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

We hear often through the media of the pressures of life in the twenty-first century. The pressure to perform at work; the pressure to perform for family and friends. Sometimes this is just overwhelming. But for others it all seems so simple. This can change.

I read an article recently written by Michael Licenblat, a resilience expert who helps people bounce back from the pressures in work and life. I’m sure there was a lot of stress for those involved in the College production, “Back to the 80’s” last week. Michael writes about that when people produce their best results, they talk about being in a state known as “the zone”. He describes “the zone” as, “a highly productive state where you are able to focus on the specific while monitoring the big picture, all in an effortless and calm frame of mind.”

I can recall many sporting stars talking about what it’s like to be in “the zone” and the feeling of being able to achieve at the optimum level. Michael calls this zone as being “in flow”. He writes about the key to being “in flow” isn’t about pushing yourself to achieve more but a case of how to remove those obstacles that inhibit us from staying “in flow”.

Michael’s advice of how to get “in flow” is “by letting go of outcomes you lose control over and just apply yourself, to the best of your ability, in the direction in which you want to move.”

There was an advertisement on the television some years ago that suggested to us that we “accentuate the positive and eliminate the negative”. That is the central message here. Our society needs well-rounded positive people who are optimistic about the future. The Bible suggests that we take time to reflect and focus on God, "Be still and know that I am God." (Psalm 46)

As we quickly approach the end of the year, and the Church season of Advent where we prepare to celebrate the birth of Jesus, it is important to get into “the flow” about being the best we can at everything we do.

Best wishes for the coming weeks,
God Bless,

Mr Peter McLoughlin
Principal
We are already in Week 4 of the final term for 2007 - just where does the time go?

Bearing in mind that these next weeks will go by in a flash, a couple of reminders for our students and their families:

⇒ Year 10 students will be sitting their compulsory School Certificate exams Monday, Tuesday and Wednesday of next week. These students have been given an ‘end of year’ letter explaining their final program of events.

⇒ Also next week, our Year 12 students complete their final HSC exams. Next Thursday, they will be attending their College Graduation Formal.

And for students in other year groups, there will be more examinations before the term is out:

⇒ In Week 9, students in Years 7, 8 and 9 will be taking their end of year exams.

⇒ Week 9 will also be an assessment week for Year 11 students.

Families should note that this exam/assessment week will be compulsory for all Years 7, 8, 9 and 11 students.

All in all, a very busy time. We hope you enjoy today’s Newsletter.

IN THIS ISSUE

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PRINCIPAL’S NOTES

BACK TO THE 80s

Sincere thanks and congratulations to all involved in the College Musical. It was obvious that there was a significant amount of work put in by staff, students and parents. Particular thanks to Mrs Singleton-Newell whose drive and enthusiasm led the production to the success it achieved, and to the cast and crew:

Mrs Sharon Singleton-Newell  Luke McCarron
Tess Lyon  Rosanna Geerz
Mrs Louise McLaughlin  Ione Quinn
Mr Shane Rowland  Ashley Waterman
Mr Matt Foster  Emma Wood
Mr Tom Nethery  Finn Davoren
Mr Wayne De Venny  Patrick Lynch
Mr Gary Wheatley  Troy Erich
Ms Fiona Murray  Christopher Boyle
Ms Lyn Pimm  Matthew Lesslie
Mrs Vilina Camp  Prudence Dalton
Mr Carlo Trimboli  Alana Baragahan
Matthew Coughlan  Megan Atwood
Dean Stegerman  Georgina McIntosh
Mr Chris Morrison  Thomas Monaghan
Isaac Cork  Matthew Hurst
Xavier Ricketts  Tyler Lynch
Rachael Amos  Rachel Eves
Ms Julie Dreise  Stephanie Mai
Tayla Gardner  Ingrid Steele
Ms Kylie Evans  Yukino McHugh
Ms Jasmine Simkus  Briana Atkin
Mr Michael Keating  Natasha Lipshus
Daisy Dubber  Kelsee Bell
Olivia Salmon  Olivia Crowe
Janaya Neal  Katherine McCleary
Jade Andrews  Brooke Dark
Mr Michael Joseph  Anastasia McCleary
Ms Sandra Salamachca  Alexandra Condon
Mrs Vicki Sargent  Daniella de Azevedo
Jenna White  Laura Bailey
Fiona Lyden  Charlotte Herridge
Ali Cuthbertson  Annie O’Donohue
Kayla Atwood  Jessica Clarke
Alana Higgins  Georgina Oram
Simone Lanskey  Ramona Sumners
Renee O’Connor  Charlotte Stephens
Jordann Rhodes  Maddison Jordan
Hannah Whittaker  Maddison Wong
Amy Elkington  Hannah Wakefield
Teaghan Maclean  Allie Capellari
Emily Kirkham  Teegan Crompton
Emma Hickling  Hayley Gibb
Rosemarie Samuels  Amy Holt
Mrs Peta Lyon  Jessica Long
Ms Charmaine Vella  Katherine O’Donoghue
Mrs Wendy Peterson  Danielle Payne
Mrs Angela Jordan  Elouise Southon
Ms Anna Fin  Rachael Amos
Mr Kim Dixon  Stephanie Lesslie
Mrs Karen Evans  Torrey Atkin
Mrs Leonie Jennings  Bronson Atkin
Ms Vanessa Milligan  Liam Hadfield
Mrs Jane Joseph  Michael Meynell
Ms Debra Dawson  Catherine Conlan
Ms Stephanie Holland  Joshua Foster
Mrs Helen Bissell  Jensen Lau
Ms Sharon Urquhart  Simon Campbell
Xavier Ricketts  Andrew Klein
Samuel Monaghan  Samantha Rutledge
Gregory Piers  Matthew Bourgeois
Jacob Bush  Featuring Dale Norton from the
Taylor Liddiard  Toe Thumping Big Band

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.
PRAYERS
Please pray for the repose of the soul of the grandfather of Tayla Nasveld (10D) who passed away last week.

YOUTH MASS
The last Youth Mass for 2007 will be held at 5:30pm on Sunday 25 November in the Doyle Centre. It would be wonderful to see many students and families in attendance.

ROTARY PUBLIC SPEAKING
Congratulations to Phoebe Cupples (11B) who represented the College so admirably at the Rishworth Public Speaking Competition conducted by Rotary International.

GULU WALK
Please read the following letter from Mr John Lee:

A BIG THANK YOU FROM THE CHILDREN OF UGANDA
GULU WALK - TWEED HEADS.

On Wednesday, I spoke to you about the Gulu Walks that were taking place in over 100 cities around the world. I explained to you why we were walking and how it would be good if you could support the cause of the Children of Uganda. Children who have never known peace in their lifetime and many do not even know who their parents were, as they have being killed by the rebels or died through sickness or HIV/AIDS.

On Saturday, in Tweed Heads, we "Walked for the children of Uganda". Approximately 50 people, students and teachers from the college, as well as a few other people from Tweed Heads, took up the cause, to show the world and the people of Uganda that we care. In Australia, only Tweed Heads and Perth held Gulu Walks and on Friday, at St. Joseph's College, Banora Point, you students most generously donated $110.80 - a truly wonderful effort.

On Saturday, we walked for the Children of northern Uganda and a small dedicated band of helpers, during the walk and at the Light Festival collected more donations. In all, they raised $358.80. That gives a total of $464.60. An absolutely wonderful effort by your college.

If I was one of the Children of northern Uganda, I think for you in Australia I would say something like this. "Thank you St. Joseph’s College, for your wonderful and Christian efforts to help us. With the thousands of people around the world who organised Gulu Walks, because of your efforts, we can now have schools. Because of your efforts, we can have some form of health care. Because of your efforts, we can now have some safety and learn about our heritage and our parents who may no longer be with us. Perhaps most of all, because of your efforts, the world is now taking notice of the war that has raged for almost 25 years and we are hopeful that peace will soon return. Thank you each and every one of you at St. Joseph’s College, Banora Point, Australia. God Bless you."

From me John Lee, I cannot thank all who got involved, enough.

You were wonderful and to all of you who helped in whatever way, the Children of Uganda and I, thank you sincerely.

John Lee
Gulu Walk,
Make Poverty History,
Rosies Youth Mission.

Mr Peter McLaughlin
Principal

Mr Peter Lyon
Deputy 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:

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<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>
</tr>
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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

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**WEEKEND MASS TIMES**

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<thead>
<tr>
<th>St Joseph’s Parish</th>
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<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>
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<tr>
<td>Sunday: 9:00am (Bilambil)</td>
<td>Sunday: 9:00am (Kingscliff)</td>
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<tr>
<td>Fr Michael Brady</td>
<td>Fr Jim Griffin</td>
</tr>
<tr>
<td>Parish Priest</td>
<td>Parish Priest</td>
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</table>

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**CURRICULUM NEWS**

**PRACTICE FOR SCHOOL CERTIFICATE**
Year 10 students should go to [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) to find past School Certificate papers and multiple choice practice. For School Certificate and Higher School Certificate multiple choice practice, look in the centre column of the home page. To locate past papers, click on School Certificate on the left hand side of the home page.

**YEAR 10 SCHOOL CERTIFICATE TEST IN WEEK 5**
Students must bring all necessary equipment to these external exams – pens, pencils, eraser, ruler, calculator, geometrical instruments. Borrowing of equipment is not allowed during the exam. Please bring equipment in a clear plastic sleeve or clear pencil case.

**EXAM AND ASSESSMENT WEEK**
Yearly exams for Years 7-9 take place in Week 9 of this term (10-14 December). Year 11 have HSC assessments in this week. Please ensure student attendance in that week.

Mrs Helen Borrowdale
Curriculum Coordinator

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**REMINDER**
Marist Fathers Indigenous Education Fund forms for 2008 have been given to students. Would parents or carers please complete the forms by 16 November 2007 and send them to the address provided on the form.

Any questions, please phone Ms Lisa Stephens at the College.
Do you know the meaning of this word? 
Kindness (n.) the practice or quality of being kind; a kind or helpful act.

Do you know what it is to be “kind”?
Kind: (adj.) having a friendly nature or attitude; helpful to others or to one another (a kind deed), considerate or humane; cordial; courteous; pleasant; Informal: beneficial or not harmful.

Have you been kind to someone today?
You know, all it takes is just a smile . . .

CAREERS NEWS

Congratulations to Cheryllyn Wong (11C) and Phoebe Cupples (11B), who received Distinctions for their chosen subjects studied at Bond University during Semester 2 this year. Cheryllyn studied a Bond University core subject: Contemporary Issues in Law and Society, whilst Phoebe studied another core subject: Strategic Management. These results are outstanding given the girls studied a University subject whilst completing their Preliminary HSC course here at the College.

There are numerous full-time employment and Apprenticeship opportunities currently available in our local community. These opportunities are suitable for a school-leaver and the positions are ready for filling now!

Year 10 or 11 students thinking of changing patterns of study can still apply for a TAFE delivered TVET course for 2008.

If you are gaining school-holiday/casual employment, be sure to drop into the Careers Room and pick up a Tax File Number Application.

A local florist has an employment opportunity for the Christmas holidays available currently. Applicants need to have good communication skills with customers in person and over the phone.

For more information on any of the above, or any other Careers concerns, please see me in the Careers Room.

Mr Matt Hall
Careers Advisor

In the next Newsletter . . . See all the fun we had at 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

ENGLISH NEWS

Congratulations to our Year 9 students who displayed some amazing work at last week’s Night of Notables. They were most cooperative throughout the entire program. Thank you to the families of these students for your assistance and for your attendance on the night.

Phoebe Cupples (11B) recently represented the College at a Lions International Public Speaking Competition where she performed extremely well.

Entries in the 2007 St Joseph’s College Writing Competition are currently being judged. The names of the winners will appear in the next Newsletter.

Mrs Janet Crouch
English Coordinator

If your child is going into Year 10, 11, or 12
- you have a tough year ahead

You can help!
January Holiday 4-Day Seminars in STRATEGIES FOR SUCCESS

How you will benefit:
Students emerge from the seminar confident and motivated towards their studies and possessing powerful new strategies for speed reading, advanced understanding, summarising, memorising and revision, essay planning, stress management, time management, goal setting and correct study methods. This unique, high-powered four-day program has proven results.

This unique Australian 4-day seminar has been proven over many years with a broad range of students. It is presented in Brisbane and on the Gold Coast every school holidays by Dr. Mark Brown, a university lecturer and consultant in learning performance and student motivation. In a survey conducted on an average of six months after their child’s attendance, 93% of parent respondents said there had been a persistent positive change in their child’s actual school performance.

What previous students have said:
“A very worthwhile investment in my life.” C. Hewitt
“I felt like I had really achieved something.” C. Chalmers
“A powerful presentation - an educational must.” M. Burns

Cost: $400.00 (Visa/Mastercard welcome)
Times: 9am - 3pm
Dates: 7th-10th January (Bond University)
14th-17th January (QUT Gardens Point)
21st-24th January (QUT Gardens Point)
* We also offer a 2-day program specially formulated to suit the needs of students in Years 8 & 9. Cost $210
17-18 Jan, 23-24 Jan (QUT), 10-11 Jan (Bond Uni)

For a free brochure with details
Ph: 07-3281 1400
Learning Performance Seminars®

Limited Places

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.
Night of Notables
PARTIES - WILL YOU ALLOW ALCOHOL AT YOUR ADOLESCENT'S PARTY?

Many parents and carers will be helping young people in their family celebrate birthdays, special occasions, finishing their school year or leaving school. It is time for careful planning so that everyone enjoys themselves. Some parents may not be aware of their responsibilities in relation to supplying alcohol to under 18’s. Regardless of where the function will be held, it is against the law to supply alcohol to anyone who is under 18 years of age - even at private parties. This activity is often called secondary supply of alcohol - an offence that carries a maximum penalty of $5,500 per offence. On the spot fines of $550 can also be issued by police. This information comes to you from the NSW Department of Gaming and Racing. Check their website for further information: www.olgr.nsw.gov.au.

Points to consider:
♦ What do you do if an underage guest arrives with alcohol?
♦ What do you do if students arrive intoxicated?
♦ What do you do if your alcohol has been consumed during the course of the party?
♦ How can you plan a successful party that addresses these issues?

It is much easier to plan and control what happens at your next party if you follow some simple guidelines. Here are some suggestions that can make a difference:
♦ Ideally RSVP invitations should be issued, giving as many details as possible about times of starting and finishing, the nature of the party, a dress code, how it will be supervised and how guests will return home. Indicate guests will be required to bring invitation for party entry.
♦ On the invitation, suggest guest parents contact host parents or carers.
♦ Have emergency numbers handy and call police before the situation gets out of control. Advise neighbours of your party as common courtesy.
♦ Make it clear in advance it is an alcohol free party. (Parents are reminded of the Department and Racing penalties cited earlier).
♦ Alcohol at parties is not easily supervised. Alcohol can easily be consumed in advance or mixed with soft drinks prior to the party. Alcohol may be left outside in cars or hidden in bushes. Although these problems can occur, they are less likely if the party is well supervised.
♦ Confiscate BYO alcohol from under 18’s. Return it to their parents or carers.

♦ If guests are a mixture of under and over 18’s, there is less control over the consumption of alcohol. A nominated adult should serve alcohol only.
♦ Actively serve non-salty food throughout the party. This will slow down alcohol consumption for those who are drinking.
♦ Attractive non-alcoholic drinks should always be actively provided. For example, "Mocktails", non-alcoholic punches, soft drinks, fruit juices, coffee, tea and of course, water.
♦ If under 18’s consume alcohol or other drugs during the party, their parents should be contacted and asked to collect them. Parents should be advised of unacceptable behaviour.
♦ Be firm about excluding gatecrashers. If admittance is by invitation only, gatecrashers are less likely. Prior to the party, encourage students not to broadcast party details in the school community, via the Internet or mobile phone. If gatecrashers arrive, ask them to leave immediately or tell them the police will be called.
♦ Parents should be present and provide active supervision throughout the duration of the party.
♦ If you are planning a large party, it may be a good idea to employ security guards.

Seven days before your party, complete the accompanying Safe Party Notification Form and forward to your local Police station. Have emergency numbers handy and call police before the situation gets out of control. Advise neighbours of your party as common courtesy.

Useful websites to help you plan a successful party and avoid problems:
Alcohol: celebrations and supply information for parents.
For safe party strategies.
http://www.celebratesafely.com.au
This website has a party checklist, games and competitions on how to party safely for young people and information for parents.
http://www.youthsafe.org/safe_celebrate.shtml
This website has current safe partying information.

Mr Peter Serone
PD/H/PE Coordinator

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

**YOUTH SAFE**

‘Helping Teenagers Become Safer Drivers’

**Parent Tip No. 8**

Discuss the effects of drugs on a driver, including fatigue, loss of attention, slower reaction times and impaired perception of the driving scene.
SAFE PARTY
NOTIFICATION FORM

(Please complete and lodge this form at the police station nearest to the party venue, at least 7 days prior to event).

PARTY ORGANISER

Name: ________________________________

Residential address: ______________________________

Phone number: (Mobile): ________________________ (AH) ________________________ 

(BH): ______________________________ Fax: ______________________________

E-MAIL ______________________________

Party Host Age (If adult indicate) ______________________________

Full Name of Parents/Guardians (if applicable): ______________________________

PARTY INFORMATION

Day and Date of Party: ______________________________

Start time: __________________ Finish Time: __________________

Address of party: ______________________________

The party will be held: [ ] Inside [ ] Outside [ ] Both

Type of Premise: (House, Terrace, Unit, Hall etc.) ______________________________

Contact name at party: ______________________________

Contact Phone Number at Location: ______________________________

Type of party (eg: Birthday, graduation, 21st etc): ______________________________

Expected number of guests: ______________________________

ANY FURTHER INFORMATION YOU FEEL POLICE SHOULD BE AWARE OF:

________________________________________________________________________

________________________________________________________________________

Name ______________________________ Signed ______________________________ Date __________________

Thank you for notifying NSW Police about your party. This form should be either posted, faxed or lodged in person at the police station nearest the party venue. Please remember to inform Police if your party gets postponed, relocated or cancelled.
Emergency Attitude Intervention:
The first and single most important thing you can do to cure your child's insensitive attitude is to ask him/her, "How would you feel?"
If you can help your child get inside someone else’s shoes and feel things from the other person’s perspective, it would be a huge step to boost his/her sensitivity. The next time your child says or does anything insensitive, stop, get his/her attention, and ask him/her to play the Role Reversal Game. He/she must change chairs, switch shoes or hats, or whatever else is possible to become the person he/she is insensitive toward; then you ask him/her: “How do you feel that someone said that about you?” For example, with a younger child, ask him/her to pretend he/she’s just met a new boy whom he/she’s just called “Stupid”. Ask an older child to assume the identity of someone about whom he/she’s just sent out a nasty e-mail blast. Take the time to go over this with your children so they can really feel deep in their hearts and souls what it’s like to be on the receiving end of an insensitive attitude.
Beware: Insensitivity could be just the tip of the iceberg and may indicate other treacherous attitudes just below the surface, like cruelty, rudeness, defiance, greed and other elements of the Big Brat Factor. If this one doesn’t have a quick meltdown, other bad attitudes can easily emerge.

Showing children how their insensitive attitude affects someone else is a significant and serious part of building character. All of our children are born egocentric – after all, an infant’s job is to get basic needs met. But our job as parents is to slowly wean them from the “me-me-me’s” and teach them the value of feeling for others. The goal is do so without preaching, punishing, or bribing. One of the best ways is to prepare for the ideal moment – that perfect situation – when you can use something that is happening to jump in and bring home the message.

Our challenge as parents is how to use those unplanned moments when our children’s attitudes are unacceptable to help them become more responsive to the feelings of others. That kind of opportunity is always the best moment for attitude makeovers. As parents, we must help our children discover for themselves why they should be more sensitive and realize that uncaring, cold-hearted actions cause great pain to others and ultimately themselves. Replacing these attitudes with sensitivity, empathy, and tact is essential for long-term character building and ultimate happiness.

Bad Attitude Alert:
Before you start defrosting your child’s insensitive, iceberg attitude, you need to go beneath the surface and find out where this is coming from and how it plays out for your child and your family.

Diagnosis:
Consider how your child has become so insensitive. For instance, have people treated him/her insensitively? Does he/she understand that his/her attitude is hurting other people’s feelings? Is there anything he/she is gaining from this insensitive attitude? This one is critical. He/she has an attitude because it works for him/her at this point in time. What has your child gained from being insensitive? Does he/she need the distance and safety of insensitivity to guard him/herself from pain? For example, some really sensitive children are forced to “numb out” as a way of defending themselves from vicious teasing and bullying at home or in school.

What? Are there particular issues or things about which he/she is usually more insensitive? Does he/she talk frequently about how people look, their ethnicity, age, gender, perceived intelligence, or ability?

Who? Does he/she display the same insensitive attitudes to everyone? Are there some individuals he/she is more insensitive toward? If so, who are they?

When? Is there a particular time of day, week or month he/she is more insensitive? Is there a reason? For instance, might he/she be tired, hungry, or needing attention? Or is it when he/she doesn’t get his/her way or feels slighted?

Where? Are there certain places he/she is more likely to be insensitive (at school or day care, home, the store, Grandpa’s)? Why? Now seriously review your answers. Do you have any better awareness of why your child is insensitive and where is this attitude coming from?

What’s wrong with your current response?
How are you currently reacting to your child’s insensitive attitude? Are you yelling at him/her, avoiding the whole issue, complaining to everyone else, searching for effective consequences, blaming his/her friends or school, or blaming yourself? Might you or someone else be dismissing his/her feelings or concerns as irrational, silly, or insignificant?

What part of your response is not working so your child continues to flaunt an insensitive attitude? Is it your voice tone? Your inconsistency? Ignoring it? Yelling at him? Ask yourself what response is the most ineffective, write it down here, and resolve not to use it again.

Facing your own bad attitudes:
Did you feel that your parents were insensitive? Were feelings allowed to be discussed in your home? Looking back, were you ever insensitive as a child? When? Towards whom? How did your parents respond, and how do you look at it now? What kind of example are you setting for your child today? For instance, has anybody complained about your being insensitive lately at home or at work? Who complained, and what did that person say?

Is your own attitude teaching your child to be insensitive? Have you ever corrected your own insensitive missteps in front of your child? 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 insensitive behaviour? What changes do you need to make in yourself?

Bad Attitude News Alert:
Involved dads can make a major contribution to raising sensitive, empathetic kids. Long term studies have shown that children whose father were positively involved in their care when they were age five were found, thirty years on, to be more empathetic, sensitive adults than those whose fathers were absent. Fathers who took more responsibility for their son’s discipline and schoolwork and were more involved in their children’s personal problems were significantly more tuned into the feelings and needs of others. This was true regardless of the father’s own level of empathy.

The “Don’t give me that attitude” makeover:
To eliminate your child’s insensitive attitude, take the following steps:

Step 1 ~ Don’t Tolerate an Insensitive Attitude
Whenever your child displays insensitivity, stop him/her in his/her tracks, and call him/her on it.

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School Shoes: Parents are reminded that school shoes are to be of the traditional, hard leather lace-up style.
I. Help your child learn an emotional vocabulary. In order for children to be sensitive, they need to be able to read the feelings of others. To do so, they must have an adequate emotional vocabulary. To develop your child’s emotional intelligence, teach him/her feeling words such as in the list that follows. Consider using a different feeling word each day or a new word each week.

<table>
<thead>
<tr>
<th>An ABC Emotional Vocabulary</th>
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<tbody>
<tr>
<td>Afraid</td>
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<tr>
<td>Agitated</td>
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<tr>
<td>Alarmed</td>
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<td>Angry</td>
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2. Focus on how other people react. Pointing out the facial expressions, voice tone, posture, and mannerisms of people in different emotional states sensitises your child to other people’s feelings. As occasions arise, explain your concern and share what clues helped you make your feeling assessment:

> "Did you see Meghan’s face when you were playing today? She looked worried about something. Maybe you should ask her if everything is OK." OR "Dad was trying to do the bills when you buttered in. Did you notice how he slumped in the chair when you told him about the car?"

3. Ask frequently, “How does the other person feel?” One of the easiest ways to nurture your child’s sensitivity and increase his/her empathy is to ask him/her frequently to “get in their shoes” and ponder how another person really feels (see also Role Reversal Game). As opportunities arise, pose the question often, using situations in books, TV, and movies as well as real life – for example:

> "When you broke your friend’s skateboard, how do you think he felt?" OR "The storms hit Lismore again. How do you think they feel?"

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**Step 2 ~ Teach Your Child Emotional Intelligence**

There are three steps to building emotional intelligence:

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   1. **Help your child learn an emotional vocabulary.** In order for children to be sensitive, they need to be able to read the feelings of others. To do so, they must have an adequate emotional vocabulary. To develop your child’s emotional intelligence, teach him/her feeling words such as in the list that follows. Consider using a different feeling word each day or a new word each week.

2. **Focus on how other people react.** Pointing out the facial expressions, voice tone, posture, and mannerisms of people in different emotional states sensitises your child to other people’s feelings. As occasions arise, explain your concern and share what clues helped you make your feeling assessment:

   > "Did you see Meghan’s face when you were playing today? She looked worried about something. Maybe you should ask her if everything is OK." OR "Dad was trying to do the bills when you buttered in. Did you notice how he slumped in the chair when you told him about the car?"

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**Step 3 ~ Praise Sensitive Actions and Highlight Positive Effects**

Reinforce your child’s sensitive attitude as soon as it happens. Let him/her know how pleased it makes you feel:

> "Karen, I love how you picked up your baby sister when she started to cry. You patted her so softly. It makes me happy to know how sensitive you can be."

Sensitive, kind acts – even small ones – can make a big difference in people’s lives, so point them out to help your child see the impact his/her actions made:

> "Dom, your coach was so pleased when you called to ask her if she was feeling better since her surgery."

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**Step 4 ~ Make the Link Between Feeling and Needing**

Ask your child questions to help him/her discover that people’s feelings lead to people’s needs. Such questions expand children’s awareness of what others might be experiencing. As a result, children become more sensitive to how they might be able to help:

**Parent:** Look at that little girl crying in the sandbox. How do you suppose she feels?

**Child:** I think she is sad.

**Parent:** What do you think she needs to make her feel better?

**Child:** Maybe she could use someone to hug her because she hurt her knee.

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**Step 5 ~ Stifle the Bad Attitude If Insensitivity Continues**

If your child continues to display insensitivity toward other’s feelings, then it’s time to set a meaningful consequence that’s appropriate to your child’s age and temperament. For example, forbid your child from playing with a friend until your child understands he must treat others kindly. Your rule is: “If you can’t treat people nicely, you can’t play.” Another option is to demand that your child apologise sincerely to the recipient. This might be drawing or writing an apology or apologising in person or with a telephone call.

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**Attitude Makeover Pledge:**

How will you use these five steps to help your child become less insensitive 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 insensitive 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:**

Declare that for the next three weeks, your family will have a daily Emotional Intelligence Report. Every member of your family must say, write, or draw one strong feeling they observed in another member of the family that day. The report should label the emotion and then describe why they think the person is feeling that way. Here are some examples:

> "Dad looked really upset today. Maybe it was because his boss is resigning."

Next, your family needs to practice a specific thing to say or do that could support or nurture the other person’s feelings or needs at the time by playing the Emotional Support Game. This can you’re changing their chum or clarify if he/she was correct in understanding what was going on and give him/her an opportunity to be empathetic. Here’s how it might work:

> "Matt, how about going outside and playing catch? Maybe the new kid next door could support or nurture the other person’s feelings or needs at the time by playing the Emotional Support Game. This can you’re changing their chum or clarify if he/she was correct in understanding what was going on and give him/her an opportunity to be empathetic. Here’s how it might work:

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**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: “Raising Compassionate, Courageous Children in a Violent World”, by Janice Cohn. For Children: “Indian in the Cupboard”, by Lynne Reid Banks; “A Special Trade”, by Sally Wittman.

Ms Frances Stegeman
Pastoral Advisor

Valuables: Students are asked not to bring large sums of cash or valuable items to school.
A REMINDER: For the month of November only, all specially-marked second-hand uniforms will be on sale in the Uniform Shop for the special discounted rate of 50% off. So come on in and take advantage of the discount... for a limited time only!

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

Ms Debra Dawson
Uniform Shop Manager

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!

Student Council
Great parents have a solid understanding the basics of child-rearing and apply them every day in their interactions with their children.

The basics of parenting include:

- **Talking with children.** This is the essence of effective parenting. If you do nothing else talk with them about a whole range of “stuff”. The links to school achievement and parents’ ability and propensity to engage in conversation with their kids from young age is indisputable.

- **Authoritative parenting style.** Authoritative parents search for a balance between warmth and firmness in their child-rearing. Their disciplinary methods are supportive rather than punitive and they aim for self-regulation. Authoritative parents influence rather than control their children and have a range of strategies to build relationships and give children a voice in their family enterprise.

- **Promoting citizenship and respect for others.** The ability of parents to teach kids the concept of altruism and that there is more to life than meeting their own needs is strongly linked to children’s social competencies.

- **Persistence and responsibility.** These two values are huge drivers for children’s well-being and achievement. For instance, over 35 per cent of children’s success in school is directly attributed to their ability to persist as a learner, and less than 10 per cent is attributed to IQ.

- **These are just some of the basics of parenting that when understood and applied lead to the best outcomes for kids.**

**Learning the basics**

Traditionally, we have learned to parent from different sources including our own experience of being parented, friends and relatives, and from our own children. When the norm was four or more children, parents tended to grow into the job – learning and gaining perspective as we went.

Now that two-child families are the norm, parents don’t have that luxury of experimentation. We have to “get it right” straight away.

Learning what makes kids tick is a challenge for modern parents. We used to gain a great deal of child development knowledge from observing children close to us in our environment. With the proportion of children as part of the population dropping to less than one in five in western countries most adults can go through an entire day without interacting with children. There just aren’t that many kids around that we can learn from.

We clearly need to look for different sources for guidance and information about child-rearing and parenting to fill the void. Current research shows that parents are now resourcing themselves through avenues such as through schools, media, books and readily available publications such as the one you are reading now. Programs that focus on the foundations of parenting are also learning options for parents.

Seeking support and advice is now becoming normal for parents.

In fact, savvy parents realise that staying informed about parenting and consistently applying the basics will impact significantly more on their children’s future well-being and achievement levels.

*For further information on this topic and a range of other issues go to [www.parentingideas.com.au](http://www.parentingideas.com.au).*