

DAWSON

NEWSLETTER



Dawson Public School

Our Mission Statement

Dawson Public School is committed to creating a safe, respectful, flexible and caring environment that empowers students to discover, acquire and articulate skills as a life-long learner.

Monday 10 May 2021

Term 2 Week 4

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COMING UP

Week 4 May

Monday 10

Story factory

SISA Stage 1 and 3

6R – Story Factory

Tuesday 11

NAPLAN Year 3 and 5

Language and Writing

Wednesday 12

NAPLAN Year 3 and 5

Reading

Peer Support

Thursday 13

NAPLAN Year 3 and 5

Mathematics

Friday 14

K-2 Assembly 2Y

PSSA

Week 5 May

Monday 17

SISA Kindy and Year 3 and 4

6R – Story Factory

Tuesday 18

District Cross Country

Wednesday 19

National Simultaneous Story
time

Peer Support

Thursday 20

Dalmarri

Friday 21

PSSA Sport

3-6 Assembly 6S

P&C Meeting

Wednesday 12 May

2:00 – 2:40pm



Principals Report

Positive Behaviour for Learning

As you know we have many positive rewards for our students who consistently display the qualities of Safe, Respectful, Cooperative and Responsible learners. Further to these, our staff meet regularly to analyse student behaviour data to identify areas where our students are doing well in, and identify areas where we need to improve. Using this 5 weekly data, stage based goals are created and communicated to all students. The areas that are identified are explicitly taught by our teachers and provide opportunity for our students to develop activities through role playing to support the achievement of these goals. The 5 weekly PBL goals for each stage are:

- Kindergarten* To continue to explicitly teach the school expectations and remain at a level below 5% of whole school incidences per week.
- Year 1 and 2* Decrease the number of student disruptions in the classroom.
- Year 3 and 4* Reduce incidences of disrespect to other students in the playground by 50%
- Year 5 and 6* Reduce incidences of inappropriate language by 66%

School Goal – Reduce the number of negative incidents occurring after lunch by 50%.

We will report back to you in 5 weeks to let you know how we went.

Peer Support

Our Peer Support program is well under way. The Peer Support program is run by our Stage 3 students and is another way our school values and promotes students voice to positively influence the culture of the school. I would like to thank all of our Stage 3 students for their leadership, enthusiasm and patience. Speaking to some of our students about their experiences after these sessions, it is clear to see they are learning the many challenges and rewards of being a leader and role model.

Parent Workshops

Thank you to the 20 parents who braved the weather to attend our first parent workshop afternoon about Reading Eggs. Our next Parent Workshop will follow a similar format and be on Athletics. The purpose of these afternoons is to provide you with as much information as possible so you can further support your child's learning at home.

Tuesday 25 May – 2:10pm – 2:40pm – School Hall (Please note the date change – more information will be provided shortly)

Check in Assessments and NAPLAN

Over the last few weeks our Year 4 and 6 students have participated in a reading and numeracy online check in assessment. This week our Year 3 and 5 students will participate in NAPLAN. The results of these assessments will be used, along with school data, to inform our teaching.

Beginning Teacher Network

Our school, in partnership with the team from Nirimba Office, have been leading a series of workshops designed to provide beginning teachers across our network of schools with targeted professional learning to support teacher development and enhance collegial partnerships. Last week, the team consisting of Mr Sterling, Mrs Thornton and Mrs Wilson, presented a workshop for mentor teachers across the network to support their ability to provide support to the beginning teachers at their schools. I would like to thank them for their dedication and committed to not only support the development of teachers in our school, but those across the Mt Druitt network.

Quality Teaching Rounds

Over the last few weeks, four of our teachers have been working in collaboration with Macquarie University to participate in a program called Quality Teaching Rounds. This research-based program is designed to improve teacher quality and help to create a continuous learning environment for all, utilising the quality teaching framework, collaborative practice and feedback to improve student outcomes.

Instructional Leadership Visit

Last week, the Deputy Principal and 2 head teachers from Chifley College Senior Campus came to our school to observe how we have implemented Instructional Leadership. Mrs Wilson, our K-2 Instructional Leader, provided an insight into her work and demonstrated this to our colleagues through observation and demonstrations lessons as well as and data talks. In the coming weeks, our leadership team will be heading to Kellyville Public School to share some of our successes and practices, as well as learn some new ones. At Dawson, we are always looking at ways to improve our practices to create a continuous learning culture to further improve student outcomes.

Mr Garry Sheen

K-2 Instructional Leadership

Phonological Awareness in Kindergarten: What you need to know

In my role as Instructional Leader this term I will be working with our teachers and students on developing phonological awareness.

Reading doesn't begin with learning to sound out letters. Getting ready to read starts long before this! Reading starts with children tuning into the sounds of spoken words.

In Kindergarten we will be learning about rhyming, words & syllables using nursery rhymes such as Baa Baa Black Sheep, Incy Wincy Spider, Hickory Dickory Dock, Humpty Dumpty and Hey Diddle Diddle.



As a parent what can you do?

- Read rhyming books eg. Fox in socks or Cat in the Hat
- Read books that have repeated sounds eg. One fish, Two Fish, Red Fish, Blue Fish
- Sing songs and nursery rhymes
- Play I spy with words that rhyme or start with the same sounds
- Arts and Crafts – try making a collage of items that start with the same sound using pictures from magazines, sock puppets like to much words that start with the same sound.
- Online there are many resources for phonological awareness skills. Check out You tube, Pinterest for games and crafts, the app store for nursery rhymes, sound games and songs.

Whatever you do, keep the activities short and fun. If your child finds an activity boring or difficult try something else.

REMEMBER: Kids who play with sounds, syllables and rhymes when they are young are gaining important reading readiness skills

Renee Wilson

Stage 1



2Y Had Fun With Length



2Y had some fun this week investigating length outside. We explored what length means and we had fun measuring and estimating each other's shadows using all sorts of informal units. We investigated how the same shadow can be measured differently using different informal units.



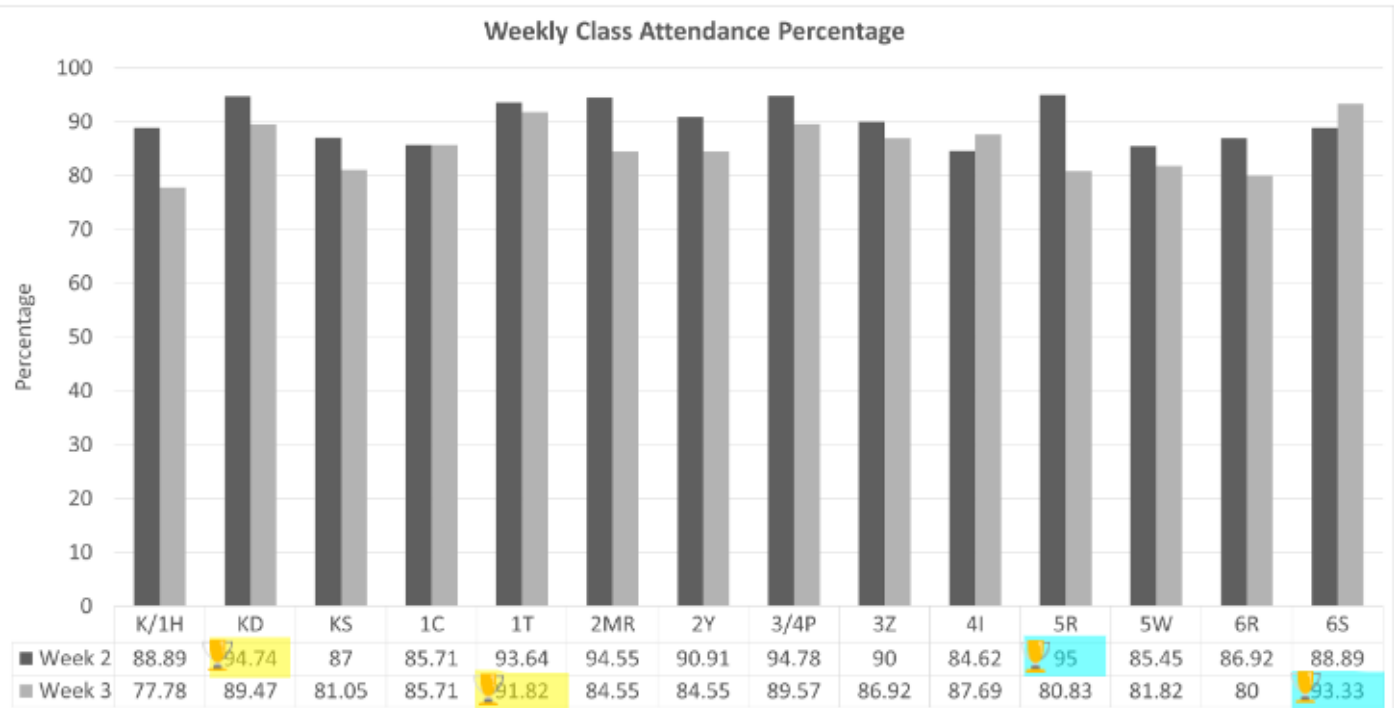
Attendance



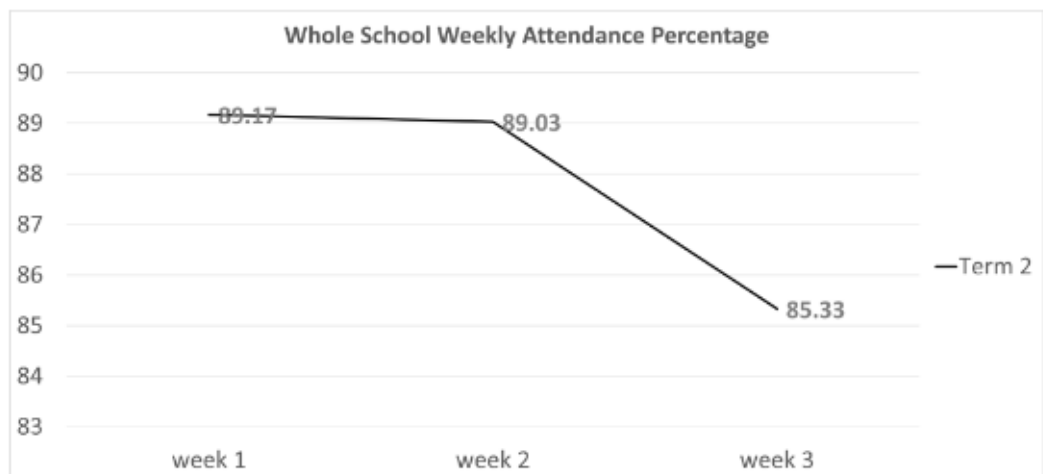
- Students are expected to be at school at **8:50** every morning.
- If they arrive to class after this time, they are required to go to the office to get a late note to bring back to the class with them. **5 minutes late every day = 3 days of school lost a year.**
- It is a legal requirement that all absences be explained. You may write your child's teacher a note, send an email to your child's teacher, send in a doctor's certificate, report absences using the Skoolbag app or contact the office staff on 9625-9031. **1 day absent per fortnight = 4 weeks of school lost a year.**

Regular attendance helps students to:

- develop a sense of belonging
- develop and maintain friendships
- be more engaged at school
- progress with their learning
- be more aware of career and life options



Our weekly whole school attendance goal is **94%**



Visible Learning – Learner Dispositions

Learning at Dawson Public School






Hi Dawson Community.

I would like to introduce some of our Dawson Dispositions that help us in the classroom when learning. Say hello to Max, Felix, Pete, Penny and Thelma. They all have a job to do in the classroom and help teachers to assist students learn the language of being motivated, flexible, persistent, to be a good thinker and use problem-solving. Each fortnight we are going to highlight one Dawson Disposition in our classroom and would like to see these used at home when talking about learning not just in the classroom but in life and play. Soon you will also see these cute guys on stamps on your children's work when they have shown one of these qualities. I hope you will be as excited as we are here at Dawson and make them all feel welcome. This fortnight we are welcoming Max into our classrooms. Let us set those high expectations and strive to improve and try new things.

Yours in learning,

The Visible Learning Team

Mrs Wilson, Ms Schroeder, Mrs MacLennan, Mr Watkins and Mrs Sutherland-Ready

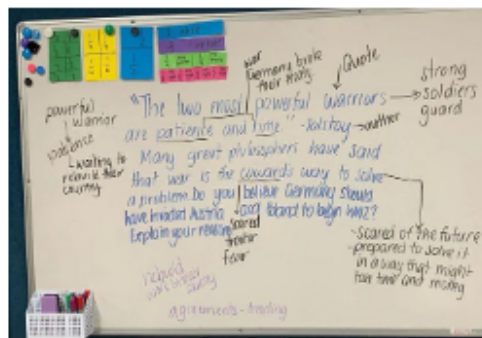
	<p>Hi, I am motivated Max. I like to try new things to improve and always set high expectations.</p>		<p>Hi, I problem-solving Pete. I like to ask questions, make connections and investigate.</p>
	<p>Hi, I flexible Felix. I love getting feedback and trying to change my thinking.</p>		<p>Hi, I am thinking Thelma. I like to talk about my learning, ask for help when I am stuck and reflecting on my education.</p>
	<p>Hi, I am persistent Penny. I never give up, learn from my mistakes and love a challenge.</p>		

Stage 3

SR

ARE DIVING DEEPER...

This term in reading, SR have been exploring the concept of point of view. We have read a variety of texts related to ANZAC Day and WW2 and have built their knowledge and understanding by linking ideas. The depth of understanding in reading has now moved into our writing with students writing a persuasive text answering a question relating to WW2.



In Maths, we are working with fractions and decimals. We have built number lines, used multiplicative place value and converted improper fractions and mixed numerals.

Peer Support

Peer Support at Dawson!

This term on Wednesdays after lunch our whole school will be participating in Peer Support. We will be participating in the program called 'Moving Forward' which focuses on resilience. Students from Kindy-Year 5 have been placed into groups of 7-8 students and will have 2 Peer Leaders from Year 6 (some Year 5). The experiences in the module help students to identify their qualities and strengths, develop skills, respond with a range of strategies, and seek support when faced with challenges.

WEEK 2 - "INFORMAL SESSION"

This week was all about the organisation and learning the structure of Peer Support. The students learnt which group they were in and how Peer Support will be run. Once groups were organised, they were taken back to their designated Peer Support room where they will be for all their Peer Support sessions. During this session students learnt each other's names, played some get to know you activities and became familiar with different people and learning spaces other than their own class/classroom. It was great to see so many smiling faces and positive conversations when walking around to the different groups 😊



Term 2 Week 3 – Award Winners

