

# Year Two Parent Information Booklet

2020

Back to School



St Emilie's Catholic Primary School

**Classroom Teachers:**

Mrs Candice McClenaghan (2G)

Miss Tiana Massimi (2B)

# OUR TEACHING PHILOSOPHY

Each child will be respected and acknowledged for their diversity and individuality in a safe and supportive classroom. Our shared goal is that every child in our care will develop a positive and confident attitude towards learning, which will support them to continue uncovering more of their interests, strengths and potential.

We believe in a child-centred approach to teaching. Each child is viewed as a capable learner – whose curiosity and enthusiasm about learning new things will be fostered. We aim to build on each child’s strengths, skills, interests and knowledge so that they are motivated and engaged in their own learning.

We believe in a holistic approach to teaching and learning. This means we value and nurture a child’s physical, personal, social, emotional and spiritual wellbeing as well as supporting the acquisition of important skills, concepts and knowledge. Wherever possible, the learning program is integrated and connected to the real world so that children can see relevance and the opportunity for engagement is increased.

Children learn best by ‘doing’. We will therefore provide opportunities for our students to be actively engaged in ‘hands-on’ experiences. Children will have multiple opportunities to work collaboratively and to learn with and from one another. By working together, children test out ideas, challenge each other’s thinking and build new skills and understandings. We will encourage our students to ask questions, discuss ideas, solve problems and engage in critical and creative thinking.

**I Hear and I Forget, I See and I Remember, I Do and I Understand.**

## SPECIALIST SUBJECTS AND TEACHERS:

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



## SPECIALIST DAYS AND REQUIREMENTS:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Music 10.50 - 11.40: 2 Gold 11.40 - 12.30: 2 Blue	Sport 10.50 - 11.40: 2 Blue 11.40 - 12.30: 2 Gold  Japanese 10.50 - 11.40: 2 Gold 11.40 - 12.30: 2 Blue  Students are required to wear their house top on Tuesdays.		Health 10.50 - 11.40: 2 Blue 11.40 - 12.30: 2 Gold  Science 10.50 - 11.40: 2 Gold 11.40 - 12.30: 2 Blue	Library  Please ensure that your child has their library bag every Friday.  Yellow sport tops are to be worn on Fridays.

## **BEHAVIOUR MANAGEMENT:**

Our ultimate goal is to develop a safe and respectful environment, where students learn to accept responsibility for their own behaviour and respect the needs and 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 learn to behave appropriately in different situations, and play their part in creating a happy and friendly environment for all.

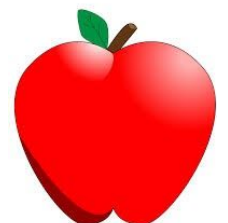
Our shared classroom expectations for creating this environment will be developed with the children to ensure a shared understanding of the behaviours that will set us up for a great year together. These expectations will be clearly displayed in the classroom where the children can refer to them and reflect upon them throughout the year.



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 expectations
- ❖ 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 exploration, 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 understand the impact of their choices is part of learning and growing up and ultimately builds character and responsibility. Here at St Emilie's, we work as a team to address behaviour as close to the time it happens, which reduces stress and supports children to move forward in a more positive direction.



## **TEACHING AND LEARNING:**

We implement *'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 evolving and at this stage, a developmental process. Concepts, skills and knowledge are presented to students in a way that builds upon what students already know, allowing them to move forward confidently and successfully.
- ❖ We provide children with a positive learning environment where they are encouraged to take a risk and '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 Monday and are to be returned on Friday. A new book will then be organised for Monday. The goal of sending reading books home is to enable students to become familiar with the book, to recognise words within the text, to discuss characters, to develop their ability to retell the story in their own words and to feel proud of themselves. This

should take no more than 10 minutes a night. Praise, encourage, enjoy and celebrate your child's efforts, then if time, read them a great book from your bookshelf or library! Modelled reading is so powerful and allows your child the opportunity to hear the rich vocabulary of a great book! When they see and hear you enjoying funny, exciting or nail-biting books, it is giving them a strong message of what you value.

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 encourage parents to read to their children and 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 this 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 recognisable words. Children need ample opportunity 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.

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

Allowing your child to make their own choices about what they want to read at home is a powerful way 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, and 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 for us to reassess what children already know, and to plan how we can best meet their needs moving ahead. Each week children will be given a set of words gleaned from errors in their writing, from pretests, commonly used words, from phoneme families and from class theme words. They will then explore spelling choices and letter patterns through 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 next to it 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 throughout the year 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. Persuasive, Recount and Creative Writing will be our main areas of focus this term.

## Mathematics:

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

- 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 'Growing Older and Wiser'.

Our aim for this unit of work is to assist the students to understand how we grow and change and how we can help ourselves to be the best we can be.

We will be investigating:

- Staying safe and taking responsible risks
- Healthy Food
- Expressing emotions and dealing with conflict
- Getting older



## Keeping Safe Curriculum:

As part of our Keeping Safe Curriculum students will be exploring a number of different topics throughout the term. These topics include exploring feelings, identifying a safe place, identifying warning signs and defining an emergency.

## 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](http://www.stemiliescps.wa.edu.au)) for dates and up-to-date information and refer to the **Parent Handbook** located on the School website.

## PARENT/TEACHER MEETINGS:

If you have any questions or concerns that need more attention than **a short** email response, 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 time is best, unless it is of an urgent nature. Please feel free to contact us via email at:

[candice.agustsson@cewa.edu.au](mailto:candice.agustsson@cewa.edu.au)

[tiana.massimi@cewa.edu.au](mailto:tiana.massimi@cewa.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](http://www.stemiliescps.wa.edu.au)

## 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.
- ❖ 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 or Religion task to further explore our term focus (occasionally)



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.

## MATHLETICS:

Each child will be given their own Mathletics login. Mathletics is an interactive program, which contains curriculum based activities and games that will help students understand and practise core concepts. Mathletics 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 can be performed at home or at school during allocated time periods. Students receive points and can earn Mathletic medals and certificates. Parents are asked to oversee this practice please.

## **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 who arrive before 8.30am **must sit in the undercover area with a book if there are no supervising parents**. If there is a supervising parent, students may SIT outside the room with their parents - no running around and no playing on equipment. Students arriving after 8:45am 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**. 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:**

Continuity of learning opportunity is very important. Here at St Emilie's we expect that all children will have consistently, very high attendance rates. 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 email, please include the date and make sure that your full name is clearly stated. Any prolonged absences will need to be discussed with a member of the Leadership Team. Parents are to refer to the Attendance Policy on the school website for more information.

## **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 schools. All families are asked to organise these holidays in the school holiday periods. If a family must take a holiday in term time for an extenuating reason, a 'Leave Form' must be filled out and handed into the office.

## **Community Masses:**

Each term families are invited to join the staff on a Wednesday (first of each month) at a half hour Community Mass before school commencing at 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 and gather as a faith community.

## **Assemblies:**

Assemblies are a wonderful way to celebrate certain events on the calendar (eg Mother's Day, WA Day etc) and to showcase some of our learning to the whole community. Year Two will present two assemblies this year on Friday the 8th of May and 31st of July.

## **PARENT HELPERS:**

Throughout the year, parent help will be needed for listening to reading and to assist us with other exciting learning experiences! 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, 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!) It is expected that all families support this important initiative.



## **BIRTHDAYS:**

It is school policy that children do not bring in cakes, sweets or party favours (food or otherwise) when it is their birthday. All of the children's birthdays will most certainly be celebrated as a class and in this way families are relieved of the cost of providing 30+ items, which are an added and unnecessary cost. 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. For further information about these activities, please contact the office. The activities that St Emilie's offer include:

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

## HEALTH AND WELLBEING:

If your child is unwell, please do not send them to school, ***even if they want to come***, as it may spread the 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, chocolates, chips etc). Please also be aware that some children in our class and 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. Please refer to the following document:

<https://docs.google.com/document/d/1j80lqrtb9RhkMi7-R-uLK-UPjG7cDfewWxWMvSshgw8/edit>

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.

Lunches on-line are available each Wednesday and Subway lunches each Friday. This service is provided as a service for families. If you are able to



donate half an hour of your time on a Wednesday lunchtime roster, please contact the School Office on 92569696.

### **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 One:**

- 5th of February: Commissioning Community Mass 8.00am
- 21st of February: Family Picnic 5.00-7.00pm
- 25th of February: P&F AGM and School Board Annual Community Meeting
- 26th of February: 9am Whole School Mass - Ash Wednesday
- 2nd of March: Labour Day Public Holiday
- 3rd - 13th of March: Two Way Parent Teacher Interviews
- 3rd - 4th of March: School Photo Day
- 1st of April: Community Mass 8.00am
- 1st of April: Open Night 4.00pm-6.00pm
- 4th of April: Busy Bee - 8am-11am
- 8th of April: Holy Week Tableau
- 8th of April: Last day for students

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 Candice McClenaghan & Miss Tiana Massimi

