

2017



LEVEL TWO

Term 1 - Newsletter

Dear Parents / Guardians,

A warm welcome to the **2017** 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, Arezou Javidi, Ruby Robinson, Erica Coleman and Monique Kelly. 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. In your child's Communication book there is a section for you to fill in if your child is absent or alternatively use the **absence** function on the Tiqbiz.



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 ease congestion in the hallway if there is a meeting place outside the school building to pick up your child. Naturally, come on in 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. If you are wanting to organise a "Working with Children Check", this can be done online, and free of charge at; <http://www.workingwithchildren.vic.gov.au/>

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 and miss the important "tuning-in" which is designed to engage students in a day of learning.



BRAINFOOD



Each day at 10.00am the students are encouraged to have a healthy snack such as fresh fruits or vegetables to assist with sustained 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 and 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 use a "take home book" or Library Book 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, book one and book two. These will be sent home on alternate weeks. This will allow for correction time and for teachers to provide appropriate feedback. Further information regarding expectations are attached inside the students Home Learning books.



TERM ONE -IMPORTANT DATES

- Level 2 RACV Incursion – Tuesday 28th February
- Labour Day - Public Holiday - 13th March
- Whole School Photo Day Wednesday 29th March
- Term 1 Ends at 2.30pm Friday 31st March

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

CURRICULUM

READING

This year as part of our literacy program, Year 2 will be developing reading competencies using the CAFÉ reading model, to build on their previous years of schooling. This program emphasises the importance of comprehension alongside accuracy, fluency and expanding vocabulary. The children will have individual reading goals and will have personalised one on one conferencing with the classroom teacher. The students each have their own personalised library (book boxes) 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 they are reading 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 and comprehension further.

A typical reading session is comprised of the following: a mini lesson – where the reading strategy is introduced, a collaborative learning task (turning and talking or partner reading) and an independent learning task 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 to practice their independent and shared reading skills at home for a minimum of fifteen minutes per night. 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 the acronym 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 free choice writing. We will also be using our Writer's Notebooks to create writing "seeds" (ideas) for our free choice writing pieces and other writing pieces throughout the year. The Writer's Notebook will help the students to write about previous experiences and feelings allowing them to write with passion and interest.

MATHEMATICS

We believe that students learn and gain conceptual understanding when they're provided with differentiated learning tasks. Students will be given tasks that are often open-ended, where they have multiple entry and exit points catered to individual mathematics levels. It is important that students not only understand how to complete mathematical tasks but also recognize how they can be used in every-day life. It is for this reason that we give students experience with authentic mathematics tasks.

During Term One students will be expanding their knowledge of Number and Algebra by deepening their understanding of Place Value, revising skip counting strategies and practicing number patterns. In the Statistics and Probability unit, students will have opportunities to conduct surveys to gather information, use a range of graphs to present their findings and also interpret data in a variety of ways.

We are looking forward to a great term of Mathematics!

INQUIRY (Humanities focus)

In Year Two, students will explore the influence of rules on not only themselves as individuals but also on a local and global scale. They will develop an appreciation of how rules play a role in keeping us, and our society safe and cohesive.

After identifying a specific area for inquiry, students will have the opportunity to take action by exploring a specific rule that they are an advocate for. Deeper investigation into school rules will support students to learn about Cyber safety given the impact that technology has, and will continue to have on their lives.



In the lead up to our RACV incursion, students will use their senses to gain an awareness of the various sounds and sights associated with road safety. Students will recognise the importance of avoiding distractions and being aware of their surroundings whether they are a passenger in a vehicle, riding a bike or a pedestrian. Given the busy location in which Glen Waverley Primary School sits, this line of Inquiry will prove greatly beneficial to the Year 2 students building their awareness of the safest ways to enter, move around and depart the school grounds. Using their newly acquired knowledge of rules in all facets of a thriving society and intercultural understandings, students will be able to design their own fair game.

Much of this unit will have cross-curricular links and tie in heavily with Home Learning to highlight the practical application of rules and laws that we as active members of the community abide by every day. It will also contribute towards students' awareness and appreciation of Glen Waverley Primary School's core values of developing global citizens that encompass Integrity, Respect, Initiative and Global Empathy.

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,

Mr. Peter Shen (Level Leader), Mrs Arezou Javidi, Miss Ruby Robertson, Miss Erica Coleman and Miss Monique Kelly.

