The College Board has approved a fee increase of 3.5% for 2015. The fee schedule is as follows: Year 7 and 8: $3112 | Year 9 and 10: $3239 | Year 11 and 12: $3376

Family discounts apply, however, from 2015 families are required to apply for the discount rather than it being calculated by us automatically. This change minimises the chance of any omission on our part. We are also exploring additional payment schedules, with the possibility of a fortnightly option being offered to assist in family budgeting. More information will be provided as this is decided.

Tuesday 9 December, at 7:30pm in the Genesis Centre, we will be holding our annual Presentation Evening. Award recipients will be notified by letter early next week.

In 2015 we hope to introduce a way of acknowledging past students who have, in some way, managed to inspire others in their life after leaving us. A set of criteria will be developed and, each year, nominations called. The College Board will oversee the selection of people, from these nominees, who will be officially recognised. The title, Inspiring Alumni has been suggested for this group, and the annual Presentation Night the occasion for induction to this group.

We are expecting to take possession, from the builders, of Westcourt at the end of next week. It is an amazing space.

Today we farewell our Year 10s. Sadly, some are leaving us, and we wish them every success in their future endeavours. We look forward to seeing those who are returning become the graduating class of 2016.

Last night we celebrated the Graduation of the class of 2014 with Mass, followed by the Valedictory dinner. They looked beautiful and they are beautiful. Farewell… we will miss you.

Mr Frank Pisano
Principal
Last Thursday all year 7 students participated in Jump Rope for Heart.

Led by the aspiring 2015 Aussie Sports Leaders, the year 7 students skipped for just on one hour, as individuals, pairs and teams. The aim of Jump Rope is to raise awareness of cardiovascular disease and help raise some money for the Heart Foundation.

All year 7 students received a sponsorship form and some have already returned it with the money they raised. If you are yet to return your form and money, please do so, so the 2014 Jump Rope activity can be finalised. Once finalised, the amount raised by SBSC will be published.

Thank-you to everyone who has contributed to this worthwhile cause.

Mr Steven Ryan
Head of Health and Physical Education
Year 8 Church Tour

On either Thursday the 13th of November or Thursday the 20th of November, all Year 8 students travelled to Latrobe in order to look at the different churches there in order to compare and contrast them as a part of their study on Christian denominations.

As a part of the Year 8 Religious Education curriculum, students explore some history of Christianity in particular the differences and similarities between the various denominations. To accompany and enrich that study, all Year 8 students do this church tour. We are grateful that on both occasions that three Christian denominations (Catholic, Anglican and Baptist) all agreed to have their churches open in Latrobe so that our students could look inside.

Students also made a brief stop in Don at the Gateway Church to see the facility that they have and we are grateful to them for opening up as well.

Students answered some questions from their booklets as they moved from church to church and for many it was a real eye-opener to see the range of expressions of church that exist. Students conducted themselves with aplomb and the patrons and parishioners of the various churches were quick to say — as ever — how wonderful the students from St Brendan-Shaw College are!

Mr Kamil Douglas
Ministry and Religious Education Coordinator

Tax File Number Program

*Changes to the Secondary Schools Tax File Number Program.* How students can apply for a TFN from 1 January 2015:

The Australian Taxation Office in partnership with Australia Post is making it easier for individuals to apply for a TFN. Students can now apply for a TFN online and have their identity verified through an interview at a participating Australia Post office. Applying online is the fastest and most convenient way for students to get a TFN. More information on applying online can be found at ato.gov.au by searching for ‘QC27248’

Students who are unable to visit a participating Australia Post office will need to complete the application form Tax file number - application or enquiry for individuals form (NAT 1432). More information about lodging this form can be found at ato.gov.au by searching for ‘QC22604’

The ATO will continue working with teachers to educate students about tax and superannuation. The curriculum resource Tax, Super & You is a free, easy to use, online educational resource aligned to the school curriculum of each state and territory. This resource can be accessed at taxsuperandyou.gov.au

In the coming weeks we will provide more information by email on how students can apply for a TFN and the educational services we can provide. In the meantime if you require any further information you can phone 1300 130 282 between 8:00am and 5:00pm Monday to Friday.

Steve Vesperman
Deputy Commissioner of Taxation

Uniform Shop

*Please note that the Shop Hours are:*

- Tues 2nd: 10am-4pm
- Wed 3rd: 8.30am-4.30pm (orientation day yr 7 2015)
- Tues 9th: 10am-4pm
- Wed 10th: 10am-4pm
- MONDAY: 15th 2pm-8pm (last day 2014 sales)

LAYBY NOW COLLECT 2015.
**BOUNCE Performance**

The Year 9 and 10 Drama class have produced a show entitled BOUNCE based on the pastoral care theme of 2014 of resilience using the six elements of resilience which have been explored by Richard Chapman during assemblies this year. It was a great and inspiring production. Thank you Ms Lara Watchman!

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**Justice**

There is now a substantial body of research showing how important sport is to the physical, emotional, moral and academic growth of young people. As Christians, we know that there is a spiritual aspect, too, that is the foundation of our growth. Being created in the image and likeness of God is fundamental to our humanity: our bodies are intrinsic to our identity and the physical joy of movement and using skills is a precious God-given gift.

From the Australian Catholic Bishop’s Social Justice Statement 2014-2015: **A Crown for Australia: Striving for the best in our sporting nation.**

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**Year 10 Excursion**

On the 20th of November, the St Brendan-Shaw College Grade 10 English classes went and viewed the first installment of Hunger Games: Mockingjay. The reason for us to go watch this film was that we were studying speculative fiction and looking at film techniques. Speculative fiction is a broad literary genre encompassing any fiction with supernatural, fantastical, or futuristic elements. The Hunger Games trilogy is an excellent example of a speculative fiction film.

The film portrayed many futuristic elements that were also shown in the previous two Hunger Games that we had watched during class time. The majority of our grade loved the movie and enjoyed the experience. We were able to see where there were examples of speculative fiction and what film techniques they had used. A lot of us were disappointed that the film had came to an end and can not wait to see the second installment.

*Zoe Bourke*
Football and cultural trip 2015

Next year sees the biannual trip to the Northern Territory being undertaken by our Year 9 and 10 football boys to engage in an authentic football and cultural experience in the top end. The trip is a mixture of sporting, cultural, educational and faith experiences and is preceded by highly successful experiences in 2011 and 2013.

The boys spend time with Indigenous students at St. John’s College in Darwin, playing football, sharing meals and classroom time with their football program. The trip also enables the boys to experience the beauty and majesty of the natural environments of Kakadu and Litchfield National Parks. Students spend time exploring Ubir Rocks, Nourlangie, visit the Bowali Visitors Centre, cruise the Yellow Waters Lagoon and swim in natural, cascading waterfalls at Litchfield following visits to the impressive termite mounds. The boys also experience a Catholic service at Star of the Sea Church in the heart of Darwin.

Educational experiences also involved exploring the Darwin Military Museum and learning of the significance of Darwin during World War Two plus visiting the brilliant Darwin Museum. Down time is spent swimming, experiencing the wild nightlife at Aurora Kakadu, swimming in Darwin’s wave pool, free time in Darwin’s CBD and excellent meals together as a team. Another highlight is the time the boys spend travelling on the bus with much laughter, magic memories and always a tour guide/ bus driver who is a wealth of information. The boys also have the opportunity to watch football games at the Gardens and Tio Oval and experience the awesome football prowess of the Tiwi Island players.

The trip is truly a unique experience and one that the boys from past trips still speak of with fondness and of it being the highlight of their time at St Brendan-Shaw College. The trip stands out as a fantastic learning experience from many perspectives and is one of the only such trips within the Australian education system in both private and public sectors. The 2015 trip is busy being planned with enthusiasm and excitement by Mr Ross Hubble and accompanying teachers Ms Lara Watchman and Mrs Caitlin Baxter. The next trip will occur from 26th November to the 4th December, 2015, and students will be well prepared for the trip with visits from health experts and Indigenous leaders, plus training designed to prepare our boys for the weather conditions of the Northern Territory.

We would greatly appreciate the College community in supporting our fundraising efforts throughout the year in 2015. Keep an eye on the newsletter and our Facebook page for updates of events and fundraising appeals! A reminder that the students who are planning on participating in the 2015 trip need to pay their initial deposits by Wednesday 10th December, 2014.

Mr Ross Hubble
NT Football and Cultural Trip Coordinator

What Happens @ SBSC

Year 5 Orientation Day

On Wednesday 19 November we held an Orientation Day for Year 5 students of our Catholic primary feeder schools. The day was a lot of fun and the Year 5 students got a taste of what it would be like to go on to Year 7. We believe that this helps the transition and gives them a feeling of familiarity & gives them something to look forward to.

Thank you all teachers who helped make this day a success.
Business Challenge

On Tuesday the 18th and Wednesday the 19th of November Year 9/10 Business, Enterprise & Technology class operated three businesses. These were a pretzel stand, a barbeque and a taco stand. All these businesses proved to be quite successful in terms of covering costs and making a profit. This was due to ultimately good organisation, preparation, teamwork and the correct amount of capital invested into the businesses to operate. The pretzel stand and barbeque only operated on Tuesday at lunch time and the taco stand operated on both days.

Setting up a business, drawing up plans and contracts provided valuable experience and information that can be used later in life to set up real businesses and enterprises. As all businesses that operated only sold food, an online food safety and handling course was undertaken by all of us. This taught us how to prepare, cook, store and sell food appropriately.

At the end of business trading, the final profit (sales minus expenses) for the taco stand was $187, the barbeque $150 and the pretzel stand $45. The total profit amounted to $382 which will be donated to a charity of our choice. The taco stand will donate to the Red Cross, the barbeque profit will go towards the Devonport Dogs Home and the pretzel stand will give to the Cancer Council Tasmania. A big thank you to everyone who supported us in this great cause.

Georgia Burley & Fletcher Clarke

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Christmas Parade

Come and join us for the Devonport Christmas Parade on Friday 5 December starting at 6.30pm. See decorated vehicles, fantastic costumes and Santa, as they go through the streets of Devonport. Prizes for the best floats and individuals will be awarded in the Rooke Street Mall at approximately 7.45pm.

In the case of bad weather, the alternate date will be Tuesday 9 December from 6.30pm.

For more information please call Devonport City Council on 6424 0511 or go to www.devonport.tas.gov.au for further details.
With the early sexualisation of kids comes the possibility of attraction and an ensuing relationship. But what constitutes a ‘relationship’ and when is the most appropriate time to embark on one? Lakshmi Singh explores the concept of younger kids having a boyfriend or girlfriend.

Is it a case of taking on too much too soon, or are kids of today ready to handle boyfriend/girlfriend relationships at a younger age?

Anecdotal evidence suggests that the answer to this question depends on the family. In some families, it is ‘acceptable’ to start a relationship as soon as childhood ‘puppy love’ kicks in. In others, relationships aren’t acceptable until the late teens – or even the thirties!

The research is also mixed. While some research suggests that relationships between younger adolescents involve more costs than benefits, there is also evidence that tween and early-teen relationships can be useful.

**The right age**
The ‘right age’ depends on what the young person feels constitutes a romantic relationship and what having a boy/girlfriend actually means for them says Jocelyn Brewer, registered psychologist at www.jocelynbrewer.com.

“In upper-primary school and early-high school this can simply mean a recognition of mutual ‘liking’ (and I don’t mean liking on Facebook!) and a sense of awareness of having ‘feelings’ towards someone, who kids then communicate this to and may choose to give each other a title of boy/girlfriend.”

In older years, these relationships tend to take on a more ‘serious’ nature and begin to embrace some of the concepts central to adult relationships, including intimacy, sexual exploration, trust and sharing, she says.

Knowing when it’s okay to start a relationship and go on ‘real dates’ can be tricky, particularly for a young person who is going out with someone older than them, says Wendy Protheroe, General Manager at Kids Helpline.

“If they start going on dates too early, they might find themselves in sticky situations, such as their date wanting to start having sexual contact that they are not ready for,” she says.

Parents may be tempted to impose a blanket ban on dating on hearing of such possible consequences. However, when parents understand that developmentally-appropriate relationships can assist in emotion management, improved communication skills and interpersonal skills, they can help accept and support the onset of the dating stage.

In addition, parents can feel a sense of ‘safety’ by implementing some stepping stones and taking advantage of technology. For instance, instant communication and video calls may be used to supplement interactions – they need to be limited to long-distance relationships.

While these kinds of early relationships might not encompass the full range of experiences a ‘real-life’ relationship might entail, they can be useful for kids who are shy or introverted, says Brewer.

However, interactions based on technology alone may change the dynamic of these sorts of relationships, making them somewhat like real life. Brewer warns that such relationships can lack depth and that a child’s ability to gauge whether they know someone deeply can be flawed.

Regardless of the form of any of these relationships, Protheroe says that there really isn’t a ‘right’ time to start dating.

“The main thing is not to feel pressured to start going out before they are ready.”
Factors determining ‘readiness’
Maturity, parental attitudes, culture and self-determination are some major factors in determining whether a child is ready to start a relationship, says Brewer.

“Many children of migrants are restricted from having relationships for various reasons. In some Asian families it might be that there is an expectation of school success and focus. In some Middle-Eastern families it might be around cultural and religious expectations of how men and women relate and interact and the trajectory of relationships (quite quickly to marriage).”

A family’s openness and previous experience with youngsters in relationships (e.g. siblings or other family members) can also influence both the parents’ and the child’s readiness.

“[Other family members’] values can be useful to reflect on and to use when working out what fits with the family’s values and expectations,” says Brewer.

Sometimes a child’s motivation for a relationship may not be driven by their feelings, but be affected by their reaction to family rules (revealing a rebellious streak) or a desire to achieve a particular status from having relationships for various reasons. In some Asian families it might be around cultural and religious expectations of how men and women relate and interact and the trajectory of relationships (quite quickly to marriage).”

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Sometimes a child’s motivation for a relationship may not be driven by their feelings, but be affected by their reaction to family rules (revealing a rebellious streak) or a desire to achieve a particular status amongst peers.

“Sometimes [the relationship is about achieving] a ‘trophy’ title – kids want to know that they can get someone to declare a union or connection more than actually knowing how to be in a relationship!”

The gender of the child can also sometimes contribute to how ready they feel. Brewer says she has worked with several young women who have a self-imposed ‘no relationships’ rule.

“They recognise the time and emotional investment which can be required to have a ‘romantic other’ and have a sense of wanting to prioritise their study over what is sometimes seen as very emotionally turbulent and unknown.”

How should parents speak to kids about these relationships?
Kids need to be given the space to work out how their own personal values and feelings fit in with the rest of the world. As such, the framing of conversations about relationships is important, says Brewer.

“If there is a specific ‘serious’ message that parents want to deliver – and ensure it’s received with appropriate listening – then setting a specific time to meet and having a bit more of a formal chat is something I recommend. Parents shouldn’t spring these ‘big chats’ on kids in the hallway or when they’re sleeping in on a Saturday morning.”

More general conversations can be initiated using examples from real life, the media and in relation to the young person’s situation, she says.

Knowing what young kids may be curious about with regards to relationships can also help start conversations.

Protheroe says that kids call Kids Helpline to talk about all sorts of relationship issues: seeking information about relationships; concern for a friend’s relationship; advice on when to start dating; wanting to start a relationship; how to tell someone that they like them; and questions about relationship maintenance and closure.

Sometimes, kids don’t or can’t talk to their parents about these issues and that is where approaching a counselling service can provide extra support.

“Having a private place where young people can talk through their concerns with someone who doesn’t know them personally, but is a qualified counsellor, is what Kids Helpline is all about,” she says.

With or without the knowledge and support of their parents, a counsellor can reflect a young person’s feelings, normalise them as appropriate and validate the challenges of navigating relationships. The advice given by counsellors involves running through options and possible consequences, exploring the resources and support the young person has, as well as helping them tap into their inherent beliefs and values, she says.

Brewer’s tips on what key messages kids should receive from parents:
• Relationships are/should be safe places to share feelings and experience trust.
• Good/solid relationships require communication and agreement, and sometimes a level of compromise to make them long lasting.
• Sometimes, despite best efforts/intentions, relationships don’t always work out, and sometimes that’s nothing to do with you not being worthy/valuable/lovable/good enough.
• Communicating your needs in a relationship is very important. It is important to establish what your expectations are and what you are seeking – and this conversation might require revisions and ongoing work as a relationship develops and grows.
• Sometimes relationships are an emotional storm for young people and you might need guidance on how to navigate the emotions, expectations and interactions.
• When conflict occurs in adult relationships it’s important not to hide it away from kids. Demonstrating how to resolve conflicts can empower kids to do so in their own relationships.

Sources:
Adolescent Romantic Relationships – Why are they important? And should they be encouraged or avoided? Accessed 6 October online at http://www.headspace.org.au/media/326676/romanticrelationships_adolescent_romantic_relationships_why_are_they_important_headspace_evsun.pdf
The Upside of Being a Kid in Love accessed 6 October online at http://tweenparenting.about.com/od/socialdevelopment/a/Kid-in-Love.htm

Stay one step ahead of your kids with great ideas & expert advice from Michael Grose. Join Michael’s NEW Parentingideas Club today at parentingideasclub.com.au. You’ll be so glad you did.