

**DATES TO
REMEMBER
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REMEMBER**

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 03

15 MARCH 2023



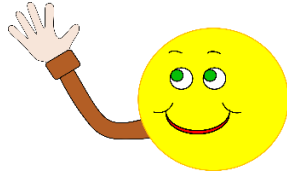
Bayside
Special
Developmental
School

Bayside Bulletin

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

What's Happening in the School?



The school year is well and truly underway with lots of engagement, participation and learning happening in the rooms. The focus on literacy during the last five years is reaping dividends with all students showing an increased interest in reading and marked improvement across a variety of literacy skills. Most of the groups are also engaging in a daily exercise program which ranges from power walking to upbeat music, bike riding, commando courses in the gym and using the outdoor exercise gym. (Think I might join them each day). Daniel from McKinnon Basketball Association has continued to run skills-based sessions in basketball for our students. Rosie,

William and Thomas continue to practice and refine their goal shooting as part of these sessions in preparation for the inter-school basketball season which starts next term. School assemblies are again happening on each Friday at 2:00pm. Congratulations to Theo, Vignesh, Naila and Ella on receiving their Student of the Week awards during the last assembly and finally after many delays, our school furniture arrived on Wednesday which means our new specialist classrooms are functional and ready for operation.

Student Attendance



All schools must record and monitor all student attendance and absences in order to meet the duty of care owed to students, as well as the requirements of the Education and

Training Reform Act 2006 (Vic). Schools are required to record any reasons for these absences and parents are required to provide reasonable excuses for all student absences. Examples of reasonable excuses are, but not limited to.

- illness, accident, an unforeseen event or an unavoidable cause;
- a requirement to comply with another law;
- the child is participating in education or training, or employment;
- the child is attending or observing a religious event or obligation as a result of a genuinely held belief of the child or a parent of the child;
- the parent of the child has provided another excuse for the absence (such as external therapies or specialist appointments) and the principal of the school accepts the excuse as a reasonable.

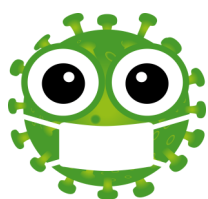
Schools are often required to explain individual and significant student

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absences in writing to the department, so your co-operation with providing this information to the classroom teacher to facilitate the correct recording of any absences is appreciated.

COVIDSafe Measures



COVIDSafe measures have changed, but all Victorian government schools are required to continue to implement important practices to reduce the risk of COVID-19 transmission.

It is recommended that rapid antigen tests (RATs) are used by students and staff:

- If you have symptoms of COVID-19 infection, no matter how mild;
- If you are a household or close contact of someone who has COVID-19;
- If you are a social contact of someone who has COVID-19.

Students who report a positive result are recommended to isolate for a minimum of five (5) days and not attend school until their symptoms have resolved.

Schools must continue to take the important steps of ensuring air purifiers are in use, external ventilation is maximised, good personal hygiene is encouraged and face masks continue to be made available for staff, students and visitors who wish to wear them. Please contact the office if you require more RATs.

All Abilities Playground



Kingston City Council has upgraded the forms to apply for the MLAK key for \$5 through council. The upgraded forms for the purchase of a MLAK key have been placed on the school website. MLAK keys give access to toilets

for people with additional needs throughout Australia through the Changing Places initiative.

Save the Date – School Opening



Saturday morning 6th May 10:00am-12:00noon is 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. 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.

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

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**Working Bee—
Reminder**

The next school working-bee will be held on Saturday 1st April 9:30am-11:30am. We need as many helpers as possible to help 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. So far, we have only received five attendance notices, so please send your reply sheets in.

Michael Pepprell
Principal

**Assistant Principal's
Report****Staff Professional
Learning**

To meet the specific needs of our students, our staff engage in a wide range of professional development activities. These include coaching, collaborative planning, workshops and research in learning teams.

Each fortnight we meet as a whole staff for formal training. This year staff will build their knowledge and skills in subjects that include literacy, maths, communication, therapy supports and play-based learning. Last week two of our therapists, Em (Speech) and Emily (OT), ran a workshop that identified when a prescribed support such as a chewy might be indicated.

They have introduced a referral system that will be used to activate an observation and recommendation where applicable.

Post School Options

Kate, our Transition Coordinator, is currently arranging visits to local centres that offer post school options to learn more about their facilities and programs. Families are encouraged to attend the expo on the **10th of May** when services will be onsite to discuss their programs. I strongly encourage all parents with children aged 14 upwards to attend the expo.

Tania Castro Millas

Assistant Principal

EEP ~ Llywela, Carly & Natasha

Over the first six weeks of the school year, the EEP students have been building their confidence in for some, a new environment, and for all students, with new peers in their class group. Over the past fortnight, we have started to see some of the bonds that are beginning to form, with the students more regularly choosing to play in closer proximity, alongside and with each other, share

equipment and come together as a class group.

For the first time this year, we saw all of the students come together at circle time at once, taking turns to play the drum during our 'hello' song, and staying with the group to hear their peers play too.

Layla has enjoyed sharing the platform swing with Kuri and Will at different times;

Isaac and Will have shared their interests in music and danced together during outside play; Chester has encouraged and welcomed Layla to complete a puzzle with him; and Will has delighted in assisting staff to push his peers in the swing.

It has been so wonderful to see the EEP students choosing to spend time with each other and watching their friendships grow!

Room E5 ~ Ka Ling & Danielle

This week, we will be celebrating yet another birthday! Happy 10th birthday to Paddy!

This last fortnight, we have been running a weekly science and sensory exploration program. We have been exploring sizzling and bubbling chemical reactions in the classroom! During the science program, we have been exploring the cause and effect of

bicarbonate soda and vinegar. Working one on one with the students, we sprinkle a thin layer of bicarbonate soda in a tub and then using a pipette, we drop small amounts of vinegar into the tub to create a sizzling and bubbling reaction. Sam and Yuki assist with sprinkling in the bicarbonate soda. Paddy gets excited and wants to pour the cup of

vinegar into the tub! Oscar watches as the reaction occurs!

Besides that, we also use tactile letters and numbers, coloured rice, playdough and oats as our dry sensory play. We also use switch toys in our classroom, which is well received by Akain and Paddy. E5 are explorers, and let's see what other experiments we will try throughout the year!

Room E6 ~ Cheryl & Alina

Motivated Movers!

Active Agents!

Busy Balancers!

Kinaesthetic Climbers!

Well, it's week 7, and the team from E6 are still *Energetic Explorers!*

We have enjoyed our Monkey and Me story with our jumping and swinging, and stomping around. We have now moved onto an oldie but a goodie, active song 'Ants go Marching!' Around the chairs,

around the tables, clockwise and anti-clockwise, the E6 team are up and about with smiles when this is requested and played.

Our gross motor activities continue to be explored in the junior playground that includes a climbing frame, plank, cube, and various mats to jump onto before venturing into the tunnel and climbing over the foam roller or rocker. We have begun a gross motor program with our OT Emily on Fridays that includes following a short circuit of moving our bodies in space to get down low

and crawl. The E6 team are developing skills in waiting their turn to navigate the tunnels and equipment too.

Some of the current favourite equipment for each student include Naila crawling the clear tunnel, Jack climbing over the ladder, Mamoud jumping on the trampoline, Nicholas balancing on the disc, Taiga rolling in the big tunnel and Mitchell swinging on the platform swing. The most interesting part is when teachers model some of the equipment!

Room N1 ~ Cara, Gemma & Marshall

N1 have been investigating, hypothesizing, testing and concluding! Running simple science experiments over a three-week period, students have been able to visit a concept and build on what they have discovered before. First the boys are encouraged to explore the materials in whatever manner they wish. Aiden likes to get stuck in with an individual approach “more is best” - more salt to melt the ice, more vinegar to fizz the baking soda, more colours to smooch together. Franco likes to bring in alternative means to gain a desired result but in the quickest way possible—when trying to dissolve or melt materials he has consistently asked to cut and break them into smaller pieces, which in turn has sped up the observable reactions. During the second session we all work with a more delicate approach, using

ALDs and Proloquo2Go to request materials and comment on what is happening before our eyes. Archer asked for green hot water to pour on his ice—he was excited to investigate the use of hot water, yellow and blue paint, melting his ice quickly, attaining his desired green colour and reaching the embedded toy within. During the final session we have been coming together as a group seated around the board. Time to recall what has come before, predict our scientific outcomes, and test them in a slightly more controlled manner. James enjoyed looking through photos from the previous sessions, being supported to use an ALD to retell what he could see. Then, when it came to the hypothesizing, everyone took turns up at the board, dragging symbols to complete sentences and state what they believed the

outcomes would be. Dylan predicted the use of hot water and salt would melt the ice faster than cold water and no salt, was he right? We had to find out, so on separate trays, labelled ‘salt’ ‘no salt’ ‘hot water’ and ‘cold water’ the boys took turns adding the elements and observed the results. Conclusions were drawn and budding scientists were born! Science is fun, science is engaging, it lends itself to sensory exploration, fine motor development, critical thinking, etc., but the main purpose in N1 is to promote the use of language—so many opportunities to comment, make requests, recall, etc. Towards the end of the week, it has so far been a perfect afternoon activity, when students otherwise might have found it a little hard to focus. Well done team!

Room N2 ~ Abigail, Anouk & Kate

The lovely Cheryl Wade had her birthday in the last fortnight and N2 wanted to show their appreciation with individual cards delivered by each student. In art, the students used the spin art machine to create colourful designs for their cards. William was very focused watching the paint spray outwards, while Jordan was keen to keep adding more and more colours to her design! The

students were then supported to create their own messages using an adapted writing tool available in the Boardmaker software. The tool supports the students to choose a sentence starter and ending entered by staff, using the displayed words and/or picture symbols as prompts. Sam leaned in to select his message – he had a lot to say! Tom got the giggles about all the nice things he could

choose to say to Cheryl. Then it was time for deliveries - Chris and Sam took up the BIGmack switch so they could sing happy birthday to Cheryl when they handed their cards over, while Sidra and Rosie said it super loudly – just in case anyone had managed to miss the fact that it was Cheryl’s birthday! Happy Birthday Cheryl – we enjoyed celebrating your special day.

Room N3 ~ Tiana, Neena, Jacqui & Natasha

N3 have been busy exploring letters and sounds and creating our own letter books as apart of our letters of the week program. This past fortnight, we have looked at the letters D, E, F and G! As a group, we explore our letter props and write our books filled with photos of ourselves and our favorite props for each letter.

On a Monday and Friday, we have our sensory phonics session where we use our senses to explore the letters. Annabel, Bella, Ellie, Charlotte and Jay all enjoy looking, listening, touching, smelling and tasting various items linked to our weekly letters. The taste component has been a favorite for Charlotte, Jay and

Bella who all liked tasting donuts, Easter eggs, and guacamole. They were all quick to indicate they did NOT like the taste of flour. Ellie and Annabel liked to touch and smell a number of objects, especially the flowers!

Room W1 ~ Kate & Mel

How are we already over halfway through term 1?! Time really does fly when you're having fun!

This past fortnight in W1, we celebrated Maddie's 17th birthday! Maddie had a great day and we all had a lot of fun playing pin the tail on the llama, musical chairs, musical statues, singing happy birthday to Maddie then having a slice

of birthday cake to celebrate the day. Everyone had a great day and enjoyed the party.

This past fortnight in maths, we have been having a focus in our whole class sessions on money. We have been looking at different coins and learning about what makes them unique. We have been focusing on the

different colours and what they mean (Silver = Cents c, Gold = Dollars \$) looking at the different designs on each coin, and comparing their sizes. Then we have been doing different activities based around ordering the coins from smallest to largest in value. It has been a lot of fun getting to look at all the coins and explore money.

Room W2 ~ Gloria & Janine

Hi All,

Well, our happy band of characters in W2 continue to enjoy sharing the yard space with our other Senior friends and having lots of music and movement activities.

Alessandro and Michelle attend RDA on a Monday morning, and thoroughly enjoy this activity.

We have been trying new foods and drinks, and recently tried lime cordial and home-made lemonade.

Our group love choosing from the interactive panel and getting out into the All-Abilities playground and visiting the 'grass room' to take our activities to a new setting.

Enjoy our recent photos ...

Room W3 ~ Charles, Marion & Paddy

We've had a busy fortnight with programs beginning to establish themselves and students becoming familiar with life in W3.

On Monday we ran our first personal care session, focusing on tooth brushing, application of deodorant and hair brushing.

Charles, in particular, enjoyed the hair brushing. Luca revealed a ticklish side when applying deodorant. And Ronny excelled in brushing his teeth. We hope to include the application of sunscreen at some point too, but the way things are going,

there may be no need for it soon.

Vigi has been beginning to ride the two-wheeled scooter, but he's not convinced that two wheels are better than three. Meckenzie has been enjoying singing along with our songs. Another great fortnight, W3!

Room W4 ~ Lulu & Mark

This past fortnight, the W4 gang have been very busy with their shopping and smoothie making. On Tuesday mornings we head off to Woolworths or Coles ready to get all the ingredients we need to make smoothies. We have been using bananas, strawberries, blackberries and milk. Reuvi has become an expert at scanning the items

before putting them in the bag. Whilst Theo, Archie and Kate are fabulous at finding the items and putting them in the shopping basket. Once we get back to school, Emily (OT) comes in and we start making our smoothies. Archie is working hard to put all of his ingredients in the blender. Theo is working hard at using

his 'I want' sentence strip to choose what he wants in his smoothie. Kate is doing a fabulous job at putting ingredients in the blender, and Reuvi attends to the task well and loves pushing the switch to activate the blender.

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

Physiotherapy Report—Alice Tulloch

We are coming to the end of term 1 and it has been a big term for Physiotherapy at Bayside! Our focus for Physiotherapy is increasing our ways to participate in class, which for many students this term, this has meant practicing **standing**. Standing provides a number of different opportunities while at school including being able to reach different choices on the board, practicing activities on our tray table in standing, or even standing up in the playground with our friends.

Standing has a number of fantastic health benefits, particularly while we are growing. These include:

- ◆ **Interaction:**
Being up standing allows us to interact with our classmates at an eye-to-eye level.
- ◆ **Circulation:**
Standing improves circulation and blood pressure.
- ◆ **Respiratory**
Standing allows you to breath in and out more deeply and efficiently.
- ◆ **Contracture Prevention**
Standing can improve the flexibility of the leg muscles and improve the range of motion of joints, and reduce the amount of muscle stiffness in our legs.
- ◆ **Bone Density**
Standing increases bone density and reduces risk of fracture.
- ◆ **Well-being**
Standing helps you feel alert, sleep well and improves overall wellbeing.
- ◆ **Digestion**
Standing works with gravity and using the stomach muscles to assist in digestion and toileting.
- ◆ **Hip Development**
Standing helps with development of our hip joint.
- ◆ **Skin Integrity/Health**
Standing allows more oxygenated blood to reach tissues that have been under pressure while seated. This results in fewer sore areas and improved skin health.

Looking forward to another great term ahead to work on building our bodies and getting stronger!

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4 Genoa Street, Moorabbin, 3189

Tel: 9555 4155 Fax: 9553 2476



- 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

