



## Important Dates

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**AGM - 6:30pm**

Wednesday 6 March 2024

**Sports Day**

Friday 15 March 2024

**Good Friday -  
Public Holiday**

Friday 29 March 2024

**Easter Monday -  
Public Holiday**

Monday 1 April 2024

**Last Day Term 1 -  
2024**

Thursday 11 April 2024

**Pupil Free Day**

Friday 12 April 2024

**ANZAC DAY -  
Public Holiday**

Thursday 25 April 2024

**First Day Term 2  
2024**

Monday 29 April 2024

**Kings Birthday -  
Public Holiday**

Monday 10 June 2024

**Last Day Term 2 -  
2024**

Thursday 4 July 2024

**Pupil Free Day**

Friday 5 July 2024

**First Day Term 3  
2024**

Monday 22 July 2024

**Last Day Term 3 -  
2024**

Thursday 26 September  
2024

**Pupil Free Day**

Friday 27 September 2024

**First Day Term 4  
2024**

Monday 14 October 2024

**Last Day Term 4 -  
2024**

Wednesday 11 December  
2024

**Pupil Free Day**

Thursday 12 December 2024

**Pupil Free Day**

Friday 13 December 2024

# Upcoming Events

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## From the Principal

Hello Friends

I trust the term is going smoothly for you and your family. I take this opportunity to remind families to feel free to contact your child's class teacher regarding any questions about your child's learning, if you would like a face-to-face meeting, then please allow for a planned meeting at a mutually agreed time.

I remind parents and families that we offer a cup of tea or coffee in the Café every Friday between 8:20am and 8:45 am. We look forward to making you a brew.

We also meet fortnightly as a whole school on Tuesdays at 2.30pm for our assemblies. Our next assembly is scheduled for Tuesday 5 March and will be led by our brilliant Year 4 class.

### **Clean Up Australia Day**

On 1 March, our students will take part in Clean-up Australia Day enabling them an opportunity to tidy up an area of our school and make sure it is free of landfill.

### **AGM**

Our AGM occurs on 6 March, where we will have our traditional AGM format, followed by a Café conversation, where I invite attendees to provide feedback and input into the following areas of our school:

1. Capital Development
2. Community Engagement
3. Learning Curriculum
4. Year 6 Graduate Qualities

The AGM will be held in the Samaritan Hall (school hall) and I encourage you to RSVP to:

[info@christking.catholic.edu.au](mailto:info@christking.catholic.edu.au)

### **Sports Day**

Our school sports day will be held on 15 March at Sacred Heart College senior main oval. If you have any opportunity to help volunteer on the day I would strongly encourage you to do so and thank you greatly in advance. More details surrounding sports day times and timetables will be sent home over the coming week.

*"The oak fought the wind and was broken, the willow bent when it must and survived."*

### **Anon**

Thanks and Blessings

### **Matt Perry**

Principal

## APRIM News

We are invited to join Pope Francis in his declaration of 2024 as the Universal Year of Prayer. Wherever we are on our journey in faith, prayer is a significant part of it. Prayer is for everyone, and everyone can pray.

This invitation is offered to explore different ways of praying, there are activities to join in and opportunities to create your own prayers and prayer activities either as a church or as part of a small group, or in the quiet of your home.

Pope Francis hopes through prayerful engagement across many communities, villages and towns that lives will be transformed and that

more people will come to know Jesus Christ.

Each class gathers daily to pray along with the staff who gather each Tuesday morning. During Lent we will continue to gather as a community to prayer and will continue this through the 50days of Easter. The Year of Prayer is a precursor to the Jubilee Year 2025.

## COMMUNITY MASS

We will gather as a community for mass this Friday 1<sup>st</sup> March, 9am Samaritan Hall (school Hall). Our Yr6 class and Fr Prathap will lead us.

Each member of our community is invited to join us and be a member of the community. If you have never been to a catholic children's mass or to a catholic mass for many years I invite you to come and join us. Responses and songs words are easily displayed so you can join in as much or as little as you feel comfortable. We welcome you.

## PROJECT COMPASSION



Second Week fo Lent



This year, Project Compassion brings you the stories of three resilient women from three different corners of the world. They are facing vastly different challenges but are all united by one dream: to create a better tomorrow **for all future generations**.

Meet **Ronita** from the Philippines. Ronita lives with her husband and two children in a barangay (local district) in Quezon City, which is situated in Metro Manila in the Philippines. She went back to school to finish her education so that she could earn income to support her children.

Meet **Leaia** from Samoa. Not having access to a reliable source of clean water was very difficult for Leaia and her family. But, with the support of Caritas Australia, a water tank was installed at their home, improving their health and living conditions.

Meet **Memory** from Malawi. Memory, the eldest daughter from a rural Malawian family, trained to become a carpenter and is now a trailblazer for future generations of women in her village.

Throughout Project Compassion, you will get to know the stories of Ronita, Leaia and Memory. Journey with them as they forge a path to a brighter future for all generations.

Watch a short film: Introduction to Project Compassion (Primary school version)



Teresa Pascoe

Assistant Principal, Religious Identity and Mission

## Can and Bottle Recycling

This year we have a dedicated can and bottle bin in the yard to collect 10c containers to support a sustainable environment as well as raising money for more learning resources at our school.

Students can put their 10c containers in the bin and we also encourage families to bring in their unwanted 10c containers for recycling. Once the bin is full, we have a company who collects the bin and brings back a new one, sending the funds directly back to the school.



## BOTTLE & CAN RECYCLING BIN

**10c refund containers only**



- No lids or straws
- All containers must be empty
- Help support our school and the environment

In the front office we have a parent library which can be accessed by all parents and caregivers. This library has a variety of books for parents to borrow, read, share with their children, or answer questions they may have. Some of the book topics include parenting, disabilities, well-being, anxiety, behaviour and social skills. Parents can borrow the books by signing them out with the office staff and return them once complete. Have a look next time you are in the office. We hope to further build this library as the year goes on.

### **Intervention Groups**

In the first 3-5 weeks of school, we focus on building strong relationships with all students and setting up clear routines and expectations within all classrooms. We also gather data on students which informs our future teaching. This data is also used to create intervention groups for programs like MiniLi, MacqLit, Fine motor skills, Movement skills and Stretch. These programs will begin in week 5/6 and parents will be informed if their child is participating.

### **PPLs – Personalised Plan for Learning**

Currently class teachers are putting together a personalised plan for learning for some students across the school. These plans support students in the school who may have a disability or require some extra learning support. Once these are complete teachers will make a time with parents to discuss them and outline what support, adjustments or interventions have been put in place. These meetings will take place in between week 7-10 and teachers will contact parents directly to organise a time.

### **NAPLAN 2024**

Our year 3 and 5 students will begin NAPLAN testing in week 7 of this term. The assessments will occur across week 7 and 8 with our final catch-up test being Thursday 21st March. The tests have been completed earlier compared to previous tests in the hope that teachers will receive results by the middle of the year. This will enable them to set learning goals and focuses for the second semester.

### **PROFICIENCY STANDARDS FOR NAPLAN**

More meaningful reporting to parents and carers

Since 2023 parents and carers have been given simpler and clearer information about their child's NAPLAN achievement based on more rigorous national standards. The proficiency standards with 4 levels of achievement for each year level have replaced the previous 10-band structure that covered all 4 levels tested and the old national minimum standard set in 2008 when tests were on paper. The proficiency standards include a baseline benchmark to identify students who are likely to need additional support.

### **NAPLAN INDIVIDUAL STUDENT REPORT**

The numerical NAPLAN bands and the national minimum standard will be replaced by the following 4 levels of achievement:

- Exceeding
- Strong
- Developing
- Needs additional support.

The descriptors for each category will make it clear to parents what their child's literacy and numeracy skills are at the time of NAPLAN testing, and support discussions with their school on their child's progress.

The testing timetable for week 7 and 8 is as follows :

#### **Week 7**

##### **Wednesday 13<sup>th</sup> March**

9am - Year 3 Writing test on paper

11:20am – Year 5 Writing test – online

##### **Thursday 14<sup>th</sup> March**

9am - Year 3 Reading Test - online

11:20am – Year 5 Reading test – online

#### **Week 8**

##### **Tuesday 19<sup>th</sup> March**

9am – Year 3 Conventions of Language Test – online

9am – Year 5 Conventions of Language Test – online

### **Wednesday 20<sup>th</sup> March**

9am – Year 3 Numeracy Test – online

9am – Year 5 Numeracy Test – online

#### **Please note:**

#Sports Day is held on Friday 15<sup>th</sup> March

# Students in Year 2-5 participate in swimming lessons in week 8.

# NAPLAN practice test will be held on Wednesday 28<sup>th</sup> February

Please ensure your child has a working pair of headphones for the tests and arrives at school on time.

If you would like to discuss your child's participation in NAPLAN this year, please contact your child's class teacher immediately.

**Emma Heinrich**

**Leader of Learning and Inclusion**

## From the Office



### **LATE DROP OFFS AND EARLY PICK UPS**

#### ***Morning Arrival Drop Off of Late Students.***

Now that we are well and truly into the school year and students are settled, we ask that when arriving late (after 9:00am) that parents drop off in the admin area. If students require someone to walk them to class a staff member will take them. This is to help with the distractions to students who are already in class as learning time has started.

Late students need to be signed in via the iPad and then take a late slip to class so that teachers are aware the office has signed them in.

#### ***Early Departures***

You are required to sign your student out in the front office. The admin staff will call the classroom and have them sent down to the office for collection to avoid distraction to the class' learning.



### **NOW ENROLLING 2025 and BEYOND**

Due to increased interest in our school, if you have siblings or friends' children who would like to attend Christ the King School, we ask that you please get enrolments in, as a matter of urgency.

Application forms can be collected from the front office or at [info@christking.catholic.edu.au](mailto:info@christking.catholic.edu.au)

Please be aware we already have a wait list for some year levels in 2025. Taking enrolments for 2026 and 2027.



**ONLINE SUPPORT POSTER-Self regulation**

We have an occasional series of poster produced to support parents in navigating the online world. Today's included poster gives ideas and thinking around 'self-regulation' for young people online.

At The National College, our WakeUpWednesday guides empower and equip parents and carers with the confidence and practical skills to be able to have informed and age-appropriate conversations with their children about online safety, mental health and wellbeing, and climate change. For further guides, hints and tips please visit [nationalcollege.com](http://nationalcollege.com).

## 10 Top Tips on Supporting Children with SELF-REGULATION

Children need to learn to understand and recognise their emotions, while finding healthy ways to process them. Emotional self-regulation, however, depends heavily on age and development. While very young ones or children with special educational needs and disabilities (SEND) may find it particularly challenging to self-regulate, nurturing these important skills can be hugely beneficial. Here are ten top tips for supporting children with their self-regulation.

- 1. DESIGNATE A TRUSTED ADULT**  
It's vital that children feel safe and know that there's someone they can always go to for help if they need it. Schedule consistent times for the child to develop a relationship with this person – ideally through play and games – allowing trust to grow and ensuring that the child is more likely to come forward if anything is wrong, rather than hiding their emotions.
- 2. MEET CHILDREN HALFWAY**  
Unless you know where a child is developmentally and tailor your approach to their needs, you're less likely to have an impact. In particular, younger ones and children with SEND can struggle to self-regulate and instead rely on others to help them. We call this 'co-regulation'. Rather than offering strategies for self-regulation, it could be better to start co-regulating with a trusted adult first.
- 3. FACTOR IN THEIR BASIC NEEDS**  
Remember that for a child to develop emotional regulation skills, their basic needs must be met first. Children who are hungry, tired, cold and so on – as well as those who have experienced adverse childhood experiences – may struggle to self-regulate. Before you develop strategies with any child, make sure they feel safe, secure and comfortable in themselves.
- 4. REMAIN PATIENT**  
If a child is struggling with their emotions, it can often become difficult to stay calm. Remember that dysregulation is beyond their control, so a display of frustration or anger could negatively impact the situation. Instead, children need to be met with comfort and understanding to help them manage these problematic feelings.
- 5. BE 'A DYSREGULATION DETECTIVE'**  
While some children can tell you why they become dysregulated, many others can't. You could investigate potential triggers by observing the child and talking to their family. When the child becomes dysregulated, note down details like the time, what they're doing and who they're with – the trigger may be someone they sit next to, an animal's sensory need or something else entirely. Once we identify some triggers, we can help to avoid or overcome them.
- 6. USE SUITABLE LITERATURE**  
There are some wonderful books that can help you teach self-regulation to children. Reading these with a child can be especially powerful. Take time to discuss the content, ask questions about what feelings the characters had, why they felt that way and what strategies helped them. It can also be useful to refer back to snippets of these books at appropriate moments.
- 7. TRY SENSORY RESOURCES**  
An overlap between sensory needs and emotional regulation is possible. Children may struggle to self-regulate if they're experiencing sensory overload (a noisy classroom, for example). Positive sensory input can help calm them down. Use resources such as weighted blankets and fidget spinners. Of course, what works for one child might not work for another – so it's important to offer a choice of resources to discover which they prefer.
- 8. NURTURE INDEPENDENCE**  
If you feel it's appropriate, let children try out these strategies alone. Always offer them a choice: they could listen to music when they're feeling stressed, for example, or they could write down their worries or draw something to represent how they feel. This may take time for the child to get used to, so be patient. Encourage them to share any helpful strategies with a trusted adult.
- 9. MODEL GENUINE FEELINGS**  
Children learn a lot just from watching grown-ups. Don't be afraid to show your own emotions and self-regulation strategies. While you obviously want to avoid sharing anything too personal with children, they should still see us experiencing and handling our own feelings. Tell them how you are feeling, then show them how to respond in a healthy manner.
- 10. FORMULATE A PLAN**  
As much as we try to prevent children from experiencing dysregulation, it's always wise to have an appropriate plan for when it does happen. Discuss this strategy with the child (if appropriate) and their family. The best approach for an individual child is often a bespoke one. It's hugely important to know, in advance, what might help and what could worsen the situation.

**Meet Our Expert**  
Georgina Durrant is an author, former teacher, Special Educational Needs Coordinator and the founder of the award-winning SEN Resources blog, where she shares advice and recommendations for parents and teachers of children with SEND.

**#WakeUpWednesday**  
**The National College**

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**BORROWING PROCEDURES**

Each class has a specific borrowing day when their class teacher will visit the Library with their students. Students and parents are also able to borrow and/or return before school **Mon-Thu 8.30-8.45**.

- Students in R-2 borrow 2 books at a time

· Students in 3-5 borrow 3 books at a time.

Parents who wish to borrow may do so on their child's name. (Robyn Dingle or myself will assist parents to borrow over their child's limit.)



## LIBRARY BAGS

Each student from Reception to Yr 2 is required to use a library bag when borrowing. A bag capable of holding a picture books is recommended.

· A **lined** library bag is preferable to guard against leaks, spills and squashed fruit.

We use a separate bag to the communication bag to avoid any confusion between class books, readers and Library books. Having 2 separate bags allows parents and students to easily locate and return books etc. to the library and not accidentally into the class library and reader boxes.



## HEADPHONES

Each student from Y2-6 requires a set of headphones. These are used to support individual one to one learning on IT devices, enhances focus, allows online testing to take place and aids the production of creative pieces-recording, filming, editing etc.

It is recommended that **OVEREAR** headphones are provided as 'earbud' type headphones are uncomfortable (even painful), do not tend to cut out background noise effectively and are easily lost or left plugged into a device.

Students are **unable** to use **BLUETOOTH** headphones in a school setting as the logistic and time of turning on/off Bluetooth, finding the matched device and staying connected dramatically decreases the successful testing and learning of the student.

Teresa Pascoe

Teacher/Librarian



## Year 6 Aquatics Day



## SAPSASA Diving



On Monday 26 February Matilda Bevan and Lucy Hewitt represented CTK in the SAPSASA diving competition. Matilda and Leilani (St Leonard's) won the 10-12 year old synchro competition (they're both in the 11 category). Matilda came Runner Up in the 11 year old Springboard competition.

Lucy's finished 9th with a late withdrawal of partner on the day and results are unavailable overall.

We wish Matilda and Lucy all the best as they await to hear if they have made the state team.



*Active Kids Positive Minds Healthy Habits*

## FUN DANCE LESSONS FOR ALL AGES

Weekly classes will help improve:

- Creativity
- Confidence
- Coordination
- Physical Health
- Memory
- Social Skills
- Fine Motor Skills
- Teamwork



Scan or go to website [www.thatsdancing.com.au](http://www.thatsdancing.com.au)

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