

Dear Parents and Carers,

National Carers Week

I know that National Carers Week was a number of weeks ago now but I didn't want the week to pass without recognising the amazing job that you all do in caring for your children. The complexity of caring for our students can be wonderfully rewarding but it can also be at times incredibly challenging. Thank you for working as a team with us to support your child to be the best they can be. Some of you may have seen the segment on ABC tonight a few weeks ago which featured the story of Cayden's brother, Jarred a young carer who is completing his HSC this year. It was a wonderful story about joy and resilience.

New P & C President

At our last P & C Meeting, a new P & C president was announced with Helen Tozer taking on the role. We appreciate Helen taking on this new position as well as facilitating a support group for parents. I would also like to acknowledge Deb Marsden in her role as outgoing president. Thank you Deb for your enthusiasm and willingness to serve the school community over this last year.

Dates to Remember

P&C Zoom Meeting

Fri 13th November
9.30am

Chat & Learn Zoom Session

Tues 24th November
9.30-11.00am

Year 12 Formal

Thurs 10th December

P.B.E.L. NEWS

When at school, students learn to **be caring** in the classroom and playground. With excursions beginning this term, it is a great chance to practice these skills during community access programs by **caring** for plants and gardens, throwing their rubbish in the bin and packing away all belongings before leaving an area.



Gibba class recently visited Warrah farm to learn how to care for fruits and vegetables and returned with some new plants for Cluck Road Farm.



Jagraj and Cody putting their rubbish in the bin.



Maheen putting her rubbish in a rubbish bag at the park.



Thank you Wahroonga and Ku-ring-gai Rotary



At the end of last term we received a special COVID-safe afternoon tea from Wahroonga Rotary to acknowledge Clarke Road School being awarded the August Caring for the Community award. It was lovely for staff to receive some yummy treats and we all appreciated the effort they went to, to recognise everyone. A special thank you to Jo Karaolis who coordinated this effort.

Thank you too to our wonderful Ku-ring-gai Rotary members who completed another Working Bee in the school holidays. They cleaned gutters, weeded, swept and tidied up Cluck Road Farm as well as planted 60 ground cover plants in our front driveway. Thank you to Arthur, Joy, Greg, Michael, Bruce, Indra, Sue, Anne and John for your hard work and dedication to Clarke Road.

Effective Feedback

Clarke Road School (CRS) is currently undertaking a process of school planning and has been using the 'What Works Best' themes to inform their planning. These themes include: high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing and collaboration. This week, I wanted to write about the theme of **Effective Feedback**. At Clarke Road School, effective feedback is embedded by teachers establishing a clear beginning, middle and end to learning tasks. This enables students to have a clear understanding of what is expected of them for each task or activity. When students are learning a new skill they will be working with a staff member 1:1 to build their knowledge and understanding. Once this skill has moved to the established stage, students will be given opportunity to practice this skill as an independent skill. Students are praised for their efforts in learning with verbal and visual feedback such as high fives or receiving PBEL certificates at assemblies. Immediate and accurate feedback is provided to students when they are completing their work e.g. If a student was putting the number 3 next to 2 dots, the teacher would indicate that the answer is not correct and prompt the student to correct their answer. Explicit instructions for students are paired with real object and/or visual cues appropriate to their Passport for Learning 'colour' grouping. Effective feedback is also a key feature of our Personalised Learning Support Plan meetings as well as our school reports where parents are provided with detail about the skills that their child has established and those that they are working towards.

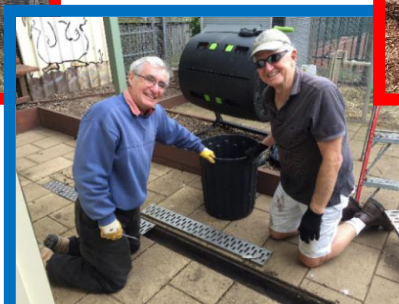
Upcoming events

Our next P & C meeting will be via Zoom on 13th November at 9.30 am and we would love to have as many families as possible join us. Please also put the next Chat & Learn on the 24th November, 9.30-11.00 am in the calendar. Both these events are opportunities to connect with the wider community and to grow our understanding together about 'Passport for Learning' and 'In the Zone'. And even better, you can connect without even leaving your home as both these events will be held on Zoom.

Have a relaxing weekend everyone,

Rebecca

Thank you Ku-ring-gai Rotary



Creating a Voice (CaV) Project

This term we are continuing to look at developing a student's social skills using the Passport for Learning (also known as the Communication Passport). The social skill that we are focusing on this week is if a student can take turns.

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. They are working towards intentional communication and attending to people and real objects. Continue developing a blue student's skills by working on joint/shared attention activities and engaging the student in an activity with a familiar communication partner. Give students opportunities to request 'more' of an activity if they show interest in a particular item or activity.

A purple student recognises familiar voices and responds to their name. They are becoming aware of others in their environment and are engaging in the here and now e.g. a familiar person in front of them. A purple student is fleetingly aware that they should wait and is occasionally able to practice this skill with a familiar communication partner, using a very motivating toy or activity. To develop a purple student's skills practice turn taking with simple activities at a close range, such as preferred cause and effect toys and switch toys.

A red student can wait very briefly while another person has a turn during simple turn-taking activities, such as watching another student have a short turn of a drum, before it is their turn. It is likely that the student will attempt to grab the item and/or complain about waiting and the activity needs to be closely supervised by an adult. To assist a red student, consider the positioning of equipment/toy, length of each time and how many people are involved. Consistently use explicit modelling and exaggerated intonation to help support students understanding e.g. "Joe's turn" whilst pointing to child.

A brown student can wait for longer periods during turn-taking activities, especially during preferred activities or using a favoured item. Grabbing and complaining occurs less frequently, especially when an authority figure is present. 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. Turn taking routines can be structured using photograph or PCS visuals. Play with others will be supported and modelled by an adult. Assist an orange student by practicing turn taking across the day in a greater variety of situations (games, sporting activities, cooking, food sharing, art, puzzles and conversations) and maintain clear routines around turn taking, such as using a timer, 'whose turn' board, singing and/or counting.

A yellow student can wait for their turn during activities and conversations, with more skill. In conversation they are able to wait their turn to speak, look at the speaker and listen to the answer. They can initiate the topic and sustain it for two turns. Assist non-verbal students with chat mats and chat books to encourage turn taking in conversation. During play, adults can introduce and use visual supports to establish rules and sharing such as visual sequence for 2 students playing a game involving them rolling a die and moving forward.

A green student is skilled at turn taking during activities and conversations. They are developing simple critical thinking skills by starting to invent games with simple rules, including turn-taking games. In conversation they will be able to talk on a variety of topics and extend conversations by asking questions and giving additional information. Continue to develop a green student's skills by practising conversations with visual supports for turn taking, such as a conversation ladder or turn taking tokens.

Awareness

Anticipation

Intentional

Imitation
First – Then

Categorising

Problem Solving

Critical Thinking

What happens in Kurrajong?

Everything!



Counting and fine motor skills

Out in the community



Touch screen computer skills



Sensory

Technology and Design

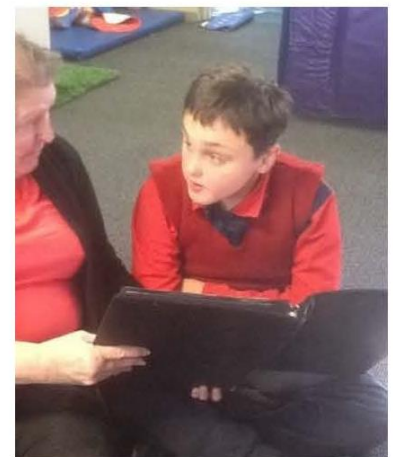


Swimming

Choice making & communication



Listening to stories



Reading and Listening

School to Work

For secondary students with disability

Are you a parent or family member of a secondary student with disability and are considering their future after school?

Many people with disability don't have the same opportunity to obtain real employment, with many attending a day program or sheltered workshops after school.

Employment opportunities are available for ALL people regardless of their disability. This project will show you how...

School to Work aims to inspire, increase the confidence of and motivate students with disability and their families to make a start on the road to meaningful, paid employment in the community. Our free, introductory webinars are now open for registration:



Imagining Work - Getting Started in Years 7 & 8

- Tuesday, 17 November 12pm-1pm OR
- Wednesday, 25 November 12pm-1pm

Imagining Webinars will cover:

- Developing a vision for employment • Strengths, passions, interests • The value of community connections

Discovering Work - Getting Started in Years 9 & 10

- Wednesday, 18 November 12-1pm OR
- Thursday, 26 November 12-1pm



Discovering Work - The Next Steps in Years 9 & 10

- Wednesday, 2 December 12-1pm

Discovering Webinars will cover:

- Strengths-based conversations • Creative work opportunities • Exploring pathways to work

Finding Work - Getting Started in Years 11 & 12

- Tuesday, 24 November 12-1pm OR
- Monday, 30 November 12-1pm

Finding Work - The Next Steps in Years 11 & 12

- Tuesday, 8 December 12pm-1pm

Finding Webinars will cover:

- Learnings from work experience - where to next? • Developing a resume and getting your pitch right • Thinking about working for yourself? Customised employment and micro-enterprise options

Find out more and register at ric.org.au/events

The webinars will include relevant NSW information related to employment.

Not residing in NSW? Find out more about your local state/territory:

QLD: Community Resource Unit CRU - cru.org.au | ACT: Imagine More - imaginemore.org.au

This project is being provided as part of the Community Inclusion Capacity Development program through The Department of Social Services



**resourcing
inclusive
communities**

An initiative of Family Advocacy



School To Work
for Secondary Students
with Disability



Are you ready to take your next step?

**Come along to our
Vocational Skills
Training (SLES) and
Everyday Life Skills
drop-in day in Hornsby**

Drop-in to our centre and meet the Northcott crew to find out how we can support you to build new skills and become work ready. *Let's see what you can do.*

WHAT TO EXPECT:

- > **See** our Vocational Skills Training (SLES) and Everyday Life Skills programs in action and find out what they can offer you
- > **Participate** in activities and get a feel for the skills you will learn and develop
- > **Get to know** your strengths and how they can be used to gain independence or get a job
- > **Explore** your goals for the coming year with our coordinators' support
- > **Meet** the Northcott team and make new friends who are also excited to take their next steps on their journey to independence/ job-seeking



Wednesday 18 November.
11:00am – 5:00pm
(make sure you book your spot in one of our interactive sessions)



Shop 3, 2 William Street, Hornsby



Due to physical distancing restrictions, **registrations are essential.** Register [here](#) or scan the QR code with your phone



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The Northcott Society ACN: 000 022 971 ABN: 87 302 064 152


Northcott
Let's see what you can do

Everyday Life Skills



Building your independence



Build confidence



Community engagement



Social connections



Personalised service



Skill development

Skills to live the life you choose

Northcott has over 15 years of experience in developing the everyday life skills of people with disability. Be nurtured to develop skills of your choice with one-on-one support from Northcott or join one of our group programs to build your social connections and feel a sense of belonging.

What you can do with us

Individual Everyday Life Skills In our one-on-one life skills sessions we will focus on your specific needs to support you to reach your goals. Our experienced support workers will:

- ▶ Work with you on strategies to build your confidence and independence at home and outside
- ▶ Assist you with specific tasks in daily life such as self-care and household chores
- ▶ Support you to become familiar with the routines in your day-to-day surroundings
- ▶ Support you to get out and about in your local community
- ▶ Offer flexibility so you can choose when and where the session is held for your convenience

Everyday Life Skills Group training This group-based training is for people with disability aged over 18 years and provides the opportunity for you to be amongst peers with similar needs and interests. Our program offers:

- ▶ The chance to develop a sense of familiarity and confidence to complete tasks on your own
- ▶ Opportunities to form new connections
- ▶ One-on-one support to complement our group programs, if you choose



What you will get from this service

- ▶ Skills development for daily tasks and other tasks of your choosing
- ▶ Strategies to build your independence and confidence at home and in the community
- ▶ Strong social connections and new friends
- ▶ Access to experienced support workers
- ▶ Opportunities to socialise and experience new activities

Build skills and confidence for your future with Northcott

"The social aspect of Everyday Life Skills is really good for Vicki and Sonia. They have a lot of new friends in Tamworth and within the group. And they've got more independence."

Wesley, Northcott's Centre Based Coordinator in Tamworth is talking about Aboriginal sisters, Sonia and Vicki who joined our Everyday Life Skills program in September 2017.

Sonia and Vicki live in a small isolated community, with limited access to social activities. Thanks to Northcott, the pair now have more opportunities to meet other people and get out in their community. According to Wesley, the sisters, who both have intellectual disability and learning difficulties, have settled in well at Northcott, participating in outings, the cooking and shopping programs and community volunteering.



Good to know

For a more holistic approach to your development and to avoid the hassle of dealing with different providers, we recommend that Northcott's Everyday Life Skills service is combined with our Vocational Skills and Short Breaks and Outings services to support you to find and keep a job.

When you talk to your NDIS Planner, they will use the following terms to describe the funding that can be used to purchase Everyday Life Skills services:

	Individual	Group
Assistance with daily living	✓	
Assistance with social and community participation		✓
Increased social and community participation	✓	✓
Improved daily living skills	✓	
Improved relationships	✓	



1800 818 286 northcott@northcott.com.au northcott.com.au

The Northcott Society ACN: 000 022 971 ABN: 87 302 064 152

Online Conversations with Carers 2020/2021

Join us for a series of monthly online Carer chats, we will discuss various aspects of being a Carer. The free online talks provide a great opportunity to connect with other Carers, share, and laugh and learn. **Monthly conversations with Carers will commence on Friday 6/11/2020.**

It takes a Village to help raise a child, or to help care for a vulnerable person and their invaluable Carers. Let's create that Village together.

Check out monthly webinar topics on www.nscarersupport.com.au and www.facebook.com/NSLHDcarersupport

Monthly Dates are the **First Friday** of the month at **10:30 via Zoom**

November 6th, December 4th 2020, and then in 2021

February 5th, March 5th, April 2nd, May 7th, June 4th, July 2nd, August 6th,
September 3rd, October 1st, November 5th, December 5th

Zoom details: Join Zoom Meeting

<https://zoom.us/j/91217651712?pwd=WHZnVkqwaWd4Ty9WQWlyZ0tNMmpFQT09>

Meeting ID: 912 1765 1712 Passcode: 6q9y5J



NSLHD Carer Support Service