



MIDDLE YEARS 2023



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WELCOME



The team at Verney Road School would like to welcome you to 2023

The Middle Years team at Verney Road School would like to welcome you to our unit in 2023. Middle Years is separated into two units:

Upper Middle Years: Year 7 to 9

Lower Middle Years: Grade 4 to 6

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 path-way 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 2023!

Jo & Dan



Jo Scarborough

Lower Middle Years
Unit Leader



Daniel Lloyd

Upper Middle Years
Unit Leader

PRINCIPAL CLASS



ANGELA BUXTON
PRINCIPAL



CAROLYN WEST
ASSISTANT PRINCIPAL
TEACHING & LEARNING



JESSE WHITTAKER
ASSISTANT PRINCIPAL
STUDENT WELLBEING



CURRICULUM

ENGLISH

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

READING

- 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

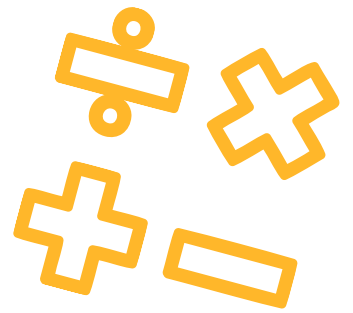
PHONETICS AND WORD KNOWLEDGE

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



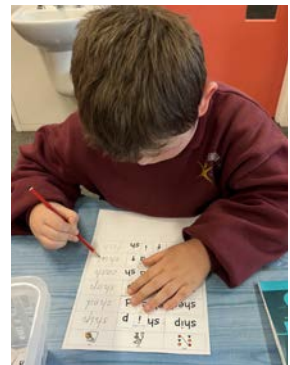
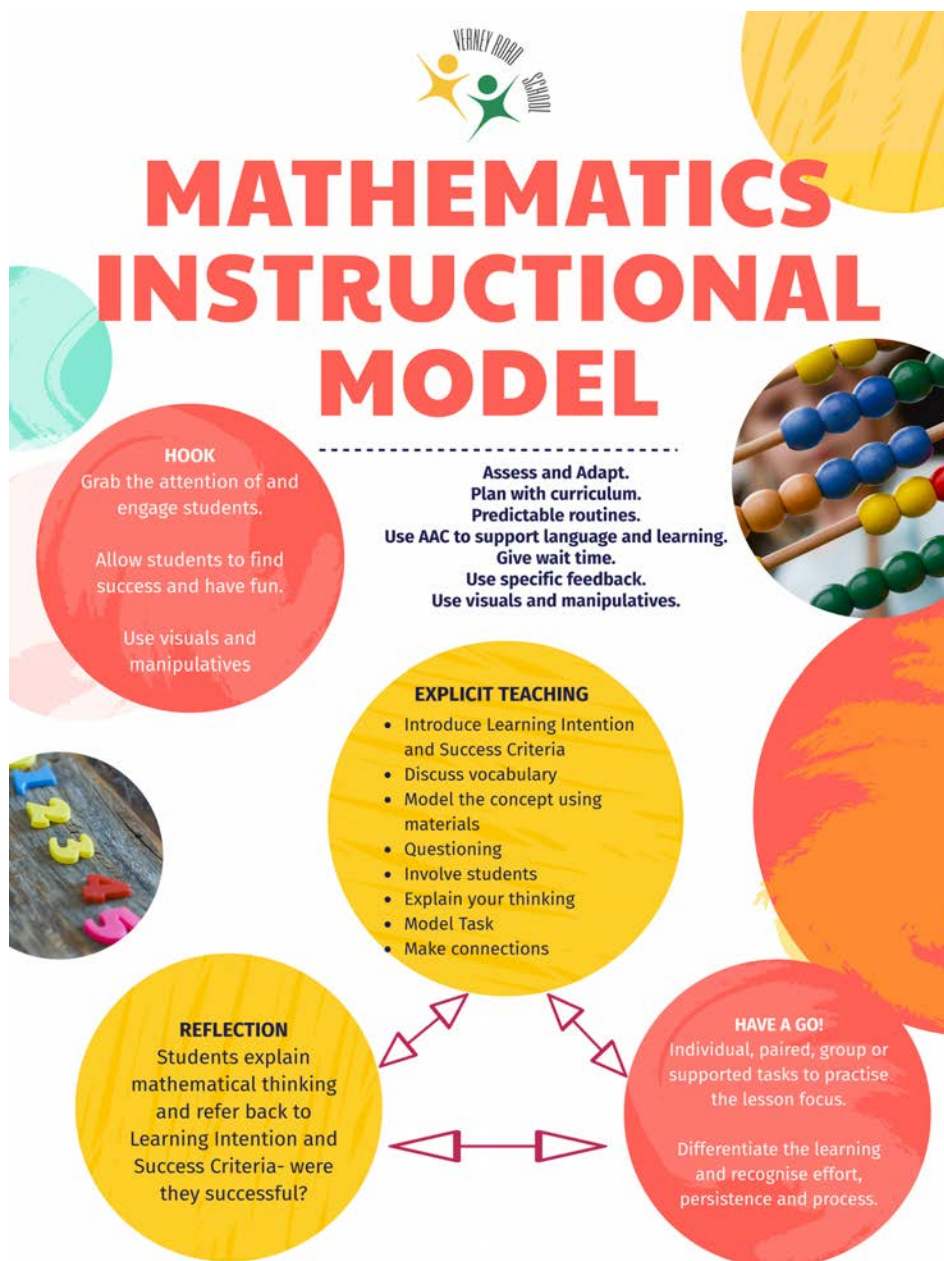
CURRICULUM

MATHEMATICS



Maths learning involves numeracy skills 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.



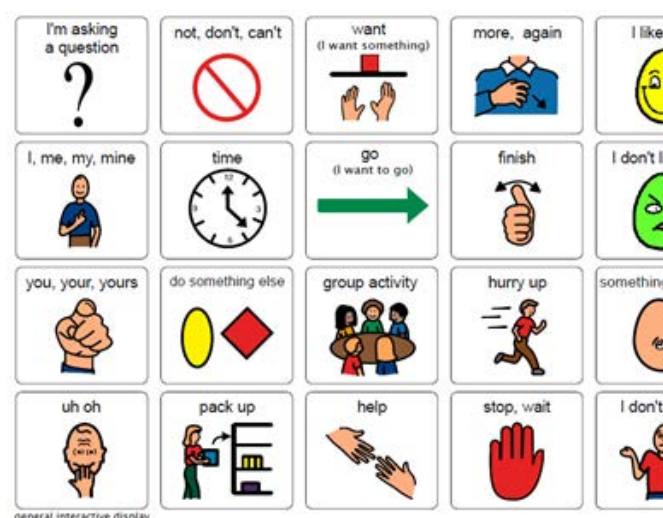
CURRICULUM

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.



PERSONAL & SOCIAL CAPABILITY

The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

CURRICULUM



HUMANITIES

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which people have faced and continue to face different challenges.

SCIENCE

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives.

HUMANITIES

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which people have faced and continue to face different challenges.

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.





KITCHEN GARDEN PROGRAM

The Kitchen Garden program provides students with an opportunity to explore and engage in a range of activities based around horticulture and cooking. Students use their time in the garden to learn about ways food is grown, propagate seeds and develop skills around safe and sustainable gardening maintenance.

Kitchen sessions consist of students preparing simple and healthy recipes using produce harvested from the garden space. Cooking activities allow students to develop independence and confidence in the kitchen, as well as providing them with a better understanding of the importance of safe kitchen hygiene.

RIDING DISABILITY ASSOCIATION (RDA)

Horse riding is a recognised beneficial activity at this school. It helps develop students' confidence, balance, communication, and core strength. It is conducted by the Riding Develops Ability Association, a voluntary organisation.

The program operates fortnightly. Parents should note that places are limited and attendance is on a rotational basis throughout the year.

Each rider must have completed a current RDA medical and consent form prior to attending RDA sessions. This is an optional program and there is an additional cost. This program is available to our students in their second year at school.



MATTHEW GILL
P.E.



VAL MACNAMARA
ART



HEALTH & 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 at Verney Road School incorporates Art & Craft and Music. Visual Arts 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 creative experiences. Activities are geared at the development of skills appropriate to children's needs, interest and abilities.



SPECIALISTS



JEN SHIELDS
TUTOR



JOCELYN MACROW
TUTOR



PRUE DOBSON
TUTOR

LIBRARY

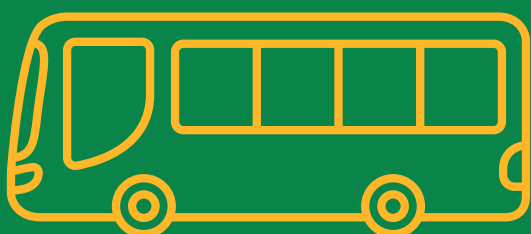
The library has been set up to provide students with a space for learning as a class, to find books that extend their reading ability and meet their interest base, as well as a quiet space to come and sit for a while. We have a growing range of resources for teachers and students alike to take back to their classroom and the opportunity is provided for all students to borrow books for the enjoyment of reading at home, from picture books to novels as well as interest based books like Guinness World Records and Graphic novels/comics.

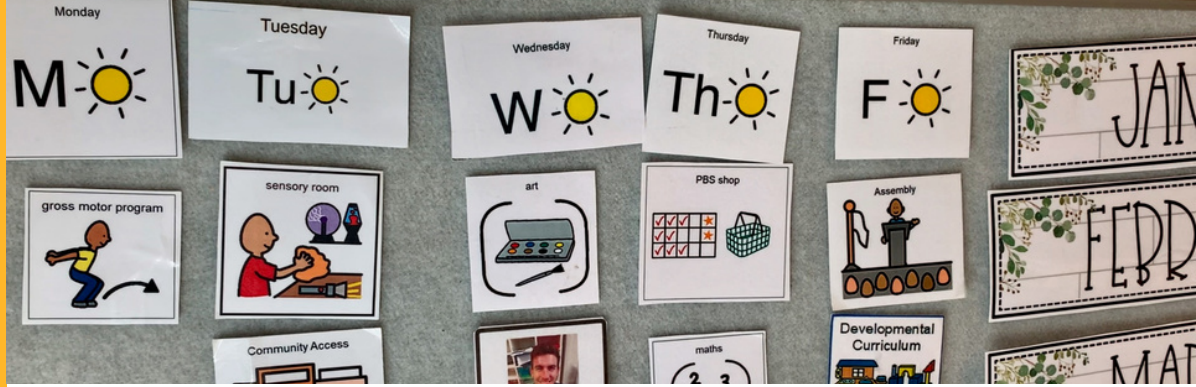
For students wishing to borrow books, we ask that they bring a library bag from home to support them in transporting what they choose to take home. Levelled books are also available for students to take home to share reading with their families- speak with your classroom teacher about coordinating books of the correct reading level for your student.

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.





TERM 1

30 January - 6 April

- Family BBQ
- SSG meetings
- Swimming Carnival
- End of Term Assembly

TERM 2

24 April - 23 June

- Mid Year Reports
- Mothers Day Stall and Special Day
- Up & Out begins
- EY End of Term Assembly

TERM 3

10 July - 15 September

- SSG meetings
- Father's Day Stall and Breakfast
- School Fun Run
- Annual Camp
- Footy Day
- EY End of Term Assembly

TERM 4

2 October - 20 December

- End of Year Reports
- Transition Program
- Orientation Day
- Up & Out
- Christmas Party
- Graduation
- Whole School End of Term Christmas Assembly

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

BELL 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

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.

TIMETABLE

Class Timetable					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student Arrival 9:00-9:30	Bus/Arrival Methods and times		MORNING ROUTINES <ul style="list-style-type: none">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 <ul style="list-style-type: none">Tidy room and pack bagsToileting for relevant studentsDaily Learning Reflection (Student Voice)See-saw Communication with families		Bus/Dismissal methods and times		

SAMPLE STUDENT TIMETABLE

This 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.



ASSESSMENT & REPORTING



STUDENT SUPPORT GROUPS (SSG)

A Student Support Group (SSG) is made up of the student, parents/carers, the classroom teacher, Educational Support Staff member (ESS) and other professionals involved in the care of the student. The SSG meets together in Term One and Term Three to discuss your child's interests, learning and wellbeing needs and build a trusting relationship between the school and home.

During the SSG the members collaborate to develop an Individual Education Plan (IEP) for your child. An IEP describes the adjustments, goals and strategies designed to meet the educational needs of your student to enable them to reach their potential.

INDIVIDUAL EDUCATION PLANS (IEP)

The IEP supports the school and classroom teacher to develop a meaningful learning program for individual students and to track progress against their SMART goals (Specific, Measurable, Achievable, Relevant, Timely). At VRS we have 5 SMART goals in the IEP in the following areas:

1. English
2. Mathematics
3. Communication
4. Priority Learning-developed from Personal and Social Capabilities Curriculum
5. Priority Learning - is determined by the SSG

REPORTS

Your child's classroom teacher prepares a Mid Year and End of Year Report.

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

PROGRAMS



EXCURSIONS & CAMPS

Your child's educational program involves regular group excursions and at least one after-school camp. At the After School Camp the students remain at school after 3pm and participate in a variety of Camp type activities and go home after dinner. Permission forms will be sent home outlining the timetable and activities, cost etc. Excursions and camps are an integral part of the school curriculum.

All students will have the opportunity to visit local community attractions such as supermarkets, playgrounds, library and special events. Students are expected to wear their uniform when representing the school and going out into the community.



PBS

POSITIVE BEHAVIOUR SUPPORT

The purpose of implementing School-Wide Positive Behaviour Support at Verney Road School is to embed a culture of positive behaviour through explicit teaching.

Introducing, modelling, and reinforcing positive social behaviour is an important step of a student's educational experience. Teaching behavioural expectations and rewarding students for following them is a much more positive approach than waiting for misbehaviour to occur before responding. Verney Road School has a culture of four key expectations, these are what we value:

BE SAFE - we are committed to the promotion of behaviours and creating environments that ensures the wellbeing of every member of the school community.

BE RESPECTFUL - we are committed to accepting each other as we are and valuing our strengths and differences.

BE RESPONSIBLE - we are committed to supporting each other, for being accountable for our actions and encouraging all to achieve independence.

BE A LEARNER - we are committed to all members of our school community having a go at diverse learning opportunities and by reflecting on our mistakes and not giving up, we build success.

SCHOOL-WIDE REWARD SYSTEM

At Verney Road, we now have a whole school currency! In circulation we have one, five, ten, twenty, fifty and one hundred dollar cards used to reinforce positive student behaviours outlined in our whole school PBS matrix.

For this to be as effective as possible, students need to appreciate the value of the Verney Road money being distributed across all environments.

Saving and trading of PBS dollars is used as an explicit teaching opportunity. Students are required to save their dollars, trade for larger note values and spend their saved dollars at the PBS shop.

Students will have the opportunity to spend their saved dollars at the PBS shop every Friday.

Termly assemblies acknowledge student achievement in the four expectations from each unit.

Units organise award systems that acknowledge and reward students' positive behaviour at school.

- Student of the Week
- Specialists Awards
- Yard awards



MATRIX OF EXPECTATIONS

	Visuals	Whole School	Classroom	Play Areas	Bus	Toilets	Moving	Community Access
Be SAFE		Keep hands & feet to yourself Tell an adult if something is unsafe Follow directions Walk safely Only eat food Use social media safely.	Ask permission to leave classroom Carry equipment safely Use furniture properly/Sit on chairs Follow class expectations	Play by the rules Wear a sun smart hat and sun screen Wear appropriate shoes Use equipment safely Tell duty teacher is something	Walk to the bus Travel safe Stay in your seat Leave your seat belt on when travelling. Use a quiet voice Keep all body parts inside the bus	Wash your hands with soap and water Use the toilet as a private place. Close the door to make the toilet a private place	Walk directly to the destination Walk through buildings quietly Stop when asked	Travel safely Stay with your group
Be RESPECTFUL		Walk quietly Tell the truth Be friendly Accept differences Follow instructions given by all staff Use polite words - Verney Road School is a "NO SWEAR ZONE". Share school equipment with	Take turns Respect others space Treat yours and others' property carefully	Share outdoor areas and equipment Line up when the music plays Make others feel welcome Be nice to others	Listen to staff Follow staff instructions Respect others personal space Always use polite words	Use toilets appropriately; flush and wash hands with soap and water We go to the toilet; we do not play or meet there.	Walk quietly past other classrooms Listen to all directions	Respect others' space and property in the community Use our manners
Be RESPONSIBLE		Tell staff if something or someone is unsafe Help and care for others Be responsible for your actions Be a leader	Be neat and tidy Think before you act Get along Be organised Hand in our phone at the start of the day	Care for equipment and pack it up. Care for our yard Play safe games We are friends not boyfriend / girlfriend	Care for the bus; keep it clean. Look after your own things.	Use toilet during break times Report problems to staff	Go directly to destination	Treat everyone with respect Look out for each other
Be a LEARNER		Encourage and support others Listen & participate Ask for help Have a go; try new things Have confidence	Attend school Be ready to learn Keep trying (persistence) Try new things Use the internet safely	Learn new games & activities Learn to solve problems It's OK to win and lose.		Return to class as soon as possible	Ask for help Learn about the environment	Learn to travel safe

RRRRR

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS

The Respectful Relationships initiative teaches our children how to build healthy relationships, resilience, and confidence. It also supports school leaders, educators, and our school communities to promote and model respect and equality.

Respectful Relationships supports students to develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage safe and respectful relationships.

Respectful Relationships takes a whole-school approach, recognising that schools are a place of learning, a workplace, and a key part of local communities. It embeds a culture of respect and equality across our entire school community, from our classrooms to staffrooms, sporting fields, fetes, and social events.

This approach leads to positive change in students' academic outcomes, their wellbeing, classroom behaviour, and relationships between teachers and students. We know that changes in attitudes and behaviours can be achieved when positive attitudes, behaviours and gender equality are lived across the school community.

Together, we can lead the way in creating genuine and lasting change, so every child has the opportunity to achieve their full potential.

IN THE CLASSROOM

Respectful Relationships acknowledges that children of any age have challenges to overcome, teaching social and emotional skills appropriate to their age and level of maturity.

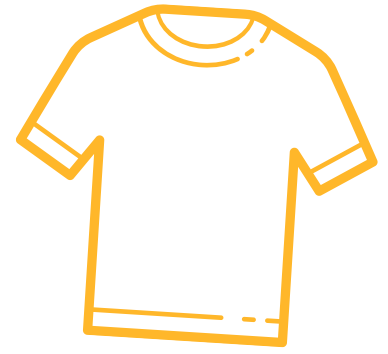
In the primary years, Respectful Relationships focuses on treating everyone with respect and dignity. It is taught as part of the Health and Physical Education and Personal and Social Capability areas of the Victorian Curriculum.

The supporting Resilience, Rights & Respectful Relationships teaching and learning materials have been developed by world-leading experts from the University of Melbourne. These age-appropriate resources align to the Victorian Curriculum and include lesson plans and activities that help students learn and practise social skills and apply them in a positive way to learning, life and relationships.

The Resilience, Rights & Respectful Relationships resources cover eight topics for each year level.

Topic 1: Emotional Literacy
Topic 2: Personal Strengths
Topic 3: Positive Coping
Topic 4: Problem Solving
Topic 5: Stress Management
Topic 6: Help-Seeking
Topic 7: Gender and Identity
Topic 8: Positive Gender Relations

UNIFORM



Shirt



Shorts



Jumper



SUMMER

- 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

- 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.
- Burgundy Hoodies are also available at the Uniform Shop
- Shoes - Sturdy, supportive, safe sandals or shoes.
- Sun hats - navy blue or burgundy.



ADDITIONAL INFO



PROPERTY

Please ensure that your child's belongings are clearly labelled, especially items which are likely to be removed, including swimming gear and shoes.

LUNCHES

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

Children eat their lunches in the classroom under the supervision of teachers.

SPECIAL LUNCHES

The Senior School students provide a special lunch on Fridays for students. These meals have included soups, noodles, pasta and rice dishes. An order form is sent out each week.

SENDING MONEY

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.



SUNSMART

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. Students are welcome to leave their hats at school.

MOBILE PHONES

On arrival at school all mobile phones are collected into a lockable box and returned prior to leaving school. Should you need to contact your child during school hours please do so through the school office. No student is permitted to carry their mobile phone during school hours.

JEWELLERY

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



SEESAW, PHONE & EMAIL

These are our preferred methods to keep communication between school and home. The school eLearning team can support families in signing up and using the Seesaw app to communicate with and message the school.

SCHOOL COUNCIL

School Council is a team whose purpose, above all, is to serve and promote the interest of the students. It is a corporate body of parents, principal, staff and community representatives who share the responsibility of making decisions about curriculum, finance, environment, facilities and community relations.

Elections for school council are held in March each year. Council meets at least eight times during the year.

Parents are encouraged to join school council as this is an excellent way of learning more about the school, meeting staff who are involved with your child and affecting decisions about the educational direction the school might take.



ACCESSING THE SCHOOL

Parents 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 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.

SCHOOL HOURS

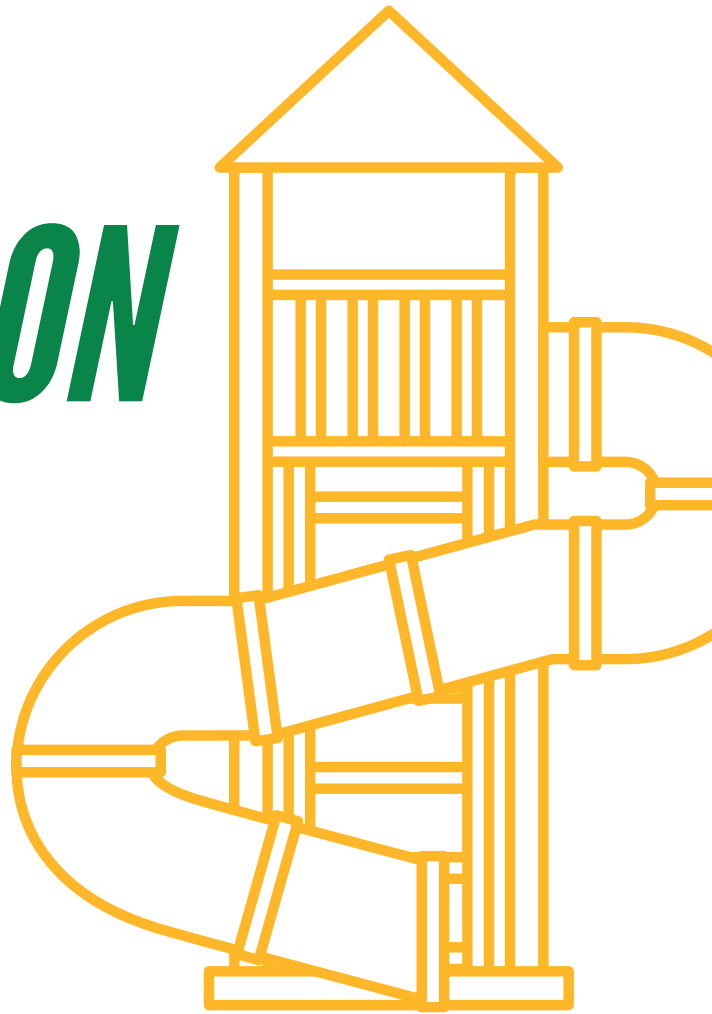
Students are at school from 9am until 3:00pm. It is important that students do not arrive at school before 8:30am as there is no supervision or access to the classrooms. If you wish to contact members of staff to discuss issues or concerns please phone before 9am or after 3pm. Messages can be left with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

ACTIVE SUPERVISION

There is 3-4 staff on duty at recess and lunchtime breaks. There are structured activities in the yard for students allowing them to learn new skills and social interactions in a highly supervised manner.

In Early Years our break times are split, this allows students to learn and play with fewer students in the yard at one time with a higher staff ratio.

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





Allied Health Team

The Verney Road School Allied Health team offer knowledge to help students and families work towards individual learning goals. Our growing team includes Occupational Therapy, Speech Pathology, Physiotherapy and Massage Therapy, all supported by an Allied Health Assistant.

Occupational Therapy



Sarah Leigh

- Provide resources and assist students with fine motor development to support writing, scissors, tying shoelaces, etc.
- Self-regulation and sensory processing. Helping with strategies to manage emotions, behaviour and body
- Self-care and independent living skills.
- Coordinating equipment prescription to promote student access to learning
- Occupational Therapists oversee a number of small groups targeting these areas, for example morning group, sensory therapeutic program, sensory spa program, learn to play and fine motor group.

Physiotherapy



Jane Doyle

- Upskilling staff to ensure safe manual handling of students e.g. movement of students in and out of wheelchairs, on and off change tables, etc.
- Oversees an early intervention gross motor program for all classes within the Early Years unit
- Oversees small group intervention targeting gross motor skills for older students
- Coordinating equipment prescription to promote student access to learning

Speech Pathology



Abbey Cormick

Laura Coyne

- Alternative and Augmentative Communication (AAC) strategies and devices to support student access to learning.
- Expressive and receptive language, including vocabulary, length of utterance (number of words used together) and grammar
- Social and pragmatic skills including creating social stories and scripts and guidance on implementation
- Early literacy skills including hearing speech sounds and developing letter-sound links
- Classroom support for students who experience difficulty with speech clarity, including stuttering, speech sound disorders and phonological impairments
- Speech Pathologists oversee small group intervention targeting these areas, including social skills group, emerging communicators group, learn to play group and Key Word Sign Choir

Massage Therapy



Mel Calogero

Provides consultation regarding:

- Upskilling staff on massage techniques to help students manage emotions and behaviour
- Benefits of massage include; relaxation and regulation allowing students to refocus within the classroom setting
- Works closely with physiotherapy to implement stretching techniques.

Oversees mindfulness practises, including yoga activities and the use of essential oils to support student's regulation during learning



WELLBEING



DANIELLE HUMPHREYS
FAMILY ENGAGEMENT OFFICER

Danielle Humphrey is the Family Support Worker at Verney Road School. Danielle is here to offer support to both your child and your wider family unit in many different aspects, as part of her role Danielle has been supporting families with the roll out of the NDIS. It has proven to be very challenging to navigate so please don't hesitate to contact Danielle and she will support you along the journey.



KERRI BOASE
PSYCHOLOGIST

Kerri Boase is a psychologist who can offer counselling and support for concerns including:

- Various mental health concerns (anxiety, depression, self harm, anger management, social skill difficulties, attachment disorders, eating difficulties, low self-esteem and many more);
- Mental health risk assessments/screens;
- Difficulties relating to other diagnoses including ADD/ADHD, ASD, ODD, OCD and many more;
- Attendance difficulties;
- Family violence;
- Behaviour difficulties;
- Support for students in Out of Home Care;
- Coping strategies
- Staff support in trauma informed work
- Functional behaviour assessments and support to develop behaviour support plans for the classroom. Cognitive assessments to assist with learning difficulties or transitions to other school settings. Both individual and group work.



SARAH KEENAN
SOCIAL WORKER

Sarah is the Social Worker at VRS. She works as part of the wellbeing team and does a variety of things in her role. She works as a link between school and our students families and carers. Supporting families/carers to ensure students have what they need and offering assistance where it is possible. She also spends time at school supporting students, running small group programs, coordinating breakfast program and running the parent/carers sessions.



MARLI KELLY
MENTAL HEALTH
PRACTITIONER

Marli is an occupational therapist, working predominately in the role of Mental Health Practitioner with our students aged 11-18.



LUMI
THERAPY DOG

Marli also brings Lumi to school a few days a week for pet therapy. Lumi is a certified therapy dog. She loves going for a walk, or sitting quietly for a pat.



WELLBEING



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 –

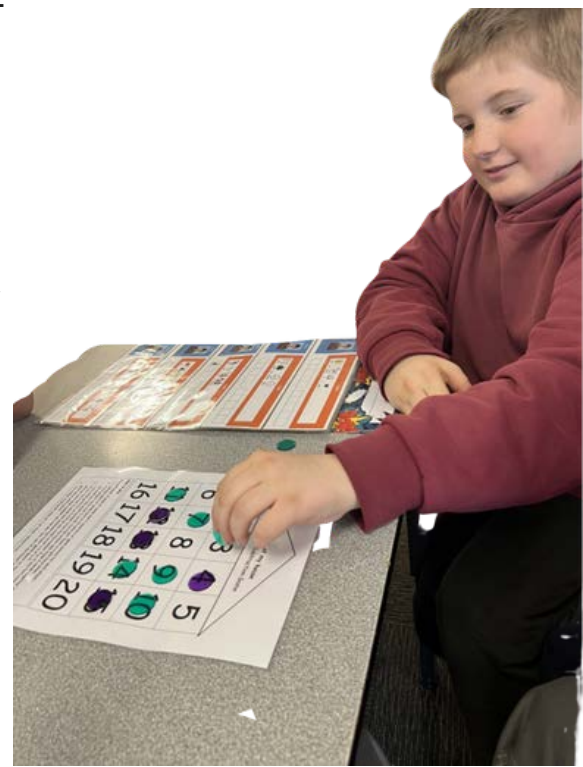
- Fully participate in the school's educational programs.
- Attend regularly
- Display positive behaviours
- Respect the rights of each other, their teachers and parents.

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

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 our classroom teachers. If your child has a change of plans they need to be communicated to the school either by calling the Front Office or messaging the classroom teacher on Seesaw.

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.

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.



STUDENT WELFARE

ILLNESS

It is important that if you are in doubt of the health of your child DO NOT send him/her 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 DET 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 or epilepsy you need to complete the provided documentation and management plans.

INFECTIOUS DISEASES

The Department of Health Contagious Illness Guide for parents 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.





NATIONAL DISABILITY INSURANCE SCHEME

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 that 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 changed 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 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



BUSES

At the commencement of each term, please read the Bus Code of Conduct 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.

Safe school bus 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, wait on the same side of the road until the bus has left the bus 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.
- Fighting on the bus or at any bus/taxi stop coordination point.
- Using foul, abusive or intimidating language.
- Vandalising the bus.
- Throwing litter or any other object in or from the bus.
- Allowing any part of the body to protrude from the bus.
- Smoking on the bus.
- Using or taking on the bus, any alcohol or illegal drugs or hazardous items.
- Playing on the roadway.
- Approaching a bus before it has completely stopped.
- Attempting to board or leave a moving bus.

Consequences

Suspension of bus privilege.



Verney Road School

2 Verney Road
Shepparton VIC 3630
(03) 5821 8185

verney.road.sch@education.vic.gov.au
verneyrd.vic.edu.au

