

DATES TO REMEMBER

Monday 9th June

King's Birthday Public
Holiday

Tuesday 10th June

School Photo Day

Monday 23rd June

School Council Meeting—
7pm

Thursday 26th June

NDIS Information Exchange
Meetings

Friday 4th July

Last Day of Term 2—early
finish

Monday 21st July

First Day of Term 3

Monday 28th July

School Council Meeting—
7pm

Monday 25th August

School Council Meeting—
7pm

Tuesday 16th September

School Concert

Friday 19th September

Last Day of Term 3—early
finish

Monday 6th October

First Day of Term 4

Monday 27th October

School Council Meeting—
7pm

Tuesday 4th November

Melbourne Cup Day Public
Holiday

Monday 24th November

School Council Meeting—
7pm

Thursday 11th December

Student Graduation 2025

Thursday 18th December

Last day of 2025 School
Year for Students

Friday 19th December

Student-Free Day

BAYSIDE NEWSLETTER

ISSUE 07



Bayside
Special
Developmental
School

04 JUNE 2025

Fun and Fitness at Waverley Gymnastics

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 / Acting Assistant Principal's Report

PASS Conference Highlights the Power of Specialist Education

Last week, Justin had the privilege of attending the Principals' Association of Specialist Schools (PASS) Conference—an event that brings together leaders from over 80 specialist schools across Victoria.

PASS plays a vital role in our education community. It serves as a strong voice for specialist school leaders, offering opportunities to connect, stay informed on sector developments, engage in professional learning, and advocate at both state and national levels.

The conference opened with an address from the Minister for Education, Ben Carroll, who acknowledged the essential role specialist schools play in shaping inclusive and supportive learning in Victoria.

One key theme echoed throughout the event was the importance of cultivating a strong and healthy school culture—one that is calm, organised, and orderly. Research continues to affirm that such environments are essential to student success and wellbeing.

Former Bayside SDS Principal Michael Pepprell, was inducted as a life member last year in honour of his outstanding contribution to special education and PASS.

Our own professional communities' work on student learning and wellbeing continues to progress well. The teams are doing some great work on supporting students to manage the impact of extrinsic load (unnecessary cognitive load not related to the learning) through measures such as consistent school-wide morning routines. Teachers are also reviewing how this relates to the science of learning, with particular consideration of how a task can be refined to create the greatest opportunity for new learning—considering how working memory connects to long-term memory.

Welcome

Last week we welcomed new student Phong to Bayside. Phong has joined Marshall, Mark and the students of W2. Great to have you join our school Phong, and a huge welcome from the Bayside SDS community to your family.

Out of Hours School Care

Last week you will have received a link to a Google survey via Seesaw. The survey asks you to consider if your child would access programs such as after school care, with consideration of the supports you currently have in place, including the bus service and NDIS therapies and carers. We are continuing to work with the team from the Department of Education, to assess the viability of out of school hours care at Bayside SDS.

Swimming Notice

You will very shortly receive a swimming notice in school bags. This notice will help us with our planning. We would like to learn about parent and carer preferences for the swimming program, while also learning about your child's swimming experience. Please return to school when completed.

Winter Illness

Winter is here, and we are starting to see colds and runny noses. Please help us to keep everyone healthy by giving your child a rest day at home if they appear unwell.

Justin & Abby

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EEP ~ Ka Ling, Bridget & Aura

Times flies when you're having fun! Not only are we more than halfway through term 2, we are almost halfway through the year! With winter here, just a little reminder to bring along a coat, beanies and pack a suitable change of clothes.

For the past fortnight, everyone in EEP has been working hard on practising their motor skills. Whether that be working on their fine motor skills through drawing, making playdough, threading, sensory play, or their gross motor skills through fun sessions in the Engine Room, outdoor play, catching bubbles or classroom activities like bowling!

It's been great watching the students engage with various activities and work on their motor skills! Jordan, Cate and Kobe showed great turn-taking skills while we played bowling in the classroom. Leilani loved the anticipation of knocking down the pins, especially when Justin, our school principal came for a visit. Tommy showed off his soccer skills by kicking the ball towards the pins. Allen and Max participated in bowling, but prefer our fine motor activities of craft and playdough! Well done EEP students!

Room E4 ~ Cheryl & Emma

Balloons are fun right? This term, E4 are discovering, they can be used in a few experiments. Let's get ready to pump up the fun!

Let's start—How did the balloon feel after I rubbed it on my hair? Ecstatic!

Yes, our first inquiry was to see what would stick to a pumped-up balloon.

Static electricity was the focus, with hair rubbing to see what happened. We discovered some of our hairs were better for this part! James, Harry and Tida had 'hair raising' experiences. Following this, we tried to rub and pick up paper pieces and then make the oat dance. Taiga and Franco were focused to see how many pieces of paper they could pick up. I'll call it a draw!

Helicopter balloons were next on the list with special packets of materials including blades, rotas and connectors. Following steps to make the helicopter, the experiments had mixed results with varying take offs as the balloon let out—too quickly—the air! So, we moved onto the rocket balloons to see the power of air thrusting the straw along a string. Again, we needed a few trials to see what worked, and in the end it was across the room beginning up high from the swing chain finishing at the bathroom door! Like all good things, it was time to finish, and the balloons, well they were put to good use with a game of keeping off the floor, tapping up into the air and kicking across the room until ... 'POP!'

Room E5 ~ Natasha & Klaudia

The children in E5 had the exciting opportunity to witness something truly special unfolding at school—watching the magic of construction happen right outside their playground! With wide eyes and eager curiosity, they dove into the world of big machines and bustling work sites, perfectly paired with their new book, *Roadworks*.

This action-packed story took them on a journey through the step-by-step process of building a road, from digging and rolling to paving and painting. But what made this truly unforgettable was that they weren't just reading about it—they were seeing it in real life! Right outside their classroom, workers were hard at work constructing a concrete wheelchair accessible ramp, giving the students a front-row seat to the wonders of road building.

Inspired by the story, the class explored dump trucks, diggers, and rollers. They watched in fascination as real dump trucks delivered heavy loads of concrete, mirroring the illustrations in their book. Hands-on activities brought the learning to life, as they built their own mini ramps, experimented with different materials, and imagined themselves as mighty builders shaping the world.

From the rumble of machinery to the excitement of seeing their book come to life, this was a journey of discovery, joy, and real-world connections that will leave a lasting impression.

Room E6 ~ Carly, Llywela & Anouk

While gymnastics is finished for now, I would like to acknowledge all the students who attended, the classroom staff that supported the program, and the floating staff that came along for some fun, including Beck and Justin in the last week.

Each week we could see progress in the way each student was able to transition, eat their morning tea and wait for the moment we could move downstairs. Staff could see students progress into more focussed listening and following their group around to each station, as well as bravery and courage in trying new or more challenging activities. Major student highlights include:

Nicholas: Climbing back and forth over the mat 'mountain', sliding down the other side with glee; Zaylan: Joining classmates on the trampolines and trying new movements; Xavier: For going to all activities at great speed and tenacity, and strengthening friendships while attending; Mamoud: For attempting many different sizes of balance beams and showing how proud he was; Khizr: For moving into new play spaces and trying different activities.

As we wound up Autumn and moved into Winter, E6, and sometimes with the company of E4, enjoyed some warm sunny picnics in the central courtyard at the picnic tables. A great way to socialise and a nice way to enjoy the fresh air.

Room N1 ~ Lulu & Charlotte

Hi Everyone,

How crazy we're already half-way through term 2! It's hard to believe how fast this year is going!

To celebrate all the hard work and learning that has occurred so far this year, on Friday May 30th the N1 gang traded their Bayside uniform for their comfiest pyjamas for the day! The N1 classroom transformed into a magical haven of fun, bubbles, games and sweet treats. On this day we also celebrated Oscar's 12th birthday with a delicious Cocomelon themed birthday cake that everyone devoured.

We worked on our turn taking and waiting skills as we played a variety of party games. Waiting was tricky at times as the excitement was high, but with the support of the turn-taking visual the N1 students did an incredible job and had loads of fun!

We hope our students enjoy a mini-break with the upcoming long weekend, before we get stuck into the last few weeks of 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

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.

Multi-Sensory Therapy Report—Jo Robinson

In writing Semester 2 reports, we reflect upon the achievements of students so far this year. This is a great opportunity to highlight some of the experiences that Multi Sensory Therapy provides.

Many students are fascinated by the concept of cause and effect—realising that their interactions can make things happen brings immense joy. Learning to press a switch to operate the bubble columns, turning the bubbles on and off, translates into the ability to control a wide range of electrical items using a switch adapter. This opens up opportunities to participate in both group and solo activities—activating music, toys that sing, dance, or move, projections, massagers, foot spas, juicers, and more.

Students use their hands and eyes to interact with responsive tools like Meta Cat and Meta Dog, which react with sounds and movement. Time spent out of wheelchairs allows for freedom of movement, stretching, exploring projections from new perspectives, and enjoying the physical and psychological benefits of aromatherapy massage. This includes experiencing different pressures, strokes, and types of handheld and seated massagers.

The sense of touch is explored through a variety of textured items such as fibre optic sprays, star carpets, fluid tiles, textured tiles, fabrics, tactile flowers, and animals—using both hands and feet. The sense of smell is engaged with different aromas, allowing students to express preferences and experience the potential emotional and physical benefits of essential oils.

Students also explore different music styles and instruments, discovering and expressing their likes and dislikes. Using hands, legs, body, eyes, or eye gaze, they engage with Magic Carpet apps to develop cause-and-effect skills—making flowers move, fireworks explode, or bubbles pop, to name a few.

This therapy reinforces the importance of paying close attention to gestures, expressions, behaviours, vocalisations, and student voice. It honours and respects each student's choices, highlighting how influential shared eye contact and a smile can be. Communication is supported and practised in its many varied and augmented forms



*LONG WEEKEND: King's
Birthday Holiday—
Monday 9th June*

*SCHOOL PHOTOS—
Tuesday 10th June*