FROM THE PRINCIPAL

Dear Parents, Carers and friends of the school community,

School Council News:

Principal Appointment

On Monday 19th August, Edward Stolinski, School Council President, announced to the school community the outcome of the JSA Principal selection process. I am so excited to be selected to continue to lead and manage Jacana School for Autism into the future and to be well supported by a team of dedicated and talented professionals. I have been in special education for over 25 years and my experience in previous specialist schools has enabled me to build an extensive range of skills in developing the knowledge and empathy for students with ASD and their families. Past schools that I have worked include; Kew Cottages Special School, Merring Special Developmental School, Hume Valley Specialist School, Broadmeadows Special Developmental School and Northern School for Autism. The growing numbers of students with an ASD diagnosis enrolled in these schools developed my interest and passion for working more closely with these students. I have loved working at NSA/JSA and over the past 7 years have grown personally and professionally and am now ready to meet the challenges of the new JSA entity. The school has experienced significant change since its redevelopment as a school for autism back in 2006 and this dynamic environment will continue to evolve as it meets the challenges in education and in particular contemporary ASD provision. My substantive appointment will commence from the 7th October 2013 and I look forward to developing the new 3 year strategic plan with the school community as one of my first tasks. I would like to invite any staff, parents, carer, community member to discuss how we as a school can best support all our students on the autism spectrum to become independent and valued members of the community. “Learning for Life”.

Proposed new Secondary School Uniform

Thank you to the families that have responded to the brief survey in regard to the Student Council proposal of a new secondary school uniform. Please make sure you complete the survey, if you have not done so as yet and return it to the office. Results will be collated and presented to school council on Thursday 12th September.

Nationally Consistent Data Collection on School Students with Disability

Our school has been selected to participate in the 2013 Nationally Consistent Data Collection on School Students with Disability (Data Collection). This national Data Collection is taking place in schools across Australia and will provide information about the number of students with disability in schools, where they are located and the adjustments they receive. The information provided by this new data collection will enable all Australian governments to better target support and resources. This will assist students with disability in government and non-government schools across Australia to complete school and go on to further education or find employment. If your child is eligible to be included in the Data Collection, you will be sent a Privacy Information and Consent Form in the next few weeks. Inclusion in the Data Collection is voluntary. If you wish your child to be included in the Data Collection, you can complete the Privacy Information and Consent Form and return it to the school. If you do not receive a Privacy Information and Consent Form and believe your child has a disability and should be considered for inclusion in the Data Collection, please contact the Principal.

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
For further information about the Data Collection, please contact the Principal or visit Department of Education and Early Childhood Development website [http://www.education.vic.gov.au/school/principals/health/Pages/datacollection.aspx](http://www.education.vic.gov.au/school/principals/health/Pages/datacollection.aspx)

**Fundraising Committee News**

**Federal Election BBQ** – Saturday 7th September

Thank you to the families that have volunteered to assist on Federal Election Day. We now have all our time slots filled for the BBQ. A timetable confirming your time will be sent home early next week and a reminder SMS will be sent on Friday.

We anticipate selling 500 sausages so if you are in the JSA area, please pop in to vote here at the school and support the fundraising team.

**Father’s Day Stall**

Students across the school thoroughly enjoyed visiting the Father’s Day Stall last week. I hope all our special dads and grandfathers enjoy unwrapping the special gift that was carefully selected for them. Father’s Day is Sunday 1st of September, we hope you have an enjoyable day with your family.

A special thank you to the following mums for their assistance with the stall last week:

Lisa Sette, Lisa Stewart, Rosa Figliola, Michelle Owen, Dianna Lauria, Marissa Griffiths, Sarah Collins, Teresa Beasy and Janelle Braden. Carlee Tonioli also does a great deal of work behind the scenes for the Fundraising Committee and I would like to acknowledge Carlee for her support with the fundraising activities.

**Book Fair** – August 26th – 28th

A large display of books was on show for staff and students this week. Students had the opportunity to purchase books from some of their favourite authors. There was something for everyone this year. A special thank you to the following mums for their assistance with the book fair this week:

Lisa Sette, Rosa Figliola, Michelle Owen, Marissa Griffiths, Sarah Collins and Katie Powell.

**Calender of Events**

**Special Footy Day Lunch** – Thursday 19th September

**Shopping Tour** – Sunday 13th October – Fully Booked! Waiting list applies

**Next Meeting** – Thursday 24th October 10.30 – 11.30 – new members welcome.

**Annual Concert**

JSA 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 Try-Bookings link on JSA / News and Events website.

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 at 10.30 am

Early/Middle Years – Classrooms 13 – 17 & 19 at 1.00 pm

**Thursday September 12th – Professional Learning Centre**

Early Years B: Classrooms 1- 6 at 10.30 am

Middle/Later Years: Classrooms 18 & 20 – 24 at 1.00 pm

**Family Support Meeting**

JSA would like to extend our warmest thanks to Elizabeth and Lucinda for their most informative session last night. We had a large parent and staff turnout which was very pleasing.
Next term’s dates for Family Support meetings are 24th October 2013 and 21st November 2013 at 9:15am to 10:30am. On Thursday 21st November 2013, the Association for Children with a Disability will make a presentation to the group regarding services and supports available through the association.

The school is also interested in providing an Aspect Positive Behaviour Support Workshop which will run over three days on 30th & 31st October and 1st November 2013. The workshop requires 25 people to participate in order to go ahead. Please read the attached parent information sheet and complete the expression of interest form so that we can ascertain whether it is viable to run this workshop. Once it is confirmed that we will be able to run the workshop, registrations will open 6 weeks before the start date and will need to be completed on-line.

Lions Club Glenroy

Sue Johnston and I attended a dinner meeting for the Lion’s Club Glenroy on Thursday 15th August. We were invited to do a presentation about JSA and autism. The Lion’s Club have been very supportive of JSA in the past by contributing to:

- secondary school scholarships
- fine motor kits
- musical instruments
- horticulture program
- readers

Sue and I had an enjoyable evening and on behalf of JSA accepted a lovely certificate of appreciation from Lion Dick Tracey. We are very appreciative of the Lion’s Club Glenroy generosity and we hope to continue the partnership in to the future.

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
Early Years A

Pyjama Day

The children and staff in Early Years A had great fun on Pyjama day today.
Early Years B
Room 3

Faaz and Firas are reading.

Daried and Costa are working.

Ozan is enjoying the foot spa.

Kerem is working with letters.

Kerem, Vicki and Adele are reading together.

Faaz is enjoying music.
Music 2013
Fun with music, drama and movement
Fathers Day Stall
A big, big thank you to the mums who organised and staffed the Fathers Day stall. It was a great success. The children enjoyed shopping and choosing presents for their dads.
Footy Lunch Order Day!!

Date: 19th September 2013

All Lunch order options are just $5.00!

The food options are:
- A hotdog
- A halal hotdog
- A Ham & Cheese pizza
- A Pie
- A halal pie

The drink options are mini cans of:
- Sprite
- Coke
- Fanta
- A bottle of water

We invite all staff and students to dress up in your favourite teams footy colour's to keep in theme with footy day.

LUNCH ORDER DAY ORDER FORM

Please have the money and order form returned no later than 13th September 2013.

Please select which food and drink option you would like:

NAME: __________________ ROOM NO: _______ Lunch Time: _______

☐ A Hotdog: ☐ Sprite ☐ Coke ☐ Fanta ☐ water
☐ A Halal Hotdog: ☐ Sprite ☐ Coke ☐ Fanta ☐ water
☐ A Ham & Cheese Pizza: ☐ Sprite ☐ Coke ☐ Fanta ☐ water
☐ A Hawaiian Pizza: ☐ Sprite ☐ Coke ☐ Fanta ☐ water
☐ A Margarita: ☐ Sprite ☐ Coke ☐ Fanta ☐ water

Sauce or no sauce: __________________

*If you would like an extra pizza or hotdog, just add $2.00 to the total amount*

TOTAL ENCLOSED: $_______________
Parent Information

The Aspect Positive Behaviour Support Program is Autism specific, funded by DHS, statewide and includes workshops and follow up individual consultation where additional support is needed.

Eligibility for the workshops includes the following criteria:

- Parents or Carers of children and young adults aged between 6 and 25 years, diagnosed with an Autism Spectrum Disorder (ASD)
- The individual with ASD must be living at home
- Participating families are encouraged to invite professionals or service providers working with them to attend the workshop.

The PBS workshops run for 3 consecutive days between 9:30am and 2:30pm. The aim is to provide parents with the skills and confidence to positively support their children and improve quality of life for their children and the family as a whole.

Over the course of the 3 days families participating in this evidence based workshop will:

- Develop an understanding of autism and how an ASD impacts upon learning and behaviour.
- Learn how to be proactive by creating an autism friendly environment at home.
- Learn how to write an autism specific positive behaviour support plan for one of their child’s behaviours.
- Learn how to write a plan to respond confidently when challenging behaviour occurs.
- Learn how to teach new skills to promote their child’s independence and quality of life.

Workshops consist of verbal presentations, group discussions, activities and hands-on interaction with visual supports and other materials. On completion, parents are provided with a CD to take home useful tools and information to allow them to support their children in the most effective way.

Workshops and Online Registration

www.autismspectrum.org.au

For an upcoming workshop in your area, use ‘workshops’ tab on home page and select ‘behaviour support victoria’ from the ‘view by date/category’ drop down menu.

Contacts:
Workshop dates and registrations
Contact: Amber Day (Administration) Ph: (03) 9377 6600 Email: aday@autismspectrum.org

Aspect Positive Behaviour Support Program
Contact: Heather Kirkhope (Service Coordinator) Ph: (03) 9377 6628
Email: hkirkhope@autismspectrum.org.au

EXPRESS YOUR INTEREST

NAME: ___________________________ No. attending [ ]

I/We would be interested in attending a Workshop for Aspect Positive Behaviour Support.
The importance of reading.

Autism presents unique challenges when it comes to learning to read. Children with autism typically have problems focusing, learning to decode words and problems with motivation. At least one in five children with ASD has significant problems with reading.

Learning to read for understanding can be a challenging task even for typically developing children. In the general population, children are typically taught to read by “code-based” instruction or phonics instruction that helps children decode words by recognizing and manipulating sound-symbol correspondence and attending to patterns in written words.

Reading for understanding is especially challenging for individuals with autism spectrum disorders.

Some children may have Hyperlexia, where they are able to de-code text but the comprehension (understanding) does not match what they are reading. Often these children mask their reading difficulties by acquiring knowledge on a special interest or topic. They may struggle to transfer the reading skills beyond their interest which may create challenges accessing other curriculum areas.

Some children may have dyslexia, where they have difficulty de- coding text but are good at comprehending.

Children with autism often do not develop pointing skills at the expected developmental stage. It is an important skill and can be taught when looking at pictures and specific words in books with your child. You can shape your child’s fingers to the pointing shape and say ‘(Name of child), point to Thomas’. You may have to do this over and over again at different times. There may be initial resistance, but stay with it. Repeat what is happening using positive tone and language. Try saying ‘Peter, good pointing at Thomas, well done’.

When reading to your child, it is always a good idea to find a place which is free of any distractions, whether visual or auditory. Choose a room that is quiet and does not contain any visual distractions such as posters, paintings, toys, etc. You want your child to be able to focus on the book you are reading. You do not want him to be overstimulated by the sights he sees and the sounds he hears.

**Capitalize on Your Child’s Interest:** Every child has a special interest. Using the child’s special interest can help capture your child’s attention and encourage him to read with you. If your child is interested in trains, it is a good idea to select books that focus on trains.

You can make books about home and the people, pets, objects, activities and events that take place at home can have simple language added to each page. Start with one word. The name of the child is a good place to start. The words Mum, Dad and names of siblings and family members, favourite objects or pets can be next. When reading the book always encourage/shape pointing skills. Say to the child what you want them to point at ‘Peter, point to Mum’, shape their hand to point and praise them.
‘Good pointing Peter’. Move on to pointing to the word and say ‘Point to the word Mum’. Shape them and praise. This will have to be repeated many times.

Make a set of matching cards. Have the same photographs/pictures and the word separate from one another. Have one photograph/picture at first with its matching word. The language is ‘Peter, the word says train, look at train’. Shape the child to pick up the word and match it to the photograph/picture. Say ‘that’s good Peter, word is train, picture is train’. Increase the number of photographs/picture and the matching words as your child progresses. Always give lots of verbal praise and use powerful reinforcing rewards if necessary. This will teach your child to associate the whole experience with personal pleasure. Do this even if the whole session is carried out with a high or mild degree of resistance. Always set your child up to succeed. Make sure the task is realistic for the child so that it fits in with, and extends, their current level of knowledge skill and understanding.

If the child can learn over time to match the correct pictures to the correct word then you can try one word without the picture and say ‘Peter, give Mum/Dad the word train’. Increase the number of words one at a time. If your child can do this then it is likely they can learn to read using a mainly whole word approach with phonic knowledge to support further development at a later stage.

When teaching nouns allow your child to hear the word, see the picture and word simultaneously. An example of teaching a verb would be to hold a card that says “jump,” and you would jump up and down while saying “jump.”

But, most importantly try to develop a routine of reading to your child daily. You could attempt to build reading to a bedtime routine.

**Be interactive.**
Discuss what’s happening in the book, point out things on the page, and ask questions.

**Read it again and again.**
Go ahead and read your child’s favourite book for the 100th time!

**Point out print everywhere.**
Talk about the written words you see in the world around you. Ask your child to find a new word on each outing.

**Give everything a name.**
Build comprehension skills by playing games that involve naming objects. Say things like, “Where’s your nose?” Or touch your child’s nose and say, “What’s this?”

**Read with fun in your voice.**
Read to your child with humour and expression. Use different voices. Ham it up!

If you are not sure about where your child is at, please speak to their teacher.
Take home readers:

Some children will be bringing home readers from school. Take the opportunity to set aside 15, 20 or 30 minutes to sit with them and read the book(s) together. Take turns in reading. Ask questions


- Ask questions as your child reads the reader to you.

- Begin with What? Questions, e.g. What is the girl doing? What did the boy eat for breakfast? Have an expectation that (s)he will answer you in sentences e.g. The girl is sitting on the chair. The boy is eating toast.

- When you feel your child can reply to a variety of What? questions begin asking Where? and Who? questions as well e.g. Where is the lady going? Who is playing with the dog?

- The harder levels of questioning are Why? and How? E.g. Why is the baby crying? How did the children go to school?

- Other ideas:
  - Before reading the reader ask your child to look at the cover. Ask him/her, “What do you think the story will be about?”
  - At the finish of the reader ask your child some general questions.

Literacy Week

Literacy week at JSA was celebrated with a book fair.

Thank you to the parents who volunteered their time to assist with the book fair.

Thank you for the families that supported the school by purchasing books.

If your child came home with a wish list please follow the directions on the back of the slip. Return the slip to school with the receipt number and the book(s) will be sent home.

If you wish to pay cash, please return the slip with the correct money to school and the book(s) will be sent home.

With our parent evening taking place Thursday 29th we will be leaving the books on display for parents to purchase.
NMIT’s Work Education Centre is the leader in training people with special and individual needs.

Students, parents/advocates and teachers are invited to join us at the NMIT Work Education Centre Information Evening.

The Work Education Centre specialises in work readiness and life skills programs for young people with disabilities/learning needs.

We prepare our students for independent life skills, entry level work and pathways into further education and training.

We are flexible and individualise the course to meet every student’s personal needs.

**Date:** Thursday 12 September 2013

**Time:** 6–7 pm

**Where:** NMIT

Building W, Room W109a
Corner Jessie and Bruce Streets
Preston 3072 (see map overleaf)

*Light refreshments will be provided after the presentation*

**Please call to reserve your place:**

**p:** 03 9269 8390

For further information you can contact:
Julie Lew or Kathy Kondekas:

**p:** 03 9269 8390

**e:** workeducationcentre@nmit.edu.au

www.nmit.edu.au/goto/wec
Parking available in the Jessie Street carpark near Building W.

Information session held in:
Building W, Room W109a
Special Free Invitation

People from Arabic speaking and Assyrian/Chaldean backgrounds living in the Cities of Hume or Moreland are warmly invited to join us on:

Wednesday 4th of September 2013
9.45am – 1.00pm

Victorian Arabic Social Services,
C1 & C2, 1-13 The Gateway,
Broadmeadows 3047

For a free, enjoyable and educational 3-hour session on:

Well-being & Happiness in Life...

You are invited to share and learn ideas about: what well-being means to you; where it comes from and ways to bring more happiness and wellbeing into life to cope better with stress, worry, sadness and isolation in life.

The morning includes:

• A special moving and up-lifting performance by The Brunswick Women’s Theatre Group

• A free morning tea

• An opportunity to learn and share educational information and socially connect with others.

Places are limited & booking is essential.

For more information or to book please contact:

Victorian Arabic Social Services tel: 9359 2861
Special Free Invitation

Turkish people living in Hume and Moreland communities are warmly invited to join us on:

Thursday 5th of September 2013
9.45am – 12.30pm

Hume Global Learning Centre, Broadmeadows

For a free, enjoyable and educational 3-hour session on:

Well-being & Happiness In Life...

You are invited to share and learn ideas about: what well-being means to you; where it comes from and ways to bring more happiness and wellbeing into life to cope better with stress, worry, sadness and isolation in life.

The morning includes:

- A special moving and up-lifting performance by The Brunswick Women’s Theatre Group

- A free morning tea

- An opportunity to learn and share educational information and socially connect with others.

Places are limited & booking is essential.

For more information or to book please contact:

Gulten Metin, Migrant Resource Centre North West Region
Phone: 9351 1278
or

Gulay Bektas, Spectrum Migrant Resource Centre
Phone: 9301 7400
Ücretsiz Özel Davetiye

Hume and Moreland Bölgelerinde yaşayan Türk toplumunu büyük bir sıcaklıkla bizimle bir araya gelmesi için davet ediyoruz:

5 Eylül 2013 Perşembe günü
9.45am-12.30pm saatleri arası

Hume Global Learning Centre, Broadmeadows

Yaşamda Mutluluk ve Sağlık üzerine 3 saat sürecek bedava bir eğitim semineri düzenlenenecektir

Yaşamda stres, kaygı, mutsuzluk ve izelasyonla nasıl baş edebilirsiniz ve bunların anlamı nedir?

Sabah seansı:

Brunswick Women’s Theatre Group tarafından sunulacak olan özel bedensel hareketler
Bedava sabah çayı
Toplu sohbet ve fikir alisverişi

Seminer genel olarak Türkçe tercüman aracılığıyla gerçekleştirilecektir

Katılımcı sayısı sınırlıdır & Yer ayrimi zorunludur

Daha fazla bilgi ve yer ayrimi için arayabileceğiniz şahıslar:
Gülten Metin, Migrant Resource Centre North West Region
Tel: 9351 1278
veya
Gulay Bektas, Spectrum Migrant Resource Centre
Tel: 9301 7400
Looking for **Work** in Hume?

**How do I get there?**

- **FREE** return shuttle bus service from Craigieburn Train Station commencing 11:20am to 4:40pm. Timetable available on www.hume.vic.gov.au/jobsfair
- **Bus 529** to Central Park Avenue
- **Train** to Craigieburn Station and then **Bus 529** to Central Park Avenue
- **Highgate Reserve**, Cnr of Cleveland Drive & Grand Boulevard—FREE Shuttle Bus service
- **Hume Global Learning Centre—Craigieburn**—Limited Parking

**Craigieburn Jobs Fair**

**Date:** Wednesday 28 August 2013
**Time:** 12pm – 8pm
**Venue:** Hume Global Learning Centre – Craigieburn, 75-95 Central Park Avenue
**Cost:** Free

Don't miss this exciting opportunity to find out about job opportunities in Hume, including the new Craigieburn Central shopping centre. Meet Employers face to face, talk to them about their vacancies and apply direct.

For more information please visit www.hume.vic.gov.au/jobsfair or call 9205 2200

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This initiative is delivered by the Australian Government Department of Education, Employment and Workplace Relations through the Local Employment Coordinator Flexible Funding Pool and the Australian Government Department of Human Services under the Better Future Local Solutions initiative.