

Dear parents, carers, family members and community members,

## *Farewell to Mel*



This week, sadly we farewelled Mel Adderley, our Acting Deputy Principal, who was recently successful in gaining a substantive Deputy Principal, Inclusion and Support position at Queanbeyan High School. Mel has been a wonderful asset to Clarke Road School for the past two years and we are grateful for all that she has given to our school and community. Her passion for students with complex needs, her mentoring and coaching of staff and her interest in data collection and analysis are particular strengths that she has brought to the school for the benefit of our community. We wish Mel every success in her new role and thank her for all that she invested into Clarke Road during her time here.

### Dates to Remember .

**Rotary BBQ**  
Mon 23rd May  
6-8pm

**Clarke Road Fresh Food opening**  
Tue 31<sup>st</sup> May  
9:45 –11:30am

## P.B.E.L. NEWS

At Clarke Road School, students enjoy being independent individuals and are proud of being active learners. Learning to be independent is an important aspect of the curriculum for all Clarke Road School students. Throughout their school day, CRS students learn and practise independent skills in personal care, mobility, academic learning, and work skills.



Alina packing up her lunch box after she finishes her meal.



Sophia learning shopping skills during library.



Taylor preparing a cup of coffee for his customer at the Clarke Road Café.



Heath problem solving in his independent mathematic task.



Essar stepping onto the bus to go on an excursion with his class.



Maria following staff modelling to wash her hands.

For the remainder of this term, our Assistant Principals, Cathy Treay and Shanaya Dubash will take on some of the Deputy Principal roles. Rachel Jarvis will also be stepping into the role as Relieving Assistant Principal for the remainder of this term. We are looking forward to having Rachel as part of our executive team for this period. Kavi Razzaghi-Pour will be returning to the position of Acting Deputy Principal at the beginning of next term.

### *Mini Woolies*

There continues to be much anticipation and excitement as we work towards our Mini-Woolies site opening on **Tuesday 31<sup>st</sup> May at 10 am**. You will have received your invitation this week. All families are welcome to attend the opening **with an RSVP to the office required**. We are looking forward to the opportunities that this site will create for our students in allowing them to develop 'real world' life skills which can be transferred over time to shopping in the community. We are grateful for the incredible generosity of Woolworths and Fujitsu in creating this opportunity for our students.

### *Passport for Learning mentoring with an academic partner*

This week teachers began mentoring sessions with one of our academic partners, Ylana Bloom, author of the Passport for Learning. Each teacher is provided a half day to meet with Ylana to discuss how to build students skills in areas that have been identified from the completion of their Passport for Learning assessments and parent goals. This is a unique opportunity for our teachers to have further time to plan how they can support students by developing strategies and resources to build skill acquisition in cognitive, expressive and receptive language and social domains.

### *COVID-19 update*

Clarke Road School is continuing to record COVID cases amongst students and staff each week which is reflective of trends in our local community. We have also had staff and students needing to isolate as close contacts due to the requirement for close contacts not to attend SSP schools.

We appreciate your support in continuing to monitor students for symptoms of COVID-19 and to use the Rapid Antigen Tests (RATs) provided to you. If your child tests positive to COVID-19, or becomes a household contact please let the school know immediately, so that we can inform our community. If we have a number of cases come from one class, a decision may be made to move students to learning from home for a number of days to prevent any further transmission.

*Have a lovely weekend,*

*Rebecca*

*Some photos from our Junior Swimming Carnival . . .*







*Free onesies available from the office, details as follows:*

*1 x size 10*

*3 x size 12*

*All navy blue with long sleeves. Please contact the office if you would like them.*





## *Passport for Learning (P4L) Project*

In this week's newsletter we are continuing to explore questions from the social domain in the Passport for Learning. The question is "Can the student use pretend play/ role play?" Pretend play is play that involves a child/ young person acting out familiar situations. For instance, feeding a doll and putting it to bed. It can also involve using an object in a new way. For example, using a block as a phone.

A blue student is working towards pretend play through developing an awareness of people and real objects. To support the development of this skill focus on developing joint/shared attention skills by engaging the student in an activity with a familiar communication partner such as putting on hand cream. Help your child/ young person develop awareness by first showing them the hand cream tube, as you tell them, "It's time for hand cream." Apply a small amount then pause, look for a response and give it intention. For example, if your child moves their hand towards the cream say, "You want more."

Purple students are able to anticipate some aspects of familiar activities. They are working towards pretend play through increasing their attention of familiar people and objects. To support the development of this skill for a purple student provide opportunities for them to request 'more' of a highly preferred activity or item. Continue to develop joint/shared attention skills by providing opportunities for students to engage in preferred activities with a familiar communication partner such as singing songs together.

Play skills for a red student usually involves exploring objects and their environment using manipulative play. A red student benefits from learning to use more toys functionally. To assist your child/ young person give them opportunities to play with a variety of toys appropriately. Sit with them as they play and model the way to use the toy. For example, help them to push cars or balls down a ramp, wind the handle of a jack in the box or play a drum.

A student working at a brown level can use objects within pretend play/ role play. For example, they will pretend to eat from a spoon or drink from a cup. They are also beginning to sequence play. For example, feed a doll, put the doll into a bed and place a blanket over it. Give your child opportunities to engage in pretend play and prompt them to use several steps. For instance, if they are playing trains, the train could pick up a farm animal at one station, deliver it to another station, then go back to the train shed for a rest.

An orange student can use objects to represent other objects, for example, using a box as a bed for their teddy. An orange child/ young person can use imagination, prior experiences and reasoning within their play. When playing with your child/ young person, encourage them to use objects in different ways. For instance, when playing in the sandpit, you could use sticks or leaves as candles on a cake or flags on a castle.

Yellow students are starting to use fantasy play/ imaginative play. For example, they may pretend to be a wizard or use dolls or puppets as part of their play. Reading fantasy stories and using the characters when playing with your child can help support imaginative play for a yellow student. For instance, if your child enjoys reading "The Three Billy Goats Gruff," you could act out being the goat and / or the troll on a bridge at the park. A yellow student may be unsure of the difference between real and imaginary and begin to talk to/about imaginary friends.

A green student can play dress ups and other imaginative games. They like to set up scenes using both objects and other children. Green students are beginning to have some understanding of what is imaginary and real. Help your child to develop these skills by providing them with dress ups and objects around a scene. For instance, you could create a pretend play shop, by setting out some canned food or pretend food items. They could have a basket to collect their groceries and a wallet to carry their money. If they have a friend available to play with them, help them by assigning roles, such as shop assistant and shopper.

Awareness

Anticipation

Intentional

Imitation  
First - Then

Categorising

Problem Solving

Critical Thinking



Despite slightly cooler weather, the rain stopped in time for our Junior Swimming Carnival. Students had an exciting time in the water play area with a paddling pool, sprinklers and giant bubbles before competing in the pool.

Thank you to students and staff from Barker College for their help and parent volunteer, Brooke, for keeping score!









# Classroom News Kurrajong

## Our Excursion Highlight



*How excited were we to go on our very first excursion to Brooklyn this year! Beautiful weather and great company. We cant wait to go every Monday.*

## Swimming has finally started in Kurrajong



**INVITATION**

— TO —

# CLARKE ROAD FRESH FOOD

**Join us as we unveil an exciting new initiative**

Woolworths and Fujitsu have partnered with Clarke Road School to create a new inclusive education and skills training initiative for our students.

**Date:**

Tuesday, 31st May, 2022

**Time:**

09:45 - 11:30

**Location:**

Clarke Road School  
Clarke Road, Hornsby NSW 2077

**RSVP:**

By Monday 23rd May, 2022

**We look forward to sharing this exciting milestone**





The Ku-ring-gai Rotary Club & CRS P&C

# Clarke Road School Family BBQ

Monday, May 23 6-8pm

at Clarke Road School

RSVP with cash  
to the school by  
Monday 9th May

Bring the whole  
family!

 Hamper Raffle  
on the night so  
bring your \$\$


\$5/person  
OR  
\$20/family



The cooks, sausages,  
bread, sauces,  
onions, salads,  
water & popper juices  
are all provided.

Bring a cake/slice to  
share for **dessert** if  
you can



To protect our kids  
please bring **NO** nuts,  
sesame, coconut, kiwi  
fruit or buckwheat. 



**PLEASE NOTE** > This event requires children to be supervised  
by their parents.

*Come to have dinner cooked for your family by our wonderful Rotary supporters  
while the kids play in a safe and familiar environment.*

## KU-RING-GAI ROTARY & CRS P&C BBQ RSVP

Clarke Road School student's name: \_\_\_\_\_

How many are coming? \_\_\_\_\_

Any dietary needs? Please include number of people.

Gluten free

Dairy free

Vegetarian

Vegan

Halal

Cash enclosed (\$5/person, \$20/family): \$ \_\_\_\_\_





# IS YOUR CHILD'S WHEELCHAIR COMFORTABLE & SAFE?



Call us on 1300 582 022 to arrange a complete service of your child's wheelchair - hassle free at school service option available.

- Growth adjustments
- New belts & harnesses
- Service, Repairs & parts replacement



REGISTERED  
NDIS PROVIDER

1300 582 022

[info@alkiraservices.com.au](mailto:info@alkiraservices.com.au)  
[alkirawheelchairservices.com.au](http://alkirawheelchairservices.com.au)





# SHORE



SHORE



*Pymble Ladies' College*



## **Sony Foundation Children's Holiday Camp Hosted by Shore and Pymble.**

Since 1999, the Sony Foundation Children's Holiday Camp Programme has given Year 11 students the opportunity to care for children aged between seven and 14 years with special needs over a four-day period. Sony Camp is a unique experience for all involved and will be held from **Sunday 11 December to Wednesday 14 December 2022.**

The children are treated to a camp full of thrilling and exciting adventures and are cared for in Shore's Boarding Houses, 24 hours a day, by Pymble Ladies' College and Shore students. These Year 11 students, supported by a team of dedicated teaching and medical staff, will quickly learn about the challenges and demands involved in caring for a child with special needs in a life-changing experience. Sony Camp will be co-hosted at Shore by Shore and Pymble Ladies' College in 2022. For further information, please visit the Sony Camp website.

To have your child join Sony Camp, please complete the online application form:

<https://forms.office.com/pages/responsepage.aspx?id=hFCKTFEC2EytGTMzkiFiVPV-NFwoyM1Gh1NYkjMR-1JUQjBWR1ZFUDRYUk8ySIRPQIRGSVROSIFVVC4u>. Applications close on **Friday 10 June 2022.**

If you have any further questions, please don't hesitate to contact us on the number and email provided below.

Kind Regards

**Karin Fabris Da Silva**

**Sony Camp Co-ordinator**

Email: [sonycamp@shore.nsw.edu.au](mailto:sonycamp@shore.nsw.edu.au)

Phone: 02 9956 1472



# Parking Rules

Please park safely and legally on the streets around your school. Park legally so you do not incur parking fines and demerit points. Council's Traffic Compliance Officers and NSW Police enforce parking around schools. If you park contrary to the road rules you will be fined!

## No Parking Zone

- Drivers may stop in this zone to drop off or pick up passengers or goods for a maximum of 2 minutes.
- The driver **MUST** remain in or within 3 metres of the vehicle at all times.
- The vehicle must not be left unattended.
- If times of operation are shown on the sign, the restriction only applies during the times shown.
- No Parking zones can also be used to drop off and pick up children.



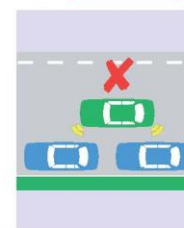
## No Stopping Zone

- Stopping is not permitted at any time.
- If times of operation are shown on the sign, the restriction only applies during the times shown.



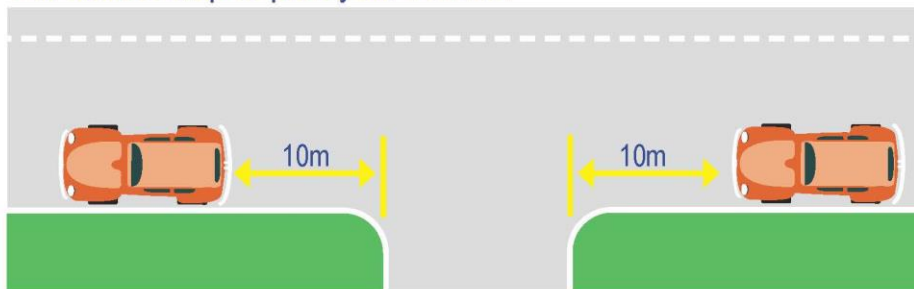
## Double Parking

- You must not stop on the road adjacent to another vehicle at any time, even to drop off or pick up passengers.



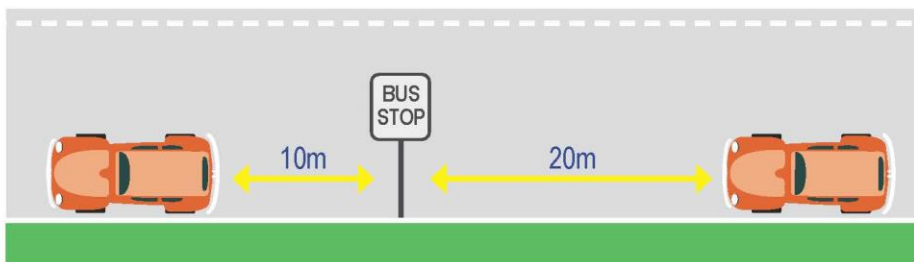
PENALTIES & DEMERIT POINTS APPLY \*

## You cannot stop or park your vehicle:



Within 10m of an intersecting road at an intersection without traffic lights (20m with traffic lights), unless a sign states you can park there (see image at left).

PENALTIES & DEMERIT POINTS APPLY \*

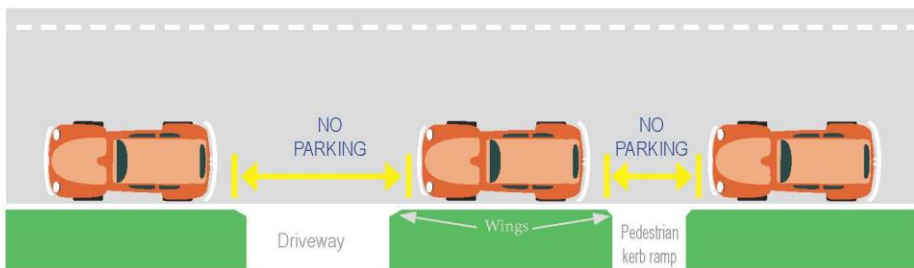


Within 20m before and 10m after a bus stop (see image at left)

PENALTIES & DEMERIT POINTS APPLY \*

## Parallel parking

You must park in the same direction of travel and parallel and as close to the kerb as possible.



You can NOT park across driveways or pedestrian kerb ramps. A vehicle can be parked up to the wings on the driveways or ramp (see image)

PENALTIES & DEMERIT POINTS APPLY \*

\* Penalty amounts are substantially higher for offences committed in School Zones. All penalties are set by the NSW State Government. For a list of all school zone driving and parking offences in New South Wales visit: <https://roads-waterways.transport.nsw.gov.au/documents/roads/safety-rules/demerits-school.pdf>