



"Educating young women in the Franciscan tradition"

# Parent Corner

Issue 5, 7 June 2018



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## Calendar

### Term 2

Fri 8 June	Year 8 Camp concludes
Sat 9 June	Kokoda Challenge
Mon 11 June	Year 10 Exam Block commences Year 12 Performance Evening 7.00pm Mid-year FCIP Concert Evening
Wed 13 June	Year 12 exams commence
Thu 14 June	Year 11 exams commence

Next week—Week 9—will be the final week of **Francis & Clare Study** for this term. It will resume again in Week 2 of Term 3.

New enrolments are welcome through the permission letter on Moodle.



## From the Deputy Principal Staff and Student Development



### The Importance of Educating Girls about Healthy Relationships

In early May, I had the privilege of attending the Australasian Girl Schools' Association annual conference. As you would expect, most of the seminars centred importantly around girls and helping them to negotiate today's world to become awesome women.

The central message of many of the presentations was the difficulty for young girls to know how to build healthy relationships. The ever-increasing influence and presence of the blue screen has become the main communicator of how friendships and relationships should be. While we would hope that the human face of key people in the lives of our girls would be a role model for how to converse, communicate, and respect one another, the human face is being surpassed by the immediacy of instant gratification that comes from the opportunity for 24-hour connectivity anywhere, any time.

I would like to share the key messages of three of the key note speakers. While it would be nice to be able to close our minds to what our girls are experiencing, the presentations of Madonna King, Peggy Orenstein, and Maree Crabbe suggest otherwise.

Madonna King is an award-winning journalist, author, and commentator. She has long been known as the voice of current affairs in Queensland, and is the author of *Being 14: Helping fierce teenage girls become awesome women*.

Madonna outlined the following:

- Girls are addicted to a celebrity culture, the blue screen, sometimes toxic friends, instant gratification, and a lack of sleep
- The need for nine hours of sleep a night is so significant that it contributes to student grades dropping from a B to a C. Nine hours of sleep is needed to transfer knowledge from the short-term to long-term memory (*Dr Setton – Westmead Children's Hospital*).
- Seven in every ten teen girls get insufficient sleep due to extra-curricular activities and social media. The capacity for 24-hour connectivity is part of determining friendships, school results, and how our girls see themselves as young women.
- While parents see technology as dangerous, they are not fully aware of how their children are using it. While parents may assume their daughters have an average of two social media platforms, eg Instagram and Snap Chat, many of our girls have four or more; and it is often the good girls at school and home who are using these platforms under that radar as a means of modern-day teen rebellion.

**Peggy Orenstein**, the author of the *New York Times* best seller, *Girls & Sex*, identifies a hidden curriculum which is characterised by the pink and pretty of a princess industrial culture. This culture, as you would well be aware, suggests that how you look is more important than who you are. Not surprisingly it is the media on the whole that is telling our girls to be validated from the outside rather than the inside - to be hot and sellable. As hard-hitting as this may sound, our girls are getting the message that the body is an object to be judged rather than an integrated whole.

**Maree Crabbe** suggests it's time we talked pornography! Maree is the Coordinator of the violence prevention project *Reality & Risk: Pornography, young people and sexuality*. Like me, you may shudder at the thought of even opening up a conversation about pornography, but you will shudder more when you hear the statistics. Pornhun

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## From the Deputy Principal Staff and Student Development

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is the 23rd most popular website, with 75% of all traffic being through a mobile device. It is ahead of Netflix, with more than 90% of boys (13-16-year-olds) exposed to porn on-line. And, before you argue that these may be American statistics, it is the result of a survey by Fleming et al from the University of Canberra.

While this exposure may be intentional or accidental, the repercussions of such engagement is that young men are seeing pornography as mainstream. 47% of boys fifteen to nineteen years old use pornography every day, with 27% more using it weekly. The mean age for first viewing is thirteen for boys and sixteen years for girls.

What does this mean for our girls?

Contemporary mainstream pornography is deliberately more aggressive towards women. What sells is violent and physical aggression against women. Boys are getting the message that this is what girls like, while girls are being expected to engage, regardless of the experience.

Because the nature of girls is to be generous and kind to their partners, it is essential that we open the conversations around consensual sex because our silence is enabling porn to step into the silence. The ramification, if we do not, is that pornography suggests violence against women is not only okay, but it is sexy.

So what can we do to help our children learn that relationships can and should be based on mutual trust, consent and love?

- Limit exposure and access to pornography (technology) – filters, time limited use, not having technology in bedrooms, or bathrooms.
- Equip and encourage young people to critique what they see (it is illegal to show porn but we can teach visual literacy and about the power dynamic in relationships).
- Provide young people with the skills to resist pornography's influence – pressure of partner, peer group.
- Inspire young people to understand that relationships and sex can be better than they see in porn – porn sells sex, not the importance of consensual relationships and the dignity of both men and women.
- Role model and talk about gender equity and love. Young people think we don't know anything about sex because of our silence.

As you would already be aware, in Term 3 our girls will partake in the *Love Bites Healthy Relationships* program. We know how important it is to be supporting our girls to learn the skills of life that will enable them to live with true dignity and respect for themselves and others. A good way to support what we are doing will be to connect with your daughter by asking questions about what they are doing in these classes. Don't forget that the Pastoral Guardians provide questions as conversation starters which you might find useful to get the ball rolling.

Let's help our girls be confident, be strong, and be respectful young women. Let's help them to know that there is nothing better than a mutual relationship built on love and respect for the dignity of the other.

If you would like to learn more about the impact of Pornography on young people visit [www.itstimewetalked.com](http://www.itstimewetalked.com).

Annette Butterworth



## From the Year 7 Pastoral Guardian



The following is an abstract from the *Love Bites* program that will be delivered as part of the Year 7 Personal Development program next term.

The *#friends: Respectful Relationship and Social Media* program aims to build young people's skills to navigate relationships and emerging social media. *#friends* is an eight-session program aimed to engage young people in the eleven to thirteen year age group. The Core session plans are as follows:

1. *Relationships and Social Media*: To increase young people's collective knowledge of the enjoyment and challenges of using social media within their relationships.
2. *Helps or Harms*: To increase awareness and analysis of how social media can help or harm relationships.
3. *Beliefs about Relationships*: To increase confidence in deciding and communicating how they want to be in relationships.
4. *Communication*: To increase understanding and build skills in communicating when issues arise in a relationship.
5. *Power*: To increase understanding and build skills in how power can be used in relationships.
6. *Managing Jealousy*: To increase understanding and build skills in responding to jealous thoughts and feelings.
7. *Sharing Images*: To increase understanding and build skills in the respectful sharing of images via social media.
8. *Passing on your message*: To create and lead an awareness raising campaign to reinforce and share learning about relationships and social media.

Each session has been designed to allow your daughters to inform and lead the conversation and activities based on their experiences navigating social media and relationships.

### **Conversation Starters:**

**How has social media impacted on your life?**

**Has social media affected your relationship with your friends? How and why?**

**Do you think a program like this will support your relationship with others?**

*Michael Butterworth*

## From the Year 8 Pastoral Guardian

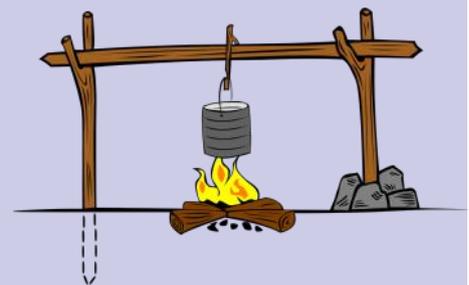


At the recent Australian Gymnastics Championships, the Level 7 Queensland team won Gold on Day 1, followed by team member Ruby Ingle finishing second overall in Level 7 Opens on Day 2.

Well done, Ruby, on being named National Floor Champion, and finishing second in both Vault and Beam.

*Jeni Barlow*

We hope the Year 8s are enjoying camp. Look out for report and photos in coming weeks.





## From the Year 9 Pastoral Guardian

**Healthy friendships and relationships** provide students with a sense of connection and belonging as well as a source of excitement and fun. Through healthy relationships, students learn important life skills such as collaboration, acceptance of differences, negotiation of different needs, and empathy. They are also a source of social support, which can be accessed when you are faced with stress and challenges. Forming and maintaining healthy friendships supports children in their development of resilience and coping skills. Parents can support students to develop the skills to connect with their peers in ways that are healthy and positive, as well as how to identify an unhealthy relationship and how to manage these effectively.



As we get older, all relationships can become more complex, especially for young women. The *Love Bites Respectful Relationships Program* will run in Term 3 for all year levels, during Personal Development lessons. This program focuses on healthy and respectful relationships, as well as relationships formed via social media. Topics in the program that is targeted at Year 9 students include:

- relationships, rules, and reputations;
- stereotypes for girls and guys, gender, and the impact from the media;
- jealousy and relationships;
- types of love;
- love, control, and red flags;
- identifying early warning signs and options for responding to a breakup in relationships.

You would have recently received a letter identifying the purpose and benefit for us to include the *Love Bites Program* within our Personal Development classes for all our girls to participate in. Please discuss this with your daughters prior to Term 3. A few **conversation starters** include:

- When are your Personal Development lessons?
- Have you heard about the *Love Bites* program? Do you know what it is about?
- What topic did you cover this week? Did anything have particular impact to you?
- Are you comfortable in your class to participate honestly and listen to each other's views?

*Teena Christofis*



## From the Year 10 Pastoral Guardian



Year 10 student Emily Wilderbeek is continuing to do amazing work raising funds for the **Lotus Children's Centre** in Mongolia. Assisted by her father, Paul, and fellow Year 10 student Ella Dawes and her mother, Tarnie, Emily organised a recent dinner function which raised \$17,000 (this is in addition to \$7000 raised at an open day earlier in the year). These fund will be used toward enhancements to buildings at the Centre, and laptops for the students.

The girls are counting down the days (it's now at twenty), until they and their parents leave on a sixteen-day visit to Mongolia—a return visit for Emily and Paul, and the first for Ella and Tarnie. While they are there, they will be running workshops on such topics as public speaking, occupational skills, computer skills, and internet safety, and organising subsequent assessment and exams. It will also be a good opportunity to check out the new bakery and hairdressing facility recently built with the aid of donations.



Well done, Emily and Ella, and best wishes for the trip.

*(You will be able to follow the girls' adventures via their blog. Details will be provided when available.)*



Today three Year 10 students—Hend Abdalla, Victoria Ah San, and Bianca MacKenzie—went to **Holy Cross Laundry Outreach**.

The students set up their cake stall in the staff canteen and sold over \$50 of baked goods from La Cucina to go towards the ACRATH charity at the end of 2018.

After morning tea, the students put on their scrubs and worked on the laundry floor, helping in different areas of the 'clean' side of the laundry. All the clothes scrubs - clothes for hospital workers, sheets, towels, and washers come into this section of the laundry where they are pressed, folded, and sorted to go back to the hospitals and aged care facilities supplied by Holy Cross Laundry.

It is a massive organisation that cleans and distributes laundry from Gympie, Toowoomba, Brisbane, and the Gold Coast—over 140 tonnes of washing a week in machines that wash over 50 kilograms!

Holy Cross Laundry is very inclusive and diverse, employing people with disabilities, and from disadvantaged backgrounds, with support workers helping those who have challenges in the workplace.

The students spoke to Jenny at the end of their time working and had a new appreciation of how privileged they are with their opportunities and education, how we are all really the same, and how happy everyone was working there.

A lovely morning.

*Kim Dodwell  
Outreach Assistant*

Look out for camp report and photos in coming weeks.



## From the Years 11 & 12 Pastoral Guardians



Our senior students in Year 11 and 12 will be engaging with the *Love Bites* PD program exploring adolescent relationships. The program assists our young women to understand the impact of relationships in fostering wellbeing and growth. The Senior program engages students in a practical way in activities that identify both positive and harmful relationships.

Stable relationships with friends, families, and partners are important in establishing physical health, self-esteem, and a sense of belonging, and assisting in the development of problem solving and social skills. Difficult relationships in life can impact on mental health. Therefore, within this program, students will be engaged in identifying and discussing a range of unhealthy relationships by exploring documentary evidence in real life scenarios. Such situations may involve physical, sexual, emotional, and financial abuse that lead to disempowerment. Young women need to be informed, and understand the impact of such relationships, and when, how, and where to seek help in the college and wider community, in order to be empowered. Legislation in regard to relationship issues will be examined in PD sessions.

At the forefront of current global media is the issue of consent and sex in relationships. This program addresses consent via a range of scenarios in digital presentations. Students will workshop how to communicate consent and being in control of a relationship for personal dignity. In exploring the professionally constructed resources and workshop guidelines, students will be encouraged to apply critical thinking skills in the security of small groups. It is a valuable personal development program.

In our pastoral education we subscribe *Generation Next*, an organisation that publishes pertinent research papers, digital resources, and workshops to support educators in pastoral issues regarding the mental health & well-being of adolescents. Dr Justin Coulson supports inclusion of respectful relationships education within a school context as part of broader social efforts to change the culture of disrespect, and discusses how it can make a difference. The following clip presents Dr Coulson's view (September, 2017).

[https://www.youtube.com/watch?v=I7wFr-\\_P6xE](https://www.youtube.com/watch?v=I7wFr-_P6xE)

We would encourage you to discuss the PD program, as it is presented in Term 3, with your daughter.



*Bridget Piper and Karen Farrow*



## COUNSELLORS' CORNER



### Healthy Relationships

We are not born knowing how to successfully navigate relationships with others. This is something we learn through experience and by observing those around us. In addition, unfortunately students are also learning about relationships from social media, reality TV, and watching pornography. These medium provide unrealistic and unhealthy expectations about how women and men should act and be treated, and they often condone violence against women.

The 2012 Australian Bureau of Statistics reported the following:

- One in five Australian women and one in 22 men had experienced sexual violence;
- One in six women and one in nineteen men had experienced physical or sexual violence from a current or former partner;
- One in four women and one in seven men had experienced emotional abuse from a current or former partner; and
- One in three women and one in two men had experienced physical violence.

These statistics are concerning and highlight the need to educate our girls on how to obtain and maintain healthy relationships. This is why we have decided to implement the *Love Bites Respectful Relationships Program* to all students in the College. The program aims to address relationship violence in the following ways:

- Challenge condoning of violence against women;
- Promote women's independence and decision making;
- Foster positive personal identities and challenge gender stereotypes and roles;
- Strengthen equal, positive, and respectful relations between and among women, and women, girls, and boys;
- Promote and normalise gender equality in public and private life;
- Challenge the normalisation of violence as an expression of masculinity;
- Prevent exposure to violence and support those affected to reduce its consequences;
- Address the intersections between social norms relating to alcohol and gender;
- Engage men and boys in gender equality, building relationships skills, and social connections; and
- Promote broader social equality and address structural discrimination and disadvantage

(*Love Bites-Napcan, 2018*)

If you would like to discuss the program further then please feel free to contact the School Counsellors: Lorraine Slaven ([slavl@mta.qld.edu.au](mailto:slavl@mta.qld.edu.au)) and Lisa Farrow ([farri@mta.qld.edu.au](mailto:farri@mta.qld.edu.au))

Lisa Farrow



**Open** from 7.15-9.30am & 10.30am-3.00pm (3.15pm Wednesday). Staff, parents, and friends are very welcome to drop in for coffee—\$3.50; \$3 in own cup.

## La Cucina

### Roster

### Term 2

**Friday 8 June**

**Monday 11 June**

**Tuesday 12 June**

**Wednesday 13 June**

Michael McErlean, Donna Parker

**Thursday 14 June**

Leanne Carey, Michelle Sweby

**Any enquiries: please contact  
College Reception—3357 6000.**

Remember to place  
your orders [online](#) and  
beat the queues