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

Recently the Australian Government published a document entitled, "Talking with your kids about drugs". The booklet provides information about drugs, what families can do about illicit drugs, facts for parents.

I've included one of the sections below just in case you missed the publication. It is entitled, "The reasons teenagers give for trying drugs and what you can say":

"Someone had some and I just thought I’d try it."
Express your concern and question their decision. Ask whether it was what they expected and talk about the risks of further use. Try and find out if they felt pressured - this may lead to better ways for them to handle a similar situation in the future. Consider using examples of times when you have had to deal with a similar situation.

"I always wanted to try that stuff."
Ask what made that particular drug appealing, and what they expected to get from it. Questions such as, “What did you think it would be like?” and “Why that drug?” may be worthwhile. You may be able to discuss whether they have tried other drugs and if so, why. Say that you’re concerned with their behaviour and try to establish some ground rules.

"All my friends were doing it so I thought . . . why not?"
Make your feelings about drug use clear and explain why you don’t want them to use drugs. Ask if they felt it was safe because their friends were using it. Ask why they thought their friends used it and whether they were aware of the risks. Discuss the dangers of experimenting with drugs. It may be useful to discuss the importance of being able to make their own responsible decisions instead of following the crowd.

"It made me feel really good."
Try exploring the main reason the young person took the drug. Find out how they have been feeling. This is a good time to offer help and to find out if there is anything you can do for them or if they want to talk about another issue. Talk about less risky ways of feeling good.

"All my problems from school, home and life just went away."
This statement is a chance to really confront other issues. You can express your concern about your teenager using drugs as a means of coping. Let them know that if there are problems, you would like to talk about them. Ask what can be done to make things better. Discuss whether the problems returned after the effects of the drug wore off. Express your feelings about the dangers of using drugs to deal with problems. Make it clear that you want to work together to find a better way of solving their problems.

"It gave me more confidence."
Let them know that this is of concern to you and explain that they don’t need drugs to feel good about themselves. Share your own experiences where you also found it difficult in social situations and explain ways that helped you gain more confidence. These can be both positive and negative experiences. By acknowledging your own behaviour, you will increase your credibility with the young person. Consider ways in which you can help to improve the young person’s confidence and self-esteem.

"Well, you used drugs."
You should be prepared for this type of response if this statement applies to you. You need to be frank and open with your child. Acknowledge that illicit drugs are dangerous and that you would think differently now. You are an important role model.

For more information you can call 1800 250 015 or visit www.australia.gov.au/drugs.

Best wishes and
God Bless,

Mr Peter McLoughlin
Principal
Welcome back to school! This is the final term of 2007, and this is our first Newsletter for Term 4.

We hope you enjoy today’s issue.

IN THIS ISSUE:
- Daylight Saving Time
- Principal’s Notes
- Parish School Fees Notice
- Deputy’s Notices
- Year 9 ‘Night of Notables’ this Wednesday
- St Joseph’s Parish Youth Mass
- Back to School Allowance
- Curriculum News
- Pastoral News
- Weekend Mass Times for St Joseph’s Parish and St Anthony’s Parish
- Mathematics News
- The WORD this week is . . .
- Literacy and Numeracy News
- French News
- Introducing your Student Representative Council (SRC) for 2007-2008 (centre of Newsletter)
- College Musical: “Back to the 80’s” (tickets on sale)
- Writing Competition closes tomorrow
- Year 12 2007 Graduation Formal (tickets on sale)
- Year 11 News
- Pastoral News
- RRISK News
- Youthsafe
- “Student of the Week”
- Tweed PCYC
- Uniform Shop Hours
- Canteen News & Roster
- Centacare
- Student Exchange Program

PRINCIPAL’S NOTES

Welcome back to Term 4.

HIGHER SCHOOL CERTIFICATE

Our Year 12 students commenced their Higher School Certificate exams last week. (Students should note that ALL their HSC exams will take place at the Salvation Army Centre.) The last day for the exams for our students is Tuesday 13 November (Week 5, Term 4).

I’d ask all members of the St Joseph’s College Community to pray for our Year 12 students as they sit for their final exams.

TERM 4

Term 4 will conclude for students on Friday 14 December. The last week (10-14 December) will be exams for Years 7, 8 and 9 as well as assessments for Year 11. It is most important, therefore, that absences are avoided during these dates.

YEAR 10 END OF YEAR EXAMS AND SCHOOL CERTIFICATE EXAMINATION

Our Year 10 students started their internal end of year exams today. These exams finish this Friday, 26 October. Year 10 will then sit for their external School Certificate tests as follows:

<table>
<thead>
<tr>
<th>Monday 12 November:</th>
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<tbody>
<tr>
<td>- English (9:20am-11:30am) and</td>
</tr>
<tr>
<td>- Science (12:50pm-3:00pm)</td>
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<table>
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<tr>
<th>Tuesday 13 November:</th>
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<tbody>
<tr>
<td>- Mathematics (9:25am-11:30am) and</td>
</tr>
<tr>
<td>- Australian History, Geography, Civics and Citizenship (12:50pm-3:00pm)</td>
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In addition to these tests, our Year 10 students will sit for the compulsory Computing Skills test during the remainder of the week. Please pray for our Year 10 students.

LEAVING ST JOSEPH’S COLLEGE

Fourth term is a time when families make decisions about moving to a new area because of employment changes etc. I would ask that all parents of students who will not be returning to St Joseph’s College in 2008 to please contact my secretary, Mrs Helen Bissell on (07) 5524.9002 as soon as possible.

All students who leave St Joseph’s College are required to complete a Clearance Form.

STAFF CHANGES

Mr Harris has applied for one year’s leave of absence and will not return to St Joseph’s College until October 2008. Ms Nugent will continue to teach Mr Harris’ classes for the remainder of 2007. Best wishes to Mr Harris for his leave and many thanks to Ms Nugent for teaching Mr Harris’ classes.

PARENT INFORMATION: EDUCATION FUNDING AND THE FEDERAL ELECTION

Accompanying today’s newsletter is vital information for parents about funding of Catholic schools and the coming Federal election. This information has been developed by the NSW Council of Catholic School Parents and is fully endorsed by the Diocesan Parent Assembly.

Mr Peter McLoughlin
Principal
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) 5536.8701 if either of these deposits relate to you:

<table>
<thead>
<tr>
<th>DATE</th>
<th>CODE</th>
<th>TRANSACTION DETAILS</th>
<th>AMOUNT</th>
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<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>
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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

COMING EVENTS

WEEK 2 (CHILDREN’S WEEK 20/10-26/10)

Monday 22 October ...........................................(Day 1)
⇒ Year 12 HSC Exams continue (18 Oct-13 Nov)
⇒ Year 10 Yearly Exams (22-26 Oct)
Wednesday 24 October ..........................(Day 3)
⇒ Year 9 Night of Notables
Friday 26 October ...........................................(Day 5)
⇒ World Teachers Day
⇒ Diocesan Volleyball (selected students)

WEEK 3

Monday 29 October ...........................................(Day 6)
⇒ Year 12 HSC Exams continue (18 Oct-13 Nov)
⇒ PD/HE/PE Gifted & Talented Day (selected students)
Thursday 1 November ...........................................(Day 9)
⇒ Year 11 Semester 2 Reports distributed
⇒ Year 10 Trial Computing Exams
⇒ College Musical ~ ’Back to the 80s’ (1 & 2 Nov)
⇒ Diocesan Softball
Saturday 3 November
⇒ St James/St Joseph’s Art Show

WEEK 4

Monday 5 November ...........................................(Day 1)
⇒ Year 12 HSC Exams continue (18 Oct-13 Nov)
Tuesday 6 November ...........................................(Day 2)
⇒ Diocesan Waterpolo (selected students)
⇒ Diocesan Tennis (selected students)
Wednesday 7 November ...........................................(Day 3)
⇒ Year 9 History & Geography Excursions
⇒ Diocesan SLS Carnival (7 & 8 Nov)
Thursday 8 November ...........................................(Day 4)
⇒ SRC Planning Day
⇒ Friday 9 November ...........................................(Day 5)
⇒ Remembrance Day Ceremony
⇒ Year 11 ‘Meals on Wheels’ delivery (selected students)

WEEK 5

Monday 12 November ...........................................(Day 6)
⇒ Year 10 SC Exams (English; Science)
⇒ Year 12 HSC Exams continue (18 Oct-13 Nov)
Tuesday 13 November ...........................................(Day 7)
⇒ Year 10 SC Exams (Maths; Hist/Geog/Civics & Citizenship)
Wednesday 14 November ...........................................(Day 8)
⇒ Year 10 SC Exams (Online Computing) (14-16 Nov)
Thursday 15 November ...........................................(Day 9)
⇒ Year 12 Graduation Formal (7:00pm, Twin Towns Services Club)

Mr Peter Lyon
Deputy Principal

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.
At last week’s Assembly, the following students were presented with their Curriculum Award for excellence in formal assessments during September:

**Year 11**
- Teegan Crompton: Mathematics General, PD/H/PE, Exploring Early Childhood, Community & Family Studies
- Prudence Dalton: Mathematics General, English Standard, PD/H/PE
- Michael Dougall: Mathematics General, English Standard, Information Processes & Technology
- Lucy Fitzhugh: English Standard, Exploring Early Childhood, PD/H/PE, Community & Family Studies
- Rosarna Geerz: English-Advanced, Information Processes & Technology, Music
- Christopher Pearce: Mathematics General, English Standard, Sport, Lifestyle & Recreation
- Cheryllyn Wong: Chemistry, English-Advanced, English Extension 1, Ancient History, Studies of Religion 1

**Year 10**
- Jade Andrews: English, Drama, Physical Activity & Sports Studies
- Jacob Bush: English, PD/H/PE, Physical Activity & Sports Studies
- Tess Lyon: English, History, Drama
- Stephanie Mai: Music, English, Commerce

**Year 9**
- Torrey Atkin: Mathematics Stage 5.3, History, English, Visual Arts
- Lauren Barnes: Catholic Studies, English, Industrial Technology-Multimedia
- Marcus Cannon: Mathematics Stage 5.3, English, Drama
- Jordan Charters: Mathematics Stage 5.3, Catholic Studies, Industrial Technology-Multimedia, Physical Activity & Sports Studies
- Jessica Clarke: Catholic Studies, Food Technology, PD/H/PE
- Rebecca Colefax: History, Industrial Technology-Multimedia, Visual Arts
- Isaac Cork: English, Industrial Technology-Timber, Visual Arts
- Maddison Jordan: Catholic Studies, Mathematics Stage 5.3, Visual Arts
- Katherine McCleary: Catholic Studies, Drama, PD/H/PE
- Thomas Monaghan: Music, English, Drama
- Jessica Orr: Catholic Studies, Visual Arts, PD/H/PE
- Matthew Reading: Catholic Studies, Mathematics Stage 5.3, Music
- Lauren Teitzel: Catholic Studies, PD/H/PE, Mathematics Stage 5.3, English, Physical Activity & Sports Studies
- Timothy Wong: Mathematics Stage 5.3, History, Music

**Year 8**
- Brendan Bartel: Catholic Studies, Mathematics Stage 4.3, English
- Liam Bolster: English, Catholic Studies, Science
- Samantha Fien: French, Music, Mathematics Stage 4.3, Catholic Studies
- Samara Hayes: French, Music, Catholic Studies, English
- Nicholas Lovett: English, Catholic Studies, Science
- Caitlin McGibbon-Goode: French, Music, Catholic Studies, English
- Ashley Taverne: Catholic Studies, Music, English
- Sascha Webb: French, Catholic Studies, English

**Year 7**
- Grace Beattie: English, Catholic Studies, Music Technology, Mathematics Stage 4.3, English, Catholic Studies, Music Technology, Science
- Taylor Johnson: Music Technology, English, Catholic Studies
- Monique Mai: Technology, English, Catholic Studies
- Kirra Manning: Technology, English, Catholic Studies
- Morwenna Merley: Mathematics Stage 4.3, Music, Technology, Science
- Louis Monaghan: Technology, Science, PD/H/PE, English
- Brayden Pringle: Technology, Science, PD/H/PE, English
- Amanda Spinks: Technology, English, Catholic Studies

Mrs Helen Borrowdale
Curriculum Coordinator

**PASTORAL NEWS**

"MY SPACE IS NOT MINE"

On Wednesday last week, students from Years 7-11 attended a presentation by Dr Natalie Marriott entitled, "My Space is Not Mine". The presentation highlighted the dangers and consequences of posting personal photographs, comments and information on 'My Space', 'Face Book', or any other part of the Internet.

Dr Marriott explained how web spiders, web crawlers, search engines and archive sites seek out, copy and store files from all across the Internet and how this information, in the hands of the wrong people, can have significant and long-lasting effects on peoples lives.

Dr Marriott encouraged all students to use the Internet wisely, to think twice about the text, photos and videos they post, or allow others to post about them, and to be conscious of how this information may be used, and the consequences for the future.

We thank Dr Marriott for sharing her expertise in this area and encourage all parents to talk to their children about what they have learnt from the presentation.

Ms Frances Stegeman
Pastoral Advisor
WEEKEND MASS TIMES

<table>
<thead>
<tr>
<th>St Joseph’s Parish</th>
<th>St Anthony’s Parish</th>
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<tbody>
<tr>
<td>Saturday Vigil: 6:00pm</td>
<td>Saturday Vigil: 6:00pm (Kingscliff)</td>
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<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>
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</tbody>
</table>

Fr Michael Brady  
Parish Priest

Fr Jim Griffin  
Parish Priest

MATHEMATICS NEWS

THE AUSTRALIAN MATHEMATICS COMPETITION FOR THE WESTPAC AWARDS 2007

Congratulations to the 60 students who participated in this competition in July. The following students were awarded the following:

**Distinction Awards:**
- Year 12: Scott Glass
- Year 7: Felix Langenbach, Louis Monaghan, Katherine O’Donoghue

**Credit Awards:**
- Year 12: Joel Clark
- Year 11: Simon Campbell, Rosarna Geerz
- Year 10: Jacob Bush
- Year 9: Stephen Baker, Matthew Lesslie, Alex Minassian
- Year 8: Blake Buckley-Dunn, Joshua Correia, Jack Klein, Rhia Rhee, Matthew Waugh, Lauren Workman, Alexander Wyper
- Year 7: Laura Donnelly, Francis Filler, Bodie Nash, Thomas McGill, Monique Mai

Katherine O’Donoghue (7C) was also presented the “Prudence Award” for achieving the College’s highest number of consecutive correct answers. Well done, Katherine.

Paul Bush  
Organiser

Do you know the meaning of this word? Do you know the meaning of this word? Do you know the meaning of this word? Do you know the meaning of this word? Care: (vb.) to be troubled or concerned (he doesn’t care); to have regard or consideration for (he cares more for his hair than his marks); to provide help, comfort or support (she takes such good care of her sister).

Do you CARE? Do you take care of yourself? Do you care about others? Their feelings? Something that someone else owns? Do you care more about attaining things over achievements, or even people? Do you show the proper care... of anything?

To CARE is about respecting yourself, others and property, and all in the right measure.

LITERACY AND NUMERACY NEWS

LITERACY AND NUMERACY FUNDING FOR PARENTS/CAREGIVERS
An Even Start—National Tuition Program

Literacy and numeracy are foundation skills for a successful education and a productive life. Improved literacy and numeracy outcomes encourage higher school retention rates, lead to improved employment opportunities, enhance engagement in society and support future economic prosperity.

An Even Start—National Tuition Program assists those children who need extra help with their literacy and numeracy skills.

The Australian Government will provide parents or caregivers of eligible students with $700 of tuition in literacy or numeracy for their child.

Tuition will be available to children who do not meet minimum national benchmarks in literacy or numeracy based on the 2007 ELLA and SNAP State-wide testing for Years 7 and 8. Tuition for eligible students will start from 2008.

Information has been posted outside College Reception.

Fact sheets and other information including the program’s guidelines will be posted on the Department of Education, Science and Training (DEST) website (below) as they become available. Information can also be obtained by phoning the DEST on 1300 363 079. Contact Mr Carlo Trimboli at the College for any concerns.

Further information

For more information visit [www.anevenstart.dest.gov.au](http://www.anevenstart.dest.gov.au) or phone the Department of Education, Science and Training on 1300 363 079. This information is also available in languages other than English from the website.

Mr Carlo Trimboli  
Literacy and Numeracy Coordinator

Students in elective classes of Year 9 and Year 10 French recently completed the Assessment of Language Competency tests as part of their studies. They did graded listening and reading tasks and their results have been outstanding! ALL students will receive awards at our next school assembly to recognise their receipt of either Credit, Distinction or High Distinction results.

At this time, we also wish to extend “Bonne Chance” and “Bon Voyage” to Jackson Fisher as he travels to France on 31 October for the start of his three-month intensive language exchange.

Jackson will be living with a French family in Nantes and attending school, having a white Christmas and developing his already proficient grasp of this language.

Mrs Wendy Peterson  
French Teacher
STUDENT LEADERS 2007 - 2008

As a new addition to the St Joseph’s College Newsletter today, we are profiling our newly elected Student Leaders for the 2007-2008 school year.

We have included these photos so that, in the unlikely event that you don’t already know the individual, you will be able to place the face with the name. These student leaders are your Year Group Representatives, your Senior SRC Leaders and your School Captains. They are here to represent you, so make yourself known to them.

Thank you to everyone who nominated for these important roles in the College community.

Ms Frances Stegeman

COLLEGE CAPTAINS

Eliza O’Donohue  Matthew Coughran

MALE

Mark Bailey  Luke McCarron

SENIOR STUDENT REPRESENTATIVE COUNCIL

FEMALE

Erin Davoren  Lucy Fitzhugh

MALE

Samuel Monaghan  Jack Mulherin

JUNIOR STUDENT REPRESENTATIVE COUNCIL

YEAR 10

Kate McGrath  Rebecca Tilton

Diary: The student diary should be signed by parents/caregivers each week.
Any concerns? Contact the relevant Year Coordinator.
Before School Supervision: Student supervision is available prior to the commencement of the school day, from 8:20am until 8:40am.

YOUR STUDENT REPRESENTATIVE COUNCIL

Year 8

Ashleigh Dunemann
Stephanie Mai
Bernard Tsang
Brendan Bartel
Joel Cauchi
Samantha Fien
Jackson Kenny
Keeley Serone

Year 9

Jordan Charters
Janaya Neal
Georgina Oram
Jessica Orr
Dean Stegeman

Year 7

Ricardo de Azevedo
Maccalla Fenn
Samm Jackson
Andrew Lynch
Monique Mai
Hayley Raso
**Tickets are now on sale**
in the College Office for the 2007 musical production of

**BACK TO THE 80’s**
*...THE TOTALLY AWESOME MUSICAL!*

Written by Neil Gooding
By Arrangement with David Spicer Productions www.davidspicer.com

Evening performances will take place
in the Doyle Centre commencing at 7:00pm

**Thursday 1 November & Friday 2 November**

<table>
<thead>
<tr>
<th>Cost of tickets:</th>
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<tbody>
<tr>
<td>Adults</td>
<td>$12</td>
</tr>
<tr>
<td>Students &amp; Concession</td>
<td>$8</td>
</tr>
<tr>
<td>Family Pass (2 adults &amp; 2 kids)</td>
<td>$30</td>
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Don't forget ... entries close tomorrow (Tuesday 23 October) for the

**St Joseph’s College Writing Competition 2007**

Submit all entries to your English teachers

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**Year 12 2007**

**Graduation Formal**

**Thursday 15 November 2007**

**Twin Towns Services Club**

7:00pm DST (6:00pm QLD time)

**Tickets:**

Adults $50.00 / Students $40.00

Tickets are now available at the College Office.

No reservations without payment.

If group bookings are requested, payment for the full table is required.

Thank you, Ms Priddis.

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**YEAR 11 NEWS**

**WORLD YOUTH DAY TRIP TO SOLOMON ISLANDS**

In the holidays Ryan Andrews of Year 11 and I ventured to the Solomon Islands to assist our Diocese in promotion of Days in the Diocese and to foster a friendship between the Dioceses of Honiara and Gizo. I can personally attest to the friendly welcome and the spiritual connection that we were exposed to. Here are some of Ryan’s views on the trip.

Mr Shane Burns
Year 11 Coordinator

12 days of heat, sweat, mozzies, sunburn and more heat. The best 12 days of my life so far.

On the 30th of September 2007 a group of 22 parishioners, consisting of students, teachers, a doctor and a deacon flew to Honiara in the Solomon Islands on a plane smaller than those used domestically in Australia. We waded our way through a heat wave, got through immigration and exited the airport to cheers. A great long line of people waited for us, and had been waiting for about three hours to deck us out with garlands of frangipanis and to sing us songs of welcome.

This welcome, as well as making the entire trip worth it within the first hour of being in the Solomon Islands, set the tone for the rest of our stay. In almost every single parish, school and village we were welcomed with flowers, warriors in traditional dress, cultural dances and songs, and with a profound sense of joy and generosity. The Gizo group left us on Tuesday the 2nd, after which we travelled to different parishes, schools and villages within Guadalcanal – chiefly the communities of Visale, Arelieigo and Ravatu. We also visited school communities such as Bishop Eppalle School in Honiara and St Joseph’s Tenaru.

We went with the original idea that we were going to preach to these people; about WYD, about our common faith, about our Australian culture. However, it quickly became apparent that it was really them preaching to us. Not necessarily with words, either, but through example. Their joy and thanksgiving for the blessings that we take for granted was inspirational. Every single one of us learnt so much from the people we met and the friendships we formed, and hope that we as a country will be able to offer next year’s WYD pilgrims as much generosity and love as they have shown us.

Ryan Andrews (11E)
Today we bring you the ninth part in our ongoing series of ‘Bad Attitude’ articles. This time we take a look at the ‘bad attitude’ IMPATIENT, and what we can do about it:

**Bad Attitude**  
**Attitude Antidote and Replacement**  
**Impatient**  
Patience, Self-Control, Serenity

**Emergency Attitude Intervention:**
The next time you yourself behave with impatience, stop, own it, and use it as an opportunity to show your child/ren a big attitude change in action. For example, you’re waiting in line in a restaurant, you’re stuck in traffic, you want to use the phone at home, or your computer is taking forever to download; instead of getting all hot and puffy, yelling at the machine, or pacing up and down, use your Assault of the Deadly Impatient Bug as a teachable moment. First, acknowledge to your child that you nearly succumbed but are still able to regain your patience. Talk out what’s going on in your head and share with them your efforts: “I’m really impatient. I need to take a deep breath. I’ll go sort the laundry until this computer is done downloading. How am I doing? Do I deserve a gold star, or do you think I need more work on being patient?” The more your child sees you admit your impatient attitude and model healthy ways to beat it, the more likely he/she is to try it himself/herself. Your child needs to recognise that not only is patience a virtue but it is also a more practical way to get things done. So repeat this emergency attitude makeover as many times as necessary.

Impatient children want things NOW. They hate to wait, want everything done instantly (and done in their favour), and really aren’t concerned about somebody else’s feelings and needs. After all, it’s their inner clocks that are ticking, and as far as they are concerned, everyone else’s watches should be set to comply with their time demands. Standing in line with these children can be absolute torture. They can’t understand why they have to wait: it’s an inconvenience to their schedule. Heaven help you if the waiter is late, the movie won’t start, the airplane is stuck on the runway, the computer is slow downloading, or the game is postponed. Everyone pays the price and must endure the child’s tirades, despite the fact that everyone else is probably inconvenienced as well.

Make no mistake: impatient children have an attitude, plain and simple, and there are two prime causes. We’ve become a sprint-paced, instant-message, microwave society that wants things immediately. We have also made the mistake of giving in straight away to our children and trying to satisfy their whims, wishes, and wants instantly.

Patience is a very important virtue that puts us in harmony with other people and the natural rhythm of events. Patience teaches us to be sensitive to others and more aware of what’s going on around us. It boosts character, improves our relationships, is better for them in the long run, and ultimately makes us happier. Let’s just make sure our children recognise this. The first step is to curb their impatient attitudes and replace them with the virtues of patience, self-discipline, and serenity.

**Bad Attitude Alert:**
The author writes: “As a former special education teacher, I’ve had lots of experience with impatient kids, and I know that the first step to changing this bad attitude is to understand the underlying causes.”

**Diagnosis:**
First ask yourself these questions:

**Why?** Why does your child have this attitude? What is fuelling his/her impatience? Are you an above-average impatient person? Is he/she used to getting his/her way instantly? Does he/she see others get what they need immediately so he/she wants it as well? Here’s another possibility: Is your child impatient because he/she is frustrated, fears failure, is anxious or stressed? Get in your child’s shoes in the specific situation where he/she is most likely to show impatience. Pretend you’re him/her. Why is he/she impatient?

Don’t overlook that impatience can also be a sign of frustration, fear of failure, or inability to focus on one thing for any length of time. What about stress? Might your child’s schedule be so overloaded that he/she literally doesn’t have time to relax, be patient, and decompress?

**What?** Are there particular issues or things he/she is usually more impatient about? Are they about wanting stuff or needing more attention and privileges? Or is it about not doing a particular subject, chore, or assignment?

**Who?** Does he/she display the same impatient behaviour to everyone? Are there some individuals he/she does not use his/her impatience ways on? If so, why? Why are they spared? Does he/she respond any differently to those who are more patient and relaxed toward him/her? If so, who, when?

**When?** Is there a particular hour in the day, day of the week, or even month when he/she is more impatient? Is there a reason? For instance, is he/she concerned about getting into trouble, wanting to meet his/her friends, missing a TV show? Does he/she tend to be more impatient when he/she is tired, hungry, or stressed? Does he/she always seem to need the same routine and schedule?

**Where?** Are there certain places he/she is more likely to be impatient (at school, at the dinner table, in the car pool, at violin practice)? Why?

Review your answers. Talk to others who know your child well. Do you have any better understanding of his/her impatient attitude and where it’s coming from?

**What’s wrong with your current response?**
Yes, some children have more sensitive temperaments and quicker attention spans, but patience can be taught, attention spans can be stretched, and children can learn to stop and consider the needs of others. Where is your child learning this behaviour? From siblings? Friends? Neighbours? Relatives? Or might you be reinforcing it by always immediately giving in to his/her requests?

Reflect on how you typically respond to your child’s impatience. Do you roll your eyes and tap your feet? Freak out and yell at him/her? Bribe him/her to wait a bit longer? Give in to his/her whims? Try to take a practical step to speed everything up so he/she gets what he/she wants more quickly?

Think of the last time your child displayed this bad attitude and what you will never do again: What kinds of responses have you discovered do not work in squelching your child’s impatience? Is there one thing you have learned that is not effective in dealing with this attitude? What is your worst response?

**Facing your own bad attitudes:**
What kind of example are you setting for your child? For instance, has anybody complained about your being impatient lately? Who complained, and what did that person say? Do you think the label fits? Think about how well you deal with stress, frustrations, or change. Try to think of specific examples and what you did. Here are a few examples: You’re stuck in an endlessly long line to get through security at the airport; traffic is stalled, and you’re late for an important appointment at work; the bank teller informs you that bank’s computer system is down, and you have to wait a few minutes for your transaction to go through; your child is struggling with his/her homework and he/she doesn’t get what you’re explaining; you arrive at the restaurant on time for a reservation and are told that your table won’t be ready for at least forty-five minutes. How do you respond when you’re handling the delay? Even more important, how patient would your child say you were?

What about everyday life moments? Do you find time to relax, really listen patiently to your child/ren, and take moments just to think and contemplate your day and life? What about your schedule? Is it so packed that you find yourself stressed and impatient about doing things like helping your child learn to tie his/her shoes, make his/her bed, ride a bike, drive a car? When your child is struggling, are you able to be patient? What about when he/she makes a mistake? Can you make an allowance? What can you do to change your schedule so you can be more patient and enjoy little moments with your family that can add up to mean so much?

Consider whether your attitude is teaching your child to be patient. Could your child be learning any of his ‘bad attitudes’ from you? If so what is the first step you need to take in yourself to be a better example to your sons or daughters of dealing with their impatient behaviour? What changes do you need to make in yourself?

Sport: Sport is an important part of the school and students are expected to attend sport each week.
The “Don’t give me that attitude” makeover:

To eliminate your child’s impatience, take the following steps:

**Step 1 ~ Make Your Child Wait – And Don’t Give In**

The first step to changing your child’s impatience attitude is simply to make him/her wait. Don’t give in to his/her whims, don’t stop your conversation to answer his/her unnecessary questions, and don’t feel sorry for him/her because he/she didn’t get what he/she wanted just at the time he/she wanted it. Not only is it a big part of growing up, but researchers find that patient children have an advantage in life. Scientific studies have actually proven that patience is crucial for all of us to get what we want and need in life. It helps achieve goals, resolve conflicts, and just plain enjoy life, moment by moment.

Learning this key component of their character at an early age leads to a more developed and ‘rounded’ individual, one who is socially competent, more personally effective, self-assured, and better able to deal with the frustrations of life. Make your child wait a bit and learn to be patient. Ignore their protests and tirades; in the end, you’re doing them a favour.

**Step 2 ~ Stretch Your Child’s Patience Little By Little**

The most important goal for changing this attitude is to stretch your child’s patience so he/she can wait for longer and longer periods of time. The first part of this is to help him/her calm down in the moment. Here are some tips:

- **Freeze.** In a very calm voice, say: “Freeze and don’t move until you can get yourself in control.”
- **Hold your breath.** Tell your child not to breathe as long as possible and then take a few long, deep breaths together.
- **Count.** Join your child in slowly going from 1 to 100 (or less for a younger child).
- **Sing.** For a young child, ask him/her to pick his/her favourite tune such as “Frère Jacques” or “Twinkle Twinkle Little Star”.
- **Stretch.** For older children, show them how to relax the tension in their neck or upper back by pretending they’re a scarecrow or leaf falling slowly to the ground. Once your impatient child has learned to temper his/her nervous energy and desires, help him/her stretch the amount of time he/she can wait, little by little. Start by timing how long your child can wait. If he/she can hold still for only one minute, don’t make him stand there for ten. Take that shorter time as his/her normal patience level and then gradually increase his/her waiting time as his/her patience improves. If he/she is also impatient in other areas, such as homework time or doing chores, do the same thing. For instance, time how long your child can generally stay in his/her seat when he/she is doing homework. If he/she can hold still for only five minutes, don’t make him/her stay there for twenty. Take that time as his/her normal work session, and plan breaks at necessary intervals so he/she can finish his/her work in appropriate segments. Don’t expect this to happen overnight; it won’t. But your child’s patience will grow if you stick to this goal.

**Step 3 ~ Teach the Difference Between “Needs” and “Wants”**

When dealing with impatience related to acquiring some object or material thing, instead of instantly gratifying your child’s urges by buying what he/she wants or letting him/her spend his/her cash, insist he/wait (an hour, day, week). During the time, he/she must think whether he really needs the product. After all, there is a difference between “need” and “want,” and impatient children often confuse the two.

Some parents have their children write down and draw a picture of the item desired and post it until the date he/she can go out and purchase it. Younger children can use a calendar to check off each day, until the specified time when they can purchase the item. But if he/she loses interest before the time is up, even he/she will probably agree that he/she didn’t really “need” the item after all.

**Step 4 ~ Take a Stand Against Interrupting**

“I never get to finish my conversation – my kid is constantly interrupting.” . . . “I’m on the phone talking, and my kid barges in and wants to tell me something.” Sound familiar? One of the biggest parenting complaints is about children who always interrupt. It’s just another sign of an impatient attitude.

Take a stand against unnecessary interruptions: helping your child learn to wait and not interrupt is yet another way to increase patience. Here are a few suggestions to guide you through the weaving process:

- **Acknowledge their presence while waiting.** For younger kids, it is helpful to put your hand gently on their back, give a hug, or put up your pointer finger to signify “one more minute” and you’ll give them your undivided attention.
- **Teach the meaning of “necessary”.** There are instances when children should interrupt; but those times need to be spelled out so children are clear what they are. Discuss which situations justify interruptions (such as emergencies, someone is hurt or could get hurt, or an adult says, “Get your mum now”).
- **Give a time frame.** Younger children especially have difficulties waiting because they have such limited concepts of time. Visual references providing time references often helps them be patient. Here are a few examples:
  - A watch: “When the big hand goes all the way around one time, I can help.”
  - A sand timer or oven timer: “Wait until the sand runs out (or timer goes off).”
  - A timer: “Slowly send a minute or count to 20 (or hum “Twinkle Twinkle Little Star”). When you’re done, I can listen.”
- **Point out “inappropriate times.”** Discuss inappropriate times to interrupt, such as when someone looks very busy, is on the telephone, is in the middle of a conversation with someone, or is sleeping. This conversation helps your child become more aware of not only unusable moments to interrupt, but also learn to be more considerate of others.

**Step 5 ~ Reinforce Patience**

Of course, becoming more patient will not happen overnight. Stress the value of patience as a family, talk about why “patience is a virtue”, and acknowledge your child’s attempts to be more patient: “I know it was hard to wait and you wanted to go home. So thank you for being so patient.”

“I noticed how patient you were with your brother today. It’s not easy having a three year old around when you’re trying to get your work done. I appreciate your patience.”

**Attitude Makeover Pledge:**

How will you use these steps to help your child become less impatient 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 more patient and considerate of others?

**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:**

Start a Patience Extension Plan for your family. Make a commitment to take every opportunity to show your child/ren the value of patience in your daily family life, whenever you’re stuck, or when you’ve experienced something that’s taking a long time. Take a pledge to cultivate patience as a family. You might start by discussing what things are fueling impatience and then find ways to create less stress so you have more time to enjoy each other, for example:

- Reduce one thing on your weekly schedule.
- Take the phone off the hook for an hour each night and let the answering machine do its magic.
- Set a moratorium on unnecessary errands.
- Turn the TV off for a half-hour at a certain time.
- Add ten minutes after dinner as a family or find a time each night when all the family members can be together for even a brief time. Then during those added minutes, take that uninterrupted, unstressed time to enjoy each other and listen patiently.

**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:** “Peaceful Parents, Peaceful Kids: Practical Ways to Create a Calm and Happy Home”, by Naomi Drew; “Tired of Yelling: Teaching Our Children to Resolve Conflict”, by Lyndon D Waugh.

**For Children:** “Feelings”, by Aliki; “Today I Feel Silly and Other Moods That Make My Day”, by Jamie Lee Curtis.

Movies can also offer an insight: “Gandhi” (1982), Mahatma Gandhi is magnificently portrayed by Ben Kingsley; this movie chronicles his life and death; “Kundun” (1997) is about the life of the fourteenth Dalai Lama, and the increasing difficulties he faces as a non-violent man in an increasingly violent world.

Ms Frances Stegeman
Pastoral Advisor
RRISK NEWS

REDUCE RISK – INCREASE STUDENT KNOWLEDGE

Today we have the seventh and eighth parts of the RRISK Program:

TIPS FOR SUPERVISING A LEARNER DRIVER

The amount of time a learner driver spends on the road is very important. Research indicates that learner drivers who increase their supervised on-road experience can reduce their crash risk by 40 per cent in the first two years of solo driving.

Many learner drivers get tuition from professional driving instructors, but most will also want additional driving practice and some tuition from a parent, carer, other relative or a friend.

These twelve tips come from the RTA website:

1. If either you or the learner driver is tired, upset or stressed, reschedule the practice session to another time.
2. Try frequent, short practice sessions in the beginning.
3. Read and refer to the log book and the task key points as a guide to practice sessions.
4. Begin with the easiest tasks then, once they have been mastered, move to the more difficult tasks.
5. Discuss then demonstrate new tasks before getting the learner to attempt them.
6. Use ‘commentary driving’ - which involves the driver and passenger talking about what is happening inside and outside the vehicle.
7. Start the learner practising on quiet streets, preferably in daylight, before moving onto busier roads and more challenging conditions.
8. Allow the learner to proceed at his or her own pace.
9. Don’t criticise mistakes. Calmly discuss what happened and allow the learner to try again.
10. Be positive and offer praise when the learner successfully completes a task.
11. Impress upon the learner the importance of developing a sensitivity to speed. It is important that they realise that the faster a vehicle travels, the more difficult it becomes to respond to potential hazards. They should also realise that the faster a vehicle is travelling when involved in a crash, the more devastating the outcome.
12. Avoid using the radio, mobile phone or talking to other passengers while the learner is practising.

POINTS TO CONSIDER WHEN BUYING A USED CAR

Know what type of vehicle is allowed. On 11 July 2005, the NSW Government introduced changes that prohibit all new provisional (P1 and P2) drivers from driving certain vehicles while on their provisional licence.

Prohibited vehicles are those with:

- Eight or more cylinders.
- A turbocharged engine (diesel exempt).
- Engine performance modifications.
- High performance six cylinder engines.

Know what you want. Do some research and work out what type of car will suit, whether manual or automatic, what will the car be used for, running costs and level of safety. Cost is obviously a big concern, but be aware that operational costs, repairs and maintenance should be considered.

Know where to look. There are many options - licensed dealers, auctions, or private sales.

Know what to check. Check the vehicle’s identity; its VIN (vehicle identification number), engine number, compliance number plate, and check to see whether the vehicle has money owing on it. REVS (www.revs.nsw.gov.au) can also tell if the car’s been stolen, re-registered or classified as a write-off.

Know how it drives. Take the vehicle for a test drive, but before you do, make sure the seller has an insurance policy that will cover if there is a crash. Listen for odd noises and rattles. Does the engine run smoothly when you change gears, slow down, accelerate? Do the brakes work effectively? Does the car stop straight and smooth? How does it steer? Does it steer straight or drift left or right.

Know that the vehicle meets all safety checks. A comprehensive pre-purchase safety inspection and an authorised inspection (pink slip) will ensure your wheels are in good enough shape to be driven on the road. Ensure that all faults are repaired before you take possession of the vehicle.

Websites You Need. When thinking of buying a second-hand car, there are many websites you should visit:

- Roads & Traffic Authority www.rta.nsw.gov.au
- NRMA www.mynrma.com.au
- NSW Office of Fair Trading www.fairtrading.nsw.gov.au
- REVS www.revs.nsw.gov.au
- Motor Traders Authority www.mtansw.com.au
- The Red Book www.redbook.com.au

Mr Peter Serone
PD/H/PE Coordinator

Diary Note

Friday 23 November 2007
Year 11 students attending RRISK Seminar, Tweed Heads Civic Centre

YOUTH SAFE

‘Helping Teenagers Become Safer Drivers’

Parent Tip No. 7

Point out potential hazards and dangers and model the road rules, particularly those about speed limits, drink-driving and seat belt use.

Diary: The student diary should be signed by parents/caregivers each week.
Any concerns? Contact the relevant Year Coordinator.
STUDENT OF THE WEEK

Welcome back to Term 4 . . .

Could this be a picture of you?

This week we have a photo taken of this year’s senior SRC (minus one) . . . taken when they were still in short pants . . .

Can you guess from this next photo, taken just a few short years later . . . ?

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!

Student Council

CANTEEN NEWS & ROSTER

WEEK 2

Monday 22 October
Michelle Kirk & Fran Smith
Tuesday 23 October
Anne Bruce & TBA
Wednesday 24 October
Sandy Jeffries & Helen Steele
Thursday 25 October
Donna Fien & Margaret Pulland
Friday 26 October
Bernadette Beattie & Trish Baldwin

WEEK 3

Monday 29 October
Helen Steele & Jan MacQueen
Tuesday 30 October
Janene Neal & TBA
Wednesday 31 October
Kathy Bush & Jean Colivas
Thursday 1 November
Julie Crouch & Lynne Klein
Friday 2 November
Julianne Donnelly & Kerrie Salmon

Mrs Dianne Pinkstone
Canteen Manager

UNIFORM SHOP HOURS
Monday to Friday
(8:30am – 12:00noon AND 1:00 – 3:30pm)

CANTENE NEWS & ROSTER

MEAL OF THE WEEK
This week we have the very popular “Singapore Noodles & Pork” for the affordable price of $4.00 – with an “upsize” version available for $5.00. So come on in and order . . . AND MAKE IT EARLY!

CANTEEN ROSTER

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Get Active at the Tweed Heads PCYC

Dance classes - breakdancing (Wed 5:00pm), hip hop (Thurs) & ballroom (Fri). Free Circus Skills Workshop Sat 20 Oct 1:30-2:30pm + ongoing classes Band & Surf Movie Night Fri 16 Nov, 7:00-9:00pm, 13-17 years $5. Martial arts & fitness - boxing, box fit, judo, ju-jitsu, daito ryu & weights gym. Equipped Band Practice Space & more.

Tweed Heads PCYC
Florence Street (PO Box 380), Tweed Heads NSW 2485
All enquiries to Ph: (07) 5599.1714

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.

Recently separated/divorced?

Centacare at Ashmore is conducting a seven-week workshop on “Divorce and Separation”.

This workshop will run every Wednesday evening, commencing Wednesday 31 October, from 7:00-9:00pm. This gentle, non-confrontational and supportive workshop provides a wonderful opportunity for people who are struggling to overcome one of life’s challenges.

For more information or to register for this workshop, please phone Centacare on (07) 5556.9900.
Located at Unit 50/207 Currumburra Road, Ashmore.

BRING HOME A BROTHER OR A SISTER

In February 2008, students, aged 15-18 years, from over 15 countries will be arriving in Australia to study at local schools for 5 or 10 months. Opportunities exist to act as a host family in a volunteer/unpaid capacity. Hosting can be on a temporary, short or long term basis.

Host families help provide students with the chance to study and experience life in Australia. This is a great way to learn about another country and culture, establish a lifelong link to a family in another country and contribute to international goodwill. If your family can offer a friendly, supportive and caring home environment, contact us today.

To learn more about this opportunity, call Student Exchange Australia on 1300 135 331 or visit our website www.studentexchange.org.au.