MILDURA SPECIALIST SCHOOL

Newsletter No : 3 DATE: 9 March, 2023

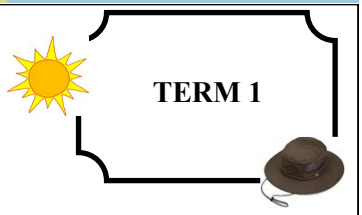
We value being: RESPECTFUL SAFE & RESPONSIBLE

Child Safe: Mildura Specialist School is committed to safety and wellbeing of all children and young people and has a zero tolerance for child abuse.

Striving for Independence

DATES TO REMEMBER

13 March—Public Holiday—No School
17 March—School Photos
6 April—Last Day of Term 1. Early departure.
24 April—First Day of Term 2
25 April—ANZAC Day—Public Holiday—No School.



Principal's Report

Awards and School Captains

Congratulations to our Award winners this past fortnight. Last week room 20 ran the assembly and made special posters about being Respectful. The students did a great job with the microphone introducing staff and helping with the awards, despite being a bit nervous.

On Tuesday this week room 21, were in charge. The students recorded a special video which was made available to staff and students to watch about being Respectful. This was a special assembly to present the student leaders for 2023. Congratulations to all our Captains and Vice Captains, in particular to school captains: Stephen and Rebecca and vice captains: Jorja and Riley.

Disability Inclusion Profiles

This week we have held more Disability Inclusion meetings. Thank you to the parents who have participated so far and for sharing your expert knowledge about your child. The **Disability Inclusion Profile** is available to help us identify the strengths, needs, and educational adjustments we can make to assist students with disability and additional learning needs.

The Disability Inclusion Profile replaces the Program for Students with Disabilities (PSD) application process.

Over the coming years, we will invite families of students to participate in a meeting to complete a Disability Inclusion Profile.

We will use **new school funding and supports** for more training and professional development for teachers and school staff, expert advice about disability, teachers and other staff to help plan and deliver changes for students, and resources to support learning.

The new Disability Inclusion approach ensures our school is better able to support students with disability and additional learning needs.

We look forward to continuing to support our students to learn and thrive.

If you have any questions about your child's learning or Disability Inclusion, or need translation or interpreting assistance, please contact Kate Tyson, Inclusion Coordinator.

Please find the frequently asked questions within this newsletter and keep this for your reference as there are a number of steps involved including paperwork and meetings.

Individual Education Plans

The leadership team are reviewing Individual Education Plans and these will be made available before the end of term.

P.O. Box 63CP Mildura 3501
Principal: Penny Hale
Assistant Principal: David Wright
Email: mildura.ss@education.vic.gov.au
Web Address: www.mildss.vic.edu.au

Please note: The Department (which includes our school) does not have accident insurance. Items of personal property that are lost, stolen or damaged at school are not the responsibility of Mildura Specialist School or the Department. Staff and students are reminded not to bring items of value to school.

Uniform
It has been really pleasing to see so many students wearing their school uniform with such pride. Thank you for your support with this. Now that the mornings are cooler, please ensure jackets are labelled. There are a few students not in uniform. Please ensure clothes worn are plain and within the colours used at school.
Thank you
Penny Hale

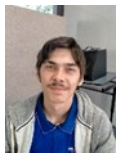
Principal Awards
Room 3 - Lachlan: for increased use of words and signing to make requests.
Room 8 - Khodie: for over three weeks of self regulating.
Room 21 - Lucas: for listening to, and following staff directions when needing to safely transition during yard times.
Room 21 - Zara: for actively encouraging her peers to persevere with their learning.
Room 22 - Lakota: for displaying great skills with the basketball in PE.
Room 23 - Isayiah: for using base 10 blocks to successfully identify two digit numbers.
Room 24 - Tahlia: for reading the big book 'I am the Music Man' with Mel, during reading time.
Room 24 - Angus: for listening to instructions and completing his colouring worksheet, when asked.
ILS - Deshawn: independently following and keeping a rhythm during music programs.
SWPBS Awards - being Respectful
Room 19 - Stephen: by thoroughly cleaning the shared kitchen area without being asked, during Northern Mallee Horticulture Immersion Project morning tea time.
Room 19 - Rebecca: by actively listening and asking relevant questions during a guest speaker's session while attending the Northern Mallee Horticulture Immersion Project.
Room 21 - Lincoln: by always offering to help staff place returned books back, during Library sessions.
Room 21 - Joshua: by independently offering to push in his friend's chair.
Room 22 - Logan: by getting his reading books out and reading before being asked each morning.
Room 24 - Harley: by valuing input from peers when contributing to yard rules.
Room 24 - Oscar: by looking at visual card 'Sit' for his work time, with minimal prompts.
Room 23 - Zane: by valuing input from peers when contributing to yard rules.
ILS - Kaleb: by sharing his calming area with other students.

Some of our Award winners.

MSS 2023 Student Leaders

MSS School Captains

Captains: Stephen & Rebecca

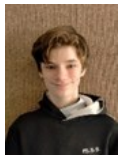


Vice Captains: Jorja & Riley

SRC Reps & Sports House Captains

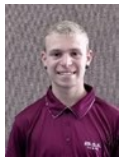
SRC Reps: Isabella & Jack

Blue House Captains: Anthony & Mahalia



Green House Captains: Emily & Zack

Yellow House Captains: Ella & Ethan



Red House Captains: Jordan & Ethan

ART

LEAF PRINTING WITH ROOM 16/17

The Art session for Week Seven was leaf printing, using a variety of shaped leaves and Autumn coloured paints. Room 16/17 created beautiful Autumn inspired art works.

EARLY YEARS' NEWS

Students from Room One have been involved in an inquiry unit about Dreamtime Stories. This is based around Aboriginal and Torres Strait Islander people and their culture. Students have been taking part in related activities. They have decorated footprints with dots, listened to songs and tales from the Dream-time, sequenced story cards, found bones and artefacts by fossicking in the sand, completed colour in, cut and paste activities and made boomerang shapes using play dough. Over the next two Wednesdays there will be two incursions with visits from Uncle Will for Dreamtime Stories and Simone for Dot Painting. Early Years students have brought home information notes about these sessions.

REMINDER- School Photo Day… Friday 17 March. Please return information envelope to office.

UPPER PRIMARY YEARS' NEWS

Upper Primary students have been learning about sun and water safety. This will prepare us for Lake Cullulleraine excursions and swimming later this term. The students have been practising sun safety by wearing hats and sunscreen. Students recognise that it is safest to play in the shade to be Sun-Smart. Room 6 listed rules to keep us safe at the pool.
We have also been learning about Australian animals. These animals have unique features that help them to survive. Room 8 students have been learning the features of kangaroos and emus that help them to survive.
During Information Technology sessions, we have been learning about cyber-safety. Students are learning who is safe to share personal details with and who is not. Students recognise that we can share our personal details with an adult we trust, such as a teacher. Students recognise that a stranger at the circus is not somebody to trust with our personal information.
Room 9 designed sun-safe hats with broad brims to keep the sun off their faces.

Room 15 used their hands to make bright yellow suns and modelled how to be sun-safe.

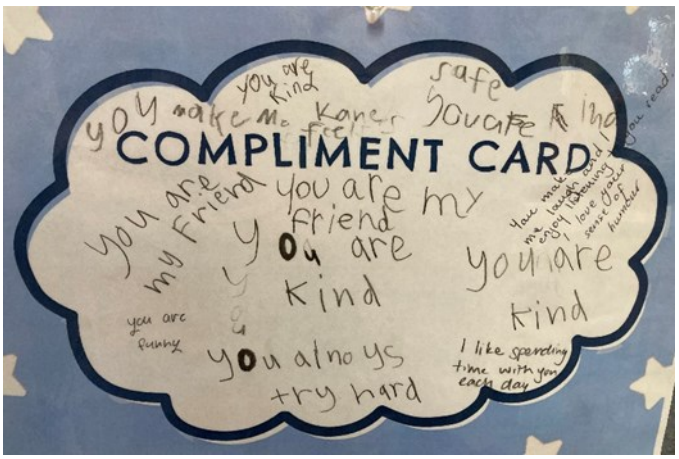
PAL NEWS

Students in PAL have started weekly visits to Workers Lawn Bowls Club. Students are developing skills in bowling and are working towards an All Abilities Lawn Bowls Carnival where the students compete against each other. At the completion of the Carnival on Friday March 24, students will enjoy a barbeque lunch. Last week students were engaged in all aspects of bowling, including asking questions to the instructors, following techniques suggested to them and following the rules of the game.

SECONDARY—VPC NEWS

Room 21 has been busy working on presenting their assembly piece for Week 7. Students have been immersing themselves in their learning. We have looked at how we develop and express opinions on topics of interests, such as the various foods astronauts eat, as well as creating mini lava lamps in a cup, for Science.

Room 22 spent the week learning about how to give and receive compliments for World Compliment Day. They were given sheets to write compliments for each of their class mates, plus some teachers and Mrs Hale. We then transferred some of these compliments onto sunflower petals, as a display for our door. This will be an important reminder of our strengths throughout the year.



Room 20 students have been doing chemical reactions in Science. An important chemical reaction in plants, is where Photosynthesis occurs, and plants in the sun convert carbon dioxide and water to oxygen and plant sugars. We discussed how different life (or lack of) on Earth would be if this did not occur. As part of this we planted some miniature succulent pots, from cuttings. Students will observe their growth and hopefully, by Mother's Day they will look stunning.

Year 12 VPC Students have been learning food preparation, food safety and teamwork skills to meet voctional education competencies, for units from the Certificate II in Cookery.
Some of the skills students practise include:

- Tallying menus
- Counting money and giving change
- Placing phone orders with suppliers
- Preparing hot and cold foods
- Delivering lunches to rooms
- Practiing teamwork skills

Q and As for parents/carers

Now that Disability Inclusion has started at our school, what do I need to do?

Our school has five years to complete a Disability Inclusion Profile for students who receive Program for Students with Disabilities (PSD) funding to support their education.
If your child is part of the PSD, we will work with you to find the most suitable time to complete a Disability Inclusion Profile.
The profile will also be available to a broad group of students with high needs.
If we consider that your child's education will benefit by having a profile, we will contact you.

What is a Disability Inclusion Profile?

The Disability Inclusion Profile is a written description of a student's educational strengths and needs. The profile will be completed at a Student Support Group meeting with people who know the student.
The profile will help determine personalised support and help our school plan for students and make any changes that may help them learn. The Disability Inclusion Profile process will replace the Educational Needs Questionnaire that is a part of the current PSD.
Parents and carers will be asked to provide their consent for a profile to be completed for their child.

What is a Student Support Group meeting?

Some children with disability and their families already participate in Student Support Group meetings. Student Support Groups help children with disability to get the right support at school.

A dedicated Student Support Group meeting will be held to complete the Disability Inclusion Profile for students that require one.

This meeting will run for around 90 minutes. It brings together the people who know most about the student and their learning.

The Department of Education and Training has engaged independent, trained facilitators to help our school, and the families of our students, complete the profile during a meeting.
At the meeting, the group will be asked to talk about the student's strengths, goals and any changes that may allow them to learn on the same basis as other students.

This includes agreeing about what level of changes are needed for each school-related activity.

Everyone is encouraged to share ideas in the meeting, understand one another's point of view and share responsibility.

Following the profile meeting, the Student Support Group will continue to meet regularly to monitor your child's progress against their goals.

Who will be at the Student Support Group meeting?

An independent facilitator will run the meeting. The meeting can include the following people:
the child

their parents/carers

teacher and principal

an interpreter if needed

other people who work with the child, such as kindergarten teacher/s and/or other early childhood professionals, an NDIS worker, allied health/social worker or medical professional, therapist, psychologists or similar, or education support staff, can also attend if agreed by the school and the parent/carer.

If you think your child would benefit from having someone else attend the meeting, please talk to Kate Tyson.

Can my child attend the meeting?

Yes. It is important that your child is involved in the profile meeting and is included when decisions are being made about their learning. Your child can attend in person or provide information to a trusted adult to discuss on their behalf.

Our school will work with students and their families to determine how to include them in the profile process.

There are resources on the Department's website to support your child to be in the profile meeting. Visit Disability Inclusion Profile: Resources | education.vic.gov.au.

How do my child and I prepare for a profile meeting?

A parent/carer may want to spend time before the profile meeting thinking about their child's strengths, goals, and functional needs (what they need to help them learn at school).

There is a tool on the Department's website to help you with this. Visit Disability Inclusion Profile: Resources | education.vic.gov.au.

If you would like to prepare for the meeting, the school can also provide you with some questions to answer in advance. It will give you an idea of the sort of questions that will be asked in the meeting and allow time for you and your child to think about it.

What wellbeing support will my child receive?

Your child's teacher will be aware of the profile meeting and will support your child in advance.

Some tips to help you support your child are:

tell them about the meeting and what it is for, who will be there, etc.

talk positively with them about how the meeting aims to help the school better meet their needs and help them learn

encourage your child to participate in the meeting, talk about their strengths and needs

if you have concerns about your child's mental health, start by talking to your child's school. They can help you access a range of supports offered by the Department. It is also worth speaking to your family General Practitioner (GP) about your child's mental health.

What is the parent/carer's role in the meeting?

At the meeting, parent/carer(s) will be responsible for:

sharing information about their child's goals, learning, participation, social engagement and experiences at home that are relevant to the way they learn

sharing information about what has helped their child learn in the past

supporting their child or providing their child's voice if they do not attend the meeting.

Parents are also responsible for nominating a support person or advocate, if required.

Will my child get individualised funding?

Schools must make reasonable adjustments to ensure students with disability can access and participate in education on the same basis as other students.

Completing a Disability Inclusion Profile does not guarantee that a school will receive individual funding to support a particular student. Individual funding is based on a student's needs and their school setting.

Disability Inclusion has introduced an additional type of funding for schools. This allows the school to make better adjustments to all students with disability. Schools can use this funding to hire teachers or other staff to help plan and deliver changes for students, purchase equipment and resources to support learning, provide professional learning for staff and get expert advice.

These adjustments may support students across the whole school or address a student's specific needs.

Even if our school does not receive individual funding to support your child through the profile process, completing a profile is a valuable way to understand your child's needs and aspirations, and how they will be supported to learn at school.

Can I see my child's profile?

Yes. You will be provided with a profile report in the weeks following the meeting. This report will have information about your child's:

current strengths

aspirations

functional needs

adjustments to the learning environment.

The report does not include details of funding provided to the school to support your child.
Details about the adjustments your child needs are also in their Individual Education Plan. The Student Support Group will also regularly monitor how your child responds to adjustments and whether they are being implemented as intended.

What happens if I'm not happy with the outcome of the profile meeting?

You will have the opportunity to discuss your child's profile report at a Student Support Group meeting. If you have concerns about the adjustments being made for your child, you should discuss this with your child's teacher and/or the school principal.

There is also an appeals process. You can read more about this from the Department's website.

How often will my child need to have their profile reviewed?

Your child's profile report will recommend when the profile should be reviewed and how often Student Support Group meetings should happen. A school representative/staff member will contact you when it is time to create or review your child's profile.
It is anticipated that a student will complete 2-3 profiles across their school career.

March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7 Lunch orders due in.	8	9	10	11
12	13 Public Holiday—No School	14 Lunch orders due in.	15	16	17 **School Photos**	18
19	20	21 Lunch orders due in.	22	23	24 **Bad Hair Day**	25
26	27	28 Lunch orders due in.	29	30	31	

April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4	5	6 **Last Day of Term 1**	7 ……..EASTER……...	8
9 ……..EASTER……...	10	11 ……..… SCHOOL HOLIDAYS ……...	12	13	14	15
16 ……...	17	18 SCHOOL HOLIDAYS ……...	19	20	21	22
23 30	24 **First Day of Term 2**	25 ANZAC DAY PUBLIC HOLIDAY	26	27	28	29

papertraildesign.com

SCHOOL REMINDERS

EXCURSIONS

All excursions can be paid by instalments, either at the school office or online through the school account. See above for details for the school bank account.
Please ensure all relevant forms are signed and returned with payment before the due date.
VOLUNTARY SCHOOL FEES OF $160 PER STUDENT ARE NOW DUE.

PAYMENTS

School fees, camps, excursion and cooking costs etc. can be paid to our Bank Account details are
Commonwealth Bank
BSB: 063 557
Account No: 10080861
Please enter the name of student and activity you are paying for.
Thankyou

CAMPS, SPORTS AND EXCURSION FUNDS (CSEF)

The Camps, Sports and Excursions Fund (CSEF) commenced in 2015.
Families holding a valid means-tested concession card (Centrelink Card/Health Care Card) or temporary foster parents are eligible to apply for CSEF. $125 per year is paid for eligible primary school students, and $225 per year is paid for eligible secondary school students. A special consideration eligibility category also exists. Payments are made directly to the school.

MEDICAL

At Mildura Specialist School we have children who are at risk of an anaphylactic reaction to **nuts, eggs, lactose and seafood** in the school. Please be mindful of this when preparing your child's lunch or snacks.

HEADLICE

As a school community, we share the responsibility to control and manage head lice infections. Head lice have been around for many thousands of years and cannot be eradicated. Supporting each other to minimize their spread is vital.
It is important to check your child's head regularly with conditioner and comb even when you don't think your child has head lice.

MEDICATION

In the interests of safe practice, medication must be brought to the office in its original packaging by an adult and paper work completed to authorise school personnel to administer it.
Please note: Students are not to transport medication to school.

CANTEEN NEWS

The canteen will operate each Friday; orders must be completed and returned to school no later than Tuesday morning of that week.
Order forms are available from the school office or can be downloaded and printed from the MSS website.
All lunch orders must be in on Tuesday mornings.

UNIFORMS

Our school uniforms are supplied by LASER SIGN & PRINT and are available from 3 Andriske Crt Mildura. Contact person is Darran Seaman, phone: 03 5021 1129 mob: 0429 437 858. For all other enquiries for uniforms please contact the school.

PARENT/GUARDIAN/CARER CONCERNS

If you have a concern with any aspect of your child's education, please contact the Office (5021 3311). They will:
1. Put you in touch with the appropriate person
2. Help organise a meeting with the appropriate person.
It is important that your concerns are addressed as quickly as possible.

IMPORTANT NOTICE

Parents/Carers please take note of Parent Pick Up times.
Early Years and Upper Primary Years: 2:40—2.50 PM
Secondary Years and VCAL. 2.50—3.00PM
This is to help ease congestion on Deakin Ave and for safety of cars and students.