



Agité

Term 3, Week 9

September, 2017



St Josephs
College

This fortnight in Agité

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Principal

The College Masterplan 'Towards 2040 and Beyond – An Adventure in the Spirit' is well underway in terms of its development. Over recent weeks, staff and students have been involved in a consultation process with the College's architects from Cox Architecture. Over coming weeks, there will be further consultation with members of the community in relation to the Masterplan. Parents will have the opportunity to provide feedback and your ideas are most welcome. Pictured is a consultation process held with staff and students being led by representatives from Cox Architecture. Many people commented on the valuable contribution students made as part of this process. Student "voice" is an important ingredient as we continue forward with our planning.

The biennial immersion to Japan takes place over coming days and there is much excitement in anticipation of this cultural experience in places such as Tokyo and Kyoto. The experience is being led by Mr Andrew Cooper with the assistance of Mrs Vivienne Egan and Mr Graeme Tucker.

The Cross Country Team won Division 2 of the ACC Cross Country competition recently. Thanks to all students involved and to Mr Paul Trubiani and coaches for this fine achievement in our first year competing at this level.



Mr Dale Sheppard finishes his time at the College at the end of Term 3. Dale held a number of significant roles at the College and I thank him for his service and wish him well in the next stage of his professional life.

Term 4 begins on Monday 9 October for all students.

With best wishes for the term break.

Ms Cathy Livingston
Principal



Deputy Principal – Students

Under Construction

We want them to be good and decent young men.

We want them to be the good Christians and honest citizens that St John Bosco called upon them to be.

We want them to be loving fathers and caring partners.

We want them to be happiness.

We want them to do well.

We want them to be successful and fulfilled in their chosen fields.

We want them to make a difference in their world, to leave it a better place than the place they found.

We want all of these things and more for the boys and young men under our care and I am pleased to advise that after 25 years of educating boys I can say with confidence that the majority of young men who pass through Catholic schools, St Joseph's College in Ferntree Gully in particular, do achieve these things.

It's just that we don't always see it when they're done with us, even though this school, and the families from which the boys come, are responsible for planting seeds that will bloom throughout their adult lives.

It can be a little frustrating as a teacher. You place so much thought, energy and feeling into helping a young man find his way through the twisted and torturous trails of the teenage years, that you want desperately to see what comes out the other end.

Often, we see a glimpse of who they will become, like a film paused between scene changes. Sometimes we see it pretty clearly when the boys complete Year 12, ready-made men of the 21st century off to change the world. With others, we look like Michelangelo did at a featureless block of marble and see hints of the beauty within about to be revealed. With others still, we pray and we hope. By and large, so many of our boys are works in progress and should have an UNDER CONSTRUCTION sign on their heads. But then again, aren't we all?

Sometimes, we get to see the final product long after we have moved on to the next set of boys under our care, when we have almost forgotten them. This often happens when the old boys decide to visit, or because they are drawn back by some event.

The Reunion of the Class of 2016 was such evening.

On the evening of Wednesday 13 September, over 50 members of the Class of 2016 and their staff congregated at St Joseph's College to reconnect, reminisce and relate their latest news. The room was energised with the easy familiarity of relationships that have lasted a long time, with much laughter, smiling and embraces taking place. It was great to see so many young adults showing genuine affection and respect for each other and for their former teachers.

And here they were, and here we could see it, the fruits of our labours made real. Certainly, they were still under





construction, but they were close to completion. Here were the decent and the caring, the talented and the driven. Here were our compassionate, happy young men, already taking on the world and, in their own small way, reshaping it.

I felt privileged to be standing among these fine young men, each of them a success story in his own right, a story that was still being written, and that will continue being written for decades. Under construction still, but coming along just fine.

Mr Guido Piotti
Deputy Principal – Students

Deputy Principal – Teaching and Learning

Outstanding Achievement Awards

The presentation of 'Outstanding Achievement Awards' took place at the Whole School Assembly on Tuesday 12 September.

It is an unfortunate truth that many great achievements go unrecognised. It doesn't make them any less significant, however, nor should it discourage an individual from continuing to aspire to their personal greatness. On occasions like the Outstanding Achievement Award presentations however, we are fortunate to be able to recognise at least some of the many Outstanding Achievements within our school community.

The Outstanding Achievement Awards recognised the achievements of the seven recipients and serve as exemplars to the school community of what is achievable through dedication to task.

The criteria for Outstanding Achievement Awards included:

- excellence in one or more Assessment Tasks or Activities
- achievement that well-exceeded expectations for that task
- achievement which demonstrates higher order thinking

In total, seven awards were presented this year including:

- Year 7 Outstanding Achievement Award – Hamish Chandler Wright (7 Prest) (Digital Literacy)
- Year 8 Outstanding Achievement Award – Daniel Martin (8 Edwards) (Mathematics)
- Year 9 Outstanding Achievement Award – Ethan Royle-Young (9 Binh Dinh) (Visual Literacy)
- Year 10 Outstanding Achievement Award – Elton Salim (10 Cantamessa) (Music)
- Year 11 Outstanding Achievement Award – Edward Collins (11 O'Sullivan), Thomas Hall (11 Ledda), Jude Islip (11 Prest), Jake Moore (11 Ledda) (Media)
- Year 12 Outstanding Achievement Award – Carter Hills (12 Prest) (continued excellence across all fields of study)
- Creative Arts Outstanding Achievement Award – Patrick Marrinan (12 Edwards) (Drama and Media)

We once again applaud the achievements of the 2017 Outstanding Achievement Award recipients and encourage all our students to continue to aspire towards fulfilling their full potential.

Fuller details of the achievements of the award recipients can be found in the Year Level reports.

Mr Andrew Cooper
Deputy Principal – Teaching and Learning



Ethan Royle-Young's Visual Literacy presentation, 2017



Prayer

A Prayer to St Vincent de Paul Society

Lord,



You made Blessed Frédéric Ozanam a witness to the Gospel, full of wonder at the mystery of the Church.

You inspired him to alleviate poverty and injustice, and endowed him with untiring generosity in the service to all who were suffering.

In family life, he revealed a most genuine love as a son, brother, husband and father.

In secular life, his ardent passion for the truth enlightened his thought, writing and teaching.

His vision for the Society was a network of charity encircling the world and he instilled St Vincent de Paul's spirit of love, boldness and humility.

His prophetic social vision appears in every aspect of his short life, together with the radiance of his virtues.

We thank You, Lord, for those many gifts and we ask, if it is Your will, the grace of a miracle through the intercession of Blessed Frédéric Ozanam.

May the Church proclaim his holiness, as a saint, a providential light for today's world!

We make this prayer through Jesus Christ, our Lord.

Amen.



*The hand of Christ
blesses the cup*



*The hand of love
offers the cup*



*The hand of suffering
receives the cup*

Religious Education

Tinnies 4 Vinnies 2017 – Continued Appeal

We are well on our way with our collection of goods for "Tinnies 4 Vinnies" 2017. We were thanked by the St Vincent de Paul Regional President, Mrs Pat Newnham, at the recent Whole School Assembly. The pizza lunches and BBQ have been very well-supported and successful in raising funds for this appeal.

We look forward to handing over all the good we collect on the final day of term. The Ferntree Gully conference will coordinate the collection and distribution of our donations in the local area.

Thank you.

Ms Ann Maree Pagon
Director of Religious Education

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





Junior School

Mountain Bike Ride

For the third part of the Four Seasons program, the Year 8s went on a bike ride to the Retreat Camp in Lysterfield as an exercise in physically and mentally training themselves for their Year 9 Camp next year. Despite the harsh, often cold and wet conditions, the boys were enthusiastic and showed incredible endurance. They gained an example of how far they could push themselves and enjoyed the opportunity to bond in a setting that was different to the normal classroom. It was a fun chance for the boys to get outdoors and experience the exhilaration and excitement of mountain bike riding.

The boys' thoughts on the day:

"It was fun and enjoyable, a really good experience. It was hilarious to watch people stack, but I'm so glad that I didn't."

Liam Thomas (8 Prest)

"When you go for the long ride, the next day your body really hurts. It was so much more fun riding than pushing the bike up the hill which some people have to do. You get to build your skills for riding up rough terrain."

Ian Findlay (8 Prest)

"I had a camera on my helmet and I recorded going down hills at extreme speeds. I got really muddy and where it got too muddy to ride, the bike often stopped and tipped you off."

Andrew Sanna (8 Prest)

"The hills were difficult because they were so steep. I rode halfway and walked the rest. There was a steep hill and we went down it and jumped logs."

Sebastian Schmetzer (8 Prest)

Mrs Trina May

Head of Junior School



Year 7

Outstanding Achievement

At the recent Whole School Assembly there was a focus on the outstanding achievement demonstrated by our students. It was a celebration of the academic, sporting and spiritual success of our boys.

At Year 7, we are proud of our Outstanding Achievement Award winner, Hamish Chandler Wright (7 Prest). Hamish has demonstrated exceptional skills and knowledge in Mathematics. He has worked tirelessly in class completing Maths



Online tasks not only at a Year 7 and 8 level, but has attempted and successfully completed many tasks at a Year 9 and 10 level. Hamish's dedication to his studies and the persistence shown when tackling advanced concepts highlights how this student has adopted a growth mindset. On a recent Algebra test, Hamish received 91%. However, the test he completed was not a Year 7 standard test but, in fact, a Year 9 Algebra test. His efforts and hard work in Maths has been remarkable and he is truly deserving of this prestigious award.



Another student who has been producing some outstanding work in Year 7 English classes is Erik Fulton (7 Cantamessa). Below is a perspective narrative that Erik wrote for a recent English assignment. He has written the story of the infamous 'Fitzpatrick incident' from the perspective of Constable Fitzpatrick himself. Using the novel *Black Snake: The Daring of Ned Kelly* by Carole Wilkinson as a source of inspiration, Erik has not only highlighted a strong understanding of text but has demonstrated his outstanding vocabulary and writing skills.

The Problem at the Kelly Home

By Erik Fulton

I looked at the rotting and run down home where I know I will find the mischievous and devilish Dan and Ned Kelly. I know I don't have a warrant but I do have a gun, and when you have the right to shoot someone, a gun is all you need. I slowly twist the slimy broken doorknob until a click rung in my ears and then I entered. I shouted, "Where is Dan Kelly?"

And a quiet young man said, "That would be me."

Then at that moment I knew what I had to do. So I did it. I kept my gun close to my hand and said, "You're under arrest for horse and cattle theft!"

By the look on everyone's faces, they weren't going to let Dan go to jail.

It was like time stood still as I turned around to look at Dan after speaking to his mother and then it hit me, no, not a sudden realization that this was a giant mistake, but a giant shovel! I stumbled forward and looked back to find Ellen Kelly holding the shovel from the fireplace, ready to strike again. I reached for my gun but I just grabbed thin air and I looked around to find Ned had stolen it while I was recovering from the shock and pain of the shovel. The rest of the Kelly family started running at me as I was jumping for my gun, pain started surging through my body right after I heard the large crack of my gun firing. I only saw a blurred image and tears started to swell up on my face. I found the source of the blood and pain at my wrist and I felt the blood gush out onto the wooden floor. I wiped my eyes and then sprinted out of the deadly and unforgiving home. I ran to the police headquarters and they took me to the local hospital and on the way I told them everything that had happened.

After a few stitches and check ups I was okay and the happiest person on earth because justice had prevailed. I had heard from one of my colleagues that Ellen Kelly had been put in jail for three years and that the Kelly brothers were on the run. I knew they couldn't survive out there alone and that we would eventually find and capture them. It brought joy to my heart knowing that those larrikins will either die or be in jail for the rest of their puny worthless lives.

We are certainly happy to revel in the success of Hamish and Erik, but we would also like to acknowledge all the boys in Year 7 who are striving for their best and pushing the boundaries of what they can achieve.

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



Valdocco

At the Valdocco campus we try to maximise the opportunities for our students to grow through a vast variety of experiences. Below are three initiatives that have occurred over the past few weeks.

Bridge Building Competition

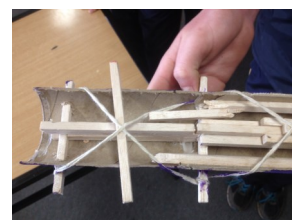
Each year for a few years now, our students have participated in the Aurecon Bridge Building Competition. This competition is open to students in Australia and New Zealand and is designed to provide students with a taste of what they can look forward to as future engineering students and professionals. Using materials provided, students are tasked with designing and constructing a bridge using guidelines provided by Aurecon.

After a preliminary round at school where teams of boys worked together to produce a bridge from given materials, the victorious team of three went on to construct a bridge for the Aurecon Bridge building competition.

Our team of Alex, Zach and Sam showed great persistence and some impressive engineering expertise to design and manufacture a bridge from the materials provided. When tested at our Community Meeting the bridge weighing just 400g only failed after the weight added to it reached 58kg. A very impressive effort and these students are congratulated for their great achievement. Thanks also to Mr Peter Weatherlake for his organisation of this event and making this opportunity available for our students.

"The bridge building competition was a great experience for a number of reasons: bonding with team mates to become friends and the mental gymnastics of having to figure out what the best way to use the resources to maximise the strength the bridge. All-in-all this was a fantastic experience and I would strongly suggest that future students have a real crack at."

Alex Eames (9 O'Sullivan)



The Magic of Magic Club



An integral part of Valdocco is building and working as a cohesive community within a semi-autonomous campus. To help foster this community many initiatives have been put in place. A new initiative is the Magic Club. Magic Club is not about disappearing acts and performing magic, but a sophisticated card game that boys gather to play during lunchtimes. Magic: the Gathering, commonly known just as "Magic", is a trading card game first published almost 25 years ago that continues to be played by over 12 million people all around the world. Magic is a game that requires players to strategise using partial information and expands a variety of cognitive skills. It's a diverse and complicated game, and playing it requires the exercise of critical thinking and problem solving, empathy, iterative design, and communication. Since it is very rare that any two games are the same, thinking on your feet is a requirement to win. It involves an extensive use of Numeracy and Literacy skills, and it's a good exercise in learning how to win, and lose, gracefully. It is a highly social game, bringing together people with similar mindsets, often appealing to people who don't usually have many social interactions. Acquaintances and friends are made easily in a game that has limitless combinations and interactions to discuss.

Mr Umberto Bucalossi
Teaching Staff

Here is what some of our students have said about their experiences of Magic Club:

"Magic Club was started by Mr Bucalossi for anyone who is interested in playing and wants to learn a new and fun

hobby to play at lunch times. The club is run on Mondays, Tuesdays and Thursdays and runs in the same room as the Chess Club. Overall this game is great fun to play and a great way to make friends.”

Brenton Warby (9 O'Mara)

“Magic Club is a group of students that meet in room 901 at lunch times to play a fun card game. This card game is called Magic: The Gathering, and is an educational game which can teach Maths and sometimes improve memory. Overall, it's just fun to be able to make an army and design your own deck. This card game can require heavy thinking like chess.”

Jesse Gattenhof (9 Ledda)

“The Magic Club is a great opportunity to learn to play a new and interesting game where you meet new people and play a game that requires strategy, Maths and thinking skills like chess.”

Nic Eekelschot (9 O'Mara)

Guide Dog in training



Valmai with Nathan Rose and Ben
Milkeraitis (9 O'Sullivan)

Another initiative to run at Valdocco in recent weeks has been the addition of a guide dog in training. A Labrador called Valmai is now nearly six months old and has been coming to Valdocco two or three days a week as part of her training for Guide Dogs Victoria. She has been inconvenienced by a series of minor operations, but has relished her time in 9 O'Sullivan. The boys have interacted with her very positively and she is learning a lot.

Mr Peter Weatherlake
Teaching Staff

Here is some student feedback:

“Valmai helps me feel happy because I love dogs. Valmai is like family in this class. She brings a bit of a laugh to people.”

Kyle Rich (9 O'Sullivan)

“She is a great influence on the class and she makes me feel happy.”

Bailey Faulkner (9 O'Sullivan)

“Valmai is always a handful as a playful puppy, but every person that sees her has always got a big smile on their face, and I always look forward to looking after at lunch and recess.”

Tom Keene (9 Prest)

“I believe Valmai gives a sense of responsibility for us boys as we look after her. She's always a good mate to have a run with, and puts a smile on everyone's face.”

Parri Waddingham (9 Chambers)

“Valmai has been an amazing addition to our class, bringing an extra bit of happiness to our classroom.”

Patrick Seymour (9 O'Sullivan)

“I think that Valmai is a nice addition to the class she makes everyone a bit happier and I hope she stays.”

Tate Levay (9 O'Sullivan)

Mr Graeme Tucker
Head of Valdocco



Valmai in the classroom

Year 9

Connecting with the Interconnected

“You don’t need to be very good with technology to do very good things with technology.” (Andrew Douch)

In the 21st century classroom, educators are often trying to find the perfect way to link their direct teaching approach to students’ after hours work and study. This transition from school to home is often where there lies a distinct disconnect between students’ engagement in their schoolwork and their lack of motivation. Some commentators blame this friction on the work space, others on distractions in their home environment, whilst others simply believe students leave their “school brains” at the school gate. Either way, there are many factors that influence a student’s ability to translate their interest in school beyond the walls of the classroom and teachers need to understand these in order to combat this contemporary issue.



There exists an increasingly popular view that if some students are not willing to bring school home with them then educators must find a way to bring it home for them. Recently, I was given the opportunity to attend a workshop by Andrew Douch, a highly decorated and experienced teacher who emphasised the need to engage students beyond the classroom and find a way to make their learning more interactive. Although Douch’s presentation was primarily based on the use of technology as a highly effective teaching tool, what resonated most was the idea that through more connected resources, teachers can break through the barrier of “homework” disengagement and create a more accessible teaching and learning framework. The results he described were quite astonishing, but more importantly, very realistic.

Similar to most industries, changes in educational practices often reflect changes in the social landscape and the interests of the general public. The recent and increasing popularity of the podcast is a perfect example of a significant change in the way mankind chooses to consume information, and supports Douch’s theory of a need for more accessible methods of educating. Some examples raised by our presenter seemed simple and easily implemented, with proven results. Many of the methods discussed were no more revolutionary than the change from blackboards to whiteboards but highlighted an attitudinal shift in the way we connect with young people to get our chosen message across. Some of these easily-applied shifts simply included an emphasis on verbal instruction, using more listening and viewing resources in the classroom, and narrating tasks and worded passages. Such changes recognise the need to teach to a broader spectrum of learner and share the overarching desire of helping students absorb information and remain engaged in the content. Just as a podcast or a video can present information in a new and exciting way, these contemporary mediums also allow the audience to consume the same information in a new and exciting way. More importantly, however, presenting information in these ways can often level the “learning field” and create a more universal basis which includes and involves all learning styles and abilities.

However, as Douch and others maintain, in order to implement a more connected approach, appropriate foundations and boundaries must be constructed. In order to apply a more connected approach effectively, educators must understand the context of their teaching environment, what role technology has in their practice and the level of connectedness of their students. As an example, at Valdocco we have made a conscious effort to balance our use of technology to merely complement teaching and learning, and to only be used to further enhance the lesson and associated tasks. The key to this has been educating students on the most appropriate and effective use of their device as a learning tool. This process of education and regulation has been a combination and balance of the *when* and *how* we need to connect, more than the *why* we need to connect.



The challenge with connecting with the interconnected, as outlined by Douch, is not how to use devices to teach effectively, but how to teach students to use their devices effectively. Ultimately, the key is to learn from our surroundings and understand that our students are active members of a highly integrated world. By educating ourselves on how to best navigate through this world, we are creating infinite opportunities to communicate with our young people on their level. The quicker we can do this, the quicker we will realise we are moving with the current, not against it.

Mr Louis Goutos
Year 9 Curriculum Leader

Senior School

VCE Late Night Study

For the last four Tuesday nights our Year 12 students have had the opportunity to stay back at school and attend Late Night Study sessions. These sessions have run until 7:30pm each week and have provided the opportunity for students to get extra assistance with homework and study in one-on-one consultations or small group tutorials with staff. A half hour break for pizza or Nandos has certainly not discouraged students from attending these sessions either. Below is the take a few of our Year 12 boys have had on the sessions:

"The late night study program has been a very enjoyable program for the senior students of the College. By working in small groups with our mates after school, we are able to share ideas and strategies that aid us in our education. During late night study many teachers also stay back. This allows students to have access to extra help in particular subjects, which is very beneficial to our learning. I personally have very much enjoyed late night study and recommend it to all students who are approaching Senior School."

Daniel Wen (12 Prest)

"The late night study program for Year 12 students during Term 3 has provided my peers and me an opportunity to study both privately and as classmates in a relaxed and appropriate environment, beyond the usual 5pm end time. The program has seen students and teachers bond even further than what Year 12 had already allowed, as we approach the final stages of our schooling. The school culture has been well and truly on display at each of the sessions, and I would like to thank all of the Year 12 teachers who have given up their Tuesday nights for the betterment of our studies."

Mitchell Adam (12 O'Sullivan)

"Not only does late night study provide an excellent opportunity for individuals to knuckle down and make yardage on their Year 12 studies, but it also provides a cooperative learning environment for students to share knowledge and develop subject skills together. Most importantly the late study nights gives the cohort the opportunity to put into practise what they have learned."

Christian Dileo (12 Ledda)

Mr Liam O'Keefe
Head of Senior School





Year 10

Year 10 Yingadi Immersion

In Week 7 of this Term, Mr Patrick Van Dyk and I took a group of Year 10 students on the first ever Yingadi Immersion for St Joseph's. This involved travelling ten hours into remote central NSW to a dry lake and World Heritage Site of Lake Mungo.

Upon arrival the boys described the environment as breathtaking in its silence and scarce landscape. Breathtaking is the word, that from my perspective, summarises the entire experience. Firstly, because of the scenery and that fact the boys were walking on the site where the oldest ever human remains were found dating back 50,000 years. Secondly, in the aim of the program; being immersed in an unfamiliar culture and having an opportunity to listen and learn of the history, the current issues, the continual struggle for recognition of identity and spiritual connection to land of Aboriginal peoples.



I would like to congratulate the boys on their enthusiasm and the respect shown throughout the trip. The immersion was a great success and I would like to thank the boys who embraced every opportunity, but also the Immersion staff, Vicki and Uncle Lance (the Indigenous Leaders) and Ms Ann Maree Pagon (Director of RE) and Ms Cathy Livingston (Principal) for organising and championing the program.

Some of the Year 10 participants would like to share their experiences:

"One thing that shone out to me the most was the difference that could be found between two sides of the exact same piece of history. One of the places we visited was called the Zanci Homestead, which were the ruins of an old soldier's settlement. We had the opportunity to read up on some of the history there, but some of the wording didn't seem right. People say history is often written by the victors and this seemed to resonate. The information talked about how conflict grew between the settlers and Aboriginal People due to argument over the land. However, the two traditional owners of the land that we had with our group, Vickie and Uncle Lance, talked about stories where the Indigenous people were very tolerant of the people that came, a complete opposite. This really opened my eyes to the fact that there is never just one side to a story."

Jamieson Doyle (10 Chambers)

"Lake Mungo is a very special place. There are three traditional tribal groups that care for the Country at Lake Mungo: The Paakantji, Ngyiampaa and Mutthi Mutthi people. We were privileged as people from all tribes were willing to proudly share their knowledge of their culture and allow us to walk in the footsteps of their ancestors.

"Taking part in smoking ceremonies, understanding how the message sticks were used to communicate, the Walls of China sand dunes, the emus, the kangaroos, the sunset and





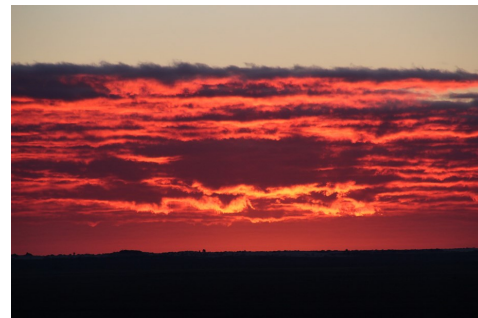
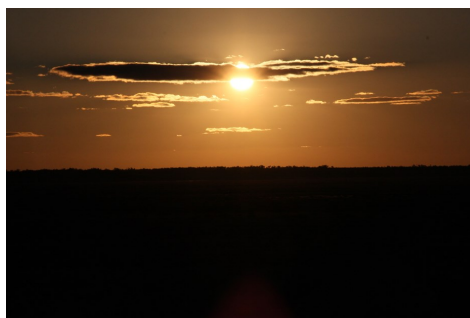
the sunrise were all highlights of the Yingadi Immersion. However, the biggest highlight was meeting Uncle Lance, an Aboriginal Elder, who shared with us his very personal story about his childhood growing up during the "Stolen Generation". This was a very powerful story that we were all privileged to hear.

"The Yingadi journey was emotionally uplifting and taught us so much about ourselves. It also taught us about the Aboriginal people, and the private and very personal connection they have with the land on which we live. We all need to ensure the St Joseph's community is inclusive, responsive and respectful of Aboriginal people to help them feel proud of their cultural identity.

"We all look forward to communicating our knowledge and experience of the Aboriginal culture with you all and help celebrate it within the St Joseph's community."

James Buck (10 Prest)

Ms Alex Bantock
Year 10 Curriculum Leader



Year 11

Year 11 News

It has been an incredibly busy fortnight for the Year 11 boys.

The Year 11 retreat was held at St Jude's in Scoresby on Tuesday 5 September. It was a successful and rewarding day, with the boys learning what it means to be a leader and about different leadership styles.

Our annual assembly recognising Outstanding Academic Achievement was held on Tuesday 12 September and this year's award at Year 11 went to a group of boys who have excelled in their VCE Media course this semester. Edward Collins (11 O'Sullivan), Jude Islip (11 Ledda), Thomas Hall (11 Ledda) and Jake Moore (11 Ledda) worked tirelessly to create a short film entitled "Deception" and their final piece was a beautifully shot and gripping story that captivated the audience. Well done boys.

Also, this week a group of dedicated young men took up the challenge of the Vinnies winter sleep out. The boys slept overnight at the College, which gave them the opportunity to experience some of the conditions that homeless people face. They spent some time in solitude (and the cold!) and discussed some of the hardships that our community faces on a daily basis. All funds raised went to our "Tinnies 4 Vinnies" fundraiser.

Ms Melanie Wood
Year 11 Curriculum Leader





Year 12

Curriculum News – VCE Study Skills Seminar

We are rapidly approaching the end of the Year 12 academic year. Our VCE students participated in an aptly named seminar, '*Finishing Line*', a seminar run by *Elevate Education* on Wednesday 30 August. 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. For a lot of students, the idea of the exam period is quite stressful, partly due to the academic rigour and partly due to unknown element of sitting final assessments and what options that leaves students with. It is important that in addition to every thing that students are doing to revise and deepen their understanding of subject content, that they are also managing their stress levels.

As I wrote in my last newsletter article, it is important for each student to have several techniques of reducing or managing their stress. This might include making sure they are sleeping enough, keeping up some physical activity, and also spending time socialising.

Once students find some effective habits they can then really hone their exam preparation. This might include setting up an exam study timetable to help them prioritise what to spend their time studying. Another idea suggested at the *Finishing Line* seminar was to prepare a 'bulletproof' book. This is basically a notebook with areas of weakness in subjects. Students can write down fully worked answers to things they did not understand or get right as they were revising. This will help them attend to these areas and improve their results. Past VCAA exams are a great source of the worked up answers for exam questions. This is a highly efficient technique as it only addresses things that are not understood, rather than revising things that are already known. The boys have access to a copy of this resource; if they have lost their copy they can come and see me for a new one.

Managing stress checklist:

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

Year 12 Outstanding Achievement Award

The recipient of the Year 12 Outstanding Achievement award, Carter Hills (12 Prest) is an exemplar of academic excellence. He was nominated for a variety of assessment tasks he has completed at this highest standard. His attention to detail in his studies is second to none. He is meticulous in the way he seeks out critical feedback to improve his understanding and skills. He constantly strives for the highest level of achievement in every subject and in every assessment. Once he receives marks for his assessments, he consistently seeks out his teachers to understand why he lost marks and what he would need to do differently to improve. He is proactive in seeking this advice to improve in every area.

He demonstrates a burning desire to be the best and to achieve the best he can, consistently placing in the top 10% academically. Alongside his academic pursuits he has also maintained involvement in the College community by attending and contributing to Parish Masses and being actively involved in the College Band, playing at assemblies, the Music Soiree, St Jude's Fair and others.

Carter has already demonstrated that he will be highly successful in the VCE, as he achieved excellent results, with study scores in the 40s for his two accelerated studies last year, putting him in the top 2% of students statewide as a Year 11 student!

Mr Nicholas Harvey
Year 12 Curriculum Leader

Sport

ACC Athletics Carnival

Congratulations to our Cross Country Team, who, on Wednesday 13 September, secured our first major ACC Carnival Championship with victory in Division 2 at the ACC Cross Country Carnival.

Despite the cold and wet conditions that greeted the boys at Bundoora Park, their enthusiasm for the contest was not dampened, with the squad eager to tackle the new course.

There were a number of terrific performances on the day, with seven of our runners finishing in the placing's across all age groups, which included first place results for Troy Maggs (9 Binh Dinh) in the U14 race, Thomas Kuhlmann (10 Chambers) in the U16 age group and Daniel Maakasa (12 O'Sullivan) in the Senior group. The performance of our age groups was very consistent, with our U15 and U16 teams winning their age groups to claim the Intermediate Cup, while the remaining age groups all finished runners-up.



The competitive spirit on display from the entire squad was outstanding, with all runners competing to the best of their ability, which contributed so positively to the overall result. Equally as impressive was the way they supported each other and represented the College on the day.

Congratulations to all involved for this fantastic achievement.

<u>U/13</u>	<u>U/14</u>	<u>U/15</u>	<u>U/16</u>	<u>U/17</u>	<u>OPEN</u>
James Barnett (O'Mara)	Troy Maggs (9 Binh Dinh)	Matthew Elvin (9 Binh Dinh)	Thomas Kuhlmann (10 Chambers)	Finn Lennon (11 Edwards)	Daniel Maakasa (12 O'Sullivan)
Nathan Van Vegten (7 Prest)	Jack Watt (8 Ledda)	Kyle Bechaz (9 Prest)	Dylan Laguerre (10 Cantamessa)	Trent Mellis (11 O'Sullivan)	Lachlan Grant (12 Prest)
Callum Verrell (7 Edwards)	Joshua Curson (8 Ledda)	Cosi Iscaro (9 Prest)	Rhyder Kennedy (10 Cantamessa)	Bayley Carlin (11 O'Sullivan)	Liam Francis (12 Prest)
Ned Park Jenkinson (7 O'Mara)	Heath Sartori (8 O'Sullivan)	Thomas Gasparroni (9 Edwards)	Sebastian Sutterby (11 Prest)	Jai Bardsley (11 Cantamessa)	Shaun Irvine (12 Chambers)
James Francis (7 O'Mara)	Mac Andrew (8 Edwards)	Liam Epps (9 O'Mara)	Archer Radley (10 Edwards)	Coby Law (11 Cantamessa)	Luke Tenbuuren (12 O'Mara)
Rory Harrison (7 Prest)	Nicholas Krawczyk (8 Prest)	Ethan Kennedy (9 O'Mara)	Mitch Mellis (10 O'Sullivan)	Ryan Williams (11 Cantamessa)	Mitch Pavey (12 Cantamessa)
Mason Hellenen (8 O'Mara)	Joseph Murphy (9 Ledda)	Joshua Woodford (9 O'Mara)	Zac Corcoran (11 Cantamessa)	Jordan Postlethwaite (11 O'Sullivan)	Jarrold Philp (12 Prest)
Harvey Meyer (7 Ledda)	Harry Johnson (8 Ledda)	Lochlan Beecroft (9 Prest)	David MacDonald (9 O'Mara)	Jay Sutherland (11 Ledda)	Daniel Keene (12 O'Mara)
Hayden Barnett (7 O'Sullivan)	Jye Carter (8 Cantamessa)	Mitchell Stokes (9 Chambers)			Kallum Topp (11 O'Sullivan)
		Jonathan Tektonopoulos (9 Prest)			



Mr Paul Trubiani
Head of Sport

Music

Music Soiree: An Incredible Showcase of Our Music Department



On Thursday 7 September, the Music Department held a student-focused music evening titled 'Music Soiree'. This was an absolute success and each of the 75 students involved should be incredibly proud of the way that they prepared for this event and represented the College on the night.

Leading up to this event, the boys have had the pleasure to work with eight passionate and hardworking instrumental teachers. These individuals are professional musicians, their life is music and the musical contribution that they have brought to our department has been an integral part of building and developing our private lessons, our groups and ensembles. The teachers genuinely enjoy teaching your sons and we strive to continue to do this in a calm, creative and engaging manner.



Any art form requires a passion and hunger to be involved in that activity, perseverance, purposeful practice and time. Well done to the students for the hours of rehearsals and practices outside of school time as well as the extra effort they went to for this evening. This inaugural event took place due to your hard work and your commitment. The Music Soiree was a huge stepping stone for our department and we cannot wait to continue working with your sons and developing their musical flame. Thank you to our parents for attending the concert and for your constant support.

Student Voice

"The Music Soiree was a wonderful opportunity and an achievement for all involved. We spent a long time preparing these pieces and lots of band practices during lunch times throughout the year. I was a part of the *James Bond* Theme song, *Viva La Vida*, *Fight Song* and a clarinet duet with Jamieson Doyle. The Music Soiree was a very formal and impressive set up as we had lights and a big area for the massive band. During the performances, the audience were silent and respectful and when anyone finished performing the loud applause created a very special atmosphere where you can really express yourself. This Music Soiree was an amazing opportunity and the best part of it was simply the experience of performing."

Ben Harris (10 Ledda)

"This year's Inaugural Music Soiree was the culmination of one year's worth of practise and hard work. I had the opportunity to perform in five acts, from group acts with the entire cohort, to sectional duets and singing. It felt great to have people not only listen to but enjoy our efforts and I really look forward to having the opportunity to play again next year."

Jamieson Doyle (10 Chambers)

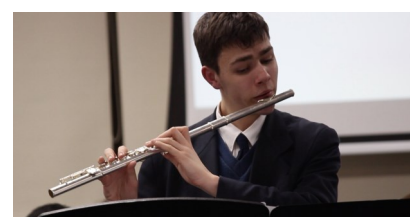
"The Music Soiree this year was an amazing experience for the students, teachers, friends and families. I was involved in backstage and assisted with the setup. My role was to hand out programs at the beginning I look forward to being involved again next year."

Samuele Brotto (10 Chambers)

"The Soiree was just incredible to be apart of. The amount of effort people had put in to the songs stood out to me. I was a performer and had the pleasure to conduct the Finale. I had the opportunity to practice my Year 12 Unit 3/4 piece with an accompanist, allowing me to perform the full piece in front of a large and live audience. I do have to say that the Finale piece '*Fight Song*', definitely hit a nice spot in the heart as it really stuck with me and the atmosphere was just intense but beautiful at the same time. All-in-all, the Soiree was a beautiful night to showcase the growth and abilities of the students."

Dylan Richards (11 Chambers)

Miss Bronwyn Dean
Music Convenor



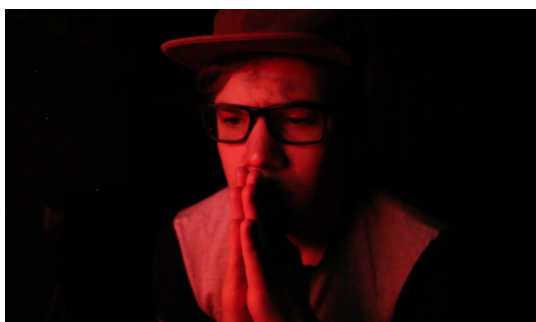
Arts

The following is a transcript of the Creative Arts Outstanding Achievement Award presentation for the Creative Arts



It is with great pleasure I once again congratulate our worthy recipient, Patrick Marrinan (12 Edwards) for his outstanding contribution to the arts at St Joseph's College.

He has displayed so many of the qualities of an outstanding young man and dedicated performer in both the creative and performing Arts throughout this year.



This is not the first time the Arts team has acknowledged Patrick Marrinan in this manner, however with his Year 12 gradually drawing to a close this may be one of the last opportunities where the whole school can get together to honour the wonderful job he has done in balancing his studies, his two SAT folio subjects, might I add, and his leading role in the recent Mary Poppins production.



In his Media studies Patrick has always been two steps ahead of his folio requirements. He has diligently prepared the scripts, storyboards and all accompanying documentation to create his short film. The film itself explores the complex themes of grief and friendship, and is told cleverly through the eyes of 'Mortis' and his un-dead friend, 'Rig'. The final film reflects meticulous planning through each phase of the production process, and is a comical, heart-warming story of a friend unwilling or unable to let go.



In VCD Patrick has used his humour and individual drawing style to create a folio that is both broad and varied in its appeal. He has explored a variety of Adobe programs to illustrate his eclectic take on popular culture – designing a suite of illustrations that can easily be transferred to a range of contemporary marketing devices. These achievements alone would have warranted recognition.

However for the last three terms Patrick has been devoting his after school hours to supporting the combined schools production. This has meant darting straight from the classroom at the end of the day for a two-hour rehearsal. Two nights a week over the 20-week rehearsal period was a truly exhausting but also truly inspiring effort. Patrick endured it all - the public transport disruptions, the foul weather and all manner of SAC re-scheduling with his good humour and that trademark grin.



Congratulations Patrick, you have shown such maturity and commitment to your Arts subjects and he has now been suitably rewarded with several offers from Melbourne's foremost media and entertainment Academy – JMC.

Ms Siobhan Duffy
Arts Convenor



Careers



Dates to Diarise

Reminder: VTAC 2017 Upcoming Key Dates

Timely applications through VTAC	Thursday 28 September 2017
SEAS applications close	Tuesday 10 October 2017
Scholarships through VTAC close	Friday 13 October 2017

Also, students applying for courses that have **extra requirements** (i.e. submitting a folio, a pre-selection kit, arranging an interview, etc.) are reminded that failure to meet the deadline date for these means students may no longer be eligible for selection into their desired course.

Students eligible to apply for **SEAS** are also encouraged to apply for **VTAC Scholarships**.

The VTAC website is www.vtac.edu.au.



News from La Trobe University

- Bachelor of Biomedicine and Bachelor of Biomedical Science
From Semester 1, 2018 La Trobe will be offering a new Bachelor of Biomedicine degree at its Melbourne Campus, providing pathway options to a career in sought after allied health professions such as Physiotherapy and Speech Pathology.

The Bachelor of Biomedicine also provides pathways into a range of careers including medical research, medical sales and training as well as post-graduate medicine. The degree offers students a hands-on learning environment in small class settings, with a strong focus on laboratory-based classes, access to highly skilled academics and teaching staff, the opportunity to learn in state-of-the-art labs and internship opportunities. There's also the option to complete an overseas study exchange program.

The Bachelor of Biomedical Science will be offered at the Bendigo Campus. Offering a similar range of subjects, and pathway options to a career in sought after allied health professions such as Physiotherapy and Speech Pathology.

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

The Subject Bonuses for both degrees will include: A study score of 25 in Biology, Chemistry, Maths: Mathematical Methods (any), Maths: Specialist Mathematics or Physics equals 4 aggregate points per study. A study score of 20 in any LOTE equals 4 aggregate points per study. Overall maximum of 12 points.

Find out more at [Biomedicine Courses](#).



- **Bachelor of Health Sciences**

From Semester 1, 2018 La Trobe is introducing two new majors in the Bachelor of Health Sciences: Sports Counselling and Athlete Welfare, as well as Health Promotion. The new majors will provide the flexibility and pathways into a range of sought-after careers including sport and health promotion. The Sports Counselling and Athlete Welfare major focuses on wellbeing roles in high-performance environments, sport development and management along with developing performance psychology skills.

Meanwhile the Health Promotion major will equip graduates with skills to develop environments which support healthy communities, including planning, developing and implementing policies and health awareness programs.

The VCE requirements for the Bachelor of Health Science are: Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: a study score of at least 20 in one of Biology, Chemistry, any Mathematics, Physical Education, or Physics.

The Subject Bonuses will include: A study score of 25 in Health and Human Development, any Mathematics, Physical Education, or any Science equals 4 aggregate points per study. A study score of 20 in any LOTE equals 4 aggregate points per study. Overall maximum of 12 points.

Visit [Bachelor of Health Sciences](#) to find out more.



News from RMIT University

RMIT Village

RMIT Village is located near Melbourne CBD. It is only a five minute tram ride from RMIT University and offers fully furnished, self-contained apartments to suit a range of preferences. Facilities include a student lounge, e-library, high-speed internet, heated swimming pool and a new gym (currently under construction).

RMIT Village is conveniently located for RMIT's City campus (just a ten minute walk) and Brunswick campus.

Applications for 2018 are open at [RMIT Village](#). For more information call (03) 8330 2000 or email info@rmitvillageom.com.au.

Did You Know?

Did you know that a TAFE qualification can be a springboard into Deakin University?

A TAFE qualification can place students in a fantastic position to gain entry into Deakin University. Many of Deakin's commencing undergraduate students come from backgrounds other than secondary school, including TAFE and the workforce.

Deakin has a core commitment to access, equity and life-long learning and has strong and long-standing working relationships with TAFE and other VET providers.

Learn more at [Deakin's Entry Pathways](#).



UniLink at Swinburne University

Students who do not quite have the ATAR to move straight into an undergraduate degree can enter at UniLink level. This is an invaluable pathway into higher degrees at Swinburne. UniLink is a direct pathway to second year at Swinburne University. It is equivalent to first year and will prepare students for second-year entry to their chosen bachelor degree.

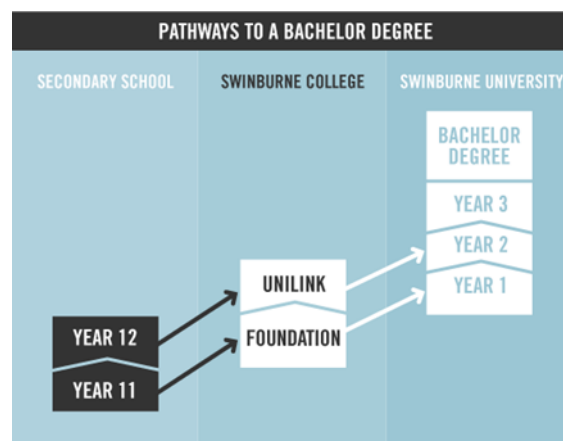


Best of all, it only takes eight months to complete. Not only is this cost-effective, but it means students can finish their degree sooner rather than later.

UniLink diplomas are available in the areas of:

- [arts and communication](#)
- [business](#)
- [design](#)
- [engineering](#)
- [health science](#)
- [information technology](#)
- [science](#)

There are three intakes each year (February, June, and October), so students can progress to a related bachelor degree sooner rather than later.



Students wishing to undertake a UniLink course can apply through VTAC. For more information visit [Swinburne UniLink](#).

Australian Apprenticeships

Australian Apprenticeships

- What is an Apprenticeship?
An apprenticeship or traineeship is a **training contract between an employer and an employee** in which the apprentice or trainee learns the skills needed for a particular occupation or trade.
An apprenticeship or traineeship can be undertaken on a full-time or part-time basis and can be used as a valuable stepping stone to start a career in an industry you want to work in.

There are more than 500 occupations offering apprenticeships or traineeships – in traditional areas as well as a diverse range of emerging careers.

- Why undertake an Australian Apprenticeship?
 - You get paid as you work
 - You gain “hands on” experience
 - This is a real alternative to tertiary study
 - Creates a pathway - *Cert II to Advanced Diploma*
 - The training you receive is relevant to the industry
 - Nationally Recognised Qualification
- How long does it take to complete an Apprenticeship?
Apprenticeships used to take up to around four years, depending on the occupation or industry. These days, apprenticeships are **‘competency based’**, which means that you can complete your apprenticeship early when you reach the required level of skill. However, **licensed trades – electrical, floristry, plumbing and building** – are not yet ‘competency based’ and still require you to be an apprentice for four years in order to obtain registration in that trade.

Visit [Australian Apprenticeships](#) to find out more!



Navitas College of Public Safety (NCPS)

Navitas College of Public Safety (NCPS) is a private college that offers a Bachelor of Criminology and Justice degree.

The Bachelor of Criminology and Justice covers a broad range of topics, such as criminology, criminal psychology, criminal law and procedure, law enforcement, corrections and justice related issues. In this course students receive a comprehensive, theoretical education in each of these areas – from learning why people commit crimes to understanding the importance of ethics and legal processes. Visit [Navitas College of Public Safety \(NCPS\)](#) to find out more!



ACUcom at the Australian Catholic University

ACUcom is a department of the Australian Catholic University that delivers TAFE-level courses. These courses are complete qualifications but are also pathway programs into bachelor degrees at ACU. While the pathways are not guarantees, students who do well in the ACUcom courses are usually offered places in relevant bachelor programs.

ACUcom courses are suited to students who –

- Want a TAFE level qualification
- Do not get the required ATAR to go straight into their chosen bachelor degree
- Want to use the TAFE to university pathway to a bachelor degree
- Want to try an area of study but are not sure they want to commit to a three year course

For more information visit [ACUcom](#) and [ACUcom Courses](#).



Swinburne University is now offering a maths bridging program called *MathsLink*. MathsLink: Methods is a bridging program for students needing VCE Units 3 and 4 of Mathematical Methods to study at Swinburne.

Mathematical Methods is a prerequisite for many bachelor degrees in aviation, engineering, and information and communication technology. This bridging program is designed to help students who have not studied Mathematical Methods as part of their VCE to meet the prerequisite for entry into their chosen course.

MathsLink: Methods is taught predominantly online, however there are three day sessions that students must attend during Summer Term:

- Tuesday 2 January 2018, 9:30am–4:30pm
- Wednesday 24 January 2018, 9:30am–4:30pm
- Thursday 8 February 2018, 9:30am–4:30pm

MathsLink: Methods incurs a one-off \$400 fee**, payable within the time frame as specified in the Swinburne University of Technology Academic Dates.

** refundable if enrol in a course at Swinburne



On completion of this course, students will be eligible to make a direct application to Swinburne University for entry in 2018. Applications for MathsLink: Methods close 20 December 2017.

Find out more at [Maths Link Bridging Program: Methods](#).

Mrs Vivienne Egan
Pathways Coordinator

Community

St John the Baptist Parish, Ferntree Gully
Social Justice Group fundraiser

Trivia Night

😊 Come and join the fun. 😊

Trivia/games/raffle-lots of great prizes.

😊 Don't need to be an expert. 😊

SATURDAY 21st October 2017

St John the Baptist Parish School Hall
19 Forest Rd
Ferntree Gully

Time: 7.00pm for 7.30pm start

Cost: \$10 per adult

BYO drinks and nibbles. Make up a table or come and join one.

Tickets on sale after all w/e masses at St John's FTG
or contact Patrick 97523524 or 0434072831