Dear Parents / Guardians,

A warm welcome to the 2015 school year! The students have settled in well and are excited about the year ahead with many new and challenging learning experiences. We believe that your child’s education is a partnership between both school and home. The more you are involved as a parent, the better your child will learn. It is important that we continue to promote open and honest forms of communication so we achieve our aim of providing the best possible learning environment for your child.

The Level Two teaching and learning team are Peter Shen, Chloe Walsh, Rebecca Young and Manuela Pertile. Please feel free to pop in and make an appointment with your child’s teacher to discuss any concerns no matter how big or small or simply come in and say “Hello”.

SCHOOL PROCEDURES

ABSENCES
Parents are reminded of their responsibility, to ensure that all children attend school regularly. Frequent absences have a huge impact on children’s learning. If children are absent, a reason in writing is required by law. This can be in the parent’s native language, if they are unable to write English. All absence notes are legally required to be retained by the school and can be used as evidence in a court of law. In your child’s Communication book there is a section for you to fill in if your child is absent or alternatively ring or write a letter to the school.

ENCOURAGING AND CELEBRATING INDEPENDENCE
Please encourage your child to become more independent. You can help them by simply allowing them to be responsible for bringing in their own school bags, readers,
notices and lining up independently. Also, in the afternoons, when collecting your child, it would be preferable if you work out a meeting place outside the school building to pick up your child unless you need to see your child’s teacher or when your child would like to show you something special in their classrooms.

LIBRARY & ART SMOCKS
Each week the students visit the school library for a session with their classroom teacher. They are encouraged to borrow library books during this session time. The students may borrow up to four books at a time and must have a Library bag or strong plastic bag to ensure that books are protected. All students require a smock when participating in art classes to protect their school uniform. *** Please label and name everything including all clothing, lunch boxes and water bottles so they are returned to you.

CLASSROOM HELPERS
We are grateful for your support and assistance. If you would like to help we would love to hear from you.

PUNCTUALITY
Students can enter the classroom between 8.50-9.00am to organize and prepare for the day and complete quiet activities such as reading. The classroom bell rings at 9.00am which indicates school instruction begins with a reading lesson. Please be aware that students who have to walk into class late can sometimes become distressed and embarrassed.

BRAINFOOD
Each day at 10.00am the students are encouraged to have a healthy snack such as fresh fruits or vegetables to assist with sustain concentration. It would be wonderful if students could bring their fruit and vegetables in their natural packaging (Nude) to reduce waste in our school.

SCHOOL HAT & WATER BOTTLE
It is essential during the summer months that students wear their school hat during recess and lunch play. As the sun has strong UV rays which can cause damage to their skin. Please encourage your child to bring a drink bottle of water each to keep hydrated to replenish fluids.

COMMUNICATION DIARY
All the students in Level 2 were issued with a school diary at the start of the year. This diary is used to track home reading and for communication between the teacher and parents. Parents are strongly encouraged to communicate via the diary, which is checked by the teacher for important correspondence. Please sign the diary each day indicating that you have heard your child read. To complement our school reading
program, each child is expected to have a “take home book” or “Library to practice their independent and shared reading skills at home.

HOME LEARNING TASKS

Students receive home learning tasks which are explained by their classroom teacher each Friday. These tasks include Spelling, Mathematics and an inquiry task which supports their learning and revises concepts covered in class. It is an expectation for all students to complete all tasks on their own merit and return them by the following Friday. Students have TWO Home Learning Books, one yellow and one blue. These will be sent home on alternate weeks. This will allow for correction time and provide appropriate feedback.

TERM ONE -IMPORTANT DATES

- Whole School Photo Day Friday 9th March
- Labour Day - Public Holiday
- Twilight Sports Wednesday 25th March
- Cultural Diversity Week 23rd-27th March
- Term 1 Ends at 2.30pm Friday 27th March

Please refer to the fortnightly newsletter for further information and updates about school events.

CURRICULUM

ENGLISH

Reading

This year in our literacy time the Level Two’s will be using the CAFÉ reading program. This program emphasizes the importance of comprehension alongside accuracy, fluency and expanding vocabulary. The children will have individual reading goals and have opportunities for personalised one on one conferencing with the classroom teacher.

The students each have their own personalised library in which they select just right books for their own level and interest. They are encouraged to “track” their thinking with post it notes and to share their understandings of the book with the class.

As the CAFÉ reading program is a whole school approach, each classroom in the school will have a CAFÉ menu or display to demonstrate the particular reading skills that we have been learning about in our classroom each day. You will see this growing
throughout the year in every classroom. Some of the strategies that we may be learning in our reading sessions this year are checking for understanding, tuning in to interesting words, backing up and re-reading, choosing just right books and monitoring and fixing up. We will be learning many other strategies to improve our reading further as good readers comprehend the text.

In a reading session, it is typically comprised of the following: a mini lesson – where the reading strategy is introduced, a collaborative activity (turning and talking or partner reading) and an independent activity such as independent reading or a reading group with a focus. There is an opportunity at the end of each lesson for the students to share their thinking with the class and for the class to reflect on their learning.

To compliment this program, each child is expected to have a take home book (currently from the classroom library resources) to practice their independent and shared reading skills at home. We recommend that your child discusses the story with you or writes a brief entry in their diary to ensure understanding of the text. It is important that each child logs their reading as it occurs in the diary each day (with parent’s initials) for the classroom teacher to check.

**Writing**

In writing this term we are using VOICES: Voice, Organisation, Ideas, Conventions, Excellent Word Choice, and Sentence Fluency. These strategies will be explicitly taught throughout the year. This term we will be focusing on writing recounts and persuasive texts. We will also be using our Writer’s Notebooks to create writing “seeds” (ideas) to pull inspiration from. The Writer’s Notebook will help the students to write about previous experiences and feelings allowing them to write with passion.

**MATHEMATICS**

During Term One, students will continue to build and deepen their Mathematical knowledge in Number and Algebra by learning more about Place Value and Skip Counting. In Geometry and Measurement, students will be learning more about two dimensional shapes and how they can be transformed and tessellate to create patterns that can be seen in real life. In Statistic and Probability, students will be provided with opportunities to collect data, present data in pictograph and interpret their data.

Every student learns and masters Mathematical concepts at different rate, therefore the teaching of Mathematic will often be open-ended tasks to provide multiple entry and exit points. We endeavor that all our mathematical learning tasks to be authentic and related to real life.
INQUIRY (Humanities focus)

In Year Two, students have begun exploring a variety rules and laws that exist in our local community. Throughout the term, students will develop a sound understanding of the significance and continual modification of rules through addressing three key questions:

1. How do rules affect us in our local environment?
2. How have/where have rules and consequences changed over time?
3. How do rules and expectations (behaviours) differ according to where we live?

Over the past few weeks, students have worked independently and in groups to categorise and critically evaluate rules from different perspectives for example; a parent, whole school, teacher and student. This task revealed a range of rules in the following categories: Traffic, Cultures, Manners, Sanitation, Sports/games and School expectations.

Deeper investigation into school rules towards the conclusion of the unit will see students learn about Cyber safety.

In the upcoming week, students will be attending an RACV incursion that will both consolidate and extend their existing knowledge of road safety. This is particularly relevant given the busy location in which Glen Waverley Primary School resides. It would be great to see students in this level being role models to others in school community by exercising the safest ways to enter and depart the school grounds.

Much of this unit will tie in with home learning to highlight the practical application of rules/laws that we as members of the community abide by every day. It will also contribute to students’ awareness and appreciation of common values important to groups and individuals such as fairness, tolerance, understanding and respect.

We hope this newsletter gives you a better insight and understanding of your child’s exciting learning journey during Term One. If you require further information please speak to your child’s classroom teacher.

Kindest Regards,

Ms. Manuela Pertile, Mr. Peter Chen, Chloe Walsh and Rebecca Young