Hello Everyone

The 7-10 camp is well underway and students are sitting for NAPLAN as well as engaging in a range of other activities. It is great to have them here again. Last week the primary camp was also held with great success.

This term I wish to acknowledge the leadership and support provided by Debbie Murray as she frequently relieves as Principal when I am away. Debbie has been supported by a great executive team and other staff, to ensure that students are receiving the best education we can provide.

During this term construction will begin on the hostel extensions and camps will be managed differently in Term 3. Please read the Keeping in Touch and letters from school to ensure you are well informed about alternative plans.

Remember to keep in touch and call us if we can offer support during the term.

Best wishes

Chris
Welcome back to term 2 everyone, I hope that your Easter holiday break was a great one and your students have started the term with renewed enthusiasm!

The term has already started with the same busyness as the end of last term. Staff development day was on Monday 28th April. Faculties spent the day together with their own targeted programs that required attention for this year and teachers enjoyed the opportunity of working together on a variety of projects.

Week 2 has passed with the Primary camp taking place and you will no doubt see some pictures throughout this newsletter of some of the highlights. I believe that the excursion to Wambangalang Field Studies Centre was one of the special activities of the week for the students.

This week the year 7-10 camp has been taking place and the main focus has been the NAPLAN testing for Year 7 & 9 and the Athletics carnival being held on Thursday. Students have a busy week ahead of them with all the activities, so stay tuned into our next newsletter for some photos of this.

Whilst on the topic of Secondary residentials… we need to stress the importance of returning permission notes and responding to the RSVP by the deadline stated when your student has been invited to attend a residential. As you can appreciate, a great deal of time and effort goes into organising extra-curricular events which require strict booking and catering numbers. Please note that the RSVP date will be strictly adhered to for future residential events. Invited students cannot attend without the appropriate permission forms completed prior to the residential beginning on the Monday. If any concerns, please always talk to the appropriate Student Adviser.

As stated earlier, NAPLAN testing took place on site during the week. If your student was not able to attend during the week, then you will be receiving a package in the mail in the coming week. If you have not completed an exemption/withdrawal form (sent out earlier in the term), then there is the expectation that your Year 3, 5, 7 or 9 student will complete the testing at home. These tests need to be strictly administered with the instructions in the package and returned in the pre-paid envelope no later than June 11th.

Teachers have been busy preparing HSC Reports this past few weeks and your student will be receiving these in the mail soon. Year 7-11 reports will be sent out at the end of this term.

Coming up in week 4 is the Languages Camp, Week 5 is Music camp, and week 6 is 11-12 residential…busy times ahead. Wishing you all the best for the next few weeks of work.

Regards,
Debbie
Hello everyone

Welcome back to term 2. I hope that you all had a relaxing school holidays. We have a very busy term 2 ahead of us all.
The Primary Camp has just finished and it was a very successful camp. The 7-10 camp is on and it is always a huge camp as it involves students from years 7-10 as well as the NAPLAN tests. The camp has many activities for everyone- including the athletics carnival and will be lots of fun. It is always really good to see our students.
The Senior Residential is in week 6 and incorporates the HSC Seminars. Please make sure you let your Student Advisor know immediately if you are coming in.
Mark your term 2 calendar for all of the remaining important camp dates!
Please look after all of the resources that have been sent out to you and return them as soon as you have finished with them please so that others can use them too. Keep in touch with your teacher and don’t hesitate to call or email if you need any help at all.
Have a great term everyone!

Regards for now – Sue Howlett
Greetings from the Library

New Books to Borrow

The Stone Lion
by Margaret Wild and Ritva Voutila

Sometimes statues are granted a chance to become warm, breathing creatures. The stone lion has only one dream – to run, pounce and leap in the park across from where he sits. But one snowy night, when a baby is abandoned at his paws, he is compelled to think differently.

The Invisible Boy
by Trudy Ludwig and Patrice Barton

This gentle story shows how small acts of kindness can help children feel included and allow them to flourish. Meet Brian, the invisible boy. Nobody ever seems to notice him or think to include him in their group, game, or birthday party… until, that is, a new kid comes to class. When Justin, the new boy, arrives, Brian is the first to make him feel welcome. And when Brian and Justin team up to work on a class project together, Brian finds a way to shine.

I wish my Mum was an Octopus
by Shona Revie Keenan and Lee Burgemeestre

Shona Keenan’s son Lachlan at age four said exactly how she felt – there was not enough of her to go around. What amazed her was that he gave the tentacles to the phone, kitchen, laundry, work, siblings etc, first. And tentacle eight just wanted he and her to be together. This book explains why we may not be with our children as much as we may wish, but also provides some humour into the extremely busy life of a mother. From one child to another. From one mother to another.

Bleakboy and Hunter stand out in the Rain
by Steven Herrick

A story about the small things in life that can change the world both globally and locally. Our protagonist, Jesse, has moved to a small inclusive community school set on a nature reserve where all teachers are known by their first names, the buildings all have names and the staff elect a new principal from their ranks each term. Jesse tackles the normal problems of friendship and fitting in, but this is made worse by the constant ribbing he receives from the aggressive Hunter. Some chapters are told through Hunter’s eyes and we slowly gain a better understanding of why Hunter is the way he is and his aggression slowly dissolves through the story as he and Jesse gain a better understanding of each other. The story also touches on family and relationships at the local level, and religion and the environment at an international level.
Greetings from the Library

New Books to Borrow

The Hairy-Nosed Wombats Find a New Home
by Jackie French and Sue de Gennaro

The (almost) true story of how finding a happy new home for Hairy-nosed Wombats helped one of the world’s most endangered species to thrive again. Once upon a time, deep underground, there was a colony of wonderfully whiskery wombats that all had hairy noses. They lived in the only home for Hairy-nosed Wombats in the world. Could there ever be another home for Hairy-noses?

Billy Slater Presents: Try Time
by Patrick Loughlin

Imagine playing in your first season of your most loved sport and your idol appears to help you and your team. This is what happens to Josh when Billy Slater arrives as his coach’s friend to help his Rugby League team, the Under 11 West Hill Ravens. So when Josh gets so nervous that he can’t even catch the ball, Billy suggests just the thing to help him overcome his fears. But this is much more than just a Rugby League book. It also highlights the important message of being part of a team, enjoying the game and just going out and giving our sport a try.

Maxx Rumble: Soccer Knockout
by Michael Wagner and Terry Denton

Maxx, Rexxy and The Saints are certainly up against it in this soccer match against The Crawlies. How can they beat the smartest team in the Knockout competition? It doesn’t look promising, especially when The Crawlies have a pelican to help them, but The Saints don’t give up! And maybe Rexxy is smarter than they think… A great new instalment in the Maxx Rumble series that your emerging readers are sure to love.

Frank Davies and the Amazing Frog Catapult
by Rohan Clifford

When twelve year old Frank Davies catapults his lunch box across the room and it hits the school bully on the way down, he faces the worst possible scenario – detention and impending revenge. But when Frank’s Grandfather dies and Frank discovers his mysterious diary, he uncovers secrets involving an extremely large frog and a group of life threatening supertoads in the Northern Territory. Can Frank and his huge frog save the day?
We value innovation and creativity

Greetings from the Library

New Books to Borrow

The Treasure of Dead Man’s Cove: You Choose Book 1
by George Ivanoff

YOU CHOOSE... Wealth beyond your wildest dreams or deadly pirate’s curse! You find an old map while holidaying in a secluded seaside town. It is said to have belonged to the fiercest pirate of them all – One-Eyed William, who was buried with his treasure. Could it be real, or is it someone’s idea of a joke? You set off to follow the map to find out... Will you uncover the treasure of Dead Man’s Cove, or will you be destined for doom?

The Billy that Died with its Boots on and other Australian Verse
by Stephen Whiteside and Lauren Merrick

This collection of rhythmic, rhyming poetry that portrays the Australian outdoors, sporting life and animals, as well as the domestic world of the average Aussie kid – with the odd dinosaur and Martian thrown in for good measure.

The 2014 Premier’s Reading Challenge

When does the Challenge start?
The Challenge runs from 3 March to 29 August (11:59pm) 2014. Students must complete their online Student Reading Records by 22 August (11:59pm).

Students must be registered before books can be recorded online. So if your child is interested in participating you can let me know your intentions in an email or telephone call and I will register your child’s name in the challenge.

Until next time, Happy Reading!
David Strain – Teacher Librarian
(02) 5804 7023
Welcome back everyone to Term 2.
As always we have hit the ground running after the holidays and we are back in full swing. So much has happened already to report about!

TERM 2 RESIDENTIAL
Thank you very much to Mrs Duncan, Mrs White and Mrs Carter for organising our Term 2 residential. We had 22 enthusiastic students that attended with a wide range of activities being undertaken. Time was spent on a range of literacy and numeracy classroom activities, an athletics skills practice session, an art afternoon and a big day out at Wambangalang Environmental Education centre where we learnt more about local Aboriginal culture as part of the Tools, Totems and Tucker unit. The children behaved beautifully and represented our school so very well.

NAPLAN
Some of our students will be sitting their NAPLAN exams in Week 3. This is one of many diagnostic tools used by teachers to help assess student progress and future focus areas when programming. Good luck to all participants.

KIDSMATTER
Since the launch of KidsMatter at DSODE, the Primary staff has been busy training in each component of the KidsMatter Primary Framework. The Staff Development Day on the first Monday back of this term was dedicated to training in Component 3-Parenting Support and Education. Component 3 is about schools and families working together to support children. DSODE was a trial school to use and evaluate KidsMatter’s new e-learning site. All training in component 3 was done online with the help of a virtual mentor! Keep an eye out for further KidsMatter Primary information and resources in upcoming newsletters or contact Mrs Egan if you wish to know more. For more information visit www.kidsmatter.edu.au
HERE’S WHAT SOME OF STAGE 3 WROTE UPON RETURNING FROM OUR DAY TO WAMBANGALNG ENVIRONMENTAL EDUCATION CENTRE.

We should protect the Aboriginal Sites at Wambangalang by Jake

Wambangalang is a learning centre for people but if we do not take care of the significant sites there and the aboriginal artefacts, the history of the past will be lost. Firstly the aboriginal artefacts that Wambangalang has collected over the years have proven that they have been used in the past but if we do not take care for these magnificent findings they will be lost and the story behind them. Secondly if we do destroy all of the artefacts like a tree that the aboriginal cut a canoe out of not only will the tree be lost but the story behind it. Thirdly if we do not care for not only the sites but the tools and weapons that are unique to the area, you would not find them anywhere else on the planet. In conclusion we should not destroy but protected these findings of the past.

Wambangalang Recount by Olivia

Everyone met at the cola at 9am, Mrs Egan marked the roll and we all practised walking across the road safely. Then we all got on the bus. We drove 35kms out of Dubbo. Mrs Egan drove the mini bus and Mrs White drove the larger bus. When we got there Mrs Saxby the Principal welcomed us. Then David showed us some Aboriginal Artefacts. Then we went for a one kilometre walk. We all saw where a coolamon, canoe and a woomera were cut from a tree. We also saw a Kangaroo oven. Then we had morning tea and played at the playground. We had some damper and Kangaroo and Emu sausages. Then we saw Fiona cook some Johnny Cakes. We thanked David, Fiona and Mrs Saxby. Then we all drove to the zoo to have lunch and we played on the flying fox. We saw the Lemurs at the zoo. We came back to school at 3pm and our parents picked us up.
I think that all children should wear helmets when riding motor bikes.

Firstly if children do not wear helmets they could get hurt if they fall off. The worst of all is that you could badly damage your brain if you hit your head.

Secondly motor bikes can go very fast and not all children have the skills to control their speed and are more likely to fall off.

Thirdly if children learn to wear a helmet when they are young it will become a habit and they will wear a helmet when they are an adult.

For these reasons I am telling you that I strongly believe that all children should wear helmets when riding a motor bike!

By Tom

All children should play sports to help their bodies grow strong and healthy. Getting moving is fun. Sport is fun. There are all types of sports to suit everyone.

Statistics states that 25% of Australian children aged five to 17 are overweight or obese. I strongly believe that this can change by all children playing a sport. Yes you can get hurt playing sport. However, many injuries can be avoided by wearing protective gear and warming up properly.

I strongly believe children should participate in sports to help their bodies grow strong and healthy. Remember moving is FUN.

By Toby
People should not litter

Did you know that if you are caught littering, it can cost you up to $10,000? Littering is very bad for our environment.

It is estimated that 'millions' of animals die each year. If cows eat plastic they die. Rubbish pollutes the water-ways and marine life dies. Birds can get tangled up in bits of rubbish and die.

Littering is dirty and makes things look untidy. Rubbish breeds fly’s which spreads germs. It is not nice to go for a Sunday afternoon drive, and see rubbish everywhere.

I really, really believe that people should NOT throw rubbish out the window and make sure that they dispose of it properly.
Information for Parents/Carers

Schools across Australia are taking part in a new national data collection on school students with disability.

The data collection is being introduced in stages over three years, and started in 2013. From 2015, this information will be collected in every school across Australia, every year.

All Australian governments have agreed to this.

WHAT IS THE BENEFIT FOR MY CHILD?

All Australian governments agree that every child in an Australian school should have a high quality education. It shouldn’t matter what the individual child’s circumstances are – every child should have the same opportunity to succeed at school.

The aim of this new data collection is to have better information about school students with disability in Australia.

Better information about school students with disability will help teachers, principals and education authorities to support students with disability to take part in school on the same basis as students without disability.

WHY IS THIS DATA BEING COLLECTED?

There is nothing new about schools collecting information about students with disability – in fact, schools have had to do this by law for some time. But the type of information currently collected varies between each state and territory.

With the new data collection, every school in Australia will use the same method to collect this information – that is, a government school in suburban Sydney will collect and report data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The information provided through this new national data collection will enable all Australian governments to better target support and resources to benefit students with disability. It will help to put the right supports in place for students with disability so that they have the same opportunities for a high quality education as students without a disability.

WHAT ARE SCHOOLS REQUIRED TO DO?

Every school in Australia is likely to have a student with disability at some point. Schools need to be able to support students with disability by removing any obstacles for them to participate in their education.

By law, schools are required to make reasonable adjustments where needed to assist students with disability. These responsibilities are outlined in the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. This means that schools need to talk to the student and/or their parent/carer about reasonable adjustments. These are things the schools do now and this won’t change.

The new data collection will record students who have been identified by a school team as meeting the definition of disability under the Disability Discrimination Act 1992 and provided with an adjustment.

WHAT IS AN ADJUSTMENT?

An adjustment is a measure or action taken to help a student with disability participate in education on the same basis as other students. Adjustments can be made across the whole school setting (like ramps into classrooms), in the classroom and at an individual student level (like extra tuition for a student with a learning difficulty).
WHAT INFORMATION WILL BE COLLECTED?
Your child’s school will collect and report information every year about:

- the level of adjustment provided
- the number of students who receive each level of adjustment
- where known, the student’s broad type of disability.

Some students who are not provided with an adjustment at the time of the collection will meet the definition of disability under the Disability Discrimination Act 1992 and will be eligible to be included in the data collection.

WHO WILL COLLECT MY CHILD’S INFORMATION?
Teachers and other school staff from your child’s school will collect the above information based on:

- consultation with parents/carers
- the school team’s observations and professional judgements
- any medical diagnosis
- other relevant information.

School principals are responsible for making sure that the information collected about each student is accurate.

HOW WILL MY CHILD’S PRIVACY BE PROTECTED?
Protecting the privacy and confidentiality of all children and their families is very important. With the new data collection, this will be done in the following ways:

- Personal or confidential information will not be given to anyone not authorised to see it.
- When the information is sent by your child’s school to the local or federal education authority for combination with information from other schools, it will be by school only – student names will not be recorded as part of the data collection.
- When the information is reported from 2016 onwards, it will be by school only – student names will not be recorded as part of the data collection.

WHEN AND WHERE WILL THE DATA BE AVAILABLE?
When all Australian schools are taking part in the new data collection, the information will be reported on the My School website from 2016 onwards. It will be by school only – no student names are recorded as part of the data collection.

CAN I DECIDE WHETHER MY CHILD’S INFORMATION IS INCLUDED IN THE NATIONAL DATA COLLECTION?
It’s your decision about whether you want your child’s information to be included in the national reporting or not.

Including every school child who is being provided with an adjustment because of disability in this new national data collection each year will help schools, education authorities and governments to better meet students’ needs.

Your school will tell you what you need to do if you don’t want to have your child’s information included in the national data collection.

Even if your child’s information is not included in the national data collection, your school is still required to provide support to your child with disability and any adjustments that may be needed to help him/her participate at school.

FURTHER INFORMATION
Contact your child’s school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability and how it may affect your child.

You can also visit www.education.gov.au/nationally-consistent-collection-data-school-students-disability
Our teachers trust that you all had a lovely Mother’s Day and were indulged with a range of beautiful gifts made for you by your preschooler. We are looking forward to seeing some of the results and hearing about all the special things they did to spoil their Mum on her special day.

Term Two is shaping up to be another busy time for us at Dubbo School of Distance Education Preschool. Plans are well underway for our term two camp which will be held from Wednesday 11th June to Friday 13th June. A flyer providing you with details about this camp has already been sent. If you haven’t received your copy please contact your teacher. Just a reminder if you are planning to attend any of our preschool camps this year you are now required to have provided the school with your preschooler’s immunization history. If you have any further questions regarding our immunization policy, please don’t hesitate to give Sue a call on 58047061 or email her on susan.gown@det.nsw.edu.au.

As well as our term two camp in June, Teachers have also planned three home visits this term to the Anembo, Ebor and Cobar/Bourke areas. Your child’s teacher will contact you regarding your planned home visit. Home visits are a valuable component of our preschool program as they provide an excellent opportunity to build stronger relationships with both our students and their families.

Last term Hayley and Robyn visited students in the Bylong, Singleton, and Glen Davis areas. Last week Robyn and Sue travelled to Bigga, Tinderry and Captains Flat to visit their students. Thank you to all families for their hospitality and we hope that you enjoyed the experience as much as we did.

Birthday wishes go to the following students who celebrated their Birthday in May. Jesse 3rd, Stephen 8th, Rhys 12th, Lily 15th, Isabelle 30th.
Preschool Matters

We value the achievement of personal bests

Stephen
Matilda & Zara
Bailey
Audrey
Lily

We’re so Clever!

We value the achievement of personal bests
‘W’ Sitting

It has come to our attention that some of our Preschool students still prefer to sit in this position. I trust that you find this article interesting.

What’s wrong with W-sitting?

The W-position is one of many sitting positions that most children move into and out of while playing. Why is it presumed to be OK for some children and forbidden for others?

When playing in other sitting postures, children develop the trunk control and rotation necessary for the midline crossing (reaching across the body) and separation of the two sides of the body. These skills are needed for a child to develop refined motor skills and hand dominance.

W-sitting is not recommended for everyone. Many typically developing children do move through this position during play, but all parents should be aware that the excessive use of this position during the growing years can lead to future orthopaedic problems.

Why do Children W-sit?

Every child needs to play and children who are challenged like to play as much as anybody. They don’t want to worry about keeping their balance when they’re concentrating on a toy. Children who are frequent W-sitters often rely on this position for added trunk and hip stability to allow easier toy manipulation and play. When in the W-sit position, a child is planted in place or ‘fixed’ through the trunk. This allows for play with toys in front, but doesn’t permit trunk rotation and lateral weight shifts (twisting and turning to reach toys on either side). Trunk rotation and weight shifts over one side allowing a child to maintain balance while running outside or playing on the playground and is necessary for crossing the midline while writing and doing table-top activities.

It’s easy to see why this position appeals to so many children, but continued reliance on W-sitting can prevent a child from developing more mature movement patterns necessary for higher-level skills.

W-sitting should always be discouraged. This position is contra-indicated (and could be detrimental) for a child if one of the following exists:

• There are orthopaedic concerns. W-sitting can predispose a child to hip dislocation, so if there is a history of hip dysplasia, or a concern has been raised in the past, this position should be avoided.

• If there is muscle tightness, W-sitting will aggravate it. This position places the hamstrings, hip adductors, internal rotators and heel cords in an extremely shortened range. If a child is prone to tightness or contractures, encourage other patterns of sitting.
There are neurologic concerns/developmental delays. If a child has increased muscle tone (hypertonic, spasticity), W-sitting will feed into the abnormal patterns of movement trying to be avoided (by direction of the child’s therapist). Using other sitting postures will aid in the development of more desirable movement patterns. W-sitting can also discourage a child from developing hand preference. Because no trunk rotation can take place when W-sitting, a child is less inclined to reach across the body and instead picks up objects on the right with the right hand and those placed to the left with the left hand.

Try sitting in various positions. Notice how you got there, got out, and what it took to balance. Many of the movement components you are trying to encourage in a child are used when getting in and out of sitting.

Transfers in and out of a W-position however, are accomplished through straight-plane (directly forward and backward) movement only. No trunk rotation, weight shifting, or righting reactions are necessary to assume or maintain W-sitting.

**How to prevent W-sitting?**

The most effective (and easiest) way to prevent a problem with W-sitting is to prevent it from becoming a problem in the first place. Anticipate and catch it before the child even learns to W-sit. Children should be placed and taught to assume alternative sitting positions. If a child discovers W-sitting anyway, help them to move to another sitting position, or say “Fix your legs”. It’s very important to be as consistent as possible. When playing with a child on the floor, hold their knees and feet together when kneeling or creeping on hands and knees. It will be impossible to get into a W-position from there. The child will either sit to one side, or sit back on their feet; they can then be helped to sit over to one side from there (try to encourage sitting over both the right and left sides). These patterns demand a certain amount of trunk rotation and lateral weight shift and should fit with a child’s therapy goals.

If a child is unable to sit alone in any position other than a W, talk with a therapist about supportive seating or alternative positions such as front and side lying. Trial sitting against the couch it may be one alternative; a small table and chair is another?

The therapist(s) working with the child will have many other ideas.

About the Author Jean McNamara is with Helping Hands School in Clifton Par, NY.

Preschool Teachers
Hayley, Robyn and Sue
The SRC is entering a DSoDE team into World Vision’s “40 Hour Famine”.

The 40 Hour Famine is a fundraiser to help children overseas who are living in poverty.

World vision helps people in over 50 countries. Anyone can join and all it takes is choosing something you will do without for 40 Hours and getting people to sponsor you.

If you are interested in joining the team you can email your interest to your year adviser or talk to any of the SRC members or teachers. We would also love to hear what you are giving up.
Careers

Careers
Charles Sturt University (CSU) Dubbo My Day
Year 11 and 12 students interested in experiencing what university is like and the courses that are on offer are encouraged to attend CSU Dubbo’s My Day on the 17th June. For further information and registration to attend the day, go to www.csu.edu.au/go/myday

Tax File Numbers
Any student wishing to get a tax file number needs to contact Mr Quayle on 58047079 or timothy.quayle@det.nsw.edu.au, so that he can post you out the forms. In completing the forms please make sure that you do not make any mistakes, as the Australian Tax Office will not accept these forms.

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.

Skill set are currently looking for an apprentice for a brick laying apprenticeship in the Dubbo area. If you are interested in this job please call me on 02 58047079 or skill set on 02 68848100.

Year 12
Make sure that you are keeping up to date with your studies and that you are handing in all of your assessment tasks. You should also be starting to look at and think about which direction you want to take after school. If you are wanting to attend university, you need to be starting to look at which course(s) you are interested in and which universities offer them, as well as what the ATAR was for the course in 2013.

If you would like more information about different careers try the myfuture website or the Seek 2B website for further information. Alternatively you can contact Mr Quayle on 58047079 or email him at timothy.quayle@det.nsw.edu.au

Artist Of The Newsletter

Congratulations to Eileen who constructed this delightful Easter Egg as she completed the Easter unit.
2014 Calendar of Events

May 23 World Turtle Day
June 5 World Environment Day
June 8 World Oceans Day

World Environment Day 5th June
‘Every Year, Everywhere, Everyone’

The 2014 focus is on Small Island Developing States and Climate Change. We share ‘responsibility to care for the Earth and to become agents of change’ www.unep.org