



Victorian College for the Deaf

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6 August 2015 No: 11

<p>CALENDAR EVENTS</p>	<p>Parent Teacher Interviews and Reporting Process As a staff we have reviewed our reporting and parent teacher process and would now like parents to join our discussion. I have received some feedback that has been discussed at staff meeting. If you would like to contribute and give us some feedback please send your comments to vcdschoolreview@vcd.vic.edu.au A parent information session will be held at the school shortly that will explain the Compass system to parents including the progress reports that parents receive twice a term. The progress reports provide a snapshot of your child’s progress in a timely manner for parents to have ongoing discussions with their children regarding their progress at school. This engagement with your child’s learning will have very positive affects on their progress. Please see the information on the School wide Positive Behaviours page in this newsletter for further evidence of this. We will let parents know shortly of a date for the Parent Information Evening.</p> <p>Family Auslan Classes We have had a wonderful response to our family Auslan classes and we now have two classes happening on Sundays. Thank you to generous support of some grandparents of one of our students who has donated the funds for the teacher who will take the second class . This is a wonderful example of an initiative from our Parents Group lead by Mai Kelly – Bryant to engage our school community and the wider community in Auslan classes for families. The response demonstrates the need for classes for families of Deaf children. If you have missed out or are on the waiting list don’t worry as we intend to hold more classes next term.</p> <p>School Uniform Parents are reminded that all students are to be in correct school uniform for school. I understand it is cold but if students if have a jumper or hoodie and a school jacket they will keep warm. Hoodies are again being ordered soon so if you need one please contact the office.</p> <p>Senior Years Pathways Night Parents of students in years 9,10 and 11 are asked to put Tuesday 1st September in their diary for Parent Information Night at school. We will be outlining the pathways options for students. This very important evening will provide you with all the information for you and your student to make decisions that will assist them in laying a strong foundation for their future post secondary school. I look forward to seeing you there.</p>
<p>Early Years 1 Zoo Excursion Friday 7th August</p>	
<p>Family Auslan Classes 1st class Sunday 9th August 10.30 am - 12 noon</p>	
<p>Mother Goose Every Friday during school term 10.30 am to 12 noon</p>	
<p>Deaf Secondary Sports Day Thursday 13th August</p>	
<p>Finance Committee Meeting Thursday 27th August 4- 5 pm</p>	
<p>School Council Meeting Thursday 27th August 5 - 7 pm</p>	
<p>Primary Camp August 17-19th P2/3 Healesville August 20-21st P3 Mansfield</p>	
<p>Middle Years Camp 24 - 28th August Blackwood</p>	
<p>Pathways Information Night Tuesday 1st September</p>	

Victorian College for the Deaf students are playing music with members of the Melbourne Symphony Orchestra (MSO) as part of a workshop with a profoundly deaf concert pianist. British pianist Danny Lane, who has been deaf since birth and is artistic director of the charity Music and the Deaf, joined with students from the Victorian College for the Deaf (VCD) for the class. Mr Lane said he had always been fascinated by music and was encouraged to play by his parents and teachers. "Once I started playing on the cornet, I was hooked from that first day and I couldn't stop playing," he said. Mr Lane said deaf people can gain self-confidence and a sense of community through playing music. "Deafness is a very isolating experience. Music changes that," he said. "It's an amazing tool that brings the community together." Mr Lane said deaf people can be vulnerable to mental illness, but the physical experience of playing music can provide an "emotional outlet". "I might have a really bad day, but I just shut the door and throw myself on the piano," he said "It's a therapeutic experience for me and it's always a pleasure." He said people who can hear often take music for granted and assume the pleasure of music is all about listening to it. "For me it's more than that; it's about the experience of working with a group, interacting, sharing creative ideas, socialising," Mr Lane said.



Middle Years

Science

In Science, we have been learning about manned space flight and in particular the International Space Station. Students have just completed a comprehensive research project about its purpose, construction and the experiments that are carried out there. We have learned that living in Space is not only dangerous, it is a very challenging task for Scientists and Engineers to keep astronauts safe and alive. We have also been studying the History of the Universe, how it all began with the Big Bang and how galaxies, stars and solar systems formed afterwards. We are looking forward to our Science camp and hope that we get one clear night next week for some exciting Astronomy viewing!



Soup Kitchen St Vincent de Paul Society Senior Years

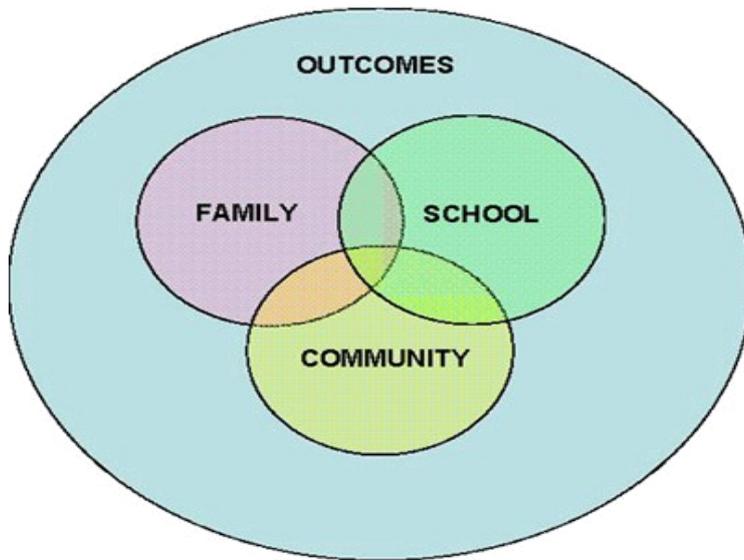
27/July/2015

Ian, Paula, Erin, Georgia, Brielle and Kim (community services students) would like to say massive thanks to you guys (St Vincent De Paul – Rhosheen, Erin and Daniusa)for giving us the opportunity to participate in the Soup kitchen program where we helped to provide foods and drinks to the homeless people when they needed it the most. We learnt a lot about homeless people and their lives, for example, we didn't know that the van with foods and drinks are provided every night for them. Also, we didn't expect to see a lot of homeless people living in different parts of the city as we usually see them on Swanston Street. We realized some people who are homeless still dream for a better life and that gave us a wake-up call. We may not be homeless but at least, we know where to go. They made us aware that we need to work hard to achieve success in life and employment. The experience we had at the Soup Kitchen was definitely worth it and thank you so much. We really appreciate it. We would like to volunteer again when we are all over 18. P.S Thank you for sharing food for us to eat.



School Wide Positive Behaviours

From the School Wide Positive Behaviours Resources



*Parent Relationships
School*

Family Involvement: A Key Component of Student & School Success

The term “parent involvement” is used to describe participation by a child’s primary caretaker(s) – whether that is a single mom, two parents, grandparents, foster parents, or an older sibling. More broadly, many parent involvement programs also address the needs of the entire family and include younger siblings and others’ roles in creating school success.

Family Involvement has a positive effect on student behavior

- When families are involved, students exhibit more positive attitudes and behaviour.
- When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in school.

Student at-risk behaviours such as alcohol use, violence, and other anti-social behaviours decrease as parent involvement increases.

School, Family & Community Partnership efforts should help families...

- Get a clear idea of what their children are learning and doing in the school
- Promote high standards for student work
- Gain skills to help their children at home
- Understand what good teaching looks like

Discuss how to improve student progress

Student Representative Council - something for us to think about

Effective learning

Increased engagement with school leads to improved student learning, and this should be based on a school-wide culture. In England, research has demonstrated that schools with high levels of pupil participation, where everyone feels involved and valued, produced better General Certificate of Secondary Education (GCSE) results across the board when compared to schools in similar situations, especially for the less academic pupils.

STUDENT VOICE—WE ARE LISTENING AT VCD

Effective decision-making

When students are actively involved in decisions that affect them, those decisions are more likely to be fully embraced and successfully implemented. Importantly, students are able to provide information and advice that no-one else can offer.

Parent Information

Bilingual Parent-Child Mother Goose Program at the Victorian College for the Deaf



The moon is round,
As round can be
Two eyes, a nose, and a mouth
Like me!

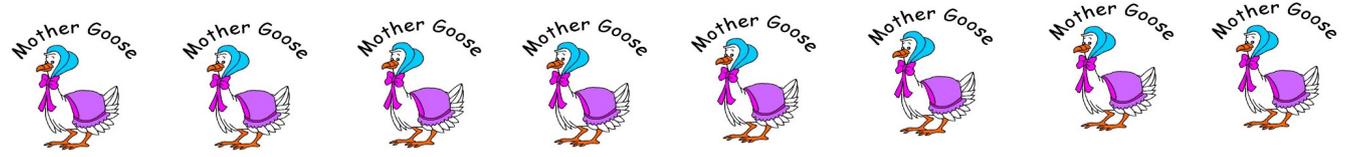
Where: Victorian College for the Deaf 597 St Kilda Rd, Melbourne 3004

When: Friday mornings during the school term 10.30 am start to 12 midday

Cost: None

What to Bring: Bring a plate of food that can be shared at snack time

Contact Person: Vanessa Ravlich 0410976033 (sms) or victorian.ds@edumail.vic.gov.au



Promoting inclusive practices in schools to better support children with disabilities and special needs

Check out the webpage on the Department of Education and Training website at <http://www.education.vic.gov.au/about/department/Pages/specialneeds.aspx> for more information. Below is an introduction.

The Victorian Government made a commitment to establish Victoria as the Education State where every Victorian has an equal right to the knowledge and skills to shape their lives. Part of this work is to promote inclusive practices in schools so they can better support all children and young people, including those with disabilities and special needs.

The Special Needs Plan is part of this vision because every child deserves a great education to reach their full potential, especially those with special needs who already face additional challenges in their lives. A fair and inclusive system will enable every child and young person to learn in a safe, positive and supportive environment in the setting best suited to their needs.

Work is under way on each of the commitments in the Government's Special Needs Plan. These are significant commitments and we want to make sure we take the right amount of time to develop and implement the changes, to ensure we get the best outcomes for our children.

The first major step is a comprehensive review of the Program for Students with Disabilities.

Program for Students with Disabilities Review

A review of the program has begun, which focuses on the transition from primary to secondary school and the specific needs of children and young people with autism and dyslexia.

The review is being informed by research, expert input, stakeholder engagement and a comprehensive analysis of the effectiveness of the Program. It will ensure support and resourcing is sustainable and delivers improved learning and wellbeing outcomes for children and young people with disabilities.

To be involved in the Review or for more information, see: [Review of the Program for Students with Disabilities](#)



Hoodie Orders The office are taking Term 3 hoodie orders!
Hoodies are \$50 each.
Contact the office

