

Important Dates

Parent Coffee Morning
Thursday 24th October
9:30am at RC

Parent Information Session
Friday 25th October
9:30am – 11:30am at RC

Student Free Day
Monday 4th November
No classes or buses

Melbourne Cup Public
Holiday
Tuesday 5th November
No classes or buses

Dental Van
Monday 11th November to
Friday 15th November
RC NB LC

Reservoir Campus

16-18 Gertz Avenue
RESERVOIR VIC
3073

Phone: (03) 9462 5990
Fax: (03) 9460 8058

Lalor Campus

2 - 4 Lyndon Street
LALOR VIC 3075

Phone: (03) 9464 3480
Fax: (03) 9464 4713



FROM THE PRINCIPAL

Hi Parents and Carers,

I hope everyone had a wonderful holiday. It has been great to see all the students back at school.

Congratulations

I would like to congratulate Ashlea Nave and Jackson Mathieson – Lowe who have been appointed Assistant Principals. Both Ashlea and Jackson will continue to support their sub schools in Term 4 while taking on other responsibilities.

Sun Smart Term 4

From 7th October 2024 to 4th April 2025, all students must wear a sun-protective hat that shades their face, neck, and ears for all outdoor activities. Hats may also be worn for all outdoor activities outside of this time period at the discretion of parents or students.

Support your child's education with free internet at home until December 2025

The School Student Broadband Initiative (SSBI) is a Federal Government initiative offering free home internet to 30,000 unconnected households with school-aged students. Households have until **Tuesday 31 December 2024** to apply. Free services will continue until 31 December 2025. The initiative seeks to boost educational opportunities and narrow the digital divide.

To be eligible, households must:

- have a child living at home that is enrolled in an Australian school (up to year 12 including Prep)
- not have an active NBN Co. network internet service at home (excludes mobile internet services)
- live in a premises that can access the NBN Co. network via a standard connection
- not have had an active NBN Co. connection during the previous 14 days.

To be assessed, please contact the NBN National Referral Centre on **1800 954 610** or visit anglicarevic.org.au/student-internet to request a call back. Please note:

- NBN will check your nominated home address for an active NBN connection.
- You do not need to provide financial information.
- Translation and interpretation services are available.

Some families might also be contacted via their school with information about how to apply. The Victorian Department of Education has been working with the NBN to review Victorian school student home addresses. Only home addresses have been provided to NBN to check. No other personal information has been shared with NBN. NBN handles this data in accordance with privacy law.

Find out more

- Department of Education SSBI webpage for parents and carers: [School Student Broadband Initiative: information for parents and carers](#)
- For more information on the SSBI, visit the [Department of Infrastructure, Transport, Regional Development, Communications and the Arts website](#).

Integration/Dual Enrolment

The Integration Policy is attached to this newsletter and is also on our website. If you are considering integrating your child to a mainstream school, it will be important that you read the policy. All time fraction changes need to be negotiated at end of each term in order to transfer the funding over at the beginning of the next term. It is very important to realise if you exit your child, re-enrolment will be subject to the availability of places as per the Enrolment Policy. Presently NSA has a very long waiting list of students needing to transition from Primary School.

If you are considering another school for 2025, please contact Rose at 94625990 or email Roselyn.Datiles@education.vic.gov.au

Pamela Mathieson

Principal

INTEGRATION POLICY

Rationale

- The Northern School for Autism (NSA) will support mainstream integration programs for students when a need is identified. NSA will support schools in which NSA students are dual enrolled.

Aims

- To promote inclusion and ensure each student accesses the most appropriate educational program.
- To provide students with the opportunity to participate in educational programs within a mainstream school.
- To provide students with support to ensure their integration program is a positive experience.
- To promote transition to full time mainstream school placements for students whose needs are best met in a mainstream setting.
- To ensure that programs are implemented successfully
- To ensure the best educational outcomes for each student.

Implementation

- When parents/carers would like to proceed with an integration program for their child, the parent/carer must contact the chosen mainstream school directly and inform NSA of their intentions. A tour of the mainstream school should be organised by the parent/carer. At NSA the relevant teacher will complete the "Mainstream Readiness" assessment. This form includes the following information:
 - the goal of the integration program,
 - the commencement date,
 - the suggested time fraction and the transition plan, the
 - level of support required for the student.
- Please refer to the 'Integration Flowchart' for further information about processes and protocols.

Support from NSA

- NSA will invite mainstream teachers/personnel to SSG meeting/s. At SSG meetings the Individual Learning Plan will be discussed. SSG meetings are held in the final week of each school term.
- Staff members from mainstream schools are invited to visit NSA to observe students in class and view the relevant teaching strategies.
- NSA staff members are available via telephone conferences or email.
- NSA offers a professional learning program for staff working in mainstream schools who teach students with autism.
- All members of the Student Support Group (SSG) are invited to have input into decision making.
- NSA will support and advise mainstream school teachers responsible for students on dual placements.

Important Information

- Parents/carers are responsible for transporting their child to and from mainstream schools for integration.
- Time Fraction changes must be agreed upon in advance by both schools and parents and the student must start at the beginning of a term. No mid-term changes can be made due to funding time lines.
- Students must attend NSA a minimum of three days per week to access the school bus.
- Integration programs may or may not lead to full time transition to mainstream school.
- If the mainstream school does not run classes on a designated integration day then the NSA student may be able to attend NSA by prior arrangement with the class-group teacher. NSA requests a week's notice.
- If an integration program is unsuccessful or if issues arise, parents/carers will need to inform NSA as soon as possible.
- If the integration program leads to full time enrolment at a mainstream school, students must formally exit from NSA. Re-enrolment will be subject to the availability of places as per the Enrolment Policy.
- Mainstream schools need to ensure time fraction changes correspond with PSDMS time lines to receive the correct level of termly funding. All funding is via the SRP.

Policy Evaluation and Review

Policy approved by Principal on 10th May 2023

Next scheduled review date 10th May 2026

note that this policy should be reviewed every 3-4 years or more often if required

Reservoir Campus
16-18 Gertz Avenue
RESERVOIR VIC 3073
Phone: (03) 9462 5990
Fax: (03) 9460 8058

Lalor Campus
2-4 Lyndon Street
LALOR VIC 3075
Phone: (03) 9464 3480
Fax: (03) 9464 4173

northern.sch.autism@education.vic.gov.au
<http://www.northernautism.vic.edu.au/web/>

Integration Flowchart

This flowchart is designed to support parents/carers understand how integration programs are coordinated and to outline the particular responsibilities of the school and families.

1. As the legal guardians of students, parents/carers are primarily responsible for arranging integration/dual enrolment for their child. It may be parents/carers who initially decide to pursue a dual placement, at other times the classroom teacher may suggest a student is ready to commence at a mainstream school.
2. If NSA staff form the view that a student is ready for integration they will inform the family/ carers of that student at an SSG.
3. If a parent/carer forms the view that they would like their child to commence integration they are asked to inform the school at their earliest convenience.
4. When parents/carers decide to pursue a dual placement they need to visit local schools to arrange a tour and then chose a school for their child to attend.
5. Most students commence at mainstream schools for visits, increasing to half and then full days – usually up to 2 days per week. The arrangements vary as integration programs are individualised to meet the needs of each student.
6. Time fraction changes should be agreed upon in advance and must prior to the commencement of each term so time fractions and associated funding are accurate. Mid-term changes are not made due to funding time-lines.
7. When parents/carers have selected a school they are asked to inform the classroom teacher at NSA. The classroom teacher informs the Leading Teacher, Assistant Principal and the Enrolment Coordinator in a group email.
8. The classroom teacher prepares the Mainstream Readiness Checklist (MRC) in consultation with the Leading Teacher in charge of their class (PLT Leader). This is emailed to the Enrolment Coordinator with a current student profile, ILP and report with the name of the intended school and contact person.
9. The Enrolment Coordinator then forwards the following documentation to the mainstream contact:
 - a. the MRC,
 - b. the current student profile,
 - c. the current ILP,
 - d. the most recent report,
 - e. the NSA Integration Policy,
 - f. NSA Network PD information.
10. The Enrolment Coordinator liaises with the mainstream school regarding the level of consultation required for the student to begin mainstream.
11. An SSG, preferably at NSA, will be arranged. Staff members from the mainstream school are also invited to attend NSA to observe the student and speak with NSA staff about specific strategies and supports.
12. Once integration commences, classroom teachers are then responsible for maintaining ongoing communication with mainstream schools and inviting mainstream staff to the termly SSG's at NSA. They should support the mainstream staff by providing information about individual strategies and visuals particular to the student. A letter is sent to invite mainstream staff to attend SSG's by individual class teachers.
13. The Enrolment Coordinator is responsible for maintaining the data bank in regard to integration programs for all students including time fraction information, for this reason, teachers are required to inform the Enrolment Coordinator, Leading Teacher and Assistant Principal in the event of a time fraction increase. The Enrolment Coordinator contacts mainstream schools termly to discuss progress and time fractions.
14. Funding arrangements are managed centrally via SRP/PSD funding processes – the school does not participate in school to school invoicing/payments.
15. If students transition to another setting full time the Enrolment Coordinator and administration team must be informed ASAP.

Please note: Catholic primary schools need to apply for funding for students. These applications must be in by October of each year (the end of Term 3). In order to apply for funding, parents need to provide the school with a current letter from the child's paediatrician confirming the autism diagnosis and also explaining briefly the impact this has on their learning at school. A copy of the child's original diagnosis report is also required. Other reports needed for the funding application are professional reports, such as speech therapy reports, occupational therapy reports, psychological reports and early intervention reports.

Reservoir Campus
16-18 Gertz Avenue
RESERVOIR VIC 3073
Phone: (03) 9462 5990
Fax: (03) 9460 8058

Lalor Campus
2-4 Lyndon Street
LALOR VIC 3075
Phone: (03) 9464 3480
Fax: (03) 9464 4173

northern.sch.autism@education.vic.gov.au
<http://www.northernautism.vic.edu.au/web/>

RC Room 15

Room 15 has had a busy, fun-filled year so far!

Students have been engaged in all areas of the curriculum including English, Math, Science, Health, Cooking, and Music. They have particularly enjoyed our science experiments with the combining of baking soda and vinegar or making balloon rockets. During English sessions we have participated in various interactive/sensory stories such as *Going on a Bear Hunt*, and *Dear Zoo*.

In our STEAM building sessions, students have enjoyed using the activity wall and water table as well as learning to use apps on the iPad to move and control robots.

Students have enjoyed excursions to the Macleod YMCA, Reservoir swimming pool, and Melbourne Aquarium in term 3, and look forward to continuing our swimming lessons this term.

NB3 Newsletter Draft

Busy Bees

Students in NB3 have been little busy bees, they are always working hard and trying their best. Our classroom buzzed with laughter, support, and kindness.

Maths: Students have recently explored location and transformation through obstacle courses, scavenger hunts with location-based riddles, and a giant grid map on the floor, making maths fun and interactive.

Reading: In reading, students continue to build their phonics knowledge and grow more confident with each passing day. Their reading strategies are improving, and it's been wonderful to see their progress.

Writing: Our little authors have been busy planning their own storybooks, thoughtfully creating characters, settings, main events, problems, and resolutions. They are now in the process of writing and bringing their stories to life.

Extracurricular activities:

Art: Students recently created beautiful self-portraits that reflect their identity, showcasing their artistic talents.

Café Club: In Café Club, students have been learning practical life skills, making delicious treats like pancakes, fruit skewers, and pizzas.

Drawing Club: Our creative students have been shining in Drawing Club, producing wonderful drawings of animals, insects, food and characters.

Special Events:

NB3 students have had a blast participating in a range of exciting events, including the Mini Olympics, where they showed great teamwork, a trip to the Sports Museum to explore Australia's sports history, a vibrant Colour Run filled with fun and energy, and their fantastic performance at the school concert that left the audience cheering.

OCCUPATIONAL THERAPY

MIDDLE YEARS



Cooking

During cooking sessions, students learn to follow recipes, measure ingredients, and use equipment safely. Through hands on activities students practice teamwork & problem solving.



Gross motor

In Gross motor sessions, students have been working on their core strength and endurance. Students develop regulation skills, focus and coordination. Activities include yoga poses and exercise circuits.



Play skills

Students are continuously advancing their play skills with others. Students have been completing sensory play to support self-expression whilst prompting creativity and fine motor skills.



Social skills

In social groups, students have been learning to recognise and respond to emotions. Students have also been learning about making positive connections with peers.



Writing & Fine motor

Students frequently practice fine motor skills, this involves activities of writing, threading, cutting and many more. This assists students to develop hand strength to complete activities of daily living.



Self - Care

In self-care sessions, students practice toileting skills, brushing teeth and washing face & hands, prompting independence and personal hygiene.



HALLOWEEN

at NPSA

**31ST OF
OCTOBER**

**STUDENTS ARE ENCOURAGED TO DRESS UP
ON THIS DAY. STUDENTS WILL ALSO BE
PARTICIPATING IN A TRICK OR TREAT.**

**IF YOU DO NOT WANT YOUR CHILD TO
PARTICIPATE PLEASE LET THEIR
CLASSROOM TEACHER KNOW.**

NORTHERN SCHOOL FOR AUTISM

Information Morning

9.30am - 11:30am

Friday 25th October

Multipurpose Room

Come and learn about therapy at NSA
Speech Pathology and Occupational
Therapy