



Immanuel College

Immanuel College Enrolment Information





Curriculum at Immanuel

MIDDLE SCHOOL COURSES

YEAR 7

AREAS OF LEARNING

Compulsory Units

Arts

- Visual Art/ICT *
- Drama
- Music

Christianity Studies

- Christianity & Life

Individuals & Societies

- Humanities

Language & Literature

- English/EALD

Language Acquisition

- German
- Japanese

Mathematics

Physical Education

- Outdoor Education
- Physical Education

Sciences

Design

- Design & Digital Technology
- Home Economics

* ICT integrated across the curriculum and within Visual Art

Global Contexts

- Identities & Relationships
- Orientations in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Courageous
- Balanced
- Reflective

YEAR 8

AREAS OF LEARNING

Compulsory Units

Christianity Studies

- Christianity & Life

Individuals & Societies

- Humanities

Language & Literature

- English/EALD

Language Acquisition

- German
- Japanese

Mathematics

Physical Education

- Outdoor Education
- Physical Education

Sciences

Arts

- Drama
- Music
- Visual Art

Design

- Design & Digital Technology
- Home Economics

(Students complete several of the above subjects, including at least one subject from the Arts area and one subject from the Technology area)

ICT integrated across the curriculum

Global Contexts

- Identities & Relationships
- Orientations in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Courageous
- Balanced
- Reflective

YEAR 9

AREAS OF LEARNING

Compulsory Units

Christianity Studies

- Christianity & Life

Individuals & Societies

- Humanities

Language & Literature

- English/EALD

Language Acquisition

- German
- Japanese

Mathematics

Physical Education

- Outdoor Education
- Physical Education

Sciences

Arts

- Drama
- Music
- Visual Art

Design

- Design & Digital Technology
- Home Economics

(Students complete several of the above subjects, including at least one subject from the Arts area and one subject from the Technology area)

ICT integrated across the curriculum

Global Contexts

- Identities & Relationships
- Orientations in time and space
- Personal and cultural expression
- Scientific and technical innovation
- Globalisation and sustainability
- Fairness and development

IB Learner Profile

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Courageous
- Balanced
- Reflective

YEAR 10

The Year 10 curriculum is aligned with the Australian Curriculum and offers an opportunity for all students, through their effort, to thrive as they extend and enrich their learning.

Students also commence their SACE studies with the compulsory Stage 1 subject – **Personal Learning Plan**.

COMPULSORY SUBJECTS

Christianity & Life
Humanities – History
English or EALD
Mathematical Methods
or General Mathematics
or Essential Mathematics

Physical & Health Education

Physical Education (SACE Option)

Sciences

Science Core

Students choose a further 4 units from the Arts, Humanities, Technology, Languages & Physical Education areas.

Arts

Art S1/S2
Design S1/S2
Drama S1/S2
Music A/B
Photography 1S

Humanities

Geography 1S
Commerce 1S
Philosophy* 1S

Design

Design Engineering &
Advanced Manufacturing S1/S2
Fashion Design* 1S
Food with Flair* 1S
Independent Living 1S
Digital Technologies S1/S2
Materials Design/Construction S1
Multimedia S1/S2

Health & Physical Education

PE – Preparing to Coach 1S

Languages

Chinese Boost or Stage 1 Chinese
(background speakers)
Japanese or German for Travel S1/S2
Japanese or German Standard S1/S2
Japanese or German Boost S1/S2
Japanese* or German* Accelerated
SACE Stage 1 S1/S2

Vocational & Flexible Learning Options

These options are only selected by recommendation and after consultation with the Senior School Learning Leader and the Head of School:

Vocational Education and Training
International Student Support
Tutorial Support

All students do Work Experience and Work Education.

* SACE Option

YEAR 11**SACE – Stage 1**

This information provides an overview only. Please refer to the detailed information in the 2018 Course Information Booklet when making subject choices.

COMPULSORY SUBJECTS

Literacy Requirement

(2 semesters – 20 credits):

English or Essential English or EALD

Numeracy Requirement

(1 semester – 10 credits):

Mathematical Methods S1 or

General Mathematics S1 or

Essential Mathematics S1

Studies in Religion and Life

(1 semester – 10 credits)

Personal Learning Plan

(if not already completed)

(1 semester – 10 credits)

Choice Subjects

Students choose an additional 90 credits of subjects (where each semester of study equates to 10 credits). Students should check pre-requisites for subjects they might be interested in studying in the following Year at Stage 2.

Accounting S1/S2

Design Engineering &

Advanced Manufacturing S1/S2

Biology S1/S2

Business and Enterprise S1/S2

Chemistry A/B

Child Studies 1S

Chinese (Background Speakers) A/B

Community Studies S1/S2

Drama S1/S2

Essential Mathematics S2

Food and Hospitality S1/S2

Furniture Construction S1/S2

General Mathematics S2

Geography S1/S2

German (Continuers) A/B

History S1/S2

Information Processing & Publishing S1/S2

Digital Technologies S1/S2

Japanese (Continuers) A/B

Legal Studies S1/S2

Materials Fabrication S1/S2

Mathematical Methods S2

Music Advanced A/B

Music Experience S1/S2

Nutrition 1S

Outdoor Education S1/S2

Photography 1S

Physical Education S1/S2

Physics A/B

Psychology S1/S2

Specialist Mathematics A/B

Textiles – Fashion Design A/B

Tourism S1/S2

Visual Arts – Art S1/S2

Visual Arts – Design S1/S2

^{1S} Only one semester of this subject can be chosen.

^{S1/S2} This subject can be studied in Semester 1 and/or Semester 2

^{A/B} This subject must be studied in both Semester 1 and Semester 2

[^] Assessed at Stage 2 level

[#] May be held after school hours

Vocational Learning Option

Vocational Education and Training

Flexible Learning Options

It may be possible to study other languages and other courses externally. Please see the Senior School Learning Leader for more details.

YEAR 12**SACE – Stage 2**

The following subjects are offered at Stage 2 level, subject to staffing and viability. Some subjects require you to have successfully completed Stage 1 studies to an appropriate level in that subject.

Tertiary Admissions Subjects – 20 credit subjects

Accounting
Biology
Business and Enterprise
Chemistry
Child Studies
Chinese (Background Speakers)
Communication Products (Photography)
Drama
Essential English
EALD
English
English Literary Studies
Food and Hospitality
Geography
German (Continuers)
Information Processing & Publishing
(Desktop Publishing &
Electronic Publishing)
Information Technology
Japanese (Continuers)
Legal Studies
Material Products (Furniture Construction)
Material Products
(Materials Fabrication Technology)
General Mathematics
Mathematical Methods
Essential Mathematics
Modern History
Nutrition
Outdoor Education
Physical Education
Physics
Psychology
Research Project
Specialist Mathematics
Design Engineering &
Advanced Manufacturing
Tourism
Visual Arts – Art
Visual Arts – Design

Tertiary Admissions Subjects – 10 credit subjects

(Any two of these subjects together create a Valid Pairing for SACE. Please see the Music Coordinator for details about the best pairing for you.)
Composing and Arranging
Ensemble
Musicianship
Musical Styles
Music Individual Study
Music Technology
Performance Special Study
Solo Performance

Vocational Education and Training courses – please contact Helen Nowosiłskyj, Pathways Coordinator for the range of available VET courses, and how they might count towards SACE completion and university entrance.



Student Diversity

Through our Student Diversity programmes, Immanuel College supports the inclusion, the acceptance and the understanding and valuing of the differences between individuals who comprise our school community. Central to our approach to Student Diversity is the recognition that differentiated educational experiences are critical for students to reach their full potential.

Our programmes acknowledge that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

Inclusion is central to our aim to increase access and engagement in learning for all students by identifying and removing barriers. This is best achieved in a culture of collaboration, mutual respect, support and problem solving.

Central to our education philosophy is the belief that students are entitled to rigorous, relevant and engaging learning programs drawn from a challenging curriculum that addresses their individual learning needs. The College believes that the needs of all students encompass cognitive, affective, physical, social, and aesthetic curriculum experiences. Our educational programmes take account of the students' current levels of understanding, their strengths and interests and are personalised or adjusted according to individual need.

Student Diversity programmes at Immanuel College are founded on a belief that all students can experience success. Student Diversity programmes are offered in the following areas:

- Gifted & Talented Education
- Indigenous Education
- EALD English as an additional Language or Dialect
- Learning Support

GIFTED AND TALENTED EDUCATION

The **imagine@immanuel** programme is central to the College's provision of personalised learning opportunities intended to support the discovery, development and engagement of unique gifts, talents, interests and abilities.

The **imagine@immanuel** programme is one of a suite of teaching and learning strategies aimed to empower all students to lead, learn and serve in order to enhance the world in which they live. It is inspired by the notion of a young person who is knowledgeable, caring and inquiring and who is determined to expand the accepted ideas of our time in visionary and innovative ways.

Immanuel College recognises that students with high potential, gifts or talents often differ from their year level not only in terms of their abilities, but in their preferred learning style as well. They have particular learning needs that require specific strategies and approaches that include, but are not limited to:

- daily challenge in their specific areas of ability or interest
- rich learning experiences that reflect their preferred learning styles
- multiple opportunities to socialise and learn with peers of similar ability as well as work independently on areas of interest
- connections to people and opportunities beyond their age setting or school community that support their particular passions and talents while maintaining connection to the curriculum.

The Gifted and Talented Learning environment is characterised by:

- relevant learning in context
- provocative learning experiences
- experiences that accommodate the diversity and complexity of learning styles
- an emotionally secure environment where their ideas are valued and respected
- learning where values and expectations are explicit
- a culture of curiosity in all activities
- development of individual's understanding of how they learn
- metacognition, structured inquiry and critical thinking are central to learning activities
- learning is engaging, challenging, rigorous, relevant and significant

The **imagine@immanuel** programme is the means by which students with high potential can systematically enhance their gifts and talents. François Gagné's (2004), defines 'giftedness' as outstanding potential and 'talent' as outstanding performance.

GIFTEDNESS

Gifted individuals possess outstanding natural intellectual, physical, creative or social abilities. Importantly, gifted young people may or may not be high achievers and while they may have outstanding potential they can be disengaged and under-achieve. While all gifted individuals have the potential to perform at a significantly higher level than their year level, their level of ability may be considered on a scale of mildly to extremely gifted. Around 10% of people may fall within the full range of gifted abilities, however high to extreme levels of giftedness are usually prevalent in a very small proportion of the population (1–2%).

TALENT

Talented individuals are those who demonstrate outstanding mastery of systematically developed knowledge and skills in one or more areas. They typically develop these competencies through practice and are usually highly motivated and persistent in their endeavors.

The **imagine@immanuel** programme is also a way to transition our most able students from Year 7 to Year 10 through a range of dynamic and differentiated experiences that match the developmental needs of learners who have a demonstrated capacity to work beyond the scope of our challenging core curriculum.

ADAPTIVE EDUCATION

Students identified with special needs may experience difficulties with numeracy, literacy, memory or language which may impact on them reaching their full potential. At Immanuel College, we recognise that all students have specific strengths and challenges in their learning. Classroom teachers are flexible in their use of various strategies in teaching and assessment to accommodate the diverse learning styles of our students. Adaptive Education at Immanuel College is constantly changing to meet the needs of students.

Support is tailored to a student's needs and is sensitive to issues of self-esteem, as well as the need to minimise disruption to the classroom-learning programme. Adaptive Education staff work with teachers to provide resources and support students in class. Some arrangements may include short small group tutoring, developing skills in the use assistive technology and tailored literacy, numeracy, organisation and study skills programmes.

Classroom teachers are keen to employ differentiated strategies that accommodate individual differences. These strategies and provisions are negotiated for students as required and their progress is monitored regularly.

Special support and work adjustments are negotiated at a meeting with relevant staff and parents, documented on an Individual Plan that is reviewed and updated as agreed. Parents are encouraged to maintain regular communication with the tutor, subject teacher and Student Diversity staff.

Support in Senior School focuses on subject selection, combined with VET and other pathways programmes. Community Studies and community based learning options can also be negotiated.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

EALD students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English. EALD students come from diverse multilingual backgrounds and may include:

- overseas or Australian-born students whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EALD is the educational acronym that refers to those students whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE, which is the variety of spoken and written English used formally in Australian schools.

EALD students are bilingual learners, and they are already language learners in at least one other language. The maintenance of the home language of EALD students is important for their English language learning as well as for the preservation and development of their cultural identities and family relationships.

EALD students require specific support to learn and build English language skills needed to access the general curriculum, in addition to learning area-specific language structures and vocabulary. This learning occurs across the skill areas of reading, writing, speaking and listening. While EALD students have the same capacity to understand the content of the College curriculum as other students they may require support with the English language that is required to access the curriculum and to demonstrate their achievement.

College programmes recognise that EALD students need to concurrently learn English, learn through (or in) English, and learn about English. Specialist EALD teachers in the College develop personalised teaching and learning programmes in the specific advice about cultural and linguistic considerations, and useful teaching strategies to support the teaching of EALD students.

INDIGENOUS EDUCATION

Immanuel College values and respects the Kurna and other Aboriginal and Torres Strait Islander peoples as traditional custodians and acknowledges that their spiritual beliefs and cultural connections to country are as important today, as they were in the past.

The College fosters a whole school focus on Indigenous culture through creating an environment that clearly values Indigenous Australia. We recognise Aboriginal and Torres Strait Islander events during the year such as National Reconciliation and NAIDOC weeks. The Aboriginal and Torres Strait Islander flags are flown as a symbol of our commitment and we ensure recognition of the Kurna heritage of our site.

Throughout our history, Immanuel College has forged strong links with Indigenous students and their communities. Indigenous Scholarships provide educational opportunities to rural and remote students and the College Indigenous Education Plan addresses the following priority areas:

- to encourage the active participation of Aboriginal and Torres Strait Islanders in college and community life
- to enhance reconciliation by acknowledging, understanding and valuing the contributions of Aboriginal and Torres Strait Islander people
- to implement, evaluate and revise programmes and strategies that support Aboriginal and Torres Strait Islander students to develop their gifts, talent and leadership in the best possible way.

Immanuel College is recognised as a high performance school in the area of Indigenous Education and has been selected as an Indigenous Youth Leadership Project (IYLP) provider. The IYLP provides scholarships and leadership opportunities for young Indigenous Australians. Many of our current students are involved in the programme and benefit by working on ideas to action their leadership aspirations at school and beyond.



International Baccalaureate

THE EDUCATIONAL PHILOSOPHY

The International Baccalaureate Organisation (IBO) offers four programs of international education: The Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) and the Career Certificate (CC). All four programmes share the following features:

- Balanced study across a broad range of subjects
- An emphasis on language acquisition and development
- Interdisciplinary learning
- The development of learning skills
- An opportunity for individual and collaborative planning and research
- A community service component requiring action and reflection

At Immanuel College, we deliver the MYP to all Year 7, 8 and 9 students. It enables us to deliver a programme that responds to local interests while providing an international framework for learning. In doing so, we develop in our students: an enjoyment of learning; strong skills; a positive sense of identity and cultural awareness.

Our adolescent Middle School students are at an age of transition. As they develop a keen need to question the values of others and examine the world and their place in it more critically, they are growing physically, socially, emotionally, intellectually and spiritually. They begin to see themselves and their relationships with others in a broader social and cultural context. The MYP Programme allows us to help students, 'develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world.' (*A basis for practice, the Middle Years Programme, IBO*)

THE THREE FUNDAMENTAL CONCEPTS OF THE MIDDLE YEARS PROGRAMME

INTERCULTURAL AWARENESS

- Develops an understanding of one's own and others' cultures
- Incorporates a global perspective in the curriculum

COMMUNICATION

- Facilitates mother tongue development
- Recognises and promotes the role of language in conceptual development
- Provides opportunities to learn an additional language
- Includes multiple forms of expression

HOLISTIC LEARNING

- Emphasises the interconnectedness of knowledge
- Requires collaborative planning
- Develops skills to view knowledge from varying points of view
- Promotes cross-curricular links through areas of interaction

The MYP curriculum at Immanuel is balanced and broad, offering at each level the following nine areas of learning:

Arts (Art, Drama & Music)
 Physical & Health Education
 Individuals and Societies (Humanities, History, Geography)
 Language and Literature (English)
 Language Acquisition (Japanese, German, EALD)
 Mathematics
 Sciences
 Design (Digital Technology, Food & Textiles, Construction)

Christianity & Life – College programmes in Christianity & Life use IB MYP assessment criteria

At the heart of all IB programmes is the IB teaching/learning model, which promotes an interaction of *inquiry*, *action* and *reflection*. In the MYP students will experience learning of *key* and *related concepts* within and across the subject disciplines. The teaching and learning will be framed by global contexts, designed to meet the IB goal of developing young people with intercultural understanding and global engagement. It is expected that the *action* element of their learning may lead to service within the wider community.

At the conclusion of the programme (during Year 9) our students design, plan and produce a Personal & Community Project. It is this project which gives students the opportunity to create a product or outcome that relates to their personal interests and addresses an issue in the community to set realistic goals, developed through research in a defined global context.

THE PERSONAL & COMMUNITY PROJECT

The Personal & Community Project is the product of the student's own initiative and reflects his/her experience of the IB Middle Years Programme. It is a significant body of work through which students demonstrate the skills developed in subjects and through various approaches to learning. Students apply these skills to an area or topic, which they select, and responds to a need in the community. The benefits to students are far-reaching and prepare them for the senior years of schooling. Through the Project students learn how to:

- apply methods of various approaches to learning;
- relate their learning, knowledge and understanding through a defined global context;
- show personal abilities and skills to produce an extended piece of work;
- share learning through group reinforcement with peers, teachers, tutors, Project supervisor and outside mentors.



Pastoral Care at Immanuel

MISSION STATEMENT

Immanuel College actively strives to provide an education in a Christian context where the whole person can grow and develop. Its curricular and co-curricular programmes offer students opportunity for spiritual and moral growth, service and social involvement, excellence in academics, the arts and worthwhile physical activities, to prepare them for their individual vocations and a Christian life.

PASTORAL CARE SEEKS TO ACTIVELY SUPPORT THE FULFILMENT OF THE SCHOOL'S MISSION

Pastoral Care at Immanuel College is far more than a programme which 'is done', rather because it is all encompassing, pastoral care 'is'.

A Christian perspective of pastoral care celebrates that all people are in the image of God and can be positively influenced by Christ. Pastoral care is full of hope because it is always open to the giftedness of each person.

Pastoral care is an expression of the ethos and philosophy of the College. It is experienced whenever people of the College community interact to make positive choices about life.

Hence pastoral care is directing energies toward implementing a belief about the partnership between students, staff, parents, church and the wider community to nurture the holistic development of each person in the College community. It integrates the academic, social and spiritual dimensions so that an atmosphere of care pervades the whole College community.

Pastoral care at Immanuel College is reciprocal – not only from teacher to student and parent but also from student to student, parent to teacher, student to teacher. Its implementation is relational, proactive, inclusive, pervasive, intentional and deliberate. It is both an attitude and a process, and is modeled by staff.

Underlying principles of pastoral care which guide our specific policies and approaches:

1. All members of the College apply and are responsible for pastoral care.
2. Love, kindness and a celebration of living are the central foci of pastoral care.
3. Each student needs to belong to a small group. At Immanuel College this is the Tutor Group. In this group each student is personally known by a concerned adult mentor (Tutor) and other students.
4. Families are entitled to have a staff member (Tutor) each year who has continuing contact with their child and who can communicate with them.
5. What happens in the classroom is an expression of pastoral care.
6. Pastoral care involves a network of relationships among management, staff, students, parents and the wider community.
7. Pastoral care is both implicit and explicit in the way it happens. Implicit pastoral care is evident when caring people engage in positive relationships. Explicit pastoral care is planned and programmed according to discerned needs and resources available.
8. Pastoral care is a vital component in the culture of care in the school and an expression of its ethos, especially endorsing gospel values of justice, inclusion, forgiveness, reconciliation and respect.
9. Good communication is a vital element of pastoral care. However, pastoral care respects the individual's rights, freedoms and privacy.

10. Pastoral care is responsive to student needs.
11. Whilst it is the aim of pastoral care to be comprehensive, supportive and proactive, there is recognition that carers have limits to their caring in terms of time, energy and expertise.
12. The significance of pastoral care is demonstrated by its support through the provision of resources and professional development. It fosters taking responsibility both for one's own expressions and actions and also in one's relating to others. This manifests itself in the moderation of behaviour through self-correction and self-discipline.
13. Pastoral care is multi-disciplinary. It draws from the wisdoms of sociology, psychology, anthropology, spirituality, education, theology and learning theories.

PASTORAL CARE ORGANISATION

Every staff member at Immanuel bears the responsibility for the pastoral care of students in every aspect of his/her day-to-day duties.

THE TUTOR IS THE PRIMARY CARER

The Tutor is the primary carer of the students in his/her Tutor Group and as such is the first point of communication between school and home.

YEAR LEVEL COORDINATOR

The Year Level Coordinator has the oversight of the needs and requirements of an entire year level group.

CHAPLAINS AND STUDENT COUNSELLOR SUPPORT

The Chaplains and Student Counsellors support the pastoral care delivered by the Tutors and Year Level Coordinators. They are available to assist individual students who seek support in relation to pastoral care issues or respond to referrals by Tutors or Year Level Coordinators.

The Chaplains also have particular responsibility for the spiritual life of the College community.

HOUSE SYSTEM

A vital part of community life at Immanuel College is the House system. Every student belongs to a House and activities of Houses complement pastoral care.

Immanuel has ten Houses each composed of about 90 boys and girls from all years, both boarders and day scholars. Each student remains in the same House while at Immanuel, as do other members of the family.

Houses establish a corporate spirit and identity through inter-House competition involving sport and cultural activities, and also through social activities and community involvement.



Outdoor Education

OUTDOOR EDUCATION AT IMMANUEL COLLEGE

Outdoor Education is an integral component of the curriculum at Immanuel College. Programmes play an important role in developing the student's sense of self, relationships with other people and relationships with natural environments. Students are introduced to outdoor activities that can be used as a way of achieving good health and personal development. Programmes are progressive over the Middle School years, with students participating in a culminating expedition at Year 10. All programmes are staffed by Immanuel staff and appropriately qualified Outdoor Education staff.

YEAR 7

At the start of Term 1 students participate in a three day Aquatics Camp held at Murraylands Aquatic Centre, Murray Bridge. Students have the opportunity to experience activities including kayaking, canoeing, sail boarding, dinghy sailing, knee boarding and small boat handling.

These camps are an ideal setting for students to get to know their teachers and new classmates. There is a significant emphasis placed on working with others, acquiring new skills and being safe outside.

In Term 3, students learn navigation skills and complete an orienteering course and half day walk in the Adelaide Hills.

YEAR 8

Students spend four days at Douglas Scrub, Blewitt Springs. Students are involved in a High Ropes course, mountain biking, bushwalking and camping. Skills are also developed in the areas of teamwork, leadership and initiative through a series of active group problem solving tasks. Students sleep in tents and spend one night in Kuitpo Forest and two nights at Douglas Scrub.

Students also complete a surfing day where they are introduced to the sport and gain an understanding of safety in the surf zone.

These camps have team work and personal challenge as their major focus. Students are encouraged to extend their comfort zones and play positive roles within their peer group.

YEAR 9

Programmes are based in the Flinders Ranges and are conducted over ten days during Term 2. Students participate in bushwalking, kayaking, rock climbing and camping – where in supervised small groups they develop skills in group management, lightweight camping and minimal impact techniques. Students are also involved in the community by providing service to the environment and townships. Our Humanities department provide an excellent day of integrating their subject in the local area. There is a significant emphasis placed on teamwork, self reliance, leadership, cooperation and responsibility.

YEAR 10

Students participate in Adventure Week where they select from a variety of programmes. The programmes allow students to experience an activity that they have enjoyed in their Middle School years on a more demanding scale. Activities include kayaking on the Murray River/Coorong; rock climbing at Mount Arapellis (Victoria); downhill skiing in Victoria; fishing, surfing or PADI scuba diving on Yorke Peninsula; and rock climbing and rafting in Tasmania. Numbers are limited for these activities and an application process may apply.

YEAR 11/12

Students can study Outdoor Education as part of their SACE course. Outdoor Education is the study of the human connection to natural environments through outdoor activities. In Outdoor Education, students develop their sense of self-reliance and build relationships with people and natural environments. By participating in outdoor activities, students develop an understanding of ecology, environmental sustainability, physical, emotional and spiritual health. Students increase their effectiveness as members of a group and develop skills in reflection, assessing and managing risks, managing safety and minimising environmental impacts for sustainable futures. Year 11s complete a culminating three day trip and Year 12s complete three outdoor expeditions.

EQUIPMENT

The school has a good supply of quality equipment (tents, rucksacks, kayaks, PFDs, Trangia stoves) which is utilised for all programmes. Students will need their own sleeping bag (compact and below zero rated), closed cell foam roll mat and water proof jacket for use during all outdoor education programmes.

DUKE OF EDINBURGH AWARD

The school has a strong tradition of offering this very worthwhile scheme. Students are involved in adventure, recreation, developing skills and community service. There are three levels: Bronze, Silver and Gold. As students progress through the Award, a greater commitment is needed. Immanuel and the outside community hold the Award in very high regard.

PAYMENT

Year 8–9 camps will be charged to school accounts. Year 10 Adventure Camps will also be charged to accounts as soon as lists have been finalised.

As camps are compulsory, all students are required to attend. Credits due to non-attendance will only be considered when a medical certificate has been produced however costs incurred by the College on a student's behalf remain the responsibility of parents.

ASSESSMENT

Outdoor Education is part of the College's core curriculum and is assessed as part of the Pastoral or Physical Education programme.

CAMP DETAILS

Camp dates are published in the College calendar. Letters giving specific details of the camps are circulated approximately four weeks prior to start dates. In addition, information is circulated via the weekly College newsletter and daily notices.

It is most important that parents contact the Outdoor Education Coordinator should they not receive the appropriate details or they have any concerns regarding any aspect of the camp.

Please Note: all camps require a consent/medical form to be returned well before departure. Due dates for any documentation will appear in the information letters.





Co-Curricular & Extra-Curricular Programme

PHILOSOPHY

The provision of a range of co and extra curricular activities, accessible to all students at Immanuel College is made on the basis that:

- The College Mission Statement commits the College to the development of the 'whole person'.
- Contemporary educational thinking and writing supports the view that 'learning to be' and 'learning to live' are important aspects of the curriculum.
- The provision of a diverse range of activities is made to enable students with a wide and developing range of interests, to explore and experience activities beyond their previous experience.
- The range of activities provides opportunities to positively contribute to the ethos and identity of the College particularly through sport and music programmes.
- The College remains committed to ensuring the highest levels of performance and competition by groups, teams and individuals in the range of activities provided.

SPORTS

GIRLS

- Aerobics
- Athletics
- Badminton
- Basketball
- Cross Country
- Dance, Hip Hop
- Football
- Hockey
- Netball
- Pedal Prix

- Sailing
- Self Defence
- Soccer
- Softball
- Squash
- Swimming
- Table Tennis
- Tennis
- Volleyball

BOYS

- Athletics
- Badminton
- Basketball
- Cricket
- Cross Country
- Dance, Hip Hop
- Football
- Hockey
- Pedal Prix
- Sailing

- Self Defence
- Soccer
- Squash
- Swimming
- Table Tennis
- Tennis
- Volleyball

OTHER ACTIVITIES

- Art Club
- Chess Club
- Debating
- Duke of Edinburgh
- Engineers Club
- Fashion Club
- Future Problem Solving
- Media Club

- Model United Nations Club
- Public Speaking
- Readers Club
- School Production
- Science Club
- Technicians Games Group
- Tournament of Minds
- Writers Club

MUSIC GROUPS

- Big Band One & Two
- Immanuel String Orchestra
- Senior Concert Band
- Little Big Band
- Vocal Jazz Ensemble One & Two
- Year 9 Chapel Band
- Chamber Orchestra
- VoxPop (Year 7/8 Choir)
- Senior Vocal Ensemble (Years 9–12)
- Rock Band



Scholarships for 2020

MIDDLE SCHOOL SCHOLARSHIPS

ACADEMIC YEAR 7 & 8 SCHOLARSHIPS

Scholarships will be offered for study in Years 7 & 8 in 2020. Students who will be in Year 6 or 7 in 2019 are eligible to apply. These scholarships are based on the results of an examination conducted through ACER and held at Immanuel College. Full or partial scholarships will be awarded, tenable for five or six years.

Registrations for 2020 will be available on the Immanuel College website (www.immanuel.sa.edu.au/enrolment/info/scholarships) in Term 4 this year.

SENIOR SCHOOL SCHOLARSHIPS

SENIOR SCHOLARSHIPS FOR DAY AND BOARDING STUDENTS

Senior Scholarships will be offered for day and boarding students in Year 10 or 11 in 2020. Scholarships will be based on the results of an examination held at Immanuel College. In addition, for non-Immanuel College students, an interview will also be held at the College. Partial scholarships will be awarded tenable for two or three years, with half the number of available scholarships being awarded to boarding students.

Registrations for 2020 will be available on the Immanuel College website (www.immanuel.sa.edu.au/enrolment/info/scholarships) in Term 4 this year.

IMMANUEL COLLEGE/MAITLAND LUTHERAN SCHOOL BOARDING SCHOLARSHIP

The Immanuel College/Maitland Lutheran School Scholarship for 2020 will be awarded to a Christian student from a rural area in Year 9 or 10 in 2019 who attended Maitland Lutheran School and who is not a current Immanuel College student. Awarded for academic performance and involvement in school/community activities. The scholarship provides 35% remission on both tuition and boarding fees to Year 12.

Registrations for 2020 will be available on the Immanuel College website (www.immanuel.sa.edu.au/enrolment/info/scholarships) in Term 4 this year.

MUSIC SCHOLARSHIPS

Music Scholarships in 2020 will be awarded to students who demonstrate outstanding music skills and/or potential. Awarding of a scholarship provides a percentage reduction of tuition fees for the duration of the student's enrolment. Non-Immanuel students in Year 6, 7, 8 or 9 in 2019, Immanuel Primary School students enrolled in Year 6 in 2019, and Immanuel College students enrolled in Year 7 in 2019 are eligible to apply. These scholarships are not available for students attending Immanuel College in Years 8 onwards.

STRING SCHOLARSHIPS: For students demonstrating outstanding musical skills and/or potential on Violin, Viola, Cello or Double Bass.

GENERAL MUSIC SCHOLARSHIPS: For students demonstrating outstanding musical skills and/or potential in Brass, Woodwind, Percussion, Piano or Voice.

Registrations for 2020 will be available on the Immanuel College website (www.immanuel.sa.edu.au/enrolment/info/scholarships) in Term 4 this year.

Further information is available from:

Anne Johnson, Enrolments Officer

Telephone: (08) 8375 1700 **Fax:** (08) 8294 2658

Email: enrolments@immanuel.sa.edu.au **Website:** www.immanuel.sa.edu.au



Immanuel Bus Runs

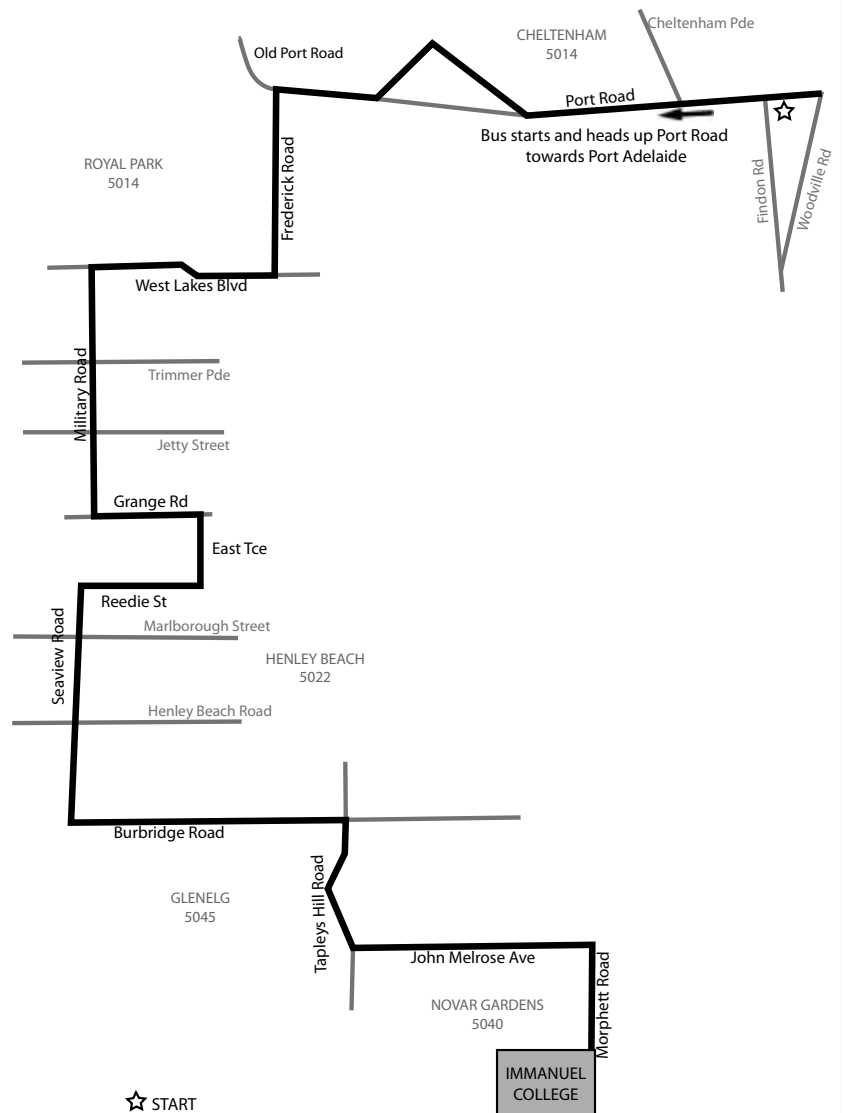
SCHOOL RUN 1

Stops & Timetable

MORNING TIMETABLE

Port Road	22	7.30
	23	
	24	
	25	
	26	
	27	
	28	
	29	
	30	
	31	7.35
Old Port Road	34	7.37
	34A	
	35	
Frederick Road	35	7.38
	34C	
	34B	
	34A	
	34	7.43
West Lakes Blvd	33A	7.44
	33D	
	33E	
	33F	
	33G	
Military Road	33	7.47
	32A	
	32B	
	32	
	31B	
	31A	
	31	
	30A	
	30	
	29D	
Grange Road	29B	7.56
Reedie Street		
Seaview Road	29B	7.58
	29A	
	29	
	28	
	27	
	26	
	25	
	24	
	23A	
	23B	
	23C	
Burbridge Road	12C	8.06
	12B	
Immanuel College	Finish	8.20

Immanuel College: 8375 1700
Adelaide Coachlines: 8293 2107



AFTERNOON TIMETABLE

Bus leaves Immanuel College at 3.45pm

SCHOOL RUN 2

Stops & Timetable

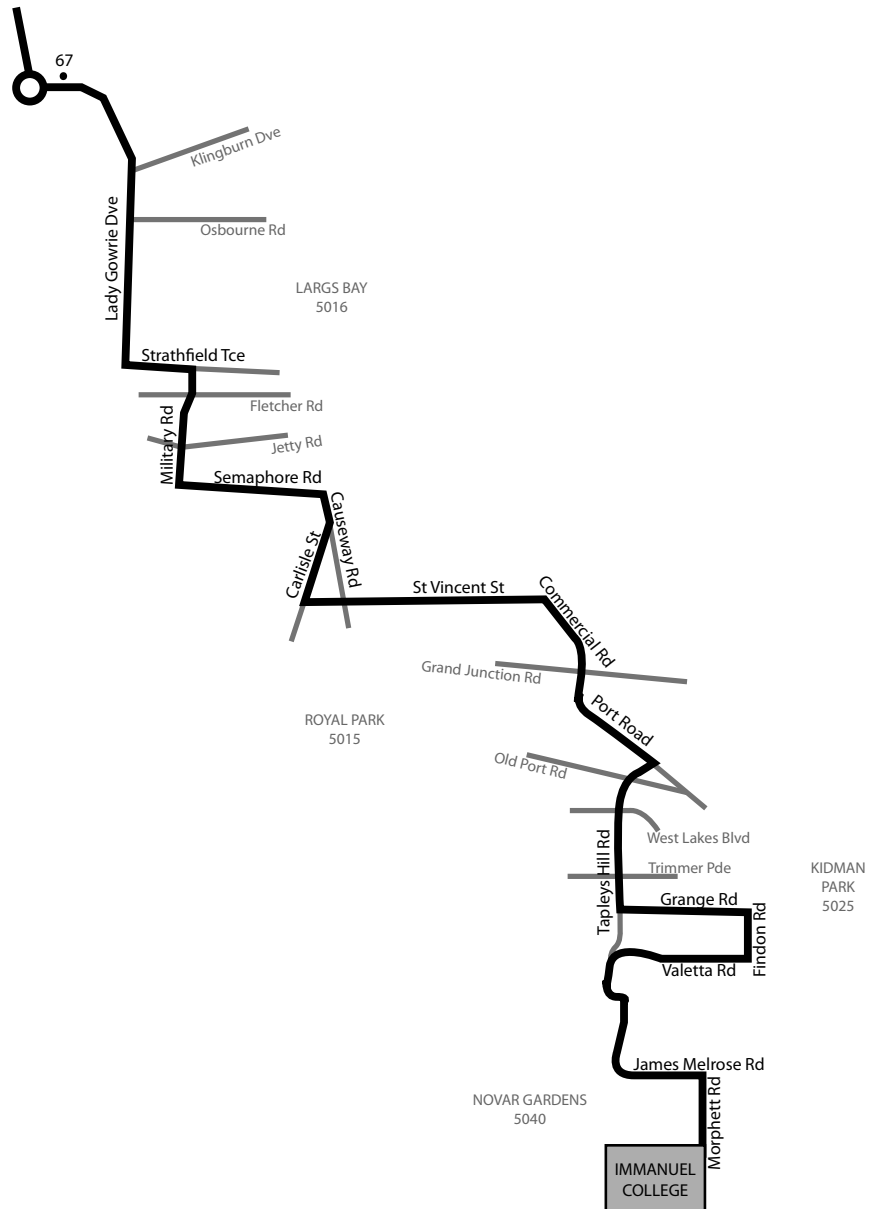
MORNING TIMETABLE

Lady Gowrie Drive	67	7.25
	68	
	69	
	70	
	71	
Cnr Mamora Terrace & Lady Gowrie Drive		7.29
Military Road	52	7.32
	51	
	50	
	49	
	48	
	47	
	46	
	45D	
	45C	
	45B	
	45A	
Semaphore Road	44F	7.38
Carlisle Street	42A	7.40
St Vincent Street	41	7.42
Commercial Road	40A	7.43
	39	
	38	
Commercial Road	37	7.44
Port Road	36	
	35	
	34	
	33	
	32	
Tapley's Hill Road	33C	7.50
	33B	
	33A	
	33	
	32	
	31	
	30	
	29	
	28	
	27	
	26	
Grange Road	27	7.55
	26A	
	26	
	25	
	24	
	23	
Findon Road	211	
	210	
Valetta Road	19	8.00
	20	
	21	
	22	

		23
		24
		25
Tapley's Hill Road	20	8.05
		19
Fulham Shopping Centre (Tapley's Hill Road)		8.08
Immanuel College	Finish	8.20

AFTERNOON TIMETABLE

Bus leaves Immanuel College at 3.45pm



SCHOOL RUN 3

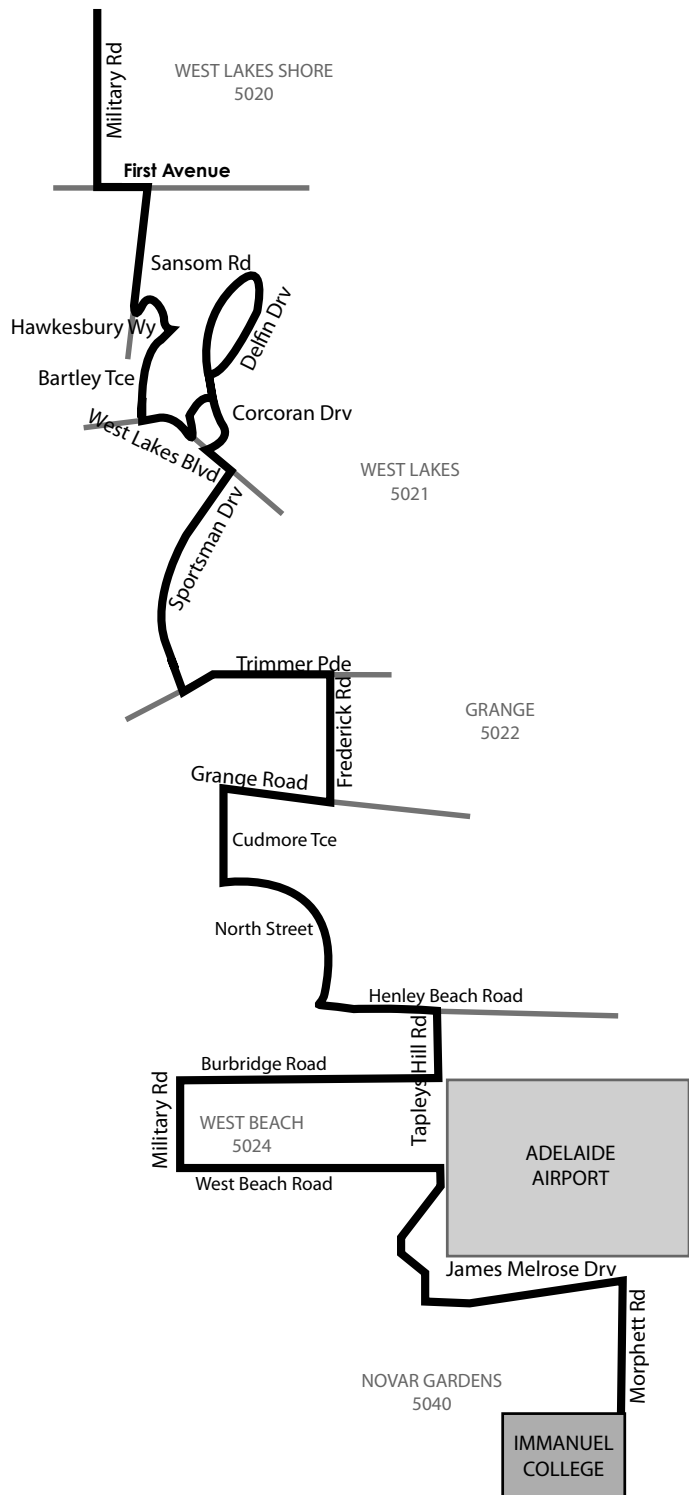
Stops & Timetable

MORNING TIMETABLE

Military Road	44	7.30
	43B	
	43A	
	40M	
(turn left into First Avenue)		
Sansom Road	35	7.33
	Deli	
Hawkesbury Road (Cnr Sansom Road)		7.35
Bartley Terrace	35A	7.37
Island Drive (opposite Woodbridge Court)		7.39
Corcoran Drive (Cnr Harbour Court)		7.39
Delfin Drive (Cnr Macdonald Grove)		7.40
	(Cnr Hayes Court)	
Corcoran Drive (opposite Trinidad Court)		7.42
	34 (adj)	
Sportsman Drive	32C	7.45
	32B	
	32A	
	32	
	31B	
Trimmer Parade	31A	7.48
	31	
Frederick Road	31	7.55
	30A	
	30	
	29	
Grange Road	28A	
	29	
Cudmore Terrace		
North Street	26	7.58
	25	
Henley Beach Road	23	8.00
	22	
Burbridge Road		
Military Road	13	8.06
	13A	8.07
West Beach Road	15A	8.08
	14A	8.09
	14B	8.10
Immanuel College	21	8.15

AFTERNOON TIMETABLE

Bus leaves Immanuel College at 3.45pm



SCHOOL RUN 4

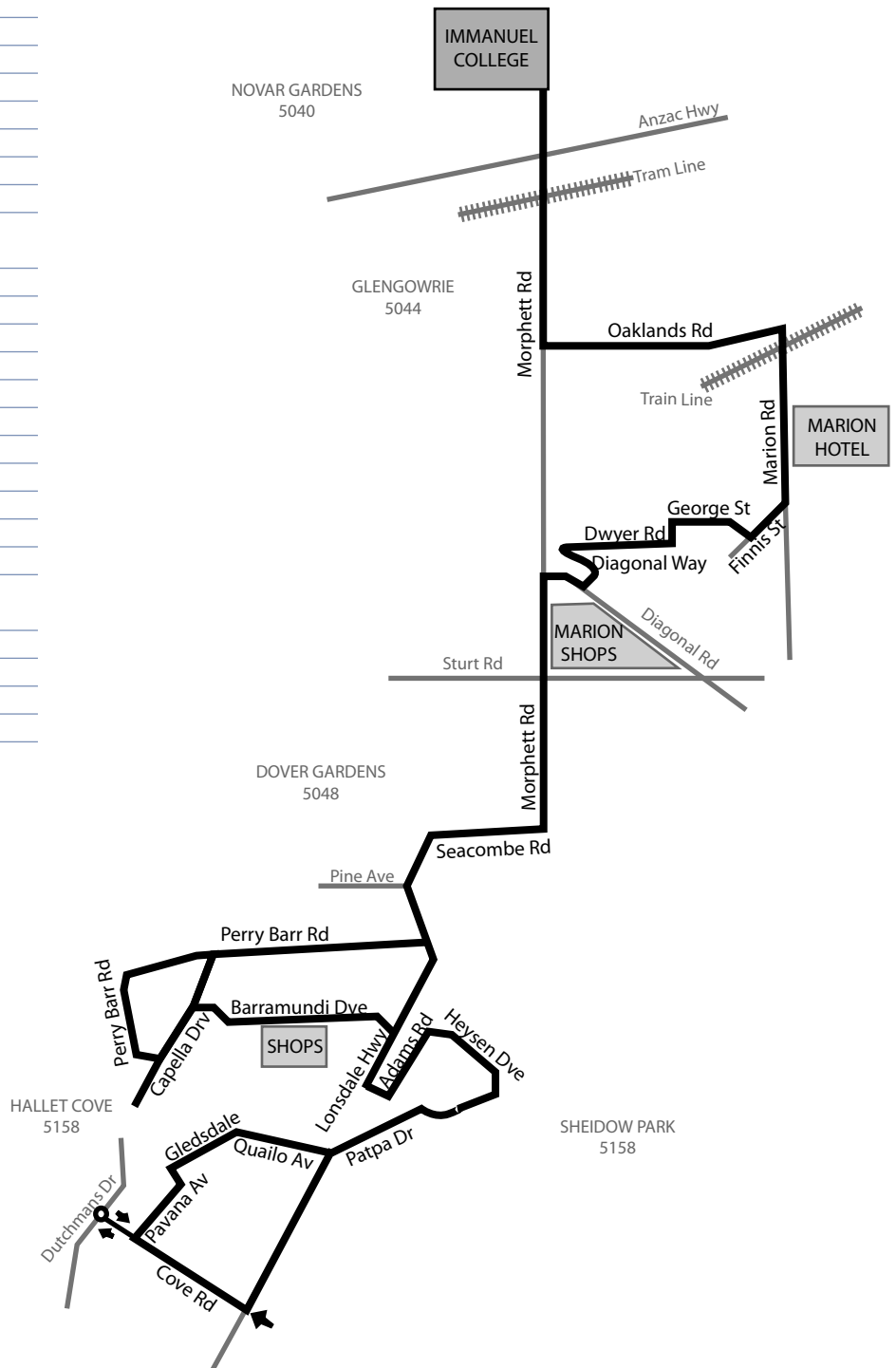
Stops & Timetable

MORNING TIMETABLE

Cove Road	54	7.25
	55	
	56H	
Pavana Avenue		7.26
Patpa Drive	54	7.28
Heysen Drive	54C	7.32
Adams Road	53B	7.35
	53A	
Barramundi Drive	47B	7.38
	48	
Perry Barr Road	49E	7.41
	49D	
Brighton Road (Cnr Pine Avenue)	42	7.49
Seacombe Road	39B	7.51
	38	
	37	
	36	
	35	
Morphett Road	36	7.54
	35	
	34	
	33	
	32	
(Bunnings)	29B	7.55
Cnr Diagonal Way & Dwyer Road		7.56
Finnis Street	25	8.02
Marion Road	24	8.04
Oaklands Road	24	8.08
Morphett Road	24	8.10
Immanuel College	Finish	8.20

AFTERNOON TIMETABLE

Bus leaves Immanuel College at 3.45pm



SCHOOL RUN 5

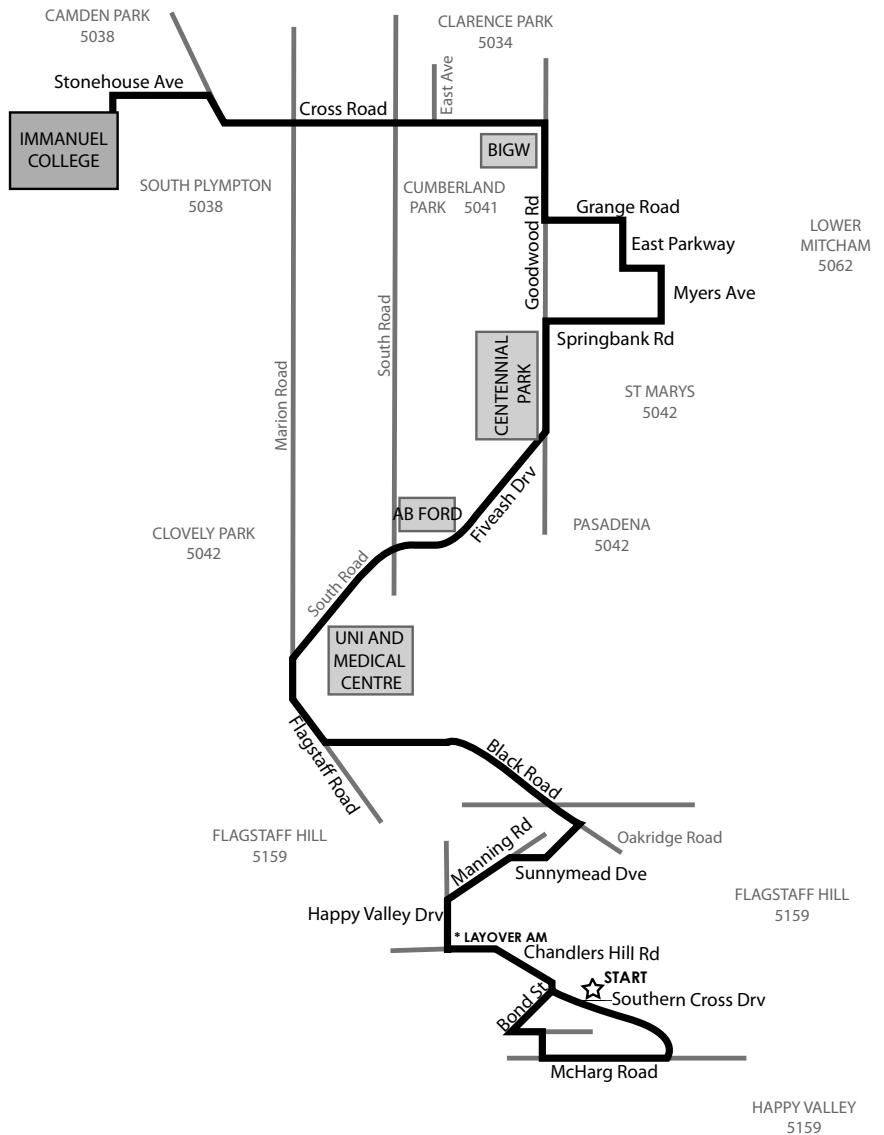
Stops & Timetable

MORNING TIMETABLE

Layover prior to start of run at Stop 43 on Chandlers Hill Road.

Cannot sit at 1st pickup stop

Southern Cross Drive	45A	7.16
McHarg Road	45D	7.20
Chandlers Hill Road	44	7.22
Manning Road	51	7.24
Sunnymeade Drive	48A	7.25
	46	
Oakridge Road	45	7.29
Black Road	44	7.30
	38A	
	36	
Flagstaff Road	35	7.35
South Road	29	7.41
	27	
Ayliffes Road	25	7.45
Fiveash Drive	22	7.47
Springbank Road	18B	7.52
Myers Avenue	-	7.53
East Parkway Terrace	17A	7.54
Grange Road	13D	7.57
	13E	
Goodwood Road	9	8.01 (am only)
	10	(pm only)
Cross Road	177	8.05
	178	
Stonehouse Avenue	13A	8.15
Immanuel College	Finish	8.20



AFTERNOON TIMETABLE

Bus leaves Immanuel College at 3.45pm



SCHOOL RUN 6

Stops & Timetable

MORNING TIMETABLE

Morphett Road	24A	7.30
Cnr Oaklands Road/ Diagonal Road		7.31
Brighton Road	30	7.34
	31	
	32	
	33	7.36
	36	
	37	
	38	7.42
	39	
Wheatland Street	40	7.44
Kauri Parade	40A	
<i>(wait opposite Adelaide Metro Bus Stop)</i>		
<i>(wait opposite Adelaide Metro Bus Stop)</i>	39A	
<i>(wait opposite Adelaide Metro Bus Stop)</i>	38A	7.47
Cedar Avenue	37A	
	36A	
	35C	
Jetty Road, Brighton	35B	
	35A	7.52
Brighton Road	35	
Wattle Avenue	33	7.56
King George Avenue	31	
	30	
	29	
Whyte Street	28	
Tarlton Street	27	8.02
	26	
Moseley Street	24	
	23	8.06
	22	
Jetty Road, Glenelg		
Gordon Street	21C	8.11
	21B	
Anzac Highway	21A	
	20	8.13
	19	
	18	8.15
Immanuel College	Finish	8.20

AFTERNOON TIMETABLE

Bus leaves Immanuel College at 3.45pm

Afternoon bus route is the reverse of the morning route

New Bus Run

