

# Parent Information

**Welcome**

Year 2



# PRAYER

## Children Learn What they Live

If children live with hostility

They learn to fight.

If children live with ridicule,

They learn to be shy.

If children live with tolerance,

They learn to be patient.

If children live with encouragement,

They learn confidence.

If children live with praise,

They learn to appreciate.

If children live with fairness,

They learn justice.

If children live with security,

They learn faith.

If children live with approval,

They learn to like themselves.

If children live with acceptance, and friendship,

They learn to find love in the world.

*By: Dorothy Law Nolte*

- Help us as teachers and parents to show these children how to be confident, just and full of love for themselves and the world they live in.

# Parent Information Session – Year 2 - Judy Holmes and Christine Penny

- **Communication**
- Please keep in regular contact
- It is important to work together for your child
- Open door policy for all parents
- Make appointment if necessary – not Tuesday afternoons due to staff meetings
- Newsletter and Seesaw

# Procedures

- HPE –Monday (Mr Honor) – Sports uniform
- Music – Monday (Mrs Sweetapple)
- Library– Monday (children need a library bag)
- ICT - Computer Lab-Monday (2P) and Thursday (2H)
- Assemblies – 8:40 Mondays
- Tuckshop – Wednesday and Friday
- Brain break – fruit / veggies only

# Behaviour Management

- Restorative practice school
- Role plays every Monday on MJR to demonstrate appropriate behaviours and values
- Ensuring the safety of all children
- Playground procedures
- Friends, feelings, choices and using the correct words
- Restorative chat

# RESTORATIVE PRACTICE

**Research informs us that students are happier, more productive and more likely to make positive changes in their behaviours when those in positions of authority do things *with* them, rather than *to* them or *for* them.**

**At St Mary's we have adopted a Restorative Practices approach to teach our students to:**

- **Understand the importance of positive and functional relationships In their school life.**
- **Take responsibility and be accountable for their behaviours that harm relationships.**
- **Find ways to restore broken relationships.**
- **Separate the wrong doing from the doer.**
- **Become more resilient and confident.**

# Punitive versus Restorative

Punitive Responses	Restorative Responses
1. What rule has been broken?	1. What happened?
2. Who is to blame?	2. Who has been affected?
3. What is the punishment going to be?	3. How can we fix it?



**To further assist in the building of a restorative practice community and promote social and emotional well-being, every class in the school:**

- **Have Playground and Classroom Commitments.**
- **Will conduct a weekly Circle Time.**
- **Practice meditation and mindfulness.**
- **Will participate in Way2Go lessons.**



# **Restorative Classroom**

- 1. Be the best learner I can be – work hard and have fun being a learner.**
- 2. Follow instructions willingly and promptly.**
- 3. Listen when someone is speaking.**
- 4. Be considerate of everyone - their learning and their safety.**
- 5. Respect others and their property.**
- 6. Take responsibility and make things right.**

## **PLAYGROUND COMMITMENT**

- 1. Follow instructions willingly and promptly.**
- 2. Consider everyone's safety.**
- 3. Respect others and their property.**
- 4. Be responsible with food and rubbish.**
- 5. Play fairly, follow the rules and be in the right place at the right time.**
- 6. Be an upstander not a bystander.**

# Homework

- Issued on Monday – handed in on following Monday
- Sightwords – become fluent then learn the spelling
- Write out spelling words – look, say, cover, write check.
- Homework sheet format may change throughout the year.
- Homework – any problems, please see me or write a note
- Reading - Nightly – 10 mins / night - Books from school , need to be returned on their Library day.....focus on reading for meaning, retelling story and comprehension
- Please complete the reading log by signing the log book
- Show and Tell – begins week 5.

# Curriculum

- Religion
- English
- Maths
- Science
- Geography – History
- ICT / Technology
- HPE
- The Arts
- LOTE

# Reporting

- Term 1 - interview
  - Term 2 - written report
  - Term 3 - interview
  - Term 4 - written report
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- You are always welcome to make an appointment to see us at any time regarding your child's learning and progress.

# Parent Help

- Reading Groups
- Excursions – Bert Hinkler House
- Please sign in at the office if you are helping out in the classroom.
- Parent helpers – write your name on the timetable

# Attention

- **Medication / Allergies**
- **PD-** During the year we are required to complete 30 hours of Professional Development. Some of this time may fall during class time.
- Teachers are required to attend 1 planning day per term.
- Bishop's Inservice Day – 18<sup>th</sup> February

# Steps for supporting your child when reading

- Parents can help their child with reading by:
- Building reading into a regular routine
  - (eg. Just after dinner)
- Making it an enjoyable time
  - (perhaps 10 minutes a session is enough)
- Seeing that both you and your child are comfortable
- Talking about cover, the illustrations and the story's title before you begin.
- Ensuring that your child can see the words and the pictures as this will help their reading strategies.
- Reminding your child of reading strategies when they are stuck.



# Supporting.....

- **What if my child makes a mistake?**
- \* Reading is about 'making meaning'. If the mistake does not result in the meaning being lost, then don't interrupt the reading. Go back at the end of the passage to discuss the incorrect words.
- \* If the meaning is lost, then respond at the end of the sentence:-
  - "I didn't understand that."
  - "That didn't sound right."
  - "Did that make sense?"
- Try to work out the incorrect word.

# Supporting...

- **If your child asks how to spell a word.**
- 1. Tell your child to have a go
- 2. Ask them what sounds they can hear
- 3. Help them match the letters they need to the sounds they hear
- 4. Praise them for having a 'go'
- 5. Do Not emphasize CORRECT SPELLING this results in children being scared to write.
- **What can I do to Help?**
- Surround your child with books/words
- Show them that you are a reader eg. Newspapers/letters/books
- Read to your child
- **What to do if they are 'stuck on a word'**
- 1. Give a clue by talking about the picture or what is happening in the story.
- **WAIT!**
- 2. Re-read the sentence looking at the beginning sound of the unknown word.
- **TAKE A GUESS**
- 3. Leave the word out. Read the rest of the sentence and then go back and try again.
- **SOUND OUT**
- 4. Tell the child the unknown word

# Thank You

- Thank you for supporting your child's learning.