

## DATES TO REMEMBER

### Friday 24th June

Last Day of Term 2—  
students dismissed one  
hour earlier.

### Monday 11th July

First Day of Term 3

### Monday 18th July

NDIS Information  
Exchange Meetings

### Monday 29th August

Student-Free Day—no  
students to attend  
school on this day

### Friday 16th September

Last Day of Term 3—  
students dismissed one  
hour earlier.

### Monday 3rd October

First Day of Term 4

### Wednesday 26th October

Student-Free Day—no  
students to attend  
school on this day.

### 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 08



**Bayside**  
Special  
Developmental  
School

22 JUNE 2022

Bayside SDS Acknowledges the Bunurong Peoples' of the Kulin Nation as Traditional Owners and Custodians of the land on which our school stands, and pays respect to their Elders past, present and emerging

### Principal's Report

#### Farewell to Term 2



It is difficult to believe that we are in the last week of term 2 already. 2022 has proven to be somewhat of a challenge for all schools thus far with record numbers of student and staff absences across the state, and a very limited supply to choose from for replacements. Hopefully, the term two break will be a good opportunity for students and staff to re-energise for a less disrupted second half to the year. I look forward to seeing all students back at school for the first day of term 3.

#### Building Program



Unfortunately, the building program has

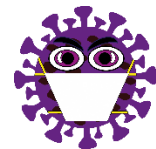
been further extended out with handover now expected to be mid to late September due to a combination of bad weather, shortage of supplies and shortage of workers due to illness.

Last Tuesday a break in the weather meant that finally the roofing sheets could be craned onto the roofing space. Everything went smoothly from the high end of the site, however when the oversized semi-trailer with the roofing sheets and the crane transferred to the lower end of the site, things did not quite go to plan. Firstly, the semi-trailer clipped the gate on the way out and destroyed one of the gates and the upright, to add to the mayhem the crane then got bogged. Temporary repairs were carried out on the gate until the builder organises more permanent

repairs, and after an hour and about 50 offcuts of wood placed strategically under the wheels, the crane extricated itself from the mud much to the relief of the driver who was an hour late for his next job in Gisborne. The students in the middle yard enjoyed the front seats to the show.

As I write this a week later, I am pleased to convey that the roofing sheets are nearly all secured and drainage works have begun in the car park area in preparation for the bus turnaround.

#### Changes to COVID 19 Vaccination Mandates



Over the weekend, following advice from the Acting Chief Health Officer, the Minister for Health announced changes to the COVID-19 workplace vaccine mandates in Victoria.

There are no changes to the requirements for staff in specialist

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schools, as mandatory vaccination requirements remain in place for those working with vulnerable people. This means that staff will continue to be required to have three-doses of a COVID-19 vaccine to work in specialist schools.

From 11:59pm on Friday 24 June 2022 (in effect the start of Term 3), staff in mainstream schools will no longer be required to meet vaccination requirements to attend work.

Schools will continue to have strong mitigation measures in place, including enhanced ventilation measures such as air purifiers, ongoing use of rapid antigen testing and ensuring those who are unwell stay home. This will continue to help keep our schools as safe as possible.

Vaccination remains strongly

recommended for all staff, contractors, volunteers and visitors working at Victorian government schools.

### Early Finish End of Term



Friday 24<sup>th</sup> of June is the last day of term 2. School will finish one hour earlier than usual on this day. Please ensure that a responsible person is available to meet your child from the bus service on this day, one hour earlier than the usual time.

### Basketball Team



The previous fortnight has seen our basketball team achieve one win and one loss. Against Mornington SDS who only had one player on this day, we had a

four-on-four game where three of our players played for Mornington against the other four of our players. Final scores were Mornington 28 Bayside SDS 24. William scored 10pts and Ella 8pts for Mornington, whilst for Bayside Adam scored 10pts, Dylan 8pts and Thomas 6pts.

In the other game during the fortnight, Bayside SDS had its highest score for the season defeating Springvale Park SDS 30 to 26. Goal scorers for this game were Adam 10pts, Ella 8pts, William 8pts and Dylan 4pts.

*Michael Pepprell*  
Principal

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## EEP ~ Llywela, Cara & Debbie

This fortnight we have welcomed Jack, who has joined our Friday group. Jack settled into the classroom routine with ease and enjoyed exploring his new environment.

Despite the cold, we continue to venture outside when we can. Isaac has enjoyed the ride in car, watching his reflection in the window and laughing as he uses his feet to push the car backwards. Layla experimented with using the pedals on the tricycle and

Nissim enjoyed a break of sunshine while standing in his frame. But, with winter now set in, there are some days when it is too wet to be in the playground and we are forced to stay inside. On these days, we continue to try and keep our bodies moving. Felix G experimented using his foot and hand to activate the ball popper. Xavier has mastered the scooter board, manoeuvring himself around the room to collect beanbags and Felix L has been practising

keeping his feet together while jumping along floor squares.

Happy 5<sup>th</sup> Birthday to Nissim for last week. We hope you enjoyed your birthday celebrations!

Also, a very Happy Birthday to Layla for Monday. Have a wonderful day!

Wishing all our students and their families an enjoyable mid-year break over the term holidays. We will see you all in Term 3!

## Room E5 ~ Carolina & Anouk

As we approach the end of term, we have been creating opportunities for our boys to play simple games fairly and safely in our junior playground, with Franco and Aiden from E6. It has been great to observe how they are sharing equipment, have fun and developing friendships. Whilst staff sing 'Three Speckled Frogs' or 'Humpty Dumpty', Al, Taiga and Mamoud sit alongside each other and then slide down the side of the tunnel. Yesterday they also created a

train, and moved around the playground whilst holding onto each other, and were laughing and beaming with joy!

As usual, we continue to present and explore new ways of extending communication. Nicholas is beginning to become aware of the Wiggles photo on the wall and we know he loves listening to them. Mamoud is accessing the classroom iPad to engage with the class stories folders, and enjoys the one to one reading opportunity with

staff, but he will also explore these independently. Taiga is learning to navigate the classroom iPad too, and enjoys exploring different pages, listening intently and repeating many words and short phrases. Akain has shown a burst of energy and joy over the past weeks, enjoying one to one interactions with Anouk, and Mitchell has been missed but we hope to see him next term.

We hope everyone has a great break.

## Room E6 ~ Cheryl & Danielle

Why do mother kangaroos hate rainy days?

Because then the children have to play inside.

Yes, the weather has definitely impacted our regular movement breaks outside! However, we have explored other play-based options with a few Smartboard activities in there too.

Franco really enjoys choosing a favourite activity of play dough with some rolling, cutting shapes and lately the dinosaur imprints.

Patrick navigates the room to settle on the mat, scans for one of the tubs then methodically pulls everything out to find a toy of choice.

Oscar gets up and walks around the room before choosing to settle on his chair for a choice of cause-and-effect toys.

Aiden likes the gravity chair for a relax, chill out with a book or two, followed by exploring a sensory tub with a mirror.

Several of the boys seek out a turn on the platform swing and are guided to follow a turn taking board

while our Smartboard programs including dancing, Disney and songs have been on high rotation!

To warm us all up in the morning, including Danielle and I, is our 'moving and shaking' new PowerPoint movement-based action songs called 'Get up and Go!' We currently are exploring what are the favourites with a 'like' including a thumbs up, a 'yes,' nod of a head, repeated choosing of a specific song, moving to the song and of course the smile factor!

Enjoy the holiday break and see you all in term 3!

## Room W1 ~ Kate, Bridget & Jacqui

Last week in science we made emus. we found leaves and bark to decorate our emus. -typed by B

I liked drawing my wombat and emu.- typed by Colette

In science we watched a powerpoint about wombats. Then we drew a picture typed By William

I drew a wombat. It was brown. Typed by Jordan.

How are we already at the end of the term!! Everyone has worked so hard this term and had a lot of fun at school.

We hope you all have a lovely safe holiday. See you term 3!

## Room W2 ~ Ka Ling & Neena

Luckily this fortnight, we have had slightly milder weather and it's been nice to have some recess play time to get our need for move and groove met.

This term, W2 have continued on with some movement based activities in the morning, with a focus on adaptive sports. We had balloon badminton, crawl for bowling, scooter board bean bag toss and rebound football.

Everyone's favourite adapted sport was balloon badminton! Kasey practices with bouncing the balloon on the racquet. While Archer, Sidra and Dylan make great attempts to play with one another, hitting the balloon with the racquet to the other player.

This last fortnight, we have also introduced the spinner and the steam roller. James enjoys the pressure from the steam roller

and happily squeezes through it. Well done W2! It's been great seeing everyone engaged in some great exercise and fun activities. I can't wait to see students build more strength and control next term!

I hope everyone has a wonderful school holidays and see you all back in Term 3!

## Room W3 ~ Karryn, Aura & Anna

This term, with the support of our occupational therapist Emily, students worked on developing Body Awareness. During the session, individual body parts were highlighted in action songs including Head and Shoulders, Knees and Toes and The Hokey Pokey.

Students were introduced to Mat Man. Mat man is a wooden character assembled on the floor as the class sings the Mat Man song. Students identified each body part with the

support of staff who pointed/touched their corresponding part of the body i.e., head, arms, hands, trunk, legs, feet, eyes, ears, mouth, and nose. All students took turns to assist Emily to place the mentioned mat man body part on the floor to assemble him. Then students suggested ways those body parts moved. Lachy stomped feet, Michelle waved hands and Jordan shook her head.

The most challenging part of the session was the animal walks activity. Archie jumped high like a Kangaroo, Kate moved like a bear and Sam crawled like a lion.

We look forward to continuing this work next term, thanks Emily.

Sadly, Anna will not be returning to W3 to explore this and other activities with us after the holidays. Thank you Anna for all the support, enthusiasm, and joy you have shown us in Semester 1. We all wish you well in your new adventures!

## Room W4 ~ Abigail, Mark & Marion

The students in W4 love to get messy in art – the more paint the better! We often link our art activity to our Shared Reading class story – for example, we made prints with big leaves for *Walking in the Jungle*, and drove vehicles through paint for *Emergency!* Ellie enjoys squirting the paint onto the paper or tray ready to

go and watches carefully as staff model the activity. Jay really enjoys art and will try all the different utensils – he likes the brushes and rollers. Theo loved the painting with cars activity – driving them up and down through the paint with big smiles. Annabel and Bella love to get their hands in the paint and add a creative abstract

touch to their artworks. Charlotte sometimes likes the art to come to her in her comfortable chair, especially enjoying our spin art machine as you can see in the pictures this week. We have found that a quick play with some shaving foam is a great way to clean our hands after all the messy fun!

## Room N1 ~ Lulu & Marshall

Hello and welcome to the final newsletter of Term 2! Isn't this year just flying by?

The N1 boys have had a busy term. The highlight this term has been our community access sessions. The boys were particularly fond of delivering and posting newsletters at the post office. They took it in turns posting some letters, with most of them requesting more! The boys

have done an excellent job at staying with the group when walking, and following staff instructions to 'stop' and 'wait'.

The focus of stories this term was animals, and what a hit that was! Ronny thoroughly enjoys walking around being an elephant. Rory told us that bears were his favourite animals. Vignesh enjoys the frog animal walks board and

Luca enjoys the crab walk! The boys have enjoyed making different animals in art and moving like different animals in occupational therapy sessions!

We hope you all have a lovely break, and we'll see you refreshed ready for Term 3 in a couple of weeks!

Stay safe!!

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

It could be said that N2 does a bit of trike/bike riding. Jack and Carla usually have a ride in the courtyard in the morning to the sounds of 'Step It Up!' Everyone else rides something or other after morning tea. Jack and Abi use the Rifton adapted 3-wheeler: Jack is working on holding onto the steering bar, and loves to ride along with the 'Upsteppers'; Abi likes to ride at speed on the basketball court – pedalling her legs

furiously. Ella takes turns with Adam using the 2-wheeler – she likes to 'slalom' in and out of the traffic cones. Adam has concentrated on developing his independence on the 2-wheeler, and can now safely start, stop and ride laps of the basketball court. For a break from the 2-wheeler he has a bit of fun on the low-to-the ground 'Easyrider' 3-wheeler. Balsam aims to ride 3 or 4 laps on the purple trike. She

demonstrates very good steering and pedalling with no assistance from staff other than a bit of encouragement. Sakura likes to ride the purple trike too, so she negotiates with Balsam as to who will go first. Charles sometimes likes to ride the Rifton adapted bike, but also enjoys having a tow in his wheel chair behind a staff-ridden trike. Carla uses the red, purple, blue or white bikes, and just loves bike riding. Roll on, everyone.



# Room N3 ~ Gloria, Mel & Sharran

Hi All,

We made it! End of Term 2 coming up. Our happy little crew have been learning to tell us what they like and what they don't like, as part of our School Wide Positive Behaviour Strategy (SWPBS) - We are Communicators, and the focus is We are learning to express needs, wants likes and dislikes. We have been tasting lots of

different things as part of this learning. As you can imagine, it's very popular, and we have learned that Chris doesn't like sour lollies and Alessandro doesn't like fizzy drinks.

We have also cooked a few different things this term—scrambled eggs on toast remains a favourite, but we have also tried pasta Bolognese,

beef burgers, mini pizzas, home made chips, different flavoured spider drinks and different ice cream flavours. We have some enthusiastic tasters – others not so much, but we're getting there.

Have a lovely break everyone. Stay warm and safe, and we'll see you in Term 3!

## 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

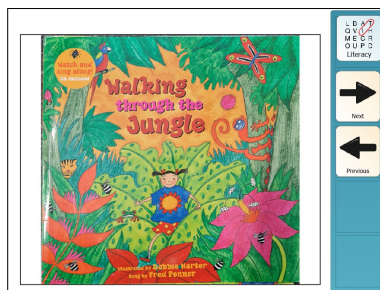
# Professional Learning Team Report: English—Abigail Everiss

**SHARED READING:  
IT'S ALL ABOUT THE  
INTERACTION**

**THE GREAT EIGHT**

- 1. SHARE THE AIR**  
A = Attention Getter  
I = Invite Participation  
R = Respond or model a response
- 2. LINK TO LETTERS**  
Refer to letters in the student's names, or other important letters, when you see them on a page.
- 3. CROWD TO INVITE PARTICIPATION**  
Comment on what the students seem to be interested in and wait at least 5 seconds; invite participation using the different parts of CROWD and wait at least 5 seconds; Respond to whatever the student says/does by adding more language, modeling appropriate grammar.
- 4. MODEL "I HAVE A QUESTION"**  
When you ask a question, explicitly model saying "I have a question," using AAC and then ask it.
- 5. TEACH VOCABULARY**  
Teach new vocabulary by briefly defining it. You can use synonyms or put the new word in a sentence.
- 6. DO YOU HAVE A QUESTION?**  
Ask the students if they have any questions after sharing every 3-4 pages.
- 7. PRINT REFERENCING**  
Point out elements of the book as you read it e.g. This is the title of the book. It tells us...
- 8. RHYMES AND SOUNDS**  
Point out rhyming words and word plays in texts - words with the same initial letters or which have similar sounds in them (alliteration).
- DON'T FORGET**
  - Sometimes we need to teach students to enjoy books.
  - Use the student's interests as a starting point.
  - If needed
  - In shared reading, change model using the student's communication system.
  - Reading a book repeatedly is great - and important to do!
  - The student selects the book when reading 1:1

The English Professional Learning Team (PLT) meets fortnightly with the aim of developing staff skills and capacity to implement our whole school approach to literacy curriculum, assessment and instructional practices. In 2021, the team selected Jane Farrall's evidence based program, *Comprehensive Literacy Instruction for Students with Complex Communication Needs*, for whole-school literacy instruction at Bayside SDS, as it caters for both



Shared Reading (1)

## Great Eight

emergent and conventional literacy learners. All classroom staff completed eight hours of online learning modules delivered by Jane Farrall, to provide a common language and understanding across the school. The PLT then began the delivery of focused workshops, beginning with the area of *Shared Reading*, the implementation of which has been a school priority through semester 1 of this year. Shared Reading for emergent literacy learners is the interactive reading of a book between a student and an adult - this helps them learn joint attention, provides vocabulary input, helps them to learn about language and learn that books and reading are

fun! Shared reading has been shown to build receptive language and is appropriate for emergent literacy learners at any level, as well as conventional literacy learners up to a grade 2 level. Using Augmentative and Alternative

**Teach Vocabulary**

Find in PhotoQuizzGo

Shared Reading (2)

**Key Word Signs**

Shared Reading (3)

Communication (AAC) throughout Shared Reading is really important for our students, to build their understanding of language and use of AAC. Just some of the strategies that we use to support Shared Reading at Bayside SDS include, *Teaching Vocabulary* from the text, using different types of *Questions* to support students to engage with the text and make connections to the story/characters, *Linking to Letters* used in the text, and learning about *Rhymes and Sounds*. Please visit

[www.comprehensiveliteracy.com](http://www.comprehensiveliteracy.com) for more information

about the full program. We will be embarking on our new whole-school focus of Writing in semester 2.

Shared Reading (4)

**What do you see in the Jungle**

Shared Reading (5)

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