



School No.5215

Phone: 9360 9322

### TERM 2 DATES

**Student Free Day**  
Friday 2<sup>nd</sup> June

**Public Holiday**  
King's Birthday  
Monday 12<sup>th</sup> June

**Last Day of Term 2**  
Friday 23<sup>rd</sup> June  
**Early Finish 1:40 pm**  
**Buses will arrive 1 hour earlier.**



## Principals Update

Next week I anticipate that a Building Company will be awarded the contract to undertake the Senior School Building works. I was part of the interview process conducted last week and feel confident that we will achieve a positive outcome with the announcement. Building works are anticipated to get underway over the next holiday period, with hoarding erected to secure the site. The contractor's site will be located on the existing 2<sup>nd</sup> carpark and one of the first priorities will be the establishment of a Traffic Management Plan. The project has received a great deal of cooperation from Laverton P -12 College and will be impacted with trades accessing the site between the two schools. School drops off and pick-up times will be preserved to support safety and the school's operation. Thanks to Andy and Heather from the Building and Grounds subcommittee for their involvement in the site inspection yesterday.



Teachers currently have their heads down as they focus on the important role of summarising your child's learning throughout the semester. Whilst our assessment platform, "The Curriculum Level Tracker", supports teachers in developing priority learning goals, the report narrative is far more comprehensive, providing insight into your child's learning. Whilst teachers at Jennings Street School are grateful for the allocated planning day on Friday, you will come to appreciate that the report on your child's learning is comprehensive and detailed, requiring many hours of focused preparation. I am extremely proud of the commitment that teachers at Jennings Street demonstrate and would like to acknowledge the leaders that support, guide, and mentor them through this process.

## Rani's Revelations



Today we are introducing a new segment to the Newsletter. It will become a regular column within each Newsletter, with Rani and the Later Years planning team providing families with timely information and understandings around all things "Post school pathways" We acknowledge that it can be challenging to navigate the pathways and associated experiences in readiness for and beyond school. It is our intention to include information within the fortnightly newsletter to provide concise information and clarify important understandings for families in order to support you along this journey. This week Rani provides an outline of the following.

- Blue learning pathways
- Orange learning pathways
- Green learning pathways

Rani also provides information around important programs and experiences that align to the frameworks.



**Friday, 2<sup>nd</sup> June – Student Free Day – Report Writing**  
**Monday, June 12<sup>th</sup> – Public Holiday – King's Birthday**

Parents,

The Positive Behaviour Support (PBS) Team at JSS will be gathering data on students' thoughts and feelings about school in the areas of Safety, Learning and Respect, our three school values. Completing surveys such as this can be challenging for our students so in addition to having students complete the survey where appropriate, we are also requesting teachers and parents fill it out on behalf of their students/children.

There will be an opportunity provided to you during your child's SSG meeting to undertake the survey, it should only take a few minutes to complete.

Thank you in advance for supporting us with this very important work.

JSS Positive Behaviour Support Team (PBS)



## Parent teacher interviews

Please refer to the “How To:” guide within this newsletter, supporting families to navigate booking Report Interviews using the **XUNO Family App**. Report Interviews will be conducted on **Tuesday, 20<sup>th</sup> June and Wednesday, 21<sup>st</sup> June**. **Parents can select a 30-minute meeting time between the hours of 3 p.m. and 5.30p.m.** Parents can choose a remote meeting or an onsite, and there is the option to identify if an interpreter is required. The Interview platform will be live from Thursday, 8<sup>th</sup> June, so put this in your diary in order to identify the most appropriate timeslot for your convenience.

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## Timelines

**Monday 19<sup>th</sup> June** – Reports sent home to families

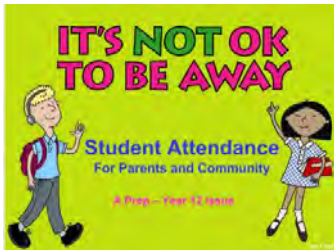
**Tuesday 20<sup>th</sup> June /Wednesday 21<sup>st</sup> June** - Parents Teacher Interviews

**Friday 23<sup>rd</sup> June** - Final Day of Term 2

## Term 3 Camps

We will be discussing the planning around our Blackwood Outdoor Education Centre camps at our consultative meeting tomorrow and I expect that select families will receive information as early as next week.

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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.

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## Later Years Pathways

Feedback from Later Years families have been that they would like more support around understanding their child's pathways.

SSGs for Later Years families have been restructured to allow time for families to discuss with their child's teacher:

- their child's strengths and interests.
- how their child's strengths and interests might align with a post-school pathway.
- NDIS supports required for certain pathways.
- which supports to start linking into to prepare for their transition.

It will also be a chance for families to ask questions and seek clarity about the process. Increasingly, we are finding that preparation needs to start when your child reaches Year 10, but we have processes in place to ensure your family is supported throughout the journey.

# Booking Parent Teacher Interviews

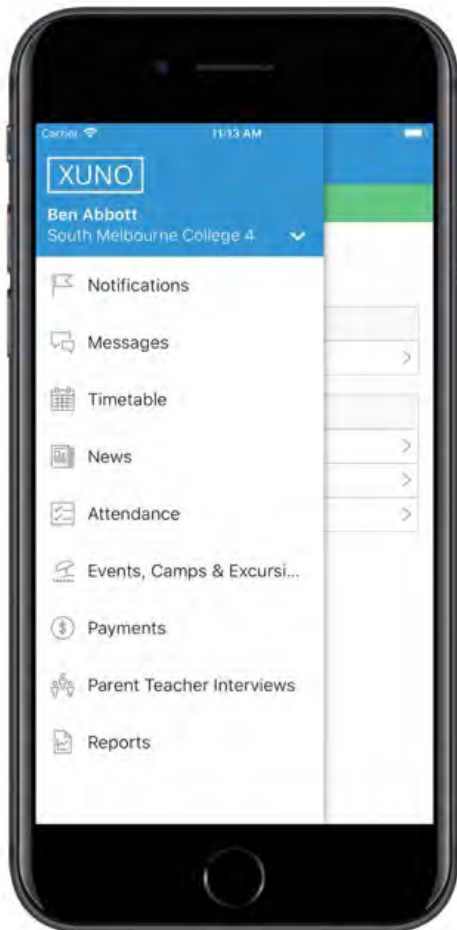
Parent Teacher Interviews will now be booked through Xuno. This can be done via the **Xuno Family** app or the Xuno website.

The interviews will be held on **Tuesday 20th June & Wednesday 21st June between 3.00p.m and 5.30p.m.** When you go into the app or the website you will see a list of available 30 minute time slots with your child's teacher.

Both the website & the mobile app require your Xuno login details. If you have lost these, please contact the school to have them emailed to you.

## Booking using the Xuno Family App

Open the Xuno Family mobile app and press 'Parent Teacher Interviews' (second from the bottom).



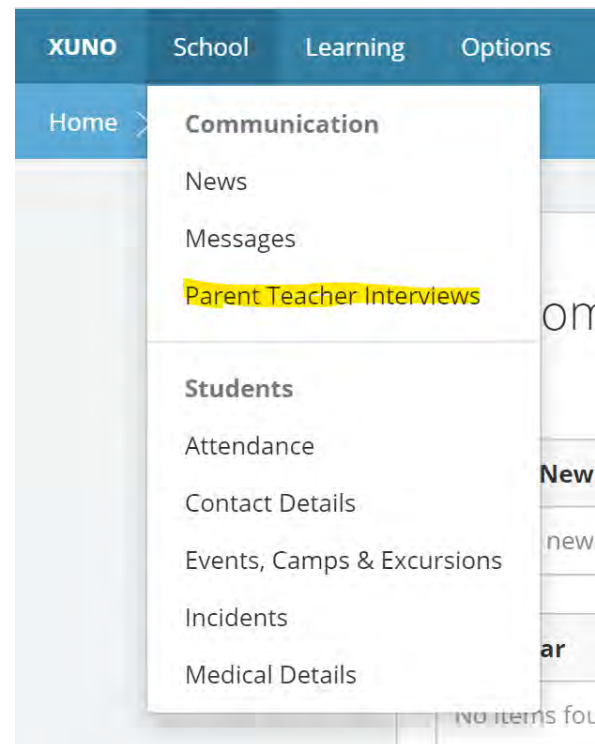
You will then see a list of available time slots. Pick the time that best suits you.

## Booking using the Xuno Website

**1. Go to:**  
<https://xuno.jenningsstreetschool.vic.edu.au>  
There is also a link to Xuno on our school website under the 'Parent Information' menu.

**2. Login with your Xuno username and password.** *If you have lost this, please contact the school to have it emailed to you.*

**3. After logging in, click School, Parent Teacher Interviews**



**4. You will then see a list of available time slots. Pick a time that best suits you.**

*Please contact the school if you have any trouble booking a Parent Teacher Interview.*

# PATHWAYS AT JENNINGS STREET SCHOOL

When a student is the appropriate age (approximately 15+), they are identified to start their transition into our Later Years program.

JSS provides 3 possible pathway programs for your child. Their curriculum level determines which pathway is most appropriate for them.



## BLUE PATHWAY

Students can access:

- Electives based on interests
- Community Access
- Travel Training
- Self Care/Hygiene
- Breakfast Club

## ORANGE PATHWAY

Students can access:

- Electives based on interests
- Community Access
- Travel Training
- Self Care/Hygiene
- Work Experience Learning

## GREEN PATHWAY

Students can access:

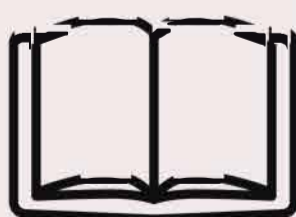
- Electives based on interests
- Community Access
- Travel Training
- Self Care (Mental and Physical Health)
- Work Experience Learning
- Victorian Pathways Certificate (VPC)
- Vocational Education and Training (VET) courses

In each newsletter, the Later Years team will be providing you information about Post School Pathways.

If all of this is new, the best place to start is to better understand the pathway learning your child currently accesses at school. This can help your family determine which goals and priority learning you want your child to continue outside of school.

## Vocational Learning

In Later Years, your child will still be accessing all their core subjects (i.e. Literacy, Maths, Personal and Social). However, their goals will be more refined and targeted. Teachers will make judgements around which aspects of the curriculum to focus on for your child in order to prepare them for their post school pathway.



## Electives

Unlike their core subjects, students can opt into these classes. For our non-speaking students, this is decided through their engagement levels and interests.

The aim of our Electives is to offer students the chance to practice their Maths, Literacy and Personal and Social skills in an Applied Learning context.

Some Electives include Drama, Music, Painting and Drawing.

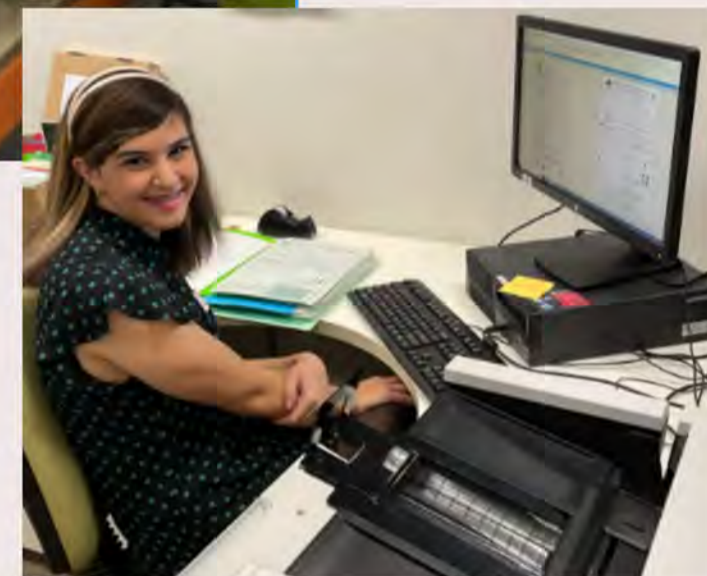
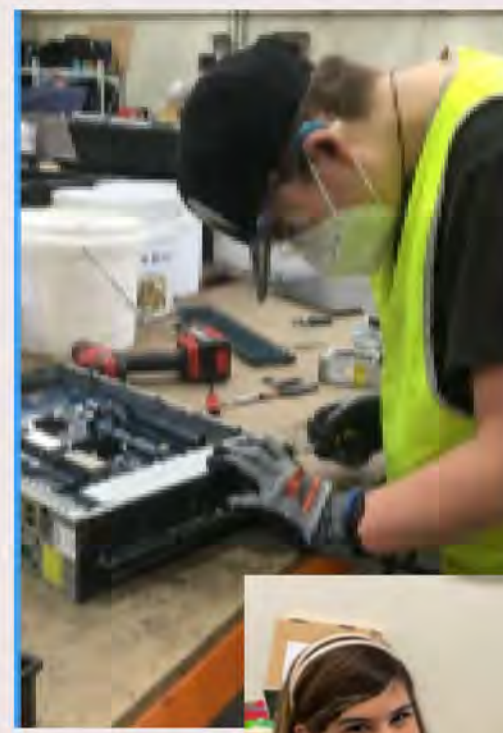
## Work Experience Learning (WEL)

Some Electives are designed to promote the Work Related and Personal Development skills of our students. These Electives provide the opportunity for students to participate in small-scale work-related activities.

In these work-related activities students learn about skills that may be transferred to the world of work.

Some Electives that incorporate WEL in their program are Cafe, Canteen, Horticulture, Enterprise, Mechanics and Animal Sustainability.

Your child will be assessed at the beginning of Term 2 to identify if they are ready to explore offsite Work Experience opportunities.



## Self Care

In Later Years, your child's priority is being prepared for life outside of school. Therefore we have introduced goals around life skills and we support individuals learn about basic self-care routines.

For some, this will include:

- putting on deodorant
- teeth brushing
- brushing hair
- washing hands
- toileting
- dressing



For some students, their learning in Self Care is how to better support their mental health, especially as they approach this big transition in their life.



## Travel Training

The aims of Travel Training are to teach practical safety and social skills when travelling around the local community. The aim is to teach students the skills to travel as independently as possible. We used tiered levels to differentiate our groupings:

- **Level 1** focuses on safely and independently travelling between familiar buildings and tolerating shared spaces
- **Level 2 and 3** aims to build capabilities while travelling in the local outdoor community.
- **Level 4 and 5** introduces public transport



## Community Access

The main difference between Community Access and our Travel Training program is that your child's goals in this program are simply to experience the community and different places as well as explore interests and build relationships various community members.

Rather than be assessed on skills, students are taken to high interest locations and are simply expected to experience and explore. Some excursions include swimming, bowling and Traffic School.

# EVERY PATHWAY JOURNEY IS UNIQUE...



Ryan graduated from Jennings Street School in 2022 from our Green Pathway.

While at our school, they prepared for post-school life by accessing...

## Work Experience Learning

They practiced skills in the school Cafe and Mechanics electives, as well as participated in offsite Work Experience with Enable IT.

## Electives

Ry's passions were photography, art and writing.

## VET

While in their final year of school, Ry began their Certificate II in Visual Arts.

## FURTHER EDUCATION

Ry is now completing their **Certificate II in Visual Arts**. They attend classes once a week.

## PEER MENTORING

They are now working with the NDIS provider, **Spectrum Writing**. They are mentored online by an experienced writer who is also on the spectrum. Ry likes to write when they aren't studying or working.



**Spectrum Writing**

## SUPPORTED EMPLOYMENT

Ry now attends the social enterprise, **STREAT**, twice a week to prepare them for one day working in hospitality and food preparation. They are currently on the 'Fast-Track to Work' 8 week program which will lead to a work placement.

# STREAT

Ryan was invited to our Career Expo held earlier this year to provide some insight into:

- what learning best supported them for their post school pathway
- how they and their family prepared for life after school
- their thoughts, feelings and goals in their final year of schooling

For your convenience, we have recorded their presentation so you can access it at home. Please follow the link to watch it online:

<https://drive.google.com/file/d/1TmYr7xggAtQA7vgNjZXIzY667jbKSi36/view?usp=sharing>

## Transitioning to adulthood.

Moving through the childhood and teenage years into adulthood can be a challenging time for young people, as well as parents or carers. It can be hard to know when to offer support and when to step back.

You're not alone if you're concerned or anxious about:

- Talking to children and teenagers about their bodies, boundaries, sexuality, safety and consent
- Risky activities and behaviour
- Using drugs or drinking alcohol
- Extreme emotions or emotional swings
- Self-esteem and social interactions
- Social media, bullying and societal pressures
- Signs of depression or anxiety
- Future education, work or living arrangements.

The transition to adulthood can be particularly difficult for people with disability and their families as they navigate a changing landscape of emotions, relationships, decisions and desire for independence.

Starting or finishing school and leaving things that are familiar, structured and safe can provoke feelings of anxiety, overwhelm or stress.



Research indicates that "youth with disability have reported that they have similar aspirations to their counterparts without disability!" They're seeking independence, freedom and new adventures.

Early transition planning and clear communication are valuable strategies for managing this rite of passage and supporting your child or teen to become more responsible and independent.

# Leap in!



## The 6 steps in transition planning.

A transition plan can be a simple document that sets out the steps that support a transition. It not only gives you and your family an agreed plan of action, it can also be a valuable document to refer to when completing an NDIS Plan.

### Step 1

Write down the person's strengths, skills, interest and abilities.

### Step 2

Work together to develop some short and long-term goals.

### Step 3

Write down the skills/qualifications, practical requirements and/or support needs associated with achieving those goals.

### Step 4

Identify which skills the person needs to develop or practice to reach their goals. The NDIS usually refers to learning new skills that increase independence as "capacity building".

### Step 5

Talk with people who might be able to provide advice or support such as teachers, support workers, allied health professionals, doctors, government agencies, family members and friends. Research the funding available (through the NDIS or other programs).

### Step 6

Review the plan regularly and adjust as goals and aspirations change.

Questions about your child's pathway?

Unsure about how to start a transition plan?

Talk to one of the Later Years team by calling the school or emailing  
[ranika.ratajczak@education.vic.gov.au](mailto:ranika.ratajczak@education.vic.gov.au)

# Hello from PY 2

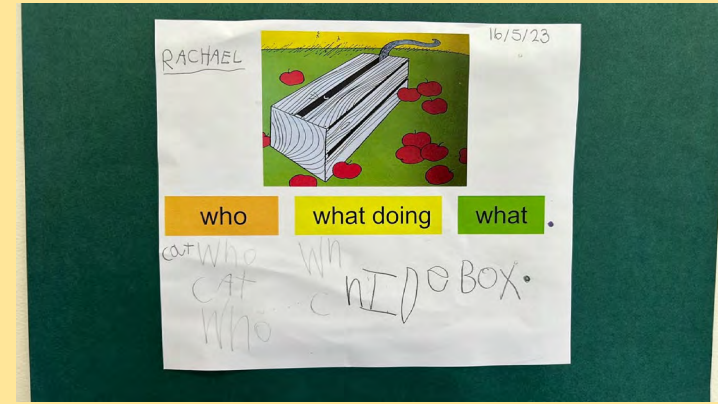
What a wonderful start to the year it has been for the newest JSS students!

In Literacy, we have been enjoying daily Shared Reading experiences where we have been focusing on identifying characters and events. In Writing this Term we have been using colourful semantics to support sentence building. Students completed their very first PBA in which they wrote about things they like to do at school!

In Maths, we have explored a number of topics including patterning, counting, money and comparing numbers using more and less.



The whole group sitting and engaged for morning circle! Nissi is using her AAC to communicate her feelings during morning check ins



Rachael's colourful semantics who, what doing, what sentence from our Shared Reading book My Cat Likes to Hide in Boxes



Nissi engaged in puzzle play

Charlie matching coins and notes



Nate enjoying a book with Kara



Harvey identifying a repeated pattern and filling in the missing teddy bear counters

Nate and Harvey painting fun!



Adrian, Rachael, Charlie and Harvey playing together in the sand table



## HELLO FROM LY13!

LY13 have had a very busy Term 2 so far and it's only getting busier!

In Literacy, the students planned and created PowerPoint presentations about the Charity Morning Tea they hosted at the end of Term 1. The students reflected on the planning and preparation of the event, the strengths they demonstrated as well as the challenges they faced. They each took turns to present their PowerPoints to the class utilising the various presentation skills they learned along the way.

In Maths, they have been learning about shape, fractions and decimals. The students enjoyed using their origami skills to make 3D models from 2D paper templates.

A big focus for LY13 this term has been all about Work-Related Skills. We have been very lucky to get to out on lots of excursions to various workplaces such as The Age newspaper, Mainstream Aquaculture Barramundi Farm, Laverton Community Hub and Melbourne Water. The students have been really enjoying getting out into the community and seeing the various workplaces and jobs that are out there. They have been learning about the different qualifications as well as hard and soft skills needed for these different jobs also.



The students have also been really loving their boxing classes every Monday. A lot of sore muscles are reported but they come back with big smiles on their faces afterwards.



Electives are in full swing as usual. The Newspaper group are at the editing stages of their articles, adding pictures and finalising their stories. In Home Ec – the students have chosen to make foods from different continents throughout the year. Term 2 they are trialling dishes from North America. They have made lots of delicious dishes such as Icelandic pancakes and Mac and Cheese.

Café has also been a huge success this term, especially since the students completed their Barista training and Food Safety course. The students have been taking turns practicing using the new and improved coffee machine, making flat whites, lattes, cappuccinos and the like! The staff have been raving about the quality of coffee, food and customer service.



## Science and Games

We have had a busy term in Science and Games!!!!

### Science

Students have been learning about Extreme Weather and how it affects our everyday lives. Students especially enjoyed the experiment on making a hailstone. Amazing work!!!!















### Games

Students have been learning about personal and social skills through various games. Students have been engaging in team games and have been encouraged to listen and respond to their peers. Great Work!!



## WINTER CANTEEN MENU

2023 - Tuesdays			
<b>Name:</b>			
<b>Class Number:</b>			
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	
<b>Total Cost</b>			
<b>Cash enclosed</b>			
<b>Change Given</b> (Completed by Canteen students)			

**Please note:** "special requests" and "modifications" to recipes cannot be made.



South East  
Leisure



Welcoming Clubs  
Welcome to the Game



**TUESDAYS**

4.30 - 7.30 PM

May **2**

- June **20**

**2023**

**NOBLE PARK  
AQUATIC CENTRE**

**APPLY ↓**



## Welcome to the Game a free inclusive swim **PROGRAM**

**FOCUSING ON WATER SAFETY, CONFIDENCE  
AND ENJOYMENT**

**CONTACT:**

JESSICA@WELCOMING.ORG.AU  
0411097762

[welcomingaustralia.typeform.com/WGSwimNoblePark](https://welcomingaustralia.typeform.com/WGSwimNoblePark)

**Eligibility  
Requirements:**

- ✓ Age 5 - 25
- ✓ Born overseas or have a parent born overseas
- ✓ Identify with having a disability/autism/ additional support needs

\*formal diagnosis not required



## Perfect Love

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"different abilities"  
is something to  
celebrate!



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