



Lucas Gardens School

Celebrating Ability Through High Expectations

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30 August 2019

Dates for Your Diary

27 September - Last Day of Term 3 for Students

14 October - First Day of Term 4 for Students

29 November - Graduation Dinner (save the date)

6 November - P&C Meeting

Principal's Award



The award went to Luke for using his communication skills to warmly welcome Dr Sylvia Corish Executive Director, School Performance

Principal's Message

It was a pleasure to welcome Dr Sylvia Corish, Executive Director, School Performance, to Lucas Gardens School. Dr

Corish met with students and staff to witness first-hand the outstanding teaching and learning that occurs at Lucas Gardens School daily. The highlight of the day was when Luke confidently and proudly welcomed her using his communication device. Whilst here, Dr Corish viewed student's literacy goals and the achievements made towards these goals. Primary 5 students showcased their literacy texts, demonstrating the adjustments made by their teachers to support student comprehension and analysis.

Each Wednesday, as part of their literacy learning, students participate in library sessions with our Teacher/Librarian Georgia. Last week, schools and libraries across the state celebrated *Book Week*. Our celebrations included reading shortlisted books in class, attending a *Big Dreams* incursion and culminated in parents/carers watching our fantastic Book Parade.

Once again, this event was a great success with students and staff dressing in costumes linked to the Book Week theme *Reading is My Secret Power* or dressing as their favourite book character. We were awash with wizards, princesses, pirates and superheroes. It was such a pleasure witnessing the enthusiasm with which our students participated in the parade! Thank you to all the parents/carers who attended and celebrated with us.

Another celebration that occurred this week was *School Administration and Support Staff (SASS) Recognition Week*. I would like to take this opportunity to thank all these

Be Safe

Be Respectful

Be a Learner

dedicated staff members who work tirelessly to enhance the educational outcomes for all students. I consider myself privileged to work with each and every one of you and know that the whole school community joins me in saying a **BIG THANK YOU**. Flowers, chocolates and a beautiful morning tea were just some of the ways that our teaching staff showed our appreciation for your invaluable contributions!

May I also take this opportunity to wish all fathers a **Happy Father's Day** and acknowledge the importance and impact of your role. Enjoy your day!

Finally, I look forward to seeing parent/carers during the formal reviews, which are being conducted on Friday 13 and Friday 20 of September.

Kind regards

Jenny Zagas

P&C Report

Last Term, the P&C completed a council funding application to assist in establishing a Bush Tucker Garden. I am delighted to announce that this application was successful and that the P&C have been provided with a \$2000 donation for the school. The School Principal, Jenny Zagas, has informed us that she is organising quotations to install a *Yarning Circle* next to the Sensory Garden, with this funding.



Example of a Yarning Circle

Regina Ashdown
P&C President

Secondary 2

We have been cooking up a storm in Secondary 2! Students have been enjoying taking part in food technology, a subject that brings together skills from a variety of key learning areas and fosters student's independent living skills.



Sehal measuring ingredients for the recipe

They have been learning how to follow a recipe when cooking, providing students with an understanding of how procedures apply in the kitchen. They have also been learning about the importance of staying safe in the kitchen, which is one of the topics we are examining in health. Health is one component of their study of personal development, health and physical education.



Ava safely using the microwave to melt butter

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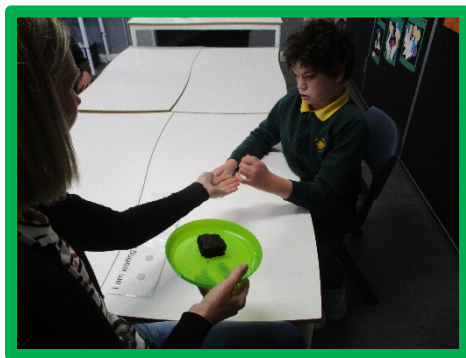


Sienna stirring the brownie mixture

After making chocolate brownies, students were able to 'purchase' this product using our class money. Money is one of the concepts we are exploring this term in mathematics.



Daniel 'purchasing' food made during food technology



Sofia 'purchasing' brownies

We look forward to continuing the great teaching and learning activities for the rest of this term.

Michelle and Zenab

Primary 4

During science and technology, students have been learning about digital technologies, including the iPad. They have demonstrated their abilities and skills, drawing on their prior knowledge and experiences to identify the parts and features of different technology, including using interactive apps.

Students were excited when the iPad was connected to the large monitor via a USB cord. The monitor mirrored the iPad screen, allowing all students to engage with the iPad at the same time.



Archie and Joji using the iPad

During history, students are learning about the significance of the Kaffir Plum Tree; which is the symbol of Lucas Gardens School. Students watched a video showing how the school was constructed around the tree, demonstrating the importance of protecting our beautiful trees. After this, students were tasked with locating the tree symbol during a 'tree hunt' around the school environment. We were impressed with how many tree symbols they located independently. Archie immediately recognised the tree symbol on his school shirt. Students located and then sat down on the large green and gold rug in the administration building which has the tree

symbol on it. They also located the tree on the school entry doors and windows, and discovered the iron bench seats in the school carpark made in the shape of the tree. Throughout this activity, students also located our three PBL banners 'Safe, Respectful, Learners' in the garden bed.



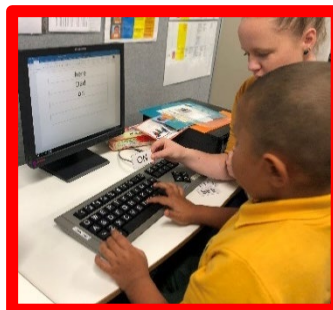
Archie locating the PBL banners

Students further explored the Kaffir Plum Tree by spending time enjoying the shade provided by this tree. They walked around the deck, sat under the tree on the purpose built seats, and explored the features of the tree by touching the low hanging branches, feeling the rough bark and listening to the rustling leaves blowing in the wind. The large tree created shadows on the ground which added to its beauty and majesty.



Our Kaffir Plum Tree is around 100 years old

Literacy workstations continue to be successful as students use different learning styles to engage with their sight words. For example, Archie constructs his sight words with magnetic letters, whereas, Joji types his sight words using a keyboard with large letters.



Joji and Archie completing their sight words

Diane and Dani

Primary 1

Here is what we have been up to in Primary 1 so far this term! During mathematics, we have been learning about money. We began by looking at the different coins and now we are investigating our colourful notes! The students enjoyed becoming familiar with the currency by 'shopping' and exchanging money for goods. Marcus is definitely the best at saving money!



Marcus using the cash register during mathematics

As part of our visual arts program this term, we are studying the artworks of Vincent Van Gogh. We spent the first week critiquing artworks using our AAC devices and chat pages, with a focus on Visual Thinking Strategies such as 'I see, I think, I wonder'. In the second week, we created artworks influenced by Van Gogh. Our most recent piece was inspired by Van Gogh's *The Starry Night*.



Ryle and Marcus painting their first layer on their artworks

We have also been continuing to develop our handwriting and reading skills as well as our sight words, symbols and CVC words!



Yohan strengthening his handwriting skills



Alicia coding the Bee Bot

Our robotics program has also begun with students utilising *Bee Bots* and testing various ways to make them move!

Sian and Jenny D

Primary 2

This term for mathematics, students are learning about positioning. They have enthusiastically participated in a variety of 'hands on' learning experiences to explore the terms left, right, up, down, in and out. To aid their learning, students have been utilising visuals, objects and concrete materials to follow simple directions and move items into a position.



Rebecca placing the ball 'in' the box



Alana looking at the duck positioned to the 'left' of the line



Eleanor taking the ball 'out' of the box

Additionally, students have been unpacking the topics of multiplication and division. Their engagement in practical learning activities using objects, counters and visuals extending their knowledge. Their understanding of division developed by doing practical activities to distribute items, which visually demonstrated the process.



Cooper observing the number one

Students engaged readily in a range of number learning experiences to further

develop their numeracy skills, including counting and number identification. They thoroughly enjoyed using sensory numerals, objects, visuals and concrete materials such as counters to support their learning.

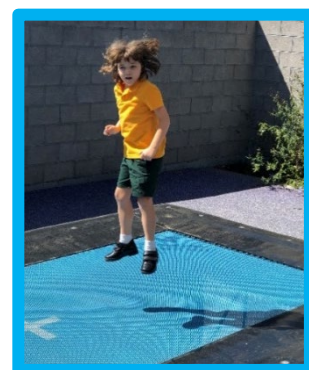


Emmarisa counting the number of green frogs

Ayse and Denise

Primary 3

In personal development, health and physical education we explored the concept of using equipment and playground spaces safely, including sharing and taking turns. We also examined different forms of exercise and the positive effects they have on our bodies. Everyone enjoyed running, jumping, dancing, walking and even trampolining!



Lili engaging in exercise by jumping on the trampoline

In mathematics, we are exploring the concepts of multiplication and division. We have been learning to make groups and share items between groups. Students have enjoyed practical activities engaging with real objects to explore these concepts.



Hermeslla making four equal groups



Harriet sharing objects between two groups

We have been learning about position by exploring the position of ourselves and the position of objects around us. Students enjoyed placing and finding objects in different positions around the classroom. They have also been participating in action songs moving their bodies into different positions. All students were engaged and participated in activities on the interactive whiteboard, reinforcing their understanding of the language of position.



Reham followed instructions to place an object into a specific position

Our **WOW moment** this week goes to Hermeslla who is now able to confidently read **20** sight words! Well done, Hermeslla!

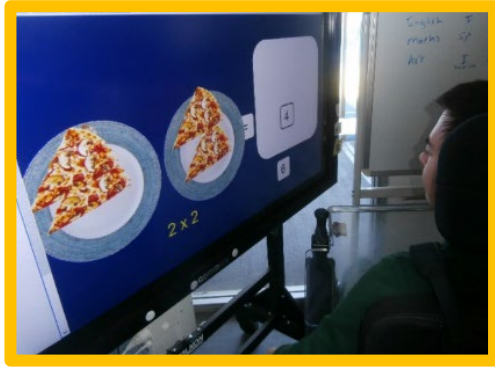
Wendy, Emily and Vicki

Secondary 3

Secondary 3 have been diligently working through a number of key learning areas in the past few weeks. In mathematics, they have been focusing on multiplication and division, by looking at life-like problems involving sharing and counting equal groups of objects. They have also begun work in the area of money, considering what you can buy in different shops and identifying or matching notes.



Jacob counting blocks of chocolate



Luke counting and sharing slices of pizza

This term, students are participating in food technology which is linked to their studies in PDHPE, English and history. They are considering the concept of safety in reference to using kitchen equipment, recognising safety symbols, and following simple recipes related to our history topic: 'Indigenous Cultural Studies'.



Bianca washing her hands prior to cooking

Students learnt about three different symbols: 'wash hands', 'hot surfaces' and 'oven'. They learned about safety and hygiene with the three symbols, following the instructions to stay safe. Over the past few weeks students have made microwave brownies and over the next few weeks they will try making damper and cooking sweet potatoes using an oven with supervision and support.



Katherine learning the 'hot surfaces' symbol while using a microwave safely with support

Students have been very motivated with their food technology lessons, and also with 'sharing' items with their friends in mathematics. Great job everyone!

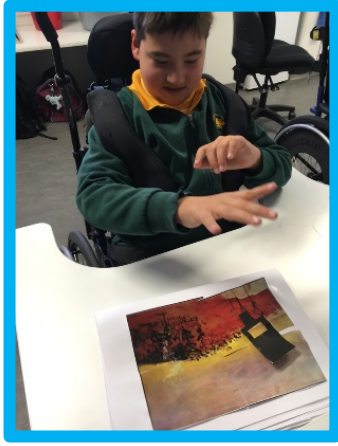
Jen, Toula and Antoinetta

Primary 6/Secondary 1

Students have been immersed in their learning across all curriculum areas this term. In history, students have explored the transport and food of early colonial Australia, and have looked at Sidney Nolan's landscapes and Ned Kelly series to explore elements of visual arts.



Isaac observing the artworks of Sidney Nolan

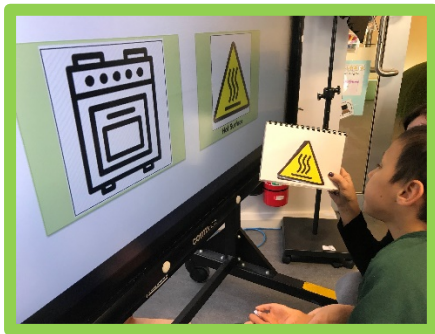


Pierre analysing the use of colour in Sidney Nolan's artworks



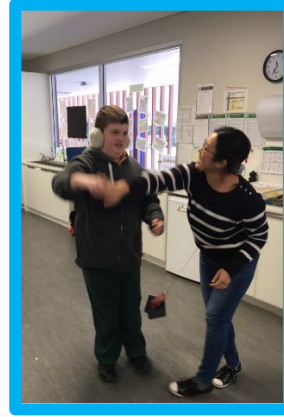
Jayson constructing his own tall ship

Safety in the kitchen and meal preparation has been the focus in food technology so far, and with damper and brownies on the menu, students are excited.



Morgan matching kitchen safety symbols

PDHPE dance lessons have been a lot of fun with students learning simple moves to sequence to a variety of music genres.



Andrew, Ake and Morgan choose and practise dance moves in PDHPE

This term we welcome a new student to the class – Ake! She has had a great start to school integrating into classroom routines whilst getting to know her peers. We look forward to sharing her achievements as the year continues.

Claudia and Nobuko

Primary 5

Primary 5 have continued their learning in history, exploring the history of Aboriginal Australia and First Contact. They have been exploring how Aboriginal people lived prior to contact. They considered the traditional methods of hunting, fishing and gathering food, whilst learning how Indigenous people share their knowledge of Australian landscapes and nature through the art of storytelling. Students also explored the oceans and oceanic fauna by completing

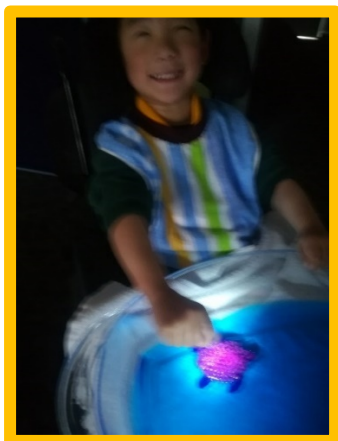
activities where they located animals and role played fishing.



Cara and Juliette focusing on sensory experiences related to fishing



This learning linked with the students mathematics units on positioning and multiplication; focusing on groups of objects. Students made shiny fish and then located them in a variety of spaces, highlighting the objects using torches. Fishing rods were utilised to 'catch' them and to locate other sea creatures. At the end of the activity, students counted how many of each species were found.



David locating a sea turtle 'in' the water



Harry looking at a group of shiny fish

We have been hard at work in Primary 5 and we look forward to sharing more news in the coming weeks!

Julia and Penny

Book Week 2019

'Reading is My Secret Power'



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Road safety



Your guide to driving and parking safely near schools

The beginning and end of the school day are busy times for pedestrians and vehicles outside the school. That's why you need to take extra care in 40km/h school zones.

- Park safely and legally, even if it means walking further to the school gate. Parking signs are planned with children's safety in mind.
- Slow down to 40km/h in the school zone and stay aware of crossings.
- Always park and turn legally around the school.
- Never double park as it puts children at risk.
- Manoeuvres such as U-turns and three-point turns are dangerous.
- Never park in a bus zone or in the school bus bay.
- Make sure your children use the Safety Door (rear footpath side door) to get in and out of the car.
- At a supervised crossing, observe the directions of the school crossing supervisor.
- Model safe and considerate behaviour for your child – they will learn from you.

Remember to always give way to pedestrians particularly when entering and leaving driveways. Don't park across the school driveway or the entrance to the school car park. It's always a good idea to use the drop off and pick up area suggested by your school. This will help keep all children as safe as possible during the busiest times of the school day.

For more information on keeping our kids safe around schools visit the parents section on [safetytown.com.au](https://www.safetytown.com.au)



Lives lost on NSW roads.
Our goal is zero.



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