Sunshine Christian School

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

Issue 21 | Friday 30 October 2026

Registered primary school no. 1850

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Principal Mr Damian Pietsch

Calendar Dates

2026

Monday 2 November
Student Free Day

Tuesday 3 November
Student Free Day

Wednesday 4 November
Whole School Athletics Day

Monday 9 November
Whole School Worship @ 9am
Playgroup @ 9.30am
Wellbeing Day

Tuesday 10 November
Prep 2027 Transition 1:45-2:45

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 our respects to Elders past, present, and emerging as we travel this journey of reconciliation in Australia.

LUTHERAN CHURCH OF AUSTRALIA where love comes to life

Devotion: Holiness in the ordinary

Now about your love for one another we do not need to write to you, for you yourselves have been taught by God to love each other (1 Thessalonians 4:9).

Paul's picture of Christian holiness is surprisingly ordinary. Live a holy life. Love one another. Do so more and more. Lead a quiet life. Mind your own business. Work with your hands. Win the respect of outsiders. It sounds less like a spiritual fireworks display and more like faithful Tuesday-afternoon discipleship.

That is encouraging. Holiness is not only found in dramatic moments, public platforms or heroic sacrifices. It is also found in paying attention to your family, doing your work well, refusing gossip, keeping promises, showing up, forgiving again and loving the people God has actually placed near you.

Paul says the Thessalonians have been 'taught by God to love each other'. That is a beautiful phrase. Christian love is not self-invented. God teaches it. The Holy Spirit keeps tutoring us through the word, repentance, the needs of others, the patience of the church and Christ's steady mercy.

Because holiness is God's work in us, we do not need to turn it into a performance. A quiet life can be deeply Christian. Honest work can be an act of love. Dependability can be a gift to your neighbour. The Spirit forms Christlike people in the small, repeated places where life is actually lived.

Vindicated by Christ, God's people are freed and formed to love**.** Freed from chasing religious sparkle. Formed for holy, quiet, useful lives. So today, do the next faithful thing. Love the next person. Speak the next true word. God is at work in that too.

Father, teach us to love in ordinary ways. Shape our daily work, words and habits into quiet gifts for our neighbours. Amen.
by Tim Castle-Schmidt

Prayer Points

- We pray for a joyful and safe Athletics Day, and that students will encourage one another and enjoy the day together.
- We pray for our Prep students and new families as they prepare to join our school community, that they feel welcomed and supported.
- We pray for our Year 6 students as they continue their final term of primary school.

Micah Award

For always showing courage.



Micah Award

For showing service to the school and others around him.



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From the Principal

Term 4

Principal's Newsletter – Week 4

It is hard to believe we are already in Week 4 of Term 4! It has been wonderful to see our students so engaged in their **Empathy to Impact** Project Based Learning units and exploring meaningful ways to care for themselves, others and our world.

Our Prep/1 students have been learning about **water conservation** and exploring practical ways they can put their learning into action around our school. It is great to see our youngest students thinking about the part they can play in caring for our environment and understanding that even small actions can make a difference.

Our Year 5/6 students recently took part in a fantastic **sustainability** workshop, where they learnt practical skills to mend and repurpose old clothing. It was a great opportunity for students to think creatively about how everyday choices can reduce waste and give something old a new life.



Our Year 3/4 students have been exploring **art for wellbeing**, engaging in mindful practices and discovering how creativity can support a sense of calm and wellbeing. Meanwhile, our Year 2/3 students enjoyed an excursion to **CERES Farm**, where they extended their learning about food production and sustainability beyond the classroom.

It is exciting to see the ***Empathy to Impact*** learning come to life in so many different ways across our school. These experiences encourage our students to think deeply, ask questions and consider the positive difference they can make through their everyday choices and actions.

Thank you to our staff for creating such engaging learning opportunities and to our families for your ongoing support. We look forward to seeing where our students' learning takes them next as we continue to learn, grow and make a positive impact together.

Blessings,
Michelle Clarke
Acting Principal

From the Office



SCHOOL UNIFORMS

All students are to wear the school's summer uniform.

Girls: Summer dress or Skort and polo, short white socks

Boys: School shorts and polo, short white socks.

Please: No knee high socks or long sleeve tops under the uniform. If the students are cold they can wear their jackets.

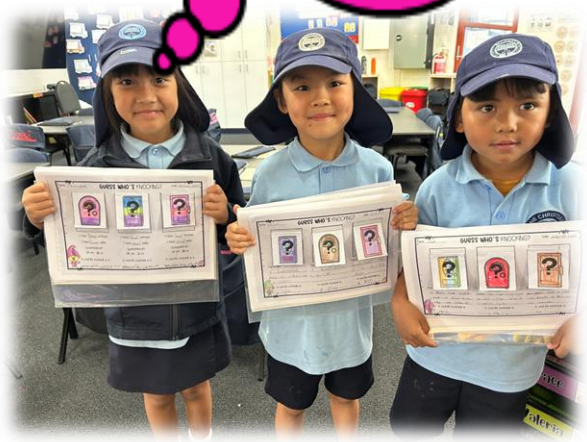
Brown Dog Design & Print

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What we are learning

Prep/1

This week, we have been learning to identify and describe 2D shapes by exploring their features, including their number of sides and corners. We used clues to describe different shapes and developed our reasoning skills by guessing each shape based on their features.



Yr 2/3

This week, we are learning how to write information reports by describing a favourite toy brought from home. We are identifying features, organising facts, and using interesting details to inform our readers.
Ask us about our favourite toy and the facts we included



Yr 3/4

In the year 3/4 class we are learning about democracy and how Ancient Greece shaped this. Ask us about Ancient Greece and Athens.



Yr 5/6

In the Year 5/6 Class, we learnt how to mend our clothes. Ask us how we can fix items with holes in them at home!



Calendar of Events: Term 4 2026

	Monday	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
Wk 5	**November 2** Report Writing Day Student Free Day	**November 3** Melbourne Cup Student Free Day	**November 4** Athletics Day Wellbeing Week	**November 5**	**November 6**
Wk 6	**November 9** Worship @ 9am Playgroup @ 9.30am Wellbeing Day	**November 10** Prep 2027 Transition 1:45 – 2:45pm	**November 11**	**November 12**	**November 13**
Wk 7	**November 16** Worship @ 9am Playgroup @ 9.30am Wellbeing Day	**November 17**	**November 18**	**November 19**	**November 20** Sharing Assembly 3/4 & P/1
Wk 8	**November 23** Worship @ 9am Playgroup @ 9.30am Wellbeing Day	**November 24** Prep 2027 Transition 1:45 – 2:45pm	**November 25** School Board	**November 26**	**November 27** Photo Booth
Wk 9	**November 30** Worship @ 9am Playgroup @ 9.30am Wellbeing Day	**December 1**	**December 2**	**December 3**	**December 4** Sharing Assembly 5/6 & 2/3
Wk 10	**December 7** Worship @ 9am Playgroup @ 9.30am Wellbeing Day	**December 8** Move Up Morning 8:45 – 1:05pm Graduation	**December 9**	**December 10**	**December 11** Last Day of Term 12.15pm finish

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5/6 Sewing and Mending Incursion

The Year 5/6 Class had a fantastic time during our Mending and Sewing Incursion! After learning the basics of hand sewing and practising their new skills on fabric squares, students were challenged to give an old T-shirt a second life. Using buttons, T-shirt yarn and other materials, they created their own unique upcycled designs. It was a fun, creative way to learn practical sewing skills while exploring the importance of reusing, repairing and reducing textile waste.











A Fitting Connection

WAIT!!!!

BEFORE YOU MOVE ON PLEASE READ:

We'd be very grateful if you could bring in some cans, plastic bottles, juice boxes and maybe even glass!



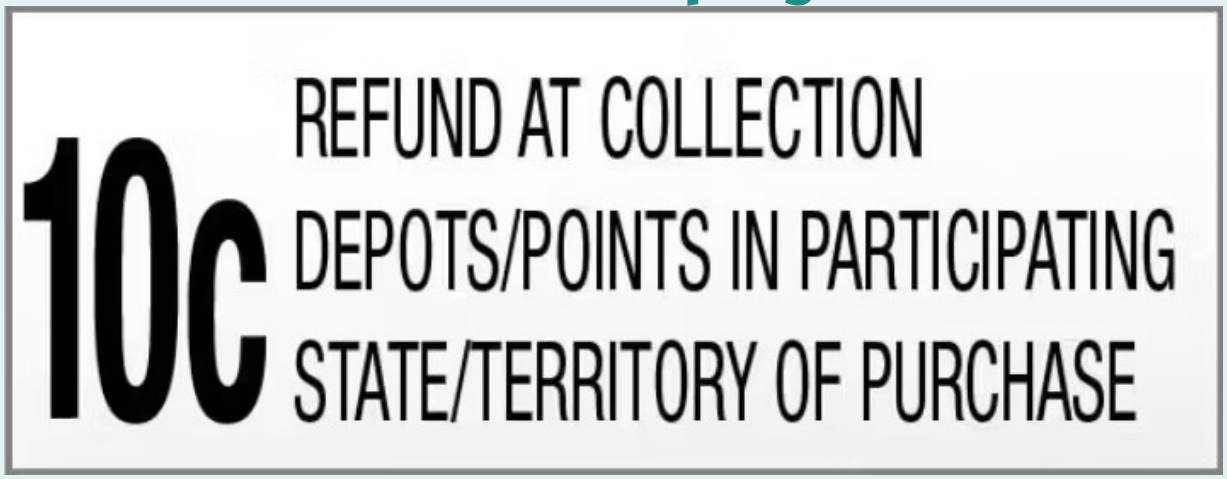






From,
the 10c collection team

Every bottle that you bring in must have this text displayed:



VICTORIA'S CONTAINER DEPOSIT SCHEME

WHAT CAN YOU RETURN?

10¢

Check for the 10c mark

Eligible



- Aluminium cans
- Plastic bottles
- Glass bottles
- Paperboard cartons (under 1L)
- Steel bottles/cans

Most beverage containers (between 150mL and 3L) made from aluminium, glass, plastic, steel and liquid paperboard are eligible.

Ineligible



- Wine and spirit bottles
- Milk containers
- Paperboard cartons (over 1L)
- Cordial bottles

Don't throw these out! Ineligible containers may still be accepted in your kerbside recycling bin.

Still unsure? Ask us or use our website container eligibility scanner.

visit **cdsvic.org.au**

CDS VIC

VICTORIA State Government





Year 2/3 students enjoyed an exciting day at CERES in Brunswick, where they learned about farming, food, and caring for the environment. They took part in hands-on activities, explored the gardens, and discovered how healthy food can be grown in sustainable ways. It was wonderful to see their curiosity, enthusiasm, and teamwork throughout the day. We are grateful for the opportunity to learn outside the classroom and create lasting memories together.





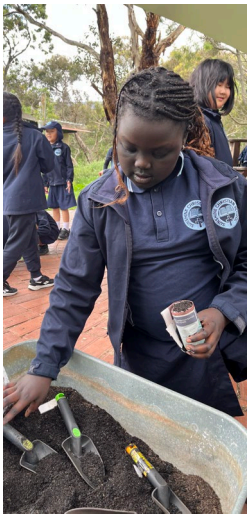












MENTAL HEALTH & WELLBEING CORNER

Supporting families to grow strong minds and hearts in Christ.

This Week's Tip for Parents

The Right to Learn, Belong & Grow

Every child has the right to an education and the opportunity to learn, grow and develop their unique strengths.
But learning is about much more than being present in a classroom. **Children need to feel safe, connected and that they belong before they can fully engage with learning.**

Every child arrives at school with their own experiences, strengths, needs and way of seeing the world. Some children learn best through movement, others through listening, talking, watching, repetition or hands-on experiences. Some may need extra time, reassurance, sensory support, movement breaks or help regulating big emotions.

When we move from asking "Why won't this child learn?" to "What might this child need in order to learn?", we create space for curiosity, compassion and connection. Behaviour is not identity. A difficult moment does not define a child.

After a challenging school day, children may not be ready for questions such as "What did you learn today?" or "Why didn't you finish your work?"
Try connection first:

- "I'm really happy to see you."
- "It looks like today took a lot of energy."
- "Would you like some quiet time, a snack or a chat?"
- "What was one thing that felt good today?"
- "Was there anything that felt tricky?"

A regulated child is more available for connection, reflection and learning. Sometimes the most helpful thing we can offer is not an immediate solution, but a calm person who communicates, "You're safe, I'm here, and we'll work it out together."

TURN OVER TO FIND OUT MORE ...

Student Voice

"WHAT HELPS YOU FEEL READY TO LEARN?"

Ask your child, their answer might surprise you. It could be a quiet space, knowing what will happen next, sitting near a trusted friend, having instructions explained differently, taking a movement break, drawing while listening, or knowing an adult believes in them.

This fortnight's family challenge:
Ask everyone at home,
"What helps your brain learn best?"
There are no wrong answers.





Faith & Wellbeing

Every Child Is Known and Valued

Every child brings their own gifts, abilities and possibilities to our community.
When we approach children with patience and compassion, particularly when learning feels difficult, we remind them that their worth is not measured by a grade, test result or challenging moment.
Our role as adults is to notice the person before the performance and to help each child recognise: You are valued. You belong. You are capable of learning and growing.

9 Ways to Support Learning & Wellbeing At Home



1. **CREATE CONNECTION BEFORE HOMEWORK**

Allow time for a snack, movement, rest or connection after school.

2. **NOTICE EFFORT, NOT JUST OUTCOMES**

Try: "I noticed you kept trying even when that was difficult."

3. **MAKE MISTAKES SAFE**

Talk about mistakes as information that helps our brains learn. There is no failure, only feedback.

4. **FOLLOW THEIR STRENGTHS**

Notice what captures your child's attention and use those interests as pathways into learning.

5. **RESPECT DIFFERENT WAYS OF LEARNING**

Children do not all need the same thing to be successful. Fair support is about giving each child what they need to participate and learn.

6. **BREAK BIG TASKS INTO SMALLER STEPS**

One achievable step can reduce overwhelm and build confidence.

7. **SUPPORT REGULATION FIRST**

When emotions are high, reasoning and learning can be harder. Connection, movement, quiet time and predictable routines can help.

8. **TALK ABOUT THE LEARNING, NOT THE LEARNER**

Instead of "You're not good at maths," try "This part of maths is tricky at the moment. Let's work out what could help."

9. **KEEP COMMUNICATION OPEN WITH SCHOOL**

Families and school staff each see different parts of a child's world. Sharing what works at home and at school helps us build consistent, compassionate support around the child.

This fortnight, find one opportunity each day to replace:

"Why aren't you...?" with: "What would help you...?"

It is a small shift in language, but it can make a big difference to a child's sense of agency, belonging and possibility.