



# Lucas Gardens School

*Celebrating Ability Through High Expectations*

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21 September 2018

## Dates for Your Diary

28 September – Last Day of Term 3 for students

15 October – First Day of Term 4 for students

1 November – Parent/Carer Coffee and Chat

30 November – Year 12 Graduation Dinner

STRATEGIC DIRECTION 1

QUALITY LEARNING

*To develop and foster a quality learning environment that promotes high expectations in the teaching and learning experiences for both staff and students.*

STRATEGIC DIRECTION 2

COMMUNICATION  
AND CONNECTIONS

*To engage the whole school community in a safe, respectful and enriched learning environment that promotes student wellbeing and prepares and empowers them for their future successes.*

## Principal's Award



**Alicia for working hard in class  
on all learning activities**

## Principal's Message

It is hard to believe Term 3 is ending! Students have continued to work diligently, achieving learning outcomes based on the curriculum and their personalised learning and support goals.

Last week was School Administrative and Support Staff (SASS) Week, acknowledging and thanking our administration staff, learning support officers and general assistant for their commitment in supporting the staff, students, families and community of Lucas Gardens School.

A huge thank you to office staff: Vanessa, Zoe and Hannah, learning support officers: Denise, Vicki, Penny, Jenny, Zenab, Toula, Antoinetta, Nobuko and Dani and the school's 'Mr Fix It,' general assistant, Don!

Thank you to all the families who have attended the annual reviews for 2018. This is an opportunity to discuss your child's eligibility, placement and progress towards their personalised learning goals. I look forward to continuing the reviews next week.

This term, we connected with Concord Public School, with students from Years 3 to 6 supporting the learning activities of students in Primary 5. Upon reflection on their partnership with Lucas Gardens School to date, Concord students remarked on the variety of techniques our students use to communicate, such as switches and sign language. They further commented on the inviting and contemporary environment our school provides for our students. One of the students from Concord Public School wished

*Be Safe*

*Be Respectful*

*Be a Learner*

that he could attend our school more often as he enjoyed assisting our students and using our amazing facilities.

I would like to thank the Principal of Concord Public School, Ms Vountoulas, as well as the students and staff, for their commitment to this new and exciting partnership.

### **Health and Safety**

The school has an effective Health and Safety committee who have developed an emergency plan with the purpose of ensuring the safety of students, staff and others in the event of an emergency. Practise evacuation, lockdown and lockout drills are regularly conducted throughout the year, to ensure staff and students are familiar with our emergency routines.

A reminder that anyone entering the school must report to the front office and sign in on arrival and sign out before departing, as per Department of Education policy.

### **Save the Dates**

On Thursday 1 November at 10am, we will be holding our Term 4 parent/carer coffee and chat. This will be an opportunity to celebrate our 2018 goals and plan for 2019.

Our Year 12 Graduation Dinner will be held at Canada Bay Club during the evening of Friday 30 November. I encourage parents/carers to join us for this celebration as we recognise the achievements of our graduating students Lina and Muhamad. Formal invitations will be will sent home next term.

Wishing everyone a relaxed and safe spring break!

Kind regards

**Jenny Zagas**

## **Primary 6**

We have had a busy Term 3 in Primary 6. In English students have been working hard on their handwriting skills. They have enjoyed practising tracing their names and using their individual handwriting books to focus on letter formation. They have also been enjoying looking at Aboriginal Dreamtime stories for Australian Literature. This term we have explored the Dreamtime stories of 'The Rainbow Serpent', 'Tiddalick the Frog' and 'How the Birds got Their Colours'. Each student has enjoyed looking at these stories and then sequencing them during our literacy sessions.



***Ryle tracing his name***



***Pierre developing his writing skills***



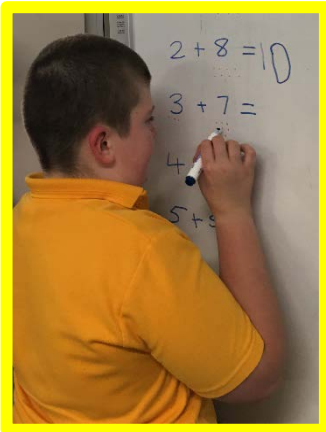
***Jayson sequencing an Aboriginal Dreamtime story***

In mathematics, students continued working on number recognition, with a strong focus on looking at which number comes before or after a given number. The students have also been developing their addition skills using the 'friends to ten' concept. They have used concrete materials, such as blocks and counters, to support their learning.

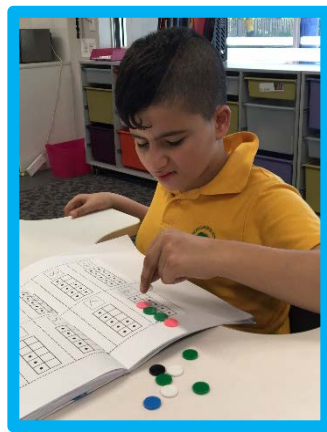


***Maheen and Joji testing different materials to discover if the physical shape will change***

Students then participated in a mixing experiment by responding to the question 'Will it mix?' using water with detergent, sugar, sunscreen and milk.



***Andrew practising his 'friends to ten'***



***Richard demonstrating his addition skills***

**Michelle and Jenny D**

### **Primary 3**

In science, students have been exploring the topic 'Material World'. They began by investigating a range of materials to test if various shapes could be physically changed. Students enjoyed trying to bend, twist and roll a variety of materials such as felt, metal, wood, playdough and sand.



***Reham testing if water and milk mix***



***Reham explaining why water and sunscreen do not mix***

Students then learnt about heating materials. They engaged in experiments where they toasted bread, made popcorn and melted chocolate. The students also learnt about cooling materials. They engaged in experiments where they froze water, juice and vinegar. Overall, the students enjoyed participating in a range of experiments to deepen their understandings of the 'Material World'.



*Lily exploring the concept of heat by making popcorn*



**Ayse and Jennifer G**

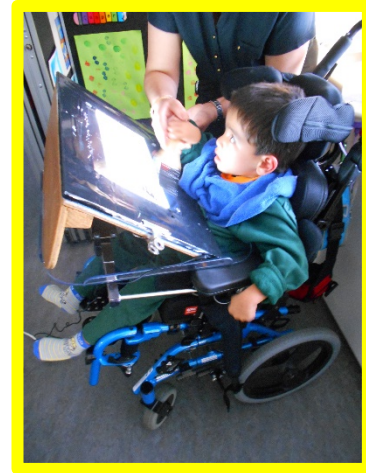
**Primary 7/Secondary 1**

This term in science, we are learning about forces including push and pull. We have looked at the way objects move and how it is dependent on a variety of factors, including their size and shape. The students compared different objects in the classroom that they could push or pull. For example, they pulled the door open to go to recess and lunch and they pushed the door closed.



*Clare, Daniel, Sehal and Morgan exploring the motion of push and pull*

In mathematics, we have been learning about sequencing numbers from 1 to 10. In our class group work sessions, students are using a variety of materials to develop their understanding of whole numbers. Students matched and sorted different numbers into groups using visuals and the written word of each numeral.



**Cooper using the light-box during visual arts**



**P7/S1 matching and sorting numbers from 1-10**

## **Stanton and Nobuko**

### **Primary 1**

Welcome to our last newsletter for Term 3! We thought we would sign off with a quick tour of our classroom, also known as the P1 Art Gallery!

We have continued our theme for this term, which is Aboriginal and Torres Strait Islander Australia. We explored this theme through every curriculum area; however, it resonates particularly well with our visual arts unit.

The students were introduced to the works of Dorothy Napangardi. We focused on her artwork 'Sandhills'. Students learnt that the pattern of dots in this artwork represented the footprints of her family. Each student in Primary 1 approached their artwork in a different way. Madison used a dotting tool, whilst Emmarisa and Rebecca used printmaking materials to create patterns. Cooper used a piece of transparent film on the light-box to create a high contrast artwork.

Next, we explored a completely new medium! Clay!



**Emmarisa warming up her clay!**

For this artwork, we were inspired by Lena Yarinkura's 'Ngalmudj (Rainbow Serpent)' sculpture. We had a wonderful time working with clay. Our neighbouring class, Primary 5, joined in too! However, before our hands became too dirty, we learnt about Yarinkura's story of the Rainbow Serpent. The Ngalmudj lives in the billabongs and creeks of Arnhem Land in the Northern Territory.



***Rebecca using her hands to decorate her Rainbow Serpent***



***The finished product! The hard work of Primary 1 and Primary 5***

As the term ends, we reflect on the amazing artworks created by each student, demonstrating their skill and creativity. They have all been focused and dedicated in their learning programs, illustrated by their superb progress this term. Well done P1!

## **Sian and Denise**

## **Primary 4**

In science and technology, we have been exploring the properties of solids, liquids and gases. We investigated how some objects can change states when heat is applied. We explored this concept through a variety of cooking experiences and art activities, creating a colourful canvas using crayons whilst examining what happened when heat was applied to crayons.



***Sienna distinguishing solids from liquids***



***Malayka applying heat to melt crayons to create a colourful canvas***

In mathematics, we have been learning about weight and how to use a balance scale. A variety of different objects have been utilised to explore the concepts of heavier and lighter as well as how to make the scale balance by placing objects that are the same weight on either side. Students have enjoyed these practical activities and investigations and have been very engaged in their learning.



**Archie investigating which is heavier – the cars or blocks?**



**Ava exploring the concept of 'balance'**

In visual arts, we continue to explore a variety of artistic styles, looking at and discussing the work of the artist and then creating our own representations. This week we focused on Kandinsky's concentric circle paintings and were inspired to create a class collage. Each student selected a colour and created a concentric circle to add to the class artwork.

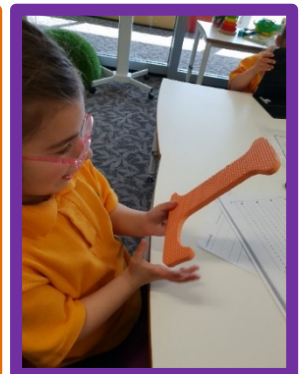


**Sofia creating her concentric circle collage**

**Wendy, Nicole and Zenab**

## Primary 2

In Primary 2, we have been engaging well in learning tasks including our daily literacy and numeracy activities. In literacy, we continue to focus on phonics, sight words, and handwriting. Students are demonstrating improvement in their pencil grip! Students have enjoyed learning to match and identify the letters 'H' and 'L' and we look forward to learning about more letter sounds!



**Antonia exploring the letter 'L' and identifying words that begin with 'L'**

In numeracy, we have been focusing on whole numbers, using real objects and technology to reinforce and support learning. Students have been enthusiastically engaging in addition and subtraction activities, through counting songs. Students have also been observing groups of objects and counting to discover which group has more. We have been enjoying sorting objects into colours and learning how to create patterns.

In visual arts, we have been working on a new contemporary artwork inspired by Aboriginal art. The students have been producing handprints and painting circles. This week students will add dots to the artwork and assemble it to create a class artwork that we can display in our room. We cannot wait to see the finished product!



*Alana creating her contemporary artwork*



*Alicia painting her circle to use in her artwork*

## Francyne and Vicki

### Secondary 2

Secondary 2 have helped to write the newsletter article this week, as part of our unit 'What's in the News'. Each student chose a photo of a peer engaging in class activities, then completed a short sentence, which is under each photo. They were able to say or indicate WHO was in the picture and WHAT they were doing, using symbols to support their explanations.

We have been exploring advertisements that can be found in the different modes of media, such as online and print. We thought about WHAT subject matter the advertisement was covering such as food, music, sport and clothes. Students then explained WHERE the product could be purchased. We made our own ad, based on one of our favourite products; Nezar chose to create a remote control car ad!



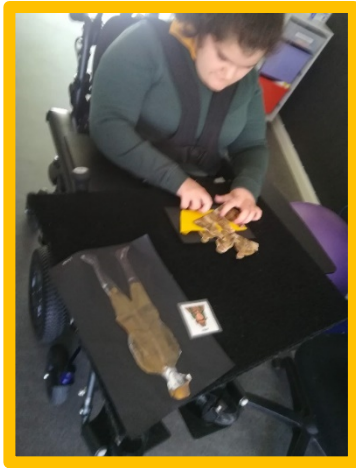
*Muhamad looking at car advertisements*



*Luke looking at a Big W advertisement*

In mathematics, students have been working on positional language in everyday activities. Students completed daily 'jobs' such as wiping the table after their meal, by placing the sponge ON the table. We also used positional language during our history topic; 'Australians at War; Gallipoli'; placing soldiers IN the boats at Gallipoli.





***Lina putting soldiers IN the boat***



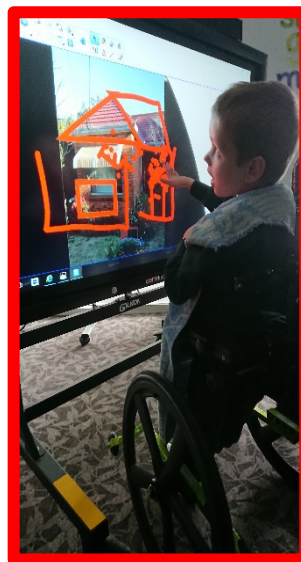
***Katherine taking the beads OUT of the cup***

Great work Secondary 2!

**Jen, Toula and Antoinetta**

### **Primary 5**

During geography, students had the opportunity to use Google Maps to locate their home. Each student outlined their home in red, allowing them to use descriptive vocabulary to tell other students about the location of their home. They looked at the salient features of their home and then compared it to the red outline.



***Students outlining their home in red***

During sport, students engaged in ball games using individual techniques to hold and release various balls. They played games including basketball, ten pin bowling and bocce.



***Juliette and Isaac demonstrating their ball skills in sport***

During English, students used modified books to participate in shared reading activities. These activities were made engaging using colour and light to examine different elements of the story.

**Diane and Penny**

# Freedom Wheels Free Assessment

Monday 24th September 2018

In partnership with  
Burwood Council

## BOOKINGS



Call today to book your  
free assessment with our  
Occupational Therapist:

**WHERE** Woodstock Community  
Centre  
**ADDRESS** 22 Church Street  
BURWOOD NSW 2134

Call to book your spot:  
**1300 663 243**



*Burwood Council*  
heritage • progress • pride

 **freedom  
wheels**  
[freedomwheels.org.au](http://freedomwheels.org.au)

*Be Safe*

*Be Respectful*

*Be a Learner*



**FREEDOM WHEELS  
APPLICATION FORM**

Locked Bag 2008, WENTWORTHVILLE, NSW 2145  
T: 02 9912 3400 or 1300 663 243 F: 02 9890 1912  
E: info@freedomwheels.org.au  
W: www.freedomwheels.org.au



**Please fill in as many details as possible, if you need help please call us on 1300 663 243.**

<b>Freedom Wheels Rider:</b> First Name: <input type="text"/> Surname: <input type="text"/> DOB: <input type="text"/> <input type="checkbox"/> F <input type="checkbox"/> M	Address: <input type="text"/> Phone: <input type="text"/> Mobile: <input type="text"/> E-mail: <input type="text"/>
<b>MAIN CONTACT PERSON:</b> Title: <input type="text"/> First Name: <input type="text"/> Surname: <input type="text"/> Relationship: <input type="text"/>	Organisation (if applicable): <input type="text"/> Address: <input type="text"/> Phone: <input type="text"/> Mobile: <input type="text"/> E-mail: <input type="text"/>
<b>REFERRER:</b> Title: <input type="text"/> First Name: <input type="text"/> Surname: <input type="text"/> Job Title or Role: <input type="text"/>	Organisation: <input type="text"/> Address: <input type="text"/> Phone: <input type="text"/> Mobile: <input type="text"/> E-mail: <input type="text"/>
<b>PAYER DETAILS:</b> <input type="checkbox"/> Self-funded <input type="checkbox"/> NDIS: Reference Number: <input type="text"/> <input type="checkbox"/> Other: <input type="text"/> Language spoken at home: <input type="text"/>	
Are you of Aboriginal or Torres Strait Islander heritage? <input type="checkbox"/> No <input type="checkbox"/> Yes, Torres Strait Islander <input type="checkbox"/> Yes, Aboriginal <input type="checkbox"/> Yes, both Aboriginal and Torres Strait Islander	
<b>Tell us about your child's health:</b> Health conditions: <input type="text"/> Relevant medical history (e.g. seizures, behaviours of concern): <input type="text"/> Allergies: <input type="text"/> Height: <input type="text"/> cm    Weight: <input type="text"/> kg    Inner Leg Length (distance from heel to groin in standing): <input type="text"/> cm Leg length discrepancy: <input type="checkbox"/> Yes <input type="checkbox"/> No    Details: <input type="text"/> Wears Ankle or Knee Orthoses: <input type="checkbox"/> Yes <input type="checkbox"/> No (if yes, what type: <input type="text"/> please bring to assessment) Has your child had or are they awaiting surgery or botox? Details: <input type="text"/>	
<b>Does your child have any pain or restrictions when moving their legs?</b> <input type="text"/>	

