

## TIN TOWN TALES

9 SEPTEMBER 2025  
TERM 3 WEEK 8



Emmaville Central School

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## PRINCIPAL'S NEWS

MRS GILLIAN DAVIS

Dear Parents, grandparents, carers and community members

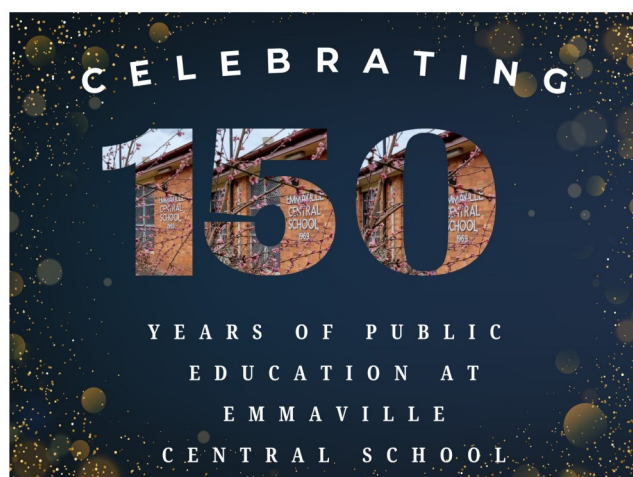
We are thrilled to share the fantastic results from the recent NSW public school survey, that our Year 3-Year 12 students completed last term. The results reflect the strength and spirit of our Emmaville Central School community. The survey highlights the positive experiences of our students, showcasing our school as a welcoming, supportive, and high-achieving environment.

Key highlights from the survey include:

- Strong student engagement and enthusiasm for learning
- A safe and inclusive school environment where everyone feels valued
- Dedicated and passionate teachers committed to student success

These results are a testament to the hard work and collaboration of our entire school community. We thank all families for their ongoing support and involvement in making Emmaville Central School a wonderful place to learn and grow. The results also indicate some areas where we can grow and develop.

Together, we look forward to continuing our journey of excellence and innovation in education. Thank you for being part of the Emmaville Central School family!



### *Snippets From The Past*

#### Historical Memory

Some of our former principals of Emmaville Central School have been Mr Gadd, Mr Brightwell, Mr McGuire, Mr Walsh and Ms Slattery, just to name a few, can you remember any others?

If you have an historical memory and would like to share, please contact the school on 02 67347235 or email to [emmaville-c.school@det.nsw.edu.au](mailto:emmaville-c.school@det.nsw.edu.au)

# Emmaville central school



NSW Public Schools Survey 2025  
Student – Primary

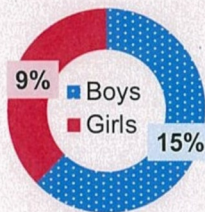


## Survey participation

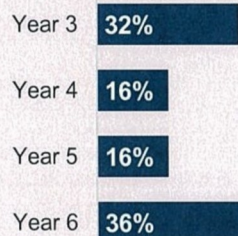
Total responses

**25**

Gender (%)

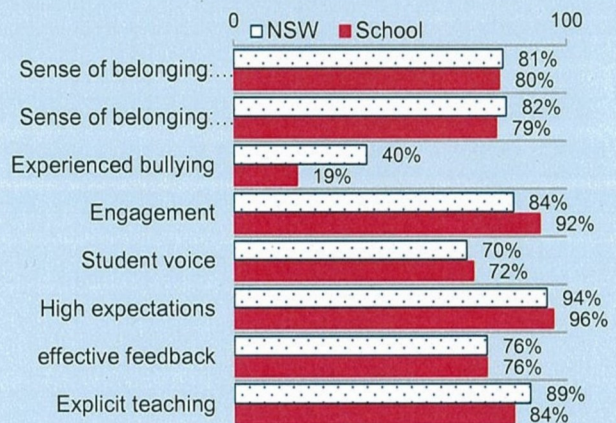


Year level (%)



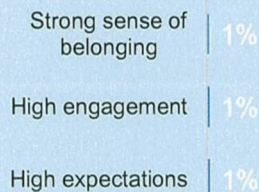
## Theme summary

Positive response %



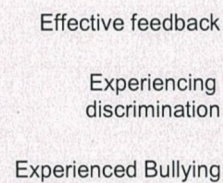
## What we can celebrate

Positive response %



## What we can work on

Positive response %



## What we will do

Extra curricular activities- students want more voice , want more time, don't feel confident enough

Boys are not seeing themselves in what they learn

Discrimination was experienced online, on the way to school and from school and somewhere else



## Emmaville Central



NSW Public Schools Survey 2025  
Student – Secondary

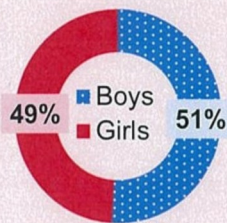


### Survey participation

Total responses

**35**

Gender (%)

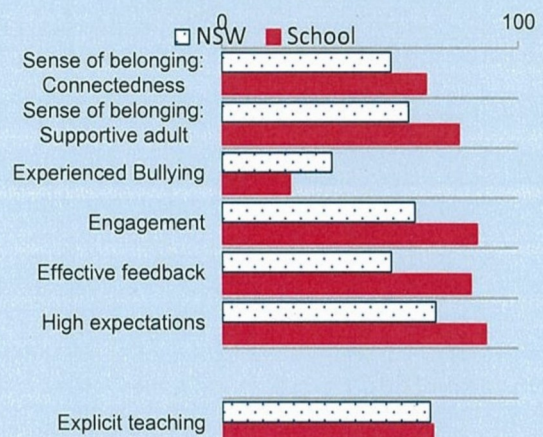


Year level (%)



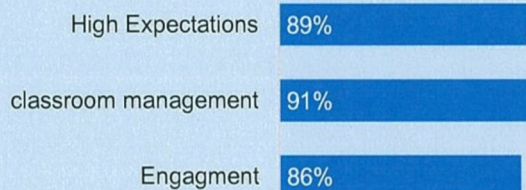
### Theme summary

Positive response %



### What we can celebrate

Positive response %



### What we can work on

Positive response %



### What we will do

Extra curricular activities- students did not participate and they were not interested in what is offered

Girls are not seeing themselves in what they learn

Discrimination was experienced somewhere else or in outdoor areas, but 96% of students knew where to get help



## Summary sheet

# AI-assisted image-based abuse: Navigating the deepfake threat

### If your child created or shared the deepfake

If your child has created and/or shared a deepfake it's time for a conversation – one that may help shape how they understand empathy, respect and responsibility both online and offline.

- Give them the space to explain – avoid jumping to criticism, blame or punishment, for example, ask: 'Can you help me understand how this happened'?
- Explain the serious and harmful impacts – to reputations, mental health and relationships, from the content and from possible legal action.
- Talk about values, not just rules – respect, consent and online responsibility. For example, 'How would you feel if your sister was the subject of these deepfakes?'
- Discuss accountability – if possible, help them to apologise, delete or report the content and make amends.
- Set clear boundaries moving forward – develop these boundaries around online behaviour together, with agreed consequences for crossing these boundaries.
- Make sure they are OK – even when a young person has done the wrong thing online – address the harm, but keep in mind their age and the complexity of the online world they are learning to navigate.

Additional advice can be found on the eSafety website: [What to do if you shared someone's intimate image or video](#).

### Reporting Steps

If your child is the victim of a deepfake, you can help them by exploring the options for dealing with it. You can support both their wellbeing and their ability to make informed decisions about what happens next. This can include completing the reporting process together.

Possessing sexualised material of under-18s is unlawful so it is best practice, even for parents, to avoid viewing, collecting, printing, sharing or storing nude or sexual content, even if it's fake. A written description of the material can be made and appropriate [evidence](#) collected, such as the account profiles, usernames, and the web page addresses (URLs). If a deepfake incident involves other students, we recommend contacting a member of the school leadership team as soon as possible and working with them by sharing all relevant information to support a safe and appropriate response.

No matter the circumstance or who else is involved, we recommend making a report to the local police who can provide you with an 'event number' as a record.

You can also [report it to eSafety](#), so we can help remove the content online. Provide as much information as possible, including the police event number, so eSafety investigators can assess the situation.

### eSafety resources

[Deepfakes | What are deepfakes?](#)

[Report online harm](#)

[How to collect evidence](#)

[How to help someone deal with image-based abuse](#)

[Managing the impacts of image-based abuse](#)

[What to do if you shared someone's intimate image or video](#)

[Sending nudes and sexting](#)

[Counselling and support services](#)

[Parents](#)

[The hard-to-have conversations](#)

[Webinars for parents and carers](#)



 eSafety Commissioner



## SECONDARY NEWS

MISS REBECCA GRANT

As Term 3 continues, our Year 12 students are reaching the final stages of their secondary education. They are preparing for their Higher School Certificate (HSC) exam at school and with revision at home. The upcoming Year 12 Graduation Ceremony will be a special occasion to celebrate their achievements, reflect on their journey, and wish them well in their future endeavours. Families are encouraged to save the date and join us in recognising this important milestone.

### Years 7–10 Homework and Study Foundations

For our junior secondary students, completing homework and assessment tasks is a vital part of their learning. These habits not only help them consolidate classroom knowledge but also build the strong foundations required for success in the senior years. Developing consistent routines at home—such as setting aside regular time for reading, revision, and assignment completion, ensures that students are well-prepared for the challenges of Stage 6. Parents and carers play an important role in encouraging these habits.

### Mobile Phone Ban

We remind families that the mobile phone ban in NSW schools is a state-wide initiative, not just an Emmaville Central School policy. This decision by the NSW Government aims to improve focus in the classroom, reduce distractions, and support student wellbeing. We appreciate the support of our school community in reinforcing these expectations and remind all students that mobile phones need to be placed into a school phone pouch and locked for the duration of the school day.

### Excursions and Rewards

Looking ahead, students are excited for the Big Banana excursion in Week 10—a chance to have a great shared experience. In addition, we are also preparing for our Rewards Day, which recognises students who consistently demonstrate positive behaviour and commitment to their learning.

It is important to note that participation in excursions and rewards day is a privilege. Students are expected to meet behaviour expectations at school and follow staff directions at all times. These events are a way of celebrating the hard work and positive choices made by our students, and we thank families for supporting us in reinforcing this message at home.



# PRIMARY NEWS

MISS ALICIA CUBIS

## Merit Award and Daily Attendance Award Winners



### PSSA North West Athletics.

On Wednesday, 3rd September, four students from Emmaville Central School travelled to Tamworth to compete in the Primary Schools Sports Association's North West Athletics Trials. Our students are to be commended for their outstanding behaviour and sportsmanship throughout the day, with each of them achieving personal bests in every event.

Levi had an especially big day, participating in Long Jump, High Jump, 200m Sprint, 100m Sprint, Shot Put, and the Small Schools Relay. The relay team worked exceptionally well together and placed 8th overall—a fantastic achievement! It was a wonderful day, and both students and their families should be very proud of all that was accomplished.



### Jump Rope for Heart Fundraiser

As we come to the end of Week 3 in our Jump Rope for Heart fundraiser, students continue to show great dedication—improving their skipping skills while raising vital funds for the Heart Foundation. So far, they have raised an impressive \$900, and we are well on our way to reaching our fundraising goal. A big well done to all students and families involved—keep up the amazing work, Primary!

### Kindergarten Transition

Lastly, a reminder to all parents of our 2026 Kindergarten students: our Welcome and Parent Information Session will be held on Thursday, 11th September, starting at 9:30am. We look forward to welcoming you and sharing what's ahead for your child's first year at Emmaville Central.



# WELLBEING

MS GAILENE STONS

## 7 STRATEGIES FOR TEACHING KIDS ABOUT EMOTIONS

Children have big emotions, but they often don't have the words to talk about how they are feeling. You can help your children understand and express their emotions using the following strategies:



1



Give feelings names and **encourage your kids to talk** about how they're feeling.

→ "You're sad because Dad left for work. You want him to stay home and play with you."

2



Give your kids lots of opportunities to **identify feelings** in themselves and others.

→ "Riding bikes is so much fun! I hear you laughing. Are you happy?"  
→ "Joey bumped his head on the slide. How do you think Joey feels?"

3



Talk with your kids about different **ways you deal** with your feelings.

→ "When I get mad, I take a deep breath, count to three, and then try to think of the best way to handle my problem."

4



**Explain feelings** by using words your kids can easily understand. Use pictures, books, or videos to help get your point across.

→ When reading a book together, ask, "What is (character in book) feeling right now? How do you know? Have you ever felt that way? What do you do when you feel that way?"

5



Let your kids come up with their **own ways to deal** with their feelings.

→ "You are having a difficult time putting that puzzle piece in. You look frustrated. What can you do? Could you ask for help or take a deep breath and try again? What do you want to do?"

6



Teach your kids **new ways to respond** to feelings by discussing situations they might remember.

→ "Yesterday, you were angry because Joey wouldn't let you play with his truck. When you feel angry that he won't let you have a turn, what should you do?"

7



**Praise your kids** when they talk about their feelings instead of just reacting. It's very important to let your kids know exactly what they did right and how proud you are of them for talking about feelings. It should always be OK to say what we are feeling!

Adapted from the Center on Social and Emotional Foundations for Early Learning, Vanderbilt University





# Surprising Benefits when Kids Get Enough Sleep





## P&C NEWS

### Canteen Closed

The school canteen will be closed on Wednesday 17<sup>th</sup> September, we apologise for this inconvenience and ask parents to please provide morning tea and lunch for their children. Remember no heating up of food will be available on this day.



## 150 YEARS OF EMMAVILLE CENTRAL SCHOOL REUNION EVENT

Come and reminisce over past years of Emmaville Central School, enjoy live entertainment, guest speakers and an amazing two course meal and help support the ongoing work of the Emmaville Central School P & C

- ★ 2 Course Meal
- ★ Live Entertainment & Guest Speaker
- ★ Raffle Prizes and Merchandise
- ★ Alcohol Free Event



TICKETS ON SALE NOW | ONLINE VIA HUMANATIX

## TERM 3 2025

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 8 Week B</b>	<b>8 September</b>	<b>9 September</b>	<b>10 September</b>	<b>11 September</b>	<b>12 September</b>
		<ul style="list-style-type: none"> <li>TAFE TVET Beauty Cert III</li> <li>Year 9 Geography Task 3</li> <li>Food Tech Practical Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Year 10 Geography Task 3</li> </ul>	<ul style="list-style-type: none"> <li>TVET Automotive</li> <li>Kindy Transition 2026 Welcome and parent information session</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary Visual Arts Task 3 Part B</li> <li>Year 7 Visual Arts: Totems Part A</li> </ul>
<b>Week 9 Week A</b>	<b>15 September</b>	<b>16 September</b>	<b>17 September</b>	<b>18 September</b>	<b>19 September</b>
	<ul style="list-style-type: none"> <li>Year 11 Exam Period</li> <li>11 English Studies Mi Tunes Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Exam Period</li> <li>Stage 5 Food Technology Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Exam Period</li> <li>Stage 4 English Assessment Task 3</li> <li>Stage 4 Geography Task 3</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Exam Period</li> <li>Kindy Transition 8:45am to 11:05am</li> <li>Year 8 Technology Assessment due</li> <li>Year 10 History Assessment Task 2</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Exam Period</li> <li>Preliminary Visual Arts Task 3 - Part A</li> <li>Preliminary Visual Design Task 3 - Part A</li> <li>RU Ok Day</li> <li>Year 10 Subject Selections due</li> </ul>
<b>Week 10 Week B</b>	<b>22 September</b>	<b>23 September</b>	<b>24 September</b>	<b>25 September</b>	<b>26 September</b>
	<ul style="list-style-type: none"> <li>Year 11 Exam Period</li> <li>S5 English Assessment (Macbeth) Due</li> </ul>	<ul style="list-style-type: none"> <li>Year 11 Exam Period</li> <li>End of Term Assembly K-12 at 2:05pm</li> </ul>	<ul style="list-style-type: none"> <li>Year 12 Graduation Assembly at 10:00am</li> <li>Stage 4 History Assessment Task Due</li> <li>Year 9 History Assessment Task 2</li> </ul>	<ul style="list-style-type: none"> <li>TVET Automotive</li> <li>Secondary excursion to Big Banana</li> <li>Kindy Transition 8:45am to 11:05am</li> <li>P&amp;C Meeting 3:15pm</li> </ul>	<ul style="list-style-type: none"> <li>Preliminary Construction Task 2 &amp; 4</li> <li>Year 7 Technology</li> <li>Year 7 Visual Arts: Part B</li> <li>Year 8 Visual Arts: Part A</li> <li>Lake Ainsworth Final Payment</li> </ul>