



PRINCIPAL'S REPORT

A very BIG welcome back to Term 2 and all the changes that this brings. For those who have High School or Uni students home, I am sure the additional pairs of hands have come in very useful and I hope you all have enjoyed working as a team as everyone is learning at home!! I am sure that there would be no arguing to help outside when the offer arose!

For those who have been school business as usual, it will be beginning to be a bit like ground hog day at present, with no social activities to break the daily grind! Hopefully we will be able to get out and about soon!

With public schools across NSW back to business next week, we will be able to reinstate our social program for student through Integration Days. However there will be NO MINI-SCHOOL this term as guidelines dictate no school camps at this stage.

We may also be able to begin Home Visits – more news on that via SWAY.

School reports usually delivered in Term 2 will be pushed back to Term 3. You will receive your child's report before Week 6 Term 3. Families will be advised in late Term 2 or early in Term 3 when your child will receive their report.

I know everyone has been super busy since the wonderful rainfall in Term 1 – I hope that life is not too crazy and soon you will be able to take a well-earned break!!

We have new families and a new staff member for Term 2 and I would like to welcome them to our school.

The Pike family have joined the Walgett Centre. Prue and James have 5 children, three are on DE with Frank Year 3, Isla Year 2 and Ned Kinder. A warm welcome to the whole family!! The next new member is Mrs Gillian McKenzie, who is working 3 days per week at the Walgett Centre, to assist the working from home schedule. Mrs McKenzie will be here for term 2. Gillian used to work in Walgett 27 years ago – so it's a bit of a time trip for her!!

Have a great Term 2
Hope to see you all soon

Kind Regards

Wendy Hay
Principal

DATES TO REMEMBER

4th May - Satellite lessons begin

22nd May – Whole School Satellite Assembly

25th May - NSW Public Schools return to full time classroom teaching

5th June - Walgett Integration day

8th June – Queen's Birthday Long Weekend

19th June - Walgett Integration Day

STAFF NEWS

New casual teacher at the Walgett Centre



We welcome experienced teacher Gillian McKenzie to the BWSODE staff. She will be working at the Walgett Centre 3 days a week for Term 2

The Rural Experience Program



Michael Fisher joined the Staff of the BWSODE for 2020 on the Rural Experience Program. He has kindly shared his reflections on this experience so far, albeit not quite as was anticipated, due to the Corona virus and the changes that have affected all of us across the country, not only in education but in all our daily lives.

A Canadian in the Outback

They say a change is as good as a holiday. Perhaps this is what I had in mind when I applied for the Rural Experience Program with

the Department.

I'm from Canada, but have lived here for the last 30 years and have always found myself drawn to the mystique of The Outback. Years ago I had a sales job that took me out this way. I have fond memories of that time. Years later, I rode my electric bike from Sydney to Adelaide, dreaming along the way of maybe settling here in this little town, or over there in that slightly prettier town.

I had even put out a blanket application in 2017 to teach anywhere in NSW outside of Sydney, that I could investigate for its merits should a job come up. I had been told that there was no obligation to accept such a position, but later found that I would indeed have to take whatever job came up. Not good. Operation outback was put on hold.

Two years on, an email pops into my inbox; the Rural Experience Program sounded just perfect. I applied at three places, but in truth, this one in Bourke was the one I wanted.

The idea of Distance Education in the Australian Outback was a dream come true for a Canadian who grew up with romantic tales of The Flying Doctor and the School of the Air.

Reading further into this position, I found that I would actually go bush, visit these properties and meet the locals. It greatly appealed to my sense of adventure.

And, I have not been let down. There was much to learn about how we teach in this environment and I have a great teacher in Mrs Lorberg. I also got a pretty good tour of the entire area, seeing how large these stations are and meeting the kids and their supervisors or parents.

I eased into Satellite lessons, but was given more and more responsibility as time went on. And now, well, I really like giving satellite lessons. I don't push the wrong button as often, and don't forget to turn on my microphone as much. I'm becoming the School-of-the-Air teacher that I dreamt of in my youth.

There are still things in common with my Sydney teaching position. We still have to plod through the progressions to see where our kids are. But it seems to me, out here, it's less box-ticking and more balanced judgement. In any case, the progressions mean more to me now, and that is knowledge I can certainly take back with me.

Some kids are conscientious, others lack motivation. The job is the same in that regard and my goal has always been to get the most out of a student any way possible.

Teaching is a science, but it is just as much an art form, if not more so. We all need to be a bit of a 'child whisperer'. At least, that's my take on it, and my experience out here only confirms that.

Now, with all this lock-down, everybody else is trying to be like us! From where I sit, it is just plain ironic. Seems Distance Ed was on the cards for me no matter what.

I'd much rather do it out here.

M.F.

INFORMATION FOR PARENTS

To ensure NSW Public Schools provide for the safety and wellbeing of teachers and SASS staff, flexible working hours for all employees of the Department were instated with most teachers transitioning to remote delivery in Term 1.

The reintroduction of students returning to the classroom for one day a week from May 11th was successful and has resulted in the NSW Government's announcement on Monday 18th that all NSW Public School children will return to full time face to face teaching from May 25th.

Currently the BWSODE Operational Information for Term 2 is as follows but is being constantly reviewed and revised.

Staff are able to undertake their work from home. This is due to a range of factors classified as high risk or vulnerable, including health, access to childcare etc.

Staff on site have a roster system to ensure that social distancing and other restrictions being implemented across NSW are adhered to.

The following staff arrangements will begin Day 1 Term 2 but are being reviewed in Week 5..

Staff	MON	TUES	WED	THUR	FRI
Waigelt Staff					
Wendy May (Tutor)	IN	IN	WFH	IN	IN
Peter Swift (SP-PT)	WFH	WFH	OUT	WFH	OUT
Peg Hartup (SP-PT)	IN	IN	OUT	OUT	OUT
Lynell Hill (Distance Educator)	WFH	WFH	WFH	WFH	WFH
Lynell Hodgson (Tutor)	No 5 available to assist with marking (WFH) (2 weeks)				
Lyn Corwell (Tutor)	No 5 available to assist with marking (WFH) (2 weeks)				
Sally Dunstan (SASS, SASS)	IN	IN	IN	IN	OUT
Brian Bayler (Distance Educator - 10)	OUT	WFH	WFH	OUT	OUT
Pip Hume (Distance Educator - 10)	WFH	OUT	WFH	OUT	OUT
Bowkirk Staff					
Kristy Loring (SP - Full time)	WFH	IN	WFH	IN	IN
Michael Fisher (Distance Educator - 10 and 10000 - mobile, full time)	IN	WFH	IN	WFH	WFH
Sally Davis (SASS) - Distance Educ	OUT	IN	OUT	WFH	OUT

WFH = Working From Home

Helpful sites and Organisations

Attached with this Newsletter is some information regarding assistance for families on Distance Education. Governess Australia, VISE, School Drive Subsidy, the IAC (Assistance for Isolated Children) and the ICPA (Isolated Children's Parents Association) are all organisations that provide information, financial and practical assistance.

Dance, Fitness and Mindfulness

NSW Primary Principal's Association are offering FREE video learning content for students to help keep them active and happy during this trying time.

The content is suitable for all students from K-6 with the learning content focused around dance, fitness and mindfulness, all of which are suitable for students to do while staying at home.

There are two ways to access the video content: Facebook page - parents need to type www.facebook.com/dancefevermultisport
YouTube page - parents need to type www.youtube.com/c/dancefevermultisport

Musiccon

Musiccon is an on line platform for music lessons for students interested in remote music lessons. Rafa and Gabe have been utilising this platform for lessons during Term 1 with great success. There are many instruments to choose from.

They also accept 'Creative Kids'
For more information, go to the Musiccon website.

IT Help Desk

For families needing satellite support, this has been modified for now, with the IT team working from home.

The same help desk number will connect you to a member of the support team and they will be able to assist and record your issue.

IT Help Desk - 1800 338 737

If you have a fault that cannot be rectified remotely, it will not be fixed until the Department have lifted restrictions on field services.

Due to these restrictions, families waiting on satellite installation have also been put on hold until further notice.

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

While there are concerns about the negative impact of physical isolation on children's learning, we should also be concerned about their mental health. Teachers and health professionals report that the strain of physical isolation is starting to show for many children and young people. Any anxiety and fear they experience is heightened by isolation from friends, lack of access to their usual sports and leisure activities and a lack of certainty about the future.

In these challenging times kids' mental health needs to be a high priority. The following plan laid out by the experts at Parenting Ideas will show you how to lay a solid foundation for good mental health, and outline key behaviours that will help build the resilience and psychological strength that kids need in these difficult times.

Build the foundations for good health

- A healthy diet, plenty of exercise and good sleep patterns are basic to good physical and mental health. Get the foundations right and you establish optimum conditions for your child to flourish even in difficult circumstances.
- Eat a healthy diet. The 'healthy body, healthy mind' mantra that we grew up with needs to be updated to 'healthy gut, healthy brain'. Recent research has revealed the links between a child's gut health and good mental health. A framework for healthy eating includes eating real rather than processed foods, consuming small and regular meals, starting each day with protein and complex carbs, drinking plenty of water and keeping kids away from caffeinated drinks.
- Get plenty of exercise. Exercise not only promotes good mental health. It's also a tool that kids can use to manage their

mental states. Exercise and movement send endorphins through their bodies improving mood and relieving tension and stress. Exercise and movement relaxes the muscles and reduces feelings of anxiety that build up over time. A framework for exercise includes starting the day with some movement, taking regular movement and game breaks, finishing the school day with movement that gets their limbs moving and hearts pumping.

- Maintain good sleep patterns. The benefits of good sleep patterns are immense and far-reaching, impacting kids' learning, memory and emotional stability. Sleep restores the brain to optimum conditions and rejuvenates the body, allowing hormone levels elevated during the day to return to normal. Consequently, sleep-deprived kids experience greater anxiety doing routine tasks and have a propensity for pessimistic thinking, which is associated with anxiety and depression. A framework for good sleep patterns includes finding an optimum bedtime; creating a regular, relaxing routine, eating and exercising at the right time, creating a sleep sanctuary and getting up at regular times each day.
- Mental health is complex and is impacted by many factors including a child's social and emotional wellbeing. Maintain social connection. Sharing experiences, thoughts and stories with others is absolutely essential to your child's happiness and wellbeing. For example - One-on-one time with family members and other loved ones / having shared family experiences to confirm a sense of belonging / having shared time and experiences with peers from school and the neighbourhood / a connection with the broader community through shared experience.
- Stay in the present. The human mind is restless, taking us all over the place. It can make us feel happy recalling memories of loved ones or happy times and it can also drive insecurity connecting us to events in the past or future that fill us with dread, and make us feel anxious. Kids' wandering minds need to take a rest and settle in the present,

stopping their mental chatter, giving them the chance to relax. Mindfulness is an essential mental health tool that enables children to keep their minds in the present moment, allowing them to feel safe and secure.

- Enjoy yourself at play. The term 'child's play' is demeaning to children and dismissive of the place of play in our lives. Play is absolutely critical to our happiness and wellbeing. Play is defined as any activity that's fun, free, self-directed and involves flow. Play helps kids manage anxiety and depression as it lifts their mood and is therapeutic by nature.
- Spend time in nature. Time spent in natural environments benefits our happiness, our sense of wellbeing and reduces stress and tension. The rejuvenating benefits of time spent in the bush or by the sea may be difficult to acquire during times of physical isolation but walks to the park, spending time under a favourite tree or even bringing some green shrubs inside have proven to be just as beneficial to children's mental health. A reduction of screen time, exposure to natural environments, bringing the outdoors inside, and spending some time each day outdoors are all important.
- Keep foundation behaviours. Routine behaviours such as waking at the same time, having breakfast, exercising, showering and dressing get us ready for the day ahead. They underpin productivity, learning and wellbeing. Remove the structure provided by these foundation behaviours and many children and young people struggle, particularly those who are prone to anxiety and depression.

Looking after your child's mental health may seem like a mystery at times. But there is a great deal we can do. By laying a foundation for good general health and then working at maintaining the pillars of mental health and teaching kids the protective mental health behaviours you provide them with a solid framework for maintenance of good mental health that they can take into adulthood.

(Article adapted from a paper by 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 *Spooned Generation: How to Raise Independent Children*.

LIBRARY REPORT



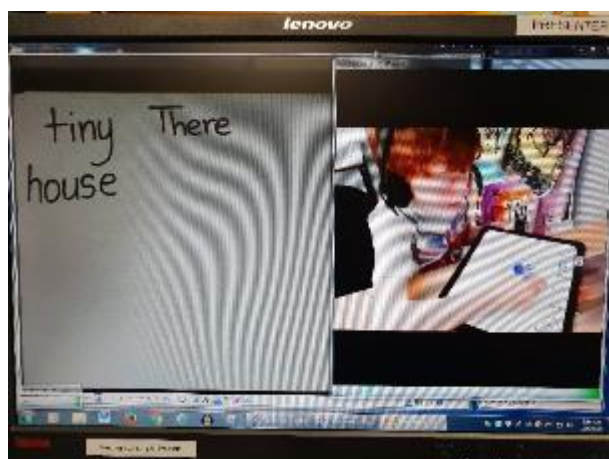
A student can join the Premier's Reading Challenge at any time. The Challenge opened for student entries on Monday March 2nd and will close for student entries on Friday August 28th. Our Libraries are well stocked with PRC books for the students to borrow. If you need help just send an email and I can organise to have PRC books sent out.

There are many ways to read a book now, eBooks, audio books, etc. Borrow books is an online system used by local Libraries. There are lots of audio books for children on this platform and more are being added each day. I love this quote from Dr Seuss

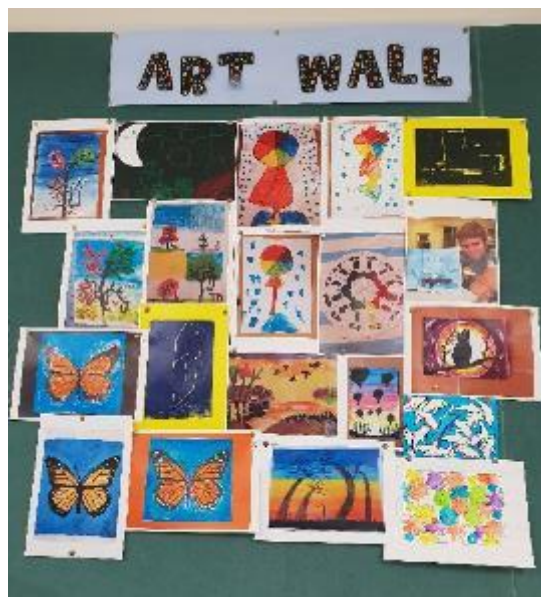
The more that you read, the more things you will know. The more that you learn, the more places you'll go.

Mrs Robinson
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CENTRE NEWS



Nick working hard on his Satellite lessons



The beautiful Art Wall in the Bourke Centre

MERIT AWARDS

PRINCIPLS AWARD



To: **GABE** - Brilliant returns in Literacy - My Uncles Donkey Unit

WILLEM - For creating a fantastic diary of a soldier



Walgett Students

- Rafael** For being a conscientious student throughout Term 1 / For being a maths star! / For amazing skills in the Home Olympics challenge
- Aiden** For completing his Term 1 program
- Jandre** For a fantastic poster on the lifecycle of a butterfly
- Morgan Gabriel** For completing Term 1 program Outstanding Letter to the Mayor for Geography / Smashing Fractions and Decimals - 1/8 work / Excellent reading on Google classroom / A brilliant story from Uncles Donkey -

- Darcy** SPOTS / Great use of reading strategies
Excellent Lifecycle of a dragonfly Poste / Super Maths work with fractions / Excellent handwriting
- Ned** A big welcome to your new school
- Lelanie** Wonderful sight word work
- George** Excellent Story writing / Great observations in In the Kitchen / Excellent sight word returns
- Monty** For spot on work in maths
- Phoenix** For an excellent start at BWSODE
- Mac** For persistence and dedication towards geography and science in Term 1

Happy Birthdays. Three staff members also celebrated their Birthdays in May, Ms Hay, Mrs Colwell and Mrs Duncan



'Take time today, to appreciate someone who does something you take for granted'



Bourke Students

- Maisie** Outstanding work in Backyard Safari / Trying hard to develop an excellent understanding of Place Value
- Oli** Completing excellent science experiments
- Nick** Working hard to complete My Uncle's Donkey / Outstanding Behaviour / Increasing his reading level
- KC** Working hard to complete the changing environment / An outstanding story 'Ake the Snake / Outstanding Behaviour

BIRTHDAYS



May 1st saw **KC** celebrate his birthday and **Alex** also has a May birthday coming up on the 26th. We hope both boys, had and will have,