



# Newsletter

Week 3, Term 1, 2024

## NEWS FROM THE PRINCIPAL

Welcome back to Term 1. We have had a great start back to the term with swimming in weeks 2 and 3. Gymnastics will commence in week 5 for the remainder of the term.



friendly

It is with sad hearts that we say goodbye to Shaun in admin. We wish him all the best with his new endeavours. We welcome Reece into the admin position.



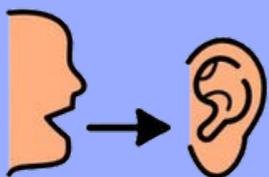
safe

We welcome all families of current students to attend our Governing Council AGM on Tuesday the 12th of March at 1:30pm (Week 7). Come along to meet the school staff and connect with other families over a free lunch. We are currently seeking another parent member and community member to join our Governing Council.

A reminder that all our current policies, procedures and whole school agreements can be found on the school website for you to read at any time.

We are looking forward to the year ahead.

Kind regards,  
Shannon Davis.



responsible

Making a difference  
by engaging & empowering

# Staffing 2024

Rebecca continues in the Coordinator role this year, and will also take on the Autism Inclusion Teacher role.

Rebecca comes with a wealth of knowledge on student communication and learning needs. We look forward to seeing her support the school in these areas as the year progresses.

## Teachers



Rebecca



Sharna



Lauren



Skye



## SSOs



Richard



Reece



Jade



Shaila



Noelle



Abby



Rachel



Jenny

# Important Dates

2024

# TERM 1

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11

| MON                                 | TUE                   | WED                 | THU                            | FRI   |
|-------------------------------------|-----------------------|---------------------|--------------------------------|---|
| 22                                  | 23                    | 24<br>Day 1, Week 0 | 25<br>Day 2, Week 0            | 26<br>Australia Day                             |
| 29                                  | 30                    | 31                  | FEB 1                          | 2   |
| 5<br>Swimming 11.40-12.40           | 6                     | 7                   | 8<br>Term 1 Overview           | 9<br>Regulation/<br>Communication<br>Assessment |
| 12                                  | 13                    | 14                  | 15                             | 16<br>Reading<br>Assessment                     |
| 19                                  | 20                    | 21                  | 22<br>Yrs 7 & 10 Immunisations | 23<br>ABLES<br>Assessment                       |
| 26                                  | 27                    | 28                  | 29                             | 1<br>MAR<br>School's Clean Up Day               |
| 4<br>One Plan Meetings<br>Weeks 6-7 | 5                     | 6                   | 7<br>Student Free Day          | 8<br>Student Free Day                           |
| 11<br>Adelaide Cup                  | 12<br>AGM             | 13<br>NAPLAN        | 14                             | 15  |
| 18                                  | 19                    | 20<br>Harmony Week  | 21                             | 22  |
| 25                                  | 26                    | 27                  | 28                             | 29<br>Good Friday                               |
| 1<br>APR<br>Easter Monday           | 2<br>World Autism Day | 3                   | 4                              | 5   |
| 8                                   | 9                     | 10                  | 11                             | 12  |

## Reminders

2.00pm finish every  
Tuesday.



# Literacy

## RATIONALE

At Mid North Education Centre (MNEC), we believe that all students are entitled to a balanced approach to literacy learning so that they can experience a range of literacy activities every day. We are committed to providing a high-quality teaching program that ensures consistency across the whole site and allows each student the opportunity to reach their full potential and to become lifelong learners.

## CURRICULUM ACTIONS - WHAT WE TEACH

### Teachers will:

- Use the Australian Curriculum English, ACARA National Literacy Learning Progressions, ABLES Reading and Writing Curriculum and Teaching for Effective Learning (TfEL) as content and pedagogical guides.
- Use the 'Comprehensive Literacy Instruction for Students with Complex Communication Needs' approach (Jane Farrall) across all classrooms; providing a balanced diet in their literacy program to offer educational opportunities to pre-emergent, emergent, transitional and conventional literacy learners.
- Use the 'Writing with all Tools Continuum' to support student writing skills.
- Use the Heggerty Literacy program as a supplementary program to the Jane Farrall approach.



### Pre-Emergent – Emergent Literacy Learners

#### Working with Letters and Sounds

Students develop alphabet knowledge and phonological awareness.

#### Shared Reading

Students build language and concepts about print.

#### Writing from Adults Writing with Adults Independent Writing

Students are given daily opportunities to write about interesting and meaningful topics. They learn early writing, sentence structure, and language selection in writing.

#### Self-Selected Reading

Students develop reading fluency.

### Transitional – Conventional Literacy Learners

#### Working with Words

Students increase their number of sight words, and learn how to decode and spell unfamiliar words for reading and writing.

#### Reading Comprehension

Students are provided with the strategies to teach them how to extract information independently from text.

#### Independent Writing

Students learn how to independently compose a message that is understood by the intended audience and achieves a meaningful goal.

#### Independent / Self-Selected Reading

Students become automatic in skill application and practice to become more fluent.

# Numeracy

## RATIONALE

At Mid North Education Centre (MNEC), we believe that all students are entitled to a balanced approach to numeracy learning so that they can recognise and understand the role of mathematics in the world, and have the disposition and capacity to use mathematical knowledge and skills purposefully. We are committed to providing a high quality teaching program that ensures consistency across the whole site and allows each child the opportunity to reach their full potential and to become lifelong learners.

## CURRICULUM ACTIONS - WHAT WE TEACH

### Teachers will:

- Use the Australian Curriculum Mathematics, ACARA National Numeracy Learning Progressions, ABLES Mathematics and Teaching for Effective Learning (TfEL) as content and pedagogical guides.
- Focus on dedicated learning areas within the Math Australian Curriculum for each term as well as a number focus throughout the whole year.
- Use Numicon as a key resource to implementing the mathematics curriculum; providing a multi-sensory approach to learn about number ideas through seeing and feeling how Numicon Shapes connect with each other.
- Choose additional content for their units of work based on the students' needs in relation to the ABLES Mathematics Curriculum and the following guide:

Counting

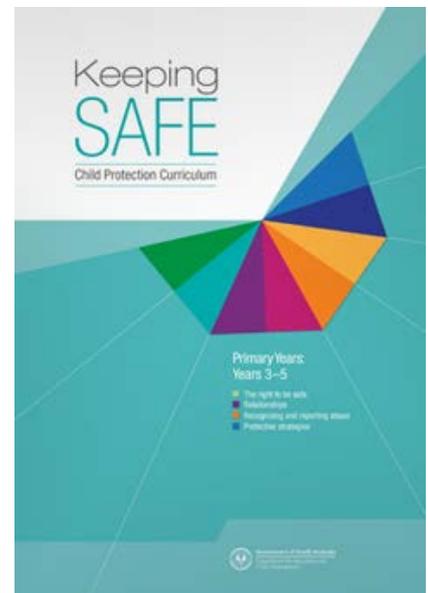
Pattern and Algebra

Numbers and the  
Number System

Calculating



# CPC



This year each student will participate in lessons from the Child Protection Curriculum as part of the Australian Curriculum. The Child Protection Curriculum is a mandatory curriculum and is taught from Preschool to Year 12.



Each term there is a focus area that will be covered in explicit lessons. The theme for Term 1 is: The Right to Be Safe.

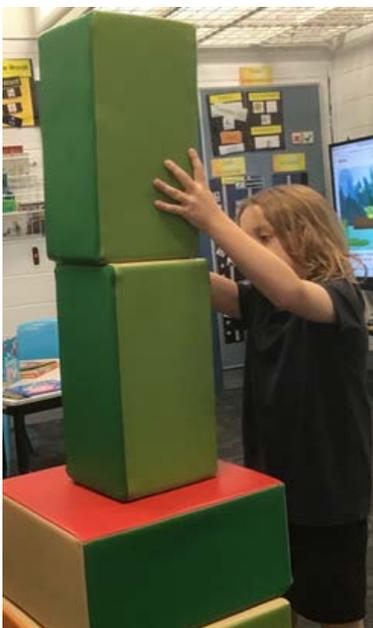
The Right to Be Safe theme gives the student's opportunities to learn about:

Feelings - exploring safe and unsafe language.

Being Safe - knowing the difference between safe and unsafe behaviors and exploring safe and unsafe situations

Warning Signs - exploring signals in the community and their internal and external feelings in their bodies.

Risk Taking & Emergencies - Identifying what is an emergency and who can help us.



# Communication

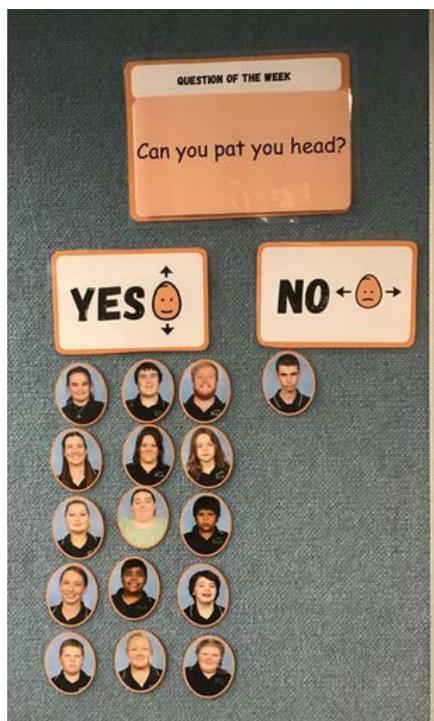
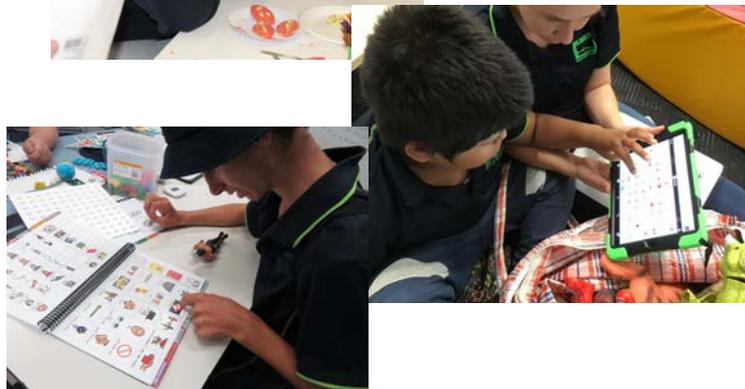
## RATIONALE

At Mid North Education Centre (MNEC), our core belief is that every student deserves a comprehensive learning experience in effective communication. We hold that proficient communication empowers students to evolve into skilled conveyers of thoughts, enabling them to confidently express themselves within both the school context and the wider community. This mode of expression could encompass spoken language, the utilization of Augmentative and Alternative Communication (AAC) devices, or a fusion of the two. We are committed to providing a high-quality teaching program that ensures consistency across the whole site and allows each student the opportunity to reach their full potential and to become lifelong learners.

## CURRICULUM ACTIONS – WHAT WE TEACH

The Roadmap of Communicative Competence (ROCC) assessment is a tool to identify, plan and implement communication learning. The aim of the ROCC is to get students to become competent communicators. Students are assessed on 10 communication domains that are essential to become competent communicators. These include:

1. Uses symbolic & specific language.
2. Owns an individualised & robust system.
3. Initiates – appropriate and recognisable.
4. Clearly indicates messages.
5. See's system as own voice.
6. Shows complexity in messages.
7. Uses a range of pragmatic functions.
8. Is responsible for system availability.
9. Socially interacts.
10. Shows strategic competence.



This year one of the communication focuses will be answering yes/no questions. this will help to develop domain 1, 4 and 9.

To do this staff and students will be participating in different teaching and learning activities that will support students to learn why we ask and answer yes/ no questions, the different ways of answering these questions and increasing engagement and reliability. These activities include our question of the week.

# Positive Behaviour Support

This year Mid North Education Centre will continue to work with the Positive Behaviour for Learning trial to implement Tier 2 strategies across the site.



Tier 2 supports for positive behaviour may include:

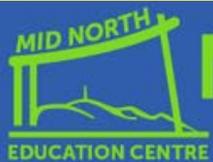
- Increased instruction and practice with self-regulation and social skills.
- Increased adult supervision.
- Increased opportunity for positive reinforcement.
- Increased pre-corrections.
- Increased focus on function of behaviour.

## Other information

Our PBL representatives at the site will include Rebecca, Lauren, Shannon and Jade.

We are looking forward to working with Kadina Disability Unit to share strategies and supports that MNEC has developed and implemented last year.

Student behaviour expectations will continue to be a focus.



# Mid North Education Centre

*Making a difference by embracing and empowering*

|                 |          |                         |                                     |                                  |
|-----------------|----------|-------------------------|-------------------------------------|----------------------------------|
| <br>friendly    | <br>will | <br>share with others   | <br>give personal space and privacy | <br>encourage and respect others |
| <br>safe        | <br>will | <br>follow the schedule | <br>use equipment safely            | <br>have a safe body             |
| <br>responsible | <br>will | <br>follow instructions | <br>ask for help                    | <br>be aware of choices/emotions |

# Swimming

