



## Crossways Calendar

|                             |  |
|-----------------------------|--|
| 17 Jun—21 Jun (Wk 8)        | SAPSASA Footy/Netball Adelaide         |
| Wed 26 June (WK 9)          | Eye Screening - R—Yr 2                 |
| Thu 27 June (WK 9)          | SCHOOL PHOTO DAY                       |
| <b>FRI 28th June (WK 9)</b> | <b>Last Day of Term 2 FOR STUDENTS</b> |
| 1/7—4/7 (WK 10)             | Staff Professional Development         |
| Mon 22 July                 | First Day Term 3                       |

## Principal's Word



The students who attended the **Tcharkulda Rock Run** must be commended for their willingness to have a go at the run. A great deal of thanks must particularly go to Carl Woodward who coordinated our participation in the day. He was ably assisted by Cathryn Steeles and Annette Moyses for the day also.

**Photo Day** is coming soon and we would like to see as many students in **formal winter uniform** as possible. If you require replacement items, please visit the front office to purchase the required uniform. The date for this is Thursday 27<sup>th</sup> June and it will be a day long process.

Steve Jude and Jamie Fewster from Navigator College in Port Lincoln spoke with the Year 9/10 students to outline what they offer for Year 11 and 12. If you wish to enquire further, please contact us at Crossways for information.

It was a great evening last week when we held our first **ELC Family Night**. We had a good turnout for the event where the ELC children took the time to show their parents some of the activities and play equipment they engage with during the day. Thanks to Bek Ridley and Sonya Degner for organizing the night, with a little bit of parent help too!

This week and next week we are testing all the students in the school. This is an important part of our assessment process to help us see the progress the students are making with their learning in English and Mathematics.

With **International Mud Day** scheduled for June 29<sup>th</sup>, we will be conducting our own Mud Day event next **Wednesday, 26<sup>th</sup> June**.

Keep your eye out for more detail about what will be happening. Needless to say, it will be muddy!

You are invited to attend a **worship service** here at Crossways on **Sunday 30<sup>th</sup> June**, to take place in the chapel. It will be coordinated by the local Lutheran parish. Please join us at **10.00 am** and remain afterwards for morning tea.

### Hope

Last week we spent a lot of our time talking about and reflecting on the value of 'Hope'. In chapel last week we heard from a number of staff and students what they hoped for and the answers were many and varied. My initial response was for an Adelaide Crows premiership! Many would say that's a vain hope and they may be right.

The Bible talks about a **sure hope**. What is a sure hope? I would definitely say that a Crows premiership **isn't** a sure hope. A sure 'Hope enables us to look forward with expectation and confidence...' (A vision for learners and learning – Lutheran Education Australia)

The final thought I leave you about hope is from Martin Luther: All which happens through the whole world happens through hope. No person would sow a grain of corn if they did not hope it would spring up and bring forth the ear; how much more we are helped on by hope in the eternal life.

*Craig Kupke (Principal)*



Next Week, Thu 27th June

**All forms and payments need to be in to the front office or submitted online before photo day.**



## Year 6/7/8 Port Lincoln Camp

In week 5, the Year 6/7 Class and the Year 7/8 Class went on camp to Port Lincoln from Tuesday to Friday. Students enjoyed the new bus and were excited to spend time together outside the classroom. When we arrived in Port Lincoln, we headed straight to our accommodation at the Lions Hostel. After unpacking, the Year 6/7 Class went to the Leisure Centre and the Year 7/8 Class went grocery shopping to get ingredients to cook dinner for the day. Many students demonstrated good cooking skills and the butter chicken with rice turned out to be successful! On Wednesday, we were at the Glen Forest where we fed the animals, played mini golf, went through the giant maze and had so much fun on the Segway ride. In the afternoon, the Year 7/8 Class went to the Leisure Centre and enjoyed the water slide and swimming in the pool. When we came back from swimming, we were glad to see delicious food prepared by the Year 6/7 Class. On the next day, we went to Navigator College for a school tour around their facilities. Navigator College gave us a warm welcome and we were given opportunities to participate in either PE or Art lesson with some of their students. This was a good opportunity for our students to observe, experience and learn about other school's environment and facilities. When we got back from Navigator College, we ended the day with a quick shopping time and had dinner at Ming Inn Restaurant where Jenna Savage, our former school chaplain, came for a quick visit.

Overall, it was great to see students learning to cooperate and work as a team and I would like to thank Miss Norsworthy, Mr. Woodward, Cirena Coleman and Tim Steeles for their massive help and support.

**Haesil Kim**

**Year 7/8 Home group teacher**



## Whole School Co-Ordinator Mrs Terena Evans



### What are your hopes and dreams for your child?

Have you ever asked yourself this question? Most parents have and usually the response is that we all want our children to be happy and healthy. One sure way of helping to ensure their happiness

is through education. There are so many more opportunities out there for kids who finish year 12, get a trade or a degree.

I can't stress enough the importance of the following:

**Sleep:** 8 – 10 hours per day is what we all need to be able to function at our best

**Routines:** are so important to help organise your life and get kids into good sleeping patterns

**Responsibility:** All kids can do a variety of tasks around the house to help teach them good work habits. I find a job list that needs to be completed before iPad use works really well with my two children. Simple tasks such as making their bed, cleaning their room, setting the table, helping to clean up after dinner, washing the dishes, and pack their own lunch boxes to name a few.

**Attendance:** Daily attendance is super important so that students don't miss out on all the information and learning required to succeed. Students need to get to school, on time, every day with their lunch box packed with nutritious food to help them to focus for the whole school day

**Attitude:** when students are getting enough sleep, a balanced diet and good routines are in place, we often see a positive attitude towards their learning and success in the classroom

Please spend some time thinking about the above points and make a few changes if necessary to ensure a bright future for your child. None of us are perfect parents, there is no such thing and I know I am continually trying new strategies to improve specific areas in our home.

*Terena Evans, School coordinator*



### **Why routines are good for children**

Some children like and need routine more than others. In general, though, routines has the following benefits for children:

They can be a way of teaching younger children healthy habits, like brushing their teeth, getting some exercise, or washing their hands after using the toilet.

An organised and predictable home environment helps children and young people feel safe and secure.

Routines built around fun or spending time together strengthen relationships between parents and children.

Reading a story together before bed or going for a special snack after soccer practice can become a special time for you and your children to share.

Daily routines help set our body clocks. For example, bedtime routines help children's bodies 'know' when it's time to sleep. This can be particularly helpful when children reach adolescence and their body clocks start to change. You can read more about [sleep in adolescence](#).

If your child needs to take medicine regularly, a routine for this will help make both of you less likely to forget.

Having an important job to do in the family routine helps older children and teenagers develop a sense of responsibility.

Routines help develop basic work skills and time management.

Routines can help promote a feeling of safety in stressful situations or during difficult stages of development, such as puberty.

When children reach **adolescence**, the familiarity of regular home routines can help them feel looked after.

Predictable family routines can be a welcome relief from the changes they're experiencing.

[Routines for children with disabilities](#) can be a big help.

They can be even more important for children who find it hard to understand or cope with change.

[http://raisingchildren.net.au/articles/family\\_routines\\_how\\_and\\_why\\_they\\_work.html#why](http://raisingchildren.net.au/articles/family_routines_how_and_why_they_work.html#why)



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## Deutsche Neuigkeiten von Frau Bergmann

German class news from Mrs Bergmann

In Term 2 students have learning about celebrations and customs like Mother's Day and Father's Day. These days are similar in both Germany and Australia (Although Germans celebrate Father's day in May).

We also have a celebration called Tag der Arbeit or Labour Day which is on the first of May. It is a public holiday in Germany and people follow much older traditions. Many are based on the maypole, which is a tall tree, mostly a fir, which is cut down, stripped of all but its top branches and decorated with ribbons. It is put up in the centre of the village or town. The pole is brought in from the forest by groups of young men. The towns and villages compete to see which can have the tallest maypole. The top of the pole is crowned with a Maikranz, a wreath of branches. Once the pole is put up, it becomes the focus of the village's May Day celebrations. People gather around it to dance and in the past sports events were organised.

Beside from the May traditions in Germany, students have been improving their confidence in their language skills through dialogues.

I encourage the parents and caregivers to support their child in learning a foreign language because it helps their brain development.

Learning a foreign language helps children to see the world through different eyes. The ability to consider multiple viewpoints to a problem is a cornerstone of creative problem solving, but another important part of the fun of learning a foreign language is discovering differences in how people look at the world. It is fun to think why dogs say "woof" in English, "wang wang" in Madarin and "wau wau" in German.

At the beginning of June I went to a German conference in Adelaide on Friday and Saturday where German teachers meet from all over Australia. Different workshops are part of the conference where I learned various approaches to teach German. My favourite approach is CLIL (Content and language integrated learning) because German is used as a language in a Science setting which I would like to try in Term 3.

Meine Bohnenpflanze- Der Lebenszyklus einer pflanze  
"My bean plant"- The life cycle of a plant"

I was lucky enough to bring the "Millionärskoffer" (Millionaire suitcase) back with me. I was able to show my German students from Reception to Year 5. They were keen to do the different stations.

Here are some pictures of the students investigating the German suitcase material.

**Auf Wiedersehen und bis bald**  
**Goodbye and see you soon**

**Frau Bergmann**  
**Mrs. Bergmann**

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## BREAKFAST CLUB NEWS !!

Volunteers are still required for the breakfast club.

Please contact Andrew McIlwraith for more details

if you are able to help

**0428017514**

Bread tags are still being collected and can be dropped into the front office at any time. Thanks

## Junior School Music

It has been good to be back this term, but a little different having only one Music lesson per class each week!

This term the Year 3 class has been engaged in a unit called "Exploring Sound: Musical Pictures." We have been exploring the use of music to show emotions or action in pictures and silent movies, and exploring the use of sound effects. Some of the students have created a silent movie, and by the end of the term all of the students will have been involved in creating an iMovie project complete with music and sound effects.

The Year 4/5's have been exploring rap music, learning about chord loops and turnarounds, improvising and creating their own lyrics. At the end of the unit they will be working in small groups to write their own 4 line raps.

R-2 students have been learning about and consolidating their knowledge of beat, rhythm, tempo and dynamics. Learning to keep a steady beat and play rhythms consistently require lots of practice, but we have lots of fun along the way!

*Tracey Hoffrichter, JS Music*

### Learning Support

Self-regulation is an important skill that helps us all. Below is an article from raisingchildren.net.au, on helping your child develop self-regulation.

#### 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 emotions like frustration or excitement
- calm down after something exciting or upsetting
- focus on a task
- refocus attention on a new task
- control impulses

learn behaviour that helps you get along with other people.

#### Why self-regulation is important

As your child grows, self-regulation will help her:

- 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, share toys and express emotions in appropriate ways
- become more independent – because self-regulation gives your child the ability to make good decisions about her behaviour and learn how to behave in new situations with less guidance from you
- manage stress – because self-regulation helps your child learn that she can cope with strong feelings and gives her the ability to calm herself down after getting angry.

#### 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.

**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 struggle with regulating 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 others 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.

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

#### Helping your child learn self-regulation

The best way to help your child learn to self-regulate is to **provide support** when he needs it. Here are some ways you can do this:

- Talk about emotions with your child. For example, 'Did you throw your toy because you were frustrated that it wasn't working? What else could you have done?'

- When your child struggles with a strong feeling, encourage her to name the feeling and what caused it. Wait until the emotion has passed if that's easier.

- Help your child find appropriate ways to react to strong emotions. For example, teach your child to take a break or get adult help when he feels overwhelmed. Say things like 'Let's relax' and 'I can help you if you like'.

Remember to be patient. It can be very hard for young children to cope when they have strong feelings.

There are also some **behaviour strategies** you can use to help your child with self-regulation:

Plan for challenging situations where it might be hard for your child to behave well. For example, 'The shop we're going to has lots 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?'

Praise your child when she shows self-regulation and manages 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, show your child how you can do a frustrating task without getting upset. You could say something like, 'Wow that was hard. I'm glad I didn't get angry because I mightn't have been able to do it'.

It's important to match your expectations of behaviour to your child's 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 he's asked.

#### Problems with self-regulation

From time to time, different things can affect your child's ability to self-regulate. For example, tiredness, illness and changes to your child's routine can all affect her ability to regulate her reactions and behaviour. Also, some children have great self-regulation at child care or school but find it hard at home. Other children struggle in busy, noisy places like shopping centres.

Although these problems with self-regulation are pretty normal, it's a good idea to **speak with a professional if you're worried** about your child's behaviour or you're having trouble managing his behaviour as he gets older. For example, you could talk to your GP, your child and family health nurse, or your child's child care educator or teacher.

Consider seeking professional help if your child:

- seems to have more tantrums or difficult behaviour than other children of the same age
  - is behaving in difficult or out-of-control ways more often as she gets older
  - is behaving in ways that are dangerous for herself or others
  - is difficult to discipline and your strategies for managing her behaviour don't seem to be working
  - 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 autism spectrum disorder (ASD) or a disability, talk with the professionals who work with her/him. They'll be able to suggest ways to manage his behaviour and to help him learn self-regulation skills.

**Tracey Hoffrichter**  
Learning Support Coordinator

## Middle School Co-Ordinator

*Miss Amy Norsworthy*



Wow! How quickly Term 2 has flown by! In the Middle School we are finalising reports and assessment tasks. It has been great to see many parents coming into meet with their children's teacher to discuss how they are going. It is also a good opportunity to see the progress, strengths and needs

for improvement in their learning. Having consistent contact and support with parents and caregivers makes it extremely beneficial in each student's progress.

This week one of our focus areas is **appreciation**. Here are a few messages of appreciation:

**To the students:** Thank you to each and every student who comes to school each day and brightens up our Crossways family. Here are some of the things I see each day and appreciate in our students:

- Putting their best effort into their learning
- Wearing their uniform with pride
- Holding the door open for others
- Looking out for each other in the yard
- Smiling and laughing with each other
- Using manners
- Caring for our yard and picking up rubbish
- Helping others when they are hurt
- Including others in their learning and play time

**To the staff:** A big thank you to our hard working and caring staff who have a big heart for all students in our care. To the admin ladies, grounds people, LSOs, chaplain, teachers and our principal – your dedication to our vision does not go unnoticed! Thank you for all the big and small things you do!

**To our God:** Thanks to God for putting such wonderful children in our care that brighten our day. Thanks to God for our wonderful staff that keep our school functioning so well. Thanks to God for his guidance, vision, support and love he shows us each day.

Who and what are you appreciative of? There is power in telling those around you that they are appreciated and why. I challenge you to do so this week!

*Psalm 107:1 (NIV) - "Give thanks to the LORD, for he is good; his love endures forever."*



## 9/10 Music Camp

In Week 4 our Year 9/10 music students were lucky enough to take part in our first ever music camp to Adelaide to see the Broadway musical Aladdin at the Adelaide Festival Theatre.

After a very delayed flight due to fog, we were finally on our way to the big smoke. Once arrived we made our way to Adelaide University where we were given a tour of CASM. CASM stands for Centre for Aboriginal Studies in Music. Our tour guides were super cool and friendly and we had a great time jamming with them in the Uni's music studios. We even got a sneak peak of the band Electric Fields who will be performing at this years NAIDOC ball in Ceduna. They are definitely not to be missed!

The Aladdin musical itself was above and beyond both my and the students' expectations. The performers, costumes, backdrops and orchestra were breathtakingly amazing and a few of the students even got a bit teary when the show finished.

The next day we had a relaxing morning, followed by lunch with Justin Wilkey. Justin had very kindly helped us acquire funding from Adelaide Uni so we could make this trip possible. We finished our trip by seeing the remastered Aladdin movie at the cinemas before flying back to Ceduna.

I am so grateful we were able to make this experience possible for our year 9/10 Music students, as I know first hand how much they got out of it. Big thanks to Megan, Justin and Adelaide Uni for helping make this camp a reality.

*Sara Veerhuis*

*Middle School Music Tutor*



## Junior School Co-Ordinator

*Mrs Georgia Lambeff*



As the term comes to an end, both students and staff are working hard to finish important tasks, assessments and report writing. It is hard to believe we are almost half-way through the year! I wanted to remind everyone about taking care of ourselves and others; and at Crossways, we aim for

all students to feel safe, know that they belong and know that they are respected. In turn, this means that we need to treat others with this kind of respect.

In classes and through our whole school focuses, we aim to teach and embed in our students to treat each other how they would like to be treated and that everyone matters. Each student plays an important role in the classroom and God has given each person different gifts and talents; and we all have different needs and wants.

At Crossways, we are working towards having empathy as well as treating others with respect. I encourage you to work with your family at home and encourage your child to be empathetic towards one another, asking: 'How would you feel if that happened to you?'.  
  
The Bible says,  
[Romans 12:15](#)  
Rejoice with those who rejoice, weep with those who weep.  
[Ephesians 4:32](#)  
Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.

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Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you.

I trust you will all have a safe and relaxing holiday with your families. Make sure you spend time rejuvenating and doing things that 'fill your bucket', ready for all the new challenges in term 3.

*Mrs Georgia Lambeff*

# Rubbish Warriors!

Thank you to all the students helping at lunch time to collect rubbish from the yard.

Pictured right : Sarah Steeles, Ciarah Gunter, Tanvi Gunreddy, Pearl Modi, Anastasia Muir, Ciara Lennon-Gray, Emily Muir & Teelah Gray.

## *Crossways Girls visit Concordia College.*

Over the last 3 years we have been in partnership with Concordia College – a Lutheran school in Adelaide, where 2 or 3 of our students get the opportunity to visit their school and experience the ways of Concordia.

This year Azarni Coleman, Montana Scott and Lameeka Betts were invited to Concordia College as part of Reconciliation Week in Week 5 of this term. Fiona McAuliffe helped to organize their trip which was all paid for by the College. The girls were in Adelaide for 3 days and 2 night and stayed with Corrina Ridley who is a teacher at the college. Our students were integrated into classes with the Concordia students and attended football training with Norwood football club.

Over all the girls had a wonderful experience and have the option to apply for a scholarship at Concordia.

We would like to say a HUGE thank you to Fiona and the College for hosting out students.

*Terena Evans*



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## Community Notices

# PLAYGROUP



Playgroup is held every Friday morning  
at Crossways Lutheran School

From 9.30am - 11.30am

# SCHOOL DENTIST



Visiting Ceduna Hospital

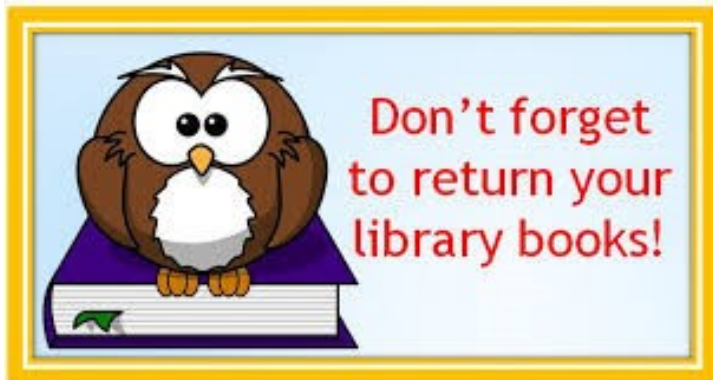
**JUNE 24th—28th**

To book an appointment

Please phone

(08) 71170120

## Library Notice



All overdue library books need to be returned to the Library by the end of the term, thankyou

## Church Services

CEDUNA - SUNDAY (10.00am) LUTHERAN CHURCH

## Happy Birthday to .....

*5th June Wally Parkyn*  
*6th June Aiden O'Driscoll*  
*9th June Tjeryan Ware*  
*15th June Aniyah Willis*  
*16th June Joshua Coleman*  
*16th June Blake Dunnett*  
*18th June Riley Mullen*

**Recipe**   
of the **Week**

## CHICKEN PASTA BAKE (EASY)

2 large chicken breast fillets, 1.5 cups small dried penne pasta, 260g butternut pumpkin (2cm cubes), 1 cup frozen peas, 1 cup broccoli florets, 1.25 cups tomato pasta sauce, 1/2 cup grated cheese.

Cook chicken then coarsely chop and place in large bowl. Meanwhile cook the pasta until cooked. Cook pumpkin in saucepan of water for 10 mins. Add the peas and broccoli and cook for a further minute or until tender.

Combine pasta, chicken, pumpkin mixture and pasta sauce in bowl. Divide into small ovenproof dishes or one large ovenproof dish and top with grated cheese. Bake for 15 mins or until heated through.