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

We celebrated the start of our new school year last Thursday, 14 February. I spoke to the students about starting the year with the right stuff – success lies within. I shared with them an article I’d read that suggested the following eight ingredients for success:

1. Get serious about achieving your personal best.
2. Identify what’s the important skill that’s holding you back
3. Spend time with the right people
4. Take excellent care of your health
5. Positive visualisation – visualise yourself doing well
6. Positive self-talk
7. Write down your goals for the year
8. Positive action: Do it now!

I also suggested that the new College Diary is an excellent resource to assist us in achieving our personal best. I also read an article for parents which suggest ten ways for parents to help teachers help their children learn.

10 WAYS FOR PARENTS TO HELP TEACHERS HELP THEIR CHILDREN LEARN

1. Create a smooth takeoff each day. Get organised the night before. Give your children a hug before they leave the house and you head to work. Tell them how proud you are of them. Your children's self-confidence and sense of security will help them do well both in school and in life. A positive, happy start is the best foundation for the day at school.

2. Prepare for a happy reunion at the end of the day. Create predictable rituals such as 10-20 minutes listening to your children talk about their day over an after-school snack-before you check phone messages, read the mail, or begin dinner. This is truly quality time when your children know your attention is focused on them and they can count on you every day after school.

3. Fill your child's lunchbox with healthy snacks and lunches. Have dinner as a family, preferably round the table, at a reasonable hour. In the morning, provide a healthy breakfast with whole grains, protein and fruit. A well-balanced diet maximises your children's learning potential and helps them stay alert throughout the school day.

4. Include peaceful times in your children's afternoons and evenings. Maintain a schedule of regular bedtimes that allows them to go to school rested, and if they are sick, have a system in place so they are able to stay home. Children need plenty of sleep for healthy physical and mental development and success at school.

5. Remember it's your children's homework, not yours. Create a homework space that's clutter-free and quiet. Encourage editing and double-checking work, but allow your children to make mistakes, as it's the way teachers can gauge if they understand the material. It's also how children learn responsibility for the quality of their work.

6. Fill your children's lives with a love for learning by showing them your own curiosity, respecting their questions, and encouraging their efforts.

7. Fill your home with books to read, books simply to look at, and books that provide answers to life's many questions. Public libraries are an excellent resource and can become a habit from a very early age.

8. Be a partner with your child's teacher. When you need to speak to the teacher in reference to a specific issue with your child, do it privately, not in front of your child. Never criticise your child's teacher in front of your child. Keep adult disagreements among the adults concerned.

9. Set up a system where routine items are easily located-such as backpacks, shoes, signed notices. Create a central calendar for upcoming events to make sure everyone is prepared. Boys in particular can benefit from learning how to organise themselves.

10. Become involved in school activities. This could be helping with reading, being on a committee, helping with a school event, going to meetings, providing transport. Teachers appreciate the practical support of parents – and children whose parents are involved do better at school.

[Acknowledgement: Mimi Doe]

I'd add an eleventh way: “Love your child(ren)”. Let’s all practice achieving our God given potential this year.

Best wishes and
God Bless,

Mr Peter McLoughlin
Principal
Term 1, Week 4

The start of any school year begins with ‘a period of adjustment’, which is true for both teachers and students: we have new students settling into a new school and new classes; existing students possibly beginning new classes and our senior year group focusing on the final classes of their schooling; as well as starting a new daily timetable - all in all a busy time for us all.

Schools are very busy places and St Joseph’s College is no exception. We hope everyone has settled in to the new school year, however, if you have any concerns please do not hesitate to contact your child’s Year Coordinator.

The College website has been updated and this newsletter is available online. Back issues of the weekly Newsletter/News Sheet are also available for easy reference at www.bps.lism.catholic.edu.au.

We hope you enjoy today’s issue.

IN THIS ISSUE:
- 2008 Sacramental Program
- Principal’s Notes
- St Joseph’s Parish Notice
- Deputy’s Notes
- Religious Education News
- Weekend Mass Times
- Curriculum News
- Mathematics News
- Careers News
- Religious News
- READING of the week
- The WORD this week is . . .
- Project Compassion 2008
- St Joseph’s Day Liturgy
- CAPA News
- G’Day USA
- Motivational Media
- Pastoral News
- Swimming Carnival
- “Student of the Week”
- Mathematics Competition
- Cultural Care Au Pair
- ‘Beginning Experience’
- Canteen News & Roster
- Young Endeavour Youth Scheme
- Other Notices

PRINCIPAL’S NOTES

NATIONAL APOLOGY TO THE STOLEN GENERATION

I’d like to share with you a statement from Bishop Jarrett:

The Bishop of our Diocese has welcomed the Apology to the “Stolen Generation”.

In his issued statement to the media he said: “The Apology is a milestone in the life of our nation. It is a defining moment, from which I hope that we will all press onwards to complete the work of reconciliation with the indigenous people of this land. In our Catholic language, saying sorry means having ‘a firm purpose of amendment’. There is a huge task ahead to make amends for the injustice and inhumanity of the past.”

Bishop Jarrett pointed out that over many years throughout the Diocese of Lismore, there has been a concerted ministry of priests, religious brothers and sisters working with our Aboriginal people towards reconciliation and social justice.

ANNUAL SWIMMING CARNIVAL

This coming Friday, 22 February, is our Annual Swimming Carnival. In terms of attendance, ALL students are expected to attend.

Parents need to phone the College (as usual), if their child is to be absent. Days such as the Annual Swimming Carnival are great opportunities to build community.

Mr McLaughlin, the Sports Coordinator, endeavours to organise many varied activities so that both competitive and non-competitive swimmers can be involved.

RESTORATIVE JUSTICE – PARENT EDUCATION

Our Parent Education component will take place in the Doyle Centre on Monday 25 February commencing at 7:00pm. This evening will explore the challenges parents face in raising teenagers. A range of statistics and guiding principles are provided to encourage parents in their endeavour to develop quality relationships that reflect a Restorative approach.

I encourage all parents to attend.

REPORTS

Please note that the ‘Criteria for Work Habits’, that appears on both the Term and Semester Reports, is on the College Intranet. All parents and students are urged to read this.

Mr Peter McLaughlin
Principal

ST JOSEPH’S CATHOLIC PARISH
Tweed Heads Catholic Presbytery
Phone: (07) 5536.7522

PARISH YOUTH MASS
Our Next Youth Mass will be held
This Sunday, 24 February 2008
in the Holy Family Chapel, St Joseph’s College.
Doyle Drive, Banora Point
commencing at 5.30pm
There will be a sausage sizzle after and all are welcome to attend!

The School Newsletter and School Calendar are both available online @ www.bps.lism.catholic.edu.au.
The School Calendar contains year group events, assessment schedules and term dates.
DEPUTY’S NOTICES

COMING EVENTS

WEEK 4
Friday 22 February ..................................................(Day 10)
☞ College Swimming Carnival

WEEK 5
Monday 25 February ..................................................(Day 1)
☞ Parent Evening ~ Restorative Justice
Tuesday 26 February ..................................................(Day 2)
☞ Restorative Justice Student Program
Wednesday 27 February ..............................................(Day 3)
☞ College Photo Day
Thursday 28 February ................................................(Day 4)
☞ Year 12 University Showcase (9:00-10:00am)

WEEK 6
Monday 3 March ..........................................................(Day 6)
☞ Year 12 HSC Assessment Information Evening
Wednesday 5 March ....................................................(Day 8)
☞ Diocesan Swimming Carnival
Thursday 6 March .......................................................(Day 9)
☞ Year 7 Reflection Day “Sticks & Stones”
☞ Year 10 School Certificate Information Evening

WEEK 7
Monday 10 March ........................................................(Day 1)
☞ Year 12 Work Placement (Retail & Hospitality)
Wednesday 12 March ..................................................(Day 3)
☞ Years 7-12 Motivational Media
Thursday 13 March .....................................................(Day 4)
☞ St Joseph’s Day Liturgy (St Joseph’s Day ~ 15 March)

WEEK 8
Thursday 20 March ......................................................(Day 9)
☞ Holy Thursday (Easter Liturgy)
Friday 21 March ..........................................................(Day 10)
☞ Good Friday
Sunday 23 March
☞ Easter Sunday

WEEK 9
Monday 24 March .........................................................(Day 1)
☞ Easter Monday
Wednesday 26 March ................................................(Day 3)
☞ Diocesan Soccer & RL Trials

WEEK 10 (Catholic Schools Week)
Tuesday 1 April ............................................................(Day 7)
☞ Year 10 HSIE History and Geography Excursions

WEEK 11
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

Mr Peter Lyon
Deputy Principal

STUDENT PHOTO DAY
Wednesday 27 February (Week 5)

IMPORTANT INFORMATION
Parents/Carers:
Please read the following information about our Student Photo Day . . .

Dress Code: Students are to wear full school uniform. Boys will need to wear their tie for the photo.

☐ Your child must return their photo envelope on PHOTO DAY, not before and not after.

☐ If your child does not hand an envelope to the photographer, they cannot be photographed for individual portraits. You can place a late order with Silver Rose but usually only for group photos.

☐ You can make your payment by cash, credit card (your Visa or MasterCard details are to be provided on the envelope), cheque or money order.

☐ If you have any questions about Photo Day, please call Silver Rose on (07) 3262.5788.

☐ Sports and Special Groups: Do not order Sports or Special Groups on your envelope. Order forms will be available separately from the College’s Student Reception after photo day.

REMINDE ~
College Policy regarding Head Lice:
When we encounter an incidence of head lice, parents are contacted to have their child’s hair treated. Please note that Health regulations stipulate students are not to return to school until all eggs and lice have been eliminated.

Mr Scott McDermott
RE Coordinator - Ministry

WEEKEND MASS TIMES

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<thead>
<tr>
<th>St Joseph’s Parish</th>
<th>St Anthony’s Parish</th>
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<tr>
<td>Saturday Vigil: 6:00pm</td>
<td>Saturday Vigil: 6:00pm (Kingscliff)</td>
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<td>Sunday: 7:00am &amp; 9:00am</td>
<td>Sunday: 7:00am (Pottsville)</td>
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<td>Sunday: 9:00am (Blambil)</td>
<td>Sunday: 9:00am (Kingscliff)</td>
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<td>Fr Michael Brady</td>
<td>Fr Jim Griffin</td>
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<td>Parish Priest</td>
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Mobile Phone Policy: Mobile phones are not to be brought to school.
If there are exceptional circumstances, the phone is to be left at Student Reception upon arrival and collected on departure.
**CURRICULUM NEWS**

**ASSESSMENT NOTIFICATIONS**
Assessment task notifications for Years 7-12 are available to students on the College website. Students are able to access and print Assessment Task details from a home computer or the computers at the College.

**ASSESSMENT HANDBooks**
Assessment Handbooks for Year 10 and Year 11 will be distributed in Week 4, Term 1.

**ASSESSMENT CALENDARS**
Calendars with Assessment Task dates were distributed to Years 7-9 during Week 3, Term 1, and will be distributed to Years 10-12 in Week 4, Term 1.

**YEAR 11 PATTERNS OF STUDY**
Any Year 11 students considering altering their Preliminary HSC Patterns of Study must see me as their first step. Some courses, however, have no room for additional students.

**HSC ASSESSMENT INFORMATION**
The North Coast Board of Studies Liaison Officer will present HSC assessment information at 7:00pm on Monday 3 March in the Doyle Centre.

**SCHOOL CERTIFICATE INFORMATION**
The North Coast Board of Studies Liaison Officer will present School Certificate information at 7:00pm on Thursday 6 March 2008, at the College in the Doyle Centre.

I will talk about Year 10 Assessment Procedures and distributed Assessment Handbooks on the evening. Please mark the date on your calendars.

*Mrs Helen Borrowdale*
*Curriculum Coordinator*

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**MATHEMATICS NEWS**

**MATHLETICS**
After trialling Mathletics over the past two years, St Joseph’s College is planning to use Mathletics as an integral part of Maths teaching and learning for all Year 8 and 9 students in 2008.

Mathletics will be used for consolidation, homework and diagnostic purposes. Students in classes starting the Mathletics program will have 24/7 access to Mathletics. Teachers will be monitoring usage and results and we encourage parents to do the same.

The CEO have help subsidise the cost of the program and each student will be billed $15.00, (the normal cost is $30.00). This is to help offset the initial cost, but I envisage that all students may benefit from the program next year.

At the end of the year I will send out a survey to parents in order to gauge the success of this program. The Mathematics staff are going to be in-serviced on the program this week.

**TEXTBOOKS**
Most of the textbooks we use have CD versions. So these CD’s have been loaded onto the school intranet. This means if a student forgets his/her textbook at school then they can access it through the school intranet.

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**CAREERS NEWS**

**BOND UNIVERSITY “J-DAY”**
Bond University is welcoming Year 11 and Year 12 students on selected Wednesdays in February and March, to spend an interesting day learning about a future career in Journalism and engaging in some unique Journalism student-relating activities. For more information, please see me in the Careers Room.

**UNIVERSITY SHOWCASE**
Year 12 will be attending the annual University Showcase on Thursday 28 February from 9:00-10:00am in the Doyle Centre. The following Universities will be presenting information:

- Southern Cross University
- University of QLD
- Queensland University of Technology
- Griffith University
- University of New England
- Australian Catholic University
- Bond University

This is a great opportunity for our Year 12 students to obtain information about courses at universities in 2009.

**GAP 2009**
Applications are now invited for GAP 2009. With more than 35 years experience, Gap Activity Projects continues to offer students the original year out: an opportunity to undertake voluntary work for up to a year in the Americas, Europe, Africa, Asia, or the Pacific, with projects now offered in Brazil and Tanzania.

Volunteers experience the adventure of a lifetime and have the chance to help others while taking a well-earned break from study.

Volunteers receive food, accommodation, and in most cases weekly pocket money, along with assistance organising everything, a pre-departure briefing and in-country support. To find out more collect a brochure from the Careers Advisor or register to attend a GAP Information Night (details at www.gapactivityprojects.org.au)

*Note: Applications close on Friday 16 May.*

*Mr Matthew Hall*
*Careers Advisor*
ASH WEDNESDAY LITURGY, 6 FEBRUARY 2008
The following photographs were taken at the Ash Wednesday Liturgy held in the Doyle Centre.

Ash Wednesday Liturgy, 6 February 2008
It was a combined liturgy with students from both St James Primary School and St Joseph’s College in attendance.

I thank all those who participated in this very important event in the Catholic Church’s calendar as it signifies the start of Lent. Our students are to be commended for showing appropriate reverence during the Liturgy.

Mr Scott McDermott
RE Coordinator - Ministry

ASH WEDNESDAY LITURGY
St Joseph’s Day
Thursday 13 March 2008
in the Doyle Centre commencing at 11:55am

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

RELIGIOUS NEWS

Reading of the Week
Today’s Reading comes from Paul’s Letters to the Galatians:

What I say is this: Let the Spirit direct your lives, for the Spirit produces love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control. The Spirit has given us life; He must also control our lives. We must not be proud or irritate one another or be jealous of one another. So then, as often as we have the chance, we should do good to everyone.

Celebrated at the College this week:

2008 COMMENCEMENT MASS
Thursday 14 February 2008

Do you know the meaning of this word?
Compassion: (n.) a feeling of distress and/or pity for the suffering or misfortune of another.

Do you show ‘compassion’ towards others?

PROJECT COMPASSION 2008

As you know, Project Compassion for 2008 has started. Thank you to all who have donated so far. Please read the article on Psyche Mae which appears later in this Newsletter.

Since starting the collection, we have raised $212.40! Keep up the good work everyone!!

Year 11 Committee
MUSIC NEWS

Congratulations to our Music department, Mr Shane Rowland, Mrs Louise McLaughlin and Mr Jesse Carroll, who once again provided an exceptional arrangement of classical and modern hymns for the St Joseph’s College 2008 Ash Wednesday and Commencement Mass. All students participating are provided with an opportunity to enrich the celebration contributing to the spiritual life of the College.

The Peripatetic program in the College has commenced, providing professional lessons from experienced musicians in the field. An opportunity to learn Brass, Woodwind, Piano, Guitar and drums will be once again on offer in 2008.

Students new to the school are encouraged to see the Music staff if they are interested in learning a musical instrument in 2008. We, along with St James, are embarking upon a partnership with Musicorp to provide quality tuition and an exciting band program to enrich the wonderful work already being done in the College. Places will fill fast and we are looking for experienced as well as new musicians for our band.

YEAR 11 DRAMA AND YEAR 12 VISUAL ARTS STUDENTS VISIT SYDNEY

Drama students had the opportunity to visit Sydney and be an audience for the two OnStage programs last week as well as participate in NIDA workshops to support their Group performance development and Individual projects.

Students flew to Sydney and experienced the culture of the city by day and night being immersed in a tapestry of characters from which they could source their dramatic monologues. We were fortunate enough to work with the leading National voice coach at NIDA and all gained from such a privilege.

The students were excellent ambassadors for the College and engaged in all activities with enthusiasm and a sense of adventure.

Visual Arts students were excited to view the 2007 HSC exhibition, Art Express and visit The Museum of Contemporary Art, Brett Whitely studio and a variety of Galleries in and around the city. A huge thank you is extended to Mr Andrew Chambers and Mrs Nicole Taylor for the time they gave to ensure the smooth running of such an important excursion.

We welcome the return of Mrs Taylor to the Visual Arts staff after the birth of her daughter Sienna in 2007. She will be returning for three days a week sharing her position with Ms Mepstead who we warmly welcome to the CAPA team.

FRENCH NEWS

Jackson Fisher (11HG1) has returned from studying French in Paris for the past three months and is one of three students studying French in Stage 6 under the guidance of Mrs Peterson.

The year has commenced well with students receiving Bonjour magazines, and new textbooks and student workbooks to support the Stage 4 syllabus in Year 8.

Please continue to encourage our young speakers by providing them with opportunities to practice.

Lots of educational activities are providing the reinforcement of new language skills and concepts.

Mrs Sharon Singleton-Newell
CAPA Coordinator
During the Christmas holidays, I accompanied eleven students to America as part of the “G'Day USA“ tour.

The students: Joel Clark, Aaron Slight, Jake De Venny, Kate Spinks, Ashton Hawley, Isaac Scaysbrook, Janaya and John Neal, Alexandra Condon, Lauren Barnes and Ramona Summers, all stayed with host families and have the following report about their great American adventure:

Over the holidays, a group of eleven students from our school travelled over to the USA.

To begin our journey we arrived at school at 3:00am on 2 January and embarked on what would be a three week trip. We landed in the USA, in the city of San Francisco, after more than 14 hours on various planes. We also met up with three other schools, Ulla Dulla High, Kings Christian College and Henry Kendall High.

We all then spent the next few days in a very cold and wet San Francisco. Whilst in San Francisco, we went to Alcatraz Prison, shopped at Fishermans Wharf, toured the sights of the city and drank a lot at Starbucks. We had a wonderful time there and our stay was full of funny memories and good times.

After San Francisco, we flew to LA where we were met by bus and travelled a further three hours to San Marcos, San Diego. This was to begin the hosting part of our trip.

During hosting, we each stayed with an American student and their family. We met our host families late at night in the school gym, but had no time to talk because it was the middle of the night and everyone was so exhausted, most of us went straight to bed. We each had different experiences but all had a very in-depth look at American culture and saw many differences between us. We all formed many close friendships. It was funny how people’s accents began to change after spending so much time with American people.

Whilst our host families enjoyed their winter break, we met together as a group on weekdays and explored the attractions of San Diego, such as Seaworld, San Diego Zoo, USS Midway, lots of shops as well as Tijuana, Mexico.

Also when hosting, we spent a day at an American school (San Marcos High). The students from the school welcomed us by performing dances, and cheerleaders showed us some cheers. The school had organised a special lunch of meat pies and sausage rolls which was good because America has neither! Many of us attended basketball games which was a lot of fun.

When the ten days of hosting came to an end, we said a sad ‘goodbye’ to our host families, and continued on to Los Angeles where we stayed at Knotts Berry Farm Resort. LA was a highlight of the trip. We went to theme parks: Disneyland and Knotts Berry Farm, which were really fun and again we did a lot of shopping.

We also went on a tour of Hollywood, were we saw many famous sights such as the Hollywood sign, Sunset Boulevard, Rodeo Drive, the walk of fame, and many more.

Our trip was coming to a close with our last day spent at Universal Studios, here we saw sets and props from many movies and TV shows. On this day, some tears were shed but not only because it was our last day in America, but because of the scary haunted house! No-one will forget that in a hurry.

After yet another bus trip, an exhausted group of Australians lined up outside LA Airport for more than an hour to check in, only to find that our plane had been delayed for three hours and we would be spending the night at the airport – not to mention there was only one shop!

So we all huddled on the floor of the airport with our magazines, books and iPods, many of us slept, and waited. It wasn’t long till we were boarding our flight to New Zealand and leaving America, which had been our home for the past few weeks. We had made many friends, experienced new cultures, had great fun and eaten our fair share of fast food.

When we finally made it to New Zealand a very stressed Mr Serone struggled to organise a connecting flight home whilst many tired and anxious teenagers bombarded him with questions. Then, after one more flight, we were finally back in Australia at Brisbane Airport.

It was a very sad time saying ‘goodbye’ to all our new friends from other schools, but this was only worsened by the fact that all of our luggage (except Mr Serone’s) was lost in New Zealand. So we left the airport and headed home – bagless!

Although we were happy to be home, it was sad. The past three weeks had been some of the best of our lives. We would all miss America very much.

We would like to thank all the people who made this trip possible. Like the people from EWT and especially Mr Serone. We would like to thank you, sir, for everything you did. Organising everything, putting up with us and not only being a teacher but a friend.

Thanks Mr Serone, we appreciate it!!

Ramona Summers (10GW1) & Lauren Barnes (10GW1)

**MOTIVATIONAL MEDIA**

“Life is constantly about making choices. We can allow ourselves to drift along with no goal or purpose, or we can say “I’m going to take control of the direction my life is going to follow”.

We need to make strong decisions that will empower ourselves and those around us. We can be the one who makes a difference, and join together with others to develop our own potential and that of our community.

Working together as a team, we can experience the enriching, world-changing, power of ever one.”

This year’s Motivational Media presentation is entitled “The Power of EVERY One”.

**Location:** Drama Space, Doyle Centre

**Date:** Wednesday 12 March (Week 7)

**Students:** Years 7-10

**Cost:** $2.50 (payable at Student Reception)
This article is the fifteenth part in our ongoing series of ‘Bad Attitude’ articles. Today we take a look at the ‘bad attitude’ MANIPULATIVE, and what we can do about it. Don’t forget, you can check out past publications which include the previous 14 ‘no-no’s’ on the College website.

### Bad Attitude Antidote and Replacement

**Manipulative**

- Truthfulness, Integrity, Trustworthiness

---

**Emergency Attitude Intervention:**

From this moment on, change your behaviour, call the manipulation for what it is, and absolutely refuse to give in, regardless of what your child is trying to obtain or accomplish. You’re right, it won’t be easy; in fact, it could be exhausting. But remember one thing: manipulators must rely on someone else for their ploys to win. It takes two for a manipulation to occur. For her/his scheme to succeed, another person must believe her/his fib or her/his make-believe helplessness, write her/his excuse, accept the blame, buy into the guilt, or just plain wear down and acquiesce. Take a solid vow that you will not be used as a pawn in your child’s manipulative games. Then pass that message on to anyone and everyone s/he’s been taking advantage of so you’re all on board together and her/his attitude stops.

“Dad said I could.” “The teacher didn’t tell me.” “You don’t love me.” “I promise I’ll do it tomorrow.” “My stomach hurts. I can’t go to school.” Manipulative children have only one objective: to get things to go their way. And they will stop at almost nothing to maintain their candidacy in the Big Brat Factor Hall of Fame. Excusing, blaming, fibbing, threatening, and guilt-tripping are just a few of the devices they resort to. And can they wear you out!

But what’s really going on here? Are these manipulative critters just young psychopaths in the making? At times you may think yes. But do keep in mind one key point: these children were not born scheming, plotting, lying, and strategising. They learned those devices as ways to get what they want. And once their ploy succeeds, look out! It is stored in their growing arsenal of manipulative tactics with almost one certain guarantee: it will be used again . . . and again . . . and again – but only, only, only if you allow it to.

Learning the craft of manipulation is never acquired overnight, and a manipulator’s tactics do not start out so cunning, sophisticated, and devious. In fact, first attempts are often quite crude and usually unintentional. They pretend to be sick, they claim to be helpless, or they hold out for some unreasonable excuse, accept the blame, buy into the guilt, or just plain wear down and acquiesce. Take a solid vow that you will not be used as a pawn in your child’s manipulative games. Then pass that message on to anyone and everyone s/he’s been taking advantage of so you’re all on board together and her/his attitude stops.

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Learning the craft of manipulation is never acquired overnight, and a manipulator’s tactics do not start out so cunning, sophisticated, and devious. In fact, first attempts are often quite crude and usually unintentional. They pretend to be sick, they claim to be helpless, or they hold out for some unreasonable reward – and much to their surprise, it works! Through trial and error, even the youngest cherub learns what buttons to push on each loved one and figures out who are the easy marks.

For instance, a three-year-old learns that meltdowns are a great way, bend values to fit their schemes, take advantage of situations to meet their needs, and depend on you or anyone else to take on their responsibilities. They can stop at nothing to make the world turn the way they want it to, and so they are also selfish, rude, and very self-centred.

These children are difficult and tough to live with. They can turn your words into mush, exhaust you to tears, and make you wonder if there’s an ounce of intelligence left in your head. They’re that good in their manipulative ways! But letting them win is disastrous, and for a number of reasons. For starters, manipulative attitudes squelch children’s ability to manage life’s ups and downs. That’s because they take great pains to avoid whatever ails them (be it frustrations, fear, work, relationships). So instead of learning ways to cope, they take the easier path and shirk their troubles. Doing so stifles their potential for developing self-reliance, resilience, and self-esteem. Nor do devious, dishonest, scheming tactics enhance children’s ethical development. In fact, manipulative attitudes are absolutely lethal to a child’s character. Each deception rips a little more from their conscience and moral growth. Finally, there’s the obvious: a manipulative child can destroy family harmony, a parent’s trust, and everyone’s peace of mind.

Where is this behaviour coming from? Start by looking at your own reaction to your child. You may have brought up your child to depend on bribes, assume you’ll jump in to do all the heavy lifting, blame everyone else when something goes wrong. S/he may also have observed your own manipulative behaviour, like breaking promises to her/him or acting in an insincere or devious way yourself. Or s/he may have watched family friends and peers being manipulative at home, in school, or at work. Or it may even arise from her/his deep feelings of insecurity, distrust, shame, or fear of failure.

So stop being manipulated. In fact, what are you waiting for? Begin the campaign to replace this bad attitude with truthfulness, integrity, and trustworthiness. Start this makeover now.

### Bad Attitude Alert:

Gear up for this makeover by contemplating why your child is manipulative, and how it plays out in your home.

#### Diagnosis

Ask yourself these questions to help you consider why your child is using this manipulative attitude and what s/he is gaining from it:

- **Why?** There are many reasons that children may be manipulative, dependent, and blaming others, but the central issue usually revolves around trying to avoid something or someone. What could your child be trying to avoid: work, humiliation, fear or pain, possible failure, jeopardising a relationship, punishment, losing your approval or love, coping with an insecurity or anxiety, taking responsibility? What is your best guess as to why your child is manipulative?

- **What?** Are there particular issues or things about which s/he usually is more prone to using manipulative ways: doing her/his chores or homework; taking a bath, eating dinner, or brushing her/his teeth; going to bed alone or on time; practicing violin or a sport; going to school, day care, or the babysitter’s; or going to the dentist or doctor?

- **Who?** Manipulative children are great at figuring out who will cave in to their devices. So who are the individuals most likely to fall under your child’s manipulative ways? The babysitter? Day care worker? Teacher? A relative: cousin, aunt or uncle, grandparent? Coach? A friend, classmate, or peer? A sibling? You? Your spouse? And who are those s/he doesn’t use her/his manipulative antics around, and why not? A big clue is how those individuals respond to your child’s ploys.

- **When?** Is there a particular time of day, week, or month s/he is more manipulative? Is there a reason? For instance, does it show up every Saturday morning at ten o’clock when, coincidentally, it’s the time that family chores are to be done?
Or does it show up almost like clockwork every night around eight o'clock when s/he gets clingy and demanding (and it’s also bedtime)? You might even want to track her/his manipulative plays on a calendar; usually there is a pattern. Maybe report cards are due, the piano recital is coming up, or it’s her/his turn to stay at Dad’s. Look for a pattern.

**Where?** Are there certain places s/he is more likely to be manipulative (at school or day care, home, the store, piano lessons, on the soccer field)? Why? Does s/he tend to win at certain places? Does s/he pull out the charm at the store, so you will buy her/him the toy? Does s/he throw a fit at hockey practice because s/he wants you to take her/him home? Does s/he fake a stomach-ache during the piano lesson because s/he hates it? There is a reason, so try to discern it. What might your child be trying to avoid?

Review your answers carefully. It also helps to compare notes with others who know your child well. Are you seeing any predictable manipulative patterns?

**Do you have any better awareness of this attitude and where your child's manipulative attitude is coming from? Is there anything you can do to remedy it?**

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

Think about the last few times your child employed her/his manipulative schemes on you. What tactic did s/he use? What was the issue about? And most important, how did you respond? Did you threaten or scold? Argue? Plead, coax, or bribe her/him to act right? Ignore her/him and hope the attitude would go away? Tell another adult to deal with it?

Did you address her/his manipulative attitude at all and make her/him accountable? If so, how did that happen? Did you make her/him apologise? Did you encourage her/him to admit s/he was quite capable of doing whatever it was her/himself? Make her/him do what s/he was trying to avoid? Ground her/him or remove a privilege? Was it effective in squelching her/his attitude or not? Why? Or did you give in to her/his manipulative tactic and let her/him win? If so: Did you write an excuse? Do her/his responsibility yourself? Blame the person? Let her/him off the hook? Sympathise? Why did you give in? What did your child learn from your giving in?

Manipulative children are great at recognising what works so the manipulated parent gives up and once again they get their way. So what has your child learned about you? How is s/he able to push your buttons so you finally acquiesce? Does s/he play on your impatience? Your desire to push up her/his confidence? Has s/he learned your weakness for her/his self-pity, her/his charm, or her/his posture of helplessness? Might it be that s/he can recognise when you’re on overload: if s/he keeps it up a little longer, s/he figures s/he’ll just wear you out. You just don’t have the energy to deal with it? Or do you believe her/him (or want to believe her/him)? Could it be that you want to save face before s/he pulls her/his antics in front of others? You’re afraid you’ll harm her/his self-esteem? You don’t think it’s worth jeopardising your relationship with your child?

**What is the one response you know does not work?**

**Facing your own bad attitudes:**

Did you ever manipulate your parents? Of course, you did, but how much and over what issues? For example, was it over a missed curfew, a bad grade, going somewhere without permission, blaming your little sister/brother for something you did, or avoiding a music lesson, schoolwork, rectal, or doing chores? What tactics did you use? For instance, did you fib, use your charm, debate them to death, feign helplessness, play one parent against the other, aim for their sympathy? Did they ever call your bluff? Which parent was the easier mark? Which parent was tougher to manipulate? Why? What were their hot buttons that if you pushed enough, they’d give in?

What about now? Do you ever try manipulating a situation at home or work so it comes out in your favour? Who are you most likely to try to manipulate? Your children? Spouse? Colleagues? Friends? Relatives? What tactics are you most likely to use? Bribe or threaten your children to comply?

Blame your boss? Tell white lies? Fake an illness, a headache, or fatigue to get out of something? Use anger, threats, or guilt? Do the targets ever see through you? How far will you carry out your deception?

What kind of manipulative interactions are you noticing between yourself and others? What about between your spouse and you? Between your child/ren and you? Make a list of those interactions. Next, try to identify what the real issue is that you are trying to hide from in each situation. Is it work, change, pain, loss of power, or a confrontation? What are you really trying to avoid that is causing you to use manipulation tactics? Which of those fears are legitimate? Which ones should you be facing instead of avoiding?

And just why are you allowing your child to manipulate you? Are you thinking it is just a phase (that your child will grow out of)? Might your child be learning to be manipulative because you are afraid to take charge and say no? If so, why? Do you want to minimise your child's stress? Think it might hinder her/his self-esteem? Fear your relationship with your child might be jeopardised? Feel guilty because you don't always have the time you wish to spend with your child? Worry that it might somehow taint her/his childhood memories?

When you realise you're being manipulated, do you say anything for fear of confronting a difficult situation, hurting your child's feelings, spoiling your best-pals relationship, or embarrassing your child by telling the painful truth?

Well don't feel alone; lots of parents do this all the time. The key to change is that first honest admission and then committing yourself to that change.

**What is the first step you need to take in yourself to be a better example to your children? What changes do you need to make?**

**Bad Attitude News Alert:** Authors of ‘The Manipulative Child’, EJ Swihart Jr (a paediatrician and university professor of paediatrics) and Patrick Cotter (a paediatric psychologist), share the belief that highly manipulative children inevitably develop poor self-esteem. What's more, these children are prime candidates for developing other social maladies, such as eating disorders, substance abuse, and suicide. Two decades of observations of their young clients and their parents have also led the authors to conclude that the central cause of these children's manipulative attitudes is their well-meaning, successful, well-read and motivated parents who have raised their children to learn to adapt to life in a dependent fashion by getting their way by manipulation. They contend that's because parents today are afraid to take charge of their children and concerned that saying 'no' may somehow jeopardise their children's emotional development or relationships. And parental guilt is their biggest reason for doing so. Could this be a big reason for your child's manipulative attitude?

The “Don't give me that attitude” makeover:

Take the following steps to squelch your child's manipulative attitude.

**Step 1 ~ Recognise Your Kid's Manipulative Tactics**

Here are a few of the most common manipulation tactics kids use to get their way. Check ones that apply to your child:

- **Lies.** "I left it on the bus." "I did it already." "My friend borrowed it." "Don't blame me." "It's not my fault." "It's not my fault." "It's not my fault." "I didn't do it." "I didn't do it.

- **Plays one adult off the other.** "Dad would let me." "But Mum said it was OK." "Mum said it was OK.

- **Makes excuses.** "The teacher didn't tell me." "I thought it was Sally's job." "I thought it was Sally's job.

- **Shifts blame.** "How am I supposed to get a good grade – my teacher is bad." "Go yell at the coach, not me. It's not my fault." "Don't blame me. You should have told me you were going to ground me." "Don't blame me. You should have told me you were going to ground me.

- **Uses affection or charm.** "I love you so much, Mum. I really will try harder." "Sorry Dad, I forgot. How about a hug?" "Sorry Dad, I forgot. How about a hug?" "Sorry Dad, I forgot. How about a hug?"

- **Pretends to be helpless.** "I just can't do it, Dad. Pleaseeease can you help me?"
Uses guilt. "If you were around more to help, I'd be getting better grades." "You're the worst parent in the whole world." "All the other parents let their kids do it."

Fakes a physical ailment. "I have a stomach-ache/headache." "I'm so tired/sick."

Uses self-pity. "I can't do it!" "It's too hard!" "Everyone will laugh at me."

Employs blackmail. "If you let me stay out late tonight, I'll do it."

What'll I get?"

Gives the silent treatment. Is moody, mopes, pouts, doesn't smile, withdraws.

Exploits emotions. Uses tears, hysterical crying, trembles, clings, pleads.

Verbally threatens. "If you don't, I'll ... [tell Dad, run away, not love you anymore, never do my work] as long as I live."

Verbal tirades. Wears you down with arguments and verbal battles.

Uses aggressive behaviours. Has tantrums, bites, hits, rants, punches, or has other outbursts.

Knows your hot buttons. Waits until you're exhausted to ask. Knows when you're so busy you don't have time to talk things through.

Other. Can you think of anything else?

Once you recognise the most common tactics your child uses to get her/his way, you will be able to spot it each time and stop it in its tracks.

Be sure to pass on your findings to those other important caregivers in your child's life so you are all on board in curbing her/his manipulative ways.

Step 2 ~ Get to the Real Purpose of the Attitude

There are two parts to the next makeover step. First, you must discover what's really behind your child's manipulative attitude and why she/he needs to be deceptive. The best way to figure this out is by reviewing which boxes you checked in Step 1.

Next, ask yourself if there is any pattern. There are many reasons children are manipulative, but the usual cause is to escape from something unpleasant. Another possibility is that the child is just plain selfish and manipulates others to get what she/he wants. Check possibilities that apply to your child:

Avoiding humiliation. She is saving face from possible failure or embarrassment.

Fear of jeopardising a relationship. She is concerned about her/his image with peers.

Avoiding punishment. She is escaping possible punishment if her/his actions are discovered.

Not wanting to lose approval. She is afraid of losing the approval or love of someone she cares about.

Authentic lack of skills and experience. You've been doing so much for this little sucker that now she hasn't the ability to do it on her/his own.

Insecurity, fear, or anxiety. The situation causes her/him anxiety, so she is avoiding it.

Avoiding responsibility. She is avoiding taking responsibility or being accountable for her/his actions.

Not wanting to work. She is avoiding work, chores, or practice that she doesn't want to do.

Being selfish. This is the way to get what she wants or have things go her/his way.

Other. Can you think of anything else?

Compare your notes with others who know your child well, and then work out your best guess as to the real purpose of her/his deceptive attitude. You will use it in the next step. Meanwhile, from this moment on, any time your child tries to sway you with this or any other manipulative tactic, immediately stop her/him in her/his tracks. That means in public as well as in your home. The next step shows you how. Her/his attitude cannot be allowed for any reason.

Step 3 ~ Expose the Underlying Deception

Once you recognise your child's manipulative tactics and underlying purpose, let her/him know you're onto her/him. As soon as you see her/him starting to be manipulative, stop her/him on the spot (and that means anywhere you are — in a restaurant, on the soccer field, in a supermarket, or in your family room). If she/he is agitated or losing control, do wait until she/he is calm enough to talk. For a younger child, this might mean setting her/him next to you for a brief period or putting her/him in a quiet area until she/he can settle down. For an older child, ask her/him to go to her/him room a few minutes, or tell her/him you will wait in another room until she/he is in control. Only then should you confront your child with her/his deception and your theory as to why she/he is using it. Use a calm, firm voice, and stick to the facts. Cut out judgments, lengthy sermons, and admonitions ("You keep this up, you'll end up in juvenile detention"): they are never helpful. Here are a few examples:

"I've noticed that every time it's your turn for sharing, you say you have a headache. Do you feel a little scared about talking in front of your class?"

"I saw how you pulled that tantrum as soon as we got to the toy section and you saw those cars. You did the same thing with Dad last week." A young kid will not be able to explain, so just jump to the chase: "Throwing a fit to get what you want will not work."

"Every time Mrs. Castro carpools, you can't seem to find your backpack so I end up driving you. What's going on so you don't want to be in Mrs. Castro's car?"

"You've been pretending that you can't lift your toy box to that upper shelf. But I've seen you stand on a chair to get down that heavy box of video games. I don't want to hear any more about being so helpless."

"Each time you get red-carded by the umpire for your poor sportsmanship, you blame someone else. How can your team-mate be the cause of your tripping an opponent? You are responsible for your own actions, and you are the one getting red-carded."

A few words of caution: First, don't ask your child to explain why she/he is deceptive. She/him honestly may not know. Manipulators (especially younger ones) usually don't calculate their attitudes; they just respond to the situation. Older children often act out of a habit that just kicks in automatically. Also, don't expect a profound ethical discussion to take place between the two of you. It would be nice, but chances are it won't happen.

After all, you are confronting your child about her/his devious, dishonest ways, so she is likely to be embarrassed, deny the charges, or flat-out refuse to listen. Your goal here is to have your child hear you out and let her/him know in no uncertain terms that the attitude will not be tolerated. Do make sure other potential manipulated victims are aware of your child's tactics and the new policy so you're on board together.

Step 4 ~ Help Kids Face Their Fears, Not Avoid Them Through Manipulation

If your child is using manipulation to avoid something causing anxiety or fear, don't be too quick to let her/him off the hook. First, think things through. If she/he is capable of the task and the expectation is fair and reachable, then do not give in. That would be a huge mistake. Instead, insist that she face her fear. A big part of life is learning how to cope, and childhood is the best time to learn how.

Do not dismiss your child's fear or punish her/him for it. The fear is very real. Instead, comfort her/him by acknowledging that you understand how she feels. Then let her/him know you believe in her/him and are confident she/him can succeed. Be very clear that you will not rescue her/him, but will help her/him cope until she/he prevails. Here are a few ideas to help her/him face her/him fears without manipulating her/him way out:

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.
• Recognise feelings. "I know it seems hard, but you can do it." "I know how apprehensive you feel, but I'm here for you."
• Teach coping skills. Teach her/him a few healthy ways to deal with her/his anxiety, such as saying a statement inside her/his head to help her/him handle the stress: "Chill out, calm down." "I can do this." "It's nothing I can't handle." Teach her/him to close her/his eyes and slowly breathe in and out three times. Or ask her/him to think of a place s/he has been where s/he feels calm—perhaps a beach, her/his bed, the park. When anxiety kicks in, tell her/him to close her/his eyes and imagine that spot, while breathing slowly.
• Model accepting blame. Help your child learn how to accept blame for her actions. Start by admitting your own shortcomings so your children have a model to copy—for example: "This was all my fault: I should have read the movie section before dragging you here to find out the show started thirty minutes ago." Then expect your family to take ownership for their mistakes and not pass the blame onto others.
• Arrange tutoring. Does s/he need special help to improve? If so, arrange it.
• Rehearse the skill. New skills take lots of practice, so rehearse them over and over until your child gains the confidence to demonstrate the skill in front of others.
• Celebrate little steps. Acknowledge each little effort your child makes along the way, and then celebrate her successes both big and little.

Step 5 ~ Set a Consequence That Enforces Honesty and Ethics
Beware: Confronting kids with their deceptions long after the fact ("Your teacher last year said you had cheated" or "Remember when you lied to me about your chores last month?") is useless. For consequences to be effective in curbing bad attitudes, they must be enforced immediately and fit the crime. I always think the best consequences are ones that also right the child's wrong. With that said, here are some ideas:

1. Gather the masses and state your policy: "From this moment on, no excuses or blaming others are allowed. Everyone is responsible for his or her own actions, duties, work, and schedule." Be really clear on this one; you will not rescue, write an excuse, or do their tasks.
2. Brainstorm the most common issues that cause you, your partner, or the children to make up excuses and blame others for. A typical list might include: "forgotten" dentist appointments, chores, video rentals, oboe practice, school testing days, homework, and money for lunches.
3. Make a chart, checklist, or schedule so everyone is clear on their responsibilities, and kids (and parents) can't use manipulative tactics like excuses or blaming others if they "forgot." Post it on the refrigerator so everyone sees it, and you can refer to it as "proof" when needed. Picture charts can be substituted for younger manipulators. Here are a few ideas:

Charts. List chores, expectations, and rules.

Calendars. Write personal schedules (appointments, homework schedules, practices, recitals, parties, events, library book due notices). Consider purchasing a weekly or monthly calendar printed on a white board. You can then write on it again and again with washable pens.

Contracts. Put behaviour agreements and consequences for manipulation infractions in writing. All relevant parties should sign it.

Refrigerator magnets. Purchase one magnet per family member. Any special events, notices, or reminders are then clipped to the magnet and remain visible on the refrigerator. Hint: Sometimes the best reminder is a single word written on a note card and attached to the magnet: "Chores" or "Homework."

The key to a successful "No Excuse, No Blame Policy" is simple: don't accept any excuses, guilt, or pass-the-buck tactics from your children.

Manipulation works only if you let it work. So don't let it.

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
All students will come to school as normal and will walk to Club Banora, following assembly. Pool entry is $3.00 per student. The Carnival should start at about 10:00am.

All students will have opportunities to earn points for their House in many Novelty Events (both in and out of the water). No student will be forced to do any event. It will be a great College community event and an enjoyable day for all. Sunscreen and shade are available and students are encouraged to drink plenty of water throughout the day. Canteen facilities are available.

For those swimmers who place 1st or 2nd in a championship event, the Diocesan Carnival is on Wednesday 5 March 2008 at Club Banora.

The NSW Combined Catholic Colleges (NSWCCC) Carnival at Homebush is on Friday 2 May 2008.

Mr Peter McLaughlin
Sports Coordinator

The Beginning Experience: A personal encounter weekend for those who are grieving the loss of a partner through separation, divorce or death, will be held from 29 February to 2 March 2008, in Yamba.

The weekend offers participants the opportunity to turn the pain of loss into growth.

For further details and an application form, please call Clare on (02) 6662.4054, Joe on (02) 6662.1161 or Pauline on (02) 6662.7681.

C H O I R

Choir rehearsals have commenced for 2008. If any students are interested in being part of our College Choir this year, you are welcome to join us at 8:00am in Music Room 1 on Tuesday mornings. See Mrs McLaughlin if there are any questions.

Looking forward to a great year in 2008!

Mr Paul Bush
Competition Organiser

Welcome back!!

Welcome back to the Student of the Week for 2008

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

Diary: The student diary should be signed by parents/caregivers each week. Any concerns? Contact the relevant Year Coordinator.
Canteen News & Roster

Meal of the Week
This week we have the lovely ‘Curry Chicken and Rice’ (ingredients: chicken, vegetables and curry) for the very affordable price of $4.00. We will also offer the ‘upsize’ version for $5.00 for our more hungry customers.

Please, PLEASE, PLEASE... remember to place your order in EARLY to guarantee lunch will be ready in time!

FREE Lunch’ on Offer for Parents

Whoever said the days of the ‘Free Lunch’ were over?

We are offering, for parents/carers only, the offer of a free lunch but, there are strings attached...

Mum/Dad: you can come on in for your ‘free lunch’ and while you’re waiting... you can help make up the lunches for our students (and some staff). Our lovely students so look forward to lunch time that the time will just fly along until their little cherubic faces appear at the counter!

There are still a number of dates in this term’s Canteen Roster without helpers and I urgently need to fill these places:

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<tr>
<th>Date Helper/S Needed</th>
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<tr>
<td>Wednesday 27 February</td>
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<td>Wednesday 12 March</td>
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<td>Thursday 13 March</td>
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<td>Tuesday 18 March</td>
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<td>Wednesday 9 April</td>
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<td>Friday 11 April</td>
<td>~ 2 people</td>
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Canteen Roster

Week 4

Monday 18 February
Michelle Clarke & Jan O’Donohue

Tuesday 19 February
Lee Camp & Sandra Hughes

Wednesday 20 February
Sandy Jeffries & Jean Colivas

Thursday 21 February
Debbie Davey & Tracey Buckley-Dunn

Friday 22 February
SWIMMING CARNIVAL

Week 5

Monday 25 February
Seren Lynch & Fran Hardy

Tuesday 26 February
Fern Wendt & Cathy Jamieson

Wednesday 27 February
HELP & HELP

Thursday 28 February
Jeanette Lanskey & Michelle Kirk

Friday 29 February
Donna West & Bernadette Beattie

Note: Desperately needing helpers on Wednesday 27 February!

Calling All Netballers

St James Netball Club caters for all girls wishing to play netball for Tweed from St James, St Joseph’s Primary, St Joseph’s College as well as the wider community.

Registration forms are being sent out to all 2007 players in the next week.

Additional forms will be available from student reception at each of the schools from next week. Registration will take place on Saturday 23 February, 10:00am til 2:00pm in the MPC at St James Primary School. Uniforms will be available to try on and order at registration. Fees are yet to be finalised and will be included in next week’s newsletter.

For further information contact Donna Reynolds on (0438) 244.808.

Youth Safe

‘Helping Teenagers Become Safer Drivers’
Parent Tip No. 1

Parents can help young drivers by providing at least 50 hours of safe supervised practice. The more hours of practice the better, so aim for 100 hours.

Watch out for more driving tips in coming newsletters

Drive well ~ be safe

Expand the horizons of a young person by sharing the adventure of a lifetime. A voyage on the tall ship, Young Endeavour, as a member of a youth crew is a unique challenge. It inspires teamwork, communication, leadership and a sense of community responsibility.

Over 20 voyages are conducted each year exploring the Australian coastline by the Young Endeavour Youth Scheme, a not-for-profit organisation, in partnership with the Royal Australian Navy. Onboard, young people participate in a dynamic development program that can be a life-changing experience.

Encourage a young person, aged 16-23, to apply now for a berth. Youth crew are selected through a ballot held twice a year. You can apply now for voyages taking place in the second half of 2008. But hurry, applications close 29 February 2008.

If you are interested in information regarding this voyage, please see Mr Burns, Year 12 Coordinator, or visit the website www.youngendeavour.gov.au.
This year for the first time in history, more than half of the world's population will be living in towns and cities. People move to the city for all sorts of reasons — better access to work, health facilities, education, basic infrastructure and opportunities.

Psyche Mae Asencio, 16, her parents, Christina and Franklin, her brothers, Franklin Jr, 14, Glennmark, 9, Cyril, 5 months and sister, Faith, 2, live on the edge of a garbage dump in Quezon City, Manila, Philippines.

Psyche Mae’s mother moved to the city when her father became ill and needed to go to a hospital. Christina met Franklin in Manila where they married.

At first they lived in a squatting area until the Government relocated them to Bagong Silangan as part of the Government's plan to improve the city centre. Bagong Silangan is a very poor area, home to more than 500 families who have moved from across the country seeking a better life.

In July 2004, Caritas Australia began supporting an urban renewal program run by the Faithful Companions of Jesus (FCJ) in this area. This program offers a holistic approach to addressing poverty.

Firstly, the livelihood program provides women and youth with income-producing skills, for example, in the areas of art and crafts. Such activities help to build self-esteem and confidence as well as provide necessary income. Psyche Mae and her siblings help their mother each night to make bags which Christina sells to help pay for the family's staple diet of rice, dry fish and basic vegetables and the daily cost of the bus that transports Psyche Mae and her brother to school.

"Before we received support from Caritas, life was a constant struggle to buy food for our family," Psyche Mae explains. Her parents made an income by making rugs to sell at the local market. When school fees were needed to be paid or someone got sick they had to borrow from moneylenders at very high interest rates.

Secondly, to overcome the problem of high interest rates, the women in the community established a savings and credit group and now run a small community shop. Since joining the savings program Psyche Mae's mother, Christina, sets aside a small amount of money each week. Christina has already taken out and repaid two loans to buy materials to make school uniforms which she sold at the market. Christina made a profit of 3000 peso (approximately $77). The second loan was taken out in November 2006 for much needed housing renovations.

Thirdly, the program includes a youth component. Poverty and lack of opportunities can see people, especially young people, turning to gangs and violence as they search for a sense of belonging. Since FCJ, with the support of Caritas Australia, has provided activities for young people, the community has a sense of feeling safer and more harmonious. Psyche Mae, formerly a member of the program's youth group, is now a regular user of the computer room. She values the opportunity to improve her computer literacy skills which should enhance her job opportunities. Her brother Glennmark attends computer tutorials and Franklin Jr is a member of the centre's current youth group.

Finally, the program also has a health component. As there was no access to clean water within the town, Caritas Australia has supported the building of rain water tanks and provided the poorest families with materials to build toilets. This has reduced the incidence of disease. Additionally, Caritas Australia supports health education within the community with local people being trained to become health workers. As part of an integrated approach to development, FCJ organises a monthly clean-up, particularly targeting the nearby river in order to create a healthier environment in which the community live. The youth group also seeks to raise awareness within the community about environmental issues.

Caritas Australia is proud to be supporting this program which seeks to bring life to the poorest of the poor. "just want justice is about a fair go for all."

Through your support of Caritas Australia's Project Compassion you are empowering communities like Psyche Mae's to break free from poverty.
The nation breathed a collective sigh of relief today as the Combined Union of Teenagers (CUT) sought reconciliation over what can only be described as a breathtaking log of claims. Describing management as distrustful of claims made last week that 'Everybody else is allowed to go', and 'No, you don't need to telephone her parents', the CUT went on strike.

'So what?' was the bemused reply from the Head of the Order of Parents Everywhere (H.O.P.E.). 'We haven't seen much action on the shop floor in recent weeks, so the strike won't touch the sides let alone the surface.'

Claims and counter-claims relating to one side not understanding the other, and charges of hypocrisy and betrayal, have been made.

Mediation by a member of the Collective of Older Children, who said, 'Well, they never let me do it', failed to move the matter towards resolution. The dispute is expected to last until the middle of the century. We can only hope they grow up fast.

**TEENAGERS SPEAK OUT ON CHORES**

In breakthrough research, it has been revealed that most teenagers think young people should be involved in helping out around the house. Taking care of yourself and your possessions is seen as promoting responsibility.

Girls are more likely than boys to see household jobs and chores as a way of contributing to the welfare of the family. Even more shocking are findings that most adolescents don't favour payment for individual jobs, preferring a more generalised payment or pocket money. However, they do think that 'big jobs' should receive a special payment. Before you think you've got it too easy, it is important to note that while 82% expect to have to do some chores around the house, 57% expect you to nag them about it.

As a rough guide, self-care tasks such as making their bed, putting away toys, and basic cleaning of their rooms can begin around six or seven years of age. Family-care tasks such as doing the dishes and sweeping should begin later, after age eight. Of course, if children express interest in helping out, it's always best to include them as long as the task(s) can be done safely.

**You Just Can't Buy Good Help These Days**

Mr Spinelli of Campbelltown noticed that it was costing him four hours of nagging and $20 to get the car washed. It would have been cheaper to use professional cleaners. After this discovery, I decided I could either have week-long debates with my son or I could decide our relationship was more important', he said.

**COOK-A-THON**

Mrs Violet Perchtski of Surrey Hills has given up. Her kids are bored with her cooking. 'At first I was offended', she said, 'and then I figured out that I cook 1095 meals a year. I wouldn't eat 1095 meals in a row from even the best restaurant in town. So now they all take turns choosing what we eat, and cooking it.'
Thinking of going to World Youth Day 2008?

Last chance to register and ‘Join the Journey’ ~
Register NOW!

Registrations will close on Sunday 24th Feb
at the First Youth Mass for 2008!

Our parish will provide the transport cost (by bus) to Sydney and back.

The registration package of $395 covers accommodation (in communal settings ie: school/parish halls – sleeping bag on the floor), transport to venues in Sydney and some meals.

(Registrations Forms available from Mr McDermott at the College or from the Parish office).

Age Registration Policy for Pilgrims: Pilgrims must be 16 and over to travel as part of a registered group and give written parent consent (if the parent is not attending) to travel with the nominated group.

For further information contact St Joseph’s Parish – Tweed Heads on (07) 5536.7522.

World Youth Day is the largest youth event in the world and will be held in Sydney 15-20 July
‘Don’t miss this great opportunity’