

## DATES TO REMEMBER

### Friday 1st April

Dress Down Disco Day!  
- fundraiser for RCH Good  
Friday Appeal

### Friday 8th April

Last Day of Term 1—  
students dismissed one  
hour earlier

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

Autism Week

### 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 04



**Bayside**  
Special  
Developmental  
School

30 MARCH 2022



## Excitement ... Cement Trucks ... Slab Poured!

# Bayside Bulletin

## Principal's Report

### School Council



The new school council met for the first time on Monday, with the first order of business the nomination and election of office bearers for 2022. I am pleased to relay that Megan Dare will again be School Council President with Cathy Grieve as Vice President and Joe Mitchell has been appointed Treasurer. Tania Castro Millas will continue her role as Secretary. Thank you to these people for their commitment to their roles.

Other items of business included endorsement of the Annual Report and the Annual Implementation Plan. Thank you to Tania for running

this meeting in my absence.

### Building Program



After some challenges with the rain during the previous fortnight, the concrete slab for the new building has now been laid. There is now a small hiatus in the works whilst the slab cures, but by the time we return next term, significant progress should be evident.

### Staffing



It is with regret that I inform the school community of the resignation of education support member of staff, Victoria Coyle, who will be finishing up at the end of the term. Vicky has worked at the

school since 2008, in a variety of roles, across all age groups. I would like to take this opportunity to thank Vicky for all her efforts across many years, and wish her and her family all the best for the years to come.

### Don't Forget



On the last day of term 1, Friday 8<sup>th</sup> April, school will finish one hour earlier than usual. Please ensure that a responsible person is available to meet your child from the bus.

*Michael Pepprell*  
Principal

**BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL**

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# Bayside Bulletin

## Assistant Principal's Report

### Disability Inclusion Profile Meeting

Last week, we held our first SSG meeting to translate one of our senior school students to the new funding model.

The meeting took place here at Bayside SDS, over a three-hour period, with the parent, teacher, myself and two external facilitators reviewing evidence and determining the supports and adjustments made by the school. Sam is the first student in Victoria to move from the old (PSD) model to the DIP. Sam attended the meeting briefly and introduced himself with his charismatic smile before heading back to class. The meeting was thorough and in-depth, focussing on Sam's strengths and aspirations.

### Student Wellbeing Check -in

Earlier this month, class teams submitted individual student data under the headings of engagement and participation, physiological and emotional presentation, school attendance and behaviours. These check-ins are reviewed and referrals are made, and adjustments may be made to classroom programs, resources and / or equipment.

*Tania Castro Millas*  
Assistant Principal

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## EEP ~ Llywela, Cara & Debbie

This term, E1 B have been focusing on the story 'One Ted Falls Out of Bed.' We have introduced an aided language display (ALD) to follow along with the story. Lachie has been counting along and pointing as we go through the story. Daphne has been very helpful with the props and always volunteers to act out with Teddy. Vivienne has been pointing out the numerals

on the ALD and in the story as we count along. Ivaan enjoys listening and pressing the big mac switch for 'more.' Ariel likes it at the end when we build a tower or stairs like in the story—he is very keen to knock it over at the end!

The students of EEP have had a very busy first term and have all settled into routines smoothly. We are

also working on our independence, practicing placing our school bags and/or lunchboxes in our lockers each morning as independently as possible. This going to be a continued focus this year!

As I write this article it will be the last one for term 1! Wishing all our Early families a safe and happy Easter break.

## Room E5 ~ Carolina, Anouk & Danielle

Music based activities are always a hit in our class! Taiga loves singing along to songs from our 'hello' and 'goodbye' music song choices, and also attempts to follow actions and movements modelled by staff and on screen. Franco is so animated and eager to follow the actions from the songs too! Nicholas is now recognising his favourite songs through the repeated

exposures during circle time, and moves in quickly to make his choice, and Al seems to prefer our relaxation song choices, or songs about 'pets', following stories about Cookie and friends. He particularly enjoys a song about cats, which has a very groovy tune! Akain is showing interest in a range of switch toys, and watches as his photo is presented

on the board during circle time. Mamoud is very expressive and animated when moving his body in response to songs and his movements are very precise. As a group, the students are enjoying the 'Aussie' version of the Hokey Pokey, and related songs about Australian animals.

## Room E6 ~ Cheryl, Natasha & Danielle

Did you know that a freight train can have six different carriages, or that a horse wears cherry red boxers? No. Well Patrick, Ferris, Zia, Sam and Oscar have been exploring a few maths stories this term about colours. The freight train story has a few surprises, especially a green carriage with some animals inside while a spider has pink fancy

pants and a sheep has some woolly green bloomers in the story. The E6 team have been, "Going on a colour hunt" around the room finding the pictures to sequence the freight train carriages, or find objects that match into our sensory colour tubs. During the animal adventure, each student was able to pull off a Velcro picture for a big

reveal. A crocodile, a turtle, and a cow joined the other animals who were all very happy with their personal attire, however the elephant did forget something. Oh Dear!

We welcome Aiden G to E6 for this term. He has settled into the routine, and it's great to see he hasn't forgotten his dance moves!



## Room W1 ~ Kate, Bridget & Jacqui

How are we in week nine already—time really has flown this term!

This past fortnight we have been having a big focus on our letter work. This fortnight we have been focusing on the letters M,H,U and P. For each letter, we as a class, think of as many different words as we can that start with that letter. Some of

the standout words have been **M** for Maddie and mermaid, **H** for hamburger and hippopotamus, **U** for unicorn and Uno and **P** for pig and pizza. We all really enjoy these sessions and coming up with lots of different words!!

We are also very excited for our dress up disco day on Friday. There's been a lot of

talk about it in the room, and we have been practising our best dance moves! We can't wait to see everyone's disco outfits!

## Room W2 ~ Ka Ling & Neena

Hello everyone! W2 has welcomed a new student to our classroom. Welcome Sidra! She has transitioned well and joins in seamlessly with the group for the morning sessions.

We are in the final stretch of Term 1. This past fortnight, we have been reading the book "I'm a Hungry Dinosaur". On our Tuesday afternoon communication and play session, we have been taking turns

and exploring the process of making chocolate playdough. While creating our playdough, we also chant along to little rhymes from our book, "**Stir, stir, mix, mix, make a playdough that's yum!**". Kasey does a great job waiting for her turn. Archer reads through our instructions and keeps us on track with the next step. James and Dylan are eager to pour and stir our ingredients together. We manipulate our playdough and

attempt to make our own little chocolate muffins by "**slip, slip, slop, slop, sprinkle it as well**", and we put our 100s and 1000s on our playdough!

Nine weeks have flown by, and I believe all the students in W2 have had a great term so far! We are all well deserving of the upcoming school holidays! Have a wonderful school holiday and Happy Easter! Can't wait for Term 2!

## Room W3 ~ Karryn, Aura & Anna

Thursday afternoon, Emily our OT is joining us for a sensory – body awareness – gross motor program. No – one is more excited by this than Archie, who gives Emily a very warm welcome every time they cross paths around the school. During our sessions to date, Archie used the platform swing to pick up bean bags scattered around him and put them in the tub. Michelle

surprised everyone with her willingness to use the body sock ... seemingly enjoying the sensation and resistance of the fabric as she stretched her arms up. Sam crawled through the Lycra tunnel with encouragement and support, not an easy task Sam, well done! Kate used the massage device, enjoying that sensation on her hands, especially. Initially hesitant, Lachy stepped across the

different textured tiles with bare feet, relaxing into the task and smiling broadly, even when standing on the one that looks like a Lego block baseboard. Thanks Emily, we are looking forward to doing it all again and more, next week.

Michelle has celebrated her 17<sup>th</sup> birthday since our last newsletter. Students from W4 and W3 joined to celebrate with a class party. Happy Birthday Michelle!

## Room W4 ~ Abigail, Mark & Marion

This fortnight I thought I'd share some of the activities we do at school to support the students to develop sensory awareness and integration. By putting together information from all of our senses, we can 'make sense' of the world around us and successfully move through and interact in our world. At school, staff provide the students with many opportunities to explore using their senses, for example, through different movement activities, tactile experiences, playing musical instruments or sensory cooking activities to smell and taste. Our photos this week celebrate some

of these activities. Charlotte is rolling across an exercise ball – focusing on her movements to keep balanced, while also listening to the sounds through the ball as she taps the side. Annabel is using her hands to feel the dry beans, watching them slide about and listening to the sounds her actions make. Ellie and Bella can be seen using the peanut ball, with the support of Emily our OT. Ellie is 'waking up' her sensory system and working on her dynamic balance. Bella is experiencing the ball bounce under her feet before feeling it roll over her body, providing a deep pressure, tactile

sensation. Jay is exploring the feeling of sitting in the SenSit chair which stimulates the senses through pressure points, while also surrounding and calming the body. Theo is exploring the bubble cloud foot-spa – feeling the bubbles on his skin and watching them disappear. We are all different in terms of the sensory input we enjoy and benefit from to support our learning. It is great fun exploring together and supporting the students to share what they like and dislike.

## Room N1 ~ Lulu & Paddy

Welcome to the last newsletter of term! Wow has this term just flown!

This term, one of the highlights for the N1 boys has been story time. We have had a focus on vehicles and occupations, and the boys have loved the loud trucks, diggers and

tractors. Rory particularly loved the book, 'Emergency', and watching the different types of emergency vehicles. Luca adored watching the tractors. Vignesh and Ronny liked the dump truck and loved listening to the "dump truck" song.

The boys have been

working hard on locating the title, author and illustrators names on the front cover of the books!

Next term we will start our focus "animals" and the boys are already getting excited to watch animal walks!

We hope everyone has a fabulous break and a Happy Easter!

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

This year there has been a huge shift to living alongside a nasty virus, rather than avoiding it. It's been a seismic shift, and a bit hard to acclimatise to at times. In N2, over the last few weeks, we have had staff and student absences due to the pandemic and it has taken a lot of readjustment for families and the school. It's a huge tribute to all of us that the educational

program has continued and thrived, and that we have maintained a safe and engaging environment for the students. The question of the day continues to probe the big questions: Does N2 like chocolate? Does N2 prefer baths or showers? Does N2 like sleeping? Does N2 like Taylor Swift? Our findings will be published later in the year. Our literacy focus

each morning includes weekend reflections, writing practice and one-on-one reading conferences. In science, we have been exploring gloop and goo. We have produced beautiful art work featuring carrots. Our bike riding, 'Step It Up' walking program, and cricket matches have made the most of the beautiful autumn weather. Keep up the good work, N2.

# Room N3 ~ Gloria, Mel & Sharran

Hi All,

End of Term approaching quickly. N3 students have been keeping very busy with all our usual fun games and activities.

Daily literacy and numeracy activities are for all our students and we keep moving with lots of dancing and singing along.

Tal, Reuvi's Dad, comes and joins

in a Remix music session on a Tuesday afternoon which all the students really enjoy.

We have been building up our fine motor skills daily and having relaxing sensory play too.

We have a new OT called Emily and she comes and works with us on a Wednesday morning, I

think she is enjoying getting to know all the students, they are a lot of fun.

Till next time,



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

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*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.



# HIGHETT YOUTH CLUB

## ALL ABILITIES GYMNASTICS

**KINDER - YOUNG ADULTS WITH ADDITIONAL NEEDS!**

**IF YOU OR YOUR CHILD HAS ADDITIONAL NEEDS,  
WE PROVIDE YOU WITH THE OPPORTUNITY TO USE  
OUR GYMNASTICS EQUIPMENT AND WORK AT  
YOUR OWN PACE, ALONGSIDE QUALIFIED  
COACHES AND GYMNAST VOLUNTEERS.**

### BENEFITS

- **WORK TOWARDS INDIVIDUALISED GOALS**
- **QUIET ENVIRONMENT**
- **SOCIALISATION**
- **BODY AWARENESS**

**5-9YO**

**SATURDAY: 12:00-12:45PM**

**9-18YO**

**SATURDAY: 12:45-1:30PM**

**15YO+**

**TUESDAY: 7:00-8:00PM**

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