.education.qld.gov.au/everydaycounts> (QLD resource) or <http://www.education.vic.gov.au/about/programs/health/pages/studentattendance> (VIC resource) to access a range of Queensland and Victorian Government resources on attendance for schools and families, including information sheets, guidelines, policy planning tools and videos.

Finally, if you would like to discuss any of this information, or any specific concerns, please contact Mrs Tracey Ashton, Head of Counselling Services, on 9756 3158.

The Counselling Team

Career News

Box Hill Institute – Bachelor of Biosecurity Science

Combine your interests in Agriculture, Animals and Plants with Science in a rewarding and practical career in Biosecurity. Become equipped with the knowledge to:

- Protect our farms, livestock and crops from pests and disease
- Help prevent the invasion of weeds and feral animals in the natural environment
- Protect people and the community from animal diseases that can affect humans



Box Hill Institute offers the only dedicated undergraduate biosecurity course in Australia and it is run in association with Box Hill Institute's Biosecurity Centre of Excellence.

The VCE prerequisites are: Units 3 and 4: a study score of at least 20 in any English; and a study score of at least 20 in any Mathematics.

The Subject Bonuses on offer are: A study score of 20 in Biology equals one aggregate point. A study score of 25 in any English or any Mathematics equals one aggregate point per study. Overall maximum of three points.

Find out more about the specialised subjects on offer, and more about the course in general at [Bachelor of Biosecurity Science](#).

Monash University – Discover the World of Engineering and I.T.

Female Year 10 students are invited to spend a day discovering the excitement and creativity of engineering and information technology at Monash University. Monash staff and students will be on hand to present workshops and demonstrations, practical activities and experiments.

Date: Thursday 6 July 2017

Time: 9:45am – 3:30pm (morning tea and lunch will be provided)

Venue: Clayton Campus, Monash University

Register at [Discover the World of Engineering and I.T.](#)

Career as an Art Therapist

The Good Universities Guide states that Art therapists work with a client or a group of clients to help them address emotional



and psychological issues through creative activities such as drawing, painting, sculpting and collage. *

Art therapists may perform the following tasks:

- conduct therapeutic interviews and provide psychotherapy and counselling
- provide assessments to identify the source of problems and determine appropriate treatment
- provide follow-up services to groups and individuals for support and evaluation purposes
- build relationships with clients to support them in understanding their emotions and behaviours
- assess individuals and groups in order to identify their abilities and needs
- develop activities that may use painting, sculpting, printing and/or drawing to address a patient's needs and concerns in a safe, nurturing environment
- maintain appropriate records of patient progress
- provide consultation and information about patient progress
- assess, monitor and evaluate the effectiveness of artistic and therapeutic interactions

Art therapists work in any area where people require assistance with achieving a better quality of mental health. This includes psychiatric wards, prisons, rehabilitation centres and drug and alcohol units.

Personal requirements of successful art therapists include:

- interested in people and human behaviour
- good problem-solving skills
- an inquisitive mind
- able to maintain confidentiality
- patient and perceptive
- good oral and written communication skills

Find out more at [The Good Universities Guide - Art Therapist](#). *

Career as a Music Therapist



The Good Universities Guide defines a Music Therapist as someone who provides therapeutic programmes through the planned and controlled use of music to help people of all ages, including those with special needs because of social, emotional, psychiatric, physical or intellectual impairments.

They perform tasks such as:

- assess individuals and groups to identify abilities and needs and develop objectives that address client's needs
- plan and carry out specific music-making activities to address the client's needs and concerns, such as singing, moving to music, reflective music listening, playing music, music and drama, improvisation, song writing and other creative activities
- assess, monitor, and evaluate the effectiveness of the musical and therapeutic interactions.

Find out more at [Music Therapist - Good Universities Guide](#).

Students often study a Bachelor of Music at university, and then do post-graduate studies that specialise in music therapy skills. Music is taught through a number of university courses, but two Victorian universities offer a dedicated Bachelor of Music and these are Music at Monash and Music at Melbourne. Either of these two degrees can offer an opportunity for students to go on and study specialised post-graduate courses in music therapy. These could be –

- The Graduate Diploma of Guided Imagery and Music at Melbourne
- Master of Music Therapy at Melbourne

St Andrew's College Scholars Program – Sydney

St Andrew's College is a co-residential academic community within the University of Sydney, home to over 285 male and female undergraduate students, postgraduate students, resident Fellows and graduate residents.

In 2017, St Andrew's College offered \$1.3 million in scholarships, prizes and means-tested financial assistance (bursaries), and this is set to increase to \$1.5 million in 2018. These scholarships provide full-fee financial support (up to \$30,000) awarded for



the duration of each student's undergraduate degree, whilst they live in College.

Find out more at [St Andrew's College Scholarship Program](#).

Snapshot of Monash University

- Named after engineer, military leader and public administrator Sir John Monash, Monash University was established in 1958
- Monash University became a founding member of the Group of Eight universities in 1999
- Monash ranks in the top 1% of world university rankings
- Monash has over 70,000 students, with campuses in Malaysia, South Africa, China, India, Italy, besides its four campuses (Berwick campus will close as a Monash University campus at the end of 2017) in Australia
- Monash University is the only university in Victoria that offers the Bachelor of Medical Science and Doctor of Medicine (MD) as an undergraduate entry program from Year 12
- There are ten Monash Faculties offering hundreds of Monash Courses, be they single or double undergraduate degrees, or graduate qualifications up to a PhD
- Monash has a number of student-run clubs and associations - a great way to get involved and meet people - [Monash Clubs](#)
- Career Connect is the career centre available to all Monash students. They can access the many services offered – be it for volunteering, part-time jobs, assistance with applying for work on graduation, etc.
- The Monash Study Abroad program assists students in studying overseas as part of their course. Monash has exchange agreements with more than 150 universities all over the world
- Monash offers more than 200 different scholarships for new and current students, from course fee subsidies to travel allowances, and payments for accommodation costs - [Scholarships](#)
- The Monash Guarantee is an alternative entry scheme for students to get into a Monash course even they do not reach the course's clearly-in ATAR. Students may be eligible for the Monash Guarantee if they:
 - have experienced financial disadvantage
 - are an Indigenous Australian
 - attend a Monash under-represented school
- Monash Residential Services assists students in finding accommodation on campus, and off campus
- Monash University has been ranked second in the world for Pharmacy and Pharmacology behind Harvard University in the QS 2017 World University Rankings by Subject list ([Monash News](#))

Career as a Physiotherapist

Physiotherapists assess, treat and prevent disorders in human movement caused by injury and disease - Good Universities Guide - Physiotherapist.

Physiotherapy is currently offered at the following Victorian Universities –

UNIVERSITY	VCE REQUIREMENTS	ATAR 2017
ACU B – Ballarat	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in one of Biology, Chemistry or Physics.	98.90 (B)
Charles Sturt AW – Albury-Wodonga	No VCE prerequisites but maths and science subjects an advantage	90.70 (AW)
La Trobe AW – Albury-Wodonga B – Bendigo M – Melbourne Mi – Mildura S – Shepparton	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in two of Biology, Chemistry, any Mathematics, Physical Education or Physics.	n/a (AW) 93.50 (B) 95.50 (M) n/a (Mi) n/a (S)
Monash P – Peninsula	Units 3 and 4: a study score of at least 35 in English (EAL) or at least 30 in English other than EAL; and a study score of at least 25 in two of Biology, Chemistry, Maths: Mathematical Methods (any), Maths: Specialist Mathematics or Physics.	R.C. (P)



Log onto [VTAC](#) to find out more about these courses.

Career as an Occupational Therapist



Occupational therapists assess and treat people who, due to illness, injury or circumstance, are limited in their ability to undertake everyday activities. They assist people to regain lost functions, develop their abilities and social skills, as well as maintain and promote independence in their everyday lives to enhance health and wellbeing - [Good Universities Guide - Occupational Therapist](#)

Occupational Therapy is offered at the following Victorian Universities –

UNIVERSITY	VCE REQUIREMENTS	ATAR 2017
ACU	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in one of Biology, Chemistry, Health And Human Development, Physical Education or Physics.	80.20
Charles Sturt AW – Albury-Wodonga R.C. – Range of Criteria	No VCE prerequisites are published although English language requirements do apply	Indicative 75 R.C.
Deakin G – Geelong W'Front	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	76.05 (G)
La Trobe B – Bendigo M – Melbourne	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	71.45 (B) 75.15 (M)
Monash P - Peninsula	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	85.00 (P)

Medical Imaging Courses in Victoria



Medical imaging technologists operate X-ray and other imaging equipment, such as MRI and Ultrasound, to produce radiographic images which are used in the diagnosis and subsequent management of disease or injury. Below are links to the specialised medical imaging areas, some of which are detailed in the Good Universities Guide: Nuclear Medicine Technologist, Medical Imaging Technology, So, you want to be a Sonographer?

In Victoria students can study specific medical imaging courses (also known as medical radiography or medical radiations or sonography) at the following universities:

INSTITUTION	COURSE	VCE PREREQUISITES	2017 ENTRY REQUIREMENTS
CQU M - Melbourne Campus	Medical Sonography	Units 3 and 4: a study score of at least 25 in any English.	82.75 (M)
Deakin University G - Geelong Waurin Ponds Campus	Medical Imaging	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in one of Biology, Chemistry or Physics; and a study score of at least 22 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	70.05 (G)
Monash University C – Clayton Campus Ca – Caulfield Campus for first 3 semesters, and then Clayton for remainder of course	Radiography and Medical Imaging	Units 3 and 4: a study score of at least 35 in English (EAL) or at least 30 in English other than EAL; and a study score of at least 25 in one of Biology or Physics; and a study score of at least 25 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	Selection based on the ATAR and interview (some students) (C)
	Radiation Sciences	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 22 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics or at least 25 in Maths: Further Mathematics.	80.20 (Ca)

RMIT University B – Bundoora Campus	Medical Radiations (Radiography)	Units 1 and 2: satisfactory completion in Biology or Chemistry or Units 3 and 4: one of Biology or Chemistry; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	Selection based on the ATAR [89.90] <u>and</u> supplementary form (B)
	Medical Radiations (Nuclear Medicine)	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics; and a study score of at least 20 in Chemistry.	Selection based on the ATAR <u>and</u> supplementary form (B)
	Medical Radiations (Radiation Therapy)	Units 1 and 2: satisfactory completion in Biology or Chemistry or Units 3 and 4: one of Biology or Chemistry; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.	Selection based on the ATAR <u>and</u> supplementary form (B)

For a comprehensive list of all courses that may have medical imaging units visit [VTAC](#).

Mrs Vivienne Egan
Pathways Coordinator

Community News



“Parenting Anxious Children”

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

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

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

Topics in the session include:

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

Thursday 20 July 2017

6.30 – 8.30pm

**Knox City Council, Civic Centre, Room 4
511 Burwood Hwy, Wantirna South**

FREE

Bookings are essential.

To register, complete the online booking form at;
<http://www.knox.vic.gov.au/parentworkshop>

For more information, contact

Michelle Pascoe t: 9298 8311 or e: michelle.pascoe@knox.vic.gov.au

