

NEWSLETTER

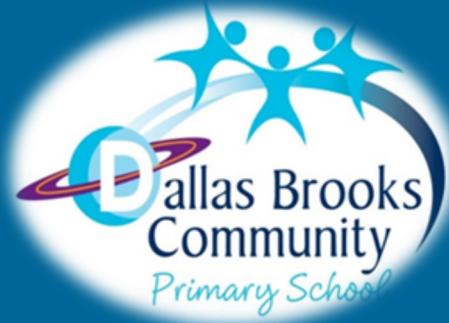
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Vision: “For our students to be literate, numerate, creative, safe and happy”

Term 2 Issue 1 2022

PRINCIPAL COLUMN

We would like to welcome you all back to the new term! This Term will be 9 weeks in duration and will conclude on Friday 24th June 2021 at 2.30pm. We were fortunate enough to have had some lovely, warm weather in the first week of the school holidays, but the cooler weather is now certainly upon us. This would be a great time to remind families to clearly name their child's school uniform items, especially jumpers, jackets, coats, lunch boxes and drink bottles A permanent marker pen is ideal for this job!

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 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.

NAPLAN

Testing NAPLAN (National Assessment Program Literacy & Numeracy) testing has taken place this week for all students in Years 3 and 5. There were four tests including Writing, Reading, Language Conventions and Numeracy.

These sets are a ‘snapshot’ of students capabilities and this data will be used down the track to align with our school’s own comprehensive data sets.

Well done to all students and staff for making it through this busy week of NAPLAN testing.

OFFICE NEWS

NEW ENROLMENTS

New enrolments welcome Foundation to Year 6. Please see office staff for details of enrolment. Alternatively click here to access an [enrolment form](#)

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.

DATES TO REMEMBER

- **Tuesday 24th May** - Year 3/4 Ceres—Exploring Ecosystems Excursion
- **Friday 13th May**—Interschool Sports
- **Wednesday 1st June** - Hands on Science—Light and Sound Incursion
- **Monday 13th June**—Queens Birthday Public Holiday
- **Friday 24th June** - Last day of Term 2

FOUNDATION

LITERACY

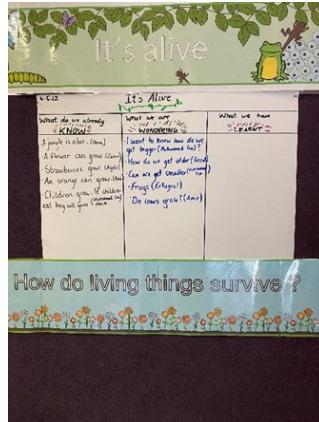
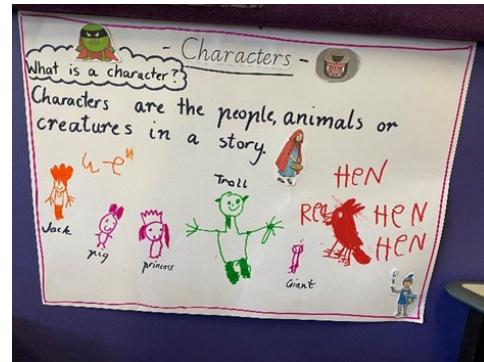
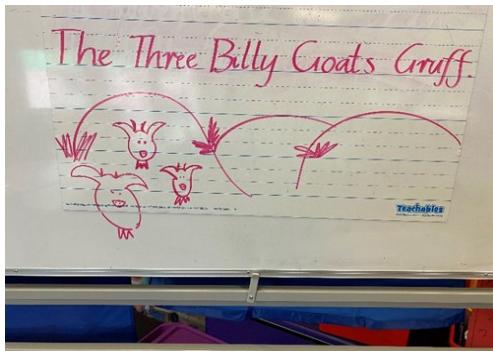
In reading and writing, the students have made a fantastic start back to the term where the students have been learning about Fairy tales. The students have enjoyed learning about, The Little Red Hen and Jack and The Beanstalk. In writing, our students have been learning about the letters EHRMD and trying to include known high frequency words into their writing.

NUMERACY

In numeracy, the students have come back to school with a fantastic positive attitude and have been learning some new concepts about ordinal numbers and how to sequence daily events according to the time of the day. We want our students to continue practising their number fluency and encourage our students to count every day at home.

INQUIRY

This term in inquiry, we are starting our new topic of 'It's Alive' where the students are investigating the big question 'How do Living Things Survive?'. The students have already begun investigative our big question and watching videos and listening to readings to gather as much information about living things. The students each week will continue to go through the different stages of inquiry. At the end of the term, the students will be excited to share their learning with everyone.



YEAR ONE

LITERACY

In literacy, we have been focusing on fairy tales like The three Billy Goats Gruff. The students enjoy learning about these stories, discussing the characters and setting. In writing, the students have been working on writing between the lines and learning about letter formation. We have been learning about nouns and adjectives. We are also keeping our books tidy and presentable so that we can show others that we take pride in our learning.

NUMERACY

In numeracy, we have been learning about friends of ten and addition. We have also been looking at location using the bee bots and giving them directions. A fun game you can play at home with your child is asking each other which numbers are friends ten and write down friends of ten facts. You can also practise directions and number formation at home, this will assist your child further in the classroom.

INQUIRY

In inquiry, students are learning about light and sound. The students have been exploring how different animals hear and see. Last week students made animal eyes to represent the different way animals see. We also incorporated some lovely mothers day gifts for the special women in our students lives to enjoy!

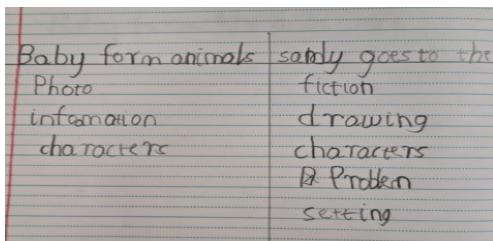


YEAR TWO

LITERACY

In Literacy, the students have started a new unit on Narratives. They have learnt about the different features of a narrative e.g. characters, setting and plot. They have enjoyed developing good and bad characters and settings for their own stories. Once they have developed these, they will then begin to write their own narrative. They are continuing to learn about adjectives also and how they can use them to describe their characters and settings.

In Reading we are looking at a range of text types. How do we know what type of writing this is? What are the features of this writing that give us a clue as to what text type it is? How is a letter different from a narrative? We are exploring a range of different texts and discussing their features and how they differ from each other.



We have also been looking at suffixes. We are looking at common suffixes such as 'ed' and 'ing' and how they change a root word. We have also been exploring adjectives. This has been really useful in our narrative writing.

NUMERACY

At the start of this term we have been reviewing the work we did on addition strategies at the end of last term. It has been wonderful to see that so many students have remembered the range of ways we can add numbers together. We are now starting to learn about subtraction. Students will be using their knowledge of addition to help them solve subtraction problems (If I know that $7 + 3$ is 10 then I know that $10 - 7$ must be 3). Many of the same strategies we used when adding numbers such as a number line and partitioning numbers, can be used in subtraction also.

We are also learning about 3D shapes. We are investigating how many faces, edges and vertices different shapes have. Students have been noticing the range of 2D shapes that make up each 3D shape.

INQUIRY

We are tuning into our Inquiry topic in the first two weeks of school. This entails students brainstorming all the things they know about light and sound and thinking about questions they have about light and sound that we can investigate during the term. Students had many interesting questions such as, "How does a light bulb work?" and "Why does some sound continue to be heard and other sounds just stop?"

YEAR THREE

LITERACY

In literacy, students have been working on revising the reading strategies of predicting, finding the main idea, and answering literal and inferential question, both through fiction and non-fiction texts. In writing, we have spent the past 2 weeks revising our narrative and persuasive writing techniques where students have shown growth through their use of word choice, organisation and sentence structure specific to the genre. We are now beginning a new unit on information reports which will be tied to our inquiry topic.

NUMERACY

In numeracy, students have spent time learning about patterns and money. We have looked at equivalent money values, purchasing of items and working out change to be given. Though our pattern component students have been attempting to work out the rule of a pattern to either continue or to solve a variety of worded problems.

Students also explored grids using simple grid maps to locate and place positions of different items. This included hands on activities where they went outside to create a map of the playground by including a vertical and horizontal axis and key.

INQUIRY

In inquiry, students have been working on ethical decision making that relate to our inquiry unit 'sharing our planet'. We are now developing our lines of inquiry which will guide their research over the next week. The students also have an upcoming excursion to CERES on the 24th May which will also support their inquiry this term.

My Lines of Inquiry

Why are swift parrots being threatened?

What is the process to get a swift parrot to lay an egg?

How is the swift parrot endangered?

My Lines of Inquiry

When did the Golden rayed blue butterfly become endangered?

Where does the Golden rayed blue butterfly live?

How can I help the Golden rayed blue butterfly?



YEAR FOUR

LITERACY

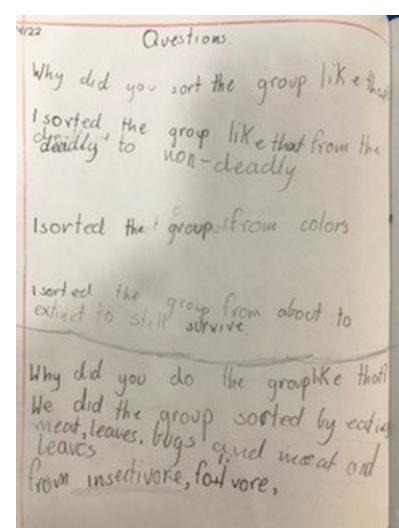
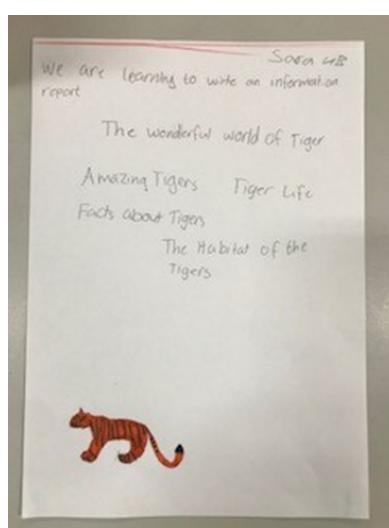
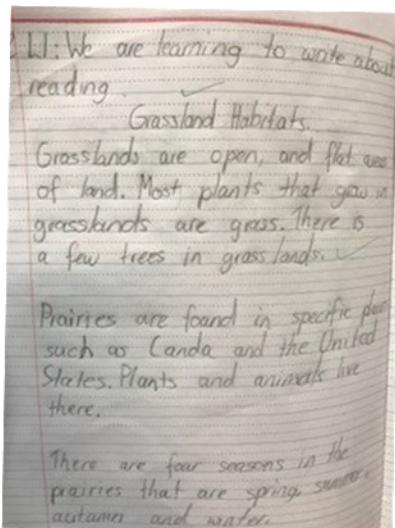
In reading, we are discovering some information texts based on Habitats and Animals – which is linked to our inquiry unit this term. Students are encouraged to read and search to accurately find facts and develop a collage of information about their learning. In writing, students have been learning to write about their reading books related to their inquiry topic. These books were information texts based on different habitats and animal they are learning about. They have been researching and writing their discoveries using their own words based on their knowledge. Student will continue to develop on their paragraph writing.

NUMERACY

We are learning to explore subtraction strategies to solve number sentences. We began by identifying different ways we can solve and find the missing number. We used our previous knowledge on fact families to explore both subtraction and addition in our learning. They have also been learning about symmetrical and asymmetrical shapes around the world. Students have developed a PowerPoint to express their learning through what they are and examples of animals and insects that are found to be symmetrical and asymmetrical.

INQUIRY

This term our inquiry topic is “Sharing our planet”. Students have explored different habitats and animals that are living in those habitats based on their survival. They used their prior knowledge to sort animals in different groups, related to their habitat, diet and classification. We are working towards learning about animals and the habitat they live in, so we can start our investigation and express our learning through projects.



YEAR FIVE

LITERACY

In reading, students have been reviewing comprehension strategies by focussing on looking at the title, main idea and details in various texts. By using these strategies, students will build confidence in discussing and analysing the texts. In writing, students are reviewing writing narratives starting from a picture cue, then moving to planning and constructing their own narrative stories. Students have also been writing persuasive texts reviewing the elements of persuasive texts and generating their own ideas.



NUMERACY

In numeracy, students have been reviewing multiplication, division, equivalent fractions, chance and use a range of strategies to solve mathematical problems. In week 3, we have the Naplan test in the areas of Reading, Writing, Grammar and Math. It is very important for students to improve fluency in multiplication facts, as it will help them build other mental strategies when solving division problems.

12 X 12 Multiplication Table													
x	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

INQUIRY

In inquiry, students started a new unit on “Our Earth and Beyond”, where we learn about renewable and non-renewable energy. Students are in the process of writing their lines of inquiry. The next week, students will learn to look for information about this topic using books and the internet.

YEAR SIX

LITERACY

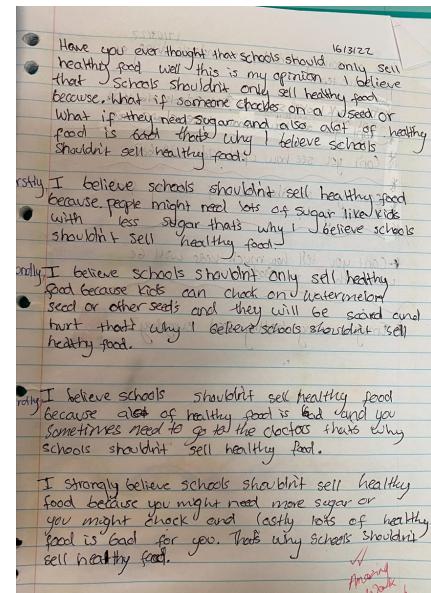
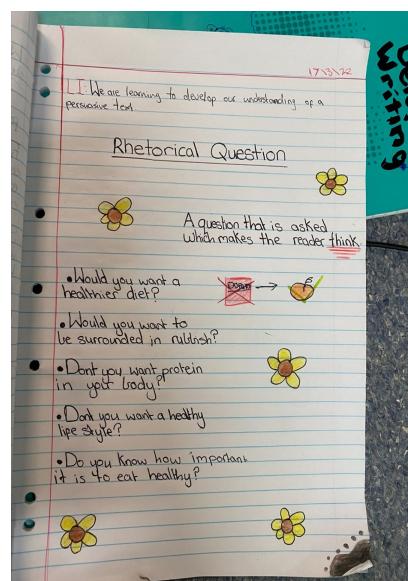
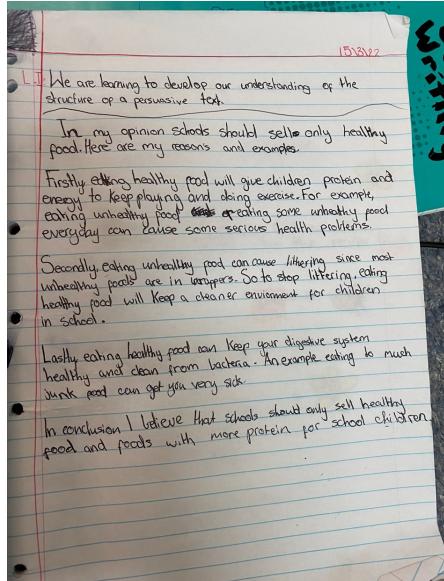
In writing this week the grade 6 students have completed developing their understandings of the structures of Informative writing. We are starting to apply knowledge of the key features within an informative report. We have focused on classification, technical language, diagram/illustration topic sentences and etc. We have also continued our focus on topic vocabulary words related to our inquiry big picture question. In reading we focused on building our understanding of the text features of the text both fiction and non-fiction, specifically on informative reports.

NUMERACY

In numeracy have been applying a range of strategies to solve fraction problems. We specifically focused equivalent fractions, proper and improper fractions this week. The students have also been focusing on calculate angle using a protractor. As a warmup we have been focusing on developing the students number knowledge when using multiplication.

INQUIRY

During inquiry topic based on energy, sustainability and how it is affecting our world, the students have been working on their research phase. The students are researching to develop their understanding of specific questions they have created about the topic. The questions were based on an area of each student's individual interest so they could gain a deeper understanding. Students have been developing their own lines of inquiry.



PHYSICAL EDUCATION AND SPORT

Physical Education

Our students from Foundation to Year 2 in Physical Education have been learning about the object control skill of catching. Our students have been exploring different objects to catch and different ways to catch. Examples are individual catching, partner catching, rebound catching, high catching and deflection catching. At the start of each lesson our students have also been experiencing locomotor circuits to further develop their balancing, running, leaping, jumping, hopping and crawling skills.



The Year Three to Six students are learning and further developing various Challenge and Adventure skills with a connection to the natural outdoors. Our Year Three and Four students have been performing jumping and landings with control, can move from one side of a playground to the other through balancing, climbing, stepping, and jumping like being in the outdoors, demonstrating body control and coordination across different games and activities and making decisions to remain safe.

Our Year Five and Six students have been performing more complex jumps with control, travelling safely traveling across playgrounds with a connection to a natural environment like rock climbing, explore games that connect with others in with others in natural environments and apply stability and movement skills that connect to adventure hiking and crossing rivers.



Sport

Round 1 for inter-school sport was an away game against Meadows Primary School.

The students who didn't play, participated in intra-sport through social small-sided European Handball games.

The upcoming round for inter-school sport will see us play at home against Coolaroo South Primary School.

Round 1 inter-school sport results:



WINTER INTER-SCHOOL SPORT

ROUND 1

SOCCER



Girls
DBC 0
Meadows 5

Boys/Mixed
DBC 1
Meadows 3

HANDBALL



Girls
DBC 20
Meadows 7

Boys/Mixed
DBC 12
Meadows 6

TOUCH RUGBY



Open
DBC 10
Meadows 9

NETBALL



Girls
DBC 1
Meadows 2

Boys/Mixed
DBC 1
Meadows 1



PUPIL OF THE WEEK



TERM 2 WEEK 1,2

FOUNDATION A:	Chole Whyte
FOUNDATION B:	Zahra Abukar
FOUNDATION 1C:	Beraat Acarbas
GRADE 1D:	Jad Assad
GRADE 1E:	Mahammed Ghazi
GRADE 2A:	Jibril El Etter
GRADE 2B:	Samera El-Achkar
GRADE 2C:	Ayoub Mohamed
GRADE 3A:	Serene Al Rimayha
GRADE 3B:	Halil Guler
GRADE 3C:	Kaylan Izlemek
GRADE 4A:	Aayah Khaldie
GRADE 4B:	Trina Le
GRADE 5A:	Maymoona Alqattin
GRADE 5B:	Toqa Al-Shinnari
GRADE 5C:	Lara Izlemek
GRADE 6A:	Jeannette Abou-Eid
GRADE 6B:	Ahmed Taleb

TERM 2 WEEK 1,2

Aleen Zohaib
Ertugrul Guler
Lamar Al Boudi
Ella Ahmad
Rajina Ghorsaine
Zeinab Kahla
Yahya Shariq
Nour Rabah
Halil Guler
Hassan Chokr
Armita Nazari
Leela Jirapornmanee
Alexandria Marcilang
Merheb Chehadi
Lania Ozcitti
Harun Yildirim
Zaia Rasho
Allaiza Serna



Greetings from Alessandra Marques, the new Hub Coordinator!

I am very glad to be part of this amazing team of parents, volunteers and DBCPS staff whom are always ready to create activities to support the families and members of this community. My main effort will be around what is most important to you, so please let me know your needs, ideas and anything that you would like to see happening on the Hub. Visit us or send us a message on 0419 475 047

Breakfast Club:

From 8.15 am to 8.45 am, children are invited to register and attend the breakfast club at the community hub to enjoy a delicious and nutritious breakfast every morning.

English Class for adults:

Free English Classes on a Tuesday and Thursday from 9.15-12.15pm. A great opportunity to meet new people and learn/improve your English skills. We take care of kids during the classes.

Craft Club:

On Wednesday mornings from 9.15am -11.15am. New members are welcome to attend and create new sewing projects. Contact Tulin Ulusoy to enroll, the sessions are free.



Coffee and Chat:

Friday, 2.15 to 3pm, or just call us if you would like to come another day.

Certificate III in Education Support:

This course is for anyone wanting to work as a teacher's aide.

Mondays, 9am to 3pm. Government founded course, contact us for more information.

Playgroup:

Kids from 0 to 12 months, free | Kids older than 1y old, \$15 per term

Mondays and Tuesdays | Morning, 9.30 am to 11 am | Afternoon, 12 pm to 1.30 pm.



Toy Library:

TBC. Contact Alessandra for more information.

Events and Celebrations

- Friday 6 May 2022, the students at the Breakfast club coloured beautiful cards to celebrate Mothers day.
- Last Tuesday 10 May 2022, we had the Playgroup Eid Celebration where 11 families gathered together at our hubs to celebrate with nice food.
- Coming up next week. Lets celebrate Eid at the Hub! Tuesday 17 May 2022, at 10 am to 1 pm, everyone is welcome to bring a plate to share and lets celebrate together!

For further information, please contact Hub Coordinator Alessandra Marques.

Tel: 9309-1181 Mob: 0419475047

UPFIELD AND DALLAS KINDERGARTEN

Welcome back to term 2 of kindergarten. We hope all our families have had a wonderful Eid and Bayram with their families. We also hope all our mothers had a restful and spoiled Mother's Day.

We would also like to welcome Sarah into the role of 4-year-old Dallas Kindergarten teacher and 3-year-old Upfield Kindergarten teacher.

Within the kindergartens, children have been busy resettling into the routine and program, catching up with friends and sharing stories with educators about their holiday adventures.

Children are busy exploring and learning from a range of experiences including taking on the role of becoming a doctor and treating patients, fishing with magnetic fish, exploring the world of bugs, colour mixing and effects, celebrating mums with art and craft, dot painting Eid and Bayram lanterns and much much more.

As the weather become cooler, children are continuing to explore outdoors. Please ensure children are prepared for outdoor play with a jacket, beanie and gum boots if available. Below children from Upfield Kindergarten have began exploring the school grounds and playing in the foundation yard and playing doctor

As always, if you have any questions, please speak to your kindergarten teacher. Enrolments are also open for three- and four-year-old kindergarten for 2023.



EVERY DAY COUNTS

ATTENDANCE FACT SHEET FOR PRIMARY SCHOOL STUDENTS

School is better when you're here

DO I HAVE TO GO TO SCHOOL?

Yes, in Victoria everyone aged from 6 – 17 has to go to school.

Missing one day a fortnight is the same as missing 4 whole weeks of school a year.

From Foundation to Year 12 that adds up to 1.5 years of school!

School is better when you attend. Your friends and your teachers notice that you are away and wonder if you are OK.

WHY IS IMPORTANT THAT I GO TO SCHOOL EVERY DAY?

Right now, being at school is the most important thing you need to do for your future. School helps you build good habits for later on in life. You might think school is just about Maths and English but you're also learning about how to work with other people and how to solve problems.

Being at school every day also means you are becoming more independent as a learner and interacting with your friends and teachers. If you are at school you can get help from your teachers and friends and won't have to try to learn things in your own time.

Being an adult probably seems far away but we know that young people who attend school more frequently have better outcomes after school too. This means they earn more money, have better job opportunities and are generally healthier. So being at school really does make a difference!

DO MY PARENTS NEED TO LET THE SCHOOL KNOW IF I'M GOING TO BE AWAY?

Yes. Your parents need to notify the school of your absence as soon as they can within three days of your absence. If they know you are going to be away, they should try to tell the school before the day or days you are away.

If you're away from school too much and don't have a reasonable excuse like a serious illness, your parents might get a letter from the principal asking about why you're away.

ARE THERE ANY GOOD REASONS TO BE AWAY FROM SCHOOL?

No. Unless you are so sick you can't get out of bed or there is an event like a funeral, you should be at school. Every day you are away is a day of classes and social connection you miss out on. Taking a day off for your birthday or go shopping isn't a good reason to miss school.

Even medical and health appointments should be made either before or after school or during the school holidays. This includes family holidays. Your parents are encouraged not to plan holidays during the term but to organise these during the school holidays.



EVERY DAY COUNTS

If you do have to be away for some reason, your parents need to contact the school and let them know what's going on. Depending on the situation, the school might provide schoolwork for you to complete.

IF I'M NOT AT SCHOOL WHAT DO I MISS OUT ON?

You miss out on all the big stuff – class discussions and all the interaction that happens in a classroom, the chance to get help from teachers and the opportunity to practice skills and gain knowledge.

Being away means you might miss out on a lot of learning or that you need to catch up in your time.

If all of that isn't enough to convince you to be at school every day, being away also means you also miss out on playing with your friends. Being away from school a lot can be lonely. It has a big impact on relationships and social connections.

Believe it or not, everyone wants you at school and it really is better when you attend.

WHAT IF I'M HAVING PROBLEMS GETTING TO SCHOOL?

Getting to school on time everyday can be about having a good routine.

If you find yourself running late or missing school because you're disorganised, try:

- Asking your parents for help getting ready
- Having a set time to go to bed
- Leaving all technology out of your bedroom
- Packing your school bag the night before with everything you need
- Having a set time for breakfast
- Planning to meet up with a friend so you can travel to school together.

Sometimes, though it can just be hard to go to school.

You might feel overwhelmed by the work or things might be tough with your friends. Maybe you don't feel safe at school or you really dislike a teacher or things at home aren't great. Perhaps you're feeling down or anxious and don't even really know why.

Whatever the situation is, staying away from school isn't the answer. Many people want to help you. Try talking to:

- Your parents or another adult family member
- A trusted teacher
- Wellbeing Coordinator or the school counsellor
- Another trusted adult like your coach

USEFUL WEBSITES/CONTACTS

Kids Matter - www.kidsmatter.edu.au

Youth Beyond Blue - www.youthbeyondblue.com.au

Headspace - www.headspace.org.au
or e-headspace
www.eheadspace.org.au/ for online
counselling & support

Reach Out – www.reachout.com

Kids helpline - 1800 55 1800 24 hours
a day, 7 days a week or [web
counselling](#)