

**DATES TO
REMEMBER**

**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

**Thursday 16th
December**

Last Day of
2021 School
Year for
Students

**Friday 17th
December**

Student Free
Day ~ SSG
Meetings

BAYSIDE BULLETIN

ISSUE 16

13 OCTOBER 2021



**Bayside
Special
Developmental
School**

***Congratulations to Christine Galati on 45
years of service with the Department of
Education & Training***

Bayside Bulletin

Principal's Report

Welcome Back



Welcome back to all of our students and their families for term 4 in what has been another highly unusual year with regards to the programs the school has been able to offer, particularly those which are out into the community.

Unfortunately, a rise in the daily case numbers from last term have meant that previous activity restrictions are still currently in place for schools. These include limitations on visitors, no mass gatherings or special events for items such as assemblies and parades, no incursions or excursions and heightened procedures around the wearing of facemasks, handwashing and cleaning. As restrictions are planned to be eased in the coming weeks, I will inform the school community as they come to hand.

Building Program



It was with much excitement that the building company HLC Constructions took possession of the old building during the first Monday of the holidays.

Builder's huts arrived and various tradesmen were onsite to disconnect services and ready the building for asbestos removal and demolition. Unfortunately, by the end of the day a two-week shut down for the construction industry had been called and all works had ground to a halt. This has necessitated the scheduled works to be undertaken after hours or on the weekends which at the moment is in the process of being worked out with sub-contractors and the Victorian School Building Authority (VSBA).

Congratulations



I am pleased to convey that Rebecca Ograzden has been successful in her application for a graduate teacher position at Officer Specialist School. Rebecca has been working at Bayside SDS in the position of Education Support over ten years whilst studying for her teaching qualifications and is currently on maternity leave after being blessed with a son, Dexter 5 ½ months ago. I would like to take this opportunity to wish Bec all the best with her new position and thank her for all of her efforts whilst at Bayside SDS.

Operational Requirements



During the remainder of 2021 as lockdown procedures loosen and students across the state return to onsite learning, it is anticipated that there will be several occasions where staff and students may require to be tested and/or quarantined whilst awaiting results. Unfortunately, this is going to be the new normal, and I remind all members of our community that this does not mean that there is a positive case, or an outbreak at the school. It is really important in these situations to ensure an orderly response and avoid panic and misinformation, whilst respecting the privacy of those involved.

To ensure that our school community receives timely and accurate information and instructions in the event of a positive case, the Department of Education and Training (DET) has comprehensive procedures in place with the Department of Health to manage suspected or confirmed cases of COVID-19 in schools. This will generally include a letter to our staff and a letter to our school community.

Additionally, the current advice is that schools must now also be advised if a student or staff member at their school has been identified by the Department

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Bayside Bulletin

of Health as a close contact of a person with COVID-19.

Schools will be asked to confirm that the student or staff member identified as a close contact is not attending school during this time. If the student or staff member is attending school, they must be sent home immediately.

Close contacts are contacted directly by the Department of Health regarding requirements for quarantine and testing; the student or staff member should not attend school until they are advised by the Department of Health that their quarantine has concluded. Students or staff members should bring a copy of the clearance message (text, email or letter) they receive from the Department of Health indicating that their quarantine period has ended when they return to school.

Congratulations

Congratulations!

Congratulations to our business manager Christine Galati who has been recognised by the department of education for completing 45 years of service in the 2021 honour roll.

Michael Pepprell
Principal

Assistant Principal's Report

Disability Inclusion Reform



From this term, our school will begin introducing some changes to help us strengthen support for students with disability. It involves:

- a new Disability Inclusion Profile and school funding model to strengthen support for students with disability;
- more resources, training and coaching for our teachers and school staff about the best ways to support students with disability.

The **Disability Inclusion Profile** will be available to help us identify the strengths, needs, and educational adjustments we can make to assist students with disability and additional learning needs. The Disability Inclusion Profile replaces the Program for Students with Disabilities (PSD) application process.

Over the coming years, we will invite families of students who are currently part of the PSD, and other students with disability and additional learning needs, to participate in a meeting to complete a Disability Inclusion Profile.

If you have any questions about your child's learning or Disability Inclusion, please contact Michael or myself.

NDIS Information Exchange Meeting



The final meeting for the year is scheduled for Tuesday the 9th of November. A pre-meeting form must be submitted five (5) working days prior to the meeting, and you can download this form from the school website, under the resources section. If you wish to make a booking, please contact me via phone or the school email .

Tania Castro Millas
Assistant Principal

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Room E1 ~ Liz, Llywela & Debbie

This term, we have welcomed two new students Ariel and Lachie, along with their families to the Early Education Program. Both Ariel and Lachie commenced this week in the classroom and have so far, enjoyed their time exploring new spaces and experiences and making new friends.

On Wednesday, Ariel enjoyed exploring the classroom playing with cars and trains, listening to and looking at books, counting and listening to music.

Isaac had an exciting holiday period, taking his first independent steps! Well done Isaac! It was clear that Isaac felt a sense of pride, as he showed us how he could walk across the room.

It was wonderful to have Nissim back at school this term. Despite the active and tiring day, Nissim happily engaged in activities, physiotherapy and social interactions throughout the day.

Vivienne and Daphne showed their happiness in seeing each other after the term break. Vivienne waited at the classroom door to greet Daphne, after observing her coming through the gate into EEP with her mother.

Vivienne and Daphne took turns to share the ball run in the afternoon. Each of them intently watched as the other dropped a ball into the top and let it run down.

It has been a wonderful start to Term 4

Room E4 ~ Cheryl & Natasha

Welcome back everyone, to term 4!

Every Wednesday morning before morning tea, we have our scheduled numeracy session that centres on participating in a specific story. 'Animals on Board' is our maths story in focus for the next few weeks. This story shows a convoy of trucks on each page carrying some exotic animals such as tigers and pandas. The first truck has 3 tigers, followed by the second truck with 2 more tigers. Together with our story

props Archer, Aiden and Kasey count along to find how many there are in total.



There are opportunities to model addition equations with our numbers, story props and number cards. Once we have followed the trucks with swans, frogs, horses with their own

addition equation to solve, we end up at a circus site under a big tarp. Next for the E4 crew is to set up our class animal equations with our two toy trucks. Theo and Oscar assist to drop in a specific number for the first truck and second trucks, followed by the group counting along to produce our own animal equations. Our first truck is just perfect with a big tray out the back for the scenario of stacking and overloading with our animal collection!

Room E5 ~ Kate & Anouk

Happy term 4 everyone! Welcome back to school. We hope you all had lovely relaxing holidays.

The E5 boys have settled straight back into the classroom routine which has been great to see. The highlight of the week would definitely be our cooking and music sessions. This term for cooking, we are

focusing on our chopping skills. To start off the term, we have been practising cutting up different vegetables safely; then after all the veggies are cut up, we get to try all the different veggies. Capsicum and carrot seem to be everyone's favourites at the moment.

During music sessions, we have been getting to play lots of different instruments as well as practice of dance moves. The favourite song at the moment is, "the freeze game", that gets everyone dancing and following the song instructions. It's been great to see the E5 boys giving everything a go and trying their best.

Room E6 ~ Carolina & Neena

This fortnight we welcomed our students back to school after a restful two weeks. We started our book for our focussed shared reading sessions. We introduced the characters from the story of the gingerbread man: old lady, old man, gingerbread man, pig, horse, cow and fox. Students are engaging with the chant. "Run, run as fast as you can, you can't catch me I'm the gingerbread

man!" James is doing a great job naming and recognising the animals and singing along with the chant. Zia laughs and stamps her feet as we run, and Patrick rocks to the beat.

The weather has been generous with lots of sunny days with our outside playtimes being very enjoyable - games of chasey, mat time outside and time in

the sand pit, followed by good transitions back to class. Our focus on shapes in an interactive format is highly anticipated and all our students are making choices from our shape board. James is highly engaged; matching and naming shapes as they appear in screen or in our book.

Great first two weeks back!

Room W1 ~ Abigail & Anna

Welcome back to term 4! The students in W1 have hit the ground running with their literacy program and a highlight of the week continues to be our writing session on a Thursday – where all students have the opportunity to contribute a page to a class book related to our current shared reading focus. The session begins with staff modelling the writing for their page in the book. For example, for the book *Walking Through the Jungle*, we might write 'I see an elephant!' then the next person

has a go to add what they see! Students are encouraged to add their own shapes/letters/words to the screen and select an image that goes with their words. Once at the board, Michelle is quick to take the stylus and explore making marks on the page. Jeremy uses the keyboard to complete the sentence and then copies his words using handwriting. Jack uses his gaze to select a printed visual to indicate the word he would like for his page and is supported to use the stylus to add his colourful writing on

the screen. After using the stylus, Nisha loves choosing a picture to go with her choice of words – scanning for her favourite funny image from the online selection. Lachy looks closely at the pictures while he is supported to move the stylus across the screen. Ben likes to make strong straight lines using the stylus and enjoys the finished book being read back to him. We are looking forward to sharing copies of our class books with families at the end of term!

Room W2 ~ Cara, Carly & Marion

Welcome to our last term of the year. Cara, Marion and I are so proud of our students for the year they have had so far. School interruptions/closures, staff changes, a new classmate – welcome Bella to full time status! – and look at us thriving and having fun at school! In term 4, we consolidate learned skills and assess for end of year reporting, but also include some new learning topics and follow along with our

school wide programs.

These include CORE vocabulary - a new word each week, and our school wide positive behaviour skills – this term is learning to "ask for a break". Explicit teaching sessions in these school wide programs are timetabled on a Monday, however across the week, we use many incidental opportunities to further practice and highlight these new skills.

Included in our photos this week, you will see some examples of using "in" during activities and we introduce our core word each week with interactive boards prepared expertly by Marion.

Cara has been very excited to re-introduce a personal care program with the support of our OT Lauren on Tuesday. Hair brushing, hand washing and teeth cleaning all occur during this hands-on session. There are photos in the back of students participating.

Room W3 ~ Gloria & Paddy

Hi All and Welcome Back for Term 4.

Last week I was unable to come to work, and so many thanks to Paddy and Melissa who had fun in my absence. I am back now and this week we have started on a few spooky art works for

Halloween.

Alessandro celebrated his 12th birthday last week, and Meckenzie will have a spooky one at the end of the month.

Last week the students made porridge, as we had been reading the

Goldilocks and the Three Bears story. This week, we juiced oranges from Chris' garden—they were delicious. (Thanks Supatra!)

It's good to be back, and the students are all healthy and happy.

Till next time ...

Room W4 ~ Charles, Aura & Mel

W4 have been revisiting an old favourite – 'Here We Go Round the Mulberry Bush'. We've been singing the song and dancing around our version of a mulberry bush (actually the middle third of Mel's old Christmas tree). We've been doing the actions – combing our hair; washing our faces; waving goodbye; brushing

our teeth; and putting on our clothes. And, we've been using pink play dough to make mulberries. Like everyone else, we're not really sure what colour mulberries are, so, we've plumped for pink. We're planning to hook the mulberries onto the bush. Jordan has been enjoying dancing the Hokey Pokey; Reuvi has

been spending time on the intermediate yard hammock; Ellie has been doing great bike steering; Annabel has been playing with the giant outdoor abacus; Archie has been using his iPad to introduce himself; and Sam has been racing around with his walker. Rainy days ahead, W4. Let's hope we can get out between the showers.

Room N1 ~ Ka Ling & Danielle

Welcome back to school. I hope everyone had a lovely school holidays! We've started Term 4 with a class party! Happy 14th Birthday to Max! Everyone was so excited to join in with some musical chairs and pin the tail on the donkey, before having some sausage rolls, party pies and cupcakes to celebrate.

With Halloween coming up in a few weeks, N1 has the theme Halloween for the

month of October. We have been reading "The Unscary Book" by Nick Bland. We've been creating some monsters and werewolves to decorate our classroom. Tom, Sakura and Bianca have been happy to create some scary characters. Colette has been making some monster craft at home too. We will continue to decorate over the next few weeks and hopefully by Halloween, we will have

ourselves a haunted house! This fortnight, we are making 'Witches Green Pasta' by mixing our own pesto and stirring in some peas and beans. Jordan and Adam are always helpful during our cooking session! Besides that, we will also have sensory play sessions to explore and observe some messy and slimy experiments. It might just end up being a horrifyingly cool month!

Room N2 ~ Karryn & Marshall

By the end of term 3, **everyone** was constantly yawning, physically lethargic and several students could barely keep their eyes open, so it is great to see they have all returned refreshed with increased energy and renewed focus to engage in our classroom activities, after the two week break.

Breaks are important to help us cope with our emotions and to reboot concentration and focus on our work. They can take many forms including:

the scheduled recess breaks that occur across the school day; movement breaks such as a walk, a dance to an action song, or a quick game of balloon tennis in between structured sessions; drink breaks to stay hydrated and sensory breaks, e.g., moving to a quieter environment if the classroom noise is overwhelming.

This term our SWPBS School focus is, "We can ask for a break." Using modelling, role-play, video and

visual supports, we will be working to support students to request a break when they need.

During our first week back, we revisited familiar activities from term 3, especially stories. Duck! written by Meg McKinlay was very popular. New activities are being introduced including the topic 'Personal Space.' Next week I will send home an updated timetable outlining the changes.

Room N3 ~ Lulu & Janine

Welcome back to term 4.

Wow, we can't believe we're already in term 4. We hope everyone is back and feeling refreshed for the term ahead!

The N3 boys have had a lovely first week back, and have picked up where they left off easily. We continued with the breakfast program this term

however, have also started our hygiene program. The boys have enjoyed brushing their own teeth and putting on their own deodorant.

The story of the fortnight is 'From Head to Toe', by Eric Carle and the boys have really been enjoying the book. This book has seen the boys, clapping like a seal, stomping

like an elephant, thumping their chests like a gorilla and wriggling their hips like a crocodile.

Ronny was our Student of the Week for week 1, for creating a sentence independently using Proloquo2Go. Excellent work Ronny!

Get informed and get vaccinated

[Find out more](#)



Authorised by the Victorian Government, Melbourne

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 UK. For those of you who didn’t down load 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:

It is a nice thing to do but it’s not really teaching.

In Intensive Interaction we talk about a pleasurable time between the two people involved. Unless we know why we do Intensive Interaction it’s likely to remain this lovely thing we do, but only when we get a chance. By taking part in Intensive Interaction our child has the opportunity to rehearse the Fundamentals of Communication; some people may not consider that “teaching”, but it’s almost certainly the most important “learning” that your child will ever do!

Intensive Interaction Report—Dr Mark Barber

Intensive Interaction: STOP PRESS

The eagle-eyed among you may have noticed report on ABC over the holiday, 'Early intervention for babies showing signs of autism: On Health Report with Dr Norman Swan'. The article and radio news described research that suggests that children living with autism can be helped to develop improve communication skills. [**BTW:** *If you're interested in reading the actual research, google 'Effect of Pre-emptive Intervention on Developmental Outcomes Among Infants Showing Early Signs of Autism A Randomized Clinical Trial of Outcomes to Diagnosis' you can download it*]

It seems that a team of academics and therapists in WA have confirmed that when you focus on and respond to the very individual way that a child living with, or at risk of developing autism communicates (especially when they are very young), it leads to "... a significant reduction in the severity of ASD 'symptoms' "

The study described an intervention that lasted for around 12 months which focussed on children younger than 3 years old. Over a hundred children were involved, with some receiving communication support and the 'control' group being provided with 'usual care'. The intervention focussed on a style of support that seems to be remarkably similar to Intensive Interaction, using tuning in; imitation and joining in with and following what the child seems to be interested in doing. I have contacted Dr. Whitehouse [who led the research] and told him about the use of Intensive Interaction here at Bayside over the past 15 years and we are now exchanging emails to learn more about how best to support people with, or at risk of autism, to explore what 'being social' means and to become more aware of how communication works .

Multi-Sensory Report—Jo Robinson

Although it's only the start of October and Term 4, before we know it Christmas will be here! There's been a lot of talk in the media recently that due to COVID-19 and the current global pandemic, about how long deliveries are taking particularly from overseas, but also in Australia and that it is wise to start Christmas shopping as soon as possible to ensure delivery before Christmas because delivery is taking significantly longer than usual. Therefore, I thought it might be helpful to share a few of the companies which have items you might consider for Christmas presents, and that are all based in, and ship from, Australia.

- ◇ Technical Solutions—www.tecsol.com.au
109 Ferndale Road Silvan, Vic, 3795, ph (03) 9737-9000;
- ◇ Wilkins International—www.wilkinsinternational.com.au
Unit 14, 173-181 Rooks Road, Vermont, Vic, 3133,
ph (03) 9874-1033
- ◇ Sensory Tools Australia—www.sensorytools.com.au
PO Box 692, Richmond, NSW., 2753, ph (02) 8488-7791
- ◇ My Diffability Australia—www.mydiffability.com.au
Unit3, 39 Eucumbene Drive, Ravenhall, Vic, 3023,
ph (03) 8456-6613
- ◇ The Sensory Specialist—www.thesensoryspecialist.com.au
31 Renown Street, Bentleigh, Vic, 3204 ph 0451-437-047
- ◇ Senseabilities—www.senseabilities.com.au
12 Winyard Drive, Mooroolbark, Vic, 3188, ph (03) 9726-8047

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