



**YARRAVILLE**

Special Developmental School

Edition 22 – 27<sup>th</sup> July 2018



Our Values are to be...

# Safe, Respectful, Responsible

117 Blackwood Street, Yarraville, 3013 • PO Box 88, Kingsville, 3012 • Ph: 9314 4919 • [yarraville.sds@edumail.vic.gov.au](mailto:yarraville.sds@edumail.vic.gov.au)

Parent Group 9:30 @ YSDS	Tuesday 31 <sup>st</sup> July 2018
Secondary Learning Area Careers Expo	Wednesday 8 <sup>th</sup> August 2018
Transition Bus Tour to view Post School Options	Wednesday 15 <sup>th</sup> August 2018
Coffee morning @ YSDS Café at 10:00am	Thursday 23 <sup>rd</sup> August 2018
Last day of Term 3 2018	Friday 21 <sup>st</sup> September 2018

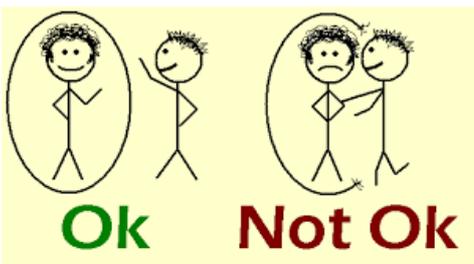
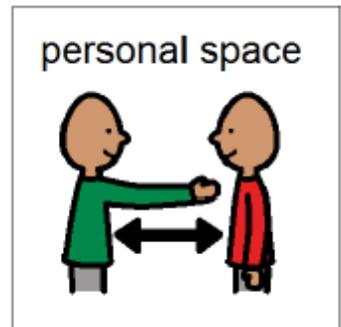
Dear parents and carers,

### SWPBS

Our school focus this term is respecting others' personal space. The focus became clear to us when we collected data for the last two weeks of term 2.

The data/observations revealed that our students are often standing, sitting, walking too close to others. As a result, we will explicitly teach students strategies to maintain appropriate space. Some things you can do at home to support your child:

- demonstrates or model keeping appropriate distance
- use 'arm's length' to show appropriate distance to stand
- show the visual
- support your child to move to an appropriate distance
- verbally praise your child whenever they maintain appropriate personal space
- use photos, magazine pictures to show good personal space or too close (some examples are below)
- Immediate reward - verbal praise



**PERSONAL SPACE IS OK**

**TOO CLOSE IS NOT OK**

### Music Immersion Program

The Music Immersion Program has had a positive influence on the participants. As students get to know Razz and the class better, their trust and familiarity increases and they are able to engage more. Students are empowered by making choices about which instruments they wish to play and are energised by having a dance and moving to the music. Razz is getting to know the students better each week and is enthusiastically finding ways to help decrease students' individual tension so they can relax and enjoy the class more.

### Child Safety

Standard 7: Strategies to promote child participation and empowerment

Child Safe Standard 7 requires schools to develop strategies to deliver appropriate education about:

- standards of behaviour for students attending the school
- healthy and respectful relationships (including sexuality)
- resilience
- child abuse awareness and prevention

We achieve this standard through teaching the Victorian Curriculum – Personal and Social Capabilities, Respectful Relationships, School Wide Positive Behaviour Support (SWPBS), Safe School Program Action Plan and Co Care. Empowerment is practiced through student choice and a range of engaging curriculum such as the secondary electives: photography, soap making, café, canteen, flower making, work experience and more! Additionally, two staff members will be attending training through Family Planning and they will adapt and develop programs for our students at YSDS.

I will be planning a parent session to focus on child abuse awareness and prevention later in the year. But for the moment, this poster, ‘Everyone needs to be safe’ is what we have presented to the students and refer to it as we teach the PBS expected behaviour of ‘Respect others’ personal space.’

### Report and learning diaries feedback

We look forward to your feedback on the **report and learning diaries feedback, due Monday 30<sup>th</sup> July please!**

### Immunisation

Secondary students received their Meningococcal W vaccine this week.

### Teaching and Learning

We ended term 2 with moderation activities and report writing. Thank you to all the families who attended the SSGs at the end of term 2. We look forward to your feedback on the report and learning diaries feedback.

Our Professional Learning Team (PLT) is continuing to focus on writing, more specifically teaching students that symbols, words and images can communicate needs. They practice this through signing in daily, predictable chart writing, and recognising the connection between object, image and spoken word.

This term’s inquiry unit, “What’s in my community?” was kicked off with the swimming program. The inquiry plans to focus on frequently visited places such as Shopping Centre/Coles, parks, library and swimming pool.

Students prepared for swimming by reading the text ‘Maisy Learns to Swim’ and used this as a springboard for their language experience activities.

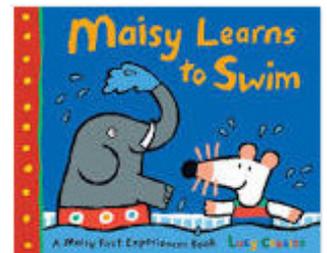
Students have absolutely loved the swimming program this week. At the beginning of the week, a few students found it challenging getting into the water and by the end of the week, they were fully in the pool, in the shallow end, so the swim teachers came to them for their lesson.

### Swimming

A big thank you to Tim Witcombe for organising another successful 5 day intensive swim program. Also thank you to the Primary Years staff and Allied Health staff for supporting the program. And lastly, thank you to all family members who came to our swimming program. It was great to see you at the pool. The photos speak for themselves.

Kind regards,

Davina D’Menzie  
Assistant Principal/ Primary Learning Area



**Every Child, Every Opportunity, Every Day**