

DATES TO REMEMBER

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 ~ 2:00pm—5:00pm

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 6th May

School Transition: Pre-School to Prep—9:00am—11:00am ~ Jan Lake Centre

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

ISSUE 02

26 FEBRUARY 2025



Bayside
Special
Developmental
School

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

SSGs

It was great being able to make the time to meet with families this week to consider our short and long-term ambitions for our students. A perfect opportunity to recognise the importance of the team around the child. Student Support Group meetings are crucial for fostering a collaborative relationship between parents and educators, and provide consistency in support between home and in school. By discussing strategies and sharing observations, teachers and parents support us to create a consistent and supportive learning environment. We deeply value the trust and open communication we share with families, which are essential for addressing concerns early and effectively, ultimately contributing to the student's overall success and well-being.

We were able to join some of the meetings this week, and feel grateful to be part of the team.

Communication

It is great to see parents using Seesaw to provide information and updates to Teachers as well as sharing stories of out of school activities. Teachers check Seesaw at the start of the school day and then log back on at the end of the school day. If you have a matter that requires a response during teaching time, for example, an early pick-up or alternative student travel arrangements, please call the school office. Emails and Seesaw messages may not be seen during the busy school day.

Wellbeing

At Bayside SDS we understand that optimal wellbeing and engagement are crucial to support learning. Each fortnight, all teachers meet as a Professional Learning Community (PLC) to plan positive classroom strategies and the implementation of explicit teaching to promote positive behaviours and learning outcomes. Currently we are identifying and reviewing the classroom procedures and routines that are established and determining if there are routines that we need to emphasise in our day-to-day programs.

School Wide Positive Behaviour

This semester our whole school focus is *"We pack up our activity before moving on to something new"*. Some of the resources we use to enhance this teaching and learning are 'finished' tubs, mats and bags, visual scripts showing the sequence of an activity from start to finish and video models that also illustrate a complete activity. Involving students in the process of packing up helps them to recognise that a

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

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

transition is about to occur; from one activity to another. Recognising and cueing into a forthcoming transition supports regulation and processing, which in turn leads to greater autonomy.

Professional Learning

Next week, all staff will engage in training to support students that require a trauma informed approach to teaching. The training is delivered through the Australian Childhood Foundation and will culminate in a full day of training in May. The strategies we will learn about benefit all students as they cover creating a safe and supportive classroom environment where students feel secure and understood. Key elements include building strong, trusting relationships, understanding the student, and using strategies that promote emotional regulation and resilience.

We look forward to sharing our knowledge with the community.

Bayside Parent and Carers Group

Please don't forget our Parents and Carers catch-up over coffee on Monday 3 March at Woodfrog Bakery (just up the road) from 9:15am, for those available. The team are aware that mornings do not work for many, and are looking at a range of events and times to meet the needs of all.

Annual Privacy Reminder

Our school collects and uses student and parent personal information for standard school functions or where permitted by law, as stated in the [Schools' Privacy Policy](#) and the [Schools' Privacy Collection Notice](#).

Our Photographing, Filming and Recording Students Policy, available from our website or the office, describes how we collect and use photographs, video and recordings of students. The policy also explains when parent consent is required and how it can be provided and withdrawn.

If you have any questions or concerns please contact the school.

For more information about privacy, search: Schools' privacy policy: information for parents. Here you will find information available in 10 community languages.

Justin & Tania

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

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL
4 Genoa Street, Moorabbin, 3189
Tel: 9555 4155 Fax: 9553 2476

Room N2~ Abigail, Gemma & Neena

Eyes are watching, ears are listening. Hands to ourselves, no misbehaving! Bodies are calm, we're keeping it cool. In N2, we follow the rules! ♪♪♪♪

The N2 Crew have had a positive introduction to the new school year, and enjoyed a fantastic first few weeks. Engaging in explicit teaching sessions about daily routines, positive behaviours, getting ready for learning, and doing their best in everything they do—the boys are off to a flying start. Efforts have been recognised and celebrated frequently, with the use of high fives, verbal praise, brag tags and an apparent favourite—adding smiley face bouncy balls to the class reward 'tube of terrificness', 'pipe of positivity', 'cylinder of celebrations'!?! We are yet to settle on a catchy name for the tangible chart, so if you have any ideas, please let us know! Kanata transitions beautifully from the bus to unpack his bag in class without need for prompting. Archer focuses hard on all his work tasks 1:1 with staff at the table. Dylan enjoys his morning movement helping him calm his body and attend to the activities ahead. Sam is supported to use Proloquo2Go to appropriately request favourite items which he loves to explore whilst seated nicely at his table. Aiden does great listening and is quick to come up to the board to contribute during group sessions. Proactive strategies are already leading to an encouraging environment for student development in the classroom. Staff are proud of the students' positive attitudes exhibited towards the learning tasks presented, and we are looking forward to a wonderful year ahead!

Room N3 ~ Cara, Marion, Danielle & Aura

Let me introduce you to the sensational six in N3 this year ... in N3 we have Kate, Charlotte, Jordan, Annabel, Bella and our man Sam!

The students have all returned to school with loads of enthusiasm. We are all getting back into routine and remembering to use our voices through different forms of AAC. Emily (Speech Pathologist) has helped us update our eye-gaze and iPad to give us the best opportunities to communicate in all parts of the day.

Jordan is super excited that on Tuesdays we are making chocolate crackles as part of our Southside café role. Sam is full of enthusiasm when we transition across to the café on Thursdays, happily greeting all he sees!

Bella has been doing an amazing job carrying her speech device with her everywhere she goes! Kate has been reminding us all what day it is and what's next throughout our school day! Charlotte has been very social upon returning to N3 and always keen to engage a staff member to have a chat, a dance and a giggle!

A very special happy birthday to Annabel this week who is turned 18!!! We cannot wait to celebrate with you.

Room W2 ~ Marshall & Mark

Hello everyone,

Welcome back to school for 2025! In W2 this year we have Cade, Elijah, Alessandro, Issy and Vignesh. We've had a busy start to the school year, getting familiar with our new routine and re-establishing friendships with peers after a long Christmas break. Each of the students has done a fantastic job settling in, attending to a variety of activities and participating in their learning.

One of the highlights of the term so far has been our Sensory Story on a Monday with Em, our Speech Pathologist. The theme has been 'Going to the Beach'. The students have loved touching, smelling, seeing and hearing different things that might be found at their local beach. The sea creatures in the water beads has definitely been a favourite for everyone!

This term we've taken on the role of stocktake for the school café program. Every Tuesday we go and retrieve the supplies from our homecrafts room and count them all one by one, before reporting back to the serving crew with the numbers of each item we have available to sell!

We look forward to a great year in W2 and we can't wait to report back soon on our adventures.

Room W3 ~ Melissa & Paddy

W3 have had a slightly unusual start to the year, but have been grateful for the consistent support of Paddy. We've also been fortunate to have our regular teaching staff Tiana, Mel and Chelsie work with the group, which has really helped with the positive start to the new year and new class. The students (and Paddy) will be very happy to have Charles back next week.

Chris, Meckenzie, Theo, Jacob and Ronnie have proven to be a really good combination, with W3 having a lovely, calm feel about it, which leads to students feeling comfortable in their learning space. It's a big year for Ronnie and Meckenzie, who are in their final year as Bayside students. We look forward to working closely with their families to plan their next adventure.

Room W4 ~ Gloria, Justine & Aura

Hi All,

This year, our happy band of students in W4 are – Ellie, Reuvi, Rosie, Sara, Tom and Will. We have now settled well into the term and have been very busy and active. Every day we have movement breaks which could be dancing, walking or using our outdoor exercise equipment. We have started to help in the old garden, planning is afoot to restore the beds – watch this space.

We have a weekly cooking slot in S2 and so far have made smoothies, Jelly, Apple Berry Crumble and Caramel Muffins. This week we are going savoury and are making hot chips from scratch and having them for lunch with sausages.

Please enjoy looking at our pictures.

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—Em Mizzi



Cooking Up Communication in Speech Therapy



Are you aware that there are many benefits of cooking in speech therapy? Have you tried it in your household? You might find that children/students stay engaged, try new foods or textures and have A LOT of fun! Besides this, you might also realize that so many speech and language skills (amongst other things) can be worked on.

Here at Bayside SDS students participate in cooking session either in their classrooms or a dedicated homecrafts room. The goal is not the end result (the food), but rather the process:

1: BUILDING VOCABULARY: Cooking has so many rich language opportunities, for example, teaching new vocabulary – both core words and fringe alike. For example, labelling food items (nouns), talking about cooking actions (verbs), talking about tastes and smells (adjectives), describing where to put items (prepositions) and putting it all together in 2-3-4-word sentences.

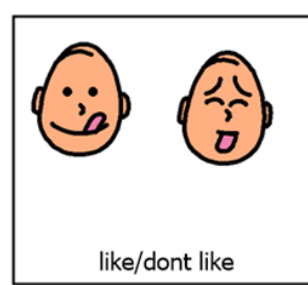
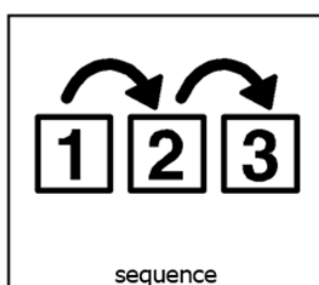
2: SEQUENCING: Next, cooking with students gives them the opportunity to practice sequencing. For example, the recipe might say: FIRST, spread the butter, NEXT spread the vegemite, THEN put the pieces together. When students have hands-on experience with a topic, they will be able to better understand meaning.

3: SOCIAL SKILLS: Did you know that Speech Pathologists also help work on social skills with students? Hopefully the answer is yes! Cooking lessons can be a great time to focus on these types of skills. Cooking also works on teamwork, sharing, using manners, expressing opinions (like and don't like) and following directions. Just another of the many reasons there are so many benefits of cooking in speech therapy!





4: LIFE SKILLS: Cooking is a great life skill to work towards. The best part about cooking? You can do it with any age and adapt the recipe as needed. With preschoolers and younger students, try very simple recipes.

5: SENSORY EXPLORATION: Did you know that there are 32 steps to eating and students who have sensory differences can explore different textures, smells and temperatures of food items in a safe and engaging cooking session. Some students at bayside love getting hands on and touching and tasting everything, others prefer to feel items in zip lock bags, smell items and not touch, while some enjoy interacting with food items using utensils – such as stirring. It is all sensory exploration.

6: INCLUSIVE: Finally, cooking at Bayside SDS is inclusive. Everyone can participate and enjoy elements of a cooking session. We have a variety of adapted cooking aids, such as a switch activated pouring machine, switch activated blenders and mixers. Interactive video modelled sequences of recipes and lots and lots of communication aids, from objects of reference to both electronic and paper-based communication system and key word signs, all support participation and language development.



Would you like to give cooking a go at home? Here are a few handy resources that can get you started, including a screen print of a pancake recipe and sequence used at Bayside SDS.

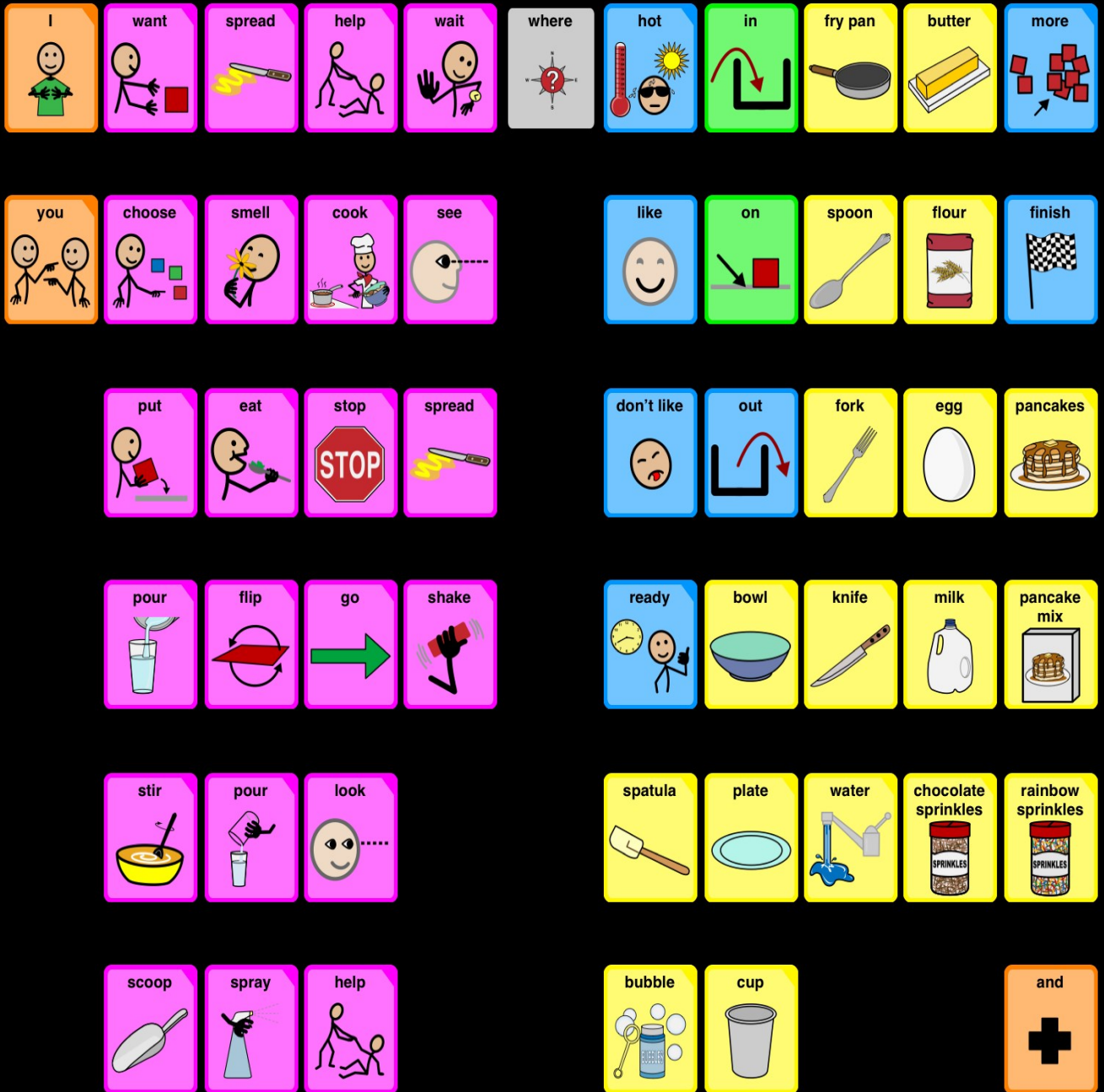
Item	description	website
Resource website	Resource website with recipes, visual picture-based recipes and information about cooing and communication and AAC. 	https://accessiblechef.com/
Powerlink4:	Used to switch adapt household items. 	https://www.spectronics.com.au/product/powerlink-4-control-unit
iclick:	Control electrical appliances with your iPad, SimplyWorks/ EnvirON switches or any wired switch! 	https://www.spectronics.com.au/iclick
adapted pouring cups	Mix it up with a switch-activated pouring cup that allows users to participate in cooking classes or dramatic play. Available in two versions: on a stand or flex mount. 	https://enablingdevices.com/product/pouring-cups/

Pancake Aided Language Display: Proloquo2Go

< Cooking communication



Pancake ALD





Pancake sequence



Numbers

1 2
3 4

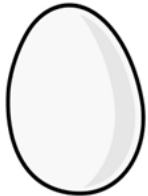
Pancake visual sequence: Proloquo2Go

 Pancake ALD Pancake sequence

1. get the ingredients - eggs, butter, water, flour



2. put 5 scoops of flour into the bowl



3. put 1 egg into the bowl



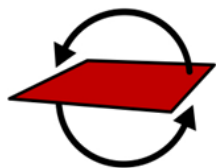
4. pour the water into the bowl



5. stir the mixture with a spoon



6. scoop the mixture into a hot pan



7. flip the pancake