

# Mansfield State School



CLEVER • SKILLED • CREATIVE

## **MANSFIELD STATE SCHOOL**

PARENT INFORMATION SESSION  
YEAR 2, 2021



# PRINCIPAL'S WELCOME

- **Principal** – Mrs Majella Frith
- **Deputy Principals**
  - Prep and Year 1 – Mrs Naveen Lim
  - Year 2, Year 3 and Inclusion – Mrs Katie Broom
  - Year 4 – Mrs Sharon Brand
  - Year 5 and 6 – Mr Ash Wagh
- **Teaching and Learning Team**
  - Head of Department – Curriculum – Mrs Paula Morton
  - Head of Department – Curriculum – Mrs Annette Foster
  - Digital Technologies Mentor – Mr Adam Bell-Booth
- **Guidance Officer** – Raff Fomiatti
- **Business Services Manager** – Mrs Rosie McCulloch
- **Administration Officers** – Joy Holland, Carol Newland and Paula Pitt



# MANSFIELD STATE SCHOOL

## *School Motto*

Loyalty and truth

## *School catch phrase*

Clever – skilled – creative

## *Our vision*

Curious, engaged learners

Creative, critical thinkers

Caring, active citizens



# MANSFIELD STATE SCHOOL

## *Our Focus*

- *Mansfield State School recognises the importance of the partnership between schools and parents to support student learning, engagement and well-being to build a community of active, engaged and caring citizens.*
- *We share a commitment to, and responsibility for, ensuring happy, safe, supportive environments for our students to learn and thrive*

## *Our Values*

- *Giving every student a good start*
- *Engaging young people in learning*
- *Creating safe and inclusive workplaces and communities*
- *Every child succeeding*



# PRIORITIES

## Clarity, Consistency and Cohesion

### Teaching and Learning

- Systematic Curriculum Delivery of the Australian Curriculum
- Investigation, Development, Implementation of Pedagogical Framework

### Continued Embedding:

- Inclusion
- Student well-being – Power Program

## Systems, Processes and Routines across the school

### Full School Review

- Occurs every four years
- Informs the four-year strategic plan
- Focus on 9 areas across the school.
- 4 days



# COMMUNICATION

***Communication between school and home is essential for student learning.***

- Preferred method of communication with school staff is through their school email address: [\\_\\_\\_\\_@eq.edu.au](#)
- School staff will respond to emails within 48 hours (school days only)
- Contacting school staff via social media is not appropriate (Facebook, Messenger, Instagram, etc.)
- If you would like to make an appointment to speak with your child's teacher or other school staff (e.g. specialist teachers), please call or email the school office. Phone calls can not be put through to teachers during school hours, but the office will pass on your contact details and short message to the staff member.
- Information for parents and our community is provided through school newsletters/bulletins, school website, school Facebook page, Qschools and Qparents apps, class newsletters, and other letters/emails sent home.
- If you have any questions or concerns, please contact the school on 3421 3888 or [info@mansfieldss.eq.edu.au](mailto:info@mansfieldss.eq.edu.au)



# DAILY ROUTINES

- Students are not to arrive to school earlier than 8:20 am (unless a supervised activity is being attended- e.g. instrumental music).
- Prior to the first bell at 8:30 am students are to be seated in the Green Zone or in Prep area for prep families.
- School commences at 8:40 am
- End of the school day is 3:00 pm. Please arrange for students to be collected at this time or enrolled at OSHC.
- Students not collected by 3:15 pm will be sent to the office and parents contacted.



# BYOD

The BYOD iPad program is a key component in creating digitally literate 21<sup>st</sup> Century learners at our school.

The success of this program relies on teachers, students and parents working together to ensure:

- iPads are sent to school **EVERY** day, fully charged and ready to use
- iPads should have adequate protection e.g. case, screen protector
- All apps from the Year Level list (on the school website) must be downloaded and available to use in class
- iPads must not be used before or after school or at lunchtimes while on school grounds
- Students must adhere to the school's iPad agreement documents, including not using inappropriate apps, messaging services, or taking or sending images to other students while at school.

***iPads are used in classrooms as a LEARNING TOOL, not a toy or game machine. Students need to be able to access them when required at school each day.***





# HOW CAN I GET MORE INVOLVED?

- **Attend school events**
  - Assemblies and ceremonies
  - Parent Teacher Conferences
  - Sports carnivals and music performances
- **Volunteer around the school**
  - Helping in the classroom
  - Stephanie Alexander Kitchen Garden
  - Swimming program
  - Volunteering in the tuckshop
  - Music support group
  - MADS support group
  - Reading program and school library
  - P & C related role – Fete, Book Club, Tuckshop, Lost property, working bees, etc.
- **Become an active member of our P & C**
  - Meetings 2<sup>nd</sup> Monday of each month in the Staff Room



# QUALITY TEACHING AND LEARNING

- At Mansfield SS, we teach, assess and report on all eight Learning Areas of Version 8 of the Australian Curriculum.
- Each term, as a team, we collaborate and plan together with the Heads of Teaching and Learning and specialist teachers to ensure consistent curriculum delivery across the Year 2 cohort.
- The Year 2 team meets weekly. We communicate with each other informally throughout the week to ensure consistency.
- The curriculum (what the students are learning) is the same in every class, however, the learning experiences (how students are learning) may differ in each class due to individual learning needs and teaching styles.
- Students work with their teachers to develop individual learning goals to guide personalised learning pathways.

# YEAR 2 TEACHERS



2A Kerry Martyn



2B Nic Greensill



2C Alison Sparks



2D Janine Wilson



2E Jane Bagley and Leah Whitham



2F Nadine Stephens and Jo Asido



2G Fiona Harris




Inclusion Teacher Sam Garrick



# TEACHING AND LEARNING

Curriculum Overviews will be distributed at the beginning of each term.

- These teaching and learning documents will inform parents/carers about the content covered for each term.

MANSFIELD STATE SCHOOL  Year 2 Term 1, 2021

<p><b>ENGLISH</b> <i>Tay Boat - Imaginative texts</i></p> <p>In this unit, students explore a variety of stories in picture books to explore how stories use plot and characterisation to entertain and engage an audience. They will explore and use topic specific vocabulary, expanded noun groups and accurate punctuation (capital letters to indicate proper nouns) when creating their text.</p>	<p><b>MATHEMATICS</b> <i>Number &amp; Place Value</i></p> <ul style="list-style-type: none"><li>• Represent and calculate answers to simple addition and subtraction problems.</li><li>• Apply a range of efficient strategies to add and subtract numbers.</li><li>• Explain personal strategies used to calculate.</li></ul> <p><i>Measurement &amp; Geometry</i></p> <ul style="list-style-type: none"><li>• Draw two-dimensional shapes.</li><li>• Identify and describe features of three-dimensional objects.</li><li>• Use key features of two-dimensional shapes to solve a problem.</li></ul> <p><i>Chance and Data</i></p> <ul style="list-style-type: none"><li>• Describe outcomes for everyday events.</li><li>• Connect and apply chance understanding to the inquiry question.</li><li>• Use mathematical language.</li><li>• Collect, organise and represent data to make simple inferences.</li><li>• Make sense of collected information.</li></ul>	<p><b>SCIENCE</b> <i>Mix, make and use: Combining materials for a purpose</i></p> <p>Throughout this unit, students develop scientific understanding to describe changes to materials and identify that certain materials have different uses. They will pose and respond to questions about their experiences and predict outcomes of investigations. Students will record and represent observations and communicate ideas in a variety of ways.</p>
<p><b>TECHNOLOGIES</b> <i>Design Technology: Engineering principles and systems</i></p> <p>Students explore and use paper engineering techniques, describe the purpose and features of familiar products and how they meet the needs of users. They evaluate and communicate design ideas and designed solutions using modelling and simple drawings.</p>	<p><b>MUSIC</b></p> <p>Specialist Teachers: ○ Ms Topka ○ Mr Horvath</p> <p>In music, year 2 students explore rhythm and notation books and everyday texts as stimulus for music making and responding. They will also use body percussion to accompany songs and apply the elements of music to their performances and compositions.</p>	<p><b>HEALTH and PHYSICAL EDUCATION</b></p> <p>Health Classroom Teachers <i>Our Culture</i></p> <p>Students explore what shapes identify, examine strengths and achievements and explore how everybody is different.</p> <p>Movement/Physical Education Specialist Teachers: ○ Mr Kelvin Crosby ○ Mrs Vanessa Vansteegen</p> <p><i>Swimming</i></p> <p>Students demonstrate fundamental movement skills to perform freestyle and apply strategies to learn mammalies safe in an aquatic environment.</p>
	<p><b>HASS</b></p> <p>Specialist Teachers: ○ Ms Donna Waters ○ Mrs Rebecca Cassidy ○ Mrs Emmanuelle Rousseau</p> <p><i>How has technology changed over time?</i></p> <p>Students identify how and why the lives of people have changed over time while others have remained the same.</p>	

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# ENGLISH

## Term 1 – Imaginative Unit:

- Explore a variety of stories in picture books to understand how stories use plot and characterisation to entertain and engage an audience.
- Explore and use topic specific vocabulary, expanded noun groups and accurate punctuation (capital letters to indicate proper nouns) when creating their text.
- Create imaginative events to be added to a familiar narrative, with appropriate images that match the text.

## Term 2 – Poetry (Imaginative) – Innovation of a known poem

## Term 3 – Reviewing a text to express a personal opinion (Persuasive)

## Term 4 – Information text with supporting images (Informative)

- Learning Walls – explicit expectations of standards, identifying own areas of need, setting goals



# MATHEMATICS

- ❑ Term 1     **Number and Algebra:**
  - Represent and calculate answers to simple addition and subtraction problems
  - Count to and from 1 000
  - Apply a range of efficient strategies to add and subtract numbers
  - Explain personal strategies used to calculate.
- Measurement and geometry:**
  - Draw two-dimensional shapes
  - Identify and describe features of three-dimensional objects
  - Use key features of two-dimensional shapes to solve a problem.
- Statistics and Probability**
  - Collect, organise and represent data
  - Interpret data and make inferences from collected data
  - Describe outcomes for chance events
  
- ❑ Term 2 – **Number and Algebra**
  - Measurement and geometry
  
- ❑ Term 3 – **Number and Algebra**
  - Measurement and geometry
  
- ❑ Term 4 – **Number and Algebra:**
  - Measurement and geometry
  - Statistics and Probability
  
- ❑ Problem Solving and Reasoning



# SCIENCE

- Term 1 Chemical Sciences: Mix, Make, Use – combining materials for a purpose
  - Describe changes to objects and materials
  - Identify that certain materials have different use
  - Pose and respond to questions
  - Predict outcomes
  - Record observations and communicate in a variety of ways
  
- Term 2 Physical Sciences: Push and Pull Forces
  - How objects move and change shape
  
- Term 3 Earth and Space Sciences: Earth's resources
  - How Earth's resources are used in a variety of ways
  
- Term 4 Biological Sciences: Life cycles of living things
  - How living things grow and change



# HUMANITIES AND SOCIAL SCIENCES (HASS)

Ms Donna Waters, Mrs Rebecca Cassidy, Mrs Emmanuelle Rousseau

Term 1 HASS - History focus

How has technology changed over time?

Term 2 Continued

Term 3 HASS - Geography focus

How are people connected to their place and other places.

Term 4 Continued





# HEALTH AND PHYSICAL EDUCATION (HPE)

HPE is one Learning Area in the Australian Curriculum.

From 2021, all schools must report on HPE as one Learning Area.

Movement is taught by specialist teachers and Health is taught by the Year 2 classroom teachers.

- Term 1 - **HPE:** Swimming Commencing Week 3  
Students demonstrate fundamental movement skills to perform freestyle and apply strategies to keep themselves safe in an aquatic environment.  
**Health:** Our culture  
What shapes identity, examine strengths and achievements and explore how everybody is different.
  
- Term 2 – **HPE:** Scooting along -  
**Health:** My classroom is healthy safe and fun
  
- Term 3 – **HPE:** Ropes and rhymes – skipping skills  
**Health:** Stay Safe – Emotional Wellbeing
  
- Term 4 - **HPE:** What's your target? -  
**Health:** Health Message Targets

# SWIMMING

*Each child must return their permission form before they can participate in the swimming lesson.*

Must bring:

- Swim cap
- Sunshirt/rashie
- Swimmers/togs
- Towel
- Goggles optional but recommended
- Sports uniform is easier when dressing



# THE ARTS

We take a Subject Area approach to teaching, assessing and reporting for the Arts. Music is taught every term by specialist teachers and, the other Arts subjects: Drama, Dance, Media and Visual Arts are taught by classroom teachers.

## Term 1 - **Music**

Students explore fiction and non-fiction books and everyday texts as stimulus for music making and responding. They will also use body percussion to accompany songs and apply the elements of music to their performances and compositions.

## Term 2 - **Music**

**- Media Arts**

## Term 3 - **Music**

## Term 4 - **Music**

**- Visual Arts**



# TECHNOLOGIES

We take a Subject Area approach to teaching, assessing and reporting for Technologies.

Design and Technologies and Digital Technologies are taught in alternate semesters.

Teachers are supported throughout the year by the school's STEM Mentor.

Semester 1 Design and Technologies: *Engineering principles and systems*

Students explore and use paper engineering techniques, describe the purpose and features of familiar products and how they meet the needs of users. They evaluate and communicate design ideas and designed solutions using modelling and simple drawings.

Semester 2 Digital Technologies



# HOMework

Homework book sent home Mondays (commencing Week 3) and returned each Friday morning.

## READING

Daily home reading – from Week 3

## SPELLING

Completing activities using their spelling words

## MATHEMATICS

Revision of number concepts

## WRITING

Weekly writing task

YEAR 2 HOMEWORK SHEET – Term 1, Week 3.... Due Friday			
<p><b>LOOK</b></p> <p>Look at your word.</p> <ul style="list-style-type: none"> <li>• Look for patterns, tricky bits, smaller words hiding and parts that remind you of other words.</li> </ul>		<p><b>SAY</b></p> <p>Say your word.</p> <ul style="list-style-type: none"> <li>• Say your word out loud and in your head.</li> <li>• Say it just the way it looks if that helps.</li> <li>• Think of a mnemonic.</li> </ul>	
<p><b>COVER</b></p> <p>Cover your word.</p> <ul style="list-style-type: none"> <li>• Close your eyes and visualise it in your mind.</li> <li>• Remember the shape of your word and the tricky bits.</li> </ul>		<p><b>WRITE</b></p> <p>Write your word.</p> <ul style="list-style-type: none"> <li>• Take your time.</li> <li>• Look at what you've written.</li> <li>• Ask 'does it look right?'</li> <li>• Make changes if needed.</li> </ul>	
<p><b>Check</b></p> <ul style="list-style-type: none"> <li>• Check against the original word.</li> <li>• If it's right, be proud.</li> <li>• If it's wrong, circle the tricky bit and try again.</li> </ul>		<p>Parent's Initials</p>	
<p><b>Home Reading</b> – Parents please fill in:</p>			
Monday – Title			
<input type="checkbox"/> Read to child	<input type="checkbox"/> Read with child	<input type="checkbox"/> Read by child	
Tuesday – Title			
<input type="checkbox"/> Read to child	<input type="checkbox"/> Read with child	<input type="checkbox"/> Read by child	
Wednesday – Title			
<input type="checkbox"/> Read to child	<input type="checkbox"/> Read with child	<input type="checkbox"/> Read by child	
Thursday – Title			
<input type="checkbox"/> Read to child	<input type="checkbox"/> Read with child	<input type="checkbox"/> Read by child	
<p>Spelling – Neatly write out your spelling words each night.</p>		<p><b>HASS:</b> Go on a hunt and find 5 types of 'technology' that your family uses. Write or draw a list in your homework book.</p>	
<p>Have fun exploring Reading Eggs ☺</p>			
<p><b>Number facts</b></p>		<p>The Rainbow Facts are:</p>	
		$1 + 9 = 10$ $9 + 1 = 10$ $2 + 8 = 10$ $8 + 2 = 10$ $3 + 7 = 10$ $7 + 3 = 10$	
<p>Complete the following:</p>			
$8 + \square = 10$	$\square + 3 = 10$	$10 = 9 + \square$	$8 + 2 = \square$
$\square - 2 = 8$	$10 - \square = 7$	$9 = 10 - \square$	$18 + 2 = \square$
<p><b>School Rules</b></p>			
<p>How can you show the 3Bs at school? Write an example in a sentence for each below:</p>			
<p>Be Safe: _____</p>			
<p>Be Respectful: _____</p>			
<p>Be a Learner: _____</p>			
			Parent's Initials



# EXCURSIONS/IN SCHOOL VISITS

Term 1: English

Author visit by children's author Dimity Powell- TBC

Term 2: HASS

Beenleigh Historical Museum and Village - TBC

Term 3:

Term 4: Science - Biological Science Unit

Inquiring about a visiting Entomologist - TBC



# THANK YOU

*Thank you for your ongoing interest and involvement in your child's education. We look forward to working with you in partnership towards the best possible educational outcomes for your child.*

**We now invite you to return to our classrooms.**

We wish to respectfully remind parents that this is not time for you to discuss individual children, but an opportunity to obtain further information about specific classroom routines and expectations.