



Catholic Education
Diocese of Rockhampton



Year 2 Parent Teacher Information Session

2024

St. John's
CATHOLIC PRIMARY
SCHOOL



WALKERSTON

God our Father,
bless the community of St John's:
students, staff, parents and friends.
Help us to grow in strength as
Christians and be a good example to
all.

Encircle us with your loving care.
May we grow in faith, and may Jesus'
commandment of love, to:
'Love one another as I have loved you'
become deeper in our daily lives.

Amen.

Welcome

2A Teacher: Miss Sandali De Soysa

Inclusive Curriculum Officer:

Mrs Racheal Springis

2B Teacher: Mrs Natasha Freeman

Inclusive Curriculum Officers:

Mrs Amanda Bostock and Mrs Natasha Matsen.

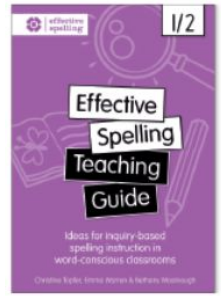
CAP Student: Miss Danieka Callaghan

Key Curriculum Areas for Year 2

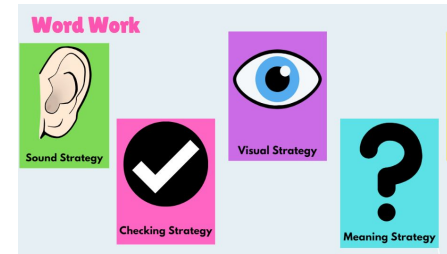
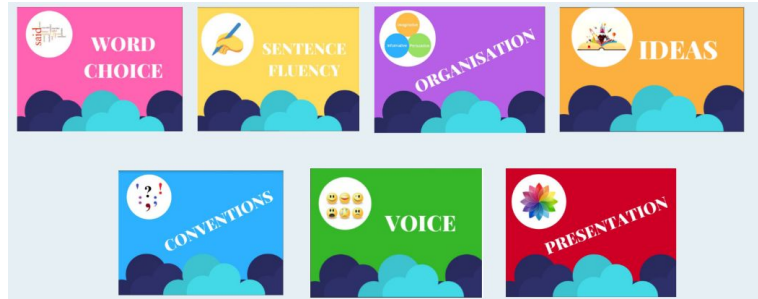
English in Year 2 (AC V9.0)

The English curriculum is built around the 3 interrelated strands of *Language*, *Literature* and *Literacy*. These strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on **concepts**, skills and processes developed in earlier years.

How we work towards achieving this at St John's-



- First 20 Days of Literacy-learning expectations and how to achieve independence as a reader, writer and speller.
- Week 5 Inspire Reading takes place 3 days a week for 35 minutes- during this time children have the opportunity to work in small groups, read independently, listen to reading, work on word noticing skills and work with their teacher on reading goals.
- CAFE- Daily Work on Writing tasks.
- English Units- Term 1- King Pig (incorporates friendship themes). Term 2- Why I love Australia (incorporates Aboriginal people and traditions, Australiana, place and relationships themes).
- Effective Spelling.
- Word Work.
- 6 and 1 Writing Traits.
- Interactive Writing.

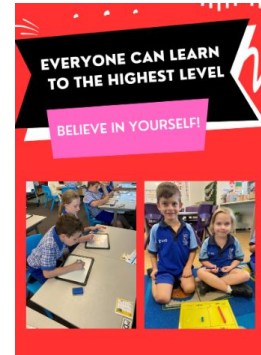


Mathematics in Year 2 (AC V9.0)

In Year 2, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a **range** of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

How we work towards achieving this at St John's.

- **First 20 Days of Mathematics**- setting up routines, expectations, problem solving, proficiency standards, developing growth mindsets.
- **Problem Solving**- open ended questions that allow for multiple answers, and multiple ways of finding solutions.
- **Warm ups** (You do or we do).
- **Maths Online.**
- **Explicit Teaching.**
- Independent and group work.
- Hands on exploration tasks.
- **Learning goals and success criterias.**
- **Reflections on learning.**





Changing Technology

HaSS and Science.

HaSS-In Year 2, the focus is on **"past and present connections to people and places"**.

Inquiry Questions-

- What does my place tell me about the past and present?
- How are people connected to their place and other places, past or present?
- How has technology affected daily life over time and the connections between people in different places?

Semester 1: People and Place Unit- Australia's Location, Australian Places, People's Connections to Places and Local and Global Connections.

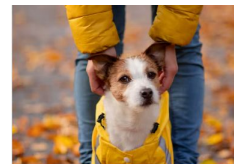
Semester 2: The Past in the Present-Learning about the Past, Preserving the Past, Changing Technology.

Science-By the end of Year 2 students identify celestial objects and describe patterns they observe in the sky. They demonstrate how different sounds can be produced and describe the effect of sound energy on objects. They identify ways to change materials without changing their material composition. They describe how people use science in their daily lives and how people use patterns to make scientific predictions.

Chemical, Biological and Earth and Space Science.



Earth's Resources



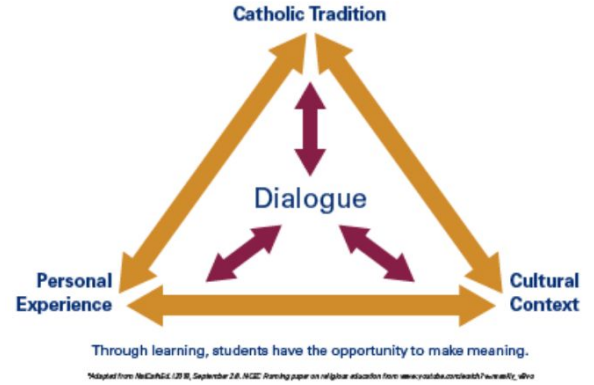
Materials and Their Purpose - Design and...



Making Sounds

Religion

Religion is taught as a subject that is graded like any other subject.



Teachers also plan for the inclusion of feast days, liturgical seasons, the school charism and culture.

Term 1-**Unit 1- What is meditative prayer?**

Unit 2- What was life like when Jesus lived?



Volunteers

If you wish to volunteer at any point during the year, it is important that you have completed the Induction for Volunteers. This might be for classroom activities, sports carnivals, excursions, or in the tuckshop etc.

Parents and carers have been emailed a copy of the *Induction of Volunteers*. If you intend on being a volunteer in any capacity we ask you read the Induction of Volunteers guidelines and complete the Google Form acknowledgement that you have read and understand your duties as a volunteer (all included in an email from our school office 25/01/2024).



Before and After School arrangements

Before and After school expectations of parents and student were shared in the Week 1 newsletter.

Before School:

Students should not be on school grounds before 8 a.m., unless they are with a parent/carer. Students are to gather at the covered area (Prep/Yr1 eating area) or under the sails near the Mercy Garden. Hats should be worn at this time.

Parents, students and younger siblings are **NOT** to:

- Gather outside of classrooms, including prep and Year 6/MPR.
- Play or sit around the prep or senior playgroup area.
- Wait near the flagpoles.
- Wait outside of classrooms/on verandas with their child unless you have a scheduled appointment with your child's teacher.
- Go directly to classrooms to drop bags off prior to 8:15 a.m.

At 8:15 a.m. the school office opens and a teacher will collect students from the gathering area. Students and parents can then head to classrooms (and enter if their teacher is present) or go to the MPA for handball. No other play areas are to be used before school (especially Prep students on the playground).

Where to wait before school




Where not to wait



After School

- Parents are able to come into the school to collect their child/children.
- Our supervised collection point is at the Hall on the stands. Students waiting for their parents or catching the bus are to move to these areas quickly once dismissed from class.
- It is asked that parents avoid gathering on verandas (upstairs and downstairs) to limit student distraction and assist with student traffic flow at dismissal time. If you need to see your child's teacher, wait for the bell before heading to the classroom door.
- Any students not collected by 3:10p.m. will be brought to the school office and parents will be contacted.
- Students should NOT be encouraged to exit the school grounds on their own or wait outside of the school e.g. near the church/hall on Anne St or cross the highway on their own.

Student travel to and from school

- Students travelling by bike or scooter are to walk their bike/scooter while on school grounds and they are to be stored near the Year 5 classrooms next to Block D.
 - Anyone crossing Creek St (Admin side of the school) should do so using the supervised crossing.
- 

Student Uniforms

We have made every effort to be as clear as possible when it comes to student uniform requirements and what to wear, how to wear it, and what it should look like.

Our main uniform issues/breaches relate too:

- Shoes (must be all black)
- Hair styles (particularly boys - no mullet or long lengths on the back)
- Accessories (jewelry and earrings - plain sleepers or studs only unless otherwise communicated i.e. Christmas)
- Wearing of the wrong short/skort with the wrong top
- All shirts to be worn tucked in except for the girls blouse and Yr6 senior shirt (only if names are not visible).

The school uniform policy and guidelines are on our school website with accompanying images of the correct uniform.

Students will be given reminders at times if their uniform is incorrect. If ongoing matters are not resolved, letters will be sent home to parents.

Shoes are to be all black, with no white at all.



Shoes not permitted



Mobile Phones and personal devices

A Mobile Phone policy has been developed by the School Board to clarify the responsibilities of students and parents in the acceptable and safe use of personal mobile phones on the school grounds during the school day. This extends to personal devices or accessories.

A copy of this policy and the Mobile Phone Permission form was emailed home in Week 1. It is also available on our school website.

Year 2- watches for telling the time are really the only watches they need. We will remove watches if they are a distraction, and ask that they don't return to school.



St John's Catholic Primary School Walkerston Mobile Phone Policy


Approved: September, 2022 | For Review: 2025

Reporting

Formal reporting and meeting times are scheduled throughout the year to discuss student progress with their parents. These times are:

- Parent / Teacher meetings: scheduled Term 1 Weeks 8 & 9 and in Term 3 towards the end of the term.
- Report Cards: issued in the last week of Term 2 and Term 4.

If you have any concerns about your child's academic, social, and emotional progress please contact your child's classroom teacher to arrange a time to meet.



Meeting and communicating with teachers


Arranging a meeting with your child's teacher:

Teachers try to be available to meet with parents to discuss student progress or any other concern you may have about your child. It is important that parents are aware of the “right” times to have these discussions. The best way to arrange a meeting would include:

- Email the teacher directly.
- Speak with them briefly either before or after school to arrange a face-to-face meeting, or,
- Contact them by phone outside of classroom teaching time.

It is also important to understand that calling the school and being switched through to your child's teacher to talk during instruction time is also not ideal. Also, trying to speak with your child's teacher when they are on duty is not advisable as they have a duty of care to supervise the students under their care at that time. We generally respond to emails during work hours.





Also, we ask that parents be aware that the time at the beginning of the school day (time up to 8:35 a.m.) is a very busy time for a classroom teacher.

Teachers try to be in classrooms by 8:15 a.m. to allow students time to prepare themselves for the day of learning. This also gives parents time to pop in to the classroom and read with their child, share some of their learning or make brief contact with the teacher.

For a variety of reasons, it is not always possible for teachers to have an in depth conversation at this time. If you wish to speak with your child's teacher it is suggested you touch base with them, give a brief outline of the situation or concern you wish to discuss, and say you will follow it up with an email to make a time to meet.

Support of this process would be appreciated.

Homework

In Year 2, homework is **sent home on a Friday** and is expected to be returned the following **Wednesday. Please return library books on this day as well.**

We will send Year 2 homework out Week 3 Friday the 9th of February.

Each week your child will have home readers sent home with their homework (quantity may vary to suit the learner). We will encourage the children to choose good fit books from the library in addition to home readers. Students will also receive spelling lists, these are either high frequency words or curriculum focussed.

It is an expectation that homework is completed and handed in on time, please advise us if you have any issues with achieving this and how we can support you and your child.

As the year progresses students will be provided with access to Maths Online and other apps to support their learning. These are not compulsory, however it is a great way for the children to revise/revisit/understand more about concepts covered in class.

If you have any questions/concerns please contact your classroom teacher.



Spelling				
?	👁️	🔊	🔗	✓
Meaning	Visual	Sound	Connecting	Checking
Focus on Spelling-				
LOOK, COVER, WRITE, CHECK - Use this strategy to learn your spelling words. In your book use the red and blue lines to neatly write out your words 4 times.				
Sentences				
Using the red and blue lines neatly write two sentences using your focus or spelling words this week.				
Reading				
Record each night that you read in the back of your homework book.				

Mathematics															
<p>Goal: I can count to 1000.</p> <p>Using different colours, match the number and number name together.</p>	<p style="text-align: center;"><u>Problem solving</u></p> <p>Mr Rice wrote a 2-digit number that had the same number in the tens place as in the ones place. What might Mr Rice have written?</p> <p style="text-align: center;">Show your working.</p> <hr/> <p>Extension Challenge- Mr Rice then wrote a 3 digit number that had the same number in the hundreds place and the tens place. What might it be?</p>														
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eighty-two	60														
Parent Signature: _____															



Supporting Learning at Home

Parents play an important role supporting student learning at home. Consistent routines need to be established for this to be successful.

Students require the support of parents to continue this learning at home. Every teacher will provide homework on a weekly basis. These tasks are generally given out towards the end of the week to give time for completion over the weekend. Reading is also important to continue supporting so that your child can continue to grow and consolidate this important life-long skill.

Inclusive Curriculum



Our Inclusive Curriculum (IC) team are lead by Mrs Tanya Hamilton and Mrs Helen Baisden.

Along with our APC (Mrs Shae Saunders), classroom teachers and IC Support staff, our IC team work together to create learning environments that support inclusion and differentiation for all learners.

NCCD:

The Nationally Consistent Collection of Data (NCCD) on School Students with Disability is an annual collection of information about Australian school students who receive adjustments due to a disability.

- *Does it affect our child?*

If your child has a diagnosis; receives speech, physiotherapy or occupational therapy; and has a health issue, then we can support them if it impacts their learning at school.

- *What do we do then?*

Talk to your child's teacher, Inclusive Curriculum teacher and bring along any reports from specialists you may have.

- *What is the support that our child might receive?*

- Depending on the needs of your child, adjustments or modifications may be made to assist your child to access the curriculum in different ways, provide social and emotional support, and even make changes to the school environment.

Please approach Shae, Tanya, or Helen if you have any questions regarding the process.

Student behaviour and expectations

Developing a positive school environment is about an attitude, which focuses on how one person interacts with another to develop right relationships. At St John's, for effective teaching and learning and for positive relationships to occur, three key understandings must exist:

- Teachers can expect to teach;
- Students can expect to learn and play in a safe environment.
- Students are responsible for their own actions.

At St John's, we have high expectations and clear boundaries to assist with “promoting student success for social behaviour” (BBBL).

Social success requires structure and opportunities for students to learn how to engage effectively, reach their goals, and not disturb or disrupt others.

Our *School Rules* reflect this vision and have been developed using our school Vision Statement, Mission Statement, Motto and aligned with our School Virtues as a guide.

School Rules



BE RESPECTFUL

Everybody has the *right* to be treated with respect.

Everybody has the *responsibility* to act safely and respect others, the environment, their property and the property of others.

We demonstrate **LOVE** when we...

- Act safely
- Speak politely and act courteously
- Keep our hands and feet to ourself
- Look after everyone's belongings

BE RESPONSIBLE

Everybody has the *right* to feel safe and accepted by others.

Everybody has the *responsibility* to be honest, show forgiveness, be tolerant and learn from mistakes.

We demonstrate **HONESTY** when we...

- Are a Bucket-Filler
- Accept the consequences of our actions and behaviours
- Love one another and show forgiveness
- Be honest with yourself and others



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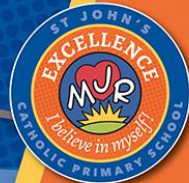
BE AMAZING

Everybody has the *right* to learn and achieve their personal best.

Everybody has the *responsibility* to work hard, feel valued and accepted, allow others to succeed and be part of the team.

We demonstrate **EXCELLENCE** when we...

- Listen to teachers and follow their instructions
- Be proud and learn to our highest potential
 - Wear our uniform with pride
- Work together as a team: be enthusiastic and encouraging
- Ask for help: never give up because mistakes are valuable



BE THANKFUL

Everybody has the *right* to be treated fairly and with mercy.

Everybody has the *responsibility* to love, be loved and try to be like Jesus in everything they do.

We demonstrate **THANKFULNESS** when we...

- Love one another: Show the spirit of Jesus in all that you do
- See and act on the needs of others before our own
- Are a good role-model
- Support and engage with the faith-life of the school
- Show gratitude



Year 2 Student Behaviour and Expectations

In 2A and 2B we have high expectations of our students. We set up clear guidelines and focus on the school virtues daily during our Welcome Circle. All students have the right to learn and all teachers have the right to teach without constant interruptions. Therefore we follow school guidelines to ensure this is happening. If your child is disrupting others or not following school protocols we will inform you, and they may be required to attend the Reflection Room at second break. This allows students the opportunity to reflect on their behaviour and consider some strategies that can help them become more independent considerate and safer learners.

If a student is referred to the reflection room, it means they will spend their second break play time working with a member of the Leadership Team to discuss:
What they were doing? How this is not in line with class/school rules/expectations. What they can do to make better choices next time.



General Information

- **Signing students in an out of the office if students are:**
 - Late to school. Class starts at 8:35 a.m. and students are expected to be present and ready for learning by this time. Consistently being late to school does not set your child up for a successful day,
 - Leaving early / going to an appointment.
- **Tuckshop- Monday, Wednesday and Thursday first lunch break only.**
- **Library days- 2A Friday
2B Thursday**
- **Sports uniform/specialist lessons-**

Year 2 have STEM on Tuesdays and HPE and Drama (The Arts) on Fridays.

 - Students are to wear their PE uniform on Fridays and if they wish they may wear them on Tuesday as well. They can also wear the Centenary Shirts on Tuesdays only.
- **Medication-**
 - Must be through the office with the correct forms filled out.

Happenings in Year 2.



Under 8's Day.

St John's Centenary Celebrations.

Swimming Lessons.

Athletics and Swimming Carnivals.

Other events that arise will be communicated throughout the year.



Catholic Education
Diocese of Rockhampton



**Thank you very much for your support.
We look forward to working with you in 2024.**