We have now completed the first 5 weeks of Term 2. The students in the program continue to be given the opportunity to engage in many stimulating activities. Every student has made progress in various areas of their learning. The comradery between the students continues to improve and skills are being taught to help students develop meaningful friendships. Integration into mainstream classes, with support, continues to be a priority as a way to equip the students with the skills they will need when they return to their home schools. Below is a summary of what is happening in the different subject areas.

**English**—The students have just completed a major newspaper assignment. The students overall have worked well together, helping each other and developing a newspaper for their assessment. This was a group assignment and after some guided and explicit teaching, the students began to work as a team, helping each other to get the work done. This assignment has helped to strengthen the social collaboration between the students.

**Home Economics**—While the students have continued to cook a variety of dishes like mini quiches, there has been a stronger theoretical emphasis in areas like food labelling, food standards, safety and other procedures related to safe food handling.

**Lifeskills**—Excursions continue to happen each week. Locations that have been visited include the Glenelg Maritime Museum, the Adelaide Museum and the Adelaide Central Market. They have utilised the free hire of push bikes in the Adelaide CBD. The students have been improving their skills in catching buses, their knowledge of facilities they can utilise in the wider community and increasing their awareness about the greater community and other people.

**Physical Education**—The students have now completed the golf unit with some success in what is a technically demanding sport. We have now commenced gymnastics. The students are enjoying and participating well in the activities in the gymnastics room, swinging on the bars, jumping on Olympic standard trampolines, using the springboard and balance beams. This activity is proving to be a great avenue for students to improve their proprioception and vestibular balance plus develop their gross motor skills.

**Art**—The students have been involved in individual and group initiative art tasks. The projects are now more short term and this
has helped the students to improve their success.

Mathematics—We have completed a unit on consumer spending, looking at unit pricing, ‘affluenza’ and credit card debt, plus supply and demand. Students devised an advertisement for a product they thought would be attractive to the general school population. Two students wanted to sell the same product which resulted in some undercutting in price. Students have utilised a range of problem solving skills.

Health Education—A number of topics have been covered including feelings; in particular, feeling safe; public and private areas and the circle concept in developing friendships and relationships. We are currently looking at conversation starters to help start and maintain a conversation and will be practising these skills in class. A list of affirmative phrases has been presented to the students to assist them interact with their peers in a more positive manner.

Science—Students are showing a keen interest in their classes and have enjoyed our move to the laboratory for some lessons. Students have been developing skills relating to using the laboratory safely and have quickly learnt the names of the scientific equipment they use. They have developed safe skills with Bunsen burners and can measure accurately in a variety of situations. The data loggers were a highlight! Students relished using these to record temperature changes, and investigated how salt can alter boiling and freezing points. We have also completed experiments with basic chemical reactions, learnt the first 20 elements on the periodic table, investigated the different properties of matter and worked out some methods to measure density of different objects.

Essential Learnings—In lessons, we have explored the idea of Reconciliation between Indigenous and Non-Indigenous people in Australia. We analysed the movie “Rabbit Proof Fence” to look at some of the issues it raised about The Stolen Generation. In particular we explored what it means to have empathy for others and to be able to put yourself in the shoes of another person. We analysed data from graphs about life expectancies, health, and unemployment between groups of people; and developed a reconciliation timeline of important events (including Australian Government Sorry statement, the Mabo decision, and the 1967 Referendum). We studied, researched and had interesting discussions about the United Nations Convention on the Rights of the Child.

Graham Hook
Coordinator (AIP)

Marion Coady
Principal