



Porty's Power of Positive Thinking

A fortnightly communication between home and the school community

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Edition #1 - 16th September 2014

VALUE : *Every child matters every day!*

Port Curtis Road State School acknowledges the traditional Dharumbal people on whose land it stands.

Our School Rules and Acceptable Behaviour

- **Be Safe**
 - **Be Responsible**
 - **Be Respectful**
- Respect for Ourselves**
Respect for Others
Respect for Learning



WELCOME to Porty's Power of Positive Thinking, Edition #1

Our School Rules and Acceptable Behaviour

Our school community has identified the following value based rules to teach and promote our high standards of responsible behaviour.

- **Be Safe**
 - **Be Responsible**
 - **Be Respectful**
- Respect for Ourselves** Strive for personal best
 Take responsibility for your own actions and property
 Actively manage personal wellbeing (healthy mind, healthy body)
 Adhere to the School Dress Code.
- Respect for Others** Be fair and compassionate.
 Use polite and appropriate language at all times. (Swearing will not be tolerated.)
 Treat the property of others with respect.
 Recognise personal space (Hands Off Program)
 – Port Curtis Road State School is a strictly HANDS OFF school.
 Accept views and opinions of others.
 Be positive in building relationships (Care and Share)
- Respect for Learning** Take pride in your learning environment.
 Manage time and resources.
 Engage in all learning opportunities.
 Ensure your behaviour allows yourself and others to learn.

Impairment and disability

It is important to understand the relationship between impairment and disability. In the World Health Organisation's *International Classification of Functioning, Disability and Health* (ICF, 2001) and *International Classification of Functioning, Disability and Health for Children and Youth* (ICF-CY, 2007), disability is an overall term encompassing: **impairment** of the body structure and functions (medical condition or other impairment at the level of the body), and, **activity limitations and participation restrictions** for an individual (impact on an individual's ability to access and/or participate in an activity) LearningPlace.eq.edu.au

It is important to note that one student may experience:		
Impairment/s (varying levels)	Educational impact/s (varying levels)	Disability (varying levels)
One impairment, e.g.		
physical impairment	high levels of fatigue from negotiating uneven school surfaces using walking aids	concentration difficulties impacting academic achievement in all classes
Multiple impairments, e.g.		
physical impairment	high levels of fatigue from negotiating uneven school surfaces using walking aids	concentration difficulties impacting academic achievement in all classes
vision impairment	reduced access to the full range of available print based school resources	inability to complete literacy based assessment tasks to the standard required
depression	significant social difficulties resulting from peer bullying	frequent withdrawal from classroom instruction due to anxiety

Acknowledgements Learning Place

Teacher Aides Supporting Students with Disabilities.

Sue Larkey: *International Author, Autism Spectrum Specialist, Teacher*
 Sue Larkey is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.
 Sue Larkey is uniquely positioned within the education system having taught both as a primary school teacher and a special education teacher. She is a highly qualified educator who has taught students with autism spectrum disorder in the mainstream and special schools.

The Umbrella Network
 "families supporting families"
 LOVE our kids
 EMPOWER ourselves
 INSPIRE our community

Did you know?

Young Children and Aggressive Behaviour

Aggressive behaviour in young children from time to time is not unusual. However, a minority of young children in this age group are, according to the leading Canadian child psychologist, Richard Tremblay¹ 'extremely aggressive.' Their behaviour can be distressing to other children and needs to be effectively managed. In some respects their behaviour is similar to bullying in that it involves exerting power over others. Here is an example:
Jason, a Prep aged boy, is sitting at his desk completing an activity. At the desk next to him, two girls are completing the same activity. Jason starts to make faces at them, then walks over and takes one sheet of paper and tears it into pieces. The girls shout at Jason, he swears at them and then throws a chair at them. Both girls start to cry. A staff member comes over and takes Jason to the office. On his way out of the classroom, Jason punches another student in the head.

Unlike bullying that may occur among older children, aggressive children at this age tend to act in a random manner, rather than focussing upon their most vulnerable peers. They are typically much less aware of the consequences of their behaviour for themselves and others. They need to learn how to act non-aggressively and recognise that their actions affect others. If this does not happen, they are likely to cause serious problems by bullying others at school and beyond. Clearly adults must express their disapproval of such aggressive behaviour and ensure that carefully considered consequences are imposed including discussion with parents as per the school's *Responsible Behaviour Plan for Students*². It is important to concentrate on the behaviour that needs to be changed for the good of the child and the safety of others rather than the child's 'character'. Close collaboration with parents is important in bringing about the desired changes. Instances of the child behaving in a socially acceptable manner should be positively reinforced. The child needs to feel accepted by their peers and adults, at the same time as developing awareness of the consequences of aggressive behaviour and the positive outcomes that occur when he or she acts responsibly. **Department of Education and Training** <http://education.qld.gov.au>

Resources

Sue Larkey

Education Events PTY Limited
ABN: 70 124 402 277
PO Box 20
Artarmon NSW 1570
Telephone: 0433 660 379
Fax: 1300 656 408
Email: dearne@suelarkey.com

Raelene Ensbj

Parent Connect Facilitator - Central Qld
Umbrella Network Coordinator
254 Eldon Street,
Rockhampton, QLD 4701
Phone: 07 49286 550
Website: www.theumbrellanetwork.org

Department of Education and Training
<http://education.qld.gov.au>

The Learning Place

<http://www.learningplace.com.au>

Dimensions of Teaching and Learning

The *Dimensions of teaching and learning* form the basis of every teacher's professional practice. Each dimension links to and supports the others. There is no fixed starting point.

At the heart of every teacher's practice are students. Accordingly, students lie at the heart of the *Dimensions of teaching and learning*.

Curriculum intent — *what do my students need to learn?*

Feedback — *where are students now and where do they aim to be?*

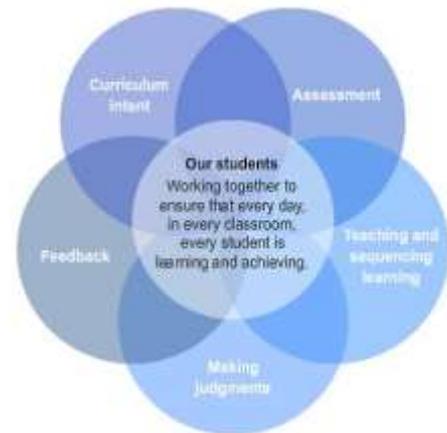
Assessment — *what have my students learnt and how well have they learnt it?*

Sequencing teaching and learning — *what do my students already know and what do they need to learn next?*

Making judgments — *how do I evaluate the quality of students' performance and their depth of learning?*

NB. The Dimensions of teaching and learning framework underpins all of the C2C unit plans.

<http://www.learningplace.com.au>



App advice for speech-language pathologists, educators and parents

Language is a big wide open category. Because we want to keep things simple on this website, we will offer just a handful of apps here to help you get started. These apps rise to the top because they are well put together, effective and affordable. Consider this list just the beginning, though, and know that there are hundreds more available on the market where these came from.

I have to start by directing you to the [Mobile Education Store](http://www.mobileeducationstore.com)'s family of apps. Again I need to be up front about my connection to these apps, because my work with this developer clearly makes me biased. Once you download one of these apps, however, you will see why they rank so high on the list and why they receive so many awards. They are of the highest quality and yet they are reasonably priced. They come with a host of built in customizable features and they really enable you to hone in on the language skills you are trying to improve. Top notch *record, playback* and *save* capability is built in to help you promote carryover. And as an added bonus, they are just plain fun. (<http://speech-languageapps.com/language-2/> Umbrella Network)



Tense Builder is the perfect solution for teaching verbs. [Read the complete review here.](#) Watch the movie and see the action unfold. The movies are funny, the tasks are engaging and the built in lessons for each individual verb provide just the right amount of feedback to help kids understand the difference between past, present and future. You will watch your kids get it. It's a receptive task, it's an expressive task... Adjust the settings as you wish and use it a hundred different ways. This app will quickly become a must have app for every school speech-language pathologist. \$19.99



Rainbow Sentences. Work on sentence structure, wh-questions and reading comprehension all at once with this colorful word sequencing app. Kids are presented with a picture and then asked to build the sentence that describes that picture. Mix and match color coding and sentence length to dial in exactly the right level of challenge for your student. Then bolster language carryover while you build reading confidence when you have your student record the sentence that was just created. High interest pictures and a motivating puzzle piece reinforcement system make this a big hit with kids. Great for kindergarten up to second or third grade, and *not just for speech therapy.* This app is a winner in speech, special ed and regular ed. And a steal at \$7.99.

