Dear Parents and Caregivers,

Welcome to the last newsletter for the year! We have had a wonderfully successful year with student and school results improving in every area of the school.

This term is always busy and we have enjoyed seeing our year 12 students graduate last week with a wonderful send-off ceremony at a Graduation Parade and also seeing our students look fantastic at the senior formal. Our Year 12 students are the last graduating students to exit Caloundra High with a school population of Year 8 to Year 12 as our Year 7 students join us next year. Enormous thanks go to the teachers, especially Year 12 Coordinator Ms Mackey for her work with the students and Mrs Anderson for her work in organising the graduation parade.

This newsletter also allows me the opportunity to thank our school community. Firstly, thank you to the amazing staff of Caloundra SHS who always go that bit extra to ensure that your child achieves the very best they can achieve, but also that they are happy to be at our school.

I would also like to thank our amazing P&C who continually support our school in the funding of different projects around the school. This year they have provided a sound system for the Student Centre, purchased gym equipment and supplied new uniforms for our sporting teams. Their source of funding is through our fantastic canteen. Thank you also to our very generous volunteers who give up their time to help us and our paid canteen staff for running such a magnificent canteen.

A huge thank you to you, our parent body, for your support and partnership with us in educating your child. There is an old saying ‘It takes a Village to raise a Child’ and this is true with the education of your child – if we all work together we can achieve great things which is evidenced by your student’s results.

Our Year 10 and 11 students finished on Friday, leaving us with only the Year 8 and 9 students in the school. School officially finishes on the December 12 and it is an expectation that students attend until the last day. We will be welcoming our future Year 7 students on Tuesday December 9 and future Year 8 students on Wednesday December 10 when they attend Caloundra State High in their last day of transition to high school. This transition day will see our future students being placed into classes which will make the reality of attending high school in 2015 much more a reality. It is always an enjoyable day welcoming our new students to the school.

Years 7, 8, 11 and 12 students will start school next year on Tuesday January 27, with Year 9 and 10 starting on Wednesday January 28. This staggered start allows us to introduce our new students to the school without the whole school in attendance and has been approved by the P&C.

We have a number of staff movements at the end of this year, as we do every year – congratulations to Amelia Duelberg on her promotion as Head of Department (HOD) Junior Secondary at Pomona Campus, Noosa District State High School. We farewell Leanne Mackey (transfer to North Lakes SC), Steph...
**WHOLE SCHOOL NEWS**

**PRIDE OF WORKMANSHIP AWARD**

The Rotary Club of Caloundra Pacific recently held an awards ceremony, where awardees are nominated by the employer and endorsed by Rotary.

This year, Ms Jan McLean was endorsed by Rotarian Neville Woodforth following a nomination by Principal Julie Pozzoli. Ms McLean was one of five award recipients at the ceremony.

Jan was nominated for her outstanding work with Senior schooling and also with her involvement in Rotary Youth Driver Awareness program. It is wonderful to see the work of an outstanding teacher has been recognised in the local community, with many of her past students congratulating her at the ceremony.

Congratulations Ms McLean.

**IMPORTANT 2015 INFORMATION**

**STUDENT RESOURCE SCHEME 2015**

Parents/Carers should have now received an invoice for their child’s 2015 Student Resource Scheme Fees. User Pay Subject Fees will be invoiced in Week 3, February 2015.

If you have not completed a Student Resource Scheme form, please download the 2 paged document below, complete, sign and return it to the school as soon as possible.

The Student Resource Scheme (SRS) form details various payment options ie. instalments, payment plans, direct bank...
Payments can also be made by contacting the Finance office on 07-5436 8444.

Please note: Payment Plans must be negotiated directly with the school by contacting the Finance Office on 07-5436 8444 to arrange an appointment.

BACK TO SCHOOL STATIONERY PACKS FOR 2015

Stationery Lists for 2015 have been finalised. Parents have 2 options, either purchase the stationery items yourself or place an order online through Impact Office Supplies. Impact will deliver stationery packs to either your home or work address in time for the start of school next year well in time for the New Year.

Impact Office Supplies recommends that orders be placed by December 5, 2014 to ensure that you receive your orders before the beginning of the school year in 2015.

To place your child’s order, follow the following steps:

- Go to www.impactschoolsupplies.com.au
- Enter the school code: CSHS2015
- Enter your name and address details, then enter the information for each child (making sure to select their 2015 year level). Click “NEXT STEP 3. PRODUCTS” once you have entered all of your information
- The full 2015 booklist for each child will appear on the screen, click “MODIFY THIS SCHOOL ORDER” to select the quantities you wish to order. If there are items you wish to exclude from the order, you will need to reduce the quantity value to zero
- Once satisfied with the quantities, click “NEXT STEP 4. CONFIRM” to see the total amount of the ordered items
- When you are satisfied with the subtotal amount for each child, click “LAST STEP 5. PAYMENT”
- NOTE: A packing and handling (P&H) fee of $6.95 per family (if ordered together) will be charged if ordered BEFORE December 5 2014. Orders made after this date and up to January 5 2015 will incur P&H fee of $11.95. Orders after January 5 2015 will incur a P&H fee of $16.95
- Click on “Return to Impact School Supplies” for confirmation, as your order has now been placed

Download relevant year level stationery lists here:
Or visit www.caloundrashs.eq.edu.au click on Curriculum, then Booklists.

UNIFORM CHANGES

In 2015, we are reorganising our uniform with Year 7, 8 and 10 students wearing the formal uniform (now being called “Everyday” uniform) every day except for one day a week (sport days) ie Year 7 Thursday, Years 8, 9 and 10 Wednesday. This Everyday uniform is required to be worn on excursions, presentation nights, school photos and formal occasions unless otherwise notified. The students are expected to change into the Sports uniform for their HPE lessons.

Years 11, 12 and 9 students may continue to wear the sports uniform every day, but may elect to wear the Everyday uniform if they choose. If they choose to wear the Everyday uniform on a parade day, the tie must be worn (Parade days are: Year 7/8 Monday, Year 9 Tuesday, Year 10 Wednesday, Year 11 Thursday, Year 12 Friday). We would like to encourage Years 9, 11 and 12 students to wear the Everyday uniform on presentation nights, school photos and other formal occasions that may arise.

Please note that as part of the School Dress Code Policy, SHOES must be full BLACK upper and BLACK sole trim with matching black laces in jogger style only (NO boots). SOCKS must be plain white ankle socks. We ask parents/caregivers to assist us with maintaining and improving our school image.

Below are examples of correct and incorrect footwear.

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>8.00am – 9.10am</td>
<td>Period 0</td>
</tr>
<tr>
<td></td>
<td>(Tuesday, Thursday and Friday – Year 11 /12)</td>
</tr>
<tr>
<td>9.10am – 9.20am</td>
<td>Roll Mark/Assembly</td>
</tr>
<tr>
<td></td>
<td>Year 7/8 – Monday</td>
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<tr>
<td></td>
<td>Year 9 – Tuesday</td>
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<tr>
<td></td>
<td>Year 10 – Wednesday</td>
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<tr>
<td></td>
<td>Year 11 – Thursday</td>
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<tr>
<td></td>
<td>Year 12 – Friday</td>
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<tr>
<td>9.20am – 10.30am</td>
<td>Period 1</td>
</tr>
<tr>
<td>10.30am – 11.10am</td>
<td>First Break (40 minutes)</td>
</tr>
<tr>
<td>11.10am – 12.20pm</td>
<td>Period 2</td>
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</tbody>
</table>
2015 LAPTOP PROGRAM (YEARS 10-12)

Communication for the laptop program in 2015 has been sent to all parents with current students in year 9 to 11. The program will continue to operate in the same manner as in previous years, although in 2015 students will have the option for a Bring Your Own laptop.

Students that are currently in the program, and wish to continue with the Take Home option in 2015 are welcome to keep their machines over the Summer break, however, all Student Resource Scheme (SRS) fees need to be up to date including the 1 to 1 fee and paperwork returned to the Finance office.

If the student/s would prefer to leave their machine at school to be stored the following return dates apply:

<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>12.20pm – 1.30pm</td>
<td>Period 3</td>
</tr>
<tr>
<td>1.30pm – 1.50pm</td>
<td>Second Break (20 minutes)</td>
</tr>
<tr>
<td>1.50pm – 3.00pm</td>
<td>Period 4</td>
</tr>
</tbody>
</table>

Year 11 and 12 students will attend classes on a Wednesday as per their timetable.

For further information, please contact Virginia Schaschke, Head of Department - Technology on 07-5436 8457 or alternatively by email technology@caloundrashs.eq.edu.au

Virginia Schaschke
HoD Technology

UNIFORM DONATIONS NEEDED

The school is in great need of second-hand uniforms. If there are any families or anyone who know who have uniforms that they no longer have a use for, please ask them to consider donating to the school. All items can be dropped into the Administration office between 8.00am and 4.00pm. Our Student Support team will distribute these uniforms to students in need.

PARENTING IDEAS

Please find below an additional 2 newsletters from ParentingIdeas. We hope that you can gather some helpful information from these articles.

RESOURCE CENTRE NEWS

As the year comes to a close, we ask all students to have a good look for textbooks and Resource Centre books sitting on study desks, under beds or at the bottom of school bags. All resources should have been returned by Friday November 28.

Resources in 2015 will not be issued to students until previous loans are returned or replacement costs paid. Replacement costs may be invoiced to parents, however, if the lost and paid for resources are later found, a refund can be arranged at the Finance office.

Over the last few weeks we have culled the non-fiction section of the collection. We are making room to accommodate more study tables and recreational reading casual seating. This year students have enjoyed the Resource Centre space for board games, cards, reading and of course, study.

We will continue to trial our Funky Fridays in the Resource Centre with the new Year 7 group and we look forward to seeing all students return from a safe and restful holiday. As the temperatures heat up and Christmas holidays approach, make the most of those lazy summer days – find a good book and transport yourself to another place. The best thing about reading is that it can carry you into another person’s experience; into a new world … reading a good book is the holiday you can have without even going on holiday.

Happy Holiday Reading!
Karen Turner
Teacher/Librarian

JUNIOR SECONDARY NEWS

BRING YOUR OWN DEVICE (BYOD)

The BYOD program in Junior Secondary (Year 7 to 9) next year is progressing well. We would like students to bring their own wireless enabled device so that classes can use a range of applications and online learning experiences to enhance current teaching and learning practices.
At Caloundra State High School we have identified entry level or basic devices that allow students to access the internet, web based courses and software applications that enables them to complete tasks appropriate for their year level.

Students require a device that fits into the following specifications:

**OPTION 1 - ENTRY LEVEL JUNIOR SECONDARY**
- Apple iOS7.1, Android
- Android 4.1 or
- Windows 8 wireless enabled devices

**SOME EXAMPLES OF THESE DEVICES**
- 10" Android Tablet
- Windows 8 tablet + MS Office
- iPad Air / iPad Mini / iPod

The full charter and student agreement can be found on our school website:
https://caloundrashs.eq.edu.au/Extracurricular/Computerandinternet/Pages/Computerandinternet.aspx

For further information, please contact Virginia Schaschke, Head of Department - Technology on 5436 8457 or alternatively by email technology@caloundrashs.eq.edu.au

**Virginia Schaschke**  
**HoD Technology**

**PEER SKILLS TRAINING**

Early November, sixteen Year 8 students participated in a Peer Skills Training workshop. Students were nominated by their peers, then invited to apply to be Peer Helpers.

The two-day workshop was run by the Di Alexander, School-based Youth Health Nurse and Stuart White, School Chaplain, both of whom are trained by Uniting Care to deliver Peer Skills.

The workshop was aimed to provide our students with the confidence and skills they need to respond in the best possible way when a friend turns to them with a concern and/or problem. Research at Kids Help Line suggests that while many young people share their problems with their parents, often they turn first to their peers and friends.

The workshop trained students in support skills, communication and problem-solving skills and provided them with information about local agencies.

Some students’ comments on what they learned about themselves through the workshop include:

“I am stronger than I thought I am”;
“I am better at making friends and I have learned to help people better”;
“I do have the ability to help others”;

When asked what they will do differently with friends from now on, responses included:

“I will be more open and understanding towards them”;
“Understand and pay attention to see if they’re uneasy”;
“Ask more open questions”;
“I will ask them if they’re okay and talk to them and help them”;
“Support more and try to let them express their feelings”.

The students will be supported by Nurse Di and Chappy Stu, and we look forward to their input in building on our positive and supportive school environment.

**Chappy**

**YEAR 9 GRAPHICS**

The Year 9 Graphics program runs for one semester with students commencing by completing several sketching tasks using only basic instruments such as a pencil, eraser and ruler. After learning basic sketching techniques the students move through a series of assessment worksheets covering different types of drawings, such as isometric, cabinet oblique and orthogonal, and complete the drawings dimensions, rendering and subtitles. After the sketching assessments, students move on to the CAD (Computer Aided Design) program “Inventor”. This software is a 3 dimensional engineering graphics program that gives the students a good insight into CAD principles and offers good preparation for senior Graphics. The main assessment piece for the CAD element of the program is a chess set and board. Students can draw a standard chess set or research another contemporary or gothic style.

**SENIOR SECONDARY NEWS**

**FACULTY OF ARTS & BUSINESS BURSARY WINNERS**

Congratulations to three of our top Business/Humanities students, who have won a bursary from the University of the Sunshine Coast. Hayley N., Georgia C. and Abby H. were presented with their $3,000 bursaries by Dr David Lacey at a special parade. The worthy recipients will use their bursaries towards their study of Business at USC beginning next year. Caloundra State High School is very proud of these hard-working young ladies.
YEAR 10 GEOGRAPHY

Year 10 Geography students undertook field work at Noosa on Friday November 14. They studied the sand recycling system which has been installed to help Noosa Main Beach recover after storms caused erosion. Sites visited included Laguna Lookout, Noosa Spit, West Beach and Noosa Main Beach. All components of the sand recycling system were investigated – the water intake pump, the sandshifter units, the pump house, the pipes and the outlets. It was interesting for the students to actually see what is being done to help manage an environmental problem.

YEAR 10 MARINE

The Year 10 Marine Science students recently visited the Mangrove Boardwalk at Golden Beach. The students are currently studying Mangrove ecosystems and visited this local mangrove area to collect data and make observations for their current assessment item. The weather was fantastic for the excursion and the students were able to spend some valuable time studying and appreciating one of the unique Mangrove ecosystems we have on the Sunshine Coast.

HOSPITALITY STUDENTS SHINE IN COMMUNITY

Our Year 12 Certificate II Hospitality students have enjoyed continuing their relationship with the Caloundra CWA branch, by providing service at their Melbourne Cup luncheon. They also prepared delicious pavlovas for this event.

YEAR 11 MANUFACTURING TECHNOLOGY

Earlier this term, the Year 11 Certificate II in Manufacturing Technology students attended a Construction Skills Queensland (CSQ) Construction Try-A-Trade day at the new Sunshine Coast Public University Hospital. Students were given a guided bus tour through the $1.8 billion project by one of the project managers, who also explained his transition from apprentice through to his current role. After the tour, students then had the opportunity to experience a range of construction trades currently engaged at the worksite, ranging from carpentry, plumbing, tiling and plastering amongst others. This fantastic opportunity was provided free, including transport to and from the venue, by CSQ and developers Lend Lease.

YEAR 11 HEALTH

Early November, the Year 11 Health class visited the Caloundra Police Station, Watch House and Court House as part of the Domestic Violence unit the class is studying. We would like to thank Senior Constable Peter Dickens who gave a tour.
of the Police Station and Watch House. We would also like to thank Karen Marsh from Centacare (SCOPE) who ran the students through a mock Domestic Violence Court Hearing at the Caloundra Court House.

The students were also lucky enough to have the magistrate address them for an hour – an amazing learning experience. Students expressed that this was an eye opening experience and realised the importance of trying to prevent Domestic Violence from happening. White Ribbon Day was on November 25 – Did you take the oath? If you would like help in regards to Domestic Violence visit SCOPE’s website: http://www.scopedv.org/

SPORTING NEWS

SPORTS AWARDS CEREMONY

All the work leading up to the sports night culminated in a fantastic evening for all participants.

With several hundred awards allocated across all year levels, the stage was set, the chairs arranged and trophies engraved. Bronze, Silver and Gold medallions, for District, Regional and State representation, were awarded to a myriad of deserving awardee’s. This year saw the introduction of the Platinum award for the first time, in recognition of national representation, awarded to Tom F. for AFL and Basketball, and to Gareth H. for Volleyball. With storms, rain and thunder rolling through, our Junior Sport Captains Logan B. and Cass C., and our Senior Sport Captains Jemma C. and Emmett W. performed admirably.

A huge thankyou to our bursary supporters from Caloundra RSL and Caloundra Bulk Billing Service for their generous donations for the sports persons of the year.

MAJOR AWARDS were:

<table>
<thead>
<tr>
<th>Award</th>
<th>Recipient</th>
</tr>
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<tbody>
<tr>
<td>Junior Sportsman of the Year</td>
<td>Jake G.</td>
</tr>
<tr>
<td>Junior Sportswoman of the Year</td>
<td>Laynee S.</td>
</tr>
<tr>
<td>Senior Sportsman of the Year</td>
<td>Tom F.</td>
</tr>
<tr>
<td>Senior Sportswoman of the Year</td>
<td>Jemma C.</td>
</tr>
<tr>
<td>Roy Bruynius Award</td>
<td>Gareth H.</td>
</tr>
<tr>
<td>Coach of the Year</td>
<td>Murray Finch</td>
</tr>
</tbody>
</table>

A special mention must go to Jemma C. who also received a Pierre de Courbetin Award for service to school and community sporting endeavours.

Congratulations to all award recipients.

INTERNATIONAL STUDENTS

SURF LIFESAVING

Lena and Felina recently joined other local Australians in a Surf Lifesaving Course which ran throughout the weeks of October and November.

Throughout this course, the girls successfully managed to not only make new friends, but also pass their Bronze Medallion/Surf Lifesaving certificate and are now officially Surf Lifesavers.
that will attend local surf patrols at Dicky Beach of a weekend throughout the Summer season.
Well done girls!

SURPRISE VISIT

Niko, a German student who was with us for six months in Semester 1, 2012, recently surprised Helen Anderson and myself with a visit. He and his girlfriend have returned to Australia and New Zealand to work and travel after both completing their studies.

This is what makes our jobs as International coordinators so rewarding...all the wonderful international students that had such a great experience wanting to return for visits to CSHS.... Lots of memories that stay with them for the rest of their (and our) lives.

FRASER ISLAND TRIP

On Wednesday, November 12 our international students enjoyed a day trip to Fraser Island.

The students enjoyed morning and afternoon tea on the beach to view the coloured sands and take photos, lunch and a swim at the beautiful Lake McKenzie, and also managed to see two dingos from the bus throughout the day!

Although a lot of driving, the eighteen students enjoyed this trip immensely.

FAREWELL EVENT AND DINNER

Sadly, it is that time of the year again where we farewell 15 of our 22 international students currently with us this term.

The farewell commenced with a fun activity at the “Big Boing”. They played dodge ball and basketball plus other activities in and around the many trampolines of the well supervised floors and walls of the warehouse sized building.

Following this, we all enjoyed a dinner at “The Silva Kitchen” which overlooks Lake Kawana… with thankfully a nice breeze as the students all came out of the Big Boing with very hot/flushed red faces!!

Helen Anderson and I wish these students the very best for their futures and also hope that they will stay in touch and return one day to visit us again.

Ms Helen Wormald
International Student Homestay Coordinator

P&C NEWS

P&C COMMITTEE MEETINGS

Final meeting for 2014:
- 8 December – 6.00pm at Domenico’s restaurant, Kings Beach

Meeting dates for 2015:
- 9 February, 9 March, 11 May, 15 June, 10 August, 14 September, 12 October, 9 November and 7 December
- 6.00pm, Conference Room, Administration Building, Queen Street
All 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 become a better environment for your student.

P&C 2014 REPORT

A function of the P&C is to provide funding for additional resources and equipment required to support student education, and to work with the school community to support and improve school initiatives. The P&C is able to provide this funding from the two businesses we continue to operate; the Uniform Shop and Canteen.

The Uniform Shop is open every day except Wednesday from 8.00am to 10.00am for uniform sales, with Wendy O'Donnell as the shop convenor. The uniform policy of Caloundra SHS is governed by the P&C Association with the school enforcing the policy. The P&C asks that parents/caregivers support the uniform policy by ensuring their student is dressed in the correct uniform. The school uniform is an important part of the development of our school as it presents the first and often lasting impression the community forms about Caloundra SHS and its students.

This is one of the reason that after numerous meetings, in consultation with parents, students and staff, the decision was made that next year students will wear the current formal uniform every day except for interschool sports days. What was the formal uniform will now be called the Everyday Uniform. This change will be phased in with Year 7, 8 and 10 students in 2015 wearing the Everyday Uniform every day.

The Canteen business is managed by Liz Miller and support staff of Karen Pearce, Patricia McAllister and Tammy Crowe. They are assisted by a roster of enthusiastic volunteers. Every day this busy team provides students and staff with one of the most healthy and taste-tempting menus of any school in the region.

Donated funds this year are:

- Over $11,000 to the school for sound equipment, team sport uniforms and gym equipment.
- Approximately $5,000 towards scholarship, bursaries and programs for eligible students.
- Another $10,000 was allocated to the Chaplaincy Program which provides invaluable service to our students
- Approximately $15,000 was outlaid to extend and renovate the Uniform Shop creating much needed storage space as well as additional fitting rooms.

On behalf of the P&C Association, I thank the canteen, uniform shop staff and volunteers. Many of our volunteers no longer have students at the school, but are happy to stay involved. We appreciate their work and valuable contribution to the school.

Thank you also to the parents, Principal and staff who give up their time to attend the P&C meetings and events or assist the P&C in other ways.

The P&C is grateful for the ongoing support of our school patron, Mr Mark McArdle, State Member for Caloundra. This year the P&C approached Mr McArdle with a request to install flashing school lights. We have been advised these lights will be installed in 2015. The school and the P&C appreciate the efforts of Mr McArdle in making this possible for the safety of our students.

To the Sunshine Coast Regional Council Mayor Mark Jamieson and Councillor Tim Dwyer and all sponsors, the P&C appreciates and thanks you for your continued support of Caloundra SHS.

CANTEEN UPDATE

Canteen staff and volunteers Christmas get together will be held at the Power Boat Club on Tuesday December 2. This is a wonderful way to celebrate the end of another year at the Caloundra SHS canteen.

CALOUNDRA SHS GOLDEN ANNIVERSARY MERCHANDISE

Anniversary merchandise is still available for purchase from the Uniform Shop (phone: 07-5436 8484). Merchandise available includes an Anniversary Book, Lighthouse USB, Drink Cooler and Coffee Mug.

UNIFORM SHOP UPDATE

The Uniform Shop will be open on Orientation Days (Tuesday December 9 and Wednesday December 10) from 8.00am to 11.00am.

The Uniform Shop will be closed on Friday 12 December 2014.

The back to school open days for the Uniform Shop will be Wednesday January 21 from 8.00am to 2.00pm and again 4.00pm to 6.00pm, followed by 8.00am to 2.00pm on Thursday January 22 and Friday January 23.

Please direct any uniform queries to the Wendy O'Donnell on 07-5436 8484.

P&C AWARDS

It was recently realized that all staff at Caloundra SHS are eligible for recognition and at the October General Meeting the Teacher Award was changed to the P&C Award.

The P&C members would like to congratulate the following awardees:

- **Kerry White** and **Steve James** – school grounds are looking magnificent
- **Michelle Peters** – supporting her English students at the Sports Awards night
- **Helen Anderson** and **Helen Wormald** – successful International Agents tour.
The P&C are supportive of all our teaching and non-teaching staff!

EXECUTIVE ROLE TO BE FILLED AT THE NEXT AGM

Our long-serving P&C Secretary, Raynor Grevell, has advised members that she will not be standing for the position of Secretary at the AGM in 2015. The P&C Association would appreciate hearing from any parent/caregiver or community member who would be interested in undertaking this important role. Raynor has indicated that she would be pleased to support and assist anyone willing to fill the Secretary position during a transition period in 2015. If you would like more information about this role, please contact the P&C Association through the school.

PROFESSIONAL DEVELOPMENT

Several P&C members recently attended a P&Cs Queensland workshop at Beerwah. This networking provides valuable support and information for P&C committees.

Mrs Lesley Porter
P&C President

COMMUNITY NEWS

SCRIPTURE UNION SCHOOLIES

Registrations are now open for Schoolies 2015. Whether it’s surfing on Samoa, cruising the Whitsundays, shopping in Melbourne or four-wheel-driving on Fraser, Scripture Union (SU) Qld offers school leavers an experience of a lifetime. If you are looking for an alternative to the Gold Coast scene, go to www.su-schoolies.com for more information. Be sure to watch the short You Tube clips on each location.

Places fill fast so students are advised to register their interest by early 2015.

USC OPTIONS

This year USC Options has been extended to an all-day affair happening on Friday 19 December. USC will be open from 9.00am to 5.00pm, so you can choose a time that best suits you to get your questions answered.

When: 9.00am – 5.00pm, Friday December 19
Where: USC Sippy Downs campus

Come along to:

- find out about your accommodation options
- attend a special seminar ‘Surviving the first year of uni’

Register now for your campus tour and preferred seminar time at usc.edu.au/options

STUDENT SUMMER WORKSHOPS

The Institute of Professional Learning is excited to be conducting a number of fun and interactive workshops for students during the summer holidays. Are you looking for a challenge? Do you want to explore some area like video, photography or coding? There are plenty of options for you to choose.

This summer’s workshops include:

- Intro to Coding (Registration $100)
- Create a Phone App (Registration $100)
- Build a Biz (Registration $80)
- Build a Robot (Registration $40)

Workshops will run for 4 to 5 sessions that are 3 hours long and will be conducted at The Institute of Professional Learning (IPL) based at the University of the Sunshine Coast.

For more information and registration details visit the Summer Student Workshops Website or type in this url http://wired.ivvy.com/event/7FKEAB/
JOIN THE GREEN ARMY

Join the Green Army!

Are you aged between 17 and 24, an Australian citizen or permanent resident, and would like to be a part of a team that will make a real difference to the environment in your local community?

We all feel better about ourselves while gleaning skills, training and experience that can help you enter the workforce, improve your career prospects or further your education and training?

Then the GREEN ARMY is for you.

The Green Army is an Australian Government initiative aimed at young people including Aboriginal and Torres Strait Islander students and those looking for employment to pursue a career in the environment fields, develop essential skills and gain maintenance to become involved in conservation projects. Through the program, participants will enhance opportunities for career and further training in conservation.

Skills Creek Wetland Care

This project aims to improve the water quality, fisher connectivity and biodiversity at wetlands along SMSC Creeks.

The project activities include weed removal, relocation of native fluvial and biotope planting.

To Apply

Complete the application form on www.conservativevolunteers.com.au/greenarmy

More Information

Visit www.environmentprotection.org.au/connections

Phone: Head Office 131458

Connecting people with our environment
STUDENT RESOURCE SCHEME 2015

Caloundra State High School operates a Student Resource Scheme (SRS) for students from Years 7 to 12 and is approved by our P&C Association.

In accordance with the Education (General Provisions) Act 2006, the cost of providing instruction, administration and facilities for the education of students enrolled at State schools who are Australian citizens or permanent residents, or children of Australian citizens or permanent residents, is met by the State.

Parents are directly responsible for providing textbooks and other personal resources for their children while attending school. To assist parents with these costs Caloundra State High School offers a Student Resource Scheme (SRS). For parents who wish to participate in the Resource Scheme, their children will gain access to prescribed textbooks, resources, consumables and/or materials.

There is no obligation for a parent to participate in the scheme, it is voluntary.

The Student Resource Scheme Participation Agreement Form must be completed by all families indicating participation or non-participation.

On lodgement of the completed SRS form, a fee will be due and payable in accordance with the agreed payment arrangements. The school will then provide the necessary items to the student for use as they are required.

A Government Textbook and Resource Allowance is provided to schools to supplement the SRS for students in Years 7 to 12. This amount is taken into account when determining the cost of the SRS fee to parents. The Textbook and Resource Allowance rates are available at: http://education.qld.gov.au/schools/grants/state/core/textbook.html.

Parents who choose not to participate in the SRS will be provided with a list of textbook/resources requirements that will need to be purchased by themselves to complete their child's schooling for the year.

All stationery items for students are to be supplied by the parents, please refer to the relevant year level stationery list.

In addition to the SRS fee, a school can charge additional fees for educational services, including materials and consumables, not defined as instruction, administration or facilities. These fees are called User Pays Subject Fees. All TAFE / Sunshine Coast Technical Trade Training Centre enrolments require payments in full prior to course commencement. Caloundra SHS cannot secure payment plans for TAFE or Trade Training Centre. I encourage you to read the terms and conditions of the SRS which can be found on the reverse of the SRS Form.

It is policy that a student, whose parent does not wish to join the SRS or has joined but the participation fee is not fully paid or up to date, will continue to be provided with the instruction, administration and facilities for their education, however the student will have textbooks and resources withheld and will not participate in school excursions/camps/formal/extra-curricular activities. Students who do not attend excursions will be provided with alternate learning/assessment activities.

For further information, please read the “Terms and Conditions of Participation in the Scheme” on the Student Resource Scheme Participation Agreement Form which accompanies this letter.

This form must be returned to Caloundra State High School by – Friday 14th November 2014.
Student Resource Scheme
CALOUNDRA STATE HIGH SCHOOL

Participation Agreement Form

Privacy Statement
The Department of Education, Training and Employment, through the school, is collecting your personal information in accordance with section 51 of the Education (General Provisions) Act 2006 in order to administer the Student Resource Scheme in an efficient, ethical and secure manner. The information will only be accessed by school employees administering the scheme. Some of this information may be given to departmental employees for the purpose of debt recovery. Your information will not be given to any other person or agency unless you have given permission or the Department of Education, Training and Employment is authorised or required by law to make the disclosure.

Participation
☐ Yes I wish to participate in the Student Resource Scheme in 2015. I have read and understand the Terms and Conditions of the scheme (see reverse) and agree to abide by them and to pay the participation fee in accordance with the selected payment arrangement below.

☐ No I do not wish to participate in the Student Resource Scheme in 2015. I have read and understand the Terms and Conditions of the scheme (see reverse) and agree to abide by them, particularly paragraphs 12 and 36.

Please refer to the accompanying Subject Requirements List and/or Year Level Requirements List for fee details.

<table>
<thead>
<tr>
<th>Student Given Name</th>
<th>Student Surname</th>
<th>Yr Level</th>
<th>Participation Fee</th>
</tr>
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<tbody>
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Parent / Carer Details

Given Names:

Surname:

Address:

Contact Numbers:
Home:  Work:  Fax:
Mobile:  Email:

Parent/Carer Signature:  Date:

Payment Arrangement

☐ Now: I wish to make full payment now as a single payment of the total amount above.

☐ Instalments: I wish to make two equal payments by Credit Card. 1st payment by 28/11/2014, 2nd payment by 06/02/2015.

☐ Payment Plan: As negotiated with the school. Please contact the School for appointment prior to 28/11/2014.

I agree to make payments by the due dates and I understand that any failure to make payments by these dates may result in debt recovery action being undertaken including, where warranted, referral to an external debt collection agency at my expense.

School Use Only: Negotiated Instalments Approved:  Position:

Payment Method

I wish to make payment by:

☐ Centrepay Deduction*  ☐ EFT  ☐ EFTPOS Credit/Debit Card  ☐ Cheque  ☐ Cash *

* Payment by Centrepay deduction can be arranged through the school administration.

**Payment by EFT can be made to the school bank account: BSB 064 - 406  Account Number: 00090243. To ensure correct identification of the payment, please ensure that the EFT payment reference clearly includes the STUDENT’s EQ ID NUMBER.

Purpose of the Scheme

1. In accordance with the Education (General Provisions) Act 2006, the cost of providing instruction, administration and facilities for the education of students enrolled at State schools who are Australian citizens or permanent residents, or children of Australian citizens or permanent residents, is met by the State.

2. Parents are provided textbooks and other personal resources for their children while attending school. In recognition that these costs can be high, the school operates a Student Resource Scheme (the ‘scheme’) that enables a parent to enter into an agreement with the school for, for a specified annual participation fee, provides for the temporary use by the parent of prescribed textbooks and other resources, and/or the purchase of consumables and materials for the student.

3. A Student Resource Scheme is separate to and distinct from a request for a voluntary financial contribution.

Benefits of the Scheme

4. The purpose of the scheme is to provide the parent with a cost-effective alternative to purchasing textbooks and/or resources elsewhere, through reduced prices gained from the school’s bulk purchasing power.

5. The scheme also ensures that students have consistent personal resources for their education, and saves the parent time and money in sourcing the prescribed materials elsewhere.

6. The scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the operation of the scheme.

Participation in the Scheme

7. Participation in the scheme is voluntary, and there is no obligation on a parent to participate in the scheme. A parent’s decision to participate or not is based on consideration of the value afforded to them by the scheme.

8. The completed and signed Participation Agreement Form should be returned to the school by the advertised date to indicate participation or non-participation in the scheme.

9. If a parent chooses to participate in the scheme and completes the Participation Agreement Form, a fee will be due and payable by the parent for the items as indicated on the back of this form. The acknowledgement from your financial institution that the fee has been paid will be used as proof of payment by the parent.

10. Payment of the participation fee is a requirement for continued participation in the scheme. An agreement must be made for providing textbooks and other resources for temporary use by the student.

11. A parent who does not wish to participate in the student resource scheme shall inform the school by completing the Participation Agreement Form and returning it to the school. Further arrangements will be made to provide textbooks and other resources to the student.

12. A parent or guardian who chooses not to participate in the scheme is responsible for providing the student with all items that would otherwise be provided by the student and/or as indicated on the Participation Agreement Form or as otherwise approved by the Principal.

Parents and Citizens’ Association Support of the Scheme

13. The operation of the Student Resource Scheme is discussed annually at a meeting of the Parents and Citizens’ Association. Parents are extended an invitation to attend this meeting and provided with an opportunity to express their opinions. A vote is taken at this meeting on supporting the operation of the scheme.

Textbook and Resource Allowance

14. The Queensland Government provides financial assistance to parents of students in Years 9 to 12 of secondary education age, attending State and approved non-State schools, to offset the costs of textbooks and other resources. Assistance is provided in the form of a Textbook and Resource Allowance which is paid once a calendar year through the school. Parents have the option to receive the allowance directly from the school or as an offset of fees associated with participation in the school’s Student Resource Scheme. This option is made available to each parent annually by the school. Current allowance rates are available from http://education.qld.gov.au/finance/grants/availablefromhttp://education.qld.gov.au/finance/grants/par.

Payment Arrangements

15. Payment of the participation fee may be made by EFTPOS (Debit Card; MasterCard; Visa; American Express where accepted by the school), cheque, or cash.

16. For payment made by direct deposit (EFT) to the bank account indicated on the front of this form, ensure that the payment reference includes the reference as indicated on the front of this form. This acknowledgement from your financial institution of the successful electronic transfer of funds should be retained as your record of payment.

17. Payment of the participation fee may be made in whole or by instalments as indicated on the Participation Agreement Form or for another amount as approved by the Principal.

18. For payments made in person by cash, cheque or credit/debit card, a receipt will be provided to the payer. Where payments are received by other methods, a receipt will be provided on request. All receipts and documentation on the scheme must be retained by the parent for future reference and possible taxation purposes.

Parent Experiencing Financial Difficulties

19. A parent wishing to participate in the Student Resource Scheme and experiencing financial hardship is encouraged to contact the principal to discuss how their financial obligations can be managed throughout the school year, or to negotiate alternative arrangements that may be available to accommodate their individual circumstances. Creditor deductions are a payment option offered by the school. All discussions will be held in the strictest confidence.

20. The onus of proof of being so affected is on the parent, and might include a current Health Care Card or other evidence to establish financial hardship.

21. Any concessions given to the participation fee will be at the discretion of the Principal.

Terms and Conditions of Participation in the Scheme

22. For the purposes of the scheme, where a student is living independent of his/her parents, reference in the terms and conditions to “parent” is a reference to the independent student.

23. Where a parent chooses to join the scheme and completes a Participation Agreement Form, an annual participation fee will be due and payable by the parent to the Student Resource Scheme.

24. In return for payment of participation fee, the scheme will provide the participating student with textbooks and/or resources, consumables and materials as listed on the Year Level Requirements List and/or Subject Requirements List as being provided by the scheme, when due for the student’s use.

25. Payment of the participation fee is to be made according to the payment arrangement option indicated by the parent on the Participation Agreement Form, or as otherwise approved by the Principal.

26. Non-payment of the participation fee by the designated payment date(s) will result in a reminder notice to the parent/carer from the school at intervals of 30 days overdue and 60 days overdue. The Principal may thereafter undertake debt recovery action for the overdue participation fee including, where warranted, referral to an external debt collection agency. This may result in extra costs being incurred by the parent.

27. Without limiting any other action the Principal may take in accordance with these terms and conditions, subject to 26 above, the Principal may withdraw a student’s participation in the scheme due to non-payment of a participation fee, and/or may require the return of items provided by the school for the temporary use of the student, and/or may withhold the giving of any further items under the scheme until the debt is paid.

28. The Principal may refuse to admit a student to the scheme where participation fees are overdue from the previous year’s scheme.

29. Where participation fees are overdue, the Principal has the discretion to exclude a student from an optional extra curricula school activity.

30. The scheme provides the best package for the specified participation fee, and is not available in parts unless specifically provided for by the school in the fee structure.

31. All textbooks and resources provided for temporary use by the scheme remain the property of the scheme and shall be returned at the end of the course or school year or when the student leaves the school, whichever is the earlier. Where an item is not returned, the parent will be responsible for payment to the scheme of the replacement cost of the item. Failure to make payment may result in debt recovery action being undertaken.

32. Textbooks and other resources provided for temporary use by the scheme shall be kept in good condition by the student. The school Administration Office shall be notified immediately of the loss or negligent damage to any issued item. Where an issued item is lost or negligently damaged, parents will be responsible for payment to the scheme of the replacement cost of the item. Failure to make payment may result in debt recovery action being undertaken.

33. The parent is responsible for supplying the student with any additional student materials that are not provided by the Student Resource Scheme, as indicated on the Year Level Requirements List and/or Subject Requirements List or otherwise advised by the school.

34. If a student enters the scheme after the first week of school, a pro-rata participation fee will apply, calculated on a 40-week school year basis.

35. If, having paid a participation fee, leaves the school during the year, a pro-rata refund will be made to the parent, calculated on the participation fee paid, less the cost of consumed materials and the replacement cost of scheme items that are lost or negligently damaged or not returned, plus the pro-rata Textbook and Resource Allowance calculated on a 40-week school year basis.

36. As the scheme operates for the benefit of participating parents and is funded solely from participation fees, resources provided by the scheme will not be issued to students whose parents choose not to participate in the scheme.

For payment by EFTPOS (Credit/Debit Card), I hereby authorise the school to debit my:

☐ MasterCard  ☐ Visa  ☐ Other (where accepted)

Card Number: ____________________________

Expiry Date: ____________________________

For ☐ an amount of $ ______ (total) or ☐ $ ______ (as per installment plan of two equal payments) or ☐ in accordance with the negotiated Payment Plan...

Name of cardholder as it appears on the card: ____________________________

Signature of Cardholder: ____________________________

10 research-backed tips for raising happy kids

I have just returned from a research trip to the Yale Center for Emotional Intelligence near New York. The Yale Center is home of the RULER Program, the world’s best emotional intelligence program for children and families. I visited the Center in preparation for the introduction of the RULER Program tools to all Parentingideas Club members. We’ll be doing that soon – and I can’t wait!

The thing that I love about the RULER Program is that it’s totally evidence-based. Its effectiveness is backed by mountains of scientific evidence, so credibility is assured. But that’s all I can tell you about the program now – you’ll just have to wait.

In the meantime, there are plenty of other evidence-based tips for parenting that I can share with you. Here are 10 research-backed tips for raising what most parents want: happy, successful kids.

1. **Birth order matters**
   Birth order is something parents need to work with. If you disregard the birth order of your children you are overlooking a vital piece of your parenting puzzle. For instance, research has shown that eldest children tend to experience greater mental health problems, particularly anxiety, than children in any other birth position. Happiness can be elusive for this group so they require a parenting style that is cognisant of their drivers, and that releases pressure rather than placing extra pressure on them.

2. **Positive peers matter**
   Your child’s friends impact heavily on their wellbeing and frame of mind. When peer relationships are smooth, children seem to be happier, more content and even learn better. Recent research I was involved in demonstrated that the wellbeing of teenage girls is highly influenced by their peer groups. A positive peer group usually equated with high life satisfaction regardless of what other factors were at play.

3. **Parent mental health matters**
   If you want happy kids then you need to get yourself happy. Parent anxiety and depression is linked to behavioural problems in kids; it also makes our parenting less effective.

4. **Sibling relationships matter**
   Research shows that over the long haul healthy relationships makes kids happier. But how do you go about teaching kids to get on? Start by encouraging children to build small acts of kindness, which builds empathy. Help them mend relationships that have broken down. Start this with siblings first. With only-children, make sure you build these skills through plenty of interactions with peers.

5. **Developmental matching matters**
   A number of studies have shown that much of what is considered ‘poor parenting’ has more to do with poor developmental matching. Put simply, parents who raise an eleven-year-old like they did their eight-year-old may find that conflict and resistance become their constant companions, and unhappiness accompanies their child.

6. **Good parenting matters**
   Permissive, laissez faire, autocratic or authoritative parenting? These are parenting styles most parents use at some point.

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.
If you want your child to be happy and succeed over the long term, then extensive British research shows the way. The links between authoritative parenting (a mixture of firmness, warmth and family participation) and children’s happiness and wellbeing are well drawn.

7 **Family dinners matter**

Yes, you’ve got to eat. But you need to eat together. Significant research links family strength and children’s wellbeing with regular family mealtimes. Importantly, there is a high correlation between teenagers who eat with their family at least five times a week and good mental health.

8 **Fun matters**

Many kids get too little unstructured time these days. Play that is not initiated by adults is more than just mucking around: kids learn and grow through such play. Researchers believe that the dramatic drop in unstructured play time is in part responsible for slowing kids’ cognitive and emotional development. Unstructured play helps children learn how to work in groups, to share, negotiate, resolve conflicts, regulate their emotions and behaviour, and speak up for themselves.

9 **Helping others matters**

The Positive Psychology movement know what they are talking about when they put volunteering at the forefront of an individual’s wellbeing. Helping others makes you happy over the long term. The same applies with kids. Just don’t let their grumpiness put you off when you expect them to help.

10 **Emotional intelligence matters**

Emotional intelligence is a skill, not an inborn trait. Believing that your kids will just naturally come to understand their emotions (let alone those of others) doesn’t set them up for success or happiness. Kids learn best when they have concrete tools to assist their learning, whether learning to read (books come in handy), playing sport (a ball and some goalposts helps) or learning to dance (some suitable music helps). The wonderful tools in the RULER Program toolkit make learning emotional intelligence accessible for kids.
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.”

© 2014 Michael Grose
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 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_headspecevsum.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