Welcome to 2016

Team Leader's Report - Sandi Gillott

Denise Kable Campus continues to evolve in response to the needs of schools in the Toowoomba Region.

In Term 1 of 2016, four PLC classes have commenced - catering for students from Prep to Yr 10.

Electives are on offer to enable PLC students to access another two days of programs.

The initial response to the free Twilight Professional Development Sessions (offered twice per term) has been very encouraging, highlighting the need for this type of professional development, and also acknowledging the skilled staff who work as Behaviour Coaches at the Denise Kable Campus.

Twilight Sessions

Week 5, Term 1 Twilight – Wednesday 24th Feb at Denise Kable Campus from 3:15pm

Denise Kable Campus staff is excited to be offering five sessions for their first ‘Twilight’ suite in week 5 this term. We have already had an excellent response to our Functional Behaviour Assessment – Basic; Team Building; Rock and Water; Teach Like a Champion; and Introduction to Complex Trauma and Attachment sessions. Closing date for nominations is this Friday 19th, Feb. To avoid disappointment please forward nomination form by fax 4694 0120 or e-mail to erobi1@eq.edu.au

Staff Profile—Lawrence Carvoss
Position—Teacher Aide (20 yrs!)
Favourite Food—Prawns, mango, Italian
Fav Colour—Green & Brown
Fav Saying—“Between you, me and the gate post.”
Fav Song—“Eternity”
DKC keeps me going & young at heart!

Research consensus holds that the most effective uses of ICT are those in which the teacher, aided by ICTs, can challenge pupils’ understanding and thinking, either through whole-class discussions and individual/small group work using ICTs. ICTs are seen as important tools to enable and support the move from traditional 'teacher-centric' teaching styles to more 'learner-centric' methods. With this guiding practice, we at DKC will be looking to improve our innova-
Rock & Water Program

The Rock and water Program has come to DKC in a big way with all teachers currently being trained and mentored.

**BUT... What is Rock & Water????** Rock and Water is a psycho-physical program that develops pro-social behaviours by using a series of physical exercises to develop body awareness. This in turn leads to an increased understanding of emotions and the ability to use positive social behaviours. Students who complete the program typically report increased confidence, focus, self-esteem and an improved ability to manage anger and think effectively in times of stress.

Prep/Lower Primary— with Miss Amy & Mr Dan

PLC Prep and Lower are off to a great start this term! We welcomed back a few familiar faces who have been excellent role models for the new faces in our classroom. This term we are linking local History into our English and Maths work and are enjoying hearing some Indigenous dream time stories. We have begun working on our social skills and are using Rock and Water daily. We are all getting the hang of our new routines and expectations. We have all agreed to work towards a Pizza Party at the end of term!

Upper Primary— with Mrs Brenda & Mr Patrick

This term in PLC Upper we are focusing on narrative study, how writers use language and comprehension skills, whilst in maths we will be looking at algebra, measurement, geometry and statistics. Additionally, students will be working on the Rock and Water and skill-streaming programs to enhance their ability to self-regulate and develop a pro social skill set. An exciting and busy term in PLC Upper.
As seniors of the school our PLC students have a focus on working hard on their behaviour and learning goals. Each student has signed a contract to leave their phones at home and come to school with a great positive attitude to be the best person they can be.

As with the whole school we are trying to get into Rock & Water; grounding, centering and focusing. During the process we are seeing how so many famous people and sports stars use this tool for success!

Academically, we have combined Literacy with History to explore and investigate the past, present and now of our Indigenous history, especially the impact to the Darling Downs region.

Mathematically we are discovering multiple strategies to do basic arithmetic. Who knew it could be fun too.

Also we are looking at DKC uniform designs—so far black & white seems to be the favourite statement for uniform fashion! So stay tuned!

We are currently working towards a mid term pizza picnic and end of term party.

Denise Kable Campus elective courses ‘Super Scientist’ and ‘Art Café’ are being held twice a week. Super Scientist is a dynamic program engaging students with the science curriculum through hands on experiments.

Art Café has students using art to express emotion and self. The students also create weekly food items that could be sold in a café with the end goal of an Art Cafe exhibition to display students work.

“If you want to conquer the anxiety of life, live in the moment, live in the breath.” — Amit Ray,

Skate Art— Construction, design, paint, sketching and photography are used to capture skate culture. Whether it is making a mini skateboard, sketching and designing a skate park, painting a personal concept on a skateboard deck, or capturing action or sport portraits, skate culture can reflect many different artistic qualities in contemporary thinking.

DKC Survivor—Could you make a shelter in the bush? Or navigate using a compass? Or work with a small team to reach a goal? DKC Survivor looks at some of the basic survival skills and outdoor team building qualities. It will challenge your knowhow of the great outdoors and how well you work as a team player when simple goals need to be achieved in the face of puzzles or problems.
So what is all this mindfulness stuff? Mindfulness is a special way of paying attention that can help with how you cope with everyday life or deal with tough times, and there are great benefits for your physical and mental health.

**Mindfulness is:** about training yourself to pay attention in a specific way. When a person is mindful, they:

- Focus on the present moment
- Try not to think about anything that went on in the past or that might be coming up in future
- Purposefully concentrate on what’s happening around them
- Try not to be judgemental about anything they notice, or label things as ‘good’ or ‘bad’
- We spend so much time thinking over stuff that has happened in the past, or worrying about things that may happen in the future, that often we actually forget to appreciate or enjoy the moment.

Mindfulness is a way of bringing us back to experience life as it happens. When you’re mindful, it:

- Helps clear your head
- Helps you be more aware of yourself, your body and the environment
- Helps to slow down your thoughts
- Slows down your nervous system
- Helps you to concentrate
- Can help you cope with stress

**Who is mindfulness for?**

Mindfulness is something that everyone can develop, and it’s something that everyone can try. It’s been practiced for thousands of years, with origins in Eastern philosophy, and over the past 40 years, it has been taken up in western societies. People can increase their mindfulness in everyday life, through activities like meditation and yoga, or even by simply paying more attention during regular activities like walking, driving or something as basic as brushing your teeth.

**Why build mindfulness?**

There is a lot of evidence on the many benefits of mindfulness; it can:

- Help to relieve stress
- Help to improve sleep
- Help manage depression and/or anxiety
- Help you to be less angry or moody
- Improve memory
- Help you learn more easily
- Help you to solve problems more easily
- Make you happier
- Help you to be more emotionally stable

Check out www.smilingmind.com.au

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Denise Kable Campus
Ramsay Street
Toowoomba Qld 4350
Centenary Heights Qld

Telephone: (07) 4631 7111

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Our values and beliefs about teaching and learning are underpinned by School Wide Positive Behaviour Support (SWPBS), Applied Behaviour Analysis (ABA), and the Pyramid Model for promoting social and emotional competence. These frameworks directly influence and shape our school wide systems and practices, resulting in students who are better equipped to access the curriculum, self-regulate, demonstrate emotional resilience, remain safe and engage in meaningful relationships and subsequently, are more likely to become successful learners.

Our Campus has four clearly defined expectations centred around the four areas we value: Safety, Respect, Resilience, Responsibility. These expectations are modelled by all staff, explicitly taught to students and positively reinforced. Incidental teaching around behaviour is on-going and is used to support the generalisation and transfer of skills.

Our Campus logo (Cogs) represents our belief that there are many components in providing a safe supportive and disciplined learning environment. The Cogs symbolise the need for all groups to work together and also acknowledges and celebrates diversity.

A whole of campus multi-element plan details the adjustments we make to support student engagement and encourage appropriate behaviours. (Appendix 4: Multi Element Plan)

Our Campus provides a stimulating, practical and flexible learning environment, with an emphasis on building protective factors and fostering a positive sense of identity by explicitly teaching the Social and Personal Capabilities from the Australian Curriculum – self awareness, self management and problem solving skills, social awareness and social management. We focus on equipping students with the skills they require in order to be ‘ready to learn’.

We believe that our students respond best when their individual circumstances are understood, have the opportunity to create and maintain meaningful relationships with all staff and have academic and social skill programs differentiated to meet their needs.