



Welcome to School Information for New Entrants (5 year olds)

Welcome to our vibrant place of learning, where we place children and their learning front and centre. Our school is a diverse and happy place; we prioritise student wellbeing and engagement, knowing that progress and achievement will follow when both motivation to learn and student agency is high.

Our committed staff work in partnership with students, families and one another to create learning opportunities that engage, excite and encourage our learners to lengthen their stride and reach the potential they deserve.

In 2016 we began our journey into Innovative Learning Practice and introduced high quality learning and development for our whānau. Our junior school (Years 1-3) are developing play-based learning, integrated curriculum and narrative assessment. They work in a highly collaborative team and together they scaffold self-management, voice and choice for our youngest learners.

Our children, staff, support staff, and families are on the waka as we journey, grow and evolve to develop a learner-centric curriculum and place of learning that is student driven, teacher powered, and well supported by whanau.

Takaka Primary is situated on 4 hectares of land with the local Kindergarten and High School just steps away. Our beautiful grounds back onto a forest and the community gardens, and we are a short walk from Takaka town. We get the best of both worlds; being able to access the library, playcentre and other amenities, while still being close to nature. The school runs an outdoor makerspace, where each week students learn through discovery and kotahitanga (teamwork). Students at TPS are learning how to light fires, weave with harakeke, work with tools and collaborate to build huts and work together using natural resources.

Our school prides itself on being able to provide opportunities for students to discover themselves, one another, and their environment. At our school we actively teach our students how to manage risks and be safe. We collectively manage our environment to ensure that students know how to identify, minimise, and/or work with risks. Your children will climb trees, build huts and explore nature. They will ride bikes and scooters, zoom around in go-karts, and play bull rush and rugby. They will be kids and have a great time exploring and learning! Our school values of Kotahitanga (unity), Integrity (pono), Adaptability (autanga), Open to Learning, Respect (whakaute) and Aroha (empathy) are the building blocks of our wharehau, within which we grow Kia Ora Kids; Connected, collaborative lifelong learners.

Our school culture is underpinned by restorative practice and our mantra is "Own it, fix it, learn from it". We value the development of behaviour just as much as we do the development and progression of learning academics. When mistakes are made, we encourage ownership, accountability and responsibility and support students to repair the harm and restore the peace. Our vision states that our students thrive in respectful, restorative relationships.

We are committed to developing our local curriculum to cater for our 21st century learners with innovative learning practice at the core. You can find out more about this on our local curriculum site.

Do come and meet us, and join us as we journey together.

Kia Kotahi Tātou, Tū Tonu Mai!

Jenny Bennett

Principal

www.facebook.com/takakaprimery

www.takakaprimery.school.nz

Some photos of our happy school!



This is Margaret Kwok. Margaret is our New Entrant teacher in Room 8-9, Pikopiko. She loves the outdoors, nature and her family. She is very creative and has both NZ curriculum teaching qualifications, and Rudolf Steiner training. Her smiling face greets our 5 year olds every morning. You can email Margaret if you have any questions or would like to say Hello.

Margaretk@takakaprimary.school.nz

Visiting our school:

We have our visits for 4 year olds on Tuesdays and Thursdays between 9am and 11.30am. We like to organise our visits on a child-by-child basis, as we recognise that some children may need more or less time preparing for school. Parents are welcome to

remain in the room, or use the staffroom to have a coffee and read a book! To organise a series of visits, please email Margaret and together you will develop a simple transition plan. In the interests of maintaining a settled learning space, we do keep our visits to the times advised above, however as a child nears school readiness (and their 5th birthday) we will invite them to come along for a Friday afternoon assembly and unity time.



Early Learning:

At TPS we are very focused on having positive transitions into the school setting. We recognise and value the depth of Te Whariki, our early childhood curriculum, as well as our school curriculum. We are highly fortunate to have the expertise and guidance of both Golden Kids and Golden Bay Kindergarten to support us with providing a rich early

learning curriculum. To move students from being school ready to curriculum ready, we have a strong focus on the key competencies, building blocks to literacy, and of course our school values.



The Key Competencies are: Relating to others, managing self, understanding symbols and text, participating and contributing, and thinking. During our daily morning circle (community hui), and throughout the day, we identify positive actions and reinforce these by helping children to notice them. Examples of developing our key competencies might be: using inside voices, tidying up our space, helping others, working quietly with a friend, including others, having a go, playing a new game with new friends, being respectful of others, listening well, being creative and problem solving, and using nice-talk.

Building Blocks to Literacy focuses on 5 domains: Moving, talking, listening, print and visual. We teach this through fun and interactive games and activities that the children love!



Our school values spell KIA ORA: Kotahitanga (Unity), Integrity (Pono), Adaptability (Autanga), Open to learning, Respect (Whakaute), Aroha (Empathy).

We teach our values through our weekly **‘positive behaviour for learning and playground interacting focus’** and through the week we ‘catch’ our students doing the right thing.

We like to give our students choice in Pikopiko! Our teachers set up interesting activities at different stations, and ask that students move around the stations for a set amount of time. Students can choose which station they go to, and when, however they do need to go to every activity in a session, and they also need to leave the station area tidy and ‘as they found it’. During rotations, the teacher and learning assistant call students to join in with some teacher led activities.



Wellbeing:

We know that starting school can be an anxious time for parents, whanau and children. We aim to be as flexible as possible to ensure that our students have a smooth and positive transition from early childhood into school. Children can worry about where to go at school, getting lost, and knowing when it’s time to eat or drink. To make it a little easier, we have provided some information here.

Food and Drink:

Pikopiko has a 'family dinner table'. Each morning the students take out some brain food and their drink bottle to put on this table. Throughout the morning they can go and have some 'brain food' to keep them going (this includes drink as well!) One of the station activities is "Family Dinner Table", where students are encouraged to share their news.

Toilet:

Pikopiko has one large toilet space and two single cubicles. These are located inside the classroom and the students can go whenever they need.



Lost Property:

Pikopiko has a bin for lost property, and we encourage our parents and children to check this daily. So much clothing is found through the week! The school has a lost property rack, and we hang the clothing up on this. All unclaimed clothing is donated to Trash Palace at the end of each term. Naming clothing and

encouraging children to know what they have brought to school each day really helps them to self-manage and look after their things.

Physical Exercise:

We value dance, music and movement and you'll find Pikopiko students doing lots of action and moving songs and games through the day. Movement is an essential part of our early learning curriculum and you'll find students learning the skills of literacy and maths through movement and song. We also incorporate lots of 'brain breaks' through the day, and have skills and games sessions for PE, using a programme called "No Child Left Inside." Your students will have daily swimming in Term 1 and Term 4 (so long as the weather suits!) Our pool temperature is at least 26 degrees; nice and warm for our developing athletes!



Boundaries:



We do have 4 hectares of land and this is not entirely fenced. We are lucky to back onto the community gardens and the forest, as well as farmland, and our road is very quiet. When students visit in preparation to start school, we like to walk them around the boundaries and show them where it is safe to play. Our students are very good at understanding this, and supporting one another to stay within the boundaries.

Buses:

There is more information about buses below, however we understand that it can be worrying to put a very young child on a bus. We have trained bus monitors and bus buddies, who work with the teachers and younger children to ensure they get on the right bus at the right time!



Daily Rhythm:

The daily rhythm or routine does change from time to time, but here's an idea of how the students in Pikopiko might spend their day:

8.55am:	Short 'ready' bell: Reading out of book boxes
9.05-9.30am:	Community Hui (circle time)
9.30-10.50am:	Literacy workshops (reading and writing) and stations
10.50am:	Read and Feed
11.00am:	First lunch
11.30am:	Story and settling
11.45-12.50:	Maths and Casey Caterpillar (Handwriting and Fine motor skills)
12.50-1.30:	Second lunch
1.30-3.00	Story, song and settle. Discovery time, PE, dance, inquiry, swimming etc!



Students can get a 'kindy pass' and visit kindy during first or second lunch, and they are required to sign in and out both at the office and at kindy. Senior students help with this.

Playing:

We encourage students to run, jump, explore and build skills and confidence in our play areas. We also encourage our students to practise tree climbing, to build and create huts, and to spend time in the gardens.



Students can bring their own wheels to school, however they must bring a correctly fitted helmet.

We have lunchtime clubs for students, as well as sport. Clubs can be anything from art, dance, yoga, cricket, coding, maker-space or library. Students can attend any club they like!

Our PE shed is open during both lunches and we encourage students to get gear out and have a go playing games.

Our Hall is open on rainy days for dance, movement and PE games, and the library is open for puzzles and board games as well.



During wet play we ask that students use the hall, classrooms, library and quiet room. We also have senior students acting as monitors to support and supervise in the younger rooms.

All of this information can be found on our daily noticeboard, which is just outside the office.

Important information for our new families:

The information that follows is for you to keep and read as and when you require. If you have any doubts or questions, or something doesn't feel quite right, please contact our friendly staff. We are here to help make the Takaka Primary School experience the best for everyone involved.

For administration questions (stationery, buses, notices, lateness, absence) please contact: Kiaora@takakaprimery.school.nz

For information about Wrap it Up, making payments and IT (computers, network, email, G-suite, school app), please contact: postie@takakaprimery.school.nz

ACCESS TO STUDENTS

We are very careful when allowing access to students for people other than parents, guardians or known relatives. There is a sign in book at the office, and we ask that all visitors use the main office entry and use the book when coming for a designated visit or activity. This is for fire and emergency procedures also. As of February 2016, we ask that all parents who wish to undertake parent help such as community reading, are police vetted.

Every parent has the right to be informed about their child's progress at school and you have the right to ask for your child's profile, notes, folders etc.

Withdrawal of students during school day: We ask that the main caregiver for the child makes contact to let the office know of any changes to pick ups or drop offs. If a child is unwell, the primary caregiver/s are contacted and alternative rearrangements for pick up need to go through the office.

If a child is being taken out for a meeting or appointment, we ask that parents and whanau make contact with the office and use the sign in/out book. If your child is not being collected by the usual primary caregiver, the office needs to have permission from you.

Students Requiring Treatment by a Doctor or A&E

Whenever possible, a parent or caregiver is contacted if a student requires outside medical assistance. If a parent or caregiver is not available to accompany a student to the doctor or hospital, a staff member will remain with the student until a parent or caregiver can be with them.

Issuing of Medication

From time to time students may require the administration of paracetamol (known also as Panadol or Pamol) for the treatment of minor, temporary illnesses, for example a headache. This procedure is designed to ensure student safety/wellbeing.

The school requires the prior consent of a parent/caregiver before administering medication such as Panadol. This consent can be either verbal or written. A tick in the appropriate box on the enrolment form is regarded as written consent. If recorded permission is 'no' but families verbally give permission, this is recorded when parents come in and we ask that you sign next to it.

Prescribed medicine needs to be given at the start of enrolment or at the beginning of the year. If your child requires prescription medication a "medication" form should be completed so we can enter this information on file. If your child has an epipen, this must be accompanied with an action plan. Teachers and support staff receive annual training in administering an epipen, usually at the beginning of the year.

ASSEMBLIES:

School Celebration assemblies are held on Friday each week at 1.40pm in the hall. They are either hosted by a whanau or a special event eg; music/KIA ORA Kid Council. These assemblies are child friendly, and child centred, and of course we welcome your attendance!

A possible format usually includes:

- Welcome
- National Anthem

- Karakia/Pepeha
- Principal talk
- KIA ORA KID Virtues Winners
- Song
- Student item/sharing of work

After assembly, we have 'unity time', where students, families and staff mix and mingle to have a fun end to the week. You might see sports, games, activities like chess, art or music happening during unity time. We welcome whanau participation and involvement.

ATTENDANCE:

We ask parents to phone, text or email the office daily prior to 9.00 am if their child is going to be absent. We do require a reason for absence. Parents can text the school mobile phone on 0275258751, or alternatively, parents can email the school at kiaora@takakaprimary.school.nz, or email us through the App. We have a requirement to report on attendance to the Ministry, and as a school we aim that all children have attendance of over 91% over the course of the year.

From time to time we may run an "Attendance Competition", where the winning class receives a reward day out for the highest attendance. Our mid and end of year reports contain information about your child's attendance. If it is below 90%, you will be sent a graph and other information. If attendance is below 85%, the attendance officer may make contact with you, and work with you to ensure your child can be at school as often as possible, so that they can get the education they deserve to reach their highest potential.

AWARDS – KIA ORA KID and TU TONU MAI

Student achievement and performance can be recognised in a variety of ways including at assembly. Each fortnight, your child's main teacher will choose two values winners for assembly awards.

Tu Tonu Mai Tickets are encouraged to be used in the classroom, playground, in bus lines, and at any opportunity through the week where teachers and staff see students showing our KIA ORA kid values.

"Caught Ya Draw" (Tu Tonu Mai Tickets)

At the end of Assembly on Friday, 4 names are called out from the Tu Tonu Mai boxes (2 per box) Students earn Tu Tonu Mai tickets throughout the week by showing our key values (KIA ORA).

BEHAVIOUR

In brief:

In developing a behaviour structure for Takaka Primary School we have deliberately moved away from rigid rules and systems that try to link a punitive response to specific misbehaviours.

Instead expectations of and responses to behaviour at Takaka Primary School are centred on our values of **Kotahitanga, Integrity, Adaptability, Open to Learning, Respect, and Aroha (empathy)**. Student actions are measured in terms of the extent to which they support or negate these values and staff, in their responses to students, should be equally mindful of them.

Our school currently enjoys excellent staff student relationships and high quality student behaviour. The aim of our behaviour program is to maintain and further enhance this through educating students about their behaviour and giving them increasing opportunities to take responsibility for it.

An example of the sorts of questions that could be asked when children run into challenges are given below:

To the Wrongdoer	To the Victim	When Stuck
We are here to talk about ... What were you thinking at the time? What have you thought of since? Who do you think has been affected by? What you did? In what way? What do you need to do to make things right? How can we make sure this doesn't happen again? What can I do to help you?	What did you think when it happened? How can we make sure this doesn't happen again? What's been the worst of it? What have you thought about since? How has it affected you? What's needed to make things right?	Was it the right thing or the wrong thing to do? Was it fair or unfair? What exactly are you sorry for? You didn't answer my question.

BICYCLES, SCOOTERS AND SKATEBOARDS

We encourage our students to become adept on bicycles and scooters and while we are rural, do address road safety. School and personally owned bicycles, scooters and skateboards may be ridden during break and lunch times throughout the week, provided students demonstrate adequate care and wear a properly fitted helmet.

WATCH for others

WEAR your helmet.

It is compulsory that helmets are worn for all wheels activities. Bicycles and helmets need to be returned to the sheds (behind staffroom). Personally owned scooters and skateboards are to be stored in the bike racks down the one way street. The court is available at break and lunchtime for students to use skateboards /scooters. The wearing of safety helmets is compulsory for all wheels activities.

CANTEEN:

We use the Golden Bay High School Whare Kai for our lunch orders. Students order from the lunch monitors before 9am. The lunch monitors are positioned outside the office. Students are to order by writing their name, class and order on a brown bag, and inserting the money into it. Lunch monitors will then take the bags in a large plastic box to the GBH Whare Kai, and collect lunches daily. They deliver them to classes just prior to lunch. Lunch monitors are from the leadership class (Kahikatea) and are there to support younger children to learn how to use the lunch order system.

CLUBS:

Every lunchtime we run clubs at TPS. Students can attend clubs 'ad hoc' and are not bound to a club for a period of time. Our teachers lead the clubs from 1.10pm promptly. Teachers have an established indoor area for wet play situations, and advertise their club on the daily noticeboard and on posters around the school. Clubs range from theatresports, enviro, gardening, chess, cricket, rugby, art, movement, dance, kapa haka leadership, coding... and so much more!

The student leadership group (KIA ORA KID COUNCIL) help TPS to determine what's 'hot' and what's 'not' and feedback to teachers.

COMMUNICATION:

Home

Newsletters are sent home every second Tuesday (even weeks) to keep parents, families and friends up to date with school happenings. To save paper, parents are encouraged to receive newsletters via e-mail and only paper copies are sent to those who have requested them directly. We always have paper copies at the office so do stop in and get one if you would like. Please make sure the office has your current email address, and do check your junk mail if you do not get it; we use Mailchimp and sometimes this is interpreted as being spam by email servers!

APP:

We have an app available to parents and community. The newsletter is also on the app, as are other notices. The app is updated automatically by syncing with our Google calendar, so you'll never miss a beat!

EMAIL:

We encourage you to contact your child's teacher directly if you have questions or concerns. Most concerns can be easily remedied with a good conversation! Our teachers use email to correspond with parents, and are happy to arrange suitable times to meet when face to face is more appropriate.

Emails are very simple at TPS! The person's first name, and then @takakaprimary.school.nz

CYBER SAFETY:

The Board places a high priority on providing the school with internet facilities and ICT devices/equipment which will benefit student learning outcomes, and the effective operation of the school.

However, the Board recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), can also facilitate anti-social, inappropriate and even illegal material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

The Board thus acknowledges the need to have in place rigorous and effective school cyber safety practices which are directed and guided by these procedures. Please see the office if you would like copies of these.

DENTAL CLINIC

The dental clinic arrives to our school once a year, generally in Term 2 and 4. The office administrator will make sure that the Dental Service has updated records for students. It is timely to remind students that forms need to be filled in and signed, so please follow up with non-returned forms. Parents are welcome to be in attendance while their child is being treated, and are welcome to call the Dental Clinic to discuss treatment.

GOAL SETTING

Student Led Learning Conversations (SLLC): Term 1 and 3:

- This conference-conversation centres on sharing, discussing and actioning goals and plans to help learners to 'lengthen their stride'. This conversation is led by the students in a workshop style, with realistic 'next steps' - developed and owned by the students during conferences with teachers -being shared with

whanau. The SLLC provide a real opportunity for students to share their goals, and for parents, teachers and students to establish a partnership in supporting the student's learning.

- The conferences are set in a collaborative style, with up to 6 students and their families participating at individual tables. Students are well prepared for the SLLC, with conferencing and goal setting (based on where they are in the learning progressions) helping them to identify, understand and share where they are with confidence.
- Teachers 'roam' the room to help students successfully deliver their learning conversations.
- After the SLLC, a signed goal sheet is photocopied and sent home, while another copy is kept at school.
- The SLLC goals are reviewed after mid year (interim reports) using the same approach during our "Celebrating Success" evening, where students and their whanau are invited to the class to reflect on goals and share learning.

Health and Safety □ Procedures at Takaka Primary:

Variations to home transport:

In order to make sure our children are safe at all times, the office needs to know about changes to transport arrangements before 2.30pm. The office adds any changes to bus lists, along with any absences.

Only teachers and office staff can enter 'Absent' or 'Parent Collected' onto the bus lists. If you arrive at 3pm to collect your child, please go to the bus line and inform the teacher on duty of the change.

We appreciate that at times changes to end of day pick ups are last minute, however if you can let the office know using the following methods before 2.30pm, it would be most appreciated.

To let us know of a change to home transport, you can provide:

- 1. A signed note from the caregiver to the office (teachers can send them with absence book)**
- 2. An email to postie@takakaprimery.school.nz**
- 3. A phone call to the office**
- 4. A Text to the office**
- 5. In person to the office**

Signing In/Out:

In the interests of being sure of who is school grounds at all times, and ensuring we meet our requirements under the HSWA 2015 and VCA 2014, we ask that the following processes for signing in and out are followed:

Visiting Pikopiko For New Entrant Visits: ☐ Please sign yourself and your child in at Room 8-9 if you are visiting as a new entrant or to visit/stay on with your child. There is a lovely sign in book there, and you can even leave a little message for our youngest learners!

Visiting as a Volunteer or Parent Help: ☐ Please sign in using the visitors book at the office, and again back out again when you leave.

Picking up your child early: ☐ Sign in/out using our usual book at the front desk.

Safe Use of Crossing:

We ask that all parents and caregivers ensure both you and your children use the footpaths and the crossing when arriving to and leaving school. We have been concerned with some incidents involving rushing drivers and small children. The one way road is very busy after school, with buses, kindy and school parents, cars, cyclists, bus lines and pedestrians all using the space. Using the crossing is best for everyone. Thank you.

Speed Limit: ☐ During peak times (8.20-9.00 and 2.40-3.15) we ask that the 10kph speed limit is respected.

BIKES/WHEELS/SCOOTERS: ☐ We love that our children enjoy riding bikes and using wheels at school, and want them to do so safely. Please remind your children about wearing a helmet and ensuring this is firmly done up, so we can work together to ensure your children can use their wheels safely.

LIBRARY

Corina Ward is our librarian, and Margret Sullivan (our Associate Lead) is the teacher in charge. The library timetable has some set events (for example access by Kindy), and whanau classes have a time each week to visit the library. Students are allowed to get up to two books out each session.

LOST PROPERTY

All clothing should be named. Lost articles are put on our clothing rack outside the office, and outside the hall on Thursday for assembly. These are donated to charity at the end of each term (if not claimed!)

PARENT HELP:

We appreciate parents/caregivers input into our school! Research shows that when there is a strong partnership between home, school and child, the learning outcomes for students are enhanced.

We ask that all parent helpers are police vetted to ensure we are safeguarding children. We call our wonderful parent helpers “Elevated Guardians”.

You are more than welcome to visit their child’s classroom to support, however we ask that you check in with your child’s teacher prior to the intended visit and ask/explain how they would like to support.

Parents/caregivers are welcome to visit the Principal at anytime and if available, she will see you at short notice. To be sure of seeing the Principal however, it is advisable to make an appointment.

We also ask that parents and friends stay outside classrooms near the end of the school day (except at the invitation of the teacher), until the 3pm bell. The end of the day is a very busy time for classroom teachers – it is a time of cleaning up and a time of quietness when the children say their daily goodbyes to their teacher and receive important notices for the following day. Classes may like to invite you in to participate in end of day news and sharing.

Parent Help can be offered through “Community Reading” and support with singing, and sports rotations on Fridays, as well as general support in classes, if the teacher deems it to be of benefit to the majority of learners and conducive to the learning environment.

If you wish to speak briefly to a teacher, before school or after 3.10pm is a good time. If you think you need a longer conversation with the teacher may take some time, please do email them and request an appointment.

SPORTS

Sports take place throughout the week and we aim to always have some sports during unity time on Fridays. We do expect and encourage our students to ‘have a go’ at all sports, even if they are apprehensive! We ask that students provide a note if they are not participating. There is an element of skills teaching, modified games and actual games included in the sports time. During late Term 4 and Term 1, swimming is the primary sport, however PE sessions still occur in classes to help develop skills and sportsmanship.

We partner with Sport Tasman to provide free swimming lessons from

qualified coaches. Children from Year 2-6 will receive 8 lessons at no cost to families. Please encourage your child to make use of swimming lessons and join in, even if it's daunting at first! The groups are no bigger than 8 students, and we think this opportunity to learn to swim is too good (and too important) to pass up.

In Term 3, the Takaka Schools miniball competition is held on Tuesday nights from 3.20pm. Teams for each of the competitions will be organised at school. The Year 3-4 competition is played in Takaka Primary School Hall while the Year 5-6 teams is played at the GBHS gym.

During the year various interschool sports competitions will be held and may include swimming, tennis, soccer, rippa rugby, rugby and hockey.

SINGING:

Whole school singing is very important at TPS. In Term 1 and 3 we focus on choir, and in Terms 2 and 4 we do school wide kapahaka. We have a strong school kapahaka and love to share this with our community.

STATIONERY:

We charge a flat fee of \$35 for stationery through the year. This covers everything your child needs and if they run out, we replace it from the office. You can pay the stationery fee through Wrap it Up, in cash, or via internet banking.

SUNSMART

The school encourages positive sunsmart practices. Students are supported to take increasing responsibility for their personal sun protection. A compulsory hat policy applies during high risk activities such as swimming and athletics sports, beach and other outdoor trips during risk times and some camp situations. At other times students are encouraged to take responsibility for making healthy decisions for themselves. Every classroom has sunscreen and our teachers remind students to apply this before break times.

SWIMMING

Swimming takes place in Term One and Term Four in our pool. Swims are 20-25 minutes duration and are funded through the Board of Trustees and Sport Tasman. Teachers group students according to ability, based on the previous year or observations.

We ask that students who are not participating in swimming provide a note from home.

INTERNET AND TECHNOLOGY

@ Takaka Primary School

We use our KIA ORA Kid values when using technology and the internet.

Kotahitanga:

- We take turns and share equipment;
- We allow others to work independently on their devices if they require it and give people space;

Integrity:

- We use the computer as if there was a teacher or adult standing behind us; if they wouldn't be okay with it, we aren't either;
- We will not give anyone on the internet information about ourselves or anyone else. This includes addresses, phone numbers or photographs;
- We tell the teacher if something has happened while we are on the computer or if something comes up that we are not sure about.

Adaptability:

- We try new activities and programs when asked and persevere (keep trying) with challenging tasks;
- We respect one another's right to do different tasks or activities using technology, or using it in a different way to how we might!

Open to Learning:


- We use our time wisely on the computer;
- We use the computer for the right purpose or task and manage our time well.
- We follow this agreement at all times.

Respect:

- We treat the computers with care. We leave cords, the mouse, keyboards in the right places, as they were found, and if something is broken or not working, we let the teacher know;
- We turn the computers off and on properly and we close programs and windows after we have used them.
- We are gentle when we type;
- We use appropriate language in all communications.

Aroha (Empathy):

- We take turns and allow others the freedom to think and learn while they work on the computers;
- We tidy up the area and return our books/stationery from the computer when we have finished so that others can use the space;
- We work quietly while on and around the computers, so that others can learn.



I agree to follow the KIA ORA Kid values and computer guidelines. I understand that if I do not follow these guidelines, I will need to own it, fix it, learn from it.

Signed: _____

Date: _____

TAKAKA PRIMARY SCHOOL

PHONE US: (03) 525 9035

EMAIL US: POSTIE@TAKAKAPRIMARY.SCHOOL.NZ

9 WADSWORTH STREET

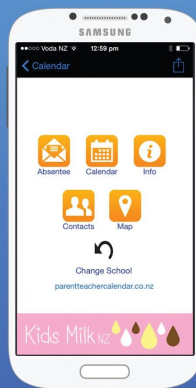
WWW.TAKAKAPRIMARY.SCHOOL.NZ

WWW.FACEBOOK.COM/TAKAKAPRIMARY

TAKAKA PRIMARY SCHOOL

Kia Kotahi Tatou, Tu Tonu Mai!

Your School Calendar App



**Download our School
Calendar App Free**

**Join our push
notifications**

**Always be informed
of our events and
cancellations**

**HOW: Android + Apple platforms -
search "Parent Teacher Calendar"
and choose our school from the
menu once downloaded.**



**If you can't find it search for
"PT Calendar App" instead.**



Wrap it Up

Making payments easy

Pay for all Takaka Primary School costs on line easily with WrapItUp - simply visit wrapitup.co.nz and login using the e-mail address that you provided in your enrolment form. Once logged on go to "My Store". Give school office staff a call if you need help.

We also take cash and cheques at the front desk!

K I A O R A!

*Kotahitanga (UNITY)

*Integrity

*Adapatability

*Open to Learning

*Respect

*Aroha (Empathy)



At Takaka Primary School we have guiding values, which form the word Kia Ora! We manage behaviour through our values, and solve problems using restorative practice.

CAUGHT YA!



Tū Tonu Mai Ticket



Name: _____ Whanau: _____

You have been caught standing tall, showing,

Kotahitanga

☐

Integrity

☐

Adaptability

☐

Open to Learning

☐

Respect

☐

Aroha

☐

Tū Tonu Mai!

We actively teach and reward our values, and have a fortnightly focus to ensure our children are given opportunities to see and experience what these values look like, feel like and sound like. We regularly publish our values focus in the newsletter, and link this to our “Playground and Interaction Focus” as well.

Children are caught ‘standing tall’ showing our virtues, and then go into the draw to win a prize at our Tu Tonu Mai Draw. They love it! We encourage our learners to use their values at home, and are happy to send home e-copies of our guiding values and the affirmations that go with these. Please ask if you would like a copy ‘for the fridge’.

Restorative Practice:

Below is a simple fact sheet about how restorative practice works in our

primary school setting. Further details can be found in our behaviour procedure. Please ask if you would like a copy.



Restorative Practice

1. Give both parties a voice –
they need to feel heard
“What Happened?”

2. Educate the offender – they need to know
how they’ve contravened the values of our
culture, and understand the effect they’ve
had on the victim
“Who was affected?”

3. To put right the harm done: Be creative!
“How will we put it right?”

4. Put a plan in place to move forward
WITHOUT a repetition of the misbehaviour:
Teach the ‘offender’ **alternative strategies**
and give them **opportunities to practise**
these successfully

Getting Ready for School

Have a look over this list and see which areas you can help to develop with your child:

Is your child able to?

- ☺ Play and work with others happily
- ☺ Share and take turns with others
- ☺ Put things away and pack up
- ☺ Persevere at a given activity for 10-20 minutes
- ☺ Play imaginatively with a variety of toys
- ☺ Use scissors correctly
- ☺ Use glue, paint, playdough, crayons, felt pens (and put the lids back on!)
- ☺ Use building blocks, lego, jigsaws, simple board games (and put them away!)
- ☺ Use construction materials – and stick, glue, cut and arrange using creativity and imagination.

It is very helpful if your child can

- ☺ Dress, undress, dry self after swimming
- ☺ Use the toilet independently and wash hands
- ☺ Open their lunchbox and drink bottle, unwrap foods, open yoghurt, dispose of rubbish
- ☺ Speak clearly and in full sentences so that he/she can be understood by teachers and other children
- ☺ Tell his/her own name, phone number and possibly street address
- ☺ Retell basic traffic and other safety rules

Do remember to

- ☺ TALK, TALK, TALK about anything and everything – develop a vocabulary
- ☺ ASK Questions and encourage your child to answer in full sentences
- ☺ Visit lots of places and people, talking about what you
- ☺ READ, READ, READ books, poems, nursery rhymes ...
- ☺ Encourage children to ask questions about the world around them
- ☺ Teach your child to form letter shapes correctly.
- ☺ Encourage your child to listen to stories; there are many podcasts online!
- ☺ Help your child recognise some letters and sounds – start with those in own name
- ☺ Play simple language games like “I spy” and “Opposites”
- ☺ Learn to hold a pencil correctly (like a bird beak)

Help your child build up mathematical knowledge by

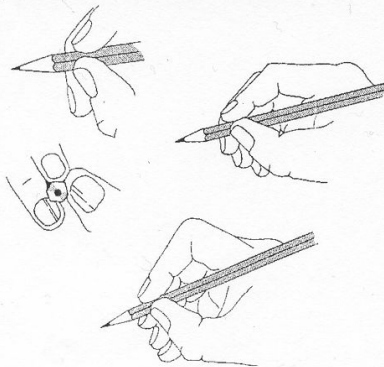
- ☺ Learning about colours and shapes
- ☺ Playing simple games, and singing number songs (10 green bottles)
- ☺ Counting to 9 or beyond
- ☺ Learning about the days of the week
- ☺ Developing a maths language – big, small, tall, short, thick, thin, heavy, light, near, far etc
- ☺ Developing spatial language: Next to, beside, on, below, above, under

Give your child opportunities to

- ☺ Paddle, float, swim at the beach, river, pool
- ☺ Learn to be safe around water
- ☺ Use a ball – roll, bounce, throw, catch, kick
- ☺ Develop physical skills such as hopping, skipping, running, galloping, jumping
- ☺ Move to music, play simple instruments like a shaker or drum.
- ☺ Sing – nursery rhymes, songs with tapes, radio (lots online!)

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.

Beginning Points and Directions of Movement.

Lower case letters.



What things can you already do?

- ☺ I can dress myself
- ☺ I can go to the toilet by myself
- ☺ I can put my shoes and socks on
- ☺ I can recognise my name
- ☺ I can tidy up after a game
- ☺ I can speak politely to people
- ☺ I can greet people politely
- ☺ I can listen politely
- ☺ I can pack my school bag
- ☺ I look after my clothes and belongings
- ☺ I can do up zips and buttons
- ☺ I know how to take turns and share with others
- ☺ I can tell you where I live
- ☺ I can write my name

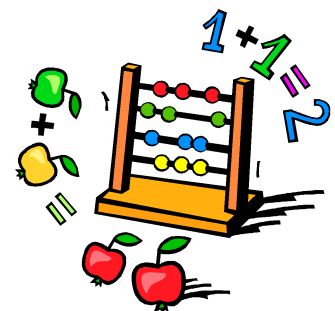
Counting

There are many opportunities in everyday life to count with your child.

Make the most of the little things that you do together. Let them count apples or bananas at the supermarket, count things that you drive or walk past, count pegs on the washing line, flowers in the garden, socks as you put them away.

Lots of books have pictures that encourage counting too. It does help your child at school if they can count one object as they point to it ie. one-to-one matching as they count.

The numeral-picture matching game here is an example of a game that may be played but it is not expected that all five year olds will be able to read numbers. They may however be interested enough to be introduced to the numerals if you wish to do so.



Have fun!

