FROM THE ACTING PRINCIPAL

Dear Parents, Carers and friends of the school community,

Mid year reports were sent home to families on Friday 26th July. They will provide parents with a clear indication of their child’s progress in individual learning areas including specialist subjects. Thank you to staff for their efforts in preparing the reports. Thank you to Toan Truong and Sue Johnston for managing through the migration of NSA reporting to the JSA reporting system. We continue to work on the VCAL reporting system for the small cohort of students undertaking this program.

SSG’s have been held this week and as a school we value the input of our families. Our families are vital in our partnership with staff in the development of educational programs for your children. It’s an important part of the school year where teaching staff and families come together to discuss your child’s progress and learning. Thank you for making the time to meet and discuss your child’s progress.

Victorian Registrations & Qualifications Authority

On Thursday 1st August, Donald Gibbons conducted a phase 2 audit of JSA’s policies and procedures. This follow up visit covered 24 areas of policy, training and procedures. With some very slight adjustments, JSA will be fully compliant in all 24 areas. Donald spoke highly on documents such as the Management and Support of Student Behaviour and VCAL Registration documents. Denise Clarke, Robyn Metcalfe and Kym Tonkin have worked to ensure our documentation meets the VRQA standards for school registration ready for school council authorisation at the regular meetings.

Annual Concert

Jacana School for Autism is holding their annual concert this term. We are trialling a new online booking system this year. The concert is always a very well attended community event and we would love to celebrate the hard work of all students.

Concert tickets can be booked via the website – following the News and Events link.

Due to seating restrictions we ask that you book 2 tickets per family only.

Please contact Carlee at Reception if you have any issues with the booking system.

Wednesday, September 11th – Professional Learning Centre

Early Years A: Classrooms 7 – 12
Early/Middle Years: Classrooms 13 – 17 & 19
http://www.trybooking.com/56306

Thursday, September 12th – Professional Learning Centre

Early Years B: Classrooms 1- 6
Middle/Later Years: Classrooms 18 & 20 – 24
http://www.trybooking.com/56310

School Improvement – 2013 Parent Opinion Survey

Each year the Education Department of Early Childhood Development conducts opinion surveys, which have a focus of school improvement. The information is used to inform and direct future school planning and improvement. Forty families were randomly selected and asked to provide feedback and opinions in

2013 TERM DATES:
Term 1: 31 January—28 March
Term 2: 15 April—28 June
Term 3: 15 July—20 September
Term 4: 7 October—20 December
many areas of school organisation. This feedback plays an important role in the decision making of our school and assists us change the way we structure aspects of the school. Families that have been randomly selected would have received their survey in the mail with a stamped self-addressed return envelope. The survey takes approximately 20 minutes to complete and we would appreciate a 100% response rate if possible.

Student Family Occupation Data

Thank you to the families who returned the Student Family Occupation Data form. This information is important to the school as a component of our government funding is based on parent occupation. 85 families in total returned the form.

School Uniforms

For families wishing to purchase bomber jackets, they are available from Essential Clothing, 73 Hamilton Street, Craigieburn. 9305 5177.

Fundraising Committee

Next Meeting – 29th August 10.30 – 11.30 – new members welcome

Calendar of events

Father’s Day Stall: 20th August – 23rd August
Book Fair: 26th August – 28th August
Shopping Tour – 13th October
Special Footy Day Lunch: 19th September

Family Support Meeting

Next Meeting:

Morning Session: Thursday 29th August—9.15 am – 10.30, this will be a morning tea.

Evening Session: Thursday 29th August—7.00pm 9.00pm, this will be a presentation from 2 parents of adults with ASD, talking about their children’s journeys.

One parent, Lucinda, is the Deputy Commissioner, Strategy - Victoria Police. Lucinda will be available to answer your questions around community issues that young people with ASD may encounter.

Corinne Pupillo

Acting Principal

19 - 39 Landy Road, Jacana VIC 3047
Phone 9309 6258
Fax 9309 6426
jacana.school@edumail.vic.gov.au
www.jacanaschoolforautism.vic.edu.au
Room 9 and 11
The children in room 9 and room 11 participate in a variety of activities throughout the day.
EARLY YEARS B

Room 2 working together and creating many projects. Students are engaged and learning about making new things.
Learning in Room 17

The students enjoy following their schedules independently. We work hard in Room 17 to do our best work and have lots of fun while we are learning.
We have had a very busy first half of the year in Room 23. Each Monday Ali, Lygin, Matt, Dylan and Chase work at Brite Services, we’ve been travel training, making healthy foods in Cooking, done the recycling, Ali and Matt have started TAFE Tasters and some of us will be starting Adaptive PE soon. We enjoyed working on the Art Mural with Jade and have started work on a new mural to be completed by our class.
This session is an opportunity for parents and professionals to receive valuable information regarding useful applications for your iPad, iPod or android devices. Please bring along your iPad and share your favourite apps! This session is designed for those who use an iPad and want to see some more apps and find out how useful they are. The session will also remind you of some of the recommendations of using an iPad with a child with ASD.

Venue: Norparrin
152 Mill Park Drive, Mill Park
Melway 10 A4

Date: Wednesday 14th August 2013

Time: 6.30 to 8.30pm

Cost: Parents: donation
Professionals: $30

Bookings: Jenny Orso on 9435 8311
Mon- Thurs 8.30am – 3.30pm
during school terms

Cheques payable to: 'Kalparrin N-ASD Network'
Debit available ABN: 61 827 714 605
“Why are children with Autism Spectrum Disorder (ASD) Fussy Eaters”

Is your child with ASD a “fussy eater”?
Come along and hear the dietitian offer some information and helpful strategies to assist these fussy eaters.

When: Wednesday 21st August 2013

Where: Noah’s Ark
1 Altona Street
Heidelberg Heights 3081
Melway 31 J2

Time: 6.30 ~ 8.30 pm

Cost: Parents: donation
Professionals: $30

For further information and bookings contact:

Jenny Orso at Kalparrin ECIS
Ph: 9435 8311 – Mon – Thu 9.00am – 3.30pm (during school terms)
Cheques payable to ‘Kalparrin N-ASD Network’
Direct Debit available

ABN: 61 827 714 605

Invoice/Receipt available upon request
Payment MUST be received with booking

Note: Refunds not provided for cancellations
TELLING YOUR CHILD HE OR SHE IS AUTISTIC

Many parents have a lot of anxiety about telling their child that he or she is autistic. Here are some tips to help you with the conversation.

- Don’t make it a secret. People often keep secrets to hide something negative. If you hide the truth about his autism from your child, he will wonder why it needed to be hidden.

- Tell your child when he starts noticing differences or asking questions about his strengths and challenges. He may wonder why he has trouble making friends or even why he does things like speech therapy.

- The earlier you tell your child, the earlier words like “autism” and “autistic” will become part of her normal world and will not come as a shock to her later.

- Keep the conversation developmentally appropriate. Use concrete language. Remember that your child might have trouble with metaphors or inferences.

- Stay calm and positive during the conversation. Keep the conversation simple and factual. Make sure you let your child ask questions.

- Talk about your child’s strengths and challenges and let him know everyone has both. Talk about your own strengths and challenges.

- No matter how you feel about your child’s autism, it is important that you don’t make him feel that part of him is wrong. Don’t let him think that he needs to be fixed. You can discuss his challenges in terms of solutions and help him see how his strengths make him great.

- End the conversation on a positive note. Make sure your child knows you love her and that you are lucky to have her exactly as she is.

- Think of the conversation as a way to describe the way brains work. Possible phrasing: “Everyone’s brain works differently and everyone has things they are good at and things that are hard for them. The way your brain works has a name—“autism.”

April is Autism Acceptance Month. Acceptance is an action.
What is School Wide Positive Behaviour?

At Jacana School for Autism we have adapted a school wide approach to supporting behaviour. We have implemented the approach called School Wide Positive Behaviour Supports referred to as SW-PBS. SW-PBS involves the establishment of a continuum of strategies that support students across their day and all environments and is based on prevents. We are committed to providing each of our students a safe and supportive learning environment. SW-PBS focuses on the individual behaviour and environmental factors. It involves building relationships with each student, teaching appropriate skills to replace inappropriate behaviours and looking at all environmental factors that may impact on behaviour.

SW-PBS is research based and proven to be more effective than punitive discipline strategies. When we took on this approach many years ago, staff developed 2 areas of behaviour that were expected across the school.

- Active Learners
- Show respect

The following are the visuals that are in all classrooms.

As Active Learners we will:

- listen
- sit properly
- wait
- quiet
- be ready
- work
- schedule
- join in
- choose
- turn taking
- wait
We show respect when we:

- look after
- myself
- others
- toileting
- hold hands
- walk safely
- sun smart
- turn taking
- wait
- Greetings
- ask/request
- help
- I want
- hand up
- finish
- break
- be friendly
- calm hands
- calm feet
- personal space
- Greetings
- outside voice
- inside voice
- share
Primary prevention of SW-PBS consists of rules, routines and physical arrangements that are developed and taught by school staff to encourage appropriate behaviour. Within all our classrooms we expect our staff to have a range of supports in play within their classrooms. The bottom of our behaviour pyramid promotes the expected
Our primary preventions; the bottom of our pyramid are all the supports, research tells us is important when working with people with ASD.

- Individual Learning Plans incorporating Behaviour supports
- sensory diet & Functional Communication Program (PECS, AACs)
- Environmental influences (clean & tidy classroom, structure & routines established clear start & finish, limited visual distractions)
- Positive reinforcement & rewards (using students strengths and interests, individualised motivators)
- Visuals e.g. mini/group schedules, ‘first/then’,
- Behaviour Scripts/social stories
- Modelling
- Replacement skills
- Requesting a Break
- Transition/processing time
- Redirection
- Staff behaviour: building a relationship with each child, clear & concise language is used, remains calm at all times (facial expressions/ body language)

Positive Behaviour Supports is also about how we interact with our students.
It is about
- positive statements throughout the day.
- labelling the positive behaviours you see.
- developing programs that engage the students.
- being clear about what we are teaching and behaviours we are modelling - not giving mixed messages e.g. talking at them when you want them to not be talking, raising your voice at them when you want them to be quite.
- reducing the use of the word “no”. We need to be teaching them the appropriate positive behaviours and language.
How Your Child Can Learn More about Autism Spectrum Disorder

Look out for these books:

- *My Friend Has Autism*, by Amanda Tourville (Ages 5–10)
- *My Brother Charlie*, by Holly Robinson Peete (Ages 4–8)
- *Ian’s Walk: A Story about Autism*, by Laurie Learns (Ages 4–8)

Why Tell?


Discussing an autism or Asperger Syndrome diagnosis with your child is a very important issue and one for which many parents seek advice.

“Why tell my child about their diagnosis of an autism spectrum disorder?” will probably be the first question parents ask themselves. Parents go through a range of emotions when given their child’s diagnosis and hopefully find support as they begin their journey with this new information about their child. Sometimes siblings, grandparents, and other family members go through a variety of emotions and stages of dealing with the autism spectrum diagnosis of a family member.

It may be reasonable to consider that the child themselves should also be given information about their diagnosis and support for understanding and coping with what is happening to them. All children need to be understood and respected. At some point, people who are successful have learned who they are, and accept and use that information to help themselves become the best they can be in life. Children with an autism spectrum diagnosis should have the chance to understand and accept themselves by being given information about their disability. Parents may fear a number of things if they tell their children (and sometimes others) about their child’s disability. For example, they may fear that their child will not understand, that their child may lose some of his/her options in life, that their child will become angry or depressed because they have a disability, that the child (or others) will use the disability as an excuse for why they cannot do something, or even that the child will think of themselves (or others will think of the child) as a complete failure with no hope for a positive future.
These problems may or may not happen, but can be dealt with if needed. Most of these problems and others may also surface whether or not the child and others are told of the diagnosis. Shouldn’t all involved, the child included, have important information about autism or Asperger Syndrome since the diagnosis will affect various aspects of the child’s life? Certainly, the possibility of problems occurring is more likely when someone is not told about their disability and given the support they need. Consider the stories told by many individuals with an autism spectrum diagnosis who were not told, and/or not diagnosed until they were adults. Not understanding others or social situations for many leads to poor interactions with others and results in ridicule and isolation. Being told, “You should know better” or “stop being so stupid” and not having a clue what they did or how to “fix” or change the situation lead to frustration and confusion. Many adults share how they felt, they were seen as a major disappointment and failure to their families and others, but had no clue why they failed or how to do better. Over time, the end result can be low self-esteem and/or self-acceptance problems among other issues.

Many of these individuals feel that with the correct information about their diagnosis and what their differences are they now have a better chance of being successful. Your child may know that s/he is different, but like all children at certain developmental stages they come to the wrong conclusion about their perceived differences. They may even wonder if they have a terminal illness and are going to die. They see doctors and therapists and go for treatments, but are not told why. Even the child or adult who does not ask and/or verbally express concern about being different may still be thinking those thoughts. Even children with autism spectrum disorders, like all children, can sense the frustration and confusion of others and make wrong assumptions about the cause of the turmoil around them.

It can seem like an overwhelming task, especially when day-to-day issues consume all the time and energy of a family. It may be helpful to discuss your concerns and possible options for disclosure with others that know your child well, other parents of children on the autism spectrum, and even individuals with an autism spectrum disorder who have been told about their diagnosis.

When to tell?

There is no exact age or time that is correct to tell a child about their diagnosis. A child’s personality, abilities and social awareness are all factors to consider in determining when a child is ready for information about their diagnosis. Starting too early can cause confusion. If older when told, they may be extremely sensitive to any suggestion that they are different. You can look for the presence of certain signs that the child is ready for information. Some children will actually ask, “What is wrong with me?”, “Why can’t I be like everybody else?”, “Why can’t I ______?” “Why do I have to go to an Autism school?” or even “What is wrong with everyone?”

These types of questions are certainly a clear indication that they need some information about their diagnosis. Some children, however, may have similar thoughts and not be able to express them well. Some children do not get a diagnosis until they are in their teens or older. Frequently those who are diagnosed later have had some bad experiences that can influence the decision of when to share information with them about their diagnosis. They may not be emotionally ready to cope with the new information because of the toll the bad experiences have taken on their self-esteem and confidence. They may be very sensitive to any information that suggests that they are different. Thus they are not ready for any diagnostic information.
Many families have found that setting a positive tone about each family member's uniqueness is a wonderful starting place. A positive attitude about differences can be established if you start as early as possible, and before the diagnosis is mentioned. Everyone is in fact unique with their own likes and dislikes, strengths and weaknesses, and physical characteristics. Differences are discussed in a matter of fact manner as soon as the child or others their age understand simple concrete examples of differences. With this approach, it is more likely that differences, whatever they are, can be a neutral or even fun concept. Matter of fact statements such as “Mommy has glasses and Daddy does not have glasses” or “Bobby likes to play ball and you like to read books” are examples. The ongoing use of positive concrete examples of contrasts among familiar people can make it easier to talk about other differences related to your child's diagnosis with him or her. Many adults with an autism spectrum disorder express the view that children should be given some information before they hear it from someone else and/or overhear or see information that they sense is about them.

A child may have the view that people do not like them and/or that they are always in trouble, but do not know why. If given a choice, waiting until a negative experience occurs to share the information is probably not the best option.

What/how to tell?

Autism spectrum disorders are complex. Everyone with a diagnosis is unique. It is important that the process of explaining an autism spectrum diagnosis to a child is individualized and meaningful to them. A child should not be given too much information. It can be hard to decide what and how much information to begin with. If the child has asked questions, it will give you a place to start. Make sure that you understand what they are asking. Recall that it is easy to misinterpret the meaning of their words. Remember your child's ability to process information and try to decide on what and how to tell.

For those children who have a keen interest in their diagnosis and those whose reading ability is good, there are currently a few books written by children with an autism spectrum diagnosis that may be of interest to them.

Most children may need minimal information to start. More information can be added over time. Be as positive as possible. Your positive attitude and the manner in which you convey the information is important. To make what you discuss with your child meaningful, you can begin by talking about any questions that s/he has asked. You may want to write down key points and tell him or her that others with this diagnosis/disability also have some of the same questions and experiences. Then you could ask if they would like to find more information by reading books, watching videos, and/or by talking with other people. If asking your child if they want information is likely to get a “no” response you may choose to not ask, but tell them that you will be looking for information and would like to share it with them. Let them know they can ask any question they want at any time they want.
Jacana School for Autism
Corinne Pupillo
19-39 Landy Road
JACANA VIC 3047

Kidsflix Richmond
Hoyts Cinemas, Victoria Gdns Shopping Centre, Cnr Victoria and Burnley Streets, Richmond

The Continence Foundation of Australia (CFA) and Arthritis SA are hosting a Kidsflix event in your area on Saturday 14th September, 2013. Kidsflix is free event for children and young people living with a chronic illness, disability or in a disadvantaged situation and their family.

The morning consists of an hour of children's entertainment from 9.00-10.00am including face painting, balloon twisting and Star Wars characters, followed by the movie 'Turbo', with each person attending provided with a drink and popcorn to complete their movie experience. The best part is that it is all free. The invited child's immediate family (ie siblings, parents, carers) are also part of the experience at no cost.

"Kidsflix is so special to us for a number of reasons. My little boy loves the excitement of it all. Events such as these allow our daughter to bond more closely with our son; our little girl loses out on part of her childhood because of the extra support my son needs. In some ways, a movie ticket and a bit of free food may not seem like much - they won't change anyone's life. But, at least for my family the benefits go beyond that. The fact that there are people who are willing to make an effort to help us does make our life happier." Mark

I have enclosed a flyer for you to copy and distribute to families who are part of your organisation. The child who is the beneficiary of the invitation must be 16 years or under and be living with a chronic illness, disability or in a disadvantaged situation.

All applications for movie tickets must be returned by Friday August 23rd via mail, fax, or email as stated on the flyer. As numbers are limited it is advisable to respond early to this invitation. Organisations/schools are welcome to respond with a group booking. Please ensure you detail any wheelchair requirements if you choose this option.

The Continence Foundation of Australia and Arthritis SA are able to run Kidsflix events thanks to our dedicated contact centre team that approach private residents and local businesses to ask for donations to enable children living with a chronic illness, disability or disadvantaged situation a wonderful day out with their family.

Kidsflix has been successfully operating in South Australia, New South Wales, Western Australia and Victoria for many years and we look forward to a happy association with your organisation.

Please feel free to contact me for further information.

Kind regards,

Jen

Jen Frith
Kidsflix Coordinator
P: 08 8423 0949
E: jen.frith@arthritis.sa.org.au
Kidsflix Richmond

Name of organisation that you received this invitation from:

I would like if available: ................. Adult tickets, ................. Child/ren tickets

Of these I require ............ wheelchair space/s. Name of person in wheelchair........................................ child/adult (please circle)

Able to transfer to a theatre chair? YES/NO (please circle)

(Babies in arms do not require a ticket)

Name of parent/carer attending with children (tickets will be posted to this person):

Address: ...........................................................................................................................................

Suburb: ................................................................. Postcode: .................... Phone: ...................................

Email address: ..................................................................................................................................

I give permission for my family to be photographed at Kidsflix Richmond 2013. I understand my family may be on the Continence Foundation of Australia/Arthritis SA website, newspaper, magazine, flyer, television to promote Kidsflix.

Yes I give permission  No I don’t give permission  Signature

Please note: Adults must accompany children at all times