Welcome back to our final term of the 2018 school year, and I am sure you all will agree that this year has rapidly flown by! We aim to make the most of this longer term, and our school planner is full of many very special events, that see the culmination of a year’s work together. Please make sure you keep your eye on the newsletter and notes in your child’s communication book for updates on events like our School Concert, Graduation Celebration for our 2018 school leavers, our whole school Colour Run event and our wonderful end of year BDSO BBQ.

While our classrooms were quiet over the break, our school grounds were a hive of activity with some new play installments occurring across both campuses. A gorgeous natural wooden walking and balancing course was installed at Dimboola Road, for students to explore underneath the shady trees and a new multileveled playground was installed at our Sorrento Street campus. With a range of climbing equipment, balancing features and a stunning, fully enclosed slide, this central piece has already been a resounding success as students have explored the high vantage point and new range of play, strength building and balancing opportunities that this new playground offers.

On Wednesday 17th October we held a Parent Topic Taster session on Communication Without Words, run by two of our BDSO Speech Pathologists Kylie and Emily. These parent sessions have proven to be incredibly popular, with parents from across our school coming together to share a morning of connection, learning and good coffee! The feedback after each session has been so incredibly positive, with parents often remaining back to talk more to our BDSO presenters or even going out together for a lunch at a local café afterwards, building incredibly important school connections. We know Term 4 is a busy time of year for everyone, and we are very thankful to all of the parents that took the time to come together for a morning of shared learning – what a positive way to start Term 4.

I would like to grant my first Principal’s Award for Term 4 to Omar Allouche, from Middle Primary Room 12 for the incredibly exciting gains that he has made with his communication skills. Omar recently initiated his first independent Key Word Sign to ask for ‘help’ to open a container. Previously, Omar had been reaching out to guide a staff member’s hand to his chest to ask for ‘more’ or holding hands with staff and rocking his hand from side to side to say that he wanted to ‘finish’ but Omar took a huge leap forward when he clasped his two hands together at his chest to ask his teacher Kartia for ‘help’. His classroom staff were absolutely thrilled and quickly shared the news with other staff who have taught Omar, so much was their pride and excitement for his big step forward with his expressive communication. Omar, congratulations on receiving my Principal’s Award to recognise your fantastic achievement!

I look forward to seeing you during the term and sharing in the many celebrations that we have planned.

Susi Wirth, Principal

DATES TO REMEMBER TERM 4 2018

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CANTEEN TERM 4

Our whole school Canteen returned for Term 4 in Week 2, with some new menu items. Each Thursday, our whole school Canteen will run, and we ask that parents support our Secondary students in their organisation for this program by ensuring that all order forms are returned by Wednesday each week.

Canteen ‘service points’ will open each Thursday from 12.30pm, so that students can go and collect their lunch, to work on important goals like navigating around the school, waiting in a line, taking a turn and communicating with others. Our Term 4 menu features a range of meal options from crunchy to chewy, to soft as well as healthy options and meals that expand the range of foods that students enjoy eating or even trying. We hope you enjoy our Canteen program for lunch orders each Thursday.

Due to shorter weeks and Public Holidays, Canteen will not run in Week 5 and Week 11 of Term 4.

On the menu...
Summer Noodle Cups, Margarita Pizzas, Apple Muffins, Popcorn Trail Mix with Dried Fruit and Fruit Cups.

CHRISTMAS IS COMING! AVOID THE SHOPPING LINES AND GET YOUR GIFT SHOP ORDER IN NOW!

Our Secondary students have been working hard to make lots of stock for our BSDS Gift Shop, so that we can support your Christmas shopping needs! Attached to this newsletter is an order form for you to fill out and we will package your order up in lovely gift bags and deliver it to your child’s class to be sent home. We have a wide range of gifts from scented soy candles to outdoor citronella candles, popcorn toppings and bbq mixes, hot chocolate and chai latte drink mixes right through to our popular bath range – which has soaps for children and adults alike! Ordering will be open right up until Week 10 Term 4 and we hope that we can help you with your Christmas shopping.

CAKE CATERING KICKS OFF TERM 4 WITH FOUR ORDERS IN ONE WEEK!

Without missing a beat, our Secondary Cake Catering Team returned to school to whip up four birthday cakes in one week with orders for Ice-cream Cone Cupcakes for Chanelle in Middle Primary Room 15, a Barbie Cake for Shaina in Middle Primary Room 19 and a Fairy Bread Cake for Matthew in Secondary Room 3 and a Fairy Bread Cake for a child of one of our BSDS teachers! Our catering team loved making these special cakes, and very carefully baked and then decorated them, using piping bags to give the frosting that ‘soft serve whip’ look and decorated the Barbie cake with marshmallows and generously sprinkled 100’s and 1000’s all over creamy white buttercream frosting. We were delighted to deliver the cakes to their class parties on Friday 12th October.
HALLOWEEN THEME DAY
On Wednesday 31st October we are holding a whole school HALLOWEEN dress up day. We would like to invite your child to dress up for the day to help us celebrate. There will be lots of fun Halloween activities at school. Please dress your child in “positive non-scary costumes” – some ideas are super heroes, pumpkins, ghosts, wizards, skeletons, pirates... We can’t wait to see the creative ideas and are looking forward to a fun-filled day!

BSDS COLOUR RUN
We are so excited to announce that we are holding our very first ever BSDS Colour Run on Thursday 13th December. More details will come and we can’t wait to share with you our plans for this wonderful day of colour, movement and exercise.

What is a Colour Run you ask?? The basic idea is very simple. We all know that running delivers a boost of feel-good endorphins, but the Colour Run amplifies those happiness-inducing chemicals ten-fold because of the social experience and the colour of the event! Traditionally participants wear white tops and at different points along the route they run through coloured (washable!) powder that brightens their footprints and of course their white tops! By the time participants cross the finish line there is every colour of the rainbow visible. The coloured powder used is of course totally safe, biodegradable, easily washable and very, very colourful!

We will plan our BSDS Colour Run to ensure that there is plenty of vibrant colour to add to the feel of the day, whether this be with balloons, streamers, coloured clothing or coloured powder. The colourful planning is underway and we will keep you posted with our plan for this wonderful, whole school event.

BSDS CONCERT
When: Wednesday 14th November 2018
Time: 5:45pm for a 6pm start - 7:30pm.
Where: Aitken College
1010 Mickleham Rd, Greenvale
Cost: $10 per ticket
Available to pre-order:
$15 DVDs  $5 Programmes
WONDERFUL NEW SPACES TO PLAY!

After much research and planning to find ‘just the right’ type of playground equipment to install in our yards, these school holidays saw two lovely play spaces come to life. The gorgeous natural wood play space at Dimboola Road is stunning, and features a variety of balancing and core stability pieces, which afford the students the chance to engage in ‘follow the leader’ type activities! Our multileveled playground at Sorrento Street has filled the gap where our very old playground piece used to be, and this fresh new play equipment has been a smash hit with students and staff! It is always in use, at play times and class time, with our students really enjoying the range of challenging movement, balance and planning and play opportunities it provides!
SHANE’S STUNNING DESIGN WORK

Congratulations to Shane for some beautiful painting this week during his classroom programs. During a follow up art extension activity, he picked up some cotton balls using a peg, dipped them in some paint, and created a colourful butterfly. This fine motor control is quite challenging and Shane showed great focus and persistence to carefully open and close the peg to secure the cotton ball and was very gentle as he dipped it into the paint.

Shane did the same pattern on both wings, and also used a cotton bud to create some smaller dots on the butterfly’s wings. Shane was so proud of his design. Well done Shane! We were so impressed with your concentration and stunning butterfly art work.

DANIEL’S AWESOME START TO SCHOOL LIFE AT BSDS

Room 15 are so excited to welcome Daniel to our class for a busy and fun Term 4. Daniel has already made friends with his classmates - playing with the trains and practising for the school concert. He has enjoyed exploring the yard and loves the bikes. We have been amazed by how quickly Daniel has settled into his new school and how engaged he is in his classroom programs and with his peers. Congratulations Daniel on such a great start!

ZAIN’S FRIENDSHIPS GROW AND GROW

It has been wonderful to watch Zain become so confident when engaging in different environments and teaching and learning contexts, whether that be out in the yard or even at the local park. Zain has also been building amazing friendships with other students in the yard. She is always there for her friends – whether they need a big push on the swing or a quiet chat, she is always the first to offer to help out.
NDIS PREPARATION - HOW CAN BSDS HELP?

The Planning Meeting
Many of you will have or soon will be receiving a phone call from the NDIA (National Disability Insurance Agency) to arrange your first appointment. At this appointment, you will have the opportunity to meet in person with the planner from NDIA and the Local Area Co-ordinator (LAC). Our Local Area Co-ordinators are through ‘Brotherhood of St Laurence’.

At this meeting you develop your ‘plan’ for your child. This includes all the supports and services you would like to receive for your child for the following 12 months.

It is important to talk openly about what your child’s needs are and what day to day life is like for you and your family so the planner can help you identify the most relevant supports to put in your plan.

What supports can you ask for in your plan?
There are a wide range of things you can access through the NDIS plan for your child.

The following are supports and services that you may be able to include in your child’s plan:
- Support with daily personal activities
- Transport to enable participation in community, social, economic and daily life activities
- Therapeutic supports including behaviour support, occupational therapy, speech pathology, physiotherapy
- Help from skilled personnel in accessing aids or equipment assessment, set up and training
- Home modification design and construction
- Mobility equipment
- Vehicle modifications

Increasing a child’s independence, social participation and access to the community are key areas that the NDIS will help address.

Can Broadmeadows SDS help us?

YES! Let your child’s teacher know when your appointment is and we can write a letter outlining some of the supports you may like to include in your plan. You can take this along to the meeting.

If you have any questions regarding the NDIS plans and how Broadmeadows SDS can help please feel free to call Megan Adams (Assistant Principal) or Lucy Sutherland (Therapy Co-ordinator) on 9302 1244 or speak to your child’s teacher.
NDIS PRE-PLANNING ASSISTANCE

Have you had a letter or phone call from the NDIS and are unsure what to do next?

Staff from the BIG Steps Early Childhood Intervention team at DPV Health (formerly Dianella Health) are available to help families with NDIS pre planning. DPV Health is registered under NDIS to deliver multiple services that provide a ‘one stop shop’ for your health and social needs. We focus on you and your needs and provide services at home or in the community.

A staff member may also be able to attend the planning meeting at the NDIS office with you to support you.

The more information and reports you can take to the meeting the better outcome you will have for your child/ren.

Please phone the office on 8301 6200 to arrange a meeting.

YOORALLA’S FREE, ONE-ON-ONE NDIS SESSIONS

Unsure about what the National Disability Insurance Scheme (NDIS) means for you, how to access it, how to prepare for your planning meeting, or what to do when you get your NDIS plan? Yooralla hold free, one-on-one NDIS discussions, to help people with disability and their carers to understand the NDIS, no matter what stage of the NDIS journey they are in.

We can explain how the NDIS works, how to access it, how to prepare for your NDIS planning meeting, and if you have your plan how to make the most of it - all in easy to understand language. This is not a group session. This means that you can discuss your personal circumstances and needs in private - and have your questions answered.

"The information that was shared with me was specific to my child and was less general, unlike larger sessions I’ve been to." - Nicky from Glen Eira

"The one to one session was really beneficial because ... I was able to ask questions about our son’s needs with a person who was very knowledgeable in the area and took the time to listen and respond." - Heather from Manningham

"Your advice was succinct and understandable, unlike some of the waffly meetings I have attended." - Lesley from Bayside Peninsula

“I can’t keep my head in the sand much longer, I need to do some training for preparing for the NDIS, that’s why I am here” - Sarah, Bayside Peninsula

Book now for your free one-on-one discussion with Yooralla’s Community Engagement Team.

Flemington
Dates: Monday 8 October  Thursday 11 October  Thursday 1 November
Venue: Flemington Community Centre 25 Mt Alexander Rd, Flemington

Broadmeadows
Dates: Monday 12 November  Tuesday 13 November  Wednesday 14 November  Thursday 15 November  Monday 26 November  Tuesday 27 November  Wednesday 28 November  Friday 30 November
Venue: Hume Global Learning Centre 1093 Pascoe Vale Road, Broadmeadows
OUR RDA WORK EXPERIENCE GROUP ATTEND A SPECIAL CHARITY LUNCH

As recognition for their community engagement across the year as Work Experience Volunteers at RDA Oaklands, a small group of Secondary students have been invited to two charity day lunches, accompanied by RDA Oaklands. The event involves a lunch and viewing of a special charity greyhound race. The charity day lunches are held at The Meadows, Broadmeadows, and have a range of other schools and charity organisations invited. We are thrilled to have been invited to attend this special event and are proud of our students for their community involvement this year in the Work Experience program.

This week, after the first of two lunches, the students returned beaming with excitement and couldn’t wait to share what they saw, what they ate for their delicious lunch and how the races went. They were so elated to be able to present the big cheque to RDA Oaklands when they were awarded $600.

Immediately after the event, we received the following feedback from Friona Orr, who coordinates Oaklands RDA:

“It was an absolute privilege to be able to spend time with these amazing young adults today. I feel so proud of the way they conducted themselves in a totally different environment and greeting new people. Having not seen them for a couple of months, they have matured & become so confident. I’m sure you will hear all about the day and see photos. We had lots of fun. Thank you. Fiona Orr.”
The students in Room 1 have had lots of fun re-connecting with their friends after the break, playing chasey in the sunshine, ‘cooking’ in the sandpit and exploring our new games and programs in the classroom. They have jumped right back into their learning programs starting with a unit on Gardening. They are enjoying learning all about planting and growing seeds by exploring the story *Jasper’s Beanstalk* - reading, drawing, counting and engaging in lots of sensory play experiences. We can’t wait to make our own garden and watch our plants grow!
SECONDARY CELEBRATIONS

ALETA’S AWESOME HYDROTHERAPY SESSION
This term the physiotherapists at BSDS have commenced a hydrotherapy program for some students to work on specific goals in the pool. Aleta is the first student to start hydrotherapy with her physiotherapist and her smile says it all. The pool is the perfect environment for Aleta to work on her standing and walking, and to relax and stretch her muscles. We were absolutely blown away by Aleta’s effort in her first session in the pool – she didn’t stop smiling and her energy spread to all those working with her in the water. We look forward to growing this program in 2019 and seeing Aleta continue to flourish in this program!

STEVE AND MAIKEL’S FRIENDSHIP SHINES AS THEY SPEND A MORNING CRUISING ON THE BIKE
It was delightful to see two friends enjoy the simple act of riding together, demonstrating their impressive communication skills to steer left, right or to slow down as they joyfully navigated around the yard.

EMINE’S GREAT FOCUS AS SHE USES HER NEW REGULATION REFLECTION WORKSHEET
This term, Emine has been introduced to a new emotional regulation tool – a “think about it” self-regulation visual worksheet. Emine showed focus and concentration as she sat calmly in a bean bag and worked her way through each line of the worksheet, circling answers to direct her focus on what she needed with the support of staff.
Children's Week celebrates the right of children to enjoy childhood. It is also a time for children to demonstrate their talents, skills and abilities. Children's Week is supported by the Australian Government of Education and Training. “Children’s Week is a fantastic opportunity for families to do fun things together and also celebrate the amazing talents, skills and achievements of Victorian children. I urge local families to find out what’s happening near them and get involved,” Minister Mikakos said.

Some free events occurring around Melbourne include:

- An exhibition at Birrarung Marr celebrating five years of the Picture Book Program which has so far published 13 books with the help of more than 220 families.
- Animal Farm at Allnutt Park in McKinnon, which will allow children to see and play with the animals.
- The Government is also partnering with the Alannah & Madeline Foundation for the inaugural Buddy Run to be held during Children’s Week on Sunday, October 21st. The community event, which includes a 1km fun run at Alexandra Gardens, aims to promote taking a stand against bullying. Details can be found at: education.vic.gov.au/childrensweek or buddyrun.org.au
- Hume Universal Children's Day 2018 - Hume City Council, in partnership with the Victorian Government and a variety of early years partners, presents Universal Children’s Day. Join us at Broadmeadows Aquatic and Leisure Centre from 9.30am on 24th October for a full morning of play and learning activities. Enjoy multicultural crafts, storytelling, games, an animal farm and much, much more. Lunch will be provided. This is a free event.
Recently, popular projects in Hume had the chance to win a share of the State Government’s $30 million Pick My Project fund. The State Government announced the winning community project ideas last week after counting the number of votes submitted by the Victorian public.

Of the 237 winners, four were selected in Hume. LifeHouse Church in Westmeadows received $175,000 to spend on a multi-sensory play room for children with special needs. It will not only meet the therapeutic needs of children but will enable valuable respite time for parents, families and carers.

Catering for people with a wide range of disabilities and impairments, the room will be open and available for use by all - regardless of race, religion, background or circumstance. This facility will foster a stronger sense of inclusion and support, bringing together those affected by special needs in a meaningful way. This dedicated space will include soft play objects, lighting, sound and colour effects where sensory stimulation can be controlled and children can explore and interact without risk. A multi-sensory room will support children with Autism, sensory impairments and/or other developmental disabilities in a specifically designed environment to learn and build confidence. It will be used in the delivery of one-on-one professional care services, as well as regular sessional programs.

Project co-ordinator Ellie Lawler said it was “totally awesome” that 708 people voted for their idea. “Even bigger than the facility itself is the recognition it provides for families with special needs,” she said. “It tells them they’re important and we value them.” Breallyn Wesley said her daughter Imogen would benefit greatly from the new play room at LifeHouse Church in Westmeadows.
Learning Beyond Words

TEACHING AND LEARNING PROGRAMS AT BSDS

THE IMPORTANCE OF SENSORY PLAY FOR YOUNG AND OLD!


As a parent, helping your child learn is one of the most important things to you, and sensory play is a fun and engaging way for your child to excel in many different areas. Sensory play encourages scientific processes because problems are solved using the five senses: sight, sound, smell, taste, and touch. By stimulating your child’s senses, you are helping them develop creatively, socially and emotionally, cognitively, linguistically and physically, simply by playing with them. By stimulating your child’s senses you are helping their brain develop because when a sense is engaged, neural pathways are being created to assist with further learning in later years.

You have probably seen your child play with the most inexpensive “toys” like a paper towel roll, a pot and a spoon, or straws or filter rice or tanbark. Your child is using anything and everything to explore the world around them. Encouraging this behaviour will benefit you and your child - by letting your child explore and create you provide opportunities to talk about what is happening in any given activity.

Sensory play is not only important for pre-schoolers and younger children but for Middle Years and Secondary students too – the key is just finding the right ‘sensory play’ experience. Don’t be worried that your older child won’t be interested in sensory exploration - think about it, as adults, we love the chance to play with slime or playdoh or to roll sticky biscuit dough in our hands too! Budding scientists and teens that enjoy cause and effect and visual effects will love science experiments like making colourful explosions with bicarbonate of soda, food colouring and vinegar. Lots of STEM themed websites will have great hands on experiments. Does your child like scent and texture? Home made bath products are the perfect way to encourage teens to engage in sensory exploration, whilst making something beautiful for the bath or as a gift. The kitchen is filled with sensory experiences – any baking activity will bring tactile, visual, scented and deep pressure input. For older children, think of pliable fondant as an older version of playdough! And of course, the slime craze is taking over YouTube so there is no doubt that your child will be keen to join in the slime making fun.

When your child is encouraged to use multiple senses to accomplish a task, they will learn more from the experience and retain more information. This idea does not change as you get older, even adults retain more information when multiple senses are engaged!

Even adults create new neural pathways in their brains when engaging in sensory play! This brain stimulation, whether we are young or older, will assist in creative thinking, problem solving, sensory integration, cause and effect awareness, patience, persistence, focus and concentration, even scientific thinking and hypothesis creation.

Sensory play is a vital part of growing and learning and extremely important in developing healthy sensory integration in all children. It can be messy, clean, edible, and scented, but most of all, FUN!

Don’t be afraid to try something new. This is a great time to bond with your child and create memories that will last a lifetime. The possibilities are endless. You can encourage sensory play through sensory bins, activities, or even in the garden and around the house. While sensory play does not have to be set up and managed with fancy materials, it can be fun to set up “invitations” for your children to join in the play. By adding colour and variations to the sensory materials, you make the activity exciting while integrating senses even more.
HALLOWEEN SENSORY EXPLORATION FOR ALL AGES!

Creepy Rice Cauldron – A dry play experience, full of filtering fun! Start by putting half the rice in one ziplock bag and the pasta in the other. To the rice bag, add 12-15 drops orange colouring and about 2 tablespoons of vinegar. Shake for 1-2 minutes. To the pasta bag, add 12-15 drops of black or purple colouring and about 2 tablespoons of vinegar. Shake for 1-2 minutes. Repeat this step again if the pasta is not dark enough. Let these dry for a few hours or overnight. When dry, pour the rice and pasta (your bats!) into the cauldron, add some small toys, and mix all together. Now just dig away to feel and find all the fun Halloween toys!

Googly Eye Soup – Simply fill up a deep tub/container with water and add some food dye. Add in some googly eyes (available from most $2 stores and Kmart) and add in some scooping and stirring equipment – then let the fun begin! If you are feeling really creative, make the soup with jelly and take the jelly out of the fridge just before it is set.

Magic Halloween Foaming Spiders – Wow - they shoot out rays of coloured foam and disappear into a mound of fluffy coloured foam, leaving baby spiders behind! Start with a mama spider. Add her to your vinegar and watch the coloured rays of soap foam shoot out! Add more spiders and watch the shooting foam rays grow into mounds of fluffy coloured foam. Eventually the spiders disappear, leaving behind mounds of fluffy coloured soap foam! Ready to make your own? You'll need:
- baking soda
- white vinegar
- washing up liquid
- water
- food colouring
- pipe cleaners
- small plastic spiders
- wax paper

Take two pipe cleaners, fold them in half and cut them. Fold the cut pipe cleaners again and then cut one more time. Bend each of the eight pipe cleaner legs slightly and set aside. In a bowl, measure out ½ cup of baking soda and add ¼ cup of water and food colouring. Mix well until all the baking soda is damp and all the colour is well distributed. Grab a handful of the damp baking soda and add some small plastic spiders to the centre. Add another handful of the baking soda on top and mould it into an oval (spider abdomen). Place the abdomen on a sheet of wax paper (using a tray underneath the wax paper will make it easier to move). Add four pipe cleaner legs to each side of the oval spider abdomen. Next, take the remaining damp baking soda and form a head. Place the head such that it is pressed firmly against the body - this will ensure that the head and body freeze together. Repeat for as many spiders as you'd like to make.

Move the finished spiders to a freezer for at least 6 hours or overnight. Prepare a shallow bin or dish with vinegar and several squirts of dish soap (2-3 squirts per spider is good). Swish gently - just enough to barely mix the soap and vinegar. Add your spiders and watch coloured foam shoot out as they slowly dissolve.

Coloured Spaghetti and Eyeball Halloween Sensory Bin - Cook the spaghetti according to the instructions. Drain the spaghetti and rinse with cool water. In a small bowl, mix approximately 4 tablespoons white vinegar with about half the bottle of neon purple food dye. Add the mixture and the spaghetti to a large ziplock bag and seal tightly. Mix the spaghetti and dye around in the bag until it’s completely saturated. If you can wait - let sit for 1-2 hours to get completely absorbed. Rinse the spaghetti in cold water, then place in the activity tray with the eyeball bouncy balls. Set out any tools for your child to explore their Halloween sensory bin.
Room 17 has been very busy this semester learning to create, draw, and write stories. Our students have produced some remarkable comics, including "Mario’s Mistake" by Daniel, "Rapunzel" by Fiona, "The Three Brothers" by Ziad and "Winnie the Pooh" by Logan. Students learnt to draw their stories in a comic form and learnt to draw images and illustrations of scenes that told a story. Some students also worked on creating and telling a story after being shown a photo as inspiration for their tale. We are so proud of Room 17’s creativity and imagination!
Comics are great teaching tools! Here are just a few ways reading and writing comics can help with literacy:

- The pages of a comic book feature small chunks of text. Comic books serve as great stepping-stones to longer, more complex texts. In comics, readers are provided with details without the use of a lot of words.
- Comic book illustrations are not only motivating, but also instrumental in promoting comprehension. Students must use the details in the text and illustrations to arrange the comic panels in sequence.
- When reading a comic book, students must read between the lines. This is a wonderful way in which to teach students to draw inferences and synthesize information.
- Comic books offer exposure to new vocabulary in a high-interest context. Students learn new terms through word usage with illustrative support.
- Comic books contain basic story elements such as setting, characters, rising action, climax, action, and resolution. Students can create a story easily within a comic strip without the ‘pressure’ of writing a longer, text based story.
- Comics are great ways to teach the use of question marks, quotation marks, capitals and full stops.
Middle Primary classes have been learning about the weather in Science. Rooms 15, 18 and 20 went on an excursion to Lego Land to learn more about the weather. We went into a hands-on workshop and learnt about the different seasons. We built weather scenes with Lego, talked about changes in the weather and seasonal events. We also looked at all of the Lego buildings which formed a replica of the city of Melbourne, helped to build a Lego town, went on an indoor playground and watched a 3D Lego movie!
This week Secondary Room 12 celebrated World Food Day with a blind taste test in Science. Students investigated the following hypothesis: Can you tell what colour jellybean you are eating without looking?

As a group, student tasted different jellybeans and guessed the colour that they were eating. Students were encouraged to think about what flavour they could taste and were asked to associate a colour with that flavour. Then we put the data into a table to see if the majority of subjects (the students) could determine the colour that they were eating and ... GUESS WHAT?!? According to the data collected the students determined that they could tell what colour jellybean that they were eating...well...all except yellow.

**SCIENCE IS AWESOME!**

Why is this so? Your nose and mouth have millions of tiny receptors that send information about the food that you eat to your brain. Therefore, when you eat, and in this case blindfolded, your brain receives signals from both your nose and mouth allowing you to recognise whatever tasty treat you are eating. How cool is that!

Secondary Room 12 encourages you to try this experiment at home or in the classroom. All you need is jellybeans and a willing person to eat them and who wouldn’t want to do that?
Talking about maths is important for children to develop specific language skills related to maths. Visits to the playground, or helping at home, provide rich and meaningful contexts to develop these skills. It might take time for your child to use these terms and language effectively, but exposure to ‘mathematical talk’ is so important to support future learning.

Some activities to develop mathematical language include:

- Use specific terms when asking for items. For example, ask your child to get the ‘one litre’ milk bottle from the fridge, or the ‘one kilo’ bag of flour from the cupboard.
- When cooking, talk about different measurements used, such as teaspoons, millilitres, litres, and cups. Discuss ideas about empty and full.
- As you walk, talk and play together describe your child’s movements as they climb ‘over’ the fence, slide ‘between’ the poles, and swing ‘under’ the monkey bars. This helps your child understand language related to spatial awareness.
- Sorting activities support your child to understand concepts such as ‘same’ and ‘different’. Use recycling as an opportunity to sort items to place in the rubbish. For example, paper, plastic, food waste and general waste.
- Counting is one of the first experiences of maths for young children. Learning to say numbers often begins with a favourite song or rhyme and the repetition of the number names. Children will often say the numbers before they visually recognise and identify individual numbers.

COUNTING EVERY DAY

Here are some activities and tips to engage your child with counting:

- Listen for the counting sequence in these songs and rhymes, which can all be found on www.youtube.com: Five Little Ducks / Ten in the Bed / 1, 2, 3, 4, 5, Once I Caught a Fish Alive Ten Green Bottles / Five Little Monkeys / 1, 2, Buckle My Shoe
- Children often begin by counting all objects in a group, for example fingers and toes, the buttons on their clothes, steps to the house, or their toys.
- As children move on to counting a set of objects, they begin to link each object with one number. In the beginning, encourage your child to touch each object as they say the matching number.
- When beginning to count a group of objects, children may need to arrange the objects in a line to help them count. Later they will be able to start counting from any object without arranging the objects.
- Once your child is confident, use different numbers as the starting point for practising counting. For example, start counting from 6 or 10. Ask your child to count forwards and backwards. Ask what number comes before, or what number comes after, a given number.

Counting everyday integrates early maths concept into your daily life, which is so important for meaningful learning. You can incorporate counting into everyday activities such as:

- Cut fruit into six pieces and ask your child to count the pieces.
- Count the pieces of toast you cooked at breakfast.
- Add the total number of cutlery items at the table.
- Count the number of people travelling in the car or on the bus.
- Count the number of houses as you walk along the street.
- Count how many steps it takes to walk from the kitchen to the bathroom.
- Practise counting when grocery shopping with your child (for example, counting the number of apples you put into the bag).
- Encourage your child to talk about the number of things in the pictures they draw.
THE POWER OF USING VISUAL SUPPORTS

Article content courtesy of: https://www.iidc.indiana.edu/pages/using-visual-schedules-a-guide-for-parents

Take a moment to think - what visual support do you rely on every day? How would you cope without these?

- Body movements (gestures, facial expression)
- Environment (objects, signs, natural cues like an open door)
- Sticky notes/lists/iPhone apps
- Traditional organisational tools (calendars, diaries)
- Schedules (recipes)
- Picture cues (pictures on a menu, photos)
- Video modelling (YouTube tutorials)

Everyone uses visual supports to help them through the day. Think for a minute. When you go to the grocery store, is it easier for you to remember what you need to pick up if your significant other tells you the 7 items you need to remember or if the person gives you a written list? How helpful is it when your partner takes a photo of the exact type of toothpaste they want you to buy while you are out, rather than having to rely on your memory of their complicated description of the packaging?

Think about how you organise your daily activities. Perhaps you have a calendar on your fridge that has all of your family’s appointments written on it. Perhaps you have a daily schedule with the meetings and activities you will be doing during the day. Maybe you have an electronic calendar on your phone. Most of us have some kind of schedule that is a personal way for us to organise and remember what we are supposed to be doing.

There is clear research evidence regarding the benefits of using visual schedules with individuals with Autism Spectrum Disorders and a wealth of anecdotal evidence also exists. For example, a parent was asked to share the most helpful thing that she had tried with her son (a 15 year old with a diagnosis of High Functioning Autism). She replied that a visual schedule has been the key to increasing his independence and managing his anxiety. She reflected that she wished more parents knew about the difference this would make for both their lives and for that of their child. This article will therefore outline both a rationale for using visuals and some examples of visuals that will support you and your child at home.

Why are visual supports important? Regardless of the age, or ability of a child or individual, visuals:

- Make life more predictable and reduce anxiety
- Help the individual know what to expect
- Give the individual time to focus and process
- Provide the individual something to refer back to (supports memory)
- Support social communication
- Support emotional regulation
- Encourage independence, i.e. - transitions
- Encourage consistency and procedure, expectations and routines
- Verbal language and gestures are often not enough – they may be too quick or too much to process

Reasons that parents may not use visuals at home - Despite these advantages, setting up a visual system can seem like a daunting, time-consuming task for many families. Keep in mind that the visual support doesn’t have to be perfect, computer printed and laminated like the ones you often see at workshops or that teachers use - your son or daughter is equally likely to respond to stick figure pictures that you draw on post-it notes as they are to printed images.

Visuals are not just shiny, computer produced, laminated symbols. They should be relevant, motivating, and flexible/transferable. Visual timetables and supports should take account of each child’s cognitive ability and age.

(bsds take home tips)

Respect  Opportunity  Engagement  Communication  Support

(continued over page...
Any of the following can provide visual support:

- Visually cued instruction - body language, KWS, arrangement of environment
- Real objects
- Single visual symbols
- ALDs / PODD books / electronic devices
- Social stories / scripts
- Visual schedules – either with objects, photos, symbols or written words / drawings on a whiteboard
- Timers
- Video modelling

Schedules can make a positive difference in a child’s behaviour at school or at home. When a schedule is in place, children know what is coming next and what is expected of them. Knowing what is coming next lessens anxiety because there is no uncertainty about what they are going to be doing.

As adults, we set up our day and we make our own choices, so we know what is coming next. We all can become anxious or frustrated, when directed to do something we were not expecting, or when we are abruptly told to stop a preferred activity. For children with disabilities, this is certainly true and our students may have troubling remembering or visualising, if you simply tell them how the day will unfold. A schedule makes it easier to understand, follow, and remember the expectations of the day. Also, when a schedule is in place, children get used to their routine.

What each child’s schedules look like will depend upon their individual skills and needs. Visual schedules can use real objects, real object photos, Boardmaker symbols, drawings or written text or iPhone apps. Students can use schedules no matter how old they are and the schedule can grow with the student’s needs. Visual schedules/check lists can help children focus and provide a sense of accomplishment.

First/then schedules are some of the simplest types of schedules. Simply put, it just presents what we need to do now (first) and what we will do next (then). It can be done with pictures, objects, in writing, or using apps. They are used in different ways depending on each individual. Sometimes we use them for behaviour support, such as when we think (or know) that an individual doesn’t want to do something we want them to do. In that case, we present the thing we want them to do “first” and the thing they want to do “then.”

For individuals who need to know what is happening first and then next, and may be confused by a visual schedule with more than two pictures, you can create a first/then visual using just 2 activities. Many children can learn a routine rather quickly in fact, and many children (and adults) thrive on routine. These visuals are great for strengthening the routine, but are also a way to prepare individuals for a non-routine event soon to occur, such as going to the doctor now and getting to school late afterwards.

These are just a few ideas on ways to use visual supports at home with your child. For more information about how your child uses visuals to communicate their message, make choices and how visuals are used to support their organisation, planning and independence please talk to your child’s teacher.
This is another common area of difficulty for those with tactile sensitivity. If your child is on the Autism Spectrum or has sensory processing issues or sensitivities, nail trimming can be a stressful situation for the both of you. You are not alone, and there are some strategies that may help make life a little easier and lessen the stress. These are some tips for nail trimming from an occupational therapist who works with children. Please keep in mind that every child is unique, and what may work for one child may not work for another. Also, a certain method that works for a child one day may not work for that same child the next day.

- Nail clippers can look scary. Try buying a pair of “kid-friendly” nail clippers that are more visually appealing. You can buy cute animal clippers (e.g. - in the shape of a dino or dolphin). Re-evaluate your need to use nail clippers. If your child absolutely cannot tolerate nail cutting, experiment a little. Maybe using baby nail scissors that have a rounded tip will be less irritating for your child. Or maybe even try using a nail file. It can take longer, but if your child is tolerant of the nail file versus the clippers, it might be a lot less stressful for the both of you.

- Before nail cutting, have your child squeeze play-dough, or a stress-ball or do some sensory exploration. You can give deep pressure “squeezes” to their shoulders/arms or a lotion massage. The heavy work/deep pressure input can help to reduce your child’s tactile sensitivity.

- Having your child hold a vibrating toy in his/her hands prior to or during nail clipping might help. The vibration is meant to help “desensitise” the area prior to nail clipping in the hope that it isn’t as bothersome. Another option is to “brush” each nail with a toothbrush prior to clipping each nail. Using a vibrating toothbrush combines both of these methods.

- Consider cutting nails after bath-time when the nails are the softest (this can make them easier to cut).

- Another option is pressing down gently on the centre of each nail prior to clipping. This might help temporarily reduce the sensitivity.

- Try not to cut the nail too short. Your child’s nail cutting issue may be more related to the sensation of the fingers after nail cutting (the change in nail length can be a bothersome, “annoying,” or even painful sensation).

- Please keep in mind that a child may not always have issues with nail cutting due to tactile sensitivities. It could be that he/she does not like the sound the clipper makes when it cuts the nail (the clicking noise) or becomes anxious watching their nails being cut. You may want to try letting your child listen to their favourite song on headphones during nail cutting or (as stated above) use baby scissors, which produce no noise.

- If this is a difficult activity, build nail cutting into the person’s daily routine at a similar time each day and develop a predictable routine; for example, have a bath, rub cream into the person’s hands including each nail bed, compress their fingertips gently before cutting.

- Consider where the person sits to have their nails cut. A beanbag may provide calming pressure or you could sit your child in-between your legs for comforting feedback.

- For toenails, encourage the person to walk barefoot prior to cutting toenails to help desensitise the feet.

- Depending on the age of your child and their fine motor/grasping abilities, you may want to consider asking your child to cut their own fingernails. Sometimes being in control of the situation eases the sensory discomfort. Your child may become upset when someone else is cutting their nails because they have absolutely no control over it, but may be completely okay with doing it themselves.
SENSORY PLAY / HALLOWEEN THEMED KWS VOCAB

With the excitement of Halloween approaching, this edition has included some fun Halloween themed sensory play activities for your child at home, and to go along with those ideas are some KWS tips that you can use with any sensory based activity at home.

Learning Beyond Words

BSDS TAKE HOME TIPS

- Respect
- Opportunity
- Engagement
- Communication
- Support
Learning Beyond Words

BSDS TAKE HOME TIPS

SENSORY PLAY / HALLOWEEN THEMED KWS VOCAB

Rice
- Use extended dominant index and middle fingers, palm facing body. Place this formation above open non-dominant hand, palm up, at waist height. Move dominant formation in small forward circles.

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

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

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

White
- Place dominant thumb and index fingertips together, other fingers extended and spread. Place tips of this formation on side of neck and rock formation, twice.

Orange
- Hold cupped dominant hand at corner of mouth, palm forward, close to fist twice.

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

Lolly
- Point dominant index fingertip into cheek. Keeping tip on cheek, roll formation forward and back, twice.
**BSDS TAKE HOME TIPS**

**SENSORY PLAY / HALLOWEEN THEMED KWS VOCAB**

**Paint**
How to sign it: Hold open hands, palms facing, in front of body, at shoulder height. While bending fingers of dominant hand at third knuckle, move fingertips down, non-dominant palm and back up and down twice. Can also be with non-dominant palm up.

**Spider**
How to sign it: Crook and slightly spread dominant fingers, palm down. Place on wrist of open non-dominant hand, palm down. Run dominant fingers up non-dominant love arm.

**Pour**
Also: jug, pitcher, teapot
How to sign it: With fist upright at chest height tip hand sideways. As though pouring a kettle.

**Jelly**
How to sign it: With fingers of both hands spread, palms facing downwards, hands in front of you at chest height; shake hands out and inwards a small distance, wrists stay almost still with fingers moving, in quick simultaneous movements.

**Pumpkin**
How to sign it: Start with both hands cupped slightly, fingers directed upwards. Move hands up slightly, curving fingertips inwards, so that they end pointing slightly down and touching. At the same time wrists move out and upwards in an arc.

**Sticky**
How to sign it: Rub extended pointer and index finger across back of non-dominant hand.
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honey Bubble Bath</td>
<td>$6 per bottle</td>
</tr>
<tr>
<td>Candle in a Jar</td>
<td>$10 large/$5 small</td>
</tr>
<tr>
<td>Vanilla Strawberry Donut Bath Fitz</td>
<td>$6 each</td>
</tr>
<tr>
<td>Latte Soap Cup</td>
<td>$8 each</td>
</tr>
<tr>
<td>Home Made Chocolate or Chai Latte Mix</td>
<td>$8 each</td>
</tr>
<tr>
<td>Bath Salts</td>
<td>$8 each</td>
</tr>
<tr>
<td>Bath Fizz</td>
<td>$8 per jar</td>
</tr>
<tr>
<td>Essential Oil Spray</td>
<td>$5 each</td>
</tr>
<tr>
<td>'Piece of Cake' Soap</td>
<td>$8 each</td>
</tr>
<tr>
<td>Honey, Cranberry and Coconut Granola</td>
<td>$6 each</td>
</tr>
<tr>
<td>Dino Egg Bath Fitz</td>
<td>$6 each</td>
</tr>
<tr>
<td>'Scrub and Seek' Kids Soaps</td>
<td>$5 each</td>
</tr>
<tr>
<td>Lemonade Soap</td>
<td>$8 each</td>
</tr>
<tr>
<td>Beeswax Wraps</td>
<td>$8 each</td>
</tr>
<tr>
<td>Lemon Verbena and Ginger Tea</td>
<td>$8 each</td>
</tr>
<tr>
<td>Cranberry Orange Tea</td>
<td>$8 each</td>
</tr>
</tbody>
</table>

Name: ______________________________  Child’s name and room number: _____________________________

Items requested and quantity: ____________________________________________________________________________________________

Total cost (money enclosed): ____________________________________________________________________________________________
Free, one-on-one NDIS pre-planning sessions

Unsure about what the National Disability Insurance Scheme (NDIS) means and how to prepare for your planning meeting?

The best way to make the most of the NDIS is to be prepared.

Yooralla is holding free, one-on-one NDIS pre-planning discussions, to help people with disability and their carers to prepare for their NDIS planning meeting.

This is not a group session. This means that you discuss your personal circumstances and needs in private - and have your questions answered.

Details
Date: 12 - 15 November 2018
26 - 28 November 2018
30 November 2018
Location: Hume Global Learning Centre, 1093 Pascoe Vale road, Broadmeadows
Bookings: Bookings are essential. To book a pre-planning session, please go to: www.yooralla.com.au

Contact us:
If the dates in your area are booked out, or these dates and times don’t suit you, please email us at: ndis.infohub@yooralla.com.au or call 03 9666 4500 to let us know of a date and time that suits you.
Barbie Cake $28
(12)

Ice Cream Cupcakes $22

Dinosaur Cake $20
(12) with candles

Unicorn Cupcakes

Construction Cake $27
(22cm square)

Fairy Bread Cake $20

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Proposal collection (please circle) Pick up from store is for off-site party - no transport on meat bus)

Date the cake is required by (please allow at least one week notice for preparation and please pick up the day before for off-site party)

Parent name and contact number:

Child's name:

Room number:

we would love to create a wonderful cake for your special celebration - whether it be a birthday at home, at school 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 BSSS 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!
Save the Date
Post School Options EXPO - 7th March 2019
If your young person is finishing school next year you will need to attend this EXPO

Don’t miss out on your chance to meet and chat to various service providers from Adult Day Services, Supported Employment Networks, Employment Networks, TAFE, Local Community/Council Networks, Centrelink and information on NDIS

Date: Thursday March 7th 2019
Time: 4.00 pm—7.00 pm
Location:
Hume Global Learning Centre
1093 Pascoe Vale Road,
Melbourne VIC 3047

For further information: Katy Brindle
Broadmeadows SDS—Sorrento Campus
Sorrento Street Broadmeadows 93021244
FOOTSCRAY HOCKEY CENTRE
FOGARTY AVENUE, YARRAVILLE

STARTING MONDAY
OCTOBER 15TH
6 WEEK SEASON
4:30PM-5:30PM

FUN, FRIENDSHIPS + FITNESS FOR LIFE!
AAA HOCKEY SIXERS!

CONTACT: GEORGIA CUTRALE - 0451 991 737

REGISTER TODAY, DON'T MISS OUT!
www.hockeyvictoria.org.au/AAAsixers
Mood bands help children tell you how they feel, turn them over to illustrate feelings such as ‘It’s all OK’ or ‘It’s not OK’ / ‘I want to talk’” or ‘I’m not ready to talk’.


Sue Larkey’s resources offer a chewable nontoxic bangle that doubles as a communication aid and message to others. Simply show the side that represents how the person is feeling. The red side says Leave Me Be with an angry face and the green side says Talk to Me with a happy face. BPA, lead, latex, phthalate free silicone jewellery.
SPECIAL CHILDREN’S PARTY MELBOURNE SHOWGROUNDS

We have been offered a limited amount of tickets to the Special Children’s Christmas Party on Saturday 15th December, which is always a very special family event.

As numbers are limited in each age group listed below, we ask that parents request their tickets on a ‘first in/first served’ basis. All families that apply for tickets will be notified if they have been successful or if they have not received tickets on this occasion.

Tickets admit one student and a parent. We will limit tickets to one ticket per BSDS student please. Siblings may attend under the ticket but will not receive a gift on the day.

More details will be forwarded about the event with your tickets should you receive them. Please fill in the form below and return it to your child’s teacher ASAP.

CHILD’S NAME: _____________________ ROOM NUMBER: _________

GIRLS

| Yellow wristbands – Aged 5-6 |  |
| Blue wristbands – Aged 7-9 |  |
| White wristbands – Aged 10-plus |  |

BOYS

| Yellow wristbands – Aged 5-6 |  |
| Blue wristbands – Aged 7-9 |  |
| White wristbands – Aged 10-plus |  |
POSITIVE RELATIONSHIPS, RESILIENT FAMILIES WORKSHOP 1 –

CYBER SAFETY - UNDERSTANDING AND MANAGING YOUR CHILD'S TECHNOLOGY USE

Hume Council Event

<table>
<thead>
<tr>
<th>Date and Time:</th>
<th>6:30pm, 14th November 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>Sunbury Youth and Library Centre</td>
</tr>
<tr>
<td>Address:</td>
<td>51-53 Evans Street, Sunbury 3429</td>
</tr>
<tr>
<td>Cost:</td>
<td>Free</td>
</tr>
<tr>
<td>Contact:</td>
<td>Youth &amp; Community Relations Officer</td>
</tr>
<tr>
<td>Telephone:</td>
<td>9205 2565</td>
</tr>
</tbody>
</table>

Are you worried about your child:
- spending too much time connected to digital devices?
- not enough time playing outside, reading or interacting with friends and family members?
- accessing websites and games that may not be age appropriate or safe?

Parentzone Northern and Hume City Council are working in partnership to bring you this interactive workshop on cyber safety.

Join the conversation and get practical tips on:
- setting up a cyber safe home
- using parental control technology to help your children have fun on the web
- healthy screen time
- staying safe online.

Light refreshments provided. Please let us know if you have any food allergies or special dietary requirements. This workshop will best suit parents and carers of young people aged 12 - 24. Book your free place with Eventbrite - [https://www.eventbrite.com.au/e/cyber-safety-tickets-50838096114](https://www.eventbrite.com.au/e/cyber-safety-tickets-50838096114)
BSDS 2018
School Concert

When: Wednesday 14th November 2018
Time: 5:45pm for a 6pm start - 7:30pm.
Where: Aitken College
1010 Mickleham Rd, Greenvale
Cost: $10 per ticket
Available to pre-order:
  $15 DVDs
  $5 Programmes

Get in quick! This year families can initially purchase 2 tickets, with the option to request for up to 4 more ‘Wishlist’ tickets (a total of 6 tickets per family max.) First in first served! Money must be sent in with order.

Name: ____________________________ Class: _______________

PREORDERS

We would like to pre-order the following:

  ____ Tickets $10 each (max. 2 tickets per family)
  ____ Programmes $5 each
  ____ DVDs $15 each

Included is $____ for our pre-order.

WISHLIST

Please list us for ____ tickets on the Wishlist (max. 4 tickets)

(Wishlist tickets will be announced from Wednesday 7th November by phone – please do not send in any money now. There is a maximum limit of 6 tickets in total per family. We cannot guarantee Wishlist tickets and they will be allocated on a first served basis.)

Office Use only: Received _____________ Notified: ______Paid: ___ Wait list allocation: ____