



ABORIGINAL AWARENESS DAY - MONDAY 26TH AUGUST 2019



Please be reminded that West Coast SESC will be hosting a whole school Aboriginal Cultural Awareness day on Monday 26th August. The aim of the day is to nurture the development of a culturally responsive school and build on relationships with relevant cultural groups in the school and the wider community. Engaging workshops will be run by representatives from Urban Indigenous and students will have the opportunity to learn about the culture, language, bush tucker and mark making on canvas.

Please note: Students will be taste testing Aboriginal food if they want to. This will not be substantial and students are still required to bring their own lunches.

A parent letter detailing the program for the day has been sent home already.

Any questions regarding the day, please contact Zac Redknapp, Bush Rangers Instructor on 9345 6600.

SAVE THE DATE - WADSA ATHLETICS CARNIVAL – 24TH SEPTEMBER 2019



Please be advised that West Coast SESC will be hosting this year's WADSA Athletics Carnival to which other Education Support Centres and Schools have been invited to attend.

WADSA will be running a range of modified equipment and games on the day, suitable for all levels of disability. Activities will include shot put, club throw, long jump, 100m, 200m, 400m and precision throw. There will also be a high supports needs section with switch adapted activities so everyone will be able to participate.

West Coast SESC parents will be invited to spectate on the day. Please watch out for the parent letter coming home soon! In the meantime, please save the date as we would love to have as many of our parents there as possible.



SENSES AUSTRALIA
SCHOOL HOLIDAY CAMP – 7TH – 11TH OCTOBER 2019



Senses Australia invites children and young people, living with disability who are up to 24 years of age to this fun and exciting school holiday camp. The camp is taking place between Monday 7th and Friday 11th October at Point Walter, Bicton.

Set in a fun and supportive environment, participants will get outdoors, into the community, make new friends, learn new skills and above all, have lots of fun. They'll also practice independent living and transport skills, budgeting and money skills whilst enhancing social skills, personal growth and self esteem with mentoring from young support workers.

Costs may be redeemed through your NDIS plan, other funded program or paid privately and includes all activities, food, accommodation and a 1:1 support worker.

For more information or to register, email Karen Pope at camps@senses.org.au or call 0421 339 653 during business hours.

SAVE THE DATE - ABILITES EXPO - WEDNESDAY 30TH OCTOBER 2019

Save the Date



Abilities
EXPO
Pathways to the Future
Planning for Success

The Premier Showcase - Celebrating 16 Years

The Abilities Expo is for people with disability, their families and carers who want to know more about the services they can access and the organisations that provide those services.

Wednesday October 30th 2019
Crown Perth - Grand Ballroom
9:15am - 1:30pm

In partnership with...



Department of
Education



CATHOLIC EDUCATION
WESTERN AUSTRALIA



activ
a better life . . .



NDCO
National Disability Coordination Officer Programme



ndis

For further information, contact Paul Jones on 9413 4850 or email, abilities.expo@education.wa.edu.au

 **Abilities Expo—Pathways to the Future**



Identitywa
Sharing the Journey

Identitywa's Short term accommodation for children

I ♥ ndis

It's about children having a good time away from home, enjoying new experiences as well as familiar ones while their family and carers get the chance to have a break too.

Families and carers can relax knowing children are in an environment which is tailored to suit their unique needs and interests.

Support is also available at home or out and about in the community.

Day support is available for children up to five years old.

Contact Us

T: 9474 3303
E: admin@identitywa.com.au
www.identitywa.com.au

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IDENTITY WA
FUNDED SHORT BREAKS

Identitywa has funding available to provide short breaks (respite) at their children's and adult houses located in the northern suburbs.

Each of their houses has staff who are fully trained in medication safety, manual handling, nutrition, epilepsy management, PEG feed and have Police and integrity clearances.

For more information, please visit:

<https://www.identitywa.com.au/how-we-can-help/short-term-accommodation/>
or call 9474 3303.

AUTISM WEST SYMPOSIUM - 1ST AND 2ND NOVEMBER 2019



The 2019 Autism West Symposium features inspiring local, national and international thought-leaders in the field of Autism, including those with lived experience. Presentations will include keynote and breakout sessions on a wide range of topics designed to inform, inspire and engage. Taking place across one and a half days, the Autism West Symposium brings together individuals on the spectrum, family members, carers, allied health professionals, service providers, educators, employers, researchers and policy makers and provides an excellent opportunity to connect and network.

This year's event will be taking place on Friday 1st September and Saturday 2nd November at the Pan Pacific in Perth. Concession pricing and subsidies are available.

To view the draft program, please use the following link:

[https://gallery.mailchimp.com/37457c3792363bc7e39f45f00/files/92c4d57b-4b74-4cc6-978c-2c3378510f3d/2019 Autism West Symposium DRAFT Program.pdf](https://gallery.mailchimp.com/37457c3792363bc7e39f45f00/files/92c4d57b-4b74-4cc6-978c-2c3378510f3d/2019%20Autism%20West%20Symposium%20DRAFT%20Program.pdf)

Detailed information on the speakers is available here:

<http://autismwest.org.au/symposium-2019-speakers/>

For tickets, please follow: <https://www.trybooking.com/book/event?eid=485958&>



WEST COAST
Secondary Education Support Centre

WCSESC e-Bulletin
Week 5 Term 3 2019

WANTED – YDAN COMMITTEE MEMBERS



Youth Disability Advocacy Network (YDAN) is currently recruiting for Executive Committee members. Prerequisites include:

- Aged between 12 – 25
- Have a disability and live in WA
- Passionate about making a difference

If you or someone you know is passionate about improving society for young people with disability, YDAN would like to hear from you. For more information, please take a look at YDAN's website:

<https://www.ydan.com.au/>



You Can Do It!



5 Keys That Unlock Children's Potential

A "snapshot" of the social and emotional learning skills that enable young people to manage their emotions and behaviours especially when faced with challenging tasks and difficult people.



In You Can Do It! Education, parents are encouraged to help develop the five essential social and emotional foundations ("keys") all young people need to be successful and happy. By helping your children become more aware of and use these keys at home and in school, you are helping develop their social, emotional and learning intelligence. Make sure that you take the time to explain what these five keys are and how they can be used.

In the following article, each of the five keys is briefly described including some ideas about what you can do at home to support their development.

1. Confidence

Confidence requires that young people not be overly concerned with what others think if they make a mistake. Confidence is revealed when young people are not afraid to fail and are happy to meet someone new.

Confidence involves young people having trust in themselves and believing that they will probably be successful in the end. Confident young people stand up straight, look people in the eye, and speak clearly and with a firm tone of voice.

Practical Things You Can Do to Develop Confidence in Your Child

- Give your child a special responsibility (e.g., special role or job).
- Ask your child questions you know he/she can answer. Prompt him/her before asking question so he/she is prepared and experiences success.
- Set aside time each day for your child to demonstrate what he/she has learned at school.
- Help your child to identify and develop individual interests and talents by showing interest in and excitement about areas of your young child's skills and talents.
- Do not give your child too much attention when he/she expresses negative feelings about school work.
- Encourage your child to speak up when asked a question.
- Encourage your child to have eye contact with adults (if appropriate to your culture) or others, when being spoken to.
- Practise asking your child his/her name and age so that he/she can respond with a confident, clear voice.
- Provide your child with many opportunities to do things where

- he/she can be successful. Provide praise at these times.
- Praise your child for trying something new.

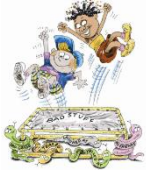
2. Persistence

Persistence is revealed when young people try hard when doing schoolwork they find frustrating and do not feel like doing, and finish their work on time.

Young people who keep trying to complete an assignment rather than becoming distracted, and those who elect to play after they've done their work, demonstrate motivation and can be described as being persistent.

Practical Things You Can Do to Develop Persistence in Your Child

- Provide your child with accurate feedback concerning the amount of effort he/she is expending and how much effort and time is really needed to complete a task such as a puzzle or a drawing.
- Discuss with your child repeatedly how his/her big effort results in learning or success.



You Can Do It!



- Provide strong, immediate reinforcement (i.e., verbal and non-verbal) for effort your child puts toward work that he/she finds hard or boring (little jobs, puzzle, colouring).
- Praise your child when he/she willingly does tasks (chores) that are not fun without complaining.
- Catch your child doing something that requires effort, and praise him/her for trying hard.
- Praise your child for returning to a task (chore) that requires effort to complete.

3. Organisation

Organisation is revealed when young people keep track of their assignments, schedule their time effectively, break down long-term assignments into small steps and set goals for how well they want to do in specific areas of their school work and in other endeavours.

Organisation also means having all supplies ready to do school work and a good system for storing previously learned material.

Practical Things You Can Do to Develop Organisation in Your Child

- Provide your child with simple instructions regarding how to organise his/her toys, play area, and the bag s/he takes to school.
- Establish a routine and schedule for your young child to perform the necessary, daily needs, e.g., teeth brushing before bedtime reading, eating breakfast before playing or watching TV, putting things away when finished using them.
- Establish a set routine at home for wake-up time, being dressed and ready to leave, dinner time, ready for bedtime, and sleep.
- Only provide materials your child needs for current work/play.
- Allow time before leaving home, the park, to collect his/her things or help put things away.
- Ensure that your child is ready for instructions (e.g., eye contact, sitting still) when explaining a task to him/her.

- Teach your child ways to remember directions and instructions (e.g., red canister holds the biscuits).

4. Resilience

Resilience is shown when young people are able to stop themselves from getting extremely angry, down, or worried when faced with challenging events and difficult situations and people. Resilience means being able to control your behaviour when very upset without fighting or withdrawing for too long.

It also means being able to calm down after having been upset and bouncing back to work and being with other people.

Practical Things You Can Do to Help Your Child Become Resilient (calm down when extremely upset)

- Accept that it is normal and healthy for your child to experience negative emotions. (It is good to show and talk about different negative feelings you have, as long as they are not too extreme.)
- Provide your child with words to describe his/her own feelings (e.g., "You are feeling angry." ["You are feeling worried." or "You are feeling sad."] as well as your own feelings (e.g., "I am angry you broke that ...").
- Teach your child to say to themselves "calm down" and to take three big breaths before doing something he/she finds frightening or when he/she is very angry or sad.
- Model for your child the kinds of positive self-talk he/she can use when he/she is experiencing a bad situation to help brighten his/her mood (e.g., "This isn't so bad, it won't last forever:").
- Discuss with your child the importance of finding a grown up to talk to when he/she has very bad feelings. This could be a parent, a teacher, or a family member.
- Explain to your child that when he/she gets very upset, he/she should find something fun to do to help him/her calm down.

5. Getting Along

Getting Along is revealed when young people work cooperatively with each other, resolve conflicts by discussion rather than fights, manage their anger, show tolerance, and follow school and home rules and expectations, including making responsible choices so that everyone's rights are protected.

Getting Along also involves young people making positive contributions to helping others and to making the school, home, and community safer, healthier, and good places to live and learn.

Practical Things You Can Do to Help Your Child Get Along

- Acknowledge and praise your young child when he/she is demonstrating good getting along skills.
- Do not use sarcasm, put your child down, communicate with a negative tone of voice, or become furious when your child misbehaves.
- Teach your child what to say when he/she meets someone new (introduce himself/herself by name, say "hello", smile).
- Teach your child to take turns when playing.
- Teach your child the importance of telling the truth, not saying mean things to someone else, and doing something nice for someone who has hurt feelings or is sad.
- Avoid placing your child together with a child who does not get along well with others.
- Provide opportunities for your child to share his/her toys with another child. Then praise your child for doing so.
- Provide opportunities for your child to experience taking turns with someone when doing something he/she likes to do. Acknowledge his/her patience in waiting his/her turn.
- Always communicate in a friendly, kind manner with your child.