Keeping in Touch

Newsletter No. 10 2013

DUBBO SCHOOL OF DISTANCE EDUCATION
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Hi All

Year 12 students are completing their final exams and I wish them well during this time. I am also very conscious of the state’s bushfires, which are affecting some of our students and families. The school community wishes you well and please let us know how you are going when you are able to do so.

During this term three Head Teacher positions will be advertised – Head Teacher PDHPE, Head Teacher Welfare and Head Teacher Secondary Studies. The PDHPE position became vacant when Marisha Blanco took a position at Dubbo South Campus and the other two positions have been generated by increased student enrolments.

In 2014 we will continue preparation for the Every Student, Every School initiative which relates to the implementation of changes to the National Disability Scheme. Schools will receive additional funding to support educational programs for students with a disability. To validate funding received schools will be required to collect data, including evidence of collaboration with parents and carers in developing Individual Education Plans (IEPs). It will be important for families to participate in the development of IEPs and to return signed documentation.

Thank you to Anna Brain and Sharon Keyte for organising and conducting the excursion to Japan during the last school holidays. All reported that it was a great experience. Congratulations!

Tell Them From Me Student Survey 2013

Currently the school is engaging in review of operations in 2013 and planning for 2014. Thank you to all students who participated in the Tell Them From Me (TTFM) Survey. We were very pleased to have 70 secondary aged students participate and the data generated will be used to inform planning. In general terms and compared with TTFM norms DSODE students were ranked as follows.
<table>
<thead>
<tr>
<th>Item</th>
<th>DSODE%</th>
<th>Norm%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>Students skip classes or miss days at school without a reason, or arrive late for school or classes.</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>Students do homework for their classes with a positive attitude and in a timely manner.</td>
<td>58</td>
<td>60</td>
</tr>
<tr>
<td>Students that do not get in trouble at school for disruptive or inappropriate behaviour.</td>
<td>97</td>
<td>No norm provided</td>
</tr>
<tr>
<td>Students are intellectually engaged and find learning interesting, enjoyable, and relevant.</td>
<td>71</td>
<td>53</td>
</tr>
<tr>
<td>Students are interested and motivated in their learning.</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>Students try hard to succeed in their learning.</td>
<td>77</td>
<td>72</td>
</tr>
<tr>
<td>Students have intense feelings of fear, intense anxiety, or worry about particular events or social situations.</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Students have prolonged periods when they feel sad, discouraged, and inadequate.</td>
<td>18</td>
<td>17</td>
</tr>
<tr>
<td>Students feel challenged in their English, Maths and Science classes and feel confident of their skills in these subjects.</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td>35% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9% of students were confident of their skills but did not find classes challenging.</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>48% of students were not confident of their skills and found English, Maths or science challenging.</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>8% of students lacked confidence in their skills and did not feel they were challenged.</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Students play sports with an instructor at school, other than in a gym class.</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td>Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.</td>
<td>12</td>
<td>43</td>
</tr>
<tr>
<td>Students feel accepted and valued by their peers and by others at their school.</td>
<td>60</td>
<td>71</td>
</tr>
<tr>
<td>Students have friends at school they can trust and who encourage them to make positive choices.</td>
<td>53</td>
<td>76</td>
</tr>
<tr>
<td>Students are subjected to physical, social, or verbal bullying, or are bullied over the Internet.</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.</td>
<td>48</td>
<td>28</td>
</tr>
<tr>
<td>Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.</td>
<td>77</td>
<td>61</td>
</tr>
<tr>
<td>There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.</td>
<td>75</td>
<td>59</td>
</tr>
<tr>
<td>The school staff emphasises academic skills and hold high expectations for all students to succeed.</td>
<td>78</td>
<td>71</td>
</tr>
<tr>
<td>Students feel they have someone at home or in their community who consistently provides encouragement and can be turned to for advice.</td>
<td>57</td>
<td>46</td>
</tr>
<tr>
<td>Students plan to finish high school</td>
<td>66</td>
<td>82</td>
</tr>
<tr>
<td>Students plan to finish high school, and afterwards pursue a trade or apprenticeship program.</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Students plan to pursue a post-secondary education.</td>
<td>32</td>
<td>66</td>
</tr>
</tbody>
</table>
As I write this our HSC students are close to entering the final week of the 2013 HSC exams. Some will complete their secondary education when these exams conclude but others will return as pathways students completing their HSC over several years. Graduating students are wished all the best for any future endeavours.

The new Record of School Achievement (RoSA,) which was introduced for Year 10 in 2012, is now in place for both Year 10 and Preliminary students. For the first time, Year 11 students have been awarded grades for their Preliminary studies. Students can access these grades and numerous other pieces of important information from the Board of Studies website “NSW Students Online”. It is important for all Year 10, Preliminary and HSC students to login to this site and become familiar with it.

ESSA (Essential Secondary Science Assessment) testing will also occur in the week of 11th to 15th November for all Year 8 students. This provides information about students’ progress and achievement in aspects of Science education and is useful for faculty planning.

Preparations are well under way for our incoming 2014 year 7 students' Orientation Day. During the primary camp, the group’s welfare advisors will be leading this whole school activity to familiarise new year 7 students and their parents/carers with the secondary section of the school and the demands of distance education.

Planning for presentation day and the Muster camp has commenced and details will be included in the next newsletter.

As we head further into term 4, it is important for students to maintain their regular participation in school work. Telephone lessons, teleconferences and satellite lessons prove to be very effective teaching tools and students should make every effort to be punctual and prepared for these lessons. Course work should be sent in regularly.

Until next time, Melissa

Hello everyone – the final term for 2013 has quickly crept upon us all.

I hope that you have enjoyed the holidays and had a good break.

The HSC examinations have commenced- best wishes to all of our students.

Our P-6 camp is rapidly approaching so please keep your eye out for information! The Year 7 orientation day will also coincide with the Primary camp. It will be a great chance to see what the next adventure has in store for our students.

Presentation Day will be held at the end of term. More details will be sent out in the coming weeks. Presentation Day is a wonderful celebration of our student’s achievements!

Make sure that you keep in touch with your teacher and don’t hesitate to call or email if you need any help at all.

Keep your eye on the 2013 student calendar. It is a great source of information for all upcoming events – make sure you put it in a prominent place in your work area.

Keep in touch with your teachers and best wishes for a great term!

Regards for now, Sue Howlett
Greetings from the Library

New Books to borrow

Waiting for Hugo
by Amanda Niland and Claire Richards
This is a book that explores notions of diversity and difference through a story suitable for 3 to 7 year olds. The central character is a young boy who has an obsessive interest which dominates his life and that of his family. This is a trait often present in children who have an Autism Spectrum Disorder. The story is narrated by Hugo’s older sibling, who grapples with acceptance of her brother’s eccentricity. Hugo’s obsession and consequent skill with numbers brings rewards for him and his sister, so that the story ends positively, celebrating Hugo’s unique abilities.

Rules of Summer
by Shaun Tan
This is a deceptively simple story about two boys, one older and one younger, and the kind of rules that might govern any relationship between close friends or siblings. Rules that are often so strange or arbitrary, they seem impossible to understand from the outside. Yet through each exquisite illustration of this nearly wordless narrative, we can enjoy wandering around an emotional landscape that is oddly familiar to us all.

Welcome Home
by Christina Booth
Welcome Home is the story of a young boy and a whale as she swims into the river harbour seeking safety and a resolution to the violent past relationship between whales and man. This prosaic journey, accompanied with soft sketchy watercolour images, reveals how the past can impact our future. Can the boy make amends for the past? Can the whale forgive and return to what was once her ancestors’ home? Whaling is a horrific image to portray in any literature yet this story offers its history and consequences to children in a gentle, safe way. This story does not avoid the facts but ends with hope and reconciliation, using history to show the consequences of our choices and actions.
Greetings from the Library

New Books to borrow

Star Wars – Jedi Academy
by Jeffrey Brown
Roan’s dream is to leave home and attend Pilot School. But just as Roan is mysteriously denied entrance to Pilot school, he is invited to attend Jedi Academy – a school that he didn’t apply to and only recruits children when they are just a few years old. That is, until now... In Roan’s first year at Jedi Academy, under the tutelage of Master Yoda, he learns that he possesses more strength and potential than he could have ever dreamed. Oh, and he learns other important things too – like how to make a baking soda volcano, fence with a lightsaber, slow dance with a girl and lift boulders with the Force.

Stay where you are and then Leave
by John Boyne
The day the First World War broke out, Alfie Summerfield’s father promised he wouldn’t go away to fight – but he broke that promise the following day. Four years later, Alfie doesn’t know where his father might be, other than that he’s away on a special, secret mission. Then, while shining shoes at King’s Cross Station, Alfie unexpectedly sees his father’s name – on a sheaf of papers belonging to a military doctor. Bewildered and confused, Alfie realises his father is in a hospital close by – a hospital treating soldiers with an unusual condition. Alfie is determined to rescue his father from this strange, unnerving place...

Ranger’s Apprentice: The Royal Ranger
by John Flanagan
After a senseless tragedy destroys his life, Will is obsessed with punishing those responsible – even if it means leaving the Ranger Corps. His worried friends must find a way to stop him taking such a dark path. It is Halt who suggests the solution: Will must take an apprentice. The candidate Halt has in mind surprises everyone – and it’s a request Will cannot refuse. Training a rebellious, unwilling apprentice is hard enough. But when a routine mission uncovers a shocking web of crime, Will must decide where his priorities lie – finishing his quest for revenge, or saving innocent lives? The final book of the Ranger’s Apprentice series raises the stakes higher than ever. Is Will on his last mission for the Ranger Corps?
Greetings from the Library

New Books to borrow

Weirdo
by Anh Do
My parents could have given me any first name at all, like John, Kevin, Shmevin… ANYTHING. Instead I’m stuck with the worst name since Mrs Face called her son Bum. Meet Weir Do. No, that’s not a typo, that’s his name! Weir Do’s the new kid in school. With an unforgettable name, a crazy family and some seriously weird habits, fitting in won’t be easy… but it will be funny! Perfect for year 3 & 4’s, particularly boys who love a good laugh.

Wild Born: Spirit Animals Book 1
by Brandon Mull
Four children separated by vast distances all undergo the same ritual watched by cloaked strangers. Four flashes of light erupt, and from them emerge the unmistakable shapes of incredible beasts – a wolf, a leopard, a panda and a falcon. Suddenly the paths of these children, and the world, have been changed forever. Enter the world of Erdas, where every child who comes of age must discover if they have a spirit animal – a rare bond between human and beast that bestows great powers on both. A dark force has risen from distant and long forgotten lands and has begun an onslaught that will ravage the world. Now the fate of Erdas rests on the shoulders of four young strangers… and on you.

Wombat goes to School
by Jackie French and Bruce Whatley
She sleeps. She eats. She scratches – and finds a hole. When Mothball discovers a new hole, it unexpectedly leads her to the local school. The children learn that wombats love carrots and grass, while Mothball learns that lunch boxes contain very few carrots, that sports sheds can be a good place to have a nap, and that when you’re brown and round, it’s not a good idea to get close to a ball…

Until next time, Happy Reading!

David Strain – Teacher Librarian
daavid.strain@det.nsw.edu.au
We value innovation and creativity
It was a pleasure to lead participants through Japan from Tokyo to Osaka during the term 3 break. Exhausting as it was, participants gained an insight into the Japanese culture as well as the language.

The tour took almost a year in planning however, it was worth every minute. The group left Sydney airport at 9.30pm on the 21st September and arrived in Japan at 6.30am the following day. Our first day was spent in Tokyo, the capital of Japan. One of the first comments participants shared had been about the cleanliness of the country.

While in Tokyo we visited Meiji Jingu and Tokyo Disneyland. Our accommodation was at Tokyo Youth Hostel International.

Next stop was Takayama (24th-25th September). We took the shinkansen (bullet train) to get there. This area is where I had lived for almost 6 years, so there was a bit of a personal connection felt. In Takayama we stayed at Hida Takayama Tensho-ji Youth Hostel. It is a traditional Buddhist temple which is still in use. We visited Hida Village, Showa Museum, Hida Kokubunji Temple and the Old Takayama Town.

Hiroshima was next on the tour (26th-27th September). In Hiroshima we stayed at Aster Plaza – International Youth Hostel. A convenient location for us to walk to Genbaku Dome, Hiroshima Peace Park and Museum, Hiroshima Castle and for shopping in Hondori shopping district. Participants also came out to dinner together for okonomiyaki.

Kyoto (28th -30th September) took the group by surprise with the combination of historical venues in between the modern life of Japan. In Kyoto we went to Kinkakuji, Nijo-castle, Fushimiinari Temple, Kiyomizudera, and shopping at The Cube and Avanti within the Kyoto station area.

We took a day trip to Nara where we went to Todaiji, Kofukuji Temple and shopping in Nara district.

The group departed Japan on 1st October from Osaka. Throughout the entire trip, participants were listening and reading Japanese as well as using Japanese where possible.

I would like to congratulate everyone who went on the trip for their excellent behaviour, positive attitudes and the many questions both Mrs Keyte and I were asked. It is a thrill to see people engaged and learning in an environment so diverse from their own.

Thank you to everyone who supported our fundraising efforts for the tour. Your support helped cover many costs for participants.

Anna Brain
We value the equity of individual needs

Congratulations Gillian

Gillian participated in the Horse Sports days held at Baradine & St Lawrence’s. Both days were very competitive as there were over 200 participants each day.

Day 1 Gillian picked up 5th in the Bending race and 5th in the Mug race.

Day 2 Gillian was awarded 3rd Girl rider, 5th Hack, 3rd Pairs, 3rd Bareback, 3rd Mount & gear, 2nd Sporting Bending, 2nd Barrels, 5th Running T, 4th Lawries Challenge and 3rd Square Jump.

What an amazing effort, Well done!

Retail Services

A group of Retail Services student recently attended a workshop at the Emmanuel Care Opportunity Shop. The students and their teachers were left in charge of the store for three hours. During this time students carried out tasks which staff would normally have done such as tidying and cleaning, pricing and merchandising stock, serving customers, and creating displays. The students gained valuable experience in a real retail environment.
Congratulations to the following students for receiving certificates in the Australian Mathematics Competition. Credit awards were given to Teresa, Lindsay and Jacob. Proficiency awards to Nicole and Erinn, Eilish and Laura received Participation awards. Well done to all students.

Student Tim Receiving his award at the Aussip Awards night for Excellence in his Entertainment Work Placement at Riverside Theatre Parramatta.
Miles Installation Assessment

Aloah

Plugged In

Not such a bright idea

What Music do trees like

Socket to you

Dinner for two
In Week 1 of Term 4 Mr Quayle, Miss Head, Mrs Faulkner and Miss Bloomfield travelled out west to Cobar to visit some of our more remotely situated students. Staff made a temporary home for the day at the Cobar Rugby Club, where they had 7 students join them for a day of fun activities.

Miss Head started the day with some literacy tasks, with the students facing off in groups (boys vs. girls). Girls came out first in the end, don’t we always?

Next was a fabulous Visual Arts/Technology session on printmaking with Mrs Faulkner and Miss Bloomfield, where the students experimented with patterns found in their surroundings. Students had fun getting their hands dirty with jelly plates, metallic paint and printing ink. The end results were outstanding! A big thank you to Mr Quayle and students who ensured we were all well fed and watered at lunch. Needless to say there weren’t many leftovers!

After lunch, students took to the oval with Miss Head and Mr Quayle for a great session with Frisbee ‘golf’ and soccer. The students thoroughly enjoyed these despite the heat and were reluctant to leave when the day reached an end.

All in all a fun day out with our DSODE students, looking forward to the next one!
Welcome to the last term of 2013. We trust that you had an enjoyable break and are ready to take on the challenges of term four. This can be a very busy term for our preschool children as many will be introduced for the first time to their formal education through their local school’s Orientation Program. Starting school is one of the most exciting times in a child’s life – there are new friends to be made and new worlds to discover. Getting prepared at home before school starts will help you and your child feel confident and excited about starting school. The Department of Education and Communities puts out an excellent booklet called ‘Time to Start School’ – which is a family guide to starting Kindergarten.

These booklets should be available from your local school and are usually given out during student’s Orientation Programs. These booklets can also be obtained by typing in ‘Time to Start School’ on the Department’s website or following this link.

Preschool Enrolments
We are now taking enrolments for 2014. If you know of anyone in your area that would benefit from our Preschool Program, could you please ask them to contact the school for an enrolment form on (02)58047000 If you would like to present them with one of our brochures explaining the benefits of enrolling in the Dubbo School of Distance Education Preschool, please contact Sue (0258047061) who will email or post you out a brochure.

Preschool Home Visits
Robyn and Hayley travelled to the Carinda area in week three to complete the home visit program for the year. Thank you to all our families who have welcomed us into their homes throughout the year. Preschool home visits are a valuable part of our preschool program as they provide teachers with an opportunity to work with students in their home environment. It is also an opportunity for teachers to not only assess their student’s progress but also to build a stronger rapport with both their student and their families.

Preschool Resources
Now we are into our final term at Preschool, this may be a perfect opportunity to search through the school room and locate preschool resources that you no longer need. All resources with be required to be back at school mid-November so that we can start packing for next year’s students. Your assistance with this matter would be very much appreciated.

Unfortunately we had to cancel our term four preschool camp due to lack of numbers. At the end of last term we welcomed six enthusiastic students to our preschool camp. During their time at camp these students engaged in a range of physical, creative and intellectual activities based around the theme of Nursery Rhymes.
Preschool Matters

Preschool students who attended term three preschool camp

Left: Braden with his library poster

Right: The boys participating in a gravity activity

Conrad with his Nursery Rhymes picture

Fletcher on the ropes at Kids Zoo

We value the achievement of personal bests
We value innovation and creativity

Congratulations to Henry and George for sending in this picture of the fantastic Dinosaur they created as they worked their way through the Dinosaur Unit.

Whole Preschool group participating in a Yoga session

November Birthdays

We wish William a very Happy Birthday for 30th November.
### Is Your Child Ready for School

<table>
<thead>
<tr>
<th>Language</th>
<th>Mathematics</th>
<th>Personal Social Skills</th>
<th>Physical Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talks to other people about familiar objects and events.</td>
<td>Recognises that number can be used to count.</td>
<td>Uses the toilet independently.</td>
<td>Uses scissors to cut along a straight line.</td>
</tr>
<tr>
<td>Answers and asks simple questions.</td>
<td>Uses words such as many, a lot, more, less.</td>
<td>Can say own name and address.</td>
<td>Enjoys a variety of indoor and outdoor play.</td>
</tr>
<tr>
<td>Makes needs known.</td>
<td>Identifies things in a group that are different.</td>
<td>Adapts to unfamiliar settings and new experiences.</td>
<td>Can put on and take off jumpers, shoes, socks independently.</td>
</tr>
<tr>
<td>Follows simple instructions.</td>
<td>Sees differences in shapes.</td>
<td>Can finish a task, and tidy up afterwards.</td>
<td>Makes and designs things using a variety of materials.</td>
</tr>
<tr>
<td>Uses books for enjoyment or for looking at the pictures.</td>
<td>Differentiates between opposites — up and down, under and over, in front and behind, day and night.</td>
<td>Plays co-operatively with other children—shares and takes turns.</td>
<td></td>
</tr>
<tr>
<td>Identifies pictures in books, magazines, on television or video.</td>
<td></td>
<td>Can sit still to listen to a story for a few minutes.</td>
<td></td>
</tr>
<tr>
<td>Uses a variety of things (pens, pencils, textas, paintbrushes, sticks in the dirt) to draw, to scribble or to write.</td>
<td></td>
<td>Is curious about the world.</td>
<td></td>
</tr>
<tr>
<td>Joins in singing familiar songs.</td>
<td></td>
<td>Can share an adult’s attention with several other children.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participates in imaginative play.</td>
<td></td>
</tr>
</tbody>
</table>
Look Who’s Been Caught Reading

Belle...

How many books do you read a year?
145

When is your favourite time to read?
When it’s raining or at night time

What do you think makes a good book?
A good book is a book which you can’t stop reading with a lot of descriptive illustrations.

Relay for Life 2013 is done and dusted! Our DSODE team raised a total of $3576.40, a brilliant result considering we only had one term to fundraise. Many thanks go to the following - it really was a great school team effort:

- Staff for generously supporting all our fundraising endeavours - Raffle, 100 Clubs and camp activities.
- SRC for helping organise the Crazy Hair Day (Term 3 7-10 Camp) and BBQ and Busking (Term 3 11-12 Camp).
- Students for being keen participants in all our activities - Jelly Bean Guessing, Crazy hair Day and BBQ/Busking.
- Local business- Bunnings, Dubbo Meat and Seafood, Midwest Foods, Eastbake and Lawrence and Hanson.
- And of course the DSODE Relay team members themselves.
Hospitality

Late last term Hospitality students from Bingara and Ashford Central Schools came together for an assessment workshop.

The assessment was designed around catering for the North West Film Festival. Over a two day period students prepared and were assessed on a range of skills while making meals for those who attended the festival.

It was an exhausting 2 days for Mrs Burgun and Mrs Elliott but well worth the effort. The students were fantastic and worked hard to produce lots of fantastic food product.
HSC
Good luck to all year 12 as you finish your remaining exams. Keep up the study. A reminder for once you have finished your exams that the main round of UAC closes midnight of Friday the 13th December. Remember that you need to have the university you applied to for early entry as number one on your preference list for the main round.

TAFE
If you are intending to study at TAFE in 2014 check if you need to apply for your course this year. If you’re intending to study at TAFE in 2014 check if your course is high demand need to apply to TAFE this year, October 30th is usually the deadline.

Apprenticeships and Traineeships
Make sure you are checking local papers and approaching potential employers for positions. Check any apprenticeship providers in your town, for example in Dubbo Skillset. Once you find a provider you need to register with them so that they can support you in finding an Apprenticeship or Traineeship.

Year 10 - Subject Selection
Year 10 subject selections are now overdue. If you have not yet returned your subject selection forms to school, you need to do this immediately or call Mr Holland on 58047080. If you wish to discuss career choices and subject selections please ring me on 5804 7079 (Mr Quayle).

2014 HSC students
You have now commenced your HSC year which requires you to have only 10 units. If you intend to drop one of your subjects you need to think about the impact this may have on your career choice and university eligibility.
If you wish to discuss implications of dropping a subject for the HSC feel free to ring me (Mr Quayle) on 5804 7079.

Mr Quayle has taken over from Mr Smith as the careers adviser. You can contact me by phone on 58047079 or by email at timothy.quayle@det.nsw.edu.au
For current year 12 students who have been working on their university entries Mr Smith is still at school and available to discuss any questions you may have.
Almost the end of another month. And how bizarre has it all been?? Hot, cold, wet, windy and everything in between! I hope that all our families are keeping safe and healthy and that life and the elements are being kind to you.

Enrolment Variations for 2014
Do you know of a family who is considering enrolling at DSODE? Are your own circumstances changing in 2014? If you answered yes to either question, could you please contact Jenny Ballhausen as a matter of urgency to advise her so we can take it all into account when we begin to plan for 2014. As I need this in writing, I would appreciate the information via email – Jennifer.ballhausen@det.nsw.edu.au Thank you.

Communications
Using email has become the most effective way to communicate with our students, supervisors and families. It is important that you keep the school informed of your preferred email address (supervisors and families) for us to use. Students will be communicated with using their DEC Portal address. It is also imperative that emails are checked on a regular basis. Ideally, students and supervisors should log on daily to check for any updated information and communications. For our satellite students this can easily be accomplished by logging on to a lesson a few minutes early to access your emails. It has been a disappointing start for this term with a number of students emailing questions or leaving comments to their teachers without having checked their emails first. If they had, they would have generally found the answers they were seeking.

Sight, Hearing, Speech, Physical Tests
It is recommended that a child’s sight and hearing is tested on a regular basis – at least once every two years should be aimed for. If a child has attended the Before School Screening, we then recommend children should be tested at the end of Years 1, 3, and 5. However there are times when it should be done on a needs basis.

Sight: If your child is regularly rubbing their eyes, squinting, moving a book in and out attempting to focus on the page, complain of headaches or fuzziness on a page or that the letters look funny or you have any concerns that something is not quite right, you should have their eyes and sight assessed as a high priority. Here in Dubbo, we are fortunate to have a number of optometrists which bulk bill for the assessments including Burgun & Brennan (68843088) and Morrisons Family Eye Care Centre (68826633).

Hearing: If your child is not hearing you give instructions, gets confused with multiple instructions, appears at times to have ‘selective deafness’, may be experiencing some speech problems or you have general concerns, their hearing should be tested to ensure there are no issues. Hearing Life (6882 0807) is currently taking appointments for November. There is a cost of $40 per consultation.

Speech: There are certain milestones that children should be reaching during their speech development. By the age of 5 children should be confident pronouncing p, m, h, n, ng, d, k, y, w, b, t, f, g, zh, l, sh, ch, s, j, z, r. By 6 years, all of these + v. By 8.5 years, all of these + th. If you have any concerns with your child’s speech or others (outside the immediate family) have difficulties in understanding them, please consider having their speech assessed. Speak to Jenny about your concerns who can assist in organising an appointment in either Dubbo or perhaps a centre nearer to your home.
Physical: If you feel your child is at times clumsy or awkward with their large movements (running, jumping etc) or have difficulty with their fine motor skills (eg writing, threading, picking things up) then an assessment by an Occupational Therapist should be considered to ensure age appropriate development. Speak to Jenny about your concerns who can assist in organising an appointment in either Dubbo or perhaps a centre nearer to your home. Your GP or Community Health Centre is also an excellent source of contact to discuss any concerns you may have with your child/children’s development.

Literature
Here at Dubbo we are proud of the wide range of literature that we can offer our students to support them in their development of literacy and understandings of English. We believe that children should be exposed to the widest range of reading material possible. However we do understand that not all reading material will be suitable to our individual families. This could be due to the nature of the themes in the book, the genre, personal and family beliefs, recent events in a family or any other number of reasons. This is why we always suggest that you, the Supervisor, review the material before presenting it to your student. If you have any concerns, please contact your class teacher or the librarian if it is a library book, and discuss the situation with them so that alternate arrangements can be made. We are choosing not to put ‘warnings’ on books as we cannot be aware of what may be deemed suitable/unsuitable by individual families.

Caring for Resources
A huge thank you to supervisors and students who look after resources sent out to allow you to complete your school work and are returned in a condition that allows them to be sent on to other students to use. If books or equipment do get a bit grubby, it would be appreciated if they could be wiped over with a damp cloth before being returned. We expect resources to be used only for the purpose in which they are intended and they should be returned when they are finished with.

School A-Z
Have you had a chance to visit this great website? The more I visit it, the better it seems!! If not, I suggest you have a look. This is a Departmental web site designed to answer frequently (and not so frequently) asked questions by parents. It covers a huge range of topics and issues and is well worth accessing and saving as a favourite to revisit as required. The address is: http://www.schoolatoz.nsw.edu.au/.

Entry to Government Selective High Schools for Year 7 in 2015
Application is required by mid November 2013 for parents or carers of Year 5 students who wish their children to be considered for placement in Year 7 at a selective high school in 2015. Parents with internet access are requested to apply online. Online applications will be available from 15 October to 18 November 2013. Application information is available on the Department’s internet at: www.schools.nsw.edu.au/shsplacement
For parents without internet access a limited number of paper application forms will be available in government primary schools, selective high schools, network offices and NSW State Office at Bridge Street from 22 October 2013. Paper applications must be submitted to the student’s school principal by 18 November 2013.

All students seeking Year 7 entry to a selective high school in 2015 will be required to take the Selective High School Placement Test on the morning of Thursday 13 March 2014.

In NSW there are 17 fully selective high schools, 25 partially selective high schools, 4 selective agricultural high schools and a virtual selective class provision, offering selective placement in Year 7.

Boarding places are available at Farrer Memorial Agricultural High School (boys only), Hurlstone Agricultural High School (co-educational) and Yanco Agricultural High School (co-educational).

Applicants may apply for a total of any four selective high schools. A complete list of selective high schools is available at: www.schools.nsw.edu.au/schoolfind/types/shs_ahs_details.php

Enquiries about application procedures should be directed to the High Performing Students Unit, email: ssu@det.nsw.edu.au or telephone on 1300 880 367.

Enquiries relating to individual school matters should be directed to the schools concerned. Jenny Ballhausen also has paper copies of the application form if you are interested.

I leave you this week with a quote I read from Maggie Dent’s facebook page.

‘Children are not a distraction from more important work. They are the most important work.’

This is especially appropriate in a Distance Education setting.

With cheers from the K-6 staff.
National Recycling Week

Aim: To increase the environmental benefits including greater tonnage and less contamination of kerbside, industrial and community recycling programs.

This year some of our school students have been using recycled materials and items to create some wonderful masterpieces. With your festive season planning, ensure you consider using and buying recycled products for decorations, cards and gifts.

WHAT CAN YOU DO? (National Recycling Week)

TO RECYCLE CORRECTLY
1. Flatten plastic and cardboard containers
2. Glass jars and bottles (remove all lids)
3. Steel and Aluminium cans
4. Cardboard boxes, milk and juice cartons
5. Newspapers, magazines and junk mail
6. Wipe out or rinse recyclable containers

DO NOT PUT THE FOLLOWING IN THE RECYCLING
7. Nappies, Light bulbs, Plastic Bags
8. Ceramics, crockery or ovenware
9. Food waste or garbage
10. Syringes or medical waste
11. Expanded polystyrene