

NEWSLETTER



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Assistant Principals: Mrs. Anne-Maree Grozdanoski & Mrs Ameera Hassanein

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Vision: *“For our students to be literate, numerate, creative, safe and happy”* Term 2 Issue 4 2020

PRINCIPAL TEAM COLUMN



26th June

PUPIL FREE DAY

NO SCHOOL

TERM 3

13th July

**First Day Term 3 at
9.00am**

RETURN TO ON SITE LEARNING

This week we welcomed back the years 3-6 students to school. It was lovely to see our classrooms full again with children eager to learn and see their teachers and peers once again. During the learning at home period, your family, along with our staff, have helped your child understand that staying away from school was necessary to keep them healthy and safe. Your child may now feel worried about whether it is safe for them to go back to school. To help your child feel safe and less worried about going back to school, have clear and calm conversations and tell them the facts, including that:

- The decision for students to return to school has been made based on health advice.
- Everyone at school is going to make sure they are keeping safe, and there is plenty of hand sanitiser at school
- There is additional cleaning throughout the school day
- They will be allowed to sit next to their friends in the classroom and during group activities, as children usually do not get sick from COVID-19.
- The Government is keeping an eye on COVID-19 – if it starts to spread again, decisions about what we need to do to keep everyone safe will be made quickly.
- If anyone at school feels sick, they will stay away from school until they feel better.

Respect Pride Trust Perseverance

PRINCIPAL TEAM COLUMN

Changes to our school's normal processes are necessary to ensure physical distancing requirements for adults can be met. Our school's normal drop off procedures mean that you are unable to walk with your child to their classroom.

We have appreciated your continued understanding and cooperation with these measures. We are doing these so that everyone remains safe and healthy. Please ensure that you are remaining 1.5 metres from other parents and carers at the gate when collecting your child/children. We encourage you to park away from the main pick up points to avoid congestion. If possible walk to school to collect your child/children, this is great exercise and an opportunity to chat about the day at school.

MID YEAR REPORTS

This semester, based on the Department of Education guidelines, the reports will look a little different. They will still include the curriculum areas of English, Mathematics and Humanities with a summary of student attitude to learning and a short personal comment by the classroom teacher to reflect the learning throughout the year. Parent Teacher Interviews will take place in term 3 to discuss student progress. Reports will be posted on Compass on the last day of term. Hard copies will no longer be provided.

Have a great week.



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—Closing Soon

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.

Applications Close end of Term 2.

FOUNDATION WINTER UNIFORM PACKAGE 2020—Closing Soon

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.

Applications close end of Term 2.

STEM NEWS

REMOTE LEARNING STEM

A big thank you to all families that supported some fantastic STEM projects while learning from home. It was wonderful to see families get involved in a range of online and offline projects.

Projects included:

Scratch 3.0 – Code Club Project

Scratch Jr

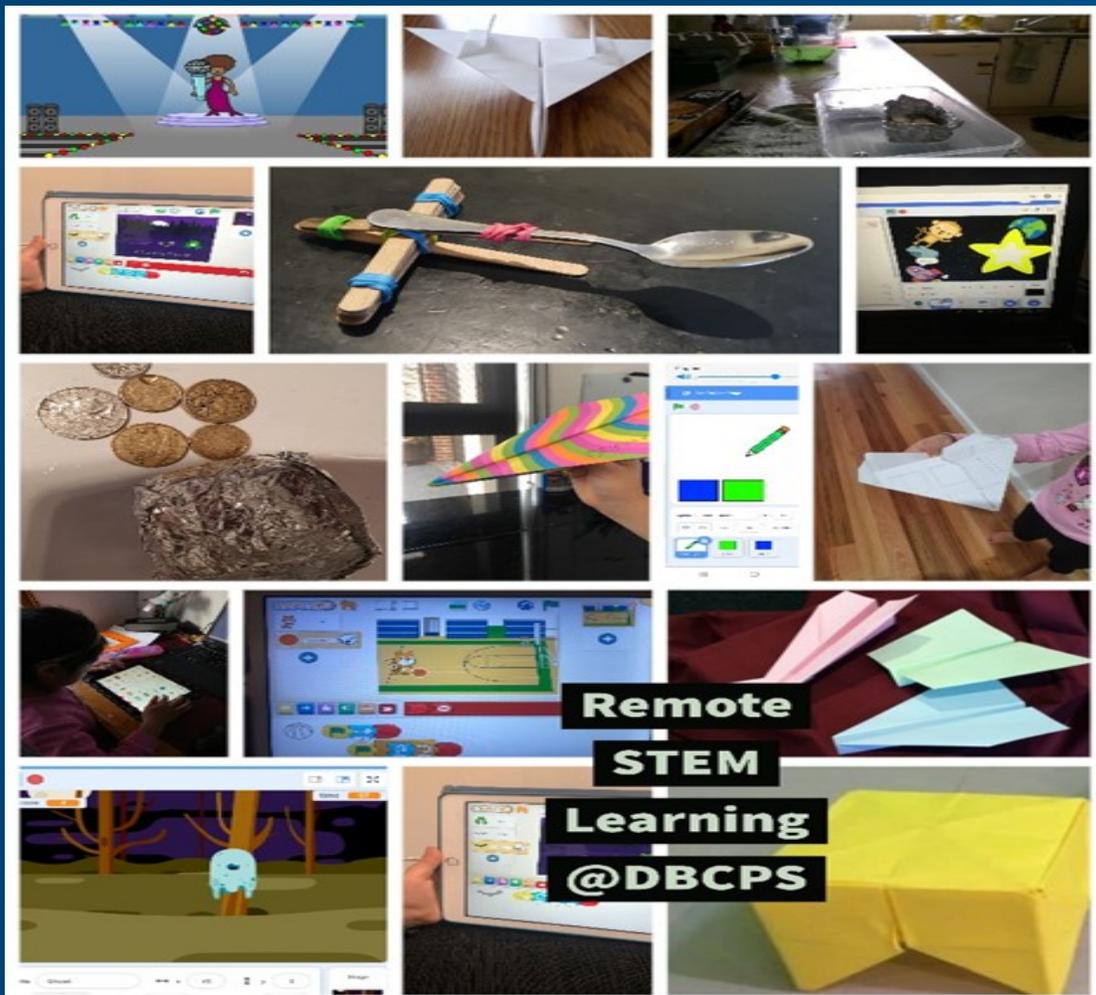
Paper Plane Race

Foil Boats

Catapults

Here is a sample of what was submitted:

Well done to all that submitted tasks during this period of remote learning!



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SCHOOLASTIC BOOK CLUB

The issue for this term will be from June 9th to June 19th. Students will receive a catalogue during these dates to select books that they want to buy. All orders must be done on line. There is no need to return paper order forms or payment receipts to school. All books ordered will be delivered to the school and delivered to your child's classroom. To order during those dates follow the instructions listed below or on the back of the catalogue.

Book Club **LOOP**

LOOP is the Scholastic Book Club **Linked Online Ordering & Payment** platform.

It's easy to order and pay online for your child's Book Club order using your credit card. If your school is not yet in the **LOOP**, speak with your school's Book Club Organiser.

Head to [scholastic.com.au/LOOP](https://www.scholastic.com.au/LOOP)

or



Follow these **easy** steps!

1 Simply grab your child's Book Club catalogue and either **SIGN-IN** or **REGISTER** your account.

2 Add your child's first name and last initial (so the school knows who the book is for), then select your **SCHOOL** and your **CHILD'S CLASS**.

Note: You can order for multiple children at once if they attend the same school.

Looking for **MORE** product information? Additional content such as videos and downloads are available for select titles. Select your issue and enter the item number to view information on titles and some great resources, such as videos and reviews.

[HOME](#) | [ABOUT](#) | [REGISTER](#) | [HELP](#)



LOOKING FOR MORE PRODUCT INFORMATION?



Item No.

FIND

3 Click on **ORDER** and enter the item number from the Book Club catalogue.



KINDERGARTEN NEWS

It has been so wonderful to welcome back most of the Kindergarten children and families and to see the children settle so happily. Thank you to all families for taking the time to call into Kindergarten to collect the children's learning packs, to watch the videos and send photos to us of the children's activities at home. This all helped the children to maintain a connection with their teachers and the Kindergarten, helping them to transition back so well.

During these first few weeks, we have been focussing on supporting the children to reconnect with each other, develop their sense of belonging to the group and become familiar again with the routines at Kindergarten. Also, getting to know new teachers and educators. We have also welcomed some new children to our groups.

Thank you to all families for your co-operation with all the drop off and pick up requirements – we appreciate your understanding and patience. Please remember to send a coat along for your child to wear during outdoor play.



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FOUNDATION

LITERACY

Students have now returned to classroom learning. In reading sessions, students have been focusing on the letters W, I, G, J and L. They have been identifying the initial sounds of words and matching them to the correct letter. Throughout our author studies, students have been identifying the different elements of stories, such as characters, settings and problems.

NUMERACY

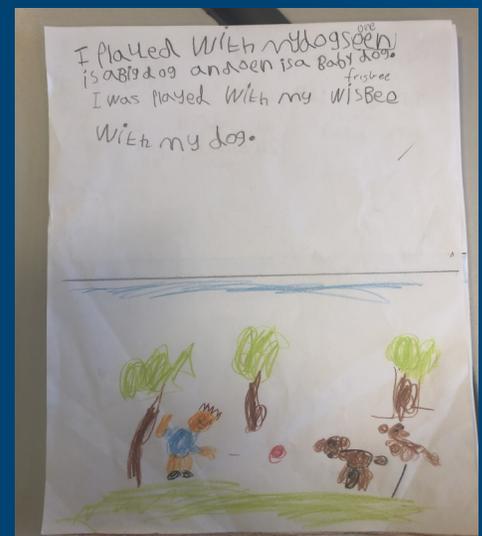
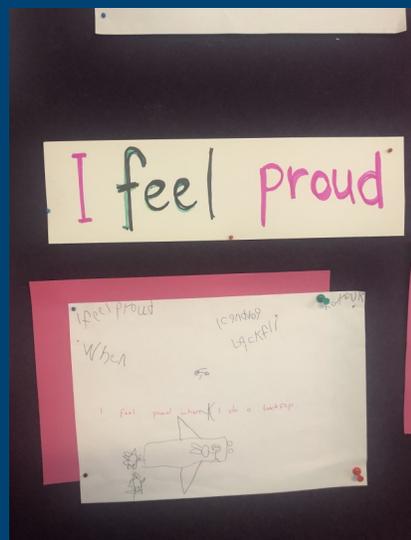
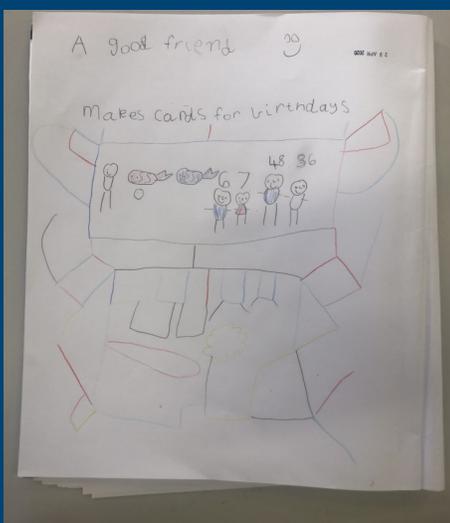
Students are focusing on their counting, they are practicing counting and ordering numbers from 0 to 20 through songs, rhymes and books. Students are continuing to explore days of the week, months of the year and seasons.

INQUIRY

Foundation students are exploring the inquiry topic *It's Alive*. Students have been exploring the needs of living things. Students have created a video presentation on their wondering.

After undertaking remote learning students were eager to identify and discuss their emotions during social and emotional learning sessions.

Foundation students were excited to begin classroom learning; they have done an amazingly at settling back into their school routine. We would like to thank all families who persevered with online learning at the beginning of term one.



Respect

Pride

Trust

Perseverance

YEAR ONE

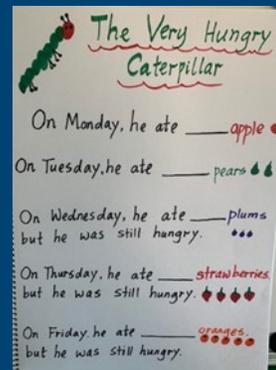
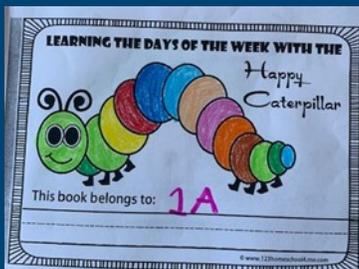
LITERACY

Via the reading activities, we have been learning to extract the main idea from a text. We've explored various ways (clues) of finding the main idea, which includes looking at the front cover (title and illustration) and looking at the first or last word of the book/ text. In Writing, we have been learning to write a procedural text and have had fun experiences making fairy bread, jelly, clean mud, rainbow milk and learn to write about the experiences using verbs and sequencing ideas.



NUMERACY

Students are beginning to learn about subtraction. We started by identifying different ways of describing subtraction - less, minus, take away etc. Students have been using concrete materials and stories to solve and model subtraction problems. We have also been learning about months of the year and learnt to say the words in order through singing, writing and stories.



INQUIRY

We have continued to explore Light and Sound in our surroundings. Students have been learning to categorise their questions into similar groups. The four different categories of questions we have sorted for the topic Light and Sound are about the weather, technology, science and self.

YEAR TWO

LITERACY

In literacy, students have written character and setting descriptions. They are exploring different ways to start a narrative. Students have tried to hook their reader in the first sentence by using sentences that are funny, full of action or talking directly to the reader.

NUMERACY

In numeracy, grade two have been enhancing their understanding of place value. They have made numbers using bundling sticks and base 10 blocks, written numbers in place value charts and renamed numbers. Students have also begun to identify events that involve chance, and can identify the likelihood of certain outcomes.

INQUIRY

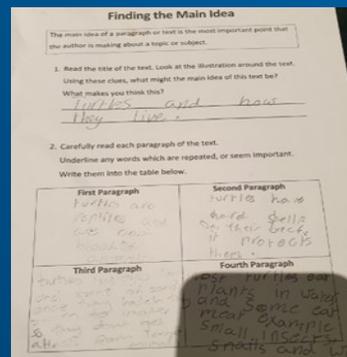
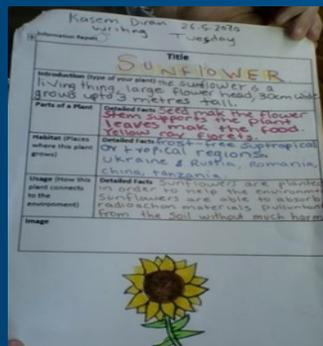
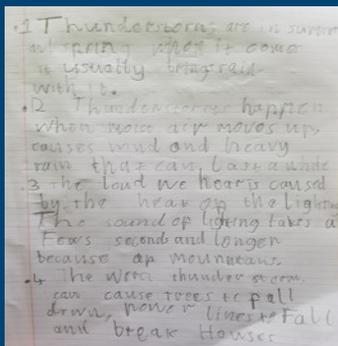
In inquiry, students have explored light and sound. They experimented with cup telephones, testing if the whole class could link up together by overlapping their strings. Students have also shown an interest in shadows and have investigated the effect of time of day on the length of shadows. They understand that opaque objects will block light and create a shadow, but transparent objects let all light through so do not make shadows.



YEAR THREE

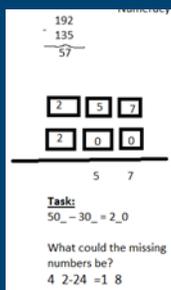
LITERACY

In reading, students have been working on identifying the structural features of an informational report and identifying the main idea of non-fiction texts. In writing, students have been learning to write an information report. Students chose their own topic and organised relevant ideas in paragraphs; they were successful in identifying the language features of an information report and published their report.



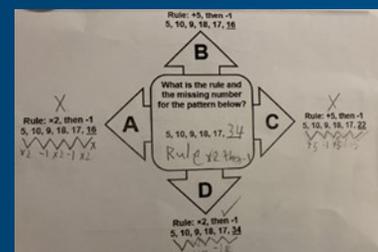
NUMERACY

In numeracy, students have been learning to select and use appropriate subtraction strategies to solve worded problems. Student had to justify the effectiveness of the strategies that they chose to solve the problem. Students have also been learning to conduct chance experiments and identify and describe possible chance outcomes.



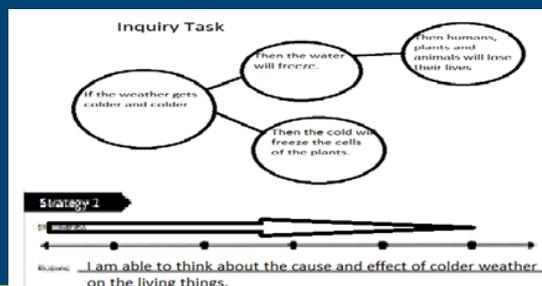
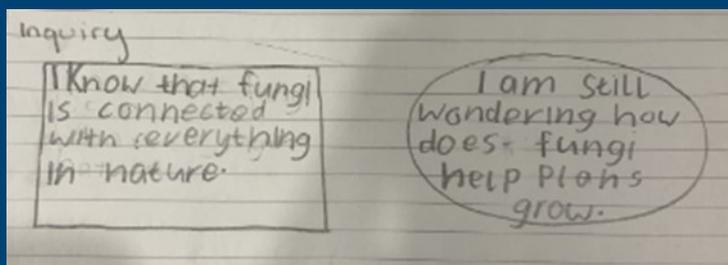
Numeracy Task

Toss	1	2	3	4	5	6	7	8	9	10
Result	HHH	THH	HHT	TTH	TTT	TTH	HHT	HTH	HHT	HHH



INQUIRY

In Inquiry, students have been learning to evaluate their learning and take on feedback to improve their learning. Students used different tools to evaluate their learning process and progress to create new learning goals and to improve their learning and further extend their lines of inquiry.



YEAR FOUR

LITERACY

Students have been focusing on procedural writing . Students have been exposed to a variety of texts such as; cooking recipes and directions on how to do something. This week, our focus was on creating a schedule. Students were required to write up an agenda for a meeting or schedule, based on their daily life, or even an imaginative meeting created by the student themselves. Based on feedback, all students were engaged in the task as it made them feel like a “responsible adult” to create a meeting agenda.

Grade 4 Meeting		
Date: 5/6/2020 Time: 1:00 PM Location: School Gym		
Meeting called by: Vena Taafia		
Type of meeting: Important information		
Facilitator: Vena Taafia		
Note taker: Mayya		
Timekeeper: Ayaan		
Attendees: All grade 4 classes		
Agenda Items:	Topic Presenter:	Time allocated:
1. Welcome	Vena Taafia	5 minutes
2. How would school be a little different after COVID-19	Principal Miss K	15 minutes
3. Student Awards	Mr Demetrius	5 minutes
4. Correct school uniform	Miss James	5 minutes
5. Inquiry Unit: Life cycles of different animals and more	Melbourne scientist	20 minutes
6. Closing	Vena Taafia	5 minutes

We have been focusing on capitalisation this week, which has been linked to reading. Students were required to do some reading, which has some visible and some challenging errors that all students will need to find. Students enjoyed editing pieces of writing requiring capital letters. Students have learnt about the similarities and differences between common nouns and proper nouns, in which they found very interesting.

NUMERACY

Students are learning about time. They all identified their age in years, months, weeks, days and hours. They were also required to ask a family member or friend which would’ve been great fun to compare with one another .

I am 10 years
My age in months is $12 \times 10 + 5 = 125$ months
My age in days is $365 \times 10 = 3650$
My age in hours is $365 \times 10 \times 24 = 87600$

INQUIRY

Students have been part of an inquiry unit that focuses on learning the life-cycle of plants and animals and how it has a major impact on our environment. During this time, students were required to brainstorm and write what they already know about life-cycles. Students watched videos to extend their knowledge on different habitats. They have started a project to create a poster or a power-point to show their learning about the life-cycle of a plant or animal.

Cycle of a sun flower

The life of a sunflower is simple. First, they place the sunflower seed in the soil. As you keep on adding a bit of water every day, the stem grows out of the seed. Then the seed will pop, and you will see some leaves. You will need to keep on adding water to help it grow and get taller. It needs the sun too. Once the flower opens, the sunflower is ready .

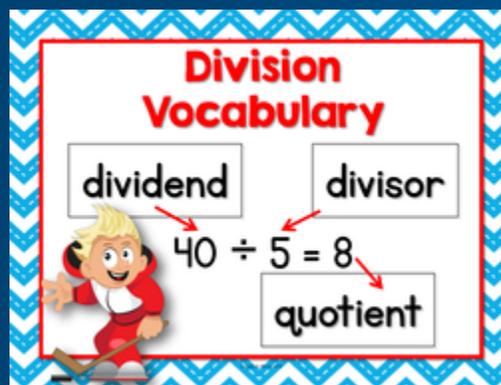
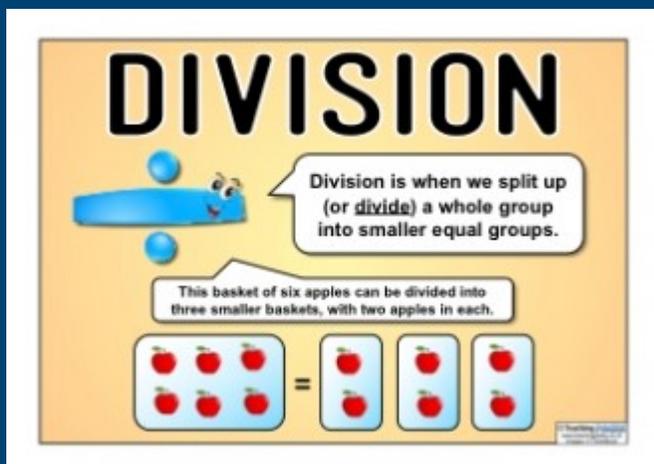
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LITERACY

In reading, the 5/6's have been focusing on making inferences through pictures and text. They used their prior knowledge and clues in the text to help them make educated guesses. We encourage the students to continue reading at home to improve this skill. In writing, the grade 5 students have been publishing their consequential explanation, insuring their work is of a 5 star standard. The grade 6 students have produced a few persuasive writing pieces, where they state their opinion on topics related to our Inquiry unit.

NUMERACY

In mathematics the grade 5/6 students have been improving their division skills, working hard on worded equations utilising their problem solving skills. The students have also concentrated on upskilling their ability to fast recall multiplication equations. Lastly, they have completed problem solving activities where they had to convert units of time.



INQUIRY

In grade 5/6 we have been finalising our Inquiry unit on "How do we generate and conserve energy". This week's focus has been on a creative project to demonstrate what we have learned throughout the unit. Children have assessed their own work and making adjustments using a checklist .

COMMUNITY HUB

The hub is open but with some restrictions and limited programs.

At this stage we have Breakfast club and English class (Wednesday only) programs running on site.

PLAYGROUPS

We have been providing activity packs for the children. If you have not yet collected a pack, please call/email to arrange a suitable time to pick one up at the hub. We ask you to please follow safe distancing practices and use the hand sanitiser on arrival.

CONVERSATIONAL ENGLISH CLASSES

The Wednesday Conversational English class is open each week from 9am-12pm for the remainder of this term.

BREAKFAST CLUB

We are providing breakfast food packs for all families that require them. You can pick up a pack at the hub. Please call/ email to arrange a suitable time.

Please note that the packs are mostly made up of: long life milk, breakfast cereal, baked beans and tinned spaghetti.

Now Open every day from 815am-845am

TOY LIBRARY

All Toy Well library members please note that we will be waiting until Term 3 before toys can be borrowed or returned. We will have a new contactless system in place. Thank you

Please stay well and safe,

For further information, please contact Susan Van Wyk, Hub Coordinator, Dallas Community Hub. Hours: Tuesday 9am-4.30pm, Thursday 8am-3.30pm, Friday 8am-3.30pm Tel 9309-1181 or Fatima Ghazzoui-Hub Coordinator, Wednesday 8am-2.30 pm

Tel: 9309-1181 Ext: 112 or Mobile: 0419 475 047

Email: Susan.VanWyk@education.vic.gov.au & Fatima.Ghazzaoui@education.vic.gov.au

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FINANCIAL ASSISTANCE

CAMPS, SPORTS & EXCURSIONS FUND (CSEF) School camps provide children with inspiring experiences in the great outdoors, excursions encourage a deeper understanding of how the world works and sports teach teamwork, discipline and leadership.

All are part of a healthy curriculum.

CSEF is provided by the Victorian Government to assist eligible families to cover the costs of school trips, camps and sporting activities.

If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF.

A special consideration category also exists for asylum seeker and refugee families. The allowance is paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

The annual CSEF amount per student is:

- \$125 for primary school students
- ◆ \$225 for secondary school students

HOW TO APPLY

New applicants should contact the school office to obtain a CSEF application form.

APPLICATIONS CLOSE END OF TERM 2