



Lucas Gardens School

Celebrating Ability Through High Expectations

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6 March 2020

Dates for Your Diary

10 March – P&C Meeting at 7pm

7 April – Easter Hat Parade

Principal's Award



Massimo for settling well into school routine

Principal's Message

As I walk through the classrooms, it is satisfying to see students engaged in learning activities and establishing positive relationships with teachers and support staff.

Last week, it was a pleasure to host our annual *Meet and Greet* evening. Families had the opportunity to gain tips around using our school website, learn about the P&C, meet the staff and spend time in their child's class. I have included some photos of this event in this newsletter.

This week we commenced our 'Artist in Residence' program with Michelle, from Sydney Opera House. A huge thank you to

Canada Bay Club for supporting this initiative. The students were involved in music, movement, drama, art and craft. It was a day full of new experiences and the feedback from Diane and Dani was very positive indeed.



Students engaged in the 'Artist in Residence' program

I would like to take this opportunity to congratulate Jen Angelini who has accepted a permanent teaching position at Lucas Gardens School. Previously, Jen was on 'loan' from another school and I know she will continue to make a significant positive impact on students and staff. Congratulations Jen!

Our school-based therapy team have been busy assessing and supporting staff in setting personalised goals for all students. I welcome back Jess (Speech Therapist), Corinne (Occupational Therapist) and Chris (Physiotherapist). We are fortunate that these programs are funded by a private foundation, who are very dear to our school, and I thank them once again for their invaluable support.

Kind regards

Jenny Zagas

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Library

We have a wonderful year planned for library with a focus this term on quality literature, the Premier's Reading Challenge, visual literacy and developing library skills.

The Book Week theme for 2020 is....

'Curious Creatures, Wild Minds'

We can't wait to start exploring the shortlisted texts for 2020 with students!

Additionally, we have booked an interactive performance called:

'The Greatest Discovery!'

This will occur in Term 3 and promises to be a wonderful engaging experience for all students.

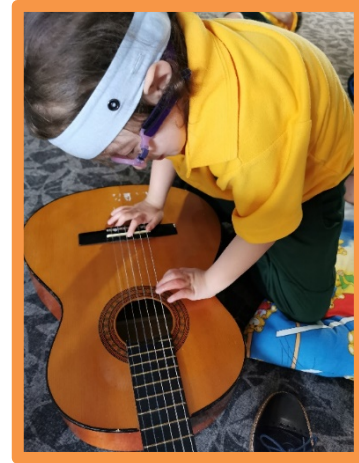
Library book borrowing occurs every second week and students either take the books home or leave them in their classroom for personal reading. If you have any overdue library books at home please return them, as students are unable to borrow books when they have overdue books.

Georgia and Nicole

Primary 1

Who can believe we are half way through Term 1! Primary 1 has been doing great work across all learning areas. This term in science, we have been investigating sounds. We did a sound walk around the school and recorded different sounds we could hear, such as traffic, plane noise and musical instruments in the garden.

We have also been making lots of noise using instruments. Primary 1 enthusiastically plucked and strummed a guitar, and felt the vibrations by placing their hands on the body of the guitar.



Eleanor feeling the vibrations from a guitar

We have also been making **LOUD** and **soft** sounds with drums and rhythm sticks. We explored **LOUD** and **soft** by filling containers with different materials – big lima beans, small grains of rice and pom poms. We identified which material made the **LOUDest** sound – lima beans! And which made the **softest** – pom poms!



Marta looking closely and listening carefully to lima beans in a shaker

In mathematics, Primary 1 are hard at work investigating 3D shapes using items in the classroom. We have been making patterns too, using our hands to clap and roll out

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different patterns. We have also made patterns with different shapes.

Julia and Dani

Primary 4

In science, Primary 4 have been investigating energy including different forms of energy such as sound, light, heat, electricity and movement. We looked in greater depth at sound energy and the different sounds that objects make. In particular, we explored the sounds of different instruments and how these sounds can be manipulated by pitch and volume.



Becky using the keyboard to listen to different notes



David using his hand to make loud and soft sounds

Personal communication goals in English, whole numbers in mathematics, personal mobility goals and fine motor skills continue to be major focus areas in Primary 4.

Jan and Zenab

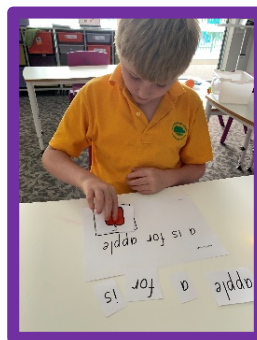
Primary 5

Half the term has passed and Primary 5 have continued working extremely hard in English. The students have been enjoying participating in their literacy stations and have been engaged when developing their reading, matching, identifying and writing skills.



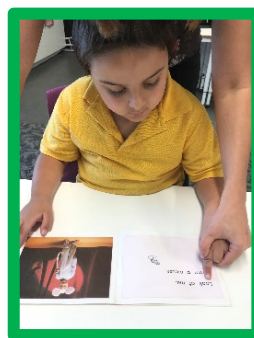
Rhys matching his sight words

Students have participated in phonics lessons and have been practising identifying, matching and reading initial letter sounds.



Archie working on reading the initial letter sound 'a'

During shared reading, students focused on further developing their book skills and building their fluency when reading.



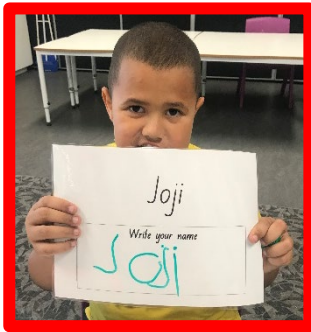
Ryle using his pointer finger when reading

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All students are working really hard to use and maintain a pencil grip when tracing or writing simple sentences.



Joji independently wrote his name!

In modelled reading, students have been exploring the text *My 5 Senses*, by Alikei. The students are having lots of fun engaging in activities by identifying senses they use and labelling the relevant body part. In shared writing, students are exploring narrative texts and have begun writing their own stories using photos, visuals, objects and symbols to complete simple sentences. Keep up the great work P5!

Ayse and Bree

Primary 2

In science, we have been learning about sounds and how they can be produced. We enjoyed experimenting with percussion instruments and identifying how they can be played, for example hitting, strumming, blowing or shaking. Students sorted percussion instruments according to the ways they can be played.

This week, we have distinguished between **LOUD** and **soft** sounds and identified high and low sounds. These concepts have been reinforced through our music lessons and students have been very engaged in making music.



Yohan exploring how to make loud and soft sounds



Harriet demonstrating how to make sounds on the guitar

In PE, we are focusing on water familiarisation and safety in our hydro program. This is a highlight of our week as students enjoy developing pre-swimming skills as they are supported in the water by an adult and floatation devices. It is pleasing to see students becoming increasingly confident in the water.



Massimo enjoying learning to move in the water

Wendy, Emily and Jen

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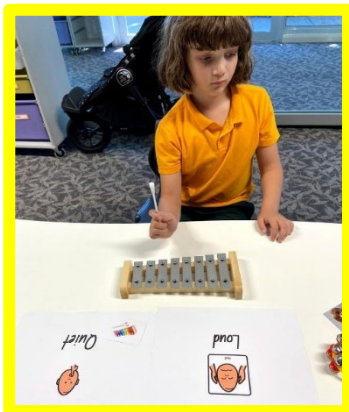
Primary 3

It has been a fantastic term so far for everyone in P3. Students have engaged in new learning experiences each and every day. In mathematics, we have progressed our learning about whole numbers by exploring different ways to count with objects and learning how to add and subtract.



Ethan practising addition with apples

In PDHPE, our focus has been on safety and we investigated safe relationships and practised following rules for being safe at school. In science, we have continued to explore energy by experimenting with properties of sound and different ways to produce sounds. We are also learning about light energy by investigating where light comes from and how it allows us to see objects. We can't wait to make even more exciting discoveries in the next half of the term.



Lilu exploring properties of sound

Allison, Jessica and Vicki

Secondary 3

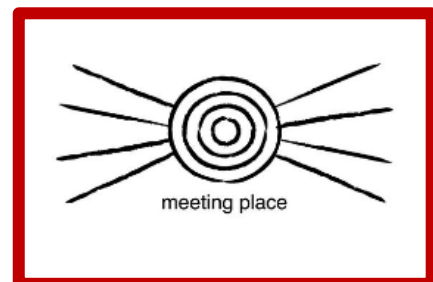
Secondary 3 say a big 'Warami!' to all our friends in the school community. 'Warami' is how we say hello in the local Aboriginal Dharug language, of the Eora people.

In years 7 and 8, students in NSW schools study languages. Our students focus on Aboriginal languages, with an emphasis on understanding signs and symbols in the community and beginning to communicate key words and ideas about the cultures of Aboriginal Australia.

We have begun by saying or signing a few key phrases during our morning circle, and by learning some key word signs and words from the *Acknowledgement of Country*. We also visited our new meeting place in the school, and read a story there together. Students then matched the symbol for meeting place to the photo.



Secondary 3 at the school's yarning circle meeting place

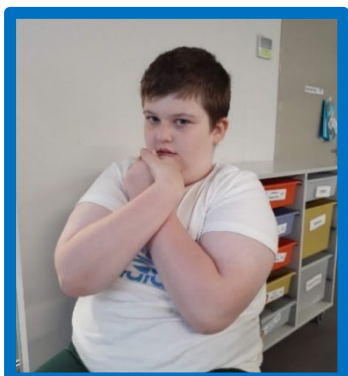


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Secondary 3 have also been working really hard in PDHPE. In sport we have begun mindfulness and movement and are learning some seated yoga moves. Everyone is doing a great job copying the moves!



Andrew performing the Eagle pose



We would also like to say a big 'Warami' and welcome to Lisa who has joined S3 as a SLSO in the past week. It's great to have you on board! Thank you to Dennis for assisting S3 at the start of the term.

Jen and Lisa

Primary 6/Secondary 1

The students used tactile props, sounds and music to gain an understanding of the book *Where the Wild Things Are* by Maurice Sendak. When Max, king of the wild things commands them to 'let the wild rumpus start', the students used a variety of instruments to assist in telling the story. They engaged with resources which allowed them to recreate the story in a tactile manner. This assisted the students to respond to questions about what they could see in the text.



Hasna can see Max and a bed in his bedroom



Pierre reading a sentence about seeing a bed and window in Max's bedroom

Each week as we read and viewed the pictures in the book *Tears in the Jungle*, students used props to replicate how the **orangutans** survive in the jungles in Borneo. Pierre improved his listening skills and retention of information answering questions about the **orangutan's** diet and movement through the jungle. Harry and Hasna reacted and responded as the **orangutans** swung through the trees. Morgan and Cara illustrated their understanding of **orangutan's** and their habitat by demonstrating how a predator would pounce at an **orangutan**, and how an **orangutan** would protect itself from the rain.



Harry reaching out as the orangutans swing on the branches



Morgan portraying a ferocious tiger

Diane and Denise

Primary 7/Secondary 2

The students have continued to work diligently across all of their subjects. Our author focus this term for visual literacy is Jeannie Baker. We have looked at the texts *Window*, *Where the Forest Meets the Sea* and *Mirror*. Students examined how pictures can tell a story, sometimes in place of words.



Sienna reading 'Mirror' for visual literacy

We have also been working hard on Aboriginal languages. We incorporate this into our morning circle routine and at the end of the day where the students use switches to practise saying 'hello' and 'goodbye' in Dharug language. The students then painted Aboriginal symbols in visual arts.



Ava painting Aboriginal symbols in visual arts

In science, students began exploring wind energy. They are very excited about the project that they are going to undertake, which includes making kites to explore wind energy in action.

Michelle and Nobuko

Secondary 4

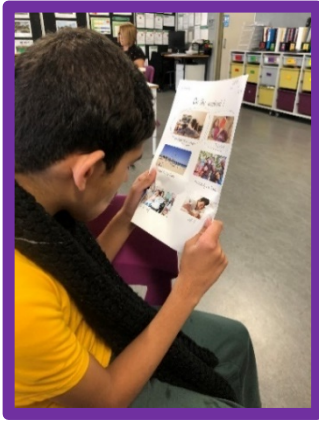
We have been keeping ourselves busy in S4 these past few weeks as we have been learning about a variety of subjects.

On a Monday morning during our English lessons, we like to share our weekend news. We love finding out what each of our class members did on the weekend. We are practising our conversation skills, and learning to ask questions such as "who/what/when/where?" And if you ever ask Luke what he did on the weekend, he will always tell you that he had a party!

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Sehal sharing his weekend news with the class

As we mentioned in the last newsletter, our visual literacy text for this Term is *The Lost Thing* by Shaun Tan. Whilst we are making our way through this book we are also remembering to use visual thinking strategies, such as “I see/I think/I wonder”, when we analyse the illustrations. In visual arts we have also begun making our own *Lost Thing* to display in the classroom alongside samples of our work.

In mathematics, we have been practising numbers and addition and subtraction. In particular, Luke has been learning to match numeral names to their numbers.



Luke and Toula working together to match and identify numerals

Sian and Toula



Isaac inspecting his brushwork for our Lost Thing artwork

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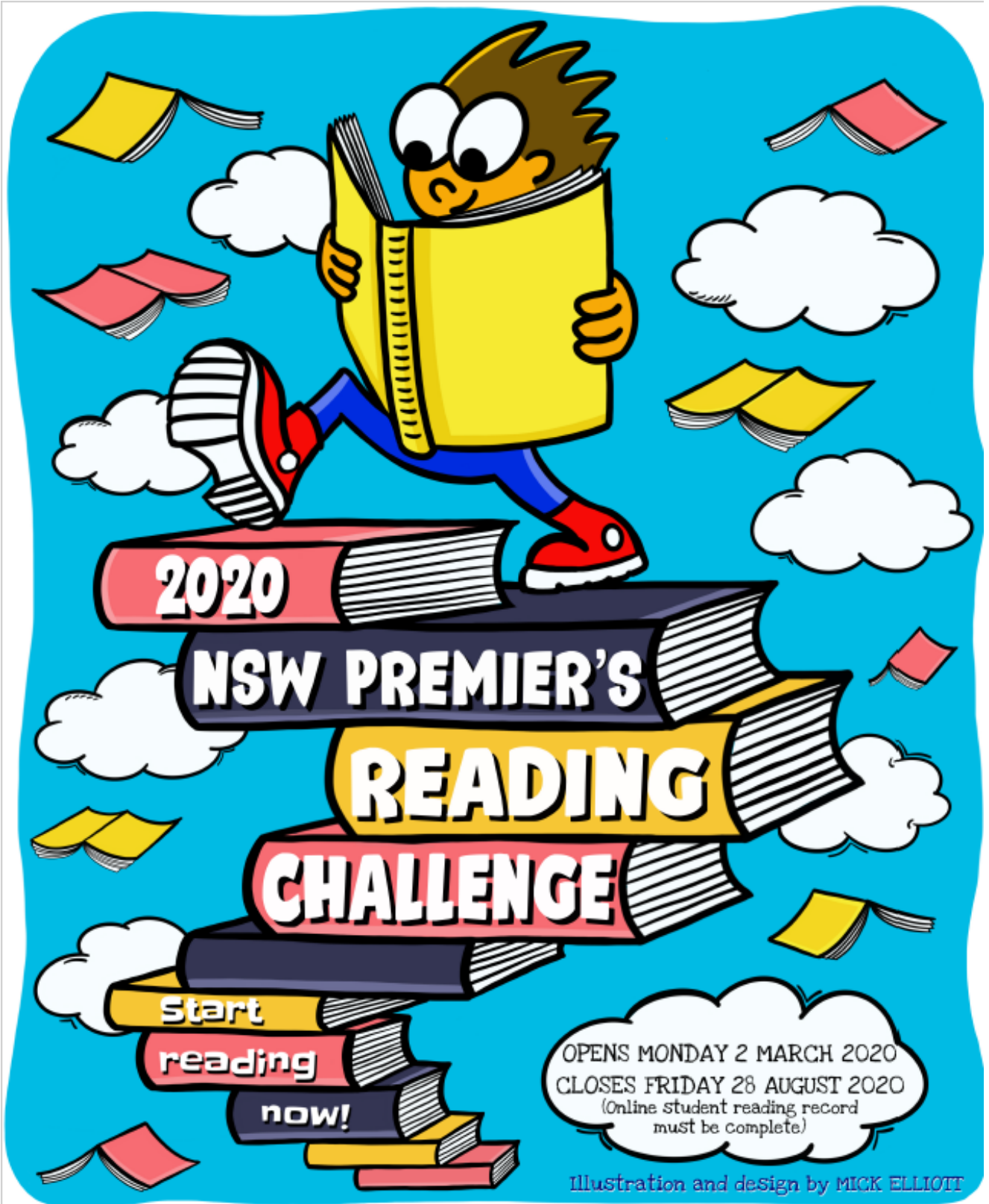
Thank You for Attending the Meet and Greet



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OPENS MONDAY 2 MARCH 2020
CLOSES FRIDAY 28 AUGUST 2020
(Online student reading record
must be complete)

Illustration and design by MICK ELLIOTT

www.premiersreadingchallenge.nsw.edu.au



Media Partner



Supporting Partner





FRI 7TH & SAT 18TH
AUGUST 2020 🕒 **9AM - 3PM**

📍 **EXHIBITION HALL 4**
Sydney Showgrounds, Sydney Olympic Park

*Save
the Date*

**FREE
ENTRY**

Pre-Register Now | sydneydisabilityexpo.com.au

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nepean
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Fri 18th & Sat 19th, Sep 2020 🕒 9AM - 3PM

Penrith Valley Regional Sports Centre

Save the Date

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