Issue 9
13th June, 2014

Newsletter

FROM THE PRINCIPAL

Dear Parents, Carers and friends of the school community,

Amaze Certification

I am really pleased to announce that JSA has been accepted to participate in the process of certification against the Autism Spectrum Disorder Standards: Education. This includes a one off $8,000 funding grant to support the certification process.

The next step in the process is for Kate Day (Amaze support staff) to set a date to visit the school.

During this visit Kate will:

- speak with members of leadership to walk through the guidance manual
- do a tour of the school and start to learn about our specific context, strengths and challenges
- deliver a presentation to all staff which explains the certification process and provide an opportunity for staff to ask any questions

The Leadership Team is excited to be entering into a partnership with Amaze with the vision to strengthen our ASD practices across the school.

Students are at the forefront of all our work and we look forward to ensuring continuous improvement here at JSA.

Mid Year Reports / SSG’s

Teachers are currently working on assessment and reporting in time for the mid year reporting cycle. Reports will be sent home on Friday 25th July and SSG’s are scheduled for 28th, 29th, 30th & 31st July.

Currently teachers are teaching to the ILP goals agreed in term 1 with the mid cycle meeting being an important opportunity to discuss progress and further goal setting requirements. Your child’s teacher will forward more information in the coming weeks.

End of Term

End of term 2 is Friday 27th June. Students will finish at 2pm, 1 hour earlier than usual.

School Improvement

The leadership team is committed to continuous school improvement and for this reason we are developing ways of providing consistency in ASD practices as well as communication across the school. There has been very positive feedback from families about the electronic communication (emails, SMS, website & Facebook). In 2015 we will introduce a Student Communication Diary as well as an individual Staff Diary. This will provide families with details of relevant dates, fees structure and policy information. The Student Communication Diary will replace the Parent Information Manual but will also include the daily communication between school and home. We feel this will be a positive way to streamline communication and provide information to all our families.

Family Support Meetings

Our next Family Support Meeting will be held on Thursday 19th June – Middle and Later Years curriculum/programs – Presenter: Kristie Giannakis and Kim James, in the Professional Learning Centre. An invitation is extended to all family members to attend on Thursday 19th June. Please mark this date in your diary.

Unwell Students

There are a lot of bugs and illnesses around at the moment and it is harder to fight off infections. If your child is sick please remember to keep him/her at home to recuperate and this will help to prevent/ minimise the cross infection of these nasty bugs.

We really appreciate your co-operation.
Fundraising

Our next Fundraising meeting will be held on Thursday 19th June at 10.30am in the PLC. We always welcome new members to the committee. Please feel free to join us.

Special lunch order day:

Thank you to Lisa Sette our Fundraising Co-ordinator, Carlee Tonoli, Rosa Figliola, Lisa Stewart, Katie Powell, Mary Thomas, Theresa Beasey and Michelle Owen. A very popular fundraising activity for the students and a great support for the healthy lunches.

Annual Shopping Tour:

Saturday 25th October: Add this date to your calendar. More information will be sent home soon.

Car Hit in Admin Car Park

A parent’s car was hit in the car park yesterday. The incident was not reported to the general office. If anyone knows anything about this incident could you please contact the school.

Reminder: Our newsletter is published each fortnight and will provide you with important information about the school and events that may be of interest to you. I encourage you to read the newsletter that will be sent home with your child, emailed to you or on the school website


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

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

www.jacanaschoolforautism.vic.edu.au
Early Years A
Room 11
Room 6 Art!

Room 6 created some fantastic dolls made out of a milk carton! They applied paper mache then decorated their dolls with all sorts of fun materials! They are now sitting proudly in each of their bedrooms at home!
Room 17

Swimming

We have all been having fun, learning together
The students in Room 20 have been doing their best to keep fit this term.
Art across JSA
Visual Arts focuses on encouraging student exploration of textures and shape using paint and a variety of collage materials. There is an emphasis on the development of fine motor skills – tearing, folding and scrunching paper; cutting, gluing and stapling, as well as a focus on fostering student creativity.
Visual Arts focusses on using a variety of materials and tools such as papier-mâché, paint, dry markers, paper, textiles, mosaics and clay to produce 2D and 3D art works. It explores colour and line to express moods and feelings. We explore basic colour theory where mixing primary colours to make secondary colours and utilising complementary colours to create individual art pieces.
**Collage**: to glue: is a technique of an art production, primarily where the artwork is made from an assemblage of different forms, thus creating a new picture.

A collage may sometimes include magazine and newspaper clippings, ribbons, paint, bits of coloured or handmade papers, portions of other artwork or texts, photographs and other objects, glued to a piece of paper or canvas.
FREE workshop sessions for PARENTS/CARERS of children on the autism spectrum

The workshop sessions will be a safe environment where parents can talk about autism and other diverse learning needs that may be affecting their child at home or school. There will be opportunities to talk about these issues and learn new strategies to support your child.

Some discussions at the workshop may be around:

SUPPORTING YOUR CHILD, LOOKING AFTER YOURSELF and MAKING A PLAN

If you would like to know more, please come along to the workshop sessions and explore ways of supporting your child. All family members or support person/s are welcome. Interpreters in Turkish, Arabic and Assyrian will be available.

Where: The Hub, Meadow Heights Primary School, Paringa Boulevard, Meadow Heights
When: Tuesday 17th June
Time: 12.45 pm – 3.00 pm (Refreshments on arrival)

To book a spot contact: call Salwa, Jan or Errin on 93052033
RSVP by Wednesday 11th June
Olga Tennison Autism Research Centre

GRANDPARENTS’ AFTERNOON

Friday 4th July 2014
12.30pm – 4.30pm
Western Lecture Theatre 1
La Trobe University, Bundoora

If you are a grandparent of a child with ASD and would like to find out more about the Olga Tennison Autism Research Centre’s research into Autism Spectrum Disorders, here is your opportunity to attend a FREE afternoon event, especially for grandparents.

You will hear from our researchers and be able to ask questions.

Grandparents are major supports for families with a child with ASD. They provide ongoing emotional, financial and physical support for their whole family during the distressing period of diagnosis and ongoing development of the child with ASD. They often commit hours to private research, seeking answers on behalf of their family and their grandchild with ASD. This event is to acknowledge the contribution of many grandparents, when one or more children with ASD are part of the family.

The afternoon will include a Q&A session with our researchers. If you have a question for this session, please email us, so that we can group them in themes. There will still be plenty of time for questions from the floor.

RSVP - Email: otarc@latrobe.edu.au or Ph: 03 9479 2497
Please give your name/s and contact details,
and the first name of your grandchild, or grandchildren, with ASD.

When O’TARC last held this event in 2011 it proved very popular, so book early.
Bookings are essential, as numbers are limited.
A light afternoon tea will be provided.
A map and parking arrangements will be sent to attendees closer to the event.
We look forward to meeting many grandparents on Friday 4th July!
MEDIA RELEASE

At the Olga Tennison Autism Research Centre (OTARC) we believe that grandparents are a major support for families with a child with ASD. They provide ongoing emotional, financial and physical support for their whole family during the distressing period of diagnosis and ongoing development of the child with ASD. They often commit hours to private research, seeking answers on behalf of their family and their grandchild with ASD.

OTARC is holding this event to acknowledge the contribution of many grandparents, when one or more children with ASD are part of their family.

A grandparent of a child with ASD has the opportunity to attend a FREE afternoon forum, especially for grandparents.

Friday 4th July 2014
12.30pm – 4.30pm
Western Lecture Theatre 1, La Trobe University, Bundoora

Grandparents will hear from our researchers and be able to ask questions.
Questions this session can be submitted earlier, but there will still be plenty of time for questions from the floor.

When OTARC last held this event in 2011 it proved very popular.
For more information please contact:
Lisbeth Wilks, Admin Officer, OTARC –
Email: otarc@latrobe.edu.au - Ph: 03 9479 2497

When registering please give your name, telephone & address, email, and the first name of your grandchild, or grandchildren, with ASD.

This is a free event, but bookings are essential as numbers are limited.

A light afternoon tea will be provided. RSVP for this event: July 2, 2014.
Lorna Wing - obituary

Lorna Wing was a psychiatrist who illuminated key aspects of autism and coined the term 'Asperger syndrome'.

Lorna Wing in Sussex

Lorna Wing, the psychiatrist who has died aged 85, co-founded the National Autistic Society and was the first to identify Asperger syndrome as a subcategory of the condition.

Lorna Wing’s interest in autism was prompted by the birth of her daughter Susie in 1956. Susie was restless even in infancy, screaming for much of the night and struggling to feed. As time went on, her behaviour became increasingly withdrawn.

Unlike most young children her age, she made no effort to draw her mother’s attention to objects of interest, leaving her parents – who were both psychiatrists – at a loss. It was only when Susie was three, and Lorna’s husband John Wing attended a lecture by Mildred Creak, a leading child psychiatrist of the day, that realisation dawned. Before long Susie was diagnosed with autism and moderate learning difficulties.

Lorna Wing subsequently directed her professional interest towards autism. In 1962 she joined a group of London parents to found the National Society for Autistic Children (later the National Autistic Society). Two years later, as a physician with the MRC Social Psychiatry Research Unit, she helped set up the Camberwell Case Register. For 20 years this body, among the first of its kind, gathered information on all patients using psychiatric services in the area.

In 1977, with her research partner Judith Gould, a colleague at the Maudsley Hospital, Lorna Wing began crunching through the data the Camberwell Case Register had assembled. At that time, diagnoses of autism were based on narrow criteria that had, in some cases, been established before the war. Leo Kanner and Hans Asperger, two leading researchers of the 1940s, had used the word “autism” independently of each other. Kanner’s studies placed emphasis on “autistic aloneness”, with children lacking the desire for social contact. Speech was acquired late and was often bizarre and non-communicative, and the children’s play habits were isolated and repetitive. The Wing family’s personal experience fell closely into line with Kanner’s description of the condition. “Susie fitted Kanner’s autism to a T”, Lorna Wing recalled.

Then John Wing uncovered a 1946 study, in German, by the then little-known Asperger, and translated it for his wife. Asperger used “autism” to describe children who, unlike Kanner’s subjects, had proficient if idiosyncratic verbal skills. The eccentricities in their social behaviour and their frequent strong attachment to a particular interest or topic of conversation prompted Asperger to dub his young patients “little professors”.

But as Wing and Gould began to probe the data they had assembled from Camberwell, they found that autism diagnoses could not be divided into two such distinct camps. “The idea of a neat barrier between Kanner’s autism and the others was rubbish,” Lorna Wing noted.
To address this, she and Gould refined general diagnoses of autism into three more subgroups: “aloof”, “passive”, and “active but odd”. The “aloof” group encompassed those described by Kanner, content in their world of “autistic aloneness”. Those in the “passive” group might allow others to lead them in social interaction, but would soon drift back into isolation if left to their own devices. “Active but odd” children would engage socially, but might struggle to hold a two-way conversation, make eye contact or read body language correctly.

They published their results in 1979, also describing a “triad of impairments” that existed in all the autistic children studied. These were difficulties with social interaction, social imagination and communication. “Autistic children do have imagination,” Wing later emphasised, “but it is not social.” Wing and Gould also recognised that children from diverse social backgrounds could exhibit features of autism, regardless of their age, their developmental progress or their intellectual capacity.

Their findings had an enduring impact on the way other researchers looked at developmental disorders. In 1981 Wing published the first paper to use the term “Asperger syndrome” (AS). The effect was “like Pandora opening the box,” she recalled. Over the next 20 years there were 900 published papers on AS. In 1989 Dr Stephen Gillberg produced the first diagnostic criteria for the syndrome.

Using Wing’s research as a springboard, the world of autism expanded fast. Psychiatrists began to talk of the “autistic spectrum”. In the last year, the fifth edition of the American Psychiatric Association’s Diagnostic and Statistical Manual (DSM-V) has dropped Asperger syndrome as a distinct classification, incorporating children and adults with an AS diagnosis into the wider diagnostic category of Autistic Spectrum Disorder (ASD). Despite protest from many people formerly identified as having AS, for whom the diagnosis had been an important step towards accessing much-needed services, the move received Lorna’s enthusiastic support. “One of my favourite sayings is that nature never draws a line without smudging it”, she explained. “We need to see each child as an individual.”

Lorna Gladys Tolchard was born in Gillingham, Kent, on October 7 1928 to Bernard and Gladys Tolchard, and attended Chatham Grammar School for Girls before joining University College Hospital in 1949 to complete her medical training. Upon arriving in the anatomy department, she and her fellow student John Wing were assigned the same corpse for dissection. The pair were married in 1951. Both qualified as psychiatrists and began work at the Maudsley Hospital in south London.


Lorna Wing was appointed OBE in 1994. She became an Honorary Fellow of University College London in 2012.

Susie Wing died in 2005, aged 49, and Lorna Wing’s husband John predeceased her in 2009. Following the death of her daughter, Lorna Wing arranged for Susie’s brain to be donated for medical research. She and her husband also pledged to do the same.

**Lorna Wing, born October 7 1928, died June 6 2014**
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