

DATES TO REMEMBER

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 12



Bayside
Special
Developmental
School

31 AUGUST 2022

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



The Bunurong People's Totem is Bunjil

Bayside Bulletin

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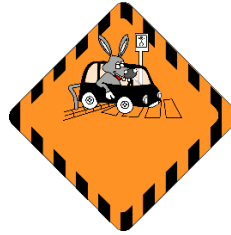
Principal's Report

Building Program



During the past fortnight, the weather has once again slowed the external works, however the contractors working inside have continued to keep things moving with doors and door furniture fitted and flooring well under way. The windows and glass for the doors are the next item for completion with the spaces now starting to get closer to completion. It looks likely that whilst the building is on track for completion and handover at the end of term (fingers crossed), the external areas may take a little longer. Let's hope that the students can start to use the area from next term. On Monday, the staff were allowed onsite for a quick tour to inspect the facilities.

Parent Parking



I would like to remind parents and carers that the school has dedicated spots for parent parking for your convenience. The spaces are oversized and have additional length to unload equipment, including wheelchairs. These spaces are reserved for our families to assist with transitions for your child to and from your car to the classroom.

Parent/Caregiver/ Guardian Opinion Survey



Thank you to the families who have completed the parent opinion survey. So far, the school has 15% of families who have submitted the online survey which closes on Friday

September 16th. It would be beneficial to the school's forward planning if this number could be lifted to 60% to give the results some efficacy. As mentioned previously all families of school-aged students have been invited to participate in the survey. A direct invitation to the email account which you have provided to the school has been sent to all families about a fortnight ago, which has links to the survey. Please contact the school if you require this email to be resent.

School Assemblies



Once the building program is completed, it is my intention to restart Friday assemblies in the courtyard area. I am hoping that the outside environment will be a safe option for gathering the school community together, and providing a forum to celebrate student achievements and engagement. Once

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these routines are established, families will be invited to join the fun.

Basketball Team



There were wild celebrations as two of the Bayside team's players reached 50 goals so far for the season. Hearty congratulations to Adam and Ella, who both reached the milestone this week in the Bayside SDS win over Mornington SDS—22 points to 16 points. The Mornington SDS team only had one player, so Sakura, Thomas and Dylan helped them out for a 4 on 4 game. Goal scorers were Adam 5 goals, Ella 5 goals, William 1 goal for Bayside, whilst for Mornington Dylan scored 2 goals and Thomas 1 goal.

Michael Pepprell
Principal

Assistant Principal's Report

Staff Professional Learning and Development



This term, all classroom staff have engaged in a wide range of professional workshops. Topics have included Trauma Sensitive Practice, Shared Reading and Zones of Regulation.

Yesterday, during our pupil free day, class teams met to commence our annual ROCC assessments. The ROCC is a tool to identify, plan and implement communication changes over time. The ROCC scores help staff to reflect upon communicative competence for those who use AAC, speech or sign. Prior to this work, staff had the opportunity to walk through the soon to be completed south wing.

School Tours



Over the coming weeks and months, we will be conducting school tours for prospective families.

Last week we had several families visit our classrooms. It was rewarding to hear our visitors comment on how prepared the staff were, how impressed they were about the classroom set up and school environment, and how happy and engaged the students were during their tour.

Tania Castro Millas
Assistant Principal

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EEP ~ Llywela, Cara & Natasha

At circle time, the E1A students have been using tapping sticks to participate in learning two new songs. The songs have quickly become a favoured activity of the day and are carried out with great enthusiasm.

Student interests and explorations have led them on a journey of colour - mixing colours and viewing their surroundings through different coloured lenses.

As the sun shone through the classroom windows one morning, it hit a tower of see-through coloured Perspex blocks causing splashes of colour to appear on the floor. Sparking intrigue, Felix G, Xavier, Lachie and Felix L built more block towers, re-positioned them and re-built them multiple times. This was repeated several times across the day and week

during developmental play sessions, prompting an art session to create coloured cellophane shapes for the window. When creating special gifts for Father's Day, Chaity, Layla and Isaac enjoyed using their hands to mix and explore their chosen paint colours.

Happy Father's Day to all our wonderful Dads, Grandfathers and special people!

Room E5 ~ Carolina & Anouk

With the support of our Speech Therapist, we have begun to explore a series of games and activities that are fun, interactive and cause and effect based. It is interesting to see Al reacting the monster and snake, who lunge forward when their food is taken. Nicholas is exploring sensory toys and likes the

hand-held massager as it tickles his hands and back. Akain is continuing to explore choice making and expresses his enjoyment when presented with sensory materials.

Mamoud is enjoying exploring many different art making materials and tools. He has a magic

painting book which he enjoys using during free choice time. He puts water in a cup and collects the book and proceeds to paint every page to reveal the colours underneath. Taiga interacts with arty materials but he is happiest holding a Texta and making different marks on various surfaces.

Room E6 ~ Cheryl & Danielle

No Report.

Room W1 ~ Kate, Bridget & Jacqui

On Friday I dressed as Sully from Monsters Inc .i liked showing everyone my costume I had fun seeing everyone's costume. I had fun seeing everyone costumes in the morning while we had a dance party in the courtyard. By Will

On Frida y we came dressd as our favourite book character. I came drssed as Cinderella. I

liked seeing who everyone else dressed . it was fun.- Typed by B

I wore my Porsche shirt/.i like reading my Porsche book at night.typed By tom

On Friday I Dressed Up As Winnie The Pooh And Bridget Dressed Up As Tigger For Book Week. Typed By Maddie.

For bookweek I dressed up as mical Jackson I showed euenkyone my dance moves to thriller. typed by colette.

On Friday I was matilda. Typed by Jordan.

Room W2 ~ Ka Ling & Neena

This term, W2 has been cooking on a Friday. We have been making wraps for lunch with the focus on motor skills around using different utensils and rolling the wrap.

We slice the cucumbers with child safe knives, grate the carrots, spread the mayo on our wraps, assemble our ingredients following our visual instructions,

and then roll up our wrap to eat for lunch.

Archer and Kasey follow the instructions with minimal support to assemble their wraps ,and thoroughly enjoy eating them. James enjoys assembling his wrap, but prefers to eat his wrap open faced, tasting each ingredient on its own. Sidra and Dylan

carefully place ingredients in their wraps and taste the wraps before eating their own lunch.

The students have become familiar with the process of making the wraps, and require less support during the process of preparing the ingredients over the last few weeks. Well Done W2!

Room W3 ~ Karryn, Aura & Sara

This term, once a fortnight the classroom is setup like a shop in the break-out room. A range of different sensory objects, books and toys are available for the students to select. There is something for everyone as all interests have been considered and acknowledged in some way. Emily (Speech) comes and pretends she is the shop keeper. Students are supported by classroom staff to request a turn, in response to Emily's question, "Who wants a turn?" When they are called upon, they are

supported by classroom staff to approach the shop counter and greet the shop keeper. They choose an item from the catalogue [Picture cards] and then exchange the card for the real item before taking it back to their seat.

Everyone loved the bubbles Michelle selected. Jordan liked the rainbow ribbon. Archie chose the angry bird squishy ball. Kate chose a noisy chicken and Sam made sounds into the echo microphone he selected. I wonder if students will select the same

things when the shop opens for business next time?

Book Week last Friday was a celebrated by reading lots of stories the students had brought into class. Some students dressed up as their favourite characters, while Karryn and Sam could easily have blended in with the construction crew working on the new building with their costumes.

Coming up, we will focus on another event with a literacy focus as we participate in the Indigenous Literacy day.

Room W4 ~ Abigail, Mark & Marion

Last week was Book Week – and it was great fun to celebrate our love of books together on Friday, with students coming to school in their book character dress-ups or bringing a favourite book from home to share with their friends. W4 enjoyed a morning of stories and show and tell. Charlotte came dressed as the Purple Crayon from the book ‘The Day the Crayons Quit’ and shared the book with her

friends. Bella brought her favourite book ‘Girls Don’t Fart’ which always makes her laugh – and the addition of the fart gun from the cupboard at school meant it was a hit with everyone! Jay and Theo both enjoy their stories from the comfort of the gravity chairs, enjoying familiar classics, like ‘The Wheels on the Bus’. Ellie brought two favourite books, which she loved hearing read aloud –

answering ‘yeah!’ when asked if unicorns really exist! Annabel and Jaidan weren’t able to join for book week at school, but I know they both love their stories! Jaidan has been listening to our class book ‘I’m a Dirty Dinosaur’ this week at home – and Annabel is always keen to get her hands on a book to check out the pictures and read together with a friend.

Room N1 ~ Lulu & Paddy

Hi everyone,

This last fortnight has been a busy one in N1. The highlight of the past fortnight was definitely our class excursion to Twisted Science. The group walked together to Twisted Science on Bulli Street and were excited for the day ahead. Upon arrival the boys had access to the green and blue zones and chose to start off exploring the blue zone.

Luca and Ronny loved the cogs in this zone and happily played together for a while. Vignesh was mesmerised by the sandpit with the light display. After the blue zone, we headed over to the green for more fun. Vignesh enjoyed the ‘construction zone’ where he could build things and pull things apart until his heart was content. Ronny explored the upside-down

bedroom and tried to work out how the bed was on the ceiling!! Luca enjoyed the gravity balls and seeing how high he could get them.

The boys did a great job at following instructions and staying with the group throughout the day. We look forward to heading back here one day and taking all of our friends with us!

Room N2 ~ Carly, Charles, Janine & Jacqui

For the past three weeks, N2 have been sharing the big book ‘Dan the Flying Man’. It’s a great book by Joy Cowley about a deluded wannabe superhero, Dan, whose main aim seems to be never to be caught by his adoring fans. Dan has a propeller on his head and rockets on his shoes. And a cape. When reading together, each of the students chooses a laminated picture of one of the fans. There’s Foxy Lady (with a fox scarf around

her neck), the sparkly blue coated man from China, the Skiing Lady, the dog, the clown, the Upside-Down Girl and the Boatman. Ella, Sakura and Balsam follow in mini-book versions. Charles, Abi and Carla find pictures of the many things that Dan flies over on their visual displays – boats, flowers, bridges, cranes. The students take turns too, to fly a laminated picture of Dan (dangling from a broom handle) over their

classmates’ heads. Jack loves to reach up and try to catch Dan. But no way. Until, as the story reaches its climax, the man from China manages to grab Dan’s ankle (then the blue frock lady, then the dog, then ... etc.). The students attach their character to the chain and take turns to carry the broom handle, with the chain of people and animals streaming behind, around the room. Dan’s fans have the ride of their lives.

Room N3 ~ Gloria & Mel

Hi All,

Whilst dodging the rain showers, the students in N3 have been busy in other ways.

We have been rolling in the gym with Emily our OT, singing and dancing with Charles and Tal, painting and making playdough with Emily and mixing potions using different colours and

adding bicarbonate and vinegar for interesting fizzy effects.

This week we cooked scrambled eggs and toast, and learned how to mix and pour cordial into cups without spilling any.

Til 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.

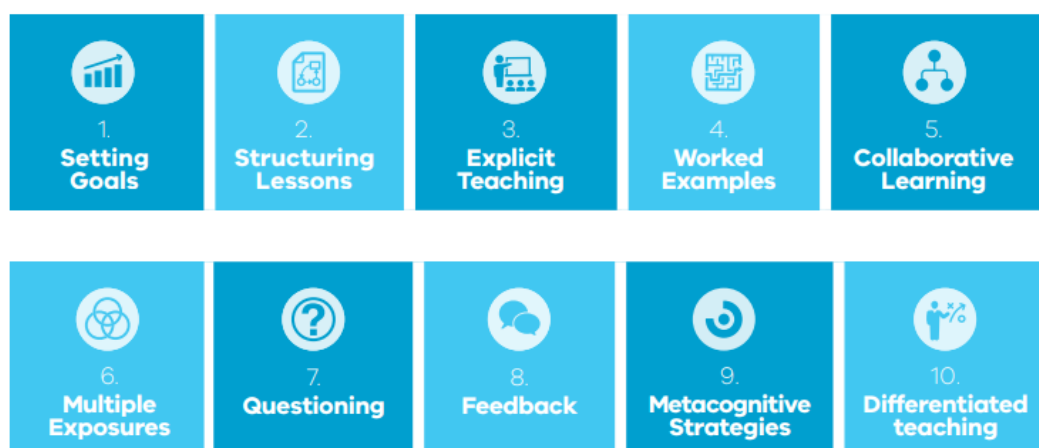
Community—Respect for the rights, differences, and dignity of others. Honesty and integrity with all members of the community. Accountability for personal behaviour

Inclusion Outreach Coach Report—Beck McCowan

In my role as an Inclusion Outreach Coach, I am based at Bayside SDS and work with other schools to improve their inclusive practices. As part of the Disability Inclusion reform, Inclusion Outreach Coaches (IOC's) are employed through specialist schools and *"provide strategically coordinated capability building opportunities to mainstream schools including whole-of-school training, in-class coaching and individual teacher support through school-to-school partnerships and collaborative learning. In this way, specialist and mainstream schools are encouraged to share resources, knowledge and skills in a two-way exchange of expertise that extends current practice."*

In Terms 2 and 3 at Bayside SDS, I conducted Shared Reading Peer Observation and feedback cycles. Peer Observations can help teachers improve their practice in ways that promote student learning and engagement. Teachers watched a video of their Shared Reading session and reflected on levels of student engagement, what they liked about the session and what they wanted to further explore. A week later, I ran a coaching session with each individual teacher where we discussed their reflections and next steps. Although it can be confronting observing ourselves in this way, teachers have overwhelmingly found the experience to be a positive and powerful one.

On August 10, in collaboration with English PLT Leader Abigail Everiss and the English PLT Team, we ran a Professional Development Session to share our findings. We examined High Impact Teaching Strategies (HITS) which are a bank of 10 instructional practices that are internationally recognised as some of the most reliable teaching strategies for delivering learning outcomes (see below).



Together we watched videos of how each class use these HITS in their Shared Reading sessions. The quality of the sessions and the level of student engagement was exceptional. It was a well-deserved celebration of the hard work of staff and students. We saw students captivated by the stories, learning from each other, being taught significant vocabulary and shown vocabulary pathways on their Alternative and Augmentative Communication devices.

It was clear that staff at Bayside SDS have high expectations of all students. In the videos we saw inspiring examples of teachers asking students engaging questions and providing multiple ways to respond and answer them. We saw teachers ensuring all students could participate while catering for their individual preferences. We witnessed the ways teachers support and extend student's learning and provide multiple opportunities for student voice.

The buzz around the school since has been electric. Teachers have learnt from each other and over the last few weeks have been working as a class team to create resources for Shared Reading Books to share in Term 4.

I sincerely thank all staff (including Michael and Tania for their support, Abigail for all her expertise and our talented therapists) for their openness and commitment to this process and for the incredible learning opportunities they create for our students.

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Wednesday 7th September

To support Indigenous Literacy Day, Bayside SDS will hold its own simultaneous story time to the book **"Go Home cheeky animals!"**

by Johanna Bell.

Families are invited to support the Indigenous Literacy foundation to help provide books, books in First Languages, and learning resources to children and families living in remote Communities across Australia by donating to (in lieu of gold coin)

Commonwealth Bank – BSB: 063 093
ACC: 10000204 (Bayside Special Developmental School Operation Account)
Reference "ILF donation"

Business Manager Report—Christine Galati

Term 3

News

Issue
1

Parent Payment Contributions - Tax Deductible

All Voluntary Curriculum Contributions along with Voluntary Other Contributions are now **TAX DEDUCTIBLE** for Bayside SDS families.

Payment for 2022 Contributions – payments received from now, you will receive a **Tax Deductible** Receipts which you will be able to claim next financial year.

Please contact our Business Manager, Mrs Christine Galati if you require further information.

christine.galati@education.vic.gov.au

Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum	Amount
Juniors	
Classroom consumables, materials & equipment <ul style="list-style-type: none">Stationary Items – scrapbooks, pens, pencils, glu sticks etc.Art – paint, crayons, canvas, glitter, coloured paper etc.Homecrafts/Cooking ingredients to enable students to explore food and food preparation and to make food for special events throughout the year – pasta, oil bread, flour, jelly, fruit, specialty foods (for students with allergies/not able to consume)Sensory items	\$125.00
Communication tools <ul style="list-style-type: none">assistive technology devices, displays, communication books	\$35.00
Travel expenses <ul style="list-style-type: none">running the school buses for local excursions/events/activities	\$15.00
Other Contributions - for non-curriculum items and activities	Amount
<i>Bayside Special Developmental School has tax-deductible gift recipient status with the Australian Taxation Office. Any donations over \$2 are Tax Deductible.</i>	\$
Total Amount	\$

Curriculum Contributions - items and activities that students use, or participate in, to access the Curriculum	Amount
Seniors	
Classroom consumables, materials & equipment <ul style="list-style-type: none">Stationary Items – scrapbooks, pens, pencils, glu sticks etc.Art – paint, crayons, canvas, glitter, coloured paper etc.Homecrafts/Cooking ingredients to enable students to explore food and food preparation and to make food for special events throughout the year – pasta, oil bread, flour, jelly, fruit, specialty foods (for students with allergies/not able to consume)Sensory items	\$145.00
Communication tools <ul style="list-style-type: none">assistive technology devices, displays, communication books	\$35.00
Travel expenses <ul style="list-style-type: none">running the school buses for local excursions/events/activities	\$15.00
Other Contributions - for non-curriculum items and activities	Amount
<i>Bayside Special Developmental School has tax-deductible gift recipient status with the Australian Taxation Office. Any donations over \$2 are Tax Deductible.</i>	\$
Total Amount	\$

If you have any queries, please do not hesitate to contact Christine on 0409 411 511
Monday to Wednesday