Today we welcomed the Year 5 students from our Catholic Primary Feeder schools to experience a taste of life at St Brendan-Shaw College. I am confident that they would have had a positive experience.

Late last week and early this week, Ms Watchman’s World Performance class presented several performances of their Cyberworx production. They have worked all year, exploring the issue of cybersafety, cyberbullying, as well as the positive aspects of social networking on the internet. It was pleasing to see that they also included the College’s core values as part of their performance. The concept of this class is to engage students in exploring a concept through the medium of performance and theatre. In speaking with the class after one performance, I asked them what they had gained from their year. A common response was a growth in confidence in their abilities. This additional learning compliments their learning on the core theme of their performance, and is valuable in itself. I think that the quote from Benjamin Franklin, used in the show, explains the value of this type of experience: Tell me and I forget; teach me and I remember; involve me and I learn. The positive relationship and mutual regard between the students and Ms Watchman was clearly evident, and explicitly communicated. Thanks to the parents who have provided me with their positive feedback.

I would like to thanks Ms Trudi Jones of Jona Sports and promotions for the generous donation of a team set of uniforms, tops and shorts, to the College. This is much appreciated by the College.

Congratulations to Brodey Lovett (9 G7) who was placed second in the Tasmanian Go-Kart Championships held near Burnie last week-end.

In next week’s newsletter we will publish a link to an on-line survey for parents and others. This should take less than 15 minutes to complete and will provide the College with valuable feedback on the College’s performance across several areas or Domains. The Tasmanian Catholic Education Commissions’ School Improvement Framework outlines these five domains as: Catholic Culture and Ethos; Leadership; Learning Environment; Curriculum and Teaching; and Student Learning and Achievement. Under these five domains sit a number of elements. We seek continual improvement, and this needs to be informed by feedback from staff, students, parents and members of the general community. We have drafted an interim, 5year improvement pathway plan that will be reviewed in the light of the additional feedback that we receive. The survey will be open for 1 week before we analyse the data. This feedback will also be able to be reported in the College’s annual community report. More detailed information about the School Improvement Framework can be viewed at the following web address: http://www.catholic.tas.edu.au/Resources/documents/School%20Improvement%20Process.pdf

I encourage you to read the Insights article included in this week’s newsletter.
**END OF YEAR EVENTS**

As the school year draws to a close some of our students like to celebrate this time with parties. If your son or daughter is wishing to go to a party to celebrate the end of the school year we would strongly suggest that you, as a parent:

a) Find out details of the event (times, places, etc).

b) Contact the parent of the student hosting the party to ask what parental supervision will be supplied at the time. You may even volunteer to help supervise as parties with maximum parental supervision run far better than those parties where only one or two parents are providing the supervision.

c) Ensure that the parental supervision continues until the last person has left the premises where the party is being held.

d) Ask if students from other schools or other year levels will be there, and if so, how old they are.

e) Ask if there will be any consumption of alcohol at the party, and if so, by whom. Parties do not run effectively if those providing the supervision are consuming alcohol themselves.

Attached to this newsletter is a brochure from Tasmania Police which may aid in deciding whether or not you will allow your son/daughter to attend a party.

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**CLEAN COMMUNITY INITIATIVE**

**Introducing MyHood** – a free mobile community reporting system. MyHood has launched a unique community reporting system that allows the Australian public to work collaboratively with government organisations to report and resolve community issues such as graffiti, abandoned trolleys, potholes, litter, broken streetlights and much more. Most importantly, the service is free to public users and government employees.

The service allows people with iPhone or Android smartphones to submit reports of concern to their local council, public utility, or public transport authority. A companion website at [www.fixmyhood.com.au](http://www.fixmyhood.com.au) displays each issue and is used by government managers to resolve the issues.

It is a great opportunity to engage Australia’s youth – constructively! As we approach the summer break, students around the nation will be active across the community.

This presents and ideal opportunity to make a positive contribution to the environment they live in, with technology they can relate to. MyHood is available at the Apple App Store and Google Market Place, or follow the link at [www.fixmyhood.com.au](http://www.fixmyhood.com.au).

**Key features of MyHood include:**

- Up to 5 photos per report
- GPS coordinates and street address
- One of 140 issue labels in 19 different categories
- Advisory email sent to appropriate government department
- Duplicate reports are combined into single issues for easier resolution
- An online, password protected, issue management system for government
- Built in feedback to issue reporters via website or Smartphone App

MyHood is a free community initiative aimed at making communities across Australia cleaner, safer, and better for everyone.
Tuesday saw all year 7’s participate in Jump Rope for Heart. Throughout the morning, students jumped rope individually, in pairs and in teams. They also participated in some relays and put together a group performance.

The aim of the day is to raise awareness surrounding cardiovascular disease and raise some money for the Heart Foundation.

Having counted 3 classes donations, we are on track to raise around $1500 for this worthwhile cause. Any year 7 who is yet to return their form, please do so tomorrow.

Thanks to all involved in the day, especially the year 7’s and the 2013 Aussie Sports leaders.

Renee Sushames & Emma McIver
LAPTOP/DESKTOPS FOR SALE

As part of our annual replacement schedule we will have a group of Desktop and Laptop Computers available for purchase at the end of the year.

**Item 1** - Dell Desktop Computers with general specification of - Intel Core2 Duo processor with 2GB of RAM, 80-160GB Hard Drive, Keyboard, Mouse plus 19" LCD Monitor**

**Cost is $40 per Computer System**

**Item 2** - Dell Laptops with Intel Centrino Core 2 Duo, 2 GB RAM, 80-150 GB HDD, DVD, USB, Firewire, 15" Screen**. Laptops are generally in very good order however most have minimal battery life. (Battery replacements can usually be purchased for $60-$90)

**Cost is $70 per Laptop**

**Note 1** - ** The above specifications is the general standard however some components may vary in type, size, brand and style and you are not guaranteed to get the exact system as specified.

**Note 2** - Equipment is sold "As Is" and we are unable to offer any after sales support. We have conducted general testing but offer no guarantee of 100% functionality,

**Note 3** - Desktop Computers do not come with any preloaded software or operating system.

**Note 4** - Laptops come with Microsoft Vista Preloaded

Equipment will be available for pick up between the 12 & 14th of Dec only.

To pre-order a computer please email to pkennedy@sbsc.tas.edu.au and then make payment at the Caritas Office before the 6th December, sales will be on a first order first payment basis.

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**World Youth Day 2013 Preparation Day**

The first preparation activity on the road to World Youth Day 2013 in Rio de Janeiro is being held Saturday 1st December, 11.00am – 4.30pm in Launceston. All registered pilgrims and anyone at all interested in joining the pilgrimage – even if you are not sure yet – should get themselves along to it. Great opportunity to meet with others, learn more about the experience and begin your preparation for this life changing event. You must register to be a part of this day. You can register at: [www.wydtas.org.au/preparation](http://www.wydtas.org.au/preparation) or by contacting Rachelle on 0400 045 368 or rachelle.smith@aottas.org.au

N.B. You must be aged 18—35 years as at 13th July 2013 to be eligible. Transport will be available for those travelling from around the state!

**ADVENT-URE**

This is the final youth event for 2012! A chance to meet with other youth and young adults from around the state, celebrate the end of the year and enter into the season of Advent! ADVENT-URE is a pilgrimage walk from St. Patrick’s College, Prospect to Church of the Apostles, Launceston with stops, activities and reflections along the way to help us enter into this season of Advent. Finishing with Youth Mass at Church of the Apostles and a BBQ after Mass. Sunday 2nd December starting at 1.00pm. Transport available from around the state. Open to all youth and young adults (approx year 9 – 35 years). You must register by 25th November at: [www.cymtas.org.au/ADVENT-URE](http://www.cymtas.org.au/ADVENT-URE) or rachelle.smith@aottas.org.au or 0400 045 368.
DEPARTMENT OF EDUCATION
STUDENT ASSISTANCE SCHEME (STAS) 2013

STAS application forms are to be issued to new enrolments only or to families who have not applied for, or been in receipt of, STAS in 2012. Families who have been in receipt of STAS 2012 have been sent correspondence regarding STAS 2013 directly from the Department.

STAS application forms can also be downloaded from the Department’s web site at: https://www.education.tas.gov.au/documentcentre/Documents/Student-Assistance-Scheme-Application.pdf.

If you have any queries regarding the forms please contact our Service Centre on 1800 816 057.

How do I know if I am eligible to apply?

Parents of, guardians of, or independent students who are full time, kindergarten to grade 10 students attending a Tasmanian State or registered non-government school and grade 11 and 12 students who are required to pay a general levy at a college. Students who have previously completed year 12 should check with their campus or school.

To be eligible you and your partner's gross taxable income must be no more than the figures shown in the income test table below.

You must have a minimum 50% care of a child for them to be considered your dependent.

Part-time students in special circumstances may be eligible if an application is supported by a statement from a student counsellor.

Grandparents raising children are also eligible to apply for and receive STAS.

INCOME TEST FOR THE SCHEME - TAXABLE INCOME TABLE 2011-12

<table>
<thead>
<tr>
<th>Number of Dependent Children</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8 &amp; *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income Per Week</td>
<td>$586</td>
<td>$675</td>
<td>$768</td>
<td>$869</td>
<td>$975</td>
<td>$1,095</td>
<td>$1,213</td>
<td>$1,334</td>
</tr>
<tr>
<td>Annual Parental Income #</td>
<td>$30,513</td>
<td>$35,073</td>
<td>$39,980</td>
<td>$45,189</td>
<td>$50,762</td>
<td>$56,940</td>
<td>$63,117</td>
<td>$69,297</td>
</tr>
</tbody>
</table>

* For more than 8 children, add $123 per week or $6,204 per annum for each additional dependent.
# Gross Taxable Income

NOTICE IN REGARDS TO OUTSTANDING FEES

At the current time, there are many fee accounts overdue for payment. The College is reliant on up to date payment of fees and it would be appreciated if parents could attend to payment as soon as possible.

Important Dates 2012

- 5 December 2012, Wednesday
  8.30am - 4.30pm
  Sale of new and secondhand uniforms
  (Year 7 Orientation Day)

- 5 December 2012, Wednesday
  7.00pm - 8.30pm
  Secondhand Text Book - Swap/Sale
  Evening (Years 7 - 12)

- 12 December 2012, Wednesday
  Return of Booklists to College

- 17 December 2012, Monday
  2.00pm - 8.00pm
  Sale of new and secondhand uniforms— last day
An attitude of gratitude

Cultivating gratefulness in our children enhances family life and will reap long-term emotional rewards for them throughout their lives, writes Karen Fontaine

Article contributed by Karen Fontaine

In the materialistic age in which our children are growing up, it’s common for them to expect plasma TVs, overseas holidays and marshmallow-strewn babysitters as givens.

But rising levels of affluence seem to have had an inverse effect on our kids’ levels of gratefulness. For example – when was the last time any child you know wrote a thank-you note for a gift, or said (without prompting) a heartfelt ‘thank you’ for dropping them at the train station when it was raining?

As adults, our feelings of gratitude – for health, for family, for good food and even something as simple as a sunny day – generally tend to increase. Gratitude allows us to celebrate the present. It magnifies positive emotions.

But for kids, whose sense of entitlement can be epic, the power of gratitude is not only in magnifying the positive but in also blocking the toxic and negative emotions such as envy, resentment and regret.

“We know that grateful kids are happier and more satisfied with their lives,” says Jeffrey Froh, an assistant professor of psychology at Hofstra University near New York who focuses on the topic.

“They report better relationships with friends and family, better academic achievements, less materialism, less envy and less depression, along with a desire to connect to their community and want to give back.”

The good news is, it is possible to teach gratitude. One of Froh’s studies found that early adolescents who simply counted their blessings in a journal every day for a fortnight were more appreciative than those who didn’t, as well as more optimistic and more satisfied with their lives.

Froh and his co-authors also found that schoolchildren exposed to a specific “gratitude curriculum” reported more appreciation and happiness than those who didn’t get the lessons, even up to five months later. They were also much more likely to act on their feelings, writing 80 per cent more thank-you notes for a school event than the control group.

Froh acknowledges that gratitude comes more naturally to some kids than others, although he’s not suggesting there’s a “gratitude gene”.

“But I do think environment can play a major role,” he said. “I always point out to my kids, James, six, and Julianne, two and a half, instances when they could – and should! – be grateful. The other day, James said to me, ‘Daddy, today was such a great day. We went to the beach in the morning, then we went to a park in the afternoon, then we went to the beach again at night, and for dinner you made my favorite chocolate chip waffles. I’m the luckiest boy in the world.’ For a five-year-old to understand how ‘lucky’ – that is, grateful – they are is something very special. Had my wife and I not encouraged gratitude in him, I wonder if he would have drawn the same conclusion. Maybe, maybe not. But I’d like to think we played some role.”

At our dinner table, everyone takes turn in answering the question “What made you happy today?”. The responses, from having a wrestle with Dad to “the picnic lunch we had in the backyard”, are great ways that our three children – aged 12, five and three – inadvertently verbalise their appreciation of something simple.

And so, with our eldest on the cusp of turning into a teenager – an age when gratefulness generally comes as naturally as a rambling conversation style – I ask Froh: is it expecting too much for teens to show gratitude at a time when they are expressing a fundamental desire to individuate from their family? Is pushing parents away, and exhibiting total ignorance of all you’ve done for them, all behaviours that conjure independence?

“I know people say this, but I disagree,” he says. “Yes, teens want independence. But who said they can’t acknowledge, let’s say, how much their efforts played into getting them into their dream school while simultaneously acknowledging the efforts of the many others who helped get them there? Sure, it’s a balancing act. But it can be done.”

Jeffrey Froh shares his top tips on how parents can help cultivate in children an attitude of gratitude.

1. “Learn to limit kids’ commercial consumption and commercial activity and to maintain experiential activities that engage them in topics that they are curious about or interested in.”

2. “Encourage children and teens to write simple yet effective thank you notes or letters that acknowledge the efforts of teachers and coaches in their lives. Or adults could also remind teens to text ‘thank you’ to friends who have been there for them, stood up for them, or helped them in important ways. This strategy shows how we can promote gratitude as a life skill in teens, too.”

3. “Some general but necessary habits that adults can practice and which are especially helpful early on (say with children as young as three) is to model gratitude and thankfulness regularly as well as encouraging and reinforcing such behaviours in children.”

4. “Help kids to process benefits with ‘grateful lenses’. That is, help them understand the importance of intent, cost, and benefit when someone does something kind for them. For example, our eight-year-old cousin, Olivia, helped James with his homework. To help increase his gratitude for this, I said, ‘How nice was it that Olivia went out of her way to help you with your homework (intent)? She even gave up going on the trampoline to do so, and we know how much she loves that (cost)? And because she did, you were able to finish your homework before it got dark so you had more time to play outside (benefit)?’.”

5. “Tune into your child’s interests and strengths. Nurturing this in them will give them even more to be grateful for.”

Karen Fontaine is a Sydney-based journalist.