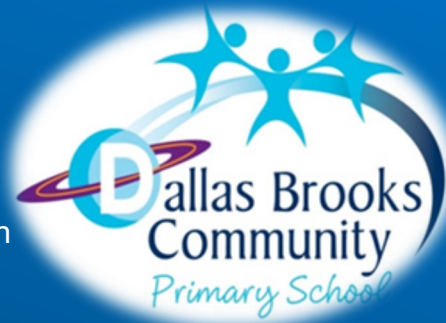


NEWSLETTER



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Vision: *“For our students to be literate, numerate, creative, safe and happy”* Term 2 Issue 1 2020

PRINCIPAL TEAM COLUMN



8th June

Queen's Birthday

Public Holiday

Remote Learning during Covid-19

We are now into our third week of remote learning and it's been wonderful to see many of our students and families collaborating with their teachers. The teaching staff have worked hard to ensure that they are meeting the learning needs of all the students from Foundation through to year six. Teachers continue to check in daily with students to take attendance and assist with the learning tasks. The Education Support Staff are also checking in daily with students to answer questions and assist where they can.

Moving from face to face to remote learning has been simple for some and challenging for others but working together we know we will make it happen for all students. We know that week by week we will learn new things, reflect and then improve what we are doing. We thank all of the parents and carers for your patience and for support throughout these past few weeks. Remember we are only a telephone call or email away and always happy to assist where we can.

How you can support your child

You can support your child by:

- having a routine and setting expectations
- making sure your child has a space to work in
- providing a level of supervision suitable to your child's stage of development and individual needs
- monitoring communications from teachers
- checking in with your child often to help them manage and pace their work
- monitoring how much time your child is spending online.
- setting up a learning environment
- every home is different but it's important to provide a quiet and comfortable space in which to learn.

Where possible, extended learning should take place in a space your family shares. For example, a lounge room or dining room.

Respect Pride Trust Perseverance

PRINCIPAL TEAM COLUMN

How you can support your child

It should be a place:

- that can be quiet at times
- that has a strong internet signal, if possible
- where you or another adult is present as you would normally when your child is online, dependent on age.

Establishing routines and expectations

- start and end each day with a check-in to help your child
- clarify and understand the instructions they get from their teachers
- help them organise themselves and set priorities for their learning at home.
- A healthy daily routine is great for mental and physical health, as well as concentration and learning.
- encourage regular exercise breaks. This might mean going for a walk, using exercise DVDs and apps, dancing, floor exercises or using home exercise equipment.
- encourage healthy eating habits and make sure they drink enough water.

Communicating with your child

We encourage you to start and finish each day with a simple check-in. These check-ins can be a regular part of each day.

In the morning, ask:

- What are you learning today?
- What are your learning targets or goals?
- How will you be spending your time?
- What resources do you need?
- What support do you need?



In the afternoon, ask:

- What did you learn today?
- What was challenging? You could come up with a way to deal with the same problem if it comes up again.
- Consider three things that went well today. Why were they good?
- Are you ok? Do you need to ask your teacher for something? Do you need help with something to make tomorrow more successful?

Routine and familiarity helps children and young people feel safe and secure. Some children find changes in routine very upsetting. If your child feels this way they will need your help to establish new routines to signpost their day.

Have a great week.

Respect Pride Trust Perseverance

OFFICE NEWS

NEW ENROLMENTS

New enrolments welcome Foundation to Year 6 - Enrolments for 2020 are now being accepted. Please see office staff for details of enrolment.

CHANGE OF DETAILS

Please inform the School Office if any personal details change. It is important that if telephone numbers change that the school can contact parents and guardians. Likewise, if emergency contacts alter please inform us. If you want someone to pick up your child, please ensure you have informed the school in person so that person can be added to the emergency list for picking up your child.

CSEF – APPLICATIONS NOW OPEN

APPLY NOW: CSEF (Camps, Sports and Excursion Fund) applications available at the office. If you have a current, Health Care Card or Concession Card please see us to complete your form as soon as possible, and bring in a copy of your card. CSEF is a \$125 payment towards any camps, sports or excursions your child might have. Applications are now open.

FOUNDATION WINTER UNIFORM PACKAGE 2020

As part of the Victorian Government's Affordable Uniform Program, every Prep Government school student who is a recipient of the Camps, Sports and Excursion Fund (CSEF) automatically qualifies for a uniform pack voucher. Please contact your child's teacher or the school office.

FOUNDATION

LITERACY

During remote reading sessions, students have been engaging with the letters B, F, O and X.
Students have been identifying the initial sound of words and matching them to the correct letter.

NUMERACY

During numeracy, students are continuing to practice counting from 0 to 10 through songs, rhymes and books.
Students are beginning to explore patterns and 2D shapes in their home environments.

INQUIRY

Foundation students are exploring the inquiry topic *It's Alive*. Students have been exploring the needs of living things.

A friendly reminder to continue to send the work to the teacher every day. Here are some examples of students enjoying their at home learning.



Respect

Pride

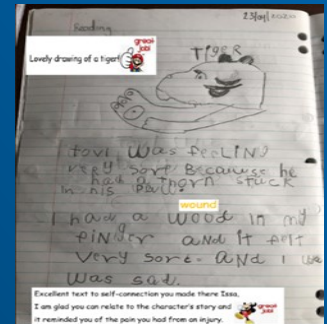
Trust

Perseverance

YEAR ONE

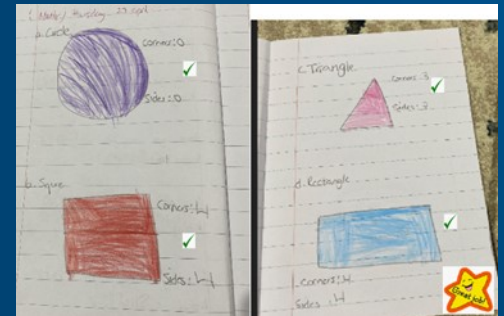
LITERACY

In reading we have been using narratives to make text to self-connections. This draws on student experience to link to themes and characters in the story. Similarly, the focus for writing this term has been using personal experience to create recounts and creativity to innovate on a text.



NUMERACY

Place value and geometry have been the main focal point this term. Students are using their knowledge of place value to order numbers. Students have been categorising and ordering both 2 digit and 3 digit numbers. 2D and 3D shapes surround us. Students have been using hands on learning to investigate objects in their home and report what kind of shape each item is made up of. We are really pleased with the creativity of the students considering the current circumstances.



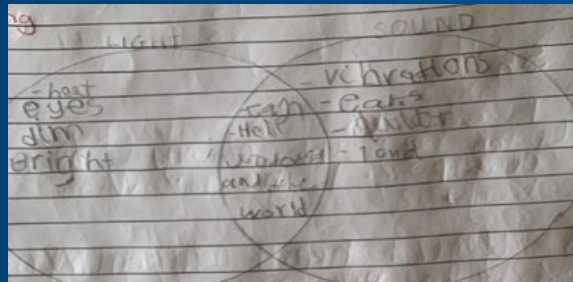
INQUIRY

Inquiry we are learning about Light and sound surround us, bringing a wealth of information about our world. We use light and sound to communicate with each other. Sounds can be as different as beautiful music or screaming sirens. Light can transmit the pictures from a television screen or the expressions on someone's face. Almost continuously, light and sound affect what we think and do, and how we feel.

YEAR TWO

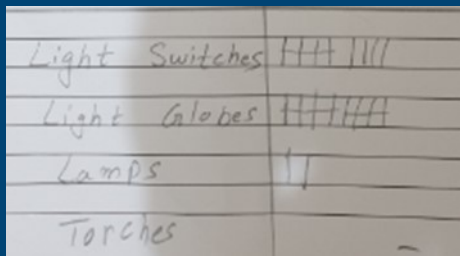
LITERACY

Students are writing procedural texts. They have completed some tasks at home, such as, making their bed or lunch, and then written the aim, materials and steps they took to complete each task. Students have read an information text about light and sound. They compared and contrasted this information, and identified the meaning of some previously unknown words.



NUMERACY

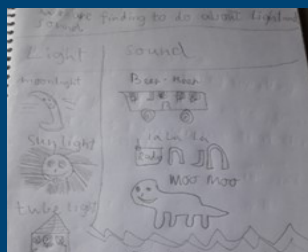
Students have been making a tally of the lights, switches and lamps in their houses, and displayed this data in a bar and pictograph. They have also spent some time revising number patterns. This is important to continue as it supports their counting skills.



INQUIRY

In inquiry, Grade 2 are beginning to investigate light and sound. Students have searched their homes for sources of light, and listened to sounds outside. They have begun to develop questions about light and sound.

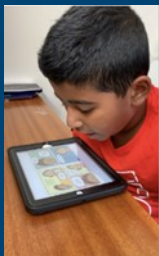
Once again, thank you for your efforts at home. Please remember to contact your teacher each day to confirm your attendance, and that you have accessed the day's learning tasks.



YEAR THREE

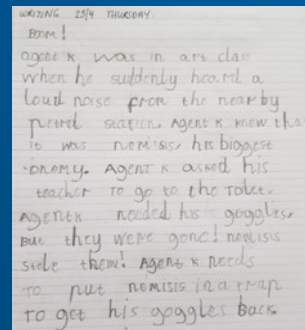
LITERACY

In literacy we are learning to sequence events and create a narrative. Students have been busy reading the Squiggly story on getepic.com and retelling all the events that took place in order from beginning, middle and end. The students have also been planning for their narrative story writing by using the mountain narrative planner, looking at the character traits and using their senses to plan their story settings.



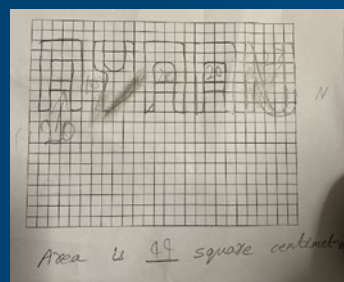
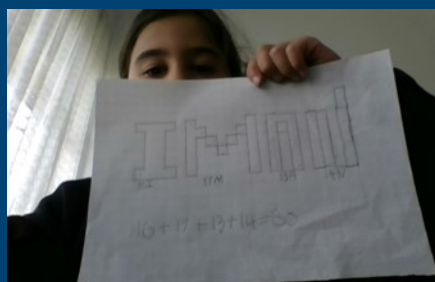
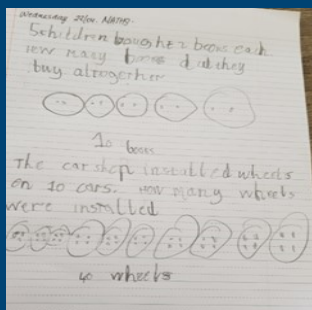
TASK-1

One stormy night there were two boys named Jake and Jacob they walked across a haunted house. They were thinking about going inside they just **went** (tip-toed) inside it was all dark, they couldn't see anything there was a witch hiding. The witch was planning to trap them in a cage. Suddenly Jake and Jacob heard something then the witch trapped Jake and Jacob in a cage. The witch started laughing MUAHAHAHAHAHAHA Jake and Jacob **looked** (searched) for some ways to get out suddenly Jacob **found** a fire exit they **went** thru the door and there was another exit where they **got** out they told their parents everything that happened.



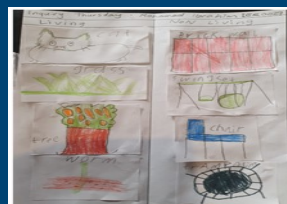
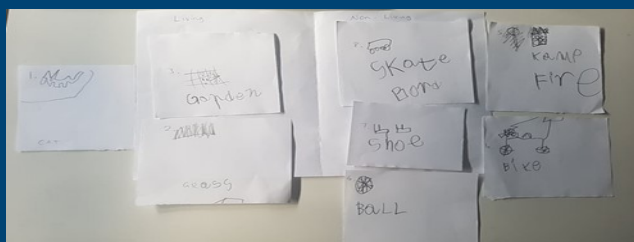
NUMERACY

In numeracy, students have been learning to partition, recall their multiplication facts and find the area of simple shapes. Students have also been online on mathletics.com completing their interactive learning tasks.



INQUIRY

This term our inquiry topic is 'How are living things connected to the environment?' Students have been tuning in by creating a 'crazy 8 piece' of living and non-living things they can see in their backyard. The students worked on creating thick and thin questions relating to living things connected to the environment.

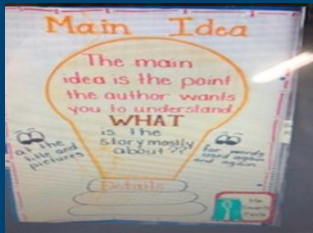


YEAR FOUR

LITERACY

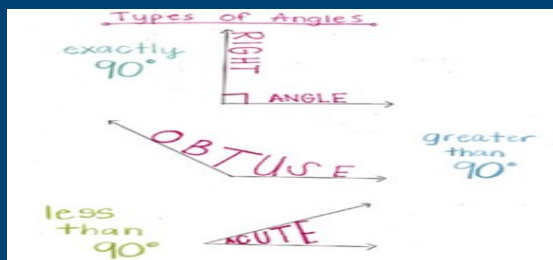
During our reading sessions students have been working on improving their knowledge of identifying the main idea in both fiction and non-fiction text. Many books had been read by teachers to students, students to teachers and students to student.

This term we have continued to provide direct and explicit phonic instruction. Phonics is a method of teaching children to read and spell the English language. It is the relationship between speech sounds and the spelling patterns that represent them. Did you know the sound 'l' has 6 different sound spellings or 'z' has 5 different sound spellings?



NUMERACY

In Numeracy students have continued to work on their knowledge of Capacity and now we have introduced Geometry. During applied Mathematics students will be building our knowledge of angles, 2D & 3D shapes, Time and Location for the remainder of this term. We also will be focussing on Multiplication and Division over the next few weeks. Students will be given opportunities to practise their automatic recall of multiplication facts during 'Speed Maths'. Student will time themselves how long it takes them to complete a multiplication grid and how accurate they have been. Students will plot their results to show their progression of learning.



SPEED MATHS											
Name											
X	6	9	1	7	3	2	10	5	4	8	11
9											
1											
6											
4											
3											
5											
8											
10											
2											
7											
11											

Time Taken: _____

YEAR FIVE/SIX

LITERACY

Online learning has been quite an experience for everyone involved. Our students at DBCPS are exceptional learners and have been reading texts that look at visualizing the characters, the setting and identifying visual elements of the texts. We have been looking at how author's use the five senses to enhance their writing to use in our own narrative writing pieces.



NUMERACY

During numeracy, we have been looking at identifying and comparing fractions on a number line. Students have been looking at adding and subtracting fractions with different denominators to challenge their thinking and problem-solving skills. Students have had the opportunity to compare the likelihood of different events to develop their understanding of chance and probability in mathematical concepts.

A photograph of a student's handwritten math work. The title is "Adding Fractions 2". It shows the addition of $\frac{2}{3} + \frac{1}{5}$ and $\frac{10}{15} + \frac{1}{15}$. The student has written the common denominator 15 and the final sum $\frac{11}{15}$. There are some corrections and annotations in red ink.

INQUIRY

This term students in the 5/6-year levels are looking at sources of energy and its impact on our world. They will be investigating how their actions today, can impact their world in the future. We will be exploring various forms of energy and the positive and negative consequences it may have on our planet.



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