

## *Edition 4, Friday 19<sup>th</sup> March, Term 1 2021*

Our 2021 PSG Meeting Day was a resounding success, with teachers enjoying the opportunity to talk to parents in more detail about the learning focus for their students for the year ahead. Thank you to our parent community for taking the time out of your busy lives to engage in these conversations – we truly value being about to work so closely with you all, so we are all supporting our students with a consistent and dedicated approach.

We held our School Council AGM on Monday and we would like to welcome back Deb Allen and Christine Johnson on School Council.

This edition of the newsletter is a real celebration of our students and their achievements, as we near the end of the term. We delight in sharing our teaching and learning programs with you, and this edition features so many wonderful programs and learning experiences that engage and captivate our students. We have also featured two pages of student awards and celebrations, as our teaching staff have just been so proud of the accomplishments and achievements that they have been witnessing in the last two weeks.

I would like to give my Principal's Award for this edition to Jude from Room 23, for the fantastic work she has been doing at school this year. Jude has been enthusiastically engaging in all classroom activities, communicating by using her PODD book paired with speech, and building friendships during playtimes. Her enthusiastic attitude and excitement for learning are wonderful to see.



I would also like to give a second award for this fortnight to Kai Luke for his consistent effort shown in all programs across the school week. Kai has been contributing to class discussions and making a fantastic effort to complete his writing tasks each morning, taking his time to make sure his writing is superb. Well done Kai!



We have a Curriculum Day ahead of us on Friday 26<sup>th</sup> March and we would like to ensure that all families are aware of our 1pm finish time on our last day of term on Thursday 1<sup>st</sup> April. Please ensure you highlight these key days as we move into our last fortnight of Term 1.

Susi Wirth  
Principal

### **DATES TO REMEMBER TERM 1 2021**

<b>DATE</b>	<b>EVENT TO REMEMBER</b>
Friday 26 <sup>th</sup> March	Curriculum Day – No School For Students
Thursday 1 <sup>st</sup> April	Last Day Of Term 1 – School Finishes at 1pm
Friday 2 <sup>nd</sup> April	Public Holiday – Good Friday

### **DATES TO REMEMBER TERM 2 2021**

<b>DATE</b>	<b>EVENT TO REMEMBER</b>
Monday 19 <sup>th</sup> April	First Day Of Term 2
Wednesday 12 <sup>th</sup> May	School Photos
Monday 17 <sup>th</sup> May	Immunisations
Monday 14 <sup>th</sup> June	Public Holiday – Queen's Birthday
Friday 25 <sup>th</sup> June	Last Day Of Term 2

Learning Beyond Words  
**CHAMPION'S CORNER**

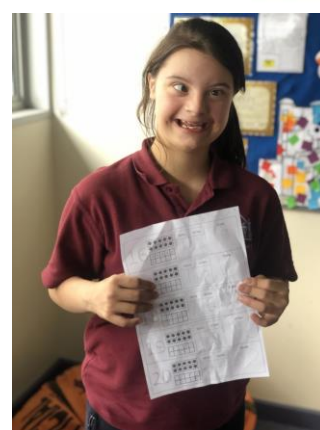
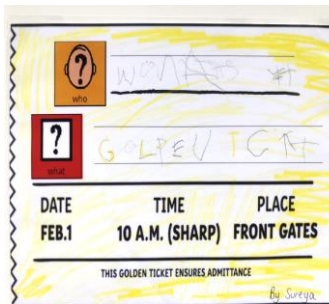
**HILAL'S GREAT COMMUNICATION**

We are so happy to share the wonderful communication Hilal is engaging in, using different forms of visual supports such as his GoTalk, Aided Language Displays and picture symbols. Following modelling, Hilal used his ALD and GoTalk to make a 3-4 word combinations during mealtimes and within classroom programs!



**SUREYA'S SENSATIONAL WRITING**

This term, Sureya has made wonderful progress in writing. She has been working on a mixture of tracing and copying letters and words from a modelled example and has been also copying numbers during her maths activities, when writing numbers up to 20. During story sessions, Sureya has enjoyed writing on her 'golden ticket' for our class story, Charlie and the Chocolate Factory, and this week, she did a beautiful job of identifying and writing words onto her newsletter to complete a colourful semantics sentence.



**LEXI'S LITERACY SUCCESS**

We would like to celebrate the wonderful work that Lexi has done in her classroom literacy sessions - building CVC words and learning to type these on a keyboard. Lexi has also been working really hard on her comprehension in Morning Circle and we are so proud of her progress.



Respect

Opportunity

Engagement

Communication

Support

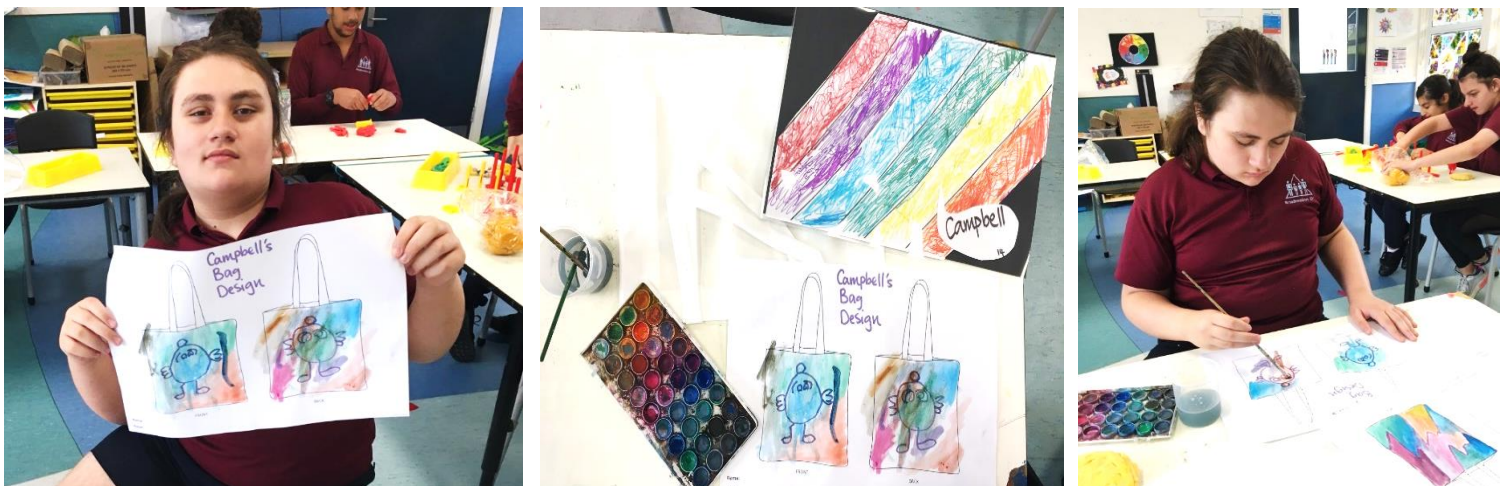
### FATIMA'S CONFIDENCE SOARS

Fatima has been proud to show off her growing independence this year in Room 15. She bravely tries lots of new physical activities that really test her skills. Lately she has been jumping on the trampoline, stretching both legs out and just holding on for a bit of stability. She has tried our two-wheel bikes with support wheels and always loves to be challenged in the spinner with our OT, Kat. She waits for her turn to come up from her chair during Morning Circle activities and is proud to show everyone what she can do. Fatima is a great team member as she always helps to pack away after we have finished playing. We love seeing her bright smile every day and her confidence grow. Well done, Fatima



### CAMPBELL'S COLOURFUL CREATION

It has been all about colour in the Art room this term! Campbell in Room 14 has been creating some wonderful work for his very own colourful bag design. Campbell has been excelling in mixing his own colours and creating his unique design. Campbell should be very proud of his work. He was all smiles when he shared his work with the class, a colourful tote bag with the character 'oink' on the front, from one of his favourite books Timbuctoo. Well done Campbell!



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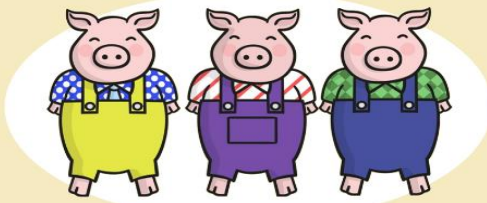
# TEACHING AND LEARNING PROGRAMS AT BSDS

## ROOM 19 STORY TIME

This term in Room 19 students have been exploring different stories and using ALDs to follow along to identify main characters and events within a text. This week students have been reading 'The Three Little Pigs' and using blue construction blocks to create the houses made from straw, sticks and bricks so they can try and hide from the Big Bad Wolf! Room 19 love to act out events in the text and it has been amazing to see the development of students reading when there are objects to use for a hands-on experience. Well done Room 19!



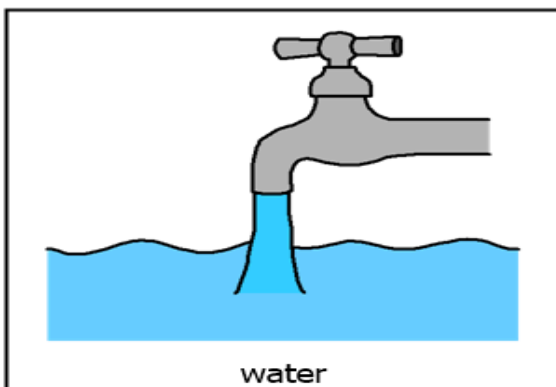
The Three Little Pigs



# TEACHING AND LEARNING PROGRAMS AT BSDS

## WATER PLAY FUN

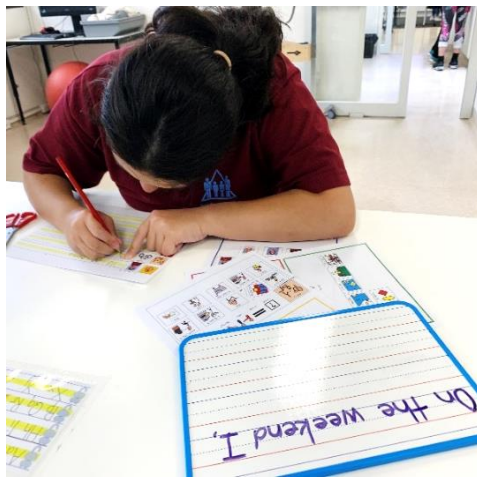
Room 3 at Dimboola Road loved learning how to use the water play garden as part of their studies for Technology. The children had to turn a wheel to start the water flowing. Then they had to move various valves and handles to control the flow of water. Some children made the water flow down the different channels. Others moved the water uphill by using a corkscrew-like device which, when the handle is turned, lifts the water up into another channel ending in a waterwheel. The children had great fun!



# TEACHING AND LEARNING PROGRAMS AT BSDS

## PEN PALS

We are incredibly proud of all the hard work Room 5 has done this far in Term 1 and we would like to highlight a new program introduced this year called Pen Pals. Every Monday we discuss what we did on the weekend. We take this information and write a letter to a selected peer in Room 12. Once the letter is complete, we put it in an envelope and address the letter to the peer before heading to the other side of the campus to deliver the letters. The program has been wonderful to watch both classes open up communication and begin to build new friendships.



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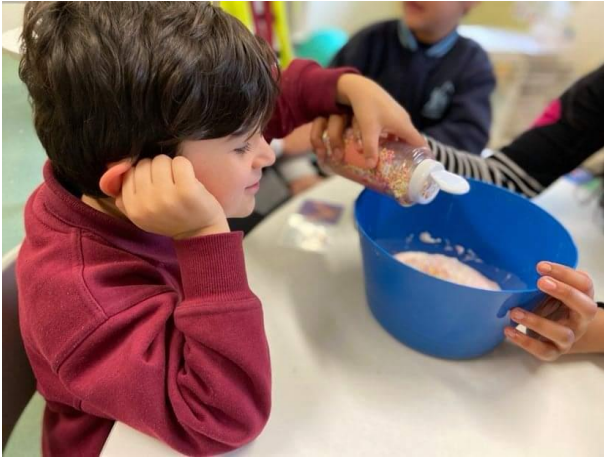
Support

# TEACHING AND LEARNING PROGRAMS AT BSDS

## MARVELLOUS MASTER CHEFS

We are already half way through the term and have had so much fun. Rooms 7,8 and 10 have been cooking and creating some wonderful treats such as almond crunch, pizzas, marshmallow slime and chocolate cake.

Throughout our cooking we have been exploring visuals, turn taking, passing the bowl to a friend, touching, filtering and looking at the texture of ingredients, and of course test tasting!



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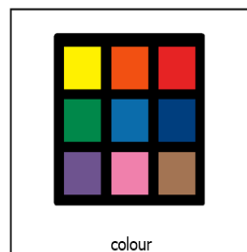
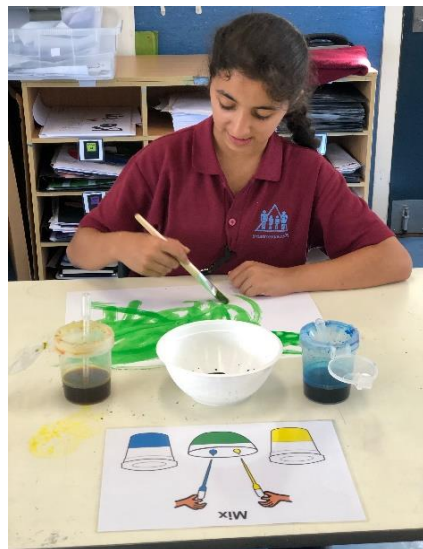
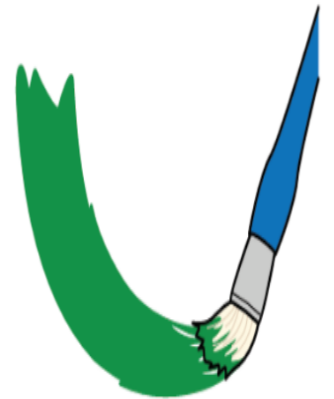
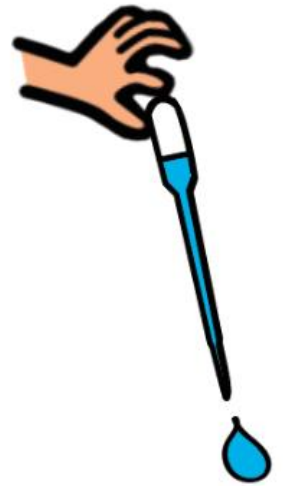
Communication

Support

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

**COLOUR MIXING IN ART**

Welcome to the wonders of colour mixing! In Art we are currently exploring the topic colour mixing. The students are learning how to mix colours to make new colours using watercolours and acrylic paints. Using the primary colours red, blue and yellow, we are able to mix all the colours of the rainbow. In Week 7, students explored mixing red and yellow- making orange - and this week it is all about mixing yellow and blue to make green! Using a range of visuals and art resources including pipettes and ice, students have watched in excitement as two simple colours turn into many. It has been fabulous to see the students' genuine enthusiasm and engagement throughout this topic so far. There have been many smiles, raised eyebrows and 'WOW's as the paints blend into one another creating magic on the page. The students will turn their bright and colourful paintings into fantastic mixed media artworks as we soon move onto our new topic - Collage.



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TEACHING AND LEARNING PROGRAMS AT BSDS

COLOUR MIXING IN ART



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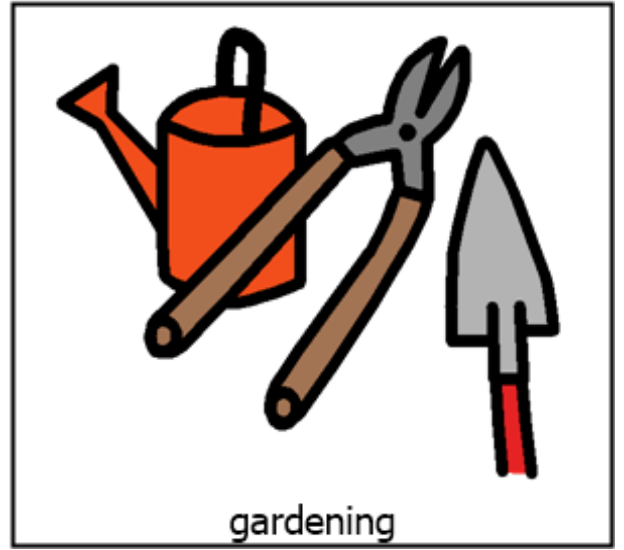
Communication

Support

# TEACHING AND LEARNING PROGRAMS AT BSDS

## GARDEN GURUS

Room 6S has been enjoying our gardening program. We used the senses of smell, touch, and sight to explore the plants and herbs we planted in the garden. Each week we head to the garden for maintenance. We sweep around our garden bed and we water our plants to make sure they are getting enough water to grow.



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## TEACHING AND LEARNING PROGRAMS AT BSDS

### WRITING AND DRAWING IN ROOM 8

We have been working very hard on our handwriting and drawing in Room 8. Each student has been practising using different materials like crayons, paint, textas and chalk to draw pictures and to write our letters. We really enjoyed drawing with chalk outside and using the rollers to paint snakes. The staff in Room 8 have been very impressed with how well everyone is working and how much fun we are having drawing different pictures.

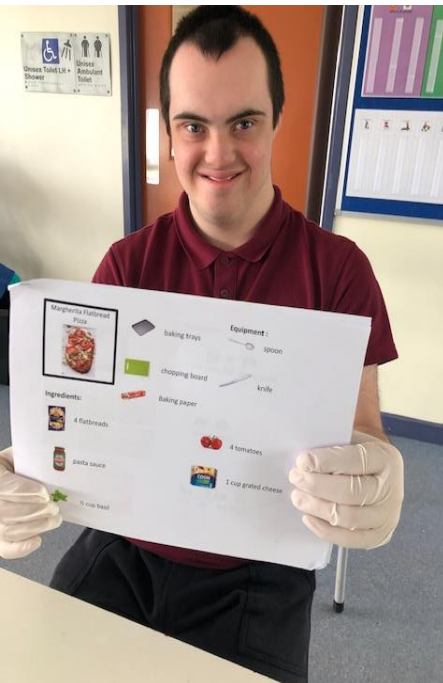


# TEACHING AND LEARNING PROGRAMS AT BSDS

## ROOM 17S CANTEEN PROGRAM

Room 17S have been making the pizzas every week for the school's Canteen orders. Everyone has been working hard cooking the pizzas to perfection with perfectly melted cheese and thinly sliced tomato, as well as packaging each order into individualised bags.

Students have been developing their kitchen safety knowledge and working together as a team!



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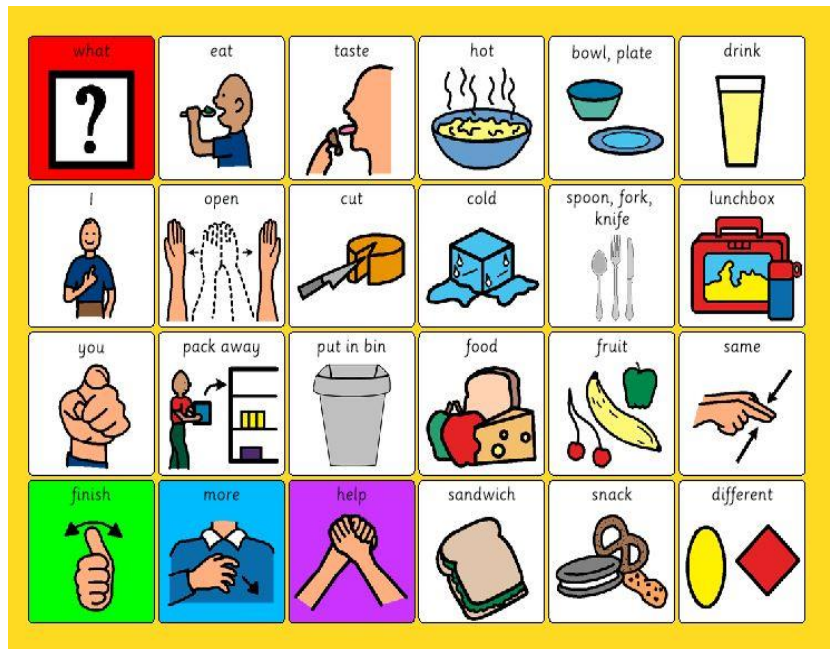
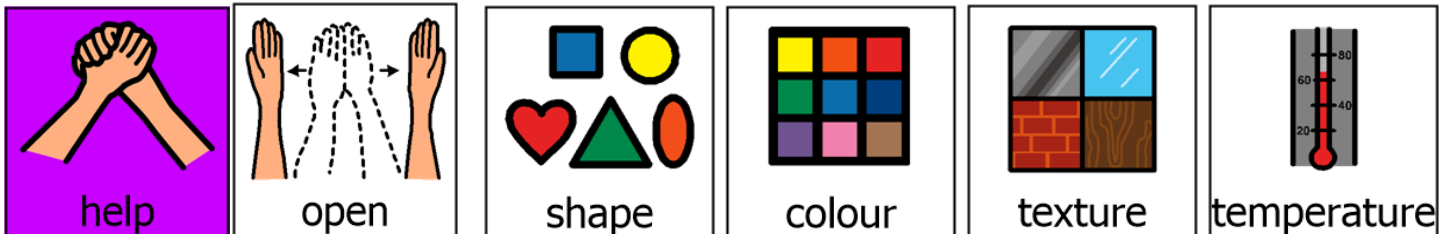
Support

## SUPPORTING COMMUNICATION AT MEALTIMES

In the last newsletter, we talked about helping your child learn about the tastes and textures of food. You can also support communication development at meals. Having a structured meal where all family members sit together can really help your child’s communication and eating development. Your child gets the chance to watch you trying new foods and using cutlery, and this helps them learn about eating. Family meals are also a great chance to have a chat together. Sometimes it can be tricky to organise, but it doesn’t have to be every night – even once a week can be helpful.

At family meals, support your child communication by:

- Labelling different foods and actions (drink, eat, touch) that your child engages in to build their vocabulary. If your child has a communication device, add foods that you often have at home so that your child can talk about those foods.
- Using neutral descriptive comments. Sometimes talking about food as “yucky” as opposed to “yummy” can create negative experiences for children. Instead, talk about the shape of the food, the colour, the texture (wet, dry, soft, hard, chewy, crunchy), the flavour (spicy, sweet, sour, salty), the smell, and the temperature. Doing this encourages your child to be curious about exploring food and also builds their adjective vocabulary as well!
- Giving your child the opportunity to ask for help. Prompt them to ask for help with things like cutting up sandwiches/fruit, asking you to pass them more of a particular food, opening packages, or heating food up. There are lots of ways to ask for help, for example, saying “help” verbally, using the Key Word Sign for help, using a printed symbol for help that is set up in reach on the table, using communication board that is specific to meals like the one below, or using your child’s dedicated communication device if they have one.
- Repeating and extending what your child says. If they sign for “help” and pass you a packet, you can model back to them “Oh, you want help to open your packet” and sign both “help” and “open”. If they touch a food and say “sticky!”, you can reply “Yes, honey is sticky and gooey!”



Learning Beyond Words  
**BSDS OCCUPATIONAL THERAPY TIPS**

## OCCUPATIONAL THERAPY AT THE SENIOR CAMPUS

### What is Occupational Therapy?

Occupational Therapy is the profession of promoting health and wellbeing through occupation, where occupation refers to activities of everyday life. The goal of Occupational Therapy is to enable people to participate in the tasks and activities they need to or wish to engage in.

### What is the OT role at the senior campus?

Occupational Therapy at the senior campus aims to give students the skills to have as much independence as possible on leaving school and also the ability to access the activities they enjoy participating in and give them a sense of achievement and success.

### Meet the Senior Occupational Therapy team



Stef

Sarah

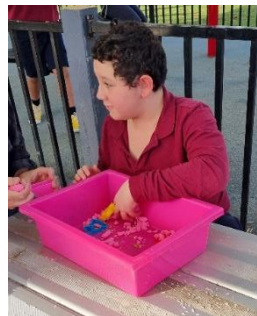
Hamish

Hannah

You may see these friendly faces in your child's communication books with comments about all the fantastic things your child has been working on with their OT!

### What programs and activities are we involved with?

- Everyday independence: toileting independence, dressing skills, meal preparation and meal times (cutting, spreading, using cutlery, opening packaging, clean up, adapted equipment) self-organisation, personal hygiene
- Fine motor skills: cooking and meal preparation, hand writing, drawing, making lists, completing worksheets, arts and craft, typing
- Social skills: engaging with peers in the yard, playing games, modelling and demonstrating interactions
- Work experience: Gift Shop, Canteen, Mobile Munchies, Sensory Creations, gardening
- Sensory regulation: Morning Modulation, using sensory resources and equipment, sensory stories, incorporating sensory elements and regulation strategies into class programs.
- Gross motor skills: bike riding, group games, sports, school transitions



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Learning Beyond Words  
**BSDS TAKE HOME TIPS**

**USING KEY WORD SIGN LANGUAGE AT HOME – FEELINGS**

The focus of this edition’s KWS tips focuses on everyday action based feeling signs and natural gestures that support beginners to relate the sign to the feeling. For example, when you are cold you shiver. When you are sleepy your eyes close, when you are hungry your tummy rumbles and so on.

You can model these signs when you are talking about how you feel or when you are labelling how your child looks – for example, stepping outside in the morning and saying “Brrr it is cold!” whilst demonstrating the KWS ‘cold’. Lots of modelling will be important in supporting your child to learn these signs, and match them to the appropriate context.

 <p><b>angry</b></p> <p>Hold tips of cupped dominant hand, fingers spread, on wrist. Flick formation to palm up, twice. *Show tension in hand shape and increase movement to suit the degree of emotion.</p>	 <p><b>bored</b></p> <p>Move open dominant hand, palm towards mouth, twice. Natural gesture, as if yawning.</p>	 <p><b>break</b></p> <p>Place both fists together, palms down in front of body. Separate hands in a breaking action, moving fists up and apart.</p>	 <p><b>calm down</b></p> <p>Place open dominant hand on chest, palm on body. Move hand down off chest, twice. *May use two hands.</p>
 <p><b>excited</b></p> <p>Dip both hands, fingers spread, place fingertips on upper chest, move hands in chaotic short movements, up and down chest, twice.</p>	 <p><b>happy</b></p> <p>Clap heels of open cupped hands together twice, hands moving in small outward circles.</p>	 <p><b>okay</b></p> <p>Hold extended dominant thumb, palm down at chest height. Make two small forward circles. *May use two hands.</p>	 <p><b>pain</b></p> <p>Shake open dominant hand, fingers spread, twice in front of body or over location of pain.</p>
 <p><b>ready</b></p> <p>Form an 'X' with dominant middle finger and thumb, palm up, at chest height. Simultaneously drop hand and flick finger of thumb. * Can be done with both hands.</p>	 <p><b>sad</b></p> <p>Place edge of index finger of open dominant hand in front of face. Move little hand formation down in front of face with sad facial expression.</p>	 <p><b>scared</b></p> <p>Cup dominant hand, fingers spread. Bounce fingertips on upper chest, twice. *Show tension in hand shape and increase movement to suit the degree of emotion.</p>	 <p><b>sick</b></p> <p>Extend dominant little finger. Slide little finger edge down same side of upper chest. * May use two hands.</p>
 <p><b>silly</b></p> <p>Spread fingers of dominant hand, palm away from body. Place thumb at temple and wriggle fingers.</p>	 <p><b>tired</b></p> <p>Place dominant finger tips on chest. Twist hand down until blade of hand rests on chest. *May use both hands.</p>	 <p><b>worry</b></p> <p>Extend and crook dominant index finger. Twist this formation near temple of same side.</p>	 <p><b>how are you</b></p> <p>Place palm of open dominant hand on chest. Brush fingertips off chest and close hand with thumb extended. *May use two hands.</p>

## 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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# Broadmeadows SDS Cake Catering 2021

We would love to create a wonderful cake for your special celebration – whether it be a birthday at home, at school at BSDS or perhaps even at a pre-school or primary/high school for another child in the family. All cakes are made with a delicious vanilla cake recipe and are baked and decorated by the BSDS Secondary Catering Team. Should you wish to order a cake *please provide at least one week's notice* by returning this order form to your child's teacher, *complete with payment and the date you would need it by* and a contact number so we can call you to confirm pick up (for a party at another venue) or delivery on the day to your child's classroom for an at school party. We look forward to providing you with a beautiful cake!

**Child's name:** \_\_\_\_\_ **Room number:** \_\_\_\_\_

**Parent name and contact number:** \_\_\_\_\_

**Date the cake is required by:** \_\_\_\_\_

(Please allow at least one week's notice for preparation and please pickup the day before if for off-site party)

**Proposed collection** (please circle): **Pick up from BSDS** or **Deliver to my child's classroom for a party at BSDS**

Choose your own theme and let us design for you



Quantity:

**\$tbc**

**Giant Donut Cake**



Quantity:

**\$20**

**Under the Sea**



Quantity:

**\$20**

**Emoji Cake**



Quantity:

**\$30**

**Spiderman**



Quantity:

**\$20**

**Popcorn Cake**



Quantity:

**\$25**

**Fairy Bread Cake**



Quantity:

**\$20**

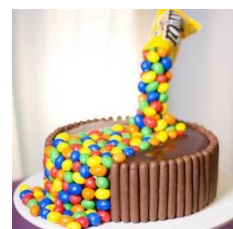
**Oreo Overload**



Quantity:

**\$25**

**Gravity Defying M&Ms**



Quantity:

**\$25**

**Lollipop Love**



Quantity:

**\$25**

**Unicorn Magic**



Quantity:

**\$25**

**Barbie**



Quantity:

**\$30**



**Broadmeadows**  
SPECIAL DEVELOPMENTAL SCHOOL

# Price List



Short Sleeve Polo

\$18 size 4-16  
\$22 size 18-24



Long Sleeve Polo

\$21.00 size 4-16  
\$25 size 18-24



Collar Windcheater

\$24 size 4-16



Windcheater

\$25 size 4-16  
\$28 size 18-24



Bomber Jacket

\$36 size 4-16  
\$43 size 18-24



Lightweight Parka

\$30 size 4-16



Vest

\$23 size 4-16



Trackpants

\$18 size 4-16  
\$27 size 18-24



Shorts

\$12 size 4-16  
\$22 size 18-24



Skort

\$18 size 4-16  
\$24 size 18-24



Summer Dress

\$33 size 4-24



Winter Tunic

\$47 size 4-24



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 Fleeced 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: \_\_\_\_\_



The Get Active Kids Voucher Program helps eligible families get their kids involved in organised sport and recreation activities by reimbursing the cost of membership and registration fees, uniforms and equipment. Eligible children may be able to receive up to \$200 each.

### HOW TO APPLY

Children must be aged 4 to 18 and named on a valid Health Care Card or Pensioner Concession Card and Medicare card to be eligible. Find out if you can apply, what costs are covered and how much can be reimbursed.

<https://www.getactive.vic.gov.au/vouchers/how-to-apply/>

### ACTIVITIES

Vouchers are available for eligible activities provided by certain organisations. Find out if your local club is included.

<https://www.getactive.vic.gov.au/vouchers/activities/>

### UNIFORMS & EQUIPMENT

The cost of uniforms and equipment can be reimbursed too. We've provided a guide to help identify the kind of equipment that may be reimbursed.

<https://www.getactive.vic.gov.au/vouchers/uniforms-equipment/>

# KIDS VOUCHER PROGRAM

Helping eligible families cover the cost of getting their kids involved in organised sport and recreation activities.

[Learn more](#)



# Letter to Parents

## Planning for your child's future - Specialist Disability Accommodation (SDA)

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The below letter was written by Sherryn in the hope that it will help other parents and families like hers and to let them know that they are not alone.

**D**EAR PARENTS AND CARERS of adult children with disabilities,

I am not an expert, I am a mother. A single mother, a working mother, and the mother of all jobs – raising a child with a disability.

I am also a support coordinator for people with disabilities. I am passionate about our children's future and ensuring that they are presented with every opportunity in life. I am just as passionate about supporting parents and families like ours as we make one of the hardest decisions of our lives – our son / daughter moving out of home.

My daughter Jemma is 24 years old. Jemma has Autism, an intellectual disability, complex behaviours and 'drive your mother up the wall' syndrome. I am writing this letter because I don't want parents and carers to continue to

feel guilty about 'putting their child in a home' or feel like they are 'giving away' their child. This way of thinking is associated with old fashioned institution type models of housing

**“The road to SDA is a challenging and emotional one and I am determined that no one should have to walk it alone.”**

and it's a thing of the past.

Today, people with disabilities have the long awaited right to choose where they want to live and who they want to live with – just like anyone else their age. Individualised NDIS funding is there to support our children to live an ordinary life – just like anyone else.

So how does that change the way we feel about our kids moving out of home?

Part of me wants to wrap Jemma up in cotton wool and keep her safe at home for as long as possible, but the reality is, it's her life – and her right of passage as a young adult to experience independence and live in a home of her own.

Another reality is, we will not be around forever. My biggest fear is that I fall off the face of the earth tomorrow and Jemma gets put in an unsuitable group home that increases

her anxiety and makes her really unhappy. That's why it is so important to me that I plan ahead. I want to see her settled in her own home with a friend that she gets along well with. I want to watch her grow up and increase her independence to the best of her ability.

Jemma doesn't have the capacity to achieve this naturally herself, so just like every other aspect of her life – it's up to me as a parent to give her that opportunity. I was talking to my Mum about this recently and I said to her, 'Mum, if you had of said to me when I was 24 years old – I'm going to find you a house to live in with your friends...' – I highly doubt I would have said, 'No thanks Mum, I'd rather live at home with you and Dad forever!'

But what about support? What about the fact that no one can take care of her like I can?

I say 'fact' because I mean it – no one cares for our children like we do – that's just natural. The reality is though, once our kids leave home they learn to do so much more. As a mum, I still do things for Jemma that I know damn well she can do herself – it's just what Mums do. Think 30-year-old adult child that still lives at home and Mum still does their washing.

Working in the disability sector, I have the privilege of working with supported accommodation house team leaders. I call these guys the 'mum layer' of support. They are not substitute parents (we will always be the parent) but they do all of the organising that our kids don't have



Jemma and Sherryn Long.

the capacity to do. Then there are the support workers. These guys are amazing – they have the patience of a saint and are there to support our kids to increase their independence and to help them with anything they don't have the capacity to do.

One more thing that I want to acknowledge. I am only human and my patience often wears thin. I get frustrated over Jemma's constant hitting of the walls and the repetitive 'Chinese drip treatment' non stop carry on in the mornings. At times, I have more patience than I ever thought possible, and then there are the times I lose my temper at the drop of a hat. I think about Jemma supported in her own home and realise that this will be eliminated. I

know I drove my mum up the wall as a teenager and we had our share of yelling matches but once I left home, we became the best of friends. So where does that leave us?

That leaves us exactly where nature intended. The parent of an adult child who has flown the nest. Don't get me wrong, it's not going to be easy. It's hard for any parent to let go when their child becomes independent and moves out in to the big wide world. It is especially hard when your child has a disability and you have supported them in every aspect of their life. It can feel like you are letting go of a child rather than an adult.

Again, I am no expert and I don't have all the answers. What I do know is this. I will do everything in my

power to ensure that she has every opportunity in life, no matter how hard that is for me.

So if you only learn one thing from this letter, let that be that you are NOT 'giving away or giving up' on your child.

You are giving them a future.

*Yours Sincerely,*  
Sherryn Long

If you would like support to plan for your child's future, please call **0438 047 929** to find out how we can help or send us an email at [info@pathwaytosda.com.au](mailto:info@pathwaytosda.com.au) More information can also be found on our website at [www.pathwaytosda.com.au](http://www.pathwaytosda.com.au)

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## What is SDA?

Specialist Disability Accommodation (SDA) refers to accommodation for people who require specialist housing solutions, including to assist with the delivery of supports that cater for their extreme functional impairment or very high support needs.

Funding is only provided to a small proportion of NDIS participants with extreme functional impairment or very high support needs who meet specific eligibility criteria. Pathway to SDA provides participants and families with support to plan for, explore and obtain Specialist Disability Accommodation.

If you would like support to plan for your child's future, please call **0438 047 929** to find out how we can help or send us an email at [info@pathwaytosda.com.au](mailto:info@pathwaytosda.com.au) More information can also be found on our website at [www.pathwaytosda.com.au](http://www.pathwaytosda.com.au)

Please note that Pathway to SDA can only assist those that qualify for SDA funding.

More information about SDA can be found on the NDIS website at [www.ndis.gov.au](http://www.ndis.gov.au)

## Specialist Disability Accommodation overview

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SDA funding under the NDIS will stimulate investment in the development of new high quality dwellings for use by eligible NDIS participants. SDA funding is not support services, but is instead for the homes in which these services are delivered.

<https://www.ndis.gov.au/providers/housing-and-living-supports-and-services/housing/specialist-disability-accommodation>



Variety are joined once again by legends of Season One of LEGO Masters Australia and the much-anticipated Melbourne Comedy Festival's "The Brick of Destiny" Show, Maddy and Jimmy! Starting Monday 15 March 2021, each Monday for four weeks, Maddy and Jimmy will announce a new brick challenge to put your creativity to the test! You will have until midnight on Saturday each week to build a brick masterpiece in keeping with the theme of the challenge! Each week one winner will be selected and receive a LEGO Prize Pack. To be in with a shot at the prize, you must upload photos or videos of your build onto your Variety Kids Challenge profile before midnight on the Saturday after the challenge is announced.

<https://fundraise.variety.org.au/event/variety-kids-challenge/home>



To show off your creations, upload to Facebook and Instagram with the hashtag **#VarietyKidsChallenge** and tag **@varietyvic** so we can showcase your hard work!

Plus, there's **extra prizes up for grabs** if you choose to fundraise for Variety – the Children's Charity too! So share your profile with your family and friends as well as ask them to get behind your efforts and help kids in need.

This means, no matter when you join the challenge, you're as good a chance as any to score a prize! So, what are you waiting for?

**ENTER NOW**

# HELPING HOOPS BROADMEADOWS

Helping Hoops Broadmeadows is a free basketball program for kids with special needs living in Melbourne's north-west. The program runs every Tuesday from 3 to 4pm and 5 to 6pm and is overseen by Coach Omar Coles.

Learn new skills and make new friends in a participation-based environment that is supportive and inclusive.

**When:** Every Tuesday, 3pm - 4pm & 5pm - 6pm (2 sessions)

**Where:** Hume Valley School

Koroit Ave  
Broadmeadows VIC 3047

**Age:** 7-21

**Skill Level:**  Beginner

Intermediate

Advanced

**Cost:** Free

**Enrolment:** Arrange a visit by contacting  
1300 851 810 or  
[info@helpinghoops.com.au](mailto:info@helpinghoops.com.au)

Helping Hoops Broadmeadows is supported by The Audsley Family

