



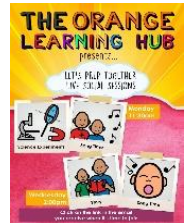
Broadmeadows

SPECIAL DEVELOPMENTAL SCHOOL

Edition 17, Friday 18th September, Term 3 2020

This newsletter brings us to the last week of Term 3, finishing on Friday 18th September. We would like to again extend our thanks and appreciation to our school community for working so closely together during the time of remote learning this term. It has been fantastic to see students engaging so positively with their learn at home activities, and we would like to thank our BSDS parents for setting their child/children up so well in order for them to learn at home. Our BSDS staff have continued to excel in providing engaging learn at home activities – and we have been particularly proud of our Live Sessions that have run via Webex this term and have delighted in hearing about class Webex catch up sessions. It truly is a reflection of our school community – so committed to working together to set our students up for success.

Term 4 will recommence with Week 1 as remote learning and we will return to onsite learning on Monday 12th October. We have set up some fantastic online Live Learning Sessions for Week 1 Term 4 that are targeted to different learning groups across both campuses. Take a look at the exciting promotional fliers featured in the newsletter and follow the suggested links to join in.



Please ensure you keep your eyes on our Dates to Remember and school website for updates about events and key dates for Term 4 – some events will look a little different but we are committed to making our last term of the year a really positive one – a term in which we can celebrate all that we have done together this year and for the learning that continued in what has been a remarkable year for us all.

Susi Wirth
Principal

DATES TO REMEMBER TERM 3 2020

DATE	EVENT TO REMEMBER
Friday 18 th September	Last Day of Term 3

DATES TO REMEMBER TERM 4 2020

DATE	EVENT TO REMEMBER
Monday 5 th October	Term 4 Starts – Remote Learning For Week 1
Monday 12 th October	Return to Onsite Learning
Monday 12 th October	School Council
Friday 23 rd October	AFL Grand Final Public Holiday
Monday 2 nd November	Curriculum Day
Tuesday 3 rd November	Melbourne Cup Public Holiday
Tuesday 15 th December	Christmas Markets
Friday 18 th December	Last Day of Term 4 – 2pm Finish

CSEF

Important message to parents holding valid means-tested concession card/temporary foster parents!

CSEF Changes for 2020

A number of new and previously announced changes have been approved to the operation of CSEF for 2020 only.

Eligibility

The final eligibility date for CSEF in 2020 has been extended from **14 April until 5 October 2020**.

Families holding a valid means-tested concession card or temporary foster parents are eligible to apply. The normal special consideration arrangements continue in addition. Payments will be made at 50 per cent of the standard per student rates for families eligible between 15 April and 5 October 2020.

Process changes

Applications must be submitted through the CSEF system by **27 November 2020**.

CSEF usage is normally restricted to camps, sports and excursions activities. As there is limited opportunity to undertake these activities this year, it was announced in term 2 that CSEF could be used for technology devices and internet access.

CSEF usage has now been expanded further to include voluntary school charges, books and stationery. It may not be used for school uniforms, before/after school care, music lessons, formals/graduations or compulsory fees.

Please see the CSEF forms at the back of the newsletter – as per this example.

THE EDUCATION STATE

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

Broadmeadows SDS School Name 5262 School Postcode

Parent/legal guardian details

Surname _____
 First name _____
 Address _____
 Town/suburb _____ Postcode _____
 Contact number _____

Centrelink pensioner concession OR Health card (N) _____
 - -
 Foster parent* OR Veterans affairs

*Foster Parents must provide a copy of the temporary care agreement to the Department of Health and Human Services (DHHS).

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information provided to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET my personal information for the purpose of payment and concession card type and status.
- this consent, once received, is irrevocable until my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my eligibility for the Camps, Sports and Excursions Fund from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund is confirmed.
- if I withdraw my consent, I may not be eligible for the Camps, Sports and Excursions Fund.
- information provided for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____ Date / /

VICTORIA
State Government


Learning Beyond Words
SCHOOL NEWS AND UPDATES

LIVE LEARNING SESSIONS- WEEK 1 TERM 4




THE ORANGE LEARNING HUB

presents...

LET'S PREP TOGETHER
LIVE SOCIAL SESSIONS



Monday
11:30am




Wednesday
2:00pm

Click on the link in the email you receive when it's time to join

THE BLUE LEARNING HUB

presents...

LIVE SOCIAL SESSIONS




Thursday
2:00pm

Click on the link in the email you receive when it's time to join

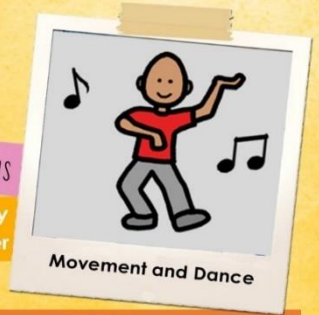


YOU ARE INVITED TO...

LIVE SESSIONS with CLANCY



Dimboola Campus
2pm
Tuesday 6th October
& Thursday 8th October



Sorrento Campus
2pm Wednesday
7th October

Click on the link in the email you receive when it's time to join

Respect

Opportunity

Engagement

Communication

Support


Learning Beyond Words
SCHOOL NEWS AND UPDATES

LIVE LEARNING SESSIONS- WEEK 1 TERM 4

THE GREEN LEARNING HUB

presents...

VIRTUAL KIDS' CLUB
LIVE SOCIAL SESSIONS

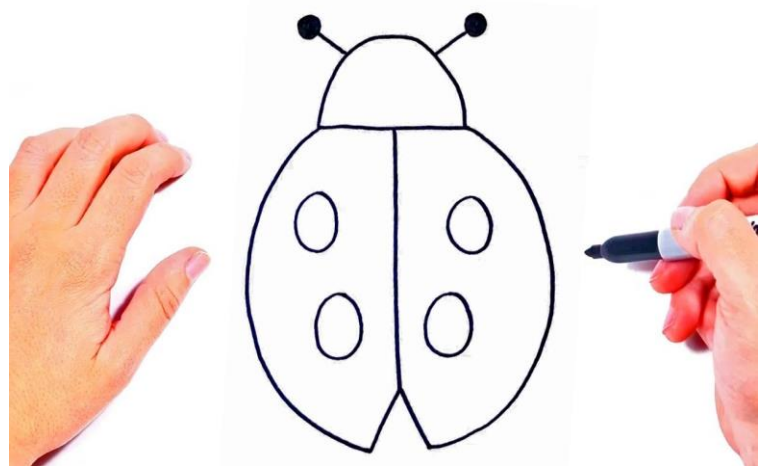


16th September
iSpy with Brian

7th October
Drawing with Brian

Wednesdays at 2pm

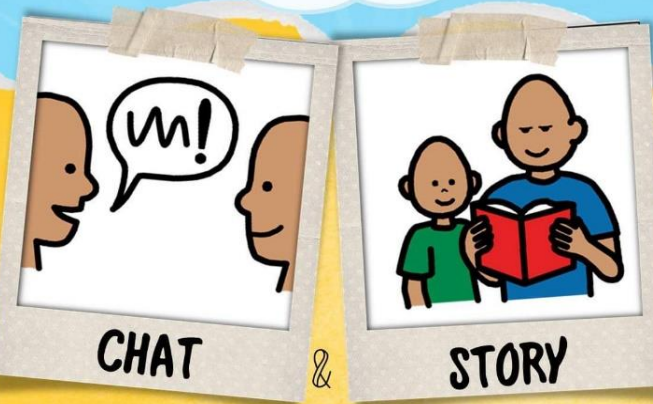
Click on the link in the email you receive when it's time to join



SENIOR ROOMS 1-9

YOU ARE INVITED TO...

LIVE SOCIAL SESSIONS



CHAT & **STORY**


Tuesdays at 2pm

Click on the link in the email you receive when it's time to join

SENIOR ROOMS 14, 15, 16 & 17

YOU ARE INVITED TO...

LIVE SOCIAL SESSIONS



CHAT & **GAMES**

Tuesdays at 2pm

Click on the link in the email you receive when it's time to join

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

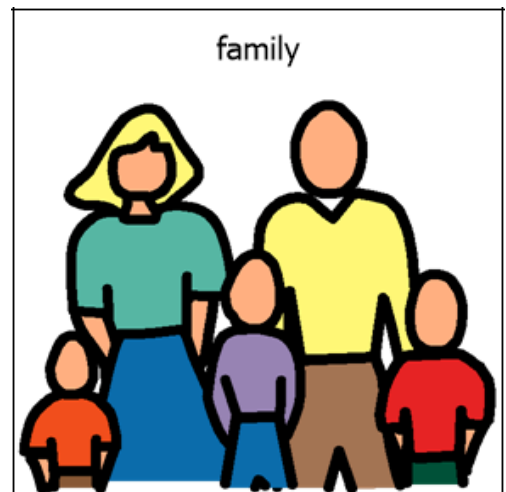
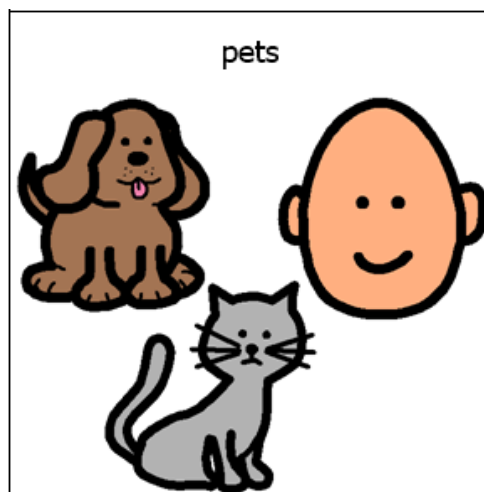
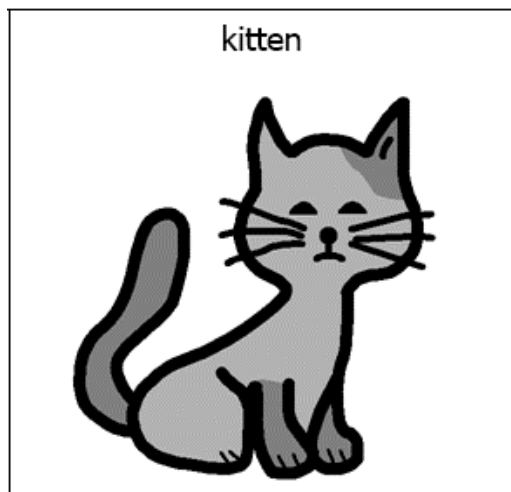
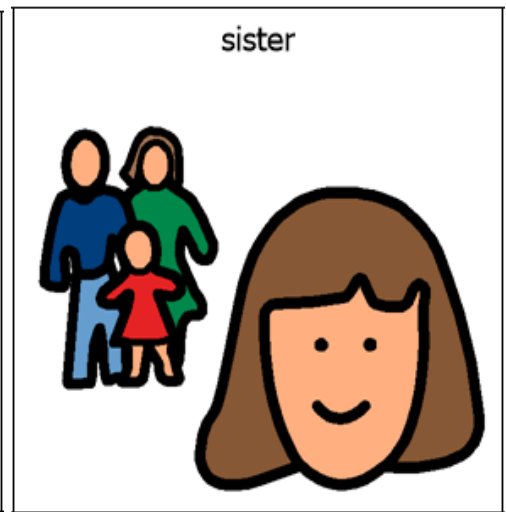
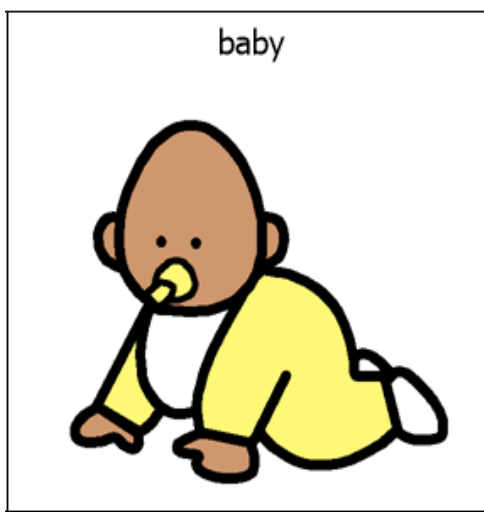
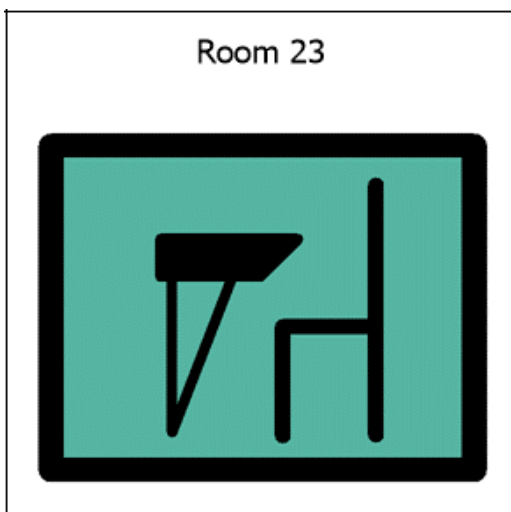
CONNECTING AT HOME

Students from Dimboola Room 23 are getting the hang of meeting up on Webex and chatting with their teachers, therapists and friends. It has been so pleasing to see the smiling faces, to hear the peer greetings, and watch the pride students display when showing examples of work done while learning from home.

This week, Zain showed her class her tiny baby sister, Hannah. This was a terrific surprise and everyone smiled, clapped and waved at the little baby girl. Ziad thought this was so special that he went and helped his little sister, Layla, sit in front of the screen, as did Rita, making room for her little sister to join, too. Not to be left out, Campbell then showed his tiny kitten, born only the day before!

After all the 'ahhhhhs' and 'awwws', a class discussion about the little people and pets in our families was sparked.

It was so much fun and such a great example of our students connecting with their peers about the important things in their lives.



Respect

Opportunity

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Communication

Support

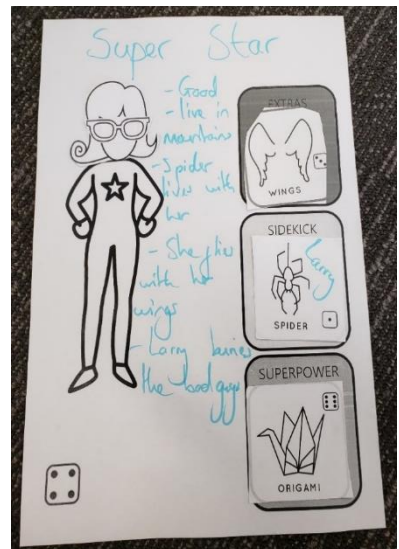
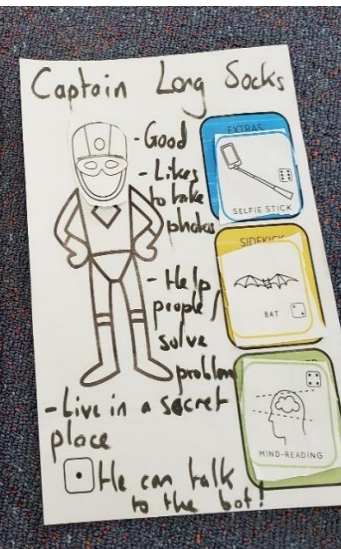
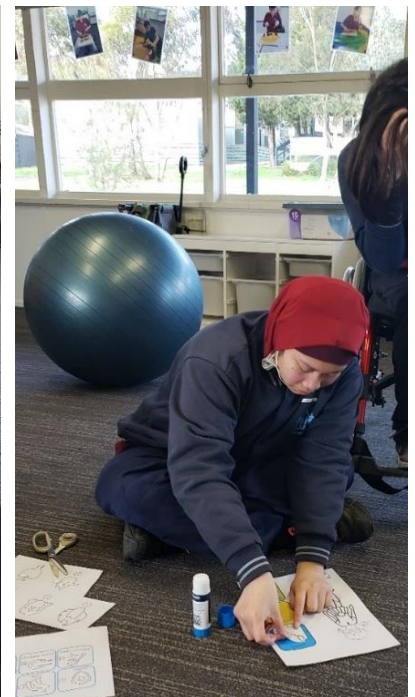
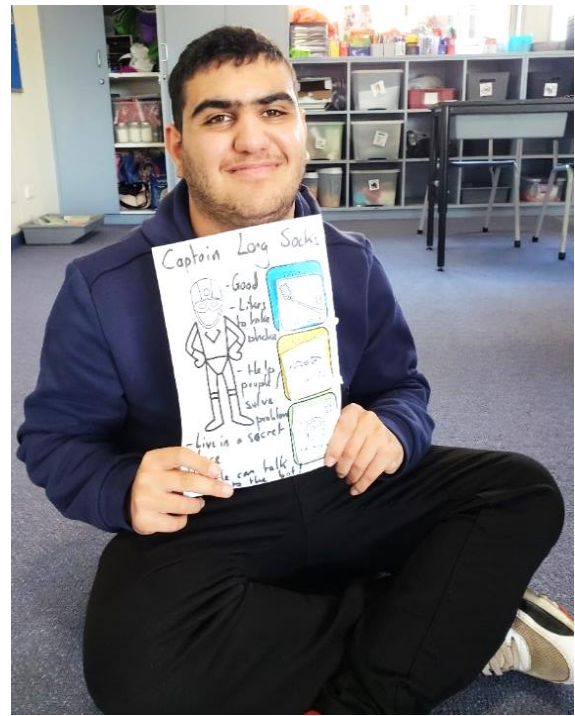
Learning Beyond Words
TEACHING AND LEARNING AT BSDS

MOVIE MAKING - BEHIND THE SCENES STORY PLANNING

In early Term 3 in Performing Arts, students in Sorrento Rooms 14, 15, 16 and 17 spent time looking at characters in short movies.

We looked at what they look like, how they behave, what they were doing in each part of the story as well as their emotions throughout. We then played a game to create our own characters, we used big online dice to roll and then we matched the number on the dice to the number on our sheets. This helped us to build a person - we needed hair, eyes, special powers, their sidekick as well as their extra feature!

Some of our superheros had wigs and glasses, others were super strong with a platypus for a best friend and partner in adventuring. We really enjoyed building our characters and some groups chose to name their character as well as describe their lives - they chose where the superhero lived, what they did every day, what their favourite food was as well as if they were a goodie or baddie!



Respect

Opportunity

Engagement

Communication

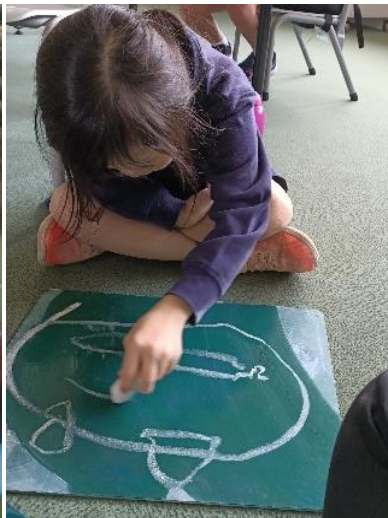
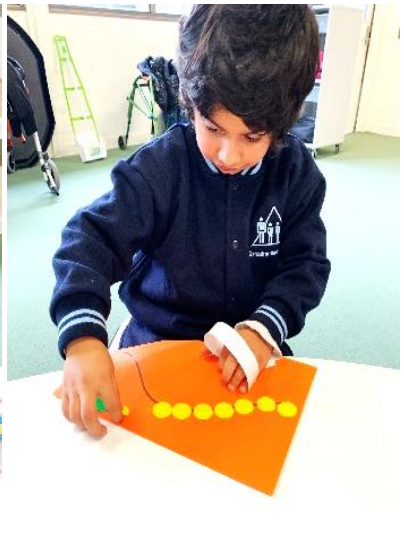
Support

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DRAWING AND MARK MAKING

This year, Room 7 and 8 have been exploring different ways to enjoy mark making! We have been using texas, pencils, crayons, paint, stickers, shaving cream, rice, flour and stamps. By practising with a variety of tools, we are developing our finger and hand strength and our grip. We work on different surfaces like tables, walls and the ground, and use different materials like paper, textured cardboard, windows and plastic to develop motor control. We also practise drawing lines, shapes and letters in our workbooks. We love mark making at school and at home!

To continue mark making at home, you can draw pictures for your children to colour, and lines and shapes for them to copy or trace. They will also benefit from free scribbling with different tools including using their fingers to draw in sand, flour or paint!



Respect

Opportunity

Engagement

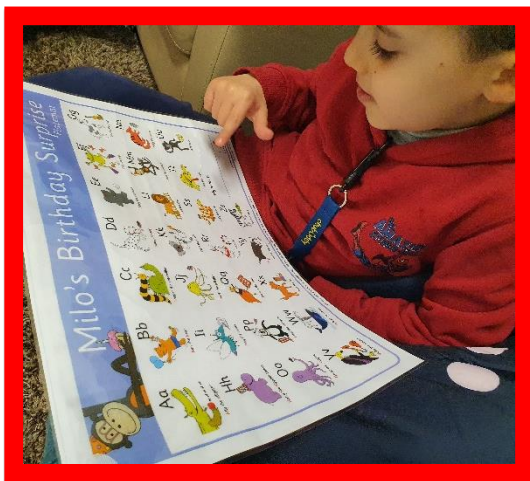
Communication

Support

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TEACHING AND LEARNING AT BSDS

STORYTIME IN THE SILVER PLC

This week in our Learning From Home we have been reading 'Can I Lick the Spoon Yet?' Students in Rooms 13, 14, 19, 25, 26 and 27 have had so much fun learning throughout stories this year!



CONGRATULATIONS RAMNIK ON YOUR WONDERFUL WORK

Ramnik in Room 25 has been doing some really wonderful learning at home with his family! This week he has done some fantastic tracing, mark making and craft at home. He also had a wonderful time celebrating Father's Day with his family. Well done Ramnik!



Learning Beyond Words
CHAMPION'S CORNER

AMAZING WORK MARYAM!

We would like to celebrate the awesome work that Maryam Babar from Room 6S has been doing during remote learning. Maryam has engaged in coloured rice sensory exploration and has enjoyed doing science experiments like making a rain cloud at home. She has particularly enjoyed making her own hot chocolate playdough and spring flower playdough. Well done Maryam and keep up the good work!!



Respect

Opportunity

Engagement

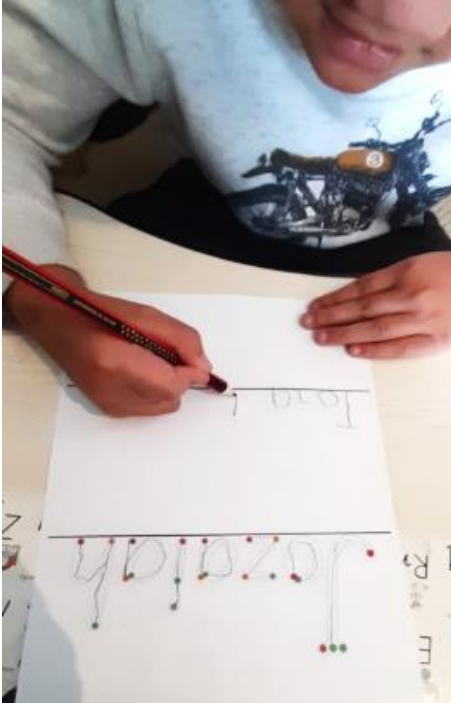
Communication

Support

Learning Beyond Words
CHAMPION'S CORNER

JOZIAH'S WONDERFUL LEARN AT HOME WORK

It has been pleasing to see our wonderful students continue to learn at home. Jozaiah from Room 12 has been doing an awesome job in so many different curriculum areas. From addition to writing and channelling his inner artist, Jozaiah has been hard at work enthusiastically completing his tasks each day. Well done, Zaiah!



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

FUN TIMES IN ROOM 9!

Sorrento Room 9 had lots of fun trying out new activities at the start of this term. Each student explored different foods and textures throughout our weekly activities.

On Mondays, we have collected herbs from the garden and making herb focaccia. On Tuesdays, we've gone to the Pop-up Shop and tried different things from the menu, such as milkshakes and icy-poles.

The students have also learnt to play different musical instruments, during our story-time activities. We've had lots of fun playing with shakers and African drums.



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

PE FUN IN SORRENTO ROOM 15

Room 15S loved engaging in Physical Education sessions in Term 3. Students practised their hand eye coordination as well as their problem solving skills on the basketball and soccer field. During this time students enjoyed working together as a team to score as many goals as possible. We look forward to continuing the program into Term 4!



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
BSDS OCCUPATIONAL THERAPY TIPS

VISUAL TRACKING

Visual tracking is a process that allows us to control our eye gaze. There are two types of visual tracking, the first is the ability to look at something and follow it as it moves and the second is the ability to move your eyes to take in multiple objects.

When is visual tracking important?

- **Reading:** visual tracking allows us to read words and sentences from left to right and keep our place in a book.
- **Writing:** visual tracking is involved in letter formation, writing on the line and writing from left to right.
- **Tracing:** visual tracking allows us to follow the lines, letters and shapes that are being traced.
- **Cutting:** visual tracking allows us to cut along a line.
- **Playing Games and Sports:** visual tracking is required to follow a moving object such as a ball, this helps us to catch and throw accurately. Visual tracking is also needed to monitor other people who are moving around, such as during a game of tag.

Activities to work on visual tracking:

- Popping bubbles
- Twirling ribbons
- Rolling, throwing or catching a ball
- Moving toy cars or trains along a track
- Filtering items such as rice
- Walking along a chalk line or balance beam
- Encouraging use of pointer finger to keep place when reading
- Chasey games such as 'tag' and 'duck, duck, goose'
- Scanning activities such as 'I Spy' and 'Where's Wally'



Respect

Opportunity

Engagement

Communication

Support

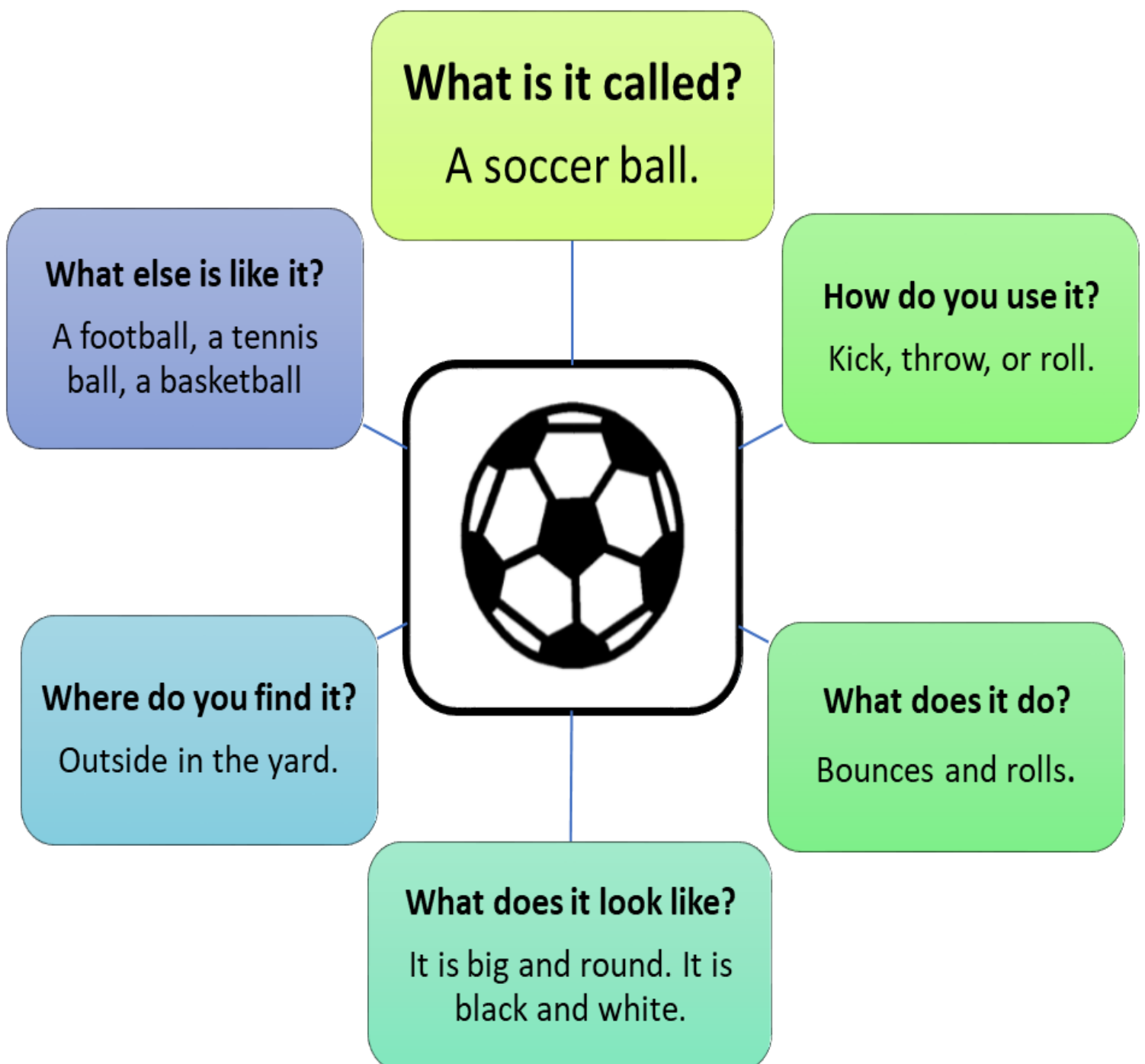
LEVELLING UP YOUR TALKING TO HELP YOUR CHILD LEARN

We learn a lot about the world by talking. We learn about colours, shapes, numbers and all sorts of things by naming them and talking about them. When you talk to your child about things around you, you are giving them quick lessons about their world and the things in it.

Semantic Feature Analysis is a technique that Speech Pathologists use to build language. It's a fancy name for talking about different features of a thing. The picture here shows some of the different features you can talk about.

Talking about these features helps to build your child's vocabulary, helps them to understand more about how things work, and gives them an opportunity to explore their world.

Next time you are out for a walk or chatting in your lounge room, try choosing one or two features of something to explore. Some ideas for things to talk about are: pillows or cushions, different vegetables, a mop or a broom, chairs and tables, plants and trees, or favourite toys.



LEARNING THROUGH STORIES AND CRAFT – WHERE IS THE GREEN SHEEP?

Article content courtesy of: <https://www.theinspirationedit.com/25-fun-hungry-caterpillar-activities/>

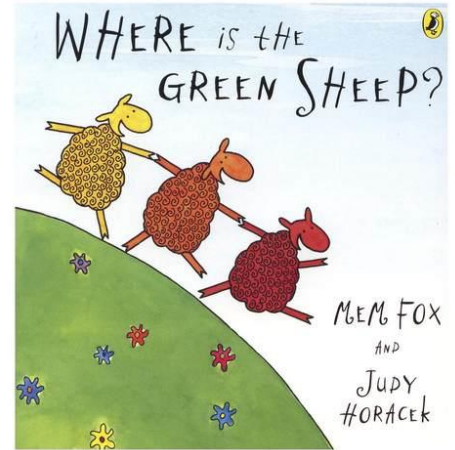
We know that play is an important ingredient for raising happy, healthy and well-adjusted individuals. In play, children test out life skills, like language, sharing and task completion. Children take play very seriously - and so they should.

Pairing stories with play provides children with a rich context for learning a wide range of skills, in a motivating context.

Using favourite story books as the inspiration for your activities is a great way to develop new skills within a familiar and much loved theme. You can set up playful craft activities like the ones below or sensory play based activities, where your child can explore and create as they learn about the theme and develop fine motor, gross motor, language and communication skills, whilst developing maths concepts too!

We have featured a range of craft, cooking (popcorn sheep!) and sensory play based activities below that are inspired by the Mem Fox classic “Where is the Green Sheep?” Follow along with the read aloud version found at <https://www.youtube.com/watch?v=nEuFgFhaG7OY> and then set up some invitations to play at home to interest your child.

Books can help you discover your playful side as a parent! Use the story as a path for activities and play – so you can learn and discover together with your child. Books can inspire ideas for playful activities such as art, crafts, dress-up, doll play, playdough, puppets, scavenger hunts, science experiments, stamping, and storytelling boards.



Respect

Opportunity











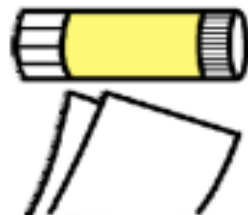













Engagement

Communication

Support

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT – WHERE IS THE GREEN SHEEP?
ALD

 <p>more</p>	 <p>where</p>	 <p>what</p>	 <p>who</p>
 <p>finish</p>	 <p>choose</p>	 <p>you/yours</p>	 <p>I/me/mine</p>
 <p>help</p>	 <p>cut</p>	 <p>glue</p>	 <p>touch</p>
 <p>fluffy</p>	 <p>on</p>	 <p>in</p>	 <p>draw</p>
 <p>yes</p>	 <p>book</p>	 <p>sheep</p>	 <p>green</p>
 <p>no</p>	 <p>popcorn</p>	 <p>paper</p>	 <p>colour</p>

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT – WHERE IS THE GREEN SHEEP?
KWS

Green




Place blade of open dominant hand on wrist of non-dominant arm.
 Move formation up to elbow. (V, S, W, NT, T)

Sheep



Extend dominant little finger and thumb – move tip of little finger back from corner of mouth, twice.

Book



Place blades of open hands together – close and open formation, once.

In




Place both open hands in front of body, palms down. Push dominant hand over non-dominant hand to dominant side (right over left). Move fingers together in a line, a few centimeters.

On



Palms up, place back of open dominant hand firmly on palm of non-dominant hand.

Paper



Knock fists together, palms facing, twice.

Draw



Form an 'O' with index and thumb of dominant hand. Move along above palm of open non-dominant hand as though writing/drawing.

Cut (scissors)




More dominant index and middle fingers, in a cutting action, while moving hand forward. * Name cutting with scissors.

Glue



Open both hands, back of dominant fingers, side of base of non-dominant hand, palm up. Touch dominant fingers over non-dominant palm. In full, they also dominant hand down, palm together.

Choose




Extend dominant index finger and thumb. Close other finger over thumb when moving hand towards body. Show formation and move over and under non-dominant hand from non-dominant side to dominant side.

White



Place dominant thumb and index fingers together, other fingers extended and spread. Place tips of both forefingers on side of neck and neck formation, twice.

Where



Open both hands, palms up. Simultaneously move each hand from side to side, in opposite directions, twice.

Soft



Move fingers and thumb of dominant hand toward each other, twice, but do not touch together. May use both hands.

Fun



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



PLAYFUL LEARNING IDEAS FOR SCHOOL AT HOME

Article content courtesy of <https://www.melissaanddoug.com/blogpost/?postId=playful-learning-ideas-for-school-at-home>

There are so many play based activities that you can set up at home to support your child's learning. Remember, learning at home doesn't have to look exactly like learning in the classroom and doesn't have to be sitting down at the kitchen table either! With a little planning, you can engage your child in fun, joyful and motivating activities that will help you become more attuned to your child's individual interests.

Math

Cooking: So much learning happens while cooking and through the simple acts of measuring, pouring, and mixing. Show your child how you would double a recipe.

Fill'er Up: Use different size containers at the sink to explore concepts of volume. How much water will fit in this container? Is it more, the same, or less than will fit in this other one?

Set the Table: Count out forks/spoons/plates/napkins or food for meals. Do we have enough for everyone?

Crayon Hunt: How many crayons can kids find in your house? After they gather a collection, have them separate them into groups of 5 or 10 and explore counting by 5s or 10s.

Science

Will It Float? Fill a tub, sink, or container with water and test out whether different items float. Some ideas: a Lego brick, a sponge, metal spoon, plastic spoon, cotton ball, cork, pencil, metal coin, cardboard tube, a crayon. Have your children make their predictions and then test them out. Have them record their observations.

Bird and Bug Watching: What kinds of birds and bugs can you see from your window or in your backyard? What types of birds visit your home this time of year? Encourage your children to observe and draw them.

Gardening/Seed Planting in Pots: You don't have to have a whole garden to plant seeds! Add some dirt to a recycled egg carton or other container and plant seeds to put in a sunny windowsill! For a fun observation experiment, plant a few extra seeds, and each day dig up one seed to see how it has grown and changed. Are there roots, shoots, or leaves growing?

Weather Watch: Have your children create a weather report for the day. Children can draw their report, showing whether it's cloudy, sunny, or rainy; hot, warm, or cold; windy or calm. Or your child can have fun pretending to deliver the weather report as if they were a meteorologist on TV.

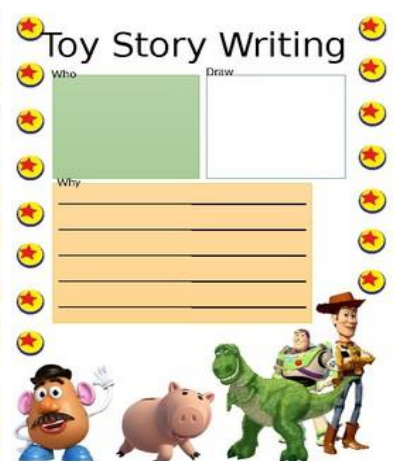
Reading and Writing

Story Guessing: Look at illustrations in a picture book. Can you tell what is happening in the story? If you named the characters, what would their names be?

ABC Pun Presents: Challenge yourselves to create "punny" gifts for each other based on letters of the alphabet. For example, make "Brown-E's," (not brownies!) - a plate of paper letter E's coloured brown. Or make a cup of "T" (paper T's cut out and placed in a cup). Other examples: Frozen P's, Swarm of B's!

A "Toy" Story: Have your child pick out any five toys and write a story (pre-writers can tell a story) that incorporates all five toys.

Make Cards: Create and mail personalised greeting and birthday cards to family and friends.



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words
BSDS TAKE HOME TIPS

PLAYFUL LEARNING IDEAS FOR SCHOOL AT HOME
Continued...

Article content courtesy of <https://www.melissaanddoug.com/blogpost/?postId=playful-learning-ideas-for-school-at-home>

Personal Learning and Interpersonal Development

Dress Up Like a Helper: Dress up like a doctor, nurse, firefighter, police officer, or grocery store clerk. What do you think they do? Pretend to do their job.

Campout Inside: Break out those tents and sleeping bags and have an indoor campout! Talk about life before many of our modern amenities. What did people do before electricity? How did they find their way before phones with GPS technology?

Interview a Family Member: Have kids make up or write their own interview questions for an older family member or friend they can connect with by phone or video chat. What was the interview subject's childhood like? What toys did they play with? What were their friends like? What are their favourite memories?

P.E.

Create Your Own Gym: Come up with exercises using objects and places around your house. What could you lift? What could you balance? This is actually a fun "exercise" in creative thinking!

Stretch: Stretch out those muscles and make up your own poses based on your child's interests. A fun stretch is "silly monkey," - stretching arms over ears and making a funny face.

Sock Ball: Roll up some pairs of socks and see how many you can throw into an empty laundry basket without missing!

Room Exercises: Assign an exercise to each room. For example: Every time you walk in the kitchen, you do 10 jumping jacks, every time you go to the living room, you do 10 sit-ups.

Music

Sing: As a family, make up a song about handwashing and sing while you wash!

Listen: Listen to a piece of music or song. How does it make you feel? Do you want to dance? Talk about whether it's soft, loud, slow, or fast. Clap to the beat.

Family Parade: Grab instruments or some pots, pans, and wooden spoons for a follow-the-leader walk from room to room!

Learn a Dance: Create some choreography to go with a favourite song (or learn a dance routine online) and perform for your family!

Art

Family Portrait: Draw a family portrait. For a fun twist, draw each person as their favourite animal!

Play with Your Food: Arrange the food on your plate into a fun shape, animal, or landscape.

Chalk the Walk: Draw with chalk on your porch, driveway, or sidewalk. Use chalk to make a 'treasure hunt'.

Trash to Treasure: Create a pile of everyday materials (like cardboard boxes, cardboard tubes, old game pieces, fabric) you have around the house. Challenge your child to create artwork or an invention using these materials.



Fun activities and ideas for kids.
With handy tips on how to promote learning through play.



Respect



Opportunity



Engagement



Communication

Support

LANGUAGE STRATEGIES – PAUSING

Article content courtesy of: <https://www.jtc.org/purposeful-pausing/#:~:text=You%20want%20to%20pedal%20the,to%20say%2C%20%E2%80%9Ccookies!%E2%80%9D>

Pausing is one of the techniques used in spoken language learning. It can be used initially to encourage response to sounds, later for language development and then for problem-solving. Pausing involves waiting to see if your child responds before you prompt them or model the expected answer, action or response.

You can start with building awareness of sound and strengthening your child's listening skills. Then you can use pausing to encourage your child's listening responses.

Pausing for Receptive Language (The language your child understands) – Surround your child with language by narrating activities, conversing during play, describing daily routines, reading, singing and talking constantly. To allow your child to show what they hear and understand, you could make a statement with a simple gesture such as, “Your backpack is unzipped.” Whilst pointing and saying, “Look at your backpack. It is unzipped.”

Pausing for Expressive Language (The language your child uses) - Once your child has receptive spoken language skills, you can start to focus on their expressive language. The pausing technique can be used to teach your child interaction and conversational skills and turn-taking. Pausing can be used to encourage vocalising during play. When playing ball, try saying, “One, two, three...GO!” before rolling the ball. Initially just play and let your child hear your voice over and over. Then start to pause after you say the word “three” before rolling the ball back to your child. Wait 3-5 seconds to see if your child will vocalise or say “GO!” to indicate their desire for you to return the ball. When you pause, your child may use the opportunity to use gestures, vocalise or verbalise. Pausing can be used frequently as a child's language increases to encourage them to use more words – either verbally or using KWS or ALDs. You may start a sentence and then pause for your child to add some of the words. For example, you might say, “I have some...” and wait for your child to say, “cookies!”

PAUSING

LANGUAGE STRATEGIES

WHAT TO DO:

Pause to give the child time to listen, understand what was said, and to respond. If they don't respond, you can say the words you wanted them to say.

WHY DO WE DO IT?

Pausing gives the child time to express themselves and continue the interaction in some way.

WHEN TO DO IT?

Play

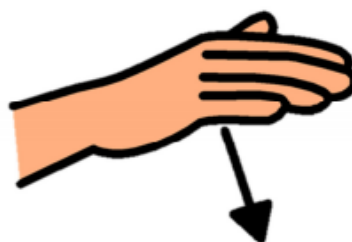
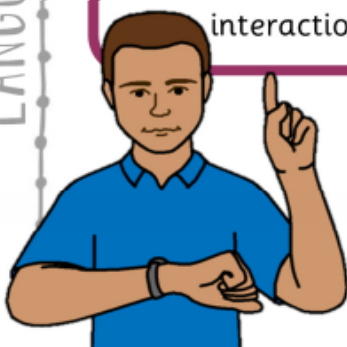
When rolling a ball, wait for the child to show they want you to roll it to them.

Snack

Instead of giving the child all of their snack, wait for them to show you they want more.

Clothes

When getting dressed, wait for the child to show you they want help or more clothes on.



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – FLOUR PLAY

Activity Idea:

- **Flour Piping**- in a ziplock bag mix flour, water (optional food colouring), cut corner of bag and squish mixture onto a tray creating pattern
- **Flour Sensory Tray** - scoop some flour onto a tray, baking sheet or paper plate create finger drawings and handprints. Add toy cars or measuring utensils.
- **Flour and Water Dough**- add water to flour then use a spoon or hands to mix and explore the “dough.”
- **Cloud Dough** – add flour and oil can use cooking oil or baby oil (2 ½ cups flour and ½ cup oil) add some cups, bowls, ice cream scoops and ice cube trays and explore
- **Playdough** - To make, just mix 2 cups flour with 2 cups warm water, 1 cup salt, and 2 tablespoons vegetable oil. An optional tablespoon of cream of tartar will improve elasticity, while food colouring can be added for fun variety. Store your play dough in an airtight container or plastic bag
- **Flour Castles** - Fill a small cup or container with flour, turn over and tap before lifting up the container to reveal your flour castle.

Resources:

- Flour
- Ziplock bag
- Sifter/ colander
- Food colouring
- Tub or tray
- Oil (cooking or baby)
- Spoons
- Cups
- Toy cars

Learning:

There are lots of learning opportunities through engaging in flour play such as:

- Visual tracking skills
- Gross/fine-motor skills
- Hand-eye co-ordination
- Turn taking
- Learning colours
- Co-operation
- Counting
- Communication
- Measurement



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – FLOUR PLAY KWS



Water

Stroke edge of extended crooked dominant index finger down cheek, twice. (V, S, WC, NT, T)



Cook (mix)

Mime mixing in a bowl.



Car

Clench both fists in front of body – move formation as if holding an imaginary steering wheel. (Natural gesture – mime the action).



Playdough

Place open dominant hand on top of open non-dominant hand, palms together, fingers pointing away from body. Alternately move hands backwards and forwards twice in opposite directions.



Make

Move dominant fist in small circles towards body, hitting twice on non-dominant fist.



Bag

Hold dominant fist at waist height. Move formation up and down, twice. (Natural gesture – use mime to indicate carrying other types of bags e.g. backpack, shoulder bag).



Sand


Brush ball of dominant thumb across fingertips while moving arm up slowly – end with a fist, thumb resting on edge of index finger.



Push


Place both open hands at shoulder height, palms facing away from body. Simultaneously push both hands forward. (Natural gesture – mime the action).

LEARNING THROUGH PLAY – FLOUR PLAY KWS




Plate

Move extended dominant index finger in a circle above palm of open non-dominant hand.




Put

Place dominant fingertips on ball of thumb, palm down, move forward opening hand and fingers. (Natural gesture – name the action). *Note directionality, placement and shape.




Colour

Close index finger onto thumb tip, rest of fingers spread. Rub tips of index and thumb fingers along edge of extended non-dominant index finger, several times.




See

Move dominant index finger forward from eye. (Natural gesture). * May use index and middle fingers slightly apart.




Full (container)

Place both open hands, palms down, in front of body, dominant hand under non-dominant. Keeping non-dominant hand stationary, bring dominant hand up with fingers to non-dominant hand.



Turn over

Mime the action, example shown turning over an item using an open hand, palm down to palm up. (Natural gesture – mime the action).





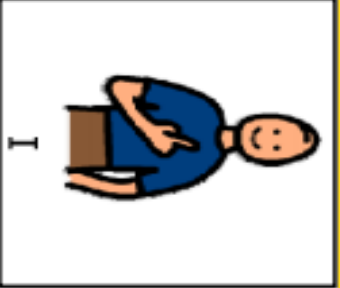




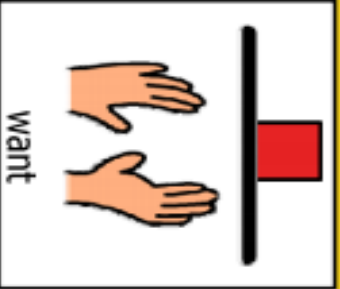


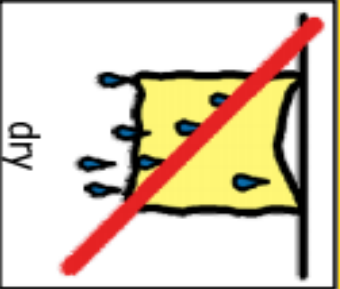
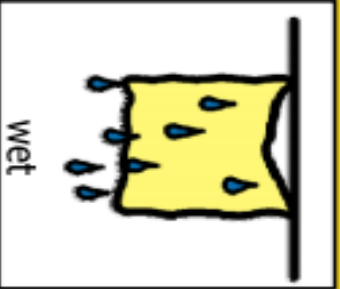
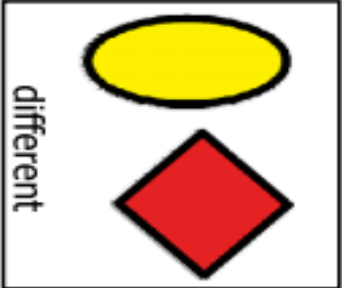
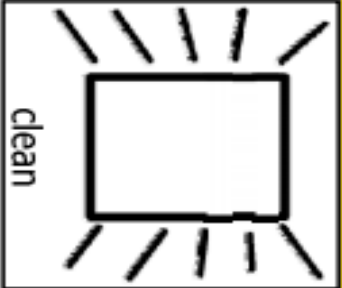
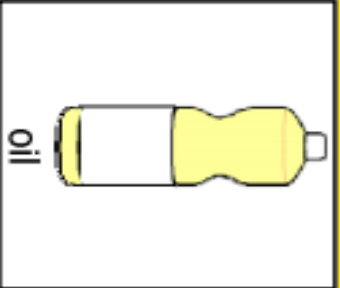
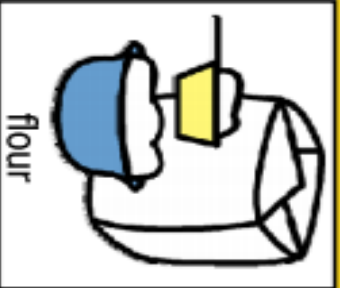



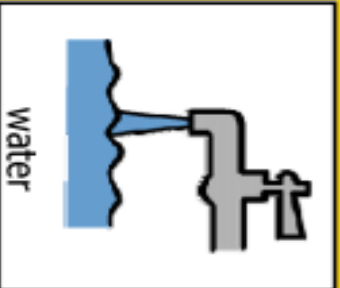


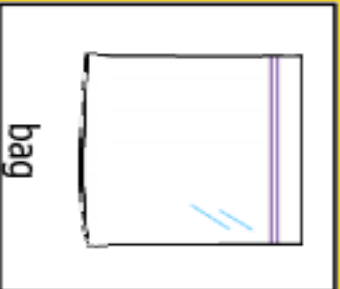

Fun

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



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – FLOUR PLAY AID

 <p>more</p>	 <p>you</p>	 <p>I</p>	 <p>what</p>
 <p>finish</p>	 <p>scoop</p>	 <p>touch</p>	 <p>want</p>
 <p>help</p>	 <p>messy</p>	 <p>dry</p>	 <p>wet</p>
 <p>different</p>	 <p>clean</p>	 <p>oil</p>	 <p>flour</p>
 <p>yes</p>	 <p>toy</p>	 <p>spoon</p>	 <p>water</p>
 <p>no</p>	 <p>yay!</p>	 <p>bag</p>	 <p>tray</p>

THE POWER OF PLAY

Continuing our feature on learning outcomes that can be achieved through play, this edition focuses on skills that you can support your child to develop during drawing and craft as well as car play and sorting activities. All of the play based experiences feature items you'll have on hand at home, so go ahead and gather up your resources and have fun playing and learning with your child!

WHEN I PLAY, I LEARN...

When I scribble and draw, I learn...

- To develop my imagination and creativity
- To hold a paintbrush or pencil
- The names of colours and how to make new colours
- To identify and create shapes



- Concepts of size, shape and location

When I cut with scissors, glue and collage, I learn...

- To control the small muscles of my hands
- Concepts of shape, size, colour and location
- About different textures
- To differentiate patterns from a background
- To create patterns and designs



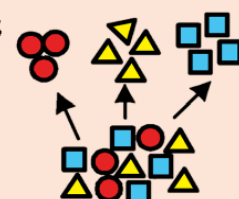
When I play with cars, trucks & trains, I learn...

- To use my imagination and see myself from a different perspective
- How wheeled vehicles move through the world and what happens when they crash
- How things need to be pushed **up** hills, but going **down** hill they go fast on their own



When I sort things, I learn...

- To notice details and assess the similarities and differences between objects
- Concepts of colour, size and shape
- To form categories, essential for science and mathematics
- Logical reasoning








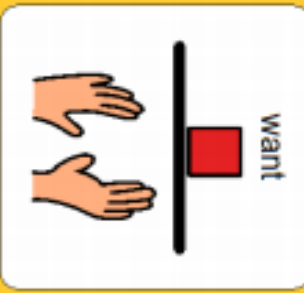


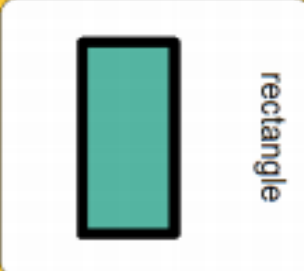
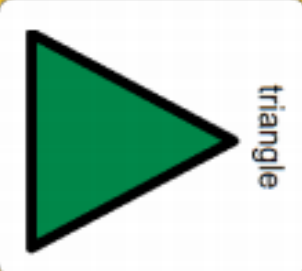

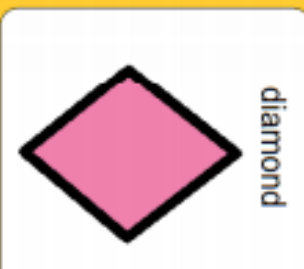
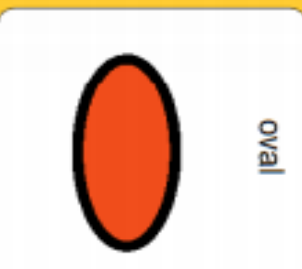
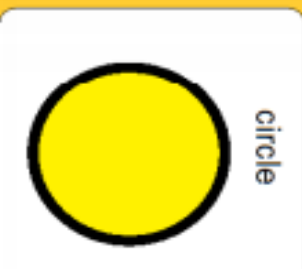





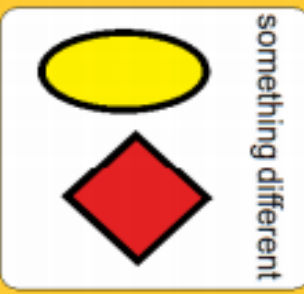


FREE ONLINE RESOURCES

Visit the links below for some great free learning activities and use the attached ALD to support your child's language as you engage together!



Learning Beyond Words
LEARNING AT HOME IDEAS

FREE ONLINE RESOURCES - SHAPE ALD

 <p>finish</p>	 <p>more</p>	 <p>you/your</p>	 <p>I/me/my</p>
 <p>help</p>	 <p>want</p>	 <p>not/don't</p>	 <p>like</p>
	 <p>rectangle</p>	 <p>triangle</p>	 <p>square</p>
	 <p>diamond</p>	 <p>oval</p>	 <p>circle</p>
 <p>yes</p>	 <p>I don't know</p>	 <p>star</p>	 <p>heart</p>
 <p>no</p>	 <p>something different</p>	 <p>uh oh!</p>	 <p>yay!</p>

FIND AN ACTIVITY FOR HOME | ACCESS FOR ALL ABILITIES

BAM Arts Inc. is a Melbourne based performing and creative arts programme for people of all ages with a disability.

Due to COVID-19 they are unable to run classes at their locations for the time being. They are offering online classes. Please see below for available classes, or get in contact for more information on 0425 721 848 or email bamartsinc@outlook.com. They are also hosting weekly free events and challenges (such as Discos and dance challenges), they encourage anyone to be involved with these, more details through their Facebook page.

Classes are funded by NDIS Core Supports, and are available to anyone, anywhere! You don't have to be an already enrolled BAM student to join a class!

BAM ONLINE! Zoom classes run Monday to Saturday. Classes can be conducted one on one to small groups. Classes available in Dance, Music Theatre, Yoga, Art and Vocal Coaching. Contact BAM Arts Inc directly for an up to date timetable!

Contact Details: For more information on 0425 721 848 or email bamartsinc@outlook.com

Access All Abilities Victoria

<https://www.aaavic.org.au/find-an-activity-for-home>



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: _____

CAMPS, SPORTS AND EXCURSIONS FUND (CSEF) APPLICATION FORM

Broadmeadows SDS

School Name

5262

School REF ID

Parent/legal guardian details

Surname _____

First name _____

Address _____

Town/suburb _____ State _____ Postcode _____

Contact number _____

Centrelink pensioner concession **OR** Health care card number (CRN)

- - - **OR**

Foster parent* **OR** Veterans affairs pensioner

*Foster Parents must provide a copy of the temporary care order letter from the Department of Health and Human Services (DHHS).

Student details

Child's surname	Child's first name	Student ID	Date of birth (dd/mm/yyyy)	Year level

I authorise the Department of Education and Training (DET) to use Centrelink Confirmation eServices to perform an enquiry of my Centrelink customer details and concession card status in order to enable the business to determine if I qualify for a concession, rebate or service. I also authorise the Australian Government Department of Human Services (DHS) to provide the results of that enquiry to DET.

I understand that:

- DHS will use information I have provided to DET to confirm my eligibility for the Camps, Sports and Excursions Fund and will disclose to DET personal information including my name, address, payment and concession card type and status.
- this consent, once signed, remains valid while my child is enrolled at a registered Victorian school unless I withdraw it by contacting the school.
- I can obtain proof of my circumstances/details from DHS and provide it to DET so that my eligibility for the Camps, Sports and Excursions Fund can be determined.
- if I withdraw my consent or do not alternatively provide proof of my circumstances/details, I may not be eligible for the Camps, Sports and Excursions Fund provided by DET.
- information regarding my eligibility for the Camps, Sports and Excursions Fund may be disclosed to the Victorian Department of Health and Human Services and for State Schools Relief for the purpose of evaluating concession card services or confirming eligibility for assistance.

You are able to request access to the personal information that we hold about you, and to request that any errors be corrected, by contacting your child's school.

Signature of applicant _____

Date ____ / ____ / ____

CSEF ELIGIBILITY

Below is the criteria used to determine a student's eligibility for the Camps, Sports and Excursions Fund (CSEF).

Criteria 1 – Eligibility

To be eligible* for the fund, a parent or legal guardian of a student attending a registered Government or non-government Victorian primary or secondary school must:

- on the first day of Term one, or;
- on the first day of Term two;
 - a) Be an eligible beneficiary within the meaning of the State Concessions Act 2004, that is, be a holder of Veterans Affairs Gold Card or be an eligible Centrelink Health Care Card (HCC) or Pensioner Concession Card (PCC) holder, OR
 - b) Be a temporary foster parent, and;
 - c) Submit an application to the school by the due date.

* A special consideration eligibility category also exists. For more information, see: www.education.vic.gov.au/csef

Parents who receive a Carer Allowance on behalf of a child, or any other benefit or allowance not income tested by Centrelink, are not eligible for the CSEF unless they also comply with one of (a) or (b) above.

Criteria 2 - Be of school age and attend school in Victoria

School is compulsory for all Victorian children aged between six and 17 years of age inclusive.

For the purposes of CSEF, students may be eligible for assistance if they attend a Victorian registered primary or secondary school. Typically, these students are aged between five and 18 years inclusive.

CSEF is not payable to students attending pre-school, kindergarten, home schooled, or TAFE.

Eligibility Date

For concession card holders CSEF eligibility will be subject to the parent/legal guardian's concession card being successfully validated with Centrelink on the first day of either term one (28 January 2020) or term two (14 April 2020).

PAYMENT AMOUNTS

CSEF payment amount

The CSEF is an annual payment to the school to be used towards camps, sports and/or excursion expenses for the benefit of the eligible student.

- Primary school student rate: \$125 per year.
- Secondary school student rate: \$225 per year.

The CSEF is paid directly to your child's school and will be allocated by the school towards camps, sports and/or excursion costs for your child.

For ungraded students, the rate payable is determined by the student's date of birth. For more information, see: www.education.vic.gov.au/csef

Year 7 government school students who are CSEF recipients are also eligible for a uniform voucher. Secondary schools are required to make applications on behalf of parents so please register your interest at the school.

HOW TO COMPLETE THE APPLICATION FORM

NOTE: ALL SECTIONS MUST BE COMPLETED BY PARENT/LEGAL GUARDIAN

1. Complete the PARENT/LEGAL GUARDIAN DETAILS section.
Make sure that the Surname, First Name, and Customer Reference Number (CRN) details match those on your concession card. You will also need to provide your concession card to the school.
If you are claiming as a Foster Parent or a Veterans Affairs Pensioner, you will need to provide a copy of documentation confirming your status as a temporary Foster Parent or provide your Veterans Affairs Pensioner Gold card to the school.
2. Complete the STUDENT/S DETAILS section for students at this school.
3. Sign and date the form and return it to the school office as soon as possible. The CSEF program for 2020 closes on 26 June, 2020.

CSEF payments cannot be claimed retrospectively for prior years.

Queries relating to CSEF eligibility and payments should be directed to the school.