

Important Dates

Thursday 9th May
Mother's Day Stall, RC

Thursday 30th May
Friends and Family Open
Morning, 9:30am

Wednesday 5th June
Special Events Meeting, 9:30am
RC

Thursday 6th June
Parent Information Session,
9:30am RC

2019 Term Dates

Term 1: 29th January to 5th April

Term 2: 23rd April to 28th June

Term 3: 15th July to 20th September

Term 4: 7th October to 19th
December

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FROM THE PRINCIPAL

Welcome to Term 2. All students and staff have settled back into routine and are enjoying the lovely autumn weather. It has been very pleasing to see students completing their work schedules and engaging in their learning.

ABLES

Abilities Based Learning and Education Support (ABLES) is a curriculum assessment and reporting tool that:

- Allows teachers to assess students' with disabilities readiness to learn.
- Generates reports that help to plan for personalised learning.
- Provides guidance material and strategies to help teach students based on their individual learning needs, with links to the appropriate curriculum level and resource.
- Tracks student progress and achievements.

NSA teachers have completed the ABLES assessment for all students. Our teachers apply the ABLES assessment tool to identify students' readiness to learn across the four developmental learning areas. The student's progress along each learning area will guide the teacher to the appropriate curriculum level and teaching and learning strategies that can be used to develop an individual learning plan

Practicing Occupational Health and Safety (OHS) Procedures

Over the duration of the year as part of NSA OHS procedure/policy we run practice internal and external evacuation and lock down drills at each campus so that our children are well prepared. The drills are an opportunity for staff to examine what needs to be changed in our procedure and it also gives the students an opportunity to practice. Last week the staff also had an anaphylaxis briefing which is completed twice yearly to ensure all staff are able to administer an EpiPen should the need arise.

STEAM Building Update

Building works at the Reservoir Campus are due to start in August. The STEAM building has been designed so there is plenty of space for robotics, 3D printing and virtual reality technology. An indoor, in ground trampoline has also been incorporated into the building's design.

School Annual Implementation Plan 2019

The new Annual Implementation Plan for 2019 builds on our work from previous years based on the School Strategic Plan 2017-2021. Key goals this year are to build the capacity of the leadership team, implement a rigorous literacy program and plan and implement VCAL at the Lalor Campus. It is proposed that these goals continue as priorities in 2019. There are a number of other important goals and priorities in the School Strategic Plan that will continue in 2019 and these will be shared with families in the revised AIP towards the end of the year.

Integration/Dual Enrolment

The integration policy is attached to this newsletter. If you are considering integrating your child into a mainstream school it is important that you read this 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 very important to realise that if you exit your child from NSA, then re-enrolment back into our school 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 mainstream primary schools.

Child Safe Standards

Future newsletters will provide a regular spot to highlight Child Safe Standards and the measures the school puts in place to ensure our students are protected. The guidelines, developed through DET, are based on the recommendations from the Commonwealth Royal Commission into Institutional Responses to Child Sexual Abuse. We are all well aware of the horrific testimonials and evidence of abuse that came out of this royal commission. As a result, the Child Safe Standards are mandated and the school seeks to proactively ensure the safety and welfare of our students. These steps include imbedding a culture of child safety.

At NSA we have a zero tolerance of child abuse. To continue to embed a culture of child safety at school, it is important to ensure it is part of our everyday thinking and practice. Practices are continually reviewed and evaluated and will be communicated in the newsletter, during discussions, at staff meetings, and in our everyday interactions. Our Child Safe Policy is on our website and will be reviewed over the next few months. As per the school policy, Andrea, Simon, Barry or myself are your key contacts if you have any concerns.

No Holiday Program in June/July Holidays

There will be no holiday program in the June/July holidays period as there will be workmen in to relocate playground equipment and they will need access to the playgrounds. I am sorry for the inconvenience this will cause.

Pamela Mathieson
Principal

Northern School for Autism Newsletter

FETE REPORT

As you know, we held our school fete on March 23rd this year at the Reservoir campus. Despite the early rain, it was a huge success and it was fantastic to see so many families in attendance. We raised a grand and final total of \$11,066.51. Fantastic!

I would firstly like to thank all the fete committee members who worked very hard for many months leading up to the fete.

So thank you very much to our parent members:

Samantha McWatters, Lisa McMahon, Lilliana Pavlenka, Melissa Ward and Anita Filomeno

And to our staff fete committee members:

Rhiannon Parbery, Dina Milides, Angeline Chen, Anna Morris, Allison Piper, Melissa Osman, Chloe Rowan, Maria Saric, Trudy Williams, Ruth O'Dowd, Serena Maguire, Matt Hluchanic and Neeta Khanna.

Secondly, I would like to thank all of our staff, student family members, and staff family members and friends who came on the day to man stalls or activities, run events and sell items. There were over 100 people who volunteered their time on the day to make sure our fete was a success and your time, effort and enthusiasm was much appreciated.

I would also like to thank all of our families, friends and community for actually coming to the fete and supporting us to make it such a success and for the many donations that were sent in and the cakes that were baked.

And thanks must also go to all of our students who helped out on the day, cooking sausages, serving in the canteen and selling items at the craft stalls.

There is an undated thank you list detailing all the businesses that supported the fete – if you're in need of these services, please try to use these companies.

Thanks to Pamela for supporting me through the planning and organisation over the last 6 months.

Next up another trivia night??

Andrea Wallace
Assistant Principal

Northern School for Autism Newsletter

FROM THE LEADING TEACHERS

Time sure flies when you're having fun! The students and staff of Middle Years B have worked very hard and enjoyed a wide variety of programs.

Swimming will continue this term for Rooms 19, 20, 22, 23 and 21. Room 10 and 25 will have the opportunity to participate in this program in Terms 3 and 4.

We are also very fortunate to have the Circus Skills program continue this term! New groups of students will be able to partake in these fun and engaging sessions.

Thank you to those who attended the NSA fete and purchased a funky mug designed by the students of Middle Years B – a lot of hard work was put into these and the students were very proud of their creations!

Rhiannon Parbery Leading Teacher MYB

Welcome back to what is going to be a busy and productive Term 2.

In Later Years A, the students' are engaged in a range of Applied Learning Programs that focus on incorporating functional living skills and vocational skills; all which emphasise a students' communication and social skills. The staff focus on teaching the skills needed in everyday situations across different environments, for example, skills at home (cooking, cleaning, etc), health and hygiene (brushing teeth, grooming, personal development, and public/private), vocational skills, recreational interests, and community access.

The Applied Learning Programs in LYA are mostly based around the ASDAN modules, and complement the learning outcomes of the Victorian Curriculum. Many parents had the opportunity to be view their child's ASDAN folder at the Term 1 SSG meetings. If anyone would like further information about the ASDAN activities or modules feel free to give me a call. NSA views ASDAN as a huge benefit for our students as it equips them with the personal and social skills, as well as transferable educational skills that will assist them throughout the school curriculum and later life.

I am excited to share with you some of the in-school Applied Learning Programs students from LYA will be taking part in:

LC1- Students from LC1 are involved in the delivering of clean towels and tea towels to the classrooms, along with the laundering of them. Students are applying their knowledge of communication exchanges and social communication, joint attention and following visual and verbal instructions. A gardening program 'soil to table' will also commence this term.

LC2- Students are involved in a Recycling program. Once a week a group of students empty the recycling boxes in each classroom and from the offices. Students are applying their knowledge of communication exchanges and social communication. This term LC2 will commence a Car Wash enterprise. Look out for their upcoming flyer.

Northern School for Autism Newsletter

LC3- Students in LC3 are responsible for sorting and distributing of the weekly Coles shopping order to all the classes. Students apply their skills of matching and sorting food items into the correct tubs, then transition around the school in a responsible manner. Students use ALD to engage in a communication exchange with the teachers from the other classes.

LC4- Students have been maintaining the Library in a neat and orderly manner, thus creating a respectful work ethos in regards to shared spaces. Students are applying their knowledge of referencing the surnames of authors and shelving books in the correct sections. This term students from LC4 will be involved in a gardening-landscaping project and a Café enterprise.

LC5- Students in LC5 are involved in a 'bike and ball' maintenance program. Over the week staff support the students to check that the wheels on the bikes are safe to ride, and if not, they will pump the wheels. A gardening program 'soil to table' will also commence this term.

I take great pride in watching the students develop their skills as they participate in the range of programs, and I have seen growth since the beginning of the year.

Over the term students will also participate in community-based excursions. While out in the community, students will have the opportunity to generalise social and classroom knowledge, as well as develop their skills around road safety. When visiting community venues students are representing NSA, therefore they will be encouraged and reminded to act in a safe and appropriate manner.

I look forward to a productive term.

Kind regards,

Maria Saric

Leading Teacher LYA

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.
- 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.

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- 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.

Evaluation

These guidelines are reviewed annually.

This policy was ratified by NSA School Council on 30 October 2014

This update was ratified on 26 March 2015

This update was ratified on 18 February 2018

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THANK YOU!

Thank you to the following companies for your donations to the 2019 NSA school fete



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