

Dear Parents and Carers,

## SASS Recognition Week

This week is School Administration and Support Staff (SASS) Recognition Week and I wanted to take a moment to acknowledge the wonderful and dedicated SASS staff we have at Clarke Road School. Our School Learning and Support Officers (SLSOs) do an amazing job each day supporting students in their learning and self-care programs. They are hard-working, kind and caring, and always have a smile on their faces. To our class SLSOs: Tony, Tila, Noriko, Sharmalie, Heather, Lisa, Anita, Cindy, Kathryn, Annie & Chareen – thank you! Our Extra SLSOs work across the school supporting a number of classes, providing further support to students and class staff; SLSOs Manoj, Annabelle, Aggie & Sachi – thank you! I also wanted to recognise the amazing job that Leanne and her team in the office do in ensuring the smooth running of the school. They answer a myriad of questions each day from parents and staff in such a supportive and efficient way. To the support staff in the office – Leanne, Mary, Cathy, Anita & Helen – thank you! Please take an opportunity to join me in thanking them in this next week for the amazing care they provide to your children.

## Dates to Remember

**P&C Zoom Meeting**  
Friday 11<sup>th</sup> September

**Last Day of Term**  
Friday 25<sup>th</sup> September

**First Day of Term 4  
Staff & Students**  
Monday 12<sup>th</sup> October

## P.B.E.L. NEWS

Swimming in the pool is a great time for students to practice **being friends**. They are able to play together, take turns practicing with the teacher and share equipment, including pool noodles, kick boards and pool mats. Here are some of our students **being friends** in the pool.



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

Today a note will go home to families with the most recently updated Department guidelines for identifying and responding to unwell students. Your support in keeping your children at home when they are unwell and getting them tested is appreciated, as we work together to make the safety and wellbeing of our students and staff a priority.

### **High Expectations**

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 **High Expectations**. At CRS, we hold high expectations for our students. We know our students well, value them as learners and design individualized programs that best support their learning. We provide personalised, meaningful and relevant teaching programs which support communication and improvement, as well as emphasize working towards independence in toileting and eating routines. At CRS we gain knowledge and understanding of our students' strengths and areas for improvement, based on their Passport for Learning (The Communication Passport) assessment. This data, combined with parent goals, informs our practice as we plan each child's learning program. Establishing clear rules, routines and expectations for learning and behaviour is also an important part of valuing high expectations. At CRS, students are provided with a clear beginning, middle and end to tasks, as well as a clear schedule of how much work they need to complete. This may look like a 'now', 'first/then' or visual schedule. Our PBEL rules allow us a common framework to talk to students about being a friend, being safe, being a good learner and caring for the environment. We also understand that learning to self-regulate is an important goal for our students to work towards. We support students to be ready to learn by using strategies to support their regulation. This can include encouraging students to have sensory breaks before or between academic tasks, using the 'relax' room after completing learning tasks, or asking for help with a task. As educators we seek to engage with you as parents and carers, regularly informing you of your child's progress with their goals. We value partnering with you, as you support your child's learning at home, and work in a positive partnership to have high expectations for your child.

### **Tell Them From Me**

Our *Tell Them From Me* survey is now open 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.

### **Farewell to Emily**



Last Friday, Bunya class had a farewell party to say goodbye to Emily who is moving to a new school, closer to home. We will miss your lovely smiles Emily and wish you lots of fun and learning at your new school!



### **Blue Day**

This week we had a Blue Day to celebrate Education Week. This year the theme for Education Week was **learning together**. Students enjoyed different activities throughout the day including some running races, puzzle craft and literacy activities.



A special thanks to Shanaya and the PBEL team, Tanya, Betty and Toby for their hard work and fabulous organisation to ensure the day ran smoothly. I have included a few of our great 'blue' learners below, but please have a look later in the newsletter for more photos.

Have a lovely weekend everyone and stay safe,

**Rebecca**



There have been a few surveys that I have sent home recently- They are both very important.

1. **[The Important National Survey of Parent Voice Special Schools Australia](#)**

Please go on line and complete the survey if you can. I WILL SEND HOME A PAPER COPY ON MONDAY TO EACH FAMILY and engage someone at school to enter the data on your behalf. It only take 15 minutes.

**[https://acu.qualtrics.com/jfe/form/SV\\_0pGAoekNmVR7VB3](https://acu.qualtrics.com/jfe/form/SV_0pGAoekNmVR7VB3)**

We want to hear the voice of families who have chosen a specialist school for their child's education

**Why do the survey?**

Over the last few years there has been a push for more inclusive practices in Australian education systems. Some inclusive advocacy groups see special schools in a very negative light. The current Disability Royal Commission is hearing from groups and individuals who wish to see all students within mainstream classrooms. I believe that our students, your child, deserve the highest level of support and that the personalised education that we provide, along with smaller classes directly benefit to meet students with complex needs. This survey is designed to have your voice heard, along with parents of students from across Australia who have chosen our specialist schools.

The Disability Royal Commission is currently investigating a hypothetical of closing specialist schools. HAVE YOUR SAY!

**[Tell them from me survey.](#)**

OK parents, we have had 1 response to the Tell them from me survey. I was hoping to get a 100% response. I have made allowances for both parents to respond if they choose to. Please take a few minutes to complete. It will go a long way to provide feedback that will inform how to plan for teaching and learning over the next 4 years. Below is the link. NO password provided.

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

Thank you.

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## Creating a Voice (CaV) Project

This week's Creating a Voice newsletter article looks at the final skill in receptive language. It is whether a child or young person can understand pronouns. It is a valuable skill for a child to develop their understanding of pronouns as they are frequently used in everyday conversation. They give important clues about information in a message such as who (he, she, they) and what (this, that) is being talked about. In order to use pronouns correctly in expressive language a child must first understand them.

The first step in helping your child develop their understanding of pronouns is identifying the best place to start. Here are some ideas to help you find the right level for your child.

In order to work toward understanding pronouns a blue student is becoming more aware of familiar people and objects. To assist a blue child or young person to learn about familiar people and objects, use the same language each time you carry out familiar routines. Give your child time to look at the objects being used, label them and use animated tone to emphasise key words. For example, when assisting your child to have a drink, firstly show them their cup and say, "Cup."

A purple student is working towards understanding pronouns by understanding more words. A purple student demonstrates anticipation with up to 10 words, gestures or signs. Continue to emphasise key words when participating in activities together. Use objects to support learning the names of familiar items.

A red student can understand up to 30 words, gestures or signs. They are not yet ready to learn pronouns. Red students are learning to respond consistently to their name and identify familiar adults and peers. Consistently using targeted words within the context of familiar activities continues to be the best way for a red student to understand more words.

A brown student can recognise themselves in the mirror and in photographs. They are beginning to understand some personal pronouns such as 'my, mine, you' and can understand 'this' and 'that.' To assist them to learn to understand these pronouns, use them within familiar routines. For instance when brushing hair with your child say, "My turn." Then let them hold the brush and say, "Your turn." Learning to identify boys and girls is another important skill for a brown student to learn to help them prepare to understand more complex pronouns (i.e. he, she) when they move towards orange.

An orange student is better able to differentiate between themselves and others. This helps an orange student to understand subjective pronouns (pronouns that are the subject of the sentence. I ate an apple.) such as I, you, she, he, it, we and they. Use these pronouns in familiar contexts to help teach their meaning. For example, if a child is anticipating Dad coming home model, "Where is Daddy?" Then "Where is he?" When talking about siblings sometimes use pronouns instead of names. For example, "He is cooking. She is sleeping."

A student that is yellow can understand objective pronouns (pronouns that are the object of the sentence. The spider bit me on the toe.) such as her, him, us and them. They can also differentiate between I and me. Use these pronouns in familiar contexts. For example, "It is her turn," instead of "It is Mum's turn."

Green students can understand possessive pronouns (pronouns that indicate possession. That is his jumper.) such as his, hers, theirs, him, her and them. Use these pronouns in familiar situations. For instance, "That's her drink," instead of "That's Grandma's drink."

Awareness

Anticipation

Intentional

Imitation  
First – Then

Categorising

Problem Solving

Critical Thinking





Senior Works skills;  
Clarke Rd Café & Canteen



***"No kid is unsmart. Every kid's a genius at something. Our job as teachers is to find it and then encourage it." – Robin Sharma***  
***A lot has changed in the world since Gibba's last newsletter in term 1 wk.5. Here are some snapshots of our adapted and targeted program aimed at finding the genius in every student from Gibba Class.***  
***Let's make the "new normal" .....normal 😊.***



Japan

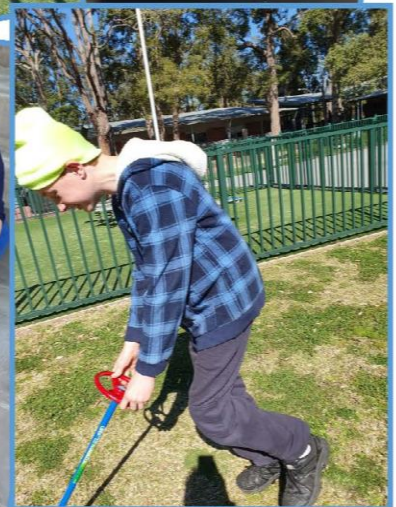
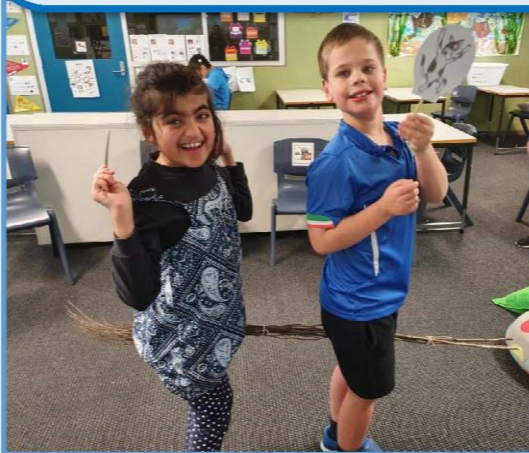


Library





This week Clarke Road School celebrated "Learning Together" with a PBEL Blue Day! Here are some of our students enjoying their athletic races, recreating *Room on the broom* with a broomstick and characters. Each class was given a jigsaw piece per student and we look forward to seeing the finished artwork in the library!









# 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

# Term 3 P&C Meeting And AGM



Friday, 11<sup>th</sup> September at 9:30am

This will be a Zoom Meeting  
Meeting ID - 8651 7868 764  
Password - smile

All welcome. It is a great way to have input into the school and meet other parents. At the AGM all positions on the P&C will be made vacant and if you would like to support our wonderful school this is a great way to have input and get involved.

Contact Deborah Marsden for further information: [deborah.marsden16@gmail.com](mailto:deborah.marsden16@gmail.com)  
or call on 0451893131