



# “Learning Together”



*A community of active thinkers who can achieve their dreams.*

*Caring, Respectful, Learners*

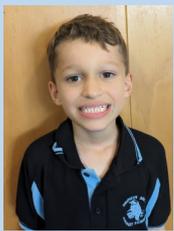
Issue No. 2

Term 1

Week 3

16th February 2024

## *Student of the Week* Congratulations to:



**Max G:** For being a great listener and following instruction the first time being asked. Congratulations on a wonderful first week Max!

**Zara S:** For being a fabulous learner and treating others with kindness. Keep up the super effort Zara!



**Aliyah T:** For your consistent effort to be organised and prepared for class and setting a positive example for others. Great job!

**Asha S:** For being a great learner and following the instructions this week. Well done.



**Abel S:** For showing fantastic listening skills and making a great start at our school.

**Lukin P:** For the responsible and respectful manner in which you approach your learning and contribute to that of others.



**Brady L:** For having a great start to Grade 6 and for having a positive mindset. Well Done.

**Jackson F:** For being a focused learner who shows respect to your teacher and peers. Well done!

### IMPORTANT DATES

Monday 19th February—Tarago District swimming

Friday 23rd February—Athletics Sports Day

Monday 26th February—Parents' Club AGM @ 6.30pm (see p.7)

Monday 11th March—Labour Day—public holiday

Tuesday 12th March—Curriculum day—no students at school

Wednesday 13th March—Naplan commences—Years 3 and 5

Tuesday 19th March—District Athletics

Friday 22nd—Sunday 24th March—Farm World Delivery Service (see p.7)



# Student of the Week Congratulations to:



**Aaliyah P:** For being thoughtful, caring and sharing her resources in class. Congratulations on a great start at Drouin South Primary School Aaliyah!

**Chelsea L:** For being a learner by displaying fantastic listening skills and giving her best focus during daily reviews. Well done!



**Tilly N:** For having a great start to the year and for demonstrating our school values. Well Done Tilly.

**Graham D:** For being a dedicated learner who tries your best and seeks help when needed. Keep up these amazing learning behaviours!

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## PRINCIPAL'S REPORT



Dear Parents and Carers

### Science of Reading and Structured Literacy at Drouin South Primary School

We are very excited at Drouin South Primary School to be headed on a Reading journey this year that is heavily backed by research and evidence. There has been much talk in the media this week about a report released by the Grattan Institute called "[The Reading Guarantee—How to give every child the best chance of success.](#)" We were pleased to see this report released as the approach it describes is the work we have already commenced at Drouin South Primary School during 2023. We will continue to strengthen our classroom approach to teaching Reading throughout this year. We want every child at DSPS to experience reading success and to be able to demonstrate reading proficiency by the end of Grade 6. Sadly, for many students in our school system, this has not always been the case. Most schools (including Drouin South PS) have been using an approach called the "[Balanced Literacy](#)" model which studies now confirm is **not** the best way for every child to learn. In fact the Grattan Institute's report states that 8 out of every 24 learners in every classroom have not been able to reach the level of reading proficiency that they should reach through the balanced literacy approach.

Our teachers are now using an approach known as "[Structured Literacy](#)" and are doing upskilling through professional reading, learnings and observations of other schools using this way of teaching in order to ensure we give every child the opportunity to become a proficient reader.

We want to bring parents along on this exciting path with us and we will keep you informed of what we are doing to keep our reading commitment to each and every child in our school. We will provide information through our newsletter, Class Dojo, Facebook posts and through our parent-teacher conversations throughout the year. Please take the time to read an overview of our approach on pages 4 and 5 of this newsletter.

### Farm World

We will very soon be calling for volunteers to assist at the Farm World Delivery Service. Our service has been operating for approximately 20 years at Farm World and we are pleased to have secured the contract to continue this service in the coming years. It provides our school with a very good fundraising opportunity and it is also a great community building experience as well. Please try to be a part of the team this year. The event will take place at Lardner Park from **Friday 22nd—Sunday 24th March**. More information calling for volunteers will be sent home soon!!

# PRINCIPAL'S REPORT (continued)



## School Student Leaders 2024

Our Student Leaders and Values Leaders have been selected for 2024. All leaders will be presented with badges in the very near future. I am pleased to announce the following leaders for 2024.

Student Leaders—Caitlin Muggerridge, Ashlyn Board, Archie Patterson  
Values Leaders—Lucas Bailey-Bright, Casey Poore, Minssa Abro  
Flag Marshalls—Brady Licciardi, Ashden Allcock

## School Council Elections

Our School Council oversees policy, finance and buildings and grounds. It is made up of Parent Members (7), School Employees (4) and Community Members (1). Terms of office are generally for two years commencing on 1st April.

We are currently calling for nominations for 4 parent positions and 1 staff position. There is also 1 community position to be filled. Current members finishing their tenure are also eligible to nominate or be nominated. (See the last page of the newsletter).

## School Athletics Day

Our school Athletics Day will be held at the Geoff Watt Track, Burke St Warragul on Friday 23rd February. Notes and information has been sent home and all permission and payments were due back today.

## Parents Expression of Interest—Camp

We are potentially in need of some parents to attend the Years 3-6 Camp this year to assist in supervising and supporting teachers and staff. An Expression of Interest will be sent home asking for parents who may be available and who are able to commit to the requirements that will be outlined. Please return the form if you are interested noting that a returned form does not mean that you are guaranteed an opportunity to attend.

## Communication and Newsletter (Reminder)

This year we have made the decision to send our newsletter out fortnightly. This will be sent via Class Dojo and Email. We will be aiming to communicate more frequently using Class Dojo this year from both a school and a class level. It is important that all parents are connected to the Class Dojo app. If you are unsure of how to do this, please contact your child's teacher or the office.

## Supervision Times (Reminder)

Teachers are rostered on supervision duty from 8.45am until 3.30pm. It is requested that students not attend school outside of these hours. The exception to this are the students who travel on the bus and those enrolled in Out of School care.

## Assemblies (Reminder)

Assemblies are held in the undercover area each Friday from 3.50pm to 3.30pm. This week will be a shorter assembly commencing at 3.00pm. Parents are welcome to attend.

*Michael Smith— Principal*

*Caring, Respectful, Learners*

**Drouin South Primary School Community acknowledges the Kurnai –Gunai peoples as the traditional custodians of the land on which we live and learn together. We pay our respects to elders past, present and emerging.**



# Reading at Drouin South Primary School

At Drouin South Primary School, we are deeply committed to ensuring our students learn to read - and read well! Reading is not only an essential skill for children to find success in school, but to thrive in society as they grow up in our world. We are learning more about what research says about how children learn to read, how to make sure every student learns to read, and what to do when a child encounters difficulty with reading. This body of knowledge we are learning about and implementing is called 'The Science of Reading'.

**"When We Know Better, We Do Better!" (Maya Angelou)**

## **A New Path at Drouin South Primary School**

If your family has been a part of Drouin South Primary School for some time, you'll notice some changes in how we are teaching reading; if you're new to our school, welcome and jump on board our exciting journey! It's an exciting time to be in education as we align our instruction to the 'Science of Reading'.

Below are some areas we will be addressing as we shift our instruction from a Balanced Literacy Approach to a **Structured Literacy Approach**, which is aligned with the Science of Reading.

### **Explicit and systematic phonics instruction**

This means that grades F-2 will focus on learning letter-sound correspondences so they can map the letters (graphemes) to the speech sounds (phonemes) in English. (There are 44 speech sounds in English and 150 ways to read and spell them!) Children must first learn to decode/sound-out words before they can understand the meaning of text, therefore, we will emphasize instruction in 'cracking the code' in grades F-2. At Drouin South Primary School, we use **Sounds Write** as our structured, synthetic phonics program. Students progress from the initial code, through to the extended code where they learn that one sound can have multiple spellings (e.g. **chair, bear, mayor**).

In grades 3-6, word study focuses on spelling rules, grammar, morphology (smallest meaningful word parts) and etymology (word origins).

### **Early intervention**

Prevention is better than intervention! If we see signs that your child may be struggling with the foundational skills of reading, we will not take a 'wait and see' approach; we will implement interventions and monitor their progress. The best solution is early identification and intervention, and we believe that together, teachers and families will be a united team in supporting children. This year we will begin our **MiniLit** intervention program as a support to bridge the gaps for children who are having difficulty with their reading skills.

### **Phonemic awareness**

This is the ability to identify and manipulate the individual sounds in words orally. In F - 2, students spend 8-12 minutes each morning developing their phonemic awareness using Heggerty. This involves orally blending, segmenting and deleting sounds as well as rhyming.

### **Decodable Readers**

Our early readers will be working with decodable readers. These are books or passages that only include words that the students can 'decode' (sound-out) according to the skills they have been taught so far. Children need practise with the phonics skills they are learning, and these books and passages provide that practise. We encourage children to keep their decodable for a few days so they can begin to build their fluency.

### **High Frequency words (often referred to as 'heart' words, 'camera' words or 'tricky' words)**

A small amount of high frequency words will be sent home to practise, beginning in Foundation. The research tells us that helping children learn these words by sounding them out will set them up for success. Many high frequency words provide challenges for children when they have irregular spelling patterns (such as 'the' or 'was') so it is important for families to understand that the sounds/spellings are more important for children to learn than simply memorising. Teachers will send home resources with high frequency words to guide families in their home-learning practise.

## Assessments

Your child will not be assigned an F&P assessment (reading level A-Z) as in the past. At the end of last year, we began using an assessment called **DIBELS** (Dynamic Indicators of Basic Early Literacy Skills) as our reading screening tool. This assesses all students from F-6 in the key areas of phonemic awareness, phonic knowledge, fluency and comprehension. This allows teachers to identify strengths and skill deficits, and they are able to intervene and provide targeted instruction.

**Levelled Readers.** Your child **will not be assigned a reading level** that corresponds to a number or letter. Students will work with a variety of texts in the classroom depending on the purpose. Texts chosen for reading may address:

- Phonic needs
- Vocabulary
- Fluency
- Background knowledge

## Knowledge Building and Vocabulary

Research has indicated that reading comprehension is closely connected to the background knowledge we have on a topic and by understanding the vocabulary contained in the text. Our students will have the opportunity to build a broad knowledge base of history, science, and the arts as well as hearing the voice of our children and incorporating their individual interests in reading lessons. Students will have access to complex texts, often read aloud by their teacher, and in the process, gain more complex vocabulary. The research tells us that building knowledge and vocabulary contributes significantly to reading comprehension and should be taught beginning in the earliest grades.

## Comprehension

The ultimate goal of all reading instruction is for students to understand what they read. The model of 'The Simple View of Reading' demonstrates that reading comprehension occurs only when students have both Decoding/Word Recognition Skills and Language Comprehension skills. Children need the essential skills to get the words 'off the page' as well as knowledge, vocabulary, and a good understanding of how our language works, in order to comprehend what they read. We must provide instruction that will help students achieve these goals.

# The Simple View of Reading



(Gough & Tunmer, 1986; Hoover & Gough, 1990)

Oral language skills are key to allowing children to learn across all areas of the curriculum. Enhancing children's oral language skills and by targeting the other 'Big 6' areas of phonemic awareness, phonics, fluency, comprehension and vocabulary, **we believe all children at Drouin South Primary School will be able to read and succeed.**

Please keep an eye out for more literacy updates throughout the year, which will also include lots of ideas to help families support their children in achieving growth in literacy.

# Drop off and Pick-Up – Car Park Safety

Thank you to the parents who have been following the safety guidelines around the drop off and pick up of students. Please refer to the guidelines below if you're unsure or missed this information on Class Dojo.

The after school (and before school) times are becoming busier as the numbers of students at DSPS continues to grow. In order to put students' safety first and ensure a consistent approach to drop offs and pick-ups, we ask parents to adhere to the following procedures and guidelines.

## Front Gate

### Morning

- Please drop off students quickly and move on. If you are staying for any length of time, please use the car parks further away from the front gate so that others can quickly drop-off children and move on
- All students must enter from the front gate (not the bus loop gate as this is only for bus travellers)  
Please drop students at school between 8.45am and 9.00am as this is when teachers are officially rostered onto playground duty. Students are not supervised before 8.45am.

### Afternoon

- Students will be walked down to the front gate by a duty teacher after school
- Parents are asked to collect students from the gate – not from inside cars
- Parents may come into the school grounds to collect students but are asked not to enter learning spaces/buildings
- Students (and parents) must only exit from the front gate where the duty teacher is (not through the bus gate)
- Parents coming into the school are asked to leave the carpark spots closest to the gate free for quick pick-ups

A teacher will be on duty until 3.30pm so please see the 3.15-3.30 time as a pick-up "window". Rather than being here at 3.15pm, it is quieter even 5 minutes later.

## Basketball Court Gate

### Morning

Parents and children may use the basketball court gate in the morning for school arrival.

### Afternoon

- This is peak time and when most care is needed.
- A teacher will be on duty at the court gate

Parents must physically come to the gate to collect students. Students will be dismissed when they have shown their parent to the teacher. Students will not be dismissed on their own to walk across the car park area to their parent's vehicle.

## Staff Car Park

- The staff car park is for school and Out of School Care Staff only.
- Parents dropping students to OSHC or picking up from OSHC can also use the car park.

The staff car park may not be used for general dropping off/picking up students.

## DROUIN SOUTH PRIMARY SCHOOL **PARENTS' CLUB NOTICE**



Dear Parents,

This year's Parents Club Annual General Meeting is coming up and we would love to see some new faces join in!

Parents' Club is a voluntary group of parents and carers aimed at creating a positive and inclusive school community. It is an ideal opportunity to get to know your school and become involved in a very diverse range of activities. Current roles of the Parents' Club include raising funds towards growth and development of the school, providing Mother's/Father's Day stall items, sourcing grants for upgrades to equipment and amenities, plus communicating with staff and Junior School Council. Parents' Club also provides support to our school community through general assistance and offering meals to those in need.

Parents' Club is a great way to meet and get to know other parents/carers. We currently have a designated Parents Club room (located two doors down from the library) which provides a comfortable space for parents to relax and have a chat.

Our meeting will be held on **Monday 26th February at 6.30pm in the Drouin South Hall** just beside the primary school.

There is no role too big or small on Parents' Club, so please come along and join us in making Drouin South the best school!



### ***Farm World Delivery Service—volunteers needed!***

Drouin South Primary School has operated the Farm World Delivery Service at Lardner Park for more than two decades. This is a significant fundraising event for the school. It relies on the help of families and is a great way to get involved with other families.

Farm World runs from Friday 22nd—Sunday 24th March. Please keep a day free over this period to come and help. Forms will be sent home over the coming weeks.

### **DRESS CODE**

**Makeup and unnatural hair colouring is not permitted at school** other than under the supervision of parents/teachers for school performances.

The wearing of sunscreen is encouraged, however, zinc cream (white or coloured) is not permitted.

To maintain safety and hygiene, long hair should be tied back. Eyesight must be unrestricted by hair.

### **AESTHETIC RULES**

Denim, writing, stripes, brand names or graphics other than the school logo are not allowed.

Coats or jackets must not have rude or offensive writing or graphics on them.

Undergarments or T-shirts should not show through or extend from the school uniform.

This includes long sleeved garments worn under short sleeved shirts. Students are not permitted to wear make-up or body art (e.g. tattoos) to school.

The uniform should be neat, cleaned regularly and worn correctly a full list of uniform options is available in the Parent information booklet.

## The Kookie Shop needs you!

**We are seeking donations of new or clean and in good condition used items for our Kookie shop.**

**Items can be sent to school and given to Mrs Moore or the office.**

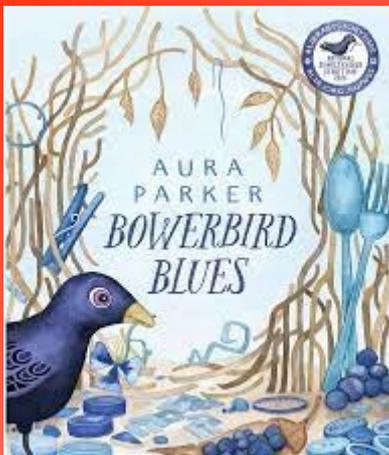
**Items such as books, toys, games, stationary etc. would be happily received.**



## Medication

When sending medication to school, please remember that it must be left at the office in its original packaging, and relevant medication forms completed to ensure the appropriate dosage is administered at the correct time.

Please do not give any medication to students to keep in their bag.



## *Bowerbird Blues by Aura Parker*

This special book is about Australia's industrious and busy bowerbird. Our bowerbird is a collector of everything that is blue. He is 'always looking, finding and keeping!' He loves blue, even the smallest skerrick excites him. The bluer the better! But no matter how many blue things he seeks something is still missing. What could it be?

He scours the countryside, even visiting the city. He revels in the sky so blue, soaring to great heights, he flies over glistening sea that sparkles all shades of blue.

All the while his collection is growing and with it his Bower so blue. He prances and dances, carefully placing his bibs and bobs around as his bower grows. But, something is still missing. What could it be?

Then he hears a rustle and a crackling of leaves. This must be it. This is what he has been missing. This is a book for the heart and a gift for your soul. Aura Parker has crafted all the elements of this picture book so beautifully. The story has such calmness to it that you are quietly swept along with our bowerbird enjoying his determination and glee at finding all things blue. It is about longing

and the joy of finding what you are seeking, even though you know not what it is. What a joy it is to share in him finding that something.

*Find this and other great books in  
the DSPS library!*

Review from [goodreadingmagazine.com.au](http://goodreadingmagazine.com.au)

# Notice of election and call for nominations

**An election is to be conducted for members of the school council of *(school name below)***

Drouin South Primary School

**Nomination forms may be obtained from the school and must be lodged by 4.00pm on *(insert day, month and year)*.**

Wednesday 21st February 2024

**The ballot will close at 4.00pm on *(insert day, month and year)*.**

Wednesday 6th March 2024

Following the closing of nominations, a list of the nominations received will be posted at the school.

The terms of office, membership categories and number of positions in each membership category open for election are as follows:

## **Membership category**

Parent member

## **Term of office**

## **Year**

From the day after the date of the declaration of the poll in 20

2024

to and inclusive of the date of the declaration of the poll in 20

2026

## **Number of positions:**

4

## **Membership category**

School employee member

## **Term of office**

## **Year**

From the day after the date of the declaration of the poll in 20

2024

to and inclusive of the date of the declaration of the poll in 20

2026

## **Number of positions:**

1

Following the closing of nominations, a list of the nominations received will be posted at the school.

If the number of nominations is less than the number of vacancies, a notice to that effect and calling for further nominations will be posted in a prominent position at the school.

**MICHAEL SMITH** (Principal)