



Term 2, Week 8, 2024

## CROSSWAYS CALENDAR

Wk 9, all week	Year 9/10 Work Experience
Wk 9, Thu 27 June	Yadu Health Ear Checks
Wk 9, Thu 27 June	PJ Day
Wk 9, Fri 28 June	Last day of Term 2 for STUDENTS
Wk 10, 1 July—5 July	Staff Training

## Principal's Word - Greg Miller



Dear Students and Parents,

As we approach the end of Week 8 in Term 2, I am reminded of the power and importance of working together as a team. Our school community is a vibrant tapestry of individuals, each contributing their unique talents and strengths to create a supportive and dynamic environment. This week, I want to focus

on the value of teamwork and how it can shape our experiences and growth at Crossways Lutheran School.

In Ecclesiastes 9:10, we are encouraged with the words, "Whatever you do, do well." This verse highlights the importance of dedication and effort in all that we undertake. When we apply this principle to teamwork, it underscores the significance of each person's commitment and hard work in achieving collective goals.

Throughout this term, I have witnessed numerous examples of teamwork within our school. From group projects in the classroom to collaborative sports activities, it is evident that our students understand the essence of working together. These experiences not only enhance their learning but also foster essential life skills such as communication, problem-solving, and empathy.

Parents, your role in fostering a spirit of teamwork at home cannot be overstated. Encouraging your children to participate in group activities, whether in school or in the community, helps them understand the importance of collaboration. It is also beneficial to discuss and reflect on their experiences, emphasizing the value of each team member's contribution.

As we move forward, let us continue to embrace the spirit of teamwork in all aspects of our school life. Whether it's working together on academic projects, supporting our peers, or contributing to school events, every effort counts. Let's strive to do everything with all our might, as Ecclesiastes 9:10 reminds us, and recognize that our combined efforts create a stronger, more resilient community.

Over these Winter months, there are many opportunities for students and parents to engage in team sports and activities. I encourage you to participate actively and make the most of these experiences. As a member of a team, you can achieve remarkable things and create lasting memories. Thank you for your ongoing support and dedication to our school community. Let's continue to work together, support one another, and make the final weeks of this term truly exceptional.

Warm regards,

**Greg Miller**

**Principal, Crossways Lutheran School**



### Welcome back Mr Donald

Crossways will be welcoming back **Clinton Donald** to the team next term. Clinton will be teaching in the middle school as a year 7/8 homegroup teacher as well as Spelling, Maths and Christian Living teacher.

## Crossways 2023 SCHOOL MAGAZINE

has arrived from the printer and is for sale at the Front Office for \$30.



## Week 7, Term 2 Award Winners



Above left : Hope Award was presented to Bella Anderson-Graham. Above right : The Grace Award was presented to Jordan Coleman.

Due to the power outage last Friday the school closed early and didn't have an awards presentation.

## YONDR Programme (Mobile Phones)

Next Semester Crossways will be making our school a mobile free space to improve learning and engagement. We are using a system called Yondr to achieve this goal.

**The Yondr Program employs a simple, lockable pouch that stores a mobile phone.**

Every student will secure their phone in a personally assigned Yondr pouch when they arrive at school each morning. They will maintain possession of their phones, and will not use them until they are unlocked at the end of the school day. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times.

In 2019, Yondr surveyed over 900 school partners to measure the effects of creating phone-free educational environments. These schools achieved notable progress in multiple areas:

**69% of schools saw an improvement in academic performance**

**84% of schools saw an increase in student engagement in the classroom**

**80% of schools saw a decrease in behaviour referrals**

We believe the Yondr program will allow our students to:

- Be more mindful and less distracted
  - Be more engaged in classroom activities
- Improve their communication and interpersonal skills

In addition, we expect there will be a decrease in bullying and harassment through social media.

Yondr fosters a more focused learning environment, promoting deeper engagement and creating stronger connections between students and educators. Removing phones from classrooms is a crucial step toward cultivating an educational atmosphere where students can truly thrive.

If your child is in years 7-10 they will bring further information home before the end of the Term.

### HOW YONDR WORKS.....



<b><u>POUCH</u></b>	<b><u>SECURE</u></b>	<b><u>EXIT</u></b>
Students will unlock their personally allocated pouch at the contact stations located at the entrance areas of the school	Place mobile phone in pouch and close. Mobile phone will remain locked in pouch and in the student's possession for the day	Students tap contact station as they exit the school to unlock and access mobile phone



## Choir Excursion to Ladies Craft morning & Men's Shed



## Miss Mila - Year 1/2 class



### Bookhounds

This term students of Grade 1&2 have discovered 'Epic! School', a digital library of children's books during school hours. Students love the way that the digital site presents book choices. They can choose books for fun reading or for specific topics and themes, browse by category, such as science, maths, biology or educational videos. The great advantage of digital

reading is an easy access to all information, even for beginning readers. Students of Grade 1 keen to listen audio books; a text read aloud, but they cannot see any pictures or inside pages of the book. That is greatly helping them to boost comprehension, imagination and emotional development. Every week our students get a new classroom assessment, a compulsory list of books for reading or listening, which includes quizzes, questionnaires and summary of context, and on their leisure time students are making **reading** as a great fun, choosing comics or videos. Here is an interesting fact, some researchers have shown that children are less engaged when parents read e-book, compared to print books. At the same time, there is strong indication that kids pay closer attention and stronger recall with e-books, due to their engaging form, interactive features and multimedia elements. Digital reading become one of the most favourite activities in our class, during this term students have read or listened over 250 books!

That is amazing how kids willing to read it consistently, fostering their love for reading generally, and the most importantly, developing an interest in learning.

Ms. Mila

## Wellbeing Co-ordinator



### What is self-regulation?

Self-regulation is **the ability to understand and manage your behaviour and your reactions to feelings and things happening around you.**

It includes being able to:

- regulate reactions to strong emotions like frustration, excitement, anger and embarrassment
  - calm down after something exciting or upsetting
  - focus on a task
  - refocus attention on a new task
  - control impulses
- behave in ways that help you get along with other people.

### Why self-regulation is important

As your child grows, self-regulation helps them:

- learn at school – because self-regulation gives your child the ability to sit and listen in the classroom
  - behave in socially acceptable ways – because self-regulation gives your child the ability to control impulses
  - make friends – because self-regulation gives your child the ability to take turns in games and conversations, share toys, and express emotions in appropriate ways
- become more independent – because self-regulation gives your child the ability to make appropriate decisions about behaviour and learn how to behave in new situations with less guidance from you.

### How and when self-regulation develops

Children develop self-regulation through [warm and responsive relationships](#). They also develop it by watching the adults around them.

Self-regulation starts when children are babies. It develops most in the toddler and preschool years, but it also keeps developing right into adulthood. For example, **babies** might suck their fingers for comfort or look away from their caregivers if they need a break from attention or are getting tired. But babies can't really self-regulate, so it's important to comfort them or help them calm down if they're unsettled.

**Toddlers** can wait short times for food and toys. But toddlers might still snatch toys from other children if it's something they really want.

And [tantrums](#) happen when toddlers are overwhelmed by strong emotions.

**Preschoolers** are starting to know how to play with other children and understand what's expected of them. For example, a preschooler might try to speak in a soft voice if you're at the movies.

**School-age children** are getting better at controlling their own wants and needs, imagining other people's perspectives and seeing both sides of a situation. This means, for example, that they might be able to disagree with other children without having an argument.

**Pre-teens and teenagers** are better at planning, sticking with difficult tasks, behaving in socially appropriate ways, and considering how their behaviour affects other people. For example, your teenage child might think about your perspective when they're negotiating with you about their curfew.

Children who typically feel things strongly and intensely find it harder to self-regulate. It isn't as hard for children who are more easygoing. Even older children and teenagers sometimes struggle with self-regulation.

### Helping children and teenagers learn and practise self-regulation

Here are practical ways you can help your child learn and practise self-regulation:

Work on your child's skills for [understanding and managing emotions](#).

Use [calming down strategies for toddlers](#), [calming down steps for preschoolers and school-age children](#) and [calming down steps for pre-teens and teenagers](#).

[Plan for challenging situations](#) where it might be hard for younger children to behave well. For example, 'The shop we're going to has a lot of things that can break. It's OK to look, but please don't touch'. Give your child a gentle reminder as you enter the shop. For example, 'Remember – just looking, OK?'

Involve pre-teens and teenagers in [problem-solving](#) and [negotiating](#) difficult situations. For example, 'I'm working all weekend, so I know it'll be boring for you. Let's figure out how you can make the most of the time'.

[Praise your child](#) when they show self-regulation and manage a tricky situation. For example, 'You were great at waiting for your turn', or 'I liked the way that you shared with Sam when he asked'.

Try to model self-regulation for your child. For example, 'I'd better stop gardening now, so I can get you to soccer on time'. Or 'That was really tough to deal with, but I managed it'.

It's important to match your expectations of [your child's behaviour](#) to their age and stage of development. This can help your child avoid the frustration that comes with not having the skills or understanding to do what they're asked.

### Problems with self-regulation

From time to time, different things can affect your child's ability to self-regulate.

For example, **tiredness, illness, changes to your child's routine, and significant or traumatic events** can affect your child's ability to regulate their reactions and behaviour. Also, some children have great self-regulation at child care, school or sport but find it hard at home. Other children struggle in busy, noisy places like shopping centres. And as children get older, self-regulation might be challenging if they have a lot of assessment tasks or relationship difficulties.

Although these problems with self-regulation are typical, it's a good idea to **speak with a professional if you're worried** about your child's behaviour or you're having trouble with your child's behaviour as they get older. For example, you could talk to your [GP](#), your [child and family health nurse](#), or your child's early childhood educator or classroom teacher.

Consider seeking professional help if your child:

- seems to have more tantrums or challenging behaviour than other children of the same age
  - is behaving in challenging ways more often as they get older
  - is behaving in ways that are dangerous for themselves or others
  - doesn't seem to respond to your strategies for encouraging positive behaviour
  - is very withdrawn and has a lot of trouble interacting with others
- doesn't seem to have as many communication and social skills as other children of the same age.

If [your child has challenging behaviour and is also autistic](#) or has a disability, talk with the professionals who work with your child. They'll be able to suggest ways to encourage positive behaviour and to help your child learn self-regulation skills.

*Anita Hoffrichter*  
Wellbeing Coordinator



## Foundation - Reid



Our class has had a cracking start to 2024. It was a busy Semester with Sports Day, swimming lessons, visiting performances, simultaneous story time, harmony day and reconciliation week.

We have also been very busy in the classroom learning letters and sounds during InitialLit lessons and putting this knowledge into practice reading words and books. In Numeracy we have been learning our numbers to 10 and counting up to 100 days of school using our class calendar. We are currently up to day 86 of school. We will reach 100 days in Week 1 Term 3. This will be a big day to celebrate for our Foundation students. In Numeracy we have also been learning about how to continue a pattern and make our own patterns. We have also welcomed our new transition students who will start Foundation in our class next Term.

It has been an exciting Semester!

*Kerri Reid*



## PYJAMA DAY

Wear your favourite pyjamas to school!  
School fundraiser | Gold coin donation



THURS  
27  
JUNE

# Fun

Working Together Towards a Brighter Future

## Terena Evans—Deputy Principal



We welcomed Aimee Chan on Tuesday the 18th who is the author of a children's book called 'My Feet.' Aimee read to our Foundation to Year 4 students then followed the session running workshops in both Year 3/4 classrooms. Students created a sea of feet which you can see at the front of our school in the fenced grass area.

Terena Evans (Deputy Principal)



## SCHOOL HEALTH CHECK SURVEY

### Notice to parents - School Health Check Survey

The Board of Crossways Lutheran School wants to ensure the school provides outstanding opportunities for students, is a welcoming, nurturing community and in general terms is as good as it can possibly be. To achieve this, we want to know what issues are important to you, what works well currently and what could be improved.

We ask that you help by completing the School Health Check Survey which can be accessed by clicking on the following link <https://questionpro.com/t/ARNLeZ20Pc> or scanning the QR Code Below. The survey will take approximately 15 minutes and should be completed by Friday June the 21<sup>st</sup>. Your responses will not be linked to your identity, so confidentiality is assured.

The QR code for the survey is also available to scan at the admin area.

Survey results will be collated by Lutheran Education SA, NT & WA and provided to the Board Chair and me. Themes and ideas raised by parents, students and staff will be discussed by the Board, senior leaders and staff as we develop strategies to take the school forward.

You may also be invited to participate in a focus group meeting in July, to discuss issues that have been identified to that point and provide us with further guidance.

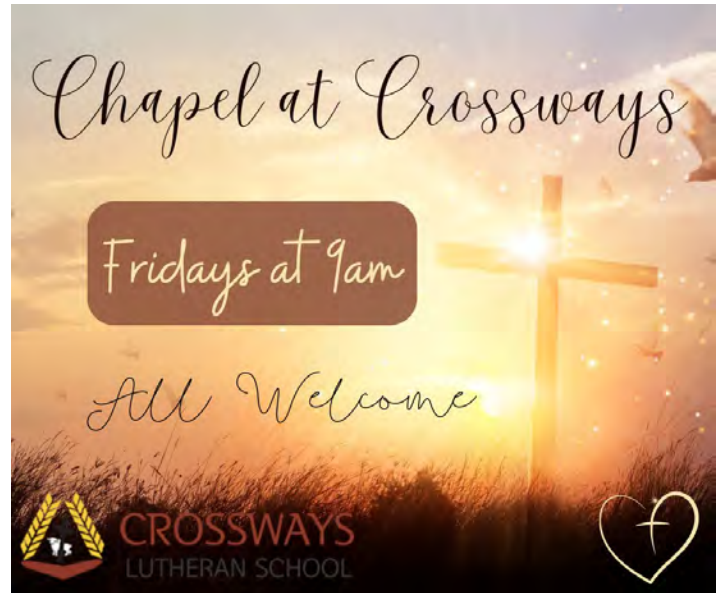
Your input is vital in enabling the Board to make good decisions, and we ask that you help us to make this a great school for your children and those who follow.





## Happy Birthday

20th June	Jase Austin
21st June	Sarah Fischer
22nd June	Latifa Gray-Lennon
23rd June	Kael Coleman
24th June	Amalie Champion
24th June	Aaliyah Christmann
24th June	Summer Barnsley
26th June	Mack Kelly



## Church Services

23<sup>rd</sup> June – Shearing Shed worship @ Mallee Hill Stud  
(Warren Beattie’s) 10am  
Lunch to follow – BYO everything

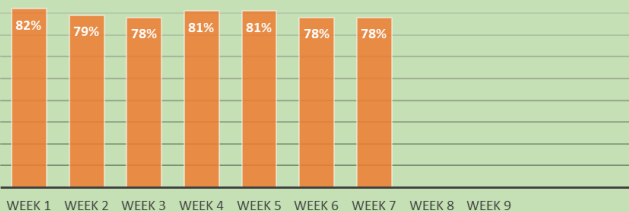
30<sup>th</sup> June – Worship @ Crossways Lutheran School 10am

## Chapel Schedule - Term 2, 2024

Term Week	Date	Class/SRC	presenter	Devotion
WEEK 8	June 21	Year 5/6 S	Greg	Melissa
WEEK 9	June 28	Year 3/4 C	Andrew	Aiden
Week 10	July 4	PD Week	PD Week	PD Week

### Attendance : Whole School Average

Term 2, 2024



### SCHOOL AIM

**Equal to or Greater Than 90%**