



Broadmeadows

SPECIAL DEVELOPMENTAL SCHOOL

Edition 11, Friday 5th June, Term 2 2020

The transition back to on-site learning after the period of remote learning has been incredibly smooth for our students, who have been so happy to be back at school. On the first day back, a gorgeous sight greeted staff and students at our Dimboola Road campus – a bright Welcome Back sign with confetti balloons. Seeing this made everyone smile and was such a special act – no wonder all of the students stepped off the bus that morning beaming and greeting everyone they walked past.



Thank you to all of our parents/carers for supporting the return to school practices that have been put in place – including dropping their child off at the school gate rather than coming inside the grounds and maintaining social distancing practices with staff. We know this is a big change but we appreciate the way that everyone has followed through with these requests, to ensure we are all safe as we continue our school term.

With our drop off and pick up procedures in place, we ask that parents are mindful of using our footpaths and walkways to keep our students safe. At Sorrento Street, we ask that parents walk students via the path outside of admin, rather than on the bus bay driveway. As buses are arriving and departing at these busy times of the day, we want to ensure our students and school community are safe, and using the pathways is important in modelling safe pedestrian behaviours. Thank you.

I would like to give my Principal's Award to Behar from Sorrento Room 5. On the first day back at school, Behar brought in two full workbooks, filled with activities he completed during our home learning period. Not only did Behar complete work set by his class teacher, but he also happily worked through extra activities his mother set for him, that were inspired by the classroom home learning programs for each day. This included a stunning piece of sensory art – colouring in a piece of bread and then pasting on some 100s and 1000s after doing a Fairy Bread cooking activity. We are so impressed with the creativity shown by Behar's mother! Behar, thank you for bringing your two work books to school last week to share with us all – we were so proud to look through all of your work and to hear you tell us all about it. Well done!



Monday 8th June is a Public Holiday, so there will be no school on that day. School will return on Tuesday 9th June. We look forward to seeing everyone back then.

Susi Wirth
Principal

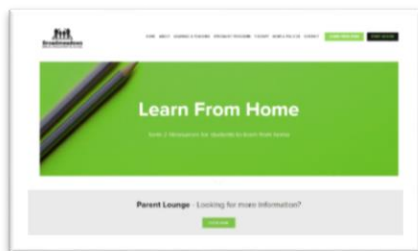
DATES TO REMEMBER TERM 2 2020

DATE	EVENT TO REMEMBER
Monday 8 th June	Public Holiday – Queen's Birthday
Friday 26 th June	Last Day of Term 2 – 2pm Finish

PARENT LOUNGE SCHOOL WEBSITE UPDATES

As we return to face to face teaching, we would love to hear how you found the Parent Lounge on the website and how we can make it helpful and useful in the future too.

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



Name: _____

Child's name: _____

Child's room number _____

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

TYPES OF RESOURCES / TOPICS

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

Learning Beyond Words
CHAMPION'S CORNER

ZARA'S AWESOME RETURN TO SCHOOL

Zara, from Room 1, has had a wonderful start back to face to face learning. She is an active participant in the classroom and continues to show so much enthusiasm for learning programs such as Morning Circle, Story Time and Developmental Play. Well done Zara!



Respect

Opportunity

Engagement

Communication

Support

CHEYENNE'S FABULOUS HOME LEARNING ACHIEVEMENTS

We were so happy to receive photos of Cheyenne's home learning activities this week, and feedback from her mother to share that this was the first time Cheyenne has helped with the washing up after cooking at home.

Cheyenne also loved playdough craft, working on fine motor skills and sensory craft.

Well done Cheyenne! We are so proud of all of the hard work you put into your home learning.



Respect

Opportunity

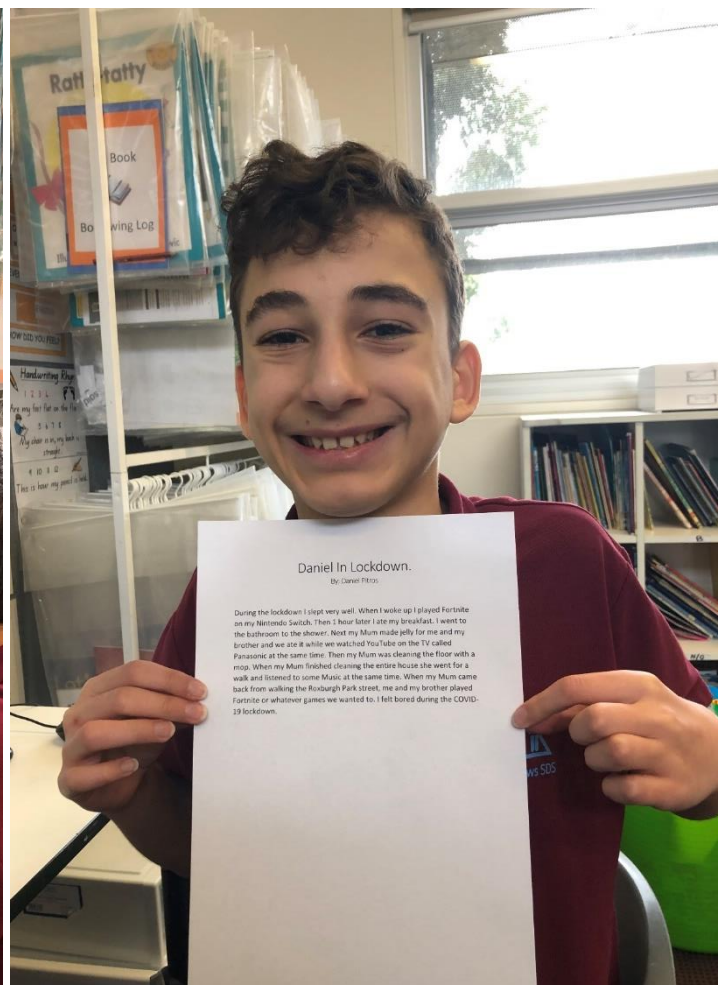
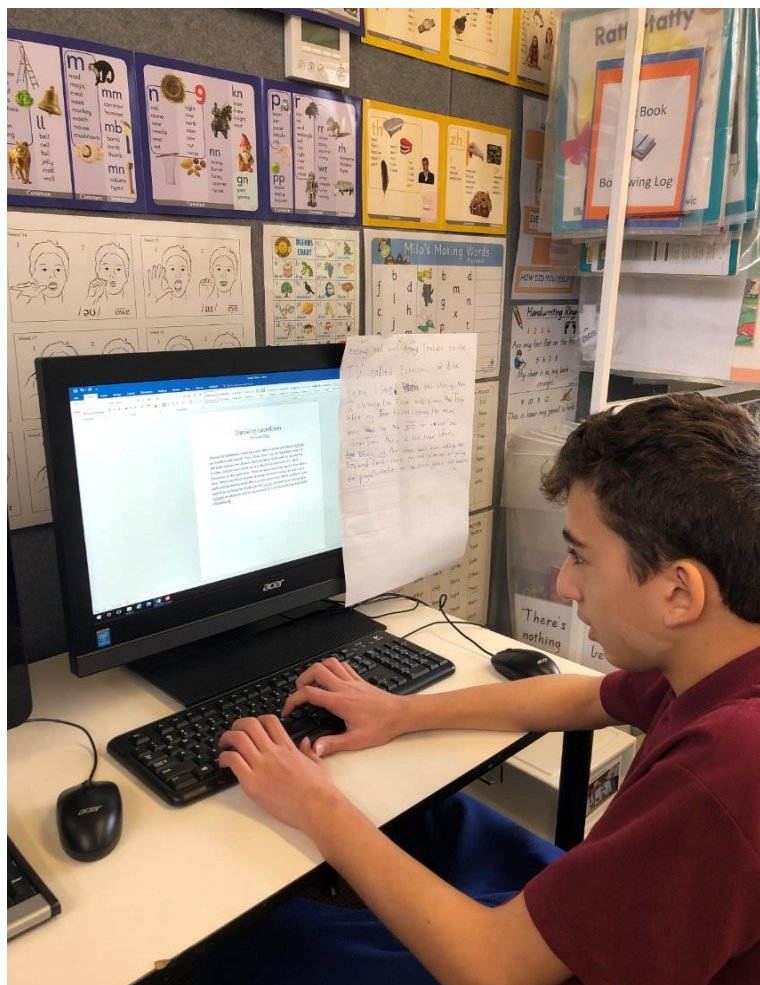
Engagement

Communication

Support

DANIEL'S EXCELLENT LITERACY WORK

Daniel has been working really hard on recounting experiences then editing his work. He also types his recounts as he practises his computer skills. Daniel we are so impressed with your effort and achievement!



GEORGES' WONDERFUL PEER SUPPORT

During the week, Georges demonstrated some fantastic initiative and peer leadership, when he noted a classmate needed help to tie their shoelace.

Georges lent down, and unlaced his own shoe and showed his classmate step by step how to tie their shoelace. This was a lovely moment of peer support and interaction - and Georges not only received a 'thank you' from his classmate but a 'Great Friend' award too.



Respect

Opportunity

Engagement

Communication

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Learning Beyond Words
TEACHING AND LEARNING AT BSDS

BIRTHDAY CELEBRATIONS

Last Friday, Room 11 celebrated the remote learning birthdays of Hamzah and Dane. We made disco balls out of balloons and sequins before having some delicious chocolate cake at the end of the day. It was lovely to see Dane remind Hamzah to blow out the candles by pausing at the end of "Happy Birthday", looking at Hamzah and showing him how to lean forward to blow out the candles. Happy Birthday boys!



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Learning Beyond Words
TEACHING AND LEARNING AT BSDS

MAKING SCONES IN ROOM 23

This week, Room 23 used a recipe that went home in the school newsletter to make Lemonade Scones. Students really enjoyed locating the items in the kitchen and measuring out the ingredients into the bowl. We even whipped some cream using the electric beaters. The students also showed some great initiative at cleaning their workspaces and washing some dishes.



Respect

Opportunity

Engagement

Communication

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TEACHING AND LEARNING AT BSDS

WELCOME TO BSDS ERIC



Eric's First Week at Broadmeadows Special Developmental School



You had a brilliant first day at
Broadmeadows Special Developmental
School Eric, well done!

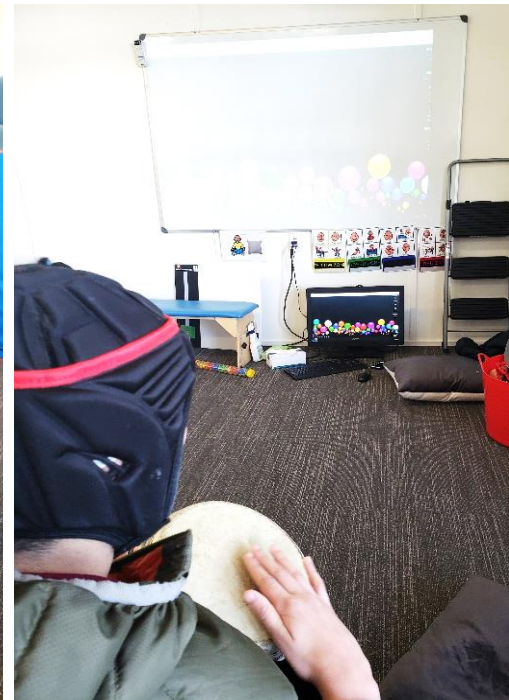
You fitted straight in to our class and we are
all pleased to have you as part of Room 20!
Keep up the good work!

Elyse and Jordyn

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

BOUNCY BALL FUN IN PERFORMING ARTS

We have been exploring a new website since returning to school in Performing Arts. It is called bouncyballs.org and is a lot of fun. When you make a noise it makes the balls bounce up and down on the screen - the louder the noise, the bigger the bounce! We have used drums and our voices to see which make the balls bounce the most - the drums won. You can try it at home too if you like.



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Learning Beyond Words
TEACHING AND LEARNING AT BSDS

A STUNNING RETURN TO ART

What an amazing start back to the Art room all the students have had after our time at home. From the first Senior class off the bus on Tuesday morning to the last group of the day Friday, it has been a joy to re-connect with all the students again face-to face! Students have had an opportunity to re-start where they left off last term, completing their Scratch Art – made from scratch! You will see in the photos shared, students have coloured their piece of card in with brightly coloured oil pastels and then painted over the top of their artwork with black paint. The students have enjoyed scratching their own unique designs into their scratch art cards - the results have been beautiful. It has been impressive to see the students working so well to complete their artwork from start to finish.

We have also had the exciting opportunity to use the two new light pads purchased last term. You will see the amazing focus of Mohammed and Brodie as they trace the details in their chosen images. It is fabulous to see students extending their drawing skills and working so well! Many of the students have been completing the 'Autumn' theme for Art this term. It has been wonderful to explore the fabulous colours and textures of Autumn through a range of sensory tubs and art activities. Spraying, painting, looking, touching, smelling have been some of the many ways students have explored and engaged with the season of Autumn in the Art room.



Respect

Opportunity

Engagement

Communication

Support

CREATIVE WAYS TO KEEP KIDS ACTIVE THIS WINTER

Article content courtesy of: <https://www.stuckonyou.com.au/blog/10-creative-active-winter-activities/>

It's that time of year. The days are shorter, the air is colder and while snuggling up on your couch under a blanket may be all you want to do, the need for exercise doesn't hibernate for the winter.

It's important to ensure children stay active throughout winter in order to support their health and wellbeing. Keeping their minds and bodies active helps them sleep better, boosts energy, facilitates greater learning, improves focus and enhances their overall happiness.

It can be easy to turn on the TV at night and snuggle away from the cold outside, but make an effort to unplug and get creative as a family and all enjoy the benefits of staying active together.

Outdoor winter activities

Even when it's cold and wet outside, you and your child can still be active around your home and neighbourhood. There are plenty of free or low-cost things you can do:

- Put on coats, hats and gloves and head outside. Show your child what the beach looks like in wild weather, or visit parks and gardens when the plants are all wet and glossy.
- Take your child to see how the flow of rivers, creeks and streams changes after rain.
- When it's wet, dress up in gumboots and raincoats. Look for some big puddles to jump in. An umbrella can be fun to take along too. Your child might have fun opening and closing it a few times.
- If it's darker, let your child play with a torch when you go out for a walk.
- Gather leaves, sticks, shells and stones from outside. You can take them inside and use them for sorting, painting or building.
- On a windy day, you can try flying kites, chasing leaves – or helping them 'fly' – and trying to find places to hide from the wind outside.

Indoor winter activities

If you can't face the cold and wet, here are some ideas for winter activities you and your child can do inside at home:

- Line up some empty plastic bottles inside and use an old pair of socks to play indoor 'bowling'. Make it harder by adding some weight (like sand or water) inside the bottles. Your child could recycle the socks to play other games like soccer or tennis, or even puppet plays.
- Encourage your child to throw a scarf up in the air and catch it on an arm, leg, knee or head. Or let your child kick a balloon up as high as possible and then use a fly swat or plastic bat to hit the balloon.
- Move to music, make up dances and play dress-ups. Maybe your child could act out a new adventure based on a favourite superhero or cartoon character.
- Set up an indoor treasure hunt.
- If you have space, use chairs, blankets and boxes to build a fort or set up an obstacle course.
- Use an old mattress as an indoor trampoline and get your child to try funny running styles, or practise jumping, landing and tumbling.



RECOUNTING EVENTS

Article content courtesy of: <https://www.talkingmatters.com.au/blog/developing-recounts/>

Recounts are a retelling of an event. Children can practise oral and written recounts. Written recounts are often a child's first experience at writing down their own ideas. Helping children to produce well structured recounts can help their oral language and literacy development.

Why are recounts important? Sharing information about a past event develops "decontextualised language". This is the ability to talk about something that happened in another time and place and is important for higher level language and literacy development.

Recounts also develop the ability to structure language. Talking about the past also helps develop language skills such as using verb tenses. Telling about an event is complex and requires linking sentences together which develops use of joining words known as "conjunctions". It also develops sequencing skills, the ability to put information in order and time concepts such as first, next, last. This ability to link sentences is important for later skills such as story writing.

Recounts can be about:

- Outings such as a trip to the beach, the park or the zoo
- Activities such as craft, cooking or gardening
- A special event such as a birthday
- A period of time such as what happened over the weekend or holidays
- To help your child with oral recounts develop a habit of talking about your experiences. "Tell Grandma all about what we did at the beach"/ "Tell Dad all about the movie that we saw".

Having some visuals or props can help. Visuals can include:

- Items that you collect during your activity such as shells from the beach, leaves from the park
- Photos or video that you take during your event
- Pictures your child has drawn of what happened
- You can use a planner to help your child plan what to say or write. Your child's teacher may have a visual planner that they use that you can use for consistency. When planning a recount try to follow a structure of when + who + where + what. Such as "On the weekend" (when) Mum, Dad and I (who) went to the beach (where) for a swim (what)". This structure prepares children for the structure used in story writing later on.

Once you have planned your recount, tell or write it. Try including the following:

- Action words in past tense - "went, swam, walked, ate"
- Describing words "hot, smooth, noisy, funny"
- Joining words "and, then, because"
- Time concepts "first, later, in the afternoon, last of all"

Present your recount so you can share it with others.

To share an oral recount you could:

- Video your child talking about the event
- Make a slide show of pictures and record your child's voice over them
- Write your child's recount down for them and ask them to draw a picture to go with it
- Share it with a family member or friend on by phone or on skype

To share a written recount you could:

- Write or type out the recount and illustrate it with drawings, photos or clip art
- Do a slideshow or Power Point presentation
- Share it as an email to a family member or friend

LEARNING AT HOME IDEAS

LANGUAGE STRATEGIES – COMMUNICATION TEMPTATIONS

Article content courtesy of: <https://www.suelarkey.com.au/media/communicatione.pdf>

Many children do not need to communicate as everyone in their environment thinks for them, gives them what they want or even anticipates their needs. When you create a communication enriched environment it is *vital* you create as many opportunities as possible for your child to communicate.

Activities that are particularly desirable or intriguing for your child are more likely to 'tempt' them, or provide them with sufficient motivation, to communicate with another person. Encourage children to use their communication modality (speech, gesture, symbols and visuals) to communicate what they want.

Ideas to Provide Opportunities to Communicate

- Give your child a container with the lid on too tight so your child needs to ask for "help".
- Give your child an activity with a part missing so they need to ask for "help".
- Remove the plug from the power for a computer or DVD player, so your child needs to ask for "help" to turn it on.
- Wherever possible don't anticipate their communication. Wait for them to communicate first, rather than guessing their needs (e.g. - hands dirty, want to wash, wait for them to look at you, and indicate want of help, etc.).
- Put desirable items out of your child's reach so that they are encouraged to ask for them.
- Playing 'Ready, set, go!' and 'One, two, three, go!' games.
- Put toys into clear plastic containers or out of reach so that your child is unable to access them without assistance.
- SLOW down, wait at the door before you open it, and allow your child an opportunity to say "Open" or "Open door."

COMMUNICATIVE TEMPTATIONS

WHAT TO DO:

Put desired items out of reach or in a hard to open box. The child needs to communicate with you to ask for help.

WHY DO WE DO IT?

This gives the child a **reason** and **opportunity** to communicate so they can get the things they want!

WHEN TO DO IT?

Play

- ▶ Put toys in hard-to-open boxes
- ▶ Tightly close the lid of the bubbles

Snack

Only give a small amount of the snack, so the child has to ask for more of it.

Clothes

Make silly mistakes, e.g. "forget" to put one of their socks on, or put their socks on their hands.



LANGUAGE STRATEGIES

SUPPORTING LANGUAGE AT HOME – HOW TO USE AN AIDED LANGUAGE DISPLAY (ALD)

During our remote learning period, it was fantastic to see so many families setting our students up with ALDs as they were engaging in activities. Aided Language Displays (ALDs) are a great tool used for modelling language and helping students understand the world around them. They come in a range of sizes depending on the student's needs. ALDs are generally one page and have broad language that can be used across multiple settings/activities (pictured above) or are really specific to a particular activity e.g. - playing with toy cars.

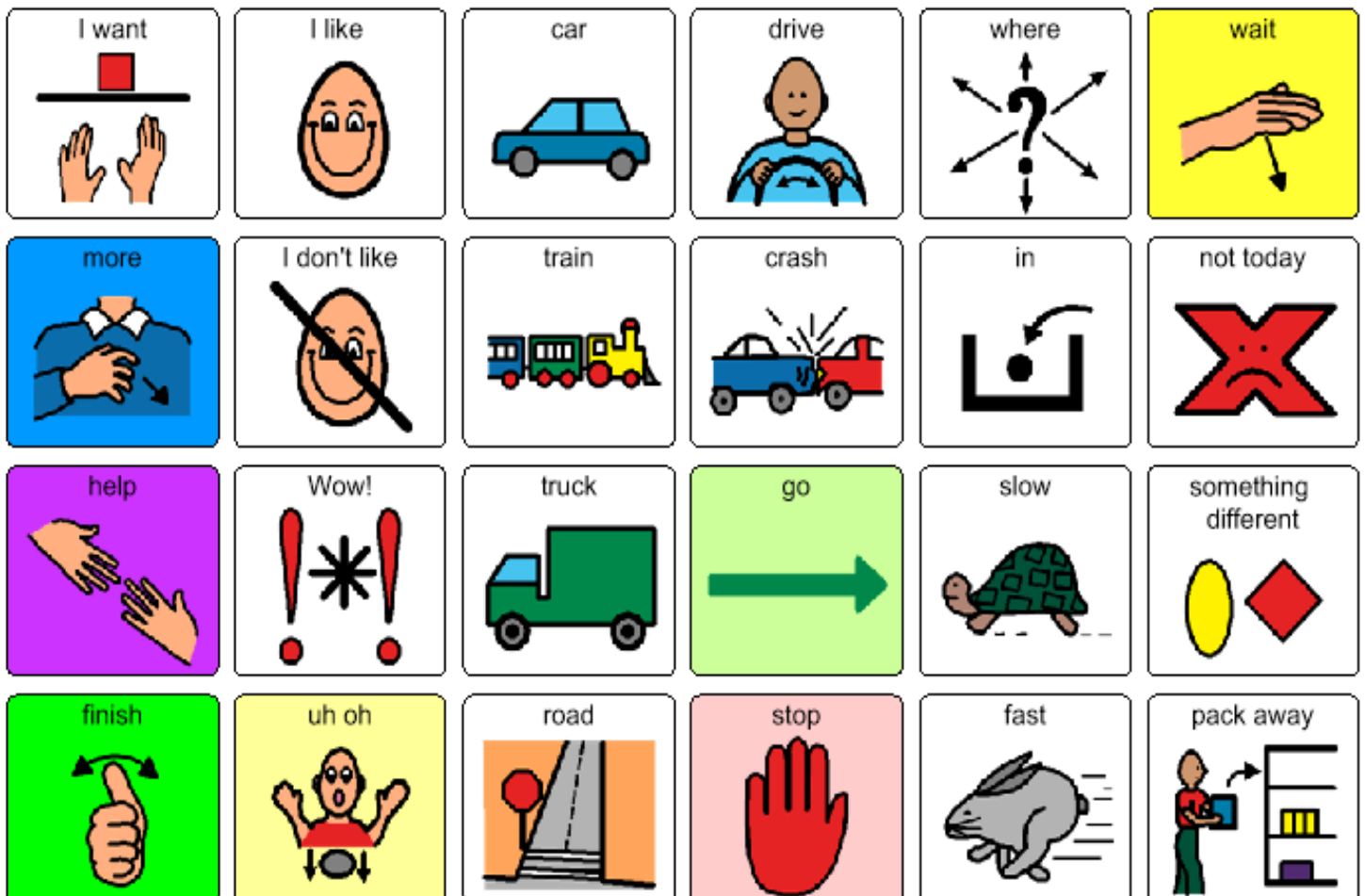
HOW TO USE ALDs

- Point to the matching symbol as you say the word. For example point to “crash” as you say “Oh no, we crashed.”
- Try to point to one to two symbols per sentence. You do not need to point to a symbol for every word you say. For example if you said “I want to play with the truck” you could point to “want” and “truck” as you say those words.
- Also model what your child is saying or doing. For example if you child picks up a car you could point to the car symbol and say “You chose a car.”
- Most importantly, HAVE FUN! Playing is a great way to teach children language. Children learn the most when they are engaged and having fun.

A great YouTube video that shows how to use an ALD during a fun activity:

<https://www.youtube.com/watch?v=rfkXDzJKUhI>

OR search AAC Modeling with playdough



LEARNING AT HOME IDEAS

MULTI-SENSORY INVITATIONS TO PLAY

Rainbow Soap is a light, fluffy and magical sensory experience that is so easy to create! Using things you will have in your kitchen, you can set up a wonderful play experience for your child – make one single colour or create a rainbow with a range of colours.

Rainbow Soap Play



What you will need...

- 2 tablespoons dish soap or your child's bubble bath**
- 1/4 cup water**
- Handheld mixer**
- Medium and large tub**
- 4 drops of food colouring—in your desired colours**
- Extra ideas:**
 - Toy cars**
 - Straws**

How to create....

In a medium tub, add 2 tablespoons of dish soap or bubble bath and 1/4 cup of water. Add about 4 drops of food colouring. Use a handheld mixer and mix on the highest possible setting for 1-2 minutes. Your foam should be able to form stiff peaks that hold their shape. Scoop it out to put into your large tub and repeat as necessary until you have the desired amount of foam!

Time to play!

- You could make just two primary colours and make it into a colour mixing lesson.**
- Add in cars and some toothbrushes and make it a drive through car wash. As the cars come out the other side, spray them with water bottles to 'rinse'.**
- Wash plastic dolls in the foam, and use a big towel to rub them dry.**
- Use straws to blow foam off hands/blow in tub – works on oral motor muscle development.**

Rainbow Soap Play



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING AT HOME IDEAS – RAINBOW SOAP PLAY KWS



With fingers slightly spread, and palm facing you, form an arc with hand from one side to the other.



Stroke edge of curved pointer finger down cheek twice, palm forward



With both hands in a loose fist, palms downwards; hold one still at chest height and the other a little lower (both off to their own sides). Move the lower hand in a forwards circle.



With first hand in a fist, arm bent in front of stomach, rub the top of the arm with the fingertips of the other hand.



Tap cheek with curved pointer finger, twice.



Natural action – blowing action with exaggerated puffed cheeks.



With palm facing up and hand at hip, start with fingers and thumb apart and gently bring fingers towards thumb, but do not touch thumb.



Hold hand clawed, palm towards chest. Move hand forward, away from chest slightly.

BSDS DIGITAL NEWSLETTER

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

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

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

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

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

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

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

Child's name and classroom:

Your name:

Email address to submit to the BSDS Newsletter distribution list:



ITEM	COLOUR	PRICE	SIZE 4	SIZE 6	SIZE 8	SIZE 10	SIZE 12	SIZE 14	SIZE 16	TOTAL
Polo Shirt Short Sleeve	Maroon	\$18.00								
Polo Shirt Long Sleeve	Maroon	\$21.00								
Bomber Jacket	Navy/sky	\$36.00								
Windcheater	Maroon	\$25.00								
Polo Collar Windcheater	Navy	\$24.00								
Polo Fleeced Vest	Navy	\$23.00								
Skort	Navy	\$18.00								
Shorts Rugby	Navy	\$12.00								
Trackpants Reinforced	Navy	\$18.00								
Summer Dress	Navy	\$33.00								
Winter Tunic	Navy	\$47.00								
Parka Lightweight	Navy	\$30.00								
Hat – Bucket style	Navy	8.00								
ITEM	COLOUR	PRICE	SIZE 18	SIZE 20	SIZE 22	SIZE 24				TOTAL
Polo Shirt Short Sleeve	Maroon	\$22.00								
Polo Shirt Long Sleeve	Maroon	\$25.00								
Skort	Navy	24.00								
Windcheater	Maroon	\$28.00								
Winter Tunic	Navy	\$47.00								
Summer Dress	Navy	\$33.00								
Shorts Rugby	Navy	\$22.00								
Trackpants Reinforced	Navy	\$27.00								
Hat – Bucket style	Navy	8.00								
Bomber Jacket	Navy	43.00								
TOTAL										

Name of student: _____

Class: _____

Date of order: _____

Payment Method: Cash Card

Credit Card Details: _____

Expiry Date: _____