5 Principles:
POP Teaching and Learning Framework

2016 – Back to Basics

- High Expectations
- Positive Relationships
- Responsive Teaching
- Life-Long Learning
- Powerful Partnerships
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

Students read and compose complex texts, for enjoyment and learning, and can express their thoughts. They can write a wide variety of well-constructed texts and opinions about what they have read. They 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 summarise 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 mental, 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-hour and 24-hour times 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
- exit mental strategies for calculations
- pose appropriate questions for statistical investigations.

Science

Students do their growing experience of the world and use concrete information sources to learn about topics, geography, science and technology, 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 strategies for citizenship and human rights in other groups, and Australia's past and present
- explore people's use of natural resources to satisfy needs and wants, and how consumers choose effects other people and the environment
- asked about Australia's democratic values, laws, government and elections
- Investigate people's participation in the community to achieve civic goals.

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 prevent

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
- develop their ability to participate in outdoor activities and learn how to keep safe and well
- 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 world and use concrete information sources to learn about topics, geography, science and technology, 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 strategies for citizenship and human rights in other groups, and Australia's past and present
- explore people's use of natural resources to satisfy needs and wants, and how consumers choose effects other people and the environment
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Curriculum Overview

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 manage 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.

To learn more about the Australian Curriculum, visit the "Pisa" section of the Australian Curriculum website. For more information about your child, talk to your school.
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
Homework

• Weebly contains all homework instructions.
• Return homework Monday. Issued Tuesday.
• 20-30mins per night expectation.
• Core tasks include spelling, times table practise and independent reading.
• Optional Mathletics and/or Mental Tasks.
• Occasional set tasks / unfinished work.
Specialist Teachers

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

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

Early Intervention Teacher
Special Needs Advisor
(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
- Important information uploaded to Weebly
- Open communication with class teacher
- Parent Teacher Interviews – Term 2 (Week 2) Compulsory/ late Term 3 Optional
- Two Formal Reporting periods
Camps

• Canberra
- Leave Monday 11\textsuperscript{th} April 2016 (week 1, Term 2)
- Information evening and booklet forthcoming
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 😊