

**DATES TO
REMEMBER**

Friday 29th October

Spooky Halloween
Dress-Up Day

**Tuesday 2nd
November**

Melbourne Cup Public
Holiday

**Thursday 11th
November**

Remembrance Day

**Thursday 25th
November**

Student-Free Day—
No students to attend
school on this 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—No
students to attend
school on this day.

2022



**Monday 31st
January 2022**

First Day of 2022
School Year for
Students

BAYSIDE BULLETIN



**Bayside
Special
Developmental
School**

ISSUE 17

27 OCTOBER 2021

Bayside Bulletin

Principal's Report

Operational Requirements



Friday 29 October 2021 marks the easing of restrictions given the early achievement of the 80% vaccination target. All students in all schools across metropolitan Melbourne and regional Victoria will return to onsite learning from Monday 1 November 2021. The department is currently working on a new Operations Guide to be used from Monday 1 November 2021, which was due to be released on Tuesday. Unfortunately, it still hasn't been released. Stay tuned!

As mentioned, the current advice and directions for schools are constantly evolving as the community achieves increasing levels of vaccination and restrictions are gradually eased. Unfortunately, this may also coincide with a period of higher risk until the end of the school year, as was evidenced last week with several Primary, Secondary and Specialist Schools in our region being subject to school closures. I have been informed by our region that in the event of a positive case, most schools will close for 24-48 hours unless other cases are identified onsite during this period. This enables the cleaning of high touch surfaces and tracing of

primary close contacts. The privacy of individuals will be respected and protected at all times during any lockdown processes.

Parents Onsite



On writing this article the current directions are that parents are permitted onsite for the purposes of dropping off and picking up students only. Parents must scan on the QR code which is located at all entrances and the foyer of the administration building if they are going to enter the buildings. The only exception to the restrictions of onsite attendance will be if a parent is required to an essential meeting involving the welfare of their child and other sources of meeting such as via WebEx are considered not appropriate or unable to be accessed. Permission will be granted for these meetings explicitly by the Principal. Please note that this advice may be relaxed as restrictions are eased.

Building Program



I am pleased to report that asbestos removal works began last weekend with the remainder of these

works now scheduled to be completed next weekend. I hope to have further information relating to dates for demolition after the builders meeting on Thursday. Stay tuned!

RDA



I have been contacted by the RDA coordinator Judy Bell last week to inform me that their committee has met and due to the amount and extent of restrictions moving forward to the end of the year, that they have made the decision that there will be no horse riding for the rest of this year. Hopefully we will be able to kick off the new year with the senior students riding first as previously planned.

Vaccinations



Since our last newsletter all members of staff, including casuals, and all tradesmen and service providers are required to show proof of vaccination status before being allowed onsite. Currently the school has not been directed to collect evidence of the COVID-19 vaccination status of students. However, if families are prepared to provide a copy of this, it will be kept securely on your child's confidential file. This may prove helpful if there is a positive case onsite at the

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school and directions around a lessening of time for quarantining of vaccinated students who are primary close contacts is required.

Pupil Free Days



The school has two pupil free days remaining which have been approved by school council last Monday week.

The first will be held on Thursday the 25th of November.

Content will compose of three workshops:

- ◇ Roadmap of Communicative Competence – Overview presentation follow up class teams to meet remotely and complete a ROCC for each student.
- ◇ Anaphylaxis update.
- ◇ CPR update.

The remaining day will be held on the last day of term Friday 17th December. The final student support group (SSG) meeting will be held on this day with the focus being a review and celebration of achievements for the year and presentation of the end of year report.

Michael Pepprell
Principal

Assistant Principal's Report

School Bags



We encourage students to take responsibility for their belongings by carrying their bag from the bus to the classroom where possible. However, numerous studies have documented the effects of spinal, shoulder and neck pain and the effect on gait from carrying heavy bags.

Here are some tips to help reduce these concerns:

- Backpacks should be ideally no heavier than 10% of a student's weight when packed.
- Make sure the backpack is sturdy and appropriately sized—no wider than the student's chest with broad, padded shoulder straps. The straps should be shortened until the bottom of the backpack is just above the child's waist.

- Consider using a backpack with wheels if suitable.
- Don't overload the backpack – send water bottles empty and classroom staff will fill it each day, send one set of spares clothes and teachers will inform you if this needs to be resupplied.
- Place all heavy items at the base of the pack, close to the spine, for a better distribution of the weight.
- Tighten the straps enough for the backpack to fit closely to the body.
- Consider backpacks with compartments and a hip strap to distribute the weight evenly throughout the bag and across the body.

Parent Parking



When parking onsite, Carers and Parents are requested to use the allocated parking area.

Please refrain from using the staff parking areas.

Tania Castro Millas
Assistant Principal

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Room E1 ~ Liz, Llywela & Debbie

This past fortnight, the Monday and Friday EEP group have been enjoying shared reading of 'Pete the Cat: I Love my White Shoes'. Xavier, Pablo and Daphne have been keen to pretend to jump in a pile of strawberries, blueberries and mud whilst Taiga's favourite part is getting a light spray of water as Pete steps in a puddle. Felix L. has been doing a great job answering

questions as we read. Felix G. has enjoyed listening to the music and narration version of Pete the Cat on the iPod. Xavier, Felix G., Daphne and Pablo decorated their own shoes with paints and crayons. It's been great to see everyone engage in the story in some way.

Students have been having fun with movement activities. Some wet weather meant we were

unable to visit the All Abilities Playground, so we brought movement into the classroom. Pablo and Lachie loved propelling themselves into the block tower. Felix L. and Xavier liked stepping onto the spikey ball popper, Taiga enjoyed bouncing on the mini trampoline and Felix G. liked crawling through the tunnel—sometimes sitting in the middle for some peaceful time out.

Room E4 ~ Cheryl, Hayley, Idit, Sally & Vicky

Q: What's a **shark's** favourite hobby?

A: Anything he can sink his teeth into.

This leads us to our story in focus in E4. In fact our Mr Shark sinks his teeth into a shipwreck with dire consequences. We have three fish who swim away from home to build their very own houses, until a certain visitor knocks on the door says, "Little fish, little fish, let me come in." Theo, Oscar, Kasey, Aiden, and Archer

are excited to press the Big Mack switch for the "knocking" sound effect. Does the storyline sound familiar?

Yes, the shark munches, crunches and smashes the seaweed and sandcastle houses, but goes too far at the third fish's house. He unfortunately breaks all of his teeth! We have puppets and story props to sequence the storyline, while a 'Tiger Beach' video at the start of the session visually focuses in on the

setting. Some of the extension tabletop activities have included matching letters, words, pictures, photos and creating sentences about story elements. However, the fish and shark objects and musical videos are a favourite to finish the session including the very catchy and oh so familiar "Baby Shark!"

And finally ... What does a **shark** and a **computer** have in common?

They both have **Megabites!**

Room E5 ~ Kate & Anouk

In E5 this past fortnight, we have been practicing using the new core boards and Proloqu2Go on the classroom iPad to make requests—especially during our cooking program. We have now set up an E5 "Fruit Shop". We are all given

a number and we wait for our number to be called to have our turn at the shop. Using the iPad, we ask for what we would like to "buy". We then take it back to our table and eat what we have "purchased" from the shop. We all have a

lot of fun visiting the shop. We are also getting better at cleaning up after we finish our food. We put our dishes in the finish tub, and help clean up the room using the dustpan shovel. Well done E5!

Room E6 ~ Carolina & Neena

As we continue to explore the story of the gingerbread man, our students are enjoying engaging with various focussed activities around the words and characters in the story. James is showing his understanding of the sequence of the characters as they enter the story, whilst Patrick enjoys listening to the chant which he activates on the smartboard. Zia is beginning to explore the role of the little old lady as she makes the gingerbread man with playdough,

Sam is very interested in the laminated characters and Jay, our new student, is joining in with the group to listen and interact with the interactive activities.

We are beginning to explore our new SWPBS focus area – We Ask for a Break. We are increasing exposure to the idea by having the symbol and poster in full view and showing students the symbol when they ask for a break or we

notice that they need a break. As every students' needs are quite specific, the teaching and learning around having a break, will be developed over time and additional resources developed. Needless to say, we will be modelling what a break might look like. For example, drink break, movement break, quiet time in the breakout room, and so on.

Room W1 ~ Abigail & Anna

Over recent weeks we have been using our class shared reading book to inspire our art activities. The book 'Emergency!' was brought to life through using different emergency vehicles to make tracks on paper. Ben and Michelle enjoyed dipping the vehicles into paint and driving them backwards and forwards across the paper to leave brightly coloured tracks. Nisha was curious to drive the

vehicles into a tunnel (a cardboard tube) and bent down to see where they had gone – before seeing they had shot out the other end into the blobs of paint! Lachy enjoyed the feeling of anticipation - preferring to keep his eye on the end of the tube where the car was about to appear. Jack found the excitement of the cars whizzing out all too much – and had a fit of the giggles - as you can see from

his picture! Our story 'Walking through the Jungle' this fortnight has inspired some beautiful artworks of different animal habitats – Jeremy enjoyed painting his river scene and sticking on the different animals you might see there. Next week we are creating a sandy desert with lots of texture and maybe a few scary animals crawling about too!

Room W2 ~ Cara, Carly & Marion

This term, W2 have been getting out and about (around the school of course)! Unfortunately, due to ongoing restrictions we are unable to access the community, but fingers crossed, that will change by the end of the year! We have been participating in twice weekly bike riding sessions which has been a great success. Bella, Kate and Charlotte have

all trialled (and enjoyed) the adapted tricycle. William shows us his speed and agility, moving around the traffic cones on his trike. Dylan is always keen to practice his basketball skills when we are down on the asphalt area.

We have also been focusing on healthy eating and trying some new foods. Last week Carly

introduced some red foods, including apple, capsicum and salsa; which was a surprising hit!

To go alongside our literacy focus this term around the story, 'Piranha's Don't Eat Bananas,' we have also tasted some super green foods such as silverbeet and peas ... everyone gave them a go, but not necessarily keen to go back! Enjoy the photos.

Room W3 ~ Gloria & Paddy

Hi All,

Halloween is just around the corner and our room is looking a bit spooky. We are all looking forward to a party on Friday. The weather has become a little warmer and students are remembering that we

need sunscreen on when out in the yard. Our stories this week have been The Fun Bus and The Big Red Bath. All students are enjoying our reading and also our exercising in the big outdoor area. This week we have been

making healthy smoothies. The students take turn to pour in the coconut milk, add the berries and the coconut berry mix and turn the switch to work the blender. They do taste really good!

Room W4 ~ Charles, Aura & Mel

We have been getting nostalgic for the old gym and Theraplay (before it's even been demolished). So, we have created a new version for ourselves in the new gym. We've put out mats and spinning seats; rolled gym, tennis and basketballs from one side to another; bounced on balls, foam shapes and mini-trampolines; and

hulaed and skipped with hoops. The new gym has a beautiful smooth floor that makes moving about with a walker very easy, and it also has a peaceful view onto our favourite All Abilities Playground.

Jordan has been cracking eggs for our scrambled eggs; Ellie has achieved a small distance of

independent pedalling on the adapted bike; Archie and Annabel have been enjoying Storytime in the yard; Sam has been reaching for the board and other objects from his chair; and Reuvi has been working on a new puzzle.

A scary week ahead with Halloween looming.

Room N1 ~ Ka Ling & Danielle

Yay! We are out of lockdown! I hope everyone enjoyed their first weekend out of lockdown and kept safe while enjoying some sweet freedom!

This fortnight, we celebrated Adam's 15th Birthday! We all had fun playing musical chairs, pin the tail on the donkey and hide and seek, before having some party pies, snacks and cupcakes to celebrate.

This week has been spooktacular. We have been reading, "Who wants a dragon?" during our story time. During science, we have been exploring some horrifyingly cool experiments. We created a bubbling potion by observing the different layers formed from different liquids of syrup, water and oil. We then added in a tablet to watch it bubble! Everyone

was intrigued to watch the effect as the tablet dropped in and caused fizzing and bubbling. On Wednesday, we have been making sausage mummies by cutting slits in our bread and then wrapping our cooked sausages in it! I can't wait to see the spooktacular costumes everyone will be wearing on Friday to celebrate Halloween!

Room N2 ~ Karryn & Marshall

Monday afternoons in N2, students work on the concepts of location and position. Everyone takes turns selecting someone in the class to give an instruction to. Using a Boardmaker template, students select an item from a choice of four, and then the location and position it is to be placed in, in relation to their chosen object. Students confidently follow the instruction presented for 'in' and

'on'. 'Under' and 'next to' are more challenging. From this week, students are choosing a coloured bear as the item.

Our story last week was The Gingerbread Man, told as a sensory story. Students touched sugar and flour to feel the difference, pretended to stir ingredients in a bowl with a wooden spoon, smelt ginger, experienced the heat of an oven

using a hairdryer, and the river crossing using a water sprayer.

This week, students are going through a selection of photos of themselves taken across the year. Abi, Lili and Ryan have selected four photos as possible contenders for the 2021 School Magazine. Charles and Carla will have the opportunity to select their photos later in the week.

Room N3 ~ Lulu & Janine

Hey everyone,

The boys are well and truly back into the swing of things, ready for an exciting term ahead!

The N3 boys have jumped into the Halloween spirit already with our book of the fortnight being, 'Room on the Broom'.

The boys have enjoyed dressing up as witches and role playing

the story, making magic bubbling potion and making gross looking (delicious tasting) green juices.

On Wednesday afternoons we have been working on our social and communication skills, and making the most of the sun as it comes. Ronny and Nassar chose to play together on the trampoline, whilst Luca

and Rory chose to read a story together. We are learning to tolerate others in our space and learning how to play!

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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 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:

Some don’t like doing Intensive Interaction.

“We’ve tried, he doesn’t like it.” Or even ... “He’s not good at it”. Considering everything that has been said thus far, I think it will now become clear to you that such comments demonstrate a lack of understanding of what Intensive Interaction really is! When we do Intensive Interaction we sensitively tune-in to our child, and meet them where they are at. It may take some time to learn how to access someone, to get to know them and how to best join-in and respond to them. It may also take some time for our child to feel safe and secure with us, and with this new way of interacting. The reality is, WE are the ones applying the techniques of Intensive Interaction. WE are the ones doing Intensive Interaction. WE are the flexible ones, adapting our communicative style so we can give a voice to those who can’t access conventional ways of communication. To give opportunities for a child to take the first turn is not only empowering them as communicators but is to give them the same opportunities to express and be heard, as any other human beings.

Physiotherapy Report—Kristen Holland

Many NDIS physiotherapy services are now offering mobile physiotherapy, which is much more convenient and accessible for some families, however it can be challenging to work towards a new goal.

One of the most common questions I am asked by external physiotherapists when they are meeting the student for the first time, is “What strategies do you use to assist with motivating a student to complete physical tasks.”

Often, I find that our students tend to have routine ‘go to’ movement strategies within familiar environments, which can be hard to break when attempting to learn a new skill. For example, it may be challenging to encourage a student to participate in home physiotherapy within proximity of their favourite toys and activities.

With lockdown ending, there is an opportunity to access facilities outside the home that may be suitable locations for therapy to take place. Prior to the COVID-19 pandemic, some students have had physiotherapy take place at an indoor play centre. This provides the student with an opportunity to take place in physical activities that challenge balance, endurance and improve muscle strength, all while having fun doing them.

While this may not be the most appropriate (or desirable) location at this time under the current conditions, “We Rock the Spectrum” in Moorabbin is an excellent indoor play space which caters to the specific needs of students who attend our school.

Furthermore, they have excellent hygiene and disinfectant procedures in place, and have capped patron numbers to limit risk of exposure to COVID-19.

I would encourage parents and therapists to consider exploring alternative spaces for physiotherapy if it is challenging to work towards new goals at home. You’d be amazed at what can be accomplished as long as it is goal-orientated and fun at the same time!

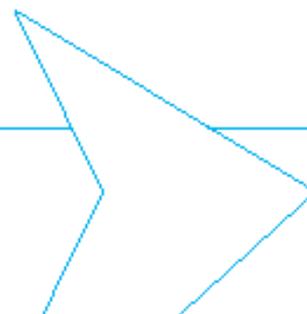
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