Our Aim at Kulpi State School is to be:
Working together to ensure that every day, in every classroom, every student is learning and achieving.

Attendance 94.13%
Let’s keep focused on making every day count!

From Mrs Lever’s Desk...

As this newsletter goes to print the children are both very nervous, and very excited. The idea of three days away from school, participating in a variety of fun activities including low ropes climbing, body boarding and kite flying, is just bliss for the students. There has been so much chatter about sleeping in cabins, and who wants to sleep in a top bunk/bottom bunk, and who will share cabins with whom. I have mixed children of different ages within the cabins, which is easy to do in our small school as the children all relate so well to each other. We have seen photos of cabins and camp facilities, and this has provided us with the chance to imagine what our camp might be like.

Sleeping arrangements are always a challenge, as children leave behind their familiar rooms and belongings. Some children find it very difficult to settle at night away from home, but there will be lots of support from both the adults and the other children. It helps that there are so many activities during the daytime, they are bound to be very tired come bedtime, and keen to lay tired heads down. We hope :)

In fact I look forward to the challenges that camp brings for each child, as these times of difficulty provide opportunities for the children to grow and mature. It may be something as simple as unfamiliar dishes for dinner, or having to take turns for a shower, or learning new skills in outdoor activities with new instructors. We are also combining with Brookstead State School, and the prospect of befriending other students has made some of our children a little nervous - as well as excited. What a great chance to practise what we all have experienced in real life – meeting someone new, and learning to get along with them. Sometimes we have to get along with a person whom we don’t feel entirely comfortable with, or don’t yet trust. This is a really valuable learning opportunity for our students and I’m keen for them to make new friends.

We have cooked morning tea for our rest stop on the way to Currimundi, and will arrive in time to settle our gear into the cabins before lunch. I’ve no doubt we will see lots of laughter and perhaps a few tears, but when I report back in our next newsletter there will also be many special occasions to celebrate. You may be lucky enough to see a bus full of Kulpi students pass your way this week!

Until next time

Rosita Lever
Prep 2017 students are invited to participate in our Prep Transition Program

**Tuesdays: 8:30am - 11:00am**
1st, 15th & 29th November

Children need to bring their hat and morning tea.

Please note a parent must remain at the school during the program.

We look forward to meeting you!

Please call us to advise of your participation 46928239

**Principal: Mrs Rosita Lever**

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**Playgroup Dates**

We have enjoyed lovely weather and many families joining us for playgroup sessions.

If you have young children and you would like to join us please feel very welcome.

Friday Mornings 9.30-11am (approximately)

Bring morning tea for your child/ren and enjoy a story and music session together.

**Dates for the remainder of 2016**

4th, 11th, 18th, 25th November and last session on the 2nd of December.

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**Reminder**

As discussed and agreed upon at P and C Meetings, this is the last year that students may wear older versions of the school uniform. We look forward to seeing everyone wearing the most current school uniform in 2017.

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**What is special about Wednesdays?**

Wednesdays provide a focus on mathematics learning, and children complete a mixture of lessons with adults and practise sessions independently.

In Terms 2 and 4 there are also music lessons with Mrs Crosato, which provide an important opportunity for students allowing them to sing and dance, and express their ideas musically.

If students are absent on a Wednesday they may also miss some or all of these lessons

- handwriting
- Reading / comprehension
- number facts
- phonics
- Maths (our C2C units of work)

We make every day count – Wednesday’s are a very important day to be at school!

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**Individual Attendance Rate**

Students attending 85% of the time will miss approximately 3 days for every 4 weeks of school.

- **At 85% Attendance**
  - 5 school days = 1 school week
  - 10 school days = 2 school weeks
  - 4 school weeks = 1 school month

- **WEEK**
  - 0.75 school days or almost 1 day/week

- **MONTH**
  - 3 school days per school month

- **SEMESTER**
  - 15 school days or 3 school weeks per semester

- **YEAR**
  - 30 school days or 1 ⅓ school months per year

- **By the END of Year 7**
  - 240 school days or 1 school year, 2 school months

- **By the END of Year 10**
  - 330 school days or 1 school year, 2 ⅓ school months

- **By the END of Year 12**
  - 390 school days or almost 2 school years (after 13 years of schooling)
Wales of candy

Located in the distance stands a small island.
It's a feeling of peace. Peace and skylane.
It feels like there's a gingerbread house in the distance
but I can smell the icing from here.
It feels like there's a fresh sea breeze
but the sea's nowhere near.
A feel of love, skies orange and yellow.
A feel of joy, so soft and mallow.
Flowers fall.
Raindrops pour.
Fresh snowy icing up at your door.
Only at Christmas!

Anika Jull
9th October 2016
9 years 3 months old

OLD TIME DANCES

8pm start—$10 entry fee—supper provided
29 October Gowrie Little Plain
5 November Bowenville
12 November Flagstone Creek Hall, Jondaryan Woolshed
19 November Kaimkillenbun (Harvest Ball—best dressed male and female Farmer)
or Gowrie Little Plain
26 November St Ruth Hall

500 Cards Nights

KULPI HALL
7.30 p.m.

commencing Thursday 6th October until 10th November 2016

6 WEEKS – Best 5 nights for winners
$5.00 to play …includes light supper

Proceeds go to LifeFlight
Enquiries contact Peter Cooper 4692 7730
Max Kuhl 4691 5755
David Fitch 4692 8262
Understanding behaviour

Starting school involves a big change for your child. It is normal for children to have strong feelings as they start to think about these changes, such as excitement about the prospect of going to school as well as nervousness about what lies ahead. Your child may also be feeling sad or angry about leaving early childhood education and care. This includes letting go of relationships formed with educators and other children, as well as a change to their familiar routines.

Some common feelings children have during transition to school can include:
- excitement
- sadness
- anger
- anticipation
- fear or anxiety.

Understanding and helping your child to handle the feelings associated with starting school will help to reduce their stress and can provide them with positive coping strategies.

Common behaviours

Young children often have difficulty explaining in words how they feel. Instead they may show their feelings through their behaviour. Some behaviours may be easier to spot like tantrums and crying, while others may be more difficult to notice like being quieter than usual. During the transition to school you may notice the following behaviours emerge or increase in frequency:

- clinging behaviour (eg not wanting to separate from you)
- restlessness (eg difficulty settling at activities, easily distracted, fidgeting)
- withdrawing (eg not participating in familiar activities, less engaged, less willing to persist)
- being anxious (eg shyness, fidgeting, stomach aches, needing excessive reassurance around the routines or plans for the day)
- refusing to comply (eg not wanting to follow rules and routines)
- avoidance strategies (eg increased negotiations around participation)
- planning and organisation difficulties (eg trouble getting started, remembering or finishing tasks)
- increase in crying and tantrums (eg more often or in more situations)
- changes in eating habits (eg loss of appetite, becomes fussy with food, overeating)
- sleep difficulties (eg trouble falling or staying asleep, nightmares)
- regression to younger behaviours (eg bedwetting, thumb sucking, baby talk)
- aggressive behaviours (eg hitting, kicking, shouting).

These behaviours are examples of different ways children respond to challenging situations. They are very typical for children within this age group and you have probably already noticed some of these behaviours during other times of change. However, if the behaviours persist or are interfering with your child’s daily life it is a good idea to get further help. (For more information, see the Starting School Getting help when starting school information sheet.)