

Victoria Public School

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Issue 4



Principal's Message

It's hard to believe that December is already upon us. With the festive season approaching we are beginning to plan some events at the school. Special holiday events will take place in each grade to get everyone in the mood for the holiday season. On Wednesday December 16, Students and staff at Victoria School will participate in spirit day where students dress in the holiday colours of green, red, and white. On the last day of school prior to the holidays, students are encouraged to wear their pajamas as we celebrate Pajama Day.

Thames Valley District School Board is offering a voluntary student survey in December to collect information about student identities. This survey is required by the Ministry of Education and it will be completed at school for students in grades 7 to 12. The survey will ask several questions about students including their grade, school, languages they speak, their ethnicity, race, religion, disability, gender identity, sexual orientation, parents' education and employment. The purpose of the survey is to understand our students' backgrounds to ensure that all students are included and given the supports and opportunities they need to be successful. This information will be used to inform school and board planning. You can preview the survey and frequently asked questions on this website: www.tvdsb.ca/everystudentbelongs.

The year 2020 has been an incredibly challenging year for everyone. The pandemic has certainly changed many aspects of life and caused hardships for many families in London and around the world. With the prospects of a vaccine in the new year, we are hoping that this will put an end to Covid 19. Thanks to the staff, students and parents who have been very supportive in following the many protocols set forth by the Public Health Department and School Board. Collectively, we must continue to follow these protocols of washing hands, social distancing and wearing a mask so that everyone remains safe.

Finally, I would like to wish all families a wonderful and safe holiday. I realize that family gatherings will be different this year so that we can continue to limit physical contact in order to slow the virus from spreading. Whatever decisions are being made within your family, please stay safe as we look forward to seeing our students at school starting January 4th, 2021! Happy Holidays!

Mrs. J. Schreff
Principal



Jenny Schreff, Principal

Renee Kellerman, Administrative Assistant

Marion Moynihan, Superintendent

S. Polhill, Trustee

L.A. Pizzolato, Trustee



CHECKOUT OUR WEBSITE

We have had great success in building our email database for quick distribution of information through our "NEWSFLASH."

If you routinely check for online newsletters, calendar events, etc. it will help in staying informed. We edit our website often.

DATES TO REMEMBER

Dec 7—Home & School/School Council meeting

Dec 21—January 1—Christmas Break

Please keep us informed of changes to a student's address and contact phone numbers.



Dress for all Weather Conditions

After working hard in class, students need a break. Keep recess and outdoor learning fun and safe by dressing for the weather.

Wear:

- ◇ weatherproof coat/consider snow pants
- ◇ Proper Boots/Shoes/extra socks
- ◇ Mittens or gloves
- ◇ A hat and neck warmer



Check the weather forecast the night before and plan ahead.

ANONYMOUS REPORTING

Victoria Public School is committed to providing a safe school environment for all members of our school community. As part of our Safe Schools strategy we have established an online reporting mechanism that allows students or parents to report concerns regarding a child, friend, classmate or student. These concerns may be regarding bullying, health issues, guidance or other concerns. Reports and concerns will be reviewed regularly by the administration and are received anonymously unless the reporter requests a reply.

Reports can be through our website or <https://forms.tvdsb.ca/Anonymous-Reporting>

SAFE ARRIVALS

Parents are asked to call **SchoolMessenger** for all student absences or late arrivals by phone, using the SchoolMessenger App or through the internet.

Phone # - 1-844-305-3756.

Web www.tvdsb.ca/schoolmessenger

This line is available 24 hours a day.

As part of the Thames Valley District School Board's "Safe Arrivals" procedure, contact must be made for all absences. It is imperative that the phone numbers on file for each student are up-to-date. If no message is received by the school by 9:00 a.m., phone calls will be made to your home/mobile or to your emergency numbers to verify a student's absence

School Council/Home & School

Are you a parent or guardian looking for a way to get involved with Victoria?

Join us at Home & School or School Council!

Every month parents get together to discuss ways to improve our school and volunteer. Don't miss us at our next meeting on December 7th at 6:30 PM!

This month we'll be brainstorming on new ways we can support our teachers from afar. Although events within the school are currently on hold, we still have plenty to be done from home or at a distance. Please come and get involved! We need you at the table!

Meeting dates for 2020-21 for HSA:
Dec 7, Jan 11, Feb 1, Mar 1, Apr 12, May 3 and June 7.

All meetings will be held on a virtual platform. Please contact the school office to get the link.

Visit victoriaparent.com for more info!



IMPORTANT INFORMATION FOR BUSSERS



The bus company is responsible for deciding whether the buses run or not. They live where we live and assess the conditions in our area. Cancellations are posted at www.mybigyellowbus.ca in the morning of the inclement weather event between 6:00 am - 6:30 am. You can download the app for up to date information

BusPlannerDelays— ([Apple](#)) / ([Android](#)) —access code MBYB

School will remain open if there are bus cancellations. It is your responsibility to drop off and pick up your child if you choose to send them to school. Regardless if your child takes the bus or not, you must call the attendance line to report if they will be absent.



Home Connections in Mathematics

Supporting Subtraction Understanding

“What people who are numerate really do is that, when they are given a problem, they look to the numbers first, they look for a strategy –a strategy that will be a really efficient, elegant strategy given those numbers. Someone who is not numerate uses the same strategy for all problems no matter what the numbers are.”

Many TVDSB students have been working with their teachers to develop a deeper understanding of addition, subtraction, multiplication, and division and strategies that may support them in producing reasonable answers.

Parents/guardians often express concern that their children are learning methods that they, as parents, did not learn in school and wonder how they can support their children in this context. This newsletter is intended to offer some support for parents/guardians.

Subtraction is more than ‘take-away’

When we subtract, we find the difference between two numbers. We do this in a variety of contexts.

- a) **Separating/Removing:** “Faizal had 3 erasers and gave 2 to his friends. How many does he have left?”
- b) **Joining/ Adding:** “Cara had some markers and got 3 more. She now has 11. How many did she have at the beginning?”
- c) **Parts-Whole:** “The fruit bowl has 8 pieces of fruit in it: all are bananas or mangoes. If 6 are mangoes, how many are bananas?”
- d) **Comparison:** “The green team has 3 more players than the yellow team. The yellow team has 6 players. How many players are on the green team?”

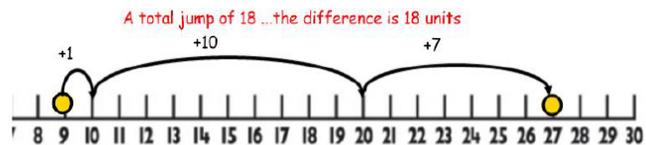
Each of these situations is important. Students need to understand that these situations call for finding the difference between two numbers. Ontario students are quite good at *performing subtraction*, but have learning to do when it comes to seeing that subtraction *is required*.

What strategies help deal with difference?

Consider the following subtraction: 27
 High-achieving students deal with this difference using **reasoning strategies which** 9
may include strategies shown below –they may rarely use the standard North American algorithm.

Splitting: This strategy involves an understanding that all numbers can be broken up to make working with the numbers easier. This student sees the hidden 7 inside the 9 and subtracts in two parts (7 and then 2) to make the work easier. 27 - 9
 \swarrow
 27 - 7 - 2
 \searrow
 20 - 2 = 18

Jumping: This strategy involves an understanding that numbers can be shown on a number line and if subtraction is difference or distance, we can travel that distance in a way that makes sense. This student jumps to a friendly number (10), jumps by 10, and then covers those last 7 spaces to see a big jump of 18.



Compensating: Sometimes it may be more helpful to do too much and then undo the extra that you did. In this case, the student knows the patterns in subtracting 10 to get to 17 and then knows she took off 1 too much and puts that back on to get

I jumped back up 1 row (removed 10) then put 1 back on ...the difference is 18.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

to 18. Ultimately, we would like our students to understand how our number system works and what operations mean. When those understandings are in place, students will have a variety of strategies at their fingertips and be truly numerate.

*“Learning a range of strategies and the connections among them will contribute to overall number sense”
 Van de Walle et al., (2014)*

HAPPY
HOLIDAYS

