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 view points
- 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.
Foundation staff

Hannah Ivett

Hello, my name is Hannah Ivett. I have been a Christian for as long as I can remember and am currently a member of Salisbury Lutheran Church. I enjoy a good laugh, spending quality time with friends, horse riding lessons, reading for enjoyment, being out in the sunshine, and visiting other countries; particularly my family in the UK. I believe it is important to acknowledge the uniqueness of each child and through a Christ-centred approach I aim to create a learning environment where children actively travel on their individual learning journey. I am looking forward to getting to know everyone as we work together to help children discover the great things God has planned for them.

Tania Wain

Welcome to an exciting new year at Immanuel. I live in Adelaide’s northern suburbs with my cocker-spaniel Charlie, and I enjoy walking, singing, reading, chocolate, cinema, dinner parties, a good wine, cards, board games and trivia nights! I love to travel and aim to set foot on every continent by the end of this year! I have been teaching in the Lutheran system for over 20 years across Kindergarten and Junior Primary years in country SA, NSW, London and also as a Kindergarten Director. This is my 5th year at Immanuel. I come from a strong Christian family and hope to pass my love of God on to the children in my care. I am looking forward to the challenges and adventures this year will bring, working with the children to reach their full potential and building a wonderful, caring and supportive relationship with the children and their families.

Jane-Marie Pfeiffer

I have been a familiar face at Immanuel for many years, serving in the roles of Rec/One, 2/3 and Ed support teacher as well as teaching AUSLAN across all year levels. I enjoy reading, Pilates, my pets, and spending quality time with family and friends. I am an avid Geelong football club supporter and am a huge Bruce Springsteen Fan. I am a member of Hampstead Lutheran church and am actively involved in my church community. I look forward to many new adventures this year and getting to know you and your child. I feel blessed to be a part of your child’s learning journey.
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-on-one learning.

2) How can you support your child at home and school?

Learning to read is one of the first big steps at school. There is an excitement about it and it is wonderful to see confidence blooming! To help develop this good life time habit, here are some ideas to help children turn into avid readers!!!

   a) Find a quiet place to sit comfortably together away from distractions and read to them every day. It is the best way to develop a love of reading. Read every day yourself and let the children see you enjoying it. (Easier said than done, with busy lives these days.)

   b) Talk with your children every day. Good talkers usually become good readers and writers.

   c) Praise your child’s reading efforts and let them share with other willing listeners such as Grandparents. Make it a 50/50 split with your partner as children need to model themselves on both parents. Fathers play an important role in encouraging their children to read.

   d) Look at the cover and discuss what the story might be about. (Prediction)

   e) Use the story and pictures to help your child guess new words. Ask “What do you think it could be?” Use first letter sounds to help give an idea. If possible model sounding out a word for your child to guess. They will often be able to blend the sounds you make to form the word, before they are able to do this task independently. Then go on with the story. If on a second reading he/she cannot remember the word, tell them again and if they can remember – great! Praise!

   f) Discuss the story afterwards, using: When? Why? What? And What if? Discuss their favourite and least favourite parts of the story. This helps to develop comprehension. (Retelling)

   g) Don’t compare one child’s reading progress with another’s. Remember each learns to crawl, walk and talk at different times. It is the same with reading. Remain positive and end reading times with a warm hug and a few words of praise for the effort given.

It is also important children have a good night’s sleep. This is “brain” time and a well rested child will perform better at school and at home.
3) Banking

Student banking is offered with the Lutheran Laypeople’s League. Details were sent home in the new children’s calico library bags or please see the front office for further details. Bank books are placed in the class message box on Tuesdays and are returned on Wednesdays.

4) 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)

5) 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.

6) Library

Children will visit the library each Monday for borrowing time. Your child will need to remember their library bag on this day. Children are allowed to borrow up to two books a week. They are only allowed to borrow if they have their library bag. Books may be borrowed up to a fortnight.

7) Sport program

Sports uniform can be worn each day. The children will be engaged in Fitness, PMP, and Physical Education activities. 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.
8) Specialist subjects

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

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

Mrs Skye Jones will be taking the children for specialist library lessons.
9) 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 it 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.

10) 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.

11) 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.

12) 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</th>
<th>Level</th>
<th>Learning@Home Content</th>
<th>Minutes per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td></td>
<td>Reading, spelling</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>Reading, spelling and basic number concepts</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td>Reading, spelling and basic number concepts</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Year 4</td>
<td></td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>70 minutes</td>
</tr>
<tr>
<td>Year 5</td>
<td></td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Year 6/7</td>
<td></td>
<td>Reading, spelling, mathematics and some optional Unit of Inquiry</td>
<td>120 minutes</td>
</tr>
</tbody>
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As well as Learning@Home, we encourage your child to read every day. Our readers are graded and the children work through the reading at their own pace. They are tested regularly and will go to the next level once they have achieved 95% accuracy on a level (this includes comprehension). This gives them a sense of achievement and helps develop confidence. Please fill in the reading record sheet and comment on your child’s progress. Children need to bring their black reading folder to school every day.

Sight words form the basis of a lot of the words in the child’s reader. Children will be given a set of sight words to learn in booklet form. They will be tested in class before receiving the next set. Children learn at their own rate and need to feel confident reading their sight words before moving on to the new set.

14) Spelling

Foundation children will be given new letters during the week and each letter will be stuck in a “Sound Book” for further practice at home. Each week they will be tested on their introduced letters from the week. After the first 6 sounds are learnt, a word list will be glued into the back of the sound book which reinforces the sounds being taught. Children can use their bottle tops to make these words.

15) Mathematics

Although mathematics homework is not issued at this level, practicing simple mathematical concepts through informal home activities would be appreciated. Ideas to help include: setting up a play shop, reading story books that involve number sequences, singing number songs such as “10 Green Bottles”, “5 Little Ducks”, playing board games such as “snakes and ladders”.

16) Units of Inquiry

Science, social studies and from time to time other subjects such as 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 2**  
Objects have different characteristics

**Where we are in time and place**  **Term 3**  
There are many different types of places

**Sharing the planet**  **Term 4**  
We share our environment with living things as they change and grow

**How we express ourselves (whole year unit)**  
People express themselves through the arts

17) 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.

18) 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.

19) 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 literacy, numeracy, construction, dramatic play, tinkering, collage, sensory,
reading corner, Christian Studies and interest table activities. The investigations and explicit teaching that occurs are used as a springboard into the formal teaching of the day.

20) 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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<tbody>
<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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