

Edition 20, Friday 13th November, Term 4 2020

We have entered our assessment and reporting period, with teachers working on student reports to document and celebrate each child's learning this year. Despite the changes that learning from home has presented us with, there is much progress to be shared and applauded and our December reports will very much reflect this. Thank you to our BSDS parents and carers for supporting our students and their learning every year, but this year especially.

Our school enjoyed a fabulous Halloween Dress Up Day on Friday 30th October. It was wonderful to see so many students and staff get into the spirit of the event. After such a different year, it was lovely to be able to celebrate and have fun together. Thank you so much to all of the parents who dressed their child up for the day – there were some incredible efforts made!

This term sees two graduation events held – for our 2020 Preps and our 2020 School Leavers. These two milestones of starting and finishing school are very special and it is only fitting that a celebration is held. Whilst we cannot have parents come onsite to ensure safety for everyone, we are still planning wonderful events to mark the occasion. Parents will be able to look at photos of the day, to share in the joy with their child.

I would like to give my Principal's Award for this edition to Kai, for the wonderful work he has been doing in Literacy. After recently reading a Little Learners Love Literacy story, Kai did some excellent writing to describe a picture from the story. Kai, superb sounding out as you read the story and we are so proud of your writing too! Congratulations – such a well-deserved recipient of my Principal's Award!



Susi Wirth
Principal

DATES TO REMEMBER TERM 4 2020

DATE	EVENT TO REMEMBER
Wednesday 2 nd December	2020 Prep Graduation
Thursday 10 th December	2020 School Leavers Graduation
Tuesday 15 th December	Christmas Markets & Dress Up Day
Thursday 17 th December	Last Day Of Term 4 For Students
Friday 18 th December	Curriculum Day – No Students



BROADMEADOWS SPECIAL DEVELOPMENTAL SCHOOL

IMPORTANT NATIONAL SURVEY OF PARENT VOICE SPECIAL SCHOOLS AUSTRALIA

Dear Parents and Carers,

In Australia, each state and territory have their own special schools. Each of these parts of Australia also have their own special education principal association that advocate on your behalf to each state and territory government to ensure our students and schools have the resources they need and appropriate support.

The attached national survey is being conducted by the Australian Special Education Principals Association (ASEPA).

Why do a survey?

Over the last few years there has been a push for more inclusive practices in Australian education systems. Some inclusive advocacy groups see special schools in a very negative light. The current Disability Royal Commission is hearing from groups and individuals who wish to see all students within mainstream classrooms. I believe that our students, your child, deserve the highest level of support and that the personalised education that we provide, along with smaller classes directly benefit to meet students with complex need. This survey is designed to have your voice heard, along with parents of students from across Australia who have chosen our specialist schools.

The research.

This survey is explained in detail on the next pages (a lot of detail actually) and is approved by the NSW Department of Education Research Committee. The Research is being conducted by Professor Tania Aspland from ACU.

Your voice.

This survey is the first of its type designed for you, our parents of students in special schools, and will provide valuable evidence to defend and support our work, and to have your voice heard against those who do not understand.

Please take the time to do the quick 10 minute survey on the link provided:

https://acu.qualtrics.com/jfe/form/SV_OpGAoekNmVR7VB3

If you have any questions or concerns, please contact me.

Regards,

Susanne Wirth
Principal



Dear parents, carers and guardians,

As students in both mainstream and specialist settings recommence on-site learning in Term 4, I want to thank you all for your efforts during this challenging time. I also want to reassure you that the health, wellbeing and safety of children, young people and those involved in their education continues to be of paramount importance.

Throughout the pandemic we have closely monitored the impact of coronavirus (COVID-19) on schools; the strategies that can be implemented in schools to reduce risk; and the health impacts of coronavirus (COVID-19) on children and young people, including those with a disability or complex medical condition.

Research by Murdoch Children's Research Institute found that coronavirus (COVID-19) transmission in schools is uncommon when community transmission is low. A [summary report](#) of these findings is available to read. With declining case numbers in the community, I am confident that the risk of coronavirus (COVID-19) transmission in mainstream and specialist schools is very low, when we have in place a range of health and safety measures.

The health and safety measures recommended for schools focus on the strategies we know are most effective. These include ensuring unwell staff and students remain home, good hand hygiene, enhanced cleaning and wearing face masks (only mandatory for those 12 years and over attending high schools). Temperature screening is not currently recommended for schools, given low levels of community transmission. I encourage you to read the [health and safety advice for schools](#) for further information on what schools are doing to keep students and staff safe.

The most important thing I ask of every family this term is to keep your child home from school if they have even the mildest coronavirus (COVID-19) symptoms and to get tested as soon as possible. Staying home when unwell is one of our strongest measures to limit the spread of the virus. For more information on what to do if your child is unwell, see this [fact sheet](#).

The good news is that evidence continues to show that children are less impacted by the virus, and are less likely to develop severe illness. Additional [advice for families](#) has been developed for those with medical vulnerabilities to support decision making about on-site learning at this time.

Working together to implement COVIDSafe strategies, I am confident Victoria's students can continue to safely attend school throughout Term 4.

Adj Clin Prof Brett Sutton
Victorian Chief Health Officer

Learning Beyond Words
TEACHING AND LEARNING AT BSDS

OUR ROOM 3 CAFE

Room 3 students have loved exploring, making and tasting our new and improved Room 3 Café menu. We are in full swing with our fun summer recipes for our customers in Room 1 and Room 2.

We love Trifle! Using our great cooking skills, we prepare all the yummy ingredients for each layer. We make the cake, jelly, custard and we cut the fresh fruit. When we get our orders, we then carefully put it all together, ready to deliver to our customers next door.

Every Wednesday, we are all the cooks, waiters and customers. Room 3 Café is one of our favourite programs of the week.



Respect

Opportunity

Engagement

Communication

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STORY TIME

Room 19 has enjoyed being back at school for Term 4. We have really loved our Story Time and getting our hands dirty while reading Disgusting Mc Grossface.



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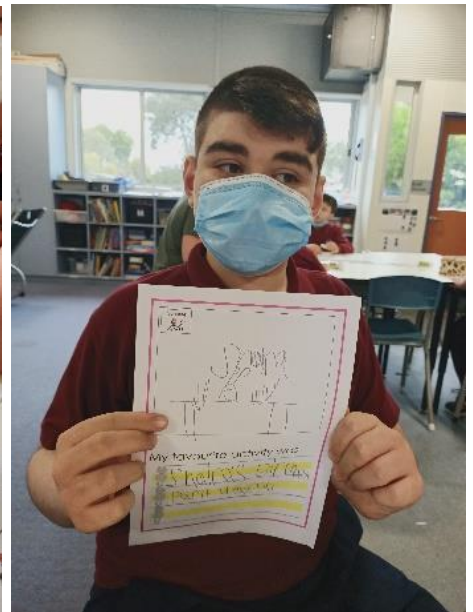
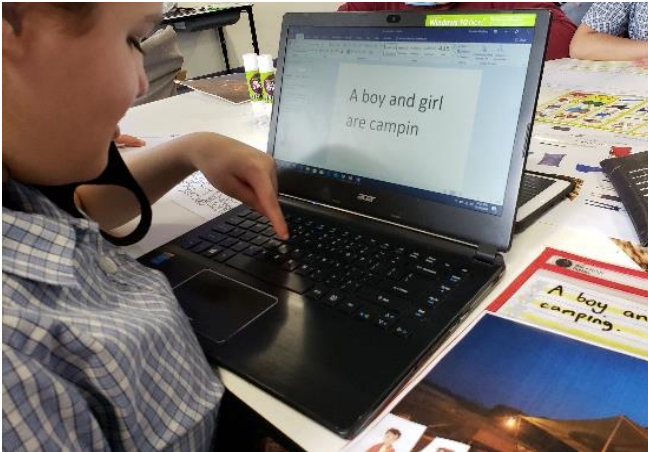
Communication

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COMIC CREATORS

This semester Room 14S has done some superstar writing! The students have continued working hard to produce Comic Strips about topics including computer games, camping and shopping. Who doesn't love shopping?! Students have brainstormed 'Who, Doing, What, Where?' questions and have produced some amazing comics by adding images of their choice to themed backgrounds and then typing a good copy onto a computer using Microsoft Word. Room 14S also create a newspaper at the end of each week, writing about the weather, what learning they did and what their favourite subject was. They have learnt about a range of non-fiction topics including pyramids, platypuses and Uluru. After learning about each topic, students are asked questions that they discuss and write answers to. Absolute SUPERSTAR WRITERS!



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FROM THE GIFT SHOP, INTO THE KITCHEN AND THEN OUT INTO THE GARDEN!

Room 5 have been so busy since returning to Term 4. From Workshop programs, making Citronella candles for the Gift Shop, Canteen snacks, or looking after the upkeep of the garden they have all been working hard and as a team. It has been lovely to see them come back and get right back into it!



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**FREE SENSORY SPECTACLE ACTIVITIES
 4 WEEK ACTIVITY PLAN**





Sensory Spectacle creates immersive learning experiences to educate and form a better awareness of Sensory Processing Disorder (SPD). Our workshops and installations give you an opportunity of experiencing first-hand how a SPD might impact your life allowing for greater awareness and understanding of auditory, visual, tactile, smell, taste, proprioceptive and vestibular difficulties.

Sensory Spectacle's immersive environments naturally encourage you to reflect on your experience and to better formulate ways to support people living with SPD.

During November, Sensory Spectacle are offering a free, 4 week activity plan for you and your child to engage in at home. Follow their simple schedule which features related links to support you to set up each activity – from making edible slime to outdoor treasure hunts! You can join for free and then have access to these wonderful play ideas – simply go to <https://www.sensoryspectacle.co.uk/account/4week-activityplan>

Edible slime 	Smoothie Making 	Shadow Puppets 	Clapping rhythms 	Outdoor sound walk 	Shakers / pencil cases 	Pouring & scooping 
Pasta Threading 	Water marbles 	Envelope monsters 	Cloud dough 	Edible paint 	Indoor hunt 	Table football 
Sensory Bottle 	Indoor hopscotch 	Boat race 	Bubble Machine 	Smelly paint 	Den making 	Vegetable printing 
Animal stomp 	Silent disco 	Spinning Drum 	Feel & find box 	I-spy bottle 	Noughts & crosses 	Rain stick bottles 

 www.sensoryspectacle.co.uk
 Sensory Spectacle educate about & create awareness of Sensory Processing Disorder internationally using immersive learning for parents, professionals & students.

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*workshops *online training *books *webinars *keynote speaker *experiences



Learning Beyond Words
LEARNING AT HOME IDEAS

**FREE SENSORY SPECTACLE ACTIVITIES
 4 WEEK ACTIVITY PLAN**

• **Edible Slime**

Follow our instructions & recipe on our Facebook page under our 'live videos'.

• **Smoothie making**

Use up some fruit and pop them into a blender with some milk, water, yoghurt or ice cream to make a healthy drink. Use a straw for a great 'grounding' activity.

• **Shadow puppets**

Using paper cut outs or your hands why not play around with creating shadows in a dark room and a torch. Can you copy someone else's puppet?

• **Clapping rhythms**

A great activity to do anywhere! Clap along to talking, music, natural sounds.

• **Outdoor sound walk**

While out for a walk or roll try and see how many different sounds you can hear. You may focus it on a topic like birds or trees or you might just try and hear as many different sounds as possible.

• **Shakers**

Follow our instructions & recipe on our Facebook page under our 'live videos'

• **Pouring & Scooping**

Using a bucket or tray add in some rice, beans or water / gunk and use scoops to pass from one hand to another or one bucket to another. Hours of fun!

• **Pasta Threading**

Find left over uncooked pasta shapes or buy some cheap pasta shapes and use them to thread onto some string or ribbon. See what patterns you can make. You could also paint them.

• **Water marbles**

Follow our instructions & recipe on our Facebook page under our 'live videos'.

• **Envelope Monsters**

Using an old envelope, decorate the back of the envelope (where the opening is) with some eyes and teeth. This could be with a pen, collage or stickers. Don't glue to opening down and have this to open and close.

• **Cloud Dough**

Follow our instructions & recipe on our Facebook page under our 'live videos'.

• **Edible Paint**

Follow our instructions & recipe on our Facebook page under our 'live videos'.

• **Indoor Hunt**

Hide some objects around your house or a room to find. They could be themed - the same colour, or could have clues.

• **Table football**

Using a ping pong ball, some straws and a flat surface, blow through the straw to get the ball to the other side!

• **Sensory Bottle**

Follow our instructions & recipe on our Facebook page under our 'live videos'.

• **Indoor Hopscotch**

Cut out shapes in coloured paper and have a different instruction for each.

• **Boat race**

Using old plastic containers and bottles make and decorate a boat and see who can sail the furthest before sinking!

• **Bubble Machine**

Follow our instructions & recipe on our Facebook page under our 'live videos'.

• **Smelly Paint**

Add a little food flavouring into your usual paint or your edible paint to make it a little more interesting.

• **Den Making**

Using bed sheets and pillows make a den by draping the sheets over some chairs or a table.

• **Vegetable Printing**

Cut up some left over vegetable cuttings and use to print with paint and paper. See what patterns and shapes you can make. Can you print a face?

• **Animal Stomp**

Move around like an animal. Stomp like an elephant, tip toe like a mouse, leap like a frog. How many animals can you be?

• **Silent Disco**

Using a personal stereo or some separate headphones with bluetooth listen to different types of music and have a good old boogie.

• **Spinning Drum**

Follow our instructions & recipe on our Facebook page under our 'live videos'.

• **Feel & Find Box**

Using an old cardboard box, make a hole in the side and find 5 objects from around the house to put in. It could be sponges, cutlery, toys and ask them to guess what they are.

• **I-Spy Bottle**

Using an old plastic bottle find 15 small items, photograph them then put them into the bottle. Fill the bottle with rice or beans and ask them to find all the items in the photo. You can make it harder by adding more items!

• **Naughts & Crosses**

Using pen & paper or chalk outside see who can win a line in this popular game.

• **Rain Stick Bottles**

Follow our instructions & recipe on our Facebook page under our 'live videos'.



Cloud Dough

from our 4 week activity planner

You will need -

- * flour
- * oil
- * food colouring
- * mixing bowl
- * large spoon

Extras - tray to play in, toys to add, scoops, cutters, moulds etc.



Sensory Spectacle

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Sensory Spectacle educate about & create awareness of Sensory Processing Disorder internationally using immersive learning for parents, professionals & students.

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SUPPORTING YOUR CHILD TO PLAY

Article content courtesy of @thisplayfulhome

Play is the work of the child, but sometimes it isn't straightforward. Many parents wonder how to support their child to start to play, so here are some simple tips.

Watch and observe their interests and behaviours. What are they drawn to? Do their behaviours give you a clue as to what they might need at this moment.

Provide the right play environment. A tidy, well organised play space works wonders if you are catering to the needs and interests of your child.

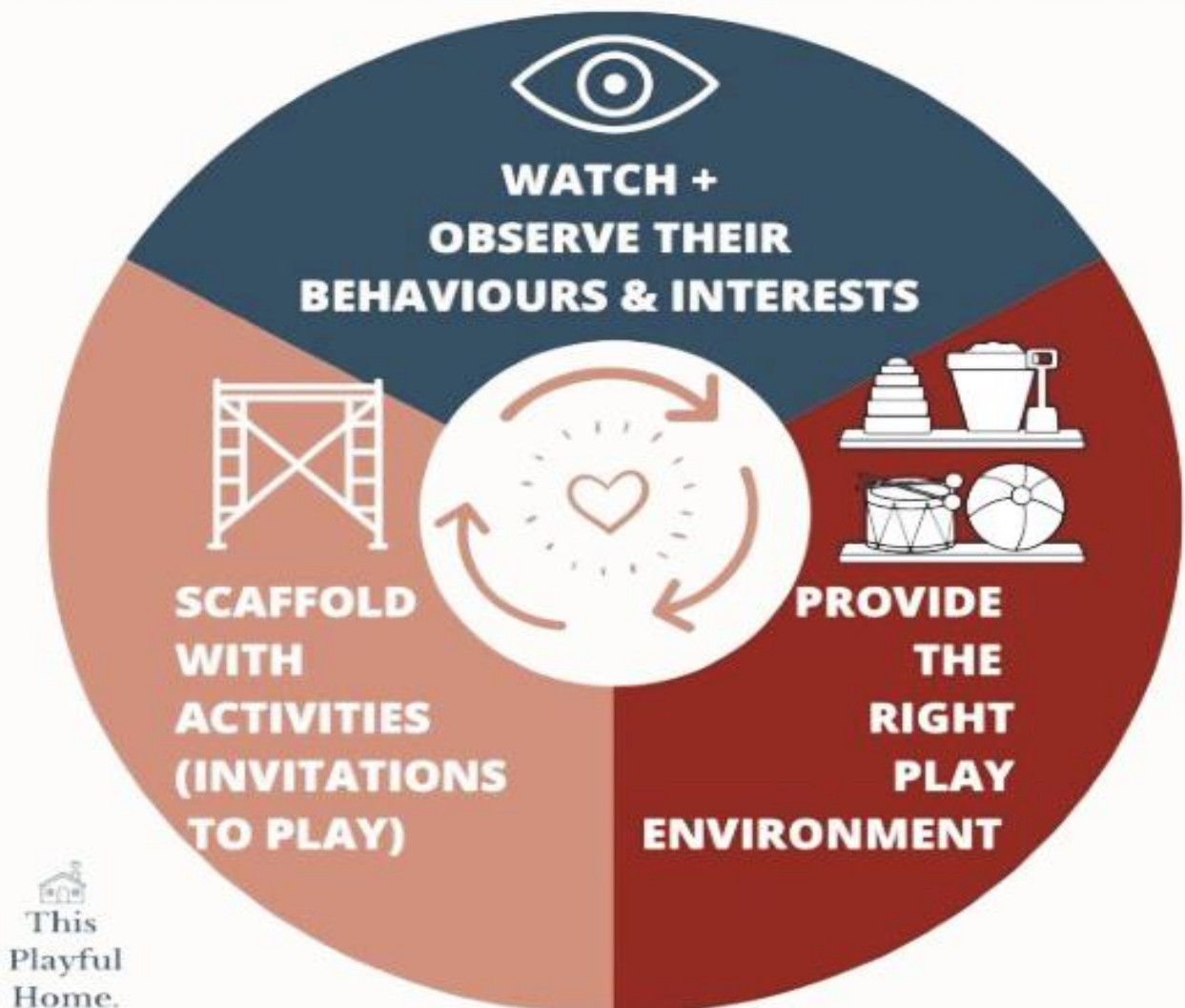
Scaffold (move forward) with some planned invitations to play. Because invitations are open-ended, your child won't feel pressured to complete activities in a certain way.

Let's look at an example -

Your child is constantly pouring their water in their food and mixing it. It's driving you crazy. Try to encourage play through -

- Baking
- The humble sandpit (with water)
- Providing paints to mix and explore
- Water play in a tub
- Garden play – watering the garden
- Car wash play

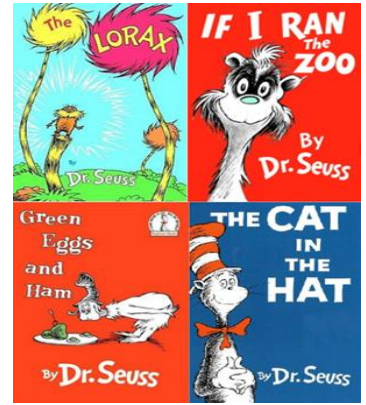
HOW CAN I GET MY CHILD TO PLAY?



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT – DR SEUSS

Reading *Dr Seuss* books to your children is great fun but did you know it will also help them develop important language skills and even lay the foundations for learning to read? Reading aloud helps children develop a rich vocabulary, background knowledge about the world and something called *phonological awareness* which is a critical pre-reading skill but reading *Dr Seuss* books aloud is especially good. This is because the rhymes, rhythms and made-up words which are characteristics of all *Dr Seuss* books are particularly great stimulators of phonological awareness. *Dr Seuss* books are perfect for snuggling up and reading with your children – then continue the *Dr Seuss* fun by completing a craft or sensory play activity based on *Seuss* book you read. We have also included some links to make the Green Eggs Ooblek and Origami fish too!



<https://artscraftsymom.com/one-fish-two-fish-dr-seuss-craft-origami-fish/>
<http://www.teachpreschool.org/2011/08/30/easy-recipe-for-slime-brought-to-you-by-our-preschoolers/> - just add in a green counter or button as the centre of the egg!



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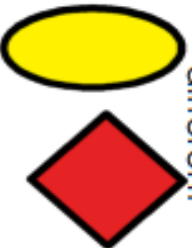


Engagement

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Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT - DR SEUSS ALD

 <p>finish</p>	 <p>more</p>	 <p>you/your</p>	 <p>I/me/my</p>
 <p>help</p>	 <p>where?</p>	 <p>not/don't</p>	 <p>like</p>
 <p>draw</p>	 <p>stick</p>	 <p>cut</p>	 <p>want</p>
 <p>paper</p>	 <p>paintbrush</p>	 <p>write</p>	 <p>paint</p>
 <p>yes</p>	 <p>paints</p>	 <p>Play Doh</p>	 <p>rice table</p>
 <p>no</p>	 <p>something different</p>	 <p>uh oh!</p>	 <p>yay!</p>

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH STORIES AND CRAFT – DR SEUSS KWS



Paint

Hold open hand, palm facing up behind head of non-dominant hand. With hand of dominant hand brush across forehead. Move from non-dominant hand towards ear and down. Can also be performed opposite arm.



Playdough

Place open dominant hand on top of open non-dominant hand palm together. Fingers pointing away from body. Alternately move hands backwards and forwards using opposite motions.



Rice

Close extended dominant hand and middle finger, palm facing body. Place the fingers across open non-dominant hand palm side. Stroke right hand dominant hand in small forward strokes.



Glue

Open left hand, palm of dominant hand facing palm of non-dominant hand. Palm up then dominant hand fingers down non-dominant palm. Lift off. Then flip dominant hand down palm up then.



Paste

Open both hands, palm of dominant hand facing palm of non-dominant hand, palm up. Then dominant hand fingers down non-dominant palm. Lift off. Then flip dominant hand down, palm up together.



Paper

Knock fists together, palms facing, twice.




Cut (scissors)

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



Green

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



Red

Place extended dominant index finger on chin. Move in a small circle. (V, S, W, NT, T)



Cat

Stroke back of open non-dominant hand with fingers of open dominant hand, twice.




Hat

Open dominant hand, palm down and place on top of head. * May tap head twice. (Natural gesture).



Read

Extend dominant index and middle fingers. Fingers spread. Move from fingertips in a wide zigzag across palm of open non-dominant hand. Then thumb to index finger.



Like

Move open dominant hand in small circles on chest.



Book

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



Listen

Place a slightly cupped dominant hand behind ear on same side. palm forward. (Natural gesture – mime the action).



Egg

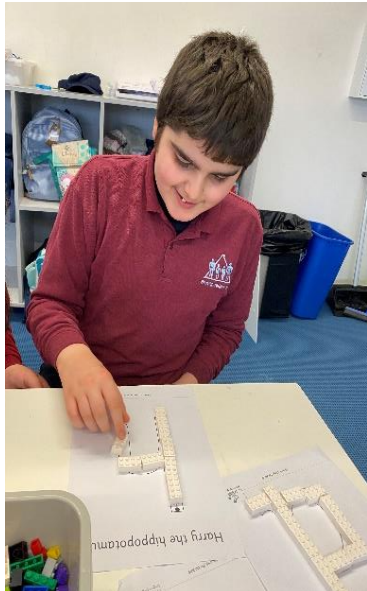
Tap edge of extended dominant index and middle fingers between middle and ring fingers of non-dominant fist, twice.

Learning Beyond Words
BSDS SPEECH PATHOLOGY TIPS

PHONICS FUN IN THE CLASSROOM

Phonics is a way of teaching students how to read and write. Phonics focuses on hearing, identifying and using sounds. Knowing how letters relate to sounds helps students read words by sounding them out rather than learning how to read whole words. Phonics involves matching the sounds with individual letters or groups of letters. For example, the sound 'k' can be spelled as k, c, ck, ch.

There are lots of fun games we use in our literacy programs to support the teaching of phonics. They often involve identifying the letter sounds individually before playing with the sounds and how they make up different words! When a student is taught the sounds for the letters t, p, a and s, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".



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Learning Beyond Words
BSDS OCCUPATIONAL THERAPY TIPS

BACK TO RIDING

At BSDS there are a variety of bikes, and adaptive therapy trikes and low riders for students to practise their riding skills.

Riding is a low impact, healthy and fun filled activity that promotes development of independent gross motor skills. Initially, students may find it strenuous, but with practise and encouragement, it soon becomes a favourite activity choice at school.

Benefits of riding include:

- It builds strength and stamina in legs and core muscle groups. This helps make functional tasks easier to complete, e.g. standing and walking
- Increased range of motion in leg joints and helps muscles stretch
- Can relieve stress and help increase energy levels
- Increased emotional wellbeing and a sense of increased independence as a student's self-confidence to ride improves with practise
- Enhances social and communication skills as students ride with friends



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LANGUAGE STRATEGIES – REDUCE QUESTIONS

Article content courtesy of: <http://letstalkspeech.co.uk/balancing-comments-questions/>

When we talk with the people we are closest to our conversations are often enjoyable, relaxed and flow effortlessly. We naturally use questions to find out more from the people we are talking to, but these are balanced so we don't feel pressured to respond.

When we want to encourage children to talk more or hear what they have to say, we do the same, we ask questions. This works well for some children, but for many, questions can be really challenging. A tip for supporting your child's language without pressure is to focus on balancing questions and comments to support communication with our children. Things for parents to try at home include:

- If you already know the answer, avoid asking the question. Instead turn your question into a comment. For example:
 - "What are you doing?" -> "You are building a tall tower"
 - "What's that?" -> "It's a big red bus"
 - "What did you eat for lunch today?" -> "I had soup for my lunch today..." and pause to give your child an opportunity to tell you what they had.
- Avoid asking questions to 'test' your child. By using comments you will be exposing your child to richer language and helping him/her to learn new words.
- Keep your questions genuine. When you ask your child a question try to remember the following:
 - Try not to ask your child too many questions. Lots of questions can put pressure on our children to communicate, it may feel like a test and they can quickly stop the flow of the conversation. If we have a number of questions to ask we can support our children by asking one and then pausing to give them time to process and answer the question, before asking the next.
 - Don't ask questions that are too complex. Children whose language skills are developing might struggle to listen to, understand and process the question. They might also find it difficult to find the words to answer and use these to formulate a response. If it feels like a tricky question, simplify it.

REDUCE QUESTIONS

WHAT TO DO:
Try to avoid asking lots of questions; instead talk to the child about what is happening.

WHY DO WE DO IT?
We use questions to see what children know, but this is difficult for children who are learning to talk. It is better to talk about what is happening, so they can learn new words

Play
Instead of "Are you pushing the car?" you can say "You're pushing the car".

Snack
Instead of asking "What's that?" or "What have you got?" you can say "You have some milk."

Clothes
Instead of asking "What are you wearing?" you can say "You're wearing green shoes."

LANGUAGE STRATEGIES

Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY – SHAVING CREAM/WHIPPED CREAM PLAY

Activity Ideas:

- How do you remove the lid? Learn how to hold the can and make the shaving cream squirt out. Can you aim for your tray?
- Use hands to explore shaving cream - how does it feel when you squish it, or slide it across the tray?
- Use fingers or utensils to make patterns and marks in shaving cream.
- Add food colouring, use hands/utensils to mix it in. Use different colours and see how you can combine these to make more colours.
- Put shaving cream and food colouring in ziplock bag for a less messy experience. Use hands to mix colour through.
- Add sprinkles on top for visual interest and additional texture.
- Put bubble wrap on your tray and then add shaving cream on top. This adds a different element to your exploration. Can you pop the bubble wrap through the shaving cream?
- Hide photos or small items (e.g. mini slinkies) in shaving cream. Use your hands or utensils to dig these out.
- Use fingertips to draw pictures, shapes, letters or numbers.

Resources:

- Shaving cream or canned whipped cream
- Tray or tub
- Food colouring
- Small items/laminated photos to hide
- Utensils e.g. spoons, paddle pop sticks
- Bubble wrap



Learning:

There are lots of learning opportunities through engaging with shaving cream including:

- Exploring and learning colours
- Visual tracking skills
- Fine motor skill development
- Hand-eye co-ordination
- Turn taking and waiting
- Co-operative play
- Communication



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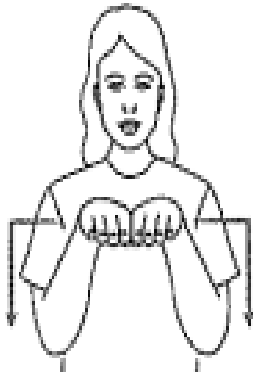
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LEARNING THROUGH PLAY – SHAVING CREAM/WHIPPED CREAM PLAY
KWS



Table

Place open hands together, palms down. Move hands apart, then turn palms facing and move downwards.



On

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



Clean

Open both hands, palms together. Sweep dominant hand forward along non-dominant hand, twice.



Open

Open both hands, palms facing body and fingertips touching. Move hands apart to finish with fingers pointing away from body (Natural gesture – mime the action).



Cook (mix)


Mime mixing in a bowl.



Different


Point index fingers of both hands, palms down. Place edges of index fingers together. While moving hands apart turn to palms up.

**LEARNING THROUGH PLAY – SHAVING CREAM/WHIPPED CREAM PLAY
KWS**




Colour

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




More

Cup dominant hand, fingers spread and place fingertips on centre chest. Move hand forward.




Help

Place dominant hand bent at the knuckles, palm down, onto non-dominant palm. Or may place dominant hand onto non-dominant hand, palms together. Move formation forward. * With directionality



Fun

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




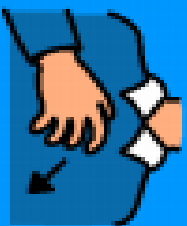
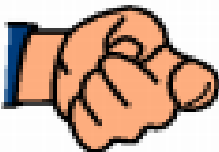

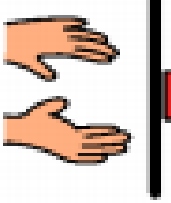

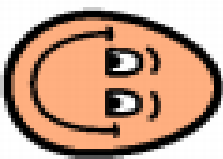



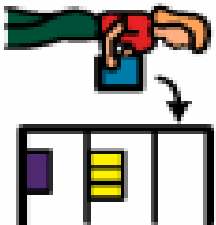
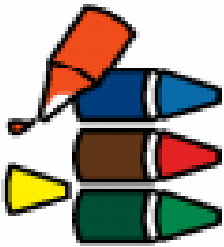
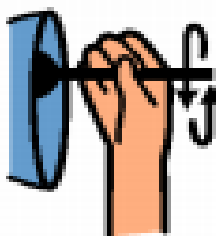


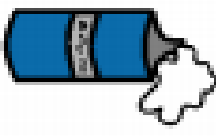
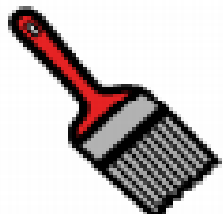
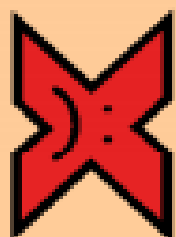
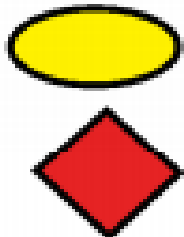
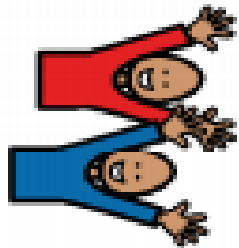
Soft

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



Learning Beyond Words
LEARNING AT HOME IDEAS

LEARNING THROUGH PLAY - SHAVING CREAM/WHIPPED CREAM PLAY

 <p>finish</p>	 <p>more</p>	 <p>you/your</p>	 <p>me/my</p>
 <p>help</p>	 <p>want</p>	 <p>no/don't</p>	 <p>like</p>
 <p>what</p>	 <p>sticky</p>	 <p>go</p>	 <p>wash hands</p>
 <p>pack away</p>	 <p>food colouring</p>	 <p>stir</p>	 <p>water</p>
 <p>yes</p>	 <p>shaving cream</p>	 <p>hands</p>	 <p>brush</p>
 <p>no</p>	 <p>something different</p>	 <p>uh oh!</p>	 <p>yay!</p>

LEARNING AT HOME IDEAS

THE POWER OF PLAY

Children benefit from a balance of quiet play with toys as well as more active, exploratory play either inside or outside. Our play features a combination of toy play, movement and gross motor play and exploratory play. With the change in weather, you and your child will enjoy getting outside to play – you can even take a little blanket outside and set up your child's toys on this so they can enjoy some toy play in the spring air.

WHEN I PLAY, I LEARN...

When I play with water, I learn...

- To use tools to accomplish— funnels, cups, scoops
- Hand eye coordination as I pour, fill and scoop
- Concepts of empty and full, volume and weight
- Properties of solids and liquids in motion, and that some things sink and some float



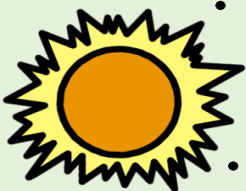
When I play with dolls or stuffed animals, I learn...

- To use my imagination
- To treat others gently and with care
- To imitate the parenting behaviours I see in my life
- Interpersonal skills



When I play outdoors, I learn...

- Physical strength, coordination and balance
- To jump, slide, run, swing, roll and climb
- To take risks **and** to be cautious if needed
- To watch out for other people moving around me and to move around others carefully



When I dance, I learn...

- Balance and coordination
- To be conscious of moods and rhythms of music
- To express myself physically in an appropriate way
- About the space around me and others



SCOPE

Researchers at Scope are testing a survey that explores the impact that disability services or supports have on children/ young people. The researchers are inviting carers of children/ young people (0-14 years of age) with disability to help them test the survey. Taking part involves carers completing the survey online, which takes about 10 to 15 minutes.



For more information and to complete the survey, click this link <https://www.surveymonkey.com/r/scopechildoutcomes>.

If you would like to talk to someone about the research, please contact Caroline Hart on 0437 840 684 or email CHart@scopeaust.org.au.

SCOPE NURSERY RHYMES TO SING SEE AND SIGN

Nursery Rhymes to Sing See and Sign are free downloadable, web-based communication resources for all young children. It includes 14 favourite Nursery Rhymes. Nursery Rhymes to Sing See and Sign provide a particular focus on communication strategies known to help communication and language development in children with communication difficulties.

Difficulties may include:

- Delayed speech
- Speech that is hard to understand
- Problems with comprehension
- Difficulties with concentration and engagement

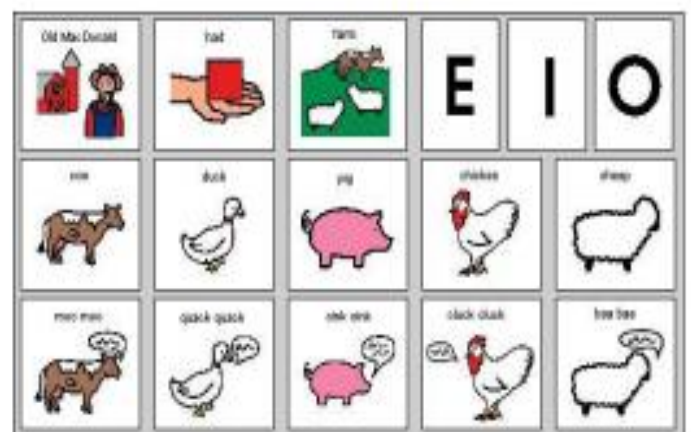
Being unable to communicate and participate impacts on a child's overall development, well being and quality of life. The Nursery Rhymes to Sing See and Sign communication resources include:

- A picture song board using Picture Communication Symbols
- A Key Word Sign (previously known as Makaton) poster for each Nursery Rhyme
- A song lyrics sheet highlighting the key signs also available for each song

Key Word Sign Poster



Picture Song Board



<https://www.scopeaust.org.au/information-resources-hub/resources-download/#nursery-rhymes-to-sing,-see-and-sign>

Free on-demand streaming access available for the 'RAZZAMATAZZ', 'CIRCUS QUIRKUS' & 'WORLD FESTIVAL OF MAGIC' 2020 Shows

COVID has changed everything for all of us, and particularly so for the vulnerable and "high-risk" children and families, many who can no longer safely attend public spaces. We are unable to do live events, but as the old saying goes, "the show must go on" ...

3 wonderful not-for-profit organisations have teamed up to deliver their annual community events but this year with a difference... they will be streaming all 3 shows directly to the audience over the internet. We hope this provides children of all abilities and backgrounds an opportunity to experience world-class entertainment in an inclusive, accessible & safe environment where they feel free to be themselves without restriction or judgement.



Streaming Available from Friday 30th October - Sunday 1st November 2020 - hosted by the Immune Deficiencies Foundation Australia (IDFA)
A family-friendly show full of weird & wonderful gizmos & gadgets, and hilarious shenanigans from some of the most original & inventive minds in the world of visual & prop comedy.



Streaming Available from Friday 20th November- Sunday 22nd November 2020 - hosted by The Rotary Club of Preston
An eclectic & entertaining mix of circus acts brought to you from all over the world. Internationally renowned clowns, jugglers, acrobats & more, deliver hilarious, hugely engaging & sometimes death-defying acts of unbelievable skill.

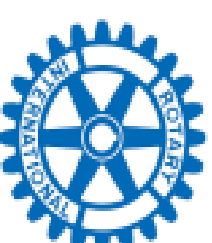


Streaming Available from Friday 18th December- Sun 20th December 2020 - hosted by the Children's First Foundation
Audiences will be amazed by cutting edge, large scale illusions and intimate close-up magic by world renowned magician, Michael Boyd. Suitable for all ages and fun for the whole family.



The Rotary Club of Preston

Hosting International Entertainment Australia's
2020 CIRCUS QUIRKUS



Please click in the URL below and type in the password for access to the video on Vimeo:-

<https://vimeo.com/showcase/rotary-club-preston-circus2020>

Password: CIRCUS2020

On-demand streaming available from

Friday 20th November @ midday – Sunday 22nd November @ midnight

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: _____