



## Educating our prems



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## Austprem Inc. AGM

The Austprem Inc. AGM was held on Sunday 27th August. Thank-you to all those who took the time to attend. There are a number of new faces on the Committee, and we warmly welcome all those who volunteered to help Austprem in this way.

## Educating our prems

I have some very vivid memories from the night when our son Braedon was born. The neonatologist came downstairs from the NICU to talk to us about the imminent birth of our premature baby. At 30 weeks gestation, we were assured that the survival chances of our baby were extremely good, and that the first 48 hours would 'tell the story'. I flipped through the publication *Outcomes for Premature Babies in New South Wales and ACT (2000)* and latched onto one statistic: "about 50 in every 100 preterm children will need help in one of these learning areas at some time." I asked all sorts of questions about hearing loss, intellectual disability and other areas I knew of from my previous life as a special education teacher and community/disability services worker. The neonatologist kept getting back to the immediate issues. In retrospect, I was probably too

concerned with the long-term outcomes, but it started a thought process in my mind, which has only been confirmed over time in both our personal journey and in my professional and research journeys. At the time of Braedon's birth, I was teaching some fairly hard-core adolescents in a specialised school for students with behavioural issues, and shortly after developed and implemented my own intervention for primary-aged children with emotional disturbance, for the public school system in New South Wales. I also had a prior history teaching students with various disabilities and special needs. Whilst teaching in the primary intervention, a nurse from the NICU follow-up service asked me what I did for a job, so I explained it as best I could. She replied, "oh. You must get a lot of preemie kids" (or similar).

Now I teach in a more "normal" setting as a specialist support teacher for students with difficulties in a mainstream High

about 50 in every 100 preterm children will need help in one of these learning areas at some time

School. I was granted a compassionate transfer to a warmer climate because Braedon suffered from a lot of respiratory problems in the cold climate of the Southern Highlands. There are a lot of links between my parenting and my work. In my current job, I see a lot of kids who have (to me) obvious language disorders. Working in behaviour, I also used to see a lot of kids who couldn't communicate their frustrations and problems, and who couldn't cope with the mainstream school curriculum. Inevitably, they acted out

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their frustrations in ways that weren't appropriate to the school climate. The most powerful gifts (apart from time and an interest in them) that I could give those kids were skills in communication, and some kind of success in literacy tasks, particularly reading. I even saw tangible results in violent juvenile offenders.

I have a theory about the links between communication and behaviour. The theory is quite simple. Children who struggle to

communicate (ie who have language disorders) will usually develop some level of behaviour problem in response to their frustrations, and that they will become more frustrated as the language demands of school learning become more and more unrealistic for them. Another part of my theory is that we can help these children, and that the earlier we give them some communication skills, the better the outcomes for them and us.

## **Premature Children Before School Age**

When a child has received neonatal care, there may be regular follow-up services and assessments arranged by the hospital. This lasts until the child is 2 years Corrected Age. This is a good service, and provides an opportunity to have your child monitored, and to gain referrals to any other services that may be required, so if you have the opportunity to attend, do so. After 2 years CA, you may be able to ask for more follow-up assessments through this service, but they are not done as a matter of course. Follow-up is also available through your GP, paediatrician and/or child health nurse. If you have concerns with any aspect of your child's development, ask for further follow-ups, but be specific about your concerns.

Early Intervention services can, quite literally, change a child's entire future. For those of us who don't live close to the tertiary hospital where our child was in the NICU, this can be problematic. If this applies to you, you probably live in rural or regional Australia. In these areas, government services such as community health and education can be scarce and under-resourced. While Braedon and Dannielle were still in hospital, I rang a contact who was the manager of a community-based service for young children with special needs. As a result, Braedon was immediately able to access an early intervention playgroup which employed a speechie, early childhood teacher, physio, OT and ran with a parent group run by the family worker. This one-stop shop was run by



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The Toybox Centre Inc. in Bowral (serving a population of around 30 000). Braedon benefited tremendously from this service, which also used older peer volunteers from a local primary school. Although Braedon's needs were not as great as some of the children as he got older, he still received service from the speechie. We also were able to see him interacting and follow-up on the therapy and developmental programs. You can find out about these services from your local Council, Community Health or even early primary school (they should know who has worked with their kinder/ prep kids before school). The government departments love to tell you where the community-base services are, because it's work that they don't have to find time to do themselves. You could also post to Austprem and you might find another parent who uses services in your area, or try "disabilities" in your local yellow pages. The earlier we intervene, the better the outcomes for our children, so don't wait until your child hasn't reached certain milestones.

Aside from formal service provision, there is a great deal that we can do as parents. Encouraging your child to communicate from an early age can be both educational and fun. With Braedon, we were very strict (at times!) with "use your words" being a common refrain in the home. Specifically, Braedon was expected to communicate with words rather than just pointing, in order to get what he wanted. Use a lot of games, singing, naming objects and actions (verbs as well as adverbs, or doing X as well as **how** we are doing X). Try to

encourage your child to speak as much as possible, even if they can only say the start of words. There is some good evidence that initial word sounds are more important than rime (the sound of an individual syllable or phonemic unit) in the acquisition of language and literacy skills. Recognition of letters and letter sounds is also related to the development of good early literacy skills. The old game of "L for lion" can develop an understanding of letters. Any kind of game that makes fun of similarities in word sounds is beneficial, as it encourages thinking about sounds and meanings. We have used alliterative games, making lists and describing things using the same initial sound (eg. Purple people eater) and rhyming words (Braedon used to love arguing that his wheelbarrow was a wheel**photo**). We now have a felt collection of animals to represent the alphabet. It comes with a hanging receptacle with each letter having a pocket labeled in upper and lower case.

## ***Enrolling Premature Children in School***

We have (today) enrolled Braedon in a local Infants school (K-2). We chose this school because we felt that it offered the best services for Braedon's needs, and is a nice small school. He is not "zoned" for this school, but we are able to enrol him there as it is a specialist school (one of around 12 Infants schools in NSW). Now is a good time to be investigating your child's first school. Choose a school where you believe your child will be comfortable and receive the best services for their needs. Even state schools are

competing for enrolments in the current educational climate. If your child has particular abilities or talents, find out which schools cater for those abilities or talents. In my opinion, many prems are more suited to a smaller learning environment, with fewer kids and adults to interact with. The down side to this is that smaller schools can lack specialist services, especially if they cater for a wide range of students. Examples of this include areas such as Learning Support for children with individual needs, and Reading Recovery. Try to find out what support staff they have, and what their experience and training is in. In NSW, few primary schools have a permanent, full-time Support Teacher (Learning Assistance). In practice, this means that the teacher may be casual, or only doing the job for a part of their teaching load, and may not hold special education qualifications. This may not be a problem, but in such schools try to find out how much experience the person has in the role.

Introduce yourselves to the prospective school early. If your child has been receiving any kind of special needs support, there should be some form of transition planning before they start school. If support is needed in the school, it can usually be arranged before the start of the school year. In practice, this means that any funding will need to be applied for in Term 3 or 4 before your child starts school (unless your child will start later in the year). All funding is limited, and it is possible for kids to miss out because the application was made too late. In particular, if you have concerns about an aspect

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of your child's progress, find out who is responsible and meet with them before your child starts school. Even if there is no "official" assistance your child is eligible for, the school may have something such as volunteer/parent reading programs. Find out who runs these programs and discuss your child's needs and personality with them. They may be able to do a really great match between your child and a volunteer. The same applies for interests. Lots of schools run clubs or interest group afternoons. These can be a terrific way for kids to gain confidence and skills. If you can, volunteer your own time. If you don't feel comfortable helping your own child but would like to help others, let the teacher know. If there are training sessions run for parent tutors, go along. You might pick up some pointers for home, and you may be able to offer some strategies that work with your child.

Different schools offer different services. In NSW, Reading Recovery is a very big deal. In Qld and SA, the education departments employ speechies who offer both direct services and consulting services to assist teachers in their programs. In NSW, 85% of children with disabilities attend state schools. Some private schools do cater for students with learning needs better than others. Overall, my advice is to shop around and discuss the needs of your child. The bottom line is that we want the best possible services and outcomes for our children. The hard part is in defining exactly what those needs are, and in finding the best school to meet those needs.

## Brett Holland

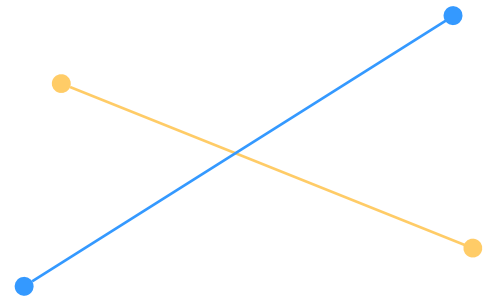
Father of Braedon,  
ex 30 weeks, now 4y 5m

*Brett is currently undertaking a Masters in Educational Studies, with a proposed research thesis on issues surrounding prematurity, language acquisition and early literacy development, and parental experiences of intervention services and the transition to school.*

*The author is currently looking for premature children entering school in 2007 to participate in a case study approach to research the above area. He can be contacted at*

[brett.holland@newcastle.edu.au](mailto:brett.holland@newcastle.edu.au)

*to volunteer for the research or ask specific questions. Whilst Brett is currently employed by the NSW DET, the views expressed herein in no way reflect DET policy, but are the opinions of an individual guided by his own parenting and professional experience and knowledge of the research base.*



## How does your baby grow?

A number of Austprem members have submitted their children's weight and length data at various ages so that we can all gain some perspective on how prem babies grow.

You can see the resulting chart at

<http://www.austprem.org.au/journey/home/growth.html>

Further contributions most welcome!

## Website Review

<http://www.include.com.au>

*Include Pty Ltd*

Include Pty Ltd is a business run by Bob Jackson who is a strong advocate for inclusive education and work. He strongly believes that for a school not to include children with disabilities is discriminatory. Include Pty Ltd run workshops and also offers school and life planning and advocacy assistance to families. The resources page offers a number of resources, and links.

# Your Story - Choosing

## **Our experiences choosing childcare, preschool and school**

Deciding which particular centre or school to send your child to can be very difficult. Things to consider include the program offered and how it suits your child and their needs, location, and attitude of the staff.

We have had to choose a childcare centre, as well as both preschool and then school for Michael, who has both an anaphylactic (life threatening) allergy to cow's milk, and high-functioning autism.

### **Childcare**

We didn't know about the autism when we first looked at childcare, but we certainly knew Michael was prem and had motor skill delays. One centre we looked at was rejected because they couldn't cope with his food allergy, another didn't want him because he wasn't walking or "robust" (!!!), the centre we chose had a wonderful feel to it, they were interested in our beautiful baby, could manage his milk allergy (a huge deal at a childcare centre), and most of all when I handed him over to the carer in the baby room she stopped before she put him down and asked "Can he sit yet?" - to us this showed that she had listened to his story, and understood some of the implications of his early arrivals and motor delays. At 11 months, Michael could not sit by himself, so it was also a very relevant question. That centre was fantastic for Michael for the two years he attended, they really tried hard to cater for his needs, and adapted their programs so that he could participate.

### **Preschool**

We chose to send Michael to our local preschool, we didn't really look at others but he was already

familiar with the building (from playgroup) and they were happy to accommodate his needs; and did a great job of doing so. There were many meetings along the way, we didn't get to just show up at the start of the year and drop him off, but it all worked out very well.



### **School**

Then came choosing a school. The decision of "Which school?" is one that all parents face and it was hard for us. The year before Michael was due to start at school, construction began on our local primary school. So there was on possibility, but there was no way of getting a "feel" for the school and its staff when it didn't actually exist yet! We looked at the surrounding schools, one seemed quite keen on its new kiln (I was thinking that if they got Michael to touch clay they would be doing well, so it wasn't a big selling point for me), and had a number of upstairs classrooms, including the prep (first year of school) students. Michael wasn't good with stairs so I didn't think that would work very well and could see him tumbling down in the "out to play" rush. There was a



strange conversation at one school when there was confusion between AIDS and aides (I always referred to them as "integration aides" after that!). There wasn't anything really "wrong" with any of the schools, but there wasn't anything fantastically "right" either. So we decided on the unknown. We thought that the benefit of being able to walk to school with him, of him having friends living nearby and people from the local community who knew him outweighed the potential issues of enrolling him at a brand new school.

We applied for integration funding for Michael (usually done through the school, but of course ours didn't exist yet), which involved meetings with the principal (appointed halfway through the year before the school opened) and many, many assessments. We were disappointed when he didn't get any funding, but the school did a fantastic job of accommodating Michael and his needs. We re-applied for funding during his first year and he qualified and this has been a huge help with enabling him to access an integration aide, speech, OT and physio. [I would encourage anyone who is refused funding the first time to apply again as I have heard of so many children that get it the second time around!] Our next challenge will be deciding on a secondary school! Having had such great experiences until now I am hoping they will continue and that we will find a school that will suit Michael and challenge him academically while supporting him in the areas that need it.

**Kirsten**  
mum to Michael  
born at 31 weeks

# Is my child “ready” for school?

School readiness is a question that many parents struggle with, and for those of us with prems it can be doubly difficult, as there are a number of questions to consider. Unfortunately there are no easy answers.

## When to start?

Most States in Australia have a maximum starting age (usually 6 years), but there may be some flexibility as to when a child actually starts. If possible, you should start your child at school according to their corrected age. In Victoria, for example, a child can start school if they turn 5 by 30th April, but they don't have to start until they turn 6. So if your prem was due in June but born in March, you have the option of “holding them back” for another year, and starting them just before they turn 6 rather than when they are only 4. Children originally due early in the year, but born late the year before may also be “held back”. Of course it entirely depends on the individual child, and your decision should be guided by paediatricians, kinder/preschool teachers, therapists and/or other professionals involved with your child. Some parents would prefer

that their child repeated the first year of school if they are found not to be ready to continue at that stage, others see this as a huge issue socially and would prefer that entry was delayed in the first place.

## Checklists

“Checklists” of school readiness can be found in many books and online. They list what your child “should” be able to do before they begin their formal education and whilst these lists may be helpful as a guide, please don't take them as absolute requirements. You should discuss your child and their needs with the school. Often the decision of whether or not to start a child at school goes way beyond these general guidelines, sometimes delaying schooling will not make any difference; a year later you may be in the same position, and schooling cannot be delayed indefinitely. I suspect if I was waiting for my children to be ready according to these lists, they might never go to school at all, and yet they have both managed quite well, with a few adjustments and appropriate strategies in place. A suitable school for your child is one that can accommodate their needs.

## Social skills

A child's social readiness, that they are able to understand sharing, turn taking and that others have needs too, is a big factor to look at when considering starting school. Handling transitions from one activity to another, conforming to school rules and regulations and asking questions of and responding to questions from adults are all very important skills. Children also need to be able to sit and listen. If your child is struggling in a few areas, but otherwise seems ready for school, there are usually strategies that can be put into place to help with work around the problem areas eg Velcro or buckles if laces are a problem, a button up jacket rather than a pull on jumper if dressing is difficult. Most children will catch onto what is expected at school very quickly and will soon copy what other children are doing (for better or for worse!!).

Kirsten

## Website Reviews

[http://www.community.nsw.gov.au/documents/school\\_readiness.pdf](http://www.community.nsw.gov.au/documents/school_readiness.pdf)

An excellent *discussion paper* on School Readiness from the NSW Parenting Centre, NSW Department of Community Services

[http://raisingchildren.net.au/child\\_care\\_to\\_school/child\\_care\\_to\\_school\\_landing.html](http://raisingchildren.net.au/child_care_to_school/child_care_to_school_landing.html)

### Raising Children Network : Child Care to School

Information on childcare, preschool and school including topics such as:

Child care : getting started,

Preschool : how it works and why its good

Choosing your child's school

Starting school

## Handy Tips

Encourage your child to draw and colour, even if they only manage a “scribble”. Drawing is a great way to develop pre-writing skills, and it can help to improve the hand strength of those with difficulties in this area.

Scissor skills are another useful thing to practice. Hand strength is needed to use scissors and they can be difficult to manipulate without experience.

Playing games with tea-bag tongs, or even regular tongs is another great activity for improving hand strength. Start by transferring cotton balls from one container to another using the tongs; marbles could be used too.

# Supporting Austprem!

## Joining Austprem

Austprem is an Internet based support group.

To join Austprem Inc., you will need to go to

<http://www.austprem.org.au/join.html>

and fill out the online membership form.

To access the online forums and chats

(where most of the Austprem "action" happens),

you will also need to follow the steps at

<http://www.austprem.org.au/forums.html>

to register with mc2 and subscribe to an

Austprem group.

*Join now - it is a great opportunity to share with others who have "been there" and who can understand your experiences*

*Membership is FREE!*

Any information provided to Austprem is held in confidence and will not be used for any other purpose or given out to any third party without your permission.

## Donations

Austprem Inc. is a non-profit organisation with no on-going funding.

If you would like to make a donation to Austprem Inc., please send your cheque or money order to:

Austprem Inc.

P.O. Box 2157

Sunbury VIC 3429

Please include your name and address so that a receipt can be posted to you.

Donations \$2 and over are tax deductible.

Your support is greatly appreciated.

## Ritchies Community Benefit Card

Buy your groceries, and support Austprem too!

Simply nominate Austprem Inc. as your CB Card recipient and 1% of your purchase total will be donated to Austprem.

The Ritchies Community Benefits Program operates in both Victoria and NSW.

Victoria: Austprem Inc. CB number is 93772

NSW: Austprem Inc. CB number is 93807

More information:

<http://www.austprem.org.au/promotion/ritchies.html>





# Supporting Austprem!

Austprem receives no ongoing funding from any source, and so relies on donations and fundraising to provide revenue so we can continue to offer support and services to families of prems.

For a while now we have been promoting the "You Name It Labels" fundraiser, and we thank you for the many orders which have been placed. Keep them coming!

I am pleased to announce that Austprem has put in place a further fundraiser with Toys and More! Toys and More are an online toy store offering some great deals and fantastic service. Austprem Inc. will receive credits to the value of 20% of any order you make! Just order the toys you would like, and at Step 5 simply type in Austprem, Sunbury, VIC as the fundraising recipient. Anyone can nominate Austprem as a fundraising recipient. The credits we receive will be used to purchase supplies for the Playgroups as they grow, or to purchase items to offer as prizes for future competitions.

Austprem thanks you for your ongoing support.

## Toys and More

Order your toys online, get great products, delivery to your door and support Austprem too!

Simply nominate Austprem, Sunbury, VIC as the fundraising recipient at Step 5 when you order.

<http://www.toysandmore.com.au>

▲  
Use Toys and More for Christmas and Birthday gifts. Your friends and family may like to support Austprem this way too!



Great Gift Idea!  
Pass the code onto your family and friends - anyone may use it!

## You Name It Labels Fundraiser

- purchase address labels, stick on and iron on name labels for clothing, bottles, snack boxes etc, and heaps of other stuff, and support Austprem too!

Order at <http://www.younameitlabels.com> using our code **aiv0603** (all lower case, no spaces).

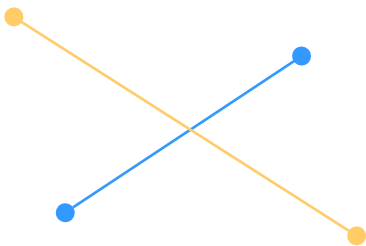
More details from [http://www.austprem.org.au/promotion/you\\_name\\_it\\_fundraising.html](http://www.austprem.org.au/promotion/you_name_it_fundraising.html)



## Prematurity in the Press

This Austprem group is an online forum where summaries/abstracts of articles in journals, print/online media and book reviews etc that feature issues about prematurity will be posted. Where possible links to the full text of the article will also be included, but this depends on the availability of the article and Copyright. This group will be a semi-public group, non-members will be able to read forum, but only members can post articles to the group and join in any subsequent discussions.

For information on joining see <http://www.austprem.org.au/pip.html>



## Pregnancy Support Group

<http://www.austprem.org.au/psg.html>

The Austprem – Pregnancy Support Group has been set up for those who are contemplating or experiencing a pregnancy following a preterm birth, and for those at risk of giving birth prematurely.

Everyone is welcome to join Austprem – Pregnancy Support Group. You might be pregnant again, you might just be thinking about another pregnancy or you might have already completed a

## Chats

Chats are a great way to get to know other members better. They are usually held on Thursday (not in January) and Sunday nights from about 9pm (Eastern Time) and on Friday mornings. A reminder is usually posted to the Austprem Forum the day before a chat, so check there for the exact time. The chats are held in the Austprem Chat Room on the mc2 site, so only Austprem members are able to attend.

“You can turn up in your pj’s and you don’t need a babysitter”

Chats are very informal - you can turn up in your pj’s (who’s going to know?) and you don’t need a babysitter. But you can still receive great support and understanding from other parents, or just have a social chat - a bonus if you have been isolated at home all day.

## Your Austprem Committee

<b>President</b>	Leanne Uwland
<b>Vice President</b>	Catrin Pitt
<b>Secretary</b>	Kirsten Burkitt
<b>Treasurer</b>	Leanne Uwland
<b>Media/Promotions Officer</b>	Stephanie Hinson
<b>Chat Host Co-Ordinator</b>	Lisa Reid
<b>QLD State Rep</b>	Catrin Pitt
<b>SANT State Rep</b>	Lisa Reid
<b>NSW/ACT State Rep</b>	To be confirmed
<b>VIC/TAS State Rep</b>	To be confirmed
<b>Austprem Ink Editor</b>	Jodi Devine
<b>Ordinary Committee Members</b>	Nadine Jones Narelle Kerry Kristy Traj

## Contacting the Committee

If you need to contact any of the Committee, please email them by clicking on their name in the Members list of the mc2 group, or send an email to

**[austprem@austprem.org.au](mailto:austprem@austprem.org.au)** and it will be forwarded to the appropriate person.

Your support helps Austprem Inc. to grow and improve.

# Happy Birthday wishes to:

## September

- |                  |                  |                 |
|------------------|------------------|-----------------|
| 1 Thomas (2)     | 15 Nicholas (9)  | 21 Toby (2)     |
| 2 Malachi (2)    | 15 Ashleigh (9)  | 23 Casey (7)    |
| 3 Connor (4)     | 15 Griffin (4)   | 23 Connor (4)   |
| 4 April (2)      | 16 Meridith (8)  | 23 Hayley (2)   |
| 5 Finnegan (1)   | 17 Abby (6)      | 25 Michael (10) |
| 6 Jack (4)       | 17 Danica (6)    | 25 Cameron (9)  |
| 7 Lily (2)       | 18 Isabella (2)  | 25 Taea (1)     |
| 9 Amelia (8)     | 18 Aaron (2)     | 25 Bailey (1)   |
| 9 Patrick (7)    | 18 Kael (1)      | 27 Skye (3)     |
| 10 Olivia (6)    | 19 Danielle (16) | 27 Alyssa (3)   |
| 11 Tiffany (3)   | 19 Hunter (3)    | 28 Joshua (5)   |
| 12 Samuel (8)    | 20 Kaitlyn (1)   | 29 Jazzmin (11) |
| 13 Aiden (3)     | 20 Emily (1)     | 30 Kaylee (17)  |
| 13 Alexander (2) | 21 Cibella (4)   | 30 Renee (7)    |
| 14 Lachlan (1)   | 21 Samantha (4)  |                 |



## October

- |                 |                 |                  |                |
|-----------------|-----------------|------------------|----------------|
| 2 Rhys (5)      | 9 Dechlan (2)   | 19 Harrison (3)  | 28 Jack (1)    |
| 3 Jessica (15)  | 10 Elim (5)     | 19 Micaela (3)   | 28 Emily (1)   |
| 3 Mason (6)     | 10 Jaime (4)    | 21 Kaden (4)     | 31 Caitlyn (3) |
| 3 Cain (5)      | 10 Charlie (4)  | 23 Jaden (5)     | 31 Chloe (2)   |
| 3 Jessica (1)   | 12 Huon (7)     | 23 Maddison (3)  | 31 Joshua (2)  |
| 4 Kevin (7)     | 12 Jonathan (3) | 23 Owen (1)      |                |
| 4 Isabelle (1)  | 12 Amelia (1)   | 24 Liam (4)      |                |
| 5 Em (15)       | 14 Glenn (15)   | 24 Stefani (4)   |                |
| 5 Joshua (1)    | 15 Samuel (3)   | 25 Connor (4)    |                |
| 6 Vincent (12)  | 16 Kieran (15)  | 25 Ashley (3)    |                |
| 6 Liam (6)      | 16 James (3)    | 26 Tahneisha (2) |                |
| 6 Nicoletta (3) | 17 Kayla (18)   | 28 Ryan (10)     |                |
| 7 Samuel (2)    | 18 Caitlin (4)  | 28 Emily (9)     |                |
| 9 Ella (3)      | 18 Jesse (2)    | 28 Callum (3)    |                |



## November

- |                |                 |                 |                 |
|----------------|-----------------|-----------------|-----------------|
| 1 Annie (4)    | 9 Rebecca (18)  | 15 Hanna (4)    | 25 Alasdair (4) |
| 2 Oliver (2)   | 9 Kade (1)      | 17 Blake (2)    | 25 Bradley (2)  |
| 3 David (13)   | 11 Caitlin (3)  | 17 Amy (1)      | 26 Zachary (5)  |
| 3 Amaya (3)    | 11 Amelia (1)   | 18 Emmy (2)     | 26 Dante (3)    |
| 4 Benjamin (7) | 12 Lewis (13)   | 19 Adrian (4)   | 26 Isabella (2) |
| 4 Katinka (1)  | 12 Kyle (13)    | 19 Elliot (2)   | 27 Francis (4)  |
| 5 Samuel (4)   | 12 Cooper (1)   | 20 Jay (3)      | 28 Joshua (14)  |
| 5 Ethan (1)    | 13 Isabella (3) | 21 Khyle (8)    | 28 Madelyn (4)  |
| 7 Mitchell (4) | 13 Zoe (3)      | 21 Thomas (5)   | 30 Lizzie (3)   |
| 7 Grace (1)    | 13 Jarred (2)   | 21 Finnian (3)  | 30 Noah (1)     |
| 8 Lianna (4)   | 14 Hannah (5)   | 22 Jorja (1)    | 30 Ivy (1)      |
| 8 Thomas (3)   | 15 Jordan (14)  | 23 Jessica (17) |                 |
| 8 Isaac (3)    | 15 Eilish (5)   | 24 James (4)    |                 |
| 9 Tahlor (18)  | 15 Amy (4)      | 24 Maxwell (4)  |                 |

## Our Angels

- Jaxon  
born 7th September 2004
- Lauryn  
born 8th November 2004  
Cassie  
born 11th November 1993
- Jack  
born 14th November 2001
- Jessica  
born 21st November 2001



If you would like your children (full term and prem)  
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or to be listed in the Newsletter, please email [kirsten@austprem.org.au](mailto:kirsten@austprem.org.au)

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Austprem Inc.

Providing friendship,  
information and support for  
families of premature babies  
and children.

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PremiePress

PremiePress is a publication for those who are interested in the development of premature infants and prematurely born children.

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Please check with your doctor or health care provider as to what interventions are appropriate for YOUR baby.