From the Principal

School life is busy with many activities in operation across the campus to support classroom curriculum work. In this newsletter I would like to highlight our approach to Sport and PE and The Arts Program.

Within the schools teaching and learning framework we aim, to the best standard possible to meet the needs of each student within a highly differentiated learning environment. Our first point of differentiation is that students in this school are enrolled in a school setting where curriculum adjustments occur at a whole school, class and individual level. Each student in our school needs a level of individual instruction that is provided consistently and continuously in small classes, groupings or 1:1 instruction. Whichever the grouping of level of individual instruction each element of the classroom program ensures that a child’s learning needs and learning progress is monitored and responded to ensure that success is achievable and achieved.

The highly structured nature of a classroom is necessary in our context. Many of our students are often attending to people, senses, movement, other children and other stimuli not related to the focus of the leaning activity. Our job as teachers is to assist students, young and older to focus on what the planned learning is. Thus the teacher designs a learning day that includes sessions that are highly individualised and within structured classrooms.

PE and Sport and our Arts Infused Approach to curriculum offer not only the benefits as a part of the curriculum. They offer students opportunity to engage, relate and participate in less structured learning and in environments that foster self-expression, experiences and or skill and talent development in programs that are highly motivating and inclusive regardless of the impact of their disability, health or general abilities. Below is some information about our Sports and PE program delivered under the banner of Physical Health and Wellbeing and our Arts program to promote leaning through Arts Infusion of learning goals.
Physical Health and Wellbeing: Sport and PE

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<tr>
<th><strong>Swimming on campus and off campus</strong> Hydrotherapy</th>
<th><strong>Athletics Immersion program</strong></th>
<th><strong>Hydrotherapy for targeted needs</strong></th>
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<tr>
<td><strong>All Abilities Sports program for students with physical support needs</strong></td>
<td><strong>Athletics for district and regional sports</strong></td>
<td><strong>Horse Riding Junior School</strong></td>
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<td><em>Bike riding programs</em></td>
<td><em>Basketball</em></td>
<td><strong>Therapy programs</strong></td>
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<td><em>Team games for all students</em></td>
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In addition to class PE and Sports run by either Ron Aitken or Andrew Robertson teachers timetable regular times for gross motor, movement, exercise/therapy programs. The CE program integrates all of these into the task series for classes and individuals and in addition the students in the CE Classes have access to a rich program of swimming, bike riding and adapted or all-abilities sports and team games. Timetables for individual needs are regulated across a week and term and then across the year, this enables equitable access and emphasis for different groups of students and their specific needs.

The Arts Program:

To support the Arts Infused approach to Learning, we at Nursery Rd capitalise on all opportunities that might be suitable for bringing the Arts to our students. This is done in a considered manner so that the students benefit from these activities in ways that are truly matched to their needs whether for experiences, new challenges, generalisation of learning, new learning or holistic development needs. At the centre of our Arts program is the drive to assist our students to express themselves, show their capabilities through an Arts medium, use their voice in new ways external to structured classes, and enjoy themselves in music dance drama and art.

2015 ARTS Program

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<tr>
<th>Class Music with Tim or Greg</th>
<th>Bi Annual Art Auction 2015</th>
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<tr>
<td>Music therapy (parent Choice) with Amy Cooper</td>
<td>Screech Theatre Drama 4 terms</td>
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<td>Class Based Art lessons</td>
<td>Life Stream QUT Dance program Semester 1</td>
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<td>Film and Video</td>
<td>Individual Music</td>
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**Conductive Education Program**

We are half way through the term and it is really exciting to see the progress of the students in their new classes.

The juniors are making wonderful efforts in their literacy and numeracy integration in their lying tasks as well as other lessons during the week. Currently they are learning about letter sounds. This fortnight it is “C”. They are also working on the senses in science, with hearing being the key sense at the moment. The students are making some amazing “Mr Potato Head” pictures, building each of the sense organs as they go.

I have had the opportunity to work with some of the juniors in the pool. It is such an awesome medium for our students. It is always such a revelation to see the power of water and its therapeutic effect upon muscles and movement. Not to mention the sense of relief and joy many of the students gain from the buoyancy and warmth of the water over their bodies.

As Easter fast approaches, so does the time for planning for the next reporting cycle. It is time to consider carefully the goals for your child that will build upon the past 12 months of learning. The class teacher will be communicating with you in coming weeks to arrange a team for a tram meeting with you and relevant service providers within the school.

Please remember school and Queensland Government requirements for when you are on site. It is important that you enter and leave via the administration office. It is for everyone’s safety that anyone who is on school grounds between 8:30am and 3pm be acknowledged at the office. Be mindful that teachers are running programs for all students in the class. It is preferable to arrange for discussions or meetings with teachers to occur before or after school. This helps to minimise disruption to the teaching and learning environment during the day.

It is important that your child’s classroom teacher is made aware of any visiting organisations and that these times are negotiated according to the program. The classroom teacher is the professional in charge of the program and the day to day management of the class. As a general rule, communication books provided to each student should be used to inform teachers well in advance of upcoming changes or requests.

Next newsletter will include news from the middle school.

Simon Hill
Head of Special Education Services
Xavier Conductive Education Program
From the P & C

The P&C AGM was held on Tuesday 3\textsuperscript{rd} March. Thanks to everyone who came along. It was great to have a good turn out for the AGM and for the general meeting that followed.

The P&C Executive 2015:
President – Andrea Jost
Vice-President – Arena Percival
Treasurer – Renee Duggan
Secretary – Rose Pearse

Did you know that the P&C have an email address? If you need to communicate with the P&C, this is where you can contact us: pandc@nurseryrdspecs.eq.edu.au

Parent Reps
The P&C are establishing an informal network of parents and are asking for volunteers to be the representative for each school stage. We already have some wonderful parents who have put their hands up for this role, but are still looking for reps for the middle, senior and transition years.

With so many of our children travelling to and from the school on buses it is a challenge to get to know other families and to help nurture our school community.

We are hoping that this parent led network will be a way of building our community and sharing information in a personal way. If you think you might be interested, contact Andrea Jost on 0411 115 955 for more information.