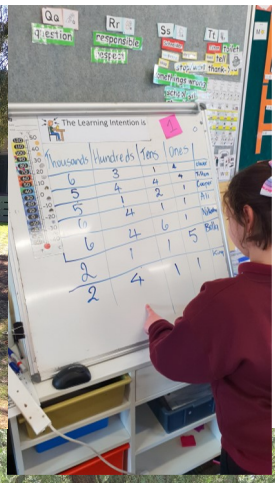
2022
VERNEY ROAD SCHOOL
Upper and Lower Middle Years Information Booklet



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Welcome to Middle Years

The Middle Years team at Verney Road School would like to welcome you to our unit in 2022.

We are fortunate to have teaching staff who are all committed to our school vision:

"Verney Road School in partnership with parents, carers and the community provides the best opportunity for all children to have a meaningful and worthwhile education. We optimise talents and abilities and enhance self esteem and prepare each individual for a purposeful pathway into adulthood.

Please take the time to read through this booklet to see all the great programs we offer our students.

Looking forward to a great 2022!

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Curriculum

At Verney Road School we teach in accordance with the Victorian Curriculum and structure lessons to students individual points of learning.

English

Our English sessions are split into three main areas: Reading, Writing, and Phonetics and word knowledge.

Reading Involves:

- Modelled, shared and independent reading
- Prior knowledge, oral vocabulary and comprehension skills
- Application of reading strategies in various text types
- Development of fluency through exposure to reading styles

Writing:

- Working towards independence in sentence/story writing
- Letter shapes and formation of handwriting
- Using alternative pencils

Phonetics and Word Knowledge:

- Recognition and fluency of high frequency words
- Decoding and spelling of words

Mathematics

Maths learning involves numeracy skill of counting, place value and number knowledge. Students also engage in hands-on tasks involving estimation, measurement, money and shape.

All of our classes teach Mathematics with a uniform approach, from our Mathematics Instructional Model.

Augmentative and Alternative Communication (AAC)

Our Communication Curriculum has been developed from the Victorian Curriculum areas across Personal and Social Capabilities, Health and PE, and English (Speaking and Listening). Students work each semester towards individual communication goals. Across Verney Road School all staff and students are given access and actively use AAC. AAC comes in various forms which are used supplementary to speech. These can include Aided Language Displays (ALD's), Key Word Sign (KWS), Pragmatic Organisation Dynamic Display (PODD) books, Picture symbol cards and choice boards. Staff are also provided with ongoing training and professional learning in AAC. We aim to use AAC to continue making learning accessible and communication easier for all students.

Curriculum

Relationships

At Verney Road School we teach Relationships and Sexuality Education through the Family Planning Victoria framework which has been developed for students with an intellectual disability. It acknowledges the right of students to access information and to be supported in developing skills, so that they can make informed decisions about relationships they engage in and their sexual and reproductive health throughout their lives.

The topics included in this resource are:
Early Years: Body awareness, Public and Private, Feelings
Middle Years: Identity, Protective behaviours, Puberty, Conception to birth
Senior Years: Relationships, Sexual decision making
During term 4 the Education Department Health Nurses support the learning in Senior Years.

Health and Physical Education

The Physical Education program aims to provide a foundation for lifelong activity choices and preparation for an active healthy lifestyle. It incorporates athletics, swimming, bike education, gymnastics, dance, ball handling, fitness, minor and major games. The program allows opportunity for all students to develop skills that will lead to participation in sports and leisure activities. Emphasis is placed on introducing the Fundamental Motor Skills program and developing acceptable sporting behaviour and attitudes.

The Health program deals with personal health and hygiene and encourages the children to develop a healthy attitude to nutrition, personal care and fitness.

The Arts

The Arts program incorporates Art & Craft and Music. The Art teacher aims to develop creativity and appreciation by encouraging children to acquire and refine skills, techniques and attitudes using a broad range of materials. The Music program incorporates a range of instruments and technology to engage students in musical experiences. Activities are geared at the development of skills appropriate to children's needs, interest and abilities.

Curriculum

Up & Out Program

The Up and Out program is an opportunity for students to be involved in different programs within the community. It allows students the chance to work with different students in the unit and build social and health related skills. The Up & Out Program operates one afternoon week. Program availability varies from year to year. Programs run in 2022 may include;

- **Bike Education**– Bike Ed students also participated in the Blackwood Super Ride in November; riding approximately 30km through a range of forest terrains; there is an additional camp attendance requirement to participate in Bike Education
- **Cooking**– Students prepare simple meals and create a cook book
- **Taekwondo**– Students train at Koryo Taekwondo in East Shepparton
- **Massage and Aromatherapy**– Students work with our massage therapist on relaxation techniques whilst working to understand their likes and dislikes in relation to scents from essential oils.
- **Netball**– Our students trained and competed in local competitions
- **Ten Pin Bowling**– our students participated at Oz Ten Pin bowling each week.

Excursions and Camps

Your child's educational program involves regular group excursions and at least one camp. Permission forms will be sent home outlining the venue, time, cost etc. These should be signed and returned to school with payment as soon as possible before the date of the proposed excursion or camp. Excursions and camps are an integral part of the school curriculum.

All children will have a weekly Community Access experience plus one shopping session to purchase food for cooking. Students are expected to wear uniform when representing the school and going out into the community.

Accessing the School

In order for parents to enter the school they must have proof of double vaccination. Parents must enter the school via the office. For security and Occupational Health and Safety reasons we need to know who is in the school. All visitors must sign in and will be issued with a visitor pass at the office. When calling, the office will take a message during teaching hours. Staff will get back to you as soon as possible.

Assessment and Reporting

A Student Support Group (SSG) is formed and jointly develops a plan for the Student in Term 1. A follow up SSG occurs in Term 3, (additional SSGs can be held if need arises.)

The teachers prepare an Individual Learning Plan by:

- Analysing the priorities that have been jointly agreed upon as high priority and placing them on the Individual Learning Plan Document. A copy is provided to members at the SSG and others who attended or had input into the meeting
- Assessing students against the Victorian Curriculum framework
- Collaboratively moderating assessment tasks with colleagues.
- Identifying long term objectives from the Victorian Curriculum
- Formulating 5-6 specific short term (6 month) goals which are Specific, Measurable, Attainable, Relevant and Timely SMART goals.
- Developing appropriate teaching strategies, implementing the program and monitoring the effectiveness of his/her teaching.
- Assessments in Literacy and Numeracy
- A Behaviour Support Plan is developed and signed by parents/caregivers at the SSG.

The teacher prepares a Mid Year and End of Year Report on the priorities and goals set at the SSG.

Our assessments are completed throughout the year as an assessment of student progress and to inform teaching.

They include;

- Communication Matrix
- Continuous curriculum assessment trackers
- Phonetics and Word Knowledge Matrix (including Little Learners Love Literacy in Early Years)
- Running Records throughout the year
- Mathematics and English Assessment through Essential Assessment

Major Events Timetable

Term 1

- Family BBQ
- SSG meetings
- Swimming Carnival

Term 2

- Mid Year Reports
- Up and Out begins
- Mothers Day Stall & High Tea

Term 3

- SSG meetings
- Up and Out
- Father's Day Stall & Breakfast
- Annual Camp
- School Fun Run

Term 4

- End of Year Reports
- Transition Program
- Orientation Day
- Up and Out
- Athletics
- Christmas Party
- Graduation

Students are at school from 9am to 3pm. *(Upper Middle Years and Lower Middle Years work on opposite yard and eating times)*

Arrival and Check in: 9:00am-9:30am
Session 1: 9:30am-10:15am
Session 2: 10:15am-11:00am
Recess/Morning Tea: 11:00am-11:15am
Recess/Morning Tea: 11:15am-11: 30am
Session 3: 11:30am—12:15pm
Session 4: 12:15pm-1:00pm
Play/Lunch Eating: 1:00pm-1:30pm
Play/Lunch Eating: 1:30pm-2:00pm
Session 5: 2:00-2:45pm
Pack Up and Reflection: 2:45pm-3:00pm

Developing Independence

As a part of developing independence in Middle Years, students are expected to access their classroom through the gate and hall doors in the morning and when leaving at the end of the day; not through the front office/Administration area. This helps reinforce the new expectations that come with being a Middle Years student. Please support your child's independence by following this procedure.

Sample Timetables

The below timetable is a sample weekly program overview from two of our Middle Years classes; all classes teach the same quantities of each subject, differentiated to the needs of the cohort in each group.

Class Timetable					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student Arrival 9:00-9:30	*Bus/Arrival Methods and times*		**MORNING ROUTINES** • **Self-selected Reading time (Selection from classroom library – student interest based)** • **Breakfast making and eating –** • **Regulation/Sensory Programs –**		
Session One 9:30- 10:15	MORNING CIRCLE MODELLED/SHARED READING PHONETICS & WORD KNOWLEDGE	MORNING CIRCLE MODELLED/SHARED READING PHONETICS & WORD KNOWLEDGE	MORNING CIRCLE MODELLED/SHARED READING PHONETICS & WORD KNOWLEDGE	MORNING CIRCLE MODELLED/SHARED READING PHONETICS & WORD KNOWLEDGE	MORNING CIRCLE MODELLED/SHARED READING PHONETICS & WORD KNOWLEDGE
Session Two 10:15- 11:00	MATHS	MATHS	INTERGRATED UNIT (SCIENCE/HUMANITIES)	MATHS	MATHS
MORNING TEA 11:00 – 11:15					
RECESS 11:15 – 11:30					
Session Three 11:30- 12:15	SPECIALIST	READING AND WRITING	READING AND WRITING	READING AND WRITING	READING AND WRITING
Session Four 12:15 – 1:00	SPECIALIST	INTERGRATED UNIT (SCIENCE/HUMANITIES)	SHOPPING	COOKING	COMMUNITY ACCESS
LUNCH EATING 1:00 – 1:30					
LUNCH PLAY 1:30 – 2:00					
Session Five 2:00 - 2:45	RELATIONSHIPS	UP & OUT	SPECIALIST	PBS	ASSEMBLY
Student Dismissal 2:45 – 3:00	**AFTERNOON ROUTINES** • **Tidy room and pack bags** • **Toileting for relevant students** • **Daily Learning Reflection (Student Voice)** • **See-saw Communication with families**		*Bus/Dismissal methods and times*		

Student Welfare

Allied Health & Wellbeing

Verney Road School employs a full time wellbeing team including a psychologist, mental health practitioner, multicultural engagement officer, Koori engagement officer, behaviour and inclusion coach and a family engagement officer.

We also have a full time allied health team including occupational therapists, physiotherapists, speech pathologists, massage therapists and a school nurse.

Both allied health and wellbeing work as part of an integrated health and wellbeing team within the school. They focus on providing group-based and individual support, working with teachers and ESS for the provision of specialised services and to improve student's outcomes.

They will also be involved in critical incidents involving student's staff and the school community. This might be when students are in crisis or have change occurring for them at school.

You may see them working in your child's classroom or you may meet them at an SSG or meeting arranged at school. They have goals specifically around improving students experience and outcomes at school; this differs from NDIS therapists your child might see.

The allied health and wellbeing teams will work collaboratively with a multidiscipline approach to build partnerships to meet the needs of students and the school particularly with learning goals in mind.

Student Welfare

PBS: Positive Behaviour Support

School Wide Positive Behaviour Support (SWPBS) is a school-wide process for developing and teaching appropriate and positive behaviours by *teaching*, *modelling* and *reinforcing* expected behaviour. It is a whole school process for addressing *discipline*, *safety* and *learning outcomes*

Located at the back of this document is our **PBS Matrix of Expectations**; we explicitly teach these behaviours in our programs. Our PBS team have established a sequence of learning in which every class teaches a behaviour for a lesson each week.

Implementing PBS improves the school's climate and helps keep students and teachers in safe and productive classrooms by:

- supporting improved behavioural outcomes
- supporting improved academic outcomes
- reducing disciplinary incidents (including suspension and expulsion rates)
- improving attendance rates
- increasing a school's sense of belonging, safety and atmosphere

Our expectations are:

Be SAFE
Be RESPECTFUL
Be RESPONSIBLE
Be a LEARNER

Student Welfare

Shared Expectations

Verney Road School has high expectations of all members of the school community, whilst keeping in mind adaptations required to meet the needs of every individual.

These expectations are:

Verney Road School is expected to –

- Offer a school culture that is built around values and expectations of success for all students.
- Offer a curriculum that is founded in inclusive teaching practices to engage all students, based on students' point of need.
- Support accessible educational provision for all students. (ie not all students get the same, all students get what they need.)
- Foster positive relationships with all stakeholders in the educational community.
- Provide appropriate student services to meet the needs of all students.
- Develop and support a challenging curriculum that gives all students the opportunity to experience success and a voice in their learning.

Students at Verney Road School are expected to -

- Fully participate in the school's educational programs.
- Attend regularly
- Display positive behaviours
- Respect the rights of each other, their teachers and parents.

Parents at Verney Road School are expected to –

- Work collaboratively with the school re their child's educational progress.
- Cooperate with the school including regular communication regarding their child's learning and well being.
- Support the school in maintaining a safe and respectful learning environment for all students.

Staff at Verney Road School are expected to –

- Maintain respectful, professional behaviour at all times as per the agreed school Non- Negotiables document
- Know their students deeply and cater for their differences and needs within their teaching practices.

Student Welfare

Restorative Practice

Verney Road School applies a 'restorative practice' response to misconduct within the school. Restorative practice focuses on repair of relationships, healing of individuals and making things right. Restorative practice refers to a range of interventions that are underpinned by the following understandings;

- Misconduct is a violation of people and understandings
- These violations create obligations and liabilities
- Problem solving focuses on healing and making things right

As well as holding any wrongdoer accountable for their behaviour, restorative practice provides support for those people within the school community affected by the misconduct.

Emergencies

It is essential that current and up to date contact numbers be in the school's records so that you can be immediately contacted in the event of your child becoming ill or injured. For minor ailments, staff will assess whether or not to contact you by phone, otherwise they will write in your child's communication book.

In the case of more serious conditions or injuries, the Principal, in consultation with staff, will contact parents/caregivers and an ambulance if it is necessary.

Students with severe medical conditions which may require urgent attention have an Emergency Management Plan.

Absences

- Parents/caregivers should contact the school to indicate if their child will be absent from school. Messages can be left at the office.
- Parents should notify bus staff of their child's absence.
- Habitual absences will be followed up by classroom teachers
- If your child has a change of plans they need to be written into the communication diary.

Student Welfare

Sick Students

It is important that if you are in doubt of the health of your child DO NOT send your child to school. In settings such as ours, many illnesses spread rapidly and it is your responsibility to consider the health of other students.

If students become unwell during school time the teacher will phone you or your emergency contact to collect your child.

Medication

All medication sent to school must be clearly labelled with the child's name, in its original box/bottle and be accompanied by clearly written directions and dosage amounts signed by the parent/caregiver. Medication forms are available upon request.

Staff are not able to administer aspirin/paracetamol etc as this is discouraged by the DEECD unless approval is provided through the medication form, signed by the parent/caregiver.

Where administration of medication requires some form of expertise (eg. Rectal Valium) this will only be administered in an emergency by staff who:

- have signed permission from parent/caregiver
- have been trained in the procedure

If your child has asthma, epilepsy or diabetes you need to complete the provided documentation and management plans.

Infectious Diseases

The Department of Health Contagious Illness Guide for parents on the next page. This outlines infectious illnesses that exclude children from school. Please use as a reference if you are in doubt. If we suspect a student has an infectious disease we will contact families to collect the student. Thank you for your support in this matter.

We also have a Head lice Policy, a copy of which is available from the office.

Active Supervision

There are multiple staff on duty at recess and lunchtime breaks. There are structured programs run at lunch time for students to participate in.

In Middle Years our break times are split, meaning half our cohort go outside for play times at 11:00am and 1:0pm, whilst the remaining half have their outside times at 11:15am and 1:30pm.

We run an **Active Supervision** program for lunch times, allowing students to learn new skills and social interactions in a highly supervised manner.

Activities include:

- ⇒ Football
- ⇒ Basketball
- ⇒ Tennis
- ⇒ Trampoline
- ⇒ Inside Games
- ⇒ Relaxation
- ⇒ Craft
- ⇒ Colouring
- ⇒ Walking Group

Bus

Parents/Caregivers Responsibilities.

At the commencement of each term, please read the Bus Code of Conduct (on the following page) with your child.

Staff need to be made aware of the times when students will not be catching the bus home. Students will be sent home on their bus as usual, unless a note or phone call is received from a parent/carer.

In order for students to access transport services, home and emergency contact numbers and any information regarding special requirements must be provided. Permission must also be given for this information to be forwarded to the bus company management if appropriate. This will be required each year.

It is also required that the parent or a responsible adult is at the student's designated stop in the afternoon. If this does not occur, the bus will continue its journey and the service provider will notify the school immediately to arrange an alternative stop.

Parents/caregivers will:

- accompany a student to the bus stop each morning and meet the student in the afternoon unless other arrangements have been negotiated with the school;
- meet their children at the times as advised by the bus timetable;
- notify the school if there is a change to the person meeting the student or if the student will be absent for any period of time; and
- complete and return a bus permission slip to the school to request a change to the student's travel arrangements.

Please don't hesitate to contact the school if you have any concerns about your child when travelling on the bus.

Bus & Taxi Code of Conduct

Safe school bus/taxi travel is a whole community concern. The following Code of Conduct for students has been prepared to maintain the State's good safety record.

Desirable Behaviour

- Behave in an orderly fashion while waiting at a bus/taxi stop.
- Obey the driver's instructions.
- Remain seated for the whole journey with belts fastened.
- Talk quietly, and refrain from calling out to passing traffic.
- On leaving the bus/taxi, wait on the same side of the road until the bus/taxi has left the bus/taxi stop, and if necessary, cross the road only when there is a clear view of the traffic in both directions.

Undesirable Behaviour

- Distracting the attention of the driver by engaging in poor behaviour such as yelling out or making loud noises.
- Harassing the driver or any passenger on the bus/taxi.
- Fighting on the bus/taxi or at any bus/taxi stop coordination point.
- Using foul, abusive or intimidating language.
- Vandalising the bus/taxi.
- Throwing litter or any other object in or from the bus/taxi.
- Allowing any part of the body to protrude from the bus/taxi.
- Smoking on the bus/taxi.
- Using or taking on the bus/taxi, any alcohol or illegal drugs or hazardous items.
- Playing on the roadway.
- Approaching a bus/taxi before it has completely stopped.
- Attempting to board or leave a moving bus/taxi.

Consequences

Suspension of bus/taxi privilege.

Additional Information

Term Dates 2022

Term 1	31st January — 8th April
Term 2	26th April — 24th June
Term 3	11th July — 16th September
Term 4	3rd October — 20th December

Lunches

Students need to bring their lunch each day unless notified by the teacher about cooking or outing days.

Children are eating their lunches in the classroom under the supervision of teachers.

Sending Money to School

Please ensure that any money sent to school is enclosed in a sealed envelope with the child's name, amount and purpose written on it. Please be prompt in making payments as this ensures that programs can be booked and enjoyed by the students.

Additional Information

Property

Please ensure that your child's belongings are clearly labelled, especially items which are likely to be removed, including swimming gear and shoes. If your child brings home someone else's property by mistake, ***please return it to school.***

Taxi Cards

Many of our regular programs may involve the use of taxis to transport students to and from a venue e.g. hydrotherapy, swimming, excursions, community access, RDA. To ensure that the cost to the school is minimal, all students eligible for Taxi Cards (half fare travel) should carry the card in their wallet or bag daily. The school meets the cost of taxis for program purposes.

Application forms for taxi cards are available at the school.

Hats

Please remember that in Terms One and Four students are required to wear a broad brimmed hat at recess, lunch and during outdoor sporting activities. Parents are required to provide this named hat which are approved by the Anti-Cancer Council. ***Peak caps are not acceptable.*** Students without hats are restricted to sitting in the shade. Students are welcome to leave their hats at school.

Jewellery

For safety reasons, jewellery should be restricted to sleepers or studs and chains worn within clothing.

Mobile Phones

As of January 2020 it will become law that no student is to have a mobile phone with them at school. On arrival to school all mobile phones will be collected into a lockable box and then returned prior to the student leaving school. Should you need to contact your child during school hours please do so through the school office. Exceptions to the law will only be considered due to health or medical reasons and must be approved by the principal. Please note that Verney Road School does not have accident insurance for accidental property damage or theft. Students and their parents/carers are encouraged to obtain appropriate insurance for valuable items.

Hair

Long hair must be tied back for health reasons.

Additional Information

Head Lice

Parents will be asked to sign a form at the beginning of the year which gives staff permission to use the 'dry checking' method to regularly check for head lice.
Under some circumstances students may be treated at school with parent permission.
If head lice are found a note will be sent to the family of the child and the child may return to school when treatment has commenced.
Parents and carers of other children in the affected child's group will be notified via the communication book.

School Hours

Students are at school from 9am until 3:00pm. It is important that students do not arrive at school before 8:30am as there is no supervision or access to the classrooms. If you wish to contact members of staff to discuss issues or concerns please phone before 9am or after 3pm. Messages can be left with reception and teachers will return calls when a convenient time occurs. Diaries are an alternative and preferred way of communicating with the teachers on a regular basis. We ask families check their child's diary daily for messages and important documents. Thank you.

SeeSaw

Seesaw is our preferred method to keep communication between school and home. Verney Road School will provide a access codes to SeeSaw at the beginning of each school year. The school eLearning team will support families in signing up and using the SeeSaw application (app) to communicate with and message the school.

Uniform

Summer Items

Choice of either dark burgundy or white polo top/T shirt with school logo.
Choice of navy blue plain shorts e.g. cargo, stubbies, poly cotton stretch knit or dress shorts.

Winter Items

Choice of dark burgundy or white long sleeved polo top or skivvy
Choice of navy blue track pants or cotton trousers e.g. cargo pants, dress pants.
Choice of dark burgundy zip-neck or regular windcheater with school logo.
Shoes- Sturdy, supportive, safe sandals or shoes.
Sunhats- navy blue or burgundy.

Shirt

Shorts

Jumper

Additional Information

The National **Disability** Insurance Scheme (**NDIS**) is a new method of supporting Australians with a permanent or significant disability, giving them the opportunity to build skills for everyday tasks or to join the workforce and engage with the community.
It is broken down into 3 categories of support these include;

Core supports- A support than enables a participant to complete everyday activities of daily living and enables them to work toward their goals.

Capital Supports- An investment item, such as assistive technology, speech devices, equipment (such as wheelchair or frame) or vehicle modifications.

Capacity Building- A support that enables a participant to build their independence and skills. This includes funding for therapists such as speech, OT and physio.
Pathways for our students have change considerably since the NDIS has been introduced, when your child finishes school, which will be the year they turn 18 all of their future pathways will require NDIS funding.

Programs such as Shepparton Access, Connect GV and Disability supported employment all now require funding through a person's individual NDIS plan.
It is important to consider all the options available as early as possible, to ensure a smooth transition from formal education into adult learning or employment.
Another important area to be aware of is the date that your child's plan will come up for review. If it is midyear then it is it vital that your child finishing school is discussed at that meeting. It becomes challenging to get plans reviewed and changed at a later date, if this is not discussed it can lead to extended periods of time at home with no pathway.

Please do not hesitate to contact me if you have any questions at all, please book an appointment where we can have a deeper look into the options available and ensure that your child has all the supporting evidence they require to achieve the best pathway possible for them.

Danielle Humphreys
Family Engagement Officer