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

Welcome to Catholic Schools Week. I’d like to share with you a letter written by Dr Anne Wenham, the Director of Schools for the Diocese of Lismore.

A Message from the Director

In 2008 Catholic Schools in the Diocese of Lismore will celebrate Catholic Schools Week with Catholic Schools across NSW. In all this will involve communities of 613 Catholic primary and secondary schools.

Catholic Schools Week provides the opportunity to celebrate Catholic Education in NSW, in the Diocese of Lismore and in every parish school. There are 47 schools in the Diocese of Lismore, each of which lives the hope and promise of Catholic Education which commenced in this Diocese almost 150 years ago.

Representatives from all Dioceses have worked to produce resource materials to be used for this celebration. The theme for 2008 is Learning in Action. There are ample suggestions in the resource package that can be utilised as discussion and planning starters with parish school staff. This is certainly an appropriate opportunity to showcase the commitment to excellence in teaching and learning, a Diocesan priority.

Catholic Schools Week also calls us all to reflect on and to promote the Catholic identity of our parish schools. The Bishops of NSW and ACT last year in their Pastoral Letter, Catholic Schools at a Crossroads, reaffirmed their commitment to Catholic education. They wrote that they dedicated themselves to ensure that Catholic schools:

- Are truly Catholic in their identity and life
- Are centres of the ‘new evangelisation’
- Enable our students to achieve high levels of ‘Catholic religious literacy’
- Are led and staffed by people who will contribute to these goals.

As Catholic Schools Week preparations commence, I ask that the Bishops’ message be considered. Our challenge and our reward as Catholic educators is to ensure the integration of faith and life in all our endeavours on behalf of the young people in our care.

I wish each parish school community all the very best as you celebrate Catholic Schools Week in 2008.

Best wishes and
God Bless,

Mr Peter McLoughlin
Principal
**WEEK 10, Term 1**

**Only two weeks left of this term!** Our students have been very busy, as always, so we have lots to share with you today.

Please be mindful of checking the latest coming events and please also take the time to read this Newsletter together as a family. Don’t forget, we are also online at [www.bps.lism.catholic.edu.au](http://www.bps.lism.catholic.edu.au) where you can look at today’s issue, as well as back issues.

We hope you enjoy today’s issue.

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- Canteen News & Roster
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**PRINCIPAL’S NOTES**

**OPENING**

This coming Thursday 3 April will see the Official Opening of the ‘Investing In Our Schools Project’ where Commonwealth Government provided $29,000 towards the purchase of Data Projector in rooms throughout the College. We will also officially open the Remembrance Garden donated by 2006-2007 SRC and built by Mr Wayne De Venny and Mr Brenton Davie. The two projects will be opened by the Hon Justine Elliott Minister for Aging and blessed by Fr Michael. All parents are most welcome.

**ANZAC DAY MARCH 2008**

Reminder that the permission letter for any students wishing to take part in the ANZAC Day March on Friday 25 April, needs to be returned to Miss Gooley by next Wednesday, 9 April 2008. A copy of the notification/permission letter is attached to this newsletter.

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**DEPUTY’S NOTICES**

**COMING EVENTS**

**WEEK 10** (Catholic Schools Week)

- **Tuesday 1 April** ....................................................... (Day 7)
  - Year 10 History & Geography excursion
- **Wednesday 2 April** .................................................. (Day 8)
  - Vaccinations ~ 1st dose of HPV Years 7-10 Girls
  - Vaccinations ~ Hep B Year 7 Boys & Girls
- **Thursday 3 April** .................................................... (Day 9)
  - Investing In Our Schools Project Opening
- **Friday 4 April** ....................................................... (Day 10)
  - Vaccinations ~ 1st dose of HPV Years 7-10 Girls
  - Vaccinations ~ Hep B Year 7 Boys & Girls
  - Bill Turner Soccer

**WEEK 11**

- **Tuesday 8 April** ..................................................... (Day 2)
  - Year 12BST Riverina Business Excursion
  - Year 10 Bond Uni Science Enrichment Incursion
- **Wednesday 9 April** ................................................ (Day 3)
  - Tweed Valley Competition begins
- **Friday 11 April** .................................................... (Day 5)
  - TERM 1 ENDS – THIS IS A NORMAL SCHOOL DAY
  - TERM 1 REPORTS POSTED ~ YEARS 7-11
  - Year 11 Meals on Wheels (selected students)

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**CURRICULUM NEWS**

**Year 12 Half Yearly Exams (Week 1 & 2, Term 2)**

Exam timetables were issued to students last week. All Year 12 students should have commenced a program of revision so that personal best can be achieved in these exams.

**Ms Helen Borrowdale**
Curriculum Coordinator

**PEEL (Project for Enhancing Effective Learning)**

A group of teachers at St Joseph’s meet regularly as part of the PEEL strategy. An Australian Government Quality Teaching Grant has just been received along with another grant from CEO, Lismore. This will allow a number of interested staff to be inserviced on using PEEL strategies in the classroom.

**Ms Gail Berry**
PEEL Coordinator

**Reading of the Week**

_Today’s Reading comes from:_

John’s Gospel

_Till this moment they had failed to understand the teaching of scripture, that he must rise from the dead._

**Mr Scott McDermott**
RE Coordinator – Ministry

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Sport: Sport is an important part of the school and students are expected to attend sport each week.
TAS REPORT

2008 has gotten off to a busy start for the TAS Faculty. We welcomed Mr Dean Robinson and Mr Matthew Grieve who are both teaching Technology subjects mainly in the computing areas of Multimedia & IPT. We farewelled Mrs Leonie Jennings and wish her well in her retirement.

Year 12 students are all busy working on their major projects in Timber and Multimedia. I thank parents for their support with these projects. Hospitality students have just completed their final work placements with glowing reports from their employers. All Year 12’s should be actively preparing for their ½ yearly exams. Year 11 Hospitality students are just commencing their practical work and I had to take a photo of them while their uniforms are all so new and clean.

It is always a pleasure to visit Year 7 Technology classes and I have taken a photo of some students in 7VS, who are working on pencil cases & bags in Textiles and 7MB who are making wind catchers in Timber.

I look forward to seeing these projects finished next term and all the fantastic results produced by our TAS students.

Mrs Karen Parker
TAS Coordinator

ST VINCENT DE PAUL

I would like to take this opportunity to thank the outgoing St Vincent de Paul Committee (see below) for all their hard work in 2007 and especially for the money they raised for our annual Christmas Appeal.

President Sam Monaghan
Vice Phoebe Cupples
Secretary Kate McGrath
Treasurer Renee O’Connor

I would also like to introduce the 2008 Committee (see below) and look forward to working with them and all the Year 11’s who have volunteered to be a part of this group. Our first activity for 2008 will involve two students attending a ‘Buddies Training’ weekend at Lismore to prepare them for the work they will do with disadvantaged children in our Diocese.

President Ashleigh Dunemann
Vice Jackson Fisher
Secretary Daniella De Azevedo
Treasurer Hayley Elkington

Mrs Karen Parker & Mr Guy Davoren
St Vincent de Paul Coordinators

SCIENCE NEWS

UNIVERSITY OF QLD

The ‘Experience Science Program’ for Years 11 & 12 Biology and Chemistry students will take place during the school holidays at UQ in July. A number of students have expressed interest in attending ‘hands-on’ workshops.

An expression of interest letter will be forwarded to students shortly to determine if numbers are sufficient to run the excursion.

SCIENCE EXCURSION

Year 11
Biology students will travel to O’Reilly’s Rainforest Resort in Lamington National Park to conduct a rainforest field study on Friday 30 May. We ask that the excursion is paid for prior to the end of Term 1.

Year 7
An excursion has been arranged for all of Year 7 to attend Currumbin Wildlife Sanctuary and the Terrasaurus Dinosaur Exhibition on Friday 13 June. Students will soon receive information and permission notes regarding this excursion. Please note that Go Wild, National Trust, similar passes or discounts are not valid for educational bookings. We ask that this excursion be paid for prior to Tuesday 13 May.

Ms Gail Berry
Science Teacher

SPORTS NEWS

Congratulations to Shaun Ahearn for his recent selection in the CCC Baseball team. Shaun will now travel to Sydney to compete for selection in the NSW All Schools Team.

Mr Peter McLaughlin
Sports Coordinator

Sport: Sport is an important part of the school and students are expected to attend sport each week.
This article is the seventeenth part in our ongoing series of ‘Bad Attitude’ articles. Today we take a look at the ‘bad attitude’ NON-COMPLIANT, and what we can do about it.

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Emergency Attitude Intervention:

Decide which issues really matter and are worth fighting over and which you can let slide for the time being. One of our biggest problems as parents is feeling overwhelmed with all the different issues and conflicts going on with our defiant kids. Right now, your child is probably not doing anything you want him/her to do. By getting him/her to comply with one just crucial thing, you’re starting on the right path toward a big attitude change. For a younger child, playing without hitting might be your important goal, and picking up all his/her toys isn’t so vital right now. For an older kid, completing homework might be the essential task, while making his/her bed isn’t such a big deal after all. The key is to pick your battles wisely by choosing ones that are most crucial. Then stick to those, and let go of the others for now. Once your kid starts complying, you can gradually add more requests. Meanwhile, you’ll save your sanity, your household harmony, and your relationship with your child, and you will be more likely to start turning your kid’s defiant attitude around.

Bad Attitude Alert:

Take comfort: though a defiant, noncompliant attitude is one of the most difficult to turn around, it can be done. Your first step is to reflect on how this attitude started.

Diagnosis

Consider how and why your child has such a defiant, disobedient attitude.

Why?

What do you think is at the root of your kid’s non-compliance? Does the cause lie in your day-to-day family dynamics? Is he/she subconsciously or even explicitly asking for boundaries, rules, and limitations? Does he/she really just want you to be more of the executive authority, the boss of the family? Or is he/she copying the attitude from someone else? Has he/she learned that using the attitude works so handily that he/she continues doing so? Or do you think it lies primarily in the temperament of hard-wiring of your kid? Is he/she depressed or traumatized? Could he/she be using drugs or self-medicating himself/herself? Could he/she be reacting to tyrannical or abusive parenting? Just why does your kid have such a need of being in charge? Could he/she really be craving attention or love? Is he/she resentful of another sibling or someone in your relationships? Are family members rarely listening to or treating his/her respectfully? Does he/she know another way of getting his/her needs met? Of course, he/she may also be defiant because he/she’s been allowed to be disrespectful, self-centered, and rude. So what’s your best guess as to why your kid is resorting to this attitude?

What?

Does your child refuse to do everything you ask or just some things? To help you figure this out, fold a paper in half and make two lists. On one side, list issues that usually cause home-front wars: homework, chores, curfew, TV, getting up, use of the computer, hanging out with certain kids. Then list items that he/she will at least sometimes comply with (or produce less heated debates). Maybe your list includes going to soccer, coming to dinner, and feeding the dog. Finally, review your lists. Kids usually comply with requests they enjoy, feel less threatened by, or feel controlling? Do they see you engage in yelling matches? Refusing to comply or even bother to listen? Give the “silent treatment”?

When?

Do you see an increase in the attitude at a particular time of day? After his/her bath because bedtime comes next? Following dinner when it’s time for homework? Saturday morning when it’s time to get ready for gymnastics? Thursday morning when it’s time to go to the babysitter? What might be the reason? Has he/she just been with some friends? Is there a new odour around him/her (cigarette smoke or alcohol, perhaps)? Also, when did you first notice this attitude emerge? Was anything going on about the same time that might have triggered it? A new babysitter? A difficult teacher? Bullying? Peer Problems? A change at home (a move, a divorce, an illness, a new job, a new baby)? Or was it always a problem? (“Even when he/she was two he/she was having tantrums when I told him/her it was bedtime.” “He/she even refused to do what his/her preschool teacher asked.”)

Where?

Are there certain places he/she is more likely to do defiant (at school or day care, home, in the carpool, at a friend’s home, during swimming practice)? What might be the reason?

Now review your answers. Are there any predictable patterns you might have missed? Talk to those who know your child well to help you uncover the pattern. Do you have any better understanding of why your kid is using this attitude and how it developed? Write your thoughts.

What’s wrong with your current response?

How are you responding to your kid’s defiant attitude? For instance, the last time your kid disobeyed or refused to comply with your request, what did you do? Yell? Chastise? Debate? Threaten? Or do you report his/her attitude to others (teacher, nanny, other parents, police) and have them deal with your kid’s defiance? Are other adults usually with you when your kid is defiant? If so, what do they typically do? Support you? Scold him/her also? Ignore it? Yell at you? Do they help or hinder the situation?


Here’s another possible response: Do you ignore his/her defiance altogether? If so, why? Is it just easier? You hope it’s just a phase? You don’t have the energy? You’re too busy to deal with it? His/her debates and tirades last so long you know you will be late? You feel threatened? You’re concerned about the emotional health or even physical safety of siblings or other kids watching?

What is the one response that is guaranteed not to work in stopping your kid’s defiant, noncompliant attitude? Write it down so you will remember never to use it again. I will not:

Facing your own bad attitudes:

Many parents say kids today are far more defiant and disrespectful toward parents than when they were growing up. Do you agree? What do you think is the cause of this? Now think about when you were a kid. Did you defy your parents? How often and over what? What about your siblings? If you or they did, how did your parents react? How did your parents’ discipline affect your own parenting style?

Next, consider how your kid became so defiant. Might he/she be modelling this attitude from you or another parent? A relative? Cousin? Sibling? Peers? Or could he/she be responding to how he/she is treated? Tune into the attitudes of those closest to your child, and watch for clues.

Now take a close look at your own attitudes. Could your kid be learning his/her defiant ways from you? For instance, do you insist that things go your way with your friends? At home? At work? Do you pay attention to family request of flat-out refuse? Do you expect all family rules and expectations to be obeyed instantly? What about with colleagues? Your partner? Do you allow for negotiation or compromise or even listen to reasonable requests? Or are you to laid-back and loose with your kids? Do you have few or inconsistent rules in your family and no expectations of cooperation, respect, discipline, and responsibility? Are you just trying to be your kid’s best friend instead of assuming the normal role of a parent – the one with the ultimate responsibility, the grown up?

How is your relationship with your partner or your child’s biological parent? What do your kids see? Are you overly demanding and controlling? Do they see you engage in yelling matches? Refusing to comply or even bother to listen? Give the “silent treatment”? Sports: Sport is an important part of the school and students are expected to attend sport each week.
Walk away or even out the door? Do you ever scream, slam doors, hit the person, or throw things? Would your kids say you are more of a dictator, compromiser, wishy-washy, or easy-going? How would you describe your daily style with your kids, spouse, friends, and colleagues? Bottom line: Are you presenting a model you’d like your kids to copy?

How do you typically relate with that defiant kid of yours? Be honest. How do you make your requests known to your child? Do you say them in a calm and respectful tone, or are you quick-tempered? Are you polite or disrespectful (or even a tad sarcastic)? How are your nonverbal cues? Do you roll your eyes, shrug, or smirk, or do you wait politely? Do you flat-out demand compliance or listen to this requests? Would your kid agrees with your self-assessment? Put yourself in your kid’s shoes. Would you want to be talked to and treated in the manner he/she is by you?

What is the first step you need to take in yourself to be a better example to your child? I will:

**Bad Attitude News Alert:**
Defiant kids don't wake up one day with that attitude. It develops gradually and almost always starts with the breakdown of respect. Could this be an issue in your household? Studies suggest it clearly is a problem with many families. Consider these facts:

- Dr. Thomas Lickona, a renowned educator and the author of *Educating for Character*, cites large numbers of children showing attitudes of defiance for authority as one of the ten most troubling youth trends and warns it is a clear sign of moral decline.
- A nationwide survey published in the *New York Times* showed that 93 percent of responding adults believed parents have failed to teach children honesty, respect and responsibility.
- Louisiana lawmakers were so concerned with the breakdown of basic civility in school kids that they recently passed legislation making the saying of “Yes, ma’am” and “Yes, sir” expected student behaviour. Failure to address a teacher respectfully is now considered an offence that can bring detention.

The “Don’t give me that attitude” makeover:
To make over your child’s defiant bad attitude, take the following steps:

**Step 1. Look Inside the Volcano**
There are many reasons for a defiant attitude, but here are a few of the most typical. Check ones that apply to your child:

- **Faulty discipline.** Is your discipline so harsh that your kid rebels, so lenient that he/she is allowed to get away with this defiant attitude, or inconsistent so he/she doesn’t know what to expect?
- **Relationship fallout.** Is there friction with a particular parent? Is there a lack of time with a parent? Does the child feel unloved or unappreciated?
- **A feeling of resentment.** Could he/she be jealous of a sibling, peer, or your relationships?
- **A feeling of inadequacy.** Might he/she be compensating for low self-esteem, inadequacy, or feeling that he/she’s not good enough?
- **Explosive or quick-tempered.** Does your child have difficulties controlling his/her anger? Is he/she short-fused?
- **Undue anxiety or stress.** Are there heavy pressures on him/her to succeed (academically, socially, athletically)? Is competition to achieve a big commodity around your house? Is he/she so scheduled that he/she has no downtime?
- **Learning disability.** What about a learning disability causing difficulties in processing what he/she hears? If so, are you seeking professional help? If not, why not?
- **Depression.** Is he/she suffering from an emotional problem, depression, or trauma that is triggering this attitude?
- **Unfair expectations.** Might your expectations be unrealistic or unfair? Are they within your kid’s developmental level?
- **Alcohol or substance abuse.** Could your older kid be indulging or alcohol or drugs?
- **Abusive treatment.** Is your child treated disrespectfully? Has he/she now or in the past been verbally or physically abused?
- **Other:** There are many reasons for a defiant, noncompliant attitude. The key is to get at the root so you can deal with the real cause. Once you do, make sure you get the help you need to remedy it.

**Step 2. Spell Out Your Expectations**
At a time when both you and your child are calm, explain that from this point on, you expect his/her compliance with your requests. Be very clear so that there can be no doubt what you mean. You might say: “If I sound serious or say ‘I’m serious,’ I mean it.” Then make sure your kid clearly knows your “serious tone” by modelling it. Explain that if he/she doesn’t do what you ask, there will be a consequence. (Review Step 4 so you can tell your child what the consequence is if non-compliance continues). You might even consider letting your child participate in creating his/her own consequence. Just remember that you don’t have to agree to his/her suggestions; it’s a way to involve his/her in the process. To make sure he/she understands your agreement, have him/her repeat what you said. You might even put the consequence in writing, and then have your kid sign it so there’s absolutely no doubt. A young kid can draw the contract. Put it in a safe place so you can rely on it later if needed.

In case your child really does have a genuine reason for not complying with your request (the possibility does exist), hear him/her out but demand respect. You might say, “if you really have a legitimate excuse why you can’t do what I’m asking, please tell me right now. Maybe you have a spelling test the next day and need to a reprieve from your chores so you can study. But you must tell me your reason in a respectful tone.” To be clear your child knows what kind of tone you require, model it to her. He/she needs to understand that you won’t be granting too many reprieves. There really should be a very good reason for him/her not to do what you ask.

**Step 3. State Your Request Respectfully**
Now the time comes when you want your kid to do something. First, make sure you have his/her attention and then state your request firmly, calmly, and respectfully. Also, try lowering your voice instead of raising it. Nothing turns a kid off faster than yelling, so do the opposite. When you talk more softly, not louder, the tone usually catches the kid off-guard, and he/she stops to listen. Your kid may try every trick in the book to wear you down. Don’t let him/her.

The following strategies are also helpful in reducing verbal power struggles with kids:

- **Limit words.** The fewer words you say the better: “Homework” or “Bed”. Keep your requests short, sweet, and specific.
- **Use the Ten-Second Rule.** Stop your directions (threats, coaxing, pleading) at the end of ten seconds. If you need to talk beyond ten seconds, you’re saying too much.
- **Give a warning.** It is difficult for some kids to shift gears, especially if they’re in the middle of something interesting. So give a time limit: “I’ll need your assistance in three minutes” or “I have to talk to you in two minutes.”
- **Use the Review Method.** To ensure your kid understands your request, state the Review Method: state the request (the fewer words the better) and then your kid “reviews” (repeats) what you just said back to you.
- **Try the Broken Record Technique.** Tell why you want your kid to comply, and then state your position: “Ms Ling is coming in five minutes: you need to be at the door now.” Calmly repeat your request word for word each time your kid tries to argue.
- **Offer choices.** Just a bit of leeway sometimes breaks down a resist. “You need to study for your spelling today. Would you like to do so before dinner or after?”
- **Compromise.** “Your chores are supposed to be done now, but you’re working so hard on your throwing. Do you agree to do your chores in half an hour?” Don’t ever let your kid force you into a compromise you don’t think is fair or appropriate.

If your kid doesn’t obey your request within seconds, then you must follow through on the agreed consequence. So go to Step 4, stay thick-skinned, and enforce it.

**Step 4. If Defiance Continues, Enforce a Consequence**
If you’ve been clear with your expectations yet your kid continues to defy you, it’s time to set a consequence. Effective consequences are clear to the child, have a specified time, directly relate to the offensive attitude, and fit the kid’s age and temperament. They must also cause a bit of misery so the child is more willing to change his behaviour than suffer the consequence. Once you set it, consistently enforce it, and don’t back down! Also, do not negotiate, plead, yell, coax, or bribe. One of the hardest parts of dealing with a defiant kid is remaining calm. But you must: stick to your word and
enforce the consequence. Your kid has to learn you mean business. Here are a few consequences suitable for defiant attitudes for different ages of kids:

**Time-out.** For kids generally up to age eight, time-out may be appropriate. This is when a child is immediately removed from an activity for defiance and asked to sit alone quietly for a specified time to think about his/her actions. The simplest rule for determining the time length is one minute for each year of the child's age (four years equals four minutes, eight years equals eight minutes, and so on). Customize depending on the age of your child, his/her temperament and personality, and the severity of the offence. For some kids, it's an undeniable cruelty, and for others it's no fun but not a big deal. Make sure that when your child completes time-out (and the time starts the second he complies with your time-out rules), he/she must still comply with your requests.

**Loss of Privileges.** Any continued display of the targeted misbehaviour can result in your kid's losing certain specified privileges. Make sure it's something you have control over. Losses could include watching TV; using his/her favourite skateboard, scooter, or bike; playing video or computer games; talking on the phone; listening to music; or even using a common family area.

**Grounding.** Other than school or church time, your child must stay on the house premises for a specified length of time – generally a few hours for young kids and one to five days for older kids – and lose all social privileges except for education or church-related purposes. This should be spelled out ahead.

**Code red.** If the offence is particularly bad or defiance continues, some parents pull some or all home entertainment privileges (TV, video games, and phone), in addition to grounding. The reason is simple: unless the attitude stops, it will continue to spiral out of control. This is especially true with preadolescents.

**Boot camp.** Find a service project your child can do (with an adult to oversee it), and then require duty for a set period. Maybe it's working in a soup kitchen, helping underprivileged kids, or tutoring second-language children.

The first few times you enforce consequences will not be easy with a defiant kid who is used to getting his/her way. At times, you may really think it's a heck of a lot easier to give in to your kid. Don't. Once your kid wins again, things will only get worse. Be prepared for your kid to resist your consequences big time and do anything, including an Exorcist-type tantrum, calling you every name in the book and basically making your life miserable. The trick is for you to stay calm (I know, I know – you may really think it's a heck of a lot easier to give in to your kid). Don't. Once your kid wins again, things will only get worse. Be prepared for your kid to resist your consequences big time and do anything, including an Exorcist-type tantrum, calling you every name in the book and basically making your life miserable. The trick is for you to stay calm (I know, I know – easier said than done) and above all: do not back down.

**Step 5. Nurture and Expect Respect**

Kids with defiant attitudes are clearly also disrespectful. So while part of your makeover is to no longer tolerate a defiant attitude and to expect compliance, the other part is to rebuild respect in your child. Here are four strategies to enhance this critical virtue:

**Define respect.** Take time to explain clearly what you mean by acting respectfully. You might say, "respect means that you value or admire someone or something by treating them in a considerate, courteous, and polite manner. How you treat other people's feelings. Remember that attitudes that are reinforced are ones that will continue to use. "You told Dad using a respectful voice why you couldn't take out the trash because Grandma was calling any minute."

**Ask the Golden Rule.** Use a calm, pleasant voice.

**Reinforce respect.** Don't overlook one of the easiest ways to tune up respect: acknowledge your kid when he/she acts respectfully. Remember that attitudes that are reinforced are ones that will continue to use. "You told Dad using a respectful voice why you couldn't take out the trash because Grandma was calling any minute."

**Create new family rules.** Many families develop a set of rules based on respect that everyone agrees will govern how they treat one another. Though they are almost always ones you would choose, because the kids have a voice in determining them, they become “their rules,” not “yours” (so they're much easier to enforce). Begin by brainstorming together, "What rules should guide how we treat one another in our family?" Write all suggestions on paper, and then use the democratic process and vote. The top suggestions become the family constitution. Here are a few family guidelines:

- Don't borrow without asking.
- Don't pass on to others what is said in confidence.
- Treat one another as you'd like to be treated.
- Be considerate of one another.
- Use a calm, pleasant voice.
- Say only things that build people.
- Respect each other's privacy.

Many families make their final version into a chart, have all members sign it, and post it as a visible reminder.

**The First 21 Days**

For the next twenty-one days, put your kid in charge of a major but age-appropriate Personal Responsibility Project that would benefit the entire family. For example, for a young child, organize the family games and sports equipment into bins or weed the flower patch. For older kids, possibilities are organizing the family photos, painting the steps down to the basement. Or alphabetizing the family videos, books, and DVDs. Agree on a list or requirements and goals for the twenty-one day time frame, and let your kid figure out how to get to the finish line on time. Also build in a consequence for failure, like loss of privilege. Don’t help, and don't monitor. This kind of responsibility and respect can go a long way toward building self-confidence, creating independence, and ultimately teaching a spirit of willingness and cooperation, to replace the non-compliance and defiance of recent attitudes.

**Attitude Makeover Pledge:**

How will you use these steps to help your kid become less defiant, rebellious, and disobedient and achieve long-term change? Write exactly what you agree to do within the next twenty-four hours to begin changing your kid’s attitude so he/she is more compliant.

**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. Write your child’s weekly progress down on a piece of paper. Keep track of daily progress in your Attitude Makeover Journal.

**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.


Ms Frances Stegeman
Pastoral Advisor

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Sport: Sport is an important part of the school and students are expected to attend sport each week.
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

GRADE 11 HEADSTART DAY

Are YOU an ambitious Grade 11 student seeking a successful profession? Experience life as a university student for a day and get a head start on your career choices. Join our world class Academics for a day of presentations, specially designed to expand your imagination and uncover possible career paths.

When: Monday 14 April 8:00am–3:00pm
Where: Cerum Theatre Level 3, University Centre, Bond University
Dress: Casual (not school uniform)
Cost: Free. Morning Tea & Lunch will be provided
RSVP: Registration closes Tuesday 2 April 2008

NOTE: Please see Mr Hall to reserve your place

For more information: www.bond.edu.au/events/headstartday/bond-headstart-day.pdf

CANTEEN NEWS & ROSTER

MEAL OF THE WEEK

This week we have the lovely Fried Rice for the affordable price of $3.50 and of course the “hungry” portion for $4.50. Please make sure you place your orders BEFORE SCHOOL.

CANTEEN ROSTER

WEEK 10

Monday 31 March
Kelly Bowman & Hayley Mandall
Tuesday 1 April
Janice Brown & Janene Neal
Wednesday 2 April
Sandy Jeffries & Jenny Cork
Thursday 3 April
Jean Colivas & Annie McGuiness
Friday 4 April
Jan Macqueen & Adrienne Wheatley

WEEK 11

Monday 7 April
Hayley Mandall & Michelle McLennan
Tuesday 8 April
Anne Bruce & Helen McDonald
Wednesday 9 April
Cathy Jamieson & Fern Wendt
Thursday 10 April
Sandra O’Brien & Aleisha Spence
Friday 11 April
Donna West & Jan Hingerty

Next weeks Newsletter will include the first two weeks of the Canteen Roster for Term 2.

Mrs Dianne Pinkstone
Canteen Manager

Do you know the meaning of this word?

Start (vb.) to begin or cause to begin; to make a beginning; to set or be set in motion; to establish or be established; set up; the first or first part of a series of actions, or a journey.

Are you ready to START?
Start again, start anew, start afresh?

Start where you are. Use what you have.
Do what you can.
Most of us start out with a positive attitude and a plan to do our best.
If you want to change attitudes, start with a change in behaviour.

UNIFORM SHOP

If you would like to order a school jumper please see Ms Dawson in the Uniform Shop ASAP as the orders take 5-6 weeks to arrive. An order will be placed on Thursday 10 April. We do have some sizes available NOW for purchase.

UNIFORM SHOP HOURS

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

Ms Debra Dawson
Uniform Shop Manager

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.