

Edition 15, Friday 17th September, Term 3 2021

PRINCIPAL'S MESSAGE

Today brings us to the end of Term 3, and we move into two weeks of school holidays. This has been an incredibly challenging time for everyone and we are so appreciative of the efforts everyone is putting in to stay connected and to support our students. I would like to thank our incredible staff who have been working hard at home, creating and engaging in home learning content and running Webex sessions to ensure that our students still have the opportunity to see friends and familiar staff, maintaining relationships and bringing a little lightness to each day with fun-filled sessions. To our school parents, we are so grateful for your support and engagement, in accessing the home learning content and working with us as a school to keep everyone as safe as possible.

We will await announcements from the Premier and the Chief Health Officer regarding Term 4. Please ensure you check your emails regularly and we will send out information regarding what Term 4 looks like for our school once we receive confirmation from The Department of Education. We appreciate how stressful the lack of certainty is and we will communicate with our school community as soon as we can.

My final Principal's Award for the term is granted to Ramnik, for his wonderful work whilst engaging in his home learning programs. Ramnik recently made a coloured sensory bottle by following along with the class instructions and enjoyed exploring the finished product – gazing at the silky green water that flowed and enjoying the heavy sensation of the bottle in his hand and wrist joints. It delighted us to see how much he enjoyed this activity. Well done Ramnik!



Please take care these school holidays. Enjoy the blossoming spring weather and the sunny days that lay ahead. Enjoy the simple acts of playing at the park and spending time in the fresh air after a cold winter. Reach out for support when you need it and look after yourselves.

Susi Wirth
Principal

DATES TO REMEMBER TERM 3 2021

DATE	EVENT TO REMEMBER
Friday 17 th September	Last Day Of Term 3 – 1pm Finish

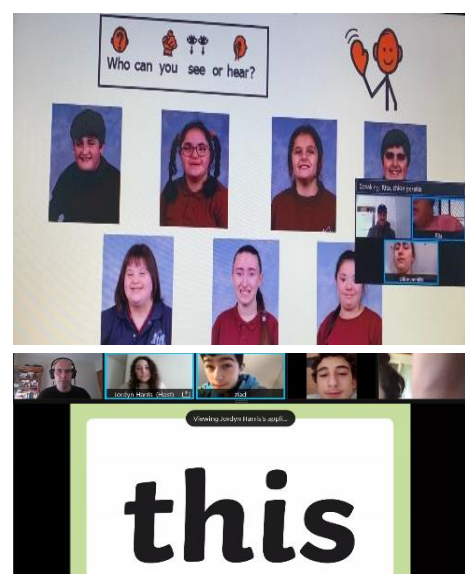
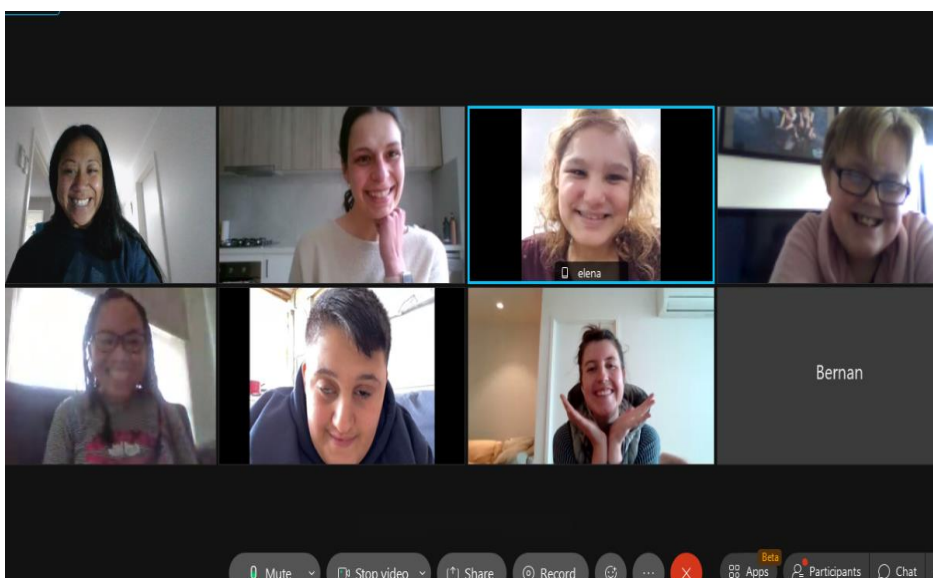
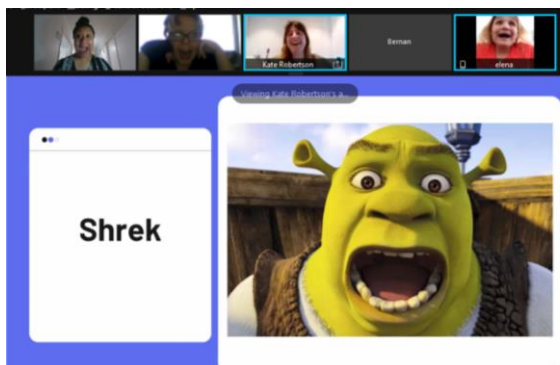
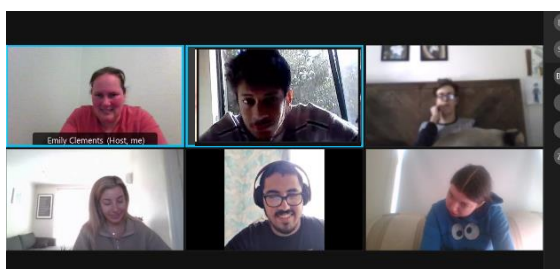
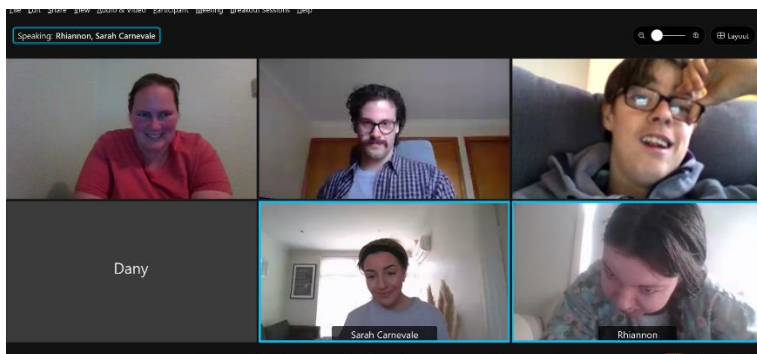
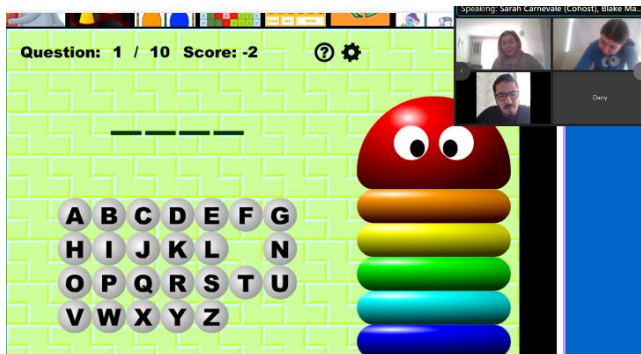
DATES TO REMEMBER TERM 4 2021

DATE	EVENT TO REMEMBER
Monday 4 th October	Term 4 Commences
Monday 1 st November	Curriculum Day
Tuesday 2 nd November	Public Holiday – Melbourne Cup
Tuesday 14 th December	Christmas BBQ
Friday 17 th December	Last Day Term 4

Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

OUR WEBEX FUN CONTINUES

We have all been having lots of fun in our class Webex sessions! We have enjoyed chatting about what we are doing at home, playing word guessing games, chatting about pictures and creating sentences together as well as weekly quizzes. It has been fantastic seeing everyone smile and join in!



Respect

Opportunity

Engagement

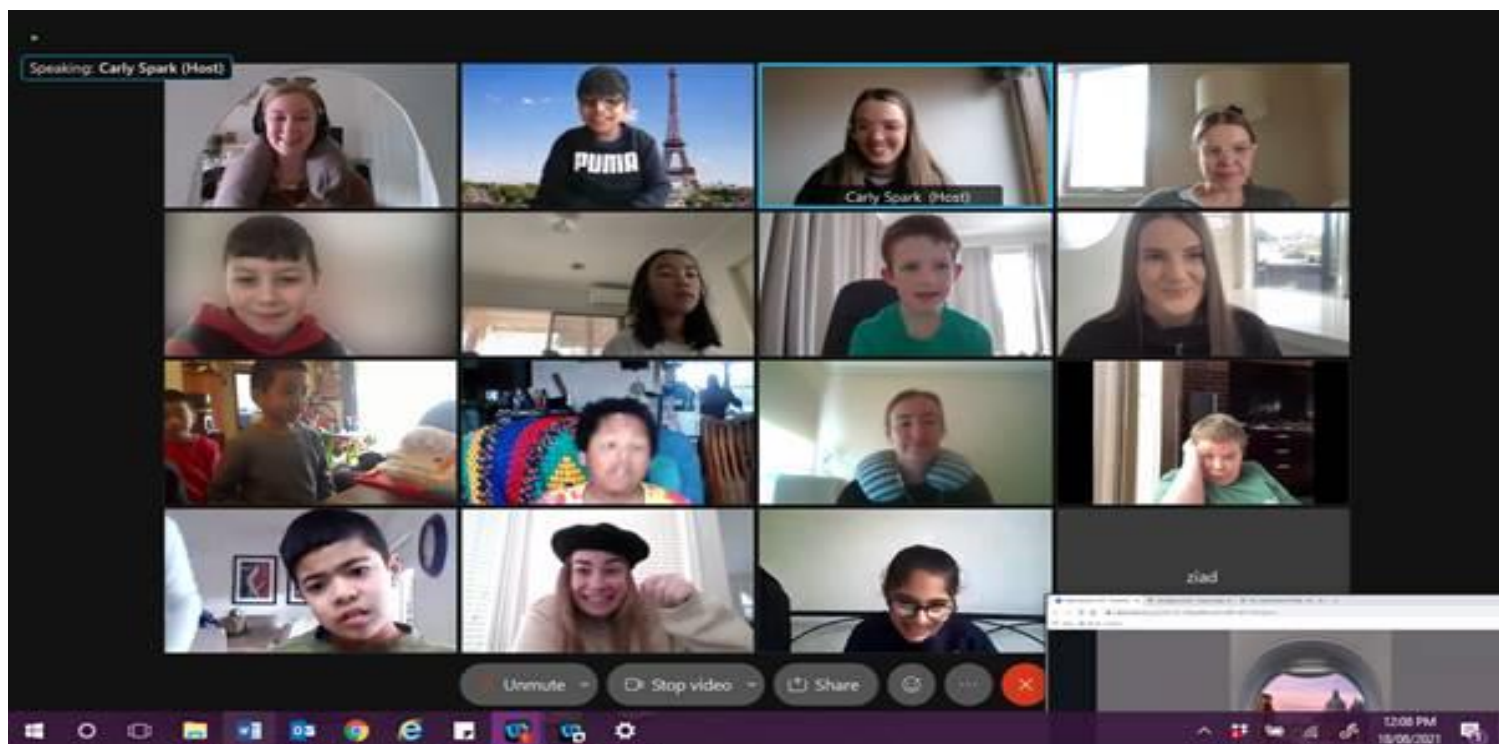
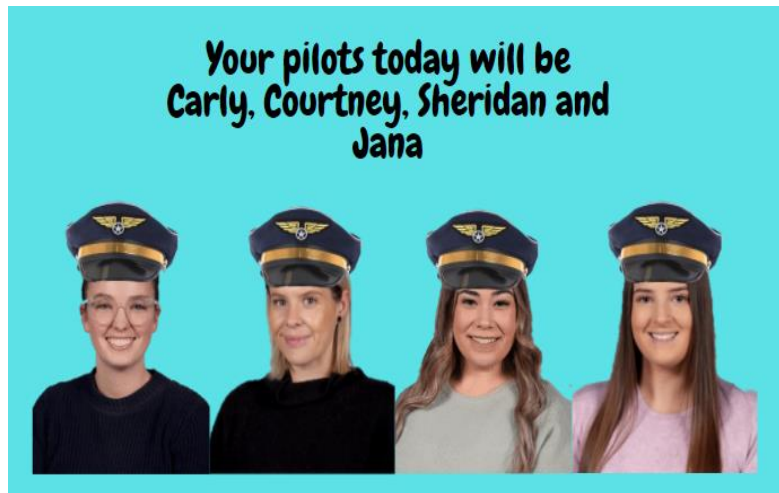
Communication

Support

TEACHING AND LEARNING PROGRAMS AT BSDS

VIRTUAL EXCURSION – WORLD TOUR

The students in Room 17 and 18 were lucky enough to go on a virtual excursion during home learning! They boarded the plane, looked at each country's flag and tried to guess which country it matched. Then they looked out the window to see famous landmarks and explored each location in Google Street View. We finished off the trip by hopping in a time machine to see the Dinosaur Walk at the Melbourne Museum.



Respect

Opportunity

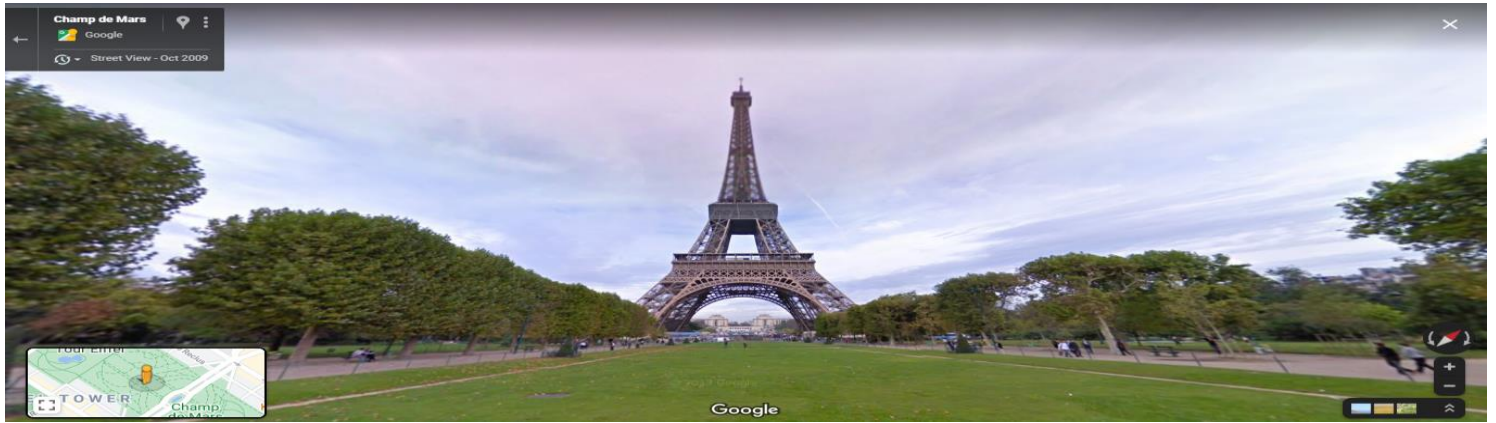
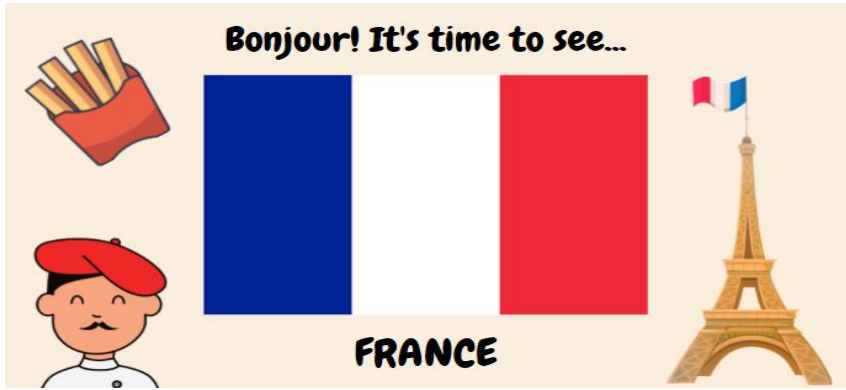
Engagement

Communication

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Learning Beyond Words
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VIRTUAL EXCURSION - WORLD TOUR



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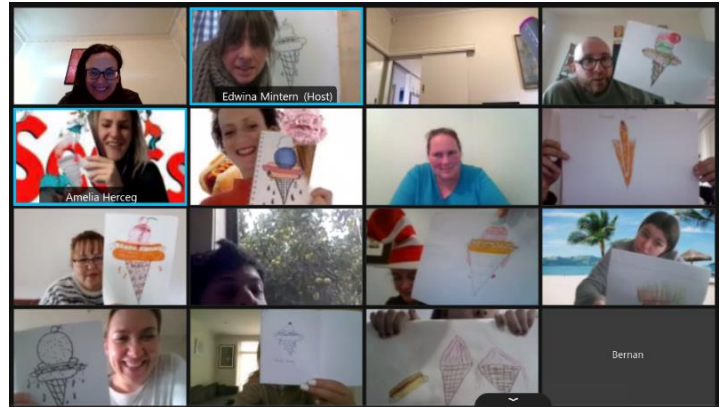
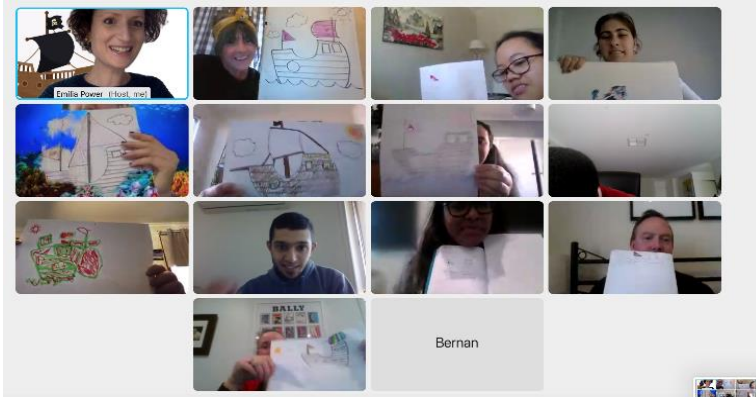
Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

OUR TERM 3 ADVENTURES

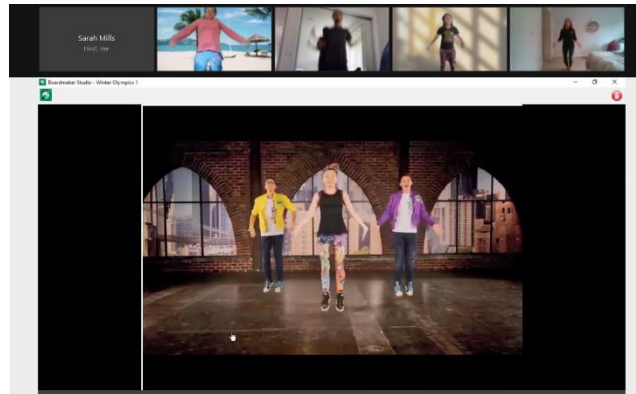
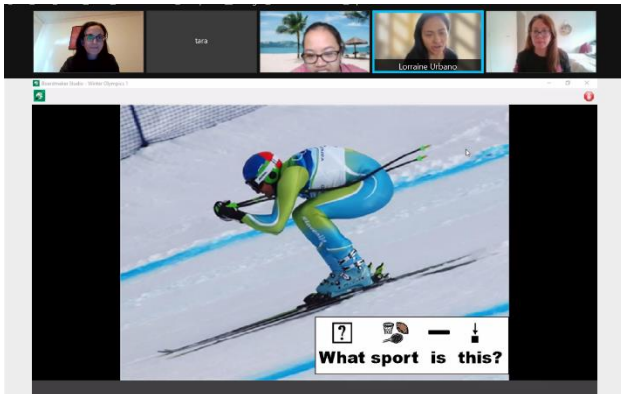
What fun we have all been having in our online Art, Music and PE sessions! We have been on so many adventures with our students, to the moon, in a submarine, on a plane to Tokyo and even right into our favourite books and movies.



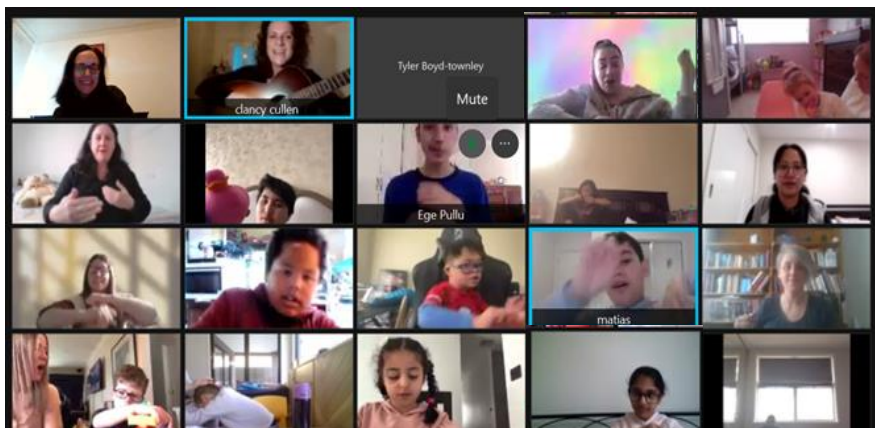
In Art we dove down into the deep dark sea to meet whales, sharks and colourful fish. Our drawing pages came alive with drawings of colourful creatures and soft sand. We also travelled to the land of stories and books, drawing our favourite characters from Dr Seuss, Spot and even Peppa Pig.



In PE we have been dancing, stretching, and moving our bodies while going to the Paralympics in Tokyo. We learnt about so many different sports. We have been practising our yoga stretches keeping our bodies strong and ready for the day.



In Music we have been singing and dancing in our homes, and brought along our own instruments to tap, bang and shake. The weather seasons and dinosaur songs have been fun to explore as we stomped and shook our bodies along to the beat. Clancy played some of our all-time favourite requests, everything from super fun pop songs to the classic 'Old McDonald'.



What fun we have had! We look forward to more adventures in our learning. Where to next?

Respect

Opportunity

Engagement

Communication

Support

World
Physiotherapist
Day Staff
Challenge 2021



PIC•COLLAGE

Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

FOOTY DAY

Thank you so much to everyone who dressed up to celebrate BSDS Footy Day – what fun we had!



Respect

Opportunity

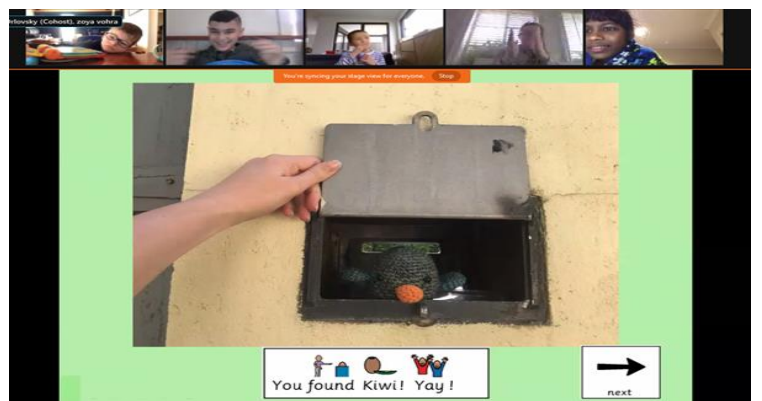
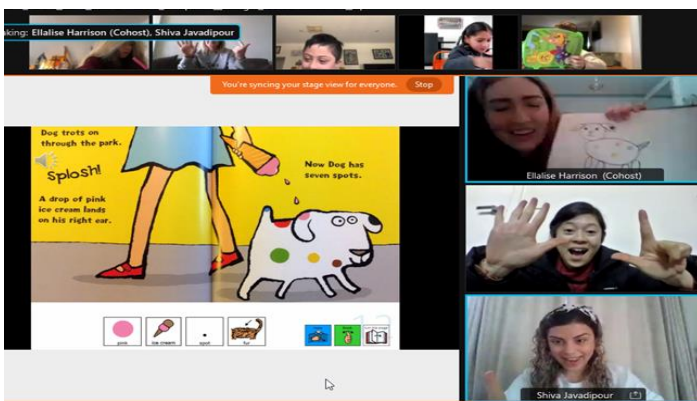
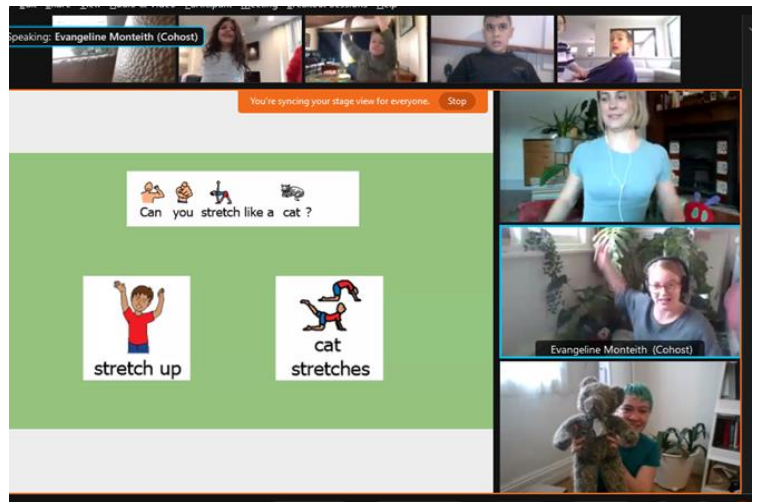
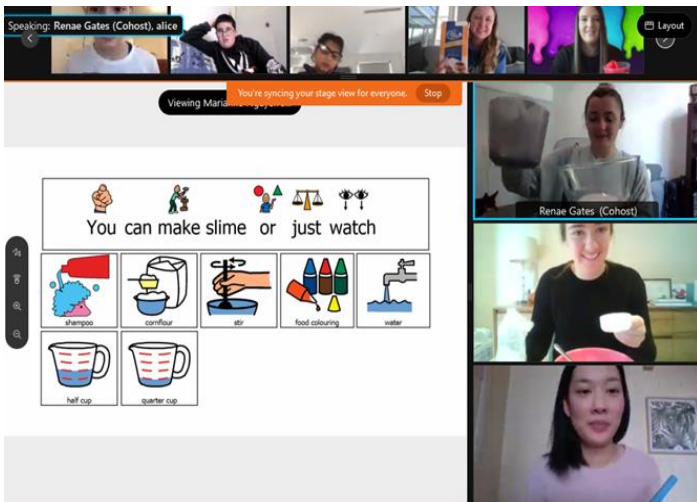
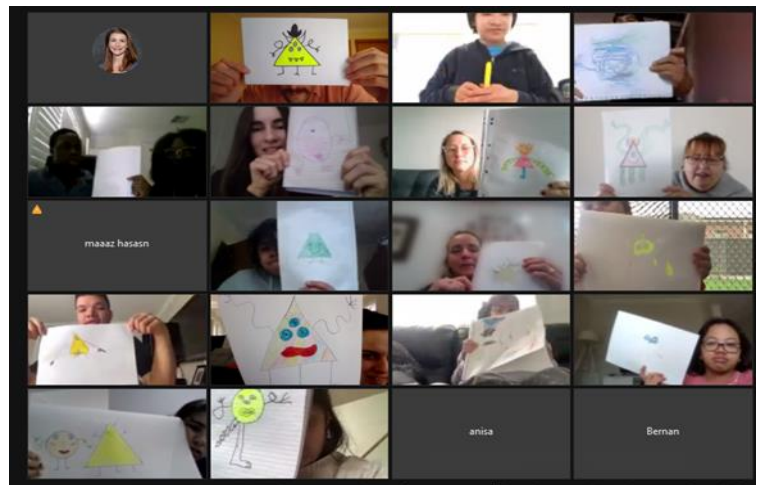
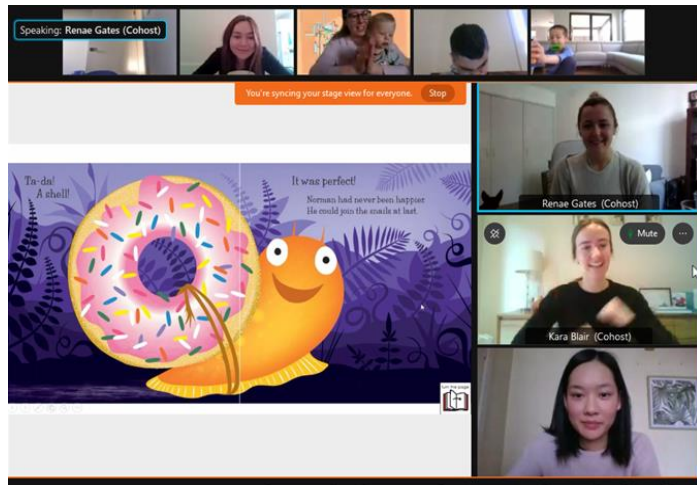
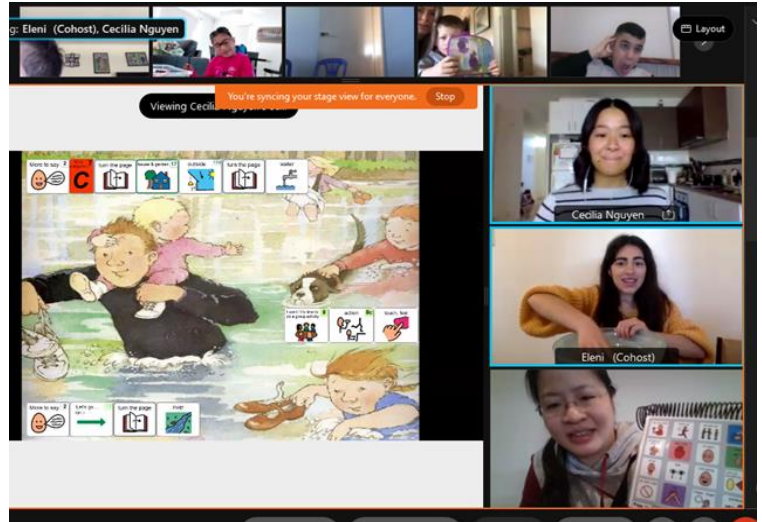
Engagement

Communication

Support

Learning Beyond Words TEACHING AND LEARNING PROGRAMS AT BSDS

THE RY THERY WEBEX SESSIONS



Respect

Opportunity

Engagement

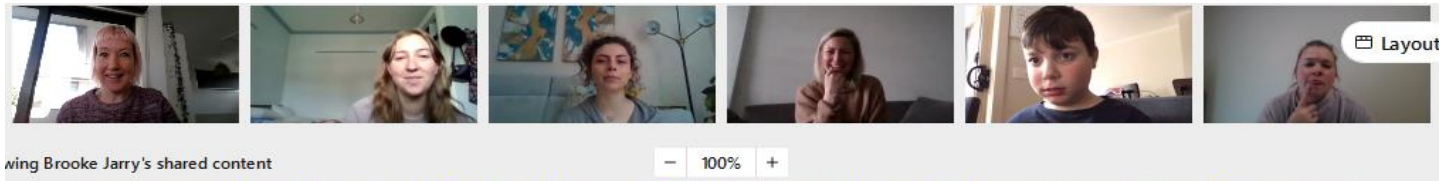
Communication

Support

Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

I-SPY WITH MY LITTLE EYE....

Students from the Blue Team have enjoyed Webex sessions together where they played I-Spy games and made some easy, at-home sensory creations! Students also enjoyed listening to some stories and dancing to some of their favourite songs!



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
BSDS SPEECH PATHOLOGY TIPS

USING ROUTINES TO BUILD LANGUAGE

What are routines?

Routines include washing hands or getting ready for bed. They don't need to be boring. Use routine and repetition to help your child build language skills in fun and playful ways! Use these and other daily routines to build language skills:

- Bath time
- Cooking or preparing meals
- Sharing a book
- Packing away toys
- Putting on clothing in the morning and getting undressed in the evening
- Going to bed

We use routines in our programs and daily tasks (such as packing our bags or morning routines) at school to support our students. These routines provide structure and predictability to our students' days. Routine is even more beneficial during uncertain times. You can structure your child's day around mealtimes and bedtimes, as well as online learning activities.



Using routines to build language skills

By saying the same words or phrases each time you perform an action, you can build and reinforce your child's understanding of them. Using everyday routines, you can help your child to learn specific words and phrases without needing any special toys or materials.

Strategies to Support Learning:

Use straightforward, but meaningful, language:

- "Up, up, up! Jump up on to your bed"
- "Come and sit next to dad, ready for dinner."

Prepare your child by setting the scene:

- Refer to the time "It's night time, it's time for bed!" "It's 7 o'clock, time to get up!"
- Crayons are ready on the table, it's time for drawing

Name each object when you first use it or approach it:

- "This is your shirt!" "It's blue!" "It's soft"

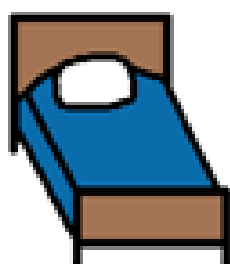
Give your child a choice:

- "Do you want the blue shirt or the yellow shirt?"
- "Do you want to put out the glasses or the plates?"



get dressed

Respect



bed

Opportunity



shower

Engagement



cooking

Communication

Support

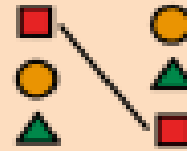
PRETEND PLAY STRATEGIES

PLAY SEQUENCES



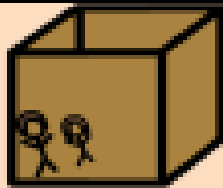
Add an action.

DESCRIBING AND EXPLAINING THE PLAY



Match words to actions.

OBJECT SUBSTITUTION



Use objects to represent other things.

RECOGNISING & DESCRIBING THE DOLL/CHARACTER



Have the doll/character come to life.

PLAY SCRIPTS



Make suggestions or follow the child's lead.

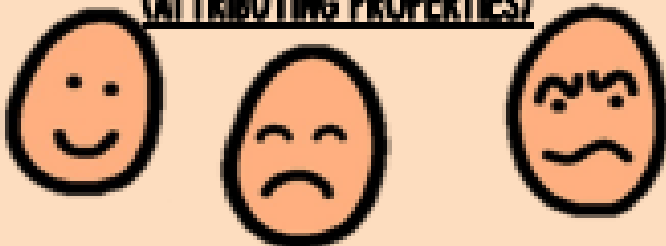
ENGAGING IN ROLE PLAY



Act out a role, use costumes or props if you can.

TALKING ABOUT THE PLAY

(ATTRIBUTING PROPERTIES)



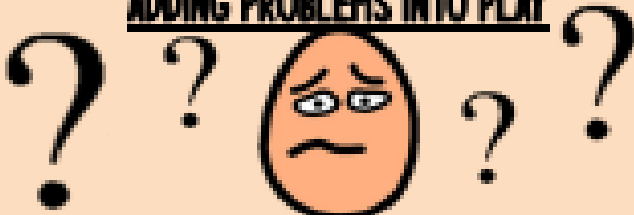
Add characteristics to objects and toys.

REFERRING TO ABSENT OBJECTS AND ACTIONS



Make reference to absent objects and actions.

ADDING PROBLEMS INTO PLAY



Start with small problems and work with the child to come up with a solution.

PREDICTING WHAT MIGHT HAPPEN NEXT



Wonder what happens next in the play.



kws_au



Save
the
Date



KEY WORD SIGN AWARENESS DAY SEMINAR

Sunday 10th October
Online event

SAVE THE DATE! 📅 To celebrate Key Word Sign Awareness Day this year (10/10/21), we're celebrating with a free seminar to bring together researchers, KWS Presenters and the KWS community – and you're invited!

Come and enjoy:

- presentations on new KWS research
- stories of people who are using KWS with their families, friends and people they support
- great ideas for practical activities.

Stay posted for more details to come on the KWS Australia website.

Fun fact: The reason Key Word Sign Awareness Day is on the tenth of the tenth is because of our ten fingers which are so good to sign with! 🖐

SUPPORTING YOUR CHILD TO COPE WITH THE COVID-19 PANDEMIC

Many parents are looking for advice about how to best support their children to cope with the coronavirus pandemic. With the situation rapidly changing, frequent news of people becoming unwell, and many children unable to continue with their normal activities, it is a very unsettling time for families. This fact sheet contains some information for parents and carers to help them support their children and answer their questions during this challenging and uncertain time.

Be open and honest, but age-appropriate and developmentally appropriate - Stick to the facts, but think about your child's age when sharing information with them. Children of different ages will need different answers. Keep it simple and clear for young kids and provide more detailed information for older children and teenagers.

It's important to remind children that although they might catch the virus, it is unlikely to make them very unwell. Tell them that if they do get sick it will be similar to a cold that they may have experienced before. They may get a fever, cough, runny nose or sore throat and be sick for a few days or around a week, and they will get better. It's okay to tell children that adults are more likely to get sick, especially if they are elderly or have a medical condition. Let them know that most of the strategies they see in the community, like hand washing and social distancing, are actually to help protect the most vulnerable. By doing these things they are helping to protect others.

Stay positive and hopeful - It is helpful to stay positive and hopeful when discussing coronavirus with your children. Often the media focuses on worrying and negative aspects, so your children may become overwhelmed and think the situation is hopeless. Explain that there are lots of doctors and scientists working really hard to find out about this virus, and that they are learning new things every day. Let them know that many people around the world have recovered from coronavirus. It's important for them to know that although things are different at the moment, and may be hard for a while, things will eventually return to normal.

Limit information children get through the media - There is lots of information in the media about coronavirus and it is likely that your children are seeing and hearing this through the TV, radio and online. Try to limit how much your child watches, hears and reads in the news, including on social media. Seeing graphic images or reading about the increasing number of cases of coronavirus can become overwhelming and upsetting. It's especially important to try to limit your child's exposure to frightening material in the news or online.

Focus on the things children can control - We need to help children focus on what they can do to stay safe and healthy. By giving children practical things that they can do will help them to feel empowered rather than helpless. Remind children about hand hygiene – make sure they know how to wash their hands properly and remind them to do this before and after they eat, as well as after touching their face or blowing their nose. See our video on keeping well. Teach them how to cough or sneeze into their elbow. Remind them to avoid touching their eyes, nose and mouth. Where possible, crowds should be avoided and people should refrain from close physical contact with people outside of their household. Show kids how to greet each other hands-free such as by touching elbows or feet.

Keeping well through physical activity, a healthy diet and plenty of sleep are also really important ways to support your children. Lots of children are disappointed that their regular sport and other activities may be cancelled. Find other ways to keep your kids active, such as spending time in the backyard or going for a family walk, run or bike ride.

Stick to routines where possible - Children need routine more than ever during uncertain and unpredictable times. Maintain as much normality in the house and daily life as you can and include family time. You can structure your child's routine around meal time and bedtimes, as well as online learning activities for older children. Try to factor some physical activity into the day, as this is important for children of all ages, and good for adults too.

Show your children that you are calm - Children look to their parents and carers as a guide about how to react to situations. Even very young children are sensitive to stress and anxiety in adults. Parents and carers need to manage their own emotions and anxiety to help keep kids calm. Try not to talk to children about coronavirus when you are feeling particularly stressed or overwhelmed. You can ask your partner or another trusted adult to speak with them.

Look out for signs of anxiety or stress in your children - Everyone reacts differently in stressful situations. Some children are naturally more anxious than others, and coronavirus may affect them a lot. Keep an eye out for highly anxious or unusual behaviour in your children. Younger children may show signs such as a change in behaviour, being more emotional, having temper tantrums or trouble sleeping or eating. Older children can show these signs too or they may also appear distracted, have trouble concentrating or become forgetful. Some children may develop repetitive or obsessive behaviours, such as excessive fear of germs or contamination.

<https://www.youtube.com/watch?v=5c7M7xawWxo>

Getting the COVID 19 Vaccine at the Vaccination Centre



The COVID 19 Vaccine is an injection that puts medicine in my arm. Getting the vaccine will help keep people safe from COVID 19. I might go to a Vaccine Centre to get my Vaccine.

1



The Vaccine Centres are big and busy so that a lot of people can get their vaccination at the same time. I try to stay close to or hold my adult's hand the whole time we are there.

2



There are some rules we might have to follow to keep everyone safe, like wearing a mask, waiting our turn, and following instructions on where to go and where to wait.

3



I will try to wait quietly for my turn. If I brought anything from home, like a device or a toy I can use it while I wait.

4



A doctor or nurse will let me know when it is my turn. They will take me into the cubicle and shut the curtain, so it can be private. They might need to ask my adult some more questions, and I try to wait quietly.

5



When they are ready, I will need to take off my jumper or roll up my sleeve so they can see my upper arm. This is where the injection will go in.

6



The doctor or nurse will first clean the spot on my arm, and then give me the injection. It might feel like a little sting or pinch.

7



I will try my best to stay still while the doctor or nurse does the injection. It might help to look away. I can hold my adult's hand, listen to music, or play with a toy if I am feeling worried.

8



When it is finished, they might put a band aid or sticker on my arm where the needle went in. Afterwards, the staff will let us know where to go while we wait for 15 minutes.

9



Over the next day or two, sometimes people feel sick or tired. It is OK to rest at home. I can let an adult know if something doesn't feel right, so that they can make sure I am OK.

10



To make sure we are safe, I will need to get the vaccine twice. It might be a few weeks or months until I go back to the doctor for my second dose.

11



I will feel happy when I have had my vaccination. My Mum and Dad will feel happy too.

12

Getting the COVID 19 Vaccine at my GP



The COVID 19 Vaccine is an injection that puts medicine in my arm. Getting the vaccine will help keep people safe from COVID 19. I might go to my doctor's clinic to get my vaccine, with an adult who looks after me.

1



When we go inside, we let the staff know we are there and make sure they have all my important information. The staff will tell us where to sit.

2

wait



I will try to wait quietly in the waiting room. If I brought anything from home, like a device or a toy I can use it while I wait.

3



My doctor or a nurse will call my name to let me know it is my turn. In the room they might have some more questions to ask my adult, and I try to wait quietly.

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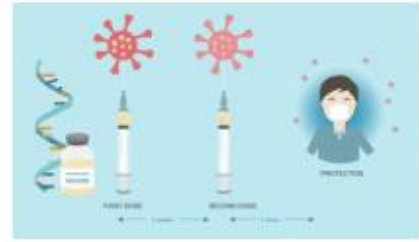
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11



Association for
Children with a
Disability

Teens and Beyond

Free workshop series



<https://www.eventbrite.com.au/e/teens-and-beyond-tue-12th-oct-10am-registration-165090246371?aff=ebdsoporgprofile>

This workshop consists of three consecutive sessions which run over 3 weeks:

Session 1: 12th October 2021

Session 2: 19th October 2021

Session 3: 26th October 2021

Description

The teenage years can be a rollercoaster ride and disability support and services often change during this time.

Research shows that teens with disability face more challenges than their peers in areas like employment, friendship and independent living.

Teens and Beyond will give families of teenagers with disability aged 13+ the information and confidence to best support their teenager now and into the future.

Hosted by facilitators who are parents of young people with disability, this three part workshop, held over three consecutive weeks, will cover a range of topics.

This workshop looks at:

Future planning

School and post-school options

Getting the right NDIS support for your teen

Wellbeing - friendships, behaviour support, communication and mental health

More information

Each session is two and a half hours + Q&A time

This is an online workshop - use of head phones or ear phones is recommended

Bookings are essential

Content is intended only for parents and guardians of teens with disability aged 13+

Presented by the Association for Children with a Disability www.acd.org.au

Questions?

For queries relating to this workshop, please email ACD: educate@acd.org.au

You can also phone ACD's office during business hours on 03 9880 7000 or 1800 654 013 (regional callers)