

DATES TO REMEMBER

Friday 23rd June
Last Day of Term 2—
Students dismissed
one hour earlier

Monday 10th July
First Day of Term 3

Tuesday 1st August
NDIS Information
Exchange
Meetings—Bookings
required

**Wednesday 2nd
August**
Toilet Training
Workshop—Jan Lake
Centre ~ 9:15am-
10:30am

**Friday 15th
September**
Last Day of Term 3—
Students dismissed
one hour earlier

**Monday 2nd
October**
First Day of Term 4

**Monday 16th
October**
NDIS Information
Exchange
Meetings—Bookings
required

**Tuesday 7th
November**
Melbourne Cup
Public Holiday

**Friday 24th
November**
Student-Free Day—
no students to attend
school on this day.

BAYSIDE BULLETIN

ISSUE 07



Bayside
Special
Developmental
School

21 JUNE 2023



**Welcome to our new
Mental Health
Practitioner, Julie Sinclair**

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

Education Week (correction)



Apologies—In our last newsletter, I incorrectly relayed that classroom N1 were the victors in the education week physical challenge. This should have read classroom N2 who were deserved victors with 1,137 points.

Mental Health Practitioner



Check out the front page to meet Julie Sinclair who is our school's new Mental Health Practitioner (MHP). Julie has a background in Social Work and behavioural therapy including experience working with mental illness, intellectual disability and the

NDIS. This year the MHP role has been extended by the department to two days per week, but unfortunately her role at this stage is limited to only secondary aged students. Julie's days at Bayside SDS are Tuesday and Wednesday. Julie started with Bayside this week. Welcome Julie!

Student Reports



This year the teachers have worked hard and completed a terrific job on the student mid-year reports. The depth of understanding the student context, and the capturing of student progression is a testament to their hard work during the year thus far. The mid-year student reports will be sent home via the student bags this week, or in the case

where reports are sent to parents at different addresses, via the mail.

Hydrotherapy Works



The hydrotherapy building works are now complete. Before students can use the space, the pool must be registered, the barriers checked and risk management requirements completed. These items are currently being completed and we hope to have this program up and running soon.

Equipment Hub



Check out the items which are in the equipment hub at: <https://www.facebook.com/groups/827722144499563> If you haven't used this site before, please ask to be a friend and check it out. Thank you to parents Nicky Mitchell and

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Aimee Erridge who ran the equipment hub on Tuesday May 30th. Keep a look out in upcoming newsletters for information promoting items in the hub for your family to use and trial to assist families with choosing and filling the gap whilst waiting for equipment. The equipment hub also accepts any specialised equipment, which your child has outgrown or no longer uses and any school uniforms in good repair which can be donated/ borrowed for other families to trial and use whilst awaiting repairs or NDIS funding and equipment provision.

Thank You



Thank you to the Bayside Masonic Charitable

foundation who donated \$15,000 to the school for the purchase of a Sorrento chair. The Sorrento chair is a highly specialised chair which is used for students with complex medical and physical conditions and assists with attendant care routines such as eating in a safe and secure seated position. I am pleased to convey that a fitting has been organised for this week and the chair will be ordered following this.

School Review

I received an email from the department regarding the next school review for Bayside Special Developmental School which is scheduled to take place in Term 1, 2024. Our reviewer will contact the school by week 5 of Term 3, 2023, to organise dates for a preparation meeting and the review. The

Minimum and Child Safe Standards compliance assessments are now completed separately to school review, usually the term before, and are led by the School Compliance Unit, in the Operational Policy, School Engagement and Compliance Division.

Following the school review, the school will formulate the new School Strategic Plan (SSP) 2024-2028.

Early Finish on Friday



Please note that on Friday the 23rd of June the students will finish one hour earlier than the usual time. Please ensure that a responsible person is available one hour earlier than usual to meet the students from the bus service.

Michael Pepprell
Principal

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Assistant Principal's Report

Parent Education Sessions



During SSGs last year and in Term 1 of this year, parents were asked if there were any areas of your child's learning and development that you would like to know more about.

Next term, we are offering two workshops focussing on the identified areas of Proloquo2Go and toilet training.

Ready? Set? Toilet Training!

Workshop will be led by Emily Challis (OT) and *PLQ2G training* will be delivered by Em Mizzi (ST).

Information will be attached to the

school newsletter; if you would like to attend, please make sure you RSVP.

School Buses



Last year, all families using the school bus service were provided with approximate pick up and drop off times for the bus service. There has been some minor adjustment to runs, however in most cases, this resulted in a change of 5 – 8 minutes in timings. If you are unsure what your allocated times are, you are welcome to confirm with the bus supervisor or via email to the school email address.

If you have a last-minute change of afternoon bus transport on a given day, please send a message via Seesaw and ring the school before 2:30pm. If you have information about your child's attendance that is required to be passed on to class teams, it is preferable that is also relayed via Seesaw rather than relying upon the bus supervisor.

Tania Castro Millas
Assistant Principal

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EEP ~ Llywela, Carly & Natasha

As we approach the end of term 2, our set classroom play experiences have turned into doll and baby play in Early Education. A raft of baby-sized bits and pieces adorns a space within our classroom with a cot, high chair, a pram, a bath, clothes and eating utensils. Will is often captured at the baby play area, and sometimes shares the massager toy he might be having a turn with, with the dolls, by placing them on their heads.

The past weeks have seen Chester, Kuri and Layla working

hard on some of their fine motor work with pre-writing shapes and patterns. The three students enjoy taking time each day practicing the skills by watching it being modelled, having a turn, and enjoying their outcome!

Isaac's favourite go-to at the moment is exploring the soft block combination of stairs and ramp that he transforms into a slide. He easily manoeuvres up the stairs and is supported to sit and slide. Being alongside the large format core board of the classroom, staff have added in

interactive buttons to press with some of our focused core words. Isaac, and the group, can switch a big "Go!" when they are ready to slide!

A special shout out to two birthdays in early education. One belated – Will, turning a big 3, a couple of weeks back, and Layla, who will turn 4, as we move into the school holidays. Big Happy Birthday wishes to you two!

Enjoy a safe and cold holidays, see you in term 3.

Room E5 ~ Ka Ling & Danielle

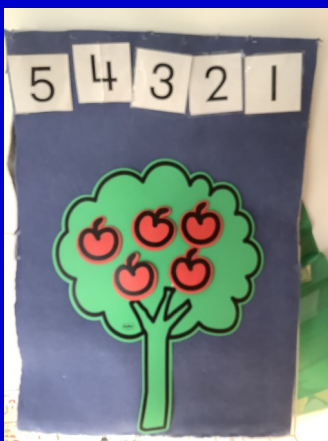
Hello everyone! It's been a busy Term 2. This term, we have been having weekly sensory regulation sessions with our Occupational Therapist, Emily! We start off with animal walks as our warm up, and then proceed to rotate through three different stations and we wind down with a parachute activity and bubbles.

We have a swing station, a peanut ball station and a lycra station. Patrick is fantastic at collecting bean bags from the

floor while lying on his belly on the swing and tossing them into a tub. Akain has joined our OT session the last two weeks and got to enjoy some gentle swaying on the swing too. Yuki loves the peanut ball activity where he gets to dress up a blank body template with clothes. He sits well and engages with the activity. Oscar can maintain his balance on a gym ball, with help for this activity too. For the lycra station, students are provided with the opportunity to

experience the lycra burrow or the lycra sock. Sam can briefly engage with each of the activities, before requesting a break. Well done E5 for participating in our sensory regulation stations! Thank you Emily for the awesome sessions too!

Thank you everyone for another great term! Have a lovely school holiday! Keep warm and I will see you next term!



**Green Tree
with Red Apples**

Room E6 ~ Cheryl & Alina

"Snap!", "Crunch!"

E6 has enjoyed some exciting and rhythmical number rhymes as part of the numeracy program. We have all heard of the song with a crocodile and monkeys. There were five monkeys harassing a Crocodile by swinging in the tree—well, we know how that ends. However, a clever monkey has now emerged with the focus of locating five red apples to eat.

Jack, Naila, Mitchell, Mamoud, Nicholas and Taiga use the verses to outline a story using, a monkey puppet, a green tree and five red apples props with number cards to retell this uplifting number story. Now clever Mr. Monkey, who has moved from the river to a tree, comes along and says, "MMMM for me, CRUNCH." The tree ends up with no apples, but a very satisfied Monkey with no croc in sight.

Number rhymes have a valuable predictable formula for our students who are enthusiastic to jump, move, bounce, sing, press an image, or move a story prop to reenact the story. Counting down or counting up, each student has favourites from five little ducks, five speckled frogs, to five Firefighters and five Sharks swimming in pond.

As for the monkey, I hear he has joined a few mates in a house with a big bed!!!

Room N1 ~ Cara, Gemma & Marshall

An SWPBS focus this semester has been, “We are Learners: We get ready for learning and cooperate with routines”. Broken down into a number of observable skills, the boys in N1 are practicing every day. Able to “find their learning spaces”, Dylan looks for his photo to locate his chair at the start of group sessions around the board, and Aiden knows his spot at the table, often sitting there in anticipation of upcoming tasks. Franco “shows interest” through “turning to the teacher/activity” and is doing really well remembering to raise his hand when he would like a turn. Archer “follows directions” and is using his device more readily throughout to engage. As

activities draw to an end, Keshav likes to “look after equipment”, helping to tidy up, whilst James may “ask for a break” through using his words, pointing to the visual and also politely saying ‘please’. One other focus skill featuring prominently throughout the day is the use of visuals and “following picture schedules”. The boys are very familiar with the visual timetable, but visual schedules are used in many other areas also, such as guiding students through unpacking/packing their bags, recipes in meal preparation, and personal care activities, to name a few.

During the weekly personal care sessions, when not in the bathroom moving through stations to brush their teeth, wash face, put on deodorant, brush hair, etc., students back in the classroom have been working on compiling ‘How to ...’ personal care booklets. Creating their own visual schedules has called upon skills of fine motor to cut and paste, but also memory recall, interpreting gestural cues, attending to written words, and matching and sequencing images. When done, students have been supported to choose photos, illustrating their work with an action shot of themselves caring for their bodies. Great work N1!

Room N2 ~ Abigail, Aura & Anouk

As part of our SWPBS focus ‘We get ready for learning and cooperate with routines’, N2 have been transitioning to the home-crafts room in the new wing and have been following a visual recipe and moving between stations to make Mug Cakes! Each student has their own clipboard with the visual recipe sheet on. They are assisted to add their name to their sheet and their cup, and choose between the options of chocolate or vanilla, sprinkles or chocolate chips.

Everyone always chooses chocolate cake – but toppings choices vary! In the pictures this week you can see Tom, William and Sidra scooping in some of their ingredients at the different stations. Christopher is at the mixing station, stirring his ingredients before adding toppings. You can see Rosie adding her sprinkles as her chosen topping – not too much, Rosie! There is a separate sequence of visual steps to follow to use the microwave to cook the cake

– you can see Jordan waiting patiently for hers to be cooked. Once they are all cooked they are placed in a ‘wait’ tub to cool down as the students are supported to clean the kitchen. The schedule includes jobs to choose from at the end – you can see Sam doing a great job of wiping down the tables – he can even makes cleaning a fun event! Now the hard work is done, we all transition back to N2 to eat our delicious creations! Yum!

Room N3 ~ Tiana, Neena, Jacqui & Natasha

No Report due to staff absence.

Room W1 ~ Kate & Mel

In W1 we have celebrated Ella's 18th birthday where nearly the whole school came to join in the party games and eat some yummy food!!

We have also been working really hard during our Speech and OT sessions on how to greet people and ask questions, as well as what to do if we get lost. Thanks to Em and

Emily for your fun and engaging sessions, they are the highlights of our week!!

I cannot believe we are already halfway through the year!! We hope you all have a lovely and relaxing holiday and stay warm!

Below, some of the W1 students have typed out what the highlight of their week was:

I had a lot of fun at Ella's party.—typed by Balsam

I had so much fun at my tigers party at school. Thankyou to everyone that came.—typed by Ella

On Wednesday I like going to the hall and doing basketball training with Daniel.—Typed by Adam

Room W2 ~ Gloria & Janine

Hi All,

Well here we are at the end of Term 2. Winter is truly upon us, and we are still managing to get out and about for our daily walks. Perhaps warm hats and scarves would be helpful for next term.

All our students have had a good term and I'm sure they are looking forward to a couple of weeks break from school.

Have a great break everyone, and we'll see you soon in Term 3.

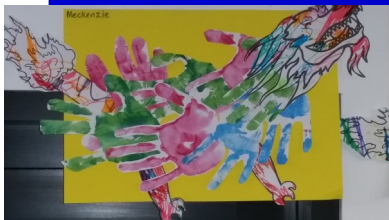
Room W3 ~ Charles, Marion & Paddy

A very busy dragon-themed fortnight for W3. In our shared reading sessions, we have been reading *Ellie's Dragon* about a dragon that grows as his owner Ellie grows. We've enjoyed expanding our vocabulary through the use of visual displays and Proloquo2Go: Ellie's dragon likes to eat hot chillies, flowers and burnt toast. We've used the BIGmack button to make the

roar of a dragon through the story. And then at the end we've watched excerpts from *How to Train Your Dragon*. We've been lucky to have Gabby – a pre-service teacher - working with us over the last few weeks. She has organised a couple of dragon-themed visual arts activities. First, we used cardboard toilet rolls to make dragon heads, with red, yellow and orange

cellophane at the end as flames. The students loved blowing through the tube to make it look like the dragon was breathing fire. Secondly, we made dragon collages using hand prints for the body and coloured cut-outs for the head, tail and claws. The finished results were stunning.

Keep warm and enjoy the holidays. See you all for term 3.



**Meckenzie's
Dragon**

Room W4 ~ Lulu & Mark

How are we here already?

The end of term 2! Half-way through the year! Time sure does fly when you're having fun!

This term the W4 gang have been busy, busy, busy! One of the highlights of this term would definitely have to be our weekly cooking sessions. This term we have been making pancakes. The students have done a wonderful

job at following the visual sequence to make their pancakes. Each week they get to choose what toppings they want on their pancakes.

Theo and Kate have gravitated towards the berry and sugar-free maple syrup option, whilst Reuvi and Archie lean more towards the lemon and sugar option.

It's been great to watch the students become more independent over the course of the term in making their pancakes.

What will we be making next term you ask? PIZZA MUFFINS!!

Have a relaxing break and we'll see you all next term!

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

Speech Pathology Report—Emily Mizzi

Group Games in Speech Therapy

Speech therapy sessions that incorporate play and group games can be an engaging and enjoyable way for children to learn how to better express themselves, learn or practice social skills and have fun all at the same time. Not only does play provide a stimulating and supportive environment, but it has a variety of different advantages that can help your child's speech and communication skills improve.

For one, it gives them an opportunity to practise their social and communication skills in a way that is natural and fun for them. By playing with another person or in a small group setting, they can learn how to communicate with others in non-verbal ways using gestures and body language. For example, they can learn when to take turns or how to follow directions of increasing length and complexity.

In addition, playing games involves following a sequence, following rules and problem solving, which helps them develop the ability to think through, organise and find solutions to difficult tasks. This complexity helps your child better understand the principles of grammar such as sentence structure and context.

Furthermore, play encourages imaginative thinking by allowing children to explore their thoughts and express themselves creatively. It helps nurture language development by letting them use language in ways other than direct instruction or book reading activities.

Ultimately, incorporating play and group games into speech therapy creates a supportive and motivating environment where your child can practise their skills in a meaningful way that prepares them for real-life conversations.

Group Games at Bayside SDS

Here at Bayside we love to participate in group games utilising popular games. Goals of the sessions include:

1. Focus on building language from single word to phrases and sentences
2. Focus on building skills with individual communication devices such as picture symbols and iPad e.g. proloquo2go for communication.
3. Learn and use social skills within group games such as;
 - a. Turn taking
 - b. Sharing
 - c. Waiting for a turn
 - d. Personal space
 - e. Winning/losing and emotional regulation
 - f. Transitions from one game to another
4. Asking someone to play & joining others in their play
5. Expressing comments and opinions within the group and encouraging student voice— e.g. I like/don't like this game.

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Group Game Example and Resources



Pop Up Pirate has become a classic game in my collection. It is always a favourite! This game includes a barrel, pirate, and 24 swords. I love

how simple this game is – it can be played quickly, used for speech/communication practice, or expanded into language rich activities. Students love pushing the swords in and pulling them out when we finish. They love the excitement and anticipation waiting for the pirate to pop.

Language Activities:

Vocabulary

- ◆ **Basic vocabulary** – colour words for the swords (red, yellow, green, blue)
- ◆ **Core vocabulary** – Put, in, take, out, go, stop, more, finished.
- ◆ **Describing** – describe your feelings while you're waiting for the pirate to pop. Are you excited? nervous? scared?
- ◆ **Fancy words** – try introducing some fancy pirate vocabulary.

Grammar

- ◆ **Question formation** – yes/no questions (*Can I have a ____ sword?*), wh-questions (*What colour would you like? Where is the ____? When do you think the pirate will pop?*)
- ◆ **Plurals** – one sword, two swords.
- ◆ **Pronouns** – this game is great for practicing pronouns (pirate). **He** is in the barrel. **He** has an eye patch. **His** beard is black. I think **he** is going to pop!
- ◆ **Prepositions** – Try playing a hiding game with the swords – describe where you find them (**in** the cupboard, **under** the table, **behind** the door, etc.)

Following Directions

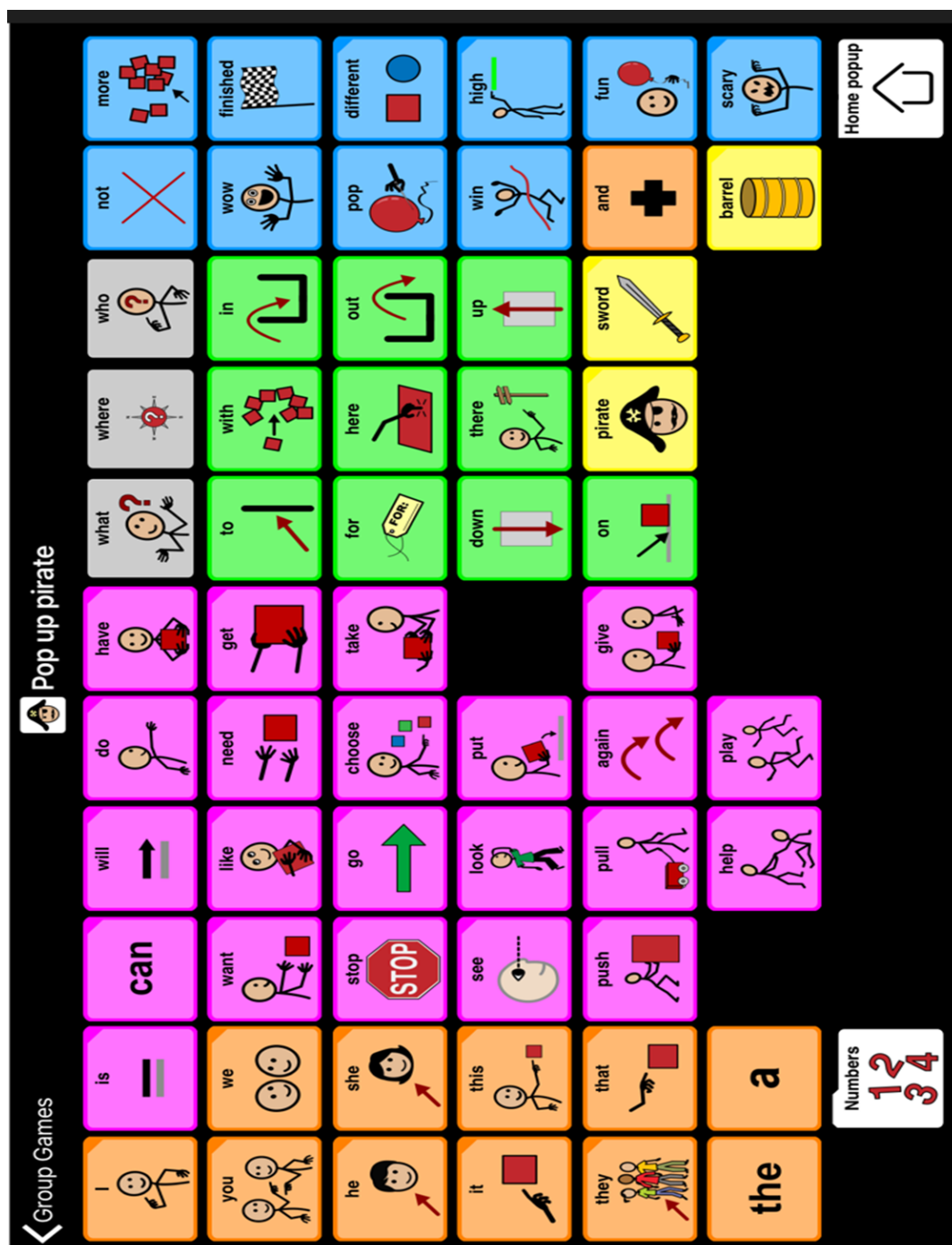
- ◆ e.g. choose 1 sword, pull out 2 swords.
- ◆ Try using if ... the directions. If you have shoes on, pick a red sword. *If you have a brother, pick a yellow sword*, etc.

Early Literacy Activities:

1. Phonological awareness – I like to use this game when introducing initial sound identification. I give the first sound of the colour and the kids get to take that colour sword (e.g., “rrrrr” = red, “y-y-y-y” = yellow, “b-b-b-b” = blue, “g-g-g-g” = green. I like to pair an action with each of the sounds as a multi sensory approach.
2. Storytelling – create a story about the pirate.

Pop the Pirate Aided Language Display Vocabulary (ALD) – symbolstix symbols

If you have the pop-up pirate game at home, print out the ALD and point to the words as you say them to model language with your child. Have FUN!



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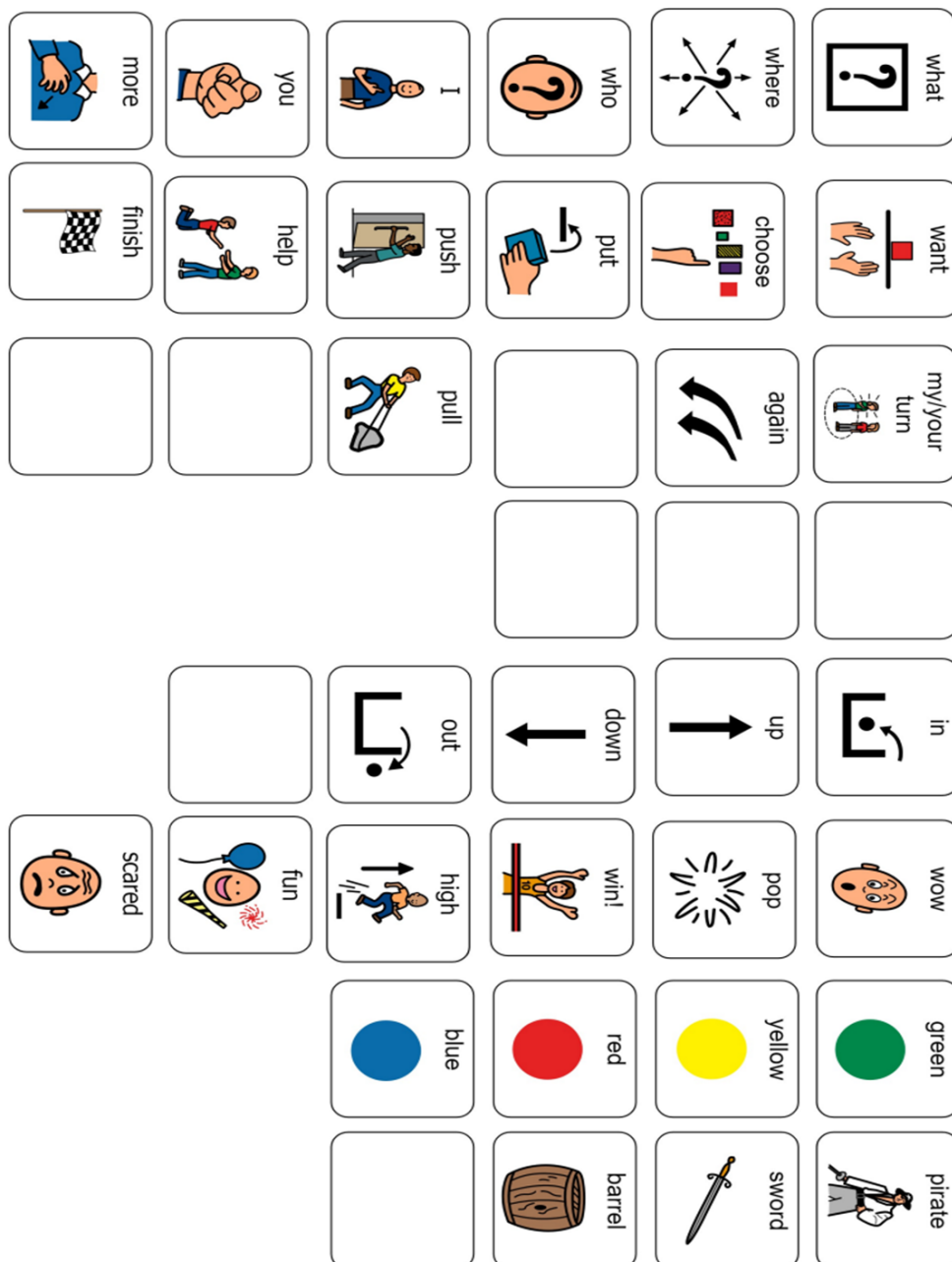
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Pop the Pirate Aided Language Display Vocabulary (ALD) – PCS/ Boardmaker symbols

If you have the pop-up pirate game at home, print out the ALD and point to the words as you say them to model language with your child. Have FUN!



SPEECH THERAPY
PRESENTS
PROLOQUO2GO
TRAINING
SESSION



Wednesday, September 6th 2023

9:15 a.m. to 10:30 a.m.

Jan Lake Centre, Bayside SDS

RSVP: Essential by August 23rd 2023

Please notify attendance via school email

baysidesds@education.vic.gov.au