

**DATES TO
REMEMBER**

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

Parent Opinion
Survey

**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 14

01 SEPTEMBER 2021

Bayside Bulletin

Principal's Report

Building Program



I am pleased to inform the school community that HCL Constructions has been appointed as the preferred tenderer for the Bayside SDS stage 2 building works. At this stage, works are expected to last 150 working days which should see the works finished around the middle of next year without unforeseen issues.

Footy Colours Day



Advance notice to get your footy gear out and wear it to school on Tuesday 14th September. A

special notice will be sent home to all families during the next week with more detail. Congratulations to all of those teams still alive in the finals race, for the rest of us we can still celebrate our teams on the Bayside SDS footy day. Go Bombers!!

Parent Opinion Survey



A huge thank you to those families who have completed the survey thus far.

The due date for the Parent Opinion Survey has been extended to Friday September 3rd. Please ensure that you complete this survey if you

haven't done so already.

Operational Requirement



On writing this, no further updates have been received with regards to a lessening or tightening of restrictions. Consequently, all the related restrictions as outlined in the last newsletter still stand until further advice is received.

Michael Pepprell
Principal

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

Bayside Bulletin

Assistant Principal's Report

School Hours



With reduced traffic, many parents and carers are arriving at school earlier than anticipated.

Each morning, staff set up the classroom and resources, ready for the day. Often, a team meeting is held to plan for any new issues or matters arising or a whole staff briefing may be required.

Unfortunately we are unable to safely accommodate early student arrivals.

To ensure adequate staff are available and the learning environment is prepared, please do not arrive at classrooms prior to 8:50am. Please aim to arrive between 8:50 and 9:00am. Your co-operation

with this matter would be appreciated.

Disability Inclusion Reform– New Funding Model



Michael and I have attended several on-line meetings pertaining to the new funding model and the disability inclusion reform. All students currently funded on the PSD level funding model at Bayside SDS, who are 15 years and below, will be required to translate to the new tier 3 funding model during the next three years.

✓ The new model will involve completing a student profile which will be completed by an externally appointed facilitator, along with the child's classroom teacher, Principal

Representative and the parents. This meeting is expected to take two hours.

✓ In addition to the Vineland adaptive behaviour assessment, the student profile will be informed by classroom based documentation such as ILPs, SSG minutes, mealtime plans, behavioural support plans, communication supports etc., which informs the necessary adjustments and supports necessary to educate each student under the following functional need domains and activity areas.

More information about this model will be provided in future editions of the Bayside Bulletin.

Tania Castro Millas

Assistant Principal

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

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL
4 Genoa Street, Moorabbin, 3189
Tel: 9555 4155 Fax: 9553 2476

Room E1 ~ Liz, Llywela & Debbie

Daily life in the classroom at the moment is a little strange, with some students learning in the classroom on-site and others continuing to learn from home.

It can be hard and tiring work actively listening whilst sitting with peers during group sessions or one to one work and play ... especially when you're two or three years old! Because of this, the students in E1 have regularly scheduled

access to materials and equipment that aim to stimulate their sensory systems throughout the day. The platform swing and mini trampoline are favourite activities for Vivi, Daphne and Isaac, along with messy tactile experiences, such as finger painting and shaving cream.

Vivi has become an expert at requesting, using her choice board and selecting an activity from her Zones of Regulation options. Daphne has been

multitasking, jumping on the mini trampoline whilst dancing and doing actions to songs at the same time. Isaac was intrigued by his first school experience with shaving cream. He slowly moved his hand across the tray, watching it closely.

Finally, Happy Father's Day to all our Dads, Grandpas and special people!

Room E4 ~ Cheryl & Natasha

Monday afternoons is E4 café time! In the breakout room is the preparation table with spreads and corn thins, while to the side sits a café table for two to eat the finished products. Now it does take a bit to organise, such as choosing a plate and knife from a selection of utensils and then choose a spread from jam, vegemite, or cream cheese. Lauren our OT has been around supporting us to make choices too! Then it's all go with spreading over the top, followed by sitting at the

café table to sample the tasty snack with another E4 patron! Each student is also using the Proloquo2Go program on the school iPad to make great sentences about their choices, or locating a spread jar while being paired with a picture.

Wait, there is more! After the clean-up of putting dishes into the finish tub, it's time to focus on a little bit of self-care. Using the mirror in the bathroom, Kasey, Theo, Aiden, Oscar, and Archer are supported to wipe

their face, wash their hands, and comb their hair.

Last week we celebrated Book Week with special dress up costumes, some party games including a pass the parcel, dance freeze and reading of our featured modified Bayside story—"Your Party was the best". We all had a lot of fun, and yes, including the teachers showing some unique style of costume too!

Room E5 ~ Kate & Anouk

This past fortnight we have been having a lot of fun making all different things. We have been making marble runs, making our own playdoh to take home, and making our Father's Day gifts ... shhhh! Everyone's individual style and artistic talents have really shown through.

Last week we also celebrated Book Week. As a school, we made a book called "Your Birthday was the Best" (Thanks Cara for putting it together). To go along with the theme of the book, we had a pretend birthday party in our room. We played pass the parcel, musical statues and our version of pin the

tail on the donkey, called put the alien in the spaceship. Everyone really enjoyed the party and tried really hard to follow the rules of each game. We also all did a wonderful job sitting and waiting for our turn, as well as cheering all our friends on when it was their turn. Well done E5!!

Room E6 ~ Carolina & Neena

We have started an exploration based activity using the popcorn maker. We are learning to follow the 1, 2, 3 prompts on the interactive smartboard, which includes a funny video, a video of our peers making popcorn and a popcorn assisted language display, which shows the steps and processes involved. It is great to see James very engaged with

the language display; Patrick helping to pour the kernels into the popcorn maker; and Zia shaking the salt over the top. They all enjoyed some sensory play with the popcorn. We will continue to explore this process over the next few weeks.

This week we focussed in on one of the books from Book Week called, 'We Love you

Magoo'. The central character is our cheeky, doggy friend, named Magoo, who is always getting in trouble for wanting things that do not belong to him, like fried eggs, water from the toilet bowl and chewing on his owner's belongings. It ties in beautifully with our theme around pets and animals and it has also been transformed into a counting book too.

Room W1 ~ Abigail & Anna

W1 have been moving and grooving outdoors and making the most of the sunshine! Every day between literacy sessions, the students and staff transition to the courtyard to have a movement break. The transition courtyard is great – as even if it starts to rain, the edges stay under cover and we can still get moving! We put our music on and off we go! Lachy, Jack,

Michelle and Nisha take turns on different days to use the Rifton adapted bike in the courtyard, and Jeremy and Ben take turns heading to the other bike riding area. All students are happy for a walk with a partner – moving to the music and enjoying the opportunity for an interaction in the fresh air. Other times, we take the opportunity to access the static exercise equipment on

the oval – pushing, twisting and balancing at the different stations. After our 15 minutes intensive, we head back to the classroom to sit for morning circle and shared reading activities. The movement break supports everyone's readiness to engage with their learning!

Room W2 ~ Cara, Carly & Marion

Hi Bayside community. We're going to let you in on a secret. If you want a super yummy, super well prepared, super enjoyable fruit smoothie ... you need to make your way down to W2 on Wednesdays. The students in W2 have been preparing lovely smoothies each week, recalling the steps and ingredients each week and definitely revelling in the consumption of them.

Fruit smoothies have consisted of banana, frozen strawberries, yoghurt, milk and a dash of honey. Expertly

sliced, scooped, poured and added to our blender. The best part of this process is activating our switch to start the blender. A loud and fun job shared around the room! If you ask Will his favourite part, he might tell you it's eating the leftovers like strawberries, or a scoop of yoghurt left in the container!

Last week, we initiated a well-being Wednesday. Well Being meaning a treat. Well Being meaning chocolate. Well Being meaning chocolate

Nesquik! Can you see where this is heading? Choc Banana Smoothies ALL ROUND! And weren't they enjoyed and special. Students who hadn't either finished a cup of fruit smoothie before, or who hadn't tasted them yet, guzzled all available servings. Charlotte ended up with a good amount down her front; Kate snuck in a big serve in a special straw cup; and Dylan decided against blowing bubbles with his straw, to actually drink the smoothie. Well Being Wednesday was EXACTLY what we needed!

Room W3 ~ Gloria & Paddy

Hi All,

I hope you are all well at home and surviving the latest restrictions.

Here at Bayside, life goes on. Students working hard and having lots of fun.

Last week we had more stories than usual because it was Book Week.

We enjoyed art and cooking, and have been getting better at using our outdoor exercising equipment.

Till next time ...

Room W4 ~ Charles, Aura & Mel

Mid-winter and mid-lockdown. It has been great to have everybody back together in W4. It seems like a long time since we were all in the same room. We have been making the most of the gaps between showers, and the occasional sunshine, to get out and work on our

mobility—be that walking, rolling or riding. Archie has been experimenting with new vocal sounds; Ellie has been working on her balance and coordination when using her walking frame; Annabel has been enjoying the multicoloured shakers;

Sam has been back in his walker—enjoying the freedom that that gives him; Jordan has been signing along with our songs; and Reuvi has been enjoying his bike up and down and round and round the basketball court. Great work, W4. Never fear, Spring is nearly here!

Room N1 ~ Ka Ling & Danielle

Hello everyone! This week, we celebrated Bianca's 17th Birthday! We had some lovely party games and individually served party snacks. Happy Birthday Bianca!

This week, N1's been reading a new book called "How ~~Not~~ To Annoy Dad", in preparation of our Father's Day/Parent Appreciation Week. We

have been reading all the different ways to ~~NOT~~ annoy dad/mum! Ella, Sakura and Bianca were laughing along with the story and pointing out the funny illustrations in the book.

We have also been making some craft for the occasion, and painted a little survival kit with some chocolate and a spice rub

for meats, vegetables or tofu! Jordan, Tom and Max did a great job focusing on their craft activity, and decorated their kits so well. Here is to all the fathers and parents in N1, Happy Father's Day/Parent Appreciation Week! Thank you for all the hard work you put in for your family!

Room N2 ~ Karryn, Marshall & Tincy

Happy 18th Birthday Ryan! Last Friday the class celebrated Ryan's birthday with a class party. Everyone was very excited, but none more than Ryan himself who used his iPad to tell staff, "I like cake, I like presents." Speaking of communication, Abi did very well remembering to deliver a message from home on her iPad as soon as she arrived at school on Monday. It was great to see Carla flip

through her classroom communication book to request "outside." Lili and Charles have been great participants in the core word work attached to our daily morning meeting. Modelling gestures / signs for this week's word "Down", and last week's "Up", and finding the words on the iPad.

This week, in the senior department we are commencing a Teacher exchange for half an hour on Tuesday afternoon. Each classroom will have a different teacher run a session in their room for a fortnight and then the teachers will rotate to the next classroom for a fortnight. This week N2 welcomes Lulu to the class for her story session.

Room N3 ~ Lulu & Janine

This past fortnight, the boys decided they wanted to make muesli as part of their life skills program. This was a messy but very fun skill we learned. We blended sunflower seeds, pumpkin seeds, raisins and oats in the blender ... it was very loud! The boys then chose what toppings they wanted, the most popular being yoghurt and frozen berries.

We have been reading the book, 'My Dad' in preparation for the upcoming Father's Day. The boys have also been working hard on some special gifts these past two weeks. We'd love to tell you, but we can't ruin the surprise!

Desk drumming has remained a highlight of the school week, and the current favourite is drumming to 'Dance Monkey'. In these sessions, we see the boys using the tables as drums and pool noodles a drumsticks—it's an exciting and energy filled session that's for sure!



Intensive Interaction Report—Dr Mark Barber

Over the past BSDS Newsletters, I have posted the reflections of Intensive Interaction given by Pete Elwick, the grandfather of ‘William’, an autistic 6 year old boy in the 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>

Here is the next misconception about Intensive Interaction he addresses:

Intensive Interaction can only be done in a quiet place.

Intensive Interaction is a one-to-one approach and is based on joining our child, meeting them at their level. Now, whether Intensive Interaction should take place away from a busy environment, the answer is yes, and no. It may be preferable in the early stages to go to a quieter area with your child. There are two reasons for this. Firstly, you may benefit from being in an environment in which you are not going to be disturbed, and in which you can build up confidence in the technique of Intensive Interaction; the first time I tried Intensive Interaction with William I waited until I was alone with him, as I didn’t want to make a fool of myself in front of others – unfortunately that meant that nobody else saw the way he immediately responded and brought a tear to my eye! Secondly, in the early days, this way of interacting is new for you and your child and a quieter environment therefore conducive to develop awareness and understanding. Ultimately, the aim is for your child to receive frequent supply of this type of interaction, many times a day throughout the day, in both planned and scheduled one-to-one times, but integrated into, and flowing through all other activities; one of my most enjoyable and long-lasting sessions of Intensive Interaction with William was in a noisy swimming pool!

Occupational Therapy Report—Lauren

We have been busy at Bayside SDS working on everyday life skills such as cooking. We are always making different meals and drinks including juices, sandwiches, pancakes, breakfast cereal, popcorn, toast, rice cakes and many more. The students have learned there are many different steps to preparing a meal starting with choosing what to eat, following instructions, collecting the required ingredients, preparing ingredients such as washing or cutting, cooking or assembling and finally eating. Within each step to preparing or cooking a meal there are numerous skills the students are working on as they cut, pour, measure, scoop, spread and stir their way to success and explore different tastes, textures and smells:

- Cause and effect e.g. using switches to turn on a juice machine;
- Counting e.g. collecting a particular number of apples to cut;
- Following instructions e.g. following the recipe;
- Object recognition e.g. learning about what different fruit looks like;
- Making choices e.g. choosing what to cook;
- Building fine motor skills e.g. using the hands to open packages or twist open jars;
- Bilateral hand use e.g. using both hands to spread jam on toast;
- Correct hand placement and technique e.g. when using cutlery to eat or cut;
- Motor planning e.g. executing the steps to make a sandwich;
- Visual motor integration e.g. using a spoon to eat cereal;
- Crossing the midline e.g. reaching across the body to pick up an ingredient;
- Impulse control e.g. waiting for the pancakes to cook properly before we eat them.

The list goes on and of course there is the social aspect of cooking together as a group. The students have done a great job of taking turns and sitting down to explore different food together.

It has been a joy watching each student get involved, learn new skills and mostly importantly, have fun.

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

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL
4 Genoa Street, Moorabbin, 3189
Tel: 9555 4155 Fax: 9553 2476



FRIDAY 17th SEPTEMBER - END OF TERM 3
SPRING SCHOOL HOLIDAYS - EARLY DISMISSAL

On Friday 17th September, students will be dismissed at 1:45pm
~ one hour earlier.

Can families please ensure that a responsible person is at home to meet
the students' from the bus at this earlier time.

School resumes on MONDAY 4th OCTOBER for the commencement of
Term 4.

