



Broadmeadows
SPECIAL DEVELOPMENTAL SCHOOL

Edition 19, Friday 30th October, Term 4 2020

It has been wonderful to hear of so many learning celebrations in our first few weeks back at school. There have been fabulous programs running both in classrooms and out in the yard, taking advantage of the sunny skies and capitalizing on the use of movement to support learning and engagement. As a school we have also planned special events this term such as Halloween Parades, Christmas Markets for students, a Dress Up Day and a lovely Graduation event for our 2020 school leavers.

I would like to celebrate the wonderful work that Matias Hurmez has been doing in Room 17, by giving him my Principal's Award. Matias has been so engaged and focused with his work, and shows such a sense of pride as he learns and demonstrates a new skill. Matias, your teachers are so proud of you and we love to see your positive attitude towards learning. Well done!



Each year, our school is provided with complementary tickets to events such as magic shows and children's circus shows. This year, there will be a slight change to these special family events, with virtual performances being held. Don't miss out on these wonderful family activities – take a look at the promotion at the end of the newsletter and you will find links to the online shows. The first one falls over the long weekend – a wonderful activity to take part in at home.

Please note that Monday 2nd November is a Curriculum Day, followed by the Melbourne Cup Public Holiday on Tuesday 3rd November. School next week will resume on Wednesday 4th November. Enjoy the extra-long weekend and time as a family.

Susi Wirth
Principal

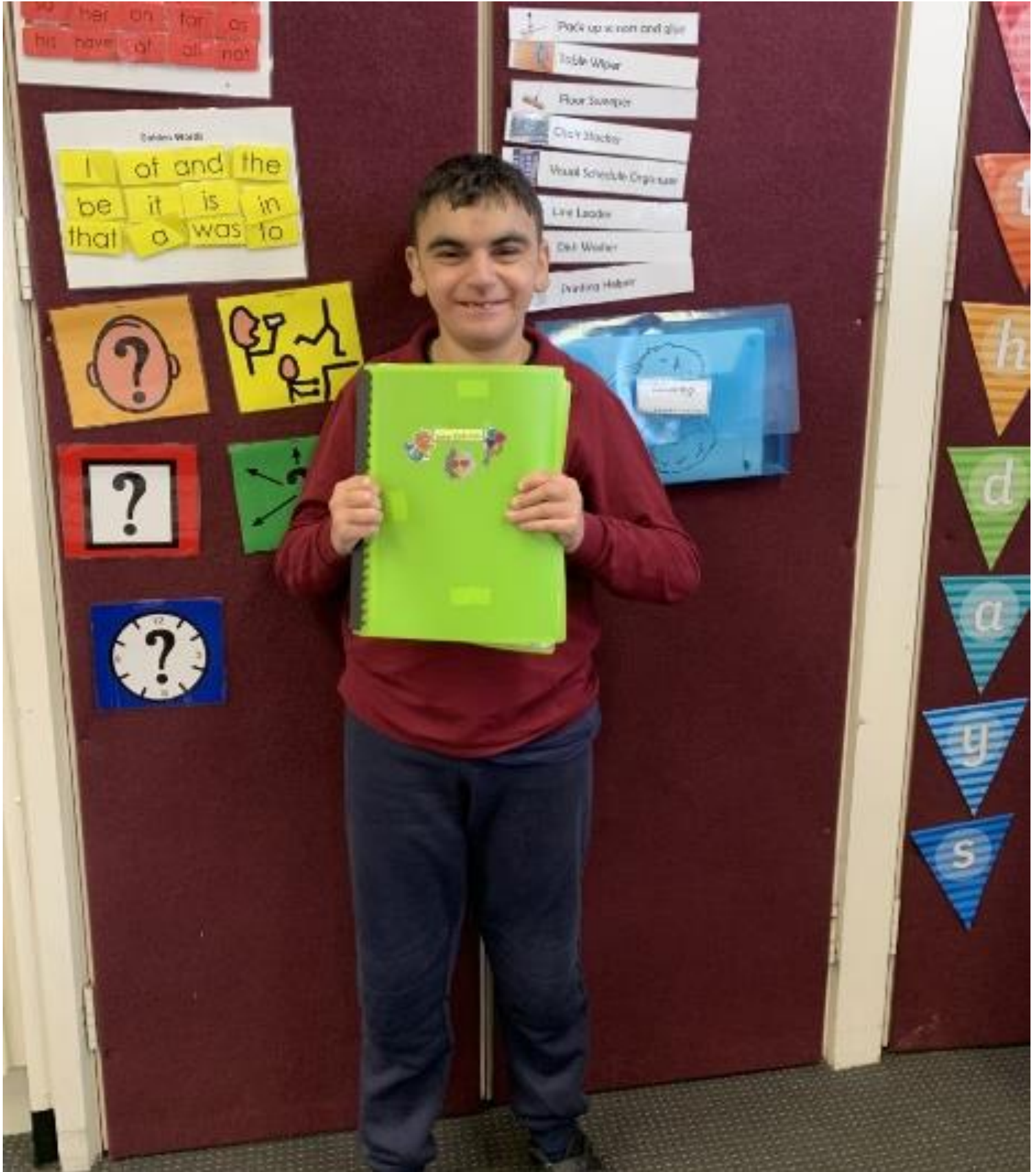
DATES TO REMEMBER TERM 4 2020

DATE	EVENT TO REMEMBER
Monday 2 nd November	Curriculum Day
Tuesday 3 rd November	Melbourne Cup Public Holiday
Thursday 10 th December	Graduation
Tuesday 15 th December	Christmas Markets & Dress Up Day
Thursday 17 th December	Last Day Of Term 4 For Students
Friday 18 th December	Curriculum Day – No Students

Learning Beyond Words
CHAMPION'S CORNER

BEHAR'S PRIDE IN HIS LEARNING

Behar has returned to school from remote learning with a book full of all his home learning activities and a delightful letter from his mother proudly sharing all of the hard work that Behar engaged in during remote learning. Not only did Behar complete a whole folder full of activities, he started taking on more responsibility at home by looking after his bedroom - making his own bed each morning and opening his blinds. His independence is flourishing and he is so proud of himself, as are we.



Learning Beyond Words
TEACHING AND LEARNING AT BSDS

FOUNDATION FUN!

Welcome back to school and the start of Term 4! The Foundation students were all very excited to be back at school and in their classrooms with all of their friends and teachers. It was great to see so many smiling faces after the time away. We are all so excited to continue having fun and learning together as we finish this year off with a bang!!



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

ROOM 2 – SO HAPPY TO BE BACK AT SCHOOL!

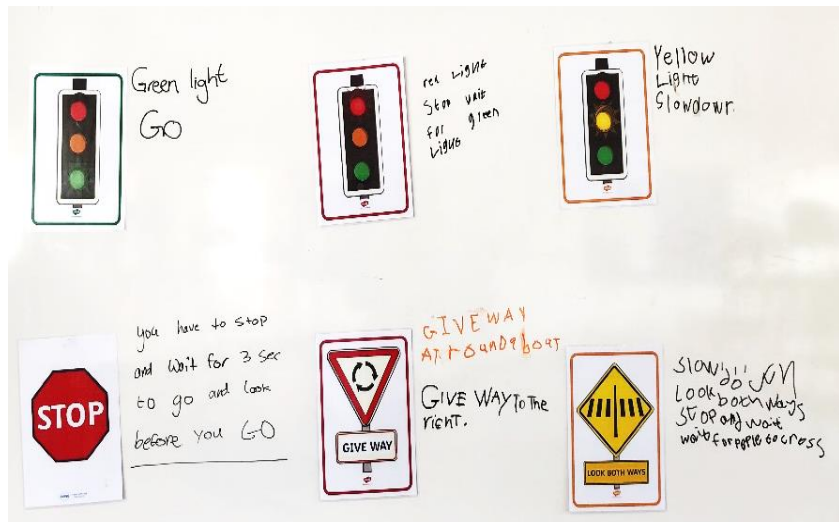
It's great to be back at school, and ready to learn with our classmates! This term started off with our usual fruit delivery program, but with a little twist. We have begun to save some fruit from this program for use in our Friday cooking and picnic program. Students wash, cut, and prepare fruit to use in our smoothies. It's a great way to practise using cutlery, whilst working with visual support. The best part of this program is when we head outside each Friday for our class picnic! Since the weather is warming up, the students put on their hats, sunscreen, and load the trolley up with picnic blankets, our lunch boxes, and our smoothies for a lovely Friday lunch in the garden. We can't wait to share more photos with you all throughout the term!



ROOM 17 FOCUS ON LEARNING ROAD SIGNS

This semester Room 17 has been working hard on identifying common road signs and following basic traffic sign rules. We have been practising riding our bikes in the school yard whilst abiding by traffic and road signs.

Our school bikes, including our favourite low rider bikes, have been getting a work out as we take our learning outside.



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Learning Beyond Words
TEACHING AND LEARNING AT BSDS

TERM 4 PERFORMING ARTS

In Performing Arts this term we continue to work on the dance and movement curriculum. Students are encouraged to dance to music from classic and modern artists such as Elvis and the Beatles through to Cold Play.

The Early Years students are exploring dance and movement through an adapted version of the classic story 'Where is the Green Sheep?' Students are encouraged to manipulate and explore a range resources such as sparkly streamers, rainbow ribbons and colourful scarves while dancing and having a great time with classmates.

Older student on the Dimboola campus are also following dance and movement curriculum, dancing to modern and fun songs. Students are encouraged to jump, stomp and sway. Students have loved to dance using feathers and working together while using a parachute. It has been an exciting start of term!



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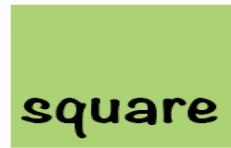
TEACHING AND LEARNING AT BSDS

OUR SHAPES LESSON

Room 17 has loved learning about two dimensional shapes such as squares, triangles and circles for the last two weeks.

The students have had so much fun watching songs and matching the shapes to the screen. They did some fantastic work creating data displays and comparing shapes which are the same.

They also explored different shapes we see in the world every day. Great work, Room 17!



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Communication

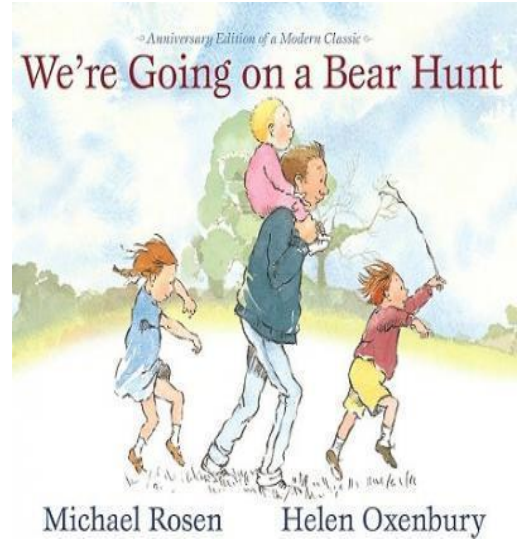
Support

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT – WE’RE GOING ON A BEAR HUNT

Article content courtesy of: <https://www.theinspirationedit.com/25-fun-hungry-caterpillar-activities/>

We’re Going on a Bear Hunt is a classic story that is well-known and loved – and provides so many rich craft and sensory play experiences! You can work on fine motor skills by cutting out coloured paper to make a bear face or design a bear hunt map, or use glue or sticky tape to further develop fine motor and planning skills. With just a little rustling around the house or yard, you’ll be able to find bits and pieces to replicate grass, water, mud, snow and leaves that you can use either for small world play, or to put in big tubs for sensory exploration, or even to put into clear bottles to create discovery bottles. The options are endless!



Follow along with the read aloud version found at <https://www.youtube.com/watch?v=2017fe766nk> - performed by Michael Rosen and then set up some invitations to play at home to interest your child.



Respect

Opportunity

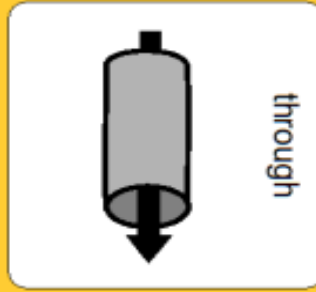
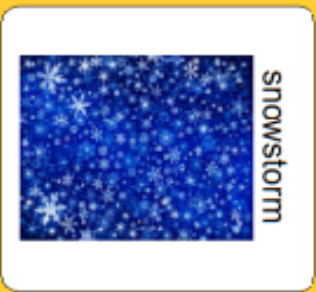
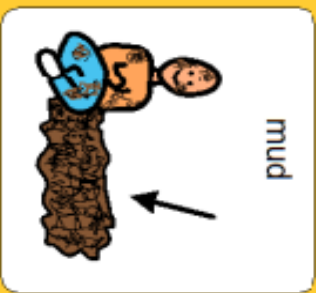
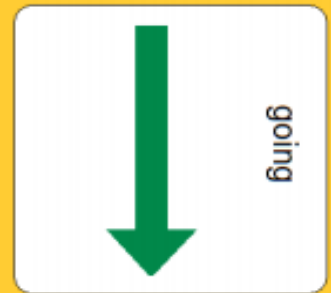
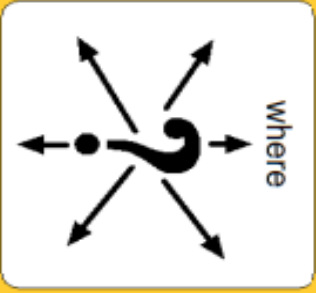
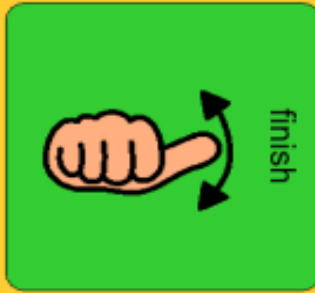
Engagement

Communication

Support

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT – WE'RE GOING ON A BEAR HUNT ALD




LEARNING THROUGH STORIES AND CRAFT – WE’RE GOING ON A BEAR HUNT
KWS




Make

Move dominant fist in small circles towards body, hitting twice on non-dominant fist.




Bear

Place open spread and crooked dominant hand over nose. Then make fists with both hands, cross arms and hold to upper chest.




Paste

Open both hands, back of dominant fingertips placed at base of non-dominant hand, palm up. Brush dominant fingertips down non-dominant palm, lift off, then dip dominant hand down, palms together.




Grass

Place open non-dominant hand, fingers in front of body, palm down. Move upright dominant hand, fingers spread and pointing up, along non-dominant hand to fingertips.



Big

Place both open hands, palms facing body, fingers spread in front of body, one hand in front of the other. Move hands out to either side in an arc. (Natural gesture – mime the action).




Scared

Cup dominant hand, fingers spread. Bounce fingertips on upper chest, twice. *Show tension in hand shape and increase movement to suit the degree of emotion.



Under

Move relaxed open dominant hand, palm up, in a forward arc below the relaxed open non-dominant hand, palm down.



Through

Move open dominant hand forward between middle and ring fingers of open non-dominant hand in front of body.

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT – WE'RE GOING ON A BEAR HUNT
KWS



Book

Place blades of open hands together – close and open formation, once.



Cut (scissors)

Move dominant index and middle fingers, in a cutting action, while moving hand forward. * Mime cutting with scissors.



Walk

"Walk" extended dominant index and middle fingers along palm of open non-dominant hand.



Tree

Place non-dominant hand, palm down, under upright dominant forearm, wriggle fingers of dominant hand.



Snow

Open both hands, hold above side of head, palms forward, wriggle fingers while moving hands in a zig-zag formation.



Over

Move relaxed open dominant hand, palm down, in forward arc over the back of the relaxed open non-dominant hand.



Paint

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



Water

Stroke edge of extended crooked dominant index finger down cheek, twice. (V, S, W, NT, T)

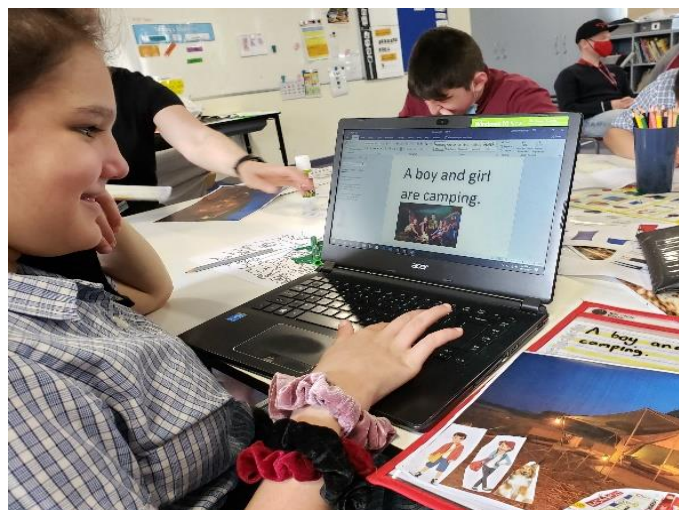
LITERACY ACROSS THE DAY

There are a range of strategies for us to use across the school day in diverse programs that help promote literacy skills and an interest in reading. As well as using explicit teaching, we can embed literacy across the day both at school and in activities at home.

At school we integrate literacy and numeracy through a range of activities using many different strategies for example: use of colourful semantics, to help with structure and planning of a report segment; labelling components who, what, where, when; brainstorming of appropriate vocabulary relevant to a topic; focusing on descriptive language e.g. describing actions, people, events; developing recount skills through sequencing and describing; developing a script using visual supports to report on a topic; letter writing to report on topic or event e.g. the weekend; choice making with written and picture options, recognition of pictures and words and matching to photos, typing out our work then reading and reviewing, presenting and reading our work; developing and reading scripts to support social interactions. Many programs provide opportunities to read recipes, checklists and order forms, integrating literacy into a range of motivating and engaging tasks.

At home we can also use opportunities in everyday life to promote an interest in literacy and practise our skills. For example: reading together a card, text or email from relatives or friends, reading the label on a parcel; reading a recipe with pictures; reading a shopping list; reading food labels when packing away groceries; reading events written on the calendar; reading street signs; looking through photo albums and scrap books; making a diary with pictures and text to review; choosing age appropriate games that have some reading element.

Reading stories together can be the most enjoyable and rewarding way to promote an interest in language and literacy. Picking materials that your child is interested in and spending time sharing a book following your child's lead can help build an interest words and print. Local libraries are a great source of materials, including audio books, and other digital resources. Just sharing a story can be valuable. Libraries in the Hume area have materials in 11 different community languages and many currently have "click and collect" facilities available. There are so many enjoyable and motivating ways we can promote literacy across the day.



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BSDS OCCUPATIONAL THERAPY TIPS

THE BENEFITS OF DRAWING

Drawing provides so many benefits and opportunities to develop fundamental skills and it is an activity we really encourage at school. Since being back at school this term it has been great to see some of the drawings our students have been doing at home and skills they have been practising during remote learning.

Some of the benefits of drawing include:

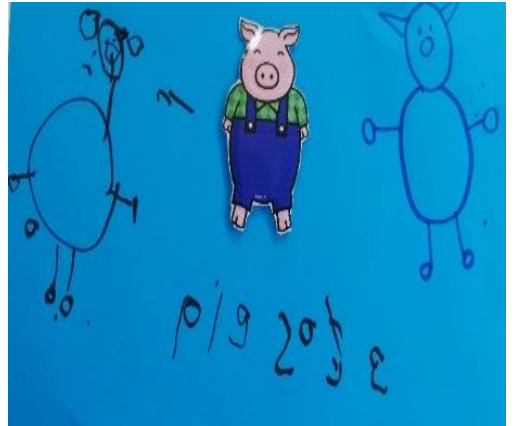
- Practising holding a writing tool, developing hand strength and endurance.
- Learning pencil control and directional language which will help students with letter formation.
- Generating ideas and imaginative skills and communicating these with others.
- Drawing is fun and is a great way to engage students with writing and table top tasks.

Some top tips when drawing with a child:

Holding a writing tool. Encourage your child to use the hand they use for most tasks - e.g. if they are right handed prompt them to use their right hand. Children can watch us holding the pencil the correct way and pick up good habits.

Learning how to draw basic lines and shapes by watching an adult. When you are drawing, talk out loud so your child learns how to do things - e.g. use directional language: “line up, line down, around” and label shapes as you draw them. Even if your child is not able to draw shapes accurately it is great if they are able to put meaning to a scribble - e.g. drawing some lines to represent a face.

Communication skills. Drawing is an opportunity for children to describe what they are drawing. We can use communication aids, ALDs and symbols to help our students do this, and for some students it is a good opportunity to practise using their communication supports. We can practise making and incorporate choice making in to this activity - e.g. choosing what they are going to draw, what colour texta they are going to use, what colour paper etc.



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LANGUAGE STRATEGIES – REDUCE DISTRACTIONS

Consider this, you are in a busy shopping centre with a friend, sharing a coffee in the food court. It is a busy day, with lots of people around, lots of loud conversations, chairs scraping, cutlery clinking and movement all around. It can be really hard for us to concentrate on conversations in this context – and as adults we are really good at screening out unnecessary information! We can then really appreciate how hard it is for our children to focus in a busy household that is filled with the noise, movement, colour and ‘energy’ of daily life.

When we want our children to learn something new or really engage in an activity, a great tip is to reduce distractions. There may be distractions in the house that you’ve successfully tuned out, but your child finds hard to do the same. Before you sit down to play with your child, or have a chat with them, take a moment to pause and look at the environment to see what things may distract your child – these could be visual, auditory or even olfactory (smell!) distractions. Pairing back any distractions will help your child to focus, will take the pressure of their sensory systems and will set them up to focus and engage as best they can!

REDUCE DISTRACTIONS

WHAT TO DO:

Remove things in the room that are distracting. Turn off the TV or music in the background when no-one is watching or listening to it.

WHY DO WE DO IT?

Background noise (such as the TV or music) makes it difficult for the child to listen to what you are saying and to concentrate on what you’re doing.

WHEN TO DO IT?

Play

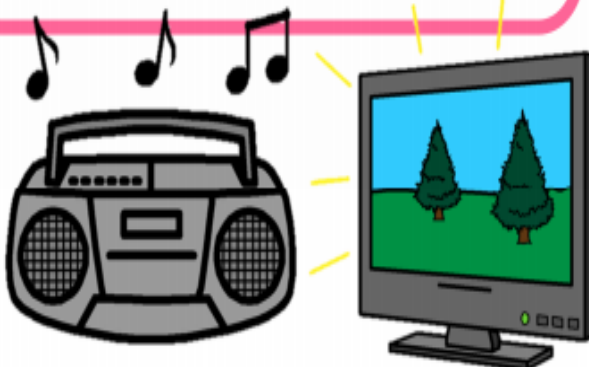
Too many toys can be distracting. Try to limit the number of toys that the child has access to when they play.

Snack

When the child is eating, turn off the TV or music, so that they can focus better on what is happening.

Clothes

To help the child focus when getting dressed, remove distractions such as tablets or phones until they’re finished.



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – THREADING

You can thread nearly anything that has a hole in it. A hole punch is great for making holes, even on leaves. Cut a length of string, tie something in one end so the pieces don't fall off, and thread away!

Activity Ideas:

- **Basic threading** - Flatten out playdough onto a table, stick straws or skewers in. Thread pasta or beads onto the skewers.
- **Pasta necklace**
- **Straw necklace** – Cut up plastic straws in 2cm pieces. Tie a knot at the bottom of a shoelace. Thread pieces of straw on the shoelace and make into a necklace if you choose.
- **Poke a straw or pipe cleaner** into some playdough, thread on coloured pasta or buttons.
- **Use pipe cleaners to thread** onto instead of string.
- **Make recycled threading creations** with cut up cardboard tubes, cut up egg cartons, patty pans with holes in them or cut up straws.
- **Thread pipe cleaners** into a colander.
- **Thread old scraps of fabric** with holes cut in them.
- **Marshmallow and strawberry kebabs** – Run a bamboo skewer under cold water first. Thread a marshmallow and then a hulled strawberry onto the skewer. Continue the pattern until the skewer is $\frac{3}{4}$ full. Place on a plate ready to eat.
- **Rainbow pasta necklaces** – Thread coloured pasta onto pipe cleaners or string to make a necklace or bracelet.
- **Pool noodle threading** – cut up a pool noodle into 2.5cm sections. Using a piece of thick string or rope to thread the pool noodle sections on.
- **Edible necklace** – Thread Froot Loops/Cheerios on a piece of string. When finished, simply tie the ends together to complete the edible necklace.
- **Threaded bird feeder** – Using Cheerios and a pipe cleaner, thread Cheerios onto the pipe cleaner. When finished twist the ends of the pipe cleaner together and then tie a string around the bird feeder then hang it somewhere for the birds to eat.
- **Leaf threading** – Collect leaves and sticks from the garden or from a walk. To start the threading, simply make “needles” by tying a length of twine between two sticks. Push the stick through the leaves and thread them onto the twine. The smells, sights, and textures of an activity like this provides a sensory rich experience that children can find quite absorbing. Encourage your child to use both hands simultaneously as they hold the leaf with one hand and push the stick with the other.
- **Cardboard tube threading** – Cut toilet paper rolls in half (you can use paper towel rolls or the rolls from wrapping paper). Use lengths of rope/string/shoelaces to thread through the tubes. When finished, tie the two ends together.

Resources:

- Straws
- Rigatoni or Penne pasta
- String, pipe cleaners, shoe laces, rope
- Beads
- Leaves
- Pool noodle
- Toilet rolls
- Skewers
- Strawberries and marshmallows



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – THREADING

Learning:

- Fine motor control
- Hand eye coordination
- Concentration and problem solving
- Determination and perseverance to accomplish a task
- Strengthening muscles in hands
- Grasping skills
- Gross motor skills
- Maths concepts such as counting, size, patterns, colours
- Concepts such as big and small, in and out, pull or push

Language to use:

- First, next, then
- Big, small, long, short
- Vocab such as next one, match, sort, pattern, colour, shape
- Stiff, shiny, slippery
- One, two, three, four, five, few, etc
- Thread, bead, string, straw, leaf, pasta

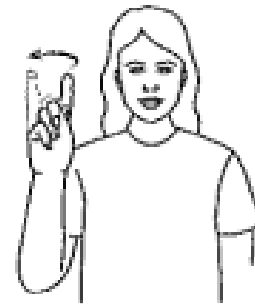


LEARNING THROUGH PLAY – THREADING PLAY KWS



In

Place both open hands in front of body, palms down. Brush dominant hand under non-dominant hand as dominant hand moves forward. *Sign may be varied to show different aspects: in a tree, a box, a cup, etc.



First

Extend dominant index finger, palm facing away from body. Move formation up slightly and turning palm to face body.



More

Cup dominant hand, fingers spread and place fingertips on centre chest. Move hand forward.



Make

Move dominant fist in small circles towards body, hitting twice on non-dominant fist.



Pull

Hold dominant fist in front of body. Pull back towards body. (Natural gesture – mime the action).



Push

Place both open hands at shoulder height, palms facing away from body. Simultaneously push both hands forward. (Natural gesture – mime the action).



Finished

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



Number


Place dominant fist on palm of non-dominant hand. Slide dominant fist to non-dominant finger tips.

LEARNING THROUGH PLAY – THREADING PLAY KWS




Next

Crook dominant index finger around thumb, palm down. Turn formation to palm up.




Colour

Close index finger onto thumb tip, rest of fingers spread. Rub tips of index and thumb formation along edge of extended non-dominant index finger, several times.




Big

Place both open hands, palms facing body, fingers spread in front of body, one hand in front of the other. Move hands out to either side in an arc. (Natural gesture – mime the action).




Tiny

Extend dominant index finger and thumb, finger and thumb held close together. Hold at chest height and may move forward with stress. (Natural gesture – mime the action).




Same

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



Different

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



Choose

Extend dominant index finger and thumb. Close index finger onto thumb while moving hand towards body. N.B. Some states use two hands or use this action from extended non-dominant hand index finger and middle fingers.



THE POWER OF PLAY

Our play feature for this edition includes lots of different experiences that you'll easily be able to engage in at home, using toy instruments or pots and pans/rice shakers/empty containers to create a whole range of sounds, bikes and scooters and natural resources you'll find as soon as you step out your back door! 'Group time' at home can involve your child playing and engaging with siblings or parents – your child will be working on the same skills they would work on in a classroom group time activity – learning to wait, listen, attend, turn take and cooperate with others are powerful play skills you'll be able to support your child's learning at home!

WHEN I PLAY, I LEARN...

When I play with rhythm instruments, I learn...

- To be conscious of rhythms in music
- Concepts of fast, slow, loud, soft, high and low
- Listening skills
- To express myself in new and different ways



When I participate in group time, I learn...

- To listen, sit still and understand spoken words
- That my ideas have value to others
- To wait my turn when others are talking
- To cooperate and be considerate of the needs of others



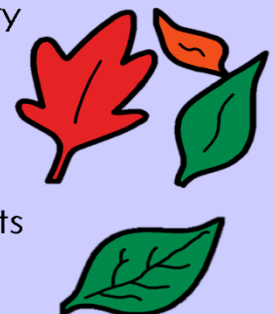
When I ride a bike, I learn...

- Strength, balance and large muscle coordination
- To use my energy in a constructive way
- Concepts of speed, direction and location
- To use my imagination
- Self confidence as I muster new skills



When I explore nature, I learn...

- New vocabulary
- Concepts of texture, colour, weight and size
- To group objects in categories
- To observe similarities and differences
- To appreciate nature and develop a sense of wonder



Free on-demand streaming access available for the 'RAZZAMATAZZ', 'CIRCUS QUIRKUS' & 'WORLD FESTIVAL OF MAGIC' 2020 Shows

COVID has changed everything for all of us, and particularly so for the vulnerable and "high-risk" children and families, many who can no longer safely attend public spaces. We are unable to do live events, but as the old saying goes, "the show must go on" ...

3 wonderful not-for-profit organisations have teamed up to deliver their annual community events but this year with a difference... they will be streaming all 3 shows directly to the audience over the internet. We hope this provides children of all abilities and backgrounds an opportunity to experience world-class entertainment in an inclusive, accessible & safe environment where they feel free to be themselves without restriction or judgement.



Streaming Available from Friday 30th October - Sunday 1st November 2020 - hosted by the Immune Deficiencies Foundation Australia (IDFA)
A family-friendly show full of weird & wonderful gizmos & gadgets, and hilarious shenanigans from some of the most original & inventive minds in the world of visual & prop comedy.



Streaming Available from Friday 20th November- Sunday 22nd November 2020 - hosted by The Rotary Club of Preston
An eclectic & entertaining mix of circus acts brought to you from all over the world. Internationally renowned clowns, jugglers, acrobats & more, deliver hilarious, hugely engaging & sometimes death-defying acts of unbelievable skill.



Streaming Available from Friday 18th December- Sun 20th December 2020 - hosted by the Children's First Foundation
Audiences will be amazed by cutting edge, large scale illusions and intimate close-up magic by world renowned magician, Michael Boyd. Suitable for all ages and fun for the whole family.

This year audience members will be able to watch all 3 shows in their own COVID-safe bubble at home, in-school or if they prefer (and if it's safe) they can gather together to watch it as a group. The show can be watched at any time during the three-day period allocated for each show, and unlimited access means they can also watch it as many times as they like during that time. Or they can even just play their favourite bits over and over again.

All that is needed to enjoy our show this year is an internet connection and a device with a screen such as a PC, laptop, tablet or even a smartphone. We will provide you with a web address and a password for each show.

The "Razzamatazz" Show will be uploaded and available to stream on-demand from Friday 30th October 2020 @ 12.00 pm (midday) to Sunday 1st November 2020 @ 12.00 am (midnight)

Please click on the URL below and type in the password for access to the video on Vimeo.

<https://vimeo.com/showcase/idfa-razz2020>

Password: RAZZ2020

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 eServices 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 circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and 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 (28 January 2020) or term two (14 April 2020).

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 Veteran 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 2020 closes on 26 June, 2020.

CSEF payments cannot be claimed retrospectively for prior years.

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

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 Fleece 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: _____