

**WESTERN  
AUTISTIC  
SCHOOL**

**2020**

Parent Information  
Handbook

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## Welcome

Dear Parents and Carers,

It is with pleasure that I welcome you and your child/ren to our unique and progressive school. We offer an early years program for 300+ young children with Autism Spectrum Disorder in Prep to Grade 3 (ages 4.5 to 9) and Wattle Education Intervention Program for secondary age students.

Western Autistic School is a government-funded school. We offer a short term intensive open pathways option for our students. The early years school program focuses on foundation skills in social communication, emotional skills, language, learning and academic skills. It aims to help the children successfully to move on to their neighborhood school. Our Outreach follows the children into these schools.

At our school, teaching teams supported by expert therapists work with small groups of children. Utilising proven teaching practice, an individual learning plan is developed for each child in consultation between parents and staff. The foundation of our teaching is the child's own interests and motivations, believing as we do that children will learn new skills and build self-esteem through developing their strengths. We emphasise the welfare, inclusion and happiness of each child.

As part of the school's mission, WAS is actively involved in research and training. It has a dedicated research unit, the Practical Research Autism Centre (PRAC), and a registered training provider The Autism Teaching Institute (ATI), which provides post-graduate qualifications to professionals working with people with ASD. Further information about WAS and its branches is available at

[www.westernautisticschool.vic.edu.au](http://www.westernautisticschool.vic.edu.au)

[www.autismteachinginstitute.org.au](http://www.autismteachinginstitute.org.au)

[www.autismprac.org.au](http://www.autismprac.org.au)

If you have any queries or concerns during the year please feel free to call me by telephone or make an appointment to see me.

I look forward to welcoming you and your children at our school.

**Mary Thomson**  
*College Principal*

# Background

## A specialist school dedicated to the education of autistic students

Western Autistic School (WAS) is a government specialist school dedicated to the education of young autistic children. The children who attend WAS have a diagnosis of Autism Spectrum Disorder. The school aims to address the challenges specific to autism in order to provide the education to which all Australian students are entitled. The word 'spectrum' describes the range of difficulties that people with ASD may experience and the degree to which they may be affected.

We recognise the individuality of each student as pre-eminent and propose to create a successful individual educational program for every student.

WAS operates a short term intensive program for early years primary students over two campuses, Laverton and Niddrie, as well as offering limited places in specialist programs for upper primary and secondary students. WAS has over 370 students and 160 staff. Students are drawn from all corners of western Melbourne and, in the main, are transported to and from school by a fleet of contract buses. The school has grown continuously through its history and this growth has presented challenges to maintaining the quality and integrity of our programs. The school council and executive embrace the changing environment as an opportunity to re-examine both pedagogy and practice. We strongly believe that the ongoing renewal and refreshment of our mission and programs are the hallmark of our commitment to our students and the school community, and we recognise the critical need to keep abreast of evolving best practice in this rapidly evolving field of education.

At Western Autistic School we draw on research-based knowledge and expertise to develop programs and services which positively impact the education of as many students with an ASD as possible. The school has been recognised by the Department of Education as a Centre of Excellence in the Understanding and Education of Students with ASD.

Our unique model incorporates best practice in the education of students with an ASD, enabling students to commence integration into mainstream or generic special schools with provision for ongoing support to staff and students. In this way, we intend to improve outcomes for students with ASD in our community and address some of the challenges put to the wider system by the introduction of the Disability Education Standards, the Australian Professional Standards for Teachers and other policies supporting inclusion.

Western Autistic School established the Autism Teaching Institute (ATI), a Registered Training Organisation, that delivers training to mainstream teachers throughout Victoria. The Autism Teaching Institute (ATI) draws on cutting-edge research in ASD to deliver accredited teacher training courses at post-graduate level. The work of the ATI informs pedagogy within the school. Since its inception the ATI has trained nearly 500 teachers and 2000 teachers' aides, averaging a 95% student and employer satisfaction rate for the Victorian Registration and Qualifications Authority (VRQA) evaluations for its post graduate courses, and has consistently achieved very high student satisfaction ratings for its DET funded Education Support staff training. The ATI was invited to apply for membership on the DET Professional Learning Provider Panel, and in 2017 the ATI Diploma course is a sponsored study through Catholic Education Melbourne.

The ATI also established the Practical Autism Research Centre (PRAC) in 2010 and has formed partnerships with several universities to conduct research. Western Autistic School also offers outreach support to staff and students in primary and secondary schools across the Western Region of Melbourne.

In 2011 WAS established a playgroup at the Laverton Campus in partnership with Play Connect. This playgroup is for children from 0-5 years with autism and their families.

### Our educational philosophy:

- The school is an open pathways schooling option for autistic students in the early years of schooling. An open pathways option provides early intervention teaching to equip the children to move into mainstream schooling.
- The school provides a safe, supportive and child friendly learning environment where children are supported to learn to build positive relationships with other students and adults, and to gain the skills required for a successful transition into their next educational setting
- The school has an autism specific, evidence based approach to teaching and learning that places the individual child at the centre. This is a pedagogical model that the school has developed over the near 40 years the school has been in operation.

The school program incorporates:

- Individual Education Plans
- Student Support Groups
- An emphasis on foundation communication and social skills, and the skills for learning
- Preparation for transition to generic schools
- Specialised student behaviour support plans and program.
- The Victorian Curriculum F-10

## Our School Values

Our school demonstrates our commitment to the following values:

Diversity

Respect

Learning as an ongoing process

Sharing and growth of knowledge

Collaboration

### Statement of Values and School Philosophy Policy

To view our Statement of Values and School Philosophy Policy, visit <https://westernautisticschool.vic.edu.au> and follow the link on the 'Our School' page.

## Our Commitment to Inclusive Practice

Our Commitment to Inclusive Education

### Extended Early Intervention Autism Specific School Program

We are committed to inclusive education. We aim to equip our students with the skills which will allow them to succeed in all educational settings. To this end we work with families to help the children build their functional communication, social emotional and language skills as well as their literacy and numeracy. For each child an Individualised Learning Plan (ILP) is developed, outlining what their particular learning needs are and how they can be met.

Students enrol at WAS for between one and four years. Many of our students transition to mainstream primary schools. The specific teaching strategies detailed in the ILP provide guidance for the learning program at the school to which the student transitions after WAS.

### Sector capacity building program.

A significant number of students with ASD are wholly educated in mainstream settings. WAS sees part of its mission as supporting mainstream schools in meeting the needs of these students, as well as the needs of students who have transitioned from WAS. WAS is involved in training and support program for preschools and regular primary and secondary schools through practice based training courses delivered by the Autism Teaching Institute. WAS also has a dedicated research centre the Practical Research Autism Centre, the work of which informs the program taught in the training programs.

Further information can be found at:

[www.autismteachinginstitute.org.au](http://www.autismteachinginstitute.org.au)

[www.autismprac.org.au](http://www.autismprac.org.au)

### School-wide Inclusive Practice Professional Learning Program – Autism

WAS is also delivering the School-wide Inclusive Practice – Autism program for the Department of Education and Training. The Professional Learning Program on School-wide Inclusive Practices addresses recommendations from the *Parliamentary Inquiry into Services for People with Autism Spectrum Disorder*. In partnership with the Department, the Autism Teaching Institute is rolling out a specifically targeted professional development program for regional leaders, School Leaders and School Support Staff across the state to support school wide inclusive practice with a focus on autism.

## Commitment to Child Safety

All children who come to Western Autistic School have a right to feel and be safe. The welfare of the children in our care will always be our first priority and we have a zero tolerance to child abuse. We aim to create a child centred learning environment where children feel safe and enjoy learning.

The campus principal for each campus has been designated as the Child Safety Person for that site. These staff have responsibility for responding to any complaints made by staff, volunteers, parents or children.

Further information about our approaches to child safety, risk management and hiring practices is available in the school Child Safe Policy, available on our website:

<https://westernautisticschool.vic.edu.au/students/>

Child Safe Standards Policy

[commitment and code of conduct]

<https://westernautisticschool.vic.edu.au/wp-content/uploads/2019/07/Child-Safe-Standards-Policy-commitment-and-code-of-conduct.pdf>

Child Safety Responding and Reporting Obligations Policy

[including Mandatory Reporting]

<https://westernautisticschool.vic.edu.au/wp-content/uploads/2019/07/Child-Safety-Responding-and-Reporting-Obligations-Policy-including-Mandatory-Reporting.pdf>

Duty of Care Policy

<https://westernautisticschool.vic.edu.au/wp-content/uploads/2019/07/Duty-of-Care-Policy.pdf>

## School Council

The School Council of Western Autistic School comprises 9 members – 4 parents, 3 staff and 2 co-opted members.

School Council is an excellent way to take an active role in the planning and management of the School.

Elections are held in March each year, and meetings are held monthly at the school.

### School Council

All school councils in Victoria are established and operate under the *Education and Training Reform Act 2006* [the Act].

A well informed and effective school council strengthens community confidence in the school and helps protect and build the school's reputation. The Act lists school council's objectives as being to:

- Assist in the efficient governance of the school
- Ensure that its decision affecting students of the school are made having regard, as a primary consideration, to the best interests of the students
- Enhance the educational opportunities of the students at the school
- Ensure the school and the council comply with any requirements of the Act, the regulations, a Ministerial Order or a direction, guideline or policy issued under the Act.

## Student Voice and Agency

### Junior School Council

The Junior School Council enters its fifth year in 2019. The **Junior School Council** is a formal consultation forum for students that aims to provide practical real-life opportunities for children to build and practice their social, communication and organisational skills. Advocacy for other children at the school is also an important part of the JSC. Class teachers nominate students for JSC who are developing early perspective taking skills and are a voice for their peers or can be supported to learn this. The JSC comprise a group of 6-8 students at each campus who meet with the teacher elected to lead the program for one session once per week.

# Educational Program At W.A.S.

## Western Autistic School

Putting the individual child at the centre



### Who Am I?

As children commence schooling a detailed profile of students is built based on:

- Observing and understanding the children's strengths, skills and learning needs
- Research based assessments
- Multi-disciplinary collaboration with allied health
- Expert teaching teams and case-conferencing
- The development of close, collaborative partnerships with families

### What Skills Do I Need?

All students are then supported by an ongoing individual learning plan:

- Written in partnership with families and allied health staff
- Including goals focusing on functional skills which form the foundation for learning such as communication, personal and interpersonal skills
- Taught through a toolbox of evidence based teaching strategies

Students also work towards learning goals drawn from the Victorian Curriculum and tracked via the ABLES assessment tool

### Where Am I Going?

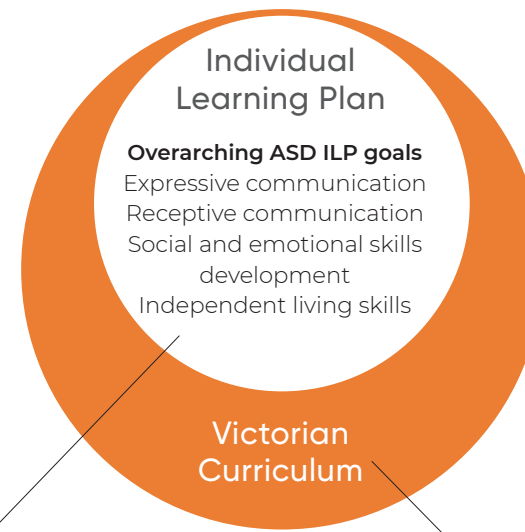
Students are then supported to transition to their next educational placement through:

- Parent information sessions
- SSG meetings between WAS and transition schools
- Supported visits to new schools
- Comprehensive transition reports from teachers and allied health staff

# W.A.S. Curriculum Overview

At WAS, individual students and their needs are at the centre of curriculum planning and delivery. Student learning priorities are identified and addressed in Individual Learning Plans.

Our purpose is to address the needs arising from ASD and to build on individual strengths thereby optimizing each student's skills by the time they move into a non ASD specific school setting. We achieve this by providing intensive, personalized teaching of foundation communication, social, emotional and language skills at the start of each child's schooling with the aim of students learning the functional skills they will need in order to access learning at their next school. The majority of the curriculum content is taught through a wholistic curriculum based on student strengths, interests and learning preferences. Teachers incorporate student ILP and Victorian Curriculum priorities into a range of sessions (cooking, music, community excursions and play) aimed at learning and applying functional communication, literacy, numeracy and social skills.



ILP is developed by teachers in collaboration with:

- Parents
- Speech & Occupational Therapists

The ILP is informed by:

- A range of ASD specific Assessments &
- Curriculum Specific Assessment

All students access the Victorian Curriculum at their individual level:

- |  |   |
|--|---|
| <b>English</b><br>Speaking and Listening<br>Reading and Viewing<br>Writing                       | <b>Personal and Social Capability</b><br>Self Awareness and Management      |
| <b>Mathematics</b><br>Number & Algebra<br>Measurement and Geometry<br>Statistics and Probability | <b>Health and Physical Education</b><br>Personal, Social & Community Health |
|  | <b>The Arts</b><br>Music, Dance, Drama, Visual Art, Media Arts              |
|  | <b>Integrated curriculum:</b><br>Science, ICT, History, Geography           |

## W.A.S. Curriculum Overview (cont.)

At the Foundation stage (Prep–Year 3), schools focus on five curriculum areas: English, Mathematics, The Arts, Health & Physical Education & Personal and Social Capability.

The Victorian Curriculum informs Individual Education Plans and provides the context for learning.

Each student’s individual needs are addressed mainly within small classroom group sessions, with some opportunity for one to one learning if required.

## Victorian Curriculum

### What is the Victorian Curriculum F–10?

The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

Victorian government and Catholic schools are required to use the Victorian Curriculum F–10. Independent schools may use the Victorian Curriculum F–10 as a model and resource for the effective implementation of the Australian Curriculum. <http://victoriancurriculum.vcaa.vic.edu.au>

### Diversity of Learners

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities.

### Students with disabilities

The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with disabilities.

Most students with disabilities can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student’s progress is monitored, assessed and reported.



## Victorian Curriculum (cont.)

For a small percentage of students with disabilities, their learning may initially be below the Victorian Curriculum Foundation standards. 'Towards Foundation Level Victorian Curriculum' provides this cohort of students with access to curriculum content and standards that enables students to move toward the learning described at Foundation level.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

Levels A to D focus on progressing students from a pre-intentional to intentional engagement in learning. They support students to develop their independence as they explore, participate and engage in the world around them. As students progress through these levels, the amount of support decreases as they proceed towards becoming independent learners.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress. Rather the learning descriptions for levels A to D are structured by the following continuum:

<b>Level A: Beginning to Explore</b>	At this level students experience a range of learning activities that will assist them to attend to and explore the world around them with as much independence as possible. Experiences are designed to move students from a pre-intentional level of responding to a level where the response indicates beginning intention. Students need high levels of coactive support and focused attention from the teacher to help them initiate and refine their responses. Students demonstrate some awareness and recognition of familiar people and routine activities.
<b>Level B: Active Exploration</b>	Students at this level become less reliant on high levels of coactive support and become more reliant on verbal prompts and gestures to facilitate their learning. They begin to explore their world independently and engage in simple cause-and-effect play activities. Students are able to focus on structured learning activities for short periods of time. They respond to familiar people and events and begin to use 'yes/no' responses.
<b>Level C: Intentional Participation</b>	Students at this level are less dependent on coactive support and respond more consistently to prompts and simple clear directions from the teacher to support them in their learning. They are displaying the first signs of independence and becoming more peer focused. Students participate in structured learning activities with others and they begin to use pictures, photos and objects to communicate personal interests and experiences. They start to use and link some familiar words and images to construct a meaningful communication.
<b>Level D: Building Independence</b>	With teacher support and curriculum scaffolding, students at this level participate cooperatively in group learning activities. They express their feelings, needs and choices in increasingly appropriate ways and combine and sequence key words and images to communicate personal interests and to recount significant experiences. They indicate beginning understanding of social rules and expectations and are beginning to reflect on their own behaviour.

For more advice in regard to curriculum provision and students with disabilities, please see the [Students with Disabilities Guidelines \(PDF\)](#).

Additional advice and support is also available from the [DET Abilities Based Learning and Education Support \(ABLES\)](#) website.

## Therapy at W.A.S.

The therapy service at Western Autistic School consists of three aspects of service delivery: direct contact with the student, collaboration with teaching staff in and out of the classroom, supervision of students alongside teachers at buses, before and after school, and playground supervision and supporting knowledge development/coaching via professional development, functional behaviour analysis, case conferencing and informal discussions.

All of these processes occur during each part of the teaching and learning cycle. Therapists collaborate with teaching teams and leadership with the development of students Individual Education Plans.

## Transport

### Introduction

The Students with Disabilities Transport Program (SDTP) provides transport assistance for eligible students attending their designated government specialist school. The program aims to facilitate substantive equality for students with a disability and is a contribution towards and an acknowledgement of the additional costs families may incur as a result of attending a specialist school. However, attendance at a specialist school does not automatically entitle a student to assistance or preclude parents/guardians from being primarily responsible for their child's transport arrangements.

### Eligibility

To be eligible for transport assistance under the SDTP a student must:

- Be eligible for the Program for Students with a Disability (PSD).
- Reside in the Designated Transport Area (DTA) of the WAS campus attended.
- Be enrolled at the school for three or more days per week.
- Be of school age and reside in Victoria.

The DTA are set for the WAS campuses. Exemptions are not able to be provided for these areas.

### Enquiries to verify permanent residence that can be made

- The Principal may seek to verify the permanent residence of the family in line with DET policy. Enrolment application may not be successful if the school does not accept that the address provided is the genuine permanent residence for the student. Placement offers may be withdrawn if the school does not accept that the address provided is the genuine permanent residence for the student, or that the permanent resident address has changed prior to the first day of school, and now falls outside the campus DTA.

### Types of Travel Assistance

Types of travel assistance may include:

- a conveyance allowance
- access to the travel education program
- access to a mainstream school bus
- access to a specialist school transport service
- an alternative Department-arranged transport solution.

The bus pick up and drop off times are set at the start of the year by the Bus Company. The Bus Company design the bus routes running trials of the set routes to maximise access and time efficiencies. Parents are notified late in January of their pick up and drop off times. Obviously we hope to minimise changes to the timetable through the year, but sometimes such changes become unavoidable due to changes in student enrolments. In the event of a change to the bus timetables, parents will receive one week's notice of the change in order for families to make the necessary changes to their routines to accommodate their new pick up and drop off time.

# Parent Involvement

## WAS' diverse community

WAS values its diverse community of students and families. We welcome all families to the school at different times of the year to celebrate different cultural events and activities.

A strong school-family partnership is highly valued at our school. Classroom family days, coffee mornings, parent information sessions including observing classrooms, and electing to sit on school council are some of the ways you can be involved in the school.

## Parent/School Communication

### Communication Books

These books go between home and school, and provide both the teachers and parents with the opportunity for regular contact. They are very important to school life and parents are encouraged to write in the book regularly.

### Contact from the School

Teachers may communicate with parents/carers via email or phone calls to have more detailed discussion about your child. WAS may send an SMS message to parents on occasion to communicate to the whole school, individuals or groups. An example of a common SMS communication would be if a bus is running late or if there is an upcoming school activity or event for families.

### Visits to School

Parents are very welcome to visit and see their child at work, but to ensure that your visit will be at a convenient time for everyone, please make an appointment beforehand.

You can arrange an appointment through your child's communication book or by telephoning the school. If there is an emergency and you need to call in unexpectedly, please visit the Principal first.

### Bulletins

Regular Bulletins will be sent home to keep you informed and up to date with school news and events, and if at any stage you would like another copy talk to the office.

### Student Absence

If your child is not attending school due to illness, appointments etc. please phone the Campus office and advise reception of their absence, and the bus service to indicate they will not be accessing the bus service.

## Urgent messages

Urgent messages may be left for the staff with reception who will relay the message to the staff. For example, you have been delayed in traffic and will be late picking up your child. Your child's teacher will also support your child to understand that you will be late to pick him/her up from school.

## School Gates

School gates at the Green Pod and Yellow Pod entrance are kept locked during the day. These gates are reopened at 2.55pm. Access is always available to the school via the front door at reception.

## Supervision of Students

The school will provide staff supervision for students arriving before school between 8.45am and 9am.

The school will provide supervision for students after school between 3pm and 3.20pm. In the event that parents/carers are unexpectedly delayed picking up their child/ren from school, parents/carers are asked to contact the school to ensure supervision and support can be provided to the child/ren until parents/carers arrive. Outside these times the supervision/and/or collection of students is the responsibility of parents.

## Arranging for student collection during school hours

Schools must only allow students to be collected by their parents (subject to any court orders) or by a person who has been authorized by the parents to pick up their child. If the authorized to pick up the student is not known to the school, verification of identity (such as a driver's licence) must be sighted by school personnel. Schools must record the details of when a student has been collected early from school.

### After school hours:

School will attempt to contact parents, emergency contact person identified in the school records or other known contacts. The school will consider contacting the police or the Department of Human Services to arrange care and protection of the all reasonable attempts to locate the appropriate responsible adults fail, and it is well beyond reasonable collection time

## Early Dismissal

On the last day of Terms 1, 2, 3 and 4 children are dismissed early at 2pm. For those parents who utilise the bus service please be at your child's pick up stop one hour earlier than normal.

## Western Autistic School Policies

School Policies cover such areas as enrolment, privacy, transport, student wellbeing and engagement, camps and excursions etc.

All school policies are reviewed triennially by School Council.

### Private property brought to school

Private property brought to school by students is not insured by the school or covered by insurance. Parents are advised that it is not the responsibility of the Department if that property is lost, stolen or damaged.

### iPads

WAS provides each classroom with iPads to reinforce, complement or extend the educational experience and learning opportunities for the children in and beyond the classroom. All APPS on the school iPads must be 'G' rated and WAS network Internet filters apply to all school computers and tablets.

### Bring Your Own Device (BYOD) policy

Children may bring their own devices to school. The use and care of personal devices at school is guided by the school's BYOD policy.

WAS shares responsibility with you to protect our children from the impact of inappropriate material on the Internet. We have activated web and email filters to ensure the safety of your child whilst working within the school's network. However these are not foolproof and we ask that parents actively monitor student use at home. It is advisable that parents take an active interest in downloading APPS with their child.

### Photography and Filming students (including CCTV camera)

To comply with the IP Act, consent will generally be required from parents/carers before schools can collect and use student photographs and film. Parents/guardians will be given the choice to withhold or withdraw consent for their child to be photographed or filmed. An Annual Consent Form and Collection Notice is distributed to parents. Official school photographs may be stored on the department CASES21 system for the purposes of student identification and emergency management. Other school photos, video, film and digital image may be used in school newsletter and within the school with consent of parents/guardians.

## Student Support Groups

As well as the regular contact between teachers and parents, Student Support Group Meetings (SSG's) are held three times a year.

The Department of Education and Training requires that a Student Support Group is formed for each student with a disability or impairment to advise the Principal on the most appropriate educational program, including resources.

### At WAS a Student Support Group consists of:

- the parent/s or caregiver of the student
- a parent advocate (optional and chosen by the parent)
- a class teacher(s)
- the student wherever possible

**The focus of the Student Support Group is on educational planning and monitoring of a student's progress. The group is advised to use the following sequence:**

- Understanding the student
- Setting goals
- Planning the program
- Implementing the program
- Evaluation of the student's individual program

The SSG meeting will also provide parents an opportunity for ongoing discussion of their decision making on the school setting they would like their child to move onto after WAS.

### How do we provide feedback to our students and families on learning progress?

- Support Group meetings (3 formal meetings per year)
- Open lines of communication
- Written reports – mid and end of year reports, SSG minutes.
- Informal feedback to parents through phone calls etc.
- 'Classroom in Action' observation tours.

Assessment at WAS occurs continuously throughout the year. At the end of each semester there is a full report that contains detailed information relating to the achievement of a student.

## What to Bring

### Please label all items

- School Bag
- Healthy Snack for morning tea
- Cut lunch and drink
- Change of clothes in plastic bag
- Hat and sunscreen (summer)
- Hat and coat (winter)
- Exercise book for communication between home and school

## The School Day

### General Outline:

<b>School Arrival</b>		<b>11:15-12:30</b>	Session 2
<b>9:00</b>	Classroom Activities / Schedule	<b>12:30</b>	Lunch
<b>9:30-10:30</b>	Session 1	<b>1:30-2:00</b>	Relaxation / Rest Period
<b>10:30</b>	Morning Tea	<b>2:00-3:00</b>	Session 3
<b>10:50</b>	Morning Play	<b>3:00</b>	School Finishes

## Campus Details

<b>Laverton Campus</b>	1 Burnley Street, Laverton 3028
<b>Niddrie Campus</b>	Cnr. Garnet & Teague Streets, Niddrie 3042 (36-48)
<b>Phone Number:</b>	9097 2000 Press 1 - Laverton Campus Press 2 - Niddrie Campus
<b>Postal Address:</b>	PO Box 433, Laverton 3028

## Pupil Free Days (Curriculum Days)

Pupil free days or Curriculum Days are allocated each year to allow teaching staff the opportunity to plan and further develop programs. It is also the time to expand our knowledge of what is happening in the wider field of education, through professional development activities.

### Curriculum days for all students at Western Autistic School

These are pupil free days in 2020

**Term 1 - TBA**

**Term 2 - TBA**

**Term 3 - TBA**

**Term 4 - TBA**

· Subject to variation

## New Students

Information and Orientation Program during the first 2 weeks of Term 1, refer to campus specific information.

- **Niddrie** students commence full days on **Thursday 6th February 2020**.
- **Laverton** students commence full days on **Monday 10th February 2020**.

Part-time school for new students is 4 days per week Monday, Tuesday, Thursday and Friday.

Full time both campuses start: **Monday to Friday 9:00am till 3:00pm**.

Last day of Term 1, 2020 is **Friday 27th March 2020**, students finish at 2pm. Students return to school for Term 2, on **Tuesday 14th April 2020**.

## Excursions

Excursions provide valuable learning experiences for the child. Excursions include to shops, parks, playgrounds, museums and zoos.

We engage in a range of local excursions, and a permission form is completed by parents at the commencement of the school year.

Major excursions will require a separate approval form.

We may need to ask for some financial assistance with major excursions, e.g. school overnight camps.

The school owns a number of accredited buses used for excursions. They are driven by staff members who hold a special licence and driver's certificate. Special attention is given to the ratio of staff to students on community access/excursions.

Throughout the year groups may be involved in a swimming program. A qualified swimming instructor supervises these sessions.

## Swimming

### Laverton

Swimming lessons begin for Prep entry classes during term 4, with swim instructors from Paul Sadler Swimland and/or an approved swim centre. The children attend swimming lessons once per week in their class groups with their class teachers.

### Niddrie

Swimming lessons take place in term 2 as an intensive program, 3 days per week over a 2 week period, at a community swimming centre.

## School Uniforms

While not compulsory, we encourage all parents to consider providing their child with our school uniform. Uniform can be purchased from WAS, which is of good quality and wears well, or from chain stores (BIGW, Target and Kmart).

### It consists of:

- Windcheater/Navy Blue
- Girls & Boys Tracksuit Pants/Navy Blue
- Polo Shirt/short & long sleeves/Emerald Green
- Polar Fleece Jacket/Navy Blue
- Gingham Summer Dress /Navy & White checks
- Cotton Rugby Shorts/Navy Blue
- Bomber Jacket/Navy Blue
- Polar Fleece Jacket/Navy Blue
- Legionnaires Hat/Navy Blue

The uniform is ordered through the school office at any time during the year. Please ask at the Laverton or Niddrie office. Order forms are available on request. We do not have eftpos facilities onsite - we accept cash, cheque or money order at reception. Please ensure your child's clothing and belongings are clearly labelled.

## Health and Safety

Under the Health Act, an Immunisation Certificate (complete or incomplete) for students is required at the time of enrolment. The Certificate is obtained from the Australian Childhood Immunisation Register [www.medicareaustralia.gov.au/online](http://www.medicareaustralia.gov.au/online) or visit your local Medicare Office.

**In cases of accident or emergency, we may need to contact you quickly. Please ensure that the school has the appropriate updated information.**

Please notify the school of any family situation, known illness, or medication, which may affect your child's wellbeing and learning at school.

## Medication

If your child requires prescribed medication to be administered by a teacher at school there is a set procedure to be followed.

Please ring the Campus Principal or Teacher to discuss an Individual Management Plan for ongoing medication for Asthma, Epilepsy etc. The Plan is to be completed by you and the prescribing Doctor. Medication can not be administered until an Individual Management Plan has been completed.

If short-term medication is required a permission form with administration details is required. No medication or creams/ointments can be administered without the appropriate details and parent permission.

Any medication must be delivered to and collected from the school in person. Students cannot bring medications to school in their bags, except Ventolin. For students travelling by bus, the Bus Driver and Supervisor cannot accept responsibility for any medications, and we ask that you do not hand medications to them.

We ask that parents please hand in / deliver medications to the office at Laverton or Niddrie.

## Term Dates - 2020 & 2021

### 2020

**Term 1 2020** 28th January (students start 29th in government schools)  
– 27th March

**Term 2 2020** 14th April – 28th June

**Term 3 2020** 13th July – 18th September

**Term 4 2020** 5th October – 18th December

### 2021

**Term 1 2021** 27th January (students start 28th in government schools)  
– 1st April

**Term 2 2021** 19th April – 25th June

**Term 3 2021** 12th July – 17th September

**Term 4 2021** 4th October – 17th December

## Orientation and Term 1 dates 2020

	Laverton	Niddrie
Week 1	<p><b>Tuesday 28th January 2020</b> Curriculum Day – Student-free day.</p> <p><b>Wednesday 29th and Thursday 30th January 2020</b> Calls to families confirming appointment details. No school for Preps.</p> <p><b>Friday 31st January 2020</b> <b>Entry Orientation</b> 45min visits - <i>One-on-one parent/ teacher sharing session Families attend with their child to experience the school environment &amp; share information about their child.</i> <b>Session times:</b> 9.30 – 10.15am 11.15 – 12.00am 1.15 – 2.00pm</p>	<p><b>Tuesday 28th January 2020</b> Curriculum Day – Student-free day.</p> <p><b>Wed 29th and Thursday 30th January 2020</b> Calls to families confirming appointment details.</p> <p><b>Date TBA</b> Parent Information Evening, Multi-Purpose Building, 6.30pm</p> <p><b>Friday 31st January 2020 and Monday 3rd, Tuesday 4th February 2020</b> <b>Prep - Entry Orientation</b> 1hr visits - <i>families attend with their child to experience the school environment &amp; share information about their child with school staff</i> <b>Session times:</b> 9.30–10.30am OR 11.30am-12.30pm OR 1.30-2.30pm</p>
	<p><b>Week 2</b></p> <p><b>Monday 3rd February 2020 - Wednesday 5th February 2020</b> <b>Entry Orientation (continued)</b> 45min visits - <i>One-on-one parent/ teacher sharing session</i> <b>Session times:</b> 9.30 – 10.15am 11.15 – 12.00am 1.15 – 2.00pm</p> <p><b>Thursday 6th February 2020</b> <b>Entry Orientation 'spill-over' day</b> 9.30 – 10.15am <b>Class Groupings:</b> 11.00am – 3.00pm</p> <p><b>Friday 7th February 2020</b> <b>Staff / Class Groupings:</b> 9:00am – 12:00pm <b>Classroom Set Up:</b> 12:00pm – 3:00pm</p>	<p><b>Monday 3rd February 2020 - Wednesday 5th February 2020</b> <b>Prep - Entry Orientation (cont.)</b> 1hr visits - <b>Session times:</b> 9.30–10.30am OR 11.30am-12.30pm OR 1.30-2.30pm</p> <p><b>Wednesday 5th February 2020</b> <i>All students will visit their new classroom for 1 hour 9.30–10.30am. Parents will meet the teaching team &amp; then attend an information session with the Campus Principal - Liz Richardson.</i></p> <p><b>Thursday 6th and Friday 7th February 2020</b> 2 days full attendance this week. <i>Students can access bus transport on full days.</i> 9:00am - 3:00pm</p>

## Orientation and Term 1 dates 2020

	Laverton	Niddrie
Week 3	<p><b>Monday 10th February 2020</b> Students visit their classroom 9.30-11.30am <i>Whilst your child is in class you are invited to attend a coffee morning &amp; information session in the multipurpose room.</i></p> <p><b>Tuesday 11th February 2020</b> 9:00am till 3:00pm</p> <p><b>Wednesday 12th February 2020</b> STUDENT FREE DAY</p> <p><b>Thursday 13th February 2020</b> 9:00am till 3:00pm</p> <p><b>Friday 14th February 2020</b> 9:00am till 3:00pm</p>	<p><b>Monday 10th February 2020</b> 9:00am till 3:00pm</p> <p><b>Tuesday 11th February 2020</b> 9:00am till 3:00pm</p> <p><b>Wednesday 12th February 2020</b> STUDENT FREE DAY</p> <p><b>Thursday 13th February 2020</b> 9:00am till 3:00pm</p> <p><b>Friday 14th February 2020</b> 9:00am till 3:00pm</p>
	<p><b>Weeks 4-6</b> <b>4 days per week</b> 9:00am till 3:00pm (No school on Wednesday)</p>	<p><b>Weeks 4-6</b> <b>4 days per week</b> 9:00am till 3:00pm (No school on Wednesday)</p>
	<p><b>Week 7</b></p> <p><b>Monday 9th March 2020</b> PUBLIC HOLIDAY - LABOUR DAY</p> <p><b>Tuesday 10th March 2020</b> 9:00am till 3:00pm</p> <p><b>Wednesday 13th March 2020</b> STUDENT FREE DAY</p> <p><b>Wednesday 11th March 2020</b> 9:00am till 3:00pm</p> <p><b>Friday 13th March 2020</b> 9:00am till 3:00pm</p>	<p><b>Monday 9th March 2020</b> PUBLIC HOLIDAY - LABOUR DAY</p> <p><b>Tuesday 10th March 2020</b> 9:00am till 3:00pm</p> <p><b>Wednesday 13th March 2020</b> STUDENT FREE DAY</p> <p><b>Wednesday 11th March 2020</b> 9:00am till 3:00pm</p> <p><b>Friday 13th March 2020</b> 9:00am till 3:00pm</p>
<p><b>Week 8</b> <b>4 days this week</b> (Wednesday Student Free Day)</p>	<p><b>Week 8</b> <b>4 days this week</b> (Wednesday Student Free Day)</p>	
<p><b>Week 9</b> <b>4 days this week</b> (Wednesday Student Free Day)</p> <p><b>Last day of Term 1, 2020 is Friday 27th March</b> Students finish at 2pm.</p>	<p><b>Week 9</b> <b>4 days this week</b> (Wednesday Student Free Day)</p> <p><b>Last day of Term 1, 2020 is Friday 27th March</b> Students finish at 2pm.</p>	



**LAVERTON CAMPUS** 1 Burnley Street, Laverton, VIC. 3028  
**NIDDRIE CAMPUS** Cnr. Garnet & Teague Streets Niddrie, 3042  
**Tel:** (03) 9097 2000  
**Email:** [western.autistic.sch@edumail.vic.gov.au](mailto:western.autistic.sch@edumail.vic.gov.au)  
**Postal Address:** PO Box 433, Laverton, VIC 3028