



Porty's Power of Positive Thinking

A fortnightly communication between home and the school community

PRINCIPAL: Mrs Julianne Emmert

Edition #5 - 3rd February 2015

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



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.

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 Model

WELCOME to Porty's Power of Positive Thinking, Edition #5

Transition to school from kindergarten

Starting school is a major life transition for families and children. Managing this change is best done if information is shared between parents, carers, children, principals and early years' teachers in schools and kindergartens. By managing the transition to school in a supportive way, children's continuity of learning is maintained.

A positive start to school means children and families have a greater and ongoing connection with the school community. Have a look at the Step up into education website (<http://www.education.qld.gov.au/schools/stepup/>) for more information and resources.

Elements of successful transition to school programs

The following elements and activities are associated with successful transition to school programs:

Orientation - help children and parents become familiar with the school setting and administrative matters such as how to enrol, uniforms and stationery requirements

Transition - meet the individual needs of children and families, tending to be longer term depending on the child or parent's needs and include mutual information sharing between children, parents, Early Childhood Education Centre educators and teachers

School readiness and capacity building - build the skills and abilities required by children, the capacity of parents and teachers to support the transition process and the readiness of the school to receive children of various ability levels

Parental engagement - promote parents' engagement and commitment to their child's learning such as reading to children and connecting with their child's teachers, as well as parental participation in school life such as attending parent evenings and events

Partnerships and relationships - designed to promote and facilitate networks and collaborations between stakeholders which service to influence and support positive transition to school experiences.

How to get involved

- Play card games and board games with your child. This helps to develop mathematical, problem-solving, language and social skills such as turn-taking and not always winning.
- Spend time together as a family — activities such as shopping, going to the park or working in the garden build children's awareness and knowledge of the world around them as well as develop language skills.
- Find opportunities to write with your child. This includes making lists for grocery shopping or things to take on trips and writing letters. These opportunities build children's awareness of vocabulary and the importance of reading and writing.
- Sing familiar songs and nursery rhymes together with your child.
- Show respect for your child's natural curiosity. Be patient and try to find the time to answer the many questions they ask or make ways to find answers together.
- Help your child become responsible by encouraging him or her to pass on school notices and newsletters or to pack his or her school bag each day.

As a parent, you play a vital role in your child's education.

By getting involved in the school you can help your child make a smooth and happy start to their education.

You can do this by:

- introducing yourself to your child's teacher
- keeping the teacher informed of any changes that may affect your child
- talking with your child about their day
- reading the school newsletter
- attending family fun days
- participating in a safe walking to school program with other children or families who live nearby
- attending parent association meetings and talking to other parents
- volunteering to attend school excursions or participate in classroom activities
- sharing information with your child's teacher
- attending parent information sessions
- checking school bulletin boards
- participating in school working bees.

Things you can do at home

You can also help your child progress at school by taking some simple steps at home:

- Take an interest in your child's schooling and value the importance of attending. Ask your child over dinner: 'What new things did you do at school today?'
- Read aloud to your child. Reading aloud helps develop the imagination, because it allows listeners to form a picture in their minds. It also helps develop an awareness of the patterns of language.
- Provide a variety of experiences to stimulate your child's imagination – visit the zoo, park or library.

www.education.qld.gov.au/schools/stepup/families/index.html



Did you know? **Important changes to early entry into Prep**

On 28 November 2014, two changes regarding early entry to Prep came into effect. Firstly, state school principals, rather than their supervisor, will make decisions about early entry to Prep. Secondly, principals may now consider enrolling (into Prep) a child who turns five between 1 and 31 July in the year of proposed attendance if the principal is satisfied that the child is ready for education after considering the child's attributes.

Resources

Sue Larkey
Education Events PTY Limited
Telephone: 0433 660 379
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Email: dearne@suelarkey.com

Raelene Ensby
Parent Connect Facilitator-Central Qld
Umbrella Network Coordinator
254 Eldon Street,
Rockhampton, QLD 4701
Phone: 07 49286 550
Web-site: 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
Constuant

[www.mindworksteam.com.au/](http://www.mindworksteam.com.au)
sue-ellen-kusher

National Centre Against Bullying
www.bullying.org

AUTISM SPECTRUM DISORDERS: *Strategies for home and school* by Sue Larkey

10 Common Causes of Behaviour Meltdowns

1. Change of teacher, relief teacher
2. Making mistakes
3. Losing
4. Not being first
5. Change of schedule
6. Teasing and bullying
7. Removal of sensory tools
8. Sitting still for long periods
9. Playground/assembly times
10. Being literal and misunderstanding the inferred meaning by people ie "Do you want to work?" They say "No" and get in trouble



Behaviour exhibited before meltdown: Body posture, facial expression, tone of voice, sound, movement, maybe will not come in room, go under table, repetitive movements, and repetitive sounds – BE very specific.



Best way to approach student when meltdown beginning to occur: only do during the first two phases of a meltdown. A range of strategies to try:

- Find best way to communicate
- Only give concise instructions (be VERY directive)
- Tell "WHAT to do", AVOID "No" use finish, later
- Sensory break
- Redirect to a calming activity
- Physical break
- Repetitive activity
- Send them on an errand, let them be your helper
- IGNORE.

10 Common Causes of Sensory Meltdowns

1. School clothes
2. Shoes and socks
3. School bells, fire alarms
4. Hand dryers
5. Whistles
6. Air conditioners, heaters
7. School canteens, lunch orders delivered into classroom
8. Yelling by staff or students
9. Fluorescent lights
10. Lining up, particularly touching.

Preferred Management Strategies: What has worked, include name of people student has good relationship with, what do to once "major meltdown" occurs. www.suelarkey.com

Sensory Resources

Chew Stixx Pencil Toppers

Do you know kids who chew the ends of pens or pencils? These great new pencil toppers are designed to be chewed! NO MORE yucky pens and pencils. If your child bites, chews, or grinds, give them something safe to chew on. It increases attention, lowers anxiety levels, and has been proven to improve concentration skills in children constantly seeking sensory input. Comes either in Shape or Textured.



Pencil Grip

Pencil Grips: standard, cross-over or pinch grip | For left and right handers. The Crossover Grip uses the same great design as the Standard Pencil Grip but added wings to prevent fingers from crossing over each other. The new Pinch Grip balances the structure of the Crossover Grip with the freedom of the Standard Grip. The Grips can be used as a three step process starting with Crossover, then Pinch Grip and finally Standard.



Fidgipod

Fidgipod | Ideal for those who seek sensory input for calming. Fidgipod's non skid bottom allows its user to simply place it on any flat surface and run their palm or foot over it for instant sensory stimulation.



Sensory Mat

Sensory Mat offers instant calming for people who have a hard time staying in once place for long periods of time. 33cm diameter.



QSchools App

<http://deta.qld.gov.au/about/app/qschools-app.html>



Publication available on the website www.portcurtss.eq.edu.au—Support and Resources—Parent Resources