

BAYSIDE NEWSLETTER



Bayside
Special
Developmental
School

DATES TO REMEMBER

Wednesday 15th May

Post-School Options
Expo—Jan Lake Centre

Tuesday 4th June

School Photos Day

Monday 10th June

King's Birthday Public
Holiday

Monday 24th June

NDIS Information
Exchange Meetings

Wednesday 26th June

Curriculum Day—No
students to attend school
on this day

Wednesday 26th June— afternoon

SSG's via Phone Calls

Friday 28th June

Last Day of Term 2—early
finish for students

Monday 15th July

First Day of Term 3

Tuesday 16th July

Parent Education—
Puberty & Managing
Changes , 2:00pm-
3:00pm (onsite) and/or

Tuesday 23rd July

Parent Education—
Puberty & Managing
Changes, 6:30pm-7:30pm
(online)

Friday 30th August

Curriculum Day—No
students to attend school
on this day.

Friday 20th September

Last Day of Term 3—early
finish for students.

Monday 7th October

First Day of Term 4

Tuesday 5th November

Melbourne Cup Public
Holiday

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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 Newsletter**

Bayside SDS Acknowledges the Bunurong People of the Kulin Nation as Traditional Owners and Custodians, and pays respect to their Elders past, present and emerging

Principal's Report

Bayside SDS is currently in the process of preparing for our upcoming compliance review, which will assess the school's policies and practices in maintaining the safety and wellbeing of our students.

The Victorian Government's Child Safe Standards (2022) recognise the critical importance of families and the broader school community in maintaining and promoting child safety and wellbeing. Bayside recently reviewed and updated our child safety policies and procedures to ensure they meet the requirements of the new standards.

The staff at Bayside support the safety of our students by promoting student voice, understanding how to assess and manage potential risks for students, promoting positive relationships between students and adults and between students and their peers, participating in regular reviews of individual student wellbeing and modelling a child safe culture.

We are committed to continuous improvement in our approach to child safety and wellbeing and welcome feedback from families and members of our school community on ways we can further strengthen our child safety policies, procedures and practices.

The policies listed below are available to view on the school's website, www.baysidesds.vic.edu.au, and hard copies can be collected from the office. These outline the measures and strategies we have in place to support, promote and maintain the safety and wellbeing of our students:

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Child safety Responding and Reporting Obligations Policy and Procedure
- Complaints Policy
- Student Wellbeing and Engagement Policy
- Bullying Prevention Policy
- Volunteers Policy
- Visitors Policy
- Digital Learning Policy

Please contact me here at the school if you have any suggestions, comments or questions.

Justin Walsh
Principal

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Assistant Principal's Report

Indemnity Forms



Each year, families are asked to provide consent to allow their child to participate in all aspects of the school program. In term one, we refer to the indemnity forms from the previous year to allow families sufficient time to update forms.

At this stage, there are a number of families who haven't provided permission for the current year. If you are yet to submit these forms, a copy will be sent home this week. Please prioritise these forms that allow your child to engage in therapy programs, have their photo included in the newsletter and participate in offsite activities such as shopping.

Parent Workshop



Thank you to the families who have returned their slips to confirm attendance at the upcoming parent workshop, *Puberty and Managing Changes*. The online workshop is proving to be a popular option. As yet, we don't have any attendees for the face-to-face workshop. You are welcome to attend both the face-to-face and online sessions if you wish.

Tania Castro Millas
Assistant Principal


Wednesday May 15th at Bayside SDS 2:00 – 5:00pm

Bayside SDS

2024 Post School Options Expo

Come and meet Service Providers and Support Organisations for information about available pathways and post school options

It is not too early to plan for your child's future.



R.S.V.P your child's teacher via Seesaw

We are looking forward to seeing as many of our parents and carers as possible at our upcoming Post School Options Expo on Wednesday 15 May. A common sentiment from the parents of former students is that they wish they had started making post school plans earlier. We think it is never too early to begin investigating what is out there. For the event we have also engaged with organisations that provide care for younger students.

Please RSVP to your child's teacher through Seesaw.

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EEP ~ Ka Ling, Gemma & Natasha

This fortnight, the Early Education Program students have been busy rolling up our sleeves, putting on our art smocks and getting a little messy with some craft projects. We have read the book, "I Love My Mummy", and worked on some fun art stamping activities. We cut up celery and bok choy to stamp lovely rose print on our fabric tote bags. I wonder what the craft is for?

Hmmm ... Students participated by selecting the different sized vegetables of their choice and selecting the colours they wanted to paint on for the stamped flowers. Leilani selected her colours and accepted help to use her feet to press down the vegetable stamps. Tommy, Catie and Hannah were very focused when placing down their vegetable stamps.

Jordan, Lucas and Layla chose a variety of colours for their stamping activity. Last Friday, the weather held up nicely so Will, Adele and Brooke had a lovely time completing their art activity outside in the sunshine.

Happy Mother's Day to all the mums and mother figures out there! EEP mums, We hope you like your handmade gifts!

Room E4 ~ Carly, Llywela & Anouk

This week, E4 began some wonderful activities to create something crafty for Mother's Day this Sunday – Happy Mother's Day to all our wonderful mothers in E4! Because I am now going to write about what we made, and how we did it, E4 mummy's skip ahead NOW!

It isn't often that the E4 class will sit around the tables, all together, participating in the same activity. Well, we actually all love our food so mealtimes

are all together. However, today was different when we knew it was something for our lovely mums. Recipes and step-by-step instructions were shared between pairs, and we slowly worked through each step, with each student adding in an element to a communal bowl (psst it was lavender bath salts). We then all took turns scooping the end result into our individual jars. **Oscar** enjoyed smelling the elements as they were placed in the bowl. **Sam and Aaliyah's**

favourite part was the lavender essential oil drip, drip, dipping in. **Franco** kept us in check following along with the recipe, desperate for step 6 – stirring. **Harry** worked really hard at all the steps and was excited to add the stickers to the outside of the jar at the end.

Again I say, Happy Mother's Day. We hope you have such a wonderful day and are indulged and celebrated as much as possible.

Room E5 ~ Lulu & Neena

Hi Everyone,

This term in E5 we have introduced "Fine Motor Fridays". This is exactly as it sounds!!

Students come into the classroom to find a range of fine motor activities. Paddy enjoys pulling apart discs. Mamoud has

been strengthening his fingers using playdough. Xavier has been working on his data collection whilst using stickers. Tida is also fond of playdough and enjoys her writing activity that follows, and Mitchell enjoys splatting and pushing the playdough.

Our fine motor activities are a fun way to start our Fridays and allow students to explore different activities based on their interests. It's been great to see their curiosity throughout these sessions!

Room E6 ~ Cheryl & Alina

Making choices. Sounds easy, but this is a skill that requires focus and practice, especially when something new is introduced. Too many things to choose from can be very overwhelming so Naila, Nicholas, Khang, Isaac and Khizr have been given opportunities to go along their path of self-discovery to see what they enjoy and what they dislike!

Each student is supported to choose through the use of our

communication wall with individual picture-based choices and symbol pages, dedicated Proloquo2Go pages, individual toy tubs, cause and effect toys, the dedicated focus questions during Shared reading, integrated curriculum sessions, sensory play, and our classroom equipment. This often includes reducing the number of choices to two. Also, these activities are complemented by our core words, 'like' and

'more.' So here a snapshot of a variety of 'like' choices that are often requested with 'more', that Alina and I have observed. Khizr likes the playground foam tunnel, Naila likes making café choices—fruit puree, Nicholas likes the rocket balloons, Khang likes building with the wooden blocks, and Isaac likes fingerpainting over mirrors!

Well done E6!

Room N1 ~ Marshall, Kayla & Bronte

Wow, we are already flying through the term ... week 4 already! We've had some low student numbers in N1 over the last week or so, but it's nice to see the students return ready to learn and excited to be back.

We have started a new story which is called, 'Don't press the button'. There are a variety of buttons throughout the story, which entail different actions. The students have loved acting out the actions when

the button is clicked, such as bouncing and clapping. The most popular button is the blue button. The blue button asks everyone to sing! Students have enjoyed laughing at Marshall's terrible singing!

We have started a new topic in maths this fortnight, which is focusing on statistics. Our question of the week was created with the assistance of James. The question

is, "What is your favourite berry!" Dylan has been helpful with tallying up the choices, Archer has turned our information into a bar graph and answered questions about the data, and Aiden and Olivia have been heavily motivated in telling us what their favourite berry is! Blueberries are the most popular in N1.

We look forward to another busy fortnight in N1!

Room N3 ~ Cara, Karryn, Aura & Bridget

This term N3 are in charge of unpacking and stocking the groceries for the Southside Café. Monday afternoons, students take it in turns to transition over and unpack the yummy foods and ingredients ready to sell. Ellie has been a fantastic helper unpacking, Bella has been our stock counter keeping score of what

we bought and tallying it up. Katie and Charlotte love café days, and have been consistently ordering the fruit purees, as both the girls have a sweet tooth!

We have also been focusing on other maths areas in class. Annabel loves choosing number themed nursery rhymes, and the girls have all

enjoyed counting using the sensory squishy numbers. Jay has been counting with puzzles. Colette has been coming into the school and showing us how strong she is on the exercise equipment.

We are wishing all our N3 mothers a happy Mother's Day this weekend.

Room W1 ~ Abigail, Gemma & Danielle

This term, W1 is shopping for the Southside Café. The morning of the first day back, we said a quick hello and launched our Shopping Social Story—assigning jobs, providing guidance, and setting the expectations for the activity ahead. Wearing seatbelts on the bus, listening to teachers, staying with the group, etc., are what we love to see on all excursions—and the students didn't disappoint.

But what about the actual shopping? Everyone gets a turn to locate and pick items, but there are also important individual roles (changing fortnightly), which everyone embraced and accomplished so well. Here's a rundown of how the term started ... Will used a coin to collect the trolley and push it carefully around the store. Sam took care of the shopping list and was supported to share what was needed, and when we

were done. Rosie located the barcodes and scanned the items at the checkout. Adam minded the school credit card, paid and collected the receipt. Tom packed the bags and carried them safely to the bus. Back at school, Sakura delivered the produce to S2 and placed the chilled items in the fridge. A smooth operation, getting better and better each week. Well done all!

Room W2 ~ Gloria & Mel

Hi All,

Well we have been fighting coughs and sneezes, sore throats and upset stomachs these last two weeks. I think most of our students, and a lot of staff have been affected. To help counter that, we have been squeezing oranges and getting some extra vitamin C in with those and kiwi fruit. Some of our

students tried tea with lemon and ginger, hot and cold.

Our letter focus for the last couple of weeks has been the letters **G** and **H**. During our sensory phonics, we smelled and tasted ginger, honey, grapes, guacamole and garlic. Some students were reluctant to try the new tastes. Alessandro and Cade had a teeny taste

of honey, all students tried the grapes and guacamole (with corn chips), and Isabella was extremely bold and had some garlic ... she loved it!!

Basketball has been going well, and our three boys have been consistently scoring goals. I think they might make the team this year.

Room W3 ~ Kate, Paddy, Charles & Bhash

The W3 crew have settled right back in for the term, especially for their favourite session of the week ... Sensory Phonics. This fortnight we have been focusing on the letters **O** and **J**. Everyone eagerly

comes and sits around the board waiting to use their 5 senses to explore things related to the letters we are focusing on. Luca enjoyed smelling the **J** is for Jasmine spray. Meckenzie enjoyed feeling the shaking jar of **J** is for Jellybeans.

Vigi enjoyed hearing the **O** is for Opera singing and Ronny enjoyed feeling and watching that **J** is for Jelly as it wobbled on the plate. Well done everyone for your great engagement in the sessions.

Room W4 ~ Tiana & Mark

Exciting news from our W4 gang! Each Monday we've been hitting the court, mastering the basics of basketball one dribble at a time. The group transition to the gym and participate in a program facilitated by external coaches alongside the W1 class. Each session is packed with enthusiasm as everyone has a go learning and perfecting their core gross motor and ball skills.

Jordan is nailing her simple passes; Lachy is moving around the court dribbling the ball and Reuvi is starting to find his rhythm holding and bouncing the ball. Theo has perfected his bounce pass and Archie is leading the pack with encouragement and applause all around.

It has been great to watch them enjoy the experience each week and build up their confidence and coordination. As we continue this journey, we're excited to see their skills develop even further. With their positive attitude and determination, there's no doubt they'll be making some serious hoops in no time!

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



Southside Café Program.

Social Skills related to the café program

<p>Walks with group (class or staff member) to café.</p> <p>Remains with group when transitioning to café.</p> <p>Moves directly to café with group.</p> <p>Enters café with group in orderly/ safe manner.</p> <p>Responds to greetings from others.</p> <p>Walks up to others and greets them.</p> <p>Follows basic 1, 2 step direction to line up in designated area.</p> <p>Waits in designated line.</p> <p>Recognises own space and respects others personal space.</p> <p>Maintains position in line as it moves along.</p> <p>Waits for turn to be called to order item.</p> <p>Looks toward other when called / comes when called.</p> <p>Looks /orients when listening to others (shifts body/gaze every few sec.).</p> <p>Listens quietly when others speak.</p> <p>Responds to questions from others.</p> <p>Uses appropriate volume of voice.</p> <p>Follows eye gaze, point or gesture by others.</p> <p>Looks/orients/responds to object presented.</p>	<p>Looks expectantly for something to happen.</p> <p>Gains appropriate attention of others.</p> <p>Turns and orients toward person when making requests.</p> <p>Selects item from available options and indicates what wants.</p> <p>Makes a different choice if first choice is unavailable.</p> <p>Gives / Accepts / Receives item.</p> <p>Moves between different stations in sequence.</p> <p>Waits for interaction with others at each station to finish.</p> <p>Moves away from station when finished, giving others space to approach.</p> <p>Stays in customer designated zones.</p> <p>Waits for everyone in group to collect their order.</p> <p>Remains in café until everyone in the group is ready to leave.</p> <p>Leaves with group when they start to move.</p> <p>Asks for help if needed.</p> <p>Accepts help from adult.</p> <p>Takes responsibility for personal items (communication device/ credit card)</p>
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Crew Member of the Week

Jordan A: For being a hardworking member of the Food Prep team. Jordan helped with cutting, juicing, pouring and cleaning up at the end of the session. Well done Jordan!

Customer of the Week

Naila K: For engaging in the Southside Café program and following the step of tapping her card as part of the purchasing process. Great work Naila!

Literacy Report—Abigail Everiss

Literacy is a person's ability to listen to, read, view, speak, write, create and reflect on spoken, written and multimodal texts across a range of contexts. At Bayside SDS, our literacy teaching and learning programs are based on the *Comprehensive Literacy for All* model, and structured teaching approaches based on the *Science of Reading*. We know that progress in literacy skills increases each student's ability to engage with their broader curriculum, develops their communicative competence, and supports their growing independence and self-confidence at school, at home and in the community.

Comprehensive Literacy for All supports the learning needs of all our students, from learners with emergent reading and writing abilities, to those engaging with more conventional literacy instruction. In addition, the program recognises the critical link between literacy and language development, and effectively integrates literacy learning with the use of school based and individualised augmentative and alternative communication (AAC) systems and supports. Our Shared Reading lessons support students to engage with a class text and make connections to the characters, settings and events encountered. Teachers plan and provide opportunities for student participation, using their preferred communication method, through open questions and multimodal activities that promote comprehension and learning of new vocabulary. The Writing program supports each student to explore a variety of writing tools (e.g. handwriting, reduced alphabet/multi-sensory alphabet resources, traditional and modified keyboards – including eye gaze enabled) to identify those that are most effective and efficient for them. Writing curriculum at Bayside SDS not only supports development of letter-sound knowledge and use of language, it has an explicit focus on student engagement and building each student's sense of themselves as a writer.

The *Science of Reading* places emphasis on the roles that phonemic and phonological awareness play in learning to read and write. At Bayside SDS, we support students to learn to connect letters with their name and most common sound. From here, students can progress to using the *Fast Phonics* program that enables the explicit and systematic teaching of increasingly complex letter-sound correspondences. *Fast Phonics* is a research based, online synthetic phonics program, utilising explicit, structured, and highly engaging interactive activities that support students to practise key phonics skills. These skills are practised and applied through the reading of decodable books that use only the letter-sound correspondences that have been learned so far – with level one requiring knowledge of just four letter sounds. Use of decodable books avoids students guessing words, builds their confidence and reinforces the phonics skills they have learned so far.

At Bayside SDS, teachers build a positive climate for literacy learning through informative assessments of student abilities, individualised supports, application of high impact teaching strategies and collaboration with school-based therapists and specialists. Teachers plan programs to build student confidence and provide multiple opportunities for success through personalised learning experiences.

Enjoy the photos on the following page ...

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