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

WORLD YOUTH DAY
As we enter April, its time to look to July and World Youth Day which will be here before we know it. World Youth Day is predicted to involve many more people than the Sydney Olympics! So why are hundreds of thousands of young people coming to Sydney as WYD pilgrims?

The WYD office asks/suggests:

“To have a good time?  
To share an experience of travel with friends?  
To meet other young people from around the world?  
To see Pope Benedict?  
To share and celebrate their Catholic faith in a festival atmosphere?  
To pray and worship?  
To get closer to God?  
To encounter Jesus?  
To receive the power of the Holy Spirit?  
To witness to their faith?

Whatever the reasons, our loving God offers pilgrims all of the above.”

The age limit for WYD is that you need to be at least 16 years of age (as at 31 December 2008). Please contact St Joseph’s Parish on (07) 5536.7522.

We also have in excess of fifty pilgrims coming from the Solomon Islands for the WYD “Days in the Diocese” from 10-14 July. If you could open your home to two or more pilgrims and provide hospitality in the form of friendship, accommodation, meals and transport please contact the Parish Office on the number mentioned above.

ANZAC DAY 2008
Our College commemoration of ANZAC Day will take place on the first day of Term 2, Monday 28 April, from 9:00-9:20am. All parents are most welcome. A reminder that all students from St Joseph’s College are encouraged to participate in the annual ANZAC Day March on Friday 25 April assembling in Chalk Street, Coolangatta, promptly at 10:00am.

HOLIDAYS
Best wishes to all for a relaxing break. Please note that Term 2 commences on Monday 28 April 2008, Day 6 of the ten-day cycle. Term 2 will conclude on Thursday 3 July 2008.

Best wishes and  
God Bless,

Mr Peter McLoughlin  
Principal
Where has the time gone? Term 1 is such a busy time with so many new things to deal with: being at a new school, meeting new teachers, starting new classes and new subjects; all in all, time really flies!

As always, the Newsletter is available on line at www.bps.lism.catholic.edu.au where you can look at today’s issue, as well as back issues. Please take the time to read today’s Newsletter together as a family.

We wish everyone a safe and happy holiday break. Enjoy the holidays and see you in Term 2.

We hope you enjoy today’s issue.

IN THIS ISSUE:
- Principal’s Notes
- Deputy’s Notices
- Reading of the Week
- Talent Quest Finals
- Religious Education News
- Careers News
- The WORD this week is . . .
- ANZAC Day March 2008
- Centacare ‘Fathering After Separation’
- PD/H/PE News
- Pastoral News
- “Student of the Week” goes on holidays
- Coming soon . . . Mother’s Day SRC Fundraiser
- Canteen News & Roster
- Catholic Schools Parent Assembly - Survey
- Term 2 Canteen Roster . . . helpers needed

Parents/Caregivers please note that Term 2 will commence on Monday 28 April 2008 ALL YEAR GROUPS COMMENCE THAT DAY

PRINCIPAL’S NOTES

STAFFING
Mr Mark Williams will be on leave for Terms 2 and 3. On behalf of our College community, I’d like to wish Mr Williams a very enjoyable and restful break. Welcome to Ms Caroline Farrell who will be teaching English and Drama at the College replacing Ms John.

PRAYERS
Please pray for the repose of the soul of the grandfather of Danielle Crowe (9LJ1) who passed away recently.

SECURITY
Two bikes were stolen on 9 April from the College bike racks. It is imperative that all students who ride pushbikes:

- wear a helmet
- secure their bike at the bike racks with a lock
- keep a photograph at home of their bike
- keep a record at home of their bike’s serial number
- obey all road rules when riding their bike

Mr Peter McLoughlin
Principal

DEPUTY’S NOTICES

Being introduced today in the College Newsletter is the first in a series of articles regarding student attendance at school. The articles were written by the author of the College’s daily planner, who is also a high school Principal in country Victoria.

Each newsletter will contain an article regarding attendance at the College and we seek the support of all parents and carers with this very important issue.

Please take the time to read this very useful article together with your child/ren:

Many students have their educational progress severely interrupted by absences which are more often than not, unnecessary, and for reasons fairly low on the ‘important to my future’ scale.

To reach their potential at school, students need to attend regularly. This means a few days off per year due to genuine illness – not a 9 day fortnight which accumulates to 25 days absent, 150 periods absent, the equivalent of 5 school weeks absent in a year. How could any student be expected to keep up with work in such circumstances? Parents – you have a critical role to play in protecting your own child’s future.

Absences can be minimised by arranging dental and doctor’s appointments after school or during the holidays – you need to book ahead, why not book now for school holidays later in the year. Shopping, helping at home, and visiting relatives may all seem important at the time – but not as important as a person’s FUTURE.

We (parents and the school) need to work together to help students to understand the importance of being at school whenever possible, and that trivial reasons for absence are not sufficient to discharge parents’ legal responsibilities.

Schools and parents have a legal responsibility to account for the whereabouts of young people daily (and in the evenings as well).

Studies show there is a far greater chance of students becoming early school-leavers and/or long term unemployed adults, if they don’t attend school regularly.

Should you require support in saying NO to your son/daughter on their attendance or any other issue please contact us immediately.

We all can work together to make a difference to your student’s future.

Be on time,
Be at school,
That’s the rule!
**WEEK 1**

- **Monday 28 April**
  - All Year Groups recommence school
  - Year 12 Half-Yearly Exams (28 April to 9 May)
  - ANZAC Day Ceremony
- **Tuesday 29 April**
  - Year 8 Reflection Day – “The Hurting Game”
  - NSW/CCC Swimming Carnival (1 & 2 May)

**WEEK 2**

- **Monday 5 May**
  - Year 9 History Excursion
- **Tuesday 6 May**
  - Diocesan Touch Carnival
- **Wednesday 7 May**
  - Year 10 Reflection Day – “Cheap Thrills”
- **Friday 9 May**
  - Year 11 “Meals on Wheels” (selected students)

**WEEK 3**

- **Monday 12 May**
  - Year 10 Sydney-Canberra Excursion (11 to 16 May)
- **Tuesday 13 May**
  - National Literacy & Numeracy Testing (13 to 16 May)
- **Wednesday 14 May**
  - Year 12 Retreat (14 to 16 May)
- **Friday 16 May**
  - Year 11 Half-Yearly Exams (14 to 23 May)

**WEEK 4**

- **Tuesday 20 May**
  - Diocesan Cross Country
- **Thursday 22 May**
  - Rio Tinto Big Science Competition

**WEEK 5**

- **Monday 26 May**
  - Years 12 & 11 Studies of Religion II Incursion
- **Tuesday 27 May**
  - National Reconciliation Week (27 May to 3 June)
- **Wednesday 28 May**
  - Year 12 Semester 1 Reports posted
  - College Open Day
- **Friday 30 May**
  - Year 11 Biology Field Trip (selected students)
  - Talent Quest Finals (6:00pm, Doyle Centre)

**WEEK 6**

- **Tuesday 3 June**
  - Year 12 Parent/Student/Teacher Evening
- **Friday 6 June**
  - Year 7 2009 Enrolments close

**WEEK 7**

- **Monday 9 June**
  - Public Holiday – Queen’s Birthday
- **Wednesday 11 June**
  - Year 11 Parent/Teacher/Student Evening
- **Thursday 12 June**
  - Year 9 Catholic Studies Incursion
- **Friday 13 June**
  - Year 11 Meals on Wheels (selected students)
  - Year 7 Science Excursion

**WEEK 8**

- **Monday 16 June**
  - HPV Vaccinations (2nd Dose) (Girls 10-12)
  - Year 7 Chicken Pox Vaccinations
- **Tuesday 17 June**
  - HPV Vaccinations (2nd Dose) (Girls 10-12)
- **Friday 20 June**
  - St James Athletics Carnival

**WEEK 9**

- **Monday 23 June**
  - Year 7 2009 Interviews (23 to 25 June)
- **Wednesday 25 June**
  - Diocesan Soccer KO (selected students)
- **Friday 27 June**
  - Diocesan Surfing Carnival (selected students)

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**COMING EVENTS**

**WEEK 10**

- **Monday 30 June**
  - Year 11 Retail & Hospitality Work Placement
  - (30 June to 4 July) (selected students)
- **Wednesday 2 July**
  - Year 7 2009 Acceptances posted
  - Year 7 7-9 Semester 1 Reports posted
- **Thursday 3 July**
  - Term 2 Final Exams – this is a normal school day
  - Years 7-9 Semester 1 Reports posted
  - Year 7 2009 Acceptances posted
- **Friday 4 July**
  - Staff Development Day ~ Restorative Justice

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**WINTER UNIFORM**

Commencing Term 2, boys are required to wear the College tie each day (excluding sports days). A reminder that the boy’s belts are to be plain back leather, NOT cloth style.

Girls are permitted to wear flesh or grey coloured tights. NOTE: black tights are NOT permitted.

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**UNIFORM CODE**

Could I please remind students and parents of the College's Uniform Code:

- Every student is expected to wear the complete uniform to and from school and for any official school function as required. Students should be neatly groomed wearing the uniform with pride and for boys this means shirts are to be tucked inside the shorts, and for girls the socks are not to be worn as ankle socks (the stripes must be visible). Caps are to be free from graffiti.

- Students who are not correctly attired must have a note from their parents explaining the reason for not wearing the proper uniform in the diary. This is to be shown to the homeroom teacher. If there is no note a lunchtime uniform detention is issued by the Year Coordinator. Parents are expected to support the College by promoting the wearing of full school uniform unless in exceptional circumstances.

The following points apply to both boys and girls:

- **Combinations of sports and usual uniform are not permitted.** Tracksuit tops may be worn as an outer garment.

- **Body Ornaments:** One sleeper in each ear lobe is acceptable. One simple ring may be worn. Neck jewellery (except for traditional religious medals) may not be worn. Ankle and wristbands are not permitted. Tattoos etc. are not permitted. No other visible body piercing is acceptable.

- **Hair:** Should be neat, clean and tidy at all times. No extreme styles or colourings are permitted. It is the Principal or Deputy Principal’s prerogative to determine whether or not a hairstyle is unacceptable. If any doubt exists, contact the College beforehand. Hair accessories exist, contact the College beforehand. Hair accessories are to be in College colours. Long hair is to be tied back.

- **Boys are to be clean-shaven.**

- **Make-up:** (including foundation and eye shadow) is not to be worn. Only clear nail polish is acceptable.

- **Extremes of fashion, hair or body-piercing may result in suspension from school until the matter is resolved.**

- **On Sports Days:** Runners are to be the traditional lace-up style and predominantly white. Skate shoes, canvas style including Dunlop Volleys are NOT acceptable.

**NB:** Boys who present themselves at school unshaven may be asked to shave. Supplies of razors and skin-sensitive shaving cream are available at school.

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Mr Peter Lyon
Deputy Principal

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Students Absences: Please telephone the College between 7:45am and 9:30am on the day of the absence.
A note is also required on the first day of the student’s return.
RELIGIOUS EDUCATION NEWS

SACRAMENTAL PROGRAMME
Congratulations to Jack Shambrook (9TC2), Billy Hingerty (8LM1), Joel Collins (8LC1) and Brooke Mallard (7AN1) who celebrated their first Holy Communion in the Holy Family Chapel at Mass on Wednesday 9 April.

Also keep in your prayers, Ned Crimmins (7CF1), Hannah Wakefield (8RC1) and Jaden Wakefield (7MB1) who are participating in the Sacramental Programme in the lead up to their confirmation on Sunday 18 May.

YEAR 8 REFLECTION DAY
Year 8 students are reminded that they will be attending their Reflection Day on the second day of Term 2, Tuesday, 29 April.

YEAR 12 RETREAT
Year 12 students will be experiencing their spiritual retreat during Week 3 of next Term. This is a special time for them as a group and we keep them in our prayers in the lead up to this important event.

Reading of the Week

Today's Reading comes from the Gospel according to John:

The people said to Jesus: ‘What sign will you give to show us that we should believe in you? What work will you do?’

Jesus answered: ‘I am the bread of life. He who comes to me will never be hungry; he who believes in me will never thirst.’

Mr Scott McDermott
RE Coordinator-Ministry

CAREERS NEWS

ATTENTION: YEAR 12 STUDENTS

BOND UNIVERSITY SCHOLARSHIPS

APPLICATIONS CLOSE THURSDAY 31 JULY 2008

Contact: Stuart Floyd, Regional Coordinator
Phone: (07) 5590.1105
Email: stuart_floyd@bond.edu.au

To download your application form visit
www.bond.edu.au/scholarships

For more information, please see me in the Careers Room.

Mr Matt Hall
Careers Coordinator

Talent Quest Finals

on
Friday 30 May 2008
(Week 5, Term 2)
in the Doyle Centre
St Joseph’s College

Year 12 invite you to the Finals of the 2008 Talent Quest to be held at the College Friday 30 May 2008 commencing at 6:00pm

A huge array of talent to be seen, and heard!

AND

Lots of yummy food on offer for very reasonable prices

Food will be served outside the Doyle Centre

Great raffle prizes

Entry – gold coin donation

SCIENCE NEWS

The following is a report from a group of our Year 7 students in 7SCIE after a recent incursion at the College.

Ms Amie Nugent
Science Teacher

Forensic Science . . .

Year 7 have been studying Forensic Science. On Friday 28 March, Mr King, a Forensic Investigator came to our science lab for a lesson about his work, what he does and how to do it. It gave us an insight on how to solve a crime and how to collect evidence.

We students from 7AN1 thank Mr King for him coming in – Thank you.

Some of our comments were:
• It was extremely interesting
• Forensic science is a good subject
• Forensic science is the best in the world
• Forensic science is cool
• It gave me a new thought in Science

Brooke Mallard, Lauren Cauchi, Ben Donohue, Kurt Jamieson, Jacob Godfrey & Tara Baxter (7AN1)
Do you know the meaning of this word?
Sacrifice: (n.) the surrender of something of value as a means of gaining something more desirable or of preventing some evil; the loss entailed by giving up something.
Think about the sacrifices that others have made on your behalf.

ANZAC DAY MARCH 2008

Responses to the ANZAC Day March have been strong again this year and the RSL have been notified of the numbers participating.

Students who are attending will need to have their names marked off in Chalk Street, Coolangatta, no later please than 10:00am on 25 April.

We march to remember those who have served their country. 2008 marks the 90th anniversary of many battles in which Australians were involved on the Western Front and the armistice at the end of World War One.

All students marching are advised to bring their school hat. Full school uniform is to be worn. It is important that students make every effort to look their best. Sunscreen may also be necessary. Students can wear their family member’s medals but please note that the medals of relatives are to be worn on the right breast.

Thanking you in anticipation of your support.

Miss Helen Gooley
ANZAC Day March Organiser

PD/H/PE NEWS

GIFTED AND TALENTED
This term, the PD/H/PE faculty within Years 8 and 9 are extending students who have been identified with a talent in this area.

To meet the specific needs of these students, they have completed a programme that has been written to replace the class programme.

This programme required the students to concentrate on activities that assisted them to become more self-directed in their learning; that is, not only to think on a higher level but take responsibility for their own learning and to be able to organise themselves to work in a group situation.

The following is Allie Capellari’s response to the programme on ‘Life Saving’:

Being on a ‘Gifted and Talented’ programme involves cooperation and organisation. This term, Mr Wheatley’s and Miss Gallagher’s PD/H/PE classes studied the unit ‘Life Saving and Surf Survival’.

In conjunction with this, the GTAL group was assigned the task of producing a 3-minute puppet show suitable for Grade 3 students.

This proved a slightly difficult task: working in a large group and poor time management, but in the end the production was a huge success, proving not only educational but entertaining to the Grade 3 students from St James Primary.

Allie Capellari (9MW1)

Ms Erin Gallagher & Mrs Kerrie Connolly
PD/H/PE GTAL Committee Representatives

THE GIFT OF LIFE
During Pastoral period this week, our senior students watched a video presentation on Organ and Tissue Donation. The video was provided by Australians Donate, who are not a fundraising organisation, but one encouraging Australians to sign up for the Australian Organ Donor Register.

As a nation that often gives generously in times of need, the reality is simple – with only 198 donors, and 1,875 people on the transplant waiting list, the cold hard fact is that people needlessly die waiting.

Our senior students were given information as to how they could register their intent. Further information is available at Medicare offices or by phoning 1800 777 203 or by visiting the website www.australiansdonate.org.au.

Mr Peter Serone
PD/H/PE Coordinator

Fathering After Separation ~ A Course For Men
Focus is on specific issues relevant to separated Fathers

This six session programme:
- Focuses on the Father’s Relationship with his children
- Acknowledges a Father’s commitment to his children
- Strengthens the ability of separated fathers to parent with confidence
- Assists father to make good choices for themselves and their children in deciding how to deal with separation

This course will start on Wednesday 16 April 2008 and will run for six weeks, every Wednesday from 5.45pm – 7.45pm. The cost of the course is $10 for the Registration Fee and first session and then $5 per session (sandwiches and coffee will be provided). The course will take place at Centacare-Ashmore, Unit 50/207 Currumburra Road, Ashmore, Ph: (07) 5556.9900, Fax: (07) 5556.9999.

To register for this course or for more information please phone (07) 5556.9900.
This article is the eighteenth part in our ongoing series of ‘Bad Attitude’ articles. Today we take a look at the ‘bad attitude’ PESSIMISTIC, and what we can do about it.

**Bad Attitude**

**Pessimistic**

**Attitude Antidote and Replacement**

**Optimism, Hopefulness, Joyfulness**

Emergency Attitude Intervention: A pessimistic attitude can be devastating and requires an immediate grasp of where it’s coming from. Is your child suffering from reflecting some peer culture or media trend on the street that says it’s cool to be down? Is your child freaking out from watching terrifying news on TV twelve hours a day? Have there been any recent tragic events in your family or community that may have traumatised her/him? Has s/he been having a series of repeated frustrating, disappointing, or distressing experiences at school lately? Does s/he have a diagnosed (or undiagnosed) health condition that might be affecting her/his mood? Is s/he anxious or depressed?

Some of these factors are controllable, and some aren’t. Start the triage by a process of elimination. First, cut the ones that have no bearing on your child. Second, put aside the ones you can’t control. Finally, focus on the single potential reason that is the easiest to change, like reducing negative media input, preventing her/him from hanging around annoying friends who depress her/him, or taking her/him out of that accelerated class if it’s causing her/him so much stress.

“Nothing I do matters.” “Why should I bother?” “It isn’t going to work, you know!” Unlike children with a judgmental attitude, these children have a general doom-and-gloom outlook about the whole world. It’s not that they are critical; it’s that they feel hopeless.

Children with pessimistic attitudes are among the most frustrating breed. They give up easily, believe they won’t make a difference, and assume they won’t succeed. Then when they do achieve or do something well, they discount the accomplishment: “It wasn’t that great.” “It was just luck.” Sadly, they rarely see the good, or the wonderful things of life. These children dwell instead on the negative or the bad parts, and often those parts are themselves.

Instead of being optimistic, they find only the inadequacies in themselves: “I’m so dumb, why should I study?” “Nobody’s going to like me, so why bother?” “I’m not trying out. Who would pick me for their team?” Because they engage in huge doses of self-pity, pessimistic children are also self-centred. If left unchecked, this attitude can spiral into cynicism, criticism, and selfishness. Worse yet, it can plant the seeds of underachievement and even depression.

Children aren’t born pessimistic. Research shows a large part of this attitude is picked up along the way, and today’s world is fertile for growing cynicism. Need evidence? Just tune in to popular musical lyrics, and listen to the despair. The nightly news and newspapers cement in children’s minds that the world is a bad, hopeless place. More and more children are succumbing to the “mean world syndrome,” and for good reason. Where once those tragic and terrifying world events seemed so far away or only printed words in the newspaper, they are now 24/7 on TV and the Internet. It’s no wonder that many children are pessimistic. And don’t forget how your interpretation of world events affects your children. After all, many of our children’s views are formed from listening to ours. Sadly, too often children hear a pessimistic, cynical outlook of life instead of an upbeat or positive one.

Research shows that parents can teach children the virtues of optimism, hopefulness, and joyfulness, which dramatically reduces their pessimistic attitudes, improves their character, and increases the likelihood of long-term happiness. The sooner you start, the easier it will be.

**Bad Attitude Alert**

By now we realise that before we can eliminate pessimistic attitudes, we really need to know where, when, and how this state of mind evolved.

**Diagnosis**

Asking these questions is the way to start your makeover campaign: **Why?** Why is your child such a pessimist? Does s/he hear only dismal views of the world at home? Is s/he experiencing frequent frustrations or failures? Does s/he listen to despairing CD lyrics?

Has anything fuelled such a view – for instance, a traumatic event that could be triggering pessimistic feelings about the world, a change in your family, a divorce, a world event, the death of a loved one, a move, or a class or school change? What about a new teacher, school difficulties, relationship frictions, or a hectic schedule that might have triggered the attitude? Pessimism can also be a sign of more serious issues such as psychological health, anxiety, low self-esteem, trauma, or depression. For your older child, could substance abuse be a possibility for her/his pessimism? If you think any of these more deeply ingrained issues could be provoking pessimism, seek help from a trained professional. Talk to other adults who know your child well. What can you do?

**What?** Are there particular issues or things s/he usually expresses more pessimism about? For instance, is s/he pessimistic about the world in general or more specific things, such as her/his ability to succeed in an athletic endeavour, learn a particular subject (spelling, history, maths), get along with friends, cope with a new teacher, coach, or mentor, or begin any new venturing? Who?

Does s/he express the same pessimistic attitude to everyone? Are there some individuals s/he does not use this attitude on? If so, why? Why are they spared?

**When.** Is there a particular time of day, week, or month s/he is more pessimistic? Might there be a reason? For example, is it in evidence following the nightly news, a family discussion, or visiting an elderly acquaintance? Can you identify when your child became more pessimistic? Was there a particular event or incident that might have triggered or intensified her/his pessimistic views? If so, what do you think it was?

**Where.** Are there certain places s/he is more likely to express pessimism (at school, the babysitter’s house, an athletic event, a particular teacher, a visit to a certain relative)? Why?

Now take a look at your answers. Are you seeing any predictable patterns? Do you have any better understanding of this attitude and where it’s coming from? What can you do about it to help your child well?

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

Now reflect on how you typically respond to your child’s pessimism. Think of the last time your child displayed this attitude. Where were the two of you? How did the incident start? What did your child say? How did you respond? Be specific. What did you say and do? Did you ignore it? Blame it away (e.g., “That’s not true!”), belittle it (“Why would you say that?”), or agree with her/him (“You’re right, you probably won’t do well. You didn’t study”),? Were you insulting, judging, criticising, humiliating, threatening, or yelling? What about your non-verbal cues? Did you smirk, smile, shrug your shoulders, shake your head, or raise your eyebrows?

Now think of your child’s reaction. How did s/he react to your response? What did s/he say or do? What about her/his facial expressions? After your response, did s/he appear more relieved? More stressed? Perplexed? Irritated? Frustrated? Get into her/his shoes. How would you feel if you just heard that response? What is one response you know that helps it feel less pessimistic? What is the first step you need to take in yourself to be a better example to your child/ren? What changes do you need to make?

**Facing your own bad attitudes:**

Have you ever been depressed or felt hopeless? Do you consider yourself an optimistic, positive individual or more pessimistic and cynical? Would your closest friends agree with your verdict? What about your children? For instance, do you generally look for the good or bad in a bleak situation? How do you typically deal with setbacks and failures?

Children are not born pessimistic, so where is your child acquiring this attitude? From siblings, friends, neighbours, relatives, or you? Children listen to, watch, and copy our reactions. What might your child be copying? From siblings, friends, neighbours, relatives, or you? Children listen to, watch, and copy our reactions. What might your child be copying? From siblings, friends, neighbours, relatives, or you? Children listen to, watch, and copy our reactions.

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Bad Attitude News Alert:
A child today is ten times more likely to be seriously depressed or to be less frequently depressed, so make sure you do. Here are a few more ways to help your child change their pessimistic ways because they are unaware of how often they are pessimistic. Psychologists teach clients to track their cynical thoughts using tokens such as marbles or poker chips. They instruct them to put the tokens in their left pocket and then transfer a token to the right pocket for each negative thought they have. They then have evidence of how often they are pessimistic and are more receptive to changing. Here are ways to help children tune into their more pessimistic, cynical thoughts and then help them learn to confront the pessimism:

• Pocket a cynic token. Create a code, such as pulling on your ear or touching your elbow, which only you and your child are aware of. The code means s/he’s uttered a cynical comment.
• Tune into it. Encourage your child to listen to her/his own cynical comments. Suggest an older child wear a watch or bracelet as a reminder of negative thinking. Glancing at the watch is a visual cue that reminds her/him to tune into how often s/he is pessimistic.
• Count negative thoughts. Help your child count her/his pessimistic comments for a set time period. “Listen for the next five minutes or [other brief time] to track how many times your child says something negative or inside her/his head.” A young child can track her/his pessimistic comments on her/his fingers. An older child can use coins, moving one from her/his left to right pocket for each pessimistic statement. Children can also count them making tally marks on a piece of paper.
• Counting the “skunk thinking” teach your child to “talk back to the pessimistic voice” so s/he doesn’t listen to it. A great way to explain how to use by yourself as an example. Feel free to fictionalise the story, just as long as your child gets the point. “I remember when I was your age. Right before I’d take a test, a voice inside me would say, ‘You’re not going to do well.’ I learned to talk back to it. I’d tell it, ‘I’m going to try my best. If I try my best, I’ll do okay.’ Pretty soon the voice faded away because I refused to listen to it. When you hear that voice, talk to it and say it’s wrong.”

Step 3 – Balance Pessimistic Talk
Cynical children can seem as if they’re trapped in pessimistic thinking patterns and can see only the downward side of any situation. As the habit becomes more prominent, they often blow negative happenings out of proportion and downplay the importance of positive ones. One way to thwart your child’s pessimistic thinking is by providing a more balanced perspective. If you use the strategy enough, your child will use it to help counter her/his own inner pessimistic talk. Here are three examples that show you how.
• Your younger child won’t go to her/his friend’s birthday party because s/he thinks no one likes her/him. Offer a more balanced view: “Ifunny didn’t like you, you’d never have been invited.”
• Your older child didn’t make the soccer team and believes “everyone” thinks s/he’s a bad player. Counter her/his comment: “I know you’re disappointed, but remember that at least half of those children know you’re a good athlete in other sports such as rugby and tennis.”
• Your daughter blows her first math exam exclaiming that she’s stupid and can never do anything right. You say: “I see how upset you are, but nobody can be good at everything. You’re good in history and art. Meanwhile, let’s figure out a way to help improve your math.”

Step 4 – Deal with Mistakes Optimistically
Pessimistic children often think of the gloomy outcome and bad possibilities to any situation. As a result, they can greatly shorten their potential for succeeding. Here are ways to help your child think through the possible outcomes of circumstances. S/he will then be more likely to take risks and make a decision.

• Stress that it’s okay to make mistakes. The first step in helping children realise errors don’t have to be fatal is simply to say, “It’s okay to make a mistake.” Make sure you do.
• Admit your mistakes. Obviously, we make mistakes, but too often we keep them to ourselves. So admit your own errors to your children: it helps them recognise that mistake making happens to everyone. When you make a mistake, tell your child not only your error, but also what you learned from it because you will be sending a more optimistic message: “I was late for work because I couldn’t find my keys. I learned to put my keys in the same place every time so I can find them.”
• Call it by another name. A common trait of optimistic children is that they often call mistakes by other names: “a blunder,” a “bloop,” a “gaff.” Replacing negative words with optimistic, discouraging thoughts in the middle of their learning. Help your child come up with a word to say inside her/his head whenever s/he encounters a mistake. Any word will do – just make sure to help her/him practice saying it over and over so s/he’ll remember to use it whenever s/he makes a setback.

Step 5 – Encourage Positive Speculation
Pessimistic children often think of the gloomy outcome and bad possibilities to any situation. As a result, they can greatly shorten their potential for succeeding. Here are ways to help your child think through the possible outcomes of circumstances. S/he will then be more likely to take a risk and pursue a plan of action.

• Ask “what if?” Help your child think about the potential consequences of any situation by asking “what-if” kinds of questions. “What might happen if you tried that?” “What might happen if you don’t try?”
• List pros and cons. Another way to help children decide on the best choice is by helping them weigh the pros and cons of possible choices. “What are all the good things that might happen if you choose that? What are the bad things? Now weigh the good with the bad. Are there more good or bad outcomes?”

• Name the worst thing. Ask your child to think of the absolute worst thing that could happen if s/he followed through with her/his intention. Then help her/him weigh if the outcome really is all that bad, as well as ways to deal with it.

Step 6 – Acknowledge a Positive Attitude
Change is always difficult, especially when you are trying to alter an attitude that is well-worn and deep-seated. Be on the lookout for those times when your child is trying a new approach. Whenever you do hear optimism, acknowledge your child’s effort. Just make sure to remind her/him what s/he said was optimistic and why you appreciate the comment:
• “I know how difficult your spelling tests have been. But saying you think you’ll do better was being so optimistic. I’m sure you’ll do better because you’ve been studying so hard.”
• “Sam, it pleases me that you said you’ll try your best to tie your shoes by yourself. Way to be positive!”

The First 21 Days:
Initiate a “Power of Positive Thinking” Campaign in your family so everyone, and especially your child with the pessimistic attitude, can learn positive statements to say inside their head to counter negative thoughts. This campaign will build confidence, and help everyone handle adversity as well. Here are a few positive thoughts to try – or ask your child to create his own:
• “I don’t have to be perfect.” “No big deal; everyone makes mistakes.”
• “I can do it.” “Believe, believe, and you will achieve.” “Don’t worry; it’ll turn out OK.” “I’ll never know unless I try.” “I can be calm and in control.”

You might write the one or two most effective ones on a card so your child can carry it in her/his pocket, make a tape recording of the phrase to play constantly, or even put a “power of positive” song for a young child to sing. If your child keeps practicing for twenty-one days, s/he will acquire a new habit to curb pessimism, and that will last a lifetime.

Attitude Makeover Pledge:
How will you use these steps to help your child become less pessimistic 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 s/he is more optimistic and upbeat about life?

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. Don’t get discouraged if your strategy doesn’t work, try another. Keep track of your child’s weekly progress.

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

Attitude Makeover Resources:
Thank you to all the wonderful canteen helpers who have so generously given up their free time this term. We really couldn’t operate without you!! And never fear: I WILL call on you again!!

MEAL OF THE WEEK
We’ll be back next term with all sorts of yummy HOT food such as soups and assorted hot lunches, so WATCH THIS SPACE.

In the meantime, best wishes to all families for a happy and safe holiday and see you all next term.

CANTEEN NEWS & ROSTER

THANK YOU TO ALL OUR HELPERS!
Thank you to all the wonderful canteen helpers who have so generously given up their free time this term. We really couldn’t operate without you!! And never fear: I WILL call on you again!!

CANTEEN ROSTER

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
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<tbody>
<tr>
<td>Monday 28 April</td>
<td>Monday 5 May</td>
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<tr>
<td>Debbie Davey &amp; HELP!</td>
<td>Michelle Clarke &amp; Jan O’Donohue</td>
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<td>Tuesday 29 April</td>
<td>Tuesday 6 May</td>
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<td>Alison Hedge &amp; Lee Camp</td>
<td>Anne Bruce &amp; Helen McDonald</td>
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<td>Wednesday 30 April</td>
<td>Wednesday 7 May</td>
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<td>Sharlene Menz &amp; Mary-Anne Perlenfein</td>
<td>Anne Dorough &amp; Helen Steele</td>
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<td>Thursday 1 May</td>
<td>Thursday 8 May</td>
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<td>Julie Crouch &amp; Lyn Klein</td>
<td>Michelle Kirk &amp; Jean Colivas</td>
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<td>Friday 2 May</td>
<td>Friday 9 May</td>
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<tr>
<td>Julianne Donnelly &amp; Trish Baldwin</td>
<td>Bernadette Beattie &amp; Adrienne Wheatley</td>
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Mrs Dianne Pinkstone
Canteen Manager

MOTHER’S DAY
SUNDAY 11 MAY 2008
SRC FUNDRAISER

Treat Mum to something special for Mother’s Day

Special goodies will be on sale at the College during Weeks 1 & 2, Term 2

Start saving to buy something to let Mum know how much you care . . .

Catholic Schools Parent Assembly (CSPA)

Our ‘Student of the Week’ last week was Joshua Crouch (11MJ1).
As this is the last day of school and the Newsletter is going out in today’s Homeroom, we have no photo, but don’t despair, ‘Student of the Week’ will reappear next Term.

We hope that everyone has a safe and happy holiday break and we’ll see you all in Term 2.

Student of the Week

Parent and Carer Survey

Catholic Schools Parents Assembly

Together with your parent rep/s’ name/s.

With thanks in anticipation of your response. Many thanks for your consideration and input.

Happy Parenting.

Marie-Therese Howard, Chairperson CSPA Tweed Region.

CSPA REPRESENTATIVE FOR CORRELATION.

Catholic Schools Parents Assembly newsletter will keep you posted, as will your CSPA rep’s Mrs Mary Lynch and College Principal, Mr Peter McLoughlin as to the opportunities throughout 2008.

At all time CSPA Tweed Region respects the rights of parents and confidentiality is respected. There is no need for your name to be included on this survey. However, we would appreciate the name of your school as this will assist us in determining venues for future opportunities. All surveys should be returned to your school office in an envelope clearly labeled:

TOPICS OF INTEREST

(CSP) Catholic Schools Parents Assembly

CHILD AGE Group of interest: ES1 S1 S2 S3 S4 S5 S6

CHILD GENDER M / F

PREFERENCES: SPEAKERS PROGRAMMES DAY / EVENING CHILD INVOLVEMENT

PLEASE RETURN TO YOUR SCHOOL OFFICE OR CSPA REPRESENTATIVE FOR CORRELATION.

Before School Supervision: Student supervision is available prior to the commencement of the school day, from 8:20am until 8:40am.
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<tr>
<th>Day/Week</th>
<th>Monday</th>
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<tr>
<td>1 Apr 28 - May 2</td>
<td>28/4/08 1 person needed</td>
<td>29/4/08 Year 12 Half-Yearly Exams</td>
<td>30/4/08 Year 8 &quot;The Hurting Game&quot;</td>
<td>1/5/08 Year 12 Half-Yearly Exams</td>
<td>2/5/08 Year 12 Half-Yearly Exams</td>
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<td>2 May 5-9</td>
<td>5/5/08 Year 12 Half-Yearly Exams</td>
<td>6/5/08 Diocesan Touch Trials</td>
<td>7/5/08 Year 12 Half-Yearly Exams</td>
<td>8/5/08 Year 12 Half-Yearly Exams</td>
<td>9/5/08 Year 12 Half-Yearly Exams</td>
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<td>12/5/08 1 person needed</td>
<td>13/5/08 Year 10 HSEE Syd-Canberra</td>
<td>14/5/08 National Numeracy &amp; Literacy Testing</td>
<td>15/5/08 Year 12 Retreat</td>
<td>16/5/08 Year 12 Retreat</td>
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<td>19/5/08 Year 11 Half-Yearly Exams</td>
<td>20/5/08 Diocesan Cross Country</td>
<td>21/5/08 Year 11 Half-Yearly Exams</td>
<td>22/5/08 Year 11 Half-Yearly Exams</td>
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<td>26/5/08 1 person needed</td>
<td>27/5/08 College Open Day</td>
<td>28/5/08 1 person needed</td>
<td>29/5/08 Talent Quest Finals</td>
<td>30/5/08 Year 7 2009 Enrolments close</td>
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<td>5/6/08 Year 7 2009 Enrolments close</td>
<td>6/6/08 Year 7 2009 Enrolments close</td>
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<td>20/6/8 HPV Vaccinations (Pt 2)</td>
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<td>9 June 23-27</td>
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<td>24/6/8 Year 7 2009 Interviews</td>
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<td>26/6/8 Diocesan Soccer KO</td>
<td>27/6/8 Diocesan Surfing Titles</td>
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<td>10 Jun 30 - Jul 4</td>
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<td>1/7/08 Year 7 2009 Interviews</td>
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<td>3/7/08 Semester 1 Reports posted Term 2 Ends</td>
<td>4/7/08 Pupil-Free Day</td>
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