



Agité

Term 3, Week 1

July, 2017



St Josephs
College

This fortnight in Agité

Principal

Deputy Principal – Students

Prayer

Religious Education

Junior School

Valdocco

Senior School

Sport

Music

Technology

Counselling

Pathways

Community



Principal

Enrolments for Year 7 2019 close on Friday 25 August 2017. 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.

It's only a few weeks away! The Mater Christi College and St Joseph's College production of Mary Poppins 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 performances are sure to sell out.

We are moving into an important period of time for subject selection for 2018. The processes are clearly outlined for students and families. This Wednesday 26 July is the Senior School Subject Selection and Careers Expo which is a critical part of the process for making robust decisions.

Late last week, Mrs Vivienne Egan, Mr Peter Wright and I enjoyed lunch at Mister Fox, Ringwood, while visiting Darby Crisp (12 O'Mara) who is completing a Structured Work Placement at this café as part of his VCAL program.

Have you ever considered being a Homestay Family? Please contact my Personal Assistant, Ms Janelle Spring, on 9756 3112, should you be interested in this.

Towards the end of last term, Mrs Belinda Zmood's father, Mr Victor Zmood, passed away. We offer the community's condolences.

All the best for the fortnight ahead.

Ms Cathy Livingston
Principal



(L-R) Matthew White (owner), Mr Wright, Mrs Egan and Darby Crisp



Deputy Principal – Students

Term 3: A Term of Transformation

Welcome to Term 3, an exciting time where the year is finally over the half way mark and some kind of culmination begins to become apparent. It can be a transformative and rewarding time in a school.

Term 3 is a time of opportunities, a time to start anew for those whose academic or social efforts and achievements may have disappointed them, and a time to build upon, and extend achievements for those students pleased with their efforts. A time of transformations.

The Year 7 students now find St Joseph's a familiar and comfortable place, rather than the alien and foreboding place it may have seemed to many in those hot days early in their St Joseph's journey. They have been transformed, and are now a vital and complete part of the College, involving themselves fully in the many opportunities on offer. The Year 8 students, comparative veterans, are deeply involved in important formative programs, including Respectful Relationships and the Four Seasons Program, which gives them the opportunity to participate in a comprehensive outdoor education program that also prepares them for the Year 9 Outdoor Expedition in 2017. The Year 9 boys, the transformative power of the Outdoor Expedition long behind them, continue to embrace the diversity of the programs on offer at Valdocco, this term participating in the 'My City' experience, in an environment far more wild than that of the Outdoor Expedition – Melbourne's CBD.

For the boys in the Senior School, Term 3 is a time of decisions. Having just completed a successful campaign in the College's Work Experience program, the Year 10 students will soon be making vital choices about their program for 2018, choices that will go a long way to shaping their future studies and careers. They will soon be selecting their Year 11 programs, deciding upon either VCE or VCAL, and what subjects they will study in undertaking these qualifications. The Year 11 students in the meantime have this time to continue developing both their study habits and their skills and knowledge as they prepare for Year 12 in 2018.

Then there are the Year 12 students. The future is rushing towards them, quicker than it is for anyone else at the school, and with it, more opportunities for transformation. This is a time of planning for them, whether by making VTAC selections or applying for apprenticeships or other employment. The end comes soonest for Year 12 students, with their formal classes concluding early in Term 4 before they take on the VCE Examinations, or in the case of VCAL students, begin in the world of work. It is in the Year 12s that the potential of Term 3 is clearest. During this time, the Year 12 students will grow up in ways that will surprise us all, them most of all. They will find that they are capable of acts of determination and focus as they prepare to take on their examinations. At the same time, it will begin to dawn on them that a very special journey, that through the many pathways of St Joseph's, the journey of boy to man.

And that is what they should not lose sight of, despite the many opportunities and the frenetic pace. They must remember that in the midst of all the activity during a time when the future begins to solidify, when effort starts to be rewarded and when the fruit of achievements become apparent, that the heart and all the connections it holds are just as important. Same deal with the third term in a school year. Students should take on this term of transformation, this term when so much can be achieved, this term when they can build on their successes and undo some of their mistakes. But they should remember their heart as they do it, being positive and supportive of one another, and seeing clearly that they belong to a very special place.

Mr Guido Piotti

Deputy Principal – Students



Prayer

Blessings of Winter

We give thanks for the blessing of winter: Season to cherish the heart.

To make warmth and quiet for the heart.

To make soups and broths for the heart.

To cook for the heart and read for the heart.

To curl up softly and nestle with the heart.

To sleep deeply and gently at one with the heart.

To dream with the heart.

To spend time with the heart.

We give thanks for the blessing of winter:

Season to cherish the heart.

Amen.



Religious Education

Practical Help

During Term 3 students and staff will have the opportunity to give practical help to those in need.

Our College focus for the third term is on our local community. We run a collection campaign for the St Vincent de Paul Society. This is referred to affectionately as “Tinnies 4 Vinnies” We will be launching our campaign at the next Whole School Assembly where each year level will be challenged to reach their target to support those in need.

There will also be some other opportunities for projects for individual year levels to participate in through out the second half of the year.

The Year 10 social justice group are working on a combined project with “the possibility project” where they have learn about the benefits of social enterprises and are competing in a competition to promote the sale of products and raise awareness.

The Year 8 students will be challenged to put into action some support for women who have experienced domestic violence. At the end of last term the boys participated in Building Respectful Relationship program and learnt about what makes for good relationships. Discussions included how they can work towards building their relationships with others in their community. More information will follow.

It is always great to see students get involved in practical ways in helping others and in that spirit I encourage all to get busy being practical!

Ms Ann Maree Pagon
Director of Religious Education

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





Junior School

Term 3 at a Glance

By now the Year 7s are well accustomed to secondary school life and have settled seamlessly into the new term. This term they will tackle a number of new topics and concepts, which will continue to shape and develop their young minds.

Ned Kelly was a thief, murderer and a bank robber yet when he was sentenced to death, many people rallied for his life. Was he a villain or a hero? In English this term the 7s will read and study *Black Snake: the Daring of Ned Kelly* by Carole Wilkinson. Wilkinson retells the story of notorious gang leader Ned Kelly through creative narratives and factual segments. Whilst improving and refining their literacy skills, the boys will partake in a cohort wide competition where each task they complete will give them 'WANTED POINTS'. Each week, the top ten students with the most points will be posted up on the walls of Becchi.

Often we hear students mutter, 'What's the point of algebra?' Well this term the boys will learn the importance of algebra in Mathematics. Firstly, simple algebraic equations assist with the speed of problem solving and will improve deductive and inductive reasoning. Secondly, algebra acts as a building block for learning more difficult mathematical concepts such as statistics and calculus.

Without algebra many fundamental principles of physics would not be understood. For example, Einstein's theory of special relativity can only be understood through the use of algebra.

Did you know that one of the world's most mysterious ecosystems is the Palawan Highlands located in the Philippines? This exotic and isolated area was found during an expedition in 2007 where botanists discovered strange flora located at the top of Mount Victoria and Mount Sagpaw. It is here where the carnivorous Pitcher Plant feeds on rodents and small monkeys! This term in Science the boys will be investigating various ecosystems and the key elements that allow an ecosystem to thrive and survive. They will also be looking at the differences between living things and how the system of classification works.

A study in 2015 deemed Melbourne the world's most liveable city. By 2016 we have dropped down to sixth place. What is it that makes a place liveable? What do we seek when looking for a place to live? Why are there places we wish to visit but not stay permanently? Why are we so lucky to live in such an incredible city like Melbourne? These are some of the questions that the boys will be investigating this term in Humanities in the unit 'Place and Liveability'.

So much to investigate, explore and learn...

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





Year 8



Over the holidays a group of Year 8 boys had a football match against Emmanuel College, which is an Academy school from Perth. This is the second year we have played Emmanuel, having beaten them in a close contest last year.

Our boys were kind enough to give up some of their holidays to come down and play, which was fantastic dedication to the College sport program. The game also saw quite a few spectators, showing support for both sides. Many of those were Joey's boys who had come down to support their friends.

The game was a very tightly fought match with both teams having runs of goals throughout. For the wet conditions the

skills were extremely good and the game was very entertaining. Our boys were able to get a goal buffer at three quarter time, which they were able to tightly hold onto in the last.

A first win of the year for our Year 8 boys. They had gotten close on many occasions during the ACC season but it just hadn't gone their way. It was great that they could finally celebrate and sing the song after a tough year. Great win boys and thoroughly deserved.

Well done!

Mr James Love, Ms Jacqui Cooke and Mrs Trina May
Year 8 Curriculum Leader, Year 8 Coordinator and Head of Junior School



Valdocco

Farewell to Mr Oliver Churchyard and Welcome to Ms Sarah Harris

I am ever so grateful for the wonderful team of staff at Valdocco who always give generously of their time and expertise to teach and mentor our Year 9 students on their journey as they prepare for Senior School and life beyond school. In this article I particularly want to single out Mr Ollie Churchyard who has recently finished a contract at St Joseph's College. Over the course of first semester Ollie had been the homeroom teacher of 9 O'Mara, teaching the boys English, Religious Education and Thematic Studies. He taught the Health and Outdoor Cooking Unit of Discovery, and also took 9 O'Sullivan for English. I thank Ollie for his tremendous dedication to his students, ensuring that all of his lessons were well prepared, and for catering to the needs of all of his students. He continually gave of his time before and after school, or during lunch and recess breaks to provide additional support to individual students or small groups that required extra help with the acquisition of concepts or skills. He developed positive relationships with the students he taught and sought to inspire all he taught to achieve their best. What he meant to these students is best expressed in their own words:

"Mr Churchyard changed our lives and everyone's attitude towards school. The energy and preparation he brought to class was indescribable. He didn't worry about the little things. He focused on teaching us to the best of his ability. Mr Churchyard sent the whole class an email every night highlighting due dates, events, things to remember and a summary of the day about what we did well and what we could improve on. His dedication to his teaching is honestly



indescribable and everyone was blown away with his skills. Some students used to have trouble understanding tasks and requirements, but when we met Mr Churchyard his voice put students into a trance of concentration and dedication. He explained things clearly and he didn't make things any more complex than they already were. He unlocked something inside of everyone that not even they knew was possible. Many students studied more and more and improved a lot. Some students may not be the best writers, but we all put in a huge amount of effort because we all wanted to impress him. He came to class prepared with sheets of notes that would assist us O' Mara boys dramatically. These words are considered worthless as we feel incapable to articulate how good Mr Churchyard was. He knew when it was time to work and when it was time to have fun. He always wanted the best out of us. Students all around Valdocco would enjoy coming to school just to be a part of the environment that he brought not just to our class, but to the whole Valdocco community. Mr Churchyard was the foundation of 9 O'Mara's excellence and we all miss him dearly. Thanks for everything Mr Churchyard. All the best in the future!"

Max Brasher, Sam Goynes and David MacDonald (9 O'Mara)

While all the Valdocco staff and students are saddened at the departure of Mr Churchyard, it is a great joy to welcome Ms Sarah Harris back to Valdocco following her maternity leave. Sarah has taught at St Josephs for seven years, three of which were at Valdocco. Prior to her maternity leave, Sarah was Year 9 Coordinator. Much of our English program was developed by Sarah and she has contributed significantly to the development of the Discovery and Thematic Study Units enjoyed by students at Year 9. Sarah brings with her a skill set that is particularly suited to the Valdocco program, a passion for providing quality education and a dedication to the students in her care. Sarah is looking forward to building on the foundation laid by Mr Churchyard to continue to enable our students to put into practice the things they have learned.

Mr Graeme Tucker
Head of Valdocco

Inspiring a Love of Reading

"The more that you read, the more things you will know.

The more that you learn, the more places you'll go." (Dr Seuss)

This is only the beginning. The battle to inspire our students to love reading is going to be long and hard, and mostly uphill. But we must have faith. I have faith. I think.

For most of us avid readers our love of reading is explicable linked to the purpose of reading. People read to gather information, for pleasure and for entertainment, but it is the choice to read that fundamentally separates the two camps. To a reader, a good book can take you to another place and time, full of adventure and unfamiliar experiences that can spark imagination and a curiosity for the past, present and future. To a recalcitrant reader, picking up a book is seen as a terrible burden and an avoidable chore. Two very different points of view.

It can be argued that more than ever before educators are aware of the immense benefits of reading given the uncomfortable reality it may be slipping through our fingertips. Teachers are finding new ways to incorporate reading into an increasingly technology-based curriculum so their students can reap the obvious and practical benefits in the hope that one day they may miraculously fall in love with the written word. However, the world has changed and today's students consume information in different ways. For today's learner, there needs to be an even clearer purpose and context to their reading matter. For students raised on a small screen device as their primary medium for information consumption, a book can be perceived as a historical artefact, a solitary object with no real connection to the outside world. This is where context must be established. Books can have incredible stories within them, but often the most interesting stories are *about* and *around* them. For instance, explaining to the students the context around George Orwell's *1984* and how the text has terrifyingly and accurately predicted the future of our world, is far more likely to inspire them to dive into its ominous pages. Similarly, a student will be motivated to read Anh Do's uplifting memoir, *The Happiest Refugee*, once they have laughed at the author's hilarious stand-up comedy and cried during his heartfelt interviews. I believe this process is commonly referred to as "half the battle".



(Daniel Riotto from 9 Chambers enjoying Anh Do's *The Happiest Refugee*)

Next step is to provide students with choice in their reading. As one would differentiate tasks and expect different learning styles within the classroom, reading styles and habits are much the same. Expecting all students to be interested in the same books is unrealistic, just as expecting 'similar' students to be interested in 'similar' books is equally as naïve. Allowing students to choose their own style of text and genre is vital for sparking their interest, and can often bring surprising results. For several years now, the Valdocco team has witnessed first hand the overwhelmingly positive response of our student cohorts towards Marden and Tan's visual narrative, *The Rabbits*, and seen the level of engagement in the analysis that follows. Although it can take some initial work to convince students that visual texts of this nature deserve the same respect and attention as a classic novel, once they begin reading they are enthralled. The same is true for our current study of Anh Do's, *The Happiest Refugee*. It has been an unfamiliar sensation

for our boys to laugh whilst reading, but an unforgettable one no doubt.

For a sceptical young reader, hearing uplifting stories about the impact of reading can also spark their interest and ignite their curiosity. As educators, we have the power to draw on our own experiences and why not use this to reveal the magic of reading. Each day of the year we can burst into the classroom, and launch into an indulgent anecdote about a book that once changed our lives. Soon enough, when all seems lost, a student may ask to borrow your weathered copy of *Death of a Salesman*, *Lord of the Flies* or even *Green Eggs and Ham*. Similarly, if sharing reading experiences can spark interest, then reading out loud can spark imagination. For all the sources of distraction and detachment available to this generation, there is often a craving for opportunities to calm their mind and let their imagination run free. Being constantly bombarded with images and advertising provides us with a false sense of imagination that cannot compare to the stirring journeys that can come alive on a page.

In essence, a love of reading comes down to appreciating the art of storytelling and finding understanding in another person's tale. We may have more avenues to compete with than ever before, but the power of a good book will never be lost. Inspiring a love for reading in our young students is about timing, giving them choice and allowing them to use their imagination. After all, what else is there to do when your iPad is flat and there is nothing on TV?

Mr Louis Goutos
Year 9 Curriculum Leader

Senior School

Subject Selection and Careers Expo Evening

Making decisions about what type of career to aim for, or what type of university or TAFE Course is the best destination post Secondary School when you are 16 or 17 years old are not simple, everyday decisions. These are often complex situations, which evoke even more questions than answers. In fact, even deciding on which subjects to pursue in the VCE is not an easy task – this is well before even getting to university or TAFE.

There are so many options, so many different combinations of subjects that it is not difficult to understand why some students can feel lost when it comes time to submit subject preferences for the year ahead. Students can feel overwhelmed by the task, or become concerned that they are locking themselves in a certain direction, or start worrying



about whether or not they will get a good enough ATAR.

I would strongly urge students to remind themselves that the best method of selecting subjects to study in the VCE is to pursue those that they are good at, have a strong interest in or need as a prerequisite for a certain course that they would like to pursue in later years. It is important for students to remember that they will enjoy themselves more during the VCE by studying subjects that interest them and that they are good at. It is a long grind if students are doing subjects because they think they should be doing them because they are 'the hard' subjects or the subjects that are scaled up when calculating ATAR scores. Selecting the most suitable and most interesting subjects will more likely lead to sustained success in the VCE and a greater ATAR score at the end of Year 12. Performing poorly in an unsuitable subject is not going to help achieve this. In terms of finding out which subjects could be a prerequisite for a university course, I would urge students to check out the Prerequisite and Course Explorer in the VTAC app or at vtac.edu.au, the site which lists all of the details about tertiary course requirements. Being in the drivers seat here is so important, it is hoped all of our students selecting subjects for the VCE in 2018 and beyond are making informed decisions.

Mr Liam O'Keefe
Head of Senior School
Year 10 News

Year 10

Year 10 students have started Term 3 exceptionally well, after coming back refreshed from their Winter Holidays. Term 3 holds many exciting opportunities such as Italian, Biology, Physics and Chemistry excursions, the Careers Expo coming up in Week 2 (Wednesday 26 July), subject consultations meetings starting Week 4 and the much anticipated Alpine Experience in Week 5.

This Term Ms Gina Di Stefano and I will begin reviewing student data from Semester One along with the Head of Senior School, Mr Liam O'Keefe, and the Deputy Principal, Mr Andrew Cooper. The review of this data will result in the development of academic strategies to be implemented in order to help students improve their learning outcomes for this semester and the years following.

One example for the strategies suggested will be the use of the after school study program 'ARVO Study' which will now be running Monday and Wednesday afternoon in Room 47. Late last Term the Year 10 boys completed a survey which asked them to identify how they would like this program to operate. The results from the survey indicated that the boys would like an extra day to attend after school help and a mixture of scheduled after school classes to be run prior to SACs and a quiet space to complete homework. The results from this survey also indicated some pleasing attitudes towards their study with students commenting that "ARVO Study has helped improve communication between my teachers and me" and "my study routine has improved significantly since attending".

Many exciting experiences have occurred already this term. The following is a report on the recent Year 10 Science excursion:

"On Thursday 20 July, I, along with 10 other Year 10 boys from Biology and Physics/Chemistry classes, were given the opportunity to visit Monash University in Clayton to take part in a Murder Mystery event. This program had us use various scientific methods in order to work our way through evidence to find out who, from the list of suspects, committed the murder of Dr Shelley. The day involved using many different analytical and practical techniques such as analysing blood splatter patterns, fingerprinting, using infrared spectroscopy to determine different chemicals found in testing blood. All together it was a very fun and interesting day seeing how science can be applied in real situations."
Jamieson Doyle (10 Chambers)

Ms Alex Bantock
Year 10 Curriculum Leader

Year 11

Fit2Drive

In the last week of Term 2, students participated in the widely acclaimed Fit2Drive program. This program consisted of small group workshops dedicated to road safety. Many students were seriously engaged in the workshops and realised the materials presented would help reduce youth road trauma. The workshop included activities and programs designed to change behaviour. These include:

- Providing opportunities to rehearse behaviours and problem solving strategies
- Guided discussion to reinforce and check beliefs, test normative beliefs, etc.
- Using scenarios to stimulate discussion, to consider the costs and benefits of safe and risky behaviour, and as a vehicle for rehearsing safe behaviours, planning strategies, problem solving, etc.
- Providing opportunities for interaction and sharing ideas – role plays, pair, small and large group discussion.



We were also very lucky to have two active Victorian Police officers present real life case studies and scenarios. The boys got the opportunity to ask questions and seek advice in a friendly controlled atmosphere. I hope they use the Fit2Drive program when you as parents/guardians are their supervising drivers. For more information about Fit2Drive please go to the following website: <http://www.f2d.com.au/home>.

Finally, I would like to thank all the Year 11 teachers who helped facilitate the sessions. I would also like to thank Mr Matt Dunn, Mr Nick Harvey and Year 12 students for allowing Year 11 students the use of the VCE centre. The Year 11 students who were active participants, who listened and will enact the advice, deserve the greatest thanks of all. I wish all students the best when learning to drive.

Mr Michael Webbers
Year 11 Coordinator

Year 12

Curriculum News – Building Momentum



Term 3 is one of the busiest terms for the Year 12 students. It is the term that can really bolster a VCE student's success in exams, and allows VCAL students to meet many of the outcomes they need to. The keys to success this term are teamwork, persistence and motivation. Typically there is a bit of a slump in motivation over the winter break; the weather is cold and grey and students might be feeling as though the end is really far away. However, the end of the year will be here sooner than many students expect!

For VCAL boys this term is a chance to really put into practice everything they have learned throughout their VCAL program, and make sure that they finalise any outcomes that are overdue so that they can finish off the year strongly.



For VCE students now is the time to make sure they have planned out their Term 3, using the SAC calendar and are going through regular revision of content they have learned throughout the year. They should continue to make use of the Colin Miller Building to study, during recess, lunch and after school as they feel the need. This is particularly effective when the boys form study groups and help motivate and test each other's understanding of key concepts and skills. They might like to use the study design for their subjects as a checklist, and begin working their way through the different topics. They may also like to come and see me to help map out a plan for the rest of the year; I have small calendars printed out on my desk that they are welcome to use for this, to help with the motivation.

The VCE students might also like to utilise the upcoming late night study program that begin later this term. This program is a series of Tuesday nights where teachers stay back to help boys study at school, in Chieri, until 7:30pm, with dinner provided. The dates for these late night studies are: **22 August, 29 August, 5 September, 12 September**. I look forward to seeing many students coming to these nights to complete some quality study.

There is also a Career and Senior School Expo running on Wednesday 26 July that all Year 12 students are encouraged to attend. Any boy who feels he is struggling with motivation should bookmark this event in their diaries, as they might find some inspiration in seeing some of the different pathways available. For students who already have a pathway, attending the night may bolster their enthusiasm and help them focus.

Students should be building momentum with the finish to the year clearly in sight. I wish them all the best for their endeavours throughout this busy term.

Mr Nicholas Harvey
Year 12 Curriculum Leader

Sport

ACC Open Golf Championship

The Northern Golf Club in Glenroy was the venue for the annual ACC Open Golf Championship in Term 2. For a number of our keen golfers, having the opportunity to represent the College in a formal schools competition provided great excitement and anticipation for the day.

As a new member of the Association, our entry in Division 2 allowed for terrific competition between the six competing schools. Our team of eight players, competing under stroke conditions, performed extremely well. With the top four individual scores from each school tallied, St Joseph's finished in second place overall, narrowly behind Parade.

Congratulations to Year 9 student Lachlan Robinson (9 O'Sullivan), who achieved the best individual score (75) in Division 2.

Well done boys on this fantastic achievement and to the coach, Mr Troy Hickmott, for his work with the squad.



Lachlan Robinson (9 O'Sullivan)	Brandon Lamanna (11 Cantamessa)	Henry Bird (10 Cantamessa)	Cody Eccles (10 O'Sullivan)
Ben Anderson (11 Ledda)	Bailey Campbell (11 Prest)	Jac Semple (9 Prest)	Lachlan Grant (12 Prest)

Mr Paul Trubiani
Head of Sport



ACC Badminton Tournaments

Throughout Term 2, our Junior, Intermediate and Senior Badminton Teams competed in their respective ACC Tournament days at the Melbourne Sports and Aquatic Centre (MSAC) in Albert Park. This annual event provides all team members with an opportunity to showcase their skills in a world-class setting.

The Round Robin format has four singles matches and four doubles matches played between each of the opposition schools, in a fast-paced, entertaining competition. With results posted live on the scoreboards at the venue and on the ACC webpage, the tension and anticipation grew as the competition progressed and final ladder positions took shape.

Having enjoyed a number of victories throughout the day, all three teams finished mid-table at the conclusion of the competition, behind well-established teams from Salesian, Mazenod and Whitefriars.

Well done to all squad members and to the coach, Mr John Dixon, for their outstanding efforts in preparation and in competition.

Mr Paul Trubiani
Head of Sport



Year 8 Football Exhibition Match

On Wednesday 5 July, during the first week of the holidays, the Year 8 Football Team played in an exhibition match against Emmanuel College from Western Australia. With the ACC Football season having just concluded, the boys were looking forward to one more opportunity to pull on the jumper and run out in competition together.

Despite being an exhibition match, a highly spirited contest took place, with both teams showing great intent. As a physically bigger side, our boys were a little too strong in the contested ball and used great run to create a number of scoring opportunities for our midfield and forwards. After a dominant first quarter the boys went on to claim a comfortable victory with St Joseph's 8-4-52 defeating Emmanuel 3-1-19.

With this match now an annual feature as part of Emmanuel's Melbourne Tour, the staff and students from both teams enjoyed lunch together following the game. Well done boys for your strong on-field

performance and for the terrific commitment and enthusiasm displayed in this game and during the ACC Term 2 Football season. Thanks also to Mr James Love and Mr Brendan Leane for their work with the team on game day.



Mr Paul Trubiani
Head of Sport



Congratulations Joshua!

Congratulations to Year 9 student Joshua Woodford (9 O'Mara), who recently achieved a National Bronze Medal as part of the U16 VIC Metro Basketball Team.

Competing at the Australian Junior Championships in WA during the holidays, Joshua enjoyed being part of an elite squad with the opportunity to showcase his talents amongst some of the best junior basketball talent in the country.

The VIC Metro Team progressed through the Pool games and Quarter Final stage undefeated. Despite a narrow loss to the eventual Champion North Queensland in the Semi Final, the VIC boys bounced back to claim the Bronze Medal with a commanding win over New Zealand. Like his team, Joshua enjoyed great success throughout the tournament.

Well done Joshua on this terrific achievement.

Mr Paul Trubiani
Head of Sport



Music

'Time to Shine' Auditions

'Time to Shine' is a gala concert organised by the Catholic Education Office and showcases performers from the Catholic Schools in Melbourne. This year, we have advertised this incredible opportunity and encouraged our students to prepare an audition tape. Last week, we received confirmation from the CEO, that six of our students were successful with their first audition and have made it through to the next round. The second round of auditions involves the student preparing two pieces and performing live to a panel of producers and directors. We wish all the boys the best of luck as they prepare for this audition.

Students who have been invited to attend the live auditions:

Ben Harris (10 Ledda)	auditioning for the orchestra	Clarinet
Elton Salim (10 Cantamessa):	auditioning for the orchestra/soloist	Piano
Sev Dixon (8 Cantamessa):	auditioning as a soloist	Piano
Tom Hurley (8 Cantamessa)	auditioning for the cast	Singing
Morgan Doe (8 Prest)	auditioning for the cast	Singing
Jamieson Doyle (10 Chambers)	auditioning for the orchestra	Clarinet

Miss Bronwyn Dean
Music Convenor

Technology

It's the Simple Things

The following reflection comes from a mature-age student returning to tertiary studies following a long break from school. What can we learn from his thoughts? How is your thinking? What can you do to improve your grades during this semester?

Enrolling in college at the age of 28 was very intimidating to me. Having dropped out of high school at 15, I had a real problem with confidence. Even though I had been earning a decent living as a car salesman, I still



doubted that I was smart enough to be successful in college.

I finally took the leap and enrolled because I want a career where I don't have to work 12 hours a day, six days a week and never see my family. However, by the second week of the semester, I found myself falling back into old habits. I was sitting in the back of the classroom, asking what homework was due, and talking through most of the class.

Negative thoughts constantly ran through my mind: The teachers won't like me. I can't compete with the 18 year olds right out of high school. I don't even remember what a "verb" is. I can't do this.

Then in one of my classes, we discussed the notion of a “Growth Mind Set” and I realised I had taken on the role of the victim almost my whole life, and I was continuing to do it now.

One day when I was at home and sitting on the back porch I caught myself thinking my usual negative thoughts. It occurred to me that I was the only one holding me back, not the teachers, not the other students, not Mathematics, not English. If I wanted to be successful in college, I had to quit being scared. I had to change my thinking. So, I made a deal with myself that any time I caught myself thinking negatively, I would rephrase the statement in a way that was more positive. I started to truly pay attention to the thoughts in my head and question the negative things I was telling myself.

After that I began sitting up front in my classes and participating more. I've always been kind of a scatter brain, so I started using a calendar and a whiteboard to keep track of what I had to do. What amazes me is that I didn't really make that big of a change, yet I finished the semester with grades of which I was very proud. All I did was realise that what I was saying to myself was my underlying problem.

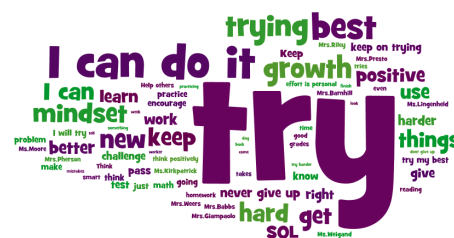
I am responsible for my thoughts, and the choice about whether or not to succeed is mine. These days when I have a ridiculous thought going through my mind, I change it, and I smile.

Let's think differently.

My best.

Mr Tim Smith

Teaching and Learning Coordinator – Arts and Technology



Careers



Dates to Diarise in Term 3

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



News from La Trobe University

- **Aspire Program at La Trobe**
La Trobe offers an Early Entry program called Aspire. This program is designed to acknowledge secondary students who work hard to make positive changes in their schools and communities through volunteering. The



Aspire Early Admissions Program acknowledges a student's volunteering efforts when they apply. As a successful applicant, students receive an offer into their course in September before they receive their ATAR – [Aspire Early Admissions Program](#).

Applicants will need to meet a few criteria including –

- Provide a written statement indicating the activities they have been involved in, the impact these activities have had on their community, and how regularly they participated
- Providing contact details of a referee at school who can provide a recommendation and endorse the volunteering claim/s

Types of volunteering include –

- community service or community group activities
- religious/cultural group activities
- participating in social justice groups or a school leadership role
being involved in sport, the performing arts or charity fund-raising group activities

Key dates

Applications already open – 1 June 2017

Applications close – 31 August 2017

Notification of Outcome – from mid-September 2017

The Aspire Program is on offer across all La Trobe courses and campuses, and applicants will apply from June to August. Conditional offers will be made by September and will be based on the assumption that the student meets the minimum ATAR of 50 with the exception of the following professional degree programs:

COURSE	ASPIRE ATAR
Audiology	70
Clinical Prosthetics & Orthotics	70
Dentistry	97
Dietetics	85
Exercise Physiology	60
Law	70
Law Double Degrees	70
Midwifery	70
Nursing	60
Occupational Therapy	70
Oral Health Science	60
Orthoptics	70
Physiotherapy	90
Podiatry	60
Speech Pathology	80

- **Bachelor of Politics, Philosophy and Economics (PPE)**

PPE Degrees were first established at Oxford University in the 1920s and they have since become an established degree in leading universities across the world. The rationale for PPE degrees derives from the



recognition that the major issues in contemporary society nearly always contain very strong political, philosophical and economics dimensions. PPE degrees have always been a compelling option for those students who seek to become tomorrow's decision makers and opinion shapers.

La Trobe's PPE degree provides students with a broad and sophisticated knowledge base to analyse policy debates and social challenges. Content includes specialist subjects that integrate politics, philosophy, and economics. There is also a focus on students being able to develop their capacity to apply a PPE perspective to analysing public policy challenges. PPE students are encouraged to join the student-led PPE Society which regularly holds meetings and high-profile public events.

Students study core and elective subjects from economics, philosophy, and politics in their first year, and in their second and third years, study across the three disciplines or specialise in two. Students also have the option to undertake some elective study in any non-PPE discipline of their choosing.

Find out more at [La Trobe PPE](#).



MONASH University

Bachelor of Public Health Information Evening

A career in public health can help change the world. Find out how you can get your foot in the door with a Bachelor of Public Health from Monash University.

Students and parents are invited to attend the student information session and learn more about the **Bachelor of Public Health**. Presenters will include current and former students, lecturers, and public health professionals. Attendees will learn what it is like to study at Monash, the skills and knowledge taught, the diverse and exciting career paths available in public health and what employers look for in new recruits.

Date: Tuesday 25 July 2017

Time: 6.00pm – 8.00pm

Venue: [AMREP lecture theatre](#), Ground floor, Alfred Hospital, 89 Commercial Road in Melbourne

Registrations are essential, and light refreshments will be provided.

Register at [Bachelor of Public Health Information Evening](#).



Global Career Hotel Experience

Interested in A Career in the Hotel Management and Tourism Industry?

The Hotel School, in conjunction with the Grand Hyatt Hotel, is delighted to offer students the **Global Career Hotel Experience**.

This unique program is a full day immersion into the workings of a 5-star luxury hotel. During the day, students will be given a unique insider's view of internal departments and meet leaders from the hotel industry.

The Global Career Hotel Experience is exclusively offered to current Year 11 and 12 students who are passionate about the *hotel industry, business management or tourism*.

Date: Sunday 30 July 2017

Time: 9.00am – 3.30pm

Venue: The Residence, Grand Hyatt Melbourne, 123 Collins Street, Melbourne

Registration is \$25 per participating student. Parents are also encouraged to attend on the day where they can ask questions and hear from alumni and current Hotel School students. **For further details on the event and/or to register visit [The Hotel School - Global Career Hotel Experience](#) or contact hotelschool@scu.edu.au.**



Paralegal Degrees offered at Victorian Universities

A paralegal is an individual, qualified by education, training or work experience who is employed or retained by a lawyer, law office, corporation, governmental agency, or other entity and who performs specifically delegated substantive legal work for which a lawyer is responsible. In other words, a paralegal work in the legal industry but is not a lawyer. Below are a number of degrees on offer in Victoria. The prerequisite VCE subject is usually an English.

Visit VTAC for a comprehensive list including all double degrees on offer.

COURSE	INSTITUTION	MAJOR STUDIES	ATAR 2017
Criminology	Deakin University (G) – Geelong WP (M) - Melbourne	Crime, Crime prevention, Criminal justice, Criminal justice administration, Criminology, Criminology research methods, Criminology theory, Ethics, Justice, Legal studies, Media and crime, Organised crime, Policing, Psychology, Punishment, Risk, Security, Surveillance, Terrorism, Transnational crime, Victimology, Violence.	64.50 (G) 67.70 (M)
Forensic Science		Analytical chemistry, Biochemistry, Chemistry, Chemistry (analytical), Chemistry (forensic), Chemistry (medical), Chemistry (organic), Criminology, Forensic analysis, Forensic biology, Forensic chemistry, Forensic investigation, Forensic science, Genetics, Hazardous materials and processes, Molecular and cell biology.	60.30 (G)
Criminology	La Trobe University (M) - Melbourne	Access to Justice, Corrections, Crime and Culture, Crime and Inequality, Crime and criminal justice policy, Crime prevention, Criminal justice, Criminal justice administration, Criminological theory and practice, Criminology, Criminology research methods, Ethics, Forensics, Justice, Policing, Psychology, Punishment, Restorative justice, Risk, Security, Surveillance, Terrorism, Transnational crime, Victimology, Violence.	60.20 (M)
Cybersecurity		tbc	New 2018
Criminal and Justice	Navitas College of Public Safety (M) - Melbourne	Abnormal Psychology, Case Management, Corporate Crime, Corrections, Criminal Law, Criminology, Drugs and Crime, Ethics, Forensic Psychology, Indigenous Studies, International Criminal Justice, Investigations, Legal Process, Mental Health, Police Studies, Sentencing, Terrorism and Society, Transnational Crime, Victimology, Youth Justice.	n/a (M)
Criminal Justice	RMIT University (C) – City	Corrections, Crime prevention, Criminal justice administration, Criminology, Forensic investigation, Globalisation, Information security, International law, International studies, Judicial studies, Justice, Law (court processes), Law (criminal), Law (evidence), Legal studies, Management, Police administration, Police studies, Psychology, Youth justice.	80.05 (C)
Criminology & Psychology		Corrections, Crime prevention, Criminal justice administration, Criminology, Customs, Forensic investigation, Forensic psychology, Global justice, Information security, Justice, Law (court processes), Law (criminal), Law (evidence), Law enforcement, Legal studies, Police studies, Psychological testing and assessment, Psychology, Psychology (cognitive), Psychology (developmental), Psychology (personality), Psychology (social), Psychopathology, Youth justice.	87.65 (C)
Legal and Dispute Studies		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.	70.45 (C)



Arts (major in Criminology)	Swinburne University	Advertising, Chinese, Cinema and screen studies, Creative writing and literature, Criminology, Digital advertising technology, Environmental sustainability, Games and Interactivity, History, International studies, Japanese, Journalism, Media industries, Philosophy, Politics and international relations, Professional writing and editing, Social media, Sociology.	80.00+ (H)* 60.00+ (H)
Health Sciences (major in Psychology and Forensic Science)	(H) – Hawthorn *Professional degree	Applied statistics, Biomedical and clinical technologies, Biomedical science, Exercise science, Health across the life span, Health communication, Neuroscience, Nutrition, Psychology and forensic science, Psychology and psychophysiology, Public and environmental health.	80.00+ (H)* 60.00+ (H)
Criminal Justice	Victoria University	Crime prevention nationally and internationally, Criminal Law, Criminal justice, Ethics, Forensic crime investigation, Gender studies, Human rights, Law, Law as practiced in society, Sociology.	n/a (F)
Legal Services	(C) – City (F) - Footscray	Accounting, Administrative law, Business communication, Business law, Corporate law, Criminal law, Economics and finance, Employment law, Environmental law, Family law, Financial institutions law, Human resource management, Information systems, Insolvency law, Intellectual property, Interpersonal and business skills, Legal services, Marketing, Professional ethics, Tax law, Torts law.	n/a (C)(F)

Mrs Vivienne Egan
Pathways Coordinator

Community

Year 7 Language Students Celebrate

Seasonal, religious and community celebrations form a rich tapestry of meaning and memory in our culture. Some celebrations are humble, some humorous. Some are festive and lengthy, and some are celebrated very differently in different regions in the same country. It's a great topic for Year 7 students to explore and research as a part of their cultural and language learning.

On the last class before the holidays, Year 7 Prest became familiar with a Japanese festival called 'Tanabata', which happens on 7 July every year. The students made paper decorations and wrote wishes on *Tanzaku* (long, narrow strips of colourful paper), which adorned a 6ft bamboo arrangement. In Japan, decorations like these can be seen in homes, restaurants, schools, train stations and libraries almost everywhere you go!

Tanabata celebrates the reunion of star-crossed lovers Altair and Vega. After marriage, the couple neglected their celestial duties and as a consequence were exiled by the bride's father to either side of the Milky Way. On the condition that they fulfil their duties, they are granted a meeting on 7 July every year.

The festival reminds us to work and practise self-restraint in order to be successful.

Year 7s may well know this moral. I'm sure that they do their homework before watching TV, and eat their dinner before having dessert. May they also dare to dream and be prepared to work towards realising them.

All the best with your cultural research boys. Your teachers and peers are looking forward to your presentations!

Ms Esther Yamada

Photo credits – Julian Hochholzer (7 Prest)





Year 10 Italian

The Year 10 Italian class recently had the opportunity to travel to the Darebin Arts and Entertainment Centre in Preston to attend an Italian immersion program. We were joined by many other Italian students from several other schools from around the Melbourne area. Everyone sat down in one of the theatres in the facility and were welcomed by the organisers of the event. We listened to people who were studying or had studied Italian in university talk about their positive experiences with the subject and the countless benefits of studying a language. Everyone participated in a raffle, the prizes being vouchers for Brunetti's Café in Carlton. In the end, miraculously, five out of nine of the St Joseph's students attending won a voucher. Next time we're in town, we'll be sure to enjoy some delicious Italian cake and coffee.

After a morning tea of vanilla gelati, we watched a video of an Italian woman named Silvia interviewing potential roommate candidates, and we answered a few questions on it. We also participated in an online quiz about Italy that was fun and slightly chaotic due to the amount of people in it. After lunch we watched an Italian rom-com short film called *Manuale D'Amore* or *Manual of Love*. It was interesting. There was also an Italian band from Melbourne that played a few songs for us, and we even sang along to some of them before we left. We all walked out with a better perspective on languages as a whole and a greater motivation to continue our studying of Italian.

Joel Francis (10 Chambers)

Ms Marie-Louise Bamford
Languages Convenor





EARN & LEARN IS ON AGAIN!!!

From 26 July to 19 September please support St Joseph's College by collecting stickers during these dates, whilst doing your normal shopping at our local Woolworths.

Either drop your stickers into St Joseph's College Student Reception or in the drop box at Woolworths Ferntree Gully or Boronia.

It's easy for kids, parents, grandparents, neighbours and friends to help St Joseph's College redeem these stickers for our choice of educational resources.

SO, LETS GET TOGETHER AND COLLECT!!!





MaterChristi



St Josephs
College

production of

Disney and CAMERON MACKINTOSH'S

MARY POPPINS

THE BROADWAY MUSICAL

©Disney/CML

A Musical based on the stories of P.L. Travers
and the Walt Disney Film

Original Music and Lyrics by

Richard M. Sherman and Robert B. Sherman

Book by

Julian Fellowes

New Songs and Additional Music and Lyrics by

George Stiles and Anthony Drewe

Co-Created by

Cameron Mackintosh

Licensed exclusively by Music Theatre International (Australasia).

All performance materials supplied by Hal Leonard Australia.

30 AUG - 2 SEPT

TICKETS ON SALE NOW

BURRINJA.ORG.AU

PH. 9754 8723



burrinja