



Agité

Term 4, Week 3

October, 2017

This fortnight in Agité

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St Josephs
College



Principal

Year 12 students participated in their final class mass and a tree planting ceremony in the College grounds. On Tuesday 24 October, the Graduation of the Class of 2017 took place with hundreds of students, staff and family members present. On behalf of the entire community, I extend our best wishes to all students over the forthcoming examination period.

Shae Mackrill (11OM) has earned the Queen's Scout. Only a small percentage of the 47 million members globally reach this level. Shae is part of the 1st Gembrook Venturer Unit.

Recently I had the pleasure of attending the Mullum Cluster VET (Vocational Education and Training) Awards Evening. Mrs Vivienne Egan hosted the event as a member of the Mullum Cluster VET Executive. In total, nine students from St Joseph's College received nominations and five received the prestigious award. Congratulations to these students, Mr Barry Campbell (VET Building and Construction Trainer) and other trainers from various training centres.

Award Recipients (pictured in order of listing)

Rhyder Kennedy (10CA)	Cert II Building and Construction	Year 1
Christopher Chalman (11CH)	Cert II Building and Construction	Year 2
Cooper Doherty (11LE)	Cert II Building and Construction	Year 2
Rory Cassimatis (11LE)	Cert II Engineering	Year 2
Connor Mills (12CA)	Cert II Horticulture	Year 2



Nominees

Jake Chalman (10CA)	Cert II Building and Construction	Year 1
Campbell Bowden (10PR)	Cert II Building and Construction	Year 1
Sam Humphries (11OM)	Cert II Building and Construction	Year 2
Jonathan Hatton (12CH)	Cert II Building and Construction	Year 2
Callum Brown (10OM)	Cert II Electrotechnology	Year 1

The Annual Arts and Technology Evening was held on Friday 22 October. It was an amazing showcase of student work. Thanks to all the staff and students involved, especially Ms Siobhan Duffy (Arts Convenor) who coordinated the overall event with the assistance of many staff and students.

The next College Open Evening is Tuesday 14 November at 6pm.

All the best for the fortnight ahead.

Ms Cathy Livingston
Principal

Deputy Principal – Students

Farewell the Class of 2017

On Tuesday 24 October, the St Joseph's College community bade farewell to the Graduating Class of 2017. In front of a packed College Stadium, we started with a mass and ended with a series of moving speeches, rituals and traditions.

Among the highlights were the College Captains' speeches where each of the 2017 captains Nick Sondhu and Sam Stoitsis reflected on their time at St Joseph's College. Their reminiscences were drawn inevitably to their first day at the College and to all the opportunities and experiences they had during the ensuing years. What was at the heart of each of those memories was probably the most revelatory and special part of them, because what was at the heart were people and the effect they had on the students' time here.

The Captains thanked primarily their parents and families. This was more than appropriate, for who shapes us more than those who bring us into the world, guide us through it and protect us from its sharp edges? Next, they thanked their friends, those companions who have an intimate and immediate understanding of what they have gone through and continue to go through. Finally, they thanked the staff. The graduating young men thanked the Salesians of Don Bosco, the teachers, leaders and support staff for the influence they had on their journey through St Joseph's College. I have quoted former US Secretary of State, Hillary Clinton's, use of the African proverb *It takes a village to raise a child* in a previous newsletter, and I did so again during the Graduation Ceremony, primarily because it is true. A young person is the product of every person they meet and are guided by, of every interaction and every relationship, and so it is for these boys. Their journey through St Joseph's College was a journey where they constantly encountered people and, in doing so, ultimately encountered themselves.

Their journey is as much about self as it is about school, a journey through the exciting and sometimes torturous paths of adolescence and into adulthood. In this respect, the College Song that crowned the ceremony is absolutely on point. The most beloved, celebrated part of the song is where a Year 7 student says, "We arrive a boy..." and, following a pause, the College Captains of the day complete the sentence, "...but leave a man." At this point the music rises, the boys cheer and the song continues at a peak. This is a point of great joy, and so it was again as the fundamental truth of those lines resounded with each student there, the boys and the men.

Leaving a community is always hard, and it was hard for so many that day. But leave they did, with enormous dignity and class, and with obvious respect for one another and the institution that had nurtured them for so long. Each one of them left the ceremony, and the school, as a man, just like the song said they would, and, in doing that, they left as the good Christians and honest citizens that Don Bosco called upon them to be.

Mr Guido Piotti
Deputy Principal - Students





Deputy Principal – Teaching and Learning

Japan Study Tour 2017

Three staff and 15 students from Years 9 and 10 set off for the Japan Study Tour on Friday 20 October 2017. This 15 day cultural adventure had many highlights, but none greater than the friendship and camaraderie that was quickly established by the touring group from St Joseph's.

The Japan Study Tour is open to any student from Years 9 to 11 with an interest in Japanese culture and/or language. The 2017 tour included four nights of 'homestay' with families from Meikei College (located in Tsukuba, Northeast of Tokyo) as well as hotel accommodation and sightseeing in Tokyo, Hiroshima, Itsukushima (Miyajima Island), Kyoto and Osaka.

The tour group travelled by plane, fast-train (Shinkansen), local train, chartered bus, local bus, ferry, cable-car and ropeway, as well as walking considerable distances, in order to experience many of the sky-scrappers, souvenir markets, imperial palaces, national parks, shrines (with their Tori gates), temples and many other cultural features of these cities.

The tour-group experienced many planned activities, including visits to:

- Sumo Wrestling Tournament
- Homestay
- Ueno Hill temples and grounds
- Harajuku, Tokyo
- Shibuya
- Akihabara
- Asakusa
- Tokyo Sky Tree
- Disney Sea Tokyo
- The Industrial promotion Hall – Hiroshima
- Hiroshima Peace Park
- Itsukushima Shrine – Japan's largest tori gate
- Momiji-manju making
- Mt Misen, Miyajima
- Kiyomizudera Temple
- 'Teapot Lane'
- Gion – Heart of Kyoto's world famous Geisha districts
- Sanjusangendo – famous for its 1,001 human-sized Kannon statues
- Nijo Castle
- Kinkakuji – Golden Pavilion
- Fushimi Inari Shrine
- Nara Park
- Todaiji Temple – world's largest wooden building
- Universal Studios Japan

The things the boys might remember though, may be the incidentals; the tastes of the Okonomiyaki pancakes, the Sushi train restaurant, the girls that found them fascinating, listening to the final minutes of the 2017 Grand final whilst Geisha walk passed in Gion, the many acts of kindness by homestay families, Meikei College or simply members of the public in Japan.



Sumo Wrestling Tournament



Friendly locals – Tokyo



Homestay 'Welcome' – Meikei College



Noah meeting Homestay family, Meikei



Daniel in class – Meikei



“Going on the Japan trip was a once-in-a-lifetime experience. It was the best thing I have ever done and wouldn’t change a thing about it. The best part of the trip was homestay. It was amazing to see how Japanese families live. I would highly recommend going because it will change your life.”

Declan Little (10 Chambers)

“A definite highlight about the Japan Trip for me was our stay at Miyajima Island. The day we spent here was filled with wonderful experiences such as the Itsukushima Shrine, the markets around the shrine, the cable car up Mt Misen, the gorgeous views from the top and the climb down the beautiful mountain.”

Jackson Petersen (10 Edwards)

“The best part of the Japan trip was staying with homestay. We got to experience everyday life in Japan and were able to participate in many once-in-a-lifetime opportunities. Japan is a great place and I will always have fond memories of my time there.”

Jay Stephan (9 O’Mara)

“The Japan study tour was an amazing way to experience the balance of traditional and technological within the society. My highlight was Miyajima Island as it was amazing to experience the mountain and the shrines on the island.”

Thomas Howie (10 Ledda)

“Japan was the first time I have ever left Australia and it was so much fun, from living with my host family and going to their schools, to catching trains and buses around to the many different places and places Japan has to offer.”

Caleb Butler (10 Edwards)

“A truly different land to our own, the Japan trip was quite an intriguing one and shall stay in my mind for many years to come. From eating octopus, to visiting temples and shrines, Japan and its people were truly unforgettable.”

James Acret (9 Prest)

“What a joy it was to travel with such a quality group of considerate young men who engaged so whole-heartedly with all the opportunities and experiences we encountered in Japan. The bullet train rides, Grand Sumo Tournament and the variety of yummy Japanese foods were also highlights for me.”

Mr Graeme Tucker

“My highlight about the Japan trip was how nice everyone was and how caring they were. My homestay family was also really nice looking after us making sure that we had a good time with them.”

Arlen Mahon (9 O’Sullivan)

“My highlight from Japan was the Hiroshima Peace Museum because it allowed you to reflect on what the people of Hiroshima experienced during the war. I also loved Universal Studios because it was a good, fun way to finish off the trip.”

Patrick Henry (9 Ledda)



Group Photo – Meikei



Our Shinkansen to Hiroshima (Fast Train)



Banquet – Miyajima



Accommodation – Miyajima



Harry-Potter World – Universal Studios



"The (Japanese) culture was very different and immersing ourselves in it was a great experience. My favourite part was doing homestay and experiencing the life of a Japanese family, the same as mine only just in another part of the world, living a similar life."

William Gardam (10 Prest)

"My personal highlight of the Japan study tour was staying with my host family. I was able to really bond with the family and traveling to JAXA and the local shrine with them revealed an extensive part of their culture, allowing me to see a whole new way of life."

Daniel Acret (9 Edwards)

"Japan is an amazing destination; beautiful people, spectacular scenery, astonishing attractions, tantalising food and enjoyed with a group of remarkable young men who were a credit to the College and their families!"

Mrs Vivienne Egan

"My friends and I laughed a lot on this trip. The Japanese food was a highlight, (although at least some of group ate a lot of western food!)."

Owen Kwek (10 Edwards)

"My homestay family made me feel so welcome that I felt at ease straight away. They went over and beyond, taking me to visit the JAXA space station, Pokémon Centre and more! I learnt 'respect' was very important in Japanese Culture. My homestay visit with such a wonderful family was the highlight for me."

Shean De Fonseca (9 Binh Dinh)

"The Japan trip was a long-awaited experience, and well worth it. My most favourite experience I did on the trip was going to Miyajima Island. Once we were at the top the view was amazing, made even better with a clear warm day with almost no clouds in sight. Definitely a great highlight of my life."

Jack Davies (9 Cantamessa)

"I thoroughly enjoyed Japan and it has been the highlight of my year. Being able to assimilate with my homestay family gave me an uncut look at what a Japanese life consists of. Whether it was the shrines, the busy streets or the people, Japan is one of the most peaceful places I've visited thus far."

Noah Kondis (9 Ledda)

"This study tour was one of the best experiences of my life. I had the greatest time and I am so grateful for how Mr Cooper, Mrs Egan and Mr Tucker organised the trip and looked after us once we got there. My favourite part about the trip was the homestay. Staying with a Japanese student and their family was such an incredible thing to be able to experience."

Archer Radley (10 Edwards)



Thomas and Jackson charming the locals



'Selfie' – Tokyo



'Wild deer' – Nara



Jack - Asakusa



Golden Pavilion



'another' – group photo



One trip will never be enough to experience what Japan has to offer but it is ample enough to discover how uniquely beautiful this Island in the Pacific is and how steeped in tradition and welcoming are its inhabitants.

Mr Andrew Cooper

Deputy Principal – Teaching and Learning



William – cool in the park



Jackson, Noah, Jay and the 'sumos' (and Mr Tucker!)



Keeping cool in the Japanese summer - Tokyo



Amusing the Locals – Tokyo



Manju-making, Hiroshima



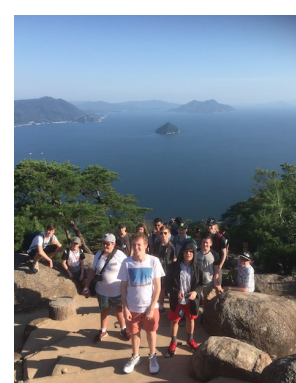
Cooking the Manju – Caleb and Thomas



Tori gates – Miyajima



'Picture Perfect' –Through Temple Wall (Miyajima)



View - Mt. Misen (Miyajima)



'Sushi – Train' – Kyoto



Maiko, Owen and 'Geisha' – Kyoto



'Shabu-Shabu' – Lunch



Arlen



Prayer

Memorial Month

God, thank you for the special people in our lives whom we are remembering especially this month.

We thank you that you are a compassionate God who walks with us in our dark moments of grief and loneliness.

We are thankful for all who continue to love and support us through our grief.

Continue to be a light for us, giving us hope, direction and courage.

May we now live our lives treasuring the memories of those special people we have known and loved and help us to bring light and hope to others.

We make this prayer through Christ our Lord, Amen.



Religious Education

Remembrance Month – November

This month we are encouraged by the church to pray for the dead. In churches people are asked to write names of loved ones in special books or light candles to celebrate those who have passed away through the years. It is a time to give thanks for the lives of special people.

We celebrate and we remember those men and women who gave their lives in the service of our country, on Remembrance Day, 11 November. One minute's silence is observed on the 11th day of the 11th month at the 11th hour to remember the sacrifice of those who died or suffered in Australia's cause during wars and conflicts. Remembrance Day is to commemorate the end of the Great War and, for us today, a new war being fought on our planet a reminder of previous sacrifices.

"Greater love hath no man"

In the Shrine of Remembrance in the city these words are inscribed on a special stone in the memorial. A very fitting reminder of the personal cost of war and the honour we can bestow on these people who protect our shores. The quote reminds us that we are to care for others in our world and at times we are going to be asked to make sacrifices on many levels.

This month provides us with a focus of those who have touched our lives in personal ways and those who have sacrificed themselves for the safety of our country. It is fitting, therefore, to pause through this month and honour those who have gone before us

Ms Ann Maree Pagon
Director of Religious Education

The Cagliero Newsletter #30 can be read by clicking on [this link](#).

The latest Salesian Mission Newsletter (Spring 2017) can be read by clicking on [this link](#).

The latest Catholic Education Today can be read by clicking on [this link](#).





Junior School

Year 8 St Vincent de Paul

Two of our wonderful Year 8 classes used their own money to buy over 600 items for the St Vincent de Paul collection. They walked to Aldi and shopped for food or household items that they thought would be useful for people who are having troubles with feeding and supporting their families. The boys happily used the idea that they would match how much money they spent on the poor to whatever money they spent on fast food that day. Whilst shopping for their items, they had fun managing their budgets, trying to get the best deals so that they could stretch their money further and chatting to other customers who were fascinated to see almost 60 boys conversing about suitable products and the best value items. When they returned to school, the boys were justifiably proud of the results of all their efforts!

"I thought the experience was very breathtaking as it gave me a taste of what other people's lives are really like and the difference I could make to them."

Josh Hardman (8 Edwards)

"It was a fun experience because I got to get food for the poor and needy and spend a fun day with my friends."

James Sullivan (8 Edwards)

"I loved the excursion. We took time off study while we got to help other people and buy something for ourselves."

Josh Braniff (8 Edwards)

Mrs Trina May

Head of Junior School



Year 7

Children's Mission Mass

"On Tuesday 25 October, the Year 7 SRC members went into the city to attend a mass to celebrate All Saints Day at St Patrick's Cathedral. All eight of us had a really great day overall. We took the train into Southern Cross Station where we took a quick walk to St Patrick's Cathedral. Before the mass began, Miss Pagon gave us a tour of the Cathedral. It was quite interesting to see and hear a bit about a few well known saints' lives. The priest who ran the mass was Fr Will, who actually used to work at St Joseph's. We got a photo with him and headed off to McDonalds where we got a bite to eat. We walked from Maccas to Federation Square. Once we reached Federation Square, we got on a train which took us back to school. The SRC members had a great day and would definitely do it again. Thanks to Mr Price and Miss Pagon for taking us into the city and planning and running the awesome day."

Sean Wright (7 Ledda)





Measurement Madness

This term the Year 7s are tackling the concepts of Measurement and Geometry in Mathematics. Our focus is to use real life scenarios to teach the formulas and to ensure the boys are continuing to enhance their problem solving skills. The boys are currently investigating how to find the perimeter, area and volume of a wide range of shapes, demonstrating an understanding of how to convert measurements into different units of length.

"We have been working on measurements in Maths these past couple of weeks and we have all liked it so far. The types of measurement tasks we have done: length converting, perimeter and area of squares and rectangles. The one we have just started is how to find the area of a triangle/parallelogram then next we will start our measurement project."
Riley Frith (7 Ledda)

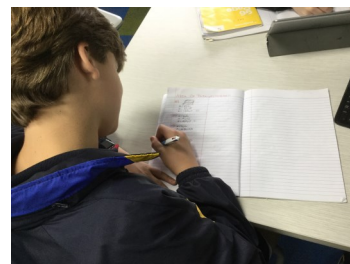
"We have been working on measurement in Maths this term. We have been doing things like perimeter, area, finding out the length and width of things such as rectangles and parallelograms, and doing length conversions. We have all been enjoying the unit so far."
Jamie Costello (7 Ledda)

"Recently in Maths we have been working on measurement. Tasks we have been asked to do include perimeter and area of shapes like parallelograms and triangles. Year 7 Maths is very enjoyable as it is my favourite subject."
Cameron T Lee (7 Ledda)

"We have been learning about perimeter, area and length conversions in the last three weeks. We have just started working on areas of parallelograms and triangles. It is extremely fun!"
Declan Gilbert (7 Ledda)

"In Year 7 we've been working on measurement. So far, we've looked at and completed work on Maths Online which has to do with the perimeter of shapes, the area of squares and rectangles and the area of parallelograms. Last week we briefly started a project on measurement. I am definitely enjoying the unit of measurement and look forward to progressing on the project."
Sean Wright (7 Ledda.)

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



Year 9

Building Belief in the Final Act

"You wouldn't worry so much about what others think of you if you realised how seldom they do."
(Eleanor Roosevelt)

Allow for a moment of reflection as the last term of the year draws to a close and the final act is underway. Like the dramatic curtain close of a classic play or the crescendo of a Greek tragedy, this final term sees students and teachers feel the need to give their audience the very pinnacle of their performance. And yet the back drop to this is the swirl of human emotion that is the Term 4 school corridor. Whether it be the stress of exams or the pressures of year-long development, this final term can reveal the powerful and patient, just as it can expose the feeble and the fragile.



However, amidst times of extreme pressure and expectation it is often belief in one's own ability that can separate the two distinct characters.

As educators, this time of year often sees the focus of our pendulum swing from stressing urgency to presenting students with simple choices. Once the fog has lifted and the urgency has been realised, the most successful students are those who are able to make their own choices. These choices may seem simple on the surface, but underneath are based around a number of factors, not least of all an innate understanding of their obligations and moral standards, and above all, their sense of self. These choices are often explained or perceived through the lens of academic progress, but in actual fact, strike more at the heart of one's individual character than first thought.

Equally important to note is that by this stage in the narrative many students start to look at others for both inspiration and points of difference. By this time, each student understands the broader landscape of their academic year and specifically, the position they are in. This is when we see students able to stay on their own learning path, invariably finding their determination and hard work proven as they watch some of their peers fall from exhaustion or lack of motivation. Further to this, and not confined to only our younger generation, those who avoid temptation and can remove themselves from distraction, always remain accountable for their own destiny and ultimately stay on the path to success. In short, it is our performance, and ours only, that should concern us.

Further to this, a teacher's own self-efficacy must be considered at this point. Teaching a student to believe in themselves is no easy feat, and is only made more difficult when the teacher lacks belief in themselves. As an example, it is a delicate dance to explain to a student that their motivation has waned when it is entirely possible that yours has also. We must remember, especially at this time of year, that our students are often a reflection of ourselves and can very easily shine a light on or hold a mirror up to our own behaviors and attitudes. Similarly, it can be remarkably rewarding when a student exceeds their own expectation and realises that they now have a new standard to maintain, and so do you. For teachers, this is part of our role as personal mentors. For students, the enlightenment associated with raising one's standards can reveal new capabilities and untapped potential that can subsequently translate into self-belief. A winning formula.

If all the world's the stage, and we are all actors, then the final act is now. By instilling a sense of belief in ourselves and our students, we are setting the scene for the best possible performance. This is when we see what the character is really made of.

Mr Louis Goutos
Year 9 Curriculum Leader

Senior School

Year 10 and Year 11 Examinations

As we reach the middle stages of Term 4 it is important that students across Years 10 and 11 begin to think about their upcoming examinations. For Year 11 students these will take place from Friday 10 November – Friday 17 November and for Year 10 students from Wednesday 22 November – Tuesday 28 November. Students will receive detailed examination timetables, which will outline the dates and times for all examinations in the coming weeks. These will be sent to their student email accounts.

In order for students to perform to the best of their ability in these examinations it is essential that they start preparing for them now. These exams will assess content from across the entire semester so time can be spent consolidating classwork and concepts studied during Term 3 and early this term.

One of the best ways to ensure that students use their study time effectively is for them to make clear plans with their time. I would strongly encourage students to make a detailed list of what they would like to achieve each time they sit



down to study – this will ensure that specific subject areas are honed in on and addressed. If students are realistic with this approach they should notice some significant gains being made in the next few weeks, the hours will begin to add up. I would strongly encourage students to think about making concept maps of content taught, preparing cue cards for key terms/definitions for different subjects and for them to look over past assessment pieces for ways of improving results.

Most importantly I would encourage students to communicate effectively with their teachers in the coming weeks. If they feel as though there is a certain skill that they should be focusing on then seek clarification about it in the next few weeks before lessons are concluded. If a student is reluctant to ask questions then they may very well miss out opportunities to build on their understanding, their teachers might think that they are on top their work or could assume that they don't have any concerns in the lead up to exams.

Best of luck to all Senior School students during this very busy time.

Mr Liam O'Keefe
Head of Senior School

Year 12

A Chapter Closes...

Our Year 12 students had their Graduation Assembly recently, celebrating the end of a 13 year journey, from boys to young men. The Year 12 Coordinator challenged our boys about what it means to be an alumnus of St Josephs and what they will take with them on their journey into the world. They were asked to reflect on their final year of schooling; on their achievements and failures, on what they had learned and still had to learn, on the relationships they had formed and how they maintained those.

I see much to be hopeful about. Our young men are students who are diligent but still have a sense of fun; young adults who can take responsibility for themselves and their behaviours, who can look after their peers and actively be part of a community. I see students setting themselves up for success, making mature decisions about their pathways, whether it is through VCAL or VCE. I see students completing community projects and leaving a legacy in local primary schools; I see students studying and preparing for their final exams in order to open as many doors for the next stage of their education.

I wish our Year 12s all the best in their endeavours over the coming weeks and months. It has been a great journey to walk alongside them during this most challenging and rewarding year of school.

Mr Nicholas Harvey
Year 12 Curriculum Leader

Music

Year 7 Music Soiree

We are excited to announce that the Year 7 Music Soiree will be taking place on Thursday 30 November. On this evening all Year 7 students will perform the pieces that they have been working on with their Instrumental Teachers from the beginning of the year. This is an exciting opportunity for our Year 7s to make their debut on the St Joseph's Stage. Families and friends are very welcome to attend.





Time: *Students from the following Year 7 Classes:*
O'Sullivan, Prest, Ledda and Edwards: 6pm – 7pm
Students from the following Year 7 Classes:
Cantamessa and O'Mara: 7:30pm – 8pm
Students are required to arrive 15 minutes before the start time

Location: Chieri

If you have any questions please do not hesitate to contact me (bdean@stjosephs.com.au or 9758 2000).

Miss Bronwyn Dean
Music Convenor

Careers



Dates to Diarise in Term 4

Year 12 VTAC late applications – throughout October until 3 November.



Reminder: VTAC 2018 Key Dates

VTAC Personal Statement	Friday 8 December 2017
ATARs Released	Friday 15 December 2017
COP for Early International Offers closes	Friday 15 December 2017
Change of Preference (COP) closes	Wednesday 20 December 2017
Early Round International Offers	Wednesday 20 December 2017
Main Round International Offers	Tuesday 9 January 2018
Main Round Domestic Offers	Tuesday 16 January 2018
Further Offer Rounds	Friday 2 February 2018 onwards

For a full list of cancelled, amended, and new courses, visit VTAC Course Updates.
www.vtac.edu.au



New Bachelor of Sport and Exercise Science

Swinburne University will be offering the Bachelor of Sport and Exercise Science from 2018. Students will learn how to navigate the increasingly digitised exercise and sport industry through access to cutting-edge laboratories and technology, including wearable sensors, virtual reality, and 3D analysis equipment. Students will also gain real-world experience through industry-based entrepreneurial and research projects.

Graduates of this course will be ready to apply for roles such as a sport or exercise scientist, coach or strength and conditioning specialist in elite or community sport, government agencies, clinical settings or corporate wellbeing. This



course is also a pathway into postgraduate studies in clinical exercise physiology, occupational therapy and physiotherapy and various research degrees.

The VCE subject requirements are Units 3 and 4: a study score of at least 25 in any English or at least 30 in English other than EAL; Units 3 and 4: a study score of at least 20 in any Mathematics.

The Subject Bonuses include a study score of 25 in any Mathematics, Physical Education, any Science, or Sociology equals two aggregate points per study, with an overall maximum of ten points.

The VTAC Course code to apply is 3400211271 (CSP).

Find out more at [Bachelor of Sport and Exercise Science](#).



MONASH University

News from Monash University

- **Monash Maths Bridging**

Monash Maths Bridging is available for domestic students who narrowly miss the required study score in the mathematics prerequisite subjects for a Monash Engineering, Science or Business and Economics undergraduate degree.

Maths Bridging covers the properties of functions and their graphs, calculus processes of differentiation and anti-differentiation, and the application of these properties and processes.

Students will learn

- ⇒ functions and their graphs and inverse functions
- ⇒ exponential, logarithmic, and circular functions
- ⇒ techniques and applications of calculus.

Students will study face-to-face for 16 days, five hours a day. Expert tutors will be there to guide them along their learning journey.

Eligibility

- ⇒ VCE Students who receive a study score of 20-24 in VCE Mathematical Methods Units 3 and 4. Students must also meet all other entry requirements for a Monash Engineering, Science or Business and Economics undergraduate degree.

Monash Maths Bridging is only accepted by Monash University. It does not provide credit for other institutions. Once students have successfully passed the Monash Maths Bridging course, they will be considered to have met the mathematic prerequisite for selected Engineering, Science or Business and Economics degrees at Monash University.

If they meet all other course entry requirements they will be considered for a Round 2 offer into their preferred course.

Program details

Start date	Wednesday 3 January 2018
Final exam	Wednesday 24 January 2018
Marking	Thursday 25 January 2018
Results	Monday 29 January 2018



Cost	\$1,200 (not available for FEE-HELP)
Location	Monash College, City campus, Level 3, 222 Bourke St, Melbourne

For more information visit [Monash Maths Bridging](#).

- **Pharmacy & Pharmacology**

What options do students have if they don't meet the maths or chemistry VCE prerequisites to get into pharmacy or pharmaceutical science?

Mathematical Methods VCE prerequisite

- ⇒ Applicants could study two maths higher level units over their first year in a tertiary course. They can then apply to transfer into pharmacy or pharmaceutical science. They would also have to achieve a minimum 70% average in the first year of the tertiary degree. Please note that credit is not currently given for transfers into pharmacy.
- ⇒ The Open Universities Australia unit MAS120 has proved sufficient, (as long as more statistics is covered prior or through an additional unit). Find out more about this unit at bit.do/MAS120.
- ⇒ Overall, the maths must meet higher level maths equivalencies which applicants must investigate. Areas of study include: functions, graphs, algebra, rates of change, calculus and probability and statistics.

Chemistry VCE prerequisite

- ⇒ For students who have not met the chemistry prerequisite, Monash recommends they study two chemistry units over their first year in a tertiary course to be considered as meeting the prerequisite. They can then apply to transfer into pharmacy or pharmaceutical science. They would also have to achieve a minimum 70% average in the first year of the tertiary degree. Please note that credit is not currently given for transfers into pharmacy.

In summary, students really wanting to study pharmacy or pharmacology at Monash University but do not meet the maths or chemistry VCE prerequisites, are encouraged to enrol in a tertiary course that gives them access to higher levels of maths and/or chemistry, with the aim of transferring across after one year.

Find out more about pharmacy and pharmacology at [Pharmacy & Pharmacology at Monash](#).



News from the University of Melbourne

- **Studying Surveying at Melbourne**

Students are reminded that they can either study a Bachelor of Design or Bachelor of Science to lead to the [Master of Engineering \(Spatial\)](#) or the [Master of Information Technology \(Spatial\)](#) at the University of Melbourne in order to become a Graduate Surveyor. Students who choose the Bachelor of Design, will major in [Spatial Systems](#), and students who enrol in the Bachelor of Science will major in [Science - Spatial Systems](#).

Find out more about careers in surveying at [Surveying - A life without Limits!](#)

- **Where can a Biomedicine Degree take me?**

The Bachelor of Biomedicine at Melbourne provides a supportive environment which allows students to realise their potential and work towards their long-term goals, and graduates from this degree have a high rate of success in gaining entry to a diverse range of competitive postgraduate courses, or enter careers in a number of industries. Bachelor of Biomedicine students also receive ongoing support and advice throughout their degree from the Faculty of Medicine, Dentistry and Health Science (MDHS) Student Centre in planning their future pathways.

It is important to note that graduates of the Bachelor of Biomedicine develop important skills in scientific



method, critical thinking and problem solving, the analysis of data and evidence, written and oral communication and the ability to work collaboratively in teams. These graduates also possess specialist scientific knowledge and technical skills for further research. They are equipped for a range of careers in industries including business, science, health, education and technology.

Students often use this undergraduate degree to go on to further study in:

- | | |
|-----------------|-----------------------|
| ⇒ Medicine | ⇒ Social Work |
| ⇒ Dentistry | ⇒ Public Health |
| ⇒ Physiotherapy | ⇒ Genetic Counselling |
| ⇒ Engineering | ⇒ Clinical Audiology |
| ⇒ Law | ⇒ Optometry |
| ⇒ Nursing | |

Students who choose to enter the workforce after completing the Bachelor of Biomedicine often find employment as a:

- | | |
|--|---|
| ⇒ Hospital Scientist | ⇒ Scientific Equipment Sales Representative |
| ⇒ Laboratory Technician | ⇒ Pharmaceutical Scientist |
| ⇒ Microbiologist | ⇒ Diagnostic Technician |
| ⇒ Pharmaceutical and Medical Supplies Representative | ⇒ Forensic Scientist |

Visit [Biomedicine Pathways](#) to find out more!



Federation University – Courses at Berwick Campus

Federation University offers numerous undergraduate degrees at its Berwick Campus – in the fields of Arts and Social Sciences, Business, Education, Engineering, Nursing, Information Technology, and Science and Maths.

Students are encouraged to browse [Federation University - Berwick to find out more about all the courses on offer.](#)



Bachelor of Medical Research

Students who have an interest in the human body, health and disease – and more importantly, expanding what we know about them – may find the Bachelor of Medical Research the perfect course to study. The Bachelor of Medical Research is a 3-year program taught at the Hobart campus of the University of Tasmania. The course prepares students for careers in medical research by providing an understanding of the structure and function of healthy human cells, tissues, organs and systems, as well as of the abnormal genetic, cellular and systemic changes that characterise human diseases and conditions.

Students are able to select options that prepare them for careers or further studies in a range of specialties such as biochemistry, pathology, neuroscience, genetics, pharmacology and other areas of medical research and medical science. The degree also emphasises the acquisition of research skills and students will have exposure throughout the degree to scientists actively involved in medical research.

Importantly, from 2019 onwards, the Bachelor of Medical Research at the University of Tasmania will be the sole entry point into the Bachelor of Medicine/Bachelor of Surgery for tertiary applicants.

To find out more visit [Bachelor of Medical Research](#)



victoriantransportassociation inc.

Cadetships in Logistics

The VTA Logistics Cadetship is a two-year program which has young people aged 18-25 employed fulltime with transport and logistics companies while they study for a Certificate IV in Logistics and a Diploma of Logistics.

Cadets are allocated a mentor within their workplace to guide them through the program and assist with assignments. They are moved into different areas of the company to give them an understanding of the business, not to mention, the advantage of increasing their skills. In conjunction with Victoria University (Melbourne metropolitan area) and Gordon TAFE (regional areas), the VTA Logistics Cadetship enables future leaders in Transport and Logistics industry to be developed. This exciting program provides more opportunities for young men and women to enter the Transport and Logistics industry.

At the completion of the two-year Cadetship Program, cadets graduate with a Certificate IV in Logistics and a Diploma of Logistics that is recognised both nationally and internationally. Past cadets have continued onto studying for a Degree in Logistics, providing even greater opportunities for their future.

Find out more by contacting Leni Carrion, Member Services Coordinator on (03) 9646 8590. Students might also like to browse Victorian Transport Association website.



Career as a Geologist

Geologists* study the nature, composition and structure of the earth to locate materials and minerals, and to increase scientific knowledge. They also advise on the extraction of minerals, as well as on environmental protection, the rehabilitation of land after mining and on civil engineering projects.

Geologists may perform the following tasks:

- study the nature and effects of natural events such as erosion, sedimentation, glaciation, earthquakes, and volcanic hazards
- locate and manage groundwater resources, investigate groundwater contamination and land salinity
- undertake geochemical sampling of stream sediment and soils
- advise on the geological suitability of sites for structures such as tunnels, roads, coastal installations, bridges, and water supply schemes
- contribute information about land use, planning and rehabilitation, and the effects of pollution on sea beds to environmental assessments
- use computers to integrate and interpret data sets of geological information
- prepare geological models to describe processes and predict future situations
- prepare geological reports and maps

Personal Requirements of Geoscientists:

- enjoy technical and engineering activities
- willing to adhere to safety requirements
- able to work independently or as part of a team
- able to prepare accurate records and reports
- able to cope with the physical demands of the job
- prepared to work outdoors in a range of environments

*Sourced from the Good Universities Guide – [Geologist](#)



To become a geologist, student usually have to complete a degree in science or applied science with a major in geology, geoscience, applied geology, geophysics, or earth sciences.

Employment Opportunities for Geoscientists:

Geologists work for mining and petroleum companies involved in the exploration, extraction and production of minerals and hydrocarbons; engineering and environmental consultancy firms; geological survey organisations; and state, territory, and federal government departments. They may also work in laboratories, offices and in the field.

Employment opportunities also exist in the securities industry and financial sector where geologists are employed as industry analysts and/or advise on the economic viability of particular mining projects.

Geologists may progress to exploration managers and even company managers or directors. They are highly mobile, both within Australia and internationally. There are some opportunities for self-employment. There are many specialised roles in geology too.

For more information, visit the website of The Australian Institute of Geoscientists at [Australian Institute of Geoscientists](http://www.aig.org.au).

Some undergraduate science degrees in Victorian universities, offering one or more of these majors include:

Deakin University Geelong, Melbourne	Bachelor of Science	Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.
Federation University Mt Helen (Ballarat)	Bachelor of Geoscience	Units 3 and 4: a study score of at least 20 in any English; Units 3 and 4: a study score of at least 20 in one of any Mathematics or any Science.
La Trobe University Albury-Wodonga, Bendigo, Melbourne	Bachelor of Science	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 any Mathematics.
Monash University Clayton	Bachelor of Science	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; Units 3 and 4: a study score of at least 25 in one of Biology, Chemistry, Environmental Science, Geography, Maths: Mathematical Methods (any), Maths: Specialist Mathematics, Physics or Psychology.
University of Melbourne Parkville	Bachelor of Science	Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL; and a study score of at least 25 in one of Maths: Mathematical Methods (any) or Maths: Specialist Mathematics; and a study score of at least 25 in one of Biology, Chemistry or Physics. --OR -- 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 both of Maths: Mathematical Methods (any) and Maths: Specialist Mathematics.

Mrs Vivienne Egan
Pathways Coordinator

Community

CAMBODIA TRIVIA NIGHT 2017



In aid of Don Bosco Technical School, Phnom Penh, Cambodia

Cambodia Trivia Night is back in 2017! In the past we've raised over \$10,000 to support this incredible school and this year we are hoping to build on that amazing effort. We wish to raise the profile of this brilliant school that educates hundreds of students every year, giving them qualifications that allow them to support their families and local communities.

Come to our trivia night for a special evening of trivia, games, music, prizes and stories. All money raised on the night will go to Don Bosco Technical School, Phnom Penh.

When: Friday 17th November 2017

Where: Sts Peter and Paul Parish Hall, 377 Dorcas St, South Melbourne

Time: Entertainment and meals begin at 6pm, trivia starts 7pm SHARP!!

Cost: \$15 per person

What to bring: Money for the raffle and silent auction, and nibbles for your table

Extras: Meals \$15 (pre-purchase only) and wine, beer and soft drinks will be provided at bar prices

Tickets: Tickets and Meals can only be pre-purchased on-line

All bookings and enquiries can be made at www.cagliero.org.au/index.php/trivia-night.html

Romina Martiniello
The Cagliero Project
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