

Mansfield Campus Day School

Specialised Education, in Mansfield VIC



81 Highett St, Mansfield, 3722
Email: info@autismmansfield.org.au
Phone: (03) 5775 2876
ABN 14 006 171 580
Registered School No. 1935

Welcome to our Mansfield Campus

We aim to provide a warm, friendly and individualised educational service that helps your child grow, learn discover, belong and connect with others and the environment. We are passionate about getting to know our students' strengths, interests, and motivators. We provide an active and engaging program that builds new skills within the classroom, the outdoors and within the life skills domains.

Mansfield Campus is an independent school from ages 5 – 18 years. We are passionate about our health and wellbeing approach, where we create opportunities to embrace healthy choices from diet to exercise, as well as the skills to strengthen a student's sense of connection and communication with others. We have a strong emphasis on understanding all of our students and families that are a part of our school. We know how autism can impact on individuals and families in unique ways and we understand and respect the diversity that is autism. We are extremely proud of our program, and we celebrate all successes and achievements.



We look forward to forming a genuine, open, and authentic partnership with you and your family.

About Us

Our Vision

Autistic people reaching their goals and aspirations within their family and community.

Our Mission

To improve the lives of autistic people and their families through the provision of individualised and integrated services from our Centre of Excellence.

Our Philosophy

“The client with Autism’s family are their most important teachers, and we aim to give them the understanding, the confidence and the determination necessary for the successful parenting of their child/adult – That is our goal and nothing less is enough.” Joan Curtis “ Autism A Family Affair”

About MASS

We are an independent not for profit organisation, which supports young people living with autism and their families. We offer a wide range of services for autistic people and their families. Our services have been designed as a ‘wrap around’ model – each service complements and enhances the quality of care we provide our clients.

We are based in Mansfield in North East Victoria but offer a state-wide service to the whole of Victoria. Our local based services operate within the heart of the Mansfield community, enjoying the idyllic location and warm community support. We also recognise the importance of working within the family home and provide an in-home service where we travel across Victoria to join in the lives of our families.

MASS is staffed by a group of professionals who are passionate about upholding and promoting the unique culture which is MASS. We aim to enhance a client’s quality of life by building skills of independence through a strengths-based approach.

The service was started in 1968 by a parent, Dr Joan Curtis, who identified that ‘the child’s family are their most important teachers’. At MASS we seek to uphold this philosophy by working alongside families, education settings and service providers to instil understanding, confidence and determination to create the best outcomes for people with autism.

Democratic and Guiding Principles:

Mansfield Autism Services supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion * Freedom of speech and association
- The values of openness and tolerance

Our Values

Passionate

We are inspired by our clients and families and wear ‘our heart on our sleeves’. We value a sense of spark and enthusiasm for what we do with our clients.

Excellence

We strive to be a Centre of Excellence through continued learning and reflection and our clients are important teachers.

Flexible

We provide integrated services that are responsive and seamless to strengthen the capacity of our clients and families.

Connected

We value trust that fosters a strong attitude of togetherness, achievement and ‘can do’ attitudes.

Resilient

We value and support the physical and mental health and wellbeing of our clients, families and staff. We stay strong together.

Authentic

We provide services in ‘real life’ and experience first-hand the lives of our clients and families.

Our School

The programs at our Mansfield campus are individualised and flexible. We have a strong emphasis on health and wellbeing, building personal and social capabilities and life skills. We want students to feel a sense of belonging and connectedness while at school.

Our current programs at the Mansfield Campus are:

- **Day Students** – ages 5 – 18 years. Approx 3 classrooms. 9am to 3 pm.
- **Therapeutic Residential Behaviour Support** – a nine-week residential placement. High support teacher student ratio.
- **Transition Unit** – dual enrolment with a local primary school, learning the skills to engage in a mainstream classroom. Up to 6 students with 1 teacher / 1 teacher assistant.
- **Hands On @The Farm** – a therapeutic and practical day at our Farm with a focus on reducing anxiety and building social skills. Up to 6 students with 1 teacher / 1 teacher assistant.

The school is committed to offering students a safe and supportive environment which allows students a chance to explore a range of activities and interest areas in a safe and supported way. As with all our services, our students are at the centre of our planning. We believe that all people should be supported to realise their individual capacities for physical, social, emotional and intellectual development. Here at MASS, we place a strong emphasis on health and wellbeing, building relationships, social skills and confidence in learning. We are committed to offering students a safe and supportive environment wherein students develop foundational skills alongside the skills and capabilities outlined in the Victorian Curriculum learning areas.

Our model prioritises building an understanding of the person, as well as the interplay between autism and the person's life and learning. All students have an Individual Learning Plan, developed in consultation with a student's family, carers and Care Team. It forms part of the ongoing assessment, planning, teaching and evaluation cycle we engage in for each of our students.

We seek to establish respectful relationships with our students and their families. We ask that all families work with our teaching staff and that our teaching staff collaborate and communicate with our parents and families. Together, we work to provide a transparent and open educational service.



Our Curriculum



The [Victorian Curriculum F–10](#) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development, and active and informed citizenship.

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 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 other students, appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group will need to be made.

For some students, their learning will be below the Victorian Curriculum Foundation standards.

[‘Towards Foundation Level Victorian Curriculum’](#) (also referred to as ‘Levels A to D’) provides this cohort of students with access to curriculum content and standards that enables them to move toward the learning described at Foundation level.

Levels A to D are not associated with any set age or year level that links chronological age to cognitive progress – they focus on progressing students from a pre-intentional to intentional engagement in learning and support students to develop their independence as they explore, participate, and engage in the world around them. As they progress through these levels, students become more independent learners and the amount of support can be faded out.



*Note: we are exempt from teaching languages and digital technologies at our Mansfield Campus

Our Curriculum







MASS Campus Curriculum Plan – Day Students WHOLE SCHOOL CURRICULUM PLAN 2022



Curriculum Area/Program	Focus	Time allocation (hours)	Term 1	Term 2	Term 3	Term 4
English 5 hours	Reading and Viewing		Themed texts: Family / Growing Up	Themed texts: Recipes – Plants and Produce	Themed text:	Themed text:
	Communication		Individualised Communication Goal (IEP)	Individualised Communication Goal (IEP)	Individualised Communication Goal (IEP)	Individualised Communication Goal (IEP)
	Writing		All about Me Booklets Students will create a booklet about themselves. This booklet identifies likes, interests, family, community, and routines.	Recipe Book Students will create a recipe book		
Mathematics 2 ½ hours	Number and Algebra					Shape or Location?
	Measurement and Geometry		Number & Algebra – ‘Show me the Money’ Level A – React to everyday situations involving money Level B – Respond to everyday financial situations involving money and match notes and coins Level C – Use direct comparison to sort coins or notes Level D – Use money and match coins Foundation – Represent simple, everyday financial situations involving money Level 1 – Recognise, describe, order coins Level 2 – Count and order small collections	Measurement – ‘What’s Cooking’ This unit explores the concept of Mass, Volume, Capacity, Length through a practical skill of cooking. Level A – D – Identify objects for measuring. Terminology: Heavier / Lighter / More than / Less than Level F / 1 – Mass and Capacity Level 2 – Length, Volume, Area, Capacity	Measurement ‘What’s the time Mr. Wolf’ This unit explores the concept of time. The unit ranges from identifying objects and sequencing events to reading, telling the time, and solving time related problems. Level A – D – Identifying objects / Sequencing events and exploring duration (short / long) Level F / 1 – Time (half hourly) days of week Level 2 – Time (quarter hour) / Calendar / Days in Month Level 3 – Time (minutes) Level 4 – am / pm / solve time problems Level 5 – 12- and 24-hour time	
	Statistics and Probability		N/A	N/A		
Science 1 hour	Understanding, inquiry skills, human endeavour			Biological Science – Living Things – PLANTS AND PRODUCE	Biological Science – Living Things - ANIMALS	
Health 5 hours	Personal, Social and Community Health		Personal & Social Capability – Recognition and Expression of Emotion † Students will have an individualised goal (IEP) Relaxation / Massage / Yoga	Personal & Social Capability – Development of Resilience † Students will have an individualised goal (IEP) Relaxation / Massage / Yoga	Personal & Social Capability – Relationships & Diversity † Students will have an individualised goal (IEP) Relaxation / Massage / Yoga	Personal & Social Capability – Collaboration † Students will have an individualised goal (IEP) Relaxation / Massage / Yoga
Physical Education/Sport 10 hours	Movement and Physical Activity		Daily Walks – Movement and Physical Activity / Road Safety Equine Facilitated Learning – Learning through movement Swimming – Lifelong Physical Activity	Daily Walks – Movement and Physical Activity / Road Safety Equine Facilitated Learning – Learning through movement	Daily Walks – Movement and Physical Activity / Road Safety Equine Facilitated Learning – Learning through movement	Daily Walks – Movement and Physical Activity / Road Safety Equine Facilitated Learning – Learning through movement
The Arts 45 min per week	Dance / Music		Dance	Dance	TBC	TBC
	Visual					
Integrated study 3 hours			Theme: All About Me / Growing Up / Family	Theme: Living Things (Plants)	Theme: Living Things (Animals)	Theme: Seasons & Weather
	History		Personal Histories Level A – D Who are the people in my family and how are they related F – 2 Sequence significant events			
	Civics (Level 3 and 4 and up)					
	Geography		Community Excursions: Place, Space and Interconnection Level A – D Identify familiar places and their features Level F-2 Describe and explain where places and activities are located	Community Excursions: Place, Space and Interconnection Level A – D Identify familiar places and their features Level F-2 Describe and explain where places and activities are located	Community Excursions: Place, Space and Interconnection Level A – D Identify familiar places and their features Level F-2 Describe and explain where places and activities are located	Community Excursions: Place, Space and Interconnection Level A – D Identify familiar places and their features Level F-2 Describe and explain where places and activities are located
	Sustainability					
Digital Technologies						
Co-curricular activities			Activity	Date (or week)	Activity	Date (or week)
			Activity	Date (or week)	Activity	Date (or week)
			Activity	Date (or week)	Activity	Date (or week)

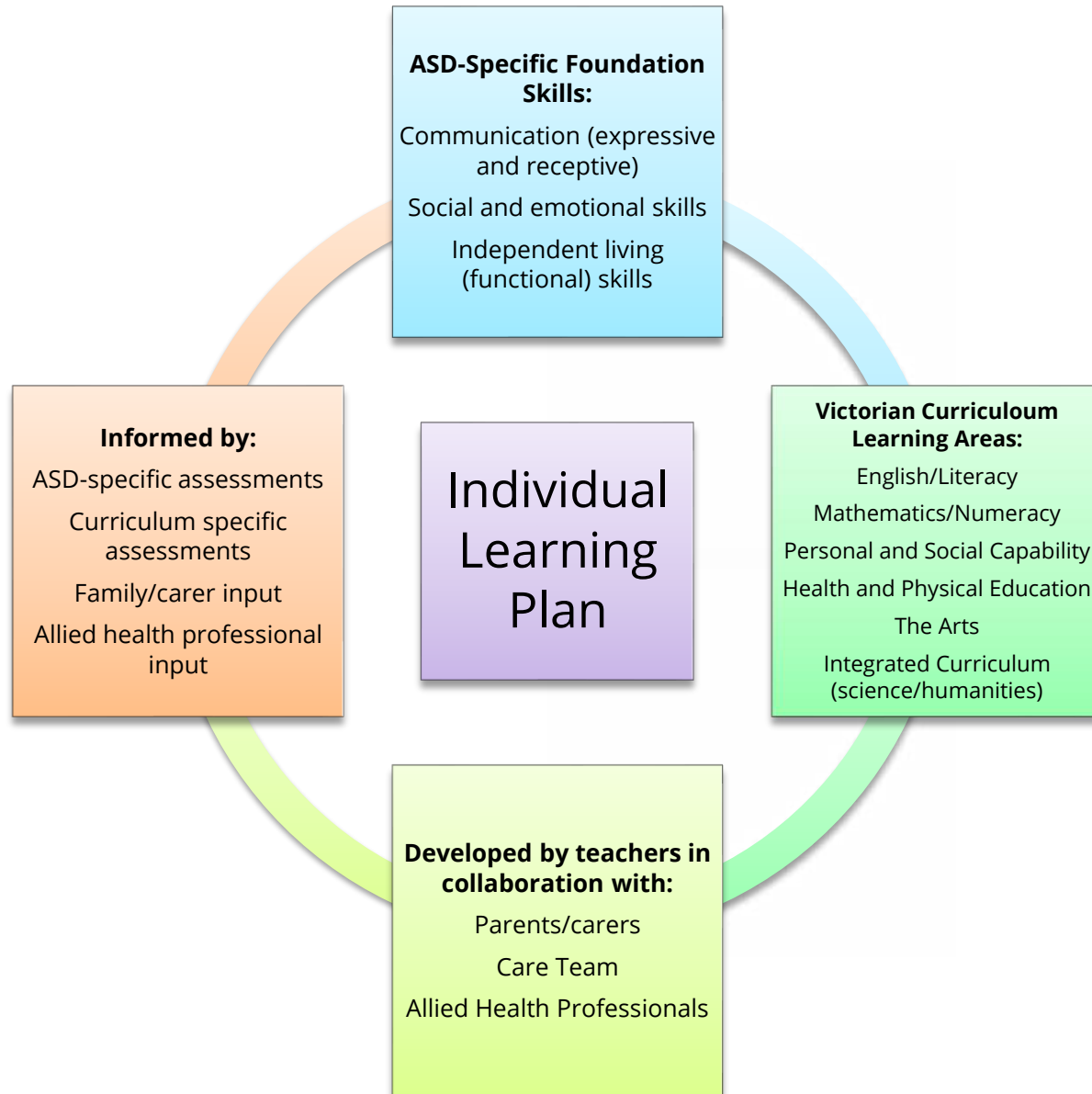
Our Timetable

This is an example of our timetable at the Mansfield Campus for our Day Students.

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00	Morning Walk / Drumming	Morning Walk / Drumming	Morning Walk / Drumming	Morning Walk / Drumming	Morning Walk / Drumming	
9:30						
10:00	Literacy – All about Me	Personal & Social Capabilities	Numeracy	Personal & Social Capabilities	Literacy – Social Stories	
10:15						
10:30	Morning Tea Nutrition, Social Skills, Games, Independence	Morning Tea Nutrition, Social Skills, Games, Independence	Morning Tea Nutrition, Social Skills, Games, Independence	Morning Tea Nutrition, Social Skills, Games, Independence	Morning Tea Nutrition, Social Skills, Games, Independence	
10:45						
11:00						
11:15	Sensory	Sensory	Sensory	Sensory	Sensory	
11:30	Literacy / Communication	Literacy	Community Excursion / Geography	Dance	Numeracy	
11:45						
12:15	Functional Skills / Independence	Functional Skills / Independence	Functional Skills / Independence	Functional Skills / Independence	Functional Skills / Independence	
12:30	Lunch Nutrition, Social Skills, Games, Independence	Lunch Nutrition, Social Skills, Games, Independence	Lunch Nutrition, Social Skills, Games, Independence	Lunch Nutrition, Social Skills, Games, Independence	Lunch Nutrition, Social Skills, Games, Independence	
12:45						
1:00						
1:15	Relaxation	Relaxation	Community Excursion • Geography • Functional skills • Communication	Relaxation	Relaxation	
1:30	Health & Personal Capabilities	Health & Personal Capabilities		Physical Health & Wellbeing Swimming	Fun Friday • Social Skills • Games • Music	
1:45						
2:00	Physical Health & Wellbeing ○ Swimming	Physical Health & Wellbeing ○ Equine Facilitated Learning				
2:15						
2:30						
2:45	Independence Skills Pack Up / Goodbye	Independence Skills Pack Up / Goodbye	Independence Skills Pack Up / Goodbye	Independence Skills Pack Up / Goodbye	Independence Skills Pack Up / Goodbye	
3.10	Finish					
	 Cognitive / Workboxes	 Physical / Health	 Self-Regulatory	 Relational	 Independence	 Sensory / OT / Relaxation

Individualised Approach

All students have Individual Learning Plans with goals set for ASD-specific foundational skills and each of the key learning areas of the Victorian Curriculum. We take a holistic view when planning and encourage pediatricians and allied health staff to contribute the individual's learning plan. The classes at each campus are grouped based on the needs of the students and their individual programs. All ILP's will be discussed at our Student Support / Care Team meetings, parents will be provided with a copy of the ILP which are updated twice per year (Term 1 and Term 3)



Further Information

SCHEDULE OF SCHOOL FEES - DAY STUDENTS

Application Fee	We do not charge an application fee or an administration fee to process an application for enrolment.
Mansfield Campus Day students and Dookie Campus Secondary School Fees	<p>2022 Fees are \$11,200 per annum.</p> <p>Part time student fees are \$56 per day.</p> <p>Fees are invoiced at the beginning of each term and are due 30 days from invoice date.</p>
Additional Costs	<p>Most activities are included within the annual fee.</p> <p>There may be some additional (subsidised) activities throughout the year.</p>

The information outlined in the table above is effective as of 1 January 2022 but may be subject to change. For further information, please contact MASS

School Times

Term Dates and other Holidays

The school day is from 9am to 3.00 pm.
Mansfield School runs on the Victorian School Holiday dates –with an additional week holidays mid-year.
Approximately two days per term are allocated to student free days for staff to be involved in Professional Development, Report Writing and Planning.

Term Dates 2022

Term 1: 28th January to 8th April

Term 2: 26th April to 24th June

Term 3: 18th July to 16th September

Term 4: 3rd October – 16th December

Student Support Meetings / Care Team

Parent teacher meetings are conducted twice per year, in Term 1 and Term 3.

Parents can contact staff at Mansfield School regarding any day-to-day queries. We encourage a collaborative approach and have regular communication with our parents.

Feedback, Compliments & Complaints

Any feedback, compliments or complaints may be given through the website www.autismmansfield.org.au or by emailing feedback@autismmansfield.org.au.

Policies

Our annual reports, strategic plan and a copy of our policies can be found on our website www.autismmansfield.org.au.

Healthy Food

Students are required to bring their own fresh fruit snack, lunch and water bottle. To keep in line with Mansfield's Health and Wellbeing Curriculum we request that students be provided with a healthy lunch. We have kitchen facilities available for students.

Uniform

There is no uniform at our Mansfield Campus. We encourage practical clothes and sneakers for walking.

CONTACT US

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