

**DATES TO
REMEMBER**

**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**

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Bayside Bulletin

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL

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Principal's Report

Safe and Happy Holidays



As term three draws to a close, I would like to wish the school community safe and happy holidays. I would also like to thank our teaching staff who have, in many cases, been maintaining an online remote learning program and an onsite program, which they have also implemented each day. As you can imagine, this has been exhausting and required many extra hours of work each week, which has been performed diligently and without complaint. I must say that the whole staff have been fantastic in resuming their duties onsite in the face of so much uncertainty, but their dedication and commitment to our students is obvious and is recognised.

Building Program



The excitement is building as the stage 2 of demolition is scheduled to take place during the upcoming school holiday break. Whilst the old building holds many fond memories, it certainly will be a welcome sight to see the program for stage 2 building works finally underway.

Footy Day



Tuesday saw our school community celebrate their favourite team by wearing their colours. This year due to restrictions there was no parade, visiting footballers or shared activities, however each class participated individually in some football based activities and a competition for the best decorated classroom entrance was held.

Disability Inclusion Outreach Coach



I am pleased to announce the appointment of Beck McCowan to the position of Disability Inclusion Outreach Coach. The position will see Beck attached to our school for one day a week, and then assisting schools in the Bayside and Peninsula area with cultural change in the area of disability inclusion. Beck will start at our school at the beginning of term 4.

Operational Requirements



Unfortunately a rise in the daily case numbers have meant that previous restrictions are still in place for schools. These include limitations on visitors, no mass gatherings or special events for items such as assemblies and footy day parades, no incursions or excursions and heightened procedures around the wearing of face masks, handwashing and cleaning. Under the guidelines, the school is still able to run a hydrotherapy program, and all

students are eligible to attend each day.

It is of utmost importance that anybody who is presenting as unwell does not attend onsite to avoid a school outbreak, and possible a school closure.

Something to Think About



"When you reach the end of your rope, tie a knot in it and hang on." - Franklin D. Roosevelt

This quote is about not giving up. If all seems lost, and you are at the end of your rope, the quote says to hold on, and help yourself by adding a knot at the end.

FDR (as he was known) had a lot of rough times in his life. He contracted Polio as an adult, and guided the USA through the Great Depression and World War II. And those are just a few of them. He knew the end of the rope quite well.

But he also knew how to tie a knot and hold on. The refusal to give up is simply a decision. And once you make the decision, it is simply a matter of executing. Tie your knot and hold on. Keep at it, and never give up.

Early Finish End of Term 3



Friday the 17th is the last day of term one. School will finish 1 hour earlier than usual on this day. Please ensure a responsible person is available to meet your child from the bus.

Michael Pepprell
Principal

Bayside Bulletin

Assistant Principal's Report

Daily Communication



Next term all teachers will receive a new iPads for administrative purposes including communicating with parents and carers using Seesaw. Seesaw is checked at the start of the school day—8:20 - 8:40 and end of the day 3:00 - 3:30. If you need to communicate information during teaching time, such as cancellation of bus travel or early pick up on the day, please ring the school to ensure the information is received in a timely manner.

Disability Inclusion Reform

The Disability Inclusion reform package will be introduced over a staged rollout between 2021 to 2025 as a new funding and support model for students with disability.

Schools in the Bayside Peninsula, Barwon and Loddon Campaspe Areas and five supported inclusion schools will participate in Year 1 of the Disability Inclusion

rollout from Term 3, 2021.

Disability Inclusion will introduce:

- a new school funding model for students with disability to support inclusive practice in schools
- a new Disability Inclusion Profile process to help schools and families identify the strengths, needs and educational adjustments schools can make to assist students with disability – this process will inform Tier 3 student-level funding allocations
- new initiatives to strengthen skills and knowledge in inclusive education across the school system
- additional regional disability support roles and dedicated implementation teams.

COVID 19 Vaccinations – Disability Liaison Officers (DLOS)



DLOs can support:

- NDIS participants
- people with a disability holding government issued letters of eligibility for vaccines, and
- people eligible for vaccination according to the Commonwealth Vaccines Eligibility Checker

What information do I need to give to a DLO to get help?

The best way to request support is to complete this easy online form Request for Disability Liaison Officer Support. Using the form is the fastest way to get support as it gives them all the information they need. If you can't use the form you can email DLOcoordinator@dhhs.vic.gov.au with your details.

Can a DLO help me to get a vaccine at my private residence?

All vaccination centres are accessible, however if you're not able to attend one, you can email a DLO coordinator for help.

Tania Castro Millas

Assistant Principal

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Room E1 ~ Liz, Llywela & Debbie

Over the last couple of weeks we have brought out some new fun toys to play with—a ball run and cool elephant ball popping toy. These activities have drawn the students together and given everyone the opportunity to practice sharing their space and turn taking. This is not always easy with such

amusing toys, however everyone stepped up to the challenge! Felix L and Pablo expertly helped put the ball run together, jumping and smiling with excitement as they placed their balls down the run. Taiga liked shaking the ball with colourful beads. Xavier and Daphne eagerly placed theirs into

the elephant's ear and watched it fly out the elephant's trunk. Taiga and Felix G also did a great job sharing a tub of dried colourful pasta during our afternoon tactile sensory play. Well done to all on a wonderful term, and finally we wish everyone a safe and happy holiday!

Room E4 ~ Cheryl & Natasha

As we reach the end of term 4, Archer, Aiden, Kasey, Theo, and Oscar all decided to really test out Cheryl and Tash with a request, "Can E4 have a zoo?" "Certainly not!", said Cheryl and Tash, however on Monday Theo put in a giraffe, on Tuesday Oscar put in a Hippo, on Wednesday Archer put in a Monkey, on Thursday Kasey put in a crocodile and on Friday Aiden put in a lion! To finish off the last few weeks, the adapted E4 book has been a bit of fun with our own class story to

recreate and follow, including Cheryl and Tash forgetting to send back the gorilla! We are still looking for him too!

During our Numeracy block, the students have participated in *What's the time Mr Wolf?* joining in the fun of learning the o'clock events building up to a well known ending. Complementing the story has been our big clock face with movable hands, a story with 'Tick, Tock Dog and a matching activity with illustrations

retelling the 'Dog's day. Now add a few catchy time videos, a wolf puppet and E4 are set for some action. We have also made an E4 o'clock class story too! Each student have their very own pages building up to an exciting ending with a teacher page. "Dinnertime," anyone? See you all next term and be aware of a wolf who is on the hunt, perhaps he will move out to the country to visit The Three Little Pigs!

Room E5 ~ Kate & Anouk

Happy last week of term 3 everybody. This last fortnight we have had a lot of exciting things happening in the room. Particularly Ferris' 7th birthday party, where we all enjoyed a cupcake and singing happy birthday to him. We also celebrated

footy day, where we all got dressed up, played different kicking and handballing games and some of us even got our faces painted by Caro! We also really enjoyed going for a walk around the courtyard and seeing each classroom's

artistic talents in the footy day door displays. Everyone put in so much effort and they all looked great!

We hope that everyone has a lovely relaxing holidays. We will see you all in term 4.

Room E6 ~ Carolina & Neena

The highlight has been the build up to Footy Day. We have created some art involving some collage and also participated in a wonderful morning of footy play, face painting and dress up with footy colours. It has been great seeing students and staff in their team jerseys from football and soccer too. It was a really great celebration and something that

is a memorable way of ending the term.

This week we focussed in on looking at how we care for our bodies. We have started exploring brushing our hair and teeth. Our students have been interacting with some of the skills in different ways. James is doing absolutely fabulous work bringing the toothbrush

to his mouth and moving it within his mouth, and also having a go at brushing his hair. Zia is motivated to hold the brush and is accepting of having her hair brushed.

Patrick is pictured (photo pages) enjoying sensory play with popcorn, literally sitting in a tub whilst sifting and tossing it in the air.

Room W1 ~ Abigail & Anna

Welcome to the last week of Term 3! It has been a term of many parts – but we are grateful to have finished it with a number of weeks learning together at school! At the end of term, I like to take the opportunity to look back over our photos and notes and share a highlight for each student. Michelle was awarded *Student of the Week* for engaging with the new object symbols and for walking with independence, and staying with the group, during familiar transitions between the classroom and the playground. Jack has extended his

communication skills in his social interactions with others and is always ready for some one-on-one time with a familiar partner. Nisha has been excited to bring her iPad from home and to use her new communication software while at school – especially to request songs from a staff member. Ben has been embracing the warmer weather and has been back out on the bike, navigating the cones on the bike riding course and riding the bike for increasing lengths of time. Lachy had a birthday this term and we enjoyed

playing party games and sharing some yummy cake together – Lachy wanted the birthday song to go on forever! Jeremy has progressed in his literacy work, being quick to the table for reading and spelling activities – listening hard and building his accuracy in spelling what he hears!

Thank you to Anna, Bhash and Sharran for their support of the students and the learning programs across the term. I hope everyone has a relaxing and enjoyable break and look forward to more fun in term 4!

Room W2 ~ Cara, Carly & Marion

What a whirlwind of a term it has been! We have been very grateful to attend onsite; meaning we are able to see all our students' smiling faces here in W2! This term we have been working hard on our communication. With visits from Emily our speech therapist on a Tuesday, helping to consolidate our learning. We visit imagination station with her and this is where Bella has been using her big loud voice to say, "Ready, Set, Go",

before she knocks over her block towers. William has been showing us all the useful ways to find core words on the iPad using Proloquo2Go. He is quite the expert! Charlotte has been enjoying being back in the hydrotherapy pool, and we are hopeful the program will continue next term too.

As I write this, the school courtyard is a sea of footy colours. We have

a few die-hard AFL fans in here ... myself included. Marion is extremely happy that her team (Demons) beat my team (Cats) to make it to the AFL Grand Final. Carly, Kate and Charlotte are loyal Saints' fans, and are wearing their red, white and black loud and proud!

We wish you all a safe holidays and hopefully when we return in term 4 with the sun a bit brighter and a few restrictions eased! Enjoy the photos.

Room W3 ~ Gloria & Paddy

Hi All,

Well we made it to the end of Term 3 ... What's it all been about, I wonder?

Rules and Restrictions, Sanitising and Social Distancing, Curtailed and Curfewed, and here at Bayside we

have continued with our programs, Reading and Viewing, Speaking and Listening, Numeracy, Personal and Social Programs, etc., etc. But for our happy gang in W3, it's always a lot of fun and laughter, music and

dancing, cooking and eating and having a great time together.

I hope that all our students and families have a good couple of weeks break. Stay safe and sane everyone.

Till Term 4 ...

Room W4 ~ Charles, Aura & Mel

Despite lockdown, we have been gradually adding new/old activities to the W4 program. Tuesday afternoons sees the senior teachers swapping classes for a storytelling/literacy session. Each teacher will teach for two weeks in each of the other senior classes. For the last two weeks, Karryn has been teaching about different clothes for different

weathers (very appropriate) based on the Frog Skiing book. Lulu will be teaching for the next two Tuesdays. Hydrotherapy is gradually returning too. Thank you to Sharran and Kristin for arranging those sessions. Friday lunchtime has become a scrambled egg party. Students mix and help to serve the yummy snack. Jordan, especially,

has been enjoying the cooking; Annabel has been outside more with the sunny days; Archie has been doing a bit of running to and from the bike shed; Ellie has been developing her wild dancing style; Reuvi has been warming to our music sessions; and Sam has been working on dragging icons in our Go! online games. Have a good holiday, W4!

Room N1 ~ Ka Ling & Danielle

With a blink of an eye, we have come to the end of Term 3! This past fortnight, N1 has been making predictions and collecting data in a science experiment. We observe the chemical reaction of vinegar and bicarbonate soda by watching a balloon inflate with the gas produced from it! Everyone was very eager to participate, and we even trialled different ingredients

to observe if there will be a different chemical reaction like vinegar and salt or bicarbonate soda with water. We measured different amounts of vinegar and bicarbonate soda to see if the balloons inflated more or less!

For the last week of term, N1 has organised a fun program of "N1_The Voice: Blind Audition"! Since everyone is a keen singer, we had

selected our song choice on Monday and will practise singing throughout the week. On Friday, we will have our Blind Auditions, with students seated on a scooter board to turn around for their favourite singer! Watch this space to see who was able to turn some chairs!

Have a wonderful school holidays and we look forward to Term 4!

Room N2 ~ Karryn & Marshall

Everyone in N2 has enjoyed working outside in sunshine and fresh air over the last few weeks. Taking turns to throw the basketball into the hoop, riding a bike, playing following the leader or using the outdoor gym have broken up the usual classroom routines. Continuing the physical activity theme in the classroom, empty cardboard boxes were stacked to create a tall tower.

Students took turns to throw a ball into the stack to see how many boxes they knocked down. Each box had a picture symbol attached and students were supported to identify the image and / or its initial letter, as part of the weekly word work.

Lulu (teacher N3) shared a story "Brown Rabbit's Shape Book", and this week Ka Ling from N1 is

coming to read a story using hats and masks, as part of our Tuesday teacher exchange remix session.

With Term 3 ending, it is hard to believe we only have one more term to go. We hope all students have a safe and relaxing break. We look forward to seeing them return on October 4.

Room N3 ~ Lulu & Janine

Well, well, well here we are the last newsletter of term 3! What a crazy term this has been! The N3 boys have had an incredible term despite all the hurdles thrown our way. Life skills has continued to be one of the biggest highlights this term. We have made: muesli, toast, cereal, pancakes and sausages. Next term we are excited to add

hygiene into our life skills, focusing on teeth brushing and putting on our shoes and socks!

This past week the boys have enjoyed making chocolate milk, and reading 'Room on the Broom' to focus on our CORE word, 'on'. This was one of the boys' favourite books that we read multiple times daily, for about two whole weeks! We

dressed up as a witch and the broom was perfect for a witch!

We hope everyone has a lovely, relaxing break, and we look forward to seeing you all again in Term 4! Stay safe.

Get informed and get vaccinated

[Find out more](#)



Authorised by the Victorian Government, Melbourne

Intensive Interaction Report—Dr Mark Barber

Over the past two 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 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:

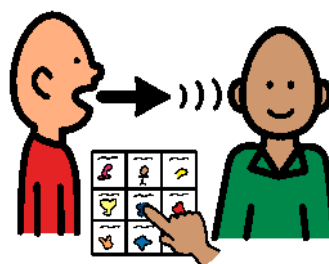
Intensive Interaction is effortless.

The core technique of Intensive Interaction is tuning-in. It took me a while to be able to grasp the full meaning of this technique. When we tune-in, we are fully present, in the moment, listening, reading, and interpreting all the signals our child sends. It is only by tuning-in that we will know how to meet our child where they are at and know how to respond accordingly. It is a highly demanding process - “Intensive”, in which we must give all our attention and focus to read our child moment by moment; sometimes it can happen within a few seconds, but often takes much longer, and may not happen at all!

Speech Pathology Report—Emily

Aided Language Stimulation

Here at bayside SDS student's communication is encouraged through a variety of modalities – such as using speech, sign language, body language, picture symbols and electronic and non-electronic communication devices. Staff regularly attend Professional Development sessions and are highly skilled in implementing all of the above strategies and helping students access the school curriculum using their individual communication system.



Here at Bayside, staff know how crucial it is for Augmentative and Alternative Communication (AAC) users to be surrounded by communication partners who are confident to model language to them on their individuals communication system. This means that family members, friends, teachers, therapists, carers - everyone, speaking and modelling language using their AAC system, all the time! This is known as aided language stimulation.

The average 18 month old has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system and receives speech-language therapy two times per week for 20-30 minute sessions will reach this same amount of language exposure in 84 years. (Jane Korsten)

What is Aided Language Stimulation/Modelling

Aided Language Stimulation is a language stimulation approach in which the communication partner points to the picture symbols on a student's communication display and pairs it with speech/language stimulation. This serves as a model for the child learning to use AAC about the use of symbols/text/body language for conveying a message.

Top tips for communication partners during Aided Language Stimulation:

1. **Presume potential.**
Expect that the user can learn and will benefit from AAC and aided language modelling.
2. **Always make the AAC system available!**
Make sure it's charged, out of their bag and with them wherever they go!
3. **WAIT!**
It's very easy to keep on talking, but make sure you pause after you speak and model and wait for the user to respond.
4. **Learn the language in their AAC system.**
Each communication system will have its own symbols, pages and layout. To begin with, you may want to learn the location of a small number of core words, along with favourite nouns (people, places, items) and practice finding them in the system.
5. **Model a variety of words.**
There are lots of different words you can model. Not only words to request ('want it', 'more') but to reject ('don't want'), protest ('stop it!') to comment ('good', 'Oh no!'), describe (e.g., 'The big, green apple'), to greet ('hey!) or to ask a question (e.g. 'who', 'what', 'where').
6. **Respond to all communication attempts.**
When you're speaking with the AAC user, observe their facial expressions, vocalisations, gestures or words generated on their AAC system. We need to acknowledge any cues given and treat these as intentional forms of communication.
7. **Use open ended question.**
Allow the user to 'show what they know' and take the lead. For example, instead of asking, "Did you have a good day", consider asking "Tell me about your day."

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