

Dear Parents and Carers,



At the time that I write this it is **International Day of People with Disability** and I have enjoyed reading in the media the many wonderfully heartening stories about people with disability and what they have achieved in their lives. They have been stories worth celebrating.

It is with this in mind that we invite you to join with us in celebrating our students at Presentation Day. Due to COVID-19 guidelines, Presentation Day at Clarke Road School will look different than previous years. Parents of major award winners and Year 12 leavers have been invited to attend in person, but we hope that many more parents and friends will share in the celebrations later on video. We will be celebrating students in individual class groups on both Monday 7<sup>th</sup> (Seniors) and Tuesday 8<sup>th</sup> (Juniors). Each class will be recorded receiving their awards and certificates with this recording then uploaded to Brightcove Video Cloud, for which the link will be sent to you via email. Each email will also include the Principal's Speech and performances. Whether you are with us in person or view the video at home after the event, we ask that you would join us in taking a moment to celebrate the progress that your child has made this year.

## Dates to Remember

### Presentation Day (Seniors)

Mon 7<sup>th</sup> December

### Presentation Day (Juniors)

Tue 8<sup>th</sup> December

### Year 12 Formal

Thurs 10<sup>th</sup> December

### Last day for Students

Wed 16<sup>th</sup> December

### Students Return

Fri 29<sup>th</sup> January 2021

## P.B.E.L. NEWS

Everyday in the classroom there are plenty of opportunities to practise **being caring**. Students can show care in the classroom by packing away their toys and work and keeping the classroom tidy. Take a look at these outstanding, caring students.



Shaاون has finished reading and is putting the book back in the box.



Damon is packing his lunch away.



Theodor and Benji are packing away their game.



Prashseeta is putting her rubbish in the bin.

Benji is packing away after



Cody is cleaning the table after lunch.

## Assessment

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 **Assessment**.

At Clarke Road School, assessment data is collected through students Passport for Learning assessments. These assessments capture each students' skills in cognitive, expressive and receptive language and social areas at the beginning of each year. In the Zone checklists also provide staff with a greater understanding of the supports students need to be in a calm yet alert state; a state that is optimum for learning. The information gained from these assessments provides meaningful data to staff about the skills a student has developed as well as provides important information about what skills staff need to target next.

Students' programs are personalised with instructions and visual support adjusted to their Passport for Learning 'colour' group. When students are learning a new skill they work with a staff member 1:1 to build their knowledge and understanding. Activities that build these skills, are monitored and adjusted according to students progress. Once a skill has moved to the established stage, students are given opportunities to practice this skill as an independent skill. Students progress and growth can be captured in Passport for Learning assessments later in the year and is reported on to parents through both mid year and end of year reports. These reports provide detail about the progress their child has made in specific areas and skills and those they are working towards.

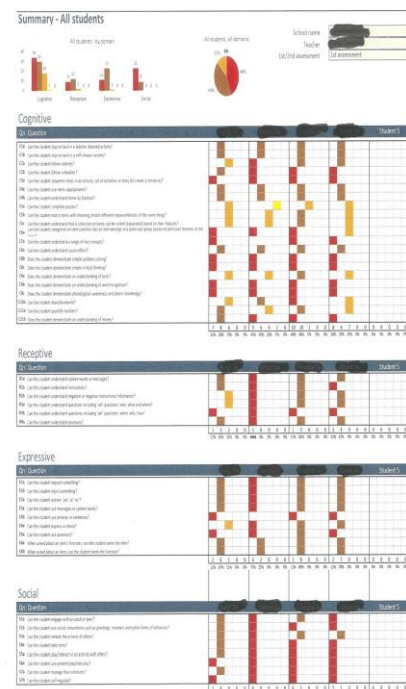
## Chat & Learn

Last Tuesday CRS hosted their first online Chat & Learn looking at the topic of co regulation to self regulation. Seven parents joined us online. It was a wonderful opportunity to grow our understanding together about how to support our children and students' regulation. Unfortunately we were unable to record the session but if you would like the slides from the presentation please let your class teacher know and we will send home a copy.

Have a lovely weekend everyone and look forward to seeing some of you next week at our Junior and Senior Presentation Days.

**Rebecca**

*Some of our amazing learners this week . . .*





## *Creating a Voice (CaV) Project*

In this week's newsletter we are continuing to explore questions from the social domain in the Passport for Learning. The question is "Can the student use pretend play/ role play?" Pretend play is play that involves a child/ young person acting out familiar situations. For instance, feeding a doll and putting it to bed. It can also involve using an object in a new way. For example, using a block as a phone.

A blue student is working towards pretend play through developing an awareness of people and real objects. To support the development of this skill focus on developing joint/shared attention skills by engaging the student in an activity with a familiar communication partner such as putting on hand cream. Help your child/ young person develop awareness by first showing them the hand cream tube, as you tell them, "It's time for hand cream." Apply a small amount then pause, look for a small behaviour and give it intention. For example, if your child moves their hand towards the cream say, "You want more."

A purple student is able to anticipate some aspects of familiar activities. They are working towards pretend play through increasing their attention of familiar people and objects. To support the development of this skill for a purple student provide opportunities for them to request 'more' of a highly preferred activity or item. Continue to develop joint/shared attention skills by providing opportunities for students to engage in preferred activities with a familiar communication partner such as singing songs together.

A red student is not yet ready to use pretend play. Their play usually involves exploring objects and the environment using manipulative play. A red student benefits from learning to use more toys functionally. Give them opportunities to play with a variety of toys appropriately. Sit with them as they play and model the way to use the toy. For example help them to push cars or balls down a ramp, wind the handle of a jack in the box or play a drum.

A brown student can use objects within pretend play/ role play. For example, they will pretend to eat from a spoon or drink from a cup. They are beginning to sequence play. For example, feed a doll, put the doll to bed and put on a blanket. Give your child opportunities to engage in pretend play, prompt them to use several steps. For instance, if they are playing trains, the train could pick up a farm animal at one station and 'deliver it to another station, then go back to the train shed for a rest.

An orange student can use objects to represent other objects, for example, using a box as a bed for their teddy. An orange child/ young person can use imagination, memory and reasoning to plan and make things happen. When playing with your child/ young person, encourage them to use objects in different ways. For instance, when playing in the sandpit, you could use sticks or leaves as candles on a cake or flags on a castle.

A yellow student is starting to use fantasy play/ imaginative play. For example, they may pretend to be a fairy or use dolls or puppets as part of their play. Reading fantasy stories and using the characters when playing with your child can help support imaginative play for a yellow student. For instance, if your child enjoys reading "The Three Billy Goats Gruff," you could act out being the goat and / or the troll on a bridge at the park.

A green student can play dress ups and other imaginative games. They like to set up scenes using both objects and other children. Green students are beginning to have some understanding of what is imaginary and real. Help your child to develop these skills by providing them with dress ups and objects around a scene. For instance, you could create a pretend play shop, by setting out some canned food or pretend food items. They could have a basket to collect their groceries and a handbag to carry their money. If they have a friend available to play with them, help them by assigning roles, such as shop assistant and shopper.

Awareness

Anticipation

Intentional

Imitation  
First – Then

Categorising

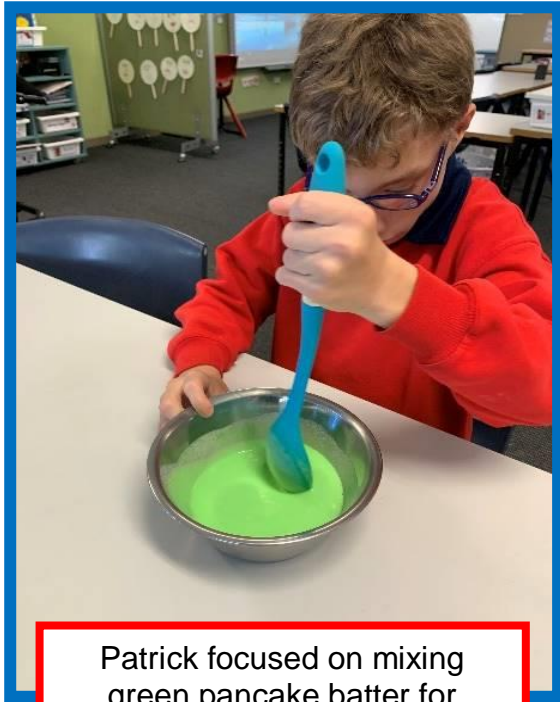
Problem Solving

Critical Thinking



# Warrigal

This semester, we have been talking about our emotions. Everyday when we come to school, we are asked how we are feeling and we always say..... HAPPY!!!!  
There are so many different activities which we do at school every day to make us feel happy



Patrick focused on mixing green pancake batter for cooking!



Will enjoying having lunch with his friends!



Ava completing a number puzzle



Massimo swimming on his back and having fun in the water!





Ben swimming and having fun with his friends!



Michelle practising her cutting skills!







Education &  
Communities

# Compulsory School Attendance

Information for parents

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and your child will build and maintain friendships with other children.

## What are my legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The *Education Act 1990* requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the Board of Studies, Teaching and Educational Standards for homeschooling.

Once enrolled, children are required to attend school each day it is open for studies.

## The importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Gives students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

## What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

## Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An *Application for Extended Leave* may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.



## My child won't go to school. What should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

## What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education and Communities may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school.

Some of the following actions may be undertaken:

- Compulsory Schooling Conferences

You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.

- Application to the Children's Court – Compulsory Schooling Order

If your child's attendance at school remains unsatisfactory the Department

may apply to the Children's Court for a *Compulsory Schooling Order*. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.

- Prosecution in the Local Court
- School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

## What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

## Working in Partnership

The Department of Education and Communities recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

If a student misses as little as 8 days in a school term, by the end of primary school they'll have missed over a year of school.

Further information regarding school attendance can be obtained from the following websites:

## Policy, information and brochures:

Please visit the Department of Education's *Policy Library*

## The school leaving age:

Please visit the Department of Education's *Wellbeing and Learning* website

## Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on 131 450. You will not be charged for this service.

For further advice and questions contact your educational services team

T 131 536

Learning and Engagement

Student Engagement & Interagency Partnerships

T 9244 512

[www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)

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NSW Department of Education and Communities



## My Health Information Folder

### Seeking your feedback

Northern Sydney Local Health District is seeking support from family carers of children with an intellectual disability to trial the resource: *My Health Information Folder*.

The folder has been developed in collaboration with Northern Sydney Local Health District's Carer Support Service and is designed to keep important health care information accessible, when presenting for health care appointments or hospitalisation.

Participants in this trial are asked to complete a pre- and a post-survey to help us review and continuously improve this resource and our services. Responses will not be linked to personal information.

### Sign up for your folder



Register to receive a folder and participate in this trial via our online survey via the QR Code or this link:

<https://www.surveymonkey.com/r/MyHealthInformationFolder>

Registrations will remain open until all folders are distributed. Folders will be delivered to schools for collection by family carers as they complete the online survey.

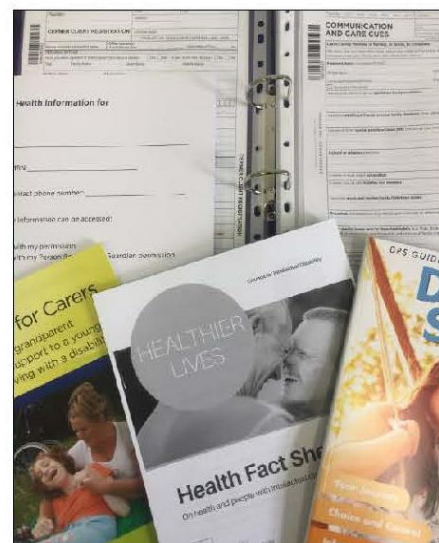
There will be no requirement to return the folder once used.

### More information

This folder is developed through the Intellectual Disability Mental Health Drug and Alcohol (ID MHDA): Team and Training Program. This folder and other ID MHDA program resources aim to build our capacity to care for people with an intellectual disability who present to our health, and mental health services.

For more information please contact:

Kerry Hides-Pearson  
Northern Sydney Local Health District  
P: 8877 5375  
E: [Kerry.HidesPearson@health.nsw.gov.au](mailto:Kerry.HidesPearson@health.nsw.gov.au)



## Uniform Order

Students Name \_\_\_\_\_ Class \_\_\_\_\_

Item	Unit cost	Size	Quantity	\$
<b>SUMMER:</b>				
Short Sleeve Polo Size: 4,6,8,10,12,14,16,18/S, M L XL 2XL, 3XL	35.00			
Girls Summer Tunic Sizes: 1,2,4,6,8,10,12,14,18,20	70.00			
Shorts – unisex* Sizes: 8,14,16,18	21.00			
Bucket Hat – Navy Sizes: S, M, L	16.00			
Cap – Navy / Red. Please indicate colour One size fits all	14.00	<b>Navy / Red</b>		
<b>WINTER:</b>				
Long Sleeve Polo – Junior Colours Sizes: 4,6,8,10,12,14,16,18/S, M L XL 2XL, 3XL	43.00			
Trousers* Sizes: 4,6,8,10,12,14, 18	24.00			
Jumper – red Sizes: 4,6,8,10	48.00			
Jumper – red Sizes: 12,14,16,18,20	53.00			
Weather proof Jacket – Navy Sizes: 4,6,8,10,12,14,16,18	53.00			
<b>OTHER:</b>				
Bag - small	54.00			
Bag - large	60.00			
<b>TOTAL ORDER PRICE</b>				<b>\$</b>

**\*If the size you are after is not available, navy pants and shorts from Lowes would be a good substitute**

### 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](mailto: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 Nov 20