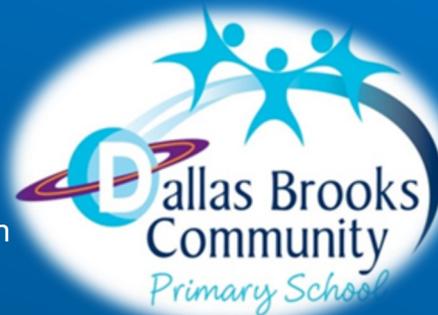


NEWSLETTER



Principal: Valerie Karaitiana

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

Telephone: 9309 1181 **Website:** www.dallasps.vic.edu.au

Email: dallas.brooks.cps@education.vic.gov.au

Vision: *“For our students to be literate, numerate, creative, safe and happy”* **Term 2 Issue 5 2020**

PRINCIPAL TEAM COLUMN



26th June

PUPIL FREE DAY

NO SCHOOL

TERM 3

13th July

**First Day Term 3 at
9.00am**

As the school holiday period approaches, we would like to thank the entire community for your ongoing support throughout this period. We especially would like to thank the staff at DBCPS who have worked tirelessly to ensure that every child felt connected to our school and that learning continued. We know that in recent days the Health Department have reported a spike in the COVID-19 cases in Melbourne and therefore we continue to express the importance of adhering to physical distancing when dropping and collecting your children each day.

June Reports

Student reports are made available to Parents and Guardians on Compass. Reports can be saved and stored as an electronic file and will remain available on Compass whilst the student is enrolled at Dallas Brooks Community Primary School. We are also well aware that we are doing our part of reducing the use of paper here at school.



Parent Teacher Interviews

Due to the COVID-19 restrictions our scheduled face to face Parent/Teacher Interviews will take place in week 1 on the 14th and 15th July via the telephone or video conferencing using Microsoft Teams.

Respect Pride Trust Perseverance

PRINCIPAL TEAM COLUMN

Hume Valley Campus at Dallas Brooks Community Primary School

Our school site has been undergoing some changes this term. Many of you will have noticed the new buildings being transported in near our community hub.

Hume Valley Special School (HVSS) has been continuing to grow in student numbers and no longer have extra space for any more classrooms on their site. For several years they have been working with the Education Department to develop a new campus of our school.

It is with great excitement that, during the lockdown period, the Department commenced building a brand-new campus of HVSS, a few minutes from their main campus, on our school site.

This new campus has been designed for the Primary and Middle students comprising large classrooms with new technology, specialist classroom spaces and an office and staff building.

The students will have larger play areas, play equipment, sandpits, netball courts, seating, shade sails, vegetable gardens and outdoor learning spaces.

This new campus will be led by HVSS Assistant Principal Janine Sianidis and will accommodate students, their teachers and education support staff, specialist teachers and wellbeing and therapy staff.

We are all looking forward to seeing this new campus finished in early Term 3.

We wish all of the community a safe and relaxing holiday period.

Respect Pride Trust Perseverance

OFFICE NEWS

NEW ENROLMENTS

New enrolments welcome Foundation to Year 6 - Enrolments for 2020/2021 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 26TH JUNE 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.

Applications close end of Term 2.



KINDERGARTEN NEWS



The Kindergarten program promotes developing a sense of identity and a sense of belonging. The children have started exploring our connection to our Indigenous Heritage and the land on which we play and learn together. We celebrate the diversity of our cultural heritage and that we now come together as a community here in Dallas. We have explored our understandings through story, art, sensory play, songs, using natural materials and visual displays. We will be continuing this focus next term, including learning about the Australian, Aboriginal and Torres Strait Islander Flags.

The program for three year old children at Dallas Kindergarten will be starting again in Term Three – on Tuesday mornings from 9.15am to 1.15pm. If you are interested, please contact the Kindergarten or the Kindergarten Cluster Office (93061662) for further information.

Just a reminder that Kindergarten finishes for Term Two on Friday 26th June and starts again for Term Three on Monday 13th July.

We wish all families a safe and restful term break and look forward to seeing you all for a happy, rewarding and hopefully more settled Term Three.

With Best Wishes from the Dallas and Upfield Kindergarten Teams.

Respect Pride Trust Perseverance

FOUNDATION

LITERACY

During reading sessions, students have been engaging with the letters B, F, O and X. They have been identifying the initial sounds of words and matching them to the correct letter. Students have been developing their vocabulary and working on automatically recognising high frequency words such as, and, the, went ect. Throughout our author studies, students have been identifying the different elements of stories, such as characters, settings and problems.

NUMERACY

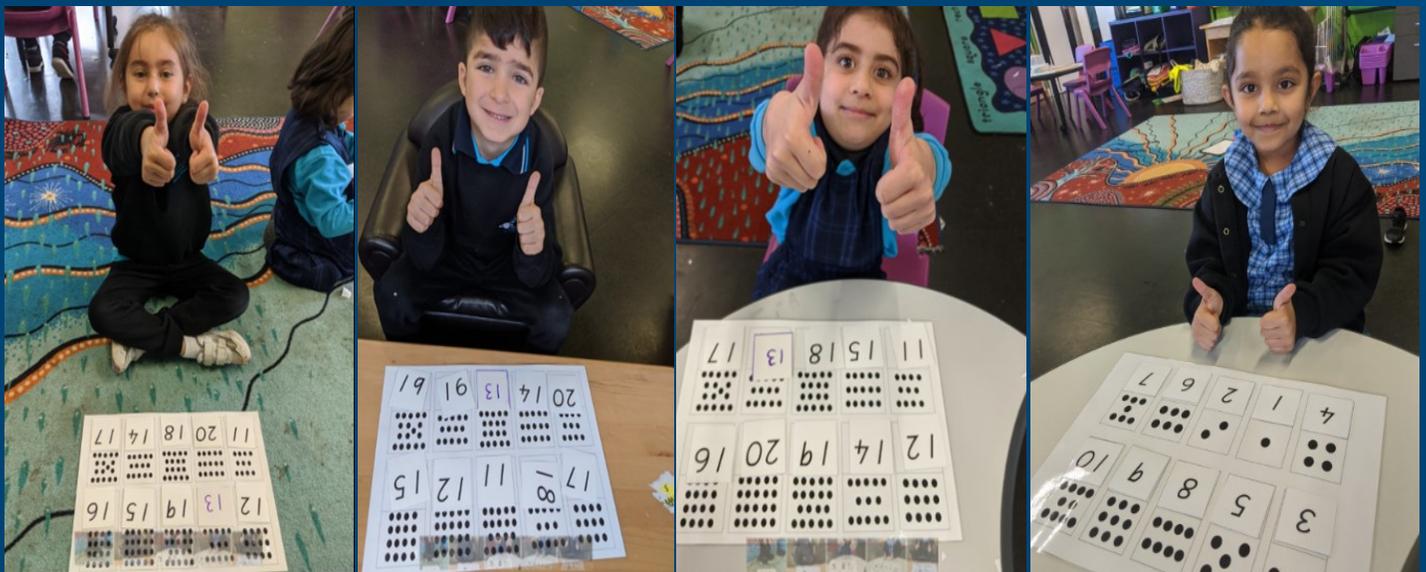
Students are focusing on their counting, they are practicing counting and ordering numbers from 0 to 20 through songs, rhymes and books. Students have been learning about positional language through games and using objects. For example, putting red beside blue or standing behind their friend.

INQUIRY

Foundation students are exploring the inquiry topic *It's Alive*. Students have had the opportunity to reflect on their learning by talking about what was interesting. For example, students learning what animals eat or how they sleep.

During Developmental play the focus has been on natural materials and the importance of sharing.

The Foundation Team are very thankful that we have a high attendance since on site learning has resumed and students are settling seamlessly. Thank you for your cooperation.



Respect Pride Trust Perseverance

YEAR ONE

LITERACY

In reading, we have learnt to retell events by identifying the beginning, middle and end of a story. We have also continued to identify nouns, verbs and adjectives whilst reading. This has helped us whilst writing a procedural text. We learnt to identify and use different verbs (action words) whilst writing our procedures. We have had a lot of fun engaging in simple experiments like 'inflate a balloon with yeast' and 'the rainbow milk'. The students have thoroughly enjoyed writing about their experiences.



NUMERACY

Students continued to learn about place values. We are learning to understand ones and tens by making them with bundles of sticks and writing the digits on the place value chart. We have also started to focus on measurement. Students have been measuring various classroom objects using informal units like string, feet and unifix. Everyone enjoyed the process of measuring objects in the classroom and finding out which item is bigger, smaller or similar in length.



INQUIRY

We have been very busy exploring ways to make simple musical instruments. We used everyday items such as paper plates, plastic cups, strings and cardboard to make instruments. Students made various instruments such as tambourines, maracas and small drums. The students enjoyed creating and designing their musical instruments and listening to the sound it made through vibration.



Respect

Pride

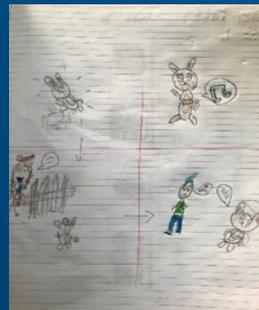
Trust

Perseverance

YEAR TWO

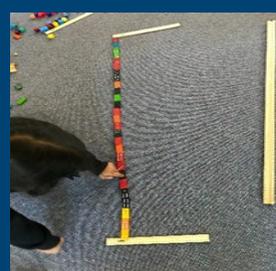
LITERACY

In literacy, students have been listening to oral stories. They have drawn characters and settings from stories they have heard, and identified the problem and solution. By listening to stories multiple times, students have realised that they pick up more details each time they hear a story. They have also explored the meaning of words and identified suffixes and how they can change the meaning.



NUMERACY

In numeracy, grade two have learnt to show addition on a number line. They have partitioned numbers to make adding them faster and added the tens and then the ones, showing these jumps on the number line. Students discovered that when adding 10 to a number, the number in the ones place remains the same. Students have also begun to investigate measurement. They used classroom objects to measure various items, for example, a marker is 7 paperclips long and a book is 11 unifix cubes long.



INQUIRY

In inquiry, students are taking their learning about light and sound further by planning and designing a shadow puppet show to perform to the cohort. In small groups, students have worked together to choose a story, create shadow puppets and explore different ways to make sounds, such as, a breaking chair, blowing down a house and slurping porridge. They have used their bodies and other items to make sounds, such as, stamping their feet, breaking a stick and knocking on a chair.



Respect

Pride

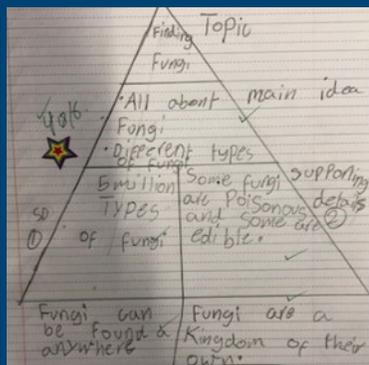
Trust

Perseverance

YEAR THREE

LITERACY

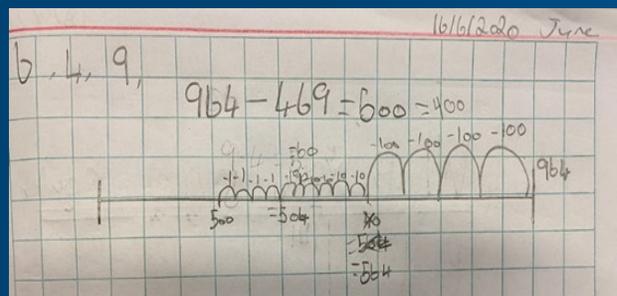
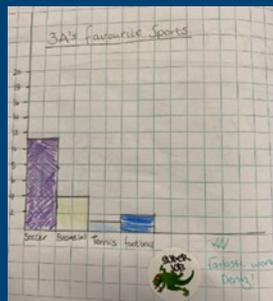
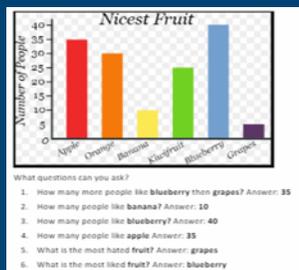
In reading, students have been working on identifying the main idea and supporting details in a text. Students used a main idea pyramid to demonstrate their understanding of the main idea of written texts and videos. In writing, students have been working on information reports about Orangutans. Students used OneNote to include verbs, adjectives and adverbs to write adverbial phrases to include in their information report pieces.



Types of Adjectives									
Number	Opinion	Size	Shape	Age	Colour	Origin	Material	Purpose	(What am I describing)
2	little	small	skinny		brown	legs		walking	Rikita the orangutan has 2 little small skinny brown legs for walking.
2	Small	tiny	Thin		orange/brown	arms		climbing	Rikita the orangutan has 2 small tiny orange/brown arms for climbing and swinging.
1	Little	small	Like a coconut		brown	head		Looking	Rikita the orangutan is little small like a coconut brown head for looking around her surroundings.
1	small	Tiny	cute		white	nappy		For wearing	Rikita the orangutan is wearing 1 small tiny cute white nappy for wearing.

NUMERACY

In numeracy, the grade three students have been working on subtraction and data. The students have been using a range of subtraction strategies such as number lines and the split strategy to solve worded problems. In data, students have been learning to create and interpret bar graphs. They have been answering questions about different graphs and have also been creating bar graphs using the data that they have collected from their friends.



INQUIRY

In inquiry, students have been reflecting on their learning and understandings of how living things are connected to the environment. Students have enjoyed using Flipgrid to record themselves speaking about ways to protect our environment, save our planet and their own understandings of living and non-living things.



WE HAVE JUST ONE PLANET

Sharing our Planet

May 25, 2020 #NoCode @1728ad Add Topic Grids

How are living things connected to the environment?
 What do living things need to survive?
 Why are some living things nearly extinct?
 What shall we do to help our planet?

Watch the BTN video and record some of your thoughts.

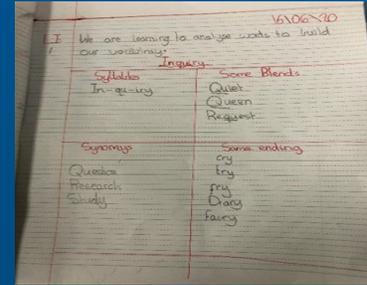
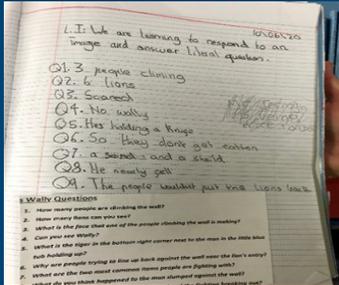
UNEP WWF Living Planet Report



YEAR FOUR

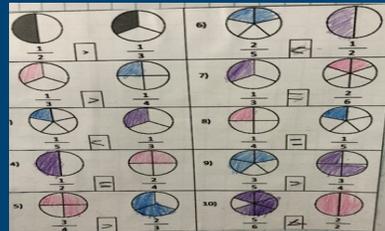
LITERACY

In reading, we have been extending our knowledge analysing words to build vocabulary. This has helped students in the reading and also writing. Students are now starting to understand the structure of a word, how many syllables, synonyms and blends that are in words. During this term students have also been studying procedural writing. They have looked at different styles of procedural writing i.e. game instructions, recipes, and manuals.



NUMERACY

During term two students have been studying fractions, multiplication and division. They have been identifying, ordering and comparing fractions. Students have been completing lessons about the relationship between multiplication and division. Though they are the opposite they both have to do with groups of equal size. During Applied students have been extending their knowledge of location and directions. Students had fun completing a compass that show all the directions



INQUIRY

We have been very busy exploring ways habitats and lifecycle of animals and plants and how they affect the environment. Students have researched the area of their choice and then chose to represent this newly learnt knowledge. Some of the ways students expressed their knowledge was through dioramas and models.



Respect

Pride

Trust

Perseverance

YEAR FIVE / SIX

LITERACY

In reading, grade 5/6 students have been learning how to make inferences from images and text. Students have made great progress, and are confidently able to use clues to infer. In writing, grade 5/6 students have been experimenting with poetry, including limericks, haiku and simile poems. Students thoroughly enjoyed creating simile poems, making a comparison of one thing with another thing.

NUMERACY

Grade 5/6 students have been learning a range of strategies to solve division problems in numeracy. Students have learnt how to use concrete materials like MAB to help solve problems. They have also been studying location and grid references. Grade 5/6 students have begun creating their own maps using a grid reference system to locate landmarks on their map.

INQUIRY

In Inquiry, our grade 5/6 students have been applying their learning. They have been taking action by presenting a range of ways to generate and conserve energy. Some students have created fantastic models of wind turbines and solar panels.



Respect

Pride

Trust

Perseverance

COMMUNITY HUB



The hub is looking forward to opening up more programs in Term 3.

We have had Breakfast club and English class (Wednesday only) programs running on site. In Term3 we are hoping to be able to offer our other English classes and playgroups with some changes in place.

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 will be open in week one from 9am-12pm next term. We will be contacting all participants in the first week of term 3 to finalise details for all classes. We hope to commence all classes in some form in the second week.

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 8:15 am—8:45 am

TOY LIBRARY

We are contacting all Toy Well library members and are hoping to start lending out toys this week with our new contactless system.

We are working on offering some new or altered programs next term. Watch this space!!

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

Respect Pride Trust Perseverance

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 : 26 JUNE 2020—END OF TERM 2