Welcome

Welcome to Grade 2 for 2015. The Grade 2 teachers work as a team, share planning and preparation across the curriculum that supports consistency within the team. The details in this booklet will give you an overview of our programs and procedures in the Grade 2 area. If you have any queries arising from this booklet you can discuss these with your child’s teacher during the first Parent Teacher Meeting to be held in February.

Highlights

Werribee Open Range Zoo and Williamstown extended day excursion
Children enjoy the day at the Werribee Zoo going on a safari tour and learning how to be a mini zookeeper by making enrichment toys for meerkats and vervet monkeys. After Werribee we head to Williamstown to have a chip and potato cake dinner, followed by a drink and fruit. We have a great time on the beach playing games and building sand castles. We arrive back at school by 7pm.

‘Roald Dahl Day’
A highly anticipated annual event in Grade 2 with the opportunity to focus on the magical writing of Roald Dahl and of course participate in our dress up day as a character from one of his books.

Grandparents’ Afternoon
Grandparents will have the opportunity to visit their grandchild’s classroom and together compare the differences between the eras.

Contact details

Where possible, messages should be relayed through the Main Office / Reception.

If you need to contact the school to relay important information to your child’s classroom teacher, please ring the school office first. This procedure prevents interruption to the classroom activities.

If you need to speak with the teacher urgently, please inform the office staff and you will be put through to the classroom.

The school contact number is: 9433 1300
The school website address is: www.apolloparkps.vic.edu.au
The school email address is: apollo.parkways.ps@edumail.vic.gov.au

Staff

The Grade 2 teachers for 2015 are:
- Joanne Battye (Team Leader)
- Tanya Batchelor (Curriculum Leader)
- Karen Dixon
- Michelle Marshall
- Sue Tyshing

The specialist teachers for 2015 are:
- **Music & Performing Arts**: Mr Timothy Rhodes & Mrs Maree Frisby
- **Visual Art**: Mrs Janice Bowie & Mrs Amy Eames-Mayer
- **Physical Education**: Ms Jan Arney & Mrs Paula Clark
- **Languages - Italian**: Signora Celeste Licastro & Signora Maria DiPierro
As a whole school we commence the year with a common unit of work – Linking to Thinking. Through this unit all teachers and children engage in a sequential range of activities that support the development of a culture of learning that underpins all aspects of our school and its teaching and learning programs. Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community. During this unit teachers and students at all levels work collaboratively on activities such as revisiting our school values and our school rules, establishing classroom rules and routines and determining behaviours to achieve optimum learning. These units also encourage students to get to know one another and cooperate with new friends. Each grade level has an overarching question that the unit explores. In Grade 2 it is What can we do to learn together?

One of the ongoing activities that begin at this time is the completion of our Grade 2 Code of Conduct booklet. These books are an important part of our student management and behaviour process.

The following statements are contained in your child’s booklet.

**The 5Cs** – Caring, Courtesy, Co-operation, Contribution, Consideration  
**Classroom Rules** – We have rules and responsibilities in our classroom. We work out our class rules with our teacher.  
**Manners** – Using good manners and being truthful help keep everyone happy.  
**School Rules** – School rules help keep everyone safe and able to have fun. Remember to always walk on the pathways when outside.  
**Behaviour and playing** – Play safely and in the right places.  
**Uniform** – We always wear the correct school uniform to school.  
**Punctuality and organisation** – We show courtesy by being on time to school each day and lining up quickly after recess and lunchtime.  
**Health and hydration** – Be sunsmart – We wear our hat and sunscreen at school and play in the shade. Remember your water bottle and have a drink after being outside. Drinking water in the classroom helps to keep our brains working.

Once complete your child’s Code of Conduct booklet will come home for you to sign. The expectation is that your child will share it with you, you will then sign it and they will return it to school.
AusVELS

The AusVELS provides a single curriculum for all Victorian government and Catholic schools, for students from Prep (foundation year) to Year 10. AusVELS provides a single, coherent and comprehensive set of prescribed content and common achievement standards for schools to use in the planning of teaching and learning programs and the assessment of students. The AusVELS curriculum incorporates the Australian Curriculum within a framework that reflects particular Victorian priorities and approaches to teaching and learning.

Further information about the Grade 2 level 2 curriculum can be found at [http://ausvels.vcaq.vic.edu.au/Level2](http://ausvels.vcaq.vic.edu.au/Level2)

Whilst AusVELS specifies a learning entitlement and achievement standard for each subject our teachers plan for the different ability levels in their classroom. Activities are differentiated to provide support and extension for children operating both below and above the expected level. It is our aim to challenge all students and provide learning opportunities that meet their needs as they move along the learning continuum.

English

Each week children will participate in at least four one hundred minute literacy sessions which include reading and viewing, writing, and speaking and listening activities.

Reading and Viewing

Children begin the reading sessions as a whole group looking at a text usually a big book, often discussing aspects of the text such as capital letters, full stops, talking marks, etc. Children then move to small groups to complete tasks that have a reading focus while the teacher undertakes an intensive reading session with one group where they read a text appropriate to their level. At the end of the session children share or reflect about their learning.

These intensive sessions are designed to help children develop their skills in a meaningful, relevant way with texts and activities aimed at the level of the particular child. The Early Years program offers us the opportunity to teach children a wide range of skills in all areas of English.

In reading and viewing the emphasis is on the child reading a wide variety of materials for different purposes. Reading is also encouraged as a leisure activity. **Home reading books should be returned to school every day, even when not finished.** Parent helpers may be asked to listen to children read and also to help with literacy sessions.

Often a concern of parents is that the take home book is too easy for their child; however this allows confidence and the development of comprehension and fluency skills.

Many reading activities are used and may include:

- Responding to literature through art/craft activities
- Shared reading
- Focus on particular author/illustrator/theme
- Focus on particular grammatical or punctuation aspect – full stops, capital letters etc
- Comprehension activities
- Drama activities
- Read and retell
Writing

In writing the focus is on the process of thinking about, drafting and revising a piece of work until the intended meaning is clear and the piece can be published. A conference session involves discussion with a teacher and encourages self-correction. Children then have an opportunity to re-write the draft and publish using a variety of techniques. Not all pieces of work are published. Children explore a variety of writing types such as recount, narrative, procedure, report and exposition. Children learn to express themselves as well as learning the conventions of writing, spelling, punctuation and grammar. These skills may be taught individually, in small groups or as a whole grade. Modelling in all forms of writing is very important.

Spelling

Children accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately.

Spelling is a developmental process and therefore an individual’s needs may be quite different within a grade. Learning to spell is a process of working out the patterns of the English language, then applying these to new words as they are encountered. The spelling program commences with the Oxford Wordlist.

To assist the children’s development we use a variety of resources and activities. These include; drafting written work, proof-reading skills, dictionary skills, personal dictionaries, commercial dictionaries, word charts, classroom lists, word investigations, word attack skills, crosswords, word searches and have-a-go booklets.

Handwriting

Correct starting points, sizing, writing within the dotted thirds and setting out are all a focus of the program. They legibly write unjoined upper and lower case letters.

Speaking and Listening

Children are involved in sharing and communicating in all areas of the curriculum. This incorporates activities such as shared reading, presentation of work, communicating learning experiences, read aloud activities and share time. As a part of the English program all children will be encouraged to participate in regular share time activities. This share time will have a focus, for example, the “Me Bag”. Assistance and discussions with your child prior to these sessions will help increase their knowledge of the topic, provide confidence and enhance the sharing experience. Listening and valuing the opinion of others, thinking critically and making judgments are important.

Mathematics

In Grade 2 the following areas are the focus of the mathematics program. The content is covered over the course of the year.

Number and Algebra

Students count to and from, and order numbers up to 1000. They perform simple addition and subtraction calculations, using a range of strategies. They find the total value of simple collections of Australian notes and coins. Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition.

Measurement and Geometry

Students order shapes and objects, using informal units for a range of measures. They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events. Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. They recognise the features of three-dimensional objects. They interpret simple maps of familiar locations.
Statistics and Probability

Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. They interpret data in context. Students describe outcomes of familiar events using everyday language.

Integrated Curriculum

Students learn most effectively when they are engaged in study that is interesting and meaningful to them. An integrated approach provides children with such an environment as it allows them to delve fully into all aspects under investigation.

In Grade 2 the integrated curriculum units that will be implemented in 2015 are;

Term 1 – Linking to Thinking – What we can we do to learn together?
   Well Being – Happy, safe and healthy
Term 2 – Science – Force and Motion
Term 3 – Cultural Diversity – ‘We are one, but we are many’
Term 4 – Global Balance – Caring for our resources and the environment

During these units a variety of thinking tools are used. These include De Bono’s Thinking Hats, Art Costa’s Habits of Mind, Tony Ryan’s Thinker’s Keys and many Quality Tools that promote and develop student thinking. Many activities are open ended, cater for different learning styles and encourage students to work constructively and cooperatively in small groups with their peers.

Technology

The children at Apollo Parkways use technology to communicate, investigate, design, create and think visually. They have access to digital cameras, video cameras, iPads, desktop computers, laptops, presentation televisions and digital microscopes. These learning tools enable our children to be active learners and problem solvers at school and beyond. Our children are exposed to a variety of programs that enrich their learning environment. The technology is integrated into every classroom and the hardware and software is managed and maintained by our technology manager, Mrs Amy Eames-Mayer and our two technical support staff: Andy Milne and Nathan Manoussakis.

The students in every Grade 2 classroom have access to 6 laptops to support their learning.

Additional Assistance

In 2015 we will continue our Language & Literacy Support Program, providing a range of students, across grade levels, with additional assistance in the development of language and literacy skills. These programs involve either individual or small groups of students working with a teacher or speech pathologist to address identified needs. At the junior grade levels these programs focus on the development of phonological awareness skills that support literacy, whilst in the senior grades the students generally work on the development of language, writing and comprehension skills.

Pegasus

The Pegasus program is designed to further support the education of highly capable and talented students. In addition to the classroom provision we support selected students with a small group withdrawal program. The selection of students is based on teacher reporting judgements that indicate student performance is well above the expected level for their current grade level. We endeavour to identify the most capable students in that particular year level. A different focus is selected each term to ensure that a range of talents are catered for and a variety of students are given opportunity to participate within this program.

Grade 2 children participate with the Grade 1 children during term one, two, and three and then they work alongside the Grade 3 students during term four.
If your child is selected you will receive a letter informing you of their involvement in a program prior to its commencement.

Our Pegasus coordinator Mrs Amy Eames-Mayer will teach a majority of the Pegasus Programs in 2015.

**G.A.T.E.ways**

Some students will be offered the opportunity to participate in the G.A.T.E.ways program. This extension program is offered by a privately run organisation to primary school aged children during school times. Participation is optional and parents are required to pay for their child to participate if they accept the offer. You will receive information regarding your child’s possible involvement if they are identified as potentially benefitting from inclusion. This identification may be the result of a class teacher or school recommendation or a formal assessment and report from an authorised specialist.

Mrs Karen Dixon coordinates and manages the dissemination of information for our school regarding enrolment into these programs.

**Camping program**

The school’s camping program enables students to further their learning and social skills development in a setting outside the classroom. Camps may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school.

At Apollo Parkways we aim to provide all children with the opportunity to participate in a sequential camping program that promotes self-esteem, resourcefulness, independence, leadership, cooperation and tolerance.

The program involves the following set of experiences.

- Prep - breakfast at school with Santa
- Grade 1 - activities after school, followed by a team level dinner
- Grade 2 - an extended excursion that incorporates dinner, returning to school around 7.00pm
- Grade 3 - three day camp to Camp Curumbane (Echuca)
- Grade 4 - three day camp to Phillip Island
- Grade 5 - five day camp to Norval in Halls Gap.
- Grade 6 - five day camp to Coonawarra Farm Resort, Bairnsdale

In 2015 the students in Grade 2 will participate in our extended excursion to Werribee Open Range Zoo during term 4.

**Swimming**

Swimming and understanding safety in and around the water are essential life skills that all children should have the opportunity learn.

The ‘School Swimming and Water Safety Program’ published by DE&T is a “learn to swim program” that develops water confidence and provides students with basic skills in water safety and survival. By learning to swim competently, students develop skills that can be used for fun, fitness or as a competitive sport.

At Apollo Parkways Primary School our swimming program is conducted at Yarra Swim School – who employ accredited teachers for all students in the program. All students from Prep – Grade 6 have an opportunity to attend swimming throughout the year as follows:

- Term 1 - Grade 5 & 6
- Term 2 - Grade 3 & 4
- Term 4 - Prep, Grade 1 & Grade 2

All programs run for 8 sessions, with each lesson being 45 minutes. Students travel by bus to the swim school.
The Arts - Music & Performing Arts

All students have a 50 minute performing arts/music session per week. Music lessons are taken in one of two dedicated music rooms. They are well equipped with a variety of percussion, string and woodwind instruments with access to computers and other music technology. The program for all grade levels is sequential and aims to develop students' skills in singing, movement, drama, instrumental work, music appreciation, composition and recording. At Apollo Parkways we also offer a range of performance opportunities and elective programs to foster and extend student learning and talent within the performing arts. All classes focus on the performing arts culminating in the biennial whole school production. There are many opportunities for creative and expressive responses within the program where performance by individuals and group is encouraged.

Apollo Parkways also offers private tuition by experienced instructors in a number of vocal and instrumental disciplines. These programs run during school hours. All information for interested parents is available from the school office.

The Arts - Visual Art

All students engage in one timetabled visual art session for 50 minutes each week. Throughout the year students’ experience creating, making, exploring and responding to their own art works and those of others. They develop techniques and skills in areas including: drawing, painting, printing, construction, clay and digital photography. Students also extend their understanding and appreciation of various art styles, principles and concepts such as colour, tone, line, pattern, repetition, contrast, texture, form, shape, symmetry, balance, perspective and viewpoint through two-dimensional and three-dimensional works.

All students in Grade 2 are required to have their own ART SMOCK to protect their school uniform from paint, clay and wet materials. Please ensure that your child’s smock is named and includes their current grade for 2015. Ideally a visible name on the front of the smock is preferred. (Smocks are available from our Uniform Shop.)

Physical Education

Physical and sport education enables the development of fitness, skills and knowledge related to health and wellbeing. Physical education is a vital part of each child's physical, social and emotional development. All children benefit from regular physical skill development and regular participation in a wide variety of organised sporting activities.

The weekly 50 minute session covers the following areas across the year; Fundamental, gross and fine motor skills, fitness, dance, gymnastics, athletics, swimming and modified sports and major games.

The purpose of the physical education program is to enable all students to:
- develop a positive attitude to physical activity and active participation in sport
- develop skills and concepts that will enhance students' personal development
- develop an awareness of the importance of physical activity and fitness for an enjoyable healthy lifestyle
- develop social awareness and the concept of fair play
- develop foundation skills that enables children to participate in all sports

On the day that your child has physical education they should;
- wear runners (not slip on as these have no grip and are dangerous during activities)
- have a school hat
- bring a water bottle
- wear suitable sports attire, this includes shorts, netball skirt with a school polo. Tights should not be worn on the day your child has physical education.
- shoulder length hair should be tied back

Please check the timetable with your child’s classroom teacher.

Children require a note from home if they are not participating in physical education/sport due to illness or injury. If your child suffers from any medical conditions could you please ensure that the First Aid Officer, Mrs Bodycoat as well as the P.E. staff are made aware of these and we can then tailor the physical education program to accommodate your child’s needs.

**Additional sports opportunities**

As part of our school’s involvement in the Diamond Valley District Sports Association our school sends a representative team to the following carnivals: swimming, athletics and cross country. Students in grades 3-6 will have the opportunity to trial for selection in this representative team. Trials for each carnival are held at the following times
- swimming - December (for carnival in Feb/March)
- athletics - May
- cross country - April/May

**Languages - Italian**

Our Italian program aims for students to develop communication skills and the knowledge to understand the Italian language and the culture of the Italian people. Students are given the tools to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens, at a time of increasing importance and of rapid and deep globalisation. Students participate in a variety of listening, speaking, reading, viewing and writing tasks to enhance and develop their skills in Italian.

All students from Prep – Grade 6 participate in a 50 minute weekly session. Students in Prep – Grade 2 engage in activities to practice greetings, introductions, rhymes, games, songs and other simple routines. They listen to Italian stories and become familiar with the sounds of the Italian language and clusters of words. Students are immersed in hearing the language, where meaning is made clear by gestures, dramatization, and conversing.

**Library**

Our library program operates for all students across the school. Students in Prep – Grade 2 attend a 50 minute library session weekly, whilst students in Grade 3 - 6 attend fortnightly for a 50 minute session. Sessions will be undertaken by the classroom teacher with the assistance of our library technicians Mrs Angela Brajkovic and Mrs Yas Bodycoat.

Each library lesson will involve a book or literacy experience followed by an activity or the development of library skills. The books and literature studied at each grade level has been specifically selected for its suitability for the age group.

At each visit to the library all children are expected to borrow from the library’s vast collection of books and resources. Please check with your child on what day they visit the library and ensure that they have their books ready for returning and a bag ready for borrowing.
Assessment is a vital part of the teaching and learning process with the primary purpose being the improvement of student performance. For students and teachers assessment is an ongoing part of the classroom program.

In Grade 2 the following are some of the tools we utilise to assess student knowledge and understanding and to inform our teaching.

- English online interview
- Maths online interview
- Running records – reading
- OWL words (Oxford Wordlist) – spelling
- Gentry spelling test
- Work samples

The gathering, analysing and reflecting on tasks in all curriculum areas enables teachers to make informed judgements about student learning. At Apollo Parkways a variety of assessment methods provide teachers with evidence of what students know and can do, and their particular strengths and their opportunities for improvement. Teachers can then report to parents on how far their child has progressed during the year. Students also use this assessment to set their learning goals for the second semester.

Parents will receive two Victorian Government report cards each year: the first in June and another at the end of the year. Student report cards indicate performance against statewide standards using an A-E scale.

At the beginning of each year the school conducts ‘Parent Teacher Meetings’ which provide an opportunity for parents to meet their child’s classroom teacher and to share important information about their learning that may assist them to settle into a new grade with their new teacher and classmates.

At mid-year students will also be involved in ‘Student Centred Conferences’. Here your child will be able to share their strengths, opportunities for improvement and goals for the year. Their portfolio of work samples and assessment pieces will be used to support the information they provide to you during the 15 minutes of the conference.

Naturally parents can request interviews at other times throughout the year if you have concerns about your child’s development. Please contact the school to make an appointment at a mutually convenient time.
Homework

Homework is an important link in the learning process as it serves to reinforce what is taught at school. It is an essential part of our teaching and learning strategies, designed to build skills in our students, and implemented in a way that makes it relevant and rewarding.

Homework enables parents to be involved and share with the teacher the task of educating their children. Regular home practice encourages independent work and study habits and the use of non-school resources. Homework may assist in the development of organisational skills and children taking responsibility for their own learning.

Home reading is a vital part of the home study routine and should be undertaken each night on school days. This begins in Prep with children reading with adults at home. In Grade 1 and 2 children continue this with growing independence. Children in Grade 3 to 6 will continue with home reading, which is done in addition to the expected homework. A home reading diary is utilised from Prep to Grade 3. In Grade 4 children utilise their diary and in Grade 5 and 6 they use the reading diary app on their iPad to record their home reading.

Children in Grade 2 will spend 10-20 minutes, most nights of the week, on shared work at home. This will include home reading and learning to spell frequently used words from the Oxford Wordlist. Mathletics is available to students to develop their number skills. Occasionally other tasks may be set for homework to enhance your child’s learning. Please support your child to complete and return these so they can share them with their class.

Classroom assistance

Your assistance in our classrooms is welcomed. We understand that not everyone is available to assist us in this way due to work commitments, the care of younger children or home commitments. At times there may be tasks that can be done at home and you may wish to indicate your willingness to assist in this way.

For those parents coming to support in the classroom this is a very special time for you to spend with both your own child and the other children in the grade and we therefore ask that that you do not bring pre-school children along to the sessions.

In Grade 2 we will be commencing classroom assistance on Monday 23rd February.

Parent confidentiality

Apollo Parkways Primary School is grateful to all parents who offer their time to assist in our classrooms. We do however remind you that as a parent helper you are privy to the learning of many students and therefore ask that you respect the privacy of our students and their parents – and honour the need for the strictest confidentiality.

In your role as a parent helper we ask you to support and encourage all students by praising their efforts. Be mindful of making judgements and recognise that all students learn at different rates and have different learning needs.

If at anytime you have questions or concerns please speak with the classroom teacher.
Parents taking photographs at school events

Apollo Parkways Primary School asks that any parent or visitor to our school who may be taking photographs be mindful of their use of these photographs – particularly where the photograph may include other children, either directly or in the background.

Parents should be aware that there are a number of students whose parents do not give permission for their children’s photographs to be placed on the internet – and as a school we are required to ensure that this is adhered to.

We therefore request that those taking photographs be conscious of the wishes of other parents and not post photographs on the internet or social media sites.

School uniform

Apollo Parkways Primary School operates with a compulsory school uniform as a way of strengthening students’ sense of belonging, unity and identity. We ask that students wear the correct school uniform during all school activities including excursions. We ask parents to note these particular aspects in regard to school uniform:

- Any unsafe footwear and/or inappropriate adornments (including nail polish and make up) are not permitted.
- For safety reasons, students should wear only stud or small sleeper earrings, watches and jewellery of religious or personal significance.
- As a ‘SunSmart School’ it is a requirement that school approved hats are worn during terms one and four and when the UV index levels rise above 3.0 between September and the end of April. Naturally hats can be worn at any other time if students choose.
## Integrated curriculum unit

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Integrated curriculum unit</th>
<th>Possible excursion Cost (estimated)</th>
<th>Other school event Cost (estimated)</th>
<th>Swimming</th>
<th>Camping program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Well Being</td>
<td>First Aid session (whole school attending) No cost</td>
<td>Mathletics (annual cost) $9.00 per student</td>
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| Term 2            | Cultural Diversity         | CERES cultural program $28 per student | Life Education (whole school attending) $10.00 per student |                               |                 |
|                   |                            |                                     | Grandparents visit Afternoon (no cost) |                               |                 |

| Term 3            | Science                    | Professor Bunsen (in house presentation) $10.00 per student | Roald Dahl Day (no cost dress-up day) | Swimming payment to be made in term 3 $75 per student |                 |

| Term 4            | Global Balance             | School Magazine (optional) $15.00 per copy | Swimming classes held in term 4 | Extended Day Werribee Zoo & Williamstown $45.00 |                 |

### Note:

The above costs are approximate and provided as a guide only. Parents will be notified of exact costs prior to the event. Other school activities are listed in the calendar for the whole school.

If payment for an activity is required, please send payment together with the permission note to reduce administrative handling.

**Late payments** for events **cannot be accepted** unless this has been previously arranged with the school leadership.
In Grade 2 it’s important to remember…

Encouragement is the key to success. Please remember that children develop at different rates. Not all children sat, walked or talked at the same time. The same applies when children are learning. Your child is developing a greater sense of independence and confidence in his or her abilities. This year children will be encouraged to take responsibility for their learning.

You can help your child by:

- Giving your child extra responsibilities e.g. writing their lunch orders and handing in their notices.
- Involving your child in any opportunities to read and write.
- Talking to your child about their day.
- Praising all attempts.
- Listening to what your child has to say.
- Encouraging your child to have a go and to take risks with their learning.

A positive attitude to school and themselves helps your child immensely in their school lives. If you have any queries please see your child’s teacher.

We look forward to meeting and working with all parents this year.

Joanne Battye (Team Leader), Tanya Batchelor (Curriculum Leader), Karen Dixon, Michelle Marshall and Sue Tyshing