

# Dookie Campus Secondary School



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Phone: (03) 5775 2876

Specialised Education, in Dookie VIC

ABN 14 006 171 580  
Registered School No. 1935



## Welcome to our Dookie Campus

We aim to provide a warm, friendly, and individualised educational service that helps your child grow, learn discover, belong, and connect with others. We are passionate about getting to know our students' strengths, interests, and motivators and to create future pathways and opportunities.

Dookie Campus is an independent secondary school situated within the Goulburn Valley region. We are passionate about our health and wellbeing approach, where we create opportunities to embrace healthy choices as well as the skills to strengthen a student's sense of self and build friendships. We have a strong emphasis on understanding all 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 of our student achievements at our Dookie Campus.

**We look forward to forming a genuine partnership with you and your family, throughout the school journey.**

# 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 Northeast 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 instill understanding, confidence and determination to create the best outcomes for people with autism.

### Democratic and Guiding Principles:

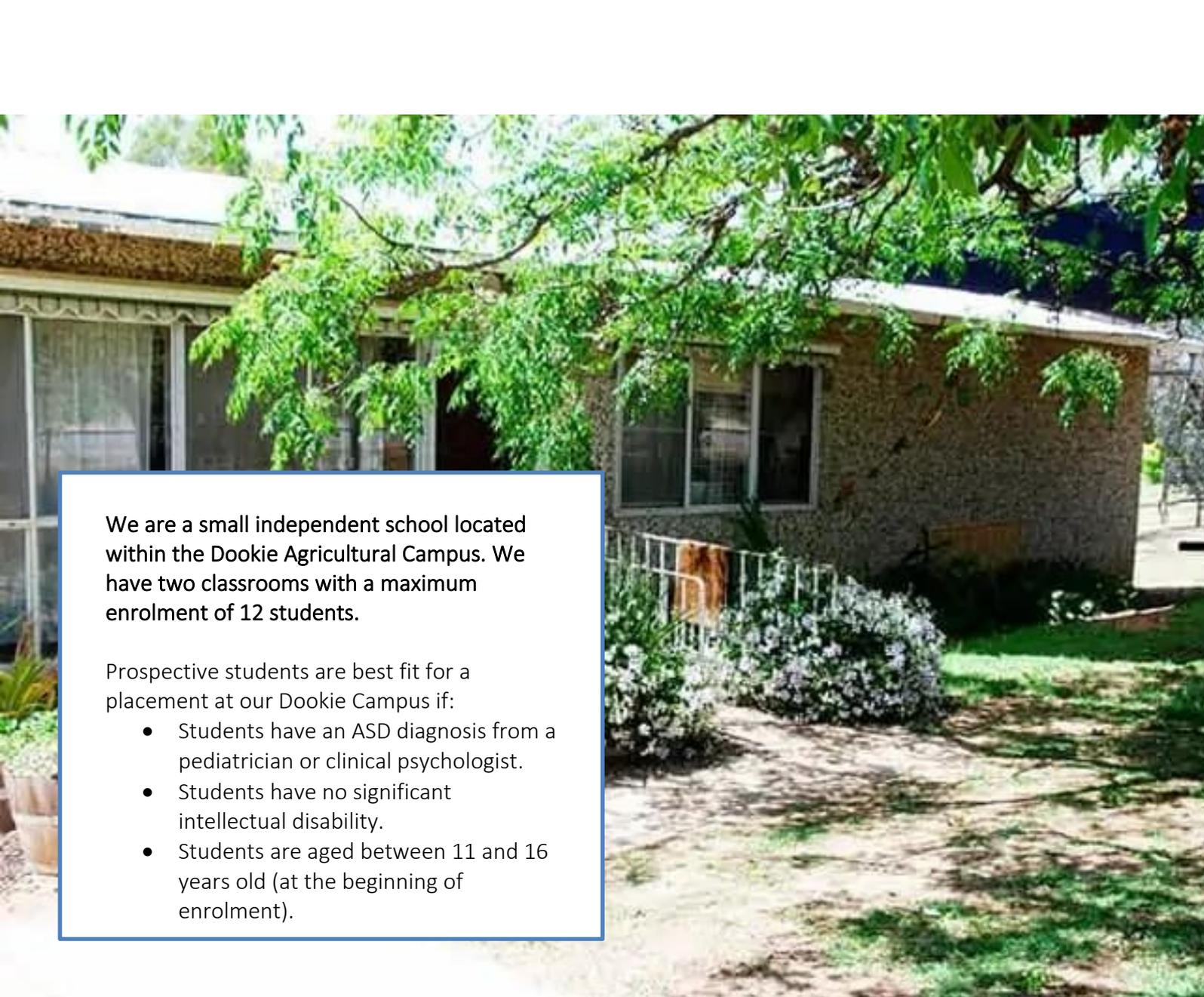
Mansfield Autism Services supports and promotes the principles and practice of Australian democracy, including a commitment to:

- 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

## MASS Values

- Honesty
- Integrity
- Loyalty
- Dedicated and
- A sense of fun...





**We are a small independent school located within the Dookie Agricultural Campus. We have two classrooms with a maximum enrolment of 12 students.**

Prospective students are best fit for a placement at our Dookie Campus if:

- Students have an ASD diagnosis from a pediatrician or clinical psychologist.
- Students have no significant intellectual disability.
- Students are aged between 11 and 16 years old (at the beginning of enrolment).

## Our School

The program at Dookie is individualised and flexible. We have a strong emphasis on health and wellbeing and building relationships. Students build on their sense of self as well as their confidence in both learning and in life. We want students to feel a sense of belonging and connectedness while at school.

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.

Dookie Campus has four full time staff, which consists of two teaching staff and two teaching assistants. The school has two classrooms with a maximum of six students in each classroom. We also have specialist teachers who visit weekly to take students in music and therapeutic art lessons. Further to this, our students participate weekly in specialised yoga sessions with our yoga instructor.

All students have individualised learning plans with specific goals related to the academic, social and emotional learning needs of the individual student. We take a holistic view when planning and encourage pediatricians and allied health staff to participate and contribute the individuals learning plan.

Our school is located within the Melbourne University Agricultural College. We have access to and use a range of facilities on campus such as: an outdoor swimming pool, gym, basketball courts, mt major access and canteen (special occasions). The campus is quiet and provides a great space for our students.

# 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.

## **Personal and Social Capabilities**

The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams, and develop leadership skills, and handle challenging situations constructively.

The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual, and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community, and workforce members.

## **English**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training, and the workplace. It helps them become ethical, thoughtful, informed, and active members of society and plays an important part in developing the understanding, attitudes, and capabilities of those who will take responsibility for Australia's future.

Reading, writing, speaking, and listening are all vital skills for personal, social, and vocational development. Students spend approx. 4- 5 hours per week on explicit individualised teaching as well as the English curriculum being incorporated through community engagement activities.

## **Mathematics**

Mathematics provides students with access to important mathematical ideas, knowledge, and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Dookie curriculum proportions 3 to 4 hours a week of explicit teaching of the mathematics framework.



*Participating in Sailing at the Shepparton Lake*

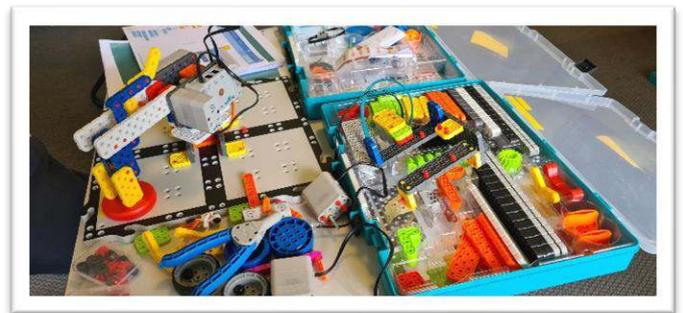
Students spend approx. 2hrs per week working towards the Humanities, Science and Technologies learning areas.

### **Health and Physical Education**

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts.

Students are involved in a wide range of activities that aim to increase their movement and physical activity skills. The program acknowledges student strengths and develops their physical, mental, social, and emotional health. Exposure to such activities assists with expanding the student's leisure and recreational opportunities within their community.

We allocate a third of our program towards the Health and Physical Education curriculum - this framework builds on students physical and movement skills, mental health and wellbeing, personal development, and food nutrition.



*VEX kits used in Digital Technology*

# Dookie Campus 2022 Curriculum Overview

| Curriculum Area/Program (annual? hours)                | Focus  | Time allocation (hours) | Term 1 –  | Term 2 –  | Term 3 –  | Term 4 –  |
|--|--|-------------------------|---|---|---|---|
| <b>English</b><br>1 hour per day                       | Writing  |                         | <ul style="list-style-type: none"> <li>National English Skills Workbook</li> </ul>  | <ul style="list-style-type: none"> <li>National English Skills Workbook</li> </ul>  | <ul style="list-style-type: none"> <li>National English Skills Workbook</li> </ul>  | <ul style="list-style-type: none"> <li>National English Skills Workbook</li> </ul>  |
|  | Reading and Viewing                            |                         | <ul style="list-style-type: none"> <li>Classroom Text: Holes Louis Sachar</li> <li>Behind The News</li> </ul>   | <ul style="list-style-type: none"> <li>Classroom Text: Holes Louis Sachar</li> <li>Behind The News</li> </ul>   | <ul style="list-style-type: none"> <li>Class Text TBC</li> <li>Behind The News</li> </ul>   | <ul style="list-style-type: none"> <li>Class Text TBC</li> <li>Behind The News</li> </ul>   |
|  | Speaking and Listening                         |                         | <ul style="list-style-type: none"> <li>Refer to ILP</li> </ul>  |
|  | Spelling                                       |                         | <ul style="list-style-type: none"> <li>Complete English Basics</li> </ul>   |
|  | Grammar  |                         | <ul style="list-style-type: none"> <li>Complete English Basics</li> </ul>   |
| <b>Curriculum Area / Program</b>                       | <b>Focus</b>                                   |                         | <b>Term 1 –</b>   | <b>Term 2 –</b>   | <b>Term 3 -</b>   | <b>Term 4 –</b>   |
| <b>Mathematics</b><br>1 hour per day                   | Number and Algebra                             |                         | <ul style="list-style-type: none"> <li>Refer to students ILP</li> </ul>   | <ul style="list-style-type: none"> <li>Refer to students ILP</li> </ul>   | <ul style="list-style-type: none"> <li>Refer to students ILP</li> </ul>   | <ul style="list-style-type: none"> <li>Refer to students ILP</li> </ul>   |
|  | Measurement and Geometry                       |                         |   |   |   |   |
|  | Statistics and Probability                     |                         |   |   |   |   |
| <b>Science</b>   | Understanding, inquiry skills, human endeavour |                         | <ul style="list-style-type: none"> <li>Citizen Science Activities</li> </ul>  |
| <b>Physical Education/Sport</b><br>1 1/2 hours per day | Movement and activity                          |                         | <p>Physical Activities that develop health related and skill related fitness. These activities also allow our students to practice and apply personal and social skills while undertaking physical activities</p> <ul style="list-style-type: none"> <li>Swimming</li> <li>Sailing</li> <li>Walking</li> <li>Taekwondo</li> <li>Yoga</li> </ul> | <p>Physical Activities that develop health related and skill related fitness. These activities also allow our students to practice and apply personal and social skills while undertaking physical activities</p> <ul style="list-style-type: none"> <li>Swimming</li> <li>Sailing</li> <li>Walking</li> <li>Taekwondo</li> <li>Yoga</li> </ul> | <p>Physical Activities that develop health related and skill related fitness. These activities also allow our students to practice and apply personal and social skills while undertaking physical activities</p> <ul style="list-style-type: none"> <li>Swimming</li> <li>Sailing</li> <li>Walking</li> <li>Taekwondo</li> <li>Yoga</li> </ul> | <p>Physical Activities that develop health related and skill related fitness. These activities also allow our students to practice and apply personal and social skills while undertaking physical activities</p> <ul style="list-style-type: none"> <li>Swimming</li> <li>Sailing</li> <li>Walking</li> <li>Taekwondo</li> <li>Yoga</li> <li></li> </ul> |
|  | Interpersonal development                      |                         |   |   |   |   |
| <b>Health</b><br>45 min per day                        | Health knowledge and promotion                 |                         | <ul style="list-style-type: none"> <li>Self-awareness: identifying and recognising emotions, recognising personal interests and strengths, and developing</li> </ul>  | <ul style="list-style-type: none"> <li>Self-awareness: identifying and recognising emotions, recognising personal interests and strengths, and developing</li> </ul>  | <ul style="list-style-type: none"> <li>Self-awareness: identifying and recognising emotions, recognising personal interests and strengths, and developing</li> </ul>  | <ul style="list-style-type: none"> <li>Self-awareness: identifying and recognising emotions, recognising personal interests and strengths, and developing</li> </ul>  |
|  | Building social relationships                  |                         |   |   |   |   |

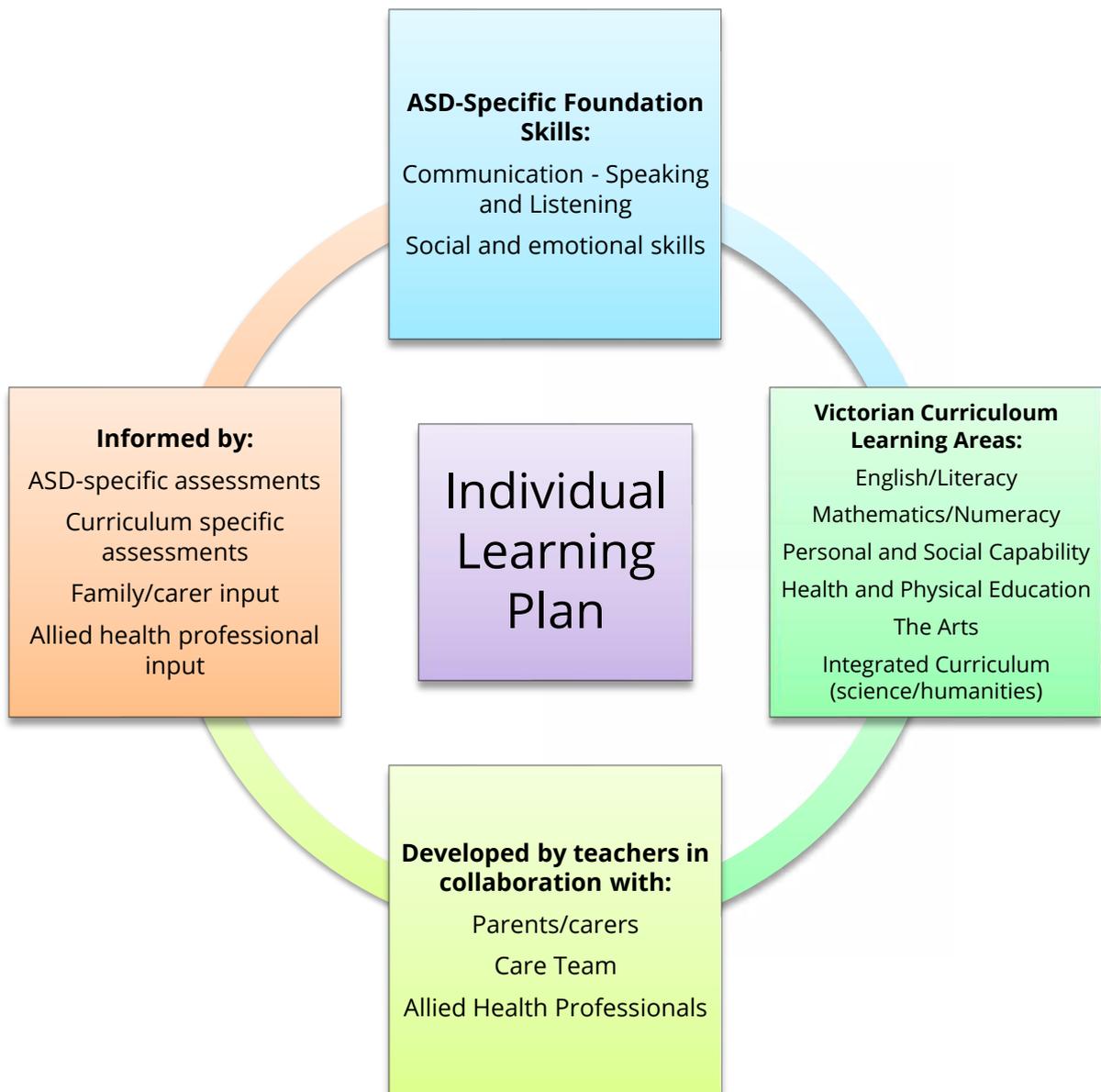
|  |             |  |  |  |   |  |
|--|-------------|--|--|--|---|--|
|  |             |  | <p>self-confidence.</p> <ul style="list-style-type: none"> <li>Self-management: Regulating emotions to handle anxiety and stress, Understanding strong emotions, Positive Coping.</li> <li>Social awareness: Participating in social skills sessions, recognising social thinking, thinking about others, Problem Solving</li> <li>Relationship skills: Getting along with others, building collaboration, and participating in a team, working together to achieve a goal, seeking help.</li> </ul> | <p>self-confidence.</p> <ul style="list-style-type: none"> <li>Self-management: Regulating emotions to handle anxiety and stress, Understanding strong emotions, Positive Coping.</li> <li>Social awareness: Participating in social skills sessions, recognising social thinking, thinking about others, Problem Solving</li> <li>Relationship skills: Getting along with others, building collaboration, and participating in a team, working together to achieve a goal, seeking help.</li> </ul> | <p>self-confidence.</p> <ul style="list-style-type: none"> <li>Self-management: Regulating emotions to handle anxiety and stress, Understanding strong emotions, Positive Coping.</li> <li>Social awareness: Participating in social skills sessions, recognising social thinking, thinking about others, Problem Solving</li> <li>Relationship skills: Getting along with others, building collaboration, and participating in a team, working together to achieve a goal, seeking help.</li> </ul>  | <p>self-confidence.</p> <ul style="list-style-type: none"> <li>Self-management: Regulating emotions to handle anxiety and stress, Understanding strong emotions, Positive Coping.</li> <li>Social awareness: Participating in social skills sessions, recognising social thinking, thinking about others, Problem Solving</li> <li>Relationship skills: Getting along with others, building collaboration, and participating in a team, working together to achieve a goal, seeking help.</li> </ul> |
| <b>Art</b><br>1 hour per week              | Visual      |  | <ul style="list-style-type: none"> <li>Visual – Painting, Drawing, modelling</li> </ul>  | <ul style="list-style-type: none"> <li>Visual – Painting, Drawing, modelling</li> </ul>  | <ul style="list-style-type: none"> <li>Visual – Painting, Drawing, modelling</li> </ul>   | <ul style="list-style-type: none"> <li>Visual – Painting, Drawing, modelling</li> </ul>  |
|  | Performance |  |  |  |   |  |
| <b>Integrated study</b><br>3 hour per week |             |  | <b>Theme: Rome, Greece, Egypt</b>  | <b>Theme: Ancient History / India China</b>  | <b>Theme: Middle Ages</b>   | <b>Theme: Indigenous</b>   |
|  |             |  | <p>History:<br/>Introduction<br/>Timelines and Chronology.<br/>Personal/Historical.<br/>2 Weeks</p> <p>Ancient History<br/>Rome, Greece, Egypt</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>History Alive 7.</li> <li>History alive 8.</li> <li>Humanities Victoria</li> </ul> <p>Documentaries</p> <p>Assessment: Project Based</p>   | <p>History<br/>Ancient History<br/>India China</p> <p>Middle Ages History<br/>The Vikings (c.790 – c.1066)</p> <ul style="list-style-type: none"> <li>Medieval Europe (c.590 – c.1500)</li> <li>The Ottoman Empire (c.1299 – c.1683)</li> </ul> <ul style="list-style-type: none"> <li>History Alive 7.</li> <li>History alive 8.</li> <li>Humanities Victoria</li> </ul> <p>Documentaries</p> <p>Assessment: Project Based</p>  | <p>Middle Ages history</p> <ul style="list-style-type: none"> <li>Angkor/Khmer Empire (c.802 – c.1431)</li> <li>Mongol Expansion (c.1206 – c.1368)</li> <li>Japan under the Shoguns (c.794 – 1867)</li> <li>The Polynesian expansion across the Pacific (c.700 – 1756)</li> <li>Renaissance Italy (c.1400 – c.1600)</li> </ul> <p>□ The Spanish Conquest of the Americas (c.1492 – c.1572)</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>History Alive 7. Chapter 1</li> <li>History alive 8.</li> <li>Humanities Victoria</li> <li>Documentaries</li> </ul> | <p>Indigenous people and cultures. Perspectives.</p> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Visitors, Rumbalara</li> <li>SAM</li> <li>HistoryAlive 7.</li> <li>History alive 8.</li> <li>Humanities Victoria</li> <li>Documentaries</li> <li>Guided walk through Flats</li> <li>Botanic Gardens</li> </ul> <p>Assessment: Project Based</p>  |



|       | Monday   | Tuesday   | Wednesday                     | Thursday                            | Friday                          |                               |
|-------|--|---|-------------------------------|-------------------------------------|---------------------------------|-------------------------------|
| 9:00  | Morning Catch-up   |   |                               |                                     |                                 |                               |
| 9:15  | Physical Activity  |   | Physical Activity             |                                     |                                 |                               |
| 9:30  |  |   |                               |                                     |                                 | Music Starts (Tuesday)        |
| 9:45  |  |   |                               |                                     |                                 |                               |
| 10:00 | Fruit  | Fruit   | Fruit                         | Fruit                               | Fruit                           |                               |
| 10:15 | English<br>Comprehension<br>Class Story<br>Reading<br>Writing            | BTN   | English and Maths             | Sailing<br>(Fortnightly)<br>English | English                         |                               |
| 10:30 |  |   |                               |                                     |                                 |                               |
| 10:45 |  |   |                               |                                     |                                 |                               |
| 11:00 | Maths<br>Essential Assessment<br>See ILP's                               | Maths   | Art                           | Maths                               | Maths                           |                               |
| 11:15 |  |   |                               |                                     |                                 |                               |
| 11:30 |  |   |                               |                                     |                                 |                               |
| 11:45 |  |   |                               |                                     |                                 |                               |
| 12:00 | Lunch  |   | Lunch                         |                                     |                                 |                               |
| 12:30 | Lunch  |   | Lunch                         |                                     |                                 |                               |
| 12:45 | History  | History   | Lunch                         | Swimming<br>Outdoor Ed<br>Term 2    | Relaxation/Personal<br>Projects |                               |
| 1:00  | Swimming<br>Outdoor Ed Term 2  | Swimming<br>Outdoor Ed Term 2                                       | Swimming<br>Outdoor Ed Term 2 |                                     | Cooking/<br>Relaxation          | Swimming<br>Outdoor Ed Term 2 |
| 1:15  |  |   |                               |                                     |                                 |                               |
| 1:30  |  |   |                               |                                     |                                 |                               |
| 1:45  | Taekwondo<br>(fortnightly starting<br>8 <sup>th</sup> Feb)<br>Relaxation | Relaxation<br>Personal Projects<br>Personal<br>Development<br>Games | Relaxation                    |                                     | Relaxation                      |                               |
| 2:00  |  |   |                               |                                     |                                 |                               |
| 2:15  | Daily Recap  | Daily Recap   | Daily Recap                   | Daily Recap                         | Daily Recap                     |                               |
| 2:30  |  |   |                               |                                     |                                 |                               |
| 2:45  | Bus Travel to Shepparton   |   |                               |                                     |                                 |                               |

# 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

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

*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 2.45 pm.  
Dookie 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.

### **Case Conferences**

Parent teacher team meetings are conducted twice per year, at the end of each semester. Parents can contact staff at Dookie 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](http://www.autismmansfield.org.au) or by emailing [feedback@autismmansfield.org.au](mailto:feedback@autismmansfield.org.au)

### **Policies**

A copy of MASS policies can be found on our website [www.autismmansfield.org.au](http://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 Dookie's Health and Wellbeing Curriculum we request that students be provided with a healthy lunch. We have kitchen facilities available for students. Students need to bring a drink bottle (water only).

### **Transport**

We provide bus transport from Shepparton – the cost of this is covered by the Conveyance Allowance. The bus picks students up near the Verney Rd Intersection at 8.30 and drops off at 3.15 pm.

### **Uniform**

White or navy polo shirt/top, black pants/shorts and red jumper/sweater and runners or another comfortable footwear. Brimmed hats must be worn in first and fourth terms.