

KAWERONGO - NEWSLETTER Week 9 Term 2

19 June 2023

Kia ora koutou,

On Friday the 2nd June over 800 staff from the Tauranga Kāhui Ako collection of schools and ECEs attended a professional development day, held at Tauranga Girls' College and Gate Pā School sites. Presenting one of the workshops, on sensory processing, were TSS staff members Jay Rotarangi - Kaiako & Within School Leader, Erin Connolly and Kate MacLean - Occupational Therapists, and Penny Gee - Kaiārahi Hauora and Within School Leader. Fifty four educationalists attended their very successful workshop.



Ngā mihi Kind regards
Barrie Wickens
Principal

Important dates and info

Matariki Celebration, Friday 23 June, 11-1pm, whānau invited

Support Staff Week, 26-30 June

End of Term 2, Friday 30 June

Kāhui Ako Curriculum Day, Monday 18th September - school closed

TC3

Term 2 has been very busy for the two TC3 SPEC Groups. We had community visits to our local services, as well as Omokoroa, and learning about the great work being done at 'Good Neighbours'. Brendon's group have been exploring our surrounding community, learning to access facilities that will be important after leaving school. We have also helped create some wonderful gardens at our unit and we're going to grow some of our own food - exciting!



Brendon Oats (TC3)

The students of TC3 have also been busy doing so many different activities this term that we had to have a brainstorm to remember everything. These are just some of the things we have been doing. We have four new big plant boxes and Bunnings (Mt Maunganui) has very kindly given us all kinds of goodies, from seeds, to plant food, to help us get started. Thanks so much to Sarah (Bunnings). We also had a big donation of bagged garden soil from Tui's which should help our plants grow big and healthy. All students learned to do sewing with a needle and thread to make a picture. Thomas Tumai has been our Kapa Haka tutor this term and we have been practising heaps for our performance on the 20 June, at Paeroa. We are very excited about this opportunity. We have also been learning about using the paths safely and politely, and how to cross the road safely as a group.



Practising for Kapa Haka solo,



Planting garlic in our new plant box



Waiting in a safe place before using the pedestrian crossing.



Concentrating on stitching.



Checking for traffic before crossing the road.

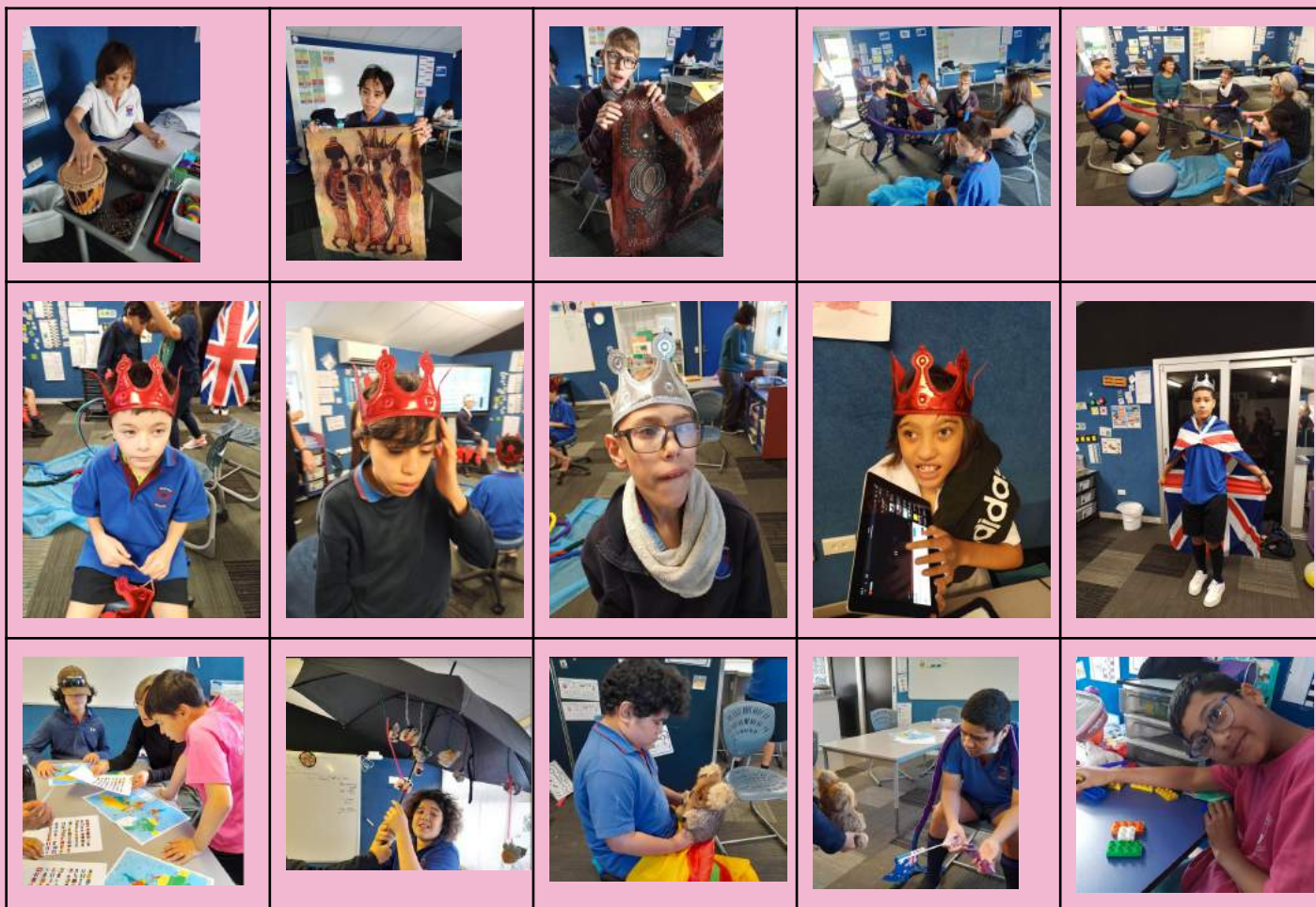


Making wedges to share with the students.

Margaret Briasco (TC3)

Tauranga Intermediate Satellite

During Term 2 we have been visiting countries around the world through Sensory Stories. So far, we have learnt about South Africa, Holland, England and Australia through music, dance and artefacts.



Some of our students participated in the Tauranga Intermediate School Cross Country Race. Our Manuka House friends came to support us and it was lots of fun.



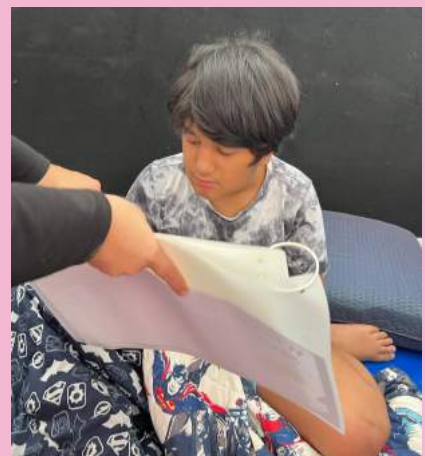
Studio 5

Throughout term 2 we have had our amazing Speech Language Therapist Kathleen in to deliver a sensory story that supports learning to communicate yes and no.

The students are offered a range of experiences and after each activity are asked “Do you want more?”. They are given time to respond with yes or no in their preferred communication style.



Yes and no is offered to the students in a combination of ways including sign language, visuals and TouchChat, verbal, visual or tactile.

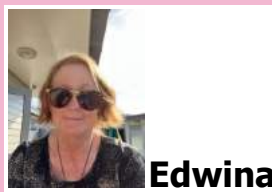


Speech and Language Therapy

Hi from Billie and your SLT team!



Kit



Edwina



Kathleen



Billie

Today we are thinking about coreboards!

Fun facts!

- ★ Coreboards are a form of AAC (augmentative and alternative communication).
- ★ They can be used solely or with other AAC tools.
- ★ A coreboard is a grid of pictures and words.
- ★ All of the words are part of our daily core vocabulary and make up about 50% of the words that we usually use.
- ★ A core board helps a person to understand or to be understood.
- ★ With some coreboards we add a fringe vocab which includes more vocabulary including personalised nouns that are important to the user.
- ★ The words on a coreboard are colour-coordinated.
- ★ In each colour section the words are in alphabetical order so they should be easier to find!
- ★ Evidence has found that coreboards support the development of a child's spoken language rather than replace it.
- ★ Coreboards come in lots of different sizes so they can be accessed and used in lots of different locations.

Just like learning spoken language, children learn how to use a coreboard with lots of modelling from caregivers, teachers and their peers. When a child learns to talk they need to hear lots of

language before they can say their first word. Coreboards are just the same - children need to see an adult using the board lots before they'll start to use it themselves.

When beginning with a coreboard, start by practising having it with the child at all times - it is supporting the child's voice and therefore needs to be with the child and not put away 'safely'. A new coreboard can seem overwhelming with lots of pictures and words but start small by only modelling a few words at set times of the day. Choose times of the day when you have the time and the coreboard user is in a good space.

Once those words start to be used regularly then it's time to expand and focus on a couple more. It can be helpful to circle target words with a whiteboard marker so they can be easier to find.

Coreboards can be a fantastic tool to support a person's communication.

Try to be patient with yourself and the new coreboard user but most of all have fun!

Here is a QR code to take you to a video on YouTube about using coreboards :)



School values consultation with our community

Kia ora koutou,

We are seeking feedback around our school values and the images and whakatauki we have selected to represent those school values.

Below are possible whakatauki and images we have chosen in collaboration with our staff and earlier community consultation.

The images at this stage are just stock images. We will employ a graphic artist to help design those images to best fit our school and context.

The criteria for selecting an image was one that could also be represented with a tactile sensory version for our learners.

The whakatauki have been selected to best allow our students, staff and whānau to connect with those values.

We would love to hear what you think?

Do you agree with the images and whakatauki we have drafted?

Do you have other suggestions of images or whakatauki that may have stronger links to our values?

Please email alicew@taurangaspecialschol.nz with any feedback.

A paper copy is available through your class teacher if needed.

An online survey will also be posted to storypark and edge as an alternative way of giving your input.

Ngā mihi

The Wider Leadership Group - TSS

Embedding our school values into our school culture Our school has been on a journey towards embedding the school's values from our charter into the day to day life of the school.

Achievement - supporting our students to be the best possible versions of themselves

Image idea: A mountain, a tree...

A possible whakatauki: Poipoia te kākano, kia puāwai

Nurture the seed and it will blossom



Celebration - acknowledging all progress no matter how small

Image idea: shooting star..

A possible whakatauki: Tukua kia tū takitahi ngā whetū o te rangi.

Let each star in the sky shine its own light.

Whakawhanaungatanga - healthy relationships, a sense of interconnection and belonging

Possible symbol: a friendship bracelet or rakhi "A symbol of friendship, Rakhi bracelets are tied on the wrists of siblings or close friends. This is done to encourage commitment to each other, as well as foster unity and social harmony."

A possible whakatauki: Kotahi te aho ka whati, ki te kāpuia e kore e

whatī – One strand of flax is easy to break, but many strands together will stand strong



Manaakitanga - enhancing the mana and sense of self worth of people, care and respect, hospitality

Image idea: kete

A possible whakatauki: Nau te rourou, Naku te rourou, Ka ora ai te Iwi

With your basket and with my basket, the people will be well.

Well-being - enabling, and where possible empowering, our students to thrive

Image idea: feather

A possible whakatauki: Ma te huruhuru ka rere te manu.

Give the bird some feathers so it can fly



Inclusive community - to include everyone and seek to be included in the community

Image idea: "stick people joining hands(Could it be a paper cutout chain?)"

A possible whakatauki: Ehara taku toa i te toa takitahi, engari he toa takitini. Our strength does not come from ourselves alone, our strength derives from the many.

Innovation, inquiry and curiosity/Ako - (reciprocal learning relationship, new knowledge and understanding can grow out of shared learning experiences.)

Image ideas: a fern frond or a koru

A possible whakatauki: "Ka hinga atu he tētē kura - ka hara mai he tētē kura"

"As one fern frond falls - another one unfurls".





Mānawatia a Matariki

YOU'RE INVITED TO OUR MATARIKI CELEBRATION!

FRIDAY 23RD JUNE, 11AM-1PM

TAURANGA SPECIAL SCHOOL- BASE SCHOOL

39 EIGHTEENTH AVE

ACTIVITIES, WAIATA, SHARED KAI AND MORE...

Tauranga Special School will be working with 'School Docs' to provide easily accessible and comprehensive policies and procedures to our community. We now have most of our policies and procedures online.

You are invited to read and review policies on our school site.



SchoolDocs

Website: taurangaspecialschool.schooldocs.nz

Login: taurangaspecialschool

Password: tssdocs