

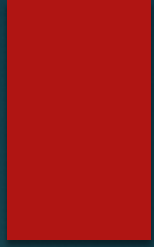


St Paul's
School

Welcome to our Year 2 Parent Evening



St Paul's
School



SETTING UP FOR SUCCESS

ST PAUL'S JUNIOR SCHOOL



**St Paul's
School**

DROP-OFF

Duty starts at 8am

Parents need to wait with Prep to Yr 2 students until classroom doors open.

Students that are here before 8am need to wait in the Lower Courtyard.

Low level active games are permitted, e.g. handball.



**St Paul's
School**

PICK-UP ARRANGEMENTS

P-Yr 2 are dropped off in the undercover area to meet parents.

Yr 3 walk out on their own to the first drive through pick up zone.

Yr4 -6 walk out to the end of the second drive through pick up zone

Duty finishes at 3:30 any students in P-Yr2 still waiting will be brought to reception which closes at 4pm.

CARPARK



**St Paul's
School**

The carpark is a shared space.

There are 2-minute waiting zones only- please do not park and wait, keep circling until your student arrives.

HATS and SHOES



**St Paul's
School**



We are a Sun Safe School.....

NO HAT NO PLAY- students will be directed to a covered courtyard



Hats should be worn to and from school

Shoes must be worn at all times while at school.



St Paul's
School

PLAYGROUNDS

PLAYGROUNDS ARE OUT OF BOUNDS BEFORE AND AFTER SCHOOL FOR THE SAFETY OF THE CHILDREN.

CHANGES TO START TIMES



**St Paul's
School**

The school is running a different timetable in 2026.

The first period of the day starts at 8:35am- with the first bell going at 8:30am. We need students to be at school on time to start the day.



**St Paul's
School**

ADULT BATHROOMS

Due to Child Protection, adults are not permitted to be in the student's toilets. There is an adult toilet available near the Yr 3-6 changerrooms in Lower Frost.



Personal devices and jewellery

Mobile phones are placed in a class collection box for teachers to safely store during the school day.

Smart watches are not to be worn at school.

For safety reasons, earrings should be limited to small, plain gold or silver studs or sleepers only.

At St Paul's School

WE ARE...



DILIGENT

We stay focused, work hard, and complete tasks with care and effort.



RESPECTFUL

We treat ourselves, others, and our environment with kindness and consideration.



INCLUSIVE

We welcome everyone, celebrate differences, and make sure no one is left out.



VALIANT

We show courage, bounce back from setbacks, and try even when it's tough.



ENGAGED

We are curious, involved, and give our best in every learning opportunity.

Learning Outline

Learning Outlines for each term are posted on Seesaw on the second Tuesday each term.

They list the topics to be covered and give suggestions on how you can help at home.

English Curriculum

Phonics & Spelling

In Year Two, we use the **InitialLit** program, which is implemented across **Prep to Year 2** to provide a consistent and structured approach to early reading and spelling. InitialLit is a **systematic, evidence-based phonics program** that supports students to:

- ▶ Develop a clear understanding of **phonemes** (sounds) and **graphemes** (letters and letter combinations)
- ▶ Practise **segmenting** and **blending** sounds for reading and spelling
- ▶ Build accuracy, confidence and fluency in reading and writing
- ▶ The program includes explicit teaching, regular revision and targeted practice, ensuring all students are supported and challenged as they progress.

Reading

Reading is taught through **modelled, shared and independent reading** experiences. Students are supported to develop strong reading skills, with progress monitored through **fluency, expression, comprehension and retelling**.

Writing

Students will write a range of text types, including recounts, procedures, persuasive and narrative texts. There is a strong focus on sentence structure and punctuation, including the correct use of capital letters, full stops, question marks, commas and exclamation marks. Students are encouraged to use **interesting vocabulary** and to edit their writing to ensure it makes sense.

Curriculum

Maths

Concepts are explored through hands on activities or games using a variety of manipulatives and materials. These concept include the following strands number, place value to 1000, addition, subtraction, multiplication and division, skip counting, quarter past and quarter to time, fractions of a shape and number, months of the year, days of the week, shapes and collecting and analysing data. We use the Maths Trek program that is followed throughout the Junior School.

HASS (Humanities and Social Sciences)

Students explore how life in the past has helped shape the way we live today. They investigate connections to places near and far, considering how distance influences the way people communicate and stay connected. Learning includes local and global perspectives to help students understand their place in the world.

Science

Students engage in explicit teaching and hands-on investigations across three key areas:

Changing Materials – exploring how objects are made from different materials and identifying their observable properties.

Sound – exploring sources of sound and discovering ways to create, change and control sound.

The Sky – investigating observable changes in the sky, including daily and seasonal patterns.

Digital Technologies

Students learn about digital safety and develop digital skills through the use of **Microsoft Word, PowerPoint and Canva**, with a focus on typing skills in preparation for Year 3. Students also continue to build block coding skills by using **Code.org**.

Who are our Specialist Teachers?

Japanese	Charles Mackenzie-Smith	c.mackenzie-smith@stpauls.qld.edu.au
Visual Culture	Lee-Anne Plasto	l.plasto@stpauls.qld.edu.au
Music	Victoria Keomahavong	v.keomahavong@stpauls.qld.edu.au
Library	Janelle Hamling	j.hamling@stpauls.qld.edu.au
HPE	Nicolas Anderson	n.anderson@stpauls.qld.edu.au
Learning Support	Helen Sheppard	h.sheppard@stpauls.qld.edu.au

HOMework

Spelling

Each Monday, students are introduced to their **weekly spelling focus** as part of the **Initialit** program. Students complete a spelling activity each week in their **homework book**.

Mathletics

Each week, your child's teacher assigns **three Mathletics tasks**. Students are encouraged to complete these tasks and may explore additional activities, including **Mathletics Live**, to further develop their number skills and confidence.

Sharing

Please refer to the **Sharing timetable and expectations**, which can be found on **Seesaw** and in the **Sharing booklet**. Each term, students will have the opportunity to participate in **one sharing presentation**, allowing them to practise speaking skills and build confidence.

HOMework

Reading

Home Reading

Students are expected to read **every day for approximately 10–15 minutes**. In Year 2, students use **decodable readers** that align with the phonics skills taught in class. Each child is assessed on their knowledge of sounds and then allocated a **reader box** from which they choose their home reading book. Books are changed in the morning each day.

Families can support comprehension by asking questions **before, during and after reading**.

Each child has a **Reading Log** to record their daily reading. This should be signed by a parent.

Reading for Pleasure

Reading for pleasure plays an important role in developing a love of reading. These books may be read **by the child, with an adult, or to the child**.

Students are encouraged to enjoy a **variety of fiction and non-fiction texts**, helping to build vocabulary, knowledge and engagement with reading. Listening to audiobooks is also recommended.



Homework



Homework will be set on **Monday** and is due to be returned each **Friday**.

Spelling

Students will complete a spelling activity each week in their Homework book. Spelling list and activity will be stuck in their homework book. Some additional ways you can practice spelling include:

- Saying the word, spelling it aloud, then writing it
- Finding the word in a book or spotting similar word patterns
- Practising with magnetic letters or whiteboards
- Tracing over the word while saying the sounds

Reading

Students are expected to read **every day** for approximately **10–15 minutes**. To support comprehension, ask questions before, during, and after reading. Discuss decoding strategies that can be used to help segment and read unfamiliar words.

Please record the title of each book read in the reading log daily. This helps teachers track reading progress and levels.

Reading for Pleasure is also very important. These books may be read independently or shared with an adult. Enjoyment and discussion of stories are encouraged.

Listening to audiobooks is also a valuable way to build vocabulary, comprehension and a love of stories. Audiobooks can be enjoyed in addition to daily reading and may be shared with an adult.

Mathletics

Each week, your child's teacher will assign three Mathletics tasks. Students may also complete additional activities or practise skills by playing Mathletics Live. Log in via www.mathletics.com.au. Details will be available in Homework books.

Sharing task

Please refer to the Sharing timetable and practice for your sharing day. This can be found on Seesaw and in hard copy.

Parent Check

Please check your children's homework has been completed before they hand it in. Thank you for your help!

COMMUNICATION

PARENT TO TEACHER COMMUNICATION

Partnerships between the home and school environments are integral to providing the highest support for your child's learning and development.

Please be aware that as we are with the children throughout the day, we often do not get time to check emails. If you have an important message, please contact the Junior School Reception on (07) 3261 1388. It is St Paul's policy that email turnaround is 2 working days.

LIZ FOSTER

l.foster@stpauls.qld.edu.au

MARTINA DALGLEISH

m.dalgleish@stpauls.qld.edu.au

KATHERINE JACQUES

k.jacques@stpauls.qld.edu.au



COMMUNICATION



St Paul's
School

Teacher–Parent and Student–Parent Communication

Seesaw is a key platform used to strengthen learning connections between home and school. It is a **digital portfolio** where students may upload photos, videos and examples of their learning. This allows teachers to capture student progress and thinking while giving families a window into classroom learning.

It is our **main communication tool** for sharing important dates, reminders and class information with families.

Class Parent Liaison (CPL)

Each class is seeking a parent volunteer to act as a **Class Parent Liaison (CPL)** for 2026. CPLs work alongside teachers to help keep families informed about weekly updates, upcoming events and **JSSG** information. They act as a helpful point of contact for general questions related to class activities and school events.

Please let us know if you would like to volunteer for this role or if you have any questions.

CLASSROOM tidbits

Munch and Crunch – ‘Brain Snack’

Students have a short snack break during the morning session. This is a **quick, healthy snack**, so pack something can be eaten within **5 minutes**. Snacks remain in school bags until this time.

Birthdays and Allergies

To celebrate birthdays, families may choose to send **cupcakes or ice blocks** for sharing. Please be mindful that we have **nut and egg allergies**, as well as **culturally sensitive food preferences** within our year level.

If your child has allergies or intolerances, you may wish to provide a **labelled individual treat** to be kept at school for special occasions.

Excursions and Special Events

Throughout the year, we often invite parent volunteers to support **excursions and special events**. All details and requests will be shared via **Seesaw**.

Thank you for your support — we truly value your time and involvement!