



Lucas Gardens School

Celebrating Ability Through High Expectations

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30 October 2020

Dates for Your Diary

19 November – School Photos

16 December – Last day for students



Maria Serafim and Jenny Zagaz presenting Denise with the Excellence Award

Principal's Message

Welcome back to Term 4! Whilst some of our traditional Term 4 events may 'look' a little different this year, rest assured that our students are thriving and continue to engage with our teaching and learning programs. This is such a testament to the resilience of our students and their learning commitment, supported by their families.

I would like to thank Wendy du Plessis for stepping into the Relieving Principal role for the first two weeks of this term whilst I was on a secondment at another school. Wendy continued working on our school strategic directions in my absence. Wendy has a range of leadership skills including supporting our culture of integrity and working with key

stakeholders to ensure our students achieve our high expectations. Thank you Wendy!

This week, Maria Serafim, Director of Educational Leadership, presented Denise Noordeloos with the Department of Education's prestigious *Excellence in the Role of School Administration and Support Staff* award. Denise has worked as a School Learning Support Officer at Lucas Gardens for over 27 years. During this time, she has witnessed the progress and achievements of numerous students and played a huge part in their success. Denise has embraced a wide variety of challenges and has adapted as the school transformed into its current status as a leading special education setting. Denise has been an active leader of the Student Representative Council and has enjoyed working collegially with colleagues. Thank you Denise for your outstanding service to our students, our school and the Department of Education.

It is with sadness that I announce that our longstanding school-based physiotherapist, Chris Lambert, will be departing Lucas Gardens School. Chris has decided to retire on the south coast in a small picturesque community. Chris has achieved many positive student outcomes in her time at Lucas Gardens School and her authenticity and willingness to drive positive change sets Chris apart. We will miss her expertise, tenacity and dedication. Farewell Chris, you leave with our very best wishes and heartfelt thanks.

Be Safe

Be Respectful

Be a Learner

True to her nature, Chris was instrumental in recommending our new physiotherapist Hayley Mills. Hayley will be on site each Thursday assisting our students to achieve their MOVE goals and working with class staff to maximise the provision of innovative functional physiotherapy. See the MOVE update in this newsletter for more information about Hayley. Welcome Hayley!

Thank you to the parents/carers who responded to our recent survey which will assist us to develop our Strategic Improvement Plan for 2021-2024. We are currently collating the data and greatly value your input into our future planning. Responses included feedback on a stronger focus on personal development, health and physical education, communication, literacy and numeracy skills, and continuing to support parents/carers with post school setting transitions.

This year, World Teacher's Day celebrated teachers as leaders, recognising their ability to adapt to change during challenging times. Our teachers enjoyed a morning tea organised by SASS. Thank you Grace and your team for leading this event, as well as organising other tokens of appreciation.

Book Week celebrations this year focused on imagination with the theme of *Curious Creatures, Wild Minds*. Students embraced dressing as their favourite book characters, supporting the importance of literacy. Thank you Georgia and Nicole, our Teacher/Librarians, for your creative approach and for ensuring all students engaged with the celebrations.

Kind regards

Jenny Zagas

SRC

The Student Representative Council held a very successful event at the end of Term 3. Every student was involved in producing an artwork of a painted hand, representing our support for indigenous literacy and numeracy.

The hands were displayed in the Officeworks store window and the SRC raised \$96 in gold coin donations, which Officeworks will donate to the Indigenous Literacy Foundation. Thank you to everyone for your enthusiastic participation.



Denise and Hermeslla presenting our donation at Officeworks



Student artwork contributed to the wall of hands window display

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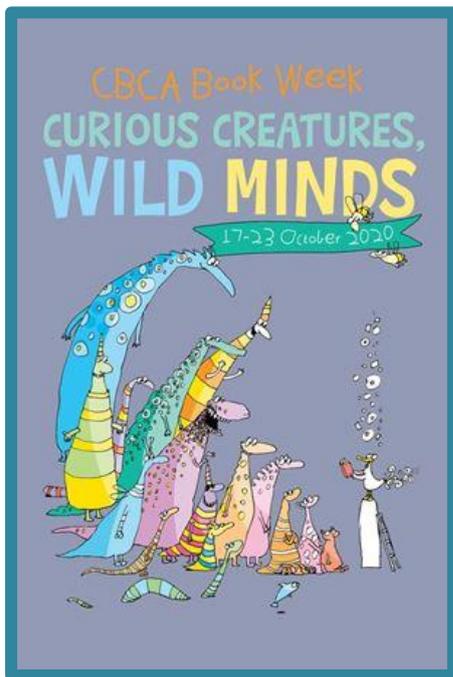
Be a Learner

Library

Students have definitely been **curious creatures** this year, eagerly exploring a range of texts during library lessons each week.

Students enjoyed *Three*, a story about a three-legged dog and were intrigued with Billy's antics in *When Billy Was a Dog*. They thoroughly enjoyed the escapades of *One Runaway Rabbit* and were entertained with *I Need a Parrot*. Students also enjoyed *We're Stuck*, *Goodbye House Hello Home*, *Bat vs Poss*, *Hello Lighthouse*, *Nop* and *Tilly*.

As part of our Book Week celebrations last week, we had a great time making monster bookmarks and creatures. It was great to see so many students dressing as a favourite book character and enjoying themselves.



Georgia and Nicole

MOVE Update



This term we are delighted to introduce our new school-based physiotherapist, Hayley Mills. Hayley is a passionate paediatric physiotherapist with a strong commitment to ensuring student's movement goals are transitioned into their school environment. Her passion for working in the field of paediatric physiotherapy flourished during her studies at the Australian Catholic University.

Hayley has extensive experience with a range of neurological and developmental paediatric conditions within both the disability sector and the community health setting. She strongly believes in the provision of innovative functional physiotherapy support within all environments, especially the educational environment. Hayley is a positive and proactive physiotherapist who ensures the implementation of family-centred practice into each child's movement goals. Hayley, pictured below, looks forward to supporting each student's movement goals at Lucas Gardens School.



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I am pleased to announce that Hadi has received the MOVE Achievement Award this week for his positive attitude and success in using the SoloLift Hoist to walk to and from the bathroom. Hadi used the control to lift himself up into a standing position, took independent, reciprocal steps and remained positive and confident throughout. Keep up the great work, Hadi!

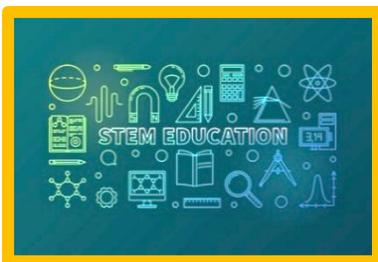


Hadi using the SoloLift Hoist to walk to the bathroom

Bec

MOVE International Trainer

STEM Update

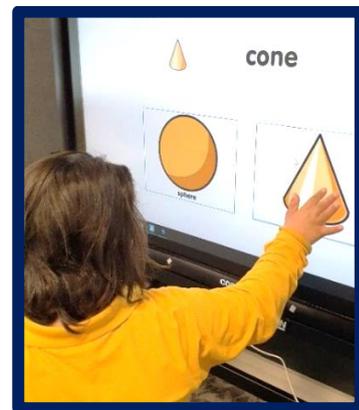


This term in STEM, students are working with our brand-new 3D printer! A big thank you to Bernard Chiropractic for their generous donation which assisted us to purchase the filament required to help create our prints.



Jenny and Alicia make an Eiffel Tower replica using our new 3D printer

The objective this term is to design and create a 3D printed flag for the country being studied in class. This design project is intended to meet the needs of students with vision impairments who may need a tactile representation of the flag to assist them in identifying shapes and attributes. Learning intentions range from recognising shapes by exploring them with touch, to designing complex constructions using 3D print software.



Ava using Chooselt! Maker to match and select 3D shapes

Students are currently exploring 3D shapes and learning about flat surfaces, or faces, to assist them when designing models to be printed. We have been exploring 3D shapes with the *Makers Empire 3D* app, with some amazing designs being produced! We look forward to showing you what we have printed over the next three weeks.

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Benito experimenting with the Makers Empire 3D design software on the iPad



Sienna identifying that a boat can be used to move people from place to place



Amaan exploring our 3D printed cube

Bec, Kate, Emily and Ilias

Primary 7/Secondary 2

Students have had a great start to Term 4. Our focus for history this term is the Asian world and migration. We have been learning about Japan, including choosing between the Australian and Japanese flag, locating Japan and Australia on the world map and looking at different ways that people travel from one place to another. The students enjoyed participating in some hands-on activities, where they identified different forms of transport, for example boats.

In sport, students are learning about the skills needed to play different games, including basketball, cricket and soccer. In Weeks 1 and 2, we practised the skills required to kick a ball accurately when playing soccer. Throughout the sports program, students will be learning about building positive relationships with friends by including them in games, listening to instructions and taking turns. This will be supported using our whole school PBL program.

In mathematics, students continued working on their understanding of number by identifying and matching selected numbers. We also looked at multiplication by placing objects into groups and then counting the groups.



Ava looking at groups for multiplication

We are looking forward to continuing our hard work for the rest of the year and sharing our learning with you.

Michelle and Nobuko

Primary 4

Students in Primary 4 have had a great start to the term. For history, students are studying India for our 'Engaging with Asia' topic. So far, we have compared the Indian flag to the Australian flag, learnt how long it takes to travel to India from Australia and identified the colours in the Indian flag. The students are really enjoying learning about this country and engaging in hands-on activities.



Juliette looking at the colours of the Indian flag with the lightbox

For science, students are learning about the weather. We have looked at daily weather charts, identified the weather using visuals and experienced what the weather feels like in the playground, for example, when it is sunny.

Students have been continuing their hard work in English. For phonics, we have been looking at the letter 'b'. We consolidated this knowledge by selecting different items in the classroom and the environment that start with the letter 'b'. The students have also loved

listening to different stories, including Roble's *Rain Dance*.



David working hard during phonics on the letter 'b'

We are looking forward to sharing more of our great learning throughout the term.

Rhiannon and Zenab

Primary 1

Welcome to Term 4. In mathematics this term, Primary 1 is exploring data. We are taking data each day on the weather. Every fortnight we are counting how many sunny, cloudy and rainy days we have had, then recording this data on a bar graph. This dovetails neatly with our science unit, where we are looking at the weather and water in our world.



Eleanor collecting weather data

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Primary 1 have been focusing on Asia this term, and we are looking at Thailand for this unit. Students are reading children's stories from Thailand. In the first two weeks of term, we have read *How the Tiger Got It's Stripes* and created a collage of the jungle. In visual arts, students are using Thai culture as a source of inspiration for their artworks.

Primary 1 also got into the spirit for Book Week and celebrated the day by wearing some fabulous costumes.

Primary 1 students have had a great start to Term 4!



Marcus answering questions about the story "The Green Frog"



Primary 1 in character for Book Week

Julia and Dani

Primary 2

Primary 2 has had a wonderful start to Term 4. This term, we are focusing on Asia, more specifically we have been exploring Korea. For English, every fortnight we will be exploring different Korean folktales. For these past two weeks we have been exploring the story called *The Green Frog*. The students enjoyed reading, writing and answering questions about the story.

The students further explored Korean culture by learning about traditional clothes and costumes. In visual arts, students were able to design their own versions of the clothes and costumes.



Massimo designing his own version of the Korean traditional clothes called "Hanbok"

Additionally, for science students have been learning about the different types of weather and keeping a daily record to see which type of weather occurs the most each month.

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Antonia learning about the different types of weather

Paul and Jen D

Secondary 3

Secondary 3 have had a great start to the term and are embracing all things from Vietnam, as their focus country for 'Engaging Asia'.

In English, we are focusing on learning about facts (they really happened). We looked at websites and also read an interview together, to find some facts about Vietnam including 'who' lives there and 'where' it is.



Ake found images of 'facts' for WHO lives in Vietnam

In mathematics this term, we are exploring the measurement 'mass' - starting with using our arms and hefting to sort objects that are heavy or light. We are also working on

understanding 'data' and are making basic data tables, using images to help. After some hefting, we sorted images into two columns - heavy or light!



Ake tries to lift an ottoman, with support!

In visual arts this term, students are enjoying making 3D representations of items of cultural significance to Vietnam. The students began by watching a video of a place in Vietnam; Hoi An – which is famous for its colourful lanterns. Students then painted hanging lanterns for the classroom and also enjoyed constructing 3D lanterns to float on the water – following the steps to make them.



Andrew painting his hanging lantern to display in the classroom

We're looking forward to lots more fun related to Vietnam during the term!

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Andrew practised with his floating lantern after making it

Jen and Lisa

Primary 5

As Term 4 gets underway, the students in Primary 5 have been working busily to meet their goals and discover new things. For mathematics this term, we are focusing on creating patterns with different coloured objects and sounds. Additionally, we have been collecting and interpreting data about the daily weather we observe to combine our topics of mathematics and science.



Ethan and Mahir creating patterns by exploring and sorting their blocks together

We have been exploring weather and landscape changes in science and we will continue to look at how the weather affects

our environment and the importance of water as a resource. For PDH, our focus has been on cooperative games and identifying feelings and emotions.

The students in Primary 5 are looking forward to even more engaging learning experiences as we settle into the term.



Archie preparing a science experiment by following a sequence to plant seeds

Allison, Nicole and Grace

Primary 3

Primary 3 welcomed our new student, Trung, to our class this term. Trung has been actively engaged in learning and has been having a wonderful time with our art activities. We are focusing on the country Indonesia this term for our Asian study and will be doing activities in English, creative arts and history based on Indonesian culture. Students will be exploring the different festivals, clothing, food and daily life for people who live in Indonesia.

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Trung making paper chains

In mathematics this term, we are exploring data and chance. We are creating a range of graphs about what we like, the weather each day and things that make us happy. We are also taking data on coin tossing and rolling a die. Students have been working to create charts with stickers from the data we are collecting.



Rebecca reading her book

Another unit of mathematics we are focusing on is the topic of numbers. We are arranging groups of items to match the numeral cards. Students have been enjoying using different resources as concrete materials to make groups of different numbers.



Lilu collecting data on fruit

In our English program, we are focusing on our sight words and reading stories, in addition to activities books that focus on Indonesia. Students have been engaging in different books by learning to identify features within the story and finding our sight words in these books. We have also been working on our comprehension skills through answering questions about the story we have read.



Lily using animals to match her numeral cards

Jessica and Vicki

Secondary 4

A big welcome back to everyone for our last term of the school year. S4 has been very busy in the past few weeks, with our new additions to the class; Hadi, Richard and Jayson joining us!

This term, we are learning about the traditions, customs and culture of China.

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During morning circle, we greet each with a big **你好** ('ni hao')!

In visual arts we learnt about the colours red, yellow and blue and that they have significant meanings in Chinese culture. Red is for happiness, yellow for power, and blue for health. Each student then chose a colour to use for painting a triptych of Chinese flowers. Students will then work on their accompanying artist's statements.



Isaac exploring his artistic talents by painting his peonies red

In our history and society and culture studies we are also learning about Asia. This week we started studying migration patterns and students researched the different ways that people can migrate from one country to another.



Hadi uses a tally to sort the different ways people can migrate

We would like to congratulate all students in S4 for working so hard in what has been a challenging year. We would like to give Jayson a special 'shout-out' for wearing his hearing aids for such a long time when he does his classwork. Well done Jayson!



Jayson works with itinerant hearing teacher, Sam

Sian and Toula

Primary 6/Secondary 1

We continue to embed 'Learning together' in our teaching and learning. We explored the sensory garden to track changes to our local landscape over time, due to changes in weather conditions. On sunny days, we learn outside experiencing the sun's warmth and bright light, observing new growth on foliage, flowers and citrus fruit trees. We also located leaves with holes left behind by hungry caterpillars and discovered leaves that had been blown onto the ground. Exploring the aftermath of rain included looking at water droplets on leaves and puddles on the ground.

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Students sharing their findings with Wendy



Throwing and catching is fun with friends

During mathematics, students explored patterns using musical instruments, songs and objects. Each day they identify the weather condition and create a weather graph.



Pierre reporting to Harry, "It's raining outside"



Hasna creating patterns using various media

Integrating English, history and visual arts is meaningful. Students took turns locating their family's country of origin using Google Maps and then locating Nepal and its distance from Australia. Students also explored the celebrations of Nepal starting with the festival of Holi, which is celebrated with colour, water, food and sweets.



Cara selecting the visual 'sun' to represent the weather outside

During ball games, students engaged in both pair and team work to play together, demonstrating positive relationships with one another.



Morgan and Cara engaged in learning about Nepal

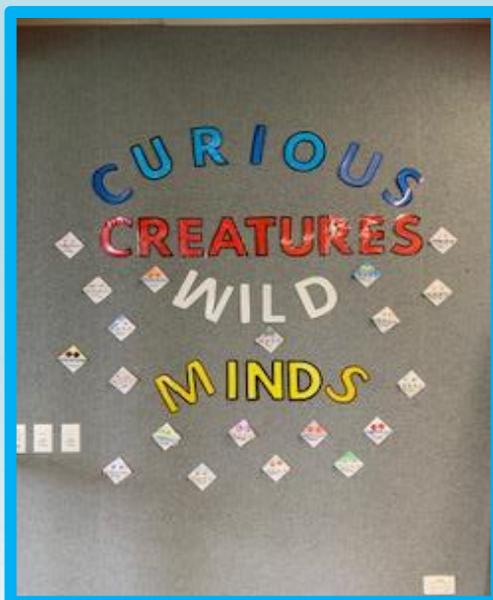
Diane and Denise

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Book Week Highlights



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Screen time for your child – 7 tips

There is a lot of conflicting advice and emerging research around screen time. But, the right amount of screen time can depend on a range of factors like your child's age and maturity, the kind of content they are consuming, their learning needs and your family routine. It can be easy to focus only on the clock and how long your child is spending in front of the screen, but the quality and nature of what they are doing online, and your involvement are just as important.

Consider your child's screen use in the context of their overall health and wellbeing – for example, is online time getting in the way of their sleep and exercise? Is it impacting on their face-to-face connections with family and friends? The answers to these questions will guide you and help strike the right balance of online and offline activities for your child.



1. Be involved

Sharing screen time and online activities like gaming with your child helps you gauge the appropriateness of what they are doing and manage potential risks. It's also a great way to start conversations with your child about their online experiences.



2. Work with your child to set boundaries for screen use

If you decide that setting screen time limits is right for you and your child, discuss these new rules with your child. Older children are more likely to cooperate if they have been part of the decision-making process. Colourful pictures or charts of daily limits and other important activities is a fun way to get younger children on board.



3. Be clear about the consequences of not switching off

Part of our role as parents is to set clear limitations and boundaries. The same applies to technology limitations so, being clear and consistent about the consequences for your child if they do not stick to these rules is paramount. The [Raising Children Network](#) provides some useful tools and advice.

4. Set device-free zones and times at home

Device-free zones can help you manage your family's digital use. Here are some ideas for setting digital boundaries within your home:

- no devices in the bedroom for younger children
- all screens off in bedrooms after a certain time for older children
- all screens off at least one hour before planned bedtime
- all family members switch off at dinner time
- charge devices overnight in a place your child cannot access

5. Ask your child to explain their screen use

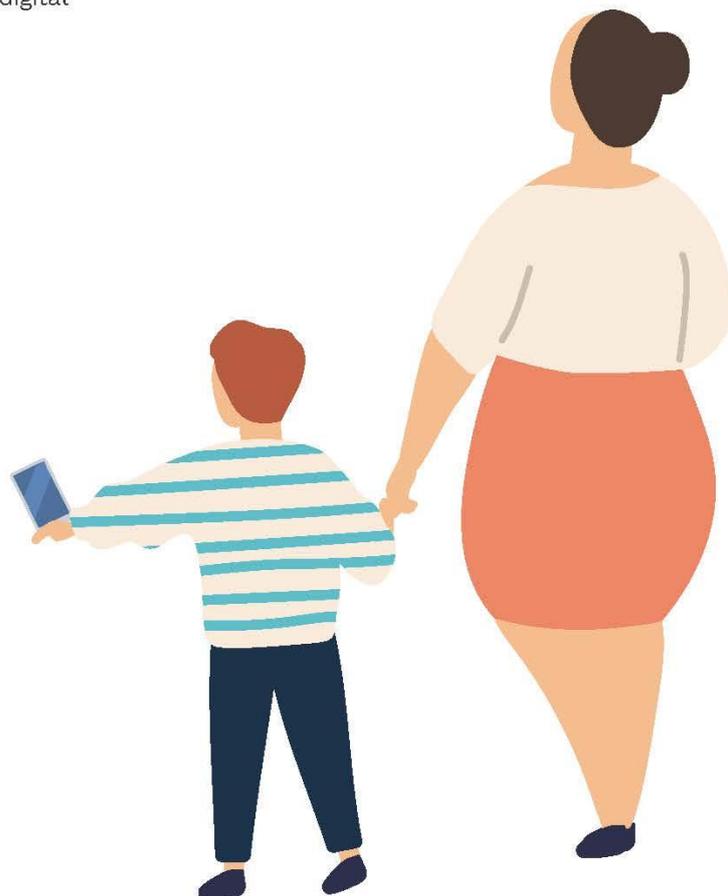
Get your child in the habit of explaining why they want to be in front of a screen or online. It's a great way to get them thinking about their own digital habits and balancing screen time with other activities.

6. Use tech tools to help manage access

There are robust products and device functions which allow you to see which apps are being used in your home and for how long. But try not to use these tools to secretly monitor your child. Instead, be open about the process and check the whole family's usage, including your own. Start with [Google Family Link](#) for Android devices or [parental controls](#) and [Screen Time](#) for iPhone/iPad.

7. Lead by example

Your behaviour is one of the most effective ways to help your child develop a positive digital mindset. Show your child you can put down your device too.



 eSafety Commissioner

esafety.gov.au/parents

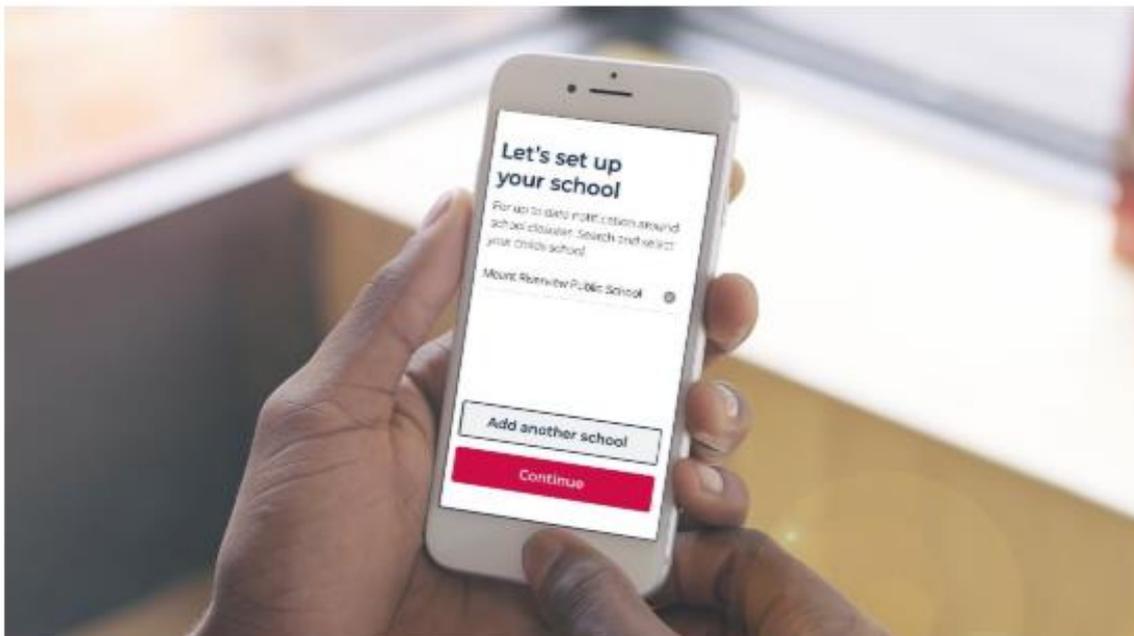
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NSW School Updates app

The NSW School Updates app allows parents and carers to receive operational status updates for NSW public schools.



NSW families can now get notified when their school becomes non-operational, wherever they are.

The app will complement the other means of communication available to parents and carers from schools and the Department of Education to ensure families receive timely, accurate information in a crisis.

The app is free and available now for iOS and Android users.

- [Download for iOS - App Store](#) 
- [Download for Android - Google Play](#) 

You can opt in for notifications about the operational status of as many NSW public schools as you choose.

Privacy information

The app doesn't store any personal or identifiable information. When using the app, it communicates with the department's servers storing a unique identifier for your device; the schools that you wish to receive updates for; and if you've opted in to receive push notifications information to send notifications to that device.

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