ST ALOYSIUS CATHOLIC COLLEGE

KINGSTON CAMPUS

PARENT INFORMATION BOOKLET
2015

GRADE 2
Grade 2OS ~ Mrs Julie Osborne and Mrs Carmel Sills
Grade 2S ~ Mrs Stevee Savill
Grade 2T ~ Miss Megan Taskunas
Religious Education

St Aloysius Catholic College is first and foremost a Catholic school and aims to provide a caring and supportive environment where students are encouraged to grow in faith within a Catholic community and develop their potential. At the Kingston Campus Religious Education plays an important role in the daily life of our students and the Religious Education program is central to our ethos as a faith community. The program is based on the Archdiocesan Curriculum Good News for Living that focuses on students’ growth in knowledge, skills and attitudes.

Throughout the year we celebrate the Eucharist at our Parish Church, Christ the Priest Church. We celebrate special days such as feast days, Mothers’ and Fathers’ Day, Grandparents’ Day and a special Mass on our College feast day. These liturgical celebrations are an opportunity for children to deepen their understanding of God and to appreciate the significance of Christ in their lives. These opportunities build on the faith life fostered in families.

At the Kingston Campus a climate of prayer is encouraged and the symbols of prayer form a focal point in all classrooms. Students use a variety of prayer forms at the commencement and conclusion of the school day as well as at meal breaks. Traditional prayers are learnt and used as well as opportunities for children to create spontaneous prayers for special occasions and needs. Students also have the opportunity to participate in Christian Meditation under the guidance of their classroom teacher.

The school recognises parents as the first educators in faith. Children wishing to receive the Sacraments of Baptism, Reconciliation, First Eucharist and Confirmation are enrolled by their family in the Parish Sacramental Program. The school supports this program by focusing on religious knowledge of the Sacraments at a time when the Parish program is in progress. Initial preparation for the Sacraments is conducted in small groups led by parents and members of the Parish. These groups are conducted outside of school time.

Through the experiences we offer, we aim to provide a Christ-centered community, a role model of Christian behaviour, attitudes and values and a high quality balanced education.
At St Aloysius Catholic College - Kingston Campus we actively teach and reinforce desired behaviour. We have four main expectations of behaviour:

**Be a Learner**
**Be Safe**
**Be Fair**
**Be Respectful**

The 4 B’s are consistently reinforced throughout the Campus and we have a very special mascot - Betta-Bee who assists with reinforcing these expectations. During the first weeks of school each class will be working with their teachers to develop an understanding of what the 4 B’s look like in different ways in our school. Two years ago we introduced Betta-Bee cards as part of our positive behaviour support program. This was a very successful initiative. Class teachers and specialist staff will be handing out Betta-Bee cards to students exhibiting desired 4 B’s behaviour. The table below clearly explains to staff, students and parents the current reward system at the Kingston Campus. Students carry their Betta-Bee tallies from one year to the next.

**What happens if I make a good choice?**

<table>
<thead>
<tr>
<th>Betta-Bee Card</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Cards</td>
<td>Certificate</td>
</tr>
<tr>
<td>Ten Cards (Fifteen Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Fifteen Cards (Thirty Total)</td>
<td><strong>Bronze Badge</strong></td>
</tr>
<tr>
<td>Five Cards (Thirty-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Ten Cards (Forty-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Fifteen Cards (Sixty Total)</td>
<td><strong>Silver Badge</strong></td>
</tr>
<tr>
<td>Five Cards (Sixty-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Ten Cards (Seventy-Five Total)</td>
<td>Certificate</td>
</tr>
<tr>
<td>Fifteen Cards (Ninety Total)</td>
<td><strong>Gold Badge</strong></td>
</tr>
<tr>
<td>Fifty Cards (One Hundred and Forty Total)</td>
<td>The Betta Bee Wall of Fame - The Honeycomb</td>
</tr>
</tbody>
</table>

*The Hive Five Morning Tea*
The Hive Five morning tea is a special event that occurs once a term. It involves a lot of nice food and a few jokes with Mrs Doran and Mr Gill. Each teacher chooses two students from their class who have been consistently displaying the 4 Bs. The students who are chosen have been a valuable part of the class and school community that term - regularly displaying God Moments!

**GOD MOMENT:** a moment where God’s presence is revealed.

What happens if I make a bad choice?

**ONE**
- Warning from teacher

**TWO**
- Relocation in the classroom
- Teacher notifies parent

**THREE**
- Relocation with Senior Staff to administration block
- Senior staff notifies parents

**FOUR**
- Restore relationships + Consequences
- Restore Relationships + Consequences

Make a good choice

Make a good choice

Restore relationships + Consequence

Restore Relationships + Consequence
**LEARNING AND TEACHING**

**Religion and Values Education:**

*Morning Prayer*

Each morning children gather for prayer. The candle is lit and children learn that prayer can be a time of quiet reflection and a time for sharing. The Bible and other relevant items associated with the Religious Education unit being covered at the time are also discussed and reflected upon. On many occasions we read from the Bible and connect the readings with different values, qualities and life experiences. These are the Gospel values. The children are encouraged to share spontaneous and personal prayers.

Religious Education is programmed from *The Good News for Living* Document. It consists of 12 strands. These include Advent, Christian Life, Christian Prayer, Church, God, Jesus Christ, Lent/Easter, Mission, Pentecost, Religion & Society, Sacraments and Scripture. Lessons are also structured around notable events in the Church’s calendar year.

**Australian Curriculum**

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all students at each grade level.

The general capabilities (or twenty first century skills) include literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social capability and intercultural understanding.

We continue to use the Australian Curriculum in our planning for English, Maths, History, Science and Geography. Throughout 2015, The Arts and Health and Physical Education are being developed as part of the Australian Curriculum and will inform teacher planning.

Parents wishing to view this information can do so by visiting the Australian Curriculum website. [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

The Australian Curriculum Shaping Paper suggests the following as a guide for how much time should be given to the teaching of each learning area:

<table>
<thead>
<tr>
<th>Subject</th>
<th>% Allocation Prep-Gr 2</th>
<th>% Allocation Grade 3 - 4</th>
<th>Subject</th>
<th>% Allocation Prep-Gr 2</th>
<th>% Allocation Grade 3 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>27%</td>
<td>22%</td>
<td>The Arts</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>Maths</td>
<td>18%</td>
<td>18%</td>
<td>Health &amp; PE</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Science</td>
<td>4%</td>
<td>7%</td>
<td>Technologies</td>
<td>2%</td>
<td>4%</td>
</tr>
<tr>
<td>History</td>
<td>2%</td>
<td>4%</td>
<td>Religion</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Geography</td>
<td>2%</td>
<td>4%</td>
<td>% of total time allocated</td>
<td>80%</td>
<td>87%</td>
</tr>
</tbody>
</table>
In the Australian Curriculum, English is grouped into the 3 strands of Language, Literature and Literacy.

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.

Students in the early years (Prep – 2):
- develop an understanding that spoken sounds can be represented with letters and use their knowledge of letters and combinations of letters to make written words; develop their handwriting and develop basic sentences.
- learn about essential forms of punctuation such as capital letters and full stops.
- continue to extend their vocabulary and learn to read more words.
- build their comprehension of the intended meaning conveyed in texts as they learn to read.
- encounter a variety of texts, including picture books, short stories, rhymes, poems, and multimedia texts such as films, pictures and websites.
- create their own narratives, drawing on their experiences with literature.
- further understand the purposes of a range of texts.
- compose short texts, starting from single words and sentences and moving to more sustained compositions, for different purposes.

Students in Grade 2 participate in either Letters and Sounds or Sound Waves. These programs have been designed to help students develop their knowledge of phonics, blending and segmenting of words, which are vital components of reading and writing.
From 9:00am – 9:30am Monday to Thursday, the students, along with Prep and Grade 1 students, will be moving between classrooms and may be working with other staff members to cater for their differing learning needs.

In the Australian Curriculum, Maths is grouped into the 3 strands of Number and Algebra, Measurement and Geometry and Statistics and Probability.
There are also proficiency strands of Understanding, Fluency, Problem Solving and Reasoning.

Students in the early years (Prep – 2) have the opportunity to access mathematical ideas by developing:
- a sense of number, order, sequence and pattern
- understandings of quantities and their representations, and attributes of objects and collections, and position, movement and direction
- an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events.
History and Geography
In the Australian Curriculum, History focuses on the students knowledge of their own community; aspects of the past, significant sites and people within their community; and recognising how the changes in technology have shaped our daily lives.
In the Australian Curriculum, Geography focuses on developing students understanding that people are connected to many places in the world.

Science
In the Australian Curriculum, Science is broken down into Biological, Physical, Earth and Space and Chemical sciences. Students will be focusing on life cycles of living things, push and pull forces, using the Earth’s resources in a variety of ways and how materials can be combined.

The Arts
The Arts consists of Visual Arts (i.e.: painting and craft), Drama and Dance. These areas are planned within the key learning areas.

Social and Emotional Learning (SEL), Physical Education (PE), Music & Library
These areas of learning are planned and undertaken by specialist teachers.
Social and Emotional Learning (SEL) is taught by Mrs Jacynth Cornish, Physical Education (PE) by Mrs Nicole White, Music by Ms Marla Leitch and Library by Mrs Sarah Godwin.

Daily Health and Fitness
The students will participate in Health lessons and daily fitness sessions throughout the year as part of the Move Well, Eat Well program.
This is also an opportunity to cover many learning areas on Health and General Well-being, in particular how the human body works and its needs.

Literacy Intervention
At St Aloysius Catholic College we are committed to providing a three tiered approach to the early identification and support of students with learning and behaviour needs. Students are provided with interventions at increasing levels of intensity to accelerate their rate of learning. The first tier of intervention involves high quality instruction, screening and assessment and differentiated instruction within the classroom environment e.g. Daily 5 Literacy Block (Grades Prep-4), Letters and Sounds (Grades K-2) and Sound Waves (Gr 3-4). The second tier involves more intense targeted Intervention in small group settings e.g. Literacy Intervention Program (Grades 2 - 4). The third tier focuses upon individualised and extensive intervention for those students who are eligible for funding through our Special Learning Needs Program.

Enrichment
Opportunities are provided to students in our College for General Enrichment and Maths Enrichment sessions. Students are referred to Maths Enrichment classes by their classroom teachers and are involved in weekly lessons that encourage thinking, problem solving and reasoning. General Enrichment classes are held weekly and students are included in the classes based on specific assessment criteria. If you have any queries concerning your child in regard to Enrichment please contact your child’s teacher.
GENERAL INFORMATION

Specialist Lesson Times:

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<tr>
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<th>2OS</th>
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<tbody>
<tr>
<td>MUSIC</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Thursday</td>
</tr>
<tr>
<td>SPORT</td>
<td>Thursday</td>
<td>Wednesday</td>
<td>Thursday</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>Tuesday</td>
<td>Tuesday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>SEL</td>
<td>Thursday</td>
<td>Thursday</td>
<td>Thursday</td>
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Homework

Reading:
The children are asked to read for 8 - 10 minutes four times per week. They are to keep a record of their reading in their R.E.A.D.I.T. Log Book. We encourage you to ask your child questions about the text read. Please assist them where possible and give support when required. Home reading can be an opportunity to spend quiet and relaxing time with your child. Their associations with reading are then positive. A variety of reading material is available in the classroom. We also encourage them to take material that you can read with and to them. You can enhance your child’s reading experience by taking them to the library regularly to explore a wider variety of texts.

Spelling:
Children are asked to learn their Spelling words at home to reinforce what is happening during the school day. We ask that Monday - Thursday children Look at their words, Say their words, Cover their words, Write their words, then Check whether they are correct. This is referred to as Look Say Cover Write Check (LSCWCCh). This process should take no more than 5 minutes.

General:
This year we will provide your child with the occasional homework task that will be family orientated and we ask you to work together to complete it. These tasks will support your child’s learning at school and reinforce the concepts being explored.

Parent Help:
• Throughout the year we will require parent assistance. We will send information to parents at such times.
• Parent helpers/Guardians must collect name badges from the office prior to coming to the classroom. Parent helpers are to remember that confidentiality is important. **All parent helpers are now required to have a police clearance. Please contact our Office staff regarding police clearance paperwork or queries.**
• Visits: Parents are welcome to come and visit the classrooms before school and after 3pm.
• Excursions will occur throughout the year and a note will be sent home for you to return if you would like to assist on the day.

Birthdays:
If your child has a birthday during school term and you would like them to celebrate with the class **cup cakes** would be appreciated. As you may be aware there are children who have allergies to some foods. If your child has a particular
food allergy, we would appreciate if you could bring a small supply of appropriate substitute foods to be eaten for birthday celebrations and other occasions. Please see your child’s teacher with any queries.

Communication:
• If you have a concern or there is something you need to speak to us about, please do not hesitate to make an appointment.
• Diaries will be used as a means of communication. If it is a confidential matter please place information in an envelope inside your child’s diary. Any messages sent home from your child’s teacher need to be signed by a parent/guardian.
• Emails are also an additional means of communication between families and teachers. However, teachers rarely access emails during teaching hours. It is therefore necessary to phone the school regarding any immediate matters - e.g. a change of after school arrangements.

General Reminders and Requests
School begins promptly at 8:40am. It is important children are at school and ready to begin on time. Classrooms are opened at 8:25am. If your child is at school before this time they are to be seated in the allocated areas on the lower playground.

Uniform: Hats are to be worn in Terms 1 and 4. Please ensure that all your children’s items including hats, jumpers, water bottles and lunch boxes are clearly labelled. Due to safety, only silver or gold stud or sleeper earrings can be worn at school.

Library bags & Art smocks: Children are required to have a library bag and art smock. Art smocks are sent home at the end of each term for washing.

Collection: Please obtain a release form from the school office if you need to collect your child prior to 2:55pm.

Absences/Late arrivals: Please ring the office or send a note via a family member if your child is going to be late or absent.
**Fruit/vegetable snack and drinks** - Students are asked to bring water in their drink bottles and have access to them throughout the day. As part of our Move Well, Eat Well program, children are encouraged to bring fruit or vegetables to eat before Morning Tea each day.

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**Move Well Eat Well**

**We are an Award school!**

Our school has achieved a Move Well Eat Well Award! This means we...

- Make water available as the preferred drink
- Enjoy fruit and vegetables everyday
- Make ‘everyday’ foods available at school
- Provide equipment and space for active play every day
- Make time for regular physical activity
- Enjoy walking or riding activities each term
- Have positive school policies about healthy eating and physical activity for everyone

For more information and for family ideas on healthy eating and physical activity visit