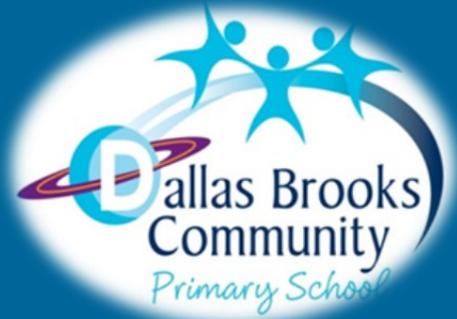


NEWSLETTER



Principal: Valerie Karaitiana

Acting Assistant Principals: Mrs Yun Chen

Office Operations Officer: 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 2 Issue 2 2022

PRINCIPAL COLUMN

LEARNING

At DBCPS we receive great feedback from our parents, students, staff members, school visitors and wider members of the school community. It centers on how our students behave, how they speak when members of the community visit classrooms, but most of all it is about how our student’s discuss and challenge their learning.

If you ask one of our students about their learning, you will often hear references to the Learning Intention and Success Criteria that outlines what and how they are learning. You might hear a student explain their learning goal and describe how they will achieve their goal and what they will do to reach it.

The term “learning styles” speaks to the understanding that every student learns differently. Our teachers understand the differences in students' learning styles, so that they can implement best practice strategies into their daily activities, curriculum, and assessments.

We encourage all parents to know what learners their child is, so you can assist them with exactly what they need. By having a deeper understanding of them you can approach them like a friend and guide them like a mentor to make them change their behavior and attitudes. Have conversations with your child frequently.

As a parent, one of my daily rituals is to ask my children, “What did you learn today?” and this is followed by, “How did you learn that?” and “How do you know if you were successful with your learning?” May I take this opportunity to ask that you also ask these questions to your child in order to gauge how their learning is progressing.

Respect Pride Trust Perseverance

CHILD SAFE STANDARDS

Dallas Brooks Community Primary School is committed to safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Dallas Brooks Community Primary School has zero tolerance for child abuse.

Dallas Brooks Community Primary School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability.

Every person involved in Dallas Brooks Community Primary School has a responsibility to understand the important and specific role he/she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

There are seven Child Safe Standards, plus a Principle of Inclusion.

- Standard 1: Strategies to embed an organisational culture of child safety
- Standard 2: A child safety policy or statement of commitment to child safety
- Standard 3: A child safety code of conduct
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse
- Standard 5: Procedures for responding to and reporting suspected child abuse
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Standard 7: Strategies to promote child participation and empowerment

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](#)

DATES TO REMEMBER

- **Wednesday 1st June** - Year 2 Hands on Science Incursion
- **Monday 6th June**—Year 5 Exploring Energy Incursion
- **Monday 13th June** - Queens Birthday student free day
- **Thursday 16th June**—Foundation/Yr1 Melbourne Zoo
- **Friday 24th June** - Last day of Term 2

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.

Applications close end of Term 2.

FOUNDATION WINTER UNIFORM PACKAGE 2020

As part of the Victorian Government's Affordable Uniform Program, every Prep Government school student who is a recipient of the Camps, Sports and Excursion Fund (CSEF) automatically qualifies for a uniform pack voucher. Please contact your child's teacher or the school office. Applications close end of Term 2.

FOUNDATION

LITERACY

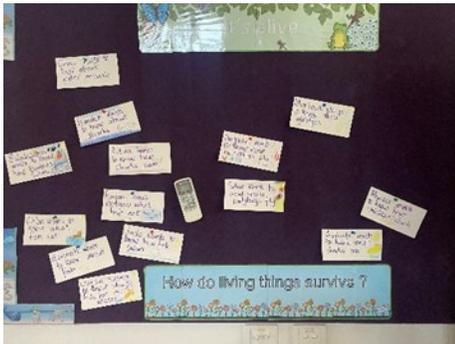
In literacy, the students have been learning the letters 'e h r m d'. The students have enjoyed making the sounds, forming the letters correctly and finding them in a text. It has been great to see so many of our students practising their high frequency words at home. In class, students have been finding the HFW in a sentence, locating them around the room and playing sorting games during reading

NUMERACY

In numeracy, we have been learning about numbers up to 10. Each day students have been focusing on a number and showing different ways of making that number. The students have also been learning about routines that happen in the morning, afternoon and evening. We have been focusing on what happens at different times of the day, such as, brushing our teeth, going to bed and eating cereal.

INQUIRY

In inquiry, students have finished the tuning in stage to inquiry, where they listened to stories and videos to find out lots of information about animals. The students then created their wonderings and asked meaningful questions to gather new information. The students have asked some great questions such as; 'What do animals eat', 'where do animals live' and 'what do animals look like'.



YEAR ONE

LITERACY

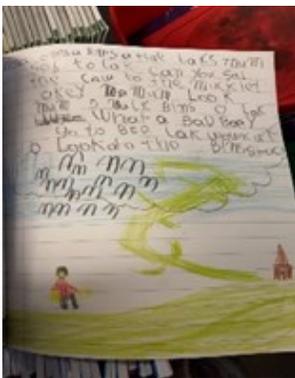
In literacy, we have been focusing on fairy tales like Jack and the Beanstalk. The students enjoy learning about these stories, discussing nouns, adjectives and verbs.. In writing, the students have been working on writing stories with characters, a setting, problem and solution. We are focusing on writing between the lines and learning about letter formation. 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 addition using counting on and counting all. We have also been learning about probability. A fun game you can play with your child is to ask questions like is it (likely, unlikely, certain, impossible) a tiger will walk into the house? It is also helpful to practice number formation at home as 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. We are continuing in our discoveries by finding out and sorting out the information we have learned.

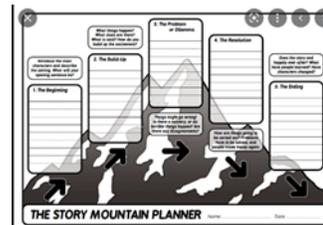
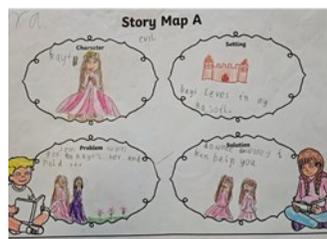
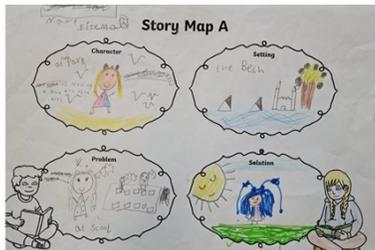


YEAR TWO

LITERACY

Reading: In Week 3 we continued to focus on the different text types and their features. We looked at invitations and letters and what features they had and how those two text types were different. In week 4 we moved onto comparing texts. We have read different versions of The Three Little Pigs and we are looking at how the content changes in each story even if the basic plot stays the same. Having explored suffixes for a few weeks, we now move onto looking at different prefixes and how they change the meaning of a base word.

Writing: We are continuing to work on our narratives. After having drawn our characters and setting and written words to describe them, we then moved onto creating our problem and solution for our story. We are planning our stories out so we have a clear idea of what happens in each section and then we will be ready to write! Students have created some fantastic characters and settings and we are all excited to see what kinds of great stories come from these.



NUMERACY

We are continuing to work on a range of strategies to solve subtraction problems. Students are using a range of strategies to solve problems and considering which one is the most efficient. Students will be asked to read subtraction worded problems such as:

Tanya has 20 toys and Sammy has 15. How many more toys does Tanya have than Sammy?

In Week 3 we finished off our unit on 3D shapes. Students used a net of a 3D shape to make a creature. They were able to see how 2D shapes can be used to create a 3D shape. In Week 4 we start exploring mass and capacity. These are great, interactive units where students get a chance to estimate and check which container weighs more and which container holds more.

INQUIRY

We are continuing to investigate light. We have looked at shadows and how when light shines on a surface from a particular angle it creates different types of shadows. Students went outside to trace around their own shadows to see what kind of shapes they made. Keep your fingers crossed for some more sunny days so we can continue to experiment with light! Please remember to return the notice for our Light and Sound incursion on the 1st of June.

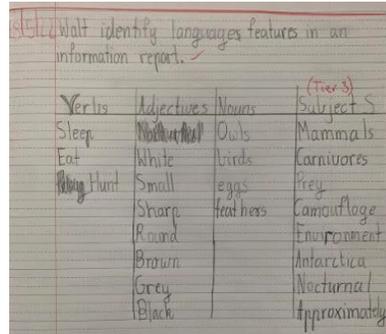
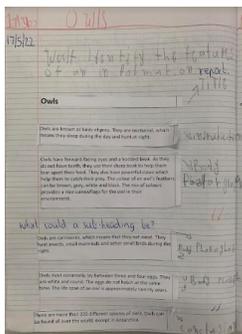
HOMEWORK:

All students are expected to bring their homework book and reader in each Friday with completed work from the grid.

YEAR THREE

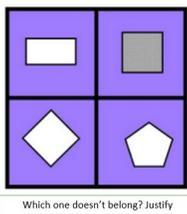
LITERACY

In literacy, students have been looking at non-fiction texts relating to our inquiry unit. Students have used texts to identify organisational features, working out the meaning of unknown words and answering literal and inferential questions. In writing, we have begun our new unit on information reports. Students have been deconstructing information reports to identify structure and word choice with a focus on out subject-specific vocabulary. Over the next week students are practising to record, and sort key information found in research.



NUMERACY

In numeracy, students have been working on mental strategies to efficiently solve addition problems. Some of these strategies include bridge to 10, doubles and near doubles. Students have also explored the features of 2D shapes through using the geometric boards. This was a great hands-on activity where they also had to problem solve by using a limited amount of 2D shapes to create a picture.



INQUIRY

In inquiry, students have been working on investigating their lines of inquiry by utilising multiples sources of information. Students have been learning how to record key pieces of information in this phase. Next, students will begin to take their new information to think about an action to help solve our big question.

Source (Title)	Fact		
Kids encyclopedia	1. Swift parrots are getting endangered because they are getting eaten by sugar gliders.	1. They could be extinct in 2031.	1. Their trees are getting cut down because people are cutting their trees.
Tasmania	1. We can help the swift parrots by giving them new homes.	2. They are getting threatened because people that come to the forest don't give them food or water.	3. We shouldn't be cutting down their trees because they have children.
A focus on urban habitats	1. If you are great to the swift parrots you can save them.	2. Live in <u>Tasmania</u> woodland/forest	3. Green body, dark blue crown and crimson throat

YEAR FOUR

LITERACY

In reading, we continued discovering more information texts based on Habitats and Animals – which is linked to our inquiry unit this term. Students are encouraged to identify and unpack complex words to enhance their understanding of the texts. We were learning to write statements from the text and create questions for those statements. In writing, students have been learning to write information texts about animals related to their inquiry topic. They have been researching to find the facts and were able use them in their writing. Student will continue to develop their understanding of structure and language features of an information text.

NUMERACY

We continued to explore subtraction strategies to solve subtraction problems. We used bridging to 10 or 100, fact families and vertical algorithm to solve subtraction problems. Students have also been learning about 2D shapes. They have been engaged to combine different 2D shapes to make composite shapes using Tangram and paper shapes.

INQUIRY

This term our inquiry topic is “Sharing our planet”. We discussed our Big Inquiry question ‘How do all of Earth’s creatures share the planet?’ Students shared their thinking and wondering related to the inquiry topic. They have explored about diet of different animals and food chains. We are working towards developing an understanding of relationship between different animals in a food chain and how it helps in their survival on earth.

YEAR FIVE

LITERACY

Reading : In reading, students have been introduced to reciprocal reading. This is a structured method of reading where children are gradually taught to take on group roles of a leader, predictor, questioner, clarifier and summarizer. Reciprocal reading emphasises teamwork, keeps all the students in the group focussed and helps them explore and find meaning in texts. They are reading non-fiction texts and are beginning to understand the layout of non-fiction books.

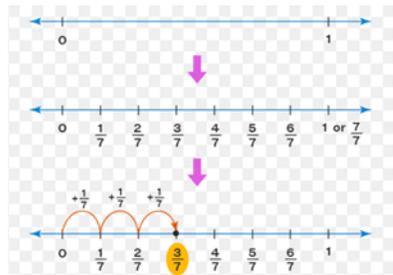
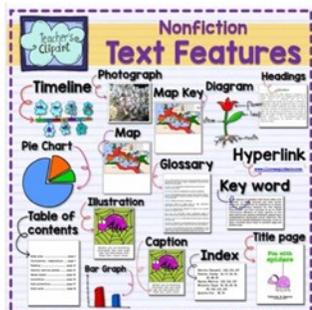
Writing : In writing, students are learning to deconstruct non-fiction texts, identify the elements in diagrams, explain the role of diagrams discuss the information from the diagram and create an anchor chart to display all the vocabulary required for the diagram. Their writing is linked to the inquiry unit on the different types of renewable and non-renewable energies.

NUMERACY

In numeracy, students have been learning to locate fractions on a number line, they have also been reviewing multiplication and division facts. They have been introduced to probability, using fractions to represent chance, the probability of getting a particular colour counter from a bag of different coloured counters and then creating their own probabilities of different coloured balloons in a party bag. Students are reminded to practice their multiplication facts, as it will help them solving fraction problems.

INQUIRY

In inquiry, students started a new unit on “Our Earth and Beyond”, where they learn about renewable and non-renewable energies. Students have written their three lines of inquiry on their choice of renewable or non-renewable energies and are in the process of exploring, reading information from different sources, note taking, drawing diagrams to help in their thought process and going further with their investigations and experimentation of the unit.



YEAR SIX

LITERACY

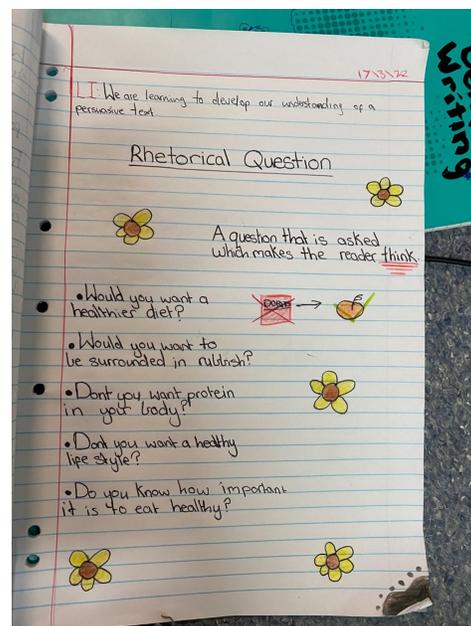
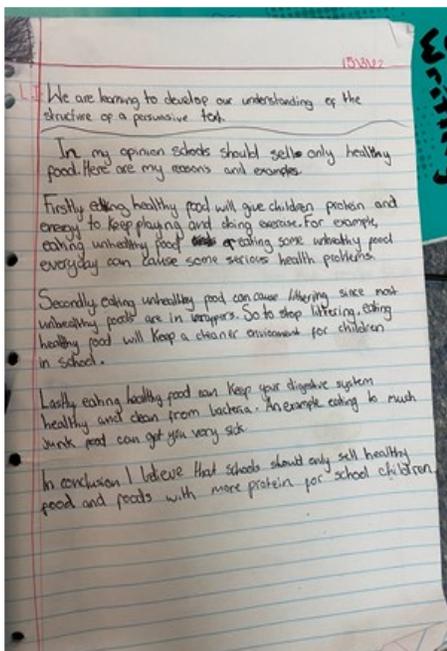
In writing this week the grade 6 students have completed developing their understandings of the structures of informational reports. Students have also developed their own published piece of information report on either an animal or country. We will be starting to create an unlevelled piece that is related to our inquiry topic next week. 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 paraphrasing.

NUMERACY

In numeracy have completed their unit of applying range of strategies to solve fraction problems. We are now starting to work extended addition and subtraction this week. We also looked at estimation and rounding numbers to solve our addition and subtraction problems. The students have also been focusing on tessellation and rotation of shapes.

INQUIRY

For inquiry, students continued to work on their research phase which is related to our big topic 'energy, sustainability and our world'. The students are researching to develop their understanding of specific questions they have created about the topic. They have created flip grids to specify their inquiry question and to provide brief information about their research. Students have also been developing their own PowerPoints or posters in their groups which will be presented to the whole cohort by the end of the term.



PHYSICAL EDUCATION AND SPORT

Our students from Foundation to Year 2 in Physical Education have been learning about the object control skill of throwing. Our students have been exploring different ways to propel objects towards targets and target areas. Examples are throwing at large, medium and small sized targets as well as learning to throw at different distances, speeds and throw at moving targets too. At the start of each lesson our students have also been experiencing locomotor circuits to further develop their balancing, rolling, running, leaping, jumping, hopping and crawling skills.



The **Year Three to Six** students have just started a new Unit of Learning across Track and Field events. Our Year Three and Four students have been learning about reaction times, running techniques and performing activities skills are combined like hurdles and running to throw a foam Javelin. The students are also exploring and practicing different throwing techniques to propel different objects. This includes Shot Put, Discus and Foam Javelins.

Our **Year Five and Six** students have been performing in movement sequences by running and jumping in hurdles, applying running skills across a variety of contexts, and learning about the health, skill and fitness benefits from them. The students have also been performing specialised throwing skills with control for height and distance with a connection to shot put, discus and javelin.



Sport

Round 2 for inter-school sport was a home game against Coolaroo South.

The students who didn't play, participated in inter-school sport practice matches across their sport of choice. The upcoming round for inter-school sport will see us play away against Broadmeadows Valley Primary School.

Round 2 inter-school sport results:

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Round 2 inter-school sport results:



WINTER INTER-SCHOOL SPORT ROUND 2

SOCCER



Boys/Mixed
DBC 3
Coolaroo South 0

Our DBC Girls Squad split into 2 teams and played a game as Coolaroo Sth don't have a Girls Soccer team

HANDBALL



Boys/Mixed
DBC 17
Coolaroo South 2

Our DBC Girls Squad split into 2 teams and played a game as Coolaroo Sth don't have a Girls Handball team

TOUCH RUGBY



Open

Our Touch Rugby Squad split into 2 teams and played a game as Coolaroo Sth don't have a Touch Rugby team

NETBALL



Girls
DBC 0
Coolaroo South 1

Boys/Mixed
DBC 0
Coolaroo South 3



PUPIL OF THE WEEK



TERM 2 WEEK 3,4

TERM 2 WEEK 3,4

FOUNDATION A:	Taliah Alloun	Azalia Merhi
FOUNDATION B:	Muhammad Isa Riaz	Taha Shariq
FOUNDATION 1C:	Mohamad Chahade	Omer Derar
GRADE 1D:	Beril Aktepe	Hussain Hussain
GRADE 1E:	Fatima Mashali	Omar Shamma
GRADE 2A:	Fitema Baltagie	Abdul Rahman Taleb
GRADE 2B:	Omar Kattoub	Alina El Hawli
GRADE 2C:	Abubakar Abukar	Aya Alachkar
GRADE 3A:	Nadia Osman	Mustafa Taleb
GRADE 3B:	Aysha Khodr	Sendos Mohrez
GRADE 3C:	Zayn Obeid	Fatimah Abou-Eid
GRADE 4A:	Lali Usman	Ali Anda
GRADE 4B:	Yasrib Khodr	Aaliyah Abukar
GRADE 5A:	Saja Taha	Yusuf Ozdemir
GRADE 5B:	Gulsum Guler	Leuaina Tuii
GRADE 5C:	Iman Kahla	Davina Tuii
GRADE 6A:	Zaia Rasho	Ashfiya Vahora
GRADE 6B:	Benjamin Tapoki	Hajarh Rajab



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 Wednesdays mornings from 9.15am -11.15am.

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.

Playgroup:

Kids from 0 to 12 months, **free** | Kids older than 1y old, \$15 per term. Mondays and Tuesdays | morning, 9.30 am to 11.30 am and afternoon, 12.30 pm to 2.30 pm.

Events and Celebrations

. Eid Celebration at the Hub happened on Tuesday, 17 May 2022, and it was amazing seeing our community gathering together in a safe and healthy environment with delicious food and kids playing around. Photo 1 from left to right: Tulin Ulusoy, Fatma Khodr, Alessandra Marques, Houda and Fida Saad



. Craft Club/Sewing;

Hi Everyone, I hope everyone is well. We are continuing to sew. Currently we are sewing finger puppet bases for Play Group and, also making a banana lounge cushion cover. Our craft club members are learning new skills and making useful things for their homes. All of our fabrics were donated and we are reusing them and making our bit for the environment. New members welcome. It is free. Please join us for fun, enjoy coffee/tea and learn new skills. Thanks, Tulin Ulusoy.

For further information, please contact Hub Coordinator Alessandra Marques.

Tel: 9309-1181 Mob: 0419475047

UPFIELD AND DALLAS KINDERGARTEN

Our children are continuing with their learning journeys across Upfield and Dallas kindergartens.

Children are busy exploring not only their environments both indoor and out but are now beginning to explore the environments around them in the primary school. Children have visited the foundation rooms in term 1 and will again meet up with their friends in week 7 of this term. Children are also visiting the school playgrounds, challenging themselves with different climbing equipment and structures.

Learning experiences children are currently exploring include Indigenous art and creating their own paintings using dot paint. Children are also exploring healthy eating, looking through catalogues to locate different foods. Children are also strengthening their social play through dinosaur and doctor play. As always please speak to your child's teacher if you would like to know more about the program within the services.

A reminder to please ensure children are prepared for outdoor play with a jacket, beanie and gum boots if available.



Exploring Indigenous art



Working with Huda on Arabic



EVERY DAY COUNTS

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](http://web.counselling)