

2018 Foundation Class Handbook



IMMANUEL
Gawler

LOCAL • GLOBAL • CONNECTED

A primary school of the Lutheran Church

Miss Jane-Marie Pfeiffer

Miss Tania Wain

Mr Michael Blasche

Foundation Staff

Michael Blasche



My name is Michael Blasche. I am in my second year of teaching having had a Year 1/2 class last year at St John's Lutheran School, Eudunda. I enjoy spending time with family and friends, playing sports, reading and getting outdoors. As an educator, I am proud to be a role model and have the opportunity to shape students intellectually, socially, spiritually, emotionally and morally. I believe that education is about more than reading, writing, and arithmetic; it is about providing a stable and inclusive environment in which to help young people build their capabilities and confidence, develop as a whole person, explore new ideas, be creative, connect with their local and global community, and enjoy the learning process.

Tania Wain



Welcome to an exciting new year at Immanuel. I live in Adelaide's northern suburbs and I enjoy reading, singing, chocolate, cinema, playing cards and board games and trivia nights! I am a member of St John's Lutheran Church at Tea Tree Gully. I love to travel and have recently achieved my goal of setting foot on every continent. 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 8th 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 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) – Sally Wandel (Semester 1), Sara Bayha (Semester 2)

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 the brain food box at the beginning of the day. Brain Food is to consist of fresh or dried fruit/vegetable pieces, not biscuits, crackers or Nutrigrain etc. 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 aware 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 Friday for borrowing time. Your child will need to remember to bring their library bag on their designated 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 is worn each day. The children will be engaged in Fitness, PMP, and Physical Education activities. The Perceptual Motor Program 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.

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 is kept and dispensed from the front office.

No medication may be kept in student bags.

8) Specialist subjects



Mr Dwayne Hueppauff will take the children for Music lessons.



Mrs Charmaine Strickland will take the children for Cultural Studies lessons.



Mrs Rachael Siviour will take the children for Sport 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 in on the teachers desk to ensure they read it.

On Monday to Thursday we begin our day with 15 minutes of reading in the classroom. Parents are encouraged to stay and move around the room listening to the children read.

10) Assembly

In weeks 4 and 8 on Monday at 2.45pm, we will have a whole school assembly in Taikondi. During assembly we will sing the National Anthem and have a year level sharing time. Parents are most welcome and encouraged to attend. Our Foundation assembly is planned for Term 4, Week 8 (December 3rd).

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. Check Monday minutes and newsletter for who is leading worship.

12) Learning@Home

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

The table below briefly describes the content of Learning@Home at each year level and an expected time guide for the entire week. Parents can expect consistency across year level classes with age appropriate expectations each week.

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

Year Level	Learning@Home Content	Minutes per Week
Foundation	Reading, spelling	20 minutes
Year 1	Reading, spelling and basic number concepts	30 minutes
Year 2	Reading, spelling and basic	30 minutes

	number concepts	
Year 3	Reading, spelling, mathematics and some optional Unit of Inquiry	45 minutes
Year 4	Reading, spelling, mathematics and some optional Unit of Inquiry	70 minutes
Year 5	Reading, spelling, mathematics and some optional Unit of Inquiry	90 minutes
Year 6/7	Reading, spelling, mathematics and some optional Unit of Inquiry	120 minutes

As well as Learning@Home, we encourage your child to read every day. The children work through SPELD readers (inside classrooms) at their own pace. These books are designed to help with decoding strategies and focus on the sounds learnt in our Jolly Phonics program. They are tested regularly on graded readers 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 will keep their reader and recording sheet in their plastic folder.

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. It is fine to focus on one page at a time until your child is confident with the words.

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 8 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. Our current unit and the lines of inquiry are on display in the classroom. These are the Primary Years Program units we will be studying this year:

Who we are Term 1

People find ways to get along with others

How the world works Term 2

Objects have different characteristics

Where we are in time and place Term 3

People live in many different 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** (Valuing Safe Communities) 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) Investigations

Inquiry Investigations will take place 2 afternoons a week. 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) Parent/Teacher interviews

Parent/Teacher interviews will be held at the end of Term 1.

21) Behaviour Education

For further information on the schools behaviour education policy, please refer to the 'Managing Student Behaviour' Policy & Procedure document on our website.

22) Contact details

There is space for parent/teacher correspondence in the Learning@Home journal. Additionally if you wish to contact teachers via email, you will find addresses listed below. Teachers will endeavour to respond to emails within 24 hours. If the email requires a more in depth response teachers may try to book a meeting time to discuss the matter face to face. Please be aware that teachers may not have access to email after work hours. Emails after 6pm may be acknowledged the following day.

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