



GORDON EDUCATION CENTRE

"Towards Independence"

4 JULY - EARLY FINISH FOR THE LAST DAY OF TERM

PRINCIPAL

LISA THOMAS

As Term 2 comes to a close, we are filled with pride and joy as we reflect on the many achievements, milestones, and magical moments our students, staff, and families have shared together.

One of the highlights this term has been our learning expeditions into the local community. These hands-on, real-world experiences gave our students the opportunity to explore, engage, and extend their learning beyond the classroom. From visits to local parks and businesses to sensory adventures and cultural experiences, each outing was carefully planned to support student goals and build confidence, independence, and connection to our wider community.

We were also thrilled to welcome so many families onsite throughout the term. Whether it was joining us for Sports Day, classroom celebrations, or special events, your presence and partnership added such a vibrant energy to our school. These shared moments remind us of the power of community and the strength we gain from working together in support of our learners.

Every student at GEC has shown growth in their own unique way—whether it be developing communication skills, taking new steps toward independence, building friendships, or trying something for the very first time. We celebrate each and every achievement with pride.

Thank you to all our staff, students, and families for making Term 2 so memorable. We look forward to another exciting term ahead, filled with more learning, laughter, and shared success.



ISABELLE SWANBURY

In LA1 we have been undertaking a range of STEM challenges such as balloon-powered cars, marble rollercoasters and making mazes for robots! STEM challenges require our students in LA1 to use their problem-solving, collaborate with others, and persist with trial and errors. We have practiced designing our ideas on paper to decide what materials we need and the steps we need to follow. We have learnt that ideas do not always work the first time - sometimes we need to try a different strategy! Great teamwork, problem-solving and creative thinking LA1!



Proloquo at Gordon Education Centre

Proloquo is one of our core communication tool across all curriculum areas and school places. This means that all staff at Gordon Education receive training in Proloquo, and model use of Proloquo throughout the day.

Gordon Education has selected Proloquo as our core communication tool because:

- It is a speech generating device.
- Proloquo offers an extensive vocabulary unmatched in size and efficiency that can support the growth of language skills at any age.
- Proloquo, out-of-the-box includes 4.500 symbol-supported words, and through its Related Words exposes another 12 thousand text-only words.



Proloquo supports conventional communicators to be more successful.

- Proloquo, unlike other AAC systems, is designed to facilitate full access to school curriculum for students and teachers alike.
- Proloquo's Crescendo Evolution™ vocabulary supports school-aged students by providing easy access to the essential words from the curriculum. These words are organized by school subjects so that teachers can easily find the words they need. The graphic symbols provide an important visual cue to the meaning of these essential academic concepts, which is helpful to all students.

Aided Language Stimulation

Aided Language Stimulation is also called modeling. It is used for teaching AAC and improving language acquisition for people with complex communication needs (Sennott et al, 2016) – and it means that we point to words on an AAC system as we speak. We need to model regularly through the day, in different situations, so that the student learns how they can use their system in those settings. We also need to model different reasons to communicate – share news, chat about activities, suggest places to go, complain, express opinions, share ideas, show off, make requests, refuse, ask questions, talk about your feelings, etc. AAC users need to learn to use AAC to do each of these things – so we need to show them how to do it.

AAC and Speech

Using AAC will not stop a person from learning to speak (Beukelman & Mirenda, 2013). In fact, once individuals use AAC they may make gains and improvements in their speech. We also know that modeling AAC helps language development, and, once the individual develops their receptive language and has access to communication, it can reduce their frustration.

La2

LISA RYE



This term is swiftly coming to a close, and LA2 has been filled with a whirlwind of activities! Over the last few weeks, we've had the pleasure of engaging in cooking sessions, swimming lessons, and an exciting excursion to the Umpherson Sink Hole and Valley Lakes Playground. Playing basketball with other classes added to the fun, and today we topped it all off with a vibrant sports day celebration.

Amidst these enjoyable events, our commitment to literacy and numeracy has remained strong. In Numeracy, we've delved into the interesting world of patterns, exploring their connection to multiplication. We've also learned about fact families and continued to enhance our skills in addition and subtraction.

Here are some photos that capture the incredible work and progress made by all 😊

La4

MICHELLE ADAMS & NAOMI ASTON

What an awesome term so far with lots of learning and some family celebrations to top it off. It was absolutely lovely to see some parents coming in to school to share the students learning and sports day. Over the past two weeks we have been focussing on the letters li and Jj and this week Kk and Ll in our Literacy For All program. We continue to make marks for writing and have begun forming some of our focus letters. Thursdays and Fridays we choose writing prompts from images of ourselves or our favourite things to write about. We have been reading 'Spot Goes To The Park' and asking the students what they like to do at the park. We have been focussing on numbers 9 and 10, counting using one to one correspondence, matching, sorting, writing the numerals and finding them in sensory options. We have also been focussing on position and movement terms and singing songs and rhymes about over/under, on top, under, between, next to and through. For Science students have participated in a rolling investigation, predicting which items would roll down the ramp and then testing their predictions. This week for science the students used their senses to explore mint, lemon and eucalyptus leaves in small clear containers and then to observe what happens to them after crushing them to release their scents. Next week is our last week of term with our last swimming lesson and community outing. We are all getting ready for a rest so we can come back refreshed ready for term 3.



La5 EMMA BRAMICH

Over the last few weeks in LA5 we have been enjoying all our excursions to local parklands. The students have loved exploring different places and developing their skills whilst navigating the different playgrounds. In class we have continued with our literacy program and reading lots of books about insects and the life cycle of plants. We have planted our beans and watching the changes in the growing cycle daily. During Numeracy we have continued exploring pattern and different ways we can make patterns. The students have enjoyed the interactive experiences around this and it has been great to see so much engagement.



La6 TAMARA CAMERON

Here we are almost at the end of term 2. We have sadly said goodbye to Maddi, our student teacher and wish her all the best with the rest of her studies. We have been continuing our learning around how to look after our environment to link in with our weekly excursions. We have been spending some time up in the garden weeding and creating a compost bin where we can put our classroom scraps as well as using resources collected from our excursions to create art. We have also completed activities around the features of plants and animals. Students will still have swimming on Monday in week 10 and we will also go on our tree planting excursion. Reminder that Friday will be a 2pm early dismissal. I hope everyone enjoys their school holidays.



La7

DAKOTA MILLER



LA 7 have had a busy couple weeks. The student's in LA 7 have been looking at the letters Aa, Xx, Qq and Kk for literacy. The students have been using writing prompts linked to our duel name/places of significance outings. In numeracy LA7 have been enjoying making collections of item to learn about number and quantity as well as looking at the beginning concepts of time. The students all participated in weekly cooking lessons and have made rice crispy treats and biscuits . The class has also been enjoying integrated studies in the afternoon. They have been taking part in HASS community outings, weekly swimming lessons and are looking forward with anticipation to our school sports day!

La8

TAMARA FLEMING

In LA8, we've been focusing on enhancing our writing skills by incorporating conjunctions to create longer, more detailed sentences. This has been an exciting journey for our students as they learn to express their thoughts more clearly and creatively.

Cooking and swimming remain favourite activities in our class. Cooking, in particular, involves a comprehensive process. Students start by making a shopping list, then head to Coles to gather the necessary items. They enjoy the hands-on experience of cooking and sharing the food, followed by writing detailed procedures on how to replicate the recipes.

Additionally, our stop motion projects are progressing well. We are eager to share these creative works with families soon, showcasing the students' hard work and imagination.





REBEKAH EDEN

Over the past few weeks, LA9 students have been attuning to the shift from autumn into winter, immersing themselves in the quiet beauty and inwardness this time of year offers. As part of our ongoing Learning Expedition, we've followed the seasonal flow with intention, allowing learning to arise through experience, observation and creative exploration.

Our days have included nature walks that encouraged students to notice the subtle changes around them. Bare branches against soft skies, dew on the morning grass and the hush of winter air all sparked conversation and reflection. A highlight was the discovery of a bird's nest tucked into a tree, which stirred a sense of wonder and curiosity.

Back in the classroom, these moments found their way into our creative work. Students translated their observations into paintings, sketches and studies exploring lines, parallel lines, shapes and spatial relationships. These artworks not only supported mathematical learning but also deepened our connection to natural forms. We spent time exploring fractals too, noticing how patterns repeat in tree branches, flowers and leaves.

Our seasonal table has offered a calm centre in the room, changing gently with the season. Students have contributed found objects, drawings and quiet stories, helping to create a shared space for reflection.

One of our most joyful moments was preparing a grape harvest cake together. Using seasonal produce, we explored the idea of harvest and the importance of living in rhythm with the Earth. This simple act connected us to the themes of nourishment, gratitude and sustainability that continue to be the core theme of our Learning Expedition. It has been wonderful to observe students so eager to learn!

