



# Lucas Gardens School

## *Celebrating Ability Through High Expectations*

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29 March 2019

### Dates for Your Diary

5 April - African Beat Salaka Incursion  
10 April - Easter Celebration  
12 April - Last Day of Term 1  
30 April - First Day of Term 2 for students  
15 May - School Photo Day Term 2  
14 June - P&C Dinner Dance

### Principal's Award



***Cara accepting the Principal's Award  
for working hard in all learning tasks***

### Principal's Message

It was wonderful to see students and staff actively participating in Harmony Day celebrations this year. Our school takes great pride in belonging to the wider school community and celebrating our rich cultural diversity. National dress and the colour orange featured as we paid our respect to all who call Australia home, from the traditional owners to those who have come from countries far and wide.

Recently, students from The Australian Catholic University and The University of Sydney attended our school. I was delighted to introduce them to students and staff enabling them to witness special education 'Best Practice' in action. These students are future educators and it gives us great pleasure to engage with them, providing insight into both how our students learn and the intricacies of curriculum differentiation. Positive comments were expressed about our state of the art facilities and the obvious engagement of our students.

Thank you to those parents/carers who have already provided Easter products for the P&C raffle. The school will continue to accept these donations until Friday 5 April. The P&C greatly appreciate all contributions and I look forward to seeing parents/carers at this event on Wednesday 10 April at 10am.

In order to comply with the Department of Education's *Working with Children* policy, parents/carers and close student relatives who volunteer must provide the school with 100 points of original identification, e.g. birth certificate and driver's license. A completed appendix 5 declaration is also required. All documents must be provided to the school, prior to engaging in volunteering. I would also like to remind parent/carer hydro program volunteers that they are only permitted to work with and have contact with their own child. Thank you for your strict adherence to these policies and procedures.

Kind regards

**Jenny Zagas**

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*Be Respectful*

*Be a Learner*

## Music

The Music program is a great 'hit' with the students, particularly younger students who really enjoy the 'hands-on' learning using the school's fun instruments!



***Emmarisa playing the triangle!***

We have continued to explore percussion instruments throughout the term. Each student is provided with the opportunity to select and play a particular instrument of their choice, with many opting for the drums!



***David loves playing the snare drum!***

## Daryl

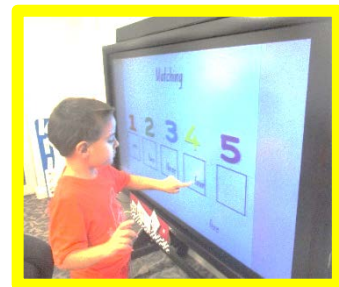
### Primary 1

Welcome to Week 9! Can you believe our kindergarten students have been at school for almost a whole term already?



***Alicia matching her photo to the 'I am' board during Morning Circle***

Morning circle is, without a doubt, our favourite part of the day in P1. During morning circle, the class completes a variety of English and mathematics activities.



***Ryle matching number words to their corresponding numerals***

These activities include students practising their handwriting on the CommBox, learning about letters and their sounds, greeting classmates with a handshake, counting, matching and recognising different colours. The students also use their communication systems to answer questions, request songs, sequence the classroom timetable and take turns. This all happens as part of our daily morning routine!



***Marcus using a turn-taking board during morning circle***

We are also hard at work on our Personalised Learning and Support Plan (PLSP) goals. P1

students are learning to communicate with augmented and alternative communication (AAC) devices, such as the Proloquo2Go program on the iPad, the Picture Exchange Communication system (PECS) and the use of a series of visuals in the classroom.



***Alicia using Proloquo2Go during mealtimes to request lunch preferences***

Our absolute favourite thing to do so far is to use a PODD sheet (Pragmatic Organisation Dynamic Display) to request favourite nursery rhymes. 'Row, Row, Row your Boat' is definitely the most popular, with 'Old MacDonald' coming a close second (this one is Oscar's favourite because he always decides which animal we sing about)!

With only a few more weeks in Term 1, students will continue to engage with Key Learning Areas and expand their knowledge in a variety of curriculum prescriptions.

## **Sian and Jenny D**

### **Primary 2**

Hello from Primary 2. In mathematics, we have been learning about a range of topics, including whole numbers, length and data. For whole numbers, students have been incorporating technology into their learning by using the interactive whiteboard to activate counting games. Students have been using concrete materials to count aloud

and identify numbers. They have been using objects with different lengths to learn about the concepts of 'long' and 'short'. For our data lessons, we have been collecting information from our environment by making picture graphs showing how many friends are at school today, who travelled to school by bus and who travelled by car or with a family member. We used switches to interpret the information on picture graphs by responding to 'yes' and 'no' closed questions.



***Emmarisa counting using a switch and the interactive board***

A range of concrete materials, objects and visuals are utilised to extend students' knowledge of mathematical concepts. In our classroom, students have opportunities to be active and involved in their learning through hands on learning experiences. This challenges and motivates them to deepen their understandings, enabling them to thrive, succeed and connect. We love learning in P2!



***Rebecca exploring the concept of 'long' through sensory experiences***





***Cooper analysing a picture graph showing how many friends are at school today***

As the term draws to a close, we wish everyone a safe and happy break. See you all next term!

## **Ayse and Denise**

### **Primary 3**

It was wonderful to celebrate diversity and harmony through our Harmony Day activities last week. The theme was 'Everybody Belongs' and Primary 3 enjoyed contributing to making a class poster, which will be displayed in the Multi Purpose Space.



***Hermeslla contributing to P3's Harmony Day poster***

We have been very engaged in our Personal, Development, Health and Physical Education programs. In PDH we have been continuing

to learn about being safe in different settings. Students have been exploring our school PBL (Positive Behaviour for Learning) expectations and symbols and have been identifying what we need to do to be safe on the playground. We continue to explore sun safety and how we can be sun smart when we are outside.



***Lily identifying where she goes to play during lunchtime***



***Lili and Reham being sun safe***

As part of our PE program, we have continued weekly hydro sessions. This is one of the highlights of the week as the students are really engaged in hydro activities, demonstrating their enjoyment and improvement from week to week. We have been focusing on safe entry and exit from the pool, water familiarisation and pre swimming techniques. A very big thank you to our

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volunteers who support this program and make it possible.



***Antonia working on moving her arms and kicking her legs in the water***

**Wendy, Emily and Vicki**

## **Primary 4**

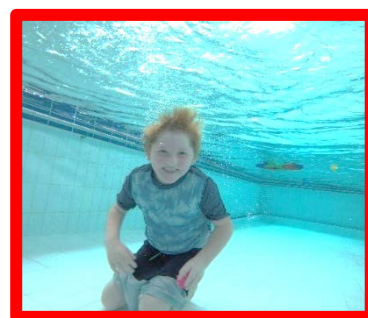
This term, students have been developing and increasing group interaction skills and fundamental movement skills, throughout a variety of curriculum areas.



***Joji diligently completing his water exercises***

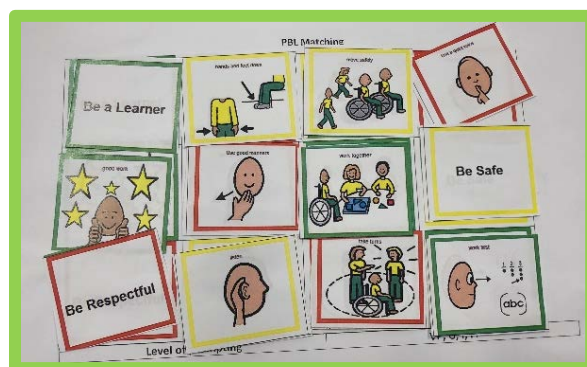
Students in P4 have been extremely excited about the hydro program. They have been learning about the importance of water safety and participating in water exercises.

Students are encouraged to interact with one another, always supporting each other and respectfully taking turns. Visuals are utilised throughout the hydro session to encourage positive behaviour.



***Archie demonstrating his confident swimming abilities***

Classroom PBL activities support student knowledge of hydro safety. Each student contributes, ensuring all class members understand appropriate behaviour in different environments.



***A PBL matching activity collaboratively created by Hasna, Rhys and Christian***

**Stanton and Danielle**

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## Primary 5

Primary 5 students would like to share some of their highlights this term.

We are so proud of how far they have grown and developed their learning, knowledge, movement and identities. We recognise that student wellbeing and engagement are paramount for learning. When every student is known, valued and cared for; students find the joy in learning and they connect, thrive and succeed.



***Cara combining fine and gross motor skills by taking reciprocal steps***



***Juliette demonstrating self-confidence and resilience when standing and engaging in her learning***



***David engaging in a 'cause and effect' activity, whilst developing spatial awareness***



***Harry transferring the skill of sipping water from his spout cup to using a straw***

Have a Happy Easter and we wish you a safe and restful break, and look forward to seeing you all next term.

**Diane and Penny**

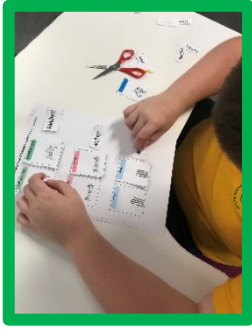
## Primary 6/Secondary 1

It is already Week 9! P6/S1 students continue to keep busy across all learning tasks. Students have engaged with Aboriginal languages, learning key words and symbols related to their geography unit on landforms and landscapes.

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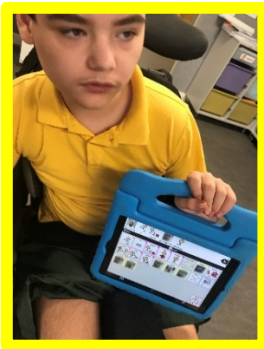
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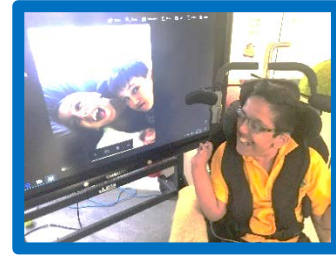
***Jayson and Isaac reading, writing and matching symbols for Indigenous geographic terms***

Communication, using the name of the teacher and SLSO, has been a focus. Students try to remember to say our name when making requests and their progress is showing.

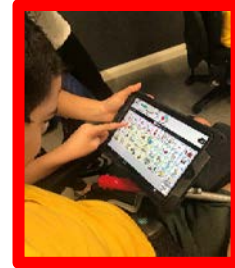


***Jayson and Richard use Proloquo2Go to call Claudia or Nobuko to request assistance***

Students have also been sharing their weekend news with peers by bringing in a photograph each week. It is part of our morning circle routine, which everyone enjoys!

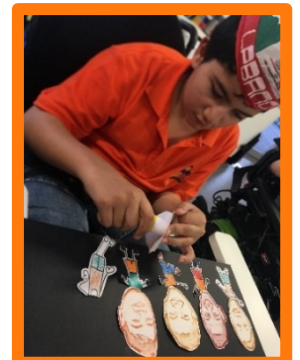


***Isaac sharing his news about Skyping with a friend***



***Jayson constructing sentences to inform us about his birthday weekend***

Harmony Day was celebrated last week with all students contributing to making our class poster with the theme, *Everyone Belongs*. It's been a great term and we look forward to continuing working hard!



***Morgan, Pierre and Richard celebrating Harmony Day***

**Claudia and Nobuko**

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## Secondary 2

We have continued working hard in Secondary 2. On Thursday 21 March, we celebrated Harmony Day with the other students at Lucas Gardens School. During the day we made posters, which are now displayed in our classroom, acknowledging this important day.



***Sophia concentrating on her Harmony Day puzzle***



***Daniel putting the pieces together on his Harmony Day puzzle***



***Sienna solving the puzzle for Harmony Day***



***Sehal was all smiles when completing his puzzle for Harmony Day***

In English, students have enjoyed reading their PM readers and finding their sight words in these books. Students have also been looking at the text 'Mirror' by Jeannie Baker, where the focus has been on visual literacy and the messages that are conveyed and represented through illustrations.



***Ava using her finger to track the words in her PM reader***

For geography, students wrote an information report about the animals that live in the rainforest. We also begun investigating deforestation and the changes that occur to rainforests when they are impacted by human interaction.

**Michelle and Zenab**

## Secondary 3

Secondary 3 have had a busy few weeks and have enjoyed a few special celebrations including Harmony Day and several friends'



birthday parties. Congratulations particularly to our School Captain Katherine who turned 18! She enjoyed being able to celebrate with many friends at school!



***Katherine celebrating her 18<sup>th</sup> birthday with friends***



***Hands in together for Harmony Day***

In PDHPE, students have focused on being safe inside and outside the classroom. They studied the school Positive Behaviour for Learning matrix, taking photos and acting out each rule, discussing what each behaviour 'looks like'. For instance, Luke knows he has to keep his head up while he moves safely, and Jacob knows to put his brakes on when he has finished moving.



***Luke keeping his head up and moving safely to the board with support***

As well as looking at our PBL rules, in English we have been reading and viewing signs and symbols that help us stay safe around the classroom and school. We are hoping to take photos of signs and symbols that keep us safe when we go on an excursion to Canada Bay towards the end of term.



***Jacob comparing 'danger' symbols on different pieces of equipment***

Students have worked hard at moving, transitioning and staying safe in different positions around the classroom and the school. Luke is working towards his goal of standing and moving in the Rifton Tram, and Katherine is walking around the classroom to complete daily jobs such as putting away her school bag. Students have also worked on developing 'mindfulness', using stretching techniques, basic yoga positions and breathing strategies to remain calm.

Great work Secondary 3!

**Jen, Toula and Antoinetta**



# 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.

**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**

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

© NSW Department of Education

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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.

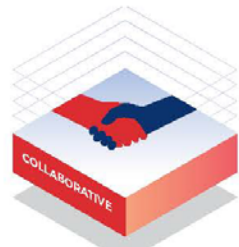
Our schools and communities will make sure that written communication is appropriate, fair and easy to read. We encourage you to use email and social media appropriately to connect with your school and stay up-to-date with up-coming events in the school community.

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)

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# The Wellbeing Framework for schools



CONNECT

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.



SUCCEED

Our students will be respected, valued, encouraged, supported and empowered to succeed.



THRIVE

Our students will grow and flourish, do well and prosper.

ENABLE

The school environment is pivotal to the growth and development of our most important assets – our children and young people. Our schools strive for excellence in teaching and learning, connect on many levels and build trusting and respectful relationships for students to succeed.

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