



St Michael's
Lutheran Primary School

Middle Learning Community

Parent Information Booklet

2021

Mrs Rene Kruger

Mrs Sara Holman

Mr Brad Pfeiffer



Punctuality

Our school day officially starts at 8:50 am. At this time the online roll book is completed and students not yet present will be marked as late. Students will need to sign in at the office after this time.

Morning routine

Each morning when the children enter the classroom we encourage them to be independent and complete their morning routine. Each classroom has established their own procedures and expectations which are to be completed by 8.52 a.m.

Students are not permitted to open or use iPads before instructed to do so.

Healthy Snack

At approximately 10 a.m. each morning we will have a short break for a brain food snack. Snack food must be a healthy choice. Please be aware we have children with food allergies in our community and therefore children will not share food.

ICT & Technology

At the completion of MLC boot camp, all MLC students and parents will be required to read, sign and return the ICT agreement. Please keep the top copy at home and return only the second page to your classroom teacher.

We recommend students do not set a **passcode** as they can be easily forgotten and then locked out of their iPad. The only way to recover from this is to erase the device and start over. Instructions for doing this are here - <https://support.apple.com/en-au/HT204306>

Per the ICT agreement, it is important that iPads are backed up regularly. Instructions for **Backing up your iPad** are under the **Technical Documents** heading on the iPad Information page here - <https://smlps.edublogs.org/ipad-programme/>

Students are not allowed to use their school email accounts to message or email each other at any time, either at home or school. Personal email accounts are parental responsibilities.

Classroom Expectations

During the first few days of school, we worked together to establish our classroom essential agreements. These are the guidelines by which we expect everybody that enters our rooms to abide. Our agreements aim to make our classrooms a **safe, kind and respectful** environment that will allow each one of us to achieve our best.

In the case of unacceptable behaviour, students will be involved in individual restorative conferences. During a restorative conference, students will be asked to consider how their choices affects others and plan for improvement. If the behaviour continues, the following procedures will be implemented:

- Student moved to work alone within the classroom
- Student moved to team teaching class and reflect on their behaviour. You will be notified via your preferred methods if this occurs.
- Referral to Mrs Taylor for repeated behaviours of concern.

For serious behaviours, this procedure may be modified. Teachers will contact parents regarding behavioural concerns as required.

Calendar days

Monday	Assembly (even weeks at 2 p.m.)
Tuesday	Mrs Kruger's & Mrs Holman's classes wear sport uniform, lunch orders from Café 3:16 to be ordered (for Wednesday delivery).
Wednesday	LLL banking due, Mr Pfeiffer's class wear sport uniform, lunch (Cornerstone) orders due by 8 am (for Thursday delivery). (https://www.flexischools.com.au) Café 3:16 lunch orders delivered.
Thursday	Lunch orders (Cornerstone) delivered, return library books
Friday	Library borrowing, Chapel, all MLC classes wear sport uniform

Library

Browse and borrow day is Friday. Students are allowed to borrow up to four books at a time. We ask that books be returned on the Thursday to ensure a fully stocked library. As part of their library borrowing, students will be able to choose books appropriate to their Lexile level.

Birthdays

If your child is having a party, we would appreciate if you could please post or hand out the invites to other parents. There are social issues attached to children giving out invitations when not all children in a class are invited. Also, please check with us prior to bringing in food. Individual portions are preferred for classroom distribution.

Meeting with the teacher

If you want to catch up with your child's teacher briefly, we are generally available before and after school each day. If you require longer than a couple of minutes, or wish to talk confidentially, please make an appointment. Due to staff meetings on Tuesday afternoons, we are unable to schedule meetings. Please remember that there is a protocol in regard to concerns or complaints. In the first instance, concerns should be addressed to the class teacher prior to making contact with the principal. The school grievance procedure can be found on the school website.

The below email addresses are work emails and are not read once we have left school. We endeavour to respond in a timely manner.

Any information regarding change of student pick up details must be forwarded to the receptionist.

sholman@stmichaels.sa.edu.au

rkruger@stmichaels.sa.edu.au

bpfeiffer@stmichaels.sa.edu.au

The Middle Learning Community Communication

Class communication is available via our combined blog, entitled MLC Community. Information will be regularly posted and you will be alerted to new information via an email once subscribed. SeeSaw will continue to be used to display student learning.

In the event of a Covid lockdown online learning will continue via SeeSaw.

Food Allergies & Medications

Our school is a nut aware school. To support children with food allergies, we ask that you carefully consider the foods that you send to school with your child. Sharing of food may trigger a possible life-threatening situation.

Any medications need to be sent to the front office for storage as per our medication policy. All medicines will be administered by the office staff.

School App

The school app is your location for keeping up to date with school events and notifications. Please contact the front office if you have difficulties in using the app.

Stationery

Stationery has been labelled and distributed at the start of the year. We will issue new supplies as required. As the children have grown quite a bit, your child may need a new paint smock. Please ensure all of your child's belongings are labelled, including all uniform items.

Calendar events

Term 1	Sports Day, parent teacher interviews
Term 2	NAPLAN, reports
Term 3	Book week, swimming
Term 4	Reports Showcase and concert TBA

Home Learning

This year we continue home learning options. These will be posted fortnightly on the blog. Home learning will be celebrated and shared in class. Students should be reading at home for at least 15 minutes a night, learning times tables and Spelling words.

Students can access their spelling list words on their iPads.

Volunteers

At St Michael's we believe that volunteers make a significant contribution to the school community by giving of their time and sharing their God-given talents, skills and expertise with others. Volunteers may have a wide range of interests and abilities that complement and support school programs, thus providing a wider range of interactions and experiences for students. We greatly appreciate your willingness to help at St Michael's, our students would not have the opportunities they have without you! Thank you so much.

For up-to-date information regarding your requirements to volunteer please refer to the current St Michael's newsletter.

PYP Units of Inquiry

Students learn about globally significant issues in the context of units of inquiry, based on a central idea which is relevant to a particular transdisciplinary theme.

If you feel you have special skills or resources that may help make our units more meaningful, and you are prepared to share them with the classes, please come and speak to us.

Term 1

Who we are

Changes people experience at different stages of their lives affects health and relationships.

How the world works

Working scientifically develops our understanding of the physical world.

Term 2

Sharing the planet

Investigating design solutions to promote sustainability.

Term 3

How we express ourselves

Advertising attempts to influence the way people think and act.

How we organise ourselves

Communities are shaped by their decision-making processes

Term 4

Where we are in place and time

Explorations leads to discoveries, opportunities and new understandings.

In the classroom, we will be focusing on the attributes of the IB learner profile, PYP attitudes and transdisciplinary skills which help us to provide opportunities for the students to develop into lifelong learners. The following list is a brief explanation of what each of the terms mean. We use these terms often in class and it would be beneficial if you did too!

Attributes of the IB Learner Profile

RISK-TAKERS

We have the courage to try new things. We're not afraid to give it a go even if we feel shy. We try to solve problems in different ways.

THINKERS

We are thoughtful. We try to solve problems and make good decisions. We do this by thinking about things and by learning from our mistakes.

INQUIRERS

We ask questions. We like to learn and discover new things about the world. We are curious. We will carry this love of learning with us throughout our lives.

KNOWLEDGEABLE

We have learned many things. We can tell you about and show you these things.
We can use this information to solve problems in life.

CARING

We care for other people. We try to help others. We want people around us to be happy and we are sensitive to their needs.

PRINCIPLED

We always try to do what is right. We are fair and follow rules.
We are honest with ourselves and with others.

OPEN-MINDED

We know that people are different and may do different things.
We know that not everyone will think like us. We listen and try to understand others.

COMMUNICATOR

We receive and share ideas and information confidently. We communicate how we are feeling.

REFLECTIVE

We think about what we have learned, what we are good at and what we can improve the next time. We take the time to think about our actions and their effects.

BALANCED

We eat healthy food and exercise. We like to learn about different things. We understand it is important to have a balance of work and play.

Attitudes

Independence

We can think and act on our own. We can make our own decisions and give good reasons for our choices.

Commitment

We work hard with our learning. We don't give up. We are self-disciplined and responsible.

Integrity

We try our hardest to be fair and honest in everything that we do.

Confidence

We feel confident in our ability to learn. We are brave enough to make good choices and decisions.

Cooperation

We try our best to work well with our classmates and teachers. We take turns sharing and listening.

Curiosity

We want to find out more about the world, the people living in it and their cultures.

Appreciation

We try to show love and care for the world and its people.

Enthusiasm

We love learning and being involved in a wide range of activities.

Respect

We try our hardest to respect ourselves, others and the world around us.

Empathy

We try to understand how other people are thinking and feeling by imagining we are them.

Creativity

We use our imagination to solve problems and share our thoughts.

Tolerance

We celebrate and show respect to the differences in others.

Make reading a part of every day

At home you can help your child by...

Share conversations with your child over meal times and other times you are together. Children learn words more easily when they hear them spoken often. Introduce new and interesting words at every opportunity.

Read together every day. Spend time talking about stories, pictures, and words.

Be a reader and a writer. Children learn habits from the people around them.

Visit a library often. Borrow a variety of books as often as you can.

Build reading accuracy. If your child is reading aloud, point out words they miss and help them read words correctly by chunking them into parts. If you stop to focus on a word, have your child reread the whole sentence to be sure they understand the meaning. See if they can use clues from the sentence to understand its meaning.

Build reading comprehension. Talk with your child about what they are reading. Good readers use these strategies: predicting, visualising, questioning, determining main idea, inferring and summarising. Ask your child to predict what might happen next and why they thought this. Ask them to draw a picture of a scene or character based on what was written. Ask them to think about what questions they have as they read. Have them search or think about the answer.