Immanuel Lutheran School - Gawler
Parent Information Evening 2015

Year 1

Mission Statement-
Immanuel Lutheran School - Gawler, aims to develop inquiring and knowledgeable young people with a commitment to lifelong learning through a challenging curriculum that takes into account:

- Intercultural understandings and respect
- Tolerance of other viewpoints
- The need for a more peaceful and sustainable world.

This will be achieved through the development of programs delivered through the lens of our Christian Faith.
Year 1 staff

Gail Darby

I am married with three children of my own and I am looking forward to getting to know you and your child this year. I have enjoyed being in the teaching profession for the last eighteen years and being part of the community through being involved in local cricket and rugby clubs. My teaching career started in the UK before working for many years in an International School in Southern Africa. I was happy to join Immanuel Lutheran School Gawler seven years ago and I believe that a caring Christian environment is the best environment that children can be placed into. I try to create an environment where every child feels special and unique. It is important that children build on their prior knowledge and are given the opportunity to work at the level they are up to and extend themselves. I encourage all children to ‘have a go’ and I believe children learn through actively being involved in their learning.

Marianne Roberts

Welcome to a new year. My name is Marianne and I live on a farm at Tarlee and have four children, a hard working husband and have just become a Grandma! I am a member at St Marks Lutheran Church, Freeling and can often be found at Wallaroo at our beach house on weekends and holidays. Having worked in two different states across Catholic, Anglican, Lutheran and Government schooling systems, I believe I have a big picture vision of education and students and an even bigger love of children. I believe children come to school with a vast knowledge and an immense range of interests and pursuits. I intended to foster their individuality and instil in them a love of learning, love of school and a love of God. This is my sixth year at Immanuel and my 12th in the Lutheran system in South Australia. I enjoy presenting the PYP curriculum and find the Inquiry based approach conducive to the inquisitive nature of children. May God continue to bless your child’s learning and may we share an interesting, fun-filled and peaceful year!

LSO (Lutheran Schools Officer) - Karren Loch, Sara Bayha, Sandra Lloyd and Jenny Ridley.

These dedicated ladies work in the classrooms to provide support, develop resources and provide one-to-one learning.
1) Banking

Student banking is offered with the Lutheran Laypeople’s League. Bank books are placed in the class message box on Tuesdays and are returned on Wednesdays. Please see the front office for further details.

2) Brain food

Children are allowed to bring a small container of brain food to school which is placed in an allocated spot outlined by the classroom teacher. Brain Food is to consist of fresh or dried fruit/vegetable pieces. Please ensure that it is cut up into manageable pieces and is non-spill and non-sticky. Class teachers will designate suitable times throughout the day for students to enjoy a healthy snack. Students will not be allowed to graze throughout the day. (Please no nuts as this is a nut free school)

3) Drinks in the classroom

Children are allowed to have their drink bottles filled with water in the classroom. On extreme heat days, please ensure that lunch boxes are brought inside the classroom as well.

4) Library

Children are allowed to borrow up to two books a week. They are only allowed to borrow if they have their library bag. The books should be returned the following week. Children will visit the library each Friday.

5) Sport program

Sports uniform can be worn each day. The children will be engaged in Fitness, PMP, and Physical Education. PMP is on Wednesdays and Sport is on Fridays.

PMP is a Perceptual Motor Program which helps promote coordination and fine/gross motor skills through physical activity. A range of different stations are set and children circulate to each activity in a small group and follow the instructions of the leader at the station. Each station has a different emphasis and the program promotes co-ordination and fine/gross motor skills.

If your child suffers from asthma please ensure they have access to their medication from the front office and that there is an asthma plan in place. Also if your child is allergic to nuts/bee stings/eggs etc ensure that a plan is in the office as well. All medication and dispensing is from the front office.

**No medication may be kept in student bags.**
6) Specialist subjects

Mr Dwayne Hueppauff will take the children for Music and Sport lessons.

Mrs Karen Rollings will be taking the children for their PMP (Perceptual Motor Program) lessons.

Mayumi Wong will be taking children for Japanese.

7) Daily routines:

It is important that children arrive at school on time. The start of the day is important for them to settle in and organise themselves for the day before we sit down on the carpet. Please be aware that late arrivals are recorded during roll call and are shown on the end of term report.

In the morning, children are expected to develop some independence by placing their water bottle, brain food and their Learning@Home folder in a designated area and change their reader as needed. If there is a written note by you we ask that your child puts in on the teachers desk to ensure they read it. Once the bell has gone, they will need to say good bye to parents and sit on the carpet.

8) Assembly

In Even weeks (2,4,6,8 and 10) on Wednesday at 2.45pm, we will have a whole school assembly under the shelter. During assembly we will sing the National Anthem, share devotion, present certificates to celebrate student learning, and have a class sharing time. Parents are most welcome and encouraged to attend.
9) Worship and Praise

This begins on Friday mornings at 9:00 am. These are led by various classes, parish pastors, special guests and teachers. Parents are most welcome to attend.

10) Learning@Home

Learning@Home provides an important opportunity for students, supported by parents/caregivers to consolidate skills taught at school. Classroom teachers will mark Learning@Home on a weekly basis.

As a result of parent surveys and staff discussion, Immanuel will trial a revised format to Learning@Home in 2015. Parents can expect consistency across year level classes with age appropriate expectations each week.

The table below briefly describes the content of Learning@Home at each year level and an expected time guide for the entire week.

The suggested time graduations allow families flexibility as they plan their schedules outside of school life.

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Learning@Home Content</th>
<th>Minutes per Week</th>
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<tbody>
<tr>
<td>Foundation</td>
<td>Reading, spelling</td>
<td>20 minutes</td>
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<tr>
<td>Year 1</td>
<td>Reading, spelling and basic number concepts</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Year 2</td>
<td>Reading, spelling and basic number concepts</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Year 3</td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Year 4</td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>70 minutes</td>
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<tr>
<td>Year 5</td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Year 6/7</td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>120 minutes</td>
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11) Units of Inquiry

Science, social studies, health and from time to time other subjects such as Mathematics, Literacy, ICT and design technology are integrated through inquiry topic units. These are the Primary Years Programme focus of inquiry units we will be studying this year:

Who we are  
Term 1
People find ways to get along with others who are different

How the world works  
Term 1/2
We understand more about materials by exploring them

Sharing the planet  
Term 3
Our personal choices can change our environment

Where we are in time and place  
Term 3
The things people do and use change over time

How we organise ourselves  
Term 3
Communities provide services to meet people’s needs

How we express ourselves  
Term 4
People recognise important events through celebrations

12) Play investigations

The day will start with active hands on experiences for the children know as investigations. These will occur in the classroom 3 mornings a week, from the start of day until recess. During this time the children will be involved in inquiry, literacy, numeracy, construction, dramatic play, tinkering, collage, sensory activities, reading corner and interest table activities. The investigations and explicit teaching that occurs are used as a springboard into the formal teaching of the day.

13) Excursions/Incursions

Throughout the year the children will be involved in several excursions and incursions which are relevant to the current unit of inquiry. Information will be sent to parents before these events. On several excursions, parent volunteers may be required. All volunteers will need to complete a Volunteer training course run through the school.
14) Class Carer

As we grow as a community, it is important that we are vigilant in maintaining a welcoming, inclusive and supportive school environment. Further information regarding this role can be obtained from the ‘Carer’s Handbook’. Please let your child’s class teacher know if you are interested in supporting our school through the class carer program.

15) Buddies

In order to maximise support within our student body, each class is partnered with another in the school. Each fortnight, assigned classes gather together for a session which may involve the following: art, craft, listening to reading or sports. This is an invaluable time to help younger students to develop relationships and for older students to lead by example.

Buddy classes are partnered as follows:

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Year 4</th>
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<tr>
<td>Year 1</td>
<td>Year 5</td>
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<tr>
<td>Year 2</td>
<td>Year 6</td>
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<td>Year 3</td>
<td>Year 7</td>
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