

Introducing our Board of Trustees



Greg Davey, Chairperson



Martin Wylie, Property



Claire Kim, Cultural



Anne Nieuwland, Pastoral



Ray Headifen, Finance



Linda Kneale, Staff Rep

Role of the Board

The Board of Trustees is the Crown entity responsible for the governance of the school. The board is the employer of all staff in the school, is responsible for setting the school's strategic direction in consultation with parents, staff and students, and ensuring that its school provides a safe environment and quality education for all its students. Boards are also responsible for the policies overseeing the management of personnel, curriculum, property, finance and administration.

Our Board of Trustees provide culturally responsive strategic leadership and direction at Wilson School. Their key focus is the improvement of student progress and achievement. They provide information on developing good systems and processes so that every decision is focused on making a difference for the students in our school. The board has a vital role in leading the future direction and performance of our school.

Our Board sets culturally responsive standards of excellence and accountability for its performance. Our trustees have an understanding of the “3 Ps” of effective governance: purpose, principles, and practices. **The purpose:** An understanding of why schools need to be governed and what their responsibilities are. **The principles:** A philosophy of governance that appropriately reflects our community and provides a sound basis for meeting any challenges they may encounter. **The practices:** Using tried and tested governance practices to govern effectively and to make the best use of the valuable time trustees have together.

Principal's Message

E hara taku toa
i te toa takitahi
he toa taktini



**My strength is not
as an individual,
but as a collective**

Welcome to Term Three

Welcome to all our whānau, students and staff. A very special welcome to our new students and their families who have joined Wilson School this term.

I am really enjoying my position and absolutely love visiting all the classes and seeing our students engaged in their learning and interacting positively with both their peers and staff.

My top 10 highlights are:

1. Students recognising me and remembering my name.
2. Students keen to share their achievements with me, I enjoy reading their stories or the students read their stories to me.
3. Wilson School Olympic Day; it was great to see the participation, perseverance and encouragement students displayed.
4. Attending a powhiri at Windy Ridge for all new families.
5. Students motivated to physically move.
6. Students motivated to communicate using a range of communication tools.
7. Mothers' Day Morning Tea hosted by Rangatahi.
8. Attending an assembly at Manuka Primary and seeing our students perform their item.
9. Community consultation to determine the strategic direction of our school.
10. Being a part of a team with amazingly motivated, dedicated and enthusiastic people.



Primary Teachers Vote to Strike

—Wilson School Will be Closed Wednesday the 15th of August

The results are in, and both primary teachers and principals have voted for full day strike action on August 15. The very clear message of the vote to the Government is that our profession is facing a crisis that can't be resolved with a business-as-usual approach to negotiations.

Primary teachers have not taken industrial action since 1994. This strike is because teachers and those in education are concerned about the recruitment, retention, pay equity and the quality of education that can be delivered under the current conditions.

After negotiations failed, teachers felt their only option was to strike on Wednesday the 15th of August. For health and safety reasons the board have made a decision to close the school for instruction on that day. All Wilson School teachers operate under the Primary Teachers Collective meaning that our Intermediate and College classes will be closed for instruction too.

Term 3 2018 Dates

Monday 23 July Term 3 Begins

Tuesday 31 July BOT Meeting – 7pm

Wednesday 8 August – Trike Day 10am to 1pm

Wednesday 15 August Teacher Strike Day - School Closure

Monday 20 – Friday 24 August - ERO visit

Tuesday 21 August Transition Provider Meeting at WVSS - 7pm

Tuesday 28 August BOT Meeting- 7pm

Friday 31 August Daffodil Day

Thursday 6 September and Friday 7 September School Camp

Tuesday 25 September BOT Meeting - 7pm

Friday 28 September Term 3 last day



Sensory Strategies for Sleep

We all know how a good (or bad) night of sleep can make or break everything we do the next day – and even for days to come. Sleep allows our brains and bodies a chance to recharge and to be ready for the activities of the day ahead. Insufficient sleep can affect mood, attention, cognition, and social skills, and impact a child’s ability to participate in everyday activities.

Children with diagnoses of ADHD, cerebral palsy, brain injury, autism spectrum disorder and other conditions are especially prone to sleep problems – in fact, 50-80% of children with autism have sleep disorders. A child’s quality of sleep plays a huge role in a parent’s wellbeing and overall stress level, as well.

What can we do to encourage quality sleep?

<p>Have a consistent bedtime routine</p> 	<ul style="list-style-type: none"> • Try to set a consistent routine that works for your family’s schedule and stick to it (i.e., dinner, a play activity, then bath, then read a book, then bed). • Use visual schedules with pictures as needed to help the child know what comes next.
<p>Think calming activities</p> 	<ul style="list-style-type: none"> • If your child hates bath time or other grooming activities and these activities tend to be very alerting and upsetting for him, consider doing these activities at another time of day or earlier in the evening. • Avoid screen time – tablets, TV and phones – 30 minutes before bed. • Prior to bedtime, try to give your child opportunities for heavy work (pushing, pulling, squeezing, etc.) as well as deep pressure input (hugs, massage, squishing with cushions on child’s back, etc.). Back-and-forth linear movement, such as rocking, is calming to many children, but circular movements, such as spinning, are more alerting and should be avoided. • Consider using a weighted blanket and/or tight fitting pyjamas to provide deep pressure when going to sleep.
<p>Make the bedroom conducive to sleep</p> 	<ul style="list-style-type: none"> • Use white noise sound machines or books on tape, especially for kids who struggle with anxiety. • Remove light-up toys and other alerting objects from room. • Make sure the child’s room is not too cold or hot.

If your child has chronic sleep disturbances, always keep your pediatrician in the loop, as with any concerns regarding your child’s health. He or she may recommend a sleep programme, medication or a sleep study. Remember that the above tips are general guidelines and do not replace consulting your occupational therapist for suggestions specific to your child’s needs.

With better sleep, kids are ready to take on the day!

Occupational Therapists: Adrian McPherson and Angela Robinson NZROT’s

Partner assisted scanning – the power of a single movement

Partner assisted scanning is a powerful tool that some of our students use to communicate. This strategy is used with students who don't have the visual or physical skills to point to symbols or operate a communication device. The student first needs learn to give a clear "yes" and "no" response. Then the communication partner reads out or points to a list of choices until the student indicates "yes."

One student who has learned to use partner assisted scanning is Vincenzo. Vic uses his right hand to communicate "yes" and "no." He keeps his hand still to say "no" and moves his hand to say "yes."



Vic saying "no"



Vic saying "yes"

Page 1 - pages	
Go to categories	C
Chat words	go to page 2
Something's wrong	go to page 3
I want something	go to page 4
I like this	go to page 5
I don't like this	go to page 6
Go somewhere	go to page 7
Something to tell you	go to page 8
I'm asking a question	go to page 9

Vicenzo communicates using a PODD book. The communication partner reads out the list of pages one at a time, pausing between each one, until Vic indicates "yes" The partner then turns to the appropriate page so that he can complete his message.

For example, if Vincenzo chooses "Go somewhere" the partner then turns to the "places" page so that he can say where he wants to go.

Our favourite message from Vic was when he told the wheelchair team to "hurry up" during a very long appointment!

Susie Mole and Laura Unwin

SLT team

Physiotherapy

When I started at Wilson School, I was faced with students who spent almost all of their day in a wheelchair. The thought of getting those kids out of their chairs and moving was frankly daunting. Such were the complexities of these students' physical and mental disabilities that it was hard to know where to start.

Fast forward one year (I can't believe how fast it's flown by) and my doubts, uncertainty and apprehension about working with these high needs students have turned to enthusiasm and passion to get these kids moving. I'm really excited and enthusiastic about what can be achieved in the future.

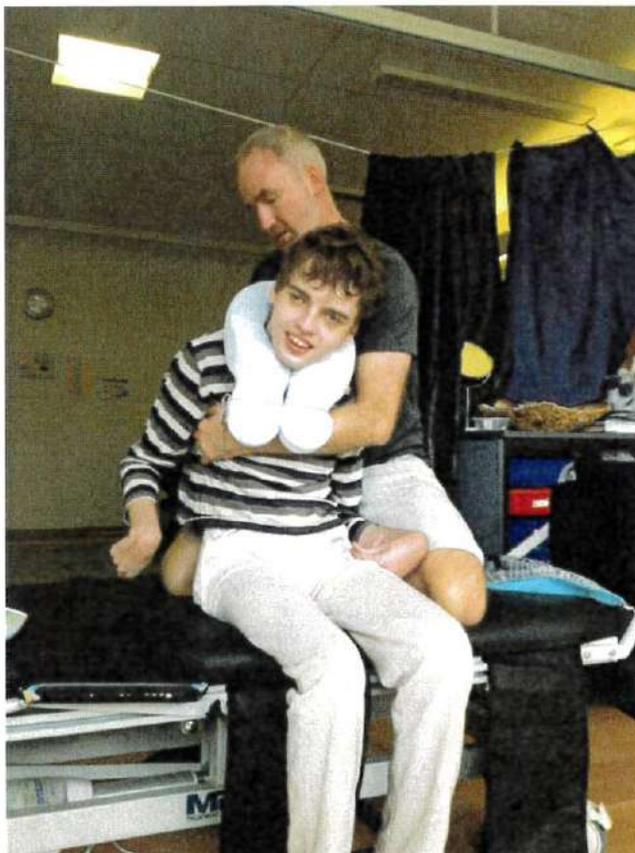
Findings from recent Cerebral Palsy and Developmental Medicine conference I attended included;

- Children with CP spend between 76-99% of their time awake in a sedentary activity.
- Only 2 – 7% of children with CP participate in moderate to vigorous activity
- Children with the greatest level of disability don't participate in vigorous activity at all.

Without adequate exercise youth with disabilities are at increased risk of developing secondary physical and mental health conditions. Therefore, strategies to increase physical activity are particularly important for this group. This year, I have spent a fair amount of time in classrooms working more closely with some of our higher needs students getting them standing and walking.

Joe is a great example of what can be achieved with some focussed input. We have been working on assisted walking with Joe over the last few months as well as getting him out of his wheelchair for stretching and strengthening exercises. Joe willingness and determination is an inspiration; he is now walking in his frame from his classroom to the taxi, which is not only achieving an important functional task but must do wonders for his self-esteem and confidence.

This is testimony to the invaluable work of the classroom teachers and teacher aides, whose help and dedication help to make these physical goals a reality.



Joe enjoying a good stretch on the plinth



Joe walking to the taxi



The *Wilson Specialist Outreach Service* provides support to enrolling mainstream schools who have ORs funded students in their school. Outreach teachers work alongside the mainstream school team to support the student.

Wilson School works within an identified area on the North Shore.

There is more information about the service on the school website, click here: <http://www.wilson.school.nz/seit>

During Term 2 the Outreach Team has been supporting **17** students in **10** different schools.

Joanne Rennie (Team Leader) and Jenny Bowen

A big thank you to the team at Little & Friday for the wonderful morning tea shout on Friday the 27th of July. All of our staff LOVED your donuts.



The Wilson Home Trust

For Children with Physical Disabilities

www.wilsonhometruster.org.nz

FUNDRAISING CONCERT

Sunday 4pm, 16th September 2018

(Doors open at 3.30pm)

Location

The Chapel, 1 St Leonards Road, Hauraki

Featuring

Royal New Zealand Navy Bag Pipes & Drums

Fiele Dance School Highland Dancers

Cornfield Family

TICKETS AVAILABLE

by calling 09 488 0126 or emailing info@wilsonhometruster.org.nz

Adult: \$20 or \$30 for two

Not recommended for young children

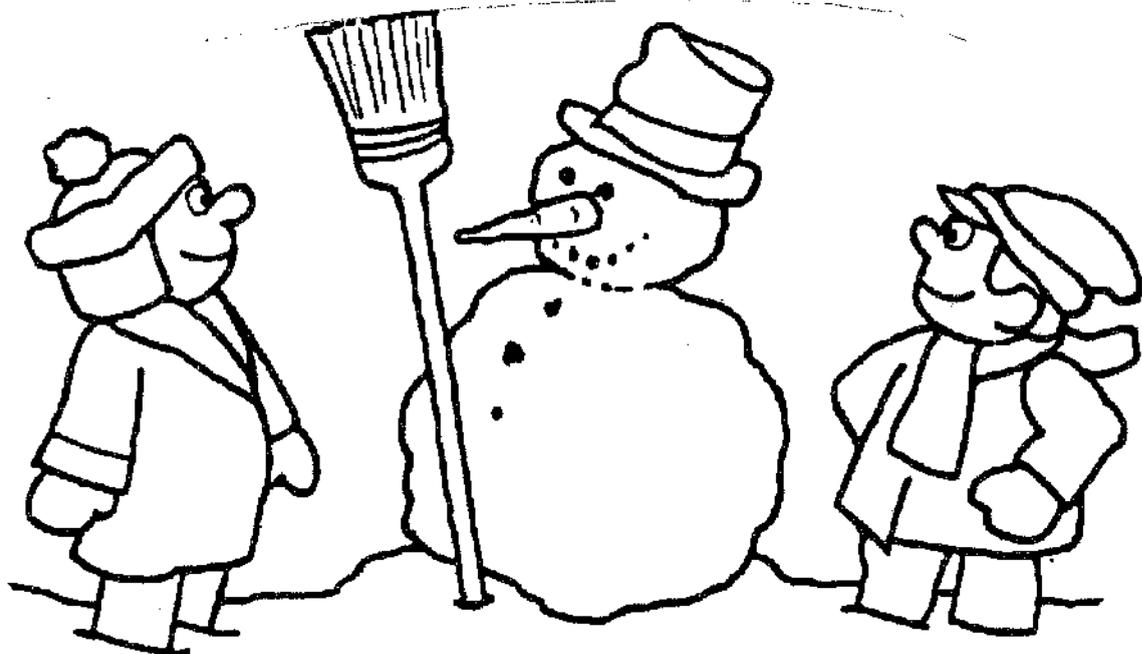
Funds raised will go towards the upgrade to the
REHAB/RESPITE OUTSIDE PLAY/RECREATION AREA

The Snowman

It was a cold day at the Tongariro National Park. In the west side there was a small town call Ohakune. The middle of North Island it had been snowing all day and all night. Fire places had been lit up and snow and ice covered all the cars, even the road on state highway 49 was covered with snow and ice. Ohakune School was closed because of the snow and ice.

The boy and the girl wanted to go outside to build a snowman, so they put on their mittens, woolly hats, boots, coats, and scarfs. They went to the backyard.

The boy and the girl grabbed a big pile of snow and turned it into a boulder. When they finished the boulder they began to build the head. They placed the head on top of the boulder. The boy found some stones and the girl grabbed a carrot from inside the house. The boy put the stones on the head, he put two medium stones for the eyes, and put five small stones for the mouth and finally the boy put three big stones for the chest. The girl put a big fat carrot for the nose. Soon the boy and the girl finally finished the Snowman and quickly ran inside before it got dark.



By Ben Wood

Wilson Olympics 2018



A wide range of countries represented by our colourful competitors.



A super fun & challenging day, full of team spirit & competition.



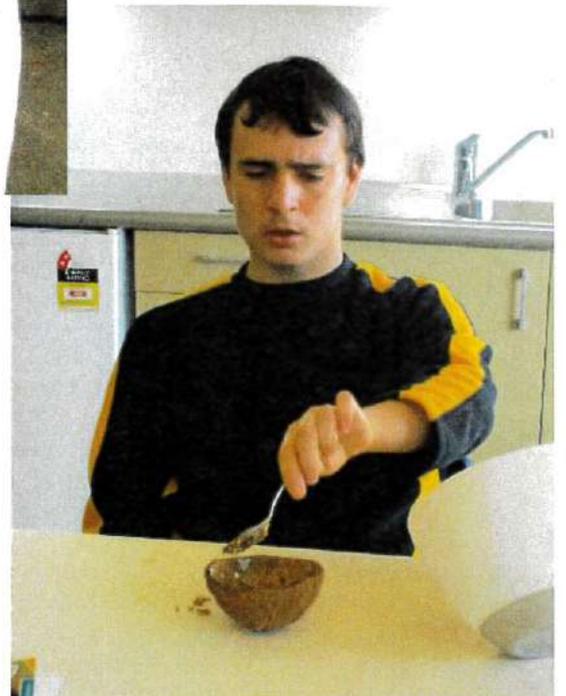
Well earned medals were proudly worn.



Room 1 have been very busy making food and feeders for the hungry birds in our garden. We made bird feeders using mesh bags and coconut shells. We hung them



in the trees and the birds **loved** eating our food.



Room 3 Term 2



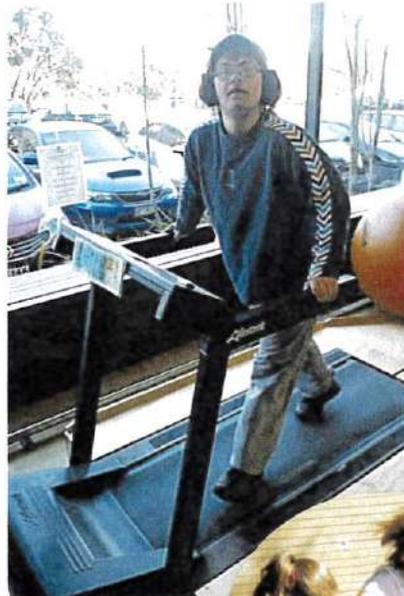
Perfecting our potato wedges.



Honing our mathematical skills & hammering skills.



Dancing up a storm.



A good dose of working out and healthy competition.



Learning to bravely endure personal grooming.





Last term the students of room 4 experienced the Jungle! A sensory jungle was created in the classroom. A sensory story took the students on a journey through the jungle.



The jungle theme continued across the programme in music, art and cooking.



Room 4



ROOM 5 CLASS: COLLABORATION, EXPLORATION AND DISCOVERIES

OUR STORIES...



Sports Festival: Philippines!

WE MAY ALL BE DIFFERENT
FISH, BUT IN THIS CLASS WE
SWIM TOGETHER

R5 THERAPY CLASSES INCLUDE:

- ✦ Drama Therapy
- ✦ Physio-Program
- ✦ Speech Language
- ✦ Occupational/ Switch Therapy
- ✦ Sensory Fun
- ✦ Cooking
- ✦ Art Therapy

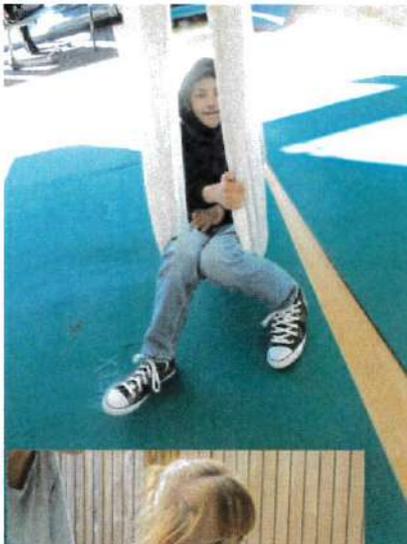
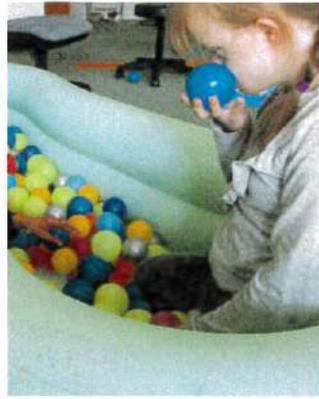
*The class welcomes
Laura Lockwood as she
joins this term.*

"Learner of the Week"
encourages students to aim
for the best; parents and
peers are proud of their
achievements.



A dance with the Principal..

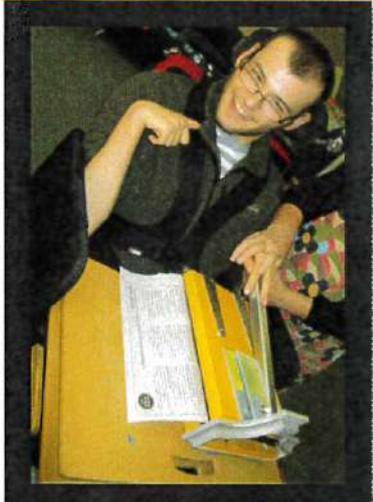




We like to Move it, Move it!

Room 6 are experiencing movement through a variety of programmes and experiences including:

Bouncing on the trampoline; inflatable castle; walking; Swing Therapy; Ball Pool; Movement Programme; Vibration Equipment
Joon, Jasmine, Louie, Precious, Amy + R6 Staff Team



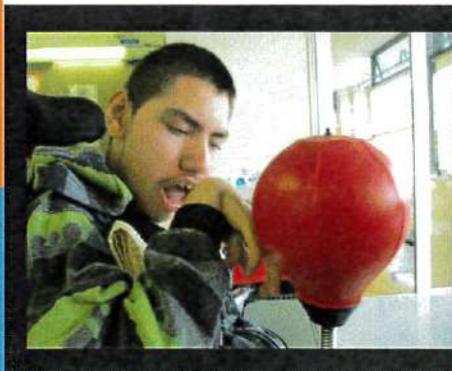
Printmakers



At Work



**Gaming—
Connect Four**



Body Blast

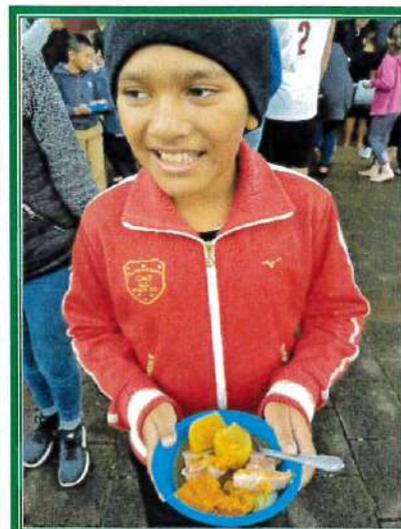
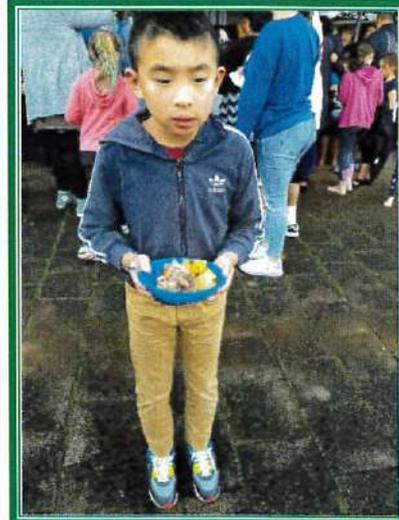
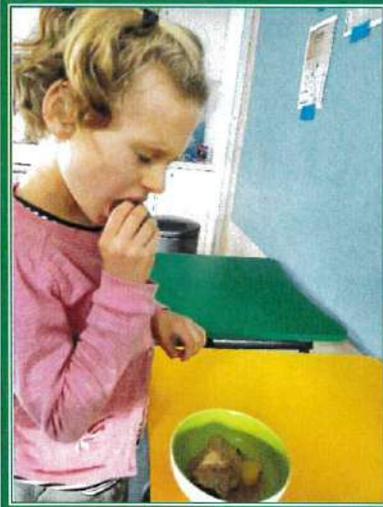
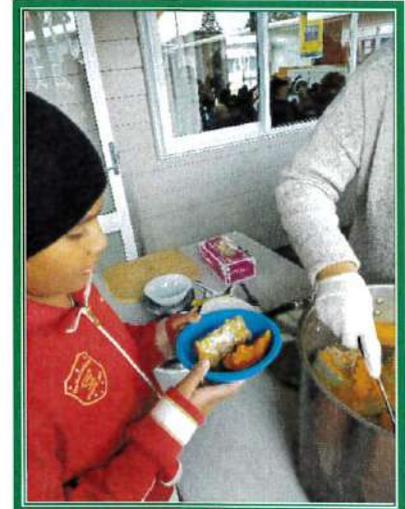
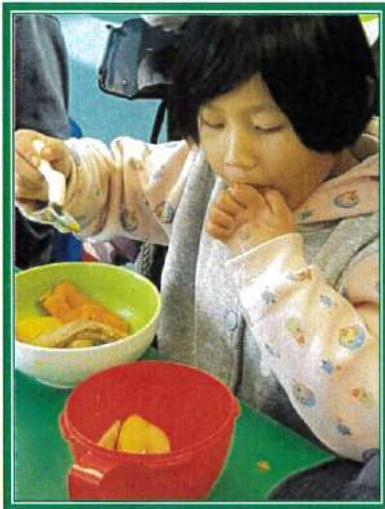


It's a blast!!!

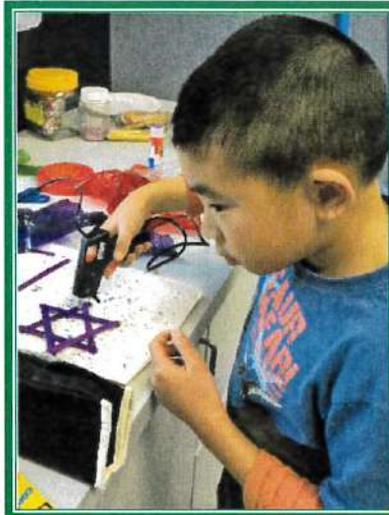
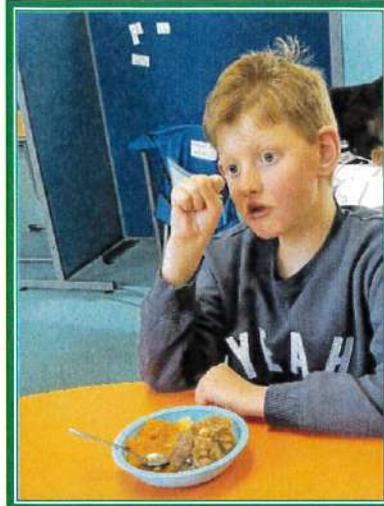
**Room 2—Rangatahi
Work Hard/Play Hard**

Matariki Celebrations at Bayswater Satellite

We joined Bayswater Primary with the Matariki celebrations this year. Thank you to all the families for sending in food items for the boil up and the parents who came to help out on the day. We all assembled in the school hall for the karakia, korero, waiata and a wonderful kapa haka performance by the Bayswater primary kapa haka group. All the students enjoyed the the day and loved the boil up! We also made the Matariki stars later in the week and learnt what it meant.



Matariki Celebrations at Bayswater Satellite





Top News Now

A Windy Ridge Class publication



We are the Heros

In our Windy Ridge Satellite class we are all heros. We work hard to do our best. We are kind. We help each other. We persevere when things get tough. This term we we thought about super heros that we would like to be. All of us chose people that work hard, are very intelligent, and can change the world. Just like us! Now we can be super famous too



Pets in the classroom

Sprockett and Mandy (pictured top right) were regular visitors in our classroom this term. We practised kind hands stroking and patting Sprockett. We also took him for walks around the classroom.



We also had a special visit from Savage (below right) on just one day. He played fetch with a ball in class.



Top Shots- Term 2



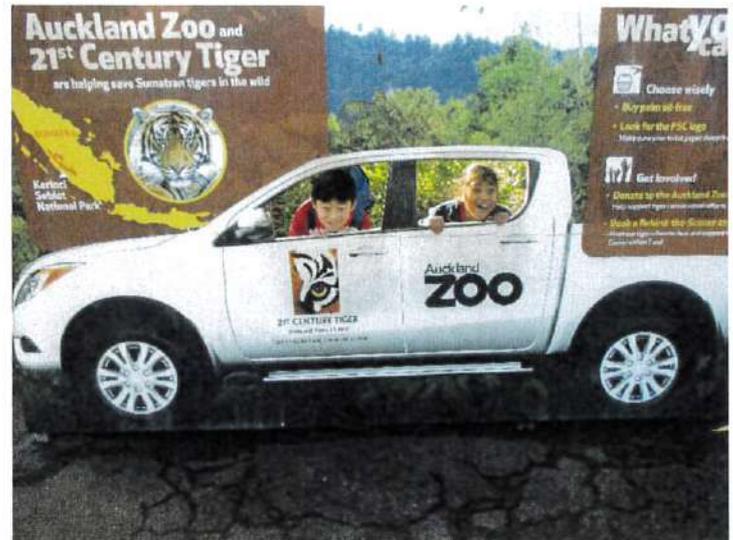
Learning our letters

We have been working hard on learning our letters this term. We practise making the sound of each letter with songs which we also dance along to. We learn about the shape of each letter with

textures like playdough and we explore objects starting with the letter. Johnny says "I want to share the jellyfish"



The students of Manuka Satellite Room 15 had an enjoyable trip to Auckland Zoo as part of their Unit Study on 'Zoo Animals' during Term 2. They explored the different areas of the zoo and found lots of interesting animals. They all really enjoyed having Morning Tea while watching the elephants eat and play. They all worked on recognising and describing the different animals they saw.



The students performed the Happy Dance at the Manuka Whole School Assembly and did an amazing job!

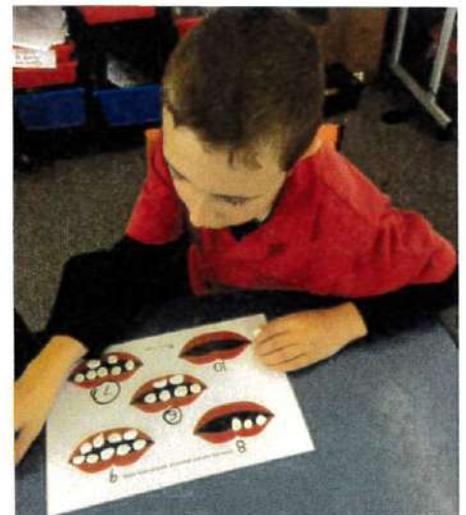
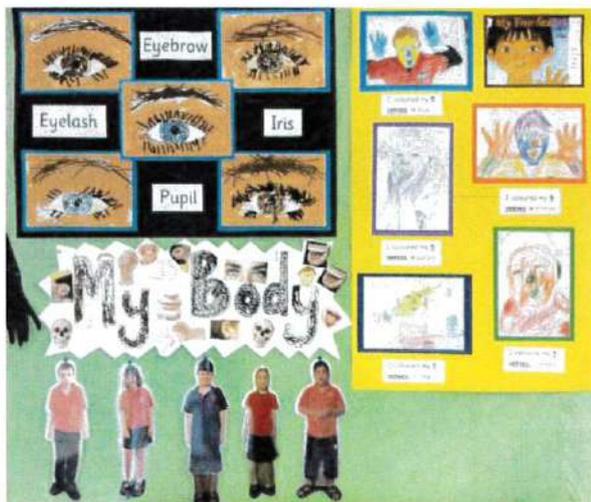
Learner of the Week has been a great new feature that gets the kids excited.

They all enjoy Natalie's visits and enjoy seeing who received the certificate each time.

Tai was really proud to receive her certificate.



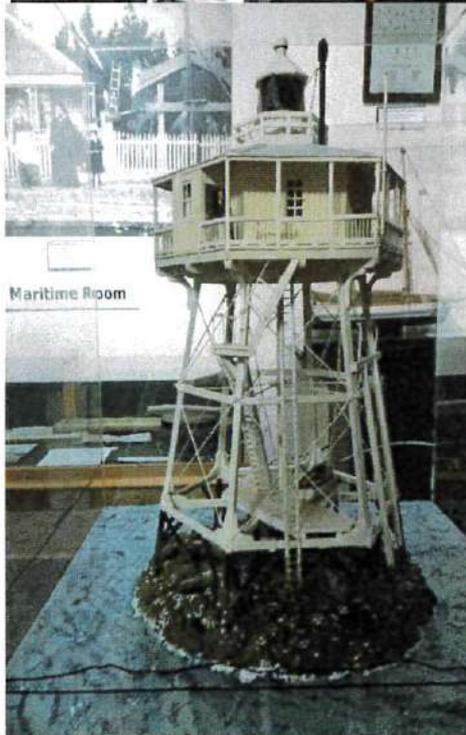
This term Manuka 16 have been learning all about their bodies and their 5 senses in our unit study. We have also been doing literacy and numeracy activities linked to this. The students got to explore a coconut with their senses, describing what they could hear, smell, see and feel and then breaking open the coconut to taste the milk and the flesh.





"Ahoy there!" from AJHS T15

As part of our study on the lighthouse, we visited the Navy Museum and the Devonport Museum. You can see from the photos that we had a wonderful time. We especially wanted to see the "Bean Rock Lighthouse" and even though it was a rainy day, we got to see the model up close and the real thing through the mist. For everyone these Museums are a must to see.



Albany Junior High Satellite Class T 16

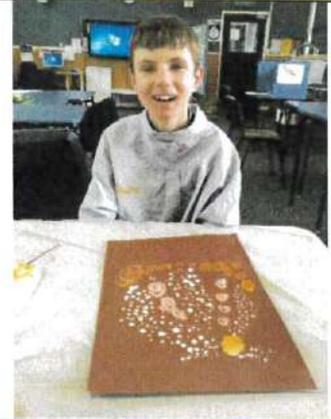
Some highlights of term 2 were; our trip to the Devonport Museum and Naval Museum; Special Olympics Football, Making roti's with Kavya's Grandma and creating our fabulous art work. We also celebrated Pink Day with the rest of AJHS.



Glenfield College: Junior Class



We have been busy creating artworks that linked to a focus on Koalas, so looked at **Aboriginal art**. We worked very carefully using dots and patterns. Our creations looked good and we were pleased as to how they looked.



We were very lucky to attend a workshop by **STOMP**. What a fantastic time we had. We made sounds and followed rhythms using bins, brooms, pipes, insulation tubing. It was awesome and we loved every minute of it



We had been practising our soccer skills during the term with a chance to use them at the **Special Olympics** held at Albany Senior High School.

We showed what we could do and enjoyed spending time with our class friends and meeting new people



We celebrated **Matariki** by creating above the mountains. We talked about Maori New Year, time to spend with



the 7 stars and placing them it as a time for celebrating the our families.

Glenfield College Transition Class



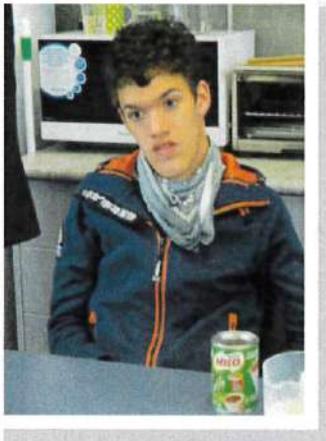
Marcus



Edward



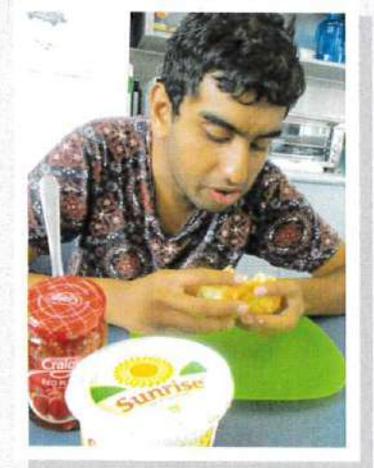
Kimoon



Atawhai



Levi



Shohrab



Seongjun

Daily Living Skills

On Tuesdays our class splits into 2 groups. 1 group goes to the gym and the other group is involved with making their breakfast, clearing up, brushing teeth and then hanging and folding laundry! The 2 groups then rotate. We do a great job.

Glenfield College Transition Class Recycling



Marcus and Seongjun



Kimoon



Atawhai



Edward



Levi



Shohrab

Part of the focus for the College Transition Class has been recycling. We have supported our host school by walking through the grounds picking up litter, soft plastics and food. The students are learning which waste goes in which box. At the end of our walk we place the recycling in the correct bins. We have taken this learning into the community by picking up rubbish as we go on our community outings. We place our soft plastic recycling in the supermarket collection bin when we go shopping. It has been wonderful to see our students becoming more aware of their environment and taking pride in their beautiful country Aotearoa. As a class we have made a documentary detailing our learning.

Please support us by going on to the website

www.focusonability.com.au and voting for our documentary!