



# Broadmeadows

SPECIAL DEVELOPMENTAL SCHOOL

## *Edition 1, Friday 5<sup>th</sup> February, Term 1 2021*

Welcome to our new school year - it is wonderful to see our students return after the break and I am sure we are all very much looking forward to a fantastic, full year of learning. We would like to extend a very warm welcome to our new Foundation students and their families. We are honoured to share in your child's school journey and can't wait to see each child grow, learn and thrive this year.

Our first newsletter of the year features a lot of information about programs within our school, uniforms and Mee's bus transport. Please take your time when reading this first edition, even if your child has attended BSDS for many years, to ensure that you are up to date with all of our school updates and refreshed with start of year information. At the back of our newsletter we feature many attachments and 'return slips' and you will find our school uniform order form featured there all year, to fill in and return for all uniform orders.

Over the holidays, we had a lovely new decked ramp installed on our Sorrento Street campus leading from the car park area to admin. This ramp will ensure that all of our students and parents can enter the grounds safely, by walking on the ramp to the school gates rather than using the bus turning circle. The safety of our students and their parents/carers is vital to us, and we are pleased to be able to start the year with this new decked entry ramp.

We would like to invite parents to express their interest in taking an active role at our school by joining our School Council. Please see more information featured in the newsletter about positions available on our 2021 School Council and please contact our school admin for nomination forms should you wish to nominate for a position.

Please note that Family Statements for Parent Payments will be sent out starting this week. Please talk to admin if you have any questions about your statement.

I would like to give my first Principal's Award for the year to Samaria for her wonderful return to school. Samaria has been so very happy to be back at school and has been greeting her teachers each day and has been engaging in fun and playful interactions with her teachers across the day. Samaria, well done on settling into the school routine so very well, we are proud of you!



The first two weeks of the year have been wonderful and we look forward to sharing our programs, student achievements and school news and updates with you each fortnight in our newsletter. Please do not hesitate to get in contact with your child's teacher, Megan Adams or myself across the course of the year if you have any questions or concerns. We look forward to working in partnership with our school community, and seeing just how much our students will do in 2021.

Susi Wirth  
Principal

### DATES TO REMEMBER TERM 1 2021

DATE	EVENT TO REMEMBER
Thursday 11 <sup>th</sup> February	Canteen Starts
Friday 5 <sup>th</sup> March	PSG Meeting Day - No School For Students
Monday 8 <sup>th</sup> March	Public Holiday - Labour Day
Friday 26 <sup>th</sup> March	Curriculum Day - No School For Students
Thursday 1 <sup>st</sup> April	Last Day Of Term 1
Friday 2 <sup>nd</sup> April	Public Holiday - Good Friday

Learning Beyond Words  
**SCHOOL NEWS AND UPDATES**


## SCHOOL UNIFORM

Broadmeadows SDS has a compulsory school uniform which is now supplied by State Schools' Relief. State Schools' Relief is a not for profit organisation that supports the needs of underprivileged Victorian government school students by providing new school uniforms, shoes and educational resources.

They work side by side with all Victorian Primary, Secondary, Special Developmental and Language schools to ensure that any students facing hardship have the necessary clothing and appropriate footwear for school. Changing providers means that we will need to change the way uniforms are purchased.

Attached to this newsletter is a uniform order form (example shown below – actual form attached to back of newsletter) -

- **Step 1** Fill in the order form
- **Step 2** Return the form to school with payment
- **Step 3** The uniform will be delivered to school and sent home with your child

		ITEM	COLOUR	PRICE	SIZE 4	SIZE 6	SIZE 8	SIZE 10	SIZE 12	SIZE 14	SIZE 16
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	\$50.00									
Hat – Bucket style	Navy	\$8.00									
ITEM	COLOUR	PRICE	SIZE 18	SIZE 20	SIZE 22	SIZE 24	SIZE 26	SIZE 28	SIZE 30	SIZE 32	SIZE 34
Polo Shirt Short Sleeve	Maroon	\$18.00									
Polo Shirt Long Sleeve	Maroon	\$21.00									
Skort	Navy	\$18.00									
Windcheater	Maroon	\$25.00									
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									

## FINANCIAL ASSISTANCE

### INFORMATION FOR PARENTS

Every Victorian child should have access to the world of learning opportunities that exist beyond the classroom. The Camps, Sports and Excursions Fund helps ensure that no student will miss out on the opportunity to join their classmates for important, educational and fun activities. It is part of making Victoria the Education State and the Government's commitment to breaking the link between a student's background and their outcomes.

#### CAMPS, SPORTS & EXCURSIONS FUND (CSEF)

School camps provide children with inspiring experiences in the great outdoors. Excursions encourage a deeper understanding of how the world works while sports teach teamwork, discipline and leadership. All are a part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- \$225 for secondary school students

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#### MORE INFORMATION

For more information about CSEF visit:

<https://www.education.vic.gov.au/about/programs/Pages/csef.aspx>

#### HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form or download from the website below.

If you applied for CSEF at your child's school last year, you do not need to complete an application form this year unless there has been a change in your family circumstances.

You only need to complete an application form if any of the following changes have occurred:

- **new student enrolments;** your child has started or changed schools this year.
- **changed family circumstances;** such as a change of custody, change of name, concession card number, or new siblings commencing this year.

Check with the school office if you are unsure.



## SCHOOL NEWS AND UPDATES

### CANTEEN REOPENS FOR 2021

We are very excited to restart our Canteen program for the 2021 school year in Week 3, run by our Sorrento Street students. Each Thursday, our whole school Canteen will run, and we ask that parents support our Sorrento Street Canteen Team students in their organisation for this program by ensuring that all order forms are returned by Wednesday each week.

Our Term 1 menu features a range of meal options from crunchy to chewy, to soft as well as healthy options and meals that expand the range of foods that students enjoy eating or even trying. We hope you enjoy our Canteen program for lunch orders each Thursday.

*On the menu...*

*Margarita Pizza and Summer Noodle Cups, Cheerio Clusters, Jelly Cups and Fruit Cups.*

*Please note, none of the meals contain nuts or eggs in the main ingredients but products used may contain traces of nuts.*



### 2021 CONSENT FORMS



We are following up the return of all Consent and Medical Management Plans for the 2021 school year. Thank you to those families who have returned their forms. It is important that we have up-to-date medical plans for all students, so if any changes in your child's medical care have occurred over the holidays please contact your child's teacher. Please return any outstanding 2021 Consent Forms to school with any updated consent details or changes to medical conditions.



If your child requires medication to be administered at school please advise your child's teacher and Medication Administration Authority forms will be given to you to fill in. It is important that we have these forms filled in to ensure your child's safety.

### CONTACT DETAILS



Have your contact details changed over the holidays? Please advise the school as soon as possible so we can update any changes – call or write the new details into your child's communication book. Having up-to-date details means that teachers can contact you to share information about your child's school day or let you know about new and exciting achievements. It is also vital that we have the correct details to contact you for any medical or wellbeing issues.

### SCHOOL HOURS



Our school day commences at 8.50am and ends at 3pm. Our school will be accessible via the main gate from these times and the Dimboola Road gate will be operational with the code for 20 minutes thereafter. Should your child come into school late or require an early pick up, we ask that you call admin upon arrival to school and wait for your child's teacher at the main gates for handover. If you know that you will need to pick up your child early for an

appointment, please advise your child's teacher with a note in the communication book or a phone call to the school. We do remind all parents that our fantastic school programs run from 8.50am right up until 3pm and unless absolutely necessary, we ask that students are not routinely picked up early – we want our students to experience as much learning and fun as they can from start to finish.

## SCHOOL NEWS AND UPDATES

### MEE'S BUS TRANSPORT



Our school transport is provided by Mee's Bus Lines and all families using this transport system have been provided with their morning pick up and afternoon drop off times and locations.

Please contact our Assistant Principal Megan Adams should you have any questions about your child's transport arrangements across the year. As the school year begins, we would like to take this opportunity to highlight a few points to ensure that this transport service runs as smoothly as possible.

- The contact number for Mee's Bus Lines is **94593000**. Should your child be absent from school please ensure that you call this number to advise the bus company directly. Please also call the school to advise your child's teacher that they will not be attending school that day after calling the bus company.
- If your child has a morning appointment and does not require morning transport, please call the bus company to advise them that your child will not require collection in the morning but will be on the bus at the end of the school day.
- Buses wait for 3 minutes at the designated pick up location. Please ensure that your child is ready for their allocated pick up time and walk your child out to the bus promptly upon its arrival. Bus staff do not come to the door to collect or drop off children; this responsibility remains that of the family. It is also crucial that you ensure someone will be at the designated point at your child's allocated drop off time.
- Parents should not send medication in their child's bag. All medication must be clearly labelled with the student's name, dosage and name of medication. Parents should hand any medication to the bus chaperone and we ask that a note is written in your child's communication book to advise teachers of this handover.
- Messages to school need to be either passed along via your child's communication book or phoned into school. Bus staff are not to be used to pass on messages.
- Any money for lunch orders, school events or other school payments need to be either passed along via your child's communication book or directly into administration.
- Please be aware that safety on the bus is imperative and any issues with behaviour are not tolerated by Mee's staff. It is important that any issues regarding behaviour on the buses are addressed quickly and appropriately. Our school aims to administer a safe, efficient transport service to and from the student's place of residence within specified designated transport areas. Classroom teachers will be able to provide ideas and strategies to support your child on the bus; however it is important that these issues are addressed quickly and with consistency.
- Any complaints or concerns regarding the performance of bus staff or other personnel involved should be directed to the Principal or Assistant Principal, who will deal with the matter accordingly.
- Parents/caregivers shall be notified as soon as possible upon an emergency event occurring on the bus. Bus contractors retain a list of contact phone numbers for emergency use and it is therefore imperative that all contact details are up-to-date.
- As new students enrol throughout the year appropriate arrangements are made. These arrangements will often involve minor changes to scheduled pick up and drop off times. Megan Adams will advise parents in advance of any changes to scheduled transport times.



## **LABELLING YOUR CHILD'S SCHOOL UNIFORM**

All students are required to wear their full uniform at school. The school community has opted for a maroon and navy uniform, featuring the Broadmeadows SDS logo. The uniform comprises of navy blue track pants/shorts/skort, maroon windcheater, maroon long and short sleeve polo shirts, blue bomber jackets with the logo and a blue summer school dress. Please ensure that your child's uniform is fully labelled, including any spare clothing that you are sending into school.

## **COMMUNICATION BOOKS**

Each student is provided with a home to school communication book at the beginning of the year. This is our primary way of communicating with families and sharing information about your child's school day, sending home any school notices or forms and advising of any upcoming key dates to be aware of.

Please check your child's book daily for any updates or important information sent home. Please also feel free to write in your child's book to share how their night at home has been, any relevant information for your child's day at school (e.g. - they may have been up late or may not have eaten breakfast that day). If you know of any upcoming absence dates (due to appointments or holidays) please write these details into your child's book.



## **PARKING FOR DROP OFFS AND PICK UPS**

To ensure that all of our students are safe for their morning drop off and pick up, please remember to park your car in an appropriate location at both of our campuses.

At Dimboola Road we have three, onsite parent car parks for short term drop offs. If the parking bays are full we ask that you do a short trip around the block and return, rather than wait in the driveway. This is our main entry and exit point for our school bus fleet as well as the Mee's buses and it is important that the area is left clear. There is some short term Disabled Parking on Dimboola Road, just in front of our school entrance.



At Sorrento Street we ask that parents do not drive their car into our bus turning circle, on the left side of our driveway. This is where the buses drive in and out to drop off and pick up our students, and the bus arrivals and departures can take anywhere up to 30 minutes, so it is important that only buses enter into this bus bay and turning circle area.

There is plenty of parking on Sorrento Street, with a pedestrian crossing from the school gate across to our admin decking walkway for safety as well as two Disabled Parking bays available as you turn right upon entry into the school. Please support us to keep our students safe at all times by using these appropriate parking areas.

## **SCHOOL COUNCIL**

We would like to invite parents to express their interest in taking an active role at our school by joining our School Council. Participating as a council member is a rewarding and challenging experience. School Councils support Principals to provide the best possible educational outcomes for students. This year on School Council there are two parent vacancies for two years.

We would like to thank Christine Johnson for her year commitment and Deb Allen for her commitment and dedication to our school over the last two years.

Nominations will open from Monday 8<sup>th</sup> February and will close at 3pm on Friday 20<sup>th</sup> February 2021. If there are more nominations than vacant positions there will be an election held. Nomination forms will be available from our administration offices – please ring and ask the administration staff at Dimboola Road or at Sorrento Street for a nomination form to be sent home in your child's communication book.

Learning Beyond Words  
**SCHOOL NEWS AND UPDATES**

**EVERY DAY, EVERY MINUTE COUNTS!**

Article content courtesy of: <https://education.gov.au/it-important-be-school-every-day-0>

To get the most out of their education, children need to go to school every day. School attendance has a major influence on educational outcomes as well as social skills and behaviour.

Parents can encourage their child to attend school by having a positive attitude towards learning and education. Poor school attendance patterns can start as early as Year 1. It is important that from the first day of school parents set an expectation that their child will be at school every day. Missing an average of ten days of school a term adds up to missing two full years of schooling by the end of Year 10.

It is important to remember that all Australian states and territories have legislation in place that requires parents to ensure their children attend school. These laws apply to all students in government and non-government schools. All Australian governments have agreed to a school attendance target for 2019 where all schools will achieve a minimum of 90 per cent attendance.

**Tips - Things You Can Do To Support School Attendance:**

Talk positively about attending school and learning, including:

- Friends
- Favourite classes
- Favourite teachers

Help your child get into a routine for getting ready to go to school in a calm, organised and predictable manner.

If there are reasons why your child is not coming to school, please contact your child's teacher to communicate any issues or difficulties so that a plan to support your child can be developed together.



**EVERY MINUTE COUNTS**

Just a little bit late doesn't seem much but....

He/She is only missing just....	That equals....	Which is....	over 13 years of schooling, that's....
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly HALF A YEAR
20 minutes per day	1 hour 40 minutes per week	Nearly 2.5 weeks per year	Nearly 1 YEAR
Half an hour per day	Half a day per week	4 weeks per year	Nearly 1 AND A HALF YEARS
1 hour per day	1 day per week	8 weeks per year	Nearly 2 AND A HALF YEARS

Did you know your child's best learning time is the start of the school day?  
That's when every minute counts the most!



**SCHOOL MEDICATION POLICIES AND PROCEDURES**

Broadmeadows SDS has strict policies and procedures established for the provision, storage and administration of student medication; whether this is as part of daily medication or for emergency administration. Some key details to remember regarding the provision of student medication to school include:

Parents/guardians are required to inform the school in writing of any prescribed medication that students need to take in school hours. Where medication is required in spontaneous situations, detailed administration instructions should be provided, for example in the case of asthma attacks. Medication Administration Permission Forms are available from the school and should be completed and signed by the parent/guardian. This includes all prescription as well as non-prescription medication, including analgesics, such as paracetamol and aspirin and other medications which can be purchased over the counter without a prescription.

In order to ensure that the interests of staff, students and parents/guardians are not compromised, medication will only be administered with explicit written permission from the parent/guardian, or in the case of an emergency, with the permission of a medical practitioner.

When administering prescription medication, the written advice received must be supported by specific written instructions on the original medication bottle or container, such as that on the pharmacist's label noting the name of the student, dosage and time to be administered.

Analgesics can mask signs and symptoms of serious illness or injury and will not, therefore, be administered by the school, as a standard first aid strategy. Therefore analgesics such as aspirin and paracetamol will not be stored in the school's First Aid kit.

Please contact the school should you have any questions regarding the administration of medication for your child. Thank you.

# TEACHING AND LEARNING PROGRAMS AT BSDS

## WELCOME TO OUR 2021 YELLOW PLC STUDENTS!



It has been so wonderful to see our students return to school this year. We had lots of fun getting to know our new teachers, classmates and catching up with those who were in our class last year.

We shared our love of imaginative play together, with dress-ups, cars and the home corner our favourite activities and jumped right back into our learning by practising our writing, playing literacy games, drawing pictures of each other and reading some new books. We have also spent lots of time focusing on our fine motor skills getting prepped and ready for the year ahead!



Respect

Opportunity

Engagement

Communication

Support



## TEACHING AND LEARNING PROGRAMS AT BSDS

### ROOM 12'S SUPER START AT SORRENTO STREET

Room 12 have had a great start to 2021! They have been exploring their new campus by going on scavenger hunts to familiarise themselves with the new terrain. They have been practising matching the names of the new areas to their pictures and then heading out to find them in the playground. Well done Room 12!



# TEACHING AND LEARNING PROGRAMS AT BSDS

## A GREAT START TO A BIG NEW YEAR

Room 11S have had a great start to 2021 in their first year on our Sorrento Street campus! They have been busy creating our classroom birthday display, making sensory creations and exploring new places in the school. Great job Room 11S!



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

**A SPECIALIST WELCOME TO 2021!**

The Art, Performing Arts and PE teams are looking forward to an exciting 2021 full of smiles, learning and creativity. Students have settled into the new year and have enjoyed meeting their new specialist teachers. They have explored a range of activities, games, equipment and resources to create amazing pieces of art, music and movement!



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**BSDS CAKE CATERING**

Our Cake Catering program continues in 2021, ready to test our bakers and delight our BSDS community! As part of the Secondary Curriculum, our Cake Catering program provides incredible learning opportunities to our Cake Catering team as part of their Internal Work Experience program. In addition to a range of cake themes, we have included a 'Special Order' option, where requests can be made for a particular theme (e.g. – AFL team jumper, a favourite character cake or special occasion celebration cakes for 21<sup>st</sup> birthdays and even weddings). If you wish to order one of these special order cakes, please select that option on the form and our team will design and plan a cake just for you!

We celebrate the work of our BSDS Cake Catering team on our Instagram page at: @in\_our\_bsd\_kitchen



Instagram

**Choose your own theme  
and let us design for you**

**Giant Donut Cake**

**Under the Sea**



**\$tbc**



**\$20**



**\$20**

**Emoji Cake**

**Spiderman**

**Popcorn Cake**



**\$30**



**\$20**



**\$25**

**Fairy Bread Cake**

**Oreo Overload**

**Gravity Defying  
M&Ms**



**\$20**



**\$25**



**\$25**

**Lollipop Love**

**Unicorn Magic**

**Barbie**



**\$25**



**\$25**



**\$30**

## PACK A LUNCH LOADED WITH ORAL SENSORY INPUT

Article content courtesy of: <http://special-ism.com/help-regulate-kids-with-oral-sensory-snacks/> & <http://www.andnextcomesl.com/2016/04/alerting-calming-sensory-snacks-for-kids.html> & <http://special-ism.com/pack-a-lunch-loaded-with-oral-sensory-input/>

We all are aware of the importance of trying to find ways to make school lunches healthy and nutritious, and you can spend hours wondering about how you can create delicious treats in a quest to encourage children to eat a wider range of foods or even trying to guess what your child is going to want to eat each day.... But how often do you think about a lunchbox in terms of being sensory friendly?

Lunchtime falls around the middle of the school day. Children’s brains and bodies need a boost of nutrition to keep them performing at an optimal state, so we must think healthy and nutritious. We can also give them a little proprioceptive and sensory-based boost in the texture and flavour of the snacks we provide. Oral sensory input has the power to change the way we feel, and in turn how we behave and act and our ability to focus and concentrate. With just a little bit of planning you can provide your child with a lunchbox that not only will fill their tummy and fuel their body but also calm or alter their body and brain so they are ready to play and learn!

**For ‘alerting or waking up’ input:** For many children who start to get a little flat or lethargic, sour tastes or intense flavours (like peppermint), cold foods and drinks, and crunchy or crispy snacks can provide alerting oral sensory input that can give them a little boost of alertness.

**For ‘calming and organising’ sensory input:** Chewy and crunchy snacks can both alert and organise/calm the sensory systems. Munching on crunchy food is a wonderful calming and focusing tool! Gnawing on chewy or ‘thick’ foods such as raisins, bagels, peanut butter or chunks of cheese offers a nice oral motor workout that help to calm the body with lots of slow, repetitive jaw work.

**Sweet and sour food:** Sour foods are said to induce joy and a sense of peace. Pickles or firm kiwi fruit offer a nice crunch while providing a sour sensation. Chop them up and pack them in your child’s lunch box. Try orange wedges or grapefruit wedges for more sour oral sensory input. Greek yoghurt is a great sour option to add to home-made smoothies. Sweet foods make everyone just feel good. But we don’t want to load our kids up with too much sugar, so we can consider naturally sweet options instead with bananas, mango, strawberries, dried fruit and even honey or cinnamon. Sweet vegetables can do the trick too – consider sweet potatoes, carrots, beetroots, and capsicum – raw or cooked or pureed into a dip or a vegetable mash with grated cheese.

Why not combine chewy, crunchy and sweet input with a trail mix that contains popcorn, sultanas and maybe some muesli clusters or an apple dipped in peanut butter?

**For extra levels of sensory input:** The use of a straw can give organising sensory input. This may be suggested for a child who often bites or chews on their clothes, pencils, or toys. The smaller the straw the more oral input. Get a variety of different sized straws or use an ‘exercise bottle’ to drink liquids such as a milkshake, smoothie, a ‘slurpie’ or other thick drinks. Curly straws provide extra work in order to suck the fluid through the straw.

### ALERTING FOODS

www.andnextcomesl.com

		
<b>CHEWY</b>	<b>SOUR, TART, &amp; SPICY</b>	<b>COLD</b>
Dried fruit Dates Beef jerky Fruit leather Bagels	Granola bars Cheese Celery Fruit gummies Sausage sticks	Popsicles Smoothies Frozen yogurt bites Ice cream Sherbet
	Pickles Greek yogurt Lemon or lime slices Lemonade Kiwis	Frozen yogurt Milk Frozen peas Frozen corn Frozen berries
	Grapefruit Olives Pickled beets Cranberries Salsa	

### CALMING FOODS

www.andnextcomesl.com

		
<b>SWEET</b>	<b>SMOOTH &amp; CREAMY</b>	<b>WARM</b>
Bananas Strawberries Cantaloupe Honeydew Watermelon	Peaches Pears Plums Berries Grapes	Yogurt Hummus Hard boiled egg Applesauce Cottage Cheese Avocado
	Oatmeal Peanut butter or similar Spinach dip Guacamole Smoothies Pudding	Soup Hot chocolate Tea Oatmeal



**CRUNCHY**

Pretzels Nachos chips Crackers Nuts Popcorn Roasted chickpeas	Sesame snaps Pumpkin seeds Sunflower seeds Carrots Apples Granola	Banana chips Dry cereal Toast Snap peas Dried veggie chips Kale chips	Peppers Cucumbers Graham crackers Arrowroot biscuits Pita chips Rice cakes
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## MORNING ROUTINES - THE KEY TO A SUCCESSFUL START TO THE DAY

Article content courtesy of: <https://www.thismomlife.co/free-morning-routine-printables-kids/>

Do your children struggle to get ready in the morning? Do you find yourself repeatedly asking for tasks to be completed? Do you or your children easily get frustrated in the morning? We have all been there. When you reach this point, you know it's time to re-evaluate the morning routine. Routines create predictability and a safe environment. When you have a morning routine in place it also saves you time and helps to build helpful, responsible kids. If you haven't before used a routine chart, you're going to love the way it transforms your family's morning, afternoon or evening! You just need to display the visuals in a key location in the house, or in a portable way that moves with your child, and to guide your child to follow it every morning. In time, you can encourage your child to take ownership of the tasks. This way they will gain more independence and you will be able to focus more on the tasks you need to complete every morning.

Morning routine visuals can be presented in so many ways - you can use them as printable chart or you can put together a key ring of laminated tasks and you can even make them into magnets.

**Interactive Morning Routine Checklist** - Isn't it satisfying to check something off your own to-do list? Yes, it feels good to mark things as complete! That way you can see your progress. A morning checklist contains the list of the main tasks your child needs to complete in the morning that they work through in order and can tick off as they go.

**Single Morning Routine Cards** - Some children benefit from large, single picture cards that support them to visualise the tasks. The cards can be shown one at a time or can be presented in a row as tasks to work through and complete. Your child can move or take off the symbols when they finish each task. You can stick these single symbol visual cards onto magnets and keep them on the fridge too! They are fun to move around as jobs are done.

**My Weekly Jobs Chart** - Having the full week's routine schedule for a child to tick off allows a sense of accomplishment and achievement as your child looks over their week and sees how much they have done!



For more idea about the type of morning routine system that would suit your child best, please don't hesitate to talk to their teacher at BSDS.



## MORNING ROUTINES - THE KEY TO A SUCCESSFUL START TO THE DAY

Article content courtesy of: <http://www.thismomlife.co/transform-toddler-morning-routine/>

"I could have handled that better". How many of us have had the fleeting thought as we drop our children off at day-care or school? The morning routine struggle is REAL. However, it doesn't have to be. Acknowledging this gives us the ability to prepare and transform our mornings so we can move through the morning with more success. Our goal should be to create a morning routine that promotes confidence and security, so we all can start our day as best we can. Here are some tools, resources, and tips that you can use to build a successful morning routine for your children, and yourself!



**1. Consistency.** This is the golden rule. Set a schedule, use a routine chart, and stick to it. Develop a daily activity chart not just for the mornings but for the evenings as well. Sticking to a routine, even on weekends, takes the anxiety out of mornings. Consistency gives a sense of control and comfort and this is what many children need their parents to provide. Don't forget about yourself - a daily routine for a parent is just as important as it is to have one for your child. If you aren't waking up at the same time every morning, it makes it harder to get up and out of bed on those early mornings. You can prevent the stress from creeping in on your mornings when you set a routine for yourself as well. Maybe all you need is five minutes of alone time or twenty-minutes of exercise. Whatever it is, strive to achieve it consistently so you can start your morning off strong.

**2. Communication.** When you start setting up a morning routine, it is important that you communicate it to your child. For children, that is best done with a visual tool like a visual schedule or picture cards. You will be AMAZED at how well your child will take to a morning routine visual schedule. Many children take pride in checking their schedule and determining the next task.

**3. Affirmation.** This is an important step to keep in mind. Children seek encouragement and will start following the schedule on their own the more they hear how well they are doing. No doubt you've seen this in your children, the more secure they feel in their ability, the more they want to accomplish tasks on their own. Having a morning routine chart is a confidence-boosting tool in and of itself because your child does not have to rely on an adult to be told what to do. It gives children a sense of control knowing that the morning routine isn't going to throw them a curve ball. And best of all, it gives them a taste of independence.

**4. Timing.** It helps to let a child know how much time is left prior to an activity ending. Many families use a five-minute warning. This helps tremendously when it comes to managing a morning routine. Tools like iPhone timers or the Amazon Alexa are great for use as timers. When you physically set a timer, you don't waste time. Many children can't yet tell the time but they can grasp the concept of a 'time warning'. They know that they have a short amount of time left before something changes. This helps to mentally prepare them for the change and transition.

**5. Prepare.** First, we need to acknowledge that our mood impacts our mornings! There are things in your control that we can change to make a smoother routine. Identify our triggers and find a fix. If a messy kitchen makes you irritated in the morning while you try to prep lunches, make a goal to clean the night before. If there is a day where you need to prepare for a big event (field trip or work conference) make sure you give yourself more time than usual or prep the night before. A successful morning routine hinges on having a successful night-time routine. A small change will make a big impact. This will indirectly affect the mood of the morning and help you and your family set the base for a positive day.

**6. Slow Down.** Remember, it is in the little schedules and daily routines that help to prepare our children to navigate life. Try to remember to slow down and model a morning that builds success, not stress. We may still have those days where we're rushing out of the house, but with the implementation of a morning routine visual schedule and an intentional effort to slow down are steps that have us on the right track.

*Make a decision to enjoy each morning and watch your child find small moments of independence.*

## ROUTINES

Family routines set out how families organise themselves to get things done, spend time together and have fun. Routines help family members know who should do what, when, in what order and how often. Routines include washing hands or getting ready for bed. They don't need to be boring. Use routine and repetition to help your child build language skills in fun and playful ways!

Use these and other daily routines to build language skills:

- Bath time
- Cooking or preparing meals
- Sharing a book
- Packing away toys
- Putting on clothing in the morning and getting undressed in the evening
- Going to bed



We use routines in our programs and daily tasks (such as packing our bags or morning routines) at school to support our students. These routines provide structure and predictability to our students' days.

### Using routines to build language skills-

By saying the same words or phrases each time you perform an action, you can build and reinforce your child's understanding of them. Using everyday routines, you can help your child to learn specific words and phrases without needing any special toys or materials.

### Strategies to support learning:

- Use straightforward, but meaningful, language:
  - "Up, up, up! Sit up on to your bed"
  - "Come and sit next to dad, ready for dinner."
- Prepare your child by setting the scene:
  - Refer to the time "It's night time, it's time for bed!"
  - "It's 7 o'clock, time to get up!"
  - "Crayons are ready on the table, it's time for drawing"
- Name each object when you first use it or approach it:
  - "This is your shirt!" "It's blue!" "It's soft"
- Give your child a choice:
  - "Do you want the blue shirt or the yellow shirt?"
  - "Do you want to put out the glasses or the plates?"



Respect



Opportunity



Engagement



Communication

Support



Learning Beyond Words  
**BSDS OCCUPATIONAL THERAPY TIPS**

## SUPPORTING STUDENTS TO DEVELOP INDEPENDENCE IN DAILY LIVING SKILLS

The aim of Occupational Therapy at BSDS is working with students to help them become as independent as possible in all the tasks they need to accomplish during their day. This includes self-care tasks such as dressing and eating, productivity tasks such as completing literacy activities and leisure activities like playing in the sandpit at lunchtime.



As parents and carers you can also help them build independence in daily tasks too! Here are some tips to help promote your child's development of independence at home:

- **Set them up for success**
  - Can items needed to complete the task be accessed easily (i.e. - can they reach the taps to turn them on?).
  - Visuals - do they need a visual schedule to help them stay on task or understand what they need to do.
  - Use both instruction and modelling (children may respond better to seeing how the task is done).
- **Break down the task**
  - Pick only one skill to focus on at a time (i.e. - putting on a t-shirt vs getting completely dressed).
  - Break that one skill into small parts to practise.
- **Provide opportunities and time**
  - Pick opportunities to practise when there are little time constraints or when there is less urgency (i.e. - practising using a spoon to eat breakfast on weekend not when running late to get out of the house for school).
- **Motivation and praise**
  - When motivation is high, your child will want to practise more!
  - Consider when your child learns best (i.e. - are they more motivated and alert in the morning?).
  - How can we make tasks more engaging and motivating?
    - Use praise/rewards.
    - Do the task alongside them or get them to help you complete the task (i.e. - have them help you by tying their sibling's shoelaces or preparing you a drink or snack).
    - Use their interests (play music while brushing teeth).
  - Give praise and reinforcement for even the smallest gains or for making an attempt.
- **Consistency and routine**
  - Complete the task in the same way each time to allow for repetition and ultimately mastery of the skill (i.e. - get a bowl, get a spoon, get out cereal, get the milk).
  - Make it part of the daily routine so your child is prepared and knows when the task will occur and can begin to anticipate the start of the task.
- **Equipment and strategies**
  - Consider different or specialised equipment and strategies that may help to give your child more independence (i.e. - built up handled cutlery, visual checklist, liquid soap or shampoo in a pump bottle, non-slip matting).
  - Speak to your child's classroom OT about equipment, resources and strategies that they may be using in their classroom to assist in everyday activities that may be useful at home.
- **Practise through play!**
  - You can practise most activities of daily living (e.g. - cooking, shopping, self-care tasks such as teeth brushing and dressing) through play! Use songs, role play and dolls. Most importantly, make it fun!



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words  
**BSDS TAKE HOME TIPS**

**USING KEY WORD SIGN LANGUAGE AT HOME**

Key Word Sign is used to encourage and support language development in children and adults with communication difficulties. Key Word Signing uses a core vocabulary of specially selected words that comprise concepts and ideas considered to be the most appropriate for children and adults with communication and language difficulties. Each word (concept) is matched to a hand sign.

The main features of Key Word Sign include:

1. Always use speech together with the sign
2. Speak in normal, grammatical sentences
3. Sign only the key words in the sentence
4. Use facial expression and body language
5. Use directionality and placement as gestural cues
6. Teach signs that are relevant
7. Sign nouns and verbs – for example biscuit / eating



For sign and gesture to be effective it needs to be used as consistently as possible by a variety of people in a range of situations. The most important factor in the child's development of signing skill and development of language is the degree to which those within the child's environment use signing consistently and fluently. This is why it is so important for families to feel comfortable and confident in using KWS at home too within naturally occurring events and activities.

**Why do we use Key Word Sign?**

From a child's perspective:

- Visual support - helps students understand verbal communication
- Additional mode of communication - helps students express their daily wants and needs

From an adult's perspective:

- Helps adults slow the rate of their speech and consider the language they are using
- Increases attention - greater focus on the speaker







































Think about natural gestures. We use natural gestures all the time!

<i>You</i>	<i>Good</i>	<i>Don't know</i>
<i>Come here</i>	<i>Stop</i>	<i>My turn</i>
<i>Guitar</i>	<i>Phone</i>	<i>Wash</i>
<i>Footy</i>	<i>Put</i>	<i>Turn over</i>
<i>Hello</i>	<i>Goodbye</i>	<i>There!</i>
<i>Here!</i>	<i>Sleep</i>	<i>Sit</i>



Learning Beyond Words  
**BSDS TAKE HOME TIPS**

**KEY WORD SIGN TIPS – BACK TO SCHOOL VOCAB**

 <p><b>School</b>  <small>Use non-dominant hand, palm toward head, diagonally at side of face, twice.</small></p>	 <p><b>Go</b>  <small>Bring slightly cupped dominant hand forward in relevant direction. Finish with straight fingers. *With directionality.</small></p>	 <p><b>Bus</b>  <small>Form fists with both hands, points up – move as if driving a bus. (Natural gesture – mime the action).</small></p>	 <p><b>Car</b>  <small>Clench both fists in front of body – move formation as if holding an imaginary steering wheel. (Natural gesture – mime the action).</small></p>
 <p><b>Teacher</b>  <small>Extend dominant index finger and thumb and move this formation backward and forward at side of head.</small></p>	 <p><b>Friend</b>  <small>Clasp non-dominant fist with dominant hand and rock formation, backward and forward slightly, twice.</small></p>	 <p><b>Like</b>  <small>Move open dominant hand in small circles on chest.</small></p>	 <p><b>Class</b>  <small>Hold open at end, hands together and place at base of back, palms facing away from body. Pumps. Reaching. Move hands in air to finish with edges of one finger touching and palms toward body. *Another option is to use extended index fingers and thumbs to form "L".</small></p>
 <p><b>Room</b>  <small>Use dominant hand at head height, palm toward center. Fingers bent at third knuckle, thumb on edge of index finger. Move formation away from body slightly.</small></p>	 <p><b>Play</b>  <small>Simultaneously move both open hands, palms up, in outward circles.</small></p>	 <p><b>Bag</b>  <small>Hold dominant fist at waist height. Move formation up and down, twice. (Natural gesture – use mime to indicate carrying other items of bags e.g. backpack, shoulder bag).</small></p>	 <p><b>Uniform</b>  <small>Open both hands, fingers spread and place fingers on upper chest. Simultaneously brush both hands down body.</small></p>
 <p><b>Lunch</b>  <small>Move open dominant hand, bent at third knuckle, thumb under, across chin.</small></p>	 <p><b>Eat</b>  <small>Close dominant fingertips onto ball of thumb. Tap formation on chin, twice.</small></p>	 <p><b>Drink</b>  <small>Shape dominant hand as for holding a glass – tilt to mouth as for drinking. (Natural gesture – mime the action).</small></p>	 <p><b>Container</b>  <small>Cup both hands, palms facing, at chest height. Move formation down.</small></p>
 <p><b>Paint</b>  <small>Hold open hands, palms facing, in front of both, at shoulder height, while sweeping fingers of dominant hand at chest height. *Use straight, bent, non-dominant palm and back up and down twice. *Can use to mime dominant palm up.</small></p>	 <p><b>Have</b>  <small>Cup dominant hand, fingers spread, palm up. Drop hand while closing into a fist.</small></p>	 <p><b>Last year</b>  <small>Extend dominant index finger, palm facing away from both, above chest. Move dominant index finger across chest, from above to below, then move base of open non-dominant hand, palm away from both.</small></p>	 <p><b>Remember</b>  <small>Slightly open and close dominant fist, palm away, on forehead of same side, twice.</small></p>
 <p><b>Read</b>  <small>Extend dominant index and middle fingers, fingers spread. Move these fingers in a wide zigzag across palm of open non-dominant hand, from thumb to little finger.</small></p>	 <p><b>Draw</b>  <small>Form an "O" with index and thumb of dominant hand. Move along above palm of open non-dominant hand as though writing/drawing.</small></p>	 <p><b>Write</b>  <small>Form an "O" with index and thumb of dominant hand. Move along above palm of open non-dominant hand as though writing/drawing.</small></p>	 <p><b>Funny</b>  <small>Extend and crook index finger of dominant hand, palm facing away from body. Tap index finger against cheek, twice.</small></p>
 <p><b>Hello</b>  <small>Move open dominant hand side to side in air at chest height, palm away from body. (Natural gesture).</small></p>	 <p><b>Different</b>  <small>Point index fingers of both hands, palms down. Place edges of index fingers together. While moving hands apart turn to palms up.</small></p>	 <p><b>Hat</b>  <small>Open dominant hand, palm down and place on top of head. * May tap head twice. (Natural gesture).</small></p>	 <p><b>Clever</b>  <small>Move tip of extended dominant thumb across forehead, dominant to non-dominant side.</small></p>
 <p><b>Do</b>  <small>Move dominant fist in small circles towards body, hitting twice on non-dominant fist.</small></p>	 <p><b>Where</b>  <small>Open both hands, palms up. Simultaneously move each hand from side to side, in opposite directions, twice.</small></p>	 <p><b>What</b>  <small>Point dominant index finger, palm away from body, at mid chest height. Move formation at wrist from side to side, twice.</small></p>	 <p><b>Tired</b>  <small>Place dominant finger tips on chest. Twist hand down until blade of hand rests on chest. *May use both hands.</small></p>
 <p><b>Happy</b>  <small>Clap heels of open cupped hands together twice, hands moving in small outward circles.</small></p>	 <p><b>Finished</b>  <small>Extend dominant thumbs, fingers closed. Rock hand formation from side to side several times.</small></p>	 <p><b>Ready</b>  <small>Form an "O" with dominant middle finger and thumb, palm up, at chest height. Simultaneously drop hand and flick finger off thumb. * Can be done with both hands.</small></p>	 <p><b>Good</b>  <small>Extend dominant thumb, close rest of fingers into fist, thumb pointing up, move forward with stress. (Natural gesture).</small></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:**

---

**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**

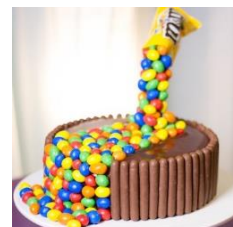
**Oreo Overload**



Quantity:

**\$25**

**Gravity Defying M&Ms**



Quantity:

**\$25**

**Lollipop Love**



Quantity:

**\$25**

**Unicorn Magic**



Quantity:

**\$25**

**Barbie**



Quantity:

**\$30**

## ALL ABILITIES CRICKET

Westmeadows Cricket Club currently have a fully funded All Abilities Program running at Willowbrook Reserve, Mickleham Road, Westmeadows. Junior Blasters is for kids new to cricket with participants building their skills through fun, game based activities. The games are designed for small groups to ensure every child gets a go, allowing them to test and learn new skills. When they have mastered the basics they will be ready to graduate to Master Blasters where they can play modified games of cricket.

To register, and for more information click here:

<https://www.playcricket.com.au/club-finder/club->

**JUNIOR BLASTERS**  
**ALL ABILITIES CRICKET**  
**5 - 17 YEARS ALL ABILITIES**  
**FREE PROGRAM - ONLY ONE IN HOME**  
**STARTING FRIDAY FEB 5TH**  
**6 - 7PM - RUNS FOR 4 WEEKS**

Contact: Jeff Hubbard  
0407 827 784 for more details

**WESTMEADOWS WARRIORS**

**WESTMEADOWS WARRIORS CRICKET CLUB - WILLOWBROOK RESERVE**

## SCHOOLS' PRIVACY POLICY

The Department of Education and Training (which includes all Victorian government schools, central and regional offices) values the privacy of every person and is committed to protecting information that schools collect.

All staff including contractors, service providers and volunteers of the Department, and this Victorian government school (**our school**), must comply with Victorian privacy law and this policy.

In Victorian government schools the management of 'personal information' and 'health information' is governed by the *Privacy and Data Protection Act 2014* (Vic) and *Health Records Act 2001* (Vic) (collectively, **Victorian privacy law**).

This policy explains how our school collects and manages personal and health information, consistent with Victorian privacy law.

### Current version of this policy

This policy will be regularly reviewed and updated to take account of new laws and technology and the changing school environment when required. Please ensure you have the current version of this policy.

### Definitions

**Personal information** is information or opinion, whether true or not, about a person whose identity is apparent, or can reasonably be ascertained, from the information or opinion – that is recorded in any form. For example, a person's name, address, phone number and date of birth (age). De-identified information about students can also be personal information.

**Health information** is information or opinion about a person's physical, mental or psychological health or disability, that is also personal information – whether in writing or not. This includes information or opinion about a person's health status and medical history, immunisation status and allergies, as well as counselling records.

**Sensitive information** is information or opinion about a set of specific characteristics, including a person's racial or ethnic origin, political opinions or affiliations, religious beliefs or affiliations, philosophical beliefs, sexual orientation or practices; or criminal record. It also includes health information.

### What information do we collect?

Our school collects the following type of information:

- information about students and their families, provided by students, their families and others
- information about job applicants, staff, volunteers and visitors; provided by job applicants, staff members, volunteers, visitors and others.

### How do we collect this information?

Our school collects information in a number of ways, including:

- in person and over the phone: from students and their families, staff, volunteers, visitors, job applicants and others
- from electronic and paper documentation: including job applications, emails, invoices, enrolment forms, letters to our school, consent forms (for example: enrolment, excursion, Student Support Services consent forms), our school's website or school-controlled social media

- through online tools: such as apps and other software used by our school
- through any CCTV cameras located at our school.

#### Collection notices

When our school collects information about you, our school takes reasonable steps to advise you of how the information will be handled. This includes the purpose of the collection, and how to access, update and correct information held about you. For information about students and their families, a collection notice is provided to parents (or students who are mature minors) upon enrolment.

#### Unsolicited information about you

Our school may receive information about you that we have taken no active steps to collect. If permitted or required by law, our school may keep records of this information. If not, we will destroy or de-identify the information when practicable, lawful and reasonable to do so.

#### Why do we collect this information?

##### Primary purposes of collecting information about students and their families

Our school collects information about students and their families when necessary to:

- educate students
- support students' social and emotional wellbeing, and health
- fulfil legal requirements, including to:
  - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors (duty of care)
  - make reasonable adjustments for students with disabilities (anti-discrimination law)
  - provide a safe and secure workplace (occupational health and safety law)
- enable our school to:
  - communicate with parents about students' schooling matters and celebrate the efforts and achievements of students
  - maintain the good order and management of our school
- enable the Department to:
  - ensure the effective management, resourcing and administration of our school
  - fulfil statutory functions and duties
  - plan, fund, monitor, regulate and evaluate the Department's policies, services and functions
  - comply with reporting requirements
  - investigate incidents in schools and/or respond to any legal claims against the Department, including any of its schools.

##### Primary purposes of collecting information about others

Our school collects information about staff, volunteers and job applicants:

- to assess applicants' suitability for employment or volunteering
- to administer employment or volunteer placement
- for insurance purposes, including public liability and WorkCover



- to fulfil various legal obligations, including employment and contractual obligations, occupational health and safety law and to investigate incidents
- to respond to legal claims against our school/the Department.

### When do we use or disclose information?

Our school uses or discloses information consistent with Victorian privacy law, as follows:

1. for a **primary purpose** – as defined above
2. for a related **secondary purpose** that is reasonably to be expected – for example, to enable the school council to fulfil its objectives, functions and powers
3. with **notice and/or consent** – including consent provided on enrolment and other forms
4. when **necessary to lessen or prevent a serious threat** to:
  - a person's life, health, safety or welfare
  - the public's health, safety or welfare
5. when **required or authorised by law** – including as a result of our duty of care, anti-discrimination law, occupational health and safety law, reporting obligations to agencies such as Department of Health and Human Services and complying with tribunal or court orders, subpoenas or Victoria Police warrants
6. to investigate or report **unlawful activity**, or when reasonably necessary for a specified **law enforcement** purpose, including the prevention or investigation of a criminal offence or seriously improper conduct, by or on behalf of a law enforcement agency
7. for Department **research or school statistics** purposes
8. to establish or respond to a **legal claim**.

A unique identifier (a CASES21 code) is assigned to each student to enable the school to carry out its functions effectively.

### Student transfers between Victorian government schools

When a student has been accepted at, and is transferring to, another Victorian government school, our school transfers information about the student to that school. This may include copies of the student's school records, including any health information.

This enables the next school to continue to provide for the education of the student, to support the student's social and emotional wellbeing and health, and to fulfil legal requirements.

### NAPLAN results

NAPLAN is the national assessment for students in years 3, 5, 7 and 9, in reading, writing, language and numeracy.

When a student transfers to another Victorian government school, their NAPLAN results are able to be transferred to that next school.

Additionally, a student's NAPLAN results are able to be provided to the student's previous Victorian government school to enable that school to evaluate their education program.

### Responding to complaints

On occasion our school, and the Department's central and regional offices, receive complaints from parents and others. Our school and/or the Department's central or regional offices will use and disclose information as considered appropriate to respond to these complaints (including responding to complaints made to external organisations or agencies).

### Accessing your information

All individuals, or their authorised representative(s), have a right to access, update and correct information that our school holds about them.

### Access to student information

Our school only provides school reports and ordinary school communications to parents who have a legal right to that information. Requests for access to other student information must be made by making a Freedom of Information (FOI) application through the Department's Freedom of Information Unit (see below).

In some circumstances, an authorised representative may not be entitled to information about the student. These circumstances include when granting access would not be in the student's best interests or would breach our duty of care to the student, would be contrary to a mature minor student's wishes or would unreasonably impact on the privacy of another person.

### Access to staff information

School staff may first seek access to their personnel file by contacting the principal. If direct access is not granted, the staff member may request access through the Department's Freedom of Information Unit.

### Storing and securing information

Our school takes reasonable steps to protect information from misuse and loss, and from unauthorised access, modification and disclosure. Our school stores all paper and electronic records securely, consistent with the Department's records management policy and information security standards. All school records are disposed of, or transferred to the State Archives (Public Record Office Victoria), as required by the relevant Public Record Office Standard.

When using software and contracted service providers to manage information, our school assesses these according to the appropriate departmental processes. One example of this is that staff passwords for school systems are strong and updated on a regular basis, consistent with the Department's password policy.

### Updating your information

We endeavour to ensure that information about students, their families and staff is accurate, complete and up to date. To update your information, please contact our school's general office.

### FOI and Privacy

To make a FOI application contact:

#### **Freedom of Information Unit**

Department of Education and Training  
2 Treasury Place, East Melbourne VIC 3002  
(03) 9637 3961  
[foi@edumail.vic.gov.au](mailto:foi@edumail.vic.gov.au)

If you have a query or complaint about privacy, please contact  
Knowledge, Privacy and Records Branch  
Department of Education and Training  
2 Treasury Place, East Melbourne VIC 3002  
(03) 8688 7967  
[privacy@edumail.vic.gov.au](mailto:privacy@edumail.vic.gov.au)

**Save the Date**  
**Post School Options**  
**EXPO - 18th March 2021**  
**If your young person is**  
**finishing school next year**  
**you will need to attend this**  
**EXPO**

Don't miss out on your chance to meet and chat to various service providers from Adult Day Services, Supported Employment Networks, Employment Networks, TAFE, Local Community/ Council Networks, Centrelink and information on NDIS



*Date: Thursday March 18th 2021*

*Time: 4.00 pm–7.00 pm*

**Location: Broadmeadows Town Hall**  
**10 Dimboola Rd, Broadmeadows**



**For further information contact:**

**Katy Brindle 0438 489 192**



**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: \_\_\_\_\_