



Broadmeadows SPECIAL DEVELOPMENTAL SCHOOL

Edition 10, Friday 22nd May, Term 2 2020

This marks our final week of remote learning, with all students in specialist schools returning to school from Tuesday 26th May. Monday 25th May will be a pupil-free day, to ensure we can set up the school and prepare for the transition back to face to face, on-site teaching. We want to reassure families that we are taking extra measures to support the health and wellbeing of all our students and staff, with the following practices at school:

- Enhanced cleaning, including daily sanitizing of teaching and learning and play spaces
- Continued encouragement of frequent hand washing for students
- Maintaining our high standard of hygiene practices as staff, including hand washing, use of gloves and hand sanitizer as well as surface cleaning in classrooms during the school day.

We also ask that parents support us in keeping our school community safe and well. If your child is ill or is feeling unwell, they must not attend school. They must remain home and seek medical advice.

There will also be an extra precaution set up prior to students arriving at school, with temperatures taken for all students prior to boarding the school bus each morning. Bus staff will take each student's temperature and students with a temperature of 38 degrees or higher will be asked to stay home and will not be able to board the bus or come to school.

As previously mentioned, the Chief Health Officer has advised that students will not be required to maintain physical distancing at school, however we will be asking all adults to follow social distancing practices, at all times, until further notice. The following social distancing requirements will be in place from Tuesday 26th May until further notice:

- Parents need to social distance during all school drop-offs and pick-ups and are asked to practice social distancing with school staff at all times.
- We ask that parents drop their child off at the school gate, and do not walk inside the school grounds beyond the gate. We will have staff at the gate to support this.
- Parents who drop-off or pick-up their children will need to drop them to the gate not in the office – we will not be asking parents to sign students in or out in the office – our admin staff will do this.
- We will maintain restrictions on access to the school site for anyone other than immediate school staff and students – this will include external service providers such as NDIS practitioners who may seek school-based observations.

These measure have been put in place to reassure our school community, knowing that as a school we are doing everything we can to keep each other safe and well.

Whilst this has been a challenging time for everyone, in many ways we have seen so many positives arise from the situation we found ourselves in. We have strengthened as a school community, with parents reaching out to connect with us via emails and by sharing photos of our students. We have seen outstanding work produced by our teachers with online learning content, which we have been inspired by. Our therapy team have created stunning content for our Parent Lounge and have made incredible resources for take home packs, with our Multi-sensory Invitations to Play resources and visual supports. We have been delighted to see parents using schedules and Aided Language Displays at home. Thank you to everyone for pulling together over the last 6 weeks of term.

We cannot wait to see our students return to school on Tuesday 26th May, and we will continue to work together to keep each other safe and well, and our students learning and achieving.

Susi Wirth
Principal

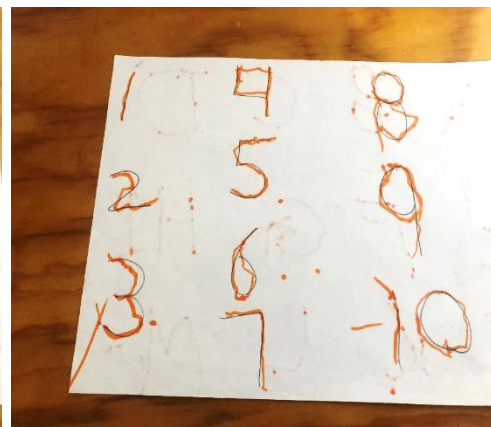
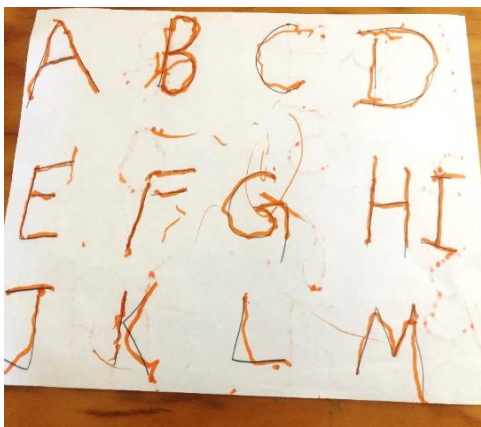
DATES TO REMEMBER TERM 2 2020

DATE	EVENT TO REMEMBER
Monday 25 th May	Student Free Day
Tuesday 26 th May	School Returns Term 2 On-site Attendance
Monday 8 th June	Public Holiday – Queen's Birthday
Friday 26 th June	Last Day of Term 2 – 2pm Finish

Learning Beyond Words
SCHOOL NEWS AND UPDATES

AT HOME LEARNING CELEBRATIONS

Jasjit has been working really hard at home over the last 6 weeks and we were so happy to receive photos of his home learning activities – including the Mother’s Day card he made!



Respect

Opportunity

Engagement

Communication

Support

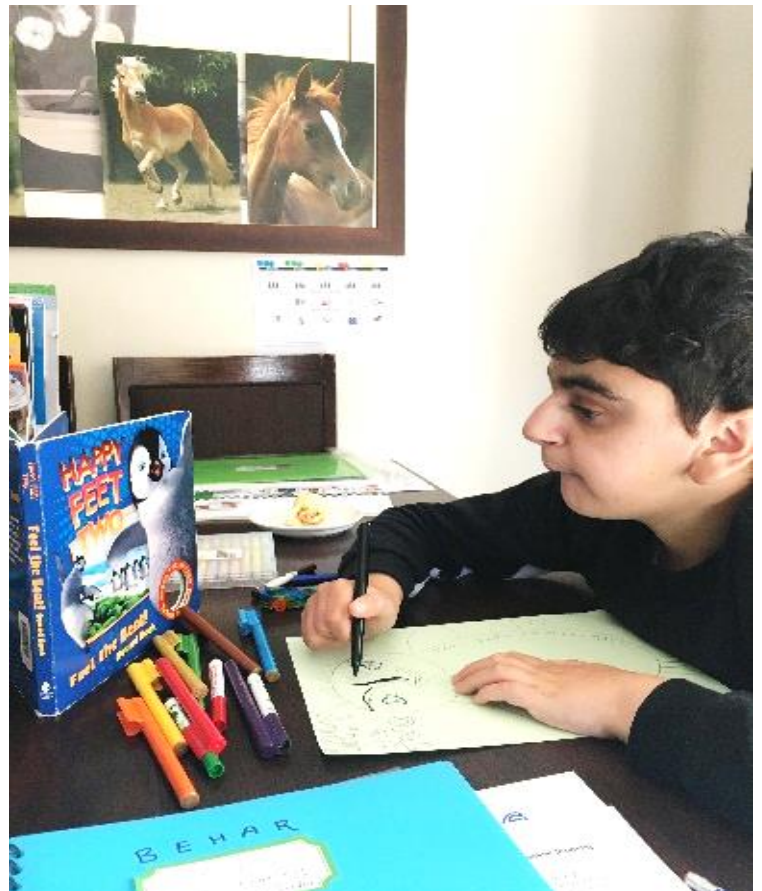
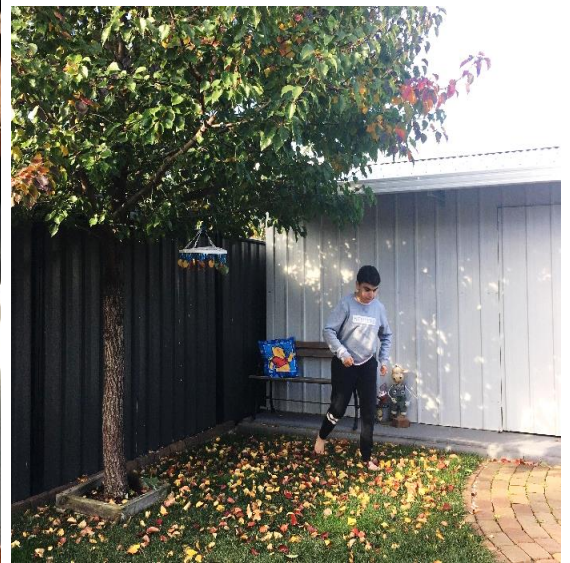
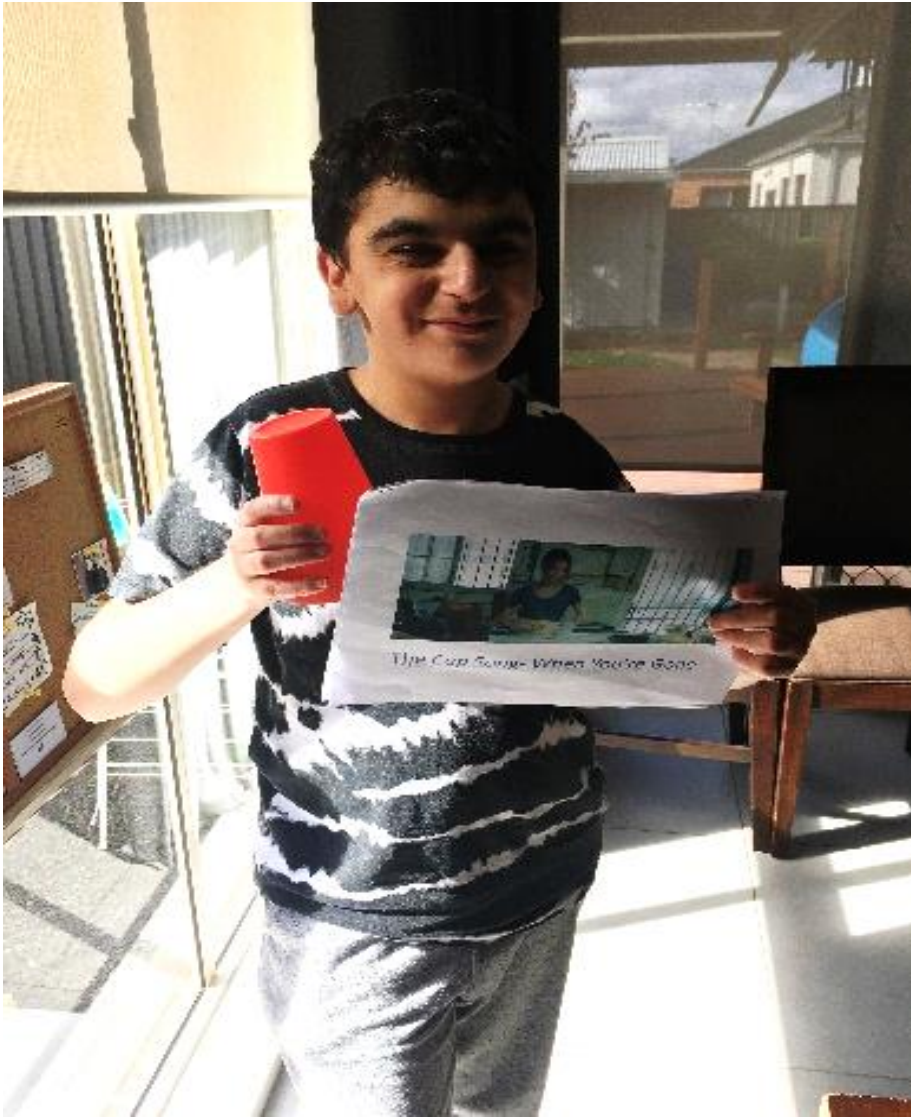
Learning Beyond Words
SCHOOL NEWS AND UPDATES

AT HOME LEARNING CELEBRATIONS

Behar has kept up his incredible home learning work ethic – and we were so happy to receive photos that shared his favourite activities and achievements from the week.

We have loved seeing Behar's focus as he completes each activity, and the pride on his face as he shows his completed work.

Well done Behar!



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SCHOOL NEWS AND UPDATES

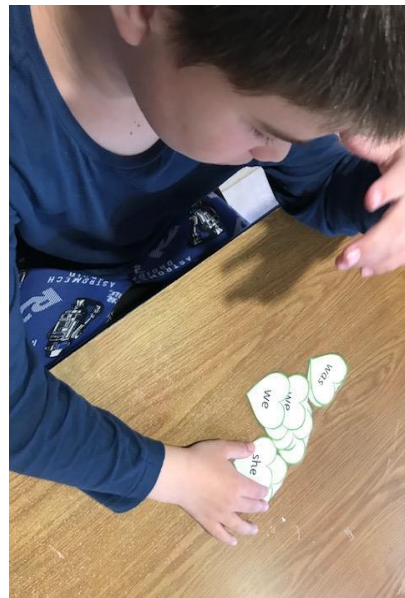
AT HOME LEARNING CELEBRATIONS

Ayman and Hasna have shared with us the wonderful work they have been doing in the last week – including science experiments and cooking activities.

It was great to see Ayman watching the video content for his class via the school website, whilst engaging in the same activity! Well done. It was also very special to see our school uniform and school logo!

Luke has loved the activities sent home by his teacher, and has been using number lines and teddy bear counters to work on his maths skills.

Luke has also been working on letter/sound recognition using some sight words cards, and word puzzles.



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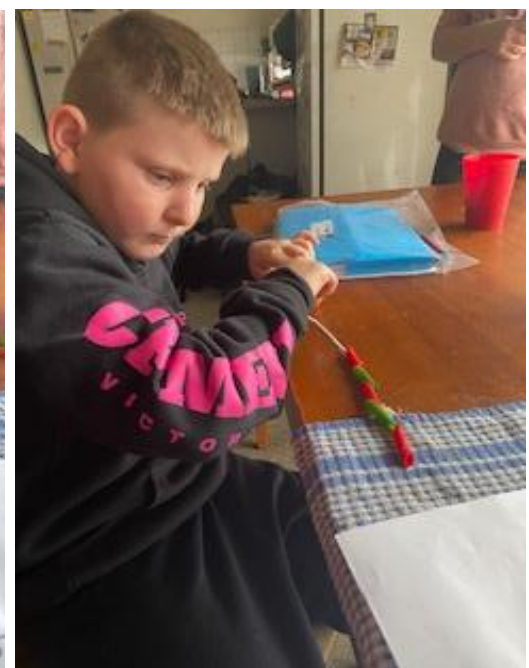
Communication

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SCHOOL NEWS AND UPDATES

AT HOME LEARNING CELEBRATIONS

We were so happy to see photos of Brody, David and Ben Austin engaging in their home learning programs. We were thrilled to see that Brody, one of our Secondary CERES Hospitality students, has kept up his cooking skills at home with some baking. David also is very skilled in the kitchen and loved his classroom programs that involved a spot of cooking! Ben worked with such focus at the table to complete his threading work - look at the great colour pattern Ben has made using the coloured pasta. Brilliant!



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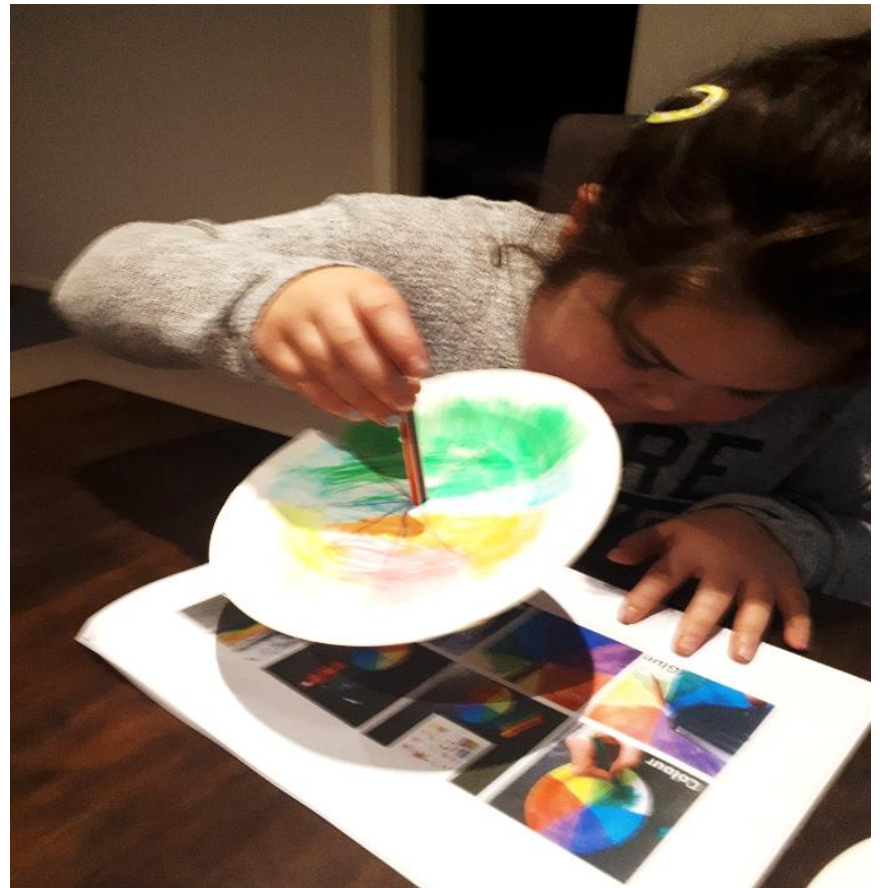
Communication

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SCHOOL NEWS AND UPDATES

AT HOME LEARNING CELEBRATIONS

It was only fitting that we received photos of Bree to mark our final week of home learning. We have been so happy to receive weekly updates from Bree and her family – and to see just how much Bree has enjoyed learning at home. More so, it has been heart-warming to hear how much Bree’s family enjoyed the experience – cherishing the time to spend together and their pride in seeing first-hand how much Bree has learnt at school!



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SCHOOL NEWS AND UPDATES

AT HOME LEARNING CELEBRATIONS

It has been lovely to have families share photos of birthday celebrations that have occurred during our remote learning period, and it was very special to have Ethaar's family share photos of her 18th birthday party. Ethaar is one of our 2020 Graduates, and we were grateful to be able to see Ethaar's big day! Thank you so much to her family for emailing the photos and this lovely message:

"Hello Kelly. Here are some pictures of Ethaar's birthday party last Saturday. She had great fun and she can't wait to go back to school, so she can celebrate it with you and her friends as well. Thank you and best regards, Imtinan (her sister)."



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AT HOME LEARNING CELEBRATIONS

Rosalin's home learning activities looked like great fun this week! We loved seeing Rosalin set up with ALDs, as well as pairing hard copy resources with the online video content for her class.



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SCHOOL NEWS AND UPDATES

PARENT LOUNGE SCHOOL WEBSITE UPDATES

Did you catch these? New items in these folders in the Parent Lounge on our website.

Parents

Sorted by name

Active play and movement Communication Supports Drawing & Writing In Our BSDS Kitchen Recipes Mother's Day Recipes

Multisensory Invitation...to play Pretend Play Setting up your child fo... success

Parents > Active play and movement

Sorted by name



6 Fun Exercises on a Ball.pptx Five Minutes Exercise a... e.mp4 Gross Motor - Bowling.MOV Gross Motor Activities.MOV NEW* Gym Ball Bounce... ay.pptx

NEW* Obstacle Course... n.docx NEW* Sock Games.docx

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PARENT LOUNGE SCHOOL WEBSITE UPDATES

Parents > Drawing & Writing

Sorted by name



Drawing Together.pptx



Fine motor skills- Mark...g.MOV



NEW* Drawing together 2.mp4

Parents > In Our BSDS Kitchen Recipes

Sorted by name



Fossil Sugar Cookies St...e.pptx



Fossil Sugar Cookies Vi...o.MOV



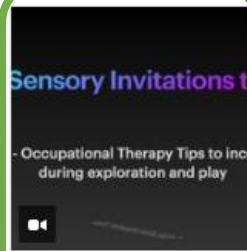
NEW* Vanilla Cake Recipe.MOV

Parents > Multisensory Invitations to play

Sorted by name



Fine motor skills- playd...h.MOV



NEW* Play - Occupatio...py.mp4



NEW* Play - Speech Pa...gy.mp4



Sensory Exploration - P...ta.mp4



Sensory Exploration - P...gh.mp4



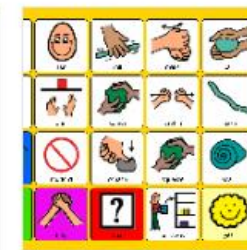
Sensory Exploration - Rice.mp4



Week 3 - How to make...eo.mp4



Week 3 - PlayDough Ha...out.pdf



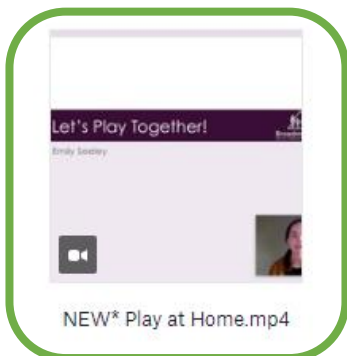
Week 3 Playdough ALD.pdf



Week 3 Playdough Recipe.pdf

Parents > Pretend Play

Sorted by name



NEW* Play at Home.mp4

As we return to face to face teaching, we would love to hear how you found the Parent Lounge on the website and how we can make it helpful and useful in the future too. In our next hard copy edition we will send home a short questionnaire that we ask parents take a moment to fill out. We would appreciate it if you could please return that slip to school to help us make the Parent Lounge more useful.

MULTI-SENSORY INVITATIONS TO PLAY

Oobleck is an incredible sensory experience – runny and smooth one moment but if you squeeze the liquid in your palm, it turns solid! Exploring with fingers and hands in a tub is so much fun, but add in some toys and the play becomes even more inviting!

Jelly Crystal Oobleck



What you will need...

2 cups of cornflour
Up to one cup of water
85g jelly crystals

How to create....

Add the cornflour to a large bowl with the coloured jelly crystals. Slowly begin adding splashes of water and mix until you reach your desired consistency. The mixture will be very difficult to mix but will seemingly 'melt' as it relaxes.

Time to play!

- **This type of activity is wonderful for children of all ages to engage in and is great for their sensory development. The oozy goo feels interesting between the fingers and the addition of the jelly adds a delicious scent!**
- **Add into a big tub – explore with fingers, spoons, paint brushes.**
- **Add in favourite toys to bury and then release.**
- **Create a swamp, ocean, sand or jungle theme depending on your jelly crystal colour choice and add in themed toys.**

Jelly Crystal Oobleck



MULTI-SENSORY INVITATIONS TO PLAY

Muddy Car Play



What you will need...

- 2 cups cornflour**
- 1/2 cup cocoa**
- 2 cups water**
- Toy cars and trucks**
- Extra ideas:**
- Old tissue boxes or paper towel rolls**
- Duplo blocks**
- Spoons**
- Silicone pastry brushes**

How to create....

Get your child to create the mud with you or as part of their play. Over a large flat tub add in 2 cups cornflour and then stir in 1/2 cup cocoa. Mix well. Then add in 2 cups of water and stir slowly until fully mixed in. The cocoa mud is ready to explore! Add in toy cars and trucks.

Time to play!

- **Explore the cocoa mud with cars and trucks—swirling patters in the tub with the wheels of the car. Make patterns with a spoon or silicone brush.**
- **Use fingers to draw a 'road' in the mud—great for finger isolation.**
- **Add in old tissue boxes or old paper towel rolls or Duplo blocks as obstacles to drive around.**
- **Change it up! Use the same recipe and make a mud pit for pigs to play in—find some farm animal toys from your child's toy box and add those in for variety.**

Muddy Car Play



Learning Beyond Words
LEARNING AT HOME IDEAS

DRAMATIC PLAY AT HOME - SHOPPING

Children love to imitate all the things we adults 'get' to do! Going to the supermarket is no exception! Children can learn so much from role playing adult roles.

When children pretend in the dramatic play centre, children are exploring different experiences. They are also learning to work with others and take turns all while building language skills.

When you add in money and a cash register, children work on counting and number recognition. For an extra maths focus, you can add prices to each item if you want to work on counting/mathematical concepts (working with money), focusing on what cost more or less the same.

When using food labels, students are learning types of food groups and how to sort the pretend food into those food groups. You can also organise the groceries according to properties: cold items together, toiletries together etc. One big opportunity for learning is new vocabulary. When an adult models play in the pretend grocery store and names the new items/roles involved in the play theme, they are helping children learn new words and their meanings.

You will have all you need to set up a fun shopping activity at home! Use play food, or real food from the pantry, a toy cash register, fabric shopping bags, play money or even real coins, a child's wallet. You can even play with shopping catalogues before you start, and write up a shopping list to use during the play – this is a great way to work on writing skills as your child is so motivated by the activity! Set up the supermarket together, and then take turns being the shopkeeper and customer.



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GETTING BACK INTO THE SCHOOL ROUTINE

Article content courtesy of: <https://psychprofessionals.com.au/re-establish-school-routine-holidays/> & <https://raisingchildren.net.au/school-age/school-learning/school-homework-tips/morning-routine-for-school>

Now is a great time to start thinking about how you can set your whole family up for success with the return to school. With some planning and preparation, you will be able to set up some daily structures and routines that will ensure that the school mornings and afternoons are as smooth as possible.

Re-establishing a routine does not have to be an all-or-nothing exercise. In fact a slow but progressive approach is more likely to be successful and will ultimately be easier on everyone in the house. It's a good idea to start working towards re-establishing routine a week to a few days before school recommences. Here are some points to start with:



Set a routine for each day – We all respond well to structure and clear expectations! Children are no different. Routine is important to children and is defined as an established sequence of events occurring at the same time and in the same order every time. It makes their life predictable, helping them to feel safe and reducing anxiety. Routine will also aid in the development of self-confidence, independence and in the transition between activities.

Bedtime/wake up time - It's important to ensure kids get enough sleep. The Australian Centre for Education in Sleep recommends 10-12 hours per night for primary school and 8-10 hours for high school students. Adequate sleep contributes significantly to overall health, emotions, concentration, problem solving, creativity and motor coordination. Establish what time your children need to get up, allowing plenty of time to get ready, then work backwards to reach your bed time. If your child needs to leave the house at 8:30am, allowing say, 45 minutes to get ready (just an example) it means they may have to be up at 7:45am. Aiming for 10 hours sleep means bedtime is 9:45pm.

Bedtime hygiene - This refers to creating the optimum environment for sleep. After children get home it is ideal to avoid all drinks that contain high levels of sugar. Electronic games, TV, video games etc. should be turned off 1 hour before bed and quiet activities such as reading introduced.

Routine charts/visual schedules - A routine chart or a daily visual schedule will help you to identify for your child all the jobs they need to achieve and when. Complete the chart with all the jobs they need to complete for each day of the week and display it in a prominent position such as on the fridge. Discuss the various jobs with your child, explaining what it is that needs to be done, and encourage your child to complete the tasks as independently as possible, knowing they may need some extra time to do so.

Think about what you need to achieve in the mornings - You and your child can probably do many things the night before. Organise lunches and get breakfast things set up and ready for the morning rush. Breakfast is one of the most important meals of the day, and helps your child to concentrate better at school.

Try to read school newsletters and check bags for notes the night before - You could also try to prepare clothes, sign school notes, and get school bags ready the night before.

Tackle the mornings positively and as optimistically as you can - Good moods can be infectious. One way to do this is by focusing on the positive aspects of your children's behaviour and praising them – for example, "Great to see you eating some toast". Give your children calm, clear instructions about what you want them to do, and follow up with specific praise as soon as they start to cooperate.

UNWINDING AFTER SCHOOL

As you set up your return to school daily routines, have you thought about what you will plan for your child's afternoon once they arrive home from school? For most, returning back to school means adjusting to new schedules as well as balancing different energy levels after a full day of school. Some children might have lots of energy whilst others may be tired. Thinking about what you can do to set your child, and yourself, up for success once the school day is done will go a long way to making your family's evening a lot more enjoyable.

Make a snack together – Children are usually hungry when they get home, so give them the opportunity to make a snack. Think about different types of oral input this snack could include to help support your child's sensory system – crunchy foods, chewy foods, thick smoothies, drinking something cold through a straw.

Have a dance party - Music is a natural de-stressor for many people. Turn on some music and get moving after school. Come up with your favourite dance moves to your favourite songs or just dance around the house.

Take a walk - As energy builds up throughout the day, your child may need to burn off some energy once get home. Head outside and go for a nice walk around the block.

Paint a picture - Painting is both creative and relaxing. Give your child some paints and let them express their day. Use paintbrushes, fingers, and feet to really get creative with your painting.

Play with playdough - Get those wiggles and jiggles out with a little playdough fun. Playdough is a great way to get deep pressure input.

Colour pictures - Colouring is a relaxing activity that has been proven to help you unwind. Detailed pictures are a great activity for after school.

Shoot some hoops - Whether your child is good at sports or not, getting out and shooting some hoops can take their mind off the day.

Make a craft - If you have a creative child, have a box of arts and crafts supplies that they can enjoy when they get home.

Read a story to your child – Find a relaxing spot, choose a book that interests you both and enjoy reading with your child.

Have a scavenger hunt - Give your child clues to finding their snack. Take them on a scavenger hunt throughout the house.

Play a game - Board games come in all shapes and sizes. Spend some quality time with your child and play a board game. Board games are a great way to break the ice and allow children to adjust from school to home. Try a board game that doesn't require a lot of instructions. That way it's more about the fun of playing. Movement based games like Twister are great too!

Sensory play - If ever you've set up a container of cloud dough or made playdough with your kids, you will easily see how engrossed they become. There is an undeniable correlation between sensory activities and calmness. Use some of our recent Multi-sensory Invitations to Play recipes as your inspiration!



LANGUAGE STRATEGIES – COMMENTING

Article content courtesy of: <https://childmind.org/article/helping-toddlers-expand-their-language-skills/> & <https://www.icommunicatetherapy.com/child-speech-language/child-speech-language-development/activities-strategies-help-develop-speech-language-skills/> & <http://www.talk.ku.edu/wp-content/uploads/2014/09/PC-Manual-web-site-and-distrib-9-26-141.pdf>

As children explore their world, they need new words to talk about all they see, touch, taste, smell, and hear. Commenting provides children with new words to describe their experiences. A key point to remember is “*feed language in, don’t force it out*” – comment and expand on your child’s words and sentences, rather than asking them to repeat words. If your child says “car”, respond with “big car” or “yellow car” or “fast car”. This is how children learn words, by hearing new vocabulary and linking it to the items or events they are focussing on.

Observe and comment – when you are playing with your child, take a step back, do not feel that you have to fill the silences, just comment on the things your child is doing so they can hear (and learn) the new vocabulary.

Instead of telling your child what to do during playtime, be a type of ‘sports commentator’ and give a play-by-play of what they’re doing. Say “You’re driving the red car around in circles” or “You’re putting the cow into the barn. The cow is going to sleep.” This models good vocabulary and grammar and helps children organise their thoughts. Maybe they weren’t actually putting the cow to sleep – maybe they were just putting it inside the barn—but by suggesting that you’ve given them a new concept to consider.

Ways to comment and label:

- Name your child’s toys or materials, as they are playing with them.
- Describe your child’s actions as they are doing them or as you are helping your child do them. Be the ‘narrator’ for your child’s actions.
- Label colours, shapes, sizes, or other descriptors (e.g. - in/out, big/small, up/down, open/closed, fast/slow, warm/cold, on top/under, loud/quiet, etc.).
- Talk about what you are doing or what your children are doing during daily routines (e.g. - during bath time, meals, or getting dressed).

COMMENTING

WHAT TO DO:

Talk about what you and/or the child are doing, looking at, playing with, touching, eating, etc.

WHY DO WE DO IT?

Using simple language during play and daily routines helps to give children words that they can use when they do the activity again.

WHEN TO DO IT?

Play

Talk about what is happening in the game and/or what you and the child are doing in play

Snack

Talk about what you are doing/what things feel/taste/smell like etc. while the child is eating their snack

Clothes

- ▶ Talk about what you/your child is doing while getting dressed
- ▶ Talk about what things look and feel like



COOKING AT HOME – BAKING TIME

This is a fun, birthday recipe for you to try at home! Using the vanilla cake and vanilla buttercream recipe we shared in our last newsletter edition, you will be able to make these gorgeous Ice-cream Cone Cupcakes by following our simple, visual recipe. These cakes make a fun addition to any party, for any age!

Ice-cream Cone Cupcakes Step by Step Visual Recipe



Make using the following visual recipes:



Made with



Special equipment or ingredients you will need:



1 muffin tray



12 mini flakes



foil tray



12 flat base ice-cream cones



spoon



small sharp knife



star piping tip & piping bag



foil



bowl



scissors



sprinkles if desired

Directions:



Make a batch of the basic vanilla cake recipe.



Take x1 12 hole muffin tray and cover the top with foil. Fold edges under.



Use a small sharp knife to make a hole for the cone in the centre of each muffin tin. Place an ice-cream cone into each hole.



Place a large spoonful of cake batter into each cone.



Fill each cone *just* up to the centre rim - do not fill to the top.



Once filled, place each cone into foil lined muffin tray to keep upright.

Directions:



Put in oven preheated to 160 degrees Celsius on the middle rack for 20 minutes.



The cakes are ready when they are golden and bounce back when pressed lightly. Take cakes out of muffin tray and put on wire cooling rack.



If any cupcakes have spilt or over-filled, remove the excess by cutting the spilt cake away using a sharp knife. Allow the cakes to cool totally.



Make a batch of vanilla buttercream when cakes are cool.



Unwrap the Flakes and put into a bowl.

Directions:



Prepare to frost the cakes when they are cool and the buttercream is made. Use a wide end star piping tip and a disposable piping bag.



To set up the piping bag, push the tip into the bag and trim the piping bag so that about half of the tip sticks out.



When the piping tip is securely pushed down into the bag, fold down the top of the piping bag to make a cuff over your hand.



Hold the bag with your non-dominant hand inside the cuff. With your dominant hand, spoon the frosting into the bag. Fill the bag no more than $\frac{2}{3}$ full. Unfold the cuff, push the icing all the way down, and twist the bag where the icing ends.

Directions:



Use a small sharp knife or scissors to cut 12 holes into a foil tray. ***Be careful when working with the knife and cut foil.*



Take 1 ice-cream cone at a time. Start by piping a large dot in the centre of the cupcake – it helps to give the centre of the frosting height.



Then move to pipe around the perimeter of the cone and pipe in a circle, moving inward and upward, decreasing in size to resemble a swirled ice cream – follow this cake piping tutorial guide.



Once you are at the top, release pressure, very gently press down a little (so the last bit of frosting stays put), and lift the bag away.



Gently push a flake into the side of each ice-cream cupcake on the side, not in the middle. Add on sprinkles if desired and put ice-cream cone into foil tray to keep it upright.

Learning Beyond Words
LEARNING AT HOME IDEAS

WORKING AT HOME IDEAS – COOKING KWS



Tap back of downwards facing palm with clawed fingertips of other hand twice.



Hold one hand still in a fist in front of you, palm facing stomach. Extend the pointer and middle fingers on other hand, palm upwards, and tap fingers against the side of fist twice.



Hold your hand out in front of you, with palm facing downwards, finger pointing downwards also. Starting with thumb tip touching pointer fingertip, slide thumb tip alone fingertips from pointer to little fingertip and back again two or three times.



Wipe tips of bent fingers along the upwards facing palm of the other hand.



Extend pointer and middle fingers together from fist, palm upwards. With hand near waist move hand left and right.



As though milking a cow, start with one hand, fingers spread, and draw first hand down and into a fist. Then follow with other hand. Repeat.



Extend flat palm. On opposite hand, extend index finger and middle finger and tuck all other fingers into fist. Place this hand in the middle of the extended palm.



Rotate upright fist towards mouth twice. May have tongue out as though licking ice-cream.



GREAT LISTENING



@home qwqrd

Presented to:

Given by:

Date:





BROADMEADOWS SPECIAL DEVELOPMENTAL SCHOOL

30-40 Sorrento Street, Broadmeadows, Vic. 3047 Phone: (03) 9302 1244 Fax: (03) 9309 7476
Email: broadmeadows.sds@edumail.vic.gov.au

29-35 Dimboola Road, Broadmeadows, Vic. 3047 Phone: (03) 9302 1244 Fax: (03) 9309 0911
Email: broadmeadows.sds@edumail.vic.gov.au

Well done today!

This is to celebrate: (name of child)

Please tick one or two of the boxes ☺



was helpful



was nice



played well



helped pack up



listened to mum
and dad



helped around the house



made good
choices



Other: _____

Please give them a lovely reward tonight!

Signed:

