



# NEWSLETTER

ADELAIDE  
NORTH  
SPECIAL  
SCHOOL

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Term 2, Issue 1—July 2021

## From the Principal

Term 2 has come and gone. I must say our school grounds are looking better than ever.

This year's focus **Social Skills Development** will support our work in getting our students ready for life after school. Staff have embraced the focus area and are working as teams to grow the social skills focus across the school. We are embarking on using evidence to plan and implement student-specific skill sets to support the next steps in learning.

The term has had many highlights including:

- Movies and Popcorn for our **Mid-term Madness**.
- **National Reconciliation Week** was celebrated by all. It's amazing to see our students and staff acknowledge such an important part of our country's history.

In Week 3 next term we move our attention to **NAIDOC Week**. Jaki Banks (ACEO) will be working with our students on the theme *Heal Country, heal our nation*.

Our **ANSS Photo Day**, facilitated by SA School Photography, was extended to two days this year. I'm excited to see the final pictures. The ones I have seen look amazing and I'm sure you'll enjoy them as much as me.

Another new venture we have started is a groceries station and clothing cart to support families in need. If you have any items to donate they would be most welcome and will be very much appreciated.

Our end of term school assemblies on Thursday were incredible and provided such a wonderful opportunity to capture a snapshot of student learning and engagement throughout the term. I invite all families to come to next term's assemblies to see just how we all celebrate the learning and achievement that occurs at ANSS.

Selection processes have been completed and I will be able to announce some permanent teacher appointments next term. It's heart-warming to know that so many people would like to work at this great school.

We now have a bulk SMS (text) service allowing us to send information to all families such as reminders of finishing times, Pupil Free days and special events.

Just a reminder that we finish early at 1.55pm on the last day of term. The first day back, Monday 19th July, is a **Pupil Free Day**, on which all staff will be participating in professional learning. School will commence for students on **Tuesday 20th July**.

Term 3 looks like another exciting time of teaching, learning and enjoyment.

*Best wishes,*

*Byron*



*"Our end of term school assemblies on Thursday were incredible..."*



## Junior Primary

Madi Sanders

Wow! What an amazing Term 2. Class B4 has been busy engaging in our *Monday Fun Day* activities with the three other Junior primary classes. So far this term we have participated in shared cooking activities, pretend play, pyjama day and movies, and, a unit favourite, a group music session.

*Music can change the world.*

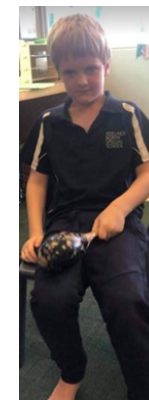
Beethoven



Week 7 allowed students to join in a music-themed day, where we had groups in two classes. Students sat in a group-time circle and had the chance to choose an instrument, sing and play along to songs at different speeds and volume, learn some new actions and dance with friends. Students also loved the songs with sensory elements including spray bottle 'rain' and bubbles.

We all saw a room full of laughter and smiles as students demonstrated their great turn-taking, sharing and listening skills with their friends and peers.

Great work Junior Primary!



## R-12 JP / PRIMARY

Kaitlyn Zieke-Malone (Pre-service Teacher) — Jenny Rikard-Bell

Term 2 was certainly full of excitement, smiles and new opportunities as students and staff from Mel E and Jenny's classes took on two pre-service teachers, Casey and me.

During our time at ANSS we attended an excursion to Elizabeth Bowland. The day consisted of one game of bowling and a shared lunch of hot chips... yummy! The excursion was filled with joy, enthusiasm and even a little competition. Casey and I had the wonderful opportunity to facilitate an excursion with the guidance of our mentor teachers to develop students' social interactions and end the journey on a high note.

There were many learning experiences as Mel and Jenny's classes combined once a week for library and shared art. The students enjoyed a range of activities which included painting, singing and dancing.

The experience we had working at such an amazing school has helped to shape Casey and me as professional educators and meet incredible people along the way. It was inspiring to watch students explore their creativity, interact with each other and continue to develop their learning.



*Life is like a bowling alley; once you take a risk and release the ball you never know what you're going to strike.*

Anthony Duran







# Primary

Peter Smith & Ian Hartley-Brammer

During Term 2 Peter and Ian's classes have combined to create a learning time which facilitates communication and social interaction. Peer Group Learning (PGL) incorporates PODD, signing and English to involve students through greetings, language and music, as they are supported to make selections, express thoughts and answer questions.

PGL is the process where students learn with and from each other. Staff provide support through modelling communication and validating student expressions during learning activities. Students are supported through encouragement and reinforcement to participate with adults and peers.



*Only surround yourself with people who will lift you higher.*

Oprah Winfrey



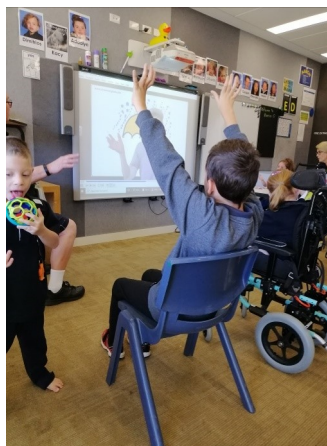
A sense of belonging to the group occurs through identifying characteristics, greeting each other, and selecting graphics, photographs, letters, words and songs to express thoughts and understanding. Topics include days of the week, the weather, getting ready for school, numbers and the alphabet.

Participation is encouraged through using PODD and modelling communication skills. Students also model skills to other students and we have noticed more communication between them as they recognise classmates and get a sense of belonging and contributing to the group.

Students are also making connections in follow-up sessions such as Predictable Chart Writing and Flip Chart Writing. Achievement is celebrated within the group setting and in shared interests such as song selections and modelled writing.

During the term, parents were invited to our Open Morning to join in the activities. We reflected on how much "conversation" was going on as students learned with and through peer supported engagement.

During the second semester we are aiming to expand the program to provide students with opportunities to work together in pairs, small groups and across other classes within in the Primary Unit. In this way students combine with their peers to build confidence, try new tasks and generalise their communication skills.





**Tenielle Fryer**

Throughout the week we learnt and practised several Kaurua words:

Hello: Ninna Marni; Good/Deadly: Paitya; Thank you: Ngaityalya; Sorry: Yakalya; My friend: Naityu Nipu; Goodbye: Nakutha

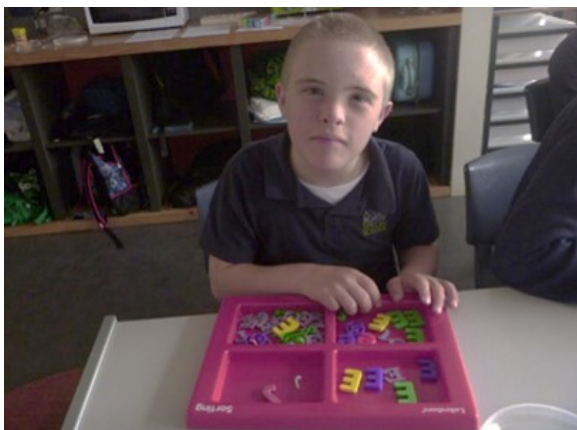
We read an Indigenous book each day from a wide range including fascinating Dreaming stories, heartbreaking books about stolen children and Sorry Day and some that highlighted incredible Indigenous artwork.

We ended the week by joining with the other Pathways classes for a special activity to discuss our learning and understanding of Indigenous Australia: What Australia looked like before cities, buildings, schools and shops and how our Indigenous Australians looked after it for thousands of years. We identified South Australia on the map and referred to it with the traditional name 'Kurna'.

Check out our beautiful map of Australia—dirt, rocks and stones to represent the earth, hills and mountains, sandy beaches with shells, red desert sand, bushes and tropical flowers. Can you spot Uluru?



*Here is the land,  
here is the sky,  
here are my friends,  
and here am I.  
We thank the Kaurna  
people for the land on  
which we learn and  
play. Hands up,  
hands down, this is  
Kaurna ground.*



**Dianne Newell**

This term our class has embraced a multi-sensory approach within our Literacy program. Students are motivated and engaged in learning whilst moving through a variety of work stations.

Our Working with Letters group does a variety of activities with the focus letters. Some of these activities include a letter tray sort, finding letters in rice, making letters with playdough on alphabet mats, tracing tactile letters, and sorting upper and lower case letters of different fonts.

Our students who are Working with Words also have a variety of activities which they enjoy. These activities include making their words with beads on necklaces, on letter boards, and with magnetic letters or stamps.

When students engage in a task using more than one sense, it forms more neural connections and is more likely to be remembered. It's also a lot of fun!

***If a child can't  
learn the way  
we teach,  
maybe we  
should teach  
the way they  
learn.***

Ignacio Estrada