Dear Parents, Staff, Students, and Supporters of St Joseph’s College,

On Wednesday 22 August at the Principals/CEO meeting in Coffs Harbour we heard a presentation by Greg Gephart from NetAlert, a federally funded organisation supporting the safe use of the internet in Australia.

Greg presented an excellent although confronting talk on the dangers students’ face using the internet and in particular in the rapidly expanding area of social networking using products such as MySpace, Bebo, Facebook, MSN, and GoogleTalk.

While the presentation focused on the dangers related to inappropriate internet use, the message was not to ban or limit student access but rather to educate parents and students on the dangers and so limit any harm.

The important points the presenter highlighted were:

- Do not have people on your contact lists who you do not know in person
- Never arrange to meet an online contact ‘in person’
- Do not use your surname in any social networking
- Do not give out your home phone or mobile telephone number
- Do not place photos online which are suggestive or that could be manipulated to cause embarrassment or harm.
- Avoid using suggestive nicknames

Social networking is being increasingly used by teenagers and younger primary school aged students with up to 250,000 MySpace registrations daily. Unfortunately the medium is also attracting pedophiles and sex offenders.

Current research shows that students will not tell their parents or teachers if they have been invited to chat with someone they do not know in a sexual context; for fear that they will have the internet connection at home taken away from them. It is also important to discuss with children that this type of activity does happen on the Net and that they should not enter private chat rooms with people they do not know in person. If they do experience this type of activity – do not respond, simply shut the program down.

It is unfortunate that the world we live in is changing so rapidly and that technology can be used in inappropriate ways.

The NetAlert website www.netalert.gov.au has some excellent resources and activities for all ages of children to improve their knowledge and understanding of safe internet use. I encourage you to visit this site with your children.

Here at St Joseph’s College, we will be inviting NetAlert to come to the College and speak with students and teachers, as well as an out-of-hours presentation for parents.

Best wishes and
God Bless,

Mr Peter McLoughlin
Principal
The School Newsletter and School Calendar are both available online @ www.bps.lism.catholic.edu.au.

Only 4 weeks left of this very busy term! Our Newsletters seem to be growing, but our students have been very busy!

We still have lots more to come in the coming weeks, so please take the time together as a family to read the coming events. This Newsletter is designed to help you organise your child’s time between now and the end of Term.

We hope you enjoy today’s issue.

IN THIS ISSUE:
- Leadership Mass (please note the new date)
- Principal’s Notes
- School Fees Notice
- Deputy’s Notices
- Weekend Mass Times
- Curriculum News
- Father’s Day Fundraiser ‘Thank You’
- 2007 Literacy and Numeracy Week
- Night of Notables
- Year 11 News
- Year 11 Leadership Camp
- Public Speaking Competition at EXPO
- Legacy Memorial Services
- Careers News
- TAS News
- Young Endeavour Youth Scheme
- Literacy and Numeracy
- The WORD this week is . . .
- Pastoral News
- CAPA News
- Sports News
- RRISK News
- Youthsafe
- Uniform Shop News
- Tweed Heads PCYC
- ROAD SAFETY NOTICE – RTA Fines and Demerits
- “Student of the Week”
- Canteen News & Roster

PRINCIPAL’S NOTES

EXPO
Tomorrow night, 4 September, from 6:00pm until 8:00pm is our Annual College EXPO.

I invite all parents, students and supporters of our College to come along and see and support the excellent work of our students.

St Joseph’s College invites you to

EXPO 2007
A SHOWCASE OF OUR STUDENTS’ SKILLS AND TALENTS
Tuesday 4 September 2007
6:00pm to 8:00pm in the
DOYLE CENTRE & COLLEGE LIBRARY
St Joseph’s College
Banora Point

FORMAL OPENING AT 7:00PM
BY THE PRINCIPAL, MR PETER McLoughlin

THIS IS A VERY SPECIAL OCCASION TO CELEBRATE THE ACHIEVEMENTS OF OUR STUDENTS
COME ALONG AND CELEBRATE EXPO 2007!

PRAYERS
Please pray for:
- The repose of the soul of the grandmother of Mr Shane Burns.
- The repose of the soul of the grandfather of Jayme Hart (12D) and Alyssa Hart (9C) who passed away last week.
- The repose of the soul of the grandfather of James Bugden (10A) who passed away last week.

“Eternal rest grant to them O Lord
And may perpetual light shine upon them.
May they Rest in Peace. Amen.”

Mr Peter McLoughlin
Principal

Parents/Caregivers please note that
Term 3 concludes on Friday 28 September 2007
ALL YEAR GROUPS CONCLUDE TERM 3 ON THAT DAY

The School Newsletter and School Calendar are both available online @ www.bps.lism.catholic.edu.au.
The School Calendar contains year group events, assessment schedules and term dates.
**Important Notice ~ School Fees**

**UNIDENTIFIED FEE PAYMENTS**
The following payments have been deposited into the Parish School Fees A/c, however, insufficient information has been noted to identify the family. Would families please check their payments and contact me on (07) 5536.8704 if either of these deposits relate to you:

<table>
<thead>
<tr>
<th>DATE</th>
<th>CODE</th>
<th>TRANSACTION DETAILS</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/06/2007</td>
<td>MIS</td>
<td>FEES SCCU (Possibly through Southern Cross C/U Internet)</td>
<td>$150.00</td>
</tr>
<tr>
<td>12/04/2007</td>
<td>AGN</td>
<td>99999 (Cash Deposit)</td>
<td>$110.00</td>
</tr>
</tbody>
</table>

Families are requested that any payments through internet should have the Family code as the first detail in the transaction as most banks have limited characters when inputting information.

Mr John Klein
Parish Finance Manager

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**DEPUTY’S NOTICES**

**COMING EVENTS**

**WEEK 8**
**Tuesday 4 September** ...................................................(Day 7)
- Year 7 Vaccinations
- **COLLEGE EXPO** (6:00-8:00pm)
**Wednesday 5 September** ...................................................(Day 8)
- Year 11 SLR Springbrook NP Excursion
- Year 10 St Martha’s visit (selected students)
**Thursday 6 September** .....................................................(Day 9)
- Year 12 Guest Speaker
- Year 11 SSC Excursion
**Friday 7 September** .......................................................(Day 10)
- Year 12 Semester 2 Reports distributed

**WEEK 9**
**Wednesday 12 September** ..............................................(Day 3)
- Year 12 HSC Music Performances
- Year 10 St Martha’s visit (selected students)
**Friday 14 September** .......................................................(Day 5)
- Year 11 ‘Meals-on-Wheels’ delivery (selected students)

**WEEK 10**
**Monday 17 September** ...................................................(Day 6)
- Leadership Mass
**Tuesday 18 September** ...................................................(Day 7)
- HPV Immunisation (Part 3)
**Wednesday 19 September** ...............................................(Day 8)
- Year 11 End of Preliminary Course Exams (19-28 Sept)
- Year 10 HSIE Excursions
**Thursday 20 September** ..................................................(Day 9)
- Year 12 ‘Schoolies’ Talk

**WEEK 11**
**Monday 24 September** ...................................................(Day 1)
- Year 11 exams continue (19-28 Sept)
- Year 10 Work Experience (24-28 Sept) (selected students)
**Wednesday 26 September** .................................................(Day 3)
- Year 10 St Martha’s visit (selected students)
**Thursday 27 September** ...................................................(Day 4)
- Year 12 Graduation Mass
**Friday 28 September** ......................................................(Day 5)
- Year 12 Farewell Assembly

- **TERM 3 ENDS ~ THIS IS A NORMAL SCHOOL DAY**
- **YEARS 7, 8, 9 AND 10 TERM 3 REPORTS POSTED**

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**WEEKEND MASS TIMES**

<table>
<thead>
<tr>
<th>St Joseph’s Parish</th>
<th>St Anthony’s Parish</th>
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</thead>
<tbody>
<tr>
<td>Saturday Vigil: 6:00pm</td>
<td>Saturday Vigil: 6:00pm (Kingscliff)</td>
</tr>
<tr>
<td>Sunday: 7:00am &amp; 9:00am</td>
<td>Sunday: 7:00am (Pottsville)</td>
</tr>
<tr>
<td>Sunday: 9:00am (Bilambil)</td>
<td>Sunday: 9:00am (Kingscliff)</td>
</tr>
</tbody>
</table>

**Fr Michael Brady**
Parish Priest

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**CURRICULUM NEWS**

**THANK YOU TO VOLUNTEERS**
Thank you also to Jennifer Williams who volunteered her time to assist teachers supervise the Year 12 Trials at the Salvation Army Centre. My apologies for this omission.

**CURRICULUM AWARDS ON ASSEMBLY**
At last week’s Assembly, the following students were presented with their Curriculum Award for excellence in formal assessments during August:

**Year 12**
- Samantha Dunemann: Community & Family Studies, English
- Scott Glass: Information Processes & Technology, Mathematics 2 Unit
- Karly Goodman: Modern History, Music, English
- Annie Lyon: Modern History, Ancient History, English-Advanced
- Daniel Marriott: Modern History, Drama, English-Advanced
- Katie Pinkstone: Visual Arts, Community & Family Studies
- Emma Riles: Chemistry, English-Advanced
- Kate Spinks: English-Advanced, Drama
- Alana Willmot: Community & Family Studies, Visual Art

**Year 11**
- Simon Campbell: Physics, English-Advanced
- Phoebe Cupples: Biology, English-Advanced
- Eliza O’Donohue: Biology, English-Advanced
- Cheryllyn Wong: Biology, English-Advanced

**Year 10**
- Catherine Blissett: History, French, Catholic Studies
- Sharna Mathieu: French, Catholic Studies, English

**Year 7**
- Laura Donnelly: Music, PD/H/PE, English
- Stefanie Lesslie: PD/H/PE, Art, Music

Mrs Helen Borrowdale
Curriculum Coordinator

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**Thank you to everyone who supported the FATHER’S DAY SRC FUNDRAISER**
as well as buying their Dad a lovely gift!!

Student Council

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Messages to Students: Office staff cannot disrupt teaching in order to deliver messages that are not of an urgent nature.
Year Coordinators will endeavour to deliver non-urgent messages at lunchtime, or prior to the end of the school day.
LITERACY AND NUMERACY NEWS

NATIONAL LITERACY AND NUMERACY WEEK 2007
The theme for 2007 is ‘Making a Difference’. National Literacy and Numeracy Week runs from 3 to 9 September.

Promotional material has been placed around the College campus and various activities will be implemented by each KLA throughout the week. The College recognises “making a difference” in literacy and numeracy is fundamental to student learning. For more ways to get involved, check out the NLNW website at www.literacyandnumeracy.gov.au.

Mr Carlo Trimboli
Literacy and Numeracy Coordinator

Congratulations to Maccalla Fenn (7A) who recently gained honours in her A.M.E.B. (Australian Music Examinations Board) Preliminary Piano Exam.

YEAR 11 NEWS

Well as you are no doubt aware we have recently finished the Year 11 Leadership Camp at Mebbin – and what a time we had.

The students interact with each other in an environment designed so that they can bear witness to their own and others leadership potential. The Camp is an important prelude to the selection process for choosing School Leaders for next year as well as instilling the meaning of student leadership within the Year 11 cohort.

The activities that were run under the able instruction of InterAction presented our students with every opportunity to excel. It was the College’s wish that the students were placed in a position that facilitated them in reaching their own limits within a safe environment. Most accepted the inherent challenge and went well beyond what they would have normally done.

I have many times over told the students of my wish for them, that is “if I don’t challenge you then I insult you”. I think that they now fully comprehend the meaning of this and I am pleased and very proud to say that as a cohort they did us proud as they met the challenges head-on.

Many of the students reached their own breaking point at some stage on the Camp, and then accepted the challenge to go beyond that point. They felt and embraced challenges such as fear of height, hunger, sleep deprivation, cold showers, tents, hiking over rough terrain, exhaustion and lastly Mr McDermott’s jokes.

I hope that Year 11 have many wonderful memories of the three days of Camp and their personal and group achievements. Thanks very much to the dedicated College staff that attended and participated in this special event: Mr Scott McDermott, Mrs Karen Evans, Mr Matt Foster, Miss Erin Gallagher, Mr Michael Keating, Mr Frank Malone, Mr Carlo Trimboli and Miss Charmaine Vella. I thank you on behalf of the students, and parents, for taking time away from family and other commitments to spend this special time with Year 11. Your guidance, support, determination and encouragement are recognised, valued and appreciated.

On the next page, Kate McGrath (11B) shares with us her thoughts of the camp and also included is the reflection on the ‘Beatitudes of Leadership’ which we shared around the campfire with Year 11.

A further challenge for Year 11 is about to present itself and that is the end of Preliminary Course exams. These exams are approaching fast; they are in the last two weeks of this term. Year 11 will need to ensure that they start a program of study to facilitate and honour themselves and their commitment to their own education.

I invite all parents to discuss the approaching exams and specific challenges of individual subjects. There are 5 P’s to success: Prior Preparation Prevents Poor Performance.

I look forward to bearing witness to the academic success of Year 11.

Mr Shane Burns
Year 11 Coordinator

Diary: The student diary should be signed by parents/caregivers each week.
Any concerns? Contact the relevant Year Coordinator.
On 15 August, Year 11 students boarded the two coaches awaiting them, bound for Mebbin, with feelings of excitement, eagerness and anxiousness. Not much was known about this Leadership Camp, hence the many anxious faces preparing themselves for what may lie ahead.

We arrived and split into our groups. Half of the year went on the challenging hikes to find their dinner and camp spot for the night, whilst the other half participated in many leadership activities, in order to gain an insight into our peers and consequently ourselves. The theme of the camp was ‘comfort zones’ and so we were all pushed out of them; whether it was by climbing the tall pamper pole and jumping off, making your way up the amazing large trees or completing a 4-hour uphill hike.

It became evident throughout the groups that one can shine through and prove their own abilities once facing some sort of challenge ahead. As a year group, in the company of our teachers, we all formed a strong bond together and helped each other. We shared experiences, motivation and in turn learnt so much, making this 2007 Leadership Camp a success for all. Thank you to all our teachers!!

Kate McGrath (11B)
LEGACY MEMORIAL SERVICE

On Tuesday 28 August, four Year 11 SRC students represented the College extremely well at the Legacy Memorial Service.

Matthew Coughran (11B), Samuel Monaghan (11E), Eliza O’Donohue (11A) and Briana Schmalkuche (11D) attended the ceremony held at the Twin town Services Club.

The students acted in a very respectful and dignified manner. Community involvement from the Legacy Club, the RSL, the Department of Veteran’s Affairs, a number of war veterans and many local schools, was very much in evidence at the ceremony.

Many thanks to the students involved.  

Miss Helen Gooley

Thank you to everyone who supported Legacy Week 2007 and bought a badge last week. It is through your support that Legacy continues to help support the widows and children of deceased War Veterans.

Many thanks, Miss Gooley.

ATTENTION: YEAR 12 STUDENTS

☑️ Are you eligible to apply for Educational Access Schemes?

Most of the universities in NSW and the ACT have Educational Access Schemes (EAS) which are designed to help provide access to university for students who have experienced long-term educational disadvantage such as:

- disrupted schooling
- financial hardship
- home environment and responsibilities
- personal illness/disability

UAC’s EAS booklet contains information about the universities’ schemes and includes an application form. You can download the EAS booklet and application form from UAC’s website at www.uac.edu.au/equity/eas.html. Copies will also be available from schools and participating institutions.

If you think you are eligible, start organising your EAS application as early as possible - you may need to supply supporting documents and statements.

The on-time closing date for EAS applications is Friday 28 September 2007.

You must submit your EAS application by Friday 28 September to guarantee that it will be considered in time for the Main Round of offers. The late closing date for EAS applications is Friday 30 November 2007.

☑️ Do you know about Equity Scholarships?

Equity scholarships assist students who experience financial hardship with higher education costs.

Many university students experience difficulty with the costs of living and studying. These financial difficulties arise from having limited income (eg. Centrelink benefits) and having lots of expenses (eg. accommodation costs). Equity Scholarships are awarded to help disadvantaged students with costs associated with higher education.

Equity Scholarships include the Commonwealth Scholarships Programme (CS) established by the Australian Government, and Institution Equity Scholarships (IES) established by individual institutions.

For 2008 admissions UAC provides a central processing point for most CS and IES administered by NSW and ACT Institutions participating through UAC.

UAC’s Equity Scholarships booklet contains all the details. You can download the Equity Scholarships booklet and application form from UAC’s website at www.uac.edu.au/equity/equityschols.html. Copies will also be available from schools and participating institutions.

The on-time closing date for Equity Scholarships applications is Friday 28 September 2007. The late closing date for Equity Scholarships applications is Friday 30 November 2007.

For more information, see me in the Careers Room.

Mr Matt Hall
Careers Advisor

CAREERS NEWS

<table>
<thead>
<tr>
<th>Year 12 or School Leavers</th>
<th>TAFE NSW Course Applications for Semester 1, 2008 are now open. TAFE NSW Course Guides are available from the Careers Room.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention Year 12 students:</td>
<td>UAC and QTAC University Applications for Semester 1, 2008 are now open for Year 12. On-time applications close on Friday 28 September 2007. Applications are completed on-line and payment is made with a credit card. I am happy to help students apply from the Careers Room. UAC and QTAC guides are available from the Careers Room.</td>
</tr>
<tr>
<td>Attention Year 10 or 11 students:</td>
<td>Southern Cross University 2008 Star Entry Scheme applications are now available. A successful applicant through this scheme enables early entrance to courses at SCU. These applications must be completed and returned to the Careers Room by 7 September.</td>
</tr>
<tr>
<td>Attention: TAFE delivered Vocational Education and Training (VET)</td>
<td>TAFE-delivered Vocational Education and Training (VET) applications are now available for 2008 HSC and Preliminary studies. Applications must be completed and returned by 18 September.</td>
</tr>
</tbody>
</table>

Mobile Phone Policy: Mobile phones are not to be brought to school.
If there are exceptional circumstances, the phone is to be left at Student Reception upon arrival and collected on departure.
At the start of this term, the following five Year 9 students from Food Technology and five Year 11 students from Hospitality participated in a competition called ‘Mock Café’:

- Ryan Andrews (11E)
- Dannielle Hickling (11E)
- Christopher Pearce (11D)
- Timothy Sheahan (11B)
- Hannah Whittaker (11B)
- Cassandra Dunn (9A)
- Amy Elkington (9D)
- Alyssa Hart (9C)
- Jessica Orr (9C)
- Lauren Teitzel (9A)

We were up against all the local high schools and had to prepare and serve a three-course meal and coffee to judges and guests. Brad Whittaker (Head Chef from Tweed Bowls Club) helped us with this task.

Our students performed very well and, although Lindisfarne and Mt St Patrick College took out the cash prizes, we won a machine. Students will receive certificates for their efforts but the number of items for the Hospitality room, including a pasta machine. Students will receive certificates for their efforts but most importantly all the students who participated in the competition gained invaluable practical skills in a real-life setting. Not only did they gain skills in preparing and serving food but also in areas such as team work, effective communication, organisation and personal presentation.

Congratulations to our students who did such a fantastic job representing our College in this competition and I look forward to working with the students from 9 Food Tech and 11 Hospitality in the 2008 competition.

Karen Parker
TAS Coordinator

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This is the last of the ‘Literacy and Numeracy’ Newsletter articles. We hope you have found these articles of interest – and of help!

Developing Your Child’s Thinking Skills
Consider fostering critical thinking in your home:
- Use questions and language that need deeper thought. Words such as compare, analyse, predict, give examples may promote conversations.
- Help your child to use precise wording rather than generalisations.
- Encourage looking at a situation, event or issue from another’s point of view.
- Ask your child to find a solution rather than providing one yourself. Ask your child about their own thinking about a situation or issue.
- Choose wording the encourages thinking: Help me understand why you chose to . . . or What do we need to take with us when we go to (the movies, the picnic)?

For further information:
- Approach your child’s teachers for assistance in supporting your child at home.
- Visit your school’s website.
- Visit the Board of Studies website: http://boardofstudies.nsw.edu.au
- Visit your school system site or the Department of Education and Training site: http://www.det.nsw.edu.au.
- About sports and hobbies visit your local library.
- Use a search engine to find various websites for further research.

Mr Carlo Trimboli
Literacy and Numeracy Coordinator

Expand the horizons of a young person by sharing the adventure of a lifetime. A voyage on the tall ship, Young Endeavour, as a member of a youth crew is a unique challenge. It inspires teamwork, communication, leadership and a sense of community responsibility.

Over 20 voyages are conducted each year exploring the Australian coastline by the Young Endeavour Youth Scheme, a not-for-profit organisation, in partnership with the Royal Australian Navy. Onboard, young people participate in a dynamic development program that can be a life-changing experience.

Encourage a young person, aged 16-23, to apply now for a berth. Youth crew are selected through a ballot held twice a year. Applications for the first ballot (for voyages in the first half of 2008) can be made by visiting www.youngendeavour.gov.au. But hurry, they need to be entered by 30 September 2007 to be in with a chance of a voyage!

Do you know the meaning of this word?
Risk: (adj) the possibility of incurring misfortune or loss; to put yourself at peril.
Caution: (n.) care, forethought, or prudence, esp. in the face of danger; something intended or serving as a warning; to warn to be careful.

To put yourself at risk means to make yourself vulnerable, to expose yourself to danger.

Proceed with caution when you find yourself in a situation that requires care.

Please take care of yourself.

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Extended Periods of Leave: If you are planning a holiday during the term dates, a letter requesting leave should be forwarded to the Principal in advance.
Today we bring you the sixth part in our ongoing series of ‘Bad Attitude’ articles. Today we take a look at the ‘bad attitude’ of Demanding, and what we can do about it:

### Emergency Attitude Intervention:

Don’t give in! Any time your child nags, makes an unreasonable request, or demands you do something, stop the conversation immediately. State in no uncertain terms that you will not tolerate this bad attitude. Demand courtesy, schedule an appointment for a reasonable discussion of the request at a later time, and walk away. Once your kids know you mean business, you’ll have taken a great leap forward in changing this bad attitude.

Demanding kids want things to go their way, and they want it now! And can these spoiled little creatures wear you out? They make it difficult not only for their parents but also for the healthy growth of their own character. That’s because demanding kids consider and act only on their own wants, feelings, and desires and don’t learn to understand the other person’s perspective or stop to consider the feelings of others.

There may be many reasons that your child is so demanding. He/she may feel short-changed because you’re not spending enough time and energy with him/her. He/she may be jealous of the attention you’re spending with your partner, at work, or with a sibling. He/she may be feeling deprived due to a lack of financial resources or especially needy because of setbacks or problems at school. He/she also may not know a tactful, diplomatic way of expressing his/her needs or has to resort to nagging because no-one ever listens to him/her. If you listen carefully, in fact, you may realise that when he/she is demanding material things, he/she may really be asking for your love. Or you may have just plain spoiled your child by constantly giving in to his/her demands. So why should he/she change his/her ways? It works!

Keep in mind that children with this bad attitude have one objective: to have their needs and issues met. Our biggest mistake is giving in. Sure, it’s easier, but if we continue this pattern, our children will turn into overindulged, selfish, demanding adults concerned only about their own needs and feelings. That’s why we have to tame their attitude now, so the really essential character traits of tact, tranquility, and consideration will have room to grow.

### Bad Attitude Alert:

**S.O.S.:** Better start changing this demanding attitude. Here’s how to begin.

**Diagnosis:**

There are many reasons that kids are demanding, constantly interrupt, and want their way. Answering these next questions will help you pinpoint exactly what troubles you and better understand why he/she is resorting to this attitude.

**What?** What do you think is the root cause in the way your family works, or doesn’t work, that motivates this behaviour? Or has he/she just learned that using the behaviour is the best way to get his/her way? Does he/she need to control others? If so, why? Might he/she be legitimately needing your attention? Is he/she jealous? Are his/her needs frequently unmet? Are family members listening to him/her? Is life so hectic that he/she is being overlooked?

Sure, demanding kids are irritating, but they may be using that behaviour because their own basic needs of being appreciated and heard are not being met. Of course, he/she may also be demanding because he/she is self-centred and considers only his/her own feelings and needs.

**What?** Are there particular issues or things he/she usually demands? Is this about wanting stuff, not being listened to, needing more attention and privileges, or something else? Also, what has your child learned from being demanding?

**Who?** Does he/she display the same demanding behaviour to everyone? Only to his/her siblings or younger kids? Are there some individuals he/she does not use his/her demanding ways on? If so, who? Why not?

**When?** Is there a particular time of day, week, or month your child seems to exhibit his/her mean attitude? If so, what might be the reason? For instance, might he/she be tired, hungry, or needing attention? Is he/she with a group of kids who don’t listen to his/her needs? Is he/she the oldest kid on the team and can bully his/her way around?

**Where?** Are there certain places he/she is more likely to be demanding (at school or day care, home, the store, Grandma’s)?

Now review your answers. Talk to others who know your child well. Are you seeing a predictable pattern? Do you have a better understanding of this attitude and where it’s coming from?

### What’s wrong with your current response?

Think about the last time your child was demanding and how you responded. What were his/her demands? Were they reasonable? What was your response? How did you deliver that response? For instance, what was your tone of voice? How about your body language? Was it a battle? If so, who won: you or your child? Did you give in to your child’s demands, or did you make him/her wait? Did you insist on a reasonable way around?

Did you lose your temper or storm out of the room? What did not work in how you responded to your child? What is the one thing you will not do the next time your child is demanding?

### Facing your own bad attitudes:

Kids are not born demanding and inconsiderate, so where is your child learning this behaviour? From siblings? Friends? Neighbours? Relatives? Could it be from you or your partner? Tine in to the behaviour of those close to your child, and watch for clues. It may help to discover the source.

Now take a look at your own behaviour: Could your child be learning this attitude from you? For instance, do you insist things go your way at home? Do you tell your child what you want him/her to do and expect him/her to agree? How is your relationship with your spouse? Do you listen, negotiate, and compromise, or are you more confrontational and dictatorial? Do you listen to your child, or just expect him/her to comply with the way you want things to go? Would your colleagues and friends say you are more easy-going or more demanding? Just what kind of example are you sending your child?

What is the first step you need to take in yourself to be a better example to your child/ren for dealing with their mean attitude?

**The “Don’t give me that attitude” makeover:**

To eliminate your child’s demanding attitude, take the following five steps:

**Step 1 ~ Get to the Bottom of It**

Here are some typical reasons that your child may be so demanding. Check off the ones that might apply to your situation.

- He/she may need more attention. Have you been distracted by work or other issues in your life? Have you been avoiding him/her because he/she is so difficult?
- He/she may be jealous. Do you favour a sibling, or does he/she feel you do? Are there other relationships that interfere?
- He/she may feel certain possessions are absolutely necessary to maintain his/her status among his/her peers.

Sport: Sport is an important part of the school and students are expected to attend sport each week.
Step 2 ~ State Your New Attitude Expectation
Tell your child that his/her demanding, pushy, self-centred “I want it and I want it now” behaviour will no longer be tolerated. Tell the little nag that while it’s okay to want or need something, he/she may not use a demanding, rude voice to express his/her feelings. If he/she needs or wants something, he/she must ask nicely and respectfully. Walk away, and go about your business until he/she asks nicely. As long as he/she keeps demanding, keep walking. Warning: Once you set this standard, you must not back down. Your child needs to know you mean business, or he/she will never learn a new more considerate attitude.

Step 3 ~ Don’t Be Afraid to Say No
The only way your child will realise that the world does not revolve around him/her, and that all his/her desires will not be met, is by setting limits that reduce his/her expectations. Decide now what your limits are and what is unacceptable; then no matter how demanding, annoying, and obnoxious his/her behaviour is, do not give in when he/she crosses your line. It’s the surest way for him to learn that demanding more than he/she deserves won’t work. So don’t let him/her win. Make sure you also spread your message to all other immediate caregivers in your child’s life. The more you are on board together with your new response, the faster this attitude will be squelched.

Your child must learn that he/she can’t always have his way. It’s a tough but basic lesson of life. So do thank him/her for cooperating, empathise with his/her disappointment, and stay firm. It is sometimes helpful to teach your child/ren the difference between “need” (a necessity) and “want” (not essential):

Needs: Signing the form for tomorrow’s excursion; getting to soccer practice on time
Wants: Extra money to purchase a CD; a cookie before dinner; telling Mum to get off the phone NOW to call a friend

Once they know the difference, you answer only demands that are asked in a respectful, polite tone (see Step 4) and only ones that are true needs. Here are some examples of parental responses:

“I appreciate how nicely you asked and know you are disappointed that you can’t go to the movies. But we had plans to go to Grandma’s. You can go tomorrow.”

“I heard how nicely you asked and know you’re tired, but we agreed that I would buy groceries, not toys.”

Step 4 ~ Demand Courtesy
Many kids have learned to be demanding because they don’t know how to state their needs any other way. Their voice tones are usually loud, whining, or irritating. Teach a more acceptable tone to use. Please don’t assume your child knows what a nice tone sounds like: show him/her. Then have him/her practise the new tone by repeating it back to you. A courteous, less demanding way to make a request is by using “Please”, “Pardon me”, and “Excuse me”. Teach them to your child, and then model, practise, and reinforce them over and over until he/she incorporates them into his/her daily behaviour. Also show your appreciation whenever your child remembers to use these courteous words, and correct him/her immediately when he/she forgets.

Also point out that repeated “Excuse me’s” are another way of being demanding. Here are some examples:

“That voice is demanding and rude. Listen to how a nice voice sounds when I want something. Then you make your voice sound like mine.”

“No, before you interrupt anyone you say, ‘Excuse me’. Try your request again.”

“John, we agreed that I do not interrupt to impolite people. How can you ask in a nicer way?”

Step 5 ~ Boost Empathy and Sensitivity
Demanding children rarely consider the other person’s feelings; they consider only their own agenda. They also can be completely oblivious to how inconsiderate their demands are. What they must learn is to think about the other person’s feelings and needs. The best news is that empathy – that miraculous virtue that puts you into other people’s shoes so you can think and feel where they are coming from – is teachable. That means you can increase your child’s feelings for others, and that will help curb his/her demanding ways so he/she is more sensitive to others’ feelings. This will take time and diligent, consistent effort. Look for those teachable moments to boost his/her empathy when your child is demanding. Here are three ways:

• Switch roles. Demanding children need to consider the other person’s needs, so ask your child to imagine being the other child: “Pretend you are your guest. You come to the house wanting to play, but you never get to choose the game or make any decisions. How do you feel? Would you want to go back to his/her house? What can you do next time to make things more enjoyable for your friend?”

• Gain a new perspective. The next time your child barres ahead with his/her demands, make him/her stop and think about how the recipient is feeling: “You be me right now. How would you feel when you’re talked to like that? Would you want to agree to those demands?”

• Imagine the other person. “Did you notice Dad was resting? Do you think he appreciated your interrupting him then? Pretend you are Dad: Tell me about his day. Now imagine you are him and you just came home from work after a day like that. How would you feel if your son/daughter woke you up and demanded help with his/her homework? Tell me. So when would have been a better time to ask him to help you with your project?”

Attitude Makeover Pledge:
How will you use these steps to help your child become less demanding and achieve long-term change? What exactly do you agree to do within the next twenty-four hours to begin changing your child’s attitude so he/she is less demanding and more considerate?

The New Attitude Review:
All attitude makeovers take hard work, constant practice and parental reinforcement. Each step your child takes toward change may be a small one, so be sure to acknowledge and congratulate every one of them along the way. It takes a minimum of twenty-one days to see real results, so don’t give up! And if one strategy doesn’t work, try another. Keep track of your child’s weekly progress.

The First 21 Days:
Impose a Family Hiatus on Asking – for anything. Get your partner to agree, then announce to everyone living in the house that no-one – not you, your partner, the offending child, or any sibling – will make a single demand for the next three weeks unless it’s a normal household routine, vital necessity, or life-threatening emergency. Any you must be consistent: no expression of casual desires, no day-dreaming about stuff you want, no requests of any kind. You can call it a kind of “wish fast” or “experiment in self-denial”. See what happens as everyone adjusts and gets out of the habit. The results may be remarkable.

Ongoing Attitude Tune-Up:
Where does your child’s attitude still need improvement? What work still needs to be done?

Attitude Makeover Resources:
Resources, such as the book mentioned in this article, “Don’t Give Me That Attitude”, by Michele Borba, Ed.D., can be of great help for both parents and children. For Parents: “How to Stop the Battle with Your Child: A Practical Guide to Solving Everyday Problems”, by Don Fleming; “Kids, Parents and Power Struggles”, by Mary Sheedy Kurchinka; and “Parenting the Strong-Willed Child”, by Rex Forehand and Nicholas Long. For Children: “The Biggest Pest on Eighth Avenue”, by Laurie Lawlor; and “How Rude! The Teenagers’ Guide to Good Manners, Proper Behaviour and Not Grossing People Out”, by Alex J Packer, Pamela Espeland and Jeff Tolbert.

Ms Frances Stegeman
Pastoral Advisor
Before School Supervision: Student supervision is available prior to the commencement of the school day, from 8:20am until 8:40am.

CREATIVE AND PERFORMING ARTS
(CAPA) NEWS

CAPA UPDATE

It has been a busy term for staff and students in the CAPA department as we head into the second half of the year. HSC students have successfully completed their Drama performances, whilst Visual Arts students have put their final brush-strokes to canvases to complete major art works, submitted for marking on Monday 27 August. All Drama students performed personal bests and audiences were thrilled and entertained by the selection and execution of pieces. Music students continue preparation for their HSC performances and rehearse each Sunday afternoon with Mrs McLaughlin and Mr Foster.

The Musical is in full swing and rehearsals continue with young enthusiastic students working with choreography and preparing the actors for performance. Rachel Amos and Tess Lyon are to be commended for their commitment, energy, and the talent that they bring to the College Musical preparation. Look out for their cake stalls and support their initiative with purchases.

Gregory Pieris was presented with the prestigious honour of receiving the award for the Most Promising in the Tweed Valley for Speech, Drama, Music and Singing at the recent Rotary awards evening for the Murwillumbah Festival of Performing Arts. He, along with Tom Monaghan has recently passed their AMEB piano exams under the skilled tutelage of Mr Shane Rowland.

A big thank you to the CAPA staff, Andrew Chambers, Vanessa Milligan, Matt Foster, Louise McLaughlin, Wendy Peterson, Shane Rowland, and Kylie Evans for their dedication to the students’ success. A special thank you to Tom Nethery for his selfless contribution to the College Music department assisting with liturgies, masses and the Musical.

EXPO is coming up and we look forward to the students performing their HSC items, demonstrating their skills in the French language and displaying their Art works.

Ms Sharon Singleton-Newell
CAPA Coordinator

SPORTS NEWS

GRAFTON DIOCESAN NETBALL
~ THURSDAY 23 AUGUST

It was going to be on, rain, hail or shine, and so three teams of netballers left at 5:45am to brave the elements at Grafton. We arrived in time, set up and were on the courts at 9:00am. Then it rained . . . and did so throughout most of the day.

Our senior girls played well in their pool A Division and if not losing to Woodlawn by 2, they would have played in the final against Catherine McAuley Grafton. Those girls were:

- Alana Banaghan (10A)
- Richelle Billiau (10E)
- Teegan Crompton (11C)
- Ashleigh Dunemann (10A)
- Lucy Fitzhugh (11A)

Coach: Mrs Michelle Heazlewood-Ross
Umpire: Mrs Kim Turnage

The Year 9/10 Age Group played a total of eight games. They didn’t win any except a forfeit by Kempsey but they played well and showed enthusiasm against their more experienced Year 10, nicely uniformed opponents. Three girls shared umpiring duties and they are all to be commended on their representation for the College. The team members, all from Year 9, were:

- Kelsea Bell (9C)
- Erin Edmonds (9E)
- Hayley Gibb (9C)
- Amy Holt (9B)
- Danielle Jones (9B)
- Maddison Jordan (9C)

Coach: Mrs Wendy Peterson
Umpires: Olivia Salmon, Janaya Neal and Alexandra McLean

The Year 7/8 Age Group had mixed results with three wins and four losses and a draw. They were certainly up to the competition but maybe the weather conditions didn’t allow them to shine to their potential. Their team was:

- Olivia Crowe (7D)
- Tamika Ebsworth (8E)
- Georgia Green (7B)
- Ashleigh Hayes (8D)
- Tiarne Judd (8D)
- Georgia Scaysbrook (8D)

Coach: Mrs Julie Dreise
Umpire: Danniele Hicking, Ashleigh Dunemann

Special thanks to Mrs Kim Turnage who drove down to umpire our senior girl’s team.

Mrs Wendy Peterson
Today we have the second and third parts of our series in RRISK strategies:

**ADOLESCENT DRINKING BEHAVIOUR**

Recent research shows that young people aged 16-24 report the heaviest drinking patterns in Australian society. In the North Coast of NSW, 32.7% of young people in this age group are classified as ‘high risk’ drinkers compared to 19.6% in the rest of the state. Paul Dillon from the National Drug and Alcohol Research Centre (who is the keynote speaker at the north coast RRISK Seminars) said more Young People drink “to get out of it, to get wasted” and that “Australia is one of the few countries where binge drinking is acceptable”.

Drinking to intoxication is a common and often planned behaviour when young people socialise. They are less likely than adults to be concerned about the negative consequences of heavy drinking. Young people are more at risk than adults as they are physically immature, lack experience with alcohol, are more willing to engage in risk taking behaviour and are often unaware of the dangers of excessive consumption.

Choosing not to drink or learning how to drink responsibly can be among the most difficult tasks facing young people today. Parents and carers are often so concerned about the risks associated with illicit drug use that they forget that alcohol is the substance most likely to be the potential source of harm for their adolescent. 42% of young people under the legal age of 18 report obtaining alcohol from their parents.

Parents can help young people to make safer decisions by discussing risks and safety strategies, particularly when celebrations are occurring. Parents should keep up with what is happening in the lives of the young people in their care and take positive steps to prevent them or others from drinking and driving.

School-based courses (Personal Development, Health and Physical Education) and the RRISK seminars also help students learn how to make safer choices.

**TALKING TO YOUNG PEOPLE ABOUT ALCOHOL AND DRUGS**

It is best for education about alcohol and drugs to begin before young people are exposed to personal decisions about their use. Young people who have accurate information, coping and decision making skills and understand the issues, will be in a good position to make safe decisions about alcohol and drugs.

Parents and carers can begin this education in the home and support school and other programs such as the RRISK Seminars. Parents also provide a powerful role model when it comes to drinking and attitudes to alcohol and other drugs.

Take time to talk. For example, sitting down with the young person in your care and mapping out a plan of action and what to say if they are offered drugs or alcohol can help equip them for the almost inevitable real event. Listen to what the young person in your family says about alcohol and drugs and follow up with a discussion. Take the opportunities when they come up during everyday activities, for example:

- When you pour a glass of alcohol
- When alcohol or other drugs are mentioned on TV or other media
- When using or giving out medicines
- When your young person has an assignment on alcohol, smoking, medicines or other drugs.

It is important to understand that in some situations your teenager may take risks. Sitting down afterwards and helping them identify where things started to go wrong enables them to consider what they could do differently the next time they are faced with a similar situation.

Mr Peter Serone
PD/H/PE Coordinator

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**YOUTH SAFE**

‘Helping Teenagers Become Safer Drivers’

**Parent Tip No. 4**

Limit the number of passengers your teenager can take when they are on their P1s and increase this limit slowly over the time they have their P2s.

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**UNIFORM SHOP NEWS**

**REMINDER NOTICES**

**ATTENTION YEAR 7 2008 STUDENTS AND THEIR FAMILIES:**

Please take note of the uniform fitting days as recorded at the top of your order form in your acceptance package. The dates have been allocated for specific school groups ie. You MUST attend during the dates stipulated.

**SENIOR ORDER FORMS**

Year 10 students (Year 11 2008) have received their order forms for Senior Uniforms. These forms are to be returned by the end of this term to ensure delivery in January 2008. If you are unsure of sizes, please do not hesitate to see me.

Ms Debra Dawson
Uniform Shop Manager
The following information, regarding increased penalties for school zones, is provided to families of the St Joseph’s College community. The RTA states that these fines are designed to improve the safety of our children, and came into effect on 21 May 2007. For a full list of new penalties and offences, please visit www.rta.nsw.gov.au/schoolzones.

<table>
<thead>
<tr>
<th>Category &amp; Description of Offence</th>
<th>Fine ($)</th>
<th>Demerit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Zone General Driving Offences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CROSSINGS &amp; SHARED ZONES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approach children’s crossing too quickly to stop safely (school zone)</td>
<td>$397</td>
<td>4</td>
</tr>
<tr>
<td>Not stop at children’s crossing/pedestrian on crossing (school zone)</td>
<td>$397</td>
<td>4</td>
</tr>
<tr>
<td>Proceed at children’s crossing/pedestrian at crossing (school zone)</td>
<td>$397</td>
<td>4</td>
</tr>
<tr>
<td>Approach pedestrian crossing too quickly to stop safely (school zone)</td>
<td>$397</td>
<td>4</td>
</tr>
<tr>
<td>Not give way to pedestrian on pedestrian crossing (school zone)</td>
<td>$397</td>
<td>4</td>
</tr>
<tr>
<td><strong>PATHS / STRIPS / ISLANDS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive on path (school zone)</td>
<td>$318</td>
<td>4</td>
</tr>
<tr>
<td>Drive on nature strip (school zone)</td>
<td>$318</td>
<td>4</td>
</tr>
<tr>
<td><strong>REVERSING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not reverse vehicle safely (school zone)</td>
<td>$185</td>
<td>3</td>
</tr>
<tr>
<td><strong>VIEW &amp; CONTROL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive without proper control of vehicle (school zone)</td>
<td>$397</td>
<td>4</td>
</tr>
<tr>
<td>Drive vehicle without clear view (school zone)</td>
<td>$318</td>
<td>4</td>
</tr>
<tr>
<td><strong>MOBILE PHONES / TV / VDU</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drive vehicle with TV/VDU image visible to driver (school zone)</td>
<td>$318</td>
<td>4</td>
</tr>
<tr>
<td>Drive using hand-held mobile phone – not L or P1 (school zone)</td>
<td>$318</td>
<td>4</td>
</tr>
<tr>
<td>Learner or P1 driver use mobile phone while driving (school zone)</td>
<td>$318</td>
<td>4</td>
</tr>
<tr>
<td><strong>School Zone Parking Offences</strong></td>
<td></td>
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</tr>
<tr>
<td>Disobey no stopping sign (school zone)</td>
<td>$238</td>
<td>2</td>
</tr>
<tr>
<td>Disobey no parking sign (school zone)</td>
<td>$238</td>
<td>2</td>
</tr>
<tr>
<td><strong>INTERSECTION / CROSSINGS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop on/near children’s crossing (school zone)</td>
<td>$318</td>
<td>2</td>
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<tr>
<td>Stop on/near pedestrian crossing (school zone)</td>
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<td>2</td>
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<tr>
<td>Stop on/near marked foot crossing (school zone)</td>
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<tr>
<td><strong>BUS STOP / ZONES</strong></td>
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<tr>
<td>Stop in bus zone (school zone)</td>
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<td>2</td>
</tr>
<tr>
<td><strong>DOUBLE PARK</strong></td>
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<td></td>
</tr>
<tr>
<td>Double Park (school zone)</td>
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<tr>
<td><strong>School Zone Speeding Offences</strong></td>
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<tr>
<td><strong>CLASS A MOTOR VEHICLE</strong></td>
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<tr>
<td>Exceed speed 15km/h and under – other than a P1 licence (school zone)</td>
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<td>4</td>
</tr>
<tr>
<td>Exceed speed over 15km/h – other than a P1 licence (school zone)</td>
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<td>4</td>
</tr>
<tr>
<td><strong>PROVISIONAL P1 SPECIAL SPEED LIMIT - 90KM/H</strong></td>
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<tr>
<td>Provisional P1 exceed speed 15km/h and under (school zone)</td>
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<td>5</td>
</tr>
<tr>
<td>Provisional P1 exceed speed over 15km/h (school zone)</td>
<td>$318</td>
<td>5</td>
</tr>
<tr>
<td>Provisional P1 exceed speed over 30km/h (school zone)</td>
<td>$768</td>
<td>5</td>
</tr>
<tr>
<td>Provisional P1 exceed speed over 45km/h (school zone)</td>
<td>$1,750</td>
<td>7</td>
</tr>
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</table>

School Shoes: Parents are reminded that school shoes are to be of the traditional, hard leather lace-up style.

**S.O.S. ~ HELP NEEDED!!**
We're still IN SEARCH OF more helpers! To any mums or dads out there who have not already helped out, if you could spare just a few hours to help prepare lunches and serve the students, your help would be greatly appreciated. Here are the days in question:

<table>
<thead>
<tr>
<th>DATE HELPED</th>
<th>HELP NEEDED &amp; HOW MANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 4 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Wednesday 5 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Thursday 6 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Friday 7 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Monday 10 September</td>
<td>~ 2 people</td>
</tr>
<tr>
<td>Tuesday 11 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Wednesday 12 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Thursday 13 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Tuesday 25 September</td>
<td>~ 2 people</td>
</tr>
<tr>
<td>Wednesday 26 September</td>
<td>~ 1 person</td>
</tr>
</tbody>
</table>

**MEAL OF THE WEEK**
This week we have the lovely ‘Sweet ‘n’ Sour Chicken’ for the affordable price of $4.00 (or upsize to the ‘Hungry’ portion for $5.00). And please remember to place your order EARLY!!

**STUDENT OF THE WEEK**
Could this be a picture of you?

The nominated student is required to present themselves to the College Principal before Friday of this week. If this student does, they will receive a voucher to the value of $5 for purchases at the Canteen.

**KEEP WATCHING THIS SPACE ~ THE NEXT TIME IT COULD BE YOU!**

**CANTINE NEWS & ROSTER**

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<tr>
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<td>~ 1 person</td>
</tr>
<tr>
<td>Friday 7 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Monday 10 September</td>
<td>~ 2 people</td>
</tr>
<tr>
<td>Tuesday 11 September</td>
<td>~ 1 person</td>
</tr>
<tr>
<td>Wednesday 12 September</td>
<td>~ 1 person</td>
</tr>
<tr>
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<td>~ 1 person</td>
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<td>Wednesday 26 September</td>
<td>~ 1 person</td>
</tr>
</tbody>
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**CANTINE ROSTER**

**WEEK 8**

<table>
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<tr>
<th>DATE HELPED</th>
<th>HELP NEEDED &amp; HOW MANY</th>
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<tbody>
<tr>
<td>Monday 3 September</td>
<td>Susan Klein &amp; Gert Webb</td>
</tr>
<tr>
<td>Tuesday 4 September</td>
<td>Donna Schmidth &amp; TBA</td>
</tr>
<tr>
<td>Wednesday 5 September</td>
<td>Mary-Anne Perlenfien &amp; TBA</td>
</tr>
<tr>
<td>Thursday 6 September</td>
<td>Shelley Wilson &amp; TBA</td>
</tr>
<tr>
<td>Friday 7 September</td>
<td>Joy Goodman &amp; TBA</td>
</tr>
</tbody>
</table>

**WEEK 9**

<table>
<thead>
<tr>
<th>DATE HELPED</th>
<th>HELP NEEDED &amp; HOW MANY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 10 September</td>
<td>Trish Baldwin &amp; Tracey Buckley-Dunn</td>
</tr>
<tr>
<td>Tuesday 11 September</td>
<td>Robyn Crowe &amp; TBA</td>
</tr>
<tr>
<td>Wednesday 12 September</td>
<td>Debbie Davey &amp; TBA</td>
</tr>
<tr>
<td>Thursday 13 September</td>
<td>Jeanette Lanskey &amp; TBA</td>
</tr>
<tr>
<td>Friday 14 September</td>
<td>Mrs Dianne Pinkstone</td>
</tr>
</tbody>
</table>

Mrs Dianne Pinkstone
Canteen Manager