Gospel of Lk 4:1-13

_Filled with the Holy Spirit, Jesus was led by the Spirit through the wilderness where he was tempted._

Filled with the Holy Spirit, Jesus left the Jordan and was led by the Spirit through the wilderness, being tempted there by the devil for forty days. During that time he ate nothing and at the end he was hungry. Then the devil said to him, ‘If you are the Son of God, tell this stone to turn into a loaf.’ But Jesus replied, ‘Scripture says: Man does not live on bread alone.’

Then leading him to a height, the devil showed him in a moment of time all the kingdoms of the world and said to him, 'I will give you all this power and the glory of these kingdoms, for it has been committed to me and I give it to anyone I choose. Worship me, then, and it shall all be yours.' But Jesus answered him, 'Scripture says: You must worship the Lord your God, and serve him alone.'

Then he led him to Jerusalem and made him stand on the parapet of the Temple. 'If you are the Son of God', he said to him ‘throw yourself down from here, for scripture says:

_He will put his angels in charge of you to guard you, and again:_

_They will hold you up on their hands in case you hurt your foot against a stone._

But Jesus answered him, 'It has been said:

_You must not put the Lord your God to the test._

Having exhausted all these ways of tempting him, the devil left him, to return at the appointed time.

Mrs Clara Privitera
Religious Education Leader

NEWS FROM THE PRINCIPAL

Dear Parents and Caregivers

The first term is flying and we are almost half-way through. Most of our testing is now complete. Our Maths testing was very intense this year and it took a long time to determine the next step for each child. The time taken per student varied according to their mathematical capabilities. This meant that some children took much longer than the original 40 minutes. This data will now be utilised to plan for the specific needs of each child and will be built upon in the future.

Last week our teachers stayed back late on Monday night to bring parents up to speed with what we are doing with our children’s learning at St Thomas More during 2016. The attendance was very poor as it has been a disappointing pattern that we have observed over the years. A survey was sent out as a result and from this information we now know that parents at STM prefer to have information disseminated digitally. Only thirty families completed this survey from 270 families in school, this in itself was a poor response. To ensure that everyone is up to date with current information about what is happening at school, we remind parents and caregivers that it is their responsibility to read newsletters and blogs.
I need to correct the information I put in the last newsletter about our new priest. Father Peter Hoang OMI is actually starting out in our parish in March, not in February as I first thought. We will postpone our beginning of the year mass when Fr Hoang arrives and is settled.

On Tuesday the 23rd of February, The Annual General Meeting for the School Advisory Board will be held at 7pm in the Staffroom. The meeting is traditionally open to all members of the St Thomas More parent community, so everyone is welcome. No new members will be elected this year as none of the original members are retiring or stepping down from the board.

This week on Friday the 19th of February and next week on Monday the 22nd of February St Thomas More staff will be working on the review documentation that needs to be submitted by the end of this term. The actual review date is May 16th but before then, our staff will analyse the data that has been collected over the past four years, since the last review. A report will be written from the analysis that needs to reflect the voice of all stakeholders in our school community. A VRQA (Victorian Registration and Qualifications Authority) audit makes up the other half of the review documentation that also needs to be completed for submission. Staff will also be working on this very comprehensive documentation on these curriculum days.

Thank you for your ongoing support
Marcy DeNardis

LIST OF EVENTS TERM 1 2016

FEBRUARY 2016
Fri 19th - Curriculum Day
Mon 22nd - Curriculum Day
Tue 23rd - Better Buddy Day
Thur 25th - School Photos

MARCH 2016
Wed 2nd - Young Leaders Day
Tue 8th - Open Day 9.30am and 6.00pm
Mon 14th - Labour Day - Public Holiday
Tue 15th - Book Fair begins
Tue 22nd - Book Fair ends
Thur 24th - Holy Thursday
  Last Day Term 1
  12.00pm finish
  Casual clothes day, Gold coin donation to Children's First Foundation

April

Mon 11th - 1st day back Term 2
(NB. Sports Day will be held in Term 2 – date TBC)

SCHOOL PHOTO DAY IS COMING

SCHOOLPIX will be visiting us on THURSDAY 25TH FEBRUARY 2016

PHOTO DAY TIPS:

Dress: Clean and tidy as per school uniform guidelines
Hair: Neat and swept off face
Manual Orders: Complete your order form and return with payment to school on photography day
Online Orders: To pre-order online, take your personal Order and ID Numbers found on your order form and go to www.schoolpix.com.au. Orders can be placed online up to 2 working days after photography. You do not need to return the order form if you order online.
Sibling Orders: For a special photo of you children together, collect a Sibling Order Form from the office or download it from the SchoolPix website and return it on photography day. Alternatively Order Online by 10am on photography day.
Remember: All orders placed online will receive a free 20cm x 25cm black and white portrait print.

PO Box 5222, Hallam VIC 3803
Ph: 1300 766 055
Email: info@schoolpix.com.au
Dear Families,

What a great week we had the last two weeks. We introduced new preps, got older children to be mentors and we introduced Leader of the day. Leader of the day has been fantastic it allows children who are making good choices to conduct an activity themselves and show leadership.

*It is really important that children bring their hats to Before School Care and After School Care. “NO HAT, NO PLAY”!* For health reasons its best to provide us with a spare hat so we can leave it in a special place.

*Parents this Friday the 19th and Monday 22nd there will be no school due to curriculum days so this means OSHClub won’t be running due to low numbers.*

In regards to technology children are allowed to use their computers only for homework Purposes. This means no YouTube or games only Google chrome for researching and Word. Homework time will be between 4:15pm-5:00pm.

**Question for the Parents and Guardians:** WHAT WOULD YOU LIKE TO SEE YOUR CHILDREN DO AT OSHClub?

Parent Information: OSHC program phone: 0401-442-393.
Coordinator: Luisa Coco.
Assistants: Sonya Badding and David De Anglis
OSHClub Head Office: 03 85649000

*All families must be enrolled to attend the program, remember this is Free!! Please create an account online at www.oshclub.com.au all bookings and cancellations can also be managed via your online account. For on the day bookings please contact the Coordinator direct at the program.*
## 2016 Principal’s Tour Dates

**GLENROY CAMPUS - 35 William Street, Glenroy**

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<tr>
<th>Year 7 – 8</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>Wednesday 3rd February</td>
<td>11am</td>
<td>Wednesday 20th July</td>
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<td>Wednesday 17th February</td>
<td>9am</td>
<td>Wednesday 3rd August</td>
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<td>Wednesday 2nd March</td>
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<td>Wednesday 17th August</td>
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<td>Wednesday 16th March</td>
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<td>Wednesday 31st August</td>
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<td>Wednesday 13th April</td>
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<td>Wednesday 14th September</td>
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<td>Wednesday 27th April</td>
<td>9am &amp; 7pm</td>
<td>Wednesday 12th October</td>
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<td>Wednesday 11th May</td>
<td>9am</td>
<td>Wednesday 20th October</td>
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<td>Wednesday 25th May</td>
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<td>Wednesday 8th June</td>
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<td>Wednesday 22nd June</td>
<td>9am</td>
<td>Wednesday 7th December</td>
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**BROADMEADOWS CAMPUS - 29 Gibson Street, Broadmeadows**

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<tr>
<th>Years 9 – 12</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>Wednesday 2nd March</td>
<td>9am &amp; 7pm</td>
<td>Wednesday 3rd August</td>
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<td>Wednesday 27th April</td>
<td>9am</td>
<td>Wednesday 26th October</td>
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<td>Wednesday 25th May</td>
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*Please call Penola Catholic College on 9361 2777 to register your attendance or to arrange an alternate tour date.*

*‘Education today, empowerment tomorrow, a lifelong love of learning’ Mr Chris Caldow - Principal*
RECREATIONAL GYMNASTICS

PASCOE VALE UNITING BOYS CLUB

COME JUMP, TUMBLE AND PLAY!

All boys aged 5 years and over are welcome to attend classes on Monday Evenings.

Activities include mat work, trampoline and games for younger groups.

Intermediate and Senior group activities include box horse and parallel bars.

WHERE?
Cnr Cumberland Road and Westgate Street, Pascoe Vale

TIMES:
5 – 10 year olds:
6:30 – 7:30PM

10+ year olds:
7:30 – 8:30PM

Contact:
Julian: 0431 239 226 | Brendan 0424 383 492
Every parent should know these

Children with healthy self-esteem and self-confidence learn more, achieve more and are generally happier than those with low confidence levels. However building children’s and young people’s confidence is complex.

Great confidence-builders use a number of approaches that impact on how kids’ think, how they feel and what they can do.

Here are 5 practical strategies that you can use to build real self-confidence in kids of all ages:

1. Model confident thinking

   Kids soak up the language, thinking and behaviour of those closest to them in their environment. Parents and teachers play a part in modelling confident thinking and behaviour especially when it comes to tackling new activities. In particular, let kids hear positive self-talk when you tackle something new. They should hear something like “I’ll have a go at this. If I don’t do so well then I can try again tomorrow.” This is far more effective than “I’m no good at this. I’ll probably stuff it up.” What story are you creating that your children will copy and pass on?

2. Focus on effort & improvement

   Current thinking shows that people who believe that they can increase their intelligence through effort and challenge actually get smarter and do better over time in school, work, and life. One way to develop this ‘growth mindset’ is to focus your language on effort and improvement rather than on the results of what kids do. By linking success with effort you are teaching them success comes from something other than pure ability, talents or smarts.

3. Praise their strategies

   While effort is key for achievement, it’s not the be all and end all. Kids need a broad repertoire of approaches – not just sheer effort – to learn and improve. Focus your language on better and smarter ways of improving. Comments such as “That was a smart idea to tackle the hardest task while you were fresh!” and “You recognised the first few steps were the most
important but then after that you were right" are descriptive statements that have significant instructional value for kids.

4. Develop self-help skills from an early age
A child’s self-esteem comes as a result of his or her successes and accomplishments. The most important competencies to build confidence are **basic self-help skills**. These form the building blocks upon which other competencies such as organisational skills and many social skills are formed.

5. Give them real responsibility
From a young age, start giving children responsibility for some aspects of their lives. By giving kids responsibility we are sending a powerful message that we think **they are capable**. Also they are learning the skills necessary to be independent.

Most importantly, great parents and teachers have a knack of communicating confidence in kids. They find ways to let kids know that they believe in them – that they know their kids will perform and succeed, that they have faith that they can deal with life’s challenges and know that they can become more independent.

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Confidence is central to achievement no matter what age you are, but it’s especially important for children and young people. Encouragement is a powerful confidence-builder and is something every parent can learn. However, before we are to truly encourage kids we first need to eradicate any discouraging practices and techniques. These include:

1. Fault-finding
In the past teachers and parents used fault-finding methods to improve performance. In school spelling errors were always pointed out, maths mistakes were marked in red and poor speech corrected. The number of students who simply gave up rather than improved is testament to the fact that constantly having your faults highlighted is disheartening as a learner. Far better to give positive feedback that aids learning than constantly highlight what you cannot do.

2. Conditional acceptance
Sometimes we accept children’s efforts only if they reach our lofty adult standards. Accept their genuine efforts as good enough for their age and stage of development. For instance, if your seven-year-old child makes his bed but he forgets to tuck the corners in, avoid the temptation of fixing it up. Be thankful that he is doing it and as he gets older and more skilled he can fix his bed more to your liking.

3. Comparing
Parents often compare one sibling with another as we wish to offer one as a model to emulate. "**Why don’t you keep a neat bedroom like your sister?**" or "**Look how well your brother behaves. You should be more like him.**" Such comments not only inflame sibling rivalry but also deeply discourage children. Similarly, we can compare children to their friends with comments like, "**Jai is doing really well at school. He is more self-motivated than you. He does his homework straight away.**" I am not sure if such comments are ideal ways of motivating kids!! Better to use their own previous performance as yardstick than compare with siblings or friends.

4. Labelling
Labelling, whether positive or negative is a shortcut to discouragement. **"You’re a star!"** can be just as discouraging as **"You’re a dope!"** The latter impacts negatively on self-belief. After all, it’s hard to disagree with a trusted adult. But being told you’re wonderful all the time can give you lofty standards to live up to, which places unwanted pressure on some kids. Kids who are placed on pedestals often avoid tackling activities where they know they’ll struggle. Real self-confidence is revealed when kids risk failure. They’ll have a go because failure doesn’t reflect on them. Better focus on behaviours that lead to success such as effort and persistence than on the results or even the performer himself.

Many adults inadvertently discourage kids by using outmoded parenting practices like those above that they inherited from their own parents, or they learned at school.
Being a dad of primary-aged children is easy really. Most boys and girls want to have a close relationship with their dads so a willingness to spend time with them, a sense of fun and a positive, caring attitude will go a long way with kids during this stage.

The *fathering game changes* in adolescence. As children they may have put you on a pedestal and held you in the highest regard, now as adolescents they go to great lengths to reveal your feet of clay. As kids they used to nag you to play with them. Now as teenagers they barely give you the time of day. And what’s worse, they don’t laugh at your jokes any more. You’re just not that funny!! Ouch! That hurts.

**Shift parenting gears**

Most parents have to shift parenting gears when their kids move into adolescence. Mothers often make the shift first as they are quicker to see the signs (*such as being argumentative, displaying silly behaviour, spending more time alone*) that their loving child has been replaced by a teenager. Some dads are constantly angry with their kids during early adolescence as for the first time they experience challenge ("*How dare you say that to me!*“). But many are sad at the loss of their loving and lovely child. Once the shift is recognised and reconciled a dad can establish a new, deeper relationship with his teenager where he teaches, advises and inspires, at the same time giving them the space to make their own decisions.

**Help them form relationships with others**

As our attention is drawn towards young people’s schooling, particularly with their academic performance (or lack of it), it’s easy to forget that the developmental task for young people is to form relationships outside their family, with peers being the stepping stones to their own family. The job for a dad is to guide and assist teenage children to form meaningful relationships with others outside the family. This is best done by modelling healthy relationships with others; being a sounding board for young peoples’ concerns, and challenging some of their choices without threatening their self-esteem or sense of autonomy.

**Be available**

The real trick to successfully fathering young people is to be *emotionally available.* It’s not just being in their vicinity because you can be in the same room as a young person but never connect. It means having a shared interest such as a love of the same football team so you have a connecting point, and also a genuine willingness to take an interest in their life as it is right now. Perhaps the most common complaint I hear from teenagers is that their fathers focus too much on what their young people should be in the future, rather than on what’s important in their life right now. Taking an interest in their interests may well be the most potent strategy in a father’s armoury.

There’s no doubt that adolescents are on steep learning curves, absorbing both lessons and values that will stay with them for life. While teachers and peers play a part in shaping their views, parents play a major role. Dads can easily feel locked out of their children’s lives during this critical stage. But it’s vital to claim your space and let your voice be heard albeit with sensitivity, compassion and a sense of humour.

*Here’s to a year of great parenting and happy kids!*

Regards,

*Michael Grose*