

## DATES TO REMEMBER

**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

ISSUE 18



**Bayside**  
Special  
Developmental  
School

10 NOVEMBER 2021



## Spooky Dress-Up Day at Bayside

# Bayside Bulletin

## Principal's Report

### Spooky Dress-Up Day



Friday the 29<sup>th</sup> of October was not quite Halloween, but it was an opportunity for a Spooky dress up day none the less. There were werewolves, ghosts, witches and skeletons to name a few, and even a few superheroes who made an appearance on the day. Well done to Zia and William who won the prize for best costume as judged by office manager Cheryl Wade on the day.

### 2022 Planning



This week marks the midway point of term 4, and it is at this time that review of 2021 and planning for 2022 begins in earnest. The 2021 Annual Implementation Plan (AIP) is currently being finalised with end of cycle comments and summaries on the progress against the aspirational goals listed for the school this year. The lockdowns have made some of the achievement of goals challenging, due to the difficulties around conducting meetings online and the opportunities for providing professional development for staff. I am pleased to say that despite these challenges, the school was able to complete a significant amount of training and work in the focus areas of mathematics, literacy and student wellbeing.

Classroom teachers are also starting to formulate the end of year reports for students. These are due for completion in early December, ready for proof reading, editing and binding in time to be presented to parents on Friday 17<sup>th</sup> December for the final Student Support Group (SSG) meeting of the year.

Classes and staffing for next year are also being formulated and finalised in preparation for an information exchange between

members of staff and transition sessions if the current regulations at the time allow this. I hope to have information for parents regarding your child's class group and staffing available in early December.

### Building Program



Following some inclement weather over previous weekends, and some difficulties that were encountered with a swarm of bees which had got into the wall, the asbestos removal is now nearly complete, with works in this area now expected to finish up this weekend. I have a builder's meeting this Thursday to finalise dates for demolition and initial stages of construction. There may be some alterations to school bus drop off and pick up points on the school grounds during the demolition and early construction period, however parent drop off and pick up should remain the same. At this stage the building is expected to be completed for handover by late May 2022.

### Operational Requirements

Please note that these are the current operational requirements for all schools as outlined by the Chief Health Officer.

### Parents and Carers onsite - Vaccination requirements for parents and carers attending schools including SSGs

All parents and carers attending schools, including for drop off and pick up must also adhere to physical distancing, density limits, face mask requirements and practise respiratory etiquette and good hand hygiene.

Parents and carers who enter school buildings must check in using the QR code.

Parents and carers who enter school buildings must also have had at least one dose of COVID-19 vaccine and must have had two doses of COVID-19 vaccine

by 29 November 2021 or have a valid medical exception with the following limited exceptions:

- when attending to administer medical treatment to their own child when the treatment cannot be administered by the school;
- when attending to collect their child who is unwell and cannot leave the school building unaccompanied by their parent/carer;
- when attending for a momentary period that does not involve any sustained contact with staff or students, for example, to collect a completed art project or similar.

Parents and carers attending any event or activity inside a school building including, but not limited to tours, graduations, kindergarten transition, whole of school events are required to show evidence of vaccination.

Meetings and other discussions (such as Student Support Group meetings) with parents and carers who do not meet vaccination requirements should be held virtually.

Parents and carers attending school sites for drop off and pick up who do not enter school buildings do not need to comply with vaccination requirements.

At this stage the current density requirements, preclude us from conducting whole school assemblies indoors, however whole school assemblies exclusive to the staff and students from our school can begin if held outdoors. I hope to start these off on Friday in late November, if the weather allows. Additionally, school tours and incursions can now go ahead subject to the current school operations conditions above, which state that visitors to school grounds must comply with vaccination requirements, density limits, face mask requirements, QR code check-ins and practise respiratory etiquette and good hand hygiene.

The density limit of one person per four square metres should be applied to any spaces and activities being attended by visitors. The density limit applies to all persons in the space, including students.

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# Bayside Bulletin

## At home rapid antigen testing program

From Monday 15 November, the Department of Education and Training will implement a state-wide roll-out of the at-home rapid antigen testing program with any new COVID-19 exposures at school sites.

The at-home rapid antigen testing program is an opt-in program for unvaccinated, or partially vaccinated, students. Schools will provide parents with rapid antigen test kits. Schools will be provided with these test kits as needed.

For families participating in the at-home rapid antigen testing program, children must quarantine at home for seven days. On day six of quarantine, the child must get a standard (PCR) test at a local COVID-19 testing site. If the test is negative, they must provide the results to the school, and can then return to school on day eight.

Students will then be required to return a negative rapid antigen test result each morning from days eight to 14 on school days, which must be reported to the school by 8:30am, before they arrive at school.

Importantly, parents must continue to follow current school policy and public health advice and stay at home and get tested for COVID-19 with a standard (PCR) test, regardless of a negative rapid antigen test result.

It is important to note that rapid antigen testing does not replace PCR testing for the purpose of diagnosis of COVID-19 in children, staff and students, regardless of their vaccination status.

Anyone unwell must remain at home and get tested for COVID-19 with a PCR test, even with the mildest of symptoms, regardless of a negative rapid antigen test result.

## Air Purifiers

To support the transition to continuous face-to-face learning, the Department of Education and

Training is assisting schools with key measures to maintain the health and wellbeing of students and staff.

Schools are now required to increase fresh air flow into indoor spaces whenever possible and to maximise the use of outdoor learning areas and environments. To assist with this the school has received a delivery of 14 air purifiers from the Department of Education. These will be placed around the school with a particular focus on those areas without access to ventilation.

It is important to note that ventilation is one part of the broader suite of controls to reduce the risk of COVID-19 transmission in school settings, including vaccination, physical distancing, good hygiene, cleaning and mask use, and should not be considered in isolation of other mitigation strategies.

## Reminder



The next pupil free day is scheduled for Thursday the 25<sup>th</sup> of November. There is no school for the students of Bayside SDS on this day.

The other remaining pupil free day will be held on the last day of term Friday 17<sup>th</sup> 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 Hours



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 8:50am and 9:00am. Your cooperation with this matter would be appreciated.

### Student Wellbeing Check In



Each month, class teams complete a check in for all students to monitor engagement, presentation, such as increased fatigue, and mood (e.g. withdrawn). These check-ins are a tool to alert us to individual needs that may have changed. Students presenting with reduced wellbeing may be referred to a member of the therapy team, the mental health practitioner, or the wellbeing team. Adjustments may then be implemented in classroom practices or programs (for example increased access to sensory regulating supports). For ongoing concerns, parents may be contacted to obtain further information, or to recommend a further referral to an external service.

**Tania Castro Millas**  
Assistant Principal

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## Room E1 ~ Liz, Llywela & Debbie

As the end of the year quickly approaches and we begin to reflect on the past school terms of 2021, it is clear to see how peer friendships and bonds have flourished and self-confidence has grown.

Vivienne and Daphne now greet each other at the classroom door upon arrival. Excitedly waving hello and exchanging a smile. At circle time, they look and wave at their peers as the 'hello song'

is sung to each student in turn.

Over the last several weeks, Daphne and Isaac have been observed regularly enjoying prolonged social exchanges of vocalisations, squeals of excitement and laughter.

Ariel's confidence is growing as he is beginning to become familiar with the routines and regularly used symbols of the classroom. He is trying new activities and

increasingly comfortable sitting with his peers during group activities.

During our afternoon sensory exploration sessions, Ivaan has enjoyed some quiet time relaxing on the platform swing.

Nissim had fun confidently covering his hands in shaving cream and rubbing and squeezing them together as he explored the texture of the soft foam.

## Room E4 ~ Cheryl, Natasha, Idit, Sally & Vicky

Ah yes, **Halloween** was in full 'flight' or rather 'fright' in E4 for our dress up 'Spooky' day. The **skeletons** took over the room, in fact it was extremely easy to make them laugh by 'tickling their funny bone.' Joining the 'skeleton crew' was a **vampire**, a **ghostbuster**, and a **witch**. For our numeracy block in the morning we created an original, fun interactive story that included using our skills in subtracting

a character with the wind, e.g. There were 6 spooky creatures scaring E4, along came the wind and blew one away ... (6-1=5). We were impressed with Oscar's 'Halloween' inspired lunch with monster patties and pumpkin scoops too!

As a lead into our numeracy focus of subtraction, we use a story 'Monster Musical Chairs.' The students are supported to follow the story

unfolding with picture story props of monster faces and chairs along with the visual sum. After the story concludes, it is, Kasey, Theo, Oscar, Archer and Aiden (and a few teachers modelling) to have a turn at a real game. Don't forget to sit down when the music stops!

**Just before we finish ... What is a ghost's favourite dessert?**

**A: I scream!**

## Room E5 ~ Kate & Anouk

This past fortnight in E5 we have been having a focus on being sun smart. As part of our morning routine we read our new social story about what we need to do before we go play outside. We all like to watch the different videos about putting on

our sunscreen and hats, before telling the class what we would like to do when we are outside. Bike riding and dancing to music are usually the favourite choices.

With the warmer weather, we have also been enjoying some

quiet relaxation time some afternoons. We all enjoy having our turn using the foot spas. We like watching how big the bubbles get and then playing with the bubbles. It's always a fun special treat!

## Room E6 ~ Carolina & Neena

We have started a new story, 'The three fish and the big bad shark'. A modern take on the classic story, The Three Little Pigs. We have started exploring the storyline and props to support the story and creating some digital art using the smartboard as a tool too!

We are making great progress in exploring hair brushing and tooth brushing using songs and our own video model. The video shows photos and video of Neena and I modelling

how we follow the steps to brushing our teeth, and also includes photos of all our students engaging in their own unique way. Lah Lah's Big Band music accompanies the short video which received lots of attention during our session. Our students are very eager to place the brush in their mouths, and copy some of the motions: up and down, round and round, and so on. It's really fantastic to see their engagement increasing exposure after exposure.

As we prepare to create a concert item, we are taking photos, creating art and creating video to construct our end of year item; we are enjoying many varied activities. Our group collage is coming along slowly but surely, with input from everyone – showing their strengths and interests. The theme is familiar and we can't wait to surprise you all at the end of the year.

## Room W1 ~ Abigail & Anna

With the sunny weather making an appearance, we have been able to take our Monday PE session outdoors! Following a warm-up song with the parachute, the students have been supported to explore the static exercise equipment out on the oval. Ben enjoys the exercise bike and can reach the pedals with his long legs and

keep them going round and round. Lachy likes the rotating platform and holds on while he swivels his feet from side to side, twisting at the waist. Nisha and Jack like to sit down and explore the leg press – bracing their feet against the back plate and lifting up with some help from a staff member. Michelle explores the

different pieces of equipment with support – accepting help to push the handles of the shoulder press while she is seated. Jeremy enjoys the cross-trainer – moving the foot plates in circles both forwards and backwards. It's great to have this safe outdoor equipment to help us get active!

## Room W2 ~ Cara, Carly & Marion

Well holidays will be here before we know it I'm sure, but for now, W2 are learning about how to ask for a break at school, and what a break might look like.

The school-wide focus in positive behaviour for the rest of 2021 and into next year, is asking for a break. As a classroom team, and in departments we have brainstormed ideas on how we can plan for explicit teaching of this skill, and the supports required to so. As a beginning point, W2, have available 'I need a break' visual request cards in various locations around the room that make sense and link to a possible wanted break-out space or activity—such as outside, the breakout room or a quiet corner of the room.

During our current preparation and set up for explicit teaching, W2 teachers have been behind the camera, getting plenty of footage—photos and video—to create our ever popular video modelling videos. We have snapped W2 students in the spaces and places they are currently utilising for breaks and time out such as

swings, comfy chairs—you will see some of these photos at the back of the newsletter today. These finished video models are just one tool we can use across the week to promote and showcase how students can ask for a break in many different scenarios.

1. Verbal request;
2. Picture symbol/I need a break card;
3. KWS;
4. Using a device;
5. Emotional changes/Vocalisations—cries, upset, annoyed;
6. Behaviours of concern—pushing, hitting out, upset, running out of the room, destructive, self harm;
7. Seeking regulation—moving to a quieter area (e.g., breakout room), covering self, shutting down, over excitement.

Now the means of requesting a break have been

identified, key planning questions include:

- What opportunities exist to model asking for a break?
- How can we record the meaning of withdrawing, vocalisations and body language so a consistent response can be given by adult supporting the student. e.g., Personal Communication Dictionary. It is often helpful to have a reference for the ways a person communicates, especially if a new person would need information to interpret your communication. A personal communication dictionary records what your communication looks and sounds like. It includes three columns: 1. Your behaviour, body language, expressions, and vocalisations, 2. What this means, 3. How the person can best respond to you. A Gesture Dictionary is similar, it shares your key word signs and gestures, especially where they are unique to you. Video: <https://youtube/gVd5bpxqdX0>.
- How can we avoid behaviours of concern and replace them with a positive means of requesting a break?

All classes have a sturdy 'I need a break' card.



## Room W3 ~ Gloria & Paddy

Hi All,

Well last week we had a spooky Halloween party, which also doubled as Meckenzie's 14<sup>th</sup> birthday as she was turning 14 on the Saturday. We had a spooky room and the students painted jars

to make Halloween lights to take home.

In addition to our normal stories and numbers and active students, we made fruit smoothies and fruit kebabs. Our happy group keep us on our toes and we

have a lot of fun together.

Enjoy our photos – till next time.

## Room W4 ~ Charles, Aura & Mel

A fortnight of cooking and Halloween. Friday afternoons have become our weekly cooking spot. As well as our established favourite, scrambled eggs, W4 have also perfected pancakes and fruit smoothies. Mixing, chopping, button-pressing, pouring and serving are quickly followed by tasting,

sipping, munching and slurping. With Friday 29<sup>th</sup> being our Halloween dress-up day as well, it was like stumbling into a phantasmagorical feast.

In other news: Ellie has been working on a new undersea puzzle; Jordan has been learning the signs to our 'Up, Up, Up' song; Archie has been

chattering with staff using his many vocalisations; Annabel has been enjoying the Multi-sensory therapy with Jo; Sam has been laughing at the antics of Magoo the dog in our story; and Reuvi has really taken to dancing around the Mulberry Bush. Happy learning, W4!

## Room N1 ~ Ka Ling & Danielle

Hello everyone! Hard to believe we're past the half way point of Term 4! Where has the year gone? This term, we have had Gemma back taking the class on Thursday afternoons for Ka Ling's time release. It has been fun having Gemma each week. Many students in N1 has had Gemma as their teacher in the past.

Also, a big "WELCOME BACK" to Ella, who has been away in New Zealand for the past five weeks. She was full of smiles when she arrived at school on Monday.

Last week, we started learning a new recipe for cooking. We have been making tacos! We looked through the procedures

and used the Aided Language Display (ALD) to support the cooking session. Adam helped with cooking the meat while Sakura, Jordan, Tom and Bianca helped with chopping and grating the lettuce and carrots. We all tried some hard shells and soft shells for our tacos. Looks like another crowd favourite!

## Room N2 ~ Karryn & Marshall

Everyone enjoyed a visit to the All Abilities playground last week, especially as it was such a beautiful sunny day. Charles had the opportunity to use the Liberty Swing and loved it; obviously highly experienced, he knew there was a seatbelt somewhere that needed to be done up. Liliana went on the swing. Carla and Ryan went on

the round-about spinner, while Abi preferred her favourite spinning stick. How they manage to walk in a straight line afterwards is amazing .... just watching them makes me feel motion sickness!

With only six weeks of term remaining and two students graduating at the end of the year, we have started talking

about what happens once a student turns 18. Liliana and Ryan have enjoyed looking at photos from across their school years.

## Room N3 ~ Lulu & Mark L

Another fortnight done and dusted!

Communication sessions definitely remain a hit with the boys, making bubbling magic potion has everyone excited ... staff and students alike! The boys have done a fantastic job following video models and instructions to make the bubbliest potion possible!

Life skills is another favourite. We've made juices, pancakes, toast, cereal, and started cutting fruit and vegetables. The boys are getting a lot more confident in their spreading and cutting abilities which is great to see! Although they enjoy making the food/drink—eating it will always be a class favourite!

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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:

**FINALLY, THE GOLDEN RULE OF ANY INTENSIVE INTERACTION SESSION is that it STOPS when our CHILD has had enough**, whether that's 5 seconds, 5 minutes or .....!

The personal observations described over the past few Newsletters are those of Peter Elwick, but he stresses that none of this would have been possible without the work and dedication of Dr Dave Hewett, OBE, that has resulted in the "subtle and enjoyable blend of simplicity and complexity" that is Intensive Interaction:

I hope you have enjoyed this series of reflections about Intensive Interaction. For those of you missed some of it, you can 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>

### WHERE TO GO FOR FURTHER INFORMATION

- ✓ The Intensive Interaction Institute provides training and support for organisations, practitioners, and parents.
- ✓ **Dave Hewett's Channel on YouTube** ([www.youtube.com/user/III209](http://www.youtube.com/user/III209))
- ✓ The Intensive Interaction Institute website ([www.intensiveinteraction.org](http://www.intensiveinteraction.org))
- ✓ **Facebook groups and pages:**
  - Intensive Interaction Institute's page (<https://www.facebook.com/IntensiveInteractionInstitute>)
  - Intensive Interaction Users (<https://www.facebook.com/groups/13657123715>)
  - Intensive Interaction for parents (<https://www.facebook.com/groups/IntensiveInteractionForParents>)
- ✓ **Graham Firth's blog**
- ✓ (<https://connectingwithintensiveinteraction.com/?blogsub=confirming#530>)
- ✓ **[www.drmarkbarber.co.uk](http://www.drmarkbarber.co.uk)**



# Speech Pathology Report—Emily Mizzi

## Chewing and Hard Munchables

One of the most common questions asked by parents and carers of children with feeding difficulties is, “How can I help my child learn to chew?” To answer this question completely, let’s look carefully at role of the oral structures involved in chewing:



### Jaw and Teeth:

To chew, children must be able to open and close their mouths with control and strength. Controlled jaw movements are not only required for opening and closing, they are required for up, down, and rotary/grinding movements of the teeth as they break up food for the swallow.



### Tongue:

The tongue plays a very important role in chewing. Children must be able to move food from the midline of their mouth to the side of their mouth, specifically onto their molars and then the tongue must maintain the position of the food on the molars throughout chewing. After chewing, the tongue must also co-ordination to propel chewed food to the back of the mouth for the initiation of the reflexive stage of the swallow. The tongue is also used after the swallow to clear any leftover food from the roof of the mouth and pouches of the cheeks.



### Cheeks:

After the tongue pushes food over to the molars, the cheeks draw in to keep food from spilling over into the side pouches of the cheeks.



### Lips:

The lips need strength and coordination to close and keep food in the mouth during chewing, thus preventing any spillage out of the mouth. Often if children have spillage from their mouth during eating their lip closure and seal is insufficient.



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## Speech Pathology Report—Emily Mizzi

As you can see, a lot of co-ordination goes into the act of chewing .... below are some strategies to help your child build their chewing skills:

### Hard Munchables:

- Hard munchables are foods that can be chewed without a piece breaking off therefore reducing possibility of choking.
- They provide practice for the child to move hard solid foods in their mouth, teaching lateral tongue movements, munching/chewing and oral motor co-ordination.
- They provide jaw strengthening opportunities and work on kinaesthetic awareness in the mouth.
- Can be used to practice chewing on the molar or gum surface
- The goal is oral exploration, or learning how to move solid food around in the mouth, and **not** eating the hard munchable food items.
- Hard munchables should be used only with constant supervision (often require adult to hold while child manipulates them in their mouth).
- Foods should be the size and shape of a thick Texta and may include:
  - ◆ Tough liquorice sticks
  - ◆ Dried fruit like paw paw strips, dried pineapple strips
  - ◆ Tough dried/dehydrated meat – beef jerky, tough salami sticks
  - ◆ Highly dissolvable transitional items – where appropriate
  - ◆ Non-food item hard munchables can also be used such as therapy chewy Tubes

**Chewing/munching utensils with food (Fresh food feeders) and without food (therapy chewys).**

**There are a number of therapy evidence-based feeding items currently for sale to encourage practicing munching a chewing at home.**

**One is the fresh food feeder** – the Fresh Food Feeder **comes with a snap on hygienic cap.** It is used to introduce new tastes and textures without the fear of choking. After placing food items into the cap of the fresh food feeder and once securely closed student can munch on the net/silicone pouch, practicing chewing skills. (If your child has difficulty swallowing certain consistencies, please only use according to their current mealtime recommendations).

The fresh food feeders can be purchased from your local chemist or supermarket.



*Information adapted from the sequential Oral Sensory Approach to feeding.*



**Bayside**  
Special Developmental School



Your uniform is available Online at  
[www.psw.com.au](http://www.psw.com.au) from November 1st, 2021.

## HERE'S WHAT'S NEXT?

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