



## Important Dates



# Newsletter

Week 7, Term 4, 2023

### NEWS FROM THE PRINCIPAL

Thank you to our families for your support in staff attending a wellbeing Student Free Day. We started the day at Kadina playing a game of Putt Putt, followed by lunch at Moonta. It was a great opportunity to reflect on the year that has been and the amazing achievements of the site for the year. It also allowed us the opportunity to celebrate and reflect on Shaun's 10 years of service to the Department.

Week 7  
Friday 1st December  
12.00 Governing Council

Week 8  
Thursday 7th December  
1.00 Christmas Concert

Week 9  
Graduation Dinner  
Tuesday 4th December

Last day of Term  
December 15th  
Early Dismissal 2:15pm



**Reminders**  
School finishes at  
1.35pm on a  
Wednesday

**Respect**  
**Responsibility**  
**Confidence**  
**Persistence**

Making a difference by  
engaging & empowering

Cricket SA clinics have now finished. It was great to see so many students get involved. We look forward to having them back next year to continue the clinics.

We have also had bikes delivered from our successful grant with Variety. Country MX Parts has kindly put the bikes together for the school so that students could start accessing them straight away.

Kind regards,  
Shannon Davis

# Literacy

Both classes are working hard in the lead up to the end of Term 4. Literacy assessment is underway getting ready to set One plan goals for next year.

In Spencer class our SACE students are finishing up their work for their portfolios with three of our students finishing year 12 this year.



In Heysen class our students are continuing to improve letter recognition and focusing on their names and core words; and exploring books.



## Core words

Week 7- fun  
Week 8- give  
Week 9- finish/ finished

## Key Vocabulary

Alphabet  
Book  
Consonant  
Letter  
Letter Name  
Letter Sound  
Name  
Read  
Sentence  
Diagraph  
Space  
Vowel  
Word  
Write  
Writing Tool

## Alternative pencils

A tool used to support students in writing as an alternative to using a pencil.

# Numeracy

Heysen class has been focusing on our learning goals. They are big and small, matching shapes and learning about odd and even numbers. In Spencer class they enjoyed painting with Numicon numbers

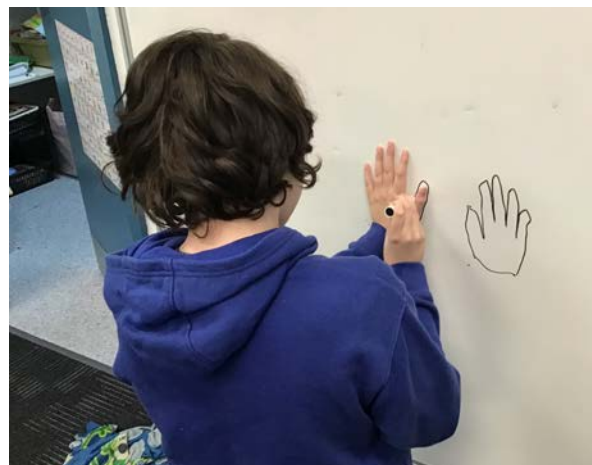
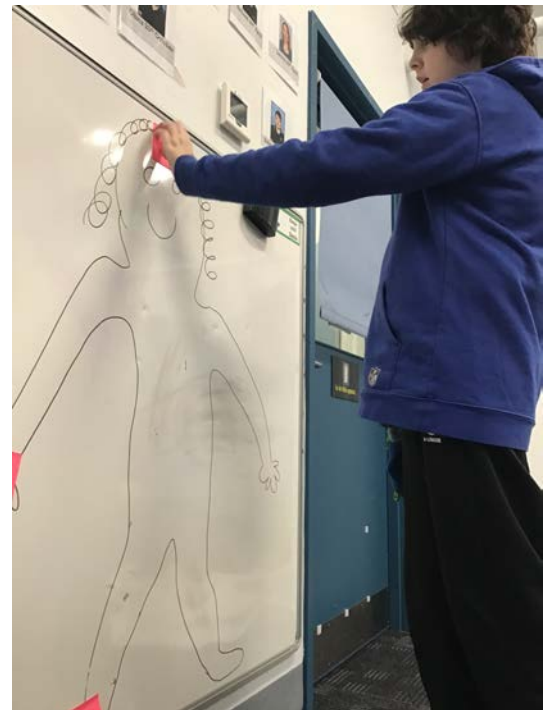
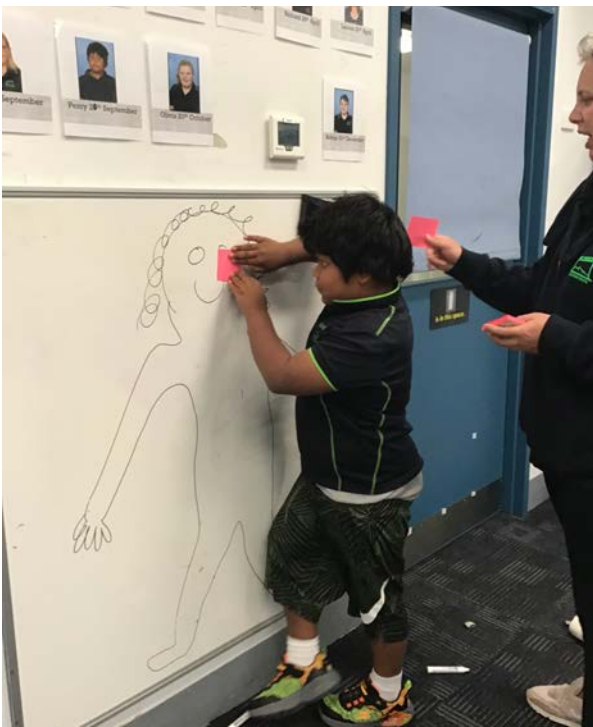


## Key Vocabulary

Add  
Baseboard  
Block  
Count  
Counter  
Equals  
Even  
Number  
Shape  
Odd  
Pattern  
Sort  
Step (Numicon Number Shape)  
Take Away  
Total

# CPC/Shine

In Heysen class we have been learning about body parts. We traced around our SSO Shaila and used AAC to name the body parts. We also used sticky notes to stick it onto the body part given.



# Communication

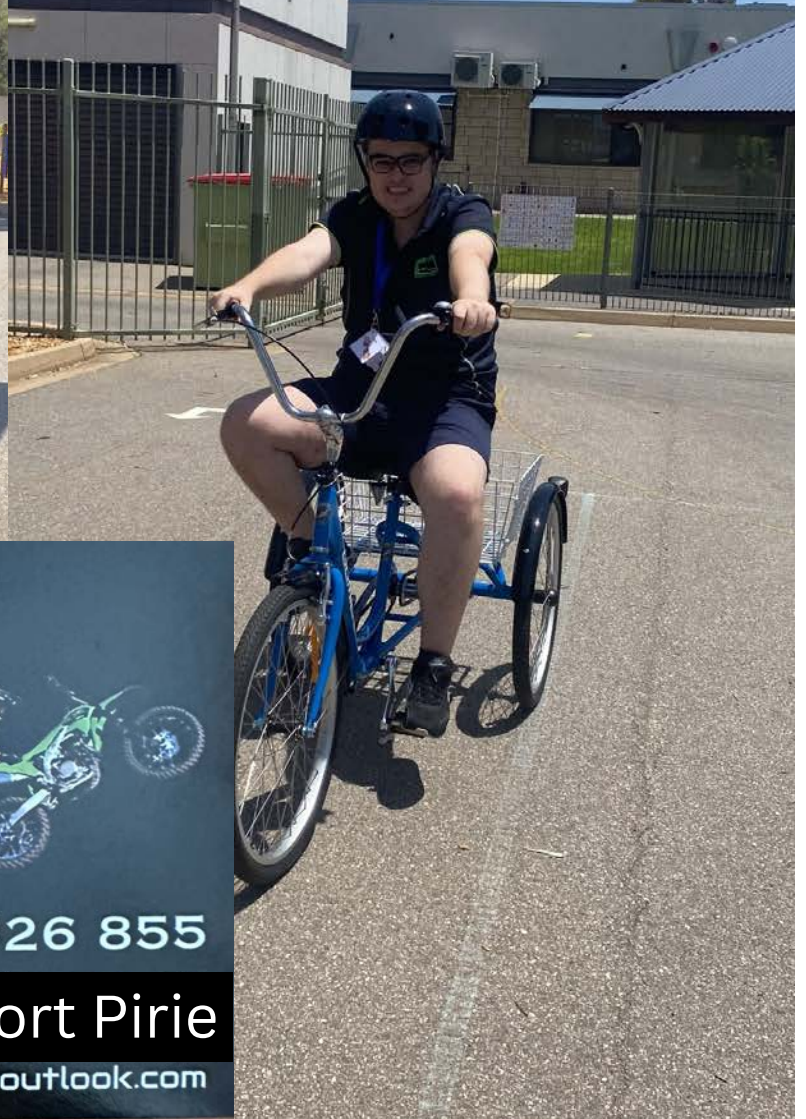
Here are some myths around the use of AAC that are important to understand so that we can emphasise, and teach the importance of communication through AAC.

## AAC MYTHS AND REALITIES

<b>MYTH</b>	<b>REALITY</b>
AAC is a last resort in speech-language intervention.	AAC should be used to prevent communication failure BEFORE it happens, not after all else fails.
AAC hinders or stops speech development.	Studies show that AAC does not prevent, and may even enhance speech development.
Children must have a certain set of skills to be able to benefit from AAC.	Children may not be able to demonstrate all their skills without first having a means of communication.
Speech-generating AAC devices are only for children with intact cognition.	Speech-generating AAC devices can be as simple as a single switch or button.
Children have to be a certain age to benefit from AAC.	Success with AAC use does not depend on age.
Children must go through a hierarchy of learning how symbols represent meaning, starting with objects and progressing to written words.	In early language development, children have not established representations of meaning yet, so they can make new associations between objects and other symbols.

Adapted from: Romski, M., & Sevcik, R.A. (2005). Augmentative Communication and Early Intervention: Myths and Realities. *Infants and Young Children*, 18(3), 174-185.

# Variety Bikes



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