

Year TWO Parent Information BOOKLET

2018

Back to School



ST EMILIE'S CATHOLIC PRIMARY
SCHOOL

Classroom Teachers:

MRS KRISTY BULL (2B)
MISS CANDICE AGUSTSSON (2G)

OUR TEACHING PHILOSOPHY

In our classrooms, each child will be respected and acknowledged for their diversity and individuality in a safe and supportive classroom. Our hope is that every child in our care will develop a positive and enthusiastic attitude towards learning, thus enabling them to work towards their full potential.

We believe in a child-centred approach to teaching. Each child is viewed as a capable and natural learner – they are curious and enthusiastic about learning new things. We aim to build on each child's strengths, skills, interests and knowledge so that they may continue to be motivated and engaged in their own learning.

We believe in a holistic approach to teaching. This means catering for children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Wherever possible, learning needs are integrated and interconnected.

Children learn best by 'doing'. We will therefore provide opportunities for our students to be engaged in real, purposeful and 'hands-on' experiences. Children also need opportunities to work collaboratively and learn from one another. By working together, children test out ideas, challenge each other's thinking and build new understandings. We want our students to ask questions, solve problems and engage in critical thinking.

I HEAR AND I FORGET, I SEE AND I REMEMBER, I DO AND I UNDERSTAND.



SPECIALIST SUBJECTS AND TEACHERS:

Physical Education / Health:	Mr Paul Davis
Music:	Mr Nick Dabbs
Science:	Mrs Kerrie Cogger
Japanese:	Mrs Tracy Aroozoo

SPECIALIST DAYS AND REQUIREMENTS:

- Library day is on **Friday** please ensure library bags and books are returned to school this day.
- Physical Education is on **Tuesday** coloured house tops need to be worn this day.
- Yellow sport tops are worn each **Friday**.



BEHAVIOUR MANAGEMENT:

Our ultimate goal is to develop a safe, caring and secure environment where students accept responsibility for their own behaviour and respect the rights of others.

We encourage and support the development of children's self regulation and self-confidence, so that in the long term they can take increasing responsibility for their own behaviour choices.

Our classroom expectations will be developed with the children during the first week of school to ensure a shared understanding of the behaviours expected at St Emilie's and in Year Two. These expectations will be clearly displayed in the classroom where the children can refer to them and reflect upon them.



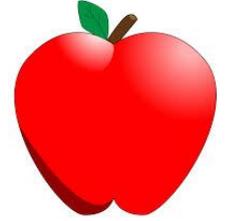
Our approach to behaviour management involves...

- ❖ Positive encouragement and reinforcement
- ❖ Verbal praise and rewards (mainly intrinsic) for good choices and behaviour
- ❖ Being consistent and setting clear limits
- ❖ Making learning relevant, purposeful and engaging for children
- ❖ Anticipating potential problems
- ❖ Encouraging and supporting children to take responsibility for their behaviour
- ❖ Intervening when appropriate and only after the child has been given the opportunity to think things through and to solve the problem independently
- ❖ Helping children recognise and express their feelings in a safe way
- ❖ Providing opportunity and time for discussion and problem solving skills

If we have any concerns about your child's behaviour and the choices they are making, we will seek an interview with you to discuss the situation. If a student has continued to ignore class rules and

teacher reminders, or if a particular behaviour is worthy of further investigation, a member of the Leadership Team may become involved. Here at St Emilie's we work as a team and in a formative way. Helping students to face the consequences of their choices is part of learning and growing up and builds character and responsibility.

Here at St Emilie's, we work as a team to address behaviour as close to the time it happens to reduce stress and move forward in a more positive direction.



TEACHING AND LEARNING:

We implement the '*The Western Australian Curriculum*' which sets out the core knowledge, understanding, skills and general capabilities important for all students and includes the learning areas of Mathematics, English, History, Humanities and Social Sciences, The Arts, Technologies, Health & Physical Education, Languages and Science.

Our approach to teaching and learning is also aligned to the '*Early Years Learning Framework*' - a document which highlights the principles and practices which should be seen in all Early Childhood Classrooms (from Kindergarten to Year 2).

As a Catholic school, Religious Education is the first learning area. We provide a balanced and purposeful program, which provides for the individual needs of all students.

- ❖ The teaching and learning programme is devised to ensure students are involved in rich learning experiences and opportunities.
- ❖ Programs are modified or extended to cater for each student's individual needs and abilities.
- ❖ Learning is an individual and continual process and the information presented to students will develop their existing knowledge allowing them to make further progress.
- ❖ We provide children with a positive learning environment where they are encouraged to 'have a go'. It is important that students understand that mistakes are part of their learning process.
- ❖ We believe children should be involved in 'hands on' learning experiences; this involves the use of concrete materials.
- ❖ Learning experiences will involve children working as a whole class, in small groups and individually. These learning experiences may involve the children from both classes working collaboratively.
- ❖ Working closely with small groups enables us to provide support and encouragement with learning concepts. Students will have opportunities to work with others and to work independently.

READING:

Reading books will be sent home on a Friday and are expected to be returned and changed the following Friday. This enables students to become familiar with the book and allows them to recognise words within the text, discuss characters and develop their ability to retell the story.



Each term there will be a **reading log to be completed and signed by parents**. This log is to be filled out by the end of each week. There is no set reading for the weekends, however, we do encourage the students to read their library book or another book of their choice over the weekend break. **A parent reading roster will be placed on the wall inside the classroom commencing in Week Three. Please place your name on the roster if you are available.**

Fluency develops gradually over time and through practice. At the stage of reading development, some students' oral reading is slow and laboured because they are still learning to "break the code" – to attach sounds to letters and to blend letter sounds into recognizable words.

Children need ample opportunities to practise their reading, therefore reading at home is vital. It is important however that these reading experiences are as enjoyable and relaxed as possible. For home reading, students will be given texts largely at an independent level while at school they will work with texts at an instructional level. For more difficult texts - [Try echo reading with your child!](#)

Independent Level	Relatively easy for the student to read (95% word accuracy).
Instructional Level	Challenging but manageable for the reader (90% word accuracy).
Frustration Level	Difficult text for the student to read (less than 90% word accuracy).

Letting your child make their own choice about what they want to read is one of the most powerful ways to encourage them to be motivated and interested readers. Parents are asked to read a wide

variety of books together with funny voices, or take turns to read different characters from a variety of books. Talk about your favourite parts of the books when you are finished with them and which authors you like the most. As cherished Australian author Mem Fox suggests, don't teach the book – enjoy it!

Committing to a better reading life with your child takes time - to choose great books together and to experience them. Knowing your child's interests and visiting the local library, you can make a priceless investment in your child's reading and educational future.

SPELLING:

We learn to spell so that we can clearly communicate our ideas and meaning. Becoming a good speller takes time and effort and is essentially a problem solving activity where students are learning to listen for sounds in words and make the correct phoneme choice. Explicit teaching, immersion in quality writing experiences, learning to use resources effectively all support student learning in this important area.

Spelling practise at home will begin in Week Three. This will allow time to assess what children know already and to plan how we can best meet their needs. Each week children will be given a set of words taken from errors in their writing, from commonly used words, from phoneme families and from class theme words. They will then explore spelling choices and letter patterns through a range of activities.

A Spelling Journal will be taken home every Monday, Tuesday, Wednesday and Thursday. The children need to practise spelling their words for the week, using the 'Look, Cover, Say, Sound, Write, Check' strategy:

Look = Look at the word.

Say = Say the Word.

Sound = Say the sounds in the word.

Cover = Cover the word.

Write = Write the word on another piece of paper.

Check = Check if you spelt the word correctly and place a tick in the appropriate column if you got it right!



We have included a space at the bottom of the page for parents to sign each day. Please sign in the appropriate space once your child has completed their nightly spelling practise.

Purposeful Practice grids will include some additional spelling activities for the children to complete. Each student will have a 'Purposeful Practice' exercise book that is kept in their note folder. Please use this for students to complete all spelling and homework tasks and oversee neatness and effort.

WRITING:

Children will write for specific purposes and audiences and will have multiple opportunities to share their ideas and to choose their own topics for writing. In Term One children will concentrate on sentence structure and writing descriptive and detailed sentences, as well as learn basic editing skills. Reading Comprehension responses and Report Writing will be our main focus this term.

MATHEMATICS:

In Mathematics, we will be focussed on Number related concepts including:

- Addition (combinations to 20 and beyond)
- Subtraction (combinations to 20 and beyond)
- Place Value (3 digit numbers and beyond)
- Odd and even numbers
- Skip counting in 2's, 5's and 10's from 0 and from a given number.



RELIGIOUS EDUCATION:

In Term One we will cover the following units:

Beautiful World, Beautiful Me (Baptism)

This unit explores the beauty of Creation and how wondering and being in awe of Creation helps us to discover more about God our Creator. The unit also explores the ways Jesus helped his followers appreciate the beauty in Creation.

Just like Jesus (Lent/Easter)

This unit explores the human experience of making choices and the ways Christians celebrate Jesus as the Son of God.

We will discuss how Jesus helps His followers to choose to do what is good.

INTEGRATED STUDIES:

Our focus for Term One will be exploring the concept of 'Identity and Well-being'.

Our aim for this unit of work is to assist the students to explore the concept of well-being and identify

what helps them feel healthy, safe, comfortable and happy.

We will be investigating:

- * Healthy food choices at home and at school
- * Staying safe and taking responsible risks
- * Expressing emotions and dealing with conflict

REPORTING TO PARENTS:

Throughout the course of the year parents will receive feedback on their child's learning journey through a variety of forms. These are outlined below.

- **Two-Way Meeting (Term One and Term Four)** – Provides both parents and the teacher an opportunity to share important information about your child and their learning.
- **Open Night (Term One and Term Three)** – Allows parents, grandparents etc. to come into your child's classroom to view the learning that is taking place as well as the learning that is occurring outside the classroom in specialist areas.
- **Three-Way Interview (Term Two and Term Three)** – Allows parents the opportunity to listen to both your child and the teacher discuss work samples and view your child's progress.
- **Formal School Report (Term Two and Term Four)** – Written report that will provide further insight into your child's progress and allow you to help your child celebrate the positives and to encourage them to keep working hard on those aspects of their learning that may be challenging or require more time, persistence or effort.
- **Website Posts** – Parents can stay up to date with the learning that is happening in class.

Please check the school website (www.stemiliescps.wa.edu.au) for dates and up-to-date information and refer to the **2018 Parent Handbook** located on the School website.

PARENT/TEACHER MEETINGS:

If you ever have any questions or concerns, please do not hesitate to make an appointment to see your classroom teacher. We are happy to make an agreed time before or after school to discuss your child's progress. It is not possible for us to talk to parents at the door. A quick email before school or an arranged meeting is best unless it is of an urgent nature.

Please feel free to contact us via email at:

kristy.foong@cewa.edu.au

agustsson.candice@cathednet.wa.edu.au

SCHOOL WEBSITE:

Throughout the year, we will add posts to the school website to highlight some of the learning experiences that are happening in Year Two.

Please check the school website regularly for important school and classroom information.

www.stemiliescps.wa.edu.au

You also may like to download the St Emilie's app on your phone or iPad to keep up to date with school news and events!

PURPOSEFUL PRACTISE GRIDS:

In the junior primary years children are continually revising and practising skills already learnt in the classroom. This is referred to as 'purposeful practice'. A Purposeful Practice Grid will be sent home three times a term. Each grid is to be completed over two weeks and includes literacy and mathematics tasks, as well as tasks to promote student well being and life skills.

Teacher set tasks include:

- ❖ Reading their allocated reading book each night, as well as other books of interest. (Please refer to handout outlining reading hints to use with your child at home).
- ❖ Revise spelling words for the week each night by completing their 'Look, Say, Sound, Cover, Write, Check.'
- ❖ Mathletics and maths tasks to consolidate class learning
- ❖ Inquiry tasks to further explore our term focus



Each student will have a **'Purposeful Practice' exercise book that is kept in their note folder.**

Please use this for students to complete all spelling and homework tasks and oversee neatness and effort. Children will be given a reasonable time in class to complete work, however, there may be times when unfinished work will need to be completed at home. If this occurs, unfinished work will be sent home with an accompanying note. Please support this and have the work returned to school the following day.

MATHLETICS:

Each child will be given their own Mathletics log in. Mathletics is an interactive program, which contains curriculum based activities and games that will help students understand and practise core

concepts. Athletics can be used to extend students by providing challenges, as well as offer support to those who need more time to master particular concepts and skills. Tasks are set for the students online and these tasks can be performed at home or at school during allocated time periods.

Students receive points and can earn “Athletic medals” and certificates.

ARRIVAL OF CHILDREN:

Please plan the arrival of your children so that they will get to school at 8:30am, when the classroom doors will be opened. During this time the students have the opportunity to organise their belongings and prepare for the school day. Teachers cannot provide supervision for your child before 8:30am, as we are busy preparing a quality program for the day. Arriving at school on time is of utmost importance as it allows your child to perform their daily morning routine in a calm and organised manner, therefore leading to a happier start to the day.

Students arriving after 8:40am need to sign in at the office and collect a late note from the office staff.

LEAVING EARLY:

In general terms, children should not need to leave school early. Wherever possible, appointments with doctors, speech therapists, dentists etc. need to be made outside of school hours. However, we understand that occasionally a specialist appointment may be necessary. If you must collect your child early, a note is required. Parents must sign in at the office before collecting their child from the classroom. Please also notify us if someone other than a parent is picking up your child.

ABSENTEES:

If a child is absent from school, for any reason, a **dated and signed note or email** explaining the reason for the absence should be forwarded to the class teacher upon the child’s return to school. If sending an e-mail, please include the date and make sure that your full name is clearly stated. Notification via the school app is sufficient as this is forwarded to your classroom teacher. If an absence is foreseen, a note explaining the reason should be forwarded to the teacher prior to the date. Any prolonged absences need to be discussed with the Principal.

FAMILY HOLIDAYS:

Many learning processes require continuity, giving children enough time and practise to consolidate skills. For this reason, taking family holidays during term time is a practice that is not supported by our school.

All families are asked to try as much as possible to organise these holidays in the school holiday periods. If a family must take a holiday in term time for an extenuating reason, a 'Permission to Leave' form must be filled out and handed into the office.

COMMUNITY MASSES:

Each term families are invited to join the staff at a half hour Community Mass before school commencing 8.00am. We encourage you to try to make these if you can as it is a great way for us all to start the day!

PARENT HELPERS:

Throughout the year, parental help will be needed for reading and other exciting things we might get up to! We will let you know when your help is required. All parent volunteers will be given a Volunteer Agreement Form to sign. **The Year Two Reading Roster will begin shortly and we really hope that you will consider assisting us!. :)**

CRUNCH AND SIP:

Crunch and Sip is an important part of the school day and the initiative was introduced to our school to further enhance the health and well-being outcomes of all students in our care.. Please send your child to school with a small amount of cut fruit and/or veggies each day - aiming for plenty of variety, if possible, across the week/term. A small whole piece of fruit or vegetable is also acceptable however nothing that takes too long to eat or is particularly messy (eg a large unpeeled orange!)

BIRTHDAYS:



It is school policy that the children do not bring in cakes, sweets or party favours (food or otherwise) when it is their birthday. However, all of the children's birthdays will most certainly be celebrated as a class! In this way families are released of the cost of providing 30 items, which are an added and unnecessary cost. Children are not setting their teeth up for dental appointments and the like and there are no items for comparison. Thank you for your cooperation in regard to this matter.

EXTRA CURRICULAR:

At St Emilie's we offer a variety of extra-curricular activities / services that both you and your children are able to take advantage of. These include:

- OSH Club
- Play For Life Soccer
- Instrumental Music
- Tennis

For more information about any of the above activities / services please contact the school office.

HEALTH AND WELLBEING:

If your child is unwell, please do not send them to school, ***even if they want to come***, as it unfairly may spread illness to other children and staff. If your child is sent home from school, please do not allow them to return to school if they continue to run a temperature or have been vomiting within 24 hours.

MEDIC ALERTS:

Please notify us as soon as possible if your child has any kind of medical condition that requires our attention (such as asthma and allergies). A **Medic Alert** form will need to be filled in so that authorised procedures can be followed.

HEALTHY RECESS AND LUNCHES:

Please ensure that you pack a HEALTHY lunch (no lollies). Please also be aware that some children in our school have severe allergies to nuts and other foods. We therefore ask that no foods containing nuts are brought to school. We thank you for your understanding.

As a school, we are encouraging all families to try to reduce the amount of wrappers in lunchboxes. Please be mindful of this when preparing and packing your child's lunch and see the website for lunchbox ideas.

DRINK BOTTLE:

Please ensure your child has a drink bottle each day ***filled with fresh water only***. Water bottles will be kept inside the classroom during class time.

HATS AND SUNSCREEN:

Please ensure that your child has a “named” school hat and that they apply sunscreen before coming to school. You may choose to place a ‘roll on’ sunscreen in your child’s school bag so that they may reapply during the day.

IMPORTANT DATES FOR TERM 1:

- ❖ Commissioning Community Mass 8.00am 7th of February
- ❖ Ash Wednesday Mass 9.00am 14th of February
- ❖ **Family Fun Night and Picnic 5.00-7.30pm 16th of February**
- ❖ P & F Subway Lunch 28th of February
- ❖ Two Way Parent Teacher Interviews begin 6th- 16th March
- ❖ School Photo Day 7th-8th of March
- ❖ Open Night 4.00pm-6.00pm 28th of March
- ❖ Easter Break 30th of March until the 3rd of April
- ❖ Whole school Community Mass 4th of April
- ❖ School ‘Busy Bee’ 6th of April
- ❖ Last day for students 12th of April

THANK YOU!

WE ARE EXCITED FOR THE BEGINNING OF YOUR CHILD’S LEARNING JOURNEY IN YEAR 2 AND LOOK FORWARD TO A GREAT YEAR TOGETHER.

KIND REGARDS,

MRS KRISTY BULL AND MISS CANDICE AGUSTSSON



