NEWSLETTER NO. 2 - Friday 12/2/2016

CALENDAR

FEBRUARY
Mon 15th  Swimming commences
Tue 16th  School Council 6pm
Frid 26th  Gr-3-6 House Swimming Sports
          Closing date for CSEF & Conveyance Allowance

MARCH
Tues 8th & Wed 9th Parent/Teacher Interviews
Mon 14th  Labour Day
Tues 15th  Cultural Diversity Day – Excursion to Daylesford Primary School
Thurs 24th  End of Term 1 (2.30 finish)
Preps do not attend school on Wednesdays during Term 1

Term Dates 2015
TERM 1  ends 24th March
TERM 2  11th April – 24th June
TERM 3  11th July – 16th September
TERM 4  3rd October – 20th December
Office Hours: 8.30am – 4.00pm

Current Focus

Good Manners – (Be respectful)
George Washington’s Rules of Civility & Decent Behaviour In Company and Conversation, 1640
The gestures of the body must be suited to the discourse you are upon…
School version! – Your body language must suit what you are doing.

Shew not yourself glad at the misfortune of another though he were your enemy…
School version! – If someone falls over, don’t laugh, offer to help, even if they’re not your friend.

Put not your meat to your mouth with your knife in your hand, neither spit forth the stones of any fruit pye upon your dish nor cast anything under the table…
School version! – It’s impolite to lick your knife! Don’t spit food out of your mouth or throw it under the table.
Put not another bit in your mouth til the former be swallowed, let not your morsels be too big for the jowls…
School version! – Don’t talk with your mouth full!

CONVEYANCE ALLOWANCE
Are you eligible?
For students to be eligible for a conveyance allowance they must:
☐ Be aged over five by 30th April 2016.
☐ Live more than 4.8km by the shortest practicable route from the nearest bus stop, and
☐ Be enrolled at the nearest government school.
☐ Parents who applied last year will need to reapply for 2016 by Friday 26th February, 2016.

FINANCIAL ASSISTANCE – INFORMATION FOR PARENTS
DO YOU HAVE A VALID MEANS TESTED CONCESSION CARD?
Then you may be eligible to apply for the CSEF (CAMPS, SPORTS & EXCURSION FUND)
The annual CSEF amount per primary student will be $125, which will be paid to the school to use towards expenses relating to camps, excursions or sporting activities for the benefit of your child.

Please contact the front office for an application form (or download from the CSEF website www.education.vic.gov.au/csef) to be returned to the office before 26th February.

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Principal’s Report

As it is the start of the year, I would like to remind our school community that all Victorian schools and early childhood services listed on the Bush-At-Risk-Register (BARR), which includes Daylesford School, Yandoit and Drummond annexes, are required to pre-emptively close if they are located in a Bureau of Meteorology district where a Code Red Danger Rating day has been determined. We have not had a Code Red Day this season, but if one is announced by BOM, then the school will be closed on that day.
A new policy update for Government schools listed in the Bushfire-At-Risk-Register (BARR), has just been announced by the Emergency Management Commissioner, Craig Lapsley and the Department and Training Secretary, Gill Callister in exceptional circumstances, some government schools may preemptively close when an Extreme Fire Danger Rating day is forecast. More information about how this will affect our school community will be forwarded in a parent letter, once I have discussed this change with staff and School Council.

I would like to thank all parents/carers and acknowledge all staff on what has been a most positive start to the 2016 school year. I think this is an excellent team effort, well done everyone.

Finally, for your convenience and reference I have placed into this newsletter, a copy of our school curriculum in Literacy for P-6. Next week’s newsletter will feature our Numeracy curriculum outline.

Peter Burke

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**School Council - Reminder**

A reminder that School Council will commence for the year on Tuesday, the 16th February at 6pm.

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**Home Readers**

Home readers will be sent home from next week. We would encourage parents to spend some time each evening reading with their child/ren.

Either reading to them or listening to reading.

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**Swimming - Reminder**

Next Week we shall begin our swimming program at The Kyneton Aquatic Swimming Centre. We are participating in 6 sessions over 3 weeks – Feb 15th, 16th, 22nd, 23rd, 29th and March 1st.

We shall be travelling by bus and departing school at 9.30am and returning by 11.15am.

Please make sure that your child has their swimming costume (perhaps wearing this under their clothes as we are going in the morning), a towel, goggles and a swimming cap (required).

If volunteer parents could arrive at 9.45am to help with changing and then again at 10.45am that would be appreciated.

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**Morning Tea to Welcome our Prep Parents**

We would like to welcome our Prep parents and indeed all parents to come and enjoy morning tea at the Library on Thursday 18th of February at 9.00am (after drop-off).

Can everyone please bring a plate of food to share.

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**Grades 3-6 Swimming Sports Friday 26th February**

On Friday 26th February there will be House Swimming Sports for Grades 3-6 at Daylesford.

Grade 3-6 children are expected to meet at Daylesford P.S. at 9.00am. Our meeting place is at the trees between the Art Room and Library just west of the main entrance on Vincent Street. The children will need lunch and school hats. The swimmers will need sunscreen, towel and bathers.

All parents are to make their own arrangements for transport to and from Daylesford Primary School that day.

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**Our Preps**

Photos of our wonderful Preps will be displayed very soon..... we are just waiting on some forms to be returned at this stage.

2016 Student Entrant Health Questionnaire need to be returned as soon as possible.

Forms for parents with respect to using your child’s image at school have been sent out. Please complete this form and return it to the school as soon as possible.
What is the English Curriculum?

The Australian Curriculum - English, is built around the three interrelated strands of

- Language
- Literature
- Literacy

Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

At Drummond Primary School we strive to create independent literacy learners who appreciate, enjoy and use the English language to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

<table>
<thead>
<tr>
<th>Reading and Viewing</th>
<th>Writing</th>
<th>Speaking and Listening</th>
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<tbody>
<tr>
<td><strong>Prep</strong></td>
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<tr>
<td>Use predicting and questioning strategies to make meaning from text.</td>
<td>Use familiar words and phrases and images to convey ideas when writing.</td>
<td>Listen to and use appropriate language features to respond to others in a familiar environment.</td>
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<td>Recall one or two events from texts with familiar topics.</td>
<td>Writing shows evidence of sound and letter knowledge.</td>
<td>Listen for rhyme, letter patterns and sounds in words.</td>
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<td>Identify connections between texts and personal experiences.</td>
<td>Experimentation with capital letters and full stops.</td>
<td>Identify and describe likes and dislikes about familiar texts, objects, characters and events.</td>
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<td>Draw on their developing knowledge of concepts about print and sound and letters.</td>
<td>Correctly form known upper- and lower-case letters.</td>
<td>In informal group and whole class settings, communicate clearly.</td>
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<td>Identify the letters of the English alphabet and use the sounds represented by most letters.</td>
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<td>Retell events and experiences with peers and known adults.</td>
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<td></td>
<td>Provide details about ideas or events when writing.</td>
<td>Identify and use rhyme, letter patterns and sounds in words.</td>
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<td>Accurately spell words with regular spelling patterns and use capital letters and full stops.</td>
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<td></td>
<td>Create texts that show how images support the meaning of the text.</td>
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<td></td>
<td>Correctly form all upper- and lower-case letters.</td>
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<td><strong>One</strong></td>
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<td>Understand the different purposes of texts.</td>
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<td>Listen to others when taking part in conversations using appropriate language features.</td>
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<td>Identify the language features, images and vocabulary used to describe characters and events.</td>
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<td>Listen for and reproduce letter patterns and letter clusters.</td>
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<td>Read aloud short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images.</td>
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<td>Understand how characters in texts are developed and give reasons for personal preferences.</td>
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<td>Use knowledge and sounds of letters, high frequency words, sentence punctuation and directionality to make meaning.</td>
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<td>Create texts that show connection between writing, speech and images.</td>
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<tr>
<td>Recall key ideas and recognise literal and implied meaning in texts.</td>
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<td>Create short texts for a small range of purposes.</td>
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<td>Interact in pair, group and class discussions, taking turns when responding.</td>
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<td>Make short presentations of a few connected sentences on familiar and learned topics.</td>
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<td><strong>Two</strong></td>
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<td>Identify text structures and language features used to describe characters, setting and events.</td>
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<td>Listen for and manipulate sound combinations and rhythmic sound patterns.</td>
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<td>Read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency words and images that provide additional information.</td>
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<td>When discussing ideas and experiences, use everyday language features and topic-specific vocabulary.</td>
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<td>Monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.</td>
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<td>Create texts that show how images support the meaning of the text.</td>
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<tr>
<td>Identify literal and implied meaning, main ideas and supporting detail.</td>
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<td>Create texts, drawing on their own experiences, their imagination and information they have learned.</td>
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<td>Make connections between texts by comparing content.</td>
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<td>Use a variety of strategies to engage in group and class discussions and make presentations.</td>
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<td>Three</td>
<td>Understand how content can be organised using different text structures depending on the purpose of the text. <strong>Understand how language features, images and vocabulary choices are used for different effects.</strong> Read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. <strong>Identify literal and implied meaning connecting ideas in different parts of a text.</strong> Select information, ideas and events in texts that relate to their own lives and to other texts.</td>
<td><strong>Texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters.</strong> Demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of writing. <strong>Use knowledge of sounds and high frequency words to spell words accurately.</strong> Legibly write using consistently sized joined letters.</td>
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<td>Four</td>
<td><strong>Understand that texts have different structures depending on the purpose and audience.</strong> Explain how language features, images and vocabulary are used to engage the interest of audiences. <strong>Describe literal and implied meaning connecting ideas in different texts.</strong> Express preferences for particular texts, and respond to others’ viewpoints.</td>
<td><strong>Use language features to create coherence and add detail to their texts. Understand how to express an opinion based on information in a text.</strong> Create structured texts to explain ideas for different audiences. <strong>Demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.</strong></td>
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<td>Five</td>
<td><strong>Explain how texts structures assist in understanding the text.</strong> Understand how language features, images and vocabulary influence interpretations of characters, settings and events. <strong>Analyse and explain literal and implied information from a variety of texts.</strong> Describe how events, characters and settings in texts are depicted and explain their own responses to them.</td>
<td><strong>Use language features to show how ideas can be extended. Develop and explain a point of view about a text.</strong> Create a variety of sequenced texts for different purposes and audiences. <strong>Demonstrate understanding of grammar, select specific vocabulary and use accurate spelling, editing their work to provide structure and meaning.</strong></td>
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<td>Six</td>
<td><strong>Understand how the use of text structures can achieve particular effects.</strong> Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. <strong>Compare and analyse information in different texts, explaining literal and implied meaning.</strong> Select and use evidence from a text to explain their response to it.</td>
<td><strong>Understand how language features and language patterns can be used for emphasis. Show how specific details can be used to support a point of view. Explain how their choices of language features and images are used. Create detailed texts elaborating upon key ideas for a range of purposes and audiences. Demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.</strong></td>
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**Resources and Websites**


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be respectful - be a responsible learner - be honest and trustworthy
be caring and compassionate - be a good citizen
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