



Lucas Gardens School

Celebrating Ability Through High Expectations

Cnr Queens Road & Walker Street Canada Bay NSW 2046

Ph: 9744 6461 Fx: 9744 1705 Email: lucasgarde-s.school@det.nsw.edu.au

14 February 2020

Dates for Your Diary

26 February - Meet & Greet at 5pm

10 March - P&C Meeting at 7pm

Principal's Award



Sofia for being a **Safe, Respectful, Learner**

Principal's Message

Welcome back to the new school year and our first newsletter for 2020! A special welcome to new students and their families. We know your child's educational journey at Lucas Gardens School will be filled with rich learning opportunities and 2020 will be no exception! All students have settled well into their new routines, which is a testament to their resilience and eagerness to learn.

This term, a number of students will participate in a five-week creative arts 'taster' delivered by Sydney Opera House – 'An Artist in Residence'. This project has been funded by Canada Bay Club. Diane and Dani will support the artist, Michelle, and I look forward to the presentation at the end of the project.

On Wednesday 26 February at 5pm, I encourage all parents/carers to attend our *Meet and Greet* event. This event provides an ideal opportunity to meet staff, receive pertinent information and tour your child's classroom. I would be delighted to see as many parents/carers as possible attend.

This year we have an additional class, bringing our total to nine classes. The table below details the class staff. Class names beginning with 'P' denote *Primary* classes with 'S' referring to *Secondary* classes.

Classes Term 1 2020

Class	Teacher	SLSO
P1	Julia Morgan	Danielle Sinclair
P2	Wendy du Plessis & Emily Pye	Jenny Doumanis
P3	Allison Scragg & Jessica Saini	Vicki Stamatopoulos
P4	Janice Barrett	Zenab Zayed
P5	Ayse Sirikci	Brianna O'Bree
P6/S1	Diane Dawking	Denise Noordeloos
P7/S2	Michelle Gray	Nobuko Nguyen
S3	Jen Angelini	Dennis Anastasiou
S4	Sian Dunn	Toula Mihalatos

Kind regards

Jenny Zagas

Be Safe

Be Respectful

Be a Learner

Students Late Arrivals and Early Departures Reminder

10.40am - 11.15am - Recess
12.55pm - 1.40pm – Lunch
(Please avoid these times)

I would like to take this opportunity to remind all parents/carers of the following:

- School commences every day **at 8.45am** and the expectation is that each student is on site ready for lessons at this time.
- On occasions, where circumstances dictate that your child is late, please sign them in on Passtab using their *Quickpin*. Administration staff will notify the class staff to collect your child from the reception area. Whilst class staff make their way to the foyer to collect your child, please remain in the reception area only. Do not make your way to the doors leading to the playground.
- When the staff member collects your child, they need to make their way back to class immediately, so please do not engage them in conversations, instead, they will consult the child's communication book where you have recorded any pertinent communication.
- If your child is late or leaves early, due to an appointment, please bring or collect your child outside of recess and lunch hours when staff and students are involved in transitioning, staff are on duty, or involved in other programs. Your courtesy is appreciated.

In the interest of student safety, and to minimise disruptions to teaching programs, thank you for adhering to these procedures.

Assisted School Travel What are my responsibilities as a Parent/Carer?

- Be ready 15 minutes before the pickup and drop off times.
- Wait outside of your home for transport.
- Help your child into the vehicle and ensure your child is safely seated with seat belts on according to road rules.
- Provide an Australian approved child restraint or booster seat where appropriate (AS/NZS 1754).
- Provide additional equipment, if required, for safe travel such as seat belt buckle covers, specialised transport harnesses and any medical equipment.
- Assist travel staff in loading and securing your child and their mobility equipment such as wheelchairs and walkers.
- Communicate any additional needs your child might have on transport, to the school and travel staff.
- Be present at the drop off point to meet the vehicle.
- Call the driver and the school if your child is going to be absent from school.
- Email the school if your details or circumstances change such as work commitments, address or phone numbers.
Email address:

lucasgarde-s.school@det.nsw.edu.au

- Speak with the school if your child's health needs change.

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NDIS Reminder for Parents/Carer

If an NDIS provider has been approved and cleared to provide services at Lucas Gardens School for your child, their visits must then be planned with the class teacher.

Visits are at the discretion of the class teacher as they impact learning programs, other DoE & external providers and school events.

If an NDIS provider is unable to attend a planned visit, the provider is to communicate this by email to the class teacher.

P&C Report

The P&C committee look forward to meeting new and existing parents on Tuesday 10 March at 7pm. Meetings are held at the school. We plan to discuss ways to support this amazing school to purchase resources and enhance teaching and learning. If you have any questions please email: info.lucasgardens.pc@gmail.com

Regina Ashdown

P&C President

Primary 7/Secondary 2

It has been an amazing start to the year in Primary 7/Secondary 2. The students have been enjoying their new learning space upstairs. One of the best parts of our day is sharing our mealtimes with our buddy class, P2. It is great to sit with different friends at school during recess and lunch. Our two new students, Benito and Amaan have settled in well and are enjoying learning all the routines at Lucas Gardens School.



Ava and Benito working diligently during literacy sessions

In science, students have been looking at different forms of energy and identifying these energy forms in and around our school environment.



Sienna and Sofia using technology to learn about energy forms

In mathematics, they have been consolidating their understanding of whole numbers. Students have been counting consecutively, forwards and backwards, and looking at number recognition. For measurement we have started exploring three-dimensional objects and are using technology in the classroom to support our understanding.



Daniel demonstrating his numeracy skills

We are looking forward to learning so much more throughout the term.

Michelle and Nobuko

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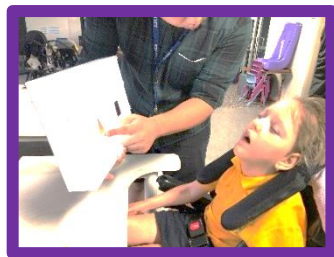
Primary 1

Welcome to Term 1 2020! Dani and I are very excited to be working with the students in Primary 1 this year. So far, we have welcomed three new students to our class – Marta, Archie and Victoria. The students have settled in very well to their new school and are already hard at work.

This term in geography, we are exploring places that are special to us. In mathematics, students are developing their number skills whilst exploring 3D shapes and patterns. This week we have focused on spheres!



Emmarisa exploring 3D shapes



Eleanor and Marta creating patterns

In visual arts this term, we are creating a series of artworks inspired by fireworks. We will be exploring the movement and colour of fireworks through a variety of media.

We are looking forward to getting to know our new students and doing great work with all the students in P1 this term.

Julia and Dani

Primary 3

The year is off to a great start for P3! We are very excited about the many learning opportunities that 2020 will bring.

Our visual literacy theme in English is inspired by Dr. Seuss and we have enjoyed focusing on a new book each week to practise our literacy skills and help us express our artistic talents.



Lilu designing her Dr. Seuss inspired artwork

In mathematics, we have been focusing on number identification and counting, using technology and sensory activities to support our learning.

In science, we are learning about energy, so far we have explored sound energy through music and investigated light and electrical energy with familiar objects. We look forward to finding out what is in store this year as we settle into the new school year.



Reham and Lily engaging with their learning tasks

Allison, Jessica and Vicki

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Primary 4

Welcome to P4 and thank you all for the warm welcome to Lucas Gardens School!



Alana, Juliette and Alicia using a variety of resources to engage with their learning

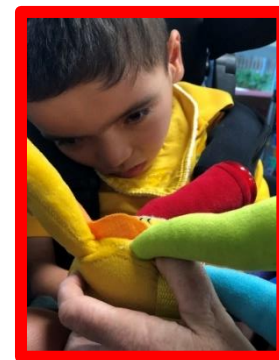
P4 students have settled in extremely well and we look forward to meeting with parents/carers at the *Meet and Greet* later this month. Information will soon be available regarding PLSP meeting dates and I look forward to discussing in detail goals and activities for each student.

This term has already been very busy as students commemorated Australia Day. This including viewing the Australian and Aboriginal Flags; looking at different Australian animals and listening to Australian and Aboriginal songs. Indigenous culture was also integrated into our science program where students investigated 'What's that Sound'. Students were tasked with listening to and identifying the different sounds made by Australian animals and a variety of instruments.

As the term progresses we look to further developing numeracy, literacy, information technology and fine motor skills.



David participating in viewing whole numbers



Cooper identifying different sounds

Jan and Zenab

Secondary 3

Secondary 3 have had a great start to the year and have been settling into a new class routine, with new staff and students! We welcome Hadi, Ake, Richard, Andrew and Jayson. We started the term by thinking about *Our Special Places*, as this links with our geography unit on 'Place and Liveability', and our English unit on visual literacy.

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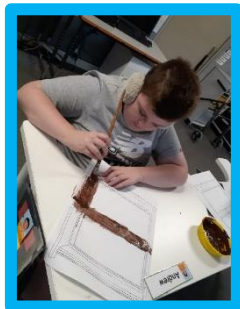


Ake's favourite place is the swimming pool



Richard chose the cinema as his favourite place

Students chose their favourite places to visit and some students said they went there in the holidays! We also took photos of our local places, outside our window as we have been viewing the text *Belonging* by Jeannie Baker, which contains a series of images looking outside of a window. Students painted window frames to place around their pictures which are now on display in our class.



Andrew painting his window frame

During science we have begun exploring 'Forms of Energy'; starting with sorting and discovering objects that use sound, light or heat energy. The students enjoyed experimenting with how to make objects create sound, light and heat. It has been a great start to the year!



Jayson turning on the torch to create light energy



Hadi enjoying making lots of sound energy!

Jen and Dennis

Primary 6/Secondary 1

Welcome back everyone! This term, for visual literacy we will explore the story *Where The Wild Things Are* by Maurice Sendak, using masks to role-play each character, tactile props to dramatise each scene and switch devices with recorded messages to highlight repeated text. Pierre enjoys being in character and bellowing in a stern voice, "Be Still". The story is about a little boy, named Max and ferocious creatures who try to scare him off by roaring, stomping, and showing their teeth and claws, however, Max isn't scared. The wild things make Max king of the wild things and he commands them to "let the wild rumpus start!"



Cara role-playing 'Max'

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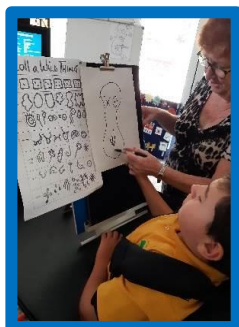
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During visual arts, each student took turns rolling a dice and drawing each motif, detail and design that corresponded with the number, to create an individual 'wild thing' character.



Morgan and Pierre adding detail to their 'wild things'



Hasna examining the geography display on our class door

Diane and Denise

Primary 5

Hello from P5! It has been a wonderful start to the year!

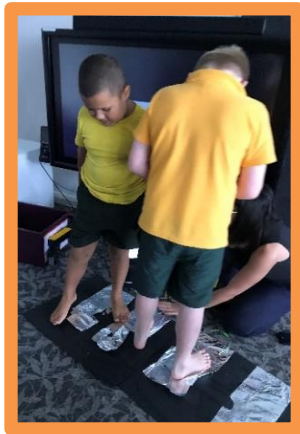
The highlight of the past few weeks has been the students using the Makey Makey robots to control everyday objects such as bananas, playdough or any other metallic item. The students were intrigued when they realised that they could touch a banana and it would make a connection to the laptop so they could play a program, such as musical instruments. The Makey Makey sends the computer a code that makes the computer think that the everyday object is a regular computer keyboard or mouse.

Primary 5 were then given a project by their teachers to make a musical instrument. The students decided to make a floor piano using cardboard, glue, tape and aluminium foil. Once the piano resource was made, students observed how to plug in and set up the Makey Makey on the computer. Their piano was great fun with the students dancing and jumping around on their newly constructed floor piano.



Harry looking at his 'wild thing' on the lightbox

During geography, the students will join the adventures of Daniel and William Clarke through the jungles of Borneo to learn about the orangutans and their struggle to survive. *Tears in the Jungle*, created by the Clarke brothers expresses their quest to save the orangutans' habitat. It also explores the destruction of the rainforest due to the unsustainable farming practices of palm plantations that produce palm oil products for the world. Students will have an opportunity to play a small role in saving the orangutans from the threat of the extinction in the weeks ahead.



P5 creating, coding and dancing on their Makey Makey robot

We have had a very busy and exciting start to the term and are looking forward to more learning adventures in the weeks to come.

Ayse and Bree

Primary 2

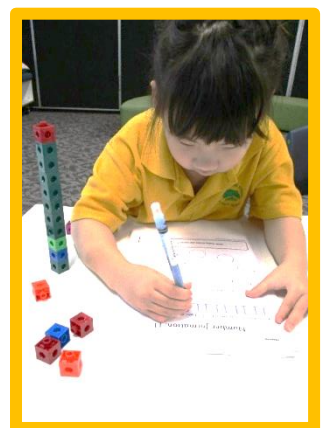
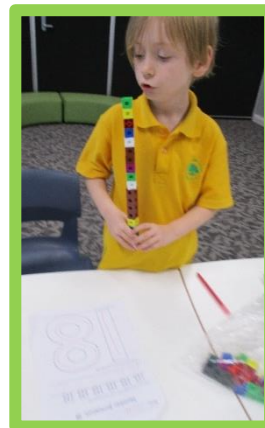
Welcome back to all our students! Everyone has settled well into Primary 2 and are becoming familiar with the new learning routines. Students have enjoyed getting to know their new class peers.

In English this term, we are focusing on narrative texts and visual literacy. We enjoyed shared reading and writing activities based on the Big Book *I Went Walking* by Sue Machin and Julie Vivas. Students identified the characters and reconstructed sentences from the book, using adjectives to describe the animals.



Massimo identifying the animals in the story, 'I see a green duck'

In mathematics, we are developing our awareness and understanding of numbers and what they represent. We have been engaged in activities counting with one to one correspondence. This week we counted out unifix cubes to make towers to represent specific numbers.



Oscar and Hermeslla counting out unifix cubes to make towers to represent numbers

In visual arts, we are exploring the use of colour in art and have been learning about primary colours. We have been looking at the artworks of Mark Rothko and students created their own artworks inspired by his ideas, using paint and collage effects.

Be Safe

Be Respectful

Be a Learner



Antonia and Marcus creating their own artworks inspired by the artist Mark Rothko

Wendy, Emily and Jen

Secondary 4

Welcome back to school for 2020! We are having a great time in Secondary 4. This year, the students in our class are Luke, Nezar, Isaac, Nada, Clare and Sehal.

For our visual literacy studies this term, we are focusing on the text *The Lost Thing* by Shaun Tan. This is a beautifully rich text and we are realising just how much we can learn by taking the time to look at the images.



Clare's worksheet about what we can see in *The Lost Thing*

As part of our English and PDHPE program this term, we are also looking at environmental signs and symbols. This is extremely important for us as high school

students, as we need to be able to make our way in the world.

Our science topic this term is 'energy'. Our first lesson was about the different kinds of energy: heat, light and sound.



Isaac exploring light energy during science lessons

One of our first mathematics topics this term has been addition and subtraction. We completed activities on the interactive white board as well as with real objects to further develop our skills.



Luke completing addition and subtraction sums

Sian and Toula

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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.

We treat each other with respect

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 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

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.



School Community Charter

education.nsw.gov.au

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ROAD SAFETY INFORMATION

YOU ARE RESPONSIBLE FOR YOUR CHILDREN'S SAFETY WHEN THEY ARE TRAVELLING TO AND FROM SCHOOL.

Drive and park safely near schools

The beginning and end of the school day are busy times for pedestrians and drivers outside schools.

You can help keep children safe by remembering the following:

- drop off and pick up children on the school side of the road
- never call out to children from across the road – it is very dangerous
- always take extra care when driving in 40km school zones
- follow all parking signs – these help keep children as safe as possible
- park responsibly even if this means you have to walk further to the school gate
- never double park – it is illegal and puts children at risk
- never do a U-turn or three-point turn outside the school as it puts children at risk of harm
- model safe and considerate pedestrian and driver behaviours to your children.

For further support

Go to the department's Road Safety Education program at education.nsw.gov.au/road-safety-education or visit education.nsw.gov.au and search for road safety education.

When travelling in a car ensure your children:

- use a booster seat if they are aged between 4 and 7 years old – it's the law
- are correctly buckled up in their seatbelts
- always get in and out of the car through the 'safety door' – the rear door on the footpath side of the car
- are never left alone in the car.



Up to 6 months

Approved rear-facing child car seat



6 months to 4 years

Approved rear- or forward-facing child car seat



4+ years

Approved forward-facing child car seat or booster seat



145cm or taller

Suggested minimum height to use adult lap-sash seatbelt