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*Kimi Ora School*

Term 3, Week 5, 2019

## *Focus on: Pukeko class*

In Pukeko class we enjoy weekly outings to a variety of places within our community. While going to places like RDA, Countdown, Sailability and Queensgate Mall we work on using our communication skills with community members. During our community outings we also focus on building walking stamina, counting out money for purchases and following a visual list. Helping around our community and learning road safety is also an important part of our outings.





## *Focus on: Kowhai class*

Tēnā koutou katoa from Kowhai class!

Last term we farewelled Melissa as the Kowhai class teacher and welcomed Sophie Hamilton, who transitioned into Kowhai from Pohutukawa.

It's been a busy five weeks in Kowhai. We have introduced a new Kete Kōrero / Morning Meeting which involves meeting and greeting our classmates, signing in using a variety of communication devices and discussing the day ahead. Following our morning meeting, all students are engaged in this term's Key Competency of Managing Self by making their own decisions and deciding what activities they would like to engage in during our Learning through Play session. There have been a variety of choices made so far this term, which have included hammock relaxation, typewriter exploration, Art, noodle cooking, blocks, and toy cars, as well as physical challenges.

On Fridays, we are continuing with our loved outing to Chipmunks Lyall Bay which complements our physical programme. We also have students involved in Pacer Parties, (pacer work), Wheelie Wonders (bike and trike riding) Kilbirnie Pool swimming, Spa Pool therapy, and advanced playground challenges.

Ngā mihi nui ki a koutou from Kowhai class.







## Haere rā!

Last week we said goodbye to Abi Malan and her family last week as they have moved to Perth. We'll miss you in Kahu class Abi!

We also said farewell to Bronte, Teacher Aide at base school as she has moved to the Wairarapa. Thanks for all your amazing work with our students Bronte!

# Attention Autism Program

You may have heard the class teams refer to a program called Attention Autism or 'The Bucket'. What is it?

It is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist.

It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities.

Several staff at Kimi Ora are trained practitioners and we offer this program to students who are working on focusing their attention.

Gina's primary objective is that the sessions are fun and "*offer an irresistible invitation to learn*"! The Attention Autism approach provides the student with an experience worth communicating about.

### Aims of Attention Autism

1. To engage attention
2. To improve joint attention
3. To develop shared enjoyment in group activities
4. To increase attention in adult-led activities
5. To encourage spontaneous interaction in a natural group setting
6. To increase non-verbal and verbal communication through commenting
7. To build a wealth and depth of vocabulary
8. To have fun!

Attention Autism originates from the idea that successful communication is dynamic, engaging and joyful. We learn best when we work with enthusiasm, motivation and creativity. We remember good times and shared experiences.

There are 4 stages of the attention autism approach:

Stage 1- The Bucket: Everyone attends to the same thing chosen by the adult

Stage 2- Attention Builder: Students develop longer and sustained attention skills.

Stage 3- Turn-taking games: Students learn to shift attention

Stage 4- Independent work: Student focus, sustain, shift attention, transition and then refocus.

Attention Autism principles can then be generalised to curriculum activities to facilitate learning and skill development.

## *Congratulations to our 'student of the week' winners!*

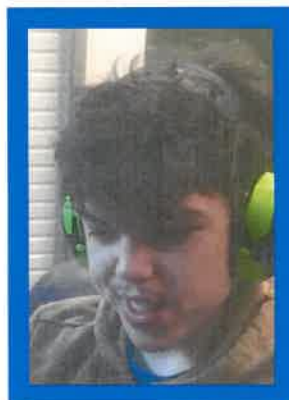


**Ava** - For using a switch to request "more" at lunch time and for using the Touchchat app on the iPad to request a drink.



**Joshua** - For amazing walking in his pacer. He was able to self-correct his foot everytime from an angled position to a straight position without any help or feedback.

**Tim** - For using his PODD, maintaining eye contact and having a really good session and for a great run at road race championships.



**Aerin** - For swimming and putting her head under water, practising her bubbles and awesome swimming.





**Ya** - For amazing transitions both within the school environment and beyond.



**Vinny** - For mastering how to come down from the high tower in the EBIS playground using the framing and not the ladder. Also for calmly transitioning back to the classroom several times over the past 3 weeks.

**Mily** - For using her switch to ask for 'more' when the Literacy story stopped and for also choosing to use a head nod to communicate a yes during Literacy.



**Dallin** - For fantastic swimming. Great transitioning from the taxi to the pool and getting ready to jump in and swimming for 15 minutes.



**Mitchell** : For participation and engagement in Circle Time.

***Ka pai!***

## ***Winter be gone!***

Today is officially the middle of Term Three! We are ready for some summer sun and fun. We would like to gently remind our whānau that bugs can pass around really quickly in a school to other students and staff. If your child is ill please do keep them at home so we can try and keep everyone as healthy as possible. Thank you so much!

Over the last couple of terms a few of our staff have been on overseas conferences where they have been developing and upskilling their learning around our wonderful students as well as sharing knowledge with others.

Last term Sarah Spence, SLT attended the joint New Zealand Speech Therapy Association/Speech Pathology Australia Association Conference. It's main focus was on Augmentative and Alternative Communication (AAC) and Communication and Biculturalism. There were lots of inspirational speakers and opportunities to network with people working across a range of fields. It was particularly good to get information on some of the best tools for assessment for appropriacy of AAC



**New Zealand  
Speech-language  
Therapists' Association**

*Te Kaitiaki Kōwhiriwhiriwhiri Reo Kōwhiriwhiri o Aotearoa*



as a means of communication. Sarah also got the most up to date information about Dysphagia, the consent and legality aspects in particular were valuable. All the information will help continue to move Speech and Language Therapy practice forward at Kimi Ora School.

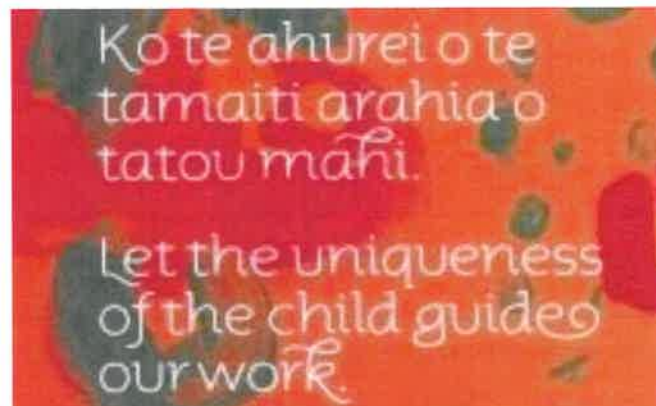
In week one of this term, Jess (DP) and Dave (OT/Head of Therapy,) were lucky enough to head to Sydney to deliver two workshops at the Special Education Principals and Leaders conference. They presented to Principals and Leadership teams of New South Wales schools on 'Using Goal Attainment Scaling (GAS,) as a school to ascertain student achievement' and on 'Developing Staff NORMS to enable success for all students in a special school.' At the conference they also attended a variety of keynote and workshops and have returned with some exciting tools such as the 'In the zone for learning' sensory profiling tool and an amazing session with Dr Rob Edwards on developing tools and ideas for staff well-being and health.

Jess and Dave also spent time at Giant Steps School in Sydney. Giant Steps is a school that aims to provide a rich and meaningful education to children and young adults with Autism Spectrum Disorder. The school provides a transdisciplinary approach to their students' education (much like here at Kimi) and comprises early intervention, primary, secondary and an adult service. They also have a diagnostic and assessment centre and a clinical team on site including Psychologists, visiting Psychiatrists, Paediatricians and a Paediatric Neurologist. Jess and Dave were very thankful to the whole team there who spent so much time working with them, discussing ideas and practice and sharing resources and knowledge. They have both come back with many new ideas that we are looking forward to researching.



## *For your information:*

- We will be sending out a trial text to all parents and caregivers through our school management system to ensure that in the event of an emergency we are able to notify parents and caregivers.
- The next BOT meeting will be on Tuesday the 3rd of September in the Base school staffroom from 6:30pm.



# Board Talk

The new board has begun its three year term with one new member, Pam Johnston. We didn't hold elections as we only had as many nominations as we had places on the Board. I will continue as board chair.

The board would like to extend its condolences on the passing of Fletcher Stevenson to both his family and our staff. There is always immense sorrow at such times and everyone has supported each other. We were represented at the funeral in Whanganui, and Jess Hall, Deputy Principal spoke about Fletch's time at school.

From our meeting 6<sup>th</sup> August:

- The therapists and the school as a whole received an excellent review of their service standards. We would like to congratulate the whole team and thank the parents who were interviewed. The review team visited classrooms and were very impressed with the seamless interactions between therapy and teaching and support.
- The leadership team is exploring the possibility of an additional classroom at Pomare school. The decision to open two classrooms there last year, has worked really well both for our school to provide for additional younger students and in the relationship that has been established with Pomare.
- Transport issues continue to be a challenge for the school and for parents. The Board is going to write to the Secretary of Education concerning the issues we face.
- We received our audit report for 2017 which had only a few minor recommendations.
- We received the 'wash-up' on the accounting for the school camp held this year. Luckily with grants, fundraising and carer days we were able to heavily subsidise the cost to the schools overall budget. Thankyou to everyone involved in the fundraising and providing carer days.
- As a board we continue to monitor national initiatives that might impact on our school. We put in a submission to Tomorrow's Schools and have approved the summary of that submission that has been developed and will be made

public. Our main concern has been wording in the Ministry of Education's Action Plan on where funding for their initiatives in Learning Support is going to come from.

Our next meeting will be held on the 3<sup>rd</sup> September at 6.30 at Naenae. You are welcome to attend.

Nga Mihi

Philippa



**Philippa Wood**

I joined the Board over 4 years ago wanting to support and contribute to the overall development of the school achieving its vision. I have been the Chair for the past 3 years. During that time despite ongoing external challenges, we have expanded with two new sites and around 35 additional students.

My daughter, Rosie started at Kimi when she was 5 years old. She is now 17 and I have been in awe of the Kimi Ora school team and all they have provided for her both in her learning and social development. I am now retired. I worked previously as a management consultant, initially in New Zealand and then in low-income countries.





**Pam McDermott**

I am the mother of Rachel McDermott who is at Kimi Ora Evans Bay satellite and wife of Peter McDermott (a current board member). Rachel has been attending Kimi Ora for around five years after starting out in a mainstream school. Kimi Ora has provided an amazing learning culture for her and she has made significant developmental advances in the stimulating and caring environment Kimi offers. We have two other children – Julia, Rachel's twin sister, and Nicholas her older brother.

I have professional qualifications in resource management planning and property studies. I have worked as a planning consultant and as a project manager on earthquake rebuild issues. I currently work as a policy contractor at the Ministry for the Environment. I am looking forward to working with the Kimi Board to help guide the future direction of the school to make sure Kimi students continue to receive a high quality of education.

