



# Bendigo Special Developmental School

*"A place of excellence in education that creates inclusive communities and success for all"*

Newsletter # 8 Friday 11<sup>th</sup> June 2021

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Assistant Principal: Kirsty Phillips  
School Council President: Leah Thomas  
f @bendigospécialdevelopmentalschool

## Term Dates 2021

<b>Term 2 2021</b> Monday 19 <sup>th</sup> April - Friday 25 <sup>th</sup> June	<b>Term 3 2021</b> 12 <sup>th</sup> July - 17 <sup>th</sup> September
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## Important Dates

Monday	14 <sup>th</sup> June	<ul style="list-style-type: none"> <li>Queen's Birthday - NO SCHOOL</li> </ul>
Thursday	17 <sup>th</sup> June	<ul style="list-style-type: none"> <li>Student Influenza Vaccinations (9 years and over)</li> </ul>
Thursday	17 <sup>th</sup> June	<ul style="list-style-type: none"> <li>Parent to Parent 9 – 10.30am Guest Speaker – Kirshy McAinch Location – Kangaroo Flat Library</li> </ul>
Friday	25 <sup>th</sup> June	<ul style="list-style-type: none"> <li>Last Day Term 2 <b>EARLY FINISH 2.30pm</b></li> </ul>

### Our Values



- ✦ Driving *learning* growth
- ✦ Uniting to achieve *excellence*
- ✦ Valuing *diversity* with kindness and respect
- ✦ Ensuring *equity* of opportunity



Bendigo Special Developmental School community respectfully acknowledge the Traditional Owners of Country throughout Victoria and pays its respects to the ongoing living cultures of Aboriginal peoples.



**RESPECTFUL RELATIONSHIPS LEAD SCHOOL**





## PRINCIPAL'S REPORT

### COVID RESTRICTIONS UPDATE

As we move into a new phase of COVID restrictions across Regional Victoria, the School Operations Guide, as detailed by the Department of Education and Training (DET, has again been updated. These new changes will take effect from today, Friday 11th June 2021.

Some of the existing restrictions remain in place. These include;

- No visitors are permitted onsite
- School tours, transitions, and visits are not permitted
- Face Masks must be worn by all adults whilst moving around the school, and are optional for students
- Additional high touch cleaning remains in place
- The restriction of movement across the school, as in, the mixing of students and staff, is to be limited.

However, some other restrictions have been lifted. These include;

- The indoor pool can operate
- Students may resume community access and work skill related activities that occur in the community, for example, travel training programs
- Sport programs, both contact and non-contact can occur

As always, the requirement for students and staff who present with any symptoms of COVID19, or are unwell in any way must not attend school, and, if deemed to be showing these symptoms at school, must immediately be isolated (with supervision) and collected from school.

I understand that it is a continued frustration for many of you that you cannot come onsite. It is not something that we enjoy enforcing, as our connection with our families is at the forefront of our

beliefs and priorities at school. I am hopeful that this particular restriction will not be in place for too long, and we will be able to welcome you all back onsite very shortly, as we have before!

If you do, however, have any questions or concerns about the current restrictions and protocols in place, please do not hesitate to make contact with me.

### POSTPONEMENT OF THE DEBUTANTE BALL

Coupled with the restrictions for schools, there are also restrictions across the wider community. One such restriction that currently exists in regional Victoria is the limit of members of the public in hospitality and entertainment venues to a capped total of 150 patrons. This has a direct impact on our Debutante Ball planned for Friday 18<sup>th</sup> June 2021. The current cap falls well below the 250 plus patrons that we would require to be allowed in order to ensure all the family and friends of our Debutante's being able to attend next Friday.

As a consequence, we have made the disappointing decision to postpone the Debutante Ball. We have been able to secure another date at the All Season's in Bendigo for Friday 10<sup>th</sup> September 2021. We are hopeful that this will allow us to stage the "Dancing under the Stars" 2021 Debutante Ball in its full capacity. All of the monies paid for tickets will be transferred to the new date, and the students will continue their preparations. The bright side is that they will be star performers on the night, with a much greater chance to practice, and of course, we will all be able to share this incredibly important event on our school calendar, together.





### **PYJAMA DAY!**

It was a wonderful time, with the onset of the chilly weather, to wear our warm and cosy pyjama's to school last Wednesday. I personally enjoyed kicking around in my UGG boots and purple flannel PJs. The opportunity to do something a little bit different is always fun, and an important part of identifying "Positive Coping Strategies". Learning about "Positive Coping Strategies" is part of our Resilience, Rights and Respectful Relationships studies here at Bendigo SDS, and has been the focus of our learning this term.

You can find out more about Respectful Relationships here

<https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx>

Or by Googling 'Respectful Relationships Victoria.

At Bendigo SDS when teaching "Positive Coping Strategies" we use the "Zones of Regulation". You can find out more about the "Zones of Regulation" here:

<https://www.zonesofregulation.com/index.html>

### **REPORTING**

We are in the final stages of completing the Semester 1 reporting process. The written report is the last part of a much longer process of assessment through moderation by our teachers on all aspects

of student learning. Staff come together in Professional Learning Communities (PLCs) and complete ABLES (Abilities Based Learning and Education Support) assessments in several areas for each student. These assessments gauge a student's skill levels through observation in everyday school and classroom contexts. Staff have long discussions about what they have witnessed each student be able to write, say, do, draw or show, to demonstrate the ability to complete a skill. Teachers also assess student's attainment against the Victorian Curriculum Learning Levels, which is the overarching framework that students in all Victorian schools are taught and are assessed against. The end result is a very comprehensive assessment; created by a number of professionals working with your child, on the skills they are able to proficiently display on their own; what they need staff support with, and what are the next steps for their learning. Reports will be sent home on Wednesday 23rd June, and you will have an opportunity to talk through the report in more detail with your teacher on the Student Achievement Conferences to take place in week 2 next term, Thursday 22nd July. However, if you have any questions in the meantime, please contact your young person's teacher.

**Kirshy McAinch Principal**

**Happy Birthday!**

## **BIRTHDAYS**

**Happy Birthday!**

16 <sup>th</sup> June	<b>Brianna</b>	Room 1/2	17 <sup>th</sup> June	<b>Lachlan</b>	Room 19
22 <sup>nd</sup> June	<b>Dianne</b>	Room 20	24 <sup>th</sup> June	<b>Ester</b>	Room 1

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## BUSES

BUS	DRIVER / CHAPERONE	TELEPHONE
Heathcote	Gary & Jodie	0435 900 890
Huntly	Graeme and Nicole	0428 261 802
Fryerstown/Castlemaine	David & Debbie	0409 421 500
Kyneton	Steve & Raelene	0428 236 271
Lockwood	David & Kim	0428 271 824
Strathfieldsaye	Steve & Joy	0427 287 843
Serpentine	Peter & Janine	0427 380 040
Spring Gully	Chris & Heather	0428 159 660
Wedderburn	Shaun & Kathy	0437 108 408



## WELFARE AND FAMILY SUPPORT TEAM



**Parent to Parent Thursday 17<sup>th</sup> June : 9 – 10.30am Kangaroo Flat Library**

**Guest Speaker: Kirshy McAinch**

**"Supporting the Characteristics of ASD" - Part 2**

Those who attended **"The ASD Brain" – Part 1** will know what an amazing wealth of experience our principal brings to this area of learning. Come and listen, ask questions and share your experiences.

**Where:** the new **Kangaroo Flat Library**, across the road from the school, enter down the right hand side of the library (not the main entrance). School will provide tea and coffee.

**Who:** Mums, Dads, carers and siblings are **ALL WELCOME**; stay for as long or short as you can manage.

**Hospital Passports** are an important document to support our young people, if there is ever an emergency that involves the hospital or if there is a planned procedure. This document is filled out by families and is placed in the hospital system ready for when it may be needed. This means your voice and that of your child is heard, even if there is an ever changing team of medical staff. It also saves you during a very stressful time at having to repeat yourself and to advocate for your young person. *'Nursing and medical staff please look at my passport before you do any interventions with me'* may be downloaded here <https://www.bendigohealth.org.au/Assets/Files/Example%20Hospital%20Passport.pdf> , collected from the office or download the attached forms.

Drew or Meg are able to assist you. It is not a difficult task but it could really help you, in the case of a hospital admission.





## SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT

As part of SWPBS, we are constantly trying to reinforce expected behaviours we see our students displaying daily. We do this by 'discovering' our students demonstrating the behaviours stated on our student matrix, rather than promising a form of acknowledgment (e.g. a gold ticket) if they demonstrate the behaviour. This can be done in a number of ways including specific positive verbal feedback (e.g. "Johnny, well done for walking from class to the bus bay, that is acting safely"), stickers, thumbs up, smiles, and high fives. By providing these positive acknowledgments, we foster the self-esteem of our students, and increase on-task behaviour. Below is an example of the stickers our staff use school-wide to acknowledge positive behaviours.

**Hamish Morcom**  
*SWPBS coordinator and Occupational Therapist*



## THERAPY SPOT

When our students are learning new tasks and skills, it is important that we provide the right support and level of challenge. In occupational therapy we do this by **grading** the tasks/activities. This may include gradually increasing the steps that you expect the student to independently complete, reducing the amount of physical assistance or cue provided over time, or decreasing the amount of time allowed for the task. Below is a table demonstrating a number of ways for which a task can be graded.

Uncomplicated	Example	More Difficult	Example
Discrete	Jump over rope x 1	Continuous	Jumping rope
Unimanual	Grasp toy in one hand	Bimanual	Grasping toy with two hands
Stationary	Hold toy	Dynamic	Catching a moving ball
Closed	Scribble on paper	Open	Following with pen moving target on computer
One-step	Write name	Multistep	Writing name and drawing picture
Simple	Place ball in container	Complex	Playing a game of mini-golf

Case-Smith, J., & O'Brien, J. C. (2015). *Occupational therapy for children and adolescents*. Elsevier Mosby.

Any questions on how you could grade tasks in the home environment, please do not hesitate to ask.

**Hamish Morcom**  
**Occupational therapist**



