

Year Two Parent Information Booklet

2023

back
to
School

Matthew Gibney Catholic
Primary School



Joanne Brescacin
jo-anne.brescacin@cewa.edu.au

& Debbie Hawley
debbie.hawley@cewa.edu.au

OUR TEACHING PHILOSOPHY

Each child will be respected and acknowledged for their diversity and individuality in a safe and supportive classroom. Our goal is that every child in our care will develop a positive and confident attitude towards learning, which will support them to continue uncovering more of their interests, strengths and potential.

We believe in a child-centred approach to teaching. Each child is viewed as a capable learner – whose curiosity and enthusiasm about learning new things will be fostered. We aim to build on each child’s strengths, skills, interests and knowledge so that they are motivated and engaged in their own learning.

We believe in a holistic approach to teaching and learning. This means we value and nurture a child’s physical, personal, social, emotional and spiritual wellbeing as well as supporting the acquisition of important skills, concepts and knowledge. Wherever possible, the learning program is integrated and connected to the real world so that children can see relevance and the opportunity for engagement is increased.

Children learn best by ‘doing’. We will therefore provide opportunities for my students to be actively engaged in ‘hands-on’ experiences. Children will have multiple opportunities to work collaboratively and to learn with and from one another. By working together, children test out ideas, challenge each other’s thinking and build new skills and understandings. We will encourage my students to ask questions, discuss ideas, solve problems and engage in critical and creative thinking.

I Hear and I Forget, I See and I Remember, I Do and I Understand.

SPECIALIST SUBJECTS AND TEACHERS:

Physical Education / Health:	Mrs Shannon Hewitt
Music:	Mrs Teresa Aldred
Digital Technology:	Ms Jess Bettridge
Italian:	Signora Davey



SPECIALIST DAYS AND REQUIREMENTS:

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	Italian Library	Music Digi Tech	Sport Mindfulness	

BEHAVIOUR MANAGEMENT:

Our ultimate goal is to develop a safe and respectful environment, where students learn to accept responsibility for their own behaviour and respect the needs and 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 learn to behave appropriately in different situations, and play their part in creating a happy and friendly environment for all.

Our classroom expectations for creating this environment will be developed with the children to ensure a shared understanding of the behaviours that will set us up for a great year together. These expectations will be clearly displayed in the classroom where the children can refer to them and reflect upon them throughout the year.



Our approach to behaviour management involves...

- ❖ Positive encouragement and reinforcement
- ❖ Verbal praise and rewards (mainly intrinsic) for good choices and behaviour
- ❖ Being consistent and setting clear expectations
- ❖ 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 they are making, we will seek an interview with you to discuss the situation. If a student has continued to ignore class rules and teacher reminders, or if a particular behaviour is worthy of further exploration, a member of the Leadership Team may become involved.

Here at Matthew Gibney we work as a team and in a formative way. Helping students to understand the impact of their choices is part of learning and growing up and ultimately builds character and responsibility. We address behaviour as close to the time it happens, which reduces stress and supports children to move forward in a more positive direction.



TEACHING AND LEARNING:

We implement 'The Western Australian Curriculum' which sets out the core knowledge, understanding, skills and general capabilities important for all students and includes the learning areas of Mathematics, English, History, Humanities and Social Sciences, The Arts, Technologies, Health & Physical Education, Languages and Science.

Our approach to teaching and learning is also aligned to the 'Early Years Learning Framework' - a document which highlights the principles and practices which should be seen in all Early Childhood Classrooms (from Kindergarten to Year 2).

As a Catholic school, Religious Education is the first learning area. We provide a balanced and purposeful program, which provides for the individual needs of all students.

- ❖ The teaching and learning programme is devised to ensure students are involved in rich learning experiences and opportunities.
- ❖ Programs are modified or extended to cater for each student's individual needs and abilities.
- ❖ Learning is evolving and at this stage, a developmental process. Concepts, skills and knowledge are presented to students in a way that builds upon what students already know, allowing them to move forward confidently and successfully.
- ❖ We provide children with a positive learning environment where they are encouraged to take a risk and 'have a go'. It is important that students understand that mistakes are part of their learning process.
- ❖ believe children should be involved in 'hands on' learning experiences; this involves the use of concrete materials.
- ❖ Learning experiences will involve children working as a whole class, in small groups and individually. These learning experiences may involve the children from both classes working collaboratively.
- ❖ Working closely with small groups enables us to provide support and encouragement with learning concepts. Students will have opportunities to work with others and to work independently.

Reading:

Reading books will be sent home on a Monday and are to be returned the following Monday when a new book will be sent home. The goal of sending reading books home is to enable students to practise their oral reading, to become familiar with the book, to recognise words within the text, to discuss characters, to develop their ability to retell the story in their own words



and to feel proud of themselves. This should take no more than 10 minutes a night. Praise, encourage, enjoy and celebrate your child's efforts, then if time, read them a great book from your bookshelf or library! Modelled reading is so powerful and allows your child the opportunity to hear the rich vocabulary of a great book! When they see and hear you enjoying funny, exciting or nail-biting books, it is giving them a strong message of what you value. There is no set reading for the weekends, however, we encourage parents to read to their children and students to read their library book or another book of their choice over the weekend break.

Fluency develops gradually over time and through practice. At this stage of reading development, some students' oral reading is slow and laboured because they are still learning to "break the code" – to attach sounds to letters and to blend letter sounds into recognisable words. Children need ample opportunity to practise their reading, therefore reading at home is vital. **It is important however that these reading experiences are as enjoyable and relaxed as possible.** For home reading, students will be given texts largely at an independent level while at school they will work with texts at an instructional level.

Independent Level	Relatively easy for the student to read (95% word accuracy).
Instructional Level	Challenging but manageable for the reader (90% word accuracy).
Frustration Level	Difficult text for the student to read (less than 90% word accuracy).

Allowing your child to make their own choices about what they want to read at home is a powerful way to encourage them to be motivated and interested readers. Parents are asked to read a wide variety of books together with funny voices, or take turns to read different characters from a variety of books. Talk about your favourite parts of the books when you are finished with them and which authors you like the most. As cherished Australian author Mem Fox suggests, 'don't teach the book – enjoy it!'

Committing to a better reading life with your child takes time - to choose great books together and to experience them. Knowing your child's interests and visiting the local library, you can make a priceless investment in your child's reading and educational future.

Spelling: Whole School Diana Rigg Approach

We learn to spell so that we can clearly communicate our ideas and meaning. Becoming a good speller takes time and effort and is essentially a problem solving activity where students are learning to listen for sounds in words and make the correct phoneme choice. Explicit teaching, immersion in quality writing experiences, and learning to use resources effectively, all support student learning in this important area.

Spelling practise at home will begin in Week Three. This will allow time for me to reassess what children already know, and to plan how I can best meet their needs moving ahead. Each week children will be given a set of words gleaned from errors in their writing, from pretests, commonly used words, from phoneme families and from class theme words. They will then explore spelling choices and letter patterns through activities.

A Spelling Journal will be taken home every Monday, Tuesday, Wednesday and Thursday. The children need to practise spelling their words for the week, using the 'Look, Cover, Say, Sound, Write, Check' strategy:

- Look = Look at the word.
- Say = Say the Word.
- Sound= Say the sounds in the word.
- Cover = Cover the word.
- Write = Write the word on another piece of paper.
- Check = Check if you spelt the word correctly and place a tick next to it if you got it right!



The children will also be required to write a sentence for each of their spelling words.

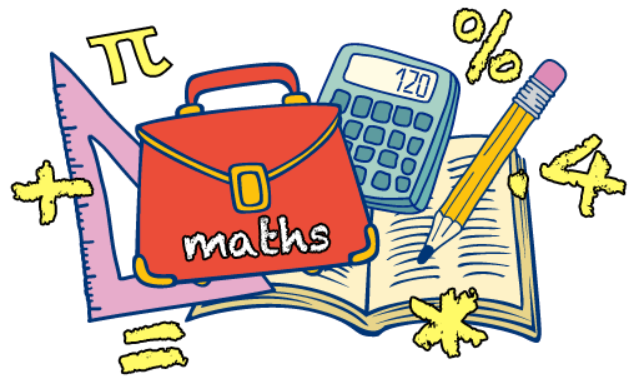
Writing:

Children will write for specific purposes and audiences throughout the year and will have multiple opportunities to share their ideas and to choose their own topics for writing. In Term One children will concentrate on sentence structure and writing descriptive and detailed sentences, as well as learn basic editing skills. We are currently using The Seven Steps of Writing Approach across the school to enhance writing skills.

Mathematics:

In Mathematics, We will be focusing on Number related concepts including:

- Place Value (2-digit numbers and beyond)
- Odd and even numbers
- Bonds of 10 and bonds of 20
- Skip counting in 2's, 5's and 10's from 0 and from a given number.



Religious Education:

In Term One We will cover the following units:

Beautiful World, Beautiful Me (Baptism)

This unit explores the beauty of Creation and how wondering and being in awe of Creation helps us to discover more about God our Creator. The unit also explores the ways Jesus helped his followers appreciate the beauty in Creation.

Just like Jesus (Lent/Easter)

This unit explores the human experience of making choices and the ways Christians celebrate Jesus as the Son of God. We will discuss how Jesus helps His followers to choose to do what is good.

Integrated Studies:

Places and Spaces - Community

Your child will develop an interest in their local community and the services that it provides. They will appreciate the role that emergency services fill in our community and be clear and confident when communicating in an emergency.

Keeping Safe Curriculum:

As part of our Keeping Safe Curriculum students will be exploring a number of different topics throughout the term. These topics include exploring feelings, identifying a safe place, identifying warning signs and defining an emergency.

PARENT/TEACHER MEETINGS:

If you have any questions or concerns that need more attention than a **short** email response, please do not hesitate to make an appointment to see us. We are happy to make an agreed time before or after school to discuss your child's progress. **It is not possible for me to talk for too long to parents at the door.**



A quick email before school or an arranged meeting time is best, unless it is of an urgent nature. Please feel free to contact me via email at: jo-anne.brescacin@cewa.edu.au and debbie.hawley@cewa.edu.au please ensure that you copy each of us into the email so that we are both aware of what ever query you may have.

HOMEWORK

- ❖ Reading their allocated reading book each night, as well as other books of interest.
- ❖ Revise spelling words for the week each night by completing their 'Look, Say, Sound, Cover, Write, Check.'

Each student will have a **'Homework' exercise book that is kept in their note** use this for students to complete all spelling tasks.



MATHLETICS:

Each child will be given their own Mathletics login. Mathletics is an interactive program, which contains curriculum based activities and games that will help students understand and practise core concepts. Mathletics can be used to extend students by providing challenges, as well as offer support to those who need more time to master particular concepts and skills. Tasks can be performed at home or at school during allocated time periods. Students receive points and can earn Mathletic medals and certificates. Parents are asked to oversee this practice please.

ARRIVAL OF CHILDREN:

Please plan the arrival of your children so that they will get to school at 8:35am, when the classroom doors will be opened. During this time the students have the opportunity to organise their belongings and prepare for the school day. Teachers cannot provide



supervision for your child before 8:30am, as we are busy preparing a quality program for the day. Arriving at school on time is of utmost importance as it allows your child to perform their daily morning routine in a calm and organised manner, therefore leading to a happier start to the day. Students who arrive before 8.30am **must sit in the undercover area**, no running around and no playing on equipment. Students arriving after 8:45am need to sign in at the office and collect a late card from the office staff.

LEAVING EARLY:

In general terms, children should not need to leave school early. Wherever possible, appointments with doctors, speech therapists, dentists etc. **need to be made outside of school hours**. We understand that occasionally a specialist appointment may be necessary. If you must collect your child early, a note is required. Parents must sign in at the office before collecting their child from the classroom. Please also notify us if someone other than a parent is picking up your child.

ABSENTEES:

Continuity of learning opportunities are very important. Here at Matthew Gibney we expect that all children will have consistently, very high attendance rates. If a child is absent from school, for any reason, a **dated and signed note or email** explaining the reason for the absence should be forwarded to the class teacher upon the child's return to school. If sending an email, please include the date and make sure that your full name is clearly stated. Absentee emails must be sent to admin@gibney.wa.edu.au prior to 9:00a.m. Any prolonged absences will

require an extended absence form available from the administration office. Parents are to refer to the Attendance Policy on the school website for more information.

FAMILY HOLIDAYS:

Many learning processes require continuity, giving children enough time and practise to consolidate skills. For this reason, taking family holidays during term time is a practice that is not supported by schools. All families are asked to organise these holidays in the school holiday periods. Parents wishing to take their children out of school for a family holiday are to fill out the appropriate form seeking permission from the Principal. The form is available from the administration office.

Assemblies:

Assemblies are a wonderful way to celebrate certain events on the calendar (eg Mother's Day, WA Day etc) and to showcase some of our learning to the whole community.

Crunch and Sip:

Crunch and Sip is an important part of the school day and the initiative was introduced to our school to further enhance the health and well-being outcomes of all students in our care. Please send your child to school with a small amount of cut fruit and/or veggies each day - aiming for plenty of variety, across the week/term. A small whole piece of fruit or vegetable is also acceptable, however nothing that takes too long to eat or is particularly messy (eg a large unpeeled orange!) It is expected that all families support this important initiative.



HEALTH AND WELLBEING:

If your child is unwell, please do not send them to school, *even if they want to come*, as it may spread the illness to other children and staff. If your child is sent home from school, please do not allow them to return to school if they continue to run a temperature or have been vomiting within 24 hours.



MEDIC ALERTS:

Please notify us as soon as possible if your child has any kind of medical condition that requires our attention (such as asthma and allergies). A **Medic Alert** form will need to be filled in so that authorised procedures can be followed.

HEALTHY RECESS AND LUNCHES:

Please ensure that you pack a **HEALTHY lunch** (no lollies, chocolates, chips etc). Please also be aware that some children in our class and school have severe allergies to nuts and other foods. We therefore ask that no foods containing nuts are brought to school. We thank you for your understanding. Please refer to the following document:



<https://docs.google.com/document/d/1j80Iqrtb9RhkMi7-R-uLK-UPjG7cDfewWxWMvSshgw8/edit>

As a school, we are encouraging all families to try to reduce the amount of wrappers in lunchboxes. Please be mindful of this when preparing and packing your child's lunch and see the website for lunchbox ideas.

DRINK BOTTLE:

Please ensure your child has a drink bottle each day *filled with fresh water only*. Water bottles will be kept inside the classroom during class time.

HATS AND SUNSCREEN:

Please ensure that your child has a "named" school hat and that they apply sunscreen before coming to school. You may choose to place a 'roll on' sunscreen in your child's school bag so that they may reapply during the day.

BIRTHDAYS:

Your child's birthday will be celebrated in the class, If you would like to send in Freddo Frogs or small mouth sized cupcakes they are most welcome.

REPORTING TO PARENTS:

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.

- **Two-Way Meeting (Term One)** – Provides both parents and the teacher an opportunity to share important information about your child and their learning.
- **Formal School Report (Term Two and Term Four)** – Written report that 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.
- **Seesaw Posts** – Parents can stay up to date with the learning that is happening in class.

Important Dates for Term One:

- Students Commence Wednesday 1st February 2023
- Opening Liturgy is Thursday 9th February at 9:00 a.m.
- P&F Welcome Picnic is Friday 17th at 5:30 p.m.
- Ash Wednesday Mass at St Francis Assisi Church 22nd February 9:30 a.m.
- Monday 6th March Public Holiday
- School photos is Monday 27th March
- Cool Pool Day is Wednesday 22nd March
- Monday 20th March is Pupil Free Day
- Tuesday 4th April Parent Teacher Interviews
- Term concludes Friday 6th April.

