

Dear Parents and Carers,

I wanted to begin the newsletter this week, by sharing a few celebratory stories about students, informing you of some happenings around the school, as well as offering some reminders of a few upcoming events.

At Clarke Road, our students are known, valued and cared for and we love to celebrate them and their learning. A few celebratory stories about students this week include . . . One of our senior students who has begun finding her voice. Staff have so enjoyed hearing her say good morning each day as well telling staff her favourite food – ‘chocolate’ (said with a big cheeky smile). A junior student who said “Mummy” for the first time this week and another senior student whose photo later in these pages captures the joy he had in learning when he worked out how to use the ‘sphero’ ball. I am conscious as we head towards the end of term that we won’t have our usual opportunity to celebrate our students at the High Flyers Assembly, but I wondered if you would join with me in thinking about what you would like to celebrate about your child for this term – it may be the gains they have made this year, the adjustments they were able to make to learn from home, or the progress they made towards greater independence in a skill. What will you choose to celebrate? If you get an opportunity, drop me a line and let me know!

Dates to Remember

Dress for Winter Day

Friday 3rd July

Last Day of Term

Friday 3rd July

P & C Dinner

Saturday 11 July 7.00pm

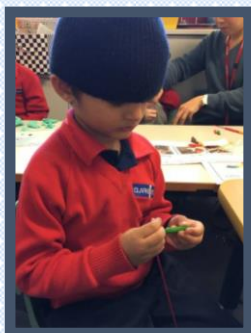
First Day of Term 3

Staff – Monday 20th July

Students-Tuesday 21st July

P.B.E.L. NEWS

When working in the classroom, students have frequent opportunities to practise ‘being a learner.’ Some of the skills shown by good learners are: following your teachers instructions, following your schedule, trying your best and asking for help. Here are some of our students showing their great learning skills.



Teddy and Damon are demonstrating great focus as they do their best work, painting didgeridoos in History.



Abram showed great persistence when threading pasta onto his rainbow necklace.



Malayka, Eva and Cayden concentrating beautifully on their independent work.



Cody is being a great learner, focussing on his categorising task independently.

Connect, Collaborate, Communicate – COVID update

As we head towards the end of term, some of the precautionary measures that have been in place since the return to school have changed. Our combined programs across the school, such as Signing Choir, Dancing and Corner Shop will begin again - much to the delight of students. These learning programs provide our students an opportunity to engage with learning in a fun and meaningful way, as well as allow them to practise important skills, such as transitioning from one activity to another.

Thank you for your understanding and co-operation in supporting the extra hygiene measures as students have returned to school. Your support in being vigilant around your children's health has been appreciated. It has certainly been a new world with constant hand sanitizing and elbow bumps at the front gate 😊

Passport for Learning/Creating a Voice

Over the last few weeks, teachers have been engaging in Zoom meetings with our academic partner, Ylana Bloom. Ylana provides coaching and mentoring to teachers and together they engage in conversations around students and their learning, particularly in relation to students' Passport for Learning assessments. These mentoring and coaching sessions allow teachers to target specific skills for students and consider how they can teach and embed these in students' learning programs in the classroom. It has been wonderful to hear the professional learning conversations around how to move students learning forward, as staff discuss and consider strategies and tools to assist students in their learning. We are grateful for Ylana's expertise and for partnering with us to provide quality, personalised learning for our students.

P & C meeting

Our first 'Zoom P & C' meeting will be held this morning and I am looking forward to seeing and speaking with many of you then. Our P & C meets towards the end of each term and is a wonderful opportunity to connect with other parents as well as hear about some of the initiatives and happenings around Clarke Road. We are also often joined by our Rotary friends. The dates of the meetings are regularly published in the newsletter. If you haven't yet had a chance to come to one of the meetings this year, please put the next meeting date in your diary – the Clarke Road community would love to see you!

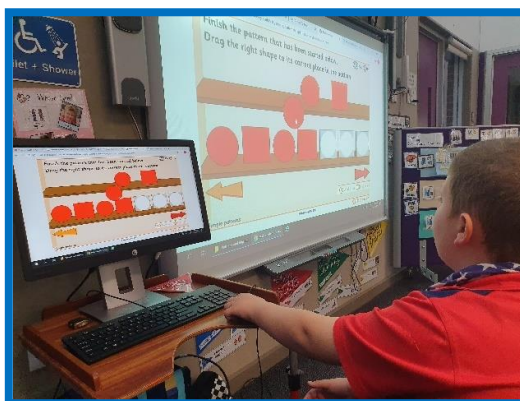
Upcoming Events

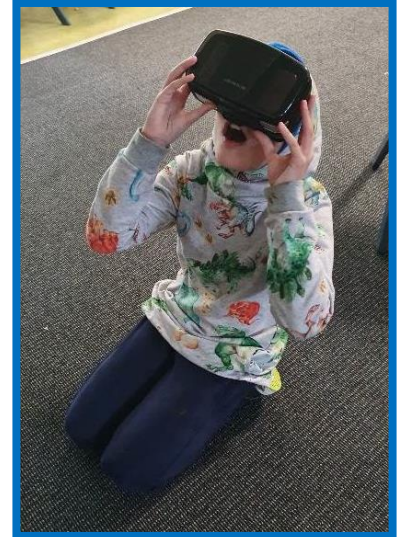
On the last day of school, we will be having a 'dress for winter' day. This will be an opportunity for students to wear their favourite jumper, warm woollies, or even leg warmers, if they have them. Beanies are also encouraged - the more colourful and pom poms attached the better!

Have a lovely weekend,

Rebecca

Some of our amazing learners this week





CLARKE ROAD SCHOOL

Dress for Winter Day

3rd July 2020



**Come dressed in your
favourite winter woollies**

(No scarves please)

Creating a Voice (CaV) Project

In this week's newsletter we are thinking about the final expressive question in the Passport for Learning. The question is "When asked, can the student name an item by its function and name the use (function) of an item?" This skill is important not only because it shows vocabulary development, but also as knowing this assists a child/ young person to solve problems and to have a better understanding of how to complete daily activities.

A blue student is working towards knowing an items' function in part by developing awareness of familiar objects. To assist a child/ young person to develop this, when using familiar objects, such as a cup, use an exaggerated tone and key words to emphasise the object. For example, at drink time let your child know that it is time for a drink by saying something like "Look **cup**." Give time for your child to look at the object. Assist your child to touch the object and use it. Praise them for looking at and using the item.

A purple student is able to anticipate what will happen next in familiar routines with up to 5 items. Assist your child to recognise more familiar objects by drawing attention to objects when using them. Use exaggerated intonation and emphasise key words. Always give your child time to look at items as well as time to respond. Look carefully at your child's reaction to an object and acknowledge their communication. For example, if your child likes having their hair brushed and they smile and vocalise happily when they see their hairbrush acknowledge this. For example, "Yes, **hairbrush**. You like to brush your hair."

A red student can anticipate how to use up to 15 objects within familiar routines. They are working towards answering questions about an object's functions. To help them develop this skill, highlight the name of objects and their use within different activities across the day. A good way to do this is by using songs or chants to highlight an object's function. For example, when cooking and using a spoon sing "stirring, stirring, stirring, a spoon is used for stirring."

A brown student is starting to name some very familiar items within familiar contexts when the items are in view. For example, when sitting at the drawing table, and the student is asked "What do you draw with?" with a pen and distractor (e.g. toy car) shown to them, they can correctly choose the pen. When very familiar items are named, they are starting to name their use within familiar contexts. For example, after finishing a drawing, a student may be able to finish the sentence, "A pen is used for" To assist your child to develop their knowledge of item function, name items and their use as a part of everyday activities. Using songs and chants to do this is more engaging for some students.

An orange student can answer simple questions about an item's use and can name familiar items within familiar contexts. For example, at cooking when asked, "What do you stir with?" they can answer, "Spoon." When asked "What do you do with a spoon?" they can answer, "Stirring." To develop this skill, a student must be able to use a variety of items correctly. An orange student continues to benefit from their communication partner naming objects and how to use them as they are being used. Consistently participating in a wide range of activities with your child will help them correctly use more items and give them a basis to build their vocabulary.

A yellow student can name the item using logical reasoning. For example, when asked "What do you do when it is raining?" the student may say umbrella or gumboots or raincoat, this will depend on their experience. When asked what is an item used for, they can name more than one function. For example, if asked "What do we do with a spoon?" they may say stir and eat. To assist a yellow student to develop this skill give them opportunities to use their reasoning skills to answer questions. For instance, if your child tells you they are hungry, you could ask what do you need when you're hungry? Or if your child is unwell and you are giving them medicine you could ask them, when do you take medicine?

A green student can answer more complex questions about an item's use and can name items. For example, when asked "What can you use to see objects better?" the student may answer glasses or magnifying glass or binoculars. When asked more complex questions about an item or situation, a green student can answer accordingly. For example, when the floor is wet and the student is asked "What do we do?" the student can respond, "Walk slowly." When asked why they are able to answer, "So that we don't fall." To assist a green student to develop this skill, look for opportunities to ask these questions in everyday life. For example, when preparing to go out to the beach on a sunny day, ask "What do we need to wear?" A green student may answer hat or sunscreen. Help them further develop their reasoning by asking why.

Awareness

Anticipation

Intentional

Imitation
First - Then

Categorising

Problem Solving

Critical Thinking

Warrigal



Patrick using a chopstick to eat his noodles



Massimo holding up his fan



Will using a chopstick to eat his noodles

This term, our focus has been 'China'. We have been looking at their culture and traditions.

Some of the things we have been learning about have been Chinese New Year, food, and clothing. We have been creating art and craft activities such as the Chinese flag, Chinese lanterns, Chinese fans and lion puppets. We have also been experiencing Chinese cuisine such as noodles and fried rice.



Warrigal has made different art and craft based on the topic 'China'



Ava has made a lion puppet



Ben holding up his Chinese lantern



Colo Cards for Sale again.

We are selling our cards in our cardmaking work skills program.

We are introducing our new series. Cards can be used for any occasion. Cards which come with envelopes in packs of three. Cost – Gold coin donation per pack.

Please complete form below for purchases.

Student Name _____

Class _____

Number of cards required _____

\$ _____ enclosed

Thank You on behalf of the Work Skills Program

Come and catch up!

The P&C invite you and your partners to a casual dinner with other families from Clarke Rd School.

Saturday 11th July 7.00pm

Farina Pizzeria

Shop 3-5/1 Normurra Avenue, North Turrumurra, NSW 2074

RSVP to Helen Tozer by 7th July on 0403113810 or helen.rosalind.tozer@gmail.com

JULY ACCESSIBLE DRAMA WORKSHOP



ENROL NOW

WWW.MSTYP.ORG.AU

ONLINE WORKSHOP 5 - 12 YEARS
9:45 - 10:45AM, 6 - 9 JULY \$155

WE TAKE CREATIVE KIDS VOUCHERS

MSTYP
MARIAN ST
THEATRE
FOR YOUNG
PEOPLE