

DATES TO REMEMBER

**Monday 28th March—
Friday 1st April**

Autism Awareness Week

Friday 8th April

Last Day of Term 1—
students dismissed one
hour earlier

Tuesday 26th April

First Day of Term 2

**Monday 23rd May—
Friday 27th May**

Education Week

Tuesday 31st May

School Photo Day

Monday 13th June

Queen's Birthday Public
Holiday

Friday 24th June

Last Day of Term 2—
students dismissed one
hour earlier.

Monday 11th July

First Day of Term 3

Friday 16th September

Last Day of Term 3—
students dismissed one
hour earlier.

Monday 3rd October

First Day of Term 4

Friday 28th October

World Teacher's Day

Tuesday 1st November

Melbourne Cup Public
Holiday

Monday 19th December

Last Day of 2022 School
Year for Students

Tuesday 20th December

Student Free Day—SSG
Meetings

BAYSIDE BULLETIN

ISSUE 03



Bayside
Special
Developmental
School

17 MARCH 2022

***Literacy activities are enjoyed
every day at Bayside SDS***

Bayside Bulletin

Principal's Report

Thank You



The past fortnight has seen some unprecedented challenges with several staff and students absent due to positive Rapid Antigen Tests. Thankfully the school has been able to stay open during this period, and I thank all families for their cooperation in keeping unwell children home, and to those parents whose prompt response in collecting children who have become symptomatic whilst at school during this period.

I am aware how enormously stressful that quarantine can be for families, and I am particularly thankful for the honesty demonstrated by our families, particularly both when there is a positive case in the household, or when your child has returned a positive RAT.

I hope that we can overcome the disruption of the last fortnight quickly, and resume our recovery towards normal operations efficiently.

Vaccination Hub



The school will again host an out of student hours vaccination hub on the 29th March from 3:00pm, out of room E1. This has been opened up for all students. Details have been sent to all families via Seesaw for you to make a booking. Families must provide a responsible person for their child to be vaccinated for COVID-19. Any enquiries must be forwarded by the families to the Aspendale Clinic for which details are in the Seesaw notification.

Coincidentally, the school is also being visited by our local council vaccination team on this day to conduct HPV immunisations. Please note that these are two separate processes.

No child will be vaccinated without the explicit consent of the parent.

Building Program



During the last fortnight the underground mains and power conduit have been installed with the storm water and sewerage also being completed. Screw pile foundations have also been installed in preparation for the concrete slab to be poured. Currently the slab is scheduled to be poured hopefully this week, (if the weather allows) with the project due for handover in term 3.

Positive Case Notifications



If your child returns a positive result:

- ◆ You must quarantine your child for seven days;
- ◆ You must advise the school about the positive result;
- ◆ Your child must stay home until their symptoms have resolved and they are well;
- ◆ Everyone in your household is a close contact and must isolate for seven days.

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Bayside Bulletin

Over the past fortnight families will have received, via the Seesaw platform, several notifications of positive COVID-19 cases who have attended onsite.

Please continue to be vigilant for symptoms and Rapid Antigen Test (RAT) your child. A positive result, even if it is a faint line, must be reported to the school, and regardless of a negative test, symptomatic students must stay away until the symptoms are cleared.

Rapid Antigen Tests (RATs)



All staff and students onsite should now have received an additional two weeks supply of RATs during the last week, which should take us up to Friday March 25. For families in specialist settings, it is recommended that they test their children at home each morning before coming to school, five days per week.

By direction of the Deputy Secretary of DET, "under no

circumstance is a member of staff to conduct, or assist to conduct, a RAT on a student."

Please remember that this process is voluntary for staff and students.

Student Indemnity Forms (Reminder)



Student Indemnity Forms were due back on the 11th of February. Unfortunately, we still have some families who are yet to return these forms. Since our last newsletter these forms were resent to all families who have not returned their forms. Thank you to those families who have sent these back. For those families who are yet to return their forms I urge you to do so promptly or to contact the school indicating that you will not be providing consent for the items listed, which include excursions, swimming, publicity (including newsletter) and therapy.

Michael Pepprell
Principal

Assistant Principal's Report

Vaccination Service

In home vaccinations are available for:

- ◆ Children and adults with disabilities, including psychosocial disabilities and their carers/families
- ◆ Older individuals who are unable to access a regular GP or vaccination clinic.
- ◆ Individual's with anxiety or needle phobia impacting on their ability to access a vaccination hub or GP

They are able to make reasonable adjustments to the vaccination process, including express check-in, use of VR headsets, use of sensory items and distraction techniques.

Contact:

Alfred Health Disability Liaison Office

0436 488 928

disabilityteam@alfred.org.au

Tania Castro Millas
Assistant Principal

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

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EEP ~ Llywela, Cara & Debbie

Nissim, Xavier, Felix G, Isaac and Felix L make up the second EEP group in E1.

When trying to describe this group, the saying 'work hard, play hard' comes to mind however, the line between these two is often blurred in EEP!

Nissim has been working hard as he is challenged to reach out at different angles and heights to hold down

the switch and activate the spinning bells. Recently, he has also enjoyed many social conversations with Xavier. A favoured time for this to occur is whilst Xavier whips him up a 'Happy Meal' in the kitchen!

Felix L and Xavier have been enjoying (whilst working hard!) our classroom movement circuit, collecting beanbags using the scooter board,

balancing along the wave beam and jumping along the coloured squares.

Isaac is particularly enjoying the new musical books, working hard to activate his new AAC device and communicate 'more'.

Felix G has shown a particular liking to using dot markers. These have inspired him to create multiple colourful artworks.

Room E5 ~ Carolina, Anouk & Danielle

As we continue on the theme of vehicles, we have started a new story called 'Old MacDonald, Things that Go!'. It's a great story that takes us to the farm and introduces all the different vehicles that Old MacDonald likes to ride. They include a train, tractor, bus, car, plane, boat and more, and with its very familiar tune it is very

engaging for everyone. We explore the sounds that each of these make and so we have a chorus of sounds from everyone in the class. In addition, students are working on matching the illustration to a picture symbol as we travel through the book.

Our transitions to play spaces for our physical movement breaks and

sessions around the school is going well. Some students move confidently from the classroom to outdoor places, whilst others are still learning to navigate their way around with support. It's been great seeing everyone exploring play equipment and gaining confidence in playing and sharing space with each other.

Room E6 ~ Cheryl, Natasha & Danielle

As Old Mac himself boards his train or flies off to his farm, it's the Little **Blue** Truck's turn to drive along the bumpy farm road for an adventure. The Big Mac switch is pressed each time the Little **Blue** Truck says "*Beep, Beep*" during our story. Now, the Little **Blue** Truck may not be the strongest vehicle in the story, but he does have friends who

come to help him and the dump truck who are stuck in the mud! To complement and extend exploring the transport topic, Oscar, Ferris, Zia, Sam and Patrick have been participating in various other activities that include, discovering cars and ramps, creating sensory art posters, moving symbols on the Smartboard to create a digital poster, exploring

wheels and movable parts in our vehicles tub, matching jigsaw pieces to hear the vehicle sound, choosing a video from a selection in our 'Things that go' PowerPoint and selecting their favourite toy vehicle for "What I like" sentence. It seems the **yellow** digger and the **red** fire truck lead the way with the most likes!

Room W1 ~ Kate, Bridget & Jacqui

In W1 this fortnight we have been having a focus on walking with the group and following stop and go directions. With the help of the OT, Emily, we have been using red and green pool noodles to represent traffic lights to show us when to stop and when to go. It has been a lot of fun doing this around the school when we transition to different areas.

We have also been starting to make our new word wall display for our classroom. The first letter we focused on was the letter **R**. We listened to a song about the letter R then wrote down some words that begin with R. Then we typed them up to be printed off to make our word display. To end the session we did some

tracing of the letter R in our work books. What letter will be next?!

Room W2 ~ Ka Ling & Neena

No Report this fortnight.

Room W3 ~ Karryn, Aura & Anna

Science meets literacy in our fortnightly sensory phonics program. Using the initial letters of student names to begin with this term, we have worked on the letters **M** for **Michelle** and **A** for **Archie**. During the session, students use their eyes, ears, smell, touch and taste senses to explore items starting with the chosen letter.

Everyone smelt fresh **mint**, but only Sam and **Michelle** accepted more **mango**, after an initial taste. No one wanted to taste the **marmalade**. Yuk! **Avocado** was more popular with Sam, Michelle, Jordan and Archie tasting it. While Kate was interested in watching the video clip about **apes**. We all learnt something about **apes**; they can

look like monkeys, but don't have tails.

This week, we will start the letter **L** for Lachy. **Light**, **lemon** and **lavender** are some of the things we will explore perhaps students can find other things at home that start with the letter **L**.

Room W4 ~ Abigail, Mark & Marion

Each week, the W4 crew take a trip to the All Abilities Playground. Having a separate playground on the other side of the school allows the students to work on their transitions and sharing play equipment in a less familiar space, much like accessing a local community park. After watching our video-model, reminding us where we are off to, we transition together as a group, staying on the path and waiting for each other at doors and gates. The accessible equipment has something for everybody! Charlotte seeks a

sedate spin on the roundabout, taking her seat and enjoying the steady motion. Annabel and Ellie both enjoy accessing the Liberty Swing – Annabel enjoys the wind in her hair as she zooms back and forth, and Ellie gets the giggles as she goes higher and higher! Jay sometimes has a quick swing or spin on the round-about – but also enjoys that we have the space to ourselves and explores the quiet corners under the big trees. Theo loves the swings and sometimes takes one of us to join him on the neighbouring

seat, enjoying when we swing in time with each other. Bella makes a bee-line for the nest swing and is more than happy to share it with a friend – the only downside is that we can't stay longer! At the end of our visit, we view our visual of the classroom, sign 'finished' and transition back to W4. I also wanted to give a shout out to Jaidan this fortnight who is doing a great job on his learning from home – especially enjoying our last class story on the iPad – what a smile in his picture this week!

Room N1 ~ Lulu, Paddy & Harrison

No report this fortnight.

Room N2 ~ Carly, Charles, Janine, Jacqui & Vicky

Hi again from N2. Firstly, I wanted to be able to touch on the enormity of participating in our first off site enrichment program—Riding for the Disabled (RDA). It has been way too long! The Senior cohort kicked it off a number of weeks ago, and will participate on Mondays for this semester. It is fantastic for students that use RDA as a program to enrich their physiotherapy and physical goals. On Mondays, **Jack**, **Abigail** and **Charles** are participants in the program. Please enjoy the photos of them from the first two weeks.

It has been busy in N2. Everyone has been participating in our classroom-based activities with vigour and

enthusiasm. One of the most favoured times in our week is our writing session based around each students activities over the weekend. Parent participation has been encouraged via Seesaw to send in photos or comments about each students weekend to give a little hint or clue to work with. Sometimes the photos sent in can be the sentence starter for the student.

Everyone works on writing skills linked to their ability and interest. For some, this is picking up a pencil and writing, for others, it might be discussion using adaptive technology such as Proloquo2go and staff demonstrating how to write or type a

sentence. The best part about all of this, is when students showcase their writing work sample and stand up in front of their class for a show and tell of sorts. The rest of the class shows great interest in hearing about others weekends. It has been fun hearing about **Ella's** new renovated bedroom, **Balsam** going to the shops and getting a haircut, **Carla** heading out to favourite shops and swimming with her dog, **Sakura** shopping for her favourite treats with her Mum and wanting to go to parties, and **Adam** telling us about the two flavoured ice cream treat he had. I hope everyone in Bayside was able to do something nice this long weekend past.

Room N3 ~ Gloria, Mel & Sharran

Hi All,

Well it's been a funny couple of weeks with lots of absences, staff and students, and lots of different staff in the room. The students have coped remarkably well and enjoyed themselves as always.

We have been having a lot of sensory play in the afternoons

and keeping up our usual literacy and numeracy activities in the mornings.

This week the students will be making some fun St. Patrick's Day pictures and having rainbow themed art and crafts.

All students are doing well helping to set out and to pack away resources after each activity, and enthusiastically take part in all movement and dance activities.

Till the next time



Speech Pathology Report—Emily Mizzi

Mealtimes at Bayside SDS

Did you know?

That one of the areas that Speech pathologists specialise in is working with people with swallowing difficulties, clinically known as Dysphagia.

What is Dysphagia?

Swallowing difficulty (dysphagia) is any problem with sucking, swallowing, drinking, chewing, eating, controlling saliva, taking medication, or protecting the lungs from food and drink 'going the wrong way'. It can be a problem with keeping the lips closed so that food, liquid or saliva doesn't dribble out.

Sometimes, the first sign of a swallowing problem is coughing, gagging or choking when eating and drinking. Swallowing problems can mean food, drinks or saliva gets into the lungs and this can cause lung infections (pneumonia). Reflux is a problem where the valves in the oesophagus causes the contents of the stomach (like food, drink or stomach acid) to come back up, sometimes reaching as far up as the throat and mouth.

Signs & symptoms of swallowing difficulties

Early identification is very important. If you notice any of the signs or symptoms below, see your doctor and/or refer yourself directly to a speech pathologist for further advice:

- ◇ Reduced oral motor movements to successfully complete a swallow – chewing, lip closure, tongue movements;
- ◇ Food, liquid or drool spilling out of the mouth;
- ◇ Long meal times or eating slowly (it takes more than 30 minutes to finish a meal);
- ◇ Coughing, choking or frequent throat clearing during or after eating and drinking;
- ◇ Becoming short of breath or you notice breathing changes when you child is eating and drinking;
- ◇ Avoiding certain foods because they are difficult to swallow;
- ◇ Unplanned weight loss for adults or for children, or failing to put on weight because of avoiding foods or finding it difficult to eat and therefore not meeting their nutritional needs;
- ◇ Frequent temperature spikes and chest infections with no known cause.

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Speech Pathology Report—Emily Mizzi

What can be done to treat swallowing difficulties?

Speech pathologists may recommend changes to the textures and consistencies of foods or drinks, and provide rehabilitation techniques and exercises to help people swallow safely. A speech pathologist may recommend further investigation such as a video fluoroscopic examination. If the swallowing problem is very severe, it may be recommended that the person take food and drink via a tube that goes directly to the stomach (this can be short or long term to help meet nutritional needs).

Speech pathologists work with other health professionals such as doctors, nurses, dieticians, lactation consultants, occupational therapists, physiotherapists and others to help people with swallowing problems.

Here at Bayside SDS

Here at Bayside SDS we are dedicated to ensuring the safety and enjoyment of mealtimes for all students. We work with a multidisciplinary approach (Speech Pathologist and Occupational Therapist) to mealtimes by assessing and creating mealtime plans for students with mealtime/swallowing difficulties. We can also help refer your child on for further swallowing investigations at a hospital setting for a swallowing assessment.

Areas highlighted in the mealtime plans are seating/positioning, communication/behaviour, managing and swallowing liquids and foods and mealtime modified equipment needs.

We regularly assess and monitor students mealtimes and regularly provide professional development to staff about how to spot symptoms of a difficult mealtime.

We update mealtime plans annually, or if the mealtime needs change throughout the year.

You may have noticed your child has come home with a mealtime plan in their school bag. Please sign and send back the mealtime plan or feel free to make any changes you think might be useful. These plans will form part of your child's student profile at school and will help ensure the safety and enjoyment of their mealtimes at school.



Managing illness in schools and early childhood education and care services – information for parents and carers

One of the most important things we can do to slow the spread of coronavirus (COVID-19) in our community is to stay at home when we are unwell, even when we have the mildest of symptoms.

What you need to know

1. If your child is unwell, even with the mildest of symptoms, they must stay home.

- If a child becomes unwell during the day, they should be collected from early childhood education and care (ECEC) or school as soon as possible.

2. If your child has any symptoms of coronavirus (COVID-19) below, however mild, they should get tested for COVID-19:

- fever
- chills or sweats
- cough
- sore throat
- shortness of breath
- runny nose
- loss of sense of smell or taste

Some people may also have headache, muscle soreness, stuffy nose, nausea, vomiting and diarrhoea. For more health advice:

- call the 24-hour COVID-19 Hotline 1800 675 398
- call your child's general practitioner (GP)
- call Nurse on Call 1300 606 024

3. Your child can be tested with a rapid antigen test at home, or a PCR test. They must stay at home until they receive a negative result and their symptoms have resolved.

- If you can't get a rapid antigen test or if you're still worried about your child, you [can find and go to a testing site](#) for a PCR test. Some [testing sites have rapid antigen tests](#) as well.
- If a rapid antigen test is negative but your child is symptomatic, your child should have a PCR test done.
- Find advice about [getting tested](#), as well as [parent and carer information about rapid antigen testing](#).

4. If your child has a negative COVID-19 test and their symptoms have resolved, they can return to ECEC or school.

- You don't need written medical clearance from COVID-19.
- There are illnesses other than COVID-19 where your child must stay at home for a certain amount of time – these are listed on the Department of Health ECEC and [school exclusion table](#).

5. A medical certificate is not needed, but may be helpful if your child:

- **has ongoing symptoms due to underlying conditions such as hay fever or asthma**
 - * If their symptoms are usual for their condition, they can keep going to ECEC or school.
 - * A medical certificate describing their condition can help ECEC and schools better know your child's health and care plans.
- **is younger (pre-school up to Grade 2) and has ongoing symptoms after a viral illness**
 - * Children can still have a cough or runny nose after recovering from some common [viral illnesses](#) – if they are otherwise well, they can go to ECEC or school.
 - * Your ECEC or school might ask for a medical certificate from their GP to make sure your child is otherwise well.
- **Remember: if your child's symptoms are different or worse than usual, they should stay at home, get tested for COVID-19 again, and seek health advice.**

6. If your child has a positive COVID-19 test, they must stay at home:

- Follow the [checklist for people with COVID-19](#).
- If a [rapid antigen test](#) at home is positive, report the result as soon as you can so your family can start getting advice and help:
 - * Tell the [Department of Health](#) by online form or COVID-19 Hotline 1800 675 398.
 - * Tell your ECEC or school (including other children at home who are [household contacts](#)).
- Answer [texts and surveys from the Department of Health](#).
- You may be able to get [financial help](#) or [other help](#) to look after your family safely at home.
- **When your child finishes their quarantine period**, you don't need written medical clearance from COVID-19 to return to ECEC or school.

Further information

- All families can plan and prepare ahead for COVID-19 at home using [this checklist](#).
- You can find information about COVID-19 in [different languages](#).

This advice has been prepared by the Department of Education and Training and the Department of Health.