

MILDURA SPECIALIST SCHOOL

Newsletter No : 5

DATE: 18 April, 2024



Striving for Independence

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.

DATES TO REMEMBER

Thursday 25 April—Anzac Day—No School.

Monday 20 May - Pupil Free Day.



Principal's Report

Welcome back for term 2. I hope everyone had a lovely break.



Congratulations to our award winners this past fortnight. Well done and keep up the great work.



School Council

per term.

We still have vacancies on School Council. If you are interested, please contact Sharyn Morris, our business manager. Being on school council is a wonderful way to meet other parents and have input into the governance and direction of the school. We meet twice

Indigenous Camp to Blackwood

Students attending the Blackwood Indigenous Camp had a wonderful time with many walks and hands on activities. It was the first time away from home for some students and a long way to travel. Congratulations to the students involved, for your engagement in the activities and positive representation of our school. Thank you to Matt, Nikki, Damien and Jodie for your care and supervision of the students during the camp.

Families Yarning Session

Please see the important flyer within this newsletter about an upcoming workshop to find out about supporting you and your child(ren) at school. It's on Tuesday 30 April, at the Powerhouse Precinct 10am-12.00.

Our Vision

Mildura Specialist School aims to provide a safe, respectful and inclusive learning environment, with a focus on developing individual responsibility and student social and academic growth.

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
(P) 50213311 (F) 50213314

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.

Families Yarning Session

When: Tuesday 30th April 10AM-12PM

Where: Powerhouse Precinct, Subterranean Space

122 Hugh King Dr, Mildura VIC 3500

Morning tea provided



Why we are here today

PIC is undertaking workshops and conversations with various organisations, department staff and families to develop a Framework to support Koorie students attending all schools in Mildura.

This is a project funded by the Department of Education.

What we want to yarn about

We want to hear about yours and your children's experiences with schools:

- **What has worked well for you and your children at school?**
- **What is not working so well?**
- **What do you think could be done to better support you and your family?**

Who we are

PwC Indigenous Consulting (PIC) is a national Indigenous consulting business. PIC is majority owned, led, and staffed by Indigenous Australians. We have a passionate belief that Indigenous people should have the opportunity to fulfil their aspirations, and use our professional expertise to assist communities, governments, and businesses achieve the outcomes they are looking for.

How to contact us

If you have any questions, please contact:

Julia Jenkins julia.jenkins@au.pwc.com 0424 849 441

Nicola Perry-Peters nicola.perry-peters@au.pwc.com or 0439 243 324

Josh McPherson josh.mcpherson@au.pwc.com or 0400 688 642



PARENT RESTORATIVE
PRACTICE SNAPSHOT

Affective Statements

QUICK TIPS

We need to know about

- 1. I statement** – talk about how the behaviour makes you feel
- 2. Awareness** – let the person know their behaviour impacts you
- 3. Empathy** – helps create an understanding the behaviour has an effect on everyone



Affective statements express personal feelings, both negative and positive, to communicate how a child's behaviour makes them feel.

How do I create them?

You simply throw in a feelings word to a comment or request you normally use. For example, "Put your towel on the rack" becomes "It upsets me that you leave your towel on the floor, can you please hang it up". And a positive example "I am really pleased that you hung up your towel."

What does it look like at home and school?

| HOME Default statement | HOME Restorative Statement | SCHOOL Default Statement | SCHOOL Restorative Statement |
|---|--|--------------------------|---|
| "Please set the table for dinner" | "I would be really pleased if you set the table for dinner" | "Please put your hat on" | "I'd really love to see you wear your hat properly" |
| "Don't leave your shoes in the hallway" | "I'd like to see your shoes put away, so no one trips on them" | "Thanks for lining up" | "It makes me so proud to see you lining up properly" |
| "Thank you for being kind to your sister" | "It makes me overjoyed to see you being kind to your sister" | "Please don't swear" | "It is upsetting to me hearing you use such offensive language; please choose your words carefully" |

Why do we use them?

We use them to develop empathy and to build an understanding of how their actions influence other people. In time children will think about their actions and adjust their behaviour.

They represent personal expressions of feeling in response to specific positive or negative behaviours of others.

Autism Acceptance Month

April is Autism Acceptance Month (AAM) and a great opportunity to celebrate our students with autism, learn more about how we can support and include them, and help foster understanding and acceptance of autism among all students.

AAM is an offshoot of the United Nations' sanctioned [World Autism Awareness Day](#) on Tuesday 2 April 2024. The day began with a month of global events to celebrate autistic people. Our school is committed to understanding, including and celebrating our students and values the contribution they and their families make to our school.

To celebrate AAM, we would like to share some resources that support autistic students and their families. The Department of Education has worked with organisations for autistic people and lead researchers in autism to develop new resources for schools to help us better understand, support and celebrate the strengths of autistic students. I hope you find them useful and insightful.

- [AllPlay Learn Inclusive School Communities](#): Monash University's AllPlay Learn team has developed evidence-based guidance and resources on how to create inclusive school communities where everyone feels welcome and supported. It includes videos on engaging with other parents, using [inclusive language](#) and [student resources](#) you can share with your child or children.
- Amaze has produced [videos and tip sheets for parents](#) on how to include families of autistic children.
- The [Art of Learning](#) video.

More support for autistic students

The department has established the [Diverse Learners Hub](#) to help meet the needs of diverse learners, including autistic students. It is key initiative of [Disability Inclusion](#) and flagship of the [Autism Education Strategy](#). The hub provides evidence-based advice, information and resources on best-practice inclusive teaching for autistic students.

Professional Development: Teachers are meeting on Monday afternoons to work on improving student engagement. Next week a regional coach will be working with staff on Monday and Tuesday.

Real Schools Partnership:

Please see the article about Affective Statements. Staff at school are using these at school with the students.

As well as making affective statements, staff are using a template to structure conversations with students. It's called the P3P3F3. 3 means three minutes, which is the time allocated to each section. Our role is to support students when conflict arises and to support the repair of relationships. We have had a lot of success using the template because it focuses on the present and not past harms. We may send one home to you, if your child participates in one of these conversations to teach empathy and build friendships. Student names are not used in the template.

P3 Past

P3 Present

F3 Future

The incident which has just occurred.

How the students are feeling

For each individual to describe their future actions.

Pupil Free Day – 20 May 2024. Staff will be working with our expert facilitator from Real Schools

Penny Hale

Principal

BLACK WOOD CAMP

Warin-bik is an Indigenous Program designed to help students learn more about Koorie Culture and create a connection through friendship to help identity, acceptance and understanding.gained a greater understanding of Koorie Culture across our State and Nation.

Through the unique program, students had the opportunity to learn from KESO (Koorie Education Support Officers), Cultural Educators and local elders as well as developed an understanding of Koorie life, education and culture.

Through the program students were given a chance to share, learn and grow as they identified and gained a greater level of understanding together.

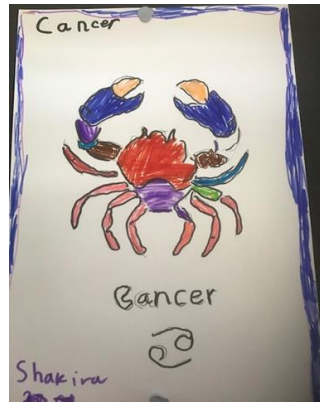
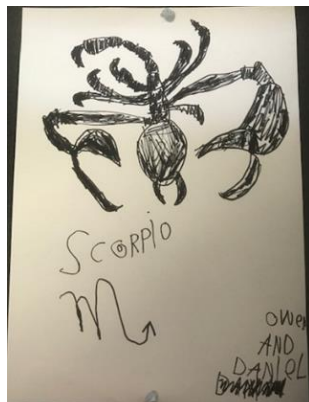
Students worked together to develop improved indigenous skills in the areas of cultural understanding, cooking, tracking and navigation.



NEWS FROM THE ART ROOM

Welcome back to Term Two everyone. This term in Art, our theme is Fantasy and Spirituality. The students will be exploring a variety of topics such as Zodiac Signs, Unicorns, Dragons, Fairies and Elves and Indigenous Dream Time Stories.

Room 19 and 20 students commenced their art work enthusiastically with a splash of colour in creating their own star signs. Students also listened to simple personality traits of each of the star signs.



Principal Awards

Room 1 - Colton: always joining in well with circle time. Singing and using actions every day.

Room 3 - Azealia: being a wonderful classroom helper without being asked.

Room 5 - Benjamin: demonstrating restraint and resilience on Tuesday when he stayed focused on his work.

Room 18 - Abbie: quietly working on all work tasks giving her best effort.

Room 23 - Brodi: helping with activities at Lake Cullulleraine excursion.

Room 24 - Kane: being responsible and drawing his own map to scale, with verbal prompts.

Room 24 - Narni: beginning her work independently every day, on arrival.

SWPBS Awards - being Respectful

Room 18 - Gabe: responsible by apologising for his inappropriate actions.

Room 23 - Kera-Lee: completing her work independently in English.

Room 24 - Logan: being responsible and independently collecting rubbish at Bowls after the sausage sizzle lunch.

Room 24 - Noah: participating in all the activities at Lake Cullulleraine and being a great role model with the younger students.

Room 24 - Corey: being responsible and helping his group at lawn bowls with lots of encouragement. Room 24 - Izzy: a great role model at Lake Cullulleraine excursion and accepting time restraints when kayaking was cut short due to pack up.

Room 24 - Anthony: being responsible at Lake Cullulleraine by listening and completing all the activities with a smile on his face.

Room 24 - Lucas: for using his words to explain his fear of attending Lake Cullulleraine and participating in most of the activities when there.

EARLY YEARS' NEWS

Hello, and welcome back to Term Two. Room Two hopes everyone had a lovely holiday.

Before the school holidays, Early Years' students participated in an Easter Egg Hunt organised by the Secondary College. The students had to find their Easter Basket by locating their name. The students enjoyed their Easter Chocolate. Yum!

Room Two students recapped their syllable learning. The students were also introduced to rhyming, where they worked on words that have the 'at' sound. During Phonics, the students have been learning about the letter 'h'. The students completed an activity where they had to cut out and make happy faces.

During a Numeracy activity, the students had to roll a dice and represent that number using unifix boxes. The students then had to add the blocks together to create a tower.

Displayed below are some pictures of our learning.



Lincoln excited to showcase his Easter Basket.

Maleah is about to eat her Easter bunny.



Mason creating a happy face, focusing on the letter Hh.



Raidon is completing a Numeracy worksheet based on counting blocks.

UPPER PRIMARY YEARS' NEWS

Early next week staff and students will be engaging in learning and tasks relating to ANZAC Day and the significance of this important day.

Students in Upper Primary are learning about Food and Fibre. Our students will have the opportunity to learn about the production of the food they eat, fibres they use and the environment they live in.

We had a number of students who attended a camp at Blackwood in the last week of Term 1.

Listening to the students yesterday it appears they all had a wonderful time and participated in a number of different experiences.

SECONDARY NEWS

Two of our students, Ella and Kyle are currently attending Horticulture sessions each Thursday.



Kyle – I went to a Laboratory for soil, leaf and water testing.



Senior students working diligently in the Canteen each Friday.

April

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|---------------------------|----------------------|-----------|--------------------------|--------|----------|--------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|School Holidays..... | | | | | | |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|School Holidays..... | | | | | | |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| First Day of Term 2. | Lunch orders due in. | | | | | |
| 22 | 23 | 24 | ANZAC DAY . No School | 25 | 26 | 27 |
| | Lunch orders due in. | | | | | 28 |
| 29 | 30 | | | | | |
| | Lunch orders due in. | | | | | |

May

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|----------------|----------------------|-----------|----------|--------|----------|--------|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| | Lunch orders due in. | | | | | |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| | Lunch orders due in. | | | | | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| Pupil Free Day | Lunch orders due in. | | | | | |
| 27 | 28 | 29 | 30 | 31 | | |
| | Lunch orders due in. | | | | | |

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.

CSEF applications forms are available at the front office.

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 Hip Pocket Workwear and are available from 13-15 Tenth Street, Mildura. Contact person is Andrea Mercieca. Phone number is (03) 50214506. 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 VPC. 2.50—3.00PM

This is to help ease congestion on Deakin Ave and for safety of cars and students.

