



Broadmeadows

SPECIAL DEVELOPMENTAL SCHOOL

Edition 12, Friday 19th June, Term 2 2020

It is with much reflection that we move towards our final week of Term 2, with school breaking up on Friday 26th June. This has been an extraordinary term, but is one that we can look back on as a school and feel much pride for the way our school community pulled together, to support our students in their remote learning. We would like to take a moment to recognise our teachers and therapy team, for the incredible flexibility they showed in adapting the way in which they supported our students and their learning during the term. The creativity shown in the way learning content was provided to our students in their home learning period was remarkable. Equally as noteworthy was the way in which our school staff shifted their focus to planning for our return to on-site learning, and for putting in place structures, strategies and programs that supported our students to make the transition back to school as seamlessly and positively as possible. We were so impressed with how well our students returned to school in Week 6, and have been so happy to share the rest of the term together at school.

Thank you to our school community for following our safety precautions of social distancing between parents and school staff. Many of these new procedures will continue in Term 3, as we continue to follow the advice given to us from The Department. Some of our on-site and off-site programs have been placed on hold this term based on advice given to schools from The Department and we envisage that this will continue in Term 3. We will return to the provision of these special programs once we have advice to do so.

You will soon receive your child's June Report. The report celebrates the learning our students have achieved so far this year in the Learning Areas of Personal and Social Capabilities, English and Mathematics. We hope you enjoy reading the document, and sharing it with your child too as a lovely way to celebrate all that they have achieved in the first semester of the year.

I would like to give my final Principal's Award for the term to Jovanni from Room 9. Jovanni has been doing some wonderful work in our Literacy Centres, making appropriate comments about the stories we have been reading and writing beautiful sentences about them. It has been pleasing to see how well Jovanni has been concentrating to continue to develop his handwriting and drawing skills in a work group that is full of new names and faces. Jovanni is quick to share his colouring pencils, move over for a new group member and give peers a hand if they are stuck. Well done, Jovanni!



Our last day of term on Friday 26th June will see us finish at the earlier time of 2pm, for all bus departures and school pickups. Enjoy the holiday break, and take a moment to celebrate all that you have done as parents and carers to support your child/children through the term.

Susi Wirth
Principal

DATES TO REMEMBER TERM 2 2020

DATE	EVENT TO REMEMBER
Friday 26 th June	Last Day of Term 2 – 2pm Finish

DATES TO REMEMBER TERM 3 2020

DATE	EVENT TO REMEMBER
Monday 13 th July	Term 3 Commences
Friday 4 th September	Father's Day Markets
Friday 18 th September	Last Day of Term 3 – 2pm Finish

PARENT LOUNGE SCHOOL WEBSITE UPDATES

As we move into Term 3, we would love to hear how you found the Parent Lounge on the website and how we can make it helpful and useful in the future too.

Please return the following slip to school to help us make the Parent Lounge more useful.



Name: _____

Child's name: _____

Child's room number _____

I/we would like to see the following on the Parent Lounge:

TYPES OF RESOURCES / TOPICS

- Activity demonstrations
 - Videos
 - Information sheets
 - Resources to use at home
 - Other resources: _____
 - Developing self care skills e.g. - toileting, mealtimes
 - Handwriting/drawing skills & activities
 - Key Word Signs
 - Using symbols to communicate
 - Learning to play
 - Tips for positive behaviour at home
 - Reading & writing
 - Other topics: _____
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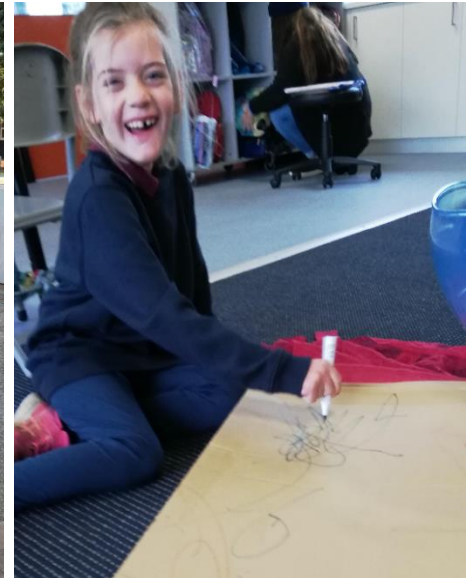
Learning Beyond Words
CHAMPION'S CORNER

IMOGEN'S WONDERFUL TERM 2

Imogen has had a fantastic return to Term 2 in Room 13. Her independence and confidence has grown so much and we are all so proud to see her doing so many new and challenging things.

Imogen is learning to ride a two-wheel bicycle, getting more confident each time she has a go. She is playing with her peers and is great at building big towers of Lego, putting together the train set and playing with toys in the Play Room.

She always has a big smile, a wave hello and cheerful "Bye!" for anyone who comes along.



**JUDI'S MANY
ACHIEVEMENTS THIS
TERM**

Judi in Room 24 has had an outstanding term. Throughout our Literacy sessions, she has been working hard to blend her sounds together while she is reading. Judi has especially enjoyed our story time session and has been reading to her friends the "Room 24 Story of the Week". While she is reading, she is asking lots of "wh" questions about what is on the page.

Outside in the yard she has been sharing and playing with her friends. She has been making sandcastles in the sandpit and ribbon dancing during Morning Exercise.

Judi has been practising her question asking skills using her chat ADL and is now modelling how to ask questions during our Sip, Crunch and Connect program. Well done Judi!



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TEACHING AND LEARNING AT BSDS

FAIRY TALE FINALE IN THE GREEN LEARNING HUB

This term students in the Green Learning Hub have been enjoying a range of fairy tales and engaging in related activities. Students from Rooms 9, 11 and 12 came together to read 'Jack and the Beanstalk'. Students created 'Life Cycle of a Bean' posters and enjoyed planting beanstalks for Jack to climb. We all had a great time planting and watering our beanstalks and adding our very own castle for the final touch. We wrapped up the unit with our very own fairy tale puppet show!



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FAIRY TALE FINALE IN THE GREEN LEARNING HUB



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ROOM 22 SET UP THEIR OWN SHOP!

Room 22 have been exploring the use of money by playing shop in the classroom. They have been practising matching the right coins to pay for certain items and working on developing collaborative skills with their peers. Well done Room 22!



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THE OVENS ARE BACK ON IN OUR BSDS KITCHEN



August's cake
 Friday 5th June
 Wiggles Cake



With a few cake orders coming in since our return to on-site learning, we were very excited to get back into the kitchen and to hear the whirr of the mixer again and to feel the warmth of the oven as our Cake Catering program re-started for Term 2. Two special order cakes came through, with a Weight Lifting Cake and a Wiggles Cake – and Astella spent a few hours in the kitchen baking and decorating these stunning cakes. We were delighted to receive cake orders for class parties too, and loved making our Spiderman Cake for Ramnik's special day!



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BSDS BIRTHDAY CELEBRATIONS

We were delighted to receive a birthday cake order for Ramnik, so that he could celebrate his birthday which fell during remote learning, at school with his classmates and teacher. Ramnik loved his Spiderman Cake and his class enjoyed a very special morning tea together. Happy Birthday Ramnik!



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POSITIVE PLAY TIMES



It was a pleasure to see so many students engaging in a range of play activities this week – enjoying the sunshine and company of classmates. Ozan, Ibrahim and Maaz had fun playing table tennis together. They took turns and sat on the seat when they were waiting. It was wonderful to see students waiting so well for their turn, whilst watching their peers play! In other areas of the yard, we have ‘quiet play’ and craft activities set up and students love these activities too. Sherbel enjoyed manipulating some freshly made playdough during his break time. In the Art Room Area Activity Club, Shaina and Elena created some coloured masterpieces as they chatted.

Ibrahim, Bernan and James also enjoyed a fun game of Monopoly together – well done!



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KITCHEN GARDEN MAGIC AT SORRENTO STREET

Room 15 made some incredible spinach and ricotta pastries last week, with spinach fresh from our school veggie patch! After picking, washing and trimming the produce, the class worked together to make and bake a batch of incredible pastries that were golden brown and delicious!



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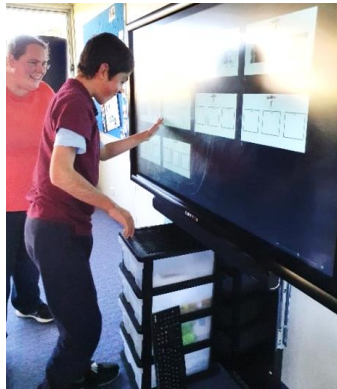
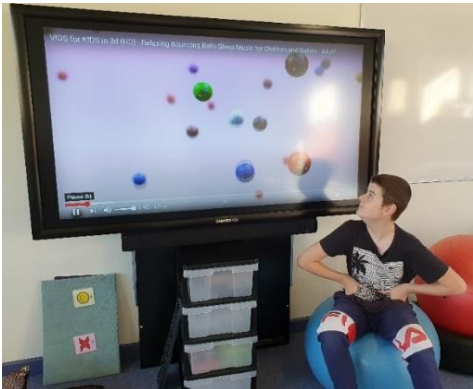
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OUR NEW PLASMA TOUCH SCREENS ARE VERY POPULAR



Room 1 students have had lots of fun exploring different ways we can use out new touchscreen. We have been using it during programs such as Morning Chat, Rock Band and our sensory stories. It is great to help us continue developing our skills including turn taking, hand-eye coordination and motor planning. It is such a fun addition to lots of classroom programs!

ROOM 6 GO SHOPPING

Room 6 have been enjoying their integrated shopping and cooking program, which sees the students creating their own shopping list to make sandwiches and then working on personal care skills to 'get ready to go out', before going to the Room 6 Shop to purchase their ingredients. Students take on roles as customers or shop staff. All of the ingredients are purchased and in the next session, the students use visual recipes to make sandwiches.



Learning Beyond Words
TEACHING AND LEARNING AT BSDS

LET'S GET PHYSICAL!

Each morning students engage in a range of exercise and modulation activities to prepare them for the school day. With many stations set up at each campus, it is a great opportunity for students to engage in movement-based activities that benefit their physical fitness and regulation, whilst also providing them with opportunities to socialise and cooperate in structured activities.

Classroom Occupational Therapists and Speech Pathologists are ready and waiting at various activity stations to engage students as the bell rings at 8.50am. Students are able to participate in bike riding, turn taking on the trampoline, dancing and social games such as silent ball, tunnel ball, jump rope skipping and What's the Time Mr. Wolf? Other popular morning exercise stations are the obstacle course, gym and dance club.

There are many skills targeted during this time such as greeting peers, making new friends and communicating likes and dislikes, whilst providing students with gross motor, proprioceptive and vestibular input which assists students to regulate and alert their sensory system so that they are ready to learn. Our students love morning exercise, and look forward to starting their day with their peers in a fun and active way.



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LET'S GET PHYSICAL!



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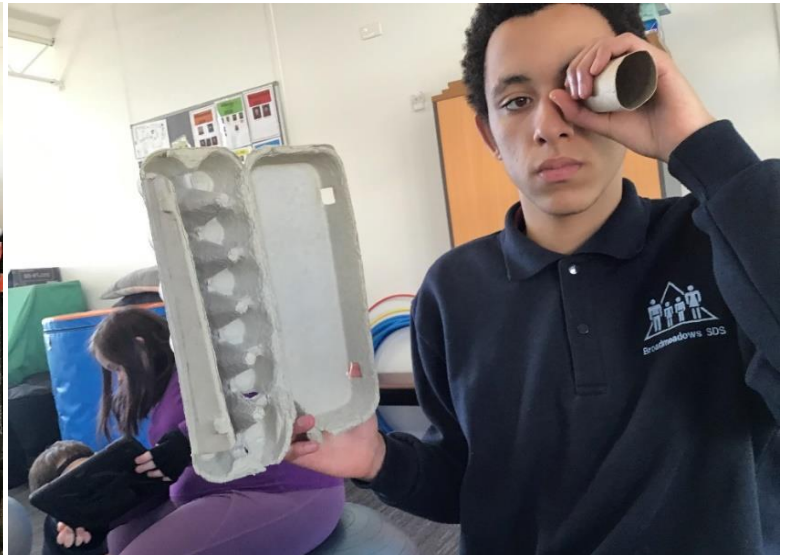
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MOVIE MAKING

This term in Performing Arts with Rooms 14, 15, 16 and 17 at our Sorrento Campus, we have been working on a program with Andrea and Libby to develop our imaginations, help us look at movies and review them as well as begin to use technology to take pictures and videos of stories we are creating. We have been playing games with everyday objects where we turn them into something new using just our imaginations.

We turned a box into a plane, a table tennis bat in a steering wheel and then used an exercise band as wings! Yosam and Gabby worked really hard to turn their objects into binoculars and then used the iPad to take a picture to share with their friends. Shaina and Elena helped their groups with a drawing game - you start with 1 shape and then each new person adds another shape to the page to change the item! We have had lots of fun and are looking forward to making our own videos next term.



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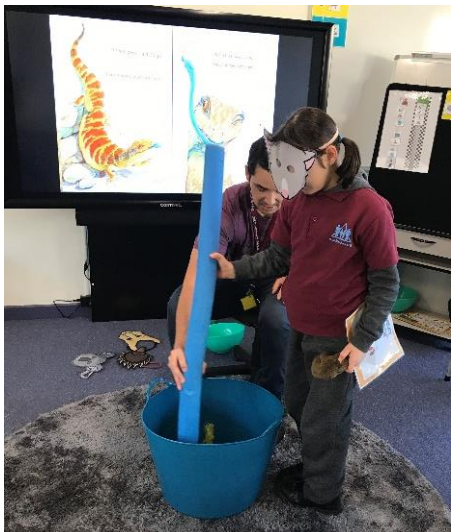
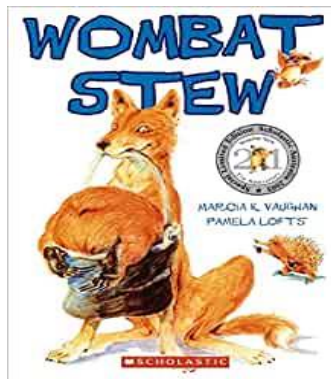
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WOMBAT STEW

Room 17 has loved reading Wombat Stew in our story session for the last three weeks. The students have had so much fun acting out the story by wearing masks and adding ingredients to the pot.

They did some fantastic work describing images from the story. They also sequenced different parts of the story using a 'first/then' template. Well done Room 17!



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WORKSHOP PROGRAMS AT SORRENTO STREET

The Sensory Kit Program is a fantastic initiative where by Senior students make creative Sensory Kits to a theme such as The Ocean Play Kit, The Construction Kit and The Pizza Play Kit - along with other great themed kits. These kits will be ready for Term 3 to form a new resource library for the younger students at Dimboola Rd to enjoy and learn with, with future plans to share this program with neighbouring schools and child care centres. The program takes an interdisciplinary approach, as the making of each kit incorporates and supports students' literacy skills, maths skills and social skills, along with fine and gross motor skills.

You will see in the photos the Sensory Kits program is a mixed program, made up of students from a range of age groups. Observing how the students have been supporting one another each step of the way has been amazing. It has certainly highlighted the power of collaboration. Every student each week demonstrates such care, focus, initiative, responsibility and support for one another – not to mention enjoyment, confidence and enthusiasm – as they work together to make the resources and build each kit. There is such power in group work! Well done Sensory Kit group – a fantastic first semester!

You may have seen Beeswax Wraps at a trendy farmers market or boutique home-wares store at some stage? Environmentally-friendly Beeswax Wraps have become a much loved and appreciated kitchen item as they replace cling wrap – reducing household waste. A group of Senior students have been learning the handy craft of making Beeswax Wraps as part of the Gift Shop Program. The students work collaboratively to hand-craft each wrap; a process that takes a lot of focus and attention to detail. Grating beeswax, melting beeswax into the fabric with an iron, and cutting the edges with zigzag scissors are some of the steps the students have been participating in. The Beeswax Wrap group have been busy building stock ready to be sold in the Gift Shop Semester 2. They are certainly made with love. Awesome work Senior 'Wrappers'!



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SCHOOL CELEBRATIONS

Everyone has been so excited to return to school after learning from home. Rooms 13 and 14 have been busy learning to ride bikes as a group while Room 19 has been exploring different sensory stories. The class favourite has been Wombat Stew, where they mix mud and feathers together. Rooms 25, 26 and 27 have participated in their Let's Learn Together session where they explore different textures, colours and objects. It has been a fantastic end to the term.



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SCHOOL CELEBRATIONS



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FOUNDATION CELEBRATIONS

Congratulations to all Foundation students (and their parents) for their resilience during this very different (and unexpected) start to their schooling.

Students have come back to school ready to explore and learn. We have all been engaging in lots of different programs while settling back into school to build communication, fine motor and writing skills, gross motor, and play skills while continuing to build positive relationships with peers and adults.

Looking at the smiles on all our faces just shows how happy we are to be back, ready to take on the rest of the year!



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TEACHING AND LEARNING AT BSDS
FOUNDATION CELEBRATIONS



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WHAT'S HAPPENING WHEN CHILDREN ARE PLAYING?

Article content courtesy of <file:///C:/Users/08676355/Downloads/Play-Scotland-Home-Play-Pack-for-Parents-16pp-Web-1.pdf>

We know that play is a life-enhancing experience. Play builds children's capacity to thrive. "Just playing" can help build more resilient children. Play builds health and wellbeing – being active through play helps children physically and emotionally, contributing to their health and happiness. Play builds brain development and supports a range of learning skills. Playing boosts children's confidence, creativity, problem-solving skills and perseverance, enabling them to cope with stress and challenges throughout life.

As they grow and develop, play offers children the opportunity to develop a range of physical, emotional and social skills, helping them make sense of the world they find themselves in.

Children from a very young age take part in lots of different types of play. From early games such as peek-a-boo to more complex dramatic role play, to just "hanging out", children and young people are learning to communicate and build relationships. So many skills are best learnt through play.

Contact with nature, including through outdoor play, has been associated with children's ability to concentrate and be self-disciplined. The physical activity involved in play can increase fitness, while also helping improve brain development and learning.

Allowing children the time and freedom to play freely, completing their chosen activities in their own time and to their own satisfaction, promotes the development of concentration and attention.

The evidence demonstrates the importance of play in the development of language skills, problem solving, gaining perspective, representational skills, memory and creativity.

Playing with arts and crafts gives children the opportunity to develop finger and hand muscles and fine motor skills required for hand-writing.

To be happy and healthy, to learn and develop, children need a range of play opportunities, indoors and out, some sociable, some active, some adventurous and some relaxing. Here are some of the kinds of play children can get up to in and around the home. Older children don't always refer to what they are doing as 'play' – and neither do adults – but most of us have things that we choose to do, in our free time that makes us feel happier. Often, that could be described as play.

Making things: drawing, painting, building things, making models, making cubby houses outside.

Riding around: cycling, skateboarding, skating, using a scooter.

Quiet play: day dreaming, imagining, inventing, hiding, chilling.

Reading: reading books or magazines.

Getting wet or mucky: playing in mud or rain, digging, water fights.

Interactive digital playing: hanging out with friends online, computer games, smartphone/tablet apps, social media (including posting pictures, comments, videos and blogs online).

Active play: informal games, running, jumping, handstands, chasing, skipping.



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Opportunity



Communication

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LANGUAGE STRATEGIES – COPY AND ADD

Article content courtesy of: [file:///C:/Users/08676355/Downloads/two_word_combinations%20\(1\).pdf](file:///C:/Users/08676355/Downloads/two_word_combinations%20(1).pdf)

Building your child's language at home can be as simple as repeating back what they have said, to validate their communication, and then adding on a little bit more to model extended language. This could be adding in one more word (a verb or adjective or even a noun) or adding in a few words to model a sentence.

Expand the single words your child does say by adding another word. Try to repeat it a couple of times if you can.

Sometimes you might add another word you know they can say. For example - Child "Bye". Adult "Bye Dad. Dad's going shopping, bye Dad".

Sometimes you might add a new word. Child "More" Adult "More toast. You want more toast."

Your child does not need to copy you, just hearing what you say will help and they may use that phrase when they are ready.

COPY AND ADD

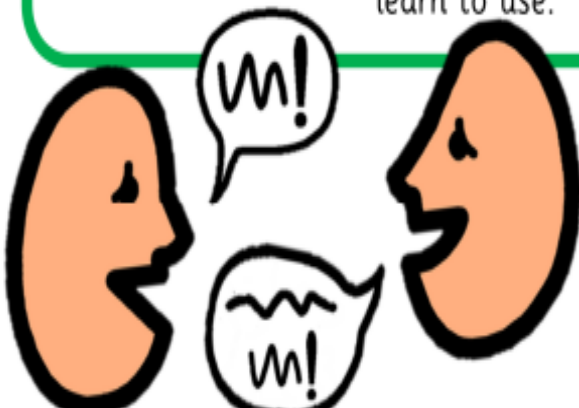
LANGUAGE STRATEGIES

WHAT TO DO:

Repeat back what the child has said and add another word on, so that they hear how to make their attempt at talking longer.

WHY DO WE DO IT?

When we repeat and expand what the child has said they hear a clear model of the words and phrases, which they may learn to use.



WHEN TO DO IT?



▶ E.g. Child: "Cow"
Adult: "The cow is *eating*".
▶ Child: "Ball"
Adult: "The *big* ball"



▶ E.g. Child: "Milk"
Adult: "You're *drinking* the milk" or "The milk is *cold*"

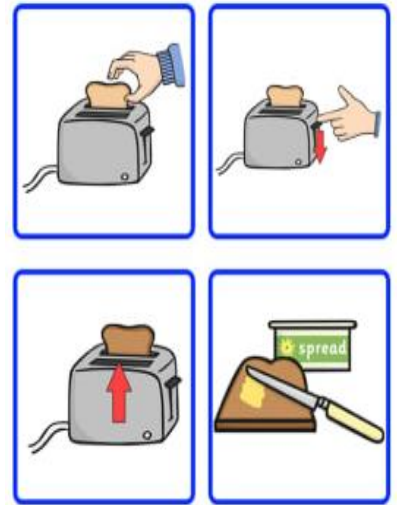


▶ E.g. Child: "Shoes"
Adult: "*Jack's* shoes".
▶ Child: "Yellow"
Adult: "Yes. *Yellow shorts*"

SEQUENCING SKILLS

Article content courtesy of: <https://1specialplace.com/2018/02/09/tips-to-teach-sequencing-skills-in-children/> & https://www.handyhandouts.com/viewHandout.aspx?hh_number=167&nfp_title=The+Importance+of+Teaching+Sequencing+t+o+Young+Children

Sequencing means being able to arrange information, language, and actions in the correct order. Sequencing is an important skill for children to develop. In the context of speech and language, sequencing refers to a skill that we use to discover the components of an event and break it down into simple steps such as the beginning, middle and end of an event. It also refers to the ability to align thoughts, language and knowledge or information and actions in a certain order and retrieve it to complete a given task. We use sequencing skills in all areas of life and don't even realise it! We use these skills to follow multi-step directions, complete a math problem, break a big task into small tasks to complete, form complete sentences, or to retell a story. Understanding sequences of events helps children recognise patterns and make sense of the world around them. Sequencing skills are a pre-cursor to learning how to tell time, but they're also important to the development of other skills such as learning how to read sequences of letters.



Sequencing is impacted by cognitive skills such as working memory, attention, auditory and visual processing, receptive and expressive language skills. These skills are prerequisites for following multiple commands, retelling a story or an event or summarising information. Sequencing is a fundamental skill that we use all day long. Whether it is going to the bathroom or reading a story, we need to use sequencing in a variety of daily activities. When a child has to go to the bathroom, the process is actually a complex series of tasks. First, the child has to get up, walk to the bathroom, open the door, go into the bathroom, and then close the door.

Learning how to sequence events can be a very abstract concept for many children to master, it's a skill that develops with lots of practise over time. You're probably already doing lots of things each day to support sequencing skills. First we brush teeth, then we go to bed. Or, first we put on our jackets, next we go outside. But often, it can take a little of intentional teaching and much practise to help children to fully grasp this concept, and that's where sequencing activities come in!

First and last - The first thing you need to do is help the child understand the when we sequence events, one thing needs to come first and another comes last. We start then by just modelling with our language that one step follows another – for example, "First we cook the toast, then we add on the butter". We have countless opportunities throughout the day to encourage children to think sequentially. At home ask, "Now, what will I do with these dirty dishes?", "Tell me what happened at school today," or "Before you go outside in the cold, what do you need to do?" The list is unending.

Cooking - Visit the kitchen and prepare a dish using a few ingredients/steps. You could make a sandwich, a bowl of cereal, or other snack that does not require the use of the oven or stove. Talk about the food preparation as you go. Then, have your child repeat the steps, write the steps, or draw a sequence of pictures showing the preparation.

Music and dance - Sing familiar tunes (e.g - Old MacDonald, This Old Man) and clap hands in rhythm with younger children and stop a few times to allow the child to fill in the phrase/clap. Create simple dance steps and practise them together.

Play – engage in some play with your child and model sequencing some actions like pouring into a cup, stirring the cup, giving a drink to teddy.

Picture sequencing - Cut several sequential pictures from magazines, picture books, comic books, or the comics section of the newspaper. Make sure the pictures have an obvious order. Scramble the pictures. You may set this up with visual cues representing beginning/end or first/last. For example, a sequence might include a picture of a dirty dog needing a bath, a tub filled with water, the dog being washed, and the clean dog.

Photo sequencing - Use old family photos of the child from infancy to the present. Scramble the photos. Have your child arrange the photos by paying attention to his/her size in the photo. Emphasize the use of basic concepts vocabulary terms like "younger," "older," "shorter," "taller," etc.

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH COOKING – GINGERBREAD MEN

With the school holidays approaching, it is the perfect time to start planning what baking or cooking activities you can set up for your child to engage in over the break. Cooking together and playing in the kitchen also creates a highly enriched learning environment. Think of cooking time as a learning time that includes essential life skills, along with early reading and mathematics. It is also a wonderful time to bond with your child.

Gingerbread men are an absolute favourite! The rich, spicy scent, the deep pressure input from kneading and rolling – cooking these cookies will provide you and your child with so much sensory input. This simple recipe has been used many times in our BSDS kitchen, including within a buddy program last year when two Secondary students baked Gingerbread men with a group of younger students who were celebrating the completion of a Gingerbread Man literacy block. We love this recipe and hope that you do too!



INGREDIENTS: to make 12 small gingerbread men

-  175g plain flour
-  1/4 teaspoon bi-carb soda
-  1 teaspoon ground ginger
-  1 teaspoon ground cinnamon
-  65g unsalted butter
-  75g caster sugar
-  2 tablespoons golden syrup
-  1 egg yolk, beaten

INSTRUCTIONS:



Preheat oven to 180C. Line 2 baking trays with baking paper.



In a bowl sift together 175g flour, 1/4 teaspoon bi-carb 1 teaspoon ginger and 1 teaspoon cinnamon.



Put the butter and the flour in the food processor and blitz until the mixture resembles fine breadcrumbs.



Add in 75g sugar, 2 tablespon golden syrup and 1 egg yolk separated from the egg white and turn on again to mix to a firm dough.



Take out of food processor and tip out over a long length of glad wrap. Wrap in glad wrap and shape into a flat disc.

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH COOKING – GINGERBREAD MEN

INSTRUCTIONS:



Lay out a long piece of baking paper and cut another piece the same length. Roll out the gingerbread dough in between two sheets of baking paper.



Cut out gingerbread persons using a floured cutter. Cut each gingerbread man with a few centimetres in between each one. Peel away the excess dough, leaving the cut-out cookies on the parchment paper. Place parchment paper with cookies onto baking sheet and place in the oven.



Transfer to the prepared tray and bake for 10 – 15 minutes, until just beginning to colour around the edges. Leave on the trays for 3 minutes after baking before transferring to a wire rack.



INGREDIENTS: to decorate 1 batch gingerbread men



675g Icing sugar



3 egg whites



3 teaspoons lemon juice



Separate yolk from egg whites for 3 eggs.



Put the egg whites in a mixing bowl and beat using a whisk attachment until white and bubbly.



Add in 675g sifted icing sugar slowly into egg whites and mix on slow speed until all mixed in. Scrape down sides of bowl with spatula.



Squeeze 1 lemon. Add 3 tablespoons of lemon juice into icing mixture. Mix on high speed until well combined.

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH COOKING – GINGERBREAD MEN

INSTRUCTIONS:



Prepare the piping bag. Use a wide end star piping tip and a disposable piping bag.

To set up the piping bag, push the tip into the bag and trim the piping bag so that about half of the tip sticks out.



When the piping tip is securely pushed down into the bag, fold down the top of the piping bag to make a cuff over your hand. Hold the bag with your non-dominant hand inside the cuff.



With your dominant hand, spoon the frosting into the bag. Fill the bag no more than 2/3 full. Unfold the cuff, push the icing all the way down, and twist the bag where the icing ends.



Prepare decoration lollies by putting into small bowls.



Using piping bag to pipe designs onto the gingerbread man – eyes/buttons or an outline – whatever you want.



Place lollies or candy eyes onto gingerbread man, using a dot of icing to stick it down.

Let the gingerbread dry.



Time to eat!

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING AT HOME IDEAS – GINGERBREAD COOKING KWS



Hold your hands out in front of you, with palm facing downwards, finger pointing downwards also. Starting with thumb tip touching pointer fingertip, slide thumb tip along fingertips from pointer to little fingertip and back again two or three times.



Hold one hand still in a fist in front of you, palm facing stomach. Extend the pointer and middle fingers on other hand, palm upwards, and tap fingers against the side of fist twice.



Wipe tips of bent fingers along the upwards facing palm of the other hand.



Extend pointer and middle fingers together from fist, palm upwards. With hand near waist move hand left and right.



Form left hand into a closed circle. Extend little finger on right hand and tuck all other fingers into fist. Touch the little finger inside the closed circle of the left hand and then flick upwards.



Point both index fingers, and tuck all other fingers into palms. Roll both index fingers forward and around, in a circular motion.







Point left index finger, and tuck all other fingers into palm. Touch pointed finger to cheek and twist.



With hand in a fist, palm towards chest, a small distance in front of chest, bring downwards towards chest and back up again.

Learning Beyond Words
BSDS TAKE HOME TIPS

WORKING AT HOME IDEAS – COOKING ALD

 <p>finish</p>	 <p>more</p>	 <p>you/your</p>	 <p>I/me/my</p>
 <p>help</p>	 <p>put</p>	 <p>no/don't</p>	 <p>like</p>
 <p>oven</p>	 <p>taste</p>	 <p>pour</p>	 <p>stir/mix</p>
 <p>dirty/messy!</p>	 <p>yummy</p>	 <p>bowl</p>	 <p>spoon</p>
 <p>yes</p>	 <p>yucky</p>	 <p>hot</p>	 <p>cold</p>
 <p>no</p>	 <p>something different</p>	 <p>uh oh!</p>	 <p>yay!</p>

BSDS DIGITAL NEWSLETTER

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

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

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

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

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

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

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

Child's name and classroom:

Your name:

Email address to submit to the BSDS Newsletter distribution list:



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								
TOTAL										

Name of student: _____

Class: _____

Date of order: _____

Payment Method: Cash Card

Credit Card Details: _____

Expiry Date: _____

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

Broadmeadows SDS

School Name

5262

School REF ID

Parent/legal guardian details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession OR Health care card number (CRN)

- - - OR

Foster parent* OR Veterans affairs pensioner

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

Student details

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

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

I understand that:

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

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

Signature of applicant _____

Date ____/____/____



CSEF ELIGIBILITY

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

Criteria 1 – Eligibility

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

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

* A special consideration eligibility category also exists. For more information, see: www.education.vic.gov.au/csef/

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

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

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

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

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

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one (29 January 2018) or term two (16 April 2018).

PAYMENT AMOUNTS

CSEF payment amount

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

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

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

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

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

HOW TO COMPLETE THE APPLICATION FORM

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

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.

If you are claiming as a Foster Parent or a Veterans Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2018 closes on 29 June, 2018.

CSEF payments cannot be claimed retrospectively for prior years.

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