

Wagga Wagga District NEWSLETTER



Tuesday 3 July 2001

CP 01/25

Dear Colleagues

The end of another busy term brings a welcome break for hardworking staff in our schools. Thank you to our secondary and central schools who have hosted monitoring visits for Peter and me over the past few weeks. It has been very rewarding to see so many positive programs delivering results.

Have an enjoyable break.

Regards

Colin Parker
District Superintendent

A Message from the CEO

I am sure everyone is looking forward to a well-earned break. It is timely for me to thank all Principals for their efforts in supplying information about their areas for evaluation for 2001. I have now collated them and they will be sent out in this week's mail. Also any survey tools that I have that maybe of use. I will be attending a training day in the holidays on the updated 'Schoolmap' and QSL survey tools and I will contact those schools involved early next term.

Colin and I have finished visiting all secondary schools over the past few weeks and we have both been appreciative of the outstanding work being done by both staff and students. All schools are different and often problems are solved in a variety of ways and the dedication, enthusiasm and efforts have been greatly appreciated.

I am in the process of writing to each school thanking them for their hospitality during our visits and to give feedback and follow-up on issues raised. Some of these may be of interest to other schools:

- DET is in the process of setting up pilot programs in 'Chat lines' for students and staff especially designed for senior studies and in an attempt to overcome isolation.
- The whole school approach to Literacy and Numeracy coupled with a Learning Support Team has been the most successful of all initiatives.
- Feedback for SNAP testing will be comprehensive and will involve breakdown in the areas of Numeracy, Number, Measurement, Space, Data and Problem Solving. These results will give in-depth information on student knowledge that can lead to appropriate teaching and learning programs being introduced.
- The outstanding programs that have been developed via the 'Linkages' funding to allow High Schools and their 'feeders' to communicate about student outcomes, syllabus content and teaching programs has been very encouraging.

Overall there are some outstanding programs, staff, students and leadership in our schools and we should continue to celebrate the successes of Public Education.

Environmental Education Policy for Schools

Like all new policies, teachers are likely to view this as yet another task, another burden, which will add to the workload they face already. It is important, therefore, to emphasise that this policy does not require a complete change in school administration and, in most cases, it is an assurance or formalisation of what schools are doing already. In essence it is a strategy for integrating all the aspects of environmental education, which may exist in some schools in a somewhat fragmented form. This is also a policy with a long-term implementation support strategy, which, to a large extent, will be managed by the Environmental Education Unit through the 23 environmental education centres.

Outreach Autism Position

Jo Hastings has been appointed to the position of Support Teacher ED (Outreach Autism). This District Resource will commence at the beginning of term 3 and will be based at Lake Albert Public School.

For students to be eligible for this service they must have a diagnosis of autism and cannot be successfully managed without intensive additional support. Access forms from the Special Education Handbook need to be forwarded through the schools Learning Support Team to the District Placement Panel.

For further information contact Clare Kelly at District Office.

Funding Support 2001 - Reviews

Reviews for students receiving support through the Funding Support 2001 will be conducted in the first few weeks of term 3. These reviews will provide District Office with the necessary information for the Funding Support 2002 applications.

Reappraisal and Review forms at the back of Part A Support Document (Learning Together, Funding Support 2001) will need to be completed for each student.

Certificate 111 in Education Support – Teachers Aide (Special)

As part of the Learning Together package, training for Teachers Aides (Special) will be commencing during term 3 & 4. Information will be given to the Teachers Aides (Special) during the SASS training day on the first day of term 3. To be eligible for the training TA(S) will need to be working for a minimum of 10 hours per week.

The Department is committed to providing training for TA(S) and Principals who endorse the applications will need to make a commitment to support the training through the provision of internal assessors.

Child Protection Issues

From time to time Police bring to our attention the fact that known sex offenders are active in the community. Advice from legal branch strongly supports the following strategies being in place in all schools:

1. Prominent signage should be displayed noting the Inclosed Lands Act. Such signage allows Police to be called when there is a breach of the Act, and the offenders charged.
2. Teachers on supervision duty should be vigilant in reporting any person who has no business to be on school grounds.
3. Regular protective behaviour strategies should be taught to children. This includes "Stranger Danger" education.

Kerrie Twedde
Student Services & Equity Coordinator

Cabling your school

More district schools are cabling their sites to gain the benefits of network computing.

The benefits are considerable for small and big schools alike. When teaching and learning spaces are fitted with data outlets to plug in computers you can:

- Access the internet on all networked computers (with ISDN or satellite internet).
- Create central file storage areas for students and teachers. (This solves the problem of students saving their work on a particular computer and not being able to work on it the next day because another student is on that computer).
- Create an intranet to run across school, even if this is only a single page of selected links. (Teachers can select internet sites for a project, and have them placed on intranet to direct the students' learning.)

Please contact me if you need help in getting your school cabled. It's not as hard as you think. Ask Barmedman PS, or Milbrulong PS or Shepherds Park SSP.

Matt Gown
Technology Adviser

SCHOOL COUNCILS AND PARENTS AND CITIZENS ASSOCIATIONS 2001

I would appreciate your completing the attached schedule and returning to me by e-mail or facsimile **prior to the end of term.**

Information about School Councils is located in *Policy Related Documents* at the following address. Reference: School Council Guidelines (March 1998).

<http://www.intranet.schools.nsw.edu.au/stand.cgi/dse/D1.0/index.htm>

More information is available in the resource kit *School Councils - Strengthening the Partnership* a copy of which should be in your school.

Parent organisations also provide support materials on starting and operating a school council. Details of parent organisations may be found at the following site.

<http://www.intranet.schools.nsw.edu.au/stand.cgi/community/C3.0/pandc.htm>

Judy Grant
Office Manager

Casual Teacher Survey

The Department is undertaking a survey to determine the demand for casual teachers and is surveying all NSW government schools to determine the levels of casual teacher staffing. **The survey relates specifically to teacher availability today Tuesday, 3 July 2001.**

The survey will be **faxed to schools today** and needs to be completed and returned to me at District Office by noon tomorrow.

It is crucial surveys are returned by 12:00 noon tomorrow as District Office has a tight time frame in which to collate the information and forward to State office.

I am aware that it is a busy time of year however I would appreciate it if you could keep an eye out for the survey and ensure that it is completed and returned by noon tomorrow.

**Robyn Smith
Personnel Support Officer**