

# **LEARNING AT QUEEN OF PEACE**

## **Term 1, 2019**

Dear Parents,

4/2/19

Welcome back to Queen of Peace school and a new school year full of exciting and enriching learning opportunities for our school community. I would like to extend a special welcome to our new families who join us at Queen of Peace and a warm welcome back to our existing families. We look forward to a positive year as we work in partnership to support your children in their learning.

### **Literacy Testing**

Last week the teachers of year 1 to 6 children began literacy testing with the children. This year we are continuing to use the Fountas and Pinnell Benchmark Assessment System (BAS) to monitor and track the children's reading levels in each year level. This assessment is administered one-on-one with teachers and assists them in determining the children's fluency and comprehension levels. The teachers are able to learn what the children do as readers, what the children need to learn as readers, and how we will support them as readers. Those children who were unable to make an appointment will be tested in the coming weeks.

### **Faithlife Inquiry**

Over the past 4 years, staff at Queen of Peace have been involved in a continual process of curriculum reflection and renewal. We developed units of work over a 2 year cycle around the concepts of Wellbeing, Community, Sustainability and Innovation. On our school closure day at the end of last term we explored the Religious Education Framework together with the Victorian Curriculum and reconceptualised our units of work. Over the next 2 years the children will engage in units of work around the following concepts; Responsibility and Service, Belonging, Discovery, Innovation, Wellbeing, Change, Place and Decision Making.

At Queen of Peace our approach to learning and teaching is inquiry based. In inquiry learning children have ownership of their learning. It is a process that involves asking questions, gathering and analysing information, finding solutions, making decisions, justifying conclusions and taking action. Inquiry learning emphasises process as well as product, moving away from just learning facts to the development of understandings about concepts. The learning areas of History, Science, Geography, Economics, Civics and Citizenship and Design Technologies are taught through inquiry based learning.

As a Catholic school, our focus is on the faith development of our children and ensuring religion and the Gospel values are integrated into the curriculum and teaching of all learning areas. As we reconceptualise our units of work we will continue to strive to bring together the learning that

we do of our religion and faith with the learning we do of the world. In our Faithlife Inquiry units we will be making connections between the Religious Education Framework, Catholic Social Teachings and Victorian Curriculum.

Scripture and the stories of the faith tradition are key elements of our Faithlife units. Each unit has a scripture focus that all children in the school engage with, explore and relate to their own lives and the world. To support the children to make meaning of the scripture focus each unit has a related image. The children are invited to reflect on the image and make connections with the scripture and the world we live in. Through dialogue with each other the children share their ideas and thoughts, listen to others and learn from others' ideas and contributions. In term one, our whole school Faithlife Inquiry unit is 'Responsibility and Service.'

### **Faithlife Inquiry- Responsibility and Service**

Our focus on religious scripture and the related image that will drive the learning in our whole school Faithlife inquiry around Responsibility and Service is:

*John: 13 12-17*

*When he had finished washing their feet, he put on his clothes and returned to his place. "Do you understand what I have done for you?" he asked them. 13 "You call me 'Teacher' and 'Lord,' and rightly so, for that is what I am. 14 Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. 15 I have set you an example that you should do as I have done for you. 16 Very truly I tell you, no servant is greater than his master, nor is a messenger greater than the one who sent him. 17 Now that you know these things, you will be blessed if you do them.*



In Jesus' day, people wore sandals and walked everywhere they went, meaning their feet became dusty and dirty. Because of this, custom dictated that a servant wash the feet of a visiting guest before a communal meal, especially since people reclined at a low table and feet were very much on show. When Jesus and his disciples gathered for the Passover meal there was no servant to wash their feet. Jesus began to wash his followers' feet, showing that serving God means serving other people. Jesus is asking us to be people of action and to serve others. The children will make connections with the catholic Social Teaching of Subsidiarity; all people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by the people closest and most affected by the issues and concerns of the

community. The children will explore how they have a voice and can positively impact decisions that affect themselves and others.

### **Throughline**

For each Faithlife Inquiry Unit is a central theme, concept or idea that is developed across the school from Prep to Grade 6. The Throughline for the Responsibility and Service unit is:

*At Queen of Peace, we are members of a Catholic Community who are called to discipleship. Communities and groups are organised ensuring the rights and responsibilities of all members and resources are protected. Rules and laws guide a community to work together and serve others. All people have a right to participate in making ethical decisions that impact themselves and others.*

Throughout the term, the children will explore the following understandings:

#### **Prep:**

The children in year prep will be involved in learning about school routines and rules that keep them safe at school. They will identify how they can be responsible members of the communities they belong to. The children will consider how the choices they make affect others. In the second half of the term the children will focus on the place they live in and belong to. They will explore rules in the local community that help people in the community work together and stay safe. The children will explore the following understandings:

- At Queen of Peace we are part of the family of God and Jesus teaches us how to care for each other.
- People have a responsibility be good members in the communities they belong to.
- People have a responsibility to make fair choices that keep everyone safe.
- It is important for everyone to share ideas when making rules for the classroom and school.

#### **Year 1&2:**

The children in Years 1 and 2 will be engaged in learning about rules and their responsibility to follow rules. They will consider how rules contribute to community organisation and keep them healthy and safe. The children will explore ways they can share their ideas and use their voice to impact decision making. The children will identify services in the local community that help keep them safe. The children will explore the following understandings:

- At Queen of Peace we are members of the Catholic community called to discipleship.
- People need to make choices that are fair for everyone.
- All people have a voice and have the right to be heard.
- Rules in the classroom and community keep people safe.
- Different services in our community help to keep people safe.
- Everyone has a responsibility to be good community members by following the rules.

**Year 3&4:**

The Year 3 and 4 children will investigate how people participate in their community as active citizens. They will explore how rules and laws affect them and the importance of laws in society. The children will examine how decisions are made democratically and the role of local government. The children will explore the following understandings:

- As disciples of Jesus we follow in his footsteps to serve others.
- There is a process for creating rules and laws.
- The local government has specific roles and responsibilities.
- A democratic society has specific characteristics.
- Cultural groups are organised in different ways.
- Citizens of a community have rights and responsibilities.

**Year 5&6**

The Year 5 and 6 children will explore the values that underpin Australia's democracy and investigate the importance of the electoral process. They will investigate how laws are made and examine the court system. The children will analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. They will identify and discuss possible solutions to issues. The children will analyse factors that can influence their decisions. The children will explore the following understandings:

- As members of the Catholic Community we are disciples of Jesus called to be people of action.
- Citizens have a responsibility to make just decisions for the good of all.
- There are many factors that can influence people's thinking and decision making.
- A good citizen has many responsibilities.
- In the Australian democratic system there are 3 levels of government.
- Laws are passed through Parliamentary process.

**Lent and Easter**

At Queen of Peace, the Faith Life curriculum supports the children in their lifelong journey in faith by helping them to understand, appreciate and celebrate the richness of the Catholic Faith. As well as exploring the Faithlife links in the Responsibility and Service unit, all children will explore the seasons of Lent and Easter later in the term. The children will learn how they can grow closer to God and others during Lent, especially through a commitment to the Lenten practices of fasting, prayer and almsgiving. They will examine the



symbols, stories and celebrations of Easter and participate in liturgy which recalls and celebrates the death and resurrection of Jesus.

## Life Education

Life Education will visit our school in Week 3. Life Education is a provider of health education to children and young people. Life Education assists student to:

- Acquire age appropriate knowledge to support informed health choices
- Develop and practise skills and strategies to act upon individual decisions
- Recognise the values and attitudes that may influence lifestyle choices and behaviours

The learning sessions for children and their teachers are delivered at the school in specially equipped Mobile Learning Centres by specialist educators. The children will make connections with the Responsibility and Service Faithlife unit and engage with the following programs:

<b>Year Prep</b>	My Body Matters	<b>Years 1 &amp; 2</b>	Safety Rules
<b>Years 3 &amp; 4</b>	Be Cyber Wise	<b>Years 5 &amp; 6</b>	Decisions



Please talk to your children about what they are learning; I am sure they will be able to tell you a lot about Harold and his message.

## 3 Way Learning Conferences

In Week 4 we are hosting our 3 Way Learning Conferences. They are on Monday 18th and Tuesday 19th of February. This conference has a range of purposes including:

- Building partnership between home and school
- Giving children the opportunity to share something about themselves with their teacher and parents together
- Giving parents an opportunity to share information that will assist the teacher

The conferences are a wonderful opportunity to meet so that together we can support your child's learning and wellbeing. More information about booking a conference on PTO will follow in the coming weeks.

I hope everyone has a wonderful year full of exciting learning opportunities.

Joanne Pearce  
Director of Learning and Teaching