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
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.
Agile Digital Strategy Year 3-6

- Additional opportunities for learning and creating
- Voluntary BYOD in 2016 for Year 3-6
- Security and Storage
- Passwords and Wi-Fi connection
- Cyber Safety
- Safer Internet Day Feb 9th
Positive Relationships

- Circle time
- Devotions and Chapel
- Parents as partners in learning
- Developing relationships between students.
Life-Long Learning

- Involve children in collaborative learning
- Develop children’s positive dispositions to themselves and to learning (Growth Mindset)
- Learning how to learn
THE AUSTRALIAN CURRICULUM

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.

Years 5 and 6

In Years 5 and 6, students develop an ability to take positive actions for their wellbeing; they relate to others and communicate well with others; they ask challenging questions and seek answers; they make informed decisions and act responsibly.

The development of information and communication technology skills increases across the curriculum at this level.

Years 5-6 Learning Areas

- English
- Mathematics
- Science
- Health & PE
- The Arts
- Technologies
- Languages
- Media

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English

Students read and complete complex texts for enjoyment and learning, and can express their thoughts and opinions about what they have read. They can write a wide variety of well-constructed texts such as reviews, reports and narratives. Students develop skills to communicate with others in most settings. They can transfer the literacy skills developed in English to other subjects.

Typically, students will:

- analyse and explain how authors organise their texts
- select vocabulary to represent ideas, characters and events
- compare and analyse information in different texts
- use evidence from a text to explain their response to it
- using electronic devices, create detailed texts about a range of topics, including topics they have been studying
- demonstrate understanding of grammar, including the ability to write complex sentences
- develop an expanding vocabulary
- use accurate spelling and punctuation
- use speaking strategies including questioning, clarifying and rephrasing to contribute to class discussions.

Mathematics

Students extend their knowledge of the key areas of mathematics, particularly of fractions and decimals. They increasingly use models, pictures and symbols to represent and communicate mathematical ideas.

Typically, students will:

- place positive and negative numbers on a number line
- add and subtract fractions and decimals
- compare and interpret statistical graphs
- convert between 12- and 24-hour time and interpret timetables
- continue and create sequences, involving whole numbers, fractions and decimals, and describe rules
- measure length, area, volume, capacity and mass, and calculate perimeter and area of rectangles
- list outcomes of chance experiments
- apply fractions, decimals, percentages, angles and measurements to solve problems
- explain mental strategies for calculations
- pose appropriate questions for statistical investigations.
## Health and Physical Education

Students become even more connected with their peers and the world around them. They learn what influences them, how relationships change over time and how to promote health. They develop more complex movement skills.

Typically, students will:
- learn skills for coping with puberty
- learn skills to establish and manage respectful relationships, including dealing with friendships
- understand how media and important people in their lives influence them
- experience and learn about roles and responsibilities in teams
- develop their ability to participate in outdoor activities and learn how these can support wellbeing
- learn how to find out places they can get reliable information or help about health, safety and wellbeing
- develop more specialised skills for games, sports and other physical activities, and play games from their own and other cultures.

## Humanities and Social Sciences

Students draw on their growing experience of the wider world and use concrete informational sources to learn about history, geography, civics and citizenship, and economics and business.

Typically, students will:
- investigate Australia’s development from colony to nation, migration and settlement patterns, and contributions of people and groups
- explore geographic characteristics of Europe, North America and Asia, and the world’s cultural diversity
- learn about struggles for citizenship and human rights in different groups, in Australia’s past and present
- explore people’s use of natural resources to satisfy needs and wants, and how consumer choices affect other people and the environment
- learn about Australia’s democratic values, laws, government and elections
- investigate people’s participation in the community to achieve civic goals.

## Science

Students learn how to look for patterns and relationships. They recognise the important role of variables in investigations. They develop explanations based on evidence.

Typically, students will:
- investigate adaptations in living things and their interactions with the environment
- add gases to their study of materials and investigate chemical changes
- investigate the solar system and the behaviour of light
- investigate volcanoes and earthquakes
- deepen their understanding of historical and cultural contributions to science
- understand how science influences community decisions.

## The Arts

Students explore the way the world is represented by artists as well as continue to develop their own understandings and experiences. They further develop their technical skills and explore how others create artworks.

Typically, students will:
- in Dance, dance using balance and coordination, by following a set of steps
- in Drama, rehearse and perform a variety of plays, using expression to engage an audience
- in Media Arts, explore, plan and produce media artworks such as advertisements
- in Music, rehearse, sing and perform music with rhythm and pitch
- in Visual Arts, explore why artists create artworks and whom the artworks are created for.

## Technologies

Students use design processes to produce solutions. They further develop their knowledge and understanding of digital systems and data; they improve their computational thinking.

Typically, students will:
- in Design and Technologies
  - use materials or technologies when designing, producing and evaluating solutions, for example, a plan for a new kitchen garden
  - represent ideas and solutions in a variety of ways, such as sketches and models
  - develop plans to complete tasks
- in Digital Technologies
  - use simple coding to develop and evaluate digital solutions, such as games or quizzes
  - act to ensure their personal safety when engaging online
  - collect, interpret and analyze a range of data, using digital systems.

## Languages

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

Typically, when learning a language, students will:
- use the language to communicate more accurately and fluently to exchange information, express ideas and feelings
- use vocabulary and grammatical resources to compose and comprehend various types of texts
- use a range of cues and strategies to assist their comprehension
- reflect on the relationship between language, culture and identity.
NAPLAN

• Term 2 Week 5 Tuesday
• 10\textsuperscript{th} May – Thursday 12\textsuperscript{th} May
• Writing task could be a Narrative or a Persuasive Text
• Spelling
• Mathematics
• Reading
• NAPLAN preparation involving testwiseness, recapping, problem solving, revision of key skills.
Homework

• **Foundational homework tasks:**
  – Independent take-home reading
  – Spelling words
  – Maths (times tables, Mathletics, revision)
  – Research tasks where applicable

• **Recommended Daily Maximum Time set:**
  – Year 5-6  20-30mins

• **Timings:** Handed out Friday, due Thursday. Spelling is released on a Monday.
Homework

The Role of the Student

- To accept responsibility and consequences for completion (or lack) of homework.
- To seek assistance, from parents/caregivers or teachers, if required.
- To take pride in and ‘have a go at’ completing their work well and independently.

The Role of the Parents

- Encouraging independence of homework completion and submission.
- To guide and support rather than completing their child/ren’s homework themselves.
- To inform the class teacher of any difficulties their child/ren encounter when completing homework.
- To sight and initial their child’s completed homework.
Specialist Teachers

• Music – Mrs Sheree Cudney

• PE – Mr Brad Wooding

• Library – Mrs Janette Meulen

• L.O.T.E – Ms Glenda McPherson (Bu Mac)
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)

Learning Support Teacher
Suellen Swift (Mon/Thurs/Fri)

Learning Support 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
- Open communication with class teacher
- Parent Teacher Interviews – Term 2, Week 2
- Two Formal Reporting periods
Year 5 Camp

- Camp
  Tuesday 19th to Friday 22nd July
  (Term 3 Week 2)
  Maranatha (Yandina)
- Requests for parent helpers will be sent early in Term 2.
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
- Mother’s/Father’s Day
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 😊