

**DATES TO
REMEMBER**

**Monday 19th July—
Sunday 22nd August**

Parent Opinion Survey

Friday 6th August

Jeans for Genes Day

**Monday 9th August—
Friday 13th August**

SSG Meetings Week

**Monday 23rd—Friday
27th August**

Speech Pathology Week

**Tuesday 7th
September**

NDIS Information
Exchange Meetings
12noon-3pm

Friday 17th September

Last Day of Term 3—
students dismissed one
hour earlier

Monday 4th October

First Day of Term 4

**Wednesday 6th
October**

World Cerebral Palsy
Day

Friday 15th October

Global Handwashing
Day

**Tuesday 2nd
November**

Melbourne Cup Public
Holiday

**Thursday 11th
November**

Remembrance Day

Friday 3rd December

International Day of
Persons with Disability

Friday 17th December

Last Day of 2021 School
Year

BAYSIDE BULLETIN



**Bayside
Special
Developmental
School**

ISSUE 12

04 AUGUST 2021

***Don't forget to submit your 2021
Parent/Caregiver/Guardian Opinion
Survey by Sunday 22nd August***

Bayside Bulletin

Principal's Report Building Program



It is my understanding that invited tenderers are due to put their bids in later this week for the stage 2 building works. These will be assessed and the successful tender will then be announced in late August. The preparation works are then scheduled to happen from September, this will precede the asbestos removal and demolition which is scheduled to take place during the next school holidays. This means we have August to finalise the pack-up of the old building. Items will be relocated and either stored in containers, or in other areas throughout the school. There will be some compromise during the building period with items such as the school laundry not available. Your child's classroom teacher will be in touch to prepare for this period if your child requires items which are usually laundered on site.

Student Support Group (SSG) Meetings



It is planned to run SSG meetings outside of student attendance hours during the next week (9/8 – 13/8/21). Unfortunately due to the current restrictions, onsite meetings are not currently able to be accommodated. These meetings will take place either by telephone or via WebEx. The main purpose of the meeting will be to discuss student progress as documented in the mid-year report and to adjust the Personalised Learning Plan (PLP) as required. Your teacher will be in contact this week to make a date and time for your meeting.

Parent Opinion Survey



Each year the Department of Education and Training (DET) randomly selects parents from each Victorian Government school for its Parent Opinion Survey. The survey seeks parent opinion on measures of

learning, teaching, school environment and relationship with the school community; and provides us with actionable insights in key elements for school improvement.

A link to the survey which is completed online via the secure survey portal managed by ORIMA Research Pty Ltd, has been sent to parents. Please note that all surveys are anonymous.

Thank to those families who have already responded to the parent opinion survey. For those who have yet to respond, you have until Sunday 22nd August to have your say.

Health and Wellbeing



Whilst Victorians are experiencing what could be described as COVID fatigue, the recent outbreaks in New South Wales, Victoria and Queensland serve as a reminder that we must not let complacency creep in when it comes to COVID safe behaviours. Sticking with reliable, trustworthy information and following precautions is essential. When it comes to COVID-

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19 protection, we must commit to it. In addition to the personal hygiene routines of hand sanitising, wearing masks and social distancing. This also includes not attending school when you are unwell and following all government regulations with regards to quarantining when you have been exposed. By following these points we hope to continue to keep our school community safe.

QR Codes and Record Keeping

The use of Service Victoria QR codes for electronic record keeping is now mandatory in all schools to enable the effective contact tracing of any COVID-19 cases. This requirement will continue into Term 3 until further notice.

QR code check ins are required to be used by:

- ✓ all visitors on school site (including contractors, external Department staff and building and maintenance staff;
- ✓ all parents who enter school buildings when on school site.

Michael Pepprell
Principal

Assistant Principal's Report

NDIS Information Exchange Meetings—September the 7th

At Bayside SDS we recognise the benefit of community therapists sharing information to support processes and, where applicable, to provide consistent strategies and resources.

Parents/carers/guardians can request a therapist/s to attend an information exchange meeting. Our expectation is that the therapist has had a minimum of two face-to-face meetings with the child prior to engaging with the school.

Parents are responsible for the dissemination of documentation related to student progress, including cognitive assessments, school reports, and personalised plans, to NDIS therapists prior to the meeting.

These requests:

⇒ Are directed to, and approved by, the school co-ordinator

(Tania Castro Millas);

⇒ Can be in writing, email or by phone call. Written parent consent and documentation will be required prior to any school related appointments.

Appointment times are confirmed upon receipt of required paperwork. Please contact the school via Seesaw if you would like to receive a copy of the pre-meeting form, or alternatively download a copy from the school website [Bayside Special Developmental School \(baysidesds.vic.edu.au\)](https://baysidesds.vic.edu.au) found in the Resources Section—Forms

Tania Castro Millas
Assistant Principal

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Operational Requirements



COVIDSafe Behaviours

Key actions for schools	All Victorian schools
Temperature checks	NO
Face masks	YES – INDOORS AND OUTDOORS
Working across multiple sites	MINIMISE

Create COVIDSafe Spaces

Key actions for schools	All Victorian schools
COVIDSafe routine cleaning	YES
Enhanced hand hygiene facilities	YES
Enhanced ventilation	YES
Community use of school playground	NO (unless outside of school hours)
Community use of school facilities (indoors and outdoors)	NO (unless outside of school hours)
Libraries (for borrowing and as a learning space)	YES

Promote COVIDSafe Activities

Key actions for schools	All Victorian schools
Non-essential visitors	NO
Pre-service teacher placements	YES
Health, wellbeing, inclusion visits	YES
School tours	NO
Excursions	YES
Swimming and all other pool use	YES
Incursions	NO
School photos	NO
Camps and overnight stays	YES
Assemblies (whole school and year level), formals, graduations	NO
Kinder transition program	NO
Year 7 transition programs	NO
All sporting activities (indoor, outdoor, contact and non-contact)	YES (except interschool sport)
All interschool activities (such as debating)	NO
Singing, brass and woodwind classes and groups	YES Following recommended health advice
Professional development and staff meetings (face to face)	NO

Room E1 ~ Liz, Llywela & Debbie

It has been so nice to see the E1B Early Education group back on-site for term 3! All of the students have returned to school with big smiles and despite the disruptions of another lockdown period, the students have been settled in their routines and eager to engage and socialise with peers and staff.

We welcome Isaac and his family to the Bayside SDS community, along with Daphne to the E1B group on a Thursday.

Isaac has been enjoying exploring new toys, puzzles and environments whilst building relationships with staff and peers. He is always keen for a song to be sung and has particularly enjoyed the nursery rhyme sound puzzle. Likewise, Daphne enjoys listening to music and performing actions to songs.

Nissim and Ivaan have been working on their physiotherapy and strength. Nissim using his corner chair

whilst exploring a new switch activated toy and Ivaan began using his new walker at the end of last term.

Vivi has been exploring her Zones of Regulation individualised choices and putting into practice her understanding of emotions. Vivi pretended to cry to show that the doll she was playing with was sad. She pointed to 'have a cuddle' from her blue choices, which she then gave to the doll along with a kiss.

Room E4 ~ Cheryl & Natasha

What would you say to dancing a 'waltz' with a warthog or a 'tango' with a lion? Perhaps a 'cha-cha' with a monkey is more your style. Whatever your favourite dance style is, our current book in focus, *Gerald can't dance* contains a variety, including the above along with a bit of 'rock and roll' with a rhino and keen moves by the baboons doing the 'Scottish reel.' While we all view these styles with key expert dance videos, it's the dancing 'freestyle' like Gerald that has

everybody smiling and moving to "I like to move it, move it" or "Can't stop this feeling." We have also enjoyed time outside sorting animals into various groups such as where do they live. The water-based animals were the most popular! We are continuing to focus on specific letters and words each week from the story while each student is supported to create a savannah scene, match animal pictures from a selection, scan, and answer questions about the story, and listen and sort

pictures into the beginning sound columns while using the interactive board.

PS Have you heard that the Olympics are on? The E4 team have been completing a few activities such as sorting the sports into groups using stickers (Woolworths), viewing the types of sports in the Olympics with catchy videos and labelling pictures with key words or a descriptive sentence.

Great Work Kasey, Archer, Theo, Oscar, and Aiden!

Room E5 ~ Kate & Anouk

This past fortnight in E5 we have been having a lot of fun in our new cooking program. So far we have made popcorn in a popcorn maker and pancake donuts using the donut machine.

We start the session by washing our hands then

sitting nicely in our chairs waiting for our turn. We then follow the instructions to make the food. When we made the pancake donuts we waited for them to cool, then we got to choose how to decorate them. We chose between vanilla

and chocolate icing, then between rainbow and chocolate sprinkles. The best part of the session is when we get to eat the food we have made. They were both so yummy, and we all look forward to this part of the week.

Room E6 ~ Carolina & Neena

Our book focus over the last week has been the aussie version of Hokey Pokey. The book introduces different Australian animals including the kangaroo, koala, wombat, platypus and emu, to name a few. We are also exploring and naming their body parts as they move their bodies. They also get to interact by engaging with soft animal toys and puppets, and listen to songs about Australian animals to support

their learning. We continue exploring Cookie, the cat's adventures and engage with matching and colouring activities.

We are moving around the school more, exploring the different play spaces and equipment such as the bikes, climbing equipment and the play equipment in the all abilities playground. All students are encouraged to move in their own ways: Zia enjoys mat time and

rolling over and over again and James is bike riding more frequently. Patrick is doing great with hydrotherapy and wants to walk over to the hydro area everyday if he could. Sam is running around a little more during outside play with occasional games of chasey, and Aiden is enjoying playing with dinosaurs outside and collecting objects from the garden to feed them.

Room W1 ~ Abigail & Anna

On a Monday, all the students in W1 are excited to head to the new multi-purpose hall for PE and games. We are just changing to a circuit-style program, however, over the last 6 weeks we have been playing T-Ball! First, we set up the equipment – including a T-ball stand and the bases. Jeremy is quick to take a hit and is

working on placing the bat down gently before beginning his run. Ben and Jack are good fielders – heading off to get the ball and try to get it back to base before the runner. They then each have their turn at batting – there are great pictures this week of everyone having a go! Nisha and Lachy love the anticipation and build

up before they hit the ball – to the point that Lachy gets the giggles and Nisha shuts her eyes before she hits it! Michelle is a great runner and, after her hit, can make it around the bases in record time – it's always a home run! Go team!!

Room W2 ~ Cara, Carly & Marion

Hi everyone. We Hope everyone is enjoying relative normalcy while your/our students have returned to school. We really enjoy being able to teach and work face-to-face. We continue to hope this remains and there are no more ... dare we say, any more!

The last newsletter I touched on our literacy block and student clear and defined tasks for each morning. These tubs of individualised tasks is always rotating and updating to classroom climate needs, so we have added in targeted tasks related to our book

focus "Possum in the House". Matching, sequencing, writing, letter recognition and print comprehension is some of the foci of the activities. During this time, our class feature book is also used in one-to-one reading, and chat about what we see and what we think will happen next. It is a great opportunity to touch on topics we may have missed during class shared reading that happens three times across the week.

The Olympics has been a bit of a feature at this time. During some

drizzly weather and unable to go outside, W2 have been known to pop on a portion of live Olympics and cheer on Aussie athletes. We have seen medal presentations for swimming, and the singing of the national anthem. Dylan and William enjoyed that part. Cara has included Olympic themed art in her planning, and so personalised versions of the Olympic rings are now draped across our windows. Charlotte and Kate enjoyed the light-table play with colours and shapes while waiting their turn for paint.

Room W3 ~ Gloria & Paddy

Hi All,

Our group enjoy daily activities in the Theraplay area, and last week both Isabella and Christopher managed to make it through the tunnel, which I believe was a first for both of them – well done!

This week we are finally all back together again, and fingers crossed, no more lockdown surprises this term! Cooking is always a favourite with our group. Since last newsletter, we have made scrambled eggs on toast and pancakes with strawberries and cream – delicious.

Packing up after activities is something some of our students are very good at. This week Chris has been learning how to sweep up the tan bark in the yard. Meckenzie has been modelling it to him, as she has already mastered that skill.

Till next time ...

Room W4 ~ Charles, Aura & Mel

Another little blip behind us, all of W4 are back together again. Just in the nick of time for our final Horse Riding session. We will really miss spending time with the beautiful RDA horses – Billy, Sienna, Scotty and Sasha.

We've been enjoying the sunny breaks to get outside when possible, and working on our circus and movement skills in Theraplay when it's not so nice. Annabel has been clapping and tapping along with our songs; Jordan has been hula hooping; Archie has enjoyed working

with the playdough; Reuvi has been studying the latest version of his 'All About Me' book; Ellie has been reading books outside on the mat in the playground; and Sam has been crawling to and fro in the yard chasing anything with wheels. Great work, W4!

Room N1 ~ Ka Ling & Danielle

With a blink of an eye we are in week 4 of Term 3! This fortnight, Colette turned 15! Happy 15th Birthday Colette!

N1 has been getting into the spirit of Olympic sports. We had the opportunity to play Wii sports on the interactive board. Ella chose baseball on Wii Sport and had a blast swinging the bat.

Max, Tom and Jordan also had a turn at playing golf on Wii Sport too. We have been completing an obstacle course every week. Adam is very motivated by trying to beat his personal best, each time. We have also been exploring the Woolworths Olympic booklet. Each day we open up a sticker and have a chat about the

different sports that are played at the Olympics.

Linking to our Australian culture, we have been creating an Australian mural by painting native plants and animals. Maddie, Bianca and Sakura have enjoyed participating in this art activity. Can't wait to see the final result.

Room N2 ~ Karryn & Marshall

What is it they say about the best laid plans?

Last week, N2 students were set to do a science experiment using Bicarb Soda, vinegar and bubble mix solution. After Carla added bicarb and Abi added vinegar to the glass bowl, the bubbles blown in by Ryan didn't respond in any special way (which was to be the point of the exercise).

Adding more vinegar, more bicarb didn't change the result. In the end, we gave up on the bubble mix and just had fun watching the chemical reaction we did get. How much bicarb and vinegar did we need to add, in order to have it overflow from the bowl became the question, which Ryan then changed by adding

water from his drink bottle to see, "What happens when?"

Room N3 ~ Lulu & Janine

The N3 boys have shown a love for the life skills program in our class. The greatest hit so far has been making (and consuming) chocolate milk and making burgers!! The boys have done an incredible job waiting for their turn and following the visual steps to make their milk and burger.

The boys have continued to work hard on their colours, and the last fortnight we have thrown in some animals to learning about colours. The boys enjoyed reading the book 'Baa, Baa Blue Sheep' and designing their own coloured sheep.

Communication skills with Emily is a new program we

have incorporated into our class, and so far the boys have enjoyed making cloud dough, playing different turn-taking games and completing small obstacle courses. Of course, students have made sure staff have joined in, especially the jumping onto different mats!!

We hope everyone has a fabulous fortnight ahead!

RESTRICTIONS

ARE EASING



Intensive Interaction Report—Dr Mark Barber

I recently came across an article by Pete Elwick the grandfather of 'William', an autistic 6 year old boy, which I will post over the next couple of BSDS newsletters.

The whole document can be downloaded using this link:

<https://docs.google.com/viewerng/viewer?url=https://www.intensiveinteraction.org/wp-content/uploads/free-downloads-files/temp-files/00824729000.pdf>

MISCONCEPTIONS

A parental perspective

Intensive interaction, which I hadn't heard of until about four years ago, is a gentle and naturalistic approach to teaching the pre-speech communication skills to children and adults who have severe learning difficulties and/or autism, and who are still at an early stage of communication development

It has become apparent that, due mainly to the inherent "simplicity" of the concept, a sometimes "overly simplistic" approach is being adopted in the practice of Intensive Interaction thus negating many of its benefits. This article is intended to relate and challenge some of the most widespread misconceptions of Intensive Interaction and raise awareness of how crucial and fundamental it is in supporting, caring for, and teaching children with communication difficulties. The more we raise awareness and understand what is at stake, the more likely we are to positively influence good practice and fully achieve the benefits that Intensive Interaction offers.

It is natural for parents to take these "skills" or, more accurately, "complex abilities" for granted; they are generally acquired when you are playing with your child in the very early days, literally starting at "day 1". But our children have often not acquired these skills or, as was the case with William, "lost" the skills that he had been developing in his first 18 months. Some teaching of children with learning difficulties and/or autism only teaches them to be compliant but surely, we want our children to enjoy their learning and to be engaged with themselves and the people around them.

There is somehow this common belief that children need to be sat on their chairs in order to learn stuff. We saw this approach from a Local Authority "play therapist", but "compliance is NOT a skill" - William reached a stage where he would stubbornly refuse to "put the right shapes in the right boxes" until, after much "encouragement", he would complete the task in a flash, as if to say "HA, so what!!?"

SOME OF THE POPULAR MISCONCEPTIONS ABOUT INTENSIVE INTERACTION

"Intensive Interaction ... is that the thing where you imitate everything?"

"It's NOT about us being directive; it's about giving control to our child."

"Intensive Interaction is effortless."

"Intensive Interaction can only be done in a quiet place."

"It is a nice thing to do but it's not really teaching"

"Some don't like doing Intensive Interaction ..."

Over the next couple of newsletter articles I will include Pete Elwick's '**So let's look at what Intensive Interaction REALLY is**' as he takes us through each of these misconceptions in turn.

tism.org.uk/wpcontent/uploads/Learning_Through_Social_Connection.pdf

Multi-Sensory Report—Jo Robinson

Recently students have been enjoying looking at, touching and manipulating our Fibre Optic Spray. Fibre optics provide a unique and safe opportunity to get light close to a student and provide exceptional visual and tactile stimulation. Using one stand alone can be effective in stimulating visual engagement. They provide a stimulating and safe experience without any heat or electricity being transmitted through the fibre itself. The spray of glittery acrylic glow fibre optics constantly and slowly change colour along their two metre lengths. The fibre optic spray is also made up of one hundred individual fibre optic strands which are safe to hold, stroke and lie on. Rustling and moving the strands together creates a unique rustling sound. The changing colours and soft glow are mesmerising and encourage the focusing of attention. This, combined with the twinkling effect, is incredibly visually stimulating and all students have enjoyed their experience with the Fibre Optic Spray. They also have a soothing, calming effect and offer relaxing and calming benefits. This stunning effect also aids the understanding of cause and effect. They are also useful to encourage reach, grip, and fine motor function while playing with and exploring the strands.



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Friday August 6th is Jeans for Genes Day



Together, we can make a difference in the fight against childhood diseases.

1 in 20 children worldwide is born with a birth defect or genetic disease. Children's Medical Research Institute (CMRI) is dedicated to advancing the treatment and prevention of childhood diseases, so every child has the opportunity for a healthy start to life.

If you would like your child to participate in this fundraiser day, please dress them in denim: could be jeans, a jacket or overalls, and please send in a gold coin donation or make an internet transfer to:

BSB: 313-140 Account: 12043401
Bayside Special Developmental School Official Account