



### DATES FOR YOUR DIARY

#### STUDENT Events

**ROAR Camp**  
16th—18th August

**Book Week**  
Dress as a book character  
day Monday 28th August

**Fathers' Gift Day**  
1st September

#### PARENT/CARER Events

**Years 11 and 12 Post  
School Options Bus Tour**  
8th August 2017

**Out of The Blue  
Art Exhibition**  
Week 8 and 9  
7th—17th Sept

**P&C Meeting**  
Tbd

**Save the date!**  
**Senior School Graduation**  
19th November 2017

**2017 School Concert**  
Tuesday 6th December  
2017



## Education Week 2017

This year's Education Week theme, 'I Learn, We Learn' reflects the department's commitment to ensuring its students are at the heart of learning, so that individual potential is identified, then developed in a partnership of quality teaching, supportive school environments and engaged parents and carers.

At Fisher Road School we thought what better way to represent 'I Learn We Learn' than with parents joining in with a music therapy session. We proudly engage the services of The Rhythm Village to provide weekly music therapy sessions to all of our students. Daniel engages, modifies and adapts his session to cater for each individual student, bringing out their skills and helping them to shine! Thank you to all the families that were able to attend today. Parents, carers and siblings all joining in signing, tapping, shaking and celebrating student engagement in their sessions.



*'Together we can'*

Unity is strength... when there is teamwork and collaboration,  
wonderful things can be achieved.

Mattie Stepanek (American Poet)



## HOT OFF THE PRESS !!! \$28 000

### Grant received for 'Explore For All' senior playground equipment

Thank you Arianne (AP) for your dedication and hard work. Further details inside

*It is lovely to back at Fisher Road School* following my 5 weeks at Seaforth Public School where I relieved in the school Principal role. Being connected and networking with other schools builds opportunities for school collaboration which I highly value.

*A few highlights for me* include swinging with the junior students on the playground, joining in music therapy, being in the pool with students from Class NS and RP. Rafaela's confidence in the water and Daniel's progress were outstanding! From Class TH, James is always smiling and Dylan taps me on the shoulder and invites me along as he completes a school job.

*Student Progress* I missed reading all of our student reports from last semester but am receiving the student review minutes to read and sign this fortnight. The progress that our students, your children, have made reflects an engaging term of learning. Congratulations to our families and staff on working together to positively impact learning.

*Student Review Meetings* are currently being held at school to support your child in their individual learning programs across Semester 2. These meetings are an opportunity for the key support people to discuss the strengths and progress of your child and work together to develop 3 future PLP goals to attain in the 2017 school year. Please invite any therapists/support to this meeting in order to collaborate and work together as needed.

*P&C Meeting* Thank you to the parents who attended the past P&C meeting. In my Principals Report I discussed the latest school improvements, after school care, disability funding, sensory room update and our vacant School Administration Manager position.

*Post School Options Bus Tour* Wow, this year we have 2 of our school buses escorting families around to various post school options providers. Your friendly drivers Matt and Kari along with Julie (Transition Teacher) will also be accompanying

those that have registered. I look forward to hearing about the various settings that you might consider following your child's education at Fisher Road School.

*Community Thank You* we are so grateful for the voluntary support we receive from the community. Bunnings at Narrabeen and Symrise generously donate their time to help build, design, garden and improve the beauty of our school. Please support these business who support our school.

*In my leadership role* I am constantly looking at reviewing and improving various programs/initiatives that we offer here at Fisher Road..... and the team alongside me are marvellous! Term 3 will see an evaluation of our 2015-2017 School Plan and guide us in planning for the 2018-2020 School Plan. You will be asked to collaborate with us in this process and your views, perceptions and suggestions are highly valuable.

*Parent/Teacher Communication* as previously mentioned, we are looking at digital platforms for our school that can be used to update parents on the learning of their child and provide visual support (photo/video) that parents can use to communicate with their child about their school day.



Donna Blatchford School Principal



# Class JO

Jen and Carmel

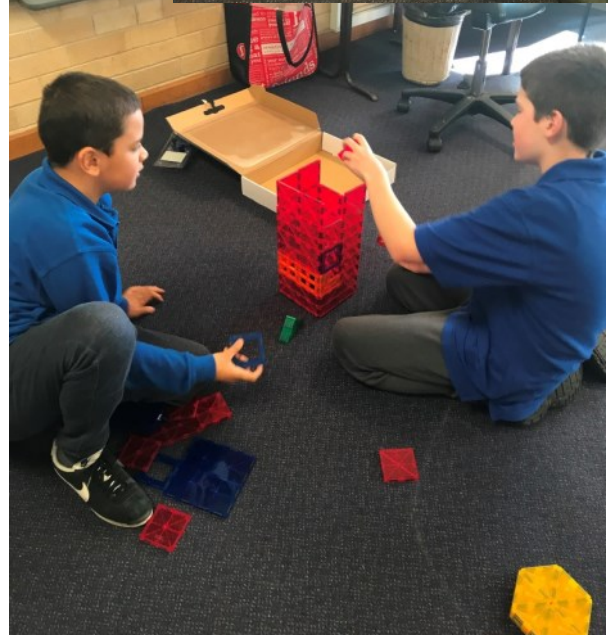
What a great start to Term 3! Class JO are refreshed from the break and are now jumping right back into all their programs. We spent the last semester making banana smoothies in our cooking program. The students touched and smelt the ingredients and then used a switch to activate the blender. This semester we are going to be cooking a rice pudding .



# Class VR

Virginia , Donna and Wendy

Our boys have been using a new magnetic tile construction kit this term. The kit is very engaging and provides opportunities for cooperation, turn taking and sharing. Students use their imaginations to construct interesting designs using the different colours, shapes and variety of magnetic tiles. Discussions about the magnets have been interesting and fun.



# Class NS

Nick and Alena

This term we have already been busy at school working on our KLAS and outcomes, especially in Creative Arts (music), where we have been using a variety of modern and indigenous instruments, such as clap sticks, as part of our music program. As in most cultures, Aboriginal people used percussive instruments in their ceremonies. They made special shaped sticks for this purpose. One stick was held in each hand and they were struck together at about the mid-point of each. The pointed ends ensure that the fundamental transverse vibration had a high frequency. The students in Class NS really enjoy using these indigenous instruments and listening to Aboriginal music.



# Class CW

Caroline and

Jenny

On the first day back in term 3, students were excited to continue the community access program. We went on the school bus to Newport inclusive park. Lachlan had a big smile on his face when using his favourite playground equipment, Charlie and Andrew were practising to carefully climb the net ladder, Riley enjoyed pushing the roundabout and making new friends at the park, Henry liked to jump on the trampoline and Arun was happy rocking on the universal swing.

We have also started to create artworks on large canvas using a blending and layering paint technique. Students have had so much fun participating in the art process. The work will feature in the student exhibition "Out of The Blue" towards the end of Term 3.





# Class SH

Sam, Kari and  
Rosie

Class SH have welcomed the warmer weather of Term 3 by visiting our Eco Garden, planting seeds and feeding our chickens. We began the week by sowing seeds that will eventually be planted and harvested from our Eco Garden. Some of the seeds we planted included peas, tomatoes, corn and beet-root. As the weeks go by we will watch the seeds grow and look forward to tasting the range of fruits and vegetables during our fruit sharing experience.



Our class recycle food scraps once a week by composting our left over fruit and vegetables skins.

We've grown quite fond of feeding our friendly

chickens and enjoy our time calling them in close enough to feed.



# PCYC

We are lucky to be located so close to the new Police Citizens Youth Club. A group of student went to check it out for the opening day and enjoyed looking around the new facility. There are two large multi-purpose courts for netball, basketball and indoor soccer. A hang out area with kitchen, vending machines, seating and table tennis. A large room that can be split into 3 for various activities. We are looking forward to investigating the possible future use as a school.





# St Ignatius Day 2017

On Monday, 28 students from St Ignatius School (years 7-10) came to Fisher Road and provided a fun filled day of cupcake decorating, music and gardening for our students. The St Ignatius and Fisher Road students all had a great day, especially when it came to making and then eating the cupcakes, which was the favourite activity. St Ignatius then provided pizzas for all the students and staff to enjoy for lunch. On behalf of our students and staff, I would like to thank the students and staff from St Ignatius School for organising such a fun day.

Nicholas Stevenson



## School messages

### Student Invoices

Semester 2 invoices will be sent to families next week. Thank you for recognising the value of voluntary school contributions and extra curriculum programs that provide opportunities for our students.

Our school website now provides for POP payments so fees can be paid using your credit card. Please speak to Fran in the office if you require further information.

## NEWS FLASH


The school now has second hand uniforms for sale. Please come into the office if you would like to purchase anything. All articles \$5 each.

Each newsletter will include a few items that would benefit our students. Currently we are in need of the following donations. Please let friends and family know.

### Looking for donations of .....



Pool noodles (new) to support students in swimming programs.



**Live Life Well @ School**



**A Healthy \$1000 Grant**  
SUCCESS

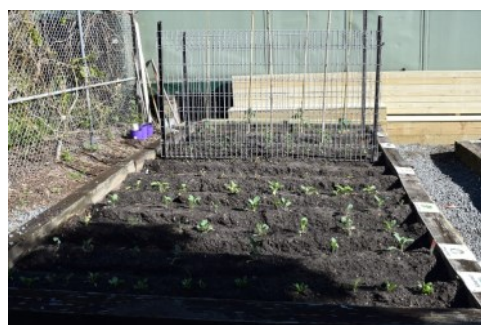
Our school has received a \$1000 Live Life Well @ School grant from the Northern Sydney Local Health District, Live Life Well @ School team. It will be used to assist with our healthy eating & physical activity initiatives.

The Live Life Well @ School program, that our school is part of, is a joint initiative between the Department of Education and Ministry of Health. The program helps schools adopt a range of health promoting strategies that can have a positive impact on the health and wellbeing of students and the school community.

Our school will use the grant to :

Revitalise our vegetable garden including adding a wooden seat providing safe and comfortable seating for our students whilst they are waiting for their garden-ing activity. We are also purchasing ten varieties of vegetables including Aboriginal edible bush tucker. Vegetables grown in the garden are used in class cooking and the café menu is written to reflect the healthy vegetables growing in this area.





# Class RP

**Staff: Rebecca, Sue & Ebony**

Term 3 is off to a sunny start in class RP!

We have been enjoyed getting outside and enjoying it as much as possible. In fact, when the staff in our room have been saying 'outside' with a Key Word Sign, most of our students will now walk to the door without a physical prompt to do so. We have been very impressed!

Our walking adventures continue this term at Collaroy Beach up and down the stairs and grassy hill, through the sand, over rocks and balancing as we explore. After the walk we enjoy morning-tea together at the picnic table. Life is good!



# Integration

A group of students attended Collaroy Plateau Public School for integration last Friday. We will be attending the school for the whole of term 3 joining in with a range of classes and participating in maths, gymnastics and group activities. We loved running around the playground and making new friends last week and we can't wait to see what the rest of

the term brings.  
Jen and Alena





# Class TH

**Staff: Trish, John & Justine**

Class TH have been enjoying the lovely warm weather this winter. Full advantage has been taken by enjoying engaging in a range of outdoor programs such as PDHPE and sustainability. Jonathan and Dylan have enjoyed playing t-ball. They both have very good hand-eye coordination, and are able to anticipate when to hit the ball. James and Jake like to ride the bikes. James is working on pedalling skills, whilst Jake is continuing to ride for longer periods of time. Lachlan likes to kick balls as well as bounce on the trampoline. During our sustainability program, the class has been occupied with planting new seedlings for the season. We have planted spinach, parsley, coriander, mint as well as several others. It is always surprising to see how much the plants have grown each time we visit.



# Class JK

**Staff: Fran, Kari & Mandy**

Everyone seems very happy to be back after the holiday break and we have all settled quickly back into our programs. One new technology program we are enjoying using is SymWriter. This program cleverly combines text and symbols. Some students are using this to journal a daily account of their activities at school. Other students have been enjoying using themes templates to write about such things as their favourite foods and what foods certain animals eat.

Today is Tuesday.

It is a sunny and cold day.

At school I did some gardening. I used the rake and the wheelbarrow.

I went to music therapy. I played a drum and a shaker.

I rode a bike at lunch.

A cow likes to eat grass.

A koala likes to eat leaves.

A horse likes to eat hay.

A bilby likes to eat insects.

A crocodile likes to eat fish.

# Class SB

**Staff: Sally & Sue W**

Green thumbs were out in force to help celebrate Planet Ark's 22nd National Tree Day, planting to support the natural environment and enjoying spending time in nature with family, friends, neighbours and colleagues. Class SB were lucky enough to have Bunnings staff come visit the school to donate some plants and work with us planting them. We had great time with Mark and Nyree learning lots about Australian Natives and planting them on the oval. We have been busy watering the natives and they are looking great



# Class MP

**Staff: Maria and Sue R**

Class MP started the term in a more subdued manner. We added a few activities into our routine and we plan to focus our attention into learning more about Aboriginal culture. We requested to have a garden plot so we can plant some native bush food. We are looking forward to growing native plants that we can use in cooking and in our sensory activities.

Laragh and Gwyneth also started their sandwich-making program. This activity involves making choices, use of fine motor skills and bringing out and putting away equipment and materials. Both girls are very enthusiastic in doing the tasks. While Maia is back into the swimming program, Connor is putting so much effort in doing arms and legs stretching and Nathaniel has been helping us prepare the garden bed.

Wipe tips of bent fingers along the upwards facing palm of the other hand.



C shaped and moves back to wards body as finger and thumb close together.

er. As if picking something up

More updates on our activities will come your way as we go through the term.



# NAIDOC Week at Fisher Road

NAIDOC week is about celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Celebrations take place across Australia in the month of July. These celebrations are a great chance for all Australians to participate in a range of activities and to support their local Aboriginal and Torres Strait Islander community.

Fisher Road School carried out a number of activities for NAIDOC Week this year. We joined fellow schools in the Guringai Festival Weaving Bridges Project, known as "Yarn to Yarn". This involved each class making a weaving by tying old t-shirts or bits of material on to a hula hoop or old CD's, whilst listening to dream time stories. Our finished products were taken to the Manly Environment Centre. These were then placed on the bridge at Queenscliff alongside the other local schools who participated. This was a great opportunity to be part of the local community.

We also designed and cut out large wooden native animals to be displayed in our Aboriginal hub as part of 'Our Language matters' theme for NAIDOC. The animals we will be displaying with their local Aboriginal names are:

\*Eastern Grey Kangaroo – Badagarang

\*Goanna – Gan

\*Diamond Python – Malya

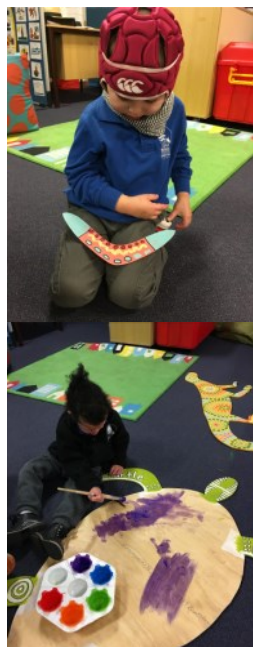
\*Emu – Marriang

\*Turtle – Bilima

Each class also completed boomerang art works to be displayed in our Aboriginal hub. It has been great to see the various ways classes have chosen to decorate these.

Finally, as part of NAIDOC Week, the Aboriginal Team presented to staff a professional learning on many different ways Aboriginal Education can be implemented into learning and assessment at Fisher Road School. Trish opened with acknowledgement to country, using a script provided by our local Aboriginal Education advisor, and then adapted with KWS and PCs for FRS. Maria presented a native plants and herbs such as lemon myrtle as ideas for sensory activities in learning. Caroline discussed incorporating an indigenous perspective in all areas of learning from curriculum programming to classroom activities. Sam looked at surveying staff to find out current knowledge and pathways of Aboriginal Education. We will be working towards developing our Reconciliation Action Plan (RAP) from the results.

Aboriginal Team



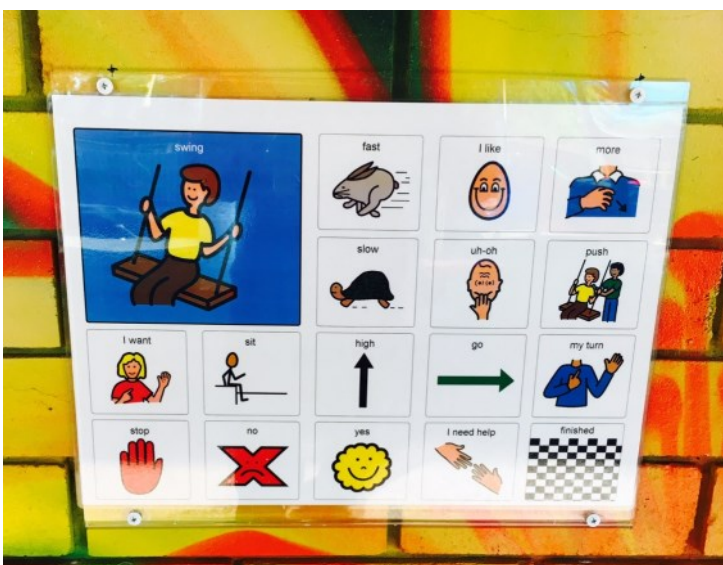
# Fisher Road Communication Team

Last semester the communication team worked on setting up a range of communication boards to be placed in various locations around the school. Areas were identified such as the canteen and the oval, with corresponding content added. The team have kept the boards generic in appearance with repeated content such as “more” and “finished” on each board. The boards use pictorial cues (pc’s) throughout. The boards have been designed to assist students to engage in conversation. Students are requesting as well as commenting on actions. Billy in Class SH did this beautifully on the swing, in communicating he wanted “more” pushes. Daniel in Class NS requested he wanted to go “fast”. Zane from Class JK requested he wanted a ‘bike’ when on the oval. It has been great to see our students engaging in this form of communication.

The team is now working on establishing Key Word Sign boards to be placed at entry points to various locations around the school such as the office, and bus gate. These boards will contain a main KWS that matches the place in the school and four other related KWS that can be modelled by staff and used by students. Donna is using the board outside her office when students walk by. It is nice to see and hear students interacting with her when they are going out of the school.

The team will also be viewing the school communication iPads and how staff is using these with their students. A questionnaire went out to teachers with a review of this to come.

Finally staff has been asked to capture communication moments with their students such as using PECS or KWS. Video footage of this will be collated. We are looking forward to viewing all of this great work as it comes in.



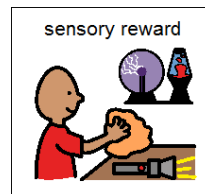


# Positive Behaviour Engaging Learners (PBEL) UPDATE

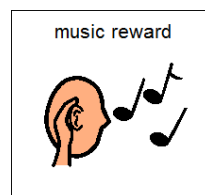
The PBEL team have been working on a system of positive rewards for students that connects with PBEL behaviour expectations of I Respect, I Learn, I Care. The rewards system is structured so that students can receive incentives that are of interest to them, making the PBEL process meaningful for students at Fisher Road School.

Student motivation is an important aspect of learning and the PBEL team have developed three areas of rewards that each classroom teacher can offer to encourage student behaviour expectations. They are:

1. Sensory item



2. Music item



3. Food item



Each student will also receive a colour coded certificate that corresponds to the PBEL behaviour expectation.

There will be opportunities for the rewards system to be individualised to suit each student. Students can choose rewards from an array of visual symbols, use assistive technology to press a visual symbol on a Big Mac switch before receiving an award, and use a Make A Deal card to work towards a PBEL behaviour expectation and reward with 5 successful attempts. Each class teacher will receive a box set of applicable rewards.

Overall, this innovative positive rewards system in PBEL will provide students with a purposeful way to achieve a caring, learning and respectful environment at Fisher Road School.





## Nationally Consistent Collection of Data School Students with Disability



# Information for parents and carers

## WHAT IS THE NATIONAL DATA COLLECTION?

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students receiving an adjustment due to disability and the level of reasonable adjustment they are receiving.

The national data collection counts students who have been identified by a school team as receiving an adjustment to address a disability as defined under the *Disability Discrimination Act 1992* (the DDA). The DDA can be accessed from the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

## WHAT IS THE BENEFIT FOR MY CHILD?

The aim of the national data collection is to collect quality information about school students receiving an adjustment due to disability in Australia.

This information will help teachers, principals, education authorities and families to better support students with disability to take part in school on the same basis as other students.

The national data collection provides an opportunity for schools to review their learning and support systems and processes to continually improve education outcomes for their students with disability.

## WHY IS THIS DATA BEING COLLECTED?

All schools across Australia collect information about students with disability. But the type of information currently collected varies between each state and territory and across government, Catholic and independent school sectors.

When undertaking the national data collection, every school in Australia uses the same method to collect information. Therefore, a government school in suburban Sydney collects and submits data in the same way as a Catholic school in country Victoria and an independent school in the Northern Territory.

The annual collection aims to, over time, lead to nationally consistent, high quality data that will enable schools, education authorities and

governments to gain a more complete understanding of students who are receiving adjustments because of disability in schools in Australia, and how to best support them.

## WHAT ARE SCHOOLS REQUIRED TO DO FOR STUDENTS WITH DISABILITY?

All students are entitled to a quality learning experience at school.

Schools are required to make reasonable adjustments, where needed, to assist students with disability to access and participate in education free from discrimination and on the same basis as other students.

These responsibilities are outlined in the DDA and the Disability Standards for Education 2005 (the Standards). The Standards require educators, students, parents and others (e.g. allied health professionals) to work together so that students with disability can participate in education. The Standards can be accessed via the ComLaw website at [www.comlaw.gov.au](http://www.comlaw.gov.au).

## WHAT IS A REASONABLE ADJUSTMENT?

A reasonable adjustment is a measure or action taken to help a student with disability access and participate in education on the same basis as other students. Reasonable adjustments reflect the assessed individual needs of the student, and are provided in consultation with the student and/or their parents and carers. Reasonable adjustments can be made across the whole school setting (e.g. ramps into school buildings), in the classroom (such as adapting teaching methods) and at an individual student level (e.g. extra tuition for a student with learning difficulties).

## WHAT INFORMATION WILL BE COLLECTED?

Every year your child's school will collect the following information for each student receiving an adjustment due to disability:

- the student's level of education (i.e. primary or secondary)
- the student's level of adjustment
- the student's broad type of disability.

National Parents/Carers Fact Sheet Version No. 5 as at March 2017



The information collected by schools will be available to all governments to inform policy and program improvement for students with disability.

## WHO IS INCLUDED IN THE NATIONAL DATA COLLECTION?

The definition of disability for the national data collection is based on the broad definition under the DDA.

For the purposes of the national data collection, students with learning difficulties, such as dyslexia or auditory processing disorder, as well as chronic health conditions like epilepsy or diabetes, that require monitoring and the provision of adjustments by the school, may be included.

## WHO COLLECTS INFORMATION FOR THE NATIONAL DATA COLLECTION?

Teachers and school staff count the number of students receiving an adjustment due to disability in their school, and the level of reasonable adjustment they are provided, based on:

- consultation with parents and carers in the course of determining and providing reasonable adjustments
- the school team's observations and professional judgements
- any medical or other professional diagnosis
- other relevant information.

School principals are responsible for ensuring the information identified about each student is accurate.

## HOW IS MY CHILD'S PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students and their families is essential and is an explicit focus of the national data collection. Personal details, such as student names or other identifying information, are not provided to local or federal education authorities.

Further information about privacy is available from [www.education.gov.au/notices](http://www.education.gov.au/notices).

## IS THE NATIONAL DATA COLLECTION COMPULSORY?

Yes. All education ministers agreed to full implementation of the national data collection from 2015. This means that all schools must now collect and submit information annually on the number of students receiving adjustments due to disability in their care, and the level of adjustment they receive.

Information about the arrangements that may apply to your school in relation to this data collection is available from your child's school principal and the relevant education authority.

## FURTHER INFORMATION

Contact your child's school if you have further questions about the Nationally Consistent Collection of Data on School Students with Disability.

You can also visit [www.education.gov.au/national-consistent-collection-data-school-students-disability](http://www.education.gov.au/national-consistent-collection-data-school-students-disability).

An e-learning resource about the Disability Standards for Education 2005 is freely available for the use of individuals, families and communities at <http://resource.dse.threededucationinstitute.edu.au/>.

National Parents/Carers Fact Sheet Version No. 5 as at March 2017







**Master  
Builders  
Association**  
New South Wales

**For your generous donation of money that will replace and update our School Signing Choir shirts.**

**The choir represent our school in our wider community and with new shirts that include screen printing, we will look amazing !!**



# Play For All Australia

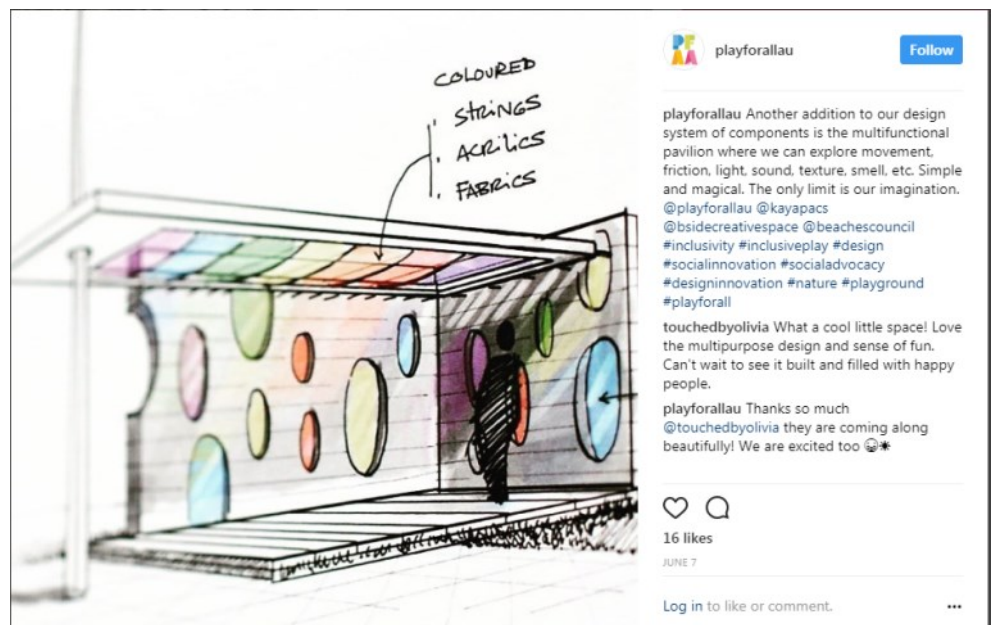


*I wanted to share an exciting project being led by a Fisher Road family in collaboration with the Northern Beaches council to bring innovative and inclusive play enhancements to 5 local playgrounds in Belrose. It's been 7 months in the making and once completed will see 5 local spaces in Belrose turn into one big network of sensory rich play experiences inspired by the five senses. The aim is to show that vibrant, diverse and inclusive play spaces can be achieved in local neighbourhoods for a fraction of the budget. And that these spaces are critical in helping build belonging and connection to local community for all families and children.*

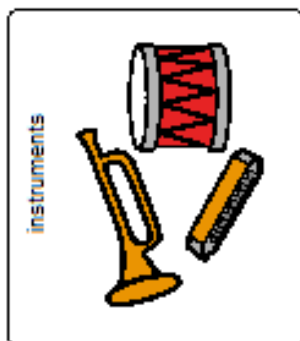
You can follow the group's progress through their community page: <https://www.facebook.com/groups/PlayforallAU/>

Or Instagram @playforallau over the coming weeks as they work toward launch.

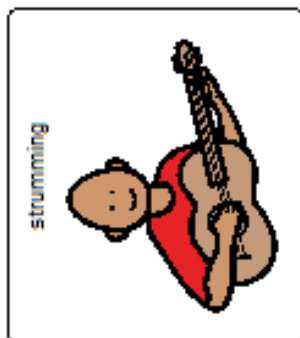
You can also visit the project page ("Belrose Inclusive Playground Pilot") on the northern beaches council website to learn more about the project.



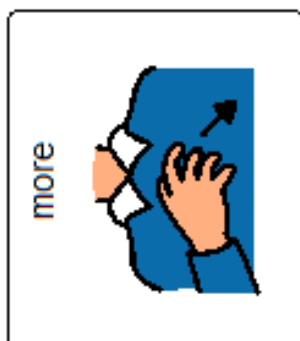
# Music Visual



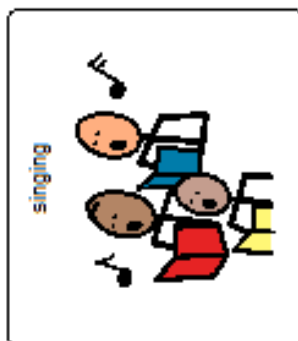
instruments



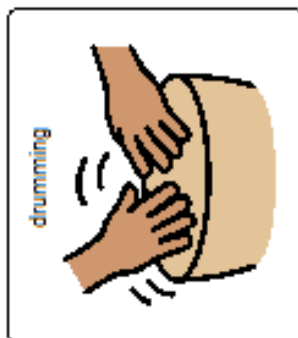
strumming



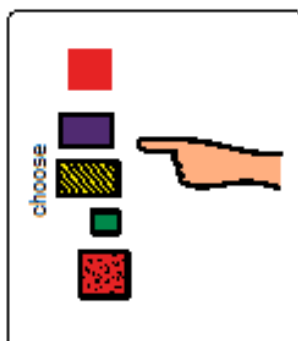
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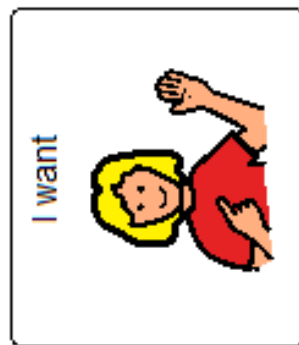
singing



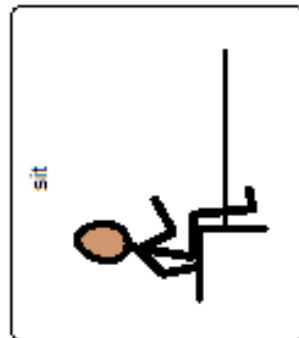
drumming



choose



I want



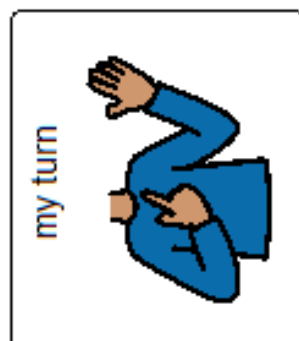
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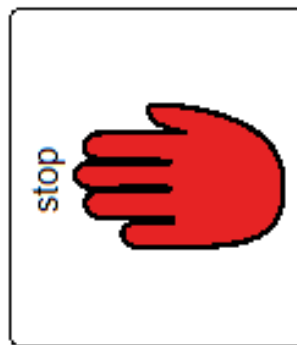
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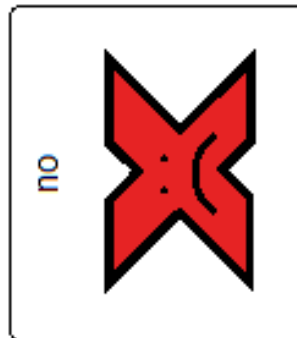
noisy



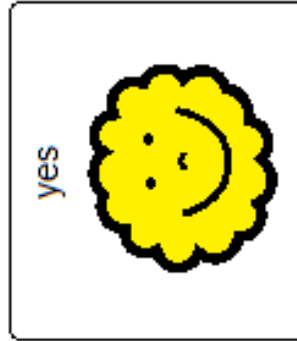
my turn



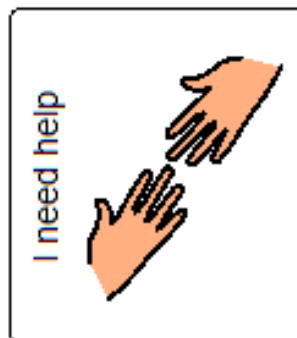
stop



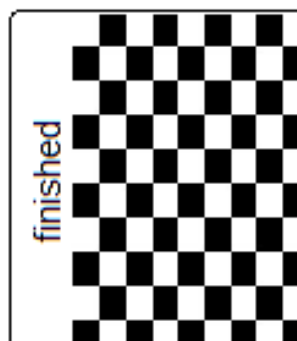
no



yes



I need help



finished