

DATES TO REMEMBER

Wednesday 6th September

Proloquo2Go
Training Session ~
9:15am-10:30am—
Jan Lake Centre

Wednesday 6th September

Office of the Public
Advocate
Information Session
~ 10:30am—Jan
Lake Centre

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 09



Bayside
Special
Developmental
School

02 AUGUST 2023



**Michael Gratefully Accepts a
Donation Cheque from The
Highett RSL**

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

Important-Parent Survey



Every family of a school-aged student will receive a letter this Friday inviting them to participate in the annual opinion survey. Please be assured that your responses are completely confidential. The survey is conducted anonymously, and it is important to us that you complete the survey as honestly as possible. You will be provided with a PIN to complete the survey. This is to ensure that parents / caregivers / guardians only complete the survey once. The school can never see your responses linked with the PIN.

The Parent / Caregiver / Guardian Opinion Survey will be open from Monday 7 August to Friday 8 September 2023.

The survey will be conducted online, only takes 20 minutes to complete, and can be

accessed at any convenient time within the survey period on desktop computers, laptops, tablets or smartphones. The online survey will be available in English and 10 other languages including Arabic, Greek, Hakha Chin, Hindi, Japanese, Punjabi, Simplified Chinese, Somali, Turkish, and Vietnamese.

The more responses we get, the more accurate the information to help the school plan in the future. So your participation is vital.

Please speak to Cheryl Wade, located in the general office on 9555 4155 if you would like more information.

Guardianship and Administration when your Child turns 18



All families are invited to attend a session run by the Education and Engagement Officer from the Office of the Public Advocate. The purpose of this

session is to provide information for parents / carers in relation to powers of attorney, medical treatment and NDIS decisions, as well as guardianship and administration once your child turns 18. Whilst this may seem to be a straightforward process for our families, unfortunately this has not proven to be the case. This session will be held on **Wednesday 6th September at 10:30am at the Jan Lake Centre** (located on the second level of the admin building of the school). Please complete the attached form, and return to the school to indicate your attendance, by Thursday 10th August as this session will then be opened for families of students attending neighbouring schools.

Donations—Thank you!



The school has been extremely privileged to receive two donations during the last fortnight. The first was a \$1,000 donation from the

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL

4 Genoa Street, Moorabbin, 3189

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Email: bayside.sds@education.vic.gov.au Web: www.baysidesds.vic.edu.au

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Highett RSL, who are a long time supporter of the school going back for 30 plus years. The second was the result of a successful grant for \$10,000 application to Variety, put together by member of staff and school councillor Jo Robinson, who leads the multi-sensory program in the school. These monies are to be used to fund a new state of the art item for the multi-sensory room, known as a magic carpet. The magic carpet is an interactive projection system that displays motion responsive games and activities onto floors, tables and beds. The Magic Carpet offers a wide variety of stimulating content that is suitable for multi-sensory exploration, play, learning, therapy and relaxation. Thank you to Highett RSL and to Variety for assisting the school provide this exciting opportunity for our students.

Hydrotherapy



The final part of the

modifications for the hydrotherapy pool have now been completed. The barrier inspection has also been successfully completed, and the certificate will be presented to Kingston council to confirm the registration. Following this we are now able to begin using the hydrotherapy pool once again. Yeh!

Working Bee



The next school working will be held on Saturday 9th September 10:00am – 12noon, with light refreshments available. Jobs will include a clean up of the edible garden area, weeding, composting and mulching the front of the school, spreading of topsoil, and depending on numbers, some oiling of the wood on the bin gates. This is a great opportunity to meet other families, whilst helping the school out. Please return the attached form to assist with organisational arrangements.

Casual Vacancy—School Council



Long time school council member, Karen Banks, has stepped down from her position on school council which has created a casual vacancy to be filled. I would like to take this opportunity to thank Karen for outstanding commitment both as a member of school council, and as our treasurer for several years. School council meets onsite at 7:00pm on the third Monday of each month, excluding the school holidays. The commitment equates to 8-9 meetings in a calendar year. Meetings generally take 45mins – 1hr. The position does not require election and goes until February 2024. If you are interested, please email the school at bayside.sds@education.vic.gov.au, or if you would like further information please contact Michael Pepprell on 9555 4155.

Michael Pepprell
Principal

Email: bayside.sds@education.vic.gov.au Web: www.baysidesds.vic.edu.au

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EEP ~ Llywela, Carly, Natasha & Sally

During the past two weeks, all of us in EEP have started getting to know one of our new students, Hannah, a lot more. We know Hannah loves the sandpit, music and singing, sensory play – especially the rainbow rice so far, and play dough. Hannah is getting to know the routine of the classroom like mealtimes, indoor and outdoor play, and settles in for small group time in the

comfort of adult company. Welcome Hannah.

There has been such lovely winter weather of late, that outdoor playtime has been a real treat. The yard has been filled with lots of busy activities and the new slide gets a good workout. Will, Layla and Isaac have all been busy on the slide—sometimes there is a line to climb up, on a Thursday!

Music is always a favourite that is brought to the outside environment, but we have recently enjoyed playing with skittles, bubbles, chalk, rainbow rice, sand trays, musical instruments, books and movement circuits. Even winter jackets have not been needed some days! Bring on springtime.

Room E5 ~ Ka Ling, Danielle & Aura

Hello everyone, the weather has improved over the last few weeks and we can sense the promise of spring! With the nice sunny days, the students have been able to enjoy some nice outside play time.

This term, Patrick and Mamoud are going to horse riding on Monday mornings. Mamoud really enjoys it, and requests it during the week too. This is Patrick's first-time horse riding, and he enjoys brushing and feeding the horse. He has

mounted the horse and is beginning to accept the idea of horse riding.

This term, we are starting a new school wide positive behaviour support focus, which is "We get support, help and attention". These past few weeks, we have introduced the SWPBS session and played balloons, bubbles and music. In the session, we had planned obstacles for students where they are supported to ask for help. Sam pointed to the 'help'

symbol when he couldn't get the balloon pump out of the ziplock bag. Yuki has been learning the key word sign for 'help' to get the adult to help him with blowing bubbles. Patrick and Mamoud used the switch that says, "I need help." They were particularly quick to ask for help when their favourite songs were suddenly muted! We have been modelling and showing the visuals, "help" to Oscar and Akain before assisting them.

Room E6 ~ Cheryl, Alina & Aura

**Wee-ooo Wee-ooo Wee-ooo
Wee-ooo**

Don't be alarmed because we have some firefighters in the room!

'Flashing Fire Engines', is the title and story that E6 have engaged in over the last few weeks. The role play aspect including a jacket, helmet, boots, and a mask have been extremely popular. To add the 'wow' factor, a BIGmack switch

was included during the story with actual fire engine sirens! Naila, Mitchell, Jack, Nicholas, Xavier, and Taiga were very keen to add the sound effects throughout the story! We have had a light spray of water for the hose, a variety of different sized fire engines to hold, and tiles to step over like a ladder. However, this week, we actually used a real ladder to climb up, (well—actually the gross motor

circuit cube), followed by waving a hose (a pool noodle) to put the fire out!

This term we welcome Xavier who joins the fire fighter crew—ah, I mean the class group of E6. He has settled into the daily routines, joining in with morning greetings, Maths activities, circuit time, following along with the story on the whiteboard and showing us his dance moves too!

Room N1 ~ Cara, Gemma, James & Marion

Let me tell you a little bit more about what's been happening in N1. Firstly, we welcome Marion to our team this month. She is replacing Marshall as he is off completing his teaching rounds. Marion has slotted right into the N1 team and the boys are excited to see a familiar face!

Tuesday afternoons we have Emily (OT) join the class, where we are working on our fine and gross motor skills. We have been starting off with some movement songs to warm up our

bodies, then onto playdough to warm up our fingers. Keshav and Franco both loved moulding the playdough. We then work with Emily one-to-one, to put on our jackets as independently as possible. This includes zipping up our zippers! Archer has been independently doing his clip on his helmet, ready for bike riding. All the students love jumping on the bikes, and I know Emily is very impressed with their stamina and persistence. Dylan would stay on the bike all day if allowed!

Wednesday mornings our class is joined by Em (Speechie), where we are learning about taking turns in games, and what it is to be a good and bad sport! We have been playing musical hats (think musical chairs). James absolutely loves this, and was the very proud winner of the game last week, shaking hands with all his classmates as they went out! Aiden has been off school due to have an operation and we wish him a speedy recovery!

Room N2 ~ Abigail, Anouk & Neena

In N2 we have just finished our class shared reading story, *The Very Noisy Bear*. It was a hit with everybody! The story follows the late night antics of a sleepy bear who isn't very good at playing musical instruments, but finds his groove once he is given a microphone! Jordan and Sam both outshone the protagonist with their playing of the guitar and the jungle drums respectively. Chris engaged with the questions related to the text, consistently choosing the image

for the soft blanket (not loud music!) when asked 'What do you like when you are sleepy?' After the bear's performance in the story, the students were offered songs to choose from to sing along with using the microphone. Sidra did not need to be asked twice, and was quickly at the front singing her favourite song, *Mambo Italiano*. Tom's hand was soon in the air to request a turn, and he and Anouk performed a duet together. William mixed it up with a

rendition of *You're Welcome* from *Moana*, with lots of giggles. Rosie was a great audience member, cheering on her performing peers – though, after a few reads of the book, she was up singing along to a chorus with the Wiggles. The book supported lots of questions and language about our likes and dislikes when it comes to music choices – and the students brought it all to life through their energy and acting skills. So much fun!

Room N3 ~ Tiana, Jacqui, Natasha & Neena

N3 have been working hard this past fortnight, engaging in a range of new and exciting activities inside the classroom and around the school.

National School Tree Day was on Friday the 28th of July and Annabel, Charlotte, Ellie and Jay all got their hands dirty planting Common Aotus Ericoides seedlings in the courtyard. The

group enjoyed various stages of the planting process. Jay helped to dig the holes for our three seedlings, Charlotte and Ellie helped to squeeze the seedlings out of their holders so they were ready to plant into the ground, and Annabel had the very important role of watering the seedlings to help them grow. We will continue to monitor the process of our seedlings and

hope to see them grow and add colour to the courtyard garden.

We have also begun a range of new programs this term including science, technology exploration and sensory stations in our occupational therapy sessions. Bella has loved using her senses to explore the tactile, auditory, visual, vestibular and scent stations.

Room W1 ~ Kate & Mel

In W1 this term, everyone has been working extremely hard on their work. Maths has been a favourite this term, especially the group maths sessions run by Karryn! During these sessions we focus on Statistics and

Probability through a range of very fun hands-on activities. The dice roll and counters games was a huge hit!

This week we also celebrated Colette's 17th birthday. Everyone helped to make her a birthday

card. Colette and her family made some yummy chocolate cupcakes that everyone loved! They were delicious!

Room W2 ~ Gloria, Tash & Isobel

Hi All,

We are well into Term 3 now, and our students remain busy as usual.

We have been learning how to make pancakes and smoothies.

We continue our twice weekly outings, walking at Karkarook Lake, and on Friday we had a special treat when we visited Moorabbin Airport Museum.

Janine has been absent, and all students have coped well with different staff helping in the classroom.

Room W3 ~ Charles, Paddy & Anna

This week sees the first excursions out of school for W3 (other than a bit of local leaflet delivery work that Luca and Vigi did last term for the Open Day). On Monday, Ronny and Meckenzie visited the Bricker Reserve playground, which is a thirteen-minute walk from the school. Ronny and Meckenzie focussed on road safety: walking with the group; stopping and looking

before crossing roads; and ticking off a checklist of landmarks on the way there and back. Emily (OT) accompanied us, as did Ale from W2. The students in the class will take turns to go to the playground over the coming weeks.

On Thursday, we are all going to Baby Eggs, the café just up Genoa Street from the school. We have been practising making choices of

drinks and snacks over the past couple of weeks in our classroom café; now we're going to try it at Baby Eggs. Again, road safety will be an important part of the excursion. Then we'll make a choice and place an order.

In other hot off the press news: Meckenzie's Australian citizenship has just been confirmed (see photo). Exciting days in W3.

Room W4 ~ Lulu & Mark

Monday FUNDAY!! That's what it's like in W4 this term!

This term we have added something different to our schedule ... BIKE RIDING! The W4 gang have taken to the new addition extremely well. Theo does a fantastic job riding the three-wheeler until the timer goes off, and he keeps his helmet on the whole time! Archie is a

whiz on the blue bike and enjoys following staff around. Archie shows a particular interest in going over the speed bump! Kate can be the W4 speed demon using the Rifton bike, although needs a little bit more practice with steering (or maybe she's aiming to run Mark over)! Reuvi is all smiles when it

comes to bike riding, happily jumping on whichever bike is closest to him! Reuvi shows persistence when riding up hills and does it with a smile on his face!

Great riding, W4!

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

Inclusion Outreach Coach Report—Beck McCowan

Assistive Technology

Assistive technology (AT) supports students with diverse learning needs within an inclusive learning environment. Having options in how information is delivered and received promotes comprehension, communication and independence.

Supporting Reading Using Microsoft and Apple Accessibility Features:

Here is an overview of the most useful AT tools for reading:

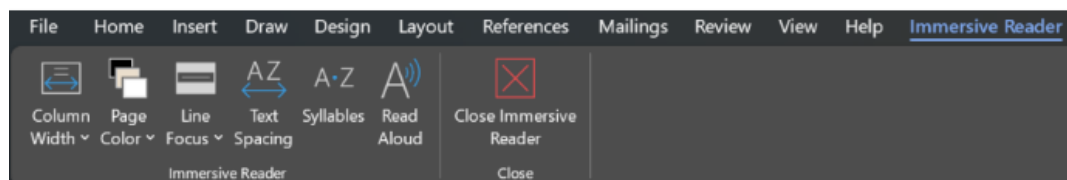
- **Text-to-speech (TTS)** lets you see text and hear it read aloud at the same time. To use this tool, click on or highlight words which are then read by a computer-generated voice. TTS works with any digital text.
- **Audiobooks and digital TTS books** let you hear books read aloud. Audiobooks are read by human voices.
- **Optical character recognition (OCR)** reads aloud text from pictures and image files. You can use OCR with worksheets and paper documents by scanning or taking photos of them. Like TTS, OCR uses computer generated voices.
- **Graphic organisers** are visual tools that help you keep track of information as you read. Graphic organizers can be digital or pen and paper.
- **Annotation tools** let you take notes and write comments while reading.
- **Display control** changes the font, font size, colour, and spacing of text on screens.
- **Dictionaries and thesauri** let you look up words you don't understand when reading.



Microsoft Immersive Reader

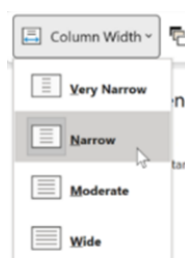
Use Immersive Reader in Word

1. In a Word document, select **View** and then **Immersive Reader**.
2. Use the **Immersive Reader Ribbon** that appears to navigate accessibility options.



Features Include:

Column Width changes line length to improve focus and comprehension.



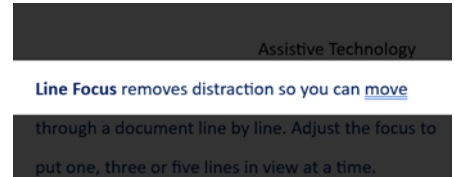
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Page Colour can make text easy to scan with less eye strain.



Line Focus removes distraction so you can move through a document line by line. Adjust the focus to put one, three or five lines in view at a time.



Text spacing increases the spaces between words, characters and lines.

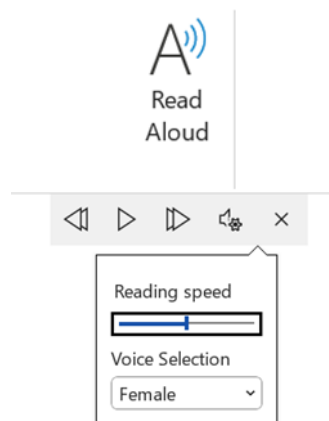
through a document line by line. Adjust the focus to

Syllables shows breaks between syllables to improve word recognition and pronunciation.

to improve word recognition and pronunciation

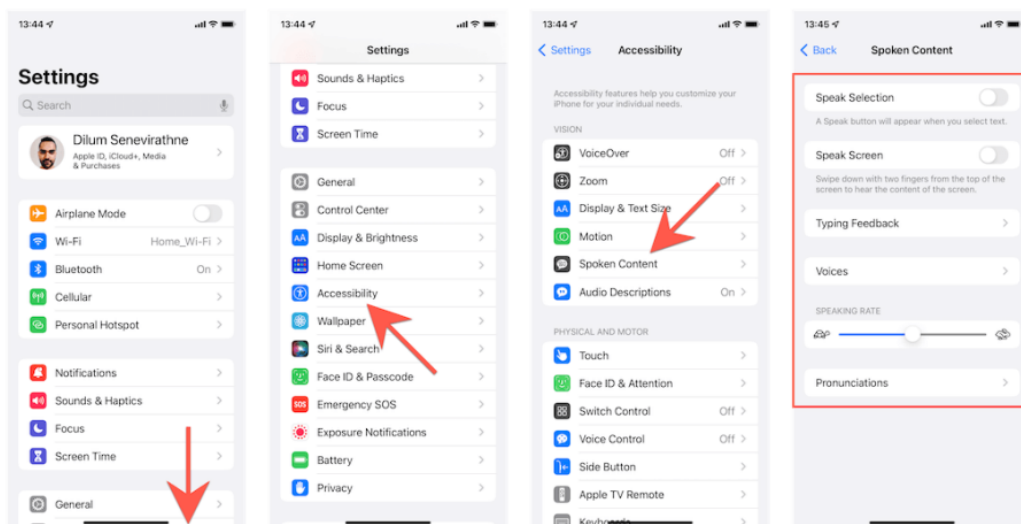


Read Aloud highlights each word as it reads your document to you. Select the **Settings** icon, then drag the **Reading Speed** control to adjust reading speed (move to right to increase speed and left to decrease it. Press play to hear the different speeds. Use the **Voice Selection** drop down menu to choose different voices for the reader. Select **X** to close Read Aloud.





Apple Spoken Content Hear iPad speak the screen, selected text and typing feedback



Go to **Settings > Accessibility > Spoken Content** and adjust any of the following settings:

- **Speak Selection:** To hear text you selected, tap the Speak button.
- **Speak Screen:** To hear the entire screen, swipe down with two fingers from the top of the screen.
- **Speech Controller:** Show the controller for quick access to Speak Screen and Speak on Touch.
- **Highlight Content:** iPad can highlight words, sentences, or both as they are spoken. You can change the highlight colour and style.
- **Typing Feedback:** You can configure typing feedback for the onscreen and external keyboards and choose to have iPad speak each character, entire words, auto-corrections, auto-capitalizations, and typing predictions. To hear typing predictions, you also need to go to **Settings > General > Keyboards**, then turn on *Predictive*.
- **Voices:** Choose a voice and dialect.
- **Speaking Rate:** Drag the slider.

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- WHERE:** Bayside SDS, 4 Genoa Street, Moorabbin.
- WHEN:** Saturday 9th September ~ 10:00am—12:00pm, including light refreshments.
- WHAT:** Clean up Edible Garden area, weeding, composting & mulching of the front of the school, spreading of topsoil, and oiling of wood.
- WHO:** Parents and Friends of Bayside.
- WHAT TO BRING:** Yourself & friends
(wheelbarrow, spade and gloves, if you can).

Please return the reply slip below by *Tuesday 5th September* to assist us with catering arrangements



WORKING BEE REPLY SLIP
SATURDAY 9th SEPTEMBER 2023

Name/s:

I / We **will be** attending the Working Bee



Office of the Public Advocate Information Session

Wednesday 6th September

At 10:30am

Level 1, The Jan Lake Centre

Bayside Special Developmental School, 4 Genoa Street,
Moorabbin

Guardianship and Administration When Your Child Turns 18

All families are invited to attend a session run by the Education and Engagement Officer from the Office of the Public Advocate. The purpose of this session is to provide information for parents/carers in relation to powers of attorney, medical treatment and NDIS decisions, as well as guardianship and administration once your child turns 18. Whilst this may seem to be a straightforward process for our families, unfortunately this has not proven to be the case.

Please return the reply slip by Thursday 10th August, as this session will then be opened up for families of neighbouring schools.

Reply Slip

Office of the Public Advocate Information Session

Name:

Number Attending: