Edition 18 Term 4 30th November 2018

How quickly this term is moving by – we can scarcely believe that we have finished our eighth week of the term. Two incredibly momentous events have occurred since our last newsletter edition, that signify the beginning and ending of school life – 2019 Prep Orientation sessions and our 2018 Graduation Ceremony.

With two of three Prep Orientation sessions now completed, we have been delighted with how wonderfully well our newest BSDS students have done. From exploring the Pirate Ship and playground, bouncing with new friends on the trampoline, playing with toys and puzzles, painting and drawing and even taking home their first piece of school artwork, the sessions were filled with incredibly special moments and experiences. It was fantastic on the very first Prep Orientation morning to spend some time chatting with our new Prep parents, over a coffee and some morning tea, where they were provided with some warm reassurance from Belinda Webb (one of our Learning Specialists) about the joys ahead of their child. Important connections were formed for both parents and students on that first day, and we can’t wait to see how those relationships are strengthened in years to come.

Another incredibly significant event that occurred today was our 2018 Graduation Ceremony. Hosted at our From Little Things...Café, an official ceremony was held with speeches and videos of our Graduates before certificates were handed out along with stunning photo boards of each student, from their youngest years to now. Each family had the chance to then take a photo with their graduating student next to our special graduation cake, before joining together outside for an afternoon tea. Many staff attended the event, to take a moment to recognise how important each student has been in the fabric of our school and to wish them well for their future. It was a bittersweet afternoon for many, but one filled with warmth, reflection and absolute celebration of the incredible young people who are soon to say goodbye to Broadmeadows SDS. Adam, Alyssa, Ben, Ecmel, Jake, Junior, Mark and Omer – thank you for all that you have brought to our school and we truly wish you all the very best.

In our busy world, sometimes it is the little things that make us pause and bring us happiness and remind us of what is important in life. This week, staff witnessed two simple acts from Georges from Secondary Room 11 that showed the simple things that we can do to connect with those around us and the power of kindness. During a playtime session, Georges had a drink and a classmate had an empty cup. When his peer said they had finished their drink and was still thirsty Georges immediately filled up his friend’s cup to share a drink together, making his friend smile. During the same week, Georges had been cooking pizzas in the kitchen with his class, when another student came in to cut up pizzas that he had made earlier that session. Georges watched his friend Blake from another class cut up the pizzas and asked if he could have a piece. When Blake shared his pizza with Georges, Georges said thank you and then turned and walked to his own pizza, took a slice and walked back to Blake to share with him – so Blake could try the different flavours. Such generosity, kindness and desire to help and share with others is to be truly admired and are qualities that we can all aspire to have. Georges, we are so incredibly proud of the young man that you are and the impact you have on others around you, and I’d like to give you my Principal’s Award in recognition of the wonderful things that you do, each day.

Susi Wirth, Principal

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<tr>
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SCHOOL NEWS AND UPDATES

SCHOOL UNIFORM

Broadmeadows SDS has a compulsory school uniform which is now supplied by State Schools’ Relief. The decision was made to change to a new supplier due to rising costs. The uniform remains exactly the same.

State Schools’ Relief is a not for profit organisation that supports the needs of underprivileged Victorian government school students by providing new school uniforms, shoes and educational resources.

They work side by side with all Victorian Primary, Secondary, Special Developmental and Language schools to ensure that any students facing hardship have the necessary clothing and appropriate footwear for school. Changing providers means that we will need to change the way uniforms are purchased.

Attached to this newsletter is a uniform order form (example shown below – actual form attached to back of newsletter) -

- **Step 1** Fill in the order form
- **Step 2** Return the form to school with payment
- **Step 3** The uniform will be delivered to school and sent home with your child

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**UNIFORM ORDER FORM**

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**TOTAL**
CANTEEN TERM 4
We would like to remind families that Canteen will not run in Week 11 of Term 4, our last week of term. Until then we hope your child continues to enjoy their delicious Canteen lunches!

On the menu...
Summer Noodle Cups, Margarita Pizzas, Apple Muffins, Popcorn Trail Mix with Dried Fruit and Fruit Cups.

SELLING FAST! “A YEAR IN OUR KITCHEN”
It is with tremendous excitement that we share with you our very own BSDS Recipe Book, just in time for the busy festive season! Filled with recipes from our Secondary run catering programs, including our weekly Mobile Munchies staff lunch program as well as one-off special events, this recipe book is full of much loved savoury and sweet meals. This collection features our ‘by demand’ recipes, meals that were called on time and time again as they were so delicious! Order forms for this bound and glossy recipe book are attached to this newsletter and we have been so pleased with the support of and interest in this recipe book with lots of sales already. We would love to share a wonderful year of learning, cooking, laughter, friendships and good food with you.

Recipe Index:
Savoury
Avocado, Pecan and Lemon Tart
Grilled Avocado with Broccoli, Peanut and Cucumber
Lemon Curd Cheesecake
Baked Spinach Tart with Spring Vegetables
Spinach and Ricotta Tart
Potato Puff with Tomato Salad
Spinach, Ham and Ham Salad
Spinach, Pesto and Pesto Puffs
Tortilla Puffs with Ham and Cheese
Sweet
Lemon Curd Tart
Pavlova Love Cakes
Tiramisu Cupcakes
Lemon Slice

Thank you for purchasing the very first A Year In Our Kitchen recipe annual. All profits raised from the sale of these recipe books will be donated to the Feed Melbourne program to provide food relief to people and families in need in our community.

All recipes featured in this book have been our favourite menu items from our time spent in the kitchen during our Secondary Catering programs. From brunch items to main meals and of course baking treats, our Secondary Catering team have produced some wonderful meals, and we hope you enjoy cooking them at home too.

BSDS COLOUR RUN
It’s a bird! It’s a plane! No... it’s The Colour Run! This special event combines the fun of a whole school running event with colour and festivities – a sure fire hit! Not only will the BSDS Colour Run be about getting outdoors and getting active within an un-timed running event, all participants will experience the fun of the running through clouds of (fully washable and child safe) colour!

With only two rules, the idea is easy to follow:
1 - Wear white at the starting line!
2 - Finish the race vibrantly coloured top to toe!

After Colour Runners complete the race, the fun continues with an unforgettable Finish Festival. There will be celebrations, music and some special ‘added colour’. The BSDS first ever Colour Run will be held Thursday the 13th of December. The Colour Run event will have multiple course options and will run across our 2 campuses to cater for all students. More information will be on the way...so stay tuned!
NATHAN’S EXCELLENT COMMUNICATION

A key element of the work Occupational Therapists do in our classrooms at BSDS is supporting students to recognise and address their sensory needs. Once these needs are met students are observed to be more focused and engaged in their learning. We were absolutely thrilled when Nathan from Secondary Room 2 recognised his need for movement and communicated this to staff by presenting them with a “break” visual to request some time to meet these needs outside of the classroom. This is such an achievement for Nathan, and is a skill that he will keep working on, as it will have a powerful impact on his learning and wellbeing - now and in the future.

ONEEL’S ARTISTRY CONTINUES...

Oneel’s wonderful drawing skills were specially called upon last week to fill the external walls of our Early Primary buildings with vibrant, colourful scenes for our first Prep Orientation session, to welcome the new Preps into the outdoor play space. Oneel drew two stunning Peppa Pig scenes, complete with intricate details like eye-lashes, as well as a Thomas the Tank wall, a Telly Tubbies scene and a wall of colourful dots, with the matching colour name underneath. Oneel, thank you for bringing such colour to what was a special morning.

ISSA’S DELIGHT IN HIS ART EXPERIENCE

The look on his face says it all – Issa from Middle Primary absolutely loved a recent sensory based sculpture project in Art. The colours of the feathers and the lines and angles of the toothpick sticks delighted Issa, as he gently held his work in his palm with staff, and tilted his head from side to side to check out his work from all different angles! He enjoyed the feeling of the cool and soft clay on his hands and looked up at staff to share his fascination as he inspected his completed project.

KHALED SHOWS HIS GENEROSITY AND THOUGHTFULNESS

Recently Khaled from Secondary Room 11 brought in something special to share with his class, a tub of mango sorbet! Khaled is a 'smoothie enthusiast' and loves making Mango Smoothies and can recite the recipe off by heart! Khaled was excited to share with his friends the cool, creamy sorbet after a hot day – and his class staff were overwhelmed with pride to see his thoughtfulness and kindness.
The Planning Meeting
Many of you will have or soon will be receiving a phone call from the NDIA (National Disability Insurance Agency) to arrange your first appointment. At this appointment, you will have the opportunity to meet in person with the planner from NDIA and the Local Area Co-ordinator (LAC). Our Local Area Co-ordinators are through ‘Brotherhood of St Laurence’.

At this meeting you develop your ‘plan’ for your child. This includes all the supports and services you would like to receive for your child for the following 12 months.

It is important to talk openly about what your child’s needs are and what day to day life is like for you and your family so the planner can help you identify the most relevant supports to put in your plan.

What supports can you ask for in your plan?
There are a wide range of things you can access through the NDIS plan for your child.

The following are supports and services that you may be able to include in your child’s plan:
- Support with daily personal activities
- Transport to enable participation in community, social, economic and daily life activities
- Therapeutic supports including behaviour support, occupational therapy, speech pathology, physiotherapy
- Help from skilled personnel in accessing aids or equipment assessment, set up and training
- Home modification design and construction
- Mobility equipment
- Vehicle modifications

Increasing a child’s independence, social participation and access to the community are key areas that the NDIS will help address.

Can Broadmeadows SDS help us? YES! Let your child’s teacher know when your appointment is and we can write a letter outlining some of the supports you may like to include in your plan. You can take this along to the meeting.

If you have any questions regarding the NDIS plans and how Broadmeadows SDS can help please feel free to call Megan Adams (Assistant Principal) or Lucy Sutherland (Therapy Co-ordinator) on 9302 1244 or speak to your child’s teacher.

MORE NDIS SUPPORT FROM DPV HEALTH
DPV Health are offering FREE NDIS pre-planning assistance to anyone who needs help before their NDIS meetings.

Should you want any extra support, please contact DPV Health on:
NDIS.preplanning.request@dpvhealth.org.au
Main office number: 8301 6200

DPV Health are keen to support your NDIS questions.
Learning Beyond Words

TEACHING AND LEARNING PROGRAMS AT BSDS

LACHLAN LOVES MAKING HIS OWN LUNCH – THE POWER OF SUPPORTING LIFE SKILLS AND DEVELOPING AUTONOMY

We are excited to share with you a great personal achievement for one of our Secondary students Lachlan Taylor from Secondary Room 7. Lachlan has learnt to bring his noodles to the kitchen, and to open the cupboards to look for his bowl, a container for cooking the noodles in and a fork. With some verbal prompting to refer to the next step in his visual schedule, Lachlan will ask for "help" to open his noodle packet before he crunches the noodles into the container and covers them with water. He particularly likes to play with the timing of the water tap and will giggle if he puts too much water in before he can turn off the tap! He clips the lid down on his container and opens the microwave to put it in and with a verbal reminder, he will shut the microwave (and will tap it for good luck).

He is supported to find the right buttons for heating up his noodles using pink stickers on the number pad for the set cook time, and a large green sticker on the 'start' button. He knows to tap the pink sticker 3 times for 3 minutes and then green sticker to 'go/start cooking'. Lachlan will wait by the microwave until it is ready. He gets out his non-slip table mat and will open the microwave and will point to his noodles to indicate that staff need to help him get them out as they are too hot. Lachlan loves the part where the noodles are poured out into his bowl and then he can finally add the flavour - we know it's controversial as many would put the flavour in first, but this is his way!! He will hand the flavour satchel to staff whilst vocalising “help”. He will then take his noodles to the table with staff assistance and sits down to enjoy his self-made banquet for one. We are so proud of Lachlan's efforts to learn how to make himself a meal and we couldn’t be happier with the pride we have seen in him for having achieved something so big for himself. Well done Lach.

SUPPORTING YOUR CHILD TO DEVELOP LIFE SKILLS AT HOME

Article content courtesy of: https://www.parents.com/toddlers-preschoolers/development/social/teaching-toddler-independence

- **Take time to teach** - Take time to train your children with "grown up" tasks to build their sense of independence. Identify one new task per week that your child could do with some teaching. Divide the task into steps and teach your child how to do it -- then make it their job. These tasks may seem simple to us, but they help children develop a sense of confidence. For example, children can learn how to clean up their play area and put dirty clothes in the hamper, or help clear the dinner table and make their beds.

- **Hold back the help** - Never do for a child what they can do for themselves. Allow your child to try to tie their shoes, pour their own cereal, and put on their coat in the morning (if they can't zip it on their own, start it off for them and then your child can finish the job). Running low on time? Set the alarm clock for 15 minutes earlier so you can give your child the extra time they need to complete their tasks.

- **Provide direction when needed** - Some parents tend to do all of the talking when it comes to goals or feedback - this can block a child's opportunity to develop the vital, language-based skill of self-direction. So instead of telling children what to do, have them tell you what they are going to do -- it gives them ownership of the challenge. Of course, if they do need some suggestions or help on how to complete a task, it's okay to step in and offer assistance.

- **Praise their efforts** - Even if the end result isn't perfect, let your child know that you appreciate their hard work -- and encourage them to keep trying. Childhood is a crucial time and the precursor to adolescence, so parents should praise even the smallest accomplishments at first -- putting on their socks, pouring their own juice -- to advance them on the path to self-reliance.
Room 19 had an amazing time at the Circus Oz performance recently. We watched acrobats, balancing acts, trapeze and rope climbing. All the students did such a great job in the audience, cheering on the performers. The show taught lessons of teamwork and looking out for your friends.
WILD WEATHER IN OUR CLASSROOM!

The students in Room 19 have been conducting science experiments for ‘Wild Weather’ - looking at how the rain clouds get too heavy with water and how it falls through as rain. All students made their own ‘rain clouds’ and slowly added water until it fell through the clouds. The students loved seeing the rain trickle down, and worked with such focus and curiosity!
Students have experienced indoor and outdoor lawns bowls during the Term 4 Interschool Sports program and have played several bowling skills activities and lawn bowls matches. All students loved the experience, and really focused on aiming the ball and slowly but firmly guiding the ball towards the target.

Special ‘bowling medal’ mention is given to Dany for trying his hardest at all times – he was an absolute standout!
Learning Beyond Words

TEACHING AND LEARNING PROGRAMS AT BSDS

OUR SECONDARY CATERING TEAM RISE TO THE CHALLENGE

Using our very own A Year in Our Kitchen recipe book, some of our Secondary students catered for the Parent Morning Tea for our first Prep Orientation session on Friday 23rd November. Blake, Orbay, Jayden and Maddy baked a Persian Love Cake, Lemon Slice and Blueberry Muffins – and showed such cooperation, skill and pride during this withdrawal session. The students chose to give up their play times to cook in the kitchen, and the aromas coming from the oven after each session were amazing! The baked goods looked incredible and we are so proud to be able to ask our Secondary students to cater for these special events.

We’ve loved receiving our Cake Catering orders during the last two terms and last week we received a very special request cake for one of our Early Primary students. A special party was being held to wish one young man all the best, so his teacher asked our Secondary students if they could make him a cake – and of course they said yes! With a few tips about his ‘favourite things’ our students whipped up an incredible Kit Kat Minions cake and we were thrilled to be able to deliver it - bright and vibrant and ready for this special class afternoon tea party. Well done Blake, Ben, Orbay and Jayden for all of your hard work and care in making it.
What is play? Play is a child’s main occupation (it’s what they do). Play is how a child learns. Play incorporates all areas of development - speech, language, fine and gross motor skills, social skills. Play is child directed. Play is fun!

Why is play so important? Play is something in which humans of all ages from diverse cultures engage, although the purpose for and the type of play may be different across ages and cultures.

In play experiences, children integrate emotions, thinking and motivation and this develops and strengthens neural connections critical to effective brain development. This in turn supports memory and thinking skills, and language and literacy skills.

When children play they use imagination and show imitation and curiosity and persistence through their development of creative skills.

Play fosters strategies for problem solving and the development of flexible thinking. Through collaborating and cooperating in play, children learn how to negotiate and problem solve their personal dilemmas.

Play is associated with the development of social and emotional skills - research shows that play assists children in building social skills that support positive relationships. Playing also helps to teach children how to regulate their behaviour, and understand others’ feelings, as well as promoting a sense of autonomy.

Early play experiences between adults and very young children have a central role in developing strong attachments in children. Emotional awareness and empathy are developed through play experiences as children become aware of their own and others’ emotions, motivations and desires.

The pleasure and satisfaction associated with play and the freedom from pressure to perform in play supports the development of a strong sense of wellbeing.
THROUGH PLAY EARLY PRIMARY STUDENTS COMMUNICATE, CREATE, PROBLEM SOLVE AND SHOW THEIR PRIDE IN THEIR SPECIAL ACHIEVEMENT!

The joy of play...after helping each other build the walls and roof, Ngoc popped out to exclaim “My house!”
We love seeing our students really connect with their learning programs, and it has been so exciting to see how hard James has been working during his class' gym sessions at the Broadmeadows Leisure Centre. He stays engaged and completes some really challenging exercises, and responds really well to instructions from his teachers, the school Physiotherapist and the Personal Trainer. His pride as he tackles the challenges is clear to see!

FITNESS IN THE TEEN YEARS

It's recommended that teens get at least 1 hour of physical activity on most, preferably all, days of the week. Yet physical activity tends to lag during the teen years. Many teens drop out of organised sports and participation in daily physical activity like playing outside.

Regular exercise is important for teenagers because it helps maintain their physical and mental health. Teens should strive for at least 60 minutes of moderate to vigorous physical activity daily, aiming to spend less time being sedentary and more time being active. If teenagers can discover physical activities they enjoy, they are more likely to exercise on a regular basis and continue exercising into adulthood. Parents can encourage teenagers to exercise regularly by setting a good example and becoming more active themselves.

But given the opportunity and interest, teens can get health benefits from almost any activity they enjoy — skateboarding, bike riding, yoga, swimming, dancing, or kicking a football in the park. Gym work, under supervision of a qualified adult, can improve strength and help prevent injuries and illness. Once they get started, many teens enjoy the feelings of well-being, reduced stress, and increased strength and energy they get from exercise. Physical exercise encourages the body’s production of endorphins, chemicals that improve mood. Exercise reduces the risk of depression, increases self-esteem, builds self-confidence and promotes restful sleep. It also enhances thinking and learning skills and may improve school performance. Taking part in 30 to 60 minute aerobic and muscle-strengthening sessions three to five times weekly can improve mental health.

Everyone can benefit from being physically fit. Staying fit can help improve self-esteem and decrease the risk of serious illnesses (such as heart disease and stroke) later in life. Regular physical activity can help teens learn to meet the physical and emotional challenges they face every day.

Help your teen commit to fitness by being a positive role model and exercising regularly, too. For fitness activities you can enjoy together, try bike rides, hitting a tennis ball around, going to a local swimming pool, or even playing games like capture the flag and touch football. Not only are you working together to reach your fitness goals, it's a great opportunity to stay connected with your teen.
MIDDLE PRIMARY ROOM 12 LOVE A COLD TREAT!
Room 12 loves our weekly trips to Cups and Cones - as you can see from our smiling faces.

We enjoy choosing our delicious cold treat and sitting on the beautiful patio, surrounded by our friends.

The students who run Cups and Cones are so great and always help us, at the service counter and with the deliveries of our orders!
EVERY DAY IS A LEARNING DAY – SUPPORTING NUMERACY CONCEPTS OF GATHERING AND ORGANISING INFORMATION AT HOME

Supporting your child’s numeracy development doesn’t need to be daunting or involve sitting at the table with pen and paper. In fact, incorporating concepts of numeracy into your everyday life will mean that your child has valuable opportunities to apply, consolidate and generalise skills in ways that are meaningful and relevant to them, whatever age they are.

Key numeracy concepts feature in parts of our lives we may not consider and gathering and organising information is a really important skill for your child to develop. When targeting this area, your child will learn about colours, sorting, matching and counting. Encourage your child to collect, organise, match and sort objects in different ways. Try organising by shape, colour, size or purpose. Children sort and classify by organising their understanding of language, people and objects in their environment. Each new word or experience is attached to an encounter and catalogued with it, so that your child begins to construct an understanding of how the different parts of their environment relate to themselves and to each other. This process of making sense of the environment is a child’s first step in the math activities of matching, sorting and classifying.

Encourage your child to sort, share out, match and organise everyday objects in different ways as you go about your tasks and routines.

- Everyday tasks like clearing dishes or sorting clothes offer chances to learn together as your child explores concepts of same/different. Encourage your child to help you with the washing, perhaps by sorting light and dark clothes and programming the washing machine. Your child can also organise the clean clothes by matching the item to the owner. By doing these kinds of chores together, your child develops numeracy skills as they make judgements and estimates about size.

- When you unpack your shopping, your child could help to sort the items into types e.g. - packets, plastic bottles, and talk about shortest, tallest, biggest, heaviest and lightest. Organise the shopping into categories such as cold items, pantry items and bathroom items.

- Chat about what you are doing as you organise and sort everyday items by colour, shape, type of toy or clothes into ‘same’ bundles. Match objects that belong together, like shoes, socks and underwear.

- Use mealtimes with your child to sort, and organise – put a pile of cutlery on the bench and have your child sort all the forks from the knives and then organise the sets on the table. Introduce the idea of sharing out and same and different as you prepare food.

- Involve your child when recycling and sorting rubbish or old things – talk about the shape and size of the objects as you sort.

Matching and sorting, as with all other math activities are best learnt when they are part of a child’s everyday life. Children need to see math being used in the real world and play and daily tasks provide many opportunities for your child to learn important learn math concepts.
PMP - PERCEPTUAL MOTOR PROGRAM

Students from Early and Middle Primary have been taking part in the PMP program every Friday this year.

So...what is PMP? The Perceptual Motor Program aims to teach students perceptions and understandings of themselves and their world through movement/motor experience. It provides students with opportunities to explore their surroundings in relation to themselves through seeing, hearing, touching, making perceptual judgements and responding through sequenced activities.

Students have been participating in different activity stations which focus on a different motor skill. These include:

- Ball skills – throwing and catching,
- Crawling – up and down inclines and through tunnels,
- Jumping – both static (standing still – on a trampoline) and dynamic (moving – jumping onto targets),
- Balance – across a variety of different surfaces,
- Eye tracking – watching items as they move around.
PODD BOOKS IN EARLY YEARS!

You might have seen or heard about the PODD books we use at Broadmeadows SDS. They’re a particular type of communication book called a Pragmatic Organisation Dynamic Display (PODD) book. PODD books are used as one type of communication method.

Students learn to use the book to point to symbols on the page to get a message across to another person. Many students will use the PODD book alongside speech, gestures, and facial expression.

We help our students to use the book by modelling different words, navigating through the book and speaking the word out loud as the symbol is used! There are many different types of PODDs with different layouts and vocabularies which are carefully selected for a class or student.

If you have any questions about PODD books, please have a chat with your Speech Pathologist.
STANDING FRAMES

We have been lucky enough this year to have new standing frames for both of the campuses. Standing frames provide support to allow a child to be positioned in an upright posture. They are suitable for children who spend a majority of time in a wheelchair or children who are less mobile. They enable participation amongst peers as children who are wheelchair bound are able to engage in tasks which are typically done standing and support students to be at the same level as their friends.

There is evidence to support the use of standing frames. They can help improve:

- Bone density and bone development
- Range of movement
- Muscle tightness in the ankles, knees and hips
- Circulation
- Trunk strength
- Maintain symmetrical posture
- Bowel function
- Respiratory function
- Digestive function
WAYS TO MAKE A TRIP TO THE CAFÉ EDUCATIONAL AND ENGAGING FOR CHILDREN


We all look forward to a good coffee, a great lunch or breakfast and a little weekend outing. Here are some tips to ensure that you can enjoy a café date with your child, that will see you quietly sipping your latte and slowly eating your meal whilst your child remains engaged, interested and not rushing to get out the door as soon as their hot chocolate or hot chips have finished. For adults, cafes are fun. The ambiance. The food. The conversation. Not having to cook. It’s relaxing and enjoyable. For kids though, restaurants are boring and involve limitations like sitting still, being quiet, not being able to play. And a particular challenge is having to wait... Wait to sit, wait for their drinks, wait for their food, wait to leave. All of this waiting leaves us with bored, fidgety children and adults who are desperate for an enjoyable family outing but instead may feel frustrated with the situation. But with a little planning and some activity ideas, you can turn a stressful restaurant experience back into a fun one, with some learning experiences packed in there too!

Put your phone down - The next time you are at a café, take a look around and see how many adults and children are sitting at the same table, avoiding eye contact and conversation with each other as they scroll away on their smart devices. Disconnect from technology for 15 minutes and enjoy conversation and connection with your loved ones. You’ll be surprised the types of conversations you will have with your children. Take a book and read to your child, you’ll be surprised with how much you both enjoy this!

Pack some activities – playdough, puzzles, books, small bags of Lego, colouring books, stickers

Talk about the ingredients in your café snack - Chat about the tastes that you can sense in your cookies or pancakes. Smell the chai latte and talk about what the smell reminds you of (Christmas maybe). Talk about what you could use to make some banana bread at home or what is in your fridge that you could use to make your own toasted sandwich at home. You could expand on these conversations by chatting about the processes it takes to bake and decorate cookies. You could even then write grocery lists for the ingredients which you would need to buy to make delicious café snacks at home.

Practise maths using a menu - Ask your child to find a set number of things on the menu that are hot/cold, start with a certain letter, are a food or a drink etc. For example “Tell me 5 things that you could drink on the menu?” Count how many meals are in each category on the menu. Have mini competitions about who can find the cheapest product on the menu and who can find the most expensive product on the menu. Give your children a ‘budget’ of $20 and see how many items they could squeeze in to their pretend $20 budget.

Practise visual tracking skills using a menu - Visual tracking during reading involves the coordination of moving the eye muscles across the page from left to right, collecting visual information from the letters and words on the page. This visual information is then decoded by the language and memory centres of the brain to help children develop the skill of reading. A great visual tracking activity at the café is encouraging children to find words that start with different letters, or who can find the longest and the shortest words or just a simple game of I Spy is perfect! Your children are practising their visual tracking skills by scanning across each word on the menu, in search of the mini reading challenges that you set for them.

Play ‘What’s Missing?’ - Using whatever is on the table or in your bag, set out five or so objects and let your child study them. Have them cover their eyes and you take one away. What’s missing? Can they figure it out? Now reverse it, let your child take something away for you to find what’s missing.
With blue skies starting to appear more regularly, we are all taking advantage of those moments to get outdoors and soak up the spring warmth. Brighter evenings mean that there is still the chance for a walk around the block or stroll to the park or even the chance to play out the back before dinner. Our KWS focus for this edition is all about getting outside for some spring-time play! We hope that you enjoy using the KWS at home, in the back yard, in the park or just when going for a walk with your child.

**Slide**

Rest open dominant hand, palm down, at wrist of relaxed non-dominant hand, palm down. Slide dominant hand downward non-dominant hand to the fingertips.

**Swing**

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

**Bubbles**

Hold dominant hand at ear chest height with tip of fingers resting on thumb tip. Move formation upwards quickly, opening hand and spreading fingers, twice. "May use both hands."

**Bicycle**

Crock index fingers of both hands, with a continuous movement, move formation in forward circles alternately.

**Sun**

Flick fingertips of dominant hand off ball of thumb while moving hand diagonally down from head height.

**Warm**

Place dominant fist against cheek. Rock hand from side to side, twice.

**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.

**Fun**

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

**Eat**

Close dominant fingertips onto ball of thumb. Tap formation on chin, twice.

**Run**

Move fists in alternate forward circles, as if running. (Natural gesture – name the action.)
Learning Beyond Words
BSDS TAKE HOME TIPS

OUTSIDE PLAY THEMED KWS VOCAB

**Slide**
- Rest open dominant hand, palm down, at wrist of relaxed non-dominant hand, palm down. Slide dominant hand down non-dominant hand to the fingertips.

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

**Bubbles**
- Hold dominant hand at mid chest height with tips of fingers resting on thumb tip. Move formation upwards quickly, opening hand and spreading fingers, twice. "May use both hands."

**Bicycle**
- Crook index fingers of both hands, with a continuous movement, move formation in forward circles alternately.

**Sun**
- Flick fingernails of dominant hand off ball of thumb while moving hand diagonally down from head height.

**Warm**
- Place dominant fist against cheek. Rock hand from side to side, twice.

**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.

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

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

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

Respect  Opportunity  Engagement  Communication  Support
# Broaddmeadows SDS Recipe Annual - A Year In Our Kitchen

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

**Name and contact number:**

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The Broaddmeadows School's Feeding Program aims to provide food relief to people and families in need in our community. Cost of each recipe book is $5.00. Be donated to the Feed Melbourne program to provide food relief to people and families in need in our community. Cost of each recipe book is $5.00.
BROADMEADOWS SDS

Invites You To Our

ANNUAL CHRISTMAS BBQ

Tuesday December 18
5:30pm to 8:00 pm

Dimboola Road Junior Campus

Special Guest - SANTA

BBQ with Halal & Vegetarian Options
Giant Balloons - Face Painting
BSDS Christmas Goodies Stall
Amazing Raffle - Photobooth
Balloonology - Jumping Castle
Harley Rides - Farm Animals

Please Note: Alcohol & Smoking are not permitted on school grounds

Please Return this Form to School by Thursday December 6

Student’s Name: ___________________________________________ Room: _______
Number of Adults _________ Number of Children ____________
HUME CITY COUNCIL PRESENTS

Carols by Candlelight

📅 Saturday 1 December, 5–9.30pm
📍 Craigieburn ANZAC Park

5pm – Family fun
7pm – Carols
9.20pm – Fireworks

Join TV and radio star Meshel Laurie, Australian singing sensation Harrison Craig, Chase and Marshall from Nickelodeon’s PAW Patrol and amazing local performers!

HUME CITY COUNCIL PRESENTS

Christmas in the Plaza

📅 Friday 14 December, 4.30–8.30pm
📍 Civic Plaza, Broadmeadows

Meet Santa
Market stalls
Christmas craft
Live music & choirs
Roving entertainers
Face painting
Sausage sizzle
Jumping castle

Two free family Christmas events!

Hume events | hume.vic.gov.au/events | @humeevents
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