



Agité

Term 3, Week 7

September, 2017



**St Josephs
College**

This fortnight in Agité

Principal

Deputy Principal – Students

Deputy Principal – Teaching and Learning

Prayer

Religious Education

Junior School

Valdocco

Senior School

Sport

Music

Pathways

Community



Principal

Late in August, we welcomed our 2018 Year 7 students to the College to complete some ACER testing. ACER testing helps provide important information so that teachers have more data on which to base their teaching strategies. It was a great morning where the boys were also able to get to know each other.

The curtain has come down on this year's production of Mary Poppins. Mater Christi College took the lead this year doing an amazing job and we thank all associated with this event. Staff and students from St Joseph's College should be very happy with their efforts. Special thanks to Miss Bronwyn Dean who was the main liaison between the two Colleges.

Last Thursday evening, the College hosted its inaugural Music Soiree. Over 70 students were involved in performing, sound or back stage. Thanks to Miss Bronwyn Dean, Miss Sophie Maclure and our fabulous Instrumental Music Teachers. The standard of performances was very high.

Last Sunday, Mass in the Parish was held at St Jude the Apostle, Scoresby. Father John Hannon, a member of our College Board, led the mass. We were saddened to hear at the end of mass that Father John will be leaving the parish to become Parish Priest at St Therese's, Essendon. I'd like to acknowledge the support Father John has given in the two years he has been connected with our College.

We ask for your prayers for the Salesian community and the family of Fr Jeremiah (Jerry) Breen sdb who died recently. Fr Jerry's service and burial were conducted at Salesian College, Sunbury. Fr Jerry worked at St Joseph's College in the 1980s and was part of the Salesian community at Lysterfield.

All the best for the fortnight ahead.

Ms Cathy Livingston
Principal





Deputy Principal – Students

Don Bosco: Father to the Young

It was somewhat an accident of history that our College ended up with the name that it did. If not for a bit of a philosophical disagreement between two of our founding fathers, we may well have been known as Don Bosco College rather than St Joseph's College.

The name St Joseph's has served us well, and was well and truly cemented – or perhaps cast in bronze - as central to the College with the unveiling of Br Michael's sculpture of St Joseph.

Over the years the naming of our school after St Joseph, and Brother Michael's statue, has provided me with some fine material for newsletter articles, especially around this time of year, Father's Day. St Joseph was a model of fatherhood, and embodied all of the qualities a father should possess. More to the point, he was not Jesus' natural father, and thus underlined the fact that fathering was not the exclusive domain of natural fathers. The whole St Joseph thing provided quite a handy metaphor.

Let's for a moment imagine that the wheel of history had turned slightly differently in 1965 and that we were now sitting in Don Bosco College. Could the namesake of our school give me the same sort of weight as St Joseph in September newsletter articles?

Among the many titles bestowed on St John Bosco over the years is 'Father to the Young', an appellation that is ironic when one considers that John Bosco had, on the surface, no model of fatherhood to base his own 'fathering' on: after all, his father died when he was fifteen months and he was brought up by his widowed mother.

How then could he be a father figure to the orphaned and abandoned boys on the streets of Industrial Revolution Turin?

Young people look up to their fathers, see them as someone who loves them unconditionally and someone who guides and nurtures them. A father teaches young men right and wrong and helps them make the right decision and develop their values.

Don Bosco was all of these things to the young people under his care, and more. He lived up to the title 'Father to the Young'. But how did a man who never knew a father know so much about fathering? The same as any father: through the significant mentors in his life.

And John Bosco had several. Starting with his mother, Mama Margherita, who taught John about sacrifice, determination and a personal relationship with God. She was a powerful force in John's development into a man and father, and one of three powerful female figures in his life. John Bosco found guidance and inspiration in older males as well, such as Fr Cafasso, the priest who gave his life to caring for prisoners in Turin. The young John Bosco took inspiration in this man's life work as he developed his own. Similarly, the socially active noblewoman Marquess Giulia di Barolo was active among the female orphans of Turin, and her personal strength and persistence allowed her to change and save the lives of many; John Bosco worked with the Marquess Barolo and used her methods as a model when he started his own movement. Then there were his spiritual guides, the French saint St Francis de Sales after whom John Bosco named his Salesians and who provided him with a spiritual philosophy. Finally, there was Mary, who had appeared to John Bosco in dreams and provided the strength and inspiration throughout his life.

It is in the model of these people whom John Bosco held dear that he found a method of fathering the young. Their care, strength and inspiration shaped his own and helped him discover within himself a broad, gentle and compassionate version of masculinity that made him a father figure to so many young people.

The lesson for us here is the same lesson that St Joseph provides: being a biological father is not as important as being

an emotional and spiritual father. Fatherhood is not about conception, but about presence.



This was at the forefront in the recent annual Father's Day Significant Male Breakfast here at St Joseph's, where over 200 men and boys gathered to celebrate the role they played in each others' lives. On a crisp but sunny morning at the end of August fathers and their sons, step fathers and their step sons, uncles and nephews and grandfathers and grandsons shared a meal and, more importantly, some time where they reflected on how important they are to each other.

Don Bosco College may have never come to fruition, yet the inspiration that its namesake gave us in terms of what it is to be a mentor to young men, lives on in St Joseph's, its staff, its boys and, most importantly, in the men who hold a special and significant place in their lives.

Mr Guido Piotti
Deputy Principal – Students

Deputy Principal – Teaching and Learning

Parents of Years 7 to 9 should have received the results of their son's NAPLAN tests, undertaken in May earlier this year.

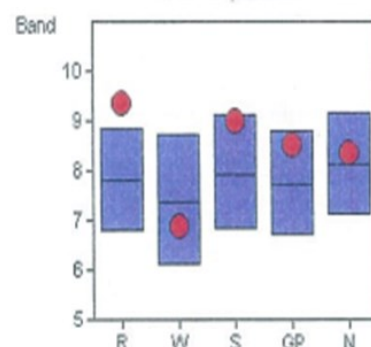
NAPLAN results are a valuable diagnostic tool for the school to identify some of the strengths and weaknesses of its curriculum programs. Professional Learning Teams examine NAPLAN data at Years 7 and 9 and this analysis is influential in improving curriculum programs.

One of the more valuable analysis tools provided by the NAPLAN data is the *Relative Growth Report* that demonstrates the overall degree of improvement of the student cohort (as a comparison with the mean improvement for students across the State for example) from Years 7 to 9. The St Joseph's Year 9 cohort achieved a mean improvement level at or above the State mean for all four Literacy tests. The '*Writing*' results for the matched cohort at Year 9 (for students who completed the tests at St Josephs in Years 7 and 9) was well above the state average (41 compared to the state average of 35) for example.

| | Reading | | | Writing | | | Spelling | | | Grammar & Punctuation | | |
|----------------|---------|------|------|---------|------|------|----------|------|------|-----------------------|------|------|
| | 2015 | 2017 | Diff | 2015 | 2017 | Diff | 2015 | 2017 | Diff | 2015 | 2017 | Diff |
| State Mean | | | | | | | | | | | | |
| State Mean | 549 | 578 | 29 | 508 | 543 | 35 | 540 | 576 | 36 | 537 | 563 | 26 |
| Matched School | 547 | 580 | 33 | 506 | 547 | 41 | 531 | 568 | 37 | 530 | 562 | 32 |

NAPLAN can also be a useful diagnostic tool for student performance in the areas tested. Curriculum Leaders and subject teachers at Years 7 and 9 review individual student NAPLAN data to identify the degree of congruency with school based reporting. Where required, teachers can adjust individual student learning programs to develop areas of required skill development or indeed, further improve the students approach to diagnostic testing through academic counselling.

NAPLAN results provide a snapshot of a student's performance on the day of the tests. The results are dependent upon a number of factors including the student's





approach to the test. The writing test, for example, is assessed using several criteria ('audience', 'text structure', 'ideas' etc). Despite this, if a student fails to write in enough detail, it will impact directly on his ability to meet the criteria. Attitude to tests therefore has an impact on individual student performances.

In conclusion, a good or poor individual student NAPLAN result is not cause for celebration nor undue concern. NAPLAN results are, however, a very useful indicator of overall performance of the student cohort (for the areas being tested) and of the rate of development of the essential foundation literacy and numeracy skills and understandings.

Mr Andrew Cooper
Deputy Principal – Teaching and Learning

Prayer

A Christian Prayer in Union with Creation By Pope Francis

Father, we praise you with all your creatures.
They came forth from your all-powerful hand;
they are yours, filled with your presence and your tender love.
Praise be to you! Son of God, Jesus, through you all things were made.
You were formed in the womb of Mary our Mother,
you became part of this earth,
and you gazed upon this world with human eyes.



Today you are alive in every creature in your risen glory.
Praise be to you! Holy Spirit, by your light you guide this world towards the
Father's love and accompany creation as it groans in travail.
You also dwell in our hearts and you inspire us to do what is good.
Praise be to you! Triune Lord, wondrous community of infinite love,
teach us to contemplate you in the beauty of the universe, for all things
speak of you.

Awaken our praise and thankfulness for every being that you have made.
Give us the grace to feel profoundly joined to everything that is. God of
love, show us our place in this world as channels of your love for all the
creatures of this earth, for not one of them is forgotten in your sight.

Enlighten those who possess power and money that they may avoid the sin of indifference,
that they may love the common good, advance the weak, and care for this world in which we live.

The poor and the earth are crying out.
O Lord, seize us with your power and light, help us to protect all life,
to prepare for a better future,
for the coming of your Kingdom of justice, peace, love and beauty.
Praise be to you! Amen.

** Pope Francis published this prayer in his Laudato Si' encyclical, and
is meant for us as Christians to ask for inspiration to take up the
commitment to creation set before us by the Gospel of Jesus.*





Religious Education

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

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

Year 8 Medieval Day

On 18 August, our Year 8s travelled back in time to enjoy the merriment and festivity of Medieval times. Boys laughed as they got dressed in costumes that ranged from lowly peasants to aspiring merchants and the wealthy royalty. They listened amazed to the incredible talents of the medieval musician and wondered at the variety and sound of instruments of that age. Other highlights included trying out the armour and weaponry, which certainly gave our boys an appreciation of the techniques and trials that the people had when going into battle. Perhaps the most fun was had when our boys fully immersed themselves in the medieval games, enjoying the tests of wit and skill needed to best their opponents. At the end of it, many of the boys in fact commented that they wished that Medieval Day was every day!



From the boys themselves:

"We started off doing games where we learnt a lot about how they would entertain themselves in the past. A lot of the games consisted of a fight where people would bet on who would win. Next we learnt about sword fighting, we learnt a lot about different techniques and how to hold a sword. And we ended up with one-on-one sword fights."

Leroy Breeden (8 O'Mara)

"I found it so funny during the sword fight when Liam hit Fisher and James got wrecked. The games were also funny, especially the bat one. I wish I could have tried that one."

Evan Pettinella (8 O'Sullivan)

"I enjoyed the shield wars because it was fun joining the shields together as people threw tennis balls at us. I also loved hearing the medieval music as the presenter was funny and entertained us all."

Dhillon Nota (8 Ledda)

"The torture was pretty cool because I had the opportunity to get in the stocks. I was aching in the first five minutes so I can't imagine





what it would be like in there for two whole days. I also got to dress up in my John Snow outfit and certainly believe that I won the best dressed competition. Miss Cooke's and Mrs May's outfits did not compare!" Thomas Hurley (8 Cantamessa)



Mrs Trina May
Head of Junior School

Year 8

This term our sports teams have experienced some great success. Our ACC teams in Basketball, Hockey and Table Tennis have all come up against some very strong opposition and played with a great sense of sportsmanship. There have been some very closely-fought challenges and the boys have certainly stepped up to the new competition.

We have also had some great success outside of the ACC with our junior Basketball and Netball teams making it to the state finals.

Our Junior Basketball team, which includes Harry Johnson (8 Ledda), Dylan Naranpanawa (8 Ledda), Josh Briginshaw (8 Ledda) and Mac Andrew (8 Edwards), will compete for the state title in three weeks' time against Albert Park College. Best of luck to those boys.

Our Junior Netball team has made the state title finals day. They play for the title this coming Monday after a strong pool performance recently. The team consists of: Jye Carter (8 Cantamessa), Ben Matthews (8 O'Sullivan), Harry Johnson (8 Ledda), Dylan Naranpanawa (8 Ledda), Brodie Davis (8 O'Sullivan), Peter Brock (8 O'Sullivan), Liam Eldridge (8 O'Sullivan), Spencer Richards-West (8 O'Sullivan), Sam Collins (8 O'Sullivan) and Josh Briginshaw (8 Ledda). Good luck to these boys in their upcoming competition.

Mr James Love
Year 8 Curriculum Leader

Valdocco

Last year as part of end of year reflections we had Paralympic Basketballer Jannik Blair speak to the students.

This year Jannik visited us during the middle of Term 3. The timing was excellent. With cold weather and sickness it is easy to find school difficult in winter. Jannik's story of resilience, hard work and success are very relatable and well-told.

Until the age of 12 Jannik was an average kid living in Horsham. He lived on a farm and drove utes with his brother. One day he turned too quickly and the ute lost traction and probably rolled on him (Jannik has no memory of the crash) and he was airlifted to hospital.

Jannik had broken his back and became a paraplegic, he also had a collapsed lung. Jannik showed photos to the students about this time in his life, living in a hospital for three months. While in an induced coma Jannik's arms were tied to the bed as he instinctively kept pulling out the tube that was helping him breathe.

Jannik credits his friends and family for getting him to appreciate his life. He was treated like anyone else and did not





feel sorry for himself. Instead he turned to many sports, and wheelchair basketball is where he has made his name.

Jannik made his debut for Australia in 2009 and was a part of the teams that won silver at the 2012 Paralympic Games in London, and gold at the 2014 World Championships in South Korea. The team was not as successful at the 2016 Paralympic Games in Brazil, finishing sixth.



Some of the stories from the Paralympics were remarkable. Jannik plays table tennis on occasion and he played against someone who held two paddles. He thought this was a bit quirky. After a few points Jannik worked out that his opponent was also totally blind, they had taught themselves to play just using the sound of the ball bouncing. Another time in the food court he watched in amazement as a man with no arms put his tray down on the table that he was holding with his mouth. Jannik wondered what would happen next and the man fed himself using utensils with his feet. This spirit of doing what is required to get by is a strong message. Anyone can make the best of any situation and some people are unbelievable in their ability to rise above any issue.

Jannik has also gone to American College on a scholarship, attending the Universities of Missouri and Alabama. He has travelled the world and lives an interesting life. We thank Jannik again for taking the time to tell his story to our students.

Mr Tom Fay
Year 9 Coordinator



Senior School

Year 10 Alpine Experience

Seeing snow is not something most Australians get to do too often. We are lucky enough to have plenty of beaches and sunny days to enjoy a swim, but snow is something that most of us miss out on each winter. The Alpine Experience that our Year 10 students recently returned from was a brilliant opportunity our boys to get that wintertime experience, and for a large number of students it was the first time they had seen snow.

We were fortunate enough to experience great conditions for skiing and snowboarding at Falls Creek and when the lifts were closed due to high winds we had a large group of students use the time to learn about the ins and outs of cross country skiing – a task that proved challenging but also one that provided many students with a sound introduction to the basics of skiing before they hit the downhill slopes over the next couple of days.





When our students weren't shredding the runs at Falls Creek they were enjoying each others company and the hospitality at Bright Chalet – fortunately the meals were hot and there was plenty of food to go around. A number of students made comments to staff about how prepared they felt for the trip with the Year 9 Expedition and all of the lead up days to that event, which is a testament to our boys and the programs offered by the College. It is hoped that these young men continue to take on challenges and put themselves outside of their comfort zones in the future.

A huge thank you must go to Mr James Whiting (College Outdoor Programs Coordinator) Ms Gina Di Stefano (Year 10 Coordinator) and Miss Alex Bantock (Year 10 Curriculum Leader) for all of their efforts in organising and executing the trip. Getting 170 teenage boys to the snow is a significant challenge, let alone ensuring they are safe for the duration of their stay.

Mr Liam O'Keefe
Head of Senior School

Year 10



What makes a good leader? For six of our Year 10 students, this question was explored and redefined as they embarked on the Knox Young Leaders' Program for 2017.

The Knox Young Leaders' Program offers a unique and special opportunity to students for self-discovery, connection and leadership building. The program identifies and nurtures tomorrow's leaders from among today's local students and guides the group of 45 young people through five days of skills development and confidence building. Our six student representatives this year, James Buck (10 Prest), Brayden deBolster (10 Cantamessa), Alex Giurini (10

Cantamessa), Alex Karipidis (10 Edwards), Jack Moses (10 O'Sullivan) and Max Torcasio (10 Ledda), embraced the opportunities that were presented to them throughout the week as they received their training in effective communication, team work, public speaking and different styles of leadership.

The culmination of the program was a special presentation evening that was completely run by the students themselves, now equipped with the skills to work effectively and collaboratively in team decision-making processes and creating safe and supportive environments for participants to take on active roles. The evening was a huge success and showcased a range of new skills that the students had developed and will undoubtedly take with them on their own journey of leadership aspirations and success.



Ms Gina Di Stefano
Year 10 Coordinator

Year 12



It has certainly been an extremely busy fortnight for our Year 12 students. Recently the Year 12 VCE students attended a presentation from Bob Hillman, the VCAA's Chief Assessor for English. The presentation was very valuable for the information and strategies it presented to the Year 12 students in preparation for the important English examination taking place. He spoke to them about the importance of making the most of the very few weeks of schooling they have ahead of them

With this in mind, Year 12 students should now be doing all in their power to

prepare for an effective and rewarding examination campaign. They can do this by intensifying their commitment to their studies, taking responsibility for their revision materials and taking advantage of the opportunities on offer.

The College has put in place a number of opportunities for Year 12 students to best prepare for the examinations, including late night study sessions, after school tutorials and the opportunity to meet one-on-one with their teachers.

During the upcoming September holiday period we will be holding revision classes and compulsory practice examinations. Melbourne University has also offered St Joseph's College students the opportunity to attend subject-based lectures free of charge during the break. A timetable has now been distributed to students with these arrangements.

The VCAL students should be ensuring that they have their class work up-to-date, completed their required employment and VET hours. With only six days of classes left for these boys they need to ensure they seek out assistance from their teachers if they are unsure of work requirements.

Soon the College will be conducting recall hours for boys who habitually arrive to school late, thus affecting their learning opportunities. A letter will be sent home informing you and your son of these arrangements at a closer date.

Thanks for supporting your boys through this important year

Mr Matthew Dunn
Year 12 Coordinator



Sport

ACC Year 10 Basketball A Premiers

Congratulations to our Year 10 Basketball A Team who recently claimed our first ACC midweek Sport Premiership with a commanding victory over Parade College, 79-50.

After progressing through the season undefeated, the boys saved their best performance for the Grand Final, executing well on both ends of the floor. With strong contributions from all players, the team put on a great display of team basketball, controlling the game from the start to convincingly claim the win.

With many of the team members having enjoyed great success in a number of school state tournaments throughout the year, the ACC Premiership is terrific reward for a team that consistently demonstrates great commitment, while displaying all the characteristics of a Champion Team, both on and off the court.





| |
|---------------------------------|
| Mitch Mellis (10 O'Sullivan) |
| Randy Saraw (10 Prest) |
| Sebastian Boyce (10 Cantamessa) |
| Lachlan Dowell (10 Prest) |
| Thomas Holland (10 Prest) |

| |
|-----------------------------------|
| Lachlan Wright (10 Edwards) |
| Nathan Hare (10 O'Sullivan) |
| Camron Pritchard (10 O'Sullivan) |
| Hayden Morris (10 Cantamessa) |
| Dominic Hernandez (10 O'Sullivan) |

We look forward to seeing many of these boys compete in the Australian Schools Basketball Championships later this year. Well done boys.

Mr Paul Trubiani
Head of Sport

Music

Variety Night: A Combined Variety Concert with Mater Christi College

Date: Friday 15 September

Time: 7pm

Location: St Joseph's College Stadium

Auditions will be taking place during Weeks 8 and 9

Time to Shine

Time to Shine is a concert spectacular for students from our Victorian Catholic Schools. At this point, three of our students have been successful and will have the opportunity to perform on one of Australia's biggest stages.

Congratulations to Tom Hurley (8 Cantamessa), Sev Dixon (8 Cantamessa) and Elton Salim (10 Cantamessa).

Concerts in Term 3:

Location: Drama Room

Date: Thursday 21 September

Miss Bronwyn Dean
Music Convenor



Tom Hurley before his Time To Shine Call Back audition

Careers



Dates to Diarise in Term 3

Year 12 VTAC applications – throughout September.



Studying Osteopathy at VU

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

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



for their osteopathy career.

Students considering a career in osteopathy need to complete the Bachelor of Science (Osteopathy) first; this is a 3-year course and provides an entry into an osteopathy career. Completion of the Bachelor of Science (Osteopathy) course alone does not make graduates eligible for registration as Osteopaths. Students must also complete the Masters of Health Science (Osteopathy) in order to be eligible to register as an Osteopath. So, the double degree program is:

- [Bachelor of Science \(Osteopathy\)](#) - 3 years
- [Masters of Health Science \(Osteopathy\)](#) – 1.5 years

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

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

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

VU has a an [Osteopathy Teaching Clinic](#) which operates 47 weeks per year, and students are required to attend clinical sessions on a rotation basis including outside of semester hours to maintain a public service and provide continuity of patient care. Clinical training, including fieldwork, is crucial in the preparation to becoming an Osteopath.

Students considering studying to become an Osteopath, might like to consider attending the upcoming Osteopathy Course Information Evening hosted by Victoria University. Attendees will have the opportunity to learn about how osteopathy is taught at VU, and participate in a tour of the facilities at the City Campus used by osteopathy students. There will also be an opportunity to ask questions and discuss the course with Osteopathy staff and students.

Date: Thursday 7 September 2017

Time: 7:00pm–8:30pm

Venue: Victoria University Flinders Lane Campus, Room 5.11, Level 5, 301 Flinders Lane in Melbourne

Find out more at [Osteopathy Course Information Evening](#) or about studying osteopathy at Victoria University, visit [Osteopathy at Vic Uni](#).



Information Session at CQU

Do you have questions about starting uni? Come along to CQUniversity Melbourne and get the answers you need. Enjoy study area presentations and chat to expert staff and current students about the course you're interested in.

Date: Thursday 7 September 2017

Time: 5:00pm–8:00pm

Venue: 130 Spencer Street, Melbourne

Register at [CQU Information Session](#).



Careers and Creativity Day at Monash

Students considering studying *art, design, or architecture*, but are not quite sure, are encouraged to attend the upcoming Monash Art, Design and Architecture (MADA) Careers and Creativity Day as an opportunity to find out more about the courses available, and the varied careers to which they can lead.



The day will begin with a panel discussion between a variety of MADA's lecturers and alumni – all practicing artists, designers, and architects – about where their own career paths have taken them and the job prospects they have encountered along the way.

In the afternoon, students will have the opportunity to take part in one of six hands-on workshops, focusing on their particular area of interest. For students interested in fine art, this workshop will include an insider's guide to the application process covering topics such as what to include in a folio and what happens in the application interview.

Date: Saturday 16 September 2017

Time: 10:00am–5:00pm

Venue: Monash Art Design and Architecture, 900 Dandenong Road in Caulfield East

Registrations are open, and close on 11 September 2017. Find out more, and register at [MADA Careers and Creativity Day](#).



Bachelor of Design (Architecture)

Commencing in 2018, Swinburne University will be introducing the 3-year Bachelor of Design (Architecture). Students will tackle digital technology, environmental awareness, construction, practice, ethics, history, and theory, as they visualise the innovative environments of tomorrow.

The VCE requirements are Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL.

Selection into this course will include the submission of an Online Digital Portfolio any time after 31 August 2017 at <https://architectureswin.slideroom.com/#/Login>. Applicants will need to submit up to eight pages, and respond to four design related questions, as it is understood that students enter architecture with many different skills and experiences.

Find out more at [Bachelor of Design \(Architecture\)](#).



**Australian
National
University**

ANU Spirit of Excellence Entrance (SEE) Scheme

The ANU SEE Scheme offers early entry to domestic Year 12 school leavers currently completing an Australian Year 12 or International Baccalaureate qualification in Australia. The ANU SEE Scheme is available for selected ANU programs, however prerequisites and additional selection criteria may apply.

Find out more at [ANU SEE Scheme](#).



Business Degrees at Victorian Universities

Many students are keen on studying business degrees at Victorian Universities that offer majors including marketing, human resources, and management, and these can be found included in the following degrees. For a comprehensive list of all business courses, their majors and double degrees on offer, visit [VTAC](#).



| INSTITUTION | COURSE NAME | VCE PREREQs | MAJOR STUDIES | ATAR 2017 |
|---|-----------------------------|--|---|---------------------------------|
| CHARLES STURT | Business Studies | n/a | Accounting, Business, Business studies, Finance, Human resource management, Information technology, International business, Management, Marketing. | Range of Criteria (R.C.) |
| CQU | Business | n/a | Accounting, Human Resource Management (HRM), Information Systems, Management, Marketing, Property, Public Relations, Supply Chain Management. | n/a |
| DEAKIN | Business (Sport Management) | Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL. | Accounting, Business analytics, Commercial law, Economics , Event management, Finance , Financial management, Financial planning, Global finance, Human resource management, International trade, Management, Management information systems, Marketing , People management, Project management, Sustainability, Sustainable business management. | 80.25 |
| FEDERATION | Business | Units 3 and 4: a study score of at least 20 in any English. | Accounting, Business, Economics and Finance, Human Resource Management, Law, Management, Marketing. | n/a |
| LA TROBE B – Bendigo M – Melbourne | Business | Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL. | Accounting, Economics, Event Management, Financial Management, Human Resource Management, International Business, Management, Marketing, Sport Management, Tourism and Hospitality. | 50.20 (B) 50.05 (M) |
| MONASH Ca – Caulfield | Business | Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 22 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics or at least 25 in Maths: Further Mathematics. | Accountancy, Accounting, Banking, Banking and finance, Business, Business law, Business management, Business statistics, Economics, Economics and business strategy, Finance, Human resource management, International business, Management, Marketing, Taxation. | 82.05 (Ca) |
| RMIT | Business (Associate Degree) | Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL. | Accounting, Business, Business (management), Economics, Human resource management, Information Technology, Legal Studies, Logistics and Supply Chain Management, Management, Marketing. | 55.05 |
| SWINBURNE | Business | Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. | Accounting, Accounting and finance, Business administration, Commerce, Economics, Entrepreneurship and innovation, Finance, Human resource management, Information systems, International business, Logistics and supply chain management, Management, Marketing, Sports management (online). | 60.05 |
| VICTORIA | Business | Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL. | Accounting, Banking and Finance, Event Management, Financial Risk Management, Human Resource Management, Information Systems Management, International Hospitality Management, International Tourism Management, International Trade, Management and Innovation, Marketing, Music Industry, Supply Chain and | n/a |

Commerce Degrees at Victorian Universities



Students will note that in many cases the majors offered in commerce degrees are similar to those offered in business degrees. One specific difference between a business degree and a commerce degree is often the VCE maths prerequisite requirement.

For a comprehensive list of all courses, their majors and double degrees on offer, visit VTAC



| INSTITUTION | COURSE NAME | VCE PREREQUISITES | MAJOR STUDIES | ATAR 2017 |
|---|-------------|---|--|--------------------------------------|
| ACU | Commerce | Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL. | Accounting, Event Management, Finance, Human Resource Management, Management, Marketing. | 58.90 |
| DEAKIN G – Geelong Warrn Ponds M – Melbourne | Commerce | Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in English other than EAL | Accounting, Business analytics, Commercial law, Economics, Finance, Financial Planning, Human resource management, International trade, Management, Management information systems, Marketing. | 64.70 (G) 80.00 (M) |
| FEDERATION | Commerce | Units 3 and 4: a study score of at least 20 in any English. | Accounting, Commerce, Economics and Finance, Human Resource Management, Law, Management, Marketing. | n/a |
| LA TROBE | Commerce | Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL. | Accounting, Economics, Finance, Management, Marketing. | 80 |
| MONASH CI – Clayton Campus | Commerce | Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics. | Accountancy, Accounting, Actuarial studies, Behavioural commerce, Business, Business statistics, Commerce, Econometrics, Economics, Finance, Management, Management studies, Marketing, Marketing science, Sustainability. | 90.30 (CI) |
| UNI MELBOURNE | Commerce | Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics. | Accounting, Actuarial studies, Business, Economics, Finance, Management, Marketing. | 95.00 |
| VICTORIA | Commerce | Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL. | Applied finance, International business. | 70.45 |



MONASH University

Science at Monash

Parents wanting to find out more about science at Monash University are advised to email their queries to science-parentchat@monash.edu and a faculty member will respond at the earliest opportunity.



LA TROBE
UNIVERSITY

Bachelor of Engineering (Industrial)

Study a future-focused degree, designed to ensure you become the new type of engineer that industry demands – adaptable, creative, and prepared for emerging areas and roles in technologically intensive industries. As an industrial engineer graduate, you'll work to improve business practices and systems utilising the latest in advanced technologies.

La Trobe University offers the Bachelor of Engineering Honours (Industrial) and students learn the fundamentals of robotic, electrical and electronic engineering, combined with the essential skills in product design, problem solving, renewable energy along with business and engineering innovation.

The VCE requirements are Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other



than EAL; Units 3 and 4: a study score of at least 20 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics.

Subject Bonus may include a study score of 25 in Maths: Specialist Mathematics equals 4 aggregate points. A study score of 20 in any LOTE, Physics or Systems Engineering equals 4 aggregate points per study. Overall maximum of 12 points. Find out more at [Bachelor of Engineering \(Industrial\)](#).

Victorian Institute of Forensic Medicine

Forensic Medicine Career Information Session

The Institute of Forensic Medicine is hosting another Career Information Session, developed by the Victorian Institute of Forensic Medicine in response to the large number of enquiries they receive regarding Work Experience. Due to the sensitive and confidential nature of the work carried out at the Institute, work experience cannot be offered. So, the Career Information Session has been developed for students in Years 10, 11 and 12 to offer an insight into the various career options in the forensic sciences.

Date: Friday 6 October 2017

Time: 12:30pm–4:00pm

Venue: Victorian Institute of Forensic Medicine, 63 Kavanagh Street, Southbank

Unfortunately, there is NO tour of the building available. Spaces are limited so attendees MUST RSVP to this event.

To register, visit [Forensic Medicine Careers Information Session](#).



Associate Degrees at Deakin University

⇒ Associate Degree of Arts

The Associate Degree of Arts is a two year, full time program specifically designed for students who would benefit from a supported entry to tertiary study. The course provides a guaranteed pathway into either the [Bachelor of Arts](#) or the [Bachelor of Criminology](#) with credit for prior learning. On successful completion of the Associate Degree of Arts, students may also apply to transition, with credit, into a selected range of other Bachelor degrees, including Communications, Psychology, Health Science, Nursing, Commerce, Management, or Science (including Marine Biology). This is an excellent option for some students, and students are encouraged to browse the following link to find out more: [Associate Degree of Arts](#).

⇒ Associate Degree of Education

The two-year Associate Degree of Education teaches students skills they will need to be successful at university, such as communication skills, digital literacy, and critical thinking and teamwork skills. On successful completion of the, students are guaranteed entry into Deakin's [Bachelor of Education \(Primary\)](#). Students could also receive up to 14 credit points, reducing the number of units they need to study in their bachelor course – saving time and money.

The Associate Degree of Education may also be taken as a stand-alone qualification. Students are encourage to browse: [Associate Degree of Education](#)

These courses are targeted at students who do not satisfy the usual university entry requirements including students who have completed Year 12 but have achieved an ATAR score which is insufficient to gain normal entry into the bachelor degree. Applications for these two courses are to be made directly to Deakin University, and not through VTAC - [Apply](#).



CLINICAL
PSYCHOLOGIST

Careers in Psychology

Psychology is a popular field of study in Australia and is taught at universities in every state and territory. With diverse workplace settings and areas of expertise, psychology can be a highly rewarding and satisfying career choice.

Psychologists who complete postgraduate studies in specific areas of psychology may be eligible to receive area of practice endorsement from the Psychology Board of Australia. Find out more at [Australian Psychological Society \(APS\) - Careers in Psychology](#)

Students are reminded that, for the most part, the only VCE prerequisite subject for university entry is an English. Students should verify this at [VTAC](#).

Victorian universities that offer dedicated [APAC - Accredited](#) psychology degrees include –

| UNIVERSITY | COURSE | ATAR 2017 |
|------------------------------|--|-------------------------------|
| ACU | Arts (Psychology) | 58.80 (M) |
| | Psychological Science | 59.20 (M) |
| CQU (Melbourne) | Science (Psychology) | n/a (M) |
| Deakin University | Arts (Psychology) | 60.15 (M), 56.85 (G) |
| | Psychology (Honours) | 80.00 (M), 80.45 (G) |
| | Psychological Science | 60.00 (M), 59.35 (G) |
| Federation University | Psychological Science | n/a (Gi), n/a (Mt H) |
| La Trobe University | Psychological Science | 55.05 (M), 51.20 (B), n/a (A) |
| | Psychology (Honours) | 80.95 (M), n/a (B), n/a (A) |
| Monash University | Psychological (Honours) | 85.45 (C) |
| RMIT University | Criminology & Psychology | 87.65 (Ci) |
| | Psychology (Applied Science) | 70.25 (Ci), 67.30 (Bu) |
| | Psychology (Social Science) | 84.45 (Ci) |
| Swinburne University | Psychological Sciences | 60.00 (H) |
| | Psychology (Honours) | 80.25 (H) |
| Victoria University | Criminal Justice & Psychological Studies | n/a (FP) |
| | Psychology (Honours) | 83.60 (FP) |

(M) – Melbourne (G) – Geelong Warrn Ponds (Gi) – Gippsland (Mt H) – Mount Helen Ballarat (B) – Bendigo (A) – Albury-Wodonga
(C) – Clayton (Bu) – Bundoora (Ci) – City (H) – Hawthorn (FP) – Footscray Park

For a comprehensive list of all courses offering psychology, including the many double-degrees options, visit [VTAC](#).

Mrs Vivienne Egan
Pathways Coordinator



Community



EARN & LEARN IS NEARING THE END!!!

Earn & Learn will be finishing up on 19 September!

Thank you for all your support by collecting the stickers for St Joseph's College, whilst doing your normal shopping at our local Woolworths.

We have collected 13,500 points so far – fantastic effort !!!

Please keep collecting for this final week.

SO, LETS GET TOGETHER AND COLLECT!!!

