

YEAR TWO

2024

Parent Information





Loving God,
We thank you for blessing
the precious children in our care,
with Your infinite and unconditional love.
Grant us all the wisdom to guide them in the
ways of goodness, kindness, peace and justice.

Help us to be authentic role models -
slow to anger and quick to encourage.
Watch over us, guide us and strengthen us on
our journey, so that we can support and inspire
our children to flourish, as learners and as
children of the light!

We make this prayer in the name of Your Son,
Jesus Christ.

Amen



Dear Parents,

Welcome back to a new school year we trust that you had a safe and enjoyable holiday break and are looking forward to the exciting year ahead!

We are delighted to have your child in our classrooms, and we are looking forward to getting to know him/her well throughout the year.

We will be working closely as partner teachers and will have high, but realistic expectations for each child. Together we will work hard to help them discover even more of their wonderful potential. We aim to provide all students with meaningful experiences that not only challenge them academically, but also help them to develop as 'a whole person' in a safe, nurturing and positive school environment.

A quality home/school partnership is essential in helping your child to become the very best learner and person they can be. If home and school share a consistent message and clear expectations, then students are set up for real success – socially, emotionally, physically, spiritually and academically.

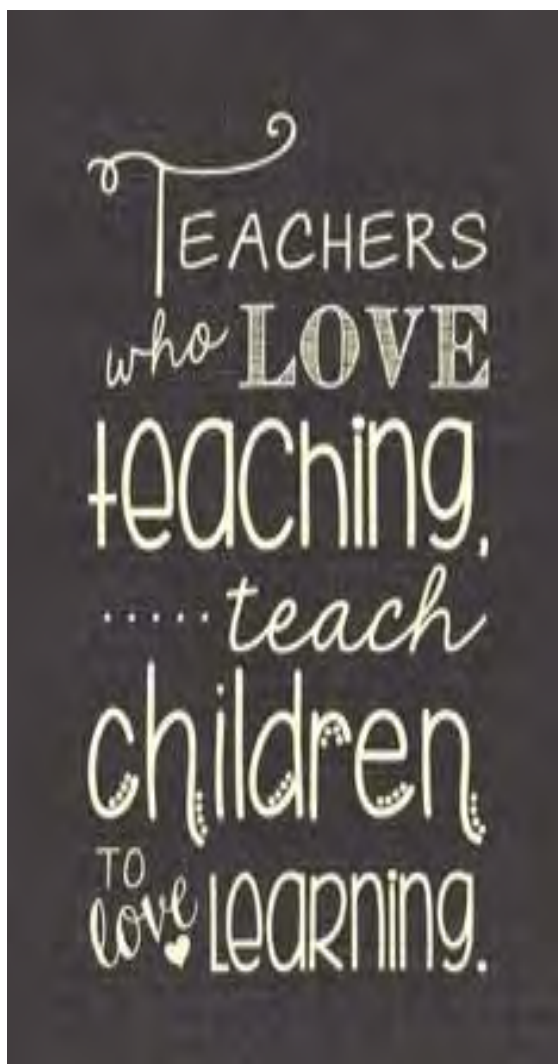
Some of you may have questions about life in Year Two. It is hoped that this booklet, along with the Parent Handbook on the school website, will assist you with answering most of these. If you have any further questions or would like to make us aware of anything that is particularly pertinent to your child, please feel free to email or make an appointment. We do however ask that you give your child at least a few weeks to settle into Year Two as this allows us time to get to know your child - to discover where some of their strengths and challenges might be.

We are really looking forward to the year ahead and to the opportunity of working closely and positively with you to further your child's education and foster a real love of learning!

Kind regards,

Ms Dee Gevaux and Mrs Kate Poole

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.

Our role in the education of your child/children is to:

1. Facilitate their learning and nurture their faith.
2. Encourage them to work hard towards the school's vision.
3. Challenge them to reach their potential and personal best.
4. Encourage them to make informed decisions confidently and with self-assurance.
5. Work cooperatively with parents to maximise the learning opportunity for each child.

All you need to know about Year Two...

Outline of Daily Class Routines

- Classroom doors open 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 then have daily fitness stamina from 8.30am - 8.45am
- The morning block of time (8.45 to 10:20am) and the middle block of time (10.40 am to 12:20pm - except Mondays) are specifically dedicated to Literacy and Numeracy.
- Each day our afternoons are spent on Religion lessons and learning areas such as Integrated Knowledge Units, History, Geography, Visual Arts, Digital Technology and Design.
- Our Library time is on a Tuesday. Students need to bring their library bag and book to be returned on this day.

Specialist Timetable

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

The specialist timetable or Year Two is as follows:

DAY	SUBJECT
Monday	Physical Education
Monday	Science
Tuesday	Health/Library
Tuesday	Auslan
Wednesday	Dance/Music
Thursday	Wellness

Home Learning in Year Two

The Home Learning Grid will be coming home in Week Three. 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.

Classroom Information

Student Work Standards

Students are not permitted to graffiti any property, be it their own or another student's work or belongings. Children 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. We encourage and support the development of children's self-regulation and self-confidence, so that in the long term they can take increased responsibility for their own behaviour choices.

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 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 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. Here at Sacred Heart, we work as a team and in a formative, rather than punitive way. 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.

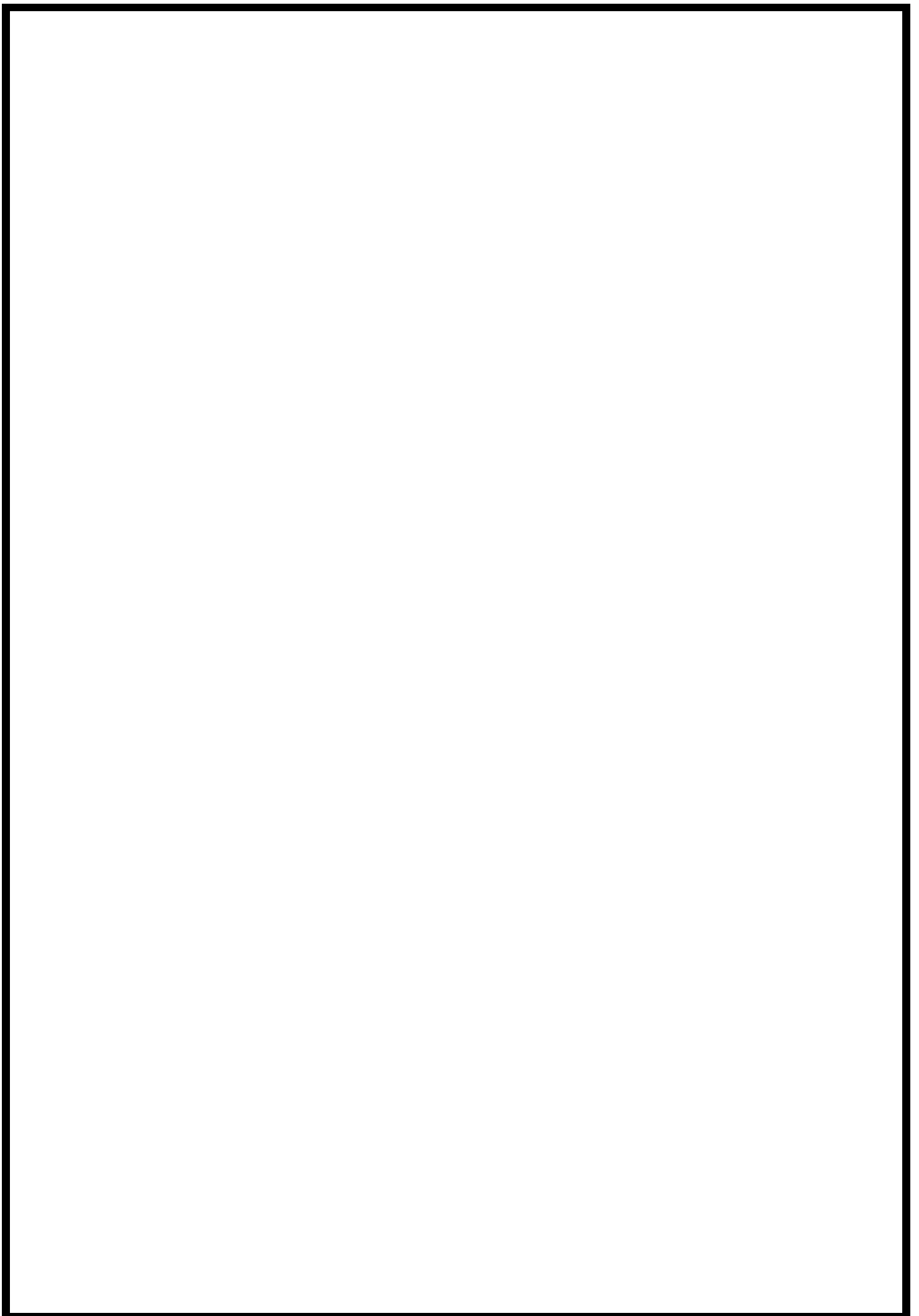
Technology

In Year Two we have a bank of iPads. These devices are used when they are the best tool for a particular task. The development of the students' digital skills is an important part of being a 21st Century learner.

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. 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?





Absences

If your child is absent, please notify the office and **email the classroom teacher**, by 8.45am on the morning of their absence.

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.

Reporting

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.

- Three-Way Meetings
- A time that allows parents, grandparents etc. to come into your child's classroom to view the learning that is taking place.
- 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.



Assemblies

Our assemblies will continue to be virtual for the presentation of merit 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.

School Lunches

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

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.

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.



Learning Outline

Literacy

Initial Lit K – 2

In 2022 we began researching the many Literacy programs available to schools in WA. We visited several schools to view these programs in action. After considering the benefits of each program, we decided to implement the Initial Lit program from Kindy to Year Two last year. It is an extremely successful program with structured explicit teaching of each component and we have been extremely happy with our decision.

The main components of the program are:

- Spelling
- Reading Comprehension and Fluency
- Vocabulary, Oral Language, and comprehension through children's literature

The structure of the program includes:

- Two comprehension and fluency lessons per week.
- Three spelling lessons per week.
- A strong grammar focus used during reading and writing lessons.
- Reading groups using Read and Discuss books.

The Initial Lit program includes built-in ongoing assessments, these results will be shared parents

Writing

Throughout this year, we will be using the Talk 4 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 writing process of planning, drafting, revising, editing and publishing our own reports.

Reading

In 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. 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 vocabulary 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 critical. Children 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.

Mathematics

In Year Two we use the Origo Mathematics Program. We begin by focusing on Number and Algebra concepts. Odd and even numbers, place value including reading, writing and ordering numbers as well as rounding numbers will be our focus for the term. The students will also cover some Measurement and Geometry concepts and the focus will be on creating and interpreting simple grid maps to show position and pathways, identifying symmetry in the environment as well as making models of three-dimensional objects and describing key features. As part of mental math, the students will work on recalling basic addition facts. They will learn how to add numbers using different mental strategies.



Religious Education

Our first Religious Education unit to be studied in Year Two is Church, a separate letter has been sent home outlining the learning of this Unit. It includes:

- People belong to a family
- Jesus belonged to a family
- The Catholic Church is like a family
- The Church building is a special holy place
- God's family prays together



Integrated Study Unit – Geography

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, 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.

Thank you for taking the time to read the information provided. If you have any questions that have not been covered, please feel free to email and we will reply by email, phone or in person as soon as we can.

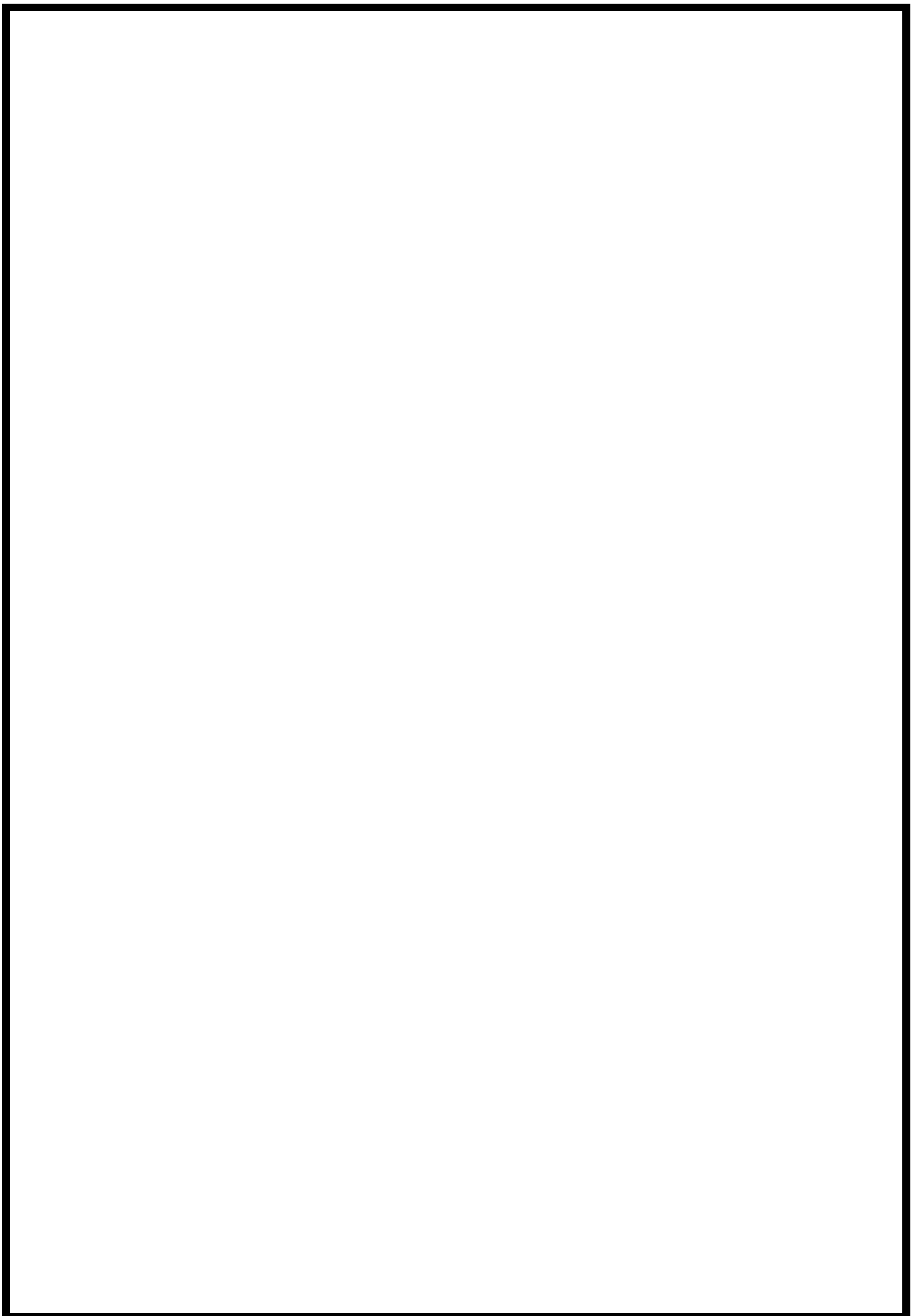
We look forward to your ongoing support as we journey through this year.

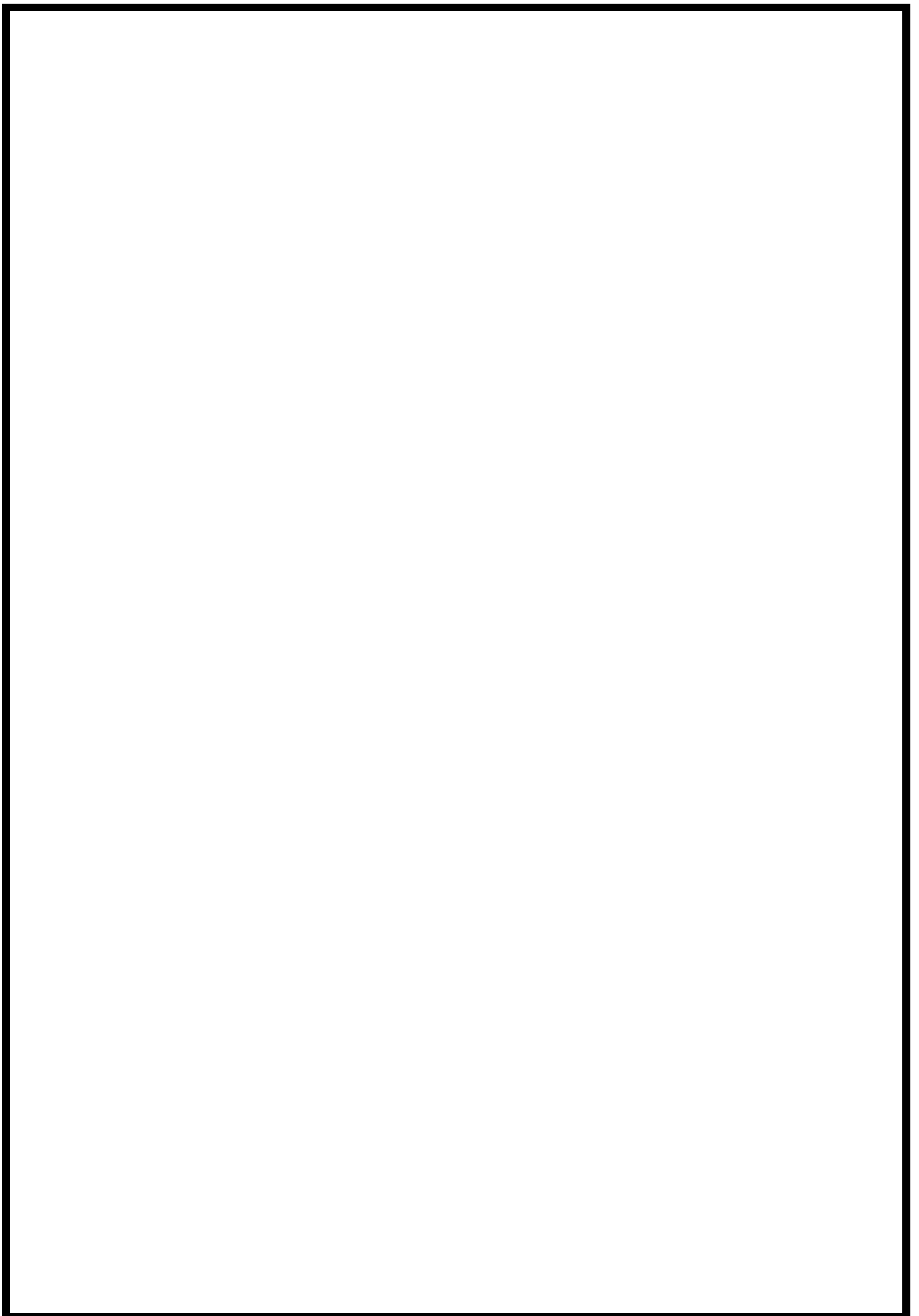
dee.gevaux@cewa.edu.au

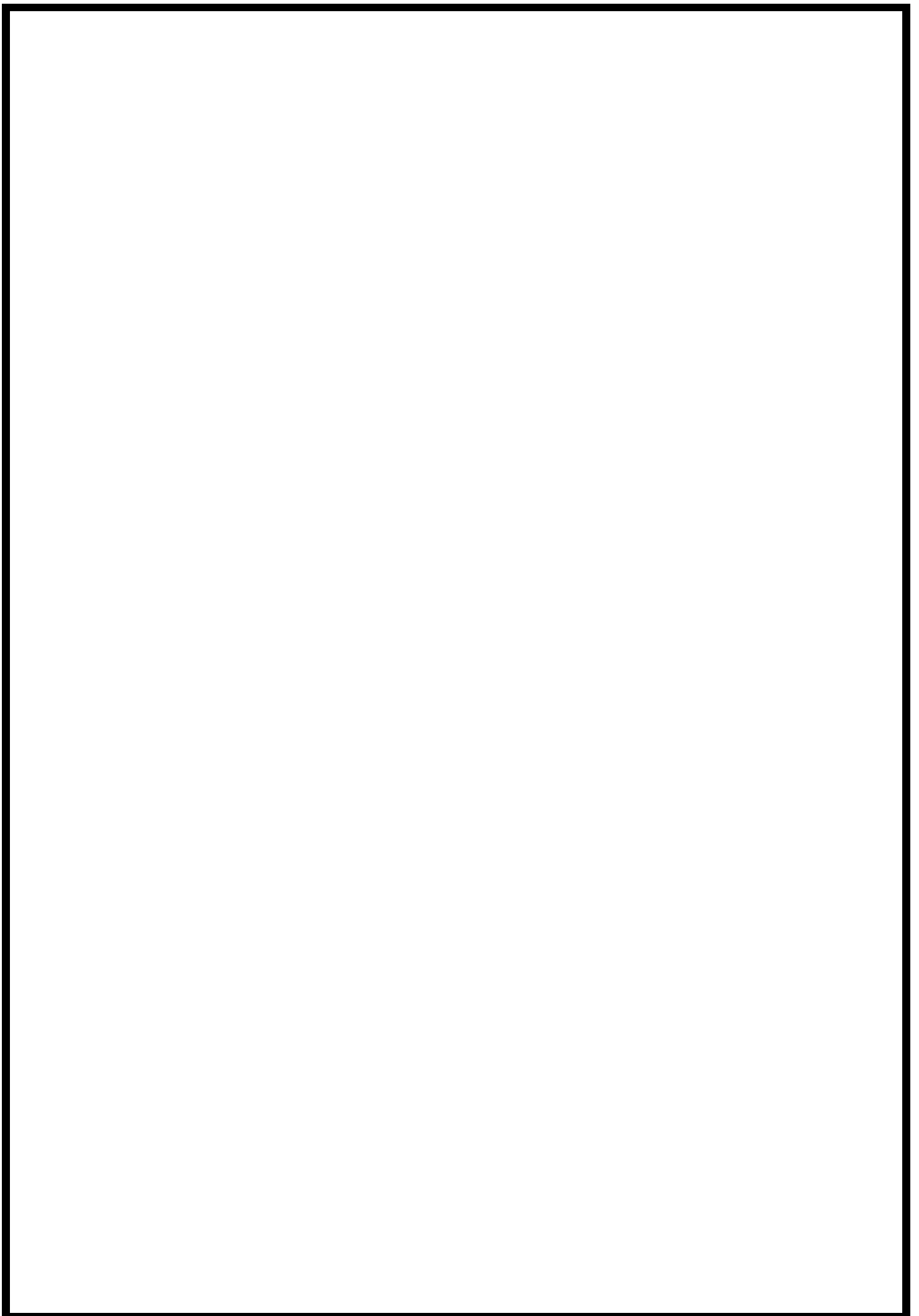
kate.poole@cewa.edu.au

https://shthorn.wa.edu.au/pdf/policies_codeofconduct.pdf

<https://shthorn.wa.edu.au/pdf/parenthandbook.pdf>







Welcome!

Year Two
Parent Information
Evening
2024



Meet the Teachers

2B

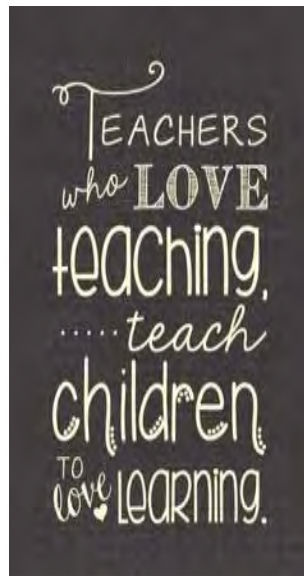
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2W

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 - 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

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More information...

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Parent Handbook

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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.

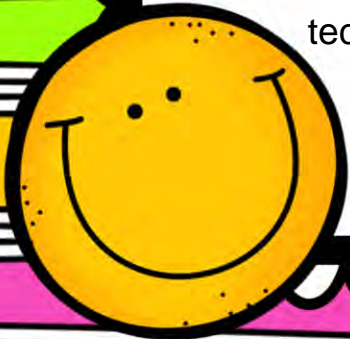


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HASS

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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
- Partner reading
- A strong grammar focus used during reading and writing lessons.
- Reading groups using Read and Discuss books.

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 recognize 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 writing process of planning, drafting, revising, editing and publishing our own reports.



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Questions?



**Thank you,
We appreciate your
support.**

