

Dear parents, carers, family members and community members,

Well done to our Term 3 High Flyers!

It's time to recognise and celebrate our High Flyers – these students have shown that they have been the best learner they can be this term. They are:

Class:	Student name:	Class:	Student name:
Garraway	Alina	Buru	Omi
Bembul	Gabriel	Warrigal	Benedetta
Yarra	Jacob	Kurrajong	Harrison
Bunya	Kavish	Gibba	Eleanor
Magura	Sergei	Colo	Sam

At this assembly, we also recognised and celebrated, Joy Newling for the significant contribution she has made to the Clarke Road School community over many years. We thank you, Joy! This Monday, Joy and the team from Rotary hosted the annual BBQ with our P&C. Thank you also to Kathy Cahill, our former P&C president, and her team for helping to organise this event.

Dates to Remember

14th October

First day of term 4, students and staff return

28th October - 8th November

School Swim School

4th December

Year 12 School Formal

12th December

Presentation Day, 10:00am

P.B.E.L. NEWS

Here are our amazing High Flyers for Term 3.

These students have demonstrated great learning, they have been caring of their environment been great friends and remember to be safe in the community and at school.

Well done Harrison, Eleanor, Sergei, Jacob, Gabriel, Alina, Kavish, Bene, Omi and Sam!



TELL THEN FROM ME SURVEY – we want to know.

To access the survey please go to:

<http://nsw.tellthemfromme.com/crs48>



Your perspectives and feedback matter to us, so please take the time to fill out the survey. The survey takes about 15mins and your responses are confidential. The “Tell them from Me” survey is used by a number of schools within the public-school system, so not all the questions are relevant to Clarke Road School students and teachers. Teachers also are asked to fill out a survey.



Let's chat and learn together.

Thank you to the parents who attended the *Let's chat and learn* sessions last week. This allows us all to **‘grow our thinking together’** and to create a more consistent approach between home and school, based on some of our key approaches/frameworks.



Rebecca Saunders and Tanya Townsend coordinated the Let's Chat and Learn sessions – we thank them.

If you would like a copy of the presentation – please contact the school office. It was about using The Communication Passport to look at turn taking and sharing and how that relates to emotional regulation. When asked, ‘what is one thing that resonated most with you?’ our parents responded:

“Baby steps” (small steps) – I realise that these are important.

***Learning is not always going to be ‘upward’.
Learning is 2 steps forward, 1 step back (sometimes more steps back).***

‘Sliding scale’- The Communication Passport can be used as a sliding scale.

Understanding of my child helps to target learning.

***I will remember to use the phrase “not quite there yet”.
(This can be used for our own learning and our children).***

I will remember what Rebecca said “skills are in the establishment phase”.

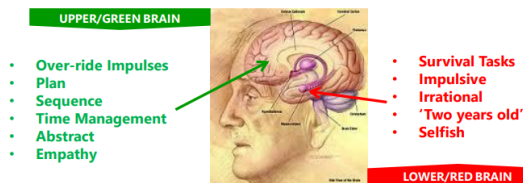
Our children need lots of opportunities to develop skills.

If old strategies aren't working – I will try new strategies, e.g. use of a timer.

We just chip away, be kind to ourselves and give lots of opportunities.

What have we learnt, together, this term?

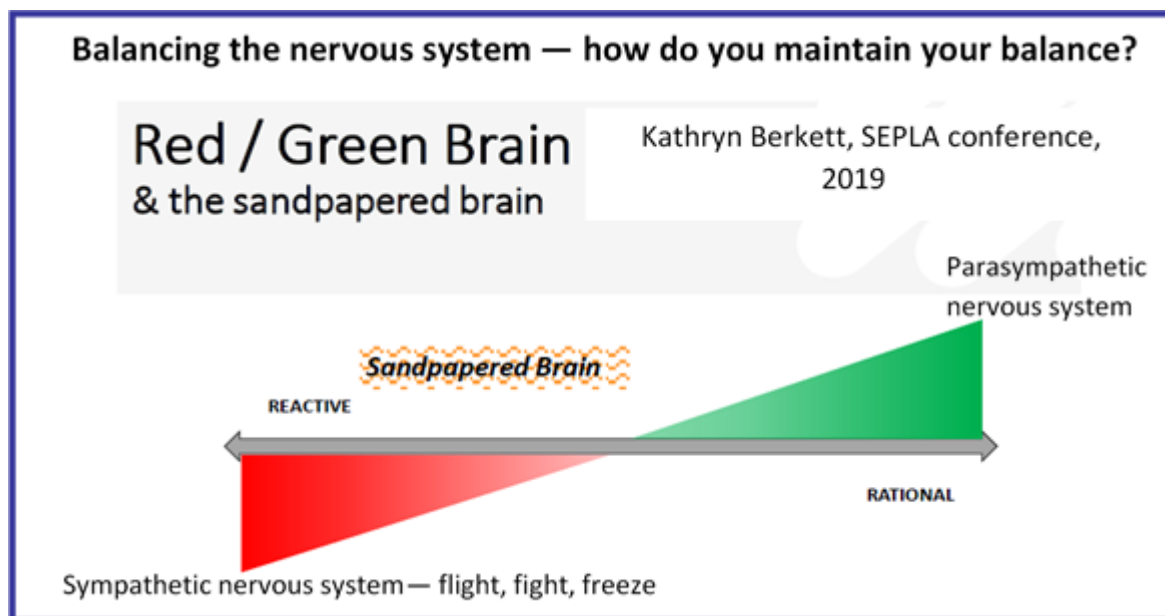
INTRODUCING THE BRAIN



Kathryn Berkett introduced us to thinking about our brain in 2 parts – the **green brain** and **red brain**. She explains that the **green brain, the upper brain** (i.e cortex) is responsible for things like impulse control, sequencing, abstract thought, decisions. The **red brain, the lower brain** (i.e. limbic and brainstem) is responsible for survival tasks, it makes us impulsive and irrational.

Let's link this to the **connecting and disconnecting habits** by William Glasser. When we are in our **green brain** we are more likely to use our connecting habits – **caring, listening, supporting, contributing, encouraging, trusting, befriending, negotiating and respecting differences**. When we are in our **red brain** we are more likely to use our disconnecting habits – **criticising, blaming, complaining, nagging, threatening, punishing, guilting, rewarding to control, comparison**.

Let's ask ourselves – who is responsible for maintaining your balance? How do you maintain your balance (between the red brain and green brain)?



What is happening next term?

Diane Robertson continues to be on extended leave next term. I have been asked to work on a project called "Assessment for complex learners", which is to be implemented across many public schools in NSW. One aspect of this project is based on the programs and practices that have been developed and implemented at Clarke Road School. My involvement in the project allows our children and teachers' stories to be told and understood by the wider educational community.

During term four, Rebecca Saunders will be the relieving principal. As a school, we will continue to focus on our core business - supporting and teaching children and young people to be the best learners they can be and supporting our families and community.

It has been a privilege to be the relieving principal of Clarke Road School. We have amazing students and a strong community around them, which creates an environment and opportunities for our children and young people to thrive.

Wishing you a safe holiday.

Yours sincerely

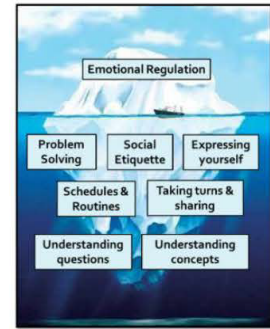
Kavi Razzaghi-Pour

Creating a Voice (CaV) Project

Turn taking is one of seven key concepts within the context of **Emotional regulation** below are some strategies that can be applied to our students.

The process which we combine these skills is called “The Flow”. The following are some of the skills and strategies which different students are working towards.

What skill is your child working towards?



A blue student is not yet aware of others in their environment and relies on a familiar communication partner to interpret their signals and assign meaning to them.

Give student opportunities to respond to their name; increasing your animation and intonation.

Focus on developing joint/shared attention skills by engaging the student in an activity with a familiar communication partner.

A purple student is beginning to shift their attention from objects to toys and intentionally requesting an item.

Develop joint/shared attention skills by providing opportunities for student to engage in preferred activities with a familiar communication partner.

Provide opportunities for the student to develop an understanding of the concept of cause and effect by engaging with cause/effect toys.

A red student can participate in simple turn-taking routines e.g. taking turns getting some food (You would expect some protesting and grabbing whilst this skill is still being established)

Establish simple turn-taking routines with familiar activities. Explicit modelling and exaggerated intonation will help support students understanding e.g. “Ben’s turn” whilst pointing to child.

Develop joint attention skills including eye contact and a shared interest such as reading a book or taking an interest in a toy together.

A brown student can participate in simple turn-taking routines and games using photographs as a visual support. Protesting and grabbing would decrease in the presence of a teacher or parent.

Develop clear and structured routines around turn taking, such as a ‘whose turn’ board so that the student can see when their turn is coming. Build explicit waiting skills into activities e.g. have them be the second person to have a turn. As their waiting skills become more consistent you may have them be third (the turns would need to be brief).

An orange student is developing turn taking in activities, in games and play and in conversations.

Play with others will be supported by an adult. Turn taking and sharing routines will be taught and modelled by the adult.

Develop clear routines around turn taking, such as using a timer, whose turn board, singing, counting.

A yellow student is quite good at waiting for a turn.

Use chat mats and chat books for nonverbal students to encourage turn taking in conversation. Memory books can help support practise of conversation skills.

Social stories to teach how to better cope with winning and losing.

A green student is beginning to make up simple rules for games, including turn taking.

Practise conversations with visual supports for turn taking, such as a conversation ladder or turn taking tokens.

Social stories to address how to be a good friend.

Supported by:



Bendigo Bank

Awareness

Anticipation

Intentional

Imitation
First – Then

Categorising

Problem Solving

Critical Thinking

Magura

This term, we have been taking part in a Community Skills Program. We have been practising skills such as travelling safely in the bus, waiting for a turn, road safety awareness, remaining with the group and listening to our teachers.

Some of the places which we have visited include the Power House Museum, Apple Tree Bay Bobbin Head and Rouse Hill Regional Park.



Eva standing in front of a dinosaur fossil at the Power House Museum



Magura being safe by listening to and following their teacher



Magura having a picnic lunch at Apple Bay Bobbin Head

We did so many different and exciting things on our excursions. At the Power House Museum we explored and interacted with many interesting things like the scary sabre tooth tiger and the exciting rocket. At Apple Tree Bobbin Head we had a picnic lunch and played in the playground.



Cayden and Patrick enjoying the play equipment at Bobbin Head playground



Magura being great learners by waiting safely outside of the bus



Magura relaxing together at Bobbin head



an Afternoon of Family Fun Saturday 26th October 2019

2:30pm - 5:00pm

**BBQ....Cakes....Coffee....
Live Music....Parent's & Under 5's Areas....**

**FREE Jumping Castle, Games,
Activities, Face Painting, Hairspray**

**All Children attending must be accompanied
by an adult**

No parking available onsite. Follow the EXCITE signs.



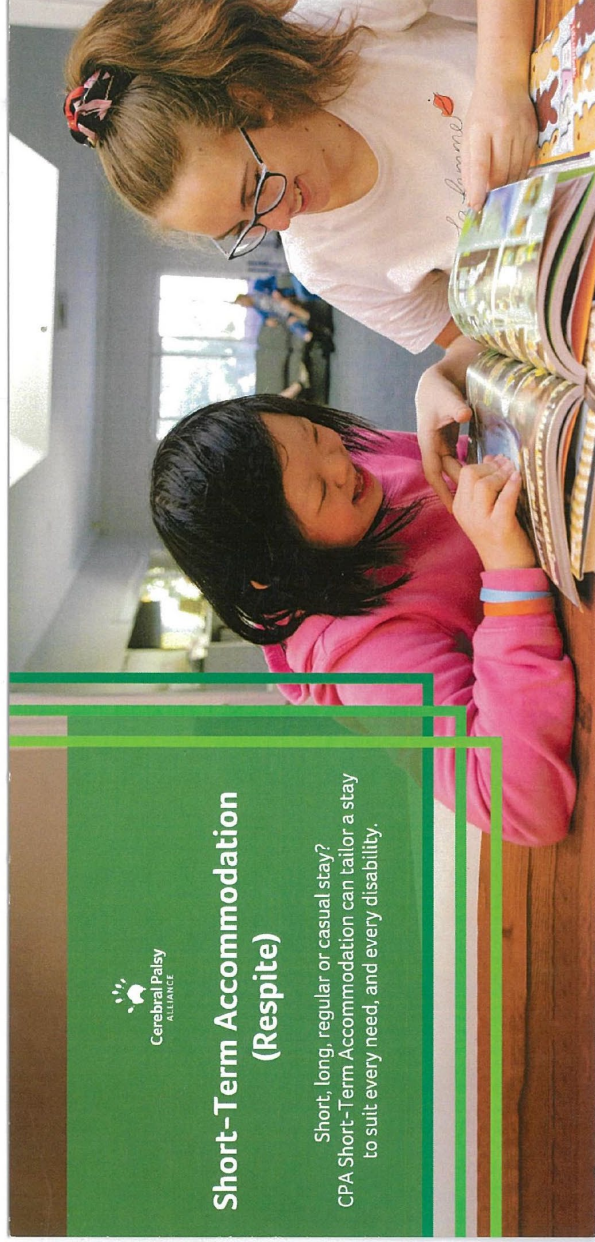
NORTHEDGE
VINEYARD | CHURCH

**www.northridge.org.au/excite
6 Chilvers Rd, Thornleigh**



Short-Term Accommodation (Respite)

Short, long, regular or casual stay?
CPA Short-Term Accommodation can tailor a stay
to suit every need, and every disability.



Short-Term Accommodation (Respite) at Cerebral Palsy Alliance

CPA has 10 Short-Term Accommodation (Respite) locations across the Northern Sydney, Northern Beaches, Ryde and Chester Hill.

A stay in one of CPA's purpose-built short-term accommodation homes will provide:

- A safe, friendly and enjoyable environment
- High-quality care by fully trained disability support professionals
- Opportunities to build new skills and increase independence
- A chance to focus on a person's individual NDIS goals
- New experiences, activities, and the chance to make friends

Contact us now to find out more!



1300 888 378



ask@cerebralpalsy.org.au



cerebralpalsy.org.au



Cerebral Palsy
ALLIANCE

Carer's pamper day

We love what you do!

To say thank you and show our appreciation, Ku-ring-gai Council, Ku-ring-gai Neighbour Aid, and Ability Links are inviting local carers to a **special pampering day**.

Have a **free massage**, **mini manicure**, **mini facial** or a **meditation session** on us while we look after those who you care for.



Monday 14 October

10am-3pm ♥ Free
Meeting Room 2 Gordon Library (old school building)

To book contact Lesley Burt:
📞 0437 726 905 @lburt@uniting.org



BOOSTED

Our new app.
Your new approach to finding providers.



Photo by Stewart Hazell

You've got your NDIS plan, but it feels like an uphill battle to find providers who are just right for you. We're now making it simpler for you, with our new app BOOSTED. As an NDIS participant, BOOSTED quickly matches you with providers and services to suit you. No more ringing around and chasing services. They will ring you.

- Match to services you want, when you want them. Free to use, fast, easy and hassle-free.
- Put your NDIS plans into action quicker than ever.
- One click away from finding the right provider for you.
- Register your interest - www.onecommunity.net.au/app/interest



Find **BOOSTED** on the App Store or Play Store from 1 March 2019



CareFlight's Christmas Magic Mania

PO Box 6333 Alexandria 2015

Telephone: 02 96993925

Fax: 02 96901280

"CAREFLIGHT'S Christmas MAGIC MANIA"

A project by Magic Mania for special needs children and families throughout New South Wales

We would like to invite any members and their families from your organisation to "MAGIC MANIA". It will be held on **Saturday 14th December 2019** at **QUAYCENTRE (Sydney Olympic Park Sports Centre)**, Homebush.

There are three (3) available show times commencing promptly at **12.30pm, 2.30pm and 4.30pm**, although we ask those needing assistance to arrive **at least 30 minutes prior**.

We are offering FREE tickets to this event to all special needs as well as care givers and family members who would like to attend. These tickets to you are completely **FREE OF CHARGE** and made possible by the generosity of your local business and professional people. If you could please reply by email or fax by Wednesday 11th December. We request that you email or fax us the number of tickets you require. If you need any further information, please do not hesitate to call **Jenny Goodman** during business hours on

02 9699 3925

Yours sincerely

Jenny Goodman

Jenny Goodman project coordinator
Magic Mania



FOR YOUR FREE TICKETS PLEASE EMAIL OR FAX:

FAX: 02 9690 1280

careflightsmagicandmoviemania@magicmania.com.au



NUMBER OF TICKETS: **SHOW 1 @ 12.30PM** _____

SHOW 2 @ 2.30PM _____

SHOW 3 @ 4.30PM _____



CONTACT NAME: _____

ORGANISATION from or heard about show from _____

Your Tel: _____ Your Fax: _____

POSTAL ADDRESS: _____

YOUR EMAIL ADDRESS: _____

☐ Please tick if you would like your tickets emailed (saves paper and postage)
Proudly supporting

CareFlight

Po Box 6333 Alexandria 2015