

NEWSLETTER



Principal: Valerie Karaitiana

Assistant Principals: Mrs Ameera Hassanein

Head of Wellbeing: Mr Tim Brown

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 3 Issue 3 2021

PRINCIPAL COLUMN

We once again want to thank parents and carers for their ongoing support through this current lockdown period. We are also impressed with the resilience of our students and their capacity to return to remote learning.

We understand that each lockdown presents complexities that contribute to heightened anxiety and uncertainty, however, we are all trying to support one another. Staff are constantly improving their practice so that communication and learning can be impacted less each time. Our staff are all doing an amazing job and we can't thank them enough. Pending the length of this lockdown period, we will continue to monitor this provision to ensure students are being well-supported and carefully structure the workload. Over the course of this week to date, we have noticed across the school work being posted/uploaded by students. Keep up the great work!

We have been supervising some students, on-site students. Students that attend onsite will be supervised to continue with their remote learning.

The department outlines the following students who may be able to attend onsite;

- children in out-of-home care
- children deemed by Child Protection and/or Family Services to be at risk of harm
- children identified by the school as vulnerable (including via referral from a family violence agency, homelessness or youth justice service or mental health or other health service and children with a disability)

Children who attend onsite will only be supervised to continue with their remote online learning.

Remote Attendance

It has been great to see so many children online with their classroom teachers and completing all learning task. Our attendance has been high with students engaging in their learning. We appreciate all the work you are doing and encourage you to continue.

Parent Support Sessions

Parents are able to attend an online daily drop in session from 1pm till 2 pm. This is an opportunity for you to connect with members of the wellbeing team. Including our community hub coordinator and school chaplain to support all parents. A link will be provided on compass to share with all parents.

If you require further assistance please contact the school or e-mail us.

Take care

Respect Pride Trust Perseverance

OFFICE NEWS

NEW ENROLMENTS

New enrolments welcome Foundation to Year 6 - Enrolments for 2022 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 or email 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.

ROAD SAFETY DURING PICKUP/DROP OF TIMES

We understand that at times parking can be challenging however please remain patient and respectful at all times. This is a great opportunity for you as parents/carers to teach our school values Respect, Perseverance, Pride, Trust.

If you have any concerns or suggestions to improve this please contact the school as we would welcome your feedback.

DATES TO REMEMBER

- **Monday 23rd to Friday 27th August** - Book Week
- **Wednesday 1st September** – Pupil Free Day – No school for students on this day
- **Thursday 2nd to Friday 3rd September** - Father's Day Stall (TBC)
- **Friday 17th September**—Last day of Term 3
- **Monday 4th October**—First day of Term 4

BUILDING BIRDS NESTS

The children have been interested in birds and exploring our natural surroundings. They were invited to collect materials from the outdoor space and design and build their own bird nest. Many of the children shared their knowledge about the types of materials birds collect for their nests. The children found sticks and twigs under the trees and a variety of different leaves. I asked, "how long do you think a bird takes to build a nest?" The children stopped and thought about that and decided to take their time, trialing different ways to construct their nest. Each child approached the task differently and just like children, each nest is different; weaved in different ways, has different styles, and different foundations, but each one is uniquely beautiful! This experience is rich in learning dispositions and helps to develop a deeper respect for nature and our natural surroundings. It also provides sensory stimulation with clays calming and therapeutic benefits.



NATIONAL ABORIGINAL AND TORRES STRAIT

ISLANDER CHILDREN'S DAY

We celebrated National Aboriginal and Torres Strait Islander Children's Day this week. We watched a greeting from Children's Day Ambassa-

dor Nanna from 'Little J & Big Cuz' and learnt the theme for this year is 'to play, learn and belong'. We also joined in an animal dance with Djirri Djirri dancer and proud Wurundjeri woman, Mandy. Djirri Djirri means Willy Wagtail in Woiwurrung, the language of Wurundjeri people. A willy wagtail is a native Australian bird.



We have set up a permanent drawing/writing table, where the children can use a variety of making mark materials to construct and illustrate their thoughts, feelings and ideas, supporting their play. The children are also invited to 'sign in' each morning on arrival at the 'I can write my name' table, as they transition into the room.



FOUNDATION

LITERACY

In foundation our students have been busy during lockdown doing lots of fun activities. For reading we have been learning about oxford words and focusing on our sounds. The students have enjoyed doing dictated texts with their parents and have been listening to the sounds to help them decode words to write. It is fantastic to see so many of our students trying their best each day at home.

NUMERACY

In numeracy we have been learning about numbers before and after and counting to and from 20. We have been continuing to work on our number formation and continuing to add to our 100 days' chart. Well done to the students at home for finding lots of things that equal that number and writing your numbers correctly to 20. Keep practising every day, practise makes perfect!

INQUIRY

In inquiry we celebrated 100 days of school and everyone had a really fun day celebrating being 100 days smarter. The Foundation students were to discuss the celebration and joined in as a cohort in the celebration activities. During remote learning the foundation students had fun learning about the Olympics. They have learnt so much about the Tokyo 2020 (2021) Olympics and have made an Olympic torch, a gold medal and decorated their favourite countries flag.



YEAR ONE

LITERACY

In the Grade 1 learning area, the students have continued to explore a range of Dreamtime stories which are linked to our Inquiry Unit 'First People'. This fortnight, we read the story 'How the Kangaroo got their Tails' and developed our understanding of Indigenous people, their culture and how they care for their natural environment. During our writing sessions, the students have been busy creating their own innovative texts based on the Indigenous stories we have read in class. They have also really enjoyed being able to use the developmental play sessions to inspire their recount writing.

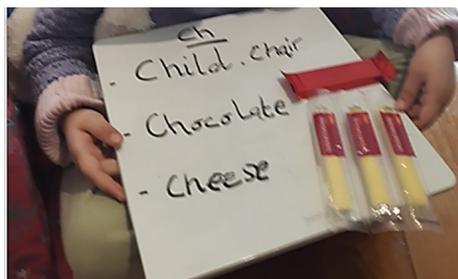
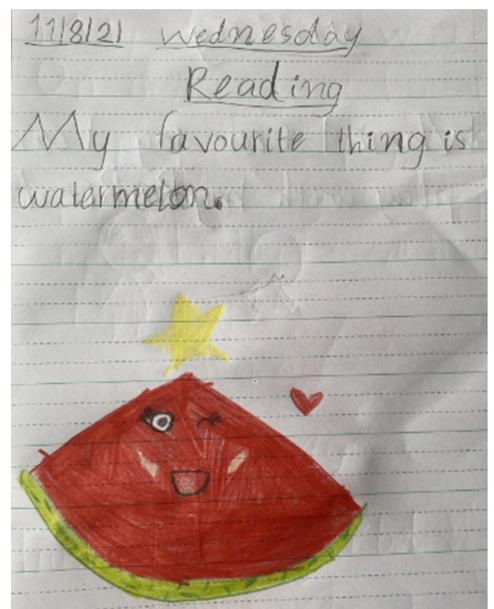
NUMERACY

The year 1 students have been continuing to practise their counting skills and have really enjoyed the fun maths games we have been playing. They have been working on identifying a number that is 1 more and 1 less. During lockdown, the children continued to focus on subtraction and writing number sentences. They have loved building on this maths concepts by watching videos, playing games and singing songs. They have also been focusing on naming and identifying the features of 3D objects.

INQUIRY

In inquiry, the children have continued working on the main topic about the 'First People of Australia'. They have built their knowledge of Indigenous culture through storytelling in our reading sessions, being creative through our art activities and watching videos. The children have learnt about the different tools used by Indigenous people and their special cultural names. They have also started to write questions that they would like to find out about Indigenous people.

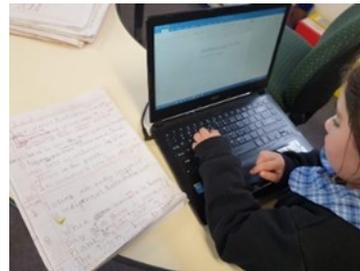
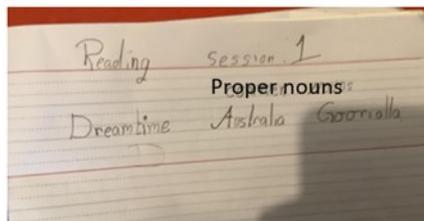
As a team, we would like to say a big thank you to all of the parents and students for your hard work and perseverance during this last remote learning period. You all worked so hard and we are so proud of everything the students achieved!



YEAR TWO

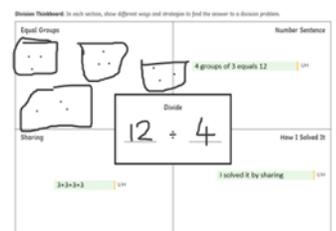
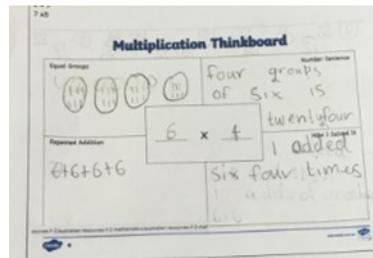
LITERACY

The grade 2 students have been learning about finding the main idea. They have watched dream time stories and were able to discuss and record the main idea of the video. Students have continued to work on their information reports on Indigenous Australians. Students have begun editing their information reports looking for ways to improve spelling, sentence structure and punctuation. Some have begun to publish their information reports and include images to support their writing. Students have also furthered their knowledge of proper and common nouns by identifying them within a paragraph.



NUMERACY

In maths we have revisited multiplication and its connections to division. Students have been able to use groups of, repeated addition and number sentences to show their knowledge of multiplication and division. Students furthered their learning of clocks of how to read quarter to and quarter past of clocks. Students have begun to explore chance they will have opportunities to explain what chance is, use chance words to describe events and represent chance of events.



INQUIRY

In Inquiry the year twos have continued to explore our unit 'Why is it important to keep the culture of the Wurundjeri people alive?'. Students have understood that Aboriginal Australians have a unique and special elements that make their culture important for everyone to remember. Students have shown this understanding by learning about the meaning of the colours used in the Aboriginal flag. They have also reflected on Why it is important for cultures to be remembered? and How they would feel if their culture was forgotten?



YEAR THREE & FOUR

LITERACY

In literacy, students have been working on making deep connections from a range of different picture story-books. This strategy focused on identifying the important themes/ideas the author presented in the text and then using those ideas to connect to another book they have read or a real world event. In writing, we have been building our knowledge of biographic texts. Students have shown growth through their use of language features that aim to tell the reader about the life of someone else.

Text-to-World Connection

The picture in the story shows...

Drought- there was no water or food for the animals



This is just like...

When there were bush fires all around Australia. There was no water no food for all the animals



Text



In the story, ... There was a _____ part where they saved a _____ koala

Making Connections



In the real world, this reminds me of _____ The Koalas that were saved in the Australian bushfires.

NUMERACY

In numeracy, students have continued a focus on division. We have been looking at the range of strategies students can use to solve worded problems. Some of these strategies include; equal groups, link to multiplication facts, repeated subtraction and arrays.

Students have also begun a unit of work looking at angles. They have spent time exploring their home for right angles and comparing other angles that they find which may be 'greater' or 'less' than a right angle.



The Immigration museum has asked you to arrange the new plaques of migrant families that have arrived. There are 72 plaques in total and they need to be arranged in rows of 6. How many plaques will be in each row?
 $72 \div 6 = 12$
 There will be 12 plaques in each row.

Division

Left overs/remainders
 Odd amount
 Arrays Sharing Groups
 making groups even Drawing circles Skip counting

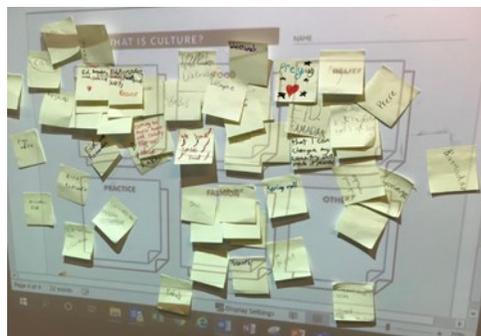
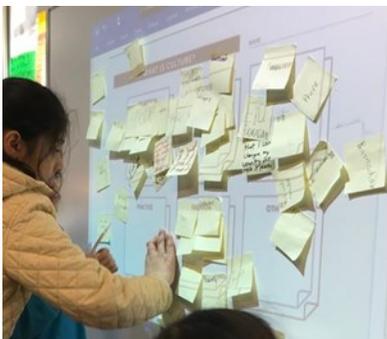
27 divided by 9 equals 3

Division Strategies

| | | |
|---|---|--|
| Equal Groups  | Array  | Repeated Subtraction  |
|---|---|--|

INQUIRY

In Inquiry, students recently took an excursion to the Immigration Museum. Students learned about the history of migration, including some of the reasons why people leave home countries. Students have spent time collaborating about their knowledge of culture and what defines different cultures.



YEAR FIVE & SIX

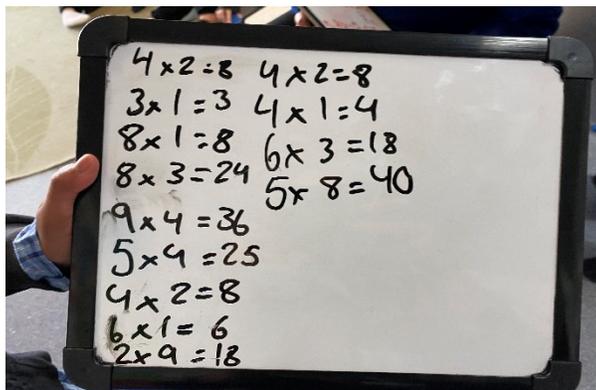
While we have made it halfway into Term 3 with the on and off again lockdowns, we would like to say thank you to all the families who have supported their children and the school during these times. We have been proud of the progress that our students have produced throughout online learning and the supportive response from all the parents and guardians so far.

LITERACY

In literacy we have been exploring the structure of a biography and how to create our own writing device using the appropriate paragraph structure and language features. We have been consolidating our summarising skills and making connections in reading and continued to develop our vocabulary by reviewing 'suffixes' in our spelling. Students are always encouraged to pick up a book every night and read so that they can continue to build their literacy skills.

NUMERACY

In numeracy, students have been immersed in our open-ended questions for our maths concepts, patterns and algebra and 3D shapes. We have been developing our knowledge and applying skills to solve our worded problems. Students have been given numeracy challenges that engage and activate their problem-solving skills as well as trigger discussion amongst peers. We encourage all students to continually practice their multiplication times tables every night as we have been at school.



INQUIRY

In Inquiry, students have been busy working on their new inquiry question "What makes us Australian?". They have been busy creating their open-ended questions about the topic and identifying similarities within their cultures.

I would like to thank all of the parents and guardians who have supported us throughout remote learning and thank you for being a part of the learning process at Dallas Brooks Community Primary School.

From Ms Vo and the Grade 5/6 Team



PUPIL OF THE WEEK



TERM 3 WEEK 4

TERM 3 WEEK 5

| | | |
|---------------|----------|----------|
| FOUNDATION A: | Zahaa | Fatima |
| FOUNDATION B: | Mehmet | Arsh |
| FOUNDATION C: | Hamza | Riham |
| GRADE 1A: | Mouna | Adem |
| GRADE 1B: | Selina | Wali |
| GRADE 1C: | Adrian | Hassan |
| GRADE 2A: | Yusuf | Wafaa |
| GRADE 2B: | Paisios | Renarose |
| GRADE 2C: | Aseel | Ibtisam |
| GRADE 2D: | Suraya | Ghaith |
| GRADE 3A: | Laila | Hibbah |
| GRADE 3B: | Abdul | Hannah |
| GRADE 4A: | Ceyda | Saja |
| GRADE 4B: | Selma | Asli |
| GRADE 4C: | Haidar | Fadila |
| GRADE 56A: | Moustafa | Ahmed |
| GRADE 56B: | Zain | Syreen |
| GRADE 56C: | Ahmad | Fatoum |
| GRADE 56D: | Saffia | Muhammad |
| GRADE 56E: | Hamza | Fozia |



PUPIL OF THE WEEK



SPECIALIST STUDENT OF THE WEEK

TERM 3 WEEK 4

TERM 3 WEEK 5

VISUAL ART

FOUNDATION:

Ali

Hussain

GRADE 1/2:

Zeenat

Renarose

GRADE 3/4:

Kasem

Sasha

GRADE 5:/6:

Merve

Asqa

P.E.

FOUNDATION:

Redwan

Ali

GRADE 1/2:

Azaan

Wafa

GRADE 3/4:

Yusuf

Musa

GRADE 5:/6:

Vena

Fatima

STEM

FOUNDATION:

Hamza

Chelsea

GRADE 1/2:

Yahya

Uwais

GRADE 3/4:

Musa

Mina

GRADE 5:/6:

Maysa

Vena

We have moved all current programs online until further notice. Please call or text 0419475047 if you would like to join any of the programs via Zoom. Our priority is to keep the community safe - we will resume all on-site activities as soon as it is safe to do so.

Playgroup:

Playgroups are on a Monday and Tuesday. The morning sessions are from 9.15am-11.15am and afternoon sessions from 1pm-3pm

Conversational English Class:

Free English Classes will run on a Tuesday, Wednesday and Thursday from 9.15-12.15pm. Please call Fatima on 0419475047

Craft Club:

On Monday mornings from 9.15am -11.15am

Baby Circus:

Every Wednesday 11.30am-12.30pm commencing in week 3.



Ladies Zumba:

Every Thursday 9.30am-10.30am commencing in week 3.

For further information, please contact Hub Coordinator Fatima Ghazzaoui.

Tel: 9309-1181 Mob: 0419475047



Reduce your risk of coronavirus (COVID-19) in the community

- ▶ **Wash your hands** often with soap and running water for at least 20 seconds. Dry with a paper towel or hand dryer.
- ▶ **Use an alcohol-based hand sanitiser** with over 60 per cent alcohol.
- ▶ **Cover your cough or sneeze** with a tissue or use your upper sleeve or elbow.
- ▶ **Stay at home** when you can. Check our website for reasons to leave home.
- ▶ **Wear a face covering** if you have to leave home.
- ▶ **Don't touch** your eyes, nose or mouth – or your face covering if you're wearing one.
- ▶ **Get help** if you feel unwell, call your GP or the coronavirus hotline for advice. If you're sick, stay home.
- ▶ **Get tested** if you have symptoms and go straight home afterwards.
- ▶ **Go to your medical check-ups** and see if medicines can be delivered to your home.
- ▶ **Continue healthy habits** exercise, eat a balanced diet, get plenty of sleep and stay connected. quit smoking (Quitline 137 848).
- ▶ **Remember your mental health** and do things you enjoy. Check our website for mental health resources and support.



Find out more

www.dhhs.vic.gov.au/coronavirus

For more information, call the

Coronavirus hotline 1800 675 398 (24 hours)

Choose option 0 for translating and interpreting services

Call Triple Zero (000) for emergencies only

To receive this publication in an accessible format
email COVID-19@dhhs.vic.gov.au

Authorised and published by the Victorian Government, 1 Treasury Place, Melbourne.
© State of Victoria, 2 September 2020 (2001628) v10



Health
and Human
Services



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: