



Newsletter

Week 9, Term 1, 2024

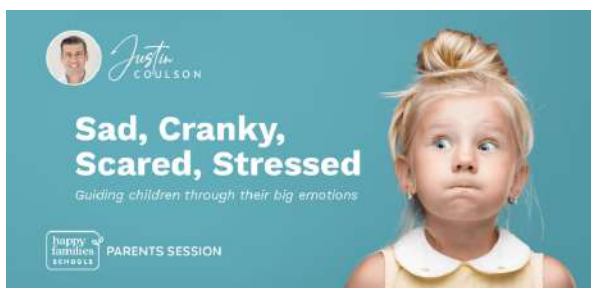
NEWS FROM THE PRINCIPAL

This term has been packed with lots of exciting excursions and incursions. It has been wonderful to see the students engage with so many agencies. Photos of all the events are being added to Facebook after they occur.

MNEC has been working with the Cancer Council SA to develop our sun smart initiatives. The site has now reached SunSmart recognition, and we will continue to support student understanding of staying safe in the sun. The school is also in the process of purchasing new hats for student use.

The next **Student Free Day** will be **Term 2, Week 2 - Monday 06/05/2024**. MNEC will be partnering with the other schools in the partnership to attend a training day facilitated by Dr Justin Coulson and Kerrie Sellen. The day will cover 'Restorative Practice in Schools' and 'The Emotionally Intelligent Teacher'.

There is also an opportunity for parents to attend a session on 'Guiding Children through their Big Emotions'. More details are provided at the end of the newsletter, including details on how to register.



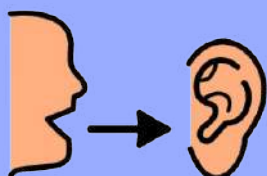
Have a wonderful Easter break. We look forward to having all the students back on site on Tuesday 2nd of April.



friendly



safe



responsible

Site Improvement Plan 2024

PBL

Learning Intentions

- Students will know the school behaviour values and the importance of shared values within a community.
- Students will understand the behaviour expectations and how they inform their role within the community.
- Students will be able to (do) demonstrate the school behaviour values and expectations within their school day.

Success Criteria

Students will:

- Engage with the provided visuals and daily learning tasks.
- Attend to, respond to and/or show interest in the school behaviour values and expectations.
- Improve their ability to take responsibility for their behaviour and engage with restorative practices.
- Understand the difference between a regulation break and a reward.

Target

- There will be a 50% decrease in overall behavioural incidents from semester 1 to semester 2.
- 70% of students will demonstrate reduced adult support from their semester 1 to semester 2 school values report.
- The site will acquire enough positive behaviour acknowledgements to achieve a school-wide reward each term.

2024

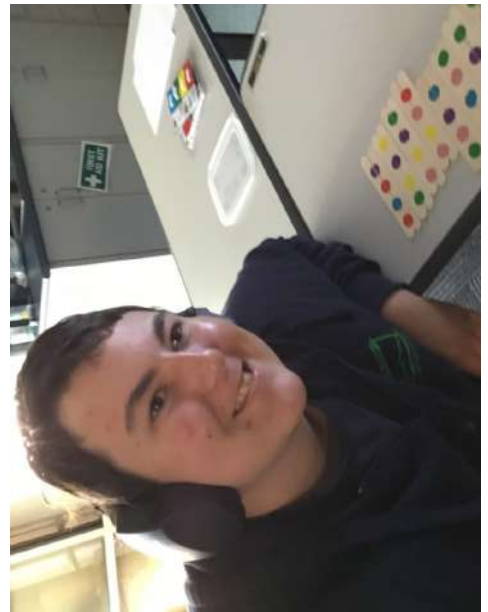
TERM 1

Reminders

2.00pm finish every Tuesday.



MON	TUE	WED	THU	FRI
25	26	27	28	29
9	10	10	11	12
1	2	3	4	5
10 APR Easter Monday	World Autism Day	BBQ Lunch 1:30pm		Good Friday
8	9	10	11	12
				Last day of term. 2.15 finish.



Important Dates

Literacy

SHARED READING

Shared reading is reading the text either with individual students or with the class with a purpose. During this activity we focus on one text for the week with the goal of answering a different question each day to develop a deeper understanding of the text.

PEDAGOGY ACTIONS - HOW WE TEACH

Pre-Emergent – Emergent Literacy Learners

Shared Reading

- Using shared reading strategies (The Great Eight) in 1:1 and small groups.
- Providing daily opportunities for shared reading using a variety of text types.
- Modelling vocabulary and language with AAC (visuals, PODD, Proloquo2go) during shared reading.



**SHARED READING:
IT'S ALL ABOUT THE
INTERACTION**

THE GREAT EIGHT

- 1. SHARE THE AIR**
A = Attention Getter
I = Invite Participation
R = Respond or model a response
- 2. LINK TO LETTERS**
Refer to letters in the student's names, or other important letters, when you see them on a page.
- 3. CROWD TO INVITE PARTICIPATION**
Comment on what the students seem to be interested in and wait at least 5 seconds; Invite participation using the different parts of CROWD and wait at least 5 seconds; Respond to whatever the student says/does by adding more language, modeling appropriate grammar.
Completion
Recall
Open ended
Wh-questions
Distancing
- 4. MODEL "I HAVE A QUESTION"**
When you ask a question, explicitly model saying "I have a question," using AAC and then ask it
- 5. TEACH VOCABULARY**
Teach new vocabulary by briefly defining it. You can use synonyms or put the new word in a sentence
- 6. DO YOU HAVE A QUESTION?**
Ask the students if they have any questions after sharing every 3-4 pages.
- 7. PRINT REFERENCING**
Focus on a single print concept for a week - use the print referencing bookmarks.
- 8. RHYMES AND SOUNDS**
Point out rhyming words and word plays in texts - words with the same initial letters or which have similar sounds in them (alliteration).

DON'T FORGET

- Sometimes we need to teach students to enjoy books
- Use the student's interests as a starting point if needed.
- In shared reading, always model using the student's communication system
- Reading a book repeatedly is great - and important to do!
- The student selects the book when reading 1:1

Numeracy

PATTERN AND ALGEBRA

Patterns help students make predictions because they begin to understand what comes next. They also help students learn how to make logical connections and use reasoning skills. Patterns can be found everywhere in our daily lives and should be pointed out to children. In Flinders class as part of our morning work, we have work stations that the students complete, patterns are always a favourite.

PEDAGOGY ACTIONS - HOW WE TEACH

Pattern and Algebra

- Complete simple repeating patterns
- Understand patterns, direction and orientation
- Complete more complex repeating patterns
- Identify similarities and differences- sorting
- Label repeating patterns with numerals
- Understand equivalence- amounts and measures
- Identify odd and even
- Reason about numbers
- Compare amounts and measurements using '<' and '>' symbols
- Use the '=' symbol



CPC

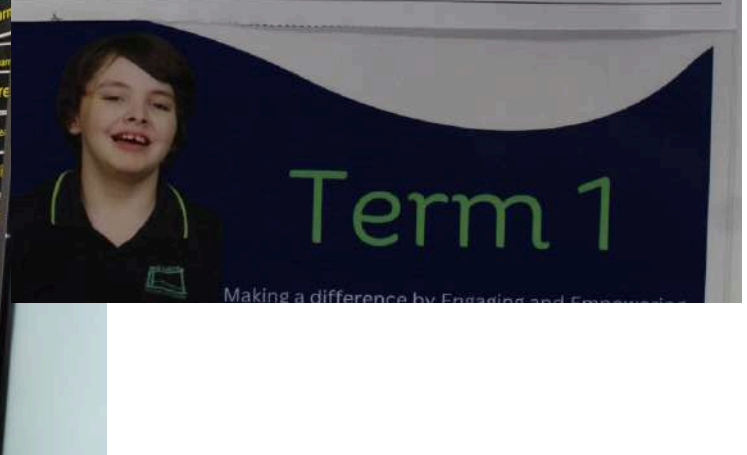
Being Safe

Our students learn about safe and unsafe language they might hear or use in different situations while at school, at home or in the community. They are taught what safe and unsafe language is, and it is modelled to them throughout the day and taught explicitly in lessons. We explore situations where they might be at risk and what language to recognise as safe or unsafe or what language to use to ask for help.

PEDAGOGY ACTIONS - HOW WE TEACH

Safe and Unsafe Language

Through explicit songs, games, lessons and real life experiences students learn the difference between safe and unsafe language in different situations and how to communicate safely with others.



Communication

Owens an individualized & robust system.

All people have many different ways to communicate, including speech, body language and gestures. However, for some of our students these common communication methods May not be reliable or available to them and students can find it hard to get their message across to their communication partner. Whether the message be to meet a need or make a comment or any of the other functions of communication. This breakdown in communication is the reason why it is so important for students to have their own individualised AAC system that meet their current and future communication needs.

PEDAGOGY ACTIONS – HOW WE TEACH

Using Individualised systems

- Ensuring that all students have systems that meet their communication needs.
- Ensuring that staff that work with each students have access to a duplicate copy of student's system, to ensure student start seeing their system as their voice.
- Explicit teaching, and modelling of multiple AAC systems (PODD hi tech and low tech, Prolo, and sign)
- Use of individuals system during all systems
- Games
- Use communication temptation such as opening a bottle of bubbles, blowing some, then closing the bottle tightly and handing it to the child.

Next steps for the development

A letter was sent home this week to help us gather information about the AAC systems that have been proscribed by a Speech Therapist or what system you would like you child to use or if you want support from the Department Speech Therapist. Attached is also a personalised vocabulary form to start thinking about specific vocabulary that your child needs. Please send this back as soon as possible or let us know if you didn't get one. thank you



Positive Behaviour Support

What is PBL?

PBL is a proactive approach and focuses on teaching all students agreed expected behaviours and pro-social skills rather than just reacting to behaviour errors; students have access to highly individualised and intensive interventions.

PBL provides teachers and students with more time to focus on relationships and classroom instruction.

All students, teachers and staff will benefit from:

- Increased positive behaviour.
- Increased time focused on instruction.
- Improved social-emotional wellbeing.
- Positive and respectful relationships among students and staff.
- A safe and predictable learning environment.

Why Focus on Positive Social Behaviours?

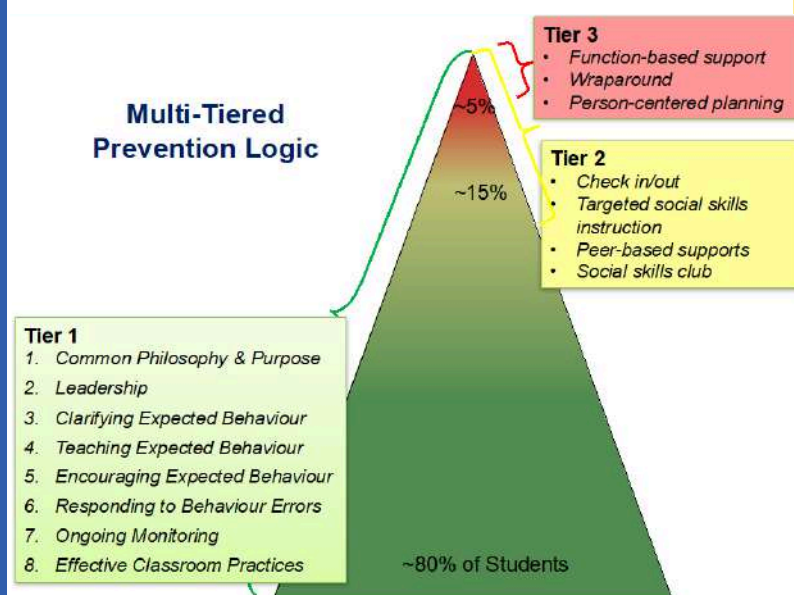
Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. The purpose of school-wide PBL is to establish a climate in which appropriate behaviour is the norm.

PBL is a whole school approach which supports schools to **establish a continuum of behaviour support tailored to address the needs of ALL students** through a range of evidence-based practices. All students and staff members participate in the implementation process.

All staff “do” Tier 1 Practices with all students in all contexts.

Tier 1 emphasises arrangement of high-quality teaching and learning environments by:

- Direct and explicit teaching of social skills.
- Continuous progress monitoring.
- Multiple opportunities to practice in applied settings.
- Specific and contingent encouragement and recognition when social skills are used.
- Constructive re-teaching when behaviour errors occur.



Harmony Day

