nurturing God-given potential
5 Principles:
POP Teaching and Learning Framework

2016 – Back to Basics
Positive Relationships

- Lutheran Education Australia Values of love, justice, compassion, forgiveness, service, humility, courage, hope, quality and appreciation.
- Awards
- Yard and Class Expectations
Agile Digital Strategy

P-2

- Additional opportunities for learning and creating
- IWB, ICT lab, I pads, and laptops
- Cyber Safety
- Safer Internet Day Feb 9th
- Voluntary BYOD in 2016 for Year 3-6
Valuing Safe Communities (VSC)

- All volunteers need to complete a 30min VSC online course. Then hand the issued certificate to the office before helping in the school.
- Why? As a Lutheran school we seek to ensure that each member of the school community enjoys a positive, safe, healthy and respectful workplace. Completing this online course is one step in ensuring staff and volunteers receive training in developing positive and safe communities.
- Includes camp parents, reading groups, excursions etc.
- Complete online course at home or there will be opportunities for volunteers to use school lab and go through the process, before or after school.
Positive Relationships

• Circle time
• Devotions and Chapel
• Parents as partners in learning
Life-Long Learning

• Involve children in collaborative learning
• Develop children’s positive dispositions to themselves and to learning
• Learning how to learn
Curriculum Overview

The Australian Curriculum is designed to develop:
- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society.

It sets the goal for what all students should learn as they progress through their school life — wherever they live in Australia and whatever school they attend.

The Australian Curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australians to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas.

The Australian Curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

For more information, see our fact sheet: The Australian Curriculum — an overview for parents.

Priority is given to the important areas of literacy and numeracy development.

English and Mathematics are the core subjects for this, however, literacy and numeracy are found in all subjects.

By the end of Year 2, students have a much stronger understanding of themselves and have begun to connect with the wider community.
**English**

The English curriculum for Years 1 and 2 places a strong focus on the development of literacy. Students listen to and enjoy texts that entertain, inform, and persuade, such as picture books, non-fiction and film. Students grow into more independent readers, learn to create a range of different texts and become more confident when they communicate.

Typically, students will:
- listen to, read, view and talk about simple information books, stories, films and some online texts
- independently read books and discuss what they have read or viewed with other students, teachers or family members
- sound out or recognize words
- use simple punctuation, such as capital letters and full stops
- write about their experiences, tell a story or talk about topics they have covered in the class
- spell a number of common words correctly and write in sentences
- add pictures to what they write
- produce their texts using computers or other devices
- listen and give talk to the class about a topic they are interested in
- develop readable handwriting.

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**Mathematics**

Mathematics in Years 1 and 2 places a strong focus on the development of numeracy. Students are introduced to mathematical symbols and language to communicate and explain mathematical ideas; they pose basic mathematical questions and develop simple strategies to investigate and solve simple problems.

Typically, students will:
- describe number sequences and locate numbers on a number line
- represent simple fractions using pictures
- learn about Australian money
- describe and draw shapes and objects, and use units to measure length
- learn to tell the time from an analogue clock, and use a calendar to determine the date
- describe the outcome of a chance event
- collect and investigate data collected from simple problems.
Curriculum Overview

Health and Physical Education
Students start to learn more about themselves and explore their abilities. Through physical play with and without equipment, they learn skills like problem-solving and persistence, and become more confident and cooperative.

Typically, students will:
- practise what to do and how to get help when they feel uncomfortable or unsafe
- talk about similarities and differences in families
- talk about actions that make the classroom a healthy, safe, and active place
- recognise and practise various emotional responses
- learn simple movement skills and understand how their body reacts to physical activity
- learn to take turns, share equipment and include others in games and activities.

Humanities and Social Sciences
In Years 1 and 2, experimentation, practice and play in personal and familiar situations aim to harness students’ curiosity about people, places and how things work, to make sense of their world and develop history and geography knowledge and skills.

Typically, students will:
- investigate family life now and in past generations, and how families are diverse
- investigate natural and human-made features of places, how the world is represented on maps, and students’ connections to other parts of the world
- explore changes in their lives and their environment, such as change of seasons and how people celebrate
- explore how technology affects people’s lives at home, work, play and in other ways, now and in the past.

Science
In Years 1 and 2, students learn to investigate by observing and exploring the world around them and by posing and answering questions. They learn to organise their observations, look for patterns and make predictions about their world.

Typically, students will:
- learn about living things and the environment; look for patterns that occur in life cycles of living things
- explore how they can change or combine everyday materials
- examine how light and sound are produced
- investigate simple systems, including water systems, in our environment and how these affect the way we use water.
The Arts

Through various art forms, students, independently or in groups, participate to express and reflect their growing understanding of the world. They begin to learn arts technical skills.

Typically, students will:

- in Dance, dance alone and with others, being aware of the space and people around them
- in Drama, engage in role play and act out plays based on stories from the community
- in Music, listen to and create music and discuss how it makes them feel
- in Media Arts, discuss media images of characters and settings in community stories
- in Visual Arts, explore a variety of materials to create and display their art works for others to view.

Technologies

Through exploration, design and problem-solving, students learn how digital and other technologies work and how to create solutions with technologies.

Typically, students will:

- in Design and Technologies
  - design and safely make a product, for example, create a musical instrument using recycled materials
  - explore how food and clothing are produced and how food can be prepared for healthy eating

- in Digital Technologies
  - represent data as pictures, symbols and diagrams
  - break down a problem into parts and sequence the steps in finding a solution, for example, controlling a toy with digital technologies.

Languages

Students may have an opportunity to learn a language other than English.

Typically, when learning the language, students will:

- use simple words and phrases to respond to instructions and participate in shared learning experiences
- with visual support, read simple phrases and sentences that have familiar vocabulary, and write some words and simple sentences.
- gain insights into other cultures and ways of relating to the world.
Homework

- Sent home on a weekly basis, to be completed nightly (as possible)
- Sent home on Wednesday and returned on Tuesday.
- Includes – Reading, Maths facts, spelling and practice activities.
- Should take 10 to 15 minutes – with parental support if needed.
Specialist Teachers

- Music – Mrs Sheree Cudney
- PE – Mr Brad Wooding
- Library – Mrs Janette Meulen
- L.O.T.E – Ms Glenda McPherson
Music Program

Classroom Music

• The College is committed to providing a quality music program that provides a balance of theory and practice.

• Students receive a 45 min lesson each week with a Specialist Music Teacher.

• Students sing, play instruments, listen, read and write, move, compose and engage in musical play to explore and develop their musical skills and understandings.
Music Program

Instrumental / Choral Music

- **Primary Choir** – Years 4-6: Tuesday 7:40am
- **Junior Choir** – Years 2 and 3: Wednesday 7:45am
- Other ensembles – band, strings, percussion, honours choir. Times to be confirmed
- Instrumental / vocal tuition available.

For information regarding any musical matter contact Sherree Cudney: scudney@princeofpeace.qld.edu.au
Learning Enrichment Staff

Gifted Education Mentor
Melita Haines (Mon/Wed/Fri)

Early Intervention Teacher
Special Needs Advisor
Suellen Swift (Mon/Wed/Fri)

Early Intervention Teacher
Marianne Burello (Tues)
Learning Enrichment Volunteers

We require volunteers as part of our Reading Tutor Program.

If you are interested to volunteer contact Suellen Swift: Sswift@princeofpeace.qld.edu.au
Communication

Life-long learning is nurtured, modelled and supported by powerful partnerships between home, college and the wider community.

• Newsletters from school - POPCORN
• Regular Class Newsletters
• Open communication with class teacher
• Parent Teacher Interviews – Term 2 (Week 2) Compulsory/ late Term 3 Optional
• Two Formal Reporting periods
Camps

• Sleepover held at Senior Campus
• 14th October (Term 3)
• Further details to follow.
College Events

• School Fete – 28th May
• Sports Days – Cross Country / Athletics Carnival
• Grandparent’s Day – 16th September (last day of Term 3)
• Book Week
• Free Dress Days
Parent Groups

- Parent and Friends Association
- Auxiliary
- Class Social Representatives
- Friends of the Library
- Sports Supporters
- Meals for You
Chaplaincy and Counselling

- Pastor David Schmidt
- Sioban Laffey – Psychologist
- Karen Cronje – Counsellor

On Site Specialists:

- Mrs Leanne Day - Speech Pathologist
- Mrs Sue King - Occupational Therapist
Mums’n’Bubs

- Time of sharing and socializing for babies, toddlers, pre-schoolers and carers (mums, dads, nans, pops)

- Meets in the chapel foyer school term Mondays 9:30 –11a.m.

- For further information contact

  Judy Gilmore – 0414 068 619
Question Time
Thank you for coming 😊