Welcome to the Level 2 Team

- Moira Spierings 1S
- Amanda Chetcuti 1C
- Kathy Skantzos 1K
- Vicki Phillips 2P
- Narelle Albert 2A
- Amanda Dwyer 2D

Specialists

- PE – Melinda Downes
- Lote – Ainslie Peszynski (Year 2)/Sarah Clusker (Year 1)
- Music – Lorelle Caulfield-Lloyd
- Art – Pia Chadwick (Year 1) and Annmaria Antonino (Year 2)

Specialists Timetable

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Grade 2 Fitness

Every Thursday for 45 minutes from 2.30-3.15. Students will need to wear runners on this day. Please ensure your child also has a water bottle.

Early Years Literacy

2 hour block, 5 times a week.
Reading activities:
Whole group, big book with a reading focus
Task board, visual representation of group tasks for the day
Small groups with rotating activities e.g. specific games & activities to reinforce skills.
Guided Reading - ability grouped teacher directed session, focussed teaching of reading strategies.
Whole group, share bear time (Today I have learnt…
Take-Home Books: Children will be given a take-home text to share each night. Please ensure your child returns their take-home book every day and sign the reading log (Grade One). Encourage your child to return the books in their green Wattle Park communication bag. After reading please encourage and assist your child to complete their ‘Reading Log’ (Grade Two).
We are seeking to develop fluency, confidence and an enjoyment of reading.
Books sent home are from broad-banded boxes which provide a selection of levels within your child’s reading range.

Reading Recovery Grade One Children

Reading Recovery is an early intervention literacy program designed as a second chance for children who, after one year at school, are having difficulty getting on the way with reading and writing. It offers intensive daily instruction in order to bring the lowest literacy performers up to at least average classroom levels within 12-20 weeks.
The Reading Recovery program was developed by Dame Professor Marie Clay at the University of Auckland in New Zealand, and the program has been
embraced and implemented in Australia, USA, UK and Canada. It is based on sound theory and constant research.
The Reading Recovery program aims to take what children can do in reading and in writing, however minimal this may be, and to build on this base. It aims to provide a scaffold for children to learn to read and write with fluency and success, so that they can take control of their own learning once they return to the regular classroom program.
The program has achieved its purpose when children have in place a set of problem-solving strategies (we call “in the head” strategies) which will allow them to reach out for the precise words and meanings of a slightly more difficult text. They can then continue to learn from their own efforts and benefit fully from the on-going classroom literacy program. The classroom teacher and I will continue to monitor their progress at this stage.

What is it that successful readers do?

Successful readers:

- Expect what they read to make sense
- Can predict what is to come in the text on the basis of their understanding of the context, of language, and of print
- Can confirm their predictions
- Can correct themselves when they find their predictions to be unsatisfactory

How are children chosen?

In consultation with classroom teachers, children who are identified, and may be in need of such instruction, are given an extensive Observation Survey, and from there 4 children are selected to begin the program. At this stage parents will be asked to come and discuss how the program will operate for the specific needs of their child.

Daily follow-up work at home is an essential element for successful reading and writing experiences to be reinforced. It is a 3-way partnership, with the child, the home, and the school, all working together. When one child discontinues from the program, another commences. I go back to the
Observation Surveys and check with the classroom teachers in terms of who is next in need.

Rhonda Lush

❖ Writing:
Includes a variety of genres; procedural, report, explanation, recount, narrative features. It is often linked with our Integrated Studies topic. Writing block also incorporates:
handwriting sessions, spelling (sounds, blends, topic words and personal spelling words) and daily Look, Say, Cover, Write Check sessions.

❖ Speaking & Listening
Children will participate in a variety of activities to develop and enhance their speaking and listening skills.
Response to Listening post
Report presentations
Share time
Demonstration presentation session

❖ How can I help my child read?
Read to your child as often as you can.
Before you begin to read, settle your child down and talk a little about the book.
Talk about the books you read and the plot, characters and settings of stories.
Draw attention to illustrations when reading to your child.
Hold the book so that your child can see the pictures and writing.
Encourage your child to join in and ‘read’ too.
Help your child to tell the story from the pictures in the book.
Sometimes point to words as you read.
Accept and praise your child’s attempts to read.
Prompts to support the use of reading strategies.

Try____. Would it make sense/sound right?
Check the picture.
Does it make sense?
Does that sound right?
You said___. Can we say it that way?
Do you know a word that starts/end with those letters?
What do you know that might help you?
Something wasn’t quite right or you’re nearly right. Try it again.
You made a mistake. Can you find it?
I liked the way you worked that out.
Can you read this quickly?
Put your words together so it sounds like talking.

❖ Early Years Numeracy
A hands on and often open-ended approach incorporating concrete materials
/written equations, problem solving & estimation. The five main areas in
Numeracy are:
Number:
Counting, pattern and order, place value, operations and processes, automatic
response
❖ Measurement:
Volume, capacity, mass, length, area, time
❖ Space:
Shapes, patterns and mapping
❖ Chance and Data:
Graphs and elements of chance
❖ Working Mathematically:
Calculators, identification of measuring instruments
Grade One and Two Math’s Bag

The Maths Bag will be sent home from Term 2 for your child and your family to enjoy over a seven day period. The Grade One children will bring home a Maths Bag and then a digit-bear bag and the grade 2 children, a Maths Bag. Your child is also required to fill in a journal of what activities were completed. This is a great way in which we can link home and school and enhance your child’s learning experience.

Integrated Learning

Our focus is on learning through an inquiry process and the Thinking Curriculum – challenging and extending children’s thinking. There is a focus on the development of research skills via the use of technology in the classrooms, the Library and various support services and references.

Term 1 Under The Sea (The Ecology and Conservation of our Marine Environment)
Excursion- The Melbourne Aquarium and Rickett’s Point

Term 2
Long, Long Ago (Dinosaurs)
Excursion/Incursion-TBA

Term 3 The Good Old Days
Excursion/Incursion-TBA

Term 4 Scientists At Work
Excursion/Incursion-TBA
Demonstrations - Grade Two

During Term 2 the children will be involved in class demonstrations. Each child will present a simple demonstration of their choice on how to make something and present it to the grade. The task is challenging yet enjoyable and is beneficial to both the speaker and audience. More information will be given regarding this task in Term 2.

Children’s Responsibilities

In Level 2 we endeavour to develop independence within each child. Some of the behaviours that are expected;

- Pack up after an activity
- Complete tasks
- Locate equipment and replace it
- Care for personal belongings and school equipment
- Putting their lunch order into the basket
- Notes brought from home to be passed on to the teacher

Each child may also be rostered on for a classroom job that changes weekly.

Discipline

Presently we are focusing on thinking about, discussing and deciding on the important aspects of a happy and productive learning community: working towards establishing the classroom ‘norms’ (How do I want to be treated at school?/How will I treat others?). This forms the foundations for a positive learning environment and the fostering of social skills that will allow each individual child to fulfil his or her potential.

- School Norms
- Consequences relative to situations
- Positive environment
Routines

- Children to hang up their own bag at 8:50am. Children then organise their belongings for the day and may choose to stay inside or outside until 9:00am.
- Parents to wait outside the building for class dismissal unless your child has an appointment to attend.
- School starts at 9.00am please have children here on time, if not a parent needs to sign their child in at the office and a late slip is to be brought to the teacher when the child enters the classroom.
- Children change their own reader in the mornings (Grade Two).
- Bank Day-TBA
- Canteen is Monday and Friday. Children are responsible for putting their own lunch order into the basket.
- Absences please send a note the next day, phoning the school or verbally telling the teacher is NOT classified as a written note.

Sun Smart

Please remember that months September to May are Sun Smart terms. Students are to wear a named sun smart hat. Students are encouraged to wear sunscreen which may be applied before recesses and lunchtime. We request parents supply their child’s sunscreen.

Medical Issues

If a child is well enough to attend school but requires medication to be administered during school hours, parents should supply the medication in a pharmacy-dispensed container that gives the name of the student and the dose required. The name of the medication should be clearly marked on the container. Accompanying the container, parents are requested to provide written instructions regarding the medication required, the date/s to be administered, the dose and the time it is to be given. Proformas are available from the office. Please note, non-prescription medications will not be administered.
**Library**

Grade 1 & 2 children will have a weekly library borrowing session. Children will be encouraged to browse and borrow and will be assisted with their selections. Children are able to borrow 2 books for first term; this will increase in Term 2.

All students require a strong, durable library bag which is labelled with their full name and grade.

Grade 1 library sessions are on Thursday.

Grade 2 library sessions are on Wednesday.

There is also a ‘RETURNS’ tub outside the Library door and books may be returned in this tub every day. The Library is also open to all children at lunchtime on Wednesday and Thursday. If you have any queries about the Library program I look forward to discussing them with you.

Kim Wheatley
Librarian

**Physical Education**

Physical Education (P.E.) is the process through which motor skills and fitness skills are taught in conjunction with the development of the child’s personal and social skills.

It promotes the development of understanding and, where relevant, skills in a range of areas, including:

- Fundamental movement patterns and coordinated body actions
- The concept of fitness
- Physical activity
- Growth and development
- Effective relationships
- Identity
- Safety, challenge and risk
- Food and nutrition
- Health
At Wattle Park P.S. all children from Foundation to Grade 6 participate in a weekly Physical Education class. As the program is based around physical activity it is highly recommended that the children wear runners to school on their P.E. day. They should also bring along a named drink bottle filled with water. During the months from September to May students also need to have a broad brimmed hat and it is advised that they have a small tube of personal sunscreen to apply.

- **Swimming**
  The aquatics component of the program is run late in term 4 for the entire school. It is held at the P.L.C. pool by qualified staff and all children are expected to attend. You will receive more details of the swimming program later in the year.

- **Art**
  The art program over the year includes the exploration of both two and three-dimensional materials in the form of drawing, printing, painting, collage, modelling, construction and threads and textiles.

  Particular focus is given to the art elements of line, shape, colour, texture, tone and pattern.

  In the early years it is very important to provide children with a hands on, sensory experience. The students are given time to explore and experiment with different materials and techniques enabling ‘discoveries’ to be made along the way.

  All students are encouraged to push and challenge their materials and techniques as the process of making is just as important, if not more, than the outcome.
In learning to respond to various aspects of the arts we will discuss and draw inspiration from many artists and great periods of art, both historical and contemporary, famous and those in our classroom.

Student work is often displayed in and outside the Art room and will be showcased later in the year during the concert and art show. All students are involved in the design and construction of both props and the backdrop for the school concert.

Please note that all students are required to wear a smock (this can be anything that covers the uniform from an apron to an old thick t-shirt or shirt) during art lessons.

❖ Mandarin and Asian Studies

All Level 2 students will participate in a Mandarin and Asian Studies session. The Mandarin and Asian Studies program focuses on students enjoying and developing an appreciation of China and embracing one of its main languages, Mandarin. Students will also be introduced to many Asian countries and will learn how they are both similar and different to Australia. Students will be taught in accordance with the school norms and will develop their knowledge based on Level 2 term units. Students will also be given the opportunity to learn and differentiate between China, Australia and other Asian countries via many forms of media including DVDs, posters, books and the internet. The Mandarin and Asian Studies program also aims to develop skills that will enable students to become global citizens of the 21st century. By the time students complete their schooling, they should have developed an understanding of Asia, developed informed attitudes and values about Asian people and cultures, know about contemporary and traditional Asia, connect Australia and Asia and be able to communicate with people of an Asian region.

Throughout the year, students, parents and the wider community will have the opportunity to participate in special school and external events, such as celebrations and festivities held by the Local and City Municipals, shared
meals at Asian restaurants, Asian Night Market, a variety of activities during Asian Literacy Week, as well as incursions and excursions relating to our studies on China and Asia. You will receive specific information closer to these events. All children will be encouraged to participate in sessions and practise their Mandarin vocabulary regularly. Please ensure that your child has their Mandarin and Asian Studies display folder at school for every session.

Ainslie Peszynski and Sarah Clusker

❖ MUSIC

The children in grades 1 and 2 visit the Music room for a lesson each week. The program is conceptually based with the children participating in activities focusing on areas such as beat, pitch, dynamics, tempo, form and tone colour. The Victorian Essential Learning Standards (VELS) provide a broad framework. At this level children are introduced to formal notation which they are encouraged to read and use in a variety of situations. The emphasis in Music is on participation as the children explore and respond to a range of music through dance, movement, singing, creating and playing. The children are introduced to a variety of musical instruments, mainly tuned and untuned percussion, that are incorporated into weekly lessons.

Performance is a big part of the Music program at Wattle Park with events such as our School Concert and Carols night at the school. The children learn the material, based upon an overall theme, in Music classes. This is supported by additional rehearsals with their class teachers. More details about these will be provided closer to the dates.

Each year we also hold Music incursions that enhance the existing program, exposing the children to a variety of art forms. This year we have two incursions, the first of which will provide an insight into Indian Music and Dance – from Traditional to Bollywood. This performance and interactive show will allow the children to enjoy and participate in a hands-on experience.
Our second incursion involves a very special performance of The Barber Of Seville by Opera Australia. These incursions will take place at school with the support material providing the basis of the Music program in the preceding and precluding weeks.

There are also additional opportunities for students to further pursue areas of interest in Music. These are as follows;

Junior Choir - The Junior Choir meets for a practice each Monday lunchtime for half an hour. It is open to children from grades 1 and 2. The main aims of the Junior Choir are to enjoy singing, have fun, be part of a team and to build a repertoire of songs for particular performances throughout the year. Membership is voluntary although once a commitment has been made, children are encouraged to remain for the whole year.

Instrumental Programs - The children also have access to individual instrumental tuition in a variety of instruments including piano and guitar. Lessons are held at school with the children withdrawn from classes at designated times. Further details of these programs are contained in the Enrichment Program leaflet or see Lorelle Caulfield-Lloyd for information.

Lorelle Caulfield-Lloyd
(Music Teacher)

❖ Parent Helpers
As part of the home-school link we invite parents to help facilitate the daily implementation of the school curriculum. Helpers will be required for variety of activities. If you would like to be a helper a form will be sent out later this term. It is now a requirement that you have a “Working with Children” Card (obtained from the Post Office), if you wish to help in the classroom and attend excursions. We encourage you to participate in the Parent Helpers
Program that will be run by Megan Ganter, in preparation for how you can be of assistance when working in the classroom. Your help will be greatly appreciated.

**CONCLUSION:**
If any parents wish to come and see us at any time about anything please do not hesitate. You are more than welcome, but please come before 9:00am or after 3:30pm. As we have many after and before school duties to attend, an appointment is advisable.

Amanda Dwyer, Moira Spierings, Vicki Phillips, Kathy Skantzos, Amanda Chetcuti, Narelle Albert and Gayle Cope.