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**Bacchus Marsh**  
Coaches

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## DATES TO REMEMBER

YEAR 12 GRADUATION	FRIDAY 11TH DECEMBER
GRADE 6 GRADUATION	TUESDAY 15TH DECEMBER
LAST DAY OF TERM  STUDENT FREE DAY  MEET & GREET 2021 STAFF	FRIDAY 18TH DECEMBER

Edition 10—Monday 9th November 2020

## A Message from the Principal

Thank you to all of our families and carers who have been patient, kind and supportive whilst the MSS Staff have transitioned back to Face to Face Teaching. Thank you to those families accessing the drop off and pick up areas who have been waiting whilst we trial revisions to our processes.

### Prep Transition

This year Prep transition will go ahead, however it will look different to previous years. The DET guidelines allow us to have 10 students in at one time with their families. We will be running one session for each family, these sessions will be Friday the 20<sup>th</sup>, 27<sup>th</sup> of November and Friday 4<sup>th</sup> of December. Transitions will also continue into 2021 to assist in a successful start at Melton Specialist. We look forward to meeting our new students.

### Book Week

Last Friday the 30<sup>th</sup> October we had our yearly book week dress up day. Thank you to all our families who took the time to dress up our students, they looked fantastic. There was a small parade outside to comply with Covid DET guidelines. Many thanks to our staff who organised activities to support the fun and success of this day.

### Parent Drop off and pick up

Just a polite reminder -

**The buses will not be leaving before 8:55am or 2:55pm so please do not arrive before this time as it can mean a backlog of traffic in the slip lane.**

Also please be aware of other families. If **Gate one is closed and the parking spaces are full**, please drive past and wait 5 minutes then do a loop. Please do not double park. Please do not line up on the drive. Please stick to the times allocated on your paper. If you would like to change your time – please do not hesitate to call the office. If you miss the bus, please come after 8:55am for drop off through Gate one. Please do not park outside the school and bring your young person on site. We are still expected to limit the amount of adults on site.

### Graduations/Assemblies

Given the reduction in restrictions across Metro Melbourne our Graduation planning committees have been creatively working hard to ensure our students and your children have the best celebration of their schooling they can. At this stage Graduations are not open to families being on site – but we will have more information ASAP.

Sub School Leaders are working with teams to ensure we are celebrating all of the work of our young people. Whilst we cannot have on site assemblies – they are working on scheduling virtual assemblies for you to attend.

### Community Access/Camps

Unfortunately, these are still not able to go ahead. We are hopeful there will be some lifting of this restriction before the end of term. It seems unlikely we will be able to attend Camps – but excursions are more likely – watch this space.

Best wishes everyone,

Brooke



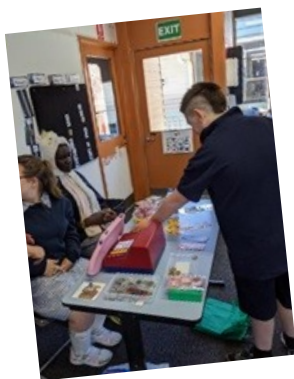
## WHATS BEEN HAPPENING IN P7?

P7 welcomed Kingston in Term three and Kayla (Staff) and Luke in term four. We were happy to return to school after remote learning. Here are some of the things we have been doing. Learning and working together is fun!



## S4 ARE LEARNING SHOPPING SKILLS

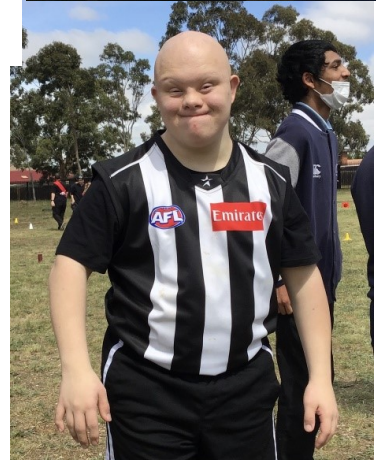
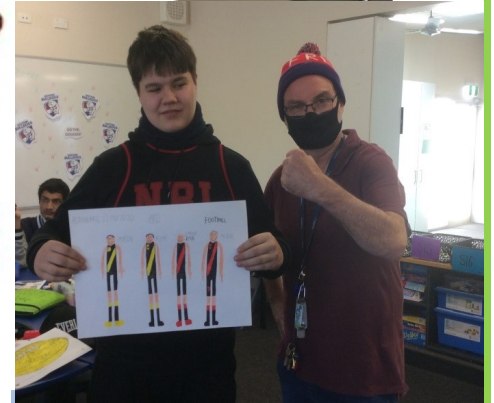
S4 have been practicing their shopping skills during maths sessions. First we sort the groceries into categories. Then we get a list of items and find them in our 'shop'. We take turns being the customer, sales person and sales assistant. We have been practicing adding the total price and giving correct change. We have to wait our turn patiently and help each other if we get stuck.







# FOOTY Colours Day





## GRADE 6 STUDENTS LOOKING THE PART

Earlier this term the Grade 6's received their graduation t-shirts. It was great to see how happy and proud students were when receiving them. They certainly look fantastic!

We would like to say a massive thank you to **Blitz & Pieces 4 U** for their contribution and effort in making this happen.

*'I was very excited when I got to wear my t-shirt for the first time. The t-shirts look awesome' – Joshua P15*



## WHAT HAVE S9 BEEN UP TO?

This term, S9 have been working on team work skills. We have been learning to respect and value everyone's contribution within a team. In the photos below, the students were set a task to work together and create the tallest, most stable structure using straws and a piece of tape, within a short period of time. The students enjoyed working together and were supportive of each other in the different activities. We have found that we can complete tasks faster and better when we are working hard as part of a team.





**Hayley Spargo** – for all her efforts during remote learning. She completed all the activities assigned to her correctly and quickly. She would seek out more activities to do if she had finished everything.

**Jordan North** – During remote learning Jordan learned some great self-regulation skills and was very helpful to his mum with his brand new baby brother. Jordan came along to our class WebEx events regularly. He always checked his emails and Seesaw tasks.

**Cosmo Monteleone** – Everyday Cosmo followed his schedule and completed his fine motor tasks including some juggling. He attended WebEx check ins regularly and always checked his emails.

**Sonny Grevink** – For taking the initiative to ask the teacher when he needed help via a WebEx session and making fantastic attempts at completing tasks set independently.

**Jacobi Iuta** – Jacobi was fantastic during remote learning. He did a great job in making and sharing videos for all of the activities I put on Seesaw each week. He showed a lot of initiative and was really motivated in being an active contributor when creating his videos. I appreciate all the time and effort that he put in while learning from home. Well done Jacobi

**Nathan Gabor** – Nathan went over and beyond what was expected of him. He worked tirelessly throughout the remote learning and produced the wonderful projects and work. All his work was up to date and neatly presented.

Nathan's parents were very supportive and always expressed their appreciation in all the conversations we had via WebEx, phone calls or Seesaw.

Nathan joined in most of the WebEx class meetings. Nathan excelled in Maths activities. Excellent achievement.

**Bailey Dalstead** – Bailey did all his work assigned to him. Bailey learnt how to take photos and videos of himself. He did his projects and experiments with a lot of interest and produced the best he could. Bailey's life skills improved greatly during remote learning. He learnt how to make his own lunch and smoothies.

Bailey's family was very supportive and always had something positive to say about the work planned for Bailey. Bailey was able to join WebEx class meetings and shared his work.

**Rory Ashcroft** – For an excellent effort in completing tasks, helping around the house and making some fantastic creations.

**Thomas Lucassen** – Thomas was an absolute legend during remote learning. Every day he would check his schedule, make his own version of it at home and then complete the set tasks on see saw with astonishing speed and accuracy. Thomas attended all WebEx check ins and was extremely creative in his work at home. He did his own research into the scratch program and is now our class IT 'expert' – helping the adults. Well done Thomas and a big shout out to his parents who assisted as well.

**Kyle Clinkaberry** – Kyle tried very hard everyday with other siblings also completing their remote learning. He wrote some fantastic narrative stories and was a regular attendee at our class WebEx events. Great job Kyle.

**David Campbell, Lillian Pershouse & Alisha Wiltjer** – All worked exceptionally well during remote learning. They attended all WebEx meetings and completed the set work. They emailed regularly to communicate any questions or concerns.

**Izaac Wolf** – Izaac has followed his schedule and finished his tasks while at home. Dad has been a great help too in assisting Izaac do his assigned tasks in PE and Health. Izaac exerted excellent effort in using his words to talk more about his task responses. He also tried every movement challenge with so much perseverance and dedication.

**Cosmo Monteleone** – Everyday Cosmo followed his schedule and completed his fine motor tasks including some juggling. He attended WebEx check ins regularly and always checked his emails.

**Kayden Price** – Kayden completed his given tasks during remote learning whilst building his resilience and persistence. Kayden eagerly gave 100% effort across all subject areas. Kayden's reading, writing and numeracy knowledge and skills grew vastly during remote learning.

His Nan, Bronwen created an engaging and differentiated work environment, allowing Kayden to excel and flourish. We are all exceptionally proud!



**Jack Gibson** – Jack did all his assigned work and always posted the videos and photos for evidence. Jack improved his life skills tremendously. He learnt to hang his clothes on the line, make his own lunch, bake cookies, empty and load the dish washer. This was so rewarding to see. Excellent achievement Jack!

**Kasey Shortis** – Kasey's contribution during remote learning was of a high standard and all her work was completed in a timely manner. Kasey also kept us informed of how her seeds were growing that she planted. Well done Kasey.

**Kasey Borg** – Kasey was outstanding in all the work she presented. She excelled in life skills and hands on projects. She surprised us all with the number of lunches she prepared for her family.

Kasey also looked after her plants which she planted at the beginning of remote learning. The flowers blossomed and she was so happy with her achievement. At the beginning, Kasey would not post any videos of herself doing activities. At the end she gained confidence and was able to share her work through videos. This was amazing to note. Well done Kasey.





# BOOK WEEK

On Friday 30th October it seemed that many of the characters that we have grown to love and cherish had stepped out of their books and arrived at MSS. Thank you to everyone who participated, including school staff.



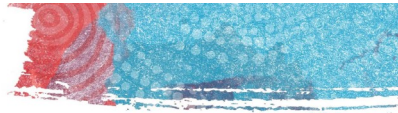


## Narragunnawali Reconciliation in Education

# NAKRA GUNNA WALI

Reconciliation Australia's Narragunnawali program supports all schools and early learning services in Australia to foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.

Narragunnawali (pronounced narra-gunna-wally) is a word from the language of the Ngunnawal people that means alive, wellbeing, coming together and peace.



Narragunnawali's online platform is free to access and provides practical ways to introduce meaningful reconciliation initiatives in the classroom, around the school and with the community through:

### RECONCILIATION ACTION PLANS

A Reconciliation Action Plan (RAP) is a formal statement of commitment to promoting reconciliation between the wider Australian community and Aboriginal and Torres Strait Islander peoples.

A RAP demonstrates to the community that a school or early learning service is forward thinking about reconciliation and committed to making positive change. Narragunnawali provides an online tool to guide teachers, educators and community members through the development and implementation of a RAP. The process is flexible and can be tailored to meet the needs of the school or early learning service, and the local community.

### PROFESSIONAL LEARNING

Often, teachers and educators are committed to supporting reconciliation but don't know how or where to start.

Narragunnawali provides a wide range of professional learning resources for teachers and educators to support the implementation of reconciliation initiatives in the classroom, around the school or early learning service and with the community. These resources assist teachers and educators to meet the National Quality Standard and the Australian Professional Standards for Teachers. As part of professional learning, Narragunnawali also offers regular webinars about reconciliation in education.

### CURRICULUM RESOURCES

Many teachers and educators are looking for meaningful resources to help teach about reconciliation.

Narragunnawali provides resources to promote reconciliation and to strengthen children and students' knowledge and understanding of Aboriginal and Torres Strait Islander histories, cultures and contributions. The resources are aligned to the Early Years Learning Framework and the Australian Curriculum and can be used as is, or adapted to suit the local context.

### NARRAGUNNAWALI AWARDS

There are many schools and early learning services that show exceptional dedication to reconciliation.

The biennial Narragunnawali Awards recognise and celebrate this excellence.

Narragunnawali: Reconciliation in Education acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples.



[reconciliation.org.au/narragunnawali](https://reconciliation.org.au/narragunnawali)

## NAIDOC WEEK (8th-15th November 2020)

Always Was, Always Will Be, recognises that First Nations people have occupied and cared for this continent for over 65,000 years

Across the school classes are celebrating NAIDOC week using the above theme as a basis for their work. As part of our commitment to reconciliation and the Uluru Statement, we are proud to announce to the school community that we are committed to making a Reconciliation Action Plan (RAP) so please expect to hear more about this in the coming year. This is important work for us all.

For many tens of thousands of years before colonisation, Aboriginal people had worked together across the country to farm and care for the land. There is a long held view that Aboriginal people lived a roaming nomadic life. According to early explorer settler journals this was not the case.

In the earliest day of the colonies, colonisers had no intention of respecting Aboriginal law and wholesale war broke out. The settlers forcibly drove Aboriginal people from their land, killing thousands in the process and had destroyed Indigenous crop lands forcing Aboriginal people to become dependent on British food.

NAIDOC Week 2020 acknowledges and celebrates that our nation's story didn't begin with documented European contact whether in 1770 or 1606 - with the arrival of the Dutch on the western coast of the Cape York Peninsula.

The very first footprints on this continent were those belonging to First Nations peoples.







**Always Was,  
Always Will Be.**



[naidoc.org.au](http://naidoc.org.au)

**NAIDOC WEEK**

**8-15 NOV 2020**

**#NAIDOC2020  
#AlwaysWasAlwaysWillBe**

Artwork: Shape of Land by Tiya Waijana

The Rainbow Serpent came out of the Dreamtime to create this land. It is represented by the snake and it forms the shape of Australia, which symbolises how it created our lands. The colour from the Rainbow Serpent is reflected on to the figure to display our connection to the Rainbow Serpent, thus our connection to country. The overlapping colours on the outside is the Dreamtime. The figure inside the shape of Australia is a representation of Indigenous Australians showing that this country - since the dawn of time - always was, and always will be Aboriginal land.

[facebook.com/NAIDOC](https://facebook.com/NAIDOC)

[@naidocweek](https://twitter.com/naidocweek)

[@naidocweek](https://instagram.com/naidocweek)



## LEAVING THE SCHOOL?

Not returning in 2021? If your child is not returning to our school in 2021 please notify the office of your intentions so we can include the information in classroom planning and enable information transfer to your new school.

## REQUEST FOR STUDENT RELATED REPORTS

From time to time parents/carers may require student related reports from the school for various reasons.

If you do require these reports can you please send your request to [meton.ss@edumail.vic.gov.au](mailto:meton.ss@edumail.vic.gov.au)  
**Please allow a minimum of 5 working days for this to be actioned**

**IMPORTANT: parents or guardians must collect these documents, we do not mail them or send them home with students**

## UNIFORM SHOP

The uniform shop will run by appointment only during Term 4. If you are requiring uniform please call the office on 9743 4966 to make a time.

Due to the recent restrictions, students will be unable to try on the uniform items however, feel free to bring in a personal clothing item to help compare sizes.

We also are unable to exchange items for different sizes after purchase and apologies for any inconvenience.

Accepted payment is CASH ONLY.



## WE ARE A SUNSMART SCHOOL

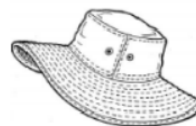
Melton Specialist School is a sun smart school, all students must bring a hat to school during terms 1 and 4 for outdoor play.

Our Sun Smart policy is on our website for further information, attached is what is recommended by Sun Smart when buying a suitable hat for your child.



### **Broad-brimmed hat\***

Brims should shade the face, neck and ears.



### **Bucket hat\***

Bucket or surfer-style hats should have a deep crown and sit low on the head. The angled brim should provide the face, neck and ears with plenty of shade.



### **Legionnaire hat**

Legionnaire hats should have a flap that covers the ears and back of the neck to the collarbone/shoulder. The side flap and front peak should overlap to protect the side of the face.





## Everyone Can Work website is live!



Having a job is important for everyone's quality of life, including people with intellectual disability. But when it comes to navigating employment supports for people with intellectual disability, it can be hard to know where to start.

That's why we are launching our new website, Everyone Can Work.

Everyone Can Work is for people with intellectual disability, their families and supporters. It brings together information about Australian Government employment supports, the lived experience of families and people with intellectual disability, and current research about employment for people with intellectual disability in Australia.

## Online workshops about open employment

This November, [Inclusion Australia](#) will run free online workshops for families and people with intellectual disability.

The first set of workshops are for families and start **Monday 9 November from 1pm–2pm AEDT** (next week!)

These workshops give families and people with intellectual disability the opportunity to come together with peers, learn more about open employment, and explore the possibilities and options for employment that exist for people with intellectual disability.



## Share the love!

If you know someone who might benefit from [Everyone Can Work](#), our [online workshops](#) or [VALID's employer resources](#), please forward them this email!

If this email has been forwarded to you, we hope it's been useful 😊 Feel free to [sign up for further updates](#) – no spam, we promise.

You can also:

- [Register for our workshops](#)
- [Follow Inclusion Australia on Facebook](#)
- [Follow Inclusion Australia on Twitter](#)

We hope to see you soon!

## Information for employers about open employment

Open employment for people with intellectual disability isn't only the responsibility of people with intellectual disability and their families. Employers are critical to success, but often feel uncertain about how to provide support and meet their legal obligations.

That's why [Inclusion Australia](#) member organisation, [Victorian Advocacy League for Individuals with Disability \(VALID\)](#), has created tips and encouragement for:

- employers and managers to recruit for, hire and support staff with intellectual disability
- people with intellectual disability who are looking for work and good support in open employment.

Visit the [VALID website](#) to find videos, tip sheets, case studies and templates that employers can use when hiring staff with intellectual disability.

This includes [Let's Work](#) – a seven-part web series to explore different stages of employment for people with intellectual disability.

[Episode 1](#) is about the benefits of employing people with intellectual disability.





## Multi-Modal Communication in Schools

A three-part workshop presented by Melissa Riepsamen, senior speech pathologist, Cerebral Palsy Education Centre

**8th February 2021, 4-6pm:** [Communication Development & AAC](#)  
**15th February 2021, 4-6pm:** [Multi-Modal Possibilities – Aided Language Systems](#)  
**22nd February 2021, 4-6pm:** [Considerations for Assessment and Intervention](#)

Registrations essential: <https://www.eventbrite.com.au/e/multi-modal-communication-in-schools-tickets-126363044267>

**When you register, you are registering to attend all three parts of the workshop. This workshop is offered to Victorian School Staff only.**

Communication is complex and unpredictable. Opportunities to communicate for all people are constantly occurring and we choose the most efficient and effective strategy to communicate in each moment as it occurs. For the student with Complex Communication Needs (CCN), they require a range of different Augmentative and Alternative Communication (AAC) strategies to use at different times. No single strategy will be the most efficient or appropriate for all communication opportunities, therefore a range of communication strategies need to be implemented, and always available to the student. As speech pathologists and educators we have to implement these different strategies to a range of students with varying needs. This presents a number of challenges in an already busy school environment. So, how do we balance the needs of all students and work toward autonomous communication for all?

In this workshop we will:

- Discuss and explore the definition of autonomous communication.
- Discuss the theory behind effective ways of communication intervention with a range of students with CCN.
- Explore a range of AAC strategies and tools and their possible uses and purposes in a school environment.
- Update on current AAC technology and software available
- Identify opportunities to genuinely communicate across the school day.
- Provide practical solutions for use in and out of the classroom.
- Discuss possible tools and strategies for speech pathologists and teachers to gather information about their student's communication requirements.
- Explore principles that guide effective AAC intervention.

On completion of this workshop series participants will be able to:

- Discuss a range of AAC strategies and tools available for students with CCN.
- Discuss the evidence base and reasoning behind Aided Language Stimulation.
- Identify communication opportunities both inside and outside of the classroom and the strategies that may be most effective to communicate at those times.
- Implement a range of AAC strategies within a school environment with students with a range of complex communication needs.

## ONLINE WORKSHOP VICTORIA



**Join us for our new online workshop for those in Victoria where you will have the opportunity to listen, share and learn with parents and carers who support individuals on the autism spectrum.**

This online workshop is for parents, full time carers and grandparents. Join other local families to learn more about autism and ways to strengthen the home-school partnership.

During the online workshops, we will cover three topics:

- the diversity of autism, including sensory processing
- understanding behaviour
- working together with your child's school.

**Location:**

 **VICTORIA**  
via zoom online

**Date:**

Thursday, 12 November 2020

**Time:**

Thu 9:30 AM - 2:30 PM (AEDT)



**For more information and what is happening in your state and territory, click here [www.positivepartnerships.com.au](http://www.positivepartnerships.com.au)**

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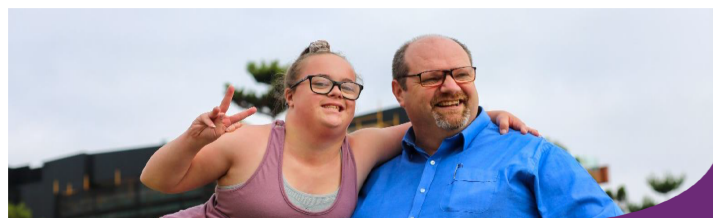
**Location:**  
 **VICTORIA**  
via zoom online

**Date:**

Thursday, 26 November 2020

**Time:**

Thu 9:30 AM - 2:30 PM (AEDT)



## VIC School Leaver Information Session

### Supporting your pathway to post-school life

The National Disability Insurance Agency would like to invite Victorian school leavers, their parents and carers to attend a virtual information session.

This session will provide an opportunity to hear about supports available through the NDIS to support transition to post-school life and employment. Learn how to prepare for a conversation about goals and things to consider when choosing the right provider.

Sessions are offered over multiple dates to allow flexibility for attendees, and will be delivered via video-conference using Microsoft Teams. Registrations will close three business days before the event. If you would like to attend, please register via Eventbrite.

Two business days prior to the event, login details (including the MS Teams link to join the session) will be sent to the email address you provide at registration.

For any enquiries regarding this session, please contact [community.engagement.vic@ndis.gov.au](mailto:community.engagement.vic@ndis.gov.au) and include the session name in the subject line.

**Where:** Virtual Information Sessions via Microsoft Teams

**Dates & Times:**

Friday 6 November 2020	10.30am – 11.15am (AEDT)
Wednesday 11 November 2020	7.00pm – 7.45pm (AEDT)

**RSVP:** Please register via Eventbrite at <https://www.eventbrite.com.au/e/ndis-victorian-school-leaver-information-session-tickets-124190782975>

**Additional information:** Accessibility is important to us. If you have any accessibility requirements please let us know when you register for your chosen session. Please note – a minimum of five (5) business days' notice is required to book interpreters and live captioning services.



[ndis.gov.au](http://www.ndis.gov.au)



**For more information and what is happening in your state and territory, click here [www.positivepartnerships.com.au](http://www.positivepartnerships.com.au)**