



Sunshine Christian School

Living as children of the light - loving God, loving others, loving learning

Issue 3 | Friday 6 March 2026

Registered primary school no. 1850

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Principal Mr Damian Pietsch

Calendar Dates

2025

Monday 9 March 2026

Labour Day Holiday – NO
SCHOOL

Wednesday 11 March 2026

NAPLAN Testing – Year 3 and 5
Writing

Thursday 12 March 2026

NAPLAN Testing – Year 3 and 5
Reading

Friday 13 March 2026

NAPLAN Testing – Year 3 and 5
Conventions of Language

Monday 16 March 2026

NAPLAN Testing – Year 3 and 5
Numeracy

St Matthew's Lutheran Church

Our supporting church worships at
9.30am each Sunday at 362 Barkly
St. Footscray.

Sunshine Christian School
acknowledges that our loving Creator
God first gave the land on which the
school is placed, to the peoples of the
First Nation who have walked and
cared for this land since before
recorded time. We thank God for the
land's traditional Custodians and pay



Devotion: Absolute name-changer

No longer will you be called Abram; your name will be Abraham, for I have made you a father of many nations (Genesis 17:5).

What I find most interesting in this passage is that God changes Abram's name to Abraham, the father of many nations, before Abraham even has a child with Sarah. Likewise, Sarai becomes Sarah, a name tied to royalty and promise. God speaks identity before fulfilment. God names what will be despite what currently is. Part of walking faithfully before God, then, is learning to live into the name God gives us, even when circumstances seemingly contradict it.

Names are an important part of our lives. They distinguish us from one another, give us identity and have the power to influence the way we think and act. God knew this. Not just in this instance, but throughout the Bible, we find God naming and renaming people. From Jacob to Israel, from Simon to Peter and from Saul to Paul. There is power and purpose when God changes a name. But there are other people in Scripture who change names not for good, but for evil.

In Daniel, he is seized along with three others, and the chief official in the foreign land changed their names: Daniel becomes Belteshazzar, Hananiah becomes Shadrach, Mishael becomes Meshach and Azariah becomes Abednego. The purpose of changing the young men's names was to help erase their attachment to their own nation and religion, to help them forget their true identity in God.

I wonder what names you have been given, by others or even ourselves. I'm not talking about legal titles, but those names that label our souls and give us a sense of our value, our identity, our purpose. Nasty, old, irrelevant, too much. Child of God, friend of Jesus, forgiven, free.

What names do you wear and identify with that draw you into God's purpose for your life, and which pull you away from it? Perhaps it's time to rename your purpose and step into the promise that God has placed on your life. Even if hope is 99 per cent gone, God is not done with you yet. God's promises often unfold slowly and in ways we don't expect or understand. Nevertheless, God is still El Shadai, God Almighty. God is still the God who renames, restores and keeps covenant right up until the last minute.

Jesus, help us to remember who we truly are in you. Even when the world tries to label us in ways that distract or deter us from the truth of your promise, be our restorer, our reminder, our re-namer. Help us fully live out the potential you have created us for.

Prayer Points

- We pray that the Year 3 and 5 students may have a successful NAPLAN testing period.
- We also give thanks for our SRC and the work they perform to help others in need.
- We pray for the Cinzah, Hernandez-Ciro and Cohlung families.

Micah Award

Sarah for showing courage and compassion.



NAPLAN Breakfast.

Students in Years 3 and 5
are invited to enjoy
breakfast prepared by the
SRC, each testing morning.



8.15 am to 8.45 am



From the Principal

Student Safety – Road Use

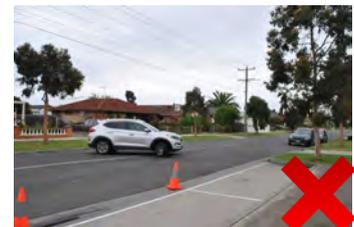
The school works very hard to provide a safe environment for our students, not only during the school day but also before and after school.

The 'kiss and drop' zone was created to allow parents to drop their children at the school gate in a safe environment.

We have also created two pick up zones, one at the front gate and an alternative at the carpark gates to help reduce congestion at pick up times.

As **parents and caregivers**, you can help to keep our students safe by respecting the following guidelines:

1. **Stay below the 40km/h speed limit around the school**
2. **When dropping children off in the 'kiss and drop' zone, please move your vehicle as far forward as possible**
3. **DO NOT park or stop in front of neighbours' driveways**
4. **DO NOT make U turns in front of the school**
5. **DO NOT double park to allow students to exit the car**
6. **Please show patience and consideration to other road users**



Notes from the Office

PREP ENROLMENT FOR 2027

Applications for Prep 2027 close at the end of March 2026. To assist us in our planning, the enrolment application must be submitted by the March deadline.

Absences

If your child is unwell or has an appointment and will not be attending school, you must inform the office by 9.00am.

NAPLAN Breakfast

Students in Years 3 and 5 are invited to enjoy breakfast prepared by the SRC.

When:

Each NAPLAN Testing morning
from 8.15 – 8.45am

Where:

The school Hall



What we are learning

Yr 2/3

Prep/1

In the Prep/1 classroom, we have been learning about how to stay safe in the water and on the bus. Please ask your child about their favourite swimming activities.



Our Year 3s have been learning about money and practising their skills in a fun pretend café! They ordered from a menu, added up the cost, and used play money to pay the bill. Ask us what coins we can use to make \$1.



Yr 3/4

In the Year 3/4 classroom, we have been learning about First Nations Peoples and how they have cared for the land we live on. We created artwork using natural materials to represent the Birrarung (Yarra River). Ask us what Song lines are.



In the year 5/6 classroom we have been learning about ultra processed foods and the impact they can have on us and the environment. Ask us about one swap we could make to reduce the ultra-processed foods in our lunchbox.

Yr 5/6





Calendar of Events: Term 1 2026

	Monday	Tuesday	Wednesday	Thursday	Friday
Wk 7	March 9 Worship Playgroup @ 9.30am	March 10	March 11 NAPLAN – Yr 3 & 5 Writing	March 12 NAPLAN – Yr 3 & 5 Reading	March 13 NAPLAN – Yr 3 & 5 Conventions Sharing Assembly
Wk 8	March 16 Worship Playgroup @ 9.30am NAPLAN – Yr 3 & 5 Numeracy	March 17	March 18	March 19	March 20 Newsletter
Wk 9	March 23 Worship Playgroup @ 9.30am	March 24	March 25	March 26	March 27 Sharing Assembly
Wk 10	March 30 Worship Playgroup @ 9.30am Parent/Teacher Interviews	March 31 Parent/Teacher Interviews	April 1 Parent/Teacher Interviews	April 2 Last Day of Term: 12.15pm finish	April 3 Good Friday

NAPLAN TESTING 2026

Over the coming weeks, students in Years 3 and 5 will take part in the national NAPLAN testing program. These assessments focus on key learning areas including mathematics, reading, writing, and language skills such as spelling and grammar.

NAPLAN plays a role in helping education authorities understand learning trends across the country and offers teachers another source of information to guide instruction. However, it is important to recognise that these tests capture only a brief moment in a child's learning journey and reflect performance in a limited range of areas at one point in time.

Throughout the year, our teachers invest deeply in nurturing each child's development — academically, socially, emotionally, physically, and spiritually. They know their students well, appreciating the individual strengths, challenges, and God-given gifts that cannot be fully measured by a standardised assessment.

NAPLAN does not take into account the diverse backgrounds, learning needs, or unique talents of our students. For this reason, the results should never be seen as a measure of a child's value or potential.

We celebrate every student in our community and pray God's blessing over them as they continue to grow, learn, and pursue all that He has planned for them.



History of Technology in Year 2/3



In HASS, our Year 2/3s have been exploring the History of Technology by comparing toys from the past with toys today. We looked at different toys from the past and discussed how they were made and how they worked.

This helped us understand how technology has changed over time and how it affects the way we play.





Baking Bread in Year 5/6

In SOSE, the Year 5/6's have been looking at Ultra Processed Foods in their lunchboxes. In class, we baked two different types of bread: a wholemeal loaf and a sourdough loaf. They also churned their own butter to spread on their bread. We got to try the bread and it was delicious! This helped us understand what ingredients go into our foods and the processes that go into making healthy foods.





In this edition of SchoolTV - RESPECTFUL RELATIONSHIPS

Fostering a nurturing environment of respectful relationships within your family holds the key to not only harmonious living, but also improved academic outcomes for your children. As parents and caregivers, embracing the art of teaching children about respect at a young age sets the stage for a lifetime of healthy interactions and empathetic understanding. It will help cultivate a positive environment where communication flourishes, conflicts are resolved constructively, and bonds are fortified.

Teaching children to respect themselves and others will open up avenues for both personal growth and academic achievement. Fostering an environment where respect is not just a word, but a practiced behaviour, will empower young people with essential life skills. Effective communication, active listening, and the art of compromise, will provide your child with a solid foundation that will transcend family interactions and help them collaborate effectively with peers, teachers and the broader community.

Equipping children with an understanding of healthy versus unhealthy relationships is an important aspect of their development. It will guide them to make informed choices, foster positive connections, and set boundaries that contribute to their emotional wellbeing. Understanding the nuances between healthy and unhealthy relationships provides children with the essential tools to navigate their social world, build self-esteem, and cultivate meaningful relationships.

In this edition of SchoolTV, learn how to empower young people in healthy interactions to embrace differences and forge connections that honour their self-worth.

We hope you take time to reflect on the information offered in this edition of SchoolTV and we always welcome your feedback. If you have any concerns about your child, please contact the school counsellor for further information or seek medical or professional help.

Here is the link to the **Respectful Relationships** edition of SchoolTV
<https://scs.vic.schooltv.me/newsletter/respectful-relationships>

MENTAL HEALTH & WELLBEING CORNER

Supporting families to grow strong minds
and hearts in Christ.

This Week's Tip for Parents

Validation Builds Safety

When children feel understood, their nervous system settles.

When they feel dismissed, it activates defensiveness or shutdown.

Validation doesn't mean you agree with everything your child says or does.

It means you communicate: "Your feelings make sense."

Try this simple 3-step approach:

1. **Notice** – Name what you see.

"I can see you're really frustrated."

2. **Normalise** – Show that the feeling makes sense.

"That makes sense – it's hard when things don't go your way."

3. **Guide (if needed)** – Support behaviour without dismissing emotion.

"It's okay to feel angry. It's not okay to hit. Let's figure this out."

When children feel validated, they are far more open to guidance.

Connection comes first.

Correction comes second.

TURN OVER TO FIND OUT MORE...

Student Voice

From Our Students!

“What helps you feel understood when you're upset or worried?”

“When people listen to me, because it means they are including me.”

“When someone helps me be calm, when I'm upset, I'm hard to understand, so my mum helps me count to 10 so I can be calm and she can understand me”



Faith & Wellbeing

“Be completely humble and gentle; be patient, bearing with one another in love.” – Epistle to the Ephesians 4:2

Validation is an act of humility.

It asks us to pause our need to fix, correct or control – and instead choose gentleness.

When we “bear with one another in love,” we create emotional safety.

We reflect Christ not by having all the answers, but by offering presence, patience and compassion.

In our homes and classrooms, validation is one small but powerful way we live out love in action.

9 Additional Supports for Families



Building Safety Through Validation!

1. CREATE A “FEELINGS-FRIENDLY” HOME

Make emotions welcome — not just good behaviour.

Let children know: “All feelings are allowed. Not all behaviours are.”

When emotions aren’t feared, they don’t need to shout.

2. GET CURIOUS BEFORE YOU GET CORRECTIVE

Before responding, ask:

“What happened?”

“What were you feeling?”

“What did you need in that moment?”

Curiosity builds connection. Assumptions build walls.

3. SIT BESIDE, NOT ACROSS

When a child is upset, sit next to them rather than standing over them.

Physical positioning communicates safety more than words ever will.

4. REFLECT BACK WHAT YOU HEAR

Use simple reflective language:

“You felt left out.” / “You were embarrassed.” / “That really mattered to you.”

When children hear their feelings named accurately, they feel seen.

5. LOWER YOUR VOICE TO LOWER THEIRS

A calm tone regulates more effectively than a lecture.

Even when setting boundaries, keep your volume and pace steady.

Regulation is contagious — so is escalation.

6. VALIDATE BEFORE PROBLEM-SOLVING

Resist the urge to fix immediately.

First say: “That makes sense.” or “I can see why that upset you.”

Then ask: “Would you like help solving it, or do you just need me to listen?”

7. AVOID MINIMISING LANGUAGE

Replace: ☒ “It’s not a big deal.” / ☒ “You’re fine.” / ☒ “Other kids have it worse.”

With: ☑ “It feels big right now.” / ☑ “Tell me more.”

Minimising shuts down sharing.

8. MODEL REPAIR

If you react quickly or dismiss a feeling, circle back:

“I didn’t respond well earlier. I’m sorry. I want to understand.”

Children learn that relationships can stretch and mend safely.

9. END THE DAY WITH CONNECTION

A simple nightly check-in:

“What was the best part of your day?” / “Was there a tricky moment?” / “Did you feel understood today?”

Small, consistent moments of validation build lifelong trust.



LET ASC TAKE CARE OF YOUR SCHOOL NEXT
SPORTING EVENTS DAY



Signature Sports Events

- Pickleball Tournaments
- AFL Grand Final Day
- Ashes Cricket Day

School Program Offerings

- Multi-Sport Programs
- Athletics Days

Why Choose ASC

"We Manage The Day From Start To Finish."

PROUDLY RUNNING PROGRAMS
AROUND AUSTRALIA FOR 40+ YEARS

Call us

1300 914 368

FOR FURTHER INFO INCLUDING
PRICING PLEASE CONTACT US BELOW

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MARIAN COLLEGE



Year 7, 2028 Enrolments Now Open

STRONG FUTURES
gentle hearts



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