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

Yesterday the Church began its new Liturgical year. The Church begins its year with the season of Advent. What is Advent and what is its purpose? Advent is a season of waiting. It has a twofold character:

- As a season to prepare for Christmas when Christ’s first coming to us is remembered.
- As a season when that remembrance directs the mind and heart to await Christ’s second coming at the end of time.

The General Norms for the Liturgical Year and Calendar says that, "Advent is thus a period for devout and joyful expectation." (GNLYC 39)

During Advent the priest wears vestments that are violet in colour, just as they do during Lent. Both seasons are seasons of preparation. Christmas is recognised by Christians as a family season – a time when many families come together for the only time in the year.

The following activities are provided so that you and your family can live Advent and Christmas to the fullest:

1. **Advent wreath**: The Advent wreath, which has German origins, is probably the most recognized Advent custom. It is a wreath made of evergreens that is bound to a circle of wire. It symbolises the many years from Adam to Christ in which the world awaited its Redeemer; it also represents the years that we have awaited His second and final coming. The wreath holds four equally spaced candles, the three purple ones lit on the “penitential” Sundays and a pink one for Gaudete, the joyful third Sunday in Advent.

2. **The empty manger**: Each child may have his own individual manger, or there may be one manger for the whole family. The idea is that when acts of service, sacrifice, or kindness are done in honour of Baby Jesus as a birthday present, the child receives a piece of straw to put into the manger. Then, on Christmas morning, “Baby Jesus” is placed in the manger. Encourage your children to make Jesus’ bed as “comfortable” as possible through their good deeds.

3. **The Jesse tree**: The Jesse tree tells about Christ’s ancestry through symbols and relates Scripture to salvation history, progressing from creation to the birth of Christ. The tree can be made on a poster board with the symbols glued on, or on an actual tree.

4. **St Nicholas Day**: The feast of St Nicholas is on 6 December. It is a highlight of the Advent season. Each child puts out a shoe the night before St Nicholas Day in the hope that the kind bishop — with his miter, staff, and bag of gifts — will pay a visit. The current “Santa Claus” is modelled after St Nicholas, but commercialism has tarnished the true story.

5. **The Christ candle**: Any large white candle can be used for the Christ candle. The idea is to decorate it with symbols for Christ. Use old Christmas cards, sequins, holly, etc. The candle can be lit on Christmas Eve to show that the Light of the World has arrived.

6. **The Mary candle**: Some families have the custom of decorating the Christ candle with a blue veil on 8 December, the Solemnity of the Immaculate Conception. On this great feast, others place a candle with a blue ribbon before a statue or picture of the Blessed Virgin, whose “yes” to God enabled our Lord’s coming at Christmas.

7. **St Lucy cakes**: The feast of St Lucy, virgin and martyr, is on 13 December. This marks the opening of the Christmas season in Sweden. Her life story can be found in most saints books, as can the recipe for the traditional cakes.

8. **The Nativity scene**: This is the event in which the entire family shares — setting up the Christmas manger. Mary and Joseph should be far off travelling and their approach to Bethlehem can be adjusted daily. Older children can make life-size Nativity models, carve them, cut them out from cardboard, or set up pre-made figurines.

9. **Christmas baking**: There are many recipe books available to find great traditional Christmas baking ideas. The baking usually starts around 20 December.

10. **Blessing of the tree**: More and more frequently families are blessing their Christmas trees. It is good to remind children that “the tree” relates to many aspects of our faith. For example, we are reminded that our first parents were not allowed to eat from one tree, and that Christ paid the great price for our redemption by hanging on a tree (cf. Acts 5:29-32).

Best wishes for your family’s celebration of Advent,

God Bless,

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

Parents/Caregivers please note that
The school year for next year commences on
Thursday 31 January 2008
ALL YEAR GROUPS COMMENCE THAT DAY

PRINCIPAL’S NOTES

REPORTS FOR END OF YEAR
Reports will be available for collection by parents of students in Years 7, 8 and 9 after 9:00am on Thursday 20 December. Should parents have any concerns regarding their child’s progress, an opportunity to speak with their child’s teacher(s) will exist as follows:

Thursday 20 December 11:30am until 3:30pm

Any reports not collected in person by parents on 21 December will be mailed out. Please be aware of these changes.

SCHOOL FEES 2008
Last Wednesday, 28 November, the Parish Schools Board met. The fees in 2008 will undergo an increase that equates to less than $1.90 per week. My thanks to the families who have continually supported the Parish in paying of fees.

EXAM WEEK 10 TO 14 December
Included with today’s Newsletter is an extract from a recent Principal’s Digest entitled, “Last Minute Cramming”.

Mr Peter McLoughlin
Principal
LAST MINUTE CRAMMING

Just as examinations should be the successful end to a year of study, so revision should be the process of refreshing what has already been thoroughly learned. Poor marks and lack of work throughout the year can rarely be overcome by a last minute effort. Nor, unfortunately, can last minute revision make up for the lack of a planned study program.

What advice can you give your children when they are in this situation? First of all, they need to remember this is revision (looking over material you already know and understand) and not an attempt to learn new material. Revision should be a process of consolidating understanding of the subject, rather than cramming in as much information as possible before the morning of the exam. However, if revision has been left to the last minute, here are some tips that could be helpful.

- **Keep calm.** Everyone feels nervous about taking exams but it’s important to remember that an examination is a test of learning, not memory. Examiners want to see evidence that you have drawn on your knowledge to develop a reasoned argument, rather than just memorising course notes and textbook facts. You can often construct a convincing answer with very few facts.

- **Although time may be short, you can still make a difference to your marks.** Prioritise and do what you can. Use your revision notes (mind maps, diagrams etc) to consolidate your existing knowledge rather than trying to learn new topics.

- **Don’t think that there’s no point.** Use your last minute panic constructively. You probably know more than you realise.

- **Make sure you study the right material.** Check that you know exactly what you will be examined on.

- **Identify key points from your assignments.** Identify key concepts and facts for each topic. You don’t have time to get bogged down in details so go for the big picture.

- **Write down the main points as you identify them.** Writing them down will help fix them in your brain.

- **Use your textbook and course materials well.** Read summaries, conclusions, review questions, practice tests and teachers’ comments. Pay close attention to definitions and formulas.

- **Ask yourself questions about the material – what, why, how, what happened next, why does it matter?**

- **Focus on getting credit for what you do know.**

- **Keep a cool head and sensibly plan the time remaining.** Remember what your teachers have said will come up in the exam. Similar types of questions are used each year so try to identify the main ones and draft rough answers for those.

- **Use your time constructively rather than worrying or whining with your friends.** Ban all TV and make the best use you possibly can of every remaining minute. Turn off your phone. Stay away from all distractions especially the friends you love to chat with.

- **Get at least five hours of sleep the night before the exam.** Otherwise lack of sleep will undo all your last minute efforts. You will need to keep your wits about you to maximise what you know and a well-rested brain is best at doing this.

- **Have at least two wake-up calls organised so you wake up early and can go over your last minute notes again.**

- **Eat a nutritious breakfast.**

- **Keep positive and convince yourself you can still achieve a decent result with what you do know.**

The best way to study for tests is to start several days or weeks before the test, so don’t let yourself get into the last minute cramming situation again. Remember, the more time you waste, the more you will have to do later.

IN THE EXAM ROOM

- **Organise yourself the night before and get plenty of sleep.**

- **Check you have the correct equipment with you before you leave the house (pens, pencils, ruler, scientific calculator).**

- **Take a watch so you can time your answers and make the best use of the time available.**

- **Leave home for the exam in plenty of time.**

- **Look through the whole paper first and jot down initial thoughts and ideas.** Underline key words.

- **Select the questions that will best enable you to demonstrate your knowledge to the examiner.**

- **Look at the marks for each question and answer accordingly, spending the most time on the questions that will earn you the most marks.**

- **Read the question very carefully, making sure you understand what is being asked.**

- **Read and use the information provided in the paper.** You can always build a good answer on what you are given in the paper itself.

- **Pace yourself and allow enough time to answer all the required questions.** Always attempt every question. You can’t get marks for a blank page.

- **Write very neatly to help the examiner.** Marking untidy writing is difficult and time-consuming. You don’t want to annoy the marker who may be up late at night marking your paper.

- **For longer answers, spend a few minutes before you begin to outline a plan of what you are going to include in each section.**

- **Allow yourself ten minutes at the end to read through your answers, make additions and correct any mistakes.**

- **Cross out anything you do not want the examiner to read.**
MOBILE PHONES
Students and parents are reminded that it is College policy that mobile phones are not to be brought to school. Camera phones present a threat to privacy and mobile phones in general are coveted by others and become a target for theft. They also cause disruption to the College program.

Students who need to contact parents throughout the day can do so via the blue phone outside the Library, or report to Student Reception. Parents can leave messages for their children also via Student Reception.

If a student has a special need for bringing a mobile phone to school, a note of explanation from the parent should be given to the Deputy Principal. The phone can then be left at Student Reception at the start of the day and collected after classes.

Students found in breach of this policy will be subject to the disciplinary processes of the College. Repeated breaches could well mean suspension.

DON’T FORGET THESE IMPORTANT DATES

**Monday 10 – Friday 14 December**
- Yearly Exams for Years 7, 8 & 9 and Assessments for Year 11

**Tuesday 11 December**
- 7:00pm, Doyle Centre
  Prize Night for Years 7, 8, 9 & 11

**Friday 14 December**
- School finishes for students in Years 7, 8, 9 & 11

COMING EVENTS

**WEEK 8**
- **Monday 3 December** .......................... (Day 1)
  - Parish Function (selected students from Year 11)
- **Thursday 6 December** .......................... (Day 4)
  - Trinity Netball (selected students)

**WEEK 9**
- **Monday 10 December** ........................ (Day 6)
  - Years 7, 8 & 9 Exam Week (10/12-14/12)
  - Year 11 Assessment Week (10/12-14/12)
- **Tuesday 11 December** ........................ (Day 7)
  - Years 7, 8, 9 & 11 Presentation of Awards Evening
- **Friday 14 December** ............................ (Day 10)
  - Final school day for Years 7, 8, 9 & 11 for 2007

STAFF WEEK
- **Thursday 20 December**
  - 11:30am until 3:30pm – teachers available for parent / teacher meetings
- **Friday 21 December**
  - Year 11 Term 4 Reports and Years 7, 8 and 9
    Semester 2 Reports will be posted out to families

Please note:
- The final Newsletter for this year will be distributed to students on Friday 14 December 2007.
- Coming events for the first few weeks of Term 1 2008 will be in that Newsletter.

DEPUTY'S NOTICES

CHRISTMAS MASS TIMES

**ST JOSEPH’S PARISH**
All times shown are NSW times 
(one hour ahead of QLD)
MASS TIMES PHONE NUMBER IS: (07) 5536.7800
OFFICE PHONE: (07) 5536.7522

**RECONCILIATION**

**Fridays 7 & 14 December**: Service of Forgiveness
- 7:00-8:00pm (includes 1st Rite if required)

**1st Rite**
- **Saturdays 8 and 15 December**: St Joseph's ~ 4:30-5:30pm
- **Wednesday 19 December**: Holy Family Chapel ~
  9:55-10:35am
- **Thursday 20 December**: St Joseph's ~ 9:30-10:30am
- **Friday 21 December**: St Joseph's ~ 9:30-10:00am and 4:30-5:30pm
- **Monday 24 December**: St Joseph's ~ 9:30-10:00am

**2nd Rite**
- **Wednesday 19th December**: 7:00pm

**ST ANTHONY’S PARISH**

**RECONCILIATION**

**KINGSCLIFF**
- **Tuesday 18 December**: 7:00pm
  2nd Rite of Penance and Reconciliation
- **Thursday 20 December**: 5:30-6:00pm
- **Friday 21 December**: 9:30-10:00am
- **Saturday 22 December**: 9:00-10:00am

**POTTSVILLE**
- **Tuesday 18 December**: 5:00-5:25pm
- **Friday 21 December**: 5:30-6:00pm
- **Sunday 23 December**: 6:30-6:55am

**CHRISTMAS MASS TIMES**

**KINGSCLIFF**
- **Monday 24 December – Christmas Eve**: Vigil 6:00pm and 12:00 midnight
- **Tuesday 25 December – Christmas Day**: 9:00am

**POTTSVILLE**
- **Tuesday 25 December – Christmas Day**: 7:00am

Mr Peter Lyon
Deputy Principal

Mr Peter Lyon
Deputy Principal

We wish you all a very Happy and Holy Christmas!

Fr Michael Brady
& Fr John Darbyshire

Fr Jim Griffin
Parish Priest

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.
Year 10 students took part in a special assembly last Monday, 26 November in the Doyle Centre, marking their final College assembly as Year 10 students for the 2007 year.

As part of this last official gathering for Year 10, parents and caregivers also attended the Year 10 Farewell Liturgy and the presentation of their end of year awards. Recipients are as follows:

### Special Awards

#### 100% Attendance
- Richelle Billiau
- Daniella de Azevedo
- Kevin Fryer
- Bernard Tsang

#### Sporting Excellence
(A Sporting Award is presented to a student who has represented the College at a number of significant events, representing to at least Lismore Diocesan level.)
- Jade Andrews
- Ashleigh Dunemann
- Samuel Ross

#### Cultural Excellence
(A Cultural Award is presented to those students who have represented the College and/or presented at a number of significant performing and/or creative events on a regular basis.)
- Rachael Amos
- Alana Banaghan
- James Bugden
- Daniella de Azevedo
- Tess Lyon
- Emma Wood

#### Form Dux
(To qualify for this award a student must have demonstrated academic excellence in many aspects of the curriculum throughout the whole year. The student will have achieved the highest number of Yearly Academic Excellence Awards and/or the highest number of Grade A results in the School Certificate.)
- Tess Lyon

#### Peace Through Justice Award
(The Peace Through Justice Award is presented to a student, parent or staff member who has demonstrated an outstanding contribution willingly and generously to the establishment of a spirit of social justice within the College community.)
- Kate Bolster
- Patricia Edwick
- Stephanie Mai
- Sharna Mathieu

#### St Joseph’s College Award
(To qualify for this award a student must have demonstrated all round excellence and commitment to the ethos of the College.)
- Kate Bolster

Congratulations to all our students from Year 10 2007, and to those leaving the College our best wishes for your future endeavours.

Mr Shane Rowland
Year 10 Coordinator
**ENGLISH NEWS**

Sincere congratulations to our Year 7 debating team of Louis Monaghan (7C), Morwenna Merley (7A), Maccalla Fenn (7A) and James Swift (7F) who were runners-up to the Country Champions in the CSDA State Finals held last Friday.

The team clearly won the first debate and showed remarkable improvement and development as a result of the work done with them by Ms Bermingham. Each team member speaks fluently and their work as a team, other than as individuals, is most evident.

It was an absolute pleasure to accompany this group to Sydney, they are now focussed on making the trip again in 2008.

Mrs Janet Crouch
English Coordinator

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**YEAR 11 NEWS**

The following report comes from one of our Year 11 students, Cherylyn Wong.

Mr Shane Burns
Year 11 Coordinator

**Constitutional Schools Convention**

On Saturday morning, 10 November, I flew down to Sydney to attend the ‘Constitutional Schools Convention’ at the Sydney Parliament House in Macquarie Street, which was held on Monday 12 November. It was a very educational day and allowed me to experience the processes in which some of the laws of Australia are passed and made. I met many interesting people from over seventy other schools from all over New South Wales. We listened to some guest speakers, among them Professor Dr. Helen Irving from the Faculty of Law at the University of Sydney who discussed the Constitution and the powers of the Executive Government, and, the Former Senator, Michel Baume who discussed the Role and Nature of the Senate.

All in all, it was a very enlightening day where the youth of New South Wales could gather together to listen, learn and argue about important matters that concern all Australians. I highly recommend the day to any who may get the opportunity to attend in future.

Cherylyn Wong (11C)

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**WEEKEND MASS TIMES**

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<td><strong>St Joseph’s Parish</strong></td>
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<td>Saturday Vigil: 6:00pm</td>
<td>Saturday Vigil: 6:00pm (Kingscliff)</td>
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<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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Fr Michael Brady Fr Jim Griffin
Parish Priest Parish Priest

(The above times apply outside of the Christmas Mass Times as advised earlier in this Newsletter.)

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**Do you know the meaning of this word?**

**Advent** (n.) the season including the four Sundays preceding Christmas; an arrival or coming, esp. one which is awaited.

**Christmas** (n.) the annual commemoration by Christians of the birth of Jesus Christ on 25 December.

Something on which to ponder . . .

How are you preparing yourself during this Advent season?

Do you have the spirit of Christmas with you?

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**HSIE NEWS**

Year 7 students studying Medieval history had to make a presentation either individually, or in pairs, concerning life in Medieval Europe.

Olivia Porter (7C) and Lane Prior (7C) wrote and presented the following in costume.

Mr Peter Mulrooney
HSIE Teacher

Mr Tony Channell
HSIE Coordinator

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**“Lord Black” & “Bernadette”**

College Procedures: Unsure of College Procedures or Policies? The student diary contains information. If you don’t find the answer, contact the relevant Year Coordinator.
Peasant: Most peasants can barely afford it Lord. It is hard for bread? I have never heard such a thing!

Lord: It doesn't seem too bad to me. And another question: why are you peasants so filthy and smelly?

Peasant: We can't afford clean water, sir, like you and your family. We work so hard yet we get paid little and have lots taken off us.

Lord: But what do you expect? Us to just give you things?

Peasant: No, Lord. But more pay, fewer taxes and some respect.

Lord: I'm no peasant, but wouldn't we all want that? It's just not how things happen in this kingdom.

Peasant: I know Lord, but it is just so hard. I am leaving my family with nothing.

Lord: I am dying too. I am leaving my family here.

Peasant: I know my lord. We have a very long and painful night ahead of us.

Lord: If we could get away to be trained as knights as soon as possible. My daughters have been sent away to a monastery to learn how to be ladies and good wives.

Peasant: It must be a lovely home.

Lord: Yes. I guessed that. Would you tell me about your children?

Lord: Of course. I have four children: two sons and two daughters. My wife and I plan to send our sons away to be trained as knights as soon as possible. My daughters have been sent away to a monastery to learn how to be ladies and good wives.

Peasant: And your home?

Lord: My home. I do miss it. I would rather die there than here. My home is not made from wattle or daub, but from brick.

Peasant: It must be a lovely home.

Lord: It is. (Pause) As soon as others noticed that I had been struck with this terrible disease, they sent me away to this place to wait for my horrible death. Did others send you away, as they have done to me?

Peasant: No they did not. When I realised I had this disease, I said my farewells and left my family.

Lord: You chose to leave? Why?

Peasant: I left so I would not spread it to my family. I would not want this to happen to them.

Lord: I must say that that was a very noble thing to do. You seem to be a very caring and loving wife and mother.

Peasant: Why, thank you my lord.

Lord: I do hope we both make it to heaven.

Peasant: Me also. I have kept my place as a peasant and doing this the church has promised me a place in heaven.

Lord: This is just awful waiting for death.

Peasant: I know my lord. We have a very long and painful night ahead of us.
This article is the TWELFTH part in our ongoing series of ‘Bad Attitude’ articles. Today we take a look at the ‘bad attitude’ JEALOUS, and what we can do about it:

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<th>Attitude Antidote and Replacement</th>
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<td>Jealous</td>
<td>Thankfulness, Trust, Forgiveness</td>
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Emergency Attitude Intervention:
Focus on the one specific issue or individual who seems to get your child’s jealous streak boiling most. What turns your child’s eyes the greenest?

- Appearance: hair, weight, height?
- Abilities: musical talent, grades, athletic skills?
- Material possessions: mobile phone, clothes, CD collection?
- Fashions: shoes, jewellery, hats, jeans?
- Peers: being included or even invited?

Pick one at a time only, and then find the true source of the issue. If it’s an authentic need to be more competitive, then help your child do better at whatever it is. If its maths and you can help, spend some serious time going over her/his homework and preparing her/him for tests. If s/he is lagging behind her/his team-mates on the soccer field, buff up her/his endurance by going on a run with her/him every night. If you feel for any reason that you’re unable to do this, then find a way to bring in outside help. If her/his jealousy is an unrealistic feeling based on insecurity, for attention or approval, materialistic greed, or lack of confidence, then address that issue on a more personal level. For example, if you just had a new baby, find more time to do things together; if s/he is too shy to make new friends, then coach her/him in social skills to overcome her/his shyness. Pick the worst aspect of your child’s jealous attitude, and don’t let up until you’ve found where it comes from and wiped it clean.

Jealous kids always wish they could be, do, or have the success, good fortune, possessions, or qualities of others. Never satisfied with who they are or what they have, they compare themselves to others: “She’s smarter.” “He’s more popular.” “They’re wealthier.” “She’s prettier.” And each longing to be “more like her” (or “him” or “them”) strips a little more of gratitude for what they have, replacing it with resentment and self-centredness. There are many reasons children become “green-eyed,” but certainly a big contributor is today’s popular culture, which intensely tries to convince kids how to look, what to wear, what to drive, what to talk about. Marketers spend billions on kid-directed “tweens” commercials of “must-have” fashions, electronic gadgets, toys, so kids end up wishing they were “with it.” Envy is like a contagious virus: it spreads. The image for girls is super-thin (with no trace of body fat), a perfectly proportioned figure, flawless skin, and long, flowing hair. For guys, it is being tall, having a well-built muscular physique, and displaying a macho swagger and attitude.

And don’t ever forget that our own jealous desires are picked up by kids’ radar: “How did the Levys afford that Lexus?” “Jim and Carol are invited to everything.” Hmmm.

Where is this coming from? Are children with jealous attitudes just victims of the Big Brat Factor, the culture, the media, the peer group? Not necessarily. Many children are expressing jealous attitudes because they’re desperate for attention and appreciation. They may be feeling especially insecure, inadequate, or unable to live up to family or peer standards and expectations. You may need to read between the lines of their jealous words to find the true scared, lonely self hiding behind the envy and craving.

Of course, jealousy doesn’t just pit peer against peer, classmate against classmate, and neighbour against neighbour; it invades our homes as well. Most parents would agree that one of the most frustrating forms of jealousy is sibling rivalry. Much as we try to maintain peace, kids feel the sting of leaving others in the dust and wishing, “You love him more than me!” If not curtailed, those early envious sibling feelings can slowly damage family relationships and remain forever. It’s just all the more reason we need to curb our kids’ jealous attitudes, and the sooner the better. After all, envy wasn’t named one of the Seven Deadly Sins for nothing. This sin damages our children’s moral growth, self-esteem, social relationships, and family harmony. It must be replaced by the virtues of thankfulness, trust, and forgiveness. So get moving on this makeover!

Bad Attitude Alert:
Before you start altering your child’s jealous ways, tune into where this attitude is coming from, why it developed, and how your child uses it.

Diagnosis:
Answering these questions will help you pinpoint the cause of your child’s jealous streak so you can begin turning this bad attitude around.

**Why?**
What is causing your child to be so jealous? Does s/he lack self-esteem or self-confidence? Does s/he lack friends and social skills? Does s/he perceive s/he is being compared to another peer or sibling? (And might s/he be correct?) Does s/he feel her/his relationship with you or the other parent is contingent on her/his achievement? Are scores, grades, or competition placements valued more than character in your home? Might your child feel as though her/his place in the family is somehow in jeopardy? For instance, is there a strain in your marriage, are there new step-siblings, or are you engaged in a new relationship? Does your child feel resentful because s/he feels a lack of control or influence? Might s/he be hearing you or your spouse talk enviously about others? Pretend you are in the shoes of the child who feels jealous. How would you feel if you were your child? How would you act? Be honest. Is her/his jealousy justified? Why?

**What?**
Are there particular issues or things s/he is usually more jealous about? Are they about possessions (electronic gadgets, fashions, toys)? Popularity? Appearance (weight, height, hair, physique)? Capabilities (intelligence, athletic)? Sense of humour? Wanting the same amount of attention? Feeling privileges aren’t equal with other children? Perceiving unfair treatment (rules and discipline are not fair)? Are her/his jealous feelings justified?

**Who?**
Who is your child most jealous about: a friend, classmate, team-mate, sibling, you? Why? What might be fuelling that resentment? Does s/he display the same jealous behaviours toward everyone? Are there some individuals s/he is not jealous of? If so, who? Why not? How do you know s/he is jealous? Does s/he verbalise her/his jealousy, treat someone else unfairly, spread rumours, leave that person out, or act aggressively toward her/him?

**When?**
Is there a particular time of day, week, or month when s/he is more jealous – for instance, when Dad comes home or when the game gets more competitive? Is there a reason? Might s/he need attention or reassurance? Is another sibling receiving more attention? Also, when did this attitude start? If you can identify the time, what might have triggered the jealousy: A new baby? A move? Your new relationship? Your new work schedule? A more competitive or difficult classroom?

**Where?**
Are there certain places where or events when s/he is more likely to be jealous – at school or day care, home, the shopping centre, Grandma’s? Why? What situations seem to escalate peer or sibling rivalry?
Now take a look at your answers. Are you seeing any predictable patterns? Do you have any better understanding of your child’s jealous attitude and where it’s coming from?

What’s wrong with your current response?
Think of the last time your child displayed this attitude. What did you do? For instance, did you ignore it? Chastise or scold her/him? Confirm s/he was right? Criticise her/him? Tell her/him jealousy is “a sin”? Dismiss her/his feelings? Tell her/him “not to worry”? Humiliate her/him publicly? Agree with her/him? Is this how you typically respond to your child’s jealousy?

And might you be doing anything to fuel this attitude? For instance, do you compare her/his grades to those of the kid next door? Spend time acknowledging your nephew’s sports talents? Praise another child for being so thin? Push your child to try playing that instrument because her/his brother excelled at it? Might you be responding in a way that is causing your child to wish s/he were more like someone else? What response have you learned does not succeed in stopping your child’s jealousy? What is the one response you will never do again?

Facing your own bad attitudes:
Think about when you grew up: Were you ever jealous? What was that about? How long did it last? Did you keep it in or display it? If so, how? Were your parents aware of your envy? Did they ever talk to you about it?

Would those who know you well say you are a jealous person? Whom are you most envious of: Your spouse? A sibling? A friend? A neighbour? Why? What kinds of things are you most prone to be jealous of? For instance, is it about appearance, money, weight, clothing? Abilities, talents, possessions, or status? Do you voice your envies to friends? Your family? Your colleagues? How often do you compare your children here you were best? Do you compare your child’s grades? Do you do anything to try to improve those areas in yourself?

Our children are most prone to display jealousy with siblings. Of course, much as you’d hope you aren’t showing favouritism toward one child, sometimes we do so quite unintentionally, and the seeds of sibling rivalry are sown. So take a good look long in the mirror, and see if any of your attitudes and behaviours might be triggering your child’s jealous streak. Here are a few questions to help you assess how well you’re doing in making all your children aware of their own unique qualities and feel special in your eyes. Mark any potential problem areas, and then make a pledge to improve them.

Get into your child’s shoes for a minute, and respond how you think your child would answer:
- Do you automatically expect more of your oldest child?
- Do you coddle your youngest?
- Does each child feel like your favourite?
- Do you avoid comparing your children in front of others? Do you provide equal opportunities for each child to nurture her/his special talents?
- Do you openly listen to each child’s concerns?
- Do your eyes light up with the same intensity when you see each of your children?
- Do you schedule equal one-on-one time with each child?
- Do you avoid taking sides whenever there’s a conflict between your children?
- Do you pay equal attention to each child’s hobbies, friends, school, and interests?
- Do you set rules and expectations for each child that your other children consider fair?
- Do you distribute chores, rewards, and opportunities fairly among your children?

Next, ask yourself if you might be comparing your child to other children. Could your child be feeling as though s/he is being measured against other kids, and might this be where s/he is picking up this jealous streak? For instance, when your child shows you her/his graded work, do you ask the grades of the other kids? Do you ask her/him what her/his friends are doing over the weekend? What invitations they received? Which camp, sports, and music lessons they are attending? The bottom line is whether your child might sometimes feel s/he is being compared to her/ his peers.

Do remember that non-verbal messages you give out – a smirk, subtle shrug, frown, or raised eyebrow – are just as powerful as your verbal ones. Take a serious look in the mirror at non-verbal cues you might be sending your child anytime involving a discussion about her/his peers.

If the jealousy issue is predominantly a sibling rivalry problem, talk to your children individually, and find out what they enjoy most (and least) about each sibling.

It might help you assess what’s going on between them. Ask if they have any suggestions that might improve their relationship. Is there a suggestion you could use? So, what will you do to begin to implement the idea? What will you do to change your relationship with this child so s/he feels just as special in your eyes? What will you do to be a better example to your son or daughter? Work out what you will do, and then commit to doing it.

Bad Attitude News Alert:
Many parents say that sibling rivalry is among the most frustrating form of jealousy. Renowned paediatric experts cite four factors that affect the intensity of sibling rivalry: (1) each sibling’s natural temperament, (2) how parents feel about and relate to each child, (3) conditions parents create to encourage sibling harmony, and (4) how much sibling warfare parents allow. While parents can’t influence the first factor, they do affect the remaining three.

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

Step 1 ~ Identify the Cause
Here are a few of the most common causes of jealousy. Check the ones that may apply to your child:
- S/he may need more attention. Do you favour a sibling, or does s/he feel that you do? Are there other relationships or commitments that may interfere with your time with her/him?
- S/he feels insecure. Does s/he lack confidence or self-assuredness?
- S/he wants peer approval. Does s/he lack friends? Does s/he feel the way to gain entry or be popular is to be like others?
- S/he feels the need to compete. Is competitiveness (for grades, scores, popularity, status) emphasised in your home? Does s/he feel s/he must compete against others to gain your approval?
- S/he craves the latest material possessions. Does s/he feel that certain possessions are absolutely necessary to maintain status among peers?
- S/he is compensating for a lack of control. Has something happened at home that s/he can do nothing about (a divorce, an illness, a financial setback)?
- S/he lacks self-esteem. Is s/he jealous of another child’s abilities, appearance, or qualities because s/he feels s/he isn’t worthy, lovable, or likeable? Is s/he constantly compared to others and realises s/he can never make the grade?
- S/he feels things aren’t fair. Is one sibling treated differently? Is s/he experiencing harsher treatment? Are standards and expectations unequal? Is s/he correct in her view? Does a parent or teacher always come to the other child’s defence and not hers/his?

Identifying the specific source of your kid’s jealous attitude will help greatly in turning it around.

Step 2 ~ Refrain from Comparisons
Never compare or praise one kid’s behaviour in contrast to that of a peer or sibling: it can create long-lasting strains. “Why aren’t you organised like your friend?” All too easily, kids can interpret such comparisons as, “You think s/he’s better than me.”

It might help you assess what’s going on between them. Ask if they have any suggestions that might improve their relationship. Is there a suggestion you could use? So, what will you do to begin to implement the idea? What will you do to change your relationship with this child so s/he feels just as special in your eyes? What will you do to be a better example to your son or daughter? Work out what you will do, and then commit to doing it.

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Step 3 ~ Minimise Conditions That Cause Rivalry
Treating kids equally is unrealistic: they come packaged with different temperaments, interests, and needs. So don’t drive yourself crazy trying to make things always fair when your child says you’re not. It just isn’t realistic. Besides, real life isn’t fair. The trick is to minimise conditions that break down sibling or peer relationships and can cause long-lasting resentment.

School Shoes: Parents are reminded that school shoes are to be of the traditional, hard leather lace-up style.
You can also do the same when your child's friends come to visit. You can also do the same when your child's friends come to visit.

• **Step 4 ~ Nurture a Unique Skill or Quality**
  
  All kids can benefit from knowing what makes them unique. The more you can expand your child's awareness of her/his qualities, the greater the likelihood is that s/he will value her/his identity and not feel resentful and jealous about others. Here are the four keys to unlocking your child's awareness of her/his special qualities:
  
  - **Identify strengths.** Choose one or two positive qualities you want your child to recognise about her/himself right away – for example, her/his artistic abilities, a sense of humour, kindness, grace, strength, flexibility. Make sure the strengths are already present in your child, not ones you wish were true about her/him.
  
  - **Praise the quality.** Find opportunities to praise the talent or strength frequently. You can start out by giving one strength message a day, and gradually work your way up to two to four strength reminders. Be specific in your praise, so that your child knows exactly what s/he did to deserve recognition: “You’re very open-minded; you always seem to listen to everyone’s ideas before you form an opinion.”
  
  - **Support the special quality.** Find ways for your child to demonstrate her/his talents to others. If s/he is artistically inclined, s/he might design your family stationery. If s/he is athletic, enrol her/him in a sport so you can cheer her/his abilities at games.
  
  - **Develop the skill.** If your young daughter is graceful, enrol her in ballet; if s/he is musically inclined, give her/him music lessons. If your teen has a flair for fashion, find a modelling class to join. Cultivate your child’s talent so s/he can improve that special quality and boost her/his self-confidence.

**Step 5 ~ Show How to Deal with Jealousy**

Jealousy doesn’t always bring out the best in children. They can wallow in self-pity and do “won’t” and “won’t” things. They might mope around, making their lives as well as ours quite miserable, or put-downs. So what do you do when your child turns into a downer, making their lives as well as ours quite miserable, or resentments and feelings of favouritism.

- **Take sides.** Don’t feel resentful and jealous about others. Here are the four keys to building a fair relationship with each sibling so that he or she knows that you value each opinion and are an unbiased listener.

- **Step 5 ~ Show How to Deal with Jealousy**
  
  Jealousy doesn’t always bring out the best in children. They can wallow in self-pity and do “won’t” and “won’t” things. They might mope around, making their lives as well as ours quite miserable, or put-downs. So what do you do when your child turns into a green-eyed little critter? Here are a few points:

  - **Target the issue.** Don’t rush too quickly to sympathise. Your first goal is to find out what is really bothering her/him and triggering the issue. “You seem really jealous of Sally. Do you wonder why she was invited to Rosemary’s party and you weren’t?”
  
  - **Clarify feelings.** Sometimes all that is needed is for someone to acknowledge the jealous child’s feelings. Try it:
    
    “You’re frustrated because you think Jake is being treated more fairly than you are.”

  - **See it from the other side.** Children often get so caught up in jealousy or fear they’re being treated unfairly that they don’t stop to think how the other person might be feeling. So ask, “See it from the other side now. How does your friend feel?” This also builds empathy.

  - **Challenge the jealous view.** If your child says, “The coach likes Sam better. He always gets to play,” question his view:
    
    “I know you’re disappointed you don’t get to play as much as Sam. But why do you think the coach lets Sam play more? Could it be Sam’s a good player? Is that something you want? What can you do to improve your skills?”

The trick is to get your kid to understand there may be something else to the issue; maybe the other child practices more or is a better sport, for example.

- **Point out past successes.** When your child’s jealousy is directed toward another child’s success, point out past successes: “You’re right, Bill won the art award. You won the award last year.”

- **Offer ways to cope.** “I know you’re really disappointed right now that you weren’t chosen for the team and Kara was. Unfortunately, there are going to be a lot of times we don’t get things to go the way we want. Let’s think of things you can do when you’re feeling down to make yourself feel better.”

- **Congratulations.** “I know you’re envious of Jennifer for winning. Even though you wish you could trade places, you can’t. But you can congratulate her. People usually remember you more for how you handled defeat than how you won. How will you congratulate her success?”

### Attitude Makeover Pledge:

How will you use these steps to curb your child’s jealousy 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 jealous and more appreciative of the differences 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 Family Gallery of Blessings Project. It’s a simple way to document all the good things your child and family should be thankful for, such as their unique talents, strengths, and special qualities. So doing will help your child refocus from what s/he doesn’t have (and enviously covets in others) to what s/he does. Here are a few project ideas for kids of varying ages to rediscover the blessings right in front of them:

- **Photo collage.** Put together photo images showing each family member’s unique strengths and contributions (for example, Dad’s humour, Mom’s warm smile, Noah’s rock climbing, Brooke’s riding skills).

- **Family Blessings scrapbook.** Log the developing talent of each family member in a bound scrapbook or a few stapled blank pieces of paper. It’s best to track one or two talents only (such as “The Chronology of Ben’s Tennis Skills”) with updated notations about the talent, for younger children, consider photographing or drawing their talents and gluing them into their own personal scrapbook.

- **Accomplishment Journal.** Give each child a blank journal or composition notebook. Encourage them to record their accomplishments and successes in their journal on a regular basis.

- **Family Blessings Web site.** Put up your own family Web site displaying your family’s talents and blessings. This is a fun way to get the whole extended family involved. Links to everyone’s e-mails and the Web site can become a family newsletter as well.

- **Hall of Fame.** Put up a bulletin board for your children to display their best work and talents.

### Ongoing Attitude Tune-Up:

Where does your child’s attitude still need improvement? What work still needs to be done?

### Attitude Makeover Resources:


Ms Frances Stegeman
Pastoral Advisor

Valuables: Students are asked not to bring large sums of cash or valuable items to school.
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.

### Uniform Shop News

#### FOR THE COLLECTION OF UNIFORMS

**AT THE START OF 2008**

I am desperately seeking parents/students to help pack and/or sell uniforms before we commence the 2008 school year. The wonderful ladies who usually help me now work part-time, so for the first time I won’t have my helpers for the whole day, each day … and I need YOUR help!

I am only asking for help with the College uniforms on four (4) days at the start of the 2008 year:  
- **Tuesday 22 & Wednesday 23 January** (to pack) 
- **Thursday 24 & Friday 25 January** (to sell)

If anyone is able to help pack and/or sell uniforms on **ANY/SOME/ALL of these days**, please contact me at the College. I will be contactable up until we close the office on 21 December 2007.

I can’t stress enough how important a helping hand will be at this time. So please if you could help me — and the school — out, please call me.

Please note that lunch and refreshments will be provided.

Ms Debra Dawson  
Uniform Shop Manager

### 2008 UNIFORMS COLLECTION DAYS

**Girls:** Thursday 24 January  
(9:00am-12:noon and 1:00-4:00pm)  
**Boys:** Friday 25 January  
(9:00am-12:noon and 1:00-4:00pm)  
**Exchanges Only:** Tuesday 29 January  
(9:00am-12noon and 1:00-3:30pm)

#### COMMUNITY ASSOCIATION “TUCKER BOX”

Did you give to the “Tucker Box”?  
The Community Association would like to thank all those families who gave items towards the St Joseph’s College Community Association “Tucker Box” — your assistance has been invaluable.

Accompanying today’s Newsletter is a publication from Surfside Bus Lines regarding Student Travel in 2008.
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

CANTEEN NEWS & ROSTER

YEAR 7 2008 FAMILIES
At the Information Evening for Year 7 2008 students and families, parents and carers were given a St Joseph’s College Canteen helpers form (on bright-orange coloured paper).

As I’m about to start on the roster for Term 1 for 2008, if anyone has a form to return, please send back to the College and I will call you to put your name in the roster. I can’t stress enough that your help will keep the College Canteen operating.

MEAL OF THE WEEK
The whiteboard ‘daily specials’ will continue this week. Please check out the board for your ‘daily’ choices, and remember to place your order EARLY!

CANTEEN ROSTER

<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>WEEK 9</th>
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<tbody>
<tr>
<td><strong>Monday 3 December</strong></td>
<td><strong>Monday 10 December</strong></td>
</tr>
<tr>
<td>Michelle Clarke &amp; Jan O’Donohue</td>
<td>Sheree Lynch &amp; Kathy Bush</td>
</tr>
<tr>
<td><strong>Tuesday 4 December</strong></td>
<td><strong>Tuesday 11 December</strong></td>
</tr>
<tr>
<td>Gert Webb &amp; TBA</td>
<td>Allison Hedge &amp; TBA</td>
</tr>
<tr>
<td><strong>Wednesday 5 December</strong></td>
<td><strong>Wednesday 12 December</strong></td>
</tr>
<tr>
<td>Sharlene Menz &amp; Mary-Anne Perlenfein</td>
<td>Bernadette Beatie &amp; TBA</td>
</tr>
<tr>
<td><strong>Thursday 6 December</strong></td>
<td><strong>Thursday 13 December</strong></td>
</tr>
<tr>
<td>Sonia Haaijer &amp; TBA</td>
<td>Debbie Davey &amp; Janette Lanskey</td>
</tr>
<tr>
<td><strong>Friday 7 December</strong></td>
<td><strong>Friday 14 December</strong></td>
</tr>
<tr>
<td>Janisian Donnelly &amp; Shelley Wilson</td>
<td>Trish Baldwin &amp; Sonia Orr</td>
</tr>
</tbody>
</table>

Mrs Dianne Pinkstone
Canteen Manager

Please note that the next Newsletter will include the roster for Weeks 1 & 2, Term 1, 2008.

EMPLOYMENT EXPO
Centrelink is organising a series of Employment Expos across Australia – particularly for communities in regional and remote Australia. There will be one held in our area:

When: This Thursday, 6 December 2007
Where: Tweed Heads PCYC
Time: 10:00am – 4:00pm
(Free Sausage Sizzle from 12:00-2:00pm)

Exhibitors at the Employment Expo will include:
- Employers and industry representatives
- Department of Workplace Relations representation, with focus on jobs and job search information
- Job Network providers and other Job Placement Organisations
- Disability Employment Network providers
- Local indigenous community representation
- DHS agencies
- Education, Training and Health providers

SCHOOL PORTRAIT PRIZE & ESSAY COMPETITION
Students in the Tweed Shire are invited to participate in a portrait prize and essay competition focusing on what it means to be Australian.

1. Portrait Prize
This is to be a painting or drawing on A4 or A3 sized paper of someone in the local community that the student believes is a great Australian. Entry form to be completed and pasted or glued to the back of the artwork. One entry per student.

2. Essay Competition
A maximum of 250 words on "What I Love About Australia". Entry form to be completed and attached to the essay. One entry per student.

For further information and entry forms please contact Tweed Shire Council at the Coolamon Cultural Centre on gabby@tweed.nsw.gov.au or (02) 6670.2276. Entries to be submitted by this Friday, 7 December 2007.
Another year has passed and Surfside Buslines are preparing for the 2008 rush.

This year has been a very busy year with a number of initiatives being implemented including departmental restructuring, new systems and the creation of the QLD Safe Travel Plan. Contributions from many organizations and individuals were integral to the success of this plan and Surfside would like to thank those that gave of their time and expertise in producing the final product. It is envisaged that this will equip all stakeholders with the information and a process to expedite Code of Conduct issues and identify best practices that will lead to a safer environment for personnel and students.

Our team at Surfside has undergone some changes but is still lead by Sue Hoefler as our School Travel Services Coordinator. Sue is ably assisted by our School Liaison Officers (Code of Conduct), Adrian Barnett in QLD, and Brett Carroll in NSW. Both Adrian and Brett will be a regular sight at School and they add extensive knowledge to the team. Expect to hear from them in 2008. The experienced Administration team remains with Carole Fages-Grant (QLD) and Karen Alexandre (NSW) with support from Erin Leavney handling Customer Service. We appreciate your support to this team so they may continue to provide the high standard of service your children require.

The most important aspect of School Travel is naturally the travel itself. Our drivers are the backbone of the service and have a difficult role to play. The key to a safe journey is to allow the driver to concentrate on the driving. This can only be achieved if our customers behave appropriately and reduce the distractions. Yes we know "kid's will be kid's" and we wouldn't want it any other way, however what may seem innocent fun can have devastating results on the road. We only ask for your continued support in emphasizing the importance of appropriate behaviour from your children whilst traveling. The Codes of Conduct for QLD and NSW reflect the acceptable standards and can be viewed on our website.

Speaking of websites, almost all of your questions can be answered by logging on to www.surfside.com.au. For your convenience check the website first, any feedback will be welcomed. This will hopefully reduce waiting time that may be experienced in the New Year during the busiest periods. To avoid delays and inconvenience please plan ahead and contact us early.

Have a happy holiday period and we look forward to working with you in 2008!

School Bus Pass Distribution 2008

Surfside has enjoyed great support with the issue of School Bus Passes via the Schools over the years and we thank you all greatly. We look forward to continued support with this huge task again in 2008.

School Bus passes will once again be issued through schools, from the first day of school through to the end of February. This distribution requires that school staff check a student's address before issuing the pass. If the address has changed, we ask that the bus pass please be returned to Surfside Buslines.

It should be noted that admittance to a bus is by Bus Pass or cash fare only. Students will be required to produce school identification at the request of the driver or company representative.

Thank-you!
Surfside would like to extend a huge thank-you to all school staff for their support and cooperation in dealing with issues under the Code of Conduct.

The behavioural management process has improved greatly in 2007. Let's continue this effort in 2008.

IMPORTANT NOTICE If there will be changes to your schools' start or finish times please notify our Service Planning Department on 5571 6555 or planning@surfside.com.au at least three months in advance so roster changes can be discussed prior to implementation.
FOR YOUR NEWSLETTER

Free Travel — Is Your Child Eligible?

NEW SOUTH WALES

Students who are not in possession of a current bus pass are required to pay a fare.

There has been some confusion in NSW over the issue of free travel. While in the vast majority of cases travel is free, parents MUST make an application and have the student's registered through the relevant transport authority. Travel is only free in these circumstances.

Eligibility Conditions

To be eligible for subsidised travel under the School Students Transport Scheme (SSTS) students must:

1. be a resident of NSW;
2. Be 4 years 6 months of age or older;
3. Be an infant student i.e. attending Kincergarten, Year 1 or Year 2 classes, irrespective of the distance from home to school; or

Be a primary student (Year 3-6) and reside more than 1.6km (radial distance) from the school attended, measured on a radius from the centre of the school site, or reside 2.3km or more by the most direct practicable walking route to the nearest point of physical entry to the school; or

Be a secondary student (Year 7-12) and reside more than 2.0km (radial distance) from the school attended, measured on a radius from the centre of the school site, or reside 2.9km or more by the most direct practicable walking route to the nearest point of physical entry to the school;

4. Be enrolled at a registered day school;
5. Be eligible for a free government education. Students who are not eligible for a free government education are not eligible for subsidised travel.

Appeals: Parents/Guardians of students deemed ineligible by their school or local transport operator may apply to the Ministry of Transport for a review of that decision. This includes special circumstances such as safety issues, walking distances, medical and/or hardship issues. Please contact the Ministry of Transport on 1800 049 983.

A new application form is required should your child change school or address, and also, for a student going from Grade 2 to 3, or from primary to secondary school.

QUEENSLAND

Students who are not in possession of a current bus pass are required to pay a fare.

Eligibility Conditions

To be eligible for Travel Assistance, students must:

1. Be enrolled at an approved school
2. Primary School Students (Year Prep-7) must live more than 3.2 km, by the shortest trafficable route from the nearest state primary school. In addition, non-state students must also live more than 3.2 km from the nearest non-state primary school of the type attended, or

3. Secondary School Students (Year 8-12) must abide by the same regulations as for Primary students, but the distance is 4.8km.

If you do not qualify for transport assistance under the distance criteria as above you may still be entitled to transport assistance if you are in receipt of one of the following cards, displaying the child’s name: Health Care Card, Pensioner Concession Card, Veteran’s Affairs Pensioner Card or Care and Protection Order. If so, you will need to complete a Bus Travel Assistance Safety-Net Application (available from the Customer Service centres listed in Queensland Transport or Surfside Buslines) and lodge it with Surfside Buslines (postal address on back page).

Queensland Transport will notify you in writing whether you are successful or not, and if so, notify you of the commencement date. This process usually takes 2-3 weeks. Fares are required to be paid until the date your approval commences so it is best to submit forms as early as possible.

A new application form is required should your child change school or address or be progressing from primary to secondary school.
FOR YOUR NEWSLETTER

Courtesy Reminder ~
Queensland School Services

All Queensland designated school services will continue to operate to the state school calendar only. A copy of this calendar is available from the Queensland Government website http://education.qld.gov.au/.

Schools opening outside these dates should advise parents, guardians and students of these arrangements.

School Travel Code of Conduct

By way of example, the Codes of Conduct for both QLD and NSW set out prescribed standards of behaviours and examples of how your child can meet these standards.

These areas include:
- Respect other people and property
- Be responsible for their attitude and actions
- Wait for the bus in an orderly manner
- Show their travel ticket / bus pass (and ID upon request)
- Whilst on the bus, conduct yourself in an orderly manner (e.g. no use of offensive language / fighting / spitting or bullying. Do not throw any article around or from the bus)
- Use designated stops
- When alighting from bus, do so in an orderly manner
- In case of emergency or breakdown, follow the driver’s directions

A brochure outlining the Code of Conduct and detailing students’ and parents’ responsibilities is available from Surfside by visiting the website, www.surfside.com.au.

Bus Travel Assistance Forms

Queensland Residents

Students residing in Queensland can obtain applications from the following Queensland Transport Centres;

<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bundall</td>
<td>30 Upton Street</td>
</tr>
<tr>
<td>Burleigh Heads</td>
<td>Burleigh Town Shopping Centre</td>
</tr>
<tr>
<td>Elanora</td>
<td>The Pines Shopping Centre</td>
</tr>
<tr>
<td>Southport</td>
<td>Nerang - Southport Road (cnr Wardoo)</td>
</tr>
<tr>
<td>Southport Transit Centre</td>
<td>34-36 Railway Street, Southport (Ph: 5630 8857)</td>
</tr>
</tbody>
</table>

Parents / students requiring application forms for bus passes can drop into one of the Customer Service Centres as listed above or call / visit Queensland Transport. Alternatively complete the slip overleaf and return to Surfside Buslines with a stamped self-addressed business size envelope. Forms can also be downloaded from www.surfside.com.au.

New South Wales Residents

Students residing in NSW should contact their school administration or visit the Surfside Buslines website.

REPLACEMENT BUS PASSES

ATTN: Parents and Guardians

It is your responsibility to ensure that your child is equipped to travel to and from school and that they are aware of their responsibilities regarding the School Travel Code of Conduct.

Once the bus pass has been issued it is your responsibility. Should the bus pass be lost, stolen, destroyed or defaced a replacement fee will apply.
FOR YOUR NEWSLETTER

NEW 2008 BUS PASSES
Queensland

Students who currently have Safety-Net bus passes will receive a renewal application form from Queensland Transport by mid-December 2007. If you have not received your application by this date please contact Queensland Transport to arrange for a form to be sent. Please return all forms as soon as possible so you receive the benefit from the start of the school year.

Safety Net students who are reapplying in 2008 are required to retain their 2007 bus pass until the new one has been issued, or until March 2008.

Queensland and NSW

A new application form must be completed for those students who have changed school or address. Invalid bus passes must be returned to Surfside Buslines or handed to your driver immediately.

Rollover Students: Those with no detail changes are not required to reapply (distance eligible) - your bus passes will be available from your school administration from January 29, 2008.

- If you no longer require a bus pass for next year, please notify Surfside Buslines School Travel Administration department.
- New enrolments requesting details on school bus timetables, should contact us at www.surfside.com.au.

If you have any of the above changes and require your child’s bus pass for the commencement of 2008, you must contact Surfside Buslines before 10 December 2007.

Please enclose completed slip with stamped self-addressed business size envelope and post to the above postal address.

Parent/Guardian Name:  Phone:

Residential Address:  

Postal Address:  

Student Name/s:  School Attending:  Grade:

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Does the student’s name appear on one of the following: (Tick if applicable)

[ ] Health Care Card  [ ] Pensioner Concession Card

[ ] Care and Protection Order  [ ] Veteran’s Affairs Card