

Dear Parents and Carers,

I wanted to begin our newsletter this week by sharing with you some highlights from these past two weeks which have brought a smile to my face. A child practising her reading skills in my office, "I can see a blue elephant"; a student squealing with excitement when he saw his teacher at school after returning from learning at home; and a student initiating an interaction with a teacher who is less familiar to her. These are the small moments which remind us all of the importance of connection and the gains which our students make as they engage in a supportive learning environment; one in which they are known, valued and cared for.

Connect, Collaborate, Communicate

Clarke Road School staff have been focussing on these three themes over this term. *Connect* – It has been wonderful to see how staff and families have connected in new ways during COVID-19 and we look forward to building on this as students return to school full time. It has also been special to watch students re-connect with their class staff as they have returned to school over these past few weeks. *Collaborate* – Working together as a team is one of the strengths of our staff at Clarke Road School. This has been particularly evident at this unprecedented time, as staff have collaborated together to assemble learning packs and adjust to a constantly changing landscape. *Communicate* – the importance of communication has been impressed on all of us at this time, as we have learnt to communicate in new ways.

Dates to Remember

Pyjama Day

Tuesday 26th May

Queen's Birthday Public Holiday

Monday 8th June (no school)

P.B.E.L. NEWS

Our students have been doing an amazing job practising being great learners at home and at school this year. It has been wonderful to see our students showing their flexible thinking by being learners who use valuable learning skills such as, listening to their teachers and parents, asking for help and trying their best in many places. Look at some of this terms learning stars.



Teddy is being an outstanding learner, focussing well as he creates an Easter wreath.



Benji is showing his fabulous learning, doing his best work to sort colours.

Emily is being a terrific learner, practising her switch skills to make bubbles.



Damon is being a great learner, developing his drawing skills.



We have appreciated the opportunity to communicate with you in person during learning pack pick-ups, over the phone, through Class Dojo and through Google Classroom. It has indeed been a time in which we all have grown, as we have embraced different technology and learnt some new skills.

Thank you to staff

I would like to take this opportunity to acknowledge the hard work and dedication that staff have demonstrated during the last ten weeks. It has been a challenging time in which they have had to adapt to new information and a changing learning environment, often at a fairly rapid pace. They have done an amazing job and risen to the challenge with aplomb; putting students first, working as a team and doing it all with smiles on their faces. Please join with me in acknowledging them the next time you speak or write to them.

Phase 3

We are looking forward to seeing our students return to full-time schooling next Monday. We have missed having all of our students together and anticipate that there will be a re-adjustment for many of our students as they move back to learning at school. Phase 3 will involve students learning at school with their class. Shared activities such as Signing Choir and Assemblies are on hold and students will participate in these in their classroom. Similarly, incursions and excursions, such as Leisure Skills and Work Programs (e.g. canteen), will not go ahead at this stage. Extra cleaning during the day is taking place with playground equipment being wiped down after each use and high-touch areas such as door handles and gates cleaned throughout the day. Physical distancing for staff and parents will continue and we would ask that you would be mindful of keeping 1.5 metres apart from other parents and moving off site as soon as you have collected your child. Thank you for your understanding and support in adopting these measures.

Passport for Learning Professional Learning

Last Tuesday afternoon, we were fortunate to have Kavi, in her role at CESE, lead a Professional Learning session for staff around Passport for Learning (Creating a Voice). It was a wonderful reminder of the importance of building our students' skills in using tools for learning, such as schedules, which build flexibility for our students when they move to other environments. The professional learning session also highlighted the importance of building a culture of shared understanding about our students. Over the next few weeks, teachers will be given an opportunity to engage in a mentoring session with Ylana Bloom, our academic partner. During this mentoring session, teachers are encouraged to reflect on the strengths of their students, as well as target some areas in which to build skills. We are grateful to have such highly-skilled professionals and educators as Ylana and Kavi to partner with us in making a difference to our students learning.



Pyjama Day

As we won't be having a PBEL Day this term, we are going to have two dress up days. The first will be on Tuesday 26th May when we would like everyone to come to school in their pyjamas. Dressing gowns, slippers, teddy bears all welcome 😊

Stay safe and take care,
Rebecca

Some photos of our amazing learners this week



CLARKE ROAD SCHOOL

Pyjama Day

26th May 2020



**Come dressed in
your favourite PJ's**

Creating a Voice (CaV) Project

This term we are continuing to look at developing a student's expressive language using the Passport for Learning (also known as the Communication Passport). The expressive language skill that we are focussing on this week is how a student/young person can make a choice.

A blue student is working towards developing their choice making skills. When making a choice, students may use body movement, facial expressions and/or vocalisations. To develop this skill, present your child with one item in a close range and wait for them to look at, reach or acknowledge the item.

A purple student is building their anticipation, for choice making they are most likely to respond when presented with a single preferred item. When presenting your child with a preferred item pause for natural engagement and wait for your child to use body movement, facial expressions and/or vocalisations to request the item.

A red student is more intentional in their choice making, when asked they can express a simple choice from two real objects. **Tip:** When this student has consistently demonstrated that they can make an intentional choice between a preferred item and distractor, a preferred and less preferred item can be introduced. Ensure the item that is chosen is given, rather than giving both.

A brown student can express their choice between two and six items, students can use photos, real images and real objects to indicate their choice. **Tip:** This student is understanding photographs and realistic pictures, so these can be used in addition to actual items when asking them to make a choice. They benefit from choosing between 2 preferred items to help their ability to choose items according to most to least preferred with fewer choices.

An orange student can make a choice between two to six items, students can continue to use photos, real images and items to make their choices. **Tip:** By using only 6 items, this allows this student to improve their ability to choose between items according to most to least preferred with fewer choices. However, this student doesn't require only 6 choices to be offered at all times. The idea is that, when asked, they should be able to consistently demonstrate that they can make a choice from up to 6 items. Once they can consistently make a choice from 6 items then they can be asked to make 2 choices from a range of up to 6 items. They benefit from having access to visuals they understand, when making choices, especially in the beginning stages of orange.

A yellow student can understand complex questions and make choices for activities, people, locations, timing as well as the choice of when an activity is finished. **Tip:** For this student the complexity of the questions can be increased with the use of extra descriptors.

A green student knows their own personal preferences on which they can make choices, they can also provide a reason or justification of why they made that choice. **Tip:** This student is more adept at making choices based on knowing their own personal preferences. As they learn to manage their emotions, they start to become better at making these choices within a situation (for example, 'Tim is using the computer, I will do drawing').

Awareness

Anticipation

Intentional

Imitation
First – Then

Categorising

Problem Solving

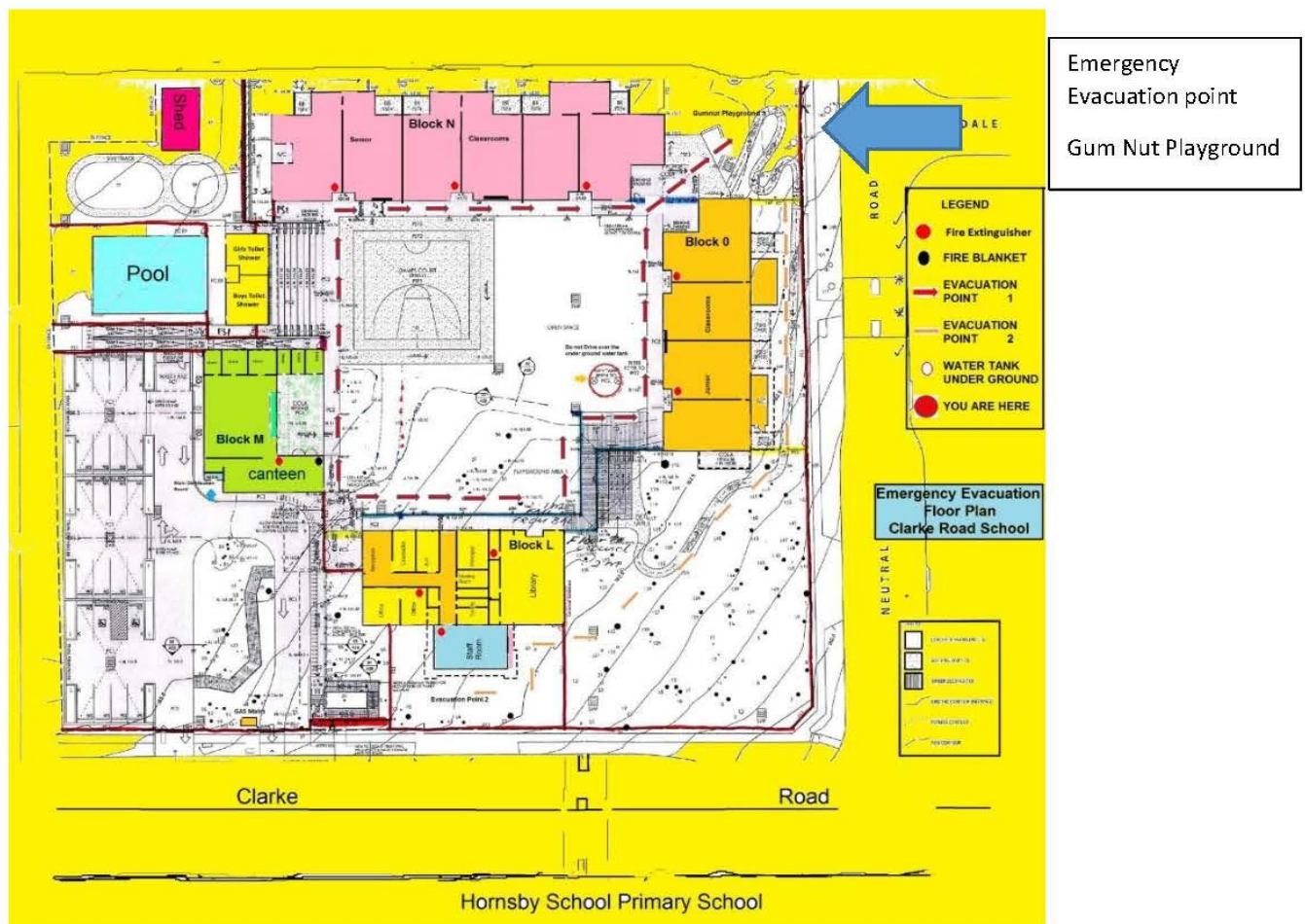
Critical Thinking

Emergency Procedures at Clarke Road School

Twice a year Clarke Road School and every school in NSW practices emergency procedures in case of fire or a dangerous event. In March this year a lock down practice took place at Clarke Road School. This involves staying in our classrooms, locking doors, pulling down blinds and waiting for the all clear announcement. Before the practice the students are supported by a social story to prepare them for the lockdown. Emergency practices are mandatory and make us ready for action in the case of an emergency.

In September we will be practicing an emergency evacuation. The evacuation point is Gum Nut playground which is adjacent to Neutral Road. Before the practice the students are supported by a social story to prepare them to walk with their class to the evacuation point. The class role is then taken and we await for the all clear announcement. In an extreme emergency our second evacuation point is Hornsby South, then Barker College or Hornsby Girls if required.

This is a map of our School showing the evacuation point

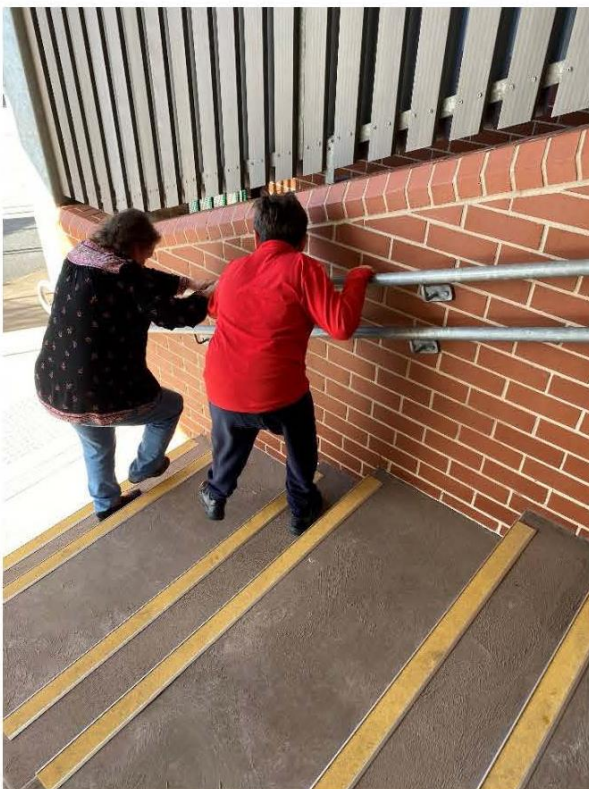


Health and Safety

Catherine Treay

Kurrajong Class Personal Goals

Every day students in Kurrajong class work on their personal goals. The Kurrajong class walking and fitness program develops students' coordination, mobility, muscle strength, increases independence and confidence. All Kurrajong class enjoy their daily walk looking in all the classrooms as they walk by and return to class ready to work.



Essar and Harrison are practicing walking up and down stairs. They go up the stairs independently, holding on to the stair railing.

Going down the stairs is a more difficult task for some. Students need to manage hand/feet/eye coordination and depth perception.

Essar and Harrison are assisted to position their hands on the railing. They step down and slide hands down on the railing.

Each day the students are improving and becoming more confident.



Matthew uses his *May Walker* to practice walking around the school independently. Mathew is improving in his fitness, balance and stability. The May Walker helps Mathew to maintain an upright body posture, it enables him to redistribute his weight when walking. Mathew is strengthening his legs and muscles when walking. He is encouraged to stand up straight. Standing u straight he is bale to see the school from a different perspective.

Matthew loves the independence when walking around the school.



Every day Luca stands in his *Tram Walker* or *Evolv Sit/Stander* to develop his core strength and standing while completing his learning tasks

His standing strengthens every muscle in the body and improves digestion; respiration and circulation. Standing increases bone density, stretches muscles, facilitates hip joint integrity, improves well being, alertness and enables Luc to interact eye to eye with peers.

This Luca working very hard at the touch screen computer.



HORNSBY SUPPORT GROUP- ONLINE

Supporting complex learners and their families in the Hornsby Shire



Dear parents and caregivers,

In partnership with Relationships Australia, we are starting weekly online Zoom group for Clarke Road families. The group will be facilitated by Clarke Rd parent, Helen Tozer.

It's a safe place to connect with other families at your school. Come for a minute or stay for the hour. We'd love to catch up and be of mutual encouragement to one another.

If you have any questions, please don't hesitate to call Helen.
See you online!

Relationships Australia.
NEW SOUTH WALES



Communities
& Justice

Where:
Online- Zoom

When:
Tuesday- 11am-12 noon
Or
Wednesday 8-9pm

Weekly

Cost: Free

Facilitator:
Helen Tozer

Contact:
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