

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 12th October

NDIS Information
Exchange Meetings

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 11

17 AUGUST 2022



Bayside
Special
Developmental
School

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

Farewell and Thank You for Your Dedication



Learning Specialist Mark Barber officially finished his duties on August 9 as a staff member of the Bayside Special Developmental School. Mark began his work at Bayside SDS on the 3rd of April 2004.

During his time here, Mark has made a massive contribution to the Bayside Special Developmental School, and to the wider Special Education community across not only across Victoria, but also into other states in Australia also reaching into New Zealand and of course the United Kingdom. He has completed an incredible amount of training, and supporting members of staff, in the Intensive Interaction approach which has been life changing for

many of our students.

During his career, Mark has been an incredibly strong advocate for the severely intellectually disabled community, and a champion for improving the quality of life and opportunities for these most marginalised members of the Special Education community through his work giving frequent and successful experiences and opportunities in the Fundamentals of Communication. Mark has been enormous influence on the culture at our school and I know we will miss him greatly. The school will give Mark a formal send off and recognise his service early in term 4.

Building Program



All is on track for a handover of the new

building at the end of this term. The wall linings are now installed and the concreting for footpaths is nearly complete. Painting internal and external has started and is about 80% complete and the car park/bus turn around is about 50% complete. Other works scheduled to begin this week are the installation of fencing, roller doors and floor coverings.

Thank You



I would like to express my appreciation to those families who have kept their children at home when they have presented with cold and flu symptoms. This certainly makes a difference in preventing the spread of viruses to other students and staff. I appreciate how difficult this can be with work and family commitments and carer availability and I thank you for your efforts in this space.

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Parent/Caregiver/ Guardian Opinion Survey



This year, all families of school-aged students are invited to participate in the survey. You will receive a direct invitation to the email account which you have provided to the school. The Parent/Caregiver/Guardian Opinion Survey will be conducted from Monday 15th August to Friday 16th September.

The Parent/Caregiver/Guardian Opinion Survey is an annual survey offered by the Department of Education and Training that is designed to assist schools in gaining an understanding of families' perceptions of school climate, student behaviour, and student engagement. We encourage all families

to participate in this survey. Our school will use the survey results to help inform and direct future school planning and improvement strategies.

The survey will be conducted online, only takes 20 minutes to complete, and can be accessed at any convenient time within the fieldwork period on desktop computers, laptops, tablets or smartphones. The online survey will be available in a range of languages other than English. These include: Arabic, Vietnamese, Simplified Chinese, Chin (Hakha), Hindi, Japanese, Somali, Turkish, Punjabi and Greek.

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.

Please speak to the

general office if you would like more information.

Basketball Team



Over the last two weeks the Bayside basketball team have played against Monash SDS (1) and Monash SDS (3) teams. The first week Bayside was decimated by absence and went up against Monash SDS 1 with only four players. Whilst the team were defeated 42pts-34pts, they put up a darn good show with Ella 14pts, Dylan 10pts and Thomas 8pts scoring the goals. In the match last week, the team had built back up to six players and defeated Monash (3) 20pts-16pts. Goal scorers for this match were Ella 8pts, Adam 4pts, Thomas 4pts, Dylan 2pts and William 2pts.

Michael Pepprell
Principal

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Assistant Principal's Report

Home – School Communication



To ensure communication between home and school is accurate and delivered in a timely manner, parents are requested to use Seesaw as a primary means of relaying messages. Our bus supervisors are very keen to know about the wellbeing of our students, particularly when absent or unwell, however, please avoid passing on a message via the bus supervisors as the information may be miscommunicated or relayed to the wrong person.

Updating ICT



To facilitate access to the curriculum, we are constantly reviewing our IT equipment and its functional use in the classroom.

Currently, every classroom has a minimum of two school owned iPads, one dedicated to communication and another to facilitate Maths and Literacy. Furthermore, all junior and senior classes have a full-sized interactive touch screen panel. These panels are accessible to all, highly motivating and engaging. These panels are used to support all areas of the curriculum including English (reading, communication), Maths, and The Arts (music and dance). Bhash (our IT technician) and I are

in the process of purchasing the latest iPads with accessibility features including support for eye-tracking devices. Last week, we began a trial of the newest touch screens. Classroom teams were excited to explore the latest functions and options that have the potential to build upon the great writing program in action across the school, as well as many more features to directly support student learning. We are very fortunate to have several community partners and successful grant allocations that have been utilised to purchase this equipment. Last week, Highett RSL made a generous donation to the school, and these funds will go towards the purchase of communication apps.

Tania Castro Millas

Assistant Principal

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EEP ~ Llywela, Cara & Natasha

This term in EEP B our focus has been exploring colours. We have incorporated this into our daily routine; Lachie likes to choose the yellow plate at morning tea as he has told us yellow is his favourite colour. Which also ties in with our SWPBS focus *"We express our needs wants likes and dislikes."* Jack loves when we sing the "Where is?" song during our morning

circle, and often selects the green scarf to hide in. Daphne is our little artist; requesting painting and drawing so she can decorate multiple pieces of paper with a rainbow of colours. Ivaan enjoys reading and listening to stories with bright and colourful pages, and Vivi has been very engaged with our story of the term, "Brown bear, brown bear

what do you see?" We are all learning the key word signs for the colours and some of the animals in the story. We have also have been working very hard on our communication; using all sorts of modes of AAC. Emily our speech therapist has been joining us most Fridays for a 'Fun Friday' choice making session with lots of exciting and bright toys! Enjoy the photos.

Room E5 ~ Carolina & Anouk

It's great to see our students gaining confidence and showing some independence when they are engaged in their preferred activities. During his free choice time, Mamoud is choosing to engage in puzzle making, reading, playdough activities and painting. Al enjoys taking movement breaks on the fit ball, colouring in and online learning games on the iPad, whilst Nicholas is exploring the room, especially musical

toys, swing and movement based objects. Taiga enjoys asking from a range of toys, asking for something 'different', and packing up his toys before getting another one. Akain is showing more emotion and engagement during routine events and interactions with staff.

We are expanding and making changes to our Astronaut program, and challenging our students with more variations and modifications to make the

movements more challenging. Al is reclining on the fit ball whilst reaching out and kicking his feet. Taiga and Mamoud automatically follow the video model and copy the position shown. For example, they roll on the fit ball with their tummies and sit on it and bounce. They are so much more aware of their body position, and are building confidence. Nicholas is increasingly happy to try new movements with support.

Room E6 ~ Cheryl & Danielle

Did you know that one of our Bunurong people's totems is Bunjil, the Wedge Tail Eagle? Bunjil in Australian Aboriginal mythology is the creator and protector of all the plants, animals, land, and seas. While we have been focusing on many native Australian animals in the story, 'The River', Patrick,

Franco, Oscar, Aiden, and Sam have been creating our class version of Bunjil. Using hand templates, each student used a stick and paint to follow the technique of dot painting to create the feathers for Bunjil's wings. Bunjil is now on display in the Admin foyer area. Australian

animals are so unique, and a few different ones are meeting up for a "Hokey, Pokey" dance in our next story.

Many of the students have been absent over the last fortnight with an illness, however we are glad to see everyone return this week.

Room W1 ~ Kate, Bridget & Jacqui

We have been learning about sh words / I likedb reading albacas with maracas looking for sh words/- typed by tommy

In w1 we have celebrated Jacqui and Bridget's birthdays we made them both a card. Then had a party for them it was a lot of fun.-typed by Adam.

This past fortnight we have been having a focus on learning all about "sh" words. We have been reading stories looking for Sh words, playing games and starting our own books focusing on the Sh sound, and drawing a picture to go along with our sentence. Everyone came up with some great "sh" words. Shark, Ship,

Shrek, Shake, Shoes and Shell were just some of the words W1 come up with.

Well done everyone on your hard work.

Room W2 ~ Ka Ling & Neena

The year is going by so quickly, and we're in mid-August already! This term, we have had a Wednesday sensory play program with Speech pathologist Emily joining us fortnightly to supplement more communication supports in the session. We started the term with a cloud dough activity and used that opportunity to

explore and play with snow plough toys.

These last three weeks, we have been reading stories such as, "I stink", "5 little monkeys wash a car", and then proceeded to make some taste-safe mud. Kasey waits patiently for the ingredients to be shared around. Sidra and James crush the chocolate

biscuits with the rolling pin to sprinkle on our mud. Archer and Dylan enjoy playing with the toy cars, getting it all dirty before giving it a wash in a tub of soapy water. Everyone engages well with the sensory play activity, and works together to clean up before lunch time!

Room W3 ~ Karryn, Marshall & Aura

This fortnight, W3 have been reading a new story called 'The Tiger Who Came to Tea'. Students have enjoyed interacting with the story and focusing on the core words used throughout. We also created our own version of the story, where students had the opportunity to invite an animal of their choice to join them for tea. Sam and Jordan both invited a tiger, Kate invited a monkey, Archie opted for a bird, Michelle picked out a giraffe and Lachie decided on a sheep. As the week

progresses, students will have an opportunity to add to the story by choosing between different foods they might eat at their tea party.

Our busy week starts off with Jordan, Kate, Archie and Sam heading off to horse riding at RDA. All the students are thoroughly enjoying themselves—Sam's excitement can be heard from the other side of Moorabbin as we transition to the bus and then the RDA facility. Archie is super relaxed on the horse, looking like a natural.

Jordan can be seen with a huge smile on her face signing along, and Kate loves the activity stations throughout the ride!

During our maths sessions this fortnight, the class have been focusing on the square shape. Archie and Sam have enjoyed building up towers made out of squares, whilst Kate is an expert at knocking them all down! Michelle has enjoyed exploring them and inviting staff over for a game with them! Jordan has enjoyed her time identifying shapes and Lachie is a big fan of our 'shapes' song.

Room W4 ~ Abigail, Mark & Marion

How lucky have we been with the winter weather recently! W4 students have been making the most of the crisp but sunny weather during recess. The swings see a lot of action!

Charlotte runs to the nest swing and climbs on ready for a push – though kindly moves over to share the space with her friends. Ellie uses her walker in 4 wheel drive mode over the tan-

bark to join in or to stretch out on the hammock swing. Annabel enjoys being up on the platform of the climbing equipment to access the giant abacus – but also welcomes a chat in the sunshine. Theo and Jay enjoy the two swings side-by-side – watching each other move and welcoming a push from time to time. Bella splits her time between the trampoline

and the nest-swing – sharing her beaming smile as she gets moving. The playground has had the added excitement of the building site nearby – and now the landscaping work that is underway all around. The diggers and tipper trucks are favourites among the students. Everyone is excited for the new space to be finished and a chance to explore in term 4!

Room N1 ~ Lulu & Paddy

Hi everyone, can you believe we are already half way through term 3? Where has this year gone?

Last Monday we celebrated Luca's 16th birthday! The boys enjoyed some chocolate cake, green cordial and chips! HAPPY BIRTHDAY LUCA!!!

This past fortnight story time has been a highlight with the N1 boys. We have been reading 'Piranha's Don't Like Bananas'. Given that our

current school focus is 'We express our needs, wants and dislikes', this book seems to be fitting. Luca and Vignesh both like Bananas and banana lollies, however, Ronny does not like bananas or banana lollies. The boys have enjoyed sorting their photos into 'like' and 'don't like' categories and figuring out which group has 'more'. In N1, four people like bananas and one person doesn't. The boys worked

out that more people like bananas than don't like bananas.

We will continue reading this book for another week before reading 'I'm a Dirty Dinosaur', which the boys are all excited to start.

We hope you all have a great fortnight ahead and look forward to writing again soon!

Room N2 ~ Carly, Charles, Janine & Jacqui

During N2 sessions with Em in speech therapy, and our own follow up class work, we have been discussing emotions and feelings, closely related to our Zone's of Regulation work. Our first feeling is happy. Sometimes it takes a lot of thought and discussion to determine the things that make us HAPPY. I asked Ella to ask, then scribe into our newsletter article this

week, one thing that makes each of us happy in N2.

Ella: School verbally

Balsam: Dancing verbally

Charles: Trains (*KWS* answered by Ella due to absence)

Jack: Family reach and point

Carla: Torquay Proloquo2Go

Abi: Paper crafts Proloquo2Go

Sakura: Mugman (*verbally* answered by Ella due to absence)

Being able to express our likes, dislikes and wants is part of our school wide focus for SWPBS, and so we have listed the ways that students have communicated their response. Thank you Ella!

Room N3 ~ Gloria & Mel

Hi All,

This week our students have been having fun playing numeracy games, tossing the big dice and completing movement actions depending on the number they landed on. We have also been learning how to play snakes and ladders, and I see a competitive streak coming out in one of them. We have

been practicing writing our numbers on the interactive panel in shaving foam and in wet sand.

We made flapjacks and these were very sweet and popular.

Mel has been absent and the students have coped very well with the uncertainty of

different people helping us—they are very resilient.

We read the story of the three bears and made porridge and enjoyed it with a variety of different things added: sultanas, jam, honey and berries.

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

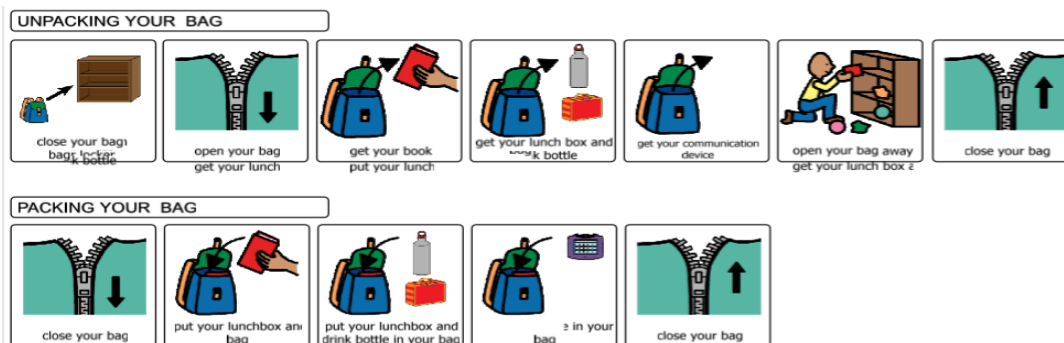
Speech Pathology Report—Emily Mizzi

Using Routines to Build Language

Many of the families I work with tell me that they don't feel like they have enough time to work on speech and language skills with their child as much as they know they would like to. This is a very common problem for busy families. One solution to this problem is to work speech, language and AAC practice into your daily routines. Every day we all participate in routines. Routines are activities such as play, self-care, bedtime, cooking and cleaning. Due to their recurrent nature, routines offer opportunities to use lots of functional and repetitive language. Repetition is key to language building!

At Bayside SDS we use routines to build language and supplement with Augmentative and Alternative means of communication. Here are some examples of routines students participate in daily within the school setting:

Packing and unpacking your bag



Washing your hands



Strategies to support learning:

- 1) SEQUENCE the routine into steps – this helps structure the activity, provides order and sets expectation. Sequencing steps can also help to increase independence.
 - e.g. – creating visual pictures of activities during the day and placing them on a timetable.
 - e.g. – Breaking down steps of a sequence into smaller more manageable tasks (task analysis).

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Speech Pathology Report—Emily Mizzi

- 2) Verbally label items used within the routine (nouns) and model the words on your child's AAC system:
 - e.g. – getting dressed – label clothing items – t-shirt, shoes, socks;
 - e.g.- washing hands – tap, water, soap;
- 3) Use core words - Core words comprise 75 - 80% of the words in our day-to-day speech. Core words are useful in a variety of situations. They aren't just nouns; they can be adjectives, verbs, prepositions ... words that are high frequency, easy to combined into sentences and they can be used all the time across lots of different routines and settings:
 - e.g. – getting dressed – put on, take off, put in, over and up
 - e.g. – washing hands – turn on, stop, go, finish
- 4) Copy your child's actions, sounds and words:
 - e.g.: at bath times, copy your child when they splash the water, lift their arms up, or fill and empty cups, and add labels and core words to their actions.
- 5) Offer choices: e.g., "wash tummy or wash face?" or "in or out?"

By saying the same words or phrases each time you perform an action within a routine, you can build and reinforce your child's understanding of them. By using everyday routines such as the examples above, you can help your child learn specific words and phrases without needing any specific toys or materials.

If you would like more information in how to incorporate more language into your child's everyday routines, or about anything speech pathology related, feel free to contact the Bayside SDS speech pathology department.



Parent Payments

Bank Detail Update

Please note Bayside SDS has

NEW bank details:

Commonwealth Bank

BSB: 063 093

Acc. No: 10000204