



School No.5215

Phone: 9360 9322

TERM 3 DATES

Book Week Dress Up Day
Thursday 24th August

Blackwood Special Schools Camp #2
Wednesday 23rd – Friday 25th August

Student Free Day
Friday 25th August



Principals Update

Principal's Report

We are very close to having the Building Permit issued to signal the commencement of our senior school building project. A preliminary meeting was conducted today, and McColl Smith, our builders, will be undertaking electrical and plumbing “hookups” early next week and commencing the installation of the hoarding. They will utilise the curriculum day on Friday to secure internal hoarding. We have developed a social story that we will introduce next week, providing the students with information about the building project. We have been busy relocating the bikes in readiness for this shed to be demolished, with the biggest project yet to come, the relocation of the chickens to an alternative grassed area within the school. Whilst the café facility will soon be out of circulation for the duration of the build, the program will relocate to the relocatable buildings for the applied learning program to continue. The canteen program will not be impacted.



This week we have had several incursions with an RACV Safety Squad educator conducting a program aimed at empowering students to stay safe both in the home and on the roads. Themes included passenger safety, pedestrian safety, bike safety and identifying hazards in the home.

We also celebrated science week. Students participated in a range of interactive activities across the week, exploring Factual and Fictional texts, Minibeast Investigations, and the favourite activity, a minibeast incursion today.

In the final weeks of Term 3, identified primary years classes will participate in the Vic Uni Inclusive Sports Program facilitated by undergraduate students. This will occur across 2 dates, the 5th and 12th of **September**. Families of students participating will receive permission forms and information in the coming weeks. This program will be offered for older

students towards the end of Term 4.

Next week I will be participating in the Middle Years Camping Program along with 3 other staff. The staff at Blackwood will keep us busy, participating in a range of engaging physical activities. Let's hope the very chilly mornings have passed by then.



These camping students will return to school on **Friday, 25th August**, which is a Student Free Day for all other students at the school. Teachers will be planning their Term 4 Unit of Work on this day, and Education Support Staff will be onsite undertaking professional learning.

Student Free Day 25th August

A reminder to families that Friday, 25th August, is a **Student Free Day**. The students on Camp in Week 7 will return to school in the afternoon of Friday, 25th August, so officially, they will be in attendance.



Senior Students hone their team skills with the new Billiard Table.



Book Week Theme – “Read, Grow, Inspire”

Thursday, 24th August – Book Week Dress Up Day! This is always a special day for students and staff! As we dress up in our favourite costumes. There will be competitions and fun activities planned across both weeks.

Term 3 Blackwood Camp Experiences



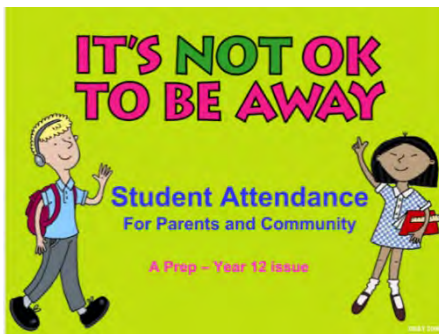
Middle Years Camp 2 – Week 7 Wednesday 23rd – Friday 25th August

Camp 2 organisation is underway, with students attending the camp in the Residence at Blackwood. Rosie, Melinda, Aliesha, and Alby will be supporting students on this camp. Camp 2 Information packages will be sent home to families this week. Thanks to Meliz Ramadan, Camp Coordinator, for her extraordinary work planning these activities.



Rani's Revelations

Don't forget to access within this newsletter the latest updates around Life beyond school. This week Rani will be providing information on: **'Work Experience'**.



When students come to class late, it distracts other students and impacts the class and learning for all. Please make every effort to start the school day on time.

Attendance is an important contributor to a student's academic achievement – all school days matter. The correlation between absence and achievement is consistently negative and declines in achievement are evident with any level of absence.

Attendance data is monitored daily and weekly by the Student Wellbeing Forum, with actions identified to redress no attendance.



Department
of Education

2023 Parent / Caregiver / Guardian Opinion Survey:

Jennings Street School

Invitation to participate in the 2023 Parent / Caregiver / Guardian Opinion Survey

Dear parents/carers,

Your family is asked to participate in the 2023 Parent / Caregiver / Guardian Opinion Survey. The Department of Education has contracted ORIMA Research (ORIMA) to conduct the survey. ORIMA is Australia's leading provider of end-to-end research and data analytics services to the public and not-for-profit sectors.

Each year the school conducts an opinion survey with the school community.

All families are invited to participate in the survey. Results will be used to inform and direct our future school planning and improvement.

I ask you to please take the time to complete the survey as **your opinions are important to us** and will contribute to the future management and organisation of our school. The department will use the results from the survey for research purposes and to improve outcomes for students.

- The survey will be conducted **online** and only takes **20 minutes** to complete.
 - The survey can be completed on any internet-enabled device (desktop computer, laptop, tablet or smartphone) and is compatible with most browsers.
- The survey will be open from **Monday, 7 August, to Friday, 8 September 2023**.
- The survey is available in English and 10 other languages, including Arabic, Greek, Hakha Chin, Hindi, Japanese, Punjabi, Simplified Chinese, Somali, Turkish, and Vietnamese.

Please be assured that your responses are completely confidential. The survey is conducted anonymously, and it is important to us that you complete the survey as honestly as possible. You will be provided with a PIN to complete the survey. This is to ensure that parents/caregivers/guardians only complete the survey once. The school can never see your responses linked with the PIN.

Please follow the instructions below to complete the survey. **PLEASE NOTE:** Only **one parent/caregiver/guardian** from your family is invited to complete the survey. Please **DO NOT** share the survey link and PIN with others or on a public website, forum or similar.



To complete the survey, simply:

1. Click on the link below, or copy and paste the text into your browser. This link will take you directly to the survey.
<https://www.orima.com.au/parent>
2. Select the School and Campus name below.
School Name: **Jennings Street School**
Campus Name: **Jennings Street School**
3. Enter the School PIN below
PIN: **879190**

When complete, please click on the tick button at the end of the survey to submit your answers. Please note that the survey will time out after **60 minutes of inactivity**.

Thank you for taking the time to participate. Your assistance is greatly appreciated.

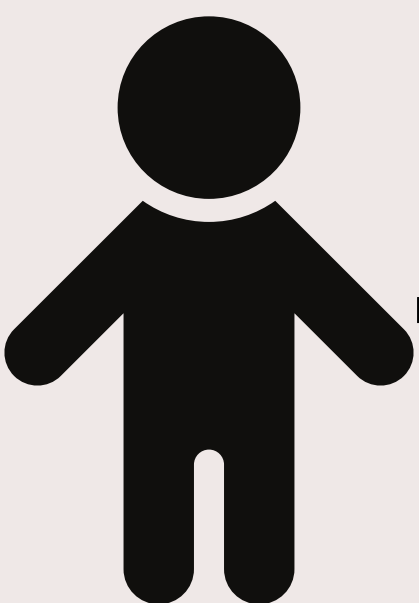
Questions?

Please do not hesitate to contact me if you have any general queries about the survey. For specific technical or participation-related queries, you may also contact the department or the supplier administering the survey, ORIMA Research.

- Should you have any technical queries regarding the Parent / Caregiver / Guardian Opinion Survey, please do not hesitate to contact ORIMA Research on 1800 654 585 (toll-free during business hours), or by email: pos@orima.com.
- Should you have any participation or survey-related queries, please contact the school, or the department by email: school.surveys@education.vic.gov.au.

The department and ORIMA protect your responses in accordance with the *Privacy and Data Protection Act 2014* (Vic), the *Health Records Act 2001* (Vic) and the *Public Records Act 1973* (Vic). For more information, please visit ORIMA's [Privacy Policy](#), and the department's [Schools' Privacy Policy](#).

WORK LEARNING EXPERIENCE



In Term 1, a **Work Related Skills goal** is set for your child in their ILP. This goal is identified as being chronologically appropriate to your child's age and how long they have left at school, as well as their academic level.

BLUE PATHWAY

Work Related Skills teaching and learning in Term 1 and 2 is integrated into:

- Vocational learning
- Electives
- Travel Training
- Community Access
- Self Care

ORANGE PATHWAY

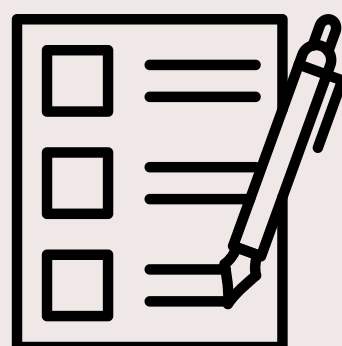
Work Related Skills teaching and learning in Term 1 and 2 is integrated into:

- Vocational learning
- specific Electives
- Travel Training
- Community Access

GREEN PATHWAY

Work Related Skills teaching and learning in Term 1 and 2 is integrated into:

- explicit Work Related Skills lessons (in line with the VPC curriculum)
- applied learning projects
- specific Electives
- industry visits



In Term 2, your child's teacher completes a Work Learning Experience assessment to identify how consistently your child is demonstrating certain **communication** skills, **teamwork** skills and positive **work habits**. The assessment also records the supports required to elicit these skills.

The results of this assessment determines what **next steps** are appropriate for your child in Term 3 to further develop their Work Related Skills.

Work Experience is recommended by the Department of Education to occur when a child reaches 15-16 years old as this is when they are beginning to think about what their life after school might look like. There are many benefits to Work Experience. It helps to prepare students for the demands and expectations of the working world, as well as an opportunity to relate school studies with a workplace.

Work Learning Experience at Jennings Street School is used to teach students about transferable skills they will need in their post-school pathway and gain insights into industries. We also use it as an opportunity to assess students' capabilities in the world of employment to help identify appropriate post-school options for your child.

Onsite Work Learning

If a student's assessment results indicate that they are still in their early stages of learning communication skills, teamwork and work habits relevant to work related tasks, they are identified as finding it beneficial to continue their Work Experience Learning onsite at school. Their Work Related Skills learning will be integrated within their vocational, electives, community access and travel training lessons in Term 3 and 4.



Work Related Tasks in the Local Community

If your child is demonstrating some of the assessed skills and competencies with consistency at school, they are identified as ready to learn how to generalise these skills in offsite work tasks.

Volunteering tasks might include sorting books at the local library or cleaning at the community hub. The experience is designed to build students engagement within the community and confidence completing a range of "work related" tasks in environments outside of school.

Supports include:

- 1:1 or 1:2 staffing to student ratio
- Familiar staff member models tasks and assists when needed
- Tasks can be simplified
- Students are tasked to attend for no more than 30 minute shifts

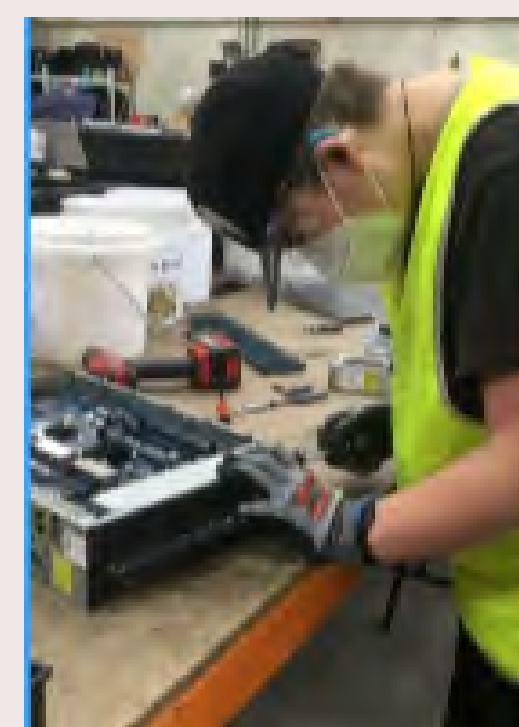


Supported Work Experience at an ADE

If your child's assessment result indicates that they are consistently demonstrating a number of skills at school and have demonstrated the capacity to tolerate longer tasks, we arrange for their Term 3 Work Learning Experience to be placed at an Australian Disability Enterprise or Social Enterprise.

ADEs are generally not-for-profit organizations that play an important role in providing supported employment opportunities. They employ people with disability with high support needs. Students are expected to attend a full working day. Supports include:

- Small group tasks with peers
- Familiar staff member assists when needed
- Environment is differentiated for a range of disabilities



Supported Work Placement with an Open Employer

Some of our students are ready for more of a challenge. Over their time at school, they have built their skills and capacities to be able to demonstrate a number of skills consistently across environments with a limited requirement for supports. These students are identified through their assessment as ready to access a work placement arranged with an open employer.

Open employment is when people with and without disability work together in the same workplace. The student will receive mentoring support either at school or onsite, but will be expected to complete the majority of the work tasks independently. Students are also expected to attend a full working day.

We recognise every child is in a different place in their employment journey. Depending on your child's goals, interests and skill level, we attempt to find the right fit with their placement.

In our students final year of study, we may attempt to link families with an NDIS SLES provider to help arrange their work experience. This will ensure that your child's WLE will continue into their post-school life and may potentially even lead to supported employment!

This year we worked with **Elevate You**, who have been fantastic at sourcing open employers and supporting them to provide customised work experience for our graduates.

Oh, the places you'll go in MY7...

What a Term we've had so far! This term the focus was all things Blackwood Camp for the first few weeks. Excitement levels were extremely high, and all students had a fantastic time on camp.



The boys have been hard at work helping Grant move the Café over to the Portables area. Every Tuesday session 3 they can be seen in the garden helping and moving things around.



We have been channelling our inner Shark Tank creators and have been creating our own cereal boxes and are working towards creating our own class cereal.

In our free time we have started using an iPad and Photoshop to experiment with a Green Screen to create and edit some photos transporting us all around the world. So far, we've visited the beach, New York, Space and even the White House all without leaving the comfort of the MY7 classroom.



HELLO FROM LY12!

Term 3 has been a busy one for LY12! This Term we have been spending a lot more time out in the community for Travel Training, as well as going to different places for Work Experience! We have had two groups going out on Work Experience to practise work-related skills! One group has been working at "Brite", where the students have been working with a group to sort and package items following a schedule. Our second group has been going out to the Newport Library for one afternoon a week, where they have also been sorting books and putting them back on shelves with more one on one support. The students in LY12 have loved going to their Work Experience this term. Keep up the great work!



MUSIC

We have had a busy term in music!

Students in PY1, PY3, PY4, PY5, PY6, MY6, LY11 and LY14 have been exploring sound. Students have been exploring how sounds are produced, various things that produce sound and various methods of producing sounds on musical instruments and found objects.

Students in MY7, MY8 and MY9 have been exploring keyboard skills. Students have been exploring and developing essential keyboard-playing skills and have been learning to play a range of melodies on the keyboard.

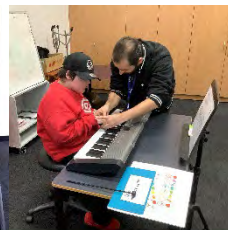




JENNINGS STREET SCHOOL

newsletter

ISSUE #13 | 17th AUGUST 2023



Mini Beasts Incursion!



Respectful school communities start with respectful behaviour

Parents, carers, staff and students can help keep our school community safe, supportive and respectful.

Good relationships are based on:



Open and honest communication



Trust and respect



Working together



Fair and reasonable expectations by all

These behaviours are **not** okay in our school community:

- ⊗ Threats
- ⊗ Violence
- ⊗ Rudeness
- ⊗ Harassment
- ⊗ Discriminatory and derogatory comments
- ⊗ Aggression
- ⊗ Intimidation
- ⊗ Threatening gestures

This includes in-person, over-the-phone, email, text message, social media and online platforms.

For more information ask your school about the **Respectful Behaviours within the School Community Policy**.

What People THINK
the autism spectrum
looks like:



What it CAN
actually
LOOK LIKE:



Autism is the word used to describe a particular type of neurology – that is, a certain type of way some people's brains work.

It affects a range of different areas of life, including:

- Social communication differences, both verbal and non-verbal. This is most noticeable when they are interacting with someone who is neurotypical – two people with autism tend to be able to communicate with very few issues
- Specific passions that autistic people know a lot about and can spend a lot of time talking about or engaging in
- A preference for routines, predictability, and consistency
- Difficulty tuning in to internal body signals, whether that's that they need to eat or drink, or that they might be feeling stressed, tired, or anxious
- A preference for particular foods
- A preference for particular textures
- Repetitive behaviours, such as stimming (repeating body movements) or scripting (repeating words, often from a preferred TV show or movie)
- Overwhelming emotions when something unpredictable happens, there is a change in routine, or they encounter a demand that feels impossible

Everyone's experience of autism is very different, and as the saying goes – "if you know one person with autism, you know one person with autism".

TAKE HOME READERS!



We LOVE reading and phonics at JSS, and we are very excited to finally be in a position for students to participate in our Take Home Reader program. As of next week (Book Week), students will be able to bring our brand-new reading books home to share with their families! We have carefully selected a range of decodable reading books that complement our Read, Write, Inc phonics program. All reading books are matched to the student's phonics and reading levels to support the learning that is happening in the classroom and to promote success. Students will also have the opportunity to bring other books of interest that they may not be able to read themselves but would like a family member to share with them. You will receive a message from your child's teacher this week asking if you would like to opt into this program.

If your child is not yet reading independently, we will be sending home some tips and tricks for reading to your child and how you can enjoy stories together and provide a Literacy rich environment in many ways at home. Holly and Emma are currently preparing parent information to support reading with your child at home and the Take Home Reader program. This will be sent to you via Seesaw next week. Holly is also exploring a platform to share online readers at home (in the future). Watch this space!



STEPPING STONES – FOR PARENTS OF A CHILD WITH A DISABILITY

Expressions of interest are sought from our parent community of children up to the age of 12 years. Group Stepping Stones Triple P will run each Wednesday from Week 2 in Term 4. This will be co-facilitated by Mackillop Family Services and Jennings Street School. Please contact the office on 9360 9322 to express your interest.














WHAT IS STEPPING STONES TRIPLE P?

Stepping Stones is based on Triple P's positive parenting strategies. It helps you manage problem behaviour and developmental issues common in children with disability. It also helps encourage behaviour you like, cope with stress, develop a close relationship with your child and teach your child new skills.

GROUP STEPPING STONES TRIPLE P

You're either having significant problems with your child's behaviour or you simply want to know how to encourage your child's development and potential. About a dozen parents come together for six sessions, which last 2 ½ hours each. Your Stepping Stones provider will also call you at home at pre-arranged times to offer support, feedback, and ideas.

WINTER CANTEEN MENU

2023 - Tuesdays			
Name:			
Class Number:			
Item	Price	Quantity	
Chips 	\$4		
Margarita pizza pizza base, cheese, mixed herbs 	\$3		
Simple Chicken burger bun, chicken schnitzel, mayonnaise  	\$3		
Chicken burger with lettuce bun, chicken schnitzel, mayonnaise, cheese, lettuce  + 	\$4		
Toasted cheese sandwich bread, cheese 	\$2		
Toasted ham and cheese sandwich English muffin, cheese, ham 	\$2		
Baked Potato with cheese potato, butter, cheese 	\$2		
Baked Potato with cowboy beans potato, baked beans, paprika, bacon, onion, cheese 	\$4		
Tomato and fetta pasta cherry tomato, fetta, basil, garlic, pasta 	\$3		
Soup of the Day (please ask Canteen staff for the soup of the day) 	\$2		
Chicken Pesto Wrap chicken goujons, lettuce, cheese, tomato pesto, soft white wrap 	\$3		
Total Cost			
Cash enclosed			
Change Given (Completed by Canteen students)			
Please note: "special requests" and "modifications" to recipes cannot be made.			

JOIN THE TEAM

Inclusion Holiday Program

- *Multiple positions available.*
- *Work during School Holiday periods.*
- *Rewarding opportunity to support clients with various support needs.*
- *Supportive and fun environment in a group setting.*
- *Ongoing training and development opportunities provided.*



*Scan the QR Code
to express your interest!*

P: 9407 6200 W: Whittlesea.ymca.org.au





Save the Date for Dream Day at Healesville Sanctuary!

Monday 16 October, 2023



Save the Date for the 2023 Variety Kids Xmas Party!

Thursday 14 December, 2023

Because all kids deserve a fair go in life