



Celebrating Timothy Wright

From the time Tim started at Clarke Road School in Term 3 of 2019 he has brought joy into the lives of all who knew him.

Timmy was an inspiring little man who approached life with enthusiasm and determination. During his time at school he used these qualities to develop his independence, especially with the use of his walker and also to increase his communication skills.

Timmy had a passion for many things. He had a great love of music and would try his best to copy actions and sing along to lines from his favourite songs. He also enjoyed being active. He loved bouncing on the trampoline, playing ball and driving around Gumnut playground in his car (especially if he could convince someone to help him go fast and do lots of crazy turns). His absolute favourite activity was swimming on Friday. He would remind us of this on his daily walks every time we approached the pool gate, vocalising excitedly and reaching toward his favourite place.

The quality that was most special about Timmy was how much he loved people. He drew us all in with his bright eyes, engaging smile and gorgeous laugh. A cheery greeting from Timmy was a great way to start each day and seeing his excitement in the afternoons when being picked up by his beloved family was a beautiful way to end it.

Timmy showed us all how to make the most of every minute. We are so thankful to have had Tim in our lives. He will be deeply missed by all that were lucky enough to spend time with him. Our thoughts are with his parents Susie and Tony and his siblings Hannah, Ethan and Sophie at this time.

Tanya Townsend



Dear Parents and Carers,

Thanksgiving Service for Timmy

This week Bunya staff, Tanya, Anita, Cindy, Aggie and myself attended the Thanksgiving Service for Timmy Wright. It was a privilege to be able to attend and to celebrate Timmy's life with his family, Tony, Susie, Hannah, Ethan & Sophie. Timmy was such a joy-giver and although incredibly sad, it was special to be able to reflect on the qualities we most appreciated about him – his love of people, his determination and his enthusiasm for life. Timmy is already greatly missed at Clarke Road. Isa Lei gorgeous Timmy (farewell in Fijian).

Timmy's family have requested that in lieu of flowers, family and friends are welcome to donate to Clarke Road. The money donated will be used to purchase sensory equipment for Gumnut Playground where Timmy loved to play.

If you would like to watch the Thanksgiving Service for Timmy the link is as follows:
<https://youtu.be/3kJx0MJsl7Y>

Thank you to all of you who have taken the time to reach out and support each other during this time. It is a gift to be able to be part of a community that cares so deeply about our students.

Farewells to staff

As we draw to the close of Term 3, it is also time to say a fond farewell to Lucinda Paynter, teacher of Yarra class and Helen Maynes, our Office Assistant on Thursdays.



Lucinda began her teaching career with us at the beginning of this year and we have been so fortunate to have her as part of our staff. She is moving to Central West NSW in Term 4 as her husband completes his training as a doctor. Lucinda is a talented and gifted teacher and we wish her all the best with her future career. Helen has been with us for the past three years and we have appreciated her hard work and help in ensuring that the office runs smoothly.



Thank you Lucinda and Helen for all that you have given to Clarke Road School. We will miss you!

Have a safe and relaxing holiday and we will look forward to seeing your children return on Monday 12th October.

Rebecca

Dates to Remember

Last Day of Term 3

Friday 25th September

First Day of Term 4

Staff & Students

Monday 12th October

Creating a Voice (CaV) Project

For the rest of term three we will be continuing to look at developing students' social skills, using the Passport for Learning (also known as the Communication Passport). The social skill that we are looking at this week is responding to social conventions, looking at two questions: "Does the student respond to his/her name?" and "Does the student respond to a greeting?" Greetings are an important part of learning social conventions. By responding to a greeting, the student is learning to pay attention to another person in a socially acceptable way.

The blue student is becoming aware of his/her environment. The blue student is developing an awareness of his/her name and working towards responding to a greeting. This student benefits from being provided with regular opportunities for him/her to respond to within routine/non-routine activities and being given time to respond. Morning news provides an excellent chance for the teacher to interact with the child in a relaxed situation to create opportunities for the student to respond to his/her name. When the child arrives at school the teacher could greet the student with a "Hi" followed by the student's name.

The purple student can anticipate. The purple student is working towards responding to his/her name or to a greeting consistently, with very familiar people reasonably close to them. This familiar person could be a staff member involved in regular activities in the school routine. At school, morning news would be an ideal opportunity for this activity and the student can be greeted each day by a familiar staff member when he/she arrives at school with a "hi" and the student's name. A purple student responds using eye gaze (e.g. when a familiar teacher stands close by, calls the student's name, and gives time for a response, vocalise, or smile in response).

The red student can respond intentionally. The red student will respond to his/her name most of the time with familiar people in familiar contexts. Recognising and responding to a name is the beginning of the ability to use it as a social cue, as knowing your name is part of the process of identifying that you are separate to others. Most of the time this student uses a form of greeting in familiar contexts, (i.e. smiling for thank you, saying "ta" and waving goodbye). These activities can be encouraged throughout the day at school in routine and non-routine activities. This student mainly uses facial expressions, gestures, and simple body language. Regarding group activities such as assemblies, this student requires full support to learn the social conventions of school assemblies and other group activities.

The brown student can imitate and use first and then systems. The brown student will greet others in familiar contexts. This student is less reliant on facial expressions and simple body language, and can use a more complicated range of body language, gestures, and personalised communication systems. In group activities such as assemblies, this student knows the basic conventions for school activities and other group events. They still rely on school staff to support them through the process. These students can be encouraged to respond to greetings and for staff to encourage and understand each student's individual communication system.

The orange student can categorise. The orange student may use social manners with others in a variety of contexts (e.g. saying "hello" and "hi," shaking hands, saying/indicating "please" and "thank you.") For this student a wider range of social conventions are developing. These students can be encouraged to say please and thank you in social situations with group activities such as assembly, with verbal and visual support, to say please and thank you in social situations they can follow the social conventions of school assemblies and group activities.

The yellow student can problem solve. The yellow student may use social manners and conventions with others in a variety of contexts (e.g. starting to consciously inhibit certain behaviours). The student is starting to inhibit egocentric behaviours (e.g. eating only the food given to them, rather than eating all the food). They are also starting to inhibit impulsive behaviours (e.g. waiting for the swing rather than impulsively running towards it). Social conventions for this student can be encouraged in mealtimes by encouraging them to eat the food on their own plate... Regarding group activities such as assemblies they can follow the social conventions with minimal support.

The green student is a critical thinker. The green student uses social manners and conventions with others in a variety of contexts, (e.g. starting to have a basic understanding of right/wrong with group context: no taking food from strangers, no kicking people). This student is more frequently inhibiting egocentric, impulsive or negative social behaviour (e.g. pushing peers). They are understanding what teasing means and that they can tease others. Regarding group activities such as assemblies they are able to follow the social conventions of school assemblies and group activities. Green students can be encouraged to use polite forms of behaviour such as apologising or saying "excuse me."

Awareness

Anticipation

Intentional

Imitation
First – Then

Categorising

Problem Solving

Critical Thinking

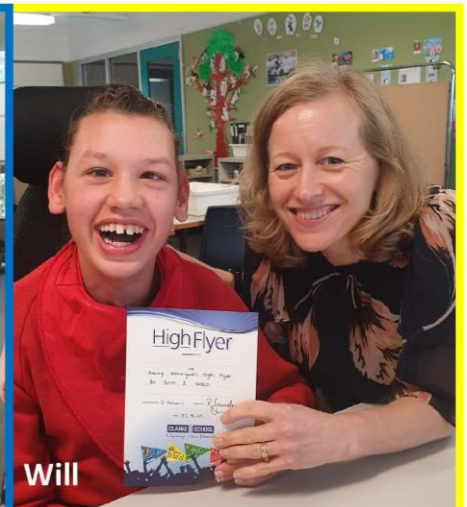
CONGRATULATIONS to our Term 3 High Flyers!



Sergei



Shaaun



Will



Justin



Robert



Ben S



Maheen



Essar



Maria

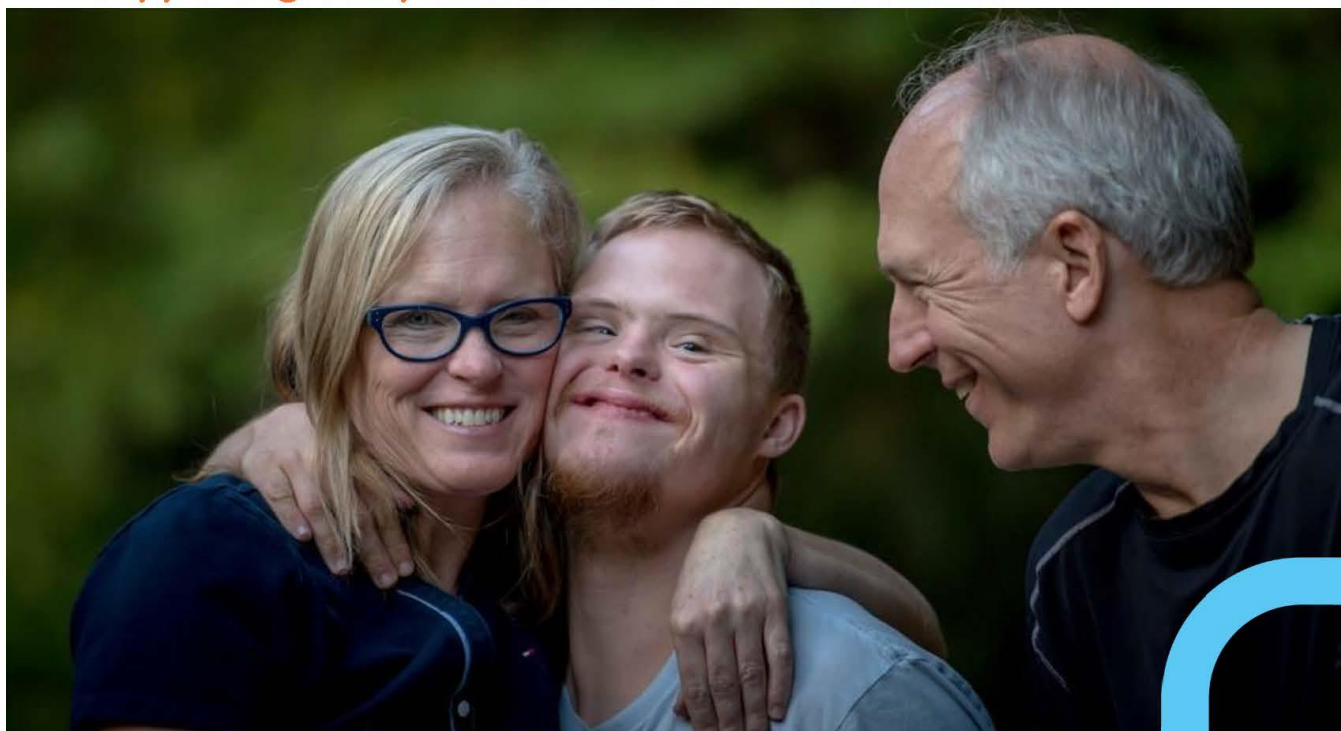
Colo News

Students in Colo Class have been having great fun this term doing all sorts of interesting programs and activities.



HORNSBY ONLINE SUPPORT GROUP

Supporting Complex Learners and their Families



DID YOU KNOW?

Parents of children with complex learning needs benefit from connecting with other parents who have similar experiences and feel less isolated as a result.

Together we can create a safe space to share the triumphs and challenges of parenting our children, teens and young adults.

In this group we are going to:

1. Meet with and connect with other parents
2. Learn, laugh, live life better together!
3. Hear from guest speakers on relevant topics

When:

Wednesday during school term

Time:

1-2 PM

Where:

Online via Zoom and WhatsApp group

Cost:

FREE!

Contact:

Helen Tozer
0422 019 401

helent@ransw.org.au

Relationships Australia
NEW SOUTH WALES



Communities
& Justice

National Carers Week 2020, CONVERSATIONS WITH CARERS.

Recognising, respecting, and valuing carers as partners in care.

**MON 12 OCT
- FRI 16 OCT**
EVERYDAY FROM
10:30AM to 12 NOON

Join us for a series of virtual talks about caring for a family member, friend, or neighbour.

Monday 12 October Caring for the Older Person

Sue Pieters Hawke will reflect on her journey as a Carer for her parents Hazel and Bob Hawke.

Dr Dimity Pond, GP has strategies for getting the most out of a Doctor's appointment including those uncomfortable conversations about dementia and cognitive impairment.

Prof Sue Kurrle, Geriatrician, talking about frailty and care of an older person.

Tuesday 13 October Developing Emotional Resilience

Petrea King, will share some tools and strategies to help carers care for themselves so they may in turn care for others.

Petrea will help you maintain hope, humour and optimism when living with and caring for a family member.

Wednesday 14 October Let's talk about male Carers

Relationships Australia is a leading provider of relationship support services for individuals, families, and communities. They aim to support all people in Australia to achieve positive and respectful relationships.

Listen to professional experts discuss Carers and relationships, focusing on the role and experiences of Male Carers

Thursday 15 October Better outcomes for people with Intellectual Disability

Margaret Meaker, A parent's journey in creating changes and lifelong learning.

Vince Ponzio, NSW Ministry of Health, covering new approaches of care.

Understanding Guardianship: A Carer's guide on how to make it work for your family.

Friday 16 October A light at the end of the tunnel - A focus on Trauma and Crisis Management and Care

Tarja Malone Carer Counsellor Social Worker Tarja, has worked in clinical and therapeutic settings in areas of complex trauma and mental health. YourSide – for the Carers Gateway

Roshan is Carer to a child with complex support needs, she shares insights into effective strategies that have worked for her family.

Week Round-Up - Discussion & Questions with Carer Support Service's Barbara and Mary.

BOOK ONLINE

lanecove.nsw.gov.au/carersweek

BOOK BY PHONE

Contact NSLHD Carer Support Service on 9462 9488

You will receive an email invitation with instructions on how to join a free online talk via a **Zoom** video call.

Booking is essential.

Each talk will be held on **Zoom** from **10:30AM to 12:00PM**,
Or by phone.

Colo Christmas Cards

Our Christmas Card packs, created by the students of Colo class, are now available! (Pack of 4 for a gold coin donation)



Name of child: _____ Child's class: _____

Number of packs (4 cards per pack): _____ Payment enclosed: _____

Thank you,

from the students of Colo Class, Verney, Tony & Manoj