



# Principal's Message

Tangata ako ana i  
te kāenga, te tūranga ki  
te marae, tau ana

**A person nurtured in the community contributes  
strongly to society**

## **Welcome to Term Four**

Welcome to all our whānau/families, students and staff.

I continue to enjoy my role at Wilson School and absolutely love visiting all the classes and seeing the exciting programmes across the school. Although term 3 was cold, wet and grey it was wonderful to see students engaged in their learning and interacting positively with both their peers and staff.

Thank you to our families for contributing to our community consultation, your input has been invaluable.

## **My top 10 highlights are:**

1. Attending horse riding with a group of students
2. Room 3's wedges
3. Rangatahi Café - amazing service, atmosphere and music
4. Receiving letters and artwork from Manuka 15
5. ERO's visit
6. MERC day camp – students willing to give activities a go outside of their comfort zone
7. Dedicated staff supporting students to access all areas of the curriculum
8. Celebrating Chusok – Harvest Moon Day Festival (Korean Thanks Giving Day)
9. Spending time in all the classes and observing the amazing teaching and learning
10. The excitement of coming to work every day and my ongoing learning.

Enjoy the term and please don't hesitate to contact me should you have any queries. I look forward to meeting you.

Kind regards

Natalie

# Term Dates:

## **Term Dates 2018:**

**Term 4:** 15<sup>th</sup> October to 18<sup>th</sup> December

## **Term Dates 2019:**

**Term 1:** 4<sup>th</sup> February to 12<sup>th</sup> April

**Term 2:** 29<sup>th</sup> April to 5<sup>th</sup> July

**Term 3:** 22<sup>nd</sup> July to 27<sup>th</sup> September

**Term 4:** 14<sup>th</sup> October to 18<sup>th</sup> December

## **Term 4 2018 Dates:**

### **Monday 15 October:**

Term 4 Begins

RDA for Term 4 begins

### **Friday 19 October:**

Raukatauri Music for Term 4 begins

Drama classes for Term 4 begins

### **Monday 22 October:**

LABOUR DAY- School closed

### **Tuesday 30 October:**

6.30pm-8:00pm Tat to That for Transition Classes @ The Pumphouse

### **Tuesday 6 November:**

7:00pm BOT Meeting

### **Thursday 8 November:**

Sitewide lockdown drill for base school

Diwali Celebrations for base classes

### **Monday 12 November:**

Possible Auckland Teacher Strike - TBC

### **Tuesday 27 November:**

Prizegiving rehearsal for all classes

7:00pm BOT Meeting

### **Tuesday 4 December:**

Prizegiving Assembly morning

Prizegiving Assembly afternoon

### **Thursday 13 December:**

Wilson Site Christmas Party

### **Tuesday 18 December**

Last Day of 2018 School Year - School Closes at 12.30pm



## Message from the Board

As you are aware, our school participated in an ERO (Education Review Office) External Evaluation in week 5 of term 3. The purpose of the evaluation is to give parents, Whānau and the wider school community assurance about the quality of education our children receive at Wilson School.

I was happy to sign off the final report on behalf of the Board and would like to share some of the highlights with you. The report stated that ***“Trustees demonstrate (a) deep commitment to the school that encompasses accountability and an improvement focus. They strategically resource operations at all levels. Students and staff benefit from trustees’ knowledge and understanding of the students’ unique complexities and challenges. School policies and procedures are comprehensive, fit for purpose, and regularly reviewed.”***

At the beginning of the year our newly appointed principal Natalie Todd took office. The Board are pleased considering the short timeframe, that the ERO team recognised and acknowledged that ***“Effective leadership is creating a positive environment where diversity is valued, and students’ learning and wellbeing are promoted. Leaders have refined and developed many aspects of school-wide processes and practices that foster equity and excellence.”***

The ERO team found that ***“Students are engaged and learn in calm nurturing environments. They know their routines and experience positive and respectful relationships with adults. These interactions support students’ sense of belonging and safety. Adaptive staff expertise supports students to achieve their potential physically, intellectually, emotionally and socially.”***

We as a Board, are pleased that the ERO team recognise the efforts that the Board, the staff at Wilson and our Whānau, parents and community make towards making Wilson School a school of excellence. Should you wish to read the full report, it will be published on the ERO website as well as Wilson School’s site.

Yours sincerely

Greg Davey  
Board of Trustees Chairperson

## New core boards across the school



This term, there will be some exciting changes around the school as our old core boards will gradually be replaced with a new updated version. Large size A0 core boards will be introduced into some of the classes.

Core boards are used across the school to support children with communication.

Core boards are good because adults naturally slow down their language and emphasize certain words by pointing to them. This can help students to understand what is being said more easily as it gives them additional processing time and highlights key words in the message. Adding a symbol to the spoken word, gives students an extra way to process the message (visual as well as auditory).

Students can use the core board to communicate a range of messages by pointing to symbols in order to; request something, refuse, comment and ask questions. The core board is designed to include the most commonly used words and concepts that carry meaning (not grammatical words such as 'a'). It includes person words (I, me you), question words, and words used to initiate conversation and communicate in almost any context. Words have been selected that will help a student to communicate in as many contexts as possible.

Learning to use a core board can also be a stepping stone to high tech communication systems such as Touch chat and snap+core. First, students learn to recognize that symbols convey meaning and represent words. Teaching symbols on the core board can be done through modelling within an activity. In some classes we have started to use "word of the week" to focus on one symbol on the core board to model to the students. Students learn what to do with the core board in everyday situations such as mealtimes, morning greetings and outside play as well as within lessons. The core board can be used all throughout the day to support understanding and give students an accessible way to communicate.

Laura Unwin and Susie Mole  
Speech-Language Therapists

## Physical Activity and Motor Skill Development

Right from birth, your child is learning how to control their body movements and how to interact with the world around them. This learning process is called motor skill development.

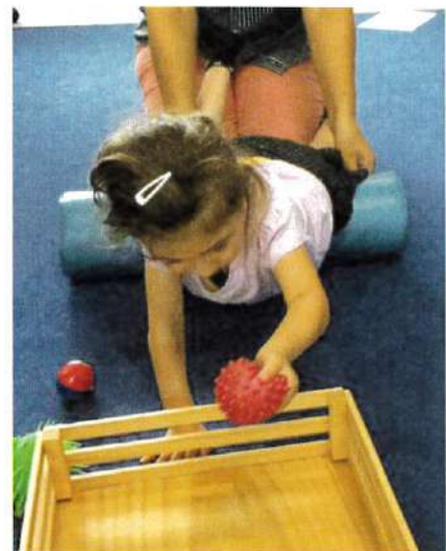
Through play and physical activity, children learn and practice skills that become building blocks for more complicated movements such as running, jumping, throwing, catching and balance.

As a parent or caregiver it is important to introduce children to new movements and create opportunities for them to practice.

Here are some ways that you can help improve your child's motor development.

- **Demonstrate** and explain a new skill to your child (e.g hopping, standing on one foot) and then give them the opportunity to practice. Remember kids learn best by copying you!
- **Dedicate** enough space and equipment for helping your child improve their motor skills. This could mean giving them room to run around or giving them a ball to play with.
- **Develop** creative ways of teaching a new skill. Kids love to play, so learning and practicing movement should be fun. Games are a great way of engaging children.
- And remember motor development happens when children are exposed to new skills. Try to create opportunities for learning, encourage practice and give lots of support.

Here are some of our children hard at work, practicing their **motor skill development**:



# Support the Spine

Many students with neuromuscular conditions will need spinal surgery, but we can do everything possible to prevent or delay spinal deformity. The two key support strategies are:

- Maintaining healthy active muscle strength.
- Ensuring good postural support when the child is not active

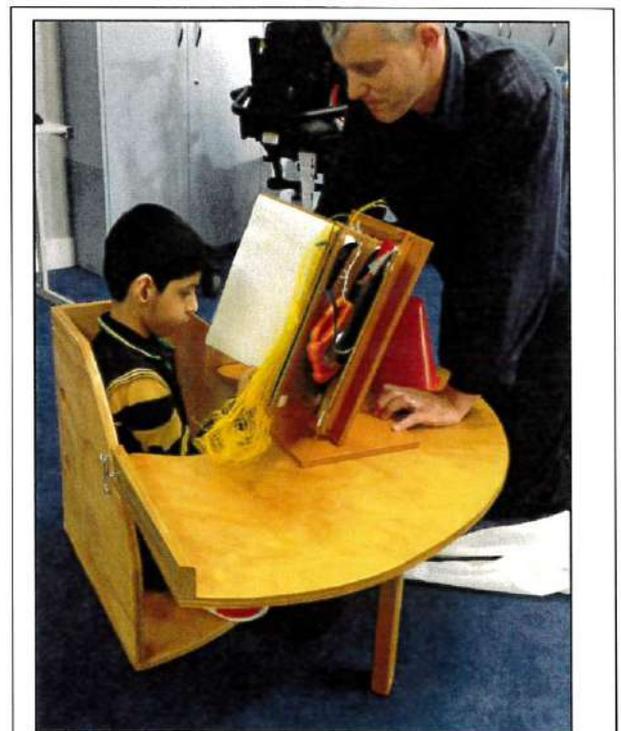
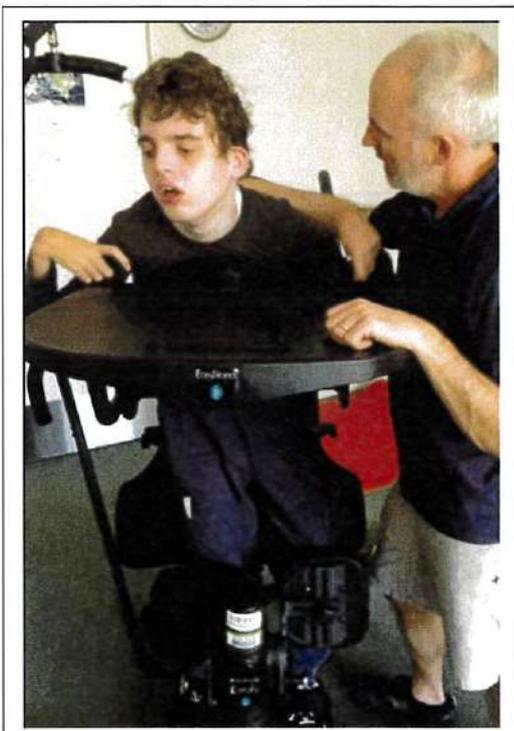
Active positions include standing, walking, or sitting when working on a task with the hands. Passive positions are sitting or lying when the muscles are not working. Wheelchairs customised to your child's needs offer the best passive support.

This is an area where therapy and teaching overlap at school. The physiotherapist may look at walking aids and standing frames, the OT addresses postural support in seating with suitable trays and desks for your child to actively use his or her hands.

Then, therapists work with teachers to find the best active or supported position for the student to engage in the classroom learning activities. One of the most exciting parts of our job is seeing how much better students can engage and learn when they have good postural support.

To further promote spinal health, research shows a child needs to have best postural support 24 hours a day. Even sleeping in a bad position can have negative long term effects on the spine. There may be postural seating or sleeping systems that can further help your child at home. Our therapists work closely with community OTs and physiotherapists and can refer to them for input at the home.

If you have any questions about your child's postural needs, feel free to speak to one of our OTs.



## The Wilson School Specialist Teacher Outreach Service

The Outreach Service has very busy during Term 3 supporting and travelling around between 10 schools and 17 ORS funded students weekly. The Outreach Service aims to support school teams and parent / whanau to work towards achieving the hopes and aspirations they have. We are currently in primary school settings and have one college school that we support.

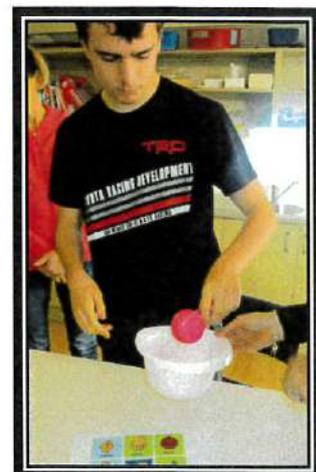
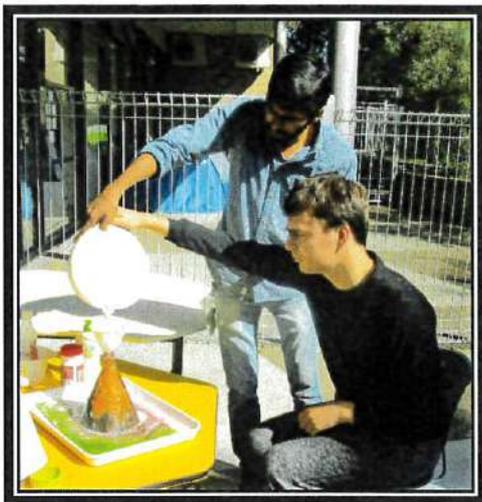
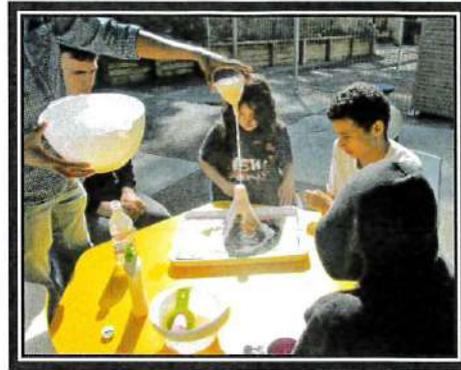


There have been many successes which have been celebrated within the schools we work within. The service has undertaken its annual review of its practice, with schools being involved in providing evidence and measuring the service against indicators. The feedback is very positive. The service is seen as added value to schools. It is viewed as an effective service that models strategies and approaches and scaffolds learning opportunities. These all prompt participation, presence and engagement for students in the mainstream context. The service guidance and the way in which the team provide it, has been highlighted as an element of excellence.

*The Outreach Team  
Jenny and Joanne*

# 'Volcano Fun With Room'

We all helped to make our own volcano and then we all helped to make it EXPLODE!



# Room 3

## Term 3



We really looked forward to our Pacific Island "Moana" themed drama sessions with Genevieve each Friday!



We learnt how to break open a coconut, drink the water, grind the coconut, and strain out the coconut milk. According to Viraj it was, "very, very tasty!"



On the final day we had some coconut shell waka races, and experimented with different methods of blowing the boats including using a leaf blower!



Other highlights included; celebrating Viraj's 20<sup>th</sup> birthday party with some old friends, practicing a bit of boxing, and having our Rm3 chef's create some tasty eats.



# R5 TEAM: KEEP GOING!

Our Class conducts  
the following:

- Cooking
- Sensory Fun/Experiment/Art
- Grooming
- Switch (OT) Class
- Physio-Program
- Pet Therapy

## Learning by Doing....



“For the things we  
have to learn before  
we can do them, we  
learn by doing  
them.”

Aristotle

Made and cook some present

For my dad! - Laura



Happy Father's Day! 🐼



WHAT'S OUR STORY...



Engaged during the "Korean Cultural (Chosuk) Day"



Ava, the Labrador dog loves to play with us!



I can smell it, I can feel it and I can taste it! Yes I can!  
- Joe



I feel hot! Let me turn on the fan!  
- Blake



## Moana

*Jasmine, Joon, Precious, Mylee and Amy enjoying Drama with Genevieve*

*"Weaving together environmental, cultural and historical traditions"*

# R Cafe



In Room 2, our students help prepare for and run 'R Café' (Rangatahi Café). Students prepare the main offering at 'R Café' such as cookies, cupcakes, pies, ice-cream, hot chips, smoothies, pancakes, waffles, cobblers, ants on a log, fruit kebabs. We also offer a range of hot drinks. In the running of our café, students take orders, serve orders, clean/dry dishes and socialise with mates.

All are welcome so come by and give us a try!!!

What an exciting time we have had at **Bayswater!** Room 1 has focused this term on taking care of each other, as well as our things.

We have seen some wonderful **friendships** being made and an abundance of **love** and **kindness** displayed in our Room!



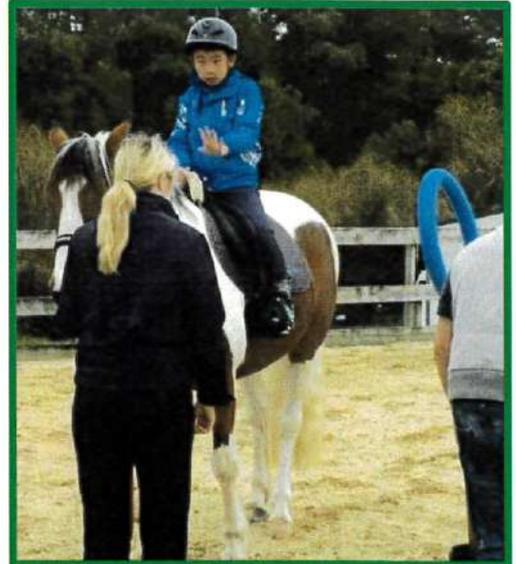
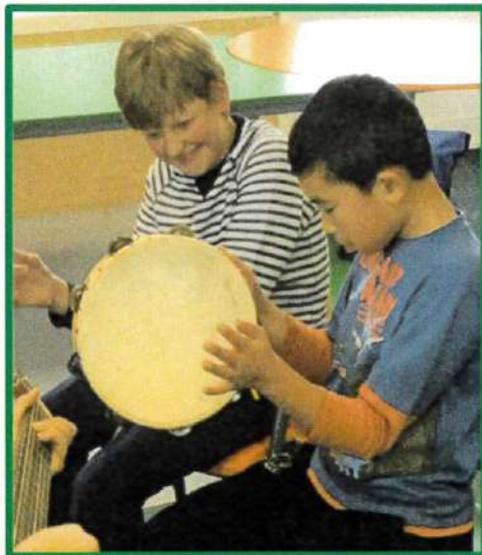
We were very lucky to attend **Korean day**. We got a great insight into the Korean culture and thoroughly enjoyed all the **fun activities**, especially **dressing up** and the **yummy food!** 😊



## Bayswater Room 2



The highlights of term 3 was our weekly Music Therapy sessions with May and participating in Korean Cultural day at base school. Some students also participated in horse riding therapy and book week activities with Bayswater Primary.



A highlight of Term 3 for the Manuka Room 15 students were the weekly gym visits they had. Students worked on their balance, strength, coordination and confidence levels and had lots of fun!



The students enjoyed the weekly cooking sessions where they were doing lots of measuring, pouring and mixing!

Manuka Room 15 were investigating forces during their Unit Study.



We also did a lot of music and dance!



"The ladies are playing music" AP



"The people were playing drums. It was noisy. I liked it." JH



"Jacky is painting black"



"Michaela is painting. It was good."



"I got dressed up at base school. I look like an alien."



"Seojin is wearing a blue jacket"



"Michaela dressed up. I wore a blue jumper"



"Ryan is eating sushi with chopsticks."



"Ryan is painting the Korean culture. I stamped the Korean culture. Everyone had a turn"



Traditional Korean Customs  
Hair Buns  
The hair buns are a traditional hairstyle of Korean women. It is a symbol of elegance and grace. It is a hairstyle that has been passed down from generation to generation. It is a hairstyle that is still popular today. It is a hairstyle that is a part of Korean culture. It is a hairstyle that is a part of Korean history. It is a hairstyle that is a part of Korean identity. It is a hairstyle that is a part of Korean pride. It is a hairstyle that is a part of Korean heritage. It is a hairstyle that is a part of Korean tradition. It is a hairstyle that is a part of Korean culture. It is a hairstyle that is a part of Korean history. It is a hairstyle that is a part of Korean identity. It is a hairstyle that is a part of Korean pride. It is a hairstyle that is a part of Korean heritage. It is a hairstyle that is a part of Korean tradition.



"I was painting pictures at base school. The lady was helping me"





We have started a new maths topic this term finding "the same as". Some of us are counting out the numbers and some are recognising fractions to use in cooking

In term 4 we looked at the growing cycle of plants. We grew cress and beans and bulbs. We learnt that all of our plants start as a seed, then grow roots, then grow leaves.

### Windy Ridge Welcome to Term 4



We worked together to make our art and shared our different styles

Happy birthday to Thomas, Liz, and Johnny!



We said good bye to Sprocket last term. See you next year Sprocket!

We Love to cook in AJHS T15. We learn to follow a recipe, use the correct measuring tools, use the implements and best of all, taste, package and share. Being able to take home our baking and share it makes us feel proud.



We cook every Wednesday morning. Over the year we have made a variety of biscuits, waffles, toasted sandwiches, muffins, small cakes and slices.

Students organize the ingredients and implements. They measure, mix, form, roll and add herbs and spices. We then package our cooking and hope you enjoy.

## AJHS T 16

This term was busy with lots of interesting things happening plus the usual work completed. The difference this term was that we said farewell to three people in our class at different times during the term. Two students: Ben Wood and Jack Haggerty and a Teacher-aide, Lauretta Hannah. Each one is missed for their unique contribution to our class.

A farewell means a farewell morning tea; that means that our cooking this term has been for a purpose. We cooked and prepared food for the farewell morning teas, as well as baking cookies for Fathers' Day gifts. We thought our iced cakes looked fantastic. It all began with making a rainforest animal cake for Ben's rainforest themed farewell morning tea; hence the sloth cake.



This term we continued to produce art work that we are proud of and had fun making.



It was also exciting to see our lighthouses that we began making in term 2, completed and with lights that really worked. Before Ben left, Cassie and he attached the lights and ensured they worked properly.



Ben's guinea pig, Stuart Little, also visited the class to say goodbye.



## Glenfield College Juniors

*We have had another busy term being involved in a variety of things.....*

Enjoyed a 2-day EOTC experience at MERC. Gosh we were pleased with what we did. The activities were interesting, and we were all willing to have a go.



We worked on Art that was linked to our reading and written language focus. We created art work that is put on our walls and shows what we can do. We are very good artists and are proud of our work.



Some of the class went to look at the Science Fair at Albany Senior School. There were lots of things to look at and explore.

Spending time with Sprocket:



We had visits from Sprocket who joined us. We helped him feel happy about being in the class. He was very good at finding the toys we hid around the room for him to find. Sprocket loves being patted too.



*We always try to help and support each other and think we are doing a great job.*

# Glenfield College Transition Class Camp



Hanging out!



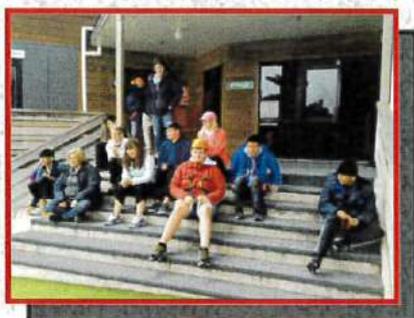
Kimoon



Edward



Atawhai



Cheering our friends on!



Shohrab



Levi



Marcus



Seongjun



Morning Tea

***Our class had a fun 2 days of activities at MERC, Long Bay.***

***There was great excitement from the start of the day about travelling on the bus. On day 1 the students were involved with rock climbing and stackem. It was wonderful to see the students gaining in confidence and climbing higher the second time around! On day 2 the students did archery and slingshot. Once again it was great to see the development of confidence and ability as the students became familiar with these activities. 7 very tired, but happy students returned to school afterwards!***