



FRIDAY
12/09/2025

NEWSLETTER



Dear Parents and Carers,

It has been another busy fortnight at our school, filled with learning, community connection, and opportunities for students to shine.

We began September by recognising **School Support Staff Recognition Week**, taking time to thank the wonderful people who keep our school running smoothly each day. Our **Father's / Carer's. Day Stall** was also a great success, and it was heart-warming to see so many students excited to choose a special gift.

Students have also been active beyond the classroom, with representatives competing at the **Zone Athletics Carnival**, and many enjoying programs such as **Footsteps Dance, CAPA** and **AFL**. This week, our school came together for **R U OK? Day**, with students proudly wearing yellow to remind one another of the importance of checking in and caring for each other's wellbeing.

As we move into the final weeks of Term 3, our **PBL and BSEM** lessons are focusing on the important themes of Respecting Friendships and Positive Language and Building and Keeping Friendships. These lessons are helping students strengthen their social skills, use kind words, and foster positive relationships both in the classroom and on the playground. A summary of these lessons is included for families so the conversation can continue at home. Looking further ahead, there is much to be excited about. In Term 4, our Year 6 students will hold their much-anticipated **Peddler Stall**, an event that builds teamwork, creativity, and financial literacy while raising funds for their farewell celebrations. Planning is already underway, and students are eager to share their ideas. We are also preparing for our **whole-school concert**, a highlight of the year that showcases our students' talents in the performing arts.

Thank you for your continued support in ensuring our school is a place where students feel safe, challenged, and inspired to do their best.

Ms Ortega
Principal

Enjoy the weekend.



Lansvale East Public School
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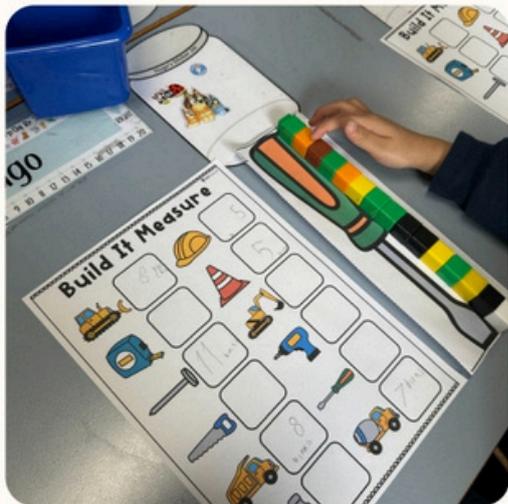
LEPS TERM 3 OVERVIEW

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3	4 August Education Week Healthy Harold	5 August Healthy Harold	6 August Athletics Carnival 9:30am - 2:30pm	7 August	8 August
4	11 August Bullying No Way Week <i>Activities in class</i>	12 August	13 August	14 August Triple P 9-10am	15 August
5	18 August Book Week	19 August	20 August 3-6 MJ the Musical Excursion	21 August Book Week Parade and Whole School Assembly 9:15am	22 August Foot Steps dance Catholic & Islamic Scripture
6	25 August	26 August	27 August Athletics Carnival CANCELLED Due to wet weather	28 August Triple P 9-10am	29 August K-2 Josephine Wants to Dance Excursion
7	1 September School support recognition week	2 September	3 September	4 September Father's Day stall Zone Athletics carnival	5 September Father's day stall Foot steps dance Catholic & Islamic Scripture Term 3 CAPA Program AFL
8	8 September Child protection week	9 September	10 September	11 September Triple P 9-10am R U OK? Day <i>Students wear yellow</i>	12 September Foot Steps Dance Catholic & Islamic Scripture CAPA Program AFL PSSA Cancelled
9	15 September WSU FFF On-Campus Experience Parent & Carer Interviews	16 September 2026 Sydney South West Regional Athletics Championships Parent & Carer Interviews	17 September	18 September Kindy Orientation Session 1 9:30am - 10:30am	19 September Foot Steps Dance Catholic & Islamic Scripture PSSA home game CAPA Program AFL
10	22 September	23 September Int Day Of Sign Language	24 September	25 September Kindy Orientation Session 2 9:30 - 10:30am Whole School Assembly 9:15am	26 September Foot Steps Dance Catholic & Islamic Scripture PSSA CAPA Program AFL

K EMU

TERM 3, 2025

This term in K Emu, we have been practising our listening and speaking skills during show and tell. We have been learning about length and informal units of measurement, conducting science experiments, going on our first excursion, and participating in sport!



Maths & Science



Excursion & Sport





5-6 POSSUM NEWSLETTER

Term 3

AFL

Our students have started AFL this term and are already picking up new skills on the field. They enjoyed learning the basics of kicking, passing, and teamwork through fun and engaging activities. The sessions have been full of energy and enthusiasm!



Science Day

For Science Day, students explored how cream can turn into butter by shaking it in a bag. They were amazed to see the transformation and loved tasting their results on fairy bread. It was a hands-on activity that mixed science with a little fun (and food)!





JOSEPHINE WANTS TO DANCE

Our excursion to Parramatta theatre



The students of Lansvale East Public School went to see the play "Josephine Wants to Dance" and had a wonderful time. They really enjoyed the story and were inspired by its message that nothing is impossible. The play showed them that no matter what challenges or situations you face, you can always work hard and achieve your dreams. The students were very well behaved both on the bus and inside the theatre, listening carefully and showing respect. It was a great experience that they all enjoyed and learned from!



This email comes to you from

Dharug
COUNTRY





Maths fun day



The students at Lansvale East Public School had an amazing time during Maths Fun Day! They absolutely loved the exciting activities and the fun challenges that made learning maths so enjoyable. Every time they answered a question correctly, they got rewards that made them even more motivated. Smiles were everywhere as the kids worked together, laughed, and celebrated their successes. It was a fantastic day full of learning, fun, and happiness that everyone will remember!



This email comes to you from

Dharug
COUNTRY



Supporting Positive Friendships at Home

Over the next two weeks, students are engaging in PBL (Positive Behaviour for Learning) and BSEM (Berry Street Education Model) lessons focused on friendships and respectful communication.

We encourage families to continue these conversations at home to help strengthen the message.

Lesson Focus:

1. Respecting Friendships and Positive Language
2. Using kind words when speaking to friends.
3. Listening to others without interrupting.
4. Showing respect through both words and actions.
5. Building and Keeping Friendships
6. Including others in games and conversations.
7. Being fair and taking turns.

Understanding how to solve small disagreements respectfully.

How Families Can Continue the Dialogue at Home:

Talk about kindness: Share examples of times when family members used kind or respectful words. Ask your child how it made them feel.

Role play scenarios: Practise how to invite others to play, or how to respond if someone says “no” politely.

Celebrate friendships: Encourage your child to talk about what they value in their friends and how they show they are a good friend in return.

Model positive language: Children often repeat what they hear. Using calm and respectful words at home helps set the example.

Problem-solving together: If a small disagreement arises at home (e.g., sharing toys, turns on a device), guide your child to suggest fair solutions.

By reinforcing these lessons both at school and at home, we can help students grow into respectful, caring, and resilient friends.





Lansdowne Zone Athletics Carnival



The students of Lansvale East Public School truly shone during our recent activities, embracing every opportunity with enthusiasm and energy. It was wonderful to see so many of them actively participating in all the events, demonstrating not only their skills but also their teamwork and sportsmanship. Their potential in sports was evident across the board, with impressive performances that made us all proud. Additionally, it was fantastic to see many of our students enjoying their vegetables during the event. This positive change reflects how well our Healthy and Fitness column in the newsletter is resonating with students and their parents and carers, showing a real commitment to embracing healthy habits both at school and at home. Keep up the great work, everyone!



This email comes to you from

Dharug
COUNTRY





Fitness with Mr Al-Saedi



Hey there, Super Parents and Carers!

Taking care of ourselves is one of the greatest gifts we can give to the people we love. When we are active, fit, and healthy, we not only feel stronger and more energised, but we are also better able to care for our families and keep up with the demands of daily life.

Our children learn far more from what we do than what we say. By making time to move our bodies, eat well, and look after our health, we show them that looking after ourselves matters. We become positive role models, teaching them the value of healthy habits that can last a lifetime.

Being active doesn't have to mean hours at the gym—it can be as simple as walking together in the park, playing a game outside, or doing a quick stretch or workout at home. Small, consistent choices build a lifestyle that benefits not only us, but also the little eyes watching and learning from us every day.

Let's remember: caring for ourselves is part of caring for them. A healthy, active parent or carer can enjoy more energy, joy, and resilience—helping us all grow, play, and thrive together.



This email comes to you from

Dharug
COUNTRY





WELCOME TO FIRST FOOT FORWARD



Western Sydney University is excited to extend an invitation to your child to be part of our First Foot Forward (FFF) Program.

The FFF program collaborates with 62 primary schools and engages with 6,500 Stage 3 students throughout Western Sydney and Lithgow. Over the two-year program, your child will delve into the world of higher education and career pathways through engaging interactive activities.

Participating in the FFF program is completely cost-free, and most activities take place during regular school hours. If you would like your child to participate in the program, please complete the online application form westernsydney.edu.au/fffapplication2025 or access through the QR code.

Your parental consent is a crucial part of your child's involvement.



STEP-UP: EXPLORE YOUR FUTURE

In 2025, during Terms 1 and 2, the First Foot Forward team will be conducting in-school workshops in all partner schools. These workshops are specifically designed to introduce Stage 3 students to further education and provide them with an overview of a university study area through engaging interactive activities.

YEAR 6 UNIVERSITY EXPLORATION DAY

Year 6 students will have the opportunity to attend a Western Sydney University campus across Terms 3 and 4. The Year 6 university exploration day aims to provide a greater understanding of tertiary education and familiarisation with one of the Western campuses.

Students will participate in two interactive workshops exploring different programs offered at Western. They will also have the opportunity to visit various university facilities and interact with current university students.

FUTURE IN FOCUS INFORMATION EVENING

In Term 1, the First Foot Forward team will host three information evenings. These information evenings are designed to introduce parents to the First Foot Forward team, provide an opportunity to meet other parents and address any questions or concerns they may have.

FUTURE LEADERS SUMMIT

In Term 2, 10 Year 6 students from 10 partner schools will be selected to attend a leadership summit at our Parramatta South campus. This opportunity is designed for students who have been identified as having leadership potential, allowing them to enhance their knowledge and leadership skills through engaging activities and discussions.

TEACHERS' COLLABORATION CORNER

Teachers coordinating the program at their schools will have the opportunity to network and exchange ideas with coordinators from other primary schools and hear from keynote speakers on relevant topics. These events will provide a valuable platform for educators to share experiences and insights, contributing to the development of current and future FFF program engagements.

RECOGNITION OF YEAR 6 FFF PARTICIPANTS

In Term 4, our team will present Year 6 First Foot Forward participants with a certificate and token of appreciation to celebrate and congratulate them for their active participation as they prepare to transition to high school. Select schools will have the opportunity to have program staff present the certificates to students directly, at end of year presentations.

For more information, please contact us at westernengagement@westernsydney.edu.au.

We look forward to your child's participation in our program.



FIRST FOOT FORWARD PROGRAM



Self-regulation

Helping children and young people manage their emotions is important for fostering positive mental health and wellbeing.

What's self-regulation?

Self-regulation is learning about your own feelings and emotions, understanding how and why they happen, recognising them (and those of others), and developing effective ways of managing them.

When children and young people learn to self-manage their emotions, they feel more confident, capable and in control. They have stronger relationships, are more able to pay attention, learn new things and can cope better with the normal stresses and disappointments of daily life.

Self-regulation in childhood

In their early years, children are just beginning to learn about emotions and feelings, and how to manage them.

From time to time, most young children display behaviours such as aggression, emotional outbursts and inattention. Gradually, children learn which situations are likely to upset them and how they can handle their emotions better when these situations arise. This learning continues into adolescence.

Individuals are unique

Children vary in the way they perceive, respond and interact with the world around them. They vary in

how they switch between moods (with some taking longer and needing more help than others to recover from being upset), how they respond to new situations (some dive straight in while others tend to withdraw and observe from a distance), and how long they can concentrate for.

Hormones

Children's 'feel good' hormones (serotonin) are higher when they experience life in their own way and in their own time. Over-scheduled children can feel rushed from one thing to another, causing stress and tiredness. High levels of stress hormones (cortisol) lessen the child's ability to concentrate, manage conflict, problem-solve and try new things.

Children who've experienced higher levels of stress in their preschool and primary years show more aggression and anxiety and aren't as socially competent than those who've experienced less stress. The good news is it's never too late for children to learn about developing their coping skills and [building resilience](#).

Self-regulation in adolescence

In secondary school, young people experience more complex situations and relationships.

They still need support in understanding and managing their feelings.

Brain development

By adolescence, the amygdala (the part of the brain associated with emotions, impulses, aggression and instinctive behaviour) is well developed. However, the brain's pre-frontal cortex (responsible for our ability to plan and think about the consequences of actions, solve problems and control impulses) doesn't fully develop until a person is in their mid-20s. As a result, young people's brains typically rely on the amygdala to make decisions and solve problems, particularly in emotionally charged situations.

For this reason, adolescents are more likely to:

- act on impulse
- misread or misinterpret social cues and emotions
- engage in dangerous or risky behaviour.

How can you help?

Children and young people need repeated experiences of having their needs met by a caring adult.

Warm, trusting and responsive care helps children to respond with appropriate emotions, internalise a positive view of themselves and others, and learn appropriate behaviour. Children and young people also develop self-management skills by watching and experiencing how other people manage their emotions. Here are some tips about how you can support the development of self-management in children and young people.

Explicitly teach skills

- Talk about ways of managing upsetting situations.
- Help them to develop strategies to use when they're feeling out of control.
- Help them express their emotions in productive ways (for example, by drawing or acting out their feelings).
- Practise mindful breathing with older children and young people.
- Explore the immediate and long-term consequences of actions.

- Promote empathy by talking about emotions and understanding how people will have different reactions to events depending on their circumstances.
- Teach problem-solving and decision-making skills.

Talk about emotions

- Acknowledge and respond to emotional communication.
- Role-model how you manage your own feelings.
- Talk about strategies to manage strong or uncomfortable emotions.

Promote a calm environment

Environment contributes to children and young people's self-management. Promote a calm, welcoming and encouraging environment by:

- providing structure and predictability
- establishing age-appropriate routines and limits
- avoiding competitive experiences for young children
- including relaxation breaks in the day
- encouraging ways to release tension they might be holding in their body
- demonstrating calmness and staying in control of your own feelings and behaviours – self-awareness allows you to maximise your positive interactions with children and young people and better manage situations where they 'push your buttons'.

References

Cooper, P.M. (2007). Teaching young children self-regulation through children's books. *Early Childhood Education Journal* 34: 315-322.

External links

Raising Children Network – [Self-regulation in young children](#) / [Temperament: what it is and why it matters](#)

[Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)



Every day counts



A day away from school here or there doesn't seem like much but absences add up.

Student attendance at school has an impact on academic achievement and social and emotional wellbeing for individual students. Good student attendance is achieved when schools and families work in partnership to support every student.

Attending school

Going to school every day is important, and Kindergarten to Year 6 children are for the rest of their schooling.

What your child learns each day builds on what they learned the day before. If your child misses school, their learning becomes a jumble. Students can also lose confidence and struggle in building their friendships.

You have a legal responsibility to send your children to school every school day.

If your child misses school due to illness, religious reasons, family circumstances or other reasons, contact the classroom teacher. Please never be absent from school without 7 days to explain the reason for their absence.

If your child arrives at school late or needs to leave early, you will need to go to the office to sign your child in or out and explain the reason for the absence.

If you're having difficulty getting your child to school every day and on time, contact the classroom teacher.

If you need help with English, ask for an interpreter. The school will arrange one if available.

When your child misses just...

1 day per fortnight

they miss upwards of

4 weeks per year

which equates to over

1 year missed over their school life



Getting ready for primary school

education.nsw.gov.au



Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

1 day per fortnight

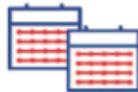
= **4** weeks



= Over **1** year missed

1 day per week

= **8** weeks



= Over **2.5** years missed

education.nsw.gov.au

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Why attendance matters

When your child misses school they miss important opportunities to...



Learn



Make friends



Build skills through fun

education.nsw.gov.au



Minutes lost = days lost per year

A couple of minutes here and there doesn't seem like much, but...

When your child misses just...

they miss days per year

5 mins
per day



=

3 days



30 mins
per day



=

18 days



Patterns of lateness
can have a serious
impact on your child's
education.

education.nsw.gov.au



School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

We treat
each other
with
respect

What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- To be welcomed into our schools to work in partnership to promote student learning.
- Communication from school staff will be timely, polite and informative.
- Professional relationships with school staff are based on transparency, honesty and mutual respect.
- To be treated fairly. Tolerance and understanding are promoted as we respect diversity.

We
prioritise
the wellbeing
of all students
and staff

**Unsafe
behaviour**
is not acceptable
in our schools

We work
together
with the
school

Ensuring respectful learning environments for all members of NSW Public Schools communities.

© NSW Department of Education





We create
collaborative
learning
environments

We
all play
our part

We work
in partnership
to promote
student
learning

Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process:

education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students.

Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



Collaborative.
Respectful.
Communication.

School Community Charter

education.nsw.gov.au

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UNIFORM ORDER FORM

Please indicate below the size and quantity of the items required and calculate the total.

Payments can be made by any of the following methods:

- Parent Portal via School Bytes
- Correct cash in an envelope

Please send your completed order form to school with your child, alternatively please e-mail the form to:

Lansvalee-p.school@det.nsw.edu.au

ITEM	COST	SIZE							QUANTITY	TOTAL
		4	6	8	10	12	14	16 M L		
School Dress	\$45:00									
Skort	\$20:00									
Short Sleeve Polo	\$25:00									
Long Sleeve Polo	\$30:00									
Shorts (Boys)	\$20:00									
Jacket	\$30:00									
Sports Shorts	\$20:00									
Sports Shirt	\$25:00									
Tracksuit	\$70:00									
Tracksuit Jacket	\$40:00									
Tracksuit Pants	\$30:00									
Hat/Cap	\$20:00									
Excursion Bag	\$15:00									
School Bag	\$35:00									
Library Bag	\$25:00									
									TOTAL	\$

Child's Name _____ Class _____ Date _____

Parent/Carer Name _____ Signature _____ Phone _____

Payment Method Parent Portal Cash Credit Card




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Lansvale East Public School

Parent/ Carer – Teacher Communication Guide

Lansvale East Public School is dedicated to facilitating effective communication between parents, carers, and teachers, enabling them to work together in partnership that supports the education and wellbeing of all students.

Please find information of ways you can communicate with our school:

Reason	Who to contact	Contact Details
Child's progress	Classroom teacher	1. Call the front office on 9728 1278 to request to speak with the classroom teacher at their earliest opportunity to make an appointment. 2. Send an email to the school email account addressing it to the classroom teacher to make an appointment. Email: lansvalee-p.school@det.nsw.edu.au
Student Welfare/ Attendance		3. Send a message to the class teacher on ClassDojo. Make contact with us between the hours of 8:30am – 3:30pm.
School Organisation	School administration	Contact the front office on 9728 1278.
Feedback/ concerns	Principal	Contact or email the principal on Email: lansvalee-p.school@det.nsw.edu.au

Please note:

- We value your communication with our school, and we are committed to respond to your request as soon as possible.
- Our staff are unable to respond to messages during teaching time between 9:00am – 3:00pm.
- While some matters may be addressed immediately, it is desirable to arrange meetings to address issues at a time that is mutually convenient and is conducive to a positive outcome.

At Lansvale East Public School, we foster an inclusive learning culture which demonstrates aspirational expectations where every student is known, valued and cared for. Together we will build positive and respectful relationships that are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.

Ms E Ortega
Principal