

## WEEK 2 KAWERONGO - NEWSLETTER

*Friday 25 October 2024*

**Kia ora koutou,**

**South Cluster Kapa Haka Festival** (Tauranga Special School, Tauranga Primary, St Mary's Catholic School, Selwyn Ridge School, Tauranga Waldorf School and Maungatapu School), held a very successful He Pāku Whakangahau - Kapa Haka festival at the Holy Trinity Church, Devonport Road Tauranga, today Friday 25 October. Our group, comprised of 58 students and 25 staff, were the last to perform at the festival which closed with a combined waiata. Next year this festival will not be held as there are plans for a regional one, and following on from that will be a national festival. Thanks to all those involved.



Ngā mihi Kind regards  
Barrie Wickens  
Principal

### Important dates:

28 October - Labour Day (no school)

1st November - Staff only day (no school for students this day)

2nd November (Saturday) - Pasifika festival - Katikati

15th November - TSS Cross Country

21st November - Pāku Whakangahau Kapa Haka

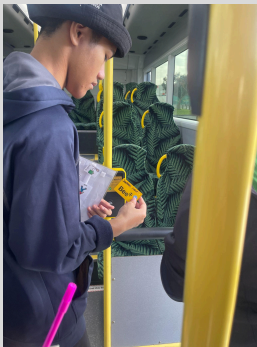
11th December - SPEC Celebration

16th December - TSS Showcase

18th December - Last day of school

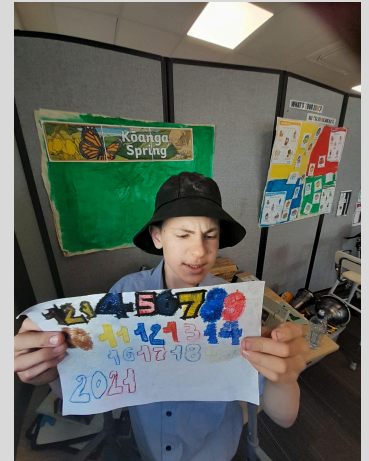
## Pāpāmoa College - Jenn's Class

Our class has been learning to catch the public bus. We caught the 2B bus to the Pāpāmoa Plaza. This week we went to Pak n Save. We will also be visiting the library, Mitre 10, and some of the other shops in the Plaza. I will be ordering BEE cards for all of our students. This is a great opportunity to get out and about in our community.





## Pāpāmoa College - Andrew's Class



Our class has been doing lots of music and kapa haka, as well as attending the Pāpāmoa College Book Character Parade wearing capes and some fancy clothes. We have also been pushing ourselves to walk further and faster and nailing our numbers and classroom routines.



## Pāpāmoa College - Dave's Class

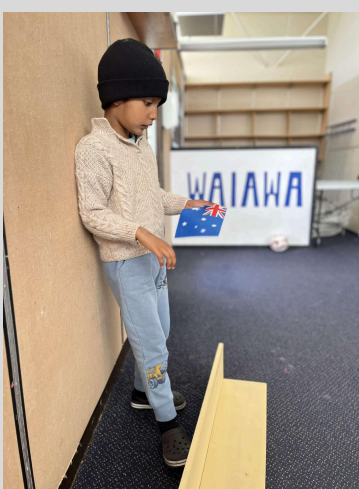


Last Tuesday the 22nd of October we went to Wairoa Marae for a Circability session. Circability uses social Circus as a vehicle for inspiring and improving the well-being of all people, regardless of age, culture or ability.



## Room 3

Term 3 was filled with lots of fun and excitement, we had some donkeys come to visit us at the kaka street playground. At the end of the term Te kura o Manunui hosted the TSS olympics. Each student participated and won a medal. Room 3 spent a lot of time practising ball skills over the term, due to that reason they were all experts on the day.





# Using visuals to support communication

Speech and Language Therapy

## What are visual supports?

A visual support can be an object, a photo, sign, symbol or picture. Visuals are a great tool to support and enhance communication. They provide structure and routine, improve understanding, reduce frustration and offer opportunities to interact with others.

We all rely on visuals to support us in our everyday life, for example calendars, diaries and road signs. Visuals promote inclusion, as they are helpful for everyone!



## Why use visuals?

'Visuals stay, words  
fly away...'

Visuals are  
permanent

Visuals can move  
between people and  
environments

Visuals help to build  
independence

Visuals help us with  
changes and  
transitions

Visuals help children  
to make choices and  
express their wants  
and needs



### Top tips for using visual supports:

- Think about a situation where visual supports would be helpful. For example, starting or finishing an activity, sequencing (now/next), making choices, giving an opinion on something, expressing emotions etc.
- Consider what visual you are going to use and keep it consistent. (Use the same visual for the same activity). Feel free to ask your class team or specialists for a copy of any visuals used in school to have at home.
- Introduce the visual and say what you are going to be using it for. Use the visual consistently each time you do that activity. Children need to see visual supports lots of times before they will understand it's meaning.

### Adaptations for blind or low vision learners:

- High contrast symbols can be used to support students with cortical-visual impairment (CVI)
- Use 3D objects or tactile symbols to support children with low or no vision.

