



# Lucas Gardens School

## Celebrating Ability Through High Expectations

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14 May 2021

### Dates for Your Diary

16 May - St Anthony's Open Day

26 May – Open Classrooms

28 May - Zones of Regulation Presentation

### Principal's Award



***Karim, for working well in all areas of learning. Karim expressed his happiness by clapping***

### Principal's Message

Welcome to Term 2 newsletter. As you are aware, I am job sharing every Monday as Principal of Rivendell School. Thank you, Wendy, for relieving as Principal each Monday, in my absence.

Recently, contractors installed an area of soft fall in the Magnolia Courtyard, which was made possible due to the generosity of our supporters. The soft fall enhances the safety of this area, providing students with an outdoor space that can be used for a variety

of purposes including play and outdoor learning. Thank you to our supporters who never miss an opportunity to make our school a leading special education setting with state-of-the-art facilities.

Formal school photos are a wonderful keepsake with students displaying pride in themselves and their school community. Our photographers were on site today to take photos of all students. If you have any queries relating to ordering your child's photos, please phone MSP Photography on 9558 3363.

At the end of last term, I had the honour of co-presenting with Mary Mouawad at the St Patrick's College, Spiritual Development Day. We talked about Mary's son, Richard, and his challenges and achievements at school and at home. Everyone was immersed in Mary's speech, which was authentic and informative.



***Jenny and Mary delivering their presentation at St Patrick's College***

This week, I had the privilege of attending the official opening of the new facility at St Anthony's Family Care Village. They will be

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holding a *Village Open Day* on Sunday 16 May. If you are interested in attending, the details are included at the end of this newsletter.

The hydro program has recommenced, and I would like to wholeheartedly thank families for their invaluable support. Without this commitment we would not be able to operate this program. Please note that if you are unable to volunteer, your child will still participate in the hydro program. Unfortunately, for safety reasons, volunteers cannot attend sessions with other children. Thank you for your understanding.

On Wednesday 6 May, students and staff were treated to an exciting performance by Ryka Ali from PIE Productions. Ryka is a multi-talented, young indigenous performer whose heritage is from mainland Australia and the Torres Strait Islands. Ryka kept students and staff entertained by singing traditional songs and playing the didgeridoo.



***Ryka engaged students with his wonderful performance***



***Students interacted with performer Ryka Ali***

At the end of Term 1, staff received Easter treats, as pictured, courtesy of the Kanaan family. Thank you for your kindness and generosity. I can report that staff enjoyed indulging in the goodies which were presented in a beautiful gift basket!



***The Easter gift from the Kanaan Family***

Kind Regards

**Jenny Zagas**

## **Strategic Improvement Plan 2021-2024**

### **Strategic Direction 1: Student Growth and Attainment**

This strategic direction will be focusing on ensuring that every student is able to demonstrate progress in communication, literacy and numeracy with appropriate individualised learning goals and adjustments to maximise learning potential and achievement.

Communication is such a key area for development for all our students as we strive to enable them to communicate effectively across all settings. In recent Personalised Learning and Support Plan meetings, teachers collaborated with parents and consulted with Jessica, our school-based

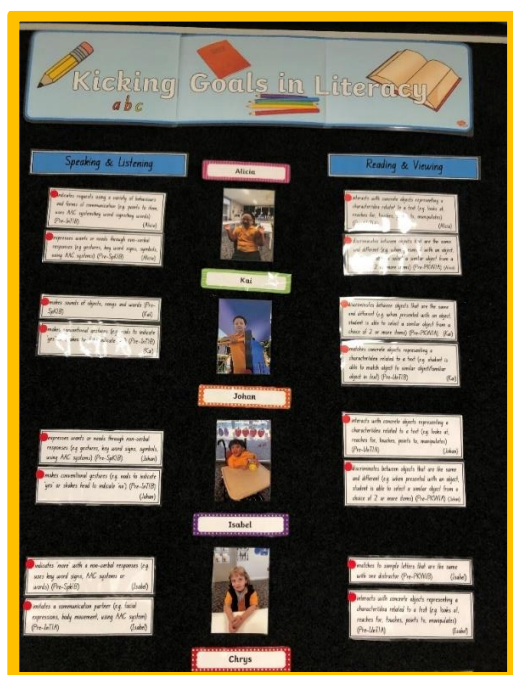
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speech therapist, setting relevant communication goals for students across the school. Teachers have developed specific learning intentions and success criteria for each student, enabling progress to be closely monitored and tracked in order to facilitate student progress and achievement.

Teachers have also worked closely with the literacy and numeracy coordinator in setting specific literacy and numeracy goals for every student, utilising the school developed Literacy and Numeracy Pre-skills, as well as the National Literacy and Numeracy Progressions. Kicking Goals in Literacy and Kicking Goals in Numeracy walls have been set up in classrooms across the school so student goals are explicit for teachers, therapists and parents/carers. Staff will be participating in further professional learning around using the progressions as a tool for supporting targeted teaching in the areas of literacy and numeracy.



***'Kicking Goals in Literacy' wall in Primary 1***

We look forward to sharing student progress with parents/carers and providing further

updates of some key activities that will be happening in Strategic Direction 1.

**Wendy du Plessis**  
**Assistant Principal**

## Strategic Direction 2: Healthy Lifestyle and Wellbeing

During our 2021-2024 Strategic Improvement Plan, I will be leading Strategic Direction 2 as we embed a whole school approach towards the delivery of PDHPE, to promote a healthy and active lifestyle, supporting the social and emotional wellbeing of students.

Across the 4 years, we will explore the PDHPE syllabus in depth, ensuring that we have the expertise and resources to support the engagement of all our students across the three strands:

- Health, Wellbeing and Relationships
- Movement Skill
- Healthy, Safe and Active Lifestyles

We will develop a detailed whole-school scope and sequence for this key learning area and invest in resources to support the engagement of all students. As part of this initiative, the school will work alongside parents/carers to provide advice and links to external service providers and their resources.

The second initiative in this strategic direction is aimed to support the social and emotional wellbeing of our students. This is being driven through the Zones of Regulation program, supporting students to develop an understanding of their emotions, as well as providing them with regulation strategies. Staff have participated in professional learning about this program and have begun rolling this out to some classes. On Friday 28 May, parents/carers have been invited to

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participate in a workshop to explore how these strategies can be implemented effectively in the home environment.



**Staff engaging in Zones of Regulation Professional Learning**

**Richard Manchee**  
Relieving Assistant Principal

### **Strategic Direction 3: Inclusive Curriculum**

I am very excited to be leading Strategic Direction 3 in our 2021-2024 Strategic Improvement Plan where staff will be drawing on a range of resources and expert knowledge to ensure all students have access to the curriculum and can participate in the curriculum.

Over the four years, the initiatives will drill down into adjustment and differentiation and how to connect for success.

We have already begun learning more about how we can support students with different vision impairments. We were fortunate enough to connect with The Next Sense Institute (rebranded from RIDBC), where staff engaged in professional learning to develop further understanding of visual impairments and how we can support students with vision impairments in our setting. Professional learning will continue in 2021 in the specific areas of autism/behaviour, hearing

impairments and physical disabilities. We will draw on the knowledge of experts from the community in addition to utilising the vast knowledge that educators at Lucas Gardens already possess.

To ensure our teaching and learning programs cater to the specific needs of all our students, teachers will improve their practice by increasing their understanding of using learning intentions and success criteria, differentiation and adjustments, to support the learning of students with disabilities. This includes professional development on seeking and providing feedback to students on learning and achievement.

**Michelle Gray**  
Assistant Principal



**Staff engaging in professional learning with Dr Sue Silveira from the Next Sense Institute**

### **PBL (Positive Behaviour for Learning)**

Our PBL team has been busy this Term promoting positive behaviour by building on resources and activities related to our school rule '**Be Respectful**'. This term, all classes will engage in weekly activities about the

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three expectations for **'Be Respectful'** - 'Use a Quiet Voice', 'Take Turns' and 'Use Good Manners'. Students will also take part in a school survey to test their understanding of our school PBL expectations.



### ***Our expectations for 'Be Respectful'***

It has been great to see how many students have already received the school Marlee Awards. This is awarded to students when they receive ten stars in class for being safe, respectful learners. Great work everyone!



***Sophia receives a star for 'Be Respectful' during a lesson***



**PBL Team**

### **Student Late Arrivals and Early Departures Reminder**

**10.40am - 11.15am – Recess**

**12.55pm - 1.30pm – Lunch**

**(Please avoid dropping off and picking up your child at 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 record any pertinent information in your child's communication book.
- 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.

**Jenny Zagaz**  
**Principal**

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## Family Changes

When family situations change, the court can make orders that alter how parents contact their children or how they make decisions about their child's education. These changes can occur through a Family Court Order, Apprehended Violence Order or a Parenting Plan.

If any changes occur in your family relationships, which have the potential to impact on the relationship between the school and your family, please advise the school immediately and provide a copy of any court orders or parenting plans.

These orders are stored securely and only accessed by staff who need to see them in order to plan students learning and support.

In the absence of any notification to the contrary, both parents/carers have shared and equal parental responsibility for their child, therefore, both parents are permitted to make decisions about their child's education.



***Trung exploring the push force with dominoes***

We feel very fortunate to have Rhythm Village back for music every Friday! Students have been given opportunities to play a range of different instruments, and have embraced these experiences with great enthusiasm. We have been learning about different music genres around the world, such as reggae and country music.



***Becki feeling the rhythm of the guitar***

## Primary 4

Greetings from Primary 4! Our focus for science this term is learning about forces. We are exploring how objects can interact with other objects, with or without touch. Students have been doing a variety of hands-on investigation identifying objects that can be pushed and pulled, and how they can change their speed and direction.

Hydro has recommenced! Students are enjoying the water familiarity activities this Term. More importantly, these activities promote water safety and help increase students' confidence and capability in the water. We would like to thank parents/carers and volunteers for assisting us to facilitate hydro sessions.

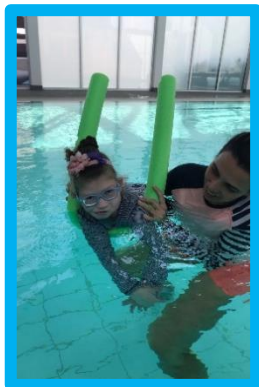
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***Antonia and Lily enjoying water familiarity activities***



***Mahir sorting items he collected from the sensory garden***

## **Nicole and Bree**

### **Primary 8**

Students in Primary 8 have been busy engaging fun learning activities around the school this term. In science, they have been experimenting with push and pull forces in the classroom and on the playground, to make objects move and change directions. Students have expanded their knowledge of forces through PDHPE lessons as they explore different ways to move in the water during hydro sessions. They have also participated in athletics activities, using a ball to push other objects while practising their bocce skills.

In geography, students have been learning about the concept of home as a place and features of the landscapes around us. They have explored the sensory garden to investigate features of the bush and collected objects that represent different landscapes in our local area. Students have engaged with texts about shapes and colours for our visual literacy unit in English which has supported their understanding of two-dimensional shapes in mathematics. We are looking forward to more engaging activities in the next half of Term 2.



***Massimo exploring two-dimensional shapes***

## **Allison and Lisa**

### **Primary 7/Secondary 1**

Students have had a great start to Term 2 in Primary 7/Secondary 1. For mathematics, we have continued consolidating our counting skills using technology, including the Commbox, iPads and lightboxes to support their learning. Our focus concept for this term is exploring the features of money. Students have enjoyed looking at different Australian coins and the types of items that can be purchased with them.



***Harry using the lightbox to interact with a visual of an Australian coin***

For English, students have been engaging with the visual text 'Mirror' by Jeannie Baker. These students have explored similarities and differences between two cultures and examined how illustrations alone can tell a detailed story. They have also continued to work on their writing skills by sequencing sentences to match a given picture.



***Jayson working hard on constructing his sentences for English***

This Term, students have recommenced hydro sessions. It has been wonderful seeing the enjoyment on the students' faces as they engage in hydro sessions.

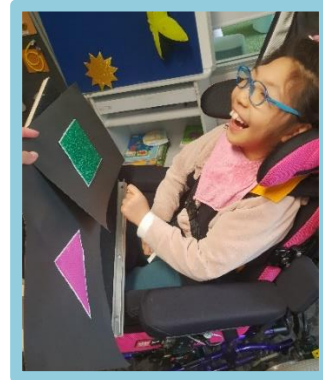


***Juliette enjoying being back in the pool for hydro***

**Michelle and Vicki**

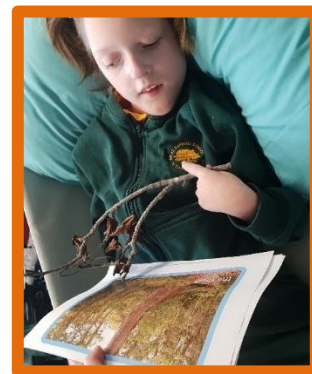
## **Primary 5**

We have had an exciting start to Term 2, as we welcomed our new student, Chloe, to the classroom.



***Chloe enjoying a mathematics learning activity***

Primary 5 students have been busy reading 'A Walk in the Bush' by Gwyn Perkins, in English, which also connects with our geography focus unit, 'Places We Live in'. They have had opportunities to feel bushland items, listen to outback songs, and explore the different fauna and flora.



***Marta concentrating on a bushland picture while holding a related object***

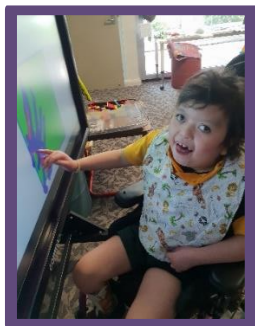
For mathematics, students have been studying 2D shapes. This unit involves students identifying different 2D shapes and learning some of their features. Students are achieving this with the use of the Commbox, iPads and with adapted reflective shapes. Students are engaged with hands on

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activities such as tracing, holding, and matching shapes. In our number strand, students are currently developing and consolidating counting to the number 10.



***Emmarisa using the  
Commbox to learn about squares***

We are also fortunate that the hydro program has recommenced this Term, with the assistance of parent/carer volunteers. The program brings a smile to the students' faces every Monday!

## **Vicki and Toula**

### **Secondary 4**

Welcome to Term 2!

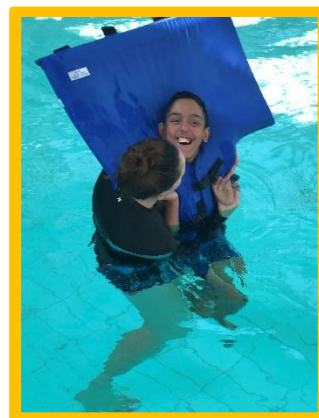
In our geography unit this Term, we are learning about water. In our first lesson, we explored the four stages of the water cycle and conducted two experiments and demonstrations. In our first demonstration, we filled a clear bowl with water and added a layer of shaving foam on top to represent condensation. We then added blue food dye to the shaving foam to represent rain, which showed us the precipitation stage of the water cycle. It was a fun and very messy experiment!



***Morgan observes our water  
cycle demonstration***

The second experiment was called 'water cycle in a bag,' which involved filling a zip lock bag up with water and adding blue food dye. We then taped the bag to a sunny window and as the bag warmed up, condensation formed inside.

Speaking of water, Secondary 4 also began hydro sessions this Term. Every student enjoyed the feeling of being in the water.



***Isaac floating in the water  
with his physiotherapist***

As part of our visual literacy studies this Term, we are learning to read and follow recipes using images. In our first cooking lesson, we explored different breakfast foods. The first thing we made was porridge, topped with brown sugar (just a little bit!) and banana.



***Ake was excited to try the porridge***

## **Sian and Zenab**

### **Primary 2**

Primary 2 have started the Term very well and have been working hard with a new theme, 'Walking Through the Jungle'. In visual literacy, we have been reading the story and creating our own version, 'Walking Through the Bush', finding lots of Australian animals to include!



***Walk through our jungle into the nook!***

This topic also supports our mathematics focus on positional language. Students began by walking 'through' our jungle and by exploring 'in' as a position. In mathematics, students have worked hard on addition, focusing on placing objects *all together* into

one large group, and on adding *more* to a group of objects.



***Alexander moving the objects all together***

Students spent time feeling and grouping together petals to make flowers for Mother's Day. We hope all mothers had a great day!



***Archie counting flowers on his Mother's Day card***

In PDHPE this Term, students enjoyed developing skills in athletics. We started with bocce. All students worked hard to release or push a ball of their choice down the ramp to strike a large target. It has been great to recommence hydro sessions this Term. Students expressed excitement about being in the pool and developing their water awareness and movement skills. Great work everyone!



***Karim releases the ball to go down the ramp***

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***Sophia enjoying moving her legs in hydro***

## **Jen and Denise**

### **Primary 6**

Welcome to Term 2. Students in Primary 6 have been engaging in hands on exploration across all areas of the curriculum this Term.

In science, students are exploring different kinds of forces. We have looked at push and pull forces, using toys and objects in the classroom. The class set up giant dominoes and investigated what happens when the first domino is pushed over. We had fun seeing the dominoes topple one by one!



***Hasna exploring push forces with dominoes***

In measurement and geometry, students have been studying 2D shapes. We have been using real objects to discover how many sides specific 2D shapes have and we manipulated the shapes at different angles to make pictures.



***Ryle making pictures with 2D shapes***

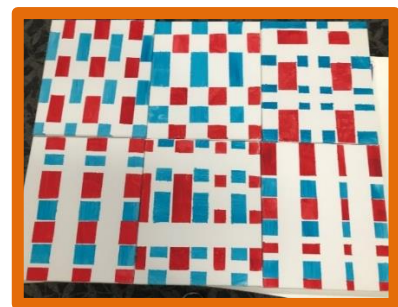
In PDHPE, students enjoyed hydro sessions and it was pleasing to see their confidence in the water increase.

## **Julia and Josh**

### **Primary 1**

Students in Primary 1 have been engaging in a range of learning experiences this Term, as we are looking at the environments outside of the classroom. Our focus is looking at playgrounds, what we can do at a playground, and how we can take care of a playground and park. Students enjoyed watching a range of different videos of children playing in a park.

Students are also focusing on artist Paul Klee in our visual arts unit of work. Students are making a progressive artwork with block colours which will be completed over several weeks. Students have been learning about colours and will be using primary colours to make new secondary colours.



***Students' artwork on individual canvas***

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Students are developing skills in sight words and environmental print. They are starting to form words and sentences with magnetic letters and foam block letters.



***Mason using a whiteboard and letter magnets to make a sentence***

In science, we are learning about forces and have been exploring the concepts of 'push' and 'pull'. We used this understanding of forces to assist us with riding a bike.



***Kai exploring push forces whilst riding a bike***

**Jess and Dani**

**Primary 3**

Welcome to Term 2! Students have been busy engaging in various learning activities.

This unit's focus for English this term has been on visual literacy. The focus text that we have chosen is 'Window' by Jeannie Baker. The students have been enthusiastically

engaging with the text, sharing what they can see and learning how the view out of the window changes each page.



***Archie identifying the different features in the text, 'Window'***

For mathematics, we have been exploring two-dimensional shapes. Students have been practising identifying, categorising, and tracing different types of 2D shapes.



***Yohan identifying and matching different shapes***

Everyone's favourite PDHPE activity, hydro, has recommenced. Students have been building their confidence in the water through water activities and swimming.



***Harriet building confidence in the water***

**Paul and Katerina**

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## Secondary 3

Term 2 has provided Secondary 3 with the opportunity to participate in some special annual events. ANZAC Day 2021 was commemorated with a high school remembrance ceremony followed by students making ANZAC biscuits and poppies, to mark the occasion.



***Sienna spooning the biscuit mixture before cooking***

Last week, Lucas Gardens School was immersed in Aboriginal culture, language and tradition through performance. Some students in Secondary 3 joined in to dance like an emu and kangaroo with some choosing to sing and action the song 'Taba Naba'. The sounds and sights of the Aboriginal performance filled our senses; the didgeridoo, the traditional dress and the body painting unique to the Torres Strait Islander people.



***Ashan painted his face with ochre***

Hydro on Tuesday afternoon has been a terrific addition to our PDHPE program. All students have engaged positively with water activities on a variety of levels, some even choosing to fully immerse themselves in the

water. The support of parents has been a welcome addition to the facilitation of this program.



***The Secondary 3 boys in the pool***

Visual arts has captured the imagination of students through the study of Mondrian, an early 20<sup>th</sup> century abstract artist from Holland. Students are using a variety of applications to experiment with shape, texture and colour.



***Sofia using a hard-edged object during art***

**Allison and Nobuko**

## Secondary 2

We've well and truly 'hit the ground running' in Secondary 2 this Term.

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***Ava working hard in mathematics***

In English this term, we are exploring the beautifully illustrated *Rules of Summer* by author Shaun Tan, as part of our unit of work on visual literacy. This text explores some of the most important 'rules' for having a safe summer, as two brothers make the most of their time together. Our class has enjoyed making connections between the abstract images and words on the page.

working on developing new skills and improving their overall fitness.



***Benito practising his floating skills during hydro sessions***

**Richard and Grace**



***Tjanara painting a summer sun for visual arts***

The hydro program has recommenced this Term and our class have been enjoying the water during these sessions. It has been wonderful to see students test their own capabilities, whilst displaying safe water skills. Some students have been building confidence in the water, whilst others are

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With your help, a safer community.

# DRIVING OFFENCES IN SCHOOL ZONES

## Disobey 'No Parking' Sign



Fine =  
**\$194\***  
& Lose 2 Points

### 'KISS & DROP' ZONE

ONLY stop to  
drop off or pick up  
Stay within **3 meters**  
of your car  
Stay less than **2 minutes**



Section 168 Road Rules 2014

## Disobey 'No Stopping' Sign



Fine =  
**\$349\***  
& Lose 2 Points

**DO NOT STOP**  
for **ANY** reason



Section 167 Road Rules 2014

## Child or Passenger Not Restrained

Fine =  
**\$349\***  
& Lose 3 Points



Sections 265, 266, 267 Road Rules 2014

## Driver Uses Mobile Phone When Not Allowed by Law

Fine =  
**\$464\***  
& Lose 5 Points



Section 300 Road Rules 2014

Version 3 - March 2021 Learning Technology © NSWPF

For more information see: Road Rules 2014 <http://www.rms.nsw.gov.au/roads/safety-rules/road-rules/index.html>

\*Fines are current as of March 2021. Fine amounts change regularly. For up-to-date fine amounts see: <http://www.rms.nsw.gov.au/roads/safety-rules/demerits-offences/index.html>

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St Anthony's Family Care

**Sunday 16<sup>th</sup> May 2021**

**Free Family Event**

# VILLAGE OPEN DAY

**Free Sausage Sizzle**

**Petting Zoo**

**Arts & Crafts Corner**

**Pony Rides**

**Roving Characters**

**10am – 3pm**

**entry via  
10 King Edward St  
Croydon**

**...tour our  
new village**

For more information  
**[www.safc.org.au](http://www.safc.org.au)**  
**(02) 9747 5782**

**Upcoming events:**  
**Figtree Early Learning Open Day**  
**Disability Services Open Day**

children • families • communities

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