

***Edition 13, Friday 24<sup>th</sup> July, Term 3 2020***

Welcome back to our third term of the year. I hope that all of our BSDS families found the holiday break to be relaxing and a chance to enjoy each other's company and engage in some lovely activities such as cooking, play, backyard exercise and exploration, story reading and even craft during the two weeks. We also hope that you had the opportunity to read through your child's June 2020 Report that was sent home at the end of Term 2 – the reports are a wonderful celebration of the learning each child has achieved so far this year and particularly in this current year, the reports are a celebration of our partnership as a school and parents/carers – showcasing the joint effort in supporting our students to develop a wide range of new skills.

As communicated by the government, school resumed for students in special settings on Monday July 13<sup>th</sup>. In line with Department of Education and Training directives, all students will be temperature checked at school on arrival. Parents, staff and students will continue to be reminded to ensure social distancing is maintained during this procedure. Any student who presents with a reading at or above 37.5 degrees Celsius will have their parents contacted and will be sent home. Students who are ill or present with cold or flu like symptoms should not attend school until the illness has passed and they have obtained medical clearance.

Staff have personal protective equipment (PPE) and will be using it where social distancing cannot occur due to the needs of the students. Please help us keep your child, your family, our staff and our families safe by wearing face masks and adhering to social distancing at bus stops and at the school gate and keeping your child home when they are sick. Thank you for supporting our school community to be safe.

We will not be holding school photos this term as a result of the current health restrictions in place. We will keep the school community updated should the photos take place later in the year.

This term we have our Father's Day Markets running, with all gifts made by our hard working Secondary students. We won't be holding a Father's Day Brunch this term, however, we have a wide range of specialty gifts being made to celebrate the special men in the lives of our BSDS students. The markets will run on Friday 4<sup>th</sup> September, with students attending the markets over an hour and half so that students can visit the stall in small groups, with plenty of space. We have featured the range of gifts available in this edition, with varying quantities of stock across the range. We can't wait to see what the students choose for their special person when they visit the market on Friday 4<sup>th</sup> September.

It is a privilege when we see our students develop friendships and experience the joy of a close connection with a peer. We would like to celebrate Zoya and Rosie for their newly developed friendship, with a very special article feature and my Principal's Award.



Susi Wirth  
Principal

**DATES TO REMEMBER TERM 3 2020**

DATE	EVENT TO REMEMBER
Friday 4 <sup>th</sup> September	Father's Day Markets
Friday 18 <sup>th</sup> September	Last Day of Term 3 – 2pm Finish

Learning Beyond Words  
**SCHOOL NEWS AND UPDATES**

**PARENT LOUNGE SCHOOL WEBSITE UPDATES**



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.

Please return the following slip to school to help us make the Parent Lounge more useful.

---

Name: \_\_\_\_\_

Child's name: \_\_\_\_\_

Child's room number \_\_\_\_\_

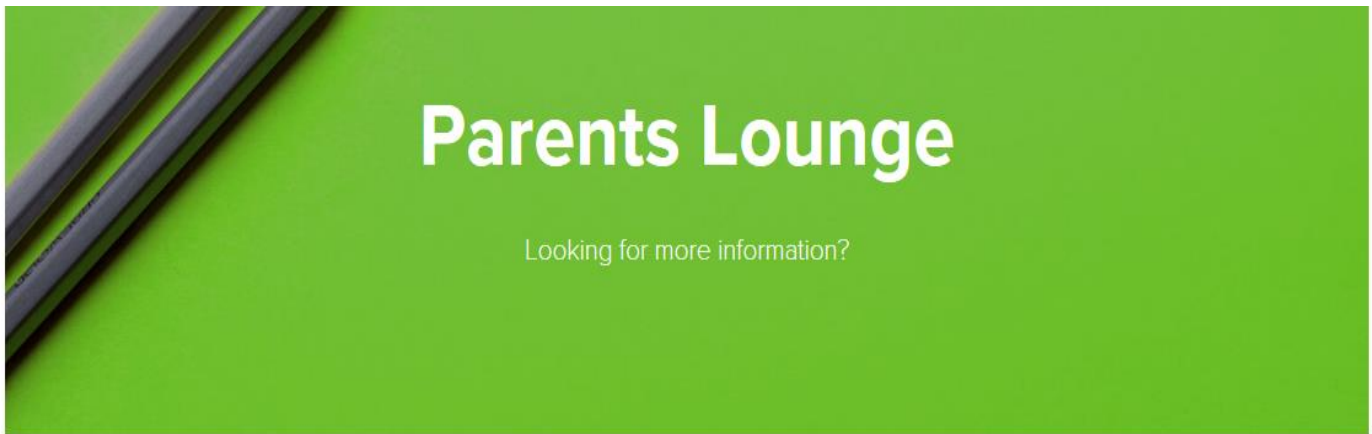
I/we would like to see the following on the Parent Lounge:

**TYPES OF RESOURCES / TOPICS**

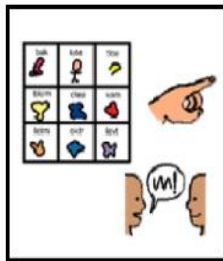
- Activity demonstrations
- Videos
- Information sheets
- Resources to use at home
- Other resources: \_\_\_\_\_
- Developing self care skills e.g. - toileting, mealtimes
- Handwriting/drawing skills & activities
- Key Word Signs
- Using symbols to communicate
- Learning to play
- Tips for positive behaviour at home
- Reading & writing
- Other topics: \_\_\_\_\_

## NEW LOOK PARENT LOUNGE

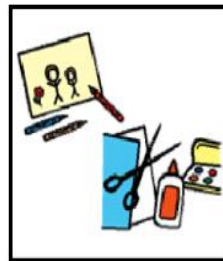
Check out our new look 'Parents Lounge' –



ACTIVE PLAY



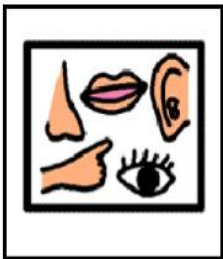
COMMUNICATION



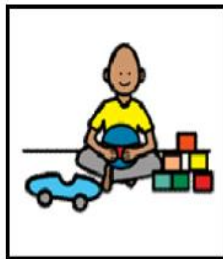
DRAWING AND WRITING



IN OUR BSDS KITCHEN



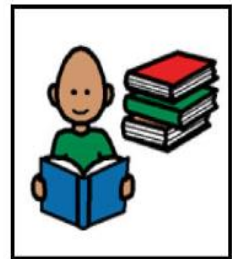
MULTI SENSORY PLAY



PLAY ACTIVITIES



HOME ROUTINES



READING AND STORIES

Go the school website: <https://www.broadmeadowssds.vic.edu.au/>

Click on the 'Parents Lounge'



# Father's Day Market

On Friday 4<sup>th</sup> September from 9.45am to 11am we are running Father's Day Market stalls at our Dimboola Road and Sorrento Street campuses. Gifts for sale will be those made by our Secondary students as part of their Internal Work Experience program and are priced between \$5 and \$10. Gifts are packaged in beautiful jars with specially printed gift labels and are gorgeous, handcrafted items.

To ensure that we can provide all students with the opportunity to purchase a gift, we will ask that students make 1 purchase only at the start of the market, and then we will open up the stall for extra shopping once all students have had the chance to make a purchase.

**\$5 each**

Dad's Chocolate



**\$ 6 each**

**\$10 each**

Pancake mix and toppings in gift bag

Pancake in a Jar



**\$8 each**

**\$5 each**

Gardener's Hand Scrub



**\$8 each**

Dad's Stache



Spicy Snack Mix



Raw Nut Sweet Snack Mix



This will be a wonderful opportunity for our students to participate in a whole school event, and will provide fantastic experiences for students to practise money handling, and greeting and interacting with other BSDS students as part of the program.

Please send in money on the day to your child's teacher if you wish for them to make a purchase at the market.



Learning Beyond Words  
**CHAMPION'S CORNER**

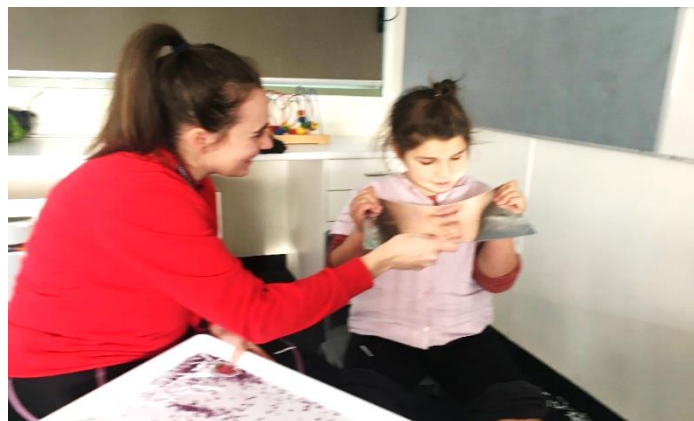
**CAINE AND ADEM'S LOVELY MOMENT OF PLAY**

We would like to share a lovely moment in the yard with Caine and Adem. Caine followed a teacher and his peer Adem to the bikes, and asked the teacher for a ball. Caine then signed 'more' and pointed to Adem. Caine then chose a ball and gave it to Adem. The students then walked out onto the courts and began playing together, without any support. Caine and Adem received "Good Play" certificates to take home to celebrate this special moment. Well done!



**ALANAH'S WONDERFUL ENGAGEMENT**

Alanah has had a really wonderful return to school, and has had so much fun interacting with staff and joining in with the learning activities in Room 14. Alanah has done such an amazing job at joining in and engaging with the group. She has been actively seeking out interactions with staff and has been very curious throughout her explorations of sensory materials during sessions.



Respect

Opportunity

Engagement

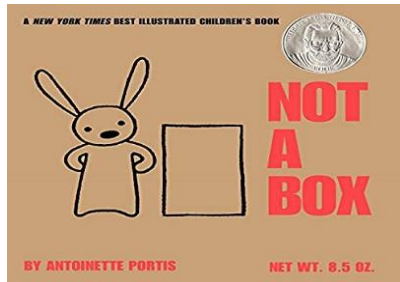
Communication

Support

## NOT A BOX

A box is just a box . . . unless it's not a box. From a mountain to a rocket ship, a small rabbit shows that a box will go as far as the imagination allows. Inspired by a memory of sitting in a box on her driveway with her sister, Antoinette Portis captures the thrill when pretend feels so real that it actually becomes real – when the imagination takes over and inside a cardboard box, a child is transported to a world where anything is possible.

Students from Room 11 loved exploring this story upon returning to Term 3. After reading the story, the students set to work to make their own car. The team work, collaboration, creativity and imagination shown was remarkable and the activity was such a wonderful opportunity to work on language and communication – whilst having a ball!



Watch the story at home and get creative with your child using cardboard boxes you have at home. This is a great way to engage in creative and imaginative play with your child at home! Give your child a box at home and see what they come up with!

<https://www.youtube.com/watch?v=qXqFv610gOo>



Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**CANTEEN – SO MUCH MORE THAN JUST COOKING!**

Working in the kitchen is just one element of our Secondary run Canteen program – a significant focus of the program includes reading order forms, creating total order data, creating Canteen order bags by writing names on the bags and details of matching items ordered. Students also work on giving change and then counting all money at the end of the program for our finance records. Such a rich program, full of learning!



**CANTEEN TERM 3**  
Margarita Flatbread  
Pizza  
Home Made Wedges  
with Mayo Dip  
Cheerios Cluster Cups  
Jelly Cup  
Fruit Cup



Respect

Opportunity

Engagement

Communication

Support

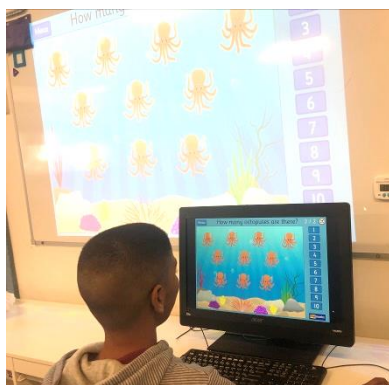
Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**ROOM 21**

Room 21 have happily returned to school and have settled right into their routines.

We have been exploring patterns, cooking, reading new stories and having fun exploring in the Multi-Sensory Room.

We are excited for the new term ahead.



Respect

Opportunity

Engagement

Communication

Support



Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**OUR WONDERFUL RETURN TO SCHOOL**

Rooms 13, 14, 19, 25, 26 and 27 have all had so much fun returning back to school!

We have had a lot of fun in literacy and numeracy. We are all having a great time exploring different animals through stories, crafts and other exciting learning activities this week!



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**RIGHT BACK INTO THE SWING OF LEARNING**

Room 15 students were very excited to return to school to see their friends. They have had a wonderful time playing cooking, playing with baby dolls and gardening in the playroom! Students have also been working very hard to improve their fine motor skills particularly writing their names and drawing different shapes.



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**PERFORMING ARTS**

In Performing Arts this term we are focusing on experiencing dance and movement through live music and sensory stories. Students have the opportunity to explore, experience and respond to a variety of sensory resources whilst engaging in musical stories. This week students have read the story 'Animal Boogie'. This story encourages students to move their bodies like the animals in the story. Students are encouraged to use poms poms, scarves, ribbons, feathers and puppets while Clancy sings the 'Animal Boogie' story.



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**WITH A NEW TERM COMES NEW FRIENDSHIPS**

Each play Zoya and Rosie actively seek one another out to engage in beautiful play sequences.

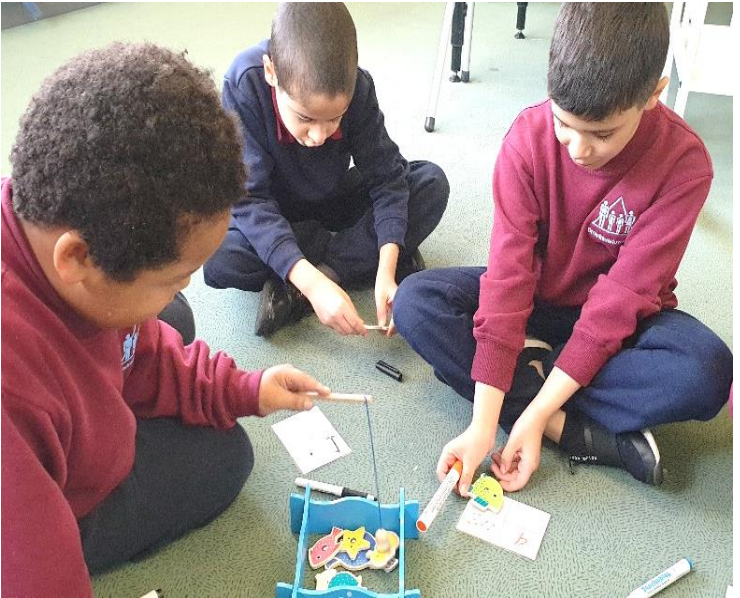
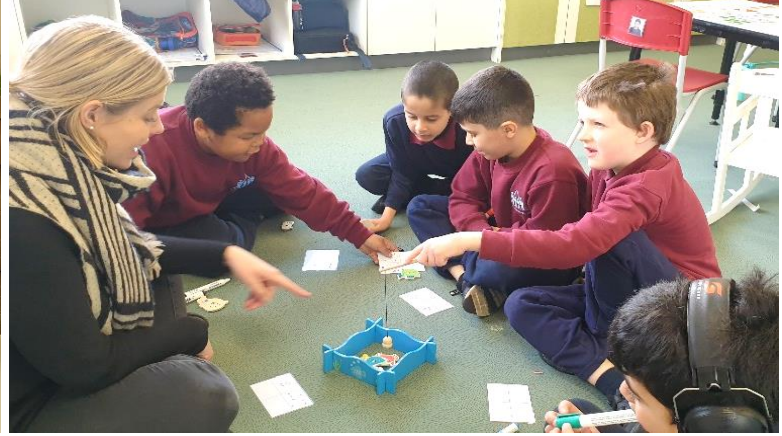
Whether it's going down the slide together or playing chasey, it has been a pleasure to see Rosie and Zoya's personalities blossom as they bring their positive and playful attitudes out to the school yard each day. Well done!



Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**NUMBER SENSE**

This term in the Green Learning Hub, we have been eagerly continuing to develop our sense of number through a range of play-based activities and games. Students in Room 11 enjoyed The Fishing Game, where they practised simple addition to see who could 'fish' out the highest score, while Room 9 and 10 students used their fingers to count out concrete objects to ten.



With the weather in our favour, we have also enjoyed a few outside games such as The Number Line Game and Hopscotch which is a great game to manage body rhythm, build body strength, balance and hand/eye coordination whilst continuing to develop number knowledge.



Respect

Opportunity

Engagement

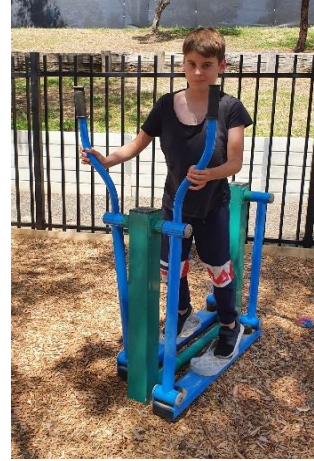
Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**ROOM 1 GET ACTIVE**

We incorporate lots of different movement activities into our daily routines and programs in Room 1. This movement helps our students regulate and be ready to learn as well as explore program themes and a range of skills. Some of our favourite activities have been riding trikes, jumping on the trampoline, crawling through tunnels, bouncing on exercise balls and dancing to music clips.



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**PERCEPTUAL MOTOR PROGRAMMING**

Our Perceptual Motor Programming (PMP) sessions have been a fun and highly motivating way to encourage our students to increase movement, move efficiently and improve their strength and fitness.

We have had our super-star Prep students come through once a week to practise their balancing, jumping, eye tracking, climbing and ball skills.

We have also selected older students to do more targeted physical activity with Laina, our Physiotherapist and Sara, a PE Specialist.

We have loved seeing the growth and enjoyment of our students during these sessions and look forward to more time working on physical skills!

Shout out to Simon who has been jumping with the assistance of the parallel bars, Leon who has been exploring different heights, Geordie and Judy for their teamwork and running skills.



Respect

Opportunity

Engagement

Communication

Support

Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

### **SUPER SUBS**

Room 15 are back in the kitchen in Term 3 creating some delicious sandwiches during the Super Subs program.

Students enjoy using a range of maths skills to collate orders and create healthy meals for staff.

It's fantastic to see Room 15's food preparation, teamwork and safe work skills in the kitchen.



Respect

Opportunity

Engagement

Communication

Support



Learning Beyond Words  
**TEACHING AND LEARNING AT BSDS**

**FRUIT DELIVERY**

The students in Room 2 have returned from the break full of energy, and ready to learn. This term, Room 2 is continuing its Internal Work Experience program of fruit delivery to the entire Sorrento Street campus. It is a lot of work, and the students certainly get a lot of exercise! The class works to tick off our maths goals (sharing, and counting), as well as our speaking and listening goals; we really love delivering fruit! When the class is finished delivering, we always make sure that we cut some fruit up, and share it with the class. Yum! It is really exciting to see how far the class has come over the year, and we can't wait to see where we go from here.



Respect

Opportunity

Engagement

Communication

Support

# BSDS OCCUPATIONAL THERAPY TIPS

## TASK ANALYSIS

Task analysis is the process of breaking down an activity into smaller parts. Breaking down any task can assist in teaching the task, or being able to focus on smaller components that a student may find difficult. This is a useful strategy when introducing something new to a student or when we are trying to increase their independence in a particular skill.

When thinking about an everyday skill like brushing teeth it can be broken down into small enough chunks that can be focused on. Here is an example of this;

- Pick up the toothbrush.
- Turn on the water tap.
- Wash and rinse the toothbrush.
- Turn off the water.
- Pick up the toothpaste tube.
- Remove the cap from the tube.
- Place a small dab of toothpaste on the bristles of the toothbrush.
- Put the cap back on the tube of toothpaste.
- Use the bristle end of the brush to scrub all of the teeth gently. (This step may need to be broken into several subtasks, such as, "Start brushing the teeth in the top left corner of your mouth, then brush the top centre, then the top right, then the bottom right," etc.
- After brushing all the teeth, spit the toothpaste into the sink.
- Turn on the water.
- Rinse off the toothbrush.
- Place the toothbrush back into its holder.
- Pick up a rinsing cup.
- Fill it partially with water.
- Turn off the water.
- Rinse the mouth with water from the cup.
- Spit the water into the sink.
- Wipe face clean.

We can focus on specific parts of the skill that students may be finding difficult. For example, if we are looking at how a student brushes their teeth, we may notice that they are finding it difficult to squeeze toothpaste from a tube. We might be able to set-up tasks that can assist in developing that skill, such as squishing playdough or picking up objects with their fingers. We can also teach these specific skills through using visuals or checklists to make them more manageable.

When working with your child, think about the skills they may find difficult and try to break them down to smaller chunks to assist in upskilling them and become more independent in that skill.

If you have any further questions please feel to discuss with your child's classroom Occupational Therapist and they may be able to assist you further with this, or give you different ideas to practise specific skills.

Washing Hands						
turn on	wet hands	add soap	wash hands	rinse hands	turn off	dry hands

Going to the Toilet						
pants down	pee in toilet	OR	sit on toilet	wipe	pants up	flush
						wash hands

go in bathroom	<input type="checkbox"/>
get toothbrush	<input type="checkbox"/>
get toothpaste	<input type="checkbox"/>
turn water on	<input type="checkbox"/>
wet toothbrush	<input type="checkbox"/>
turn water off	<input type="checkbox"/>
put toothpaste on brush	<input type="checkbox"/>
brush back of teeth	<input type="checkbox"/>
brush tongue	<input type="checkbox"/>
brush front of teeth	<input type="checkbox"/>
turn water on	<input type="checkbox"/>
rinse mouth	<input type="checkbox"/>
spit out in sink	<input type="checkbox"/>
rinse toothbrush	<input type="checkbox"/>
put away	<input type="checkbox"/>

## BALANCING ROUTINE, STRUCTURE AND ADAPTABILITY

Article content courtesy of <https://raisingchildren.net.au/autism/behaviour/understanding-behaviour/changing-routines-asd> & <http://rocketot.com/balancing-routine-structure-and-adaptability/>

One of the things that is often talked about when working with children with developmental delays and disabilities is the need for structure and routines. You often hear the phrases “Children need structure”, or “They thrive off routines”. Routines are indeed important, due to the way our brains are designed. As humans, we constantly seek out patterns and familiarity within our environments. However, the flipside to the love of structure and routine is the need to be adaptable and flexible to change.

It’s important for us to recognise that routine and structure can support regulation in the short term, and help an individual engage in an occupation they previously have found challenging. Routine can reduce anxiety, fear of change, and make an individual feel safe and secure. Once an individual is supported within a structured environment with a predictable routine, we then need to support their flexible thinking and problem solving skills. Adaptability is crucial for regulation and occupational engagement across a variety of settings and tasks.



Children and teenagers with disabilities, indeed all children, like routines and often struggle with change. This means your child might need help to manage changes to daily routines. Common changes or new situations might include:

- Leaving the house / having visitors at your house
- Going somewhere new, like the dentist
- Switching between toys, activities or tasks
- Doing things in a different order – for example, having a bath at an unusual time
- Cancelling activities – for example, not going to the park because of bad weather

Explanations and instructions can be hard for children to follow, so just telling your child about a change might not always work. However, using visual strategies to help your child understand can be useful. Planning for transitions and changes to your daily routine can help things work better. If possible, try to let your child know what’s going to happen ahead of time. It’s easiest to plan for changes that you know about in advance, like going to a party or going to an appointment with the doctor or dentist. It’s the same with transitions that happen regularly, like leaving the house. The strategies below can help your child cope successfully with new activities.

**Social stories** - Social stories are a good way to let your child know what’s going to happen in terms your child can understand. By letting your child know what to expect, you cut down on surprises and reassure your child that it’ll be a positive experience.

**Timetables** - Timetables are a simple way to let your child know what to expect, and when. You could use pictures, words or both. For example, try using pictures of clocks to explain what time your child can expect a certain activity to happen or use events like morning tea, after lunch or after school as reference points rather than specific times.

**Extra time** - Spending some extra time making the change can help your child feel less anxious. For example, to help your child cope with someone coming to visit you at home, you might spend some time with your child getting ready for the visit. You could talk about what will happen during the visit or your child could help you prepare. You could also show your child some pictures of what will happen.

**Timers** - If your child finds it hard to switch from a favourite activity, a timer might help. Set the time and let your child know the activity will be over when the timer rings. This strategy could also help with leaving the house. For example, ‘When the timer rings, it’s time to go’. You can get a smartphone timer app or use a stopwatch or kitchen timer.

**Small changes** - It can help to introduce small changes and work your way up over time. Praise and reward your child when they’re flexible and try to cope with these changes.

**Slow and steady** - If your child finds it hard to switch between activities, try slowly adding new activities, one at a time.

## LANGUAGE STRATEGIES – FOLLOW YOUR CHILD’S LEAD

Article content courtesy of: [http://www.hanen.org/Images-for-public-site/Links-Sample-PDFs/TTS\\_1-ENS.aspx](http://www.hanen.org/Images-for-public-site/Links-Sample-PDFs/TTS_1-ENS.aspx) & <https://raisingchildren.net.au/guides/activity-guides/letting-your-child-lead-play>

Child-led play means following your child’s lead in play. It means watching your child and responding to what they say or do to keep their attention focused a little bit longer.

Following your child’s lead is good because your child learns best when they are interested in an activity. When you follow your child’s lead in play, you can take advantage of things that interest them to help them learn something new through play.

Also, when your child leads, they build communication skills and learn how they can influence the world around them.

### Steps to follow your child’s lead -

- Observe, wait and listen (OWL) - Observe for what your child is interested in. Wait to give your child a chance to initiate or get involved in an activity. Waiting can be hard to do! Try counting to 10 / looking expectant and leaning forward. Listen to what your child is trying to tell you. Once your child initiates, respond with interest and enthusiasm. Then wait again for your child to respond!
- Be face to face - Get down to your child’s physical level. Make sure you’re face to face so you can look directly into each other’s eyes. Being face to face brings you physically and emotionally closer to your child and makes your child feel that you’re really with them. Think of a few ways you can position yourself to be face to face with your child.
- Join in and play - When children are playing, the best way to follow their lead is to join in, especially if you act like a kid yourself! List a few games or activities your child enjoys. How could you join in and play?

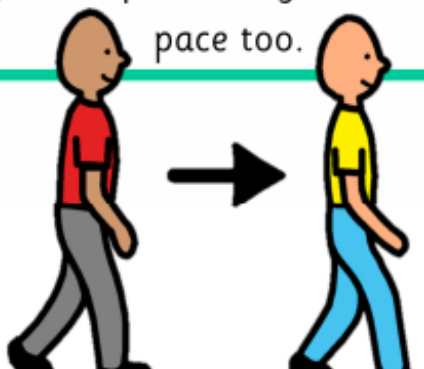
# FOLLOW THEIR LEAD

## WHAT TO DO:

Watch what the child is doing in play, then copy and join in with this. Don’t try to direct the play.

## WHY DO WE DO IT?

This helps to support their attention and interaction skills, and means they can explore things at their own pace too.



## WHEN TO DO IT?

Play

Watch what the child is doing and copy that.

For example, if they are making the animals eat, you do it too.

Snack

Watch what foods the child is eating and talk about those foods.

Clothes

Wait and watch what clothes the child reaches for first. Talk about those clothes as you get dressed.

LANGUAGE STRATEGIES

## 6 WAYS COOKING WITH CHILDREN CAN BOOST LITERACY SKILLS

Article content courtesy of: <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/6-ways-cooking-kids-can-boost-literacy-skills.html>

Children love to help in the kitchen, and while it's not something families have the time for every day, there is such huge learning value of cooking together. From toddlers to teenagers, cooking offers a practical, hands-on way for children to:

- Practise an important life skill
- Develop mathematical understanding (measuring ingredients, setting oven temperature, etc.)
- Further their scientific knowledge (observing change)
- Apply their reading, writing, speaking, and listening skills
- Develop foundational reading skills -
  - Demonstrate understanding of the organisation and basic features of print
  - Follow words from left to right, top to bottom, and page by page
  - Recognise that spoken words are represented in written language by specific sequences of letters
  - Understand that words are separated by spaces in print



Encouraging literacy skill development as you cook together is easy when you allow it to flow naturally from what you're doing. So, rustle up your favourite kid-friendly recipes and give these simple ideas a try.

- **Make a shopping list together** - Before you begin, name the items you'll need with your child. Independent writers can jot down a list for you and you can entice pre-readers with a paper and a pen, just like the ones you are using. Sit beside your child as you write your shopping list, saying aloud what you are writing as you add each item to the list. Your child may attempt to imitate you and will learn an important purpose of writing in the process. Many children also enjoy ticking off the items from the list once you're at the store.
- **Read the recipe together** - Recipes provide a wonderful introduction to instructional texts. Some children can read the ingredient list, gather the necessary ingredients, and read the recipe instructions aloud, step-by-step, as you go. For example, "The recipe tells us what we need to make our cupcakes, and how to make them. It says we need flour, here's the flour..."
- **Grow vocabulary** - There are so many interesting words to learn when cooking! Names of ingredients (e.g. – cinnamon or saffron) as well as processes, such as whisking and dicing, measurements and temperatures. Hearing and seeing these words used within a real-life application, equips your child to better understand and remember the words and their meanings.
- **Encourage children to notice environmental print** - Environmental print is all around us. It's the name given to print that appears on signs, labels and logos. Encouraging children to notice environmental print helps them to learn that reading involves not just letters and sounds but pictures and context too. Asking your child to find the cornflakes from among the cereal boxes in your pantry, or to find the all-purpose flour that sits next to the self-raising flour on the shelf, is inviting them to take notice of environmental print.
- **Recount the activity** – After you finish, have your child recount the activity by writing or drawing the steps, putting objects used in order or ordering pictures you have drawn of the steps.
- **Read a story** - While the jelly sets or your cake bakes, why not sit together and enjoy a story related to food or the dish you are cooking?

Inviting your child to spend time cooking with you is a delicious way to encourage literacy learning through all of the sounds, sights, and tastes in the kitchen. Hopefully, the end-product of your cooking time will be delicious too!

## LEARNING AT HOME IDEAS

### LEARNING THROUGH PLAY – CAR WASH

Make a super fun invitation to play for children with some cars or diggers in edible mud or shaving cream or even rainbow bubbles from our Multi-sensory Invitations to Play and then turn it into a car wash! All you need is a tub or tray, some cars and cornflour, water and cocoa for the edible mud, or add food dye to cornflour and water for some rainbow fun. When washing the cars use toothbrushes or water spray bottles for a fine motor focus. For some extra magic, visit our [Parent Lounge](#) via the link below and watch a stunning car wash video! **Parent Lounge – Play Activities – Car Wash mp4** Use the attached ALD to support your child's language and try some matching Key Word Signs too!



Respect

Opportunity

Engagement

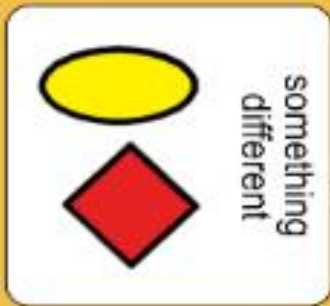
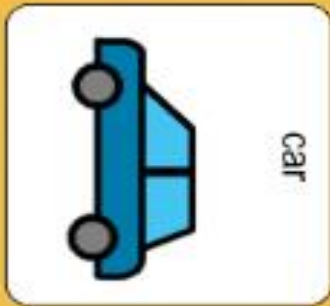
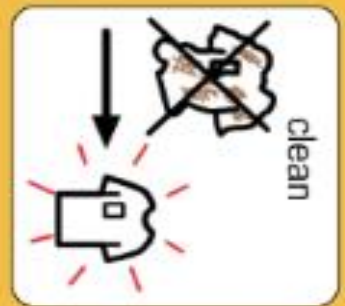
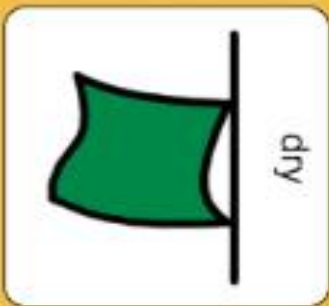
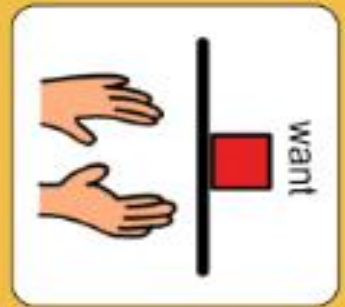
Communication

Support

Learning Beyond Words  
**LEARNING AT HOME IDEAS**

**LEARNING THROUGH PLAY – CAR WASH**

Saved: All staff (T), Communication Resources, Aided Language Display, Car wash



**LEARNING THROUGH PLAY – CAR WASH KWS**



**I**

Point to self using extended dominant index finger. (Natural gesture).



**You**

Point extended dominant index finger towards person or people. (Natural gesture).



**Like**

Move open dominant hand in small circles on chest.



**No**

Shake dominant fist, palm down, sideways in front of body.



**Clean**

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



**Wet**

Open dominant hand, palm up. Simultaneously close tips of fingers to thumb, twice, and lower hand slightly. \*May use both hands.



**Dry**

Open both hands in front of body, finger tips touching and thumbs above. Simultaneously move hands apart to finish with thumbs resting on tips of fingers.




**Water**

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




**LEARNING THROUGH PLAY – CAR WASH KWS**




**Yes**

Move dominant fist, palm down, up and down from the wrist, twice.



**Different**

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




**More**

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



**Finished**

Extend dominant thumb, fingers closed. Rock hand formation from side to side several times.



**What**

Point dominant index finger, palm away from body, at mid chest height. Move formation at wrist from side to side, twice.




**Want**

Move heel of open dominant hand down front of chest and turn to palm down.



**Dirty**

Rub palms of both hands together, in circular movement, fingers spread slightly.




**Towel**

Close both fists and hold at shoulder height. Move fists, alternately, from side to side as if rubbing back with a towel. (Natural gesture).



**Soap**

Rub fingertips of open dominant hand on opposite upper arm. Position of rubbing action may vary.



**Car**

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

## NDIS PLAN REVIEW SUPPORT



We know that NDIS Plan Review meetings are a major source of anxiety for families. The NDIS has made changes so that if you're happy with your child's current NDIS Plan, it will be automatically renewed for 12 months or more. But if you want to make changes you need to be ready for the Plan Review. During COVID-19 the NDIS has made a number of changes to how NDIS Plans can be used. Think about what services would best support your child and family over the next few months.

This might include -

- Having Support Workers come to your home
- Having your child see their therapist using telehealth
- Purchasing a device or fitness equipment for your child
- For all the options read the fact sheets

Information on NDIS Supports for your child during COVID-19 can be found on our website at <https://www.acd.org.au/covid-19-latest-information/> -

- Finding the right Support Workers for your child and family
- Activities your Support Worker can do during COVID-19
- How to change your child's Plan
- Speak with your Support Co-ordinator, Local Area Co-ordinator or Early Childhood Early Intervention (ECEI) Co-ordinator.

If your local contact is not aware of what changes can be made, contact the NDIS on 1800 800 110 and select Option 5 for the special COVID-19 Planners. The NDIS Contact Centre is open 8am to 8pm Monday to Friday.

Our Support Line is also able to help you to advocate for your child. To speak with our Support Line email [acdsupport@acd.org.au](mailto:acdsupport@acd.org.au) with the best day and time we can call you back.



### ONLINE NDIS WORKSHOP

We have put together a new free online workshop with all the information you need to prepare for your child's NDIS Plan Review. Get the best support for your child at your NDIS Plan Review meeting. Join us in July for our NDIS Plan Review free online workshops where you'll get practical information and tips on how to prepare for your child's NDIS Plan Review meeting. Don't miss this essential information - the more prepared you are, the better chance you have of getting the right supports for your child and family.

Register for this 60 minute workshop at -

<https://www.eventbrite.com.au/e/ndis-plan-review-online-registration-111096205742>

## **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								
<b>TOTAL</b>										

Name of student: \_\_\_\_\_

Class: \_\_\_\_\_

Date of order: \_\_\_\_\_

Payment Method: Cash  Card

Credit Card Details: \_\_\_\_\_

Expiry Date: \_\_\_\_\_