

Edition 3, Thursday 5th March, Term 1 2020

Yesterday all parents would have received their child's PSG document for the 2020 school year. We hope that you have had a chance to read over the document in preparation for our Curriculum Day tomorrow, with PSG Meetings held at school with teachers and parents/carers. Our teachers are very much looking forward to this special opportunity to meet with parents and establish a shared focus for each child's learning goals for the 2020 school year. Parents are welcome to bring their child to school when they come for their meeting, and our ES staff will be able to engage and play with them whilst the meeting runs. It will be a lovely day and we thank you for taking the time to come in and chat with your child's teacher.

In our first five weeks of term, we have seen new students join our BSDS community, transferring over from other schools, starting school for the first time or starting school for the first time in Australia. It is always a privilege to welcome students to our school, and to support them and their family through this exciting experience. It is a delight to see these new students engaging so happily in their classrooms and school programs, and to see how warmly our students welcome their new classmates.

My Principal's Award for this edition is given to Isaac Harris. Isaac has had such a wonderful return to school – including engaging in some wonderful interactions with his class staff during classroom programs, developing his communication and social awareness. Isaac has had so much fun during story time in his class, engaging with the story and matching props with staff. Isaac has loved swimming this term in the Glenroy pool, and he even bravely blew bubbles in the water! He has been working so hard on his transitioning and moving as a group with his class. We are all so proud of all his efforts!



Please note that Monday 9th March is a Public Holiday, with no school. We look forward to seeing our students return on Tuesday 10th March.

Susi Wirth
Principal

DATES TO REMEMBER TERM 1 2020

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

DATES TO REMEMBER TERM 2 2020

DATE	EVENT TO REMEMBER
Monday 13 th April	Public Holiday – Easter Monday
Tuesday 14 th April	First Day of Term 2
Wednesday 22 nd April	Curriculum Day – No Students
Wednesday 29 th April	School Photos
Monday 8 th June	Public Holiday – Queen's Birthday
Friday 26 th June	Last Day of Term – 2pm Finish

BSDS PARENT GROUP TOPIC TASTERS



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

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

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

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

FINANCIAL ASSISTANCE – CSEF INFORMATION FOR PARENTS

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

CAMPS, SPORTS & EXCURSIONS FUND

(CSEF) - School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership. All are part of a healthy curriculum. CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

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

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

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

THE EDUCATION STATE

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

Broadmeadows SDS School REF ID

School Name

Parent/legal guardian details

Surname

First name

Address

Town/suburb State Postcode

Contact number

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

- - - **OR**

Foster parent* **OR** Veterans affairs pensioner

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

Student details

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

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

I understand that:

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

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

Signature of applicant Date

VICTORIA
State Government

TEACHING AND LEARNING PROGRAMS AT BSDS

LITERACY IN ROOM 20

Room 20 has had a great start to the year, especially in literacy. The students have been working on a range of skills including sequencing pictures to identify what comes next, sound identification using Cued Articulation and playing lots of cause and effect CVC games such as 'CVC Jenga' and 'Pop and Match!'. The children have also had a lot of fun learning how to blend and segment and are really enjoying learning how to separate 'real' and 'fake' words, further developing their phonological awareness as well as thinking about word meanings. Keep up the good work Room 20!



Respect

Opportunity

Engagement

Communication

Support

TEACHING AND LEARNING PROGRAMS AT BSDS

RDA STARTS FOR 2020

Our Riding Develops Ability program began in Week 5 with 4 groups of students meeting their new horses and the volunteers at RDA Oaklands.

The sessions were full of smiles, exclamations of "Go!" and cuddles with the horses before exploring the arena and all of the new games the wonderful volunteers had set up.

Everyone is very excited for the rest of the term as we get to know our horses more.



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Engagement

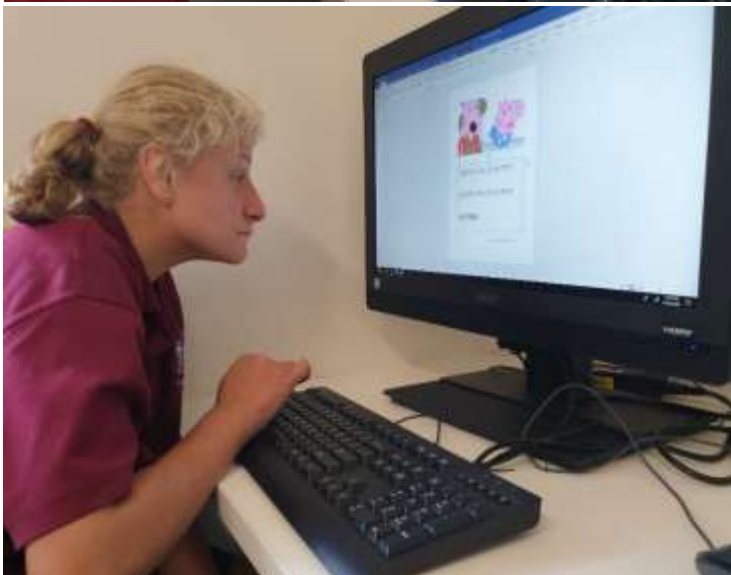
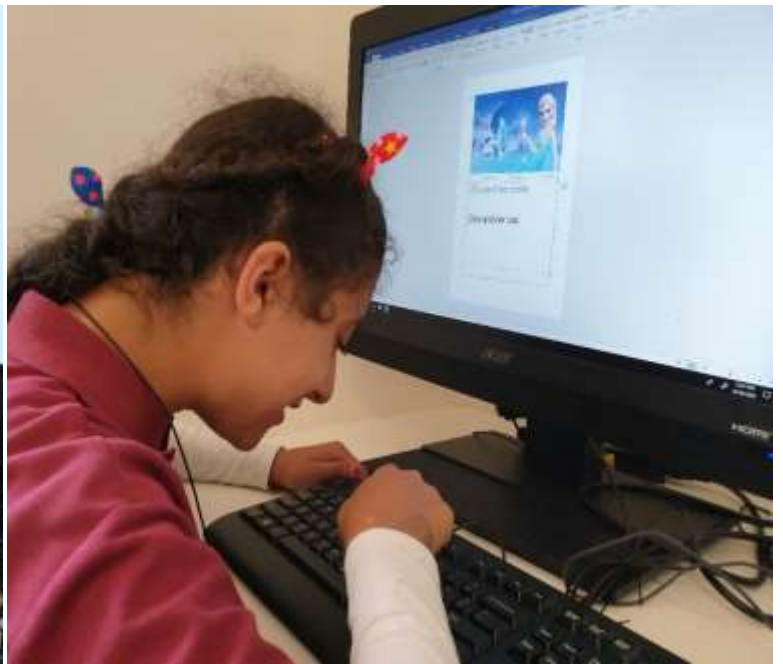
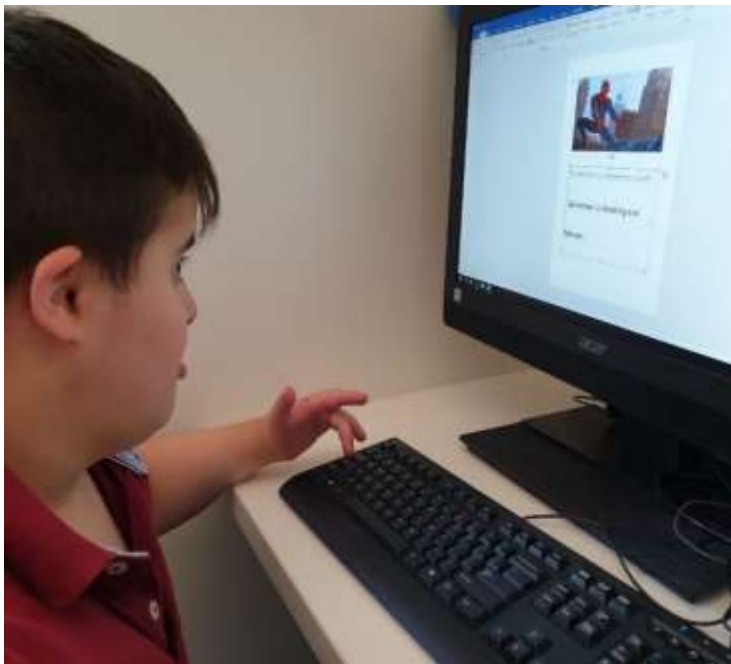
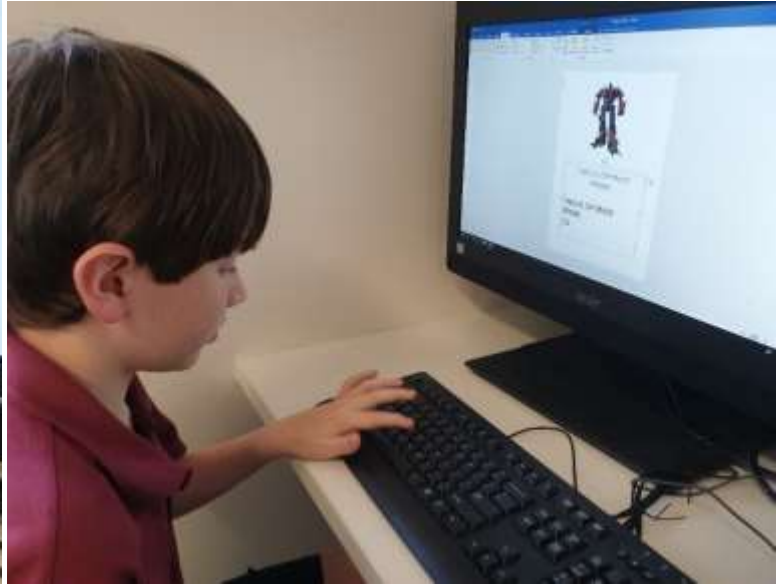
Communication

Support

TEACHING AND LEARNING PROGRAMS AT BSDS

DEVELOPING OUR COMPUTER SKILLS IN ROOM 22

Room 22 have had a great start to the year. They have been exploring digital technologies and developing their word processing skills on the computer. Using programs such as Microsoft Word, they have been able to write sentences about various things that interest them. Great work Room 22!



Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

READY, SET, BUILD!



Room 16 are exploring mathematics, play and construction through the story of Dog, as he builds a new home. We 'plan' our house by drawing squares, rectangles and triangles, and then build Dog his new home by sharing materials, developing our communication skills and taking responsibility for our work site.



Respect



Opportunity



Engagement

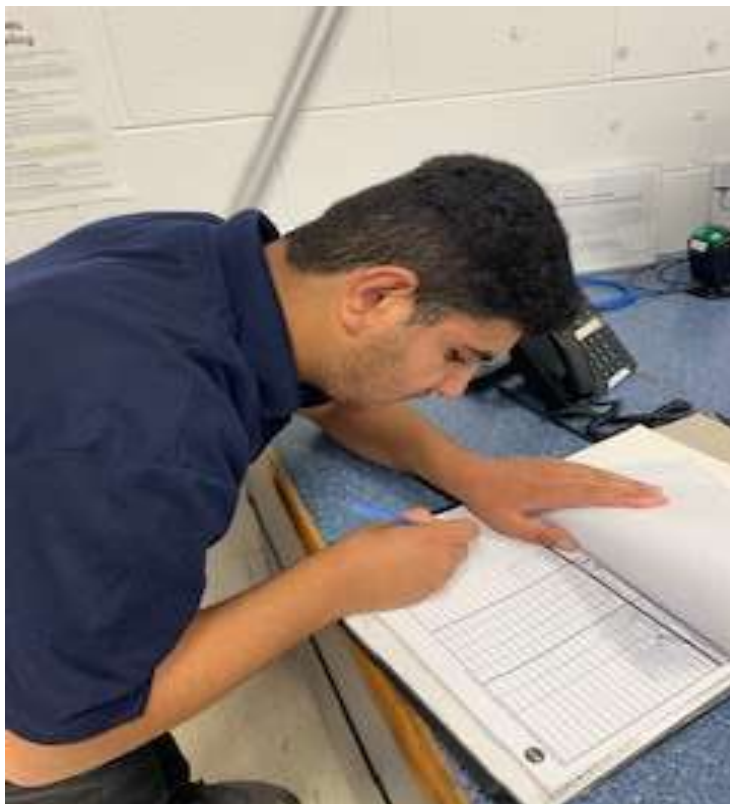
Communication

Support

TEACHING AND LEARNING PROGRAMS AT BSDS

BIG W

Each week we have a number of Secondary students going out into the community on Work Experience. Dany and Jihad go each week to Big W in Broadmeadows. At Big W they sign into the visitor's book and then request to speak to the manager, who then sets them up in an area to work. Their duties include placing sale stickers on sale items, returning stock to the correct area, making sure there is no rubbish on the shelves and that all shelves are stocked neatly. At times they even help with customer enquiries. At the end of the hour, Dany and Jihad return to the customer service desk where they sign out and say goodbye.



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BIKE EDUCATION

This term has seen the introduction of new bikes at both campuses. These include mountain bikes and low riders which have been a massive hit with the students. At the Sorrento campus, the students have been engaging in bike riding as part of the Physical Education program where students have learnt bike safety, following instructions and riding safely. We have also seen a number of students challenge themselves by riding different types of bikes that they are not used to and even students engaging in bike riding for the first time at school.



TEACHING AND LEARNING PROGRAMS AT BSDS

ARTISTIC CELEBRATIONS

We love seeing our students demonstrate new skills, that build upon their other strengths and abilities. This week, Room 21 were engaging in their 'My Family' unit and Oneel made these gorgeous figures from playdough – a mother with a baby and a father. We've seen Oneel's stunning drawing skills before, but loved seeing his creativity displayed in such a different artistic medium. Well done Oneel!



TEACHING AND LEARNING PROGRAMS AT BSDS

WELCOME MOHAMED

We've been delighted to see how well Mohamed, one of our new students, has settled into his new class and our school.

It is lovely to see him engaging in all classroom programs, working with focus and a keen interest in each task.

He particularly enjoys exploring books with different textures, forming playdough letters and engaging in water play. Well done Mohamed.



Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

GARDENING FUN



In Room 9 students have been enjoying a gardening experience through a sensory story as well as exploring aspects of the Sorrento campus garden area. The students have been enjoying the different sensory elements of the program, including tasting fresh herbs, sensory exploration of garden equipment and items such as seeds and flowers. The students especially enjoy watering the garden and enjoy running their fingers through the water at the same time.



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TEACHING AND LEARNING PROGRAMS AT BSDS

SO MUCH LEARNING IN THE FRUIT PROGRAM IN ROOM 15

Students from Room 15 are having a wonderful time engaging in our weekly fruit program. They are working on several skills including maths concepts, organisation and communication skills. Every Monday morning, students enjoy using a trolley to bring the fruit from the office to the classroom. They then work together to follow a visual schedule to count and organise the fruit into smaller boxes. Upon completion, students deliver the fruit boxes to all classrooms at the Dimboola campus.

Students enjoy ending the session with a tasty treat of their favourite fruit!



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TEACHING EARLY LITERACY SKILLS THROUGH SENSORY STORIES

Early literacy skills are the skills we learn before we learn to read and write. Some early literacy skills include increasing vocabulary, engaging in stories being read and developing print awareness, which includes skills such as holding a book upright, turning pages and following along as the story is read. In Room 9 at Sorrento we have been teaching these skills through sensory stories.

A sensory story is a story that has a sensory element that accompanies each page in the text. For example, during our 'Roadworks' story about trucks, each student in Room 9 has the opportunity to explore the toy trucks and drive them through our kinetic sand which resembles the dirt from our story. We also incorporate a lot of movement into our stories to help our students stay engaged and regulated. During our 'Roadworks' story we all drive our trucks through a tunnel just like in our story.

These experiences are not only fun and engaging, but also open up opportunities to increase our vocabulary and communication.



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Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

ROOM 24'S WONDERFUL START TO 2020

What an amazing start to 2020 Room 24 has had. Students have enjoyed exploring new learning adventures through different programs. We have all settled in well! Looking forward what the rest of 2020 will bring!



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MORNING MODULATION - ORGANISING OUR BODIES TO START THE DAY!

We all do different things to make us feel ready to start our day, whether that's making ourselves more alert by listening to music or helping us feel calm by drinking a hot tea.

Our students also need to do things so that they are ready and calm to start their school day. To support this, every morning once our students arrive at school they engage in sensory modulation activities. They are strategically placed into different activity groups to support their various sensory preferences and needs.

Activities are chosen to provide input through our different senses (visual, auditory, tactile, proprioception and vestibular). Some of the activities include: bike riding, jumping on the trampoline, dancing and music, obstacle courses, ball games and sensory tactile exploration. This allows the students to be at their optimal level of alertness to begin the school day and to engage in their programs.



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TEACHING AND LEARNING PROGRAMS AT BSDS

BSDS CAKE CATERING

We have received a constant stream of cake orders so far this term, with 5 cake orders in Week 4 and 4 cake orders in Week 5. The cake orders have featured favourite cakes like our Oreo Overload Cake, Gravity Defying M&Ms Cake as well as our Fairy Bread Cake and Unicorn Cake. We've also been excited to make new cakes on our menu, such as the Gravity Defying Popcorn Cake and the Giant Donut Cake. A special order cake was placed for a Lego Tower Cake, and our bakers created a stunning cake with a KitKat edging, M&Ms and sprinkle topping, with a Lego police car and police station on top. So much fun! Thanks to Astella, Zack and Blake for all of your efforts in the kitchen this fortnight - we are delighted with the results! We celebrate the work of our BSDS Cake Catering team on our Instagram page at: [@in_our_bsd_kitchen](https://www.instagram.com/in_our_bsd_kitchen) - take a look and follow us!



GIVING YOUR CHILD CLEAR INSTRUCTIONS

Article content courtesy of: <https://raisingchildren.net.au/school-age/behaviour/behaviour-management-tips-tools/requests-instructions>

One of the most important keys to setting your child up for success is making sure that your child is getting the message you're trying to send. When it comes to parenting, sometimes the way instructions are given can be just as important as what you're trying to communicate.

Requests and instructions: the difference -

A request is when you ask your child to do something. For example, 'Will you help me fold this washing?' or 'Do you want to wear your coat? It's cold today'. Your child can choose to say yes or no to a request.

An instruction is when you tell your child to do something. For example, 'Please help me fold this washing now' or 'Please put your coat on when we go out'. This tells your child what you want them to do and when. You're not giving your child the option of saying no.

It's important to **be clear about whether you're asking or telling** your child to do something. If you say something like, 'Why can't anyone help me tidy up in here?' it's harder for your child to know what to do. They might not know whether you're asking for their help, telling them what to do, or complaining that no-one is helping. If what you want isn't clear, you probably won't get it!

Giving effective instructions - Instructions can be hard for your child. These ideas can help you get more cooperation when you need to give instructions.

Ensure you have your child's attention. Getting your child's attention will help make sure they are listening. You can do this by:

- moving in close – within 2 metres is ideal
- getting down to your child's eye level
- using your child's name
- waiting for them to look at you or cease their play before talking more
- using a low and calm voice
- giving the instructions in simple, clear language
- using visual cues like objects or Key Word Sign

Use clear language. Instructions should be clear, short and appropriate for your child's age. For example, for a toddler you might say 'Toys away'. But for a five-year old you could say 'Time to put your toys away now'.

Be positive - positive instructions help your child succeed because they tell your child exactly what you want them to do. For example, say 'Sit at the table' instead of 'Stop running around and sit down'.

Give instructions that include options - This can increase the chances of your child doing what you ask, because it gives your child some choice. For example, 'It's bath time. Do you want bubbles or no bubbles?' Or 'It's time to get dressed – the red pants or the blue ones?'

Helping your child learn to cooperate with requests and instructions - It can take time for children to learn to cooperate with instructions and requests. These ideas might help things along:

- Keep using the same, familiar words – for example, 'Listen Jamie', 'You need to' and 'Now please'. These words act as cues, and eventually your child will understand.
- Give your child praise and encouragement when they do cooperate – for example, 'Great job, I couldn't have done it without you'.
- Set up daily routines. A routine can help your child get through repetitive daily tasks. Routines can also be particularly helpful for young children and children with additional needs.
- Try engaging your child in tasks by making them fun or part of a game. For example, 'Beat the buzzer' is a game that can help children get ready and out the door in the morning.

GIVING YOUR CHILD CLEAR INSTRUCTIONS

Article content courtesy of: <https://raisingchildren.net.au/school-age/behaviour/behaviour-management-tips-tools/requests-instructions>

Working With Your Child Who Keeps Saying No



If something isn't up for negotiation, avoid giving your child the opportunity to negotiate.

**Would you like to
clean up?**



**It's time to
clean up.**

**I need you to get
dressed, okay?**



**We're getting
dressed now.**

**What do you think
about brushing your
teeth first?**



**After you brush
teeth, then we
can read 3 books.**

**Stop saying No.
Mommy told you what
to do. Now do what
you're told or else.**



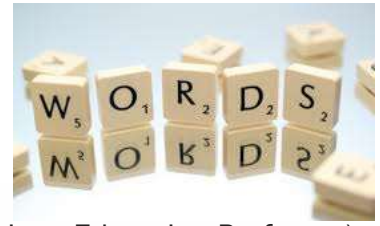
**You keep saying No. I
wonder what you need.
Please tell me so I can
help you.**

@southbaymommyandme

HELPING YOUR CHILD BUILD A STRONG VOCABULARY

Article content courtesy of: <https://www.parenttoolkit.com/academics/advice/english-language-arts/helping-your-child-build-a-strong-vocabulary>

To succeed in school and beyond, children need to build a robust vocabulary. Children learn a lot from the adults in their lives and there are many ways you can help your child learn new words. Here are some tips you can use at home to expand your child's vocabulary.



“Goldilocks Principle” - Try not to overdo it. Professor Nell Duke (University of Michigan Education Professor) recommends applying the “Goldilocks Principle” when trying to teach your child new words: not too many words at one time and not too few. A rule of thumb is to choose five unfamiliar new words for your child to learn at a time. See how often everyone in the family can use those words in everyday conversation.

Multiple Exposure - Typically, a child needs to hear a new word 4 to 12 times before it is added to their vocabulary. When you introduce your child to a new word, try to keep a mental note of it and work to use it again in your conversations with your child. It is also important to use the word in a variety of different contexts, wherever it applies. Don't be afraid to throw in a word that you had focused on previously as well. Repeated exposure is one of the best ways to master new vocabulary words.

Not Black or White - Many people see learning new vocabulary as a very black or white issue; either you know the word or you don't. However, expanding one's vocabulary really exists on a sliding scale. There are words that you have heard before but you don't actually know the definition. There are words that you understand when other people say them but you would never use yourself in daily conversation. Then there are words that you regularly use in the course of your daily life. Kids go through this as well as they develop their vocabulary. Try not to restrict yourself to only using words that your child knows, and don't stress if your child doesn't use the same word you do to refer to an object or item. For example, instead of calling a helmet a “helmet”, your child may call it a “hat”. After a while, though, they will begin to understand the subtle difference between the two and start referring to it as a “helmet”.

Make Words Concrete - As you are teaching your child new words, it is important to help visualise them. For nouns, show your child a picture of it by searching online, or showing a picture in a book or magazine. If it is an adjective, find things that can be described using the word. For example, if you come across “scratchy”, point out the scratchiness of sand paper or a man's chin. With verbs, try acting out the word with your child. Children love moving around as you explore the words “prance” or “prowl”.

See It, Say It, Write It - If your child comes across a word in a book and asks you how to pronounce it, encourage them to repeat the word out loud after you say it. Similarly, if your child hears a new word in the course of conversation that is unfamiliar, spell the word out for them and or write it down on a piece of paper so that they can see the word.

Read Daily - Books are the number one way to expose kids to a richer vocabulary. As often as possible, read books with your child. When your child comes to a word that they don't know, give your child a quick kid-friendly definition and continue reading.

New Words Are Everywhere - Help your child build their vocabulary by taking them to new places and exposing them to different ideas. Visit your local zoo or the nearest museum and have your child describe the various animals and exhibits that they see. Take your child along with you as you head off to the bank, the supermarket, or the post office, and see what new words you can discover.

Words with Multiple Meanings - Kids are often challenged by words that have multiple meanings. English is full of these types of words, such as “days” and “daze”. It is important for parents to be aware that kids will need help in this area. To help your child understand the different uses for the same word, show them or explain the word's meaning. For example, if they use the word “bat,” ask if they meant the dark animal that flies at night or the wooden stick used in baseball.

Learning Beyond Words
FAMILY SUPPORT IN THE COMMUNITY

LITTLE DREAMERS

Little Dreamers is Australia's leading Young Carer support organisation. We recognise that not all young people in caring roles label themselves as a carer, because it's just something that they do. That's ok! We have six tailored direct support programs that work with Young Carers and their families to enhance their quality of life and overall wellbeing.

From cities to rural farms, we work in every corner of Australia ensuring Young Carers are never left out, forgotten or lonely. We're also passionate advocates for Young Carers, with a big focus on Government policy and school and workplace carers accreditation.

A Young Carer is someone under the age of 25 who provides, or intends to provide care for a family member with a disability, illness, mental illness or an addiction.

While Young Carers often learn compassion, kindness and empathy from having a caring role, being a Young Carer can impact on one's education, social life, employment and mental and physical health.

- 1 in 10 Australian youths are Young Carers
- Carers Australia estimates 2 to 3 Young Carers in every Australian classroom
- 50% of Young Carers live close to or below the poverty line
- 40% of Young Carers do not finish high school
- 60% of Young Carers are unemployed
- 2 in 3 Young Carers experience mental illness
- Young Carers have been named in the top 4 marginalised youth groups in Australia

Just some of our programs include:

DREAM EXPERIENCE - Ever wanted to ride in a hot air balloon? Or run onto the ground with your favourite footy team? We can help! Our Dream Experience Program is a short-term support designed to celebrate and reward Young Carers for all they do. If you (or someone you know) is a Young Carer, apply online, list a few things you'd LOVE to do, and we'll organise your one of a kind Dream Experience!

HOLIDAY PROGRAM - Our Holiday Program gives Young Carers the opportunity to have some fun on the school holidays, connect with other Young Carers and take some time out from their caring role. Run in Melbourne and Sydney every school holidays, these full days of fun include workshops, arts and crafts, exercise, dance, drama and music, in awesome locations such as Luna Park!

BIG DREAMERS - Being a young person between the ages of 14 and 18 is tough. Mental health becomes increasingly important for Young Carers at this age, as they navigate identity, career, relationships and the added responsibility of a caring role. Built from personal experience and qualitative research, the Big Dreamers Personal Development Program runs for six months with 15 inspiring Young Carers aged 14-18. The aim of the program is to empower, develop resilience and provide the opportunity for building new skills and finding hidden talents.

CONTACT US
03 9973 9078
8-12 Alma Road
St Kilda VIC 3182

For more information or to apply for programs online visit:

<https://www.littledreamers.org.au/about-us/>



Respect

Opportunity















Engagement

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KEY WORD SIGN TIPS – LUNCH BOX VOCABULARY

Our KWS focus vocabulary for this edition features language related to packing your child's school lunch box. From snacks, to fruit, sandwiches or hot food, we hope that you will be able to find a few key words that you can use each day when packing your child's lunch box. You could turn this 'everyday' task into a special moment with your child – getting your child involved in the choice making whilst developing their receptive and expressive language. Pair the real object (e.g. – an apple) with the KWS and see if your child imitates you. Taking 10 minutes each day to pack your child's lunch box with them, in conjunction with using KWS, will go a long way to developing their vocabulary.

 <p>Sandwich</p> <p>Open both hands, bend all third knuckles, thumbs under. Place fingers of non-dominant hand between fingers and thumb of dominant hand. Move formation from dominant to non-dominant side in front of chin.</p>	 <p>Cheese</p> <p>Bend open dominant hand at third knuckles. Move dominant hand finger tips side to side above palm of open non-dominant hand.</p>	 <p>Bowl</p> <p>Slightly cup both hands, blades touching, and hold in front of body. Move hands apart in small upward arc to represent outline of bowl.</p>
 <p>Chips</p> <p>Place tips of extended index fingers and thumbs together at chest height. Pull hands apart whilst thumbs close onto fingertips. Repeat movement.</p>	 <p>Chocolate</p> <p>Fingerspell 'C' with dominant index finger and thumb. Rest tip of thumb against cheek near mouth. Rock hand twice, thumb still in contact with cheek.</p>	 <p>Vegetemite</p> <p>Extend and spread dominant index and middle fingers. Brush fingertips of formation across palm of open non-dominant hand, palm up, towards body.</p>
 <p>Meat</p> <p>Point tip of extended dominant index finger into dominant side of neck, twice. (V, S, W, NT, T)</p>	 <p>Biscuit</p> <p>Extend dominant thumb. Move thumb tip in small circle on the back of relaxed non-dominant hand.</p>	 <p>Banana</p> <p>Extend non-dominant index finger. With extended dominant index finger and thumb together, make two downward "peeling" movements of non-dominant index finger. (Natural picture).</p>
 <p>Grape</p> <p>Form an 'O' with tips of index fingers and thumbs of both hands and place these formations together at chest height. Move dominant hand to mouth. Repeat action.</p>	 <p>Orange</p> <p>Hold cupped dominant hand at corner of mouth, palm forward, close to fist twice.</p>	 <p>Pizza</p> <p>Hold open dominant hand, palm up, fingers pointing backwards, at shoulder height. Twist hand, twice.</p>
 <p>Eat</p> <p>Close dominant fingertips onto ball of thumb. Tap formation on chin, twice.</p>	 <p>Drink</p> <p>Shape dominant hand as for holding a glass – tilt to mouth as for drinking. (Natural gesture - mime the action).</p>	 <p>Hungry</p> <p>Place extended dominant thumb on side of neck. Make two forward strokes with thumb. (V, S, W, NT, T)</p>

Learning Beyond Words
BSDS TAKE HOME TIPS

KEY WORD SIGN TIPS – LUNCH BOX VOCABULARY



Butter

Brush fingertips of open dominant hand along lower palm of open non-dominant hand, twice.



Juice

Place open dominant hand, fingers spread and crooked, palm down, over open non-dominant hand, palm up. Twist dominant formation over non-dominant hand, twice.



Cut

Move dominant extended index finger towards body, across open non-dominant hand, palm up, once.



Microwave

Hold both hands with fingers held behind thumbs in front of body, palms towards each other. Simultaneously flick fingernails off both thumbs, repeat movement with emphasis.



Plate

Move extended dominant index finger in a circle above palm of open non-dominant hand.



Refrigerator

Make a fist with dominant hand as though gripping a handle. Move hand towards body, then back.



Choose

Extend dominant index finger and thumb. Close index finger onto thumb while moving hand towards body. In 9. Some states use two hands or use this action from extended non-dominant hand index finger and middle fingers.



Lolly

Point dominant index fingertip into cheek. Keeping tip on cheek, roll formation forward and back, twice.



Which

Extend dominant thumb and little finger, palm down and move this formation from side to side, twice.



Like

Move open dominant hand in small circles on chest.



Bread

Move blade of open dominant hand along lower palm of open non-dominant hand, twice.



Spaghetti

Extend and spread dominant index, middle and ring fingers pointing down. Lower the formation close to open non-dominant hand, palm up. Circle extended dominant fingers about dominant palm with thumb towards mouth, fingers pointing up.



Butter

Brush fingertips of open dominant hand along lower palm of open non-dominant hand, twice.



Peanut butter

1) Finger spell "P". 2) Brush fingertips of open dominant hand along lower palm of open non-dominant hand, twice.



Choose

Extend dominant index finger and thumb. Close index finger onto thumb while moving hand towards body. In 9. Some states use two hands or use this action from extended non-dominant hand index finger and middle fingers.



Apple

Slightly spread fingertips of cupped dominant hand. Stroke chin upwards, twice.



Bread

Move blade of open dominant hand along lower palm of open non-dominant hand, twice.



Key Word Sign
Victoria

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?

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:

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

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: 509—Sorrento Campus
Sorrento (East Broadmeadows): 93021244



\$75 OFF

2020 Party Packages!

Offer Valid on We Rock the Spectrum, Preston VIC's Party Packages for available 2020 Party dates booked before March 25, 2020. Valid on New Bookings only. Not valid for Private Playdates or Events. Conditions Apply. **Quote Code: 2020Party**



We Rock The Spectrum® KIDS GYM

For All Kids - Australia

PARTIES AT WE ROCK THE SPECTRUM KIDS GYMS

Looking to wow your children and their friends with a truly unique and fun-filled celebration? Our indoor sensory play gyms, incredible staff and party facilities mean parents and carers can relax and join in the fun, knowing their kids of all ages and abilities are having the times of their lives.

Opt to privately hire the whole venue with our **Rock Deluxe Package** or host a smaller event with our **Rock Star Package**. Either way, a rockin' good time is guaranteed.

ROCK DELUXE PACKAGE

Inclusions:

- Exclusive use of Gym & Party Room
- Up to 24 Kids
- 2 Hour Party • 2 Party Hosts
- Printed or Digital Invitations
- Decorations & Tableware
- Themed activity - Circus/Ninja etc.
- Self Cater or choose an Add On



\$500

ROCK STAR PACKAGE

Inclusions:

- Use of Party Room - Gym remains open
- 6 - 15 Kids
- 2 Hour Party • 1 Party Host
- Printed or Digital Invitations
- Decorations & Tableware
- Self Cater or choose an Add On



\$25 per child

PARTY ADD ONS...

We Rock Party Catering: \$6 per child
Cookies, Fruit Platter, Popcorn, Cornchips, Lamington Fingers

Fabulous Catering Kids Party Catering: \$10.50 per child
Chicken Bites, Meatballs, Sausage Rolls, Mini Pizzas, Pies, Dim Sims, Crumbed Calamari, Spring Rolls

Adult Platter: \$30 each (Serves 10)
Crackers, Dip, Cheese Selection, Antipasto Mix

Themed Sensory Activity: \$5 per child, per activity
Rainbow Foam, I-Spy Bottles or Necklace Making

We Rock Guest Gift: \$3 per child
Putty, Bubbles, Mini Eraser Packs, Splat Balls or Squishies

Add Ons must be booked at least 7 Days prior to the event.

PARTY INFO

3 Daily Timeslots

SATURDAYS & SUNDAYS

12.30 - 2.30PM

3.00 - 5.00PM

5.30 - 7.30PM (ROCK DELUXE ONLY)

\$150 Deposit Required to Confirm Booking

PARTY ROOM HIRE ONLY
(Does not include gym entry fee for kids)
Weekends - \$150 per hr
Weekday - \$100 per hr
Outside of Business Hrs - \$75 per hr

INFO & BOOKINGS: WWW.WEROCKTHESPECTRUMPRESTONVIC.COM

We Rock the Spectrum Kids Gym – Preston, VIC
378-380 Gilbert Rd, Preston



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: _____



NDIS Plans

①	_____
②	_____
③	_____

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

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

Student Name: _____ Class: _____

NDIS Number: _____

NDIS plan start date: _____

NDIS plan review date: _____

Delivered by the
National Disability
Insurance Agency

's National Disability
Insurance Scheme (NDIS) plan

Name: _____
 NDIS number: _____
 NDIS plan starts: _____
 NDIS plan will be reviewed by: _____

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

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

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

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