



Calliope State School

26th June 2018



Calliope Kids
are:

Safe

Respectful

Responsible



What's happening in ...

News from 1D

Black, Blue, Magenta and Yellow are our favourite colours in 1D. This is because they are the colours of The Code. We have been using The Code to help our reading and writing since the beginning of Prep. Mrs Keyworth and Miss Sharon have been very impressed by our reading skills, with every child showing wonderful improvements this term. You might be wondering how we use The Code to help us learn new words. When we find a word we don't know, we ask our teacher to "code it" for us using colours and clues. We then transfer it into our long term memory so we can read and recognise the new word when it appears in books and in print around us. Some of our students have even been teaching this to visitors to our classroom. We are also using The Code to help with our spelling choices in our writing.

Our highlights of Term 2 include learning about boats and materials in Science, how to tell o'clock time in Mathematics and poetry.



Principal's Piece



Under 8's Day

It was a fabulous day yesterday, to celebrate our Under 8s Day at the school. Students from our school and the local community came together to play and explore with a central theme of 'language'. Thank you to all of the staff and community organisations (emergency services, Mr Britstra and Gladstone Library) who provided the activities!



Channel 7 Visit

Year 6 students were fortunate to be winners in the Channel 7 School Visits by weatherman Livio. Livio presented a weather session for students and answered their questions! Stay tuned to Channel 7 to see our students on the news.



Building Opening

This afternoon we are excited to celebrate the official opening of our new classrooms and Administration Block. The building is to be opened by the Honourable Grace Grace MP, Minister for Education and Minister for Industrial Relations. Again, we thank everyone who has played a part in the design and construction of this building, to ensure we are future proofed for years to come.

Report Cards

Our end of semester reports will be sent home on Thursday. I encourage you to spend some time reflecting on these with your child. I would like to remind everyone that a 'C' or 'Sound' grade means that your child is working at the appropriate level for their schooling - 'C's are a good thing! Whilst the academic grade is important, it is also the 'effort' and 'behaviour' grades you should also focus on. In Term 3, parent-teacher interviews will be offered for you to discuss your child's report with their teacher.

Early Departures/Late Arrivals

A reminder of our required process for students arriving late or early departures:

- All students must be signed in and out via the office.
- Parents collecting students are to then collect your children from their classes after being signed out. → You need to give the sign out note to the class teacher.

School Holidays

Have a wonderful school break and we look forward to seeing all students back on Monday 16 July.



Mark Wright
Principal



**School resumes on Monday
16 July 2018**

!!DATES TO REMEMBER!!

25th June – Deadly Australian’s Money is due

28th June – Report Cards sent home

29th June – Principal’s Parade

29th June – FFF

30th July – Pizza Day P-Yr2

31st July – Pizza Day Yr3-6, 2/3E

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 10, Term 2						
Fri 15/06/18	Mon 18/06/18	Tues 19/06/18	Wed 20/06/18	Thurs 21/06/18		
90.4%	90.3%	94.7%	93.6%	93.8%		
Whole School Attendance for the Year to Date: 93.5%						
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.2%	92.8%	93.6%	93.4%	93%	94.3%	94%

Congratulations to 2/3E and 4A for having an amazing 98% attendance for Week 10. Their great attendance rate was achieved because each class only had two students away for the whole week. Every day counts because going to school means getting a better chance at life.



Stars of the Week



Prep A	Ayla	Prep B	Matthew
Prep C	Mikey	Prep D	Crew
1A	Keisha	1B	Avery
1C	Lorrae	1D	Jasmine
2A	Emily	2B	Josey
2C	Bayce	2D	Logan
2/3E	Corey	3A	Ashlyn
3B	Kyden	3C	Lincon
3D	Cooper	4A	Ella
4B	Chris	4C	Maya
4D	Ashley	5A	Kaleb
5B	Amber	5C	Andy
6A	Jessica	6B	Logan
6C	Blake	HEALTH	2/3E
LOTE	Clayton		

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

What an amazing semester RotaKids have had this year. 2018 has provided the students with many opportunities and challenges. As a teacher the highlight has been to see the growth in the individual students, to watch them gain a knowledge of their own abilities and how to assist others in so many different ways. The students themselves were especially proud of what they have accomplished. The highlights of 2018 for the students include the fitness week, goal setting talks by Mr Capill, fundraising events and listening to the guest speakers. They have enjoyed building relationships with the younger students and visiting their classrooms. They said that they have grown in themselves in their confidence and are most proud of the difference that they have made in the lives of others. We have many enthusiastic students already lining for semester 2. Miss Heron and I say "Bring it on". 2018 will be our strongest year yet!

A big thanks to everyone who participated in Crazy Hair Day, especially the very talented parents who doubled as amazing hair designers. Everyone enjoyed the music and vibe in the hall at lunch where each year level paraded their hair do's and the 'best crazy hair' was awarded to one child from each year level, our judges had a hard time choosing a winner as there was so many innovative hair do's. We raised \$506 for ROMAC (Rotary Oceania Medical Aid for Children). This money will assist children in developing countries receive life changing operations.

Our school leaders and Semester 1 RotaKids class representatives have completed 3 school based projects, 2 local projects and 1 global project. This is a mammoth effort and an amazing contribution to making positive change in our local and global community. Thank you to the leaders and class reps for their commitment of attending regular meetings, their ideas and enthusiasm.

Mrs Smith-Ashton and Miss Heron



PRAYER TIME WITH CHAPPY

When: Every Wednesday

Time: 8:00– 8:30am

Where: Chappy Sonia's office



Lost Property

Can you please check the lost property under B block, if your student has misplaced or lost a hat, lunch box, water bottle or any clothing. The lost property will be checked and named items will be returned to the student. All unnamed lost property not claimed by the end of week 11 will be donated to a charity organisation.

Also, we ask parents to please check that they have their child's correct belongings as school lunch boxes, jumpers and hats that are named are going missing from school and are not returned.

Botanic to Bridge

Registrations are open for the 2018 Botanic to Bridge. This is a fun family event on Sunday 19 August and for each participant registered for our school, we receive a donation back to the school. We had 56 participants last year and look forward to beating that number in 2018. Go Calliope!

You can register at www.botanictobridge.com.au



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

Helping Hands

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. Please see attached flyer for Vacation Care information for the July school holidays.

Community News

Please see attached flyer regarding Year 7 Parent Information for 2019 for Gladstone State High School.



Weekly Positive Behaviour for Learning (PBL) Focus

This week in the Tuesday morning PBL lesson we are teaching students about moving around the school safely. In order to have a calm and peaceful school, students need to quietly form two lines and move around the school to the left of walkways. Keeping our voice quiet and our bodies to ourselves will also ensure calm transitions from room to room.

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

SAFE – I keep my hands and feet to myself.

Please take a minute to reinforce moving about the school calmly and quietly, and the importance of keeping hands and feet to self. Kindly remind them that they can receive stamps for responsible behaviour during class time and Cool Coins during break time.

PBL update

There will be a very special Fantastic Fun Friday this Friday for the 116 students who received an invite to ALL THREE Fantastic Fun Friday's in the term. Those students will receive an invite on Thursday. This will now happen every term, so please encourage your child/children to work towards filling their Stamp Chart in so they can enjoy the end of term celebration.

Enjoy your week.

Brian Rowe
Student Welfare Team



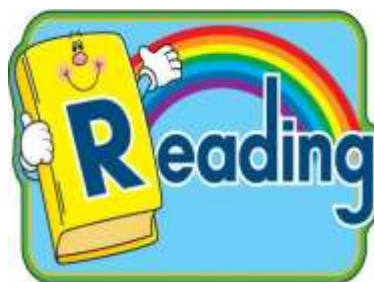
Reading

Shared reading is a teacher-led activity that can be conducted with the whole class or a small group. By using shared reading teachers can encourage enjoyment of text and support students in successfully accessing a range of text types. The teacher controls the reading but includes active student participation.

When shared reading is used effectively, teachers:

- lead the activity for a whole class or small group, using text that all the students can see, and focus on an identified reading behaviour or strategy that requires further development
- do most of the reading and encourage whole-group enjoyment of text and participation where appropriate
- revisit the text over time, using it for different teaching purposes
- lead students in using different strategies, engaging with new texts and developing problem-solving behaviour
- focus attention on the text, under your control.

At Calliope State School, students participate in shared reading 3-4 times each week. Shared reading is a great time for students to be accessing texts which they may not usually read.



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 a Hearing Impairment?

Definition

Hearing loss is measured as the increase in decibels (dB) of a person's hearing thresholds (the softest sounds which can be detected) relative to normal hearing levels (0–20 dB). Thresholds are tested across the frequencies of speech. Hearing loss is described as:

- Mild – thresholds between 21dB and 45dB
- Moderate – thresholds between 46dB and 65dB
- Severe – thresholds between 66dB and 90dB
- Profound – thresholds greater than 91dB.

Hearing loss is also described according to the site of damage to the auditory system:

- Conductive hearing loss - a difficulty with the transmission of sound through the outer ear or middle ear. Sound appears softer to the listener, that is, the quantity of sound is affected. Conductive hearing loss may be temporary or permanent.

- Sensorineural hearing loss - a difficulty with the inner ear process in the conversion of sound into electrical signals in the cochlea, or in the transmission of the sound along the auditory nerve to the brain. Sound appears softer to the listener and is likely to be distorted. The quantity and quality of sound are affected. A sensorineural hearing loss is a permanent loss.

- Mixed hearing loss - a hearing loss with a conductive component and a sensorineural component. The overall impact of a mixed loss is a combination of the conductive component and the sensorineural component.

The department recognises a diagnosis of Hearing Impairment provided by an *otolaryngologist* or an *audiologist*. A Hearing Impairment exists when pure tone thresholds fall outside the normal range (thresholds of 0–20 dB HL) at any frequency. This is documented in the Audiologist/Otolaryngologist Report which must accompany the verification request.

Evidence of Hearing Impairment must consist of an audiogram and written report provided by an audiologist or otolaryngologist. For a diagnosis based on:

- sensorineural, permanent conductive or mixed hearing loss - the *most current* audiogram and report will be accepted
- fluctuating conductive loss - an audiogram administered not more than 12 months prior to verification and the associated report must be provided. Additionally, a history of persistent hearing loss must be provided.

Where do I go to get my child's hearing check?

Attune Hearing Gladstone – 07 4851 1300

Australian Hearing – 131 797 www.hearing.com.au

Community Health – 4976 3131

Connect Hearing Gladstone – 4930 0030

Please provide the school with the report documenting the results. The school will keep the report on your child's file.



Kayleen Bishop
Head of Special Education Services



Separating from loved ones can be distressing

Early childhood services and schools are supportive environments where children have many opportunities to grow and learn through their positive experiences. However, when children are separated from their parents and carers they can feel distressed. This is a common response from about six months of age and can continue into the early years. Some school children may also experience some separation distress.

Children may show their distress in different ways. Whereas some may be visibly upset, others may have physical symptoms such as headaches, nausea or tummy aches. Other children may show their distress by appearing nervous, being restless, clingy, or by being quiet and withdrawn.

Distress from separating from their parents or carers is a common feeling for many children when they first go to an early childhood service or start school. They may be feeling a little unsure in a new setting with new people. Children's distress is generally short-lived and they are quite often happily playing within a short time of their parents or carers leaving. Over time, children learn to feel safe in their new surroundings and gradually experience less separation distress.

Children vary in their levels of emotional sensitivity. Some children worry about lots of things, while others are more carefree. Most are somewhere in between. Separating from parents and carers can be distressing for children, and can result in behaviours that are hard to manage - like screaming, tantrums or refusal. **Understanding and managing separation distress** is the first step involved in helping a young child to feel comfortable to be apart from their parent or caregiver.

Helping children to cope with separation distress is best achieved when parents or carers and early childhood services and schools work together to create positive separation experiences for children.

Why can separating from parents and carers be distressing for young children?

From around six months, most children begin to show distress when they are away from their primary caregivers. As they don't yet have a separate sense of self, babies see their parents or carers as part of themselves and feel a part of them is missing when they are apart. Babies may not understand you will come back after leaving them. Babies and young children may also feel anxious around unfamiliar people, though this may reduce over time. As children feel less intense separation distress and their familiarity with their early childhood service increases, they tend to worry less. Older children have developed a separate sense of self and therefore have a greater understanding their parents or carers will return.

Helping manage separation distress

Children vary in their levels of emotional sensitivity. Some children worry while others are more carefree. Most are somewhere in between. Parents and carers can work together with staff so their child has positive goodbyes and enjoys their time away from home (eg when a parent or carer reminds their child of the fun they have with their friends at child care). Children feel less distressed when they are confident that they will see their parents or carers again (eg when a parent or carer reassures their child that they will see them at the end of the day).

When children are separating from their parents and carers they may behave in hard to manage ways (eg screaming, tantrums, or refusal). Understanding the meaning behind this behaviour and responding appropriately assists the child to manage their emotions and experience less distress (eg by speaking softly to the child about their feelings, stroking their hair and providing a comforting hug). Children copy their parents' and carers' emotions and behaviours. Children may interpret adults' anxiety or worry as indicating to them that their situation is unsafe and that they should be fearful too (eg "the world is a dangerous place and I am not capable to handle it on my own").

Adults can help children manage their separation distress and help them feel safe by being calm, relaxed and reassuring, noticing their child's emotions and comforting them. A balance is required, however. For adults, it is important to find the balance between supporting and reassuring children and allowing children to have opportunities to practise managing their own emotions. By being emotionally available and showing understanding about children's fears, you help to manage children's distress when it is too big for them to manage on their own. Adults can help reduce children's fear of separation from parents and carers by reassuring and comforting them.

Understanding Children's separation distress can be due to...	Adults can help reduce the child's distress by...
<p>The way the child thinks</p> <p>"I don't feel safe without my Mum or Dad."</p> <p>"Something bad will happen and I may never see them again."</p>	<p>Supporting your child to develop helpful thinking and remind them of what usually happens when you are away from each other.</p> <p>"You can trust me to make sure that you are safe."</p> <p>"When I leave you, you are ok and I'll come back for you."</p>
<p>How they cope with feeling afraid</p>	<p>Giving your child some ways to cope when they are apart from you</p>
<p>"I am scared and I don't know what to do."</p>	<p>"Here is a kiss for you to keep in your pocket until I come back."</p> <p>"Here is a photo of us together to remind you that we will be together again soon."</p> <p>"Let's take some deep breaths to calm us down."</p>
<p>Picking up on parents' and carers' cues</p> <p>"Mummy looks worried and upset so there must be something wrong. Now I feel worried or scared too!"</p>	<p>Being calm and helping your child to be calm too</p> <p>"Mummy seems happy and relaxed. Seems like everything is ok. I feel safe. There is nothing to worry about."</p>

Understanding children's separation distress

When a child gets angry, upset or worried and their behaviour is hard to manage, try to think about what may be going on for the child. Some common experiences, possible explanations and suggestions are described below.

Some common experiences	Possible explanations	Some suggestions to try
Baby Hamish has been happy at child care since he was six months old. At 10 months he started becoming upset when separating from his father in the mornings.	Hamish is attached to his dad and has developed the capacity to remember and recognise familiar faces. He sees others as strangers.	Hamish may feel less distressed if he has a special toy or blanket to help him feel connected to his dad when they are apart.
Three-year-old Ruby is screaming and clinging to her mother, not letting her go.	Ruby has a close attachment to her mother. If her mother feels anxious and Ruby has picked up on this, she may feel scared and unsafe.	Practise being calm. Talk with staff about your feelings. Think about transition times (eg find a special way to say goodbye to Ruby in the morning and reunite later in the day, and try to use this consistently).
Four-year-old Jarek won't get out of bed. "I have a tummy ache." He	It is not unusual for children who have settled well in their	Talk with Jarek about how he is feeling and use this opportunity to remind him

Some common experiences	Possible explanations	Some suggestions to try
is usually very happy to go to Kindergarten. He has a new baby brother.	early childhood service to experience distress in response to changes in their life.	of his importance in his family. Perhaps Jarek could show his friends some photos of his new, bigger family.

Parents and carers have feelings too

Parents and carers can also feel upset and experience distress when they separate from their child, especially when their child is upset. Parents and carers can help manage their own emotions by:

- Calling the service about half an hour after leaving to see how their child is going.
- Asking questions about their child's day, such as how they slept or what they enjoyed. Parents and carers can ask specific questions if they want more information or if they are feeling a little anxious themselves.
- Making sure you pay attention to your own emotions.

P&C News

Thank you

Thank you to our wonderful volunteers who worked in our Country to Coast mobile canteen last Friday. We are pleased to advise this event raised around \$900.00, which will be invested back into our school.

Volunteer Rewards

Have you heard about our Volunteer Reward program. The P&C relies heavily on the generosity and spirit of the families who volunteer their time to assist us in operating the P&C, assisting the Tuckshop and Uniform shop and in all of our fundraising activities. Everything you do benefits our school community and in addition to the many thanks we are now offering a Volunteer Reward Card.

Every time you volunteer, get your reward Card signed. Fill your card and receive your reward.



Tuckshop this week

With our Convenor, Lisa away on leave, we are short on tuckshop help. If you are available to assist Thursday or Friday this week, please contact Holly or us via email pandc@calliopess.eq.edu.au or our Facebook page.

Term 3

A reminder of our P&C activities scheduled for Term 3. Great time to Volunteer and start collect reward points!

Pizza Day: 30 July – Junior School

31 July – Senior School

Disco: 2 August

Open Night: 15 August

Pie Drive: Our local Lizzy's Bakehouse will be supplying our pies this year. Order forms will be circulated from 17 to 31 July with delivery on 16 August.

Father's Day: 30 & 31 August

Monster Raffle: Our major fundraiser this year will be our Monster Raffle. Our Fundraising Committee is busily working behind the scenes....watch this space.

Recipe Book: We are excited to be introducing a school recipe book this year which will be published in time for Christmas. More information will be coming soon with an invitation to all families to make a recipe contribution.

Have a safe and happy holiday. Thank you for supporting our school community.