

Dear parents, carers, family members and community members,

This week has been a fun and busy one for Clarke Road!



It began with **SASS Recognition Week** where we

had a wonderful opportunity to celebrate our

**FABULOUS SASS** staff. We acknowledge the amazing contribution of staff who work in the office and those who support students learning and wellbeing in their role as Student Learning and Support Officers (SLSOs). Our office staff and SLSOs are highly valued and play an

essential role in supporting our students, families and staff at Clarke Road.

## Dates to Remember:

### Post School Mini Expo

Thursday 12<sup>th</sup> September  
5:30 – 7pm

### High Flyers Assembly

Thursday 19<sup>th</sup> September  
9:30am

### Last Day of Term 3

Friday 27<sup>th</sup> September

### P&C Rotary Family Picnic

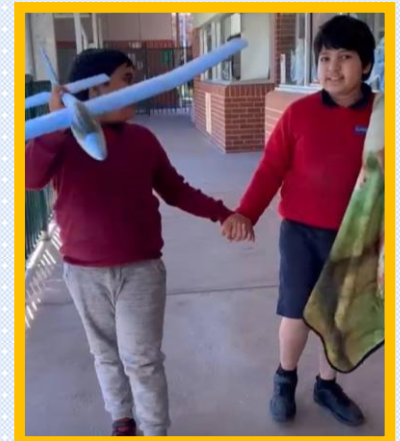
Sunday 27<sup>th</sup> October

## P.B.L. NEWS

Each day in the playground the students have many opportunities to practise being a friend. Students show that they are being a good friend by using skills such as:: sharing playground equipment; taking turns in activities and listening to their friends. Look at the photos below to see some wonderful friendship skills in action.



Shaan and Michelle are helping Maheen walk along the obstacle to the trampoline.



Pranish and Eric are walking together in the playground and listening to each other.



Charles and Prashseeta are sharing the rocker nicely.



Charles and TJ are taking turns when using the slide.



THANK YOU to our fabulous, capable and patient office staff of Leanne, Mary, Cindy and Kat. Thank you too, to our amazing SLSOs – Tony, Tila, Noriko, Heather, Annie, Lisa, Bee, Tanya Z, Kathy, Sachi, Aggie, Anita, Manoj, Laurie, Crestina, Kate, Felicity, Grace T and Ari who provide such wonderful care to our students and work as a team with teachers to deliver students' personalised learning programs. We celebrated on Tuesday with a special morning tea; a small token of our appreciation for all they contribute to Clarke Road.



**PBL Be a Friend/Colour Run** – On Thursday, Clarke Road students and families enjoyed a Colour Run with the support of Barker College students. This involved students' negotiating an obstacle course around the school, such as going through colourful arches and bubbles and of course having coloured powder thrown at them. Many of our families joined in the activities and it was wonderful to see so many students and families enjoying the day. Students also had an opportunity to engage in learning activities during the day with the focus on 'Being a Friend'. Thank you to Shanaya and the PBL team of Tanya, Karishma and Grace P for their wonderful organisation of the day and for Barker College students for their help in making it such a fun and joyful experience for our students.



**Executive Directors Award** – Recently, Kavi, our Deputy Principal, received an Executive Directors Award in recognition of her exemplary leadership in the area of educating students with complex needs. Kavi was unable to attend the award ceremony last term (due to staffing shortages) so last week, Mark Anderson, our Director of Educational Leadership, presented it to her at Clarke Road. Congratulations again Kavi on receiving this award – we are indeed fortunate to have you at Clarke Road!

**Sickness/RSV** – In the past two weeks we have had a number of students and staff test positive to Respiratory Syncytial Virus (RSV). Symptoms include: runny nose, cough and fever and a sore throat. If your child is unwell and displaying these symptoms, please keep them at home. They are able to return to school when they are symptom free.

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 staff well and safe at school.

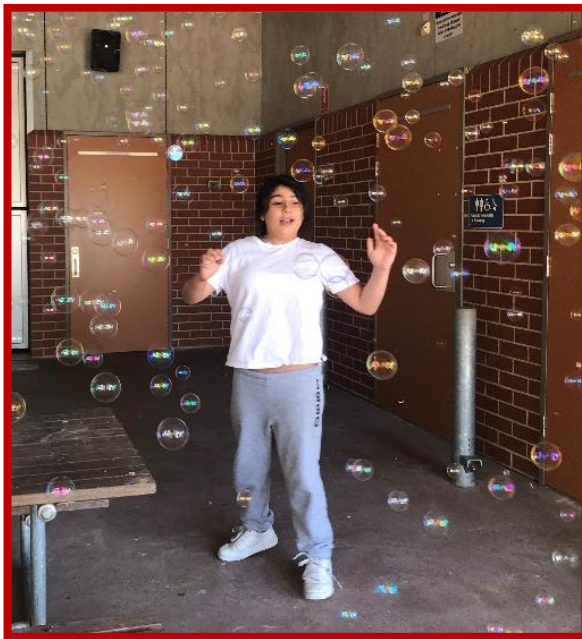
**Upcoming events** - Our Term 3, High Flyers Assembly will be held on Thursday 19 September at 9.30 am. At this assembly we recognise a student from each class who has made gains in their learning this term. There will also be some Junior and Senior performances. All families are welcome to join us in the library for morning tea after the assembly.

Have a lovely warm weekend everyone,

*Rebecca*



Some photos from the Colour Run yesterday . . .



## Passport for learning – Active Expression

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

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. This week we are examining an aspect of a learner’s receptive skills.

In this week’s article, the question we are exploring is:

- Can the learner understand questions?

The strategies chosen are to help support your child hear a range of modelled language and to further develop their own vocabulary to respond for a range of purposes. It is important to regularly model receptive communication using a learner’s communication system such as, sign language, voice output devices/Augmentative and Alternative Communication (AAC) devices, photographs, Picture Communication Symbols (PCS), text or spoken language.

### Awareness (blue)



#### What is this learner doing?

They are beginning to develop their understanding of words through intonations, facial express and gestures from a familiar person directly in front of them.

#### What can we do?

Vary your intonation, animate your facial expressions and exaggerate gestures or body movements to capture and maintain a learner’s attention, for example, a rising intonation at the end of the word indicates that a question has been asked.

### Anticipation (purple)



#### What is this learner doing?

They are beginning to respond to 1-10 words or messages when paired with different intonation, exaggerated facial expressions and gestures.

#### What can we do?

Use the previous strategies and:

Respond to their interaction and link it in a short phrase. For example, if they say “baa” while holding a toy sheep, respond with “sheep says baa.”

Continue to describe everyday activities using consistent short phrase with exaggerated intonation supported by gestures and objects.



## Intentional (red)



### What is this learner doing?

They are learning to engage with simple questions with modelled answers within familiar activities and using familiar objects or photographs to answer these questions. This is introduced to facilitate understanding at the next level.

### What can we do?

Use the previous strategies and:

Introduce and model asking simple 'wh' questions, focusing on 'what' and 'where' questions within familiar activities such as asking "what do we need?" when completing familiar activities. Model the answer using spoken language, visuals, a keyword sign, pointing and/or this learner's own communication system.

Start to emphasise questions such as "Where is your cup?" or "What is this?" when using objects, photos, realistic pictures, or digital images when they are in view within familiar activities. For example, when looking at a photo of siblings ask "What are they doing? They are playing."

Model yes or no responses using spoken language, visuals, a keyword sign, pointing and/or this learner's own communication system. For example, point to a picture of a vehicle when reading a familiar book and ask "is this a car? Yes, it is!"

## Imitation, First-Then (brown)



### What is this learner doing?

They can understand simple "what" and "where" questions in familiar routines and when the object or picture is in view. For example, they can answer "What is this?" or "What do you want?" when supported by photographs or real objects

### What can we do?

Use the previous strategies and:

Emphasise questions such as "Where is your nose?", "Where is your ball?", "What is this?" – when objects are in view in familiar routines. Ask "Who is in the photo?" for photos of this learner or familiar people.

Ask "Where are we going?" as you leave your house for familiar places.

Ask simple yes or no questions within familiar and unfamiliar contexts, for example "Are these your shoes?"

## Categorising (orange)



### What is this learner doing?

They can understand simple 'who', 'what' and 'where' questions when the object or photograph is not in view, such as, "where are we going?" Their understanding is based on their immediate experiences and their given information.

### What can we do?

Use the previous strategies and:

Emphasise the use of 'wh' questions – 'who', 'what' and 'where' questions – on a broad range of different topics and contexts, such as when looking at books and photographs of this learner.

Emphasise "What do you want?" particularly when the objects are in view or in photographs.

Ask simple yes or no questions, for example, "Is it a dog?" Model both positive and negative responses such as "this is not a dog"

Ask questions about this learner's ability (for example, "Can you open it?") or likes (for example, "Do you like cake?") to encourage them to communicate messages about themselves.

## Simple Problem Solving (yellow)



### What is this learner doing?

They can understand 'when', 'why' and 'how' questions using their personal experiences and knowledge, such as, "Why did you go?" and "how did you get there?"

### What can we do?

Use the previous strategies and:

Emphasise 'wh' and 'how' questions about their own experiences:

who – "Who was in the story?"

what – "What do you want?", "What will you take?"

where – "Where are we going?", "Where is ... ?"

when – "When will you go?"

why – "Why did you go?", "Why did it fall?"

how – "How did you get there?", "How do you feel?"

Ask this learner questions about themselves and their personal experiences. Encourage answers that require them to use reasoning skills.

Ask more varied yes or no questions, for example:

labelling – "Is this an animal?"

possession – "Is this your hat?"

preferences – "Do you like cake?"

function – "Can your pencil talk?"

time – "Are you going out today?"

Use questions phrased in the negative (for example, "Is it not sunny today?")



### What is this learner doing?

They can use personal experiences and reasoning skills to respond to 'why' 'why' and 'how' questions. These learners are also beginning to make assumptions based on prior knowledge and experiences. For example, they can consider a range of options to answer "why did it happen?"

### What can we do?

Use previous strategies and:

Continue to emphasise 'wh' and 'how' questions about this learner's own experiences. This learner understands these questions, uses their reasoning skills and can make assumptions.

Ask more varied yes or no questions, for example:

test knowledge – "Is this jumper navy?"

comparison – "Is a dog older than a puppy?"

relative time – "Did that happen first?"

perspective – "Do you think your mum will be angry with you?"

wants and needs – "Do you need the green pencil to colour the grass?"

Use concepts of negation, such as "We can't go to the beach because it is raining".

During an interaction, something we can do for all learners is to 'pause and wait' for their response. When supporting learners to develop their understanding of spoken words or messages it is useful to model language while engaging in an activity, such as looking at photographs. When possible, use their communication system, such as AAC devices or Picture Communication Symbols (PCS) to model adding an extra word or information to extend their language.

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?

# Art in Gibba







This term, Gibba has used a variety of techniques to create beautiful art. We have used shaving foam, toy cars, tie dye and print making.

## NDIS at Clarke Road School (CRS) in Term 3 2024

It is recommended that therapy services are best delivered outside of school time.

We understand that this is not always possible. At school, one student's therapy session must not affect the learning of other students.

### Requests for therapy at school

**NEW**

In 2024, new requests will be looked at twice a term.

#### Steps at CRS

1	Send the <b>Request for NDIS service form</b> by: <b>9 August (Week 3) or 13 September (Week 8)</b> <ul style="list-style-type: none"><li>Email the school for the form or</li><li>Go to the school website (Supporting students/NDIS).</li></ul>
2	NDIS school team looks at each request by: <b>16 August (Week 4) or 20 September (Week 9)</b> <ul style="list-style-type: none"><li>The NDIS team decides when and how therapy is delivered at school, so disruptions to learning are reduced.</li><li>Therapy goals must link to students' Personalised Learning Goals</li></ul>

### Requests to meet or speak to class teachers

**NEW**

Please give the latest school report and PLSPs to therapy staff.

#### Steps at CRS

1	Parents, please give the latest school report and Personalised Learning and Support Plan (PLSP) to therapy staff <ul style="list-style-type: none"><li>If needed, email the school for a copy.</li></ul>
2	If therapists have more questions, please ask them to email the school with their questions. <ul style="list-style-type: none"><li>It will take up to 2 weeks to respond to these emails.</li></ul>

### Why are these changes important?

Over the last year, we have had an increased demand for therapy at school, requests to meet/speak to class teachers, and class observations.

We want to stay focused on enhancing meaningful, relevant, and continuous learning for all students.

**Thank you in advance for your support with this.**

**CRS NDIS Team**





## **P O S T   S C H O O L   M I N I   E X P O**

We are pleased to invite you to our  
inaugural Post School Mini Expo.  
This event will feature valuable insights and advice  
from past parents, as well as opportunities to  
connect with a range of  
local Post School Providers.  
The Mini Expo aims to support the transition to  
post school life.

**Parents/Carers of Year 9 – Year 12 students**  
**Thursday, September 12, 2024**  
**5:20pm for a 5:30pm start – 7:00pm**  
**Clarke Road School Hall**

Please RSVP via Class Dojo and include how many  
people are attending.  
You may like to bring someone (a friend or a  
family member)  
as you consider the next setting for your child.

Thank you






## Are you ready to take your next step?

Drop-in to our centre and meet the Northcott crew to find out how we can support you to build new skills and become work ready. **Let's see what you can do.**

### CHECK OUT OUR SERVICES IN ACTION

- ☒ School Leaver Employment Support (SLES) for 17-24.
- ☒ Skills 4 Life - for ages 14-17
- ☒ Life Skills - for over 18s
- ☒ Work & Study Skills - for over 18s
- ☒ Skills 4 Work
- ☒ Recreation
- ☒ Short Stay and Centre Based Respite

### Hornsby Information Night

 Wednesday 18th September 2024  
5:00pm-6:00pm  
6:00pm-7:00pm



Northcott Hornsby, Shop 3/2 William St,  
Hornsby NSW 2077

### WHAT TO EXPECT:

- ◆ **Participate** in activities and get a feel for the skills you will learn and develop
- ◆ **Get to know** your strengths and how they can be used to gain independence or get a job
- ◆ **Explore** your goals for the coming year with our coordinators' support
- ◆ **Meet** the Northcott team and make new friends who are also on their journey to independence/job-seeking

For parking options, check out the registration link

Registrations are essential. Register here or scan the QR code with your phone

[Register Now](#)




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- ☐ Recreation
- ☒ Short Stay and Centre Based Respite

### North Rocks Information Night

 Tuesday 17th September 2024  
5:00pm-6:00pm  
6:00pm-7:00pm



Northcott North Rocks, 23 Carlton Rd,  
North Rocks NSW 2151

### WHAT TO EXPECT:

- ◆ **Participate** in activities and get a feel for the skills you will learn and develop
- ◆ **Get to know** your strengths and how they can be used to gain independence or get a job
- ◆ **Explore** your goals for the coming year with our coordinators' support
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[Register Now](#)







Registered  
NDIS  
Provider

# SCHOOL HOLIDAY PROGRAM FOR DISABLE KIDS

For Expression of Interest contact  
**0411228780 / 0477247829**



**Age category  
7-17 age**

**NDIS funding  
categories for this service:**

**CORE Supports**

**Fee For Service**

**Improved Daily Living**

**Increased Social & Community Participation**



**Fully Supervised  
Activities**



**Age-Appropriate  
Activities**



**Friendships and  
Laughter**



**Building Confidence**



**Community Inclusion**



**Social  
Connections**

**☎ 041 122 8780 | 0477 247 829**

**✉ Info@rightwaycare.com.au    🌐 www.rightwaycare.com.au**



Comprehensive NDIS Support for Clarke Road  
School Students Local, Personalized Care in  
Hornsby 2077

# Enablely

At Enablely, we're committed to delivering tailored NDIS services that cater to your child's unique needs right here in our community.

## Our Services:

- Assistance with Personal Care
- Assistance with Personal activity - High
- Meal Preparations
- Empowering Tech Learning
- Assist in Travelling and Transport
- Assist in Accommodation and Tenancy
- Community Nursing Care
- Independent Living
- Participate in the Community Individual
- Counselling Session
- Laundry Services - Steam Cleaning
- Support Coordination
- NDIS Plan Management
- & more (please check the website)

- Visit us: [enablely.com.au](http://enablely.com.au)
- Email: [info@enablely.com.au](mailto:info@enablely.com.au)
- Call: (02) 9484 0331







# *Warrah Spring Picnic*

**Free Family Event | All Welcome**

**Saturday 7 September**

**11am - 2pm**

Entertainment | Food and Drink | Activities | Stalls  
Raffle | Organic Produce | Artisan Bread | Onsite Parking

**Bring your family and friends**





# SONY FOUNDATION AUSTRALIA



If you are interested in a Sony Foundation Camp in your area, please contact the school directly to discuss application processes and the camp itself. Sony Foundation Camps are currently taking expressions of interest for:

- Campers - children with disability to attend camp
- Medical Support Staff - to support student carers
- Student Carers - high school and university students who volunteer to be a primary carer.

*Contact the camp directly with expressions of interest. Or, please contact [sarah@sonyfoundation.org.au](mailto:sarah@sonyfoundation.org.au)*

## **NSW CAMPS**

[Abbotsleigh School for Girls / Knox Grammar School](#)

[MLC School](#)

[Moriah College / Masada College/ Emanuel School](#)

[Pymble Ladies' College/ Sydney Church of England Grammar \(Shore\)](#)

[St Andrew's College, University of Sydney](#)

[St. Ignatius' College, Riverview / Loreto Kirribilli / Monte St Angelo](#)

[St. Joseph's College, Hunters Hill / Brigidine College, St Ives / Marist Sisters College, Woolwich](#)

[The Illawarra Grammar School](#)