



ROWENA PUBLIC SCHOOL

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Monday 7 June, 2021

Principal's Message

Dear parents/ carers,

In this edition of our newsletter you will hear all about some fantastic achievements, the fun that we're having, a very generous donation, important updates and of course about the loads of learning we are doing.

Traditional classrooms are only one place where your child receives a comprehensive education. Learning outside the classroom is just as important to the intellectual, social and emotional development of students. The Narrabri Eisteddfod is a perfect opportunity for our students to learn and improve their public speaking skills outside the school environment. I am sure you are as proud as I am of the efforts our students put into the preparation and presentation of their performances last week. I was most impressed by the confidence shown, particularly by our youngest students. Congratulations and thanks go to all the teachers for how well the students were prepared. Special thanks to Mrs Shearer who coordinated all the events and expertly trained many students. See below for a comprehensive list of results.

We are very thankful to Growth Agricultural for their very generous donation to our P&C from 2020 of \$4080 through the Scholar Dollars promotion. A huge thank you to all the farmers who nominated Rowena Public School to be the recipient of Scholar Dollars when you buy from GrowhtAg. We are expecting another big cheque sometime soon for 2021.

Thanks to Miss Brown for organising our students' visit to Burren Junction PS for personal development talks from Margie Burns. Important conversations with your child about their growing and changing body often come from these sessions. We encourage you to answer questions honestly and openly and keep the lines of communication open.

Parents are their child's first teacher and even when children come to school, parents still play that important teacher role. Some teaching is easy and comes naturally and some things take a great deal of patience as you negotiate your role as teacher and theirs as learner, I have flash backs thinking about teaching my children to drive! I have included some information from the Department of Education about learning from home. Last term's floods were a timely reminder that it is not just pandemics which can impact our ability to function as a school. The Department of Education want all schools to be ready just in case we must return to home learning. Together with the staff we will be preparing for online learning as well as packs in case NSW is impacted as Victoria is. Our preparedness will also help if we are in a flood situation again. You may want to consider some of the strategies if you are unable to get your child to school because of the condition of the roads after rain. We are negotiating ways for you to connect with staff on those days to ensure a continuation of learning.

Only 3 weeks until holidays. Teachers are busy finishing assessments, writing reports, preparing for Quad Sports this week and preparing for next term. I think we all deserve a break over this coming long weekend.

Take care

Jo Glazebrook

Narrabri Eisteddfod Results

Congratulations

Day 1	Day 2	Day 3
Set Poem Year 1 Phoebe- 1 st place Aggie- Highly Commended George- 2 nd place	Set Poem Year 4 Lacey- 1 st place Ava- 3 rd place	Set Poem- Year 6 Molly- Equal 2 nd
Set Poem- Kindergarten Claire- Equal 3 rd	Australian Poem Year 4 Ava- 2 nd place Jean 3 rd place	Homorous Poem -Year 6 Harris -Highly Commended
Humorous Poem Year 1 Tabitha- 1 st place George – 3 rd place	Poem by Poet Other Than Aus Lacey- 1 st place	Humorous Poem- Year 5 Lexi- 3 rd place Hayden- 3 rd place
Prepared mime Tabitha- 1 st place	Set Poem Restricted Year 4 Paddy- 1 st place	Sight Reading- Year 5 Ivy- 2 nd place
Poem by poet other than Aus Fitzroy- 2 nd place	Humorous Poem- Year 4 Jean – 3 rd place Ava & Lacey- 3 rd place	Poem for Two- Year 6 Molly and Ivy- Equal 2 nd
Poems for Two Harry and George- 3 rd place	Humorous Poem- Year 3 Jock- 1 st place Jack- Equal 3 rd	Poem for Two – Year 5 Amelia and Lexii- Highly Commended
Duologue in costume Tabitha and Phoebe- 1 st place	Poems for Two- Year 4 Jean and Lacey- 1 st place Ava and Jock- 3 rd place Poems for Two- Year 3 Jock and Jack 1 st place	Monologue- Year 5 and 6 Ivy- 3 rd place
	Sight Reading -Year 4 Jean – 2 nd place	







Growth Agriculture
Scholar Dollar Program
2019-2020
"Supporting Australian Manufacturing"
Date: 2/06/2021
To: Rowena Public School P&C Association \$4,080.00
The sum of: Four thousand and eighty dollars
Growth Agriculture Pty Ltd
77a Rose Street Wee Wee NSW 2388
M. R. Murray

Learning from home in case of school closures

Supporting your child's learning at home

Parent responsibilities during remote learning

Provide support for your children by:

- establishing routines and expectations
- setting aside a space for your child to work in
- monitoring communications from your child's teachers
- beginning and ending each day by asking about your child's learning
- taking an active role in helping your children with their learning
- encouraging physical activity and/or exercise
- remembering that your child might be stressed or worried during this time
- monitoring how much time your child is spending online
- keeping your children social, but setting rules around their social media interactions.

Student responsibilities during remote learning

These responsibilities should be adjusted according to the age of your child:

- establishing and/or following a daily routine for learning
- working in the safe, comfortable, quiet space in their home that has been set aside for them
- regularly monitoring digital platforms and communication to check for announcements and feedback from teachers
- completing tasks honestly and doing their best work
- doing their best to meet timelines, commitments, and due dates
- communicating with their teachers if they cannot meet deadlines or require additional support
- collaborating and supporting classmates in their learning
- complying with the department's [Student use of digital devices and online services policy](#)
- communicating with school staff as different needs arise.





Planning your child's day

Your school should provide your child with a schedule or timetable for their learning. This will include regular breaks for activity, eating and drinking. In the activity breaks it is important that students get up and move around.

If you live in a private house, then it is safe for your child to go outside into the garden, balcony or courtyard.

Wellbeing

Being confined to home for an extended period of time can cause stress and conflict. Tips for looking after your children during isolation include:

- talking to your whole family about the infection – understanding the situation will reduce anxiety
- helping your children to think about how they have coped with difficult situations in the past and reassuring them that they will cope with this situation too
- reminding them that the isolation won't last for long
- exercising regularly - exercise is a proven treatment for stress and depression.
- encouraging your children to keep in touch with family members and friends via telephone, email or social media (where appropriate).

Communicating

Communicating with your child

We encourage you to start and finish each day with a few simple questions about your child's learning to help them structure their day. Not all students thrive in a remote learning environment; some struggle with too much independence or lack of structure and your questions will help keep them on track.

Communicating with the school

Make sure that you know how the school and your child's teachers will be communicating with you and check that channel regularly.

Make sure you know how to contact teachers for learning support and who to contact for technical support if your school chooses to use digital devices as part of their remote learning plan.

This situation will be new for most schools and families. Schools will be trying to engage in a cycle of continuous improvement and refinement based on feedback so they may ask you and your child for feedback on how the system is working.

Most schools already use some kind of platform to communicate with parents and students. These existing platforms should continue to be used whenever possible.

Communicating with teachers

Teachers may have set times where students can chat with them online, deliver video lessons or when digital options are not possible they may have set times for calling your child on the telephone.

It is important for you and your child to remember that teachers will be communicating with many other families, so your communications should be important and short. You may also need to remind your child to be patient when waiting for support or feedback.



Using technology

It is strongly advised that parents do not purchase software from third-party providers in response to this situation unless specifically advised by the school.

Your school and the department already have a wide range of software and devices available and these have been specifically chosen to provide your child with the support they need.

- Google Apps for Education - Online Google apps. For student access go to: Students portal>Learning>G Suite.
- Office 365 – online Office apps.
- Microsoft Office 365 Desktop Apps – may be installed on up to five computers and ten mobile devices. Select the 'Install Office' link.
- Students can also access additional free Adobe software for their devices from the students' Bring your own device (BYOD) software website.

Accessing digital devices and the internet

The department's policy regarding technology, devices and the Internet is available at the following link.

[Student use of digital devices and online services policy](#)

If your child will be using digital resources as part of their learning and they are unsure of how to do it they should contact their classroom teacher for support.

Managing screen time

There are limits as to the amount of time anyone should spend online, but the amounts and the rules for screen time vary by age.

Videoconferencing and social interactions using video do not count towards screen time.

The following recommended screen times (excluding video conferencing) are based on the recommendations from the American Academy of Pediatrics:

- Ages 2-5: 1 hour, broken into sessions of a maximum of 30 minutes.
- Age 6 and above: no specific screen time limits, but screen time should not affect physical activity and face-to-face interactions at home and school (where possible). It's very important to be consistent with your screen time limits.

Make sure that non-school activities are limited in length.

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FIRST NAME:

LAST NAME:

CONTACT NUMBER:

OTHER/MOBILE:

MEMBERSHIP ADDRESS

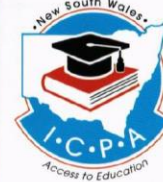
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Working together for Equity of Access to Education for all Rural and Remote Students from Early Childhood to Tertiary.

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For Further Information Contact:

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ACCESS TO EDUCATION

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ICPA-NSW Advocates to ensure that **ALL** students throughout rural and remote areas have equity of access to education appropriate to their needs.



WHATEVER the Educational / Learning institute:

- Mobile & rural preschools
- Regional primary & secondary schools
- Small rural & remote schools
- Distance education
- Non - government schools
- Government schools
- Agricultural colleges
- University
- TAFE



OUR MEMBERS ARE THE POLICY MAKERS
Meaning that branches bring their issues to state conference for debate and if their motion is carried by majority vote then that issue becomes the policy for state council to lobby for.

INFORMATION

ADVICE

SUPPORT

ADVOCACY



EARLY CHILDHOOD

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ALLOWANCES

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