FROM THE ACTING PRINCIPAL

Dear Parents, Carers and friends of the school community,

At our school council meeting last night, councillors endorsed a state government initiative to prevent bullying in our schools. **Bully Stoppers School Pledge** is an important step for us in recognising that together we can stand up for each other and prevent bullying in our school. The new student council will also ensure that the pledge is upheld and that our school is a safe school for everyone.

Please find attached the **Bully Stoppers School Pledge** so that you can discuss this with your son or daughter and support this initiative.

**ABLES (Abilities Based Learning and Education Support)**

In 2013 JSA has made commitments to improve ABLES Data across the school. The commitment was of 20% improvement in Speaking and Listening, Reading and Writing and Personal and Interpersonal Learning. The Leadership Team have been reviewing the school wide ABLES data and preparing this data for professional learning teams to analyse and reflect on. These conversations will provide teachers with a rich source of information to inform teaching and learning for the next cycle of teaching.

**School Concert**

Some classes have commenced rehearsals for this year’s school concert. The theme for this year’s concert is “New Beginnings”. It is always a very enjoyable and popular event on the school calendar and I encourage you to mark this in your diary.

- Early Years A & B - Wednesday 11th September
- Early Years/Middle Years & Later Years – Thursday 12th September

**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. Our fundraising committee meets directly after this meeting and we welcome new members so please stay and join us.

**Fundraising Committee**

Our next fundraising activity will be a special lunch order day. This day is planned for Thursday 20th June. Healthy wraps will be added to the menu on this occasion. Stay tuned for more information.

**Electronic Newsletters**

Reminder: Please complete the attached form so that we can email you the fortnightly newsletter. If you do not notify us of your email address we understand that you will receive the fortnightly newsletter via the school website or have nominated to receive a hard copy. As of the 31st May 2013, there will only be hard copies of the newsletter sent home to families who have advised us that they do not have internet access.

**Family Statements**

The administration team have re-issued family statements this week and welcome payments. As mentioned in the last newsletter these funds are greatly appreciated and will go directly towards purchasing resources for the classrooms.

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**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
Staffing

I would like to welcome Marnie Stilo to the administration team. Marnie has been employed for 2 days per week as the Assistant Business Manager. Marnie will be replacing Felicia Mete who has returned to NSA for 4 days per week and remains with JSA for only one day now. Both Marnie and Felicia will support the financial management work here at JSA.

We are also in the process of recruiting an Educational Psychologist (2 days). It is anticipated that this staff member will support the work of the therapy team and add another dimension to the current team. We currently employ a Psychologist 2 days per week and this new addition will increase the psychology provision to 4 days per week. The case load of the therapy team is always quite large and we hope to address some of the waiting list issues with the new appointment.

Annual Census Enrolment Audit

On Monday 13th May a scheduled visit from DEECD auditors was undertaken here at JSA. I am pleased to announce that our records were verified by the auditor and the report indicated that there were no adjustments to our February census data. The current enrolment of 173.4 (Full Time Equivalent) was verified. This confirms that our process for recording and monitoring student absences is extremely thorough. I would like to acknowledge the work of the administration team in particular, Glynis Lawson and Deb Munt for their commitment and support to ensuring classroom rolls and student time fractions are reflected accurately on the CASES system.

Queen’s Birthday Public Holiday

Monday 10th June is a public holiday. The school will be closed on this day.

Principal Class Conference – Creswick

Both Sue Johnston and I attended 2 conferences last week. The Hume Principal’s Conference from Sunday 5th – 7th May and the PASS (Principal’s Association of Specialist Schools) Conference from Wednesday 8th – 10th May. Towards Victoria as a Learning Community documents the importance of developing strong network support. Senior management here at JSA have always recognised the importance of PASS as this association provides us with strong links to senior DEECD staff. In 2012, JSA joined the Hume Principal’s Network and this enabled us to build closer links with our local schools. Both these networks provide strong support for JSA and there is a significant focus on consistency across the system as well as driving the school improvement agenda.

Sue and I spent a full day at Creswick engaging in a workshop which was focused on Cultivating Positivity in Schools. This workshop was facilitated by Psychologist Maria Ruberto. This flowed beautifully on from the resilience work we have done with staff and we now have some tools to share with the staff.

The other workshops included Creating a Successful Mindset to Overcome Challenges, Building Relationship with Parents and Dealing with Non-finite Grief. Both Sue and I embraced the new learning and can apply this to JSA in order to support the school community more effectively.

If you would like to know more about Towards Victoria as a Learning Community, please contact Julie at the office and she will provide you with a copy.

Alternatively, you can access the document directly from the DEECD website


Principal Vacancy

Claude Sgroi (Senior Advisor – Regional Performance and Planning) spoke to councillors about the selection process for the principal vacancy here at JSA. I am currently in an acting role after being appointed by the North Western Victorian Regional Manager in term 4 last year. My appointment was for terms 1 – 3, after this period the role would be advertised. The time has now come for the school community to appoint a substantive principal that will lead the school forward into the future. One of the roles of school council is to participate in the principal selections process. This will enable the school to select the best possible applicant who will support the school and ensure the continuation of best ASD practices as well as effective school governance.
There are still 2 parent vacancies on school council. If you are interested in joining the JSA school council, please feel free to contact me and I can provide you with more information.

**Lost Property**

There are a number of items in the Lost Property box. If your child is missing an item of clothing, please take the time to come to the office and look through the Lost Property Box.

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**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
Room 7

The children in room 7 enjoyed making then playing with playdough.
Room 4 have been practicing their road safety skills and learning to use the pedestrian crossing on the way to the Broadmeadows Skate Park.

At the park we love going on the flying fox and playing on the skateboard ramp.
Room 4 are all great friends.
We love to dress up and we love to play together.
Room 20’s Excursion to Jack Roper Reserve

As part of our integrated unit ‘Healthy Bodies’ the students in Room 20 enjoyed a picnic and play at Jack Roper Reserve on Friday 10th May 2013.

At school the students have been learning about ‘everyday’ or ‘green’ foods and in their cooking program they have been preparing their own healthy wraps packed with a delicious array of vegetables! Prior to leaving for our excursion each of the students prepared their own picnic lunch.

When we arrived at Jack Roper Reserve we sat and had our picnic before exploring the huge playground! After a play, we regrouped again to prepare our own fruit salad before travelling by bus back to school. We had a great time and look forward to our next excursion!
Room 19

We play together.

We work together.

We read together.
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
We know that bullying, in all its forms, must be stopped because schools should be safe places for everyone. We're making our school safe by:

- Speaking up when others need help
- Appreciating others and being a good friend
- Feeling empowered to do what's right
- Encouraging people around us to Make a Stand; Lend a Hand against bullying.

Together, we pledge to stand up for each other and stop bullying in our school.

Bully Stoppers

School Pledge

Make a stand. Lend a hand.
The Therapist & The Teacher
A Team Approach

Christina Hamblin, Information Officer for Amaze looks at how the Occupational Therapist can collaborate with teachers to optimise the outcome for students with ASD.

These professionals work hard to help students with ASD work to their full potential in the classroom and in the playground.

Occupational Therapy and Speech Therapy are usually essential in the development of an Individual Learning Plan (ILP) to help the student maximise their learning in the classroom.

It is sometimes possible to access suitable therapists through the Student Support Services Program which is funded by the Department of Education and Early Childhood Development (DEECD) and provides access to allied health support in schools.

If this is not possible, the Student Support Group can look into funding a professional through the Program for Students with Disabilities, but note that this will need to go through the school principal.

Alternatively, families could ask their private therapist to work with the school on strategies for the classroom.

Therapists can help teaching staff make specific adjustments to the student’s environment in order to meet their needs. Teachers have to ensure that they support the whole class, whilst therapists provide suggestions that will work for the individual student; between them, they can find a solution that will work for all.

The student’s ILP is usually developed at the beginning of the year and will incorporate short term and long term goals. The therapist can recommend aspects of the therapy that can be incorporated into the student’s ILP that will work in conjunction with the teacher’s planning and curriculum.

Occupational Therapists (OTs) provide support for individuals with ASD in sensory processing, fine and gross motor skills, self-care skills and social skills.

They can also assist with practical strategies such as support for handwriting, seating and table adjustments, the use of scissors and dressing skills.

Students may be over-sensitive or under-sensitive to stimuli in the school, for example, lights and noises. They may also seek out specific movements, including running, jumping, spinning or swinging movements.

Strategies will depend on the individual student and may include:

- Quiet time - allowing the student to use a particular area of the classroom to have space and time to themselves.
- Classroom adjustments - restricting the number of items hanging from ceilings or on walls.
- Noise levels - allowing the student to use headphones for specific activities.

The best results for individual students are achieved when all parties share their professional knowledge, expertise and understanding of the student and work together to help meet the student’s goals.
What is an OT?

Occupational Therapists, Occ Therapists or OTs are one of the most important groups of people assisting individuals with ASD. Claudia Piscitelli, Amaze Autism Advisor, provides an overview of the ways in which OTs can help increase independence.

Occupational Therapists are university trained professionals who focus on improving the functional activities of daily life.

They are qualified to work with a range of individuals to help overcome limitations in everyday tasks caused by injury, developmental delay, physical disability or psychological or emotional problems.

For those with an Autism Spectrum Disorder an Occupational Therapist can provide support in the following areas:
- Sensory processing: integrating sensory and motor skills, motor planning, body and spatial awareness
- Fine Motor Skills: such as handwriting or using scissors
- Gross Motor Skills: balance, strength and coordination in physical activities
- Self-care skills: dressing, toileting, bathing, eating
- Social skills: building peer relationships and play skills
- Visual perception: understanding and interpreting what is seen (a necessary skill for formal learning of reading and writing)
- Cognition: increasing attention and concentration, problem solving ability and organisational skills
- Equipment advice: toileting needs, mobility and transfer equipment, specialised furniture
- Life skills: important everyday skills such as using the telephone, cooking or shopping
- Recreational advice: advice on suitable community recreation programs

Occupational Therapists may also be able to help with other related difficulties such as sleeping issues or dislike of water for young children.

Aquatic OT

Some Occupational Therapists offer Aquatic OT; this is a form of therapy that is conducted in a specially heated or buoyant pool. It differs markedly from swimming lessons, and aims to decrease the amount of fear or sensory issues some children may experience when in water.

Aquatic OT can also help address other sensory concerns around a pool setting such as the different sounds, smells and lights. Addressing the examples mentioned above may help to make swimming lessons an easier task.

Overall the primary focus of any Occupational Therapist is to give their clients, whether children or adults, more independence in their daily lives.

More Resources

Amaze has a brochure entitled, 'Psychologists, speech pathologists, occupational therapists: what do they do?', which is available for families and carers who are trying to work out what services the various different professionals provide. If you would like a copy of this brochure, please visit the website:

www.amaze.org.au/hcwa-resources

or if you don’t have access to the Internet, contact the Autism Advisors on 1300 424 499 and leave a message.
You Might Like...

Often people on the spectrum can feel overwhelmed or under-stimulated by their surroundings due to their sensory differences. Some individuals get relief and pleasure from a variety of products that are either specifically for sensory conditions, or generally available. Emily Kilsby brings us a selection of products.

Weighted Vests, Blankets and Toys

These create the feeling of getting a hug but without the physical touching, which some children and adults are averse to.

Weighted items can create deep tissue pressure, which can calm down individuals experiencing sensory overload.

Australian company, Nana's Weighted Blankets design and make soft toys (lap pig weighing 3kg shown above), vests and blankets. The weight of some of these items can be customised also.


American company SquEase, manufactures weighted vests with an inbuilt squeezing mechanism to create deep tissue pressure. They deliver to Australia.

www.squeasewear.com

Oral Sensory Products

Children who have oral sensitivities might crave oral stimulation and it can be common for them to suck and chew, or they may have trouble sitting still without this stimulation.

Chewy Pencil toppers are safe for children to chew and bite down on and great for individuals that are seeking oral stimulation. You can find these at Sue Larkey’s online Sensory Shop:


Texture Boxes

A texture box is a box that children can touch and put their hand inside to feel different items as they learn about textures.

These are great to get used to the feeling of touch and help identify soft, hard, rough smooth and so on. They can be fun and easy to make at home.

To make your own, you will find instructions here:

www.aplaceofyourown.org/activity.php?id=324

Trampolines

Something as simple as bouncing on a trampoline can help an over-active sensory system and calm anxiety.

Springfree trampolines are one of the safest trampolines on the market.

Visit www.springfreetrampoline.com.au

Story Time with the Senses

Not for Profit UK organisation, Bag Books, provide tactile and multi-sensory books to people with learning disabilities. The books (shown opposite) offer accessible stories for those who cannot benefit from mainstream books. They are told interactively through actions and emotions rather than words and pictures.

www.bagbooks.org

Other sites where you can find useful products:

Sensory Matters

www.sensorymatters.com.au

Resources at Hand

This Training Calendar has been developed by the Northern Autism Spectrum Disorder (N-ASD) Network.

These sessions are focused on children in the 0-8 year age group and have been developed for parents and professionals including childcare, pre-school, occasional care, family day care, respite workers, early years staff and out of school hours staff.

The N-ASD Network aims to keep costs for sessions to a minimum to enable as many parents and professionals as possible to attend.

Payment is required at the time of booking. Payments can be sent to Kalparrin at P O Box 93, Greensborough 3088.

Bookings can be made Monday-Thursday 8.30am-3.30pm during school terms.

All bookings to Jenny Orso at Kalparrin 9435 8311 or jennyorso@kalparrin.com.au
<table>
<thead>
<tr>
<th>Training Session</th>
<th>Date</th>
<th>Time</th>
<th>Venue and Address</th>
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<tr>
<td>Term 2</td>
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<tr>
<td>“Information on Autism for Grandparents and friends”</td>
<td>Monday</td>
<td>6.30 – 8.30pm</td>
<td>Norparrin ECIS 152 Mill Park Drive</td>
<td>$15 per</td>
<td>An opportunity for Grandparents and Special Friends to share their</td>
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<td>(For Grandparents and Friends only, not suitable for</td>
<td>April 22</td>
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<td>Mill Park 152 Mill Park Drive</td>
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<td>Parents)</td>
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<td>Melway 10 A4</td>
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<td>young children. Bookings - Jenny Orso at Kalparrin on 9435 8311 Mon</td>
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<td>“Workshop on Social Stories for Children with Autism”</td>
<td>Wednesdays</td>
<td>6.30-8.00pm</td>
<td>Foundations 298 Victoria Rd</td>
<td>Parents:</td>
<td>How to begin creating your own “Social Stories” to assist young</td>
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<td>(Sess 1 – Theory</td>
<td>May 1</td>
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<td>Thornbury Melway 30 J5</td>
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<td>Sess 2 – Practical</td>
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<td>Prof: $60</td>
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<td>“Information sessions for Children with Autism Spectrum Disorders”</td>
<td>Monday’s</td>
<td>6.30-8.30pm</td>
<td>Sunbury Community Health Centre</td>
<td>Prof: $120</td>
<td>Explores the areas of difficulty for the child with Autism, and</td>
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<td>(Sess 1 – Behaviour</td>
<td>May 13</td>
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<td>12-28 Macedon St, Sunbury, 3429</td>
<td>for 4 weeks</td>
<td>strategies for inclusion into Early Childhood Settings. Bookings -</td>
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<td>Sess 2 – Communication</td>
<td>May 20</td>
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<td>Melway 382 F4</td>
<td>Parents:</td>
<td>Jenny Orso at Kalparrin on 9435 8311 Mon - Thu 8.30am - 3.30pm</td>
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<td>Sess 3 – Sensory</td>
<td>May 27</td>
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<td>Donation</td>
<td>during school terms.</td>
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<td>Sess 4 – Resources</td>
<td>June 3</td>
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<td>“My Child has Autism – Sharing your news with Family</td>
<td>Tuesday</td>
<td>7.00-9.00pm</td>
<td>EPIC – RMIT McKimmies Rd Bundoora</td>
<td>Parents:</td>
<td>Presented by Dr Kate Davis and Nicole Mahar from EPIC. Presenters will</td>
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<td>and Friends”</td>
<td>June 18</td>
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<td>Melway 10 A7</td>
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<td>discuss strategies to assist parents share the news of their child's</td>
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<td>&quot;My Favourite Communication APPS&quot; For Parents and Professionals</td>
<td>Wednesday August 14</td>
<td>6.30 – 8.30pm</td>
<td>Norparrin ECIS 152 Mill Park Drive Mill Park Melway 10 A4</td>
<td>Parents: Donation Prof: $30</td>
<td>An opportunity for parents and professionals to receive information regarding useful Communication APPS Bookings - Jenny Orso at Kalparrin on 9435 8311 Mon - Thu 8.30am - 3.30pm during school terms.</td>
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<td>&quot;Why are children with Autism often Fussy Eaters&quot; For Parents and Professionals</td>
<td>Thursday Sept 5</td>
<td>6.30-8.30pm</td>
<td>Noah’s Ark 1 Altona Street Heidelberg Heights 3081 Melway 31 J2</td>
<td>Parents: Donation Prof: $30</td>
<td>Come and hear the dietician assist with strategies to encourage these fussy eaters. Bookings - Jenny Orso at Kalparrin on 9435 8311 Mon - Thu 8.30am - 3.30pm during school terms.</td>
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<td>“Information on Autism for Grandparents and friends” For Grandparents and Friends only, not suitable for Parents</td>
<td>Monday Sept 9</td>
<td>6.30-8.30pm</td>
<td>EPIC – RMIT McKimmies Rd Bundoora Melway 10 A7</td>
<td>$15 per family</td>
<td>An opportunity for Grandparents and Special Friends to share their experience and hear information about Autism and how it affects young children. Bookings - Jenny Orso at Kalparrin on 9435 8311 Mon - Thu 8.30am - 3.30pm during school terms.</td>
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<td>“Information sessions for Children with Autism Spectrum Disorders”</td>
<td>Thursday’s</td>
<td>6.30-8.30pm</td>
<td>Yooralla Wheatsheaf Rd Glenroy 3046 Melway 16 H3</td>
<td>Prof: $120 for 4 weeks Parents: Donation</td>
<td>Explores the areas of difficulty for the child with Autism, and strategies for inclusion into Early Childhood Settings. Bookings - Jenny Orso at Kalparrin on 9435 8311 Mon - Thu 8.30am - 3.30pm during school terms.</td>
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<td>Sess 4 – Resources</td>
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<td>“Toilet Training for the young child with Autism”</td>
<td>Monday</td>
<td>7.00-9.00pm</td>
<td>Kalparrin ECIS 1 Kalparrin Ave Greensborough Melway 20 J1</td>
<td>Parents: Donation Prof: $30</td>
<td>Presenter TBA Presenter will discuss tips and ideas for both parents and professionals. Bookings - Jenny Orso at Kalparrin on 9435 8311 Mon - Thu 8.30am - 3.30pm during school terms.</td>
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<td>Oct 21</td>
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<td>“Workshop on Social Stories for Children with Autism”</td>
<td>Tuesday</td>
<td>6.30-8.00pm</td>
<td>Melbourne City Mission 123 Albion Street, Brunswick 3056 Melway 29 J6</td>
<td>Parents: Donation Prof: $60</td>
<td>How to begin creating your own “Social Stories” to assist young children with Autism. Bookings - Jenny Orso at Kalparrin on 9435 8311 Mon - Thu 8.30am - 3.30pm during school terms.</td>
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Jacana School for Autism
Shopping Spree Bus Tour 2013!

Are you needing some ‘you time’ that you never seem to have? Some retail therapy? The Shopping Spree Bus Tour is just for you!

Please join the fundraising team on a fun-filled FRENZY spending day! We will be visiting great outlets where you can SAVE UP TO 70% OFF RETAIL PRICES! Our profit will be 10% of the commission on our total sales for the entire day which will go towards our fundraising goal of 2013 - buying a stage and equipment for the school.

TOUR INCLUDES: 11 outlets and a 2 course lunch at The Croxton Park Hotel with a glass of wine, soft drink and tea/coffee. Also throughout the day on the bus there will be raffles, prizes, giveaways, refreshments and nibblies too!!!

The outlets will be;
Sirricco Leather, Natio, Toy Worx, Home Direct, Rudolf’s Warehouse, Reebok and FILA, Accessory Lane, Classica Kitchen and Giftware, Candy Stripe and Beaches

DATE: Sunday 13th October 2012 PICK UP TIME: 7.45am
PICK-UP ADDRESS: Kmart Campbellfield, Hume hwy (across from Hungry Jacks)
DROP-OFF: approx. 6.00pm PRICE: $50 per person

***PLEASE EXPRESS YOUR INTEREST BY CONTACTING CARLEE OR JULIE ON 9309 6258 OR COME INTO SEE US AT RECEPTION BY June 28th 2013
FULL PAYMENT IS DUE BY: September 20th 2013

The tour also includes the following: *Luxury coach transport
*A friendly and informative hostess
SO DON’T MISS OUT!
Yooralla
Adult Education

Open Day
Wednesday June 5 11am -3pm
Level 2, 244 Flinders St, City (directly opposite the station)

Pre-vocational training for adults with any form of disability or learning difficulty.

Multi Media
Literacy
Book Club
Food Handling

Technology
Life Skills
Creative expression
Riff Raff
Catering

Discovering Melbourne
Numeracy

UCAN Cafe
Office Skills
Gardening

Students, Parents, Schools, Services all welcome

An essential visit for students looking for post school options for 2014 and beyond!

Accredited courses
Certificate 1 in Transition Education
Cert 1 in Work Education

RSVP or more details-
Tim Kelso
9916 5813
0423 239 962
tim.kelso@yooralla.com.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 play Tabla (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 playing Tabla 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 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)
HUME CITY COUNCIL AND CRAIGIEBURN BASKETBALL ASSOCIATION PRESENT

ALL ABILITIES JUNIOR BASKETBALL IN CRAIGIEBURN

Council is working in partnership with the Craigieburn Eagles and have developed a weekly junior basketball program for children with a disability.

Sessions involve developing basketball skills, team work and having fun.

Where: Craigieburn Leisure Centre (basketball stadium)
127—147 Craigieburn Road, Craigieburn

When: Saturdays 4pm—5pm starting on 11 May

Cost: $50 for 7 week program

For more information call council’s Access for All Abilities officer on 9205 2510.

Access for All Abilities

Hume City Council

9205 2200  www.hume.vic.gov.au