Dear Parents and Friends of St Clare’s

My Year 10 Religious Education class has begun work on the unit Commitment and Ministry. We have spent time considering what having commitment means, to whom and what they are committed and what being committed “looks like.”

Our most recent class-time considered the question “How do you know when you are learning well?” Students offered the following insights:

- When I am engaged in the learning.
- When I have a sense of achievement.
- When I am interested in what I am doing.
- When I feel happy.
- When I am interested in what I am doing.
- When I feel confident.
- When I know what the work is about.
- When I feel happy.
- When you can teach someone else what you have learnt.
- When I am concentrating.
- When I feel successful.

Many of these elements were definitely to the fore on Wednesday when St Clare’s hosted a group of talented primary school mathematicians from our local primary schools who will be attending St Clare’s in Year 7 2016. Students from Bulahdelah, Gloucester, Wingham, Forster and Taree worked in teams to solve problems artfully crafted by staff members Neal McKendry and Anne Larbalestier. Feedback from the students and staff was very positive. A big thank you to Neal and Anne who put a lot of thought and effort into planning the day. A full report with photos can be found further into this newsletter.

Wednesday marked the last day of HSC exams for the Year 7 cohort of 2010; the Year 12s of 2015! Many parents and students will be surprised at the speed at which their son or daughter’s six years of secondary school have passed and marvel at the emergence of their “babies” into young men and women ready to embrace the challenges the next phase of their lives will offer. I am delighted to report that the students’ behaviour and demeanour during the exam period has been excellent. They have represented themselves, their families and the school admirably.

I look forward to joining with the school community to celebrate the HSC class’s considerable achievements at their graduation ceremony next Friday night.

God Bless

Principal
**PRAYERS:** Please pray for those who are currently experiencing health difficulties and continue to pray for community members experiencing challenges, pain, sickness and grief in their lives at this time.

**CHAPLAINCY/PASTORAL CARE:** A reminder to all that the school has a Chaplain. Please feel free to contact our Chaplain, Deacon Vince Ryan, through the school office if he can be of assistance to you or any member of our whole school community.

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**Mass Times**

**Our Lady of the Rosary, Taree**  
75 Albert St, Taree  
Saturday Vigil: 6:00 pm  
Sunday Mass: 9:30 am

**Our Lady of Perpetual Help, Wingham**  
8 Farquhar Street, Wingham  
Sunday: 8:30am

**St Bernadette’s, Krambach**  
Bucketts Way, Krambach  
Saturday: 6:30 pm (On the weekend of a 5th Sunday, a Liturgy of the Word with Communion is held at Nabiac Church)

**Our Lady Star of the Sea, Harrington**  
Pilot St, Harrington  
Saturday Vigil: 6:00 pm  
(1st, 3rd and 5th Saturdays in each month)  
Saturday Liturgy of the Word and Communion: 6:00 pm  
(2nd and 4th Saturdays of each month)

**St Therese's, Lansdowne**  
Cundle Rd, Lansdowne  
Saturday Vigil: 6:00 pm  
(2nd and 4th Saturdays of each month)

**Our Lady Star of the Sea, Harrington**  
Pilot St, Harrington  
Saturday Vigil: 6:00 pm  
(1st, 3rd and 5th Saturdays in each month)  
Saturday Liturgy of the Word and Communion: 6:00 pm  
(2nd and 4th Saturdays of each month)

**Our Lady of Fatima, Old Bar**  
20 Hall St, Old Bar,  
Sunday Mass: 7:30 am

**St Patrick's, Cundletown**  
River St, Cundletown  
Sunday Mass: 6:00 pm

**Forster-Tuncurry Catholic Parish**

**Holy Name of Jesus Parish Church, Forster**  
33 Lake Street, Forster  
Sunday Mass: 9:00 am

**St Mary, Star of the Sea Church, Tuncurry**  
15 Peel Street, Tuncurry  
Saturday Vigil: 6:00 pm  
Sunday Mass: 7:00 am
FROM THE SENIOR SCHOOL: Year 12 students have completed all HSC Examinations. Under the ever compassionate eyes of experienced Supervisor, Geraldine Mullen, and her assistants, students sailed through the ordeal with minimal angst. We hope that parents, carers and families also had a smooth passage.

We now look forward with anticipation to the Graduation Evening on Friday, 13 November, at the Taree-Wingham Racecourse ‘Winning Post’ Function Centre.

In brief:

- 5:30 MSP professional photographer available
- 6:15 Graduands assemble on the grandstand seats in front of the venue for Year Group Photo
- 6:20 Bar closes for the presentation of Graduands
- 6:30 Presentation of Graduands

What is the difference between a graduand and a graduate?

- A graduand is someone who is eligible to graduate, but has not yet graduated
- Once your graduation certificate has been presented, you become a graduate.

The MSP photographer will commence taking photos at 5:30 pm. Family and group photos will be taken until 6:15 pm when the group photo will be taken. Individual photos will be taken during the presentation of graduands. Group and family photos will continue after formal section until meal is served. Each student will have access to all Graduation photographs as per directions issued in an email from Mrs Healey on Tuesday, 27 October.

Students are already receiving notification of offers of employment, early entry to tertiary institutions and scholarships. Careers Adviser, Carol Healey, through emails and through previous editions of this newsletter, has already disseminated information regarding acceptance of offers. In future editions of this newsletter, there will be instructions on how students can access their HSC results from BOSTES (Wednesday, 16 December) and ATARs (Thursday, 17 December).

Year 12 students STILL need to monitor emails as updated information from the school, through Year Coordinator, Mr Evans, and from Careers Adviser, Mrs Healey, are still being sent.

Year 11 students have already been issued notices of forthcoming assessment HSC Course tasks. Students and families are reminded that the policy regarding completion of and attendance at these tasks is the same as they have experienced in previous years.
A major upcoming event for Year 11 and Year 10 students is the Elevate Program. This program delivers upskilling in study techniques for students enrolled in 2016 Stage 6 (Years 11 and 12) studies. This program will run on:

**Monday, 23 November**
- Periods 1 & 2 for current Year 10 (i.e. 2016 Year 11)
- Periods 3 & 4 for current Year 11 (i.e. 2016 Year 12)

This will be a Day 6 of our school two week timetable program.

A letter was issued to students last week regarding this event – the cost of the course will be subsidised by the school but a student charge of **$10** will still apply.

In order to complement this program, Careers Adviser, Carol Healey, is running short seminars for Year 11 students on a rolling basis during lunchtimes.

Students can ‘drop’ an HSC subject any time up until Week 9 of Term 3 in 2016. Changing of levels within subjects is not as easy so students should be mindful of the need to speak to teachers and coordinators NOW regarding this.

Year 11 students who feel that they would benefit from applying for Disability Provisions are reminded that they should see Mrs Bernadette Boere in the Skilhub as soon as possible.

**Ian Evans, Year 12 Student Coordinator and Bronwen Davidson, Year 11 Student Coordinator**

**CAREERS CORNER:**

**TAFE:** Students wishing to apply for TAFE in 2016 at the North Coast Institute of TAFE are reminded you need to contact the TAFE or go to the website [www.northcoasttafe.edu.au](http://www.northcoasttafe.edu.au) to preview the courses being offered and then contact the campus e.g. Taree/Foster/Port Macquarie to request information in relation to the application process. Some courses will have information sessions others will have enrolment forms. Cost of courses now is determined by Smart and Skills and so each person’s cost is worked out individually according to what concessions the student may or may not be eligible for. Scholarships are available through Smart and Skills.

Newcastle TAFE are now taking expressions of interest for 2016 courses so contact Hunter TAFE or visit the website [www.hunter.tafensw.edu.au](http://www.hunter.tafensw.edu.au) You can leave your details and course interested and the TAFE will contact the student.

**Employment:** If you are looking for an apprenticeship remember to check the local paper or visit [www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

Ensure your resume is up-to-date, a simple cover letter is prepared, Mrs Healey, the Careers Adviser, can assist you.
Year 11 Careers: This week started a number of lunchtime workshops including study timetables and study notes. The first was held on Tuesday and concentrated on developing study timetables in order to increase productivity. Friday’s workshop centred on development of study notes. Carol Healey, Careers Adviser

HOSPITALITY HAPPENINGS: Year 10 Hospitality students have been working on team work and problem solving skills. Students in groups of two are given three ingredients and can add two more and must produce a sweet or savoury dish using only these ingredients. Below are some of the results. Carol Healey, VET Coordinator

Clockwise from above left - Ruby Jones and Chantelle Bell, Emily Becker and Mikayla Cartwright, Lucy Chant and Sophie Hague, Sophie Robinson and Hannah Lewis
The 4th November 2015, saw 18 Primary School students from the Taree and surrounding regions, join together to enjoy a day at St Clare’s High School. The students worked on various mathematical activities involving cooperative problem solving, higher level thinking, engineering principles as well as having fun interacting with other like-minded students.

One of the first activities involved working within the group to deduce what clue contributed to which flag’s colours and then to colour appropriately.

Although there was no time limit, we were pleasantly surprised at the level of enthusiasm and healthy competition that was immediately evident amongst this group.

Of particular note was the extent that the next activity – “Steer Clear” – was taken on board by the students.
Their task was to design a rectangular water trough of certain dimensions, that maximised the volume of water, taking into account the height of drinking cows (and calves), and that at least 10 cattle could fit around edge at any one time as well as how much a cow would drink per day and the evaporation rate.

WOW! – For over an 1½ hours these students estimated, measured, modelled, calculated, talked and chatted non-stop about what would and wouldn’t work.

Isabella Blenkin and Shari Collison putting heads together with young minds

For a short time, we were joined by several Year 11 students who participated and supervised the activity. They too, were impressed by this small group of student’s ability to become totally engrossed in solving a problem. It became contagious! Everyone had thoughts to contribute – including Mr Tim Masters (Year 7 Student Coordinator 2016)
Morning Tea was generously provided by the Hospitality Staff.

Hungry Minds must create hungry students, because they all made short work of this wonderful spread!

And what a treat! – We were shouted a cappuccino each!

Back to work – and these students didn’t baulk!

Mr McKendry asked them to build a free-standing bridge that would support a softball and also allow it to roll under. They were given only newspaper and sticky tape!

Without hesitation, the chatter and design work began. In one hour we had the most eclectic collection of structures.

The pylons on this structure resembled “Big Macs” so it was called the “Mac Bridge”

Mr McKendry then needed to test each structure – the moment of truth! All bridges satisfied the criteria although some were questionably not of an architectural nature!

“Rock the Cradle” – on goal posts!
Will it hold? An Unusual Structure!

Patrick explains how the softball will stay on top of his bridge.

The students were then re-grouped to participate in a relay of questions. Jacob Parker assisted in the scoring of each team. Such a fast paced and competitive part of the day that had very close final results.

Working out each relay problem!

After lunch, students were able to think outside of the box (or rather think about making the box) as they constructed a cube that folded itself into an interlocking solid with no adhesive needed. Although quite a challenge, it didn’t take this group long before they had made several of these cubes.

Olivia and Erin with their cube nearly finished

With only a little of the day left, students completed a mathematical presentation of one of the activities of their choice. We were very pleased with the level of explanation and the mathematical expression of these students which included illustrations.

Amber with her presentation of the Bridge
Student’s evaluation sheets were extremely pleasing and hugely positive. They also reflected the diverse choice of “favourites” of the day.

The whole day was very busy, mathematically stimulating and such a joy to share with these students.

Mr Neal McKendry and Mrs Anne Larbalestier

Annabel with her presentation of the Steer Clear

iSTEM: In the current issue of the Australian Manufacturing Technology Magazine, November 2015, is this interesting interview with Dr Michael Myers, Executive Chairman of the Re-Engineering Australia Foundation. Anyone interested in Australia’s future in manufacturing and associated technologies will find Dr Myers opinions very interesting and somewhat provocative. Dr Myers is a great campaigner for and supporter of STEM in schools and the success of STEM is very much driven by passionate leaders such as him.

Mark O’Neill, TAS
Dr Michael Myers is the Executive Chairman of the Re-Engineering Australia Foundation, which he founded in 1998 to encourage young people to pursue careers in Science, Technology, Engineering, Mathematics (STEM) via programs such as the F1 in Schools technology competition. He spoke to William Poole.

**AMT:** Tell us about the REA Foundation and its aims.

**Michael Myers:** It's fundamentally about getting kids engaged with STEM. When I started, my background led me to be more focused on attracting students to engineering, but this expanded significantly as I grew to understand that, in attracting students to professions that build a nation, the problem was much broader. At the time there wasn't much around that gave students much reason to be interested in STEM subjects.

The education system really isn't designed to get kids interested in careers; I don't think the system's at all attuned to the skills industry needs or wants. Our political system has over a long period of time facilitated the development of a set of educational silos. There's Maths and English and History and Science etc, and they all have their own departments and a mentality based around defending their own space at the expense of what industry and the country needs.

We need skills developed in our children like collaboration, communication, presentation, problem-solving, teamwork ... soft skills, they're often termed. And none of these needs are directly addressed by the education system. Each silo is determined to stand alone, with few if any linking what they teach to the life skills we need our students to have.

**AMT:** What activities is the Foundation engaged in to address this?

**MM:** I'll give you a bit of history. Back in 1998, my business (engineering consulting practice CONCENTRIC) was supplying high-end computer-aided engineering technology across the Asia-Pacific region. Three of my four daughters were at high school, and I hadn't done anything with the school. I went to the headmaster and said: "I feel guilty. I haven't done anything around the school. Is there something I can do?" And he said: "The kids are building Mileage Marathon cars on Monday nights. You're an engineer; you could probably help."

I turned up the first Monday night thinking 'I'm going to blow these kids out of the water', and they rolled out this carbon-fibre monocoque car that had the world record at 3,200 miles per gallon. And I fell off my perch. I turned to one of the kids and said "How did you do this?" And he looked at me and said "No-one said we couldn't." I thought I'm sitting here with the best technology in the world. What could happen if we gave that technology to kids, and let them set them free?

That's how it started. We initially had a university competition to encourage engineering, which was fabulous, but we soon realised those kids were already committed to doing engineering, and we needed to get to kids earlier in the educational process. On my travels I'd seen the origins of F1 in Schools in the UK, so we brought that back to Australia. We added in the industry connections, the collaboration, the communication. Since then we've worked with the English to build up the whole F1 in Schools concept, and now it's in 44 countries and around 17,000 schools.

On top of that we've created additional programs with the same underlying principles to develop employability skills and teamwork, using methods commonly known as "action learning" – learning by doing, or project-based learning. It's about throwing kids in at the deep end, so they've got to work their way out of a problem. In addition to F1, we've got 4x4 in Schools and Subits in Schools. Each of these are stepping stones, offering more and more complexity. While students can enter any of the programs we've found F1 in Schools brings the largest increase in employability skills. The students learn an awful lot from the process, and once they've done F1, the other projects are like water off a duck's back.

**AMT:** It sounds like fun. How do the kids respond?

**MM:** Well let me step back a little in time. When we started, what we did was instinctive, what felt right, what I would have responded to. In the process of raising money, however, Governments kept asking "Where's the research to back it up?" I think that's an excuse not to give you money. There wasn't any research that I knew of, so I went back to Uni and completed a Doctorate on the Motivational Drivers for Children's Career Decision Choices. I wanted to know if there was there something theoretical behind what we were picking up anecdotally. And we got a whole trunkload of stuff about how to motivate and engage kids - kids aged between five and 16 - and much of this is genetically wired and applied to how we motivate and engage employers.

One thing we found was that giving boys Lego and leaving them alone in the corner, and giving the girls the dolls, is completely back to front. Boys should never be left alone - they constantly seek out human contact. So with the boys, what we're doing has nothing to do with the cars; it has to do with who they're going to meet and work with along the way. They're continuously seeking out a need to work with people in teams. For boys, role models are absolutely critical.

Girls on the other hand don't seek out human contact, they don't respond to role models. They respond to an understanding of the complexity of a situation, because they want to manage it. They seek out knowledge about their environment. What we haven't done with girls is tell them how much work's needed to manage STEM environments and the part they can play. If you inform girls how they can influence those environments they're easily attracted to STEM careers.

So to answer your question, we're providing an environment that satisfies the genetic requirements of boys and girls, and they love it, they absolutely have a ball. We try and attune what we do with what we know from research to be the basic things they respond to. The result is they put a huge amount of work into what they do, because "no-one said they couldn't", or shouldn't. They do it because they want to.

**AMT:** Tell us about your professional background.

**MM:** When I was a kid, my father had an engineering business, so from ten years old I grew up sweeping floors, welding, getting my hands dirty, and unfortunately learning to swear too early in life. I grew up understanding the creativity of what you can do with your hands, what you can make with them. So it was natural for me to go into engineering.

In 1983 I went out on my own. CONCENTRIC was solving complex engineering problems all around the world. At the small end we worked with the craniofacial unit at Adelaide Hospital reconstructing children's faces that had deformities. We would take CAT scans of the children's skulls, then rapid-prototype 3D models that the doctors could perform the
operation on before the kids ever went into theatre. We led the world with that, but we struggled to get Government behind what we were doing. On the bigger side, we undertook a great deal of design work inside the Holden Monaro, with Toyota on the Camry, and with Mitsubishi. And I had engineers working on the Boeing 777, 787 and Airbus A380 projects. We did that right across Asia, in collaboration with companies from France, Japan, India, Germany and the US. So my background could be described as high-end engineering of trains, planes and automobiles.

AMT: What might an ordinary working day entail for you?

MM: Probably about 90% is spent breaking arms of politicians and industry for funding. I spend a lot of time making presentations, explaining what we’re achieving. Right now I have four people who do most of the legwork in terms of day-to-day operations, so much of my time is marketing, getting the message out, and nagging Governments till they give in.

What we have done over the past 17 years is play a key role in driving the need of STEM education as a driver of the nation’s future. We’ve been plastering the STEM message out there so long the broader population are finally starting to understand its importance. Now my focus has moved toward selling the capability of our kids. People need to know how good our kids can be given the right opportunities.

AMT: We often hear of skills shortages as a problem facing Australian manufacturing. How can they be remedied?

MM: I’ll give you a fundamental first. I was talking to a futurist in the US, and he was saying he’d done two PhDs in mathematics because he’d thought of it as “getting closer to God” – his words. But he found it was boring. He said the people who are closer to God are the engineers and architects, who can take an idea and turn it into reality.

We’ve completely lost, at a political level, the importance of this ability to take an idea and create it. For some reason we’ve never been able to sell ourselves, as engineers or as manufacturers, the importance of that. We’re silly enough to be conned by things that happen in other places in the world instead of taking the lead. It’s all about taking the lead. There’s no reason why we can’t manufacture anything in this country.

I worked a lot with Toyota and losing Toyota was just suicidal – they’re an amazing company to work with, and they do so much for everybody around them. We’ve got to get back to making and doing things, and we can only do that if we change the minds of the country’s leaders, or get leaders that will do it. We need more engineers in politics, for a start.

AMT: What would you like to see Government doing?

MM: The problem with the Government is this: the REA Foundation has been doing this for 17 years and we’ve had amazing success, but you go to Government and their attitude is “What are other people doing?” They’re always looking overseas for solutions instead of looking here. We have other countries ringing us up saying “Can you come and help us do what you’re doing because you’re doing such an amazing job?” And yet we can’t get politicians to see that. It’s this total disbelief that Australians know anything.

In the last few years we saw so many good companies go to the wall; they had huge amounts of IP, but they couldn’t get Government to support them, or the Government always says “Oh we’ll get it overseas.” The submarines are a perfect example. The political agenda has got in the way of an opportunity to create a whole set of industries around the skills needed in this exercise, in the design process. Developing skills – that’s what we need.

AMT: How do you see the industry evolving in the coming years?

MM: My belief is it will probably only evolve based on individual people with the passion to drive what they’re doing, because the chance of getting government support is not there. It will be driven by individuals who are passionate and believe in what they can achieve.

There’s a lot of talk by Governments about promoting new industries, but it’s absolute lip service, which is about all Governments are usually good at. With a focus on demand-side economics, there’s no way Governments will get behind industry because their scared of picking winners. Could you imagine a bunch of bureaucrats at a horse race? The bookies would have a field day. In our case the bookies are every other nation in the world, as our politicians continue knobbing Australian industry with their economic rationalism and approaches to (NOT) supporting innovation.

It’s going to be driven by individuals and not Government. Those individuals will need to get out there, travel overseas, see how poorly everyone else does it, and then come back and do it better. We have the brains, we have the cultural attitude to have a go, we’re instinctively innovative – we’re like that kid who said “No-one said we couldn’t do it.”

AMT www.rea.org.au
MATHS WORKSHOP - Mathematics Workshop provides the opportunity for every student to obtain assistance and support in improving their understanding of mathematics. Four mathematics teachers are available each week to explain the concepts you are finding difficult or give assistance to enable you to complete your homework, assignments or any work that you may have missed due to absence from class.

WHEN IS IT ON? Wednesday lunchtime - every week. Bring your lunch!
WHERE? Room 10
We hope to see you there!
Mrs Julie Rowsell- Mathematics Coordinator

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<th>MONDAY</th>
<th>9/11</th>
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<tr>
<td>TUESDAY</td>
<td>10/11</td>
<td>Brigitte Anderson</td>
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<td>WEDNESDAY</td>
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<td>FRIDAY</td>
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<td>Pam Squires, Jenny Chippett ½ day</td>
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VACANCIES STILL EXIST
MORE VOLUNTEERS NEEDED
IF YOU CAN ASSIST PLEASE CONTACT CHERYL KINGSFORD
ST CLARE’S CANTEEN: 6591 2104, HOME: 6552 1857 OR
 VIA EMAIL: cheryl.kingsford@mn.catholic.edu.au

PARENT & STUDENT REMINDERS:

LEAVE NOTES & STUDENT MESSAGES: It would be appreciated if parents/guardians would send in a written note if their child needs to leave early for appointments etc. Notes should be handed in at the front office in the morning before roll call. If parents/guardians need to notify their child of a change of afternoon arrangements, it is necessary to phone the school prior to 2:25 pm (End of Lunch – Monday, Tuesday, Wednesday & Friday) or prior to 1:55 pm (End of Lunch – Thursday Sport) as it is often difficult to locate students if their last lesson is a PE Prac or there has been a room change.

Students cannot be collected from the school during school hours by anyone other than a parent or guardian without written permission. Thank you.

LATE NOTES: Lateness to school is recorded as a partial absence and must be explained to the school the same way as other forms of absence. Arriving Late for school requires a handwritten note from a parent/carer or a phone call from a parent/carer or the absence is recorded as an unexplained partial absence. Thank you.

SCHOOL CLINIC: Students are reminded that if they are unwell whilst at school they are to advise their teacher who will then send them to the Front Office. If necessary, the office staff will contact a parent while the student waits in the Clinic. Students are not to contact parents on their mobile phones as this leaves teachers and office staff unaware of the situation and is also in breach of the school policy – use of mobile phones. Thank you.
COMING EVENTS

Term 4

Week 6  Monday  9/11 ♦ Year 9 & 10 Examinations Commence
           Friday  13/11 ♦ Year 12 Graduation

Week 7  Monday  16/11 ♦ Year 11 2016 Transition Program commences which includes
                      All My Own Work, study preparation, subject introduction and
careers
           Friday  20/11 ♦ Year 9 & 10 Examinations Conclude

Week 8  Monday  23/11 ♦ Year 7 & 8 Examinations Commence
           Friday  27/11 ♦ Year 7 & 8 Examinations Conclude
                      ♦ Year 10 Peer Support Day with Year 7 2016 – Rec Grounds

Week 9  Monday  30/11 ♦ Year 7 Digi-Ed
           Friday  4/12 ♦ Year 7 Reflection Day

Week 10 Sunday  6/12 ♦ Carols by Candlelight, Our Lady of the Rosary, Taree
                      Activities commence 3:30 pm – Carols from 6 pm
           Monday  7/12 ♦ Year 10 Camp Commences
           Friday  11/12 ♦ Year 10 Camp Concludes

Week 11 Monday  14/12 ♦ Year 10 Awards Ceremony – 10:15 am
                       ♦ Final Day for Year 10 Students
           Tuesday  15/12 ♦ Year 10 Social – Rowing Club
           Wednesday  16/12 ♦ HSC results released
                       ♦ Years 7, 8, 9 & 11 Annual Awards Ceremony – 10:15 am
                       ♦ Parent/Teacher Interviews (by request) – 1 pm
                       ♦ Final Day for Students
           Thursday  17/12 ♦ ATARs released by UAC
                       ♦ Pupil Free Day
                       ♦ Final Day for Teachers

2016

Term 1

Week 1  Wednesday  27/1 ♦ Staff Development Day – Pupil Free Day
            Thursday  28/1 ♦ Staff Development Day – Pupil Free Day
            Friday  29/1 ♦ Years 7, 11 & 12 Students Commence
            Monday  1/2 ♦ Years 8, 9 & 10 Students Return
Parenting to Survive and Thrive Through The Last Year of School

We aim to instil a positive mindset that The Future is Bright and it is a world of possibilities!

Is this the first time you have had a child entering the last year of school... or yet another round of the final years with a very different child and very different issues?

Whether you are a "newbie" parent to this stage of life or one facing a whole new set of challenges, this course will provide you with practical strategies, techniques and tools.

Our course is designed to help you not just keep your sanity during the final year of your child's schooling, but help you to be pro-active and positive in parenting your school leaver.

**Week 1**
Keeping it all in perspective and being a resilient parent
Developing your support and advice network
Knowing when to get involved and when to stand back

**Week 2**
Developing a parent "to do" list for the final year
Coaching to maintain a balanced life
Managing distractions

**Week 3**
Parents as facilitator and coach
Managing stress and your child's stress
Creating Doughnut Moments
Transitioning to be a parent of an adult

**Week 4**
Effective support and advice - what does this look like?
Mental Health Indicators and when to act
The impact of School, Family, and Community Connections on Student Achievement

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**THE RESILIENCE DOUGHNUT PARENTING COURSES**

WHEN: November 2015 (4 weeks)
WHERE: Online, in the comfort of your own home
COST: $220 AUD (inc GST)
FOR MORE DETAILS
VISIT: www.theresilencedoughnut.com.au
PH: +61 408 164 785

**DISCLAIMER:** The Resilience Doughnut parenting courses assume that parents want their kids to be able to:
- face the inevitable challenges that life brings,
- grow personally as a result of difficulties and
- contribute significantly to the society they live in.
Saver Plus
Receive up to $500 towards education costs for you or your child including school uniforms, stationary, text books, tablets, laptops and desktops, TAFE and apprenticeship costs, sports fees and equipment, excursions and more.
You may be eligible to join if you:
- Have a Centrelink Health Care Card or Pension Card
- Over 18yo
- Either yourself or partner have some regular income from work including part time, casual, seasonal, or be self employed
- Have a child at school or attending vocational education yourself.
To find out more contact John Edwards on 6882 3329

CHANCE TO WIN
$1000 CASH

TRIVA TUNES & TUCKER
A night full of trivia and live local entertainment hosted by
2RE’s Anthony Zanos & Max FM’s Lui Zacher
Saturday, December 5th 2015
6:30pm @ Club Taree
$25 per person or $200 for a table of 10
Tickets Available at Club Taree
Bookings Essential
All proceeds to support

Ronah, McDonald House - Nambucca Heads

Sponsored by