YARRAVILLE

Special Developmental School



Primary Learning

Information Booklet

Primary Years Overview

The Primary Years at Yarraville Special Developmental School caters for students ranging from 5 – 12 years old. Our warm, safe, friendly environment helps students to learn and develop skills to increase independence. As an integral part of school life, we support students to settle, move confidently around the school and learn the daily routines.

We aim to achieve the highest level of progress for each individual enabling them to communicate effectively, develop independent living and social skills, self-manage emotions, manage transitions, develop friendships and become confident citizens.

The environment is adapted to meet students' needs – it is highly structured, calm, safe and secure providing opportunities to learn, explore, play and socialise. Our highly skilled and dedicated team of teachers, education support staff and Allied Health staff work closely together to make every school day a success for our students.



Partnerships with Parents and Carers

Establishing and developing relationships with parents and carers is a central part of our philosophy. It is important to us that the youngest members of our community feel secure, supported and engaged in their learning and play. To achieve this, we establish trust and open communication with families so that there is a consistency in our approach. Children learn best when the school and parents work together and we value the contribution that parents make to our school and endeavour to provide many opportunities where parents are involved in school life, such as SSGs, communication via Seesaw, surveys, classroom visits, Parent morning groups, resource making, assemblies and celebrations at the school.

Primary Curriculum

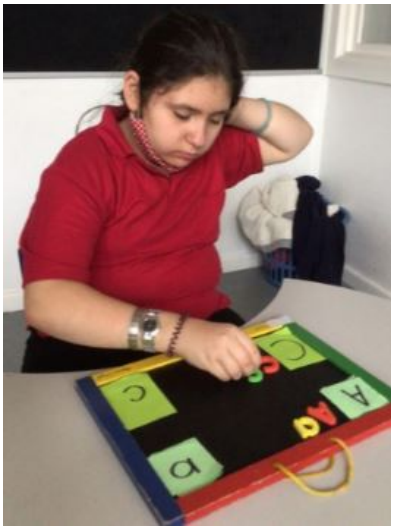
Primary years has developed a guaranteed curriculum with individualised learning programs for students. The curriculum provides quality-teaching programs that focus on developing the foundation skills in Literacy, Numeracy, Personal and Social Capabilities, The Arts and Health and Physical Education. Other subject areas such as Science, History, and Geography are integrated through Inquiry units that are taught each term.

We teach the Victorian Curriculum which focuses on supporting students to develop their independence as they explore, participate and engage in learning. As students' progress through these levels, the amount of support decreases as they proceed towards becoming independent learners.

Literacy

The aim of our Literacy program is to provide engaging and purposeful opportunities for students to make connections between speaking and listening, writing and reading. We achieve this through a range of strategies from the Balanced Literacy program, including language experiences, shared and independent reading/writing activities, modelled reading/writing activities, predictable chart writing and signing in every day.

In the primary years, we continually work on establishing early communication skills with all students using Augmentative and Alternate Communication (AAC) such as: Proloqu2Go, PODD books, Picture Communication Exchange Program System (PECS), Picture Communication Symbols (PCS), Eye gaze, Objects of reference, and Key Word Signing. Communication is vital for our students' therefore it is built into all programs throughout the day, every day.

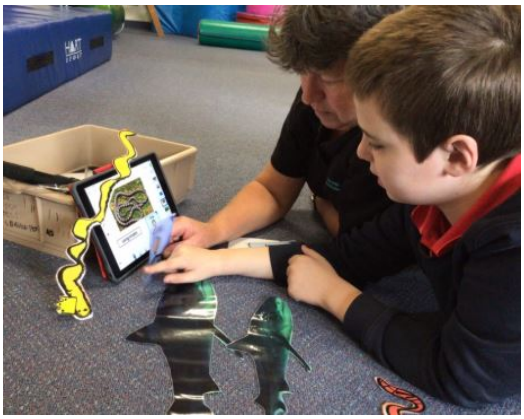




Mathematics

Our Mathematics program includes explicit instruction, followed by opportunities for students to practise and gain proficiency in newly learned skills. Students are focussed on developing number recognition, concept of time and money. Students demonstrate awareness of counting by responding to number rhymes, songs, stories and finger games and then start to make connections between number names and numerals. Units of time is introduced by students responding to a signal from a timer, used to indicate the end of an activity, become familiar with daily routines, respond appropriately to first/then cards and then following a pictorial schedule. Money concepts are taught and reinforced through play, community integration and counting out money for canteen and other school orders.





Personal and Social Capabilities

This is an integral component of our curriculum. Through explicit teaching and reinforcement, students learn to recognise and express their emotions, develop resilience and coping strategies and learn to work/play together or as a team. The Respectful Relationships Curriculum is largely embedded in the curriculum as it is dedicated to promoting positive gender relations. Its main focus is to support students to learn how to have effective and respectful relationships with all people and regulate their emotional responses.





Digital Technology

Digital Technology plays a major role in our curriculum. iPads are an essential tool for learning and communication which fosters independence. Our 1:1 iPad program ensures every student has access to this valuable resource. Student iPads are used to access Proloqu2Go, make choices and create individualized books to make connections with their learning. iPads are also extremely motivating for the majority of our students which increases engagement and opportunities for learning.





Inquiry Units



Inquiry Learning is an approach to designing teaching and learning that encourages students to investigate the world around them. Students have a different Inquiry focus for each term that is engaging, consistent, and provides a platform for higher levels of understanding and learning. The subjects we explore through our Inquiry focuses include Science, History, and Geography The inquiry approach follows the set structure of the e5 model: engage, explore, explain, elaborate, evaluate. Students become explorers, gatherers and presenters of information, enabling them to use the relationship and links between their own lives and the world around them.

Science

The *Science* program offers our students the opportunities to explore, observe and identify characteristics and properties of everyday objects, materials and living things. Through mean of exploration, students work towards acknowledging change in the world around them. This includes changes that impacts on them, for example the weather, as well as the changes that they can create, for example making things move or change shape. Students are encouraged to use their senses to gather information, investigate objects, ask questions, solve problems, make predictions and seek answers.



History

History at Yarraville SDS provides its students with a study into their personal, family and local histories. Students are provided opportunities to explore and learn about their own history and that of their family, as well as the history of their local area and/or community. As participants in their own history, students work towards building on their knowledge and understanding of how the past is different from the present.



Geography

Geography at Yarraville SDS encourages students to be curious about places and explore their local areas. By using their senses to explore the tangible characteristics of a place, such as spaces, features and environmental and human characteristics, students develop their awareness, understanding and purpose of a place. *Geography* allows students explore how to care for places, what are the places they regularly visit, what the major features of each place is, what each place looks like, and much more.



Programs

Library

The library is a calming, quiet space for students to engage in a shared reading experience with another peer or adult, or read by themselves. Students like to explore the range of books and choose their own before getting comfy on the rocking chair, bean bags or pillows. Book Week is one of our annual events celebrating out love of reading. The students and staff come dressed as their favourite character and it is a real celebration of books.

Swimming

Students participate in a swimming program which focuses on water safety, basic and fundamental skills involved in water education. Qualified swim teachers from the swim centres Yarraville Swim Centre and Maribyrnong Aquatic Centre teach the students while YSDS staff are in the water supporting their learning.

Sensory Room

The sensory room is inviting to all students (and staff!) as it caters for our senses. It has been established as a 1:1 program and therefore students are referred to the program by our Occupational Therapists. Students are then timetabled for this on a rotational basis.



Learn to Play

The Learn to Play program is run on a weekly basis both in the classroom and outside during play time to help students build on their pretend play skills. Pretend play helps children to build on their language, social interaction and emotional development. Common play scenarios are cooking, shopping, babies, cars and eating. Students are encouraged to participate and build on the play scenario being offered by staff.



Dance

In dance, students integrate thinking, moving and feeling through movement and dance elements – students explore and identify their body, space, time, energy and relationships.

OSHC and Holiday Program

From Term 3, 2021 Yarraville SDS has partnered with TheirCare to provide quality care, flexibility and commitment to deliver an afterschool care and holiday program for our students. TheirCare provide a stimulating and safe environment for all children. During sessions children develop life skills, friendships, confidence and creativity through play.



Specialists

Our specialist programs: Visual Arts, Performing Arts, Dance, Swimming and P.E are very motivating for our students as they have lots of fun learning through exploration, movement, creativity as well as focused activities.

Physical Education

The prime objectives of the Physical Education program are to foster in children a love of physical activity and play, instil a need for physical fitness and develop a sense of fair play and co-operation. The program gives each student the opportunity to develop a range of fundamental motor skills and apply the skills to games. This contributes to the healthy physical, social and emotional development of students.



Visual Arts

Students make visual art works related to the inquiry focus or their interests, which often reflect families, communities and events which occur in their lives. They use a range of materials, media and technologies to create visual art pieces in a range of forms including drawings, paintings, printmaking and sculptures.

Performing Arts

Students develop an awareness of music as they listen and respond, sing, play instruments, create and improvise. For the student, the Performing arts program is a fun music and dance class that gives them the opportunity to have fun and to be a part of a group.



Allied Health Team

Speech Therapy



Our Speech Therapist focus on all aspects of communication including speech, writing, reading, intensive interaction, socials skills, meal-time support and Augmentative and Alternate Communication (AAC). In particular, staff are supported to implement Proloquo2Go across the day, by providing students with opportunities to communicate. Speech Therapists also assess and support students with swallowing difficulties, working in collaboration with other specialists including dieticians and paediatricians.

Occupational Therapy

Our Occupational Therapist provides strategies to support students' sensory needs through a Sensory Integration approach, provide programs to support fine motor and gross motor skill development, programs to develop play skills and self-care, support staff with behaviour management strategies, support equipment provision and make adaptations to the environment to enable greater independence for the student. Using each students' sensory profiles, our OT has developed an individual sensory action plan that further supports our students remaining regulated and engaged throughout the day.



Physiotherapy

Our Physiotherapist assess the individual needs of students and develops exercise programs to improve student's mobility, posture, sitting balance, coordination, muscle strength, joint range, muscle flexibility, standing stability and walking skills.

Wellbeing supports for students and families

Mental Health Practitioner

Our Mental Health PR actioner works one day a week with our students running targeted interventions and focus groups to support with students to overcome barriers to their engagement in learning and mental health. The programs that are run include:

- Emotional Regulation Program based on the Zones of Regulation framework. This program supports students with common language and skills to develop their self-regulation.
- Students at Risk Group: Program to support students who have been identified as engaging in self-injurious behaviour.
- Pre-puberty groups: Supporting a girls' and boys' group to learn about protective behaviours and preparing them for how their body will change through puberty.

Students are identified by the Mental Health Practioner in consultation with staff. Parent consent is required to participate in the programs.

School Chaplain

The Chaplaincy role at YSDS supports our families in a variety of ways. This can include:

- Referrals to services in the community
- Emotional support and links to external services
- Attending/ organising appointments,
- Navigating NDIS
- Facilitation of parent groups and afternoon tea.

The role is non-denominational with the aim of supporting and increasing family engagement and connectedness in our school community.

School Wide Positive Behaviour Support (SWPBS):

The purpose of SWPBS at YSDS is to establish and maintain a positive and safe learning environment that enhances our school culture. Students are explicitly taught the expected behaviours at school and are recognised and rewarded for demonstrating these throughout the day.

Expected Behaviours	**Be Safe** **I will…**	**Be Respectful** **I will…**	**Be Responsible** **I will…**	**Always** **I will…** 
Classroom	• Ask before you leave the room • Hands down, feet down • Walk inside	• Take turns • Respect others' personal space • Use quiet voice	• Look at schedule • Pack away • Take care of equipment	• **Ask for help** • **Listen to teachers** • **Wait quietly**
Playground	• Hands down, feet down • Wear helmet when riding	• Take turns • Clothes on in public	• Stop, look, listen • Personal space	
Transitions	• Walk together • Stop when asked • Stay together	• Take turns • Hands down, feet down	• Pack away • Go to the door	
Community Access	• Stay with the group • Put seatbelt on • Look (road signs)	• Take turns • Hands down, feet down • Look with your eyes	• Keep name tag on • Be careful • Pack away	

Yarraville SDS is a Child Safe School and has a ZERO TOLERANCE OF CHILD ABUSE

Therefore, we fully implement and practice the Child Safe Standards. Yarraville Special Developmental School is committed to the safety and wellbeing of children and young people. Our school community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

Our Vision

EXCELLENCE IN LEARNING

Our Values are to be

SAFE RESPONSIBLE RESPECTFUL

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