

Dear Parents and Carers,

**Connect, Collaborate, Communicate – COVID -19 update**

As you would be aware there have been recent cases of COVID-19 in both the Hornsby and Cherrybrook areas. These cases highlight the need for us to continue to be vigilant in adhering to the recommended health and hygiene protocols both at school and home. To support the current guidelines at school, could you please physically distance yourself from other parents at the front gate, moving off-site as soon as you are able. 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 and be tested for COVID-19. 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. We appreciate your support in making the safety and wellbeing of our students and staff a priority.

**August Community Caring Award**

Last week we were given the wonderful news that Clarke Road had won the Wahroonga Rotary August Community Caring Award. Clarke Road was chosen as an acknowledgment of their dedication and enthusiasm in supporting students and families through the COVID-19 period in Term 2, when we had students both learning from home and school.

**Dates to Remember**

**Blue Day**

Wednesday 26<sup>th</sup> August

**Swim School**

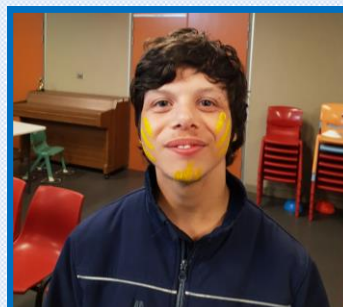
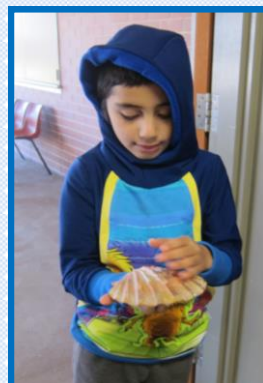
Monday 31<sup>st</sup> August –  
Friday 11<sup>th</sup> September

**P&C Zoom Meeting**

Friday 11<sup>th</sup> September

## P.B.E.L. NEWS

On Wednesday 26th August, Clarke Road School will be celebrating Education Week “Learning Together” by having a PBEL Blue Day! In small groups students are going to Be a Learner at school by participating in reading and literacy activities, athletic carnival events and creating a school artwork for the library. All students are invited to wear blue and celebrate learning around the school.



The nomination to be considered for this award was put forward by one of our parents. We always appreciate the opportunity to connect with our broader community and are grateful that our staff and school are recognised through this award. Thank you, Wahroonga Rotary.

### **School Planning**

Clarke Road School is at the beginning stage of a new four-year school planning cycle. School planning allows us to not only reflect on our students' learning and progress, but also provides us with a wonderful opportunity to consider the areas in which we can improve. School planning will be a part of our Professional Learning for staff for the next month, as we consider together future directions for our school. As part of the process of school planning, Clarke Road have been looking at 'What works best' themes which include: high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing and collaboration. These themes allow schools to explore evidence-based strategies and practices that support school improvement. External Validation is also a part of the school planning process in which schools assess themselves against the School Excellence Framework in 14 different elements in the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts and assess themselves in 1 of 3 categories: Delivering, Sustaining and Growing, and Excelling. This assessment informs our decision-making process for future directions. Clarke Road will go through the External Validation process in 2021. Currently executive staff are completing a situational analysis which captures where Clarke Road is now within the five key areas of finance, wellbeing, enrolment, student performance and human resourcing.

The reviewing of data and evidence informs this analysis, allowing us to make a more accurate judgement about our school's performance in these areas. In following newsletters, I will write in more detail about each of the What Works Best themes, specifically relating them to the teaching and learning practices and strategies utilized at Clarke Road School.

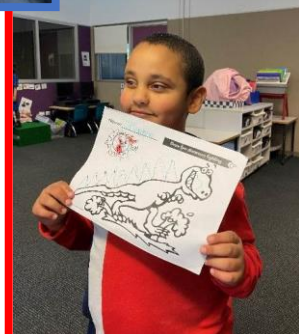
### **Tell Them From Me**

Our *Tell Them From Me* survey is opening soon and we would love to hear from you! This year we are hoping to have a 100% response rate from parents. This is a wonderful opportunity to have your say. As a school we value your feedback and use the information that is provided in these surveys to inform future school planning. Please see later in the newsletter for further details.

Have a lovely weekend everyone and stay safe,

**Rebecca**

### ***Some of our amazing learners across the school***





## Tell Them From Me Survey- Partners in Learning

In 2020 we will be participating in the Tell Them From Me survey. **We are aiming to get 100% of parents responding to the survey.** That is quite a challenge, but I know you are all up for it! We will update the percentage of parent responses in each newsletter. The parent survey helps to clarify and strengthen the important relationship between parent and school. It will help us to decide where we can grow as a school community. We want, and need to hear, your thoughts and ideas.

**Please follow the link to complete the survey, no passwords required. Remember- Your responses are anonymous! <http://nsw.tellthemfromme.com/clarkeroad2020>**

The opinions, insights and suggestions from our parents is critical to planning at Clarke Road School. We are about to enter the next 4 year cycle of school planning 2021-2024 and we are working hard to look at as much evidence and data about how our school is performing and what we can aim for over the next four years of school planning. We are committed to striving for excellence.

The survey is **anonymous** and can be used to identify trends within our schools and better inform school priorities. The survey is held once a year in Term 3 and is run at the same time as the teacher survey. We do not participate in the **student survey** due to the needs of our students. This makes the parent survey even more important. The survey is available in multiple languages, so if you require this support please contact the school. The survey takes around 15 minutes to complete.

**COME ON PARENTS-LET'S GET 100% OF YOU COMPLETING THE SURVEY.**

Thanks so much Diane.

### Help us do better

The *Tell Them From Me* parent survey is your chance to let us know how we are doing.

### Complete the survey

<http://nsw.tellthemfromme.com/clarkeroad2020>



### Your results will help us



Build a  
better school



Improve the  
family experience

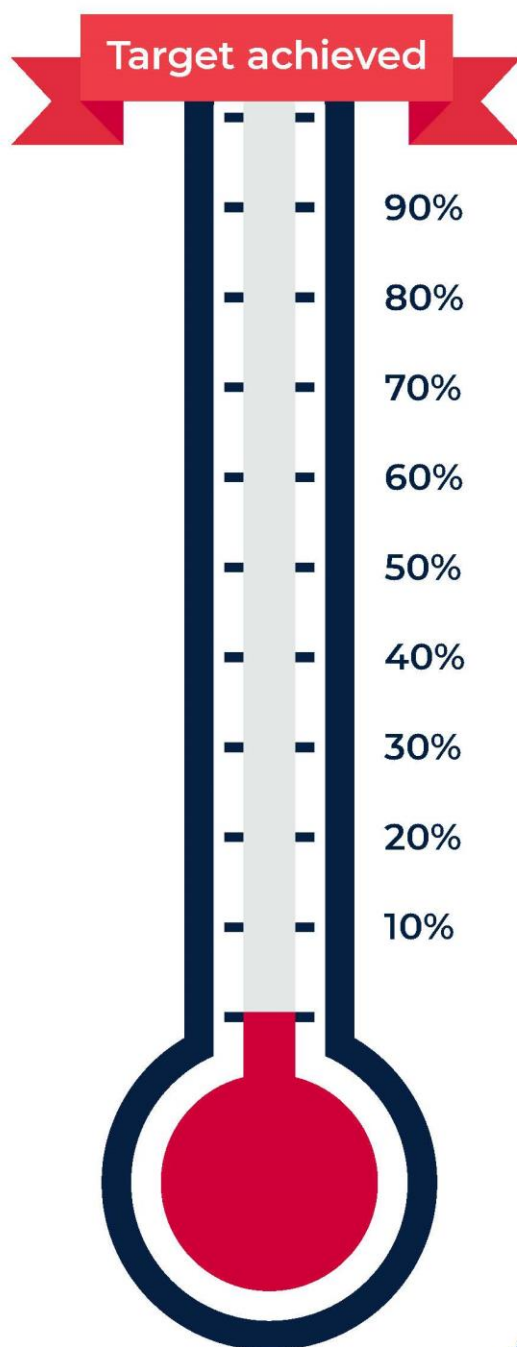


Allocate our resources to  
better support our students



Parents, have your say!  
**Tell Them From Me survey**

Open 26 August - 25 October 2019



## Tell Them From Me parent survey Frequently Asked Questions (parents and carers)

Centre for Education Statistics and Evaluation

### 1. What is the Partners in Learning parent survey?

The Partners in Learning parent survey is part of the *Tell Them From Me* suite of surveys on student engagement. The parent survey helps to clarify and strengthen the important relationship between parent and school.

The survey is designed to measure, assess and report insights from the parent point of view at the school and system levels. The focus of this NSW survey is on student wellbeing, engagement and effective teaching practices.

### 2. What kind of questions will the survey ask?

The survey questions aim to understand parents' perspectives on their child's experience at school, including teaching, communication and the school's support of learning and behaviour. The survey also aims to understand parents' perspectives on activities and practices at home related to their child's learning.

The survey will ask parents questions about:

Parents feel welcome	Parents are informed	Parents support learning at home
School supports positive behaviour	Safety	Inclusion
Communication preferences	Parents' participation at school	School supports learning

### 3. How have schools been selected to take part?

The survey is open to all NSW government schools at no cost to them. Your school has decided to participate.

### 4. How will taking part in this survey benefit my child's school?

The parent survey provides school principals and school leaders with parents' perspectives on their school as well as learning at home. Communication between parents and staff, activities and practices at home, and parent views on the school's support of learning and behaviour help build an accurate and timely picture that schools can use for practical improvements.

Data collected from the survey responses are quickly compiled into reports for school leaders. Principals can then use this information to help them identify emerging issues and plan for school improvement.

### 5. How does the parent survey relate to the student survey?

The parent survey is complementary to the *Tell Them From Me* student survey that your child may have been asked to complete. These surveys are offered (along with a teacher survey) to ensure schools can capture the views of students, teachers and parents.

For more detail on each of the surveys, see the survey website: <http://surveys.cese.nsw.gov.au/>

### 6. What do I need to do to participate in the survey?

The survey typically takes 15 minutes and is conducted entirely online through a secure website operated by the survey developers, *Tell Them From Me*. You can complete the surveys on desktop computers, laptops, iPads, tablets and smartphones. You will be provided with a link to complete the survey at home or your school may make computers available so that you can complete the survey during school hours. This link will be distributed to you by your school during Term 3.

### 7. Do I need to participate?

No, participation in the survey is optional. Whilst your responses are very much appreciated, if during the survey, you feel uncomfortable, you can stop the survey at any time. The majority of questions in the survey can be skipped.

### 8. Will the school be able to identify me or my child from my responses?

Survey responses are anonymous so staff in schools will not be able to identify individual parents or students from parent responses. Data suppression rules are applied to the school reporting tools where there are fewer than five responses. In other words, schools only see responses to questions which have been answered by five or more parents.

### 9. What sort of analysis will be done of the survey data?

Once the surveys are completed, reports are prepared and in most cases are available to schools within three business days. School leaders can use the data to better understand the experiences and views of parents at their school.

CESE will undertake state-wide analysis of the survey data in conjunction with existing student data held by the department, including performance data. The results will help all schools better understand the relationship between

parents and students' engagement, students' wellbeing, effective teaching and student learning. Results from CESE's analysis of this data will also help teachers and principals discuss what works to improve student outcomes. This supports the department's continuing focus on quality teaching and leadership. The data will be retained for future analysis to help us better understand the nature of student engagement and wellbeing over time.

### 10. When will the Partners in Learning survey happen?

The surveys will be conducted in all participating schools between Monday 26th August (Week 6, Term 3) and Friday 25th October 2019 (Week 2, Term 4).

### What is CESE?

The Centre for Education Statistics and Evaluation (CESE) is part of the Department of Education.

CESE has been established to improve the effectiveness, efficiency and accountability of education in New South Wales.

CESE will identify and share what works, creating new opportunities to improve teaching and learning across all of education.

More information about CESE is available at: [www.cese.nsw.gov.au](http://www.cese.nsw.gov.au)

### What is The Learning Bar?

*The Learning Bar* is a Canadian education company that specialises in school surveys for both primary and secondary students. Its survey, *Tell Them From Me*, is the largest national school survey in Canada, used in nine of Canada's ten provinces. More than 6,300 schools and 5.4 million students have participated in the survey. Australian schools have been participating in the *Tell Them From Me* surveys since 2012.

*The Learning Bar* is led by Dr J Douglas Willms. Dr Willms is the President of the International Academy of Education, a Member of the US National Academy of Education and a Fellow of the Royal Society of Canada. He recently held the Tier 1 Canada Research Chair in Literacy and Human Development for 14 years. Dr Willms has played a lead role in the development of questions for the OECD's Programme for International Student Assessment (PISA).

More information about *The Learning Bar* is available at: [www.thelearningbar.com](http://www.thelearningbar.com)

If you have any questions about the parent survey, please contact CESE via email: [TTFM@det.nsw.edu.au](mailto:TTFM@det.nsw.edu.au) or by telephone: **1300 131 499**.



## *Creating a Voice (CaV) Project*

This term we are continuing to look at developing a student's receptive language using the Passport for Learning (also known as the Communication Passport). The receptive language skill that we are focussing on this week is can the student understand questions including "wh-" questions.

A blue student learns to recognise spoken words within real contexts using real objects presented consistently and often. They learn words by the action of others (for example, tone of voice, gestures, body posture etc). Although, it is important to emphasise keywords, most students learn spoken language by hearing the intonation patterns and these are easier to hear in phrases (for example, "doggy, look doggy", "woof, doggy says woof".) Note that word "doggy" has 2 syllables, it is easier to hear than "dog", which is why so many early words have 2 syllables. Consistently and often, name common objects, familiar people, action words, locations etc using intonation and gestures.

A purple student may use sounds (vocalisations) rather than words, repeat their associated sounds as well as emphasising the corresponding spoken word/phrase (for example, car- brm; doggy -woof; cow - moo). Using words like "uh-oh", when something goes wrong are easier to learn especially when directly linked to the event (for example, spilling something).

A red student benefits from the introduction of simple "wh-" questions within familiar routines and using familiar objects/photographs to answer these questions. Questions such as "where is the book?" when reading a book and "where is the plate?" during meal times. For example during familiar contexts ask a student, "What are we doing? Eg Kicking or rolling or throwing, when playing with a ball. Assist a red student to develop their understanding by using gestures, objects and photographs and consistently asking questions within familiar contexts.

A brown student is able to understand simple "what" and "where" questions in context. This student can understand simple "what is this?" and "where is the..." questions in simple realistic picture books. Students can understand simple "what" and "where" questions in context (i.e. within familiar routines and when objects or pictures are in view). For example, what - "what is this?" "What do you want?" (with the use of a choice board), where - "where is your nose?"

An orange student can understand simple 'who, 'what' and 'where' questions. For example, who - "who is that?" What - "what is that?" "What do you want to eat?" Where - "where are we going?" This student is understanding who, what and where questions based on their immediate experiences. They benefit from having access to visuals they understand to increase their understanding of these questions.

A yellow student can understand "who", "what", "where", 'when', 'why' and 'how' questions using their past personal experiences and knowledge. For example, who - "who will you go with?" What - "what will you take?" Where - "where will you go?", When "when will you go?" Why - "why did you go?" How - "how did you get there?"

A green Student can understand "who", "what", "where", "when", "why" and "how" questions using personal experiences, reasoning skills and by making assumptions. For example, what - "what happened?" Where - "where did it happen?" Who - "who did it?" Why - "why did he do that?" When - "when did it happen?" What - "what could you do (about it)?" How - "how can we fix it?" As this student's vocabulary increases, they are able to understand more questions and to a greater level of understanding.

Awareness

Anticipation

Intentional

Imitation  
First - Then

Categorising

Problem Solving

Critical Thinking



# Brave Bembul

Bembul students have been very active this term. They have been busy riding bikes, swimming, climbing in Bluegum playground and bouncing on the fit ball. Students have enjoyed trying new activities and pushing themselves out of their comfort zone.



Well done Bembul !



Congratulations to all our 2020  
Semester 1 high flyers who have done  
their best in following CRS rules!



*Evi from Gibba*



*Ella from Bembul*



*Ben A from Bura*



*Abram from Banyu*



*Cody from Garraway*



*Madison from Colo*



*Josiah from Magura*



*Eric from Yarra*



*Ben L from Warrigal*



*Abbey from Kurrajong*