

Dear Parents and Carers,

What a joy to have nearly all of our students back at school! It has been so wonderful to see students interacting with each other and with staff as they re-adjust to the 'new normal'. It has also been heart-warming to see students engaging again with their learning programs and classroom routines.

Connect, Collaborate, Communicate

For the last two weeks during staff meetings we have spent the first few minutes reflecting on the questions: What have been the 'silver linings' of COVID for your class or CRS as a whole? What new skills did you learn during COVID that you would like to continue using? Some of the responses included: learning new technology skills, connection with families around learning, discovering innovative ways to approach challenges, getting to know other students better (some teachers had the opportunity to teach other classes during COVID) and sharing and collaboration with staff. At CRS, we are always mindful of how we can improve our practice. COVID has provided us with an opportunity to work, learn and collaborate in new and different ways and we are keen to continue to embed these skills into future practices.

Supplementary Funding Professional Learning

Last week, staff engaged in some professional learning around our Supplementary Funding allocation. As I have mentioned previously, Clarke Road School, along with other SSP (schools for specific purposes) schools in New South Wales were given supplementary funding for the remainder of the year.

Dates to Remember

Queen's Birthday Public Holiday

Monday 8th June
(No school)

P & C Meeting

Friday 19th June – Via
Zoom 9.30am

P.B.E.L. NEWS

At Clarke Road School, our students have different opportunities to practise being a 'good learner'. We work together with others in our classroom, we follow teacher instructions at the chicken farm, we wait for our turn in the playground, and we relax on the walkway! At Clarke Road School, we are good learners!



The money is to provide interim additional resourcing to SSP schools which will inform future funding decisions. Clarke Road School have chosen to spend our allocation on staffing, predominately on the employment of some extra SLSOs. This will be a wonderful addition to classroom staff. Teachers and SLSO's spent time at our Professional Learning last week planning on how to best utilise this extra support to further outcomes for students. Class staff are currently collecting baseline data so that we are able to show the impact on students personalised learning programs when the extra SLSO's begin in the next few weeks.

Hygiene practices

As you can appreciate, we are continuing to be vigilant around hand washing and cleaning procedures with everyone back at school. Extra cleaning is continuing to take place throughout the day with playground equipment being wiped down after each use and high-touch areas such as door handles and gates cleaned numerous times over the course of 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. With winter now upon us it is often quite cold in the mornings and on the playground. Please make sure that your child is warmly dressed each day with a jumper and a jacket for when they are outside. If your child is showing symptoms of a cold or is unwell they should remain at home until symptoms resolve. Where appropriate seek advice from a medical practitioner. Your understanding and support in ensuring that your child is well is appreciated.

Upcoming P & C meeting

On the 19th June at 9.30 am the P & C will hold their first Zoom meeting. It would be wonderful to have as many parents attend as possible so please join us if you are able from the comfort of your own home! Deb Marsden, our P & C president, would love to 'invite' you so please email her or give her a call – her details can be found in the P & C flyer later in this newsletter.

Pyjama Day

Thank you all for sending your children in their pyjamas last Tuesday. As always, these days are filled with joy and laughter for our students who of course think it is hilarious to see their teachers wearing a dressing gown or to show off their own brightly coloured ensembles. Learning at its best is engaging, fun and a journey we are on together.

Enjoy the long weekend,

Rebecca

Some photos of Pyjama Day





Term 4 P&C Meeting



Friday, June 19 at 9:30am

via **ZOOM MEETING**

All welcome to join. It is a great way to have input into the school and meet other parents and citizens.

Contact Deborah Marsden for further information: deborah.marsden16@gmail.com
0451893131

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 ask a question

A blue student is working towards developing their awareness of items or people. In order for a student to ask a question they first need to be acknowledge a person in their immediate environment. A blue student may often recognise familiar people, preferred items or an event in a familiar situation. Continue developing a blue student by increasing the number of people in their world and range or items and events that they are exposed to. When the student shows awareness of an item or person e.g. looking or reaching towards it, respond by saying hello or naming the item they are looking at.

A purple student is able to anticipate items or activities and engage with a familiar communication partner. A purple student is beginning to develop their curiosity by looking at an item presented and then looking at a familiar person, understanding that the person will be able to help them. Continue to develop a purple student by naming items given to them or giving them assistance, praising them for looking towards a person for assistance.

A red student is learning to intentionally express themselves and may look at items or people with an unsure or questioning expression. A red student requires their communication partner to ask and answer questions e.g. "what's that? It's a pencil!" "who's there? Oh, it's mummy!" Assist a red student to develop their questioning skills by increasing their receptive and expressive language and allowing them the opportunities to work towards consistently intentionally expressing themselves.

A brown student can verbally ask "what's that", vocalise with a questioning tone or rely on their own repertoire of messages to ask a question. Develop their questioning skills by providing students with new/unknown items and scenarios and giving them time to assess their situation and then ask a question about it.

An orange student can ask basic 'who-what-where' questions, e.g. "Who is playing?", "where are you going?", "What is dad doing?" This student is curious about their surroundings and wants to know the names of things and is eager to learn new language. Assist an orange student by consistently responding to their questions and answering as often as possible when they ask.

A yellow student is working on developing their problem-solving skills and ask a greater range of questions such as "when are we going?", "is she going home?", "where did she go?" The concept of "why" is beginning to emerge for a yellow student as they continue to develop their understanding of their environment. Develop a yellow student's problem solving skills by asking them to consider possible answers to their questions based on their existing knowledge e.g. If they ask why their teacher is away, ask them to think about the reasons – Maybe she could be feeling sick? Is she on holiday? Maybe their car broke down?

A green student is developing their simple critical thinking skills by asking more complex questions, including questions asking 'how many' such as "how many books?" A green student is also developing the ability to ask questions not relating to themselves such as "what is your favourite food?" and questions involving negation such as "why can't I go there?" Continue to develop a green student's language by answering their questions and if relevant, asking them to think about possible reasons/answers.

Awareness

Anticipation

Intentional

Imitation
First – Then

Categorising

Problem Solving

Critical Thinking

Bunya are Friends

In this unusual school year, Bunya class have continued to work hard whether they were at home or at school. Now that school is getting back to normal the thing we love the most is being able to work and play together again.



Benji and Tim enjoying playing in cars together in Gumnut.



Abram and Benji sharing blocks and building a tower together.



Damon and Benji creating Aboriginal 'rock art' during History.



Playing music together with Jenny.



Learning about the five senses in Science with Jenny.



Teddy and Timmy are taking turns playing with a rocket for letter r.



Teddy and Abram doing a great job keeping hold of the parachute during parachute games.

A BETTER START PROGRAM INITIATIVE



YOUR CHILD'S NDIS PLAN



You are invited to a free info session on how to implement your child's NDIS Plan

Designed for parents and guardians of children 0-12 years with disability or developmental delay who are looking for support with starting or using their child's existing NDIS plan more effectively.

Session topics include:

- Understanding your child's NDIS plan
- How to make changes to the plan
- Plan management
- Self-management tips
- NDIS plan reviews
- Early childhood Intervention best practice
- Finding and choosing service providers
- Latest NDIS updates on COVID-19

If you would like to attend but cannot, please let us know. This will help us to plan future sessions.

Contact us to register for one of the following sessions:

- Wednesday 3 June 2020
4:30 pm - 6:00 pm
- Friday 5 June 2020
11:00 am - 12:30 pm
- Tuesday 9 June 2020
11:00 am - 12:30 pm
- Thursday 11 June 2020
4:30 pm - 6:00 pm
- Tuesday 16 June 2020
11.00 am - 12.30 pm
- Wednesday 17 June 2020
4.30 pm - 6.00 pm

HOW: Online via a Zoom Meeting

COST: Free

RSVP Call: 02 9280 4744 or

Email: betterstart@carersnsw.org.au

SUPPORTS ALL CARERS • AN AUSTRALIA THAT VALUES AND SUPPORTS ALL CARERS • AN AUSTRALIA THAT

www.carersnsw.org.au

contact@carersnsw.org.au

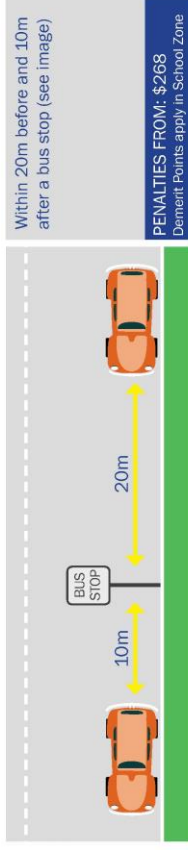
CARER LINE 1800 242 636

PO Box 785 North Sydney NSW 2059

Parking Rules

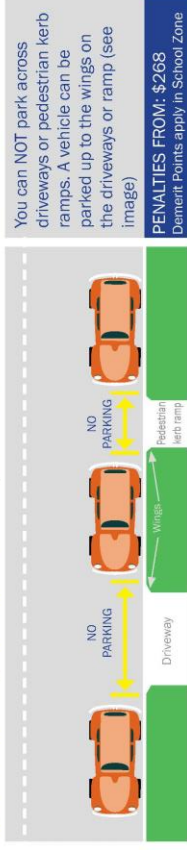
Please park safely and legally on the streets around your school. Park legally so you do not incur parking fines and demerit points. Council's Traffic Compliance Officers enforce parking around schools. If you park contrary to the road rules you will be fined!

You cannot stop or park your vehicle:



Parallel parking

This is the usual way to park unless signs tell you otherwise. You must park in the same direction as the adjacent traffic and parallel and as close as possible to the kerb.



For a list of all school zone driving and parking offences in New South Wales visit:
<https://www.mns.nsw.gov.au/documents/roads/safety-rules/demerits-school.pdf>

This is a road safety initiative developed by Hornsby Shire Council



Parking Rules

No Parking Zone

- Drivers may stop in this zone to drop off or pick up passengers or goods for a maximum of 2 minutes.
- The driver MUST remain in or within 3 metres of the vehicle at all times.
- The vehicle must not be left unattended.
- If times of operation are shown on the sign, the restriction only applies during the times shown.
- No Parking zones can also be used to drop off and pick up children.



Penalty: \$114 or \$344 in School Zone + 2 Demerit Points

Bus Zones

- Drivers are not permitted to stop within a bus zone at any time.
- If times of operation are shown on the sign, the restriction only applies during the times shown.



Penalty: \$268 or \$344 in School Zone + 2 Demerit Points

Double Parking

- Drivers are not permitted to stop or park between the centre of the road and another vehicle that is parked at the side of the road.
- Double parking decreases visibility for motorists and pedestrians, and significantly reduces road safety around schools.



Penalty: \$268 or \$344 in School Zone + 2 Demerit Points

No Stopping Zone

- Stopping is not permitted at any time.
- If times of operation are shown on the sign, the restriction only applies during the times shown.



Penalty: \$268 or \$344 in School Zone + 2 Demerit Points

LEGAL DISCLAIMER:

This document is produced as a guide only. Council takes no responsibility for any damage sustained to vehicles when parked in local streets. It is the responsibility of the driver to be aware of traffic regulations and parking restrictions when parking a vehicle and Council reserves its right to issue Penalty Infringements Notices in circumstances where traffic regulations or parking restrictions have been violated.

Safe Walking Tips

- Always use pedestrian crossings.
- Never assume that a driver can see you or will stop for you. Their vision may be affected by the sun, poor light, parked cars or other distractions.
- Remember that drivers take longer than usual to stop in the rain or on a wet road.
- At intersections, check for turning vehicles before you leave the footpath and while you are crossing the road.
- Children up to ten years old should hold an adult's hand in the car park, on the footpath and when crossing the road.
- Avoid using a mobile phone, head phones or other device while you are crossing the road.
- Watch out for bicycles.



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