



DATES TO REMEMBER

FROM THE PRINCIPAL'S DESK

Well that's a wrap.

With Term 2 coming to a close, it's time for families and students to take a well-earned break and re-charge their spirits and batteries. I would like to congratulate all the students for their efforts this term, they have risen to the challenges of school superbly!!

Term 3 activities will include

- Small School and District Athletics – If you are keen to do well at these events, then training and practicing your techniques is the key, a little something for the holidays!
- Whole School Excursion – Three action packed days in and around Brisbane
- Centre based Integration Days

Please try and support each of these activities if possible. These are developed to enhance students' learning experiences and only work if they attend!

Satellite lessons will focus on Language (German), Personal Development - Cyber Safety, Creative and Critical thinking and Maths. Our school will also begin to develop Social and Emotional lessons on a variety of attitudes and skills for our students to develop.

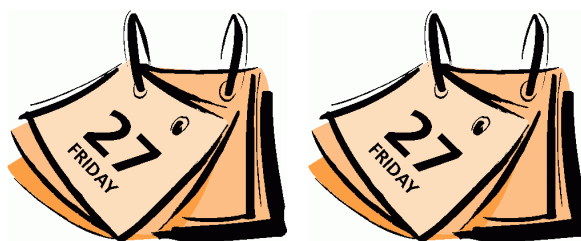
One such attribute is Respect. Never underestimate the understanding of a 6 year old on the concept of respect!

Also to complement our satellite focus at home, we ask that you are also intentional, public and loud about the importance of our values of Respect, Resilience, Courage, Inclusiveness and Commitment.

Walgett Centre will see more staff changes for next term as Arabella Fleming leaves to pursue her horse based interests. I would like to thank Arabella for her dedication to our DE students. Her replacement will be announced in Term 3. Wishing everyone a safe and relaxing break. See you in Term 3!!

Kind Regards
Wendy Hay
Principal

5th July – Last day of Term 2
29th July – Wk 2 Satellite lessons begin
31st July – Rural and Remote Parent and Teacher Conference in Dubbo
6th August – 6 Ways Athletics
8th August – Bourke Small School Athletics
12th – 16th August – Whole School Excursion to Brisbane
28th August – Barwon District Athletics @ Collarenebri



STAFF UPDATE

Farewell to Jane Terry who resigned in Week 6 and Arabella Fleming. Thank you both for your time with BWSODE.

WARMEST CONGRATULATIONS FROM THE BWSODE SCHOOL COMMUNITY

to

PIP AND JACK HARRIS ON THE SAFE ARRIVAL OF THEIR SON

WILLIAM

on 2ND JULY

INFORMATION FOR PARENTS

Parents/Supervisors

If you would like your own guest email address, please let the school know ASAP. This email will allow access to department sites as well as sites that are blocked by the Department's security firewall to students.

NSW School Drive Subsidy Applications

The School Drive Subsidy for Semester 1, 2019, applications are required to be submitted by **Friday 5 July, 2019**. Please note any applications received after this date will only be considered for Semester 2, 2019. [Apply now on the Transport website](#)

Free First Aid Course

The P&C is hosting a **free First Aid Certificated Course** including lunch, for parents, supervisors, grandparents, teachers, school staff and/or interested citizens. It will be held at the **Walgett Centre** during the Nov Mini School on **Wednesday the 6th of November**. There are **12 spots** available..

This is a great opportunity for you and anyone on your property or nearby, to update, or to learn, vital first aid skills.

Please email Casey Siemer (President of the Walgett Branch P&C) to register. (leconfieldcottage@bigpond.com) or call the Walgett Centre 0268281374, for more information.

School Bags for Sale!

6 Mighty Tuff BWSODE logoed Back Packs are available from the Walgett Office @ \$100.00. They are navy with the BWSODE school logo, have an ergonomic design and look quite smart and handy.

Please contact the P&C or the Walgett Centre if you are interested.

Gymnastics Coaching

A face to face coaching clinic for aspiring Gymnastic Coaches is being conducted in the last week of the school holidays, Thursday – Saturday 18th – 20th July at the Lightning Ridge Gymnastics Club.

Interested parties need to do the Gymnastics Australia's beginner coach online course first. Please contact Bernie on 0418698683 to register your interest.

Rural and Remote Parents Conference 2019

This Parent conference '*Inspire 2 Engage*' is being held on 31st July in Dubbo. For more information and to registration, please see below.



SUPPORT | INNOVATE | CHALLENGE
Join the Keynote Session with an Educational Psychologist and visit the information shopfronts.

Registration Details:
<https://pandcfederation.formstack.com/forms/inspire2019>

For more information contact:
rde@det.nsw.edu.au or phone 02-6334-8070



Governess – Information about Assistance

This interesting and informative web site [http:// www.governessaustralia.com/](http://www.governessaustralia.com/) provides great information about employing someone to help you deliver the Distance Education program to your children. You can also search 'Governess Australia' on Face Book for extra information and groups to join.

'In Home Child Care' is another organisation that may have some information and assistance available. They also have a Cobar office. <http://nswfdc.org.au/>

WISE

The organisation formally known as WISE – Volunteers for Isolated Students Education has ceased to exist. However, it has been added to the organisation Aussie Helpers. If you are looking for Educational Support in your home, it is now known as AHVISE – Aussie Helpers Volunteers for Isolated Student Education.

"**AHVISE** is an educational volunteer organisation comprising of a dedicated team of volunteers from all around Australia, who enjoy giving to others. We support rural and remote outback families who are looking for help in their remote school rooms. These include families, mothers and fathers, who teach their own children at home due to their **geographic isolation**."

For more information or to register please go to www.ahvise.org.au

BWSODE Website



The School website is another platform we use to showcase our school and where you can locate important information such as photos, newsletters, useful educational links and some valuable resources supervisors can utilise in their school rooms.

<http://www.bwsode.schools.nsw.gov.au>

PARENTING IDEAS

Acceptance

Humans are social by nature. We are happiest and most productive when we're in groups. This togetherness ensures a sense of belonging. Parental acceptance and forgiveness confirms that a child belongs unconditionally to their family providing a deep sense of security and safety.

Ostracism hits at the very heart of being human – The need to belong. It hits at a young person's sense of security and safety.

Continued ostracism generally leads to feelings of helplessness in a child or young person, the worst possible emotion they can experience. As they grow older, their social world expands to include broader family, friends and others within our community. The ties that bind are a little more tenuous at the outer edges of their social circle. *Unlike in a family, acceptance of child or teen by peers is conditional and, as such, friendships can quickly change.* Differing interests, unresolved grievances and changing personalities can lead to peer relationship breakdowns, resulting in feelings of loss and sadness for a child. Worse still for children and young people is when a relationship breakdown down with friends leads to ostracism, or being left out of the usual group activities

This is normal but it can be heartbreaking for a parent to watch their child or teen deal with the feelings of sadness. That's when parents need to be supportive and emotionally present.

However, feeling devastated by being left out of a group, is not acceptable, and shouldn't be shrugged off as normal.

Psychologist and author **Collett Smart** in her 'Teach Girls To Build Each Other Up' webinar, maintains that parents should proactively teach kids about how relationships work. She was referring to parents of girls in particular, but boys too can benefit from learning about the nature of friendships.

This relationship work can be both incidental and intentional. Smart maintains that we need to be continuously talking to kids about what makes a good friend; that not all friendships last; how they can break up kindly with friends and how they can assertively and respectfully stand up for themselves rather than be dominated by others.

She also maintains that learning how to argue is a normal part of healthy relationships. She says *"We haven't taught girls how to be assertive well. Teach them to be assertive at home. Give*

girls opportunities to disagree with us as parents so that they can be brave enough for them to do so outside of home with their friends."

Parents need to give kids healthy ways to express their emotions and frustrations about friendships so that they can learn to resolve conflict without taunting, being abusive or giving someone the 'permanent cold shoulder'. Above all, we need to let kids know that ostracism of a former friend or of another child is not acceptable under any circumstances. The conversation that parents have with children about ostracism carries a great deal of weight and needs to happen from a very young age before these relationships patterns emerge and become entrenched in adolescence.

(An extract from Michael Gross)



Michael Grose, founder of Parenting Ideas, is one of Australia's leading parenting educators. He's the author of 10 books for parents including *Thriving and the best-selling Why First Borns Rule the World and Last Borns Want to*

Change It. His latest release is *Spoonfed Generation: How to Raise Independent Children.*

LIBRARY REPORT

The **2019 Australian Book Council Short Listed** books have been ordered, so keep an eye out for these new books over the coming term. There are some great reads in this list. The winners will be published in the Newsletter when they are announced in Book Week, which is 17th-23rd August.

Book Week theme is "**Reading is My Secret Power**". Such an appropriate theme, reading is powerful. It allows you to do so much and can take you to so many places.

If you know of any books that you would like in our libraries please let me know.

Mrs Robinson
Teacher Librarian



HOLIDAY READING FOR YOU

The value of teaching Nursery Rhymes, number Facts and Spelling

Nursery rhymes offer oral support to children and aid in their development of hearing awareness. They are part of children's pre-

literacy skills, being an important pillar in their cognitive development. Their value to children's language and learning foundation cannot be underestimated.

♣ **Developing phonemic awareness** Nursery rhymes teach children to pronounce words. A lot of nursery rhymes are full of interjections or funny words. They have the role of helping children repeat difficult groups of sounds with the aim of improving their speech. Above all, nursery rhymes teach children intonation and correct pronunciation.

♣ **Building memory and articulation** Nursery rhymes are full of rhyming words, and usually it is words or groups of sounds that you don't encounter in regular words. By introducing your child to these patterns of sounds, nursery rhymes give their brain the input it will need to categorise words by their internal structure. This acts as a precursor to written language, where children have to identify the sounds of written words. For example, nursery rhymes help your child's brain to differentiate between syllables and to identify similarities between words that rhyme or words that begin with the same sounds.

♣ **Understanding of concepts: painting pictures in children's heads.** When you teach your child nursery rhymes, you are contributing to their creative development. When you talk to your child from the moment they are born, through to their years of learning how to talk, you are equipping them with a solid vocabulary base. What is more, children also learn to understand abstract concepts like big, small, in front, behind, first and last. The words used in nursery rhymes help children develop language comprehension by associating words with people, objects, and events in their daily life.

♣ **Development of social routines** There are lots of fun nursery rhymes that you can sing in two parts. Teaching your child when they should tell their part in the rhyme contributes to their development of social skills. What is more, your child will also learn important conversation lessons, such as turn-taking and listening.

♣ **Listening skills** When you read nursery rhymes to your child, you are telling them a story. Because of the rhyming words, the storyline, and your pronunciation, children are lured into the story and pay attention to you.

This helps them make sense of the story and at the same time makes them good listeners. Information sourced from Playgroup NSW <https://www.playgroupnsw.org.au/ParentResources/ParentingYoungChildren/benefits-of-nursery-rhymes>

The importance of Number Facts

The Importance of Number Facts The experts agree that the ability to recall basic maths facts fluently is necessary for students to attain higher-order maths skills. This means that basic facts need to be developed to the point that they are done automatically. If this fluent retrieval does not develop, then the development of higher-order mathematics skills (such as multiple-digit addition and subtraction, long division and fractions) may be impaired. If a student constantly has to compute the answers to basic facts, less of that student's thinking capacity can be devoted to higher level concepts than a student who can effortlessly recall the answers to basic facts. For example, a child who is performing multiple-digit division must monitor constantly where he/she is in that procedure. If the child must use time consuming counting strategies to subtract or multiply during the division process, the attention and memory resources devoted to these procedures reduce the student's ability to monitor and attend to the larger division problem. The result is that the student often fails to grasp the concepts involved in multiple-digit division. *Just 5 – 10 minutes practise each school day will make a difference!*

Apps: PopMath, Bubble Math Pro, Bingo, Sushi Monster, Splash Math.

Websites:

http://www.transum.org/Tables/Times_Tables.asp

<http://www.multiplication.com/games/all-games>
https://www.mathplayground.com/index_multiplication_division.html

<http://www.math-play.com/multiplication-games.html>

Spelling

Spelling Success – What is necessary? Spelling is a thinking activity, not a rote learning activity. It requires active examination and discussion directed by a teacher or home tutor. Look-Say-Cover-Write-Check, the SISTER strategy and words sorts are all powerful methods of teaching, but require action and discussion through the process with a teacher or home

tutor. Worksheets are not a useful process to teach spelling. They can be useful for practise after the active learning and discussion has been done.

Principle One: Spelling is learnt as we use it. How do you translate this into classroom practice?

- Provide frequent opportunities for your student to write for a range of purposes and audiences
- Provide a print rich environment that includes displays of letters, words, and word patterns on Word Walls
- Encourage students' attempts to spell words. Let them approximate – especially when they are trying to use new words. Point out the parts they have spelled correctly. Use the parts they have misspelt as a focus for teaching spelling
- Ensure students proofread their writing to identify possible spelling errors
- Select words from their have-a-go pad to put into a spelling journal
- Respond to the messages in children's writing by writing back to them. Make use of words that are misspelt in order to model the correct spelling

Principle Two: Learning to spell is part of the developmental process of learning to write

Principle Three: Errors can be viewed as diagnostic and developmental signpost

Principle Four: Exploring words and vocabulary are part of learning to spell.

- The 'look, say, cover, write, check' activity is useful here. Students look at a word, say the word aloud, cover the word up and think/talk about it, write the word from memory, then uncover and check if the word they wrote matches the original word.
- Word sorts are a way of building students' knowledge about the rules, generalisations, conventions and exceptions that make up the English spelling system. Using a set of words collected through a word hunt or distributed by the teacher, students make observations about common and different elements. They may highlight or use scissors to cut out the relevant aspects of words they are studying. The teacher guides the talk to include observations about the frequency and sequence of letter patterns. Over time, students should develop a set of self-directed questions to clarify the spelling of words. Some possible questions

may include:

- Can I see a base word that has been modified by a prefix or suffix?
- Do I know any other words that are related to this word or share a common root?
- Can I see letters that correspond to all the syllables of this word?

Principle Five: Independence and self-evaluation are essential in spelling development.

How do you translate this into classroom practice?

- Teach proofreading skills - Proofreading is different from normal reading. Encourage students to proofread their work. Get students to underline words they think might not be correct, even when they don't know how to correct the words. Knowing when a word looks wrong, is the first step towards getting it right
- Encourage students to evaluate their own progress, identifying goals achieved and areas that need further work
- Teach students how to learn words and how to check spelling of words they have attempted
- Make students aware of processes for trying to write new words

Principle Six: Effective spellers use a number of different strategies interactively in order to spell correctly. Students need to be explicitly taught a range of strategies in order to internalise them and use them interactively to produce correct spelling.

There are four major spelling strategies:

- Sound/Symbol – sounds of letter patterns
- Visual – the look of letter patterns
- Morphemic – word families and root/base words
- Etymology – Greek and Latin word roots

Other strategies used are:

- Analogy strategies (the ability to consider words they know when faced with writing new words eg. "tree and duck can spell truck")
- Reference strategies where strategic spellers/readers/writers know the strategies and can describe them as well as use them e.g. mnemonics, jingles, rules etc..
- Support students in building visual memory of high-frequency words.

What does developmental progress look like?

In **Kinder to Year 2**, you should help students to:

- Understand that spoken words can be written down using letters of the alphabet, and that there are upper and lower case versions of all the letters
- Know how to use a number of strategies to spell words, for example, applying visual memory, using syllabification, or breaking words into onset and rime
- Understand that there are different ways to write some sounds, for example, play and hail have the same vowel sound, but are written differently. This requires visual and sound analysis.
- Recognise prefixes and suffixes and understand how they can change the meaning of a word
- recognise high-frequency sight words

In **Year 3 to Year 6**, you should help students to use visual, morphemic and etymology more, building another foundation of phonics.

Also:

- homophones e.g. their/there/they're
- uncommon plurals e.g. mouse/mice; ninety/nineties
- understand that pronunciation, spelling and meanings of words have histories and change over time e.g. cool/deadly/tweet; bite/byte
- know how to spell words using a variety of strategies, for example using spelling patterns and generalisations, applying prefixes and suffixes, and linking morphemic word families.

CENTRE NEWS

Walgett

Congratulations to **Gabe** and **Rafa** who competed in the Dubbo Eisteddfod earlier in Term 2. We are all very proud of the amazing results of both boys!

Rafa received 3 gold medals – One in the Memorized Humorous Prose, in the Solo Character Sketch and in his own poem composition.

Gabe also received a Highly Commended in a Memorised Poem and a 3rd in the Prose Reading challenge



Rafa



Gabe

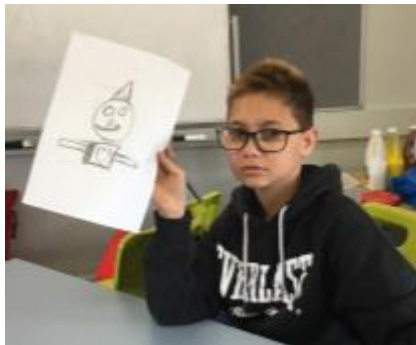
Congratulations also to **Jandre** who's story on the drought caught the eye of the Daily Telegraph who came out to visit the family on their property.



MINI SCHOOL

The Whole School Mini School was conducted at Bourke in Week 5. A pictorial snap shot captures the many varied activities conducted over the week.





INTEGRATION DAYS

WALGETT

June 21st saw the Walgett Centre conduct its 2nd Integration Day for the Term, this time with a German Theme.

Both students and staff embraced the day, arriving in German costume and students participated enthusiastically in the many activities based around Germany and its culture. The day concluded with some fine cooking and tasting of German Pretzels.



Tori, Sienna and Jandre embracing the German theme

MERIT AWARDS

Walgett Students

- Rafa** Awesome results in Gymnastic Competition / Amazing Achievement in Write 4 Fun Competition / Great engagement in and completion of challenges during Maths Unit: Position 2 / Excellent Writing Piece / Excellent work on your Food & Fibre Unit
- Gabe** Phenomenal results in Gymnastic Competition / Terrific independent work with halves / AWESOME Story Writing using excellent punctuation / Brilliant work with Whole Numbers and their correct order.
- Darcy** For his AMAZING story using 'ai' words / For brilliant work with halves and dividing groups.
- Monty** AWESOME Story Writing with excellent sequencing of events / Sensational work in Addition & Subtraction strategies.
- Sienna** Smashing her 10 x tables
- Sienna** For her enthusiasm at all times during Mini-School
- Darcy** LOTS of great work
- Jandre** Fantastic progress in Reading.
- Aiden** Fantastic work with cause and effect in Reading Units / Brilliant responses In Maths Mentals / For his BRILLIANT responses in Properties of Matter / For a fabulous effort and results in all Maths Units
- Mac** Brilliant, independent work in Data and 3D Space / Sound Maths knowledge.
- Gus** Consistently neat effort in Handwriting
- Matari** For consistently well-formed letters in Handwriting
- Denzel** Absolutely sensational work with Fractions & Decimals
- Ricky** For fabulous regular returns
- Katie** An unreal start to the year
- Wally** An excellent Term 1

HAPPY BIRTHDAY



Happy birthday wishes go out to **Rafa** who celebrated his 9th birthday on July 3rd and also to **Joey** who will turn 11 on July 15th.

