

DATES TO REMEMBER

Wednesday 26th February

Student-Free Day—SSG Meetings ~ no students to attend school on this day

Tuesday 4th March

NDIS Information Exchange Meetings—by appointment only

Monday 10th March

Labour Day Public Holiday

Monday 31st March

Parent Information Expo including Post-School Options—Jan Lake Centre

Friday 4th April

Last Day of Term 1—early finish.

Tuesday 22nd April

First Day of Term 2

Friday 25th April

ANZAC Day Public Holiday

Tuesday 20th May

Student-Free Day ~ no students to attend school on this day

Monday 9th June

King's Birthday Public Holiday

Friday 4th July

Last Day of Term 2—early finish

Monday 21st July

First Day of Term 3

Friday 19th September

Last Day of Term 3—early finish

Monday 6th October

First Day of Term 4

Tuesday 4th November

Melbourne Cup Day Public Holiday

Friday 19th December

Last Day of 2025 School Year

BAYSIDE NEWSLETTER



Bayside
Special
Developmental
School

ISSUE 01

12 FEBRUARY 2025

Bayside SDS Acknowledges the Bunurong Peoples' of the Kulin Nation as Traditional Owners and Custodians, and pays respect to their Elders past, present and emerging

Principal's /Assistant Principal's Report

A New Year Begins

We would like to congratulate our students on a terrific start to the year. Staff spent time with students and peers to plan for changes of class and staff. We recognise that change can be difficult for many of our students and are very appreciative of the work done to support the transition into the new school year.

We experienced a slightly dramatic day two of the year, with the large fire on Chesterville Road. Although the actual fire did not pose a risk, we were concerned about the air quality as a result of the smoke. And while most of the smoke appeared to travel north of the fire, we took advice and conducted a shelter in place here at the school – spending a long day inside. Thanks to staff and students who managed this challenge so well.

Our Improvement Cycle

We are excited to have the opportunity to continue to help our school flourish and grow. Bayside has a history of continuous improvement, and has been a place of innovation for many, many years. Our current strategic plan has been finalised and endorsed, from which we have developed outcomes for the first year of the 4-year cycle.

We have two overarching goals, with a number of key improvement strategies (KIS) under each. These are:

Goal 1:

To maximise the achievement learning growth of every student.

Key improvement strategies:

Develop, document and implement a school-wide, evidence-based Teaching & Learning pedagogical framework.

Implement and embed an effective Professional Learning Community (PLC) culture.

Build data literacy to inform collaborative planning for differentiated teaching.

Goal 2:

Improve the wellbeing of all students.

Key improvement strategies:

Strengthen and implement a whole-school approach to positive classroom management strategies.

Develop and implement a whole-school approach to activating student voice and agency.

Develop and implement a whole-school plan that provides different programs and supports at different stages of schooling (juniors, seniors)—including post-school connections.

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL

4 Genoa Street, Moorabbin, 3189

Tel: 9555 4155 Fax: 9553 2476

Email: bayside.sds@education.vic.gov.au Web: www.baysidesds.vic.edu.au

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The fantastic thing about our improvement plan is that it follows on so well from work the school had achieved in previous years. For example, our pedagogical framework already has a strong basis in whole school positive behaviour support, and our assessment schedule has allowed us to collect and review individual and cohort learning achievement data. Our work as a professional learning community has had a focus on the way we write and report on individual learning goals.

Bayside Parent and Carers Group

Please see flyer and QR code attached. We encourage you to use the QR code to join the What's App group, enabling Parents and Carers to communicate about a range of events in 2025, including casual get-togethers and more formal information exchange sessions.

Please take advantage of this fantastic opportunity to be an active part of our school community.

The parent group have planned an initial catch-up over coffee on Monday 3 March at Woodfrog Bakery (just up the road) from 9:15am.



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Communications

A reminder that Seesaw is our main method of daily communication between classes and parents and carers. Parents can continue to use the same log-ins, with all new classes set up as groups. Please contact the school if you are experiencing any difficulties with the app.

A reminder also to label your child's personal items, including clothing, to help us avoid a collection of lost property.

Updating Important Information

This year you will have received a pack with information regarding contact details, medical conditions, medications and indemnities. Please review this information carefully and update any information as required. Prompt return of this paperwork would be appreciated.

Justin & Tania

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EEP ~ Ka Ling, Bridget & Aura

Hello everyone! I hope you have had a wonderful Christmas and New Year's holiday.

Welcome to EEP! This year we have Tommaso, Leilani, Jordan, Lucas, Cate and Allen returning to the Early Education Program. We have also welcomed Olive and Kobe along with their families to Bayside SDS and the Early Education Program.

Third week into Term 1 and we've celebrated two birthdays already. Happiest Birthday to Kobe and Allen, who both turned 3!

What a wonderful start it has been! I am most impressed when we have Tommy, Leilani, Cate, Lucas and Jordan on a Tuesday and to witness them all readily seated in a group session, engaging with enthusiasm and getting to know Aura. Allen, Olive and Kobe have also been exploring the classroom with excitement, interacting and building rapport with myself and Bridget.

This past week, we've been busy listening to our storybook, 'Flashing Fire Engine', and exploring the props related to the book. We've also been kept occupied with art activities, preparing a Valentine's Day card! Happy Valentine's Day everyone!

Cheers to an amazing start to the year! I look forward to many more fun activities this year!

Room E4 ~ Cheryl & Emma

Welcome back to Term 1, 2025!

Franco and Harry are the foundation crew for E4, welcoming Tida, James and Taiga for 2025.

We have started back on our routines, unpacking bags and placing personal iPads on our tables. We also have a new "check in and chat" where we see who is here, name the day and reveal the schedule. Movement breaks are important—so we have planned those throughout the day—trike riding anyone. Yes, please!

The story in focus over the next few weeks centres on a character called Brian who tries to influence his friends to give fruit a go. Seems simple enough, but Brian and his friends are piranhas, so we have a few problems. FYI, the E4 crew were really interested to see all the fruit that Brian put on the platter, however not so much the silver beet! Yucky! Our extension question focused on something else you could eat that was green apart from pees and silver beet. Cucumber was very popular! Our next question will open up the opportunity to choose something else to swim with the piranhas. An octopus, a shark or even a crocodile!

Room E5 ~ Natasha & Kate

We're thrilled to report that the first week back at school has been a roaring success! The students have settled in beautifully, and it's wonderful to see them all smiling and eager to arrive each day.

This week, we've been enjoying the delightful story of "The Dirty Dinosaur".

The children laugh heartily hearing about the dinosaur's muddy adventures and have enthusiastically participated in cleaning him up! This engaging story has sparked some fantastic discussions, imaginative thinking, and creative play, with each child coming up with their own ideas for helping the dinosaur.

We've also seen the children working together on group activities, taking turns and learning to share. These essential social skills are blossoming, and we are incredibly proud of their progress. It's been wonderful to watch their confidence grow in just a short amount of time. We're delighted with this positive start to the year and look forward to many more exciting adventures ahead!

Room E6 ~ Carly, Llywela & Anouk

Hello E6 families and the school wide community. We are so happy and settled back at school for 2025. The E6 boys have come together incredibly well. The staff have taken the time to get to know everyone to establish good reciprocal relationships. They have done this by getting down to their level, reading up on Learning and Behaviour Support plans handed down from last year, following interests, exploring locations within the school to refamiliarise and taken our settling down period slow.

So far, the library, by far, is our favourite place to be. Everyone loves to choose a book, settle down and read independently. Or seek the comfort of a teacher and plonk down beside them for a shared read. Mamoud enjoys really any book, but has specifically chosen some classic nursery rhymes recently. Anything Wiggles gets Nicholas' attention, especially finding all the pages with Simon the red Wiggle. Xavier has been having a riot of a time reading a Sesame Street themed book, alongside Anouk, making up silly sentences and outlandish comments. Khizr has been singing an old classic, Wheels on the Bus, to me.

Across some of the extra hot days, we have spent lots of extra time making free choices and keeping out of the heat. We have splashed around in water play with frozen blocks of ice with various toys and letters of the week frozen solid.

Room N1 ~ Lulu, Llywela & Kayla

Hi everyone and welcome back to school for 2025!

We would like to take a moment to introduce you to the Super Six who make up N1. Aaliyah, Loki, Mitchell, Olivia, Oscar and Paddy. It's been a fun and busy first couple of weeks settling in, learning the new routine and getting to know one another.

This year our class theme is 'Shine Your Light'. It's all about highlighting and celebrating all the fun things that make us unique and special.

In our Writing with Adults session, we have started to identify all the things that we enjoy doing and that make us, us!

We look forward to bringing you along on the N1 adventure this year!

Bayside SDS Values:

Teamwork—Working in teams offers a greater sense of belonging. By emphasising the value of teamwork and the importance of collaboration we achieve better outcomes for our students.

Respect—Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them. Respect in your relationships builds feelings of trust, safety, and wellbeing.

Opportunity—We are committed to providing services, resources and encouragement that equip students and families for better outcomes, new futures, new hope and dignity.

Compassion—Compassion means temporarily suspending judgment so that you can appreciate others' perspectives or situations when they are different from your own. To be compassionate you need to be genuinely concerned about the other person or people's needs.

Community—Respect for the rights, differences, and dignity of others. Honesty and integrity with all members of the community. Accountability for personal behaviour



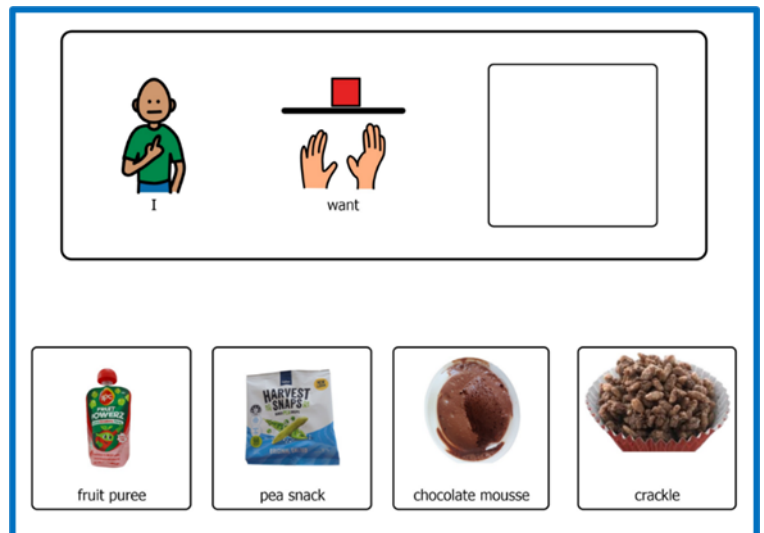
We are very happy to announce the reopening of the Southside Café in 2025! This year, Southside Café will be open on Thursdays with our first day of operation on Thursday 13 February. The Café provides real world experiences so all students, both crew member and customers, can build their social, daily living and work skills, while using their own mode of communication. Our Senior students are preparing for their roles of shopping, cooking and customer service, to name just a few!

This year our Executive Committee members, who are also our 2025 Graduands, are: Rosie, Annabel, Vignesh, Jordan, Meckenzie and Ronnie. The Executive Committee met with Karryn and Beck to taste-test and finalise the menu for Term 1. They selected past favourites, chocolate mousse, fruit puree and pea snaps, with chocolate crackles a very popular new addition.

The Term 1 "I want" request strip is used in classrooms to support students to make a food choice before coming to the cafe. Many students also use their AAC to communicate their preference.

Each week we reflect on the running of the café by seeking feedback from staff and students and make adjustments accordingly. We will keep you posted on the exciting developments we have in store for 2025 to ensure the Southside Café continues to be an accessible, inclusive and valuable learning experience for every student.

Go South!



Mental Health Practitioner / NDIS Navigator Report—Mariana Hahir



We, as parents, often wonder: What is a “behaviour”? Why does my child behave in certain ways?

In plain English, all behaviour serves a purpose; it has an origin and meaning. A behaviour is produced by the interaction of the child with their environment. All children communicate through behaviours, some more and some less than others. I like to think of it as ‘the language’ that children speak and use to communicate and interact with the world around them.

Challenging behaviours refer to persistent and maladaptive behaviours that negatively impact the quality of life, health, or safety of the child.

It is vital that, as parents, we understand and remind ourselves that every challenging behaviour is an attempt to communicate something. Putting proactive strategies with a positive connotation in place is essential. For example, if we think of children using behaviours to communicate, a proactive way to reduce these behaviours may be by teaching them ‘another language,’ and by this, I mean a different way of communicating.

Some children may start communicating through the use of words, while others may use Proloquo2Go, iPads, picture books, key word signing, etc. It is important to step back and think, what is this child trying to tell me?

As children become more accustomed to communicating in a more adaptive way, behaviours should start to decrease.

Common behaviours such as disrupting and interrupting, refusing to follow instructions, absconding, or running away are frequently used by children when they are trying to communicate what might be happening for them in the moment, including the strong emotions they may be experiencing.

By increasing children’s ways of communication, we may actively decrease challenging behaviours. In other words, increasing communication skills is an intervention and a vital component that attempts to reduce maladaptive behaviours. These interventions aim to construct and build upon more appropriate social and behavioural skills that enable children to replace challenging behaviour with a more functionally equivalent behaviour that serves the same purpose.

Lastly, it is important to mention that consistency is imperative to successfully increase communication skills. This may be achieved through working together in partnership with the school, health professionals, and at home (Royal College of Psychiatrists, 2007).

In summary, the main goal is to improve children's quality of life and build positive, functional communication and relationships.