

Hi [REDACTED],

Thanks for your reply.

I will be very happy if you share my son's story with public or any other authority. I am happy to share whatever documents I have.

Please find the attached document where school principal asked me to pay money from my son's NDIA fund for lunch time supervision to the school.

She also wrote in the email about my son's inclusion only when the fund is available.

[REDACTED], the disability advocate has helped us to admit my son full time in the school but the amount of physical, social and emotional trauma we have gone through with Victorian School, I can not put in words.

Thanks
Bobby

From: [REDACTED] ([REDACTED])
 To: [REDACTED]
 Cc: [REDACTED]
 Date: Tuesday, 20 December 2016, 03:50 pm AEDT

Please find below what we were hoping to cover in the meeting today. Hopefully you will be available for a meeting on the 24th of Jan 2017 at 10am at [REDACTED] PS. It would be wonderful if Bobby was able to secure some extra funding from the NDIS for [REDACTED] to cover lunchtime supervision by some of our ES staff as indicated in your last email to the school.

Pedagogical Strategies for [REDACTED] within the normal class environment 2017 at [REDACTED] Primary School

[REDACTED] and Bobby the meeting scheduled for today was cancelled due to the boys being unwell and we hope that they are improved in the near future. A phone meeting was sought since it is the last day for 2016 as the school has been extremely busy. Below are the items that were to be covered in the meeting.

After much observation and testing of [REDACTED]'s skills and acumen during his transition period we have decided that it is in his best interests that we continue embedding Marzano's Nine Instructional Elements into Classroom the Practice to support his educational needs in 2017 at [REDACTED] Primary School.

Marzano's instructional elements provide teachers with a range of strategies and practices to effectively embed the greatest positive affect on achievement for students, in all subject areas and at all levels.

These elements include:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations only when needed
- Cooperative learning teaching techniques
- Setting objectives and providing specific feedback
- Generating and testing hypotheses
- Cues, questions and advance organizers

Each of these elements form parts of our instructional model at [REDACTED] PS and are the basis for our outstanding results.

- Meetings with parents shall be once a term or as needed, including one of the Principals and will focus on what is working, what needs to be implemented in the educational program and progress to goals set. Parents may invite private specialists to these meetings.
- Communication between home and school will be as set out at the first meeting week 5 Term 4 i.e. 2 or 3 sentences in a communication book and oral feedback will be given on pick up if necessary on incidental matters or a "thanks" in the book in most cases, emails may be used to augment this if require but verbal is the best as there can

be no miscommunication or misunderstanding as issues can be clarified on the spot. It appears that [REDACTED] has misplaced his Communication Book on the day of the Transition as it is not in his classroom.

- [REDACTED] will be included in NAPLAN preparation which starts in March 2017 he will be supported through the testing process with a scribe and extra time applied for if needed closer to the time. This will be communicated with the parents as they need to support the application. He has attended all Maths and English lessons held during his transition period and is slowly being introduced to the specialist programs so that he has a positive experience of these programs also. He has enjoyed the sessions to date and this indicates the success of the program. In reference to your concerns with his safety due to him putting objects into his mouth slowly is the best way forward. [REDACTED]'s needs are such that he needs not only the classroom teacher but another adult so that he is safe. This goal you have emphasised and outlined to us in previous meetings. He is not shown us that he is upset with any of the programs we have introduced him to within the school so far. Our Speech Pathologist and Guidance officer are addressing and assessing his application for support and they are in agreement that, due to safety reasons, the Transition as currently in place is the best way for [REDACTED] to be introduced to our routines and academic environment. He seems very comfortable with the progress to date.

- He will be included in full time school when we have the necessary support to ensure his success with the next steps. Our aim is to ensure that he is able to participate within the school community and programs with modifications made as required. This is happening, albeit slower than the parents would like as Bobby mentioned that she is making sacrifices of her time, money and work.

- With each meeting we are clarifying and ensuring that his needs and safety are being met and plans for extending his range of normal interactions with other children and academic progression the focus.

- Bobby has taken the statement mentioned in your email out of context as our discussion was for the need for [REDACTED] to have an aide in the classroom and this is to be fair and equitable to him and other students. This means that all students, including [REDACTED], will have appropriate supervision and instruction in a safe educational environment.

- [REDACTED] attended a successful Transition Day with his 2017 teacher, [REDACTED] on Dec 15 and will be in the [REDACTED] where there is a disabled toilet that could be easily accessed and used if required.

- Handover of all information between teachers has been completed and parents will have an opportunity to meet with the new teachers early in 2017.

- We would like the minutes and recommendations from your specialist of the meetings that we have had so far with your OT and Psychologist so that we can share these with [REDACTED]'s 2017 teacher.

Thanks in anticipation

20 Dec 2016

[REDACTED]
[REDACTED] Primary School [REDACTED]
[REDACTED]

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----- Forwarded message -----

From: engage <engage@thesocialdeck.com>

To: [REDACTED] <[REDACTED]>

Sent: Friday, 25 September 2020, 10:17:19 am AEST

Subject: Re: Systematic exclusion in Victorian Primary school for my Autistic son.

Dear Bobby

Thank you for your email submission to the 2020 Review of the Disability Standards for Education 2005.

We greatly appreciate you sharing your experience with us to help inform the Review. We assure you that the information you have provided will be included in our analysis and reporting to governments.

Where individuals provide consent, some submissions may be shared publicly on the Department of Education, Skills and Employment's website once the Review consultation process is completed. We will not publish any names or other identifying information of individuals who make a submission.

Do you consent to having your submission made public on the Department of Education, Skills and Employment's website? (this is not a requirement and you are free to decline this. The information in your submission will still be included in the analysis and reporting).

Kind regards,

The Social Deck Team

Hi Person In charge,

From 2016. October, My son is going to Victorian Priamry School.

██████████ School's principal did not allow my son to enrol full time and emailed us 20th December, that my son will only allow to go to school full time when Education Assistant fund will be available.

He got always exclusion from mainstream classroom and kept in a small room in the school months after months until my son told he felt hot in the small room in the school where he is alone . He also mentioned that the aide pinched and slapped him. After asking the school, they emailed it was an accident and it is my son who pull the aides hair.

In 2019 , we went to newcastle and luckily not a single bully or physical aggression incident happened. School was inclusive and my son was included all small and big program in the school. He won the regional spelling runner up champion out of 37 CHILDREN from different schools.

We had to move to Victoria due to my husband's job...Wow the game of exclusion again start. My son got physical , verbal and emotiona bully from School principal , teachers and students.

Education was the last priority for him from ██████████.

Finally DURING REMOTE LEARNING, he was again discriminated by not allowing to get the education from teacher from term 2 and term 3.

Please see the email below we send to the school. As usual no response from the school about this discrimination complain!

Thanks and Regards.

Bobby

----- Forwarded message -----

From: ██████████
To: ██████████ Primary School <██████████>
Cc: ██████████
Sent: Thursday, 10 September 2020, 01:37:26 pm AEST
Subject: ██████████'s Anxiety (Attention: ██████████)

Hi ██████████,
This is ██████████ Trust this email finds you safe and well.

I am writing to you again today about [REDACTED]'s anxiety as I feel that my child is often treated uncompassionately during his class lessons online with his mentor Mr. [REDACTED] which makes him anxious repeatedly. I understand that the school is very much aware of [REDACTED]'s all the diagnosis and the needs for positive verbal words and tone for his learning. Knowing of his limitations and needs, I feel the school is treating him unreasonably which is objectionable and not healthy for my child's well being mental health. [REDACTED] has Anxiety disorder and intolerance of uncertainty. He communicates his symptoms of anxiety by Repetitive behaviour, Stimming and expressing his anger. Therefore, such treatment by the Mentor does not help him at all, rather escalates his anxiety and causing him emotionally disturbed for his learning during this tough time in COVID.

To be more specific, [REDACTED] is anxious both in daily Math and Daily 5 class when Class teacher leaves him to work "Independently" (basically excluding him from rest of his class) and mute himself and attend rest of the class. Probably this is not considered "inclusion" as we have been always discussing and excluding a child without any support. Based on my observations over the last weeks, [REDACTED] was left alone all by himself in front of silent computer screen for around 30 minutes every day during his Math times (out of 50 Minutes class) and 2/3 times during Daily café. When [REDACTED] is not actively engaged in the google meet, he becomes bored and start browsing , stimming with words by changing in the google doc, finding pattern in the words in [REDACTED]'s different books and communicate his helplessness with with Ritualistic Repetitive Behaviour such as pulling eyebrows, nose twisting and verbal stimming.

Unfortunately, it seems that Mr. [REDACTED] is treating [REDACTED] in a way that [REDACTED] knows everything and capable to stay 30 minutes on task without the necessary support he need. As such, when Mr. [REDACTED] is back to [REDACTED] after 30 minutes and found [REDACTED] not done his work (or [REDACTED] been busy with browsing , stimming, changing words in the google doc, finding patterns in the words in [REDACTED]'s different books etc.), rather than making him understand with positive tone and words, he is tough with [REDACTED] and scold him strictly what to be done or not. This is not the first time I raised this issue, I have informed you about this earlier in our meeting with you and [REDACTED]. Fortunately, due to the online nature of learning during COVID, I can now see how my child is being treated in the class. As a parent of a special need child, I personally feel that [REDACTED] is getting harassed in the class by his Mentor Mr. [REDACTED]. I do not see any compassion for [REDACTED].

[REDACTED] is not even getting any schedules for working independently whereas all the health professionals report has suggested to teach him ticking off Schedules to get independent. It is worth mentioning that [REDACTED] is learning positively from Ms. [REDACTED] about Responsibilities for learning, Learn how to learn and reach out to class mentor to help build skills during his counselling session but he is not capable yet to generalize the skills independently in the google meet classroom context.

I believe and trust that as school Principal, you are much more knowledgeable than the parents in addressing the needs of the child in school and know how to incorporate [REDACTED] in school learning setup positively and effectively without scolding [REDACTED] because of his disability and limitation.

At the same time I am reporting the above, I would also like to inform and appreciate that Ms. [REDACTED] and Ms [REDACTED] understand [REDACTED], his anxiety and his ritualist behaviour very well and know how to manage [REDACTED]'s behaviour positively and support him during his learning.

I appreciate if you kindly address this matter seriously and please let me know how you can help [REDACTED] in his learning and take care of his mental health and well being.

Regards

[REDACTED]'s Dad

[REDACTED]

[REDACTED]

[REDACTED]

Mobile: [REDACTED]

E-mail: [REDACTED]