



## Broadmeadows SPECIAL DEVELOPMENTAL SCHOOL

### *Edition 8, Friday 28<sup>th</sup> May, Term 2 2021*

This week is Celebrate Education Week from 23<sup>rd</sup> to 29<sup>th</sup> May. This year's theme is 'Building Connections'. The theme celebrates the connections between schools and local communities and strengthens bonds with families and carers. It is incredibly important to us at BSDS to build strong relationships with our students' parents and carers, so we can work in partnership to support our students to grow and learn and thrive. We also strongly value the partnerships we have built and continue to foster with our local community, including local schools and childcare centres, healthcare services and local businesses, including those who support our External Work Experience program.

It was a very special week last week, as we welcomed our Foundation parents into school for a week of morning tea celebrations. Each room showed families their morning routine before having a lovely play outside, and returning to have a morning tea together. Thank you so much to all of the parents who made the effort to come in, we were delighted to see you and to give you a little glimpse into the joy and engagement that our Foundation classrooms are built upon.

I would like to recognise the wonderful work Hanif has been doing at school, and in particular the positive attitude and energy he brings into school with him each day. Hanif happily walks into school and has begun to transition down to his classroom by himself, with staff watching from a distance. We are so happy to see Hanif's confidence grow, and to see his wonderful attitude to learning at school! Congratulations Hanif on receiving my Principal's Award.



Please remember that Friday 4<sup>th</sup> June is our Term 2 Curriculum Day with no school for students.

Susi Wirth  
Principal

### **DATES TO REMEMBER TERM 2 2021**

<b>DATE</b>	<b>EVENT TO REMEMBER</b>
Friday 4 <sup>th</sup> June	Curriculum Day
Monday 14 <sup>th</sup> June	Public Holiday - Queen's Birthday
Monday 21 <sup>st</sup> June	School Council
Friday 25 <sup>th</sup> June	Last Day Of Term 2 - 1pm Finish

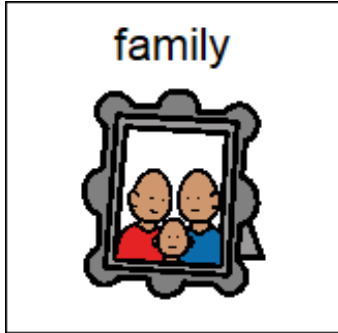
### **DATES TO REMEMBER TERM 3 2021**

<b>DATE</b>	<b>EVENT TO REMEMBER</b>
Monday 12 <sup>th</sup> July	First Day Term 3
Wednesday 25 <sup>th</sup> August	Book Week Dress Up Day
Thursday 26 <sup>th</sup> August	Book Week Incursion
Friday 17 <sup>th</sup> September	Last Day Of Term 3 - 1pm Finish

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

**PREP MORNING TEA WEEK**

During Week 5, the Foundation building hosted a Morning Tea to invite families in to have an opportunity to see their child within the classroom and meet the staff members. It was lovely to have such a big turnout of families and watching students interact with their parents and siblings. We were lucky enough to have the talented Senior students cater for each morning with delicious food and hot drinks. It was such a beautiful week and we are so happy to have had the opportunity to be part of this experience.



Respect

Opportunity

Engagement

Communication

Support

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

**ROOM 15S LOVES SCIENCE**

This semester, Room 15 have enjoyed participating in a variety of science experiments.

Students have been doing an awesome job working together with their peers to follow a visual recipe and then complete a comprehension worksheet about the experiment they have done.

They have enjoyed making predictions about what they think will happen during the experiment and then check whether their predictions were correct.



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**TEACHING AND LEARNING PROGRAMS AT BSDS**

**WHO SANK THE BOAT?**

Room 11 have loved reading the story 'Who Sank the Boat?' over the last three weeks. The students used climbing equipment to act out the story, taking turns to jump onto the 'boat'!

They also did some water play with toy animals and were fantastic at asking for "more" splashes with the spray bottle.

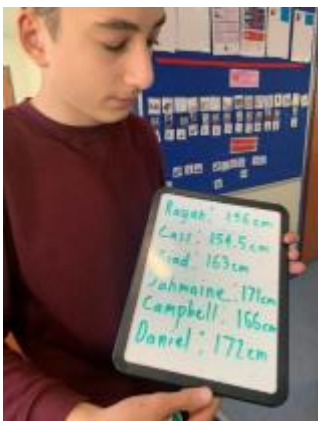
The students then read a special version of the book with their photo on each animal! They love reading about 'Mubarak the mouse' sinking the boat at the end of the story!



## TEACHING AND LEARNING PROGRAMS AT BSDS

### FUN WITH NUMERACY

This semester, the students in Room 14S have been busy learning about measurement. Within their numeracy sessions, concepts of length have been explored using a variety of different tools and objects. Marta, Zain and Andrs recently got busy working out which classroom object was the longest using paperclips as a measure. Reece, Randy, Malaak and Logan had fun comparing their body lengths using some paper cut-outs, all of the identical size. Daniel took on the role as scribe when Ziad and Jahmaine used a tape measure to read out the height in centimetres of everyone in the class, including the teachers! The co-operation and team work on display during all the different learning activities was simply terrific. We are now looking forward to creating some colourful bar graphs to display all our maths work on length.



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## TEACHING AND LEARNING PROGRAMS AT BSDS

### ROOM 11S AND 16S LEARNING LEADERS

Throughout Term 1 and Term 2, a group of Room 16S students have been working with the younger students in Room 11S for our learning leaders' program. Room 16S students have been teaching Room 11S about playing outside safely, taking turns, and teaching them a series of science experiments and food recipes. Way to go to both classes for a fantastic two terms together!

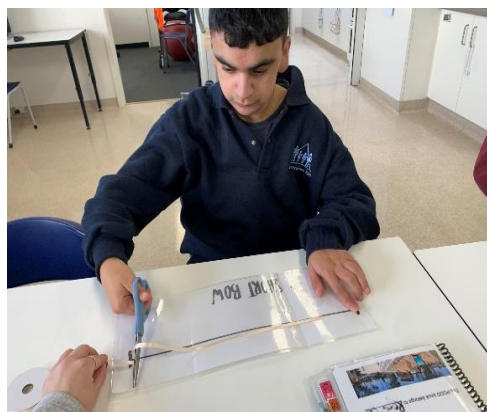


## TEACHING AND LEARNING PROGRAMS AT BSDS

### OUR TEA CUP CANDLES ARE IN DEMAND!

The Tea Cup Candles were a big hit for the Mother's Day market and we were completely sold out when an order for a local child care centre came through for 25 candles for a special fundraising event. Room 5 stepped up to the plate and managed to fill the order before the due date.

We are so proud of how hard they worked. They followed their visual recipes, took each step with care and precision and worked together. From unpacking the gorgeous tea cups, measuring out the candle wax, adding essential oil and sticking on the labels the team in Room 5 ensured the best quality candles. WAY TO GO!



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## TEACHING AND LEARNING PROGRAMS AT BSDS

### OUR CATERING TEAM PRODUCE A DELICIOUS MORNING TEA

Last week our Secondary Catering Team were put to the test, catering for a special week long Foundation Morning Tea event with prep parents.

Each morning the team visited Dimboola Road to prepare and bake Cheese Croissants and Chocolate Croissants for the visiting parents and some fruit cones and snack cups for the children.

The catering team made tea and coffee to order and served it all up beautifully. We are so proud of the students for their enthusiasm, skill and incredibly responsible behaviour during this special event.

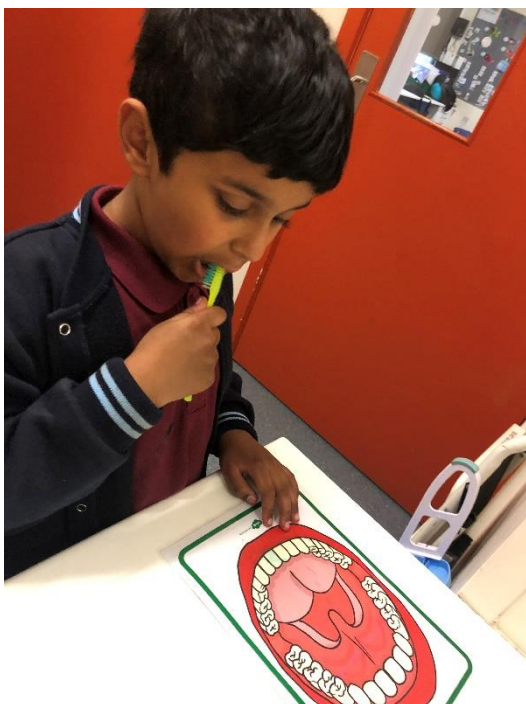


Teeth Brushing

### ROOM 14 LEARNS ABOUT ORAL HYGIENE

Room 14 is learning about the importance of teeth brushing this term.

We learnt about using a tooth brush and toothpaste to clean the dirty spots on teeth, and practised brushing in a circular motion and back a forth.





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

**ROOM 6S MAKE THE SWEETEST HONEY BUBBLE BATH!**

Room 6s has enjoyed making honey bubble bath for the Gift Shop this term.

We love working as a team to follow the visual recipe to create our item.

We carefully pour the ingredients into measuring cups and then transfer it into the bowl to mix.

After mixing it we use the funnel to pour the mixture into the bottles.



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**BSDS SPEECH THERAPY TIPS**

**USING ROUTINES TO BUILD LANGUAGE**

**What are routines?**

Routines with your child like washing hands or getting ready for bed don't need to be boring. Predictable routines help children know what will happen next. This also helps children feel safe and secure. Use routine and repetition to help your child build language skills in fun and playful ways! Repetition is how we all learn words. Use these and other daily routines to build language skills:

- Eating (mealtime)
- Going for a walk
- Bath time
- Cooking or preparing meals
- Sharing a book
- Packing away toys
- Dressing
- Going to bed



**Repetition helps build language skills:**

By saying the same words or phrases each time you perform an action, you can build and reinforce your child's understanding of them. Using everyday routines, you can help your child to learn specific words and phrases without needing any special toys or materials.

**Strategies to support learning:**

Use straightforward, but meaningful, language:

- "Up, up, up! Jump up on to your bed"
- "Come and sit next to dad, ready for dinner"

Prepare your child by setting the scene:

- "It's night time, it's time for bed!"
- "Let's walk"
- "Put on your helmet"

Name each object when you first use it or approach it:

- "This is your shirt!" "It's blue!" "It's soft"

Give your child a choice:

- "Do you want the blue shirt or the yellow shirt?"
- "Do you want to put out the glasses or the plates?"



## DEVELOPING FINE MOTOR SKILLS THROUGH SENSORY PLAY

Students at BSDS often engage in messy or sensory play as part of their programs which offers a number of ways to develop fine motor skills in a fun and interactive way.

Sensory exploration assists students to explore different sensations including, dry, wet and sticky.

Some ways sensory play can be used to develop fine motor skills include:

- Practising finger isolation: the use of one finger to complete an activity e.g. - pressing a key on the keyboard.
- Holding tools (e.g. - paintbrushes, spoons) which can be beneficial for writing or cutlery use.
- Scooping and pouring: develops control and rotation of the wrist which can assist
- Using tongs or scoopers to pick up items hidden within sensory materials, which can be helpful for developing muscles for scissor use.



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**BSDS TAKE HOME TIPS**

## BENEFITS OF SENSORY PLAY – FOR ALL AGES

Article content courtesy of: <http://besttoys4toddlers.com/how-sensory-play-benefits-language-development/> & <https://www.educationalplaycare.com/blog/sensory-play-important-development/> & <https://www.tgclb.org/how-to/how-to-incorporate-sensory-play-into-your-childs-every-day/>

Children and even adults learn best and retain the most information when they engage their senses. Many of our favourite memories are associated with one or more of our senses: for instance, the smell of a summer night campfire or a song you memorised the lyrics to with a childhood friend. Now, when your nostrils and eardrums are stimulated with those familiar smells and sounds respectively, your brain triggers a flashback memory to those special times.

Providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development – it helps to build nerve connections in the brain's pathways.

This leads to a child's ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction and problem solving skills.

We often talk about the five senses. These are:

- **Taste** – the stimulation that comes when our taste receptors react to chemicals in our mouth.
- **Touch** – the stimulation that comes from touch receptors in our skin that react to pressure, heat/cold, or vibration.
- **Smell** – the stimulation of chemical receptors in the upper airways (nose).
- **Sight** – the stimulation of light receptors in our eyes, which our brains then interpret into visual images.
- **Hearing** – the reception of sound, via mechanics in our inner ear.

However there are two others we commonly miss:

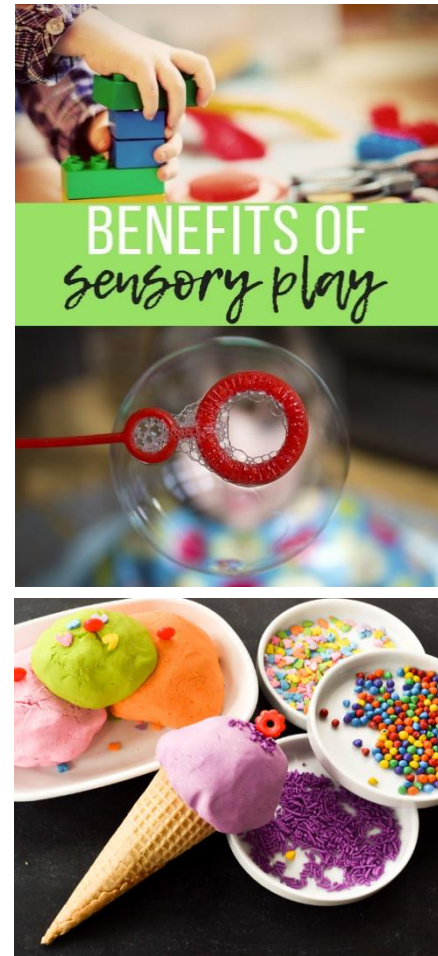
- **Body awareness** (also known as proprioception) – the feedback our brains receive from receptors in our muscles and pressure receptors in joints which enable us to gain a sense where our bodies are in space.
- **Balance** – the stimulation of the vestibular system of the inner ear to tell us our body position in relation to gravity.

Sensory activities allow children to refine their thresholds for different sensory information helping their brain to create stronger connections to process and respond to sensory information. How you feel sensory wise directly relates to how you feel inside and how you relate to the world around you. If you're dysregulated, the world feels chaotic and out of control. Practising sensory activities can help manage those feelings and can help us to feel calm and to focus. Just as important as it is for adults and parents to explore and practise healthy sensory activities for themselves, it is also vital for children to learn have a range of sensory activities to help them maintain their wellbeing.

For example, initially a child may find it difficult to play appropriately with a peer when there are other things going on in the environment with conflicting noise. However, through sensory play exploring sounds and tasks a child learns to adapt to being able to block out the noise which is not important and focus on the play which is occurring with their peer.

Another example is a child who is particularly fussy with eating foods with a wet texture such as spaghetti, the use of sensory play can assist the child in touching, smelling and playing with the texture in an environment that is pressure free.

As the child develops trust and understanding of this texture it helps build positive pathways in the brain to say it is safe to engage with this food. Sensory play literally helps shape what children to believe to be positive and safe in the brain. Ultimately, shaping the choices children make and impacting behaviour.



## BENEFITS OF SENSORY PLAY – FOR ALL AGES

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### Here are 5 reasons why sensory play is beneficial:

- Research shows that sensory play builds nerve connections in the brain's pathways, which lead to the child's ability to complete more complex learning tasks.
- Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction.
- This type of play aids in developing and enhancing memory.
- Sensory play is great for calming an anxious or frustrated child.
- This helps children learn sensory attributes (hot, cold, sticky, dry).

One of the best things about playing through sensory exploration is the benefit to many different areas of development! Using many senses at once allows children to develop language, cognitive, motor, social and imaginative skills. Here's some different ways that sensory play helps children grow and learn:

- **Mathematical Thinking:** As children are scooping and pouring, they are also gaining hands-on knowledge of volume and measurement. As they play with the various tools and manipulatives, they are practising sorting, pattern-making and 1:1 correspondence!
- **Language Development:** The foundation for all literacy is oral language development, and playing with sensory tubs encourages children to use rich vocabulary to socialise, share, collaborate and negotiate with friends!
- **Fine Motor Development:** Our fine motor muscles are important. Those little muscles in our hands and fingers are the muscles we need for tasks like drawing, cutting with scissors, and writing. As children grasp the scoopers and aim to pour, and handle and place small manipulatives, and all of the other tasks that come naturally when playing with a sensory tub, they are building these muscles!
- **Imaginative Play:** Children create and act out stories that live within the world of the tub. Children might create the story of a family of sea creatures, or prepare to open a fantastic new bakery, with cupcakes made of scented rice.
- **Stereognosis:** Stereognosis is the ability to search for and find things by touch, without the use of sight. Children become quite skilled at this as they use their fingers to search through the rice for the hidden treasure.
- **Positive Behaviour:** Offering the opportunity to be engaged in meaningful play is one of the best ways to encourage positive behaviour from children. With sensory tubs, exploring the scents and textures of the tub can be very soothing.



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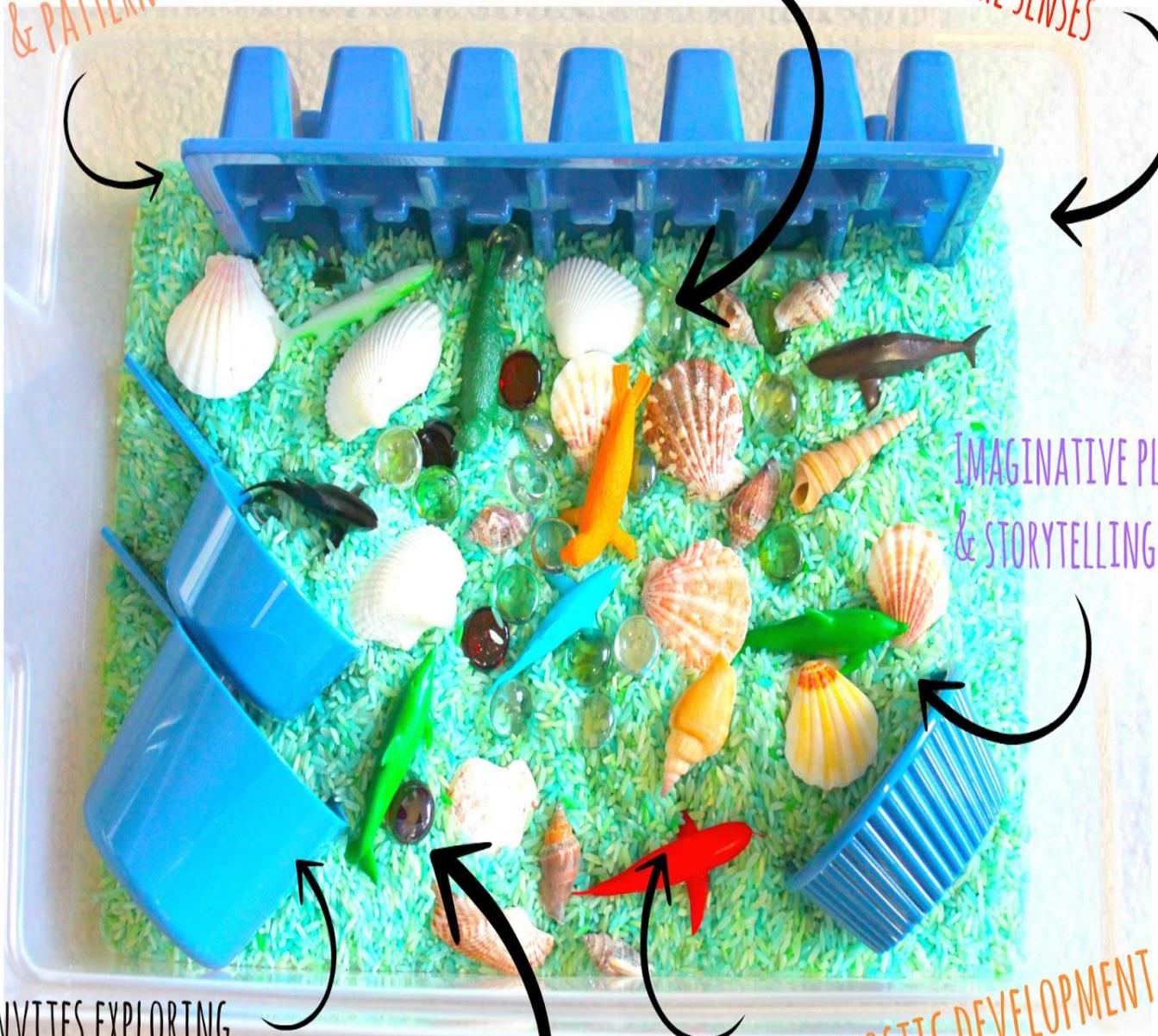
Support

# WHY SENSORY PLAY?

INVITES SORTING,  
1:1 CORRESPONDENCE  
& PATTERN-MAKING

ORAL LANGUAGE DEVELOPMENT  
& USE OF RICH VOCABULARY

TEXTURES + SCENTS NOURISH  
AND SOOTHE THE SENSES



IMAGINATIVE PLAY  
& STORYTELLING

INVITES EXPLORING  
VOLUME & MEASUREMENT

INVITES STEREOGNOSTIC DEVELOPMENT

FINE MOTOR DEVELOPMENT

THE ULTIMATE OPEN-ENDED CREATIVE PLAY

Learning Beyond Words  
**BSDS TAKE HOME TIPS**

**KEY WORD SIGN TIPS –ADJECTIVES**

Our recent BSDS newsletter articles on ways to develop your child’s language and vocabulary during play and sensory play featured lots of simple and natural ways to expose your child to new words in motivating and meaningful contexts, which is also the perfect context to learn new signs. Our KWS focus for this edition features adjectives (describing words) that you can integrate into your play time with your child, to strengthen your child’s understanding of your verbal descriptions – so as you label something (e.g. – “Big bubble!”) just pair it with the matching adjective in KWS and you will be supporting your child’s developing vocabulary for nouns and adjectives too.



**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.



**High**

Bend dominant hand at third knuckles, fingers and thumb closed together. Fingertips facing head, move formation up.



**Down**

Point extended dominant index finger down. Move formation down. (Natural gesture).



**Hard**

Press ball of extended dominant thumb into palm of non-dominant hand. Move whole formation diagonally with stress.



**Like**

Move open dominant hand in small circles on chest.



**Good**

Extend dominant thumb, close rest of fingers into fist, thumb pointing up, move forward with stress. (Natural gesture).



**Brown**

Place fingertips of open dominant hand on chin, thumb under chin. While moving formation forward close fingertips onto thumb. \*May close onto thumb twice. (V, S, W, NT, T)

**KEY WORD SIGN TIPS – ADJECTIVES**



**Big**

Place both open hands, palms facing body, fingers spread in front of body, one hand in front of the other. Move hands out to either side in an arc. (Natural gesture – mime the action).



**Little**

Move open hands close to each other, palms facing. (Natural gesture – mime the action).



**Fast**

Extend index fingers of both hands. Quickly tap index finger of dominant hand onto index finger of non-dominant hand.



**Slow**

Move fingers of open dominant hand, palm down, up non-dominant forearm. Keep action slow.



**Long**

Extend index fingers of both hands, palms facing and fingertips touching. Move hands apart.



**Soft**

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



**Not**

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



**Bad**

Move extended dominant little finger forward with stress.



KEY WORD SIGN TIPS – ADJECTIVES



**Cold**

Hold both arms bent, hands in fists. Move formation in quick, short sideways movements, several times.



**Hot (feeling)**

Wipe forehead with dominant index finger crooked, hand opening as it is flung away from forehead. (Natural gesture).



**Purple**

Extend dominant index and middle fingers, palm down. Place this formation on open non-dominant hand, palm up, and move dominant fingers in a small circle.



**Green**

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



**Different**

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



**Same**

Point index fingers of both hands palms down and tap sides of index fingers together, twice.



**Blue**

Rub fingertips of open dominant hand up and down back of non-dominant hand. (V, S, W, NT, T)



**Red**

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



**Clean**

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



**Dirty**

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

# Broadmeadows SDS Cake Catering 2021

We would love to create a wonderful cake for your special celebration – whether it be a birthday at home, at school at BSDS or perhaps even at a pre-school or primary/high school for another child in the family. All cakes are made with a delicious vanilla cake recipe and are baked and decorated by the BSDS Secondary Catering Team. Should you wish to order a cake *please provide at least one week's notice* by returning this order form to your child's teacher, *complete with payment and the date you would need it by* and a contact number so we can call you to confirm pick up (for a party at another venue) or delivery on the day to your child's classroom for an at school party. We look forward to providing you with a beautiful cake!

**Child's name:** \_\_\_\_\_ **Room number:** \_\_\_\_\_

**Parent name and contact number:** \_\_\_\_\_

**Date the cake is required by:** \_\_\_\_\_

(Please allow at least one week's notice for preparation and please pickup the day before if for off-site party)

**Proposed collection** (please circle): **Pick up from BSDS** or **Deliver to my child's classroom for a party at BSDS**

Choose your own theme and let us design for you



Quantity:

**\$tbc**

**Giant Donut Cake**



Quantity:

**\$20**

**Under the Sea**



Quantity:

**\$20**

**Emoji Cake**



Quantity:

**\$30**

**Spiderman**



Quantity:

**\$20**

**Popcorn Cake**



Quantity:

**\$25**

**Fairy Bread Cake**



Quantity:

**\$20**

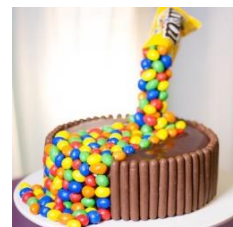
**Oreo Overload**



Quantity:

**\$25**

**Gravity Defying M&Ms**



Quantity:

**\$25**

**Lollipop Love**



Quantity:

**\$25**

**Unicorn Magic**



Quantity:

**\$25**

**Barbie**



Quantity:

**\$30**



**Broadmeadows**  
SPECIAL DEVELOPMENTAL SCHOOL

# Price List



Short Sleeve Polo

\$18 size 4-16  
\$22 size 18-24



Long Sleeve Polo

\$21.00 size 4-16  
\$25 size 18-24



Collar Windcheater

\$24 size 4-16



Windcheater

\$25 size 4-16  
\$28 size 18-24



Bomber Jacket

\$36 size 4-16  
\$43 size 18-24



Lightweight Parka

\$30 size 4-16



Vest

\$23 size 4-16



Trackpants

\$18 size 4-16  
\$27 size 18-24



Shorts

\$12 size 4-16  
\$22 size 18-24



Skort

\$18 size 4-16  
\$24 size 18-24



Summer Dress

\$33 size 4-24



Winter Tunic

\$47 size 4-24



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: \_\_\_\_\_