FROM THE PRINCIPAL

Dear Parents, Carers and friends of the school community,

School Council Elections

It's great to see the growing interest in School Council as it provides a platform to be more connected to the school and be part of the school direction and decision making process.

Nomination for School Council closed yesterday at 4pm.

Parent Representative (4 Vacancies): The following parent members have been appointed to the JSA School Council as the number of vacancies equalled the number of nomination.

Dianna Lauria, Mary Thomas, Steve Shennan and Daniela Smith.

DEECD Representative (2 vacancies): As a result of a resignation from one of the DEECD Reps there are now 2 vacancies: As the number of vacancies equalled the nominations, the following DEECD have been appointed to school council:

Denise Clarke and Rosalie Scolori.

A special thank you to outgoing school councillors: Nikki Davis, Lauren Tippett, Robyn Metcalfe and Edward Stolinski for their contribution to JSA.

The next general and annual general meeting will be held on Thursday 20th March 2014, at 5:30pm. All welcome.

School Values

Jacana School for Autism recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values (attached) sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities. I ask that you keep this document as a reference and reminder of the importance of our partnership.

Student Support Group Meetings

Parents and carers will be invited to participate in SSG’s from Monday 17th March – Thursday 20th March.

This opportunity is available to all our families to discuss and establish Individual Learning Plan (ILP) goals for your child. We really value your input in to this process and look forward to seeing you during this week.

On your child’s designated SSG day, you are requested to keep your child at home and if appropriate, they can attend the SSG meeting with you.

2014 TERM DATES:
*Term 1: 30 January—4 April *Term 2: 22 April—27 June *Term 3: 14 July—19 September *Term 4: 6 October—19 December
<table>
<thead>
<tr>
<th>Day</th>
<th>Classroom number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1st March</td>
<td>3, 7, 12, 13, 18, 20</td>
</tr>
<tr>
<td>10.30am - 6.30pm</td>
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</tr>
<tr>
<td>Tuesday 18th March</td>
<td>5, 6, 9, 10, 15, 19, 21, 25</td>
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<tr>
<td>10.30am - 6.30pm</td>
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<tr>
<td>Wednesday 19th March</td>
<td>2, 4, 11, 17, 24</td>
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<tr>
<td>10.30am - 6.30pm</td>
<td></td>
</tr>
<tr>
<td>Thursday 20th March</td>
<td>1, 8, 14, 16, 22, 23</td>
</tr>
<tr>
<td>10.30am - 6.30pm</td>
<td></td>
</tr>
</tbody>
</table>

**Staffing**

A very warm welcome to Rosemary Lugg (Art Specialist) and Richard Breen (Room 20). Both teachers commenced yesterday and we look forward to working with them here at JSA.

**Family Support Meetings**

Our next Family Support Meeting will be held in the Professional Learning Centre. An invitation is extended to all family members to attend on Thursday 15th March where we will hear all about the Young Ambassadors Program.

Please contact Deb Munt for more information about the Family Support Meetings.

**Worksafe Notification**

A Worksafe representative visited JSA on Wednesday, 26th February in relation to a notification from a family member regarding safety on the Sunbury Bus. This particular MEES bus transports 28 students from the Sunbury area and historically there have been challenges with managing some of the complex needs of the students and the large numbers travelling day to day. MEES staff work closely with staff here at JSA to ensure the best possible seating plans, supporting strategies and communications systems are in place for these students.

One of our very experienced teacher aides, Kim May is also employed by MEES on this bus. Kim’s knowledge, skills and expertise have been an asset to the students on this bus. At times the bus does become somewhat unsettled and a Safe Travel Plan is in place. This has been invoked in the past and is in place to ensure the safe passage of all MEES staff and JSA students.

I will continue to work collaboratively with MEES and Worksafe to investigate possibilities for improved service delivery under the DEECD Transport Guidelines. If you have any questions or concerns please contact a member of the Principal Class Team.

**Fundraising Committee**

*Bunnings BBQ Saturday 1st March* - A special thank you to the Lions Club - Glenroy for providing manual assistance on the day to cook and serve the squillion sausages and drinks. Please drop by Bunnings - Broadmeadows for a sausage and drink tomorrow and support the school.

Reminder - The Fundraising Committee is also requesting Easter Egg donations for the Easter Raffle. There are usually lots of prizes and it’s a very popular event on the calendar, so please help make this a great fundraiser for JSA.

On Thursday 3rd April the Fundraising Committee will be hosting the 2nd Annual Jacanarama Fun Run/Walk. This is a community event, where JSA families celebrate Autism by raising awareness of the condition.

Early Years (Rooms 1 – 12 and families) will participate in the Fun Run/Walk between 9.30am – 10.30am.

Middle Years & Later Years (Rooms 13 – 25 and families) will participate in the Fun Run/Walk between 10.45am – 11.45am.
Reminder: For our new families, 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 http://www.jacanaschoolforautism.vic.edu.au/

JSA also has a Facebook Page administered by the leadership team. Please like us on Facebook https://www.facebook.com/JacanaSchoolforAutism

School Attendance

Everyday day counts—school attendance

We all want our students to get a great education and the building blocks for a great education begin with students coming to school each and every day.

Missing school can have a major impact on a child’s future—a student missing one day a fortnight will miss four full weeks by the end of the year. By Year 10, they’ll have missed more than a year of school.

There is no safe number of days for missing school—each day a student misses puts them behind and can affect their educational outcomes.

Coming to school every day is vital, but if for any reason your child must miss school, there are things we can do together to ensure they don’t fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.
- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

From March 2014, new laws will mean that parents can be fined for not sending students to school without an acceptable reason.

If you’re having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

Corinne Pupillo
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
The Students are learning through various activities and forming new friendships in the first five weeks. They are establishing the routine of the day and settling into the new room.
Room 11

It has been a busy, but fun start to the year in Room 11
Welcome to
Room 16
We have had lots of fun in the playground and participating in Yoga
At Brite Industries some students from our Senior School have been doing work experience and enjoying the experience of being a productive part of a large industrial environment.
Challenge Accepted

Classes from the Later Years have been participating in a weekly pedometer challenge as part of the Health and Physical Education Program at JSA. Each student is challenging themselves to improve on their weekly step count during a PE lesson, and are also working together as a team to increase their total class score each week. All individuals and classrooms have met the challenge with motivation and enthusiasm.

<table>
<thead>
<tr>
<th>Room 23</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Improvement</th>
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<tbody>
<tr>
<td>Adam</td>
<td>2,430</td>
<td>3719</td>
<td>2693</td>
<td>253</td>
</tr>
<tr>
<td>Brock</td>
<td>-</td>
<td>1702</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Daniel</td>
<td>1,075</td>
<td>1557</td>
<td>2200</td>
<td>1125</td>
</tr>
<tr>
<td>Declan</td>
<td>1,075</td>
<td>2592</td>
<td>1902</td>
<td>627</td>
</tr>
<tr>
<td>Jack</td>
<td>2,520</td>
<td>3570</td>
<td>3066</td>
<td>1340</td>
</tr>
<tr>
<td>Jacob</td>
<td>2,065</td>
<td>2000</td>
<td>2100</td>
<td>35</td>
</tr>
<tr>
<td>Nathan</td>
<td>2,100</td>
<td>3941</td>
<td>4000</td>
<td>1900</td>
</tr>
<tr>
<td>Shane</td>
<td>1,900</td>
<td>1603</td>
<td>2478</td>
<td>575</td>
</tr>
<tr>
<td>Tobi</td>
<td>1,075</td>
<td>1183</td>
<td>2158</td>
<td>1083</td>
</tr>
<tr>
<td>Total</td>
<td>14,240</td>
<td>22,237</td>
<td>21,582</td>
<td>749</td>
</tr>
<tr>
<td>Average</td>
<td>1,780</td>
<td>2,470</td>
<td>2,673</td>
<td>893</td>
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</table>
Pretty cool picture, eh? It was taken on Tuesday February 18th 2014 as a posing moment for our pedometers. Of course, with our pedometers, we take it out for walks to retrace our steps. Afterwards, we would add up all of our steps and make a total. If you have a pedometer, try it for yourself and with friends. How many steps did you get? Did your friends get steps? How many are there in all?

<table>
<thead>
<tr>
<th>Date</th>
<th>3/2/14</th>
<th>10/2/14</th>
<th>17/2/14</th>
<th>24/2/14</th>
<th>31/3/14</th>
<th>7/3/14</th>
<th>14/3/14</th>
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<tr>
<td>Chris</td>
<td>1023</td>
<td>2023</td>
<td>2249</td>
<td>2927</td>
<td>795</td>
<td></td>
<td></td>
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<tr>
<td>Ali</td>
<td>1644</td>
<td>2172</td>
<td>795</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chass</td>
<td></td>
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<tr>
<td>Aaron</td>
<td>1345</td>
<td>2094</td>
<td>2672</td>
<td></td>
<td></td>
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<td></td>
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<td>Josh</td>
<td>1861</td>
<td>2161</td>
<td>2803</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jordon</td>
<td>1382</td>
<td>3333</td>
<td>1205</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Siona</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>James</td>
<td>1164</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Brodie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tekaria</td>
<td>1743</td>
<td>2713</td>
<td>1854</td>
<td>1924</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harrison</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10,162</td>
<td>15,672</td>
<td>15,786</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Ryan (PB)= 831 steps
Thomas (PB)= 565 steps
Madison (PB)= 329 steps
Jacana School for Autism recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.

Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

RESPONSIBILITIES

AS PRINCIPALS AND SCHOOL LEADERS, WE WILL:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child’s needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school’s communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

AS PARENTS, WE WILL:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child’s school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school’s complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

AS STUDENTS, WE WILL:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
• Respect ourselves, other members of the school community and the school environment.
• Actively participate in school.
• Not disrupt the learning of others and make the most of our educational opportunities.

**AS COMMUNITY MEMBERS, WE WILL:**

• Model positive behaviour to the school community.
• Treat other members of the school community with respect.
• Support school staff to maintain a safe and orderly learning environment for all students.
• Utilise the school’s communications policy to communicate with the school.

**THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT WILL:**

• Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.
• Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
• Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
• Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
• Provide schools with practical and legal support as required.
• Provide parents with practical guidance and resources to resolve conflicts with the school.

**CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES**

**UNREASONABLE BEHAVIOURS**

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

• is rude, aggressive or harasses others
• sends rude, confronting or threatening letters, emails or text messages
• is manipulative or threatening
• speaks in an aggressive tone, either in person or over the telephone
• makes sexist, racist or derogatory comments
• inappropriately uses social media as a forum to raise concerns/make complaints against the school
• is physically intimidating, e.g. standing very close.

**CONSEQUENCES**

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

• utilising mediation and counselling services
• alternative communication strategies being applied
• formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
• an intervention order being sought
• informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.
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

- packing away
- 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 rooms. Our primary preventions; the bottom of our behaviour pyramid are all the supports, research tells us is important when working with children with ASD.

- Individual Learning Plans incorporating behaviour supports, sensory diets & functional communication program which may be supported using an AAC device (PECS, iPod touch, vantage light, aided language displays etc.)
- 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
- Deals
- 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 quiet.
- reducing the use of the word “no”. We need to be teaching them the appropriate positive behaviours and language.
Post School Options Expo
March 6th 2014

Wondering what to do when school is finished?
Looking for something that is in your local area?

Hume Valley School, Broadmeadows Special Developmental School, Jacana School for Autism and Sunbury Macedon Ranges School are joining forces to provide an expo filled with services from your local area.

This expo will have services ranging from TAFE, Hume City Council, Neighbourhood Houses, Disability Employment Services, Day Services and Transition to Employment Services.

**DATE:** Thursday, March 6th 2014

**TIME:** 4:00pm—7:00pm

**ADDRESS:** Hume Global Learning Centre, Broadmeadows

Nibbles and light refreshments provided

Please let your classroom teacher know if you will be attending.
Ambassador presentations at Jacana School for Autism

3 Ambassadors will share lived experience of autism and post-school transitioning, to inform and inspire.

Daniel: Graphic designer, public speaker, advocate
Dylan: Published poet, part-time supermarket employee, involved in a number of recreational activities post-school
Jenny: Dylan’s mother, wishes to share the transition story with positivity and humour

Thursday 13 March, 9:15am at Jacana School for Autism
Please contact Deb Munt for more info: 9309 6258
JSA are hosting a Bunnings BBQ
Come along to support our school!

Saturday 1st March
8.00am–4.00pm
Broadmeadows Bunnings Warehouse
100 Pearcedale Parade, Broadmeadows 3047
Easter Raffle Donations

The first big fundraising event for 2014 will be the Easter Raffle!

Please support the fundraising committee by sending along any donations for our Easter Hampers. Please send in all donations by Monday 26th of March 2014.

We appreciate your support.