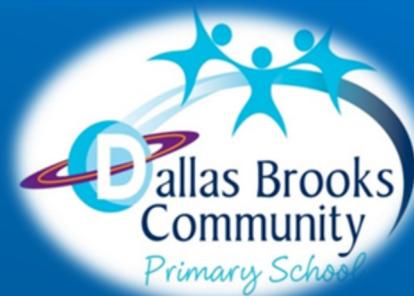


NEWSLETTER



Principal: Valerie Karaitiana

Assistant Principals: Mrs Ameera Hassanein

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

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

Vision: "For our students to be literate, numerate, creative, safe and happy"

Term 2 Issue 4 2021

PRINCIPAL TEAM COLUMN

DATES TO REMEMBER

- Monday 14th June - Queen's Birthday Public Holiday .The school will be closed
- Tuesday 15th - Thursday 17th June - Dental Van
- Tuesday 22nd & Wednesday 23rd June - Parent Teacher Interviews
- Friday 25th June— Last day of Term 2

LEARNING

Thank you to all our students, families and staff for the resilience and optimism they have shown with this current lock down. Thank you also to our parents and carers for managing the Remote and Flexible Learning in your homes. We are particularly grateful for the close tracking of all school correspondence each day, given the challenges that we're all grappling with at present. We remind families to reach out to their class teacher or leadership if you need support. We look forward to continuing to work closely in partnership with parents over the coming days and will continue to provide any support we can for students and families during this challenging time.

We are reminded by the Victorian Chief Health Officer that;

It is crucial, for everyone to remain vigilant by always staying home when unwell, wearing a face mask, performing regular hand hygiene, and maintaining physical distancing from others when practical.

The school community continues to have an important role to promote COVID-19 testing when a student or staff member has any symptoms, no matter how mild, and ensuring they remain home until they are well.

ATTENDANCE

We believe that student success is dependent upon good attendance at school. Students need to attend school regularly in order to participate fully and gain maximum benefit from their schooling. Regular attendance enables students to access a full education, allowing them to reach their full potential. Students with poor patterns in primary school usually have poor

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patterns in secondary school and often disengage from school. There is a direct link between school attendance and achievement later in life. Poor attendance also makes it difficult for children to form positive relationships with their peers therefore; we feel that good attendance is essential for DBCPS students.



OFFICE NEWS

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.

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KINDERGARTEN NEWS

It was Reconciliation week. Through music and art, we were able to further explore this area of learning. We have recently learned the Acknowledgement to Country as we established the importance of paying respect to the First Nation's people for sharing their land.

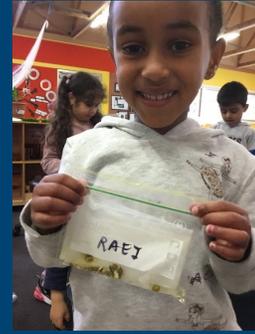
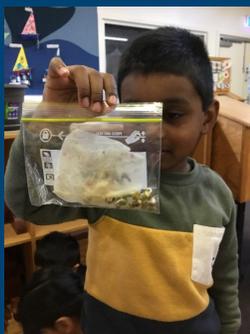


We made musical instruments – our personalized Indigenous Rainsticks. These were used by Indigenous framing tribes, they were made from plant stalks and when they were shaken, it makes a pattering sound similar to rain.



Growing Seeds

Reading Jack and the Beanstalk led us to grow our own green beans. As we observe their our seeds, we learn about how to create the right environment for them to grow. They have begun to sprout, and we are acquiring vocabulary to explain this process. *Some are: Seeds, Roots, Stem, Leaf, Watering, Sun, Growth*



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KINDERGARTEN NEWS

Making our snow area (to be continued)

An extension from our rain and clouds concept learning was our exploration of the cold weather. The children are making sense of this concept drawing from their prior knowledge and interests, a popular reference was the movie "FROZEN". We have supported their self direction by enabling them to create a little snow environment in the room. What would a cold place look like? What sorts of animals would you find there? What would the trees look like? What would the surrounding look like in colour, shape, form?

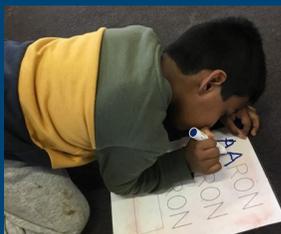
These were the questions posed and pursued.



Ongoing experiences



Show and Tell has continued to be an engaging and purposeful experience where the children are able to have a greater sense of ownership over their learning. The presenter had a chance to answer questions from the audiences, and many children built on each other's responses. We are learn to ask relevant questions, notice similarities between ourselves and others, and take turning taking the lead.



Name recognition and formation will be an embedded, ongoing learning area across the program. This means that children become familiar with their names and recognize the letters that belong in their name through various activities including play. We have also used children's interest in their names to learn about the some letter sounds through songs. Our name learning remains playful and appropriate to their development and pace.

What letter does your name start with? What is the sound of that letter?



FOUNDATION

LITERACY

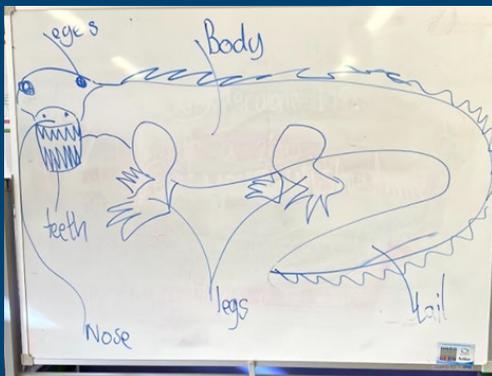
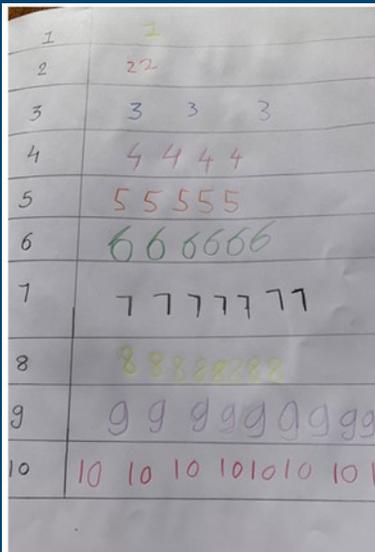
The students are continuing to develop their knowledge of the letters L U G. The writing focus has been based on writing facts about Crocodiles and drawing a picture to match. Students have been encouraged to write their own sentences independently. Students have continued to build their recall of the first 20 words.

NUMERACY

The students have continued to practice their ability to look at a small numbers of objects and instantly recognise how many objects there are without needing to count. They also explored sequencing missing numbers on a number line.

INQUIRY

The students have been investigating what they want to know about living and non-living things. They walked around the school and discussed what they could find that was living and non-living in the school environment.



YEAR ONE

LITERACY

In week 6 for literacy, grade one students have been exploring texts related to our unit of inquiry "It's a Material World" We have been focusing on the materials Metal. We have been collaboratively learning between classes and created space craft. Then, students have to write about their experience by using the structure we have been teaching them, based on their understanding on procedural text.

In week 7 for literacy, students were given 5 home readers and independent tasks to complete remotely. We are continuing to work on responding to literal questions and reinforcing of what we have learnt for "l" and "r" blends.

NUMERACY

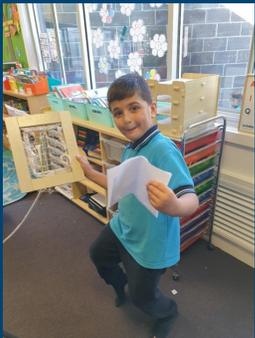
In week 6 for numeracy, grade one students explore how to use number line as a strategy for addition. We are also learning about mass of an object, and using scales to investigate how to balance a mass of an object. The students had hands-on learning which provides them a rich understanding to a new concept.

In week 7 for numeracy, students were provided with independent tasks to complete, they were mainly based on partitioning and addition using number line. Also, students were provided tasks to independently work on creating tally chart and pictograph based on the data we provided.

INQUIRY

In week 6 for Inquiry, students continued to explore all of the different types of materials around us. We have started to have discussions about recycling materials and the importance of it.

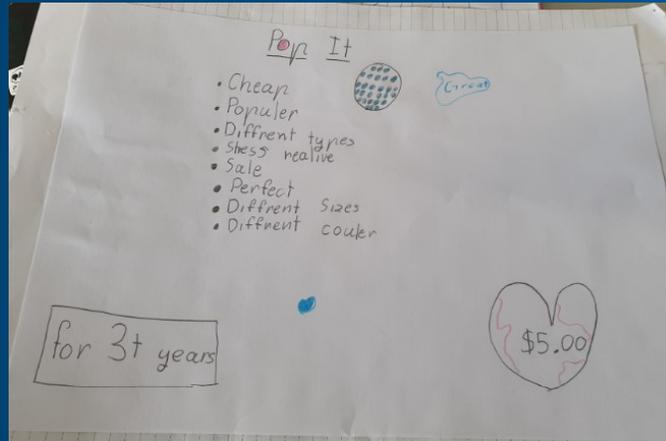
In week 7 for Inquiry, students were provided with independent tasks to complete. We encouraged students to draw a list of items that they can recycle at home and write a simple sentence why, to justify their answers.



YEAR TWO

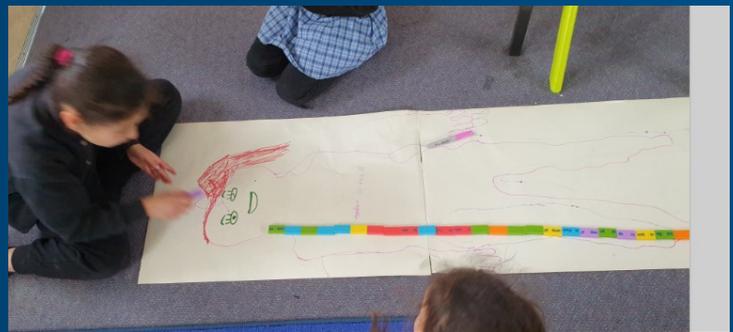
LITERACY

Students have been able to understand what inferring is in texts and pictures and have shown how to infer using clues from the text, what they already know and questions they have been asked. In writing students have been using their understanding of persuasive devices and have begun to plan and create an advertisement about a product of their choice. Students are in the planning stages identifying key aspects they need to include.



NUMERACY

Students have been using, counting, order and comparing a range of Australian coins and notes. Students have shown confidence understanding the reason we use money and identifying different money values. In measurement, students have investigated what length is and how it can be measured both formally and informally. Students were able to trace each other and identify how tall someone was in a range of materials.



INQUIRY

Students have begun to identify what recycled materials are and using ethical decisions identifying what is the right and wrong thing to do and how they can support their environment. Students have identified that when products are not recycled or reused this has a significant impact on the animals in the environment. Students are beginning to plan and create functional products that are made from recycled materials. Please continue to bring in and recycled plastics, cans, bottles and lids to support the students making these products.

Scenario	Right	Wrong	Wrong Actions
You see a crab with a can for a shell who is stuck.	Do and help him all the way because that's what FRIENDS do.	do not help him! She did not help Not helpful action.	Because she will die and it will be sad.
You see someone walking and trip themselves on the ground.	You need to stop and pick up the stick.	They will stop and trip the ground and let the animals die.	Because they will die and it will be sad.

YEAR THREE & FOUR

LITERACY

In literacy, the year 3/4 students have been learning about information reports. They have been learning about the structure and features of an information report and have begun to investigate some facts to write an information report about animals that have been affected by human activity. Students have also been learning the difference between facts and opinions and how to identify them in non-fiction texts.

NUMERACY

In numeracy, students have been learning about fractions. They have been using the paper folding method to identify equal parts of a whole object and have been using fraction walls to identify equivalent fractions. The year 3/4 students have also been learning to measure the area and perimeter of shapes.



INQUIRY

In inquiry, students have begun investigating their lines of inquiry. Students have found out many new facts and information about how environmental factors such as air pollution, water pollution and deforestation impact our planet.

Reminders:

- Week 8 – remote learning
- Please encourage your child to login to Microsoft Teams and join daily class calls.

YEAR FIVE & SIX

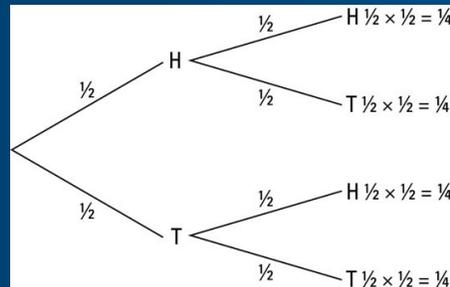
LITERACY

Literacy, students have been learning to skim and scan texts to find key information. This skill has helped the students research and find information for their information report on animals. All students have been working on their information reports onsite and have now started a new animal to continue writing about during remote learning.



NUMERACY

Numeracy, students have been learning how to use different strategies to help them measure and find the area and perimeter of different shapes. Students have also been learning about chance through flipping a coin to find the probability of different outcomes.



INQUIRY

Inquiry, our big inquiry question is “how does the weather affect life on earth?”. Students have followed this question to discover that the weather has a major effect on animals and the environment. Students now have the information to begin creating their own inquiry question to present and try and make a difference in our community.



PUPIL OF THE WEEK

TERM 2 WEEK 6

TERM 2 WEEK 7

FOUNDATION A:

Beraat

Ella

FOUNDATION B:

Luke

Adil-Salih

FOUNDATION C:

Alex

Ismail

GRADE 1A:

Sara

Souraya

GRADE 1B:

Selina

Ayoub

GRADE 1C:

Yazel

Rashid

GRADE 2A:

Moawiya

Rayan

GRADE 2B:

Hassan

Wafa

GRADE 2C:

Aysha

Halil

GRADE 2D:

Rosalina

Ertan

GRADE 3A:

Mawadah

Olivia

GRADE 3B:

Mohamed

Amelia

GRADE 4A:

Muhammedemin

Asli

GRADE 4B:

Mohamed

Asli

GRADE 4C:

Ayaan

Anaya

GRADE 56A:

Asmaa

Ali

GRADE 56B:

Hajar

Kamile

GRADE 56C:

Omer

Fatoum

GRADE 56D:

Aisha

Serena

GRADE 56E:

Khadijo

Hamza

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COMMUNITY HUB

It has been an eventful couple of weeks at Dallas Community Hub as we have had to adapt to the changing environment due to the Covid restrictions and lockdown. We made sure that we maintained connection with our Hub participants by moving most of our programs such as Playgroup and English classes to online Zoom.

We were lucky to have the lovely Amy from Dallas Brooks Community Primary school connecting with our playgroup families via Zoom during the lockdown. We look forward to engaging with our Hub families as soon as restrictions are over.



Playgroup:

Please message 0419 475 047 if you would like to enrol your child for playgroup .

Baby Circus:

Online during lockdown Wednesday 11.30am-12.30pm Via Zoom Please message 0419 475 047 for the link.

Ladies Zumba:

Reclink have kindly allowed Dallas Hub participants access to free online Zumba sessions. Please message 0419 475 047 for the link.

For further information, please contact Hub Coordinator Fatima Ghazzaoui.

Tel: 9309-1181 Mob: 0419475047

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2021

LITTLE BIG TALK

Free Speech Pathology Clinic for Families living in Hume

- *for children under school age*

Tuesday April 27th
Wednesday June 2nd

- Register your interest for an appointment with a Speech Pathologist if you have questions or concerns about your child's communication skills.
- Locations in Coolaroo and Dallas in term 2.
- This service is for families who are not already engaged with, or on a waiting list for a speech pathologist or early childhood intervention.
- The Speech Pathologist will talk to you about ways to help your child's communication, and may refer you to another service.

To register interest, please phone Sue Pakakis, on 9084 9103, or email
Sue.Pakakis@education.vic.gov.au

You will be asked to provide some information about you and your child and an appointment will be arranged for a speech pathologist to discuss your concerns at an upcoming Little Big Talk session. Interpreting can be arranged if required.

Please note this clinic does not offer ongoing speech therapy



Education
and Training



DPV
Health

SUNBURY
COBAW COMMUNITY
HEALTH
KYNETON | ROMSEY | SUNBURY | WOODEND





BREAD TAGS FOR WHEELCHAIRS



Please save your bread tags - they will be recycled to fund wheelchairs in South Africa.



We collect bread tags Australia-wide, and recycle these in Robe, SA. All funds raised through recycling are used to supply wheelchairs in South Africa.



Re-made in Robe!



What can I do?

It's easy save your bread tags for a while and then drop them off at one of our collection points. Ask your family, friends, school and local café to help.



Visit our website for signage, to find your nearest collection point, or to host a collection point.

 aussiebreadtags@gmail.com

 www.ozbreadtagsforwheelchairs.org.au

 [@aussiebreadtags](https://www.facebook.com/aussiebreadtags)

Local Contact:

2023 Enrolments

'Education today, empowerment tomorrow, a lifelong love of learning'
Mr Chris Caldwell - Principal

Applications for **Year 7 in 2023** are now open.

20th
August
2021

Applications close.
Enrolments must be
received by the College

22nd
October
2021

Letters of Offer will
be sent to families

12th
November
2021

Final date for families to
accept offer from College

Limited spaces are still available
for all year levels for 2022,
don't miss out, apply online now!
www.penola.vic.edu.au/enrol-online



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