FROM THE ACTING PRINCIPAL

Dear Parents, Carers and friends of the school community,

School Council 2013

The Annual General Meeting was held on Thursday 21st March and the office bearers for school council are:

President: Edward Stolinski
Treasurer: Teresa Beasy
Secretary: Anna McGirce

Community Member: Virginia Smedley

The school councillors are looking forward to working together to drive school improvement both this year and into the future so JSA can become a school of excellence in the North Western Region.

TEACHING & LEARNING

Protocols

Being in the principal class position can sometimes mean that administration tasks take up a large portion of the day. I have always been very conscious that being in this role also requires a deep understanding of the teaching practices within the classrooms across the school. In terms 2 and 3 Sue Johnston and myself will be undertaking principal class observations in each classroom. We often take time to greet and farewell buses, pop into classrooms to say hello and to engage in some informal conversations with students and staff. Sue and I are spending 1 hour in each classroom and making observations and providing feedback on the JSA Teaching and Learning Protocols. The protocols have been designed by our multidisciplinary team to assist staff to develop ASD friendly classrooms and supportive ASD practices. In 2012 the principal class team visited on over 50 occasions and staff found the visits very effective and productive. Sue and I are really looking forward to spending time in each classroom as well as providing feedback to teams as well as seeing firsthand the fantastic work that is being done in each class.

I have attached the JSA Teaching & Learning Protocols for your information. If you have any questions, please contact your child’s teacher or sub school leader.

Elyzia Roberton, room 17 and Laura Esson, room 9. We look forward to working with these new staff here at JSA.

OH & S

Staff First Aid Training

Forty (40) staff members have completed their annual 3 hour CPR training in their own time in the last fortnight. Another sixteen (16) spent all day Saturday completing or renewing their Workplace Level 2 First Aid Training.

Well done to all staff who have invested their out-of-hours time for the welfare of the students in this school.

Thank you to Denise Clarke for organising these training sessions and to all staff that gave up their own time to participate.

OHS - prevention and risk minimisation

Many staff participated in the preventative immunisation program this week. Most had the immunisation against flu and others had Boosterix (Whooping cough, Tetanus and Diphtheria) and some Hepatitis B. We are to stay healthy so that we can provide consistency for the students by minimising staff absences. We have great staff which means replacing them is very difficult.

Staffing

JSA would like to farewell Christine Sheridan who will be leaving at the end of the term to have her first baby. We wish her all the best for the birth and motherhood. We are also saying good bye to Angela Kervin who has been working in room 20 for the term. We welcome Bronte Lambert to room 20 as well as...
You can also assist us to maintain consistent teaching by keeping your child home when they have colds, flu and other sicknesses which can be spread to other students and ultimately to the staff.

We minimise risk to students and staff when students who like warm food at lunchtime have it provided from home. Parents may like to use the holiday time to investigate various plastic vacuum flasks so they can send warm food to school on the colder days.

Individual Learning Plans (ILP’s)

ILP summaries will be sent home today for parents and carers to review. Student Support Group (SSG) Meetings will be held in week 2 of term 2. An invitation to meet with the teacher will also have been sent home. We are looking forward to meeting with families to discuss the learning goals for the year. SSG meetings will be held between 11am and 7pm in order to cater for individual family circumstances.

Fundraising Committee

The Easter Raffle was drawn on Monday 25th March. Congratulations to all of the 49 winners!

All families were notified earlier in the week and prizes have been sent home to the lucky recipients.

Profits from the Easter Raffle — $724.00 — Well done everyone!

Family Support Meeting

Term 2 dates for the calendar

Thursday 2nd May & 13th June 9.15 – 10.30

We are in the process of organising our Educational Psychologist Lydia Wilson and Hume City Council to come and speak to the group. Please mark these dates on your calendar.

Personal goods brought to school at owner’s risk

The Department does not hold insurance for personal property brought to school and it has no capacity to pay for any loss or damage. This can include mobile phones, electronic games, calculators, toys, musical instruments, sporting equipment, and cars parked on school premises.

www.jacaschoolforautism.vic.edu.au
Mother’s Day Stall

Your child will have the opportunity to visit the stall and enjoy a special lunch order day.

Please help support the work of the fundraising committee. Our next big event is on Thursday 18th April. We are celebrating Autism and the establishment of JSA.

Orders for T-shirts were submitted with the supplier this week and we will have limited availability on the day of the event.

Wrist bands can still be purchased right up to the event date.

Easter Holidays

Staff celebrated the end of the term with a special afternoon tea held on Friday 22nd March. Thank you to Karen Glare for organising this event.

Staff would also like to wish our families a very happy and safe holiday break.

I would like to wish the whole school community a very happy Easter and a relaxing break with family and friends. I look forward to everyone returning on Monday 15th April, rested and recharged for another busy term.

Jacanarama Fun Walk/Run Program

Early Years A will participate from 9.30 – 10.15

Early Years B will participate from 10.30 – 11.15

Early Years/Middle Years will participate from 11.30 – 12.15

Later Years will participate from 1.30 – 2.15.

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

Hume City Council Outdoor Crew

At the end of 2013 the Hume City Council Outdoor Crew held a fundraiser with donations going to NSA. Today we were presented with a cheque of $3,599.45. 50% of this donation will be given to JSA. The Fundraising Committee have targeted Performing Arts for all donations and fundraising in 2013. Some of the items include stage, sound system, lights etc. $1,799.72 of this donation will go towards this purchase. JSA would like to sincerely thank the Hume Outdoor Crew for their generosity and support.
JSA Teaching and Learning Protocols

JSA strives to be a centre of excellence. Students are supported towards developing their personal and educational potential so as to be valued contributors to family and community life. In line with our pedagogy philosophy, the leadership team have developed teaching and learning protocols to promote a consistent educational approach across JSA.

As a child at Jacana School for Autism I have an expectation that you, my teacher, will:

- **Develop** a positive relationship with me:
  - Talk to me in a respectful and calm manner
  - Know my learning style and how I learn best
  - Know what toys or activities that motivate me
  - Set clear boundaries so that I know how to work and play with other children in a friendly way
  - Do not speak about me to others in front of me
  - Tell me what I need to do, not what not to do

- **Provide** me with a classroom that is structured and organised:
  - With clear expectations for me to follow
  - That has a defined start and finish to activities
  - So that my toys and activities and materials are presented in a way that I am able to organise and manage them
  - With clearly defined working areas
  - With limited distractions including, visual, auditory and movement
  - Without messy clutter around the room

- **Provide** me with an educational program that:
  - Ensures my communication system is always accessible to me and that I use it regularly throughout the day and you extend my ability
  - Allows time for me to process your verbal and visual instructions
  - Meets my individual needs (cognitive, sensory and communicative) and increases my skills
  - Make sure my learning activities are at my developmental level.
  - Builds in the recommendations of my Sub School Leader, O.T, and Speech Therapist
  - Builds my independence to allow me to manage myself as an individual in relation to others.
Early Years A

Room 7

Room 7 have been participating in a variety of activities throughout Term 1. They have enjoyed their art, music and physical sessions as well as participating in a variety of work activities.
EARLY YEARS B
ROOM 1
Building and Construction session
Happy Easter from the Early/Middle Years!

We have had a great term and it has been lots of fun being back at school. This term we had an Easter Egg Decoration competition. All of the students did so well they were all awarded with certificates. Walking through our sub school there are eggs galore on display! It's been great for the students to all share their work and have an opportunity to see each others. From everyone in our sub school we wish you a wonderful Easter holiday and look forward to seeing you all back after the break.

Elizabeth Smith

Early / Middle Years Sub School Leader
Later Years—Room 21

This term in room 21 has been a busy one. We have been taking part in a lot of activities to build our communication and follow directions. We have been practicing independence and resilience. Through a number of activities which have given us the opportunity to work with each other positively. As a part of the science lessons we have been doing we have learned different ways to communicate with each other, even when there are barriers to that communication such as blindfolds!

Aaron communicating with Josh without talking.

PE in the multi-purpose room
Room 22 Science - The Exploding Lunch Bag

Room 22 Science - A failed experiment (cannot work out why)

"Oh no, the bag is exploding"

Relaxing after a hard morning of Adaptive PE and running up and down the hill outside Victoria University

Have to cut bacon into even pieces for the Fried Rice (must concentrate)

Is there something behind me?
The importance of cooking as an activity at JSA.

Language/communication skills:
- Labelling – ingredients, utensils, actions, appliances etc. - We are working on additional vocabulary skills
- Responding to an instruction (verbal/visual) – here we are checking for understanding
- Responding to a where, what question
- Learning verbs – cut, open, pour, stir, peel, grate
- Requesting opportunities – generalisation of communication skills in other areas.
- Giving an instruction to another – working on expressive communication to peers
- Reading and following a recipe – looks at comprehension and whether they can follow step by step instructions
- Learning concepts – empty / full, dirty / clean, hot / cold, melted/frozen
- Commenting opportunities – again opportunities for our students to use and develop their expressive skills.

Maths skills:
- Counting
- Responding to an instruction – e.g. get 4 chopping boards.
- Responding to a question – how many? What colour?
- Identifying how many are needed
- 1-1 correspondence
- Measurement – 1 cup, ½ cup etc.
- Sequencing – i.e. what to do next (peel the carrot, chop/grate,)
- Concepts – full / empty, not enough/ too much, long/short, dirty/clean

Problem solving:
- How to open
- Where to find
- What is needed
- What to do next
- How to clean up a mess
- Where things belong – cold items/fridge, frozen foods/freezer
- What to do if you cannot find something
- Finding space in the cupboard/fridge
Fine motor skills:
- Pouring
- Spreading
- Cutting
- Grating
- Stirring
- Carrying
- Open and closing of containers

Independent Living Skills:
- Washing and drying dishes
- Wiping tables, benches
- Sweeping & mopping floors
- Using equipment safely
- Danger awareness around kitchen appliances and utensils
- Desensitizing to smell, taste, touch etc.
- Increasing diet range
- Eating skills – managing a knife / fork / spoon / food

Long term:
- For your child to be able to make their own toast for breakfast, while you may be busy with your other children.
- For your child to sit at the table with the family at meal times.
- For your child to help you in the kitchen to prepare the family meal.
- For your child to be able to live independently in a group home.

There are many benefits in exposing our students to this type of activity. But the end product of our cooking sessions – a lovely meal - is not our focus. It is the process your child goes through experiencing many of the above opportunities and developing their skills.

Sue Johnston
Assistant Principal – Teaching & Learning
Our Five (or More) Senses

Whilst sensory issues are not currently part of the formal diagnosis of Autism Spectrum Disorder, it is clear that for many individuals with ASD, sensory perceptions are different - increased, decreased or confused. Sarah Law, Amaze Education Project Manager, introduces some well known individuals with ASD and talks about their sensory differences.

Over-sensitivity to sensory information can result in sensations so intense that simply anticipating the sensation can lead to anxiety or panic.

Sometimes it is the lack of sensitivity that causes problems, particularly if this means there is no reaction to levels of pain that others would consider to be high.

Each of the five senses can be affected.

**Touch**

Individuals with ASD can have difficulties with touch, and those with tactile overload may:

- Avoid human contact,
- Be sensitive to particular textures and materials,
- Find it difficult to get their hands dirty or not like to be wet,
- Have no reaction to pain or display self-harming behaviours,
- Find it difficult to recognise temperatures and as a result may wear a jacket outdoors regardless of the weather.

Dr Temple Grandin (pictured far right, top) is a well-known adult with Autism Spectrum Disorder. She is an author and speaker on the subject of autism and currently works as a Professor of Animal Science at Colorado State University.

In her 1992 article ‘Calming effects of deep touch pressure in patients with autistic disorder, college students, and animals’, she describes her experience:

“As a child I craved to feel the comfort of being held, but I would pull away when people hugged me. When hugged, an overwhelming tidal wave of sensation flowed through me. Whenever anyone touched me, I stiffened, flinched, and pulled away.

This approach avoidance characteristic endured for years during my childhood. At age 18, I constructed the squeeze machine (a deep touch pressure device) to help calm down the anxiety and panic attacks. Using the machine enabled me to learn to tolerate being touched by another person. If the pressure is increased and decreased slowly, the soothing effect was maintained for up to one and a half hours. Very slow movement of the squeeze was soothing”.

The squeeze machine that Temple refers to is something that she made herself, consisting of two padded side boards which are hinged at the bottom to form a V shape. The user steps into the machine and lies down on the inside in the V shaped space. The inside surfaces of the device are lined with thick foam rubber, with deep touch pressure stimulation applied along both sides of the person’s body and lateral pressure pushing inward onto the body. The user has complete control over the amount of pressure applied.

We do not recommend that this is attempted without professional guidance from an Occupational Therapist. However, it is interesting to see that a range of therapies and products have been developed that use the same basic principle. Weighted toys and equipment can provide the same deep pressure that the squeeze machine provided to Temple. (See page 19 for details)

**Sound**

Individuals with ASD may show sensitivity to certain sounds and pitches. Auditory difficulties are shown when individuals:

- Talk in a loud voice,
- Have a fear of unexpected or sudden noises such as a washing machine or a toilet flushing, or to drills such as fire alarms,
- Cover their ears,
- Avoid noisy situations or those with unpredictable changes in sound.

Wendy Lawson (pictured far right, middle) is an adult who has Autism Spectrum Disorder. As a child she was diagnosed as Intellectually disabled; today she is a mother of four, a qualified counsellor, social worker and psychologist with a PhD.

Wendy is well-known and respected for her writing and seminars based on her research and her own personal
Over-sensitivity to sensory information can result in sensations so intense that simply anticipating the sensation can lead to anxiety or panic.

Experiences as a person with ASD. On her website (www.mugny.org) Wendy says: “My ears are very sensitive to particular sounds and certain noises really hurt me...even today”.

**Visual Perceptual Differences**

Some individuals with ASD may have visual overload and so may spin their body, avoid eye contact or stare at spinning or moving objects.

Some have difficulty making eye contact with others, something that John Elder Robison talked about in his book ‘Look me in the eye’.

There are a number of theories for this, one being simply an intolerance for the movement of the other person’s eyes.

Temple Grandin, in her book, ‘Thinking in Pictures and Other Reports from My Life with Autism’, talks about an individual with ASD who found that looking at other people’s eyes was difficult because eyes do not stop still.

Another explanation of the phenomenon is that some individuals with ASD work in ‘mono’, i.e., one sensory demand at a time. This means that they are unable to process the meaning of what they see if they are listening to something at the same time.

For some people, letters and words on a page are not perceived clearly or not perceived in a stable manner - they appear to move on the page. The white background may overtake and dominate the person’s perceptual system and the black print of the text may fade into the background.

Certain individuals have difficulty reading for relatively long periods of time, developing headaches or feeling dizzy.

It is possible that, for some, the high contrast between black print on a white background provides excessive stimulation to the visual system and thus interferes with the reading process.

In her personal account of Autism Spectrum Disorder ‘Life Behind Glass’, Wendy Lawson reports that she hears better if she is not looking at the speaker, explaining that “eye contact is...uncomfortable”.

She explains, “I wear tinted glasses (known as Irlen lenses) to help me cope with the light that hurts my eyes and I only wear cotton next to my skin because of discomfort with how other materials feel”.

The Irlen Lens System uses coloured transparencies or overlays in an effort to improve reading and to improve the visual perception of the environment. The coloured transparencies are placed over printed text to reduce the contrast between black and white and reduces the dominance of the white background. The colour of the transparency required depends on the person.

Olga Bogdashina has a son who has Autism Spectrum Disorder. She has worked in the field of ASD as a teacher, lecturer and researcher.

In her book ‘Sensory Perceptual Issues In Autism and Asperger Syndrome: Different Sensory Experiences – Different Sensory Worlds’, she describes the difficulties her son had which she calls ‘Gestalt Perception’, or the inability to distinguish or filter between foreground and background information.

Individuals with ASD are often unable to discriminate relevant and irrelevant stimuli.

Donna Williams (pictured bottom right) is an Australian writer, artist, singer-songwriter, screenwriter and sculptor.

In 1991 she was diagnosed with ASD after being assessed as a psychotic infant in 1965, aged two, tested multiple times for deafness and labelled “disturbed” throughout her childhood, and treated for gut, immune and sensory perceptual disorders in adulthood.

Donna has written four autobiographies and text books about the autism spectrum and is a qualified teacher, an international public speaker and an autism consultant.

In her book ‘Autism: An Inside-Out Approach’ she describes Gestalt Perception: “They seem to have no sieve in their brain to select the information that is worth being attended.”

[Continued on next page]
Our Five (or More) Senses [from previous page]

"It can be described as ‘Gestalt perception’, i.e., perception of the whole scene as a single entity with all the details perceived (not processed!) simultaneously. They may be aware of the information others miss, but the processing of ‘holistic situations’ can be overwhelming".

Fluorescent light has been reported to be very difficult to tolerate. In her biography ‘Somebody Somewhere’, Donna Williams reports that she found sharp white fluorescent light very difficult, making reflections bounce off everything.

"It made the room busily in a constant state of change, light and shadow dancing on people’s faces as they spoke turned into an animated cartoon."

In ‘Like Colour to the Blind’ she says that light refraction is the major source of visual overload which causes a visual effect of shooting out streams of light which prevent them from paying attention to other things, and have the effect of ‘visually cutting up’ people or objects.

Taste and Smell

Some people with ASD are very sensitive to certain tastes and smells, which can cause a number of problems:

- Individuals may avoid certain foods or become obsessive about particular foods
- Individuals may prefer to eat the same things for weeks at a time
- Their diet can become limited to just two or three foods
- They may chew or actually eat inappropriate items
- They may experience a dislike of particular smells which may distract them from concentrating
- They might have a tendency to be overly interested in smells, resulting in behaviours such as sniffing objects or people

Proprioceptive Difficulties

The proprioceptive sense provides feedback to the brain from muscles and joints, providing information about body parts in relation to self and space as well as information to the joints to assist in the application of appropriate pressure to carry out specific tasks.

It also allows the body to plan movement efficiently.

Individuals with difficulties in this area may:

- Appear clumsy or uncoordinated
- Like touching walls as they walk along
- Walk into objects
- Fall over
- Invade the personal space of other people - they may stand very close to a person

Vestibular Difficulties

There is a collection of structures within the inner ear which detect movement and the sensation of movement. This coordinates the movement of the eyes, the head and the body including the coordination of the two sides of the body and also helps with balance.

This system tells us if we are moving, in which direction we are moving and whether or not we are upright.

Individuals who are hypersensitive to vestibular stimulation may fear ‘ordinary’ movements, for example, slides, ramps and stairs.

On the other hand, those who are hypo-sensitive to vestibular stimulation enjoy intense stimulation, for example, spinning, rocking and jumping.

Some individuals can lack fine motor skills: they may love or hate the sensation of being upside down, or may avoid extreme and unpredictable movements.

Who Can Help?

As you can see from the previous pages, there are many books written by adults with ASD that describe their experiences and provide great insight into the sensory world of individuals with ASD.

There are also professionals who can provide assistance.

Occupational Therapists (OTs)

OTs design programs and often make changes to the environment so that people with sensory difficulties can learn ways to cope with their own specific sensitivities. Each individual is unique and the OT can help provide a specific solution for the individual. (See page 11 - ‘What is an OT?’)

Speech Pathologists

The ‘speechie’ will often use sensory stimuli to encourage and support the development of language and interaction.
Information On Autism for Grandparents & Friends

Are you a Grandparent or Special friend of a young child with Autism?

Would you like to know more about Autism Spectrum Disorders / Asperger Syndrome?

Some of the areas for discussion will be.....

- What is Autism?
- How can I communicate with the young child with Autism?
- How can I help with some of the difficult behaviours?

When: Monday 22nd April 2013
6.30 pm to 8.30 pm

Where: Norparrin ECIS
152 Mill Park Drive
Mill Park Mel: 10 A4

Bookings: Jenny Orso at Kalparrin on 9435 8311
Mon-Thu 9.00am—3.30pm

Cost: $15 per family
Welcome to the ‘My Child has Autism – Sharing Your News with Family and Friends’ workshop presented by Nicole Mahar and Dr Kate Davis (Psychologists).

The workshop is designed for parents and carers of a child with an Autism Spectrum Disorder. The workshop will focus on:

1. Collective wisdom—sharing families’ experiences about sharing information about their child with different individuals; family, friends and members of the community.
2. Helpful ideas to assist families in deciding, when, how, and what to communicate in terms sharing the news of their child’s diagnosis.

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**Details of Workshop**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Wednesday 17th of April</th>
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</thead>
<tbody>
<tr>
<td>Time:</td>
<td>7pm till 9pm</td>
</tr>
<tr>
<td>Where:</td>
<td>Education Program for Infants and Children – <em>please refer to attached map</em></td>
</tr>
<tr>
<td>Cost:</td>
<td>Gold coin donation – <em>bookings required as places are limited</em></td>
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</tbody>
</table>

To reserve a seat call Jenny Orso on 9435 8311
Monday to Thursday 8.30am – 3.30pm during school terms
Collect Woolworths Earn & Learn Points for your school

We’re thrilled to invite you to participate in this year’s Woolworths Earn & Learn program. Find out how to earn educational resources for your school or Early Learning Centre in this handy flyer.
RAZZA-MA-TAZZ 2013

When: SATURDAY 18th May 2013
Time: 2pm
Where: Festival Hall (300 Dudley Street, West Melbourne)
Cost: FREE

Once again the Immune Deficiencies Foundation Australia is pleased to present the amazing RAZZA-MA-TAZZ!

RAZZA-MA-TAZZ is a live theatre show of international standard performers steeped in the traditional disciplines of clowning, juggling, balancing, puppetry, acrobatics and unique comedy routines; all performed to the highest degree of skill and entertainment value.

PLEASE NOTE- Tickets with a business name attached to the back shows the business that has sponsored the individual to the festival. We ask that you make a "THANK YOU" call to the business that has enables you to attend the festival. The festival would not be possible without the business community's support!

If you are interested in RAZZA-MA-TAZZ please fill out the slip below and return to the school by Friday 26th April 2013.

Students name: ____________________________
Room number: ____________________________
Number of tickets: _________________________
Session Time: _____________________________

**Please return this slip by Friday 26th April 2013**
Research on Fathers of children with autism is limited

Now is your chance to have your say!

Needed: Fathers of a child diagnosed with an Autism Spectrum Disorder (ASD) to participate in a study.

Purpose of the study: The purpose of this study is to investigate Father’s adjustment to parenting a child diagnosed with ASD.

Benefits of the study: This study will tell us about the Father’s experience of parenting their child diagnosed with ASD. The focus will be on what Fathers value about parenting their child and the barriers that impact on them living according to the specific needs of Fathers with children with ASD.

What would be required from you: This study will involve two interviews that will last approximately one hour each. I am very happy to arrange a time/date and place of convenience to you.

If you are interested in participating in this study or require further information please contact Vicki Holmes (researcher) on:

Phone 0400 605 224

or

Email: 1048-11@cairnmillar.edu.au
This school holidays Jets brings you another fun filled workshop.

Join us to record a group radio play along with guest artist and Jets staff. As a group we will write a script, play musical instruments & record the performance in our very own studio.

This workshop runs 10 - 2pm on the following days:
Thursday April 4th
Tuesday April 9th
Thursday April 11th

Book now to avoid disappointment by calling Jets Studio tel: 9467 7152 or email: Jets@banyule.vic.gov.au
HUME CITY COUNCIL
HUME VOLUNTEER EXPO 2013
Hume Global Learning Centre - Broadmeadows
1093 Pascoe Vale Road, Broadmeadows
Tuesday 23 April, 11am – 4pm
Visit www.hume.vic.gov.au or phone 9356 6999
HUME CITY COUNCIL
HUME VOLUNTEER
EXPO 2013
JUST GIVE IT A GO
Hume Global Learning Centre – Broadmeadows
1093 Pascoe Vale Road, Broadmeadows
Tuesday 23 April, 11am – 4pm

Come and see what our local volunteer organisations are doing and what you can do for them at the Hume Volunteer Expo 2013, with over 50 stallholders and 150 volunteer opportunities. Participate in any of these free information sessions:

- **Introduction to volunteering** presented by Volunteer West
- **How to promote your group on community radio** presented by 98.9 North West FM
- **Self-development coaching sessions** run by Raymond Catania and James Pettitt
- **Advice on resumes, interview preparation and job searching** presented by BEAT & JobLink
- **Recreational learning activities** presented by the University of the Third Age
- **Technology in Hume** info session presented by Hume City Council's Learning Programs Team
- **Career counselling** on Victoria University's Mobile Gateways Vehicle at the Civic Plaza

**Bookings essential**

**Plus free sausage sizzle, live music and prizes.**

For more information visit
www.hume.vic.gov.au or phone 9356 6999
Making it Possible!
A WORKSHOP FOR PARENTS OF CHILDREN 0-18 YEARS OLD

Learn how you can think, plan and achieve goals for your child and family

Northern Region:
Fitzroy North
Date: Wednesday 1st May 2013
Time: 9.30am - 2.45pm
Venue: Seminar Room, Fitzroy Bowling & Sports Club, 578 Brunswick Street, Fitzroy North 3068
To Book: http://www.trybooking.com/44593
or contact our office

Craigieburn
Date: Wednesday 16th October 2013
Time: 9.30am - 2.45pm
Venue: Hume Global Learning Centre Craigieburn, 75-95 Central Park Avenue, Craigieburn 3064
To Book: http://www.trybooking.com/44718
or contact our office

Build on the strengths and skills you already have as a parent to create a fulfilling life with choices, purpose, friendship and happiness!

Our presenters are parents themselves, so they understand the issues families face

Workshops may be cancelled if numbers are low

Association for Children with a Disability
For more information phone 9818 2000 or 1800 654 013 (rural callers)
Email mail@acd.org.au or visit our website www.acd.org.au
BRING YOUR BILLS DAY

INCLUDES FREE MONEY SMART BUDGETING SESSIONS
11AM and 12.30PM

Electricity, Gas, Water, Mobile/Home phone/Internet and other bills

Wednesday 10th April 2013
10 am until 3 pm
NMIT Corner Blair and Belfast Streets, Broadmeadows
Event location: Building B, Room 1

Please Note: there is no charge for attending this service and no money will be paid towards bills

Service providers will assist you on the day to help you with your bills.

*Please Bring Your Bills with you*

CONTACT FOR FURTHER INFORMATION:
Fiona Fisher, Community Development Officer
Lentara UnitingCare
Phone: (03) 93513600
Email: ffisher@lentarauc.org.au

WE DO NOT PAY BILLS