FROM THE PRINCIPAL

Thank you to those parents who returned the survey. As the School Opinion Survey didn’t have enough respondents, we are unable to access the data. Hence the survey. This was to enable us to get an overall idea of what direction the school is going to take next year.

Over the next 5 weeks, students will be working on assessments and completing school work. At the moment it has been very difficult to have some continuity with lessons and students have been missing out on some areas of the curriculum. Please ensure that your child is attending school every day during this time. There is still lots more to learn and we will be making sure we are getting the most learning as we can. This means we will be doing school work up to and including Thursday 8 December.

As it is getting warmer, please make sure your children bring their water bottles to school. We ensure they have a drink at break times and water bottles remind them to keep hydrated.

Regards

Judy Angel

STUDENT OF THE WEEK

Student of the Week has been awarded to Michael Wright.

Our school rule awards are:
- Respect – Emma Wright.
- Being Safe – Cody Poulsen.

SCHOOL PRIORITIES:

1. Improve Reading
2. Improve Writing
3. More students in U2Bs
4. Increase Attendance (>96%)

TENNIS

Any outstanding debts for Tennis need to be paid as soon as possible. We can offer a payment plan for those who are finding it difficult to pay. Due to the amount of bad debts, it is a possibility that tennis may not be offered next year.

For this term, Tennis will be at 11.00am - 12.00pm. (Same as Term 2) This means that morning tea will be earlier (10.40 - 11.00am) Tennis is for 8 weeks this term - due to the camp and swimming carnival. (8 x $7 per child = $56 per child for the term).

SCHOOL BANKING

School banking is again on Tuesdays this year. Please ensure the bank books are at the school on this day.

PREP ENROLMENTS

Warra State School is now taking enrolments for Prep 2017. If your child turns 5 by June 30th, 2017, they are eligible to commence Prep next year. If your child is born between 1st July 2011 and 30th June 2012, please drop into our office to collect an enrolment pack. Also, please contact the school for an interview time. Enrolment forms need to be completed and given to the school plus the interview needs to be conducted BEFORE your child can commence Prep.

ATTENDANCE

Let’s work on attendance this term. The target for attendance in our school priorities as mentioned above, is > 96% (greater than 96%). Unfortunately due to sickness, our attendance rate is at 92.5% at the moment.

EVERY DAY COUNTS

Parents are reminded of the importance of sending children to school every day. Being at school every day counts, with one day absent each week quickly adding up to two months of missed lessons in a year. Unless your child is ill, it is expected that your child will be at school learning every day of the school year.

More information on the importance of regular school attendance is available at http://education.qld.gov.au/everydaycounts/index.html

ACCESS TO SCHOOL GROUNDS

If you see anyone on school grounds after hours or on the weekends, please ring the School Watch number – 13 17 88 or the police - 000.
RESPECT OUR STAFF, RESPECT OUR SCHOOL

Being intimidated or harassed at work is not part of our job. The department has launched a new campaign to raise awareness that violent or abusive behaviour will not be tolerated in Queensland state schools http://education.qld.gov.au/schools/respectourstaff/index .html

Violent or abusive behaviour will not be tolerated at this school. It's not just a courtesy, it's the law. Visit the website for more information. http://education.qld.gov.au/schools/respectourstaff/index .html

Posters are being displayed at our school to raise awareness that violent or abusive behaviour will not be tolerated. Everyone in our school community deserves respect.

<table>
<thead>
<tr>
<th>DATES</th>
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<tbody>
<tr>
<td>4 Nov</td>
<td>Swimming</td>
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<tr>
<td>10 Nov</td>
<td>Cluster meeting - Chinchilla SHS</td>
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<td>11 Nov</td>
<td>Remembrance Day</td>
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<tr>
<td>11 Nov</td>
<td>Swimming</td>
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<tr>
<td>17 Nov</td>
<td>Band 5 meeting - Dalby</td>
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<tr>
<td>18 Nov</td>
<td>Swimming - last lesson</td>
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<tr>
<td>29 Nov</td>
<td>Christmas Concert Tour – 9 am</td>
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<td>30 Nov</td>
<td>Small Schools Swimming</td>
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<td>5 Dec</td>
<td>Carnival</td>
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<td>8 Dec</td>
<td>Reports out</td>
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<td>9 Dec</td>
<td>Concert</td>
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<td>23 Jan 2017</td>
<td>First Day of School 2017</td>
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WHAT CAUSES ANGER?

Everyone experiences anger. It is a normal reaction to frustration, stress or disappointment. It can occur in children as young as three or four months old. Anger can be quite noticeable in toddlers who often express it through tantrums and other aggressive actions. However, as they grow and develop, most children learn how to deal with some of the frustrations of everyday life. They also learn how to express their anger in acceptable ways. Some anger can be helpful. For example, when expressed effectively, anger can help tell someone else, “Stop. I don’t like that.” Anger can also motivate us to overcome problems and achieve goals. Whether children’s anger is positive or negative depends on how effectively it is managed and whether it can be directed towards positive goals.

When children lack skills for managing anger it can lead to aggressive behaviour. Usually, it is the aggressive action that follows anger that most concerns parents, carers and school staff. Learning to manage anger involves developing social and emotional skills for calming down and having ways to express angry feelings assertively. This means learning to use words rather than aggressive actions to communicate feelings. Parents, carers and school staff have an important role in helping children learn to manage anger effectively.

Differences in children’s use of anger

Before they start school, most young children have learned that getting aggressive when angry is not considered appropriate behaviour. They may have also learned some strategies for managing anger, for example, counting to 10, explaining what they are annoyed about, or asking an adult for help to resolve a problem. These are positive coping strategies that help children manage their angry feelings and build skills for effective relationships.

Some children try to manage angry feelings by avoiding the situation or person that has led them to be angry. Children who use this kind of strategy very often do not build effective skills for relating to others, which can cause them problems in later years. Some other children seem to have few strategies for managing anger and so may continue to act aggressively and impulsively. Children with anger problems are often rejected by other children because of their difficult behaviour. Feeling rejected, they may think others are being mean to them and become angrier. This may start a pattern of thinking that leads them to respond with aggressive behaviour even where no intention to hurt is present. For example, they may get angry when somebody bumps into them and react aggressively without stopping to think that it may have been an accident.

The different ways that children manage anger are influenced by a combination of personal characteristics, how much stress the child and family are under and opportunities available at home and school for learning how to cope with feelings. From early childhood, some children seem to react more to frustration and take longer to return to a calm state. These children may need extra assistance to learn skills for controlling anger. Some children don’t learn how to manage anger because being angry is not okay in their families. They don’t get the chance to practise positive ways of managing anger or telling others when they are angry. Children can also learn aggression through the examples of others. When the adults responsible for children’s care get angry quickly and often, or when they use reactive, harsh and inconsistent discipline, children are more likely to behave aggressively themselves. Research indicates that physical aggression in children is most common at the age of two. As skills for language and thinking develop, aggressive behaviour is reduced. However, for some primary school children aggression remains at a high level. These children may benefit from professional help to learn to control aggression and stop behaviour problems becoming worse.

Babies, toddlers and pre-school children frequently experience ups and downs when they are trying to keep a balance with their feelings and behaviours. Helping them to find ways to balance these feelings is called self-regulation.

Primary school children are generally more aware of their feelings and may be able to consciously identify the experience of anger and manage angry feelings. Through positive parenting, children can be helped to cool down and stay calm.
Below is a statement issued by DET regarding the IMPACT programs. This is good news for those students completing programs this year and for those undertaking them in the future.

**Statement - Strategy and Performance - Department of Education and Training**

DET’s Strategy and Performance Branch have analysed the NAPLAN results of students who have participated in IMPACT Centre programs since 2012.

Evidence suggests that participation in the IMPACT Centre’s reading, writing, numeracy and critical thinking programs is associated with observable increases in student achievement in NAPLAN. The increases were evidenced by larger relative gains for IMPACT Centre students compared with students who started at the same point in previous NAPLAN tests but did not take part in an IMPACT Centre program. In addition, a larger percentage of IMPACT Centre students reached the Upper 2 Bands in NAPLAN compared to the group described above who did not take part.

**Dr Roland H Simons**  
**Director - Performance Analytics & Reporting**  
**Strategy and Performance**  
**Department of Education and Training**  

[Image]

“Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good.” - Malcolm Gladwell