





## *Acknowledgement of Country*

We acknowledge the Aboriginal people  
as the Traditional Owners of this land  
and we pay our respects to Elders  
past and present.

# Grade 2 Team



**Grade 2A:** Kerry Georgiou  
[kerry.georgiou@education.vic.gov.au](mailto:kerry.georgiou@education.vic.gov.au)



**Grade 2B:** Daniel Jeffery  
[daniel.jeffery@education.vic.gov.au](mailto:daniel.jeffery@education.vic.gov.au)



**Grade 2C:** Elvira Ralston-Ellis  
(Monday, Tuesday, alternating Fridays)  
[elvira.ralston-ellis@education.vic.gov.au](mailto:elvira.ralston-ellis@education.vic.gov.au)



**Grade 2C:** Maria Seneca  
(Wednesday, Thursday, alternating Friday's)  
[maria.seneca@education.vic.gov.au](mailto:maria.seneca@education.vic.gov.au)

# Leadership



**David Twite**

Principal

[david.twite@education.vic.gov.au](mailto:david.twite@education.vic.gov.au)



**Lisa McLeish**

Learning Specialist

Teaching and Learning

[lisa.mcleish2@education.vic.gov.au](mailto:lisa.mcleish2@education.vic.gov.au)



**Emma Heywood**

Assistant Principal

[emma.heywood@education.vic.gov.au](mailto:emma.heywood@education.vic.gov.au)



**Xenia Matani**

Learning Specialist

Engagement and Wellbeing

[xenia.matani@education.vic.gov.au](mailto:xenia.matani@education.vic.gov.au)

# Specialist Teachers



**Milica Stefanovic**

Music Teacher

[milica.stefanovic@education.vic.gov.au](mailto:milica.stefanovic@education.vic.gov.au)



**Julia Scarmozzino**

Art Teacher

[julia.scarmozzino@education.vic.gov.au](mailto:julia.scarmozzino@education.vic.gov.au)



**Josh Grogan**

Physical Education Teacher

[joshua.grogan@education.vic.gov.au](mailto:joshua.grogan@education.vic.gov.au)



**Jack Fray**

STEAM Teacher

[jack.fray@education.vic.gov.au](mailto:jack.fray@education.vic.gov.au)



**Sam Bassegio**

Italian Teacher

[samantha.baseggio@education.vic.gov.au](mailto:samantha.baseggio@education.vic.gov.au)

# Child Safe Statement

Bell Primary School is committed to the safety and wellbeing of all children and young people. This will be the primary focus of our care and decision-making.

Bell Primary School has zero tolerance for child abuse.

We are committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives. Particular attention will be paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability and children who are vulnerable.

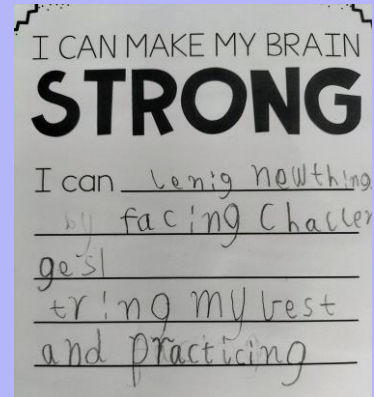
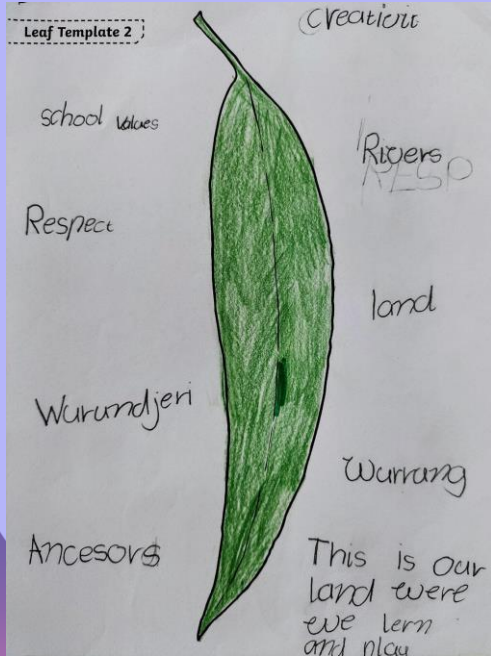
Every person involved in Bell Primary School has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

# Start Up Weeks: Establishing community, expectations and structure.

Students have:

- Unpacked and completed activities to continue developing positive attitudes and behaviours for learning, aligned to the school values.
- Developed an understanding of communal responsibility.
- Set up the expectations and routines for a productive classroom environment and a successful year of learning.
- Learnt something new about everyone in their classroom.

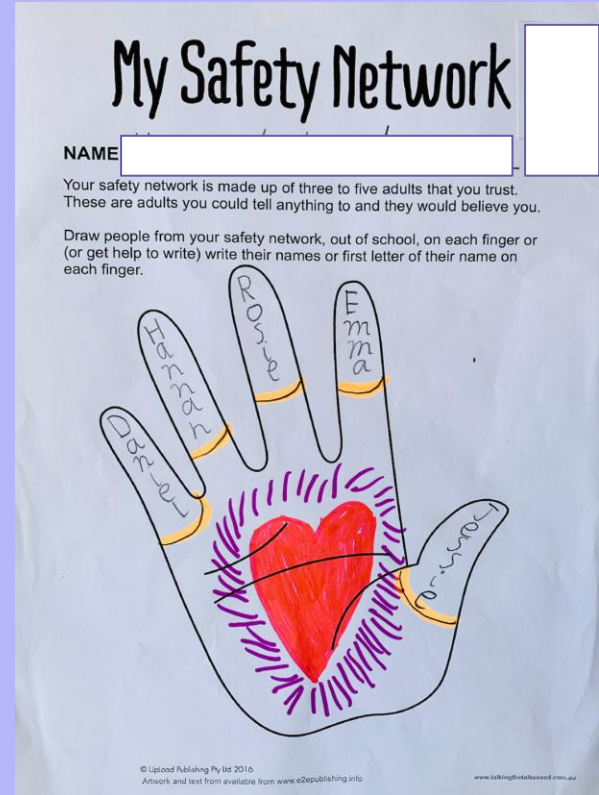
# Work from start up weeks



# Safety network (5 Trusted Adults)

Each student has completed Safety Network, which asks them to name 5 Trusted Adults within the school.

Last Friday, students handed copies to each of their trusted adults. They took one home for further discussion.



# School Values:

Throughout the year, Grade 2s engage in a wide range of activities and discussions to explore and familiarise themselves with our school values:

- Collaboration
- Creativity
- Curiosity
- Resilience
- Respect

These values form the basis of our classroom and school expectations. They are consistent throughout the whole school.

# SWPBS Matrix

## (School Wide Positive Behaviour Support)

Bell Primary: OUR EXPECTED BEHAVIOURS in Grade 2		
	WHAT DOES IT LOOK LIKE	
	Inside	Outside
<b>RESPECT</b> We foster a culture in which people feel safe to be themselves and are inclusive of others. We take care of our environment and enjoy the wonders it offers	<ul style="list-style-type: none"><li>- Respecting peoples/the schools belongings</li><li>- Listening when others are speaking</li><li>- Helping people when they are stuck</li><li>- Being kind to others</li><li>- Asking for consent when wanting to borrow someone's belongings</li><li>- Sharing</li></ul>	<ul style="list-style-type: none"><li>- Including others</li><li>- Fairness when playing games</li><li>- Hands off rule</li><li>- Asking for consent</li><li>- Sharing the space and our toys</li></ul>
<b>RESILIENCE</b> As learners we embrace challenges and don't give up. We can overcome obstacles and bounce back from difficult situations	<ul style="list-style-type: none"><li>- Not giving up when the learning is hard</li><li>- Bouncing back</li><li>- Not letting the actions of others get in the way of our learning</li><li>- When the teacher has to talk to me about doing something wrong, I can change my tune and have a good day</li></ul>	<ul style="list-style-type: none"><li>- When someone calls you names you stick up for yourself</li><li>- Being happy for others when they win a game and you don't</li><li>- When the teacher has to talk to me about doing something wrong, I can change my tune and have a good day</li></ul>
<b>CREATIVITY</b> We are open to novel ideas and explore new ways to solve problems.	<ul style="list-style-type: none"><li>- Using your imagination to come up with different ideas for things such as story writing or artwork</li><li>- Thinking outside the box</li><li>- Using the materials that you have to make things</li><li>- Being inspired by others</li><li>- Using creativity to problem solve</li></ul>	<ul style="list-style-type: none"><li>- Sharing your ideas with others or combining ideas to come up with different games to play that include our own rules to make it fair</li><li>- Using the materials you have around you to make things</li><li>- Creating artwork out of leaves, flowers and rocks</li><li>- Making things like bug hotels out of nature</li></ul>
<b>CURIOSITY</b> We are excited to explore new and challenging ideas.	<ul style="list-style-type: none"><li>- Asking questions about topics that excite us</li><li>- We are ready to take on learning that might be hard</li><li>- Exploring new things</li><li>- Curious about other students in the school and learning about how everyone is different</li></ul>	<ul style="list-style-type: none"><li>- Wondering about things that we find in the yard</li><li>- Curious about what other students might be playing</li><li>- Wondering what games we might play</li><li>- Being curious and asking questions about things in the yard such as how old the trees are</li><li>- Wondering what the gym might look like when its finished and what size it might be</li></ul>
<b>COLLABORATION</b> We work together to share ideas and knowledge in order to achieve a common goal.	<ul style="list-style-type: none"><li>- Helping each other</li><li>- Sharing the load</li><li>- Listening to each others ideas and sharing our own</li><li>- We solve problems as a team</li><li>- Both people can make choices not just one</li></ul>	<ul style="list-style-type: none"><li>- To make sure that everyone is happy</li><li>- Being team players</li><li>- When we build things like fair gardens or sand castles</li><li>- When playing games, we share the rules to make sure it is fair</li><li>- Working together to come up with dance routines</li><li>- We make sure everyone wants to play the game</li></ul>

# Student Wellbeing: Berry Street Education Model

BSEM is an educational model of curriculum and classroom strategies that aims to strengthen the educational outcomes for all students.

Berry Street provides a positive model of education and encourages students to use a growth mindset in their learning. The following strategies are adopted school-wide:

**Morning circles** are designed to:

- set the tone for respectful learning.
- establish connections with peers/ teacher.
- encourage communication and collaboration.
- provide a positive start to the day for all students.

# Student Wellbeing: Berry Street Education Model

## Brain Breaks

Brain-breaks are a fun way to re-engage, stimulate or calm down, and are used to enhance student focus.

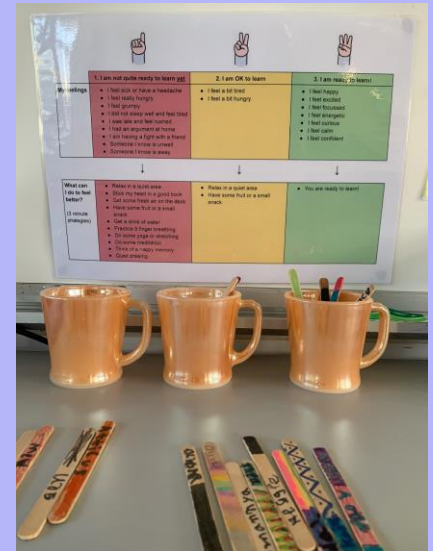
These are short and sharp 2-3 minute exercises. These may be escalating (e.g. a quick game, run around the oval, dance) or de-escalating (e.g. calm breathing exercises, or mindfulness).

## Ready to Learn Scale

The Ready to Learn Scale uses visual cues to recognise students who may not be quite 'ready to learn' at that time of the day for various reasons.

The Ready to Learn Scale is checked before school, after first outside play, within specialist environments (when applicable) and in specific situations.

Self-regulation strategies are used to support students return to a 'ready to learn' mindset.



# Student Wellbeing: Plus 1s, & Responses to Behaviour

Plus 1s are used to positively reinforce student effort and demonstration of behaviours and attitudes aligned to our school values and Classroom Behaviour Matrix.

**Responses to behaviour:** When student/s are not displaying the values of our Class Behaviour Matrix the teacher will employ the following steps.

1. Non-verbal intervention - Look or walk over to student/s and raise eyebrows, finger to lips, shake head.
2. Verbal intervention - Remind student/s of the school values and consider the trigger which is causing the behaviour.
3. Verbal intervention and classroom intervention - Remind student/s of the school values and include a response to help them re engage.
4. Exit to neighbouring classroom for a short time to reflect and change behaviour. Student completes a think sheet to support reflection and discusses this with the teacher upon returning to the classroom.

# Teaching in Grade 2

Across the Grade 2 team, we have four classroom teachers. We work collaboratively to provide a differentiated curriculum by:

- Planning together
- Sharing assessment data
- Taking responsibility for all Grade 2 students
- Supporting the individual needs of each and every child

*We believe that using a combination of all of the above makes for powerful teaching and learning for all students.*

# Curriculum- Differentiation

- We use the Victorian Curriculum to plan all our teaching and learning so students have a broad range of entry and exit points and can be engaged, supported and successful regardless of learning abilities.
- “Needs based” learning: Differentiation within classrooms - all classrooms have a range of ability levels, teachers cater for all levels within their classroom program, which remains fluid throughout all units.
- Pre and post assessments in all areas: To analyse student development/growth and inform team planning. We provide timely and accurate feedback to students so they have guidance and are supported to achieve their personal learning goals.

# Instructional Approaches to Learning Reading Program

In Grade 2 our reading program consists of:

- Explicit teaching of word solving through Jolly Phonics.
- Guiding students to choose 'Just Right Books' and encouraging them to read a wide variety of genres.
- Working with our students to instil a love of reading and knowledge the importance of reading to students for enjoyment.
- Small-group *Guided Reading* sessions, focusing on a specific skill.
- Modelled reading and sharing of whole class texts.
- Daily independent reading.
- Independent reading goals for students.



# Instructional Approaches to Learning Jolly Phonics

Continuing on from Grade 1, we will be working through the Jolly Phonics Program, with a focus on spelling patterns.

Students will be -

- Developing word building skills by adding a variety of suffixes
- Revising digraphs and trigraphs knowledge and finding patterns in their use
- Looking at silent letters, vowel digraphs and common long vowels



# Instructional Approaches to Learning

## 6 + 1 Traits of Writing

- ★ **Ideas:** The meaning and development of the message.
- ★ **Organisation:** The internal structure of the piece.
- ★ **Voice:** The way the writer brings the topic to life.
- ★ **Word Choice:** The specific vocabulary the writer uses to convey meaning.
- ★ **Sentence Fluency:** The way the words and phrases flow throughout the text.
- ★ **Conventions:** The mechanical correctness of the piece.
- ★ **Presentation:** The overall appearance of the work.



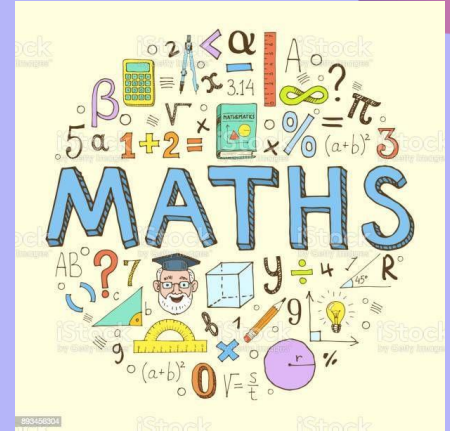
# Instructional Approaches to Learning Maths

In Grade 2, there are 6 Maths sessions per week which cover:

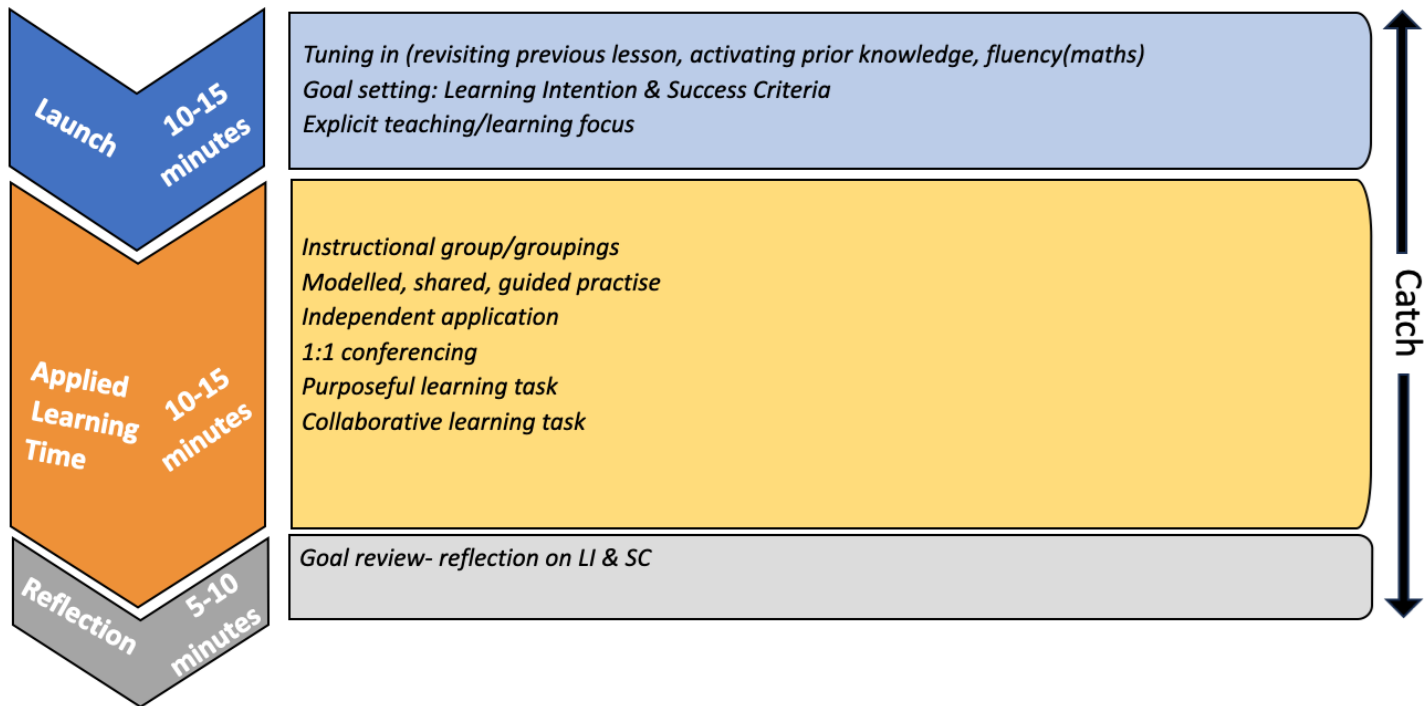
- Number
- Algebra
- Measurement
- Space
- Statistics

**Numeracy in the classroom is:**

- Hands on (i.e. dice, counters, blocks, play doh, sticks, whiteboards, games)
- Multimodal (i.e. songs, videos, written activities etc)
- Collaborative (i.e. small-group, pairs, teacher-group)
- Respectful (i.e. students listen and acknowledge each others' ideas throughout their learning)
- Creative (e.g. thinking of different ways to make numbers, pictures using 2D shapes etc)
- Curious (i.e. students are encouraged to ask questions and explore new ways of learning about numbers)
- Varied (i.e. to suit the needs of individual students, each activity is differentiated to appropriately challenge and support the learning of students).



# Instructional Lesson



# Explorative Lesson



## Context >10 minutes

Consider prior knowledge

Provide a narrative/scenario/  
provocation

Learning Intention as a  
question\*\*

Beginning to co construct success  
criteria.

Reference skills for learning e.g.  
learning assets, writing traits,  
proficiencies.

Reminder of classroom resources  
available for use.

## Explore (5-10 minutes)

Productive Struggle

Exploration, 'have a go',  
problem solving.

Enabling strategies for  
students who are  
struggling e.g. early  
gallery walk, targeted  
enabling prompt

Extending prompts

Informal conferencing/  
roving

Language for learning-  
ok to fail/ challenge/  
learning pit/ growth  
mindset.

## Mid Reflection (>10 minutes)

Students sharing strategies- What  
have we tried? What has worked?  
What are the challenges? What else  
do we need to know?

Worked example/s e.g. Gallery walk

Questioning to prompt.

Beginning to/building on co construct  
success criteria

Explicit teaching- small group based  
on need, whole group

Learning Intention \*\*discussed or  
revisited here

Reference back to language for  
learning assets, learning pit etc

## Reexplore (15-20 minutes)

Refine, extend, Revise and reevaluate strategies,

Continue exploration, 'have another go', problem  
solving.

Enabling/extending prompts

Informal conferencing/ roving or explicit teaching  
– small groups

## Reflection (>10 minutes)

Links back to the purpose of the  
lesson

Metacognition, exploration &  
explanation of process-success  
criteria

Further build on success criteria and  
individual future learning goals

Student reflection on content, what  
was learned? Outcome?

Would they approach it the same way  
next time? What would they do  
differently next time? Where to next?

Students pose further questions

# Term 1 Learning Foci

<b>Reading</b>	<ul style="list-style-type: none"><li>● Solving Words</li><li>● Monitor &amp; Correct</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>● Recount</li><li>● Narrative</li></ul>
<b>Numeracy</b>	<ul style="list-style-type: none"><li>● Place Value</li><li>● Addition &amp; Subtraction</li><li>● Length</li><li>● 2D Shape and Location</li></ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"><li>● Emotional Literacy</li><li>● Personal and Cultural Strengths</li><li>● Positive Coping</li><li>● Digital Wellbeing</li></ul>
<b>Inquiry</b>	<ul style="list-style-type: none"><li>● Design and Technology – <i>Why do we use certain materials?</i></li></ul>

# Term 1: Reading

Focus	Approximate timing	How you can help your child at home
<b>Solving words</b>	Weeks 3-6	<ul style="list-style-type: none"> <li>When reading with your child at home, refer to the decoding strategies poster and ask which strategies helped whilst reading.</li> <li>Encourage your child to ask: 'Does it sound right?' 'Does it look right?' and 'Does it make sense?' when attempting unknown words</li> </ul>
<b>Monitor and correct</b>	Week 7-10	<ul style="list-style-type: none"> <li>Pay close attention to dialogue in stories - how does the character speak? Should any words be emphasised? Does placing emphasis in a different place alter the meaning?</li> <li>As your child reads aloud, encourage them to self-correct when what they've read doesn't make sense and encourage them to monitor meaning by re-reading words and phrases.</li> </ul>

## Decoding Strategies Reading



### Look at the Picture

Use picture clues to help us make sense of a word.

### Look at the First Sound

Make the initial sound.

cat

b a t

### Blending

Put the sounds together and blend as you go.

### Break up the Word

Find digraphs/trigraphs/split digraph smaller words/ prefixes, suffixes or base words within a word.

Jumping  
with



### Flip the Vowel Sound

Use long and short vowel sounds.

### Skip the Word and Come Back

When you are unsure of a word, move on and come back at the end of the sentence.

The frog is green.



### Tricky Words/Sight Words

Words that we cannot decode.

Does it sound right?  
Does it look right?  
Does it make sense?

Use meaning, structure and visual clues.



# Term 1: Phonics & Spelling:

Focus	Approximate Timing	How you can help your child at home.
<b>Jolly Phonics</b>	<b>All Term</b>	<ul style="list-style-type: none"><li>● Support your child to practise letters/digraphs and their associated sound(s).</li><li>● Point out spelling patterns to help your child decode unknown words e.g. 'ay' in the word tray.</li></ul>
<b>Spelling</b>	<b>All term</b>	<ul style="list-style-type: none"><li>● Encourage your child practise their word study words daily for automatic recall.</li><li>● Provide a range of materials for your child to practise spelling and writing these words in fun ways e.g. rainbow writing, using chalk, painting with water on concrete, using LEGO</li><li>● Practise using 'look, say, cover, write, check' at home</li></ul>

# Term 1: Writing

Focus	Approximate timing	How you can help your child at home
<b>Recount</b>	Weeks 3-5	<ul style="list-style-type: none"><li>● Encourage your child to create texts about true events that have already happened in their lives eg. holidays, important events.</li><li>● Ask your child to think about specific events and verbally sequence in chronological order.</li></ul>
<b>Narrative</b>	Weeks 6-10	<ul style="list-style-type: none"><li>● When looking at stories, discuss with your child how authors use specific word choice like describing words, action words and more powerful alternative words (synonyms) to create a certain 'mood' to the story.</li><li>● Ask your child what would happen in a sequel of a text they read or wrote, if there was one. What would happen in the beginning, middle and the end?</li><li>● Support your child to use various word alternatives/ more powerful words in their home-written stories to replace overused words like 'said' and 'went', and experiment with various interesting ideas for stories and story starters.</li></ul>

# Term 1: Numeracy

[Mathematics and numeracy at home \(education.vic.gov.au\)\\*](https://www.education.vic.gov.au)

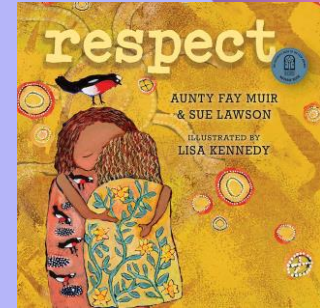
Focus	Approximate timing	How you can help your child at home
<b>Place Value</b>	Weeks 3-6	<ul style="list-style-type: none"><li>• When driving in the car, encourage your child to practise counting by 2s, 5s and 10s up to 100. Try starting at numbers other than zero.</li><li>• Play various board/ cards games with your child that encourage exposure to ordering numbers according to their value.</li></ul>
<b>Addition and Subtraction</b>	Weeks 7-10	<ul style="list-style-type: none"><li>• Encourage your child to use everyday materials/items to model addition and subtraction problems. Prompt them to articulate the strategies they used e.g., counting on from the largest number.</li><li>• To support their ability to utilise strategies such as 'count on' or 'counting back', encourage your child to practise counting forwards/backwards from various starting points. Use opportunities in your environment to provide the starting number e.g., house numbers when going for a walk.</li></ul>
<b>Shape and Location</b>	Weeks 3-7	<ul style="list-style-type: none"><li>• Identify 2D shapes in the environment eg. a tabletop or a post-it note</li><li>• Describe the features of 2D shapes by discussing how many sides and corners they have.</li></ul>
<b>Length</b>	Weeks 8-10	<ul style="list-style-type: none"><li>• Explore with your child by using informal units of measurements (hands, blocks, paperclips, pegs) to measure length.</li><li>• Ask your child what other types of tools they could use to measure objects.</li><li>• Support your child to make estimations about the length of different objects, then compare this with the actual length.</li></ul>

# Term 1: Inquiry – Why do we use certain materials to make objects?

Focus	Approximate timing	How you can help your child at home
<b>Design and Technology</b>	All Term	<ul style="list-style-type: none"><li>● Discuss with your child how different objects are made up of different materials and how they are used in everyday life. Clarify and promote discussion about which materials are sustainable and which are not.</li><li>● Explore with your child how objects are designed and why we need different designs.</li></ul>

# Term 1: Wellbeing

Focus	Approximate timing	How you can help your child at home
<b>Personal and Cultural Strengths (RRRR)</b>	Weeks 3-4	<ul style="list-style-type: none"><li>● Talk about personal strengths that you can see being used by your child and others and how they contribute to the family, eg: honesty, fairness, kindness, organisation etc.</li><li>● Encourage your child to identify and talk about the personal strengths they have used at school in class or the playground.</li></ul>
<b>Positive Coping (RRRR)</b>	Weeks 5-6	<ul style="list-style-type: none"><li>● Discuss the importance of reflecting feelings and achievements and how they contribute to your child's life</li><li>● Encourage your child to persist with difficult tasks and challenge them to try new things</li><li>● Select strategies with your child to keep themselves happy and safe at school and at home</li></ul>
<b>Digital Wellbeing</b>	Weeks 7-9	<ul style="list-style-type: none"><li>● Discuss the importance of having device-free moments at home.</li><li>● Co-create sets of rules for device-free moments at home (eg. no iPads in the bedroom)</li><li>● Discuss the types of information online - what information should be kept private?</li><li>● Discuss with your kids what makes a good password.</li><li>● Work with your kids to choose an appropriate gamertag.</li></ul>



## Visual Art

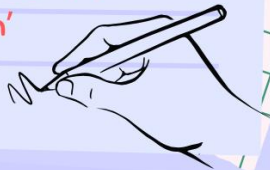
Julia



Name: Julia

About me: I love drawing and making clay ornaments. I have two rabbits called Jojo and Bonnie. I love travelling and reading.

The earth without art  
is just 'eh'



## MUSIC

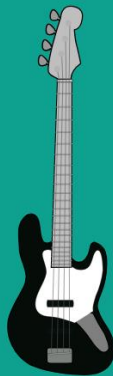


## Profile

Name: Ms S

About Me: I was born in Sydney. I love to rock! I like cooking. I go for the Sydney Swans. I play in the staff band, the Red Hot Bell Peppers.

"Where words fail,  
music speaks" -  
Hans Christian Andersen





# STEAM

## Profile

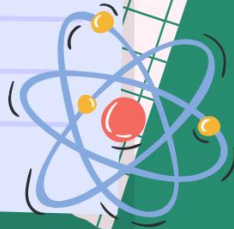


Name: Jack

About me: I have three children; Felix, Gwen and Heidi.

I like to play cricket and go swimming, or read a good book! I also love to play music with the staff band, the Red Hot Bell Peppers.

**"A person who never made a mistake, never tried anything new" - Albert Einstein**



# Physical Education



## Profile



Name: Josh

About me: I love all sports but my favourite sports are Rugby Union and Golf. I have two dogs Luna and Billie. I also love food and could eat sushi every single day.

**"I never lose. I either win or learn"**






# ITALIAN

## Profile

Name: Professoressa Sam

About me:

 I love rainbows and glitter! ✨

I enjoy singing, cooking, my family and friends, listening to music, traveling, and being in the staff band, The Red Hot Bell Peppers! 🎵 Most of all, I love my kids, Rosie and Freddie! ❤️

"Kindness grows when  
you share it." 🌱



# Term 1: Italian

In Term 1 students will:

- revisit the language of greetings in social situations and times of day
- participate in the “Una settimana con...” (One week with...) project. Each week a student will take home one of our Italian amici (friends) and take photos and write sentences about their shared adventures

The project encourages students to use everyday language in conjunction with everyday activities to strengthen their knowledge and understanding.



# Term 1: Art



In Term 1 students will:

- Learn about artists such as Yayoi Kusama
- Experiment with modelling techniques to create Yayoi Kusama inspired clay pumpkins
- Experiment with scale

# Term 1: P.E.



In Term 1 students will:

- participate in a positive play unit to develop problem-solving skills and positive relationships
- participate in a Gymnastics Unit focused on
  - Balancing while moving
  - Springing and landing from a height
  - Rotating around different axis of the body (forward rolls, pencil rolls)

# Term 1: Music



In Term 1 students will:

- use movement, dance, body percussion and singing to explore the musical story 'The Dinosaur Who Lost His Roar'
- use hand symbols to represent pitch
- use instruments to play simple melodies in the story and explore improvisation

# Term 1: STEAM

In Term 1 students will:

- empathise with others
- define problems
- ideate solutions
- consider perspectives from diverse cultures

Through the term's Technology focus, students will;

- investigate materials

# Parent-Carer Support Documents

How you can support your child's learning:	
Art	<ul style="list-style-type: none"><li>● <a href="#">Practise drawing pumpkins</a></li><li>● Ask your child to reflect on their artwork and what they found easier and/or trickier</li><li>● Visit free <a href="#">Kusama for Kids</a> at NGV</li></ul>
Italian	<ul style="list-style-type: none"><li>● Practise words like 'ciao' (hi/bye), 'buongiorno' (hello/good morning), and 'arrivederci' (goodbye) at school drop-off and pick-up.</li><li>● Take time to formulate the simple sentences in the "Una settimana con..." passport books when it is your child's turn to take their amico/a (friend) home will assist them in using everyday language with everyday activities.</li></ul>
STEAM	<ul style="list-style-type: none"><li>● Ask your child to be <i>very</i> observant of the natural world when out and about - what seasonal changes can they identify in the natural world?</li><li>● Consider how accessible the different facilities your children use are, and who might benefit e.g. tactile pavements, sounds and vibrations at pedestrian crossings. Discuss these with your child.</li></ul>

# Parent-Carer Support Documents

## How you can support your child's learning:

P.E.

By building on the gymnastic principles of balancing, springing and rotating. Below are some examples of activities for each principle.

**Balancing:** Roll a towel along the long edge to make a small balance beam to walk along.

**Springing:** Perform 5 frog leaps making sure to take off from 2 feet and land in the motorbike position with bent knees.

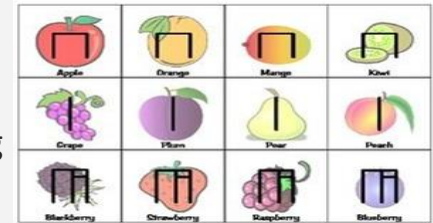
**Rotating:** Ensure there is plenty of space, get your child to perform a forward roll on a soft surface (grass or mattress), make sure they tuck their chin to their chest and place their head between their knees. Get them to hold a pair of socks under their chin and try to do the forward roll without the socks falling out.

Music

Practise clapping through the rhythmic syllables of different words.

You might like to think about a theme, for example, fruit.

You can even try writing down the rhythms (see example) and performing them on instruments (or home-made/found instruments) at home.

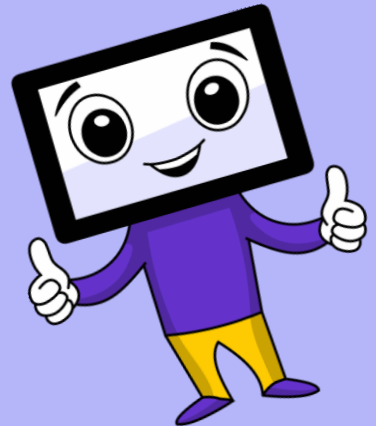


# ICT

Information Communication Technology tools are used to enhance the learning experience.

Some of the ways we use ICT include:

- Literacy & Numeracy lessons - Wushka and interactive spaces that support the areas we are covering in a different way
- Assessment Tasks
- Researching
- Digital Wellbeing



# Intervention / Tutoring

Maria Tevelis is our Intervention/Tutoring teacher. She will provide additional targeted teaching to identified students in either Reading or Number.

These judgements will be based on multiple sources of evidence including Victorian Curriculum achievement levels and classroom-based assessments.

Within the constraints of the additional funding, they are prioritising students that are 12 months or more behind in Reading or Number.

Data will continue to be monitored as students' progress throughout the year and appropriate adjustments to the program will be made.

Identified students will begin the first cycle of intervention/tutoring in the coming weeks and further information will be communicated directly to families.

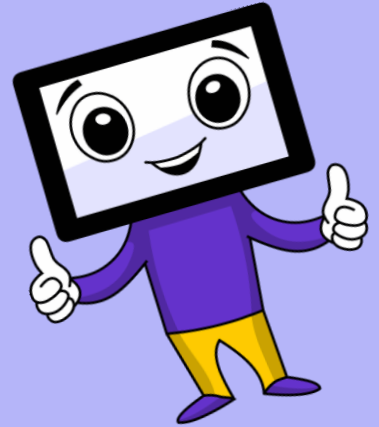
Parents/carers who are concerned about their child's learning progress should speak with the classroom teacher as the starting point, who will then liaise with Maria where required.



[Maria.Tevelis@education.vic.gov.au](mailto:Maria.Tevelis@education.vic.gov.au)

# Digital Wellbeing

- Students will participate in Common Sense Media lessons around cyber safety throughout the year.
- Expectations & user agreements (students to co-sign on Compass). Covered last week through 'How we use devices at Bell'.
- School devices have Internet filtering via school network (DET approved filters).
- Students cannot access iPads during wet day timetable. Ipads are usually scheduled for either Literacy activities, Maths Assessment and research across the curriculum.
- Students become aware about expectations around if something inappropriate pops up that they must bring it to the attention of the teacher to investigate further with a member of the ICT team.
- Videos ie. YouTube- is blocked for students and can only be viewed with teacher supervision.
- Smart watches- Smart watches must be turned to watch mode only (ie. no communication or photo taking ability). Where this is not possible, the watch cannot come to school or must be removed and stored by the teacher.



# Opportunities to connect at a grade level

We truly value your partnership for the best outcomes of students.

Our focus for Term 1 is for students to settle back into the routines of school.

Later in the term, we will communicate with parents/carers regarding opportunities to provide support in the classroom.

Termly Celebrations of Learning (Literacy, Numeracy, Inquiry, Wellbeing) will be scheduled to fit in with the learning program and plans across the year.

We are exploring Specialist Celebrations of Learning this year.

Family Maths Night this term - March 27

Support clubs and other extra-curricular activities e.g. State Schools Spectacular

# Opportunities to connect at a whole school level

We truly value your partnership for the best outcomes of students.

- Attend a Bell Blitz or other projects
- Join a sub-committee or working party: Finance, Education, Community Engagement & Fundraising, Diversity & Inclusion, Infrastructure, Sustainability.
- Be elected for School Council (2 years)

When parents/carers are able to help either in the classroom or on excursions, a Working valid with Children Check will be required and a copy kept at the office.

Applications for a Working with Children Check can be made online and are free for volunteers.

<https://www.workingwithchildren.vic.gov.au/>

Parents/Carer helpers will need to sign in at the office on the Compass Kiosk and get a visitors tag, before helping in the classroom.

# Getting to Know You Meetings

Year 1-6 teachers will be conducting 1:1 Getting to Know You Meetings on Tuesday March 11 between 2:30-7:00pm. These meetings facilitate individual time for parents/carers to share information about their child with this year's classroom teacher/s and are an important opportunity for you to:

- meet and get to know your child's teacher(s)
- help your child's teacher(s) understand more about your child
- exchange information to support your child's learning, social and emotional needs
- make plans with the teacher(s) about how you can both support your child
- continue to strengthen the crucial home-school partnership

These meetings, whilst about your child as a learner, are not designed to give detailed progress reports of student achievement given the early scheduling.

**\*\*If your child has an Individual Education Plan, a combined GTKY/ IEP meeting will be scheduled**

# Further Support Your Child's Learning at Home

**At Bell Primary, we aim to build partnerships with parents to support the learning program that is delivered at school. You can support your child by:**

- Engaging in daily conversations with your child about what they had learnt at school and make links between what they have learnt and daily life.
- Referring the Parent/Carer Learning Support document to engage your child in learning opportunities outside of school that are linked to classroom foci.
- Supporting your child to develop a consistent reading routine. Students should read at home for at least 15-20 minutes per day.

# Homework – Take Home Reading:

Students will select 'Just Right' books to take home and practise their reading each evening for 15-20 minutes.

On their first day of having a book, students can focus on decoding unknown words and developing meaning from the text. When practising a text for the second night, students should focus on phrasing, fluency and comprehension of the text.

- Parents/carers can support comprehension and understanding by asking students to retell the story, discuss the problem and solution to the problem. Ask about how the setting adds to the story. Discuss traits of various characters.
- Ask students to retell information from a factual text and which piece of information they thought was most important. Ask your child to discuss a picture or diagram in the book.

Students will keep their books in their blue satchels. Books will be changed on Mondays, Wednesdays and Fridays.

*Any additional structured home tasks that may be set throughout the year will always be communicated via an email or Compass post.*

# Daily Word Study: (Commencing Week 5)

Students will bring home weekly spelling words to practise through Look, Say, Cover and Visualise, Write, Check each day. Words will be pasted into their small spelling scrapbook and this will need to be kept in their blue satchel. **These words will be based on their Jolly Phonics learning.**

# Communication

Main form of communication takes place through Compass. Please read news feeds frequently.

Please email/talk to your child's classroom teacher as a first port of call for questions or concerns.

**2A - Kerry Georgiou** [kerry.georgiou@education.vic.gov.au](mailto:kerry.georgiou@education.vic.gov.au)

**2B - Daniel Jeffery** [daniel.jeffery@education.vic.gov.au](mailto:daniel.jeffery@education.vic.gov.au)

**2C - Elvira Ralston-Ellis** [elvira.ralston-ellis@education.vic.gov.au](mailto:elvira.ralston-ellis@education.vic.gov.au)

**2C - Maria Seneca** [Maria.Seneca@education.vic.gov.au](mailto:Maria.Seneca@education.vic.gov.au)

Make an appointment via email to allow for proper time to address concerns.

School Website: <http://www.bellps.vic.edu.au>

# Parent/Carer Information 2025

The below link will take you to the school website where you can download a document which contains important information regarding administration matters and processes (e.g. payments, absences/Compass, medications, sick bay, uniform etc). Please check the community tab for more information.

[Click here to access 2025 Parent/carer information reminders](#)

# SPECIALIST TIMETABLES

## 2A: Kerry

MON	
TUE	STEAM - Session 3 SPORT - Session 4
WED	ART- Session 1 MUSIC - Session 2
THURS	LOTE- Session 1 LIBRARY- Session 4
FRI	

## 2B: Daniel

MON	
TUES	MUSIC- Session 3 STEAM- Session 4
WEDS	SPORT- Session 1 ART- Session 2
THURS	LIBRARY- Session 3
FRI	LOTE- Session 2

## 2C: Elvira/ Maria

MON	LIBRARY- Session 6
TUES	ART- Session 2 LOTE- Session 4
WEDS	MUSIC- Session 1 SPORT- Session 2
THURS	
FRI	STEAM- Session 2

## Term 1 Key Dates

### **Week 7:**

Monday 10th of March

- ▶ Public Holiday - Labour Day

Tuesday 11th of March

- ▶ Curriculum Day
- ▶ Getting to Know You Meetings (2:30pm to 7:00pm)

### **Week 10:**

Tuesday 1st of April

- ▶ Grade 2 Celebrations of Learning

Thursday 28th of April

- ▶ Last Day of Term 1 - 2.30pm dismissal

**QUESTION TIME**