



Calliope State School

15th May 2018

Calliope Kids
are:

Safe

Respectful

Responsible



What's happening in ...

News from 3A

3A have been conducting chance experiments in Maths. We have identified possible outcomes, conducted experiments, and compared and explained results.



Principal's Piece

'Can Do' Attitude

Over the last few weeks at parade, I have been talking with students about 'attitude'. It is our own attitude which becomes our driving force for success. Every child at our school is a capable learner and it is important that they themselves understand and recognise this. There are days where things are tough but it is how they respond to this, that makes them stronger.

Please support the work we are doing with your children by promoting a 'can do' attitude and encourage them to try new things.



Celebrating Your Child's Work

I've had some conversations lately with children right across the school about their work. An interesting point that has come out of this, has been their desire for mum and dad to see what they have done. Please remember you are always welcome to make a time with their class teacher to come and view their work. Ask questions of our staff about your child's learning. For example; how are they going with their learning and importantly what is the next step for them?

When members of the administration team visit classrooms, we focus on the following questions for our students:

- What are you learning?
- How are you doing?
- How do you know?
- How can you improve?
- Where can you go for help

NAPLAN

Today students in Years 3 & 5 completed their first two tests for the NAPLAN program. They were Language Conventions (spelling, punctuation, grammar) and the Writing task (students responded to a given prompt). On Wednesday, they will complete the Reading and Thursday, Numeracy.

Thank you to the P&C for sponsoring the daily breakfasts being held in the tuckshop area from 8:15am. A big thank you to our wonderful sausage cooks Mrs Schmidt and Mr Norris.



Celebrating our Guidance Officers

2018 marks 70 years of guidance services in Queensland – and also provides a great opportunity to highlight the important work of our guidance officers. Guidance officers are specialist teachers who deliver a broad range of services to school community members. They contribute to the development of a comprehensive student support and wellbeing program that is responsive to the needs of the school community.

Guidance officers may work directly with students in addition to working with a student's teachers, school support personnel, family, other specialists or external support providers. Support offered by guidance officers includes providing advice and counselling on educational, behavioural, vocational, personal, social, family, and mental health and wellbeing issues.

At Calliope State School, the support and expertise offered by our guidance officer, Ms Karen Mooney, is highly valued. On behalf of our school community, a very big thank you to Ms Mooney for her work with and support for families, staff and students.

Winter Weather

The morning chill factor has set in already with the jumpers being pulled out of storage. Please ensure that your child's jumper has been labelled with their name. This will ensure that when it comes off during the day and left in various places across the school, it can quickly be returned. The P&C have new jumpers available from the Uniform shop. Students should be wearing winter clothing as per the uniform policy below:

- Royal blue jumper and black tracksuit pants.

Mother's Day Stall

On behalf of the school community, I thank our P&C volunteers for the preparation of the stall held last week. I trust all mothers and significant ladies had a wonderful celebration on Sunday.



Regards



Mark Wright
Principal

Special Education Program

At Calliope State School we work together to support student needs by providing an Inclusive learning environment. We proudly work from our Student Support building located at the end of the school closest to the railway line and the back ovals (western side).

Our staff consists of myself, Kayleen Bishop (Head of Special Education), Glenda Twiner (SEP teacher), Suzanne Betzein (SEP teacher), Chantelle Nightingale (Teacher Aide) and Sarah King (Teacher Aide). We also have teacher aide support staff for our Speech Programming; Shannyn Ind, Sue McIntosh and Sharon Bartlem.

Every student with disability succeeding



Every school day, in every state school, our teachers and school leaders are maximising outcomes for students with disability by engaging them in learning and developing their skills to prepare for their future. Making sure all students have access to high quality learning opportunities, focused on their individual needs, is a priority for Queensland state schools. We will lift the learning outcomes for students with disability by continuing to build the capability of our staff.

Our plan for students with disability will:

- ensure teachers have the support and training they need
- respect and embrace parents and families as partners in their children's education
- work with schools to reduce the use of planned restrictive practices
- make sure students with disability are included and welcomed in every state school.

We will measure the success of our plan by:

- improving the A-E performance for students with disability
- increasing the proportion of students with disability receiving a Queensland Certificate of Education
- decreasing the proportion of students with disability receiving a school disciplinary absence
- reducing the number of students with disability not attending a full-time program.

Our [Every student with disability succeeding plan](#) sets us on a journey to lift learning outcomes, so that every student with a disability is succeeding, and every school is supported to achieve excellence.

<http://education.qld.gov.au/schools/disability/index.html>



Kayleen Bishop
Head of Special Education Services



Premier's Reading Challenge

The Premier's Reading Challenge started on Monday 14th May and continues until Friday 24th August. The Premier's Reading Challenge is an annual state wide initiative for state and non-state schools and home-educated students from Prep to Year 9.

The Premier's Reading Challenge aims to improve literacy and encourage children to read for pleasure and learning. Class teachers have a recording sheet for each student in their class. The recording sheet is where students/parents/teachers write the titles of the books read by each student. Once the recording sheet is completed, it is handed to your child's class teacher and the teacher will place your child's name into a lucky draw prize.

Students in Prep – 4 are required to read and record 20 books, while students in Year 5 and 6 are required to read 15 books. The Premier's Reading Challenge is not extra reading for students.

Which book titles can be recorded on the sheet?

- Home readers
- Bed time story books
- Books read for pleasure
- Books read in class during reading time

Happy reading!

Mrs Kylie Kettle
Master Teacher



!!DATES TO REMEMBER!!

15,16 & 17th May – NAPLAN

18th May – Walk to School Day

21st May – Parent Workshop
Spelling

23rd – Chess Competition

24th May – Coping Café

25th May - FFF

6th June – P-2 Sports Day

7th June – High Jump & 800m

8th June – Yr3-6 Sports Day

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.

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.

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.

Attendance – Every day Counts

2018 School Attendance for Week 4, Term 2						
Fri 04/05/18	Tues 08/05/18	Wed 09/05/18	Thurs 10/05/18			
87.4%	91.2%	94.5%	93.8%			
Whole School Attendance for the Year to Date: 93.9%						
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.3%	93.6%	93.8%	93.9%	93.8%	94.9%	94.2%

Congratulations to 5A for having the best attendance for Week 4. They had an amazing 98% for the week. Well done to 2D, 2/3E, 5B and 6A, who along with 5A, were all above our school attendance target of 94% this week



Stars of the Week

Prep A	Callum	Prep B	Braxton
Prep C	Bridgette	Prep D	Eliza-Rose
1A	Tyler	1B	Cain
1C	Uzuri	1D	Chelsea
2A	Addison	2B	Dallas
2C	Navaya	2D	Rayne
2/3E	Lucas	3A	Skylah
3B	Ciaran	3C	Zoe
3D	Allison	4A	
4B	Maverick	4C	
4D	Mitchell	5A	Ruby
5B	Georgia	5C	Braith
6A	Ashton	6B	Samara
6C	Braden	PE	Andrea
Music	Eli		

PRAYER TIME WITH CHAPPY

When: Every Wednesday

Time: 8:00– 8:30am

Where: Chappy Sonia's office



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

**EFTPOS is AVAILABLE in
the office.**

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

RotaKids

Last week in RotaKids we ran fitness week. Every day in the hall there was fun activities. On Friday, we had teacher verse student tug-a-war and the teachers won. This was lots of fun.

Gabby and Keeley



Curriculum Curiosity

Curriculum Curiosity will be a regular feature of the newsletter which will explore different elements of the curriculum and how it relates to teaching, learning and assessment at Calliope State School. At Calliope State School our curriculum follows the Australian Curriculum which can be found at <http://australiancurriculum.edu.au/>. The Australian Curriculum is a three dimensional curriculum made up of Eight Learning Areas, Seven General Capabilities and Three Cross-Curriculum Priorities. Over the next three weeks these three dimensions will be explored. Next week we will begin with the Eight Learning Areas.



Community News

Calliope Kindergarten are now taking enrolments for 2018 for children born between 1st July 2013 – 30th June 2014. Please see attached flyer.

Compassion Dinner Dance Fundraiser

Saturday 9th June 2018

Please see flyer below.



Weekly Positive Behaviour for Learning (PBL) Focus



RESPONSIBLE– *I am responsible and use squawk*

The PBL focus for week three is about being responsible and is 'I am responsible and use talk, walk, squawk.' It is important to remember that we are responsible for our own behaviour and this strategy helps kids make better choices at school. Some examples of when students can be responsible and talk, walk, squawk include:

- if they think someone is being mean;
- if they think a situation is unfair;
- if they are upset;
- or if they are angry.

Please take a minute to reinforce the importance of being responsible 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 happened on Friday and there were 378 students at the 'Popcorn and movie' event. Well done to all the students who filled their stamp charts with positive behaviour. We look forward to seeing them have lots of fun at the next Fantastic Fun Friday.

Enjoy your week.

Brian Rowe
Student Welfare Team



National Walk Safely to School Day

Now in its 19th year, National Walk Safely to School Day (WSTSD) is an annual event when all Primary School children will be encouraged to walk and commute safely to school. It is a Community Event seeking to promote Road Safety, Health, Public Transport and the Environment.

Friday 18th May

Time: Meet at 7.50 am to start walking at 8.00 am

Where: The hill near the Calliope Central Bowls Club (across from the IGA) then walking directly to school.

Wear your hat.

Teachers and parent volunteers will be joining the walk.

All welcome.

Any further information email: kbish41@eq.edu.au

Sonia Hain

Calliope State School
School Chaplain



CELEBRATE CHAPPIES

In celebration of

Chappy Week

Come along to the hall for a Paper Plane competition

When: Wednesday 23rd May at first break

Where: The Hall

The Rules:

- You must have made your paper plane prior to the event
- Your name and class must be clearly written on your paper plane to enter
- You will be disqualified from the event if you use your paper plane outside of the event. Eg: in class time or oval.
- Practise to happen at home or under teachers permission

**CHAPLAINS
LOOK AFTER
THE SOCIAL,
EMOTIONAL
AND
SPIRITUAL
HEALTH OF
OUR
COMMUNITY.**



Supporting parents and carers to look after themselves

Family protective and risk factors: The influence on children

There are many protective and risk factors that influence people's mental health and wellbeing. Building on protective factors and reducing risk factors can prevent mental health difficulties. Although some risk factors cannot be changed, when parents and carers look after themselves, by having a healthy lifestyle and good family relationships, they are able to draw on their protective factors and reduce their exposure to risk factors. Protective factors are strengths that reduce the chance people will experience mental health difficulties. Protective factors also help people to have positive mental health and wellbeing even though risk factors may be around. For example, positive relationships between families and early childhood staff support children's achievement even if there are other risk factors present.

Examples of family protective factors are:

- strong and stable family relationships (eg consistent, caring relationships)
- supportive parenting or caregiving (eg being available to listen to and talk to children)
- strong family values (eg having a shared understanding of doing the right thing by others)
- consistency in routines and limits (eg responding the same way to children's behaviour).

For more information, have a look at our pages on [risk and protective factors](#).

Family risk factors

When parents and carers look after themselves, their children, and their family environment, the factors that put themselves and their children at risk of developing mental health difficulties are reduced. Also, when families look after themselves and accept support to manage difficulties, it can help them address any concerns they have early (eg stress in managing parenting). Addressing concerns when they are first noticed also helps to improve children's mental health.

Risk factors are things that can increase the chance of mental health difficulties developing. An example might be a stressful event, like having a child start preschool, which challenges a person's emotional wellbeing. Sometimes risk factors can be specific events (such as a death in the family), sometimes they can be things that happen over time (such as having a family member with an illness) and often they are linked. When people are exposed to many risk factors, it increases their chances of experiencing mental health difficulties.

Examples of family risk factors are:

- family conflict, instability or separation
- inconsistent parenting by parents or carers
- parents or carers experiencing mental health difficulties or substance abuse
- family members with a serious illness or disability
- having financial difficulties.

Not all people who face risk factors develop mental health difficulties. A sense of connection to others, supportive relationships and personal resources reduces the impact of risk factors.

Looking after parents and carers

Looking after parents' and carers' mental and physical health is just as important as looking after children's. When parents and carers look after themselves and feel supported, they are more able to provide their children with the best care they can. Having healthy parents and carers is also good for children's mental health and wellbeing. When parents and carers are more relaxed and less stressed, they are more able to relate to their children, make good decisions and model appropriate responses.

At the heart of being healthy is:

- eating well
- exercising regularly
- building and maintaining positive relationships
- developing or maintaining personal interests.

A healthy diet creates a nourished body and mind and sustains high performance in everyday life. It also reduces the risk of getting sick. A healthy diet includes eating a balanced amount of fruit, vegetables, breads and pastas, eating breakfast every day and drinking plenty of water. Eating good quality food and exercising regularly are two ways parents and carers can look after themselves. Being physically active regularly increases energy levels, reduces stress and promotes health. A casual way of including exercise into a family's routine can be for parents or carers to go for a walk or swim with their child or play an energetic game together.

Playing with children helps parents and carers develop a close relationship with them. Children benefit from close relationships with adults who they can trust and share fun times with.

It is also good for parents and carers to build positive relationships with other adults. Experiencing positive relationships with other adults provides support from people who are trusted, respected and safe. Children benefit when they see their parents and carers interacting positively with other adults. By watching adults, children learn skills like communicating effectively, relating well to others and how to build and maintain healthy relationships. Parents and carers who maintain personal interests also provide children with a model for a balanced life. When parents and carers have time to relax and do things they enjoy, this allows them to be happier and less stressed when with their family. Healthy choices by adults allow for a healthy self and healthy child.

Parents and carers looking after their relationships

Looking after a relationship takes time and effort. Supportive relationships with significant people in parents' and carers' lives are important for children. These relationships may be with partners, friends, family members or early childhood services. Below are some suggestions that may help parents and carers to build and maintain relationships.

- Openly, respectfully and regularly communicate feelings.
- Accept support when trying something new. Offer it to others if you can.
- Pay attention to and act on the needs of others (eg provide space for your partner to relax if they are stressed).
- Be aware of your own needs within the relationship (eg make time to do something you enjoy, talk about your need for personal space).
- Try to understand and respect others' beliefs and values.
- Work together when making important decisions.

When people in relationships show these qualities, they nurture one another. When parents and carers feel nurtured, they are able to feel more confident and comfortable in their role as a caregiver and they may find that their relationship grows stronger and they work together as an effective team. This enables parents and carers to provide a positive environment for raising children. Parents and carers who look after themselves are looking after their children too.

Parents and carers can often forget to look after themselves as their priority is their children. It is important however for parents and carers to make sure they look after their own health and wellbeing as well as their child's. Some things parents and carers can do to look after themselves are explained in the highlighted boxes following. Even trying one or two of these things could make a big difference to parents' and carers' health and wellbeing.

Supportive relationships promote self-care

All journeys through parenthood will be different. It is very important all parents and carers have access to the support of family, friends and early childhood professionals to help them on this journey. Parents and carers benefit from having supportive relationships with other adults in many ways. For example, being supported by other people can inspire parents and carers to make healthy lifestyle decisions. Supportive relationships act as a barrier to stress. Parents and carers who know they have reliable support available to them react more positively to stressful events than those who do not. For example, if a parent or carer has concerns about their child, they manage much better when they have support, access to information about their concern and a referral to see a mental health professional when it is required. Such support might be provided by a staff member at their early childhood service.

In summary, support for parents and carers is helpful because it means they:

- work with others to find solutions
- receive help to understand and act on any concerns about their child
- have an opportunity to share their stress
- receive encouragement.

Accessing support in the community

For parents and carers, early childhood services are an ideal place to build relationships with other families. Early childhood staff are in a position to build relationships with the families at their service and may be able to provide information on topics like childhood development and mental health in early childhood, details of local parenting groups or hold information sessions on specific topics. Parents and carers can use this information and these resources to make decisions for their children. Parents and carers may also find the service is a good place to connect and build relationships with other families who may be experiencing similar things as them. For example, there might be more new fathers or families with children the same age as theirs. Getting to know other families provides an opportunity to build friendships, and by supporting each other, cope in challenging times and share children's achievements and milestones.

Recognising stress

Recognising signs of stress is an important part of parents and carers looking after themselves. Stress is the body's reaction to change or overload. This reaction can be experienced physically and mentally. Stress may be the result of changes or overloads related to work, family, relationships or in fact, any event that requires a person to respond physically, mentally or emotionally.

Signs of stress include:

- difficulty sleeping
- tiredness
- poor concentration
- over-reacting to small things
- poor appetite
- sweating or shaking
- shortness of breath
- headaches
- mood swings
- irritability and frustration
- low levels of motivation.

People feel the effects of stress differently. For example, having a child start preschool maybe very stressful for one parent or carer, but not as stressful for another. However, everyone experiences stress sometime; it is a fact of life. Stress that occurs in small amounts can create energy, alertness and motivation so people can respond to life's demands. When stress reactions are severe; occur frequently; or over a long period of time it can become a problem. Stress can be managed so it is kept at a useful level rather than a harmful one. This requires awareness and an understanding of stress. When parents and carers do things to help them manage their stress, it is easier to make healthy life decisions for themselves and their children.

Causes of stress and strategies to reduce it

There are many reasons people experience stress. One of the most common reasons is sudden or unexpected change. Even changes that are normal and are not sudden (eg a child beginning toilet training) can be stressful. Changes can also happen in many parts of a person's life at the same time. For example, changes to a person's physical environment (eg moving house, starting a new job), social environment

(eg a new baby in the family, feeling culturally isolated after moving to a new place) or physical appearance (eg ageing or pregnancy).

Just like the many causes of stress, there are many things parents and carers can do to ease it. Some of strategies are outlined below. Parents and carers might like to try a couple of these strategies and may find one or two that work best for them.

Practising relaxation

Relaxation skills can help release both physical and emotional tension. Some ways to relax include: deep breathing, tensing and then releasing muscles or closing your eyes and imagining a calm place. When the muscles in people's bodies are eased they stop a panic message from going to the brain, this allows feelings of physical and mental calmness. When these techniques are practised over time it helps to develop skills for coping with stressful events.

Reflecting on thoughts

The way people make sense of stressful events can influence their reaction to them. Sometimes it can feel as though stress is overwhelming. When people are able to take a step back from their stress, it allows them to think the situation through, feel more in control and able to cope. This can be an important step in finding a way to cope with stress. For example, when thoughts become overwhelming, 'I just cannot go on dealing with my child's behaviour any more', they can become linked to unhealthy reactions to stress and this ultimately lowers the ability to make decisions. After taking some time, a parent or carer might decide to talk to early childhood service staff or a health professional about their concerns.

Developing problem solving skills

It can be helpful to have a flexible way of dealing with stress. When people feel in control of a situation, they have less chance of feeling overwhelmed by it. To do this, it helps to think of strategies that have worked well in similar situations as well as potential new solutions.

Making healthy choices

Decisions about many things in life can impact on people's mental health and wellbeing. When people are under stress their ability to make decisions can be weakened. In times of stress, it is important to try and approach decisions calmly. It can be good to think of the pros and cons (both short-term and long-term) of a particular option and discuss them with someone else before making a big decision. Support from another person provides another perspective, and may help with decision making.

Stress can be managed so it is kept at a useful level. It is not stress itself, but adults' reactions to stress, that influence children.

Managing stress benefits children

Being stressed over a long time can increase the risk of developing both physical and mental health difficulties. This can impact on the quality of parenting or caregiving, which can then impact on children's development. Parents and carers who look after themselves and their stress are able to provide the best care for their children. They are able to be more responsive, fun and open with their children. This helps children feel secure, relaxed and develop an understanding of how to manage life's difficulties. When children are raised by parents and carers who respond to life's challenges in a healthy and calm way, they have the chance to enjoy their childhood experiences and are more able get through stressful times.

It is not stress itself, but adults' reactions to stress, that influence children.

Bouncing back after tough times

Being able to overcome challenges, by thinking positively, managing stress and having a realistic outlook on life, helps to strengthen mental health and wellbeing and increases the ability to cope with difficulties. This is known as resilience. Skills that can help parents and carers build resilience are:

- the ability to recognise and manage emotions
- good communication skills
- the ability to solve problems
- accepting responsibility for actions and mistakes
- good decision making skills
- the ability to set and achieve goals
- having empathy for others
- being willing to seek help when needed
- having a positive, reflective outlook on life
- keeping a sense of humour.

As people take care of themselves and maintain supportive relationships, these skills can be developed and their overall health and wellbeing is boosted. With these skills, people can be optimistic in understanding that even though there are challenging times in life, they have the skills and abilities needed to cope. Parents and carers respond best to life's challenges when they have supportive relationships with family, friends, early childhood staff and the community, and possess good personal social and emotional skills. In difficult situations resilient parents and carers can draw on both their own skills and flexibility and the support of others to help them cope.

Resilient parents and carers are more likely to think and feel positively, which increases their ability to cope with challenges. Parents' and carers' resilience in life helps them to contribute to a healthy, happy child.

One way children learn to cope is by watching what their parents and carers do to handle stress and difficult situations.

An example of bouncing back

Coping with family separation

Family separation can be stressful and can affect individuals differently. For parents and carers, separation signals the end of the relationship with their primary partner. Grief can be a natural feeling when families are going through a separation. Parents and carers need to look after themselves at this time to help reassure and support their children to adjust to the separation. When this happens, children cope better with change and are more likely to recover without long-term negative effects.

Some things for parents and carers to consider when looking after themselves during family separation are:

- Strong feelings and mood swings are part of a normal reaction when families separate.
- Allow time to come to terms with feelings of loss and grief
- Do not be surprised if the demands of parenting or caregiving seem more difficult when you are under stress. Make allowances for yourself and develop strategies to help you cope
- Look for support from family, friends and early childhood service staff. Professional support can also be helpful for dealing with difficult feelings and finding ways to cope.

Looking after parents and carers helps children cope with separation

Children can be affected by the way their parents or carers respond to the separation with their partner. While most children continue their relationship with their parents or carers, these relationships may be affected by changes to their lifestyle and the way they feeling. Sometimes children may talk about their feelings, but young children more often show it in their behaviour. For example, some children may become anxious and want to stay close to their parents or carers, after the family has separated. Other children may feel angry and express this by getting into conflict. These are reactions to the sense of loss and powerlessness most children feel when their families separate. If there is ongoing conflict between parents or carers this can affect children's wellbeing. This can mean children may have more difficulty for coping and returning to their usual routines. When parents or carers access support, they tend to manage the stress of separation better. When parents and carers cope effectively with separation it also helps children to manage the change better.