

## *Edition 1, Friday 7<sup>th</sup> February, Term 1 2020*

Welcome to our new school year - it is wonderful to see our students return after the break and we would like to extend a very warm welcome to our new 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.

We know that many families have been in contact with the school with questions about transport arrangements and changes for the 2020 year with new pick up points added this year, and we thank you for your patience as these requests have been followed up. For any questions about your child's transport arrangements, please call Megan Adams (Assistant Principal) on 93021244.

Over the holidays, we had two new portable buildings installed on our Dimboola Road campus, providing four brand new classrooms. The rooms are connected with a lovely decking and their design, facing each other, promotes a wonderful sense of connection and collaboration. A new water and sand play area has also been completed at Dimboola Road, which was joyfully explored by our students upon their return. The area is stunning, and is a real feature of our playground area. These two new additions look wonderful, and indeed look like they have always been in place.

A huge highlight during the school holiday period was having a group of our BSDS students invited to the Australian Open to participate in a special Hot Shots program. Due to the inclement weather on the day, the students were moved from outside courts to play on the undercover Margaret Court - how special! Thank you to the parents of these students for supporting them to get to the venue on the day. Our PE teachers and BSDS teachers in attendance were delighted with the skills, positive attitude and spirit shown on the day. Thank you to Sara Mohamed (PE teacher) for giving our students this remarkable opportunity and doing all of the behind the scenes planning and organising. This was truly wonderful.

I would like to give my first Principal's Award for the year to Daniel Ogunsola from Room 21 for such a positive start to the year. Daniel has been making new friends in his class and has enjoyed indoor and outdoor learning activities, including classroom reading sessions. Daniel has shown focus and concentration during his class activities and a sense of fun and playfulness too. What a great start to your year Daniel!



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 2020.

Susi Wirth  
Principal

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

<b>DATE</b>	<b>EVENT TO REMEMBER</b>
Friday 14 <sup>th</sup> February	Year 7 Immunisations
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

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	\$							
Hat – Bucket style	Navy								
ITEM	COLO		SIZE 18	SIZE 20	SIZE 22	SIZE 24			
Polo Shirt Short Sleeve	Ma								
Polo Shirt Long Sleeve									
Skort		0							
Windcheater		\$28.00							
Winter Tunic		\$47.00							
Summer Dre		\$33.00							
Shorts Ry	Navy	\$22.00							
Track	Navy	\$27.00							
Hat – Buck	Navy	8.00							
Bomber Jacket	Navy	43.00							

## **CSEF FINANCIAL ASSISTANCE INFORMATION FOR PARENTS**

The Camps, Sports and Excursions Fund (CSEF) provides payments for eligible students to attend activities like:

- school camps or trips
- swimming and school-organised sport programs
- outdoor education programs
- excursions and incursions.

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.

Special consideration is given to:

- families on a bridging visa, temporary protection visa, are in community detention or are asylum seeker families
- students in out of home care
- students in statutory kinship care

These students may be eligible for assistance if they attend a registered Victorian school and their parent/carer submits an application prior to the end of Term 2.

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)

If you applied for the CSEF at your child's school in 2019, you do not need to complete an application form in 2020 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 in 2020 or you did not apply in 2019
- changed family circumstances; such as a change of custody, change of name, concession card number, or new siblings commencing at the school in 2020

Check with the school office if you are unsure.

### **MORE INFORMATION:**

For more information about the CSEF, visit [www.education.vic.gov.au/csef](http://www.education.vic.gov.au/csef)



## SCHOOL NEWS AND UPDATES

### CANTEEN REOPENS FOR 2020

We are very excited to restart our Canteen program for the 2020 school year, 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.

Canteen 'service points' will open each Thursday from 12.30pm, so that students can go and collect their lunch, to work on important goals like navigating around the school, waiting in a line, taking a turn and communicating with others. Our new 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...*

*Summer Tomato and Basil Spaghetti, Salad Tacos, 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.*



### 2020 CONSENT FORMS

We are following up the return of all Consent and Medical Management Plans for the 2020 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 2020 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 come in via administration and sign your child in and out via our departures book. 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.



## **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.

## **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 30minutes, 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 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.

## **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.



## CUPS AND CONES

Cups and Cones is an internally run hospitality and service based program in our *From Little Things...* Pop-Up Shop Cafe, run this year by Room 16 from Sorrento Street. This special program opens each Tuesday from Week 3 to sell cold drinks, ice blocks and frozen yoghurt cups to classes from both campuses.

This is also a time when students can redeem vouchers for a free ice block or frozen yoghurt cup as part of our whole school Positive Play program, where students can be given a Cups and Cones positive play voucher to recognise their great work, responsible behaviour or great play in the classroom or yard. This is a wonderful way to reinforce positive behaviours at school.



## Positive Play Voucher

Congratulations on being recognised for some great play and responsible behaviour at school.

This voucher entitles you to receive a special treat from our Sorrento Street Cups and Cones Pop-Up Shop:

**1 free fruit ice block or  
1 free frozen yoghurt cup**

*Well done!*

Order forms for the Cups and Cones program will be sent home each Friday, in preparation for the program to run the following Tuesday. Should you wish for your child to make a purchase, please fill in the order form and return it to your child's teacher with payment by Tuesday each week.

Our menu this year features a range of ice block and yoghurt pop flavours, using ice block tubes that work on fine motor skills by 'pushing' the ice block up the tube as it is eaten.

Our Sorrento Street students will take charge of preparing the ice blocks and yoghurt pops as part of their Internal Work Experience programs. All items are made using fresh ingredients like fresh strawberries and mango.

Please note that the yoghurt pops contain Greek yoghurt and coconut milk, to make the pops really creamy and smooth. Our ice block flavours are: Strawberry Lemonade, Lemonade, Pineapple and Orange. Our frozen yoghurt cup flavours are: Chocolate, Strawberries and Cream, Creamy Mango.



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**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.



## 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.



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**SCHOOL NEWS AND UPDATES**

**WELCOME TO OUR 2020 FOUNDATION STUDENTS!**

Last Wednesday we welcomed our new Foundation students for 2020! There were many smiling faces as the students settled in positively to their new school.

They happily explored the exciting resources and fun equipment on offer. We can't wait to share their many successes and watch as they grow over the coming year.

Well done to all the new Foundation students for 2020!



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**SCHOOL NEWS AND UPDATES**

**WELCOME TO OUR 2020 FOUNDATION STUDENTS!**



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**SCHOOL NEWS AND UPDATES**

**OUR NEW PLAYGROUND BRINGS JOY AND A LITTLE COOLNESS TO OUR YARD**

Over the summer we were able to complete the work on our new interactive water and sand play space at the Dimboola campus.

The new play space is the result of a grant of almost \$200,000 that school received as part of the inclusive school fund. Students were excited to work together and explore the new equipment.

Creating ponds and rivers also helped students to cool off in the heat while engaging in the sensory aspects of the play area.



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**OUR NEW PLAYGROUND BRINGS JOY AND A LITTLE COOLNESS TO OUR YARD**



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**SCHOOL NEWS AND UPDATES**

**OUR NEW PLAYGROUND BRINGS JOY AND A LITTLE COOLNESS TO OUR YARD**



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## TEACHING AND LEARNING PROGRAMS AT BSDS

### ROOM 21 START THE YEAR ON A ROLL

Room 21 had a great first fortnight back at school. We have settled in nicely to our new room and are working hard on our new routines. We have been creating a weekly newsletter to send home to our parents with our Speech Pathologist, Caroline and have been revising our Zones of Regulation with our OT, Sian. We look forward to our year ahead. We are very proud of the start these students have made and are looking forward to a great year in Room 21.



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**TEACHING AND LEARNING PROGRAMS AT BSDS**

**ROOM 21 START THE YEAR ON A ROLL**



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## TEACHING AND LEARNING PROGRAMS AT BSDS

### A FUN FILLED FIRST WEEK IN SORRENTO ROOM 5

In just their first week of the school year, the students from Sorrento Room 5 have impressed their teacher with how hard they have been working and what a positive start to the year they have had. The students are getting well underway with their Gift Shop program, making Pink Grapefruit Himalayan Bath Salt Soaps. Not only are the students reading recipes and completing each step of the task but they have been working together to support each other through their work. We are so excited about their year ahead and can't wait to see how much the class (students and teachers!) are all going to learn together.



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**BSDS CAKE CATERING**

Our Cake Catering program continues in 2020, with new cakes on the menu, 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 2019, we receive a lot of 'special order' cakes, so we have updated our 2020 Cake Catering order form to include 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



**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**

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

**WELCOME BACK ROOM 27**

Students in Room 27 have done a wonderful job getting back into the school routine. We have been practising moving around to different spaces in the school and exploring different things that we love to play with. Everyone has enjoyed visiting the Multi-Sensory Room and participating in sensory play. It has been fantastic to be back.



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## 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



Infographic titled 'ALERTING FOODS' showing three categories of foods: CHEWY, SOUR, TART, & SPICY, and COLD. Each category has a representative image and a list of food items.

CHEWY	SOUR, TART, & SPICY	COLD
Dried fruit	Pickles	Popsicles
Granola bars	Grapefruit	Smoothies
Cheese	Olives	Milk
Greek yogurt	Pickled beets	Frozen yogurt bites
Calery	Lemon or lime slices	Ice cream
Fruit gummies	Lemonade	Frozen corn
Sausage sticks	Cranberries	Frozen berries
	Salsa	

### CALMING FOODS

www.andnextcomesl.com



Infographic titled 'CALMING FOODS' showing three categories of foods: SWEET, SMOOTH & CREAMY, and WARM. Each category has a representative image and a list of food items.

SWEET	SMOOTH & CREAMY	WARM
Bananas	Yogurt	Soup
Strawberries	Hammas	Hot chocolate
Cantaloupe	Hard boiled egg	Tea
Honeydew	Applesauce	Oatmeal
Watermelon	Cottage Cheese	Peanut butter or similar
	Avocado	Spinach dip
		Guacamole
		Smoothies
		Pudding



CRUNCHY

- |                   |                 |                    |                    |
|-------------------|-----------------|--------------------|--------------------|
| Pretzels          | Sesame snaps    | Banana chips       | Peppers            |
| Nacho chips       | Pumpkin seeds   | Dry cereal         | Cucumbers          |
| Crackers          | Sunflower seeds | Toast              | Graham crackers    |
| Nuts              | Carrots         | Snap peas          | Arrowroot biscuits |
| Popcorn           | Apples          | Dried veggie chips | Pita chips         |
| Roasted chickpeas | Granola         | Kale 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.*

Learning Beyond Words  
**BSDS THERAPY TIPS**

**THERAPY AT BROADMEADOWS SDS**

BSDS has a big team of therapists to support our students. We have 14 Speech Pathologists, 15 Occupational Therapists and 4 Physiotherapists.

**Does my child get Therapy?**

**YES!** All students at BSDS access therapy services as part of their classroom program. Each student is seen by a Speech Pathologist and Occupational Therapist several times per week in the classroom. If needed your child may also be seen by the Physiotherapist.

Your child's weekly class timetable indicates when the therapists work in their class. You will also see regular notes in your child's communication book from the therapists.

**"Sample" Term 3 2019 Curriculum Planner**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Morning Routine	Morning Routine	Morning Routine	Morning Routine	Morning Routine
9:15	Discovery	Discovery	Discovery	Discovery	Discovery
9:45	Morning Exercise	Morning Exercise	Morning Exercise	Morning Exercise	Morning Exercise
10:30	Morning Circle/Theme Time	Morning Circle/Theme Time	Morning Circle/Theme Time	Morning Circle/Theme Time	Morning Circle/Theme Time
10:45	Morning Tea	Morning Tea	Morning Tea	Morning Tea	Morning Tea
11:15	Morning Play	Morning Play	Morning Play	Morning Play	Morning Play
11:30	Literacy ABC	Story Time	Relating Arts with Literacy	Play for Literacy	Literacy ABC
11:45	Letter Craft	Imaginative Play	Drawing	Drawing in the Multisensory Room	Functional Play in the Multisensory Room
12:45	Lunch	Lunch	Lunch	Lunch	Lunch
1:30	Afternoon Play	Afternoon Play	Afternoon Play	Afternoon Play	Afternoon Play
2:15	Maths 123	Visual Arts with Maths	Science	Challenges	Construction Corner
3:15	Pack up/Home time	Pack up/Home time	Pack up/Home time	Pack up/Home time	Pack up/Home time



**What do the therapists do?**

The therapists have a range of roles at BSDS. They work within classes to assess students and provide strategies and adaptations to teacher-led sessions to maximise their learning opportunities.

Together, they identify individual therapy priorities for each student as part of individual education plans. Some students may have 1:1 sessions or small group sessions with therapists to develop specific skills.

Therapists can also assist in writing support letters for NDIS, supporting applications for equipment for students such as Communication Devices or Mobility Aides and running workshops for staff and families.

**I want to know more. Who can I talk to?**

Talk to your child's classroom teacher for more details on which therapists work with your child and the programs they are involved in.

If you have specific questions for your child's therapists, please call the school or write in the communication book.



Respect

Opportunity

Engagement

Communication

Support



## 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>            Move open dominant hand, palm toward head, diagonally at side of face, twice.</p>	 <p><b>Go</b>            Bring slightly cupped dominant hand forward in relevant direction. Finish with straight fingers. *With directionality.</p>	 <p><b>Bus</b>            Form fists with both hands, palms up – move as if driving a bus. (Natural gesture – mime the action).</p>	 <p><b>Car</b>            Clench both fists in front of body – move formation as if holding an imaginary steering wheel. (Natural gesture – mime the action).</p>
 <p><b>Teacher</b>            Extend dominant index finger and thumb and move this formation backwards and forwards at side of head.</p>	 <p><b>Friend</b>            Clasp non-dominant fist with dominant hand and rock formation, backward and forward slightly, twice.</p>	 <p><b>Like</b>            Move open dominant hand in small circles on chest.</p>	 <p><b>Class</b>            Hold open at eye level, hands together and close to face of face, palms facing away from body. Repeat. Moving hands in air to show with steps of the fingers learning and going forward twice. *Narrow space is a cue. *Extend index finger and thumb, to form 'C'.</p>
 <p><b>Room</b>            Move dominant hand at head height, palm toward center, fingers bent at first joint, thumb on edge of index finger. Move formation away from body slightly.</p>	 <p><b>Play</b>            Simultaneously move both open hands, palms up, in outward circles.</p>	 <p><b>Bag</b>            Hold dominant fist at waist height. Move formation up and down, twice. (Natural gesture – use mime to indicate carrying other items of bag e.g. bracelet, shoe/lip bag).</p>	 <p><b>Uniform</b>            Open both hands, fingers spread and place fingers on upper chest. Simultaneously brush both hands down body.</p>
 <p><b>Lunch</b>            Move open dominant hand, bent at third knuckles, thumb under, across chin.</p>	 <p><b>Eat</b>            Close dominant fingertips onto ball of thumb. Tap formation on chin, twice.</p>	 <p><b>Drink</b>            Shape dominant hand as for holding a glass – tilt to mouth as for drinking. (Natural gesture – mime the action).</p>	 <p><b>Container</b>            Cup both hands, palms facing, at chest height. Move formation down.</p>
 <p><b>Paint</b>            Hold open hands, palms facing, at head or shoulder height, with leading fingers of dominant hand at head height. Move formation down non-dominant palm and back up to head height. *Can use an open dominant palm.</p>	 <p><b>Have</b>            Cup dominant hand, fingers spread, palm up. Drop hand while closing into a fist.</p>	 <p><b>Last year</b>            Spread dominant index finger, palm facing away from body, other spread closed. Move dominant index finger across chest, then dominant index finger of non-dominant hand, palm facing away from body.</p>	 <p><b>Remember</b>            Slightly open and close dominant fist, palm away, on forehead of same side, twice.</p>
 <p><b>Read</b>            Point dominant index and middle fingers, fingers spread. Move these fingertips in a wide zigzag across palm of open non-dominant hand, from thumb to little finger.</p>	 <p><b>Draw</b>            Form an 'O' with index and thumb of dominant hand. Move along above palm of open non-dominant hand as though writing/drawing.</p>	 <p><b>Write</b>            Form an 'O' with index and thumb of dominant hand. Move along above palm of open non-dominant hand as though writing/drawing.</p>	 <p><b>Funny</b>            Extend and cross index finger of dominant hand, palm facing away from body. Tap index finger against cheek, twice.</p>
 <p><b>Hello</b>            Move open dominant hand side to side in air at chest height, palm away from body. (Natural gesture).</p>	 <p><b>Different</b>            Point index fingers of both hands, palms down. Place edges of index fingers together. While moving hands apart turn to palms up.</p>	 <p><b>Hat</b>            Open dominant hand, palm down and place on top of head. * May tap head twice. (Natural gesture).</p>	 <p><b>Clever</b>            Move tip of extended dominant thumb across forehead, dominant to non-dominant side.</p>
 <p><b>Do</b>            Move dominant fist in small circles towards body, tilting twice on non-dominant fist.</p>	 <p><b>Where</b>            Open both hands, palms up. Simultaneously move each hand from side to side, in opposite directions, twice.</p>	 <p><b>What</b>            Point dominant index finger, palm away from body, at mid chest height. Move formation as wrist from side to side, twice.</p>	 <p><b>Tired</b>            Place dominant finger tips on chest. Twist hand down until blade of hand rests on chest. *May use both hands.</p>
 <p><b>Happy</b>            Clasp heels of open cupped hands together twice, hands moving in small outward circles.</p>	 <p><b>Finished</b>            Extend dominant thumb, fingers closed. Rock hand formation from side to side several times.</p>	 <p><b>Ready</b>            Form an 'O' with dominant index finger and thumb, palm up, at eye height. Simultaneously close hand and fist from thumb.</p>	 <p><b>Good</b>            Extend dominant thumb, close rest of fingers into fist, thumb pointing up, move forward with stress. (Natural gesture).</p>



# 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



## 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:**

## 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 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





# HUME CITY COUNCIL BROADMEADOWS AQUATIC AND LEISURE CENTRE OPEN DAY

To celebrate our refreshed centre, we're hosting a family-friendly Open Day!

**When:** Sunday 9 February 2020

**Time:** 1pm – 4pm

**Cost:** FREE

**Heaps of FREE fun!**

- INFLATABLES
- PERFORMERS
- REFORMER PILATES  
(BOOKINGS REQUIRED)
- SAUSAGE SIZZLE
- FACE PAINTING
- GAMES
- TOURS
- COME-AND-TRY CLASSES
- KAYAKS
- CRECHE OPEN
- + Upgrade membership offer on the day including no joining fee!



For more information please visit  
[hume.vic.gov.au/balc](http://hume.vic.gov.au/balc)

 **BROADMEADOWS**  
AQUATIC AND LEISURE CENTRE

 **HUME**  
CITY COUNCIL



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).

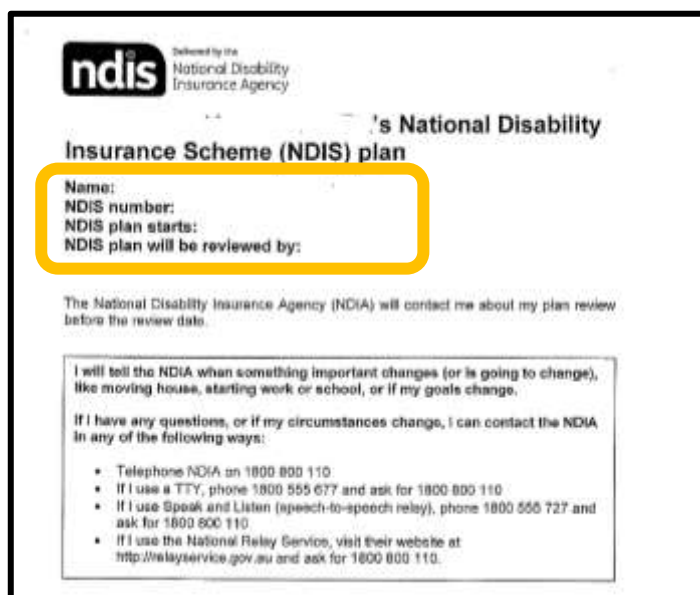
In order to help families access the best supports in their NDIS plan, please fill out the following details and return to your child's teacher. Alternatively you can bring in your plan and we can take a copy.

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

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

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

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



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