



NEWSLETTER

Issue 44

Week 5

Term 3 2024

IN THIS ISSUE:

- Important Dates
- Birthdays
- Principals Message
- Education & Book Week
- Wanyara Incursion
- Swim School
- News from the Classrooms
- Attachments



Important Dates!



- 27-30 Aug - Healthy Harold
- 4 Sept - Starr's Planetarium
- 5 Sept - Science Fair
- 26 Sept - Sports Carnival
- 27 Sept - LAST DAY OF TERM
- 14 Oct - FIRST DAY TERM 4

*Happy
birthday!*

Students: Yusef A, Caroline, Shayan, Emmanuel, Eyad, Ibrahim C, William, Samyam, Isabelle, Issa E, Alexander, Stefan, Nancy, Abraham, Jakaylah, Adam, Abdullah, Zak, Aliya, Ruzyne

Staff: Rekha, Simone, MD, Jyoteka, Joel, Christie

Principal's Report

It was with great pleasure that BGS welcomed our community to another vibrant event at the school. We came together last Friday and, I was filled with pride as we celebrated not just one, but two significant events: Public Education Week and Book Week.

Education Week is always a time to reflect on the remarkable tradition of public education that has shaped the lives of countless students, teachers, and families over the years. Broderick Gillawarna School, established in 1999, stands as a proud testament to the enduring values of public education. Our school has been a beacon of learning and growth, nurturing young minds and fostering a sense of belonging in our community for nearly 25 years.

BGS opened its doors to our community, with immense pride. Our teachers and students eagerly showcased the incredible teaching and learning that happens at BGS every day. From the creative projects that adorn our classrooms to the innovative lessons that inspire curiosity, Public Education Week is always our opportunity to shine a light on the dedication and excellence that defines Broderick Gillawarna School.

In addition to celebrating public education, we were also thrilled to embrace the magic of Book Week. This year's theme, "The Magic of Reading," invited us to lose ourselves in the world of books, where characters spring to life, adventures unfold, and new knowledge awaits discovery. Books have the unique power to transport us to different times and places, to introduce us to new ideas, and to deepen our understanding of the world around us. Our community, staff and students were encouraged to dive into a good book, to let their imagination soar, and to explore the boundless possibilities that reading offers. At our Book Week Parade our families got to see our students, their children and staff dress as their favourite characters from books.

I want to take the opportunity to acknowledge the incredible team of educators who make Broderick Gillawarna School the special place that it is. Our teachers and staff are not just educators; they are mentors, guides, and champions for our students. Their commitment to providing the best possible education for our students is truly inspiring. They work tirelessly to create a learning environment where every student feels valued, supported, and encouraged to reach their full potential.

At the heart of everything we do at Broderick Gillawarna School are our students. They are the reason we come to work each day with a sense of purpose and passion. Whether they are exploring new ideas in the classroom, participating in extracurricular activities, or simply showing kindness to their peers, our students are demonstrating the very best of what it means to be a student at Broderick Gillawarna. During this Education Week, we recognised and celebrated our , both big and small, because they are a testament to their hard work and dedication.

Public Education Week and Book Week, provides us with an opportunity to look at the importance of community, learning, and imagination. I take great pride in our school's history and look forward to the bright future that lies ahead. It's important to foster a love of learning, to encourage one another, and to make Broderick Gillawarna School a place where everyone feels proud to belong.

Here's to Public Education Week and 'being proud to belong' and a wonderful celebration of education and the 'magic of reading'.

I would also like to extend a special thank you to all our families for attending your child's Personalised Learning Plan (PLP) meetings. These meetings are vital as they tailor educational strategies to individual student needs, fostering both academic growth and personal development. PLP meetings ensure effective collaboration between teachers and parents, setting clear goals and providing targeted support to maximise each student's potential. I look forward to witnessing your child's growth over the next 20 weeks.

Warmest regards



To Anne Gardiner

Education & Book Week

Education Week is a time when we come together to celebrate the incredible achievements of our students, and this year was no exception. During Week 4, we showcased their progress and talents with an open classroom day, allowing families to witness firsthand the hard work and dedication that goes into every lesson. But the excitement didn't stop there —Book Week followed, adding a touch of magic to our celebrations.

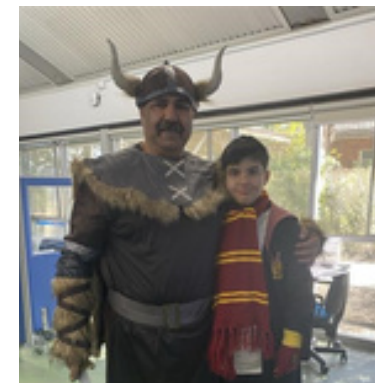
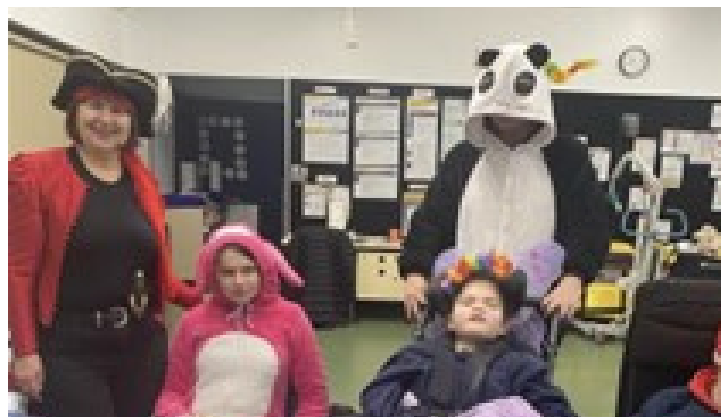
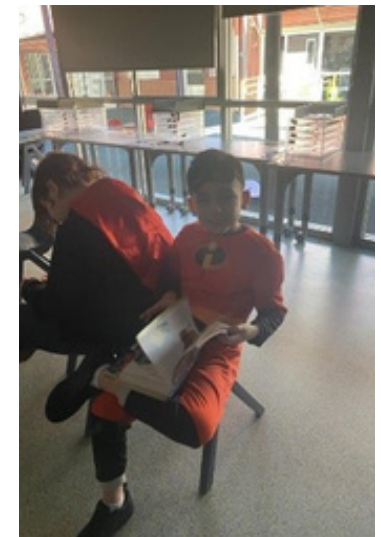
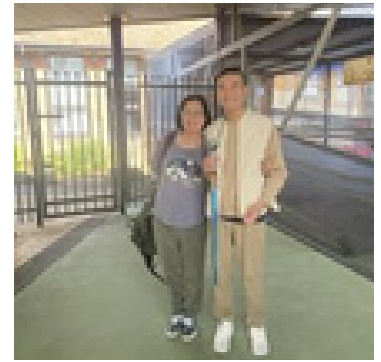
The theme for this year's Book Week was "Reading is Magic," and our students certainly made this event a truly magical experience. Class Marwaha took centre stage with a live reading of Sophie Blackall's *If I Was a Horse*, captivating the audience with their expressive performance. The Primary students dazzled in the Book Parade, proudly displaying their favourite book characters in vibrant costumes.

Not to be outdone, our High School student, Alisha, shone brightly as she read *The Power of Being Odd* by Matt Stanton, inspiring her peers with her confidence and passion for reading. The energy was electric as students buzzed with excitement, and it felt as if the book characters had leaped off the pages, each with their unique flair.

We extend a heartfelt thank you to all the parents who joined us, making Education and Book Week a memorable celebration of learning and creativity. Your presence and support mean the world to us and our students. Here's to the magic of reading and the joy of learning!



Book Week



WANYARA

Incursion



Celebrating NAIDOC Week: Embracing Aboriginal and Torres Strait Islander Culture

On the 5th of July, our school had the privilege of hosting an inspiring incursion by the Wanyara group, led by Janarli and Imogen. The event, held in celebration of NAIDOC Week, brought Aboriginal and Torres Strait Islander games, dance, and stories to our students, offering a deeper understanding and appreciation of the rich cultural heritage of our country.

This year's NAIDOC Week theme, "Keep the Fire Burning, Blak, Loud and Proud," was expressed in the day's activities. Our students engaged with the theme through dynamic dance performances and Traditional Aboriginal Games (TAG) in a lively and interactive experience.

Janarli led students and teachers in dance routines that depicted animals such as the kangaroo, emu, and snake. The energy was contagious as everyone got involved in the expressive movements that are central to these traditional dances. These dances, inspired by First Nations' cultures, are more than just performances — they are a form of storytelling that has been passed down through generations and are sacred. These activities are not only enjoyable but also educational for students, weaving together language, history, and tradition.

Through this enriching incursion, our students have gained valuable insights into the vibrant cultures of Aboriginal and Torres Strait Islander peoples, fostering a sense of respect and connection that will continue to grow.



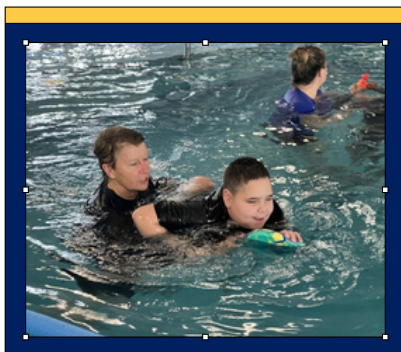
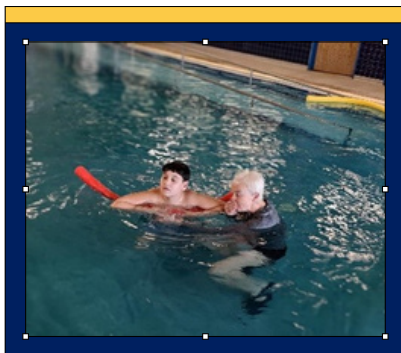
SWIM SCHOOL

Jyoteka

During Term 3, students from Class Marwaha, Ahilleos, Howard, and HadLe had the valuable opportunity to participate in the NSW Department of Education's Intensive Swim School Scheme. This two-week program is designed to develop water confidence and equip students with essential skills in water safety and survival. The program spans ten days, with each daily lesson lasting 45 minutes, ensuring a comprehensive and immersive learning experience.

We were fortunate to have the expertise of Sue-Ellen, Lynette, Lauren, and Roslyn on site to assist our students in further developing their water skills. Their guidance and support were instrumental in helping our students gain confidence in the water, particularly in floating and treading water.

The Intensive Swim School Program has had a significant impact on our students, not only in terms of skill acquisition but also in fostering a sense of achievement and self-assurance. We are proud of the progress our students have made and look forward to continuing their water safety education in the future.





IN THE SPOTLIGHT

Class Ahilleos

Christie & Janelle

Class Ahilleos has been actively engaged in developing their swimming skills during the recent Swim Scheme program, over weeks three and four. During this time, the students swam daily, focusing on enhancing their water confidence, safety, and swimming techniques. This program is a vital part of our students' physical education and health curriculum (PDHPE), as it not only promotes physical fitness but safety water skills.

Swimming is a vital part of the PDHPE program, ensuring our students are confident and capable in the water is a priority. The skills they have acquired during this program contribute to their overall physical health. We are proud of the progress our students have made in the water and look forward to continuing to build on these essential skills in the future.



Alhussin entering the water more confidently



Joshua practicing some new swimming skills



Ali practising new skills with a pool noodle



Ibrahim enjoying his time during the swim scheme





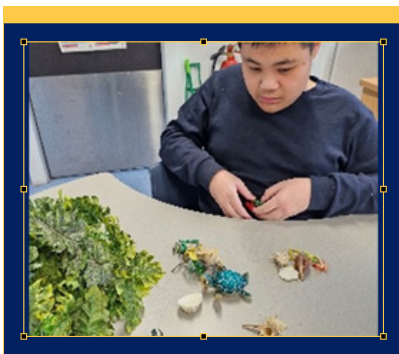
IN THE SPOTLIGHT

Class Akuete

Adeolu & Sumi

Akuete Class has had an exciting start to Term 3. The students have been learning about Australian Landforms and Landscapes in Geography. They have looked at the Three Sisters, Great Barrier Reef, Uluru, and Jenolan Caves. The students explored the animals that live on the Reef and used sensory materials such as sand, pebbles, toy animals, and artificial grass to show the differences in landforms.

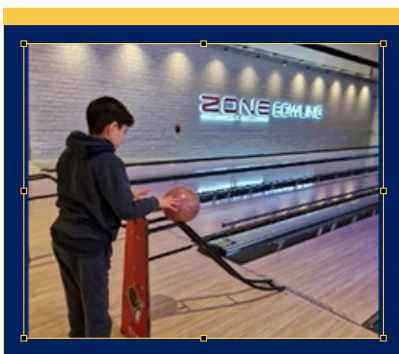
Class Akuete students have continued to work on their behaviours to improve their social skills with their peers. We have been engaging in more classwork together safely as a group. Recently, the class went on community access to Revesby AMF Bowling. The students participated actively in the activities demonstrating their bowling skills. They learned turn-taking, rolled the ball, watched the ten pins falling, cheered their peers, and stayed with their group.



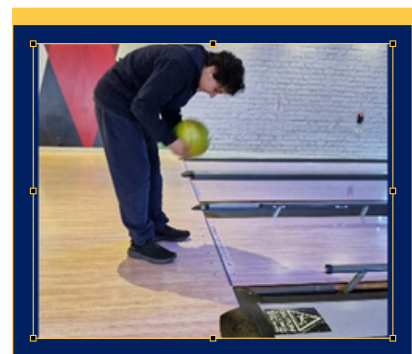
Kenny observed the animals that live in the Great Barrier Reef



Luke used natural resources to create a replica of the Great Barrier Reef



Aboudy rolled the ball down the ramp and watched ten pins falling



Zak threw the ball into a bowling alley and watched the ten pins falling





IN THE SPOTLIGHT

Class Baragic

Martin & Karen

It is Harvest Season at Broderick Gillawarna School in Term 3. We had the opportunity to visit the school garden and gather the radishes we planted last semester. By participating in the hands-on planting and harvesting process of various plants, students learn how everyday food is produced and appreciate the gifts nature has presented to us.

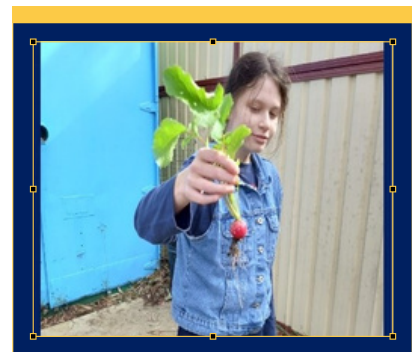
Additionally, students are learning to identify familiar objects in their everyday lives through eye gaze technology. This technology provides an alternative approach for students who rely on visual communication to express their thoughts and choices. Students engage in various activities using eye gaze technology, such as Chooselt Maker!, online games, and sorting exercises, to keep them engaged in their learning.

Lastly, students participate in a range of physical activities that provide opportunities to move and position their bodies using the Acheeva bed and standing frame. These physical activities offer students with physical needs alternative ways to engage in body movement.

As the term progresses, we are excited to explore and participate in fun and practical learning activities to enhance our educational experiences at the school.



Meena identifying familiar objects in daily life



Caroline harvesting radishes



Olivia lying in the Acheeva bed



Ibrahim standing in the standing frame





IN THE SPOTLIGHT

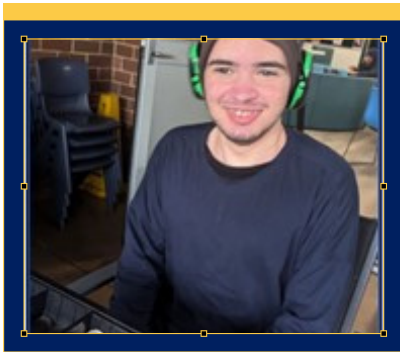
Class Christenson

Jake & Md

What a start to the new term! We have been extremely busy in class, around the school and in the community and our students are thriving. We have started our Zen Zone Café with Class Nanda, where students prepare, assemble and sell food for staff. Students shop for the required items, pack them away and store them, prepare and package foods then calculate each transaction.

Students returned to work experience and have hit the ground running there, remembering how to complete their tasks. During community access we have been to Madam Tussauds which was a massive hit with the students, they loved posing for photos and seeing the wax statues of stars. The manner in which they conduct themselves when we are out is amazing and the growth and independence they are developing is inspiring.

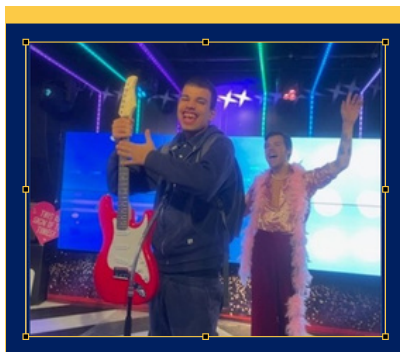
A big thank you to the P&C who bought our students a new coffee machine to hone their barista skills with, the new machine gives us control of the grind, students need to temper the coffee, brew, froth the milk, and assemble the coffee, this wouldn't be possible without their support!



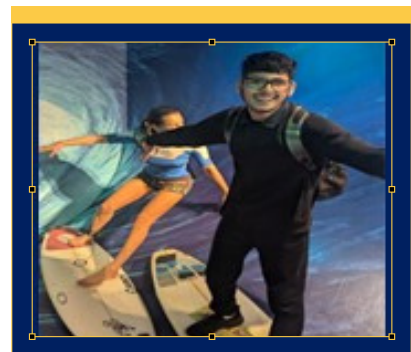
Manny as a cashier at Zen Zone



Alex serving croissants at Zen Zone



Abdul rocking out at Madam Tussauds



Samir burning the pipeline



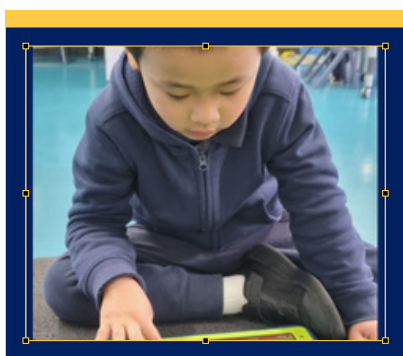


IN THE SPOTLIGHT

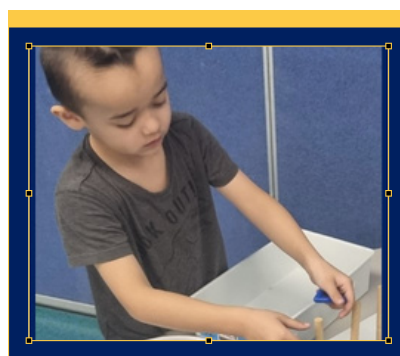
Class Daughton

Renaye & Sandra

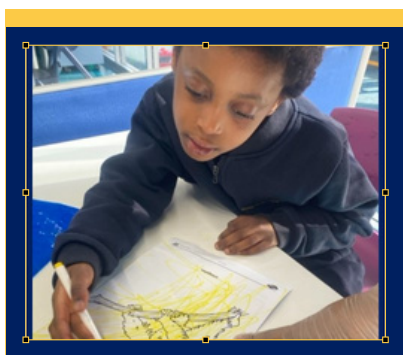
Class Daughton have worked hard during learning programs so far this term. In English, they participated in some activities for Book Week, such as reading “If I were a Horse” and “Luna Muna” and making their astronaut helmets for their parade costumes. In mathematics, students have been learning about measurement and the concept of long and short through play, for example making caterpillars out of playdough to classify and participating in action songs. In science, in the physical world and forces topic area students have experimented with the movement of objects during everyday tasks and demonstrations to identify pushes and pulls. They have been improving their joint attention and independent working skills gradually and gaining confidence to complete a broader range of tasks as they progress through kindergarten. We thank all the families of Class Daughton for their ongoing support and participation in our school, especially during events such as Book and Education Week and in collaborating to create Personalised Learning Plans for the semester ahead.



Oliver touching numbers 1 to 10 in sequence on the iPad



Chase sorting 3D shapes while learning a TEACCH task



Reagan working on fine motor skills to colour a picture



Nathan trying out his astronaut helmet for the book week costume





IN THE SPOTLIGHT

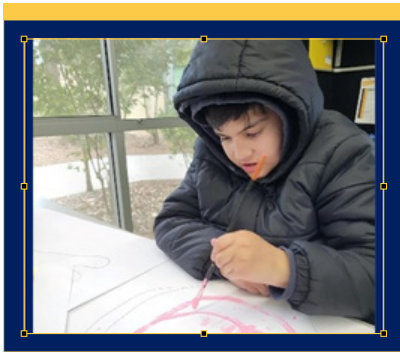
Class Do

Johnson & Raj

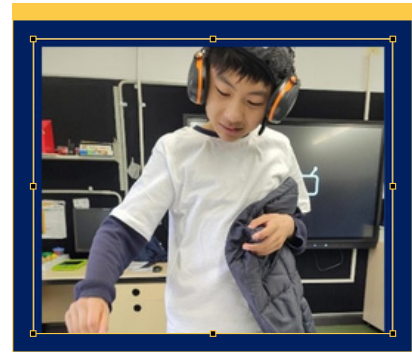
It's great to see everyone back for Term 3! We have had an exciting few weeks in Class Do, full of creativity, healthy choices, and musical fun!

Our class has been diving into the unique and inspiring book *The Power of Being Odd*. The students have embraced the theme with enthusiasm, creating vibrant posters of the characters in the story with paint, which they've designed to use as costumes for our upcoming event. The students have been actively participating in the healthy canteen by exchanging money to purchase healthy food choices. Music lessons with Mrs. Marnie remain a highlight of our week. The students have been enjoying every moment, from learning new instruments to singing their hearts out. Their enthusiasm for music is infectious, and it's clear that these sessions are helping to develop their confidence and creativity.

As we move forward, we're excited to continue exploring new ideas and activities for students to think creatively, stay healthy, and have fun.



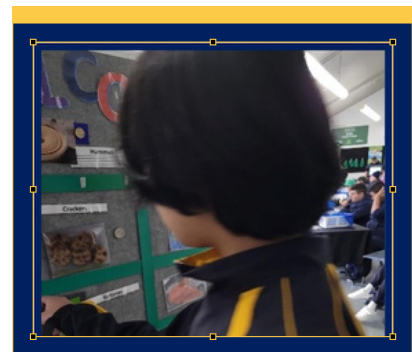
Ali helping paint a character from the book



Julian helping paint a character from the book



Class Do participating in a music lesson



Kendrick choosing items to purchase from healthy canteen





IN THE SPOTLIGHT

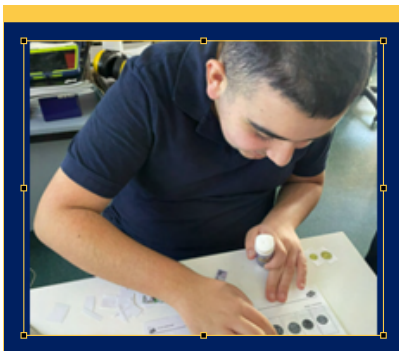
Class Finn

Rebecca & Bronwyn

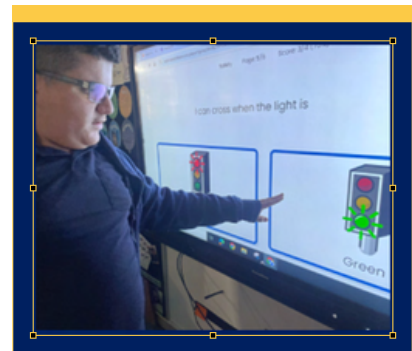
Class Finn are learning the value of different coins and notes is essential for managing personal finances effectively. By recognising and learning how to differentiate between various denominations, this will support the students to make informed decisions when purchasing items on their weekly shopping trip.

Class Finn are also engaged in the importance of road safety. That pedestrians must be aware of when it's safe to cross the road and when to wait, especially at busy intersections and crosswalks. Following traffic signals and looking both ways before crossing are important for everyone's safety.

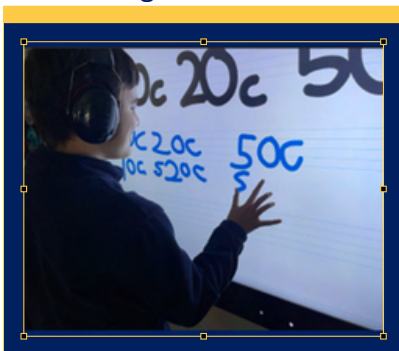
Lastly, we are learning about living things, such as plants and animals, and their needs for essentials like food, water, and air to survive. Students are learning all topics through various styles such as online games, Chooseit! Maker, hands on activities, real life activities and eye gaze technology. Eye gaze technology is a form of communication and is particularly useful for students who rely on alternative ways to express their thoughts and choices.



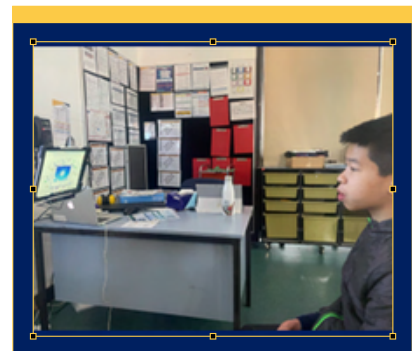
Ibbby identifying the correct order of Australian money from smallest to largest amount



Hamoudi answering questions on Chooseit! Maker about road safety



Lachlan ordering the smallest to largest coin value



Phu identifying the needs of living things through Eye gaze technology





IN THE SPOTLIGHT

Class Gill

Bhupinder & Ommay

Class Gill has embarked on Semester Two of 2024 with enthusiasm and are eager to take part in the exciting events at Broderick, including Education Week, Book Week, and Science Week. This term, students will be focusing on new Personalised Learning goals which will help students make meaningful progress in their learning journey by focusing on areas where they need support. In English, we are diving into the book "If I Was a Horse" by Sophie Blackall, with activities centered around expanding vocabulary. In Science, students are exploring the concept of forces, discovering how different factors cause objects to move in various ways. Mathematics lessons are centered on creating equal groups using hands-on materials like pom-poms and Lego, making learning interactive and fun. During sports, students are developing their striking, kicking, and gliding skills, adding to the excitement of their physical education.

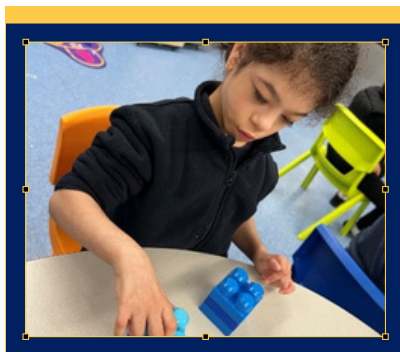
We can't wait to watch Class Gill accomplish their goals and gain new skills. Keep up the great work, Class Gill!



Aidin is participating in the kicking activities



Anthony is constructing a word by looking at the picture



Marwa is making two equal groups of three



Hayley using a paintbrush to colour a picture of a horse





IN THE SPOTLIGHT

Class HadLe

Steve, Sofia & Nicky

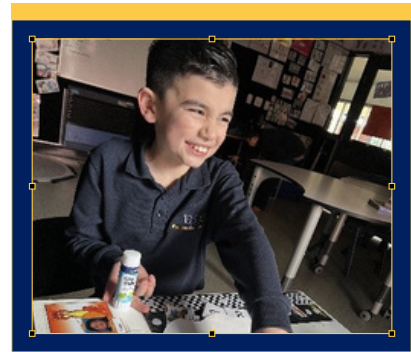
Well, we have had one really big change and it's not just our name!. Class Marschke has welcomed two new teachers into the room, Steve and Sofia, after we said goodbye and good luck to Gwen at the end of Term two. Luckily for us Nicky was here to help us all get through the transition quietly and easily.

Not too much has changed with the things that we do and enjoy though. We still love our music, sport, and swimming as a break from our regular learning. Over the past two weeks we have been swimming every morning and getting ready for our Book Week showcase.

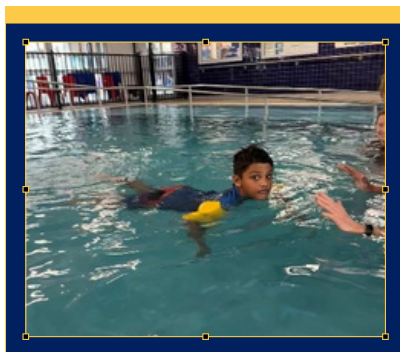
We all look forward to continuing our learning together and Sofia and Steve say a big thank you to our class for helping them feel so welcome.



Getting ready for Book Week



Making a thank you card for Principal's Day



Loving our swimming



Music always makes us happy





IN THE SPOTLIGHT

Class Howard

Erin & Tan

This term, Class Howard has been busy with some exciting activities. A big highlight has been our participation in Swim Scheme. We have really enjoyed getting into the pool, and it's been great to see everyone improve their swimming skills. They've been learning new techniques and important water safety tips.

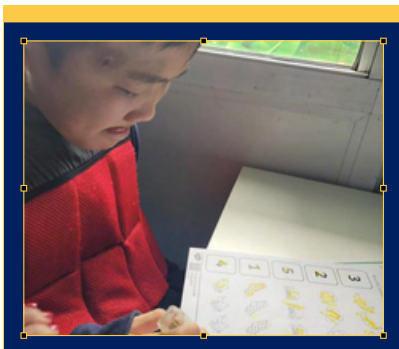
In English, we have been focusing on the InitialLit program. The students have been working on letter sounds and high-frequency sight words through a range of sensory and tactile activities. This hands-on approach has helped reinforce their learning and made the lessons engaging and fun.



Dail completed a CVC activity during English lessons



Ruzyne completed a sight word activity during InitialLit



Brian completed a counting activity during small group tuition with Ms Alik



We took advantage of the beautiful weather and took music with Ms Marnie outdoors





IN THE SPOTLIGHT

Class Marwaha

Jyoteka & Sonia

Class Marwaha has been buzzing with activity right from the start of Term 3. Our students have been hard at work preparing for the upcoming Book Week performance. This year, they are reading "If I Was a Horse" by Sophie Blackall. Inspired by the book's beautiful illustrations, our students have created their own unique horses, each decorated with their individual crafting styles. We've been practicing our roles daily, gearing up for the big performance in front of parents and the whole school as primary school book readers.

In addition to our Book Week preparations, all of our students showed impressive progress during the intensive Swim School program in Weeks 3 and 4. They took full advantage of this opportunity to hone their swimming skills and extend their abilities under the guidance of specialised swim teachers. Our Integration program at Revesby Public School continues to be a highlight, where we received a warm welcome once again. Our students reconnected with their peers at RPS, enjoying activities like building with Lego, reading, and having fun in the playground.

We're looking forward to achieving even more successes as we continue through Semester Two!



Eyad learning new skills during swim school



Maliha painting her horse for Book Week



Cooper and Lucia engaged at RPS



Aliya helped by her peers at RPS





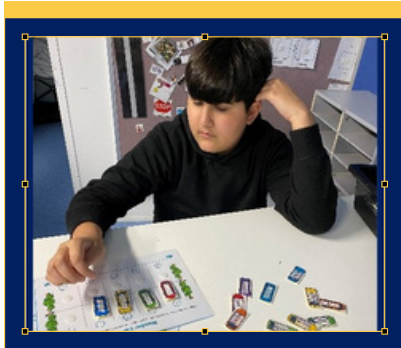
IN THE SPOTLIGHT

Class Naboulsi

Amina & Thoria

Welcome to Term 3! This term promises to be filled with exciting events and enriching learning experiences. Our students have quickly settled back into their routines and have started working diligently toward their new Personalised Learning Plan (PLP) goals. Class Naboulsi actively prepared for their Book Week performance and were eager to showcase their talents to parents. Each student has shown commendable progress in their TEACCH activities, growing more confident in completing a variety of tasks independently. In English, we are focusing on the book *Fox* by Margret Wild, exploring the three main characters, their traits, and the events that unfold in the story. Students have also engaged in interactive learning activities that complement their new learning such as using adjectives to describe the characters.

During music sessions, students have become increasingly comfortable using instruments such as drums and clap sticks, practicing rhythm and following tapping sequences. To conclude each day, students are given a choice-making activity where they select from options like iPads, playdough, puzzles, and slime. We look forward to continuing our progress toward achieving our PLP goals and developing new skills throughout the term.



Issa independently working on a maths TEACCH task based on ten and twenty frames



Ibby completing his alphabet mat independently



Ahmed using clap sticks to tap to the beat



Haydar working on identifying numbers





IN THE SPOTLIGHT

Class Nanda

Rekha & Simone

This term, Class Nanda and Class Christenson collaborated to set up the Zen Zone Café, providing students with valuable work experience. Running the café allowed them to develop essential life and work skills in a supportive environment.

Students practiced communication, teamwork, and customer service while preparing and serving meals. Elizabeth operated the coffee machine, kindly donated by the P&C, Jakaylah toasted sourdough, Jy cooked eggs, Anthony set up the café, assisted in making scones and Alisha managed the cash register. Their efforts led to a successful café experience, and we eagerly await the new menu in the coming weeks



Elizabeth making coffee



Jy cooking eggs and Anthony making scones



Jakaylah making sourdough toast & Alisha mashing the avocados



Alisha at the cash register





IN THE SPOTLIGHT

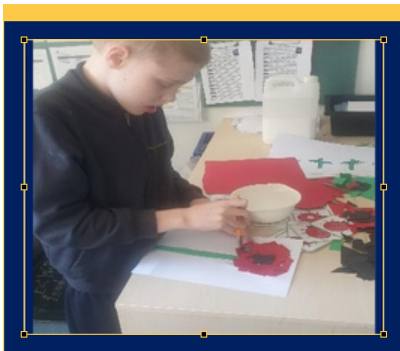
Class Scalici

Frank & Sonya

Welcome back to Term 3! I hope everyone is well and rested. Class Scalici has got right back into their learning once again. This term we have been looking at several different focus areas in our studies.

We have explored the different functions of the human body by creating models of different body parts and arranging them into their correct orientations as those found in the digestive, skeletal and nervous systems. We also looked at different land and water formations during our Geography lessons, experimenting with sand and water to model aspects such as erosion. Also, we have really enjoyed our ongoing lessons with Mrs. Marnie, our music teacher.

We look forward to what the remainder of the term brings, and we can't wait to update you on our progress. See you soon!



Cael putting together a poppy flower during a Creative Arts Lesson



Bradley & Jimmy looking at different landforms in the immersion room during a Geography lesson



Adam experimenting with musical instruments with Ms Marnie during Music Lesson



Farah creating an artwork to understand the formation of waves during a Geography lesson





IN THE SPOTLIGHT

Class Suarez

Salome & Anitha

Students in Class Suarez recently enjoyed an interactive lesson centered around the beloved book *From Head to Toe* by Eric Carle. This story, with its vibrant illustrations and playful animal movements, promoted physical activity, body awareness, and self-confidence. The lesson began with a group reading of "From Head to Toe," where students were encouraged to listen attentively and anticipate the actions of each animal.

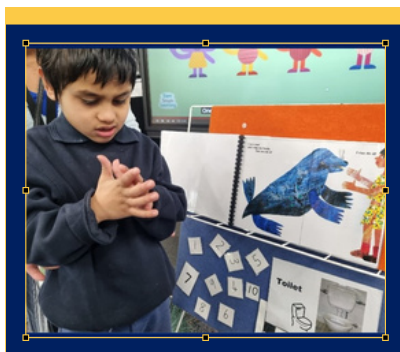
The students enjoyed doing the animal actions while listening to the songs too. As the class read the book, students eagerly mimicked the animal actions—stomping like elephants, turning their heads like penguins, and bending their knees like camels. This engaging activity not only reinforced their understanding of body parts and movement but also helped them practice following directions, improving coordination, and building vocabulary.



Alishah is matching the images of the animals on the storyboard



Can Muntasir wiggle his hips like a crocodile? Yes, he can do it!



Shayan is imitating the seal's action by clapping his hands



Wataru can wave his arms just like the monkey in the book





IN THE SPOTLIGHT

Class Vasilevska

Maria & Deb

One of the highlights has been our reading sessions with books like *The Bad Seed*. The students have shown great enthusiasm in exploring the characters and themes. In addition to our literacy activities, we have also been focusing on phonics work, where students practice identifying sounds and building words.

In mathematics and geography our students have embarked on a journey around the world by studying maps and labelling continents. They have been participating in these lessons, showing curiosity about different countries and cultures and improving their spatial awareness and geographical knowledge.

Recently, we have also integrated the theme of the Olympics and students have been learning about various Olympic sports exploring the values of sportsmanship and teamwork. As part of this exciting theme, students created their own Olympic torches using craft materials, which helped them learn about the symbolism and traditions of the Olympics.



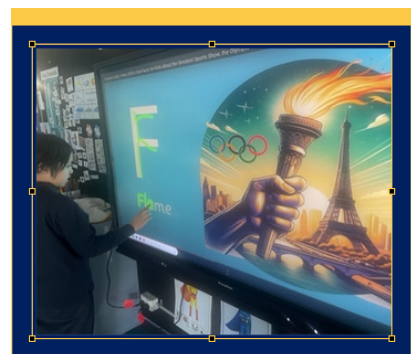
Jacinta holding Olympic torch craft



Ahmad with Olympic torch



Liam learning about continents



Nehan learning about Olympics





ATTACHMENTS

- Why does my child hurt themselves?
- Why is my child anxious?
- How can I help my child navigate adolescence?
- How does my child process sensory information?
- Why is my child hurting others?
- Too Sick for school
- Attendance Matters
- Bowl Barefeet for Child Protection Week
- BGS Facebook

Why Does My Child Hurt Themselves?

Helping Children with an Intellectual Disability and Autism manage their Self-Injurious Behaviour

WHAT IS SELF-INJURY?

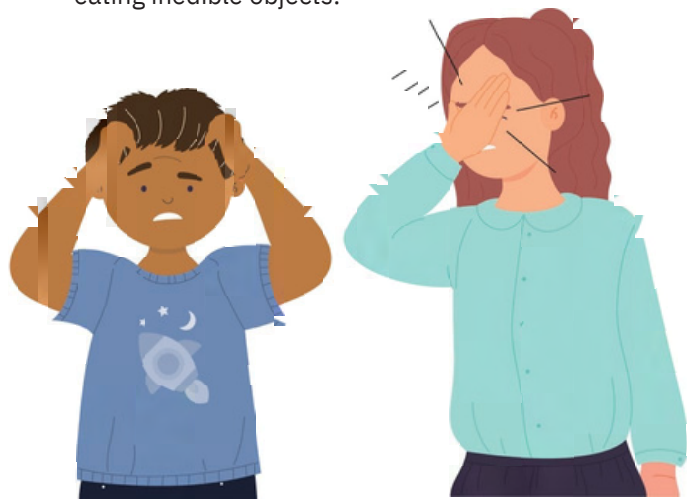
Self-injurious behaviour is when a person hurts themselves on purpose. Children might hurt themselves when they feel stressed or when they are trying to communicate a message.

Sometimes, self-injurious behaviours start as repetitive behaviour used by the child to make themselves feel better (to soothe, calm down, or stay alert). The child can learn that these behaviours are useful for getting their needs met, because people respond to the behaviour.

WHAT DOES SELF-INJURY LOOK LIKE?

Self-injurious behaviours include:

- biting themselves, e.g. biting hands or forearms
- hitting their own body with hands or fists, e.g. slapping their face, hitting their temple with a closed fist
- hitting their own body with an object
- hitting their own body against an object, e.g. banging their head on the floor or wall
- scratching, skin picking or pinching
- hair-pulling
- eye poking and gouging
- eating inedible objects.



WHY DOES MY CHILD HURT THEMSELVES?

Some reasons for self-injury include:

- physical health issues, e.g. pain, ear infections, reaction to medication, constipation, poor sleep (being tired makes coping with challenges harder)
- genetic pre-disposition. Some genetic syndromes can make a person more likely to hurt themselves.
- sensory sensitivities. Self-injury can be used by a child to increase their level of arousal / alertness (e.g. touch, movement, sound) or to calm down when their sensory system is overloaded.
- to get care from others. Self-injury can make other people come to the child to help them, interact with them and to make them feel safe.
- communication difficulties. A child might hurt themselves when they feel frustrated because they can't communicate what they want or need or when they have difficulty understanding others.
- escaping / avoiding activities. Some children learn that self-injury can be used to avoid a task or activity, to leave a place, or to be left alone.
- emotional state. A child might hurt themselves when they feel anxiety or stress to release the tension. Self-injury can release hormones (called endorphins) in the brain which make the young person feel good.

HOW CAN I HELP?

Self-injury can have a big impact on the child, their family, paid carers and teaching staff - watching a child hurt themselves can be distressing and exhausting.

Get help early. Getting a child help early can stop self-injury becoming a habit for them.



First Steps:

- Organise a review of your child or young person's health – rule out or treat any underlying conditions causing pain or discomfort.
- See a Psychologist or Behaviour Support Practitioner for a Functional Behaviour Assessment to find out why your child is hurting themselves and how their needs can be met in other ways. They will develop a Behaviour Support Plan which will have strategies such as:
 - schedules and routines that are structured and predictable, to reduce confusion and provide comfort
 - interaction strategies that help with sharing information with the child
 - teaching the child skills that give them ways of meeting their needs more independently
 - teaching the child ways to soothe and calm themselves when they are upset (e.g., relaxation techniques, deep breathing), or to stay alert when they feel tired (e.g., physical activity)
 - planning for when your child might experience sensory challenges, e.g., taking noise-cancelling headphones if going somewhere loud
 - response strategies that describe how everyone needs to respond when the self-injury happens, so everyone responds in the same way
 - rewarding your child for positive behaviours
 - reassurance and support to reduce anxiety and worry
 - calm and 'tuned in' caregiving without over-responding to the self-injury.

CAN MEDICATION HELP?

Every child is different. For some, medication can be helpful, particularly when used in combination with Positive Behaviour Support. Speak to your GP, Paediatrician or Paediatric Psychiatrist about whether medication might help your child or young person.

CAN PROTECTIVE EQUIPMENT HELP?

Sometimes protective equipment such as helmets, clothing, padding or restraints are used to stop a child getting hurt. These devices are usually prescribed by occupational therapists, in discussion with other professionals.

When thinking about protective equipment, consider:

- Restraints and protective devices do not address the cause of the behaviour, so are best used short-term.
- The child might find other ways to self-injure while wearing the protection.
- The child is unlikely to develop different strategies or skills to manage their feelings while using the device.
- Protective devices usually restrict a child's movement and can limit participation in activities, including activities they enjoy.
- Current legislation requires that some services get approval to use protective devices. *National Disability Insurance Scheme (Restrictive Practices and Behaviour Support) Rules 2018*

WHEN & WHERE TO GET MORE HELP:

- It is important to think about the different services that can help your child, you and your family.
- Opportunities to explore emotions and take a break can be very helpful.
- Think about seeing a counsellor for yourself and/or other family members experiencing stress.
- A service that can take care of your child for a short time (respite care / flexible support) can help your family take a break and rest.

If it feels difficult to trust someone else with the safety of your child, get to know the service first, and work with your network of supports to help you have a break.

Also, ask if your Behaviour Support Practitioner or Psychologist can train the service before your child's stay.

If you have any feedback on this tip sheet please fill in our [feedback form](#). You can find readings, resources and links related to this topic on our [webpage](#).

If you are still concerned, contact your GP or Paediatrician about services that might be helpful.



Why is My Child Anxious?

Helping Children with an Intellectual Disability and Autism Manage their Anxiety

WHAT IS ANXIETY?

Anxiety is our body's natural response to stress. Anxiety can protect us from harm or threat (real or imagined) by preparing our body to respond to danger. Anxiety is feeling:

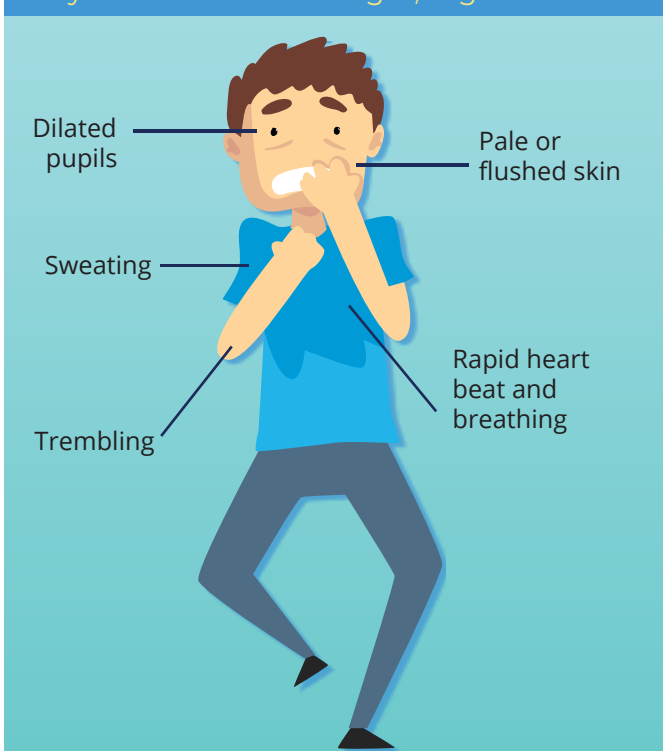
- *worried*
- *stressed*
- *scared*
- *nervous*
- *angry*
- *hopeless*

It is normal for a child to feel anxious sometimes. Autistic children and those with an intellectual disability tend to be more anxious.

When someone is anxious, they often worry about what *might* happen. When there is a lot of worry or it lasts for a long time, it can be a problem.

It is important for children to learn to manage their stress, fear and worries. Lots of worry can make it difficult for a child to be involved in daily tasks, enjoy themselves and try new things.

Physical Indications of Fight, Flight or Freeze



WHAT DOES ANXIETY LOOK LIKE?

Most children experience anxiety as changes in their body, the way they think and/or the way they feel. Children can find it difficult to recognise and tell others about what they are feeling.

Anxiety can feel like:

- *heart beating fast*
- *breathing more quickly*
- *feeling dizzy*
- *a sick stomach*
- *headaches*
- *sweating*
- *going to the toilet a lot*
- *having trouble getting to sleep and staying asleep*
- *sore or tight muscles*
- *not being able to sit still*



Parents and teachers may also be able to see when a child is feeling anxious by looking at changes in their mood or behaviour.

Anxiety can look like:

- *needing a routine*
- *constantly looking for danger*
- *not joining in with family and friends*
- *being easily upset by small things*
- *tantrums in younger children*
- *being angry or aggressive*
- *not concentrating*
- *intense focus on one thing*
- *not going to school or not doing schoolwork*
- *hurting themselves, such as scratching their skin*

WHY IS MY CHILD ANXIOUS?

Thinking about *why* your child might be anxious will help you choose the best way to respond. Some causes of anxiety and stress include:

- unexpected changes, e.g. to routine, to rules; an anticipated event being cancelled
- not feeling in control or knowing what to do
- not understanding what peers, teachers or family friends are trying to say
- feeling overwhelmed by what is happening around them
- not knowing how to make friends or play with other children

Lots of small worries and stress can make a child anxious. Stress is like water dripping into a bucket. There are many challenges and worries in a child's day. They all add water to the child's stress bucket.

We need to help the child empty water from the bucket regularly. If we don't, the water overflows, which can be seen as trouble with dealing with emotions and difficult behaviours.

What fills up your stress bucket?



What helps you let it out?

HOW CAN I HELP?

Letting water out of the stress bucket

Parents, teachers and other support staff need to talk together regularly so that they all know how to help the child both at home and at school. This will mean that everyone will work together to try new strategies for letting water out of their stress bucket and see how these new strategies work.

Here are some ideas to try:

- Taking slow, big breaths.
- Organise their day. Try and keep each day the same.
- Tell your child about any changes and make sure they know what will happen instead.
- Give your child time to understand information and ask questions.
- Use less words.
- Use pictures and gestures with your words.
- Give choices.
- Eat healthy and exercise.
- Find out what calms your child (e.g., their favourite toy).

It is important to deal with your own stress too. If you are doing well, this will lower your child's anxiety.

Spend time with your child.

Go slow; be patient. Provide lots of support and show understanding. Allow your child time to prepare for new things, don't rush and talk to your child about what is hard for them. You can use pictures to help with this.

Encourage and praise. Encourage your child to try things. Praise even small steps to have a go.

Accept. Tell your child that it's ok to be worried and make some useful suggestions about what they could try to make themselves feel better.

CAN MEDICATION BE HELPFUL?

Every child is different. For some children, medication can help with reducing severe anxiety. This works by reducing the feeling of fear and nervousness and the physical response to these feelings within the child's body. Reducing a child's physical response to anxiety can create space to teach them new skills and ways of managing their anxiety.

WHEN AND WHERE TO GET MORE HELP

Be alert to the signs above, and if you are concerned, seek help and advice. If the anxiety is persistent and is stopping your child from participating in their regular activities, speak to your GP or Paediatrician about services that might be useful.

If you have any feedback on this tip sheet please fill in our [feedback form](#). You can find readings, resources and links related to this topic on our [webpage](#).

If you are still concerned, contact your GP or Paediatrician about services that might be helpful.



WHAT IS ADOLESCENCE?

During this time, big changes happen to the young person's body, their emotions (feelings) and how they interact with their friends and family.

Most young people will experience the following changes:

- Behaviour changes in adolescence:
In adolescence the brain grows and changes.
This can lead to behaviour changes such as:
 - feeling strong emotions that can change quickly
 - an increase in assertiveness and aggression
 - wanting to spend more time with friends
 - wanting to do more things on their own, try new things, and testing rules and boundaries at home and at school.

It can be hard for young people with intellectual disability and autism to understand the changes they experience in puberty, and they may become anxious or worried.

Tips to help your child understand about puberty:

- *before their body starts to change*-so they know how their body will change and to reassure them that nothing is wrong.
- Use the *correct words* for body parts (e.g penis and breasts) and body functions (e.g erection and periods). Using different words can be confusing.



- *Tell them why* the body and behaviour changes are happening. Explain that everyone goes through puberty and it is part of growing up.
- Show your child what to do:

Show your child how to:

- Put deodorant on
- Shave their face
- Use sanitary pads and tampons when they have their period.

- Use pictures - Give your child pictures, social stories and books about puberty to help them understand. Think about how your child learns best. See the reading list on our [webpage](#).

SOCIAL AND EMOTIONAL CHALLENGES. HOW CAN I HELP?

Social and emotional challenges are common in adolescence, particularly when it is hard for the person to communicate. Sometimes young people will show their emotions by being verbally aggressive, hitting out at others, damaging property or hurting themselves.

Tips to help with big emotions include:

Adjust their schedule to keep stress low for them.

Help them to name their feelings and to connect the feeling to a reason they are feeling that way.

Think about activities that will calm your child when they're upset.

Give them positive feedback when they try hard to manage their level of emotion.

- Teach your child to breathe in and out slowly to help them calm down when they are angry or upset.

STAYING SAFE. HOW CAN I HELP?

- Make sure they have someone to talk to- it can be hard for young people to talk to their parents. Help your child identify a safe person to talk to – e.g., a sibling, a friend or another family member.
- Private parts: Talk to your child to make sure they understand:
 - their private parts are always private, so nobody other than a safe person or health professional is allowed to see, touch or talk about them
 - they must never see, touch or talk about the private parts of anyone else
 - if anyone touches their private parts in an unwanted way, they should tell a safe adult straight away.
- Internet safety:
 - Check what your child is watching on screens (including their phone) and get filters on devices to restrict access to dangerous or inappropriate material. Sometimes young people learn

inappropriate sexual behaviour from TV, movies, or music videos.

- Sometimes young people can experience bullying by other children at school or online. Talk to your child and their school if you are worried your child is being bullied.



WHEN & WHERE TO GET MORE HELP:

If you are concerned about your child's transition through adolescence, talking to professionals may be helpful:

- Your child's teacher and school – using the same strategies across home and school can help your child's understanding.
- A Behaviour Support Practitioner or Psychologist can help with behaviour difficulties, including sexualised behaviours and teaching social rules.
- An Occupational Therapist can assist with teaching new hygiene routines.
- A Speech Pathologist can assist with making information about puberty and adolescence easier for your child to understand.
- Medical Practitioners- GP, Paediatrician or Paediatric Psychiatrist – if you are worried about your child's emotions, their mental health or behaviour difficulties, a medical practitioner may suggest support services and medication to reduce some symptoms in the short term.

If you have any feedback on this tip sheet please fill in our [feedback form](#). You can find readings, resources and links related to this topic on our [webpage](#).

If you are still concerned, contact your GP or Paediatrician about services that might be helpful.



How does my Child Process Sensory Information?

Understanding How Children with Autism or an Intellectual Disability Experience Sensory Input

WHAT IS SENSORY PROCESSING?

We all experience the world through our senses - sight, sound, touch, smell, taste, body awareness, movement and sensing our internal body state (e.g., feeling hungry, sick, tired).

Sensory information (called 'sensory input') is what we see, sounds we hear, things we touch, how our body feels etc. Sensory processing is how our brains use this information to understand and interact with the world around us.



Everyone's brain processes sensory input differently. For example, some children don't like the feel of certain fabrics, some don't like being hugged, others seek out physical contact. Some children have strong food preferences, enjoy fast movement, or don't like loud noises.

SENSORY PROCESSING DIFFICULTIES

Children can become overwhelmed with too much sensory input (e.g., bright lights, cooking smells and noise at the playground) or not respond to sensory input in their bodies – this means they have sensory processing difficulties. Children with autism and intellectual disability are more likely to have sensory processing difficulties.

Children with sensory processing difficulties often have one or more of the following characteristics:

Hyper-responsive – these children are more sensitive to sensory input than most children. They are often overwhelmed by sensory experiences, which can make them feel distressed and agitated.

Sensory Avoiding – these children actively avoid specific experiences because they create unpleasant sensations for them.

Hypo-responsive – these children are less sensitive to sensory input than most children and can be unaware of or slow to respond to sensory input.

Sensory Seeking – these children seek out experiences where they will have specific sensory input that they enjoy.

WHAT DO SENSORY PROCESSING DIFFICULTIES LOOK LIKE?

Children who are *hyper-responsive* to sensory input may:

- be easily overwhelmed by group activities and noisy or crowded places
- refuse to wear clothes they describe as 'itchy or scratchy'
- be easily distracted in class by noises or movement that others haven't noticed
- dislike getting messy
- spit out or refuse particular foods because of the taste and texture (how the food feels in their mouth).



Children who are *hypo-responsive* to sensory input may:

- seem clumsy, bump into things a lot, and have poor hand-eye coordination.
- want to touch and feel things all the time.
- find it hard to sit still and want to jump around, jump on a trampoline etc.
- enjoy crisp, crunchy foods.

HOW CAN I HELP?

Strategies to help with sensory processing difficulties are different for each child.

Children who are *hyper-responsive* to sensory input may benefit from:

a quiet space to be on their own so that they can leave a stressful situation to re-gain calm and control

less sensory input - dim lighting, decrease noise, reduce the number of people in the space

a predictable environment so the child knows what sensory input to expect

preparation for a situation that might be overwhelming e.g. give them headphones if they will be in a loud space

learning to notice when sensory input is becoming too much for your child, and how they can get away or take a break.

Children who are *hypo-responsive* to sensory input may benefit from:

visual supports to help them focus on a task or activity

practicing mindfulness activities, e.g. describing things they can see, hear, feel, and smell to help them be more aware of these sensations in their body

fidget items (puzzles, squishy balls, bubbles, sensory bottles, bean bag chairs)

high energy physical activities- e.g., climbing equipment, a ball pit, a trampoline, swimming

sensory activities – e.g. playing with play doh, digging in sand

lots of movement breaks in their day

eating foods with strong flavours and mixed textures

deep pressure on their body – bear hugs, weighted blankets, lap pads or firm clothing

learning to notice when sensory input is becoming too low for your child, and how they can increase their level of arousal.

WHEN & WHERE TO GET MORE HELP:

If your child's sensory difficulties are interfering in everyday activities, arranging an assessment to find out their sensory profile and sensory preferences may be helpful.

This assessment might lead to a diagnosis of a Sensory Processing Disorder.

Occupational Therapists are usually involved in the assessment and treatment of sensory processing difficulties. They will give you strategies to help your child to feel calmer and more confident. They can also work with your child's school to support your child in the classroom.

If you have any feedback on this tip sheet please fill in our [feedback form](#). You can find readings, resources and links related to this topic on our [webpage](#).

If you are still concerned, contact your GP or Paediatrician about services that might be helpful.



Why is My Child Hurting Others?

Helping Children with an Intellectual Disability and Autism Manage their Aggression

AGGRESSION IN CHILDREN AND YOUNG PEOPLE

Children and young people with autism and an intellectual disability can have aggressive behaviour when they feel angry, frustrated or anxious.

Aggressive behaviour can be:

- verbal aggression, e.g., arguments, name-calling and teasing
- physical aggression, e.g., pushing, hitting, kicking, biting, hair pulling, scratching.



WHY DOES MY CHILD HURT OTHERS?

Children and young people with autism and an intellectual disability often don't have the skills needed to deal with big emotions like when they feel:

- frustrated – when other people can't understand them
- frustrated – when a task is too hard, or they want to stop the task
- frustrated or angry – when they want an item or to do an activity
- confused – when they can't understand other people or a social situation
- jealous – with peers, siblings
- anxious or stressed – e.g., when things change in their routine or they feel overwhelmed by sensations in their body (e.g., lights are too bright for their eyes or they hear a loud noise).

HOW CAN I HELP?

It's important to understand why your child is being aggressive. Find out as much as you can about the behaviour and keep notes about it so you can show a professional if you need help:

- What exactly does your child do?
- When does it happen?
- What is your child doing when they become distressed or hit out?
- What do the people around them do when your child does the behaviour?

e.g. if your child is anxious about an event and kicks out when you ask them to get out of the car, they might be telling you 'I'm scared', 'I need a break' or 'I need some re-assurance'.

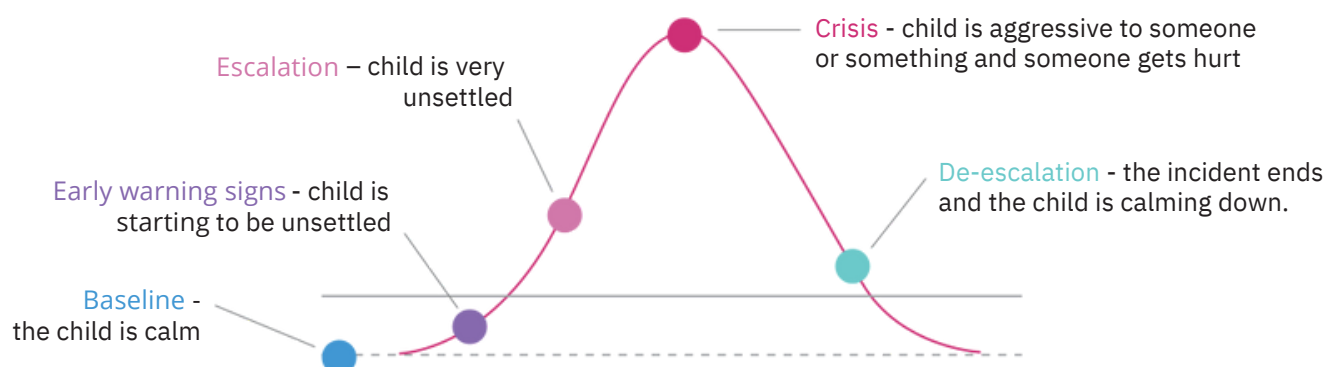
The Escalation Cycle helps us to understand what is happening for a child when they feel big emotions and what to do to help them.

e.g. if you see your child is starting to feel frustrated - get them to do a different activity, take some deeps breaths together, or have a movement break outside.



The Escalation Cycle is like a volcano of emotion. A child's emotions can build up slowly when they start to feel upset, or they can have a quick eruption of emotions when they feel frustrated, angry or anxious very quickly.

THE ESCALATION CYCLE



TIPS TO STOP AGGRESSIVE BEHAVIOUR STARTING

- Make sure the child knows what is happening each day.
 - Use structured schedules and routines and use visual supports to help your child understand.
 - Include time to relax, and time alone.
- Help your child to identify and show their emotions in an appropriate way.
- Practice activities to help your child to be calm e.g. breathing exercises.
- Don't let your child watch violent content on screens: children might copy inappropriate behaviour they have watched.
- Reduce sensory experiences – make a calm space, turn off music, turn down lights, avoid crowded places.

TIPS TO CALM YOUR CHILD WHEN THEY ARE UNSETTLED

- Try a different activity they will enjoy or a movement activity, e.g., walking.
- Offer two choices e.g., two different activities or items. Choices can help a child feel more in control.
- Stay calm. This will help your child to calm down.
- Use less words when talking to your child- when a child is stressed it is hard for them to understand what others are saying.
- Use gestures while you speak to help your child understand, e.g pointing to another activity.
- Do calming activities with your child, e.g., deep breathing, take a break, squeeze a cushion or stress ball, water the garden.

WHEN YOUR CHILD IS TRYING TO HURT OTHERS

- Keep your child and others safe:
 - Move the child to a quiet, safe place to calm down. If you cannot move the child, ask others to move away.
 - Stay near your child, in a safe place.
- Stay calm – don't talk much- tell your child that you are here to help them.
- Get help from another adult if you feel unsafe or you can't stay calm.

WHEN YOUR CHILD IS CALMING DOWN

- Praise your child when they are trying to calm down.
- Encourage your child to do an activity in a quiet, gentle way.
- When your child is completely calm and is back to their usual routine activities, you can talk to your child calmly about what happened.



WHERE TO GET HELP

If you are worried about your child's aggression, you can get help from:

- your child's teaching team at school.
- a Behaviour Support Practitioner or Psychologist. They can help to work out why your child has aggressive behaviour and an action plan to help your child.
- a Speech Pathologist. They can help your child understand others and other people to understand your child.
- an Occupational Therapist who can show you and your child calming activities.
- your Doctor, Paediatrician or Paediatric Psychiatrist may suggest medication to reduce aggressive behaviour for a short time.

If you have any feedback on this tip sheet please fill in our [feedback form](#). You can find readings, resources and links related to this topic on our [webpage](#).










If you are still concerned, contact your GP or Paediatrician about services that might be helpful.



Too sick for school?



Generally if your child feels unwell, keep them home from school and consult your doctor. This chart and the information it contains is not intended to take the place of a consultation with your doctor.

Bronchitis	Symptoms are coughing, a runny nose, sore throat and mild fever. The cough is often dry at first, becoming moist after a couple of days. There may be a slight wheeze and shortness of breath. A higher fever (typically above 39°C) may indicate pneumonia.	 ... until they are feeling better. Antibiotics may be needed.
Chickenpox (Varicella)	Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab.	 ... for 5 days from the onset of the rash and the blisters have dried.
Conjunctivitis	The eye feels 'scratchy', is red and may water. Lids may stick together on waking.	 ... while there is discharge from the eye unless a doctor has diagnosed a non-infectious cause.
Diarrhoea (no organism identified)	Two or more consecutive bowel motions that are looser and more frequent than normal and possibly stomach cramps.	 ... for at least 24 hours after diarrhoea stops.
Fever	A temperature of 38.5°C or more in older infants and children.	 ... until temperature is normal.
Gastroenteritis	A combination of frequent loose or watery stools (diarrhoea), vomiting, fever, stomach cramps, headaches.	 ... for at least 24 hours after diarrhoea and/or vomiting stops.
German measles (Rubella)	Often mild or no symptoms: mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time.	 ... for at least 4 days after the rash appears.
Glandular Fever (Mononucleosis, EBV infection)	Symptoms include fever, headache, sore throat, tiredness, swollen nodes.	 ... unless they're feeling unwell.
Hand, Foot and Mouth Disease (HFMD)	Generally a mild illness caused by a virus, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area in babies.	 ... until all blisters have dried.
Hayfever (Allergic rhinitis) caused by allergy to pollen (from grasses, flowers and trees), dust mites, animal fur or hair, mould spores, cigarette smoke	Sneezing, a blocked or runny nose (rhinitis), itchy eyes, nose and throat, headaches.	 ... unless they feel unwell or are taking a medication which makes them sleepy.
Head lice or nits* (Pediculosis)	Itchy scalp, white specks stuck near the base of the hairs; lice may be found on the scalp.	 ... while continuing to treat head lice each night. Tell the school.

Hepatitis A	Often none in young children; sudden onset of fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools.	 ... for 2 weeks after first symptoms (or 1 week after onset of jaundice). Contact your doctor before returning to school.
Hepatitis B	Often no symptoms in young children. When they do occur, they can include fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine.	<div>  ... if they have symptoms. Contact your doctor before returning to school. </div> <div>  ... if they have a chronic infection (not the first outbreak) and no symptoms. </div>
Impetigo (School sores)	Small red spots change into blisters that fill up with pus and become crusted; usually on the face, hands or scalp.	 ... until antibiotic treatment starts. Sores should be covered with watertight dressings.
Influenza	Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.	 ... until well.
Measles	Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days.	 ... for at least 4 days after the rash appears.
Meningococcal Disease	Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash.	Seek medical attention immediately. Patient will need hospital treatment. Close contacts receive antibiotics.
Molluscum Contagiosum	Multiple small lumps (2–5mm) on the skin that are smooth, firm and round, with dimples in the middle. In children, occur mostly on the face, trunk, upper arms and legs. Symptoms can last 6 months to 2 years.	
Mumps	Fever, swollen and tender glands around the jaw.	 ... for 9 days after onset of swelling.
Ringworm* (tinea corporis)	Small scaly patch on the skin surrounded by a pink ring.	 ... for 24 hours after fungal treatment has begun.
Runny nose or common cold		 ... unless there are other symptoms such as fever, sore throat, cough, rash or headache. Check with school.
Scabies*	Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.	 ... until 24 hours after treatment has begun.
Shigella	Diarrhoea (which may contain blood, mucus and pus), fever, stomach cramps, nausea and vomiting.	 ... until there has not been a loose bowel motion for 24 hours. Antibiotics may be needed.
Slapped Cheek Syndrome (Parvovirus B19 infection, fifth disease, erythema infectiosum)	Mild fever, red cheeks, itchy lace-like rash, and possibly cough, sore throat or runny nose.	 ... as it is most infectious before the rash appears.
Whooping Cough (Pertussis)	Starts with a running nose, followed by persistent cough that comes in bouts. Bouts maybe followed by vomiting and a whooping sound as the child gasps for air.	 ... until the first 5 days of an antibiotic course has been completed. Unimmunised siblings may need to stay home too until treated with an antibiotic.
Worms (Threadworms, pinworms)	The main sign of threadworms is an itchy bottom. Sometimes children feel 'out of sorts' and do not want to eat much. They may also have trouble sleeping, due to itching at night.	 ... and tell the school as other parents will need to know to check their kids.

***It is important that the rest of the family is checked for head lice, scabies and ringworm**



Attendance Matters

Every student. Every day.

It is the NSW Department of Education's aim that all children attend school at least 90% of the time. At BGS, if your child is absent from school for three consecutive days with no explanation, you will receive a phone call from their class teacher. All absences need to be explained within 7 days of absence. Please use Sentral to put in all absences and partial absences.

When your child misses school they miss important opportunities to Learn, Build Friendships, and Develop life skills.

Attendance Matters

Every Day Counts

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...	they miss weeks per year	and years over their school life
1 day per fortnight 	= 4 weeks 	= Over 1 year missed
1 day per week 	= 8 weeks 	= Over 2.5 years missed

education.nsw.gov.au

The Child Protection Foundation
presents

"Bowl Barefeet for Child Protection Week"

Sunday

15th September
10:30am



"Protecting Children is
Everybody's Business"



Come along and meet

Humphrey B. Bear

Appearing at 12:30pm & 2:30pm

Come along for a fun day of
"Barefoot Bowls"
lots of fun for the kids

Padstow Bowling & Recreation Club
109 Iberia Street, Padstow

**Entry is by
Gold Coin
Donation**

Kids under 10 Free

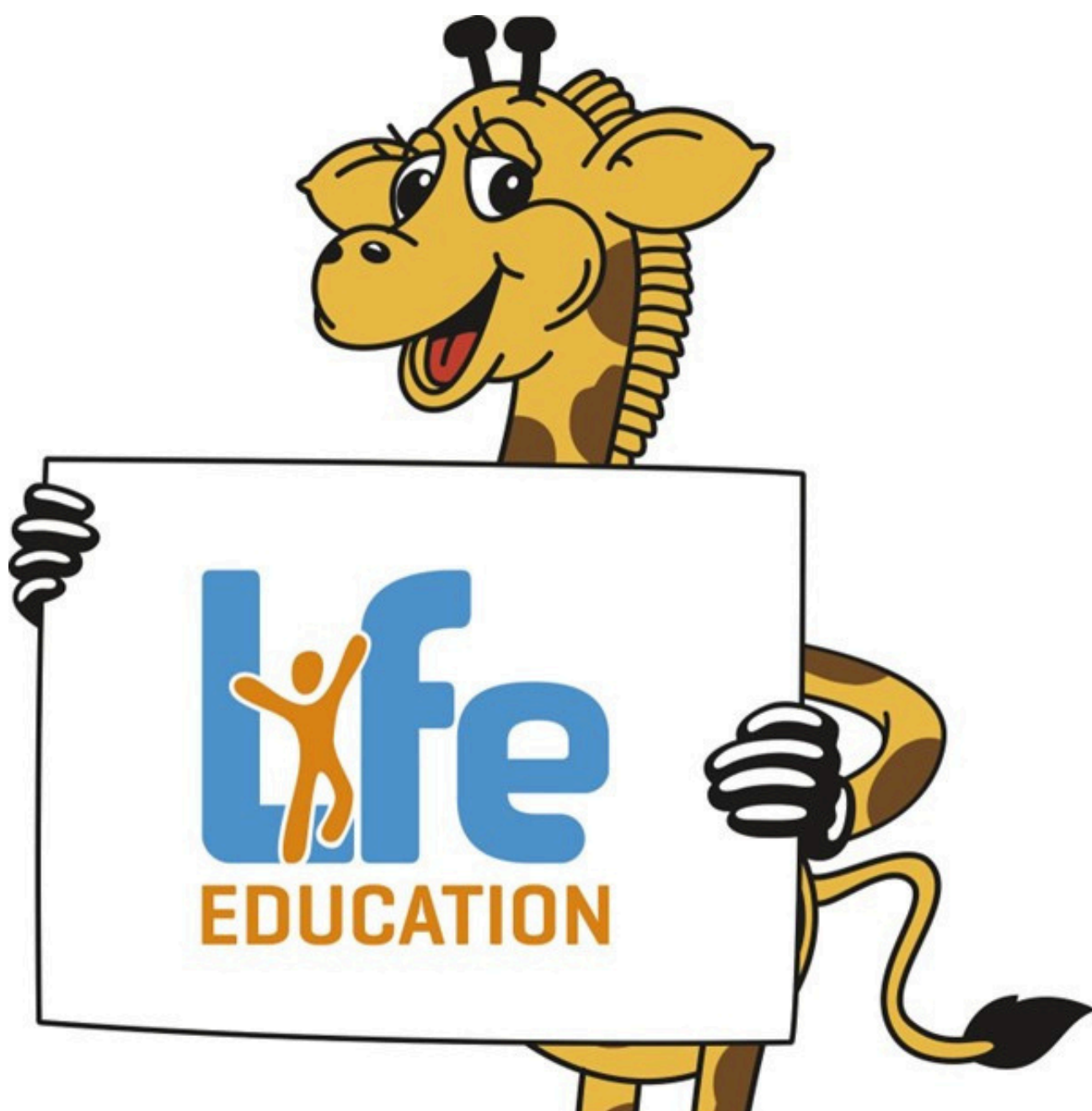
Includes equipment & BBQ Lunch

Ph: 0421 822 576 to buy your tickets or
visit www.cpf.org.au



Healthy Harold

Coming to BGS 27-30 August 2024!





BGS FACE BOOK



**JOIN NOW TO
SEE FUN NEW
UPDATES FROM
INSIDE AND
OUTSIDE OUR
CLASSROOM
AS THEY
HAPPEN!**

**OUR PAGE IS
LIVE NOW**

View it at:
[www.facebook.com/
broderickgillawarnaschool](http://www.facebook.com/broderickgillawarnaschool)



FOR MORE INFORMATION, CONTACT BGS ON 9773 1255



address: 36 – 48 Victoria Street, Revesby NSW



telephone: 9773 1255 fax: 9773 1455



email: broderick-s.school@det.nsw.edu.au

ABN: 76221543946

