YARRAVILLE

Special Developmental School



Secondary Learning Area

Information Booklet

Senior Years Overview

In the senior years at Yarraville Special Developmental School, we aim to develop students' exposure and experiences beyond their immediate surroundings and community. We provide opportunities for purposeful learning so students are successful at school and beyond their years of schooling. Programs are designed to consolidate skill development around English, communication, Personal and Interpersonal capabilities and Mathematics. There is a high emphasis on interest, capabilities and identification, and development of suitable pathways that will equip students with transferrable skills (including 21st century skills) and knowledge required as youth adults in their post school settings.

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.

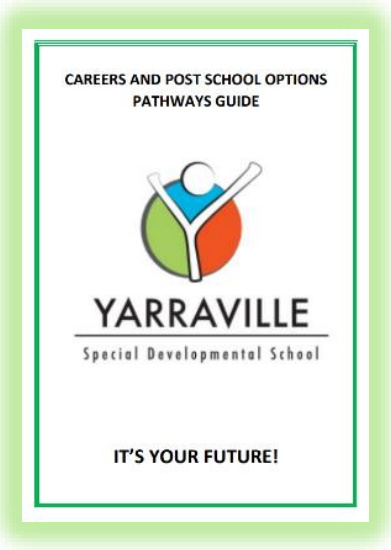
The environment is adapted to meet students' needs – it is highly structured, calm, safe and secure providing opportunities to learn, explore, play and socialise. Our highly skilled and dedicated team of teachers, education support staff and Allied Health staff work closely together to make every school 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 all 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 and adolescents learn best when the school and parents work together, and we value the contribution that parents make to our school. We 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.



For our graduating students and those students who are in their final years of school, we regularly work in close communication with families and carers to provide the relevant support and understanding as to their child's post school opportunities. Our aim is to support students, families, and carers to understand **all** their options, and assist in creating a conducive plan for when their child transitions out of school. We offer various options for students and families/carers to ascertain information, such as booklets of service providers, presentations by service providers, bus tours of service locations, and trial days for students at selected service locations.



Senior Curriculum

The senior years provides a comprehensive, viable and relevant curriculum framework that directs classroom programs and is adapted to our students needs from the Victorian Curriculum Levels A-10. We provide quality-teaching programs that focus on consolidating and extending 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



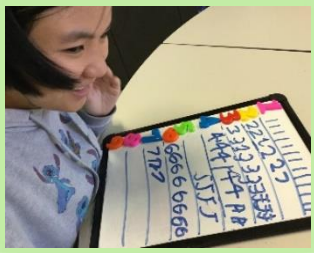
The aim of our literacy program is to provide engaging and purposeful opportunities for students to make connections between speaking and listening, writing, and reading. We achieve this through a range of strategies from the Balanced Literacy program, including language experiences, shared and independent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

In the senior years, we use predominately the Balanced Literacy and Four Blocks Literacy strategies to focus on improving the literacy learning capabilities of students. This involves using a range of experiences to support individual learning preferences in areas of both reading and writing. The key feature of these strategies is the effective us of Augmentative and Alternate Communication (AAC) to ensure that students are appropriately provided with balanced exposure to all four blocks of the Balanced Literacy model, namely Guided Reading, Self-Selected Reading, Writing and Working with Words.

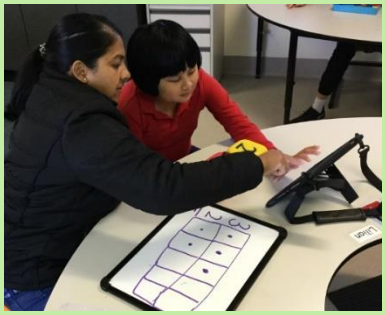




Mathematics



Our Mathematics program involves explicit instruction, followed by opportunities for students to practise and gain proficiency in newly learned skills. Students work towards extending their knowledge in areas of number recognition, single- and double-digit addition and subtraction, understanding length and measurement, and consolidating their knowledge as to the concepts of time and money. Using an array of sensory and tactile resources in conjunction with digital platforms such as Seesaw, students are provided mathematical learning experiences that are kinaesthetic, and interlink into all areas and programs within their learning. For example, in addition to money concepts being taught specifically in math sessions, they are also taught and reinforced through additional programs such as counting money in canteen and café; and whilst we use time all throughout the day to dictate where we should be and at what time, we also use it in programs such as Travel Training to work out when we must be at the station to catch the train. Thus, applying the relevance of our learning to day to day situations.



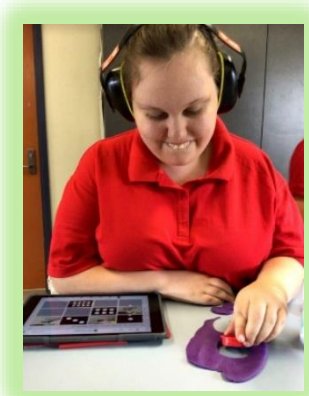


Personal and Social Capabilities

Personal & Social Capabilities at Yarraville SDS aims to develop student's knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. Within every work session, and through the use and implementation of the School Wide Positive Behaviour Support (SWPBS) framework, students are encouraged to recognise and regulate emotions, develop empathy for others, understand and build positive relationships, work effectively in teams, develop leadership skills, and handle challenging situations constructively.



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.

Specialists

Our specialist programs include Visual Arts, Performing Arts, Horticulture studies and Health & Physical Education. Students are provided weekly opportunities to attend a minimum of two specialist classes, where they engage in learning that encourages exploration through creativity, and movement focused activities.

Health & Physical Education

Health & Physical Education focuses on students enhancing their own and others' health, safety, well-being and physical activity. By working in varied and changing contexts, Health & Physical Education at Yarraville uses movement as a medium for learning, through which our students work towards acquiring, practising and refining their own personal, behavioural, social and cognitive skills. Lesson programs aim to help students understand and acquire movement skills, concepts and strategies that evidently help enable them to confidently, competently and creatively participate in a range of individual and group-like physical activities.



Visual Arts

Visual Arts provides our students the ability to share, communicate, turn take, develop their fine motor skills, and make choices, all whilst learning through the exploration and creation of sensory and creative projects. By using a range of materials, media and technologies, students create visual art pieces in a range of forms including drawings, paintings, printmaking and sculptures. Through fun and exploration-based lessons, Visual Art promotes self-confidence and esteem by utilising creative materials to generate artistic and inventive individualised ideas.



Performing Arts

Performing Arts incorporates music and dance to engage our students in the teaching and learning process. Students develop an awareness of music as they listen and respond, sing, play instruments, create and improvise. As our students learn to communicate musically, they evidently lay a foundation to become life-long enjoyers and participants of music. The Performing Arts program specifically focuses on developing its student's communication, motor skills, cognitive abilities, social and emotional wellbeing, and adaptive skills, all whilst enjoying the sounds of music and the movements of dance.



Horticultural Studies

Horticulture studies focuses on developing students critical and creative thinking, whilst experiencing and exploring the world around them. Utilising investigative tasks that allow students to experiment, problem solve and predict outcomes, the Horticulture program works within the schools very own garden, to produce herbs and vegetables, which are then used in other cookery programs.



Projects with Purpose Programs

The Projects with Purpose program aims to engage students in applied learning tasks with the intention of developing useful skills that can be used in post school life. With a full day allocated to the program each week, students are provided regular opportunities and encouraged to develop their interests that can be further extended once they leave school. Some of the various programs that students are both **currently** partaking in, and have previously taken part in, include, but have not been limited to:

- **Swimming**
- **Soap Making**
- Sing & Dance
- Lego Club
- Construction
- Laundry
- **Travel Education**
- Photography
- Math Games
- Mindfulness
- Minor Games
- **Bike Program**
- Pamphlet Drop
- Laundry Program
- **Sensory Regulation**
- Yard Maintenance
- **Design & Technology**
- **Creating Succulents**



Additional to these programs, however included in the Projects with Purpose program, are the Café and Canteen. These programs run all year round, and provide consistent opportunities to our student cohort to develop their skills in coffee making and basic cookery. The following explains each:

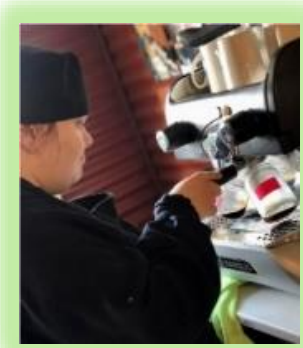
Canteen

Students who participate in the Canteen program learn a variety of skills beyond cooking. With the main objective to provide lunch to students who order it across the school, they also practice shopping for ingredients, collating orders, counting money, delivering to the correct people as well as cleaning up the kitchen on a weekly basis.



Café

Students have the opportunity to work in the school Café where they learn a host of hospitality skills, as well as how to use the coffee machine to make a great cup of coffee!



Our Projects with Purpose programs are regularly reflected upon so that we are continually evolving to reflect our student's interests and skills, and evidently providing them with practical skills sets that can be utilised throughout their post school life.

Extracurricular Programs

The additional programs we as a school offer our students can work either in conjunction with or external to classroom lessons; during play times and post school hours; and/or frequently or infrequently. They are generally planned, but can also be sporadic and spontaneous, and will offer our students an array of sensory, regulatory, movement and/or educational opportunities.

CERES

CERES is an Environmental Park in Brunswick East in which a group of our students attend weekly sessions to develop their understanding in horticultural skills and environmental education. Working in practical scenarios whilst working collaboratively, students are provided an array of opportunities as they explore CERES's urban farm. The four main areas of exploration within the CERES curriculum are Biodiversity, Energy, Waste and Water.



Inter-School Sports

Inter-School Sports provides our students the opportunity to partake and compete in weekly organised and modified sports. Working in conjunction with the Northern Special School Schools Sports Association (NSSSA), 'Team Yarraville' competes against other Special and Special Developmental Schools within the Northern and Western Regions of Greater Melbourne. Such sports that are undertaken throughout the year include, but are not limited to, Hockey, Basketball, Cricket, Golf, AFL, Soccer, Beach Volleyball, Volleyball, Lawn Bowls, Ten Pin Bowling, Netball, Lacrosse, Tee-Ball, Athletics, etc.



Dance



Dance with Howard is a longstanding program at the school that provides our students with the opportunity to be creative in their own space. Students are encouraged to express, question and celebrate human experience, using their body as the instrument. By using movement as a medium for personal, social, emotional, spiritual and physical communication, Dance aims to assist students to reach their creative and expressive potential, whilst assisting in the exploration and identification of their body, space, time, energy and relationships.

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.



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.



Rec Room



The Rec room, much alike the sensory room, is attractive space for many, if not all of our students. Encompassing a large open space, the Rec room provides structural foundations that enable staff to erect various hanging apparatus around the room, such as hammocks, hug swings, platform swings, and much more. It is also a room that includes various fitness equipment, providing opportunities for students to develop and increase their physical strength, mobility and endurance. Used in part by both the Physiotherapist and Occupational Therapists in 1-1 work, the Rec Room is also open for use to individual students, small groups and/or classrooms, with this being timetabled weekly roster.

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.



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. In addition to this, the Physiotherapist also facilitates, in part, the Sensory Program within the Projects with Purpose program, where above exercises and activities are the forefront of the focus.

Wellbeing supports for students and families

Mental Health Practitioner

Our Mental Health Practitioner 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 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 Practitioner 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 an adult before I leave the room • Keep hands to myself and feet down • Walk inside	• Use my inside voice • Wait my turn • Use my manners	• Ask for a break • Look at schedule • Pack away when finished • Be organised	• **Ask for help if needed** • **Listen to adults** • **Wait quietly** • **Do my work** • **Give personal space**
Playground	• Safe Hands • Tell the teacher if something/someone is upsetting you • Be aware of my surroundings	• Wait my turn • Take a break • Ask to join in	• Wear a helmet when riding a bike • Be Sun Smart • Wear appropriate clothing	
Transitions	• Walk safely • Go straight to my next class	• Hold the door open for my friends • Wait for an adult	• Pack away when asked • Be organised	
Community Access	• Stay together with the group • Wear my seatbelt • Be careful of moving cars • Do not talk to strangers • Stop, Look, Listen	• Wait my turn • Listen when others are talking • Use my manners	• Keep lanyard/wrist band on • Pack away MT & Lunch • Wear appropriate clothing • Be organised	

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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