

FROM THE PRINCIPAL

Dear members of the Lisieux community,

There is plenty in the **Term Four calendar** to keep us on our toes! From swimming lessons to our inaugural Art Show, in-school presentations by Brainstorm Productions and Brave Hearts, excursions to Narana and to the Geelong Gallery to view The Archbald Prize finalists, our first ever Lisieux Sports Carnival, Orientation and Transition Mornings, P & F winery tour, end of year Nativity Play...the list goes on as does the action. We do encourage families to keep a close look on your Lisieux calendar, on our courtyard whiteboard and on caremonkey notifications. Be assured that despite the full calendar, our educators are clearly focused on learning outcomes and student needs. We are seeing amazing growth in student achievement by this stage of the year and I congratulate all our students for their persistence and dedication. As always, in Term Four, regular attendance at school is really vital, as is a home routine which includes daily reading. Thank you in advance for ensuring the ongoing focus of these areas.

Our students had a wonderful day celebrating **St Therese's Feast Day** with our friends from St Therese CPS last Friday. We thank St Therese CPS for the invitation and warm hospitality on the day.

Swimming lessons commence on Monday and will run every day next week. Please ensure your child has bathers, towel, thongs, change of underwear, etc in a swimming bag. The bus will depart Lisieux at 10:30am daily and we will be back at school in time for lunch. Please be aware that the change of routine and additional physical activity is likely to cause tiredness so early nights are recommended next week.

Our **Parents and Friends Committee** meets this evening (Thursday 25 October) in the staff room at Lisieux. You are very welcome and we would love to have a strong attendance to discuss upcoming initiatives.

God's blessings for the week ahead,

Susan Ryan
Principal

Susan.ryan@lisieux.catholic.edu.au

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SCHOOL CALENDAR

OCTOBER

- Thu 25th** Parents & Friends Meeting – 7:00pm
All welcome
- Fri 26th** Brainstorm Production Performance
World Teachers Day!!!
- Mon 29th – Fri 2nd (Nov)** Swimming Program
- Tue 30th** Lisieux Board Meeting 7pm-9pm

NOVEMBER

- Mon 5th** Staff & Student Free Day
- Tue 6th** Melbourne Cup Public Holiday
- Wed 7th** Geelong Art Gallery Excursion
- Thu 8th** Proposed Plenary Council discussion at Lisieux
- Tue 13th** Lisieux Sports Carnival
- Sat 17th** P & F Winery Tour
- Wed 21st** 2019 Prep Orientation
- Fri 30th – Sun 2nd (Dec)** Lisieux Art Show

DECEMBER

- Wed 5th** Appreciation Super for parent helpers 7pm-9pm
- Tue 11th** Transition Day P-6 Students
- Wed 19th** Term 4 2018 School Year Concludes at 1:00pm



Focus of the fortnight:
SELF - REGULATION

PRAYER / REFLECTION

Salvadoran Oscar Romero (1917-1980) was made a saint on October 14. He spoke out against poverty, social injustice, assassinations and torture. It has been said that Romero ranks alongside the likes of Martin Luther King and Mahatma Gandhi as one of the most remarkable figures of the 20th Century.

The following prayer is attributed to him:

It helps now and then to step back and take a long view.

The Kingdom is not lonely beyond our efforts,

It is beyond our vision.

We accomplish in our lifetime only a fraction

Of the magnificent enterprise that is God's work.

Nothing we do is complete, which is another way of saying that the kingdom always lies beyond us.

No statement says all that could be said.

No prayer fully expresses our faith. No confession brings perfection, no pastoral visit brings wholeness.

No program accomplishes the Church's mission.

No set of goals and objectives include everything.

This is what we are about. We plant the seeds that one day will grow.

We water the seeds already planted knowing that they hold future promise.

We lay foundations that will need further development.

We provide yeast that produces effects far beyond our capabilities.

We cannot do everything, and there is a sense of liberation in realising this.

This enables us to do something, and to do it very well.

It may be incomplete, but it is a beginning,

A step along the way, an opportunity for the Lord's grace to enter and do the rest.

We may never see the end results, but that is the difference between the master builder and the worker.

We are workers, not master builders, ministers, not messiahs. We are prophets of a future not our own.

CONGRATULATIONS

Congratulations to our Year 1,2,3 teacher, Georgia Hutchins, who became engaged on the weekend to Brenda Byrne. We wish them a happy future together.



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REMINDER

Parents are reminded that students with hair longer than shoulder length should have hair tied back neatly every day. You would be aware that we have had instances of head lice recently and having hair neatly tied up helps minimise this problem and also reduces safety concerns which can occur when hair is loose.

Please advise the Principal in writing via susan.ryan@lisieux.catholic.edu.au if your child will be absent for a planned holiday or event.

PARISH LEVY

Plenary Council

In preparation for the **Plenary Council of the Church in Australia** in 2020, the Australian Bishops are seeking feedback from schools and the wider Church on the question: **What do you think God is asking of us in Australia at this time?** Dick Danckert, from our local parish, has kindly offered to facilitate a one hour discussion session for interested families on **Thursday 8 November at 7pm at Lisieux**. In order for this session to run, we are seeking expressions of interest in attendance. We require a minimum of four people for the session to go ahead. If you'd like to have some input on the direction of the Catholic Church, this is a chance to be heard in a non-judgemental environment and for your ideas to be tabled for further discussion at the 2020 Plenary Council. Please email fiona.thompson@lisieux.catholic.edu.au to register your interest in attending this brief session in November

PARISH NEWS

The Finance Committee of the Nazareth Parish would like to thank all families who have contributed to the Parish Levy in 2018. This money is important to the financial viability of the Parish. It ensures that we reach out to not only our Parish community but also to others in the wider community. If families are yet to pay the Parish Levy in 2018, we request that this payment occurs before the end of the year.

Paul Daffey – Chairman Finance Committee

EXPRESSIONS OF INTEREST – CONSTRUCTION - Nazareth Parish House

Expressions of interest are invited from local builders for the construction of a customised single story house of 26sq. in the Q2 Estate, Torquay in 2019.

Submissions of interest to be sent to grovedale@cam.org.au by Friday 9th November, 2018 at 3pm.



The Surfcoast Basketball Association are pleased to provide the Grommet beginners Basketball Program.

Our seven week program is built around skills development learning to play and having fun.

Date: Wednesday 31st October to 12th December.

Time: 2 Sessions available

4:30-5:30pm & 5:30-6:30pm

Age: 7-9 year olds – preferred.

Place: Surfcoast Secondary College

Total cost is \$35 for the 7 week program

Register: Online prior to participation via

<https://www.trybooking.com/ZACU>

All queries to Peter Withers on

0419529090 or basketballsurfcoast@gmail.com

Be a Strength-Based Parent by Lea Waters

By focusing on our children's strengths, we can help them flourish—and stop being so critical and worried.



My stomach knotted as I came home after a long day at work to find my fifteen-year-old son Nick playing “Fortnite.” Again.

Just yesterday, I’d spoken with him (read: snapped at him) about screen time. Today, an argument began. Again.

He felt angry. I felt frustrated. We both felt misunderstood.

Why do we zoom in on the things about our children that concern us more than the things that delight us? Why do we find it so hard to resist the urge to criticize, nag, and worry?

He felt angry. I felt frustrated. We both felt misunderstood.

Blame it on our brains. Our “negativity bias,” an ancient survival mechanism, hardwires us to spot problems in our environment more quickly than we spot the things that are going well. I call it the Dirty Window Syndrome: A clean window doesn’t attract your attention; you look straight through it. But a dirty window is something you notice. What’s more, your focus on one specific part of the window—the dirt—means you’ll often fail to see that the rest of the window is still clean and showing you a beautiful view.

It’s the same with our kids. When things are going well, we take it for granted; but when things are going badly, that spot of dirt on the window snaps our attention into sharp focus. The dirt, in my case Nick’s gaming, grows from a small spot to a big stain. It gets magnified, overshadowing our kids’ positive qualities, thus creating the perfect storm for conflict and for feeling anxious about their future. A useful evolutionary feature that keeps you and your kids safe from danger can be counterproductive to fostering a positive relationship.

The good news is that by learning how to shift your attention to your child’s strengths (the clean part of the window), you can override the negativity bias, clean the dirt, and prevent the problems from getting blown out of proportion—all while building up resilience and optimism in your children.

The power of strength-based parenting

Psychologists have identified two broad categories of strengths: talents and character. Talents are performance-based and observable, including things like abilities in sports, music, art, IT, and problem solving. Character strengths are personality-based and internal, including things like grit, curiosity, courage, humor, and kindness.

By learning how to shift your attention to your child’s strengths (the clean part of the window), you can override the negativity bias, clean the dirt, and prevent the problems from getting blown out of proportion—all while building up resilience and optimism in your children.

Although we tend to focus on our kids’ talents, the two categories of strengths work hand in hand. You’d be hard-pressed to find anyone who has made the most of their talent without also drawing on their character: Imagine the Beatles without creativity or Neil Armstrong without bravery. As parents, we can help our kids enormously by intentionally cultivating their character as much as their talents.

In my own research, children and teenagers who have parents who help them to see and use their strengths enjoy a raft of well-being benefits, including experiencing more positive emotions and flow, being more persistent, feeling more confident, and being more satisfied with their lives. Kids and teens with strength-based parents are also less stressed, cope better with friendship issues, cope better at meeting homework deadlines, and get better grades.

These well-being benefits can also spill over into better behavior. In a 2010 study, after parents of pre-schoolers learned strength-based techniques in a 10-session program, the parents reported fewer behavior problems in their children.

Parents benefit, too. In one of my studies, published in the *International Journal of Applied Positive Psychology*, parents were split into two groups. One group took a course teaching them how to identify and cultivate their children's strengths, while the second group had no training and continued to parent as usual. The results showed that the parents who went through the course felt happier with their children and more confident about their own parenting skills after the course compared with beforehand. Those who didn't go through the course showed no shift in happiness and confidence.

Of course, focusing on strengths isn't the be-all and end-all of parenting. My own findings have shown that strength-based parenting boosts many positive aspects of a child's mental health, but doesn't reduce anxiety (although it does lower stress and depression). In other words, connecting kids to their strengths helps make them feel good but may not necessarily make them feel *less bad*; the actions needed to reduce ill-being are different from those needed to produce well-being. But with so much focus on fixing children's problems these days, it's important to intentionally and independently seek to build well-being in our kids.

How to focus on your kids' strengths

Strength-based parenting is a style where we focus first on building up what is going right with our children before we focus on fixing what is going wrong. We help our kids to maximize and make the most of their talents and character, and we show them how to use these as leverage points to address weakness and problems.

So how to start?

Simply notice one strength in your child and comment on it: "You used good judgment today when you decided to pack your school bag ahead of time," or "Thanks for making me laugh—I really love how funny you are," or "I know your brother aggravates you, and I was so proud to see you rise above and show forgiveness." Repeat this *strengths spotting* approach as much as you can. Over time, your children will internalize their own strengths in their self-talk. Rather than using negative self-talk like "I'm stupid" or "I'll never get this" in difficult situations, they might say, "I know I'm persistent and can stick to the task," or "I'm curious and can learn new things."

Keep a *strengths diary* for the next two weeks and, at the end of each day, write down three strengths you saw your kids use in a diary or on your phone. If your child has a phone, you can send them a text the next day letting them know the strengths you saw them use. At the end of the two weeks, you can use your *strengths diary* to write a strengths letter to your child telling them about the strengths you see in them.

You can also map the strengths of your family. "We did a strengths profile of our family and put it on the fridge. Now we know our strengths, I create opportunities for the kids to use their strengths at home," one parent said. "I ask Olivia and Jackson to use their zest to welcome guests, while Elijah's judgment is used to rein in risk. The kids appreciate playing to each others' strengths within the family."

Finally, incorporate strengths into the questions you ask your children. When your child is nervous about a big project or event coming up, ask them, “What strengths do you have to help you with this?” If they have had a fight with a friend: “What strengths do you think were missing that may have led to the fight? What strengths will help you make up?”

If you keep practicing these skills, you will find that you can more easily shift out of fix-it (or nag) mode and into strength focus. When challenges arise, choose a strength you’ve identified in your child through the techniques above and suggest how they could use it to handle the situation. For example, I use my daughter’s kindness to help her temper her impatience. A father I’ve worked with helped his athletic son channel his natural competitive spirit into a friendly contest to “win” at finishing homework, instead of having the same old battle about lack of discipline.

What strength-based parenting does (and does not) do

Strength-based parenting isn’t about lavishing your kids with false and excessive praise. It’s about real feedback based on your child’s actual strengths. And since none of us is so perfect that we’re showing our strengths all the time, there’s no risk of creating a self-involved, narcissistic child who thinks she’s the only special one in the world. If anything, strength-based parenting drives home the point that our strengths make us unique, but they don’t make us special—because everyone has strengths.

Nor does focusing on strengths mean we ignore problems. Instead, it shows us how to use what we’re good at to work on what we’re not so good at. Knowing their strengths gives children a solid-enough identity to acknowledge and address the areas where they need to improve. Being strength-based allows parents to approach weaknesses from a larger context—seeing the whole window, not just the dirt.

In my case, I’m able to put Nick’s gaming into perspective by reminding myself, “He’s a good kid. He’s creative and funny. He’s social and loyal, and he likes to build good relationships (most of the time).” In the grand scheme of things, he’s heading in the right direction. Despite my overactive worry button, he is actually doing OK. I can breathe a sigh of relief.

When I use a strength-based approach, two important things occur.

- **First, I am able to see that there are strengths involved in gaming that Nick can use in the rest of his life.** The self-regulation and problem-solving Nick uses to choose his moves, and the grit he uses to continue even when his points are low, are the same strengths he can use to better monitor his screen time and balance this with his homework. When I comment on the humor and loyalty he uses to cheer up his friends when they die in the game, he sees how he can apply these to his relationships with his family.
- **Second, because I am calmer and able to engage more with Nick about the benefits of the game, he is more receptive to our conversations** about balancing screen time with his homework, sports, and family time. When he sees that I am not demonizing technology and I am giving him a fair amount of time to play, he knows he also needs to be reasonable when we ask him to get off.

As a result, the negotiations about screen time are far more fruitful and less combative. This doesn’t mean I have all the answers. The conversation about “Fortnite” is an ongoing one, and most days Nick tries to sneak in extra time. But the days I am strength-based are the days when he shuts the game off more quickly and more happily.

Our negativity bias helps us to survive, but our strengths help us to thrive. Showing our children how to harness their strengths is a key tool for their happiness, and a recipe for effective and enjoyable parenting. It’s not a “cure-all” but is most definitely a win-win!



Lisieux on Tour....

Our Parents and Staff Winery tour is quickly approaching on

Saturday 17th November!

Tickets are now available from

Fiona at the office and are

\$65 each.

Payment via cash or Direct debit;

BSB 083-347 Account 33975 7598

Reference – Name

This includes return bus from Torquay and lunch at one of Bellarine's best wineries
(gluten free, vegan and vegetarian options available).

Drinks and tastings will be at cellar door prices.

Looking forward to a fun day celebrating an amazing year with Parents and Staff!!

Get in quick....

Parents & Friends Committee





**AFTER
SCHOOL
CARE** by
Camp
Australia

we make kids smile

GREAT FUN

- ★ Outdoor games and sports
- ★ Arts & Crafts
- ★ Playing with friends
- ★ Great Educators
- ★ Food and Cooking
- ★ Indoor Activities



Children's Week

Children's Week is a national celebration of children's rights, talents and citizenship held on the fourth Wednesday of October in Australia to coincide with Universal Children's Day. Each year the theme of Children's Week highlights a particular Children's Right.

2018 Theme: Article 12 of the United National Convention on the Rights of the Child states that; "Children have the right to have a say in matters that affect them, and for adults to listen and take it seriously."

Tips to Parents and Caregivers for Talking to Children About Personal Safety

- Help Children identify trusted adults (both within the family and outside) they can talk to, if they are worried, upset, or don't feel safe. Create a list together. Make sure the trusted adults know they are on your child's list.
- Remind children that they can talk to you or a trusted adult about anything, no matter how big or small their worry might be.
- Talk to children about how they know when they feel safe or unsafe. Help them to listen to their early warning signs (how their body feels), and to trust their feelings and instincts.
- Use everyday activities (such as preparing meals and snacks, going for walks, playing, shopping) as opportunities for conversations. If children are used to having lots of communication, it can make it easier to talk when big or tricky issues come up.
- Be open to talking about all kinds of feelings, including anger, joy, frustration, fear and anxiety. This helps children to develop a 'feelings vocabulary'.
- Show children that you can respond sensitively to negative emotions as well as positive one when they express their anger, embarrassment, sadness or fear.
- Don't rush into problem-solving. Your child might just want you to listen, and to know what their feelings and point of view matter to someone.

Source: <http://www.napcan.org.au>

At Camp Australia, every child has the right to be listened to, we take their opinions seriously, and their safety is our number one priority.

Program Details

To find out more about our program, view fees and to register visit www.campastralia.com.au