



Lucas Gardens School

Celebrating Ability Through High Expectations

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20 May 2022

Dates for Your Diary

24 June - SRC Pyjama Day

R/Principal's Award



As part of our strategic direction on inclusive curriculum, we continue to develop our understanding of Aboriginal and Torres Strait Islander culture and histories. Last week, we were entertained by Aboriginal performers, Ryka and Djakapurra Ali, pictured below, who delivered a lively performance to students. It was very pleasing to see student engagement and active participation during this wonderful performance.

R/Principal's Message

It has been a productive start to the term with students actively engaged in Term 2 learning activities.

I would like to congratulate the new Student Representative Council (SRC) members for 2022. The nominated students attended a special assembly this week and were presented with their badges by school leaders from Concord High School. We extend our thanks to these student leaders and the staff from Concord High who attended our assembly. I look forward to seeing our new SRC representatives fulfil their roles over the course of this year.



One of the initiatives in our Strategic Improvement Plan around promoting 'Healthy Lifestyle and Wellbeing' is supporting our students and their families in managing the physical and emotional

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changes that occur during puberty. To support this, the school was able to organise two sessions with Family Planning NSW for families of upper primary and senior students. It was wonderful to be able to welcome parents/carers onsite for the first session with the second session conducted online, to support other parents/carers.

We are very fortunate to be part of such a generous community. I would like to extend a special thanks to the Youth in Action group from Burwood who held an event on Saturday at Burwood Park. It celebrated the colour and spirit of our diverse community and was a fundraiser for Lucas Gardens School. Funds raised will be used to purchase a gravity chair to further support our students with physical disabilities to access alternate positions during the day.



Jenny and Wendy attended the Youth in Action fundraising event at Burwood Park

I would also like to extend our thanks to the P&C and families who supported the successful Easter raffle fundraiser. These funds will be used to help purchase a decorative wall mural, designed in consultation with a local Aboriginal elder and the school Aboriginal Education committee.

Kind regards

Wendy du Plessis

Book Club Report

Dream Big & Imagine the What If

As part of our strategic direction on inclusive curriculum, our school culture aims to *promote an understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.*

To support and enhance our understanding, staff participated in a Book Club, reading Kylie Captain's wonderful literary account, *Dream Big & Imagine the What If.*



Jenny and Vanessa welcomed Kylie Captain

This inspiring memoir was full of lessons on overcoming adversity. It challenged us to be better versions of ourselves, whilst developing our collective knowledge on how to embed Aboriginal perspectives across the school, to help effect change.

Our Director of Educational Leadership, Maria Serafim's testimonial summed up the book beautifully, as follows:

"Kylie was meant to write this story. Through her raw, genuine and compelling narrative Kylie provides a roadmap of life lessons and strategies to help us as individuals, as a community and as a nation."

We were delighted to host the author, Kylie Captain, for our book club discussion, with staff sharing a wide range of insights, including ideas on how we can act locally to help close the educational gap for Aboriginal students.

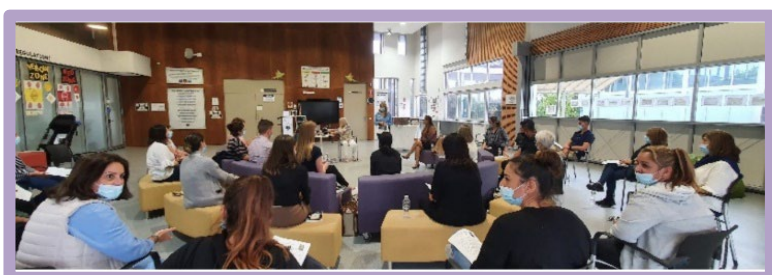
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Kylie's expertise in building resilience and goal setting shone through, as did her warmth and compassion.

The unequivocal staff feedback on the session saw many reigniting their commitment to positive change. The following photos are a snapshot of the session and include some of the ways our school is supporting the empowerment of Aboriginal people.



Vanessa

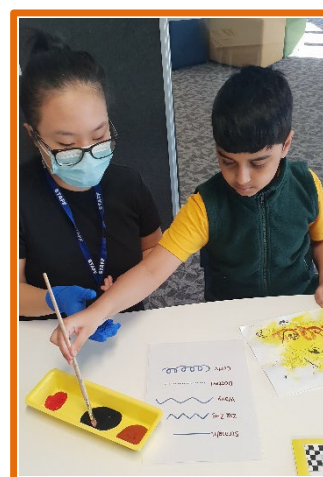
Primary 4

We are excited to be enjoying hydro lessons, where we are learning to be safe around the pool and whilst entering and exiting the pool.



Alicia having fun during hydro

This Term, we are focusing on Australian texts and one of the books we are reading is 'Why I Love Australia' by Bronwyn Bancroft. We are discovering the types of lines used in her images such as straight, dotted, and wavy. Some of the key words we have focused on are 'tree' and 'beach' and have compared the book images to famous landmarks such as the Daintree Rainforest and Bondi Beach.



Mahir painting lines on a map of Australia

In geography we are learning about different homes in Australia and around the world. We have identified some key features of home

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such as *roof* and *door* and even made our own home. Students discovered that even though everyone's homes are different, they are still special places.



Lily building her house with blocks

Primary 4 is looking forward to another fun and exciting term.

Vicki and Nobuko

Primary 3

Students have been working very hard this term. In geography, we continue our study of people and places. This Term, however, we are focusing on the connection people have to places and what makes a place special. We have been looking at some texts from the Torres Strait Islands, such as, *No Way, Yirrikipayi*, and exploring which animals have a special significance to Torres Strait Islanders as totems, such as the crocodile, green sea turtle and the buffalo.

In PDHPE this Term, we are having fun focusing on specific skills in an athletics program. Students have enjoyed practising developing their strength and grasp in relay races and ball games. In weeks two and three, students practised their hold and release skills in a game of 10 pin. They have also been investigating safety this Term. We explored the emotions students may feel in safe and unsafe situations and looked at who is in our circle of trust.



Karim bringing the crocodile, Yirrikipayi, to life using a switch toy



Sophia getting ready to release the ball

Julia and Jen

Primary 6

Primary 6 have been working hard over the last few weeks and are enjoying engaging in a variety of learning experiences.

In science this Term, we have been investigating materials and learning about how adding or removing heat can cause changes in state. We have observed how removing heat from water can create ice. We also made jelly as part of our investigation into how temperature can change the state of materials from liquid, solid and gas.

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Antonia exploring jelly before and after it cooled

As part of our focus for literacy, we are learning about texts written by Indigenous Australian authors. In the last few weeks, we have explored the books, *No Way Yirrikipayi!* and *How the Birds got their Colours*. We have been learning about Australian animals in these stories and where they live. We are discovering the importance of the animals to the land and their significance in Aboriginal Dreamtime through these stories.



Christian creating a colourful kookaburra

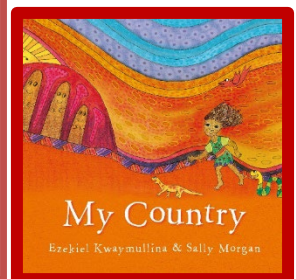
It is fantastic to see how much all the students in P6 are learning! We can't wait to continue sharing our progress.

Sophie and Bree

Primary 5

Primary 5 started Term 2 very well, adjusting to changes in the timetable and in P.E. We are enjoying our hydro sessions and athletics as well! Students took time to celebrate Mother's Day at the start of this term, using images to think about why their mums are so special.

In English, we started focusing on texts with a focus on Australian and Aboriginal experiences. We began with *'My Country'* by Ezekiel Kwaymullina and Sally Morgan, and explored features of the book, including the title page and what the book might be about. Students will be exploring other features of texts including the setting, characters and events in texts such as *'The Lost Girl'* by Ambelin Kwaymullina and a traditional Dreamtime story- *'The Rainbow Serpent'*.



Chloe explores an image and textures similar to the front cover of our story, 'My Country'

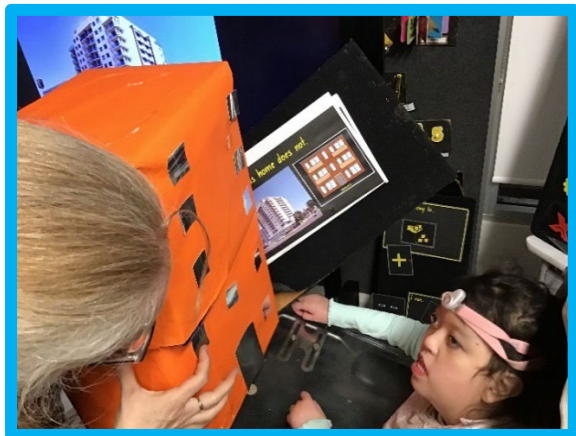
In geography, we started a unit of work on *There's No Place Like Home*. This explores what is special about the concept of 'home', including home as a connection to the land

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for Aboriginal people. Everyone lives in a different home and they are all special. Students explored the features of their own homes, and thought about who lives at home with them. We made model houses and even an apartment block!



Emmarisa listens and explores the model 'apartment' while learning about different homes

Jen & Toula

Primary 8

Students have been busy learning about time in mathematics this Term. We engaged in activities that helped us identify the days of the week, months of the year and the different seasons in Australia. We also incorporated the use of a visual timetable to help us with our routine and schedule.



Trung identifying weekdays and weekends

In English this Term, we are looking at Aboriginal dreamtime stories. Some of the texts that we have already read are *The Rainbow Serpent* and *How the Kangaroos Got Their Tails*. Students interpreted and made meaning of the stories by locating and describing words that tell who, what, where, and when in texts.



Harriet describing what she can see on the page using Boardmaker symbols

Primary 8 students are always excited on Friday mornings because it is Hydro time! We have been engaging in water safety activities and practising basic swimming techniques such as kicking, floating and blowing bubbles. Thanks again to our volunteers!



Archie enjoying the hydro session

Nicole & Angela

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PBL

Students have been working hard at demonstrating our school PBL expectations by being **safe**, **respectful learners** in the classroom and around the school. The focus this Term is 'Be Respectful,' and students have been learning about how to be respectful of our school and to all staff and students. Congratulations to Primary 3 and Primary 1 for receiving a class PBL award and to all students who received a Marlee award so far in this term! It is great to see students showing positive behaviours to be respectful learners at Lucas Gardens School.

Allison

Primary 2

It has been a very busy start to Term 2 with changes to the timetable and a new class member. Primary 2 have adapted very well to the changes and are doing a great job of following our PBL rules of focus so far this term, "Use a quiet voice" and "Use good manners".



Leonor and Isabel having a great time during our hydro sessions

Our class have enjoyed being able to participate in hydro again this term, focusing on safety around the hydro pool, as part of our PDHPE program. It is great to see the entire class engaging and participating safely, enthusiastically and calmly.



Massimo using the zones wall to tell us he is happy in the green zone

In English, we are looking at Aboriginal experiences with a focus on the story of *The Rainbow Serpent*. We have been looking at the meaning of different Aboriginal symbols and creating artwork to display for National Sorry Day on the 26 May.



Mason painting a tile for our Sorry Day and Rainbow Serpent art

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In science, we have been investigating different materials by looking at smooth, rough, hard and soft materials that we see in our classroom, around the school and outside of school.



Kai exploring different materials while practising his fine motor skills

It has been great to see the incredible work of Primary 2, and we are looking forward to continuing to share our learning as the term progresses.

Mitch and Zenab

Primary 1

Students in Primary 1 are off to a great start this Term. They are learning about three-dimensional space in mathematics, exploring objects, naming objects and building objects using different materials. Students are also investigating the concept of volume and capacity through practical activities. They are continuing to expand their knowledge of whole numbers, through number recognition and counting activities, to help them achieve their individual numeracy goals.



Ferris building 3D objects using magnetic tiles

In English this Term, students are studying Aboriginal Dreamtime stories and other texts by Indigenous authors. They are connecting their learning by incorporating elements of the stories into their art and geography activities, using symbols to learn about the connections between people and places. So far this term the students have studied *The Rainbow Serpent* and *No Way Yrrikpayi*.



Saige adding pictures from a story to her artwork to show the meanings of Aboriginal symbols

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Congratulations to students in Primary 1 for receiving the PBL class of the week award for this week. They have all done a great job demonstrating the attributes of safe, respectful learners, setting a great example across all school settings.

We are looking forward to many more exciting learning experiences in Primary 1 this term.

Allison, Dennis and Anna

Primary 7

Welcome to Term 2, students have been busy engaging in a lot of different activities.

The focus for English this Term has been, Australian authors and Aboriginal dreamtime stories. Students will be exploring a variety of texts. Students have been enthusiastically engaging with the text, sharing what they can see and identifying what is happening within the text.



Hasna creating a sentence based on the Aboriginal dreamtime story "When the snake bites the sun."

For science, we have been exploring how adding heat and removing heat changes the properties of different materials for example, water, by removing heat water changes into ice and by adding heat it changes into steam.



Ryle identifying solids, liquids, and gases

Everyone's favourite PDHPE activity is hydro and all the students have been enjoying swimming, engaging in water play, and building their confidence.



Ethan enjoying water play during hydro

We look forward to the amazing work the students will continue to do.

Paul and Belinda

Secondary 2

Secondary 2 have had an exciting few weeks investigating the Stage 4 and 5 Life Skills curriculum. In geography we have been exploring the interactions and connections between people, places and environments. Last week, each student identified their own connection to various places in the world and shared it with their classmates. It was amazing to see how many different

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connections there were to places all over the world.



***Benito points to his country of connection:
Argentina***

In English, we are focusing our studies on reading and responding to Australian Literature. So far this term, we have explored the Australian classics, *Wombat Stew*, *Possum Magic* and *Waltzing Matilda*. Students have been supported to write reviews on each text, expressing what they liked/didn't like about the story.



***Zubair writes a review for Wombat Stew – he
gave it 5 stars!***

Melinda, Richard, and Lisa

Secondary 3

Secondary 3 are off to an excellent start this term. Students have enjoyed settling back in and seeing their classmates and teachers. In English, we focussed on literature from Australian authors. This has included some

great Australian classics, such as *Wombat Stew*, by Marcia Vaughan and *Possum Magic*, by Mem Fox. We have responded to these texts in a range of ways, including creating artworks and identifying words and illustrations within texts.



***Daniel creating his own possum for his
English study of 'Possum Magic'***

Our music sessions have been very exciting this term, with a focus on pop music and composing. We have explored these areas of music by playing lots of different instruments to some great pop song covers played by Rhythm Village.



Sienna playing the drum in music

We are looking forward to a great Term ahead!

Alex and Sandy

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Secondary 4

This Term, Secondary 4 have continued to develop confidence and water skills during hydro swimming sessions on Thursdays. Students have been increasing their familiarity with the water and working hard to develop swimming skills.



Isaac gaining confidence in the water

For mathematics, students have been engaging with a range of sensory objects to extend their knowledge of numbers. Additionally, students have been developing an understanding of patterns by repeating colours and shapes through 'hands-on' activities, using blocks and beads. For money, students have been practising recognising coins and notes through engaging activities, such as, coding a Bee Bot and using a number mat to practise coin identification.

For science this Term, students have been investigating chemical changes through various experiments, such as a popcorn experiment to see how small changes affect the way a popcorn kernel pops, using steam.

For our English program, students have been engaged in Australian and Aboriginal texts. They have explored books such as, *My Story*,

by Shirley Purdie, for shared reading. Students have also been working on comprehension skills through answering questions about the story they have read.



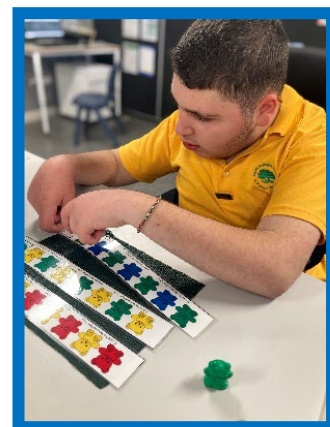
Harry identifying Australian coins using a Bee Bot and a coin mat

Kristine and Vicki

Primary 9/Secondary 1

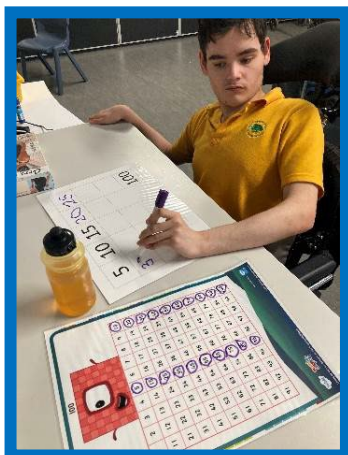
Warami! Good to see you! Primary 9/Secondary 1 welcome you back to Term 2.

One of the topics we are studying in mathematics this Term, is pattern. We have been learning to group and sort objects, by colour or by size. We have also practised copying patterns and figuring out what goes next, for example, deciding what shape follows in a repeating pattern.



Hadi decides what comes next in a colour repeating pattern

We have also been practising number patterns and have been using number charts to skip count in 10s and 5s. We have even incorporated pattern into our music lessons using drums to make sound patterns.



Jayson practises number patterns

However, our favourite activity is incorporating technology into our study of pattern, by learning to code. As we have discovered – a code is a pattern!



Richard writes out his code for the Bee-Bot

We have been programming the Bee-Bots to follow a code, either one where we have filled in the blanks, or one that we designed ourselves. Students always laugh when we realise we've accidentally programmed the robot to fall off the table!



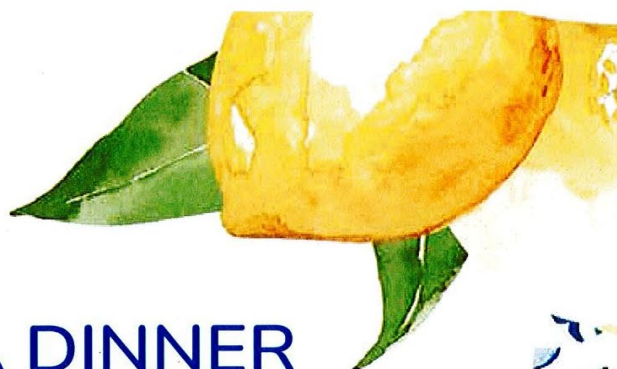
Pierre watches as the Bee-Bot follows the code he programmed

Sian & Rebecca

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2022 GALA DINNER

A night in Positano

SATURDAY 28 MAY, 6.30 - 11.30
AQUA LUNA WATERFRONT DINING
PRIZES & LIVE MUSIC

Buy your tickets now!

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Two course meal with canapes & drinks

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Why attendance matters



When your child misses school they miss important opportunities to:



Learn



Make friends



Build skills through fun

Days missed = years lost

A day here and there doesn't seem like much, but...

When your child misses just...

they miss weeks per year

and years over their school life

1 day per fortnight



= **4** weeks

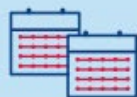


= Over **1** year missed

1 day per week



= **8** weeks



= Over **2.5** years missed

School zones: understanding the rules

Children are small,
harder to see, behave
unpredictably and
are extremely vulnerable.

They need you to take extra
care when driving and parking
around school zones.

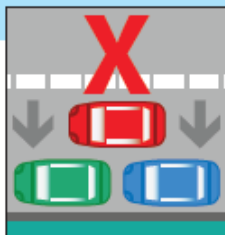
PLEASE CHOOSE SAFETY OVER CONVENIENCE

To help understand school zone traffic rules, refer below to our quick reference guide.

DOUBLE PARKING

You must not stop on the road
alongside a car that is parked at
anytime.

Fine: exceeds \$330
Demerit points: 2



NO PARKING

You have two minutes to drop-off or pick-up and
must stay within three metres of your vehicle.
If no spaces are available you cannot queue on the
road way or in any other zones while waiting for a
space. You will need to drive away and park elsewhere,
only returning when there is space to pull up.

Fine: exceeds \$183
Demerit points: 2



FOOTPATH, DRIVEWAY OR NATURE STRIP

You must not stop across a driveway,
footpath and nature strip for any reason.

Fine: exceeds \$330
Demerit points: 2



NO STOPPING

You cannot stop in a no stopping zone for any
reason (including queuing or waiting for a space).

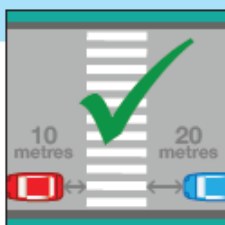
Fine: exceeds \$330
Demerit points: 2



PEDESTRIAN CROSSING

You must not stop on or within 20
metres before a pedestrian crossing or
10 metres after a crossing (unless a sign
allows you to park there).

Fine: exceeds \$439
Demerit points: 2



BUS ZONE

You must not stop or park in a bus zone for any
reason (including queuing or waiting for a space)
unless you are driving a bus.

Fine: exceeds \$330
Demerit points: 2



SPEEDING

40km/h school zones are in force on all days which are not a weekend, a public holiday or
a publicly notified school holiday for government schools. School zone days include school
development days, also known as
student-free days.

Fine: maximum penalty \$3,740
Demerit points: +7



PEDESTRIANS

STOP

one step back from the kerb

LOOK

for traffic to your right, left and right again

LISTEN

for the sounds of approaching traffic

THINK

whether it is safe to cross

Information effective at 1 March 2018 and subject to change