FROM THE ACTING PRINCIPAL

Dear Parents, Carers and friends of the school community,

Later Years Student Council

I am very privileged to be able to introduce the first Later Years Student Council members to the school community. They will have an important role in developing a student voice here at Jacana School for Autism. They have already commenced their meetings which are facilitated by Kym Tonkin—later years sub school leader. I look forward to meeting with the new committee in the coming weeks.

Congratulations to William Ward-Boas, Reuben Gravener-Dainton, Lachlan Ball, Aaron Stolinski, Joshua Bartolo, and Ali Yelegin on the appointment to the student council.

Student Support Group (SSG)

Thank you to parent/carers for keeping your children at home so we could co-ordinate the SSG meetings last week. Thank you for making time to discuss the progress of your child’s Individual Learning Plan. We look forward to working with your child to support them through the 2013 school year.

Family Support Meeting

The next family support meeting is scheduled for Thursday 13th June 9.15 – 10.30. The presentation is called Access for all Abilities run by the Hume City Council. Join us for morning tea and a presentation about the program.

Thank you to Lydia Wilson, our school Psychologist for presenting to families this week.

Bpay

We have now resolved the Bpay issues and will be re-issuing Family Statements early next week. Thank you for your patience while we have been trying to resolve the technical issues. Payments can now be made from Monday 5th May via Bpay as well as in person at reception.

Thank you to the families that have already paid their school fees. To date we have receipted $11,425.00 for Essential Education Items. These funds are greatly appreciated and they go directly to resources for the classroom.

Staff Performance and Development Plans

Over the next 2 weeks all staff at JSA will be participating in the Performance and Development process. DEECD provide clear performance standards which outline the requirements of the roles. Team leaders/ Sub School Leaders and Principal Class will meet with staff to ensure this is occurring and there is evidence of the practices.

Professional development is a major part of this plan and it’s important for the leadership team to have the feedback on what professional learning is required for our staff and this informs future planning in this area.

New AEU Agreement

With the announcement of the new combined Teaching and Education Support agreement there are many areas that need clarification from the members. The AEU have requested that sub branches meet to vote on the new agreement. Mark Hopper from the AEU is visiting JSA today to answer any questions from the members. This will enable staff to make an informed decision about the proposed new agreement.

2013 TERM DATES:

• Term 1: 31 January—28 March
• Term 2: 15 April—28 June
• Term 3: 15 July—20 September
• Term 4: 7 October—20 December
Thank you to the community for supporting the staff in this long running dispute. Work bans have now been lifted and operations are back to normal as of the 15th April. The Principal Class team will work closely with the consultation committee to ensure that effective implementation of the new agreement.

School Council
We currently have two parent vacancies on school council. Unfortunately Teresa Beasy has submitted her resignation from council and this creates an additional vacancy.

Teresa will continue in her role in the fundraising committee but for personal reasons is unable to continue on school council. I would like to thank Teresa for her contributions even though the time was brief.

We look forward to continuing to work with Teresa on the various fundraising activities we have planned for this year.

I urge parents to consider joining school council as it’s a great way to get involved and there is also a need for larger membership of parent representatives as to DEECD members.

Reminder: 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 this week.

Conditions Assessment Report
Last year the state government completed an assessment of all state government schools. JSA was notified that we would not be receiving funding to complete urgent maintenance works. The report whilst essentially quite positive for JSA has also identified areas that the school can work towards to bring our buildings and site infrastructure up to threshold condition with other state government schools.

Queen’s Birthday Public Holiday
Monday 10th June is a public holiday. The school will be closed on this day.

School Photos
Just a reminder that school photos will be taken on Wednesday 15th May. The packages went home this week.

Fundraising Committee
The Mother’s day stall was a huge success again thanks to the wonderful support of the parents.

A big thank you to Lisa Sette, Lisa Stewart, Marisa Griffiths, Janelle Braden, Teresa Beasy and Rosa Fighia. It was great to see that our students value the importance of choosing a special gift for their mum/grandma/auntie.

The gifts are beautifully presented and the students enjoyed browsing and purchasing the special gift.

We are getting closer to purchasing the performing arts stage! Well done everyone.

Easter Raffle Profits - $744.00
Jacanama profits – $928.50
Mother’s Day Stall profits – $635.29

E learning Survey 2013 – Students Home Use of Technology
Thank you to those families who have responded to the “E-Learning Survey 2013 – Students Home Use of Technology”. We are getting some information but would like more.

We asked if other families could complete the survey please so we can get a better understanding of students home use and response to technology.

If your child does not use any technology at home that is useful information for us. Please write that on the survey form.

We have attached another copy today and there is one on the website.

Electronic Newsletters
We will be moving to electronic copies of the fortnightly newsletter. Please take the time to complete the attached form to notify us of your email address. Hard copies will still be available, however, we are encouraging families to receive the newsletter via email and from the website.

Corinne Pupillo
Acting Principal
19 - 39 Landy Road, Jacana VIC 3047
Phone 9309 6258
Fax 9309 6426
jacana.school@edumail.vic.gov.au
www.jacanaschoolforautism.vic.edu.au
Early Years A

Room 11

The children in room 11 participate in a variety of activities, they enjoy cooking, yoga, science, dress ups and a range of other activities throughout the day.
Room 3
Getting Active
Room 17

Cooking Hamburgers

After learning to make sandwiches in term 1, the students in room 17 are now cooking their own hamburgers. They peel, grate, and chop the vegetable for the burgers then they make up a hamburger bun and choose from cheese, tomato and tomato sauce.

Ahmad is learning to grate vegetables

Kelly makes her own hamburger

Jei Jei is peeling the carrots to go in with the meat. He puts the scraps in the compost bin.

Kelly practices her cutting skills.

Everyone makes a burger.

Delicious!
The Later Years School Council meet once a week to discuss issues that concern the students. The six members of the council were elected un-opposed to the six positions for 2013.

We had our first meeting last week and the students have already made some great suggestions about how to improve the school and about how they can be useful citizens!

Congratulations to our very first Later Years School Councillors!
A big thank you to the mums who helped at our Mothers Day stall. The children enjoyed choosing the presents for their mums and will no doubt enjoy delivering them on Mothers Day.
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></td>
</tr>
<tr>
<td>DVD player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Play station / Xbox/ Wii</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DS player</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ipod</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile Phone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: ...........</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 2: General comments about successes and challenges of using technology in the home:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</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>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Section 5: Any other comments about technology:


Return to Denise Clarke at school or Clarke.denise.d@edumail.vic.gov.au by 30th April 2013
JSA Parents E learning Survey 2013.docx
NEWSLETTERS

Student Name: __________________________ Room Number: _________

Parent/Carers Name: ___________________________________________

Email Address: ________________________________________________

☐ I do not have access to the email/internet and require a hard copy sent home with my child?
When to Intervene?

Reflections on sensory issues from a behavioural perspective, by Karola Dillenburger, PhD, BCBA-D (Queens University Belfast, Northern Ireland) & Dana Reinecke, PhD, BCBA-D (The Sage Colleges, Troy, NY)

Sensory experiences are as personal and private as thoughts and emotions. No-one, apart from the person living through them, knows how it ‘feels’ to experience sensory input. This is especially true for individuals on the autism spectrum who may experience sensory input in ways that are very different from people who do not have autism. In this article, we take a brief look at how behaviour analysis can extend traditional views of sensory issues.

As we perceive our world and are stimulated through our senses, we hear, see, balance, touch, taste, or smell. Everyone feels something different, very personal and private. Those who can speak can tell others, but even then, words cannot describe properly what is felt.

When it comes to experiences of sensory stimulation, there are no norms for what is right or what is ‘typical’. Everyone has their own individual and diverse sensitivities, though a person with autism may be particularly hyper- or hypo-sensitive, experience sensory distortions, sensory tune-outs, sensory overload or synesthesia. They may engage in quite distinct and at times perilous sensory-seeking behaviours, such as ‘stimming’, flapping, rocking, spinning, etc.; or sensory-avoiding behaviours, such as closing eyes/ears, refusing certain foods or clothing, or having ‘meltdowns’.

Before we look at ways to help individuals with ASD deal with sensory ‘issues’, we need to be clear if and why sensory-seeking or sensory-avoiding behaviours should be addressed. Is the behaviour dangerous or disruptive for the individual with ASD or others? Does it lead to reduced availability for learning or diminished access to experiences? Is it stigmatising? Does the individual want to stop doing it or change it? Is the person distressed by it?

Only if one or more of the answers to these questions is yes is action required. Once a need for some sort of mediation is established, the individual’s right to effective, least restrictive management is the guiding principle for the behaviour analyst and this does not only apply to those with ASD.

Functional assessment or functional analysis are the starting points to finding out if the behaviour poses a risk and what the controlling variables are. Then within the overall context, any available treatment options and their relative effectiveness, risks, restrictiveness, and potential side effects are examined before choosing the right way forward.

There are times when ‘leave it alone’ is advised. This is of course not the same as encouraging or enhancing an unusual behaviour, but if it is truly not bothering anyone and not causing any problems, there is no need for change. We all have some personal preferences, for example in music or food.

At other times, we may want to accommodate sensory sensitivities. We may change the situation to improve success, such as offering a sensory friendly cinema screening or ‘Sensitive Santa’ opportunity, where the environment is altered to be quieter and less stimulating than usual. If we pursue this option, we must be cognisant of the possibility that the accommodation potentially may be just as stigmatising or challenging as the original issue.

Finally, we may aim to build coping skills such as functional communication that enables the individual to say or otherwise express things like, “I don’t like that”, “It’s too loud”, or “I’d like to leave”. We may offer visual cues to manage anxiety or design schedules, choices and timelines that enhance the skills repertoire.

Some of the specific techniques that may be useful include systematic desensitisation, which can be used for behaviour that needs to change, such as tolerating clothing, medical procedures, haircuts, birthday parties and increasing food acceptance. In this case practice should be regular and consistent and exposure gradual.

You should never use ‘flooding’ - exposing the person to an uncomfortable event all at once, without allowing him/her to escape from it: as soon as the person starts to experience any discomfort, the procedure stops.

For behaviour that should be eliminated but for which the reinforcer is very powerful, we may use functional analysis and replacement. First we need to determine the sensory function and then provide experiences that result in the same sensation, but following more acceptable responses.

For behaviour that is dangerous, self-injurious, or overly disruptive to self or others, we may need to develop a behaviour reduction procedure. Due to the least restrictive paradigm that underpins any intervention, ‘differential reinforcement procedures’ are the most preferred for sensory related behaviour reduction.

Response interruption and redirection (RIRD) has also been a useful procedure, as have response cost components.

In summary, sensory differences can be managed. People with ASD do not have to live uncomfortable or limited lives. We can help them to reduce or change sensitivities, to manage their sensory experiences in different ways and to make the best of their similarities and differences.

(Please contact Amaze for a copy of this article including references.)
Fussy Eaters? Perhaps not...

Individuals with ASD are often seen as 'fussy eaters' but in actual fact, it is less about being fussy about what they eat and more about the sensory experience of food.

Amaze Accreditation Advisor, Lauren Topp, explores the subject.

It is not uncommon for individuals on the spectrum to have limited or rigid diets that rarely change.

Limitations in diet vary considerably. Common themes include only eating foods of a particular colour, such as white, preferring certain textures of food such as mushy or crunchy, or only eating very plain flavoured food such as crackers and dry pasta.

What Causes This?

There are a number of possibilities.

Difficulties with sensory integration may be one reason people with an ASD would be considered fussy eaters - ie, individuals have difficulty combining more than one sense at the same time - the sight, smell, taste, texture and even sound, of food is a complex combination of senses which may be overwhelming to some individuals.

For others, over-sensitivity may be a problem: for example, an extremely sensitive sense of smell can lead to everyday foods seeming overwhelmingly strong and result in the individual developing a strong preference for bland foods.

Some people with an ASD show reduced reactions to pain and this same mechanism may also result in reduced signals of hunger.

On the other hand, strong dietary preferences may develop as an individual seeks extra information from their environment. A common example of this is when a person displays a strong preference for crunchy foods. It can also manifest as a preference for strong flavours such as chilli, or very sweet or salty foods.

Apart from sensory processing difficulties, other factors implicated include a requirement for sameness and predictability, and also the reduced impact of social modelling in relation to eating practices: ie some individuals with ASD are less likely to learn by copying the behaviour of others, including eating habits.

How Can We Help?

There are a variety of strategies that are used to help those with extreme food selectivity, and it is recommended that any strategy used be positive and non-invasive.

Desensitisation can work well and involves gradually introducing new tastes and textures, providing positive reinforcement for very small steps.

For example, this may start with the individual tolerating a small piece of food on their plate and gradually building up to trying a small piece.

Similarly, Social Stories™ or visual scripts may be used to introduce new foods: these will encourage the individual to try something new and explain the steps of a desensitisation program (see below).

It can also be helpful to introduce new foods using the preferred texture, so if a person has a preference for mushy foods, pureeing fruit and vegetables may increase the likelihood of acceptance.

Bear in mind that we all have likes and dislikes when it comes to food, so it is ok to not like some things. And there are many foods that as children we didn’t like, but as adults we enjoy them very much.

Of course, if you are concerned that your child is not getting adequate nutrition, consult a professional.
Sensory Issues: Some Practical Tips

Amaze Family Counsellor, Stacey Aroutzidis, has compiled a list of practical tips to help individuals and families to cope with sensory issues, with input from our resident Amaze OT, Rhiannon Memery.

For individuals with ASD, sensory concerns can be a daily battle.

Many things in the community that are beyond our control can become unbearable for the individual, creating tension, worry and anxiety for them and for all concerned.

As individuals with ASD process sensory stimulation differently to others, to the observer it can appear that they are 'overreacting' or oblivious to what's going on around them.

So here are our Top 10 Tips:

1. 'Desensitisation' is the process that reduces an individual's sensitivity to a particular stimulus. Seek professional help to desensitise the individual from sensory overload, such as having a haircut, to alleviate the stress and teach the individual to slowly cope with one aspect at a time.

2. Incorporate strategies into things you are already doing by including them as part of the daily routine.

3. Modify tasks and activities to make them easier to cope with for the individual with ASD.

4. Remember that sensory issues are heightened at certain times of the day, such as when the individual is tired. Think about the timing of the intervention to help promote positive outcomes and success.

5. A whole team approach helps provide consistency for the individual. A whole team may include teachers, therapists, friends and family members.

6. Education – learning about these sensory difficulties is essential in trying to help individuals. It is also important to understand the differences between sensory difficulties and behavioural difficulties: sometimes this can be a grey area but with the help of an occupational therapist and psychologist these can be clarified so that appropriate strategies can be implemented.

7. When implementing an intervention, consider resources and time availability. Strategies to help with sensory difficulties do not have to be time consuming or cost lots of money. Creativity can be your best friend when thinking about ways to help the individual cope!

8. Equipment and toys can sometimes be very effective and helpful. Compensate some activities with the use of equipment. For example, jumping on trampoline instead of running.

9. Remember that attention to task and concentration can impact on the individual's ability to cope with sensory stimuli. Making the intervention fun and rewarding can assist in keeping individuals on task and focused.

10. Be aware that sensory difficulties impact an individual across multiple settings and many different areas of functioning; therefore it can be helpful to identify one or two areas to work on at a time.

Trial and Error is ok!

Just remember the following:

- Be optimistic and remember that there is no one size that fits all.
- Interventions and coping strategies will vary from person to person - what works for one may not work for another.
- Keep trying strategies until you find one that works for you and your family. Once you find the right strategies, you will not look back!

For further information about Occupational Therapists with ASD experience please contact the Amaze InfoLine on 1300 308 699.
Don’t know where you want to go in 2014?

See what Scope can offer you at our Open Day on Wednesday, 22\textsuperscript{nd} May 2013

Scope provides a range of flexible services and activities to support people with a disability to live the lives they choose.

Scope Glenroy Lifestyle Options invite you to attend their open day on Wednesday, 29\textsuperscript{th} May 2013. This is your chance to ask Scope staff any questions and find out how Scope can meet your needs.

Where: Scope Glenroy Lifestyle Options, 177A Glenroy Road, Glenroy

When: Wednesday, 22\textsuperscript{nd} May 2013, between 10:30am-12pm and 6:30-8pm.

10.30am – 12pm: Tour of site starts at 10.45am sharp. Learn about different Scope services and enjoy have morning tea with our staff and other service participants.

6.30pm-8pm: Explore a market place with information on all the different services Scope has to offer you. You can view our current timetable, watch DVD’s about our services and enjoy supper with our staff.

RSVP: 6th May 2013 to Jan Nunn on 8311 4000 or jnunn@scopevic.org.au. Please indicate which session(s) you would like to attend.

scopevic.org.au
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

Cost:
$20 per person – members*
$40 per person – non-members
Morning tea & light lunch included

*Membership is free for the first 12 months, so ring the office to apply.

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

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
School Camps & Excursions: Asthma

If your child has asthma, attending school camps and excursions can introduce them to new asthma triggers especially if they are going into new environments. It is essential that your child can participate fully and safely in all school activities. The following is a list of considerations to make for your child before they go on school camp or an excursion:

- Is your child’s asthma currently well controlled (e.g. no symptoms at night, reliever use less than 3 times per week)?
- Has your child had an asthma attack or asthma symptoms recently?
- Does the school have an Asthma Action Plan for your child?
- Has the school asked you to complete a School Camp and Excursion Medical Update Form?
- Does your child have their reliever medication and spacer on hand at all times?
- Are they attending with any other medications to be taken on the camp/excursion? If so, are there sufficient instructions to staff for use/dosage?
- Does your child self-administer their medication? If so, has their technique been checked recently?

For more information please contact The Asthma Foundation of Victoria on 1800 278 462 or www.asthma.org.au.

Asthma and Complementary Therapies

Complementary or alternative therapies are becoming increasingly popular in Australia, and many people seek out complementary remedies to support their health. As with any health condition, if you or a family member have asthma and are considering using complementary therapies, we strongly advise that you communicate with your doctor about your asthma treatment. They may even be able to suggest safe therapies to try! It is equally important to communicate to any complementary therapists about your asthma so that they can avoid treatments that are known to potentially make ones asthma worse.

Complementary therapies considered safe for asthma are: exercise programs, vitamin D, low-salt diet, some Chinese herbal medicines, some Indian (ayurvedic) herbs, music therapy, tai chi, buteyko (breathing technique).

Complementary therapies considered potentially unsafe for asthma are: inhaled salt (small risk of a fungal respiratory infection), echinacea, bee pollen or royal jelly (propolis), and products containing aspirin.

Remember, response to treatments and medications differs between people. Make sure you or your children continue taking any asthma medications prescribed unless otherwise instructed by your doctor. Stopping asthma medications suddenly can result in worsening asthma symptoms and even an asthma attack. For more information regarding complementary therapies and asthma please refer to The National Asthma Council (NAC) http://www.nationalasthma.org.au/ or contact The Asthma Foundation of Victoria for your free copy of the new NAC Asthma & Complementary Therapies brochure.

For more information please contact The Asthma Foundation of Victoria on 1800 278 462 or www.asthma.org.au.
DIARY DATES

Thursday 30 May - Staff Planning Day - No students
Wednesday 5 June - Adult Education Open Day/Review day
Monday 10 June - Queens Birthday Public Holiday
Friday 28 June - Last Day Term 2
Monday 15 July - Term 3 starts

Adult Education Open Day

The date is set! This year’s Open Day for Yooralla Adult Education will be held on
Wednesday, June 5

11am-3pm

Level 2, 244 Flinders St, City
(Directly opposite Flinders St Station)

All welcome!

All our programs will be in action-
Multimedia
Literacy/Technology
Food Handling and UCAN Café
Art & Craft
Office Skills
Numeracy/ Money Skills
Life Skills
And many more!!!!!!!!!!!!

Other Yooralla services such as Travel Training,
Therapy and Recreation will also be on display.
Finger food provided by the UCAN Cafe

This is the ideal chance to see our classes, meet
trainers and students.
If you’re looking for Post School Options for 2014
and beyond this is an essential visit!
Students, Parents, School Groups, Service
Providers all welcome.

Call or email Tim Kelso to register or for more
details.

Out and About with Adult Education

Above - A new inclusion in our program this year is the
Drama class, held at the recently opened Arts Hub at
Carnegie. Students (l-r) Annie, Alicia, David and tutor
Harlene’ watch Conor soliloquising during a recent class.
Below - revheads at the Grand Prix

Contact Tim Kelso 9916 5813 or 0423 239 962
tim.kelso@yooralla.com.au for more
information on any items in this newsletter.
Student Profile

Joseph Samarani

Joseph started with Yooralla Adult Education in 2011. He has brought many talents to our program. He can write a song for any occasion, and he knows all the places to buy the best baklava in Melbourne!

Here is his story.
“I was born on 24th May 1989 in Melbourne. I am of Lebanese background. I was born prematurely and as a result I required lots of oxygen to survive, which resulted in me being blind.
However, I may be blind but I am an extraordinarily talented musician! I am a percussionist, keyboardist and vocalist.
I completed several music courses. The first course was a Latin Ensemble music course which I did at the Victorian College of Arts. I also did an Afro-American percussion course, also at VCA. I also studied at Northland Secondary College. I undertook Cert II, III and IV in Music Performance. While studying these courses I made some very good friends who are very useful to me today with my music career. Yannik is a singer, Caner is helping me with my recordings and Jey is a rapper.
During my music course at Northland Secondary College I met Jey and Caner. Jey introduced me to his brother Yannik. Since then we have all become close friends. During this time I was invited to perform at several music events organised by the music class. I was honoured to have Yannik singing with me at these events.

I currently playTabla (Arabic Hand Drum) with my brother Charlie in an Arabic band called Volume Entertainment during weekends. I also play keyboard at these events.
I am working on a recording project with Yannik. I will be playingTabla and Keyboard, and Yannik will sing.
I started with Yooralla Adult Education in 2011. I attend there 3 days a week. I was looking for a place to learn some new skills and I wanted to keep my literacy going. This year I am doing Money Skills, Numeracy, Literacy/Technology, Book Club and Verbal Communication skills. The Verbal Communication class really helps me learn some good public speaking skills which will help me with my performances.
When I started at Yooralla Adult Education I did a Money skills course. At the time I was saving for a new keyboard. As part of the Money Skills course I was able to work out a budget and through this I saved enough money to buy my keyboard.
I have also written and performed several songs to play at Yooralla events such as the footy day and the Open day.
I’m also putting together some radio ads that will hopefully be played soon. Make sure you listen out for me!”

Stand Up for Yourself Workshop

Have you ever wanted to learn new ways to express your wants more clearly and assertively?
Independence Australia is seeking expressions of interest to attend a free four-hour workshop (over two days).
The workshop aims to give people the skills and resources to be more confident in articulating their needs and wants to carers, family and others. The workshop will involve paired exercises and role play to explore different forms of communication and expression, self-reflection and body language in a group environment.

When: Tuesday 30 April and 7 May
Where: Neighborhood Justice Centre
242 Wellington St, Collingwood 3066
RSVP: Jenny Koadlow, 1300 704 456
Jenny.koadlow@independenceaustralia.com
(Taken from the Yooralla Peer Support Program Newsletter)
TIME OUT FOR SPORTS

MIGHTY MULTI SPORTS

Mighty Multi Sports allows your child to play a range of dynamic and active programs over 8 weeks; these include Football, Soccer, Basketball and Hockey. This Program will not only provide an essential base for your child's motor skills but help build awareness, co-ordination and friendship all in an enjoyable environment.

- Specialised program for Children with Autism
- Small ratios
- Fun program

WHEN: Friday
COMMENCING: 3 May 2013
CONCLUDING: 21 June 2013
TIME: 3.30pm - 4.15pm - 5-8 Yr Olds
       4.15pm - 5.00pm - 9-12 Yr Olds
AGES: 5yrs - 12yrs

COST: $60
VENUE: Craigieburn Leisure Centre, Craigieburn Road, West Craigieburn 3064

ONLINE ENROLMENT

To enrol, please visit www.kellysports.com.au/zone/northwest or fill out the below enrolment form & send with a cheque or credit card details to: PO BOX 71, Moonee Vale VIC 3055. Do not leave enrolment forms at the school office.

ENROLMENT FORM

School: ___________________________ Year Level: ___________________________

Name: ___________________________ Room No: ___________________________

Address: ___________________________ Post Code: ___________________________

Phone: ___________________________ Mobile/Work: ___________________________

Email: ___________________________ Medical Conditions: ___________________________

Parents' consent: I hereby authorise Kelly Sports to act on my behalf should my child require medical attention, and release Kelly Sports North West from any liability for injury incurred by my child at Kelly Sports programmes.

Parent/Caregiver name: ___________________________ Signature: ___________________________

Amount Paid: $ _______________ Credit card payment: □ Visa  □ Mastercard

Card Number: ___________________________ Expiry Date: _______________
Spectrum Superstars

Winter Ball

SAVE THE DATE FOR AN EVENING FUNDRAISER EVENT
SATURDAY 27 JULY 2013 at 6.30pm
MANNINGHAM FUNCTION CENTRE 699 Doncaster Road, Doncaster

Tickets* $150 per person

Ticket includes: 3 Course meal & Beverages (wine, champagne, beer and soft drink)
Entertainment - Gary Eastwood
Raffles / Prizes / Auctions and lots of fun of course!
Table of 10-12 people can be pre-arranged.

Attire: Formal / Cocktail

Support Spectrum Superstars in reaching out to children and families affected by Autism.

We need your support so we can create awareness, educate and inform the Australian community that there is hope and assistance available.

* TICKETS WILL GO ON SALE ON 1ST JUNE 2013
through our new website www.spectrumsuperstars.com
Contact Nichole Andrews 0451 944 744 or spectrumsuperstars@hotmail.com
for more information. LIKE our Facebook page and keep up-to-date on this event.