FROM THE ACTING PRINCIPAL

Dear Parents, Carers and friends of the school community,

Welcome back to school, I hope all our families had a relaxing break over the school holidays. It’s always pleasing for parents and staff to see students’ enjoyment on returning to the school routines where structure and predictability provides security and reassurance. On the other hand, we also see students struggle with the early morning starts and often the admin team greet the late risers at reception the first week or two back. This highlights the differences in all our students and the need for us to be sensitive to individual needs. If your child needs assistance adjusting back to routine, please see you child’s teacher or sub school leader.

It is with great sadness that one of our students lost his precious mum over the Easter period. Corrine Russell, mother of Aiden Lee Shingles, passed away after suffering a heart attack just prior to Easter. Corrine was put into an induced coma prior to the holidays, however, her condition slowly deteriorated. On Easter Sunday Corrine passed away with her family by her side. Corrine was a very young mum and taken too soon from her partner Leigh and her 3 young children. The school community expresses their sincere condolences to Leigh, Aiden Lee, Kallam, Koby and extended family during this very sad time. Corrine was only 34, this serves as a reminder that life is precious and every moment should be treasured, as we never know what life will bring our way.

Individual Learning Plans (ILP’s)

Student Support Group (SSG) Meetings will be held next week. An invitation to meet with the teacher was sent home last term. There is no school for students on their allocated SSG day. We appreciate your co-operation in keeping your child at home whilst teachers conduct SSG meetings for all students in the class. We are looking forward to meeting with families, to discuss the learning goals for the year. Students are more than welcome to attend their SSG meeting with their family. SSG meetings will be held between 11.00 am and 7.00 pm in order to cater for individual family circumstances.

Attitudes to School Survey

Students in year 5 – 12 will have the option of completing a DEECD Attitudes to School Survey.

Students will be given the opportunity to complete the survey from April 22nd – May 10th. The survey is not compulsory however if students choose to undertake the survey they can request assistance/support from staff. School Council has endorsed the survey and we will look forward to sharing the results with the school community. If you have any questions about the survey, please contact Sue Johnston or myself.

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.

School holidays — building works

Some of the later years section of the school received a facelift in the school holidays. The external area of room 21 & multipurpose room was painted giving it a brighter and fresher look. There are plans in the next week to replace some of the tin roof with clear Perspex to enhance the lighting and provide a more effective undercover teaching and learning area / recreational area for students in the later years.

2013 TERM DATES:
In our annual School Council budget, a commitment of between $5,000 - $10,000 is made annually to cyclical painting works each year. This enables us to keep our buildings in very good condition. Rob Marsh, is also employed on a full time basis and is instrumental in facilitating/undertaking building and ground maintenance which keeps JSA in tip top condition.

**ANZAC DAY Public Holiday**

Thursday 25th April is a public holiday. The school will be closed on this day.

**Jaconarama Fun Walk / Run Program**

A fabulous day was had by everyone and it was so good to see so many families supporting the school and celebrating Autism. 100 T shirts have been sold as well as 150 wrist bands. Each student will have a certificate indicating the number of laps completed.

In particular, I would like to thank the following parents for supervising and encouraging our students at the check points on the day:-

Lisa Sette, Michelle Owen, Lisa Stewart, Rosa Figioloa, Marissa Griffiths and Teresa Beasy.

At times the weather wasn’t so great, but the enthusiasm and excitement was evident as students ran in designer “garbage bags” especially made for the wet weather!

A very big thank you to the fundraising committee as well as the staff, for making this event a huge success. All funds raised in 2013 will be used to purchase staging, lighting and sound system for the performing arts program.

**Mother’s Day Stall**

The Fundraising committee have purchased lots of goodies for our special mums. The stall will be open from Monday 22nd April. Your child’s teacher will let you know when they will be visiting the stall. Gifts range from 50 cents to $5.00

Once again thank you to the parents who will be assisting with the stall over the following week.

**E learning Survey 2013 – Students Home Use of Technology**

We are surveying parents to determine the type of technology use at home. The survey is attached to the newsletter but is also available on the school website: [http://www.jacanaschoolforautism.vic.edu.au](http://www.jacanaschoolforautism.vic.edu.au) Can you please take some time to complete the survey so we can ascertain the extent of technology use for our students. You can return a paper copy to Denise Clarke or email her on clarke.denise.d@edumail.vic.gov.au

We hope the information provided can assist us in provision of equipment and software that is enjoyable but educational.

**Change of date for School Council**

The next school council meeting scheduled for Thursday 9th May has been changed to Thursday 16th May due to a residential Principal Class Conference held at Creswick in this week.

The survey is attached to the newsletter but is also available on the school website: [http://www.jacanaschoolforautism.vic.edu.au](http://www.jacanaschoolforautism.vic.edu.au) Can you please take some time to complete the survey so we can ascertain the extent of technology use for our students. You can return a paper copy to Denise Clarke or email her on clarke.denise.d@edumail.vic.gov.au

**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
Well the weather may not have been kind to us in the first part of the day, but what fun Early Years A & B had in the rain.

Armed with garbage bags, umbrellas and the odd pair of gumboots, student, staff, parents and siblings ran or walked laps of the 'paddock' area. Many of us were surprised at just how well the students participated in the event. Many of the students running several laps.
2013 Jacanarma Fun Run & walk
A big thank you goes out to the following people for making this event possible:

Our Fundraising Committee members; Lisa Sette, Teresa Beasy, Michelle Owen, Lisa Stewart, Marissa Griffiths, Rosa F and Handan Caskum, for their assistance in the planning and organisation of this event and for their assistance on the day.

Bonnie Goddard for the design work on the T-shirts.

Annette McKee for organising the wrist bands.

The SS Leaders, Denise & Deb and Peter for their assistance in setting up for the event.

And all the families who supported the school in purchasing T-shirts or wrist bands and joined us on the day.

We raised $1300.

Corinne & Sue

2013 Jacanarma Fun Run & walk
Early Years A
Animal Visit

In the last week of term 1, we had some farm animals visit the school to see Early Years A. The children were able to feed and pat the animals as well as interact with them in their pens. Room 8 enjoyed their time with the animals.
Room 2

We have had fun working together as a team!

The "Friendship Game"

Lego City
We had a great time in our first Girls Group session of the year. This is a new program in our sub school and this group will now run weekly on a Tuesday for the remainder of the year. It is an opportunity for the girls from different classes to come together in an all female environment and play with girl based toys, and activities while promoting play and social skill development. Some of our activities include fashion design, face painting, hair and make up sessions, nail grooming and decoration, tea party play, and jewellery design and construction. Our first session was a great hit with all the girls! The sessions are run by myself with Lyndall and Maree (staff from room 15). If you have any questions, would like to join us, or would like to make any donations to our girls group resources, please feel free to contact me.

Elizabeth Smith

Early / Middle Years Sub School Leader
Room 16 had a terrific first term! We enjoyed completing our mini schedules, playing games, participating in sensory activities and doing yoga. We are looking forward to another great term!
In Room 24 we enjoy lots of different activities. These include circus tricks, PE class, and going on excursions.
PE students having fun with some of the equipment donated by the Coles Sports for Schools program.
Dear Parents,

We want to determine how much students are using technology in their homes for educational and recreational purposes. We will use this information when considering learning activities at school.

We are aware that there are positive and negative aspects of technology use at home. We would like to determine the extent of technology use by our students at home; what programs are effective for our students and strategies parents use in keeping the technology safe and ensuring fair use within the family.

Family Name: ........................................

Section 1: General Technology Use – what technology is available to your child at home

<table>
<thead>
<tr>
<th>Technology</th>
<th>In home</th>
<th>Average Time per day for use – Hours/Minutes</th>
<th>Independent or needs supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes/ No</td>
<td>Reward/motivation</td>
<td>Recreational</td>
</tr>
<tr>
<td>Television</td>
<td></td>
<td></td>
<td>Educational</td>
</tr>
<tr>
<td>DVD player</td>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Play station / Xbox/ Wii</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DS player</td>
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<tr>
<td>Ipad</td>
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<td>Ipod</td>
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<tr>
<td>Computer</td>
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<tr>
<td>Mobile Phone</td>
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<tr>
<td>Apps</td>
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<tr>
<td>Other: ..........</td>
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<td>.................</td>
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Section 2: General comments about successes and challenges of using technology in the home:

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Section 3: Effective Technology
Please list the most effective software programs used by your child (if any)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Used on ... (iPad, computer, etc.)</th>
<th>Type</th>
<th>Suitable for</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Section 4: Technology Training

I could be a resource to other parents who need help in:

<table>
<thead>
<tr>
<th>If there was a parent with skills I would like training in</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

Section 5: Any other comments about technology:

________________________________________________________________________
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________________________________________________________________________
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________________________________________________________________________
**Northern ASD Network**

**Training for professionals working in Early Childhood settings and Parents**

PreSchool, Child Care, Family Day Care, Occasional Care, Early Intervention, Early Years Primary School and Parents

**AUTISM SPECTRUM DISORDERS**

Exploring Autism Spectrum Disorders and the impact on a young child.

<table>
<thead>
<tr>
<th>WHEN?</th>
<th>INFORMATION TOPICS</th>
<th>BOOKINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information sessions to be presented on Monday evenings, over four weeks.</td>
<td>Week One - 13th May Behaviours Addressing a child's behaviour difficulties</td>
<td>Seating is limited, so book early to ensure a place. For further information and bookings contact:</td>
</tr>
<tr>
<td><strong>Commencing Monday 13th May 2013</strong></td>
<td>Week Two - 20th May Communication Using visual strategies to enhance communication.</td>
<td>Jenny Orso at Kalparrin Monday - Thursday during school terms 8.30am - 3.30pm on Ph: 9435 8311</td>
</tr>
<tr>
<td>6:30pm - 8:30pm (coffee / tea available from 6:15pm)</td>
<td>Week Three - 27th May Sensory Integration Supporting children's sensory needs.</td>
<td><strong>COST</strong></td>
</tr>
<tr>
<td><strong>WHERE?</strong></td>
<td>Week Four - 3rd June Resources Making a variety of resources for use at home or early childhood settings</td>
<td>$120 for 4 sessions. Parent donation Cheques payable to 'Kalparrin N-ASD Network' Direct Debit available ABN: 61 827 714 605 Invoice/Receipt available upon request. Payment MUST be received with booking.</td>
</tr>
<tr>
<td>Sunbury Community Health Centre 12-28 Macedon St Sunbury Melways 382 F4</td>
<td></td>
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</tbody>
</table>
“Social Stories” (developed by Carol Gray), can be a very effective tool for increasing a child’s understanding of many social situations.

Do you want to know how to write “Social Stories”?

This workshop is run over 2 weeks, consisting of theory and practical sessions associated with writing “Social Stories.”

Who should attend?

- Parents of Preschool, Prep, Grade 1 & 2 children with Autism Spectrum Disorder, and
- Professionals working with young children in Preschool, Childcare, Family Day Care, Early Childhood Intervention, and Early Years Primary School with Autism Spectrum Disorder
- We suggest that the Early Childhood Professional and the parent attend together so you can write a story for the child

When: Wednesday 1st May 2013 from 6.30pm to 8pm
     Wednesday 8th May 2013 from 6.30pm to 8pm
     (Session 1 theory & session 2 practical)

Where: Foundations ECIS
       298 Victoria Road, Thornbury
       Melway 30 J5

Cost: Professionals $60, Parents - Donation
       (There are limited places so please book early)

Bookings: Jenny Orso (Mon - Thurs 8.30am – 3.30pm)
           During school terms

Phone: 9435 8311

Cheques payable to: ‘Kalparrin N-ASD Network’
Direct Debit available ABN: 61 827 714 605
Invoice/Receipt available upon request.
Payment requested at time of booking
Is it Making Sense?

Our senses give us the information we need to function in the world. Sensory processing refers to the integration of the information that our senses take in. Individuals with an ASD often exhibit sensory processing difficulties. This refers to how they receive, interpret and process sensory stimuli taken in by the five senses, as well as three other important sensory systems - the tactile, vestibular and proprioceptive systems. Sarah Law explains.

The tactile sensory system processes information about touch; the vestibular processes balance, movement and gravity information; and the proprioceptive sense processes information about the body's position in space (body awareness). This can mean that individuals with an ASD can either over-react or under-react to visual, tactile or auditory input.

Some of the behaviours that may be observed as a result of sensory processing problems include:

**Sensory Over-activity**

This occurs when an individual is very sensitive to sensory information that their body receives through touch, taste, smell, seeing and hearing.

This may result in an excited, emotional or negative reaction to this sensation.

An individual who is over-sensitive to movement may be intolerant or have a fear of movement. For example, they may avoid climbing as they find the movement to be uncomfortable or distressing.

**Tactile Defensiveness**

Over-sensitivity to certain tactile experiences is often referred to as tactile defensiveness. An individual with tactile defensiveness may avoid certain touch sensations, yet may enjoy others. They may avoid touching certain textures, as they may find it uncomfortable, or even painful, but at the same time, they may enjoy firm hugs (deep touch pressure).

**Sensory Under-reactivity**

This occurs when an individual is under-sensitive to sensory information that their body receives through touch, taste, smell, seeing and hearing. Under-sensitivity to touch is described as a poor response to tactile stimulation. For example, they may seem to have a decreased reaction to pain as they do not appear to be aware if they touch a hot plate on the stove or of the burning sensation of hot temperature extremes.

An under-sensitive person requires more tactile stimulation and often seeks activities that provide this. An individual who is under-sensitive to movement may seek activities that provide vestibular sensations; they may particularly enjoy vigorous activities, such as climbing.

**Sensory-seeking Behaviour**

This occurs when an individual seeks out activities or sensations that will stimulate their senses to soothe themselves. For example, for sensory feedback they may use their oral motor muscles to chew constantly on non-edible objects such as books, clothing or hard objects such as plastic.

Individuals will often compensate for their under-reactivity or over-reactivity. An individual who is over-reactive to certain stimuli may try to avoid those sensations, whereas a person who is under-reactive may seek them out.

It is helpful to assess whether they fall into these categories. Some sensory activities can be highly motivating for individuals with an ASD as they can be closely aligned with their self-stimulatory behaviour: repetitive body movements or repetitive movement of objects. Offering them new ways to explore their senses can give them more socially acceptable ways of regulating their sensory system.

Some can be avoidant in one area and sensory-seeking in another: for example, they might cover their ears when they hear a loud or unexpected noise, and yet they may like the feel of pressure on their skin.

It may be useful to work with an Occupational Therapist to discuss appropriate strategies for addressing sensory needs and build up a sensory profile so that all professionals who come into contact with the individual are aware of their specific sensory needs.
Ooohhh! Socks are the worst

So you’ve read about the theory - now here are some real people on the spectrum explaining how sensory issues affect them.

Ryan, 17
I don’t know what it means to have sensory disorder... maybe you get angry at stuff ‘cause sometimes things distract you and you get this painful, angry feeling inside you that burns up.
I hate messy things. I like to keep things clean. I like my bedroom clean. I used to be a messy person when I was 5 or 6. Now mum never tells me to keep my room clean.
The doona on my bed gets irritating. Like it gets all bumpy and it makes me feel bad and I can’t sleep.
Some tops I wear annoy me too. I got this top that when I put it on it keeps rolling on my skin and it annoys me and makes me shiver.
I have to cut some sleeves off my top cause it makes me more comfortable.
Ooohhh!!! Socks are the worst! It gets very uncomfortable; mum has to put my socks on for me.
Rain makes me sick too. I want to vomit when it rains.

Like black and white films. It’s because of the colour. I hate black and white...except for magpies.
When I was little, I used to touch my mum’s armpits and smell my fingers because that calmed me down. I like my mum’s smell. When I’m feeling anxious at school, I walk out of the classroom and go to the office where the principal helps me to calm down. At home, I talk to mum or dad.
Interviewed by Christina Jasem, Amaze

The Art of Compromise...

One of the more common issues in terms of sensory experiences is related to touch or tactile sensitivities dealing with the sensory experience of fabric and clothing on different parts of the body/skin.
This may lead to a very limited wardrobe for the child or adult and continuous washing of clothes. For some it can mean multiple trips to the clothes store to secure garments that the individual will wear and bulk buying multiple sizes, as well as major concerns when an item is no longer available.

For example, an individual with ASD might not like the feel of certain materials on their skin; it might even leave them with a painful experience: some behaviours have been directly caused by sensory difficulties.

Temple Grandin, in her book ‘Thinking in Pictures and Other Reports from My Life with Autism’ describes her experience:

“I often misbehaved in church and screamed because my Sunday clothes felt different. During cold weather when I had to walk outside in a skirt my legs hurt. Scratchy petticoats drove me crazy; a feeling that would be insignificant to most people may feel like sandpaper rubbing the skin raw to an autistic child.”

However, most of the time we do have to wear some type of clothing and inventive parents have to come up with clever solutions and compromises to assist their children.

One mother’s solution to her 9 year old daughter’s issues with wearing bathing tops or rash vests on the beach, in particular the uncomfortable feeling the piece of clothing touching her back would leave her with - was to get a larger t-shirt and then cut a big hole on the back. This meant that the child was still wearing a top, it had been cleverly modified to accommodate everybody’s needs - those of the daughter (sensory), the mother (protective in terms of sun exposure), and the general community (modesty).

Finding the right compromise can be tricky especially for younger children and for individuals who have difficulty explaining their problems. Individuals with ASD often don’t realise that their sensory needs are unique to them and so don’t realise the need to explain why they won’t wear a particular item.

Finding a compromise is a great result.

By Maria Moren, Amaze
Positive Behaviour Support through Sensory Programmes

Sue Larkey, an education and ASD specialist, has provided the table below which includes some behaviours that often respond extremely well to sensory intervention programmes.

Sue says, “These are only suggestions and an opportunity to prompt your thinking. It is advisable to take into account the individual and how autism spectrum disorder affects their senses. Having an Occupational Therapist undertake an assessment and develop a program is highly recommended for all children with an autism spectrum disorder where possible.”

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Sensory Issues</th>
<th>Sensory Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stripping off clothes</td>
<td>Clothing labels; Clothing stitching; Laundry detergent</td>
<td>Deep pressure; Brushing; Massage; Texture tubes</td>
</tr>
<tr>
<td>Not wearing shoes or socks</td>
<td>Stitching in socks; Shoes feeling heavy</td>
<td>Texture tubes; Walking on textures</td>
</tr>
<tr>
<td>Chewing and biting; Picking up objects to chew; Chewing clothing; Biting themselves</td>
<td>For some individuals, chewing is a sign they are becoming anxious; sometimes they chew to calm themselves (in the same way another person may rock)</td>
<td>Chewy tools (for a range of different chewy tools see <a href="http://www.suelarkey.com">www.suelarkey.com</a>)</td>
</tr>
<tr>
<td>Smelling people, clothing and objects</td>
<td>Heightened sense of smell; Enjoy smelling as part of routine</td>
<td>Smelling activities</td>
</tr>
<tr>
<td>Fear of electrical appliances</td>
<td>Fear of noise (hairdryer, vacuum cleaner, irons, electric fry pans just to name a few common ones)</td>
<td>Listening activities; Desensitisation; Cooking activities</td>
</tr>
<tr>
<td>Fear of dogs</td>
<td>Noise of dog barking; Dog touching (rubbing past, jumping up on); Smell of dog</td>
<td>Listening activities; Texture tubes; Smelling activities</td>
</tr>
<tr>
<td>Fingers in ears</td>
<td>Heightened sense of sound; some students experience other senses with sound, for example; vision distortion</td>
<td>Listening activities</td>
</tr>
<tr>
<td>Fear of haircuts</td>
<td>Sound of scissors; Fear of water being sprayed on them; Feeling of cape being put on them; Smell of shop (shampoos, cleaning fluids etc); Mirror - some individuals may not like looking at themselves</td>
<td>Play Hairdressers; Mirror activities; Touch activities</td>
</tr>
<tr>
<td>Does not like cleaning teeth</td>
<td>Feel of toothbrush in mouth; Smell or taste of toothpaste</td>
<td>Face paints; Smelling and tasting activities; (include toothpaste); Massage (include face)</td>
</tr>
<tr>
<td>Disturbed sleep</td>
<td>Clothing; Bedding (blankets/doona); Warmth - over or under heating; Light in room or darkness; Sounds in house; Smell of bedding or pyjamas</td>
<td>Touch activities; Movement activities; Listening activities; Smelling activities; Use earplugs; Eye patches</td>
</tr>
<tr>
<td>Anxious if people touch or brush past in classroom or community</td>
<td>Touch sensitivity; Unsure of body in space and movement</td>
<td>Touch activities; Movement activities; Obstacle course; Sausage Roll activity; Texture tubes</td>
</tr>
<tr>
<td>Fear of lifts, stairs or escalators etc</td>
<td>Fear of feet off the ground; Difficulty with “body in space”, general movement difficulties; Fear of different surfaces to walk on; Lighting in lifts or escalators etc, often people touch closely in these situations</td>
<td>Movement activities; Obstacle course; Walking on textures; Sausage Roll activity; Rides; Texture tubes; Light and dark activities; Touch activities</td>
</tr>
<tr>
<td>Falling to the ground</td>
<td>Scared or fearful of a range of sensory stimuli. Check environment closely when this happens; Some students enjoy the “deep pressure” of falling to the ground; This is sometimes seen when individual pushes into walls, falls off chairs etc</td>
<td>Movement activities; Rides; Obstacle course; Massage (including deep pressure)</td>
</tr>
</tbody>
</table>

This document can also be found online: [http://www.suelarkey.com/media/sensory13.pdf](http://www.suelarkey.com/media/sensory13.pdf)
CONNECTING THE DOTS
Finding your way through mental health

- Come along to find out how you can look after your mental health and wellbeing, where to go and who can support you and your family
- Hear about the experiences of young people affected by mental illness
- Learn about a wide range of support services and explore alternative training pathways for young people

Speaker presentations from:

- Headspace
- Doutta Galla Community Health
- Reconnect Program
- Youth Support and Advocacy Service (YSAS)
- Alfred Health Child Youth Mental Health Service (CYHMS)

Who should attend?

- Young people
- Families and Carers
- Professionals from education and community services

Date: Wednesday 1st May 2013
Time: 5pm – 7:30pm
Venue: Melbourne Multicultural Hub, 506 Elizabeth Street
Melbourne (opposite Queen Victoria Market)
Cost: FREE and light refreshments provided

Public Transport Guide:

By tram: Route 57 (West Maribyrnong), Route 59 (Airport West), Route 19 (North Coburg) all travel along Elizabeth street and stop outside the Queen Victoria Market. The Melbourne Multicultural Hub is directly opposite this tram stop.

By train: Melbourne Central Train Station is within walking distance.
Parking: Metered parking is located on the street and large car parks are available nearby.

Limited places available!

To register
RSVP by
Monday 29 April 2013
to Effie Kapsalos
ekapsalos@imvc.com.au
Phone: (03) 9686 2354
HUME CITY COUNCIL AND CRAIGIEBURN BASKETBALL ASSOCIATION PRESENT
ALL ABILITIES JUNIOR BASKETBALL IN CRAIGIEBURN

Council is working in partnership with the Craigieburn Eagles to develop a weekly junior basketball program for children with a disability.

Sessions will run at the Craigieburn Leisure Centre, 127—147 Craigieburn Road, Craigieburn and will involve developing basketball skills, team work and having fun.

This program will be starting in May 2013 and will run on either a Friday evening or Saturday morning. Let us know your preference!

For more information or to register your interest please contact the Access for All Abilities Officer on 9205 2510 or email leisure@hume.vic.gov.au

Access for All Abilities

9205 2200  www.hume.vic.gov.au
Dear Parent,

FREE VISION SCREENING

The Lions Club of Glenroy with assistance of Hume City Council and in conjunction with ORTHOPTISTS from ORTHOPTICS AUSTRALIA will be providing FREE VISION SCREENING FOR CHILDREN AGED 4 TO 7 INCLUSIVE.

TESTING WILL BE PERFORMED ON SATURDAY 18TH MAY AT MEADOWS PRIMARY SCHOOL.
GERBERT ST BROADMEADOWS (MELWAY MAP 6 K9).
Testing will be carried out between 9A.M. – 12 A.M. & 1.00 P.M. - 4.00 P.M.

You may not be aware that your child has vision problems and therefore it is your opportunity to have your child examined FREE OF CHARGE to ensure that their vision is clear and, if there should be a problem, the opportunity to have the condition corrected. Many vision disorders are correctable if treated early in life but may become permanent if left untreated.

Vision impairment is one of the leading causes of poor childhood development.

Parents should note that this screening service does not apply to children who are currently undergoing treatment or have already been treated for vision problems.

NO DROPS ARE USED DURING THE PROCEDURE.

At the screening your child’s vision will be assessed by trained Orthoptists and you will be advised immediately of the result of the testing. Should it be necessary, a further assessment of your child by an eye health care specialist may be recommended. No treatment is undertaken at the time of the testing.

Please fill in the form below and return it to your child’s school or preschool by MONDAY 13TH May. The time you request will be your appointment time unless you are advised otherwise by a Lions Club member.

Should you require further information or have any questions please contact either:
Lion Dick Tracy 9324 6821 philip.tracy@optusnet.com.au or
Lion Roger Exell 9370 6436 rogrexel@melbpc.org.au

This project has been worthwhile if we are able to assist but one child to overcome a vision deficiency

Dick Tracy
Vision Screening Chairperson
Lions Club of Glenroy

REGISTRATION OF INTEREST

Name of Pre School/Primary School ________________________________

Name of Child: ________________________________ Phone No ____________

Parent/Guardian Signature ________________________________

If possible I would like an appointment between the hours of:

- [ ] 9.00-10.00 am  [ ] 10.00-11.00 am  [ ] 11.00-12.00 am  [ ] 1.00-2.00 pm  [ ] 2.00-3.00 pm  [ ] 3.00-4.00 pm

Privacy Statement: Details recorded on this form are used for planning purposes only and will NOT be divulged to any other party. This document will be destroyed immediately following the screening.
Glenroy Scrapbooking Group for Parents

Would you like to make a photo, picture or card display to decorate your home?

Would you like to work towards making a picture book or photo album for memories or special events?

If the answer is Yes and you can get to our parent group in Glenroy one morning a week, then the Northern Parent Support Program would like to hear from you.

The first five people to call will enjoy a free scrapbooking workshop that the group will hold in May.

To join the group or make enquiries about the workshop:

Please call us on 9385 3235

Or email tcalzoni@mcm.org.au

The Northern Parent Support Program is a service of Melbourne Citymision supporting parents of children with a disability to connect up and engage in activities for relaxation and enjoyment.

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Earn & Learn

Support your local school

The Woolworths Earn & Learn program gives schools and Early Learning Centres around Australia the chance to earn new educational resources.

It's easy to get involved

Simply shop at Woolworths and you will receive one Woolworths Earn & Learn Point for every $10 spent.*

Stick the Woolworths Earn & Learn Points onto the Woolworths Earn & Learn Points Sheet inside.

Once it's complete, pop it into a Collection Box at your school or local store. You can download more Woolworths Earn & Learn Points Sheets from our website woolworths.com.au/earnandlearn.

Last year more than 12,500 schools and Early Learning Centres benefited from the program, boosting supplies in classrooms, libraries, music rooms and gymnasiums.

It's easy to earn valuable resources to help your local school, so start collecting your Woolworths Earn & Learn Points today.

Go to woolworths.com.au/earnandlearn for more information, terms and conditions and answers to frequently asked questions.