FROM THE PRINCIPAL

2018 SCHOOL THEME
POSITIVE CLIMATE FOR LEARNING

SCHOOL VISION
Jacana School for Autism fosters resilience and independence, enabling students to be engaged participants in community life

We value RESPECT
We value INCLUSION
We value EMPATHY

Dear parents, carers and friends of the school community,

Education Support Staff – August is ES Month
A very BIG thank you to all of our wonderful education support personnel. Their contributions across all areas of the school are highly valued. In appreciation of all the work, a special Hot Potato lunch was organised on Wednesday 15th August for staff to celebrate our awesome Education Support Staff.

School Council News
Congratulations to parents, Amisha Shah and Stephen Griffiths, who were elected to fill the casual vacancies on School Council. We welcome both Amisha and Stephen to the School Council and thank them for taking up positions that will assist the school in the governance area. There is one remaining casual vacancy on School Council to fill and urge you to think about the benefits of being involved at this level and further developing your knowledge of the school.

Policies for review that were approved and endorsed by School Council included:
- Asthma Policy
- Camp Policy
- Distribution of Medicine Policy
- Excursion/Incursion Policy
- Safe Use of Technology Policy

Copies of any of our policies may be requested from the school office.

School Council also endorsed the request for a temporary increase in the enrolment ceiling. The school will be provided with an additional MOD 5 Building to ease the waiting list for new prep students in 2019. This will take our enrolments to 216.

Reminder to families that a digital copy of the School Council Minutes can be located on the JSA web page.

Staffing
We welcome back classroom teacher Cindy Bull (nee Strickland). Cindy will be teaching Room 20 commencing on Monday 27th August and will replace Evette Hirmiz, who will go on maternity leave very soon.

Student Support Group Meetings – Student Voice
On behalf of the staff I would like to thank families for attending and actively participating in the home school partnership.

Reminder: Curriculum Day – Monday 20th August 2018. Students are not required at school on this day.

2018 TERM DATES:
- Term 1: 30 January—29 March
- Term 2: 16 April—29 June
- Term 3: 16 July—21 September
- Term 4: 8 October—21 December

There were so many positive stories about sharing student’s progress. I hope that families found that inviting students into the SSG was an effective and powerful way to hear their input. We welcome your feedback regarding student voice in SSG’s. Please don’t hesitate to contact me to provide feedback as we are always looking for ways to improve the way we report to families.

Book Week and the JSA Book Fair
Each year across Australia, the Children’s Book Council of Australia (CBCA) brings children and books together celebrating CBCA Book Week; this year the Theme is ‘Find Your Treasure’ and the dates are 18th - 24th August 2018. During this time schools, libraries, booksellers, authors, illustrators and children celebrate Australian children’s literature. At JSA, we celebrate Book Week by organising a Book Fair in our Community Learning Hub. Every student will get to visit the Book Fair with their classroom, explore a variety of interesting and engaging books, and then complete a wish list of the books they would like to buy and take home.

Please see below the key points we would like you to know:
- Students will bring home a catalogue that lists some of the books they will see at the Book Fair.
- Students may purchase books from the catalogue before the Book Fair.
- All students will have a sticker added to their Student Diary that will tell families when their child will visit the Book Fair (21st, 23rd or 24th August).
- Children will complete a Wish List with their teacher that lists the books they would like to buy at the Book Fair.
- Using the Wish List your child will complete, families can then send in the money to pay for the book.
- Families may also like to send in money and allow students to purchase a book of their choice directly from the Book Fair.
- JSA will get a percentage of the sales from our Book Fair, so we ask that families try to buy at least one book from our JSA Book Fair. The funds raised will then be used to purchase books for the JSA Library.
- Students will also have the opportunity to win one of 6 gift vouchers to spend at the Book Fair; just complete the colouring in competition at the back of this week’s newsletter and hand it in to the school office.
- The Book Fair will be open for families to come along and purchase books with their children after school; please see below for details:

Thursday 23rd August: 3:00 - 3:30pm
Friday 24th August: 3:00 - 3:30pm

Mary Poppins Jr
The excitement is building for our very first musical production. The cast from Mary Poppins Jr are busily rehearsing for their respective roles with a full dress rehearsal scheduled for Monday 17th September. Tickets are sold out for the evening sessions, but there are still tickets available for the matinee performance. Tickets can be purchased through the school office or via the school’s website.

The Northern Leader Newspaper published an article on Tuesday 7th August to promote our first musical production.
I feel extremely proud of all the students, staff and team of volunteers who have been tirelessly working on the production. I am so excited for our students and the new opportunities this has provided.

School Review
On the 7th and 8th of August, various focus groups discussed the following Terms of Reference:

1. To what extent is the School Wide Regulation Package understood, and effectively implemented by all members of staff to inform Personalised Learning and Support Plan goals?
2. To what extent are communication systems consistently used to engage students in their learning?
3. To what extent is the Victorian Curriculum consistently used to inform Personalised Learning and Support Plan goals and yearly, termly and weekly planning and implemented in classroom practice?

School reviewer Zenda Clark returned for a final review day on Monday 13th August to draw all the information together and support the core review team in writing the goals for the our next School Strategic Plan.
I have been extremely proud of the way students and staff have embraced the process and willingness to provide their perspective and views on how the school has developed over the past four years.
A special thank you to:

⇒ Our students for their open and frank conversations about the school.
⇒ Parents and carers who attended the focus group and provided further insight.
⇒ Our teaching teams for again welcoming visitors into your classroom for the follow up observation sessions and attending focus groups.
⇒ Challenge Partners - Nicole Edwardes, Principal of Sunshine SDS and Janet Gill Kirkman, Principal of Verney Road School in Shepparton.
⇒ Lisa Sette - School Council President
⇒ Executive Assistant, Fiona Miccolotta for managing the operational side of things behind the scenes.

I am really looking forward to presenting the final School Review Report to the community and leading the school into the next School Strategic Planning phase.

The Premiers’ Reading Challenge

A reminder that the 2018 Premiers’ Reading Challenge (PRC) closes for JSA students on the 31st August, 2018. Please send the list of books your child has experienced as part of the PRC as soon as possible if you require the school to record the books online for you.

Students still have time to complete the Challenge; it is open to all Victorian children from birth to Year 10 in recognition of the importance of reading for literacy development. It is not a competition; but a personal challenge for children to read a set number of books.

Children are encouraged to read or ‘experience’ up to 30 books with their parents and teachers. Families are able to borrow Premier’s Reading Challenge Books from any local library; you can also share in the reading of some books online.

A useful link for online reading experiences can be found at this link:

https://www.youtube.com/watch?v=BboBeS-vhig&list=PLmrUtdekCqOF74q8CPfedDQeFwrgQ

All children who meet the Challenge will receive a certificate of achievement signed by the Victorian Premier and can choose to have their name Included on the online Honour Roll.

To read the Premier’s letter to parents, view the booklists and for more information about the Victorian Premiers’ Reading Challenge, visit:

www.education.vic.gov.au/prc

For more information regarding this year’s challenge please contact Leanne Sinnadurai at

sinnadurai.leanne.l@edumail.vic.gov.au

Building and Grounds update

New pool fencing has replaced the cyclone fences in the breeze way near the entrance to the parents carpark and the bus loop. They look much neater and, as one student commented “I can’t climb that fence”, we hope it improves safety.

Playground 1 is developing very well. The second bike track has been laid. One optional extra we incorporated was a platform with eight tuned bells imbedded. Students will be able to make their own tunes by standing on the bells in sequence or with a bit of direction play a tune with some friends. The planter boxes have been installed and waiting for the plants to be selected.
Community Learning Hub (CLH) Meetings
Reminder for our Term 3 CLH Meetings dates.
Thursday, 30th August at 9:00am – Brotherhood of St Lawrence.

More information about the work sessions will follow in the upcoming weeks. However, in the meantime if you would like any information about the CLH meetings, please contact Michelle Zammit.

Fundraising Team
The next Fundraising Committee will meet on Thursday 6th September at 10:30 am in the CLH. We welcome any new members to the committee.

Term 3 events:
Book Week – 21st, 23rd & 24th August
Father’s Day Stall – Thursday 30th and Friday 31st August
Special Lunch Order Day – Friday 14th September.

Lisa Sette is our Fundraising Co-ordinator and can be contacted via the school office or sette.lisa.l@edumail.vic.gov.au

2018/19 School Councillors

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>POSITION</th>
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</table>
| Corinne Pupillo| Executive Officer (Principal)
pupillo.corinne.c@edumail.vic.gov.au  |
| Lisa Sette     | Parent Representative & President     |
|                | sette.lisa.l@edumail.vic.gov.au       |
| CASUAL VACANCY | Parent Representative                  |
| Angel Sauzier  | Parent Representative                  |
| Michelle Owen  | Parent Representative                  |
| Sharon Borg    | Parent Representative                  |
| Amisha Shah    | Parent Representative                  |
| Stephen Griffiths | Parent Representative            |
| Virginia Smedley | Community Representative           |
| Denise Clarke  | DET Representative                    |
| Shaun Geerlings-Parker | DET Representative     |
| Leanne Sinnadurai | DET Representative               |

Building & Grounds Sub Committee Representative:
Nikki Davis
Fundraising Sub Committee Representative:
Lisa Sette
School Council Representative on Student Representative Council (SRC):
Alisha Minns
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.jacaschoolforautism.vic.edu.au
The primary sub school has been participating in SEDA sports clinics.

We played AFL football, basketball, cricket and soccer.

I liked batting in cricket. Joshua M
In basketball, I threw the ball through the hoop. Emily
I like kicking the football with my friends. Will
In football, I kicked the ball. Malachi
My favourite was bouncing the ball in basketball. Ethan
I enjoyed footy, it’s my favourite. Joshua L
I liked batting and bowling in cricket. Mason
I liked cricket because I liked bowling the ball. Tyler
I liked trying to bowl the ball. It was awesome! Ruben
Room 1 has been having fun exploring the Osmo program on the iPad which teaches them coding and can even bring their drawings to life!
PRIMARY SUB SCHOOL

ROOM 1: Stavio Yousif - for transitioning between the playground and specialists appropriately. Ismail Caliskan - for following his schedule and helping Rob in the garden each morning.

ROOM 2: Rhys Adamson - for doing well with his Reading Comprehension. Liam Brereton - for following through with his mini-schedule.

ROOM 3: Aditya Lamba - for working hard with his counting. Vincent Liang - for working independently on his multiplications.

ROOM 4: Joshua Misiti - for putting 100% effort into all work tasks. Emily Minns - for trying really hard to write her letters correctly.

ROOM 5: Isabella Hammond - for trying really hard to finish her work. Ahmad Kaddour - for trying really hard with his reading.

ROOM 6: Miran Ibrahimoglu - for working hard on building his reading skills. Sebastian Tracey - for showing resilience when learning to ride a bike.

ROOM 7: Salmaarah Ward - for matching images with words to an object. William Angiocola - for correctly selecting the sentence to match a picture of himself.

ROOM 8: Julian Hanna - for behaving appropriately during the excursion to Scienceworks. Abdullah Nazir - for demonstrating different ways of expressing emotions.

ROOM 9: Bilal Raza - for sharing the ball at playtime. Ahmet Unal - for using visuals to request ‘more’ during structured times.

ROOM 10: Cruz Bishop - for looking after himself and refilling his drink bottle. Michael Portelli - for using the core vocabulary board when requesting during board games.

ROOM 11: Liam Trafford - for purchasing items from the classroom shop using 5c, 10c and 20c coins. John Pitolau - for purchasing items from the classroom shop using 5c, 10c and 20c coins.

ROOM 12: Adam El Cheikh - for completing all of his work. Lucas Murad - for great counting with a variety of materials.
We would like to invite all our primary students to help us celebrate book week by dressing as their favourite book character on Thursday 23rd August.
During the Third Term we have been really enjoying the positive relationships that are forming in the Secondary Sub School. Room 14 ran the Cricket Program in Week 4, students are working in small groups during Literacy sessions and some students are transitioning to areas of the school that are new to them. Thank you to all the staff for supporting our students to expand their skills and interests!
Room Nineteen Newsletter

As part of our Maths program this term, room nineteen have been looking at creating, interpreting and graphing data. To achieve these skills, students have been creating questions for other students and classes to answer in the form of surveys. We also talked about different types of questions such as open-ended questions ("What is your favourite..."), closed questions ("Option A or Option B") and rated questions ("Strongly Agree to Strongly Disagree").

Harry Potter is better than Star Wars.
Select one option...

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Unsure/Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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After collecting the data from classes including our own, we put the data into a tally form and used the information to create graphs on Microsoft Excel Spreadsheets.

Statement: Harry Potter is better than Star Wars.

The Students did this while working together in small groups. One student would read out the data, one student would enter the data into Microsoft Excel and another student would create a graph using the data entered. Great work, Room Nineteen.
Disability Standards for Education and Inclusive Practice

What does inclusion mean to you? Take a look at the poster in this newsletter and take a few minutes to consider how this may look at your child’s mainstream school if they are in a dual placement. Are there any areas you think JSA can improve on? Talk to your teacher or me (Elizabeth Smith) – we’d love to hear your thoughts!

To support our staff in building knowledge around supporting our students inclusively both here a JSA, in mainstream, and in the community, staff will be undertaking additional training on our curriculum day on Monday 20th August. The full two part online training modules takes about 3 to 4 hours to complete and is produced by the University of Canberra. It covers a range of scenarios to explore in helping to understand and apply the Disability Standards for Education 2005 in real school context and clarifies the obligations of schools to ensure that students with disability can access and participate in education on the same basis as other students.

We’ve attached a Fact Sheet that summarises the Disability Standards for Education 2005 for your reference.
WHAT MEANS TO ME

Inclusion

Everyone on board

Vital to student success

Having everyone involved

Welcoming different students

NICE TEACHERS

Voice student

Choice friends

Brilliant, flawless teachers

Understand us on our level

But also push us to succeed!
DISABILITY STANDARDS FOR EDUCATION 2005

Background
The Disability Standards for Education (the Standards) came into effect on 18 August 2005. The Standards seek to ensure that students with disability can access and participate in education on the same basis as other students.

On the same basis means that a student with disability must have opportunities and choices which are comparable with those offered to students without disability. This applies to:
- admission or enrolment in an institution
- participation in courses or programs
- use of facilities and services

The Standards clarify the obligations of education and training providers, and the rights of people with disability, under the Disability Discrimination Act 1992 (DDA). The Standards are subordinate legislation made under the DDA.

Guidance Notes to the Standards provide additional explanatory material, including background information and comments intended to help people interpret and comply with the Standards.

What the Standards do
A primary objective of the Standards is to make rights and responsibilities in education and training easier to understand. The Standards cover enrolment, participation, curriculum development, accreditation and delivery, student support services and elimination of harassment and victimisation.

Each part of the Standards sets out the:
- rights of students with disability in relation to education and training to help people understand what is fair and reasonable under the Standards
- the legal obligations or responsibilities of education providers
- measures that may be implemented to comply with the requirements of the Standards.

All education providers are bound by the Standards: preschools and kindergartens, public and private schools, public and private education and training places and tertiary institutions including TAFEs and universities.

Under the Standards, education providers have three main types of obligations. They must:
- consult
- make reasonable adjustments
- eliminate harassment and victimisation.
Consultation
Education providers must consult in order to understand the impact of a student's disability and to determine whether any adjustments or changes are needed to assist the student. Although the Standards are not prescriptive about the process, consultation could include:

- talking with the student and their family members or carers, to get ideas about the type of assistance that is needed
- discussing ways to overcome the barriers and the adjustments that could be made by the education provider and whether these adjustments are reasonable
- providing any relevant medical and therapist reports that help to explain the disability and the needs and supports that can help
- providing written advice about the issues discussed during the consultation and the decisions made; including specifying a date for notifying the student about what adjustments will or will not be made
- meeting regularly to make sure all is going well and change supports if needed and keeping records of these meetings.

The obligation to consult continues for the whole time that the student is involved with the education provider.

Reasonable adjustments
The Standards set out a process whereby education providers can meet the obligation to make reasonable adjustments where necessary.

An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

An adjustment is reasonable if it achieves this purpose while taking into account the student's learning needs and balancing the interests of all parties affected, including those of the student with disability, the education provider, staff and other students.

The process of consultation outlined is an integral part of ensuring that providers are meeting their obligations in relation to reasonable adjustments.

Education providers are required only to make reasonable adjustments. Schools can draw upon a broad range of resources to provide reasonable adjustments — including resources, materials and programs that may be in the form of targeted funding through a disability program, ongoing school funding or a redirection of general school resources to address the needs of students with disability. Other options include support through student services and allied health staff, specialist and targeted curriculum material and use of expertise within the school or network.

The Standards do not require changes to be made if this would impose unjustifiable hardship on the education provider. All relevant circumstances are to be taken into account when assessing unjustifiable hardship including:

- benefit or detriment to any persons concerned
- disability of the person
- financial circumstances of the education provider.

Exceptions from the legal obligations in the Standards are set out in Part 10. In cases where a provider decides that an exception applies, it is the responsibility of the provider to demonstrate how the exception operates. However, the exception of unjustifiable hardship does not apply to harassment or victimisation.

Eliminating discrimination
The Standards require that education providers develop and implement strategies to prevent harassment and victimisation of people with disability. Harassment in this case means an action taken in relation to people with disability that is reasonably likely to humiliate, offend, intimidate or distress the person. Harassment and victimisation of students with disability is unlawful and education providers must take all reasonable steps to prevent this from happening.
An education provider must take reasonable steps to ensure that staff and students are informed about:

- the obligation not to harass or victimise students with disability, or their associates
- the appropriate action to be taken if harassment or victimisation occurs
- complaint mechanisms available to a student who is harassed or victimised in relation to a disability of the student or of an associate of the student.

An education provider that has no strategy or program to prevent or remove harassment and victimisation, simply because it was not aware that these were occurring, is not likely to be able to establish a defence under the Standards or the DDA. Unjustifiable hardship is not available as a defence where a provider fails to comply with the Standards for harassment and victimisation.

**Measures for compliance**

The Standards outline measures for compliance to provide examples of what can be done to meet the requirements of each part of the Standards. The measures are examples only and may not cover the needs of all students with disabilities, or all educational contexts. In these circumstances compliance with the Standards may require additional or alternative actions.

**What happens if there is a breach?**

Under section 32 of the DDA it is unlawful for a person to contravene a Disability Standard. An aggrieved person or someone on their behalf can make a complaint to the Australian Human Rights Commission (AHRC) about non-compliance with the DDA. This includes complaints about non-compliance with a Disability Standard. If conciliation by the AHRC is unsuccessful, an aggrieved person may commence legal proceedings in the Federal Court or Federal Magistrates Court.

In addition, most states and territories have equal opportunity legislation. People who wish to lodge a complaint about discrimination can choose to complain under the Commonwealth’s Australian Human Rights Commission Act 1986 or the relevant state/territory legislation.

**More information**

The [Department of Education website](http://www.education.gov.au/disability-standards-education) includes copies of the Standards and Guidance Notes. Information on rights and requirements under the Standards is provided in the following table.
<table>
<thead>
<tr>
<th>Enrolment: Rights</th>
<th>Enrolment: Requirements</th>
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| Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments. | • Take reasonable steps to ensure that the enrolment process is accessible.  
• Consider students with disability in the same way as students without disability when deciding to offer a place.  
• Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment; and any reasonable adjustments necessary. |

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<tr>
<th>Participation: Rights</th>
<th>Participation: Requirements</th>
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| Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability. | • Take reasonable steps to ensure participation.  
• Consult with the student or their associate about the effect of the disability on their ability to participate.  
• Make a reasonable adjustment if necessary.  
• Repeating this process over time as necessary. |

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<thead>
<tr>
<th>Curriculum development, accreditation and delivery: Rights</th>
<th>Curriculum development, accreditation and delivery: Requirements</th>
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| Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training. | • Enable students with disability to participate in learning experiences (including assessment and certification).  
• Consult with the student or their associate.  
• Take into consideration whether the disability affects the student’s ability to participate in the learning experiences. |

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<tr>
<th>Student support services: Rights</th>
<th>Student support services: Requirements</th>
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</table>
| Right to access student support services provided by education institutions, on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in. | • Ensure that students with disability are able to use general support services.  
• Ensure that students have access to specialised support services.  
• Facilitate the provision of specialised support services. |

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<tr>
<th>Harassment and victimisation: Rights</th>
<th>Harassment and victimisation: Requirements</th>
</tr>
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</table>
| Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability. | • Implement strategies to prevent harassment or victimisation.  
• Take reasonable steps to ensure that staff and students are informed about their obligation not to harass or victimise students with disability.  
• Take appropriate action if harassment or victimisation occurs.  
• Ensure complaint mechanisms are available to students. |
We are very proud to announce that the Stephanie Alexander 'Playground to Plate' grant has been successful! The grant amount of $5,000 is to be used to establish and enhance our school's infrastructure for delivering a kitchen garden program for our students.

The Program enables our students to learn through hands-on experience in the garden and the kitchen, to work individually and to collaborate in teams. It provides opportunities for students to build positive social relationships, to work cooperatively and respect each other, to identify and solve problems, and to manage and resolve conflict.

Enhancing learning

Complimenting our school’s vision and values, we as staff seek to educate the whole child, and to equip them not only with the skills of literacy and numeracy, but also with an awareness of the earth and a desire to care for themselves and our environment. The Kitchen Garden Program provides a unique learning environment and curriculum for addressing these broad concerns:

✓ social-emotional learning skills
✓ communication skills
✓ physical activity
✓ scientific and environmental focus
✓ critical creative thinking
✓ literacy and numeracy skills
✓ creative and aesthetic skills
✓ design technology
✓ geography and cultural origins

The 2018 Stephanie Alexander 'Playground to Plate' Working Party will now be meeting each week to focus on the planning and implementation process.

Exciting times ahead!

Stephanie Di Salvo & Lachlan Berryman

(Stephanie Alexander 'Playground to Plate' Coordinators)
Footy Lunch Order Day  
Friday 14 September  

$6 - Hot food & drink  
$2 – Fruit Cup  

Orders with money to be returned to the Office by Friday 7 September  
NO late orders will be accepted

<table>
<thead>
<tr>
<th>Name:</th>
<th>Room:</th>
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Food Options
☑ Your choice of Wrap OR Sandwich & drink
☑ Choose your preferred filling
Add a fruit cup

<table>
<thead>
<tr>
<th>Food Options</th>
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<tbody>
<tr>
<td>Hot Dog</td>
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<tr>
<td>Halal Hot Dog</td>
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<tr>
<td>Meat Pie</td>
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<tr>
<td>Sausage Roll</td>
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</tbody>
</table>

Fruit Cup
Combination of Orange, Watermelon, Strawberry ONLY

Drinks (Mini 200ml cans)

<table>
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<tr>
<th>Drinks (Mini 200ml cans)</th>
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<tbody>
<tr>
<td>Water</td>
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<tr>
<td>Coke</td>
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<tr>
<td>Diet Coke</td>
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<tr>
<td>Lemonade</td>
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<tr>
<td>Fanta</td>
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Father's Day Stall

Happy Father's Day!

Prices range from $1.00 to $6.00

Stall Days:
Thursday 30 August
Friday 31 August

A sticker stating the time & date your child is booked to attend will be placed in their Student Diary.

Please send money in an envelope with your child’s name on it and a plastic bag to put the gifts in.

Some SUPER Heroes don’t have capes, they are called DAD.

Jacana School for Autism
"Learning for Life"
# 2018 JSA Whole School Curriculum Plan

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong> – <strong>MY FAMILY AND ME</strong>&lt;br&gt;For example: The structure of their immediate family.</td>
<td><strong>Geography</strong> – <strong>LOCATIONS</strong>&lt;br&gt;For example: Places used regularly at school and activities I do there.</td>
<td><strong>History</strong> – <strong>LIFETIMES</strong>&lt;br&gt;For example: Recognise significant events during their lifetime.</td>
<td><strong>Geography</strong> – <strong>MAPS</strong>&lt;br&gt;For example: Respond to elements of a space using positive and negative responses.</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>INVENTIONS&lt;br&gt;For example: Objects and the world around us can be explored.</td>
<td><strong>LIQUIDS &amp; SOLIDS</strong>&lt;br&gt;For example: Engage in simple cause-and-effect exploration.</td>
<td><strong>MOVEMENT</strong>&lt;br&gt;For example: Objects can be changed and manipulated.</td>
<td><strong>CHANGE &amp; REACTION</strong>&lt;br&gt;For example: Explore using their senses.</td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td><strong>MY FAMILY AND ME</strong>&lt;br&gt;For Example: Explore the use of familiar designed solutions to meet their needs.</td>
<td><strong>FOOD FROM AROUND THE WORLD</strong>&lt;br&gt;For Example: Explore the characteristics and properties of familiar designed solutions in at least one technologies context.</td>
<td><strong>CREATING OUR FAVOURITE FOOD</strong>&lt;br&gt;For Example: Experience and explore how designed solutions are created and produced safely to meet personal needs.</td>
<td><strong>WHERE OUR FOOD COMES FROM</strong>&lt;br&gt;For Example: Explore the characteristics and properties of familiar designed solutions in at least one technologies context.</td>
</tr>
<tr>
<td><strong>Health &amp; PE</strong></td>
<td><strong>Health</strong> – <strong>ME, MYSELF AND I</strong>&lt;br&gt;For example: Identify what they like and dislike.</td>
<td><strong>PE</strong> – <strong>MOVING AND GROOVING</strong>&lt;br&gt;For example: Practise basic gross motor movements.</td>
<td><strong>Health</strong> – <strong>IT'S ALL ABOUT ME</strong>&lt;br&gt;For example: Practise basic skills of personal care and communicate basic needs, likes and dislikes.</td>
<td><strong>PE</strong> – <strong>EXPLORING PLAY</strong>&lt;br&gt;For example: Engage in regular physical activities and explore the development of their ability.</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td><strong>Visual Arts</strong> –&lt;br&gt;For example: Explore materials to create visual artworks &amp; Respond to visual artworks.</td>
<td><strong>Media Arts</strong> –&lt;br&gt;For example: Respond to characters and settings through images, sounds and multi-modal texts &amp; Respond to media artworks.</td>
<td><strong>Dance &amp; Drama</strong> –&lt;br&gt;For example: Use structured dramatic play to explore ideas &amp; Move body parts and experience safe movement possibilities when learning fundamental dance movements.</td>
<td><strong>Music</strong> –&lt;br&gt;For example: Explore qualities of sounds and pitch and rhythm patterns using voice, movement, body percussion and/or instruments &amp; Respond to own and others’ music.</td>
</tr>
</tbody>
</table>

Student Personalised Learning and Support Plans (PLSP) will list specific goals for the individual student in the following Learning Areas and Capabilities.

- **English** (Reading & Viewing; Writing; Speaking & Listening)
- **Maths** (Number & Algebra; Measurement & Geometry; Statistics and Probability)
- **Personal & Social Capability** (Self-Awareness & Management; Social Awareness & Management)
- **Critical & Creative Thinking** (Questions & Possibilities; Reasoning; Meta-Cognition).

These goals will be taught both explicitly and specifically and within the context of the various Learning Areas.
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E r.garuccio@latrobe.com.au
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