FROM THE PRINCIPAL

SCHOOL VALUES
EMPATHY ~ RESPECT ~ RESPONSIBILITY

2018 SCHOOL THEME
POSITIVE CLIMATE FOR LEARNING

MISSION Statement - Jacana School for Autism fosters resilience and lifelong learning enabling students to be active participants in family and community life.

School Vision - Jacana School for Autism fosters resilience and lifelong learning, enabling students to be active participants in family and community life.

School Values - RESPECT ~ RESPONSIBILITY ~ EMPATHY

Statement of Values
In the newsletter dated 16th February I attached the schools Statement of Values. As Principal, it is my role to ensure the safety, security, health and wellbeing of all the staff and students at Jacana School for Autism.

The Department of Education and Training (DET) Statement of Values, provides that discrimination, harassment, bullying, aggression and threatening behaviour in Victorian Government schools is unacceptable and will not be tolerated. All employees, students, parents and visitors to Victorian government schools are expected to act accordingly. DET /JSA’s Statement of Values articulates a shared understanding of the expected behaviours around the school environment.

If you are aware of any such behaviour you are encouraged to report this to the office as soon as possible. It’s my intention to address any unacceptable behaviour to ensure we are all able to go about our work safely.

End of Term - Early finish for students
Thursday 29th March is just around the corner. Reminder that students finish school at 2pm this day.

School Review
In 2014 the school community participated in a School Review supported by Julie Hardiman. Following on from this process the school improvement team developed a new School Strategic Plan (2014 -18), which outlined our goals for the next 4 years. These goals are:
Student Achievement Goal:
To develop learners with English (communication/literacy) and numeracy skills which enable them to develop their educational potential.

Engagement Goal
To engage all learners within a learning environment that improves the students’ ability to regulate their attention and emotional state.

Wellbeing Goal
To foster a supportive school community that nurtures resilience and lifelong learning enabling students to be active participants in family and community life.

Productivity Goal
To allocate resources (human, financial, time, space and materials) to maximise learning outcomes for students.

The school has already commenced the self-evaluation and would value your input which will then inform our evaluation of the goals and targets that were set in 2014.

Joe Corbett facilitated a Review and Reflection day on Tuesday 13th March at The Meadows Conference Centre with Staff and Thursday 15th March in the Community Learning Hub for Parents and Carers.

Thank you to staff and families for your contributions to the School Review. Your feedback is important when setting our new 4 year School Strategic Plan.

School Reviewer, Zenda Clark has been assigned to our school by DET and has notified me that our review has been scheduled for 4 days in Term 3, 2018.

Using the following criteria Jacana School for Autism has been identified as a STRETCH School and will participate in a four day review.

- School Staff Survey (School Climate: Collective Efficacy & Academic Emphasis)
- Engagement (student attendance)
- Participation (school staff survey response rate)

Schools that have been identified in the STRETCH Performance Group are improving from a moderate to low base. These schools could be high performing if they stretch and continue to improve. As an overall performance group Jacana School for Autism has been improving in the majority of domains and measures.

School Council - Elections
The department has advised me that Nikki Davis and Alisha Minns are not eligible to stand for nomination in the Parent Category and as a result have stood down from their parent representative roles.

What this means is there are three casual parent vacancies on council and we are seeking expression of interest to fill these vacancies.

To be eligible in the Parent Category you must be a guardian or person responsible for the maintenance of or with custody of a child of the school.

Department employees are eligible for this category as long as they do not have children attending the school and the department employee does not work at the school.

Parents make up seven of the 12 positions on the JSA school council and play a critical role in the governance of the school.

If you are interested in learning more about the school’s governance and joining school council in the parent category, please contact me directly.

Invitation to the School Council Annual General Meeting 22nd March 2018
The School Council Annual General Meeting will be held at 5.30pm on Thursday 22nd March in the Community Learning Hub. At this meeting, office bearers will be elected and a comprehensive report to the school community will be provided as a celebration of achievement for 2017.

Please contact reception if you would like to attend the 2018 Annual General Meeting. I will also include a copy of the 2017 Annual Report to the School Community in the next newsletter for families unable to attend the AGM.

Fundraising Sub Committee
2018 FUNDRAISING TARGET – To raise funds for equipment for the Sensory Modulation Room, which will be constructed in Term 2 & 3 this year.

REMINDER: Bunnings BBQ (Broadmeadows) – Saturday 17th March. Thank you to the families who have offered manual support for the day. Drop by and buy a snag and drink from the volunteers.

The next Fundraising committee will meet on Thursday 3rd May at 10.30am in the CLH. We welcome any new members to the committee.
Fundraising events for Term 1, 2018 include:

- **Easter Raffle** – Donations for the raffle are kindly accepted so please send any items in to the general office and return Easter Raffle Tickets.
- **Fun Run / Walk** – Wednesday 28th March.
- **Hot Cross Buns** – Orders closed today.
- **Staff & Student uniform** - A small profit is made for the school for each item purchased. Order books will be sent out in Term 2.

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

**Community Learning Hub (CLH) Meetings**
NDIS Workshops: There will be a NDIS Information session on Tuesday 20th March at 1.30pm-2.30pm in the Community Learning Hub.

Please mark this date in your diary with a flyer being sent home very soon.

If you would like any information about the CLH meetings, please contact Michelle Zammit.

**Library – Thank you!!**
The Library Co-ordinators would like to say thank you to all the families who have been donating books to the JSA Library. The students really enjoy looking at and reading the different books we receive.

If you have any books, in good condition, that you no longer use and would like to donate them to the school, please bring them in.

*Nikki Davis & Sandra DaCunha*

**2017/2018 School Councillors**

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<tr>
<th>MEMBER</th>
<th>POSITION</th>
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<tr>
<td>Corinne Pupillo</td>
<td>Executive Officer (Principal)/ <a href="mailto:pupillo.corinne.c@edumail.vic.gov.au">pupillo.corinne.c@edumail.vic.gov.au</a></td>
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<td>Lisa Sette</td>
<td>Parent Representative &amp; President <a href="mailto:sette.lisa@edumail.vic.gov.au">sette.lisa@edumail.vic.gov.au</a></td>
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<td>Angel Sauzier</td>
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<td>Sharon Borg</td>
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<td>Michelle Owen</td>
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<td>Virginia Smedley</td>
<td>Community Representative</td>
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<td>Denise Clarke</td>
<td>DET Representative</td>
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<tr>
<td>Leanne Sinnadurai</td>
<td>DET Representative</td>
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<td>CASUAL VACANCY</td>
<td>DET Representative</td>
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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 student-led Primary Newsletter Committee has been developed to give students leadership roles and a voice in our newsletter. The students have taken the photographs, chosen the ones they want to publish and written the comments below. This week’s focus was to look at how well our new Foundation students have settled in.

- The children were learning to do cut and paste.
- A student was taking a movement break on the scooter board.
- They were playing Mr Potato Head. They were building it and putting clothes on it.
- The preps were dancing and clapping their hands.
STAR OF THE WEEK

PRIMARY SUB SCHOOL

ROOM 1: Stavio Yousif - for great listening and keeping his hands to himself.
Solomon Basit - for great listening

ROOM 2: Carlos Markhaeel – for completing his work in English and Maths
Edward Higgins – for completing his work in English and Maths

ROOM 3: Harris Bajrami - for attempting more work during his learning time.
Aditya Lamba - for following instructions and playing safely

ROOM 4: Joshua Laczinski - for always being friendly and helping his peers.
Emily Minns - for focusing on and listening for rhyming words during a story.

ROOM 5: Moses Ali – for working hard and helping others
Jackson Bacon-Hill – for asking for help and not giving up.

ROOM 6: Jake Camilleri for sitting at morning circle and eating his lunch
Ryan Spencer - for sitting at morning circle and following is schedule

ROOM 7: Gabriel Baldacchino- for participating and learning to skip count in maths
Moudy Ali - for participating and learning to skip count in maths

ROOM 8: Julian Hanna - for taking his turn in classroom activities.
Aaron Khan - for using his schedule to transition between activities

ROOM 9: Ahmet Unal - for unpacking his bag in the morning.
Bailee Garner - for greeting students when she arrives at school

ROOM 10: Maggie Fuller - for listening to and following adult instructions during toilet routine.
Shayan Sharma – for packing away toys with verbal and visual support

ROOM 11: Elbron Daniel - for doing a great job at working on his skills to identify plastic, metal and paper.
Adam Akl - for unjumbling words to form a three word sentence, using picture clues to assist him.

ROOM 12: Onel Nawarathna - for packing his belongings independently.
Lucas Murad - for trying hard to sit during morning circle.
This term we have been settling in to our new room and making friends with our class mates. Some of the things we have been learning about have included ......

How to BEE a good JSA student.
What the expected behaviours of JSA look like.

We have been going to cooking and have learned that the best part is the eating.

We have been learning about our families. We have learnt that some of us come from small families and some from big families.
“We have been doing lots of work on the interactive whiteboard in Room 18 this term.

As a class, we’ve read books together and we’ve done interactive quizzes and worksheets as well.

Here are some photos of a worksheet we did about a big red bus in Dubail!”
Victorian Premiers’ Reading Challenge

The Victorian Premiers’ Reading Challenge is for all Victorian children from early childhood through to students in Year 10.

The aim of the Challenge is to promote a love of reading. It is not a competition, but a challenge to each student to read, to read more and to read more widely.

Information about the Challenge is provided here to assist teachers in their management of the Challenge for school-aged students. It is strongly recommended that teachers use this document to become familiar with the operations of the Challenge and online system and plan appropriately for their school.

Let’s aim to have every JSA student complete the 2018 Premiers’ Reading Challenge

How does the Challenge work?

The Challenge begins at the start of March and officially ends on the closing date of the challenge. Our students will need to read or experience 30 books during this period (Please see Leanne if you have a student who is reading texts at a secondary level – they may only be required to read 15 to 20 books).

Three elements support students and schools participating in the Challenge: the rules, the book list and the online application for recording books. Students must choose some of their books from the Challenge book list, and record their reading online as set out in the six rules for the Challenge. Teacher judgement in applying the rules and using the book list to meet individual students’ needs is an additional critical element which will ensure both the integrity of the program, and that all students can participate, be challenged and succeed.
Victorian Premiers' Reading Challenge

The Victorian Premiers' Reading Challenge is now open and Jacana School for Autism is excited to be participating.

The Challenge 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 by 7 September 2018.

Children are encouraged to read or ‘experience’ up to 30 books with their parents and teachers.

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. If you would like your child’s name to appear on the Honour Roll, please sign the attached form and return it to your school.

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

If you would like your child’s name to appear on the Victorian Premiers’ Reading Challenge online Honour Roll, please sign this form and return it to your school.

TERMS AND CONDITIONS

Definitions: Department refers to the Victorian Department of Education and Training, Person refers to the child/adult listed below in the consent declaration.

1) Privacy Protection
The Department takes its privacy obligations seriously and any personal information collected or used by the Department will be handled in accordance with the Privacy and Data Protection Act 2014 (Vic). This law sets out what we must do when the Department collects, uses, handles and destroys personal information. Personal information includes personal details such as an individual’s name and school that could be used to identify an individual.

2) Collection, use, disclosure and storage of personal information
If you provide your consent your school will collect and disclose your child’s first and last name, and the name of the school to the Department. The Department will then:
- Publish your child’s name on its online Honour Roll located at: www.education.vic.gov.au/prc at the completion of the Challenge with no other identifying factors such as early childhood setting name.

3) Accuracy, access to information and withdrawal of consent
The Department will endeavour to ensure that any personal information held about your child is up to date and accurate. You can access, correct and withdraw personal information held by the Department by written request in accordance with the Department’s Information Privacy Policy located at:
Consent may be withdrawn at any time by writing to the Department’s Privacy Unit on: privacy.enquiries@edumail.vic.gov.au .

If you have any questions about this form, or if you need more information, please contact the PRC Challenge Coordinator at the Department readingchallenge@edumail.vic.gov.au or (03) 9637 3624.

Yes I consent to my child’s name appearing on the online Honour roll

Name of child:...........................................................................................................
Parent Signature:.................................................................................................
### 2018 JSA Whole School Curriculum Plan

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<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td><strong>Humanities</strong></td>
<td><strong>History – MY FAMILY AND ME</strong>&lt;br&gt;For example: The structure of their immediate family.</td>
<td><strong>Geography – LOCATIONS</strong>&lt;br&gt;For example: Places used regularly at school and activities I do there.</td>
<td><strong>History – LIFETIMES</strong>&lt;br&gt;For example: Recognise significant events during their lifetime.</td>
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<td><strong>Science</strong></td>
<td><strong>INVENTIONS</strong>&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>
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<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>
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<td><strong>Health &amp; PE</strong></td>
<td><strong>Health – ME, MYSELF AND I</strong>&lt;br&gt;For example: Identify what they like and dislike.</td>
<td><strong>PE – MOVING AND GROOVING</strong>&lt;br&gt;For example: Practise basic gross motor movements.</td>
<td><strong>Health – 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>
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<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>
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<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>
<td><strong>Geography – MAPS</strong>&lt;br&gt;For example: Respond to elements of a space using positive and negative responses.</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>
<td><strong>PE – EXPLORING PLAY</strong>&lt;br&gt;For example: Engage in regular physical activities and explore the development of their ability.</td>
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**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.**
Get involved in the School Banking program.

Jacana School Of Autism is excited to offer the Commonwealth Bank School Banking program to all students.

School Banking is a fun, interactive and engaging way for young Australians to learn about money and develop good savings habits. Children who deposit money into their Youthsaver account through School Banking earn Dollarmites tokens, which they can save up and redeem for exciting rewards.

The rewards available during 2018 are:

- Twister Power Handball
- Secret Scratch Pad
- Sparkle Glitter Pens
- Glow Light
- Mighty Boom Handball
- Heat Reactor Pencils
- Slushie Maker Cup
- Zoom Flying Disc

School Banking is also a great fundraiser for our school. Our school receives a Regular Savers Contribution of $5 for every 10 deposits processed per student as well as an Annual Contribution which is based on the number of students who made at least one School Banking deposit in the prior year.

Getting involved in School Banking is easy!

All you need to get involved in the School Banking program is a Commonwealth Bank Youthsaver account. You can open an account for your child in one of two ways:

1. Online
   Visit commbank.com.au/schoolbanking and click on the link to open a Youthsaver account.

2. In branch
   Visit a Commonwealth Bank branch with identification for yourself and your child, like a driver’s licence and birth certificate.

If your child has an existing Commonwealth Bank Youthsaver account they can start banking straight away. They just need to bring their deposit in every week on School Banking day using their Dollarmites deposit wallet.

School Banking day is Wednesday. Each week you need to hand Dollarmite books to classroom teacher in the morning.

If you would like to know more about School Banking, please ask for a 2018 School Banking program information pack from the school office or visit commbank.com.au/schoolbanking
Jacana School for Autism

Celebrating Autism with our Community

JacaNarama Fun Run/Walk
Wednesday 28th March 2018
Primary School—9.30am
Secondary School—11.30am

Proudly supporting our local community.