

**DATES TO
REMEMBER**

**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 09



**Bayside
Special
Developmental
School**

20 JULY 2022



**Look inside for what
happened at Basketball
last Friday ...**

Bayside Bulletin

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

Welcome Back to Term 3



It was great to see most of the students return for the first day of term 3. It has been a cold start to the term, so don't forget to pack a coat for your child. During the holiday break the tree surgeons have been in to prune and/or remove any dangerous limbs and trees. All of the air purifiers in the school have had their filters cleaned and/or replaced. We have also had the electronic doors serviced, and the regular test and tag done for the electronic items, all ready for a terrific term 3.

Farewell to Deb



It is with sadness that we farewelled Deb

Beaman during the first week of term. Deb has worked at Bayside for 12 years as a Teacher Assistant and has been a great asset to our school, working in all areas across the school, and on School Council. We wish Deb and her family well in their move to Bendigo.

Student and Staff Health



Replacement of absent staff has become increasingly difficult as the year has progressed, and already during last week we have seen days where a quarter of the staff have been absent.

Advertised vacancies from all schools across the state have seen little or no response, and the pool of available staff has been further eroded by government initiatives such as the tutor scheme.

Unfortunately, where staff absences lead to no replacements and internal arrangements cannot fill the gap, it will be necessary to combine classes or spread classes across several other classes to manage on these days.

Families are requested to please not send students to school who have cold and flu symptoms. Families will be requested to collect their child if they are unwell.

Please ensure that you provide a doctor's note to the school if your child has a condition such as allergies or asthma, or other non-viral conditions which may contribute to these symptoms, to avoid any students unnecessarily missing school.

Building Program



Lots of work has been completed since our last newsletter, with many of the room

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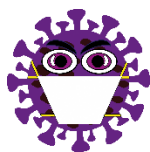
spaces now plastered, which has made the individual room spaces more obvious. Over the next few weeks, we hope to start to install and/or plan out fitting and furniture requirements in preparation for handover in approximately eight weeks.

Car Park Area



The next big job on the list is the bus turn around and car park area. Unfortunately, during this phase of the construction, this will further shrink the available car parking for members of staff, and reduce the parent parking by one space. Please be patient and heighten your awareness during the next few weeks as these works are being completed.

COVID-19 Updates



Rapid Antigen Testing

The Victorian Government is providing up to three further deliveries of rapid antigen tests in Term 3, and again in Term 4 to schools.

It is recommended that rapid antigen tests are used by students and staff when symptomatic. Household contacts are required to test negative using a rapid antigen test on at least 5 out of 7 days if they are attending or working at a school onsite.

Vaccination Requirements

There are no changes regarding COVID-19 vaccination requirements for staff in specialist schools, as mandatory vaccination remains in place for those working with vulnerable people.

Masks

All the students at Bayside SDS are exempt from mask regulations due to the nature of their disabilities.

The department advice also strongly recommends the wearing of face masks in indoor settings for staff (noting that exceptions to the recommendation apply to teaching circumstances when clear enunciation or visibility of the mouth is essential). Please note that mask wearing for staff is not mandated.

Positive Cases

Students who report a positive result must isolate for 7 days and not attend school during that period. Parents/carers are able to leave isolation if other arrangements cannot be made to transport their non-infectious child via private vehicle to and/or from school. The person leaving self-isolation must travel directly to and from

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the location, making no stops, unless there is an emergency or as required by law. They must remain in the vehicle at all times, unless it is reasonably necessary to leave the vehicle to deliver the person to and from school, and must wear a face covering whilst outside the place of self-isolation.

Invitation to Participate in a Study at Monash University



All families will receive a letter inviting them to participate in a study focused on difficulties in the areas of attention, impulsivity and hyperactivity which may impact your child's learning. If you wish your child to participate in this study, please complete the

consent form and return in the provided envelope to the school office via your child's bag by Monday 1st August. I have been assured that details of the results will be provided to the families on request, and that they could be used in forming NDIS goals; however, it would have to be in conjunction with other reports/information as they are not sufficient alone.

Community Understanding and Sensitivity Training (CUST)



During the latter part of term 2, all of our staff participated in CUST sessions to inform and improve our school to become a welcoming and safe place for people of indigenous backgrounds. The sessions have culminated in our

staff developing an implementation plan for the coming six months of items that we plan to achieve to assist this process. A copy of the CUST implementation plan will be posted on the school website under the policies section.

Basketball Team



The Bayside basketball team were involved in two games last Friday to begin term 3. The first game was a low scoring close affair with Bayside defeating Springvale Park SDS 6-4. The two week break had made our players a bit rusty and saw several close shots just miss with the goal scorers for Bayside Ella 2 and Adam 1.

The second game against Monash SDS resulted in a 30-30 tie. The students had really got their eye in by this game with both teams barely missing. The match ended in high

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drama with the scores tied. Adam quickly ran the length of the court and got a shot off with 8 seconds to go. The shot got jammed between the ring and the back board, and was still there when the buzzer sounded to finish the game. Goal scorers for this game were Adam with 6, Ella with 4, Thomas with 3 and William with 2. Well done Bayside!

Michael Pepprell
Principal

Assistant Principal's Report

Information Exchange Meeting



On Monday, the therapy team and I met with five different external therapists, to discuss the school and community goals for a number of individual students. We are currently taking bookings for our next meeting on September the 5th. The required paperwork can be found on the school website under the heading—*Resources—Forms*. These meetings are more meaningful and productive when families have shared their child's IEP and mid and end of year reports prior, with external therapists engaging with the school.

Mental Health Practitioner



Last week we welcomed Belinda Maher to our team. Belinda is our new MHP, working with our secondary age students and staff each Wednesday. Belinda is a social worker with a strong interest in working with individuals with an intellectual disability using play therapy as her primary intervention. We are excited to have Belinda join us at Bayside SDS.

Tania Castro Millas
Assistant Principal

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EEP ~ Llywela, Cara & Natasha

At the end of term 2, EEP B went on a bear hunt! Daphne, Vivi and Ivaan each had a pair of binoculars and we went on a little adventure around the school. We found teddy bears, grizzly bears and polar bears located around the school. Ariel especially enjoyed finding the bears in the community playground. All of the early

education children thoroughly enjoyed exploring the wider school environment and greeting other staff and students. We also celebrated the end of term with a teddy bears picnic.

Term 3 also brings a change in staff in E1. Deb has sadly resigned from her position at BSDS. She is moving with her family

to Bendigo. Deb has been an absolute asset to our classroom and will be greatly missed. Tash (Natasha) will be joining our room for the remainder of the year! Tash has been a staff member at BSDS for several years and brings generous amounts of both knowledge and experience.

Room E5 ~ Carolina & Anouk

We've had a very busy start to the term with our students: Alghifari, Mamoud, Nicholas and Taiga. With Akain overseas and with Mitchell absent, we have a smaller group with a strong focus on building on individual strengths and working on one to one tasks and activities. We also started a collaborative visual arts project creating a river scene with E6 students.

Our SWPBS focus area is 'We express our needs, wants and dislikes'. As a school, we are focussed on becoming more explicit in our everyday communications with students and amongst staff. We are creating opportunities to model appropriate ways to request our wants and responses when students have personal choice time, and during the school day.

We are engaging students in various literacy and numeracy

activities. Our class story is 'Groovy Joe: Ice cream and Dinosaurs'. It is a story about Groovy Joe, a dog, who loves to share his ice cream with three dinosaurs, and sings his special song, "love my doggy ice cream, love my doggy ice cream". Keep posted for what happens when the ice cream runs out!

A great start to Term 3, and we look forward to more learning and fun!

Room E6 ~ Cheryl & Danielle

Welcome back everyone!

During the holiday break, we celebrated NAIDOC Week. Continuing the celebration and recognition of Aboriginal and Torres Strait Islander people, E6 are embarking on a riverbank discovery journey. Based in the Pilbara region in Western Australia, the new story in focus titled "The River," introduces Aiden, Franco, Sam, Oscar, and Patrick to a variety of native

animals in their natural habitat. I wonder if you can guess some of the animals that live in and around this fresh waterhole?

A hint: some specific animals would make you very scared!!

"Chomp, chomp, and hiss!"

Each page has illustrations created by an Indigenous artist to reflect each unique animal living in their 'blue'

river home. This has been an inspiration in our art activity with a few students creating a painting of a blue, river background. During our shared reading, we have short videos that bring the story alive with sounds, movements, and scenery, while we are also looking at beginning letters that are the same such as **f** for fish and frog and **g** for goose and goanna.

Room W1 ~ Kate, Bridget & Jacqui

On Friday tomwill Jordan and adam went to basketball we played two 2 games. I scored 6 goals—Typed by Adam

We won oneeee ganme and had a draw for the other game—Typed by Tom

I Liked Going On The Bus To Basketball Michael And Chris Are Fun On The Bus.—Typed by Will

While the others go off to basketball, Bianca, Maddie, Liliana and Colette stay back with Bridget and Kate where we have started a girls club program. During this program we have a focus on communicating our likes and dislikes, as well as practice our turn taking skills. This week we all made a bracelet with

our names on them. The girls even helped to make one for the staff in the room too. We all really enjoyed this, and are looking forward to the next session.

Room W2 ~ Ka Ling & Neena

Hello and welcome back to school! It is so wonderful to see everyone back in the classroom—it is like we had never left!

We started off Term 3 with a fun birthday celebration for Sidra! Happy 13th Birthday Sidra! We played a game of musical chairs, pin the tail on the donkey, before singing happy birthday, having cake and snacks. Sidra was all smiles during the party. Archer

and James laughed as we spun them around before they pinned the tail on the donkey. Kasey waited patiently for cake and snacks to be served. We welcome Dylan back in week two after his lovely trip away.

This fortnight, the students have settled back into the classroom routine and coped well with some changes in the schedule. Cooking is now on Friday with a focus

around using various cooking utensils and equipment. Our fortnightly speech therapy session will be a sensory play session with Emily M, extending communication and play skills. We will continue with our Mat man activity during OT sessions with Emily K, with extensions throughout the term.

I'm looking forward to a fun filled term!

Room W3 ~ Karryn, Marshall & Aura

Welcome to Term 3!

Students arrived back after the holidays happy and full of energy—some more than others! Marshall has quickly become 'part of the furniture', with students giving him a warm reception and surprising him with their personable enthusiasm.

First week back we took a relaxed approach, most of it free falling through different activities, with staff presenting materials and then following student lead and suggestions. It provided the opportunity to road test a few new ideas to see if they were going to be worth pursuing. Now we are in our second week already, our typical routines and expectations have resurfaced.

This term some new activities will be introduced in with many of the familiar ones, students are used to. A new timetable is currently being finalised and a copy will be sent home next week.

Our shared reading story is Kookaburras love to laugh by Laura and Phillip Bunting happily, so does everyone in W3!

Room W4 ~ Annie, Kylie, Mark & Marion

Books, books everywhere – that’s what you see each Thursday afternoon, when W4 head to the library! Although we are waiting for a designated library space when all the building work is complete, for now the library books are safely stored in E3, sharing the space with the Imagination Station. We visit the library once a week, and it is a favourite time for the W4 group. It is a great chance to work on our transitions, and Jay views the video model and

printed visual before we walk together as a group across the courtyard. On arrival, Theo has some time with his favourite train switch toy that is stored in E3, but later welcomes a one-on-one shared reading session with a staff member – and if it involves trains, all the better! Ellie waits to see where here friends are going to position themselves, as she prefers a book shared with friends whenever possible. Charlotte enjoys the different soft

furnishings in the space and quickly chooses a spot to sit to enjoy a story. Bella takes her time choosing a book – looking through a whole tub before settling on one (or two!). Annabel uses her gaze to choose between two books and likes to hold the books in her lap as they are read to her. The end of library-time is signalled by the ‘clean up’ song being played and all the students are supported to help pack the books away so they are tidy for the next class.

Room N1 ~ Lulu & Paddy

Hi everyone, and welcome to Term 3! We hope you all had a relaxing break and are ready for all the exciting things to come this term.

The N1 boys have started off term 3 with a bang! We want to start by welcoming back Paddy, who is finally back after breaking his wrist playing soccer! The boys are very excited to have Paddy back in the classroom.

This semester we have started a breakfast program. When the boys arrive at school in the morning they enjoy coming in and making their breakfast. Ronny likes his eggs on toast whilst Vignesh, Rory and Luca are enjoying their Vegemite toast. Cereal is an option, however so far, the warm breakfast on these cold mornings is going down a

treat. The boys particularly enjoy breakfast on Friday’s where we have been making pancakes with the choice of yoghurt, berries and chocolate sauce. Watch this space to see what else might be added to our breakfast menu. Suggestions for bacon and eggs, muesli and hash browns have been made!

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

Recently, all staff were treated to a brilliant refresher professional development on the Zones of Regulation by Bayside’s own, Emily King, OT. With an interesting presentation, and plenty of time to share and collaborate, many classrooms walked away with fresh ideas, and new thoughts on implementing the teaching of identifying and regulating students emotions and levels of alertness for learning. We look forward to having the Zones of Regulation as a focus during semester 2 in N2. This will be implemented across morning meeting routines and an

emotion themed session with the support of Em, speech therapist.

Another update to our timetable beginning term 3, is our cooking sessions upgrade from morning tea snacks, to a hot lunch! Fortnightly to begin with, this will include meals that will be able to be adapted to any dietary or consistency requirements. Because we don’t cook until Wednesday, we won’t be able to show our amazing dining experience this newsletter, but look out next time! And for those of you reading who are on site on Wednesday’s ... lift your noses to the air to smell yummy

scents coming from our room!

We are so excited that our basketball with ‘Coach Daniel’ is going ahead for term 3. Such a fun filled and energetic atmosphere comes into the hall on a Wednesday. It has been pleasing to hear that some students across Bayside have followed on their basketball interests and begun attending the McKinnon basketball club on a Saturday morning.

We look forward to sharing with you the happenings in N2 for term 3.

Room N3 ~ Gloria, Mel, Hayley & Natasha

Hi Everyone,

Well here we are at the start of Term 3. I do believe our students have gotten taller over the two weeks.

Last week we celebrated Christopher's 13th Birthday, and special thanks to Mum for bringing in a delicious cake to share. We are lucky enough that Tal is continuing with our Tuesday remix music session, which is a lot of fun! In cooking we made a chicken and vegetable stir fry with rice, which was

a bit of a hit, and we had enough to share with some other students and staff. In our literacy blocks, in addition to reading lots of fun stories, we also look at non-fiction books. This term we are learning about the weather. We have been reading all about rain and the water cycle. We have looked at some weather videos, listened to weather songs and working on explanations about rain. We did some experiments to demonstrate how

water evaporates, then condenses, then falls as water droplets. So basically, sun heating the water which rises then falls again. We made rain in a jar, rain in Ziplock bags on the window where the sun heated it up and created our own rain models – good fun, and rain representation using water, foam and food colouring. I don't know how much we are learning, but we are enjoying the activities!

Till next time...

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

Multi-Sensory Report—Jo Robinson

Cause and effect and learning to appropriately and effectively use a switch is worked on with most students in Multi Sensory Therapy. Cause and effect is a skill that is learned through experience. Students begin to associate an intentional movement with the ability to cause something to happen, working on understanding the cause and effect connection between motor action and response. The stunning visual effects in the Magic Room heighten and display clearly the process of cause and effect. For example The Bubble Columns are three two metre high acrylic columns which produce bubbles that slowly rise from the base to the top of the columns and slowly change through a sequence of colours. A wireless switch can be connected and when activated—pressed—will turn the bubbles on and reinforce the concept of cause and effect. Accidental switch activation is often the start of this process.

The aim is to help switch users to develop the skills and confidence to use the switch or switches, to make independent choices. The switch progression we follow is:

1. Press a switch (and know you did it);
2. Press a switch with purpose (to make something happen);
3. Press a switch in response to a prompt;
4. Press a switch independently without a prompt.

Switches are also relatively small and portable and can be used in the classroom, home or really anywhere. They can be used to turn on musical, movement or visual based toys, or items such as popcorn makers, juicers, smart boards, iPad—whatever motivates and is liked by the student. Switches also support the understanding of cause and effect and facilitate using items where limited fine motor control prevents access otherwise. Helping switch users to develop their skills, presents them with opportunities for greater independence and a means to interact with, and extend control over the world they live in.

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