



TISOL News



Thought for the week from - Albert Guinon

"There are people who, instead of listening to what is being said to them, are already listening to what they are going to say themselves."

Welcome to Term Two

TISOL continues to be a growing and vibrant learning community. This term we welcome a number of new families to TISOL and we are confident that they will recognize and contribute to our commitment in creating a quality learning environment at TISOL

Clubs & Electives

Starting in Week Three students will be commencing clubs on alternate Friday afternoons from 1:30 to 2:30.

Students have selected from a range of activities including arts, music, sports and cookery.

The Electives Programme provides students the opportunity to try new and varied activities and to work co-operatively with other students right across the school.

Student Representative Council

The Student Representative Council is made up of representatives (one boy and one girl) from each class from Prep to Grade 6. The SRC meets several times each term to discuss ideas and make suggestions as to how things around the school might be improved.

From the SRC the following leadership positions have been appointed:

Head Boy: Shuggy Rice
Vice Head Boy: Alexis Reilly

Head Girl: Celine Clunn
Vice Head Girl: Tabitha Tiopili

Congratulations to these senior students who, as representatives of all our students, have demonstrated a commitment to co-operative and shared leadership in our school community.

Merit Awards

Recently there have been requests for clarification on the Merit Award system currently in place at TISOL.

When a student receives ten merit cards for commendable classroom or school-wide conduct he or she is given a Bronze

Certificate. Upon receipt of a total of ten merit cards, students are presented with a Silver Award at a school assembly.

Gold Awards are presented to students who earn a total of 30 Merit cards. The Gold Card awards recognise a student's positive and

consistent contributions to the life of the school and entitles the child and parents to attend the Gold Luncheon Award at the end of each semester.

Merit awards are valid for one semester only.

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We're on the web:
www.tisol.ac.pg

Term Dates:

- > Term Two ends on Friday, 27th June
- > Term Three starts on Monday, 21st July

> Newsletter by Email

To be added to the email circulation list send an email to: mail@tisol.iea.ac.pg

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Mrs. Eileen Bayagau is the coordinator of the Merit Award Program for 2008 and she would welcome any of your comments or questions.

IEA Literacy Teaching Program - BLIP

“BLIP is designed to help teachers understand, develop and deliver a balanced literacy program. For teachers this might mean:

- learning more about teaching reading or writing,
- dealing with individual differences,
- planning a properly integrated literacy block,
- using resources more effectively,
- assessing student development.

BLIP ensures that each teacher receives the advice and assistance they need.”

- Greg Whiddon, Director of Professional Services, IEA

During Week Two of this term the teaching staff are taking part in an IEA initiative aimed at enhancing the teaching of literacy (reading and writing) throughout the school.

Staff from the IEA Centre for Professional Development (CPD) are working with students and teachers in the classrooms demonstrating Literacy teaching techniques. After school Professional Development Workshops are being conducted to further develop teachers’ skills in Literacy teaching.

The *Balanced Literacy In-service Program* (BLIP) has been developed by the IEA to expand and develop understanding of the teaching and learning of Literacy.

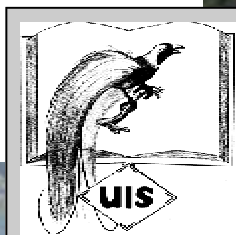
(See page 4 for English Curriculum Information)

Home Link Books

Following lots of good ideas from families and teachers we are re-designing our Home Link Book to make it even more useful. As a result we will not be re-printing the Home Link Book this term. Therefore, each class will use its own methods for School—Home communication whilst we finalise the new format.

We apologise for any inconvenience and hope that the interim arrangements prove to be satisfactory. In any case of uncertainty please contact the class teacher for clarification.

TISOL students and parents were treated to a wonderful performance of musical talent when the Ukarumpa International School Orchestra and Choir visited Lae last week.



Ukarumpa International School visit to Lae



P&F News

The P&F is making progress with the draft of its **Welcome to Lae Guide**.

However, we still need contributions for many of the sections and sponsorship to cover the printing costs.

If you or your company are able to help please contact me.

Clarissa Reilly
P&F, Chairman

The next P&F meeting will be on Wednesday, 21st May from 1:30 to 2:30.

At this meeting the P&F will present a motion to approve the new P&F constitution.

Please come along; your voice counts.

P&F Committee Members

Clarissa Reilly - Chairman
Karen Sugars - Deputy Chair
Simon Lewis - Secretary
Rajanthran Loganathan - Treasurer



Number 4-2008

TISOL on the Web

The TISOL website has now undergone a complete redesign. The site contains useful information for current and prospective families. At present the site has only a small selection of pages.

We intend to expand the site to become a form of electronic TISOL handbook for parents and students. Current sections include News, Enrolment information, School calendar dates and a Newsletter archive.

The website is now available to view on the Internet. If you have access to the Internet please take a tour of our website and provide us with some feedback. If you have any ideas for information to be included (or find any errors) please let us know -

mail@tisol.iea.ac.pg

The address of the website is www.tisol.ac.pg

All comments will be appreciated as the website needs to be accessible and helpful to the TISOL community.

Competition Reminder

Student Competition to find a new name for the TISOL Newsletter

We are holding a competition to find a name for the new style TISOL newsletter.

The title should clearly describe the newsletter as being from TISOL and should be short and catchy.

Please send your suggestion to Mr. Mather by email mail@tisol.ac.pg or write it on a piece of paper and leave it in the suggestion box in the School Office. Remember to include your name and class.

The closing date has been extended to the 12th of May—so get your thinking caps on everybody.

A prize will be awarded for the winning suggestion.

Late Pick-Ups, a Plea to Parents

Parents are reminded that school finishes at 2:30 pm and that students are to be collected from school by 3:00 pm at the latest.

In recent weeks a number of students have been at school until well after this time—some as late as 4:30.

Despite this reminder in the last newsletter there are still a number of students who are not being collected on time. In some cases children have been left waiting after school until

after 5pm! That is 2½ hours after the end of school.

Students waiting for late collection will be supervised in the Assembly Hall. Parents or careers arriving after 3pm will need to collect the children from the Hall.

Please be aware that Late Collection is not a service provided by the school—so ensure that your children are collected on time, everyday.

School Assembly Dates Term Two

2nd May	ECC - 3 Syndicate:- 8-8:30am No afternoon assembly due to Literacy Program
16th May	ECC - 3 Syndicate:- 8-8:30am Mrs J Kaupa - G1/2:- 2-2:30pm
30th May	ECC - 3 Syndicate:- 8-8:30am Mrs V Sam - G3:- 2-2:30pm
13th June	ECC - 3 Syndicate:- 8-8:30am Mrs H Wavuri - G4:- 2-2:30pm
27th June	ECC - 3 Syndicate:- 8-8:30am Mrs H Kelaga - Prep:- 2-2:30pm

ENGLISH LANGUAGE Curriculum

The English Language curriculum presents learning outcomes under three broad strands: *Oral Language, Written Language and Visual Language.*

Each of these strands can be regarded as having an 'input' and an 'output' component. Consequently, Oral Language is concerned with listening and speaking, Written Language with reading and writing, and Visual Language with viewing and presenting.

Written Language –

Reading and Writing

Written language expands our ability to understand our world, communicates that understanding and provides us with opportunities to organise and clarify information.

Students develop a wide range of strategies for gaining meaning and enjoyment from texts. They develop an understanding of the way in which responses to texts are affected by context, and they become skilful at analysing the structure and techniques of the texts they read.

Students develop an understanding of the complex writing process and gain competence in the conventions of language including spelling, grammar and punctuation. They also become skilful at communicating through writing for a variety of purposes and audiences.

Oral Language –

Speaking and Listening

Of all the language skills, those of oral language are the most central to student learning. Oral language is also the way in which social interaction occurs, new relationships are developed, and cooperative ventures are planned and undertaken. In using oral language students learn how to process and organise information, think critically and explore ideas and concepts.

Students develop skills in listening in a wide variety of situations. Listening involves protocols of behaviour as well as the ability to process and analyse the communication of others. Students interact using oral language in a wide range of contexts and situations, both formal and informal, developing an awareness of the power of speech.

Visual Language –

Viewing and Presenting

Students need to develop skills in processing and analysing a variety of visual information, and use visual techniques in their own communication.

Students are encouraged to critically evaluate a wide range of visual images, consider the social impact of various media, and explore ways in which various techniques are used for specific purposes. Students develop skills in a variety of areas including handwriting, the effective use of graphics and layout, and the use of technology.



Students

develop a wide range of strategies for gaining meaning and enjoyment from texts.

Teaching and learning in English Language strives to help students to function successfully in a communication oriented society. Students need to be able to make meaning from oral, visual and written language forms and communicate and convey ideas, feelings and emotions. In their interpersonal relationships language will be used to influence others and establish and maintain relationships.

To make sense of the world students are required to think imaginatively and reason logically. Language is the means by which society meets these needs. Consequently the school curriculum should strive to meet these needs, rather than focus solely on the development of the skills of reading, writing, speaking and listening as ends in themselves. It should also recognise the diversity of students' socio-cultural and language backgrounds.