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# Sir Eric Woodward School newsletter

15<sup>th</sup> March 2019 Volume 8 Issue 105

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# DESU excursion

## Irukandji Shark and Ray Encounters

The 2019 DESU excursion program kicked off on Friday 22/2/19 with a highly successful Term 1 visit to Irukandji Shark and Ray Encounters at Bobs Farm. On the day Ben, Seth, Jacob M and their tutors and families enjoyed interacting with the animals and having a chance to catch up with teachers and with each other. Ben was very adventurous and donned his water gear to quite literally immerse himself in another world. Seth was pool side and was very excited to be near the water and the curious animals that were within touching distance. Seth very clearly communicated his excitement and enthusiasm! On the day Jacob wowed us all with his conversational skills and breadth of knowledge on a range of topics. Excursions are a great opportunity for students to further develop skills, knowledge and understandings around their learning goals, and for teachers to assess this learning. AND, of course, excursions are a fabulous time for fun and for tutors/carers to get together to chat with each other to build friendships.

Thank you to Kim, Derek, Malina and Janell for supporting your children to attend on the day. Also, thank you to the DESU teachers Barbara, Karen, Dawn, Charlotte and Louise S for your organisation and planning to make this day so successful.

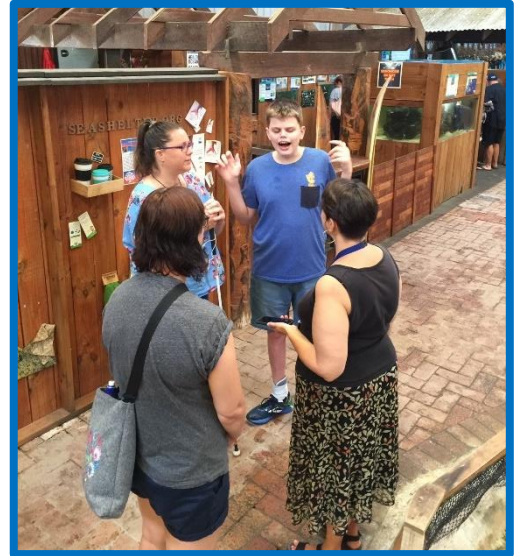
I know that we are all looking forward to the Term 2 excursion which is already in the planning stages – watch this space for details!



*Seth, Malina and Karen feed the rays*



*Ben communicates his suggestions for how he can reduce plastic use*



*Jacob enjoying great conversations!*

# World's Greatest Shave 2019



Sir Eric Woodward School is supporting the Leukaemia Foundation and taking part in the World's Greatest Shave!!!!

**When:** Friday 15<sup>th</sup> March

**Where:** At school or home

## How to get involved:

### Join our school team and Shave or Colour your hair

Use the website address below and then select join a school team. Enter *SEWS Hair Force* in the search bar and select join. You can then make an account for your child to start fundraising. We will provide colour hair spray at school on the day. It shampoos out!! We would love our DESU students to get involved and send us a photo or video of them colouring or shaving their hair.

<https://worldsgreatestshave.com/school>

- Bring a gold coin donation to school
- Sponsor a friend or teacher via our Facebook site or their fundraising page

Have a good look at the “BEFORE” shot for our brave staff who have already signed up!!!

## Sian



*SEWS staff team who are involved in the world's greatest shave and colour to raise money for blood cancer research*



# Staff choir

A team of DESU teachers and Brenda, our DESU office manager took part in a massive sing off with other distance education schools in Sydney last week. The talented bunch headed down to Sydney Distance Education High School to join teachers from the NSW School of Languages, and Sydney Distance Education Primary School.

They were recorded singing a beautiful version of 'My Island Home'. The film clip will be linked with footage of other staff and student choirs from Broken Hill, Dubbo, Queanbeyan and more. It will be shown at the Australian Distance Education Conference in Hobart in May in front of an audience of thousands.

Despite nerves the team sang beautifully demonstrating that practise really does make pitch perfect. 'It's a great experience to learn a whole new skill of singing with others, it reminds us as teachers what our student's face every day learning new knowledge and skills', said choir mistress Charlotte. 'I couldn't be more proud of the team learning first the school and then using Key Word Sign in the chorus'.

It will be an exciting time as we open up the choir to the whole school to sing together. Watch out on Presentation Day for a couple of numbers!

## Charlotte



*DESU staff choir*



*The individual school choirs combine*

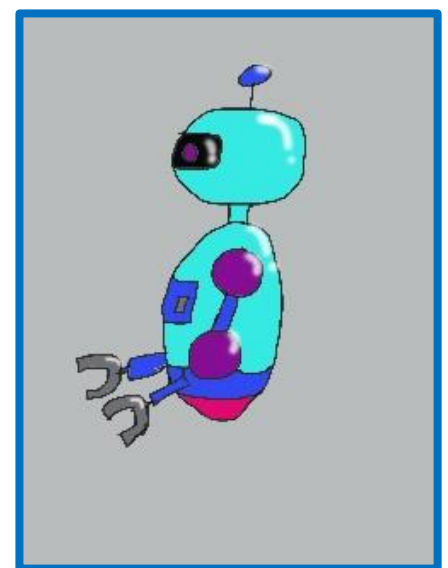
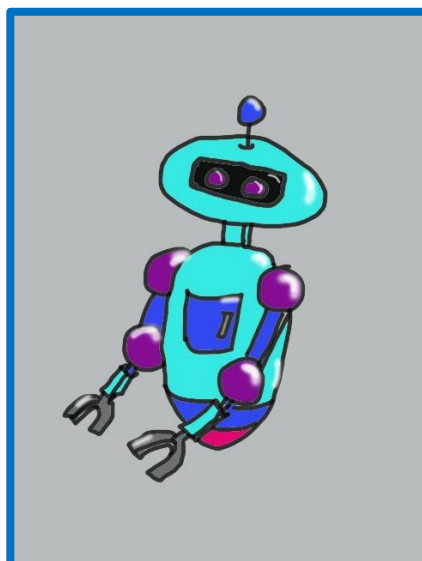
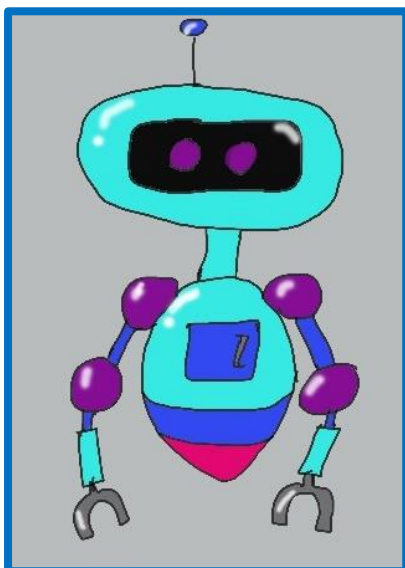
## Principal's message

This newsletter, I have two students I would like to highlight: Oliver and Logan. Oliver, for those that missed it was a TV star featured on Channel 7 news with his dad, our P&C President Daryl, and mum Lisa. Oliver was part of a new inclusive playground at Lane Cove. Always a shining star, our Oliver!



I am very excited to introduce all our readers to 'Jeff' the robot. This is a creation by Logan, one of our DESU students. I am so proud of Logan, he is studying and excelling in an EVET course online through The Academy of Interactive Entertainment (AIE). The course is Creative Design - 3D Animation Foundations and it focuses on learning how to create a short animated film with a 3D character at an introductory level. Logan has started the course by planning and discussing his short animated film ideas through concept art and storyboards. He is currently learning how to model and animate his design of the main character (Jeff the Robot) and the environment (Jeff's science lab). Eventually he will complete the production process with a short animated film that is presented on a video hosting website such as YouTube.

As part of the course Logan is learning: 3D modelling, texturing, animation, lighting, rendering, character design, environment design and short movie production. Logan is hitting it out of the ball park this year and is an amazing role model and a wonderful 2019 SEWS school captain. Thank you to his teacher Mel for sharing Logan's amazing efforts and work with me. Congratulations Logan, I think 'Jeff the robot' is superb!



SEWS has been experiencing some very significant illnesses in both our students and staff. I would like to take this time to remind everyone to take care and please stay home and rest, or keep your child home to rest if they are unwell. I wish all our students and staff a very speedy recovery and we look forward to your return to school as soon as you are well enough.

I would like to thank all our face to face families for their voluntary contributions this semester. Our families have been very generous with these contributions. The voluntary contributions go towards supplementing face to face programs, excursions and other supplies including hygiene supplies and work books.

A few updates on scheduled works at our school:

1. SEW has just installed an additional filter for our hydrotherapy pool. This will ensure a cleaner pool system for all our students accessing this program.
2. Two new shade sails have been approved for installation over the new playground equipment and Liberty Swing. A great vibrant orange colour has been selected to accentuate the area. This area will not only be visually pleasing but align with our sun safe policies.
3. The exciting new capital works of a large shade structure (COLA – covered outdoor learning area) installation is moving forward. Designs and drawings have been completed and we are about to go to tender.
4. New synthetic grass will be laid in the Ngalawa playground, adding our safe space for fun, play and learning.
5. DESU satellite and phone conference room will be receiving a facelift to support sound minimisation of this area in the April school holidays. An acoustic wall and panels will be installed and will provide much needed privacy to ensure best practice and educational delivery and communication for our DESU students.

The Department of Education has a new School Community Charter which is accessible on the Department's internet. The charter formalises our partnerships with parents and focuses on the positive interactions between school staff and families. It has been developed in consultation with a wide range of stakeholders and outlines the important role parents and carers play in our school communities. The charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are:

- collaborative
- supportive and
- cohesive.

The School Community Charter aligns with the Department's Strategic Plan 2018 – 2022. Best education happens when students, parents and schools work together! I have placed a copy of this charter in the attachments of this newsletter for your reference.

I hope all our students, families, staff and community have a fabulous weekend.



*Jo Anne Gardiner*

## Deputy Principal's message

The Distance Education Support Unit staff and families have been very busy completing field service visits. As part of these visits a Personalised Learning Plan (PLP) is developed for each student in consultation with the student (where appropriate) and the family/carer. We have been undertaking vital assessments and having detailed conversations to develop each PLP. We do hope you have enjoyed meeting some of our executive team as they accompanied teachers on these visits. It is always useful to learn from our colleagues and engage in professional conversations to improve the teaching and learning outcomes for our students. The feedback has been overwhelmingly positive from teachers, families and executive staff.

We have had a great deal of illness in the face to face section of our school this term. I am very pleased to hear that everyone is improving steadily, we hope to see you all back at school soon. I would like to thank families who have ensured that children stay at home when they are not well enough for school. This continues to support infection control at school so we can limit the spread of these infections wherever possible.

Highlights so far this term include: the DESU excursion to the shark and ray centre, Class 4's enthusiasm for swimming each Friday, Fionn attending his local high school to complete a Primary Industries course with other Year 12 students and is kicking goals all over the place, Class 6 has been working hard with their physio programs and often say 'hi' on their way past my office, and Logan is studying an EVET course in Creative Design-3D Animation online with the end goal of producing a short animated film. As you can see there is plenty going on at SEWS.

There are a number of Disability Career Expo's coming up across the state for DESU families. Please take note of these dates if your child is in Years 10-12. Class teachers will provide more information about each expo shortly.

Dubbo – Thurs 30 May

Blacktown – Wednesday 26 June

Hunter region – Thursday 26 July

Ballina – Thursday 13 August

Wagga – TBA

Liverpool – Thursday 23 May

Revesby – Wednesday 15 May

Finally, several members of the SEWS DESU staff joined with other distance education schools in Sydney as part of a distance education choir last Wednesday. We visited Sydney Distance Education High School where we recorded a song that each school had been separately rehearsing. This recording will be added to by regional distance education schools so we have one big recording. It was a great experience and I would like to thank Charlotte who pulled it all together at our school.

**Sian**





*DESU staff recording our song with other distance education staff*



- F2F parent local post school providers forum Term 1 Wednesday 3<sup>rd</sup> April
- school concludes Term 1 Friday 12<sup>th</sup> April

## **Birthdays**



Happy birthday to those students and staff who have celebrated their birthdays since the last newsletter:

**students:** Nadine, Sharif, Quinn

**staff:** Sue

# News from the classrooms

## Class 1

The past three weeks have seen the boys engaging in a number of activities relating to our 'Schoolyard Safari' science unit. Following a lesson on predicting animals we may find in our school environment, Class 1 explored the Ngalawa playground and, using an aerial view map, plotted animal locations. On our adventure, boys were also asked to draw a diagram of four animals and label distinguishing features. We found animals such as worms, ants and cockroaches all which we expected to find, however the boys were in shock when Will spotted a small possum on the drainpipe! The boys have also investigated small insects including worms and snails up close using magnifying glasses to view how their bodies are made up and how they move.

In grammar lessons the past few weeks, the boys have been learning about what the magic letter 'e' does to our vowel sounds. Between turning words like cap into cape, the boys have created words using magnetic letters, cutting and pasting words or simply adding e and re-reading words. In our PDHPE unit 'Getting along with others', the boys have been learning about what it means to be a good friend and team member. We have identified that some key principles about caring for others include: listening, sharing and being kind. Kai has particularly demonstrated improved listening skills in our swimming program and should be commended on his efforts – well done Kai!

We would also like to extend our gratitude to Lisa Neate, Clare Bacon and Christine Foley for working with Class 1 over the past two weeks. The boys have recounted many engaging lessons and we hope you enjoyed witnessing the learning magic that occurs every day in Class 1.

## Cassandra & Anita



*The boys draw diagrams of ants on our schoolyard safari*



*Kai works on his listening and floating in the pool with Mrs Neate*



*Jacob and Heath get up close and personal with a wriggly worm*



*Will, Joshua and Leon create silent 'e' words that change the sound of vowels*

## Class 5

Class 5 has had an impressive and active couple of weeks, starting our mornings with lots of PDHPE activity. Our hydrotherapy program brought pure relaxation to the students, whilst working hard on their program goals. Telecaster in particular enjoyed floating on his back during his program. Vincent's face continues to shine and light up during his movement program. The past few weeks has also allowed Tanya to confidently grow, allowing positive assistance within the student's programs.

Following our unit of work theme 'Society, culture, history and geography of China and the USA' Class 5 students have been looking at the Terracotta Army. We have started to make the playdough that we intend to use for our history project.

## Clare & Tanya



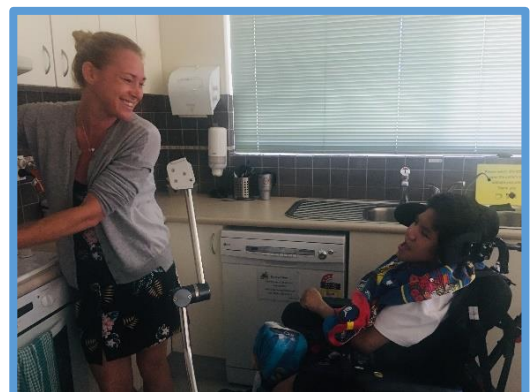
*Oliver making play dough*



*Telecaster enjoys hydrotherapy*



*Vincent takes part in PDHPE time*



*Telecaster making playdough*



## Louise's class

I have recently returned from a number of field trips to visit my students, and the students of other teachers who I support as a DESU assistant principal. It has been extremely busy, but so rewarding! I have travelled to Lake Macquarie, Forster, Bobs Farm, Grafton, Armidale, Inverell and western Sydney – phew, now the real work starts as I analyse assessment data and information that has flowed from meetings with various people and organisations, and subsequently develop learning programs and activities to support students to achieve their learning goals. Thank you to everyone who made me so welcome, whether that was in student homes or when in the community!

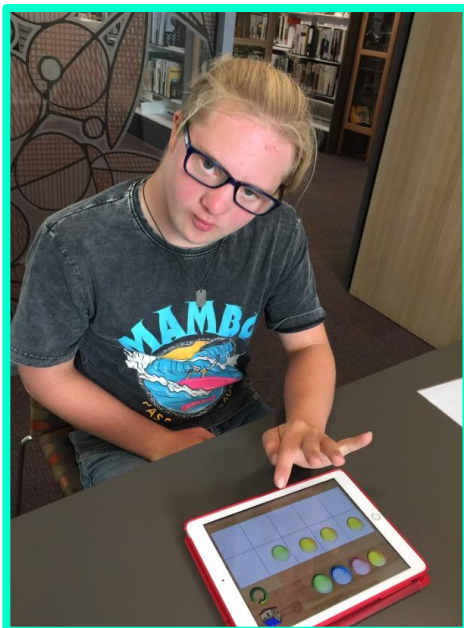
I visited two of the students in our class: Ned and Rhiannon.

It was a delight to visit Ned and his tutor. Ned has a great positive attitude to life and learning. He is a caring member of the community, is curious about his world and always puts in 100% effort as he works towards achieving a goal. Ned and me completed a range of assessment that will inform Ned's Semester 1 Personal Learning Plan goals, subjects and teaching and learning activities. Thanks to Ned and Annie for 'hanging in there' for the two days!!!

I also visited Rhiannon. Rhiannon was bright and enthusiastic. She loves a chat and particularly likes talking about her love of animals. We had an interesting conversation about what she would like to do when she leaves school. Rhiannon would like to work in animal rescue where she can further develop her skills, knowledge and understandings about what makes a successful employee.

I am also looking forward to visiting May in the very near future to meet with her and her tutor and to assess May's skills, knowledge and understandings in the home and in the community.

## Louise S

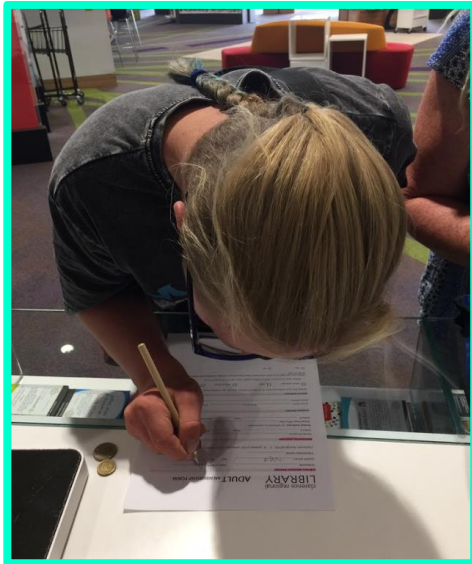


*Ned demonstrates his understanding of number*

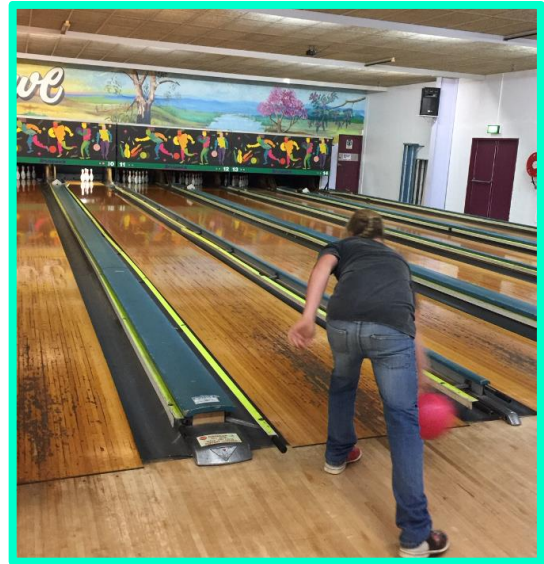


*Ned is learning to understand viewed media*





*Applying skills in real life ways is critical to learning*



*Ned is fit and active (and has a great practical understanding of angles!)*

## **Barbara's class**

Alex has begun to trial a form of the Rapid Prompting Method (RPM) to answer simple comprehension questions. She has been able to use a pen to point to the correct answer, eg the word 'milk', when given an option of two words.

I thoroughly enjoyed my first visit to Azra a few weeks ago. I was able to see her enthusiasm and curiosity as she explored everything around her, from a sheet of paper to the apps on her iPad. Azra is developing her understanding of cause-and-effect by turning the music on her iPad back on after it stops.

Georgia continues to extend her community engagement and develop valuable leisure and relationship skills. Georgia has just begun attending music therapy sessions once a fortnight and will continue her swimming lessons on alternate weeks. Georgia's confidence in new situations and with new people is growing. This means her activity choices are also growing, to the point that we are having to find a new location to display all the photo cards of outing and leisure-time options!

It was great to visit Jacob a couple of weeks ago and finally meet some of the workers who have been supporting him with his program. Jacob showed me how he and Michelle select YouTube clips to download and add to his collection. Jacob also attended the DESU excursion to the Irukandji Shark and Ray Encounters centre, where he demonstrated his greeting and introduction skills. Jacob has enjoyed reliving the event by listening to an audio recording we made of the visit.

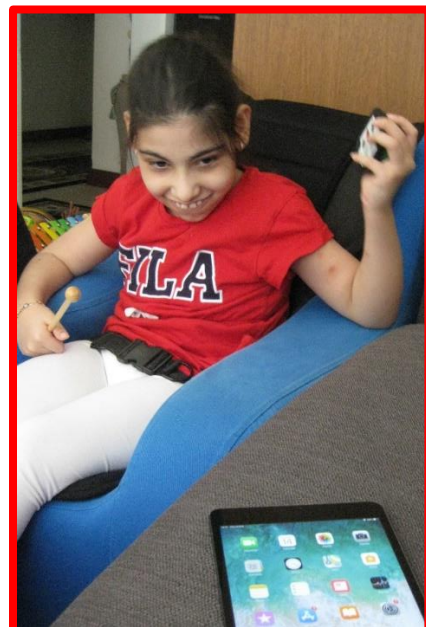
## **Barbara**



*Georgia at music therapy*



*Jacob choosing a clip*



*Azra using an iSwitch to start music on an iPad*

## **Rama's class**

We are already in Week 6 and my students have been working very hard on their school program.

I visited Tyson and his supportive family last week. Tyson enjoys completing maths activities and used different combinations of coins to make \$1.00 Using real money he calculated the cost of up to two items. He is learning about different emotions and can articulate when someone is happy or sad. Tyson is also making his own breakfast and remembers to butter his toast. Fantastic effort, Tyson.

Isabella enjoys learning about the USA and read about the Grand Canyon. She is learning about man-made and natural wonders and knows that the Grand Canyon is a natural wonder and is about 70 million years old. She was particularly interested in the Skywalk, the main attraction at the Grand Canyon West. On her own accord, she logged on to YouTube and watched a clip on the Skywalk bridge. Awesome effort, Isabella.

Mohamed always remembers to say hello during our weekly phone calls and tells me about the activities he participates in through the week. This week he went to Brighton beach, walked on the path and had lunch there with his family. Mohamed's favourite musician is Bono and he enjoys completing calendar activities with his U2 calendar. Well done, Mohamed.

Fionn is interested in geology and would like to be a miner when he leaves school. He has used a metal detector and knows that he has to wear a protective helmet, a bright jacket, boots and carry a torch when he goes into a mine. Fionn is very articulate and I look forward to my weekly phone calls with him, when he tells me all about the interesting tasks he is completing at his VET course. As part of his course he has to complete 70 hours of work experience at a dairy farm. Fionn took the initiative and spoke to a dairy farm owner near his house about what would be involved. Fionn will soon commence work experience there. Amazing effort, Fionn.

## **Rama**



*Tyson using money to calculate the cost of products*

## **Deborah's class**

It has been very rewarding to visit students Bethany and Usman since the last newsletter.

Bethany is now in Year 7, and making connections to the language of position ('in' and 'out') in her everyday activities. This week she is travelling to Brisbane with her family.

Usman uses his feet and hands to explore shapes and textures in his environment. He also enjoys driving at night with his family to see the coloured lights of traffic and buildings.

Tommy likes to use recurring themes in computer graphics in technology, and has been experimenting with basic coding.

Ramona is beginning to use colour to create patterns in maths.

Enjoy the milder weather in these first weeks of autumn!

## **Deborah**



*Bethany putting balls in a basket*





*Usman exploring shape and texture*



*Tommy's computer graphics*

## **Sharon's class**

The term is flying by with programming and field trip visits to students. I had a most productive visit to Leah, this week I am looking forward to spending a couple of days with Ethan and next week I will be meeting Sharif.

With support, Leah has been completing some routine self-care activities, including brushing her hair, cleaning her teeth, dressing and washing her face. It was terrific to see Leah developing these skills as she completes everyday tasks. It will be exciting to work together with Leah's carers to help her refine the physical control required to carry out daily tasks.

Sharif responds well to program activities as he listens to stories and completes craft activities with his tutor.

I have enjoyed speaking with Leroy and Ethan on the phone and hearing about their week.

Ethan was keen to tell me he was seeing the movie Alita: Battle Angel and I requested when he returned home to write me an email with his opinion of the movie. I was thrilled to receive an email the same afternoon *'Hello again Sharon I got the avengers endgame poster and the movie alita battle angel was great good bye from Ethan'*.



Leroy was waiting for his brother and mum to arrive home from shopping and was happy to fill me in on their whereabouts as he waited patiently for them to return with a special treat of donuts. Leroy's tutor said Leroy has engaged well with the last Set of work and thoroughly enjoyed using the *big teeth* in role play situations. Leroy has consistently used his visual supports and social stories to assist him communicate with family in the home and community. He has been very happy to participate in routine activities, such as empty the bin, put his clothes in the laundry basket and help prepare meals. This is fabulous preparation for post-school life.

## Sharon



*Ethan attached to his email a photo of the poster*

## Amanda's class

Well done to all our students for making a great start to 2019. Kiri and Amanda have had lots of good conversations about goals for this year and the areas of study our students would like to pursue. Kiri visited Toby recently and enjoyed meeting him and his mum. Kiri is looking forward to hearing about the design projects Toby decides on this term as he had lots of ideas.

Jacob showed Amanda his excellent PowerPoint skills when she visited including taking screen shots from YouTube and cropping them to fit his presentation. He was working on a PowerPoint of his favourite topic, the alphabet. He can say and type the alphabet equally fast backwards or forwards.

Ray has two rabbits which he helps look after. This gives him the chance to observe their growth and behaviour. He is also learning about the needs of rabbits - part of Science: Living World. Ray has shown great patience while the family car has been off the road, taking part in activities at home instead.

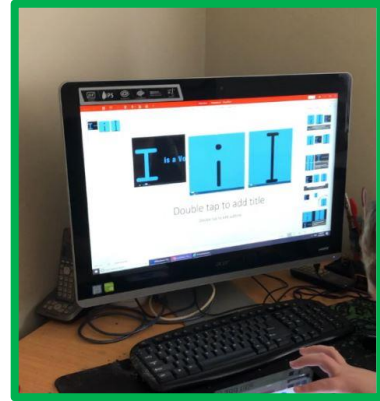
Kayla was the overall winner of the 2018 Richard Kidziak art competition. Throughout last year, her framed picture hung in the foyer at SEWS. Amanda took the framed artwork to Kayla when she visited. The artist was pleased to see her painting and it now hangs in pride of place on her lounge

room wall. Kayla's garden is growing well and the family have harvested herbs, fruit and vegetables during the summer. One of Kayla's indigenous plants, *billardier scandens*, or apple berry, has produced several fruit. Kayla's dad has saved the seeds from the apple berry fruit and Kayla will use them to grow more apple berry plants – a great way to investigate the living world as part of science and technology subjects. Kayla has watered the garden each day which is why the plants have grown so well during a hot summer.

## Amanda & Kiri



*Kayla's award winning painting*



*Jacob's alphabet presentation*



*Kayla's flourishing garden*

## Doug's class

Thank you to all our students and tutors for working together to put new Personal Learning Plans in place to support our students' learning and wellbeing.

I was fortunate to visit Jayden and his supportive tutor last week. Jayden demonstrated his motivation to share information about his interests. We had a great time looking through pictures of motorbikes and dogs. So much so that Jayden identified that he would like to learn what different parts of a motorbike are called. This will form part of the content of Jayden's future literacy activities. He also shared the titles of some of his favourite movies, as depicted in the photo on the next page. It was wonderful to have Jayden's direct input into what he would like to learn about. Nice work, Jayden! I'm looking forward to working together with you this year.

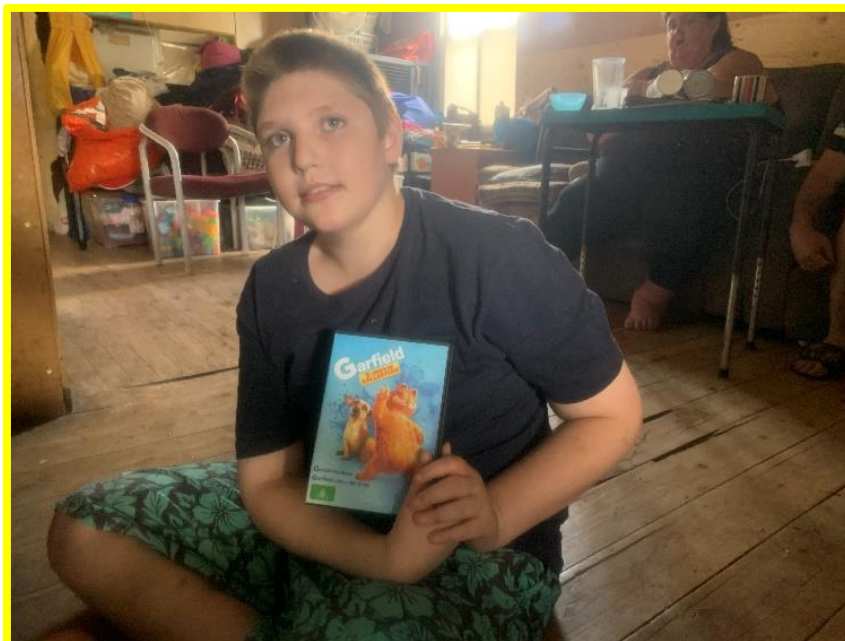
A couple of students in our class are trialling the use of 'sensory toys' to promote learning. These types of objects can increase concentration and reduce anxiety. A simple sensory toy can sometimes increase the amount of time a student can sit calmly. Students may experience significant gains in their learning and behaviour with the support of sensory toys. The photo on the next page shows a range of sensory toys including kinetic sand, Theraputty, a squeeze ball and a

Bolli Ball. These sorts of supports form just one of many strategies that can be implemented to meet the needs of an individual's sensory diet.

Andrew, Harry, and Nathan are getting stuck into their respective programmed activities. I'm looking forward to sharing more of our students' achievements in the next newsletter.

Thank you to our dedicated tutors for your commitment to delivering our students' learning activities. It is a pleasure to work alongside each other to support our students to continue to experience achievement.

## **Doug**



*Jayden sharing one of his favourite movies*



*Some common sensory toys*



## Class 4

It has been another busy three weeks in class and all students have been working to do their individual best. Mindfulness meditation now includes mindful colouring-in with students given a choice of activities. It is really pleasing to see how all students are respectful of each other's choices.

In English we have concentrated our text type writing on expositions and use of high modality words. Students are learning these terms and using them to talk about their writing.

In Science and Technology we have been looking at heat as energy and heat transference. This week, working in pairs, students made a solar oven from old shoe boxes, aluminium foil (lots), black crepe paper and clear plastic. Our first investigation was conducted over 3 and 5 minutes to measure the rise in temperature of a thermometer placed inside. All students were surprised how quickly the thermometer rose and concluded the black crepe paper was a major influence. Students are very keen to cook their own pizza. We may well be calling for your pizza order very soon!

### Sue & Paula



*Let's get cooking!*



*We can do this!*



*What a team effort!*



*Where is that piece of the puzzle?*



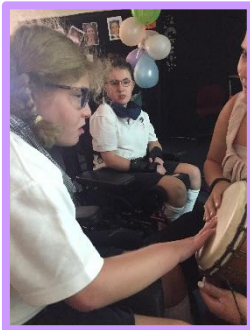
## Class 6

Students in Class 6 have been exploring their culture of study: the Maori culture. Students have been creating their own images with identifiable Maori face markings, using photos of themselves. We have also been learning about Maori music and percussion instruments and have begun making some of our own instruments, including drums, guitar and maracas.

Class 6 has enjoyed spending Tuesday mornings in the playground playing ten pin bowling with Class 5 for our PE program. It is a great opportunity for us to spend time having fun with our peers as well as honing in on our ten pin bowling skills... for some of us it is a big stretch to get to the ball!

It was great to meet with our Class 6 families at Personalised Learning Plan (PLP) meetings. Our students' PLP goals are now firmly embedded in their learning programs and we are seeing success as each student works towards achieving their goals. We look forward to seeing our families again at our upcoming information session for Post School Options on Wednesday 3<sup>rd</sup> April.

### Sarah, Sandy & Sophie



*Brooke playing the drum with Sarah*



*Sophie is copying the beat that Sarah plays on the drum*



*Sophie paints the tissue box - soon to be a guitar*



*Brooke concentrating while she rolls the paint*



*Brooke gets into the ten pin bowling spirit 😊*



*Sophie independently rolls the ball*

## Charlotte's class

This week is an exciting week as I'll be heading off to mid-NSW to visit Katana. We will be heading into the community to take lots of photos both of Katana in, and from her view point, of her town. This will form the basis of Katana's next Set as she has her personalised reader created with the places she knows about town. I will also be setting up Katana's next Pictello iPad stories showing her recent journey to Sydney. Most of all I'm excited to see how Katana has been getting along and spend some time with her and checking out all her brilliant creative artworks.

Nikolina is getting ready for her sweet 16<sup>th</sup> birthday party. She will have a wonderful day surrounded by her family, and no doubt a lot of presents. Nikolina continues to crack on with her school work and has been starring in a lot of family education films. She is being filmed with daily activities and her school work so whoever the carer is who comes into the home Niki will have the best standardised care and learning. That's one smart idea!

Chris has had a great couple of weeks, winning a new batch of rides and smashing his new financial literacy work. Chris is a sensible saver and has ambitions to get his own ute one day. With his great attitude it won't be long. Chris has also begun his Aboriginal studies work focusing on the film Rabbit Proof Fence. He is investigating the tragedy of the Stolen Generation.

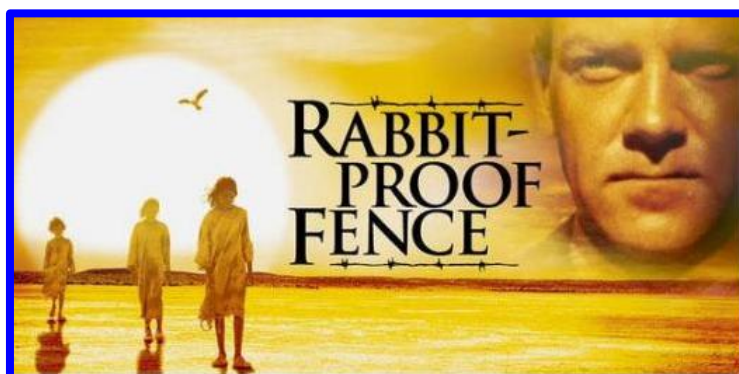
## Charlotte



*Katana collecting her Set bag*



*Niki looking 2 Kool 4 Skool*



*Chris' Aboriginal studies*

## Nicole's class

Over the last few weeks, I have been busy visiting all my students on Term 1 field visits. It was great to have the opportunity to spend time with all of my students in their homes and seeing their learning and work spaces. I was able to do some formal and informal assessment with all my students which is so beneficial and helps me to develop suitable programs and lessons.

My first visit of the year was to meet Jayden An and his tutor. Jayden impressed me greatly, showing me what an expert he was on anything and everything related to animals. He is keen to expand his knowledge in this area, so in Science this year he will continue to learn about the animal kingdom and animal classification in more depth.

It was great to visit Chris Wo again. He was very keen to show me how he likes to organise his school work in different daily boxes. I brought a schoolwork bag with me on my visit and Chris loved helping to unpack it. It was great to see Chris so motivated and dedicated to his school program. During this visit, I was blown away by how quickly Chris was able to mentally add a range of silver and gold coins.

During my visit to Cruz, I was able to read some books with her, she especially liked books with textured pages that she could touch and feel. Cruz participates in lots of activities as part of her PDHPE program, including swimming. I had the chance to see some of the horses on the family property when I visited.

## Nicole



*Chris loves organising his school work*



*Cruz during the field visit*



## Melissa's class

This term is going so quickly and I can't believe that it is already Week 6! All of my students are progressing so well and I couldn't be more proud of all of their achievements.

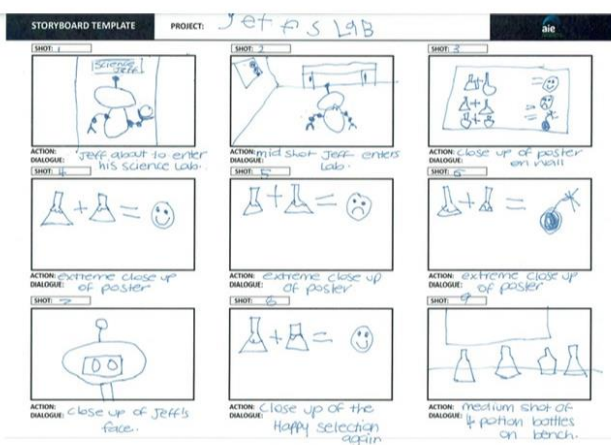
Logan has been busy participating in an EVET course called Creative Industries - 3D Animation Foundations. Logan has been writing a synopsis for his short animated video, developing his character and the environment in which the video will be set. Logan has also put together a storyboard outlining the movie so that he is ready to start production. I must say the main character, Jeff the robot, is really coming along! I can't wait to see him come to life in a 3D movie. I am so proud of Logan, even through the challenge of learning so many new skills he continues to be motivated and resilient.

Braydon continues to impress with his maturity and determination. Not only is Braydon working diligently on his Set work, he is also learning many new life skills which will be invaluable in the future. Braydon has been preparing delicious healthy snacks and meals as part of maintaining a healthy lifestyle and he has also been learning how to mow the lawn. Braydon is looking forward to turning 16 later in the year so that he can apply for his learners drivers licence. He has really been concentrating on his work related to learning the road rules so I have no doubt that he will achieve this goal.

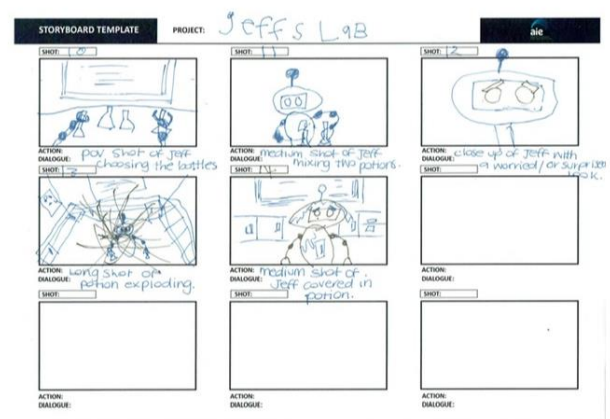
Last but not least Alicia has been working really hard to develop the skills that we practised on the field trip. She is using the white board to put letters into alphabetical order and to continue learning her 'at' CVC words. She has also been busy enjoying the sunny days by getting out in the pool and swimming. Alicia also celebrated a birthday in February and is finally a teenager. Happy birthday Alicia!

Keep up the excellent work everyone and the sky is the limit!

## Melissa



Logan's Storyboard – Part One



Logan's Storyboard – Part Two



## Karen's class

I had my field trip to see Seth and his mum a couple of weeks ago. We started off with the DESU excursion to the Irukandji Shark and Ray Encounters centre which provided a wonderful opportunity to catch up. Seth loved feeding the sharks and rays and was very happy to accompany Charlotte and I while his mum chatted to other parents. He particularly enjoyed having morning tea! Later, we went to Seth's home where Seth impressed me with an assessment of his sounds – he has made a lot of progress!

I am looking forward to visiting Jules, Justin and Nate on my field trip later this week. Jules is super keen to do some work experience this year and we will be exploring the different options available to her during my field trip. It will be a busy time as we complete assessments, have PLP discussions and access the community. Whew! I'm already exhausted!

I will be observing how Nate and Justin engage with their tutors to complete their school work. Justin has been looking at the history of rock and roll in his Music Life Skills program and has started creating artworks based on the styles of different well-known artists. Nate has been looking at the past and the present in his History Life Skills. He has been comparing 'before' and 'now' photographs of some of the well-known buildings and landmarks in his local area.

## Karen



*Jules would love to work with animals*



*Seth at the Irukandji Shark and Ray Encounters centre*

## Dawn's class

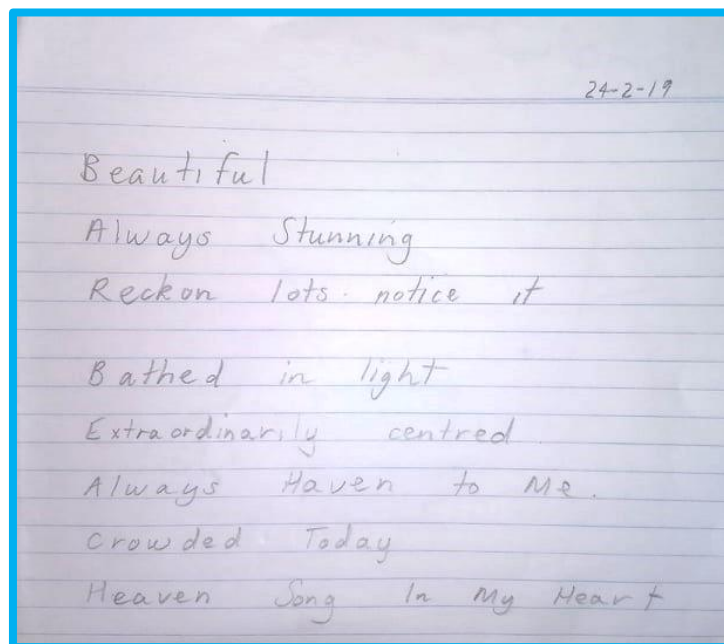
The last few weeks have sure been busy with people in and out on field trips and students working super hard towards achieving their individual learning goals.

I have had the opportunity to see and work with Ben and his family twice in the last few weeks. We all enjoyed an educational excursion at the Irukandji Shark and Ray Encounters where we had the chance to get up close and personal with an array of interesting marine life. Ben wowed us all when he used his Rapid Prompting Method letter board to answer a presenter's question about what can be done to reduce plastic in our oceans, his solution was to find a substitute material to use instead of plastic. It was a great day enjoyed by all and it was particularly pleasing to see students and families interacting with each other.

Charlotte and I also got the chance to see Ben again last Friday to work with him at his home. We would like to thank Ben and his family for welcoming us into their home and for all the hard work that was completed on the day. Ben sure did impress all of us with his English and mathematic skills and expressed that he would like to have his poem about Bar Beach published in the newsletter. I hope you enjoy reading it as much as we did. Ben was very involved in making decisions for what he would like included in his PLP and working on this semester. From geographical landscapes of Sweden to the history of England in the 1700s, and not forgetting the hands-on functioning goals of money handling and learning how to greet people, it is going to be a busy semester with lots of learning opportunities for Ben.

Nadine has been working hard and is enjoying phonics lessons and personalised reading books and is engaging well with the new activity books and making progress. This Set I also sent out a dance mat for her to use that addresses several curriculum areas including PDHPE for movement and wellbeing, and English for following instructions. The feedback so far is that she is very excited to give it a go! I look forward to meeting Nadine and her mum for the first time next week.

## Dawn



*Bar Beach acrostic poem by Ben*

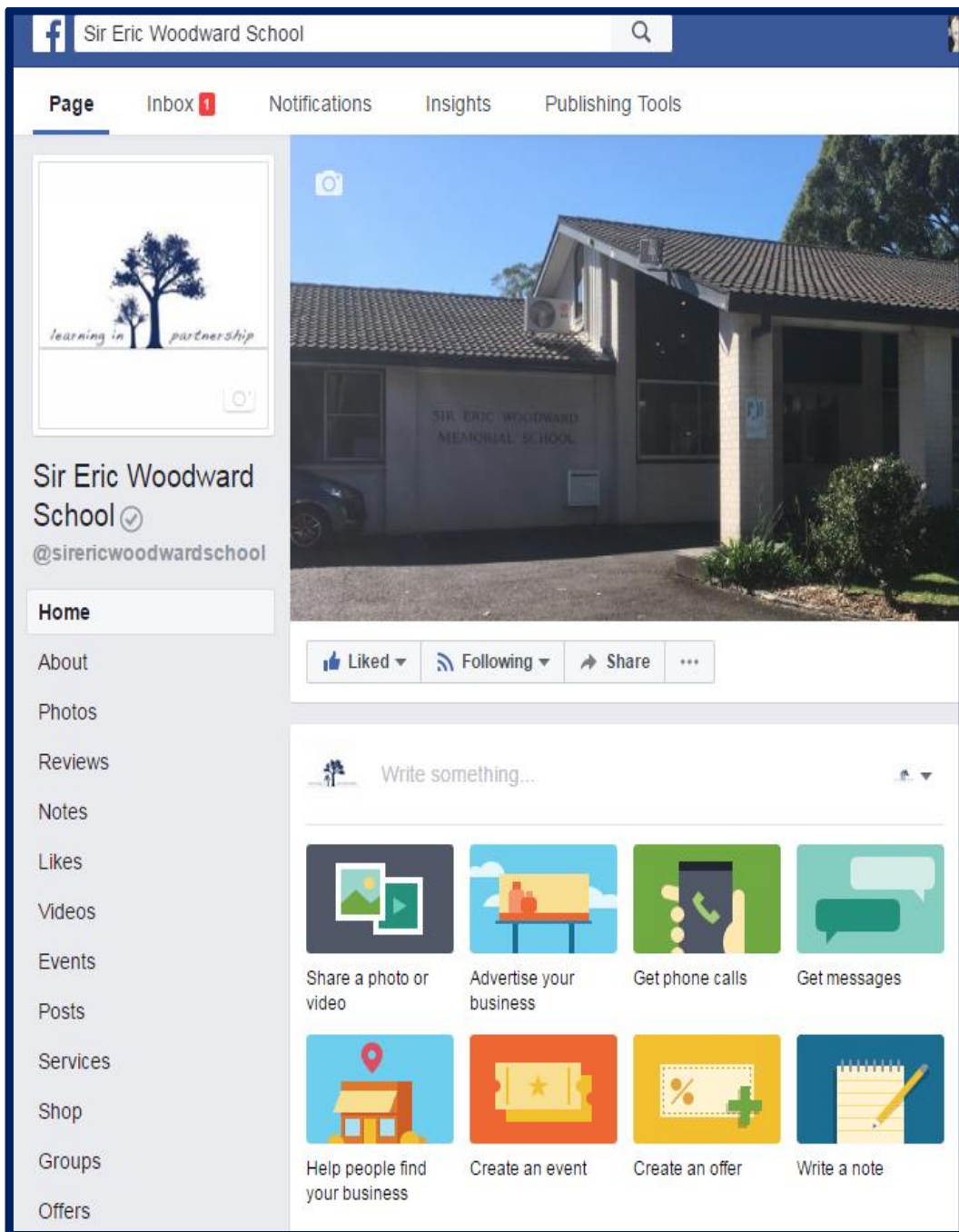


*Ben feeding the rays*



*Underwater photo of Ben feeding the rays*

## Attachments



Like us (or just come for a visit) on Facebook **PLEASE** at:

**[facebook.com/sirericwoodwardschool](https://www.facebook.com/sirericwoodwardschool)**





# School Community Charter

 **Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

**The best education happens when parents and schools work together.**

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning.
- communication from school staff will be timely, polite and informative.
- professional relationships with school staff are based on transparency, honesty and mutual respect.
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

**We treat each other with respect**

**We prioritise the wellbeing of all students and staff**

**Unsafe behaviour is not acceptable in our schools**

**We work together with the school**

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**



We create  
**collaborative**  
learning  
environments

We  
all play  
**a part**

We work  
**in partnership**  
to promote  
student  
learning

### Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](http://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students)

### Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.



### Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.**  
**Respectful.**  
**Communication.**

**School Community Charter**

[education.nsw.gov.au](http://education.nsw.gov.au)

# BREAKFAST BRIEFING INVITATION

**Mental Health Support Services  
Where do you start?**



Following the great response to our breakfast briefings in 2018, Lifeline Harbour to Hawkesbury is pleased to offer 2 new venues and dates.



We invite you to enjoy a **FREE** light breakfast and discover the services we offer to support the mental health of your clients or patients.

**When**  
**Tuesday 5<sup>th</sup> March**  
7:30am – 8:45am

or

**When**  
**Tuesday 9<sup>th</sup> April**  
7:30am – 8:45am

**Where**  
**Dunmore Lang College**

130 -134 Herring Road,  
North Ryde NSW 2113

**Where**  
**Thornleigh Community  
Centre**

22 Central Ave  
Thornleigh NSW 2120

**Book by Friday 1 March using link:**  
<https://www.trybooking.com/BAHSM>

**Book by Friday 5 April using this link**  
<https://www.trybooking.com/BAHSZ>

## **Hear About**

Way2Wellness – 1300 120 446  
Counselling Services  
Group Services  
Gambling Help

**Lifeline H2H – a Crisis Line and so much more.**

Funding for Way2Wellness and some groups is provided by Sydney North Primary Health Network.  
Way2Wellness is provided by Lifeline Harbour to Hawkesbury in association with Lifeline Northern Beaches.







# THE BOBBO

BOBBIN HEAD CYCLE CLASSIC  
Postal to save lives



SUNDAY

**24 MARCH '19**

27KM ■ 57KM ■ 80KM ■ 104KM

register

[www.bobbo.com.au](http://www.bobbo.com.au)



**Lifeline**  
Saving Lives

Crisis Support. Suicide Prevention.



**Platinum**  
ASSET MANAGEMENT

**Rotary**  
Club of



Kingston  
Saves  
Tons of Lives  
With a Smile





## Are you prepared for **TICK** season?

### ***What are ticks and where are they found?***

Ticks are parasites, they feed on blood from the host to which they are attached to without giving back any benefit. In fact, they can cause severe health problems.

Ticks attach to and feed on animals and humans. The most common tick in Australia is the paralysis tick or *Ixodes Holocyclus*. This species can normally be found along the state's eastern coastal strip and inland of New South Wales for approximately 30 kilometres. Since most people reside near the coast, the chances of encountering these parasites are quite high.

Just like any other insect, ticks commonly reside in humid and moist bushy areas. They attach to and feed on animals that pass by, and use this as their mode of transport from host to host. Most of the time, animals and humans get ticks from brushing past bushes or trees where these parasites are located.

### ***Mammalian tick allergy***

Tick bites can cause mild to life-threatening allergic reactions to mammalian meats such as beef, pork, lamb, kangaroo, goat and venison.

The tick bites occur before any allergic reactions to mammalian meats develop.

The allergic reactions to meat are typically delayed for 2-10 hours after eating the meat.

The allergen in the meat to which people react is called "alpha-gal".

Some people are so sensitive to alpha-gal, they react to mammal products, particularly, their milk and gelatine. Any product derived from mammals may cause allergic reactions, making avoidance very difficult as the allergen may be found in a wide range of agents used in medical treatments, as well as in food products.

### **OPEN 7 DAYS**

Mon - Fri 8.00am - 8.00pm (Thurs until 9.00pm)  
Weekends 8.30am - 6.00pm

Shop 126 St Ives Shopping Village ST IVES  
UPPER LEVEL, next to St Ives Medical Centre



**O'LOUGHLIN'S**  
MEDICAL PHARMACY

## DO NOT USE TWEEZERS TO REMOVE LIVE TICKS!

If you or your child have a tick bite, it is very important that tweezers are not used to remove a live tick as it may disturb the tick and could lead to the tick injecting allergen-containing saliva and causing infection. In some cases, tick bites can cause mild to life-threatening tick-induced allergic reactions to mammalian meats such as beef, pork, lamb, kangaroo, goat and venison. This is also commonly known as mammalian disease.



### If you have an adult tick:

It is very important not to disturb it during the process of removing it, so the best way is to FREEZE it with ether-containing spray, e.g. MEDI FREEZE TICK OFF - Freeze it, don't squeeze it!

Place the spray approx. 0.5 cm above the tick and spray 5 times. The tick will die instantaneously.

Wait for the tick to drop off (up to one day) or, if it doesn't drop off on its own, remove it with tweezers - it is ok now as the tick is dead - still taking the utmost care to not compress it.

### If you have a small tick (larvae & nymphs):

Use permethrin cream, e.g. LYCLEAR - Dab it, don't grab it!

Just touch a bit of cream to the small tick, don't rub it in and leave for 1-3 hours for the tick to die. Then wipe it off with a tissue.

### Tick irritation treatment:

1. Mild steroid cream to treat the inflammation
  - Eumovate
  - Hydrocortisone
2. Antihistamines to take down the itch
  - Zyrtec
  - Claratyne
  - Telfast
3. Cold compress to relieve the heat

### Prevention from ticks:\*

- DEET - containing repellents
- Natural insect repellent
- Wearing long sleeved clothes
- Tucking your trousers into your socks
- Mitey Tick-Off device - ultrasonic pulse repellent

\*While no product is 100% effective, these methods may reduce the risk of tick bites.

It is also important that parents remember to check their children's bodies after walks in the bush, especially their heads and necks. Young kids will often scratch the tick bites, which can cause the tick to release toxins.



For a complete list of references and source information visit:

[www.olmp.com.au/health-information](http://www.olmp.com.au/health-information)

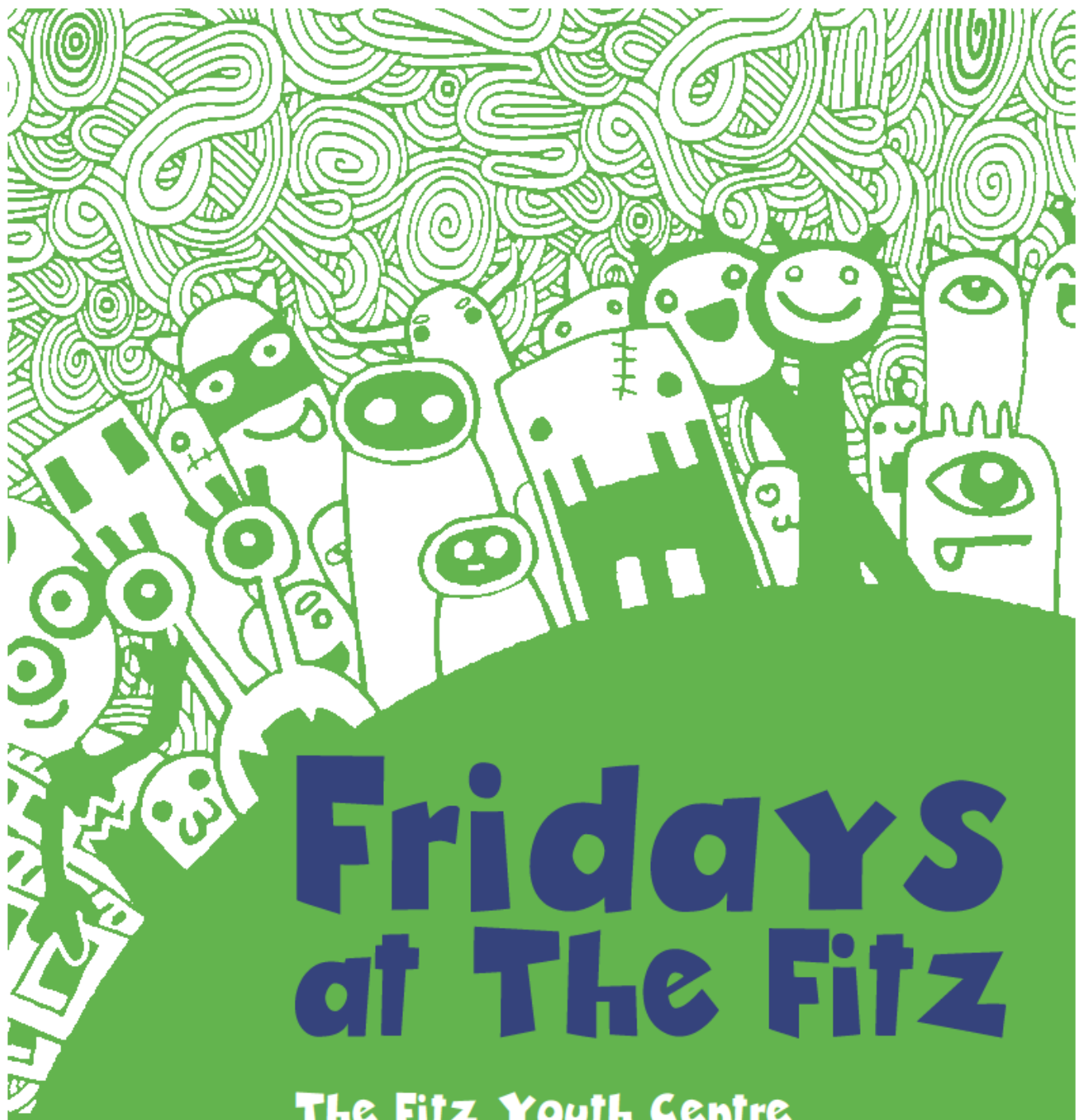
## OPEN 7 DAYS

Shop 126 St Ives Shopping Village ST IVES  
UPPER LEVEL, next to St Ives Medical Centre  
p 9440 0030 | f 9440 0056 | e [info@olmp.com.au](mailto:info@olmp.com.au)



**O'LOUGHLIN'S**  
MEDICAL PHARMACY





# **Fridays at The Fitz**

**The Fitz Youth Centre  
St Ives Village Green  
Memorial Ave St Ives**

**For young people aged 12-24**

**All programs are free**

**Ku-ring-gai Youth Services**  
[kmc.nsw.gov.au/youth](http://kmc.nsw.gov.au/youth)





...are super support workers

**ABALink SuperSitters give your child an opportunity to do fun things in the home or out in the community with a supportive buddy**

### SuperSitters:

- Specialist trained support workers for children and adolescents with a disability
- Interested in engaging with your child in 1:1 activities
- Fully supported with ready access to our experienced coordination unit

You can relax knowing they are in good hands

### Availability:

- Casual basis or longer term support
- Week days and nights
- School holidays
- Public holidays and weekends

Offering peace of mind and the right support when you need it

NDIS terms and funding supports used to describe these services are:

- Improved relationships
- Increased social and community participation



### Contact us

- enquiries@abalink.com.au
- 02 9411 4618
- Suite 1, Level 3, 5-9 Devlin St, Ryde NSW 2112

[abalink.com.au/supersitters](http://abalink.com.au/supersitters)

ABALink is an approved provider to participants of the National Disability Insurance Scheme (NDIS)  
NDIS Provider No: 405 000 0904

