

Toko School New Entrant Pack



About Us

Welcome to Toko School.

The partnership between home and school is crucial to ensuring student success.

A quality education is the key to your child's future. Together we have a powerful influence on how your child will picture themselves as learners and achievers for the future. We want children to look back at Toko School and say that it prepared them well for a modern world.

Our school is also a place where we live today. We need to set challenges and design pathways that makes learning powerful, meaningful and relevant. Toko School looks to the future by building on the best of the past and incorporating this with the knowledge of the present. We also seek new ideas and carefully evaluate changes that will lead to a better tomorrow.

Preparing children for their future.....



Transition from Home to School

The purpose of pre-school visits is for both child and parental familiarisation. They give the child the opportunity to become used to the environment and socialise with peers, whilst parents have the opportunity to get a feel for the school. It is a good time to become familiar with where classroom equipment is located, room number, teacher name, bag hooks, library, toilets, bells ringing, office and playground. We realise that all children are different - some needing more parental support than others. Your child may experience a variety of emotions when starting school. These could be: excitement.....enjoyment.....confusion tiredness etc. Keep expectations realistic and encourage confidence. Your positive attitude helps your child's adjustment.

We encourage 3 – 4 visits before your child starts school. During this time parents are welcome to stay with their child for the first couple of visits. Visits can be scheduled at the following times:

9:00 – 11:10

11:30 – 1:00

2:00 – 3:00

On your child's first visit, we ask that you stay with them. On any subsequent visits, parents may leave them on their own. During this time you can return go to the staffroom and have a cup of coffee. There will be no full-day visits.

Please call the school office to arrange your child's first visit with the school secretary. All subsequent visits can be booked with the new entrant teacher.

On your child's first day we suggest that you arrive approximately 15 - 20 minutes before the school day begins and let your child begin to organise their belongings. Depart on a positive note soon after the bell has gone and your child is involved in an activity or happily settled in. Occasionally, children become very tearful when parents depart from the room, but experience has taught us that they do settle and if you are anxious a phone call can often ease any concerns.



Enrolment Procedures

When enrolling your child at the office, the school requires proof of age and citizenship from a Birth Certificate / Passport and your child's immunisation form.

Details of medical information, allergies etc which may affect learning or require specific attention need to be noted, as well as parental/caregiver or custody arrangements. This may be done prior to their 5th birthday.

All children will need to purchase a school t-shirt that is to be worn at all school events. Stationery items are purchased through the school and will be organised by your child's teacher. An account is sent home for the purchase of these books.

Classifications

Children enrolled at school when 5 years old are classified as new entrants and will be classified as below.

Year One- If a 5 year old new entrant begins prior to 30 April these children are regarded as Year 1 from the outset and move to Year 2 after their first year at school.

Year Zero- If a 5 year old new entrant begins school on/after 1st May these children are regarded as Year 0 from the outset and move to Year 1 after the completion of their 1st year at school.

Parents as First Teachers

Children learn by example. They need to be involved and converse with adults who are interested and prepared to share ideas and experiences with them. Everyday happenings can provide an invaluable basis for learning at home and in the wider community.

At school we encourage the development of INDEPENDENCE and it is important that you encourage your child to do as much as possible (within reason) for themselves. Have available such items as: Sand, shells, crayons, games, books, paper, magazines, boxes, glue etc. You will automatically be introducing your child to concepts of colour, shape, size and number by talking while they experiment. Talk with and to your child, drawing their attention to "things around them" when you are out in the car, at the beach, on the farm, park, shops, doctor etc. Children are curious by nature and ask lots of questions. It can build a great repertoire of words and knowledge for them.

Tips for Preparing your Child for School

It would be helpful if your child could:

- Be able to express their needs to the teacher.
- Write his/her name or recognise it.
- Listen to a story and talk about it. The greatest preparation a child can have for reading/writing learning is book experience.
- Recognise some letters, possibly at least those in their own name.
- Handle pencils/crayons. Be able to draw a simple picture.
- Dress and undress him/herself. (Swimming in summer).
- Recognise colours by name.
- Count to ten.
- Use scissors to cut simple shapes from paper.
- Recognise basic shapes.
- Carry their own school-bag.
- Try and do zips and buttons up.
- Develop speaking and listening skills
- Be able to open their lunch box and contents.
- Be able to wipe their own nose and use a tissue.
- use the toilet independently, including washing hands.



WE WANT YOUR CHILD TO COME TO SCHOOL WITH A GROWTH MINDSET

Kids with a fixed mindset believe they're 'smart' or 'dumb', talented at something: painting, music or football, or not. They may believe the world is made of some gifted people, whom the rest admire from the sidelines. Conversely, kids with a **growth mindset** appreciate anyone can build themselves into anything they want to be. They recognise that people aren't 'smart' or 'dumb', that there are no talented geniuses; only hard-working people who have chosen to take their abilities to the next level.



Promoting a Growth Mindset in your Child

1. Help children understand that the brain works like a muscle, that can only grow through hard work, determination, and lots and lots of practice.
2. Don't tell students they are smart, gifted, or talented, since this implies that they were born with the knowledge, and does not encourage effort and growth.
3. Let children know when they demonstrate a growth mindset.
4. Praise the process. It's effort, hard work, and practice that allow children to achieve their true potential.
5. Don't praise the results. Test scores and rigid ways of measuring learning and knowledge limit the growth that would otherwise be tapped.
6. Embrace failures and missteps. Children sometimes learn the most when they fail. Let them know that mistakes are a big part of the learning process. There is nothing like the feeling of struggling through a very difficult problem, only to finally break through and solve it! The harder the problem, the more satisfying it is to find the solution.
7. Encourage participation and collaborative group learning. Children learn best when they are immersed in a topic and allowed to discuss and advance with their peers.
8. Encourage competency-based learning. Get kids excited about subject matter by explaining why it is important and how it will help them in the future. The goal should never be to get the 'correct' answer, but to understand the topic at a fundamental, deep level, and want to learn more.



MORE TIPS FOR PREPARING YOUR CHILD FOR SCHOOL

School Bags: These need to be large enough to hold all the gear necessary for school i.e. book bag, lunch box, raincoat, spare clothing, swimming gear. Show your child how to pack his/her own bag at home, they have to do it for themselves at school.

Shoes: Tying shoe laces is difficult for most five year olds. Shoes are not allowed to be worn in class so children are putting on and taking off shoes several times a day. Shoes with velcro fastenings or other alternatives are easier than shoe laces.

Lunch: Let your child know what is in their lunch box for lunch and play lunch. Children are allowed to eat in class and are encouraged to bring "brain food" - fruit, nuts, vegetables. We encourage children to drink water and to bring a water bottle to school. On Wednesdays children can bring food to go in the pie warmer. Food items include: mini pizzas, pies, sausages rolls etc.

Our Friends of Toko School also provide school lunches on and off over the year. Please read the newsletter to find out about this.

Clothing: It is most helpful if all clothing and belongings are named. Please ensure your child has a full change of clothes in their bag. We encourage children to wear comfortable clothing and sensible shoes to school. They also require a warm jacket and hat. During Term 1 and 4 all children must wear a bucket hat when outside. Please ensure school bags, clothing and shoes are named.

Newsletters: These are emailed home every second Thursday

Bus: If your child is going to catch the bus you will need to contact Tranzit Coachlines. After school all bus children must take their bags to the bus shelter. They can then go and play until the bus bell rings at 3.10. At this time all children line up in their bus lines. A roll is called and we wait for the buses to arrive. On each bus we have Year 7 or 8 monitors who are responsible for ensuring our children are well mannered and behave appropriately while traveling to and from school. The Principal has regular meetings with the monitors to ensure that all children abide by our school values.

Arriving at school: Social things happen before school so children who come late are disadvantaged as they are not ready for the day's learning and playing. 8.30 - 8.45am is a realistic time for your child to arrive to school if they are not catching the bus. This allows time to hang up their bag and get their belongings organised, talk to their teacher and chat with their friends

STRUCTURED LITERACY

At Toko School, the Junior teachers incorporate teaching reading, writing, spelling and handwriting through an approach called Structured Literacy.

Students are being taught phonics skills in a sequential and systematic way so that they can learn the sounds (phonemes) and the letters that represent them (graphemes). During their structured literacy time they are also learning how to hold their pen and how to form their letters correctly.

Before your child will read decodable books, they need to be taught the graphemes and phonemes that they will see in that set of books. Once they know some of these sounds they will be able to start learning to sound them out and blend them to read and write words.

When your child starts reading decodable texts it is controlled by and limited to the sounds (phonemes) that they have been taught to that point. For example, the first sounds your child will learn are in Set 1. These are **s a t p i n m d**. Only words using these sounds are used in the text, with the exception of some sight words that may not be easily decodable at this point.

This approach differs from our more traditional methods. One difference you will find is that the students will not bring a levelled book home, instead they will have their own tasks related to their learning needs. They may also bring home a picture book for you to read to your child, or a “wordless reader” where you and your child can make up the story. This type of reading is essential in helping support oral language and comprehension.

The Junior teachers at Toko School will:

- Explicitly teach how words work in both reading and spelling.
- Use specific decodable books that support the teaching focus.
- Continue to use rich language and texts to develop vocabulary and understand how books work

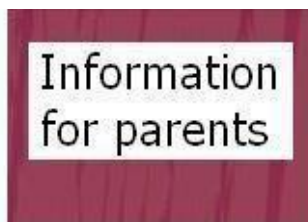
Some key shared literacy activities that you can do with your child:

- Read picture books and non-fiction books based on your child's interests.
- Have fun with the language, especially with rhyming books - e.g. Dr. Seuss.
- To support fine motor skills, engage in drawing, baking, lego and puzzles.
- Play word games, such as I Spy with a beginning sound or a word that rhymes with another word.



These are the first set of sounds your child will begin learning in structured literacy lessons.

s	a	t
p	i	n
m	d	



What is Mutukaroa?

Mutukaroa is the name of our school and community learning partnership. Mutukaroa is about working with parents and whanau to understand how your child is progressing in their learning over the first two years at school. It is also about supporting parents to help their children in their learning at home

Making the most of this opportunity

As a parent you want to know how your child is doing in their learning. Mutukaroa allows you as a parent to know exactly how your child is doing at every stage of their learning.

Mutukaroa is about:

- Having in depth knowledge of how your child is doing in their assessments and learning from Years 1-2 by having regular meetings with Kim Waite or Sue Fergus.
- Sharing specific information about your child so you can feel well informed and confident in what they are doing in school.
- Using parent friendly language.
- Regular learning conversations that equip parents to:
 - understand data about their child's achievement;
 - ask questions;
 - select next steps for learning at home;
 - choose and take home learning resources to support learning at home;

How Mutukaroa can help you as a Parent

Mutukaroa supports learning-focused relationships with parents. It can help you to:

- have more equal learning-focused conversations with teachers, both formal (e.g., three-way conferences) and informal (e.g., discussions before and after school)
- enjoy learning conversations with your child as you learn more about the way they are learning in school
- access relevant information about how your child is progressing in their learning and in class.
- learn more about your child's achievements and learning needs
- find out some ways you can support your child to meet his or her learning needs at home
- access resources used in school to support your child in their learning at home

Important to note

- Mutukaroa is focused on learning; we do not discuss behaviour in meetings. These queries can be discussed with your child's classroom teacher.
- Some questions are best answered by your child's classroom teacher. We can help you to develop these questions to ask the teacher.
- As a school we still report as we usually do to parents and the community.
- Please make every effort to give feedback to Kim Waite or Sue Fergus so that they can make the programme more effective for everyone. We will send out an evaluation form for you to be able to do this

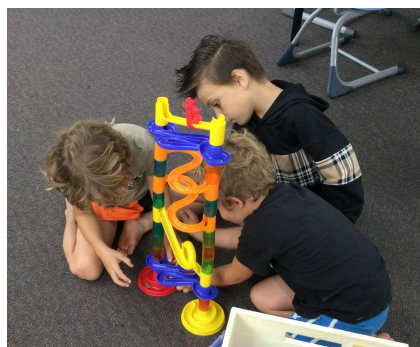
Toko School is Quality learning for all in a caring community

**We strive for an environment where all our children
are personally known and valued, supported and
secure.**

**We strive for children's success and development of
responsibility.**

**We encourage all children and all parents to
participate in school life and not just be spectators**

**Our children will develop:
RESPECT
RESPONSIBILITY
And make the
RIGHT CHOICES**



TOKO SCHOOL LEARNING STARS

Our school is organised around Toko School Learning Star behaviors and values. Everything we do is focussed around one of these learning starts. These are closely aligned to the “Key Competencies” in the New Zealand Curriculum.



Learning Stars
DEVELOP
qualities, skills
and attitudes

Learning Stars
CAN

Learning Stars
ARE

WELL BEING
HAUORA



**SENSE OF
WELLBEING**

... to develop a sense of
Hauora and personal
Identity

1. Show self awareness and self belief
2. Be proud of my own unique identity
3. Build and maintain healthy friendships
4. Regulate my emotions
5. Make healthy choices

- SELF AWARE
- CONFIDENT
- HEALTHY
- POSITIVE
- PROUD

PERSONAL BEST
PUNTAIAREORE



**STRIVE FOR
PERSONAL BEST**

...to strive to be
the best they can be

1. Set goals and make plans
2. Make good learning choices
3. Take responsibility for managing myself
4. Have a "Can Do" attitude to challenge and change
5. Reflect, Self and Peer Assess and Evaluate

- RESILIENT
- INDEPENDENT
- COURAGEOUS
- FOCUSED
- REFLECTIVE

CONNECTED
WHANGATANGA



**BE CONNECTED
TO OTHERS**

...to cooperate,
collaborate and
connect with others

1. Participate and take an active role
2. Accept diversity and differences
3. Consider others and show leadership
4. Negotiate and compromise
5. Deal with conflict situations appropriately

- RESPECTFUL
- ACCEPTING
- TRUSTWORTHY
- ASSERTIVE
- EMPATHIC

LEARNING TO LEARN
NEA AROANGA HONOHU



**DEEP THINKING,
DEEP LEARNING**

...to think deeply
in different ways

1. Make connections and apply knowledge and strategies
2. Consider perspectives, feelings, values & beliefs
3. Make and Justify Opinions, Judgements & Decisions
4. Solve problems
5. Generate innovative ideas

- CREATIVE
- CRITICAL
- ANALYTICAL
- FLEXIBLE
- OPEN MINDED

CITIZENSHIP
MANAKITANGA



CITIZENSHIP

...to make a difference
and give back

1. Consider the world around me
2. Find opportunities to contribute to the community
3. Use an inquiry process for project based learning
4. Understand the relationship between people and the environment
5. Participate in our school enviro programme

- CURIOUS
- PROACTIVE
- PERSISTENT
- THOUGHTFUL
- RESOURCEFUL

Further information about our Learning Stars is in our Toko School Handbook which is also on our school website.

WHAT DO WE WANT FOR OUR CHILDREN'S FUTURE?

We don't know what the future will hold for our children, what jobs they will have, what knowledge they will need. BUT We know what is going to be vital. We want to develop learners that know what to do when faced with a problem. To learn, unlearn and relearn – exciting times ahead!



Useful websites

<http://nzmaths.co.nz/>

A wonderful site with a range of resources for Parents, students and teachers!

<http://www.toko.school.nz>

Our School website.

<https://parents.education.govt.nz/>

A Ministry of education website for parents.

Welcome to our school family. We are excited about assisting you and your family on your child's learning journey at Toko School.

Arohanui

Kim Waite & the Toko School Team

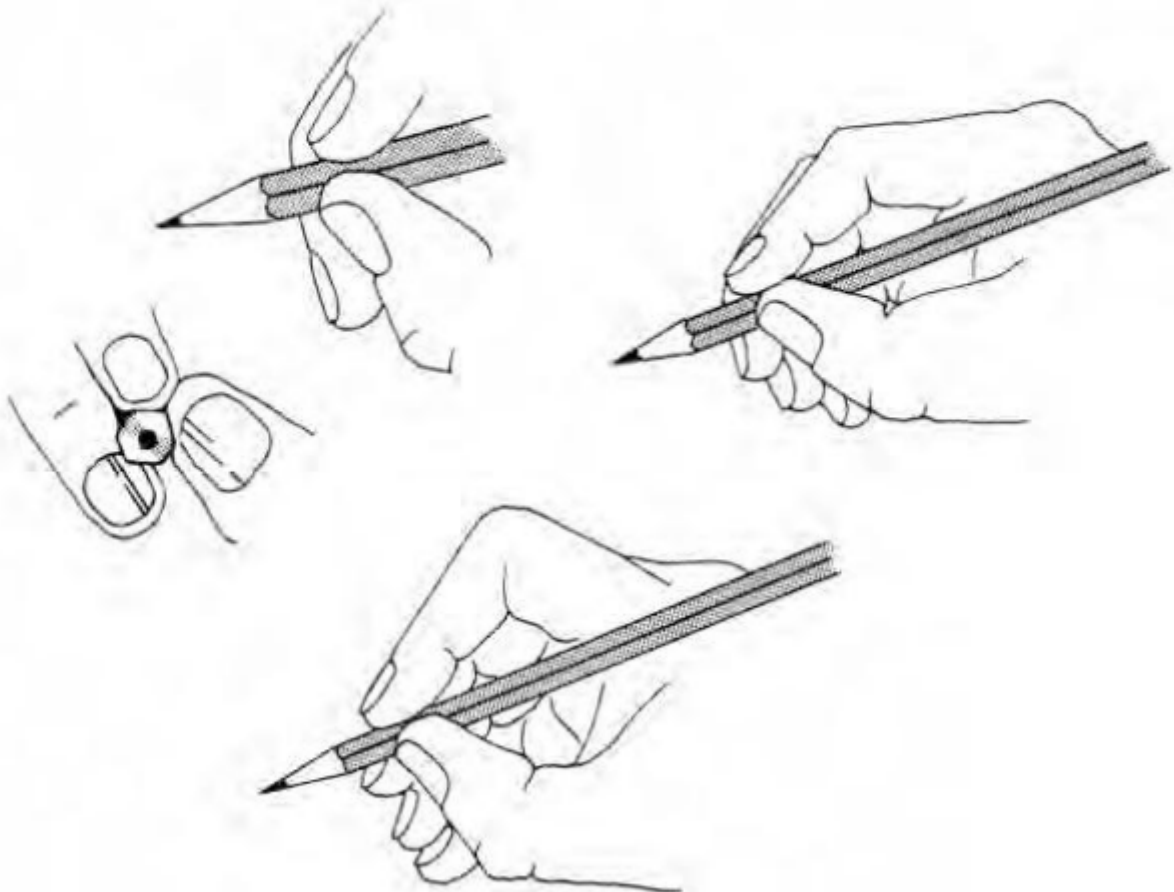
Holding a Pencil Correctly

Holding a Pencil

There are physical differences in children's hands and fingers which cause some variation in the way children hold a pencil. In general, however, they should hold the pencil between the thumb and forefinger with the middle finger supporting the pencil from below. This makes a "three-point" grip.

The correct method of holding pen or pencil

The angle of the pencil to the paper should be about forty-five degrees. A steeper angle usually indicates that the pencil is incorrectly held. Left-handed children may need special help to learn an appropriate grip.



Casey The Caterpillar

Casey the Caterpillar

Casey the Caterpillar is a handwriting programme that we use in our Junior Rooms at Toko School.















The programme is based on a story about Casey the Caterpillar who hatches out of an egg and meets lots of different things or shapes in her journey to become a butterfly. From Casey and the things and shapes she meets on her journey, the children learn a memorable, visual code that supports the correct formation and direction of letters.

We focus on the formation of lowercase letters because these are the letters we use most often and because they are the trickiest to form correctly.

We make connections between letters that start with the same shape.. For example c, o, a,d, g and q all start with a c shape that we call Casey's open mouth. We can group h, n and m together because these letters all have a tunnel shape in them. And j, y and g all have a possum tail shape that hangs below the line. We talk about tall sticks and short sticks and how when we write them they always have to go "down to the branch" which is how we remind ourselves to always start at the top of the line or the middle of a line when we write a letter.

We think Casey the Caterpillar is a fun programme that helps us learn.

Letter—Shapes New Zealand

	open mouth		tall stick		short stick
	hanging stick		tunnel leaf		gate - close it
	twig		feeler		possum tail
	grasshopper legs		twirly vine		small sloping sticks
	half tunnel		snake shape		ladybug spot

Letters

a open mouth short stick

c open mouth

e twig, open mouth

g open mouth, possum tail

i short stick, spot

k (*k*) tall stick, grasshopper legs or twirly vine

m short stick, tunnel, tunnel

o wide open mouth

q open mouth, hanging stick, sloping stick

s Sammy snake

u gumnut cup, short stick

w sloping stick, sloping stick, sloping stick, sloping stick

y gumnut cup, possum tail

b tall stick, gate - close it

d open mouth, tall stick

f feeler, twig

h tall stick, tunnel

j possum tail, spot

l tall stick,

n short stick, tunnel

p hanging stick, gate—close it

r short stick, half tunnel













t short stick, twig

v sloping stick, sloping stick

x sloping sticks, sloping sticks, crossed

z twig, sloping stick, twig

Capital letter—Shapes New Zealand

	big open mouth		tall stick		short stick
	big grasshopper leg		big Sammy snake		big gumnut cup
	twig		gate - close it		tall sloping sticks
	big gate - close it		big possum tail, on the branch		small sloping sticks

Capital Letters

- | | |
|---|--|
| A tall sloping stick, tall sloping stick, twig | B tall stick, gate - close it at top, gate - close it at bottom |
| C big open mouth | D tall stick, big gate - close it |
| E tall stick, twig, twig, twig | F tall stick, twig, twig |
| G big open mouth, short stick | H tall stick, twig, tall stick |
| I tall stick, twig, twig | J big possum tail on the branch |
| K tall stick, big grasshopper legs | L tall stick, twig on the branch |
| M tall stick, tall sloping stick, tall sloping stick, tall stick | N tall stick, tall sloping stick, tall stick |
| O big open mouth, open it wider | P tall stick small fat caterpillar tummy |
| Q big open mouth, open it wider, small sloping stick | R tall stick gate - close it at top, sloping stick |
| S big Sammy snake | T tall stick, twig on top |
| U big gumnut cup, tall stick | V tall sloping stick, tall sloping stick |
| W tall sloping stick, tall sloping stick, tall sloping stick, tall sloping stick | X tall sloping sticks, tall sloping sticks, crossed |
| Y small sloping stick, tall sloping stick | Z twig, tall sloping stick, twig |