

Newsletter



From our Principal

Dear Parents,

We have entered a time of uncertainty for us all but at Christ the King School, we want all our families to know that we are still here for all of you and your children over the next few days. Be that it is online learning and communication, we still do so with heartfelt enthusiasm and dedication. Our aim is to provide continuity of learning and well being for all our students. I personally thank-you for all your support and cooperation over the last few days.

One of my experiences on Wednesday, when I went around to all classes to the let students know what will be happening with school over the next few days was heart-warming. So many students were honestly sad that they were not able to be at school and were asking when they would be able to come back!

We hope that we can all be together next week, but this will be determined by SA Health and the various educational sectors. Information is changing each day. We will do our very best to inform the community about updates.

If any families require support in any way, please do not hesitate to contact me or ring the school and we will get back to you as soon as we can and do whatever we can that you feel will assist you during this time.

For any further information and COVID Alerts and updates please access the CESA website: <https://www.cesa.catholic.edu.au/news/alerts> I found the following advice very reassuring from SA Health for any families who may need to visit a testing clinic with their children.

School Planned events

We will endeavour to keep you updated about upcoming school events which have been planned such as Music Recitals, parent meetings, Feast Day Celebrations, our School "Dance Off", Christmas Party and Graduation Ceremony. Information will be circulated as soon as possible about these events. We thank-you for your understanding if these events cannot go ahead but will be creative in how we still can participate in some way as a community.

Staffing and Year Levels for 2020

I would like to inform the school community that Genevieve Spencer will not

Term 4 Issue 3 20th November 2020 IMPORTANT DATES	
NOVEMBER	
25th	Music Instrument Night TBA
DECEMBER	
3rd	Dance Off TBA
4th	Mass
7th	Christmas Party Whole School Transition
8th	Graduation Mass
10th	Last Day of Term 4

Cont...

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Warradale SA 5048
Phone 08 81983100
info@christking.catholic.edu.au
www.christking.catholic.edu.au



Out of School Hours Care



Phone: 1300 105 343
Bernadette: 0452 247 971
www.campaustralia.com.au

From the Principal (cont.)

be with us next year. Genevieve has successfully been appointed at another school. We thank Genevieve for her enthusiasm and her work with children and families at Christ the King School. Staffing for 2020 has some changes and movement of staff. Year levels will be straight year levels, R-6 across the school with no composite year combinations. I will announce staffing in the next newsletter.

Today is World children's day

This is a joyous acknowledgement of all children around the world and the fraternity that they all have to share which is childhood. Investing in our future means investing in our children — which is why the United Nations has designated every November 20 as **Universal Children's Day**. It's a time to promote **togetherness** around the world, awareness of the problems children face in every corner of the globe, and improve the **welfare** for all children. The banner of childhood is Birth to 18 years of age, we often forget this when we use the term children or childhood.

[World Children's Day](#) offers each of us an inspirational entry-point to advocate, promote and celebrate children's rights, translating into dialogues and actions that will build a better world for children. This year, the COVID-19 crisis has resulted in a child rights crisis. The costs of the pandemic for children are immediate and, if unaddressed, may last a lifetime.

It's time for generations to come together to reimagine the type of world we want to create. On 20 November, ask your children to imagine a better world and what they want for the future. You can find further information on this website; <https://www.un.org/en/observances/world-childrens-day>

I phoned my daughter on Wednesday to ask how she was and how my little grandchildren were coping. She calmly answered that they are all good and taking things steadily and calmly and that the children were more than fine, it was her calm approach that I found so comforting. So finally, I want to share this insight with you all.

When little people are overwhelmed by big emotions, it's our job to share our calm, not to join their chaos. (L. R. Knost)

God Bless and stay safe and I hope to see you all soon,

Helena

Christ the King School

To Flourish To Grow



RAISING
HEARTS
AND
MINDS

From the APRIM



God of all life...

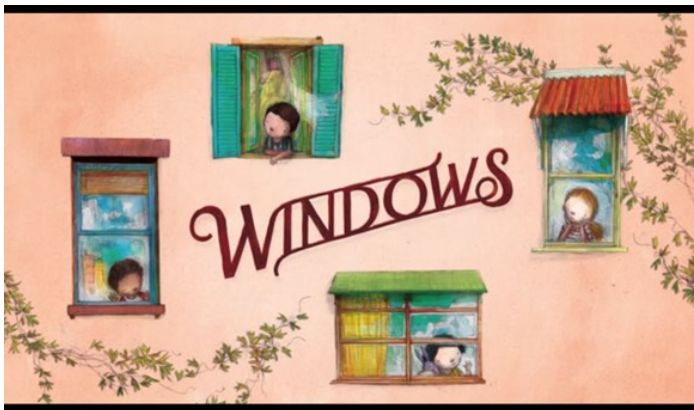
May your love and light shine in and through me today
In a way that no mask can hide.
May my eyes dance with the laughter and joy
Replacing my hidden smile.
May my actions of care and concern
Speak louder than my muffled voice ever could.
And may the generosity of my heart
Radiate out through who I am
And how I respond to the world around me
So that others may not see my mask
But your image shining out
Moving in and through me today.
Amen

Br Michael Herry fms

WINDOWS- story to share with your children.- Patrick Guest

'Windows' is an uplifting story of how humanity has pulled together during the Coronavirus pandemic. Written from Patrick's own experience of having to leave the family, 'Windows' shows how five kids from different parts of the world connect and draw strength from their communities from behind the safety of their own windows.

Heart warming, hopeful and surprisingly funny, 'Windows' will resonate with families all over the world and become a valuable time capsule of what life was like in 2020.



https://youtu.be/_yQv4_rhhU4

PARISH MASSES

Our Churches are closed for this weekend due to Covid restrictions. Let us hope that we will be able to open again soon. Please keep those affected by Covid in your prayers.

Teresa Pascoe
APRIM
(Assistant Principal Religious Identity and Mission)

From the Library

END OF YEAR- Library Returns



We have a wonderfully stocked Library but each year that stock needs a count, thinning and resort. To be able to do this we close the Library for borrowing at the end of Term 4.

We ask that all picture books, non-fiction books and novels are returned to school as soon as possible when school reopens to students.

AMOUNG US- popular new game

Among Us is one of the most popular games of 2020. It is an 'naïve/cartoon animated' space-themed 'social deduction game' where 4-10 players take on the guise of Crewmates, who must complete various tasks around their spaceship, while randomly selected Imposters must try their hardest to sabotage the others' efforts. The Imposters have to remain undetected through rounds of voting to win. While Among Us is a largely safe game, it's still prudent to be aware of any potential risks young ones (it is rated for 7+), might encounter when playing:



- Hacking- protected best by playing private games
- Inappropriate language- protected by not entering into chat rooms or playing via Wi-Fi or known friends. DO Not use external Chat Apps.
- In game purchase- disable your credit card from the device and game
- Mild violence- play the game with your child/ren and discuss the violence.

Teresa Pascoe
Teacher/Librarian

Finance News



A reminder that all 2020 school fees must be finalised by **27th November 2020** unless an agreed Direct Debit or Credit Card payment plan is in place. If you are experiencing financial difficulty at this time, please make an appointment at the front office to meet with Helena Card, Principal & Niamh McKeough, Finance Officer prior to 27th November 2020 to discuss your account.

The 2021 School Fees information is available on the CTK Website. This includes forms for Sibling Discount, Direct Debit Authority & Credit Card Authority.

Please submit your Sibling Discount Form (if applicable) & Fee Payment Agreement Forms to the front office by Friday 27th November 2020. Forms are also available at the front office.

Christ the King prefers payment plans by Direct Debit, if you would like to discuss payment plans for 2021 please contact Niamh between 8am-4pm Monday to Wednesday.

Thank you to those families who have finalised their child/ren's school fee accounts for 2020. We appreciate your support of the School.

School
FEES

Curriculum Corner

Behaviour

Over the last few weeks I have been joined by Anne-Marie Hall and Natasha Tierney to complete some online training called



Understanding and Supporting Behaviour.

This course has had 1 ½ face to face days of learning and also online reading, forums and case studies. This is a fabulous course that is filled with resources and ideas on improving student behaviour in the classroom and the school through a better understanding of student behaviour.

One topic that has arisen throughout our learning is anxiety in children and how it is becoming more prevalent in schools at present. Below is an article written by Psychologist Jenni Pearce about anxiety in children and how it is important to know what anxiety is. The article also highlights the need for all students to experience anxiety at different times in their lives as it is a good feeling that shows a child is taking risks and pushing themselves out of their comfort zones.

Helping your anxious child: information for parents

Anxiety is a normal part of children's behavioural and emotional development, and as children get older, their concerns grow broader. A younger child may be worried about a spelling test, a soccer match, or catching the school bus for the first time. An older child may worry about a school camp, failing in a test, impressing peers or starting a new sport. These anxieties are common, even signs that your child's development is on track.

Why is my child so anxious?

As children get older, they experience more everyday pressure, and this can give rise to a good deal of anxiety. Anxiety can result when a child feels they may be likely to fail at any of these things. In addition, your child may react to stresses and issues within the family as well as the world beyond: A divorce, a parent's losing a job, a car accident, even a story on the evening news can trigger feelings of distress, fear, and helplessness. At this age, children begin to think more about death, realising that it's real and happens to everyone -- not only the bad guy on TV, but parents and children as well. Consequently, your child may have trouble falling asleep after watching a movie in which someone dies or refuse to go to school if you're ill. Provide your child plenty of opportunities to discuss specific fears, especially if they've arisen from events in your household.

Ask yourself whether your child has spells of anxiety linked to particular events, or if your child is anxious day in and day out. While all children are anxious before having to do certain things, some become apprehensive even when going about their daily routines. If that's the case with your child, it's possible that your child's worries are overwhelming the ability to cope.

Generally speaking, you should be concerned if your child's fears or constant worrying begin to hamper the ability to participate in school, family or social activities. Your child may also need some special help if you've repeatedly reassured him, yet the fears are as strong as ever.



About 1 in 10 children have difficulties managing anxiety but they can be difficult to identify as they are often very well behaved and seemingly well adjusted. Despite appearances these children spend a significant amount of time worrying and avoiding situations which they are afraid of - the consequences of this can be sleeping difficulties, high levels of stress, physical symptoms such as stomach and head aches, and missing out on age appropriate activities. Ultimately these children are at a higher risk of later developing serious anxiety disorders and depression and are less likely to reach their learning potential.

Curriculum Corner

So, what can you do to help?

Providing reassurance: is this the right thing?

Reassuring your child is usually the most common strategy for children who are worried about small, everyday events. Commonly, parents will offer reassurance, and highlight shared experiences: "There's nothing to be worried about... You will be fine once you get going...Your brother has to do it, too" Surprisingly, reassurance is not helpful for truly anxious children.

The problem with this approach is that the child DOES have a worry. To them, there is something to worry about, and they are worrying. They know they WON'T be fine. The child will either dismiss the reassurance: "she doesn't get it...", or will seek more and more reassurance, setting up a dependency cycle where the child becomes more hesitant to take risks.

A better approach is to acknowledge the anxiety, right up front. "I can see you're really worried about this, and you're not going to be able to do this right now".

The best strategy is to help children come up with their own strategies, and do their own problem solving. For example, if a child is worrying about what is required in a particular task or activity, and whether their work so far is correct, ask them, "how could you find out? where could you get the information? how do you think you are doing so far?...." - try to encourage them to work it out for themselves.

You may find for anxious children, you need to *hold off* on reassurance even more than for non - anxious children, just to create the opportunity for them to learn that they can do things for themselves and solve their own problems.

Challenging the worrying

For children whose worries are affecting everyday life, and where the worry seems much greater than it really needs to be, you need to help them challenge the thinking that is underlying the worry. This takes particular skills, and you may need to talk to a School Counsellor or a Psychologist about this. Challenging the thinking involves three steps:

1. Help your child work out what they are worried about, and what they are telling themselves about the situation. For example, if your child is worried about giving a talk to the class, they may be telling themselves"My talk won't be very good.... everyone will be bored.....I won't remember all the bits"". Help your child see that it is this negative thinking that leads to the feelings of worry.

2. Help them to challenge the negative thoughts that are going through their minds by more realistic thinking. Often, children will exaggerate the likelihood ("I am sure to....".... or "I always....") or the consequences of something negative happening: we call this 'catastrophising'. Try to get your child to work out how likely it is that those things will actually happen. Evaluate more realistic the likely consequences. Ask questions such as: What has happened in the past? What general things do we know about this situation? What has happened in the past? What might happen instead? What else could happen? For example, "I answered some questions in the class discussion about the same topic..... I gave a shorter talk last term, and that was ok.....I can use cue cards, and they will help..... Kids in this class don't laugh at each other...."

Hopefully, they will be able to realise that the worried thought actually isn't very likely. Realistic thinking will replace frightened thinking, allowing the child to go on and do some problem solving about the situation: "I can use cue cards... I can practice first at home in front of my parents... My teacher will remind kids to listen carefully....If they laugh, maybe it's because I said something funny.....Even if I forget something, I will remember some parts..." These more positive thoughts should be the ones your child uses to get them through the situation.



Curriculum Corner

Over time, you may find that just a small "prompt" will trigger your child to use these tools: "What are you telling yourself about the situation? What positive thoughts could you have instead?"

Other ways to help your child:

- **Provide support and encouragement** but without too much fuss eg "I can see that you are scared but just try the best you can", then walk away
- **Model good realistic thinking and problem solving yourself.** Find everyday times that you are "worried" (or create them!) such as "I am worried that we are going to run late for grandma's." Then model the process of challenging your own thinking and coming up with more realistic self-talk: do it out loud, so your child hears you going through the steps of the process.



Use a worry scale. Suggest your child gives a "worry rating" from 1 to 10 to each worry as it comes up. Often, highly anxious children tend to "catastrophise", thinking situations are much worse than they really are, and this can help to keep the worry in perspective.

Encourage your child to take action or write down fears and worries. School-age children often keep journals and writing down fears and worries can really help. If your child has become concerned about something outside his own life, such as the plight of dolphins or children going hungry, don't dismiss these fears, but suggest strategies to deal with them. Your child might write a letter to Greenpeace about the dolphins or to UNICEF asking about ways to aid needy children. Acting out fears is another way to diminish them.

- **Encourage small steps.** For example, for a child who is fearful of nights away from home, start with an evening at grandma's, then stay overnight at a friend's house or a weekend with a favourite aunt and uncle. Such temporary separations will give your child practice in adjusting to different situations and experiencing success.
- **Talk to your child's teacher.** Suggest he or she uses some of the same tools.
- **Lower the pressure.** Your anxious child may be trying to tell you that he or she is doing too much -- that the demands of school, music classes, sports, and friendships have mushroomed out of control. Consider whether you're pushing too hard in terms of activities. Suggest cutting back on activities - choose just one activity per term, for example. You can also help your child feel secure and well rested by keeping mealtimes and other routines as regular as possible.
- **Use your sense of humour.** Laughter goes a long way towards resolving anxiety. If your child is worrying about an upcoming piano recital, tell him the old trick of imagining the audience in their underwear. Or describe the time you got stuck while making a toast at your sister's wedding. Funny stories put things in perspective, and if your child learns to laugh at occasional flops, your child will have an easier time throughout life.

Don't demand toughness. Your child already is tough, in ways you probably don't appreciate. How many times a day does your child fear that they have failed, and must try again? How many rules is your child expected to follow? How many activities compete for attention? Forcing your child to do something that makes him anxious will only make him fear you and doubt herself. Give your child time, don't fret if progress is gradual, and praise for each small step your child takes.

Written by,

Jenni Pearce, Psychologist (2009)
Child & Educational Psychology

We look forward to continuing to share our course knowledge and implement many strategies and structures into our classes and whole school plan next year.

Emma Heinrich

Curriculum Innovation and Inclusive Ed Coordinator

Science: The Human Body in R/1

This term both R/1 classes have been learning about the human body. Last week we were involved in a range of Science investigations. These inquiry-based experiences allowed the children to explore aspects of the human body.

We ...

- ... used the inkpads to look at our unique fingerprints.*
- ... used our sense of hearing by listening to different sounds and frequencies.*
- ... used our sense of touch to feel and work out mystery objects.*
- ... tested our eye sight using an eye chart.*
- ... did mystery taste tests to work out what different foods we could recognise.*
- ... did mystery smelling tests to work out which different smells we could identify.*
- ... found out that we use our sense of sight when tasting foods.*
- ... looked at the skeleton and tested bone strength*
- ... tested our reaction times.*
- ... measured our body parts.*
- ... matched pictures of the CTK staff from childhood to now to see how we age.*
- ... measured our breath and looked at how our lungs work.*
- ...tested our lung capacity learnt about oxygen.*
- ...tested how versatile our bodies are by picking up items by not using our thumbs.*

We had a lot of fun learning about our bodies!



Science: The Human Body in R/1



2020 Calendar Term 4

	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
Week 1 October	12 Staff Reflection-Day Pupil-Free-Day	13 Staff Reflection-Day Pupil-Free-Day	14 1 st Day-of-Term	15 Parents & Friends meeting	16 2021-Receptions- Transition-visit 8.45am—10.45am	17/18
Week 2 October	19 Book-Week Parade-9am	20 Assembly—Yr-Rec Year-6-Camp	21 Year-6-Camp	22 Year-6-Camp	23 2021-Receptions- Transition-visit 8.45am—10.45am Book-Sharing-Picnic Year-6-Camp	24/25
Week 3 Oct/Nov	26	27	28	29	30 2021-Receptions- Transition-visit 8.45am—10.45am	31/1
Week 4 November	2 Oral-Health- Class	3 Assembly	4 School-Board- Meeting Athletics-Carnival	5 Dental-Visits	6 2021-Receptions- Transition-visit 8.45am—10.45am Dental-Visits Mass-9am	7/8
Week 5 November	9	10	11	12	13 2021-Receptions- Transition-visit 8.45am—11.30am Pastry-Day	14/15
Week 6 November						21/22
Week 7 November	23	24 Feast-Day	25 Music-Instrument- Night TBA	26	27 2021-Receptions- Transition-visit 8.45am—10.45am TBA	28/29
Week 8 Nov/Dec	30 H	1 H	2	3 Dance-Off TBA	4 2021-Receptions- Transition-visit 8.45am—10.45am Mass-9am End-of-Year- Thanksgiving	5/6
Week 9 December	7 Christmas-Party Whole-School- Transition	8 Graduation-Mass- St-Josephs 6.30pm	9	10 Last-Day-of-Term-4	11	12/13

- ❖ School Banking once a week on Tuesday morning
- ❖ Ice blocks on Tuesday \$1
- ❖ Seahorse Café online lunch orders every Wednesday