

Toko School

New Entrant Book

Pukapuka mo te tamaiti o te kura o Toko



Toko School

Quality learning for all in a caring community

Nau mai ki te kura tuatahi Toko

About Us

Tena koe - Welcome to Toko School.

The partnership between home and school/kura 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/tamaiti will picture themselves as learners and achievers for the future. We want children/tamariki to look back at Toko School and say that it prepared them well for a modern world.

Our school/kura 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/tamariki for their future.....



*He waka eke noa
This whakatauki implies that 'we are all in this together'.*

Transition from Home to School

The purpose of pre-school/kura visits is for both child/tamaiti and parents/whanau familiarisation. They give the child/tamaiti the opportunity to become used to the environment and socialise with peers, whilst parents/whanau have the opportunity to get a feel for the school/kura. It is a good time to become familiar with where classroom equipment is located, room number, teachers/kaiako name, bag hooks, library, toilets, bells ringing, office and playground. We realise that all children/tamariki are different - some needing more parental support than others. Your child may experience a variety of emotions when starting school/kura. 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/tamaiti starts school/kura. During this time parents/whanau are welcome to stay with their child/tamaiti 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/whanau may leave them on their own. During this time you can return 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/kaiako.

On your child's first day we suggest that you arrive approximately 15 - 20 minutes before the school/kura day begins and let your child/tamaiti begin to organise their belongings. Depart on a positive note soon after the bell has gone and your child/tamaiti is involved in an activity or happily settled in. Occasionally, children/tamariki become very tearful when parents/whanau 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/tamaiti at the office, the school/kura 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 parents/whanau/caregiver or custody arrangements. This may be done prior to their 5th birthday.

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

Classifications

Children/tamariki enrolled at school/kura 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/tamariki are regarded as Year 1 from the outset and move to Year 2 after their first year at school/kura.

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

Parents as First Teachers

Children/tamariki 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/kura we encourage the development of INDEPENDENCE and it is important that you encourage your child/tamaiti 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/tamaiti to concepts of colour, shape, size and number by talking while they experiment. Talk with and to your child/tamaiti, 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/tamariki 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/tamaiti could:

- Be able to express their needs to the teacher/kaiako.
- Write his/her name or recognise it.
- Listen to a story and talk about it. The greatest preparation a child/tamaiti 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/tamariki know when they demonstrate a growth mindset.
4. Praise the process. It's effort, hard work, and practice that allow children/tamariki 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 Stationery: This will be provided by the school/kura and will be charged to your school account. **We ask whanau to provide a pencil case and head phones.**

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

Shoes: Tying shoe laces is difficult for most five year olds. Shoes are not allowed to be worn in class so children/tamariki 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/tamaiti know what is in their lunch box for lunch and play lunch. Tamariki are allowed to eat in class and are encouraged to bring "brain food" - fruit, nuts, vegetables. We encourage children/tamariki to drink water and to bring a water bottle to school/kura. On Wednesdays children/tamariki 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/kura lunches on and off over the year. Please read the newsletter to find out about this.

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

Newsletters: These are sent out via the school/kura app every second Thursday and can be accessed via the school/kura website.

Bus: If your child/tamaiti is going to catch the bus you will need to contact Tranzit Coachlines. After school/kura all bus children/tamariki 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/tamariki 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/tamariki are well mannered and behave appropriately while traveling to and from school/kura. The Principal has regular meetings with the monitors to ensure that all children/tamariki abide by our school/kura values.

Arriving at school/kura: Social things happen before school/kura so children/tamariki 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/tamaiti to arrive to school/kura if they are not catching the bus. This allows time to hang up their bag and get their belongings organised, talk to their teacher/kaiako and chat with their friends.

STRUCTURED LITERACY

At Toko School, the Junior teachers/kaiako 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/tamaiti 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/tamaiti 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/tamaiti 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 leveled 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/tamaiti, or a “wordless reader” where you and your child/tamaiti can make up the story. This type of reading is essential in helping support oral language and comprehension.

The Junior teachers/kaiako 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/tamaiti:

- 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.



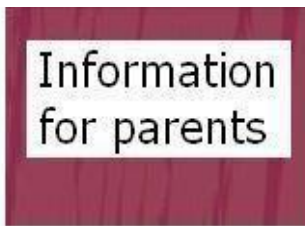
These are the first set of sounds your child/tamaiti will begin learning in structured literacy lessons.

s	a	t
p	i	n
m	d	

On enrolment you will be given a book bag with:
the above letters
laminated sheets to practice writing letters correctly
a pack of cards
dice and number cards
a number strip - 1 - 20

On our website: [Learning Links](#) - [Mathematics Links](#) - [Simple Math's games](#)

you will find a whole range of games that you can play with the dice, cards and number cards.



What is Mutukaroa?

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

Making the most of this opportunity

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

Mutukaroa is about:

- Having in depth knowledge of how your child/tamaiti is doing in their assessments and learning from Years 1-2 by having regular meetings with Kim Waite and or Jolynne Mancer.
- Sharing specific information about your child/tamaiti so you can feel well informed and confident in what they are doing in school/kura.
- Using parent/whanau friendly language.
- Regular learning conversations that equip parents/whanau 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/whanau. It can help you to:

- have more equal learning-focused conversations with teachers/kaiako, both formal (e.g., three-way conferences) and informal (e.g., discussions before and after school/kura)
- enjoy learning conversations with your child/tamaiti as you learn more about the way they are learning in school/kura
- access relevant information about how your child/tamaiti 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/tamaiti to meet his or her learning needs at home
- access resources used in school/kura to support your child/tamaiti 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 teachers/kaiako.

- Some questions are best answered by your child's classroom teachers/kaiako. We can help you to develop these questions to ask the teachers/kaiako.
- As a school/kura we still report as we usually do to parents/whanau and the community.
- Please make every effort to give feedback to Kim Waite 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/tamariki are personally known and valued, supported and secure.

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

We encourage all children/tamariki and all parents/whanau to participate in school/kura life and not just be spectators

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



TOKO SCHOOL LEARNING STARS

Our school/kura 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
PUNTAI AOREORE



**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 AROHANGA 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
MANAKITIRANGA



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/kura website.

WHAT DO WE WANT FOR OUR CHILDREN'S FUTURE?

We don't know what the future will hold for our children/tamariki, 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/kaiako!

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

Our School website.

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

A Ministry of education website for parents/whanau.

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

Arohanui

Kim Waite & the Toko School Team

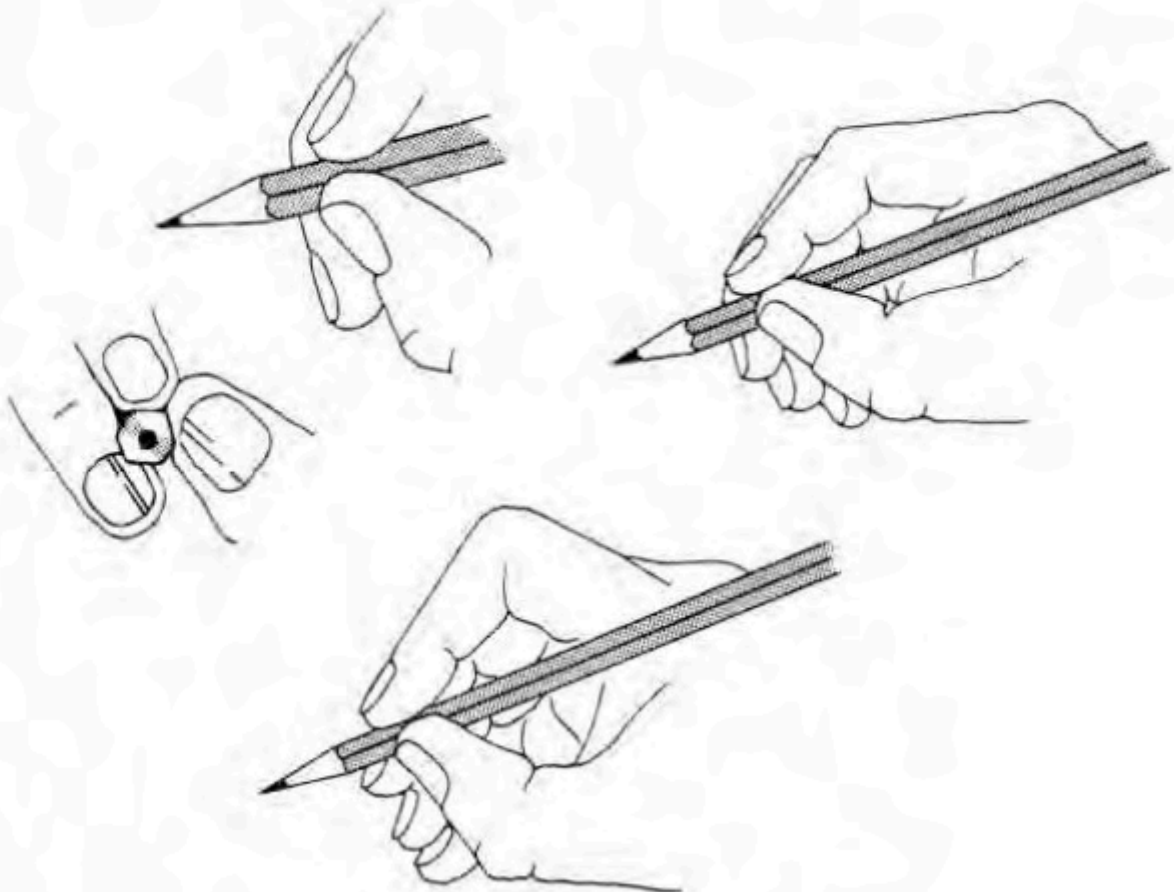
Holding a Pencil Correctly

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 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 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

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