



Broadmeadows

SPECIAL DEVELOPMENTAL SCHOOL

Edition 17, Friday 29th October, Term 4 2021

PRINCIPAL'S MESSAGE

We are absolutely delighted to have our students returning onsite for full time learning. Staff and students alike were just so happy to be back together, learning, playing, exploring, laughing and enjoying each other's company again. What a special time it has been, to reconnect.

Once again we would like to thank you for your efforts in Term 4 to help support the transition to onsite schooling, including getting your family vaccinated and encouraging mask wearing at school. We all still have a part to play in remaining safe and we would like to remind parents that face masks are not required outdoors by teachers or secondary school students but will remain an important part of our classrooms, and in the community. Schools have taken a number of steps to support onsite learning, including staff vaccination, ventilation, physical distancing for staff and students and mask wearing and we will continue to work hard to ensure safety for our school community. Thank you for all of your support to remain safe and practise good COVIDSafe behaviours for the remainder of Term 4.

Thank you again for all your efforts in staying engaged and connected and we very much look forward to welcoming our students back to onsite learning full time. Please note that Monday 1st November is a Curriculum Day with no students, and we will all return to full time onsite learning on Wednesday 3rd November.

Susi Wirth
Principal

DATES TO REMEMBER TERM 4 2021

DATE	EVENT TO REMEMBER
Monday 1 st November	Curriculum Day
Tuesday 2 nd November	Public Holiday – Melbourne Cup
Wednesday 8 th , Thursday 9 th , Friday 10 th December	2022 Prep Orientation
Tuesday 14 th December	Christmas BBQ
Thursday 16 th December	Last Day of Term For Students – 3pm Finish
Friday 17 th December	Curriculum Day

DATES TO REMEMBER TERM 1 2022

DATE	EVENT TO REMEMBER
Thursday 27 th January	First Day of Term 1 – Planning Day, No Students
Monday 31 st January	Students Return for Term 1
Friday 4 th March	PSG Meeting Day
Monday 14 th March	Public Holiday
Friday 25 th March	Curriculum Day
Friday 8 th April	Last Day of Term 1

TEACHING AND LEARNING PROGRAMS AT BSDS

OUR PLAYGROUNDS ARE ALIVE AGAIN!

We are delighted to see our play spaces come to life again with our students playing, exploring and showing us some new and very exciting skills. We are so impressed with the new basketball skills Jihad demonstrated when our Year 12 students returned to onsite learning.



REMOTE LEARNING LITERACY

Remote Literacy has taken a spooky turn this week in preparation for Halloween! Students from the Sorrento campus have put on their detective gear to find the Halloween monsters that took over the school. The adventure took us to the canteen where there was a zombie baking a cake, the P.E. Hall where a team of ghosts were having a game of basketball and the office where a scary witch was sending emails! However, do not worry because the brave monster hunters used their powers to make sure the school was safe again. Students read each page, using their literacy skills and demonstrating some wonderful segmenting and blending knowledge. Excellent work, you wonderful readers!



You're sharing Microsoft PowerPoint

Rayan was the first to look. He had a look in canteen. What did he see? A ZOMBIE BAKING A CAKE.

You're sharing Microsoft PowerPoint

Monsters at Broadmeadow

You're sharing Microsoft PowerPoint

Something did not feel good. They had to look around the school and work it out.

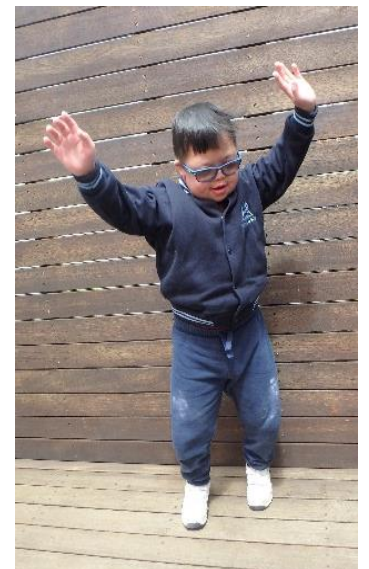
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In ran the MONSTER HUNTERS! They had pink and gold costumes on. They want to help!

Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

BACK TO SCHOOL!

Rooms 7 and 8 have had a great return to school! Students have been so happy to see all their friends! We have been enjoying lots of great activities including some pumpkin craft, cooking chocolate spiders and outside play in the sunshine!



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

ROOM 3 DIMBOOLA

Room 3 have been reading “Who Saw Turtle?” by Ros Moriarty. It’s a story about a turtle swimming in the sea heading towards land to lay her eggs. Various sea creatures pass by, floating in the ocean. The children have been learning the names of the different sea animals and looking at their different features. They have enjoyed the Aboriginal artist’s illustrations and have tried to do their own dot paintings of turtles. They also made their own turtles using paper bowls and collage materials.



Respect

Opportunity

Engagement

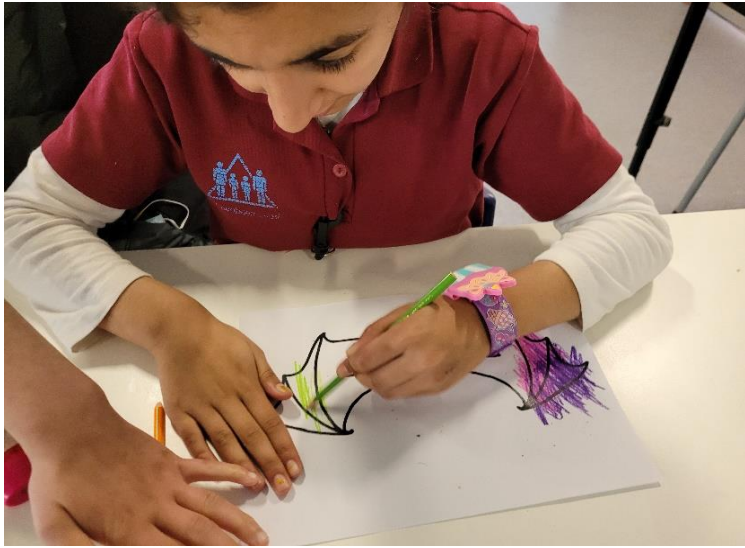
Communication

Support

Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

HALLOWEEN MASK CREATIONS

Room 12 and 13 have made a great return to school by preparing their very own Halloween masks! They chose their design, coloured in the image, cut out the mask and helped laminate it to create the final product. They loved making them in preparation for our Halloween parade. Well done Room 12 and 13!



Respect

Opportunity

Engagement

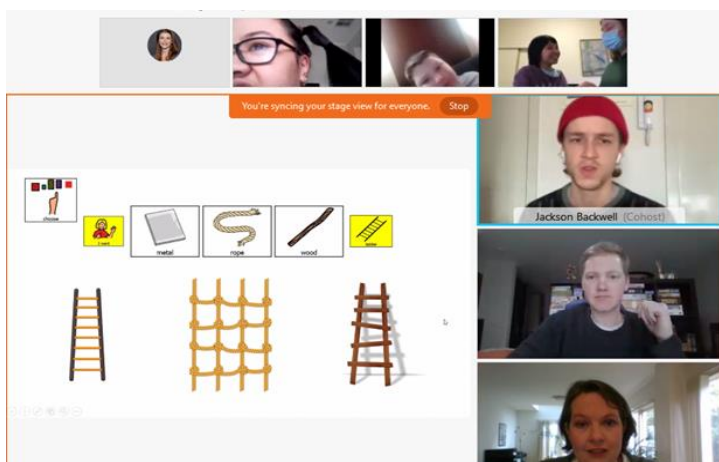
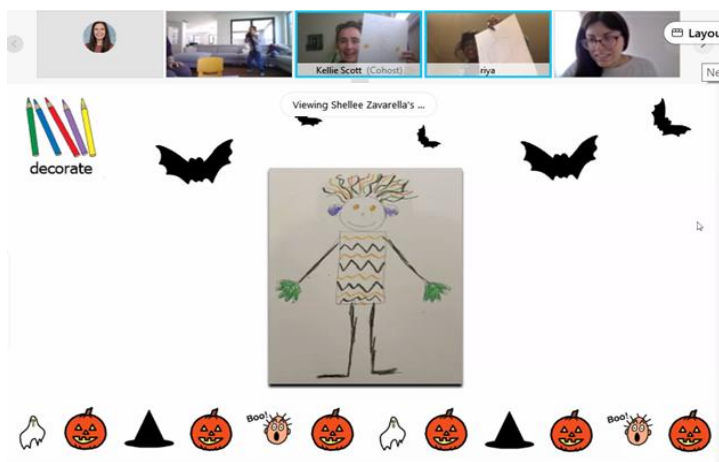
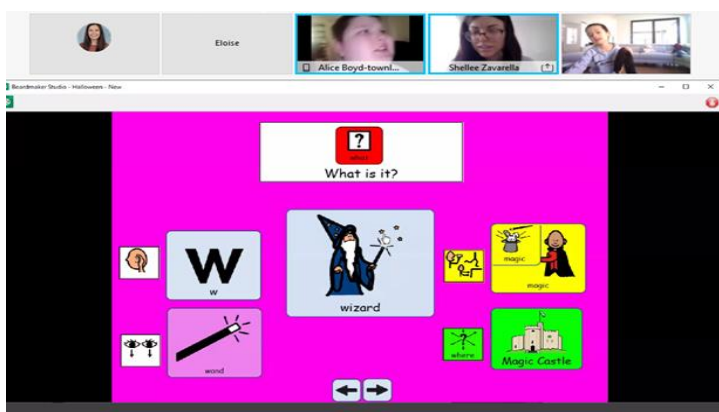
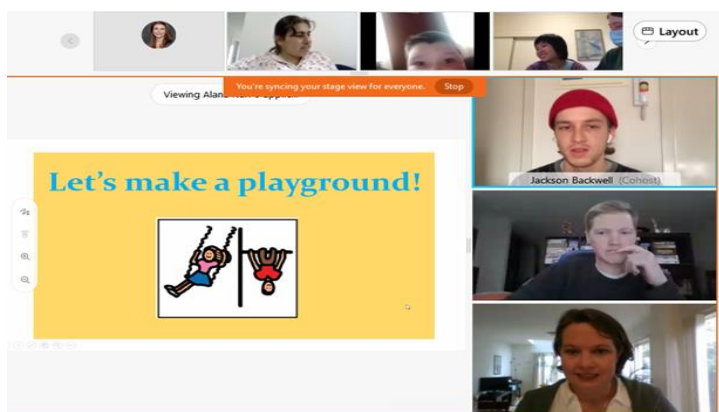
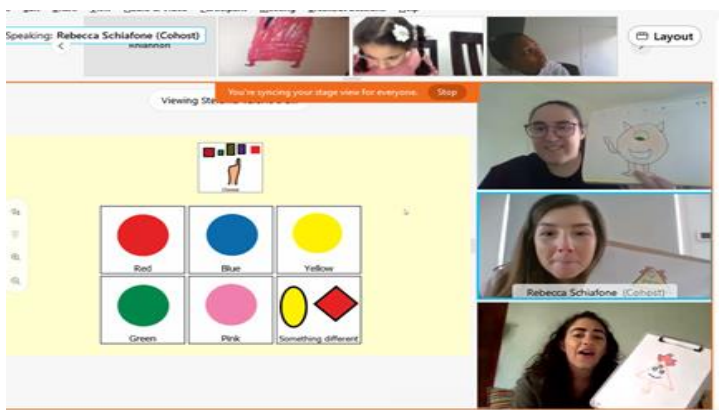
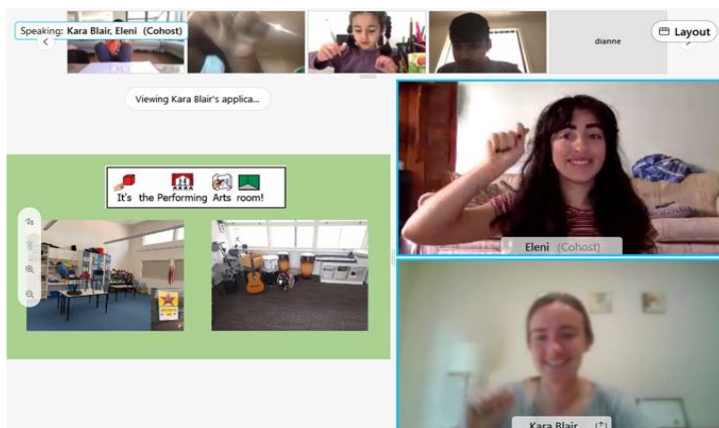
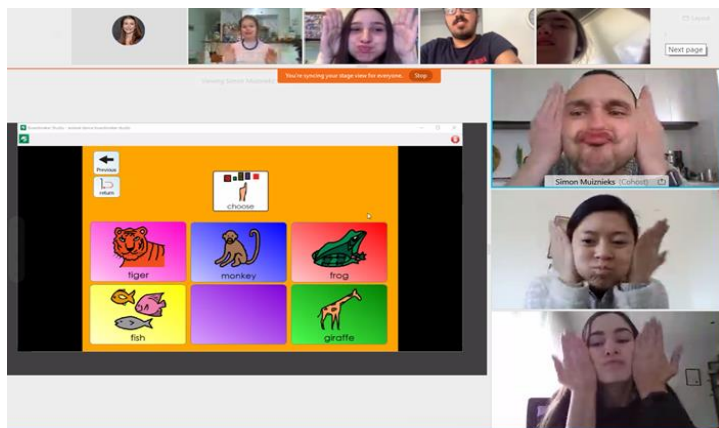
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Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

THERAPY WEBEX

Thanks to everyone who attended our therapy webex sessions during remote learning and especially to parents for supporting students to access these and join in activities. It was wonderful to see so many students engaging with their teachers and peers online as they participated in a range of learning activities.



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SPECIALIST CELEBRATIONS

Welcome to Term 4! The PE, Music and Art Team are having a lot of fun being back on Webex with you all!

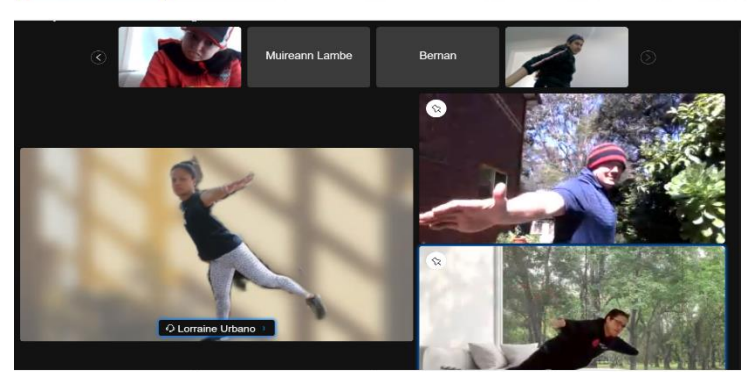
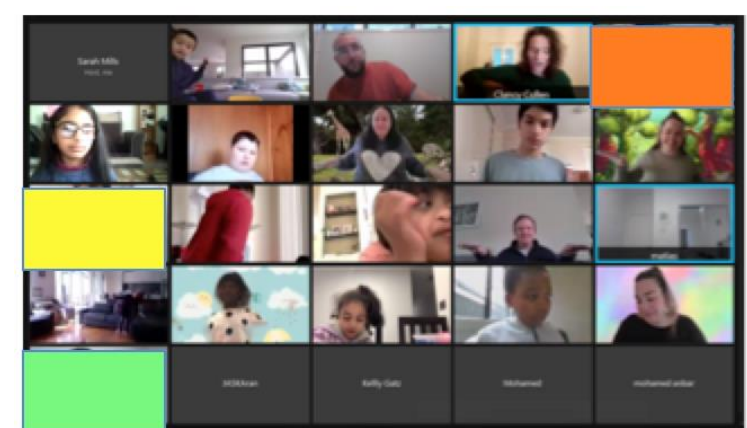
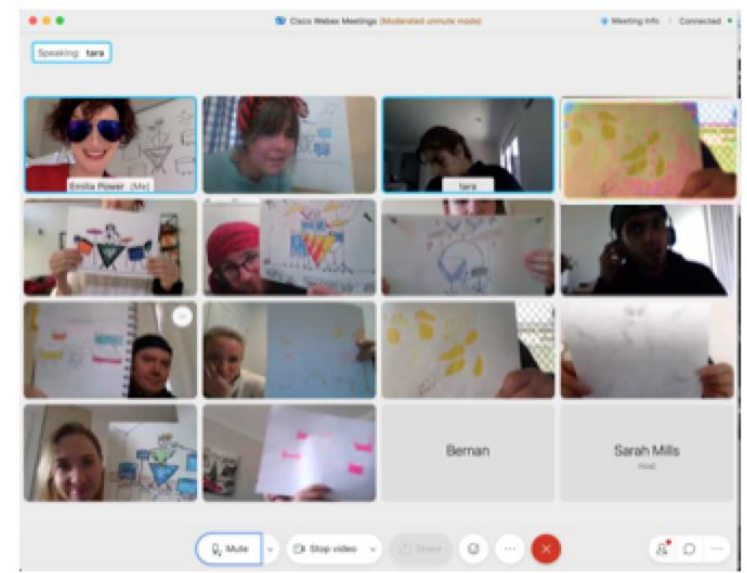
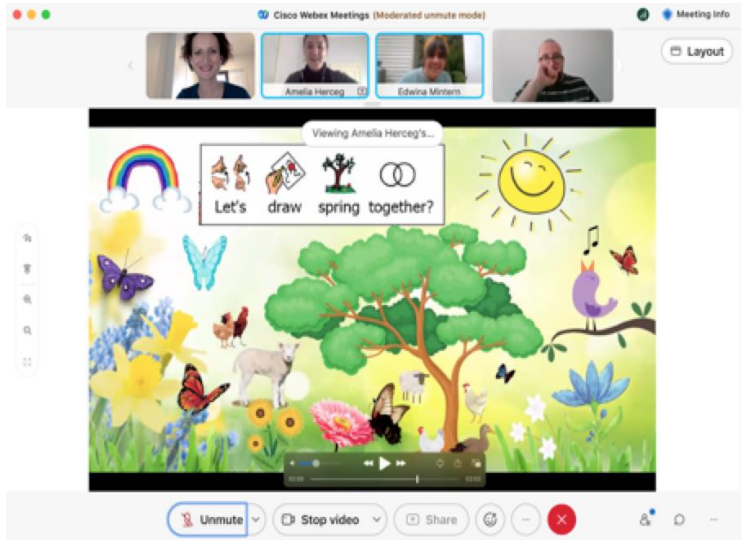
Have you enjoyed our adventures so far? Do you remember where we have been? What did you see? What did you hear? How did you feel? Wow - we have certainly moved our bodies! Sang our hearts out! And got super creative in Art each week... Let's take a closer look at everyone so engaged in the Specialist Online Programs including the themes Rocktober and Spring!

Welcome to Rocktober! Where the Art team crash down on their drum kits with their textas and pencils, strum their guitars with their arms in the air and draw together like the amazing artists we all are!

Welcome to Spring! A time where the colours of the rainbow are out in full bloom for all to see! Drawing beautiful Spring scenes together has been wonderful to see - as not only are the flowers blossoming... The students' artwork is too!

Miss Clancy sang our way into the flowering springtime while keeping Friday funky and fun with our favourite songs to dance to.

The P.E team had fun showing us lots of different movements to follow! Can you stand on one foot and hold your balance?



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GRADUATING CLASS—SENIOR ROOM 2

The students in Sorrento Room 2 were so excited to return back to school to see their friends and teachers. One of their favourite things to do is to cook. On their first day back the students make banana muffins to celebrate their return.



Learning Beyond Words
TEACHING AND LEARNING PROGRAMS AT BSDS

ROOM 20'S FIRST DAY BACK!

It was great to see students in Room 20 happy to return back to school. To celebrate students returning back to school, students engaged in fun craft activities, learnt how to make Pizza Pinwheels and read different stories. Student had a great time playing and working with their class peers. Welcome back Room 20!



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HELPING YOUR CHILD BUILD A STRONG VOCABULARY

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

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



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

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

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

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

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

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

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

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

GIVING YOUR CHILD CLEAR INSTRUCTIONS

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

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

Requests and instructions: the difference -

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

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

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

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

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

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

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

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

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

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

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

GIVING YOUR CHILD CLEAR INSTRUCTIONS

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

Working With Your Child Who Keeps Saying No



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

Would you like to clean up?



It's time to clean up.

I need you to get dressed, okay?



We're getting dressed now.

What do you think about brushing your teeth first?



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

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







































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

@southbaymommyandme

Learning Beyond Words
BSDS TAKE HOME TIPS

KEY WORD SIGN TIPS – BACK TO SCHOOL VOCAB

 <p>School Move open dominant hand, palm toward head, diagonally at side of face, twice.</p>	 <p>Go Swing slightly cupped dominant hand forward in relevant direction. Finish with straight fingers. *With directionality.</p>	 <p>Bus Form fists with both hands, palms up – move as if driving a bus. (Natural gesture – mime the action).</p>	 <p>Car Clench both fists in front of body – move formation as if holding an imaginary steering wheel. (Natural gesture – mime the action).</p>
 <p>Teacher Extend dominant index finger and thumb and move this formation backwards and forwards at side of head.</p>	 <p>Friend Clasp non-dominant fist with dominant hand and rock formation, backward and forward slightly, twice.</p>	 <p>Like Move open dominant hand in small circles on chest.</p>	 <p>Class Hold open of one hand together and place in front of both, palms facing away from both, thumbs touching. Move hands in air to meet with edges of one finger meeting and palms toward body. *Another option is to use extended index fingers and thumbs to form 'C'.</p>
 <p>Room Move dominant hand at head height, palm toward center, fingers bent at third. *Use thumb on edge of index finger. Move formation away from body slightly.</p>	 <p>Play Simultaneously move both open hands, palms up, in outward circles.</p>	 <p>Bag Hold dominant fist at waist height, move formation up and down, twice. (Natural gesture – use name to indicate carrying other items of bags e.g. backpack, shoulder bag).</p>	 <p>Uniform Open both hands, fingers spread and place fingers on upper chest. Simultaneously brush both hands down body.</p>
 <p>Lunch Move open dominant hand, bent at third knuckle, thumb under, across chest.</p>	 <p>Eat Close dominant fingertips onto ball of thumb. Tap formation on chin, twice.</p>	 <p>Drink Shape dominant hand as for holding a glass – tilt to mouth as for drinking. (Natural gesture – mime the action).</p>	 <p>Container Cup both hands, palms facing, at chest height. Move formation down.</p>
 <p>Paint Hold open hands, palms facing in front of both, at shoulder height, while bringing fingers of dominant hand at third knuckle. Move bringing down non-dominant palm and back up and down twice. Can also use non-dominant palm up.</p>	 <p>Have Cup dominant hand, fingers spread, palm up. Drop hand while closing into a fist.</p>	 <p>Last year Extend dominant index finger, palm facing away from both, close against chest. Move dominant index finger across chest, then place in mid between thumb and index finger of open non-dominant hand, palm facing both body.</p>	 <p>Remember Slightly open and close dominant fist, palm away, on forehead of same side, twice.</p>
 <p>Read Extend dominant index and middle fingers, fingers spread. Move these fingers in a wide zigzag across palm of open non-dominant hand, from thumb to little finger.</p>	 <p>Draw Form an "O" with index and thumb of dominant hand. Move along above palm of open non-dominant hand as though writing/drawing.</p>	 <p>Write Form an "O" with index and thumb of dominant hand. Move along above palm of open non-dominant hand as though writing/drawing.</p>	 <p>Funny Extend and crook index finger of dominant hand, palm facing away from body. Tap index finger against cheek, twice.</p>
 <p>Hello Move open dominant hand side to side in air at chest height, palm away from body. (Natural gesture).</p>	 <p>Different Point index fingers of both hands, palms down. Place edges of index fingers together. While moving hands apart turn to palms up.</p>	 <p>Hat Open dominant hand, palm down and place on top of head. * May tap head twice. (Natural gesture).</p>	 <p>Clever Move tip of extended dominant thumb across forehead, dominant to non-dominant side.</p>
 <p>Do Move dominant fist in small circles towards body, hitting twice on non-dominant fist.</p>	 <p>Where Open both hands, palms up. Simultaneously move each hand from side to side, in opposite directions, twice.</p>	 <p>What Point dominant index finger, palm away from body, at mid chest height. Move formation at wrist from side to side, twice.</p>	 <p>Tired Place dominant finger tips on chest. Twist hand down until blade of hand rests on chest. *May use both hands.</p>
 <p>Happy Clasp heels of open cupped hands together twice, hands moving in small outward circles.</p>	 <p>Finished Extend dominant thumb, fingers closed. Hook hand formation from side to side several times.</p>	 <p>Ready Form an "O" with dominant middle finger and thumb, palm up, at chest height. Simultaneously drop hand and flick finger of thumb. * Can be done with both hands.</p>	 <p>Good Extend dominant thumb, close rest of fingers into fist, thumb pointing up, move forward with stress. (Natural gesture).</p>



Broadmeadows
SPECIAL DEVELOPMENTAL SCHOOL

UNIFORM ORDER FORM

ITEM		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	\$38.00								
Windcheater	Maroon	\$25.00								
Polo Collar Windcheater	Navy	\$24.00								
Polar Fleece Vest	Navy	\$23.00								
Skort	Navy	\$18.00								
Shorts Rugby	Navy	\$14.00								
Trackpants Reinforced	Navy	\$18.00								
Summer Dress	Navy	\$34.00								
Winter Tunic	Navy	\$44.00								
Parka Lightweight	Navy	\$32.00								
Hat (Bucket) S M/L L/XL	Navy	8.00								
ITEM		PRICE	SIZE 18	SIZE 20	SIZE 22	SIZE 24	SIZE 26			TOTAL
Polo Shirt Short Sleeve	Maroon	\$22.00								
Polo Shirt Long Sleeve	Maroon	\$26.00								
Bomber Jacket	Navy	\$38.00								
Windcheater	Maroon	\$30.00								
Polo Collar Windcheater	Navy	\$30.00								
Polar Fleece Vest	Navy	\$26.00								
Shorts Rugby	Navy	\$18.00								
Trackpants Reinforced	Navy	\$25.00								
Summer Dress	Navy	\$38.00								
Parka Lightweight	Navy	\$35.00								
TOTAL										

Name of student: _____

Class: _____

Date of order: _____

Payment Method: Cash Card

Credit Card Details: _____

Expiry Date: _____



Short Sleeve Polo

\$18 size 4-16

\$22 size 18-24



Long Sleeve Polo

\$21.00 size 4-16

\$26 size 18-24



Collar Windcheater

\$24 size 4-16

\$30 size 18 to 24



Windcheater

\$25 size 4-16

\$30 size 18-24



Bomber Jacket

\$38 size 4-22



Lightweight Parka

\$32 size 4-16

\$35.00 size S to 3XL



Vest

\$23 size 4-14

\$26 size 16 to 4XL



Trackpants

\$18 size 4-16

\$25 size 18-22



Shorts

\$14 size 4-16

\$18 size 18-24



Skort

\$18 size 4-16



Summer Dress

\$34 size 4-16

\$38 size 18—24



Winter Tunic

\$44 size 4-16