

## 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

A large, 3D, gold-colored number '2025' with a metallic sheen and a slight shadow, set against a white background.

### Wednesday 29th January 2025

First Day of 2025 School Year for School-aged Students

# BAYSIDE NEWSLETTER

ISSUE 11



14 AUGUST 2024

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***

#### **Principals!**

Last Wednesday we were delighted to be visited here at the school by former Bayside SDS Principal Rosemary Gallagher. Rosemary was Principal of Bayside before Michael took the role. Rosemary was able to see our café in action and touched base with a number of staff that worked as part of her team. It really is something special knowing that former students, staff and families maintain a connection to our school, and says something about the importance of Bayside to our community.

We very much enjoyed, and were spoilt on, Principals Day, Friday 2 August. We were visited in our offices by students throughout the day and received some lovely cards, posters and messages.

#### **Medical Reports, Medications and Emergency Plans Reminder**

We take your child's wellbeing seriously and make a concerted effort to ensure that medical needs are managed safely and efficiently. Our success depends upon us having the correct information from medical professionals and families. If there have been any updates of medical treatments or diagnoses, please forward this information to the school, via email preferably. Changes of medication are reported using a school form. Please request a copy of this form when appropriate. Management plans for condition such as epilepsy, anaphylaxis and asthma must be completed by a medical practitioner and signed by the practitioner and the parent.

#### **Student Medication**

A number of students require medication during the school day. Parents are asked to:

- Deliver the medication to the school. Do not send medication in school bags as this poses a significant risk to others.
- Provide the original box/bottle.
- Complete a medication form detailing dosage, prescribing doctor, indications for use and possible side effects.

#### **Student Absences**

Statewide, there has been a strong focus on absence data and schools are frequently asked to explain regular or prolonged student absences. Regular attendance has been proven to be a important contributor to improving student learning. At Bayside SDS, we are aware that a number of factors impact school attendance, including medical appointments, NDIS sessions and sleep disruption. If you are having challenges in healthy sleep patterns, we encourage you to discuss this with your child's pediatrician. This podcast may be of interest to some

**BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL**

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Email: [bayside.sds@education.vic.gov.au](mailto:bayside.sds@education.vic.gov.au) Web: [www.baysidesds.vic.edu.au](http://www.baysidesds.vic.edu.au)

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families [Sleep Talk: Episode 23 - Sleep in Special Needs Children \(sleephub.com.au\)](https://sleephub.com.au).

### **Parent Opinion Survey Reminder**

Our annual Parent / Caregiver / Guardian Opinion Survey is available for completion. The survey will be available online until Friday 30 August 2024. All families are invited to participate in this anonymous survey.

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

### **Royal Commission Response**

We are pleased to advise that the Victorian Government has published its response to the recommendations from the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability (the Royal Commission). This follows a commitment made by the Australian Government and state and territory governments to respond to the Royal Commission in mid-2024.

In summary, all but one of the education recommendations were accepted in full, in principle or in part by the Victorian Government. However, the Victorian Government has decided to not accept recommendation 7.14, to phase out and close specialist schools.

The alternative recommendation provided by the Royal Commission, 7.15, to better integrate specialist schools with mainstream schools, has been accepted in principle.

The Department of Education welcomes the Victorian Government's response to the inclusive education recommendations of the Royal Commission and its vision to create enduring and meaningful change to the experience of people with disability.

The decision not to accept recommendation 7.14 is consistent with the Victorian Government's ongoing commitment to providing parents and carers with the choice of enrolling their child in a school that is right for them and recognises that inclusion does not mean a 'one size fits all' approach to education.

We see working with local schools to promote inclusion as a terrific opportunity, and look forward to developing this further.

### **Term 4 dates**

There are several important dates related to events and pupil free days to add to your diary. Please review the dates column in this edition.

*Justin & Tania*

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Enabling Visions and Growing Expectations

EVIDENCE BASED

# Free Parent Program

Co-Developed with Families  
for Families

ENVISAGE is a peer support program to help you feel **confident and supported in your choices** raising children who have a developmental concern, disability or are neurodiverse.

Your child does **not** need a diagnosis or NDIS plan for you to participate. It is fully funded therefore **no cost you**.

The interactive workshops are facilitated by a trained health professional together with a parent with **lived experience**. The program is an opportunity to:

CONNECT & SHARE EXPERIENCES

LEARN EFFECTIVE STRATEGIES

ACCESS PRACTICAL SUPPORT TOOLS

*"ENVISAGE will show you that the best guidebook often lives within yourself, and sometimes, all we need is a trusted framework to light the way"*

- Bree, Parent NSW



## How It's Delivered



90 mins per week



5 Weeks



Online & In-Person  
options available

## Register Online

Scan the QR Code or  
contact our team to  
register / find out more:



(07) 3861 6079



envisage@acu.edu.au

ENVISAGE Families Australia is funded by the Australian Government Department of Social Services. Go to [dss.gov.au](https://dss.gov.au) for more information.



Envisage Australia



@envisage.community



<http://envisage.community>

## Room N3 ~ Cara, Melissa, Marion & Bridget

This term, N3 are on customer service at the Southside Café, and all the students have blown us away with their exceptional service. When you walk in, you are pleasantly greeted by Annabel using the big Mac to say, "Welcome", and you may hear Katie yelling out, "G'day", to everyone as they enter. Ellie is offering the delicious food choices, and Charlotte giggles away whilst she takes your money. Once you reach the counter, you are greeted by Bella and Jay who hand over the yummy food. Keep up the amazing work N3!

You may have also noticed a few staff changes this term—Karryn retired last week, and we were all sad to say goodbye—however we know she will be back! We also welcome Marion to our class whilst Aura is on leave.

At the start of the term we also celebrated Colette's 18<sup>th</sup> Birthday!!! Happy Birthday Colette. Additionally, we have Bridget and Ellie's birthday's coming up in August; so lots of celebrations will be happening in our room.

## Room W1 ~ Abigail, Gemma, Danielle & Mark

As part of our session supported by Emily, the school Speech Pathologist, W1 have been working on building their vocabulary and constructing sentences using the structure of *who? doing? what? with what?* and *where?* The sessions have included games such as verb fishing, describing people and animals using appropriate pronouns, building vocabulary trees linked to our class story to be used later to build sentences and, the very popular, verb charades! In the photos, Sam can be seen using his eye gaze to combine vocabulary related to our class book – specifically exploring the characters and their actions. William, Sakura, Sara, Adam and Tom can be seen using the different elements of *who, doing what, where* to build well-structured sentences about the characters and events in various class stories. Rosie is shown following a sequence of prompts to describe how she chose to dress a boy, a girl or a funny crocodile - focusing on giving the correct pronoun to start the sentence. Recently, we have taken photos of students and staff engaging in different activities in expected (and unexpected!) locations, and the students have enjoyed applying their vocabulary and sentence building skills to these familiar faces.

## Room W2 ~ Gloria & Mel

Hi All,

Here we are in Week 5 of the term already. All our students are busy with number and letter games, basketball, art, music and movement breaks, and learning about communication and regulation. Learning to wait and follow routines is something all of our students work very hard on, which sets them up to be successful participants in our learning tasks.

We started off at the beginning of the year with four students, and our two new students have settled well into our classroom and are getting to know our other seniors in the West Wing. One of our favourite programs is cooking and trying new foods.

Enjoy some pictures of our happy group.



## Room W3 ~ Kate, Charles, Paddy & Bhash

This term, W3 will be doing the shopping for the Southside Café. On a Monday morning the group take turns going to the shops to buy the items required for the Café that week. It has been wonderful to go out on the bus again and go on an excursion. Everyone does a great job looking at the list and buying only what is needed for the Café that week. Well done W3!

Last week was extra special for us in W3, because we celebrated Luca's 18th birthday! Luca was thrilled to walk into a classroom decked out with balloons, streamers, and photos of himself. Just before lunch, we threw a party with his friends and family. The feast of birthday goodies was a huge hit, and Luca loved every moment of his celebration. Happy 18th, Luca! We hope your day was as amazing as you are.

## Room W4 ~ Tiana, Mark & Danielle

W4 have begun exploring all things technology-based this term, and are having a blast while doing it! Technology is a big part of the every day in the classroom, with our interactive boards and iPads for communication and learning.

Archie, Lachy, Jordan, Reuvi and Theo have so far enjoyed manipulating their images with webcam and photobooth filters, and exploring different scenes using Virtual Reality headsets. So far, we have explored the depths of the ocean and the vastness of space, with Theo and Jordan walking around the room with the headsets and Archie, Lachy and Reuvi experiencing the 360° view projected onto the interactive board.

We are very excited to keep exploring all the wonderful and fun things technology has to offer with virtual excursions around the world, remote control toys, augmented reality and making our own movies.



### **Southside Café Program.**

#### **Crew Member of the Week ~ Week 4**

Jay W—for listening to instructions, identifying and correctly handing out Café produce.

#### **Crew Member of the Week ~ Week 5**

Rosie K—for taking responsibility for sharing out the fresh produce between her peers in preparation for juicing, and for demonstrating increased independence in her cleaning up duties.

## Multi-Sensory Report—Jo Robinson

The LED sensory star carpet has been a great recent addition to the Magic Room. Providing a soft carpet tactile feel to touch and, when illuminated, has colour changing pinpoint LED lights which twinkle and change colour providing a soothing visual effect. It has been of great interest to start to explore with students.

We have also been exploring hot and cold, and keeping warm over winter. We have been discovering the health and wellbeing benefits of infrared heat technology in the form of a cordless waterless hot water bottle called a Homey and a cordless heating pad for a chair or to lay on called a Big Hug, which is warm and soft and feels like a sheepskin. Infrared heat technology can assist with stress reduction and relaxation. Heat can also promote the release of endorphins, which can create a feeling of well being.

- ◆ Improved flexibility: Infrared heat can increase the flexibility of stiff muscles and joints.
- ◆ Improved sleep quality: The relaxing effects of infrared heat can contribute to better sleep quality and help reduce insomnia.
- ◆ Improved blood circulation: Infrared heat can assist to dilate blood vessels and stimulate blood circulation.
- ◆ Pain relief: Infrared heat can help relieve muscle and joint pain by penetrating deep into the body and promoting blood circulation. This can help relax muscles and reduce inflammation. This can improve oxygenation of tissues and speed up the recovery process.

### 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*

# Book Week

You are invited to dress as your favourite book character and/or bring your favourite book to school on **Friday 23<sup>rd</sup> August** to celebrate

