

## *Edition 2, Friday 21<sup>st</sup> February, Term 1 2020*

As we've settled into our first term of the year, it has been wonderful to see our students so engaged in their new classroom programs and during play time in the yard. Last week we received a collection of new bikes, including an exciting new 'low rider' style. During play times as well as during classroom programs, we have seen our students test out these bikes, happily putting on their helmets before choosing which type of bike they wish to ride. To see students and teachers riding together, developing gross motor, co-ordination and balance skills and planning and organisation skills whilst sharing in the joy of riding with each other, has been fantastic.

We are thrilled to see some of our special on-site and off-site programs starting up in recent weeks and next week, including the Circus skills program, CERES Hospitality and Kitchen Operations training, our new CERES Horticulture program and next week our Riding Develops Abilities program. Students from a range of year levels participate in these programs, which run all year and provide our students with unique learning opportunities and a wealth of learning experiences. We are proud of the range of specialised programs that we offer our students, and we commit to continually looking for ways to engage our students and extend their learning and we can't wait to see the growth that these programs offer our students across the year.

Teachers and therapists have been working closely together over the last few weeks, and will continue to do so over the coming weeks, completing assessments and engaging in discussions as part of our preliminary goal setting process for each student. Each year as part of developing educational learning programs for our students, we set individualised learning plans and goals through the Program Support Group (PSG) process. The Program Support Group is a team of people that work collaboratively to develop, write, monitor and evaluate these individualised learning plans. Classroom teachers and classroom therapists (including Speech Pathologists, Occupational Therapists and Physiotherapists) work in collaboration to set these key goals that will be targeted across the 2020 school year. We also work in partnership with parents and families as part of this process. You would have received a letter from your child's teacher, asking you to share any key skills or focus areas that you would like your child to work on or develop and we thank you for taking the time to complete and return the letter to us. Completed PSG documents will be sent home to families to read and review before we hold our PSG meetings at school with parents/caregivers on Friday 6<sup>th</sup> March, which is a student-free day. Please don't hesitate to ask any questions that you may have about your child's education at BSDS. We look forward to our PSG meetings, which will further strengthen collaboration and communication between teachers and parents/caregivers

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 and one vacancy for a one year period. We would like to thank Allison Dennis and Mancell Cornish for their commitment and dedication to our school over the last two years that they have held positions on the School Council and Selim Pullu for his year commitment. Nominations will open from Monday 24<sup>th</sup> February and will close at 3pm on Friday 28<sup>th</sup> February 2020. 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.

My Principal's Award for this edition is granted to Astella Valasinavicius from Sorrento Room 17. As one of our graduating students this year, we've been so impressed to see how confidently Astella has entered her final year of school. Astella has been taking the lead in our Cake Catering program, baking and decorating a wide range of cakes and learning new skills so quickly. Astella also was selected to be one of six students to attend the CERES Hospitality and Kitchen Operations training and has shone in the kitchen, working with focus and determination. Well done Astella, we are so very impressed!



Susi Wirth  
Principal

### **DATES TO REMEMBER TERM 1 2020**

<b>DATE</b>	<b>EVENT TO REMEMBER</b>
Friday 6 <sup>th</sup> March	Curriculum Day – PSG Day
Monday 9 <sup>th</sup> March	Public Holiday – Labour Day
Thursday 26 <sup>th</sup> March	Last Day of Term for Students – 3pm Finish
Friday 27 <sup>th</sup> March	Curriculum Day – No Students

## BSDS PARENT GROUP TOPIC TASTERS



During 2018 and 2019, we offered once a term Parent Group Topic Tasters sessions – information sessions focusing on a range of topics to support you and your child at home. In order to support our planning for 2020, we wanted to get a sense of parent interest in these sessions, to see if our parent community wanted us to continue to run the sessions.

In previous years, these sessions have run for an hour duration, and have been presented by therapists and teachers from BSDS. Sessions have included handouts and examples of resources or visual supports.

We would like to receive feedback from our parent community, to hear what you would like from these sessions or any changes we could make to ensure the sessions meet your needs.

To ensure that topics presented meet the needs and interests of our parent community, we have attached a parent survey to this newsletter to ensure that we plan sessions to address your requests for specific information that you feel you want to best support your child at home. We would greatly appreciate it if you could take a moment to fill out our Parent Group Topics Tasters content survey and return it to school. We will then review your responses and plan our approach to the Parent Group sessions accordingly.

## FINANCIAL ASSISTANCE – CSEF 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 (CSEF) 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 supporting our future generations.

**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 and sports teach teamwork, discipline and leadership. All are 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

**HOW TO APPLY** - New applicants should contact the school office to obtain a CSEF application form or download from [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)

**THE EDUCATION STATE**

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

Broadmeadows SDS  8262

School Name  School REF ID

**Parent/legal guardian details**

Surname

First name

Address

Town/suburb  State  Postcode

Contact number

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

-   -   -   **OR**

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

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

**Student details**

Child's surname	Child's first name	Student ID	Date of birth (DD/MM/YYYY)	Year level

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

I understand that:

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

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

Signature of applicant  Date

**VICTORIA**  
State Government



## TEACHING AND LEARNING PROGRAMS AT BSDS

### AUSTRALIAN OPEN KIDS ON COURT

For two weeks in January, the world's top tennis players came to Melbourne to compete for the coveted Australian Open Grand Slam title. On the first Thursday of the competition, a group of Broadmeadows students were lucky enough to play on Margaret Court Arena as a curtain raiser to the day's games.

With their PE Teachers, Tennis Australia and Tennis Victoria staff, students were lead through the player's tunnel and into the arena. Students showed off their rallying skills while their parents, carers, teachers, therapists and members of the public were watching on. Once the formalities of the morning were finished, students and their parents and carers were free to roam the grounds of the Australian Open to explore the professional matches, food vans and kid's activities.

Thank you to the BSDS staff, parents, carers, Tennis Australia and Tennis Victoria staff for making the day a huge success. The smiles on our students' faces showed what a special event it was for them.





## TEACHING AND LEARNING PROGRAMS AT BSDS

### ROOM 13'S FANTASTIC START IN PE

Room 13 have had a great start to Physical Education activities in 2020.

Our new student Jovan has been welcomed to the room and is fitting in nicely as students work in the Physical Education Hall.

The students have enjoyed rediscovering equipment and activities such as Bounce to the Beat on exercise balls, obstacle courses with the soft fall equipment, and exploring balancing equipment.

Keep up the good work Room 13!



Respect

Opportunity

Engagement

Communication

Support



## TEACHING AND LEARNING PROGRAMS AT BSDS

### SORRENTO ROOM 15 REINVIGORATE OUR EDIBLE GARDEN

After we had a big shopping trip to CERES Nursery to buy more seedlings, seeds, and garden care equipment, our Secondary students quickly got to work by weeding our old garden beds and planting in a fresh crop. We are so proud of the effort put in by Room 15, and their enthusiasm for the edible garden and the produce we hope to soon see grow!



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## TEACHING AND LEARNING PROGRAMS AT BSDS

### STORIES GALORE FOR OUR PREPS

It has been wonderful to see our prep students continue to engage in classroom programs through stories such as We're Going on a Bear Hunt and Wheels on the Bus.

The students have been participating in a variety of play based classroom activities to support the development of positive relationships with their peers.

Play is such a powerful way to support learning, communication, personal development, problem solving and creativity. We love to learn through play!





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**TEACHING AND LEARNING PROGRAMS AT BSDS**  
**STORIES GALORE FOR OUR PREPS**



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**TEACHING AND LEARNING PROGRAMS AT BSDS**

**ROOM 9 HAVE BEEN MAKING SLIME!**

We have been experimenting with ways to create homemade slime, the best recipe we have found so far through our investigations is this one:

- ¼ tsp of Borax powder
- ½ cup PVA Glue
- 1 cup of water
- Food colouring

Steps:

1. Dissolve ¼ tsp of Borax into ½ cup of warm water and mix thoroughly
2. In another bowl, mix ½ cup of PVA glue with ½ cup of water until well mixed together
3. Add the Borax mixture to the PVA mixture and stir thoroughly
4. Remove the now stringy mixture from the bowl and knead it up
5. Your slime is ready! Have fun!

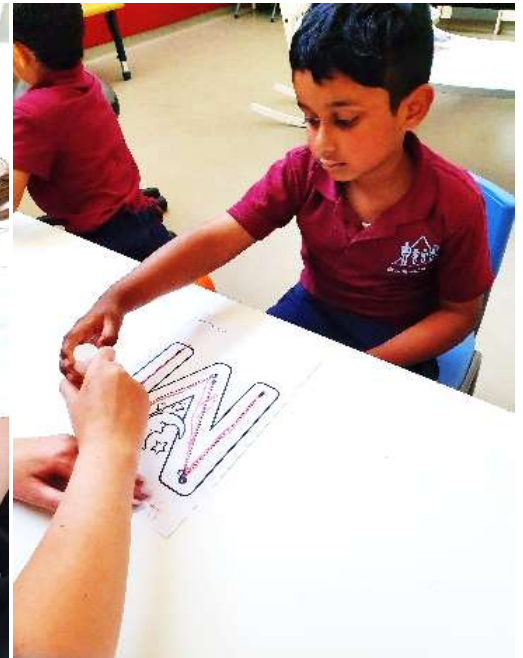
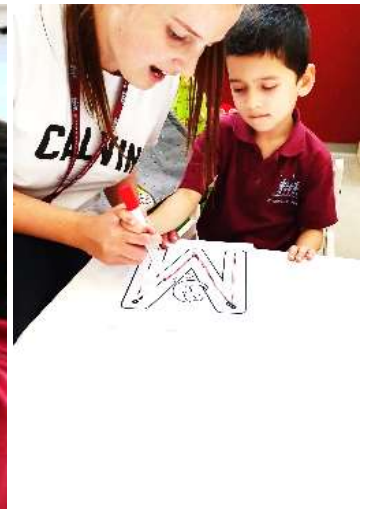




## TEACHING AND LEARNING PROGRAMS AT BSDS

### GREAT START TO 2020 IN ROOM 25!

We could not be happier with the way that Room 25 has settled into the school year! One of our favourite programs is literacy. We have been exploring the letter 'M', engaging in sensory stories and mark making activities. We look forward to the year ahead, full of learning and new discoveries!





## TEACHING AND LEARNING PROGRAMS AT BSDS

### SORRENTO ROOM 7 HAS BEEN BUSY MAKING ICE BLOCKS FOR CUPS AND CONES!

Behind the scenes of our Secondary run Cups and Cones programs is the important preparation of the yoghurt pops and ice blocks.

Room 7 has taken on this important task this term. First we cut and wash the strawberries, then we pour in the lemonade and blend it all together.

We carefully fill up the tubes then deliver them down to the Pop Up Shop to freeze ready for sale on Tuesday!





## TEACHING AND LEARNING PROGRAMS AT BSDS

### GIFT SHOP IN SORRENTO ROOM 6

This term, Room 6 are making a few gifts for our Gift Shop program - Essential Oil Sprays and the Popsicle Bath Fizz.

We have started making each product and have loved seeing the end product. Room 6 has enjoyed pouring and mixing all the ingredients together and packaging each product.

We can't wait for everyone to buy and enjoy the products that we have made.





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**TEACHING AND LEARNING PROGRAMS AT BSDS**

**LEARNING THROUGH PLAY**

In Room 7 and 8 this term, we have loved getting to know our classrooms, our teachers and our friends better - through play!

We have been busy building block towers, cooking up some playdough, dressing dolls and playing dress ups with our friends.



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**TEACHING AND LEARNING PROGRAMS AT BSDS**

**CERES HOSPITALITY**

We are delighted to return to the industrial kitchen at CERES this year, with a whole new group of students ready to refine their kitchen skills. Kayla, Orbay, Brody, Mohammed, Astella and Zack have loved the first few weeks of term, making Japanese Pancakes and Zucchini Fritters, with freshly picked herbs from the organic CERES garden. We are excited about the term ahead and can't wait to see all of the amazing dishes the students make.



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Support



# TEACHING AND LEARNING PROGRAMS AT BSDS

## CERES HORTICULTURE

We are delighted to introduce a new program into our Secondary Curriculum this year, an externally run Work Experience program at CERES. Four of our Secondary students, James, Gabe, Isa and Dunya, have been invited to be our first ever group to engage in this Horticulture Training course. Run for 3 hours each week at CERES Brunswick, our students tend to the grounds by weeding, mulching, feeding the chickens and harvesting fruit and vegetables. This is a special opportunity for our students to transfer skills learnt at school to an External Work Experience context, whilst making a contribution to the community.



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Support



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**TEACHING AND LEARNING PROGRAMS AT BSDS**

**CERES HORTICULTURE**

Since the start of term James, Isa, Gabe and Dunya have been participating in a gardening program at CERES Community Environment Park. Here the students have learnt the importance of safety in the garden, such as wearing high visibility tops, gloves, face masks if required and having hats on when working outside. They were also shown how to work correctly with the tools such as forks, trowels and snippers and how to pass these tools on in a safe manner. Each week the students do some weeding using tools such as trowels and hand shovels. They place the weeds into the wheelbarrows and once they have completed the task they take the weeds to feed the chickens. The students were also shown how to harvest fruit and vegetables such as tomatoes, basil, sliver beet and spring onions. The best part was when they were allowed to bring home their harvested food.



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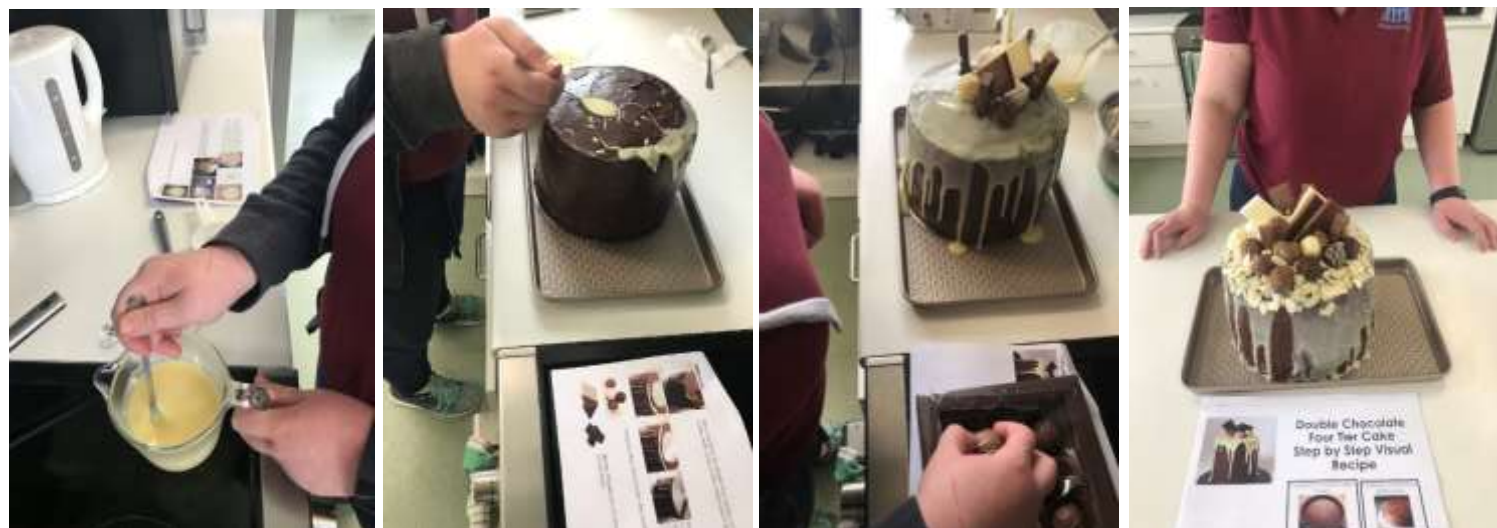


# TEACHING AND LEARNING PROGRAMS AT BSDS

## BSDS CAKE CATERING

The orders have been flowing in for our 2020 Cake Catering range and we have already made some of our most popular cakes – Gravity Defying M&Ms Cake, Oreo Overload Cake and a Spiderman Cake. We have loved to receive orders not just for school parties but also for family celebrations at home too. We were absolutely delighted and honoured to be asked to make the 21<sup>st</sup> birthday cake for the son of one of our BSDS teachers. We created a one-off chocolate layer cake, with chocolate ganache frosting and a white chocolate glaze. The cake was covered in Lindt chocolate, Ferrero Rocher as well as Lindt chocolate balls and flaked almonds. Astella, one of our Year 12 students, baked and decorated all of these cakes and we are so impressed with her achievements in making these beautiful cakes.

We celebrate the work of our BSDS Cake Catering team on our Instagram page at: [@in\\_our\\_bsd\\_kitchen](https://www.instagram.com/in_our_bsd_kitchen)



Respect

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Support



## **BIRTHDAY CELEBRATIONS WITH FRIENDS**

We are delighted when our BSDS families order a special cake from our Cake Catering program for a school birthday celebration.

The students who are baking the cakes gain great pleasure from knowing who the cake is for, and from seeing photos of their creations during the birthday celebrations.

The sharing of a party at school is a special moment, not just for the child having their birthday but for their classmates and teachers too – to have the honour of celebrating with them and honouring the special day.

This week Cheyenne shared her birthday with her friends in Room 24 and her teacher Paulina made sure she captured the lovely afternoon and shared the photos with our Cake Catering team.





## IS IT SENSORY MELTDOWN OR IS IT A BEHAVIOUR?

Article content courtesy of: <https://www.thechaosandtheclutter.com/archives/child-sensory-meltdown>

Sensory meltdown is a fight, flight or freeze response to sensory overload. It is often mistaken for a tantrum or misbehaviour. The main way to be able to tell the difference between a tantrum and a sensory meltdown is that tantrums have a purpose. They are designed to elicit a certain response or outcome.

Sensory meltdowns are a reaction to stimuli or something in the environment and are usually beyond the child's control. A child will stop a tantrum when they get the desired response or outcome, but a sensory meltdown will not stop just by 'giving in' to the child.

### Common causes of sensory meltdowns:

- sensory overload – too much sensory input
- sensory underload - seeking sensory stimuli
- being in a new or challenging situation
- change in routine
- difficulty with transitions
- inability to accurately communicate
- lack of sleep
- hunger
- thirst
- dysregulation

### How to respond to a sensory meltdown:

Control your own response – remember that your child is having a neurological response. You cannot help your child calm down if you are not calm yourself.

Talk as little as possible. Once your child is having a fight, flight, freeze response, their ability to access the part of the brain that processed language is essentially shut down. What works best is to say something repetitively in a very calm, soft voice such as “squeeze the ball” (e.g. whilst your child is holding a squish ball).

Remove the child from the environment to a place with very little sensory stimuli.

If possible, provide a sensory area for your child to go to with calming music, a soft or weighted blanket, noise cancelling headphones, chew tubes, fidgets, a vibrating palm massager, and low lighting. Use a calm down kit. Be sure to have practised while your child is calm so that the items and techniques will be familiar.

### What does a sensory meltdown look like?

Each child is different and no two meltdowns will look exactly the same even from the same child. Much of the sensory meltdown is due to a fight, flight or freeze response so that will determine some of what you see. Here are some of the things you might see in a sensory meltdown:

- running away / hiding
- whining
- avoiding eye contact
- curling up in the foetal position
- covering their eyes or ears
- screaming
- crying
- hitting
- pushing
- biting
- spitting
- shutting down, not speaking, not moving



### The Real Difference Between Tantrums & Meltdowns



### What They Look Like

Anger	Crying	Manipulation
Sadness	Yelling	Loss of Control
Aggression	Kicking	Misbehavior
Frustration	Hiding	Disrespect

In the end...

Tantrums & meltdowns are both signals



## IS IT SENSORY MELTDOWN OR IS IT A BEAHVIOUR?

Article content courtesy of: <https://www.thechaosandtheclutter.com/archives/child-sensory-meltdown>

### Preventing sensory meltdowns before they start:

While certainly not all sensory meltdowns can be prevented, there are things you can do to reduce the intensity and frequency of them.

Ensure that your child is always well hydrated by keeping your child's water bottle filled and reminding them to drink from it often. Provide healthy snacks often throughout the day.

Identify and avoid your child's sensory triggers. As an example, if you know that your child is triggered by loud noises, use noise cancelling headphones for places that might be an issue or avoid times or locations where it may be too noisy or where sudden, loud sounds may occur.

Be sure that your child is getting sufficient sleep. Being overtired contributes to meltdowns. If they are having a hard time falling asleep or staying asleep, you may want to try these sensory sleep solutions.

Ensure that your child is regularly accessing sensory activities that give them sensory input for all sensory systems. Heavy work activities are especially important. Carry a small sensory toolkit with you with items such as sensory balls (you can easily make your own) and small fidgets.

Be sure to include some routines each day that your child can count on. Give lots of lead-up and warning before transition times. Transition times are particularly difficult and are often the source of meltdowns if not properly handled.

## Why Is My Kid Having A Tantrum?

### Ask Yourself:

@southbaymommyandme



Is he hungry?



Is she tired?



Is he overstimulated?



Was she letting me know a while ago she was reaching her limit?



Is he angry, scared, sad, jealous, lonely, or confused?



What do I need to do right now to make sure he is safe?



What's the environment like?



What happened the moment before?



Am I feeling calm? If not, what do I need?



## WHAT IS LITERACY?

Article content courtesy of: <https://ahrc.eq.edu.au/ourservices/Documents/rc-parent-booklet.pdf>

Parents play an integral role in the education of their children. Much of what children learn takes place through everyday experiences at home. Children's literacy and numeracy development can be improved when parents encourage learning through everyday activities. Modelling literacy and numeracy behaviours helps children recognise the value of these skills.

Literacy is about communication; it is the ability to read and write, and to use written information appropriately in a range of contexts. This involves:

- reading and writing
- speaking and listening
- viewing and critical thinking

Literacy also includes a person's cultural knowledge, which enables them to recognise and use language that is appropriate to different social situations. Children benefit when given opportunities to develop their literacy skills.

### Looks like:

talking to others	reading a book	listening to a story	writing a story
reading a sign	viewing a website	playing a computer game	watching movies
going shopping	playing a board game	talking about a television program	

Effective reading requires the development and consolidation of the following five skills:

#### phonemic awareness

- repeats familiar rhyming verses, chants and jingles
- identifies rhyming words
- provides a word starting with a given sound
- claps the syllables of spoken words e.g. ba/na/na
- makes new words by changing sounds e.g. swap the /p/ in spin with /k/

#### phonics

- identifies some letter names e.g. first letter of own name
- says some of the sounds for letters in a word
- writes letters to correspond with single letter sounds
- uses knowledge of sounds to attempt to read and spell unknown words

#### vocabulary

- knows and uses a range of everyday words and some subject-specific words in areas of interest
- asks questions to find out meanings of unfamiliar words
- is aware that some words have multiple meanings
- uses more precise vocabulary to describe feelings and experiences

#### The essential components for learning to read

#### text comprehension

- responds to stories by connecting information and events to personal experiences
- retells events in a story
- predicts a plausible next event in a story
- talks about information in factual texts
- analyses and evaluates a character's actions/ motives in a story

#### fluency

- reads aloud accurately, quickly and with expression
- automatically recognises words, word parts and letter sounds
- fluent reading allows the child to focus on the meaning of what they are reading



Learning Beyond Words  
**BSDS LITERACY TIPS**

## WHAT IS LITERACY?

Parents can engage in a range of activities at home to help develop their child's literacy skills. Engaging in these activities will likely develop several of the five skills. Here are some quick tips!

- Play to their strengths and make it fun!
- Play with language by making up rhyming words. Read and chant nursery rhymes.
- Nurture a love of reading with your child. For example, make regular trips to your local library to borrow books. Visit the local library for story telling sessions.
- Help children find books about their interests, e.g. - if they love dogs, cars or dinosaurs, look for books on these topics.
- Write notes and put them under your child's pillow, dinner plate or lunchbox.
- Ask your child to make a storybook with their own pictures. They can do this on a computer or with pens and paper. Help them to write words or at least some letters in the story.
- Play "What's That?" by pointing to objects on the page and having your child name what they see or read in the story, stopping periodically to ask your child to find the picture of the object or character you just read about.
- Encourage everyone in the family to read with your child – ask visitors to read as well.
- Give books as presents.
- Talk about reading whenever possible.
- Have lots of things to read at home, or while travelling, such as comics, magazines and information books.
- Set up a home library. A few books on a special shelf are a great start. And it doesn't have to be expensive – look for second-hand books from a variety of sources.
- Always make reading time an enjoyable time for you both.
- Play 'I Spy' and say the sound rather than the letter name. "I spy, with my little eye, something beginning with 'r'". Do this with books, around your environment or with I Spy rice bottles.
- Get your child to look for letters they know in words, such as the letters in their name.
- Have conversations and ask questions about interesting words you encounter or lines in the book. E.g. – "It says he tumbled down the hill. How do you think he went down the hill?" / "It says here that she had a good idea. What is another word we could use besides good?"
- Read aloud to your child to provide an example of how fluent reading sounds. At times, have your child match your voice.
- Discuss the meanings of unknown words that your child hears and reads.
- Ask your child questions about what he or she has read.
- Reading includes looking at pictures for younger children.
- Point to a letter on a sign or in other reading material and ask your child to name it and/or provide the sound.
- Help your child make connections between what he or she reads and similar experiences he or she has felt, seen in a movie or read in another book.
- Set aside a special time to focus on reading with your child and make it special.





Learning Beyond Words  
**BSDS TAKE HOME TIPS**

**KEY WORD SIGN TIPS –SCHOOL DAY VOCAB**

Our KWS focus vocabulary for this edition is all about the school day, with language you can use before and after school when talking with your child. From supporting the morning routine as you get school belongings together, to chatting about what your child did that day when sitting together after school, we hope this list supports your communication with your child as you incorporate these KWS into your conversations.



**Sand**

Brush ball of dominant thumb across fingertips while moving arm up slowly – end with a fist, thumb resting on edge of index finger.



**Jump**

\*Jump\* extended dominant index and middle fingers up on palm of open non-dominant hand. Sign may be varied for jumping on, off, over etc.



**Paint**

Hold open hands, palms facing, in front of body, at shoulder height. While bending fingers of dominant hand at third knuckle, move fingertips down non-dominant palm and back up and down twice. Can also be with non-dominant palm up.



**Fun**

Extend and crook index finger of dominant hand, palm facing away from body. Tap index finger against cheek, twice.



**Excited**

Cup both hands, fingers spread, place fingertips on upper chest, move hands in alternate short movements, up and down chest, twice.



**Friend**

Clasp non-dominant fist with dominant hand and rock formation, backward and forward slightly, twice.



**After**

Crook dominant index finger around thumb. Flick thumb up.



**Ask**

Place lips of dominant index finger and thumb together, other fingers spread, palm facing non-dominant side. Place formation at side of mouth and move forward in a small arc.



**Busy**

Place both open hands, fingers spread and palms down, at waist height. Alternately move hands forward and back, twice.



**Same**

Point index fingers of both hands palms down and tap sides of index fingers together, twice.



**Work**

Hit blade of open dominant hand on base of thumb of open non-dominant hand, thumb closed, twice; non-dominant arm diagonally across body, blade down.



**Today**

Point dominant index finger and arm, palm away from body, move from side to side, twice, at head height.



**KEY WORD SIGN TIPS – SCHOOL DAY VOCABULARY**



**Bag**

Open dominant fist at waist height. Move formation up and down, twice. (Natural gesture – use mime to indicate carrying other types of bags e.g. backpack, shoulder bag).



**Hat**

Open dominant hand, palm down and place on top of head. \* May tap head twice. (Natural gesture).



**Uniform**

Open both hands, fingers spread and place fingers on upper chest. Simultaneously brush both hands down body.



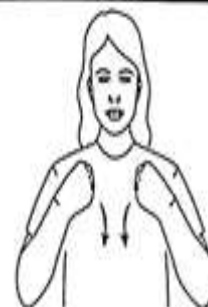
**Pants**

Place open hands on thighs and move hands up to waist, palms up.



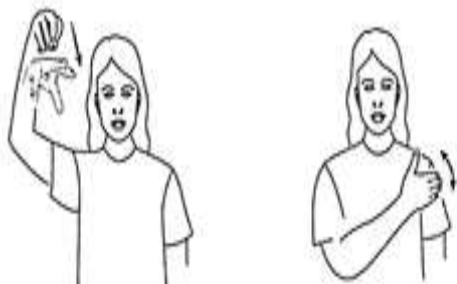
**Shorts**

Place blade of open dominant hand, bent at third knuckles, at top of thigh. Tap thigh twice moving up slightly. \*May use two hands.



**Jumper**

Place both fists on upper chest. Move the formation in a very shallow arc to the waist/lower chest as though pulling down jumper.



**Suncream**

1) Flick fingertips of dominant hand off tail of thumb while moving hand diagonally down from head height. 2) Rub fingertips of open dominant hand on opposite upper arm. Position of rubbing action may vary.



**Bus**

Form fists with both hands, palms up – move as if driving a bus. (Natural gesture - mime the action).



**Car**

Clench both fists in front of body – move formation as if holding an imaginary steering wheel. (Natural gesture – mime the action).



**Finished**

Extend dominant thumb, fingers closed. Rock hand formation from side to side several times.



**Home**

Move slightly cupped dominant hand, palm away from body, in an arc away from body and down.



**Play**

Simultaneously move both open hands, palms up, in outward circles.



Learning Beyond Words  
**BSDS TAKE HOME TIPS**

**KEY WORD SIGN TIPS – SCHOOL DAY VOCABULARY**



**Dance**

Extend index and middle fingers of both hands, fingers pointing down. Drop formation into two short downward arcs.



**T-shirt**

Place blade of open dominant hand, palm up, on non-dominant upper arm. Draw dominant hand across arm towards body, then tap arm.



**Remember**

Slightly open and close dominant fist, palm away, on forehead of same side, twice.



**Lunch**

Move open dominant hand, bent at third knuckles, thumb under, across chin.



**Different**

Point index fingers of both hands, palms down. Place edges of index fingers together. While moving hands apart turn to palms up.



**Go**

Swing slightly cupped dominant hand forward in relevant direction. Finish with straight fingers. \*With directionality.



**Time**

Extend dominant thumb and index finger. Place dominant thumb in palm of non-dominant hand and swirl formation to palm down.



**Playground**

Hold both fists at sides of body. Move hands, arms and body in slight swinging motion.



# BSDS PARENT GROUP TOPIC TASTERS

We are taking expressions of interest in our once a term Parent Group, that provides parents and carers with the chance to meet, make connections and engage in a range of short information sessions presented by teachers and therapists.

**When:** Once a term (dates to be confirmed) from 9.30am to 10.45am.

**Where:** Sorrento Street Campus

We would like to receive feedback from our parent community, to hear what you would like from these sessions or any changes we could make to ensure the sessions meet your needs.

To ensure that topics presented meet the needs and interests of our parent community, please fill in the information form below and return it to your child's teacher. We will then plan our topics, themes and style of presentation with this feedback in mind.

Child's Name: \_\_\_\_\_

Room Number: \_\_\_\_\_

I would be interested in attending the proposed once a term Parent Group Topic Tasters sessions. I would like to learn more about (please tick):

- Supporting meal times at home
- Play (Sensory Play / Toy Play / 'People Play')
- Key Word Sign
- Using visuals to support routines at home
- Supporting independence at home (dressing, self-care skills, assisting with household jobs)
- Ways to engage children at home with activities
- Supporting reading and writing at home
- Sibling relationships
- Other.....

Feedback or suggestions about session format/what would you like from these sessions?

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## **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 2020

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 pick up 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



## ***'NDIS KIDS CONNECT'***

***Assisting families with children under 7 with a disability, to connect to the NDIS and other early childhood providers!***

***Support and information is available!***

**Free Services available include:**

- Providing 1:1 advice and information on the phone or in person
- Arranging a coffee and chat session for families or support groups
- Providing customised small group workshops on all aspects of the NDIS or addressing specific barriers to the NDIS
- Attending an event and being available to talk with families
- Putting families in touch with the right people

To find out more or to arrange for any of these services, please contact Carers Victoria and ask for the **'NDIS Kids Connect'** Team on

1800 514 845 or email [eceiadvic@carersvictoria.org.au](mailto:eceiadvic@carersvictoria.org.au)





**CARERS VICTORIA  
BETTER START ECEI TRANSITION PROJECT**

***'NDIS KIDS CONNECT'***

***Assisting families with children under 7 with a disability, to connect to the NDIS and other early childhood early intervention providers!***

Carers Victoria has been funded by the Commonwealth (through Better Start), via, Carers Australia, to assist with support, information, linkage and referral, to families with a child under 7 with a disability, to access effective pathways to the NDIS. The Project will run until 30 June 2020.

**'NDIS Kids Connect'** will liaise with ECEI partners, Brotherhood of St. Laurence and Link and their service areas; relevant service providers and, Carers Victoria services to identify families who may be experiencing barriers to the NDIS. The Project is available to all families but with a focus on families from Indigenous and Torres Strait Islander and CALD backgrounds.

The **FREE** services available include:

- 1:1 advice, information and linkage, to families, carers, their advocates or service providers over the phone or in person
- Small group question and answer sessions for families, support groups and service providers
- Customised small group workshops or informal coffee catchups on exploring and addressing barriers to the NDIS that families are experiencing or specific aspects of the NDIS.
- Drop-in sessions in conjunction with other events

To find out more, book a service or refer potential families or carers, please contact Carers Victoria and ask for the **'NDIS Kids Connect'** Team!  
1800 514 845 or email [eceiadvic@carersvictoria.org.au](mailto:eceiadvic@carersvictoria.org.au)

## **Broadmeadows SDS Recipe Annual – A YEAR IN OUR KITCHEN 2019**

It is with tremendous excitement that we share with you our second BSDS Recipe Book, filled with recipes from our Secondary run catering programs, including our weekly Mobile Munchies staff lunch program as well as one-off special events. This recipe book is full of much loved savoury and sweet meals, featuring our 'by demand' recipes, meals that were called on time and time again as they were so delicious! Each recipe has simple instructions combined with step by step photo guidance and all recipes featured are vegetarian. If you would like to have your own copy of this bound and glossy recipe book, please fill in the order form below and return to school with payment. **Cost of each recipe book is \$15**

**Name and contact number:** \_\_\_\_\_

**Child's name and room number:** \_\_\_\_\_



### **Recipe Index:**

#### **Savoury**

Pumpkin & Ricotta Naan Pizzas

Sweet Potato & Ginger Parcels

Sweet Chili Beetroot & Ricotta Filo Tarts

Butternut Pumpkin & Feta Filo Parcels

Pumpkin & Caramelised Onion Tart with

Pomegranate & Green Leaves

Pumpkin & Harissa Vegetarian Sausage Rolls

Moroccan Chickpea Quinoa Salad

Roasted Vegetables and Pearl Couscous Salad with Moroccan

Dressing and Yoghurt

Crispy Zucchini & Haloumi Schnitzel Salad

Baked Sweet Potato & Za'atar Falafels

#### **Sweet**

Blueberry Tarts with Lemon Cream

Lime Cream Layered Cheesecake Jars

Almond, Coconut & Raspberry Cake

**Cost:**

**\$15 each**

**Quantity:**



## **Bake! A Year of Special Orders In Our BSDS Kitchen**

We are thrilled to share with you the chance to buy a copy of our first ever Bake! Recipe Book. After a year of fun-filled baking adventures in our BSDS Kitchen for our Cake Catering Team, we wanted to share the joy of creating a beautiful cake from scratch with you!

Our step by step visual recipes break down what look like a complicated cake recipe into an achievable task with clear pictures detailing each specific step in the process to ensure that all readers, regardless of reading level, can successfully engage with the recipes with minimal support. With a focus on left to right reading, using pictures and text, the recipes supports students at a range of learning levels and abilities to work on their individual reading, comprehension, sequencing and listening skills. The recipes also target math skills, functional life skills, and vocational skill development.

The recipes have been used as part of a Secondary Special Education Internal Work Experience Cake Catering program, however they are perfect to use with a range of readers and for adults who benefit from reading the recipe and seeing what each step looks like.

If you would like to have your own copy of this bound and glossy recipe book, please fill in the order form below and return to school with payment.  
**Cost of each recipe book is \$15**

**Name and contact number:** \_\_\_\_\_

**Child's name and room number:** \_\_\_\_\_



**Cost:**

**\$15 each**

**Quantity:**



# Save the Date Post School Options EXPO March 12th 2020

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 12th 2020

Time: 4.00 pm—7.00 pm

Location: Hume Global Learning Centre

1093 Pascoe Vale Road,  
Broadmeadows 3047



For further information : Katy Brindle

Broadmeadows: 909—Sorrento Campus  
Sorrento Street Broadmeadows: 93021244





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: \_\_\_\_\_



## NDIS Plans

①	_____
②	_____
③	_____

All students at BSDS are able to access the NDIS (as long as the student is a permanent resident or citizen of Australia).

In order to help families access the best supports in their NDIS plan, please fill out the following details and return to your child's teacher. Alternatively you can bring in your plan and we can take a copy.

Student Name: \_\_\_\_\_ Class: \_\_\_\_\_

NDIS Number: \_\_\_\_\_

NDIS plan start date: \_\_\_\_\_

NDIS plan review date: \_\_\_\_\_

Delivered by the  
National Disability  
Insurance Agency

\_\_\_\_\_ 's National Disability  
Insurance Scheme (NDIS) plan

Name: \_\_\_\_\_  
 NDIS number: \_\_\_\_\_  
 NDIS plan starts: \_\_\_\_\_  
 NDIS plan will be reviewed by: \_\_\_\_\_

The National Disability Insurance Agency (NDIA) will contact me about my plan review before the review date.

I will tell the NDIA when something important changes (or is going to change), like moving house, starting work or school, or if my goals change.

If I have any questions, or if my circumstances change, I can contact the NDIA in any of the following ways:

- Telephone NDIA on 1800 800 110
- If I use a TTY, phone 1800 555 677 and ask for 1800 800 110
- If I use Speak and Listen (speech-to-speech relay), phone 1800 555 727 and ask for 1800 800 110
- If I use the National Relay Service, visit their website at <http://welaysservice.gov.au> and ask for 1800 800 110.

Do you have a Support Co-ordinator? Yes \_\_\_ No \_\_\_

Name of Support Co-ordinator: \_\_\_\_\_

Organisation of Support Co-ordinator: \_\_\_\_\_

Email address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Name of Local Area Co-ordinator (LAC): \_\_\_\_\_

Contact details of Local Area Co-ordinator: \_\_\_\_\_

I, \_\_\_\_\_ (parent/carer name) give permission for Broadmeadows SDS to contact NDIS and/or support co-ordinator and to exchange information with all services to support my child \_\_\_\_\_ (child's name)

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_