Dear Parents, Friends and Caregivers

CBC acknowledges that the land we meet on today is the traditional lands for the Kaurna people and that we respect their spiritual relationship with their Country. We also acknowledge the Kaurna people as the traditional custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

International Women’s Day

In my speech to open the new Junior Campus in 2011, I commented that the building was dedicated to the women in our lives who carry the hopes and dreams of our children. I was reflecting on the story of my own mother who crossed the globe in search of a better world for her children. I reflected also on refugee women, women in domestic violence and women who struggle each day to give their children the basic rights of food, shelter and education.

On Wednesday 8 March, we celebrated International Women’s Day across all three campuses. The 2017 theme is Be Bold for Change and the aim is to help forge a more gender inclusive world. Through purposeful collaboration, we can help women advance and unleash the limitless potential offered to economies the world over.

This is a time to pause, reflect and encourage the hopes and dreams of the women in our lives, our College and our world.

I encourage you to visit the International Women’s Day website for more information: https://www.internationalwomensday.com

The College extends its blessings to all women across the globe.

Bullying No Way

The College works hard to ensure our community embraces a respectful and harmonious culture. We take bullying very seriously. This week staff and students were engaged in a week of activities in response to the Federal Government National Bullying, No Way! campaign. I commend Mr Lucas (Director of Senior School) and Mr Couch (Director of Middle School) for their initiative in organising this event. Activities across the campuses included:

- Staff briefings.
- Badges for all CBC students and staff.
- Pledge bunting displayed in all classrooms and in the yard.
- A human banner – Bullying, No Way – photographed on the Senior Campus Sports Field!
- Tutor Group activities each day.
- BBQ and Bullying, No Way merchandising.

Condolences

The College extends our sincere condolences to Mr Frank Scali (Business and Finance Manager) and his family over the death of his mother Elisabetta. May her soul and the soul of all the faithfully departed rest in God’s gentle care.

Mr Colin Curnow

It is with prayer and gratitude that I announce the retirement of Mr Colin Curnow who will retire at the end of this Term after 11 years of exemplary service. During his time at CBC Mr Curnow has led the PE Department, coordinated the Duke of Ed Program, assisted with coaching, organised Sports Days and conducted fundraising for Vietnam; to name just a few of his many and
## 2017 School Calendar

### Week 8
- **Mon 20 Mar** | Twilight Opening Even 5.30–7.30pm
- **Tues 21 Mar** | Junior Campus Liturgy
- **Wed 22 Mar** | JC Community Prayer – Barn Community Mass (SC) – Hurley
- **Thurs 23 Mar** | Head of the River
- **Fri 24 Mar** | Whole School Assembly
- **Sat 25 Mar** | Head of the River

### Week 9
- **Mon 27 Mar** | Board Meeting Parent / Teacher Interviews (JC)
- **Tues 28 Mar** | Junior Campus Liturgy
- **Wed 29 Mar** | JC Community Prayer – Barn Community Mass (SC) – Marks Yr 10 Duke of Ed
- **Thurs 30 Mar** | Yr 10 Duke of Ed
- **Fri 31 Mar** | Junior Campus Assembly Yr 10 Duke of Ed

### Week 10
- **Mon 3 Apr** | P&F Meeting
- **Tues 4 Apr** | Junior Campus Liturgy Autumn Music Concert
- **Wed 5 Apr** | JC Community Prayer – Barn Community Mass (SC) – O’Brien WSA Meeting RAA Street Smart – Entertainment Centre
- **Thurs 6 Apr** | RAA Street Smart – Entertainment Centre
- **Fri 7 Apr** | Whole School Assembly Strategic Plan Launch Old Collegians / Priests & Brothers Lunch

### Week 11
- **Mon 10 Apr** | CBC Old Collegians Meeting
- **Tues 11 Apr** | Junior Campus Liturgy Parent / Teacher Interviews (SC)
- **Wed 12 Apr** | JC Community Prayer – Barn Community Mass (SC) – Smith Parent / Teacher Interviews (SC) SASSA Carnival (7–12s) China Study Tour Leaves
- **Thurs 13 Apr** | Holy Thursday Term 1 Concludes – 3:30pm Senior Formal
- **Fri 14 Apr** | Good Friday

## School Card Forms
Please return these forms to the Finance Office promptly to ensure that you receive any discount that you may be entitled to.

If you have any queries please contact the Finance Office on 8400 4207.

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**2017 School Calendar**

**Principals Office on 8400 4207.**

Please be aware that all students are entitled to.

**Finance Office promptly to ensure that**

Please return these forms to the

**INSIGHT**

www.facebook.com/cbcadelaide

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Developing Our Student’s Strengths in Our School

We parents may remember physical education lessons with the class being divided up and students having to choose teams. The team captain would often then begin by selecting the most athletic students and then the two captains would continue to make their selections until they were left with the less coordinated students and would be deciding who could cause the least potential damage to their team. There are many criticisms with this approach of choosing sides with students feeling neglected or not included. In our schools we need to focus more on the strengths of students rather than their weaknesses.

By working on individual strengths students feel more engaged in their learning. In 2016 a Gallup poll of more than 10,000 Australian students found that only 59 percent reported being enthusiastic about school and having the opportunity to do what they do best. Of the students, 27 percent said that they were not engaged and the remaining 14 percent were actively disengaged. As a society we have a tendency to focus on our weaknesses as a point of difference but often we don’t think about our strengths. Positive Psychology states that our strengths are largely behavioural and comes to us naturally and energises us to excel.

Professor Robert Biswas-Diener who has studied happiness believes: “It is important for us to listen to the messages your negative emotions are telling you and it is like a telephone ringing with an important message for you. Until you pick up the phone and listen, you can’t really determine what actions will be the most appropriate.”

Our students need to listen to their emotions and respond to what’s unfolding, listening to their signals, so they can harness the motivational boost that it is giving them to take action. Positive Psychology calls students to follow these three steps:

- **Label their feelings** – giving very specific labels for what they’re feeling can help them more easily tolerate the whole range of their emotions. As emotions are multifaceted, this means they may be experiencing not just one, but a complex blend of discrete negative, positive, or a combination comprised of both positive and negative emotions, at any one time.

- **Give oneself permission to feel bad** – it’s ok not to feel positive all the time, so they need to accept their negative emotions as just signals telling them how they feel about what’s unfolding. Rather than trying to suppress or get rid of them, they need to give themselves permission to feel what you’re experiencing, to listen to the message it contains and then act in the most appropriate way.

- **Look for what they can control** – often in challenging situations students can feel anxious about things that they actually have no control over. But by looking for what they can take action on, they will be more likely to constructively respond and process these storms in their life.

These steps require our students to think differently in the classroom, to focus on the positive and not the negatives in their life. It calls us to be braver in our decision making and have courage. When we think of courage our minds often directly jump to physical acts of bravery. Courage includes physical bravery but is much more than that; it includes our ability to realise a fear and our perception to take action to overcome a risk. Being courageous is a learning skill that allows our students to take time in the classroom through discussion or meditation to reflect on their feelings openly, to identify and manage any fear and a willingness to act that builds confidence and self-esteem. As a result, they can identify their strength and a belief they have something to offer in the classroom.

Of all our basic virtues, courage is the one that helps us to live exactly the way we want and provides the psychological fuel we need to create, take risks, help others, and face hard times... Courageous action is humanity at its finest. (Robert Biswas-Diener)

Mr Shaun Clarke
Deputy Principal

An invitation to discover your son’s amazing potential!

**Twilight Open Evening**

**Monday 20 March 2017 | 5.30pm – 7.30pm**

**Principal’s Tours**

**Tues 27 June (Junior) & Wed 28 June (Senior) | 9.30am – 10.30am, 5.30pm – 6.30pm**

Book online www.cbc.sa.edu.au/tours

At CBC we aim to create a safe and supportive school community for everyone.

Sometimes, it can be difficult for parents or carers to know what to do when their child talks to them about bullying.

You are an important part of our work to prevent bullying and to respond effectively if it happens. Stopping bullying involves everyone.

A business card (pictured right) has been distributed to the students of CBC. Please ask your son about this.

If your child talks to you about bullying:

1. **Listen** calmly and get the full story. Your calm response is important to allow your child to tell you all about the situation. After they have told you their story, ask questions to get more details if you need to: who, what, where, when. Although you may feel some strong emotions about your child’s experience, try to keep calm to avoid more distress to your child.

2. **Reassure** your child they are not to blame. Many children blame themselves and this may make them feel even worse. You could say things like, ‘That sounds really hard to deal with. No one should have to put up with that.’ or ‘I’m so glad you told me. You should be able to feel safe at school; that’s not fair at all’.

3. **Ask** your child what they want to do and what they want you to do. A critical part of your response is to avoid jumping in to solve the problem. While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.

4. **Contact** CBC. The best person is the Tutor Teacher. Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment to meet with your son’s tutor teacher. Contact the school immediately if you have a concern about your child’s safety. At CBC the next step would be to contact your son’s Student Learning Coordinator, a list is available on our website. The next step would be to contact the Directors of School. Our Counsellors at CBC are vital in the process. You or your son may wish to discuss the matter with a counsellor. This will be conducted in the strictest of confidence within the guidelines of child safety. If it is of a very serious nature, the Director may arrange a meeting with the Deputy or the Principal.

5. **Visit** www.bullyingnoway.gov.au to find some strategies. The website has tips and ideas for different bullying situations. One idea is to practise strategies at home to help your child feel more confident.

6. **Check in regularly** with your child. Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings. Your ongoing support is important.

The CBC Personal Responsibility Policy is published in your son’s diary and a full transcript is available through the Directors of School.

Remember not all incidents at CBC will be Bullying these include.

- Inadvertent sayings or actions that hurt someone else that are RUDE.
- Purposefully saying or doing something to hurt someone once (or maybe twice) it is MEAN.

BUT if it is an intentional aggressive behaviour, repeated over time, that involves an imbalance of power that is Bullying.

If you are looking for support for yourself to deal with a bullying situation, you will find ideas on the Bullying No Way! website for parents. Please contact CBC if you would like to discuss any aspect of our approach to preventing bullying.
What’s New on the Library Website?

The College has recently subscribed to the Australian Financial Review, The Sydney Morning Herald and The Age for students to access in a digital format. The digital newspapers are designed for easy classroom use, offering staff and students authentic ways to access news and current affairs. The papers can be accessed from the Library Website via the home page of the Portal. Once logged into the Portal no passwords are required and there are no limits to how many users can access the newspapers at any time. To read the papers navigate to the Research Library page and click on the Newspapers & Magazines tab. At that point click on the individual newspaper button or link.

The digital newspaper format is very user friendly so students can flip through the pages and read to their heart’s content…sport pages all included!!!

Please let me know if you require any support accessing the digital newspapers or any other library resource.

Happy reading!

Mrs Sandra Mason
Head Librarian /Teacher

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CBC Skoolbag App

Download for free on Apple, Android and Windows smartphones and keep up to date with school events, co-curricular activities and important notifications. To download just search for ‘Christian Brothers College Skoolbag’ in the relevant app store on your device. Please contact the College on 8400 4263 if you require assistance.

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Old Laptops Wanted

The Passionists Fathers are in need of laptops to support 24 young seminarians from overseas who are studying in Australia. If you have an old laptop that is working, the Passionists would appreciate it if you could donate the laptop. Please give it to the front office at either Junior or Senior Campus, as it would assist the seminarians in their study of both English and Theology.

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Year 7 Red Basketball
CBC 26 defeated Tennyson 22

It was a close game with plenty of competition between the two teams. CBC boys did us proud, determined to win, which in the end they did! Thanks goes to Michael Fragnito and Jed Walker who were waiting on the sidelines for their match which followed, and filled in as a couple of players were absent. They both did a great job! The best player was James Caldwell who shot endless goals for the team. Well done everyone!

Ms Kay Oliphant
Coach

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Year 4/5 Red Basketball
CBC 22 defeated St John Bosco 12

It was a great start to the season to win in our first competitive game. The team played a great game offensively, passing the ball to the open players until we were in a position to score. We are still working on our zone defence. While our press caused lots of turnovers it may give easy baskets to a stronger opponent. It was great to see such an unselfish, team-oriented performance!

Best Players: Nicholas, Armand, Joel

Mr Vincent Rignanese
Coach
How Parents Can Help Students in the Senior Years of School

When you have a student completing the senior years of school, everyone in the family is doing Year 11 or 12. Here are a few ideas for coming through these years flourishing, and having everyone’s dignity intact. Parents have a vital role in helping students:

- Manage time;
- Manage energy;
- Manage stress;
- Manage to get everything in at the right time and in the right place.

In addition to this you have to manage yourself.

Developing the System

Regular planned times for study throughout the year creates better results. Short regular sprints of learning are more effective than long study marathons. To create this you need to work out a system.

Sit down with your student and map out an ideal system. For them to be effective:

- A system that you have worked out and they understand;
- A system that they have had a hand in choosing;
- A system that is manageable;
- A system that is reasonable.

Developing a system is a fine art. Acknowledge to yourself in advance that anything you are likely to do will not be perfect. The best plans go wrong, and the best students are able to adapt. This is not a sign of either you or your student not coping, but that the system is working.

Developing the System

Regular planned times for study throughout the year creates better results. Short regular sprints of learning are more effective than long study marathons. To create this you need to work out a system.

Sit down with your student and map out an ideal system including:

- Times for sleeping (at least 8 hours a night);
- Times for unwinding and relaxing;
- Best breakfast foods;
- The best times for study;
- The best time of the week for consolidating notes and extending memory;
- Time to catch up with friends;
- Required school hours;
- Time for part time work (less than 10 hours a week);
- How to handle invitations around exam times.

Without a plan, you are simply left with doing what you like when you feel like it and often feeling like studying is not the most likely emotion in teenagers’ lives.

Study sprints should be ideally 20 minutes long and never longer than 50 minutes with a ten-minute break between study sessions.

Usually on the weekend, have some time set aside for organising information and testing memory of new information.

Patiently, talk through the system until you all feel that you have the best plan. Ask them how often you should remind them of the system when they don’t seem to be following it.

You may also need to discuss minimizing distractions—excessive social media use, listening to music while studying, multi-tasking or chatting with friends online is not compatible with studying. Multi-tasking is just splitting your attention and means you’ll need to study four times longer than you need to.

As a parent of a senior school student, keep yourself informed. Come to information sessions and parent-teacher meetings yourself. Stressed students don’t always store detailed information well so take notes of key dates and requirements.

Steering students back to the system

It is hard to get through Year 11 or 12 with out some meltdowns. When a meltdown occurs, rather than starting a long conversation about it or providing a motivational pep talk, think about what your student needs—Food? Rest? Exercise? Some social time? Try to quietly arrange for this to occur.

How to deal with the catastrophic thinking

Pacifying or reassuring the unsettled senior school student is a fine art. Acknowledge to yourself in advance that anything you are likely to say is probably going to be heard as the “wrong thing”.

Generally what you do is more important than what you say. Providing meals, comfort and for some, reassuring hugs is often more powerful than words.

Some teens “freeze up with fear” and want to avoid schoolwork completely. Try to avoid getting into lengthy debates about the merits of the current educational system or their own intellectual ability. Instead, go back to basics. Feed them. Hydrate them. Rest them. Then gently bring them back to the topic. Ask them to tell you what they do understand about an issue. If they will initially reply with, “I know nothing” say, “Well, tell me what you think you know”. Slowly rebuild confidence.

What to do when the system breaks down

When you are planning the system develop a rule of “never miss twice”. We know there are days when even the most well thought through system falls into tatters. Accept this but also plan never to miss twice. For example, I can take a complete break from my study routine for one day but not for two days in a row.

Around August is the most common time for students to become disheartened and lose motivation. However, the work done in August and September probably adds more to the final results that any other stage of the year. The reason is that by this time most of the basics have been covered and we are now able to add the higher order thinking and deepen understanding.

If taking on new information seems too much at this time, go through the process with them of organising information, drawing up flow charts, making memory aides and consolidating notes.

What if my teenager won’t listen to me?

Have a confidential chat with one of their key teachers so that they can have a conversation with your student directly about their progress and study strategies.

How to deal with the build up to exams

Here is the time to trust the system. Keep things as calm and consistent as you possibly can. Ensure that your student has enough sleep, good food, exercise and social time.

Consider ceasing part time work in the lead up to exams. Also discuss not using or at least, lessening the use of social media sites.

If your family has major birthdays during this period it may be worth delaying celebrations until after the exam period.

It is not the end of the world

Above all, remain calm and believe in your student. Adding an anxious parent to a panicking teenager is always a recipe for disaster.

www.generationnext.com.au, Fuller, Andrew, 2017 reprinted with permission

Ms Jane Gaynor
Senior Campus Counsellor

The Stage 2 Geography students visited a number of locations across Greater Metropolitan Adelaide on Thursday 2nd March and undertook fieldwork investigations including livability surveys, GIS plotting and land use analysis. The excursion exposed students to a range of locations and potential geographical issues which they are now investigating further in relation to their first summative assignment. They boys did a great job and were thinking like true geographers by the end of the day!
HEAD OF THE RIVER
25 MARCH 2017

COME AND CHEER FOR THE PURPLE AND WHITE
WEAR YOUR UNIFORM WITH BLAZER TO SUPPORT OUR CREWS

TRANSPORTATION PROVIDED BY BUS FOR SPECTATORS
LEAVING CBC AT 8.00AM AND RETURN FROM WEST LAKES AT 12.30PM