

**DATES TO  
REMEMBER**

**Monday 19th—Friday  
23rd February**

SSG Week

**Monday 11th March**

Labour Day Public  
Holiday

**Tuesday 19th March**

NDIS Information  
Exchange Meetings

**Thursday 28th March**

Last Day of Term 1—  
early finish for students

**Monday 15th April**

First Day of Term 2

**Thursday 25th April**

ANZAC Day Public  
Holiday

**Tuesday 4th June**

School Photos Day

**Monday 10th June**

King's Birthday Public  
Holiday

**Friday 28th June**

Last Day of Term 2—  
early finish for students

**Monday 15th July**

First Day of Term 3

**Friday 20th  
September**

Last Day of Term 3—  
early finish for students.

**Monday 7th October**

First Day of Term 4

**Tuesday 5th  
November**

Melbourne Cup Public  
Holiday

# BAYSIDE NEWSLETTER

ISSUE 01

14 FEBRUARY



**Bayside**  
Special  
Developmental  
School

Dean is part of our gardening program at Naranga School. Monday last week Dean and Alan – Naranga's maintenance person came up to Bayside, mowed and edged most of the school. It was well overdue. They were both well received by staff. Some students watched intently as they went about their work. Our mowing maintenance program was created to engage students who struggle in the classroom. The students shadow Alan developing their skills. Dean works independently, mows with the ride on mower and uses the brush cutter. Dean would be the first to say that he is Alan's right hand man.

Shaun Bacon

**BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL**

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Email: [bayside.sds@education.vic.gov.au](mailto:bayside.sds@education.vic.gov.au) Web: [www.baysidesds.vic.edu.au](http://www.baysidesds.vic.edu.au)**Bayside Newsletter**

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

**Acting Principal's Report**

Welcome back to 2024. I hope you had a great break and now that we are more than two weeks in, we have settled back into our programs for the year. It has been a smooth start with all the staff excited to see the students, as were the students excited to see the staff. This was evident by the smiles on their faces and their eagerness to engage.

As an ongoing process of continual improvement, we have reflected on our programs and we have decided to make some exciting changes for 2024. Some ideas have been talked about for some time, and the time was right to make those changes. They are programs that will continue to engage a broader range of students, with the ongoing focus on life skills, socialisation and with the older groups, the opportunity to work with multiple staff preparing them for the future. Tania has gone into detail on

the Café program and new sports engagement program. However, as you know, there are high demands on time and some programs needed to finish to make way for the new ones. After consulting with School Council, feedback from the school community and leadership, it was decided to take time away from Riding for the Disabled (RDA) and invest those resources into the new initiatives. This decision was not taken lightly, and was considered for some time. I would like to acknowledge the long standing partnership with RDA and a number of our students have benefited from the program over many years.

It is that time of year when positions on School Council become vacant. We are currently looking for parents from our school community to consider nominating for a role. They are two year positions. School Council is vital to support the

running of the school. It is an opportunity to add extra value and learn a little more about the running of the school. More information will come later this week. If you are thinking about it and would like more information, feel free to contact myself or Tania.

As you are aware the announcement, that Justin Walsh the new Principal, will start in just over a week. Monday 26<sup>th</sup> February will be an exciting day for the school. Thus, this is my last newsletter before I return to Naranga School in Frankston. I have enjoyed my time at Bayside. I have really enjoyed connecting with the students and I will need to visit to get my fix. The school community has been very supportive and have shown a keen interest in engaging with me. I am fortunate to have had the opportunity, and I look forward to hearing about how the school settles into a new chapter.

**Shaun Bacon**  
Acting Principal

## Bayside Newsletter

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### Assistant Principal's Report



#### Welcome to the 2024 School Year

Thank you for all your well wishes last year. They must have worked as I am feeling much better and very happy to be able to return to work. This year I will be working four days a week with either Thursday or Friday as a non-workday.



Next week, we launch our café program and all students will be involved as either a worker and/or a customer. Certificates will be awarded throughout the year to students that demonstrate the whole school expectations—I am a communicator, I am a learner and I am safe. To celebrate the completion of a termly role by our senior

school students, work skill certificates will be presented in recognition of contribution and successful learning. This week, I will meet with the student representative body (otherwise known as the executive committee) to plan the week one and two menu. Thank you to Karryn and Beck who have been coordinating the program implementation. Please don't forget to cast your vote for the café logo.



Working with external organisations, we are mapping out new programs that focus upon dynamic participation in sports. Discussions and planning have begun with a neighboring school to create a local weekly basketball game for our seniors, and juniors will participate in gymnastics. Furthermore, I am

working with Paddy to connect with groups that offer onsite sports training and sessions.

The primary impetus for the café and Physical Education programs is maximizing active participation, skill building and offering opportunities for a broader number of students.



In 2024, we are offering parent information sessions facilitated by Sexual Health Victoria – “*Puberty and Managing Changes*”. Please save the date:

July 16<sup>th</sup> (in person) 2-3 PM or July 23<sup>rd</sup> – (online) 6:30 – 7:30 PM

Finally, I am excited to share some further changes for 2024. We have a new Physiotherapist, Brigid, who joins us each week. Also, in preparation for Emily's forthcoming leave, we welcome Occupational Therapist, Bess, who will be working with us this year.

**Tania Castro Millas**  
Assistant Principal

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## EEP ~ Ka Ling, Gemma & Natasha

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

Welcome to EEP! This year we have Layla, Will, Brooke, Jordan, Lucas and Hannah returning to the Early Education Program. They have all returned with a big smile on their faces and settled back into the routine quickly. We have also welcomed Tommy, Catie, Leilani, and Alex along with their families to Bayside SDS

and the Early Education Program.

It has been an absolute delight getting to the know the EEP students. Tommy, Catie and Will have been highly inquisitive and enjoy exploring the classroom and all it has to offer. Layla, Brooke and Alex join in with group sessions and show great enthusiasm and engagement during sessions like circle time and group reading time. Lucas, Jordan and Leilani are social

butterflies and enjoy social interactions with familiar adults and peers in the classroom.

This week, we have been busy preparing a Valentine's Day card for students to take home! Everyone has had a good time personalising their cards. Happy Valentine's Day everyone!

What a fabulous start to the year! I look forward to all the adventures this year will bring!

## Room E4 ~ Carly, Melissa & Anouk

Hi. Hello. Welcome back to 2024. E4 - a room full of boys so far - have started this year smoothly and happily.

Into the Bayside SDS fold we welcome two new families. Loki, and his mum; and Harrison (Harry) and his family. It is so nice to introduce and welcome new families into the classroom. It can be a big

step, but these boys have not skipped a beat. I'll introduce you all to them.

Loki: loves water play, music, the outdoor swing, walking and investigating, food and being part of the group. Harry: enjoys playing with trains, cars and dinosaurs, communicating with his Podd book and using some words, watching his

peers in a group setting, the outdoor swing, and joining in with the group.

In E4 we also welcome Franco, Yuki, Sam M and Oscar.

While a full room, we have very quickly worked out interests, favourite places, routines and habits. We look forward to the year ahead.

## Room E5 ~ Lulu & Neena

Hi everyone and welcome to 2024!!

This year the E5 gang consists of Akain, Mamoud, Mitchell, Paddy, Taiga and Xavier. All the boys have settled into the new space with new peers extremely well.

So far this term we have already celebrated three

birthdays in E5. Taiga turned 7, Mitchell turned 9 and Akain turned 11! All the class had a great day celebrating with balloons and bubbles!

Our theme for this semester is vehicles which the students have been loving. We have started our shared

reading sessions with the book, "Dig, Dig, Digging". The group love playing with the different toy vehicles in the book and watching videos throughout our interactive story.

We can't wait to keep you updated on our year ahead!

## Room E6 ~ Cheryl & Alina

It's back to E6 for Nicholas, Khizr and Naila for 2024. Joining them this term are Khang and Isaac. To both boys and families—Welcome!

While the existing trio have been getting back to familiar routines such as arrival, tabletop activities, structured group times and mealtimes, Issac and Khang have been explorers in and out of the classroom. Alina and I have been supporting each student during

familiar routines including packing up, finding their chair for morning circle or a story, collecting lunchbox for mealtimes, and transitioning to other spaces such as the outdoor playground and Engine Room. By the afternoon we have a pair of tired boys!

Our first story in focus for the term is *Hattie and the Fox*. Hattie is a black hen who sees a few body parts hiding in the bushes. A

nose, eyes, ears, legs, body, and a tail turns out to be a crafty fox! During the story, the E6 crew have been looking into a mirror to find their matching body parts too! We have a dedicated animal symbol sound page in the Proloquo2Go App requiring just a tap to hear all the animals that join Hattie on the farm. So, if you walk pass you may hear a *cluck, honk, neigh, oink, baa, and moo!*

## Room N1 ~ Marshall, Jacqui & Bronte

Welcome to N1 2024! We have had a fantastic start to the year, with all our students super excited to be back. Aiden, Dylan, Archer, and James were happy to discover they were in the same class together again. Aiden has shown his interest in a variety of different stories, often requesting to do individual reading, and showing how animated he can be during shared reading. Dylan came back like he never left, remembering all his routines from the previous year. Archer has been a keen communicator, bringing his iPad over for a chat and requesting a variety of different songs during outside time. James has been a super helper, often helping pack up our daily activities for the class once they have finished.

We have also welcomed a new student named Olivia, who always has a massive smile on her face and loves to laugh. She has shown us her amazing skills at completing a variety of puzzles in record time! Jacqui and Bronte have also been new additions to the room as education support staff, with all the students creating a great rapport very quickly.

We have started a new phonics program this year which everyone has thoroughly enjoyed so far—at times requesting to do it throughout the days that it isn't scheduled. Over the last two weeks we have been reading a story called Grumpy Monkey. Everyone has loved joining in and acting out various scenes where the monkey shows how

grumpy he can be. The library has also been a hit this year, allowing students the opportunity to select a variety of books which spark their interest—it has been a challenge trying to get them to stop!

Our timetable for the term has been adjusted many times, but is coming along well and will be sent home within the next week, so families can see what the class will be doing on a daily basis. I'm very excited for this year! I look forward to meeting with all families over the next week or so during SSG meetings.

## Room N3 ~ Cara, Karryn, Aura & Bridget

First newsletter of 2024! Let me introduce you to N3. We have Annabel, Bella, Charlotte, Colette, Ellie, Jay and Kate. Teachers are Cara and Karryn, and the wonderful ES supporting is Aura and Bridget. It hasn't taken us long at all to get settled in the room, most already being in N3 last year has helped with transitions.

**Kate**, who was a new addition to the class has fitted right in! She

loves the new portable pod swing that is set up and always keen to chat and sing with staff. **Charlotte** has been enjoying these summery days preferring to lead staff outside to play games and work with. **Jay** also loves being outside and is constantly showing staff how great he is at requesting 'swing game' on his iPad. **Annabel** has been showing us her skills on the eye gaze; especially enjoying popping the balloons. **Bella** was our first

Student of the Week last week, impressing us all with her Fast Phonics knowledge. **Ellie**, ever so social, is always keen to have a chat and welcome any visitors to the classroom. **Colette** has been sending in some beautiful drawings which we are displaying on our class windows.

Over the next few weeks we will be starting OT, Speech and the new Southside Café program. We are all excited to see what 2024 brings!



## Room W1 ~ Abigail, Gemma & Danielle

It has been a fantastic start to 2024 in W1. Everyone has enjoyed getting to know their new classmates and staff. We played a fun game in the first week, with students naming their friends to stand up and come to the front to do actions listed on the board through words and symbols – as well as some we made up ourselves! The students have all been demonstrating a range of school-wide

positive behaviours, so we have also introduced some 'Star Student' lanyards, and everyone is working hard in many ways to see what they will get! In the pictures, Sakura and William received 'I am a good helper' for helping to tidy up; Adam received 'I am active' for playing footy throughout recess with his friend; Rosie received 'I am healthy' for eating her yummy salad at lunch and drinking lots of

water throughout the day; Sam received 'I am a good learner' for great engagement in his Letters & Sounds literacy session with Danni; and Tom received 'I am a good friend' for helping his friends have a turn during basketball. We have also introduced a class reward chart and the students are well on their way to their first lucky dip prizes! Keep up the good work W1 – what a positive start to the year!

## Room W2 ~ Gloria & Marion

Hi to All and Happy New Year.

Well our happy bunch in W2 have settled well into Term 1 of the year.

We welcomed a new student Cade to W2 and he is settling in well and getting used to staff and new friends.

We made cheese toasties last week in the Homecrafts Room, and this week in the hot weather we will be having some cool shakes as an afternoon treat.

Charles takes the group on a Monday morning when it's my non-face-to-face time and he does some reading and

music with them, then a sensory science activity. Today the group made playdough. They all enjoyed making it, then playing with it.

It has been a great start to the term and we are very much enjoying each other's company.

Till next time ...

## Room W3 ~ Kate & Paddy

What a start we have had in W3! Everyone has come in so well, and got straight back into the school routine.

The breakfast program has continued to be a success with everyone

doing a wonderful job communicating how many pieces of toast they want, and using their fine motor skills to spread the butter onto their toast.

We have already had a birthday in the class, with Ronny turning

17! He had a great day reading his favourite books, having everyone sing happy birthday to him at assembly, before ending the day with a party and some special birthday food with his friends from W2 and W3.

# Room W4 ~ Tiana & Mark

No Report.

## 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*



## Southside Café Program.

Senior students are embarking on an exciting new learning program this year, and we can't wait to get started!

Each Wednesday, the new Homecrafts room, will become the Southside Café. Serving classroom groups, a limited range of food items that will meet all mealtime plans and dietary requirements. The focus, however, is not the food, but rather a range of social skills for all students – our Café workers and customers. These skills tie directly into our SWPBS School expectations, for example, learning to; responding to our name, tolerating others, expressing needs / wants and dislikes, waiting for a turn, following instructions by familiar adults, and willingness to try new things. The café will provide an interim step to real world experiences, where behaviours can be taught and explicitly modelled by staff in a fully supported environment, including the use of each students' mode of communication. There is also a focus on financial literacy, and the opportunity to practise skills in role play by using a personal 'credit card' to tap on the EFPOS machine. For senior students, there will be the opportunity to develop skills of daily living and work, helping them prepare for post – school experience.

Each senior classroom will rotate through a range of roles and responsibilities across the year.

Term 1 Responsibilities are: W4—Shopping, W3—Unpacking Stockers; W2—Food Preparation, W1—Set Up and Customer Service; N3—Clean Up Crew.

2024 Graduating students will represent the student body and form an executive committee. They will be responsible for making decisions on the menu offered, creating the shopping list and reviewing inventory data to determine popular menu items, through regular meetings with the Principal and / or Assistant Principal and the Café program Coordinators: Karryn Bowen and Beck McCowan.

This week the first Executive Committee meeting was held in S2. Students taste-tested potential menu options and decided which ones would be included on our Grand Opening menu.

Classrooms have been asked to create a School Logo. The winning Southside Cafe logo as voted by the school community will be announced in the next newsletter.

GRAND OPENING: Wednesday February 21



## Mental Health Practitioner Report—Julianne Sinclair

### *Nurturing Your Child's Wellbeing Both at School and at Home*

A big welcome back to everyone and a warm welcome to those families who are new to Bayside SDS. We are very excited to meet with you all and look forward to a new year where every child is supported to thrive, feel valued and empowered.

Our role at Bayside SDS is to work collaboratively with you to foster your child's wellbeing and overall development. The way we nurture your child reflects what we know you also do at home. By doing this together we can make a real difference to supporting your child's development.

Some of the key strategies that we know have worked to support your child's transition to school include:

1. Establishing a routine - consistency and predictability are essential for children. Establishing a daily routine provides structure and stability, reduces anxiety, and promotes a sense of safety and security. Creating a schedule that includes designated times for activities such as meals, learning, rest, exploration and play.
2. Encouraging Independence – fostering your child's independence by providing opportunities for them to practice daily living skills. Encouraging and supporting that they have choice, that they can do it 'all by themselves.' This also includes involving them in the decision making process and encouraging participation in tasks such as dressing themselves, eating and personal hygiene with encouragement along the way.
3. Embracing Sensory Exploration – sensory exploration can be relaxing, fun and enjoyable. Various activities can stimulate your child's senses including music and movement. This can also include all kinds of various textured materials. By paying attention to your child's individual sensory preferences, you may find that your child has a particular sensory experience that they enjoy. Please assist them to share this with their teacher as this will assist us as well.
4. Creating Personalised Accessible Learning Spaces - Designating a space that is comfortable and tailored to your child's specific needs for learning and relaxing can be a favourite place to be. Incorporating sensory tools, adaptive equipment and visual aids can support their learning and engagement.
5. Fostering Communication – Actively listening to your child's cues and expressions. Using a variety of communication methods, this may include photographs, pictures, their schoolwork, their augmentative and alternative communication devices. These can create opportunities for meaningful conversations. This also includes acknowledging your child's social interactions with others and validating their participation in various activities including discussing friendships and class participation. Acknowledging a sense of accomplishment and empowerment boosts self-confidence and resilience in overcoming obstacles.

Your love, patience and dedication combined with the support we provide at Bayside SDS makes a profound difference to your child's life. I look forward to getting to know your child as we support their learning and personal growth in 2024.

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