

ST JOSEPH'S COLLEGE AND
MATER CHRISTI COLLEGE
PROUDLY PRESENT

the wedding singer

A New Musical

August 8 – 11, 2018
at Burrinja Cultural Centre Upwey



St Josephs
College



MaterChristi

TICKETS AVAILABLE AT

TICKETS.BURRINJA.ORG.AU



Agité

Term 3, No. 10

July 2018



St Josephs
College

This fortnight in Agité

Principal

Deputy Principal (Years 7–9)

Prayer

Religious Education

Director of Students

Year 7

Valdocco

Years 10 and 12

Director of Sport

Music

Science

Languages

Pathways

Community

Principal

Welcome back to everyone for the start of Semester Two. Over the break, many College activities took place and I am grateful to all the staff involved in supporting students whether it was in making improvements to existing facilities, supervising Musical rehearsals or running additional classes.

It's only a few weeks away! The Mater Christi College and St Joseph's College production of *The Wedding Singer* is in the final stages of rehearsal following months of work by dedicated staff and students. Tickets are now on sale, and I urge you to secure your seats as the shows are sure to sell out. Tickets can be purchased by clicking on [this link](#).



Enrolments for Year 7 2020 close on Friday 17 August 2018. Should you have relatives or friends who are interested in joining the St Joseph's College community, please let them know to check our website for details of enrolment procedures, tours and events. Siblings of current students do need to ensure that an application is submitted.

Twelve students and four staff returned from Kiribati having spent time developing the relationship between St Joseph's College and the community within the central Pacific Ocean. Mr Dylan Price superbly led this annual event with the support of Mrs Tracey Ashton, Mrs Kerrie Stone and Mr Thomas Murphy.

We welcome back Christian Kiel (11 Cantamessa) and William Doyle (11 O'Mara) who returned from their recent immersion to Samoa as part of the Caglerio Program.

The inaugural Queenstown Ski Trip took place over the holidays. Thanks to Mr Patrick van Dyk who organised the trip and to Mr Andrew Cooper, Mr James Love and Mr Gary Lewis who participated to support the many boys who tackled the slopes of Coronet Peak and The Remarkables.



Towards the end of Term 2, we held a Mass in the Parish of St Joseph's, Boronia. I would like to acknowledge Fr Mirek Knap, Father Martin Tanti, staff, students and families who participated. Thank you to Miss Bronwyn Dean who prepared the students. Rex Ball (10 Edwards) and Noah Hutchins (7 Cantamessa) spoke well about the impact the College continues to have on their lives.

Have you ever considered being a Homestay Family for an International Student? Please contact my Personal Assistant, Ms Janelle Spring, on 9756 3112 should you be interested in finding out more about this opportunity.

At the start of this term, we welcomed back Ms Marie-Louise Bamford and Mr Brendan Leane from significant periods of leave.

Congratulations to Charles Opoku and his wife who have welcomed a daughter, Anouk.

Our condolences are extended to William Fitzpatrick and his family. Will's mother, Shellie, died recently.

This Monday 23 July is a pupil free day. Staff from Aquinas College, Mount Lilydale Mercy College and St Joseph's College are participating in a Staff Formation Day with Father Timothy Radcliffe OP.

All the best for the fortnight ahead.

Ms Cathy Livingston
Principal



Deputy Principal (Years 7–9)

Deputy Principal Report

Welcome back to all students and their families for Term 3. Whilst Term 2 was indeed a busy one, Term 3 promises to be another jammed pack term with engaging learning opportunities. Just some of the things to look forward to in the first few weeks of Term 3 include:

- Visiting Author presentations in Week 1.
- MyCity Program Year 9 (Commencing Week 2).
- Year 8 Retreats (Week 2).
- Languages Week (Week 2): Japanese and Italian food, theatre and games for all.
- Production Week (Week 4): The Wedding Singer.
- Science Week (Week 5): Science games, quizzes, activities throughout the week.



Staff Professional Development Day Friday 29 June 2018

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

As part of the College's Professional Development Program, teaching staff participated in a day of Professional Development that included a key note presentation from learning consultant Lori Pereira titled 'Differentiation: Learning Intentions, Success Criteria and Formative Feedback'. In addition, a number of other topics were explored in afternoon workshops including:

- Teaching and Supporting Students with ASD.
- Sustainability: The New Educational Imperative.
- The 'Respectful Relationships Program'.
- In The Beginning: An Introduction To the Book of Genesis.
- A Threefold Approach To Classroom Behaviour.

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

Semester One Academic Performance Reviews (Weeks 2 – 4 Term 3)

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

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



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

Mr Andrew Cooper
Deputy Principal (Years 7–9)



Formative Feedback – A Key to Success

Prayer

Prayer for the Start of Term 3

Dear Lord, help me to live each day quietly, easily.
To lean upon your strength truthfully, restfully.
To build on the knowledge and skills I have developed so far this year
To wait for the unfolding of your will patiently, serenely.
To meet others peacefully, joyfully.
To face tomorrow confidently, courageously.
Be with me Jesus as I work through this semester.

Amen.



Religious Education

Helping Others – Preparing for Tinnies-4-Vinnies

At Assemblies last term, the Year 12 leaders launched our 2018 'Tinnies-4-Vinnies' campaign for Term 3. We have a great tradition here at St Joseph's where we support the local work of the St Vincent de Paul society by collecting donations of food and other goods for those in need. Last year for our Appeal we set a target of 12,000 items to be donated. We collected over 12,200 donation of items and money.



The donated items were collected by the Ferntree Gully St Vincent de Paul community and they also shared these donations with other St Vincent de Paul groups from Scoresby and Bayswater. This was an amazing effort and showed great support from the students and families.

So what is our Target for the 2018 Appeal?

We want to have donations of 15,000 items of food items. The Ferntree Gully St Vincent de Paul Conference have provided a list of the items they most need. If students and families could assist in any way it would be very much appreciated.



ST VINCENT DE PAUL SOCIETY FERNTREE GULLY CONFERENCE

We would appreciate your kind donation of any of the non-perishable food items listed on the next page.

CANNED FOODS

All-in-one meal tins
Beef/Beef and Vegetables
Beetroot
Carrots
Corn/Peas
Fruit – Pears, Apricots etc.
Ham
Pasta Sauce
Sausages and Vegetables
Soup – all varieties
Tomatoes
Vegetables – all varieties: Carrots/Corn/Peas/Mixed

OTHER FOODS

Biscuits
Cereal – small packets
Coffee – small jars
Fruit juice: Mango/Orange
Long Life Milk
Milo – small jars
Rice – small packets
Soups – variety of packets
Spaghetti/Pasta – small packets
Spreads: Honey/Jams/Vegemite
Tea Bags
Tomato Sauce/Pasta sauce



We would appreciate your kind donation of any of the NON-FOOD items

Deodorants	Shaving Cream
Dish Washing Detergent	Shavers – disposable
Nappies – all sizes	Soap
Shampoo	Washing (Soap) Powder
Toilet Paper	Tissues

On behalf of St Vincent de Paul we thank you sincerely for your generosity.

Helping Others – ‘The Boy in the Shoebox’ Year 8 Special Project



‘The Boy in the Shoebox Project’ – Faith in Action – Outreach to Women and Children Seeking Refuge

The aim of the project is to continue to focus attention on ‘Respectful Relationships’ through a practical expression of support.

Women and their children are seeking refuge in significant numbers. One of the things that women value when they come into a refuge is a **‘Care Pack’** hence the term ‘Boy in the Shoebox Project’. It is so hard for women to escape domestic violence, and to have something nice and personal to brighten their day would be a joy.

In the Don Bosco tradition, the boys are focussing attention on others and extending practical support while becoming aware of issues related to family violence. It is with confidence in the great young men of Year 8 that we have set the target at 100 boxes for 2018. If we create more that would be wonderful.



What do we need to do to get started? (Now until Retreat Days Tuesday 24 and Wednesday 25 July – Week 2 Term 3)

- Collect shoeboxes or gift boxes of a similar size, working with a friend.
- Decide on the type of box (i.e. who is it for? A woman? A small boy? A small girl?).
- Buy items for the boxes – ask your family for ideas/donations/spend some of your money on some items.
- Start bringing items to school – to make a collection and assemble on retreat days.

On Retreat Day We Will

- Decorate boxes.
- Assemble items in boxes.
- Create cards of compassion for the person receiving the box.



Examples of Shoeboxes:

<u>Woman</u>	<u>Baby Boy</u>	<u>Young Girl</u>
Tissues	Rattle	Tissues
Sanitary items	Baby wipes	Soft toy
Toothbrush	Toy giraffe	Stationery
Toothpaste	Bib	Hairclips
Hanky	Photo Frame	Colouring Book
Hand Cream	Something Special	Something Special
Something Special	Hand Written Note	Hand Written Note
Hand Written Note		



The latest Salesian Mission Newsletter (Autumn 2018) can be read by clicking on [this link](#).



Ms Ann Maree Pagon
Director of Religious Education

Director of Students

Semester Two... Emerging from the Winter Break

School Holidays are pretty awesome. They are a chance for students to have a little break from the day to day grind that school life can sometimes feel like. In talking to my students about how their time off was spent, the conversation moves pretty quickly from the highlights of trips away and fun times, to how short they were and how long it will be until the next set of school holidays roll around. That all too familiar feeling of dread about early mornings and homework comes flooding back for many students.



For most students the routine of the school day will be quickly re-established and by the end of the first week back they are rapidly back into the flow of school life and making steady headway into a number of assessment tasks across their subject range. For others who might be mourning the loss of their school holidays a little too long, below are some tips that could help overcome a new term funk:

- Ensure you are familiar with your Semester Two timetable – for some year levels this could mean new elective subjects have commenced – make sure you access SIMON to see if your timetable has changed.
- Do a school uniform audit – we are still wearing winter uniform this term. Make sure blazers and ties are ready to go and shoes polished.
- Get some early nights – school holidays may have seen the school night routine go by the wayside in favour of the World Cup, Wimbledon, Netflix or video games – make sure you are getting enough sleep to function well enough for the demands of the school day.
- Eat well – pack a healthy lunch instead of a sugar fix.
- Create a study timetable with your parents or Learning Leader – a fixed routine should help you be organised enough to juggle all of your homework demands with other important weekly events like sporting commitments or part time work.

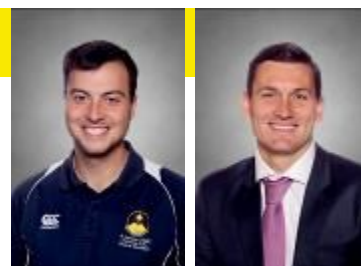
I want to wish every student at St Joseph's a successful Semester Two, particularly our Year 12 students who are commencing their final Unit of studies at the College before the all-important exam period.

Mr Liam O'Keefe
Director of Students

Year 7

Welcome to Term 3

The Year 7 cohort has completed its first semester of Secondary School and hopefully enjoyed a well-deserved break. We all need the opportunity to recharge our energy levels in order to hit the ground running for a busy Term 3.



At the end of term, Parent, Teacher and Student conferences took place. These are a three-way conversation between the people who have regular communication with each other and are an important opportunity to touch base and establish methods by which the student can seek to improve his learning outcomes. As school returns from a two week break, it is important for the boys to reflect upon the conversations that took place. Boys need to be actively seeking improvement in their own personal learning.

Over the holidays, hopefully they have all read the English text and are ready to begin studying their text in Term 3.

Term 3 is immensely busy and it is vital that students continue to develop their organisational skills. Some of the important events in Term 3 include: House Swimming Carnival, College Production, Whole School Assemblies and College Masses. These important College events all involve Year 7 students and it is fantastic to see students make the most of the many opportunities open to them at St Joseph's College. We have continually spoken with the students regarding embracing College life and our wish is for them to continue to meet this challenge.



Over the last few weeks in our science classes we have been designing and constructing simple machines. Students were given a select few items to construct a machine with and the results were great to see. This was the accumulation of a large amount of work in science on machines and how they work. Students were required to design inventions such as pulleys, levers and incline planes.

We would like to take this opportunity to welcome you back to Term 3 and trust the students have all had a restful and enjoyable break.

Mr Brian Martin Mr Patrick van Dyk
Year 7 Leader Year 7 Learning Leader

Valdocco Leader

Term 2 My Town Unit



For integrated studies across part of second term, staff and students took their learning off campus to participate in our My Town unit. Each group of students had opportunities to visit three different suburbs where they were engaged in a number of activities to learn about the suburbs they were visiting and to complete some numeracy and literacy tasks. This also involved students comparing and contrasting their local suburbs with the ones slightly further afield such as Ringwood, Box Hill or Hawthorn.



On the final two Fridays of the unit, students worked collaboratively to prepare video news reports on an issue relevant to the suburb they were visiting and created an advertisement for their suburb or a business within their suburb. In order to do this successfully, workshops were held at school, where students learned a range of skills such as story boarding, shooting video, recording audio, interviewing skills, editing, public speaking and green screen technology.

Student videos were shown in classrooms during the final Friday of the unit and staff were very pleased with the quality of the videos in terms of content and technical skills. Some of these videos will be shown to parents who attend our celebration of excellence assembly on Tuesday 7 August.

Here's what some of our students had to say about the unit:

"Over the course of the year we take part in four big units of integrated studies: My Homeroom in Term 1; My Town in Term 2; My City in Term 3 and My Market in Term 4. For the My Town unit in in second term, my group of classmates adventured to Glenferrie, Nunawading and Belgrave. Over the course of this experience, I gained more leadership skills and learned how to find my way around the suburbs I visited. I thought it was really great to see the way the various communities came together to deal with issues and help one another out. I'd like to thank all the teachers and my classmates for an enjoyable time."

Matthew Rose'Meyer (9 Ledda)



"My Town is an awesome program that allows us all to get familiar with suburbs in the area. It helped me gain more knowledge about the places around and I really enjoyed it. My favourite part was creating the news report and advertisement. We went into the suburb and interviewed local citizens about a hot topic facing their town. We also

produced an advertisement for a company in the area. This was very engaging and makes me want to go back again. Overall it was a great experience that taught me a lot while also being fun."

Joshua Hardman (9 O'Sullivan)

"My Town was a great experience. The fact that teachers trusted us to the point where they let us explore the vastness of the town that we visited was awesome. But it wasn't all fun and games. There was work to be done and completed on the day each time. The work was varied and engaged all of our five senses. The final task for the program was to create a news report on an issue such as vandalism, theft or parking and my group chose to focus on the internet and its effects on the local community. Overall, the experience was amazing and very rewarding."

Thomas Hurley (9 O'Mara)



Term 3 My City Unit

On Friday 20 July, staff and students in Year 9 commenced the Term 3 Integrated Studies Unit 'My City'. This will involve ten Fridays of learning activities in Melbourne's Central Business District. The first Friday involves students participating in an activity called "The Great Race" that will see them making their way around the city to answer a series of questions. One of the purposes of this activity is to enable students to become more familiar with the layout of Melbourne's CBD so that they can participate efficiently and confidently in upcoming activities in this unit that includes visits to the Shrine of Remembrance, State Library, Old Melbourne Gaol, Australian Centre for Moving Image, MCG Sports Museum, Botanical Gardens, Melbourne Docklands and the Ian Potter Gallery at the National Gallery of Victoria. Students will also be engaged in a number of activities related to English, Mathematics, Science, SOSE and Religious Education. Many hands-on skills such as using inclinators and trigonometry to calculate the heights of tall buildings, photography, botany classification etc. will also be employed during this experience. The unit culminates with each student creating their own blog and tour of things they find interesting in Melbourne's CBD. Parents of Year 9 students are invited to join us on the last Friday of this term to take their son's tour.

Celebration of Excellence Assembly

Parents/guardians of Year 9 students are invited to join us at Valdocco on Tuesday 7 August at 11.35am for an assembly in which we will be celebrating student work. Some of the videos from the My Town unit will be screened along with a number of excellent pieces of work from the Term 2 Visual Literacy unit in English, Media videos etc.

Mr Graeme Tucker
Valdocco Leader

Year 10

Work Experience and the Future

What to do, what to do? This term, and indeed the rest of the year, is a very important time for Year 10. Many, many acronyms have been discussed and many Year 10s are either very used to or involved with VCE, VCAL, VET, ATAR, VCAA, SAC, GAT and many more. These should be very familiar but there is always more to learn about options and choices and this is the time for seeking answers to questions that students have.



Last year this group of students were involved with the Year 9 into 10 course counselling day. Some also went to the Careers and Senior School Expo. Now the decisions have advanced in their importance. Students need to make the decisions that work for them. Asking questions, looking ahead to what they want to do in the future, seeking out other students who have been through subjects that they are looking at. Hopefully work experience gave its own information to students about what happens after school. Hopefully there were no bad experiences, but even they provide vital information.



There are plenty of avenues to research: Universities, TAFEs and all sorts of other pathways. The Expo will be very helpful for that. Subject teachers of VCE are also excellent resources. What is covered in Business Management? How is PE different to Sport and Recreation? What are the three Maths and what is the best to choose? Asking questions is the best way to go. Like anything a good effort goes a long way.

During work experience all of the students I was in contact with seemed to really enjoy it. It is a different experience, even for a teacher, which is obviously a job where you get to work, put in the hours, and then go home, usually never more than a few hundred metres from your office. Some students had an experience like that, others did not.

One student I tried to catch up with was indicative of that. I spoke to his boss on Tuesday and he was meant to be in Murrumbidgee on Wednesday and I was heading out to Cheltenham that day so that looked a good fit. However, his boss told me to ring at 11am the next day as they had to be in the city first. I called at 11am and the student had been in the CBD, and was now in Scoresby. At some point he was then going to meet up with a worker travelling from Kensington and they would be heading off to Cheltenham. Unfortunately time pressures got the best of us but it gave a good insight into what a normal day can be like when that sort of travel is normal.

Does travelling from worksite to worksite sound like part of a good job? Like most of those questions the answer depends on the individual. So, the individual needs to work that out for himself, and work experience helps with that.

And how are students going to get where they want to go? The basics of being punctual, having a good work ethic and attitude, being coachable and good manners go a long way and are not a reflection on how well you can solve for 'x', program a supercomputer or fix a tap.

There is no perfect answer and this how life works. It's exciting, scary, hard work, enjoyable and a whole host of other emotions. The school is there to help and make sense of the process so the best outcomes are achieved. Any question that is answered gets everyone that little bit closer.

Mr Tom Fay
Year 10 Leader



Year 12

Late Night Study

Term 2 came to a close with the Year 12 Retreat which was an absolute success. Thank you to Ms Pagon, Mr Piotti, the Homeroom Teams and Year 12 RE teachers who helped with the smooth running of the day. It was an apt way to finish what was a tiresome, yet hopefully productive, term. This day encouraged students to reflect upon their St Joseph's journey and look towards their future. This is a theme which we would like to build upon during Term 3 as students begin to make decisions that will impact their life after school. On Wednesday 25 July, St Joseph's College will be hosting a Careers Expo to help make decisions regarding their pathways.



Term 3 holds many more exciting events as the countdown to VCE Examinations continues. Starting on the Tuesday of Week 6 (21 August) we have the Late Night Study Program which will take place every Tuesday for the remainder of the term. This will allow students to study at the College up until 7pm. This is a great opportunity for students to work with their teachers in scheduling revisions classes, completing trial exams, running workshops and, of course, sharing a meal at dinner time.

In addition to Late Night Study, several teachers are continuing to run after school study sessions such as the 'The Hour of Power' run by Ms Young and her English team. I encourage every student to make the most of these extremely available resources.

A few more dates to put in the calendar:

- Monday 17 September – House Swimming Carnival
- Tuesday 23 October – Year 12 Final Assembly and Mass
- Wednesday 31 October – VCAA Examinations Commence
- Friday 23 November – Graduation

Ms Alex Bantock
Year 12 Leader

Director of Sport

Year 8 Football Exhibition Match

During the first week of the holidays, the Year 8 Football team competed in an exhibition match against Emmanuel College from Western Australia. This has become an annual event, providing Emmanuel with a game as part of their Melbourne tour and our boys an opportunity to play one final game for the year at the end of their Term 2 ACC season.



In a game played in great spirits, our boys proved too strong, running out convincing winners. Following a challenging ACC season, it was terrific to hear the boys celebrating their win following the match, completing their 2018 Football season on a positive note.

Thanks boys for your outstanding commitment during the holidays and to Mr Matthew Dunn for coaching the boys on the day.

Mr Paul Trubiani
Director of Sport



Music

Learn an Instrument Privately: Beginning in Term 3

Our College Music Department offers Private Lessons in *Voice and all Instruments* taught by our talented, passionate and hardworking music staff. We are currently taking enrolments for private *Instrumental and Voice* tuition for Term 3. Students can enrol individually or in a shared group of two.



If your son is interested in voice or learning an instrument this term, please print and fill out the application form located at the end of this *Newsletter* and return to **Student Reception by Friday 27 July 2018**.

Should you have any questions regarding Music at the College, please contact me via email bdean@stjosephs.com.au.

Our Year 7 Instrumental Program

It is with exciting news that we inform you of the beginning of the Year 7 Instrumental Program. This Semester, all Year 7 students will be learning an instrument from one of our six passionate and hardworking instrumental teachers.

Flute	Miss Elissa Robustelli
Trumpet:	Mr Tony Frantz
Trombone	Miss Trea Hindley
Clarinet	Mr Darren Ciran
Violin	Miss Claire Ransome
Drums and Percussion	Mr Dayne Lawless

Students will learn the instrument for an entire year and participate in a musical soiree performance at the end of Semester 2 this year and end of Semester 1 next year. It is the student's responsibility to look after the instrument, take it home, rehearse during the week and bring the instrument to school every Thursday.

Students will have the opportunity to select three instruments from the list and will receive one of their preference.

Timeline:

Week 1: Instrumental teachers will perform a masterclass to the Year 7 students.

Week 2: Students will receive an email and an eform asking them to list their top three preference.

Week 3: Students will receive their instrument.

If you have any questions regarding the Year 7 Instrumental Program, please do not hesitate to contact me.

Time to Shine



Tom Hurley, Miss Dean, Sev Dixon and Elton Salim



Congratulations to Tom Hurley (9 O'Mara), Elton Salim (11 Catamessa) and Sev Dixon (9 O'Sullivan) for representing the College at the Catholic School spectacular of Time to Shine. All students will be performing at the State Theatre as featured artists on Saturday 28 July.

ACCent on Music

A concert spectacular – Tickets now on sale

We are pleased to announce that tickets are now on sale for ACCent on Music. Forty eight musicians from St Joseph's College will be involved in this exciting concert spectacular performing at Hamer Hall on Tuesday 18 September.

Link to purchasing tickets: <http://www.accmelb.com.au/tickets/>.

If you are have any further questions regarding this event, please do not hesitate to speak with me.

ACC Rehearsal Day

On Wednesday 27 June, 15 students attended an ACC rehearsal day at Emmanuel College. Students rehearsed as three separate concert bands and then came together as an orchestra and choir to practice the finale. We look forward to the upcoming rehearsals of this major ACC event.



'ACCent on Music' rehearsals:

Monday 27 August: full day rehearsal.

- Big bands
- Strings
- Orchestra

Sunday 16 September: ACC full day rehearsal for all students involved.

Tuesday 18 September:

- Full day rehearsal at Hamer Hall.
- ACCent on Music Performance: tickets will be on sale in the coming weeks.



Year 8 Soiree

On Thursday 21 June, all Year 8 students participated in a full day rehearsal in preparation for the Year 8 Soiree which took place that evening. Students played two orchestral pieces and one sectional piece. Congratulations to all students. Special acknowledgement to our award winners and to our soloists Hamish Chandler-Wright (8 O'Sullivan), Peter Calvo (8 Ledda), Josh Cost (8 Edwards) and Caelen Goldsmith (8 Edwards).



This is not the end of music for Year 8 students but really the beginning. We encourage all Year 8 students to consider the next stage of their musical journey.

- Learning an Instrument Privately – please contact Miss Bronwyn Dean for a form.
- Year 9 Music.
- Coming down to the Music House for our Open Lunch Times on either Tuesday or Friday each week.
- Joining the Year 7 and 8 Chamber Orchestra: taking place Thursdays at Lunch Time and directed by Miss Claire Ransome.



Upcoming Parish Mass: Our Lady of Lourdes Bayswater

Our next Parish Mass is taking place at Our Lady of Lourdes Parish in Bayswater. I would like to invite your son to represent the College at this event

Details are below:

Date: Sunday 29 July
Location: Our Lady of Lourdes Parish in Bayswater
Time of Mass: 5pm
Uniform: Full winter

Miss Bronwyn Dean
 Music Leader

Science

Mission Discovery – STEM Opportunity for Year 9 and 10 Students

Year 9 and 10 students are invited to apply for the Mission Discovery Program that runs during the September Holidays. This extracurricular activity will allow students to meet astronaut and astrophysicist, Dr Michael Foale, and other scientists at the University of Melbourne.



The Principal, Cathy Livingston is providing funding of 50% of the program cost for the Mission Discovery Program at The University of Melbourne for a successful team of six students from St Joseph's College. Students interested in applying to be part of this rare opportunity will need to fill out the survey that will be emailed to them.

A brief summary of the program is below

- In teams, students take on the role of research scientists and design a space experiment
- The winning team's experiment, as judged by the NASA panel, will be launched to the International Space Station and conducted by astronauts on board!
- Overall winners and team challenge winners have their photo taken with the astronaut
- This is a full immersion in Space and STEM – with plenty of hands-on activities
- Students will develop their leadership, teamwork and public speaking skills
- They will hear a Space and Science Careers Panel Presentation
- Students join the astronaut and NASA leaders for lunch!

Details

Individual students: \$771 + GST per student (a team of six students who are successful in their application will have 50% of the fee covered by the Principal, Cathy Livingston).

Dates: The program will run from Monday 24 until 28 September 2018.

Times: 9:30am to 4:30pm daily (registration at 9am on the Monday. Arrival by 9.15 other days).



Location: The University of Melbourne, Sidney Myer Asia Centre
Carrillo Gantner Theatre (Room B02),
325/761 Swanston St, Parkville VIC.

Program details can be found at <http://www.missiondiscovery.com.au/> and a movie about the experience can be found [here](#). If you have further questions, don't hesitate to email me at nharvey@stjosephs.com.au.

Mr Nicholas Harvey
Science Leader

Languages

Language Week

Commencing Week 2 of this term, the College will be celebrating *Language Week*.

Japanese Day Wednesday 25 July
Italian Day Thursday 26 July



As part of this celebration, workshops and performing art shows about Japan and Italy will run on both days. Some of the Years 7, 8 and 9 and senior students will take part in a variety of learning experiences such as making sushi and pizza, playing card games (bocce/scopa) and making origami and taketombo.

Japanese Day

Guest Artist, Claire Teisen will tell a story called '*Urashima the Fisherman*' while creating figures through origami art. Some Years 7 and 8 students will participate in speaking and making their own paper characters.

Additionally, boys will be able to order some Asian noodles for lunch, while our senior language students will run some workshops in Room 47 about how to make origami and taketombo.

Italian Day

The '*Make A Scene Theatre Art Education*' will perform the show '*Fooling in Love*' to some lucky Year 8 classes.

At lunch time, there will be pizza and gelato available to purchase in the Main Courtyard, while our talented Miss Dean, accompanied by a Year 9 student, will perform an Italian Song at lunch time.

In the meantime, at lunch time, students can play scopa card games (a traditional Italian game) and pretend to be the famous painter Michelangelo by drawing and colouring upside down! Our senior Italian boys will be in Room 47 to run these workshops.

We will have some students showing their sport talents too. As everyone knows, soccer is the most popular sport in Italy and some of the junior students will be able to play it at lunch time.

Friday Movie and Baseball Day

Baseball is of high demand in Japan and some of the senior boys will play an exhibition match at lunch time on Friday. Boys will also be able to view an Italian movie with subtitles in Room 61 and a Japanese movie in Room 60 at lunch time and after school. Snacks will be provided!

We hope all the boys will come along and celebrate cultures and languages with us!

Ms Chiara Giacomuzzi
Language Leader

Pathways



Dates to Diarise in Term 3

- Careers and Senior School Expo – Wednesday 25 July.
- UMAT2018 – Wednesday 25 July.
- University/TAFE Open Days 2018 – throughout August.
- Year 12 VTAC applications – throughout August and September.



REMINDER: Inside Monash Seminar Series 2018

The remaining Inside Monash Seminar Series take place this term! These seminars provide VCE students with an insight into the courses and career options within discipline areas. The seminars are held in various locations across the Caulfield, Clayton, Peninsula, and City campuses, and seminars with the same title have the same program. All seminars commence at 6.30pm. Exact venue details are available on registration at [Inside Monash Seminars](#).

DATE	EVENT	CAMPUS
Tuesday 14 August	Music	Clayton
Thursday 6 September	Information Technology	Clayton
Thursday 13 September	Engineering	Clayton



Bachelor of Engineering Practice (Honours)

Swinburne introduced the *Bachelor of Engineering Practice (Honours)* degree this year. This course offers an alternative to the traditional teaching and assessment approaches in engineering. It has been co-designed with multiple industry partners to ensure that future graduates will be well-prepared to go into an existing company or create their own. Entry to the degree is based on an interview rather than ATAR results, and assessment is based on individual performance within a team rather than on exams. The degree runs alongside the existing [Bachelor of Engineering \(Honours\)](#), and will conform to the requirements for accreditation by Engineers Australia and students will graduate as engineers. Students should note that any maths is acceptable.

Find out more at [Bachelor of Engineering Practice \(Honours\)](#).



Studying Osteopathy at VU

Osteopaths diagnose, treat and provide preventative advice about disorders that affect the body's musculoskeletal system, using manual techniques to alleviate stresses and dysfunction to improve the body's function ([Good Universities Guide - Osteopath](#)).

VU offers one of only three of these accredited double degree programs in Australia. Core studies include anatomy, osteopathic science, physiology and biochemistry. Students undertake fieldwork and clinical practice to prepare them for their osteopathy career.

Students considering a career in osteopathy need to complete the Bachelor of Science (Osteopathy) first; this is a three year course and provides an entry into an osteopathy career. Completion of the Bachelor of Science (Osteopathy) course alone does not make graduates eligible for registration as Osteopaths. Students must also complete the Masters of Health Science (Osteopathy) in order to be eligible to register as an Osteopath. So, the double degree program is:

- Bachelor of Science (Osteopathy) – 3 years
- Master of Health Science (Osteopathy) – 1.5 years

On completion of both programs, students will be eligible for:

- Registration with the Osteopaths Registration Board of Victoria.
- Registration as an Osteopath in all other Australian states.
- Membership with the Australian Osteopathic Association.

For further information about registration requirements, visit the [Australian Health Practitioner Regulation Agency](#) website.

VU has a an [Osteopathy Teaching Clinic](#) which operates over 40 weeks per year, and students are required to attend clinical sessions on a rotation basis including outside of semester hours to maintain a public service and provide continuity of patient care. Clinical training, including fieldwork, is crucial in the preparation to becoming an Osteopath.

For more information about studying osteopathy at Victoria University, visit [Osteopathy at VU](#).

Diploma of Paramedical Science

The one year [Diploma of Paramedical Science](#) at VU prepares students to work in pre-hospital and out-of-hospital care in the health care industry. Students will be qualified to work in the private and non-emergency patient transport sector as an Ambulance Transport Attendant (ATA) in Victoria. On successful completion of this course, it may be used as a guaranteed pathway to the [Bachelor of Paramedicine](#) at VU.



Navy Helicopter Pilot

Experience one of Australia's most exciting flying jobs, taking part in search and rescue missions, medical evacuations, disaster-relief, and anti-submarine operations.

Helicopter Pilots (known in the Navy as Navy Pilots) fly rotary wing aircraft. Helicopter Pilots experience a variety of employment and training environments during their Navy career. These are designed to prepare for roles of higher management as a senior officers in the Royal Australian Navy. In addition to their normal duties, all Navy Officers are designated as Divisional Officers throughout their career. This involves the leadership, management, administration and career advice to junior sailors and officers within their Division which may involve up to 50 junior sailors and officers.

Find out more about the role, the entry requirements, salary, and benefits at [Defence Jobs - Navy Helicopter Pilot](#).



News from RMIT University

- [Bachelor of Creative Writing at RMIT](#)
Students develop practical and professional skills in creative writing, informed by critical, historical and theoretical knowledge of writing industries, art forms and career opportunities. These skills include the capacity to experiment, produce, analyse and reflect upon work in a variety of writing styles, techniques and voices. Students learn about character, structure, theme, language and visual storytelling to enable successful writing in numerous forms and genres. Students are given options to collaborate with peers, other creative arts students and industry partners, through professional placements and work on student-led publications and productions.

Major studies on offer are Asian Studies, Cinema Studies, Editing, Fiction writing, Literary studies, Non-fiction writing, Poetry writing, Popular culture, Professional practice, Publishing, Screenwriting.

VCE requirements: Units 3 and 4: a study score of at least 32 in any English

Selection into the course: All applicants must complete and submit the Creative Writing selection kit. Due dates will be published soon.

Find out more at the [Bachelor of Creative Writing](#).

- The Benefits of Studying a Fashion Degree at RMIT

Ranked in the Top 20 fashion schools worldwide by the Business of Fashion Global School Rankings 2017.

From the very first semester, students will be in the studios making, creating, and experimenting.

Students are part of an industry-connected community, where they can experiment, share ideas, and collaborate.

Students get to develop their identity as a designer, and in the creative area of fashion business.

Browse – [Bachelor of Fashion \(Design Technology\)](#)

Browse – [Associate Degree in Fashion Design and Technology](#)



News from ACU

- Bachelor of High Performance Sport

The high performance industry is a global, multi-billion dollar entity employing sport scientists, coaches, strength and conditioning professionals, and high performance managers and analysts. At the heart of this industry is the conditioning of the athlete, with the aim of optimising individual and team performance, and keeping them at the top of their game.

The innovative Bachelor of High Performance Sport will be introduced in Semester 1 2019. Students will gain skills in sports performance and analysis, exercise programming, and strength and conditioning of athletes. They will learn to design and deliver programs that enhance athletic performance and reduce the likelihood of injury and illness.

This course will suit students seeking a career working with elite athletes in professional sporting organisations or sub-elite and junior programs. Emphasis is on:

- (1) Athlete preparation, coaching, training and performance;
- (2) Industry-relevant knowledge, skills and accreditation; and
- (3) Work-integrated learning opportunities.

This course differs to other sport and exercise courses in that it has a specific focus on the high performance sport industry; international internship opportunities are on offer; students are taught by industry experts; and the fast-tracked study option allows full-time students to complete the course in 2.5 years so they can enter the workforce quickly or progress directly into [postgraduate study](#).

Visit [Bachelor of High Performance Sport](#) to find out more.

- Sport and Outdoor Education

Commencing in 2019, the three year Bachelor of Sport and Outdoor Education will offer core studies that provide an extensive knowledge and skills base in human health, wellness and performance, with a specific focus on the role of sport, exercise and outdoor education. This will be addressed from a psychological, physiological, exercise prescription and outdoor education perspective, explored in the contexts of community health, well-being, recreational physical activity, sports performance and outdoor education leadership. Industry-relevant practicum experience will also be embedded in the course.



The prerequisite VCE subjects will be a study score of at least 30 in English (EAL) or 25 in any other English, and *recommended studies* would be any of: Health and Human Development, Physical Education, Mathematics (any), Biology, Chemistry, Physics.

This qualification can lead to careers in settings such as:

- Outdoor Education Instructor
- Commercial and Educational Outdoor Leader
- Outdoor Recreation Leadership
- Camp Director/Manager/Programmer
- Exercise Scientist
- Sports Coach
- Physical Activity Officer
- Allied Health Assistant

This is not a teaching qualification, but students who wish to teach can select certain electives in the course, and then complete a [Master of Teaching](#).

Browse the [Bachelor of Sport and Outdoor Education](#) to learn more.

- REMINDER: Early Entry Programs
 - ⇒ Community Achiever Program (CAP)
applications are still open, and close 31 July 2018
 - ⇒ Passion for Business (P4B) Early Entry Program
applications are open
 - ⇒ Passion for Law (P4L) Early Entry Program
applications are open



Free Year 10, 11 and 12 VCE Study Skills Days

This *free* event in the school holidays is designed to support VCE students, providing valuable advice and strategies to help them excel in their studies. Students will hear from experienced guest speakers and FedUni's academics and students.

Registrations are now open at [FedUni Study Skill Days](#)



Career as a Diplomat

Many universities in Victoria offer courses that include major studies in international studies, global studies, international relations, policy studies, politics, etc. that students keen on a career as a diplomat, or working in government or NGO's, might be keen on studying. Students should note that the prerequisite VCE subject for most of the degrees listed below is only an English or EAL. For a comprehensive list of all relevant courses (including the many other double-degree options) on offer at universities, visit [VTAC](#).



UNIVERSITY	COURSE	MAJOR STUDIES
ACU	<u>International Development Studies</u>	International Development Studies.
	<u>Arts/Global Studies</u>	Business Studies, Drama, Economics, Global Studies, History, Literature, Mathematics, Media, Music, Philosophy, Politics and International Relations, Psychology, Sociology, Study of Religions/Theological Studies, Visual Arts.
Deakin	<u>International Studies</u>	Anthropology, Arabic, Chinese (Burwood, Waurn Ponds), Indonesian, International relations, Language and culture studies, Middle East studies, Politics and policy studies, Spanish.
	<u>International Studies/Commerce</u>	Accounting, Anthropology, Arabic, Business analytics, Chinese, Commercial law, Criminology, Economics, Finance, Financial Planning, Human resource management, Indonesian, International trade, Language and culture studies, Management, Management information systems, Marketing, Middle East studies, Politics and policy studies, Spanish.
	<u>Laws/International Studies</u>	Anthropology, Arabic, Chinese, Commercial law, Indonesian, International relations, Language and culture studies, Middle East studies, Politics and policy studies, Spanish.
La Trobe	<u>International Relations</u>	International Relations.
	<u>Laws/International Relations</u>	Law, International Relations.
	<u>Politics, Philosophy and Economics (PPE)</u>	Economics, Philosophy, Politics.
Monash	<u>Global Studies</u>	Global cultural literacies, Global studies, Human rights, International relations, International studies, Languages.
	<u>Laws/Global Studies</u>	Constitutional law, Corporations law, Criminal law & procedure, International relations, International studies, Administrative law, Contract, Equity, Evidence, Global cultural literacies, Global studies, Human rights, Intellectual property, Languages, Law, Lawyers' ethics in practice, Litigation and dispute resolution, Professional practice, Property, Taxation, Torts, Trusts.
RMIT	<u>Arts (International Studies)</u>	Cross cultural studies, Cultural diversity, Globalisation, History, Human rights, International development, International economics, International law, International relations, International studies, Language and culture studies, Language and literacy, Politics and policy studies, Social research methods.
	<u>Legal and Dispute Studies</u>	Dispute resolution and mediation, Human rights, Justice, Law, Law (Family), Law (civil), Law (criminal), Law (evidence), Law (information), Law (labour relations), Legal practice, Legal studies, Organisational processes, Social sciences, Sociology.
Swinburne	<u>Laws/Arts</u>	Asian commercial law, Chinese, Cinema and screen studies, Civil procedure and alternative dispute resolution, Commercial law, Company law, Competition law and policy, Contract law, Copyright, Corporate law, Creative writing and literature, Criminal law and procedure, Criminology, Digital advertising technology, Environmental sustainability, Equity, Federal and state constitutional law, History, Intellectual property law, International law, International studies, Japanese, Journalism, Legal practice and professional conduct, Media industries, Patents and designs, Philosophy, Politics and international relations, Professional writing and editing, Property law, Social media, Sociology, Torts,
Uni Melbourne	<u>Arts</u>	Ancient world studies, Anthropology, Arabic studies, Art history, Asian studies, Australian Indigenous studies, Chinese societies (minor), Chinese studies, Classics, Creative writing, Criminology, Development studies (minor), Economics, English and theatre studies, English language studies (minor), Environmental studies (minor), European studies (minor), French studies, Gender studies, Geography, German studies, Hebrew and Jewish studies, History, History and philosophy of science, Indonesian studies, Islamic studies, Italian studies, Japanese studies, Knowledge and learning (minor), Law and justice (minor), Linguistics and applied linguistics, Media and communications, Philosophy, Politics and international studies, Psychology, Russian studies, Screen and cultural studies, Sociology, Spanish and Latin American studies.
VU	<u>Community Development</u>	Community development, History, International development, Politics, Sociology, Writing.



Career in Event Planning

The Good Universities Guide indicates that an event planner or event coordinator plans and organises special events, including parties, wedding receptions, product launches, banquets, meetings, conferences and conventions. Successful event planners:

- enjoy working with people
- have good organisational and time management skills
- have every attention to detail
- have good interpersonal and supervisory skills
- have good communication skills
- have neat personal appearance
- are comfortable working with computers
- are able to negotiate, delegate and work under pressure

Depending on the size of the establishment, events coordinators may work independently or as part of a team. They often work irregular hours, and on weekends and public holidays. Learn more at [Good Universities Guide - Events](#).

There are a number of institutions in Victoria that offer courses, or majors, in event management, and some of these are listed below.

For a comprehensive list of all events courses offered by all Victorian institutions, visit [VTAC](#).

Institution	Course	VCE Entry Requirements
Box Hill Institute	Diploma of Events	n/a
Chisholm Institute	Diploma of Event Management	n/a
Holmesglen Institute	Diploma of Events/Certificate III in Live Production	n/a
La Trobe University	Bachelor of Business	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
	Bachelor of Business (Event Management)	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
	Bachelor of Business (Event Management/Marketing)	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
Melbourne Polytechnic	Diploma of Event Management	n/a
Swinburne University	Diploma of Event Management	n/a
	Bachelor of Business Administration	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.
Victoria University	Bachelor of Business (Event Management)	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
William Angliss Institute	Diploma of Event Management	n/a
	Advanced Diploma of Event Management	n/a
	Bachelor of Event Management	n/a



Career as a Paramedic

The Good Universities Guide states that paramedics provide pre-hospital emergency care, treatment and specialised transport for patients - [Good Universities Guide - Paramedic](#).

Working as an ambulance paramedic means that no two days are ever the same. What a paramedic does can be as varied as restarting a patient's heart down to helping solve social welfare issues. Ambulance paramedics are called when people feel they have no other options and are suffering what feels like an emergency to them. An interesting fact to remember when applying to become a paramedic is that the majority of the workload is not lights and sirens driving to save a patient's life. This job is more about helping people in their time of need as opposed to being a hero. Visit [Ambulance Victoria - Types of Paramedics](#) to find out more!

The following Victorian universities offer Paramedicine courses. Log onto [VTAC](#) to find out more about these courses!

INSTITUTION	COURSE	VCE REQUIREMENTS	ATAR 2018
Australian Catholic University (M) – Melbourne (B) – Ballarat	Paramedicine	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	85.25 (M)
	Nursing/Paramedicine	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	73.80 (B)
La Trobe University (AW) – Albury Wodonga (Be) – Bendigo (Mi) – Mildura (S) – Shepparton	Paramedic Practice with Honours	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: a study score of at least 20 in two of Biology, Chemistry, Health And Human Development, any Mathematics, Physical Education, Physics or Psychology.	69.35 (Be) 73.30 (AW) 73.65 (S) n/a (Mi)
Monash University (P) - Peninsula	Paramedicine	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: a study score of at least 25 in Maths: Further Mathematics or at least 22 in Maths: Mathematical Methods (any) or at least 22 in Maths: Specialist Mathematics.	75.30 (P)
Victoria University (St. A) – St. Albans	Paramedicine	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.	70.05 (St. A)

Mrs Vivienne Egan
Head of Pathways

Community

Queenstown Alpine Expedition

From Wednesday 4 July to Thursday 12 July, 27 students and four staff visited Queenstown in New Zealand for a week of alpine adventure. Queenstown is located on the South Island of New Zealand and is the home to Outdoor Adventures and Ski Sports across the world.

The students experienced a wide variety of activities and experienced the beautiful scenery that Queenstown has to offer.

When we first arrived in Queenstown we were fortunate enough to run into Ms Cathy Livingston and spent some time with her before she departed.



The week started off with two days of snow sports (snowboarding and skiing) at The Remarkables resort. Both of these two days saw the students undertake two lessons to improve their skills. Once these lessons were over, the students had the opportunity to enjoy the rest of the days on the slopes. We were fortunate enough to have had excellent snow on the mountains for these days. The boys were able to enjoy the wide variety of terrain on offer. The Remarkables caters for all ability levels, which suited us well.

After two days of snow sports, we spent two days in Queenstown undertaking different activities. We caught the water taxi across the famous Lake Wakatipu into town. The first of these activities was to ride the famous Shotover Jet on the Shotover River.

The Shotover Jet operates on a 7km stretch of river and involves 360 degree turns and fast flowing rapids through spectacular gorges and countryside. The boat reaches speeds of up to 90kmh.



We also spent a few hours ice skating at the Queenstown Ice Arena practicing our skating skills around the rink and enjoying the company of each other.



One evening was spent taking the Skyline Queenstown Gondola up to the summit of Bob's Peak, overlooking the city of Queenstown. This is the steepest Gondola in the Southern Hemisphere. Once at the summit the students were treated to a Haka performance and even taught the dance as well. This tested out the strength in our legs after two days of snow sports.



At Bob's Peak, we were treated to an all-you-can-eat buffet. The boys certainly made the most of their time here and ate a wide variety of food in the company of each other.

We also spent an afternoon in town playing a game of Laser Tag. The teachers were fortunate enough to come up with a victory here.



After two days exploring Queenstown we went up to Coronet Peak for two days of snow sport lessons and free time on the mountain. We were fortunate to have two days of Bluebird weather and fresh powder on the mountain. The students made the most of their lessons and spent much time on the terrain park in the afternoon, enjoying the fresh powder that was available.



Our final day in Queenstown began with an entertaining game of Frisbee Golf. The world-famous course has 18 holes and is played on the lake front in town. This was an entertaining and competitive way to end our trip. Many students also made the time to wait for an extended period in line at the world famous Fergburger Restaurant in Queenstown. This is an iconic restaurant that is well worth the wait in line for the delicious offerings.

The students came from Years 9-12 and all got along well and made new friends from different year levels.





It was incredibly pleasing to see students develop and further-improve their skiing or snowboarding skill, a sport they can take right across the world to other resorts.

Students were offered a taste of what the natural environment can offer if they step outside of their comfort zone and take on new challenges.

I would like to extend a huge thank you firstly, to the students for making a great trip remarkable and secondly, to the staff for their assistance and care across the expedition.

Mr Patrick van Dyk
Year 7 Learning Leader



Entertainment Book Fundraiser

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

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



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

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





St Josephs College

Instrumental and Voice Tuition Application

A school without music is a school without a soul, for music complements education.

Don Bosco

To secure your son's place in 2018, please complete this form and return it to Student Reception as soon as possible. A separate application form is required for each instrument. Extra forms are available from Student Reception and the College website. No student may commence instrumental lessons without a signed application form being received by the school.

Instrumental and Voice Tuition is an extracurricular activity. To be eligible for extracurricular activities, school fees are required to be up to date. For families with a finance arrangement, please contact the College Finance department to discuss eligibility.

Please complete one application form per instrument

Full Name of Student: _____ Year Level (2018): _____

I wish to enroll in 2018 instrumental lessons. Instrument: _____

Preferred lesson type

☐

Private Tuition - \$320 per term

☐

Shared Tuition if applicable - \$200 per term

Need to hire an instrument

☐

Yes

☐

No

Contact Information:

Name of Parent/Guardian: _____

Postal Address: _____

Parent/Guardian Telephone: _____ Parent/Guardian Email: _____

I agree to the Instrumental and Voice Tuition Conditions and understand that to be eligible for extra curricular activities such as Instrumental and Voice Tuition, school fees are required to be up to date.

Parent/Guardian Signature: _____ Date: _____

ABN 29 546 618 249 5 Brenock Park Drive Ferntree Gully Victoria Australia 3156 Phone: 03 9758 2000 Fax: 03 9758 5467

Email: welcome@stjosephs.com.au Web: www.stjosephs.com.au

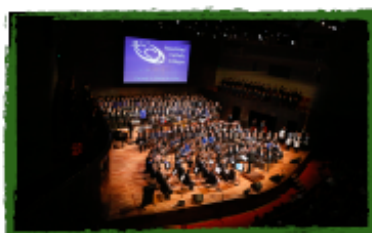
Privacy Notice: Information collected on this form/letter/notice is in accordance with our Privacy Policy.



HAMER HALL

ARTS CENTRE MELBOURNE

Tuesday September 18th, 7pm



ACCent on Music 2018

Associated Catholic Colleges (ACC) is proud to present its third combined schools concert - "ACCent on Music". The ACC is an association of 12 Catholic secondary schools for boys, covering various suburbs in and around Melbourne. Over 500 students from years 7 - 12 have been selected by their respective schools to perform on stage in one of Australia's premiere concert venues - Hamer Hall, Arts Centre Melbourne. The performance comprises items from a range of ensembles - choir, drumline, concert bands, stage bands, strings & orchestra. Tickets are just \$20 and can be purchased via the ticket link for each school on the ACC website: <http://www.accmelb.com.au/tickets/>



Associated
Catholic
Colleges



Proudly supported by our event partner





ST JOSEPH'S COLLEGE AND
MATER CHRISTI COLLEGE
PROUDLY PRESENT

the wedding singer

A New Musical

August 8 – 11, 2018

at Burrinja Cultural Centre Upwey



St Josephs
College



MaterChristi

TICKETS AVAILABLE AT
TICKETS.BURRINJA.ORG.AU



College Calendar – Upcoming Events

Monday 23 July	Staff Formation Day (No Classes)
Tuesday 24 July	Year Level Assemblies Year 11 2019 VCAL Application Forms Available Year 8 Retreat (8OS, 8ED, 8PR) Prefect Training S1 3.30-4.30pm Italy Trip Revisited 6.30pm
Wednesday 25 July	Year 8 Retreat (8OM, 8LE) Career and Senior School Expo 6-8.30pm
Thursday 26 July	Reunion Class of 1988 6-8pm Yingadi Parent Information Evening 6.30pm
Friday 27 July	Open Morning 9.30am
Saturday 28 July	Time to Shine Concert 2pm and 7pm
Sunday 29 July	Mass in the Parish (Our Lady of Lourdes, Bayswater) 5pm
Monday 30 July	Year 11 Leadership Seminars Begin Prefect Training S2 3.30pm
Tuesday 31 July	Whole School Assembly 9-10.45am Year 11 2019 VCAL Applications Due
Wednesday 1 August	Year 10 into 11 Subject Consultation Day (Class free for Year 10) Year 9 into 10 Subject Selection Evening 7-8.30pm
Thursday 2 August	Open Afternoon 4pm Year 11 into 12 Subject Selection Interviews 5.30-8pm
Friday 3 August	Grade 4, 5, 6 Day 9.30am-12noon
Saturday 4 August	ACER Test Day for Year 7 2019 8.30am-12noon

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

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

College Calendar – Term Dates

Term 3

Monday 16 July until Friday 21 September

Term 4

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