DATES TO REMEMBER

AUGUST

30th—2nd Sept

Father's Day Stall

SEPTEMBER

3rd Father's Day STEM

Day & Open Day

8th P&C Meeting 7pm

13th Numero

13th School Board Meeting

15th Room 6 Assembly 9am

17th NCVISSA Athletics

24th End of Term 3

20th August 2021 Issue # 8

WALKAWAY PRIMARY SCHOOL NEWSLETTER

Believe it Achieve it, Advance the Walkaway Way

Dear Parents

This is a very important year for us to reflect on our school's progress and performance as we are in the process of reviewing our School Plan in preparation for writing our new 2022 to 2024 plan. To assist us with our reflections and planning, I ask you to complete the survey below to provide us with valuable and valued feedback:

2021 Parent Survey

This survey will provide us with follow up data on both the 2018 and 2019 survey formats. It should only take approximately 15 minutes (perfect time while you are having a cuppa).

The survey will close on **Friday 10th September.**

MAGPIES

MAGPIE ALERT!

We have a few reports of magpies swooping in town. So far we haven't had incidents at school from magpies but we do have mynah birds protecting their families.

Please make sure your child/ren have a hat/ helmet on. Umbrellas also provide good protection. Please remind your children to not act out against the birds.

AUTISM AWARENESS

We have four students in our school with a diagnosis of Autism Spectrum Disorder (ASD), two of these with recent diagnoses. To build community awareness and understanding, I have included some information pages and a mythbuster page for your information.

ATHLETICS CARNIVAL

Thank you for joining us for a wonderful carnival on Friday. Thank you also to the many helpers who made Friday so efficient and successful. Congratulations to all students for their positive participation.

We are RESPONSIBLE

UPCOMING DATES TO REMEMBER

OCTOBER

12th /Tuesday

Start of Term 4

NOVEMBER

1st—5th Bookfair

19th NCVISSA Summer Carnival

December

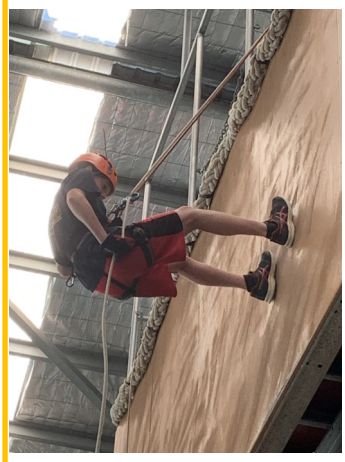
9th End of Year Concert 6pm

11th P&C Xmas Tree

16th Last day of school

AMBASSADOR CAMP

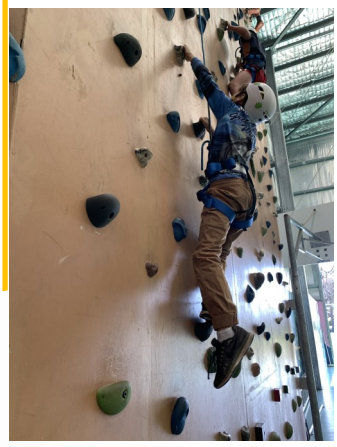
Thank you to our amazing P&C for sponsoring our camp. Here are just some of the activities we were able to experience:



Rock climbing and Abseiling

Prusiking

Cave ladder climbing



Don't forget :

Friday Lunch orders Due Thursdays

Pie/Pastie $3.50

Sausage Roll $2.70

A visit to the Fremantle Maritime Museum, including the lego display

A visit to the Fremantle Prison

Kind regards,

Megan Barrett, Principal

We always show RESPECT

All Classrooms will be open for you to check out your child's amazing work.

Tea/Coffee and light morning tea will be available in Room 3

Fathers Day STEM Challenge & Open Day

Friday 3rd September

9am - 11.30am

Are you ready for the 2021 Fathers Day STEM challenge ?

We would like to invite all Dads, Grandads, and of course our Mum's and Grandma's are also welcome, or significant others to join us on Friday 3rd September .

Challenge will be presented on the morning and you'll be given a certain amount of time to create with your child/ren. All materials will be supplied .

Sausage Sizzle will be also be available

FATHERS DAY STALL

The P&C will be holding a stall for children to buy gifts.

Monday 30th August to Friday 3rd September

Recess & Lunchtime

Stage Area

All gifts will be priced at approx. $5 or less

HAPPY Father's Day!

What is Autism?

Autism Spectrum Disorder (Autism) is a complex developmental disability that is neurobiological. This means it relates to how the brain interprets information and responds to it.

People with Autism experience differences in the way they communicate socially. Their behaviour may be repetitive or narrowly focussed. People with Autism also tend to experience differences with their senses that can affect the way they react to their surroundings.

Although the core characteristics of Autism may cause some challenges, they can also result in special skills and abilities. When getting to know a student with Autism, it is important not only to learn about their challenges but also to recognise their strengths!

The Characteristics of Autism

People with Autism experience different degrees of difficulty in two core areas – 'Social Communication' and 'Behaviour'. A person's exact experience in these two areas is specific to them.

For example, some people with Autism will find communicating with others hard, yet have no difficulties with noisy or busy situations. Others may experience the opposite or have different strengths and difficulties altogether.

Social Communication

In social situations, communication is about more than simply understanding what other people are saying. There are many unspoken rules that underpin social interactions, which change based on the situation and people involved. Some people with Autism speak fluently while others have limited speech or do not talk at all.

How Social Communication affects students with Autism

Although no two students with Autism will be the same, they all face challenges in interacting and communicating with others. Students with Autism may:

- Prefer to be on their own rather than interact with their peers or with adults
- Not respond when people speak or gesture toward them, even when their name is called
- Make little eye contact with others

While some people with Autism will seek solitude, others may also have a strong desire for relationships – though help with forming friendships is often needed.

Varying levels of understanding vs communication

It is important to be aware that the communication abilities of a student with Autism is not necessarily equal to their ability to understand and process information.

For example, someone with a very limited ability to express themself may have a much greater understanding than is immediately apparent. Similarly, someone else who has a high level of verbal skills and is able to get their point across may have great difficulty understanding, processing and reacting to information presented to them.

Students with Autism may:

- Be very 'concrete' or literal in their understanding of language
- Have very few words that they can use to express themselves and therefore need communication support
- Talk with ease, particularly about interests that are important to them, with little understanding that others may not be interested

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Behaviour

The following behaviours all fall within the Behaviour area of characterising Autism:

- **Repetitive Actions** – doing or saying something over and over again (including routines)
- **Intense Interests** – a higher degree of interest in a particular topic or activity than others may experience
- **Sensory Processing** – differences in how the person processes information that is provided by their senses, which can result in unusual or unexpected behavioural responses

These behaviours are often connected. When the world is overwhelming and unpredictable, they can give a person with Autism a sense of predictability and comfort.

Differences in Thinking: Theory of Mind

People with Autism tend to think quite differently, which may lead to some challenges but can also result in some unique strengths. Three concepts that help explain these differences are:

- **Theory of Mind** – the ability to gauge the thoughts, intentions, feelings and mental states of other people (including being able to empathise or 'put themselves in some else's shoes')
- **Executive Function** – the high level cognitive skills that involve managing our thoughts, actions and emotions in order to get things done (such as organisation, focussing, remembering and responding appropriately)
- **Central Coherence** – the ability to pull information together and make sense of it, depending on the situation or circumstance (including being able to look for the 'bigger picture' and overall meaning)

How differences in thinking affects students with Autism

These differences in thinking can affect students in various ways, including:

- **Challenges with Theory of Mind** – can sometimes be misunderstood as being uncaring, when in fact it is the impairment that may cause them to do or say 'the wrong thing'
- **Challenges with Executive Function** – having trouble getting started on tasks, remembering what to do, multi-tasking, prioritising different tasks, keeping track of activities or personal items and so on
- **Challenges with Central Coherence** – focussing on specific details at the expense of understanding the overall picture of a situation or experience (though this may also mean excellent attention to detail!)

This content has been extracted from the Autism Association of WA's Autism Heroes Publication.

Designed with the Australian National Curriculum in mind, the Autism Heroes Education Pack contains lesson plans, a video and worksheets for students in Years 3–6. It also includes a range of resources that are designed to help you prepare and deliver the pack and to support understanding of Autism within your school. To find out more about this pack, or to purchase a copy visit: https://autismheroes.autism.org.au/

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These myths and facts are taken from

https://www.onecentralhealth.com.au/autism/10-myths-about-autism/

Myth – People with autism don't feel emotion

This myth is one that is particularly unfair and harmful for autistic people. Some people think that autism means that the person cannot feel emotion or cannot feel ALL emotions, and therefore have no interest or ability in fostering relationships with others or making friends.

The truth

This myth is simply not true. People with autism are completely capable of feeling all emotions. Due to the fact that autism can impact one's ability to communicate and socially interact, this is often misinterpreted as being an expression of a lack of interest or inability in making connections and relationships. Autistic people can also struggle with interpreting other people's emotions, body language and expressions, and understanding social nuances. This different level of understanding and interacting might impact on their ability to connect and socialise but is not reflective of their unwillingness or disinterest. Therapy and professional intervention can help autistic individuals to implement their very human desire to connect.

Myth – One can "grow out of autism"

Some people think that autism is a stage, particularly experienced by children, and that one can actually "grow out of autism" whether through therapy and intervention or independently.

The truth

One cannot grow out of autism. It is a lifelong disorder and there is no 'cure' for autism through either therapy or medicine (see Myth 1). As we keep reiterating, autism is a spectrum and not only are autistic people all affected in different ways, but the level of impact and type of autistic traits can change and develop throughout the different life stages of an individual. Of course, appropriate therapy and intervention can help address areas of specific concern, help support the development of new skills and communication/social abilities, and improve their day to day life overall. Despite being a lifelong disorder, there is absolutely no reason why anyone with autism can't lead as happy and meaningful a life as anyone else.

Myth – Bad parenting can cause autism

The myth about autism that bad parenting can cause ASD is as mean as it is untrue, and it's VERY untrue. There is simply no evidence or valid reason whatsoever to think that one's parenting style can cause autism.

The truth

The truth is simple: bad parenting CANNOT cause autism, and it should therefore go without even saying that a child diagnosed with autism does not in any way reflect the ability, love or parenting style of their parents. How did this offensive myth come about? Way back in the 50s, there was a theory often referred to as the Refrigerator Mother Hypothesis. This theory suggested that mothers who were not warm emotionally and could be neglectful or distant would traumatise their child so much that it would cause autism. Of course, this completely bogus theory was debunked scientifically decades ago. Unfortunately, the myth hasn't been eradicated in its entirety.

Our little ones enjoyed their race on Friday:

They're ready….

And they're off and racing!!!

P&C NEWS

- Thank you to all who helped supply such a delicious morning tea on Friday at the Athletics Carnival on Friday.
- Remember—if you are coming along to the Father's Day STEM and Open Day, there are tickets still available for the second raffle—$2 could become $50
- Don't forget this week's Father's Day Stall—lunch times Monday to Thursday.
- Our next meeting is on 8th September at 7pm…hope to see you there.

We are keen to COOPERATE

Term 4 2021

WK	MON	TUE	WED	THU	FRI	SAT	SUN
1	October 11 School Development Day	12	13 Talented Young Writers	14	15	16	17
2	18	19	20	21	22	23	24
3	25	26	27	28	29	30	3
4	November 1 	2	3 Book Fair Week →	4	5	6	7
5	8	9	10	11	12	13	14
6	15	16	17	18	19 NCVISSA Summer Carnival	20	21
7	22	23	24	25	26	27	28
8	29	30	December 1	2	3	4	5
9	6	7	8	9 Graduation Concert 6pm	10	11 P&C Xmas Tree	12
10	13	14	15	16 End of Term	17		