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

Tomorrow, the first of our Parent/Teacher/Student evenings will take place. I hope that all parents will see this as a priority and encourage students to attend with their parents. This enables all stakeholders in your child’s education to attend. Below is an article which gives some sound advice:

How to make the most of parent-teacher conferences

Parent-teacher conferences are an important part of a school's reporting system. It is one of the few opportunities parents and teachers have to discuss student progress in a structured setting. Experienced teachers and parents know how to make the most of the short time allowed for a conference.

Here are some tips:

- Try to be relaxed. Teachers don't want to put you on the spot or make you feel you are being judged. They want a useful discussion that will help them teach better and your child learn better.
- All children learn in slightly different ways but the elements of good education remain pretty much the same. Of course your child is special and unique to you and all good teachers want to see each student as an individual. But most children will do well at school if they master the basics, pay attention and try to co-operate.
- When you and the teacher are united, that's a powerful message from the most important adult team in your child's education. Children will happily play one adult off against another if they can get away with it. When they know you and their teacher respect each other and communicate regularly, children soon accept they just have to settle down to their schoolwork.
- Try to be on time and keep to the allotted time. If you cannot make the appointment, arrange one at a time that suits you better. If you know you need longer than the allotted time, arrange to meet the teacher outside the conference timetable.
- Ask your child if there are any matters that you should raise at the conference.
- If your child is not making progress, ask teachers for specific suggestions about how you can help your child do better.
- Stay in regular touch with the teacher to discuss the progress your child is making. Meeting with your child's teachers helps build the strong parent-teacher partnerships that are needed if you and your child's teachers are to reach your common goal of helping your child get the best education possible.

Some good questions to ask:

- Is my child in different groups for different subjects? Why?
- How well does my child get along with others?
- What are my child's best and worst subjects?
- Is my child working to his or her ability?
- Does my child participate in class discussions and activities?
- Has my child missed any classes other than ones I contacted the school about?
- Have you noticed any sudden changes in the way my child acts? For example, have you noticed any signs of physical or other problems?
- What kinds of tests are being done? What do the tests tell about my child's progress?
- How does my child handle taking tests?

Try asking your most important questions first, just in case time runs out before you and the teacher have a chance to discuss them all.

Acknowledgment: National PTA, National Education Association of the United States; Peter Greaves, Dovelands Primary School, Leicester, UK.

Best wishes and
God Bless,

Mr Peter McLoughlin
Principal
What a busy time it is . . .

The 2008 College Open Day was held last week. (Prospective parents of Year 7 2009 please note the closing date for enrolments is this coming Friday.)

Our first Parent/Teacher/Student evening takes place this week, with Year 12 our first group. Half-Yearly Exams commence this Friday for Years 7-10. Please note that students in these year groups MUST be present for all of their exams.

Today’s Newsletter is a reflection of so many ‘happenings’ of late. Please take the time to read the newsletter together as a family. Remember that back issues are available on the College website: www.bps.lism.catholic.edu.au.

We hope you enjoy today’s issue.

IN THIS ISSUE:

- Year 7 2009 enrolments closing . . .
- Parish Weekend Mass Times
- Deputy’s Notices
- Curriculum News
- Parish Notice
- HSIE News
- Reading of the Week
- ‘The Siemens Science Experience’ Year 9 Science Competition
- Careers News
- Year 12 Retreat 2008
- Year 10 HSIE Excursion to Sydney and Canberra
- Pastoral News
- Sports News
- Tweed Valley Results
- The WORD this week is . . .
- “Student of the Week”
- Uniform Shop Hours
- Canteen News & Roster
- Student Tutor
- St James ANZAC Garden Path
- ‘Strategies for Success’
- World Youth Day – Home Stay Hosts Required

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>
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<td>Sunday: 9:00am (Bilambil)</td>
<td>Sunday: 9:00am (Kingscliff)</td>
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</tbody>
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Fr Michael Brady  
Parish Priest

Fr Jim Griffin  
Parish Priest

DEPUTY’S NOTICES

COMING EVENTS

WEEK 6

- Monday 2 June ....................................................... (Day 1)
  - Year 11 Semester 1 Reports posted
- Tuesday 3 June ..................................................... (Day 2)
  - Year 12 Parent/Student/Teacher Evening
- Thursday 5 June ................................................ (Day 3)
  - Social Justice Day – World Vision (selected students)
- Friday 6 June ....................................................... (Day 5)
  - Years 7-10 Half-Yearly Examinations (8 to 13 June)
  - Year 7 2009 Enrolments close

WEEK 7

- Monday 9 June ....................................................... (Day 6)
  - Public Holiday – Queen’s Birthday
- Wednesday 11 June ............................................. (Day 9)
  - Year 11 Parent/Teacher/Student Evening
- Thursday 12 June ................................................ (Day 8)
  - Parliament Visit by College Captains
- Friday 13 June .................................................... (Day 10)
  - Year 11 Meals on Wheels (selected students)
  - Year 7 Science Excursion

WEEK 8

- Monday 16 June ................................................... (Day 1)
  - HPV Vaccinations (2nd Dose) (Girls 7-10)
  - Year 7 Chicken Pox Vaccinations
- Tuesday 17 June .................................................. (Day 2)
  - HPV Vaccinations (2nd Dose) (Girls 7-10)
- Wednesday 18 June ............................................. (Day 4)
  - Year 12 Bond University Visit to SJC
- Thursday 19 June ................................................ (Day 3)
  - Year 9 HSIE Excursions
- Friday 20 June .................................................... (Day 5)
  - St James Athletics Carnival

ATTENDANCE:
IT'S NOT OK TO BE AWAY!

With Semester 1 reports looming and the opportunity to discuss your student’s progress with teachers on Parent/Teacher/Student night, please reflect on your student’s attendance during Semester 1.

If there is room for improvement in class work or a need for extra work to improve understanding or not all set work was completed, how much can these be attributed to you as parents condoning unnecessary absence from school. How much has unnecessary absence affected the continuity of your student’s education, thus adversely impacting on their progress?

Unfortunately, in many cases your child’s under performing can be directly related to poor attendance not strongly opposed by you.

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 each student’s future.

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

Mr Peter Lyon  
Deputy Principal

Year 7 2009 Enrolments  
Close this Friday, 6 June

www.bps.lism.catholic.edu.au

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.
CURRICULUM NEWS

CURRICULUM AWARDS ON ASSEMBLY
The following students have received a Curriculum Award for excellence in formal assessments. These awards were presented on assembly last week:

**Year 12**
- Teegan Crompton: Biology, Community & Family Studies, PD/H/PE
- Lucy Fitzhugh: English Standard, Biology, Community & Family Studies, PD/H/PE
- Cherylyn Wong: Biology, Ancient History, English-Advanced

**Year 11**
- Jacob Bush: Drama, English-Advanced, English Extension 1
- Sharna Mathieu: Chemistry, Studies of Religion 1, English-Advanced, English Extension 1
- Bernard Tsang: Chemistry, Mathematics 2 Unit, Studies of Religion 1
- Daina Waugh: Chemistry, Mathematics 2 Unit, Studies of Religion 1

**Year 10**
- Torrey Atkin: Science, Catholic Studies, English, Mathematics Stage 5.3
- Stefan Breci: French, English, Industrial Technology-Multimedia, Geography
- Jordan Charters: Industrial Technology-Multimedia, Science, English, Mathematics Stage 5.3
- Matthew Lesslie: Catholic Studies, English, Drama, Music, Mathematics Stage 5.3
- Lachlan Raso: Catholic Studies, English, Mathematics Stage 5.3, Industrial Technology-Multimedia
- Timothy Wong: Science, Catholic Studies, English, Music

**Year 9**
- Samantha Fien: Mathematics Stage 5.3, English, French, Catholic Studies
- Samara Hayes: English, French, Catholic Studies, History

**Year 8**
- Kieran Baker: Mathematics, Technology, French, Science, English, HSIE, Catholic Studies
- Grace Beattie: Technology, French, Music, PD/H/PE
- Alexander Bygott: Mathematics, French, Technology, Music
- Hannah Clarke: French, Technology, Science, English, HSIE, Catholic Studies
- Denieka Crompton: Technology, French, Music, PD/H/PE
- Katarina Crouch: Mathematics, Technology, French, Catholic Studies
- Ricardo de Azevedo: Mathematics, French, Technology, English, HSIE, Catholic Studies
- Laura Donnelly: Mathematics, Technology, French, English, HSIE, Catholic Studies
- Maccalla Fenn: Mathematics, French, Science, English, HSIE, Catholic Studies
- Daniel Graham: Mathematics, French, Science, HSIE
- Taylor Johnson: Technology, French, Science, English, HSIE, Catholic Studies
- Sam Knott: French, Science, HSIE, Catholic Studies
- Felix Langenbach: Mathematics, French, Science, HSIE, Catholic Studies, Technology
- Andrew Lynch: Mathematics, Technology, French, Science, HSIE, Catholic Studies
- Monique Mai: Mathematics, French, Science, English, HSIE, Catholic Studies, Technology
- Zoe Mathieu: French, Technology, Science, HSIE
- Thomas McGill: Mathematics, French, Science, English, HSIE, Catholic Studies
- Morwenna Merley: Mathematics, French, English, Catholic Studies
- Louis Monaghan: Mathematics Stage 5.3, French, Science, English, HSIE, Catholic Studies, Technology
- Georgia Murray: Catholic Studies, French, Technology, PD/H/PE
- Katherine O’Donoghue: Mathematics, French, Science, English, HSIE, Technology
- Brayden Pringle: Mathematics, French, Science, HSIE
- Josie Rowles: Mathematics, Technology, French, Science, HSIE, Catholic Studies
- Rose-Marie Samuels: Mathematics, French, Technology, Catholic Studies
- Catalynne Scott: Mathematics, French, HSIE, Catholic Studies
- Sinead Scott: Mathematics, French, Music, PD/H/PE, Technology
- Amanda Spinks: Mathematics, Technology, French, Science, HSIE, Catholic Studies
- James Swift: Mathematics, French, Science, English, HSIE, Catholic Studies
- Madalyn Wilson: Mathematics, French, Technology, HSIE, Catholic Studies
- Hanna Wyper: Mathematics, Technology, French, Catholic Studies
- Martin Campbell: Technology, Music, PD/H/PE, English
- Ainsley McLucas: Mathematics, Technology, Music, English
- Katie Paff: Technology, Music, Science, English
- Scarlet Styles: Technology, Music, PD/H/PE, English
- Sienna van Rossum: Mathematics, Technology, PD/H/PE, English

Mrs Helen Borrowdale, Curriculum Coordinator
They demonstrated considerable court-room prowess in their battle with Year 12 students from Marymount College. Despite limited experience at such activities our students gained the upper hand with some winning legal arguments and convincingly persuaded the judges of the legal merits of their case.

The students involved were Shane Bario and Adam Sherry (Counsel) and Clancy Peachey (Instructing Solicitor). All good legal teams require expert assistance and the behind-the-scenes team of Hayley Elkington and Brad Griffiths played a role equally as important as those who stood up in court during the competition. A commendable performance from a fine team.

Mr Tony Channell
HSIE Co-ordinator

Reading of the Week

Today’s reading comes from the First Letter of Timothy. In this reading Timothy tells us to be proud of our faith.

This is why I am reminding you now to fan into a flame the gift that God gave you when I laid my hands on you. God’s gift was not a spirit of timidity, but the Spirit of power, and love, and self-control.

So you are never to be ashamed of witnessing to the Lord.

Mr Scott McDermott
RE Coordinator-Ministry

Science Opportunity for Year 9 Students

The Siemens Science Experience, a three-day hands-on science, engineering and technology program, will be conducted again in Australian universities in 2008/2009 for students who will be entering Year 10 in 2009. Each program includes a wide variety of practical activities, together with interesting presentations by leading scientists and engineers.

It is a Rotary Youth Services Project and fully supported by the Australian Science Teachers Association. The cost of the three-day program is $105 (includes GST). Local Rotary clubs are often willing to pay this fee.

Further information and application forms are available from the school’s Science Department, Rotary clubs and from www.scienceexperience.com.au. Early application is advised.

Any Year 9 student is welcome to attend.

Mr John Klein – School Fees Manager

Fees Paid via the Internet

Attention all St Joseph’s College Families: Have you paid fees on the internet?

The following internet payment received had insufficient details to enable the Parish to post to the correct family account. If anyone has made this payment, can they please contact Mr John Klein on (07) 5536.8701 as soon as possible.

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<tr>
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<th>DETAILS ON STATEMENT</th>
<th>AMOUNT</th>
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<tr>
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<td>$829.67</td>
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John Klein – School Fees Manager

HSIE NEWS

LEGAL STUDIES

A group of Year 11 Legal Studies students recently represented the College at the annual Legal Mooting Competition held at Bond University.

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.
2009 BOND UNIVERSITY SCHOLARSHIPS
APPLICATIONS CLOSE ON 31 JULY 2008

ENROLLED NURSE INTAKES
Applications are now open for the NSW Public Hospital Enrolled Nurse Courses that commence September 2008 / February 2009 / April 2009.
The Enrolled Nurse course consists of 12 months full-time employment (including shiftwork and weekends) in a NSW Public Hospital and attendance at TAFE for 15 weeks of lectures.

Applications close 23 June 2008.
For more information, call: 1300 724 995,
Email: ten@doh.health.nsw.gov.au
Website: http://www.health.nsw.gov.au
Follow the link for further info AND an Application Form.

THINK EDUCATION GROUP 2009 SCHOLARSHIPS
Billy Blue College of Design
The scholarship is valued at over $32,000, which represents full fees for two years and an art kit:

Closing Date: Friday 3 October
Judging Date: Wednesday 8 October
Winner Announced: Thursday 9 October

William Blue College of Hospitality and Tourism: The scholarship is valued at over $32,000, which includes uniform, equipment and text books. Applicants will be assessed on the merit of the completed questionnaire, and the top applicants will be invited to attend a two-day judging event at the college.

Closing Date: Friday 5 September
Finalist Judging Days: Wednesday 1 & Thursday 2 October

For more information: Phone: (02) 9955.1122,
Website: http://www.billyblue.edu.au

Follow the link to explore your course and study options at each college (links to both colleges included on home page).

KPMG ACCOUNTANCY CADETSHIPS
Each year we offer career opportunities to school leavers in KPMG’s Cadetship Recruitment program in our Sydney, Melbourne, Adelaide and Brisbane offices. It’s a way of working and studying for a professional career. It opens the door to an exciting, rewarding career with one of the world’s leading professional services’ firms.

If you’re a Year 12 student and intend to study for a commerce degree at university, now is the time to talk to us about a Cadetship placement.

To help you understand the career opportunities offered at KPMG, please come to one of our Information Sessions in 2008.

For more information, phone: 1800 50 20 60
Email: NSWgradrecruit@kpmg.com.au
Website: http://www.kpmg.com.au

CAREERS NEWS

JOBS WITH GOOD PROSPECTS
Occupations with good prospects are generally more highly skilled, although many less skilled occupations also have good prospects. More than 150 occupations are assessed as having good or very good prospects.

The reasons why job prospects vary depends on several factors: projected and actual employment growth; whether occupations are in growth industries; unemployment; vacancy trends; whether there are skill shortages for the occupation; the number of people changing jobs but not changing occupations (job changing); and the number of workers leaving an occupation (job openings). Job turnover (job changing and job openings) provides most job vacancies, and is typically higher in less skilled occupations. Even for occupations where employment is declining, job turnover provides openings for jobseekers to find a job in the occupation.

The Department of Employment and Workplace Relations (DEEWR) has assessed more than 150 occupations having either good or very good job prospects over the five years to 2012 including: accountants, bus drivers, checkout operators and cashiers, dental assistants, engineers, fast food cooks, gardeners, hairdressers, IT staff, motor mechanics, medical staff, office workers, park rangers, sales assistants, travel agents, veterinary staff, waiters . . .

Visit the DEEWR website http://www.deewr.gov.au and click on Australian Job Search for further information.

THE SKY’S THE LIMIT!
BASAIR’s Airline Pilot Career Workshops are an ideal way for you to find out if a career in aviation is for you. Find out about career prospects in aviation, how to enter the industry, as well as how to plan a career in aviation.
Workshops also provide two hours in-flight basic flying experience and one hour simulator training to evaluate the candidate’s potential as a pilot.

Cost: The cost for the two-day Bankstown or Cessnock workshop is $195. An overnight option is also available for the workshop in Cessnock – all up $295 including dinner and accommodation.
Dates: 14 and 15 July; 6 and 7 October 2008
For further information, phone (02) 9791.0111.

WIN A LAPTOP WORTH $1399!* ACCOUNTANCY CADETSHIP INFORMATION EVENING
Dreaming of success, travel, all the good things in life?
If you’re keen on a career in business or finance, a cadetship can put you on the road to success sooner by combining uni and work straight from school. Year 12 students who are Australian residents or citizens are invited to the 2008 Chartered Accountants Cadetship Evening in Brisbane on 4 June.

Registrations are essential. Enquiries to 1300 137 322 or email: service@charteredaccountants.com.au.

*Attend the Chartered Accountants Cadetship Evening and you’ll go in the draw to win an Asus laptop worth $1399

For more information on any of the aforementioned items, please see me in the Careers Room.

Mr Matthew Hall
Careers Advisor

Messages to Students: Office staff cannot disrupt teaching in order to deliver messages that are not of an urgent nature.
Year Coordinators will endeavour to deliver non-urgent messages at lunchtime, or prior to the end of the school day.
YEAR 12 NEWS

Well we have had a busy start to this Term – with the first two weeks taken up with Year 12 Half Yearly Exams, the Retreat and now as we go to print the Talent Quest and Parent/Teacher/Student Interviews.

Hopefully Year 12 have taken stock of the Half Yearly Exams and are using them as a means of focus and direction for the remainder of the year. No matter what the result it can be used as an indication of progress on the large scale, since it included many different facets of individual topics covered to date. It should form the basis of study revision program as they head towards the Trial Examination in Term Three.

The Retreat was a wonderful experience which heightened the thought process and provided some challenges for Year 12. I thank the students for the way in which they engaged in the Retreat Experience and moreover the teachers for their dedication, care and compassion exhibited towards Year 12.

My thanks to the team of teachers, Mr Scott McDermott, Ms Annie Nugent, Miss Charmaine Vella, Mrs Wendy Peterson, Ms Frances Stegeman, Ms Erin Gallagher, Mr Tom Nethery, Mrs Vicki Sargent, Mr Matt Hall and Mr Andrew Chambers. It was also wonderful to receive the support of Fr Michael Brady who took the time out of the Parish’s busy schedule to spend the three days with us.

At the time of printing, we are preparing for this evening’s Talent Quest – more information in the next newsletter post event.

The Parent/Teacher/Student Interviews are an integral part of the educational experience at the College. Please take the time to attend and participate in this conversation. As a team inherently involved in the education of Year 12 it is important to spend the time to reflect and refocus on what can be done for the remainder of the year. I look forward to seeing you at P/T/S Night or at any other time with an appointment.

Mr Shane Burns
Year 12 Coordinator
Sixty-one of our Year 10 students have recently returned from a fantastic week away on excursion visiting our national capital, Canberra, as well as Sydney.

As part of our role within the HSIE faculty we aim to educate our students in the areas of civics and citizenship. We want students who graduate from St. Joseph’s College to be able to play an active, effective and productive role in their community. This excursion gave our Year 10 students valuable insights into the political processes governing our country, our legal system and our superb cultural institutions. The experience was stimulating, educational and eye-opening.

Our visits to the Australian War Memorial and the Changi Chapel within the Royal Military College were moving and affecting, giving us a genuine context for reflection on the nature of selflessness and sacrifice.

Our visits to both old and new Parliament House had students engaged in educational programmes and role plays – opportunities to participate and to learn that they thoroughly enjoyed.

We explored incredibly diverse artworks at the National Gallery of Australia and were fortunate to be able to view the magnificent “Turner to Monet” exhibition. The National Museum of Australia, Questacon Science and Technology Centre, the National Archives, the Australian Institute of Sport, the High Court and the National Capital Exhibition were also featured activities from which the students derived a huge amount of enjoyment and enlightenment.

From there it was on to a couple of action-packed days in Sydney before our return to eager families at Coolangatta Airport, all of whom had no doubt missed their sons and daughters immensely.

The staff who accompanied me on this trip – Mrs Janet Crouch, Mr Gary Thorsby and Mr Andrew Piper – are to be congratulated on their enthusiasm, dedication and energy in supervising our students 24 hours a day for the entire trip, especially with a 5:00am start at Coolangatta Airport on day 1.

I would also like to acknowledge the financial assistance from the Australian Government through their PACER programme – this programme provides a subsidy for each student who attends and eases the financial burden on families. Without this subsidy I am certain that many families would find it significantly more difficult to be able to afford this most worthwhile educational experience.

Mr Tony Channell
HSIE Coordinator
This article is the twenty-first part in our ongoing series of ‘Bad Attitude’ articles. Today we take a look at the ‘bad attitude’ of selfish children and what we can do about it.

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<tr>
<th>Bad Attitude</th>
<th>Attitude Antidote and Replacement</th>
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<td>Selfish</td>
<td>Selflessness, Generosity, Consideration</td>
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**Emergency Attitude Intervention:**
Change your child’s ‘me...me...me’ attitude to ‘you...you...you.’ Teach empathy. The best cure for selfishness is to help children feel what someone else is feeling. Choose a particularly offensive selfish act and play ‘ Pretend To Be Me.’ Here’s how you could use it:

Suppose you fell asleep reading the paper on the couch after an exhausting day. Your little crater suddenly jumps on you, bounces up and down, and wants to play horsey. When you plead for mercy and a few more minutes of much-needed rest, s/he cannot understand how you could possibly not want to satisfy her/his desire. Tell her/him you have a new game called ‘ Pretend to Be Me.’ Have her/him put on your shoes, lie down on the couch, close her/his eyes, and pretend to be asleep after a very hard day at work. Tell her/him, “You’re very tired and worn out.” When s/he looks really relaxed, create an annoying loud noise and shake the couch as if you’re jumping on her/him. Then say, “How do you feel?” What would you like to say to me? Can you feel how I felt when you asked me to play horsey?” The trick is to help her/him think about you instead of her/himself.

Suppose you’re waiting up late for an older child out past her/his curfew. S/he finally comes back two hours late and can’t understand why you’re so upset. You get out of your chair and say, “Okay, sit in my seat. Keep watching that clock over there; now look at the door, now at the phone that should have called to tell me where you are, or ringing from the police about some accident you got into. How do you feel? Now do you understand why I’m upset?”

If you think self-centred and selfish children are on the rise, you’re right. National surveys show most parents feel they’re raising selfish children. Children don’t arrive in this world with all the symptoms of the Big Brat Syndrome.

Sure, younger tykes are self-centred and egocentric, but most shift into the other-centred phase with experience and guidance. The problem is that unless we help stretch them into thinking about others’ thoughts and feelings, many get locked into self-centredness. One thing is for sure: selfish children are no joy to have around. They always want things their way, put their needs and concerns ahead of others, and rarely stop to consider other people’s feelings. And that’s because they want you to believe that their feelings are more important than the feelings and needs of others.

The obvious reason that children are selfish is that we’ve spoiled them by indulging in their every whim out of guilt or the misguided perception that good parenting is all about giving. Do you have a Little Princess or Prince in your house who feels entitled to luxury and privilege? Of course, there are some other potential reasons for this bad attitude. Your child may be expressing underlying feelings of neglect, jealousy, or inadequacy; s/he may be trying to satisfy needs for love and attention that have been previously ignored. And remember that some children can’t think about others because they’re struggling to survive the emotional pain of their everyday lives.

So let’s roll up our sleeves to squash this obnoxious bad attitude, and make sure our children have the virtues of selflessness, generosity, and consideration.

**Bad Attitude Alert**
Pull out the stops. Start reversing your child’s selfish attitude now.

**Diagnosis**
Begin with the five questions below:

**Why.** Why does your child have this attitude? Has s/he always been treated as if the world revolves around her/him? Has s/he learned that s/he is going to get her/his way if he keeps at you long enough? Have you been ignoring her/him because her/his selfish attitude is so obnoxious or embarrassing?

**What do you think is the root cause in the way your family works or doesn’t work that motivates this selfishness?** Are you neglecting your child or being too judgmental or demanding? Might s/he be craving your love and approval? Or have you put so much time and energy into just this little person that s/he thinks the whole world revolves only around her/him? What is fuelling this attitude, and why do you suppose your child continues using it?

**Who.** Does s/he display the same selfish behaviour to everyone or just some individuals? For instance, is s/he this way only with her/his siblings or younger children, her/his friends or peers, certain relatives, or Dad or Mum? Are there some folks s/he does not use her/his selfish ways around? Why are these closely held secrets?

**When.** Is there a particular time of day, week, or month s/he is more demanding? Is there a reason? Is it around the holidays? Back to school? Summer? Vacations? Birthday? Report card time? Are you seeing any pattern of when your child is most selfish, or does s/he display the same attitude all the time?

**Where.** Are there certain places s/he is more likely to be selfish? How does the child react when she’s shopping with you? What about at a restaurant, the movies, day care or school, or a certain relative’s? If you notice that s/he is selfish in some place more than others, why? What is so different about the location that triggers the attitude?

**Facing your own bad attitudes:**
Think about when you grew up. Do you think your childhood friends were as selfish as the generation of children today? What might be contributing to the rise of selfishness? How are you contributing to it?

Children are not born selfish and inconsiderate, so where is your child learning the attitude? Could it be from your behaviour? How well are you modelling selflessness to your child? Is your example teaching her/him to be selfish and giving or greedy, self-centred, and inconsiderate?

What is the one thing you will never do again?

**What’s wrong with your current response?**
Talk to your friends. Are they seeing the same kinds of selfish behaviour in their children as you? Is there anything they’re doing to halt their child’s selfishness? Are there individuals your child is not selfish around? What responses are they using that are causing your child not to try her/his antics with them?

Try to identify the last incident when your child was selfish. Did you give in and buy what s/he wanted? Lecture her/him? Set a consequence? Ignore the attitude? Is this how you typically react to your child’s selfish streak? And how did your child react to your response? What is the one thing you will never do again?

Think about what your child or being too judgmental or demanding? Might s/he be craving your love and attention? What changes do you need to make?

**Bad Attitude News Alert:**
Martin Hoffman, a world-renowned researcher from the University of Michigan (USA), aimed one of his most influential studies at empathetic, selfless children. He wanted to determine the type of discipline their parents most frequently used with their children, and the finding was clear: the most common discipline technique that parents of highly selfless children used was reasoning with them about their uncaring, selfish behaviour. Their reasoning lesson helped sensitise their children to the feelings of others and realise how their actions may affect others. It’s an important parenting point to keep in mind in those moments when we confront our own children for any uncaring, selfish deed.

**Valuables: Students are asked not to bring large sums of cash or valuable items to school.**
The “Don’t give me that attitude” makeover:

To eliminate your child’s selfish ways, take the following steps.

Step 1 ~ Go Beneath the Surface
Here are some common and less apparent reasons that may be contributing to your child’s selfish attitude. Check off the ones that apply to you:

- You’re spoiling the child for bad reasons of your own (for example, guilt, compensation, avoidance, “love”).
- You don’t treat discipline and setting limits as a high priority in your parenting.
- You or another adult member of your family is modelling selfishness.
- Your child is feeling neglected.
- Your child is jealous of a partner or sibling.
- Your child resents how much you indulge yourself with luxuries and privileges.
- Your child has never been taught the value of selflessness.
- Your child has poor emotional intelligence and has difficulty identifying or understanding other people’s emotions.
- Your child is angry, anxious, or depressed or having some other problem that makes it difficult for him to think of others.
- Other: (Can you think of anything?)

Review this list carefully, pick out the ones that most apply to your family, and start focusing on each problem with the appropriate steps below or elsewhere in this book.

Step 2 ~ Censor Selfishness
A major step in squelching your child’s selfish attitude is simply not tolerating it. It won’t be easy, especially if your child is used to having his every whim catered to. But if you really are serious about changing this attitude, you must stand firm and be consistent. Start by clearly laying down your new attitude expectations: “In this house, you are always to be considerate of others.” Then loudly state your disapproval each and every time your child acts selfishly. Be sure to state why his behavior was wrong so that selfish attitude continues, consider applying consequences— for example: “That was selfish: I expect you to treat your friends the same way you’d want to be treated.”

“I’m very concerned when I see you monopolising all the video games and not sharing them with your friend. You may not treat people selfishly.”

Step 3 ~ Nurture Empathy to Decrease Selfishness
Children who are empathic can understand where other people are coming from because they can put themselves in other people’s shoes and feel how they feel. And because they can ‘feel with’ someone else, they are more generous, unselfish, and caring. So nurture your child’s empathy to help him see beyond himself and into the views of others. Here are three ways to do so:

- Point out other’s emotions. Pointing out the facial expressions, posture, and mannerisms of people in different emotional states as well as their predicaments helps children tune into other people’s feelings. As occasions arise, explain your concern and what clues helped you make your feeling assessment: “Did you notice Lily’s face when you were playing today? I was concerned because she seemed worried about something. Maybe you should talk to her to see if she’s okay.”

- Imagine someone’s feelings. Help your child imagine how the other person feels about a special situation: “ Pretend you’re a new student and you’re walking into a brand-new school and don’t know anyone. How will you feel?” Asking often, “How would you feel?” helps children understand the feelings and needs of other people.

- Ask often, “How does the other person feel?” Look for daily situations that could nurture empathy. Then pose questions using that situation to help guide your child to consider how the person feels— for example:

  Parent: Mom has had a long, hard day at the office. How do you think she feels?
  Child: Kind of tired.
  Parent: So what could you do to make her feel better?
  Child: I guess I could turn down my TV so it’s not so loud.
  Parent: That’s a great idea! It would be a nice way to let Mom know you’re thinking about her.

Step 4 ~ Set Limits

One reason children become selfish is that they are used to getting their way. Don’t let them get away with that. Set clear limits, and then stick to them like glue. Don’t give in to whining, pouting, tantrums, and guilt-laden admonishments of “You’re the worst parent in the world!” This might be hard if you think your main role is to be your child’s best friend. Reset your thinking. See yourself as an adult, and recognise that hundreds of child development studies conclude that children whose parents set clear behaviour expectations turned out less selfish. You may have to have a serious talk with other caregivers in your child’s life who are guilty of overindulging.

Let them know in no uncertain terms you are serious about turning your child’s selfish attitude around and must have their cooperation to do so.

Step 5 ~ Reinforce Selfless Acts
Parents who raise selfless, caring children don’t do so by accident. They intentionally make sure that their children are aware of the rights, feelings, and needs of others. This means you need to fight the tendency to make your child feel as though the world revolves around him. You’ll be more pleased with the outcome: a more considerate, caring child.

One of the fastest ways to increase selflessness is by “catching” your child doing considerate and unselfish acts. Always remember to describe the deed so s/he clearly understands the virtue and point out the impact it had on the recipient. That will also help her/him be more likely to repeat the same generous deed another time:

“Did you see Charlotte’s smile when you shared your toys? You made her happy.”

“Thanks for taking time to ask me how my day went. “ Thanks for giving your CDs to your brother. I know you don’t listen to rap anymore, but he just loves it.”

The First 21 Days:
Commit yourself to an FSD (Family Selfless Deeds) project to help your children recognise what a difference their unselfish acts can make.

Here are some ideas for this project:

- Give part of your allowance to charity. Start a new rule: a portion of weekly allowance must be set aside for charity. Even young children can put away a portion of their allowance or gift money to give to a good cause. Some families require children to divide their earned allowance into three categories: money to spend, save, and donate to charity.

- Do a family sacrifice. Give everyone in the family a big cardboard box and ask them to fill it with give-aways, including a few things they really care about. Some families start a box and ask them to fill it with give-aways, including a few things they really care about. Some families start a box and ask them to fill it with give-aways, including a few things they really care about. Some families start a box and ask them to fill it with give-aways, including a few things they really care about.

- Play the Gift of Time Game. Everyone in the family puts their name in a hat and then blindly pulls one out. For the next twenty-one days, each family member commits to spending an age-appropriate amount of time devoted to the chosen person. For example, they can do that person’s chore, help him or her complete some project, play a game, or just hang out together. It’s the time spent that counts.

- Graduate to anonymous benevolence. The highest level of selflessness is giving away material goods or your precious time without anyone knowing it was you who did it. There is no recognition or rewards. You do it because it’s right. This kind of attitude is the ultimate goal of parenting.

Attitude Makeover Pledge:
How will you use these steps to help your child become less selfish 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 less demanding and more considerate?

The New Attitude Review:
All attitude makeovers take hard work, constant practice, and parental reinforcement. Each step your child takes toward change may be a small one, so be sure to acknowledge and congratulate every one of them along the way. It takes a minimum of twenty-one days to see real results, so don’t give up! And if one strategy doesn’t work, try another. Keep track of your child’s weekly progress.

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

Attitude Makeover Resources:
SPORTS NEWS

DIOCESAN CROSS COUNTRY
On Tuesday 20 May, 37 students travelled to Catherine McAuley College in Grafton to compete in the Diocesan Cross Country.

Well done to all students for their cooperation and participation.

Congratulations to Rachel King (VS1) who won the U/12 Girls Division, and Anastasia McCleary (10GW1) who placed 5th in her age group. Both girls have been invited to compete at the next level.

Mr Guy Davoren
Coach

“SJC COMPETE AT DIO TOUCH CARNIVAL”

DIOCESAN TOUCH FOOTBALL CARNIVAL
On 6 May, St Joseph’s College students competed in the Diocesan Touch Football Carnival at Lismore.

The U/15 boys were off to a flying start winning their first three games of the five they played. The Open boys were against tough competition, winning two of the four matches they played. The U/15 Girls proved too strong for their opponents finishing the day undefeated and winning the final. The Open girls won all but one of their round games and won an exciting final going down to a 3 on 3 drop off.

Congratulations to our students who played fairly and competitively. St Joseph’s College is steadily gaining a reputation at this carnival.

Further congratulations to the following students who made the Diocesan team travelling to Penrith in June to try out for NSWCCC.

Liam Knott
Georgia Green
Katherine McCleary
Ashleigh Dunemann
Anastasia McCleary
Stevie-Lee Peace
Hayley Raso
Lucy Fitzugh

Thank you to the following staff who coached the teams, Mr Peter Mulrooney, Mr Chris Morrison, Mrs Kerrie Connolly.

Ms Erin Gallagher
Coach

TWEED VALLEY SPORTS RESULTS

Round 6 -vs- Mt St Patrick College
Wednesday 28 May 2008

<table>
<thead>
<tr>
<th>Male Sports</th>
<th>Results</th>
<th>Best &amp; Fairest</th>
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<tbody>
<tr>
<td>Basketball</td>
<td>A Won 39-37</td>
<td>Brodie Goldberg</td>
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<tr>
<td>B Lost 33-25</td>
<td>Kieron Donnelly</td>
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<tr>
<td>14 Lost 100-72</td>
<td>Taylor Johnson</td>
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<tr>
<td>Volleyball</td>
<td>A Lost 3-1</td>
<td>Troy Erich</td>
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<tr>
<td>B Lost 3-0</td>
<td>Ryan Salmon</td>
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<td>15 Won 1-3</td>
<td>Nicholas Miranda</td>
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<td>Tennis</td>
<td>A Won 22-14</td>
<td>Joshua Crouch</td>
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<td>15 Won 26-6</td>
<td>Rory Clayton</td>
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<tr>
<td>Touch</td>
<td>A Lost 5-4</td>
<td>Justin Tindall</td>
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<td>15 Won on Forfeit</td>
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<tr>
<td>13 Won on Forfeit</td>
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<tr>
<td>Soccer</td>
<td>A Won 1-0</td>
<td>Dean Robinson</td>
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<tr>
<td>15 Lost 2-1</td>
<td>Joshua Hoolahan</td>
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<tr>
<td>14 Draw 2-2</td>
<td>Francis Filler</td>
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<tr>
<td>13 Lost 2-0</td>
<td>Martin Campbell</td>
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<tr>
<td>League</td>
<td>15 Lost 30-10</td>
<td>Joshua Camp</td>
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<td>14 Won 18-0</td>
<td>Sam Knott</td>
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<td>13 Won 36-0</td>
<td>Luke Croker</td>
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<tr>
<th>Female Sports</th>
<th>Results</th>
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<tbody>
<tr>
<td>Basketball</td>
<td>A Lost 64-6</td>
<td>Andrea Roberts</td>
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<tr>
<td>B Lost on Forfeit</td>
<td>Samm Jackson</td>
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<tr>
<td>15 Lost 38-8</td>
<td>Jocelyn McLenan</td>
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<td>14 Won 42-22</td>
<td>Lauren Teitzel</td>
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<tr>
<td>Volleyball</td>
<td>A Lost 2-2</td>
<td>Amber McKittrick</td>
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<tr>
<td>B Won 3-2</td>
<td>Lauren Ostrowski</td>
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<tr>
<td>15 Won 3-2</td>
<td>Anastasia McCleary</td>
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<tr>
<td>15 Won 21-2</td>
<td>Lauren Condon</td>
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<tr>
<td>Touch</td>
<td>A Won 6-2</td>
<td>Anastasia McCleary</td>
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<td>15 Won 12-1</td>
<td>Maccalla Fenn</td>
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<tr>
<td>13 Won 7-1</td>
<td>Maccalla Fenn</td>
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<td>Soccer</td>
<td>A Lost 3-0</td>
<td>Lauren Barnes</td>
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<td>15 Won 1-0</td>
<td>Hannah Simpson</td>
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<tr>
<td>Netball OPEN</td>
<td>A Won 22-18</td>
<td>Kelsea Bell</td>
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<td>15 Won 37-15</td>
<td>Tiarne Judd</td>
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<td>14 Won 50-1</td>
<td>Emma Hickling</td>
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<td>13A Won 26-11</td>
<td>Allana Pengilley</td>
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Do you know the meaning of this word?
Participate: (vb.) to take part, be or become actively involved, or share (in)

Involve: (vb.) to include or contain as a necessary part; to have an effect on; to concern or associate significantly

Do you actively participate or involved yourself in school projects and activities?

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

“Having once decided to achieve a certain task, achieve it at all costs of tedious and distaste. The gain in self-confidence of having accomplished a tiresome labor is immense.”
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.

**STUDENT OF THE WEEK**

*Could this be a picture of you?*

The nominated student is required to present themselves to the College Principal before Friday of this week. If this student does, they will receive a voucher to the value of $5 for purchases at the Canteen.

**KEEP WATCHING THIS SPACE – THE NEXT TIME IT COULD BE YOU!**

Student Council

**UNIFORM SHOP HOURS**

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

**CANTEEN NEWS & ROSTER**

**MEAL OF THE WEEK**

This week we have the lovely winter warmer ~ Savoury Mince Cob ~ for the reasonable price of $4.00. Please make sure you order your lunch BEFORE school.

**CANTEEN ROSTER**

**WEEK 6**

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Mrs Dianne Pinkstone
Canteen Manager

**WEEK 7**

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Mrs Dianne Pinkstone
Canteen Manager

**TUTOR ~ Alana Willmot (Year 12, 2007)**

- General Mathematics - Years 11 & 12 (achieved 95% in HSC)
- Mathematics - Years 7-10 (was in advanced maths)
- Visual Arts - Years 11 & 12 (help with Art Major) (achieved 90% in HSC)
- Community & Family Studies - Years 11 & 12 (achieved 91% in HSC)
- PDH/PE - Year 11 & 12 (achieved 96% in HSC)

Ms Willmot can provide tutoring at her home, or at the local library, or at the student’s house.

Available on Thursdays, Fridays, Saturdays and Sundays. Phone (0423) 136 369

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**ANZAC GARDEN PATH**

St James Primary School will be landscaping the playground area adjacent to the staff room. It will be named ‘The Anzac Garden’ and will incorporate a path made from paving stones sponsored by individual students and/or their families. Funds raised will contribute towards the cost of constructing the garden and path.

**Cost:**

- Option 1: Individual Brick/Paver $30.00
- Option 2: Hand-drawn Brick/Paver $35.00

Forms are available from the College Office or at St James Primary School.

**St James Primary School**

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- Option 2: Hand-drawn Brick/Paver $35.00

Forms are available from the College Office or at St James Primary School.

**If your child is in Year 10, 11, or 12**

- you have a tough year ahead

**You can help!**

**July Holiday Seminars in**

**STRATEGIES FOR SUCCESS**

How you will benefit:

- Students emerge from the seminar confident and motivated towards their studies and possessing powerful new strategies for speed reading, advanced understanding, summarising, memorising and revision, essay planning, stress management, time management, goal setting and correct study methods.

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

What previous students have said:

- “A very worthwhile investment in my life.” C. Hewett.
- “I felt like I had really achieved something.” C. O’Hare.
- “A powerful presentation – an educational must.” M. Burns.

**Cost:** $400.00 (Visa/Mastercard welcome)

**Venue:** QUT Gardens Point Campus, 9am - 3pm.

**Years 10, 11 & 12:** 7th, 8th, 9th, 10th July

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**2-Day Junior Program**

**Cost:** $210.00 (Visa/Mastercard welcome)

**Venue:** QUT Gardens Point Campus, 9.30am - 3pm.

**Years 8 & 9:** 9th, 10th July

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**For a free brochure with details**

**Ph:** 07-3281 1400

**Learning Performance Seminars®**

---

**Limited Places**

Diary: The student diary should be signed by parents/caregivers each week.

Any concerns? Contact the relevant Year Coordinator.
DAYS IN THE DIOCESE
10-14 July 2008
Our Parish has been asked to accommodate 50 pilgrims
Is there any room at your place?

This is your chance to play an important and rewarding role in Australia's hosting of the world's biggest youth event.

From 10-14 July 2008 the Diocese of Lismore is looking to individuals and families from parishes and schools to open their homes and provide hospitality in the form of friendship, accommodation, meals and transport to the thousands of young overseas pilgrims who are coming to be part Days in the Diocese.

Homeowners will be asked to provide bed and breakfast on a complimentary basis and private transport to local venues or events.

To become a Home Stay Host, please complete a registration form and return it to your parish office or school; if there is anything you'd like to ask about, please contact your parish office and speak with your WYD Coordinator.

We look forward to your support for this important and exciting event.

Open up your home to pilgrims, give them a great Aussie welcome and join in the WYD experience

---

Days in the Diocese Host Registration

Name: _____________________________________________________________

Address: ___________________________________________________________

Email or phone contact: _______________________________________________

Number of Pilgrims I am able to host: _________________________________

Gender preference: _________________________________________________