Welcome!

Year Two
Parent Information Evening
2026

Meet the Teachers

2B The Smileybears

Ms Dee Gevaux

2W

Mrs Sheena Doutch (Mon-Wed)

Mrs Courtney Berardi (Thurs-Fri)

Our Teaching Philosophy

We believe that all students, regardless of their background, behaviour or ability should be provided with the very best opportunity to learn and that students learn well when provided with a positive, supportive and productive learning environment. We acknowledge and appreciate that students have various academic, physical, social and emotional needs and abilities, which we will work hard to identify and meet in a variety of ways. We believe collaboration is important for success, and that the best outcomes for children are achieved when all stakeholders (parents, colleagues and students) work closely and respectfully with one another.

All you need to know about Year Two…

Outline of Daily Class Routines

- Classroom doors open on the first bell at 8:15am. When the students come into the room, they have 10 minutes to organise themselves for the day (unstack chairs, hand in notes etc.). They then use this time to change their home readers.
- Students have daily fitness during the morning block.
- The morning block of time (8.30 to 10:20am) and the middle block of time are specifically dedicated to Literacy, Numeracy, Religion and the Integrated Knowledge HASS Units.
- Each day our afternoons are spent on the learning areas of Visual Arts, Digital Technology and Design, Sport, Music, Auslan, Health and Library
- Our Library time is on a Thursday. Students need to bring their library bag and book to be returned on this day.

All you need to know about Year Two…

Student Work Standards

Students are not permitted to graffiti any property, be it their own or another student's work or belongings. Our students are to present their work to a high standard. Close attention will be paid to handwriting in all subject areas.

Behaviour Management

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

All you need to know about Year Two…

Our approach to behaviour management involves:

- Positive encouragement and reinforcement
- Verbal praise for good choices and behaviour
- Being consistent and setting clear limits
- Making learning relevant, purposeful and engaging
- Anticipating potential problems
- Encouraging and supporting students to take responsibility for their behaviour
- Intervening when appropriate and only after the students has been given the opportunity to think things through and to solve the problem independently

All you need to know about Year Two…

If we have any concerns about your child's behaviour and the choices, he/she is making, we will seek an interview with you to discuss the situation. If a student has continued to ignore class responsibilities and teacher reminders, or if a particular behaviour is worthy of further investigation, the Leadership Team may assist, however this is not something to be concerned about. Our Leadership Team have a child-friendly, pastoral approach and are an integral part of supporting staff in student well-being. Helping students to face the consequences of their choices is part of learning and growing up and ultimately builds character and responsibility. In saying this, we are more about catching students doing 'the right thing' and making safe, responsible, respectful choices for themselves and others. At Sacred Heart, we work together to address behaviour as close to the time it happens as possible to reduce stress and to move forward in a more positive direction. Parents are reminded that discussing any behaviour issues with the teacher, rather than with other parents, is the expected and most helpful way of supporting your child.

Specialist Timetable

Specialist Timetable

The students can look forward to learning in the specialist areas of Dance/Music with Mrs Vinci, Physical Education with Mr Dobson, Auslan with Miss Henning, Science with Mrs Zdravic and Health and Library with Mrs Gerhardy and Mrs Stilwell.

The specialist timetable for Year Two is as follows:

MONDAY	**Physical Education** **Science**
WEDNESDAY	**Music**
THURSDAY	**Library/Health** **Auslan**

Home Learning

- A Home Learning Grid will be coming home each term.

  The focus of the Home Learning grid is:

  - To develop the students' ability to manage their own time and resources.
  - To be encouraged to engage with their families meaningfully and actively.
  - To practice skills and concepts taught during class.

- The grid comprises of separate 'cells' and in each one there is an activity or task. Some tasks are required to be completed daily, while others need to be completed by the given date.

Home Learning

- A weekly word work activity is sent home each Monday. This is to be completed and returned each Friday.
- Home readers are able to be changed daily if required.

Attendance

Absences

- If your child is absent, please complete the online absentee form available on the school website or notify the office.

Punctuality

- Please remember that the classroom doors open at 8:15 am. All students must be at school ready for an 8:30 am start time. If your child arrives after 8:30am, the parent/guardian must sign them in at the school office.

Communication

- As a parent, your questions, concerns and comments are always welcome and encouraged. Please avoid catching us at the door in the mornings as this is a very busy time of the day and we need to have our attention on the students and their learning. To support work/life balance, messages on Seesaw and email will be checked daily between 8:00 am and 4:00 pm.

Reporting

Throughout the course of the year, you will receive feedback on your child's learning journey through a variety of forms. These include:

- Three-Way Meetings as required
- Parent teacher interviews towards the end of Term Two
- Formal School Report - A written report at the end of Semester One and Semester Two 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.

Eating at School

Lunches online are available Mondays, Thursdays and Fridays. This is provided as a service for families. If you are available to donate half an hour of your time, please contact the School Office.

Healthy Eating

Crunch and Sip is available every morning during learning time, in Year Two the students may decide when they need a snack. This snack should be a few sticks of celery, carrot or apple, not messy food that can drip onto tables.Parents are reminded that there is a very high expectation that children's lunchboxes contain healthy, nutritious food choices every day. Any food wrappings will be placed back into lunch boxes and taken home; food scraps will be composted at school.

More information…

Assemblies

Our assemblies will continue to be virtual for the presentation of merit/honour awards. Class assemblies will be held once or twice a term and will occur on Friday afternoons. This year, the Year Two assembly is scheduled for Term Three.

Parent Handbook

All families are asked to please read and be familiar with the content in the online Parent Handbook - found on the school website.

Knowledge is power

Religion

- The students will study the following eight units during the year:
  - Church
  - Lent Easter
  - Confirmation
  - Eucharist
  - Prayer
  - Reconciliation
  - Baptism
  - Advent Christmas
- All students will also participate in daily class prayer and school masses.

Technology

In Year Two we have a bank of iPads. These devices are used when they are the best tool for a particular task.

At Home

Responsibly monitoring your child's internet use is essential. Technology is a wonderful and powerful tool for learning, however without strict parental supervision and vigilance, technology also has the power to harm relationships and cause unnecessary anxiety and friendship issues back at school. Please remember that in Australia all social media is against the law for children under 16 years of age. Parents, please take the lead in your family and make rules surrounding internet, computer and all technology use clear, responsible and consistent – if not you, then who?

HASS

In Semester One we will be studying Geography. The students will become familiar with:

- What maps and globes represent, and how they are used.
- The locations of the North and South Poles.
- The names and relative locations of the seven continents.
- Some familiar associations with each continent, such as wildlife, rivers, landmarks etc.
- The names and locations of the five oceans.
- The name and location of our continent, country, state and community.
- New vocabulary associated with this learning.

The Big Idea: Maps and globes are convenient ways to show the location and some of the human and physical characteristics of geographic elements.

Initial Lit Year Two

The main components of the program are:

- **Spelling**
- **Reading Fluency**
- **Grammar**
- **Vocabulary and comprehension through children's literature**

Initial Lit Year Two

The structure of the program includes:

- Three spelling lessons per week with revision activities.
- Comprehension and fluency using Read and Discuss books
- Partner reading
- A strong grammar focus used during reading and writing lessons.

The Initial Lit program includes built-in ongoing assessments,

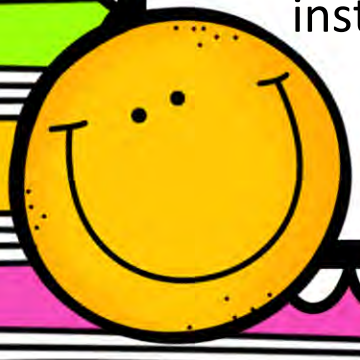
Reading

Students will be explicitly taught how to build their comprehension through knowledge-based learning. Fluency and vocabulary activities will assist them to develop their ability to understand texts. Students will explore how a fact is something that is true and can be checked while an opinion is something that someone believes is true and can't be verified as easily. The writer's point of view is his or her opinion about a subject and the writer's purpose for writing explains why the text was written. Students will learn to work out how and what the writer was thinking and to use this to help them make decisions about the writer's point of view. The students will also read a variety of texts including informational, story picture books, novels and poems. Students will use these texts to complete a range of reading response activities.

Home readers may be changed everyday if needed. It is expected that the students will have the opportunity to read aloud to someone and read to themselves each evening.

Vocabulary

Research shows that vocabulary knowledge is a strong predictor of reading success. It is critical to the development of both word identification and reading comprehension. Specifically, strong oral language improves the student's ability to recognise words when reading and is necessary for students to understand and connect with the information that they read. Strong vocabulary knowledge also facilitates acquisition of the background information that is essential for comprehension. Given the importance of vocabulary in reading development, systematic instruction to enhance vocabulary knowledge is crucial in the junior years of school.



Talk for Writing

Throughout this year, we will be using the Talk for Writing program. This term the students will be developing both non-chronological reports and narrative writing skills. We will begin with narrative writing. The students will be reading through storybooks and working together to 'nut out' the structure of a narrative and will develop their stories with partners and individually. We will then move to non-chronological reports and investigate how to structure a piece of writing by examining different features of detailed reports. We will work through the T4W process of Imitation, Innovation and Independent Application.

Numeracy

In Year Two, our Mathematics learning begins with a strong focus on Number and Algebra. This term, students will explore odd and even numbers, place value (reading, writing and ordering numbers), and develop their skills in addition and subtraction. We will also touch on Measurement and Geometry, including creating and interpreting simple grid maps to show position and pathways and reading and using a calendar. As part of our daily mental math, students will practise recalling basic addition facts and learn a range of mental strategies to help them add numbers efficiently and with confidence.

Questions?

Thank you,
We appreciate your support.