

**DATES TO
REMEMBER**

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

**Friday 29th
November**

Curriculum Day—No students to attend school on this day.

Friday 6th December

Student Graduation—Jan Lake Centre

**Thursday 12th
December**

End of Year Concert

**Thursday 19th
December**

Last Day of 2024 School Year for school-aged Students

2025

**Wednesday 29th
January 2025**

First Day of 2025 School Year for School-aged Students

BAYSIDE NEWSLETTER



**Bayside
Special
Developmental
School**

ISSUE 10

31 JULY 2024



Best Wishes to Karryn on her Retirement

It is with deep gratitude that we thank Karryn for her thirty four years here at Bayside SDS.

Her commitment, creativity, thoughtful approach and humour has continued to impress everyone that had the privilege of working with her and the impact of her work can't be underestimated.

Over the years, Karryn has been a significant role model, mentor, leader and coach.

Karryn will be greatly missed but her influence will continue to be a fundamental part of our great school.

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 /Assistant Principal's Report**Compliance Review**

This term Bayside SDS is participating in our four yearly compliance review, in which schools are assessed against the standards of the Victorian Registration and Qualifications Authority. This is an important process, as meeting these standards is a requirement for all Victorian schools. Bayside SDS has a history of prioritising the health, safety and wellbeing of students, and this strong focus has been highlighted through this review process. The school has a culture of working as a team here, with all staff taking responsibility for the elements of Child Safe and student wellbeing. Every staff member in the school takes on additional roles outside their classroom duties to support the various tasks necessary for the smooth running of the school, which have greatly contributed to our ongoing success.

Fundraising and Grants

We were thrilled to be receive a Bank First Teacher Initiative Program (TIP) grant late last term. The funds received will be used to further augment the Southside Café program through the purchase of equipment to increase student accessibility, supporting students to engage in the program. Congratulations Beck for your successful application and thank you Bank First for your generous support.

Student Placements

Last week we welcomed four students from Bentleigh Secondary College. The students will be working in the Junior classes to assist with class programs. Bayside SDS continues to support students completing community service or formal placements from local schools, TAFEs and several universities. Classroom staff are generous in sharing their knowledge and time, with the key driver the desire to build the capacity of others to support people with disabilities.

Tell us What You Think

Our school is conducting the annual Parent / Caregiver / Guardian Opinion Survey offered by the Department of Education, and is seeking your feedback. The survey is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behavior, and student engagement.

The survey is optional, but we encourage and appreciate your participation; particularly as we approach our Term 4 school review. The review will assist in identifying areas for improvement and professional development needs in the school, to target school planning and improvement strategies.

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The survey will be available online until Friday 30 August 2024. All families are invited to participate in this anonymous survey.

The survey only takes 20 minutes to complete, and can be accessed at any convenient time 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. Resources are also available in additional languages to assist parents / caregivers / guardians who speak a language other than English at home. Please reach out to the school directly for survey guides in your language.

A separate email will be sent to all families with a link to the survey and the schools login PIN number.

Staff are currently completing the annual staff survey and note that some questions within the survey do not give consideration to our unique setting. You may choose to mark these questions as **Neither agree or disagree**.

Student and Staff Health

Please be aware that COVID cases are still out there, and have recently impacted both staff and students at Bayside. If anyone in your family is unwell or showing any symptoms of COVID, we ask that you use a RAT test. COVID and Influenza vaccinations continue to be recommended, particularly for those at greater risk.

Book Week 2024

It will soon be that time of year again—Book Week! Book week will be celebrated at Bayside on Friday 23rd August and students are invited to dress as a favourite book character and/or bring a favourite book. The theme this year is “Reading is Magic”. On the day students will have the opportunity to participate in a parade at assembly.

Relationship & Sexuality Education (RSE)

Thank you to parents who were able to attend either our face-to-face or online Relationships and Sexual Health program, conducted by Sexual Health Victoria. We received very positive feedback about the quality of the program. We plan to continue to provide this program, while looking for additional opportunities to share learning opportunities with staff, parents and carers as we work together to support students.

Justin & Tania

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EEP ~ Ka Ling & Natasha

Welcome back to Term 3 everyone. We hope you've all had a restful school holiday.

It has been wonderful to see the students back in the Early Education Program. We have kick started this term with 'animals' as our theme. We started with the book 'Dear Zoo' as our shared reading book—a crowd favourite.

Jordan, Adele, Hannah and Will enjoy exploring the animal props that are used during our story reading. Lucas beams as he anticipates the prop of the dog about to appear! Leilani loves reading the book as a one to one activity, having a smile on her face as we lift the flaps. Catie and Tommy love looking at the illustrations and are always eager to help turn the page or lift the flap. Brooke and Layla have been working on understanding the front cover of the book, learning about the title and author.

In E1, we have also been working hard on making posters this week, as this Friday is Principal's Day! A big shout out to Justin and Tania! Thank you for all the work you do for the school.

Room E4 ~ Carly, Llywela & Anouk

Welcome to Term 3!

As previously mentioned in class correspondence, there are a few small changes to our regular programming in E4. One being a very exciting Monday afternoon during our group speech session with Emily, where we are making some little afternoon treats. So far, we have made some yummy fruit smoothies with Banana and Strawberries that have gone down very nicely. Some students take their own or classroom iPads to use Proloquo2Go. We use Aided Language Displays with big pictures and symbols of ingredients and tools and actions like "pour/cut/scoop" etc. There are buttons to say GO and most importantly (and the most fun) the wireless switch to activate the blender. This can be activated from anywhere in the room. With experience (from the first week), Carly ensures the LID is on the blender before leaving any button switch unattended because everyone – Franco, Sam, Loki, Oscar, Aaliyah and Harry—all love to have their turn and start the blender. Even if the lid is in fact not on.

Next week E4 will chop and mash a delicious guacamole to try on its own, or with some corn chips to dip. I wonder who will say, "I like it" or "I don't like it".

Room E5 ~ Lulu & Neena

Hi everyone and welcome back to Term 3.

This term we have started bowling as part of our numeracy program. However, an added bonus and highlight, has definitely been witnessing the students incredible sharing, waiting and turn-taking skills in these sessions.

Tida has been a fantastic class helper, telling her friends when it's their turn and handing them the ball. Paddy is all smiles when it's his turn to roll the ball. Xavier is great at counting how many pins he knocks over. Mamoud waits patiently for his turn and shares a smile and laugh when he knocks over a pin. Taiga is great at staying behind the line when it's his turn!

Keep up the great work E5. Who would have thought that Maths could be so much fun!

Room E6 ~ Cheryl & Alina

Welcome back to term 3!

While it is chilly outside, the E6 crew have been focusing on various indoor learning activities that have supported engagement with lots of fun too!

Naila has enjoyed her sessions in the Imagination Station with our Speech Therapist—Em, with some cooking, cutting, knocking down of the box brick wall and farmyard animal fun. Khang has been focused on the finer details of creating a tower by connecting the magnetic sticks—not all ends are the same! Khizr has been placing various animals in a bus, on a tray, or in row as part of the numeracy focus of first to fifth! He is very happy with the results too! Isaac just loves the choices from the fidget box from Em. He scans the tub, but settles each time on the blow-up animal balloon! Nicholas, the customer of the week at the café, made a classroom café preselection of fruit puree and followed it up with his purchase, tapping his card and independently completing the step of walking to the café window to get his puree!

Our story “*What’s in my Lunchbox?*”, has included some interesting and fun content—not just a red juicy apple! While a dinosaur and bear miraculously appear out of the storybook lunchbox, Khizr, Naila, Khang and Nicholas all chose a bright red crab to be in their lunchbox, while Isaac chose a stripy animal that roars!

Room N1 ~ Marshall & Kayla

Welcome back to Term 3! We hope you all had a relaxing break and are ready for a busy term 3! The super team in N1 have come back like they had never left. It’s been wonderful to see how excited everyone is to be back at school, and how quickly they’ve picked the routine back up.

This term we have added a new dance program into our weekly timetable. It has been so well received and it’s amazing to see the class bust out some of their favourite moves. The clear preference is the ‘Cha Cha Slide’ which involves a series of steps such as jumping, sliding, stomping, clapping and shaking their hips!

Our book for story time over the last two weeks is called ‘Shoo’. It’s about a grumpy lady who has to deal with animals moving into a zoo next door. The story has been a great success, with students laughing at Mrs Golightly and her dislike for animals, which she keeps finding everywhere around her house. They have loved joining in with the rhyme “Shoo, shoo, I don’t like you, go back to the zoo!”.

We are looking forward to a fun-filled and busy 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



Southside Café Program.

Senior classes rotate café roles as follows for Term 3

- W3** – Shopping on Monday
- W2** – Unpacking Stockers on Monday
- W1** – Food Preparation on Tuesday
- W4 & N3** – Customer Service on Wednesday

Term 3 menu determined by the Executive Committee.

- Juice** [apple carrot and ginger]
- Chocolate Mousse**
- Fruit Puree** [apple and strawberry]
- Vege Chips**

New Resources and Visual Supports incorporated for Term 3

- Shopping for Café Social Story
- Customer Point of View Video Model
- Updated QR code menu
- Southside Café Song Cue - Thanks to the writing talent of Charles and the enthusiasm of staff, Southside Café now has its own video song clip.
- Personal bags for each student to carry their credit card – Thanks to successfully receiving a grant from the Bank First Teachers Initiative Program.
- Technology for the homecrafts room, so students can operate kitchen appliances using a wireless switch. This has been purchased through the Bank First Teachers Initiative Program grant.

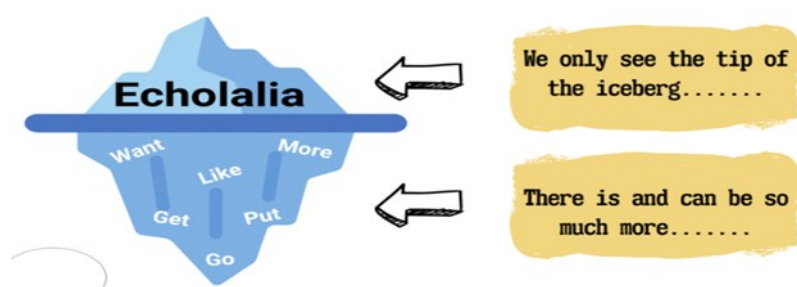
Coming Soon

Parents will have the opportunity to experience the café themselves. An invitation with further details will be sent out later in the term.

Customer of the Week

Nicholas: For completing the café customer sequence with an independent step of walking to the café window to purchase his puree! Great Work Nicholas!

Speech Pathology Report—Emily Mizzi



Gestalt Language Processing

Did you know that children learn language in different ways?

The two styles of language acquisition are known as *analytic* and *gestalt*. And it can be helpful for parents and staff working with your child to know which style their child is using to process language.

Understanding the *way* a child is building language skills can help parents understand what their child is trying to communicate. It can help parents and staff learn the best ways to support their child's growing language skills.

What are the 2 Models of Language Development?

Analytic and **gestalt** are the two ways that children can process and develop language.

A child processing language in an analytic way attends to and learns the meaning of single words. Then, he or she begins to use that word in different contexts and eventually combine the word with other words to form their own phrases.

Instead of learning the meaning of one word at a time, some children start developing language by memorising whole phrases (**Gestalt language acquisition**). They then work backwards into learning the meaning of the words that make up those phrases.

This often displays itself as **delayed echolalia**. It's when a child hears a phrase and then echoes (repeats) it later on. Echolalia is often seen in children with Autism. However, some children who are not on the Autism Spectrum also use echolalia.

Here's an example:

On your child's favourite TV show, the main character always says, "let's go everybody!" before going outside. Your child, who's learning to talk, starts saying "let's go everybody!" when the two of you leave your house, or as you're walking out of the grocery store. Your child might not understand the meaning of each word in that phrase, but he or she memorised it as a chunk.

Example:

If taken literally, you might think the child is asking if you are okay.

The child is not actually asking if you are okay. They've picked up this gestalt as a way to communicate discomfort when they are hurt. It is something they are often asked when they fall down. They are repeating it verbatim.

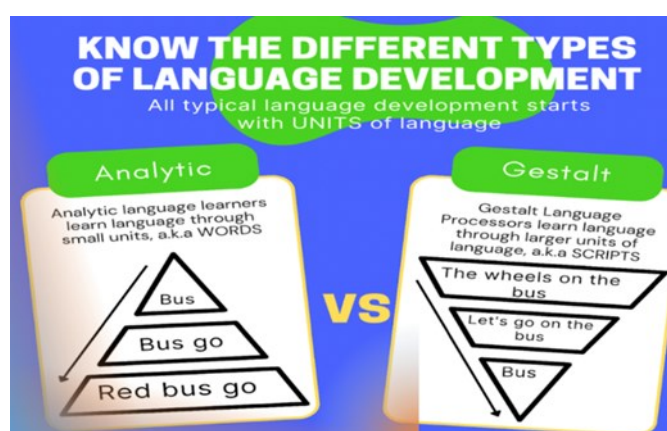


Analytic Language Processing

- “Typical” language acquisition (historically known as this).
- Child learns single words as units first (ex: “go”).
- Progression of language learning moves towards combining words into different phrases and sentences (ex: “I want to go” or “go in”).

Gestalt Language Processing (GLP)

- Begins with the child imitating phrases he or she previously heard (*delayed echolalia*).
- A child then breaks down the phrase as he or she learns the meaning of the individual words.
- The child uses those individual words to build other, novel phrases and sentences to communicate.



Here at Bayside SDS we honour every student’s individual way of communicating. Some students communicate through sounds and gestures, others through speech, and some using visuals and photos. We encourage a multimodal approach to communicating, where students have access to, learn how to use, and express themselves with a variety of communication methods.

For some students, we create a personal communication dictionary. These dictionaries identify how the student communicates, describe idiosyncratic words used by the individual, and outline how communication partners should respond. These individual methods of communication can then be used with the student and programmed into their individual communication systems to enhance communication and autonomy in all settings.

