

# BLC YARNS

## Barwon Learning Centre

*"Some trees need more water than others."*

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ISSUE 11 | TERM 4 | WEEK 2



## Principal's Message

Term 4 began on Tuesday, 6<sup>th</sup> October. This is always a very enjoyable term, with lots of exciting activities.

I regularly talk with our students on assembly about the importance of coming to school daily to ensure continuity of learning. A significant number of our students arrive at Barwon Learning Centre having learning delays caused by significant time out from school. Supporting the acquisition of literacy and numeracy skills is a priority, so we can transition students back to their base schools in the best learning shape possible. We also have a strong focus on supporting each student to take charge of their behaviour.

I am grateful for the ongoing support provided by Beyond Empathy in financing an exciting range of extracurricular activities. These activities represent the 'Healing Modalities' that Emeritus Professor Judy Atkinson outlines in her academic research. Judy provides evidence of the healing value of creative endeavours for children who have experienced unaddressed trauma and grief.

Donovan Munro is about to commence weekly didgeridoo lessons with our boys. These didgeridoos have been made locally by John McGregor. Yesterday, some of our students took our new didgeridoos to the Art Gallery and began painting them.

Paul Spearim will continue teaching traditional dance to our boys, and hip hop classes will also be provided.

Last week, we were incredibly grateful to Crystal Duncan, Community Engagement Officer at Moree Secondary College, for bringing Sean Choolburra into our school.

Sean is an internationally known comedian, and he certainly had our whole school laughing from deep inside ourselves. Our students loved Sean's humour so much that we quickly arranged for all our students to attend his evening show. I felt incredibly proud to see four of our students join Sean and other Secondary students on stage dancing during the final act. It certainly takes a lot

of confidence and courage to perform on stage in front of hundreds of people.



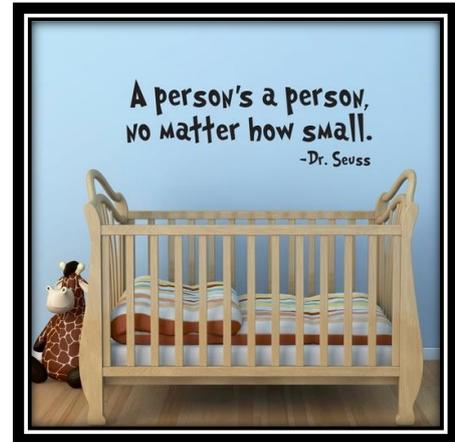
I really appreciate the support from our parents in sending children to school daily. I also appreciate being contacted when students are sick.

Please do not hesitate to contact the school if you have any concerns about your child's progress and adjustment. By working in partnership, we have the best chance of supporting each child to maximise their potential.

Yours in Unity,

*Margaret Hayes*

Margie Hayes  
0411 316 200



## Bullying - Signs of being bullied

Children who are being bullied may not always tell adults.

They may be afraid or ashamed. Some signs of being bullied may be:

- not wanting to go to school
- finding excuses for not going to school, such as feeling sick
- wanting to go to school a different way to avoid the children who are bullying them
- being very tense, tearful and unhappy after school
- talking about hating school
- bruises or scratches
- talking about not having any friends
- refusing to tell you about what happens at school.

Your child may show other signs of unhappiness as well. For example, they may have problems sleeping. These signs may not necessarily mean they are being bullied but you need to check out what is worrying them.

More information at [www.community.nsw.gov.au](http://www.community.nsw.gov.au)

## Television - How does TV affect your child?

Television and videos entertain us all, but for children they also provide a window to the world. That world influences their development as they take in messages about lifestyles and behaviour.

Children need the opportunity to be exposed to a wide range of attitudes and behaviours and to experience the world outside of television. While children's reactions differ your child's age and stage of development will make a big difference:

**Children under six years** have difficulty distinguishing fantasy from reality on TV. They don't follow plots, tend to focus on the exciting bits and don't understand cause and effect. They can see cartoon characters as real and are open to the appeal of advertising.

**Children from six to nine years** still have some difficulty working out the difference between fantasy and reality, especially if it looks like real life. Boys tend to admire and want to be like the powerful male hero.

**Older primary school age children** are likely to be disturbed by material which is based on fact, as it could mean it could happen to them. They are curious about the teenage world, sex and fashion and can be misled by the way boy-girl relationships are shown in soaps.

TV can also interfere with your routines, such as getting ready for school, bedtimes and mealtimes, visitors and homework.

Here are some tips for managing TV at home:

- Use TV classifications which tell what is suitable for age groups.
- Teach your child some responsibility for deciding what they watch at an early age. Help them to make their own ratings and become choosy, such as 'C' = can't be missed, 'S' = so,so, 'W' = waste of time. Encourage them to stop watching W, and later the 'S' shows too.
- Make a rule that TV is not switched on until all jobs have been done. Have a list of things to do

before school and help your child manage their time.

- If programs are important to your child, plan to tape them so they can be watched at a more suitable time.
- Decide on a bedtime for your child's age, rather than around the TV program. Children need to wind down between TV and sleep, so turn the volume down or off before bedtime.
- Try to keep a mealtime TV free to make time for talking to each other.

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# What's been happening at BLC...

