

Dear parents, carers, family members and community members,

High Flyers Assembly is on a Monday this term!

We would like to invite you all to come to our High Flyers assembly and the parent morning tea (24 June). It is a great opportunity to meet and network with other parents and family members and to celebrate with our term 2 High Flyers. Are you wondering why it is on a Monday? We wanted to see if students are more engaged, during this special event, at the start of the week compared to the end of the week. Whether students are more 'in the zone' for assembly. Hope to see you there!

Learning for all matters.



Whole staff professional learning session on PBEL.

Last newsletter, we spoke about community. Another key theme that underpins the culture of Clarke Road School is a focus on learning for all- students, teachers, support staff, parents and community members.

Did you know for many of our staff their day doesn't end at 3.00? (Or start at 8.35am?) Many attend planning meetings, specialist team meetings, Learning and Support team meetings, collaboration sessions and professional learning sessions, once students are safely on their bus or with their parents.

Dates to Remember

High Flyers Assembly

Monday 24th June – 9.30am

Last Day of Term 2

Friday 5th July

First Day Term 3

Staff – Monday 22nd July

Students – Tuesday 23rd July

P.B.E.L. NEWS



This term, our Junior students have been practising being a **good learner** during Rhythm Village activities by **listening to our teachers, making choices between instruments, sharing and turn-taking, playing functionally with our instruments and imitating.**

For staff to attend these meetings and sessions, **please ensure that your child is picked up between 2.40-3.00pm.**

As a school community, our key areas of focus are:



- Positive Behaviour for Engaging Learning (PBEL)- teaching positive behaviours using consistent, positive whole-school language and approach,
- In the Zone for Learning- assisting learners to gain and maintain a more focused state (in order for learning to occur),
- Creating a Voice- assisting students to communicate in as many ways as possible and to design and deliver curriculum that is meaningful and relevant.
- Art of Leadership- by understanding yourselves, we can better support each other and contribute to our teams and our community.

Afternoon dismissal:

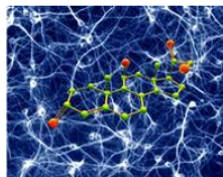
- Please pick up your child between **2.40-3.00pm.**
- If you are late, please ring the office.

Shared frameworks, shared knowledge and common language allows us to have a consistent approach among staff and classes. This has a significant impact on student learning. In general, students are calmer, more engaged and are having access to more meaningful and relevant learning experiences.

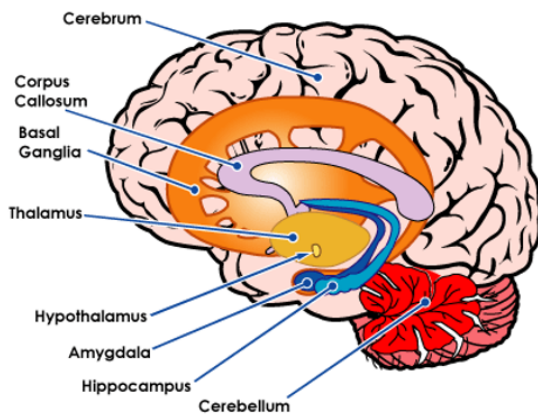
This term, we are working towards building a more consistent approach between home and school using these key approaches. **Thank you to Ai Keng, Brooke, Helen and Archana** for contributing to 2 intensive collaboration days. This team of parents and teachers are working towards building a 'parent toolbox'. For example, we learnt that “cells that fire together wire together” (Hebb, 1949- slide by Ylana Bloom & Natasha Sansoni).

Cells that fire together wire together

Neural network:
identity - 15,000 cells
firing together



Basal Ganglia and Limbic System



©2005 HowStuffWorks

As we learn more about how the brain works we are learning that the process is complicated

....

There are 100 billion neurons in the brain – each neuron processes information then hooks up with as many 15,000 other neurons to send and receive messages. If you practice something over and over again those nerve cells have a long term relationship – this is called an identity - **CELLS THAT FIRE TOGETHER WIRE TOGETHER**. For our students who seem to get anxious on a daily basis, they are wiring and integrating that neural network on a daily basis and that neural network now has a long term relationship based on anxiety.



Neural network : anxiety

Too many stress hormones

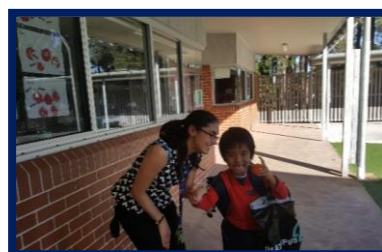
Neural networks



This means that it takes time to build positive neural pathways/networks both for our learners and for us. When new pathways are being built, it can feel uncomfortable, some learners can resist new knowledge, activities (both children and adults can do this). The question arises- how to better support a learners to access new information? Our key approaches are assisting us to do this.

As this project unfolds Ai Keng, Brooke, Helen and Archana will collaborate with other parents to ensure that this 'toolbox' is meaningful and relevant for all parents and families. A key belief among this group is- "Valuing kids as kids- value our children, value them as human beings, learners and contributors to society."

Here are some of our children/young people during an afternoon session...



Warm Regards

Kavi Razzaghi-Pour

Relieving Principal



**SUCCESS FOR
COMPLEX LEARNERS**

Success for Complex Learners Project: Parents' perspective

The Success for Complex Learners project started in late 2017. The purpose of this project is to empower and grow our complex learners through the collective power of our staff, parents, families and community members to innovate teaching and learning and shape educational policies and practices.

We are honoured to be invited to be part of the executive team of this project in late 2018. One of the strategic areas 'Partners in Learning' aim to deliver individually tailored learning programs for parents and community members, to help us better understand the need of our complex learners and position us to take active roles in our children's learning. The project recognises the importance of empowering us parents to learn to help shape and support our child's learning.

Over the next few months more parents will be invited to participate in programs to upskill our knowledge and skills in the strategies used by the school with our kids.

"My son Cayden is 11 years old this year. He is non-verbal and communicates using both Proloquo2Go and Auslan. I am passionate in networking with more parents with children who use communication devices and / or signs. Together we can overcome barriers our kids face at home, in school and out in the community. I would also like to see signing to be more common in mainstream."

- Ai Keng

"I have a 6 year old son Atharv, who was diagnosed with autism at the age of 3. I know as a parent we all are worried for our children and want to give them a better learning and future. This project really brings hope and support that we are not alone in achieving that, there is a whole team of wonderful people who are working really hard for our children. I really want to thank them for their hard work and for including a parent's perspectives in their work."

- Archana

Creating a Voice (CaV) Project

Creating a Voice- Using schedules

One of the cognitive skills that we assess and teach through the communication passport is the use of schedules. Schedules give our students information about what they will be doing. They look different because they are based on each child's needs.

Schedules are one of our most consistently used tools from the communication passport for a number of reasons. They support receptive and expressive communication by attaching meaningful routines to a visual (e.g. object/ photograph/ realistic picture/ word). They also assist students to stay 'in the zone' for learning because they help students understand what activities they will be doing, they often display when a preferred activity will be available, they can show a change of routine in advance and they make transitions more predictable. When a child or young person uses schedules that are varied they are often more flexible about what they do.

Here is an example of a schedule being used in Bunya class.

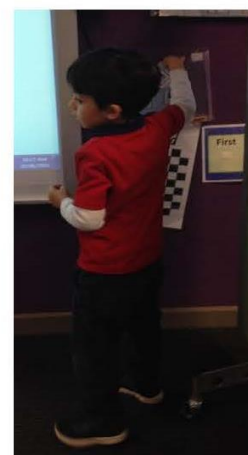
Kavish is using a part day schedule. He has photographs paired with realistic pictures arranged vertically on his schedule.



When it is time to check his schedule he takes a Thomas the Tank Engine character to his schedule and places it at the top. This character helps him go to the right schedule, it also gives him a physical cue that helps him focus on moving to his schedule.



He then removes the top visual and takes it to the place that is shown on the visual (e.g. puzzle picture tells him to go to the puzzle table). Kavish is in kindergarten and is new to using schedules. Carrying his visual to the right place helps him to focus.



Once he is at the right location he posts his visual into a pocket labelled with the visual. This label is a location cue that helps students go to the right place. Now, Kavish is ready to start his next activity. Well done Kavish!

Supported by:



Bendigo Bank

Awareness

Anticipation

Intentional

Imitation
First – Then

Categorising

Problem Solving

Critical Thinking

This is **Kurrajong** class practicing walking as a group to the café, purchasing hot chips to share with their class, waiting for their turn, staying with the class, eating a meal at Berowra Waters Cafe, being safe and being part of the community.

A fun and relaxing day.



Kurrajong class sitting together after eating their morning teas and hot chips.



Two friends Essar and Harrison watching the boats at Berowra Waters Café.



Luca and friends waiting for his hot chips at Berowra Waters Cafe



Essar looking at all the ducks at Berowra Waters scrambling for the bread. Essar was fascinated by the ducks swimming in the river.



Luca celebrating his 15th Birthday at Berowra Waters café with his friends. We all sang happy Birthday with 15 claps.



Abbey relaxing at Berowra Waters Café looking at the beautiful scenery.

Gordon Markets



Undercover!

On the second floor of the Council Car Park in Wade Lane, between Gordon Railway Station and Gordon Shops on Pacific Highway.

Operating continuously for more than 25 years with a quality range of more than 100 merchants.

Join us: 2nd Sunday of every month - from 8.30 am to 3.00 pm.

Operated by the Rotary Clubs of Turramurra and Ku-ring-gai and by kind permission of Ku-Ring-Gai Council. All funds raised are donated to charitable causes.



Bookings and more information: [Gordon Markets Website](http://GordonMarketsWebsite.com)



Crisis Support. Suicide Prevention.

Need crisis support now? We're here to help. Call 13 11 14 (24/7)

SYDNEY'S BIGGEST BOOK FAIR

18th - 21st JULY 2019

THU/FRI 9am - 9pm
SAT/SUN 9am - 5pm

**KNOX GRAMMAR SCHOOL
PACIFIC HIGHWAY
WAHROONGA**

100,000+ Books,

CDs, Vinyl Records, DVDs & Computer Games
Pristine Fiction at a fraction of retail prices
Non-Fiction of huge scope and depth
All presented in easy access categories
NEW STOCK ARRIVING DAILY.



**More space,
more books!**

Find us on [f www.facebook.com/lifelineh2h](https://www.facebook.com/lifelineh2h)
Enquiries: www.lifelineh2h.org.au 02 9498 8805

THANKS TO:



KNOX GRAMMAR SCHOOL





Uniform Order

Students Name _____ Class _____

Item	Unit cost	Size	Quantity	\$
SUMMER:				
Short Sleeve Polo – Junior Colours Sizes: 4,6,8,10,12,14,16,18	34.00			
Short Sleeve Polo – Senior Colours Sizes: 10,12,14,16, S M L XL 2XL, 3XL	34.00			
Girls Summer Tunic Sizes: 2,4,6,8,10,12,14,16,18,20	70.00			
Shorts – unisex Sizes: 4,6,8,10,12,14,16,18	21.00			
Bucket Hat – Navy Sizes: S, M, L	13.00			
Cap – Navy / Red. Please indicate colour One size fits all	11.00	Navy / Red		
WINTER:				
Long Sleeve Polo – Junior Colours Sizes: 4,6,8,10,12,14,16,18	37.00			
Long Sleeve Polo – Senior Colours Sizes: 10,12,14,16, S M L XL 2XL, 3XL	37.00			
Trousers Sizes: 4,6,8,10,12,14,16,18	24.00			
Jumper – red Sizes: 4,6,8	46.00			
Jumper – red Sizes: 10,12,14,16	48.00			
Jumper – red Sizes: 18,20	50.00			
Weather proof Jacket – Navy Sizes: 4,6,8,10,12,14,16,18	50.00			
OTHER:				
Bag - small	51.00			
Bag - large	62.00			
TOTAL ORDER PRICE			\$	

PLEASE NOTE THAT UNIFORMS ARE TO BE PRE-PAID

Please send order form together with payment / bank transaction receipt in an envelope marked "Attn P&C – Uniform Order".

Payment methods:

1. Direct deposit to P&C account

Account Name: Clarke Road School P&C Association

BSB: 032085

Account Number: 322215

Reference: Please use Student name as on the order form to identify payment

Please email transaction receipt to clarkerd-s.school@det.nsw.edu.au

2. Cheque (payable to 'Clarke Road School P&C')

3. Cash with uniform order

Please allow 7 days for processing your order

Prices as at Mar 17