

**DATES TO
REMEMBER**

**Monday 19th July—
Friday 3rd September**

Parent Opinion Survey

**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

ISSUE 13



**Bayside
Special
Developmental
School**

23 AUGUST 2021

***Jeans for Genes Day Fashions
Over \$100 was raised!***

Bayside Bulletin

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL

4 Genoa Street, Moorabbin, 3189

Tel: 9555 4155 Fax: 9553 2476

Email: bayside.sds@education.vic.gov.au Web: www.baysidesds.vic.edu.au

Principal's Report

Operational Requirements



The Victorian Government has announced changes to current restrictions across Victoria until 11:59pm Thursday 2 September.

All regional schools will move back to remote and flexible learning from Monday 23 August under the same settings currently applied to metropolitan Melbourne.

The current interpretation of student with a disability being vulnerable because they cannot learn from home, and/or the student is vulnerable due to family stress applies to all Bayside Special Developmental School students. This means students at Bayside Special Developmental School are eligible for on-site supervision and care at school.

Whilst our school is open, unfortunately at this time there are no excursions, incursions, assemblies, school tours or hydrotherapy able to be undertaken currently until further notice.

Face Masks



For parents and carers a mask must be worn at all times unless a lawful exemption applies. All students at Bayside Special Developmental School have a lawful exemption from wearing a face mask due to the nature and severity of their disability.

Student Health



Stay Home When Unwell

The most important action school communities can take to reduce the risk of transmission of COVID-19, is to ensure that any unwell staff and

students remain at home and get tested, even with the mildest of symptoms. I am appealing to our community to respect these rules to avoid the school being closed for deep cleaning (usually two weeks) in the advent of a positive case. Unwell students on site infect other students and staff who then are required to get COVID tests which could be avoided by unwell students staying at home.

Additionally with the colder weather, there has been a rise in non COVID colds and viruses over the last month which has made it difficult to find replacements for absent staff during this period.

Students and Staff with Underlying Conditions (such as Hay Fever or Asthma)

If a student or staff member has persistent symptoms due to an underlying condition such as hay fever or asthma, the student should still be tested for COVID-19 if they develop symptoms that are different to or worse than their usual symptoms.

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Parents/carers and staff should obtain a medical certificate from their treating GP to confirm that it is safe for them to attend school with persistent symptoms that may overlap with some of the symptoms of COVID-19 such as cough or runny nose.

Young Children and Students with Disabilities with Persistent Mild Symptoms

Younger children and students with disabilities may have prolonged post-viral symptoms such as a runny nose or cough and may return to school following a negative COVID-19 test even if they are not completely free of symptoms. They will need a medical certificate from their GP to confirm they are otherwise well or have recovered from their acute illness.

Any worsening of symptoms will require review and repeat COVID-19 testing, if considered appropriate by the doctor.

Students with a negative COVID-19 test whose symptoms have completely resolved do not need a medical certificate to return to the school.

Building Program



The tender recommendation report is currently being finalised. I hope to be able to make an announcement of the successful builder in the next newsletter. Over the previous fortnight significant effort has been made in moving the last of the desired items from the old building space for either relocation or storing, and I am pleased to say that we are on target to have this part of the job completed by September.

Student Support Groups (SSG)



During the last three weeks, all families and

carers of school-aged students should have participated in a Student Support Group meeting for their child either via telephone or WebEx. Please contact your child's classroom teacher to organise this meeting if this is not the case.

Parent Opinion Survey Extension to Due Date



The closing date for the parent opinion survey has been extended until Friday 3rd September.

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 now have until Friday September 3rd to have your say.

Michael Pepprell
Principal

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Room E1 ~ Liz, Llywela & Debbie

Hello from the Monday and Friday EEP group. Leading up to book week (August 21-27) we have been reading 'Your Birthday Was the BEST!' This book has been very fitting as we have had two birthdays in our group this month—Pablo turned 5 and Jayden turned 4. Happy Birthday boys! To keep with the birthday theme we have been playing with balloons and

choosing favourite songs to dance to while shaking pom poms. The group have been doing a fantastic job joining in and participating in these group activities. Everyone's been great at communicating and making choices about the colour balloon they want and which song they want to dance to. The Wiggles has been in high demand

with Pablo and Felix L making requests for 'Toot Toot, Chugga Chugga, Big Red Car' and Xavier choosing 'Rock A Bye Your Bear'. Jayden, Felix G and Taiga have loved shaking their pom poms to the tunes. On a quieter note Daphne and Xavier in particular, have enjoyed using paint to decorate their own birthday cake pictures.

Room E4 ~ Cheryl & Natasha

In our last book adventure, Kasey, Aiden, Theo, Archer and Oscar visited the jungle to see Gerald the giraffe make some stylish moves at the jungle dance. Well, we have moved on to explore a story with animals that takes place in a house, but there is a twist! Animals from a zoo actually visit a suburban house each day, causing a

few issues for a boy and his mum! There is a hippo splashing in the bath, a lion sleeping on the couch and a cheeky monkey swinging on the stair rails in the hall! Outside in the garden is even a crocodile having a wash in the pool. During the story, the E4 students can add an animal prop to a (dolls) house, bringing the story

alive while selecting key letters for the animal names or matching their individual fun actions. To complement the story even further, a specific dance song is now a favourite, or rather a song being reactivated from the video song library—"Do the monkey", by a very well-known band. I wonder if you know it??

Room E5 ~ Kate & Anouk

The E5 boys have been taking advantage of the nicer weather lately—a sign that spring is on its way! As a class, we have been enjoying using the outdoor play equipment as well as riding our bikes around the basketball court. Sometimes we even set up the cones on the court to practice

weaving in and out of the cones. We all love exploring the new areas around the school, and it's good to practice walking as a group.

We have also been liking our new music sessions in the room. We particularly like it when there are instruments

involved. We all have our favourite instrument. Akain loves the sleigh bells, Mamoud and Al like the tapping sticks, while Franco loves the drums. These sessions are a lot of fun, but very loud!!! Sorry to our classroom neighbours, but we are just having too much fun, ha-ha!

Room E6 ~ Carolina & Neena

We are beginning to explore and learn about our bodies: naming body parts including face, body, hand and feet, legs and arms. As we explore we are counting them too. We are doing this through a range of art and fine motor activities, and creating a book that will be sent home at the end of the term.

We have also started to explore how materials change through a range of experiences which include looking at different everyday materials and foods, and discover how different processes like heating, mixing, adding fluids and so on, changes them. Last week we made popcorn, and enjoyed hearing the popping

sounds and learning about the process by looking at a class video of others making it. Zia, Patrick and James did not eat the end product, but they certainly enjoyed the experience of participating in a group.

Room W1 ~ Abigail & Anna

The students in W1 have been having fun with a new juicing program during science. The juicing machine is hooked up to the switch adaptor device, so that it can be turned on and off with an accessible switch. This week, Jeremy took the fruit and vegetables off to be washed before he and Nisha were supported to chop them in half to fit into the juicing chute. The oranges, apples and carrots are depicted on the aided language display used to

support the activity, and Ben followed staff prompting to place the chopped pieces into the machine. Michelle and Jack were both keen to reach for the switch to turn the juicer on and, if the fruit and vegetables were slow to go down, Jeremy was on hand to lean over and push them down with the plunger! A real collaborative effort! Lachy couldn't take the smile off his face as he had his turn – in anticipation of the sweet juice

that was to come! By this point, the room smelled amazing! Each student had the opportunity to taste and/or smell the juice – it was delicious! Nisha and Jack couldn't get enough! Some of the oranges we used were picked from the school garden - I wonder what fruits and vegetables we will use next week!

Room W2 ~ Cara, Carly & Marion

Halfway through term 3, and we are so close to Spring—bring on that warmer weather! W2 students have been so happy to be at school. Here are a few things we have been getting up to ... Food! We love food. We have been making toast in our cooking sessions with Carly, and now onto fruit smoothies. Will had the opportunity to pick some oranges from the school

trees and juice them—delicious! We have also been busy decorating the classroom with a bit of colour. Dylan loves it when we get the paint out. We also did some printing with shaving cream and paint, which turned out pretty fabulous! Bella has been exploring Proloquo2go on the class iPad and has picked it up very quickly! Kate has been chatting

away, and been very vocal; approaching staff with confidence and clearly expressing to us her wants. Charlotte has been enjoying her hydrotherapy sessions ... whilst they are on hold due to restrictions at the moment, we hope things will return to the new normal very soon! We also had fun dressing up in our best denim for Jeans for Genes day. Enjoy the photos!

Room W3 ~ Gloria & Paddy

Hi All,

Our group have been busy reading our stories, taking turns during games and activities, and being active when the weather lets us get outside. We hope everyone is well at home.

Chris has started a toothbrushing program, Alessandro and

Meckenzie continue to bike ride. Isabella goes walking every day, and Benn enjoys climbing and jumping on the trampoline ... they all enjoy bouncing on the trampoline.

We have a LOT of lemons on our tree, and oranges just getting ripe, so we went down to the garden

and got a whole bag full. We squeezed them to make delicious drinks and sent some home to families for them to use.

In our weekly cooking slot, last week we made burgers, and this week French Toast (eggy bread). We all took part in mixing and pouring and tasting.

Room W4 ~ Charles, Aura & Mel

It has been a challenging couple of weeks for everyone. Some students have been doing home learning – others have been attending the on-site program. It has been great to touch base with families through the SSG meetings. Thank you to all the parents for taking part in that very useful process.

We have been focussing on the in-class programs – communication, movement and social interaction. We've had a lot of fun dressing up with witches hats, and singing and signing action songs. Ellie has taken huge strides in regaining her mobility; Reuvi has been riding his bike with his dad; Jordan has been

really enjoying the company of her class mates; Annabel has had a ball playing with the fruit abacus; Archie has been vocalising many new sounds; and Sam has been getting back on his feet in the standing frame and his walker. Great work, W4. Keep exploring the world and looking out for each other.

Room N1 ~ Ka Ling & Danielle

Hello everyone! I hope you are all keeping well during these times. When the world gives you lemons, you make lemonade! N1 has been collecting some lemons and oranges during recess time, and making ourselves a nice little drink of orange juice or lemonade!

This term, N1 started with a new music program incorporating different instruments and movements. Everyone seems to be enjoying the use of shakers, tapping sticks, drums and everyone's favourite, pool noodles for cardio desk drumming. What is

cardio desk drumming you ask? ... This involves using pool noodles, a desk and some pumping music! With the video model of a teacher dancing and drumming to pop music, students in N1 are all eager to join in to follow the steps to drum, tap and move the pool noodles to the song.

Room N2 ~ Karryn, Marshall & Tincy

What's the time Mr Wolf, has also become the game of choice this fortnight. With the old school gym cleared out in preparation for building works, students have had plenty of space to run when the Wolf howls, Dinnertime! Charles, Carla, Ryan and Abi all took their turn to be the wolf and did well using one to one correspondence to step out the numbers, with little support from staff.

Cardio desk drumming has been introduced across the North Wing recently, and N2 students are enjoying it as much as everyone else is! A few minutes banging on the table with a shortened pool noodle (oops, that should read, drumming to the beat of the music!) is a fun way to release the tension of the day. While there are many video models on You Tube, we

use the Cardio Desk Drumming ones e.g. <https://www.youtube.com/watch?v=TCrYqhXIRRg>.

You may be interested in trying it at home ... No pool noodle? Don't let that stop you, you could use rolled up newspaper, wooden spoons and even just your hands.

Room N3 ~ Lulu & Janine

Well, well, well here we are again with another lockdown! The N3 boys are doing remarkably well at adjusting to the change.

The boys at home have continued with scavenger hunts around their neighbourhood and houses, and have been searching high and low for different colours, numbers and letters.

The boys at school have been working hard on their communication skills with Em, and have particularly enjoyed jumping on the crash mats! They have continued to engage with the CORE words of the week, and enjoy listening to songs and reading books with the core word in them.

Music has also been a hit with the N3 boys with the favourite instruments being drums and the

keyboard. The boys are also enjoying the disco Friday dance parties we have in the senior yard!

This past fortnight the boys have continued with their life skills program, and they have decided that it's back to making toast and cereal for next week. I wonder if they will choose toast or cereal? Watch this space in the next newsletter, and we'll let you know!

Get informed and get vaccinated

Find out more



Authorised by the Victorian Government, Melbourne

Intensive Interaction Report—Dr Mark Barber

Last Newsletter, I posted the reflections of Intensive Interaction given by Pete Elwick, the grandfather of 'William', an autistic 6 year old boy in UK. For those of you who didn't download it as a free PDF from

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

we left it at this point:

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

I've lost count of how many times I have heard this and wanted to shout back, "NO it isn't"!

I must admit, in the early days, my daughter and I also had this rather inaccurate understanding. The first time I attempted Intensive Interaction with William, after seeing a video online, I was amazed by his reaction to my imitation of the sounds he was making! I assumed this was the core element of the approach, and the only way to respond to William's actions/behaviours. Having attended a course presented at the I.I. Institute, we realised there was much more to it, but what was also crucial was the guidance/reflection we received from Lynnette Menzies (Intensive Interaction Team Member & Coordinator) on an ongoing basis.

The question that you as a parent must ask yourself is: why am I imitating this behaviour? What is the purpose of it? And, what am I trying to achieve by doing so? Copying what your child does is a very powerful way of helping them develop awareness of your presence, and of your intentions. It will also help them learn that they can influence the world around them, have a voice, and therefore develop a sense of self. It is therefore crucial to understand WHY we imitate. It is not about mirroring everything a child does, in a wooden, cold, removed way. It is about joining in with a behaviour you feel is conducive to developing your child's awareness and interest.

It's NOT about us being directive; it's about giving control to our child. When Dave Hewett & Melanie Nind were developing Intensive Interaction back in the 80's/90's they identified three underpinning Intensive Interaction principles:

- ◆ The learner is an active participant—doing, thinking, processing, deciding, being creative.
- ◆ The learner shares control with the teacher, leads and contributes to all processes by mostly going first. The learner generates the content and is more or less in charge of the tempo of the activity.
- ◆ The learning activity is intrinsically rewarding and motivating. The reward for being in the activity is the interest and delight of taking part—the learner does not need to receive a sweet or even to be praised.

When we practice Intensive Interaction we don't have an agenda, we don't have targets or a timescale. Giving our child a level of control and letting them go first is crucial in the development of intentional communication. Intensive Interaction parents learn how not to bombard, not to do too much, but just enough to help our child be active and powerful, learn to decide, experiment, exercise curiosity. Intensive Interaction techniques are about us holding back, waiting, allowing time and space for our child to think, process, and act. To eventually do things to which we can then respond in order to develop the flow of the interaction. Resisting the urge to prompt, to make something happen, or recreate something that previously happened between the two people. Minimalism we call it—is possibly the hardest skill to master in Intensive Interaction. Having the confidence to wait will give our child time to think and be confident, and eventually take the first turn. By not doing too much, not driving on, and allowing our child to be in the lead, they can get a sense of control and feel empowered, communicate their needs and wants, and be part of the social world. Intensive Interaction enables our child to independently and spontaneously access the world, and to have free thoughts.

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