



Calliope State School

12th June 2018

Calliope Kids
are:

Safe

Respectful

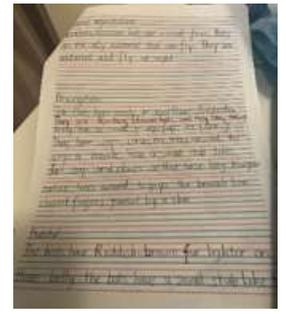
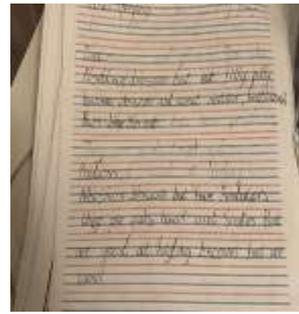
Responsible



What's happening in ...

News from 2D

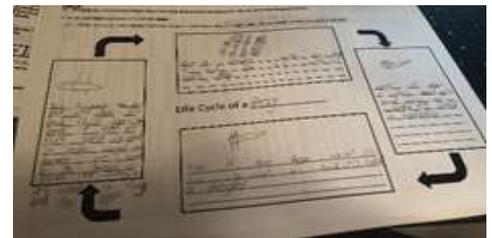
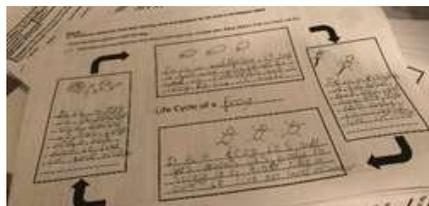
This term the students have been working on their information reports about animals. The students have demonstrated learnt knowledge around description, diet, habitat and predators. Here are some examples:



In Maths we are working on counting money, addition and subtraction strategies. The students have been able to work independently and in group activities. It was great to see some students shine in their leadership role while others shined in their engagement throughout all activities.

This term in science the students have been learning about life cycle of living things. The students were working on finding facts about a frog, a chicken, a butterfly and a plants life cycle stages. The children worked in groups to discuss the life cycle stages of each living thing and the facts gathered from the information books provided.

It has been wonderful to see the children focused on set tasks and it has been great to see what the children have learnt and discovered by looking at their assessments.



Principal's Piece

Reading is our Priority

The Premier's Reading Challenge is well underway. As part of this challenge, Mr Wright, Miss Norris and Mrs Crapp have their own challenge underway. They are visiting as many classes as possible to share their love of reading. Check out the charts beside the Library to see how many classes have been visited!

As we continue as a school community to focus on reading, the following suggestions are able to be put in place at home to support our learner readers:

- Provide a good role model — read yourself and read often to your child.
- Provide varied reading material — some for reading enjoyment and some with information about hobbies and interests.
- Encourage activities that require reading — for example, cooking (reading a recipe), constructing a kite (reading directions), or identifying an interesting bird's nest or a shell collected at the beach (using a reference book).
- Establish a reading time, even if it is only ten minutes a day.
- Write notes to your school-age child; encourage written responses.
- Ask your child to bring a library book home to read to a younger sibling.
- Establish one evening a week for reading (instead of television viewing).
- Encourage your child in all reading efforts.

Parent Workshop - Home Behaviour Matrix

On Wednesday 13 June at 9:15am, our Student Welfare Teacher, Brian Rowe, will be running a parent workshop sharing with parents how to use our expectations of SAFE, RESPECTFUL, RESPONSIBLE to increase positive behaviour at home. There will be a brief explanation along with a Q&A session on the research behind Positive Behaviour for Learning (PBL). This will be followed by a practical session on creating better behaviour at home. We look forward to seeing many parents attend this workshop.

Food Sharing

We would like to encourage parents to have conversations with their children around only eating their own food, and not offering their food to other students. We have a number of students who have food allergies and by having this expectation in place, we are all working together to keep them safe.

Kind Regards



Rebecca Crapp
A/Deputy Principal



!!DATES TO REMEMBER!!

13th June – ICAS Spelling

14th June – ICAS Writing

15th June – FFF

21st June – Coping Cafe

25th June – Under 8's Day

28th June – Report Cards sent home

29th June – Principal's Parade

29th June - FFF

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.

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

Email-

absences@calliopess.eq.edu.au

We appreciate and thank-you for your cooperation.

Attendance – Every day Counts

2018 School Attendance for Week 8, Term 2						
Fri	Mon	Tues	Wed	Thurs		
01/06/18	04/06/18	05/06/18	06/06/18	07/06/18		
89.7%	89.6%	93%	92.5%	88.5%		
Whole School Attendance for the Year to Date: 93.7%						
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.3%	93.2%	93.7%	93.6%	93.4%	94.5%	94.1%

Congratulations to Prep D on having the best attendance for Week 8. Prep D's attendance for Week 8 was 97%. Well done to the nine classes which were at or above our school attendance target of 94%.



Parent Workshop – Behaviour Matrix (Wednesday 13 June 9.15am)

This session will look at teaching parents how to use the school expectations - Safe, Respectful, Responsible - to create a matrix chart to increase positive behaviour at home. There will be a brief explanation and question and answer session on the research behind Positive Behaviour for Learning (PBL), then a hands on session in creating better behaviour for parents at home.

Presenter: Brian Rowe – Student Welfare Teacher

School Banking

Wednesday 20 June will be the last week of school banking for Term 2. There will be no school banking in the final week of school. School banking will resume Week 1 (18 July) in Term 3.

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.

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**
- **Email:**
absences@calliopess.eq.edu.au

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

**EFTPOS is AVAILABLE in the
office.**

RotaKids

On Thursday 14 June, the RotaKids are running a Crazy Hair Day. Students are invited to be creative by adding ribbons, colour, anything crazy to their hair. Students are asked to bring a gold coin donation to raise money for Rotary Oceania Medical Aid for Children (ROMAC provides life changing operations for children). Students are invited to come to the hall at 11am for a fashion parade, prizes and activities.



Curriculum Curiosity

This week we take a look at the Seven General Capabilities within the Australian Curriculum. These seven general capabilities are skills and/or knowledge that students require to participate in curriculum activities. Teachers take these into account and teach these skills to maximise student success. The general capabilities are: Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding. Each of these capabilities are addressed and incorporated throughout each Learning Area. An example could be Numeracy if students are graphing in Science or HASS. A teacher in Year 1 would understand that a picture graph would be within the capacity of a Year 1 student where alternately a comparative bar graph would be more suited to Year 6.

Our librarian Mrs Goodman-Jones is currently developing the ICT capacity of students to support learning in classrooms so that teachers can teach within the subject area and use ICT without the additional time required to teach ICT skills.

The General capabilities are mapped on a continua and can also be used by teachers to support and extend students within the context of learning. If you would like to learn more about General Capabilities please visit: <https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/>

PRAYER TIME WITH CHAPPY

When: Every Wednesday

Time: 8:00– 8:30am

Where: Chappy Sonia's office

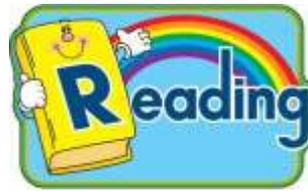


Deadly Australians Presentation

In the first week of Term 3, 19 July, Calliope State School will have a visit from "Deadly Australians". This is a safety education conservation project which aims to educate children about the world's most venomous creatures, many of which live in Australia. Students from Prep – Year 6 are invited to attend this one hour presentation by Marc Dorse, a well-known authority on dangerous animals, toxicologist and herpetologist.

The program will be conducted at the school on Thursday 19 July 2018. Notes and payment information have gone home this week with every student. If you wish your child to attend, please forward payment and the permission note in an envelope by **Monday 25 June 2018**. Late payments will not be able to be accepted.

Cost: Single student – \$6.00 Family payment - \$12.00



Reading

The Australian Curriculum defines 'to read' as: 'to process words, symbols or actions to derive and/or construct meaning. Reading includes interpreting, critically analysing and reflecting upon the meaning of a wide range of written and visual, print and non-print texts'.

The comprehension (understanding) of texts is just as important as the reading fluency. While reading, students are encouraged to question what they are reading and make connections between the text and their own experiences or prior knowledge. To expose students to opportunities for developing their fluency and comprehension, teachers at Calliope State School use three main reading procedures. At Calliope State School students are engaged in Guided Reading, Shared Reading and Modelled Reading.

Modelled Reading is used by teachers to demonstrate reading behaviours and verbalise the reading processes involved. Modelled Reading lessons contain teacher 'think aloud' statements and are brief 5 – 10 minute sessions. These sessions help students to understand how effective readers read and process text and they see/hear how a particular form of text is read. As a parent you can expose your child to this type of reading at home by reading bedtime stories and discussing your thinking and reading processes. Daily reading is very important in helping children develop their reading skills.



Vacation Care
Calliope State School
Stirrat Street
Calliope QLD 4680

2nd July – 13th July
Operating hours:
Monday – Friday
6.30am – 6.00pm
Ph: 0409 267 755
Daily Price: \$52.00

Excursions and incursions are an additional cost to the daily fee.

The vacation care program includes a wide variety of activities including excursions out of the centre to ensure children are engaged and active within the community and exploring the world around them. In the centre, we provide activities such as art and crafts, games, sports, music, cooking, theme days and imaginative play.



Weekly Positive Behaviour for Learning (PBL) Focus

This week in the Tuesday morning PBL lesson we are teaching students about being responsible and putting rubbish in the bin. We want all children to take pride in their school, and one way they can do this is by keeping all areas clean of rubbish. To do so, students need to:

- Be responsible for their food wrappers and rubbish;
- Ensure that when they put their food in the bin, that all rubbish goes in;
- Follow any and all teacher directions to assist in cleaning up their area.

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

SAFE – I keep my hands and feet to self.

Please take a minute to reinforce putting rubbish in the bin and the importance of keeping hands and feet to self with your child, and remind them that they can receive stamps for responsible behaviour during class time and Cool Coins during break time.

PBL update

Fantastic Fun Friday is on this week and it is a Tuckshop voucher. We look forward to seeing your child receive an ice block or bag of popcorn for safe, respectful and responsible behaviour.

Enjoy your week.

Brian Rowe
Student Welfare Team

Special Education Program

Within our support program we predominately support Education Queensland Verified students with disabilities. These are: Autism Spectrum Disorder (ASD), Hearing Impairment, Visual Impairment and Speech Language Impairment. We work as a team with teachers and parents to implement reasonable adjustments.

What is Autism?

Every person with Autism Spectrum Disorder (ASD) is different to another and has their own way of seeing the world, which makes them interesting and unique.

When someone has ASD, it means that their brains are wired differently to other people. However, the symptoms of ASD vary enormously from person to person.

People with ASD find it difficult to interact socially and communicate with others. As they often have difficulty understanding what other people are feeling and what interests others, they might say the wrong thing. They might talk for a long time about a topic they really like, as they are unaware that the topic is of no interest to others. They may not use gestures and body language in the way that other people do. For example they may not use eye contact and may not smile. However, their ability to communicate can vary tremendously, with some people with Autism having no or limited speech, and others having extensive vocabularies. Although people with ASD can find it difficult to talk to people and make friends, they still have the same emotions as anybody else and love to have friends, even if it's hard.

People with ASD also like things to happen the same way. They might take the same route to school or the shops, or line up their toys in a particular order. If something is out of place or if routines change without warning, they can get upset or worried. They may also be bothered by sudden loud sounds, bright lights or unexpected touch that do not bother others. They may become upset if someone hugs them or talks too quickly or loudly. They often have intense interests in particular topics and may be extremely knowledgeable about their special interest areas. They can also have an amazing memory for detail.

Characteristics of Autism

ASD impacts all areas of a person's life and how they cope in everyday situations.

Although incredibly variable, some of the challenges that may be experienced by the person with ASD could include:

- difficulty understanding what you say
- difficulty with eye contact and other nonverbal body language such as gestures and facial expression
- difficulty telling you what they want or need
- difficulty making conversation
- tendency to take things literally
- being awkward and ill at ease in a social situation
- unusual responses to sensory input including intense interest in or intense aversions to certain textures, sounds, movements, tastes or visual patterns or lights
- unusual or challenging behaviours in response to their confusion and stress

- significant learning difficulties
- outstanding skills in certain areas
- preoccupation with certain objects, topics, etc
- repetitive behaviours (such as hand flapping, body rocking, or finger flicking)
- always wanting to do certain things the same way or to keep things the same.

While all people can exhibit some of these characteristics at some point or another, it is the pattern of behaviours, their intensity, and the fact that they persist beyond the typical age that leads to a diagnosis of an Autism Spectrum Disorder.

What causes Autism?

While the cause of ASD is unknown, current research suggests biological or neurological differences in the brain may begin during pregnancy or shortly after birth. Research also suggests that there may be a genetic basis in many instances although not all.

How common is Autism?

A prevalence study by the Australian Advisory Board on Autism Spectrum Disorders in 2007 concluded that one in 160 Australian children aged between 6 and 12 years have an Autism Spectrum Disorder - that is over 10,000 Australian children in that age group. However some recent studies suggest this figure could be around 1:100 (Centers for Disease Control and Prevention, 2012).

That means the condition is now more common than cerebral palsy, diabetes, deafness, blindness and leukaemia put together. There is also a higher incidence of ASD in males than females.

Is there a cure?

The cause of ASD is not fully understood and although there is no cure, appropriate early interventions, therapy and educations delivered by professional with expertise in ASD can make a significant difference. Autism Queensland provides a range of services and supports to assist individuals and their families following a diagnosis of autism.

<https://autismqld.com.au/page/what-is-autism>

Diagnosis

A paediatrician along with a psychologist can diagnosis people with ASD. Your GP (doctor) can assist with a referral to a paediatrician where parents can share their child's behaviour observations. A diagnosis happens over period of time with the support of psychologists and occupational therapists. Observations can be collected by the classroom teacher and support personnel.



Kayleen Bishop
Head of Special Education Services



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.