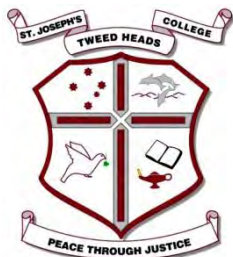


St Joseph's College

NEWSLETTER



CONTACT THE COLLEGE

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WEEK 6 AT THE COLLEGE

DAY 1 ~ MONDAY 22 AUGUST

- Year 9 Standard Mathematics
Financial Literacy Excursion
(selected students)

DAY 2 ~ TUESDAY 23 AUGUST

- Year 9 Marine Studies Whale
Watching Excursion (selected students)

DAY 3 ~ WEDNESDAY 24 AUGUST

- NRCC AFL (selected students)

DAY 4 ~ THURSDAY 25 AUGUST

- Southern Cross Health Science
Excursion (selected students)

DAY 5 ~ FRIDAY 26 AUGUST

Principal's Message

Dear Parents, Students, Staff and Friends of St Joseph's College,

Multi-Tasking??

While speaking to some of our Year 12 students about their just completed Trial HSC exams and how they prepared for them and their study habits I made the following observations:

Many brain researchers, including Eric Jensen and Dr John Medina, clearly state the brain is unable to focus on two thoughts simultaneously. While organising the retrieval and application of information any new information being taught is being lost, or at best the student will only have picked up what is known as 'gist' - a rough guide of the information, but not the complete picture or understanding.

How many students might this be the reality for? The seemingly never-ending demand on their attention in a busy and social world. I wonder, if in such a connected social world that our students live in, what happens when we un-connect them in class? How much time are they really paying attention as opposed to thinking about alternative topics. Perhaps we need to look at times at home when as the old saying goes "Be like the postage stamp. Stick to one thing until you get there." (I use this expression now while it is still understandable because postage stamps are nearly a thing of the past).

However, there are also times students need to know when to stop, when to say enough is enough. Some students want to rework their ideas over and over again, in a search for perfection. These students need to strive for excellence rather than perfection, which is unattainable.

Most importantly, students need to develop persistence and not just flit from one thing to another if they are to embed deep knowledge and understanding.

In order to persist, students must feel safe to take risks, make mistakes, think flexibly and even undertake something they have not done before. Create a culture in your home and hopefully we do at school where it is OK to be different, to give new ideas a whirl and where persistence is celebrated.

"Teaching children to persevere, to complete their work on time, to act courteously toward others, to accept success and defeat with equanimity is part of the everyday life of teaching and learning. It is not a separate subject. Testing whether children are experiencing joy or learning 'grit' is sheer nonsense. If by grit we mean resilience - that is best taught informally, in the classroom, at home, on the playing fields, in the hallways, in the lunch room." Diane Ravitch

Similarly when Jesus said "Come away to a quiet place to pray and be still to the presence of God" he may have been onto something.

God Bless

Mr Eric Littler
Principal

DATES TO REMEMBER

WEEK 7

Legacy Week

Monday 29 August
TVET Trial Exams

Thursday 1 September
Diocesan Netball

Sunday 4 September
♥ Father's Day

WEEK 8

Tuesday 6 September
Vaccinations Round 3

Wednesday 7 September
Snow White QPAC Excursion
NRCC AFL Years 9 and 10

Thursday 8 September
Leadership Mass

WEEK 9

Tuesday 13 September
Year 9 Excursion: The Macbeths

Wednesday 14 September
Year 11 End of Preliminary Course
Examinations (14-23 Sept)

WEEK 10

Thursday 22 September
IGNITE Gathering (22-23 Sept)
Year 12 2016 Graduation Mass and Prize Night

Friday 23 September
TERM 3 ENDS - This is a normal school day
Year 12 2016 Farewell Breakfast
Year 12 2016 Farewell (Whole School) Assembly
SEAA Reports Cycle Six (Term 3, Cycle 2)



Don't forget to visit our website www.sjctweed.org for all the latest at St Joseph's College . . .

DEPUTY PRINCIPAL

LEAVING ST JOSEPH'S COLLEGE

During the second semester of a school year, families tend to make decisions about moving to a new area because of employment changes, etc.

We ask that all parents of students who will not be returning to St Joseph's College in 2017, to send in a letter confirming when the student will be leaving and the new school or institution he/she will be attending.

All students who leave St Joseph's College are required to complete a Clearance Form which includes the return of all College books and College laptop computer.

If you are wishing to purchase the College laptop, arrangements will need to be made with the IT staff.

Mr Peter Lyon
Deputy Principal



As our families are aware, we send out our newsletter link to parents every Monday via the email you have provided to the College.

To ensure you receive the weekly link, please check your current email. If your email address has changed, would you please email the College at sicbanora@lism.catholic.edu.au and we will update your records.

PASTORAL CARE / STUDENT WELFARE

LEAVING EARLY / LATE ARRIVAL PROCEDURES

College parents and carers are to provide the school with a written and signed note in all cases when your child is:

- Leaving the school early
- Arriving late to school

All notes are to be separate from the College Planner (diary) as they are kept by the school as part of the student attendance record.

Notes should clearly state the child's first name and surname (as enrolled) and a brief explanation.

Leaving Early

- A parent/carer note is to be handed by the student to their HR teacher in morning homeroom to have it recorded in the school attendance record. (If late to school your child is to report to Student Reception.)
- Clearly state the reason for and time of departure. If your child is to leave with another adult, clearly write their name.
- Class teachers refer to information on daily student attendance. **Students will not be let out of class when no early note is recorded.**

- The student is to report to Parent Reception at the time stipulated. (Please note that office staff have been instructed not to interrupt classes so there are no 'Reminder' calls).
- Students are not allowed to leave the premises unless accompanied by an adult (the child's parent/carer or the designated person).
- Parent/carer is to come to Parent Reception and sign out their child at the time stipulated.

Late Arrival

- A parent/carer note is to be handed by the student at the Student Reception as soon as they arrive at school.
- Students are not to attend to class until they have first reported to Student Reception and recorded as a late arrival in the school attendance record.
- It is not necessary for the parent/carer to accompany their child for a late arrival - this is only a requirement for an early departure.

Your help is appreciated in keeping classroom disruption to a minimum.

Mr Peter Serone
Leader of Pastoral Care/Student Welfare

SCHOOL EVANGELISATION

Be still and know that I am God.
Lord, may your spirit guide me
to seek your loving presence
more and more. For it is there I find rest
and refreshment from this busy world.



READING OF THE WEEK

Mark 6:45-52

Immediately he made his disciples get into the boat and go on ahead to the other side, to Bethsaida, while he dismissed the crowd. After saying farewell to them, he went up on the mountain to pray. When evening came, the boat was out on the sea, and he was alone on the land. When he saw that they were straining at the oars against an adverse wind, he came towards them early in the morning, walking on the sea. He intended to pass them by. But when they saw him walking on the sea, they thought it was a ghost and cried out; for they all saw him and were terrified. But immediately he spoke to them and said, "Take heart, it is I; do not be afraid." Then he got into the boat with them and the wind ceased. And they were utterly astounded, for they did not understand about the loaves, but their hearts were hardened.

- This is a story about peace of soul. At the end of a long day surrounded by crowds, Jesus does not sleep but climbs a mountain to pray on his own. The bond with his Father was the source of his strength. We enjoy the same bond, the Holy Spirit in us; we can use the same strength.
- It is also a story about panic. With the waves breaking over the boat, the disciples cannot believe the Lord has seen them and is approaching. I hear him say to me: Come.

Here is a world in chaos around Jesus. Amongst all the noise he finds the time - needs the time - to connect with his Father. In that place, he finds the strength to continue. How much of our lives are full of 'sound and fury' when we really need a time-out from it all.

There is a modern movement to go "unplugged" - to disconnect from the technological and commercial world and to return to basics - and while we cannot completely go offline, we can take a short time-out. Jesus was doing this long before it became a movement. He knew himself well enough to know that he needed time with the Father to renew himself. And he took steps to ensure he had this time apart from the others. And that's what we need to do ourselves. To be still for a moment and to reconnect with the Father. We have only to give Him our time and energy and we too will be renewed; renewed in our faith, renewed in our community and strengthened for the journey. It's time!

Mr Scott McDermott
Leader of School Evangelisation

The depth and strength of a human character are defined by its moral reserves. People reveal themselves completely only when they are thrown out of the customary conditions of their life, for only then do they have to fall back on their reserves.

Leonardo da Vinci

Promise me you'll always remember:
You're braver than you believe,
and stronger than you seem,
and smarter than you think.

A. A. Milne

Greatness lies, not in being strong, but in the right using of strength; and strength is not used rightly when it serves only to carry a man above his fellows for his own solitary glory. He is the greatest whose strength carries up the most hearts by the attraction of his own.

Henry Ward Beecher

Permanence, perseverance and persistence in spite of all obstacles, discouragements, and impossibilities: It is this that in all things distinguishes the strong soul from the weak.

Thomas Carlyle

In the world there is nothing more submissive and weak than water. Yet for attacking that which is hard and strong nothing can surpass it.

Lao Tzu

"Ay, to the proof, as mountains are for winds, that shakes not, though they blow perpetually."

(The Taming of the Shrew)

William Shakespeare

Wealth stays with us a little moment if at all: only our characters are steadfast, not our gold.

Euripides

Above our life
we love a steadfast friend.

Christopher Marlowe

The most valuable possession you can own is an open heart. The most powerful weapon you can be is an instrument of peace.

Carlos Santana

Fear less, hope more,
eat less, chew more,
whine less, breathe more,
talk less, say more,
hate less, love more,
and good things will be yours.

Swedish Proverb

Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures.

John F. Kennedy

2016 SACRAMENTAL PROGRAM
If there are any students who are baptised Catholics but have not received their First Communion and would like to do so, would you please contact me at the College

Mr Scott McDermott
Leader of School Evangelisation

1 Corinthians 16:13

Be on guard. Stand firm in the faith.
Be courageous. Be strong.

2 Peter 1:5-7

For this very reason, make every effort to supplement your faith with virtue, and virtue with knowledge, and knowledge with self-control, and self-control with steadfastness, and steadfastness with godliness, and godliness with brotherly affection, and brotherly affection with love.

Acts 2:42

They devoted themselves to the apostles' teaching and to fellowship, to the breaking of bread and to prayer.

Colossians 1:23

If you continue in your faith, established and firm, and do not move from the hope held out in the gospel. This is the gospel that you heard and that has been proclaimed to every creature under heaven, and of which I, Paul, have become a servant.

Psalms 57:7

My heart, O God, is steadfast, my heart is steadfast; I will sing and make music.

Colossians 2:5

For though I am absent from you in body, I am present with you in spirit and delight to see how disciplined you are and how firm your faith in Christ is.

1 Corinthians 15:58

Therefore, my beloved brethren, be steadfast, immovable, always abounding in the work of the Lord, knowing that your toil is not in vain in the Lord.

WEEKEND MASS TIMES

St Joseph's Parish	St Anthony's Parish
<u>Saturday Vigil:</u> 6:00pm	<u>Saturday Vigil:</u> 6:00pm (Kingscliff)
<u>Sunday:</u> 7:00am & 9:00am	<u>Sunday:</u> 7:30am (Pottsville)
<u>Sunday:</u> 9:00am (Bilambil)	<u>Sunday:</u> 9:00am (Kingscliff)
Fr Michael Brady Parish Priest	Fr Paul McDonald Parish Priest

CURRICULUM

CURRICULUM AWARDS

The following students have received a College Merit Award for excellence in formal assessment:

College Merit Awards - Year 12

Alex Barnes	PDHPE - Task 2, Mathematics General - Task 2, Chemistry - Task 3 English Standard - Task 5, Chemistry - Task 4, General Mathematics II - Task 3
Chelsea Holmes	Legal Studies - Task 2, Drama - Task 2, English Standard - Task 4
Kyle McLeod	Biology - Task 1, Music - Task 1, Industrial Technology - Task 2
Sarah Nuttall	Mathematics - Task 1, Biology - Task 2, English Standard - Task 4
Taylor Whitehead	General Mathematics II - Task 3, English Standard - Task 4, Legal Studies - Task 3

College Merit Awards - Year 11

Kiara Blinco	English - Task 1, Business Studies - Task 1, Drama - Task 3
Brooke Clare	Mathematics - Task 1, Biology - Task 3, Studies of Religion II - Task 2
Olivia Fien	SLR - Task 1, General Mathematics - Task 1, Hospitality - Task 1
Sarah Ford	Mathematics - Task 2, Studies of Religion - Task 1, Chemistry - Task 1 Chemistry - Task 2, Biology - Task 3, Mathematics Extension - Task 1 Preliminary Mathematics Extension 1 - Task 1, Biology - Task 2, Modern History - Task 2
Luke Gillies	Chemistry - Task 1, Sport Lifestyle & Recreation - Task 1, PDHPE - Task 3
Samuel Hall	Business Studies - Task 1, SLR - Task 1, Studies of Religion - Task 1
Bailey Hart	Mathematics - Task 2, PDHPE - Task 1, Legal Studies - Task 2 PDHPE - Task 2, English Advanced - Task 3, Studies of Religion 1U - Task 2
Joseph Henthorn	Studies of Religion - Task 1, Legal Studies - Task 1, Economics - Task 2 Mathematics - Task 2, Physics - Task 1, Legal Studies - Task 2
Grace Hinchliffe	English - Task 1, Modern History - Task 1, Textiles and Design - Task 1
Emily Hurt	Community and Family Studies - Task 1, General Mathematics - Task 1, Exploring Early Childhood - Task 1
Anneliese Mason	Photography - Task 1, General Mathematics - Task 1, Textiles and Design - Task 1
Alec McMahon	Legal Studies - Task 1, Mathematics General - Task 2, Economics - Task 2
Isaac Power	Legal Studies - Task 1, English Extension 1 - Task 2, General Mathematics - Task 1

Ethan Salisbury	Economics - Task 1, Physics - Task 1, Legal Studies - Task 2
Chelsea Wyper	Mathematics - Task 1, Physics - Task 1, Chemistry - Task 2

College Merit Awards - Year 10

Daniel Baggaley	Mathematics Stage 5.3 - Task 2, Science - Task 2, Geography - Task 1 History - Task 2, Geography - Task 2, Commerce - Task 2
Hannah Bigg	Drama - Task 1, Catholic Studies - Task 1, PDHPE - Task 3
Aaron Buck	Catholic Studies - Task 1, Information & Software Technology - Task 2, History - Task 2
Monique Burns	Food Technology - Task 1, PASS - Task 1, PDHPE - Task 1
Maddison Devine	PDHPE - Task 2, Mathematics Stage 5.3 - Task 2, Geography - Task 2
Chloe Dunemann	Catholic Studies - Task 1, French - Task 1, History - Task 2 French - Task 2, PDHPE - Task 3, Geography - Task 2
Millicent Grant	Catholic Studies - Task 1, PDHPE - Task 1, Visual Arts - Task 2 Biology - Task 3, PDHPE - Task 3, Geography - Task 2
Ruby Haeusler	Industrial Technology Timber - Task 1, Visual Art - Task 1, Geography - Task 2
Tahlia Hession	Food Technology - Task 1, PDHPE - Task 1, Mathematics Intermediate - Task 1 Textiles - Task 3, History - Task 2, Biology - Task 3 PDHPE - Task 3, Catholic Studies - Task 2, Geography - Task 2
Ashleigh Jones	English - Task 2, Visual Arts - Task 2, Textiles - Task 3
Puttakhun Kaewmechai	PDHPE - Task 3, Science - Task 2, History - Task 2
Caitlin Kirsner	Food Technology - Task 1, PDHPE - Task 2, English - Task 2 Science - Task 2, PDHPE - Task 3, Physical Activity and Sports Studies - Task 2
Anthony Lam	PDHPE - Task 1, Industrial Technology Multimedia - Task 1, Geography - Task 2
Aleesha Lenehan	Science - Task 1, English - Task 2, PDHPE - Task 1
Anais Loubet	Science - Task 1, Geography - Task 2, Catholic Studies - Task 2
Kyle Macaskill	Science - Task 2, PDHPE - Task 3, English - Task 2

	Preliminary Mathematics - Task 2, Commerce - Task 2, History - Task 2	Sophie Ellem	Catholic Studies - Task 2, PDHPE - Task 2, Science - Task 2
	Physical Activity and Sports Studies - Task 2, Geography - Task 2, Catholic Studies - Task 2	Kyra Fallows	PDHPE - Task 1, English - Task 2, Food Technology - Task 2
Amy Magill	English - Task 1, Drama - Task 1, PDHPE - Task 3	Lauren Gilmore	Physical Activity and Sports Studies - Task 1, Catholic Studies - Task 2, English - Task 2
Joshua McGuinness	Commerce - Task 1, English - Task 2, Biology - Task 3		Science Task 2, PDHPE - Task 2, Physical Activity and Sports Studies - Task 2
	History - Task 2, Catholic Studies - Task 2, Geography - Task 2		Science - Task 2, Physical Activity & Sport Studies - Task 1, Catholic Studies - Task 2
Lucy Neilson-Senise	PDHPE - Task 1, Catholic Studies - Task 1, History - Task 2		English - Task 2, PDHPE - Task 2, Physical Activity & Sport Studies - Task 2
Will Styman	English - Task 2, PDHPE - Task 3, Industrial Technology - Task 3		
Grace Sutton	Information & Software Technology - Task 1, French - Task 1, Geography - Task 2	Caitlyn Grant	Music - Task 1, Science - Task 1, Catholic Studies - Task 2
	Information & Software Technology - Task 2, French Task 2, Catholic Studies - Task 2		Music - Task 2, Science - Task 2, English - Task 2
Benjamin Thompson	PDHPE - Task 2, English - Task 2, Information & Software Technology - Task 1	Neve Griffiths	Child Studies - Task 1, Photography - Task 1, PDHPE - Task 2
	PDHPE - Task 3, Information & Software Technology - Task 2, Science - Task 2	Gabrielle Grigalius	Food Technology - Task 1, Visual Arts - Task 2, PDHPE - Task 2
Jayde Wallace	Catholic Studies - Task 1, PDHPE - Task 1, English - Task 2	Blaine Hart	PDHPE - Task 1, Mathematics - Task 1, Physical Activity and Sports - Task 1
	Geography - Task 2, History - Task 2, Industrial Technology Multimedia - Task 1	Ethan Hartwig	Catholic Studies - Task 2, Physical Activity and Sports Studies - Task 2, Science - Task 3
Khye Watkinson	Biology - Task 1, Geography - Task 1, Mathematics Stage 5.3 - Task 1	Charlotte Hession	Science - Task 2, Physical Activity and Sports Studies - Task 2, Industrial Technology Timber - Task 3
	Information & Software Technology - Task 1, Catholic Studies - Task 2, Geography - Task 2	Madeleine Idle	Catholic Studies - Task 1, French - Task 2, Photography & Digital Media - Task 2
	History - Task 2, Mathematics Stage 5.3 - Task 2, Information & Software Technology - Task 2	Kelby Jarrett	Catholic Studies - Task 2, English - Task 2, Photography & Digital Media - Task 3
Kurtis Wyper	Industrial Technology Timber - Task 2, Physical Activity & Sports Studies - Task 2, PDHPE - Task 3	Taylah Lynch	Science - Task 3, Catholic Studies - Task 2, iSTEM - Task 2

College Merit Awards - Year 9

Isabella Andrews	Commerce - Task 1, Mathematics Stage 5.3 - Task 1, PDHPE - Task 2	Abbey Mansfield	Textiles - Task 2, Food Technology - Task 2, Catholic Studies - Task 2
Ryan Archer	Marine Studies - Task 2, English - Task 3, Industrial Technology-Timber - Task 3	Rick Marshall	Physical Activity & Sport Studies - Task 2, English - Task 2, Marine Studies - Task 3
Jye Backhouse	Music - Task 1, Catholic Studies - Task 2, PDHPE - Task 2	Jennifer Menzie	PDHPE - Task 2, Physical Activity and Sport Studies - Task 2, Mathematics - Task 2
Caitlin Baker	French - Task 2, Science - Task 2, PDHPE - Task 2		Mathematics (Accelerated) 5.3A - Task 2, Catholic Studies - Task 2, Maths - Task 1
Ruby Buckley	Mathematics Stage 5.3 - Task 1, Catholic Studies - Task 2, English - Task 2	Kentaro Mikami	English - Task 2, Photography - Task 2, PDHPE - Task 2
Lily Burrell	Child Studies - Task 1, Science - Task 2, English - Task 3	Zoe Nethery	Science - Task 1, PDHPE - Task 1, Visual Art - Task 2
			Food Technology - Task 3, Science - Task 2, PDHPE - Task 2

Chloe Palin	Commerce - Task 2, Catholic Studies - Task 2, English - Task 2	Erin Gambin	Catholic Studies - Task 1, French - Task 1, Technology - Task 2
Lucas Parker	Catholic Studies - Task 1, Science (Accelerated) - Task 2, English - Task 2	Jedda Gardiner-Dodd	PDHPE - Task 1, Mathematics - Task 2, Technology - Task 3
Georgia Rabula	Science - Task 1, PDHPE - Task 1, Physical Activity & Sport Studies - Task 2	Samantha Griffiths	French - Task 1, Music - Task 1, Technology - Task 2
Katrina Relf	Catholic Studies - Task 1, English - Task 2, Industrial Technology Timber - Task 1	Bernadette Grigalius	French - Task 1, Technology - Task 2, Visual Arts - Task 2
Bronte Ryan	Science (Accelerated) - Task 1, Food Technology - Task 1, English - Task 2	Ike Harris	French - Task 1, PDHPE - Task 2, Visual Arts - Task 2
Sophia Velegrinis	Commerce - Task 1, Catholic Studies - Task 2, Photography & Digital Media - Task 2	Summer Henthorn	HSIE - Task 2, Science - Task 2, Technology - Task 2
	Commerce - Task 2, PDHPE - Task 2, English - Task 2	Breanna Higgins	Science - Task 1, Catholic Studies - Task 2, Visual Arts - Task 2
Sophie Wallington	Science - Task 3, Catholic Studies - Task 2, English - Task 2	Emilly Jones	PDHPE - Task 2, Music - Task 3, Technology - Task 3
Sophie Watson,	Food Technology - Task 1, PDHPE - Task 2, Marine Studies - Task 2	Maddison Jones	Catholic Studies - Task 2, French - Task 2, PDHPE - Task 2
Mikaella Weeks	Visual Arts - Task 2, PDHPE - Task 2, Physical Activity & Sports Studies - Task 2	Zac Jordan	French - Task 1, Visual Arts - Task 1, PDHPE - Task 2
Blake Wilmen	Science - Task 1, PDHPE - Task 1, English - Task 2	Tanah Kemp	Science - Task 2, PDHPE - Task 2, Music - Task 3
Poppy Winfield	Science - Task 3, Photography & Digital Media - Task 3, PDHPE - Task 2	Marni Kerr	Visual Arts - Task 1, French - Task 1, Technology - Task 3
	English - Task 2, Photography & Digital Media - Task 4, Catholic Studies - Task 2	Amelia Kuhn	Technology - Task 2, French - Task 2, Music - Task 3
Dakota Wong	Science - Task 1, PDHPE - Task 1, Science - Task 1	Isobel Langsford	Technology - Task 3, Catholic Studies - Task 2, History - Task 2
		Kynan Loadsman	French - Task 1, PDHPE - Task 2, Visual Arts - Task 3
		Emma Lynch	PDHPE - Task 1, French - Task 2, Catholic Studies - Task 2
		Mackenzie Mason	Visual Art - Task 2, French - Task 3, Technology - Task 2

College Merit Awards - Year 8

Isabella Annett	PDHPE - Task 1, HSIE - Task 2, Catholic Studies - Task 2	Amy Mazzarella	Mathematics (Advanced) - Task 2, English - Task 3, Catholic Studies - Task 2
Kalani Baines	Catholic Studies - Task 1, Science - Task 2, HSIE - Task 2	Giselle McDonald	Music - Task 1, French - Task 2, Technology - Task 2
Cortnie Blacker	Technology - Task 1, English - Task 3, Mathematics - Task 1	Patrick McLaughlin	PDHPE - Task 2, Science - Task 2, Music - Task 3
Ava Carlin	French - Task 2, Mathematics (Standard) - Task 2, Technology - Task 2	Hannah Moerman	Mathematics (Advanced) - Task 2, French - Task 3, HSIE - Task 2
Dylan Carpenter	HSIE - Task 1, Mathematics - Task 1, PDHPE - Task 2		English - Task 3, Technology - Task 2, Catholic Studies - Task 2
Brodie Collins	Mathematics - Task 1, French - Task 2, Visual Arts - Task 3	Annie Moody	Catholic Studies - Task 1, French - Task 2, Music - Task 2
Megan Dry	Mathematics - Task 1, PDHPE - Task 1, Music - Task 3		Science - Task 2, English - Task 3, French - Task 3,
Hugh Easterbrook	PDHPE - Task 1, French - Task 1, Science - Task 2		Technology - Task 2, Catholic Studies - Task 2, English - Task 3
Kasey-Ann Forbes	HSIE - Task 2, Music - Task 3, French - Task 3	Amelia Noble	Technology - Task 1, HSIE - Task 1, French - Task 2
Lili Fritsch	Mathematics (Standard) - Task 2, Music - Task 3, Technology - Task 3	Jacinta Prendergast	French - Task 2, Technology - Task 2, Science - Task 3
		Bailey Pridham	Mathematics (Advanced) - Task 1, Technology - Task 3, Catholic Studies - Task 2

Sybella Reiher	Visual Arts - Task 3, French - Task 3, Catholic Studies - Task 2	Isabella Grigalius	Music - Task 1, English - Task 3, Technology - Task 1
Emma-Kate Roma	PDHPE - Task 1, Visual Arts - Task 3, Technology - Task 3	Kealey Hall	Visual Arts - Task 1, PDHPE - Task 2, Geography - Task 2
Lauren Sing	French - Task 2, Science - Task 2, Technology - Task 2	Grady Hart	Science - Task 2, Music - Task 3, Catholic Studies - Task 2
Olivia Sutton	Science - Task 2, French - Task 3, Music - Task 3	Callum Hopkins	Catholic Studies - Task 1, Science - Task 1, Mathematics - Task 1
Danielle Tait	Visual Arts - Task 2, French - Task 2, Technology - Task 3	Elijah Hughes	English - Task 1, Science - Task 2, Technology - Task 1
Zoe Thiessen	HSIE - Task 1, PDHPE - Task 1, Science - Task 2	Lucinda Jackson	Music - Task 3, Mathematics - Task 2, Technology - Task 2
Daniel Thompson	French - Task 3, Technology - Task 2, PDHPE - Task 2	Declan Jones	Technology - Task 1, Science - Task 2, Catholic Studies - Task 2
Lachlan Wierda	Visual Arts - Task 3, PDHPE - Task 2, Catholic Studies - Task 2	Blake Marrison	Science - Task 1, Mathematics - Task 1, Technology - Task 2
Tarah Wilkinson	Visual Art - Task 1, PDHPE - Task 1, Technology - Task 3	Amelia Martin	English - Task 2, Catholic Studies - Task 1, Geography - Task 3
Emily Williams	French - Task 3, Visual Art - Task 4, Science - Task 2 Technology - Task 2, Science - Task 3, Catholic Studies - Task 2	Cooper Matty	Visual Art - Task 2, Mathematics - Task 1, Technology - Task 2 Technology - Task 3, Science - Task 2, English - Task 3
Joshua Worth	Music - Task 1, Catholic Studies - Task 1, Mathematics (Standard) - Task 1	Jade McCorriston	Technology - Task 3, Science - Task 2, English - Task 3 English - Task 1, Science - Task 1, Geography - Task 2
College Merit Awards - Year 7			
Irene Antu	Geography - Task 2, Music - Task 2, Technology - Task 2 Mathematics - Task 2, Technology - Task 3, Music - Task 3	Kinta Munro	English - Task 3, Catholic Studies - Task 2, Geography - Task 2
Isabella Bateman	Visual Art - Task 1, PDHPE - Task 1, Technology - Task 3	Jayden Pankhurst	Science - Task 1, Math - Task 1, Technology - Task 2
Larni Borger	Visual Arts - Task 2, Science - Task 2, Geography - Task 2 Geography - Task 3, PDHPE - Task 2, Visual Arts - Task 3	Bethany Ryan	Science - Task 1, English - Task 3, Music - Task 3
Samuel Clohesy	Music - Task 1, English - Task 1, Technology - Task 2	Isabel Selby	Technology - Task 2, Catholic Studies - Task 2, Visual Art - Task 2
Saffron Cook	Visual Arts Task 2, Catholic Studies - Task 2, English - Task 3	Mollie Styman	Science - Task 1, Visual Art - Task 3, Technology - Task 3
Madison Craig	English - Task 1, Visual Arts - Task 3, PDHPE - Task 2	Sacha Thompson	English - Task 2, PDHPE - Task 2, Geography - Task 2
Phoebe Easterbrook	English - Task 2, Technology - Task 1, Catholic Studies - Task 1	Amy Van Den Akker	English- Task 3, Geography - Task 2, Catholic Studies - Task 2
Allira Fenn	HSIE - Task 1, Visual Art - Task 3, Mathematics - Task 1 Visual Art - Task 4, Catholic Studies - Task 2, PDHPE - Task 2	Nyah Watkinson	Mathematics - Task 2, Music - Task 3, PDHPE - Task 2
Lily French	Technology - Task 1, Music - Task 2, Mathematics - Task 2 Technology - Task 2, PDHPE - Task 2, Geography - Task 2	Liam Watson	Visual Art - Task 1, PDHPE - Task 1, Technology - Task 3
Isis Fry	Music - Task 1, Science - Task 1, Catholic Studies - Task 2	Archie Winfield	English - Task 1, Music - Task 3, Catholic Studies - Task 2
Laura Godfrey	Visual Arts - Task 1, English - Task 2, Catholic Studies - Task 2	Breanna Yabsley	Catholic Studies - Task 1, Music - Task 2, Geography - Task 2
		Congratulations!	Visual Art - Task 3, Mathematics - Task 2, Catholic Studies - Task 2
		Mrs Kathy McAlister Leader of Curriculum	Science - Task 1, Music - Task 3, Geography - Task 2

PEDAGOGY

Education is undergoing a shift in thinking about student learning and intelligence. Research on brain plasticity shows us that with practice we can grow new connections, strengthen existing pathways and reinforce connections resulting in faster transmission of brain impulses. We “can increase our neural growth by the actions we take, such as using good strategies, asking questions, practising, and following good nutrition and sleeping habits”. (www.mindsetmatters.com)

Dr Carol Dweck started her research on students' attitudes towards failure over 30 years ago. She noticed that some students bounced back while others were devastated by the smallest setbacks. I am sure we can think of instances with ourselves and with our own children where our responses to failure have perhaps surprised us. After studying thousands of students she coined the terms Fixed Mindset and Growth Mindset to describe the beliefs people have of intelligence.

The following is an interesting article that comes from the Mindset Matters website, that gives us an introduction into the ‘what’ and ‘why’ of mindsets. More information can be found on their website, <https://www.mindsetworks.com>.

Mrs Michelle Delaney
Leader of Pedagogy



Fixed vs. Growth: Understand the two basic mindsets that shape our lives

Have you ever wondered why some children shy away from challenges and crumble at the first sign of a struggle? Maybe your child has a history of quitting activities, sports, or school work when they didn't immediately excel. Maybe years of struggle or a few bad experiences have convinced your child that “I'm just not good at that.”

Learning about fixed and growth mindsets will help you to change destructive patterns, allowing your child to lead a happy and fulfilled life full of lifelong learning and limitless potential.

What is a growth mindset?

Through decades of research, Dr Carol Dweck, a Stanford University Psychologist, found that people's beliefs about their intelligence differ. Some people believe that their intelligence and abilities are unchangeable. In other words, you have a certain amount of intelligence, and you can't do much to change it.

This is called a “fixed mindset.” Think about the phrase, “I'm not a math person.” This statement indicates a fixed mindset about math, because it attributes math ability to an unchangeable quality.

Others have different ideas about their intelligence and abilities. Some people believe that it is possible to grow your intelligence through effort. This is called a “growth mindset.”

Think about the phrase, “Math was really confusing at first, but I've studied hard all year and I understand it a lot better now.”

This indicates a growth mindset, because it shows a willingness to dig in deep.

If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence.”
– Carol S. Dweck

Why is it important?

Holding a fixed or a growth mindset has huge implications when it comes to motivation. If children have a fixed notion of intelligence, they probably believe that success has a lot to do with talent.

They may think that some are born with the ability to succeed, and others just aren't. They might view successful people as possessing some unattainable, innate gift. The side effect of the fixed mindset is a helpless or apathetic attitude toward effort – especially when it comes to challenging tasks.

The simple belief that intelligence is malleable can better equip children for challenging tasks and difficult subject matter. If they know that they can develop their abilities, that effort and dedication make a difference in the formula for success, and then children won't become paralysed by challenge. The growth mindset creates a love of learning and a resilience that is essential for achieving goals.

How will it help my child?

Research has shown that children with a growth mindset do better in school.

In a study with middle school students, Dr Lisa Blackwell found that students with a growth mindset earned higher math grades when compared to students with a fixed mindset. Students in Washington, D.C. who were taught a growth mindset outperformed all of their peers on standardized tests in the district.

Many studies show that children who have a growth mindset behave differently when confronted with a challenge, and end up learning from their mistakes instead of being paralysed by them.

<https://www.mindsetworks.com/parents/understanding-mindset>

LITERACY & NUMERACY



This week the 2016 NAPLAN student reports will be circulated to all students who participated in this year's tests. Students will be bringing home (in a sealed envelope) two reports:

- the mandatory national Student Report and
- the Additional Student Report which is provided by BOSTES to all NSW students.

Included in today's newsletter is a brochure for the information of parents of students in Years 7 and 9. If you have any queries regarding the reports please contact the College.

Mr Justin Jones
Leader of Literacy and Numeracy

YEAR 9


Congratulations and well done to Year 9 on your ‘Night of Notables’ evening. It was wonderful to see the students (and parents) go to such lengths to present so well and with such detail. It is a great event on the calendar and Year 9 didn't disappoint.

I would like to encourage all parents to read the email that was sent recently regarding uniform and the standards we set and enforce here at St Joseph's College.

Boys' hair is a real issue at the moment. Boys are entitled to wear hair longer but it **MUST** be tied back in order to be neat and tidy.

The wearing of ankle socks is not permitted, nor is wearing of skate/canvas shoes for dress or sports uniform. Please also ensure you son/daughter has a school jumper during the cooler months. Students studying PASS will be allowed to wear sports uniform on practical days for this subject whilst construction of the new buildings is occurring.

Mr Damien Quinn
Leader of Pastoral Care - Year 9

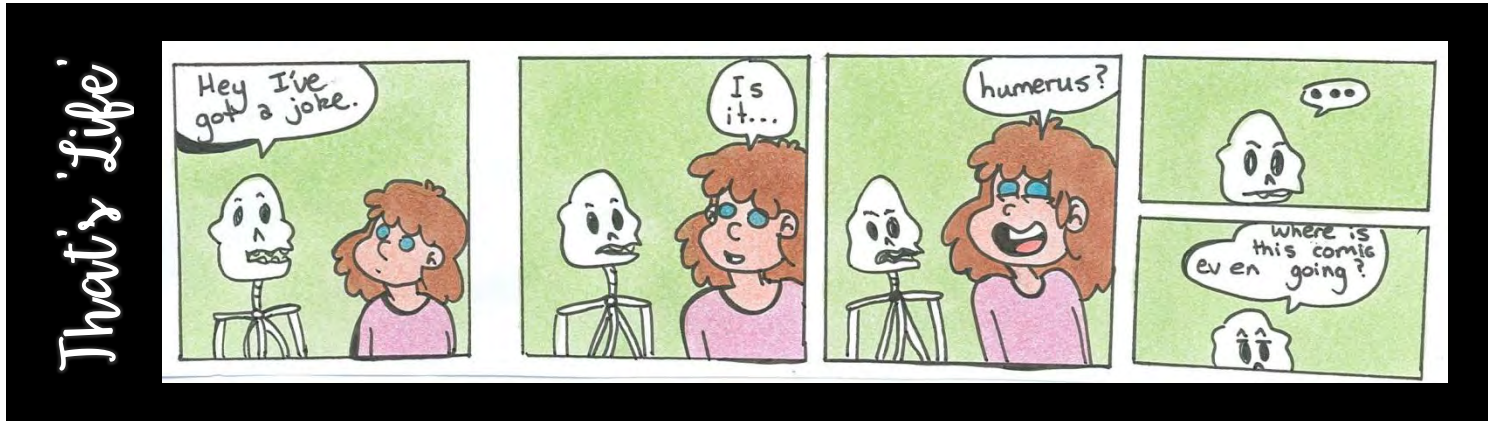


**Australian
Music
Examinations
Board**

Annalese Weeks (Year 7) obtained a 'B' Credit in AMEB 3rd Grade Piano Exam.

Millicent Grant (Year 10) obtained a 'B' Credit in AMEB 7th Grade Piano Exam.

Congratulations to you both!



CAREERS

Please see me in the Careers Room about any of the following or about any careers concerns you may have.

Ms Frances Stegeman
Leader of Careers/TVET & SWS

Defence Force Recruiting Women in Defence Information Session at Robina, Wednesday 24 August, 5.30 pm

This information session will provide an excellent opportunity to engage with a current serving female from the Australian Defence Force and discuss not only the recruiting process, but also life in the Australian Defence Force as a female. The information session will be able to provide valuable information to help assist you through the recruiting process and into a rewarding career in the Australian Defence Force.

When: Wednesday, 24 August 2016
Time: 5:30pm
Where: Defence Force Recruiting Gold Coast - Ground Level, 14 Edgewater Court, Robina
To **RSVP** visit <http://events.defencejobs.gov.au/event/EZT8B7/> or email cptgoldcoast@dfrc.com.au

Southern Cross University Year 12 Parent Information Evening, Thursday 1 September, 5-7pm

You are invited to the **SCU Year 12 Parent Information Evening**. If your child is in Year 12 and considering university study, join us at this free event where you can gain helpful insights into the journey from high school to university and beyond. The program includes information on university entry, course selections, tuition fees, HECS-HELP, scholarships and support services, as well as a Q&A session with current SCU students. Following the presentations, parents will have the opportunity to speak with University staff while light refreshments are served.

Southern Cross University Gold Coast campus
Southern Cross Drive, Bilinga
Room A2.20, Level 2 Building A
Thursday 1 September 2016 - 5pm to 7pm.
[REGISTER HERE](#) or through our events list at www.scu.edu.au/futurestudents/events

Congratulations to this week's QuickSmart Literacy Student of the Week, Joel Reynolds (7F). Joel recognises the need to continually improve his organisation and seek assistance when needed. *Keep trying Joel!*

ON-CAMPUS UNIFORM SHOP (MANAGED BY LOWES)
0407 666 411 or 07 5523 9300
only during shop hours
Tuesdays: 12:00pm to 3:30pm
Thursdays: 8:00am to 12:00pm
Payments: Cash and EFTPOS Only
NO CHEQUES ACCEPTED

With the Olympics still fresh in our minds, maybe it's time to come and join Tweed Little Athletics ...

If you enjoyed the school athletics carnival and would like to get involved in Little Athletics then sign up with Tweed Little Athletics.

Tweed Little Athletics run every Saturday morning at 8:00am from Kingscliff commencing on Saturday 17 September and through until March 2017. There will be a sign-on day at Walter Peate Oval Kingscliff **this Sunday 28 August from 10:00am to 12:00noon.**

For more information including registration fees visit our website www.tweedlac.org.au or call Centre Manager, Andrew, on 0416 072 375.

DEFENCE FORCE RECRUITING

invites you to attend the

Women in Defence Information Session

This information session will provide an excellent opportunity to engage with a current serving female from the Australian Defence Force and discuss not only the recruiting process, but also life in the Australian Defence Force as a female.

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