



Calliope State School

4 September 2018



Calliope Kids
are:

Safe

Respectful

Responsible



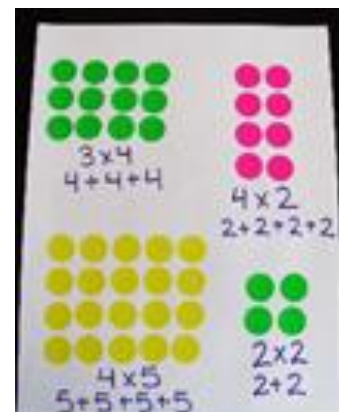
What's happening in ...

News from 3B...

3B have been busy this term writing a retell of the story of Tiddalick. Students presented their retell as an oral presentation focusing on the Drama elements, tone, pace, pitch, volume, facial expression and body language. Mr Wright got to view a few of these performances. 3B particularly enjoyed the peer monitoring of their classmates performances!



In Maths we have been learning and practising an important life skill that we will use nearly every day as an adult – that is multiplication! We enjoy using multiplication strategies such as arrays and picture groups.



PRINCIPAL'S PIECE

Over the last week we have been celebrating 'The Arts' in a variety of ways. Students have had several opportunities to participate in a range of extra activities, starting with the concert at the school last Tuesday, a performance from a quartet from Queensland Symphony Orchestra on Wednesday and the GEM choir performance Thursday night.

We are currently starting the recruitment process for Instrumental Music in 2019, so if your child is interested in being part of the program next year, please keep an eye out for forms coming home in the near future.

QSO visit and GEM choir

Last Wednesday, a quartet from the Queensland Symphony Orchestra visited Calliope School. They played several pieces for the students, as well as introducing the instruments they played. We also had seven students participate in the GEM choir. On Thursday night, they sang with the Queensland Symphony Orchestra at the Gladstone Entertainment and Convention Centre. A wonderful concert for all!

Our strings students had the pleasure of a guest conductor joining Ms Ruge at Calliope School on Thursday. A fabulous opportunity for all our string students to work with an external music conductor.



Teacher Aide Day

This week we celebrate our amazing Teacher Aides at Calliope School. They are an integral part of our staff who make a significant impact on all students within the school. We thank them all for the wonderful work they do every day.



Year 5 Camp

Our Year 5 students are on camp this week, at the Outdoor Education Centre at Chaverim. They will be undertaking low ropes courses, orienteering, a flying fox and a range of team building activities to name just some of the adventures. We look forward to hearing about these, on their return, Wednesday afternoon.

Year 2 Excursion

Last Thursday, our Year 2 students travelled to the Calliope Historical Village for the day, as part of their HASS studies. They explored many of the old buildings and looked at the old machinery on display. I was also told quite a bit about the old school on Friday, so look forward to their comparisons about then and now! Thank you to all the parent helpers who were able to assist on the day.



RotaKids

Currently, our RotaKids are working on a Canned Food Drive. All donations of tinned food can be made at the school office. Canned food items collected will be donated to the Dignity Hub, which is operated by Roseberry Queensland and run by volunteers.



Prep Enrolment

Enrolment packages are now available from the office for students starting Prep in 2019. Children born between July 1 2013 and June 30 2014 are eligible for Prep in 2019. Interviews are taking place next week, so book in now for your interview.



Raelene Norris
Deputy Principal

UNEXPLAINED ABSENCES

Procedure for Student Absences
If your student is away for any reason there are several ways of notifying the school.

- Send a note with your child
- Phone on 07 4975 8366
- absences@calliopess.eq.edu.au

We appreciate and thank-you for your cooperation.

Attendance

Fri 24/08/18	Mon 27/08/18	Tues 28/08/18	Wed 29/08/18	Thurs 30/08/18		
92.9%	91.6%	93.5%	93.4%	94.6%		
Whole School Attendance for the Year to Date: 92.7%						
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.1%	92%	92.9%	92.6%	92.6%	93.5%	93.6%

Congratulations to 3A and 5B who had an amazing attendance rate for Week 7. Their attendance rate was 97% for the week! Also a huge congratulations to the 17 classes which were at or above our school attendance target of 94%. Remember, every day you are away is a learning day lost.

Notification of Students Leaving Calliope SS

If you have a child /children who will be leaving Calliope State School during, or at the end of Term 3 this year, can you please notify the school Office as soon as possible. Please notify our office via email at admin@calliopess.eq.edu.au or phone on 4975 8333.

Vacation Care

The September school holidays are fast approaching, and we offer an exciting program that caters for all students.

Dates:

Monday, 24th September – Friday, 5th October

Opening hours: 6am – 6pm

(**Closed** 1st October – Queens Birthday)

Themes: (These were chosen by staff and children)

Animal Crackers

Fitness for fun

Mad Hatters Tea party

It's a record-breaking day

Outside the box

Rainbow Swirl

Summertime fun

Shine like a star

Spring has sprung

Excursions:

Rock Climbing + Mini Golf & Calliope Heritage Village

Incursions:

3B Sports & Slip and Slide water slide



Please remember that we have a 7-day booking and cancellation policy for vacation care.

!!DATES TO REMEMBER!!

3-5 September – Yr5 Camp
11 September - P&C Meeting
10,11 & 13 Sep – Prep Interviews
21 September – Fress Dress Day
21 September – Principal's Parade

NEWSLETTER DISTRIBUTION

The newsletter is published every Tuesday and is sent via email. If you have not given the school office your email please do so by calling the office or emailing admin@calliopess.eq.edu.au. If you would prefer a paper copy please inform the Office.

Weekly Positive Behaviour for Learning (PBL)

This week in the Tuesday morning PBL lesson we are teaching students about respect, and how to respectfully acknowledge visitors to the classroom. Often Admin, teachers, or special guests enter classrooms to see all the awesome teaching and learning taking place at Calliope, so it is important students understand how to welcome visitors appropriately. Such behaviour includes:

- remaining silent until the teacher instructs the class to welcome a guest;
- smiling, and saying, "Good morning";
- and, welcoming guests with good manners.

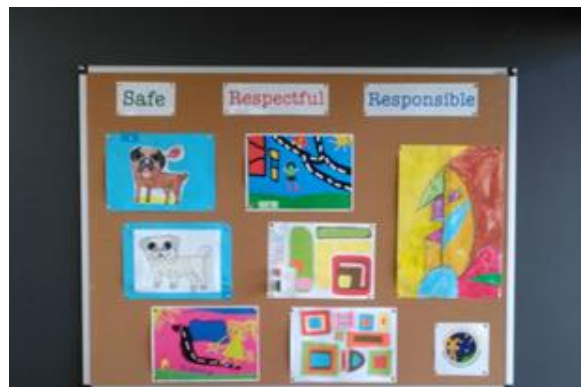
Throughout the week, we will also be reinforcing the PBL focus of the week which is:

Responsible – I follow teacher instructions straight away

Please take the time to reinforce how to respectfully welcome visitors to a classroom, and the importance of following teacher instructions straight away with your child/children. Kindly remind them that they can receive stamps for appropriate behaviour during class time and Cool Coins during break time.

Student artwork on display at Coffee Ink!

Next time you visit Coffee Ink, be sure to check out the amazing artwork by the students at Calliope State School. Coffee Ink have been kind enough to allow us a display space which will be regularly updated with student work. A big thanks the local community for supporting Calliope State School.



PBL update

Fantastic Fun Friday happened on Friday 31st August and 389 students participated in design and craft activities and challenges. Well done to all the attendees for displaying Safe, Respectful and Responsible behaviour at school. Please remind your child/children to submit their Stamp Charts to ensure they get to be a part of the fun.

Enjoy your week.

Brian Rowe
Student Welfare Teacher



CONTACT DETAILS

We would like to remind all parents if you have moved or changed your contact details to please update your information by calling the office on 4975 8333 or emailing
admin@calliopess.eq.edu.au
We appreciate and thank you for your cooperation.

**OFFICE HOURS ARE
8AM-4PM**

**EFTPOS is AVAILABLE in the
office.**

Stars of the Week

Prep A	Allysa	Prep B	Ben
Prep C	Harry	Prep D	Samantha
1A	Charlie	1B	Sophie
1C	Macie	1D	Cooper
2A	Carter	2B	Gabrielle
2C	Tyreece	2D	Kobi
2/3E	Jaydyn	3A	Luke
3B	Nicola	3C	Callum
3D	Logan	4A	Luca
4B		4C	Brock
4D		5A	Thomas
5B		5C	Latisha
6A	Makayla	6B	Lily
6C	Georgia	Health	
PE	Billy	Music	
LOTE	Kaitlyn		

Student Banking

Wednesday 12 September will be the last week of school banking for Term 3. There will be no school banking in the final week of school. School banking will resume Week 1 (10 October) in Term 4.



Coping Café

Parents come along and chat with support staff and other invited guests over a cuppa and cake. This is a great opportunity to get to know your children's support network and school community.

When: Wednesday 19 September – 9.00am

Topic: How to talk to your children about body development with Vanessa Hamilton on Parent TV.

This video course is 55 minutes in total and will provide the following information:

- Information you need to start and continue, essential body development conversations with your kids;
- Tools, tips and information to increase your confidence with discussing these topics;
- Age appropriate language and ideas that will help with some of the trickier topics.

PRAYER TIME WITH CHAPPY

When: Every Wednesday

Time: 8:00– 8:30am

Where: Chappy Sonia's office



NAPLAN Review – Student Survey

The Queensland Government is undertaking a review of NAPLAN in the Queensland context, to better understand the impacts NAPLAN is having on learning and teaching within the state.

The first stage of the Review, conducted in June 2018, focused on consultation with parents.

The second stage is now underway, with consultation extending to students, teachers, principals and other key education stakeholders across Queensland.

Queensland students in years 3 to 10 are now invited to provide feedback on their experiences with NAPLAN, via an online survey. Students wishing to participate will require the consent of a parent or carer, who can assist with completing the survey at home.

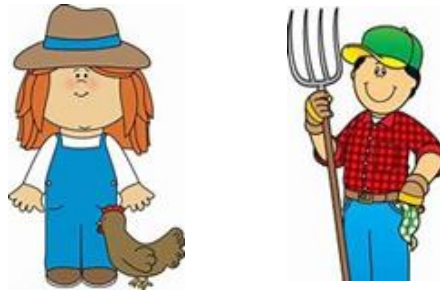
The survey link is available at

<https://survey.lsia.com.au/s3/2018NapRevStudent>

This project has received ethical clearance from both the Australian Catholic University and the Department of Education. Further information on the student survey and the Review are provided within the survey link.

Free Dress Day

Our next Free Dress Day is on Friday 21 September. The theme is – Dress like a Farmer, and all donations will go towards the Drought Appeal.



Riding on a footpath or shared path

A reminder to all students who ride their bikes/scooters to and from school on the footpaths and shared paths. Please note you share the space with pedestrians.

You must:



- keep left and give way to all pedestrians
- alert pedestrians that you are behind them by using your working bell, horn or a similar warning device.
- always ride to the left of bicycle riders coming toward you.

When you ride a bicycle, you must obey the [general road rules](https://www.qld.gov.au/transport/safety/rules/road) (<https://www.qld.gov.au/transport/safety/rules/road>) the same as other motorists as well as the specific road rules for bicycle riders.

Managing Behaviour

What promoting positive behaviour involves

Parents and carers who provide boundaries as part of a loving and secure relationship with their children help children feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three aspects to promoting positive behaviour:

1. A learning environment that is positive and supportive
2. Strategies for building skills and strengthening positive behaviours
3. Strategies for decreasing undesired behaviours

Positive and supportive environments for learning

Building strong parent/carer-child relationships

Discipline techniques are most effective when children feel cared for and know that their needs will be met.

Quality time

Ensuring that there are times in your day for appreciating and enjoying your children's company is very important for building and maintaining positive relationships. Taking a little time for playing and having fun together helps everyone relax and encourages caring and cooperation. As children get older, you may find that having time to talk together is important for maintaining close relationships. Time to talk, and more importantly time to listen, helps children to feel understood and supports positive self-esteem.

Positive attention

Giving children regular attention helps to meet their needs for care. Providing attention to children when they are doing something positive makes it more likely they will continue to seek parents' and carers' attention through positive rather than negative behaviour. Simple acknowledgements are very effective ways for parents and carers to provide positive attention to children, for example: "Thanks for picking up your toys," "Well done for finishing your homework before dinner," or "You played really well today. It's great to see you getting along and having fun."

Strategies for building skills and strengthening desired behaviour

Praise

The most important part of promoting positive behaviour involves guiding children to recognise and use behaviours that are appropriate for the situations they encounter. Learning to manage feelings, help around the house, organise schoolwork and cooperate with others are some examples of behaviours that primary school children gradually develop with guidance and support. By noticing and praising children's positive behaviour, adults can effectively guide children to use desired behaviours. This is especially important when children are learning to manage new situations or behaviours. When praising children for good behaviour, it helps to be very specific. Tell them exactly what behaviour, actions and words you noticed and appreciated, such as: "Thank you for your help. You remembered to clear away the dishes without a reminder," or "I was really happy that you were so patient. You sat quietly and waited for me to finish my conversation." Providing specific and enthusiastic feedback to children in this way helps them to understand what you expect, and to feel good about making the effort to behave in ways you approve of.

Rewards

As well as praise, other kinds of rewards can often be very helpful, especially when children are learning new routines or taking on new responsibilities. There are many possible rewards for children's behaviour. The best reward is something that the child values. It should only be given after the child has shown the desired behaviour. When used in this way, rewards help to demonstrate to children that you have noticed and appreciated their efforts. Some parents and carers worry that rewards will 'spoil' children and lead them to want rewards for everything they do. When you clearly specify the desired behaviour and ensure that only that behaviour is rewarded, spoiling does not occur. However, if nagging and whining are followed by rewards, children will continue to nag and whine as they learn that this kind of behaviour pays off. The key

to using rewards effectively is to be specific about the behaviour you intend to reward and avoid rewarding unwanted behaviours. Select rewards that the child enjoys or values. After the desired behaviour has been learned, rewards can be phased out.

Sample reward menu

Provide frequently		Provide occasionally
praise	stickers	a special outing
a hug	stars on a chart	stay up late
a fun activity	listen to music/watch tv	have a friend sleep-over
read a story together	a special food or snack	go to the movies
play with a special toy	visit friend/relatives	a new game or toy

Routines

Regular routines, where the same things happen in the same way at the same time each day, are very important for supporting children’s positive behaviour. Establishing routines for bedtime, meal times, bath time, homework and other things that happen as a regular part of their day helps children know what to expect. Routines provide a sense of security so that children feel more settled. This, in turn, is likely to increase their positive behaviour.

Setting expectations and limits

Setting limits for children involves communicating your expectations clearly and following through consistently. When setting limits or establishing routines, state directions specifically, positively and confidently so that children are in no doubt about what you want them to do and that you expect them to do it. Avoid overwhelming them by giving too many directions at once or by expecting things that are too difficult for their level of ability. The limits you set should be ones you are confident the child can meet.

It is very important to follow through on your expectations. Being consistent (but not rigid) shows that you mean what you say and can be counted on. When expectations are applied inconsistently (eg some days you don’t bother about the mess they leave and other days you insist that they must clean up), children are more likely to test or ignore the limits you set. Keeping rules and expectations to the few that are most important to you helps parents and carers to be consistent.

Giving choices

Giving children choices helps them learn the skills for responsible decision-making. It allows them to feel part of decisions that are made and to understand that the ways they behave are under their control. Letting children make (some) decisions and praising their responsible choices supports the development of positive social values.

It is important to offer choices that are appropriate for the child’s age and abilities. You might, for example, offer children a choice between two different household chores. Choices can also be used to reinforce standing rules, for example: “Remember that homework needs to be done before you go to your friend’s house. You can choose to do your homework now and go to your friend’s house later, or you can choose to relax now and do your homework later, but not go to your friend’s as well.” For more information on children and choices have a look at our information sheets on [making decisions](#).

Strategies for decreasing undesired behaviours

Children can behave in undesired ways for many reasons. They may not have learned what the appropriate behaviour is, they may not have learned how to manage feelings such as

frustration or anger, or they may feel confused or insecure in an unfamiliar situation. Parents and carers may unintentionally contribute to the pattern of undesired behaviours by giving children attention when they occur. The most effective way to reduce undesired behaviour is to help your child learn an appropriate behaviour to replace it with. Teach children what it is you want them to do and provide them with rewards and positive attention for doing it. Shift your focus to the positive behaviour and avoid giving attention to the undesired behaviour. If necessary, apply logical consequences when undesired behaviour occurs. Maintain your calm when following through with consequences to ensure the child understands your intention.

Quiet time

When undesired behaviour is serious or repeated, you may find it helpful to remove the child from the situation for a period to calm down. In addition to making it clear to children when their behaviour is unsafe or not appropriate, this helps to teach them how to manage emotions that may be running high. To use quiet time effectively it is necessary to have a designated space where children can sit quietly, without distractions, for a brief period.

It is best to take firm charge in this situation. Calmly describe the undesired behaviour and the consequence, for example: "You hit your brother. You need to go to quiet time." It is important not to get into a debate or argument but to follow through directly. When children go to quiet time, let them know that they can come back after they have been quiet for a specified time – usually one or two minutes for younger children or up to five minutes for older children. After the time is up, let them go back to the activity and follow up with praise for appropriate behaviour as soon as possible.

Some children behave in ways that are persistently defiant and aggressive. When this pattern occurs often and is more extreme than for other children their age, they may need help for a serious behaviour problem.

Keys to promoting positive behaviours

Prevention is better than cure

Make sure your expectations are clear and well matched to the child's age and capacity. Keep the emphasis positive, try to catch them being good (link to "Catch them being good") and be sure to show you appreciate when children do what you ask.

Be firm but fair

Making rules and setting limits (link to "Making rules and setting limits") helps children understand what is expected of them. Set reasonable and enforceable limits and follow through consistently. Being consistent is easier when you focus on the things you think are most important.

Keep cool

Avoid getting into power struggles that inflame emotions. Recognise your own triggers and use strategies for cooling down, such as walking away and discussing the issue later when you are calm. 'Time out' for parents and carers, when you take time to relax, can be a very important strategy for managing your responses to cope with and build positive family relationships and discipline issues.

Teach rather than punish

When promoting positive behaviour it is important to teach the behaviour you would like to see rather than punish the child. Punishment focuses on showing the child what not to do rather than helping him or her learn what to do. The emphasis is often solely on the problem rather than on supporting the child to find more effective and appropriate behaviours. When punishment is blaming or hostile it can cause resentment and damage relationships.



HOSES
Kayleen Bishop