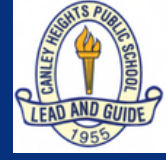


# NEWSLETTER



TERM 4 WEEK 2 2024

## Principal's Message

Welcome back to Term 4! As we embark on this busy and exciting term, I want to take a moment to express my gratitude for your continued support and involvement in our school community. This term is filled with a variety of events and activities that promise to engage and enrich our students' learning experiences.

To keep everyone informed, we will be updating our calendar on Seesaw regularly. Please make sure to check it for the latest information about upcoming events, including the dates of presentation days, graduations etc. Additionally, all permission notes will be sent home via School Bytes as events approach, ensuring you have all the details you need. If you do not have access to school bytes at this time, please call the office as this will be our main point of communication.

I would also like to share how honoured we are as a school to have the opportunity to perform for Their Majesties this week. This is a significant moment for our students, and I am confident it will be a memorable experience for all involved.



Our dance groups have done an amazing job of representing our school throughout the year both at school and off-site at prestigious awards events and neighbouring schools' multicultural days, and this will be the culmination of a great year of hard work and dedication for these students, and we are all very proud of them.

Channel Nine news visited the school and filmed the student's excitement when they discovered they would be performing for Their Majesty King Charles and Queen Camilla at the Premier's BBQ on Tuesday 22 November.

As the weather starts to warm back up and the sun becomes more intense, please remember that our school has a 'No hat, Play in the shade' policy. This means that students without a hat are not allowed to play ball games on the grass or court areas and need to join in activities under the COLA's or shade sails.

We continue to focus on school attendance across this term and right up to the last day of the year. We have a very full curriculum at our school and even though in the last couple of weeks of school we endeavour to put some fun activities into the school calendar, in between our teachers and students are still working hard to learn the curriculum to best support them for the following year. Missing these days at the end of the school year can create missed learning opportunities for your child and we encourage every student to be at school until the very last day.

Thank you for your ongoing support. Let's make Term 4 a wonderful and successful time for our students!

**Neil Bourke**  
Principal

## Deputy Principal's Message

### Attendance

At Canley Heights PS we believe that every day at school counts!

Regular attendance is crucial for your child's learning and development. When students attend school every day and arrive on time, they have the opportunity to fully engage in learning, build positive relationships with their peers, and develop essential routines that will benefit them throughout their lives.

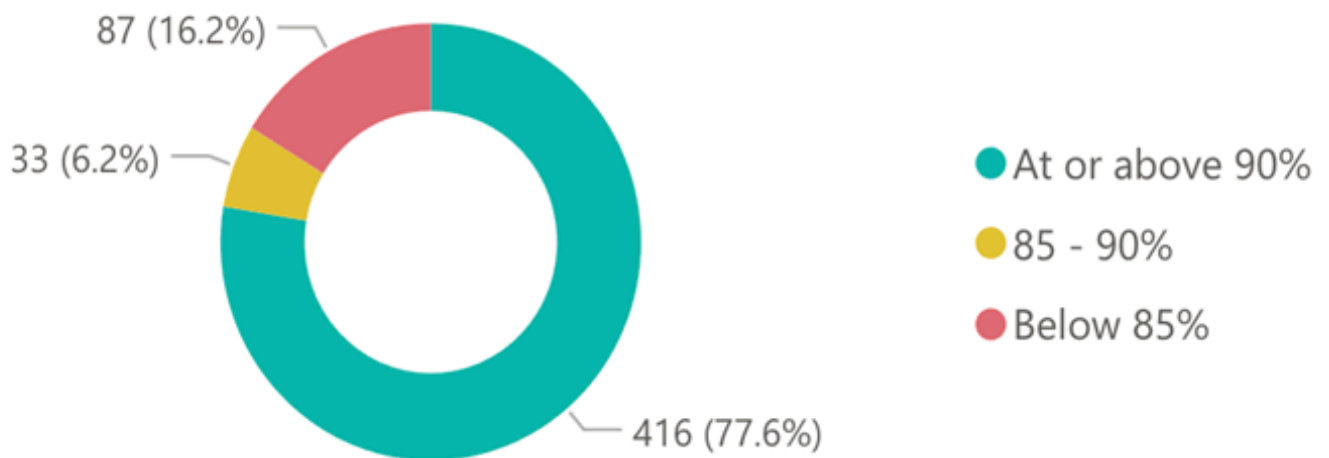
Being at school on time means starting the day ready to learn, participate, and grow. When children miss school or arrive late, they miss out on valuable instructional time, which can affect their understanding of key concepts and skills. Consistent attendance helps to build confidence, ensures that students don't miss important lessons, and allows them to make the most of their educational journey.

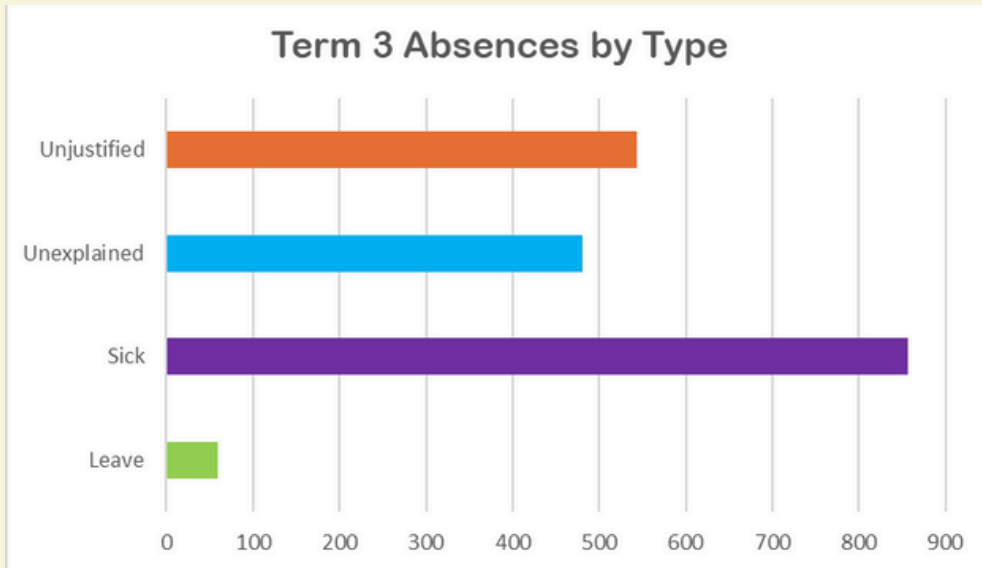
We understand that sometimes absences are unavoidable. However, we encourage all families to make school attendance a priority and help their children establish strong routines. Here are a few tips to support your child's regular attendance:

- **Establish a morning routine:** A predictable morning routine helps children feel prepared and calm, making it easier for them to get to school on time.
- **Prepare the night before:** Packing bags, setting out uniforms, and planning lunches the night before can reduce stress and save time in the morning.
- **Encourage a positive attitude toward school:** Talk to your child about what they enjoy at school and the exciting things they are learning.



### Attendance Level





Well over half of absences across the school in Term 3 were either **unexplained** or the reason given was not an acceptable reason, which is considered an **unjustified** absence.

Please remember that the law requires an explanation for all absences from school and the absence should be for a suitable reason.

### Recent highlights

Last week, I had the pleasure of visiting our Preschool, and it was wonderful to see our youngest learners engaged in a range of activities, building their confidence and curiosity. It's inspiring to witness the strong foundations being laid for their future learning.

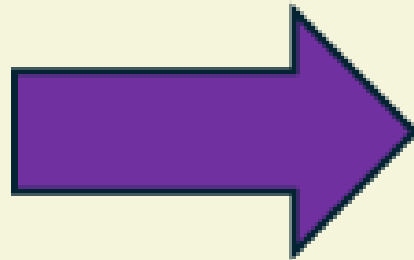
We also celebrated our talented students during the recent Public Speaking Competition. It was a delight to see so many students expressing their ideas clearly and confidently. Congratulations to all participants for their hard work and dedication!



And finally, to cap off last term, we had an exciting Staff Handball Tournament, which brought out the competitive spirit in everyone! A huge congratulations to Mr. Tram for taking home the victory. It was a fun and energetic way to wrap up the term, and we're already looking forward to the next match!



**Positive  
Behaviour  
for  
Learning**



**Be Respectful  
Be Safe  
Be Responsible**



## Staying Safe Online

Online bullying – or cyberbullying – is engaging in bullying behaviour using technology such as the internet or mobile devices.

Online bullying is different from other forms of bullying:

- It is more likely to happen outside school.
- Harmful material can be shared quickly and long after the first incident.
- It can happen anytime, day or night.
- It is more difficult for children to defend themselves or get away.



### What does online bullying look like?

Online bullying might include:

- sending abusive text messages and emails
- posting hurtful or threatening material on social media like Instagram, Facebook, Twitter and Snapchat, or on gaming sites
- imitating or excluding others online
- inappropriate comments on pictures of others
- threatening another person to do something such as sending revealing images.



### How do I keep my child safe?

There are a number of key ways to keep your child safe online.

- Remind your child to tell a trusted adult if they are bullied online.
- Tell your child not to share their passwords with others.
- Remind your child to only give their mobile number or personal information to trusted friends.
- Talk with your child and understand the ways in which they are using the internet and their phone.
- Find out the age restrictions for the sites and applications your child wants to use.
- Depending on the age of your child, set up your own accounts and ‘friend’ your child. By doing this, you can understand how the site’s privacy settings work, see what your child posts online and how your child responds to posts made by others.
- Make sure that your child’s account settings are set to ‘private’ to control who sees their information.
- Know how to block unwanted users.
- Encourage your child to only be friends online with people they know in day-to-day life.
- Remind your child to think carefully before they post comments, or upload or send images online.

### What can I do if my child is bullied online?

Knowing your child is being bullied online can be distressing. Talk openly with your child about online bullying and help them with strategies they can use if they come across online bullying or are bullied online.

Here are some ways you can help.

- Remind your child not to respond or retaliate.
- Block or delete an online bully.
- Change their privacy settings.
- Keep a record of any incidents of online bullying.
- Contact the service provider. They can help with blocking messages and calls.
- Report the bullying.
- Finding opportunities to speak with your child about bullying is important.

# Deputy Principal's Message

## Community Feedback

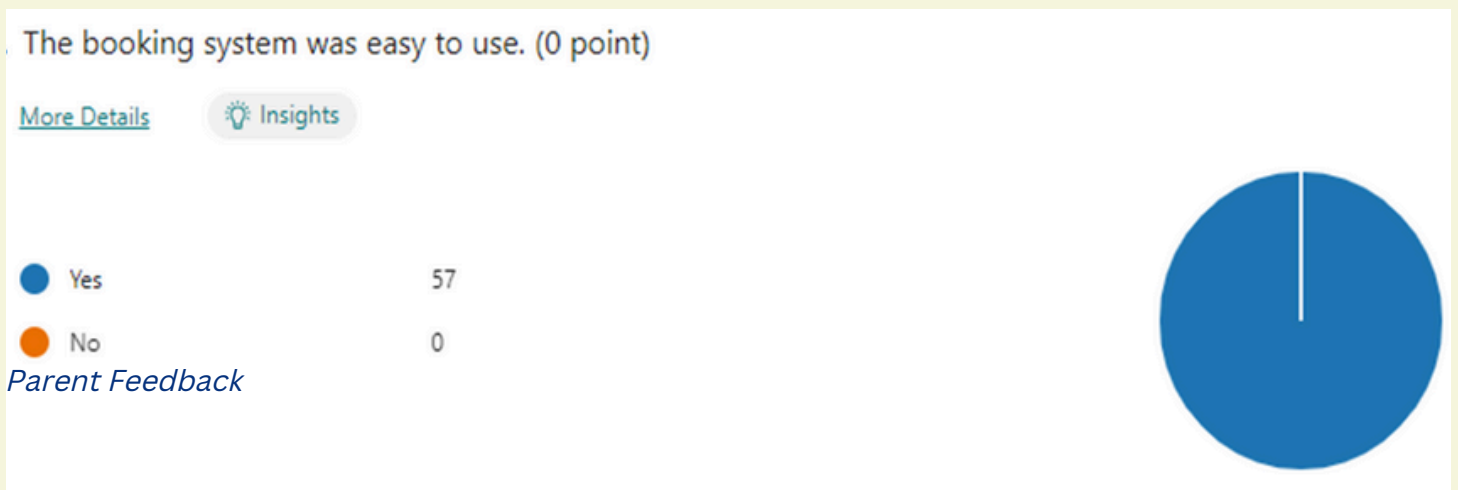
Thank you to everyone who responded to the *Parent Teacher Conference and Student Reports surveys* this year. We love to hear your feedback, as the main purpose for these school processes is to inform you about your child's progress and provide an opportunity for us to work together to achieve the best possible educational outcomes.



We want to know what works for our community and what doesn't, so we can use the information to make decisions and respond appropriately. Below is some of the feedback we have received and the decisions we have made following consultation with our community.

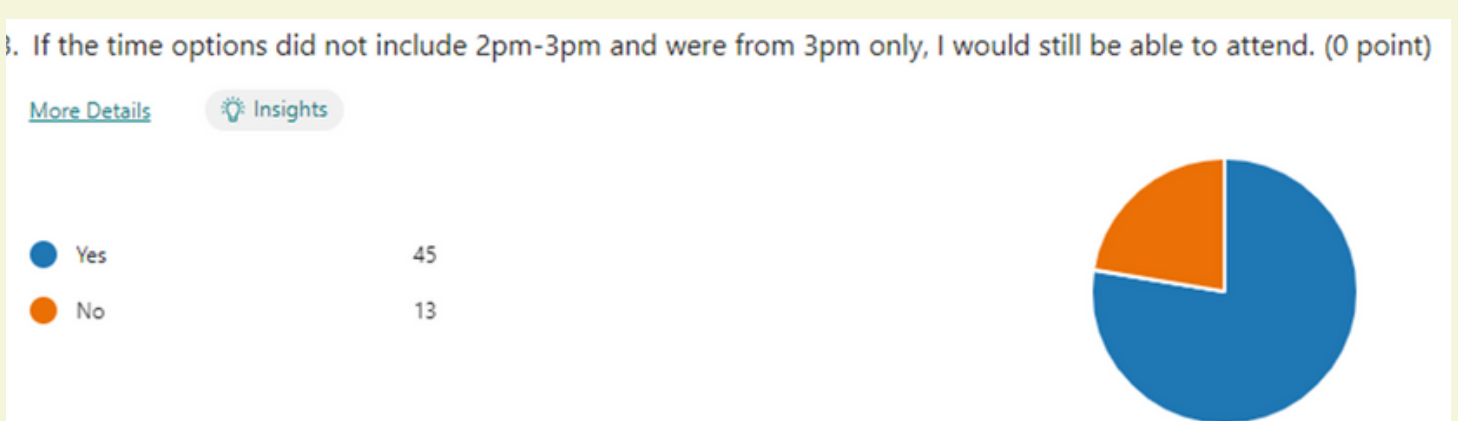
## Parent Teacher Conferences

### Parent Feedback



**Outcome:** We are currently looking at platforms that will streamline all parent communication and will ensure that we continue to have the capacity to book parent teacher conferences online.

### Parent Feedback



**Outcome:** Teachers at CHPS will continue to offer appointment times 2pm-3pm so all parents can attend.

## Parent Feedback

I used a translator for my interview. (0 point)

[More Details](#)

[Insights](#)

<span style="color: blue;">●</span> No	49
<span style="color: orange;">●</span> Yes, provided by the school	8
<span style="color: green;">●</span> Yes, a friend or family member	1



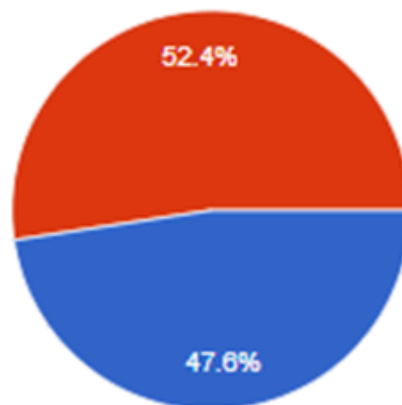
**Outcome:** The school will continue to provide translation services for the predominant first languages of the school community to ensure inclusivity.

## Student Reports

### Parent Feedback

How easy is it for you to understand your child's report in the new format compared to the old format?

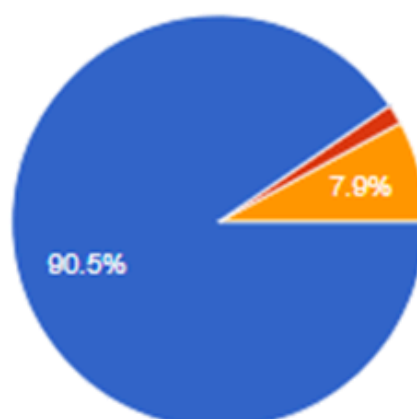
63 responses



- Very Easy
- Easy
- Difficult
- Very Difficult

Are the content markers and learning goals more relevant and informative than the previous comments?

63 responses

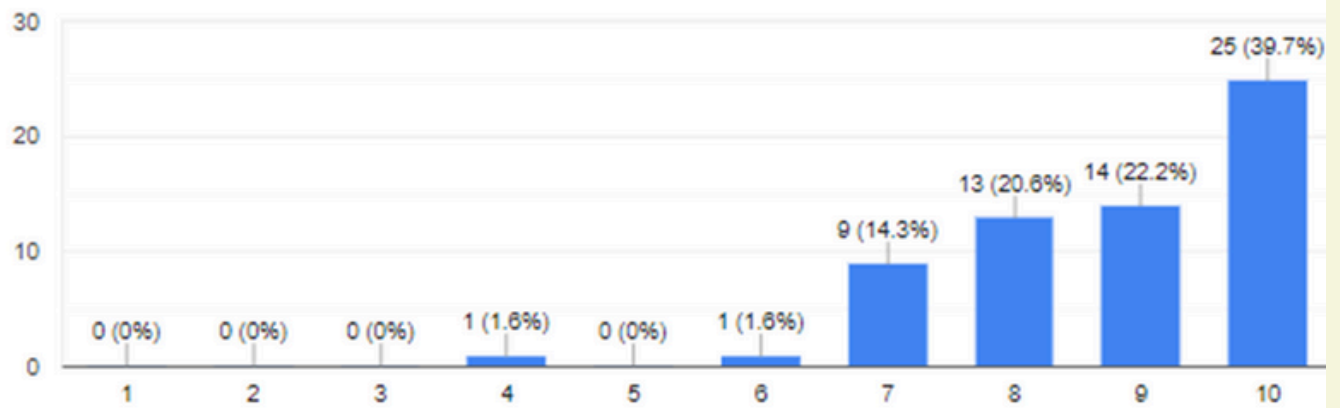


- Yes
- No
- Unsure

On a scale of 1-10, how happy / satisfied are you with the new reporting format?  
(With 1 being least satisfied and 10 being most satisfied.)

 Copy

63 responses



*Outcome:* We will continue to use the new format for Semester 2 Student Reports.

Once again, thank you for taking the time to complete the surveys. It provides us with valuable information that supports our decision making.

**Amanda Miles**  
Deputy Principal



# Support Unit Learning

<b>Assistant Principal</b> Erika Tsoi	<b>SPurple</b> Teacher Erika Tsoi SLSO Karla Serna	<b>SRed</b> Teacher Peter Bryson SLSO Samia Faraj	<b>SGold</b> Teacher Jessica Ear SLSO Sri Thodupunooora
<b>English</b> In English this term, students will engage in activities to learn how to recount details of a story or event using the questions who, what, where, and when. They will practise reading aloud from decodable texts while applying their knowledge of letters and sounds. Picture books and flashcards will be used to support understanding, comprehension, and responses to texts. Students are encouraged to express their ideas through oral language and communication, drawing, and composing written words and sentences.		<b>Mathematics</b> Through mathematical games, students will develop the concepts of equal, more, and less. They will participate in number sense activities to practise counting by 1s, 2s, 5s, and 10s. By making connections to real-world examples, students will learn to apply their mathematical thinking and reasoning skills to deepen their understanding of addition, subtraction, multiplication, and division.	
<b>Science</b> Students will engage in experiments and use technology to develop and apply skills in scientific inquiry through the processes of working scientifically and solving everyday task problems. They will have the opportunity to explore living and non-living things, as well as observe and describe how humans experience the senses of sight, smell, hearing, taste, and touch.	<b>Geography</b> Students will investigate the different places they live in and belong to. Using stimulus pictures and photos of various community locations, they are developing their understanding of the geographical concept that places vary and serve different purposes. They will observe and describe the features of their own community and explore the meaning of belonging to a place within our diverse multicultural environment.	<b>PDHPE</b> Students will continue to participate in sports and cooperative games, practising their movement skills and social interpersonal skills. They will learn to identify their personal strengths and interests, as well as how these strengths and diverse abilities contribute to individual and team achievements. Additionally, they will work on developing self-regulation techniques to enhance their social and emotional well-being.	

This term, our Support Unit, along with the Kindergarten classes, will have the exciting opportunity to visit Calmsley Farm to learn about animals and the environment. Students are also enjoying their new well-being clubs for Feel Good Friday. During orientation and transition, we extend a warm welcome to our new students and their families as they join our school community.





# Preschool Learning

Assistant Principal - Miss S Egan	Preschool Teacher - Ms R Donaldson	SLSO - Ms T Nguyen	SLSO - Ms S Shoaib
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<p><b>Outcome 1 – Children have a strong sense of identity.</b></p> <p>The children have started the process of Kindy transition. We have been preparing the children all year and are excited to see how they will show how independent they are as they engage in new learning.</p>	<p><b>Outcome 2 – Children are connected with and contribute to their world.</b></p> <p>We will continue to explore our environment and look at different ways we can look after our environment, from recycling, looking after the worms and looking at sustainable practices.</p>	<p><b>Outcome 3 – Children have a strong sense of wellbeing.</b></p> <p>We will be continuing Second Step this term focusing on some of skills that they will need in Kindergarten such as sharing, asking to join in play, what to do in response to different feelings and looking and listening to how other people are feeling.</p>
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<p><b>Outcome 4 – Children are confident and involved learners.</b></p> <p>We are going to encourage the children’s problem-solving skills through different STEM based activities each week. We will be encouraging the children to use trial and error, build persistence and resilience when things don’t work and to work together as a team to solve problems.</p>	<p><b>Outcome 5 – Children are effective communicators.</b></p> <p>This term we will be encouraging the children to talk about their thinking about a range of things including stories and pictures, counting and numbers and solving problems. When children talk about their thoughts, they can explore solutions to challenges. It encourages creative thinking and helps them approach problems from different perspectives.</p>
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First Day Back	Orientation Dates for Kindergarten 2025	Preschool Orientation for 2025	Colour Run	Preschool Graduation
Red Group: 14 <sup>th</sup> October Blue Group: 16 <sup>th</sup> October	16 <sup>th</sup> October 23 <sup>rd</sup> October 30 <sup>th</sup> October 6 <sup>th</sup> November 13 <sup>th</sup> November 20 <sup>th</sup> November	27 <sup>th</sup> November	26 <sup>th</sup> November Red Group 28 <sup>th</sup> November Blue Group	Red Group: 17 <sup>th</sup> December Blue Group: 13 <sup>th</sup> December



# Kindergarten Learning

Assistant Principal Sally Egan	Kinder Yellow Sally Egan & Stephanie Philpott	Kinder Blue Carmen Nguyen	Kinder Green Vivian Phuong	SLSO Sandy Tran
<p align="center"><b>English</b></p> <p>In English, your child engages in lessons each day through whole class, individual and group activities in the following areas:</p> <ul style="list-style-type: none"> <li>Phonics and Phonological Awareness: Students are focusing on consolidating previously taught digraphs such as 'th' in thumb, 'ck' in duck and 'ch' in cheese. They will learn some new digraphs such as 'a-e' in game and 'oi' in coin. Students will strengthen their phonological awareness skills in deleting and adding phonemes to parts of words and attempt to spell unknown words using simple strategies.</li> <li>Reading: Students will read decodable texts using heart words and previously taught letter sounds. They will focus on blending sounds together to read words, read with fluency and expression, and monitor their comprehension as they read. Listening to stories, responding to simple questions about the events in the book, asking questions about the text and make connections between the text and their own experiences.</li> <li>Writing: Write with an increasing awareness of spelling, capitalization, punctuation, grammar and sentence structure. They will create simple texts to communicate their feelings, needs, opinions, and ideas.</li> </ul>		<p align="center"><b>Mathematics</b></p> <p>In Mathematics this term, students will be learning to represent numbers using words, pictures, and objects, identify the number before and after any given number to 30 and identify numerals to 30 whilst ordering numerals to at least 20. They will develop their skills in estimation and continue to compare collections of objects.</p> <p>Students will develop an understanding of the relationship that exists between combining and separating. They will model different combinations for one number, record fact families and explain the connection between combining and separating. Students will learn to explain different strategies they use to combine and separate such as counting from one, counting on and using known facts.</p> <p>They will use ten-frames, number lines and counters to model subtraction with an emphasis on counting backwards to solve these problems. Students will further develop their foundational knowledge and skills in multiplication and division. They will learn to record their ideas in a variety of ways and explain how they shared a collection.</p> <p>Other Mathematics strands that will be taught are listed below: Data, Time, Length, 3D space, Volume &amp; Capacity.</p>		
<p align="center"><b>Science</b></p> <p><u>Material World:</u> In this unit, students learn to identify the materials that are used to create products. They will explore the observable properties of materials and how they can be used to make useful products. Students will investigate how the properties of materials determine their uses in products. They will make comparisons based on these properties and use their knowledge of materials and their properties to design a toy.</p>		<p align="center"><b>Geography</b></p> <p>What are places like? What makes a place special? How can we look after the places we live in? This term, students will be exploring the places they live in and belong to. They will develop an understanding of what makes a place special and how this may differ for different people. Students will learn about the importance of looking after places. They will explore how the location of places can be represented.</p>		
<b>Personal Development, Health and Physical Education</b>				
<p><u>Unit 1 – Physical Education: Let’s Move Our Bodies &amp; Dance</u></p> <p>Students will engage in dance lessons that focuses on Personal Development, Health, and Physical Education outcomes. They will be taught a variety of dances and dance styles including dances used by cultural groups. Students will develop interpersonal skills, social skills, peer respect and etiquette as they work individually, with a partner and in small groups. They will explore the elements of dance and practise fundamental movement skills.</p>				
<p><u>Unit 2 – Personal Development, Health:</u></p> <p>Students will learn to act in ways that will protect themselves and others from harm. They will learn about different situations and environments, and what they can do to keep themselves and others safe. Students will practise using these skills in class and in a range of contexts. They will explore and communicate with peers in a variety of play and group situations by listening to and sharing ideas.</p>				
<b>PBL / Social Emotional Learning Focus</b>		Students will be learning to identify and communicate about their problems. They will learn useful strategies to solve a problem and develop an understanding that a problem can be solved in multiple ways. Students will learn how to invite others to play and how to play fairly with others.		
<b>Important Dates</b>	<b>Excursion</b>	<b>Library Days</b>		
18 <sup>th</sup> of December 2024	12 <sup>th</sup> of November 2024	Kinder Green – Thursday Kinder Yellow – Monday Kinder Blue – Wednesday		



# Stage 1 Learning

Assistant Principal Mrs Petrie- 1/2C	Mrs Cathie Munro – 2H Mrs Bhupinder Kaur – 2S	Miss Julie Trinh – 2P Mrs Nava Govender - 1H	Ms Emel Ibrahim – 1P Mrs Alison Venables – 1S
<b>English</b> In <b>Foundational English</b> , students will be actively engaged in various whole class, group and independent literacy activities appropriate to their levels. <b>Phonics and Phonological Activities:</b> Students will learn to recognise letter-sound combinations and blend them to make a word, break words into sounds and syllables and produce words that rhyme. <b>Reading:</b> Students will read and view texts with the teacher using phonic and sight word knowledge during guided reading. They will answer questions and engage in discussion to check their comprehension of the text. <b>Oral Language and Communication:</b> Students will learn to communicate effectively by using interpersonal conventions and language to extend and elaborate their ideas for social and learning interactions. <b>Conceptual English:</b> Students will engage in whole class interactive writing lessons based on imaginative, informative or persuasive text or shared experiences. They will focus on different aspects of the writing process of planning, composing, revising, editing and publishing.		<b>Creative and Performing Arts- Visual Arts</b> In this art program, students will embark on a creative journey where they will learn to express their experiences and imagination through various artistic mediums. The program encourages experimentation with different artistic tools and techniques, allowing students to investigate properties of various materials through drawing, painting and craft. They will learn to interpret and respond to specific requirements in artmaking, emphasizing qualities like scale, color, and perspective. Also, students will appreciate the work of various artists, discussing their processes, techniques, and meanings behind their creations. They will begin to understand the dynamic relationship between artists and their audience, recognizing the different ways artists convey messages and emotions through their art.	
<b>Geography – People and Places</b> Students explore places across a range of scales within Australia and Australia's location in the world. They describe connections people, including Aboriginal and Torres Strait Islander Peoples, have with places, both locally and globally. Students identify factors affecting people's accessibility to places. <ul style="list-style-type: none"> <li>• Where are places located in Australia?</li> <li>• How are people connected to places?</li> <li>• What factors affect people's connections to places?</li> </ul>			
<b>Personal Development, Health and Physical Education</b>			
<b>Personal Development and Health – Watch Your Step</b> <b>Focus: road safety, home, school and play safety, emergency procedures, safe and unsafe situation</b> <ul style="list-style-type: none"> <li>• How can I be responsible for my own, and others' health, safety and wellbeing?</li> <li>• How can I act to help make my environments healthy, safe and active?</li> <li>• What influences my decisions and actions to be healthy, safe and physically active?</li> </ul>		<b>Physical Education – Dance</b> <b>Focus: respond to movement stimuli and movement sequences</b> <ul style="list-style-type: none"> <li>• How can I be responsible for my own and others' health, safety and wellbeing?</li> <li>• What are the different ways we can move our body?</li> <li>• How can we move and improve our involvement in physical activity?</li> <li>• How can we participate safely and fairly during physical activity?</li> </ul>	
<b>Science – Physical World</b> Stage 1 of the Physical World strand focuses on the identification of light, sound and heat energy, and how they are sensed and produced. Stage 1 of this strand allows students to further develop their understanding of forces and energy and how these can be used for specific purposes in products. <b>Inquiry and Focus Questions</b> <ul style="list-style-type: none"> <li>• What are the different forms of energy around us and how can we detect them?</li> <li>• How are forces used for a purpose?</li> </ul>		<b>PBL (Positive Behaviour for Learning)</b> All classes will revise PBL expectations and procedures. Students will develop the skills to create positive and respectful relationships amongst their peers. Students are given one smiley sticker for displaying positive learning behaviour to put on the PBL award chart when they show positive behaviours at school. These stickers go towards the Bronze Award, Silver Award, Gold Award and Principal Award.	
<b>Mathematics</b>	A mathematics lesson consists of a number talk, quality learning experiences and reflection time at the end. This term students are- <b>Number and Algebra-</b> developing confidence with number sequences to 120 and beyond and learning to partition numbers into hundreds, tens and ones. <b>Combining and Separating Quantities-</b> representing and solving simple addition and subtraction problems using a range of flexible strategies including counting on and back, number lines, split strategy, and missing addends. <b>Forming Groups-</b> using a range of mental strategies like skip counting, repeated addition, arrays and concrete materials to solve multiplication and division problems. <b>Non-Spatial Measure (Mass)-</b> estimating, measuring and comparing mass of an object using a range of different uniform informal units. <b>Non-Spatial Measure (Time)-</b> naming and ordering days, months and seasons, identifying the date using a calendar and reading time on analogue clocks. <b>Geometric Measure (Position):</b> describing position from the perspective of a person facing in the opposite direction and modelling to represent the familiar real-life situations. <b>Geometric Measure (Length)-</b> recording and comparing the length comparisons by using uniform informal units. <b>Data -</b> displaying and representing data using tally marks, tables and picture graphs. <b>Chance-</b> identifying possible outcomes of familiar activities involving chance and describing them using everyday language. <b>2D Spatial Structure (2D Shapes, Area)-</b> choosing appropriate uniform informal units to measure the length and area without gaps or overlaps and comparing the area of two or more shapes using an informal single unit of measure repeatedly. <b>3D Spatial Structure-</b> (Volume) explores different ways of measuring and recording the volume of a given rectangular prism.		
<b>Important Dates</b> School Colour Run – 28 <sup>th</sup> November Presentation Day – 10 <sup>th</sup> December Movie Day – 12 <sup>th</sup> December	<b>Library Day</b> Monday- 1P, 1H, 1S, 2H and 2S Wednesday- 2P Friday - 1/2C	<b>Sports - Year 1 and 2</b> Monday - Dance	<b>Assembly - Friday at 2pm -2:30pm</b> Week 2 – 25 <sup>th</sup> October Week 4 - 8 <sup>th</sup> November Week 6 – 22 <sup>nd</sup> November Week 8 – 6 <sup>th</sup> December



# Stage 3 Learning

<b>Assistant Principal 5/6C</b> Ms M Stevanovic- Mon-Thurs	5P- Ms K Huynh	6P – Mr S Ngo	SLSO – Ms Katie Vy Huynh
<b>Assistant Principal 5/6C</b> Ms A Vinter- Fri	5H – Ms J Filpi Mon-Wed 5H – Ms A Trieu Thurs/Fri	6H - Mr H Tram	SLSO – Ms R Siddiqui
<p style="text-align: center;"><b>English</b></p> <p>Component A addresses content from the focus areas: vocabulary, reading comprehension, creating written texts, spelling, handwriting and digital transcription. It centres on the development of foundational skills and knowledge through regular, systematic and repeated practice.</p> <p>Component B addresses content from the focus are as: oral language and communication, vocabulary, reading comprehension, creating written texts an understanding and responding to literature. It centres on the conceptual understandings of English and exemplifies the importance of learning about and enjoying literature through the study of quality texts.</p>		<p style="text-align: center;"><b>Mathematics:</b></p> <p>Student will ask questions and use known facts, objects, diagrams, and technology to explore mathematical problems and develop mathematical fluency. They will link mathematical ideas and use appropriate language and diagrams to explain strategies used. Strands taught: Working mathematically, Number and Algebra, Statistics and Probability, Measurement and Space.</p>	<p style="text-align: center;"><b>Geography</b></p> <p>Students will learn to identify features, places, sites and environments and develop knowledge of relationships between them. Students will learn to locate and represent themselves and others within environments by using a variety of location tools such as references to natural and built features, globes, maps, diagrams, and 3D representations. By investigating components of environments, students will learn about the impact of human activity and the need to protect living standards by promoting ecologically sustainable lifestyles.</p>
<p style="text-align: center;"><b>Science</b></p> <p>Stage 3 of the Physical World strand focuses on the difference between contact and non-contact forces and how energy is transformed from one form to another. Students are provided with an opportunity to investigate how electrical energy can control movement in products and systems. Stage 3 of this strand develops students' abilities to design, test and evaluate a product or system that demonstrates energy transformation, further developing an understanding of the interrelationship between force and energy.</p> <p style="text-align: center;"><b>Creative Arts</b></p> <p>This unit provides a sequence of learning experiences where students explore the elements of visual arts such as colour, tone, light and be provided with opportunities to analyse and interpret the qualities and details of selected subject matter using various methods to assist them in their investigations in making and appreciating, and further consider how artworks are made as representations.</p>		<p style="text-align: center;"><b>Personal Development, Health and Physical Education</b></p> <p>The Healthy Mind &amp; Healthy Body unit will allow students to develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. They will investigate questions such as, how responsible am I for my own and other's health, safety &amp; wellbeing? What action positively influence the health, safety and wellbeing of my community? How does a healthy, safe and active lifestyle enhance connection with others?</p> <p>Students will participate in regular healthy fitness activities that will build skills required to participate successfully in all types of games, physical activities and sports.</p> <p>Students will participate in weekly dance lessons.</p>	

# 2025 Enrolments



**We are now  
taking  
Kindergarten  
Enrolments for  
2025**

**Is your child turning 5 before the  
31st July 2025?  
Enrol now so you don't miss out on  
our orientation program in Term 4.**

# Upcoming Dates to Remember

Date	Event
24 October	TLC IMC excursion
31 October	Halloween mufti day
31 October	TLC Digital Olympics
1 November	Aboriginal Language Program - ATSI students
8 November	Year 3 & 4 Lizard Log excursion
11-22 November	Swim School
12 November	Kindergarten Calmsley Hill Farm excursion
20 November	Koori Culture Day
28 November	School Colour run
3 December	Year 6 Orientation Day
5 December	Christmas carols on the Oval
13 December	Year 6 farewell
18 December	Last day of term for students



# An Unforgettable Experience

Our Vietnamese, Chinese and Islander dance groups were fortunate enough to meet Their Majesty King Charles and Queen Camilla at the Premier's BBQ event held in Parramatta on Tuesday. An unforgettable and memorable experience, enjoyed by all!

