



Newsletter

28th February 2025, Term 1, Week 5



PRINCIPAL'S MESSAGE

Dear Families and Community,
Over the last few weeks I have been checking in on classrooms and out in the yard during break times. What I have seen is that so many of our students are living the values of kindness and community every day.

Only this morning I watched as two of our Year 1 students helped a younger student to use the playground. They spoke gently and celebrated with enthusiasm when the younger student was successful.

It has been so lovely to see many examples like this over the last few weeks. It is occasions like this where I am reminded that as well as teaching our children, sometimes we can learn from them - We all need cheerleaders, but the best kind of cheerleader is not one who makes the most noise, but instead is the one who lets us know we can do it and then celebrates with us at every step.

Thank you to all the families and students who are someone's cheerleader!

Regards,
Denise Squire, Principal

VOLUME 03

Diary Dates

Tuesday 4th March
Pancake Day



Friday 7th March
PUPIL FREE DAY
No school for students

Monday 10th March
ADELAIDE CUP
PUBLIC HOLIDAY

Monday 17 March
Dental for Schools Visit

Tuesday 18 March
Governing Council
Meeting at 7pm

Week 8
Monday 17 March to 21
March Harmony Week

Friday 11 April
Last day of Term 1
Early dismissal at
2.00pm

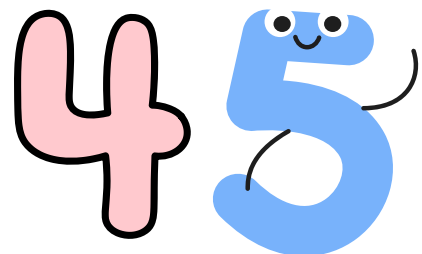
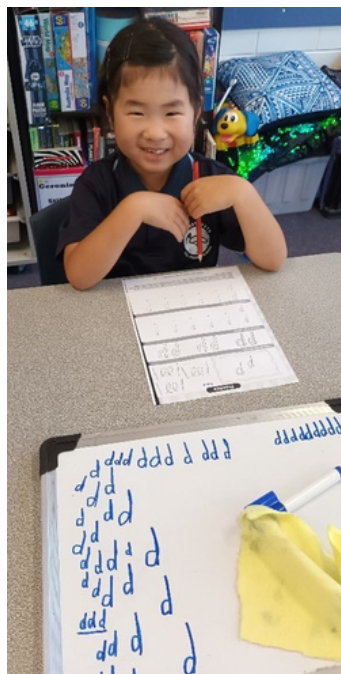
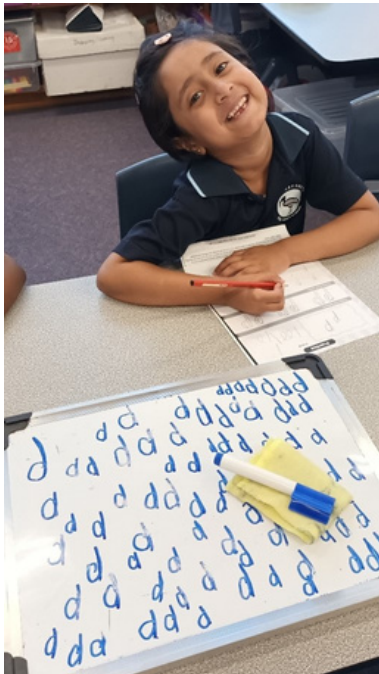
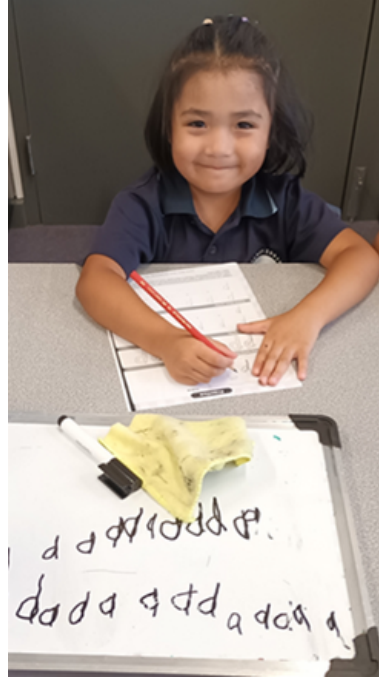
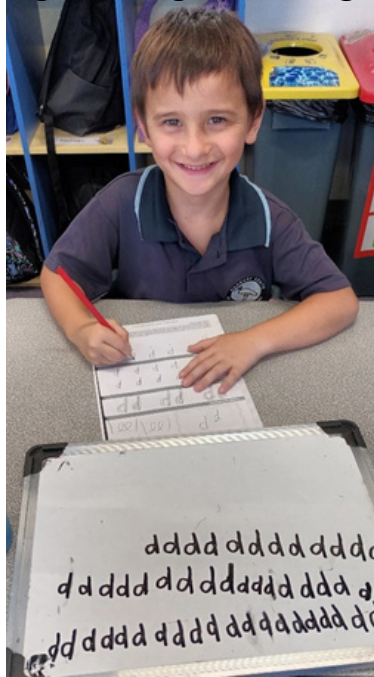
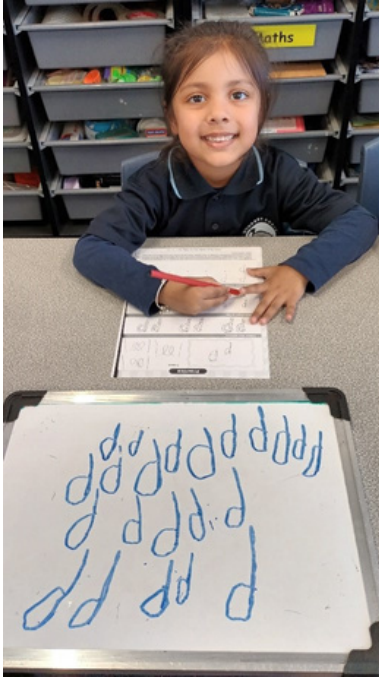
Room 3

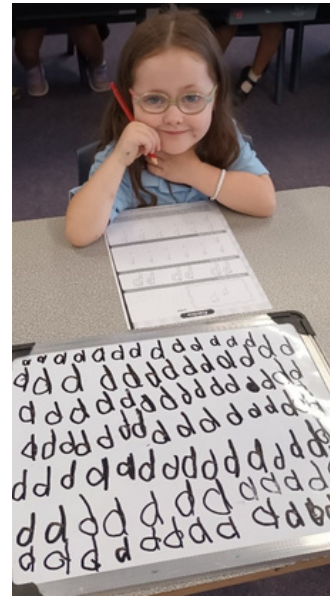
It has been a great start to the year with the students in Room 3. We have all settled into a solid routine and the students are working well as a learning community. They are showing respect and care for each other and are working super hard without worrying about making mistakes. They 'Never give up' even when the learning gets hard.

We have been learning about the sound letters make and how we form them correctly and have already begun to spell and read small words using the letters s, a, t, p, i and n. The whole class has shown a high level of enthusiasm for their learning and love a challenge.

We have been looking at numbers up to 10 and how to correctly form their numerals. We have been sorting and adding and subtracting and enjoying quickly guessing how many (subatizing). In science we have been looking at the lifecycle of butterflies and have seen two caterpillars grow and become pupas then beautiful butterflies.

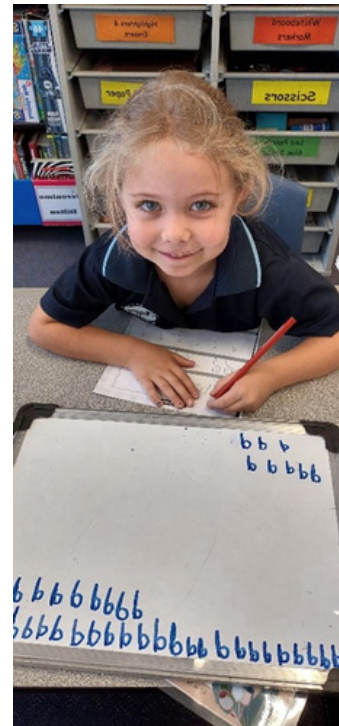
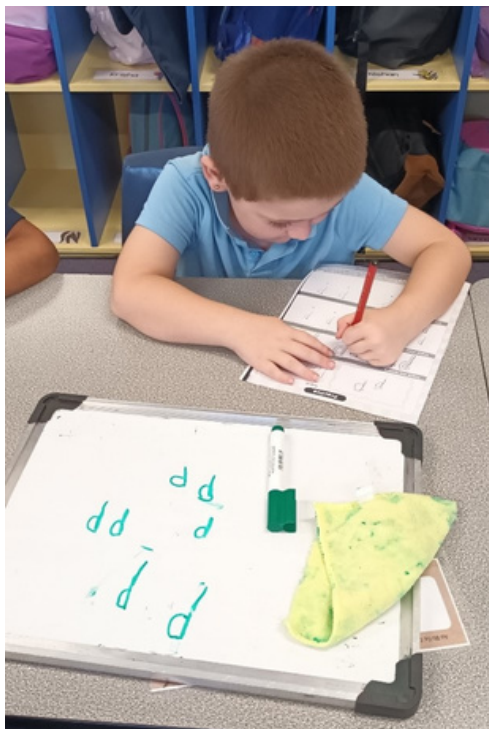
Room 3 are really enjoying learning and being part of the Modbury South Community.





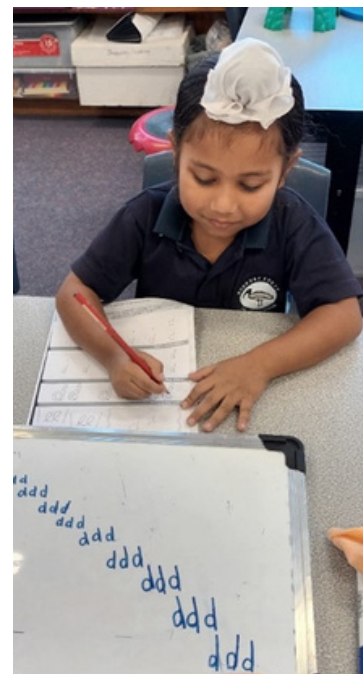
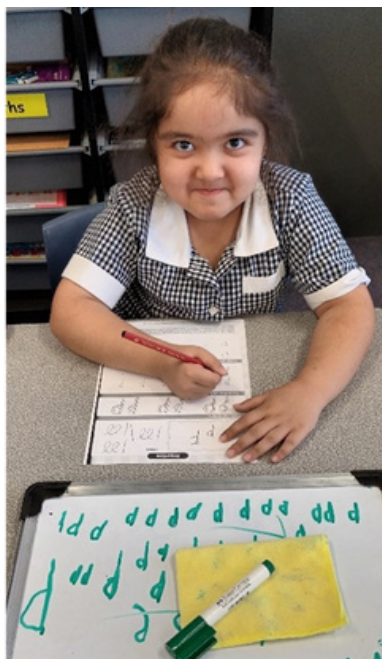
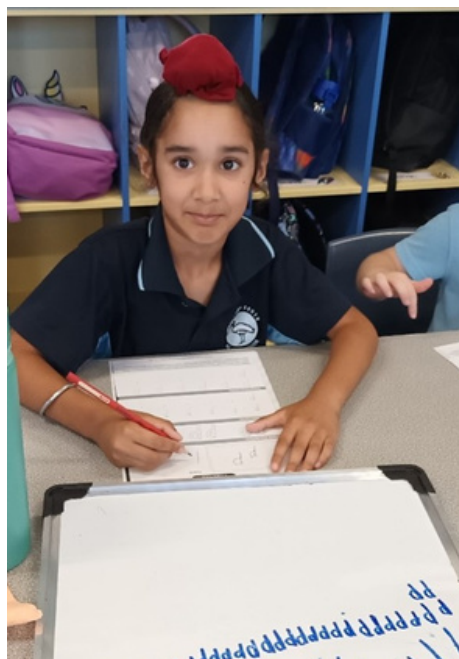
S

T



p

A

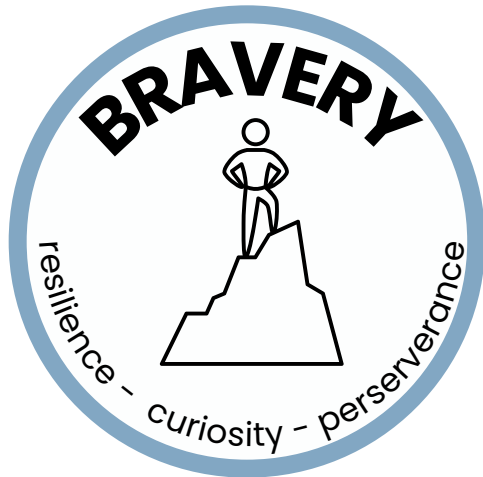


N

i

OUR VALUES IN ACTION

This year we want to recognise students, staff and families who are demonstrating our school values and celebrate how this contributes to our school being a positive place to learn, grow and achieve.



At assembly last week all of Room 11 showed bravery in getting up on stage to perform or make an announcement.



This week Abby was very kind in introducing herself and her brothers to a new student and taking the time to speak with him and make him feel welcome.



This week Braxton showed his sense of community when he warmly welcomed and cared for a classmate who was having a tough day. We were very proud of your leadership and empathy for your friend Braxton.

LEGO Therapy - Wednesdays and Fridays 3:45-4:45 Greenwith Community Centre

All children deserve the chance to have fun, make friends and develop their social and emotional wellbeing. We have found that many children need extra support to develop their communication, collaboration and problem-solving skills fully. Providing a safe, understanding environment where children can have fun with others who share similar interests can reduce feelings of anxiety and improve self-esteem.



What is it?

During LEGO Therapy, children take part in team-based activities and work together to build a LEGO model, taking turns to play different roles (called the Engineer, Supplier and Builder) until the model is built.

Why do it?

Building together involves joint decision-making, communication, social interaction, motor skills, creativity, imagination, problem-solving and much more! Over time, children develop a sense of community and belonging through their shared interest in playing with LEGO bricks.

How does Brick-by-Brick support children?

- It's fun! It offers children positive and meaningful social experiences
- It supports the development of friendships and a sense of belonging
- It improves children's social and emotional wellbeing
- It facilitates communication skills development
- It supports social and emotional wellbeing
- It is neurodiversity affirming



Please email me at info@simmonspsychotherapy.com.au with any questions!



Promoting Autism Awareness



AUTISM INCLUSION TEACHER INITIATIVE

World Autism Awareness Day is April 2nd

Since 2007, the United Nations has observed this day to affirm the rights and freedoms of autistic people. Today we have moved beyond raising awareness to promoting acceptance and appreciation of autistic people and their contributions to society.

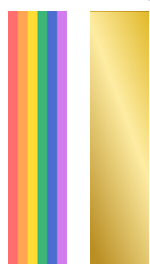
Below are some considerations around respectful ways to raise awareness and promote acceptance and appreciation. To be inclusive when referring to an autistic learner, you can understand and respect their identity by recognising their unique strengths and abilities. Celebrate and affirm your learner however they choose to identify. We have presented the preference of the majority of the autistic community, however we encourage you to use respectful curiosity to learn and affirm each individual preference.



We use the infinity symbol to represent autism.

The infinity symbol also represents neurodiversity and the infinite ways of being. It can symbolise the infinite potential and possibilities. The continual loop represents the continual need for support, understanding and acceptance.

We avoid using puzzle pieces as they can suggest that autism is puzzling, or needs to be solved, or that autistic people need to fit in.



We use rainbow or gold to represent autism.

Rainbow represents the spectrum, diversity and that all colours are included. Gold represents value and worth. The chemical symbol for gold is Au.

We avoid using blue, as it represents the stereotype that it's more common in boys. The 'light it up blue' campaign is associated with an American organisation that wanted to fix or cure autism. Many people in the autistic and autism communities avoid associating with this.



Try using identity-first language and avoid diagnostic terms.

'Autistic student' is an example of identity-first language, versus 'student with autism'. Autism is a valuable and important part of someone's identity, which is why many people prefer to use identity-first rather than person-first language.

Try using terms such as 'autistic' and 'autism'. ASD is a diagnostic term. Unless you are specifically talking about a diagnosis, autism is not seen as a disorder. Similarly, we recognise that everyone's ability varies between every area of living. This is a dynamic view of functioning, versus describing someone as a high or low functioning autistic.



We are inclusive.

Attending education, having needs and engaging in interests is something that everybody has and does. Having a disability might make those things different, but not special. Inclusive education is a fundamental human right of all learners (UNCRPD, 2016).

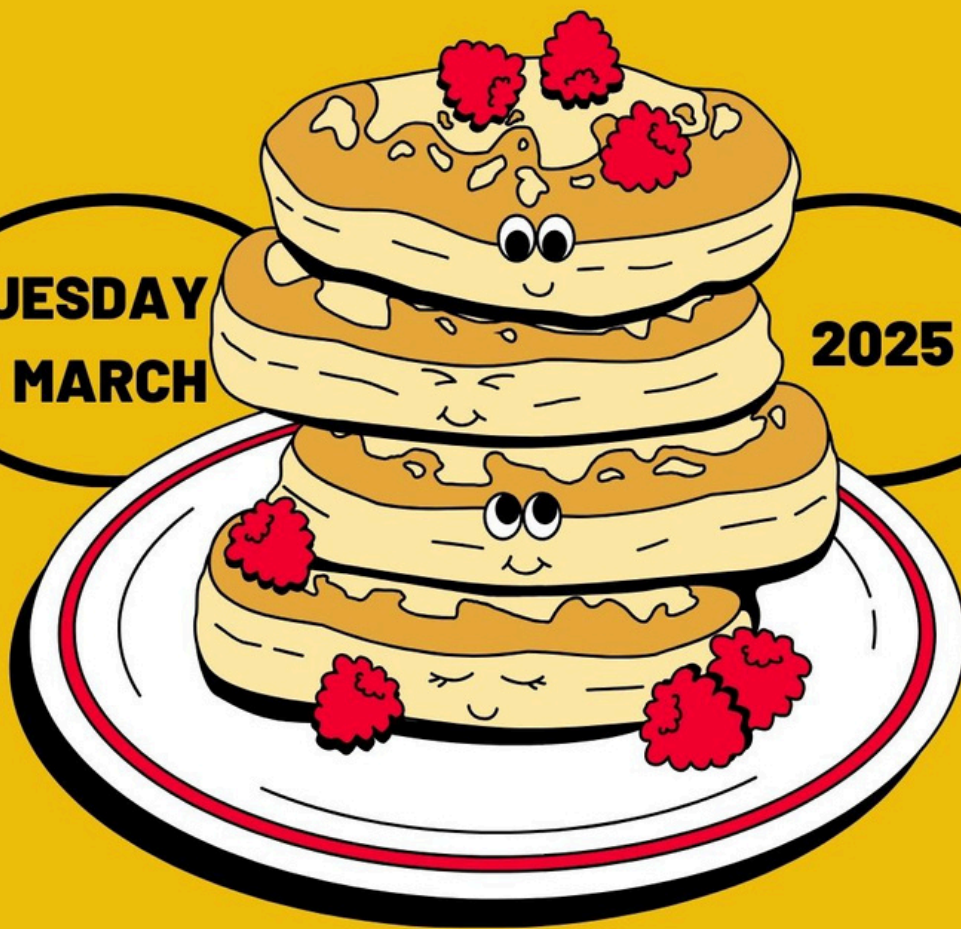




PANCAKE DAY

**TUESDAY
4 MARCH**

2025



FREE pancakes in the yard from 8:15am
Panackes and toppings made by Room
12 students



We are looking for Pokemon
Cards that your children no
longer require.

If you have any spare cards, we
would love them! They can be
dropped off at the front office.



Thank you