



Porty's Power of Positive Thinking

An informative communication between home and the school community

PRINCIPAL: Mrs Sue Thaw

Edition #16 24th March 2017

Core Priorities: Writing Attendance Wellbeing

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
- Be a Learner



Acknowledgements

*The Australian Curriculum P-Yr6

-Australian Curriculum, Assessment & Reporting Authority

*Write2Spell2Read

A Multisensory Literacy Program by Sam Woods

*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.

*The Umbrella Network

"families supporting families"

LOVE our kids
EMPOWER ourselves
INSPIRE our community

*Amanda Hartmann, Inclusive Learning Consultant Speech Pathologist, Spectronics

*Mr John Fleming Principal advocates a dramatic shift in the way primary school children are taught using the John Fleming Explicit Teaching

WELCOME to Porty's Power of Positive Thinking, Edition #16

CORE PRIORITIES FOR 2017

Core Priorities:

- Australian Curriculum
- Writing
- Digital Technology

Continue to work on the following:

- Attendance
- Foster Student and Staff Learning and Wellbeing
- Greater Results Guarantee
- Improve student outcomes in Naplan in all 5 strands (focus on G & P/Sentence Structure)
- Development of Successful Learners
- Use school performance data frequently to inform, monitor and review classroom teaching practices and contribute to whole school strategies.
- High quality teaching practices
(Focus on high quality teaching practices, characterised by high expectations of all students deep knowledge of learning areas and pedagogical practices targeted teaching in response to students' specific needs and context a safe, supportive, inclusive and disciplined learning environment)
- Behaviour Management
- (We are committed to promoting a culture of learning.)
- Closing the Gap

The Australian Curriculum

The Australian Curriculum is designed to develop:

- Successful learners
- Confident and creative individuals
- Active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life - wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn live and work in the 21st Century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

Currently at Port Curtis Road State School we are teaching the Learning Areas of English, Mathematics, Science, History, Geography and LOTE - Japanese. This year we are familiarising ourselves with the The Arts: Music curriculum and the Visual Arts curriculum as well as the Technologies: Digital Technology curriculum.

Writing—Write2Spell2Read Program

This whole school approach program is well integrated into everyday practices.

- In line with the Australian National Curriculum
- Developed by a Paediatric Occupational Therapist & Certified Neurodevelopmental Therapist.
- Innovative design combines movement, handwriting, vision, phonic and working memory at the same time.
- Improves Working Memory—Essential for writing and reading fluency and comprehension.
- Links the teaching of handwriting, spelling and reading.

Take Care
Mrs Sue Thaw
Acting Principal

www.Write2Spell2Read.com



Did you know? NEVER take away a child's special interest as a punishment for non-co-operation!

Why should you NEVER take away a child's special interest as a punishment for non-cooperation?

If you take away their special interest and use it as a punishment it rarely works as a behaviour modification method and could result in escalating behaviours. It is better to use the special interest to reward appropriate behaviour. Their special interest keeps them calm and relaxed, it allows them to release emotions and actually motivates them to face the new challenges. It is much more effective to say:

WHEN you have done a,b,c THEN you can do "preferred activity", than "If YOU don't do a,b,c THEN you will NOT get "preferred activity". Sue Larkey

Resources

Sue Larkey
Education Events PTY Limited
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
www.theumbrellanetwork.org

Amanda Hartmann, Speech Pathologist,
Spectronics.
www.spectronics.com.au

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

Sue-Ellen Kusher-Mindworks Consultant
www.mindworksteam.com.au/sue-ellen-kusher

Bulling No Way!

<http://bullyingnoway.gov.au/national-day/index.html>

National Centre Against Bullying
www.bullying.org

KidsMatter
www.kidsmatter.edu.au/

Mindmatters
www.mindmatters.edu.au/

E-Safety
www.esafety.gov.au/esafety-information/esafety-issues

eSmart Schools/The Alannah and Madeline Foundation
esmart@amf.org.au

CentacareCQ Rockhampton
10 Bolsover Street
Rockhampton Q 4700
PO Box 2150
Wandal Q 4700
Phone 1300 523 985
Email rockhampton@centacare.net
<http://www.centacare.net>

Motivating and Increasing Participation through Rewards

Are you using Time, Task or Token Rewards in 2017?

Motivating children on the spectrum is a VERY important part of their individual programme. Self-motivation is often very difficult for someone with an ASD especially when they can't see the "payoff" at the end. As teachers we need to be creative in motivating these children to work as they are unlikely to be motivated by the things that motivate other children. Rewards need to be highly motivating to the individual child – using a child's special interest is a fantastic reward.

Most children on the spectrum need to be motivated using 'their currency' as the reward – which is usually their special interest. If you are unsure what their special interests are just observe what they do when given free time, or talk to families about what they do at home. It can be anything from Lego, collecting figurines, Star Wars, dinosaurs, sensory activities, movement, talking about a topic, technology, YouTube, DVDs, reading, jumping on trampoline and so much more. But remember... special interests change so too should your rewards! Rewards can wear out, so we need to change regularly and keep up the positives to keep up the motivation levels.

Once you have established 'their currency' you need to work out a system that is clear to everyone (home and school). To be clear when the child gets rewarded it needs to be either time, tasks or token reward systems – you can also use a combination of systems. Depending on the age of the child you will need to decide how often everyday they will get the reward to keep them engaged and motivated.

Time Rewards

In my experience, children 0-5 years – give reward every 15-30 minutes; primary age – give reward each session; secondary age – give reward once a day.

Task Rewards

Ensure the tasks are achievable and will not take too long, if they are too hard this can result in a meltdown or shutdown.

Ensure you do not over reward or it will wear out or they will get so involved in the reward they will find it very hard to return to the tasks you want them to do. Sometimes this is trial and error but I would say 5-10 minutes reward time is usually enough.

Token Reward Systems

Token systems work much like a typical 'star chart' that many of you would use for other children. Tokens are highly VISUAL for a child with an ASD. They can see exactly what they have achieved and how much more they need to get to earn their reward, this can support inhibitory control.

Put a visual of the reward on the square at the bottom of the token card. Focusing on just one behaviour at a time, for every good model of that behaviour praise the child and get them to move a token from the left side to the right side. For every bad model of that behaviour move a token back to the left side. When all of the tokens are on the right side let the child have their reward and start the system from the beginning again

Excerpts adapted from The Teacher Assistants Big Blue Book of Ideas by Sue Larkey and Anna Tullemans.



What is QParents?

QParents is an online portal that is free for Queensland state schools to use, and allows parents at your school to:

- view attendance details, behaviour information, report cards, timetables, invoices and a history of payments
- provide reasons for unexplained absences and to notify the school of future absences
- view and pay school invoices online
- update student details including residential and postal address as well as medical conditions.

Parents have been sent an email inviting them to register as a QPAO—QParent Account Owner

Wellbeing

Whether things are going your way or not, it's always important to remember to stay positive. *Marci*, a passionate observer of life as well as a talented artist and writer, offers a little piece of wisdom and cheerfulness—"Stay Positive" - Hope is believing that miracles are possible!

