FROM THE PRINCIPAL

Dear Parents, Carers and friends of the school community,

Welcome back

2015 School Structure and Class Groups
The leadership team are well underway in the planning stage for 2015. As mentioned in the newsletter, dated 12th September 2014, 1 spoke about the new school structure. From the commencement of 2015, there will be 2 sub schools and they will be named Primary and Secondary Schools. In relation to the new structure the following applies:

◊ Similar to other P-12 schools, the middle years of schooling (8-12yrs of age) will fall between Primary and Secondary School.

◊ The DEECD Year 6 review process will determine your child’s school uniform. Secondary uniform will be issued to students for the year proceeding the Year 6 review.

◊ There will be 3 classrooms of 14 students with 2 teachers. These classrooms will essentially be a combination of students on dual placements (attending 2 schools) and students with potential to attend mainstream schools. There will also be a senior secondary VCAL class with 14 students and 2 teachers.

◊ Primary sub school leader will be Julie La Bouchardiere / Lauren Tippett (currently on family leave)

◊ Secondary sub school leader will be Annette McKee

◊ Positive Behaviour Support (PBS) Coach will be Kristie Giannakis

◊ Autism Spectrum Disorder (ASD) Coach will be Elizabeth Smith

Staff are currently in the process of putting groups together for 2015 and this process will be underway for most of term 4. This is often a long process where consultation and collaboration is of utmost importance so we can distribute the class list in preparation for 2015. If you have any particular requests for 2015 please speak to your sub school leader. We anticipate the 2015 class list to be sent home to families on Friday 12th December, 2014.

If you have any questions about the new structure please don’t hesitate to contact a member of the Principal Class Team.

Staffing
Congratulations to Denise Clarke who has been successful in gaining the Assistant Principal (Range 2) position from the 6th October 2014. Denise has been working in the Acting AP role for 12 months and we now look forward to working with her in the role of eLearning and Operations.

Welcome to Hannah Diebolt who will commence in room 5 for the remainder of 2014. Hannah will replace Alice Rice.

Welcome back to Masa Curekovic who returned to JSA after a term away. Masa will replace Corrie Wishart who late last term returned home to Canada. Welcome to Joanne McDonald, she will be working in room 7 until the end of the year.

Melbourne Marathon – Sunday 12th October
This Sunday, one of our Later Years students, Jacob Cartelli, from Room 23 will be running his first Asics 5km race at Melbourne Marathon with Tonia Truda & Song Chia (our Physical Education Specialists). The PE team hopes more students will be encouraged to participate in community-based events in times to come. Best wishes Jacob for the run, we are very proud of your growth and dedication.

Tennis Victoria and Origin Tennis
In partnership with Tennis Victoria, Room 23 are undertaking tennis lessons with Toly from Origin Tennis.

Thank you to Tennis Victoria for their support with the program.
Curriculum Day Monday 3rd November

Our final curriculum day for 2014 will be held the day before Cup Day holiday. Students are not required at school on this day. Teachers will participate in a full day workshop, facilitated by Joe Corbett. The workshop will assist teachers to further develop their skills as leaders in and out of the classroom environment. Joe has worked closely with the school and has a deep understanding of the nature of the work as well as the complexity in team dynamics, Joe was instrumental in assisting JSA to develop our effective team model. Education Support Staff will be undertaking online Occupational Health and Safety learning modules on this day. The online modules form part of the mandatory professional development requirements for schools.

Family Support Meeting

Our next Family Support Meeting will be held on Thursday 23rd October. Please join us from 9.15 – 10.30 in the Professional Learning Centre. Imogen Rose from Attuned Music Therapy Centre in Preston will be talking to families about Music therapy for students with ASD. The presentation is open for all family members – please join us.

OHS Report

DEECD are running a campaign - Bully Stoppers – Speak Up against Cyberbullying. Cyberbullying is one negative aspect of using technology.

Cyber Bullying is when digital technology users (computers, iPads & phones) are subjected to nasty and threatening comments online. This is very worrying, as it often occurs between people that know each other—students at a school, members of a sporting club, people from the same social circle, ‘friends of a friend’.

To assist you to protect your children I have attached Cyber Bullying information sheets for parents.

Cyber Safety is about prevention of harm. Parents who attended the Life Education Van sessions were made aware of how easily strangers can get information about their children from their on-line profiles. This can be very concerning. Over the next few months, I will provide information to you to improve the cyber safety of your children. If you have any specific questions you would like answered please email the school or Denise Clarke—clarke.denise.d@edumail.vic.gov.au and we will either respond generally for all parents in the newsletter or address your particular question.

Offsite Incident

An incident involving one of our classes occurred offsite near the Broadmeadows Court on Wednesday, around 2.15pm when a group of students and staff were returning from Broadmeadows Shopping Centre. A student was jostled by a member of the public after the student innocently touched a box of food. As we do know, members of the public can react aggressively for little or no apparent reason. On this occasion the student’s intentions were quite innocent. I’m happy to report that staff and students are all ok and all families have been notified as well as DEECD Emergency Management and Broadmeadows Police.

Our staff and students reacted calmly and were able to diffuse the situation promptly, however this is a timely reminder for us to be vigilant in the event that this may occur when off site.

All staff undertake Occupational Violence training each year and this was certainly an advantage in this situation.

Fundraising

After a busy term 4, the Fundraising team celebrated four very successful fundraising activities. The following profits were raised:

Father’s Day Stall - $365.46
Performance Day BBQ’s - $ 882.99
Book Fair - $234.00
Term 3 Special Lunch Order - $ 294.97

Unfortunately the Trivia Night planned for October 10th was cancelled due to poor response. The committee will continue to trial new activities but they are not always well supported by the community. This provided important feedback to us. Primarily we organise activities that are school based and involve our students. We understand that families may not be able to commit to activities outside school hours and will ensure our calendar in 2015 reflects activities that families are keen to adopt. We value your ongoing support so that our students can benefit from the funds raised and increase resources into the school.

Fundraising events coming up:

Shopping Tour: Saturday 25th October. There are 19 vacancies for the Shopping Tour. Please contact Carlee at reception to book your seat so you can grab a few bargains in time for Christmas.

Special Lunch order day: Thursday 11th December

Christmas Raffle: Drawn Monday 15th December

www.jacanaschoolforautism.vic.edu.au
Learning for life 2
Our next **Fundraising meeting** will be held on Thursday 23rd October at 10.30am in the PLC. We always welcome new members to the committee. Please feel free to join us.

**Reminder:** Our newsletter is published each fortnight and will provide you with important information about the school and events that may be of interest to you. I encourage you to read the newsletter that will be sent home with your child, emailed to you or on the school website.


JSA also has a Facebook Page administered by the leadership team. [https://www.facebook.com/JacanaSchoolforAutism](https://www.facebook.com/JacanaSchoolforAutism)

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**Corinne Pupillo**

**Principal**

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[www.jacanaschoolforautism.vic.edu.au](http://www.jacanaschoolforautism.vic.edu.au)
Welcome to Room 11

In Room 11 we are busy learning, laughing, singing, smiling and working hard alongside our friends. We have been on an excursion to the St Kilda Adventure Park and we will be exploring the local area with a series of short walks this term. We enjoyed our visits to the Life Education Van where we met Harold the Giraffe and learned about our amazing bodies. We are really looking forward to our swimming program later this term.
Room 5 are always busy at work and enjoy many group activities as well as activities they do during independent work sessions.

Work sessions can be independent or the students can work with a teacher.

Literacy—writing words and letters in shaving cream or with playdough.

Puzzles—develop fine motor skills as well as problem solving and planning.

Construction—develops problem solving, fine motor skills, sharing, co-operative

Numeracy—working as a small group, co-operation and sharing.
Room 17

Room 17 had a great Term 3! We learnt about our bodies with Healthy Harold and the Life Education Van, we had a lot of fun with Benson the dog, and had a wonderful concert. We are looking forward to exciting learning activities and having a great Term 4!
Room 20’s staff and students had such a great term 3 working on their interpersonal skills with games and turn-taking activities that we decided to throw a class party!
Supporting Siblings of Children with Autism

By JSA Psychologists Maureen Pianta and Lydia Wilson

Siblings of children with a disability are often more caring, tolerant, independent and compassionate. Siblings of children with an Autism Spectrum Disorder (ASD) generally adjust well without significant long term impact. However, having a sibling with an ASD can still be both challenging and enriching. Parents can have a positive impact in supporting the sibling relationship.

Interaction between the child with autism and siblings of different ages change over time with maturity and parents are encouraged to be aware of such changes as they arise. It is suggested that parents are also mindful of family dynamics and model good communication skills themselves in order to encourage the development of appropriate interaction skills between siblings. It is more likely that siblings have more positive relationships with the child with autism if they perceive their parents as reacting positively to the child with autism.

Due to maturity and typical stages of development, it is expected that siblings of various ages will have differing understandings about autism. It is therefore important that parents are open to answering the questions of siblings regarding the topic of autism throughout the sibling’s childhood and adolescent years.

Siblings may be particularly important for children with autism because they have exposure to typically developing children and thus provide opportunities to gain experience in social interaction and relationships. There, typically developing children can be instrumental in influencing children with autism in the acquisition of social competencies. However, parents need to assume the responsibility of parenting and disciplinary roles so that the childhood of the neurotypical siblings is maintained rather than siblings assuming the roles of caregivers.

Safety of both siblings as well as children with autism is a crucial aspect to consider necessitating parent supervised play sessions. By doing so, the physical and emotional safety of all the children in the family is ensured. For the psychological wellbeing and adjustment of siblings of children with autism, it is important that parents keep in mind the perceptions or viewpoint of siblings who do not have autism.

The adolescent years can be challenging for parents. Changes occurring during this time can include rejection or embarrassment about the behaviour (e.g., aggression, meltdowns) of the child with autism. During the adolescent years, as in typical development, siblings are generally influenced strongly by their peers. Ways of dealing with such reactions call for sensitivity and understanding toward the adolescent sibling by acknowledging their feelings. At the same time, parents have a protective role towards a child with autism and promoting positive behaviours from siblings where possible generally has better outcomes. It is also helpful to encourage accessing support networks outside the family.

As a parent it can be helpful to encourage a positive relationship between siblings, try to be fair and arrange special time with each of your children on their own.

In summary, research indicates that open communication and opportunity for siblings to express their feelings as well as accessing support networks are all identified as being important in supporting siblings of a child with ASD. Additionally, information and education for parents and siblings about ASD is also important in building positive supportive relationships within the family.

References: Raising Children Network

Supporting Children of Siblings with Autism Spectrum Disorders (2012), Tsao, Davenport & Schmiege, Early Childhood Education Journal, 40, 47-54

The Quality of Life of Siblings of Children with Autism Spectrum Disorder (2011), Moyson & Herbert, Exceptional Children, 78, 1.
Cyberbullying can be pervasive and incessant. Parents should be aware of what they can do to help.

What is ‘cyberbullying’?

Cyberbullying is bullying behaviour, using digital technology, including the internet, email or mobile phones.

Like any bullying, cyberbullying often occurs between people that know each other—students at a school, members of a sporting club, people from the same social circle, ‘friends of a friend’.

Cyberbullying is pervasive and incessant. It differs from face-to-face bullying in that the bully can ‘follow’ their victim 24/7, and continue the bullying in the home. Cyberbullies may take advantage of the perception of anonymity (e.g. using an account in a fake name, or a blocked number) but in many cases it is clear who is behind the bullying.

Cyberbullying can be particularly harmful as it is often a public form of humiliation and many others are able to see what is written or posted. Once something is published online, it is difficult if not impossible to remove all traces of it.

Forms of cyberbullying

- sending nasty texts, picture messages, emails, or instant messages (e.g. MSN or Facebook)
- repeated prank phone calls
- using a person’s screen name to pretend to be them (setting up a fake account)
- using a person’s password to access their account and then pretending to be them
- forwarding others’ private emails, messages, pictures or videos without permission
- posting mean or nasty comments or pictures on chat or forums
- sending and/or forwarding sexually explicit images (‘sexting’)
- intentionally excluding others from an online group.
Cyberbullying

Signs your child may be being cyberbullied

Mental anguish is often harder for parents to identify than the signs of face-to-face bullying. There is no definitive list of signs that indicate cyberbullying. Although there are some things to look out for:

- **change in mood, demeanour and/or behaviour:** for example being upset, angry, teary or rebellious when not previously
- **change in friendship groups:** it can be normal to change friends many times during school days. Teachers can often provide insight, as they see class dynamics in action every day
- **spending more time with family instead of friends:** adolescence is generally a time where friends become very important and parents less so
- **lowering of marks:** often students who are being bullied show a distinct change in application to studies and a lowering of marks
- **not wanting to go to places:** a dramatic change in enthusiasm for going to school or sport—this can manifest as non-specific ailments (headaches, stomach-aches, generally ‘feeling sick’)
- **being extra secretive in online activities:** being online under the doona, or in a ‘secluded’ part of the house
- **distinct change in online behaviours:** being ‘jumpy’ when text messages arrive, not leaving their phone alone, wanting to be online all the time, or never wanting to be online.

Aren’t these things normal?

Many of these behaviours may have different causes or may just be stages of your child’s development. In general, it is important to keep an eye on your child’s behaviour patterns and if you feel something is amiss, be aware that things may not be OK in their world (either on or offline), and be there for them. Ask:

"Are you ok? Has something happened that is bothering you? Do you want to talk?"

If you are still concerned then enlist the help of your school welfare staff, GP, a counsellor or adolescent psychologist.
Cyberbullying

What can I do if my child is cyberbullied?

Praise them for coming to you
This is a big step as many young people may be frightened to tell a parent about cyberbullying. Even if you don’t really understand, let them know that you will help them.

Do not be angry with your child
Remember that they are the victim and it is someone else who is doing the wrong thing. Do not threaten to take technology away from them because of what someone else has done.

Do not respond to the bullying
It is important not to respond to nasty emails, chats, SMS or comments. This is usually what the bully wants, so ignore them. It is natural in many cases to want to ‘fight back’, but responding with a threat may get your child into trouble as well.

Inform your child’s school
It is important that the school knows what is going on so they can provide support and monitor any issues that may spill onto the playground or classroom. If the bully is a student from the same school, the school will work through the situation as they would with any other bullying behaviours reported to them.

Save and store the content
Keep copies of emails, chat logs, text messages, comments or posts. Take a screen shot of the evidence—ask your child for help to do this if necessary.

An easy, non-technical way to get hard copies is to bring the content up on the screen of a mobile phone and use a photocopier to take a copy of the screen.

Help your child to block and delete the bully from all contact lists
Most social networking sites allow the user to control who has access to communicate with them. Many people feel ‘mean’ blocking another person, even if that person has already been mean to them—you may want to sit and support your child as they do this.

Use the ‘report abuse’ button
Most social networking sites have a method to let the site administrators know that a particular user is behaving unacceptably. Depending on the rules of the site, users can be warned or banned.

Have some ‘down time’ without technology
It is important for both mental and physical health that your child’s life is balanced—so they are not constantly ‘online’ or spending hours on a mobile phone. This should not be used as punishment, rather as some peaceful time where they are not being bothered.

Get new online accounts and/or a new phone number
There are programs that can be added to a mobile phone which will allow parents to set restrictions on the phone’s use. Check with your mobile phone provider. Technology at the moment does not allow for individual numbers to be blocked in the same way that online applications do. Phone numbers can be changed at no cost, if the request for a new number is as a result of ongoing abuse.
Cyberbullying

If ongoing, report to police

Most cyberbullying between students can be resolved at school level, but schools may not be able to report cyberbullying between individual students to the police so it can be up to the parent to make a police report.

A police report should not be in place of a school investigation, rather, in addition if required. A police report may be necessary where; despite the best efforts of the school, bullying does not stop; when it is not possible to know who is behind the abuse (e.g. fake accounts/blocked numbers); or when threats have been made to your child's personal safety.

Each State has laws that prohibit online bullying and stalking. You don’t have to put up with it.

What if my child is the bully?

It often comes as a shock to be told that your child has been bullying another student online. It is important that parents support schools in their handling of the situation. Don’t try and play it down.

Schools have policies and programs to deal with all parties, (bully, target and witness), involved in bullying incidents.

Parents have the ability to prevent the vast majority of online bullying. Be involved, and aware of what your child is doing online. Once you are aware that your child has bullied someone else online, you can help them understand that their behaviour is both unacceptable and possibly criminal as well.

Steps to take

As a parent you could:

- discuss why it is not acceptable to be nasty or mean online and offline
- let them see there are consequences—don’t bail them out
- acknowledge that they may be feeling guilty or awful about their behaviour, and discuss ways they can rectify the situation
- work together to improve the situation by offering an apology to the victim
- talk to them about their actions and try and find out why they behaved in this way
- ask them to imagine they were the victim—how would they feel
- develop a home-based Acceptable Use Agreement—set clear rules and boundaries about their online behaviour and your expectations and consequences for breaching this agreement
- enlist the help of your school welfare staff, GP, a counsellor or adolescent psychologist.
ART EXHIBITION

We invite you to view artworks in various mediums from all of our students.

23rd & 24th October
Professional Learning Centre.
Entry via the Front Office in Landy Road

OFFICIAL OPENING
Friday 24th October 11.30am
Frank McGuire MP
State Member for Broadmeadows
RSVP: 9309 6258 / 20th October 2014

Gallery Viewing Times
Thursday: 11.30am - 7.30 pm
Friday: 9.00am - 3.00 pm
Guided Tours: 11.30am - 12.30pm both days

2014
Certificate I in Transition and Work Education

How we can help students with mild intellectual or learning disabilities:

At Kangan Institute we’re all about providing our students with real education, real skills and real jobs. But don’t just take our word for it! See how our students with mild intellectual or learning disabilities are using their courses to transition into the workforce or even into further study.

Are you wondering what you are going to do in 2015? Why not come to an information session and find out more about our Work Education and Transition Programs

When: Wednesday 15th October at 11.30am

Where: Broadmeadows Campus - Pearcedale Parade
Broadmeadows
Building B
Reception B131
State Trustees

CONNECTED

Art Exhibition

Celebrating artists with a disability or experience of mental illness

YOU ARE INVITED TO ATTEND THE STATE TRUSTEES CONNECTED ART EXHIBITION

WHEN:
16 OCTOBER > 28 OCTOBER 2014.

WHERE:
The Yarra Gallery at Federation Square
Cnr Swanston and Flinders Street Melbourne
(enter through the main square).

TIME:
Open 10am - 6pm daily.

Admission to view the exhibition is free, providing a great opportunity for you to purchase affordable, original artwork while at the same time supporting our artists.

State Trustees Limited ABN 68 064 593 148

f ConnectedArtExhibition
@connectedart

statetrustees.com.au/connected
Autism Spectrum Disorder & Positive Behaviour Support WEEKEND Workshop

Aspect Victoria is pleased to offer our highly successful, contemporary, evidence-based two (2) day Autism specific Positive Behaviour Support Workshop in the Melbourne CBD.

More than 1200 families & professionals have participated in Aspect’s Positive Behaviour Support workshops across Australia. Post workshop evaluations showed an effectiveness of the workshops, with participants reporting decreases in challenging behaviours and increases in confidence and capacity to support their children and young adults.

When: Saturday 25th October (10am – 5pm) & Sunday 26th October (10am-3pm)
Where: Melbourne CBD (exact location to be confirmed)
Cost: FREE - for Parents & Carers who meet the eligibility criteria (refer eligibility to participate below)
FREE - for Professionals attending with an eligible parent / carer
$320 – for professionals attending WITHOUT an eligible parent / carer
Tea, coffee & biscuits are provided. Participants are required to bring their own lunch.

Register: Registrations are taken online at www.autismspectrum.org.au/registration
To search for this specific workshop, enter the word “weekend” into the Search Keyword field.
Minimum numbers must be met 1 week prior to the commencement of the workshop.

Eligibility to participate in this Workshop for FREE:
» Parents or carers of children and young adults aged between 6 - 25 years, diagnosed with an Autism Spectrum Disorder (ASD)
» The individual with ASD must be living at home
» Professionals attending with an eligible parent or carer. Participating families are encouraged to invite professionals or service providers working with them to attend the workshop along with them.

Families participating in this 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 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

Enquiries:
Contact Amber Day – Workshop Administrator or Heather Kirkhope - Service Coordinator
Phone: 03 9377 6600 or email: aday@autismspectrum.org.au

What participants say about Aspect Positive Behaviour Support Workshops:

"Brilliant information and concrete strategies to use, thank you. I have learnt very important self-reflection, being able to step back and really look at and examine behaviour, so valuable. I really value the focus on being positive and improving my child’s, my own and my family’s quality of life. Great workshop – I will highly recommend it to others."

"Fantastic presentation. Very interactive, affirming & capacity building. Ideas not just discussed but taught how to follow through on."
"Best information session on Autism I have been to. So much clarity about getting to the core behaviour, unpeeling the onion. Enjoyed all the visuals. Thank you so much."
Rawcus warmly invites you to come on a portrait-making adventure

If you are:
from 7-17 years of age
with or without a disability
interested in playful, creative and fun arts experiences
*Express your interest now to go on a Portrait-making adventure with the Rawcus Ensemble and a team of guest artists!

What you need to know:
It is at Gasworks Arts Park, 21 Graham Street, Albert Park, Melways Ref 2J H7
It is free, there is no cost to participate
It is on Sunday 2 November
It goes for two hours
*You choose to register for one session only: ☕️ 9am ☝️ 12noon ☕️ 3pm

Rawcus Ensemble members will guide you through the Portrait-making adventure
Along the way there are:
4 different artists 4 spaces to explore
*4 creative ways of making Portraits with YOU

Guest artists include:
Sarah Walker  Michael O’Dwyer  The Sisters Hayes  Hermione Merry

If you are part of Portraits, all images and films of you, including other participants, will altogether form an exhibition to celebrate the week of International Day of People with Disability

PORTRAITS EXHIBITION
2-7 December, Gasworks Arts Park
Portraits Launch, 2 December, 6pm-8pm

P.S You get to keep your Portraits following the exhibition!

www.rawcus.org.au

Contact Nilgun Guven at Rawcus-
Email: info@rawcus.org.au
Telephone: 9209 6530
Mobile: 0401 141 294
Deaf, hearing or speech impaired-
TTY call 133 677
Speak & Listen call 1300 555 727
Ask for ASSIST – Port Phillip – 03 9209 6777

Portraits is an inclusive and accessible arts opportunity for young people

This project has been supported by the Cassandra Gantner Foundation, City of Port Phillip Cultural Development Fund and Shulu Foundation.
Rawcus receives operational funding from Arts Victoria and support from City of Port Phillip and Scope Victoria