

## DATES TO REMEMBER

**Monday 13th March**  
Labour Day Public  
Holiday

**Saturday 1st April**  
Working Bee

**Thursday 6th April**  
Last Day of Term 1—  
Students dismissed one  
hour earlier

**Monday 24th April**  
First Day of Term 2

**Tuesday 25th April**  
ANZAC Day Public  
Holiday

**Saturday 6th May**  
Official School Opening  
Celebration

**Wednesday 10th May**  
Post School Options  
Expo

**Tuesday 30th May**  
School Photo Day

**Monday 12th June**  
King's Birthday Public  
Holiday

**Friday 23rd June**  
Last Day of Term 2—  
Students dismissed one  
hour earlier

**Monday 10th July**  
First Day of Term 3

**Friday 15th September**  
Last Day of Term 3—  
Students dismissed one  
hour earlier

**Monday 2nd October**  
First Day of Term 4

**Tuesday 7th November**  
Melbourne Cup Public  
Holiday

# BAYSIDE BULLETIN

ISSUE 02



**Bayside**  
Special  
Developmental  
School

01 MARCH 2023



**Kingston Council Diversity and  
Inclusion Officer, Mel Venter and our  
Local Member, Nick Staikos check  
out the All Abilities Play Space**

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 Report

#### Whole School Assemblies



As of next Friday 10<sup>th</sup> March and every Friday after during the school terms, whole school assemblies will return. The whole school assemblies are to be held in the school gymnasium each Friday from 2:00pm-2:30pm. They will include an acknowledgement of country, a celebration of the student of the week awards, birthdays followed by a move and groove to some of our favourite songs. Parents and family members are most welcome to attend—be prepared to join in.

#### Save the Date – School Opening



At its last meeting, School Council approved Saturday morning 6<sup>th</sup> May 10:00am-12:00pm noon as the date and time for our school community to celebrate the opening of the new buildings. This will give the opportunity for both the school community (past and present) and the local community a chance to view the newly completed buildings. Stay tuned as there will be several fun activities to engage participants on the day, a ribbon cutting, sausage sizzle and school tours. It would be great to see as many of our

families as possible for this event.

#### Working Bee



The next school working-bee will be held on Saturday 1<sup>st</sup> April 9:30am-11:30am. We need as many helpers as possible to help to prepare the school for the open day. Jobs to be completed include, painting/oiling of the wooden seats, general clean up, weeding, mulching, spreading of gravel in car park and some planting (dependant on the hardness of the ground). Morning tea will be supplied for participants. Please complete the attached form indicating your attendance or otherwise.

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### Horse Riding (RDA)



This week horse riding kicked off at the Moorabbin Riding for the Disabled Association (RDA) whose facilities are located just behind Karkarook Park. The program will accommodate eight students from the senior school for the first half of the year, with the next semester filled by eight students from other parts of the school. RDA is run by volunteers under the tutelage of a coach. The coach allocates tasks to suit the capabilities of the volunteers. The volunteers work entails bringing in the selected horses to be fed, groomed and tacked up.

The horses are then warmed up prior to our students arriving. Volunteers then assist the riders, which can often involve three volunteers for each rider. One to lead the horse and be responsible for the horse. Then up to two side walkers as needed to assist the rider with riding and carrying out the activities of the day.

### Staffing



This Friday the school farewells Teacher Assistant, Bridget Fracaro as she goes on maternity leave in preparation for the birth of her second child. We wish Bridget all the best and look forward to her return to

work in November.

### All Abilities Playground



On Tuesday, the school was visited by Melissa Venter who is the Community Diversity & Inclusion Officer for Kingston Council. Melissa came to view the all abilities space, which is available for families to use out of school hours by purchasing a MLAK key for \$5 from Kingston Council. (See the school website for application forms). Then take your completed form to the Kingston City Council offices who should issue you with your own MLAK key.

**Michael Pepprell**  
Principal

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## EEP ~ Llywela, Carly & Natasha

The students in EEP are becoming more familiar with the classroom routine, teachers expectations, and the peers in the classroom as the first month of school for 2023 passes us by.

Chester, who has just been with us a couple of times, arrives at school so happy and is always seen with a smile on his face. Chester and Layla have been inquisitive with each other and engaged in side by side playing with the car set up – part of our play skills set up in the room.

Everyone has approached the car play and enjoyed the dramatic 1,2, 3 GO! Pressing the big mack switch to activate the “go!” and having a good giggle and laugh when the cars zoom down the ramp and crash onto the floor. Layla and Kuri both enjoy putting the passengers into the pink bus and Isaac is always close by if there is a rendition of “Wheels on the bus” to be heard.

The group are familiarising themselves with the routines of the day and are slowly coming together for longer periods in

morning circle. A time to say hello and recognise our peers, look at the schedule of the day, participate in shared reading and have some turn taking opportunities via songs or activity choices.

Some of the current EEP students and their families continue to attend the weekly Playgroup on Friday's. The playgroup program that so many families of Bayside have participated in previously now runs in E2 on a Friday at 9:30am. For enquiries, or to attend, please contact Tania.

## Room E5 ~ Ka Ling & Danielle

Oh! How time flies, we are half way through Term 1 already! We have had birthdays this fortnight! Happy 11<sup>th</sup> Birthday to Sam! Happy Birthday to Ka Ling too!

The classroom timetable has been finalised and sent home this week. Thank you to all parents for being patient. For this term, Ka Ling will out of

the class on Monday morning and we are very lucky to have Karryn in the classroom replacing Ka Ling.

This last fortnight we have introduced our Letter of the week sessions! We started with the Letter **P**. Hmmm ... I wonder whose name starts with the letter P? P for Patrick! We have read through a letter P

book, listened to the phonic letter P song, and put our hands into the mystery bag to see what we pull out of the bag! All the students', Paddy in particular, enjoy listening to our letter P song choices to bring our letter of the week session to an end. Akain and Yuki enjoyed making our P for Pencil art.

## Room E6 ~ Cheryl & Alina

*Monkey and Me! Monkey and Me! Monkey and Me!*

Taiga, Jack, Naila, Mitchell, Mamoud and Nicholas are all supported to take a turn at pressing the BIGmack switch with this catchy phrase. The story continues on each page to “see” a penguin, a bat, a kangaroo, an elephant, and a monkey! I think you know what actions and sounds the E6 students are making! To hang like a bat has been very

interesting to make with our upside down movement while the elephant trunk has been swaying up, down and all around! Our letters in focus have been the initial letter of these animal words including a photo and letter hunt around the room to find a match.

To extend the story, each student chose a puppet to produce their individual sentences in our class book ‘E6 and me, E6 and me, we went

to see’. Naila chose Peppa, Nicholas and Mamoud chose a crocodile, Jack chose a tiger and Mitchell and Taiga both chose a monkey. We completed the story with individual special photos to match the sentence with a “Yippee” on the last page by Alina and I (me).

P.S. We have celebrated our third birthday for February with Mamoud turning 7 last week! Happy Birthday!



## Room N1 ~ Cara, Gemma & Marshall

Over the past fortnight, the N1 boys have been out on a few adventures: we have been to Woolworths, and exploring a few playgrounds. Last Friday, before it got too hot, we ventured out on a walk to Bricker Reserve on Rowans Road. Thankfully we had Bridget to assist us. The staff were all very proud of how the boys all walked. They stayed

with their group, and held hands with an adult when we crossed the road. We are hoping to get out weekly, for a walk around our local community, practising road safety awareness and rules. The highlight of course, was reaching the playground at Bricker Reserve. Dylan ran straight over to climb up to the

top of the huge climbing frame. James and Archer loved the spinner ... even though the amount of spins they had was enough to make the staff dizzy! Franco headed straight to the digger in the huge sandpit, and for Aiden, he was quite happy to bounce with Marshall on the seesaw.

## Room N2 ~ Abigail, Aura & Anouk

On a Wednesday, the school has been awarded a Sporting Schools grant to fund a basketball coach to come on site and deliver two sessions in the gym. N2 attend the second session with students from W3. Coach Daniel sets up a few stations and everyone is keen to get stuck in! Jordan has been working on her passing with a partner and loves doing some big throws. Tom stands almost at the

other side of the hall and practises his sling shots under Daniel's supervision. Sidra is a master dribbler – weaving in and out of the cones; while William stores up his energy for some on target shots – getting in more than fifty percent. Rosie, being new to the school, has been our secret weapon – surprising everyone with her aim and jump shots. Christopher enjoys working one-

on-one with some passing and is working on his power to get the ball up over the hoop. Sam finds the session super exciting and enjoys passing with his friends and is hot and sweaty after the workout! The half hour flies by! All the students help collect up the balls for Coach Daniel and make sure they communicate 'thank you' and 'goodbye' at the end. Roll on next Wednesday!

## Room N3 ~ Tiana, Neena, Jacqui & Natasha

No Report.

## Room W1 ~ Kate & Mel

In W1 this fortnight we have been hard at work making our word wall. So far we have focused on the letters B, S and E. For each session we go through a few songs about the letter, some tabletop work focusing on formation and sorting upper and lower case

letters. We also go on a letter walk around the school to find anyone whose names begin with that letter, and any objects that begin with the letter. After all our hard work, we then come back to the room and make a list of all the words we can think of that start

with our letter focus for the session. We all have a go at typing out a few words so they can be printed then added to our word wall. We can't wait to see it when it is filled up with all our hard work.

## Room W2 ~ Gloria & Janine

Hi All,

The breakfast program is going well. Isabella has now learned when she has finished making her toast, she takes her own plate over to her own table to sit and eat – this is a big step for Issy so well done! Alessandro has now tried three different types of bread

to toast which is good, as he previously only ate the white bread toasted—he tried Brioche too but did not like it. Michelle is sitting for her meals and wandering and grazing less – well done Michelle and Lachy sits beautifully for his toast, which he enjoys with his choice of Vegemite for a topping.

We have managed to stay cool and sunburn free on the hot days with water play, icy poles and air conditioning. We have also been juicing oranges and making berry smoothies.

Enjoy our photos.

... Till next time ...

## Room W3 ~ Charles, Marion & Paddy

W3 is now complete with the return of Charles (student). We did briefly toy with the use of 'Charlie', 'Chuck', 'Chuckles', or 'Chazza' to distinguish Charles (student) from Charles (teacher). But neither Charles nor, for that matter, Charles, was terribly keen on any of the options. We opted instead for a year of confusion and amusing misunderstandings. Charles has quickly fitted into the group and had a very enjoyable first week, with highlights including his basketball skills and his use of

Key Word Signing. Overall, the group continue to relish the bike-riding and the gym. Our current focus is on throwing: hoops, bean bags, basketballs, gym balls, huge foam shapes, gym mats and peanut balls. We set up targets: things to knock down, things to throw into, things to throw over. Our half hours fly by. Ronnie has been very engaged in our musical version of 'We're Going On A Bear Hunt' – pointing to the words and doing the actions; Luca loves to read too, and likes

nothing better than settling down with a book to carefully browse; Meckenzie has had great fun with vocal word play (her favourite word of the moment is 'Mickleham' which she loves to play 'call and response' with); and Vigi continues to bounce up when there is music to which he can bang a drum, dance or strum the mandolin. Keep up the good work W3.

# Room W4 ~ Lulu & Mark

This term the theme for W4 is transportation. We have read 'Dig, Dig, Digging', 'Choo Choo Clickety-Clack!' and are about to start 'Emergency'. The fab 4, Kate, Archie, Theo and Reuvi have loved reading about all different types of transport including, trains, buses, hot air balloons, bikes and cable cars, to name a few! During our visual

art sessions students have made marble art hot air balloons and our favourite, hand print fire trucks!!

On Friday, the W4 crew were lucky enough to be invited to Australia Post Moorabbin to test out some of their new vehicles and have a walk through the sorting facility. Each student got to sit in the

new Australia Post vehicles and enjoyed beeping the horn and turning the lights on! We would like to thank Grant from Australia Post Moorabbin for inviting us to do this. We had such a great time and the students were thrilled to try out something so cool!

## 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

# Speech Pathology Report—Emily Mizzi

## Communication Partner Skills for Augmentative and Alternative Communication (AAC) Users

*The people around the AAC user are important. They are the communication partners. Communication partners need to build their skills to support and interact with AAC users. Communication partners must learn to model, wait, prompt and respond.*

**Make comments,  
rather than questions**

As we interact with an AAC user,  
think about the language or  
sentences we use.

Instead of always asking questions,  
we can make comments about what  
we are seeing, doing, and thinking.  
Describe things! Make comments!  
Let AAC learners see other  
language.

### MODEL

AAC users need to see what  
it looks like to communicate  
with their AAC systems in  
real conversations. To do  
this, we need to talk to them  
using their AAC! We point  
to words on AAC as we  
speak. This is called  
[modelling](#).

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### Pausing & Waiting

- Allow time for the AAC user to make their message.
- Wait for a message to be composed before talking.
- Pause for the AAC user to take a turn or respond.
- When we do pause, **pause expectantly**. Look toward the AAC user with an open expression that invites them to take up their turn if they wish to.
- It can be a great idea to count in our head for at least 5 seconds. This is a useful strategy to help us to pause.

### Provide Prompts

**Verbal prompts**, such as saying "Find your chat words if you want to tell us what you think!"

**Gestural prompts**, such as pointing to their AAC system to remind them to use it.

Lastly, should try to avoid providing too many prompts. Think of ways to fade prompts over time

### Consistent Responding

- **Acknowledge:** We acknowledge all attempts at communication.
- **Attribute meaning:** We treat the AAC user's communication as meaningful. We should do this even if we don't immediately understand how it's relevant.
- **Expand:** We expand the AAC user's message. For example, if the AAC user says "more", you can model back "WANT - MORE" on the AAC system.
- **Recast:** We restate the AAC user's message. We show different ways of saying messages. e.g. If the AAC user says "My turn", we could say "Oh! You are telling me you want a go", while pointing to "YOU" and "GO" on the AAC system.

### Accept all Forms of Communication

AAC users may use a combination of vocalizations, words, word approximations, pointing to pictures or photos or objects, sign language, natural gestures, body language, and facial expressions, as well as their AAC system.

Often, AAC users will choose the fastest and most efficient means of communication available to them in the moment. Every method of communication has its place. Each one should be valued, respected and responded to.

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- WHERE:** Bayside SDS, 4 Genoa Street, Moorabbin.
- WHEN:** Saturday 1st April – 9:30am - 11:30am, including light refreshments.
- WHAT:** Mowing, painting/oiling, planting, weeding and mulching of garden beds, and general clean up.
- WHO:** Parents and Friends of Bayside.
- WHAT TO BRING:** Yourself & friends  
(wheelbarrow, spade and gloves, if you can).

Please return the reply slip below by Tuesday 28th March  
to assist us with catering arrangements

✂ —————



WORKING BEE REPLY SLIP  
SATURDAY 1st APRIL 2023

Name/s: .....

I / We **will be** attending the Working Bee

