

Dates to Remember:

High Flyers Assembly
Tuesday 25th June

Last Day of Term 2
Friday 5th July

Students Return Term 3
Tuesday 23rd July

Dear parents, carers, family members and community members,

Athletics Carnival - Last Tuesday our Athletics Carnival was held at Barker College. It was a wonderful day and we were so proud of our students and their ability to engage in races and activities on the day. It was also wonderful to have so many parents there supporting their children and cheering them on.

A special thank you to Barker College for their generosity in making their facilities available to us and in providing volunteers to support our students on the day. We are grateful for the opportunity to connect with our community. Thank you too, to Shanaya and her wonderful team of helpers, Kathy D, Tanya Z and Therese, for their hard work in ensuring the day ran smoothly.

Winter update -This winter, there has been an increase in community cases of pneumonia, RSV (respiratory virus), COVID and cold and flu. There have been several students who have been unwell at Clarke Road School. If a student is unwell at school, we ask for them to be picked up.

We are mindful of the impact that sick students have on other students and educators, particularly those who have high health care needs. We appreciate you continuing to work together with us to keep our students and school community well and safe at school.

P.B.L. NEWS

Save the Date:

On Tuesday 25th June, it is our end of term High Flyer Assembly. We are excited to welcome parents and families to come and celebrate this term's high achievers. The whole school assembly will commence at 9.30a.m. in the school hall and will be followed by a parent morning tea in the library. Class award winners will receive their certificate and prize during assembly and have a special snack in their classroom afterwards. We look forward to seeing you!



P & C Meeting - This morning our Term 2 P & C meeting was held in the school library with a number of our families and community members attending. These meetings are not only a wonderful opportunity to connect with other families and meet community members, but also provide a chance for families to express what is important to them and to get updates on what is happening around the school. Parents and carers are always warmly welcomed, so please consider coming along to our Term 3 meeting.

Water Rescue Course - This week and next, school staff will be completing safety and water rescue training in the school pool led by trained instructors. This training will support our staff with the latest information and advice about how to best support students when in the pool. Weekly swimming programs are a highly anticipated and enjoyed activity for many of our students at Clarke Road.

Upcoming events - Our High Flyer Assembly will be held next Tuesday 25 June at 9.30 am. This event is an important occasion in our school calendar with an open invitation for all families to attend. It is special to be able to celebrate the success of our students together. Parents and carers of class award winners have been notified in a separate letter. Hope to see you all there!

Have a lovely weekend everyone and stay warm,

Rebecca





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Passport for learning – Active Expression

Here at Clarke Road School **‘Creating a Voice for every learner’** continues to be an important focus. We want every child and young person to express themselves everywhere with everyone, many times every day.

Your child is seen as they express themselves in their own way.

We want to make sure every learner is actively expressing themselves. To do this we target key Passport questions related to the Flow called ‘Building a vocabulary’.

In each newsletter, we will look at a specific Passport question that helps learners reach the overall goal of expressing themselves.

This week we look at one aspect of a learner’s social skills. We focus on, is this learner aware of other people in their environment? As well as, can this learner engage with an adult or peer?

This is a valuable skill to develop as it supports communication and learning in many ways. For example, for a person to use their expressive language skills to request, they also need to be able to engage with a communication partner.

Awareness (blue)



What is this learner doing?

They are learning to notice and focus on a familiar person doing something highly interesting within a close distance.

What can we do?

Do something highly interesting close to them often (e.g. wave a fan next to them, show a light-up item, sing their favourite action song).

Show or do something interesting close to them, we look carefully and respond to their body movement or vocalisations (e.g. after singing an action song, we notice that they move their hand. We add meaning to their movement and respond-“You want more?” or “More?”, then repeat the song).

Move an interesting item in a pattern to see if they focus on it.

To make something more interesting we can change our voice, animate our facial expressions, and/or exaggerate our gestures/body movements.

Get to know how close we must be before they notice us.

Point and name items in their environment. Pause and notice their response.

Anticipation (purple)



What is this learner doing?

They sometimes notice and focus on a familiar people doing something interesting within a reasonable distance.

What can we do?

Use the previous strategies and:

Notice which activities or items they like.

Show the item or do the activity they like many times in an interesting way. We notice and respond in the same way each time.

Expand the range of items and activities they respond to.

Have an element of surprise during games or interactions (e.g. "1,2,3, go" or "Ready, set, go" then start the activity).

Intentional (red)



What is this learner doing?

They notice a range of people at different distances.

They notice people, activities and items.

They can share their attention with another person and an activity or item (called joint attention).

They can focus on a person; they notice the person's reaction to an activity or item and as a result change their own reaction (called social referencing).

Social referencing helps us to understand the world around us. It is an important skill.

They get the attention of others (often, by using gestures, vocalisations etc). They give an item to an adult as a way of extending social contact with the intention being 'look at this'.

They are starting to understand that it can be funny to do something unexpected (e.g. if we put a shoe on our head, pull a face with "Oh no" and point this out to them, they are beginning to recognise the humour).

They notice games and interactions with an element of surprise.

What can we do?

Use the previous strategies and:

Continue to expand the range of objects and activities they respond to.

Copy their actions and add a different action, pause, and notice their response.

Have clear actions during activities (e.g. simple action songs and chants, bouncing a ball, drumming).

Show them how to ask for their preferred items and activities (pointing, picture exchange, picture communication symbols, Key Word Signs, spoken language etc).

Show them how to ask for help.

Add some unexpected elements to their usual routines and point out the mistake in an interesting way (e.g. pour their cereal into a cup instead of a bowl - 'Oh no' that's a cup', tuck their favourite book into bed and say goodnight to it).

Imitation, First-Then (brown)



What is this learner doing?

They can gain the attention of others to express their interests, get information, and make requests.

Joint attention and social referencing is more established now.

They know when someone is doing something wrong within a usual routine (e.g. using a cup instead of a bowl for cereal).

What can we do?

Use the previous strategies and:

Continue to increase their interests.

Give them many chances to ask for 'help' within usual activities (e.g. when they are getting dressed, wait for them to ask for help to do up their shirt buttons).

Give them many chances to ask for something from another person. This helps them to ask for help.

Keep a favourite item out of reach (e.g. on a shelf or in a container) and have the way they are going to ask for it close by (device, photograph, picture communication symbols).

Categorising (orange)



What is this learner doing?

They are starting to express themselves about familiar topics.

They are starting to use some conversational conventions (e.g. they look at something and comment on it, they listen to someone without interrupting).

They can ask for help from familiar people in known places in conventional ways (e.g. handing a help card, using a device, Key Word Sign).

They can understand and follow requests from different adults and in different environments.

They can use humour to comment (e.g. pretending it is 'yucky').

What can we do?

Use the previous strategies and:

Support them to practise conversational norms with new people in different situations (e.g. listening without interrupting, maintaining social distance).

Expand the number of turns they take in a conversation.

Continue to give them chances to ask for help.

Point out when something is a problem ('mmmm, we have a problem') and ask 'is it a big or small problem?'.

Use stories, posters, visuals (photographs, picture communication symbols, device) to explicitly explain social conventions.

Simple Problem Solving (yellow)



What is this learner doing?

With familiar topics, they can initiate and continue a conversation using social conventions for at least 2 turns.

They are quite clear in their messages in a range of situations.

They are beginning to understand that they are separate from others and better understand that people have different thoughts and feelings to them (theory of mind is emerging).

They find toilet humour funny, but aren't fully aware of the effect it has on others.

What can we do?

Use the previous strategies and:

Increase the time or turns taken during a conversation (e.g. Use counters to support turn taking; have 3 counters and a finished box, you can each take a turn in the conversation then post your counter. The conversation is finished when all the tokens are gone).

Use 'question starter' boards to support them in starting conversations with others.

Use games to explicitly teach social skills (e.g. congratulating others when they win, accepting losing)

Role play and practise rules and social conventions (e.g. using a quiet voice in the library).

Practise talking with a group of people on a range of topics.

Simple Critical Thinking (green)



What is this learner doing?

They can initiate, sustain and extend conversations on a range of topics, including asking questions appropriate to the person and situation.

They make use of conversational conventions (eye-contact, turn taking, staying on topic, asking relevant questions)

They are starting to use humour to build friendships and starting to know when it is okay to tell a joke or fool around. They recognise that changing a word in a sentence can be funny.

What can we do?

Use the previous strategies and:

Increase the time or turns taken during a conversation.

Use 'question starter' boards to support them in starting conversations with others.

Use games to explicitly teach social skills (e.g. congratulating others when they win, accepting losing)

Role play and practise rules and social conventions (e.g. using a quiet voice in the library).

Practise talking with a group of people on a range of topics.

During an interaction, something we can do for all learners is to 'pause and wait' for their response. We also need to know how long to wait, so that we give a learner the time they need to respond.

To help your child/ young person to engage more with people it is important to start working at the right level for them. Now that you have read this article, we ask you:

What is one thing you can do for your child at home?

Clarke Road School Athletics Carnival 2024!



Last Tuesday an excited group of Clarke Road School students had a wonderful time at the annual Athletics Carnival at Barker College. Well done to all our competitors showing their skills and speed in the running, bean bag, hurdles, walking and wheelie races. A huge thank you to all the families who attended to support, run with and cheer on students!

Thank you to Stacy Whiteman from Barker College and her fantastic group of Barker students for supporting our students, and to the wonderful CRS staff for running multiple races throughout the day as well as supporting our students to ensure everyone enjoyed a successful carnival!



Congratulations to Janet (Essar's mum) the winner of the coveted parent race!

Active Expression in Buru



In Buru we are focused on embedding opportunities for every student to express themselves and their learning using language, gestures, AAC, and visuals.



Active Participation in Buru



In Buru we are focused on embedding opportunities for every student to actively participate in meaningful tasks every day.



Our priority is the participants' safety, happiness and wellbeing.

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- **Personal Hygiene and Self Care**

e.g brushing teeth, using bathroom, getting dressed, styling hair,

- **Interpersonal Skills**

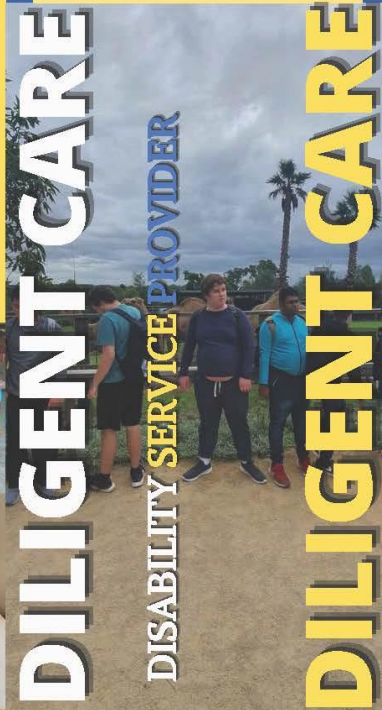
e.g communication, expression,

- **Practical Life Skills**

e.g household chores, community integration, using public transport

- **Exercise and Health Knowledge**

e.g improved physical and mental health, building confidence, strengthens focus.



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