FROM THE PRINCIPAL

SCHOOL VALUES
EMPATHY ~ RESPECT ~ RESPONSIBILITY

2016 SCHOOL THEME
Building a Learning Community

Dear parents, carers and friends of the school community,

As the warmer weather approaches it’s been great to see students taking advantage of the outdoor spaces both on and off site. Melbourne has experienced some extreme winds and rain in the past few months, which have added some challenges to our playgrounds. Recently we engaged an Arborist to assess the stability of the trees around the perimeter of the school grounds. Whilst waiting for the report, a fairly large gum tree in Playground 4 fell during strong winds last weekend. This has now been cleared thanks to DTZ, a company contracted by DET to respond to incidents such as these in schools.

Planning for 2017 is well underway and I have been really impressed by the work of all our curriculum teams. Each Monday after students leave, teachers and therapists meet in their respective curriculum teams and are diligently working on new scope and sequence charts which align with the new Victorian Curriculum which is mandated in 2017 for all Victorian Schools. We have established small communities of practice within our school to support this work, which will benefit all teachers and students across the school. Scope and sequence plans are being developed for Mathematics, English and Health and Physical Education Levels A-D. The enormous effort that has been invested this year will place our teachers in a perfect position to implement the new curriculum for students in Foundation to Year 10.

I must also congratulate staff that have met weekly to make recommendation for the structured secondary curriculum. These are exciting times for JSA as we are looking forward to sharing the revised structure with you all with more information being released very soon so you can gain a better understanding of the pathways in the secondary area of the school.

2016 Annual Implementation Plan (AIP)
Members of the Leadership Team have conducted a “pulse check” of our progress of the 2016 AIP. Teams of staff have been working diligently to achieve the goals we set at the beginning of the year. At our next school council meeting Sue Johnston will provide an update on our progress and I would like to welcome interested members of the school community to attend the meeting on Thursday 27th October at 5.30pm to hear about the schools progress. Please RSVP to Glyns Lawson if you would like to attend.

In moving forward for a successful 2017, it’s critical that we focus on achieving the school’s Strategic Plan goals and we will be inviting families to give feedback and input into the Annual Implementation for 2017 keeping in mind that the focus is on the following:

<table>
<thead>
<tr>
<th>Excellence in teaching and learning</th>
<th>Building practice</th>
<th>Excellence: Teachers, principals and schools will work together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum planning and assessment: School will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Car Parks
We wish to ask that parents please be respectful and patient when using the administration and parent car parks. As you are aware, there is limited space available during peak times and parents may need to wait to obtain a parking space. Please be mindful of the 5 kph speed limit in all school car parking areas.

2016 TERM DATES:
*Term 1*: 27 January—24 March  *Term 2*: 11 April—24 June  *Term 3*: 11 July—16 September  *Term 4*: 3 October—20 December

CURRICULUM DAYS: Wednesday 27th January, Monday 22nd February, Monday 29th February, Friday 22nd April, Monday 31st October.
Occupational Health and Safety Audit
Late Term 3 JSA participated in an OHS Audit conducted by Ernst and Young. Every government school in Victoria will undertake an audit every 3 years to ensure conformance in all areas of health and safety. I would like to congratulate Denise Clarke, Managers Nominee, Health and Safety, Jo Hardiman and Renai Grattan, Health & Safety Representative’s for JSA as well as the OHS Committee for their diligence and attention to detail in this space. The overall conformance score was 75% which is an increase from the 2013 score of 62%. This is a significant improvement for JSA and a big achievement for the school. I understand this is one of the top scores for a government school.

Melbourne Marathon
Congratulations to all the participants who competed in the Melbourne Marathon 3km or 5km run/walk on Sunday 16th October. Well done to everyone.

Volunteer’s Morning Tea
In recognition of the contributions of our precious volunteers, our annual Volunteers Morning Tea will be held in the Community Learning Hub on Tuesday 8th November at 9.15am.

Staffing
Congratulations to Elizabeth Smith and Kim May on their pregnancies. Elizabeth is expecting her second child and Kim is expecting her first child. Both Elizabeth and Kim will take leave for the 2017 school year.
Selection panels continue to operate in Term 4. With most teaching staff in place, we are focusing on recruitment for our teacher aide workforce.

Community Hub Meetings
Yesterday ten parents attended a family support group meeting about Cyber safety. The group saw a video about the dangers of Facebook when privacy settings are not enacted. Also had the opportunity to explore a fun cyber safety quiz which they could they do with their children as a learning exercise. The Office of Children’s eSafety Commissioner is a great resource for parents https://www.esafety.gov.au/. At the back of this newsletter is a Cybersafety handout from DET Victoria.

Our next meeting in Term 4 will be held on Thursday 17th November at 9.15am and 6.30pm.
Topic: To be confirmed
Please contact Deb Munt for more information about the Community Hub Meetings.

Fundraising Sub Committee
The next meeting for Term 4 will be held on Thursday 17th November at 10.30am in the Community Learning Hub.
Fundraising events for Term 4, 2016 include:
Shopping Tour – Sunday 6th November
Silver Coin Frenzy - 24th October – 4th November
Special Lunch Order Day – Friday 16th December
Lisa Sette is our Fundraising Co-ordinator and can be contacted via the school office or email Lisa directly: sette.lisa.l@edumail.vic.gov.au
Visitors from Queensland

On Wednesday 19th October, 7 staff from Nundah State School in QLD visited JSA on a study tour. The focus of the visit was to see first hand the impact of the Powerful Learning Project in Victoria.

Members of the School Improvement Team were able to share our journey with the team from Nundah, highlighting our school narrative, the challenges and successes during the early implementation of the project.

Staff from both schools shared the journey of building staff capacity and were excited to share positive experiences about how the project has led to improved curiosity and engagement and also how school data has made a positive shift since being involved in the project.

Members of our school improvement team are very keen to travel in the future and see the great work of our Queensland colleagues who are implementing the Powerful learning Project.

ART EXHIBITION

Parents, family & friends are invited to view this year’s exciting ‘MULTICULTURAL’ art by JSA students. This will take place in the Community Learning Hub.

WEDNESDAY OCTOBER 26th

Day session: 9:30—11:00AM

Evening session: 7 PM—9 PM

Presentation of Art Awards: 7:30 PM

We hope families and students can make it to the Family Evening 7-9 pm, on Wednesday 26 October to see all the terrific artwork our students create!
**2015/16 School Councillors**

<table>
<thead>
<tr>
<th>MEMBER</th>
<th>POSITION</th>
</tr>
</thead>
</table>
| Corinne Pupillo | Executive Officer (Principal)/  
|               | pupillo.corinne.c@edumail.vic.gov.au                                  |
| Lisa Sette   | President /  
|              | sette.lisa.l@edumail.vic.gov.au                                      |
| David Edgar | Vice President                                                           |
| Nikki Davis  | Treasurer/ Parent Representative & DET Employee                          |
| Dianna Lauria| Parent Representative                                                   |
| Edward Stolinski | Parent Representative                  |
| Rosa Figliola | Parent Representative                                                   |
| Angel Sauzier | Parent Representative                                                   |
| Virginia Smedley | Community Representative            |
| Denise Clarke   | DET Representative                                                     |
| Sue Johnston   | DET Representative                                                     |
| Mark Taylor   | DET Representative                                                     |

**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

Room 5 has been learning to share, take turns and be helpful through activities such as board games, construction (Mixels), our new Interactive Projector and work sessions. Students in Room 5 have also been learning how to help each other when our work is a little bit tricky! Great team work Room 5!

Damien A, Damien H, Jackson, Ayden, Hamdi, Daniel, Joshua and Daksh.
Room 16 have been focusing on Life Education during Term 3 and 4. We have attended Life Ed modules, reflected on cultures and identities and we are completing our Bullying unit of work. Our excursions this year have taken us all around Melbourne! Thank you to all the parents in Room 16 for your support.
CELEBRATING STUDENT SUCCESS IN PRIMARY

EXCURSIONS / INCURSIONS

In the Primary Sub-School students go on many different excursions.

Excursion options range from local walks around the school, to planned excursions where students access the local community.

Excursions teach our students a range of necessary life skills such as:

- Walking as a group and staying with the group
- Road safety and awareness of traffic
- Appropriate social behaviour in public
- Travelling on a school bus or in some cases, public transport
- Appropriate eating skills in a public place such as a restaurant
- Assists in developing qualities of self-confidence, as students explore new environments
- Assists in developing curiosity
- Students learn to transfer classroom skills to the community

Teachers are encouraged to include a learning intention and purpose for the outing and if possible link it to their classrooms inquiry topic. For example, a class may visit the zoo if studying animals. At times the sub-school may plan an excursion/incursion for all students, for example our upcoming excursion to the Essendon Traffic School! Stay tuned 😊

If you would like to know more about excursions/incursions in the Primary Sub School please contact your classroom teacher.

Primary Sub-School
Secondary Department

Footy Day was held at the end of term 3. Though the weather proved to be inclement, and activities were restricted to inside, students enjoyed the day. Thanks to Tonia for her organisation of the day.

R U OK? Mental health activities were organised by Matt Wilson and the VCAL class for other secondary classes.

Airborn is proving a popular excursion venue for classes.
Modelling language is important for the development of speech and language skills. Many students at JSA use Alternative and Augmentative Communication (AAC). Therefore, we need to model language on their AAC systems in order for them to be able to develop skills to communicate. Modelling of language can be done not only in the classroom setting but also in all other areas of the school and at home.

At school, staff create opportunities throughout the day to model language to the student on their AAC system. For example, during a cooking session, staff point to words on the student’s AAC system as they speak to model language while giving directions for the activity (e.g. “Get the capsicum” or “Put it in the bowl”). Staff model words on the student’s AAC system to say lots of different things (e.g. commenting on what the student is making - “It looks good” or “It smells yum” or asking questions “where does it go?”).

Playtime is a great opportunity to model language and show students how communication happens throughout the day where ever they are. You could take the opportunity to model language while playing with your child. For example, point to words on their AAC system to model “stop” and “go” as when pushing him on the swing. After several models, your child may begin to mimic your models and learn to use “stop” and “go” themselves in play.

Modelling is showing by doing. The more adults show, the more children do. It is a teaching strategy that is done in the child’s natural environment and is perfect for use any time at home, school or in any other community setting. Stimulating the language development of the student will be most effective if they experience communication with their AAC system in real situations, all day and every day.

If you would like more information on AAC transportation, please raise this with your child’s classroom teacher.
Positive Behaviour Support (PBS) is positive and proactive. Positive means increasing and strengthening helpful behaviours through ‘reinforcement’ (not using punishment or producing negative consequences to reduce the challenge). Proactive means anticipating where things may go wrong and preventing that from happening rather than just reacting when things go wrong.

PBS understands that all challenging behaviour has a purpose or reason (this is called the ‘function’); the behaviour is not random or meaningless. All behaviour aims to get or get away from something. The three categories which the function may fall into include ‘attention’, ‘sensory’ and ‘activity or object’.

Once we work out why the behaviour is happening, PBS aims to then teach an appropriate behaviour that replaces the challenging behaviour and still gets the same needs met.

PBS promotes developing an environment that minimises and removes the things that make challenging behaviour more likely. People, families, teachers etc are part of the environment too.

PBS acknowledges the importance of developing and reinforcing an appropriate behaviour that replaces the challenging one (this might be a new communication skill, learning to wait or to manage anger appropriately—self regulate). For example, if a child currently has tantrums in order to be picked up and cuddled by the parent, the child must have a way to get cuddles but in an appropriate way.

Positive Behaviour Support asks us to change our behaviour to help our child change theirs.
Celebrating Video Self Modelling in the family homes of the JSA Community

Back in September we were lucky enough to have a presentation on the use of Video Self Modelling (VSM). It was well attended by staff and families and created quite a buzz around the possibilities in using this evidence based technique.

Whether or not the student realises that the video created is in fact past their current capacity, but not outside of the realm of possibilities, this technique has a positive impact on the outcome and acquisition of new skills for the model, regardless of their capacity or abilities, and is used for not only people with autism, but the neuro-typical as well.

This successful technique has also been my personal experience with my daughter at home (age two and a half at the time), who was completely aware and an active participant in creating our own VSM project that assisted her in piecing together the sequencing of skills in relation to a specific task. In my own experience, we had a positive outcome that lead to my daughter brushing her teeth (and then allowing us to also brush them after her attempt) in less than 3 minutes. This was a remarkable change form the 20 plus minute battle we were experiencing each morning. Needless to say, our mornings are far less stressful these days! I feel like the VSM technique gave my daughter the confidence to be able to take that vital step forward, even though she knew we had pieced together the video. My experience prompted me to follow up and share this technique with our staff and families, and so the professional presentation was organised and delivered back in September. If you weren't able to attend, but want to know more, please check out Anthea Naylor's website: http://www.antheanaylor.com/VSM-Video-Self-Modelling.php

What does this technique look like in the classrooms and homes of our JSA community? A number of staff and families have started using VSM in their classrooms and homes, and I hope to share more of these experiences with you in the coming editions.

In this edition, our star performer is Kelly Graham from Room 17. A huge thank you to her mother Anne Graham for sharing their story with us and the successes experienced. We look forward to hearing more from Anne and our JSA community in the coming weeks. If you have a VSM story to share with us, please come and speak to me, email me, or give me a call—I'd love to share your successes and challenges with the community!

Elizabeth Smith—Autism Coach
smith.elizabeth.a@edumail.vic.gov.au
Telephone: 03 9309 6258
Star performer:  
Kelly Graham

The use of Video Self Modelling (VSM) to build competency in a fine motor task:  

tying shoelaces in a square bow

By Anne and Kelly Graham

Aim:-

To investigate the effectiveness of Video Self Modelling (VSM) to establish, consolidate and master the skill of tying shoelaces competently.

Hypothesis:

Video Self Modelling is based on Albert Bandura’s studies in social learning (early 1960’s). Examples shown at a training seminar conducted by Anthea Naylor (Yarra Ranges SDS) at Jacana School Autism on 7/9/16 demonstrated that rapid results could be obtained using this method, suggesting that this method should be appropriate to teach the skill of tying a shoelace. It was anticipated that several short sessions involving the viewing of the videos and attempting the task would be required for the subject to independently complete the task.

Equipment:

Mobile phone (video camera) Test subject (Kelly Graham) Facilitator (Anne Graham)
Procedure:

Wait for an opportune time when the subject is enthusiastic about attempting the task.

Record short pieces of video of the subject attempting the task or sections of the task. The task was broken down into steps:

- Shoes on correct feet
- Align tongue of shoe comfortably
- Straighten laces and hold by the aglets (ends) and tie the first stage of the bow, which is called a overhand knot and pull tight

![Overhand Knot](www.whatknot.tripod.com)

- Make a loop of appropriate size (explore how big) with one lace
- Thread the other lace around and loop back through itself to form a square bow

![Square Bow](www.whatknot.tripod.com)

- Pull tight, and inspect to ensure that the lace stays tied
- Celebrate success

- If the subject was unable to complete a particular step, assist by tying that step for them while they record the video.
- Play all the videos back a number of times so the subject can see the entire task, especially the Inspect and Celebrate steps, until they are sick of watching and want to do the task for themselves!
- Coach and encourage them, and allow the subject to view all or parts of the videos as they go.

*Celebrate all stages of success together.*
Results:

Test date 21/9/16

After viewing three short videos recorded, Kelly was keen to attempt the task of tying her own shoelaces: “I know what to do now, I’ll show you”

On her first few attempts she successfully completed the overhand section of the knot, but struggled to secure the loops of the square bow. She then viewed the “trickier” sections of the video several times in succession until she could see exactly what to do. She then attempted the task again and this time was successful, much to her delight. She then attempted to tie her other shoelace, and although she followed the same steps, didn’t tighten the bow due to overexcitement.

Her success was celebrated by all present – reward of positive attention.

Total time of task, from initial video to successful completion of the task was approximately 30 minutes. This was significantly less than expected. The use of the video enabled Kelly to remain on-task for the entire duration.

The next day, when asked, Kelly was able to tie her shoelaces. The correct steps were followed, but again Kelly found it difficult to tighten the bow. She was assisted in the “finishing off”, and was pleased with her efforts.

In the ensuing two weeks Kelly has refused to view the videos - “I don’t want to watch, I KNOW what to do now!” - and has steadily improved her ability to tie and secure a square bow. During this time, the time taken to tie each shoelace has also decreased from several minutes to approximately one minute. She knows that she can view the videos at any time if she is unsure of any of the steps.

Conclusion:

VSM was demonstrated to be an effective tool for the subject to establish the skill of tying a shoelace. The time taken to establish the skill was significantly shorter than expected. The subject enjoyed participating in this experiment and was pleased with the level of accomplishment achieved.

Report by Anne Graham
"I strongly recommend that students with autism get involved in special interest clubs in some of the areas they naturally excel at. Being with people who share your interests makes socializing easier."

Dr. Temple Grandin
Cybersafety for Parents

What is ‘cyberbullying’?

Cyberbullying is bullying behaviour, using digital technology, including the internet, email or mobile phones. Like any bullying, cyberbullying often occurs between people that know each other—students at a school, members of a sporting club, people from the same social circle, ‘friends of a friend’.

Cyberbullying is pervasive and incessant. It differs from face-to-face bullying in that the bully can ‘follow’ their victim 24/7, and continue the bullying in the home. Cyberbullies may take advantage of the perception of anonymity (e.g. using an account in a fake name, or a blocked number) but in many cases it is clear who is behind the bullying. Cyberbullying can be particularly harmful as it is often a public form of humiliation and many others are able to see what is written or posted. Once something is published online, it is difficult if not impossible to remove all traces of it.

Forms of cyberbullying

- sending nasty texts, picture messages, emails, or instant messages (e.g. MSN or Facebook)
- repeated prank phone calls
- using a person’s screen name to pretend to be them (setting up a fake account)
- using a person’s password to access their account and then pretending to be them
- forwarding others’ private emails, messages, pictures or videos without permission
- posting mean or nasty comments or pictures on chat or forums
- sending and/or nasty sexually explicit images (‘sexting’)
- intentionally excluding others from an online group.

Signs your child may be being cyberbullied

Mental anguish is often harder for parents to identify than the signs of face-to-face bullying. There is no definitive list of signs that indicate cyberbullying. Although there are some things to look out for:

- change in mood, demeanour and/or behaviour: for example being upset, angry, teary or rebellious when not previously
- change in friendship groups: it can be normal to change friends many times during school days. Teachers can often provide insight, as they see class dynamics in action every day
- spending more time with family instead of friends: adolescence is generally a time where friends become very important and parents less so
- lowering of marks: often students who are being bullied show a distinct change in application to studies and a lowering of marks
- not wanting to go to places: a dramatic change in enthusiasm for going to school or sport—this can manifest as non-specific ailments (headaches, stomach-aches, generally ‘feeling sick’)
- being extra secretive in online activities: being online under the doona, or in a ‘secluded’ part of the house
- distinct change in online behaviours: being ‘jumpy’ when text messages arrive, not leaving their phone alone, wanting to be online all the time, or never wanting to be online.
What can I do if my child is cyberbullied?

Praise them for coming to you
This is a big step as many young people may be frightened to tell a parent about cyberbullying. Even if you don’t really understand, let them know that you will help them.

Do not be angry with your child
Remember that they are the victim and it is someone else who is doing the wrong thing. Do not threaten to take technology away from them because of what someone else has done.

Do not respond to the bullying
It is important not to respond to nasty emails, chats, SMS or comments. This is usually what the bully wants, so ignore them. It is natural in many cases to want to ‘fight back’, but responding with a threat may get your child into trouble as well.

Inform your child’s school
It is important that the school knows what is going on so they can provide support and monitor any issues that may spill onto the playground or classroom. If the bully is a student from the same school, the school will work through the situation as they would with any other bullying behaviours reported to them.

Save and store the content
Keep copies of emails, chat logs, text messages, comments or posts. Take a screen shot of the evidence—ask your child for help to do this if necessary. An easy, non-technical way to get hard copies is to bring the content up on the screen of a mobile phone and use a photocopier to take a copy of the screen.

Help your child to block and delete the bully from all contact lists
Most social networking sites allow the user to control who has access to communicate with them. Many people feel ‘mean’ blocking another person, even if that person has already been mean to them—you may want to sit and support your child as they do this.

Use the ‘report abuse’ button
Most social networking sites have a method to let the site administrators know that a particular user is behaving unacceptably. Depending on the rules of the site, users can be warned or banned.

Have some ‘down time’ without technology
It is important for both mental and physical health that your child’s life is balanced—so they are not constantly ‘online’ or spending hours on a mobile phone. This should not be used as punishment, rather as some peaceful time where they are not being bothered.

Get new online accounts and/or a new phone number
There are programs that can be added to a mobile phone which will allow parents to set restrictions on the phone’s use. Check with your mobile phone provider. Technology at the moment does not allow for individual numbers to be blocked in the same way that online applications do. Phone numbers can be changed at no cost, if the request for a new number is as a result of ongoing abuse.

If ongoing, report to police
Most cyberbullying between students can be resolved at school level, but schools may not be able to report cyberbullying between individual students to the police so it can be up to the parent to make a police report.
A police report should not be in place of a school investigation, rather, in addition if required. A police report may be necessary where: despite the best efforts of the school, bullying does not stop; when it is not possible to know who is behind the abuse (e.g. fake accounts/blocked numbers); or when threats have been made to your child’s personal safety.
Each State has laws that prohibit online bullying and stalking. You don’t have to put up with it.
What if my child is the bully?

It often comes as a shock to be told that your child has been bullying another student online. It is important that parents support schools in their handling of the situation. Don’t try and play it down. Schools have policies and programs to deal with all parties, (bully, target and witness), involved in bullying incidents. Parents have the ability to prevent the vast majority of online bullying. Be involved, and aware of what your child is doing online. Once you are aware that your child has bullied someone else online, you can help them understand that their behaviour is both unacceptable and possibly criminal as well.

Steps to take
As a parent you could:

- discuss why it is not acceptable to be nasty or mean online and offline
- let them see there are consequences—don’t bail them out
- acknowledge that they may be feeling guilty or awful about their behaviour, and discuss ways they can rectify the situation
- work together to improve the situation by offering an apology to the victim
- talk to them about their actions and try and find out why they behaved in this way
- ask them to imagine they were the victim—how would they feel
- develop a home-based Acceptable Use Agreement—set clear rules and boundaries about their online behaviour and your expectations and consequences for breaching this agreement
- enlist the help of your school welfare staff, GP, a counsellor or adolescent psychologist.
Primary Sub School is celebrating Halloween on Friday 28th October.

Students are invited to come to school dressed up in their favourite Halloween costume.

Halloween Costume Guidelines

- Wear closed in shoes
- Wear fun and age appropriate costumes
- Examples include: book characters, super heroes, Disney characters, witches, wizards
- Ensure your child’s costume is appropriate
- Avoid violent themed costumes

If you have any questions, please do not hesitate to contact your classroom teacher.
WEIGHTED BLANKET FAMILY ORDER FORM

WEIGHTED NECK WRAP
$35

WEIGHTED LAP BLANKETS
$35

ORDER FORM

NAME.................................................. .................................................................

PHONE NUMBER............................................................ ..............................................

SCHOOL................................................................. .........................................................

WEIGHT OF CHILD.................................

WEIGHTED NECK WRAP x .................

WEIGHTED LAP BLANKET x..............

Full size blankets upon request

PLEASE EMAIL ORDERS WITH ABOVE INFORMATION TO—quillo.orders@gmail.com

Phone Jackie—0417350283 Kristen—0400591972

ORDERS DUE BY FRIDAY 9TH DECEMBER 2016

DELIVERY BY FRIDAY 17TH FEBRUARY 2017 (to school address)

If required earlier please contact us.

Payment direct deposit:- BSB 063594 ACC# 10156076

Please email receipt upon payment

ABN will be provided if required
Purchase your 2016 School Performance Memories

Did you miss out on seeing the school performance? Do you want to re live your child's performance? Do you want to share the performance with your Family?

The 2016 school performance is now available for you to purchase for $25.

Name: _____________
Child’s name: _____________ Room number: ___

Primary Performance [ ] Qty: ____ Total $____
Secondary Performance [ ] Qty: ____ Total $____

Cash: $_____
Credit Card payment please fill in front of envelope credit Card, Eftpos or cash paid at the Office
Jacana School for Autism
Shopping Spree Bus Tour 2016!

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 11% of the commission on our total sales for the entire day which will go towards our fundraising goal of 2016 - modernization of Bloomfield Hall

TOUR INCLUDES: Luxury coach transport, a friendly and informative hostess, 9 outlets and a 2 course lunch at The Croxton Park Hotel with soft drink and tea/coffee. Alcohol will be at bar prices.

Also throughout the day on the bus there will be raffles, prizes, giveaways,

The outlets will be Sirrico, Bambis Homeware, Mens/Womens/Childrens Mega outlet, Toy Worx, Converse, Candy Stripes, Natio, Home Direct and Ross’s Nuts.

DATE: Sunday 6th November 2016  PICK UP TIME: 7.30am for 7.45am departure
PICK-UP ADDRESS: Kmart Campbellfield, Hume hwy (across from Hungry Jacks)
DROP-OFF: approx. 6.00pm  PRICE: $60 per person (Due 21/10/16)

***PLEASE EXPRESS YOUR INTEREST BY CONTACTING CARLEE OR JULIE ON 9309 6258 OR COME IN TO SEE US AT RECEPTION
FULL PAYMENT IS DUE BY: October 21st 2016
SO DON’T MISS OUT!
TOGETHER WE WILL HAVE GREAT DAY!