Dear Parents and Carers

NAIDOC Celebrations
A huge thank you to parents, carers and friends who joined with staff and students last Tuesday at our NAIDOC Celebrations. We began the day with our official ceremony where our Aboriginal students led us in a special assembly. Students enjoyed singing and dancing with Aunty Jacinta Tobin and our school choir. Aunty Carol Cooper gave the official Welcome to Country and was able to also celebrate with us, the launch of our Totem Project.

“A totem is a natural object, plant or animal that is inherited by members of a clan or family as their spiritual emblem. Totems define peoples' roles and responsibilities, and their relationships with each other and creation. Totems are believed to be the descendants of the Dreamtime heroes, or totemic beings.”


At Lawson Public School, our totem is the Bidgewong – the Eastern Water Dragon mentioned in our School Song. Our official Totem handover will be in late December so we will keep you updated with our progress.

White Ribbon
Mrs Hardge and Mrs Howard attended the professional learning session for White-Ribbon, Breaking the Silence program last Wednesday. This program will be integrated into existing programs in the near future. Should you wish to access further information about the program in schools, please follow the link below.

“Breaking the Silence is an award-winning professional learning program for principals and senior teachers that supports them to embed models of respectful relationships in school culture and classroom activities. These models give students the opportunity to learn and experience respectful relationships, preventing the perpetration of violence against women and girls.”

http://www.whiteribbon.org.au/schools

Kindy Enrolment
Preparations are commencing for Kindergarten 2016 and our Kindergarten Orientation Program to be held later in the year. If you know any students who will be attending Kindergarten in 2016 at Lawson Public School, please encourage them to enrol as soon as possible.

Athletics Carnival
Preparations are well under way for the upcoming Years 3 – 6 Athletics Carnival to be held on Thursday 13th. Notes have gone home so if you haven’t seen one yet, check with your child. Information is also available on the website. Mr Evans is still looking for helpers on the day – if you are available for all or part of the day, please let him know.
**Scooter Boards**
We have taken delivery of a set of scooter boards for use by students in the Support Classes. Again we thank the Lawson Masons who generously donated the money to purchase them. Miss Speed and our new student, Marlina, have been having fun trialling them.

Warm regards

**Corinna Robertson**
Acting Principal

---

### Term 3 Calendar

#### Week 4
- 5 August: Milo T20 Cricket – Stage 3

#### Week 5
- 10 August: Panthers on the Prowl
- 11 August: ICAS Maths Test
- 12 August: Milo T20 Cricket – Stage 2
- 13 August: Athletics Carnival Year 3-6

#### Week 6
- 18 August: Dance rehearsal
- 19 August: Spelling Bee Year 3-6
- 20 August: Athletics Carnival Year K-2
  - Dance evening performance

#### Week 7 – BOOK WEEK
- 24 August: Dance matinee
  - Stage 3 T20 Blast Katoomba
- 26 August: Book Fair
  - Book Parade
- 27 August: Author visit

#### Week 8 – ARTIST IN RESIDENCE WEEK
- 2 September: Musica Viva
- 3 September: Father’s day stall
- 4 September: District Athletics Carnival
Book Parade and Fair

Our annual book parade for Children’s Book week will be held on Wednesday 26 August at 11.15am. Students are encouraged to come dressed as a book character on the day. This year’s theme is ‘Books Light Up Our World’. A Scholastic book fair will also be held on this day in the library where books, posters and other items can be purchased.

Premier’s Reading Challenge

A reminder to all students undertaking the Premier’s Reading Challenge that Student Reading Records must be completed and given in by 14 August so they can be checked and validated. If any students find they need help to complete the challenge they should please see me in the library.

Mrs Aztelma
Ten year old Tom, his friend Louis, and Tom’s six year old brother, Josh, were trying out Tom’s new skateboard. Louis already knew a bit about skateboards, and he offered to show Tom and Josh how to do turns. It was harder than it looked. Tom slipped off and tumbled over. The others laughed. “Show me again,” Tom said to Louis. After watching Louis carefully and trying again, Tom was starting to get it. “I just need to keep practising,” he thought.

Then it was Josh’s turn. “I can help you if you like,” said Louis. Josh wanted to do it by himself, but he couldn’t get the hang of it. When he tried to turn, the skateboard kept going straight and Josh landed on his bottom. The boys laughed, but Josh didn’t think it was funny. He got really angry at them. Then he ran inside to tell his mother how mean the two older boys were.

Understanding emotions

Children’s emotional reactions may be more complex than they appear. In the story Josh blames his hurt and angry feelings on the other boys. But was their behaviour the main problem for Josh? Or was it really that he was frustrated and disappointed over not being able to handle the skateboard as well as he would have liked?

Learning to manage feelings and emotions is a very important part of children’s development. Emotions affect children’s ability to learn and relate to others, as well as their overall wellbeing.
Emotions and self-concept
Children’s emotions are not just a response to things that happen. They are influenced by what children think, especially by what they think about themselves and their abilities. Children often need support from parents and carers to manage their feelings effectively, particularly when they are young.

Showing that you understand and accept children’s feelings is very important for supporting their emotional development. When children feel understood it is easier for them to learn to think through their feelings and work out effective ways to handle them.

In the story, when Tom fell off the skateboard he told himself he could do it if he kept practising. This helpful thinking allowed him to put aside feelings of frustration and embarrassment, and keep trying.

How parents and carers can help
Parents and carers can support children’s emotional development by tuning into feelings, helping children understand feelings, and encouraging them to work out ways to manage feelings effectively. The following suggestions may be helpful.

• Tune into children’s feelings and try to understand things from their point of view. This allows you to help them identify their feelings and the ways that feelings work.
• Show that you accept and respect children’s feelings. Accepting feelings is necessary before working out a way to manage them.
• Remember that it’s not always easy for children to know what is bothering them, and they may not always want to talk about it.
• Show children how you manage your own feelings effectively. If you act calmly it will help to reassure them that they can manage even difficult feelings.
• Acknowledge children’s efforts to manage feelings. This helps them see their progress and motivates them to use the helpful strategies they are developing in other situations.

Something to try
• Observe your child and take note of the situations that seem to trigger a particular emotional response.
• Think about how your child might be feeling given his or her age and stage of development.
• Talk and listen to your child about how he or she is feeling. Acknowledge both your child’s feelings and his or her efforts to cope.
• Talk about helpful ways of managing feelings and encourage your child to try out different options.
• Use stories to help children understanding feelings of others.

This resource is part of a range of KidsMatter Primary information sheets for families and school staff. View them all online at www.kidsmatter.edu.au
P&C meeting
When? **Wednesday, 19th August, 7pm**
Where? Staff room
P&C meetings are a good opportunity to get informed, and have a say about what’s going on at our school. Come along to hear what is happening in our school, and have your say!

Magpie markets
Our next markets are on **Sunday, 16th August 2015.** Please put your hand up to volunteer!

The classes helping on the BBQ will be **KW** and **4E.** Please come for an hour or two to help out. It’s a valuable contribution to our school community, and a fun way to meet others.

Fun food day
Our next fun food day will be held 21 August. Pasta will be on the menu at lunch, along with other tasty treats at recess! Keep an eye out for your order form and more information – coming home soon!

LPS yearbook
Planning has started for the 2015 Lawson Public School yearbook. A small team of volunteers is working with staff and students to produce another beautiful memento of this year’s highlights and achievements. The team would be grateful for any other people willing to help with this project.

If you have skills or interest in photography, publishing, design, visual or written media, please contact Vanessa Smith on **seasontree226@gmail.com**
firewood raffle
The P&C is working closely with school staff in 2015 to raise funds towards updating and improving the resources, equipment and classrooms for our 3 support classes. Tickets were sent home to every family in the school this week for the first fundraising event.

The prize: 2 cubic metres of aged ironbark, delivery and stacking for addresses between Lithgow and Springwood, valued at $390. Tickets cost $2 each, or 3 for $5. Buy or sell the tickets you received. Come to the school office to purchase more. The raffle will be drawn at the markets on 16 August at 2pm.

Many thanks to our sponsor, Erin’s Quality Ironbark. Phone: 0428 135 945 erinsqualityironbark.com.au

artist in residence
Every two years, the P&C Association funds an Artist in Residence program here at Lawson Public School. We are excited to announce that our 2015 artists in residence will be Jillian Culey and Carolyn Dance, of Branching Out.

They will be at our school during the week beginning 31st August, creating beautiful and functional woven structures with our students, for use with our Stephanie Alexander Kitchen Garden Program. During that week, every class will be working with Carolyn and Jillian at different session times. We are looking for parent helpers to come and give a hand during these sessions.

Contact Neige Manwaring on neige.manwaring@gmail.com or 0417 203 537 if you are able to help.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9-9.45am</td>
<td>4E</td>
<td>K/6B</td>
<td></td>
<td>Scripture</td>
<td>K/6K</td>
<td>K/6S</td>
</tr>
<tr>
<td>10-10.45am</td>
<td>1/2P</td>
<td>5/6B</td>
<td></td>
<td>K/6S</td>
<td>KW</td>
<td>1C</td>
</tr>
<tr>
<td>10.55-11.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15-12pm</td>
<td>K/6K</td>
<td>3G</td>
<td></td>
<td>2/3W</td>
<td>KH</td>
<td>4/5H</td>
</tr>
<tr>
<td>12.10-12.55pm</td>
<td>4/5H</td>
<td>KH</td>
<td></td>
<td>1/2P</td>
<td>K/6B</td>
<td>2/3W</td>
</tr>
<tr>
<td>12.55-1:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.45 - 2.30pm</td>
<td>KW</td>
<td>1C</td>
<td></td>
<td>4E</td>
<td>3G</td>
<td>5/6B</td>
</tr>
</tbody>
</table>

On the following page is a letter from Jillian and Carolyn, giving us more information about the project.
Dear Parents/Guardians/Friends of Lawson Public School

From August 31st to September 7th 2015 Branching Out Designs will be undertaking the Artist in Residence Program at Lawson Public School. Branching Out Designs is a small Blue Mountains family business run by two sisters. It was established in 2013 to pursue a passion for weaving and upcycling.

Branching Out Designs will be working with students, staff and the school community to weave garden beds from natural materials and to decorate, with woven creations, an alfresco area.

As part of the Artist in Residence Program the students will learn a variety of weaving and string making techniques and material preparation. Each class will have 2 x 45 minute sessions.

The Program was designed to include the whole school community. Ways of being involved for parents, families and friends includes volunteering some time to help during the week and/or supplying materials from the list below.

Weaving Branches - Supply straight branches, which are at least 1.2 m in length and no wider than 3cm diameter, with little or no side branches. Ideal plants for use are fruit trees (apples, pears, stone fruit, fig etc), willow (including pussy willow), privet, dogwood, hazel, sweet chestnut, forsythia or any supple, long, straight, slender saplings that can be bent will make good weavers.

Stakes – Straight, hardwood branches at least 1.2 metre in length and at least 3cm in diameter with little or no side branches.

Mulch - Manure and clean garden waste, which will be used to fill the garden beds. No weeds or kitchen waste please.

Storage - Branches labelled (if plant variety is known) and neatly bundled and mulch bagged.

Material can be left beside the two large pine trees that are located near the kitchen.

Carolyn Dance & Jillian Culey