

DATES TO REMEMBER

Monday 10th June

King's Birthday Public Holiday

Monday 24th June

NDIS Information Exchange Meetings—
CANCELLED

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)

Monday 29th July

NDIS Information Exchange Meetings

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

BAYSIDE NEWSLETTER



Bayside
Special
Developmental
School

ISSUE 08

05 JUNE 2024

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 Peoples' of the Kulin Nation as Traditional Owners and Custodians, and pays respect to their Elders past, present and emerging

Principal's Report

A slight change to our regular newsletter format, with this being the first to focus on news from our junior classes. The next will focus on the senior school. This reduces Teacher load slightly, giving back some time for the many other jobs that are required of our terrific staff. We know also that staff and families also make good use of the Seesaw app to share classroom news.

Last week I attended the Principals' Association of Specialist Schools conference, where one presenter spoke about the need for continued change for growth. For me, it has been really interesting to consider change in an environment like Bayside, that is so well established and has had a history of reflecting on and improving the service provided to students. We recognise that an important responsibility for all schools is to consider how we can find opportunities for continued school improvement. All Victorian government schools achieve this using the Framework for Improving Students Outcomes (FISO), which, as the name suggests, keeps our focus on improving opportunities for our students.

I was excited when I saw that the original framework had been redesigned to place learning and wellbeing at the centre of school improvement, while still covering the 5 core elements of leadership, teaching and learning, assessment, engagement, and support and resources. We know, as a community, the need to support student wellbeing, and understand that healthy happy students are more engaged and can better take on the learning opportunities we provide.

We are currently at the stage where we consider how we can best get feedback from our community about the work we do, with the focus on student learning and wellbeing. The school already has some very valuable tools that provide data on student learning and wellbeing. We'll be looking to unpack this as a staff, while developing ways that we can collect feedback from our community. Stay tuned, as we'll be asking for your support.

Justin Walsh
Principal

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Assistant Principal's Report

School Photo Ordering

Photo Day was held on Tuesday 4th June and all students in attendance were provided with an opportunity to have their photo taken. Last week your class teacher sent home a slip with a QR code to facilitate ordering of your child's formal school photo. If you have misplaced this slip or didn't receive it, you are welcome to call the company direct on (03) 9115 1642. Please attend to this as soon as possible.

Medical Reports, Medications and Emergency Plans

We take your child's wellbeing seriously and make a concerted effort to ensure that medical needs are managed safely and efficiently. Our success depends on us having the correct information from medical professionals and families. If there have been any updates of medical treatments or diagnoses, please forward this information to the school, via email preferably. Changes of medication are reported using a school form. Please request a copy of this form when appropriate.

Management plans for condition such as epilepsy, anaphylaxis and asthma must be completed by a medical practitioner and signed by the practitioner and the parent.

NDIS Information Exchange

Unfortunately, due to unforeseen circumstances, the Term 2 NDIS information exchange meeting has been cancelled. Please note, this meeting has been re-scheduled to July the 29th.

Tania Castro Millas
Assistant Principal

Student Support Group Meetings

This term's learning plan reviews will take place on the afternoon of Wednesday 26th June (our student free curriculum day). Class Teachers will contact families to make a time to meet by phone to discuss student reports and planning for Semester Two.

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EEP ~ Ka Ling & Natasha

Last week, we celebrated Adele's 5th birthday! Happy Birthday Adele! We enjoyed a delightful small party with some shared cupcakes.

This term, the Early Education Program has been dedicated to honing our transition skills, while delving into new learning environments such as the library, imagination station, and the art room. On Mondays, Layla, Leilani, Tommy and Cate relish in discovering books and engaging in one-on-one or small group reading sessions with Ka Ling and Tash.

Wednesdays are devoted to unleashing creativity in the art room for Jordan, Lucas, Hannah, and Catie. We have been exploring the lightbox, paint, shaving foam and chinks.

On Thursdays, Will, Brooke and Adele loves exploring the different play scenarios imagination station has on offer. We've immersed ourselves in doctor play, pretend cooking, building blocks, play cars and danced in costumes.

It has been a joy to observe the students explore these new learning spaces. In the upcoming term, we'll modify the schedule to allow students the opportunity to experience the learning environments distinct from those of this term.

Room E4 ~ Carly, Llywela & Anouk

Last week, E4 was involved with the National Simultaneous Storytime. Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country.

The book this year was called *Bower Bird Blues* and was written by Aura Parker. Our whole class group sat in a semi-circle for a read through of the story and thoroughly enjoyed the new books pictures and words.

Shared reading is very popular in E4. Made popular perhaps by some of the somewhat silly or cheekily rude stories offered by the classroom teacher—"Did you do this Poo?", and "Press the Button", have been favourites so far!

On Tuesdays we visit the school library for more reading opportunities 1:1, small groups or in pairs. It's lovely when one student chooses a book to be read to, and someone else starts listening and moves closer and closer, joining in the shared experience. Please enjoy the photos of E4 reading.

Keep reading E4!

Room E5 ~ Lulu & Neena

Hi everyone,

E5 are finding the right balance between hard work and celebrating our achievements and efforts.

We've had a busy couple of weeks in E5! The highlight was the mid-term class pyjama party!

We teamed up with E4, staff and students alike, showing up in their comfiest clothes for a day of fun to celebrate being halfway through term 2.

Pass the parcel was the highlight of the day! Students eagerly awaited their turn to open a layer of the parcel. It was incredible watching everyone's turn taking and waiting skills during the game. This was followed by a bubble dance party!

Room E6 ~ Cheryl & Alina

Ready, Steady, Go! “*The Boy on the Bus*”, is our current sing along story for the E6 crew. It may be a big red bus, but the passengers are—let me say—unusual. We have a few baas, a neigh, some quacks, a moo, a cluck and even an oink!

This trip is extremely interesting!

As part of the Literacy program, each student has an opportunity to make choices with a specific question that expands on an element from the book. After the story has been read in the class group, a question with props, visuals and a sentence request strip are used to support engagement. Some of our popular questions include, “Which animal is going on the bus?”, “What noise would you make on the bus?”, and for this week, “Who is going to join the boy on the bus?” Naila liked choosing a parrot to go on the bus, Khizr liked the doll and Nicholas chose Peppa pig to join the boy sitting on the bus, while Khang and Isaac liked making a noise with a tambourine and a xylophone.

Room N1 ~ Marshall & Kayla

What an exciting fortnight it has been in N1. We have commenced our new gymnastics program at Oakleigh Recreational Centre. It has been so well received, with students loving the opportunity to get on the bus and head into the community. Students ask every day about gymnastics and want to know how many more days until we get to go. In the program, students have had the chance to move through a circuit which involves balancing, crawling, climbing, jumping and a variety of other movements which require the use of gross motor skills. The preferred activity has been the trampolines and the foam pit! The group have loved getting to bounce on the trampoline and finish off by landing in the foam pit! They haven’t even been deterred by how physically demanding it is to pull themselves out and do it again! We are very excited for the rest of the program in the coming weeks!

Last week we also started our new Music program! It has been a crowd pleaser with the students loving the chance to use a variety of instruments such as drums, shakers and tapping sticks. We use the instruments as we follow instructions and move to the beat. It has been wonderful to see everyone so engaged and participating!

We are excited for another big fortnight as we get closer to the end of the 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



Southside Café Program.

Each week the Café Crew complete a range of tasks and work skills depending on their allocated role.

The next newsletter will outline the Food Preparation and Customer Service Roles.

Shopping

- Stay with group.
- Follow instructions from familiar adults.
- Collect shopping trolley.
- Find item on shopping list.
- Place item in cart.
- Go to register.
- Line up and wait for turn.
- Scan items.
- Bag items.
- Pay for items.
- Return to school.
- Deliver to S2 classroom.

Unpacking Stockers

- Stay with group.
- Follow instructions from familiar adults.
- Wait for turn.
- Unpack shopping bags.
- Place perishables in fridge.
- Open multi pack snack bags.
- Sort snacks into containers.
- Count number of snack items.
- Complete stock inventory work sheet.
- Place snack containers in cupboard.
- Put rubbish in bin.
- Return to classroom with group.

Crew Members of the Week

Ellie Y for helping unpack and tally up the café stock.

Luca P for actively participating in the weekly program and following instructions when performing his role as cashier during customer service.

Customers of the Week

Aaliyah K for trying new foods she bought from the café.

Nicholas S for using the menu to select his preference and tapping his card to pay.

Inclusion Outreach Coach Report—Beck McCowan

It has been an absolute pleasure to be a part of the development of the Southside Café in my role this year. Each week we see students eagerly anticipating their visit to the Café and building on their social, daily and living skills. Below is Southside Café's Mission Statement:



Senior students play a vital role in the operation of Southside Café. The Shopping Crew purchases the items needed for the Southside Café at the Supermarket. They put items into the basket, queue at the check-out, scan items, pay with a credit card and collect the receipt. The Unpacking Stockers Crew put the shopping away in the fridge or cupboard. The Food Preparation Crew prepares the food for the Café, such as fruit boxes or freshly squeezed juices, using adapted equipment when needed. The Customer Service Crew sets up the Café, calls classes, greets customers, takes their orders, takes credit card payment, gives orders to customers and packs up.

As senior students change roles each term, staff work together to prepare and support students in their new role. This might include:

- ◆ Breaking down the skills of the role and working on one skill at a time
- ◆ Using Alternative and Augmentative Communication, Key Word Signs or Eye Gaze Technology
- ◆ Using switch devices to activate adapted kitchen appliances
- ◆ Watching video models
- ◆ Social Stories
- ◆ Visual Supports

We are so proud of the progress our Senior students have made this term. We will continue to adapt to ensure that Southside Café is accessible and a valuable learning experience for each student.