



# NEWSLETTER

ADELAIDE  
NORTH  
SPECIAL  
SCHOOL

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Term 1, Issue 1—April 2022

## From the Principal

Dear ANSS Families

My first term at Adelaide North Special School has not been what I had envisioned when I was appointed as principal late last year. The students have been great, the staff have been kind and hardworking and you, the families, have been welcoming... but the circumstances have been bizarre.

COVID-19 has really made an impact on how our school has been able to operate, and as the term has progressed, the circumstances have become increasingly complex due to staffing challenges caused by COVID infections and Close Contact isolation rules. I have nothing but admiration for the staff in the way they have managed the ever-changing staffing landscape and have demonstrated great adaptability and resilience.

And allow me to thank you, our ANSS families, for your forbearance regarding the restrictions of access to the site (thankfully easing now) and for your cooperation and support in monitoring your children's health for any symptoms and keeping them home. I understand the difficulty in keeping your young people at home when they are not well, but unless that happens, our COVID-19 positive cases will continue to rise and more stringent restrictions will inevitably need to be put in place.

That's enough about COVID. I'm sure you are all as weary of the issue as we are.



*"...thank you, our  
ANSS families,  
for your forbearance  
regarding the  
restrictions of access  
to the site... and  
for your cooperation  
and support..."*



I must say I have enjoyed my introduction to ANSS. I have been a special school principal for many years at another site, and to be able to add to that experience and learning here at ANSS, is a tremendous privilege.

ANSS is a large and complex organisation and, as the largest special school in South Australia, occupies a special place in the Department for Education structure. I appreciate greatly the handover from Byron and appreciate even more the great work and support of Danica Wuttke

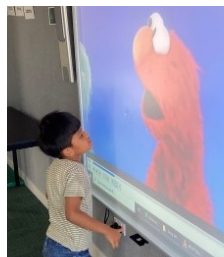
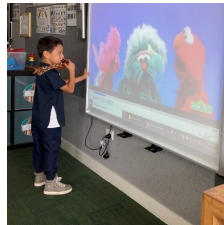
(Deputy Principal), Kylie Scott (Assistant Principal) and Sue Wilson (Business Manager) in helping me to adjust to my new setting.

I look forward to working alongside you all over the coming five years of my tenure to consolidate ANSS as the premier provider of special education services in South Australia.

Cam



*Never stop learning,  
because life never stops teaching.*  
Lin Pernelle



## Green Unit

Ian Hartley-Brammer (B4)

During Peer Group Learning (PGL) time we greet each other and participate in music, communication, language and fun. We look at the days of the week, weather and what's in the daily schedule. Students participate in songs, stories and communication activities through PODD, signing and verbal modes.

This is a regular part of every day to establish learning routines for each student and create social interactions with support staff and peers. We read stories, take turns and explore numbers, letters, colours and shapes.

PGL is a launching pad for follow-up learning during the day, leading to Reading and Writing activities as well as Maths and Art.

## Orange Unit

Simon Fuller (E1)

In the first half of this term, our class has been busy setting up for Scientific Studies. We are growing seedlings in a micro-greenhouse and have set up a worm farm with 1000 worms.

We have set up a journal to record our observations and to give everyone chores in watering, feeding and cleaning these environments.

Danyall is making sure that there are plenty of food scraps in our worm farm. Douce, Lachlan, Hayden, Darcy, Toriana, Lily and Danyall all help with the daily chores.

Douce and Lachlan noticed some condensation on the lid of our greenhouse. This means that when it warms up, it will turn to water, and fall on our plants.

To help our plants grow quickly, Danyall and Lachlan are pouring some of the left-over water from the worm farm onto the plants. Worm water is like a liquid fertilizer – it is really good for our plants!

All our students find Science fun and exciting!



*Worms  
are the  
intestines  
of the  
earth.*  
Aristotle







# Green Unit

Maddy Dennis (B3)

B3 loves to get out and about and engage in learning within different spaces around the school. This term, our class has thoroughly enjoyed their visits to the library, where our teacher-librarian, Wendy, runs a wonderful Shared Reading session. The students then love the opportunity to select their favourite books to read with an adult, where themes relating to animals and transport seem to be a hit.

An important focus in the Green Unit is the development of school readiness skills. It is exciting to observe the students developing their ability to sit and listen, interact with others, and even help with the packing up to conclude the sessions. Great effort B3!



Once you have read a book you care about, some part of it is always with you.

Louis L'Amour



# Yellow Unit

Peter Smith (C2)

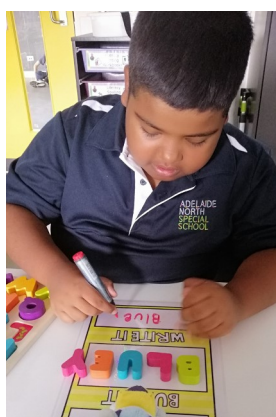
Let's get to know each other!

This year we have a brand-new class with 6 new people in it and we have started the year getting to know each other and learning how to safely share our new space together.

We have focused on the social side of our education so far and continued to use the Peer Group Learning (PGL) that was so successful in our rooms last year.

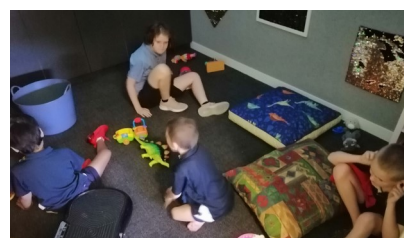
There are lots of chances for us to help each other learn about things like daily routines, different ways to communicate with each other, how to have safe behaviour with our friends, and even some of the boring stuff like the alphabet.

There is usually lots of music and happy sounds coming from our room and we are always happy to have visitors. See you soon for some tasty treats.



Great conversations always spark in a genuine interest to recognise and know the other person's story and, therefore, recognising and understanding and celebrating their humanity.

Janet Mock





# Orange Unit

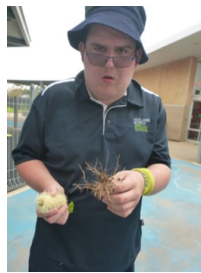
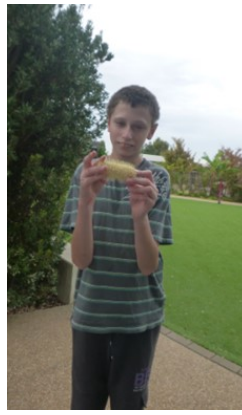
Dianne Newell (E4)

Our class is learning about plants in Scientific Studies and how to care for them in our natural environment. We have been exploring our surroundings, looking for different parts of plants such as leaves, flowers, roots and stems (we'd just like to point out that no plants were hurt during our investigations!).

After we finished exploring in a range of places, we went back to class where we watched an informative video about how each part of a plant uniquely contributes to its survival.

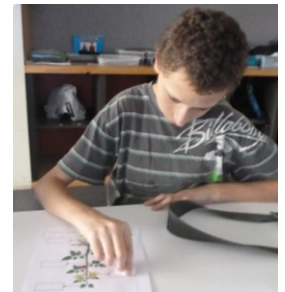
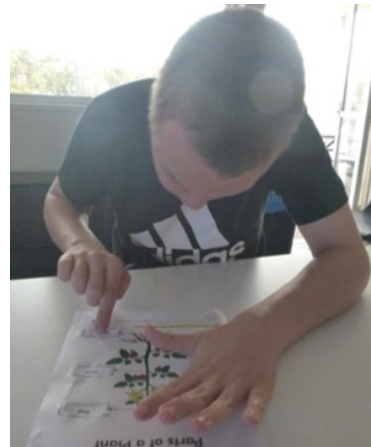
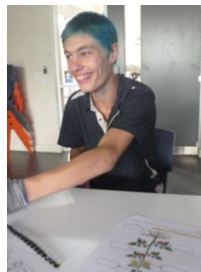
We then labelled our plant on a worksheet to demonstrate our understanding. The students are thoroughly enjoying learning about the processes involved in how plants grow.

We are looking forward to next term when we will investigate the life cycle as well as edible and non-edible parts of plants.



*Love and work are to people what water and sunshine are to plants.*

Jonathan Haidt



*The only way to learn mathematics is to do mathematics.*

Paul Halmos



# Yellow Unit

Katelyn McInnes (C3)

This term, in Maths, we have been exploring number and quantities through play-based learning experiences. Students have participated in activities using songs, visuals and manipulatives to support focus and ignite interest.

The students in C3 have been engaging in activities including, matching hippos to pond quantities, interactive number songs and boards, and connecting frogs to lily pad numerals. The students have also used this time to build on their social skills, interacting through sharing resources, taking turns and learning together.

As a large group, our class has also been exploring counting through songs, white-board drawing and number hunts around the school.

The students have shown high interest in these hands-on activities, demonstrating a wide range of skills including matching, sorting, pattern recognition and problem-solving.