



Dear Families

We have had a terrific start to 2018. Our 14 new reception students have transitioned well and adjusting to the longer hours being at school. We are at capacity with our numbers at 120 students and very few new staff. The school has a sense of stability and continuity. Our school directions continue with the priority areas:

1. Increasing student communication through AAC
2. Implementing a whole school assessment tool - ABLES
3. Implementing a school wide behaviour code and evidence based pedagogical practices.
4. Families of senior students to have a greater awareness of post school options pathways for their child.

Underpinning all our teaching and learning is building a positive school culture. I have a firm belief that all students can learn, have a right to a relevant and quality education and that the school is accountable to deliver this. A copy of the Site Improvement Plan is on the back of this newsletter.

We recently had a very successful and well attended acquaintance night, followed by light refreshments for parents. It was terrific to see and hear the networking of families at this event. This was followed by our AGM, where we heard various reports and the Annual Report was presented. Enclosed are the Principal's and Chair person's report. A full copy can be found on our website or if you would like a hard copy sent to you please contact the school 8293 3779 or email us dl.1415.info@schools.sa.edu.au.

At the AGM I announced the resignation of our Chairperson, Michelle Vreugdenhil. We thank Michelle for being willing to step into this role, supporting the school community and school directions. Hamid Juma Mohamed whose son graduated last year also resigned. The school council has 2 vacancies. A nomination process is underway, with interested parents strongly encouraged to submit their nomination form by close of business Friday 16th March 2018. A nomination form was sent to all families on Wednesday.

For further information about the nomination process or the general meeting, please contact me.

Staff have been busy getting to know their students through observations, assessments and through handover discussions, this has informed their programmes and curriculum directions. The Australian Curriculum is our mandated curriculum in SA and our year 10 - 12 students are enrolled in Modified SACE. Families who attended the acquaintance night would have a better understanding of programmes and teachers expectations. At our student free day on Monday, staff focused on priority areas 2 and 3 (see above). Both training sessions were facilitated by our staff and presentations were very practical. All staff completed an assessment of their students in the area of English using the Abilities Based Learning and Education Support (ABLES) assessment tool and will be able to share the results with you at your NEP meeting. Multi-Tiered Systems of Support (MTSS) is a framework we are adopting school wide to map out our variety of intervention strategies and pedagogy (how we teach) to cater for the variety of students we have. This will form our Errington Identity, which once fully developed we will look forward to sharing with you.

A note recently went home reminding families of the 10km speed in our driveway, and 'U-turns' only permitted at the end of the driveway. Please abide by these rules for the safety of all. Of course there may be times of a medical emergency when this rule is not adhered to. Please be sensitive and patient during these times. We are exploring ways to improve the morning drop off and pick up times.

Many parents have begun to take up the opportunity to start the week focussing on their wellbeing. Thank you to Maria Kaloyirou who runs a parent fitness class each Monday morning in our school Hall. I believe this has now increased to 3 times a week and Maria is taking advantage of the weather and utilising the park across the road from our school. Parents come bouncing out with renewed energy and attitude! Fitness classes begin at 9.15am.

We had a record number of parents / grandparents support the Bunnings sausage sizzle fundraiser last Saturday we raised \$2951.00. We are very, very appreciative of your support. Thank you to Andy Delaney for his organisation and all the staff who supported the event.

Niki Takos

Principal

Deputy Principal's Report

We have had a number of complaints from parents about the use of our roadway when dropping children off and picking them up around some safety issues. A note went home to all parents and carers advising them of correct safe procedures for using the roadway. We are currently advising taxi companies of their responsibilities as well. So please, obey the rules as safety of our students is all of our business:

1. The speed limit on the Errington roadway is 10km/h
2. "U" turns must be completed at the end of the road way as indicated by the yellow line.
3. No turns can be completed in other areas other than at the end.

Staff will be very vigilant in monitoring this and will speak individually with anyone who is breaking the rules. Remember, that parents can choose to park in the street and walk their child in if they wish.

Safety of our students, is everyone's business

Sam Hele

Deputy Principal

School Term Dates

Term 1 Ends Friday 13th April 2018

Taxi's Arrive 1:45pm School Closes at 2pm

Term 2 2018 Begins Monday 30th April 2018

Art and Senior 4



Art

Students in S4, Diego and James, have been up to some roller-painting of late. They firstly rolled yellow, followed by red to create orange. The finished pieces will be used for other projects, including the decoration of their work books.



Senior 4 Team and Rino

Uniform Information Update

<https://www.jsxpressonline.com.au/collections/errington-special-education-centre>

Please go to the JS XPRESS website to order your uniforms, contact Amy on 0431 705 751 or e-mail mara@jssports.com.au

Fundraising / Health

The new school year has started well with some very generous donations coming into school. Thank you to Seeley International for their very generous donation of \$25,000 towards playground development. It is fantastic to see a local company giving back to our school.

Our first sausage sizzle of the year was on Saturday 3rd March at Bunnings Mile End.

Please contact school if you are free to donate an hour or two of your time for our future sausage sizzles. We are always looking for new fundraising leads and if you have any please again let the school know the normal communication channels.



Our school is now participating in the Coles Sports for School 2018 program.

For every \$10 spent at coles, customers will receive one Sport for Schools voucher. Families can send the vouchers to school or alternatively you can place them in the collection bins at Coles in Glenelg, Plympton and Kurralta Park if that is more convenient

This program has started now and will run until the final day for community to return vouchers on 11 May. Thank you for supporting our school and we are looking forward to purchasing some new sports equipment for our school later this year through this program.

PE/Health

Both Doug Dunsmore and Andy Delaney are responsible for delivering the PE/Health curriculum this year. As a Sunsmart school the focus in Health is ensuring that all students come to school with sunscreen applied and we will re-apply it again with your permission. All students must also wear a hat when going out to play and again your support in this is greatly appreciated. We are fortunate once again to have the support of Colgate Palmolive across the site who donate products to support handwashing and dental hygiene throughout the school year.



As we are an environmentally conscious school and are now utilising the Seesaw App in all our classrooms and our school website to their full potential. This will be the last printed Newsletter for the year.

Newsletters will be uploaded to the website twice a term and sent to you via seesaw.

If you are unable to access the newsletters this way and would like an e-mailed or printed copy please contact the office and we will assist you with this.

Junior Primary

Welcome everyone!

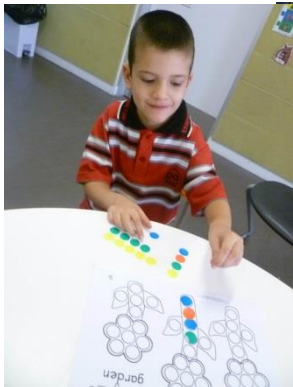
Welcome back everyone! We are very excited to begin another new year at Errington. This year we have 4 classes in our junior school, the Wombats, the Echidnas, the Koalas and the Kangaroos.

We have a number of new students who are beginning their schooling. This year we welcome:

Anusha, Lucas, Darcy, Arisha, Levi, Ryder, Wyatt, Hudson, Rohan, Anish, Rawan, Charlie, Antonia, Evie and Bob.

We have had a happy start to the year and are busy settling into our new classes. We are getting to know one another and are learning to work as part of a group.

We are all looking forward to another busy and productive year full of learning!



Camp Australia is looking at finishing at Plympton International



Term 2 will see the close of Morning OSHC due to low numbers and afternoon OSHC will not continue past term 2 should their numbers not increase. If you are interested in this service please contact Camp Australia. All details are on their website.

Primary

In Primary 2 we are settling in well and establishing routines. In this class we have welcomed 2 new families to Errington Special Education Centre. Thanks to those parents who attended acquaintance night and the AGM, it was great to see lots of families there. Here are some photos of us cooking Yum!!!



The staff of the primary sub school welcome all students back to school, especially those that are new or have come from the junior sub school.

The staff of the primary sub school welcome

P4 Have had a great start this year! Thank you, parents, for the patience and support. We have introduced lots of sensory based activities in our curriculum. As you can see in our picture, students painted the sensory board. We will be attaching sensory items on it to be mounted in our withdrawal room. Hopefully it will brighten that room.

P1 welcomes five students to the class with one student coming up from juniors. All students are showing great signs of schedule understanding, resulting in lots of work being achieved at the various stations. Our schedule use has made its way outside, where all students of p1 are well and truly underway in the morning movement program.

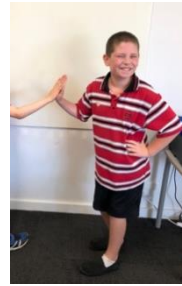
In week 4 we had our first excursion to a local park, and we look forward to other community access excursions in coming weeks.

S2 & S3

S2 & S3 students have made a great start to the year. We welcome three students who have transitioned to Seniors from Middle School this year. We are excited to have Arman Rasekhi, Haaris Aslam and Alex Loi join us. Students have been busy working towards achieving Personal Learning Goals and are enjoying participating and making progress across all curriculum areas. Students in S2 & S3 have particularly enjoyed combining classes to participate in the Personal Care & Hygiene Program on Mondays and Community Access Excursions on Fridays.

Middle

M1 - As we welcome new members to the M1 class, we have all been sharing our ideas on the sort of classroom culture we want to promote for 2018. We have been role playing and practicing how to be a good friend and encouraging others to make similar choices. We will then come up with our own classroom rules and expectations. Go, M1!



As part of our Humanities programme, M3 looked at how Chinese New Year was celebrated around the world by looking at the story "Dragon in the City". Each student made a paper-chain Dragon Puppet and had a taste of spring rolls and fried dumplings.



"Here We Are"

M2 have started the new school year by studying the story "Here We Are" by Oliver Jeffers. This has helped us to welcome new class members to our community as we learn all about what makes life on Earth special. By reading this story, we discovered a new shared interest - space! - which we will continue to investigate in our shared inquiry lessons throughout the term. This is the space mural we created together!



SENIOR CLASS ONE

Senior

Hi Errington! This is S1, we got some new students in our class: Charlee (Yr. 9), D'arcy (Yr. 10) and Mia (Yr. 9).

And the rest of us are: Gabriel (Yr. 12), Nick D (Yr. 12), Tahlia (Yr. 12), Ben (Yr. 11) Nick C (Yr. 11) and Jai (Yr.13).

We are excited to be back at school and learn new things, such as: S.T.E.A.M (*science, technology, engineering, arts & maths*). We want to do music and we are happy to be swimming again. We want to do Drama and role-play, learn about emotions and making movies about our learning and being a grown up and mature. We want work at the McCarthy Orchard and visit Bedford and go to St Kilda to do team building. We have to do our SACE (*Modified*) work to get our certificates. In our SACE B&E (*Business and Enterprise*) we want to work on customer service and improve on our math skills, using money and make a cook book using our own recipes. We want to keep doing PE and keeping healthy and do art with Rino, work at Bunnings, go to the athletics carnival. We are going to be busy this year and be the best we can be = **B.T.B.W.C.B!**



Words by Senior 1 Class and Typed by Jai Apps (*Italics by Karen Hill*)

ERRINGTON SEC SITE IMPROVEMENT PLAN 2018

| Priorities | Key Strategies <i>(What will it take to get there?)</i> | Evidence <i>(How will we measure / evaluate learner progress?)</i> | Targets <i>(Key indicators of success)</i> |
|---|---|--|--|
| <p>1. Communication / Literacy</p> <p>1.1 Students will increase their communication.</p> | <ul style="list-style-type: none"> Staff training in modelling high and low tech AAC Develop resources to ensure access to AAC to all areas of the school Staff to undertake training in writing communication SMARTAR goals Staff model high and low tech AAC daily | <ul style="list-style-type: none"> Staff survey in Term 4 indicates that high and low tech is being modelled for at least 2 intentional activities Communication NEP goals will be tracked for student progress using ABLES (English-Speaking and listening) All students have access to and use AAC to communicate in 2 or 3 different environments | <ul style="list-style-type: none"> Students respond in lessons using high and/ or low tech AAC for at least 2 intentional activities per day All students achieve their NEP communication/literacy SMARTAR goal Students will have access to AAC in all areas of the school |
| <p>2. Assessment and Reporting</p> <p>2.1 Students learning is tracked and documented using whole school consistent and agreed assessment tools</p> <p>2.2 Phased implementation of OCOP across the school</p> <p>2.3 All SACE students have Learning Personal Goals (LPGs)</p> | <ul style="list-style-type: none"> Implementation of ABLES as an assessment tool for R-9, students at Pre-Foundational Level – Yr 2 Working with a peer for consistency in ABLES assessment. Key staff to develop whole school assessment tools Implementation of One Child One Plan (OCOP) by DECD project Officers Individual LPGs and assessments in all mandatory Subjects are developed by SACE teachers | <ul style="list-style-type: none"> All teachers use ABLES for formative assessments in English- Speaking and listening and personal/social development An assessment and reporting teacher resource folder is developed. Teachers complete an OCOP for at least 1 student by the end of 2018 All student achievement is tracked through the Schools Online Portal | <ul style="list-style-type: none"> ABLES data used to track student progress, create SMARTAR goals, inform reports and future practice. Assessment and Reporting Policy developed Teaching staff are confident with the OCOP in preparation for a 2019 rollout Schools Online database |
| <p>3. Teaching and learning</p> <p>Develop and implement a multi-tiered system of support comprising of a school wide:</p> <p>3.1 behaviour code based on PBS principles</p> <p>3.2 pedagogy. All classes implementing Tier 1 evidenced based practices</p> <p><i>These elements form the Errington Identity</i></p> | <ul style="list-style-type: none"> The MTSs committee and Lead teacher will drive the development and implementation of the Errington Identity. Daily explicit teaching of the ESEC behaviour code by all teachers using developed lesson plans, Video Self Modelling. Reinforcing the behaviour code across all areas of the school Specific training of key elements (tier 1 interventions) Mentoring of staff in the Tier 1 pedagogical best practices. E.g. discrete teaching trials, systematic instruction, structured teaching. | <ul style="list-style-type: none"> ED155 / behaviour incidents decreased by 30% Teachers programs incorporate the Errington Identity lesson plans. Consistent Positive Behaviour support plans for tier 2 and 3 students All classes will incorporate common elements of the Errington Identity and reflected in teacher programmes | <ul style="list-style-type: none"> Increase student wellbeing through engagement Errington Identity is recognised by both students and families The Errington Identity is implemented school wide. Increase in staff efficacy indicated in PDPs |
| <p>4. Wellbeing</p> <p>4.1 Building a positive school culture.</p> <p>4.2 Increased community engagement</p> | <ul style="list-style-type: none"> Implementation of the Wellbeing for Learning & Life Framework DECD 2017 Increased number of staff wellbeing focussed activities and opportunities for staff. Use of seesaw app to improve communication between home and school Focus staff to coordinate post school options information session / tours and supportively transition planning Marketing & promotion through 'Friends of Errington' and fundraising. | <ul style="list-style-type: none"> Adhere to guidelines and recommendations from the 'Wellbeing for Learning & Life Framework DECD 2017' to improve Student success and learning is visible, communicated and celebrated Increase in the number of parents/guardians accessing seesaw Improved provision of knowledge and information for parents to assist in the transitional processes to Post School Pathways Continue to develop and maintain positive links with community partners & 'Friends of Errington' | <ul style="list-style-type: none"> Staff will implement strategies learned in accordance with the 'Staff Wellbeing Toolkit'. Improved staff wellbeing to be evidenced in the 2018 through the Psychological Health Survey. Students achieve their personal development NEP goal. Increased parent attendance at school events Improve collaboration with parents and agencies for Post School Pathways. Continued involvement from community partners and positive promotion of ESEC in the broader community. |

