

## DATES TO REMEMBER

### Monday 29th August

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

### Monday 5th September

NDIS Information  
Exchange Meetings

### 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

### Thursday 8th December

Student Graduation—  
3pm, Jan Lake  
Centre

### Monday 19th December

Last Day of 2022  
School Year for  
Students

### Tuesday 20th December

Student Free Day—  
SSG Meetings

# BAYSIDE BULLETIN

ISSUE 10



**Bayside**  
Special  
Developmental  
School

03 AUGUST 2022



## The Diggers have arrived at Bayside

# 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

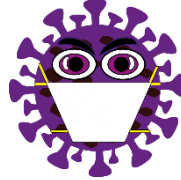
### Building Program



Currently at the top end of the school, the bus turnaround and carpark are being dug out and levelled. Whilst at the other end of the school, the landscaping has begun. These two jobs have meant that there are lots of diggers, tractors, trucks and bobcats moving around on the work site, much to the delight of our students. The painters are also due to start their work this week as are the concreters, who will be constructing some footpaths. During the last fortnight, the doors have been installed and the ceiling and wall plastering are now completed. Also, finally, the storm water plumbing works have been completed in the

bottom part of the school. We can't wait until the works are finished!

### Covid Update



During the past fortnight, our unwelcome visitor COVID-19, has again been detected at school. If you are able, please attempt to conduct the Rapid Antigen Testing (RAT) if your child is displaying any symptoms or changes in their activity levels. If your child does test positive, please notify the school immediately.

### Visits to Adult Training Centres



Unfortunately, with the latest wave of COVID-19 cases, a number of the adult training centres are now operating with

reduced numbers onsite, and restrictions with the numbers of visitors able to visit sites at any one time. As such, we will be unable to offer the planned chauffeured visits to see some of these organisations in action as previously hoped. I do strongly recommend that if you are interested in a program, to organise a personal visit as soon as possible.

### Riding for the Disabled Association (RDA)



The second group of riders for the year have now begun their horse riding programs each Monday. The program takes place at Moorabbin RDA which is located at Barkers Road, just off South Road, at the back of Karkarook Park. RDA Moorabbin operates on council owned land shared with the Southern Speedway Trotting Club, and is

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staffed by a team of volunteers supported by our staff. Parents of those students who participate in this program are warmly encouraged to see their children in action.

## Basketball Team



The Bayside basketball team have continued their winning streak with a 22-20 victory over Monash SDS. Ella, Dylan and Adam all scored 3 goals (6pts) each, with William and Jordan providing the other two goals. The team has two members who have each scored over 40 goals for the season. Maybe, in the next fortnight, the team might be able to celebrate a 50-goal scorer. Go Bayside!

*Michael Pepprell*  
Principal

## Assistant Principal's Report

### TOM Makeathon Program



An exciting opportunity for "Makers": Healthcare workers, engineers, designers, hobbyists and problem solvers and "Need-Knowers": People with lived experience of disability, their family, friends, carers or support workers who have a challenge that assistive technology could help solve.

Join the TOM Makeathon program and be part of a team to design and build a custom prototype that solves a challenge faced by someone with disability. To apply, go to:

[www.tommelbourne.org/makeathon](https://www.tommelbourne.org/makeathon)

The assistive technology that people have applied for in the past have

been things like accessible shoelaces, Communication Book Holders, wheelchair wheel cleaners, and many more – examples of which can be found here: <https://www.tommelbourne.org/prototypes>

For any questions or more information, please contact:

[monique@tommelbourne.com.au](mailto:monique@tommelbourne.com.au)

### Staff Professional Learning



Last week, Purvi and Francesca, psychologists from our local network, lead the staff in a workshop focussed on building awareness of Trauma Sensitive Practice and how impacts can be addressed at a school level. Next week, we will be engaged in work to review our shared reading practices and high impact teaching strategies.

*Tania Castro Millas*  
Assistant Principal

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## EEP ~ Llywela, Cara & Natasha

This term we welcomed Jack and Chaity, along with their families, to the Early Education Program. Both Jack and Chaity have settled in well to the rhythms and routines of the EEP classroom. They and have enjoyed spending time with new peers, getting to know staff and exploring a new environment.

The students in E1 have also welcomed Tash into the Early Education family. Tash's positive, caring and happy

personality has meant that healthy bonds and friendships have quickly and easily been formed.

The students have been hard at work, learning through both one to one targeted tasks with staff at the table, as well as engaging in independent, onlooker, parallel and co-operative play.

Xavier and Felix G took great delight playing with the new extra-large ball run.

Layla has discovered a new favourite sensory play material with the coloured chickpeas. Isaac, Daphne and Layla have enjoyed each other's company as they played and explored in the sandpit.

Felix L has worked hard during literacy sessions, focusing on letter sounds.

Finally, a big Happy Birthday to Lachie, who turned 5 years old on Monday!

## Room E5 ~ Carolina & Anouk

Our collaborative visual arts project, creating a river scene with E6 students, is slowly developing as we explore different ways and implements for applying paint and making prints, inspired by some indigenous arts and processes. We have been painting with natural objects: twigs and

leaves, dotting with sticks, to make a variety of marks. We are also exploring print making using a foam base, using a roller and then pressing down to reveal amazing animals in the river.

With the support of our Speech Pathologist, we have begun to explore a series of stories about

Molly and Matt. We are using picture cards to tell the story, and are modelling and encouraging students to sequence them from one to four. We have been enjoying retelling the story with props. One funny story is about Matt, Molly, a cat and a drum.

## Room E6 ~ Cheryl & Danielle

No report this fortnight.



## Room W1 ~ Kate, Bridget & Jacqui

I have a new laptop. I like playing typing games and watching bluey as my free choice. I also liked doing cooking. We made juice. I helped deliver the juice to each room. They give us money for the juice. Typed by William

On Wednesday I went to the hall with Ella, Sakura, Tom,

Jordan, Will, Dylan and Liliana for basketball training. I practiced passing and shooting. By Adam Porter

I have been learning how to add numbers by counting dominoes. By Tommmy

I made a poster about what makes me happy./ I said fami ly. Typed by jorddddddddan

It was my 16h birthday; we had a party with pink cupcakes; Typed by Colette

## Room W2 ~ Ka Ling & Neena

Hello everyone, this term W2 has an allocated self-care session on a Thursday. For the first few weeks, we have been practicing brushing our teeth, and the steps to complete the brushing sequence. We listen to a song, watch a video model and practice brushing on a giant teeth model before taking a turn to brush our own teeth.

Dylan loves listening to the teeth brushing song. Archer and James enjoy using the large teeth model. Kasey and Sidra were fascinated with the video model, and watched attentively. We collect our own toothbrush pouch and head over to the bathroom to complete the sequence of brushing our teeth. Later this

term, we will focus on other grooming skills too.

## Room W3 ~ Karryn, Marshall & Aura

This term's cooking session, making toast, has been well received by students. Using an aided language display, they can choose the spread they want to put on the toasted bread—jam, Vegemite, or peanut butter. Archie chooses peanut butter. After mentioning jam toast, Kate has consistently chosen Vegemite. Jordan chose Vegemite as well, and signed "like" when she wanted more. Michelle is more interested

in the finished product than the making of toast.

This week the bread was cut into circles, as our maths focus this fortnight was on this shape. Jordan loved playing with the hula hoops, and had Marshall spinning one on each arm in an endless loop. Kate's attention was drawn to a toy car with large wheels. Michelle played with different sized balls.

Sam explored a range of activity options using his digital eye gaze equipment, while the other students participate in the cooking activity. Bubbles and balloons provide lots of opportunities to develop his communication skills.

While our cooking toast activity will continue, students will explore squares – how many square shapes can you find in objects at home?

## Room W4 ~ Abigail, Mark & Marion

As part of the Jane Farrall *Comprehensive Literacy Instruction for Students with Complex Communication Needs*, W4 have been implementing a new writing program this year. We have been creating a new class book each fortnight, based on our shared reading story or other classroom activity. First, the staff model writing their own page in the book, completing a repeated sentence using different AAC – Proloquo2Go or an Aided Language Display

associated with the book or activity. In the pictures, Annabel and Theo are responding to the *Emergency!* story – choosing their favourite emergency vehicles (a Fire Engine for both!) and a matching image from Google Images to put on their page of the book. Bella, Charlotte and Ellie can be seen using the stylus to add their writing to their pages of the class book about their recent smoothie making. Jay is adding his writing to the class book about

art – he used Proloquo2Go to select 'ribbon' as his choice of art material. For these books, the students were also supported to explore selecting letters using a keyboard to go with their selected image/word. There are many different adapted writing tools that we will be exploring over the year to interact with letters and explore being writers together!

## Room N1 ~ Lulu & Paddy

Hi everyone,

The highlight of this past fortnight has definitely been 'French Toast Fridays'. The boys have enjoyed setting the table, and sitting together to eat a hard-earned tasty treat. Rory is excellent at setting the table ensuring everyone has one plate

and a fork. Ronny is the star 'egg-cracker', carefully cracking the eggs into the bowl. Vignesh does a fabulous job at whisking the eggs, ensuring all of the yolks are popped, and Luca's favourite part is pouring on the maple syrup! The boys are safe around the electric

frying pan, and have been using their voices to request more. All four of the boys have said they like the French Toast and 'more' is probably the most used word throughout the session. More toast, more maple syrup!!! MORE, MORE, MORE!!!

## Room N2 ~ Carly, Charles, Joelle, Jacqui & Justine

Three or four times each week, students read one-on-one with a staff member. Each student had a Reading Log, where the book they are reading is recorded along with any comments about things that interested them, things they enjoyed, what they are working on and what they did really well. At the moment, Jack is reading a sensory book about unicorns. It's great

because it has textured pages which he can touch. Ella is working on using the first letter sound to give her a clue about what she is reading – it's a book about a baby duck at the moment. Carla has been reading a book about animals sleeping – alongside her personal communication book. Balsam is practising correctly naming colours, so she is reading a book about

different colours and all of the things that are that colour. Charles is enjoying a book about dragons. Sakura has been laughing and chatting about the Aaron Blabey 'Bad Guys' book. And Abi has been reading an ABC book – pointing to particular objects on the page when asked. Read on, everyone.

# Room N3 ~ Gloria & Mel

Hi All,

Well a huge thank you to all the people who looked after, and worked with, our N3 students during the last week when both myself and Mel were unwell— shout out to ... Tiana, Christine, Kylie, Paddy, Bhash, Beck & Jo— and a bigger shout out to Meckenzie, Alessandro, Issy, Reuvi and Chris for being so

adaptable. Winter is still not over, roll on Spring and a bit of better weather!

Students had fun last week, and did all their usual activities including cooking, movement, music and art.

This week we will be completing a class art collage, making a lava lamp in a jar, and cooking sausage rolls.

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

# Occupational Therapy Report—Emily King

## Your 8 senses!

### -Visual -

Sight is processed through the 'Visual' sense. Visual sensory stimuli is 'picked up' through visual receptors located in the eye and are stimulated by light, colour and movement.



### - Auditory -



Sound is processed through the 'Auditory' sense. Auditory receptors located in the inner ear, identify loud, soft, high, low near and far noises in the environment.

### - Smell -

The olfactory system is responsible for processing smell. The olfactory bulb is located in the most forward part of the brain. The olfactory bulb transmits smell information from the nose to the brain.



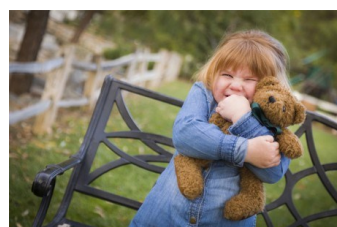
### - Taste -



The sense of taste allows us to discriminate between safe and harmful foods (for the most part). People usually prefer sweet and salty tastes to sour and bitter tastes. Detecting salt is critical to keeping enough intake of water to the body.

### - Tactile -

The tactile system is responsible for processing touch information from the body. This includes touch, pressure, temperature and pain.



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# Occupational Therapy Report—Emily King

## - Vestibular -



The vestibular system contributes to balance and orientation in space. It is the leading system informing us about our movement and the position of our head relative to gravity. The vestibular system is located in the inner ear.

Over sensitivity to this sensory system, may cause avoidance of car drives on winding roads, fear of high places, swings, slides, merry-go-rounds, trampoline, etc. Under-responsivity to this system may cause people to seek more sensory thrills.

## - Proprioceptive -

The proprioceptive system senses the position, location, orientation and movement of the body's muscles, tendons and joints.

Challenges in this area may appear as clumsiness, many falls, and lack of coordination and motor accuracy.



*The eighth sense is an often neglected, but frequently problematic sensory system among many people/children with sensory challenges ...*

## - Interoceptive System -



The interoceptive system is related to the sensations of the physiological/physical condition of the body. Interoceptors are internal sensors that provide a sense of what our internal organs are feeling. Hunger, thirst and needing the toilet are examples of interoception.

# Occupational Therapy Report—Emily King

## What Do Sensory Processing Problems Look Like?

Common types of sensory processing problems include:

### 1. Sensory Defensiveness:

These are children whose nervous systems feel sensation easily or intensely and they become overwhelmed from too much sensory information. **For these children, things feel too loud, too fast, or too bright.**

**Different types of sensory sensitivities include:**

- **Touch / tactile hypersensitivity:** Easily overwhelmed with touch input, such as tags on clothing or food textures that are either too mushy or too crunchy, leading to being a picky eater.
- **Visual hypersensitivity:** Easily over-stimulated by visual input, such as fluorescent or bright lighting or environments with a lot of visual input, such as classrooms, malls and fairs.
- **Vestibular hypersensitivity:** (things tend to get "too fast"): Tends to feel movement too intensely and thus may easily feel car sick or be afraid of activities where one's feet leave the ground, and dislike ladders or amusement park rides.
- **Auditory hypersensitivity:** Gets easily upset by noise created by home appliances, lawnmowers or school buses or noise occurring within a classroom or school assembly setting. Individuals who are hypersensitive to sounds may sometimes create noise (e.g. making their own noises or making white noise) in an attempt to drown out other distressing noises.

When a child is overwhelmed by sensory input their responses may include:

### ***Fight, Flight or Freeze Response***

- ***Fight*** - anger, irritability, tantrums or explosive rages.
- ***Flight*** - panic, running away or withdrawal.
- ***Freeze*** - where a child is so overwhelmed that the child simply is unable to speak or move

### 2. Sensory-Seeking Children:

These are children whose nervous systems crave more sensory input, and they may seem almost like they have an insatiable desire for sensory stimulation. For example, they may seek out movement stimulation rocking on their chairs. They may seek out oral motor stimulation by chewing on their shirts. Those who are unable to meet their own sensory needs may complain of 'being bored'.

### 3. Sensory Under-Responsive Children:

Sensory Under-Responsive children appear sedentary and passive. They do not actively seek out sensory stimulation and may appear lethargic and unmotivated when completing their daily activities. These children may need significantly increased sensory input in order to register the information. For example, having the child take part in a body break before sitting to learn and hands on learning.

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