



# Lucas Gardens School

***Celebrating Ability Through High Expectations***

Cnr Queens Road & Walker Street Canada Bay NSW 2046

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8 March 2019

## Dates for Your Diary

21 March – Harmony Day  
5 April – African Beat Salaka  
10 April – Easter Hat Parade  
12 April – Last day of Term 1

## Principal's Award



***Hermeslla receiving the Principal's Award  
for working hard in literacy***

## Principal's Message

We are half way through Term 1 and the classrooms are buzzing with outstanding learning opportunities.

May I begin by thanking all the parents/carers who took time out of their busy schedules to attend the Meet and Greet afternoon. It was wonderful to introduce Lucas Gardens School staff members, who attend each school day to make a difference to students.

Parents/carers also received an overview of curriculum requirements and the planned units of work for 2019.

The Meet and Greet provided a wonderful opportunity to introduce Andrew Wooley, Business Development and Community Engagement Manager of Canada Bay Club. Andrew presented Katherine, our School Captain, with a generous donation to support our robotics program. We look forward to inviting Canada Bay staff back to our school to see first-hand how the robotics program has encouraged our students to engage with different learning pathways.



***Katherine excited about the donation  
for our robotics program***

A 'Sphero' is designed to inspire curiosity and creativity through connecting play and coding. It is an interactive and enjoyable program that we are excited to introduce to our students.

***Be Safe***

***Be Respectful***

***Be a Learner***



***The specific robots we will be using are called 'Spheros'***

This week staff and parents/carers are engaging in planning meetings to co-design every student's personalised learning and support plan (PLSP). These goals ensure a shared vision, consistency and high expectations for all our learners. Staff will be closely monitoring and tracking student progress towards their goals and we look forward to sharing their achievements with parents/carers.

We have again been invited to participate in the Marie Bashir School Art Program. Thank you to the Principal, Jacque Attard, for the extended invitation for our students to engage with their peers in such a creative way. Students thoroughly enjoy the art lessons and I know they will gain skills and knowledge in making and creating artworks again this year.

Partnerships with universities will continue this year, supporting pre-service teachers to acquire knowledge and expertise in how to support students with disabilities in the classroom. The staff at Lucas Gardens, who are regularly recognised for their expertise, will demonstrate key teaching and learning strategies and skills.

Kind regards

**Jenny Zagas**

### **Collecting your Child Early from School**

Unless absolutely essential, please refrain from collecting your child during recess (10:40-11:15am) and lunch (12:55-1:30pm), as these are transition periods.

If it is necessary to collect your child early, please ensure that you provide the class teacher with prior notice, via the student communication book.

If the school notifies you that your child is unwell, please collect them as a matter of urgency, regardless of the time.

Thank you for your cooperation.

Jenny Zagas

### **Note from DEC Legal Directorate**

Occasionally, family situations change and the court makes orders that changes how parents contact their children or how they make decisions about their children's education. These changes can occur through a Family Court Order, Apprehended Violence Order or a Parenting Plan.

If any changes occur in your family relationships, which have the potential to impact on the relationship between the school and your family, please advise the school immediately and provide a copy of any court orders or parenting plans.

These orders will be stored securely and only accessed by staff who need to see them in order to plan for your children's learning and support.

In the absence of any notification to the contrary, the school will assume that both parents continue to retain a shared and equal parental responsibility for their children and that both parents are involved in making any decisions regarding their children's education.

## P&C News

### 2019 President's Report

The P&C have been working very hard to support the school. On the agenda for this year we have:

10 April – Easter Hat Parade; this will help raise funds for our veggie patch and support our major fundraiser.

Major Fund Raiser – to raise \$80 000 for a shade cloth to cover the back play area.

14 June – Dinner Dance (No Children); this will be held at Aqua Luna Waterfront from 7-11pm. Tickets cost \$120.

We will be providing information on how to buy tickets as the date approaches. We encourage everyone to invite friends and family so we can achieve our target.

We would also like to ask parents/carers if they can help us acquire donations or gifts from their local communities to use as raffle or auction prizes.

A P&C letter will soon be made available to explain our cause and how the donations will benefit Lucas Gardens School. This letter can be provided to local businesses and communities to encourage donations.

If you have any questions, please email:

Mary Mouawad

[info.lucasgardens.pc@gmail.com](mailto:info.lucasgardens.pc@gmail.com)

Regina Ashdown

[president.lucasgardens.pc@gmail.com](mailto:president.lucasgardens.pc@gmail.com)

Regards

**Regina**

**P&C President**

## Music

The Music program has been thoroughly enjoyed by students throughout the term.



***Emmarisa loves music!***

We have been pleased to see how well students have responded to our hands-on lessons. These lessons have involved the use of drums and percussion instruments. It has been a great start to the year and there are many more fun and engaging lessons to come!



***Jayson shows great concentration in his practical lessons with drums***

**Daryl**



## Student Representative Council

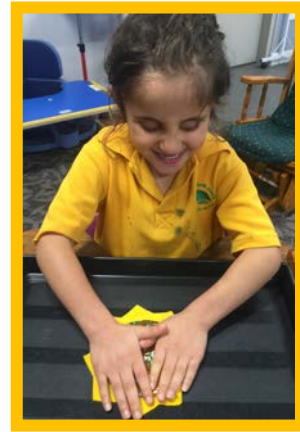
At the end of last year, the SRC hosted a 'Crazy Shoe and Sock Day' and asked for donations of stationery and art supplies. The response was overwhelming!

The items collected will be sent to Koh Tao International Primary School in Thailand, where they are much needed.

A huge thank you to the entire school community for your 'more than generous' donations. I'm sure the goods will be put to great use by the students in Thailand.



*The donations received for  
'Crazy Shoe and Sock Day'*



*Rebecca touching the 'sun' to learn that  
plants need sunlight to grow*



*Emmarisa watering her plant*

## Denise

### Primary 2

Hello from the students in P2! We have been busy bees, working really hard in science. This term, we are exploring the topic 'Living and Non-Living Things'.

We began this unit by exploring what makes something alive. We have learnt that living things need to move, grow, eat, drink and have shelter. The students have enjoyed looking at a range of living things such as people, farm animals, insects and plants to observe and discover how they grow.

We are curious learners in P2 and each student has been excited to learn how to take care of living things, therefore, for our science experiment this term, we have thoroughly enjoyed planting mint seeds. We are responsible and safe learners, remembering to water our plants every day and ensure they have sunlight so that they stay alive!



*Alana and Cooper planting  
their mint seeds*

## Ayse and Denise

*Be Safe*

*Be Respectful*

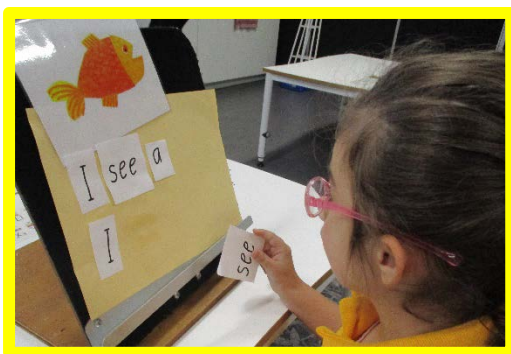
*Be a Learner*

## Primary 3

It has been a busy few weeks of learning! The students have continued to study living things and have been exploring the features of different animals. To explore this topic we have undertaken sensory experiences involving the textures of feathers, wool, fur and scales and matching the features of the animal to images of the animal. Our shared reading text has been 'Brown Bear, Brown Bear, What Do You See?' written by Bill Martin Jr. We all enjoyed expressing what we can see using visuals to support our communication. Each student has been creating their own book about things that Primary 3 can see, through shared writing activities.



***'Harriet, Harriet what do you see?'***



***Antonia completing her shared writing activity***

In geography, we are exploring places and their features. We have been discovering the features of our school and what happens

within the different learning environments. This week, students have been matching and identifying different places within the school and have been creating a map of Lucas Gardens School.



***Hermeslla assisting to create a map of our school***



***Reham identifying visuals of different areas within the school***

Our music program is underway and students have been engaged, in both listening and responding to, a variety of music styles as well as playing and performing using a range of percussion instruments.



***Lilu and Maheen demonstrating their skills on the keyboard***

**Wendy, Emily and Vicki**

*Be Safe*

*Be Respectful*

*Be a Learner*

## Primary 4

The students of P4 have been very excited interacting with the wider community and visiting their local parks.



***Malayka excited about the excursion and Archie and Joji enjoying the play equipment***

Excursions form an important part of a student's learning program. P4 have been focusing on being safe and respectful on the bus during our excursions, connecting to our unit of study in PDHPE. These programs are designed to provide our students with the opportunity to interact with their peers and experience a variety of environments where they can develop and practise essential skills.



***Archie, Joji and Malayka exploring the park***

The students have been learning about local environments and park areas, describing the features and identifying ways in which people interact with and care for different places.

During our walk around the park surroundings, students have been exploring living and non- living things, linking it to our science unit of 'Living Things'. What a great learning experience for the students of P4. Well done P4!

## Stanton and Dani

## Secondary 3

We have been working hard in Secondary 3 exploring features of our local area of Canada Bay, and we are beginning to contrast its features with different environments.

In literacy, students have continued to explore visual texts such as 'Why I love Australia' by Bronwyn Bancroft, and 'The Lost Girl' by Ambelin Kwaymullina. Both books explore different ecosystems in detail, with beautiful illustrations that display natural features, animals and plants that live in a variety of eco-systems. We have been working on using familiar sentence structures such as "I see..." and "There is a..." to write about what belongs in each eco-system.



***Katherine independently constructing a sentence about the beach environment***



This has linked well with our science topic 'Diversity and Eco-systems', and geography work 'Sustainable Biomes' in Stage 5. We have also revised scientific concepts about things that help keep plants and animals alive, by growing our own seeds and watching them stay alive!



***Jacob recognising that the seeds require soil to grow***



***Our seedlings growing tall and being measured by the height of the bricks!***

In visual arts, we have used the story and artworks by Bronwyn Bancroft to create our own artwork in a similar style, of our local Canada Bay area. The students explored the use of colour and pattern, like Bronwyn Bancroft, and used a collage effect to build the pictures.



***Luke adds pattern and colour to 'Canada Bay'***

**Jen, Toula and Antoinetta**

## **Secondary 2**

The students in Secondary 2 have been very diligent in their school work and learning!

For PDHPE, we have been focusing on staying safe in various environments. To consolidate this concept, students have been practising walking around the school and have been amazed by the beautiful gardens of Lucas Gardens School. While we did this we practised staying together as a group, sitting and waiting.

In mathematics, students have been examining two-dimensional objects and area in the 'Measurement and Geometry' unit. They have been naming different two-dimensional objects and identifying which object has the larger area.



***Sienna sorting and determining the area of the shapes***

In English, students are continuing to work on their literacy skills. They have been developing their fine-motor skills by tracing a variety of shapes, constructing sentences and looking at their sight words.

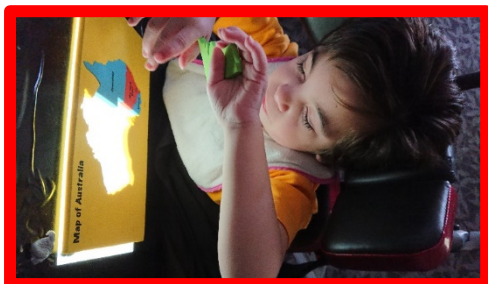


***Ava is thoroughly engaged whilst developing her handwriting skills***

## **Michelle and Zenab**

### **Primary 5**

The students have continued to explore and learn about geography by completing a map of Australia. They have been locating and placing the states and territories within their maps. We have explored the natural features, fauna and flora that are symbolic of Australia. It has also been interesting to examine how people have influenced the changes in landscapes by clearing farmland for highways and/or choosing to live in the city or country.



***Cara placing the states and territories on the map of Australia***

The content being examined in English and science have complimented the students studies on living and non-living things. A variety of literacy and scientific activities have been undertaken to explore the requirements for living things to survive.



***Harry exploring the fauna and flora found within our local environment***

Our classroom programs promote student wellbeing whereby every student is known, valued and cared for. We endeavour to inspire and challenge our students to have a love for learning, to build upon their skills and understanding, so that they can make sense of their world, enabling them to thrive, succeed and connect.

## **Diane and Penny**

### **Primary 1**

What a lovely start to the year we have had in Primary 1. Since our last newsletter we have welcomed a new student, David, into our class. We are now a class of six!





***David practises his handwriting during Morning Circle***

Last week, we began our hydro program, as part of our PDHPE studies. We have talented swimmers in our class! Marcus has very proficient swimming skills and you would never know that Oscar and Yohan have not swum before - they are absolute naturals!



***Yohan swimming for the first time!***



***Marcus and Ryle developing their swimming skills***

Another part of our PDHPE program this term is daily mindfulness. Each day after lunch we place our mats on the ground and begin breathing exercises. It is a great opportunity to listen to classical music! We also

undertake stretching and yoga activities, with Alicia and Marcus demonstrating their skills very well.



***Marcus relaxes during afternoon mindfulness***

Now it is time for us to get back to work!

## **Sian and Jenny D**

### **Primary 6/Secondary 1**

Students of P6/S1 have been hard at work this term, continuing to learn about Australia's wonderful landforms and landscapes. Students have studied a variety of texts, allowing them to be transported to the Great Australian Bight and the Twelve Apostles. As erosion has left only eight apostles standing, our science focus has been on conducting experiments on the effects of erosion. We will share the results in the next newsletter.

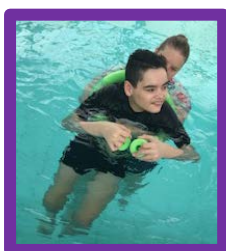


***Jayson and Morgan learning about Southern Right Whales and erosion***

In science, we continue to study the living things of the Great Barrier Reef and how they interact with each other. Students are very busy with their PDHPE program which sees us doing yoga, and focused breathing for our mindfulness sessions, numerous times per week, as well as plenty of movement throughout the day to build mobility and strength. The day that each student eagerly awaits is hydro day! Everyone is excited to be in the water and to have the opportunity to develop water safety and swimming techniques. Our areas of focus are kicking to move forward, arm strokes and blowing bubbles.



***Morgan and Pierre focusing on developing their movement and fine motor skills***



***Jayson, Isaac and Richard practising their skills in hydro***

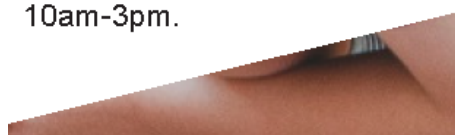
**Claudia and Nobuko**



**Get together with the whole family to create LEGO® in the play**

**Where:** Cabarita Conservatory, Cabarita Road, Cabarita.

**When:** Sunday, 14 April to Tuesday, 16 April, 2019. 10am-3pm.



### **Competition**

Register online to enter the Smart City Model Competition at [bit.ly/CCBLegoJam](http://bit.ly/CCBLegoJam) before 12 April 2019 to be in the running to win a prize.

Drop off your LEGO® creation to Council Chambers at 1a Marlborough Street



*Be Safe*

*Be Respectful*

*Be a Learner*



# Meet and Greet BBQ



*Be Safe*

*Be Respectful*

*Be a Learner*



# School Community Charter

**Collaborative. Respectful. Communication.**

The following School Community Charter outlines the responsibilities of parents, carers, educators and school staff in NSW public schools to ensure our learning environments are collaborative, supportive and cohesive.

## What our schools provide

NSW public schools work to create positive environments for students, staff and the entire school community that support student learning. We strive to ensure that every student is known, valued and cared for.

The best education happens when parents and schools work together.

The School Community Charter aligns with the NSW Department of Education Strategic Plan 2018 – 2022.



## Positive environments

It is important that our NSW public schools are positive environments and that parents and carers are kept informed of students' progress and school announcements.

Parents and carers can expect:

- to be welcomed into our schools to work in partnership to promote student learning,
- communication from school staff will be timely, polite and informative,
- professional relationships with school staff are based on transparency, honesty and mutual respect,
- to be treated fairly. Tolerance and understanding are promoted as we respect diversity.

**Ensuring respectful learning environments for all members of NSW Public Schools communities.**

© NSW Department of Education

**We treat each other with respect**

**We prioritise the wellbeing of all students and staff**

**Unsafe behaviour is not acceptable in our schools**

**We work together with the school**



**We create collaborative learning environments**

**We all play a part**

**We work in partnership to promote student learning**

## Communicating with our schools

Our staff will find a time to talk to you when they can give you their full attention. Please remember that while our staff are in class or dealing with other matters, they may not be available to answer your questions immediately.

Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

Our guide for parents, carers and students provides useful information about the complaints process: [education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students](https://education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions/guide-for-parents-carers-and-students).

## Respectful communication is a right

In all workplaces people have the right to feel respected. Unacceptable and offensive behaviour has no place in our school communities.

To ensure the wellbeing of students, staff and the community in our schools, steps will be taken to address unacceptable behaviour. This may include restricting contact with the school community or, in more serious cases, referral to NSW Police.

## Unacceptable behaviour may include but is not limited to:

- Aggressive or intimidating actions, such as violence, threatening gestures or physical proximity.
- Aggressive or intimidating language, including the use of obscenities, making sexist, racist or derogatory comments or using a rude tone.
- Treating members of the school community differently due to aspects such as their religion or disability.
- Inappropriate and time wasting communication.



**Collaborative.  
Respectful.  
Communication.**

**School Community Charter**

[education.nsw.gov.au](https://education.nsw.gov.au)