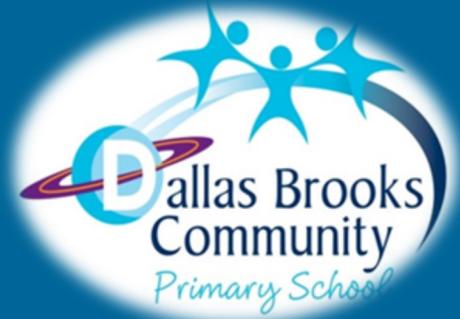


NEWSLETTER



Principal: Valerie Karaitiana

Assistant Principals: Mrs Ameera Hassanein

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

Term 3 Issue 4 2021

PRINCIPAL COLUMN

I want to thank everyone for the continued amazing efforts through this latest phase of remote learning. We are mindful that families are finding remote learning challenging. Our children, right now more than ever, need to feel comforted and loved. They need to be reassured that it's all going to be okay. I want to emphasise that your family wellbeing is the priority. Do what you can and what works for your family each day.

Your child's morning check in with the class teacher is important every morning. This allows your child to engage in the learning and communicate with other classmates. Teachers also engage in a morning circle activity to continue to motivate and inspire all students to learn. Friday is 'Fun Friday'. This is an opportunity for students to engage in wellbeing activities, and take part in their specialist subjects (Physical Education, Art and STEM activities). All activities are placed online. Please make sure your child attend these sessions.

TECHNOLOGY

It is incredible to think how much we have learnt about technology over the past 18 months. For many of us our students have been surpassing our own knowledge and skills! We know that as parents and carers, we have a responsibility to keep our children safe online and protect them. Please make sure your child is using their device correctly and not engaging in chat sessions. Teachers have spoken to all student regarding this.

TIPS FOR PARENTS & CARERS DURING LOCKDOWN

We include the link below from Headspace in this week's newsletter, to provide a few tips for parents & carers during this current period of lockdown. No doubt this short clip will reinforce many things that you currently have in place, but there might also be a few new pointers for you to consider

<https://www.youtube.com/watch?v=Fw3LzWe-93U>

Thank you all

Respect Pride Trust Perseverance

WELLBEING TIPS

9 SIMPLE WELLBEING TIPS WHEN WORKING FROM HOME

So, how can you look after your wellbeing when working from home? How can you create healthy boundaries between your work and personal life and stay mentally and physically healthy to be a productive and effective worker?

Here are nine tips to help you care for your health and wellbeing while working remotely.

1. **Maintain your regular routine.** Humans are creatures of habit, so a regular schedule is important – set one and stick to it. If you are new to home working, try to adhere to your normal office routine as much as possible. If you feel overwhelmed by your responsibilities, divide your day into smaller tasks so you can focus on one at a time. Then, when the working day is done, log off and focus on personal activities and priorities to avoid burnout and maintain a healthy work-life balance.
2. **Create a comfortable and clutter-free workspace.** Even if you aren't lucky enough to have a study or spare bedroom, you can still create a dedicated workspace. Whether it's a desk in the corner of your bedroom or the end of the dining room table, keep this space free from clutter. Focus only on your work when you are in this space to create a physical and mental boundary between your professional and personal life.
3. **Be a home worker, not a lone worker.** Communication really is the key to not feeling isolated or alone. If your manager or team have not already agreed preferred communication tools, then determine what works for you. Crucially, try not to have too many lines of communication open as this can prove distracting and overwhelming. Instead, select two or three communication tools and use them to keep in touch at regular intervals throughout the day. While most communication throughout the course of your day is about work, you could consider beginning and ending the day with a more personal conversation in order to stay connected with your colleagues while working remotely.
4. **Face-to-face is still best.** Wherever possible, communicate with your colleagues via video chats. Face-to-face conversations help you feel more connected and are typically more engaging than conference calls.
5. **Take a break.** Like any working environment, it is important to take the occasional break to let your brain and body relax. Take a 10-minute walk, do gentle exercises in your lounge room, make lunch or catch up with a friend over the phone. Short breaks will help give you the ability to refocus on your work tasks – ultimately supporting both your productivity and mental health.
6. **Maintain physical health.** Eat well, sleep well and exercise well – these are the three cornerstones of good physical health and they should not be ignored just because you are working at home. Don't skip breakfast, work through lunch or snack too often in between. Don't compromise your sleep. Keep up physical activity, whether it's by going for a walk around the block or using online exercise tutorials to guide you through a lounge room workout. Physical activity and regular mealtimes also serve as great ways to break up the day.
7. **Practice mindfulness.** Many people find that mindfulness techniques help reduce their level of stress and improve their attention span. From deep breathing to making sure you focus completely on just one task at a time, spend some time exploring the benefits of these techniques.

WELLBEING TIPS

8. **Ask for help.** If you begin to feel overwhelmed, ask for help. Emotional reactions, from frustration over any technology issues to feeling isolated, are normal. Be aware of your feelings and rather than suppressing them, ask for help by reaching out to a trusted mentor, friend or colleague.

9. **Remember to reflect.** At the end of each day of remote working share to yourself or someone in your family or friend a success from the day, something you learned during the day and something you are excited to change tomorrow. Even if you don't it's important to take a step back and reflect on your day. Recalling your successes and highlights while looking forward to the next day with optimism will help maintain your positive outlook.

Self-care when working from home is vital. By setting healthy boundaries and prioritising your mental and physical wellbeing, you'll avoid falling into bad habits and will instead remain productive and motivated. You may even find yourself feeling happier and healthier.

SUPPORT RESOURCES

Support for Parents

- Parentline: 13 22 89 - Telephone counselling & support service for parents/carers of children up to 18 years.
- Lifeline: 13 11 14 or www.lifeline.org.au
- Beyond Blue: 1300 22 46 36 or www.beyondblue.org.au

Support for Students

- ReachOut: Coping during the Coronavirus
- Headspace: How to Cope with Stress Related to Coronavirus (COVID-19)

For Parents to Support Children

- Department of Education and Training - Talking to your Child about Coronavirus (COVID-19)
- Raising Children Network Coronavirus - Coronavirus (COVID-19) and Children in Australia
- KidsHealth - Coronavirus (COVID-19): How to Talk to Your Child
- eSafety Office - COVID-19: An Online Safety Kit for Parents and Carers
- Headspace - For Friends and Family

COVID VACCINE INFORMATION

How to book an appointment. To book an appointment, visit the coronavirus.vic.gov.au website or contact the Coronavirus hotline by phoning **1800 675 398**. To find a vaccination centre and opening times, visit the coronavirus.vic.gov.au website.

From **30 August**, people aged **16-39** can get their **COVID-19 vaccine** at a doctor's clinic, pharmacy or community health service through the Australian Government Eligibility Checker. You can book your appointment online or by calling the vaccine provider nearest to you.

More information Translated advice about the vaccines is available on the coronavirus.vic.gov.au website. For more information about eligibility, visit coronavirus.vic.gov.au or use the Australian Government's COVID-19 vaccine eligibility checker.

For further assistance, contact: the Department of Health Coronavirus hotline: 1800 675 398

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.

DATES TO REMEMBER

- **Tuesday 7th September**—Published writing pieces to be uploaded onto TEAMS
- **Friday 17th September**—Last day of Term 3
- **Monday 4th October**—First day of Term 4

SCIENCE WEEK

We celebrated 'Science Week' last week. The theme for this year is 'Food: different by design'. To support this, we have a 'germinating seed' experiment in the 'Take Home' activity bag with instructions on how to germinate the seeds using paper towel and a Ziplock bag. This experiment explores another way you can grow edible plants without soil. We will introduce our gardening program and explore the life cycle of a plant and introduce 'seed to salad' activity.

During group time I asked the children, 'What is science?' Amir A. immediately put up his hand and said, "making things explode!" Salahadeen said, "growing veggies to eat", and Taha added, "I will do science today with my brother". Science is a wonderful hands-on subject young children can develop a love for learning.



We merged with our Green Group friends again this week and played a fun ball game encouraging social interactions while learning names. Each child had a turn at choosing someone to roll a ball between their legs, practicing hand/eye coordination and promoting fun social connections.



Water has calming properties as well as been a terrific resource to experiment with. Outside, children explored buoyancy, direction, and speed, experimenting with a variety of different boats. Ri-sham offered the children the opportunity to mix bubble solution with water to create 'calming bubble cups'. This experience was thoroughly enjoyed and supports our focus on wellbeing and children's interest in cause and effect.



FOUNDATION

LITERACY

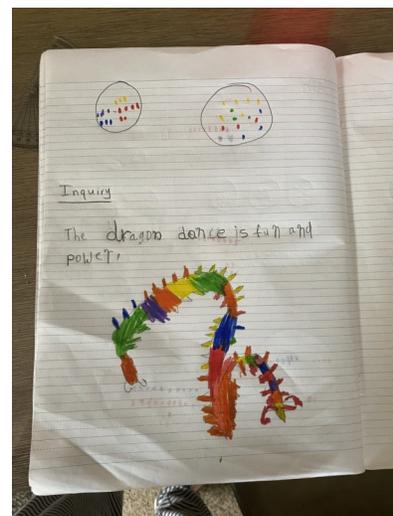
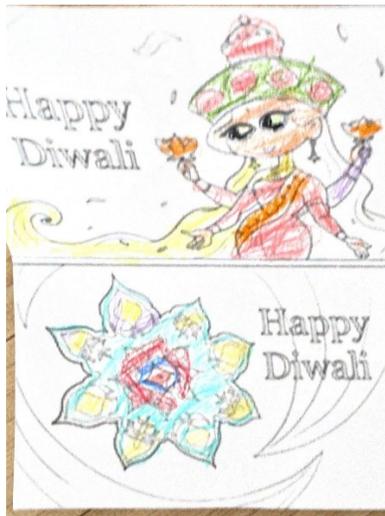
In foundation our students are been busy doing many fun activities. For reading we have been learning about oxford words and focusing on looking at the word, saying it and writing it. The students have then used these words as well as CVC words to help them structure simple sentences. It is fantastic to see so many of our students trying their best each day at home.

NUMERACY

In numeracy we are learning about addition and counting. Counting two or more numbers and counting all. We have been working on adding drawings and worded problems. The Foundation students have also been exploring Mathletics for some extra fun online maths games. We are so proud of all the hard work they have put it.

INQUIRY

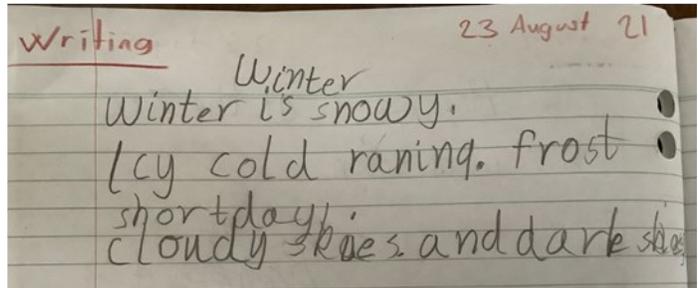
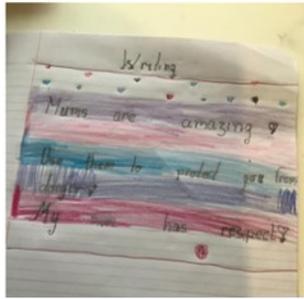
In inquiry we have celebrated Diwali. The students completed a Happy Diwali Card to a friend or family member that they liked to wish Happy Diwali too. We are also focusing on dance and costumes form different places across the world. So far we have looked at India, China and Africa and it has been fun for our students and parents to work on this together bringing some memories and culture back. Here are some pictures of a card, lantern and a Chinese dragon dance.



YEAR TWO

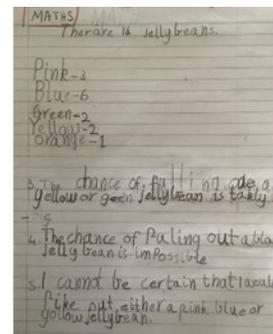
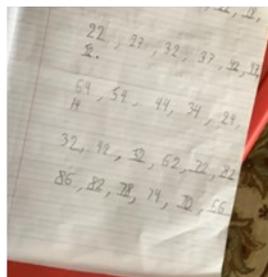
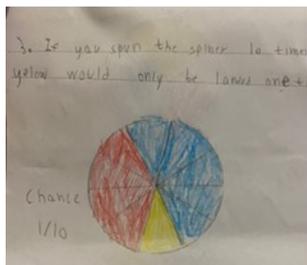
LITERACY

The grade 2 students furthered their knowledge of types of words including antonyms and synonyms. Understanding these types of words will support students' writing and reading using a larger variety of words. Students have begun learning about poetry. During our poetry unit students will learn about the features of several types of poems and have an opportunity to write and share poems they have published. Students will be encouraged to read their poems aloud and place their poems up at home for their family to read.



NUMERACY

In maths we have started exploring number patterns. Students have been encouraged to identify the rule for the patterns by counting back or counting on to the next number. Students furthered investigated the likelihood of dice, spinners and counters being pulled from a bag. Students had the opportunity to explain what chance is, use chance words to describe events and represent chance of events.



INQUIRY

We continued to explore our unit 'Why is it important to keep the culture of the Wurundjeri people alive?'. Students were asked to reflect to the questions How does losing a language can effect whether a culture continues. They used the question prompts What do you feel?, What do you think is going on? What does this make you wonder? to help them respond. Students have shown their understanding of Aboriginal art by creating their own totems and also art on stick, rocks, or paper.



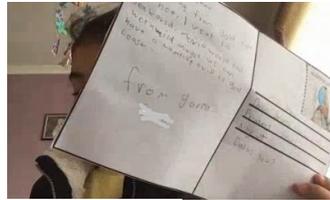
YEAR THREE & FOUR

LITERACY

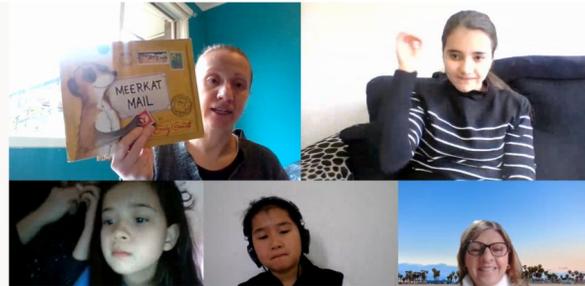
In literacy, students have been making connections with a range of texts. They discussed the ideas in a story, and thought about a time when they have experienced something similar (text-to-self), another text it reminds them of (text-to-text) and what world event it reminds them of (text-to-world). In writing, students have begun looking at transactional texts, such as letters, and have identified the structure and features of an informal letter. They wrote post cards, based on the story, 'Meerkat Mail'.

Connections to Other Texts

What text did it remind you of?	When Sunny got uncomfortable when other where to close to him.
What reminded you of this?	When three little pig went into the last house they snuggle together.

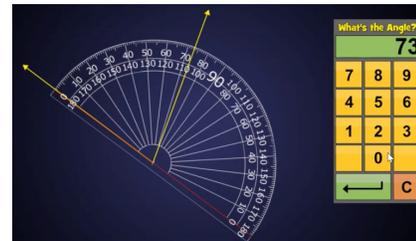
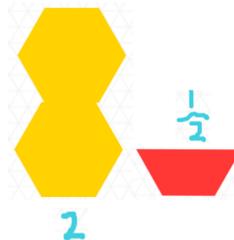


TO Mrs. Snow
 Dear Mrs snow, how are you I hope you are well I am in ~~istanbul~~ Istanbul Now the weather is beautiful. We are staying at my aunties house in Istanbul. We will go to an kara next week to visit my cousins. I really like kebab in turkey. I hope to see soon best wishes Mina



NUMERACY

In numeracy, students have begun exploring fractions. They used online shapes to compare the size of fractions and identify equivalent fractions. Students also investigated angles and are beginning to use a protractor to measure the size of angles.



INQUIRY

In inquiry, students identified traditions that are a part of their culture and how these vary from other cultures. Students used an online collaboration page to share their ideas and made some wonderings based on these observations.

YEAR FIVE & SIX

LITERACY

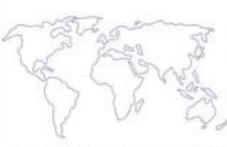
In literacy, for reading students have been relating to the texts we read by making connections with the texts and their world. We have been focusing on text-to-text connections, text to world connections and text to self-connections. Students have found new ways to identify and relate to texts have given them greater understanding. For writing, students have created and presented some wonderful biographies on famous Australians.

NUMERACY

In numeracy, students have been improving their multiplication facts, number knowledge and understanding of 3D shapes. They have been working on their double strategy for multiples of 8 and using our 10s to help them solve multiples of 9. Students have also been converting fractions, decimals and percentages to solve real world problems. In addition, they have been creating maps for 3D shapes and identifying edges and faces. Students have been applying these strategies to their open-ended worded problems .

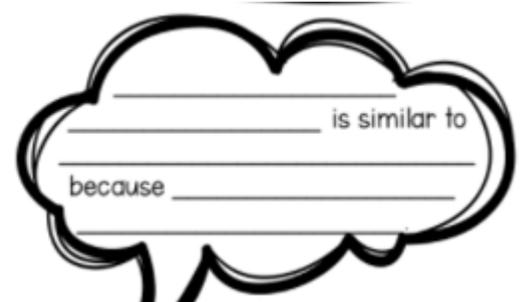
INQUIRY

In inquiry, students have been refining their wonderings about our big question “What makes us Australian?”. They develop their personal wonderings based on their individual understanding and what interests them. Students continue to read about the different cultures and communities that exist in Australia, Dallas and our school community. Moving forward, the students will be relating their wonderings to our community and their experiences.

 <p>WHERE CULTURE YOU ARE INVESTIGATING IS LOCATED</p>	<p>WHAT I KNOW</p> <ul style="list-style-type: none">• Cook is a very small island.• There is many different ways to celebrate their culture.• There is different sports in Cook.• There is different islands like Cook.	<p>WONDERS</p> <ul style="list-style-type: none">• What other cultures are like the Cook Islands?• What are the best Cook Islander rugby league players in the world?• How many people are on the island altogether?
	<p>WHAT I FOUND</p> <ul style="list-style-type: none">• There is around 13 different Cook Islands with a very similar culture. They have very similar traditions like the Cook Islands.• The current population of the Cook Islands is 17,861. The population of the Cook Islands is 0.00027% of the world's 65000 population.	
<p>CULTURE</p> <p>The Cook Islands (Cook Islands) is a group of islands. It is a very culture island and there are many different cultures for an example New Zealand, Maori and many more. The Cook Islands is mostly known for the white beaches and palm trees. The Cook Islands is a very beautiful island and it is a very interesting island to visit.</p>	<p>HOW THIS INFLUENCES CULTURE</p> <p>Australian culture is influenced by The Cook Islands. Australians have commonly have tribal tattoos and Islanders are a huge part of rugby and football in Australia.</p>	

«« TEXT TO TEXT »»

- OTHER BOOKS
- CHARACTERS
- POEMS
- ARTICLES
- WEBSITES
- BLOGS



2nd text
Aboriginal Culture Connection
Aboriginal Spiritual Relationship with the land
Two same information (2nd text)
Their traditional country and what it represents in terms of their history, resilience and cultural. Their many evolution to country is a favorite subject of and he is proud member of the nation.



PUPIL OF THE WEEK



TERM 3 WEEK 6

TERM 3 WEEK 7

FOUNDATION A:	Farya	Omar
FOUNDATION B:	Ensar	Ayesha
FOUNDATION C:	Zuhur	Rawan
GRADE 1A:	Maryem	Awais
GRADE 1B:	Nick	John
GRADE 1C:	Ibrahim	Rihanna
GRADE 2A:	Douha	Nadia
GRADE 2B:	Wafa	Hassan
GRADE 2C:	Adam	Halil
GRADE 2D:	Armita	Hassan
GRADE 3A:	Sara	Yaren
GRADE 3B:	Mustafa	Zahra
GRADE 4A:	Nour	Walid
GRADE 4B:	Issa	Navraj
GRADE 4C:	Sandy	Harun
GRADE 56A:	Esat	Ashal
GRADE 56B:	Maria	Zain
GRADE 56C:	Fatoum	Noor
GRADE 56D:	Aisha	Khaled
GRADE 56E:	Amani	Amin

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.

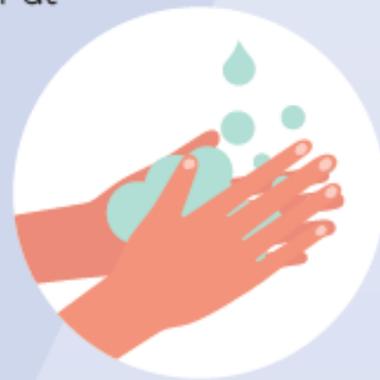
For further information, please contact Hub Coordinator Fatima Ghazzaoui.

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

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email COVID-19@dhhs.vic.gov.au

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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: