INSPIRE

LEARN

GROW

nurturing God-given potential
EXCELLENCE THROUGH HONOUR

LEARNING WITH PURPOSE

GROWTH THROUGH CHALLENGE
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
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
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

**English**

In Years 3 and 4, students read and write about familiar content that relates to other learning areas. Students read more difficult texts on their own, such as chapter books and non-fiction information and can write in different styles.

**Typically, students will:**

- read and understand a range of different types of texts that explore imaginative and informative topics
- recognise and write texts that persuade and explain
- write imaginative texts that include characters and events
- recognise that pictures or graphics can be important to add meaning
- recognise different kinds of language used in text, depending on the audience and purpose
- learn information or ideas from texts
- use mostly correct grammar, including simple and compound sentences
- use accurate spelling and punctuation, and edit their own writing
- plan and make presentations to the class
- engage in discussions to share ideas and information, communicating clearly with others.

**Mathematics**

In Years 3 and 4, students further develop their understanding of number, patterns and relationships, measurement and geometry. Modelling fractions and decimals using concrete materials is a crucial focus at this stage.

**Typically, students will:**

- choose strategies to add, subtract, multiply and divide
- represent the value of money and make simple calculations
- recall multiplication facts
- represent fractions on a number line
- explore addition, subtraction and multiplication number patterns
- measure temperatures, lengths, shapes and objects
- solve problems involving time, and read maps
- create symmetrical shapes and classify angles
- construct graphs and list a likelihood of events.
Science

Students develop their understanding about how science relates to their lives. They pose and answer questions and investigate in a more systematic way, developing understanding of a fair test and variables.

Typically, students will:

- observe heat as a form of energy and investigate how it affects solids
- explore regular and predictable cycles through a study of day and night
- explore the action of forces
- realise that living things form parts of ecosystems
- understand that actions of humans can have an effect on their world.
Curriculum Overview

Humanities and Social Sciences

Students draw on their growing experience of the community and beyond, and use observations and information sources to develop understandings about history, geography, civics and citizenship.

Typically, students will investigate:

- diverse people, cultures and environments in Australia and neighbouring countries; how different individuals and groups have contributed to their communities, past and present
- significant days in Australia’s history, such as Australia Day, Anzac Day and Sorry Day
- early explorers and British colonisation of Australia
- diverse cultures of Aboriginal and Torres Strait Islander Peoples, and those who live and lived in the local area
- geographic characteristics of Africa, South America and Australia, and how natural resources are used and managed
- rules and laws, and how the local government makes decisions and serves their community
- groups they belong to, and how people contribute to the community and the environment through responsible actions.
Homework

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Recommended Daily Maximum Time set for Homework (4 days/ week)</th>
<th>Recommended Daily Parental Support during homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 - 4</td>
<td>15-20 minutes</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

The Role of the Teacher

- Check homework regularly, ensuring that it is marked each week, signed and useful feedback is provided to the child.
- Make sure homework is purposeful, relevant and directly linked to the curriculum, in accordance with the guidelines above.
- Does not exceed the time limits identified.
- To set homework on a weekly basis that includes a weekend for eg. Monday to 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.
Home work

- Weebly based
- Set on Tuesday and received on Monday.
- Students will be made familiar with Weebly accessing, posting and navigation.
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
Request for Parent Assistance during PMP Programs.

- Running weeks 2-8 in term 1.
- 3 or 4 parent helpers required to assist supervising activities and transitioning between activities.
- No experience necessary, all equipment set up and full explanation given.
- Year 1C Tuesday 1.25-2.10, Year 1SL Thursday 1.25-2.10, Year 1/2B Thursday 2.10-2.55.
- Please contact Mr Wooding on bwooding@princeofpeace.qld.edu.au if available.
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)
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

- Luther Heights at Coolum.
- May 4\textsuperscript{th}, 5\textsuperscript{th} and 6\textsuperscript{th}.
- Parent helpers will be needed.
- Medical issues (medicine/allergies)
- Orienteering, mini raft building, flying fox, low ropes and beach games.
College Events

• School Fete – 28\textsuperscript{th} May

• Sports Days – Cross Country/ Athletics Carnival

• Grandparent’s Day – 16\textsuperscript{th} 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 😊