Dear Parents and Caregivers,

**Partnerships**

On Tuesday at a full school assembly, it was with great pleasure that we welcomed into the school, 16 students and their teacher from Fujiidera High School in Japan. Our Japanese visitors are with us for ten days and we are looking forward to the opportunities to learn from each other and develop partnerships and friendships in the school and between schools.

The Student Resource Scheme fee (SRS) for 2014 has been calculated and endorsed by the P and C. The SRS fee has increased to accommodate changes in costs, a full breakdown of what the fee pays for will be available for parents with the relevant paperwork, which will be sent home shortly. The fee for 2014 will be $280 for all year levels and depending on subjects chosen a User Pay Fee may also be applicable.

**Identity**

This weekend see’s the school celebrate its 50th Golden Anniversary. This has been a project planned over many months and is a credit to the planning committee who are to be congratulated for their hard work, commitment and dedication to making this a celebration to remember. I have been privileged to view many photos of past students and teachers, as well as hearing many stories which I am sure will be shared both at the ball on Friday night and at the Open Day on Saturday, July 27. Congratulations to students, staff, past and present on reaching this significant milestone in the story of our school.

**Learning**

All Year 10 students have been provided with a laptop under the NSCCF program. Year 10 students have had the option of taking home or accessing a laptop at the school. This is a wonderful initiative and will improve the learning options for both our staff and students in year 10.

Just a reminder that all year 10 students will be undertaking a week of work experience at the end of the term – 16th to 20th September. Refer to article Year 10 News further on in the newsletter.

**Outcomes**

Last Thursday night we conducted our Parent/Teacher interviews. Numbers were less than last time (Term 1), but the feedback received indicated that parents did not feel the need to attend, as they had attended in Term 1 and received feedback from staff regarding their child since that time. It is wonderful that our parents are receiving the communication they need from our staff and I encourage all parents to continue to make contact, as the staff will continue to keep our parents informed.

I would like to take this opportunity to thank all of the parents/caregivers and student who took the time to complete the School Opinion Survey which was conducted this week. Results will be available to the school later in the year.

On Friday, we finally held our athletics carnival. Wet weather has held up the carnival, but we were finally able to hold the events and allow our athletes the opportunity to showcase their talent.

**Teaching**

This week has also seen students begin their lessons in the new Flexible Learning Centre which was installed on the school grounds before the holidays. This relocated building possesses wonderful facilities that will enhance the learning opportunities of our students. Work on J block has nearly concluded, apart from new furniture and some fittings.
As you can determine, this is a busy term, but one full of exciting learning opportunities. I look forward to welcoming you to the school at our Open Day on Saturday, as we celebrate being 50 years young and a major part of some many young people’s lives.

Ms Julie Pozzoli
Principal

Diary Date Claimers

<table>
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<tr>
<th>Date</th>
<th>Event Details</th>
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<tr>
<td>22.07.13</td>
<td>International Japanese Study Tour (Fujiidera High School)</td>
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<td>03.08.13</td>
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<tr>
<td>26.07.13</td>
<td>50th Anniversary Dinner Celebrations (RSL Caloundra)</td>
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<td>27.07.13</td>
<td>50th Anniversary Open Day at CSHS (10am to 2pm)</td>
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<td>28.07.13</td>
<td>Year 12 Marine Studies Camp to Heron Island</td>
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<td>01.08.13</td>
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<td>30.07.13</td>
<td>Year 12 QCS Preparation (Period 3)</td>
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<td>31.07.13</td>
<td>Year 12 QCS Practice Test</td>
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<td>02.08.13</td>
<td>Senior Schools Volleyball Cup – State Titles</td>
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<td>06.08.13</td>
<td>Year 12 QCS Preparation (Period 4)</td>
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<td>07.08.13</td>
<td>Year 12 QCS Practice Test</td>
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<td>09.07.13</td>
<td>Central District Athletics</td>
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<td>Year 12 Biology Excursion to Currimundi (9.30am to 2.00pm)</td>
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<td>12.08.13</td>
<td>P&amp;C Meeting (7pm, A Block Conference Room, Queen Street)</td>
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<td>13.08.13</td>
<td>ICAS Maths Competition</td>
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<td>14.08.13</td>
<td>Year 11 Certificate IV Justice Studies Tutorial (5.00pm to 8.00pm)</td>
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<td>Six of the Best (students from local primary schools visit CSHS) (9.20am to 2.00pm)</td>
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<td>15.08.13</td>
<td>Subject Selection Night</td>
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<td>27.08.13</td>
<td>Year 12 QCS Feedback (Period 5)</td>
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<td>28.08.13</td>
<td>Year 12 Hospitality (Work Placement)</td>
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<td>29.08.13</td>
<td>Year 12 English Excursion (Tequila Mockingbird)</td>
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<td>31.08.13</td>
<td>Dance Night/Art Exhibition (7.00pm to 9.30am)</td>
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<td>03.09.13</td>
<td>Year 12 QCS Test</td>
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STUDENT ACHIEVEMENTS

JEMMA C.

Jemma C. has been invited to attend the School Sport Australia 15 Years Volleyball National Championships as a Student Official which is to be held at The Sports Centre, Brisbane Entertainment Centre, Boondall from Saturday, August 17 to 23.

Jemma was selected for her outstanding performance and contribution at the Queensland Schools Sport 16 Years State Championships.

RASHAUN D.

Rashaun D. attended the Queensland Tourism Industry Council (QTIC) Salute to Excellence 2013 Awards ceremony on July 18. Rashaun is a Certificate III Hospitality Operations School-based Trainee with Caloundra RSL. Her trainer, Leesa, nominated Rashaun for the Food and Beverage category of the QTIC awards as Rashaun has demonstrated excellence in her school-based traineeship.

Rashaun is to be congratulated for her nomination and finalist status at the QTIC awards!

DANIKA C.

Danika C. recently represented the Sunshine Coast Region in golf at the State Championships in Brisbane. Danika played well, finishing 7th of 49 players. She is now a shadow for the Queensland team and may go to Melbourne in September. This a great achievement.

Congratulations Danika!
YEAR 8 TOUCH COMPETITION

After three weeks of round games in Term Two, we saw the Year 8 Touch competition wrap up. Every Year 8 class played at least four games against other classes, to narrow down the top four teams. There were two semi-finals, where the undefeated 8A vs fourth placed 8I and on equal second a semi-final between 8C and 8E. Unfortunately, 8I knocked off the much fancied 8A team to earn a spot in the final against the other victorious class 8E. In a tough grand final 8E ran out eventual winners to claim the title as Year 8 Touch Champions.

The entire competition was run by our Year 10 Touch Excellence class, who set up the fields, refereed, collected scores and decided on the most valuable players for each team. The class displayed maturity and took ownership of the tournament which led to them having just as an enjoyable time, as the Year 8s.

Well done.

Mr Matt Roberts
Teacher

WELCOME INTERNATIONAL STUDENTS

A Canoeing/Stand up Paddle boarding event was held in early July to give our International students an opportunity to meet each other before they commenced Term 3 at Caloundra High.

This Semester our school will host 27 International students from Italy, Spain, France, Germany and Japan.

Mrs Helen Wormald
International Student Homestay Co-ordinator

YEAR 10 NEWS

Work Experience

A plea to all parents to assist with student work placement for the Year 10 Work Experience Program. Work experience provides students with valuable learning experiences and all students are expected to attend. Students have been encouraged to see our Vocational Education Liaison Officer, Mrs Raynor Grevell to assist with their placement. The week set aside for Work Experience is September 16 to 20. Please talk to your son/daughter about arranging their placement as soon as possible.

Senior Education Training Plan (SETPlan)

Students have commenced working on their SETPlan, this is a personalised document showing students’ aspirations for their final years of Secondary education. This document also outlines possible career pathways that students may explore on the completion of their education. As part of the SETPlan process, students with the assistance of their parents and a senior staff member will select subjects for study in Year 11, 2014. This subject selection will occur at individual meetings which will take place from August 19 to 21 at Caloundra State High School.

This meeting is mandated by the Queensland Government and is compulsory for all parents to attend with their son/daughter. Details of how to make appointments will be sent home shortly. Continued enrolment at Caloundra State High School in 2014 is dependent on this Parent/Teacher interview.

TEACHING & LEARNING NEWS

NAIDOC Celebration and Indigenous Success

On July 11, we held a NAIDOC Celebration where Indigenous student success was recognised and certificates were presented to many of the students in attendance. Our special guests were elder Aunty Betty McMahon, Jenny Cronin from the Sunshine Coast Reconciliation Group, Jordan and Bec from the AIME program, parents/carers, past student and current volunteer Bryce. Special mention was made of Diva C. who attended the Australian Indigenous Science and Infrastructure Development Winter School at QUT during the holidays, following her successful application. Also receiving special acknowledgement were Jake B., Jess K. and Topaz P. who have been nominated for QATSIF Scholarships due to their current academic success and commitment to their education.

Diva with her 2013 Science and Infrastructure Development Winter School certificate

An activity that ran at the Winter School
Assessment Planners

All students have now been issued with their Semester Two Assessment Planners. Students should use these to assist with their planning and organisation so that they are well prepared for all assessment items. Year 8 and 10 students will receive an updated copy of their planners early in Term 4, as Year 8s will change electives and Year 10s will swap HPE and History. If any parents/carers would like an electronic copy of their child’s planner please email me on mbroo44@eq.edu.au or phone the school office.

Helping Your Student Retain Information

During class time, students are often required to take notes, but how they then use these notes impacts on their success. The following points from ‘The Learning Curve’ emphasise why it is important for students to regularly review their Academic Notebook work:

- ‘Should notes not be reviewed within 24 hours, 60% to 80% of the learnt material is forgotten by the brain
- After a month with no reviews, only 3% to 4% is remembered
- When the brain doesn’t see learned material regularly, it doesn’t see it as important, because there are no patterns and dumps it
- When 50 minutes of learning is not reviewed regularly, it takes 30 to 40 minutes to relearn it’

Encouraging your student to regularly take time to review the work in their Academic Notebooks (this may be an actual notebook or documents on their laptop) will lead to greater retention of the information that they have learned in class or for homework and greater success.

Mrs Maureen Brook
Head of Department - Teaching and Learning

LEARNING SUPPORT

Students who experience difficulties in basic areas of learning are supported via the Learning Support Team. Students may receive additional assistance in literacy and numeracy in any of their curriculum subjects. The school’s Learning Support Team can assist with the identification of additional learning support needs to ensure that the educational needs of your child are being met. Students experiencing difficulties with learning in regular classes, regardless of the cause, are supported through Learning Support. Students do not need a formal disability diagnosis to access support through these resources.

The Learning Support Team can:

- Work collaboratively with the classroom teacher to support assessment for learning of their students.
- Plan, implement, model, monitor and evaluate teaching programs for students in conjunction with regular classroom teachers.
- Provide direct support for students with additional learning support through a range of strategies including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress.
- Provide professional advice, support and mentoring to classroom teachers on how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home.

Parents/carers are encouraged to undertake a proactive approach to their students learning and educational requirements. If your student is experiencing any difficulty in the completion of tasks and/or the meeting of deadlines, or you have concerns regarding the learning needs of your student at Caloundra State High School, please do not hesitate to contact a member of the Learning Support Team on 5436 8444 or email Kim George kigeo0@eq.edu.au.

Advanced Learners:

The Opti-Minds Challenge has officially opened and we currently have 26 very enthusiastic students who are registered to undertake the 6 week creative sustainability challenge. Each team is required to collaboratively plan, think, create and communicate to decipher an English/Literature, Social Science or Science and Engineering Challenge.

Team presentations will be performed on Saturday, August 24 at Caloundra Christian College to demonstrate their understandings and solutions to the problems deciphered. There are many limitations to the resources that can be used, including a limited budget of just $50.00 per team, this will prove a challenge in itself for most teams. Team meetings will continue to be conducted on both Tuesday and Thursday mornings from 8.20am in the Resource Centre.

A Kids in Action Team has been formed with 12 students participating from Year 8 and 9. The Kids in Action Conference will be conducted on September 4 and 5. Students will be required to partake in a static display and an excursion to the hinterland to examine environmental issues.

The Caloundra State High School Kids in Action Team is currently researching their focus area and will be conducting their workshop on Reduce, Recycle and Reuse. Students will be utilising discarded long life milk cartons, junk mail and scrap paper to make wallets, purses, murals and much more.

Thank you to the local Sunshine Coast Council Waste Management branch for their assistance and continued support. We will continue to work with various personnel from the Sunshine Coast Regional Council to collate our display for the day.
P&C NEWS

P&C Committee Meetings

Proposed meetings for the remainder of 2013 are 12 August, 9 September, 14 October, 11 November and a dinner meeting to close the year on 9 December. Meetings commence at 7.00pm in the Conference Room of the Administration block and finish no later than 8:30pm, with refreshments provided.

Parents and caregivers are most welcome to attend our meetings and to become members. At the meetings, you will gain an understanding of how the P&C is helping to make the school a better environment for your student.

Current P&C committee team

Caloundra SHS Golden Anniversary

Progress is gaining momentum as the weekend of 26, 27 and 28 July draws near. Special anniversary merchandise and the 50th commemorative book will be available for purchase at the Anniversary Ball on Friday, July 26. There will also be a photobooth that can take up to 15 people, which is sure to be a success! The Ball will also feature a 3-course meal and dancing with the band, Bad Habits.

Visit the school website and the Facebook page www.facebook.com/caloundra.high.turns.50 for updated information.

I would like to take this opportunity to thank the handful of volunteers who contributed towards the 50th Anniversary Committee.

Mrs Lesley Porter
P&C President

TEXTBOOKS & ID CARDS

Reminders have been mailed or given to students who have non-returned/overdue textbooks. If your child believes they have returned the item, please ask your child to talk to the staff in D13, otherwise if payment has not been received the amount will be added to your child’s account. Students are unable to borrow resources until this matter is resolved.

ID cards are used for identification purposes and borrowing resources. Please ask your child to collect their ID card/planner (if Student Resource Scheme has been paid) from the Finance Office between 8.00am to 11.30am, students are to visit outside class hours. If you are unsure whether your child’s fees are up to date please contact the Finance office on 5436 8454 or email accounts@caloundrashs.eq.edu.au

Textbooks can be collected from D13, from 7.45am to 9.10am and second break every weekday.

If your child has borrowed any uniforms from the school, please ensure that your child returns these items to D14 as soon as possible.

If you have any questions regarding these issues please contact the Teacher Aide room on 5436 8497. We thank you for your cooperation in working with us.

Mrs Kim Smith
Textbook Coordinator

STUDENT RESOURCE SCHEME FEES

Student Resource Scheme fees should now have been paid in full or a payment plan arrangement in place. If you are unsure if your student’s fees are up to date, please contact the Finance office on 5436 8454 or email accounts@caloundrashs.eq.edu.au.

If your child’s fees are not paid and a payment plan is not up to date or entered into, your child will not be able to borrow textbooks or attend non-compulsory school excursions.

There are now a number of ways to be able to pay these fees eg. Bpay, Payment Plan and Centrelink. Please call the Finance office on 5436 8454 to find out more.

Did you know you can start making payments for the 2014 school fees now.

SPINE SOCIETY OF AUSTRALIA

The Spine Society of Australia is recommending that all girls in Year 7 and 9 participate in the National Self-Detection Program for Scoliosis (NSDP). Parents can click on the brochure below to find out more information on Scoliosis or by visiting the http://www.scoliosis-australia.org/

GET STARTED PROGRAM

The second round of the Queensland Government’s Get Started program is now open, offering vouchers worth up to
$150 to help families pay membership fees for children to join a registered sport or recreation club.

Children with a parent or guardian who holds a health care or pension concession card are automatically eligible to apply, while other families will need to submit recommendations from two referral agents. Applications are processed on a first come, first served basis.


Caloundra Golf Club is one of the clubs participating in the Queensland Governments, recently launched Get in the Game initiative. If families are interested in being part of the Caloundra Golf Club Get Started program and have any queries, please contact Jason Looker, Secretary/Manager.

TOUGHLOVE

TOUGHLOVE Qld is an un-funded community organisation that strives to support parents to do the best job they can, during, what is for some, the tough tween/teen years, and beyond.

Their Program and Support Groups help parents to find and implement more effective ways of dealing with their kids' unacceptable behaviour. Through the TOUGHLOVE Program, parents and their kids become more accountable and responsible for their choices and actions. TL parents learn how to successfully guide their kids "at risk" away from harmful, unproductive behaviour; creating opportunities for their young people to move their lives in a more positive direction.

For over 30 years, parents have successfully used the TOUGHLOVE Program as a powerful intervention with their kids in crisis (and also to prevent crises).

More information about TOUGHLOVE Qld and the local group is attached. Please contact me directly if you have further questions, or suggestions.

www.qld.toughlove.org.au

HOW TO MOTIVATE TEENAGERS

How To Motivate Teenagers by Nathan Hulls - Youth Speaker, Teen Behaviour Expert, Trainer and Coach.

www.NathanHulls.com

In the last 15 years I have invested my life in getting into the heads and hearts of these creatures we call teenagers to find out what makes them tick and how we can best engage and motivate them to help them achieve their full potential.

Through these years of research and working with teenagers in environments from Juvenile Justice through to some of the most elite private schools in Australia I have identified 16 critical keys to motivate teenagers and help them to help themselves.

1. Meaning Inspires Motivation

Recent studies show that in the workplace (especially with teenagers and Generation Y meaning is more important than money when it comes to motivation. 29% of teenagers say that doing something meaningful was the most important thing about work and the main reason they decided to work where they do. 25% were primarily motivated by money and 17% by recognition.

Therefore one of the key ways to motivate teenagers is to engage them in work or projects which involve something meaningful. This is easy if you have opportunities and projects which help alleviate poverty or provide clean drinking water to 3rd world countries, like thank you water, but not as easy if we’re talking about school or for profit businesses.

One way to engage teenagers in the process of establishing meaning and a greater sense of purpose in what they do, is to involve them in the process of establishing your company mission statement and vision. In the class room, you can always use real world examples which include a sense of meaning and purpose to the work you are doing.

2. Communication is Key

To maintain motivation in teenagers you must establish a consistent flow of communication.

Ensure you are communicating the following:

• Purpose – Why are we doing this and why is it important
• Potential – What you see in the teenager, your belief in them (their skills, abilities, contribution etc)
• Progress – Where are we now, how have we progressed, are we on track
• Positive Affirmation – Encouragement affirming their involvement and contribution
• Prize – What rewards are up for grabs for positive contributions

3. Expectations and Accountability

Teenagers are this weird mix of being dependently independent. You see while they will insist on maintaining their independence they clearly enjoy their dependence on trusted adults (parents, teachers, mentors etc). In order to maintain motivation teenagers need to have clear expectations and accountability (consequences for their actions and inactions).

Let me use a common example these days with businesses I work with – who tell me that they have an issue with their Teen and Gen Y staff who send them a text message to communicate that they’re unwell and not coming in for work today.

The first question I ask is: “Have you set clear expectations around how to let you know if you’re unwell?”

More often than not the owner or manager will say “Well no, but…”

Make your expectations clear and keep your teenagers accountable if they miss the mark.

4. Give Constant and Constructive Feedback

It’s often easier to react when things don’t go as planned than respond constructively in order to empower teenagers to see the situation through the eyes of constructive feedback.
I have a belief in my engagement with human beings that: All people are doing the best that they can with the resources they have at the time. This belief means that if teenagers I am working with aren’t behaving in a way that I want them to, they simply don’t have the resources they need, or they have lost connection with those resources.

Teenagers will respond and be motivated by constructive feedback much more positively than they will to an adult trying to ‘control’ them or ‘make’ them behave in a particular way.

5. Have Faith and Believe In What You Dont Yet See

Most teenagers have relatively fragile self-esteem. If you don’t believe your teens can do something, they won’t believe they can either, and they won’t do it. You must have faith in them. You can’t just say you have faith; you need to show you do to enhance their confidence in their ability.

To achieve this, give your teenagers some autonomy to make decisions. Let them take ownership of projects and decide how to complete them. Although it can be a challenge for almost any adult, you must let them fall sometimes and not try to control them or the outcomes they achieve.

It’s our role as trusted adults to see the potential, see what does not yet exist in the lives of these teenagers and create an environment which can facilitate their growth.

6. Listen, Focus and Respect

The old adage that we were born with 2 ears and 1 mouth for a reason – listen twice as much as you speak.

Asking questions of your teenagers will help them to participate; dictating the answers will cause them to tune out.

As I travel amongst communities and work with councils and organisations who have special Teen programs like Youth Action Councils and Youth Board Participants often have a very tokenistic approach. They may listen, they may focus but in the end the opinions of the Teens are hardly respected because they don’t actually follow through on the advice of their ‘Teen Representative’.

Yes – Listen!
Yes – Focus!

But make sure you respect the young person, their opinions, feedback and input by actually following through and doing something with it.

7. Recognise and Praise

Recognition is an amazing motivator. I believe that correction should be done in private, but recognition and praise should be done publicly. Develop creative ways to recognise and praise the wins and progress of your teenagers.

Use your words to recognise and praise the teens you work with, high fives, high energy, enthusiasm – make a big deal of the little things. Don’t be stingy with your recognition and praise, your teenager can’t overdose on praise and no, it is not your job to keep their feet on the ground.

8. Reward Performance

Recognition and praise are free, but rewards will cost you something. Make sure that you give teenagers rewards to reinforce the performance and behavior you are seeking.

Rewards don’t always enhance motivation because there are two types of motivation:

- Intrinsic (internal – feelings)
- Extrinsic (external – rewards)

Ensure that the rewards you use for the specific teenager you’re working with is a motivator. The most effective reward for performance and positive behavior is an unexpected reward after the behavior has been performed.

9. Foster Creativity

Working in an environment where the 5 senses can be activated will enhance not only creativity, but also engagement and motivation.

The human brain was never designed to be motivated by sitting in a room at a desk, using 2 colours of pen for 6 – 8 hours a day.

Get creative with how you can engage the senses in the activities you’re doing:

- Visual
- Auditory
- Kinesthetic
- Smell
- Taste

To best foster creativity with teenagers you may need to consider the following:

- Resources You Need
- Space and Environment
- Freedom to Explore
- Creative Expression For Fun
- There Is No Right Or Wrong
- Focus On The Process Not The Outcome

10. Establish Core Values and Code of Conduct

Different to #3 “Expectations and Accountability” the Core Values and Code of Conduct must be established in collaboration with your teenagers. The reality is that 99% of Teens know exactly how they should behave, and they will (with a little help) establish a code of conduct which has the ability to create a safe and productive environment.

By having your teenagers involved in the process of establishing your core values and a code of conduct (behavior) they will have ownership over it rather than feel like you’re simply creating a list of rules for them. You can also allow them to decide on appropriate consequences for people who break the code, even have specific young people take ownership over policing specific elements of the code.
11. Seek Contribution

As well as being a key on its own, it is probably one of the underlying philosophies throughout many of these keys. Most human beings, let alone just teenagers hate being told what to do. A collaborative, coaching approach where contribution of ideas, opinions and feedback, as well as action is key to engagement and motivation in Teenagers.

Contribution is again not a tokenistic ideal, but contribution must be genuine. If you seek contribution you must be prepared to follow through with the contribution, or at least guide the teenager in shaping their contribution into a usable contribution.

12. Coach Don’t Dictate

Teenagers do not like to be dictated to. It’s disempowering. It’s therefore important to distinguish the difference between dictating and coaching. The reality is that you cannot control any human being.

A coaching approach takes on the idea that the most effective way to get someone to do something is to have them ‘decide’ for themself.

The most powerful element of coaching is asking questions which elicit awareness and understanding to empower the person being coached to make positive change.

Likewise, when coaching, don’t dictate every detail of how to complete a project or activity. Remember, teenagers can’t grow and gain new skills if you’re telling them exactly what to do for everything they work on. They need a sense of autonomy to feel that they’re succeeding.

Here are some powerful coaching questions I use when working with both teenagers and adults:

- How is that a problem for you?
- How’s that working for you?
- How would you like it to be?
- For what purpose?
- What can you do about that?

13. Encourage Teamwork

Teamwork is an important skill that teenagers must learn in order to be successful not only as students, but in life as a whole.

When a team works well together as a unit they are able to accomplish more than its individual members can do alone. When members apply different skills they are often able to come up with a more effective solution than one person working on the same problem.

Mutual support can have the benefit of encouraging teenagers to achieve goals they may not have realized they could reach on their own.

14. One Size Does Not Fit All

Great teachers and mentors let the teenagers they’re working with dictate the approaches they use.

Human beings are diverse and varied based on their:

- Family of Origin
- Culture
- Life Experiences
- Conditions
- Personality Type
- Communication Style
- Motivation Style
- Skills, Abilities, Interests and Passions

Some young people may need or desire more handholding and coaching, whereas others will want or require less. It’s important to think about each young person and determine the best way to lead him or her.

15. Encourage Personal Growth and Development

Growth requires stretching and young people often need encouragement to step out of their comfort zones to experience something new and something different. Awareness is the beginning of growth so creating environments where teenagers can grow in their understanding of themselves can be key to helping teenagers grow.

Personality tests such as DiSC Profiling can be great for helping teens to understand their personality type and how that relates to what motivates them, how they are most productive, potential career pathways and their most productive learning style.

Often this type of personal growth is ignored until much later in life, and teenagers are left to use trial and error to discover their future pathways. Working with teenagers to discover and understand their own uniqueness can set them on a path to success early on in life.

16. Be Consistent and Follow Through

Consistency is key with motivation for teenagers. If their environment is consistent and they know the response they are going to get with specific actions this helps develop resilience and personal growth.

Consistency and Following Through is important in so many areas:

- Consequences
- Your Words (Do what you say you’re going to do)
- Setting boundaries
- The way you treat individuals (Don’t have favourites)
- Preparation and Arriving on time (Be reliable)

A lot of teenagers I work with come from family environments which lack consistency, with parents who are absent for whatever reason, different people coming and going and they need consistent trusted adults in their lives who will stick to their word, follow through and do what they say they’re going to do.

Nathan Hulls
Teen Behaviour Expert | Motivational Speaker | Peak Performance Coach
www.NathanHulls.com (Copyright 2012 - Nathan Hulls Youth Motivational Speaker)
NATIONAL TREE DAY

Parklands Community Group in conjunction with Sunshine Coast Council Natural Areas Team and Currimundi Catchment Care Group wish to invite students, parents and staff to National Tree Day at Bancroft’s Red Gum Reserve in Little Mountain (Parklands) on Sunday, 28 July 2013 to participate in the Australia wide tree planting.

Registration will start at 8:00am at Daintree Blvd, right off Village Way in Parklands (UBD page 99 F3). Participants are required to wear covered shoes, appropriate clothes and a hat. Council will provide gloves, water and all planting equipment and supplies.

Volunteers will be rewarded with a free sausage sizzle at 11:30am and a presentation of the history and stories of various native animals by “Geckos”.

Mr Ron Burnett
Chair, Parklands Community Group