

Dear Parents and Carers,

Father's Day

Although Father's Day was last weekend, I didn't want the date to pass without acknowledging the wonderful job that our Clarke Road fathers do in caring for their children. We recognise that supporting children with complex needs requires a high level of understanding and patience and we wanted you to know that we think you do an amazing job. We hope that you enjoyed the cards and gifts that your child bought home last week. The excitement on many of our students' faces as they took home their gifts was priceless and I know that many of you were asked to enjoy your gift on Friday night rather than Sunday 😊 In whatever way you celebrated, we hope you had a moment to reflect on how loved and appreciated you are.

Senior Café

COVID-19 has presented all of us with many challenges this year and this has indeed been true for us at Clarke Road. We have been particularly conscious of this for our Senior students for whom many much-enjoyed programs have been cancelled, including Leisure Skills, Canteen and Community Access programs. However, challenges present us with new opportunities to be innovative and to create new programs and I wanted to share with you an example of that this week by writing about our Senior Café.

Dates to Remember

Last Day of Term 3
Friday 25th September

First Day of Term 4
Staff & Students
Monday 12th October

P.B.E.L. NEWS

At Clarke Road School, our students practice being good friends to each other at all times but especially so when we're eating. We're good friends.



I had the pleasure of being a guest at the Café this week and was so proud of the way that some of our Senior students in Gibba class have taken on their new responsibilities. My experience began with Aiden calling me on the walky-talky to let me know that the Café was open. Upon arrival, Hung-Viet took my order and not without asking me how my day was going first. After my order had been received, Jagraj and Aiden got to work ensuring that my hot chocolate order was correct and, with support from Scott, heated the milk. Once the milk had been poured, Taylor very carefully delivered my order to the tray and Jayme, with great concentration, added my marshmallow. Each student was exemplary in concentrating on their allotted task and in working as a team. It was a wonderful example to me of how our staff continue to consider ways to move our students' learning forward and provide them with opportunities to develop their confidence and independence. A special thank you to Gibba staff, Scott and Tila, and Cathy Treay, our AP, who has been instrumental in establishing the Cafe. I would also like to acknowledge Cathy's son, whose business donated the tables and chairs to the Clarke Road Café program.



Explicit teaching

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 **Explicit Teaching**. At Clarke Road School, we understand and value the importance of our students clearly understanding what they are expected to do, how much work they are to complete and when they have completed their work. We do this by establishing TEACCH structures that have a clear and explicit beginning, middle and end routine for each student. For some students, this may include following a first/then schedule with photographs of the activities they are to complete. Staff may support them to place their activity in the 'finished' box when the task is completed. For other students, they may be following an individual schedule which includes photographs or Picture Communication Symbols (PCS) of their independent work activities, as well as time to work on a task with class staff and regulatory activities to support them staying calm and focussed ('In the Zone') for longer periods. Students working on these schedules move an arrow to the task they are currently working on, move to an area or task that corresponds to

their visual and place their work in a finished box or folder when completed. These schedules are personalised for each student across the school and are established with the information gained in Passport for Learning assessments. Students are given opportunities for guided 1:1 support when learning a skill. Once students become more competent at mastering this skill, students are then encouraged to practise this skill with greater independence. In this way, a task which a student has been working on 1:1 with staff may move to an independent task on their schedule over time. We value partnering with you, as you support your child's learning at home and work in a positive partnership with us to help them generalise at home the skills they have been working on at school.

Tell Them From Me

Could I continue to encourage you to take the time to complete Our *Tell Them From Me* survey. We would love to hear from you and appreciate your voice in knowing what you appreciate about our school and the areas which you think we can improve. As a school, we value your feedback and use the information that is provided in these surveys to inform future school planning. Please see the note later in the newsletter for further details about how to complete the survey.

Have a safe and relaxing weekend everyone and please take a moment to enjoy the photos of our Senior café below.

Rebecca

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

Creating a Voice (CaV) Project

Creating a Voice (CaV) Project

This term we have been focussing on students receptive skills. For the rest of the term, we will begin to look at developing a students' **social** skills using the Passport for Learning (also known as the Communication Passport). The social skill that we are focussing on this week is engagement with others, particularly looking at the question: 'Can the student engage with an adult or peer?'

A blue student is becoming **aware** of the environment and people around them and recognising familiar people e.g. mum, dad, teacher. Blue students are working towards developing joint attention skills with familiar people. To encourage this skill with a blue student, a familiar person could engage in a highly motivating activity within close proximity. Joint activities could include brief engaging tasks paired with animation e.g. blowing bubbles whilst saying excitedly "look" "bubbles", acknowledging when the student looks at a bubble.

A purple student is working towards developing **anticipation** skills. A purple student may show their recognition of a familiar person by vocalising or turning their head when they approach them. Purple students are working towards developing joint attention skills with familiar people. To encourage this skill with a purple student, a familiar person could engage in a motivating activity within a reasonable distance. Joint activities could include reading a short book paired with animation and gesture e.g. "Look, ball", acknowledging when the student looks at the page.

A red student is becoming more **intentional** and is able to engage in brief joint attention activities with another person and an activity or object. A red student is also beginning to social reference therefore being able to focus on another and observe this person's reaction to an activity or object in order to moderate their own reaction. A red student shows interest in people, activities and their environment. They will gain the attention of others by using proximity (moving next to someone) or by gestures and vocalisations. They will give a toy or item to an adult as a way of extending social contact to say "look at this". To encourage this skill with a red student a communication partner could encourage them to greet familiar people with a smile, vocalisation or wave. You could also encourage engagement in a simple turn-taking game such as a posting game.

A brown student is working towards developing **imitation** skills and is beginning to understand the concept of 'first/then'. They are able to gain the attention of others to communicate their interests, seek information and make requests as their joint attention and social referencing skills are more established. To encourage this skill with a brown student, it is important to provide them with opportunities to develop interests and to clearly show them how to ask for them e.g. pointing, picture exchange, using spoken language. A brown student can then be given opportunities to ask for something from another person. You could also facilitate parallel play with peers by providing an activity that they enjoy and encourage peers or siblings to play next to them e.g. playdough at a table.

An orange student is working towards understanding **categories**. They are starting to communicate about familiar topics using some conversational conventions. For example, a student is able to reference something, make a remark about it and listen to a peer without interrupting. An orange student is able to ask for help with new activities and people and is becoming more skilled at turn taking. To encourage this skill, orange students can be given opportunities to play short, structured game with a peer e.g. A Bingo game Orange students can also be given opportunities to have conversations with adults and peers about familiar topics.

A yellow student is working towards developing **problem solving** skills. They can initiate and sustain conversation using appropriate rules of conversations, for at least two turns with familiar topics. A yellow student can convey a message in a range of situations and is able to stay on topic. Students who are non-verbal require access to specific expressive communication systems to converse with others. A yellow student is also able to share with others and wait for their turn. To assist a yellow student with this skill, provide opportunities for them to share and play with their peers using co-operative and constructive play such as building a tower together. A yellow student could also be given opportunities to engage in imaginative and fantasy play.

A green student is working towards developing their **critical thinking** skills. They can initiate, sustain and extend conversations on a range of topics, including asking questions appropriate to the person and situation. They are able to make use of conversational conventions such as maintaining eye contact and take turns. They are also able to use humour to build friendships. A green student is able to sustain a conversation on a range of topics. To extend their conversation encourage the student to give additional information by asking questions. You can also encourage them to formulate questions for their peers. A green student is able to play games with rules. To encourage further engagement with a number of peers, green students can be encouraged to play simple board games where somebody wins and loses.

Awareness

Anticipation

Intentional

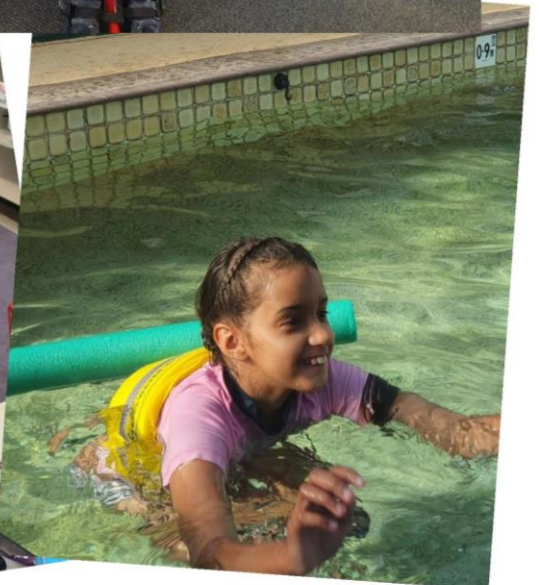
Imitation
First - Then

Categorising

Problem Solving

Critical Thinking

In Garraway we love being active and exploring learning through a range of activities, especially if it means we get to work with our friends!





SEP. 2020

LEAN INTO LOVE

Sahara Services Respite Home



ELIGIBLE FOR

7 years to 17 years

WHO CAN ACCESS?

- Any person who has NDIS funding and is able to be supported in a group environment can access the Asquith House
- This includes children from 7 to 17 years old



TIME AWAY FROM HOME

- PARTICIPATE IN FUN ACTIVITIES
- SPEND TIME WITH FRIENDS
- MEET NEW FRIENDS
- DEVELOP SOCIAL SKILLS
- BUILD CONFIDENCE
- LEARN SKILLS TO DEVELOP INDEPENDENCE
- ENJOY NEW EXPERIENCES IN THE COMMUNITY



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located right next door



Call - 0284060842

Email -

s.zgolak@saharaservices.com.au

Students Name _____ Class _____

Item	Unit cost	Size	Quantity	\$
SUMMER:				
Short Sleeve Polo Size: 4,6,8,10,12,14,16,18/S, M L XL 2XL, 3XL	35.00			
Girls Summer Tunic Sizes: 1,2,4,6,8,10,12,14,16,18,20	70.00			
Shorts – unisex Sizes: 4,6,8,10,14,16,18	21.00			
Bucket Hat – Navy Sizes: S, M, L	16.00			
Cap – Navy / Red. Please indicate colour One size fits all	14.00	Navy / Red		
WINTER:				
Long Sleeve Polo – Junior Colours Sizes: 4,6,8,10,12,14,16,18/S, M L XL 2XL, 3XL	43.00			
Trousers Sizes: 4,6,8,10,12,14,16,18	24.00			
Jumper – red Sizes: 4,6,8,10	48.00			
Jumper – red Sizes: 12,14,16,18,20	53.00			
Weather proof Jacket – Navy Sizes: 4,6,8,10,12,14,16,18	53.00			
OTHER:				
Bag - small	54.00			
Bag - large	60.00			
TOTAL ORDER PRICE			\$	

PLEASE NOTE THAT UNIFORMS ARE TO BE PRE-PAID

Please send order form together with payment / bank transaction receipt in an envelope marked “Attn P&C – Uniform Order”.

Payment methods:

1. Direct deposit to P&C account

Account Name: Clarke Road School P&C Association

BSB: 032085

Account Number: 322215

Reference: Please use Student name as on the order form to identify payment

Please email transaction receipt to clarkerd-s.school@det.nsw.edu.au

2. Cheque (payable to ‘Clarke Road School P&C’)

3. Cash with uniform order

Please allow 7 days for processing your order

Prices as at Feb 20