

**DATES TO
REMEMBER**

**Friday 24th
November**
Student-Free Day—
no students to attend
school on this day.

**Friday 1st
December**
Student Graduation
~ Jan Lake Centre—
3:00pm

**Thursday 14th
December**
End of Year Concert

**Monday 18th
December**
Last Day of 2023
School Year for
Students

**Tuesday 19th
December**
SSG Meetings—
Student-Free Day

**Wednesday 20th
December**
Professional Practice
Day—Student-Free
Day



**Tuesday 30th
January 2024**
First Day of 2024
School Year for
School-aged
Students

BAYSIDE BULLETIN



**Bayside
Special
Developmental
School**

ISSUE 15

08 NOVEMBER 2023

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**

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

Acting Principal's Report

Dear parents and carers,

This is my first real opportunity to introduce myself and contribute to the Bayside Bulletin. I have been asked to support your School for the remainder of the year. As you all know, Michael has retired and the extra support would help the school in the interim. I have introduced myself to some parents when they have been onsite. If you see me around the school please make a point to introduce yourself.

A little bit about me – I have been in the Special School system nearly all my teaching life, which is just over 30 years. Most of that at time

Naranga Special School in Frankston. In that time I have experienced most roles from Educational support, specialist teacher, classroom teacher, middle management and senior management for the last 15 plus years. I have known Michael and Tania for at least 15 years and had many conversations with them at conferences and meetings, so I feel I already knew about the school before I arrived on Monday.

Since arriving at Bayside this week I have enjoyed the opportunity to meet your onsite school community, especially the students. Whilst I do not know them all by name yet, I

am challenging myself to learn more and more names each day. I hope by now all the students have seen me out and about.

I am looking forward to the learning opportunity for myself, and I am confident I will be able to contribute to the school community during my short time in your school. I have already been part of Naranga's School concert, and with your school concert coming up on 14th December, I will experience a second. From what has been shared, I cannot wait. A little reminder to RSVP if you have not yet.

End of school graduations are special events and because of my connection this year to two schools, I will be fortunate to attend both.

Bayside Bulletin

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

Graduations mark the end of a student and family's time at a school and for some, has been more than a decade. I believe the post school options and support are well in place. Whilst I have been introduced to the six graduates, I look forward to the afternoon event.

Finally, being Friday, I will experience my first whole school gathering – the Friday afternoon assembly. From all accounts it is something not to be missed.

I am really looking forward to my time at Bayside Special Development School.

Shaun Bacon
Acting
Principal

Assistant Principal's Report

For personal reasons, I will be taking leave both intermittently and extended, this term. Fortunately, the Region has secured an acting principal for the remainder of Term 4. Shaun is an experienced principal class with vast special education knowledge. We welcomed him to the school on Monday, provided a comprehensive overview of the school, and introduced staff and students. We look forward to working with him over the next seven weeks. Shaun will have introduced himself in this next newsletter. I would like to reassure families that we will continue to provide the highest

quality of education to your child.

This term, we have been busy reviewing classes and staffing, and plan to begin transition sessions in December. Furthermore, requests for bus service for 2024 have been submitted and we anticipate runs will be drafted by early December.

2024 program planning is well underway, and we look forward to introducing some new programs and revisiting other programs in the new year.

Term four is traditionally an eventful and exciting term and a great time to reflect upon the past year to celebrate student achievement and consider new opportunities.

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

EEP ~ Llywela, Carly, & Natasha

In the past fortnight, the school has celebrated Occupational Therapy Week, so what better time than this, to showcase the work and play, EEP students regularly engage in, to develop their gross and fine motor skills, coordination and sensory regulation skills!

Chester has been using scissors with increasing independence to cut printed numerals and use these to fill in the gaps on number lines.

Will enjoys using his proprioceptive and vestibular systems to balance on equipment in the classroom, at outside play and during weekly visits to the Engine Room.

Layla always looks forward to a gross motor circuit, whether setup by staff, or one she has created herself.

Brooke has carefully created necklaces using her fine motor dexterity and hand-eye coordination, to thread small and large beads

Khang is becoming more adventurous in the Engine room, exploring and processing the different textures he feels on his feet from the sensory floor tiles.

Isaac often chooses to request an impromptu music session with staff

during outside time. Incorporating the use of musical instruments such as tapping sticks, is not only fun, but also provides the opportunity to practise bilateral hand skills.

Jordan has used his fine motor skills to communicate using his device and discuss his personalised book with Carly.

Lucas uses a gravity chair to comfortably engage with peers and staff during circle time.

The skills that make up occupational therapy are practised every day!

Room E5 ~ Ka Ling & Danielle

This term, we have a new program for personal grooming. After morning tea and recess, we return to class and then get ourselves ready by listening to the cue in music of "This is the way". We watch video models and listen to songs to support us in practicing wiping our face with a warm cloth, brushing our hair and then brushing our teeth too.

Mamoud accepts help, but often giggles as we attempt to wipe his face. He also holds onto his special comb to gently comb his curls. Akain loves the hair brushing! He leans forward to look at himself in the mirror, making sure no hair is out of place! Yuki and Paddy are stellar at teeth brushing. Once the video model is finished, they readily reach forward for

their toothbrushes and we head straight to the bathroom!

Last week, we also completed some Halloween craft during our OT session. Oscar enjoyed creating his own thumbkin patch and a Jack-o-lantern with Emily! How fun!

Room E6 ~ Cheryl & Alina

We all need some motivation at times, right? You might choose to work out for a chocolate fix, relax time on the couch with Netflix or some outdoor time in the garden. In E6, working on making choices occurs throughout structured activities and daily routines.

Our choice boards are very important to use in play time or between activities. With support and paired with objects Taiga, Xavier, Khizr, Naila, Jack, Nicholas and Mitchell have individual choice boards with a varied mix of favourite activities. The E6 teachers support each student by pairing photos with objects, modelling sentences or offering two choices of objects.

Nicholas has a few favourites, however it's the cause-and-effect sound book that is chosen followed by pod swing.

Xavier enjoys scanning his choice board after mealtimes and sharing his choice, usually cars, with teachers. He is learning to make his request in a sentence and is very proud when he is able to do this!

Jack easily shows his personal preference on choice boards with the pod swing photo. He is able to vocalise the word and seek out teachers to indicate his choice.

Taiga likes to take his time, create his sentence with individual symbols and decide between the fire truck or numbers. He proudly shares his sentence and waits calmly for his choice.

Khizr is able to scan the selection to settle on between vocalising the words either 'number's or 'drawing.'

For **Naila**, the pod swing is the one. However, she enjoys choosing animals too!

It's been very exciting to see each student develop their choice making skills with highly motivating activities. On Alina's and my motivating choice board—some tasty, toasted banana bread or a latte!

PS: Happy Birthday to Xavier for Saturday!

Room N1 ~ Cara, Gemma, Marshall & Chazi

N1's Thursday program continues to follow a regular structure of Bike Riding, Morning Meeting, Social Safety, Personal Care, and visits to the Engine Room. All is running smoothly, but N1 has unfortunately had a slightly disjointed first half of term. Students have had a number of planned medical procedures, unplanned illnesses, and other appointments and absences—we are yet to have a Thursday with all six boys in attendance! With numbers being low however, and the sessions being a little quieter than we're used to, it has

fortunately been quite easy to arrange additional one on one time with individuals who have been away. This has in particular been very useful for Social Safety sessions where themes have been building on what has come before. The big focus in Social Safety this term has been on all things 'Public and Private'. Public and private places, public and private body parts, and, just last week, starting to pull it all together to learn about public and private behaviours. Private behaviours are behaviours which involve private body

parts, and therefore need to only occur in private places, where individuals can be alone, close the door for privacy, and not be seen by others. There have been a few age-appropriate giggles along the way, but really the boys have engaged incredibly well throughout. They are picking up some new Key Word Signs, they are showing a bit more understanding about their bodies, and they are learning to recognise what is, and what is not, appropriate behaviour in different situations. Well done N1!

Room N2 ~ Abigail, Anouk & Jacqui

During our weekly session supported by Emily M, our school speech therapist, N2 have been practising using their communication to order at a café. The new home-crafts room has a roller-blind canteen hatch that opens onto the new covered grass room. This new space has a picnic table and other seating for the students to use when accessing this space – including some funky recliner beanbags. Emily has created an aided language display in Proloquo2Go that provides vocabulary needed when ordering at a

café – while Sam's eye gaze has also been set-up with a similar language display for him to access using the mobile stand attached to his wheelchair. Each student follows the turn-taking visual and comes up to the window to place their order. Chris used Proloquo2Go to say 'I want popcorn'; William also used Proloquo2Go to say 'I want rice pudding please'. Rosie used Proloquo2Go to order, ask 'how much' and say 'thank you' for her chips. Tom used Proloquo2Go to see

what was available at the school café and then spoke along as he built his sentence and placed his order. Sam used his eye gaze device and Grid 3 to request a 'fruit cup', while Jordan studied her choices on Proloquo2Go with Emily before ordering a special treat of a Freddo chocolate. We have four more school café sessions to practise looking at a menu, ordering, paying, waiting and using our manners, before we head down the road to order a drink or snack at our local café.

Room N3 ~ Tiana, Neena, Jacqui & Natasha

It has been a busy and fun filled fortnight for N3 with OT week and a special birthday.

We celebrated Bella's 14th birthday last week with a class party and some visitors from N2. Happy Birthday Bella!

N3 love working with our fantastic OT Emily each week, and in week 4 it was OT week!

It was a fun opportunity for students to earn points by completing their favourite gross motor, fine motor, personal care and sensory exploration activities. Ellie was our class winner earning more than 300 points across the week! Daily yoga and walks earned her a lot of points for gross motor activities.

Charlotte and Jay were also busy earning their points through gross motor, exploring the playground equipment and earning points on the swings. Annabel enjoyed using her hands to explore tactile materials and Bella completed lots of puzzles to earn points for fine motor.

Room W1 ~ Kate & Mel

This fortnight in W1, we have had a lot of fun reading funny books during our group reading sessions. Everyone comes and sits together, and as a group, we vote on what book to read.

This fortnight, the favourites have been; *"This is a Ball"*, *"Do Not Open this Book"*, and *"No one Likes a Fart!"* You can always hear lots of laughter coming from W1 during these sessions, as everyone enjoys the humour and

sarcasm within the book.

Room W2 ~ Colleen & Marion

The current School Wide Positive Behaviour Support (SWPBS) focus is "we get support, help and attention". Each morning during Circle Time, the students in W2 watch a video model of all the ways we can effectively communicate how to ask for help and gain another's attention appropriately. The class also spends time on Thursday afternoons to work intensively to hone skills in asking for help. Students can use their voice, communication

device, sign and/or use PECS to communicate to another person that they need help. Alessandro has been using his voice and his TouchChat app to request help with all manner of difficult tasks throughout the school day. Michelle has been taking staff hands and using gesture to express that she is hungry or wants to play. Lachlan has been handing staff a "help" symbol to request to go outside for a break. And Isabella has been exchanging a

"help" PECS symbol to ask for help: see the attached photo of Issy asking Colleen for help during lunchtime.

By the way, since the last newsletter—which happened to be during OT week ... W2 won the inaugural Bayside SDS Occupational Therapy Week Cup! It was a busy week, full of all different movement and sensory based activities. Well done Alessandro, Isabella, Lachy and Michelle!

Room W3 ~ Charles, Paddy, Natalie & Ali

A busy couple of weeks in W3, with Occupational Therapy Week; excursions to Bricker Reserve and the Baby Eggs Café; Meckenzie's 16th birthday party; a W3 assembly; Halloween; and all our usual activities. At one point last week, we had so many cupcakes (what with Meckenzie's birthday and Halloween – thank you Meckenzie's mum, Jo, and Charles' sister, Sarah) that we didn't know which way to

look! Good problem to have. On top of all that we have started a new shared reading book called 'Every Little Thing'. It's based on the 'Three Little Birds' Bob Marley song, and written by Bob Marley's daughter, Cedella. The book includes the original words to the song plus a couple of extra verses all adding to the message that 'Every little thing's gonna be all right!'

Over the last fortnight, Luca has taken to modelling other peoples' coats; Vigi has had a great dance at Meckenzie's birthday party; Ronny has meticulously stuck about twenty mini-pictures of himself on his Occupational Therapy brick; Charles has been working at wheeling himself across the basketball court and up the hill; and Meckenzie has successfully completed the new sea-scape wooden puzzle.

Room W4 ~ Lulu & Mark

Almost half way through the term already! Time sure does fly when you're having fun!

This term the W4 gang have continued with the cooking program, although we've taken a different approach working on different skills!

The first half of this term we have been working on our spreading skills. We started off icing biscuits

for our letter 'I' focus. Students loved choosing what flavour icing they wanted to use and then choose all the toppings! A favourite were definitely m&m's and sprinkles!

We then moved on to making fairy bread for our letter 'F' focus. Archie and Kate devoured the fairy bread, whilst Theo and Reuvi closely inspected the sprinkles and butter used.

Moving forward, we are working on our pouring skills. We've started with making Weetbix and pouring in our milk. We will then make juice where students will use their AAC to choose different fruits/vegetables they want, put them in, before pouring a refreshing drink ... just in time for summer!

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

Assistive Technology

Last term I outlined Assistive Technology for Reading to assist students with diverse learning needs. Below is a list of Assistive Technology for Writing which can remove barriers for students such as spelling, grammar and difficulties with organising and expressing thoughts.

Types of Assistive Technology (AT) for Writing

There's a wide range of AT tools for writing. Here are some of the most helpful ones:

- ◆ **Handwriting tools** can help students who have trouble with motor skills. For example, a pencil grip makes it easier to hold a pencil properly. A slant board raises the writing surface to give more leverage for handwriting. And lined or graph paper can help with writing in straight lines.
- ◆ **Keyboards and touchscreens** can also help students who struggle with handwriting. Keyboards and touchscreens let you input letters and words through typing or touching the screen, rather than by using a pen or pencil.
- ◆ **Dictation (speech-to-text)** allows you to write by using your voice. As you speak, the words appear on the screen. You can also use verbal commands for things like punctuation. Some dictation software can also be used to convert audio recordings into digital text.
- ◆ **Word prediction** suggests correct spellings of words after only a few letters are typed. Word prediction sometimes uses "word banks" (commonly used words in a topic area) to help writers come up with words and complete their sentences. Keep in mind that unlike dictation, word prediction requires using a keyboard.
- ◆ **Spellcheck and grammar check** are available on most word processors. Some AT tools for writing take spellcheck and grammar check to the next level by checking for incorrect words that sound alike or that don't make sense in context.
- ◆ **Text-to-speech (TTS)** is typically thought of as a reading tool. But TTS can also help with writing. That's because it can read aloud what's written, so you can check for mistakes. Some TTS tools can also read words aloud as they're typed.
- ◆ **Graphic organisers** are visual tools that help break down ideas and projects into smaller parts. You can use these tools to brainstorm and plan what you want to write. Graphic organizers come in many forms, from mind maps to diagrams to flow charts. They can be digital or pen and paper.
- ◆ **Dictionaries and thesauri (print or digital)** let you define a word or find the right one. There are different types of dictionaries and thesauri, too. For example, a picture dictionary uses images to define words.

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

Microsoft Dictate Dictate Your Documents in Word

These instructions were created using the Dictate feature.

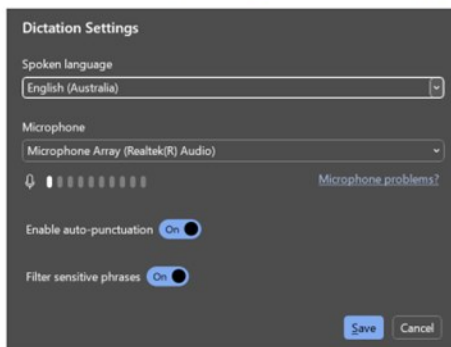
1. Open a new document and press Dictate in the Home menu.



2. Press Dictate and wait for the microphone to start listening.



3. Start speaking to see text appear on the screen.



Tip: Go to Settings to adjust features such as spoken language, microphone set-up, auto-punctuation and filtering sensitive phrases.

Apple Dictate Dictate Text on iPad

1. Go to **Settings > General > Keyboard**
2. Turn on **Enable Dictation**



3. Go to where you want to insert text and tap the **Microphone Button** on the onscreen keyboard.

4. As you speak, text will appear and Apple should automatically insert punctuation for you – **Auto-punctuation** (this setting can be turned off in **Keyboard** settings).

5. Tap the microphone button again when you have finished.

Tip: You can insert emojis by saying their name as you are speaking, for example 'mind blown emoji'.



**Be part of creating an inclusive
and diverse community**



3 DEC



www.idpwd.com.au