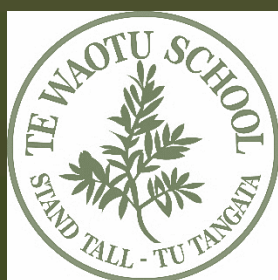


2024



Te Waotū School

NEW ENTRANT INFORMATION BOOK

Dear Parents/Caregivers,

Thank you for choosing Te Waotu School and welcome to our school community! We are a school that is proud of our place in the community and for all that has been achieved here over the years. We are also excited by the opportunities that lay ahead.

Starting school is an exciting and important step in your child's life – and your own! At Te Waotu School we look forward to working with you and your child to make this important stage rewarding and positive. Our staff are all great people and will go out of their way to make sure your child's time here at Te Waotu School is one of learning and enjoyment.

Please find a range of information shared below to help make this transition into school as easy for everyone as possible.

We look forward to working alongside you over the coming years.

Regards,



Michael Thompson

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Te Waotu School - 2024 Staff



Present: Trish Wairua-Harpur, Hildegard Stegen, Sandra Hamilton, Sarah Topping, Kirsty Hand, Anna-Blair Hunt, Inge Wilbers
Absent: Angela Flynn, John McLean, Nadia Roberts

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Te Waotu School - 2024 Board of Trustees



Present: Janice Hemingway, Sandra Hamilton, Steve Parker, Courtney Graham, Jessica Mardell
Absent: John McLean, James Pelham

Introduction

“He waotu tahi na rakau.” Tall bush that stands alone.

When Taupo erupted in 186 AD a hill prevented the ash cloud from destroying an area of bush and it is from this that our area got its name.

Rongowhitiao Arekatera Te Wera a Te Puni, a Waotu Māori chief, wanted the children in the district to have access to education so he applied to the Inspector General of Schools to open a native school at Te Waotu. After site visits, the present location was chosen because of its centrality and also because it had the largest Maori population due to the milling of timber. In November 1886 Te Waotu Native School opened with a roll of 31 children with all but one being of Māori descent. Clara Haszard was the first teacher of the school. The house system we have recognises our past links with Rongowhitiao, Haszard, Barnett, and Simmonds.

Te Waotu is a school that prides itself on its long history. Our school is an important part of our rural community and as such we are well supported. The surrounding area offers plenty-the local agricultural scene is complemented by natural and recreational features such as native bush, the Waikato River trails, Lake Arapuni, Waikato River and Maungatautari.

We cater for students up to Year 8 and over recent years have had a school roll that lies somewhere between 120-130 students, and employ 6 teachers. Our school roll includes students of NZ European, Māori, British/Irish, Cook Island Māori, Filipino and Indian ethnicities. We have a skilled and stable Board of Trustees who take a very proactive role in the governance of our school.

Our vision: *“what we aspire to do”*

To be a confident and resilient lifelong learner.

Our mission: *“how we will enact this”*

- Teachers will empower students to be active learners who work in partnership with the teacher.
- Teachers will ensure students know what they are learning, when they have been successful and where they are going next.
- Self and peer assessment is a routine step in the learning process.
- Success criteria are most effective when great examples of work are used to show what quality looks like.
- Teachers will use the learning progressions in the curriculum in order to confidently work with a diverse range of students.
- The school recognises the influence of the home and will endeavour to build and nurture learning focussed partnerships with parents and whanau.

Our values: *“we believe in”*

Respect, responsibility, honesty, kindness and courage.

Te Waotu School learner profile:

A Te Waotu School learner...

- Shows pride in Te Waotu School and our community.
- Is happy at school and has a positive outlook.
- Shows a passion for learning and participates enthusiastically within all education opportunities inside and outside the classroom.
- Models our school values of kindness, respect, honesty, responsibility and courage.
- Meets or exceeds expectations for reading, writing and maths.
- Is an active learner. *This means: they know what they are learning, why they are learning it, when they have been successful, what their next steps are, and how to problem solve in learning situations.*
- Is a self-regulated learner. *This means: they can manage their time, communicate ideas, are intrinsically motivated, understand their strengths and areas to work on, behave respectfully in different social and cultural contexts.*
- Is inclusive. *This means: they respect the customs and traditions of other cultures, uphold the bicultural heritage of New Zealand and is accepting of all learners.*
- Is environmentally aware and a guardian for our environment.
- Is curious. *This means: they ask questions, explore situations and locate information, organise their thinking and ideas, and take action.*
- Knows how to keep themselves safe, stand up for themselves, and resolve conflict.
- Is a skilled and responsible user of information technology.
- Contributes effectively as part of a team or group in learning, social or sporting contexts.
- Celebrates their successes and also the achievements of others.
- Strives to achieve goals, and is willing to take risks and be challenged with their learning.



What paperwork do I need to provide?

Documents needed for enrolling your child:

- A copy of your child's birth certificate or passport as proof of age.
- A copy of their immunisation certificate (this is in the back of your Well Child book or ask your family doctor for a copy).
- Medical information including your doctor's contact details.
- Any legal documents, for example, custody or access agreements the school should know about.
- If your child has been enrolled in early childhood education, their National Student Number (NSN), and ECE leaver's record.
- Contact details – your family phone numbers and address and **someone the school can call in an emergency** if they can't get hold of you.
- Copies of any paperwork from any learning, behaviour or medical interventions (that the school may need to know about to better cater for your child).
- Please complete the bus form if your child is travelling to & from school by bus.

Before school visits

- The first visit will be between 8:55 and 11:35am on the agreed chosen day, so your child can learn how the school day starts to quickly become familiar with our routines.
- All subsequent visits will be tailored to your child's individual needs with your input particularly important to us. Each child and their circumstances are different which may require more or less time for them to settle. We have found that most children, when their parents/caregivers have left, will settle quicker.

What we would like to know about your child

- If your child has any special health needs, and what to do to support them.
- If your child has any special learning considerations that we need to be aware of.
- What your child likes to do, what they are good at and what makes them happy.
- After-school plans and who picks up your child when you can't.
- Anything that might affect how your child is feeling.

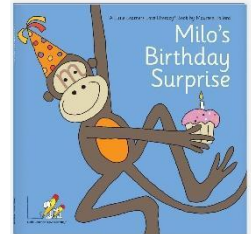
What can I expect in the first year?

- Personalised transition to school days leading into their first day.
- School assessments to determine your child's level.
- Interim (after six months at school) and anniversary reporting (after one year at school).
- Additional meetings with the teacher if required.
- Participation in school events like athletics, cross country, and swimming sports.
- Work shared with the rest of the school at assembly once a term.

Reading:

In Room 1 we teach with Little Learners Love Literacy – a structured and explicit program with engaging multisensory activities. It is carefully sequenced in seven stages to teach children the 44 sounds of the English language and the principles of the alphabetic code (that each speech sound can be represented by different groups of letters, such as the sound /t/ as in t, sky, pie, ice, cycle, and that a letter (or group of letters) can represent different sounds, such as the letter 'y' in yes, gym, funny, sky.

When children start school, we begin learning the Stage 1 letters and sounds. We will be enjoying the Milo's Birthday Surprise storybook, meeting a new character and sound regularly. We will also learn to blend sounds to say words with the Ally alligator puppet and segment them for spelling, as well as learning handwriting.



Once children learn their Stage 1 letters and sounds and the Stage 1 heart words, we will start to send home Pip and Tim decodable books. Each story practises the sounds and letters that we have taught, so children will be able to read the books themselves by sounding out and blending!



You can find out more about this by visiting the following website:
<https://www.littlelearnersloveliteracy.com.au/>

When children start at Stage 1 they are learning the following skills:

- To identify the sound for the Stage 1 letters: **m, s, f, a, p, t, c and i.**
- To segment and blend 2 and 3 letter words.
- To identify rhyming words.
- To identify the sounds in CVC words.
- To track their reading using their finger.
- To pause when they come to a full stop.
- To answer simple questions about the text.

On Friday's the children will bring home their poem book. Please set aside a regular time each night to read to your child and for them to read to you. Make this time enjoyable to help promote a good attitude towards reading. We also use Reading Eggs (an online reading programme) to support the children. This is used by the children in the classroom and can also be accessed from home.

Writing:

Children are initially introduced to the writing process. This involves them being able to draw their story, think of and remember a sentence, then record the sentence with the support of the teacher. Depending on where your child is at with their learning they may record their idea using random shapes or symbols; or by repeating letters, sounds or words they know. Once they become more familiar with letter sounds and essential words they will start to use these to record their ideas with increasing accuracy.

Giving your child plenty of experiences really helps them develop their ideas and vocabulary which they are able to apply to their writing. Taking time to talk to your child with things they are involved in really helps with this. Within class, much of the writing we do is linked to shared classroom experiences or integrated with other curriculum areas like reading and art.

Maths:

First children learn to count to 10 then to 20. They learn what numbers really mean and that we can make numbers in different ways. They learn all the combinations within 5, then with 5. Children learn about 10 and what makes 10 and after that they learn about numbers beyond 10.

We also learn concepts to do with measurement, geometry, statistics and algebra.

The children play lots of games in Room 1 that are helpful for learning maths.

Mrs Pig, is a daily feature of our maths programme. This teaches students about the number of days at school, even and odd numbers, and place value. We put a dollar on her ten frame each day we are at school to keep track of time at school.

Starting the school day in Room 1

We come in, take off our shoes and put them away. We get our book bag out of our bag and put it into our tote tray. We put our bags on a hook or shelf in the cloak bay. The bell goes at 8.55am to sit on the mat to begin the day.

Time:	What's On:
8.55 – 9.05am	Roll / Starting the day routines
9.05 – 10:05am	First learning block
10.05-10.15am	Brain break
10.15-11.15am	Second learning block
11.15-11.35am	Morning tea
11.35am-12.35pm	Third learning block
12.35pm-1.30pm	Lunchtime Children go out to play first. At 1.10 the bell rings and the children sit down to lunch for 20 minutes.
1.30-3.00pm	Afternoon Block - Assemblies are 2.30 pm on Mondays and our fortnightly Friday assembly starts on even learning weeks at 2.15 pm in the hall - you are welcome to join us!
3:00pm	End of the school day. Bus students go to the hall.

A final message from the us:

We would really appreciate you sharing your child's portfolio or profile book from their ECE service or Kōhanga Reo. Children will be able to share this in class with the other children. It helps their transitioning from an ECE Centre to Room 1.

Please ring or come and visit us in Room 1 for more information.

Kia ora

Teachers at Te Waotu School



Supplementary information:

The following are some guidelines from the Ministry of Education regarding starting school

Teach your child the practical skills they'll need.

Before your child starts school, it's helpful if they can:

- Do up their shoes
- Put on and take off their coats
- Go to the toilet and wash their hands
- Blow their nose
- Unpack and hang up their bags where they are told
- Recognise when they are thirsty and get a drink of water
- Ask for things they need

Help them get ready to learn.

They may find it easier to participate in the class if they:

- Enter the school and classroom unassisted
- Can sit on a chair at a table for a short time to complete an activity
- Are comfortable being away from you
- Know how to take turns, and wait for things
- Know the names of colours
- Know the letters of the alphabet
- Know the numbers 1 to 9
- Can hold a pencil correctly and use scissors
- Can write their name
- Are able to hold a picture book and turn the pages carefully.

In your child's school bag:

- Lunch and a water bottle. Get your child to help you pack their lunch box. Talk about what is for brain break, morning tea and what is for lunch
- Pencils, exercise books, and other supplies the school has asked your child to bring. Some schools and kura provide a list before school starts, others will give you a list in the first week
- In the spring and summer terms a sunhat and sunblock (it's a good idea to apply sunblock at home before they leave as well)
- In the autumn and winter terms a warm hat and some extra layers in case it gets really cold
- Their name on everything particularly hats, shoes and sweatshirts. Show your child where to look for their name on their clothes.
- A change of clothes. This can be reassuring for a child starting school or kura for the first time, especially if they are prone to toileting accidents

In the morning before you leave:

- Get up early so that you have plenty of time to get ready and your child doesn't feel rushed and stressed
- Have a nutritious breakfast
- If there is no school uniform, choose clothes and shoes that are easy for your child to manage by themselves
- Allow plenty of time for getting to school. On the way, chat about what they think their day will be like and what they want to do when they get home.

When you get to school:

- Go into the classroom and say hello or kia ora to the teacher with your child
- Tell the teacher about after school arrangements if you won't be the person picking your child up - although it can help them settle in quicker if you can pick them up for the first few times
- Show or remind your child where the toilets are and any other place it is important to know about, such as where they will be collected at the end of the day
- It helps children to feel they belong if they know other children. Make a point of stopping to chat with children and parents you know as you arrive
- Make goodbyes short. Teachers have a lot of experience helping children to settle in and managing an upset child.

After school:

- If you pick up your child, ask the teacher how their day went
- Expect your child to be very tired in the first few weeks. Make time when you get home to just hang out. They might need to run around outside, chill out on a bean bag with some picture books, or just collapse in front of the TV
- Don't schedule in lots of afternoon activities to begin with - let them just get used to their new routines first
- Offer them a nutritious afternoon tea. They will probably be very hungry!
- Let them adjust to being at home before asking too much about their day. It's a lot easier to get children of any age to talk about their day when they are doing something else with you – helping to make dinner, tidying up, or drying the dishes
- Have a space where school papers go – this is the beginning of you being inundated with newsletters, permission slips, parent help requests etc. It's useful to make the space close to a calendar so you can write in important dates
- Make time to read together. We will send home a reading book to share on the first day – there will also be a home-school book. Get in the habit of having some shared reading every day, right from the start.