

## From our Principal....

Welcome back to our second term. Like last term, many great things are happening across the College. Please regularly check our College calendar for upcoming events, please read this newsletter each fortnight not just for the great content, but for reminders about upcoming events.

Over a year ago I shared some great resources online that I think benefit our community. If you follow any of the following authors or networks, I think you would agree, they are a great resource to tap into. I'd just like to highlight them again and promote them below.

There is actually an incredible amount of resources out there for parents to access, and the good news is, a lot of resources can be accessed for free. Again, the 3 below are excellent. By simply following their Facebook pages, you will get regular access to tips, resources and even free webinars from time to time.

Blessings as we work in partnership with your children.

**Luke Schoff**  
Principal

**Maggie Dent:** Commonly known as Australia's "queen of common sense", Maggie Dent is an author, educator, and parenting and resilience specialist with a particular interest in the early years and adolescence.

Website: <https://www.maggiedent.com/>

Facebook: <https://www.facebook.com/MaggieDentAuthor/>

**Michael Grose:** Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including Thriving! and the best-selling Why First Borns Rule the World and Last Borns Want to Change It, and his latest release Spoonfed Generation: How to raise independent children.

Website: <https://www.parentingideas.com.au/>

Facebook: <https://www.facebook.com/parentingideas.com.au/>

**Queensland Independent Schools network:** The Queensland Independent Schools Parents Network (QISPN) is the representative body for the parents and carers of children attending independent schools.

Website: <http://www.parentsnetwork.qld.edu.au/>

Facebook: <https://www.facebook.com/QISParentsNetwork/?ref=bookmarks>

## Upcoming events

**7<sup>th</sup> May**

Building Dedication and Official Opening

**8<sup>th</sup> – 9<sup>th</sup> May**

Mother's Day Stall

**10<sup>th</sup> May**

Junior School Athletics  
Carnival Prep – Yr 7

**13<sup>th</sup> - 17<sup>th</sup> May**

NAPLAN Testing week

**15<sup>th</sup> – 17<sup>th</sup> May**

Year 4 Camp

**21<sup>st</sup> May**

Hervey Bay District Cross  
Country

**21<sup>st</sup> -23<sup>rd</sup> May**

Year 6 Camp

**22<sup>nd</sup> May**

Under 8's Day

**24<sup>th</sup> May**

Fraser Coast Show Holiday



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## From the Deputy Principal....

### The importance of a Conversation...

Last week, we held our Three Way Conferences in the Secondary School and I was so heartened by the many conversations that I witnessed taking place between parents, teachers and students. We are very deliberate about calling these meetings THREE WAY CONFERENCES and not Parent/Teacher Interviews, as the purpose of these meetings is for the students to share their progress with their parents and set goals with their teachers for improvement and success in the classroom.

Our Interim Reports in the Senior years provide a snapshot of student progress but have no measure of power in comparison to a robust conversation and chance to set some learning goals together as a team – parents, self and teacher. If a teacher for your child in Senior School requested an interview, I cannot stress enough how important it was that you were able to make this meeting, and I thank all those who made the effort to attend despite the inclement weather – it sends a very clear message to your child about the value you place on their education and their future. If you were unable to attend any meetings, can I please request that parents find a time to contact the relevant teachers and meet with your child and their teacher to set some learning goals for the upcoming term and rest of the year.

Our Middle School students have shared their learning journeys via SeeSaw and I thank all our families who experienced connection issues for contacting us so we can resolve them. These portfolios are a great resource of learning opportunities and demonstrations from our students, and I thank all our teachers for their work in putting these together – SeeSaw portfolios will be accessible to families all year, so please contact Mrs Sharon Bentley for more support if you haven't yet been able to access your child's work via this platform.

God bless,

**Kelly Stirling**  
Deputy Principal

## From our Head of Junior School...

### Helping our children become their best selves

POSTED ON [JULY 30, 2018](#)



It is a common topic discussed with parents and teachers about the pressure and angst which many of us feel about making the 'right decisions' and doing what 'is right' for our children.

*Be reassured there is no perfect — there can be days when our intentions and honourable expectations line up with the stars and we can feel that we've had a good day and that positive outcomes have occurred.*

Meltdowns, night terrors, sibling arguments, fussy eating, sleepless nights, lipstick drawings, and small bumps and bruises are all biologically normal occurrences when raising children. Every single stage of your child's development will have a gift and a challenge.

Do you remember when you couldn't wait until they could walk? And then you couldn't find them and they ran away from you in shopping centres? Do you remember when they couldn't talk? And now there are seriously times where you wish they would talk less?

Parents are our children's number one teacher even after our children have begun schooling. Every parent wants their children to grow up to be happy, healthy, capable, strong, kind and resilient. We need to embrace that every child has come with a unique blend of genetics, temperament, neurological possibilities and physical capacities that makes them who they are.

Our biggest challenge as parents is to help our children become the best expression of themselves regardless of what they look like, how they stack up on the endless standard tests available, what gender they are, what culture they belong to and all the other diverse ways that we categorise people and children. Every single child has a potential and our focus should be on supporting every one of them to realise that.

**So what can help us raise our kids to be the best (or close to it) expression of their unique self?**

1. **Find or create a caring supportive village** — Have other family, friends or community folks around who accept our kids as they are — not just as they could be. Meet up at the park or beach.
2. **Expose your child to a wide variety of experiences — as wide as possible** — We never know what may become a preferred pastime or favourite activity.
3. **Identify challenges early and help our kids to build capacity and awareness** — No matter what the challenge may be — under-developed gross motor skills, speech challenges, SPD and low social awareness as many children with ASD have — we need to ensure we see our need to increase capacity rather than needing to 'fix our kids'. These challenges can often be the beginning of a life purpose.
4. **Name and nurture your kid's strengths** — Even as toddlers you can often start to see some innate strengths in your kids. Do your best to encourage these strengths and nurture them.
5. **Honour your kids' need for freedom and autonomy** — This can be difficult, to learn to both trust and respect your child's need to make their own choices. Thankfully, unstructured play is a fabulous way to ensure we avoid over-directing our kid's lives and prioritising this as much as possible in the first 10 years of life will give this biological need plenty of time to evolve and grow.
6. **Building emotional and social awareness** — Human relationships are more than simply important, they are biologically essential for wellbeing and survival. The digital landscape has displaced much of the time that children played with other children and we have seen an increase in kids' anxiety and bullying. We must prioritise human conversation **between humans, because the ability to feel connected needs it.** Later in life, intimate relationships need humans to be able to communicate needs, wants and to be able to share joy and delight as well as to share moments of adversity.



7. **Focus on building resilience** — Resilient kids and adults do better in life on all levels. They have more grit, persistence and they recover from adversity better and sooner. We cannot learn emotional buoyancy without experiencing moments of challenge. Embrace moments of failure and unexpected setbacks as teachable moments, not signs of something being wrong or bad.
8. **Practise improves performance** — You may notice there is a strong innate passion when a child discovers something that may be a ‘spark’ of possibility that may become a life-long interest or career pathway.
9. **Never crush dreams** — Even when our kids tell us they hope they can grow up to be a dog, Elsa from Frozen, an astronaut or the next Serena Williams — let’s just smile and allow that to be OK.
10. **Share and celebrate the success stories from inspired kids** — Especially those who have experienced extra challenge and diverse life journeys. To start with there is [Campbell Remess](#) , who as a 12-year-old boy began making bears for kids in hospitals and has since become famous for his goodwill gesture, which has now become a movement world-wide.

*“Gradually in each human being the brain becomes personalized by unique experiences to become a unique identity.” — Susan Greenfield, ID: The Quest for Meaning in the 21st Century (2008)*

Finding a pathway to being our true selves — doing something that makes us feel good about ourselves while creating a life of purpose — might be something we need to ponder when raising our kids.

Maybe we need to focus our kids in the direction of wellbeing first, because healthy people will be more effective in the working world whatever that may be. Given our incredibly exciting, ever-changing world, it may help our kids to be ready for work possibilities that have not even been created yet. Food for thought for sure.

So, good parents, maybe relax about making the ‘right choices’ and doing what’s best and just be mindful of discovering who your child really is and celebrate their uniqueness to help them shine at being that person.

This wonderful article comes from Maggie Dent. Commonly known as Australia’s ‘queen of common sense’, Maggie is an author, educator, & parenting & resilience specialist. She is a dedicated advocate to quietly changing lives in our families and communities

Dent, M (2018) Essential kids blog

Jane Champion  
Head of Junior School

## From our Head of Learning Support...

### Using Tools for the Zones of Regulation at Home

The Zones of Regulation were developed to provide students with an emotional vocabulary in order to keep themselves emotionally regulated. The program recognizes that it is ok to FEEL ALL of the emotions within each zone and it is important what you DO when you are in each zone. At St James students learn that they want to spend the majority of their time in the green zone, which we also refer to as the learning zone.

At home you can help to support your child by using the terminology of the zones and specifically labelling your child’s emotions as you observe them. This could include things like ‘Oh wow Johnny, I can see you are really excited about camp’, or ‘Sarah, it sounds like you are feeling worried, would that be right?’ You can also include language around the zones too ‘Peter when you are feeling worried it means you’re in the yellow zone, what could you do to get back to green?’



Each child will have a different set of strategies to remain emotionally regulated, or as we say at St James to 'get back to green'. In the school environment we use strategies that students have identified such as taking a break, going for a brisk walk around the oval, having a cold drink, using mindfulness techniques, drawing etc. At home you can create your own set of strategies, or 'tools', to help your child remain regulated. This might be things like jumping on the trampoline, going for a walk, watching a funny TV show, reading some jokes, taking a bath, dancing to some up beat music etc. Understanding and learning to control the emotional state you are in is a lifelong skill. If you need any more information, please feel free to email me.

**'LIFE IS 10% WHAT HAPPENS TO US AND 90% HOW WE REACT TO IT' - -CHARLES SWINDOLL**

## The ZONES of Regulation®

Blue Zone	Green Zone	Yellow Zone	Red Zone
Bored, Hurt, Exhausted Sick, Tired, Sad	Calm, Good, Proud Okay, Ready to Learn, Content	Frustrated, Anxious/Worried, Excited Silly, Overwhelmed, Scared	Aggressive, Mean, Terrified Mad, Angry, Yelling
<b>Blue Zone Tools:</b> <i>Stretch</i>	<b>Green Zone Tools:</b> <i>Drink water</i>	<b>Yellow Zone Tools:</b> <i>Deep breaths</i>	<b>Red Zone Tools:</b> <i>Take a break</i>
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Joelle Kelly  
Head of Learning Support

## From our Resource Centre...

Upcoming dates...

- Wednesday May 22<sup>nd</sup> National simultaneous Story time
- Thursday June 6<sup>th</sup> Interschool Chess competition for Years 3-12. Notes now available from the Resource Centre and are due back May 10<sup>th</sup>
- Tuesday June 11<sup>th</sup> Readers Cup





## Congratulations...

Well-done to 12-year-old Jaden Hardy from Year 7 who earlier this year competed in his first ever Australian Scooter Association competition on the Gold Coast where he scored a 3<sup>rd</sup> Place. Then in March Jaden participated in the Queensland State Titles and he came second.

Last weekend it was the National Scooter Championships in Brisbane from 26<sup>th</sup> – 28<sup>th</sup> April where riders from Australia and New Zealand joined together to compete. Jaden had 26 competitors in his age group and placed 7<sup>th</sup>.

This is a huge accomplishment for Jaden in only his first year of competition – 2<sup>nd</sup> in Qld and 7<sup>th</sup> in Australia. Well done Jaden!



## Earn and Learn...

Earn and Learn has commenced at Woolworths stores. If you happen to collect the stickers, could you please deposit them in the St James box at the front of the store. Thank you for your support.



## Term 2 2019 Calendar of Major Events:

Week:	Activity/Event:	Dates:	Participants:
1	Easter Monday Holiday	22 April	Whole School
	Whole School Easter Worship Service – 9am	23 April	Whole School
	<b>Secondary School Three-Way Conferences</b>	<b>23-24 April</b>	<b>Years 7-12</b>
	ANZAC Day Service – 2pm	24 April	Whole School
	ANZAC Day Public Holiday	25 April	Whole School
	HPV Race - Bundaberg	26 April	Selected Team Members
2	<b>McKenzie House Week</b>	29 April – 3 May	Whole School
	Yr 11 P.A.R.T.Y. Excursion	2 May	Year 11 students
3	Labour Day Public Holiday	6 May	Whole School
	<b>Building Dedication and Official Opening</b>	<b>7 May</b>	<b>Whole School</b>
	P&F Mother's Day Stalls	9 - 10 May	Whole School
	Junior School Athletics Carnival	10 May	Prep – Year 7
4	NAPLAN Testing Week	13-17 May	Year 3, 5, 7, 9 students
	Year 4 Camp – Mudjimba Campsite	15 – 17 May	Year 4 students
5	Hervey Bay District Cross Country - ONSITE	21 May	Ages 9 – 19 Yrs
	Year 6 Camp – Noosa Northshore	21 -23 May	Year 6
	Under 8s Day	22 May	K – Yr 2
	Fraser Coast Show Day	24 May	Whole School
6	<b>Wabby House Week</b>	27 – 31 May	Whole School
	Year 11 ATAR 2020 Parent Information Session	28 May	Year 11 Families (ATAR students only)
	Hervey Bay District Athletics (9 – 12 Yrs)	31 May	Selected students
	Kokoda Challenge	1 June	Participants and families
7	Year 9 QCE Parent Information Session	4 June	All Year 9 families
	School Photos	4 – 5 June	Whole School
	ALWS Casual Clothes Day	7 June	Whole School
8	Year 10 2020 Subject Selection Meetings	10 – 14 June	Year 9 students
	Readers Cup Tournament	11 June	Years 5 – 8 students
	Year 10 Exam Block	12 – 14 June	Year 10 students
9	Year 10 Work Experience	17 – 21 June	Year 10 students
	Year 11/12 Exam Block	17 – 21 June	Year 11 and 12 students
	Michelle Mitchell Health Specialist Lessons	17 – 20 June	Years 5 – 9 students
	<b>Michelle Mitchell Parent Support Session Junior School (Sexual Health)</b>	Date to be confirmed	Year 5 and 6 families
	Year 5 & 6 ALWS Awareness Day	20 June	Year 5 and 6 students
10	Camino Pilgrimage Tour	27 June	Participants
	Secondary School Athletics Carnival	28 June	Years 7 -12 students



# TERM DATES 2020



- Term 1 Tuesday 28<sup>th</sup> January (½ Prep and Year 1 to 7 only begin) – Friday 3<sup>rd</sup> April  
Wednesday 29<sup>th</sup> January (½ Prep and Year 8 to 12 begin) – Friday 3<sup>rd</sup> April  
Thursday 30<sup>th</sup> January Full classes of Prep
- Term 2 Monday 20<sup>th</sup> April – Friday 26<sup>th</sup> June
- Term 3 Monday 20<sup>th</sup> July – Thursday 17<sup>th</sup> September
- Term 4 Tuesday 6<sup>th</sup> October – Friday 4<sup>th</sup> December

Year 12 finish – Friday 13<sup>th</sup> November

Year 10 & 11 finish – Friday 27<sup>th</sup> November

Prep – Year 9 finish – Friday 4<sup>th</sup> December

Ph: 07 4128 5500

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<http://www.stjameslc.qld.edu.au/>

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If your child is absent from school for any reason, please  
notify the office by 9:15am



## **Pupil Free Days**

Tuesday 28<sup>th</sup> January (Year 8 – Year 12 only)

Monday 13<sup>th</sup> – Friday 17<sup>th</sup> July

Friday 18<sup>th</sup> September

Monday 19<sup>th</sup> October

## **Public Holidays 2020**

Wednesday 1<sup>st</sup> January - New Year's Day

Monday 27<sup>th</sup> January - Australia Day

Friday 10<sup>th</sup> April - Good Friday

Saturday 11<sup>th</sup> April - Easter Saturday

Sunday 12<sup>th</sup> April – Easter Sunday

Monday 13<sup>th</sup> April - Easter Monday

Saturday 25<sup>th</sup> April - Anzac Day

Monday 4<sup>th</sup> May - Labour Day

Friday 22<sup>nd</sup> May – Fraser Coast Show Holiday (TBC)

Monday 5<sup>th</sup> October – Queen's Birthday

Friday 25<sup>th</sup> December - Christmas Day

Monday 28<sup>th</sup> December - Boxing Day



# ACE ALL-GIRLS tennis day

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### St James College

FIRST SESSION | Tuesday 7th May

TIME | 3:15pm

DURATION | 7 Weeks

CONTACT | Kieron Hyndman

M| 0439 721 874

E| kieron.hyndman@afl.com.au

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