

DATES TO REMEMBER

Monday 31st March

Parent Information Expo
including Post-School
Options—Jan Lake Centre

Tuesday 1st April

Parents & Carers Coffee
Catch-up

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

Thursday 11th December

Student Graduation 2025

Friday 19th December

Last Day of 2025 School
Year

BAYSIDE NEWSLETTER

ISSUE 04



Bayside
Special
Developmental
School

26 MARCH 2025



Staff join in on Purple Day for Epilepsy Awareness

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

School Council

Thank you to parent nominees for School Council. We were in the fortunate position of having the right number of nominees to fill the positions we had, so were not required to conduct an election. We have a nice balance of experienced councillors, along with some who are newer to the team. On **Monday 28th April at 7pm** we will host our **Annual General Meeting**, where council members will nominate (or be nominated) for the various roles within council. We will also be providing an update on the school's strategic plan. Parents/carers are very welcome to attend. Please let us know through the office if you can make it.

Improving Student Outcomes

Our Annual Implementation Plan has been developed to ensure we use this first year of the four-year cycle to set us up to achieve our 6 key improvement strategies. Our professional learning team leaders work closely, maintaining the connection between wellbeing and learning.

Recently Teachers have reviewed and considered the Victorian Teaching and Learning Model (VTLM) 2.0, and how it will be applied in our school.

We are working to understand the implications of Cognitive Load Theory (CLT) on our learners to underpin the future development of the teaching and learning framework for the school. Aligned with this, the wellbeing team is reviewing routines across the school and classes, in line with the work on CLT, knowing that common/consistent routines can assist student to experience a calm, familiar and orderly learning environment. Evidence tells us that this is a fundamental for learning.

OHS

Our Occupational Health and Safety assurance audit was completed on 14.3.25. We received terrific support from DET OHS Support Officer, James Witla. He acknowledged that the school was in a good position and gave us great confidence going into the process. I'm pleased to report that we had minimal fixes to respond to, and that those that were highlighted did not directly put staff and students in danger. A great result, thanks to the ongoing efforts of staff.

Expo

We are hoping to see as many parents as possible at our Parent Information Expo Monday 31 March, from 2:00pm-5:00pm, upstairs here at the Jan Lake Centre. We have nearly 30 providers attending, so there should be plenty of opportunity to learn about a wide variety of services available to our students.

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL

4 Genoa Street, Moorabbin, 3189

Tel: 9555 4155 Fax: 9553 2476

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Our Parent and Carers Group will be catching up for a coffee at Woodfrog Bakery @ 9:15am Tuesday 1 April, for any parents and carers available.

Purple Day

Thanks to everyone who supported Purple Day on Wednesday March 26th. Each year, this day is dedicated to increasing awareness about epilepsy. Purple is the international colour for epilepsy and is also a colour that symbolizes the solitude and the struggles people with the condition often face.

Farewell, For Now

This week we say farewell to Kate, who will be taking maternity leave. We wish Kate and Ben all the best as they prepare for a new life with a little one in the home. We can't wait to meet bubs.

It's quite amazing that we are reaching the end of another term. We wish our students a safe and happy break, and look forward to a busy term 2.

Justin & Tania



On **Monday 31st of March**, Bayside SDS will be hosting our **Parents and Carer's EXPO**. We have 30 organisations attending to present information about the services they offer, ranging from day programs, planning for life after school and respite care and support work.

We encourage everyone to attend to learn about services that might suit your child. It will be particularly valuable for parents and carers wanting to learn about post-school pathways.

Mariana Hahir
Mental Health Practitioner (MHP)
and NDIS Navigator
Bayside SDS



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Room N2 ~ Abigail, Gemma & Neena

In N2, Science has been BLOWING our minds this term – as we have been investigating the effects of moving air!

First, we brought a big fan into the classroom and had some fun predicting whether different materials would blow away if dropped in front of it. Sam loved the feel of the fan and was also happy to come to the front and try dropping items like cotton wool and ribbons in the breeze. Archer did a great job using the recording chart to predict what would happen and then see if he was right!

After this, the students worked to follow a visual and written sequence of steps to set up balloon rocket races. After watching the video model of the activity, everyone took turns to have a go. Kanata developed his skills using the balloon pump and carefully placed a peg on the neck of the balloon. Aiden persisted in helping use sticky tape to attach his balloon to the straw on the string. Dylan ran to activate the countdown timer on the smartboard before running back to take the peg off his balloon to make it GO!

Lastly, we explored the indoor drone that uses moving air to fly and change direction when it gets near a surface. The students enjoyed seeing the effect of holding their hands nearby to change its course. A great set of activities for capturing the attention of curious minds!

Room N3 ~ Cara, Marion, Danielle & Aura

All students in N3 love Tuesdays! It is the day we get to combine cooking and communication with Emily.

This term, our class has been responsible for baking chocolate crackles for the Southside Café. Sam and Annabel have been experts, showcasing their skills with high-tech eye gaze, telling us to 'pour in' or 'mix.' Charlotte and Bella have been our enthusiastic taste testers, always excited to try what we are creating. Jordan and Kate have been diligently following the step-by-step visuals for the recipe. Kate has shown a great interest in using the microwave to melt the copha.

We have all mastered the chocolate crackle recipe for Southside Café and look forward to taking on new roles in Term 2!

Room W2 ~ Marshall & Mark

Our W2 students have been working hard and having a lot of fun along the way. Over the past month, we've celebrated two big birthdays for Cade and Elijah with the entire W wing in attendance. We've also introduced some exciting new programs, such as our AFL and Netball clinics. It's been wonderful to see the students engaging with their peers and various staff members, honing their passing and catching skills.

Sensory phonics has become a class favorite, allowing us to use our senses—touch, smell, taste, and hearing—to explore a variety of objects related to our letter of the week. We've had the chance to taste some interesting foods over the last month, including lemon and lasagna!

Our whole class has also started sessions with Jo, our sensory therapist. Cade and Elijah have loved exploring the sensory games on the projector, where they get to use their bodies to move flowers or cut fruits. Alessandro, Vignesh, and Issy have all enjoyed using their scented massage creams for a relaxing hand massage and interaction with Jo.

We hope you all have a fantastic break, and look forward to checking in next term!

Room W3 ~ Charles & Paddy

It's been barely four weeks since Charles returned from England and barely (well okay, exactly) four weeks since the last newsletter. A lot has happened in W3 in that time. We've had many visitors: Christine, Mel and Louise supporting the class some days; Mariana coming in to do some extra reading with Ronny; Jo spreading a calming presence with her one-on-one multi-sensory sessions with Theo and Jay; Em, our speech therapist, coming in to run the 'Going on A Bear Hunt' sensory story (including Meckenzie's favourite artificial snow tub); visiting coaches for the netball and footy clinics; a group of blokes who claimed to play for St Kilda; and many students from other classes dropping in for a bit of music or a change of scenery in our comfortable chairs. Each of the students has made significant progress in settling into the group and focusing on their learning for 2025: Meckenzie has been singing along with many of our songs (including 'Billy Bingo' and 'Old MacDonald'); Jay has demonstrated his love of getting out and about around the school—walking with the group and visiting many other areas; Ronny has loved working his way through the Fast Phonics program; Chris has worked hard to complete a number of literacy puzzles; and Theo has enjoyed visiting the Imagination Station and exploring the many games and toys there. Hard to believe that term 1 is nearly over, but it feels like we have built a solid foundation for a successful year. Good beginnings, W3.

Room W4 ~ Gloria, Justine & Aura

Hi All,

Well, the Term is rapidly drawing to a close already. We celebrated Tom's 17th Birthday last week and had a lovely party with all the students from the rest of the West Wing. Our students do very well in joining in with the larger group for celebrations and activities.

We made pancakes last week with Aura, and this week we are making beefburgers with Justine. We have also enjoyed some sporty activities with our students trying AFL football and netball.

We have kept busy with stories, dancing, number activities, science and music. We've enjoyed experimenting with, and experiencing, the science of colour change.

As we dance and sing our way to the end of Term 1, we wish you all a great holiday and good Easter break.

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

Occupational Therapy Report

Building Strong Bodies and Calm Minds through Heavy Work

At Bayside SDS, we understand that our students learn and thrive in diverse ways. We're constantly exploring and implementing strategies that support their sensory needs and promote overall well-being. A wonderful way of supporting this is by using "heavy work" activities.

Heavy work activities provide deep pressure and resistance—think of things that involve pushing, pulling or lifting!

How does heavy work help?

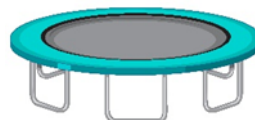
- **Calming effect** where it helps students manage anxiety, frustrations and sensory overload.
- **Improved focus and attention** by helping to organise sensory input.
- **Increased body awareness** by helping students understand their body positioning and movement.
- **Strengthens muscles**, helping to build motor skills, strength and coordination.

How can I incorporate heavy work at home?

Heavy work can consist of a variety of movements. It can include carrying, pulling, pushing, jumping, chewing, squeezing, climbing, lifting, pinching, and more. The great thing about it is that many of these heavy work activities require little to no extra equipment and space!

Here are some ideas that you can try at home to incorporate heavy work into your child's day.

- Digging and pouring (like in the sandpit or during water play)
- Riding a tricycle or bicycle
- Swinging and hanging on monkey bars
- Climbing on the playground
- Jumping rope or on a trampoline
- Tug-of-war
- Bouncing on an exercise ball
- Doing yoga (like [Cosmic Kids Yoga](#)) or animal walks
- Wheelbarrow walking
- Pushing or pulling a weighted laundry basket, box, or wagon
- Kneading, squashing and rolling play-dough or dough in the kitchen
- Wall push ups or chair push ups
- Blowing through a straw or blowing bubbles



Southside Café Report

The Southside Café's re-opening for 2025 has been met with great enthusiasm! It's been wonderful to see both customers and the Café crew return to the program as if they had never been away—no doubt thanks to the classroom routines teachers have established before students arrive for their turn.



From first-time visits to developing independence in their roles, students have made significant progress. Some have confidently transitioned into the Café space or chosen different food options for the first time. Others have demonstrated growing independence by carrying their own belongings, using technology, and even handling phone calls with minimal support. Many students have fully committed to their service roles, staying focused throughout the entire session. It's wonderful to see their overall progress and enjoyment in this valuable learning environment.

This Term, N2 are the Unpacking Stockers Crew and students take turns carrying out the various roles. With modelling, as well as verbal and visual prompts, in the photos above, Archer proudly completes the Stock Inventory routine. He counts the remaining food items after Café service and fills out a Sales Inventory sheet, which helps the Shopping Crew determine what to purchase for the following week. Each week, he performs these tasks with increasing independence. Fantastic effort Archer!