



GORDON EDUCATION CENTRE

"Towards Independence"

TERM 3 - Week 3

LISA THOMAS

PRINCIPAL

Welcome back to all our families and students for another exciting term at Gordon Education Centre! We are pleased to announce that our Parent Hub is fully stocked with pantry supplies and an excellent range of pre-loved clothes, ready to support our community. A warm welcome to our newest student and to the five new staff members joining our team this term. We also farewell Maddi, who will return in week 10, Miss Ash, who has won a position at Acacia Kindergarten, and Miss Tamara, who will be moving to Balharry Kindergarten—congratulations and best wishes to you all! This term promises plenty of adventures, including community outings, swimming lessons, and whole-site events. Our school upgrades continue to progress, with the bike track expected to be completed by the end of the term. We look forward to a fantastic term ahead!

Key Dates

28/8 - Book Week Parade

14/8 - Student Free Day

4/9 - Fathers Day Lunch

Next Friday is a student free day, as all staff will be involved in a special professional learning session about the Berry Street Education Model. This training helps us learn new ways to support student wellbeing and create a positive, safe school environment for everyone. Staff will be exploring practical strategies to build strong relationships and make sure all students feel supported, included, and ready to learn. We look forward to using these ideas in our classrooms and making Gordon Education Centre an even better place for all our students.

Important Reminder for Families Using Departmental Taxis

To all families utilising Departmental Taxi services through Vears or Millicent Taxis: If your child does not require either the morning (AM) or afternoon (PM) taxi service for any reason, please contact the relevant taxi firm directly to inform them.

Contact Details:

Vears Taxi: 0438 398 246

Millicent Taxis: 0458 508 607

Your cooperation helps ensure efficient service for all families. Thank you.

Principals Day

Celebrating Lisa Thomas



On Principals Day, we wish to take a moment to recognise and thank our principal, Lisa Thomas, for her outstanding leadership and dedication to the Gordon Education Centre community.



Lisa's commitment to supporting students, staff and families is at the heart of our vibrant school environment. Her vision, compassion and tireless work make a significant difference every day, ensuring our school continues to be a safe, inclusive and inspiring place for all.



We especially appreciate how Lisa always joins in the fun on our special days, bringing joy and a sense of togetherness to our celebrations. Her enthusiasm and willingness to participate make these moments truly memorable for everyone.



Thank you, Lisa, for your ongoing support, guidance and encouragement. We appreciate all you do and hope you have a wonderful Principals Day!

Thank you, Lisa!



LA1 TAMARA CAMERON

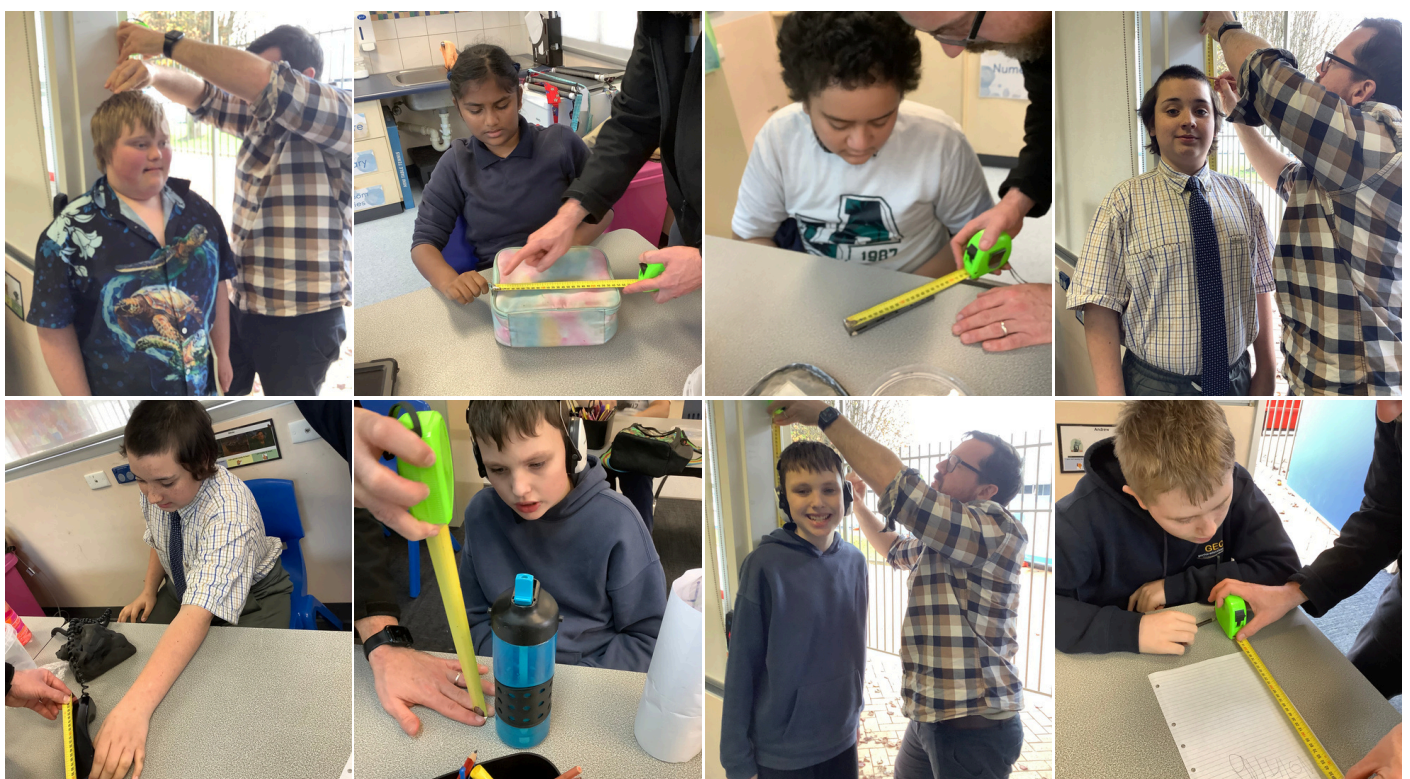
Hello everyone, welcome to term 3!

We are off to a great start for the term, back into routine and engaging in some great learning experiences. This term we continue to have cooking on Wednesdays and swimming on Thursdays. We are currently exploring student's interests looking for our next project for our learning expedition and hopefully we will be able to let know what our semester 2 project will be very soon.

LA1 have been busy little scientists so far this term, exploring Chemical Science and discovering what happens when different materials are mixed together. Students have also been making predictions about which colours will combine to create new colours and testing their ideas through lots of messy, hands-on experiments.

In maths, students have been developing their measurement skills by using tape measures, making estimations, and checking how accurate their guesses are when measuring their own height. We will also be focusing on skip counting, hundreds, tens & ones and statistics into our maths lessons this term.

We have continued to enjoy our swimming lessons, with everyone showing great effort and confidence in the water. Students have also been excitedly preparing for our upcoming community outings. Our cooking activities have been a big hit too, with biscuits, chocolate balls and hamburgers (crabby patties) being created (and enjoyed!) so far this term. We can't wait to see what delicious creations come next!



Letter and Number Sorting

Our students have been busy recognising and sorting letters and numbers during various activities. These fundamental skills are incorporated across our learning spaces, enabling students to build confidence in identifying, distinguishing, and categorising letters and numbers.

Core Words: Want, Turn, Need

Our focus on core vocabulary continues with the words "want," "turn," and "need." Staff model these words throughout the day, and students are encouraged to use them in both structured and unstructured settings with their AAC devices. This supports the development of meaningful communication and empowers students to share their ideas and preferences.

Exploring Shapes & Positional Language

Students have been exploring shapes and positional language using their bodies. Activities include tracing shapes with colourful ribbons and positioning ourselves in relation to hoops—inside, outside, under, next to, and between. This hands-on learning deepens understanding while promoting gross motor skills and spatial awareness.

Dental Week: Adventures in the Molar System

Dental Week was a highlight with Dr Rabbit's presentation, "Adventures in the Molar System." Students learned about the importance of dental hygiene, then practised brushing techniques by cleaning 'plaque' off teeth models. These skill-building sessions foster healthy habits and reinforce the significance of oral care.

Learning Expedition: Our Community

Our ongoing community focus has taken us on excursions to places of interest. Upon returning, students painted boxes to create cars and used their excursion photos for dramatic play—teaming up with LA4 in their outdoor play space. These collaborative projects support creativity and help students connect experiences from the broader community to their learning environment.



LA4 REBEKAH EDEN

Welcome to Term 3! We are already off to a wonderful and busy start in Learning Area 4. The students have settled in well and have been engaging enthusiastically with our new learning themes and activities.

Our literacy sessions have focused on the letters Ll and Mm, drawing inspiration from the engaging book "Dear Zoo." The children particularly enjoyed exploring the sensory 'feely' version of the story, identifying different animals both in the book and using the class PODD communication book. These activities have not only supported letter recognition but have also provided opportunities for meaningful communication and interaction.

In numeracy, the students have explored shape, number, and positional language through a range of hands-on and sensory-rich tasks, including counting and sorting activities, singing favourite number rhymes, completing peg puzzles and printing numbers and shapes with support as needed.

We have made use of tools such as Numicon, toys and cause-and-effect applications. For our students with high sensory needs, we have included appropriate items to flip, tip, and chew, ensuring every child can participate and learn in a way that suits them best.

As part of our learning expedition we have been out on outings on the bus visiting significant places of interest—including students' homes and important spots in our community. We have taken photos and made special books and images to share and revisit together in class. This week, students expressed their creativity by painting boxes to make 'cars'. We enjoyed zooming around the playground in our creations, pretending to revisit those places. In collaboration with Learning Area 2, staff assisted students to look at, identify, or tap the pictures of their favourite places as they "travelled" around the west wing yard, helping to bring the community experience to life.

Above all, we continue to prioritise the development of communication, social skills, and joint attention—with every activity designed to foster these important life skills.



LA5 EMMA BRAMICH

We have had a wonderful and engaging start to Term 3 in LA5, filled with exciting learning experiences across our curriculum areas.

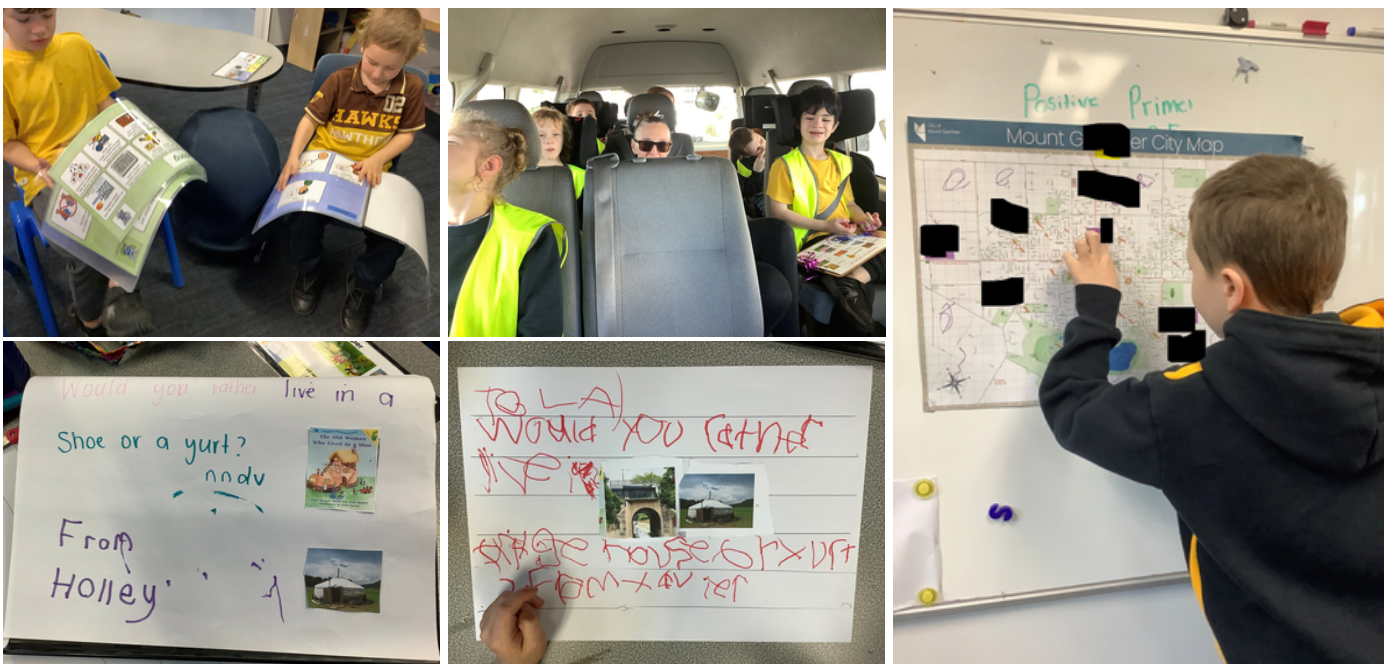
During literacy lessons, our students have been busy writing letters to another class. This activity has been a highlight, with everyone enjoying both sending and receiving correspondence. We have focused on how to properly address a letter and ensure that our replies answer the questions asked. This not only supports literacy development but also builds meaningful communication skills.

In numeracy, the students have created their very own number lines. They have been practising their addition and subtraction facts by using these number lines to count forwards and backwards from various points. This hands-on approach has helped deepen their understanding of numbers and mathematical operations.

Our learning expedition this term is all about housing – exploring old and new homes. The students have investigated the materials that different homes are made from and have learned about the variety of homes found around the world. The students have also used a map to locate our homes.

One of our highlights was creating a scavenger hunt for our recent bus outing. The students designed checklists to find different housing materials and architectural features in our community. They showed wonderful curiosity and enthusiasm throughout the excursion.

We are so proud of the students' ongoing engagement and curiosity.



LA6

LAURA DENT

LA6 have had a busy and exciting term, with lots of changes happening in the classroom. Students have shown great resilience and have adapted wonderfully, including welcoming our new class member Rann, who has been settling in well.

We said "See you soon!" to Miss Maddi at the end of Week 2, who is completing her final teaching placement! Ms Laura joined LA6 for the next 7 weeks and is very excited to join the class!

The class had a fantastic time on their outing to Bunnings, where students enjoyed exploring the community and taking part in a new experience. In maths, students have been developing their understanding of patterns and positional language through hands-on activities and exploration.

Swimming lessons continue to be a highlight, with everyone showing enthusiasm and confidence in the water. Students have also loved their cooking sessions with LA7, working together to improve their teamwork, measuring skills and creating delicious rice bubble squares.



LA7 ISABELLE SWANBURY

Term 3 is off to a positive start in LA7, with a sense of curiosity leading our learning this term. Our class has been excited to explore how living things grow and change in Science. Our class continued investigating the life cycle of a caterpillar and four of our chrysalis' have finally hatched! Our class was very excited to see our very first butterflies on our classroom ceiling! We made some sugar water for our butterfly to have a drink before the butterflies flew outside to explore. LA7 have been curious learners as we discussed ideas, asked questions and researched caterpillars in books and watched videos about the life cycle. Our class has also been learning that plants are living things, and that seaweed and coral from the ocean are plants that are alive too and make a home for animals. We have been exploring student led questions such as: What is seaweed and coral? Where does it come from? Are they alive? Why are they important? Asking questions about new experiences is an important opportunity to foster curiosity, share ideas and gather information. Through play and experimenting and asking questions, the students made some exciting discoveries, such as seaweed and coral can grow on shells and rocks. Curiosity-led play enables students to direct their own inquiry questioning, collaborate and share ideas with their peers, expand their vocabulary, and build their sustained attention skills.

This term in Maths, students continue working on using hands-on and mental strategies to add numbers to 10 and beyond. Students are learning to count, subitise and use part-part-whole understanding to practical situations. By using physical and virtual materials, including 10 frames and number lines and Numicon, students are learning to explore one more and one less, and learning about number bonds to 10. In Literacy, students have been working on identifying letter sounds to read and write CVC rhyming words. Students are learning to segment and blend letter sounds to read new CVC words. Practicing phonemic learning activities helps build students' confidence in their skills of reading and writing. I look forward to seeing how our learning continues over the next few weeks!



Lab BRIAN JUDD

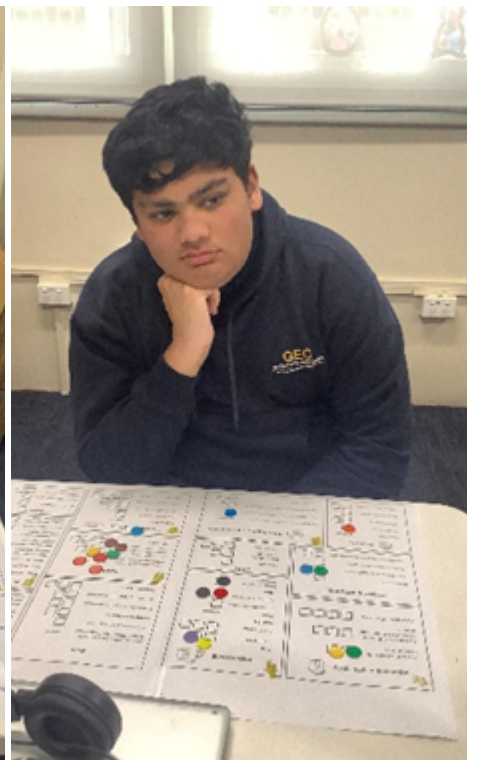
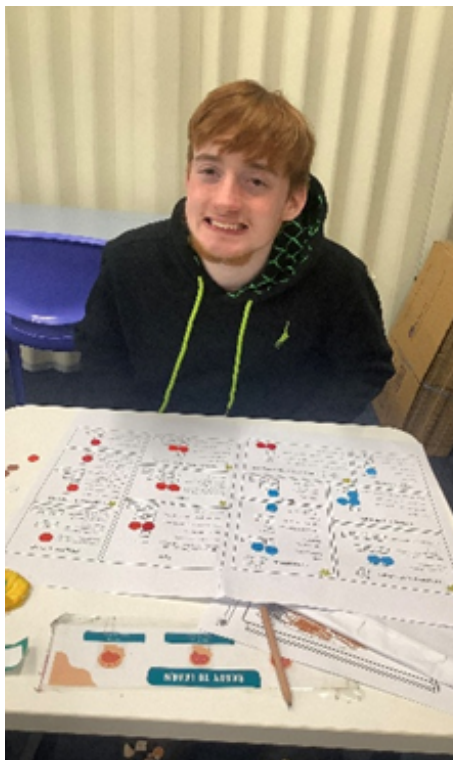
There's much to share as Term 3 continues, and our students remain engaged and enthusiastic learners.

We are delighted to update you on Kirilee, who is currently exploring the incredible sights of Japan. She has reported back with stories of beautiful landscapes, iconic landmarks, and a warm welcome from locals. We look forward to her return, where she will share her experiences and insights with us all.

Our students have been actively discovering the science of sound. Through hands-on activities and experiments, they have been learning how sound travels, how it is made, and how we perceive it. Their investigations have included making simple instruments and, fostering both curiosity and creativity.

Recognising the importance of life skills, students have also been concentrating on how to prioritise budget spending as they prepare to leave school. They are exploring practical ways to manage finances and make responsible choices, setting themselves up for success in their future endeavours.

We are proud of our students' efforts and achievements as they continue to grow and learn. Thank you for your ongoing support.



LAG SUMAN SHARMA

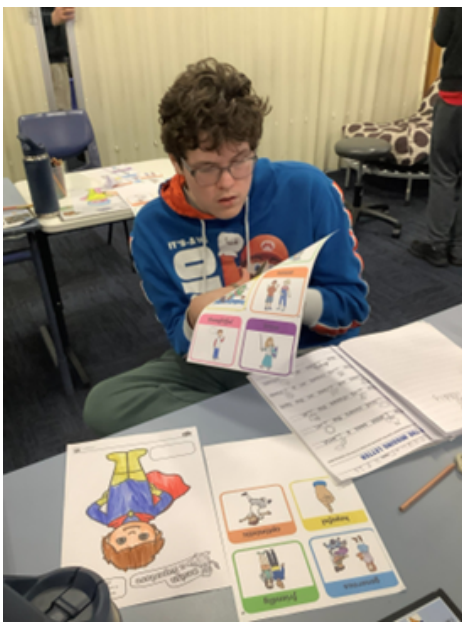
We had a wonderful week full of learning and creativity!

Students learned about budgets and why they are important. We discussed the difference between needs and wants and practised making simple spending choices using a budget.

We explored angles and learned to identify different types, including right angles, acute angles, and obtuse angles. Students enjoyed finding examples of angles around the classroom.

Students explored their personal strengths and reflected on the qualities that make them unique. They identified skills they are proud of and discussed how using their strengths can help them learn, solve problems, and be supportive classmates.

Thank you for your continued support. We hope you have a safe and relaxing weekend!





AIT

MICHELLE ADAMS

★ TOILET TRAINING ★

TASK ANALYSIS

1		Go to the bathroom.
2		Pull pants and underwear down.
3		Sit on the toilet.
4		Try to go. Sit and wait.
5		Pee or poop in the toilet.
6		Flush the toilet.
7		Pull pants and underwear up.
8		Wash hands with soap.
9		Dry hands.
10		All done! Great job!





AIT

MICHELLE ADAMS

LET'S TALK STIMMING!

STIMMING CAN HELP PEOPLE WITH AUTISM TO..

- ✚ Self-regulate emotions
- ✚ Reduce feelings of overwhelm
- ✚ Feel safe and grounded
- ✚ Express joy and excitement

@autismmum1



TYPES OF STIMMING

Tactile

Repetitive behaviours related to the sense of touch

Olfactory & Gustatory

Repetitive behaviours related to the sense of smell and taste

Proprioceptive & Vestibular

Repetitive behaviours related to the sense of balance, body awareness and input from the joints and muscles

Visual & Auditory

Repetitive behaviours related to the sense of sight and hearing

EXAMPLES OF STIMMING BEHAVIOURS

- ✚ Lining up or rearranging objects
- ✚ Spinning in circles
- ✚ Chewing or mouthing objects
- ✚ Flapping hands
- ✚ Rocking back and forth
- ✚ Flicking, snapping or tapping fingers
- ✚ Pacing
- ✚ Repetitive or hard blinking
- ✚ Walking on tip-toes
- ✚ Making

HOW YOU CAN SUPPORT STIMMING

- ✚ Offer sensory tools such as fidgets, chewies, weighted items.
- ✚ Create safe spaces for movement (trampolines, rocking chairs, spinning chairs).
- ✚ Use simple language to explain stims.

Remember, stimming is normal and helpful for many autistic and neurodivergent people. Intervention is only needed if stimming causes harm or distress.