



Agité

Term 3, Week 5

August, 2017



**St Josephs
College**

This fortnight in Agité

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Principal

Insight SRC and Catholic Education Melbourne support schools to conduct the School Improvement Surveys (SIS) on an annual basis. The results of these surveys identify factors that may contribute to the organisational health of our College and provide valuable information about our future planning and continuous improvement. A cohort of parents has been invited to participate in the 2017 surveys. This feedback is most important and I encourage you to participate.



Work is continuing on the development of the College Masterplan. Over coming weeks, there will be several consultations which will enable Cox Architects to respond to community members and develop a Masterplan that meets the future needs of our students and staff.

Recently the College hosted a reunion of the Class of 1997. Mr Tony Di Donato (pictured in front row on the right), led the group of former students on a tour of the College.



This year, the Outdoor Education Program was expanded to include a Year 10 Alpine Experience. Despite some challenging weather conditions, students and staff managed to have an amazing time as they developed their skills in downhill skiing, cross-country skiing and snow-boarding. We extend our thanks to Mr James Whiting who led this inaugural event along with the support of Ms Gina Di Stefano (Year 10 Coordinator), Ms Alex Bantock (Year 10 Curriculum Leader) and all the staff.

Recently, students and staff prepared the mass at the Belgrave Parish. Thanks to Father Martin Tanti, College Rector, and Sam Corish and Lewis Gibbons-Tighe who spoke to the congregation about their lived experience of being part of St Joseph's College.

"St Joseph's has taught me so many things about myself and the world around me. I've learnt to grow and allow myself to flourish through the opportunities I've had and the people I've been able to meet." Lewis Gibbons-Tighe (12 Prest)

Recently, Mr Michael Webbers, concluded his time at the College in order to take up a teaching position in country Victoria. As a community, we acknowledge the contribution Michael has made to the College. We wish Michael every best wish in his new endeavour and thank him for his significant contribution over many years at St Joseph's College as both a student and teacher.



All the best for the fortnight ahead.

Ms Cathy Livingston
Principal



Deputy Principal – Students

Only Real When Shared

The Year 12 VCE English students are currently completing a comparative study of two very different yet similar texts: Robyn Davidson's 1978 memoir *Tracks* and Sean Penn's 2007 film *Into the Wild*, both accounts of actual events. Both these texts are concerned with the journey of their protagonist from civilisation into an extreme natural setting in search of themselves and some higher revelation. *Tracks*' Robin Davidson leads four camels and her dog in a 2,700km trek across the Australian outback, while *Into the Wild*'s Chris McCandless undertakes a journey into the last American frontier, the wilderness of Alaska.



To different degrees, both take on a physical journey of discovery and understanding that mirrors a far more important internal one. Both encounter others along their journey, and despite their stated wishes to not connect with them, are inexorably altered by them. Davidson finds meaning in the company of her elderly indigenous mentor Eddie, coming to the realisation that she "liked, still like, the person who emerged from that process far better than the one who existed before it." Poignantly, in the tragic climax of *Into the Wild*, a dying Chris McCandless comes to the understanding that "Happiness [is] only real when shared."



So what does this have to do with a newsletter article about the wellbeing of the boys and young men under our care?

The answer is other people.

Despite their stated need to be alone, each of the protagonists come to find that other people are essential to a full human life. This is true of schools too. In our context, other people exist to make the school experience one of the richest and rewarding experiences of our lives.

At St Joseph's, people are central to a student's experience here. The focus of the founder of the Salesians, St John Bosco, was always on relationships. He saw the best way to help young people achieve all that they are capable of, to become 'good Christians and honest citizens' was to first form an authentic and positive working relationship with them and, based on that, all else would follow. This philosophy, beautiful in its simplicity yet radically ahead of its time, underpins what we try to achieve here at St Joseph's College.

The students of St Joseph's College are on a journey themselves, a journey through the sometimes wonderful and sometimes treacherous landscape of adolescence. Despite the fact it may not always feel that way, this is not a journey the students undertake on their own. They have many companions.

First, always first, are the boys' families. They know their children best and are lifelong companions. Friends are similar companions, people who know the boys well and, as a bonus, are traversing the same uncertain territory and thus are aware of exactly what they are going through. Then there are the companions on the staff of the College, adults taking on a mentor role. Staff as diverse teachers, support staff such as the maintenance or office staff, or the Salesians of Don Bosco who provide such a strong presence in our boys' lives, are the adults who accompany the boys.

Together, these people serve to remind students that they are not alone, and through the opportunities, insight and support they provide them with, remind them also that to be human is to be an active part of a greater whole. While the call of the wild beckons us all at some point in life, we hope that it does not take answering this call for our boys to realise that "happiness [is] only real when shared".

Mr Guido Piotti
Deputy Principal – Students



Deputy Principal – Teaching and Learning

Third Term – ‘The Premiership Quarter’

The third-quarter in football is often referred to as the *premiership quarter*. The term, donned by commentators in the 1970's, is attributed to the tactic of Carlton teams coming out after half time with all guns a blazing in an attempt to build up a demoralising lead coming into the last quarter of a game. Unfortunately, it was a successful tactic, with Carlton recording three premierships during this time! Third term at St Joseph's is also a critical period. It is the time when students firmly establish effective learning behaviours and invest effort that hopefully becomes evident in their assessment and beyond.

Football teams understand the importance of momentum for success and so do we. In Term 3, we establish and maintain momentum by providing as few disruptions to the academic learning program as possible. Term 3 has the highest number of face-to-face teaching days of the year and, proportionally, the greatest number of assessments for the year. Momentum is also established by providing a rigorous, challenging and engaging curriculum. Students should be approaching this term *with all guns a blazing*.

Term 3 is not only the premiership term but it is also ‘flu season’. Missing classes is never ideal. Recent studies from the University of Western Australia have linked absences with under-performance in NAPLAN testing, stating “A ten day period of ... absence in a year is sufficient to drop a child about a band in the NAPLAN testing.” Absences, however, are often unavoidable but generally manageable. In the event of absence (one day or more), students should always endeavour to catch up on all work. This may not seem critical but often is. How often do we see football teams get a run on and the opposition simply seems to give up. Maintaining momentum is a key to learning success, and never more so than right now!

Mr Andrew Cooper
Deputy Principal – Teaching and Learning

Prayer

St John Bosco
Friend of the young,
Teacher in the ways of God,
Your dedication to empowering the needy inspires us still.
Help me to work for a better world,
where the young are given the chance to flourish,
where the poor's dream for justice can come true,
and where God's compassion is shown to be real.
Intercede for me as I bring my needs to you and to
Our heavenly Mother, the Help of Christians.

Amen



Religious Education

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

Yr 8 Project: 'Boy in the Shoebox Project' Faith in Action: Outreach to Women and Children Seeking Refuge

Thank you once again for all your donations, work and efforts in decorating and creating all the shoeboxes. We filled 110 boxes for women and children in refuges.

This is nearly double what I challenged the year level to create when we presented the idea and asked you to make a difference. I asked for 60. I am so proud of you all. You who worked so hard on retreat to create these care packs from all the donations. A very big thank you to all the staff and families for their donations too!

You are great young men! Well done Year 8.

Whole school Project: 'Tinnies 4 Vinnies' Appeal

We are asking you again to be active in supporting this appeal. Mrs Jenny Keating and other volunteers presented at our Whole School Assembly and asked for St Joseph's College's help in supporting people in our local community. Please see below from the list of most needed items. Please ask you families to help support this appeal and make a donation.

Some of the items that can be donated are:

Suggested Food Items

- Tins of Vegetables, mixed or 1 variety – corn, tomatoes, peas, beans, beetroot
- Meal in a can – stews, sausages and vegetables
- Tea, coffee, sugar
- Long-life milk
- Breakfast cereals
- Rice
- Soups
- Coffee
- Biscuits
- Pasta sauce
- Pasta
- Tins of tuna
- Baby food
- Spreads: jam, honey, vegemite

Suggested Personal Items

- Soap
- Shampoo and Conditioner
- Toothbrushes and toothpaste
- Shaving cream and razors
- Hand wash
- Deodorants
- Socks
- Face washers

Family Items

- Toilet paper
- Tissues



- Clothes washing powder
- Nappies

The challenge is to reach 10,000 items for St Vincent de Paul Society in 2017. As well as the listed items, any donations for the St Vincent de Paul shop will be gratefully accepted by the Society. Please give generously, be the best homeroom of your year level, bring something every week. Thank you.

Ms Ann Maree Pagon
Director of Religious Education

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

Australian Salesian Bulletin

Junior School

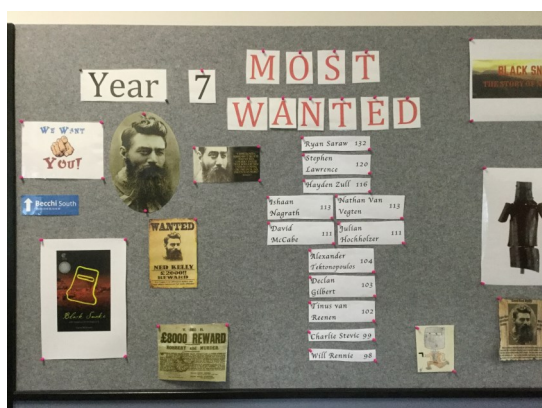
The Daring of Ned Kelly

"Everyone looks on me like a black snake." Letter to Sergeant Babington, July 1870.

Ned Kelly was hanged in the Melbourne jail at 10am on 11 November 1880 when he was only 25 years old. It was reported that his last words were, 'Such is life' and many people rallied to save him.

The Year 7s, through the novel by Carole Wilkinson, are studying Ned's incredible journey from a young lad stealing cattle to the leader of a notorious gang that robbed banks and murdered policemen. It has often been claimed that despite his treacherous acts, he defended the rights of the people who had no power. This term the boys will complete a range of English tasks to investigate whether or not Ned Kelly was truly a hero or a villain!

Each week the boys can choose the tasks they complete in this unit. These tasks range from posters, models, information cubes, raps, board games, newspaper articles and many more. Each task is worth a certain number of 'WANTED POINTS,' which are awarded by their English teacher. These points grant the boys entry into the cohort wide competition. There is a prize for the student who ends the term with the most WANTED POINTS.



To gain a high number of WANTED POINTS, students must demonstrate strong literacy skills, a comprehensive understanding of the text, outstanding presentation skills, hard work and a growth mindset. It has been fantastic to see all the hard work, many of the classrooms have models, posters and evidence of the incredible work the boys are doing.

"I really enjoy learning facts about Ned Kelly's life and how he became an outlaw. I also enjoy the activities we get to choose each week for English."
Ryan Saraw, (7 Cantamessa)



"I really enjoy English because I like learning about Ned Kelly. It is really interesting!"
Bailey Aldons (7 Cantamessa)

"I like how we get to choose our own tasks in English."
Clay Tucker (7 Cantamessa)

"I really enjoyed making the Ned Kelly models even though when making the life size model I stuck my fingers together with superglue!"
David McCabe (7 Cantamessa)

"I've enjoyed learning about Ned Kelly and what happened to the Kelly gang."
Kyle Giovanniello (7 Cantamessa)

"I really like English because we learn about my favourite historic hero, Ned Kelly."
Josh Wiltshire (7 Cantamessa)

Ms Melissa Young
Year 7 Curriculum Leader



Year 8 News – Retreat



This week Year 8s went to retreat in Lysterfield. Our first activity was a partner activity. We got asked to pair up with someone from a different class that we barely knew. We had a sheet with some questions on it, and were asked to read them out to each other. To prove that we were listening to each other, Ms Pagon and Ms Cooke would call us out and ask us the questions. If we could answer them then we would be granted a chocolate.



After we had recess we moved on to our next activity which was to make short plays about respectful relationships. We got split into groups and one group had to make a play about positive relationships and the other had to make a negative relationship. I got put in the positive group. Our play was about us playing down ball and someone being left out. We focused on showing it is important to including everyone.

At lunch you had the choice to stay on the main campus or walk up a hill to climb a big rock. My mates and I chose to climb the rock. On the way up it was a pretty brutal walk, but was a lot of fun. When we made it up to the top we saw a massive rock. Most of us were mind blown and just wanted to climb it. They allowed us to climb it but only five at a time. When it my turn to climb up the rock I found it outstanding. It was about a 20 minute hike up the hill but in the end it was definitely worth it.



Our last activity for the day was to make a special box. In the boxes were some goodies for the people who have been affected by domestic violence. We got to design the boxes how ever we liked with many different items that students and teachers brought in. The box that my partner and I made was for a little boy. We had a bit of a theme going with green and yellow on top and around the sides see through red paper. In our box we had various items like a Spider-Man colouring book, coloured pencils, a WWE play doll etc. When I finished my box with my partner Hayden I felt absolutely great. We were helping people who are less fortunate and I think that is great! I think that this program has opened me up because I like helping others and to



see all the items people brought in was just crazy.

I think this program was absolutely great and was a lot of fun. Thank you to all the teachers and people that made this happen and I think it is great that we are helping the people who are less fortunate.

Shaedyn Board-Key (8 O'Sullivan)

We are so proud of the work of these incredible young men over the two days of retreat. 110 boxes were made from the kind donations of the students, their parents and staff. The love and care that went into the making of the boxes was truly extraordinary. Here are some of the messages that the boys wrote to the recipients of the boxes:

Hello,

I hope this finds you well and that you are having a good day.

While life may seem rough at the moment, just know that there are people who care and that you are amazing.

I hope this helps and it brightens your day and makes you smile.

From Charles and Matthew

Hello,

I hope these presents make your day a little brighter.

Just remember that you are wonderful!!

Take each day as it comes, try and smile, even at something small.

Be kind to yourself you are amazing!!

Liam Thomas (8 Prest), highlighted the importance of making the boxes:

"The amount of women and their children fleeing from domestic violence is frightening high. On average one woman dies a week due to domestic violence. This has to STOP! My mum and I went shopping to buy gifts for the people who have left their homes due to domestic violence and to show them that there are people out there who care for them and that they aren't alone – life will always find a way to make things better."

A big thank you to everyone who donated to the cause.

Miss Jacqui Cooke
Year 8 Coordinator



Valdocco

Update on My City Unit

Students and staff have been engaged in a variety of learning experiences in Melbourne's CBD on each of the first four Fridays this term. Some students have been putting their newly acquired Trigonometry skills to practical use calculating the heights of a number of tall buildings at Melbourne's Docklands precinct. Others have had opportunity to participate in a number of hands-on activities in Melbourne's Botanical Gardens that have included pH testing of soil, and the identification and classification of various plants. Visits to St Patrick's Cathedral and the Mary MacKillop Centre have enabled students to learn more about the Catholic Faith and social justice issues in Australia.

I was fortunate enough to accompany 9 Ledda to the Old Melbourne Gaol last Friday where the students were engaged in the re-run of the actual trial of Ned Kelly. It was great to see all the students participating so fully in this 'hands on' court experience and listening to the meaningful conversations that occurred as we walked from the courthouse towards



the State Library to participate in our next activity.

“For My City last Friday we went to a reenactment of Ned Kelly’s final court case in a courtroom that is over one hundred years old and designed to look like the one where Ned Kelly’s original trial was held. Once we were led into the courtroom we were given a brief history lesson on what happened and were then assigned roles to play within the courtroom, such as prosecutors, defendants, witnesses, judge, and accused. I was given the role of a constable who at one time had tried to kiss Ned’s sister. The reenactment was very enjoyable and everyone was involved. At certain times the lights would dim and projectors would show videos of an actor recalling parts of the story. At other times the lady in charge held up placards with prompts of things we all had to yell out. The reenactment concluded with an explanation of the mistakes Ned’s barrister made during the trial. My knowledge of the case is definitely much deeper and I’ve come out with a greater appreciation of the Ned Kelly story.”

Kavi Townsend (9 Ledda)



Alonso Puey (as policeman) and
Antonio Marcuccio (as Ned Kelly)



Patrick Henry (as judge Edmund
Barry)



Lachlan A Wallace (as defence
barrister) and Noah Kondis



Bradley Wilkinson (as judge's
assistant) with Pat Henry (as judge
Redmond Barry) in background

At the State Library students were given the opportunity to explore the many fine exhibitions, including galleries of historical paintings and statues, photographic displays depicting various eras and themes in Melbourne’s history, and a display of Ned Kelly’s armour. Students also took the opportunity to appreciate the magnificent architecture of this building.

“The things I most enjoyed in the State Library were the fantastic exhibits, especially the Ned Kelly exhibit that included his boots, armour and rifle in the display.”

Tanner Getson (9 Ledda)



Kavi Townsend (as a policeman)
being sworn in as a prosecution
witness

Leaders of Change Conference: Fair Trade and Social Justice

At Valdocco we are constantly exploring new ways to promote leadership amongst our student cohort and encourage widespread involvement in learning about the world outside the classroom. Yesterday our Student Leaders were fortunate enough to travel with Mr Murphy and Mr Goutos, and their Year 10 counterparts to the Leaders of Change conference at Darebin Arts Centre. Here the students listened to speakers from all areas of business and enterprise discussing ideas around Fair Trade and the need to make ethical consumer decisions. The basis of the day was to inspire students to spread awareness of ethical consumer decisions and lead through their actions and strength of voice. Throughout the day our students interacted with student leaders from other schools and engaged in hypothetical activities around making positive changes in a globalised and volatile world. As a result, our students gained a better understanding of their role as leaders and their obligation to use their voices to inform others of the need to be considerate and moral global citizens.

“At the Leaders of Change Conference we learned how more countries are becoming involved with fair trade and how more people who are growing cocoa, cotton and sugar are getting a fair price for their products, and how this has a positive affect on their livelihoods. We heard presentations from our Year 10 students and students from other schools who have been promoting fair trade products and how this helps less privileged people in third world countries. The guest speakers were informative and inspiring.” Mackinley Hewitt (9 Binh Dinh) and Lachlan Butler (9 Cantamessa)

Mr Graeme Tucker
Head of Valdocco

A Short Story with a Lasting Legacy

"Every secret of a writer's soul, every experience of his life, every quality of his mind, is written large in his works."
(Virginia Woolf)

The power of the short story has always fascinated me. There is something magical about becoming utterly lost in a few pages, only to discover the journey is over before you know it. Just as a novel can teleport us to another world, and a classic work can take us to another time, a well written short story can be the perfect shot of drama we all need. And who has time to read *War and Peace* anyway? With these musings in mind I invoke the timeless words of arguably the greatest philosopher of our time, Dave Grohl: "don't bore us, get to the chorus."

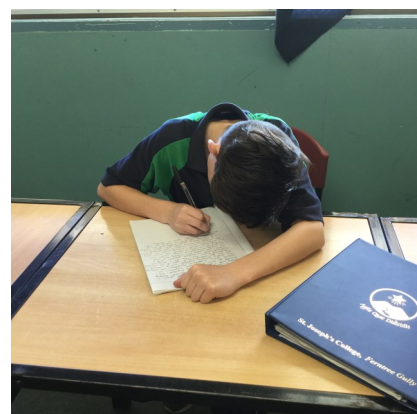
A short story can provide the reader with a perfectly crafted tale of love lost or unresolved conflict in a few pages and a handful of carefully crafted paragraphs. A talented short story writer is one who hooks the reader in immediately and never loses their grip. They create immediate context and paint vivid images with only a few words, to have the reader reach a thunderous crescendo and be left dangling but satisfied. It is with this love of the succinct and concise that we have created a short story writing unit at Year 9 to instill in our students a sense of expression and pride in their own literary voice.

The benefits associated with creative writing are endless and extend far beyond the ambiguity of literacy jargon. Firstly, creative writing is fundamentally about the use of the imagination. With a one sentence prompt as a spring board, students can go wherever they please and create a reality completely of their own making. In a curriculum packed with structure and strict boundaries, the opportunity to let one's mind run wild is intensely liberating for all of us, let alone a 21st century teenager. Secondly, creative writing allows students to assume the role of the writer whilst writing, and assume the role of the reader whilst editing. This allows them to see their stories unfold from different perspectives and refine them as they go in order to be as powerful as possible in a short time and space. In the English classroom, we often witness students needing to apply skills or knowledge before truly understanding. Creating their own texts allows students to understand symbols, themes and characters through their own lens and apply this skill in everything they read and write from that point on. Thirdly, short stories are a perfect way for students to realise their innate creative potential and unleash a passion for expression that perhaps otherwise would have remained dormant. This revelation can manifest itself in amazing ways and can impact the rest of their lives.

At Valdocco, our recent unit on creative writing has been aptly short, sharp and succinct. Since beginning Term 3 by diving into Anh Do's *The Happiest Refugee*, the strong desire from the students to create their own narratives has been two-pronged. On one hand, our students have been inspired to write by the conversational and humorous writing style of Anh Do. Our students have been so captivated by Do's words and undeniable knack for storytelling that they have jumped at the chance to paint their own pictures and create their own sense of voice. On the other hand, behind this unit is the need to create a legacy for the future of our campus. It is usually at the half way point of the year students begin to feel the uneasy sensation of a chapter coming to a close, and new ideas begin to emerge around how to create a "legacy" and "make a mark". This year is no different. To combine a newfound literary freedom with the sense of lasting legacy, we have created an initiative for our current cohort: *The Valdocco Book of Short Stories*. This copious volume will hold the short stories of every student in the year level and be a legacy document for future generations to enjoy and be challenged to create their own stories and let their voices be heard.

Contrary to a somewhat popular belief, our young students are full of ideas and creativity. The reality is today's young people are overexposed to images and forced to analyse other people's ideas every day, but often feel discouraged to express themselves. As educators it is our duty to listen to student voices and facilitate them by any means possible. It is important we foster creativity in the classroom in any way possible and let students know their ideas are valid, worth hearing and worth building a legacy around.

Mr Louis Goutos
Year 9 Curriculum Leader





Year 12

Curriculum News – Late Night Study

This time of year is extremely busy for our Year 12 students. VCAL boys are finishing up their competencies, and VCE boys are meeting the requirements of their various outcomes in each subject. In addition there is the added pressure of the VCE exams coming up at the start of November.

While I would like to think each of students have great study skills (many of them do) there are some that are finding the ways they study to not be getting them the results they want. There are a few programs that are coming up that may help with this. The first is the upcoming late night study program; a series of Tuesday nights that teachers stay back to help boys study at school, in Chieri, until 7:30pm, with dinner provided. The dates for remaining late night studies are: **5 September and 12 September**. I look forward to seeing many students coming to these nights to complete some quality study. Many of their teachers will be available during these evenings and may also be running targeted seminars for particular skills/areas to focus on in the lead up to the final exams.

We ran a program called '*Finishing Line*', a seminar facilitated by *Elevate Education* (which ran the *Study Skills* program earlier in the year) on **Wednesday 30 August, 9-10am**. The focus of this program, as the name suggests is about finishing off strongly. Part of this is about preparing well and studying effectively, but a big part is also about managing stress and anxiety.

This stress and anxiety can get in the way of finishing the year how some boys would like to finish the year. It is important to build in healthy routines to make sure your sons are having time off the books and away from the stress of studying for exams. This might be through going for a walk together, enjoying a hobby together or just sharing a meal together. Physical activity and a good night's sleep are really important for mental health and wellbeing and can help your sons to manage the pressure of this time of year. Eating well and keeping hydrated are two other strategies to help your son manage his energy levels through these testing times.

If your son feels like the pressure is getting to him, I would encourage you to have a conversation with him about ways he can manage the pressure. I would also suggest that he comes and checks in with his homeroom teacher, Mr Dunn or myself. We are all in this together, and sometimes just a small conversation can really help alleviate the pressure.

Mr Nicholas Harvey
Year 12 Curriculum Leader



Managing stress checklist:

- Getting enough sleep?
- Eating well?
- Staying hydrated?
- Physical activity?
- Keeping up hobbies?
- Socialising?
- Downtime?



Sport

Term 2 ACC Sport Awards

Term 2 was another calendar-packed term of ACC Sport, with participation in the Badminton and Golf Tournament days, as well as our Football and Soccer teams competing in their respective mid-week competitions. At a recent Whole School Assembly, we recognised our individual award winners, with the presentation of a Best and Fairest and Coach's Award for each of the Term 2 competing teams.

For our Senior Football Best and Fairest recipient, this year's award came with an increased level of prestige. At the commencement of the season, Senior Football Coach, Mr James Love, proposed that a traditional medal be presented to our Best and Fairest. Most significantly is that the award was to be named in





honour of a former student at the College, with involvement in Australian Rules Football at the elite level. With St Joseph's having enjoyed a proud and successful history in Football, there were a number of candidates worthy of consideration.

Along with factors such as games played, individual accolades and team success, it was important that the successful candidate demonstrated a meaningful connection with the St Joseph's community, both as a student and in adult life.



This is most certainly true of our selected nominee, Darren Crocker from the Graduating Class of 1984 at St Joseph's College, who has made an outstanding contribution to the AFL both as a player and, presently, in a coaching capacity. Following his debut in 1985, he played 165 games across 14 seasons for the North Melbourne Football Club, which included a Premiership in 1996. After retiring at the end of the 1998 season, he began his

coaching career with Port Melbourne in the VFL, before moving to Richmond as an assistant coach. Following four years with the Tigers, he returned to North Melbourne at the end of 2004 where he spent 12 years as a midfield coach. During this time, he completed two stints as caretaker coach, firstly in 2009 and again in 2015. Now in his second season as North Melbourne's Director of Coaching, he has an integral role in developing North Melbourne's young list to again contend for Premiership glory.

Having Darren present at the Assembly to assist with the presentation of all the sport awards provided a memorable experience for all recipients. Congratulations to all.

Open Golf Champion	Lachlan Robinson (9 O'Sullivan)
Junior Badminton Champion	Thomas Brady (8 Prest)
Intermediate Badminton Champion	Basil Babu (10 Prest)
Senior Badminton Champion	Bin Xing (12 O'Mara)
Year 7 Football Best and Fairest	Callum Verrell (Edwards)
Year 7 Football Coach's Award	Harvey Meyer (Ledda)
Year 7 Soccer Best and Fairest	Alexander Tektonopoulos (Prest)
Year 7 Soccer Coach's Award	Raunak Sharma (Edwards)
Year 8 Football Best and Fairest	James Fisher (O'Sullivan)
Year 8 Football Coach's Award	Oscar Stainthorpe (Prest)
Year 8 Soccer Best and Fairest	James McBride (Prest)
Year 8 Soccer Coach's Award	Jason Le (Edwards)
Year 9 Football Best and Fairest	Thomas Borg (Binh Dinh)
Year 9 Football Coach's Award	Joshua Connelly (Prest)
Year 9 Soccer Best and Fairest	Antonio Marcuccio (Ledda)
Year 9 Soccer Coach's Award	Lachlan Kennedy (Edwards)
Year 10 Football Best and Fairest	Thomas Holland (Prest)
Year 10 Football Coach's Award	Nathan Power (Cantamessa)
Year 10 Soccer Best and Fairest	Hunter Blakely (O'Mara)
Year 10 Soccer Coach's Award	Kristian Henkul (Ledda)
Senior Football Crocker Medalist	Jesse Cherry (11 Edwards)
Senior Football Coach's Award	Jesse Uren (12 Chambers)
Senior Soccer Best and Fairest	Finn Lennon (11 Edwards)
Senior Soccer Coach's Award	Adam Marshall (11 Chambers)

Mr Paul Trubiani
Head of Sport



Music

ACC Stage Band Excursion:

On Monday 14 August Mr Troy Hickmont and I accompanied ten students to the ACC Stage Band event at Parade College, Bundoora for an improvisation workshop.

The first session of the day was a fun and compelling performance by the Steve Sedergreen Quartet 'Point's in Time' which consisted of a pianist, trombone player, double bass player and a drummer. They were a Jazz quartet and they performed a number of jazz standards and we were lucky to watch them perform and see how they improvised for around 30 minutes. This was followed by some question time for the band during which our St Joseph's boys asked some valuable questions about improvisation and the life of a musician.

During the second session, students broke off into groups depending on their musical ability and improvisation experience and worked with the professional musicians on some improvisation skills and stage band pieces. The boys from each school all had a chance to improvise with the rest of the band and the students all learnt some useful skills to help them improvise on their own in future.

The final part of the day was a big performance of a number of pieces that the students worked on throughout the day. All students had the chance to jump in and out of performing with the band when they wished and the band was also accompanied by the professional musicians. This activity was spontaneous and fun and it was fantastic to watch the students from the ACC schools getting involved and share this performance opportunity with one other.

Our St Joseph's boys left the workshop with a new found love of Jazz music, some fantastic knowledge and skills about improvisation and they were in awe of the professional musicians who actually get to perform and share their love for music every day."

Ms Sophie Maclure
Teaching Staff

Upcoming Events:

College Soiree: A Showcase of Our Music Department

Date: Thursday 7 September

Time: 7pm

Location: Chieri

Performers: Year 8 – Year 12 Classroom Music classes

Students learning an instrument privately at the College

Variety Night: A Combined Variety Concert with Mater Christi College

Date: Friday 15 September

Time: 7pm

Location: St Joseph's College Stadium

Information regarding auditions will be advertised shortly

Lunch Time Concerts in Term 3:

Location: Drama Room

Lunch Time Concert Dates for Term 3: Thursday 21 September

Miss Bronwyn Dean
Music Convenor





Technology

The following recent piece written by Dr Brian Davidson, founder of the Intrinsic Institute in the United States, calls us to ignite greatness through a better understanding of the factors influencing both academic performance and the need for preparing our students for their lives ahead.

There is a growing movement to measure and build social-emotional skills to help students succeed. But which of these skills best predict academic performance?

Recently in the field of education, there has been growing interest in measuring and building students' non-cognitive skills, sometimes referred to as social-emotional skills or soft skills, to help students succeed in school, their future careers and in life. Educators, researchers, and policy-makers are beginning to place more emphasis on these factors as an increasing amount of research is illustrating the importance of these skills from the classroom to the labour market.

Using the Intrinsic Profile, a psychometric assessment designed to measure a synthesised model of non-cognitive skills, we studied 368 high school students to explore whether there is a relationship between students' non-cognitive skills and academic performance, as measured by their grades.

The Intrinsic Profile measures whether a person is likely to be highly self-motivated, has high levels of discipline and perseverance, and can adjust to change as well as bounce back from adversity - all while doing so with a high level of integrity.

When comparing students' composite scores on the Intrinsic Profile to their grades, we found students' non-cognitive skills were clearly related to academic performance. In fact, the students' composite scores on the assessment correlated with their grades at a rate of $r = .47$. Our analyses illustrated that all the constructs within the model correlated with academic performance at statistically significant levels ($p < .001$). As outlined in the table below, we found that some non-cognitive factors correlated with students' grades better than others.

Non-Cognitive Skill	Description	Correlation to Student Grades
Conscientiousness	being organised, careful, and dependable in the completion of our work	.47
Self-Discipline	possessing the ability to complete mundane activities and other tedious work we simply do not want to do	.46
Grit	having the passion and perseverance to complete our long-term goals	.44
Self-Efficacy	having confidence in our ability to accomplish our goals	.43
Hope	possessing the ability to actively pursue our goals while navigating around obstacles as they arise	.37
Self-Awareness	possessing an understanding of our strengths and weaknesses	.33
Growth Mindset	holding the belief that our potential can be cultivated through effort	.32
Honesty	being truthful and trustworthy	.32
Integrity	doing the right thing, even when no one is watching	.32
Ethical Behaviour	acting with beneficence (doing good) and nonmaleficence (doing no harm)	.31
Adaptability	possessing the ability to acclimate to the changing environment	.30
Resilience	having the ability to bounce back from setbacks and emerge from adversity stronger than before	.29
Self-Control	maintaining the ability to control our impulses and delay gratification for a larger reward in the future	.28
Situational Awareness	being aware of the larger environment around us and grabbing opportunities when they come	.28
Self-Determination	possessing and pursuing self-generated and very meaningful goals that align with our values and greater sense of purpose	.26



Based on these findings, students that were highly conscientious and disciplined tended to perform the best academically. These students reported having a strong work ethic and being highly reliable. Likewise, they described themselves as being able to do work when most other students choose to do more enjoyable activities. Similarly, grit showed to be a strong predictor of student grades. Those that were pursuing their goals with passion and perseverance tended to do better in school.

At the same time, those students with more confidence that they could complete their goals (i.e., self-efficacy) were performing better. Specifically, we found the group of students who said they constantly pushed themselves to do their best and were in pursuit of personal excellence were actually performing the best in school.

As we obtained this evidence that non-cognitive skills were predicting current grades, we then asked ourselves...can these skills predict students' future grades? With this question in mind, we tested students in August and then waited around all year. In May, we then re-tested them while also collecting data on their 4th quarter grades. In correlating their scores on the Intrinsic Profile from when the students first took the assessment in August to their 4th quarter grades collected in May, we found a correlation of $r = .48$. The students' non-cognitive skills predicted their academic performance – nine months later.

As Sir Francis Bacon once said, "Knowledge is power." Equipped with knowledge on students' non-cognitive skills, educational institutions can utilise this information about their students to be much more proactive in their attempts to help students succeed. Instead of the reactive approach often found in schools today, where educators wait to address students' needs once the student begins to show academic struggles, educational institutions can utilise non-cognitive student data to ensure students get the resources and support they need to succeed in school in a much more proactive and preventative manner.

With all of this data in hand, we then combined all of the non-cognitive constructs together in a regression analysis to see which factors might independently predict academic performance, while controlling for the students' year in school, gender, and race. This analysis showed there were four factors that continued to predict academic performance at statistically significant levels. These variables were:

- Conscientiousness
- Self-Efficacy
- Self-Discipline and
- Gender

As has been found in earlier research, we were not that surprised to see that females were doing better academically than their male counterparts. In our data, we found that females had an average grade point average (GPA) of 3.36/4.0 while males had an average GPA of 3.03/4.0.

Based on these results, it might appear that the only social-emotional factors we should be working to cultivate in school would be conscientiousness, self-efficacy, and self-discipline - since these are the factors that best predict academic performance. While it is vital we work to cultivate these skills, we must also not neglect the others. The grading system utilised in schools tends to reward the students that are highly organised and obedient, those that get their work done in a timely manner, and those that put forth tremendous effort in their studies. The students high in these qualities excel academically.

But to succeed in life beyond the classroom, it is important we possess these other non-cognitive skills too. Each of them serves as a tool in a person's tool belt, which must be utilised when the world demands it. For example, there are times in our lives when life throws us a curve ball – requiring us to adapt when we least expect it. At other times, we are faced with incredible adversity which requires tremendous levels of resilience



and hope to overcome those challenges. Likewise, as often seen in the daily headlines, individuals lacking in honesty and integrity can see things quickly fall to pieces.

Students also need skills beyond what is measured in our own model. In addition to being highly motivated, disciplined, perseverant, resilient, and honest, we also believe it is crucial for students to have empathy, strong multicultural awareness, as well as the ability to communicate and work well in a team. On top of these skills, we also recognise that cognitive ability is equally essential – so we must continue to cultivate the traditional 3 R's (reading, writing, and arithmetic) alongside these non-cognitive factors.

In conclusion, these non-cognitive skills are important. Within this study, we found that each one of these skills was correlated with academic performance, but when combined together, only a few were left standing as optimal predictors of students' grades. If it is our primary goal to get our students to become the next valedictorian, we might just want to focus our efforts on cultivating their self-efficacy, conscientiousness, and self-discipline. If, however, we want our students to be prepared for the world ahead of them outside of the classroom, we advocate for cultivating each and every one of these vital skills.

Let's think differently.

My best.

Mr Tim Smith

Teaching and Learning Coordinator – Arts and Technology

Careers



Dates to Diarise in Term 3

University/TAFE Open Days 2016 – throughout August

Year 12 VTAC applications – throughout August and September



Guaranteed Entry Scheme

Access Melbourne

Access Melbourne is special entry and access scheme offered by the University of Melbourne to domestic students. By applying through Access Melbourne, students can be assured that any circumstances that have affected their education will be considered when the university assesses their Year 12 results. Access Melbourne can assist eligible students to gain entry into a course even if their ATAR is below the Clearly-in Rank and to also be considered for a scholarship.

Year 12 students can apply using one or more of the following categories:

- Disadvantaged financial background
- Applicants from rural or isolated area
- Under-represented school
- Difficult circumstances
- Disability or medical condition
- Non-English-speaking background
- Recognition as an Indigenous Australian



Access Melbourne categories that provide a guaranteed entry are:

1. Disadvantaged financial background
2. Applicants from rural or isolated areas

Students eligible to apply as a rural or financially disadvantaged student, and meet course prerequisites, may apply for guaranteed entry to the University of Melbourne with an:

- ATAR of 78.00 for a place in Design or Science
- ATAR of 80.00 for a place a place in Arts
- ATAR of 88.00 for a place a place in Commerce
- ATAR of 92.00 for a place a place in Biomedicine

The University now also offers guarantees for [Indigenous students](#) who meet course prerequisites and apply with an ATAR of:

- 50.00 Arts (Extended)
- 55.00 Science (Extended)*
- 70.00 Design
- 75.00 Science
- 75.00 Arts
- 83.00 Commerce
- 85.00 Biomedicine

*Applicants for guaranteed entry to the Bachelor of Science (Extended) also require a passing score in a Year 12 Biology, Chemistry, Mathematics, or Physics subject.

Even if a student's ATAR falls below these levels, they may still be considered for a place. To apply for the Access Melbourne scheme, students must make use of the *Special Entry Access Scheme (SEAS)* application on the VTAC website. There are also several *Melbourne Access scholarships* available through the University's scholarships program, so students are encouraged to browse [Melbourne Undergraduate Access Scholarships](#).

Visit [Access Melbourne](#) to find out more about Access Melbourne. A SEAS application must be made through VTAC by 5:00pm on 10 October 2017. There is no separate application for a Melbourne Undergraduate Access Scholarship; students are automatically considered for these scholarships by applying through the SEAS process via VTAC.



MONASH University

News from Monash University

⇒ **Monash Entry Schemes**

At Monash, we know that a student's ATAR might not accurately reflect their ability. Life can be a bumpy road, and there are all sorts of circumstances that can get in the way of a student's academic achievement.

We operate two schemes – the Monash Guarantee and the Special Entry Access Scheme (SEAS) – that can help students enter their preferred course, even if their ATAR is below the clearly-in.

By having two schemes, Monash wants to create a level playing field for everyone who aspires to an exceptional education. By operating both schemes, Monash can also help as many students as possible reach their full potential.

Students do not have to choose between the two schemes – depending on their situation and background, they could be eligible for one or both.

1. **The Monash Guarantee**

The Monash Guarantee can get a student into a Monash course even if they do not reach the course's clearly-in ATAR. Students could be eligible for the Monash Guarantee if they:



- have experienced [financial disadvantage](#)
- live in a [low socio-economic area](#)
- are an [Indigenous Australian](#)
- attend a [Monash list under-represented school](#)

So, every Monash undergraduate degree has a [Monash Guarantee ATAR](#), which is lower than the expected clearly-in for that course. For most courses, if a student meets the [eligibility criteria](#), achieves the [Monash Guarantee ATAR](#) (starting at 70.00) and completes all course prerequisites, they will be eligible for a place at Monash. To be considered for the Monash Guarantee, Year 12 students must *submit a VTAC course application, complete a Special Entry Access Scheme (SEAS) application including any required documentation, and complete a VTAC Scholarship application*. Find out more at [The Monash Guarantee](#).

2. Special Entry Access Scheme (SEAS)

SEAS adjusts students' ATAR in recognition of circumstances that may have affected their education. This gives students a better chance of getting an offer for the course they want. Find out more at [Monash SEAS](#).

⇒ **Monash Pathways Information Evening**

*Do you have students aiming for a Monash degree but who are unsure if they'll meet the entry requirements? Students keen on studying at Monash University but perhaps concerned about attaining the ATAR or study scores for entry, might like to attend the upcoming **Monash Pathways Information Evening** which is aimed at providing advice for future students on their options.*

Date: Wednesday 23 August 2017
Time: 6:30pm–8:00pm
Venue: Building K, level 3, Caulfield Campus, Monash University

For more information and to register please visit [Monash Pathways Information Evening](#)

⇒ **Business Open House**

Join the Monash Business School for a day of insights, learnings and lots of answers to all of your course questions.

Students considering studying business at Monash are encouraged to attend the **Business Open House** and attend specific presentations, chat to a lecturer, or just take a tour of the Monash University City Campus location and enjoy the refreshments on offer in the rooftop garden.

Date: Sunday 13 August 2017
Time: 11:00am–3:00pm
Venue: Monash University, Level 7, 271 Collins Street, Melbourne (Enter from Flinders Lane)

For more information about the program, and to register online, visit [Business Open House](#)



Performance Degrees at Victorian Universities

The few courses listed below are performance-related degrees, in *acting, drama, theatre, dance* and *music performance*. A limited number of courses require an ATAR only; most courses have a range of selection criteria, such as submission of a supplementary form, an audition, an interview, etc. The only VCE prerequisite for the courses listed below is English/EAL. For a comprehensive list of all performance-related courses, visit www.vtac.edu.au.



UNIVERSITY	MAJOR STUDIES	SELECTION CRITERIA
DEAKIN M – Melbourne Campus	Creative Arts (Dance): Creative arts, Dance, Performing arts	Selection: ATAR and Audition (M)
	Creative Arts (Drama): Drama, Performing arts, Creative arts, Theatre studies	Selection: ATAR 64.15 (M)
FEDERATION C – Camp Street Campus	Acting for Stage & Screen: Agents, Auditions, Critical studies, Movement and dance, Performing arts, Singing, Stage and screen acting and performance, Voice	Selection: Supplementary form, Audition, and Interview (C)
	Music Theatre: Acting, Dance	Selection: Supplementary form, Audition, and Interview (C)
LA TROBE B – Bendigo Campus M – Melbourne Campus	Creative Arts (Screen, Theatre & Writing): Screen, Theatre, Writing	Selection: ATAR 50.70 (B) and 50.65 (M)
MONASH Cl – Clayton Campus	Music: Composition, Creative music technology, Ethnomusicology, Musicology, Performance (Classical), Performance (Jazz and Popular Music)	Selection: ATAR, Supplementary form, and Audition (CI)
RMIT M – Melbourne City Campus	Music Industry: DJing, Electronic music, Music, Music business, Music culture, Music history, Music industry, Music marketing, Music media, Music performance, Music production, Music promotion, Music technology, Music video, Popular music, Sound design, World music	Selection: ATAR 72.15 (M)
UNI MELBOURNE VCA – Victorian College of the Arts P – Parkville Campus	Fine Arts (Acting): Acting and performance making, Body and Voice, Concepts and creativity, Performance practice	Selection: ATAR, Supplementary form, and Audition (VCA)
	Fine Arts (Dance): Body mind practices, Choreography, Dance technique: Contemporary dance and ballet, Performance	Selection: ATAR, Supplementary form, and Audition (VCA)
	Fine Arts (Music Theatre): Acting studies, Dance studies, Music theatre combination class, Music theatre contextual studies, New work performance project, Voice studies	Selection: ATAR, Supplementary form, and Audition (VCA)
	Fine Arts (Theatre): Acting and performance making, Body and Voice, Concepts and creativity, Performance practice	Selection: ATAR, Supplementary form, and Audition (VCA)
	Music: Composition, Ethnomusicology, Interactive composition, Jazz and Improvisation, Music performance, Musicology	Selection: ATAR, Supplementary form, and Audition (P)
VICTORIA FP – Footscray Park	Music: Arranging, Aural training, Music and culture, Music cognition, Music composition and songwriting, Music creativity, Music history, Music practice (ensemble studies), Music technology, Music theory	Selection: Interview (some) and Audition (FP)



Fine Arts and Music Degrees at University of Melbourne

Year 12 students applying for the following Fine Arts or Music courses at the University of Melbourne for 2018 are encouraged to take note of extra-requirements for eligibility to be selected. All applicants must submit their Supplementary Application Form (available from their VTAC User Account) by the dates listed. Details of the audition/ folio/test/interview will be sent to applicants between late September and early November. Visit www.vtac.edu.au to confirm the summary of extra requirements below:



COURSE	VTAC CODE	PREREQUISITES	EXTRA-REQUIREMENTS
Fine Arts (Acting)	3800610071 3800610073	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 28 September: \$70 application fee, supplementary application form (all), audition (all), call-back interview (some)
Fine Arts (Animation)	3800639071	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 31 August: \$70 application fee, selection test (all), interview (some), folio presentation (some)
Fine Arts (Dance)	3800638931 3800638933	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 31 August: \$70 application fee, supplementary application form (all), physiotherapy examination, audition (all), interview (some)
Fine Arts (Film & Television)	3800638941 3800638943	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 31 August: \$70 application fee, selection test (all), interview (some), folio presentation (some)
Fine Arts (Music Theatre)	3800638951 3800638953	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 28 September: \$70 application fee, supplementary application form (all), audition (all)
Fine Arts (Production)	3800638961 3800638963	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 28 September: \$70 application fee, supplementary application form (all), interview (all), workshop (some)
Fine Arts (Screenwriting)	3800639081 3800639083	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 31 August: \$70 application fee, selection test (all), interview (some)
Fine Arts (Theatre)	3800610081 3800610083	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 28 September: \$70 application fee, supplementary application form (all), audition (all), call-back audition (some)
Fine Arts (Visual Arts)	3800638991 3800638993	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 28 September: \$70 application fee, supplementary application form (all), folio presentation (all), interview (all)
Music	3800538231 3800538233	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	Apply by 28 September: \$70 application fee, supplementary application form (all), audition (all)

Access Education Daily Challenge App

A new app that gamifies education and makes VCE revision fun! VCE Subject Specific Quiz delivered to your device!

Find out more at [Access Education Daily Challenge App](#)



News from Monash University

⇒ **Inside Monash: Science & Careers**

The *Inside Monash* session will cover science and careers. Students hoping to find out where their science degree could lead, are encouraged to register for this event.

Date: Thursday 31 August 2017

Time: 6:30pm–9:00pm

Venue: Location: 16 Rainforest Walk, level 1, S3 Lecture Theatre, Clayton Campus

For further information and to register visit [Inside Monash](#)

⇒ **Important Changes to the Bachelor of Health Science for 2018**

Monash Medicine, Nursing and Health Sciences has introduced some changes to the Bachelor of Health Science, taking effect in 2018. Instead of choosing a specialisation, students now enrol straight into the degree of their choice.

Bachelor of Health Sciences

Students build a sound foundation in health care and learn to identify, investigate, analyse and assess health



issues. They will have the flexibility to explore different areas of health and customise their degree to suit their interests.

Bachelor of Public Health

This course gives students the opportunity to pursue their passion for promoting good health, preventing disease, and managing illnesses. They will be taught by passionate teachers with a global orientation, getting them ready to make a difference and address real health challenges for communities and populations.

Bachelor of Radiation Sciences

This course is ideal for students interested in becoming a radiation therapist. Throughout the program students will be immersed in the latest technology, participate in 3D treatment simulations and complete clinical placements from second year. Taught by experienced radiation therapists, students are kept up-to-date with the latest industry developments.

The Bachelor of Radiation Sciences is a great pathway into the Master of Radiation Therapy at Monash.

Bachelor of Paramedicine

This course prepares students to be ready to save lives and qualify as a paramedic. Students gain hands-on paramedic experience with placements from Semester 1, while working in clinical and community settings and learning from experienced paramedic educators. Graduates work with emergency health services across Australia and overseas.



Nutritionists and Dietitians

According to the Dietitian Association of Australia (DAA) - Dietitian Association of Australia (DAA), there is a distinction made between dietitians and other occupations in the nutrition and food science field, including that of nutritionist. The key difference between a dietitian and a nutritionist is that, in addition to or as part of their qualification in human nutrition, a dietitian has undertaken a course of study that included substantial theory and supervised and assessed professional practice in clinical nutrition, medical nutrition therapy and food service management. **So, in Australia, all dietitians are nutritionists however nutritionists without a dietetics qualification cannot take on the expert role of a dietitian.**

Victorian universities offering undergraduate courses in nutrition, food science and/or dietetics include:

UNIVERSITY	COURSE	VCE PREREQUISITE SUBJECTS	ATAR 2017
Deakin	Food and Nutrition Sciences	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	63.05 (M)
Federation (Mt. H) – Mt. Helen (G) - Gippsland	Food and Nutritional Sciences	Units 1 and 2: satisfactory completion in two units (any study combination) of any Mathematics or Units 3 and 4: a study score of at least 20 in any Mathematics; and a study score of at least 20 in any English.	n/a (Mt, H) n/a (G)
La Trobe (M) – Melbourne	Applied Science/Dietetic Practice	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	85.45 (M)
	Human Nutrition	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in two of Biology, Chemistry, any Mathematics, Physical Education or Physics.	60.15 (M)
Monash (C) - Clayton	Nutrition Science	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in Chemistry.	76.10 (C)
	Nutrition Science – Scholars Program (Dietetics Pathway)	Units 3 and 4: a study score of at least 35 in English (EAL) or at least 30 in English other than EAL; and a study score of at least 25	91.85 (C)



RMIT (C/B) – City/ Bundoora	Food Technology and Nutrition	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 20 in any Mathematics.	68.15 (C/B)
Victoria (F) - Footscray (St. A) – St. Albans	Nutrition and Food Science	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.	n/a (F) n/a (St. A)

Students are encouraged to browse [VTAC](#) for a comprehensive list, including double degrees!



Teaching Degrees – Early Childhood

Unless otherwise indicated* Early Childhood teaching degrees all have the same VCE prerequisites: Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. Unless otherwise stated, these degrees are also 4-year degrees. **Students are also to take note that for 2018 entry, students may be required to sit the [CASPer](#) as part of their selection into a teaching course, attain an ATAR of 65, and may also be required to undertake the [Literacy and Numeracy Test for Initial Teacher Education](#) prior to graduating.**

For a comprehensive list of all teaching courses, campuses they are offered at, their exact prerequisites, their majors, and other double degrees they might be linked to, visit [VTAC](#).

INSTITUTION	COURSE	2018 REQ's
ACU	Early Childhood Education (Birth to Five Years) *	ATAR
	Education (Early Childhood and Primary)	ATAR CASPer or ACU Teacher Selector Test
CHARLES STURT	Education (Early Childhood and Primary) *	ATAR
DEAKIN	Early Childhood Education *	ATAR CASPer
FEDERATION	Education (Birth-Year 6)	ATAR CASPer
HOLMESGLEN	Early Childhood Teaching	ATAR (Min 65) Interview
LA TROBE	Early Childhood and Primary Education	ATAR CASPer
MONASH	Education (Honours) (Early Years and Primary)	ATAR CASPer
RMIT	Education (Primary and Early Childhood Education) *	ATAR CASPer
SWINBURNE	Education (Early Childhood) *	ATAR CASPer



Teaching Degrees – Primary

Unless otherwise indicated* primary teaching degrees all have the same VCE prerequisites: Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. Unless otherwise stated, these degrees are also 4-year degrees. **Students are also to take note that for 2018 entry,**



students may be required to sit the [CASPer](#) as part of their selection into a teaching course, attain a minimum ATAR of 65, and may also be required to undertake the [Literacy and Numeracy Test for Initial Teacher Education](#) prior to graduating. Visit [VTAC](#) for a comprehensive list of all teaching courses and the exact prerequisites for entry.

INSTITUTION	COURSE	2018 REQ's
ACU	Education (Primary)	ATAR CASPer or ACU Teacher Selector Test
CHARLES STURT	Education (Early Childhood and Primary) *	ATAR
	Education (K-12) *	
DEAKIN	Education (Primary) *	ATAR
FEDERATION	Education (Primary)	ATAR
	Education (Primary and Secondary P-10)	CASPer
LA TROBE	Education (Primary)	ATAR CASPer
MONASH	Education (Honours) (Primary)	ATAR CASPer
	Education (Honours) (Early Years and Primary)	
	Education (Honours) (Primary and Secondary)	
	Education (Honours) (Primary and Secondary Health & PE)	
	Education (Honours) (Primary and Secondary Inclusive Ed)	
	Education (Honours) (Primary)/Arts	
	Education (Honours) Primary Education/Information Technology	
	Education (Honours) (Primary)/Science *	
	Education (Honours) (Primary)/Visual Arts	
	Education (Honours) (Primary)/Music	ATAR CASPer Supplementary Form Audition
RMIT	Education (Primary Education and Disability Studies) *	ATAR CASPer
	Education (Primary and Early Childhood Education) *	
	Education (Primary Education) *	
SWINBURNE	Education (Primary) *	ATAR CASPer
VU	Education (P - 12)	ATAR CASPer
	Education (P - 12) – Disability Studies	



Teaching Degrees – Secondary

Unless otherwise indicated* secondary teaching degrees all have the same VCE prerequisites: Units 1 and 2: satisfactory completion in two units (any study combination) of General Mathematics or Maths: Mathematical Methods or Units 3 and 4: any Mathematics; and a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. Unless otherwise stated, these degrees are also 4-year degrees. **Students are also to take note that for 2018**



entry, students may be required to sit the CASPer as part of their selection into a teaching course, attain a minimum ATAR of 65, and may also be required to undertake the Literacy and Numeracy Test for Initial Teacher Education prior to graduating. For a comprehensive list of all teaching courses, their exact prerequisites, their majors and other double degrees they might be linked to, visit VTAC.

INSTITUTION	COURSE	2018 REQ's
ACU	Teaching/Arts (Humanities)	ATAR
	Teaching/Arts (Mathematics) *	CASPer or ACU Teacher Selector Test
	Teaching/Science *	
	Teaching/Arts (Visual Arts)	
	Teaching/Exercise Science *	
CHARLES STURT	Education (K-12) *	ATAR
	Outdoor Education *	
DEAKIN	Health and Physical Education (Secondary) *	ATAR (Min 65) CASPer
	Arts/Master of Teaching (Secondary) *	ATAR
	Science/Master of Teaching (Secondary) *	
FEDERATION	Health and Physical Education *	ATAR CASPer
	Health and Physical Education/Outdoor and Environmental Education *	
	Arts/Education	
	Mathematical Sciences/Education *	
	Science/Education *	ATAR CASPer Supplementary Form, Folio, Interview
	Visual Arts/Education *	
LA TROBE	Education (Secondary)	ATAR CASPer
MONASH	Education (Honours) (Primary and Secondary)	ATAR CASPer
	Education (Honours) (Primary and Secondary Health & PE)	
	Education (Honours) (Primary and Secondary Inclusive Ed)	
	Education (Honours) (Secondary Health & PE)	
	Education (Honours) (Secondary)/Arts	
	Education (Honours) (Secondary)/Information Technology	
	Education (Honours) (Secondary)/Science *	
	Education (Honours) (Secondary)/Visual Arts	
	Education (Honours) (Secondary)/Music *	ATAR CASPer Supplementary Form Audition
SWINBURNE	Education (Secondary) *	ATAR CASPer
	Education (Secondary)/Arts *	
	Education (Secondary)/Science *	
VU	Education (P - 12)	ATAR CASPer
	Education (P - 12) – Disability Studies	
	Education (P - 12) – Physical Education (Secondary)	

Mrs Vivienne Egan
Pathways Coordinator





Community



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!!!

