



Welcome to 2025

Welcome, students and parents, to an amazing new school year full of opportunities for growth and achievement! We are excited to embark on this journey together, building a strong partnership and nurturing a community focused on learning, discovery, and success. Our core graduate outcomes— inclusion, courage, collaboration, confidence, and compassion—are woven into every aspect of our day, shaping kind, capable, and thoughtful individuals who are well-prepared for the future.

We firmly believe that partnership is key to your child’s learning journey. This could involve face-to-face communication through casual check ins to the classroom or planned events such as learning conversations, special events and even classroom masses. We’re excited to work together to ensure this year is a meaningful and successful experience for your child.

If you have any questions or concerns, please don’t hesitate to reach out to us via email or Seesaw! Year 2 SK will comprise of Mrs Schwab teaching Monday, Tuesday and Wednesday and Mrs Kerlin Thursday and Friday, with some exceptions throughout the term. Please check into Seesaw weekly as we will be showcasing the students work from throughout the week!

Please find our timetable for your information (subject to change)

	Monday	Tuesday	Wednesday	Thursday	Friday
9:15	Welcome, Prayer, morning circles	Welcome, Prayer, morning circles	Welcome, Prayer, morning circles	Welcome, Prayer, morning circles	Welcome, Prayer, morning circles
	English Reading Groups Spelling Story book	Digital Technology Visual Art	English Reading Groups Spelling Story book	English Comprehension Handwriting Math	English Reading Groups Spelling Story book
Lunch 11:00-11:40					
	English Writing Math	English Comprehension Handwriting Math	Math Inquiry	Science PE	Library 11:45-11:55 Kelly Sports 12:20pm Auslan 12pm
Recess 1:40-2:20					
2:20- 2:30	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS	MINDFULNESS
2:30- 3:15	RRRR/TRP	Inquiry	Religion	Religion	Assembly

MEET THE TEACHER



Cheryl Schwab

ABOUT ME...

Hi, my name is Cheryl Schwab, and I'm excited to be teaching Year 2 SK alongside Susan Kerlin and working with the Junior team this year. I've been part of the St Joseph's community for many years, both as a teacher and as a parent.

For those who don't know me, I grew up in Essendon and moved to Rochester in 2000. I now live just outside of town on a few acres with my husband, Darrel. Together, we cherish our time with our three daughters and their families. We are a very close-knit family and love spending time with our extended family and dear friends from Melbourne. Whether it's holidaying, going to the races, trying new restaurants, camping, or jet skiing, we enjoy making the most of our time together.

I have a strong passion for learning and constantly seek ways to improve student learning to help children become confident and happy learners. In my spare time, I enjoy staying fit and healthy, experimenting with new recipes each week to share with others, and reading. I'm such a book enthusiast that I joined a fantastic book club a few years ago to share my love of reading with others. I feel incredibly fortunate to be part of the Junior team and am looking forward to working alongside your children and watching them grow and thrive in so many ways throughout the year.

A FEW OF MY FAVOURITE THINGS...

- COLOUR: Green
- DRINK: Lime Spider
- PLACE: Italy
- SOUND: Ocean Waves
- ICE CREAM: Honeycomb
- MOVIE: Sound of Music
- HOLIDAY: Family Summer
Holiday at Rye



Please don't hesitate to contact me via phone 54841797 or email:

cschwab@sjrochester.catholic.edu.au

MEET THE TEACHER



Susan Kerlin

ABOUT ME...

Hi

My name is Sue Kerlin and I will be sharing teaching the Year 2 class alongside Cheryl Schwab this year. I have taught at St Joseph's for many years and love getting to know all families and students.

I live on a mixed farm at Corop - sheep, cattle and cropping. I live on the farm with my husband Ric and son Lachlan. I have three other children, Braydon who lives locally and farms with us, Ella who is studying at Latrobe University in Melbourne and Hugh who has also just moved to Melbourne to begin studying at Latrobe.

I enjoy gardening and reading in my spare time. I especially enjoy watching my children play the many sports that they participate in - football, netball and cricket. I enjoy being part of the sporting communities in our local area.

I have a strong passion for learning and look forward to being a part of the Junior team as we begin our Magnify journey at St Joseph's.

I look forward to working with both you and your child this year and watching their growth and development throughout 2025.

A FEW OF MY FAVOURITE THINGS...

- COLOUR: Blue
- DRINK: Mineral water
- PLACE: Anglesea
- SOUND: Beach waves
- ICE CREAM: Salted caramel
- MOVIE: Shrek
- HOLIDAY: Port Douglas



Please don't hesitate to contact me via phone 54841797 or email:

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MAGNIFY

What is Magnify Sandhurst?

Magnify Sandhurst is a comprehensive and exciting new learning and teaching program that was simultaneously launched across all 51 Catholic schools in the Sandhurst Diocese in Week 1. It combines evidence-based practices in learning and teaching to support each student's unique needs, strengths, and goals.



The Magnify program focuses on strengthening core areas like literacy and numeracy, building supportive classroom environments and integrating Catholic values in daily learning. We are committed to improving outcomes and providing a program where every student can flourish, inspired by the mantra, "Every Student, Every Teacher, Every School, Every Day!"

Key Features of Magnify Sandhurst

Magnify Sandhurst aims to enhance learning outcomes through several key components:

- **Structured and Evidence-based Learning:** Using the latest neuroscience and a structured, knowledge-rich curriculum, we ensure students build deep understanding. A low-variance curriculum provides students with a consistent learning experience and reduces the amount of preparation and planning required by teachers, allowing teachers to focus on individual student needs.
- **Magnifying Literacy and Numeracy:** Providing targeted support and resources to improve reading, writing, and math skills at all levels. Special focus on Structured Literacy in F-2 and sequential programs from Years 3-6.
- **Instructional Coaching for Teachers:** Each teacher receives a dedicated coach and program to learn and practice the best techniques to meet students' learning needs. We are investing in our teachers to provide the best possible learning outcomes for students in our Catholic schools.
- **Calm Classrooms and Positive Learning Environments:** Promoting calm, supportive, and positive learning environments through common practices, expectations, and social norms, our work includes a new program for student social and behavioural learning. Our classrooms will have a consistent approach throughout each Sandhurst school to support all students to learn in a calm, orderly learning environment.



MAGNIFY

Key Changes for students

With Magnify Sandhurst, you will see:

- Expanded Literacy and Numeracy Blocks: Your child will have more intensively focused time on literacy and numeracy skills, especially in the early years. The curriculum will be sequenced to ensure all students continue to cover all components of the Victorian Curriculum. There will be targeted support for reading and mathematics at every level.
- Streamlined Curriculum: Teachers will implement a clear and structured curriculum that prioritises essential knowledge and skills. At St Joseph's student are engaging with the following programs;
 - F- 2 - InitialLit (English), Ochre (Mathematics)
 - 3 - 6 - Ochre (English and Mathematics)
- Personalised Learning Support: Every teacher will work with a coach to apply the latest techniques for meeting individual student needs, helping all students—whether they excel or need additional support.

How families can be involved

Education is a partnership, and we encourage families to stay engaged in your child's journey with us. Here's how:

- Participate in Learning Conversations: Look forward to regular updates on your child's learning milestones. We aim to keep you informed and involved every step of the way.

This approach is a wonderful opportunity and allows us to access contemporary professional learning, resources and work closely with with all schools/leaders/educators and experts within our Diocese and beyond.

We are all very excited to begin this learning journey and look forward to sharing it with you throughout the year.

Our Partners



whole-class instruction in literacy

What is InitialLit-2?

InitialLit-2 is a literacy program for all children in their third year of school (Year 2). It has been developed by MultiLit, a research-based initiative of Macquarie University.

What does InitialLit-2 do?

InitialLit-2 teaches children how to read and spell through daily lessons, using research-based teaching methods. It also uses a range of engaging storybooks to develop children's vocabulary, oral language and writing. InitialLit-2 will be used daily during the time set aside for literacy. InitialLit-2 meets the requirements of the Australian National Curriculum.

How does InitialLit-2 work?

By the time children are in Year 2, they have learnt that words are made up of sounds represented by letters. They should be able to work out most words they encounter for reading and spelling without guessing. The focus now moves to reading comprehension and spelling.

There are four main teaching components in InitialLit-2 spread across the week.

- Comprehension and fluency
- Spelling
- Grammar
- Vocabulary (using children's literature)

During the first 25-40 minutes of a lesson, the teacher will introduce a new concept to the children in a very clear, explicit way. A number of areas will be covered during the course of the program. Children will learn to use different comprehension strategies to help them understand what they are reading and they will practise reading with expression. They will learn the various ways to spell the sounds of English, as well as some spelling rules to help them make the correct choice. They will also be introduced to some simple and useful grammatical concepts to help with their writing.

After the new concept has been taught, the teacher will work with different groups of children in turn, helping them to develop their reading fluency and comprehension using a variety of reading material. The rest of the class will be engaged in different activities to consolidate what they have learnt.

How does InitialLit-2 develop oral language and vocabulary?

Throughout the year, children will enjoy listening to a number of quality storybooks. There are four teaching sessions dedicated to each book. They will learn three new vocabulary words per book and do fun activities to help them understand

when and how to use those words. They will also discuss the themes surrounding the book and think about how the story relates to their own world. There is also a writing task used alongside the book.

How will my child be assessed in InitialLit-2?

Your child's developing reading comprehension and spelling skills will be assessed regularly. Spelling is formally assessed twice a term and comprehension is assessed once a term.

Will my child only be doing InitialLit-2 during literacy?

In addition to InitialLit-2, your child will be spending time during the week on different writing tasks. Sometimes the writing tasks will be based on the storybook used in InitialLit-2 or on the grammar lesson taught in InitialLit-2.

How can I help with my child's reading and spelling at home?

Take the time to listen to your child read regularly. They may like to choose their own book, or they may have brought a book home from school. Even if your child can read well, it is still appropriate and pleasurable to read to your child. This is a way of exposing your child to books that they may find difficult to read themselves. Provide a mix of non-fiction and fiction books to enjoy together. Discuss the story, pointing out any new words that may enrich their vocabulary.

It is also useful to help your child learn to read and spell the tricky words taught in class. A list of these words is found at the back of the Home Reading Diary. Your child may also bring home spelling words to practise.

In addition to supporting your child's reading and spelling, there are many ways to build your child's vocabulary and oral language. Talk about words in the environment: the way they are spelled, what they mean, what they convey. Make up stories together, do a crossword, play I Spy, sing songs, answer riddles, visit the local library, limit screen time.

What if my child is struggling to learn to read?

Some children do struggle to learn how to read. Talk to your child's teacher if you are worried about their reading or spelling. It is important to address any difficulties as early as possible so that extra support can be put in place to help them catch up.

ENGLISH

Throughout the week we will implement the components of the English framework of Initial Lit. The Initial Lit program is divided into three components.

Whole Class Scripted Lesson

In InitialLit-2 the whole-class scripted lesson is divided into 3 components: Spelling (including tricky words), Comprehension and Fluency and Grammar.

The InitialLit-2 spelling component teaches spelling concepts using a rule-based approach built around 5 principles which help to explain the pattern-based nature of English spelling.

In the Comprehension and Fluency component, key reading comprehension strategies are explicitly taught, which link what children know about language to other texts and the world. A range of comprehension strategies form the backbone of the comprehension and fluency whole-class lessons. Fluency work in InitialLit-2 focuses on continuing to develop word level fluency and provides instruction to increase the students' fluency when reading connected text. This is done using three main strategies: echo reading, partner reading, choral reading.

- The InitialLit-2 grammar lessons introduce grammatical concepts and terminology to help children gain an understanding of the structure of spoken and written English.

Small Group and Independent Tasks

The small-group and independent activity component is a critical part of InitialLit across all three years of the program.

This second component of the InitialLit lesson provides opportunities for children to practice and consolidate the core skills taught during the whole-class scripted lesson.

There are teacher-led groups where children do word building activities or read from the Sounds and Words book, RAD Reading Book, a decodable reader or other natural language text, as well as a wide range of other activities for students to complete independently, with a partner or with a small group of peers.

Children will be introduced to different types of tasks throughout Term 1, so that they can independently complete tasks through the remainder of the year.

Story Book Lessons

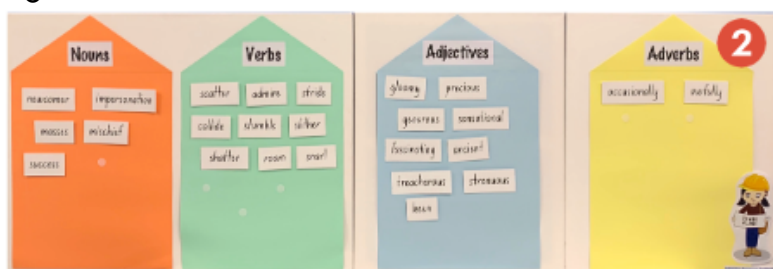
The third component of the InitialLit lesson is the Shared storybook lesson.

This component enriches the students' oral language, vocabulary and listening comprehension skills using quality children's literature.

The same storybook will be used over 1-2 weeks, so that students can engage with the story multiple times and in different ways.

The InitialLit program includes further activities to go along with each storybook, including writing tasks and other creative activities.

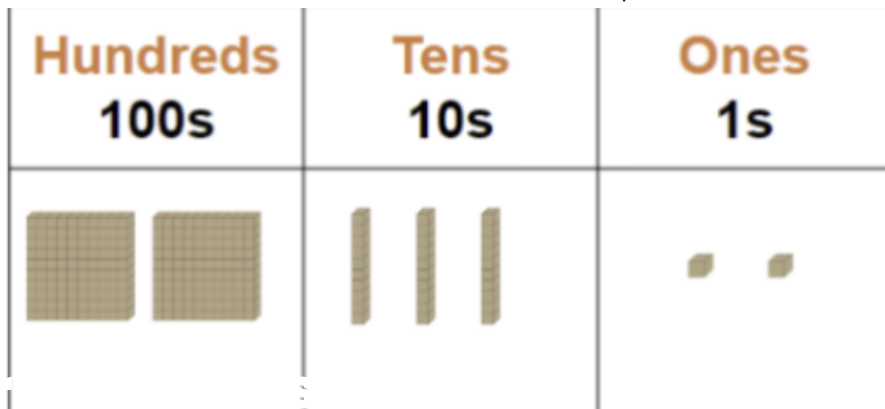
StoryBooks v
Willy the Wimp,



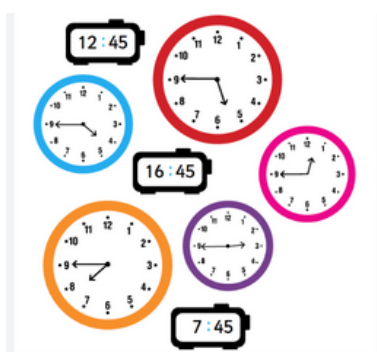
MATHEMATICS

This year we will be using the OCHRE program for our learning and teaching in Mathematics . Term 1 units will be:

Place Value- In this topic, students revise how to represent and work with three-digit numbers. Students expand their skill with an understanding of place value by representing, comparing and ordering three-digit numbers using manipulatives, number lines and partitioning. The lesson materials use base ten blocks (also known as multibase arithmetic blocks, or MABs



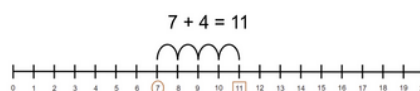
Measurement – Time In this topic, students develop their understanding of analog clocks and learn to tell time to the half and quarter hour. They learn about clockwise and anticlockwise turns and how to use a calendar to determine dates and duration between events. Half, quarter and full turns are investigated in relation to clocks and shapes.



Data

students transition from foundational data sorting and tally mark usage to more sophisticated data representation skills. Emphasising observation and repeated collections, they advance to evaluating and presenting data through tables, picture graphs, bar graphs and column graphs. This progression builds crucial analytical and representational skills, laying a foundation for future data interpretation

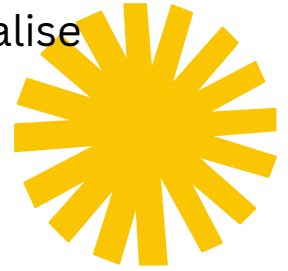
Addition & Subtraction



In this twelve lesson topic, students are building partitioning skills that assist in their transition from informal addition and subtraction strategies to written algorithms. Students use their partitioning knowledge to add and subtract two-digit numbers. They are supported in these operations by the use of concrete materials, base ten blocks, number bonds and number lines

Developing our Learning Culture

During the first week of the Term the class will practice good habits for the mind and social skills for how to work effectively with others. We will play games, complete a Y chart about what it feels like, sounds like and looks like in the Year 2 class. We will also establish class rules and expectations which will include our PBIS matrix. Students will understand expectations of behaviours by considering rules in the classroom and be able to contextualise the social skills they will focus on as they work



Our first unit for the year is **Growing Older and Wiser**. The students will learn about staying safe and taking responsible risks, healthy food, expressing their emotions clearly, growing older and dealing with conflict. Students will be asked to bring in a baby photo. We will play the game “Guess Who” where we will try to guess which baby photo belongs to each person. This will help as we move through the unit and children consider how they have changed so far in their life and reflect on the things that they will be able to do in the future. Each student will grow their own seeds and learn how living things grow. As a part of growing and changing we will explore how expression of emotions affects dealing with conflict, and how making healthy choices affects us by developing questions and then conducting interviews to explore others thoughts and ideas in comparison to our own.

RELIGION

We begin the school year with two units. Our first unit is 'We can pray in different ways'

The students will have the opportunity to explore their relationship with God and examine the nature of prayer and how they can creatively express this relationship. They will experience some traditional prayers and gain knowledge in how to develop their personal form of communication with God. They will experience prayer as a way of talking and listening to God by creating a class prayer and analysing some artwork that shows different places and ways we can pray. They will discover that prayer can take many forms, such as singing, meditation, experiencing nature, movement and stories. It is something that they can be involved in at any time and in any place. We will create a class prayer booklet and share this with a buddy class.

In our 2nd unit, Lent and Easter the students will be introduced to Lent and Easter as part of the liturgical year. They will explore the significance of Lent and Easter for Christians and will develop an awareness of the signs and symbols associated with Lent and Easter to understand and:

1. Identify Lent as a special time in the Church.
2. Recount the key events of Holy Week and the first Easter Sunday morning.
3. Recognise signs and symbols associated with Lent and Easter.
4. Describe how the Paschal Candle and the 'Alleluia' are used in the Easter season liturgies to celebrate that Jesus is risen.

Students will participate in a number of different experiences this term such as; The Godly Play- The Last Supper, create their own Prayer that will be used during morning prayer time, explore weekly readings from Project Compassion and Caritas and work within small groups to share stories and process questions. During morning prayer time, explore weekly readings from Project Compassion and Caritas and work within small groups to share stories and process questions.

RRRR and TRP

This year we are excited to continue our partnership with The Resilience Project. This project delivers emotionally engaging programs to schools, providing practical, evidence-based mental health strategies to build resilience and happiness. Students and families are invited to learn and understand about the benefits of Gratitude, Empathy and Mindfulness, and easy ways to practise these in everyday life. We also incorporate Emotional Literacy is also incorporated into the program as it is foundational contributor to positive mental health.



In addition to TRP, students will also continue learning based on the Resilience Rights and Respectful Relationships (RRRR) program. This is mandated and taught in government and Catholic schools and many independent schools from Prep to Year 10. Respectful Relationships focuses on treating everyone with respect and dignity. It is taught as part of the Personal and Social Capability and Health and Physical Education areas of the Victorian Curriculum.

Students will participate in lessons and activities that will help them learn and practise social skills, develop emotional literacy and self-management skills and apply them in a positive way to learning, life and relationships.

The RRRR resources cover eight topics for each level.

- Emotional Literacy
- Personal and Cultural Strengths
- Positive Coping
- Problem Solving
- Stress Management
- Help Seeking
- Gender and Identity
- Positive Gender Relationships.

This term students will work within the topics of Emotional Literacy and Personal and Cultural Strengths.

Emotional Literacy Unit Aims:

- Recognise and identify their own emotions
- Describe situations that may evoke these emotions
- Compare their emotional responses with those of their peers

Personal and Cultural Strength Aims:

- Identify and describe personal and cultural strengths
- Explain how these strengths contribute to family and school life
- Identify ways to care for others, including ways of making and keeping friends

Across the school, the delivery of the TRP curriculum runs in conjunction with Rights, Resilience and Respectful Relationships (RRRR) resource as a part of our holistic approach to wellbeing.





Mr Davison

TECHNOLOGIES

Cybersafety – Mighty Heroes

This term, our 2 students are embarking on a fun and engaging journey into cybersafety through the Mighty Heroes program! This unit will help students develop essential skills for staying safe and respectful online while learning about the digital world.

Through interactive lessons, videos, and hands-on activities, students will explore key topics such as protecting personal information, showing kindness online, recognizing unsafe situations, and seeking help from trusted adults. Each lesson features a different Mighty Hero, like Wanda the Echidna, who teaches students how to be responsible digital citizens.

Students will also create classroom posters, participate in role-plays, and complete activities to reinforce their learning. A highlight of the unit will be our “Class Stays Safe Online” agreement, where students contribute ideas on how to be responsible and respectful digital learners.

Families can support this learning at home by discussing online safety and exploring resources together, such as the eSafety Kids website (www.esafety.gov.au/kids).

We look forward to seeing our students become cybersafety superheroes this term!



Ms McEvoy

PHYSICAL EDUCATION

Welcome back to another year of Physical Education!

This year promises to be filled with fun, movement, teamwork, and opportunities to grow stronger, both physically and mentally.

A goal of PE this year is to not just building on students' skills and endurance, but also fostering important skills like leadership, collaboration, and resilience. Students will have opportunities to set personal goals, celebrate achievements, and cheer each other on as a team.

This term will kick off with a gymnastics program where the aim is to develop key skills and challenge oneself. Students will learn to jump, roll, balance, dance and swing, while getting stronger, more agile, coordinated and flexible. In addition to the gymnastics program F-2 students will be learning the fundamental skills of throwing and catching. Students will be taught valuable skills and then put these into practice through playing games and completing various activities aimed at these skills.


Here's to an active, healthy, and fantastic year ahead!

Mrs Carmichael


VISUAL ART



This term, students are diving into a world of colour and creativity, inspired by the Rochester Mural Festival!

Using a variety of art materials, they will explore the themes of Life, Love, and Music in exciting ways:

 Life Art: Students will create self-portraits using their own silhouettes, decorating them with markers and watercolours to reflect their unique personalities.

 Love Art: A heart-shaped design will be the centrepiece of their artwork, symbolising kindness, friendship, and all the things they love.

 Music Art: Through bright colours, instruments, and music symbols, students will bring the joy of music to life on paper!

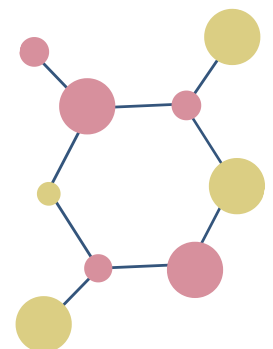
We can't wait to see their creativity shine! While some will be kept underwraps for our Art show later in the year, keep an eye out for these wonderful artworks displayed at school.  

SCIENCE

This term, students will develop a curiosity about combinations of materials and how we use materials to make everyday objects. They will be able to identify the purpose of different mixtures they use in their life. Students will work together to identify how some everyday objects are made using recycled materials.

Essential questions students will unpack include:

- Which materials do we use to make everyday materials?
- What is a mixture?
- What are some purposes for creating mixtures?
- Do all material combinations mix together?
- How can we recycle materials to make a new product?

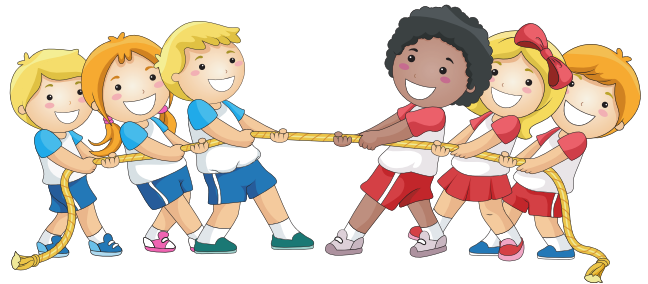


AUSLAN

with Tim

In Term 1, students will learn Auslan signs to help them communicate in the classroom and with their peers. They will practice asking and answering questions like "Do you want to play cricket with me?" and "Do you want to work together?" well as responding with "Yes, I want to" or "No, I don't want to, thank you." They will also learn practical signs for everyday activities, such as "Put your hat on," "Where is your jumper?" "Open the writing book," "Open the door," "Read silently," and "Time to pack up." As well, how to talk about the weather and time, students will sign phrases like "Today is hot," "Tomorrow will be hot," "Yesterday was cold," "Two days ago," and "In two days." These signs will help them express themselves more confidently and communicate clearly in Auslan.

Tim, our language assistant, will continue to support and guide students in their Auslan learning each Friday. He will reinforce the signs and skills students are developing throughout the week, helping them grow in confidence and fluency. In addition to classroom learning, Tim will also introduce new signs based on topics of interest, making the experience fun, engaging, and relevant to the students. His support will ensure that students not only build their Auslan vocabulary but also develop a deeper understanding of how to use the language in everyday situations.



We're dedicated to promoting physical literacy and a lifelong love of sports



Supporting kids

Physical activity is so important for our children. At Kelly Sports, we're committed to helping kids learn the fundamentals of sport, improving their motor skills and coordination through multi-sport programmes. Not only does this boost their skills and fitness levels, but it also gives them the confidence to join local clubs or teams, embarking on a lifelong relationship with sport.



Supporting parents

Life is busy, and it can be hard to fit everything into each day. That's why our programmes run before, during and after school, as well as in the holidays, making it easy for parents to give their kids quality sports coaching, even if they're stuck at work.



Supporting schools

With pressures to increase numeracy, literacy and reporting, teachers have become more stretched than ever before. Kelly Sports' expert coaches offer in-school programmes to help principals and teachers, giving young learners a love for sports. We also provide professional development sessions for teachers, aiding with sports skills, lesson planning, materials and activities, and fundamental movement skills programmes at preschools or kindergartens.



Qualified coaches

All our coaches complete comprehensive training to ensure that they have the knowledge and the skills to deliver top-quality training sessions.



Peace of mind

Providing a safe and secure environment for the children we teach is paramount. All paid Kelly Sports staff who work with children enrolled in our sporting programmes are police vetted and have a Working With Children Check, and these safety checks are repeated every year. This regulation applies to all staff who deliver in schools or within the organisation to school groups.

SCHOOL DATES

Week 1 27 - 31 Jan	27: Australia Day Public Holiday 28 / 29: Staff return 30: Year 1 - Year 6 Students return 30: Foundation Testing Day 31: Foundation students BEGIN school
Week 2 3 - 7 Feb	4: Learning Conversations 5: Learning Conversations
Week 3 10 - 14 Feb	
Week 4 17 - 21 Feb <i>Wellbeing Week</i>	19: Opening Mass 19: Welcome BBQ
Week 5 24 - 28 Feb	24/25/26: Year 5/6 Camp; Burnside, Anglesea
Week 6 3 - 7 March	4: Shrove Tuesday 5: Ash Wednesday 7: Casual Dress Day; Easter Egg Donation
Week 7 10 - 14 March	10: PUBLIC HOLIDAY - SCHOOL CLOSED 12-14: NAPLAN
Week 8 17 - 21 March	19: Feast of St Joseph
Week 9 24 - 28 March	28: Cross Country
Week 10 31 March - 4 April	31: School Photos 1: SCHOOL CLOSURE DAY 4: Last day of Term 1



SCHOOL INFORMATION

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(please note this phone is not manned at all times and any urgent messages should be given via phone call)

