

**DATES TO
REMEMBER**

Monday 9th March

Labour Day Public
Holiday

Monday 23rd March

Parent Expo ~ JLC

Thursday 26th March

NDIS Information
Exchange Meetings

Thursday 2nd April

Last Day of Term 1 ~
Students will be
dismissed one hour
earlier.

Monday 20th April

First Day of Term 2

Wednesday 13th May

School Photos

Tuesday 26th May

Student-Free Day

Monday 8th June

King's Birthday Public
Holiday.

Friday 26th June

Last Day of Term 3 ~
Students will be
dismissed one hour
earlier

Monday 13th July

First Day of Term 3

**Thursday 20th
August**

Student-Free Day

**Friday 18th
September**

Last Day of Term 3 ~
Students will be
dismissed one hour
earlier

BAYSIDE NEWSLETTER

ISSUE 01



25 FEBRUARY

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

Principal & Acting Assistant Principal's Report

While it's always exciting to see our students make a great start to the new year (and we love hearing stories of students up and ready to get back to school on day one), it was particularly inspiring to see the energy and enthusiasm that staff come back with following the Summer break. It really is fantastic to feel good about the place you work.

This year we welcomed a number of new students, including those that have stepped into the school program from the Early Education Program. Welcome to school Cate, Jordan, Chester, Tommy, Leilani, Evie, Raghav, Ema and Zayd. We have also been joined by Kaira, Bill, Pearl, Akira and Arha in our Early Education Program. We look forward to seeing you blossom at Bayside SDS. Welcome to new staff Lucy Heath and Julia Paterson. Through the recruitment process it was clear that Lucy and Julia would quickly become valued members of the team.

This year we will be producing two bumper editions of the school newsletter each term, as we work to ensure the right balance for staff between time spent preparing the newsletter and classroom and school wide planning commitments. Aside from planning for their own classes and students, all staff contribute by taking on additional roles and responsibilities. From Occupational Health and Safety, First Aid, student garden, resources, through to keeping our gym equipment organised and bikes in good order, these are essential tasks that make our school run smoothly and create a safe and engaging environment. Families can continue to expect regular communications through Seesaw three times per week. We will also be using the school's Seesaw account to keep you up to date on important dates and events.

It is very exciting to have our swimming program up and running. The first six students have begun their 5-week program, swimming on either a Tuesday or Thursday. Katherine, our specialist swim teacher, is busy working with classroom teachers to plan the next students who will start swimming in a couple of weeks. All students will be invited to participate in the swimming and water safety program across the year.

Individual Education Plans and Student Support Group Meetings

Thank you to families for booking in times with their classroom teacher(s) for SSG Meetings this week. We value the rich discussions at SSG Meetings because they bring teachers, families, and student voice together to set meaningful goals. The insights from these meetings ensure learning is personalised, progress is celebrated, and they inform the creation of a shared learning plan that supports each student's wellbeing and success.

Following the meetings, teachers will work to finalise IEPs. This year we are trialling a new format that includes goals, entry skills and personalised supports and adjustments for the key areas of Social and Self Awareness and Management, Communication, Reading and Maths. The IEP will also have a new Individual Student Goal, that will be informed by priorities shared by families and school.

Leadership Roles

We are really excited that staff have put their hands up to take on some new leadership roles here at Bayside. Congratulations and thank you to Llywela, Carly, Kate and Gemma.

The team is:

Llywela Shaw- Learning Resource Leader

Carly Dickenson- Programs and Planning Leader

Gemma Edwards- Mental Health and Wellbeing Leader

Kate Hardie- Student Transition Program Leader

The work this team do will be directly related to our strategically planned goals, and will boost our school improvement team. We look forward to you hearing from the team as they get stuck into their prospective projects.

A piece of work you will hear more about is our application of the department's Positive Classroom Management Strategies (PCMS). The 8 strategies match up well to the school's previous work on Whole School Positive Behaviour Support. These strategies are:

1. Classroom Expectations: Clear, positively presented expectations that are explicitly taught, modelled, reinforced, and consistently applied.
2. Classroom Procedures and Routines: Explicitly taught routines (e.g., entering the room, transitions, asking for help) that create predictability and reduce disruption.
3. Encouraging Expected Behaviour: Use of specific positive feedback, reinforcement systems, and high ratios of positive-to-corrective interactions to strengthen expected behaviour.
4. Discouraging Inappropriate Behaviour: Brief, respectful, least-intrusive responses to redirect behaviour and support learning.
5. Active Supervision: Moving, scanning and interacting frequently with students to increase engagement and prevent escalation.
6. Opportunities to Respond (OTR): Frequent opportunities for students to respond to promote active participation.
7. Activity Sequence and Choice: Structuring learning by interspersing easier and harder tasks, using behavioural momentum, and offering choice to support engagement.
8. Task Difficulty: Adjusting instructional load and scaffolding so tasks are achievable, reducing frustration and preventing disengagement.

You may recall that last year the team worked on developing our arrival routines so that they provided a predictable routine to start each day. As a result, we have measured calmer starts to the day and increased engagement, as evaluated by the teachers. We also noted that students responded to their familiar routines as they started in new classrooms this year. We will continue to encourage student independence in arrival routines. Please refer to the section later in this newsletter for more details and how you can help be a part of this learning for your child.

We see this work as an opportunity to reflect on and assess the many adjustments and adaptations we already have in place.

Student Absences

Schools are obliged to know why a student is absent from school on any given day, and therefore we ask that parents communicate absences to the class teacher through Seesaw first thing in the morning where possible. Concerns about student safety and past incidents (in Victoria and interstate) where children were not accounted for have

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brought about these attendance requirements. In circumstances where we have not heard from a family, the school will attempt to make contact with the family on the morning of the unexplained absence.

NDIS Exchange Meetings

Our allied health team will again be offering NDIS Exchange meetings with students' external therapists to share important information. These meetings enable the coordination of home and school goals and strategies. The date for the next meeting day this term is Thursday 26th March. Please communicate with the class teacher if you would like us to arrange an NDIS exchange meeting.

School Council

Council met on Monday for what is the final meeting of our current team. We are delighted that those coming to the end of their term have put their names forward to continue in the role. We have a fantastic mix of parents, staff and community members that include a variety of valued experience. Any parents that would like to consider membership of council, now or in the future, are encouraged to contact the school to seek a nomination form.

*Justin & Abby***Toy Libraries**

Toy Libraries Australia (TLA) is excited to announce the launch of Toys Without Barriers, a 6-month pilot program designed to make play more accessible for children of all abilities.

This initiative is now available in Melbourne's south-east through three participating toy libraries:

- **Kingston Toy Library (Mordialloc)**
- **Springvale Toy Library (Springvale Service for Children)**
- **Stonnington Toy Library (Malvern)**

What makes this program unique?

- **Specialist Toy Catalogue:** Families can borrow switch-adapted and inclusive toys through a shared online catalogue.
- **Home Delivery Service:** Borrowed items are delivered directly to families or professional members and returned via courier at no cost to members.
- **No Volunteer Requirement:** We've removed a major barrier for carers managing high caregiving demands.

Families simply join one of the participating toy libraries and sign up to access the specialist catalogue. Organisational and professional memberships are also available.

Learn more about the program here: <https://www.toylibraries.org.au/post/toy-libraries-australia-launches-toys-without-barriers>

EEP ~ Carly & Aura

Welcome back to 2026 in Early Education!

E1 has been buzzing with energy these past few weeks as we've welcomed back familiar faces and introduced a whole new group of students joining EEP and Bayside for the very first time.

A big, warm welcome to our new students and their families: **Arha, Akira, Kaira, Pearl and Bill**. You've all settled in beautifully, and I hope our E1 space already feels like a safe, welcoming place where you and your families feel connected. We're also excited to have **Kobe, Olive and Allen** return to EEP for another year, arriving each day full of confidence, enthusiasm and plenty of spark!

To start the year in our play-based learning environment, we've kept things predictable, inviting and open for socialising and exploration. Students have had lots of opportunities for sitting and standing activities, messy and sensory play, expressive communication, and plenty of gross motor and proprioceptive movement.

Each day the environment is set up with a mix of student favourites, something new to try, and a teacher-led invitation. Last week, students created stunning "stained glass" art featuring the first letter of their name—now proudly displayed on our windows and looking absolutely amazing!

Room E4 ~ Natasha & Paddy

Isaac investigates, Xavier explores, Khizr gets curious and always wants more. Zaylan builds boldly, Taiga jumps in, and Ema's new journey is ready to begin! Together they learn, together they play, E4 grows brighter every single day.

It's hard to believe how quickly the weeks have zoomed by in E4, the days are buzzing, the laughter is bouncing, and the learning feels like it's dancing through the room. We've also welcomed a brand-new friend, **Ema**, who has settled in beautifully. She's been learning everyone's names with a grin, and Isaac, Xavier, Khizr, Zaylan and Taiga have wrapped her into the group with kindness, warmth and plenty of giggles.

These past few weeks, our classroom has been **rumbling, shaking and erupting** (all safely, of course!) as we dive into the world of natural disasters. The children have become true hands-on scientists—**pouring, mixing, tipping, shaking, watching, waiting**, and cheering as each experiment comes to life. From bubbling volcanoes that *sizzle and fizz* to wobbly earthquakes that make our towers tumble, E4 has been full of wide eyes and "WOW" moments.

Room E5 ~ Cheryl, Lucy & Danielle

The E in **E5** this term is **EXPLORE**, and that theme has shaped the way students have settled into their new learning environment. We warmly welcome **Zayd, Evie, Leilani, Tommaso, Cate and Chester**, who are all beginning their first year of school, along with **Lucy**, our new Education Support assisting Danni and myself. These first weeks have focused on building relationships, learning routines, and becoming comfortable in the classroom.

Morning Meetings and story times have helped students get to know one another and establish predictable daily rhythms. Tommaso and Cate are enjoying greeting their friends at the front of the circle, Zayd, Chester and Leilani are focused on pressing the switch to say "Hello", while Evie is enjoying locating and pressing her photo on the individual sign-in page.

Exploring new spaces and routines has been central to our start. Students have discovered the classroom layout, toys, play tubs, the touch screen, the playground, Imagination Station, the Engine Room, and the gym. Chester and Zayd love the mini trampoline and BIG cushion, Evie enjoys the swivel chair, Tommaso and Cate have eagerly gathered toys, and Leilani has been fascinated by the mirror wall.

A great start for 2026 E5!

Room E6 ~ Llywela, Karryn, Emma & Charlotte

We are the E6 Fabulous Five - Hannah, Jordan, Khang, Raghav and Adele.

The E6 students are beginning to show familiarity in school routines and a growing sense of confidence. The beginning of the 2026 school year marking a special milestone for Raghav and Jordan, their first as school-age students, having graduated from our Early Education Program. During our first few weeks, students and staff have enjoyed getting to know one another.

Hannah has taught us that play dough will always make her smile and laugh. Jordan has shown us how he loves to play social games. Khang has demonstrated his independence during daily routines. Raghav regularly reminds us of his interest in animals, only outdone by a book or a song - about animals. And, we have learnt how much Adele loves swimming.

We are very excited for the year ahead – investigating, discovering, learning, growing and playing, together.

Room N1 ~ Penny & Marion

This term we welcomed; Aaliyah, Nicholas, Loki, Tida, Mamoud and Naila to N1.

We have had a lovely start to the term, getting to know each other. Every day has been a joy as we commence our learning through morning circle, Literacy and Numeracy activities which focus on making meaningful, individualised choices and learning together as a community.

We celebrated Chinese New Year by creating some colourful Chinese Lanterns and practiced making fairy bread by following directions on our ALD's. Jelly and playdough have been some of our favourite science, sensory and social activities. Our bodies have explored spatial awareness through some fun guided and student led activities in the engine room and allowed our imaginations to soar in the imagination station.

What a wonderful start to term 1!

Room N2 ~ Gemma, Mel & Julia

It's been a wonderful start to the term, and it has been a joy to see how quickly the boys have settled into their new routines.

We've had a busy first few weeks, highlighted by our shared reading of *The Very Noisy Bear* and *Who Sank the Boat?* The children have had a fantastic time responding to the stories through writing and creative activities. In Art, we have made boats, musical instruments, and bears—they are truly beautiful and unique. In Science, our budding botanists have been exploring the parts of plants, and getting hands-on with sweet potatoes and marigolds to observe how they grow.

We are very lucky to welcome a new ES into our room. Julia has made excellent inroads in building rapport with the boys, and we are so happy to have her.

It has been a productive and energetic transition back to the classroom, and we look forward to all the learning ahead!

Room N3 ~ Gloria, Kayla & Vania

Hi Everyone,

The characters in N3 this year are:-

Bella, Charlotte, Jay, Olivia, Oscar and Reuvi.

We have spent the last few weeks getting to know each other as a group. In addition to the usual activities revolving around Numeracy and Literacy, we have also enjoyed lots of music and singing, art and science. We have made jelly and flummery and will be making various flavoured jellies for the Southside Café Program which will be on Friday mornings for this term. Our fabulous Kayla unfortunately injured her knee last week, and I am happy to report that she is on the mend. Vania has stepped in and has been wonderful, having worked across the school in 2025.

Till next time, enjoy a few photos taken over the last weeks.

Room W2 ~ Marshall, Jacqui & Bridget

Hello everyone,

It has been a wonderful start to the term for our W2 crew. Elijah, Alessandro and Cade have warmly welcomed two familiar but new faces, Aiden and Theo, into our room. All of the boys have settled smoothly into both familiar and new routines, returning from the holidays with great enthusiasm.

On Fridays, we have launched our Sensory Science program, where students explore how different materials can change when combined. So far, we have created playdough and Oobleck. Alessandro has especially enjoyed carefully measuring ingredients, while Theo has shown fantastic mixing skills and strong engagement as he explores with his senses.

This term also marks the beginning of our Basketball program, held every Thursday. The boys demonstrated great skills, with Elijah dribbling, Cade practising catches, and Aiden working on throwing towards a target.

We are excited for the return of the Southside Café this Friday. Our class will take on the shopping role, travelling to Woolworths by bus, locating items from a list, and assisting at the checkout. During our first trip, Aiden and Cade did an excellent job finding aisles, selecting items, and adding them to the basket.

Room W3 ~ Ka Ling & Mark

We are now in Week 5 of Term 1, a great moment to reflect on the wonderful start to the year. The boys in W3 have settled back into classroom routines with ease and have been actively engaging in a wide range of learning experiences.

Over the past five weeks, we revisited our learning about respectful relationships, with Dylan and Kanata participating in activities focused on identifying public and private places. Our weekly visits to the Edible Garden have supported our exploration of plant life cycles, with students taking turns to water our lettuce and herbs. Archer has been particularly fond of learning about the corn and strawberry life cycles in Science.

Last week, we began our weekly basketball clinic. Constantine and Chris enjoyed practising their aim at our new basketball hoop, while Sam participated enthusiastically by passing the ball with an adult.

This Friday, the Southside Café will reopen, and W3 is excited to take on the role of the customer service crew for the term. We are looking forward to providing excellent service to our loyal patrons.

Room W4 ~ Kate, Charles & Anouk

It feels like we are well into the new year. The class quickly settled into routines and activities. As graduands this year, they have, of course, done all of this many times before! We're planning a year mixing the familiar and favourite areas from past years, with extension activities, as befits a class full of students approaching the very significant milestone of 18 years, and all that that will mean for life going forward.

As we settle into 2026, we have been enjoying trike riding in the courtyard; pancake making; Shared Readings of 'Grumpy Monkey', 'Go Home Cheeky Animals' and 'Somewhere in Australia'; visits to the garden; basketball training; frisbee sessions; Letter Bingo; and lots of music and songs.

Sam has started work with a new Eye Gaze tablet; Sara has relished the opportunity to speed around the courtyard on the Easyrider trike; Ellie has focused on independently collecting her equipment for morning tea and lunch; Will was very engaged with Letter Bingo; Kate has loved the Toy Story book; and Tommy has loved everything!



On **Monday 23rd of March**, Bayside SDS will be hosting our **Parents and Carer's EXPO**. We have over 30 organisations attending to present information about the services they offer, ranging from day programs, allied health, planning for life after school, respite care and support work.

We encourage everyone to attend to learn about services that might suit your child. It will be particularly valuable for parents and carers wanting to learn about post-school pathways.

Mariana Hahir

Mental Health Practitioner (MHP)
and NDIS Navigator
Bayside SDS



Bayside
Special Developmental School

Bayside SDS Arrival Routine

Dear Parents and Caregivers,

We would like to share with you last year's school-wide initiative – a consistent **arrival routine** that will be implemented each morning across all classrooms.

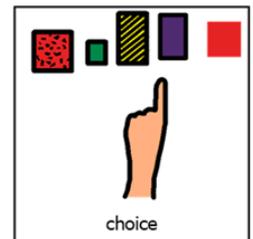
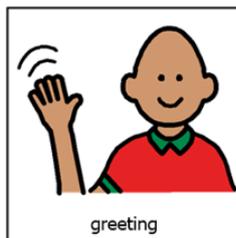
Why are we focusing on this routine?

Our aim is to improve student outcomes by providing a predictable and supportive start to each day. This helps students transition smoothly into the school environment and prepares them for a successful day of learning.

What does the arrival routine look like?

Students will be supported to follow a **4-step process** upon arriving at school:

1. Greeting
2. Unpack their bag
3. Put their bag away
4. Choose a 10-minute self-regulation activity to help them prepare for the day ahead.



How will this help your child?

- Fosters **increased independence**
- Promotes a **predictable and regulated start** to their school day
- Supports **improved wellbeing and educational outcomes**

We are using consistent visual supports and video models, along with common language, across the school to ensure all students understand and feel comfortable with the process. Additional individualised support will be provided as needed to help every child succeed with this new routine.

What do we need from parents and caregivers?

Our school day starts at 8:50am and to help all students settle in quickly and actively engage in the arrival routine, we kindly ask that parents say a quick goodbye at the classroom door when dropping off your child.

If you need to share anything important or have a message for your child's teacher, please use **Seesaw** to communicate — they will get back to you as soon as they can.

Staff will support your child through the steps of the routine and help them to be responsible for their own belongings.

Thank you so much for your support and for helping all students to have a regulated and predictable start to their day.

NDIS Navigator Report—Mariana Hahir

My name is Mariana, and as the Bayside SDS NDIS Navigator, I support parents and carers in understanding, navigating, and accessing the range of NDIS-funded supports available to their children. I provide guidance and advice to help them build their capacity to advocate effectively and choose appropriate services. I work closely with parents, carers, school staff, and local service providers to foster strong, collaborative relationships that enhance coordination between families, schools, and NDIS supports.

Part of the role is to facilitate communication and cooperation between NDIS-funded therapists and schools by providing necessary information, documentation, and support for information exchange. When families encounter difficulties with the NDIS, I assist them in resolving issues through the most helpful channels. I also organise and deliver information sessions, including presentations from the NDIA (National Disability Insurance Agency) and local area coordinators, to raise awareness and understanding of the NDIS.

While I don't recommend specific providers, I guide families in finding and selecting the most suitable supports for their child. I help parents and carers navigate the NDIS application process, ensuring they understand the documentation and evidence required. I also inform families about their options to review and appeal their child's NDIS plan if it isn't meeting their child's needs.

At key transition points, such as when students leave school, I provide tailored guidance to support families through these changes. I collaborate with local area coordinators to ensure families have access to ongoing advice and support.

On **March 23rd** this year, we will hold our **annual Parent & Carer's EXPO** at our school's **Jan Lake Centre**. Last year, the EXPO was very successful in helping parents find various services for their children, and we had a great number of attendees. We strongly encourage everyone to attend as it is a great opportunity to find services that may suit your child.

I look forward to working with everyone in 2026!

Parents are invited to contact me at: Bayside.sds@education.vic.gov.au

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BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL

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Speech Pathology Report—Em Mizzi

Mealtime Plans at Our Special School: Safe, Supported, and Individualised

Mealtimes are an important part of every school day. They are not only social and enjoyable moments, but also key opportunities for students to develop independence, communication, and life skills. At our special school, we recognise that students eat and drink in many different ways, and we put clear, individualised mealtime plans in place to ensure everyone stays safe and supported.

Understanding Different Eating and Drinking Needs

Some of our students eat and drink just like their peers. Others may:

- Need food cut into specific sizes
- Require softer foods
- Need thickened drinks
- Use specialised cups, spoons, or plates
- Require physical assistance or supervision
- Be tube-fed for part or all of their nutrition

These differences are often related to swallowing difficulties (dysphagia), oral motor differences, nutrition needs, sensory needs, or physical disabilities. Supporting these needs correctly is essential to prevent choking and aspiration and to ensure students receive adequate nutrition and hydration.

What is IDDSI?

To keep everyone safe and consistent, we follow the framework set out by the International Dysphagia Diet Standardisation Initiative (IDDSI).

IDDSI provides internationally recognised levels to describe food textures and drink thickness. Instead of vague terms like “soft diet” or “nectar thick,” IDDSI uses numbered levels:

- Level 7** – Regular (normal everyday foods)
- Level 6** – Soft & Bite-Sized
- Level 5** – Minced & Moist
- Level 4** – Pureed
- Level 3** – Liquidised

For drinks:

- Level 0** – Thin
- Level 1–3** – Slightly to Moderately Thick
- Level 4** – Extremely Thick



Using IDDSI levels ensures that school staff, families, therapists, and catering teams all use the same language and preparation standards. This consistency greatly reduces risk and promotes student safety.

Specialised Mealtime Equipment

In addition to food and drink modifications, some students use specialised equipment to support safe and successful eating and drinking. This may include:

- Non-slip mats
- Scoop plates or divided plates
- Built-up or angled cutlery
- Two-handed cups
- Nosey cups (cut-out cups)



- Flow-control lids or straws
- Specialist seating or postural supports

Correct positioning is just as important as food texture. Students may need specific seating arrangements, foot support, or head positioning to swallow safely. These recommendations are carefully documented in their individual mealtime plan.

The Role of Speech Therapy

Speech Pathologists (Speech Therapists) play a key role in developing and monitoring mealtime plans. While many people associate speech therapy with communication, Speech Pathologists are also highly trained in assessing swallowing and feeding skills. They:

- Assess students’ mealtime safety
- Determine appropriate IDDSI food and drink levels
- Trial and recommend specialised equipment
- Provide positioning guidelines
- Train school staff in safe feeding strategies
- Monitor and review plans as students’ needs change

Working in Partnership with Families and School Staff

Family involvement is essential. Once a mealtime plan is drafted, it is shared with parents or carers for review and discussion. Families are invited to ask questions and provide input, ensuring the plan reflects the student’s needs across both home and school environments.

To ensure student safety, signed mealtime plans are displayed discreetly in classrooms and relevant eating areas. This allows all staff — including relief teachers, support staff, and therapists — to quickly and clearly follow the correct procedures.

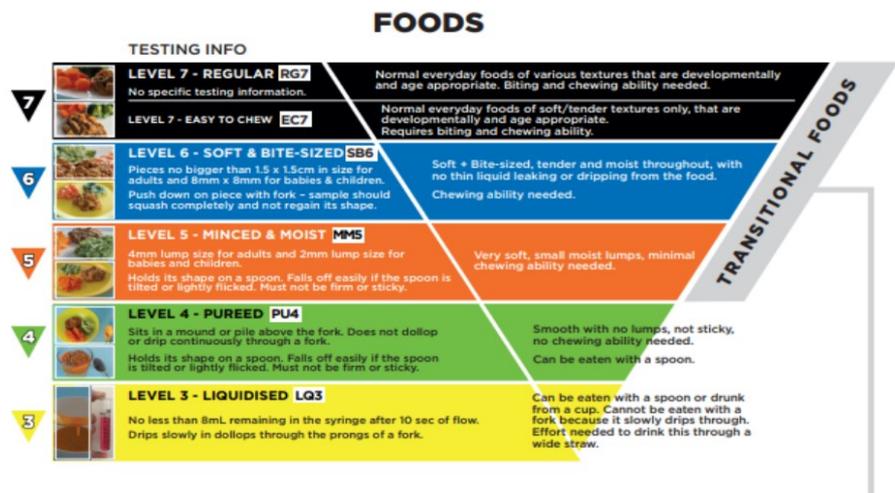
Together, we can make every mealtime a safe and successful one.

Beyond safety, mealtimes are also valuable learning experiences. Students work on:

- Communication (requesting, commenting, making choices, utilising their AAC)
- Social interaction
- Independence skills
- Fine motor development
- Oral motor skills such as biting, tongue movements, munching and chewing

Speech therapy goals are often naturally embedded into mealtime routines, making them meaningful and functional parts of the school day.

(Please see attached diagram for further explanation of IDDSI food classification – if you would like any further information please feel free to contact Bayside SDS and ask to speak with Emily Mizzi – school speech therapist).



Inclusion Outreach Coach Report— Beck McCowan

In Term 4 2025, the Bayside SDS Student Survey was delivered in multiple formats to ensure accessibility for all students. It provided valuable insight into what our students enjoy most about learning. Literacy continued to be a strong highlight, with 30% of students identifying phonics and reading as their favourite area of learning. Sport, music and science were also highly valued. Students shared that they especially enjoyed being in spaces such as the Engine Room and Magic Room and our playgrounds. When asked what they find fun at school, students most frequently mentioned ball games, trampolines, assemblies, swings and visiting the Southside Café, showing the importance of movement, connection and shared experiences in their school day.

Importantly, the survey highlighted how well our environment supports student wellbeing. Most students reported feeling happy, excited or calm at school. Students identified supports such as fidget toys, music and sensory play as helping them feel calm and ready to learn. When asked about preferred elective programs, hands-on and movement-based activities were the most popular, with cooking, sport and music leading the way. Based on their preferences, four students were selected to join our first 4-week sensory cooking elective program. In our first session, students worked together to make choc-chip muesli bars. They explored the ingredients by touching, smelling and tasting the oats, sugar, butter and chocolate chips, then took turns scooping, pouring and stirring. Students helped press the mixture into the tray and watched as it went into the oven. We look forward to sharing more about our elective program throughout the year.

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Free workshop

1 Day Autism Workshop for Parents and Carers

Sandringham, VIC



Scan the
QR code or
[click here](#)
to register



This workshop is for parents, full time carers and grandparents.



Thursday
19 March, 2026
9:15am to 3:00pm



Sandringham Yacht Club
32 Jetty Road
SANDRINGHAM VIC 3191

Morning tea and a light lunch will be provided



Interpreters available upon request

During the workshop you will learn about:

- The diversity of autism
- Sensory processing
- Working together with your child's school.

Learn more about autism and ways to strengthen the partnership between home and school.

For more information or to register visit:

 www.positivepartnerships.com.au/PC
 jfeary@positivepartnerships.com.au



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