



ELEMENTARY
HANDBOOK
2022 - 2023



"striving for **excellence** by acting **ethically, engaging** minds, **exciting** learners, showing **empathy**"



“striving for excellence by engaging minds, exciting learners, acting ethically and showing empathy”

CONTENTS

Introduction and Welcome		Emergency Evacuation, Earthquake and Lockdown Procedures	13
Welcome to DISV	4	Home Learning	14
IB Learner Profile	6	Communication and Academic Information	
Daily Routines/General Information		Student Information	15
The School Day	7	Home/School Communication	15
Registration/Attendance	7	School Cancellation	16
Late Arrival/Early Departure	8	Parental Support and Involvement	16
End of School	8	PADIS	16
Medical Information	8	Conferences for Parents	16
Security	9	Reporting to Parents	17
Absent Parents/Guardians	9	Student Well-Being	
Morning Playtime and Snack Time	10	Development - Positive Attitudes	18
		Behaviour Expectations	18
Lunch and Playtime	10	Danny the Dragon	19
Birthdays	10	Student Council and Leadership	19
Residential Trips	11	Assemblies	19
Day Trips	11	Extra-Curricular Activities	19
Lost and Found	11	Action in the Community	20
Materials and Supplies	11	Intervention Strategies and Services	
Toys	12	English Language Development	21
Electronic Devices (Phones/Games/Tablets)	12	Learning Support	21
Dress Code	12	Emotional Support	21
Physical Education (PE)	13	Mother Tongue Development	22
Library Media Centre	13	Staff List & Contact e-Mails	23
Road Safety	13	DISV Identifying Statements	24



WELCOME

I am delighted to welcome you to the Elementary School of Danube International School Vienna. This handbook is designed to give you an overview of the day-to-day running of the Elementary School, which takes students from 3-11 years old, from the Early Years Unit to Grade 5. We hope that you will find all the information you will need in these pages, and that it will help you as parents and students to make the most of your time with us.

We are committed to the pursuit of joyful education through the development of the whole child. This is reflected in our curriculum and daily routines. Our academic and student well-being programmes are also enriched by optional after school activities; allowing children's interests, whether athletic, artistic, academic or play based, to be explored through a comprehensive programme of activities designed to enhance the learning experience. In our school, the child is at the centre of the educational process and our international curriculum is based on this philosophy.

We aim to prepare our students to be internationally minded world citizens and members of their community in its widest sense. Therefore, we regard academic development and personal development of equal importance. All students in our community strive to develop the qualities in the IB 'Learner Profile' which is included in this handbook and will prove a useful reference point for you and your children throughout their time at DISV.

This handbook will be a vital resource in helping you make the most of your experience at DISV, as it covers important information about life at our school. For further information regarding our academic programme please consult our Primary Years Programme (IB PYP) Handbook and our grade level information.

It is possible that this year may continue to be punctuated with some particular challenges and added health and safety requirements. In order to comply with any added restrictions and guidelines, routines may therefore not be as specifically laid out in this handbook this year. We will follow all guidelines and requirements sent by the Austrian Authorities and so

the information in this handbook may, at times, be superseded by those regulations. We will keep the community informed and updated as soon as possible with any changes or additional measures to put in place during a particular time.

You will quickly learn why DISV is considered to be a very special school. Learning is pervasive and demanding here, but it is also exciting and fun. Our teachers have the highest of expectations in terms of effort, attainment and behaviour, but most importantly they care. As a diverse, friendly and inclusive school community, we aim to empower and inspire all students to achieve their academic goals and personal aspirations, amid a collective understanding of the world we all share.

You are welcome at DISV and our doors are always open. Similarly, should you have any further questions about life and learning at DISV, please do not hesitate to contact us. We look forward to meeting you soon.

Keitsa Brisson
Elementary Principal



THE IB LEARNER PROFILE

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of the school community, students, parents and teachers alike, uniting them in a common purpose.

IB learners strive to be:

INQUIRERS: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

DAILY ROUTINES & GENERAL EXPECTATIONS

THE SCHOOL DAY

The school day starts with registration at 08:20. At 08:30 the learning activities and lessons begin. To ensure a prompt start, we encourage students to arrive between 08:15 and 08:25. Students should not arrive prior to 8:10 am as there is no supervision on campus at this time.



On arrival, we ask students to prepare all that they need for the day before entering the classroom at 08:20. Each morning the class teachers will welcome the students into the classroom. This is also an opportunity for parents to pass on a quick message to their child's class teacher. If parents wish a longer discussion we have many other home/school communication channels, which are outlined later in this document.

During the course of the day, the children enjoy a mid-morning and a mid-day playtime out in the school play area. They also have a mid-morning snack time and a mid-day lunch. As times in the day vary for different year groups, all parents will receive their child's class timetable indicating their child's time for different areas of the curriculum, play and meals.

The school day ends at 2:55 for EYU, Foundation, Grade 1 and 2 students and 3:00 pm for the Grades 3 to 5, except on Fridays when it ends at 2:25 or 2:30. We kindly ask parents to pick up their children promptly as our youngest, in particular, become anxious if they do not immediately see their parents or carers when they come out of class.

The extra-curricular activities run between 3:10 and 4:10, Monday to Thursday, and from 2:30 to 3:30 on Friday. If your child is attending one of these activities we will ensure they arrive safely at their selected activity. Once again however, we do request that parents or carers pick their children up promptly.

Any Elementary student using the school play area, known as the Hof, from 3:10 to 4:10, Monday-Thursday, and from 2:25 to 3:30 on Friday must be accompanied by a parent or guardian/carer. The Hof will be closed from 4:10 (3:30-Friday) onwards to all students. Please also be aware that on certain afternoons the Hof may also be used for after school activities.

REGISTRATION/ATTENDANCE

We carefully monitor student attendance. Consistent, daily attendance will support your children to make the most of their time at DISV. If your child is marked absent without prior notification, an automated note will be sent from our record-keeping system, Managebac. This is to inform you of your child's absence and ensure all is well or offer support. Absences are tracked and in cases of high or extended absence this may affect re-enrollment or progression through the grades. We meet with parents and report on attendance and concerns will be raised should



the levels fall below 85%.

As an international community we do understand there may be times when you need to take your children out of school. If this is the case, please inform us in advance by completing a request for absence form, available from the Elementary office. You are always welcome to inform us of absences by emailing your child's teacher directly.

However, if your child is unable to attend school due to sickness, please inform the school either through the school office or the class teacher. This will then remove the necessity for us to call you. We do request a doctor's note for any prolonged absence (more than 3 consecutive days) and for any infectious illnesses.

LATE ARRIVAL/EARLY DEPARTURE

We strongly encourage prompt arrival each day as this ensures a smooth, uninterrupted start to the school day. The students also feel uncomfortable when they arrive late into class. However, we do understand that circumstances beyond your control can arise. In these cases, please call us and we can prepare for your child's late arrival. When you bring your child late to school, please register them at the Elementary office before taking them to class. This is also monitored and concerns will be raised for consistent late arrivals.
If you need to collect your child ahead of the end of the school day, we ask you to email your class teacher ahead of time so they know your child will be leaving.

END OF SCHOOL

We do request that students are collected on time at 2:55/3:00 Monday to Thursday and 2:25/2:30 on Friday; or if they are attending an extra-curricular activity at 4:10 (3:30 on Friday). We make this request not only because of the children's emotional well-being but because we do not have supervision for children after these times. **No children are allowed to remain in school unsupervised for health and safety reasons.**

Some of our older Elementary students return home independently. In order for your child to return home independently, please sign the permission slip available from the Elementary office so we have a written record of your decision. We will then give them a 'home-alone pass' which they must carry with them, and show as they leave the school. They must leave school immediately at 3:00 or 4:10 if attending an After School Activity and may not use the Hof unsupervised.

MEDICAL INFORMATION

All parents are required, on their child's entry to the school, to complete a comprehensive medical form. It is important that we are informed of all your child's medical conditions so we can support appropriately if difficulties arise. If your child requires any form of medication, we request that parents administer this at home, as staff are only allowed to administer medication to students in a life-threatening situation. If your child uses an inhaler or any other life-saving instrument they must know how to administer it. For very young children with medical needs, please talk to the Elementary Principal.

If your child is sick, we ask that you keep them at home as this helps a speedy recovery and protects other children from infection. **If your child suffered from fever, vomiting or diarrhoea, then they may not return to school for twenty-four hours after the last**

occurrence. If children are in school, they are expected to take part in all activities during the school day; this includes Physical Education lessons and outside playtimes.

We try to keep our school head lice free so please help us by following our guidelines. Please check your children's hair regularly, at least weekly, and with a 'nit' comb, available at any chemist (*Apotheke* in German). If you identify head lice in your children's hair, please treat them immediately and do not return them to school until the course of treatment is complete and all live head lice have been removed. If we identify head lice in your child's hair, we will call you and ask you to collect them.

There are members of our community with severe allergies to nuts. For this reason, we ask that you not include any nuts in your child's snack or packed lunch. We also ask that you ensure any baked good which are sent to school for birthdays, bake sales, etc, do not contain nut products. However, we cannot guarantee we are a nut-free school.

Most of our staff have completed first aid training but if a child becomes unwell while at school, we will call parents and, in cases of emergency, the ambulance service.



SECURITY

There are two entrances to the school; the front entrance on Josef Gall-Gasse and the Böcklinstraße entrance. The community only uses the Böcklinstraße entrance in cases of emergency. Therefore, the school community must enter and leave the school building by the front entrance.

The front entrance is locked for entry during the school day apart from the arrival and dismissal times. However, entry can be gained by either ringing the bell or by the staff monitoring the entrance area.

All parents and carers are issued with an ID card and may be asked to show this on entry to the school.

There is a reception desk in the front entrance so the access to school is monitored throughout the school day. Parents or visitors entering the school between 09:00 and 14:00 are asked to sign in at the reception.

We employ a security guard who is present on each school day from 07:00 to 17:00 in order to ensure a maximum level of security for our students, parents and staff.

If you are waiting for your child at any time, please use the Wintergarten. For safety and congestion reasons we do not encourage assembling in the front entrance to the school.

ABSENT PARENTS/GUARDIANS

On some occasions parents are required to be out of the country and need to leave their children in the care of relatives or friends. If this is the case, please ensure that a temporary supervision form is completed and given to the school office. It is crucial that your child's

teacher and the Elementary office have accurate contact information all persons caring for your child.

MORNING PLAYTIME AND SNACK TIME

We consider playtime a very important time for the children's emotional, social, cognitive and physical well-being, so there is a supervised, mid-morning playtime for all children each day in the school's outdoor play area. To ensure there is plenty of space for quality play, different grade levels use the play area at different times.

Either before or after playtime, the children have a short snack time in their classroom. For their mid-morning snack we request that parents provide their children with something healthy to eat such as a piece of fruit or a small sandwich. We request that no nuts are brought in to school as these can cause severe allergic reactions for some students. Please remember, the children will be having lunch so their snack is not expected to be a full meal. They will have around 10 minutes to eat their snack. There is also a milk service and if you wish your child to have a small carton of plain milk mid-morning please see the Elementary office assistant. Students are expected to bring their own water bottles, which they can access during the school day. The Elementary students are not allowed to purchase drinks or snacks from the school canteen during the school day.

LUNCH AND PLAYTIME

All the children go to the dining area for their lunch where they are supervised by our staff.

There are two options:

- A hot lunch prepared by our catering service.
- A packed lunch brought from home.



Water is provided for all children and there is no necessity for children to purchase drinks or for you to provide your children with drinks. We encourage the children to eat healthily and if we notice your child is not eating well we will let you know.

Lunchtime play is also supervised and takes place in the school play area. All students are expected to go outside during playtimes; we do not have a facility for them to stay inside except for occasional, exceptional circumstances.

BIRTHDAYS

We enjoy helping the children celebrate their birthdays and if you wish your child to bring in a birthday cake to share with their class this can be arranged through the class teacher. Many children bring in birthday cupcakes as these make distribution much quicker and easier. Please try to keep these nut-free in consideration of students with allergies and please do not use burning candles for fire safety reasons.

RESIDENTIAL TRIPS

Each year we organise residential trips for our G2, G3, G4 and G5 students in June. For many of our students these trips are the first time they have slept away from home. Therefore, great care and attention is put into the planning of these adventures. We believe these trips offer our students opportunities for emotional, social, physical and intellectual growth and much attention is given to linking them with the student's current programmes of study and units of inquiry.

It is expected that all children attend these curriculum trips. If any child has a particular need preventing them from taking part we ask parents to talk to the Elementary Principal.



DAY TRIPS

We believe outings and day trips enrich our curriculum and therefore enhance the children's learning. They provide vital firsthand experience and opportunities for the children to engage with the environment and the cultural wealth that Vienna has to offer.

We are also very fortunate to have the Vienna Prater, a large public park, on our doorstep. It is a wonderful resource for physical activity, nature walks, art projects and science experiments.

At the start of each academic year we will ask parents to sign a form allowing us to take your child/children out of school on trips. Students may not leave the school premises for trips unless this form has been signed and returned.

LOST AND FOUND

A lost and found box is kept near the changing rooms. We ask that all a student's possessions are clearly labelled with their names. At specific times during the school year, any uncollected items are sent to a charitable organisation. Parents will be informed of this via the weekly Danube Digest.

MATERIALS AND SUPPLIES

In the Elementary School we provide all the resources, stationery and materials your child will need during the course of their time with us. The children, however, do like to have their own pencil case containing basic equipment such as pencils, pens, erasers, glue sticks, USB flash drive, etc. If your child takes up this option please ensure every item is labelled. Also, on occasions, teachers will request the children bring in recycled materials for sculpture or modeling.

The school will provide a DISV physical education t-shirt and shorts directly to each student when they join the school. There is no charge for these two items unless additional items are required. There is also no additional cost for the annual yearbook.

TOYS

We request that children do not bring in their own toys to school. The school is well resourced and the school day is filled with many activities, leaving little time for the children to play with their own toys. Also, the chances of them being lost or broken are great, leading to upset and distress.

On occasions the teachers will request the children to bring something in to school to share with their class, but this is tightly controlled and all items are given to the class teacher for safe keeping. In most cases these items serve as illustrations to the topics or units of inquiry the children are exploring in class.

ELECTRONIC DEVICES (PHONES, MP3 PLAYERS, GAME CONSOLES, IPADS)

Elementary students are asked not to bring mobile phones, portable music devices, electronic games or any other electronic devices to school (except for the purpose of the 1 to 1 program) as the school cannot be held responsible for the loss of or damage to valuable electronic equipment.

If your child travels home independently and needs a mobile phone to contact you during this time, please inform your child's class teacher and your child will be allowed to bring in a mobile phone so long as it is not used and is kept in your child's school bag, switched off, during the course of the day. If contact is needed with parents during the school day, this can be arranged through the school office.

DRESS CODE

At DISV we do not have a school uniform, but we request that the children look neat and tidy while also wearing clothes that are practical and wear-resistant. We do try to instill in our children the importance of presenting themselves well and independently taking care of their own possessions and clothes. Please may we request that all items of clothing are clearly labeled with your child's name. The school day is creative and active and the children need to be able to move with ease and comfort.



In winter the children need coats for outdoor activities, outdoor shoes if the weather is bad, and we suggest they bring a pair of snow trousers and boots for playtimes when it snows. In summer, beachwear is not suitable for school, for example flip-flops and scanty clothing.

Hair should be kept neat and tidy and, if long, fastened back for activities such as Physical Education (PE) and Art.

PHYSICAL EDUCATION (PE)

For Physical Education (PE), the students need to wear DISV t-shirts, DISV shorts and trainers. However, the PE staff may request the need for other items of clothing for different aspects of the PE programme because our curriculum also includes, in certain year groups and at certain times of the year, activities such as ice skating and swimming.



Swimming and ice-skating are not optional. All children are expected to undertake both. They are activities greatly enjoyed by the children and they are both professionally taught in safe, appropriate environments. Our youngest grades take both during the year and then Grades 1, 3 and 5 swim while Grades 2 and 4 ice-skate. They have a course of approximately 5 lessons of each.

DISV sweatshirts, track pants and caps can be bought at the school reception desk.

THE LIBRARY MEDIA CENTRE

Each week the children are taken to the Library Media Centre with their teachers to develop their library skills, to search for books to follow their lines of inquiry and to enjoy reading. They are also given the opportunity to borrow books to take home. A fulltime member of staff runs the library media centre.

Author workshops are a feature of our school year. We have enjoyed visits from Julia Donaldson (*The Gruffalo*), Jeremy Strong (*The Hundred-Mile-An-Hour Dog*) and The 2 Steves, Steve Barlow and Steve Skidmore, (*I Hero Series*).

ROAD SAFETY

During the school day children only leave the school building accompanied by staff, parents or carers. Each year the local police come into school to teach targeted grade levels road safety skills. All the community should use the marked road crossings provided when crossing roads.



We ask our parent community not to park or double-park in Josef Gall Gasse but to use the nearby side road, Rustenschacherallee, in order to prevent congestion and to reduce the risk of accidents.

EMERGENCY EVACUATION, EARTHQUAKE AND LOCKDOWN PROCEDURES

Emergency evacuation, earthquake and lockdown drills are carried out regularly throughout the year. We ask parents to familiarize themselves with these procedures which are clearly posted around the school.

HOME LEARNING

As an IB PYP school; we value the development of the whole child by utilizing a transdisciplinary approach to teaching and learning. We aim to give the students choice and ownership of their learning experiences and encourage proactive, student initiated learning both in the classroom and at home.

Home Learning activities are designed to provide students with developmentally appropriate learning opportunities outside of school, to engage and support all learners, to respect and honour the value of free time for children, to place emphasis on independence, curiosity and creativity, as well as to prepare students for learning pathways to come.

Home learning tasks assigned by class teachers focus on consolidating skills developed in class. These may include short tasks to review a targeted spelling pattern or maths strategy, or practicing using new language vocabulary. In line with our inquiry-based approach, teachers may assign optional or open-ended activities to encourage students to be proactive in inquiring independently at home.

Learning takes many forms. Free time is very important for child development, and we aim to balance the benefits of skills consolidation with the value of unstructured play. For this reason, the amount and nature of home learning tasks provided are developmentally appropriate to the age of the child. We do not assign home learning tasks during school holidays.

Families are encouraged to engage in discussion about learning. Each grade level team provides some discussion questions based on the week's learning, which can be found in the newsletter published on the grade-level webpage each Friday.

Students in Grade 5 use Google Classroom and Google Calendar to record their home learning assignments, note upcoming events such as excursions and personal commitments, and begin to develop time management and forward planning strategies.

Reading

Research informs us that, for Elementary age children, the act of reading for pleasure on a daily basis has a very positive impact on overall academic achievement and growth. Based on this research, reading daily at home is strongly encouraged – whether that is in English, German or in the student's native language. Home readers and library books are available at school to support reading in English. All students are encouraged to read daily for at least 20 minutes; younge children should read aloud to an adult or have an adult read aloud them, while older children may practice independant reading daily.

COMMUNICATION

STUDENT INFORMATION

It is very important for the school to have complete and up-to-date information about all of the students and those whom we may need to contact in case of emergency. Please make sure that the school is informed in the case of changes or additions to any of the following details:

- ◆ Home address and telephone number.
- ◆ Parent and carer contact details, especially mobile phone numbers and email addresses.
- ◆ Medical information including vaccinations, operations, allergies and anything else of relevance. For reasons of health and safety, parents should inform the school of any long term medication that their child is taking.



HOME/SCHOOL COMMUNICATION

Good communication between home and school is essential and to support this belief we have developed the following channels of communication.

- ◆ Class teachers welcome their students into their classrooms each morning between 8:20 – 8:30 am.
- ◆ All class teachers have a school email address, which is shared with parents.
- ◆ Parents may request an appointment with a teacher at any time during the course of the year and this can be arranged directly with the teacher concerned.
- ◆ Class teachers update their grade level websites each week, detailing learning engagements from the current week and outlining the learning objectives planned for the week ahead. This keeps parents informed of the learning taking place in their children's classrooms. Homework is also included on the websites.
- ◆ In the case of school closure, the Grade level websites are the primary communication channel for parents, together with email updates and Zoom meetings for parents.
- ◆ Each week parents also receive by email the school newsletter called the Danube Digest, which contains reports from the Director, the Elementary Principal and the Secondary Principal plus calendar dates and information regarding forthcoming events.
- ◆ The school website is also a source of information where parents can find our handbooks and policies. www.danubeschool.com
- ◆ At the start of the year, each Grade holds a 'meet-the-teacher' meeting where Grade-specific information is shared. These meetings are planned in the first weeks of the School Year.
- ◆ During the academic year there is a Parent/Teacher/Student Conference afternoon/evening, an optional parent/teacher meeting, and a Student Led Conference afternoon/evening. These occasions are opportunities for parents to explore with their children the learning that has taken place during the course of the semester or year.
- ◆ Each academic year, parents receive two written reports outlining their children's achievements, their areas for development and their targets for future learning.
- ◆ The school runs induction, curriculum and well-being information parent sessions.

- ◆ The Elementary Principal's door is open and visits are welcome. Appointments with the Elementary Principal can also be made with the Elementary Office Assistant.
- ◆ We appreciate receiving parental, student and community feedback and from time to time we collect your views using a mechanism such as 'Survey Monkey'.

We encourage parents to use all our channels of communication. It is far better that parents are informed and that they feel free to communicate with us however small their questions or concerns may be.

SCHOOL CANCELLATION

Should it be necessary to close the school at short notice, for example, due to severe weather, national emergency or transport strike, the school will notify every parent via an e-mail or SMS. Should you have any concerns, please check your e-mail/telephone before calling the school office.

SCHOOL CLOSURE DUE TO COVID-19

Information is emailed to parents as soon as possible in the event of changes to the normal running of the school. Closures are regulated by the Austrian Authorities. Detailed information will be sent out in the event of any need to close the Elementary School.

PARENTAL SUPPORT AND INVOLVEMENT

We strongly believe in working in partnership with parents and we encourage parents to become involved and to support all aspects of school life. We recognise our parent population is a rich sea of experience from which every student can benefit, and we always welcome input and help. Here are just some of the ways in which you can participate: give a presentation on your country; demonstrate your special talent perhaps in music or crafts; support field trips and social events; assist with activities in the classroom or listen to children read. If you would be interested in supporting the school, please talk to your child's teacher or the Elementary Principal.



PARENT ASSOCIATION DANUBE INTERNATIONAL SCHOOL (PADIS)

We are fortunate to benefit from a proactive Parent Association. PADIS is committed to supporting the school and it successfully achieves this through its contribution to policy creation, assisting activities in the classrooms and supporting school events and fund raising.



The Elementary students particularly enjoy the weekly bake sales organised by PADIS! You will find information for the bake sales and other events in the Elementary section of the Danube Digest.

Together with the school, PADIS also helps to organise a class parent support and communication network. This is where one parent from a class is nominated to liaise and co-ordinate between the teacher and the parents in particular areas such as class events.

CONFERENCES FOR PARENTS

During the academic year there are three conference afternoons/evenings. These occasions are an opportunity for parents to explore with their children the learning that has taken place during the course of the semester or year and to discuss the next learning steps. In order for these conferences to take place, the school closes at lunchtime.

REPORTING TO PARENTS

Each academic year parents receive two written reports outlining their children's achievements, their areas for development and their targets for future learning. These are issued in February and June. After the first semester report, there is an opportunity to set up an individual meeting with your class teacher to discuss the progress. At the end of each unit, 6 times across the year, assessments are sent home, to be shared with parents. We also hold two conference meetings where students, parents and teachers share their learning journey.

DEVELOPING STUDENT WELL-BEING

Danube International School Vienna believes that by creating and sustaining a safe and enjoyable family atmosphere, this will enable all students to feel comfortable to strive for excellence and to be excited to learn. This is best achieved through a positive approach.

THE DEVELOPMENT OF POSITIVE STUDENT ATTITUDES

The International Baccalaureate Primary Years Programme is a value-laden curriculum where there is an emphasis on the development of positive attitudes and dispositions within students towards others, the environment and themselves.

These attitudes and dispositions include:-

- ◆ **Appreciation** – *being grateful*
- ◆ **Confidence** – *believing in themselves*
- ◆ **Commitment** – *finishing what you start and not giving up*
- ◆ **Co-operation** – *working together*
- ◆ **Curiosity** – *wanting to know more*
- ◆ **Creativity** – *coming up with your own ideas*
- ◆ **Empathy** – *putting yourself in someone else's shoes*
- ◆ **Enthusiasm** – *enjoying learning*
- ◆ **Independence** – *thinking and doing things for yourself*
- ◆ **Integrity** – *being honest to yourself and others*
- ◆ **Respect** – *being polite and kind to yourself and others*
- ◆ **Tolerance** – *accepting others*



We use many positive strategies to motivate the children to aspire to these qualities. If your child at any time struggles with any of these dispositions, please be reassured that the class teacher will contact you so a discussion can take place to consider ways to support development in the area of concern.



BEHAVIOUR EXPECTATIONS

At Danube, we have a positive behaviour policy. Students are expected to show respect to one another and to the environment. All students have a right to learn and are expected to take responsibility for their attitude and actions. Expected behaviours are promoted and acknowledged. Parents are involved in behaviour management and a consistency of approach is requested. Parents will be contacted if unexpected

behaviours occur and conversations and reflection at home form an integral part of our behaviour strategies. Certain serious or repeated negative behaviours may result in a student being removed from class or requested to go home. Any incident of biting will result in a student being sent home immediately. We have a tracking system on which we record repeated or serious behaviour concerns.

DANNY THE DRAGON - SCHOOL MASCOT

Danny the Dragon helps us to develop a positive attitude towards our friendships, our work and our play.



STUDENT COUNCIL AND STUDENT AGENCY

We are a community-orientated school. Therefore, we believe in being consultative with all stakeholders within our community, particularly our students. The voice of our students is heard through a well-developed student council. The student council meets once a week to discuss student's concerns, ideas and proposals. All students are encouraged to develop agency in all areas of their learning including advocacy, initiative and action.

ASSEMBLIES

Elementary students participate in weekly student-led assemblies. Assemblies help in promoting the ethos of the school, raising the profile of international and cultural topics, as well as exploring our values through the IB Learner Profile. Assemblies are also occasions to celebrate the achievements of our students.



Student leadership and participation in assemblies is highly valued. We consider assemblies to be a wonderful opportunity for students to lead, perform and present. Parents are most welcome to join our assemblies particularly those where their children are performing.

EXTRA CURRICULAR ACTIVITIES

As our school philosophy is to educate the whole student, we place great emphasis on the role of our After School Activities (ASA) programme.

Commitment and active participation are the objectives of the programme and it offers a wide variety of activities, which vary from year to year and are run by both our teaching staff and outside providers. The programme is led and organised by our Extra Curricular Leader.

ACTION IN THE COMMUNITY

The School requires all students to be actively involved in helping others and the environment. We feel that this is a crucial element of a holistic education and is one that will give students a broader, more balanced perspective on life.

In recent years, the children have worked hard to raise money for Waluka and Miwani Primary Schools in Kenya through walkathons, activities, performances and competitions. We also proactively support *Project Centipede* by preparing gift parcels for children and families in Romania.



INTERVENTION STRATEGIES AND SERVICES

To further support our students' academic and well-being development we have a variety of intervention strategies and services. These are designed to support children at certain times of their learning journey; for example when they arrive at our school new to English, when they are still developing their English skills, when they are struggling with an area of learning or when they require some emotional support.

These intervention strategies and services may be implemented by our class teachers or by a member of our support staff. They are also guided by our policies, for example our English Language Development Policy, Learning Support Policy, Student Well-Being Document, Anti-Bullying Policy, Child Protection Policy. Some of these intervention strategies and services incur an extra fee.

ENGLISH LANGUAGE DEVELOPMENT (ELD) (This programme incurs an additional fee)
Being an international school, children bring with them their native language, a quality of our diverse community that we highly value. However, for many of our children English is an additional language so emphasis is placed on them acquiring strong English skills.

We have an intensive ELD programme for those entering our school new or in the early stages of learning English. This runs each day during German lesson time. These children also receive in class support from our ELD assistants. Once children no longer require the ELD programme, they progress to receiving additional ELD support within the classroom at certain times during the week. This support is provided by our ELD assistants. English Language Development lessons are mandatory if the student is unable to follow the curriculum without these lessons.

LEARNING SUPPORT (This programme incurs an additional fee)

All children are unique and at different stages in their learning journey so we differentiate the curriculum to meet our students varying needs. However, the school also offers additional support for those children with identified learning differences. This support is provided by our Learning Support staff, who work with children either in the classroom or within small groups. Learning Support lessons are mandatory, if the student is unable to follow the curriculum without these lessons.

EMOTIONAL SUPPORT

In the Elementary School we have a personal and social curriculum, which is implemented and differentiated by our class teachers. However, if students demonstrate emotional needs, parents are consulted, and advice is sought from our Learning Support team. Occasionally, external support may be recommended to help meet your child's needs.

MOTHER TONGUE DEVELOPMENT (This programme incurs an additional fee)

We recognise the importance of a child's mother tongue. With a strong mother tongue a child will flourish and learn other languages more easily. Therefore, we highly recommend that families encourage use of their mother tongues at home. If you wish your child to have lessons in their mother tongue please contact the Elementary Principal or our Privately Taught Language Co-ordinator and she will help you find a teacher and organise lessons after school.

ELEMENTARY STAFF LIST 2022 - 2023

Name	Role	Email Address
Ms Kirsty Sharp	Director	director@
Keitsa Brisson	Elementary Principal	kbrisson@
Shikha Ahuja	Elementary PYP Coordinator	sahuja@

Marbella Stilkenboom	Early Years Unit	mstilkenboom1@
Colleen Kinsella	Foundation	ckinsella@
Sarah Ford	Grade 1	sford@
Lauren Elyas	Grade 2	lelyas@
Jacinta Wurzer		jwurzer@
Sheena Lita Aperoch	Grade 3D	saperocho@
Sandra Saavedra	Grade 3V	ssaavedra@
Fred Obregon	Grade 4D	fobregon@
Asol-Kamy Mani	Grade 4V	amani@
Adrienne David	Grade 5D	adavid@
Tracey Lange	Grade 5V	tlange@
Maria Balamoti	Elementary Learning Support Coordinator	mbalamoti@
Isabelle Bärner	Learning Support Teacher	ibaerner@
Natalie Kendig	Learning Support Assistant	nkendig@
Ainhoa Lazcano	Learning Support Assistant	alazcano@
Betsy Tucker	Music	etucker@
Julia Lankl	German	jlankl@
Daniela Seidermann	German	dseidermann@
Angelika Zeman	German	azeman@
David Knapper	P.E.	dknapper@
Lelia Malone	P.E.	lmalone@
Nicky Guest	Classroom Assistant	nguest@
Hina Afzal	ELD Assistant	hafzal@
Ulkar Badalova	ELD Assistant	ubadalova@
Ken Curpen	ELD Assistant	kcurpen@
Elena Korovina	ELD Assistant	ekorovina@
Eli Tollaksen	ELD Assistant	etollaksen@
Clara Konkwo	Librarian	ckonkwo@

Roxana Kreuter	Elementary Administrative Assistant	rkreuter@
Thomas Bohacek	Elementary Administrative Assistant	tbohacek@
Yvonne GingWiedeschitz	Registrar	registrar@
Martin Moser	Finance Officer	finance@
Pierluigi Lavermicocca	Reception	office@
Christof Wegiel	ASA Coordinator	cwegiel@

Note: All staff email addresses are suffixed by: **@danubeschool.com**

Danube International School - Identifying Statements

DISV VISION

To empower each individual in a positive and inspiring learning community that cultivates creativity, innovation and agency.

DISV MISSION

We nurture each learner's potential in a challenging and supportive academic community, fostering student success and global citizenship.

DISV AIMS

- Strive for excellence by engaging minds, exciting learners, acting ethically and showing empathy.
- Nurture happy, balanced students with healthy self-esteem
- Set high expectations, recognize individuality, celebrate successes and develop a reflective culture that enables students to learn from their experiences.
- Create an inclusive learning environment where all community members feel safe and have a sense of belonging
- Serve our local and global community

DISV VALUES

- Place engagement, well-being and safety at the core of our learning environment.
- Focus on growth to make positive change within ourselves and our school
- Act with integrity, empathy, transparency and respect
- Take responsibility for our learning, words and actions.
- Foster a diverse learning community for all

**Danube International School Vienna**

Josef Gall Gasse 2, 1020, Vienna

Tel: +43 (1) 720 31 10

Fax: +43 (1) 720 31 10 40

registrar@danubeschool.com

www.danubeschool.com

