



URSULA FRAYNE
CATHOLIC COLLEGE



YEAR 2

2020

PARENT

HANDBOOK

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WELCOME TO YEAR 2!

As your child's teachers we look forward to a successful school year and aim to make your child's learning experiences enjoyable, interesting and challenging.

We hope the following information will assist you so as to enable your child to meet school expectations.

BEFORE SCHOOL ROUTINE

The classrooms are open at 8.35am. During this time the children are expected to organise themselves for the day ahead.

Before the bell rings at 8.40am children should:

- Unpack their bag and sharpen pencils if needed
- Place lunch orders in the lunch order box
- Place their reading folder on their desk
- Go to the toilet and get a drink



Once the 8.40am (second) bell rings, all children are expected to be seated in the classroom ready for the class roll to be taken. We will then commence morning reading.

LUNCHES

Many children enjoy writing their own lunch orders. It provides good writing practice and familiarisation with money. Children can bring a small amount of money to buy food or drink items during recess and lunch. This money is the child's responsibility. It is recommended that children bring a small wallet or purse to keep their money safe.

MORNING READING AND WRITING

We invite you to assist with morning reading from 8.40am – 8.55am, Monday to Friday. We ask that during this time you give full one-on-one attention to the child who is reading or the group who are reading to you. Therefore, younger siblings need to be supervised. This routine will begin in Week 3.

PARENT HELP

We welcome all parent helpers but remind you that during your visiting time any information pertaining to a child is confidential and should stay in the classroom. Please address any concerns you may have with the classroom teacher. A PMP roster will be sent home each term as well as be displayed on the class notice boards calling for parent volunteers. If each parent assists once a semester, the roster will be full! These programs cannot run without your support. When rostered as a parent helper, please ensure you sign in as a visitor at the Front Office.

NEWS

To encourage confident speaking and active listening, the children are involved in News telling. To make News time more meaningful and interesting, a focus topic will be allocated for each fortnight. News presentations will be a part of your child's homework and be presented every fortnight on the day allocated by the classroom teacher.

COMMUNICATION

All communication will be sent out through SEQTA. Please make sure that your details are up-to-date and that you downloaded the SEQTA Engage application to a smart device.

UNIFORM

It is a requirement of the school that all children be in full school uniform at all times. However, if for some reason your child is unable to wear part of their uniform, a written explanation needs to be given. Please ensure that **all pieces of clothing are clearly labelled** with your child's name. We cannot be responsible for finding lost items.

The children are required to wear their hats for all outdoor activities throughout the year. We have a 'no hat, no play' policy. If your child should forget their hat, they will be asked to sit in a shaded area.

HOMEWORK

It is important to establish a homework routine at an early age. In Year Two, the children are required to complete 15-20 minutes homework each night including reading. All homework must be submitted on Friday for marking. There will be consequences in place for late submission of homework.

It is also very important that your child practises their oral reading each night. This is a time for parents to share with their child the joy of reading. When doing home reading, try and find a quiet place where you can spend one-on-one time with your child. Make the reading process fun, enjoyable and relaxing. Remember, it is not about getting your child to read every word perfectly but giving them strategies to decode unknown words and discuss the texts read.

Your child will bring home a reading book each night that is reflective of their assessed reading level. Your child is responsible for changing his/her book on a daily basis.

Please see the inside cover of your child's 'Home Reading Record' for information and tips on hearing your child read. Reading and homework will commence from **Week 3**.

LEARNING AREA INFORMATION

Religious Education

Two Religious Education units will be covered each Term. Throughout our programs, life and faith are integrated. Prayer is an integral part of each day. Prayer will also be inclusive part of the Religious Education lessons.

Mathematics

Mathematics in Year 2 will be activity based through the use of concrete materials. Emphasis will be placed on the children developing an understanding of the relevance of Mathematics in real life through practical, meaningful experiences. We will be following the Oxford Mathematic Program this year. All mathematical strands will be covered. These are Number and Algebra; Measurement and Geometry; and Statistics and Probability.

At home you may assist your child's mathematical skill development by:

- measuring and weighing ingredients for shopping/cooking
- telling the time at home and developing a concept of time; eg. "In 5 minutes we will..."
- counting objects and sorting them into groups
- encouraging problem solving at home
- encouraging talk using ordinal numbers; eg. "You can be second in the shower"
- asking them to calculate money required for items at the shops and if any change is due

English

The children will be involved in English based lessons each day. Our English program will cover all aspects of language that the children will need to be effective communicators. These being: Reading, Writing, Speaking and Listening, Spelling and Viewing.

Once we have established where the children are at in their knowledge, skills and understanding, they will be grouped accordingly. These groups are designed to maximise your child's learning opportunities and may change regularly dependent on their ability within aspects in an area.

At home you may assist your child's language development by making the most of everyday tasks such as:

- writing lists, eg. shopping list
- recalling events from the day and discussing these
- reading the newspaper with them
- looking at different signs whilst driving
- asking questions about books they have read, things they have seen



Handwriting/Printing

The handwriting style used at school is the South Australian font. The children will take part in formal lessons to practise the formation of letters. This print will be used with all pieces of work.

Visual Arts

Art activities can get messy so please provide an art shirt that will cover most of your child's uniform. A long sleeved **plastic** art smock that is clearly labelled with your child's name is preferred. We take no responsibility for the protection of uniforms of children who do not have an art smock.

Humanities and Social Sciences (HASS): Geography and History

Each term we will be covering aspects of Humanities and Social Sciences linking these across learning areas where possible.

In Term One, our HASS specialist, Mrs Nenke, will take the children on a Thursday for the History strand of the curriculum and the classroom teachers will cover the Geography strand. Mrs Armstrong will assume the HASS specialist role from Term Two onwards.

Science

We utilise the Primary Connections program that is linked to the Western Australian Curriculum.

Technologies

Ongoing skill development will be enhanced through the use of iPads, when applicable. Other aspects of both Digital and Design Technologies will be integrated throughout the year to further consolidate learning.

SPECIALIST AREAS

Physical Education

Full **sports uniform** should be worn on **Thursday** and **Friday**. 1 x 40 minute Physical Education lesson will be taken by our Physical Education specialist, Mr Nguy, and a 1 x 30 minute PMP Skills session is timetabled with the classroom teacher who will oversee the PMP circuit session (50 minute) on a Friday.

Health Education

Mr Nguy will take the children for 1 x 40 minute Health Education lesson every **Tuesday** (2 Red) and **Wednesday** (2 White).

Library

A **library bag** is needed on **Monday** in order for the children to borrow. They are allowed to take 2 books each week. Books are required to be returned on **Friday**.

Music

Our Music specialist, Mr Tang, will take the children for 1 x 60 minute Music lesson per week, this being on a **Wednesday**.

Visual Arts

Our Visual Arts specialist, Mr Tang, will take the children for 1 x 60 minute Visual Art lesson per week, these respectively being on a **Tuesday** for 2 Red and **Wednesday** for 2 White.

ASSESSMENT AND REPORTING

- ❑ Term Two: Formal Reports and Parent-Teacher Meetings
- ❑ Term Three: Parent-Teacher Meetings
- ❑ Term Four: Formal Reports

Student Workbooks and work samples will be sent home throughout the year.

EXPLICIT INSTRUCTION

The Preparatory School incorporates Explicit Instruction as a learning strategy to teach some elements in literacy and numeracy. It is a direct approach to teaching that includes both instructional design and delivery procedures. It is characterised by a series of scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target and supported practice with feedback until independent mastery has been achieved. The Explicit Instruction framework requires that the learning intentions (WALT - What are we learning today?) and the success criteria (WILF - What I am looking for) are clearly articulated so as to involve students in the learning process. The lesson format includes checking for understanding which further allows for individualised learning and curriculum differentiation.

CLASS MEETINGS

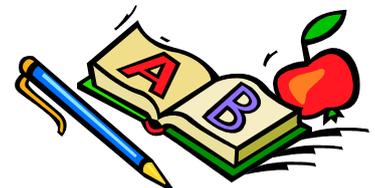
As part of the 'Discovering Democracy' project undertaken in 2002, each class on the Balmoral Street campus has a monthly class meeting. The children will have the opportunity to discuss class and school related issues in an open forum, following a meeting format. They will be asked to write items for discussion on an agenda. This provides the children with an opportunity to have their opinions heard and perhaps make positive contributions to the improvement of the school.

OTHER INFORMATION

The classroom is centred around the child so his or her needs are paramount as well as their well-being. To ensure this, a pleasant, friendly and caring atmosphere will be strived for and maintained at all times. Children will be encouraged by discussion and example to be tolerant, helpful and friendly towards others. Definite forms of acceptable behaviour will be understood and practised by everyone.

The tone of the room will be reflective of student engagement. Cooperation not competition will be keynote. For children having difficulty fulfilling behavioural expectations, sensitivity to the possible reasons behind this will be acknowledged. In the event of continual disruption and negative behaviour, a parent meeting will be requested to discuss a solution and a way forward.

As all children are individuals and different, this will be taken into consideration both in regard to behaviour and academic performance. Learning Areas will be differentiated to ensure that **every child learns during every lesson, everyday**. Class work will be structured so that all children can enjoy a degree of success. Children will be encouraged to be independent workers capable of making decisions and completing tasks without the need for ongoing directives.



Our role as teachers is to:

- Provide: a safe, challenging and secure environment
Provide: a variety of materials to develop skills over all curriculum areas
Prod: by asking questions to aid in language and vocabulary development
Praise: by making children feel effective and important. We will endeavour to foster a love of learning and the attainment of good manners

PRAYER POLICY

It is important for the children's faith development that each class has a daily prayer ritual/routine. We consider and plan for:

- silent prayer times
- the memorising of formal prayers
- times for prayer in liturgical celebrations
- times for prayer using Scripture
- times for preparation of communal prayers
- times for prayer using gesture and dance



It is essential for teachers and parents to be seen to pray themselves.

It is important to provide the various conditions needed for prayer in the classroom. These include:

- Atmosphere – providing opportunities for quiet time with background music
- Reverence – acting reverently, for example; sitting or kneeling quietly, sharing the sign of peace, bowing head, making the sign of the Cross, using holy water, and listening to Scripture readings and prayers.
- Focus point – a cross, a Bible, candles and flowers; symbols that have meaning for the children.

CLASSROOM BEHAVIOUR POLICY

Classroom Rules

After discussion with the children in the first few days of school, the classroom rules were established. These are on prominent display as a reminder of the expectations of the class.

Control Techniques

It is vital that a problem be addressed immediately so as not to deflect from the classroom environment. Basic strategies such as ignoring a minor problem, non-verbal response, use of wait time or time-out are helpful control techniques for classroom misbehaviour. The positive self-esteem of each child will remain paramount in the management of behaviours.

Each classroom will employ positive reinforcement in their own way. Strategies may change throughout the year.

Sustained inappropriate behaviour will result in the child speaking to the Head of Preparatory School, Ms Sabrina D'Cruze and accordingly reflecting on their behaviour. A reflection sheet will be given to the child to complete at home. This will need to be signed by a parent and returned to school the next day.

In severe cases, parents will be notified in writing and asked to make an appointment to meet with the Head of Preparatory School.

Year Two is an important year in your child’s education. As teachers, we aim to build on the work already done by parents who are their child’s first and most influential teachers. We hope the information you have received is helpful and offers you practical suggestions about different ways you can support and bring alive the school curriculum at home. Your assistance is greatly appreciated.

Please do not hesitate to make an appointment to discuss any concerns you may have during the year. Communication is an important aspect of a successful home-school partnership.

We look forward to a productive and positive year ahead with your child!

Mrs Gillian Merredew (2 Red), Mrs Yoland Tazewell/Mrs Kylie Sammels (2 White) and Mrs Jacinta Parr (Education Assistant)

