

Dear Parents and Carers,

Two weeks ago, the P & C held their first Zoom meeting. It was a lovely chance to connect, collaborate and communicate with the parents who were able to attend. One of the reflection questions I asked parents was how they had found the COVID-19 experience, particularly in relation to connecting and communicating with the school during this period. Parents shared a number of positive experiences which I was able to share with staff last week. One parent observed that dealing with constantly changing parameters and having to exercise flexibility was just 'normal life' for their family, whether or not there was a pandemic. It was a reminder to me of the importance of acknowledging the amazing work you do as parents in caring for your child with complex needs. You do indeed navigate life with amazing resilience and we are privileged to be partnering with you on your journey.

Reports

This week, your child's half-yearly reports will be sent home. These reports are an opportunity to celebrate your child's achievements and learning so far this year, both at school and at home. If your child had a period of learning from home during COVID-19 this is acknowledged in their report. There is a brief survey attached with the report which I would encourage you to complete and send back to school. Survey responses provide us with important feedback, as we consider how best to report to parents, so please take a moment to fill it out.

Dates to Remember

Last Day of Term

Friday 3rd July

P & C Dinner

Saturday 11 July 7.00pm

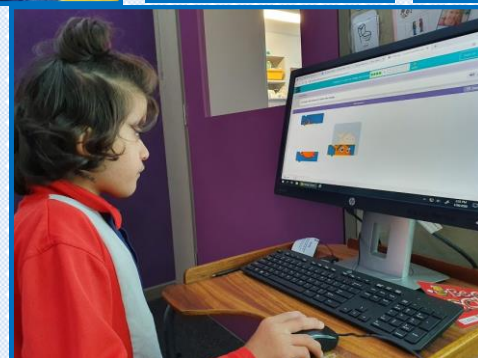
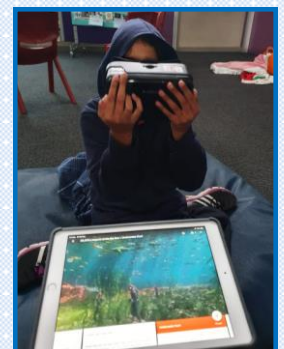
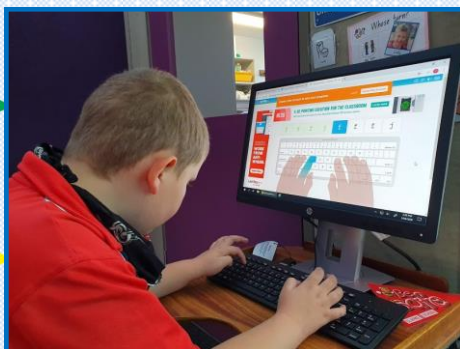
First Day of Term 3

Staff – Monday 20th July

Students-Tuesday 21st July

P.B.E.L. NEWS

At Clarke Road we value the use of technology to enhance student's **learning** and to help them prepare for outside the classroom. Some of the technology we use at school are switches for students to communicate or activate toys and a computer mouse, virtual reality goggles to explore underwater, China and space and websites to practice typing and coding.



Complex Learners Trial

Next term, two classes, Bunya and Gibba will be taking part in an exciting initiative to trial some assessments with the students in their classes. The trial is being undertaken by the Department's research centre (Centre for Education, Statistics and Evaluation, CESE). The team at CESE which includes Kavi Razzaghi-Pour, are working on this initiative to give educators a better understanding of the abilities and needs of students with disabilities and complex learning needs. CESE will be using de-identified data collected during the assessments, along with feedback from teachers to make decisions about the benefits of using these assessments across a broader range of schools. Trials such as these make an important contribution to the wider body of research which focuses on assessment for complex learners and how better to support student learning outcomes.

Connect, Collaborate, Communicate – COVID -19 update

As we head towards the end of term, we have had a number of students and staff who have been unwell. If your child is unwell with a respiratory illness, or with signs of a cold or the flu they should remain at home until symptoms resolve. Where appropriate, seek advice from a medical practitioner. If your child presents as unwell at school, we will ask you to collect them. Wherever possible, please support and encourage your child to wash their hands and face with soap and water and to cover their nose and mouth when they sneeze/cough. Your support in being vigilant around your children's health is appreciated as we work together to make the safety and wellbeing of our students and staff a priority.

Holidays

Over the holidays, Helen Tozer, our P & C social coordinator is organizing a dinner for Clarke Road parents. Details can be found later in the newsletter but please consider coming and joining a meal with the Clarke Road community, if you are able. These occasions are wonderful opportunities to connect with other parents and community members who support our school.

Next term

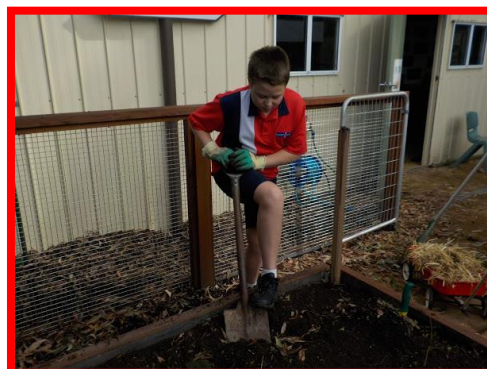
Amy Parks, a Relieving Assistant Principal from Holroyd School, will be joining us next term for the first five weeks as part of a collaborative professional learning program. Amy will be specifically looking at how Clarke Road has implemented the *Passport for Learning*, *In the Zone* and *TEACCH* principles and practices across the school. She will be joining some of our classes and meetings throughout her time at Clarke Road and we look forward to her partnering with us. Please say hello and make her feel welcome (whilst social distancing ☺) if you see her at the front gate.

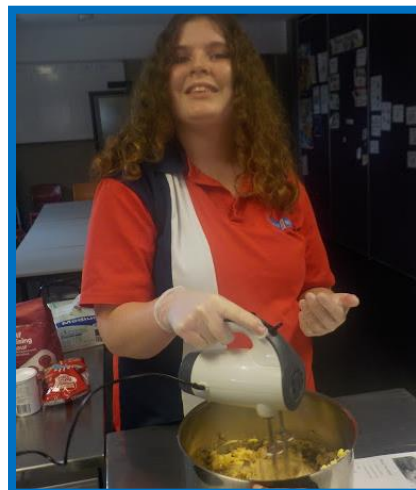
The first day back at school for students will be Tuesday 21st July.

Have a lovely holiday everyone and stay safe,

Rebecca

Some of our amazing students in the past two weeks . . .





Creating a Voice (CaV) Project

Creating a Voice (CaV) Project

In this week's newsletter we are looking at the first receptive question in the Passport for Learning. The question is "Can the student understand spoken words or messages (messages can include gestures, sign language, objects, pictures etc)? This skill is important as it shows the vocabulary understanding of the student but enables the student to make a response at his individual level of understanding, to carry out daily activities.

A blue student is working towards responding to a variety of different intonations to support awareness. Standing directly in front of the student, the adult will use familiar simple words and phrases e.g. "hello" and "stop." Observe for a response no matter how small the response may be. For example when saying hello, stand directly in front of the child and wave and say "hello." "saying in a welcoming and friendly voice "hello" the adult can also wave as a greeting, while standing directly in front of the child. "Stop" can be said in a more serious voice while signing "stop" directly in front of the student. The adult needs to be very consistent in encouraging the student to work towards these skills.

A purple student is working towards anticipating what will happen next in very simple routines. The adult will use familiar words and phrases, e.g. "hello" and "stop," observing the student's anticipation. An animated voice can be used to convey different messages, e.g. a warning voice, jovial voice, firm voice to see how the student will respond to the adult. The adult needs to use consistent language and routines, when encouraging the student to work towards these skills. For instance, in morning news sessions, the teacher will greet the students in a familiar routine each morning. The teacher will go directly to each child individually, say "hello," in a friendly voice, shake each student's hand. The adult will observe the purple student, observing their anticipation that they will be the next child to be greeted.

A red student responds intentionally to show understanding of spoken words or messages. These can include gestures, sign language, objects, and pictures etc. This student can understand up to 30 spoken words or messages, in context, and within familiar routines. The adult needs to use core words like finished, more, stop and look to help children and young people understand them. Red students can name 3 body parts if they have had previous experience.

A brown student can imitate. This student can understand 500 spoken words or messages. This student is working towards understanding words out of context. This student can understand more abstract words like later and wait. They understand the names of familiar people, activities, places, and food. This student can recognise themselves in the mirror or in a photograph. This student can use story books, using photographs of themselves and their class members in an activity such as bushwalking, to increase their receptive vocabulary about a familiar activity.

An orange student can categorise. They can understand up to 900 words or messages out of context. This student can use more abstract words like soon, later and wait. They can understand simple comments about what is happening, e.g. "the bed is broken," "are you hungry?" When named they can recognise 2 primary colours. To help a student learn to recognise colours and shapes the names need to be emphasised. Regular art lessons are a great time to name shapes and colours within an engaging context. This can assist an orange student to understand more words.

A yellow student can solve problems. This student can understand 100 spoken words or messages out of context. This student can understand simple comments about what is going to happen in the future, e.g. we are going to the shops later. When named these students can recognise 3-6 colours. When named, these students can recognise 2 dimensional shapes, e.g. triangle, square. In a mathematics lesson, these students can be involved in class discussions involving, squares, rectangles, squares, and circles.

A green student understands over 2000 spoken words or messages out of context. This student can understand more complex comments about what is going to happen in the future, e.g. dad is coming tomorrow afternoon. When named these students can recognise 7 to 10+ colours. When named they can recognise more 2 dimensional shapes, e.g. rectangle and hexagon. This student can be asked to create a painting where the teacher will name specific shapes and colours to be used.

Awareness

Anticipation

Intentional

Imitation
First - Then

Categorising

Problem Solving

Critical Thinking

Buru Class





TEACCH STRUCTURED LEARNING IN WORK EDUCATION

In the work education program, teachers are using TEACCH structured learning. These structures include physical structures, visual structures, schedules and work systems. The aim of TEACCH is for students to be able to complete tasks independently, that is without adult interference. This would look different for each student. Some students may be able to complete one task independently, while other students may be able to complete 3 or more task independently.

In work education there are four work sites:

1. Canteen lunchbox program

In the canteen, students have an individual schedule that tell them where to go. We are training students to follow a schedule independently.



Students have been learning to make pizza independently using a template to place the pizza bases and a step by step guide to the process.

2. Cluck Road Farm

Students are able to work independently in the Cluck Road Farm using visual structures and schedules.



This is Ben working independently using the visual cue of the water container to provide the water for the chickens. Ben is wearing his work clothes to complete this task.

This is Madison watering the garden independently.



3. Card making



Matthew is working independently from **left to right**, folding card paper for the card-making program. He is able to do this without any adult interference.

4. Clarke Road Café



Jagraj and Taylor are making coffee and hot chocolates for their friends and teachers. Some students are learning to make coffees from beginning to end while some are learning to do one to two steps of their visual schedule independently. From Term 3, classes will be able to visit and order coffee, hot chocolates and biscuits from the Clarke Rd Café. YUM!

Come and catch up!

The P&C invite you and your partners to a casual dinner with other families from Clarke Rd School.

Saturday 11th July 7.00pm

Farina Pizzeria

Shop 3-5/1 Normurra Avenue, North Turrumurra, NSW 2074

RSVP to Helen Tozer by 7th July on 0403113810 or helen.rosalind.tozer@gmail.com



HORNSBY SUPPORT GROUP- ONLINE

Supporting complex learners and their families in the Hornsby Shire



SAVE THE DATE! Wednesday 5th August

On Wednesday 5th August we are hosting an interactive webinar on the topic of guardianship and wills for families with complex learners. Tim Chate, a lawyer from IDRA.org will give a short presentation and then take questions. We shall confirm the time next term.

If you'd like to be on our mailing list for further updates please email or call Helen.

See you soon!

Our regular catch up

Where:
Online- Zoom

When:
Starting week 2 of
Term 3, 2020
Day: TBC

Cost: Free

Facilitator:
Helen Tozer

Contact:
0403 113 810
helent@ransw.org.au

Relationships Australia
NEW SOUTH WALES



Communities
& Justice

School Holidays with Sahara (July 2020)

Amazement

With its multiple hedge mazes, friendly farm, pony rides, bird sanctuary and playground with bike track and giant board games, the Amazement Farm and Fun Park is paradise not only for children, but anyone who has a love for adventure and the great outdoors.

July 7, 2020 (Tuesday)
9:00 AM – 3:30 PM

Cost: \$30 (Please bring lunch & drink)



Bobbin Head BBQ, Mangrove Walk and Discovery Centre

Join us on our trip to Bobbin Head where we will enjoy a BBQ out in the fresh air and sunshine. We will also go exploring on the Mangrove Walk and the Kalkani discovery Centre. Please just bring your snacks and drinks today as lunch will be provided.

July 8, 2020 (Wednesday)
9:00 AM – 3:30 PM

Cost: \$25 (Please bring snacks & drinks)



Featherdale Wildlife Park

Discover over three hundred species of Australia's diverse wildlife at one of Australia's best wildlife sanctuaries. You will be able to hold koalas and baby kangaroos as well as get up close to reptiles, birds, penguins, wombats, wallabies and dingos. Enjoy your lunch in the tranquil forest surroundings.

July 9, 2020 (Thursday)
9:00 AM – 3:30 PM

Cost: \$35 (Please bring lunch & drink)



Creative Arts and Baking Day

Today we will put our artist's hat on and design our own t-shirt by painting our favourite image such as a flower, superhero, or anything you can imagine. After lunch we will bake some delicious choc chip cookies that we can take home and share with our families.

July 10, 2020 (Friday)
9:00 AM – 3:30 PM

Cost: \$20 (Please bring lunch & drink)



Blaxland Riverside Park and more

This amazing park is located at Homebush. There are forts, tunnels, slides, swings, discovery trails, flying foxes, bike/scooter paths, so much fun!

Bring your scooter and helmet on the day if you like. We will even go for a ride/walk around the Brick Pitt and listen out for the endangered Green and Golden Bell Frog.

July 14, 2020 (Tuesday)
9:00 AM – 3:30 PM

Cost: \$20 (Please bring lunch & drink)



Taronga Zoo

Taronga Zoo is home to over 4,000 animals from over 350 species from all over the world. Today we will be able to visit all of your favourites and enjoy the many shows on offer including the seal show, the bird show and the reptile show.

July 15, 2020 (Wednesday)
9:00 AM – 3:30 PM

Cost: \$40 (Please bring lunch & drinks)



Narrabeen Lagoon walk, Fish n Chips & Whale Watching

Join us today as we head to Narrabeen to enjoy a leisurely walk around the lagoon. We will enjoy some fish and chips for lunch at Dee Why and go Whale watching at Long Reef in the afternoon.

July 16, 2020 (Thursday)
9:00 AM – 3:30 PM

Cost: \$25 (Please bring snacks & drink)



Creative arts and music & movement in Centre Day

Today we will create and decorate flower pots and place plants in them. We will make our very own chicken schnitzel burger for lunch and engage in a music and movement disco session in the afternoon.

July 17, 2020 (Friday)
9:00 AM – 3:30 PM

Cost: \$30 (Please bring lunch & drink)





NOW OPEN!

Categories include:
Children's, Fiction, Sci-Fi/Fantasy,
History, Cooking
and many other categories...
PLUS CDs & DVDs



www.lifelineh2h.org.au



www.lifelineh2h.org.au



Mental Health Supports

Services to support children, young people and their families during COVID 19



www.beyou.edu.au

Educator self-care is important for supporting children and young people during the coronavirus outbreak. This website provides practical strategies for educators and schools.



www.beyondblue.org.au

Beyond Blue provides information and support to help everyone in Australia achieve their best possible mental health, whatever their age and wherever they live.



www.emergingminds.com.au

Resources for supporting children during the Coronavirus (COVID-19) outbreak including video on how to talk with children about the virus.



www.headspace.org.au

Headspace online includes information for young people affected by stress related to Novel Coronavirus (COVID-19) including tips to maintain mental health and wellbeing.



www.kidshelpline.com.au

Kids Helpline is Australia's only free, private and confidential 24/7 phone and online counselling service for young people aged 5 to 25.



www.parentline.org.au

Whether you are worried about limits on screen time, keeping track of your child's learning from home or keeping siblings from fighting, Parentline counsellors are available every day.



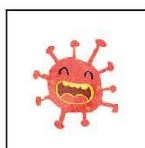
www.reachout.com

ReachOut is Australia's leading online mental health organisation for young people and their parents. The website contains information on coping during coronavirus.



www.twenty10.org.au

Twenty10 is committed to continuing our services supporting LGBTIQ+ young people in New South Wales, their families and our communities at this most challenging time.



www.mindheart.co/descargables

Short (online) book to support and reassure our children, regarding the COVID-19.



More information @ School Link

Phone: 02 8877 5325

www.nslhd.health.nsw.gov.au/GYFH/TS/Pages/GYMHS.aspx



Compiled by School Link SWSLHD

