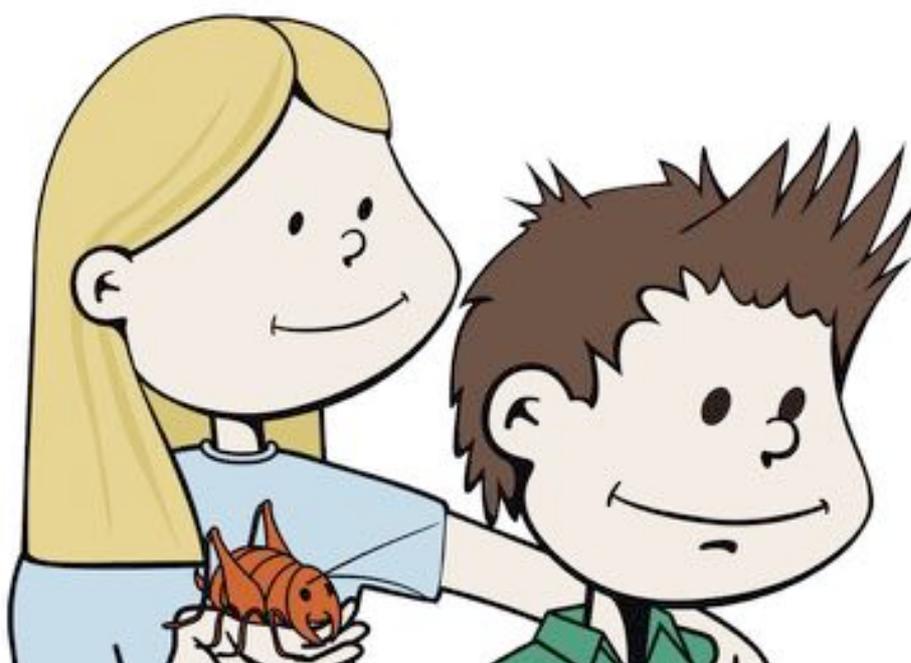


# **SOUTH MAKIRIKIRI SCHOOL**

## **2016**



## **NEW ENTRANT INFORMATION BOOK**

*“Learning is our treasure to seek  
and share for life.”*

**RESPECT, EMPATHY, PERSEVERANCE,  
INTEGRITY, AIM HIGH**

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**SOUTH MAKIRIKIRI SCHOOL**

## WELCOME

Welcome to South Makirikiri School.



South Makirikiri School is a positive and proactive learning environment. We are constantly exploring new initiatives in education and keep ourselves at the forefront of developments.

We welcome current and prospective parents to call in at any stage to discuss their child's education. We strongly believe a positive and firm partnership between **school, parent, students** and **community** is vital to our success. This strong partnership has been influential in the major developments that have taken place over the last few years. These include classroom refurbishments, tree planting, tennis courts, carpark and our well resourced Media and Technology Centre. We feel these developments have created for South Makirikiri School an infrastructure that enables us to meet the needs of the twenty first century learner.

## STAFF ORGANISATION

Stu Devenport  
Anne McDonald  
Sharyn Drylie  
Julie Rowe,

Principal, 2016  
Deputy Principal, Teacher - Year 7 & 8  
Senior Team Leader (Years 4-8)  
Junior Team Leader, Teachers (Years 1-3)

## OUR NEW ENTRANT TEACHER

My name is Liz Gordon and I am the Reception/New Entrant teacher at South Makirikiri School. We are so excited about you and your child becoming part of our school community. On the following pages are some ideas that you may find useful in helping you and your child adjust to the school environment.

If you need any further support or information please do not hesitate to contact me. Contact details are listed on the front page or email me personally if you like.

[lgordon@southmak.school.nz](mailto:lgordon@southmak.school.nz)

I look forward to meeting you.

Regards,  
Liz Gordon



## SCHOOL VISION

Our school is proud of our vision. This was created in 2004 after extensive staff development and has now been embedded into our teaching and learning. Respect, Empathy, Perseverance, Integrity and Aim High are the core areas of focus. Our school characters, Mac and Macy, are used to further enhance these focuses.

**“Learning is our TREASURE to SEEK and SHARE for life.”**

## PHILOSOPHY

**All students will treasure, seek and share learning, in an environment that empowers them to reach their full potential whilst demonstrating our core school values.**

**At South Mak we strive for all students to...**



**Recognise and pursue their talents**



**Be reflective and valuable contributors to the community**



**Have strengths in Literacy and Numeracy**



**Be active seekers, users and creators of knowledge**



**Have an awareness and appreciation of their environment**

## PREPARING YOUR CHILD FOR SCHOOL

School is the start of your child's path towards independence. To help them adjust please encourage them to be responsible for their own belongings. Another aspect of independence involves taking care of themselves. For example if they are hot or cold they put on or take off their own sweatshirt, if they are thirsty they get themselves a drink, if their nose is running they get a tissue. The following pages offer some hints on how to help prepare your child for independence.

## STEPPING STONES TO LEARNING

On the next page is a photo montage. This displays images of some of the things that happen at South Mak. At the bottom are our Stepping Stones to Learning. These are the fundamental skills and attributes that we hope your child grasps and makes intrinsic whilst they are learning at South Mak.



"Learning is our TREASURE to SEEK and SHARE for life."

## HINTS FOR LEADING YOUR CHILD TO INDEPENDENCE

### LANGUAGE

It's the talking, questioning and modeling of how we speak that is the most important. Language is the foundation on which everything we say and do is built.

- Talk often with your child - during dinner, bath times, in the car etc. Point out colours, sizes and shapes.
- Talk with your child as you read together. Point to pictures, name features in them.
- Teach your child to be a helper - ask them to find things for you when cooking.
- Question and listen to your child's questions and answer them as patiently as possible.
- Encourage them to play pretend games.

### READING

**Reading together** - try to spend time each day reading together for as much time as your child can sustain interest and focus. Make the reading stay fun for both of you. Ask your child questions from time to time - what do you think will happen next?

**Show your child that you read** - when you go to the library check out a book for yourself. Encourage your child to read next to you while you are reading a book, magazine or newspaper.

**A home for my books** - start a home library. Having a special place for books increases the interest level. Borrow books from your local library.

**Picture books** - use books that have no words just great pictures. Ask your child to tell the story from the pictures. Wordless books improve a child's language and spark their imaginations.

**Rhyming books** - say your child's name and then have them say words that begin with the same sound; read or say familiar nursery rhymes; play rhyming games and sing rhyming songs; read rhymes to your child.

### A reading checklist

- Does my child enjoy the book we are reading?
- Do I encourage my child to pretend to read, joining in where he has memorised a word or phrase?
- When I ask questions am I giving my child enough time to answer?
- Do I tie the ideas in the book to things that are familiar to my child?
- Do I let my child know how much I like his/her ideas?
- Do I point out letters, such as the first letter of his/her name?
- Do I find ways to help my child begin to identify sounds and letters?
- Do I find ways to help my child begin to identify some printed words?
- Do I let my child retell their favourite story?



# STARTING SCHOOL

## KNOWLEDGE TO START SCHOOL

- Book knowledge (front cover, beginning/end/title, top and bottom of the page, how you turn the pages)
- Body parts
- Colours
- Shapes
- Count at least to ten but higher is preferable
- Count backwards from ten
- Recognise numbers 0-9
- How many a number is (point to 5 things)
- Know your first and last name
- Recognise their name when it is written down
- Know their phone number
- Know their street address
- Positional language (before, after, under, over, beside, next to)

## SKILLS TO START SCHOOL

- Correct pronunciation
- Correct sentence structure
- Do my sentences make sense?
- Eye tracking
- Discrimination - what's missing? The odd one out?

### • Gross motor skills

- Swinging
- Climbing
- Crawling
- Using upper body
- Rolling
- Turning
- Ball skills

### • Fine motor skills

- Handwriting
- Holding a pencil correctly
- Cutting and gluing
- Threading beads
- Manipulating blocks (Lego)



- **Writing**

- Write first name (lower case)
- Write lots of letters (not in capitals)
- Recognise capital and lower case letters
- Write with your child
- Have your pre-schooler sign their own name on cards (no matter what it looks like)
- Hang a message board in the kitchen
- Ask your child to tell you simple stories and write them down

- **ABCs**

- Place alphabet magnets on your fridge
- Point out letters on signs and billboards
- Encourage your child to spell and write their name
- Play simple word games - name all the animals that begin with 'd'

- **Listening**

- Musical CDs with actions
- Ways to show the speaker you are listening
- Sit still and focus on a task for a reasonable amount of time
- Memory games

- **Social skills**

- Manners
- Wait their turn
- Treat others kindly and with respect
- Gain control over their emotions



- **Self management skills**

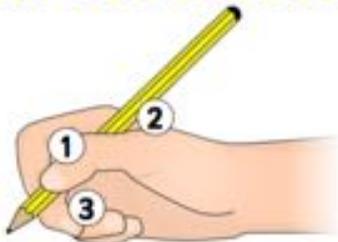
- Go to the toilet unassisted
- Unwrap food
- Dress themselves
- Tie laces
- Do and undo zips
- Pack their school bag



## How to Hold a Pencil

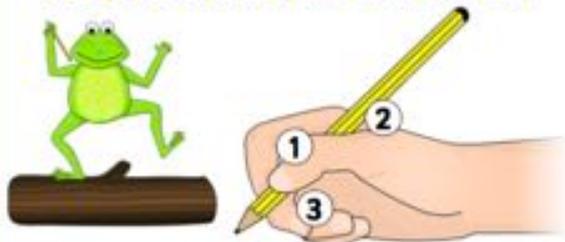


## How to Hold a Pencil



1. Put your thumb and forefinger just above the cone shaped part of the pencil.
2. Let the pencil rest between your thumb and forefinger.
3. Then put your middle finger underneath for support.

## How to Hold a Pencil

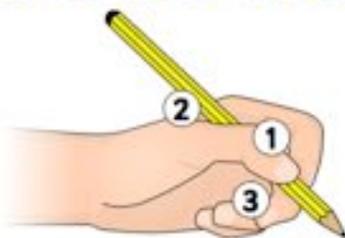


1. Put two frog legs just above the cone shaped part of the pencil.
2. Let the pencil lie across the frog's back.
3. Then put the log under the frog.

## How to Hold a Pencil

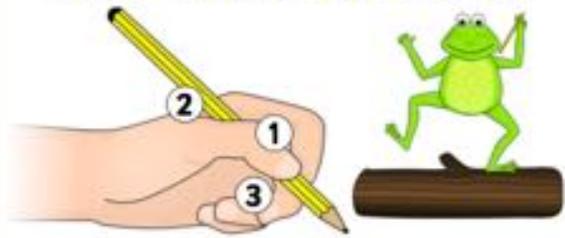


## How to Hold a Pencil



1. Put your thumb and forefinger about 3 cm above the coned end of the pencil.
2. Let the pencil rest between your thumb and forefinger.
3. Then put your middle finger underneath for support.

## How to Hold a Pencil



1. Put two frog legs about 3cm above the cone shaped part of the pencil.
2. Let the pencil lie across the frog's back.
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## STARTING SCHOOL

Starting school is an exciting part of a child growing up. If you are excited about them starting school – they will be excited about starting school. If you have any concerns please come and talk to the teacher about them. We can work out how to solve any problems and what will work best for your child. There are many ways we can accommodate children's different personalities and abilities, so that their 'starting school' experience is a positive and happy event.

There are lots of changes that will occur for you and your child, but with our positive and supportive environment there is no need for this to be traumatic or difficult. There are a lot of differences between pre-school and school, but we aim to minimise these as much as possible and give your child time and support as they learn to adjust.

It normally takes six weeks for a child to adjust and settle into the school routines. Some children settle quickly, others take longer, but all children adjust into the environment before long.

## 2016 TERM DATES

<b>Term One</b>	<b>Tuesday 2nd February</b>	<b>Friday 15th April</b>
<b>Term Two</b>	<b>Monday 2nd May</b>	<b>Friday 8th July</b>
<b>Term Three</b>	<b>Monday 25th July</b>	<b>Friday 23rd September</b>
<b>Term Four</b>	<b>Monday 10th October</b>	<b>Friday 16th December</b>

### **School timetable:**

Block One: 8.30-10.30  
Interval: 10.30-10.50  
Block Two: 10.50-12.30  
Lunch: 12.30-1.30  
Block Three: 1.30-2.30

## HINTS FOR A HAPPY SETTLEMENT INTO SCHOOL LIFE

**Be early;** arrive with 10 minutes to spare. This gives your child the chance to get their morning chores done in a calm and stress free way. They can think about what they have to do and slowly get themselves into the "learning" mindset. If you are early enough it also gives them the chance to see and play with their friends or they can show you their work or maybe have you read them a story. They love to have an audience for the awesome things they are doing at school. It also gives you an opportunity for informal chats with the teacher and other parents.

**Be specific about leaving;** tell your child, before you arrive at school, when you are going to go. It is normal for most parents/caregivers to leave when the bell goes, so tell them that is when you will go and then go at this time. This makes it much less of an unknown for your child.

I will contact all the families of enrolled children about 6 weeks before they are due to start school, to arrange a series of school visits. During this time, routines and the school environment will be demystified, to ease the transition to school.

**Tears and separation anxiety;** sometimes children will cry when you go to leave them at school. This is not abnormal because, up to now, school has been an abstract idea to your child and it presents itself as an unknown world that can be quite daunting. First remember, that if you are excited they will be excited. School is an amazing place to make friends, experience new things and have wonderful adventures. But if your child does get tearful there are several helpful things to do. Firstly, let me take them from you so that I can build a caring and supportive relationship with them. I take them with me and they get to sit on my knee until they are ready to join the others on the mat or at whatever activity it is we are doing. We never make them feel that crying is wrong or something to be ashamed about. We work together as a caring class to make them feel comfortable. I can honestly say that most children will have stopped crying by the time you get to the car park. Very seldom does a child remain unhappy for long periods of time. Text messages are often sent to confirm this 😊

Other things that will help your child, include ensuring that they can manage the belts, buckles and attachments on their clothes. This enables them to not only go to the toilet independently but to keep themselves warm or cool as required. Encourage your child to ask for help – this is essential if they have a problem or don't know what to do. We have many people (children and adults) who are only too willing to help if asked. A spare set of clothes in their school bag is advised for emergencies. Expect your child to be very tired for the first term. Starting school and learning all that they learn can make them physically and emotionally drained.

Starting school is a wonderful time in your child's life. Help them to make the adjustments by listening to them and asking questions they will be able to answer (Who did you play with at lunchtime today? What was your favourite lunchtime activity? What was the best thing that happened today? What did you write your story about?) and by being positive and excited about this new stage of their learning journey.



## CONCERNS

If you ever have any concerns please come and talk to me about them. All your concerns need to be explored and solutions found – as happy parents make happy children, which in turn makes happy classrooms. I am really looking forward to getting to know you, your children and your families much better over the coming months. Here's to the start of a great partnership.

## READING: FINAL NOTE

Please be aware your child will bring home two reading books as soon as they start school. One will be the book they have read with me the day before and the second will be a familiar reader they have chosen themselves.

This may mean that they have read the book several times. This is fine, as these books should be read for enjoyment. Reading with your child should be a happy, sharing time. I will give you ideas on how to help this happen.