



2022 YEAR TWO
PARENT HANDBOOK



Leaders of Learning

Welcome to Year 2L

Miss Michelle Le

After dreaming of being a teacher my whole life, I decided to undertake a Bachelor of Arts and Masters of Teaching (Primary) of which I completed mid-2021. Shortly after, I worked at Rossmore Public School where I split my time in a Kindergarten class, a Years 3 to 6 class and a support class. I am so delighted to now be working with our lovely Year 2 students!

After graduating university, I was keen on a big change which is why I decided to relocate to Moree this year. Back home in Liverpool, Sydney, my spare time was filled with seeing my tight-knit family of many cousins, experimenting in the kitchen, running, trying new cafes and visiting the beach. Although I can't do some of these in Moree, I'm excited to pick up some new hobbies here!



Welcome to Year 2M



Miss Phoebe McGrath

I grew up in Boorowa, a small country town in the south-west slopes of NSW. Between completing high school and starting uni, I lived and worked in England. I returned to study at the University of Notre Dame (Sydney) and graduated in 2018 with a Bachelor of Education (birth to 12 years). I have been teaching at St Philomena's on Stage 2 for 3 years and have now begun teaching in Stage 1.

I love taking my chocolate labrador, Digby, for a walk, cooking delicious and fancy food for my friends and spending time with my family on our livestock and cropping farm. I'm looking forward to a great year in Year 2!

The Year 2 Learning Team:

Year 2L: Miss Michelle Le

Year 2M: Miss Phoebe McGrath

Professional Release: Miss Ellie Johnson, Mrs Danielle Lenton, Mrs Kellie Downes, Miss Belinda Bremner and Mrs Louise Alchin

Class Timetable & General Routines



Term: 1, 2022

Year 2 Timetable

Wk A	Monday	Tuesday	Wednesday	Thursday Library Day	Friday
9:00 to 9:30	Religion				9:00 - 10:00 English Big Write follow-up
9:30 to 10:30	Writing Big Write on Thursday				10 - 10:30 Fortnightly Assembly & Non KLA specific (Miss Phoebe McGrath & Mrs Kellie Downes)
10:30 - 11:00 RECESS					
11:00 to 12:00	Reading			Fortnightly Year 2 PLT (Miss Belinda Bremner and Mrs Louise Alchin)	Religion
12:00 to 1:00	Mathematics				
1:00 - 1:10 Eating time					
1:10 - 1:40 Lunch					
1:40 to 3:10	Science (Miss Michelle Le) HSIE (Mrs Danielle Lenton) Creative Arts (Miss Ellie Johnson)	PDHPE (Miss Phoebe McGrath and Mrs Kellie Downes)	Digital Technologies and Handwriting (Miss Michelle Le, Mrs Kellie Downes & Mrs Danielle Lenton)	Science (Miss Michelle Le) HSIE (Mrs Danielle Lenton) Creative Arts (Miss Ellie Johnson)	Science (Miss Michelle Le) HSIE (Mrs Danielle Lenton) Creative Arts (Miss Ellie Johnson)

Sports Uniform

Students are to wear sports uniform on Tuesday and Friday. They have a timetabled PE lesson on Tuesday afternoon, and there are, at times, opportunities for further physical activity or short games on a Friday.

Fruit Break (Crunch & Sip)

Please pack a piece of fresh fruit or vegetable in a separate container.

Library

Students will visit the library on Thursday. Please remind your child to pack their Library bag to ensure they are able to borrow.

K-6 will have access to the library from Tuesday to Friday, both in the morning and at lunch-time. Students also have access to SORA, the platform used by the Diocese to borrow e-books and audiobooks.

Assembly

K - 6 gather each alternate Friday for announcements and the distribution of weekly awards.

Grade Assemblies K - 6

Throughout Terms 2 - 4, (COVID-19 Restrictions Permitting) class groups of K-6 students each take a turn to host an assembly where they get the opportunity to showcase and present their new knowledge and skills. Parents and friends are most welcome to attend. These assemblies will be noted on the parent calendar and invitations are extended by the host class prior to the event.

Mass

Our K-10 school community gathers together for whole school masses to celebrate our Opening School Mass, Catholic Schools Week, the Feast day of St Mary of the Cross MacKillop, the Feast of the Assumption and All Saints Feast Day. Parents are always invited to attend our whole school Mass Celebrations.

Mass is celebrated in the Church for students in K-10, in cohort groups on a rotating basis. Each year group plans and organises Mass once a year, and parents are invited to attend this Mass.

This year we will introduce House Masses where students attend Mass in their house groups. In addition, students in Year 2 and above who have made the Sacrament of Reconciliation, visit the church once per term for Reconciliation.

Homework Routines

- Home Reading Diary. This diary has a section for you to record the books you have read to/with your child. The diary will be sent home every Monday and we ask that it is returned every Friday.

Students are encouraged to swap their home reader daily. More information will be provided to parents when these routines commence.

Students will complete "Talk Homework" weekly prior to the Big Write. We encourage you to "talk" with your child about the stimulus that has been sent home to build their confidence and enthusiasm for writing the next day. As stated, it is simply a conversation - students are not required to write anything for "Talk Homework".

Birthdays

If parents would like to provide cupcakes to celebrate your child's birthday, you must make contact with your child's teacher THE DAY BEFORE. We ask that you be mindful of allergies.

Travel, absences and contacting Leaders of Learning

If your child's travel arrangements change, telephone the office to notify.

If your child is sick or absent, complete an online form in the Compass App or email the office.

If you need to speak to your child's Leader of Learning, email the office to arrange an appointment.

Our Contemporary Learning Environments

Uninterrupted Literacy Block K - 6

As part of a diocesan and school commitment we seek to have an interruption free dedicated literacy block as per each grade's timetable.

We ask for your support by ensuring your child is at school by not making medical appointments etc between the mentioned times and scheduling birthday celebrations for 1:00 pm.

Language of Contemporary Learning Spaces

Each learning space facilitates the learning through both physical and cultural contemporary design. This is research based and best practice in order for students to learn from the expert (campfire), discuss collaboratively with peers to challenge and consolidate their learning (watering hole) and finally embed the learning into something they understand and can apply (Cave). In our learning spaces these learning experiences can be facilitated in specific physical spaces, but they can also refer to a phase of learning that the student is in.

In addition to this contemporary learning design, we facilitate the learning through the Gradual Release of Responsibility Model. This is once again a research based "best practice" form of learning where the control of the learning moves slowly from the teacher to the student through a strategic process of modelling, then sharing together, guiding and finally independent practice by the learner. This is a K-10 approach to learning.

Campfire

- The campfire is a space where people gather to learn from an expert.
- Teacher models a new skill or explains a new concept.
- Expertise can be shared in person or via technology.

Watering Hole

- The watering hole is the place for social learning among peers (conversations, not lectures).
- Peers act as both the learner and the teacher simultaneously.
- It is vocal - although accountable to the learning.

Cave

- A private space/time where an individual can think, reflect and transform learning from external knowledge to internal belief.

Living Well, Learning Well

Promoting a Positive Culture for Learning at St Philomena's

Catholic Context

The Catholic school sets out to be a school for the human person and of human persons, "the person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ's teaching: this is why the promotion of the human person is the goal of the Catholic school". (Congregation for Catholic Education, 1998, para 9)

At St Philomena's Catholic School we strive to promote a positive culture for learning that ensures a universal and unconditional positive regard for children and young people, and a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity for children and young people.

At St Philomena's Catholic School, this is achieved through:

- Student centred pedagogy
- Working in and developing strong learning teams
- Early and ongoing intervention through a collaborative case management approach
- Promoting high levels of connection and participation
- Maximising access and opportunity for all students
- A multi-tiered system of support for academic, positive behaviour and wellbeing domains

At St Philomena's Catholic School, we have identified a number of goals necessary to promote and educate our students of our high standards of responsible behaviour while at school:

- [K-2 Plan for Living Well, Learning Well](#)
- [3-6 Plan for Living Well, Learning Well](#)

Of particular importance is the inclusion of the Uniform and Appearance expectations in our goal of "Being Responsible"

Uniform and Appearance	Wear the full school or sports uniform in the correct manner, including school hat Have their hair groomed neatly - hair that is longer than collar length at the back and eyebrow length at the front will be required to be tied back Not wear make-up and coloured nail polish Not wear jewellery - with the exception of a signet ring, simple chained necklace with religious cross attached, watch and maximum of 2 sets of sleepers or sleeper sized ear-rings or small studs per ear (gold, silver, pearl) Not have any nose, facial or tongue piercing
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A guide to Primary Uniform expectations:

<u>Primary Girls Uniform Options</u>	<u>Primary Sports Uniform</u>	<u>Primary Boys Uniform</u>
		
Dress	Sports shirt and Sports CCC shorts	Blue school shirt and navy shorts
Blouse and navy shorts	*CCC shorts are for sports days only	
<small>A St Philomena's School V-Neck Fleece Jumper, Zip Fleece Jacket or Soft Shell Jacket can be added to the summer uniform. All these items can be purchased from the School Uniform Shop via Qkr!</small>		
St Philomena's Catholic School, Moree NSW		

Learning Awards that Acknowledges and Promotes A Positive Culture for Student Learning

Each fortnight, students' efforts and achievements will be acknowledged and celebrated in our Kindergarten to Year 6 Assembly. Our fortnightly class awards include:

Recognition of Learning

This award recognises student growth and achievement and is presented to encourage continued efforts towards achieving academic success. The recipient is a positive role model.

Application to Learning

This award has been presented for outstanding attitude and commitment to learning; for taking pride in their work and for setting an exemplary standard for others to follow.

Mary Mackillop Award

This award has been presented for commitment, attitude and consistency to school work; for displaying pride in themselves as a member of the St Philomena's school community; for displaying Christian values in all aspects of school life.

Taking Responsibility

We acknowledge that as they grow, children are learning to act in ways that are SAFE, KIND, RESPONSIBLE AND RESPECTFUL. On occasions when they do not, we respond by helping children to

- identify what their action was
- identify why they acted the way they did
- be aware of the effects of their actions on others
- plan for more positive interactions

This may be done through discussion with members of the Leadership team at lunchtime via the completion of a [Taking Responsibility](#) sheet. These will be emailed home for parent information and discussion.

Consequences of ongoing incidents may include:

- Loss of playground privilege
- Parent meetings
- Suspension
- Withdrawal of enrolment

School Communication

How will I know WHAT my child is doing at school?

- Weekly parent email
- Regular communication (Letters, notes, reminders) published in the Compass Parent Portal
- Newsletter published digitally fortnightly available in the Compass Parent Portal and link shared on St Philomena's Facebook page.
- St Philomena's Facebook Page showcasing current school and diocesan events.
- Digital sign on Gwydir Street is regularly updated.

How will I know HOW my child is progressing/developing at school?

Date with Data Conversation (with parents)

- Week 2, Term 2
- An opportunity for leaders of learning to share specific data regarding your child, along with goals for their learning during 2022
- An opportunity to discuss further how you can support your child's learning at home.

Semester 1 Report

- Distributed through the Compass Parent Portal
- Week 10 Term 2

Parent/Teacher Meetings:

- Follow up from Semester 1 Report
- Week 1 Term 3

Semester 2 Report

- Distributed through the Compass Parent Portal
- Week 9 Term 4

Optional Parent/Teacher meeting

- Follow up from Semester 2 Report
- Week 10 Term 4

Supporting Learning at Home

Why we focus on READING

Starting in kindergarten, if a student reads 20 minutes a day at home, they will hear 1.8 million words per year. They will have read for 851 hours by 6th grade and on standardised tests, they will likely score better than 90% of their peers.

From the time your child is born, reading out loud is a positive influence. As your child grows, daily reading will help the brain make connections between the written and spoken word, widening vocabulary in the process.

Adding to that benefit, vocabulary knowledge equates to masterful spelling. In fact, reading, spelling and vocabulary are critically important to a child's lifelong achievement.

Literacy Development Through Writing and VCOP

VCOP stands for vocabulary, connectives, openers and punctuation. These four elements quickly and easily enhance writing by creating the writer's voice. Together with GHaSP (grammar, handwriting, spelling and punctuation) - the building blocks to correct and clear writing, VCOP adds the icing on the cake - excitement, pizzazz and flow to keep the audience engaged throughout the piece.

Students take part in a variety of oral and written activities and games throughout the week to develop their skills in these areas. As a celebration of their learning, students in all classes complete a piece of extended writing once a week or fortnight. Known as 'The Big Write,' it has proven an exciting and effective way of encouraging children to think about the four key areas for developing both their spoken and written language.

Big Write and VCOP is a writing approach which aims to specifically support students in increasing their skills in uplevelling the writing elements of

- Vocabulary
- Connectives
- Openers
- Punctuation

Students participate in specially dedicated writing opportunities known as 'Big Write'.

As part of the 'Big Write' approach, students will be given 'Talk Homework'. The idea of Big Write and Talk Homework is; *'if the children can't say it, they can't write it'*.

Talk Homework

Speaking about ideas before they can be used in writing always forms a key part of the 'Big Write' sessions. In order for children to produce their best writing they need to discuss the topic in advance. This is referred to as "Talk Homework." Your child will come home with a new stimulus prior to each Big Write. This will inform you of the topic to discuss with your child in order to help them with the content of their writing the following day.

We ask that children discuss the topic with an adult at home in preparation for their writing. This homework involves discussion only. It is clear that those children who complete their 'Talk Homework' feel more confident leading into their written tasks and produce more engaging pieces.



Talk Homework

For Big Write this week I am writing a _____ (insert text type in bold and remove spacing)
 Our (insert text type) will be about _____

I need to talk about my ideas and opinions with as many family members as possible. A great time to do this is while we are all sitting at the table for dinner. Can we please not have the television on so that I can concentrate.

I would love to hear your ideas and opinions on the topic to help me shape my ideas. Please remember to use the "because" word and remind me to do the same. That way when I write tomorrow I will have so many ideas and will be able to use a connective like "because" to make my ideas really valuable.

I would love it if you could offer me some up-levelled V.C.O.P. suggestions/ideas for my writing.

V = Vocabulary, wow words (for example, *fearful, marvellous, glimmering*)

C = Connective, words that join ideas together (for example, *although, besides, because, however*)

O = Openers, amazing ways to start a sentence. (*Eventually..., Another thing..., Before too long...*)

P = Punctuation. (*capital letter . ? , ! " "*)

Suggestions Promoting for a Talking Homework Conversation

- Encourage as many family members as possible to be involved in the Talking Homework
- Make it an enjoyable activity
- Switch off the television to try to ensure that this is dedicated talking and listening time
- Begin a conversation by modelling... "I think that... because ..."
- Ask other family members to give their ideas, opinions and reasons why
- Encourage thinking about exciting words to use to make their writing more interesting.
- Encourage students to talk to whoever is available. Nothing needs to be physically produced for this task. However, if students do happen to bring a list of words etc. as a result of talk homework, welcome it. Remember, Big Write is supported writing.

Supporting the Development of Numeracy

Maths is everywhere! When learners see, hear and use maths in real life, it gives their learning purpose. Use maths whenever you see the chance. Play maths games in the car. Involve the kids when you're cooking, shopping or budgeting. Add up the footy and cricket scores together. Talk about fractions as you serve food. Any numeracy work you do at home with your child will help them in their learning. These NSW Dept Education 2018 booklets also provide useful tips for helping support numeracy development at home.

- [Kindergarten Parent Support Numeracy](#)
- [Year 1 Parent Support Numeracy](#)
- [Year 2 Parent Support Numeracy](#)
- [Year 3 Parent Support Numeracy](#)
- [Year 4 Parent Support Numeracy](#)
- [Year 5 Parent Support Numeracy](#)

Stage One Religious Education Learning Statements

Profession of Faith ■ The Celebration of the Christian Mystery ■ Life in Christ ■ Prayer

Year 6 Parent Support Numeracy

Students name God as Father, Son and Holy Spirit. They are open and responsive to the presence of God in their lives, the lives of people, the Church and the whole of creation. They demonstrate growing familiarity with scripture stories and a reverence for the Bible. They recognise the role of Mary in the life of Jesus.

Students identify and describe signs, symbols and rituals of the Catholic tradition and the key times of the Liturgical Year. They express an understanding of God as loving and forgiving. They communicate an understanding of being forgiving and relating in a Catholic celebrating community. They demonstrate a developing knowledge and understanding of the sacraments of initiation and the sacrament of Penance.

Students demonstrate developing knowledge and understanding of Jesus and his teachings. They articulate an understanding that following Jesus is living according to his message. They are able to describe Christian ways of relating to others. They identify holy people and saints as people who reflect God's goodness.

Students recognise and describe the Church as a community of believers which gathers to pray and celebrate. They demonstrate familiarity with formal prayers. They experience and respond to a variety of prayers. They compose and pray formal and informal prayers.

Stage 1 (Year 1 & 2) NSW Syllabus Learning Statements

English

By the end of Stage 1, students communicate with a wide range of audiences on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new communication skills and select vocabulary to enhance meaning in order to give confident presentations. Students attend to instructions, share ideas and engage effectively in group and class discussions. They recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them. Students create imaginative, informative and persuasive spoken texts drawing on their own experiences, their imagination, and ideas they have learned.

Students read and view imaginative, informative and persuasive texts. They use an increasing variety of skills and strategies, including knowledge of text structure, context, grammar, punctuation, word usage and phonics, to make connections between texts and between their own experiences and information in texts. Students read with developing fluency and intonation short texts with some unfamiliar vocabulary, simple sentences and images. Students read, interpret and discuss texts from a variety of cultures, including visual and multimodal texts, using a range of skills and strategies. They locate literal information in written texts and refer to features of language and images to make inferences about characters' actions and motivations. Students explore and identify ways in which texts differ according to purpose, audience and subject.

Students create imaginative, informative and persuasive texts on familiar topics for known readers by planning, proofreading and editing their own writing. They write using basic grammatical features and conventions of punctuation, showing an awareness of different purposes, audiences and subject matter. Students use knowledge of letter–sound correspondence, sight words and regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words. They write consistently and clearly using NSW Foundation Style as appropriate and use digital technologies to produce texts, recognising simple conventions, language and functions. Students reflect on and assess their own and others' learning.

Mathematics

By the end of Stage 1, students ask questions and use known facts, objects, diagrams and technology to explore mathematical problems and develop mathematical fluency. They link mathematical ideas and use appropriate language and diagrams to explain strategies used.

Students count, order, read and write two- and three-digit numbers and use a range of strategies and recording methods. They use mental strategies and concrete materials to add, subtract, multiply and divide, and solve problems. Students model and describe objects and collections divided into halves, quarters and eighths. They associate collections of Australian coins with their value. They use place value to partition numbers. Students describe and continue a variety of number patterns and build number relationships. They relate addition and subtraction facts for sums to at least 20.

Students estimate, measure, compare and record using informal units for length, area, volume, capacity and mass. They recognise the need for formal units of length and use the metre and centimetre to measure length and distance. They use a calendar to identify the date and name and order the months and the seasons of the year. Students use informal units to compare and order the duration of events and tell the time on the half- and quarter-hour. They identify, describe, sort and model particular three-dimensional objects and two-dimensional shapes. Students represent and describe the positions of objects and interpret simple maps.

Students collect, organise, display and interpret data using lists, tables and picture graphs. They recognise and describe the element of chance in everyday events.

Science & Technology

By the end of Stage 1, students engage in the processes of Working Scientifically, and Design and Production. They participate in guided investigations, pose and respond to questions and make predictions. Students collect and represent information using a variety of methods. They safely manipulate equipment and materials, making sustainable and time-efficient choices. Students generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies where appropriate. They provide explanations about what they have done and evaluate their ideas using predetermined criteria.

Students describe the external features, changes and growth of living things and how their environments provide for their needs. They identify how plants and animals are produced for food and fibre. Students investigate the characteristics and properties of materials, how they can be changed and combined for a purpose. Students identify heat, light and sound energy and explore how forces and energy can be used. They are able to identify observable changes that occur on the Earth and in the sky and how humans care for the environment and Earth's resources. Students identify the components of digital systems and explore how data is represented through pictures, symbols and diagrams. They describe, follow and represent algorithms that are needed to solve problems.

Geography

By the end of Stage 1, students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of communication forms using simple geographical terms. They reflect on their learning and suggest actions in response to the findings of their inquiry.

History

By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families' and communities' past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people's lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Personal Development, Health & Physical Education (PDHPE)

By the end of Stage 1, students describe changes that occur as they grow older, and recognise characteristics of personal identity and how these are influenced by strengths and achievements. They recognise and demonstrate positive ways to interact with others and identify how emotional responses have an impact on others' feelings. Students explore different types of relationships and describe the qualities needed to develop and maintain respectful relationships. They understand contextual factors that influence health decisions and describe how to keep themselves and others healthy, safe and active. Students recognise environments which promote health, safety and physical activity and practise a range of protective strategies for responding to various situations. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.

Students identify areas where they can be active and participate in a range of opportunities that promote physical activity. They demonstrate movement skills in a variety of sequences and situations and propose alternatives to solve movement challenges. Students perform fundamental movement skills and apply movement concepts to perform simple sequences that incorporate the elements of space, time, objects, effort and people with developing competence. They demonstrate cooperation, fair play and positive ways to interact and include others.

Creative Arts

Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.

Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically. Students listen to, and identify, simple features of music and make judgements about musical effectiveness and preference.

Students explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama.

Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances.



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