

Lucas Gardens School

Celebrating Ability Through High Expectations

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26 June 2020

Dates for Your Diary

3 July - SRC Pyjama Day

3 July - Last day of Term 2

21 July - First day of Term 3 for students



***Joji for completing
robotics program tasks***

Principal's Message

As the term draws to a close I would like to thank staff and families for working collaboratively to transition students back to school. Students continue to be engaged in learning activities and this is reflected in their mid-year reports, which I have had the pleasure of reading this week. All reports will be going home next week and I value parent/carer feedback, please complete the feedback sheet and return it to the school.

This term, staff have been finalising projects relating to the three-year school plan, which concludes this year. I cannot believe that three years have passed and next term we will be working on the next four-year plan.

I will be sending a survey to all families and I encourage you all to add thoughts and ideas on the focus areas.

Next term we welcome back Bec Stark who will be working three days a week. Bec will be teaching technology/robotics and supporting staff in the implementation of the MOVE philosophy as well as continuing in her role as Assistant Principal on these days. I would like to thank Jen Angelini who relieved as Assistant Principal during Bec's absence. Jen has agreed to continue in this role two days a week.

During Reconciliation Week this year, all students were engaged in lessons learning about unity, mutual respect, coming together and connecting with one another. Students completed colourful art works celebrating these themes, which are proudly displayed in our school foyer. Thank you to Julia Morgan for coordinating this event.



***Student artwork celebrating
Reconciliation Week***

Be Safe

Be Respectful

Be a Learner



I am anticipating that NDIS therapists will be able to recommence providing services for our students commencing Week 2 of Term 3. Michelle Gray coordinates this program and I ask all families to work with the school and therapists to ensure that therapists provide us with current documents, to avoid the suspension of their services. In addition to this, therapists need to work with the class teacher around suitable times and dates, with email being the most efficient way to confirm arrangements. I know that teachers will do their best to accommodate therapist's requests where possible.

Finally, I wish students, staff and families a safe winter break and look forward to seeing everyone back in Term 3.

Kind regards

Jenny Zagas

Afternoon Student Pick up

Thank you to all our drivers, Assisted School Travel Officers, parents/carers and staff for following school guidelines to continue to keep our students safe during the morning and afternoon transitions to and from school.

As the number of vehicles using the pickup zone have increased, during the **afternoon**

pickup all parents/carers are asked to remain with their vehicle. A staff member will deliver your child to your car to ensure the safety of students, staff, parents/carers and Assisted School Travel staff.

Thank you for your cooperation with this process.

Wendy du Plessis

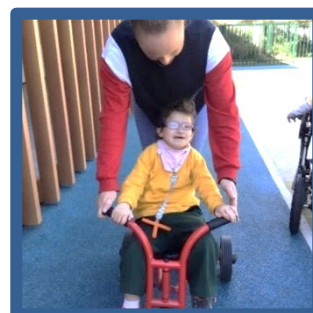
Assistant Principal

Primary 1

The students in Primary 1 have been practising many skills over Term 2 across all learning areas. We have been spending time each day practising each student's communication goal. It is wonderful to see progress being made by students in learning to communicate their wants and needs using communication devices.

In science, we have continued to explore materials. We made 'goo' with cornflour and water and explored the mysterious properties of this mixture. We learned it can be both a solid and a liquid depending on how much force is applied.

Primary 1 have also had the opportunity to practise movement skills in PDHPE. We have spent time outside on the play equipment and bikes enjoying the sunshine and developing skills.

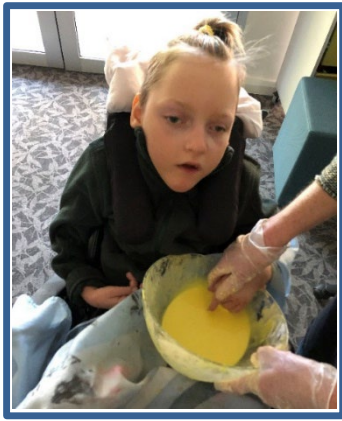


***Eleanor enjoying learning
how to ride a bike***

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Marta exploring cornflour 'goo'

Julia and Dani

Primary 7/Secondary 2

It has been another busy term in Primary 7/Secondary 2. This term, we welcomed a new student to our class, Ruby. Ruby has been enjoying taking part in a variety of learning activities and has settled in well to the daily routines of our school.



Ruby enjoying completing her sight word activities during English

For English this term, we have continued engaging in texts by Mem Fox as part of our Australian literature and author focus. The

students have enjoyed a wide variety of her books including 'Koala Lou', 'Tiny Star' and more recently 'Tough Boris'. 'Tough Boris' was additionally integrated with health, where we have been looking at emotions. The students loved listening to this story which highlighted that even 'tough' pirates get sad.

For mathematics, we have been building on our addition skills through the use of visuals and concrete materials. The students have been practising adding by placing groups of objects together on our 'adding template', then counting how many there are altogether. The students have really enjoyed taking part in these hands-on learning experiences.

For geography, students explored the Aboriginal text 'Coming Home to Country' and then completed activities from where the students created a whole class collage around the map of Australia highlighting Bundjalung country.



Daniel contributing to our whole class collage of Bundjalung Country

Michelle and Nobuko

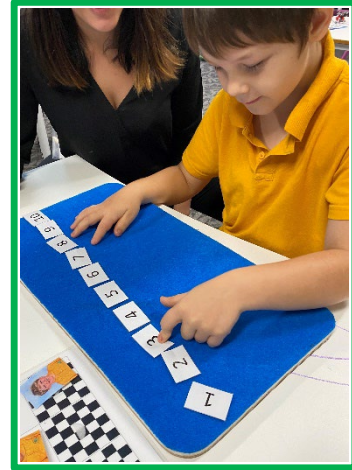
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Primary 5

In Primary 5, students have continued working towards achieving their literacy and numeracy progression goals. For literacy, Rhys is able to read a simple sentence that contains his sight words. Archie and Joji are able to identify some letters with one distractor. Ryle is able to use his index finger to track from left to right when participating in guided reading. For numeracy, Ryle is able to point to a small collection of items as the teacher counts. Rhys can also produce a rote count to 12. Joji is able to indicate the correct number from a range of visuals or counters for most numerals up to 10. Meanwhile, Archie can identify the valid numeral from a range of visuals or counters for most numerals up to 20.



Rhys counting to 10

In physical education, students participated in ball activities. The students demonstrated that they are safe, respectful learners as they listened to instructions and took turns. The students worked on throwing, catching and kicking a ball to their partner to develop their ball skills. Students also focused on building their accuracy and throwing a ball longer distances. It has been a great term of learning. We are very proud of P5!



Joji identifying the letter 'o'



Ryle counting a group of visuals



Archie throwing a ball

Ayse and Grace

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Primary 2

It has been a busy term for Primary 2, the students have enjoyed participating in a variety of learning activities and have continued to work on developing their communication skills.

For creative arts this term, we have been focusing on making collages. The students have learnt a variety of skills and techniques such as ripping, folding and scrunching to create unique and marvellous artworks.



Marcus creating a collage to represent an autumn tree

In physical education, we have been practising taking turns in a variety of classroom and playground activities. Additionally, we have been learning how to use the playground equipment appropriately and safely.



Massimo demonstrating how he uses the play equipment safely

We look forward to continuing our learning for the remainder of the term. Great work P2.

Paul and Jen D

Primary 4

The students in Primary 4 continue to work diligently across all Key Learning Areas, with a particular focus on achieving individual communication, mathematics and literacy goals. To commemorate National Reconciliation Week, we participated in a variety of activities including reading Dreamtime stories, listening to traditional Aboriginal music and contributing to the whole school collaborative artwork display.

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Alana, Cooper, David and Juliette learning about Beebot technology

In technology, we have been working with Beebot robots to explore the concept of sequencing steps. To achieve this, students had to press the arrow keys to code the Beebot to move and turn.



Alicia working towards making a choice



Rebecca working on her artwork for National Reconciliation Week

In physical education, we have remained active by participating in body movement songs and learning core movement skills to enable us to participate in games such as Bocce.

Jan and Zenab

Primary 6/Secondary 1

We would like to share some of our students experiences and achievements whilst they have been working on their PLSP literacy and numeracy goals. Morgan engages and reacts when he sees his family members' faces on the screen while using Eye Gaze technology; an animation of a hand throws a custard pie, which motivates him to look. The Eye Gaze device encourages him to look at his 'food' and 'drink' images to make informed choices during mealtime.



***Morgan's reaction
using Eye Gaze technology***

Cara has been learning to extend her hand to grasp her green sipper cup, bringing it to her midline, and then practising sipping water.



Cara holding her green sipper cup

Hasna's vocabulary has increased to include saying words in context; such as, 'open', 'jumping', 'wash hands', 'more', 'thankyou', 'chocolate', 'hot', 'bounce', 'sit down' and 'stand up'.



Hasna says, 'more' and 'bounce'

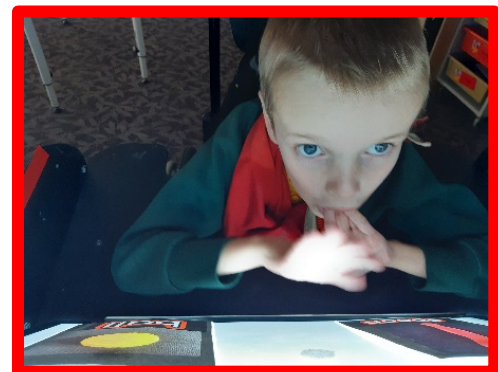
Pierre has been learning to manage and follow a visual schedule and reward chart to support his understanding of expectations

and accomplishments. Once he completes the visual, he places it onto the finish strip and continues onto the next activity or routine, earning him a preferred activity once he earns five stars.



Pierre taking ownership of his learning

Harry has consistently chosen his red spoon to indicate his understanding that it's time to eat from a choice of two objects. He has been learning to use a picture of that same red spoon to learn to identify it as an image.



***Harry crossing his midline to
select the red spoon picture***

Diane and Denise

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Primary 3

Primary 3 has been working hard this term on writing their names and identifying three-dimensional objects.

Students have been engaged in a range of activities to feel, manipulate and explore different shapes and find items within our classroom which represent three-dimensional objects.



Ethan exploring the playdough

Students have been working on their fine motor skills to help with handle writing instruments to write and trace their names.



Christian tracing his name

Students have enjoyed manipulating playdough to make shapes and letters from their names.



Lily playing with playdough

Students have been looking at different three-dimensional objects with paddle pop sticks and playdough.



Lilu making three-dimensional shapes with playdough and paddle pop sticks

Jessica, Allison and Vicki

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Secondary 3

Secondary 3 have had a busy few weeks. In science, students have been thinking about how matter changes when it is heated, cooled or combined. Everyone enjoyed the practical experiments - melting chocolate and butter through heat, cooling water to create ice and mixing solids and liquids to make slime. Students also learnt about dissolving solids into liquids to make crystals.



Ake mixes cornflour and water to make slime



Jayson dissolving sugar into water

In geography, students have been focusing on 'There's No Place Like Home', and in the past few weeks we have been looking at how Aboriginal people call different areas of Australia home. They looked in detail at places in Bundjalung country which is in northern NSW, and home to an author and illustrator we studied, Bronwyn Bancroft. We read one of her books 'Coming Home to Country' and explored places using photos, symbols and words. We also began looking at bush tucker and what we can find in our local area - check out what we found in our garden! Andrew took some great photos.



Photos Andrew took of rosemary and lemons in our school garden



Richard picking mint from our garden

All term, students have continued to work hard to achieve their goals from their personalised learning and support plans (PLSP). It has been great to track and record their progress, particularly on the whole school communication wall. Well done Secondary 3!

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Hadi telling Lisa what he wants for lunch

Jen and Lisa

Secondary 4

As Term 2 ends, Secondary 4 would like to say a big thank you to our students working from home and from school. We look forward to what Term 3 has in store.



Clare and Sehal's artwork inspired by Bronwyn Bancroft

Inspired by the beautiful artwork of Bronwyn Bancroft, Clare and Sehal painted this artwork. We read Bancroft's book, 'Coming Home to Country', as part of our English program which focuses on Aboriginal Australians. Likewise, we studied Bundjalung Country, where Bancroft is from, during our geography lessons. Clare and Sehal's artwork uses the patterns from Bancroft's

book to represent the mountain called 'Wollumbin'.



Isaac explores the city that he calls home

We have also been working towards achieving our communication goals. Clare has been using visuals to request for preferred items. This week she worked with our speech pathologist, Jess, during lunch time to correctly request a sandwich, fruit, and music. Sehal has been using yes and no visuals to accept and reject items, as well as to answer questions.



Sehal uses visuals to answer questions

Sian and Toula

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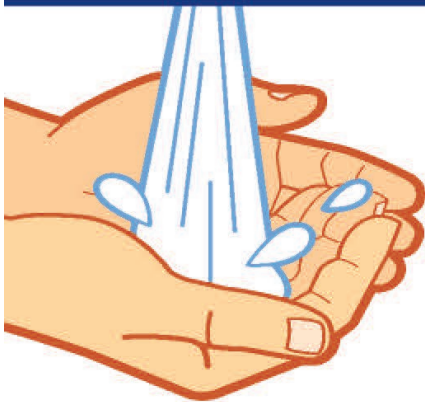
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Practise simple hygiene by washing hands regularly



1 Wet hands



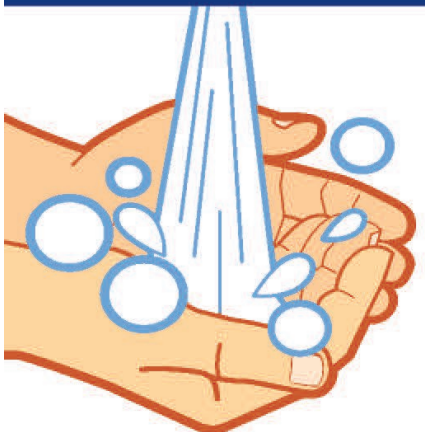
2 Apply soap



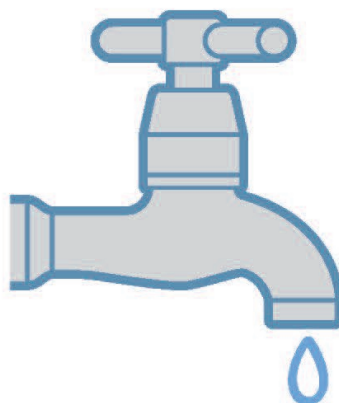
3 Lather & scrub



4 Rinse hands



5 Turn off tap



6 Dry hands



Spend 20 seconds washing your hands.

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