



# Broadmeadows SPECIAL DEVELOPMENTAL SCHOOL

## *Edition 18, Friday 16<sup>th</sup> October, Term 4 2020*

Welcome back to Term 4, we are delighted to be back onsite together for our last term of the year. Staff were very excited on Monday morning in anticipation of the buses and morning arrivals – and the smiles on the faces of our students lit up the school as they made their way through the gates and off the buses. Thank you to parents and carers for continuing to follow our safe drop off and pick up procedures, to ensure that we all can remain safe as we continue the term together.

With the start of the new term, we would like to remind parents and carers to please hand any medication that needs to be sent into school directly to the bus staff, who will then directly hand that medication over to our school staff. This ensures that medication is safely transported – we ask that medication is not placed in a student’s bag, but always given to bus staff or directly to staff at school drop off. Thank you for your support.

Our return to school has been a source of much pleasure for us all, and really consolidates our understanding of just how much our students enjoy school and learning. We love to see our students engaging in their work and there is nothing more rewarding than seeing their pride in themselves. It is for this reason that I would like to give my Principal’s Award for the start of the term to Mavis from Room 16 for the incredibly positive attitude she demonstrated, not just in returning to school but in completing her class programs and the particularly huge job of stocktaking for all of the catering programs that run on the Sorrento campus. To see our students engaging in programs that target literacy, numeracy, problem solving and social skills is a joy and to see Mavis demonstrating such a positive attitude to her learning and enjoying the responsibility of the task is wonderful. Congratulations Mavis on receiving my Principal’s Award.



We would like to remind families to read the CSEF information featured in this newsletter and to fill in the attached forms as necessary. Please contact the school admin asap if you have not already applied and are eligible as applications must be submitted through the CSEF system by 27 November 2020.

Please ensure you continue to check our dates to remember feature across the term as there will be changes to some of our usual end of year events to ensure we all end the year safely together. We are all looking forward to the term ahead.

Susi Wirth  
Principal

### **DATES TO REMEMBER TERM 4 2020**

| <b>DATE</b>                        | <b>EVENT TO REMEMBER</b>         |
|------------------------------------|----------------------------------|
| Friday 23 <sup>rd</sup> October    | AFL Grand Final Public Holiday   |
| Monday 2 <sup>nd</sup> November    | Curriculum Day                   |
| Tuesday 3 <sup>rd</sup> November   | Melbourne Cup Public Holiday     |
| Tuesday 15 <sup>th</sup> December  | Christmas Markets & Dress Up Day |
| Thursday 17 <sup>th</sup> December | Last Day Of Term 4 For Students  |
| Friday 18 <sup>th</sup> December   | Curriculum Day – No Students     |

Learning Beyond Words  
**SCHOOL NEWS AND UPDATES**

## CSEF

**Important message to parents holding valid means-tested concession card/temporary foster parents!**

### CSEF Changes for 2020

A number of new and previously announced changes have been approved to the operation of CSEF for 2020 only.

### Eligibility

The final **eligibility date for CSEF in 2020** has been extended from **14 April until 5 October 2020**.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. The normal special consideration arrangements continue in addition. Payments will be made at 50 per cent of the standard per student rates for families eligible between 15 April and 5 October 2020.

### Process changes

Applications must be submitted through the CSEF system by **27 November 2020**.

CSEF usage is normally restricted to camps, sports and excursions activities. As there is limited opportunity to undertake these activities this year, it was announced in term 2 that CSEF could be used for technology devices and internet access.

CSEF usage has now been expanded further to include voluntary school charges, books and stationery. It may not be used for school uniforms, before/after school care, music lessons, formals/graduations or compulsory fees.

*Please see the CSEF forms at the back of the newsletter – as per this example.*

**THE EDUCATION STATE**

**CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM**

Broadmeadows SDS School Name 5262 School REF ID

**Parent/legal guardian details**

Surname \_\_\_\_\_  
First name \_\_\_\_\_  
Address \_\_\_\_\_  
Town/suburb \_\_\_\_\_ State \_\_\_\_\_ Postcode \_\_\_\_\_  
Contact number \_\_\_\_\_

Centrelink pensioner concession OR Health care card number (CRN)  
  -   -   -  OR  
 Foster parent\* OR  Veterans affairs pensioner

\*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

**Student details**

| Child's surname | Child's first name | Student ID | Date of birth (dd/mm/yyyy) | Year level |
|-----------------|--------------------|------------|----------------------------|------------|
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- This consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- If I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- Information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and/or State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

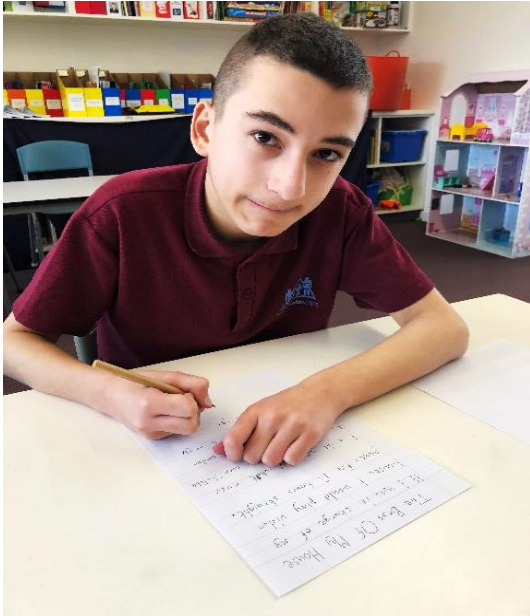
Signature of applicant \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Learning Beyond Words  
**CHAMPION'S CORNER**

**DANIEL'S COMMITMENT TO LEARNING**

Daniel from Room 23 has made a stellar return to school after a productive Home Learning period. He even returned a pack, full of amazing work that he completed at home.

Daniel also worked with one of our literacy specialists and created an excellent piece of creative writing called 'The Boss of my House' where he worked to extend his writing by adding in lots of descriptions. Well done Daniel.



**DARREN'S AWESOME ACHIEVEMENT**

We are so proud to celebrate Darren's huge accomplishment in learning to ride a two wheel bike! Darren has previously been building confidence using one training wheel for balance but has persisted and has reaped the rewards of his positive determination!

On the first day back at school, Darren delighted staff by showing them his new skill.

Darren - you are a champion!



Respect

Opportunity

Engagement

Communication

Support

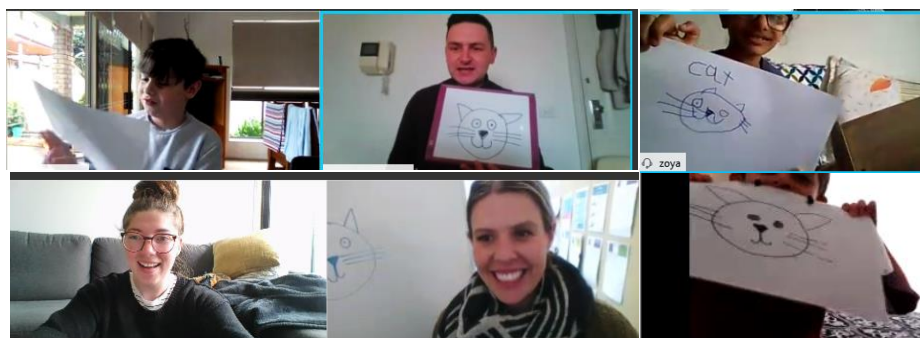
Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**VIRTUAL KIDS CLUB LIVE SOCIAL SESSION**

During the Learning from Home period, the Green Learning Hub had the pleasure of hosting a weekly Kids Club Live Social Session on Webex. Each week the teachers and students from the Green Learning Hub met to take part in fun and engaging games and activities together. All socially-distanced through our Webex cameras!



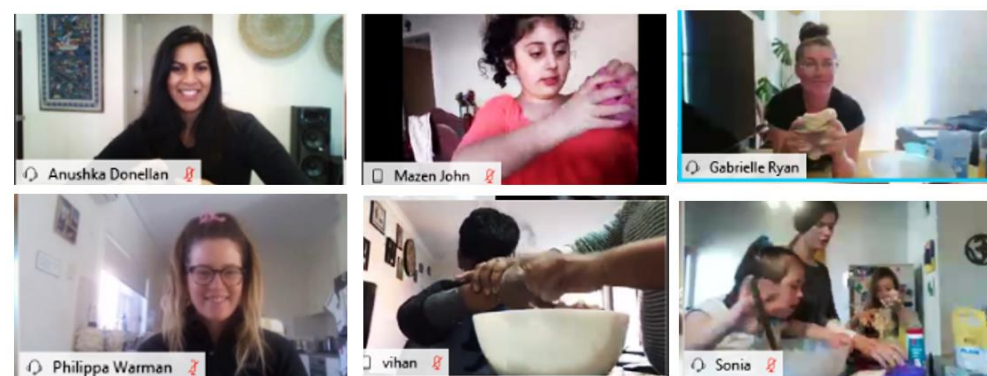
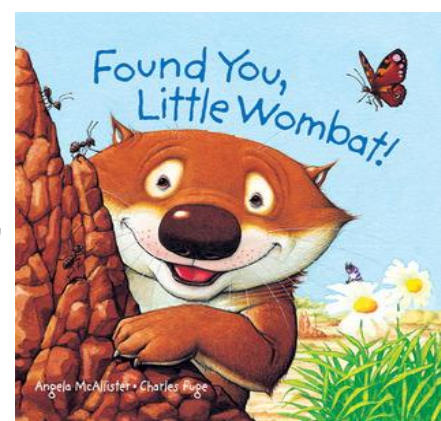
Some of the activities we shared together were: following a schedule to make a batch of playdough as a group, creating bubble snakes, reading some of our favourite storybooks and playing I Spy and drawing games! It was really exciting to see students and families join in with the live activities, and chat to everyone about what they have been up to while at home.



Here are some photos of Brian's drawing activity. We followed along to draw animals.

Check out Zoya and Valentino's amazing cat drawings!

During this Kids Club session, Courtney shared a story with us all.



Here we have followed along with Gabby, using a visual schedule to all make our own batch of playdough at home!



We played an I Spy game with our friends. Can you spy the yellow duck on somebody's screen?



Respect

Opportunity

Engagement

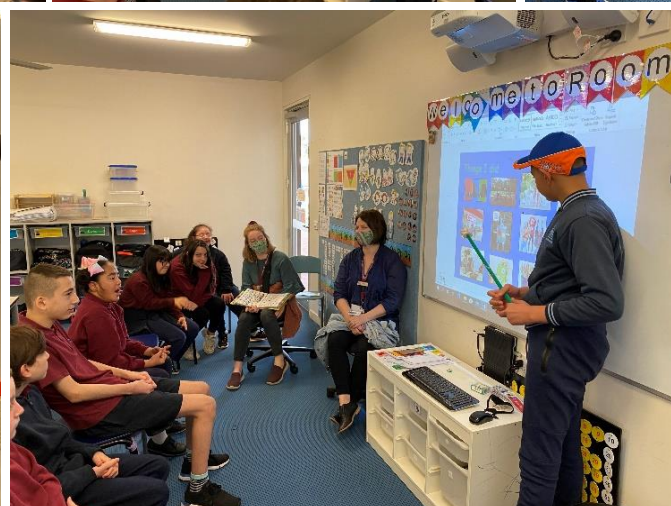
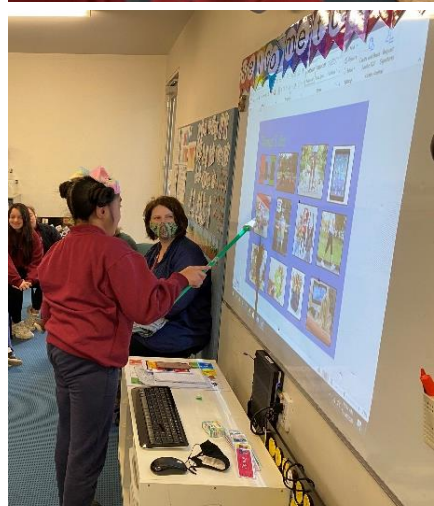
Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**ROOM 23 ARE EXCITED TO BE BACK!**

It's been great to see Room 23 return to school eagerly. There were lots of smiling faces with students happy to see their friends and teachers. We began our week with a chat about things we did while at home. Some responses included walking with family, watching movies, playing games, cooking and of course working.



Respect

Opportunity

Engagement

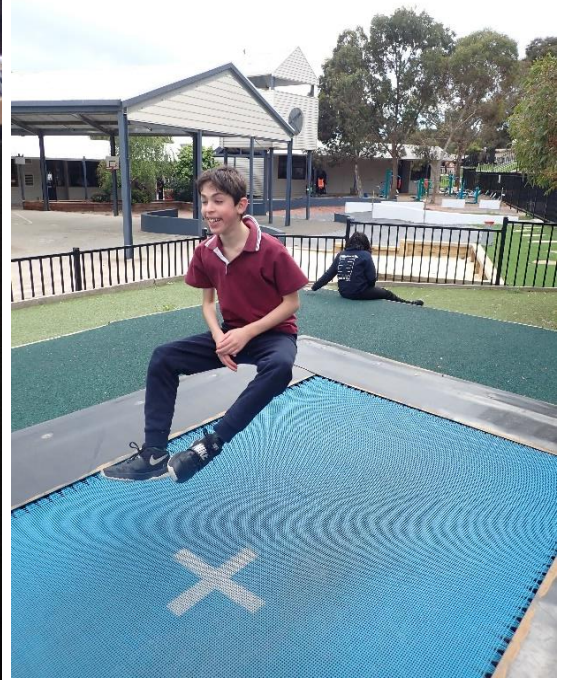
Communication

Support

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**TEACHING AND LEARNING AT BSDS**

**A GREAT START TO TERM 4 IN ROOM 1**

Room 1 had an exciting return to classroom based learning this week. It was great to spend time interacting with each other again as well as exploring some favourite activities and some new sensory stories.



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Communication

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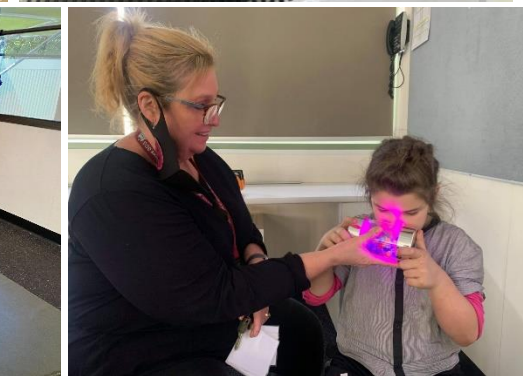
Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**WELCOME BACK TO TERM 4 - SILVER PLC TEAM**

The Silver PLC team have had a great first day back at school for Term 4.

We have enjoyed a range of different activities from stories to sensory play!

We are all so happy to see all of our students back at school and enjoying all of the fun things we have planned for this term!



Respect

Opportunity

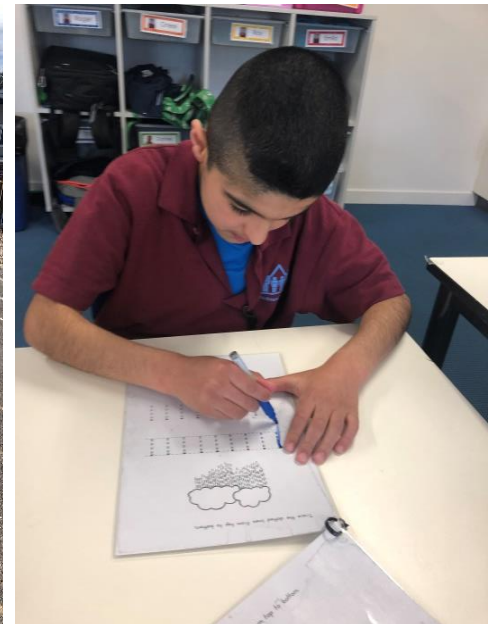
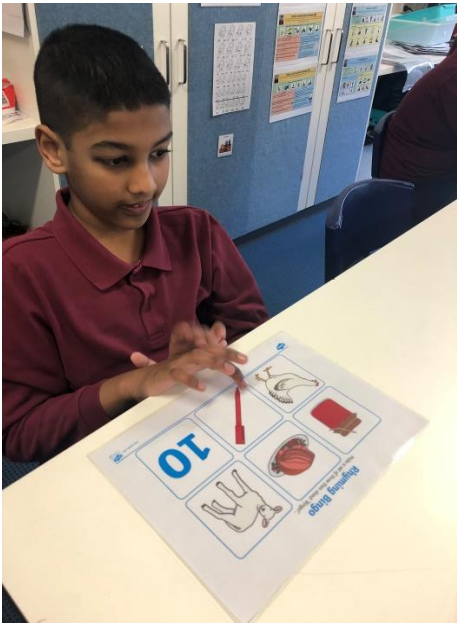
Engagement

Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**WELCOME BACK ROOM 21!**



Respect

Opportunity

Engagement

Communication

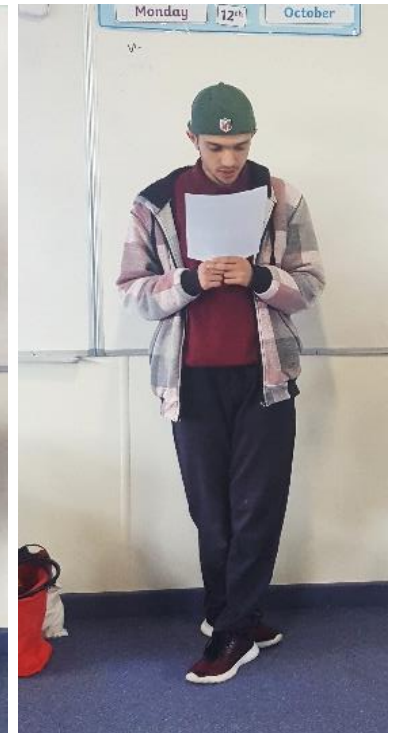
Support



Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**BACK TO SCHOOL IN ROOM 16**

In Room 16 the students had a big discussion about what they did and didn't enjoy about learning from home as well as what they found tricky about the process and what they are looking forward to this term. The students then wrote down their own individual responses, using a range of visual supports to help them write independently. Once everyone had finished, each student read their own responses to the class and answered questions posed by their peers. All the students did a fantastic job of reading their work out to the class and there were some great questions asked. Well done Room 16, a suburb start to the term.



Respect

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Engagement

Communication

Support

## FUN WAYS TO SUPPORT LITERACY SKILLS

We can help students develop their literacy skills by incorporating our senses and using play-based learning. We can move, touch, look and manipulate real objects and play fun games and activities. This is all whilst incorporating skills for reading and writing! We have had lots of fun with these activities in our classrooms and here are some ideas for home.

**Use chalk, markers or water painting** - Encourage big movements and show your child how to write different letters with chalk, markers, or use a paintbrush with water. You could start with the letter 'M' and say the sound 'mmm'. Practise together with your child. See if you can think of words that start with the sound 'mmm', like "mum", "milk" or "monkey". Maybe you can draw pictures of these words together!



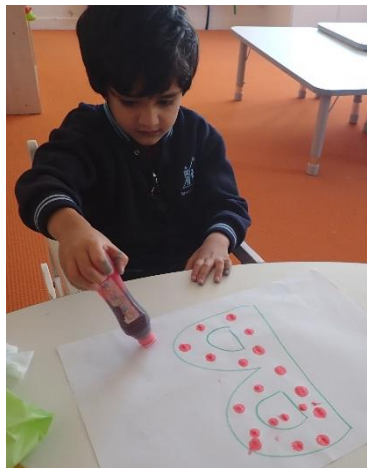
**Shaving foam or sand drawing** - If your child likes messy play, shaving foam or sand play might be one to try! Put some shaving foam or sand on a tray and practise forming different letters and saying their sounds. Another fun activity is hiding letters or toys in the foam or sand. Animals are a great choice - you can label the animals, or think of the sound an animal makes. After, you can give the toys a wash with a sponge!



**Let's jump!** - Children love to move and jump so we can use this for an activity. Find a hula hoop or draw big circles with chalk. One idea is to write the letter sound inside the hula hoop. Say the sound and jump into the hoop! Another great skill is learning to break up words into syllables. Say a word, like "muffin" and as you hear the syllable, jump in the hoop: "muf - fin" - 2 syllables, so 2 jumps!



**Playdough letters and shapes** - Playdough is lots of fun and we can use it to work on fine motor development and literacy. You can draw letters onto paper and ask your child to roll out the playdough to make a letter. You can also encourage your child to roll balls, sausages or even just squish the playdough into shapes.



Learning Beyond Words  
**LEARNING AT HOME IDEAS**

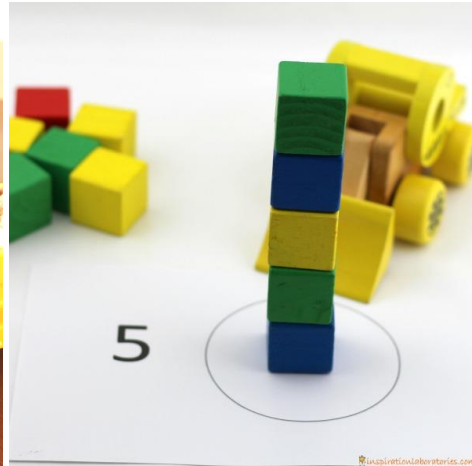
**LEARNING THROUGH STORIES AND CRAFT – GOODNIGHT, GOODNIGHT CONSTRUCTION SITE**

Our focus story for this edition is a magical story of a construction site that goes to sleep at the end of a long and busy day! With such a motivating context, this story lends itself to so much play based learning – from sensory play to creative play, to craft, right through to literacy and numeracy! Using cars or trucks you have at home, you will be able to set up some incredible play opportunities to focus on –



- Literacy – write letters on pasta or small stones and encourage your child to scoop up the letters. Pour polenta or sand or even salt in a tray and let your child drive their trucks to create different letters.
- Numeracy – write numbers on stones or blocks and scoop and read out the numbers or have the construction trucks build towers using a set number of blocks. Cut out different shapes (square, rectangle, moon, circle) and paste your own truck on a piece of paper.
- Sensory play – use polenta or sand or rice bubbles/cocoa pops as the dirt, or make chocolate playdough!

Follow along with the read aloud version found at <https://www.youtube.com/watch?v=zDTKd3dN8w4> or for a sing-along version, watch <https://www.youtube.com/watch?v=Wulg-rqpAg4>



**Construction Alphabet**

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Opportunity

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Learning Beyond Words  
**LEARNING AT HOME IDEAS**

**LEARNING THROUGH STORIES AND CRAFT – GOODNIGHT, GOODNIGHT  
CONSTRUCTION SITE ALD**

|  |  |  |  |
|--|--|--|--|
|  <p>more</p>  |  <p>where</p>                 |  <p>what</p>     |  <p>who</p>       |
|  <p>finish</p> |  <p>you/your</p>              |  <p>I/me/my</p>  |  <p>goodnight</p> |
|  <p>help</p>  |  <p>scoop</p>                |  <p>build</p>   |  <p>drive</p>    |
|  <p>on</p>  |  <p>like</p>                |  <p>glue</p>   |  <p>cut</p>     |
|  <p>yes</p>  |  <p>paper</p>               |  <p>truck</p>  |  <p>tired</p>   |
|  <p>no</p>  |  <p>something different</p> |  <p>uh oh!</p> |  <p>road</p>    |

## GETTING BACK INTO ROUTINE AFTER A VERY 'OUT OF ROUTINE' YEAR

The year has been one that has required flexibility due to lots of unexpected changes, and we have all needed to change our routines to suit. Now that the holidays are over and we return to face to face learning and usual school day patterns, you may find yourself reviewing your daily routine. How do you get the family back into their routine? Is it even important?

Routine is important to children and is defined as an established sequence of events occurring at the same time and in the same order every time. It makes their life predictable, helping them to feel safe and reducing anxiety. Routine will also aid in the development of self-confidence, independence and in the transition between activities.



*But what do I do?* Re-establishing a routine does not have to be an all-or-nothing exercise. In fact a slow but progressive approach is more likely to be successful and will ultimately be easier on everyone in the house. Here are some points to start with -

**Bedtime/wake up time.** It's important to ensure kids get enough sleep. The Australian Centre for Education in Sleep recommends 10-12 hours per night for primary school and 8-10 hours for high school students. Adequate sleep contributes significantly to overall health, emotions, concentration, problem solving, creativity and motor coordination. Establish what time your children need to get up, allowing plenty of time to get ready, then work backwards to reach your bed time. If your child needs to leave the house at 8:30am, allowing say, 45 minutes to get ready (just an example) means they have to be up at 7:45am. Aiming for 10 hours sleep means bedtime is 9:45pm. If you need to adjust your child's sleep, start winding back bedtime in increments of 10-20 minutes per night until you reach your desired bed time. Similarly, you can progressively get your child up earlier each morning in small increments until you reach your desired wake up time.

**Bedtime hygiene.** This refers to creating the optimum environment for sleep. After children get home you avoid all drinks that contain caffeine or high levels of sugar, for example, energy drinks. Electronic games, TV, video games etc. should be turned off 1 hour before bed and quiet activities such as reading, sensory play, Lego play or drawing introduced.

**Routine charts/visual schedules.** A routine chart/visual schedule will help you to identify for your child all the jobs they need to achieve and when. Complete the chart with all the jobs they need to complete for each day of the week and display it in a prominent position such as on the fridge. Read out the various jobs with your child, explaining what it is that needs to be done, and perhaps undertake the task with them, fading back support, to ensure they understand what needs to be done and when. Then you can refer your child to the chart and they can self-monitor what they need to do – with support for tasks as needed. A quick internet search will find many examples of charts that you can use or ask your child's teacher for the best format to suit your child.

**School day checklist.** Whilst not necessarily part of establishing a routine, using a checklist for yourself to ensure that all the daily school tasks are completed takes some of the pressure off you to remember everything, allowing you to better focus on establishing a routine. Identify all the tasks that need to be done – uniforms, books, forms, shoes, etc. – and write these down. You could also develop a second checklist to ensure school bags contain all the necessary items, preventing a mad panic the night before school try to remember and gather what is necessary.

**A launch pad.** More parents are finding that a school launch pad, a nominated space for all things school, helps them to organise and better manage the school routine. The launch pad is the place where all school items are kept and/or returned to – school bags, lunch boxes, shoes, sporting goods, etc. Using a launch pad also helps your child to develop their own self-management skills and facilitates their success in adhering to their "chart tasks/visual schedules" by reducing the number of places they need to look for something they need for school.

Learning Beyond Words  
**BSDS OCCUPATIONAL THERAPY TIPS**

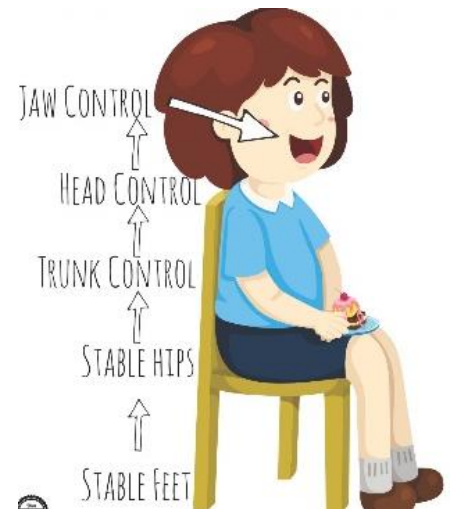
**FLEXIBLE SEATING AT HOME**

Encouraging children to sit in a variety of different ways helps children to be more active, supports attention and concentration, reminds us to take 'brain breaks' and helps motor development. Children often have one or two preferred ways to sit for extended times, such as when relaxing or using technology. Another position is 'W sitting'. The downside of 'W sitting' is that it prevents freedom of movement for a child to change positions, reach, turn and play. Children naturally move between many positions during work and play. This movement between positions encourages core muscles to strengthen. It is great to encourage different sitting positions at home when you notice your child sitting still for a long time or 'W' sitting.



Here are some different sitting positions that you can try at home.

- Sitting up straight on a chair
- Sitting on the floor with legs straight together
- Sitting with crossed legs
- Sitting on the floor against the couch for support
- Sitting on the floor with legs bent to the side
- Kneeling with knees together
- Standing to work at a kitchen bench
- Standing to work on a vertical surface (wall, window, easel or fence)
- Sitting on a chair (hips, knees and elbows at 90degrees)
- Lying on your stomach, resting up on elbows



sitting on feet



standing with vertical work



sitting legs straight



high kneeling



Propping on elbows and supporting head



Lying on tummy, propping with forearms



standing elbows 90



side-sitting



lying on back with legs crossed

## LANGUAGE STRATEGIES – RECASTING

Article content courtesy of: <https://www.lgspeechtherapy.com/blog/2018/10/8/recasting-a-parent-friendly-strategy-for-language-development>

Recasting is one of the most parent-friendly strategies to help support your child's speech and language development. But what is this strategy? And why, when, and how do you use it?

A recast occurs when a communication partner repeats something a child says with more detailed language, or more correct language. For example...

Your child says, "Mummy home" and you respond with, "Yes! Mummy is home!"

Your child says, "want juice" and you respond with, "I want more apple juice please!"

Your child says, "big doggy" and you respond with, "That is a big, black doggy! He is barking so loud!"

Recasting is one of the easiest and most effective ways a parent can help their child learn language. It allows a child to hear more accurate and descriptive language, and provides them with plenty of opportunities to listen to and figure out how the language system works.

Recasts model and expand language for the child without correcting them. As the examples above show, you recast your child's language by adding something more to it. You may add a descriptive word, an article, a verb tense, or a verb such as is/are to make their utterance longer and more accurate.

Emphasise the linguistic feature you would like your child to learn. For example, if they are learning to use articles, put extra emphasis on the article you add to the utterances. If they say, "I see car," you say "I see a car."

# RECASTING

## WHAT TO DO:

Repeat words back as they should sound, so the child hears the word said correctly.

## WHY DO WE DO IT?

Some children have difficulty saying words back as they should sound, they hear a correct model of the word, without being told they said it wrong

## WHEN TO DO IT?

Play

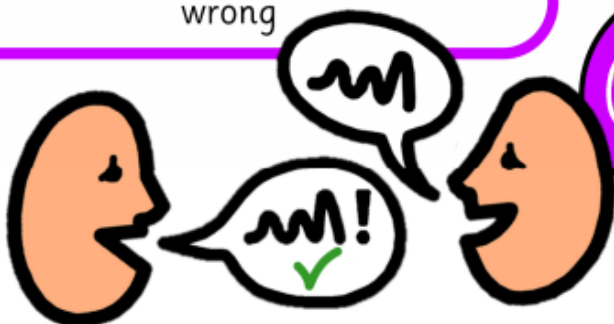
If the child says "tar" you repeat back "yes, the **car**." etc.

Snack

If the child says they want a "tootie", you can say "yes, a **cookie**."

Clothes

If the child says they are wearing a "sirt", you can say "yes, it's a **shirt**."



Learning Beyond Words  
**LEARNING AT HOME IDEAS**

**LEARNING THROUGH PLAY – WATER PLAY**

**Learning:**

There are lots of learning opportunities through engaging in water play such as:

- Hand-eye coordination
- Sensory development
- Exploring science concepts
- Exploring one's imagination
- Fine motor development
- Further develop language and communication skills
- Numeracy development (measurement, counting)

**Resources:**

- Container/bucket/tray of water
- Scooping/measuring cups/spoons
- Dolls/boats/plastic animals/cars
- Soap to make bubbles
- Pots and pans
- Face washers and sponges
- Empty bottles
- Food colouring

**Process:**

- Fill a container/bucket/tray with water.
- Add any resource from the list above or anything in the house you feel your child will have fun using in the water.
- Allow children to scoop, pour and splash during water play.



Respect

Opportunity

Engagement

Communication

Support



## LEARNING AT HOME IDEAS

### THE POWER OF PLAY

Continuing our feature on learning outcomes that can be achieved through play, this edition focuses on both outdoor and indoor play. Now that the weather is warming up, you'll enjoy the chance to get outside with your child and can play and explore together – and by using the guide below, you'll be able to encourage your child's learning along the way! After your fun outdoors, why not engage in some quiet play with threading or beading and a lovely story to share!

# WHEN I PLAY, I LEARN...

## When I play on climbing equipment, I learn...



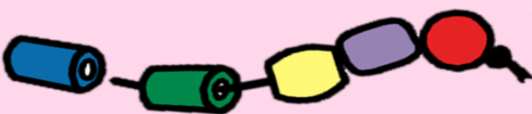
- Physical strength, balance and coordination
- To use my imagination
- To cooperate with others when involved in group play
- Problem solving
- Self-confidence as I develop new skills

## When I play with sand, I learn...

- To exercise my imagination
- Concepts of size, shape and volume
- How to use tools
- Concepts of warm and cool, wet, damp, dry, heavy, light
- To observe change



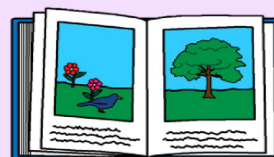
## When I string beads, I learn...



- Hand eye coordination
- Concepts of colour, shape and location
- Number concepts like more, less, longer and shorter
- To create and reproduce patterns
- Pride in accomplishment

## When I look at books and listen to stories I learn...

- That pictures tell something just like words
- To make up my own stories
- To recognise certain words when I see them in print
- To follow the development of thoughts and ideas in the plot of a story



## **BSDS DIGITAL NEWSLETTER**

Would you like to receive a digital copy of each edition of our BSDS Newsletter? Each fortnight, a pdf copy of our newsletter can be emailed to you so that you don't miss out on any of our important news and updates by reading the newsletter at a time that suits you!

An extra bonus of receiving a digital copy of the newsletter is that you can then forward it on to family and friends to share the wonderful programs that your child is engaging in as part of their learning at BSDS.

Please note, that we only feature photos of students in our newsletter who have been given appropriate levels of permission as part of our Consent Form documentation.

Paper copies will still be sent home with each child, as we know that our students love looking at the photos in the newsletter and it is particularly special when they can share a photo of themselves in the newsletter or celebrate a mention of their great work with their family at home.

Alternatively you can log on to the school website and go to the Newsletters section to download copies of current newsletters.

In order to receive a digital copy of the school newsletter please subscribe to the school newsletter emailing list by filling out your details below and returning this form to your child's teacher. Please note that your email will only be used for this purpose and all email addresses included in the newsletter distribution list will be kept private using a 'blind cc' list so that no names or addresses are shared.

We hope that you take up this fantastic opportunity to read our newsletter each fortnight. Thank you.

**Child's name and classroom:**

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**Your name:**

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**Email address to submit to the BSDS Newsletter distribution list:**

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| ITEM                    | COLOUR   | PRICE   | SIZE 4  | SIZE 6  | SIZE 8  | SIZE 10 | SIZE 12 | SIZE 14 | SIZE 16 | TOTAL |
|-------------------------|----------|---------|---------|---------|---------|---------|---------|---------|---------|-------|
| Polo Shirt Short Sleeve | Maroon   | \$18.00 |         |         |         |         |         |         |         |       |
| Polo Shirt Long Sleeve  | Maroon   | \$21.00 |         |         |         |         |         |         |         |       |
| Bomber Jacket           | Navy/sky | \$36.00 |         |         |         |         |         |         |         |       |
| Windcheater             | Maroon   | \$25.00 |         |         |         |         |         |         |         |       |
| Polo Collar Windcheater | Navy     | \$24.00 |         |         |         |         |         |         |         |       |
| Polo Fleece Vest        | Navy     | \$23.00 |         |         |         |         |         |         |         |       |
| Skort                   | Navy     | \$18.00 |         |         |         |         |         |         |         |       |
| Shorts Rugby            | Navy     | \$12.00 |         |         |         |         |         |         |         |       |
| Trackpants Reinforced   | Navy     | \$18.00 |         |         |         |         |         |         |         |       |
| Summer Dress            | Navy     | \$33.00 |         |         |         |         |         |         |         |       |
| Winter Tunic            | Navy     | \$47.00 |         |         |         |         |         |         |         |       |
| Parka Lightweight       | Navy     | \$30.00 |         |         |         |         |         |         |         |       |
| Hat – Bucket style      | Navy     | 8.00    |         |         |         |         |         |         |         |       |
| ITEM                    | COLOUR   | PRICE   | SIZE 18 | SIZE 20 | SIZE 22 | SIZE 24 |         |         |         | TOTAL |
| Polo Shirt Short Sleeve | Maroon   | \$22.00 |         |         |         |         |         |         |         |       |
| Polo Shirt Long Sleeve  | Maroon   | \$25.00 |         |         |         |         |         |         |         |       |
| Skort                   | Navy     | 24.00   |         |         |         |         |         |         |         |       |
| Windcheater             | Maroon   | \$28.00 |         |         |         |         |         |         |         |       |
| Winter Tunic            | Navy     | \$47.00 |         |         |         |         |         |         |         |       |
| Summer Dress            | Navy     | \$33.00 |         |         |         |         |         |         |         |       |
| Shorts Rugby            | Navy     | \$22.00 |         |         |         |         |         |         |         |       |
| Trackpants Reinforced   | Navy     | \$27.00 |         |         |         |         |         |         |         |       |
| Hat – Bucket style      | Navy     | 8.00    |         |         |         |         |         |         |         |       |
| Bomber Jacket           | Navy     | 43.00   |         |         |         |         |         |         |         |       |
| <b>TOTAL</b>            |          |         |         |         |         |         |         |         |         |       |

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_

Date of order: \_\_\_\_\_

Payment Method: Cash  Card

Credit Card Details: \_\_\_\_\_

Expiry Date: \_\_\_\_\_

**CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM**

**Broadmeadows SDS**

School Name

**5262**

School REF ID

**Parent/legal guardian details**

Surname \_\_\_\_\_

First name \_\_\_\_\_

Address \_\_\_\_\_

Town/suburb \_\_\_\_\_ State \_\_\_\_\_ Postcode \_\_\_\_\_

Contact number \_\_\_\_\_

Centrelink pensioner concession **OR** Health care card number (CRN)

-  -  -  **OR**

Foster parent\* **OR**  Veterans affairs pensioner

\*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

**Student details**

| Child's surname | Child's first name | Student ID | Date of birth (dd/mm/yyyy) | Year level |
|-----------------|--------------------|------------|----------------------------|------------|
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |
|                 |                    |            |                            |            |

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government/Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and for State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant \_\_\_\_\_ Date    /    /

## CSEF ELIGIBILITY

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

### Criteria 1 – Eligibility

To be eligible\* for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
- on the first day of Term two;
  - a) Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
  - b) Be a temporary foster parent, and;
  - c) Submit an application to the school by the due date.

\* A special consideration eligibility category also exists. For more information, see: [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

### Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

### Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one (28 January 2020) or term two (14 April 2020).

## PAYMENT AMOUNTS

### CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see: [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents so please register your interest at the school.

## HOW TO COMPLETE THE APPLICATION FORM

### NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.  
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.  
If you are claiming as a Foster Parent or a Veteran Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
2. Complete the STUDENT'S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2020 closes on 26 June, 2020.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.