

# NEW ENTRANTS

## Albany Primary School

### **Our Vision**

#### **Where Learning Makes a Difference**

- **Feel** the energy
- **Hear** the excitement of discovery
- **See** the learning that is filled with curiosity, creativity and success

### **Our Values**

**Respect — Whakaute**

**Excellence — Kairangi**

**Aroha and Caring—Aroha**

**Creativity — Auahatanga**

**Honesty — Ngākaupono**



## Albany Primary School

*Where learning makes a difference...*

#### **Address:**

6 Bass Road, Albany  
North Shore City 0632

#### **Office hours:**

8.30am-4.00pm school term

#### **Phone:**

415 9668

#### **Website:**

[www.albany.school.nz](http://www.albany.school.nz)

#### **General email:**

[admin@albany.school.nz](mailto:admin@albany.school.nz)

#### **Dental clinic: not on site**

415 2059

#### **Before and After School Care**

Kelly Club - [www.kellyclub.co.nz](http://www.kellyclub.co.nz)

Email: [Albany@kellyclub.co.nz](mailto:Albany@kellyclub.co.nz)

Phone: 022 693 7732

#### **Uniform:**

[www.argyleonline.co.nz](http://www.argyleonline.co.nz)

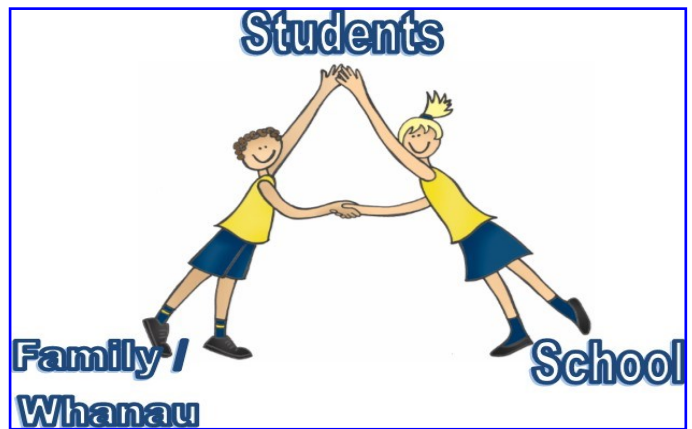
#### **Sport:**

[www.albany.school.nz](http://www.albany.school.nz) (sports tab)

#### **Stationery List:**

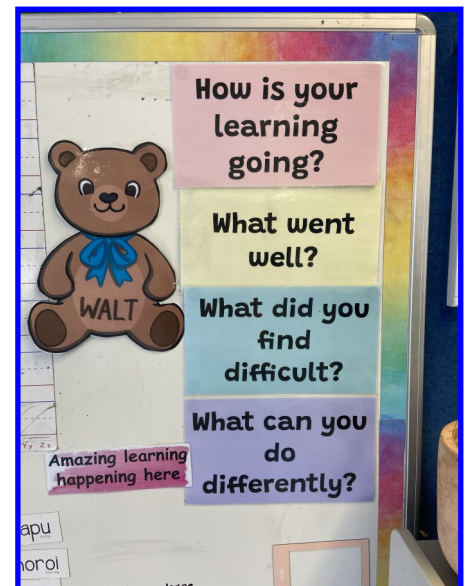
Will be provided on your child's first school visit

WELCOME TO ALBANY PRIMARY  
SCHOOL AND OUR BEGINNING OF A  
THREE WAY PARTNERSHIP FOR THE  
LEARNING OF YOUR CHILD



## SCHOOL HOURS

8.55am	School starts / morning session (with a brain food break at 9.30am)
10.30am	Morning tea eating
10.40am	Play
11.00am	Second session
12.40pm	Lunch eating
12.50pm	Play
1.30pm	Afternoon session
2.50pm	Bus bell
2.55pm	School finishes



Please complete the enrolment form and return to the office prior to your child's start at school.

As a requirement you will need the following documentation:

- ⇒ Child's birth certificate/passport if born in New Zealand/Australia, or your child's passport and visa if your child was not born in New Zealand.
- ⇒ Rates bill/tenancy agreement and second confirmation of proof of address.
- ⇒ Immunisation certificate.

## PARENT HELP

### CLASSROOM HELP

We appreciate parent involvement and help in our classrooms and school.

Once your child is settled, you may like to support in the classroom with tasks including listening to a child read, reading heart words with a child, pencil sharpening, preparing resources (including photocopying, cutting, laminating, etc). Please make contact with your class teacher.

### SPORTS TEAM ASSISTANCE

If your child is keen to participate in after school sports, each team requires a parent volunteer to perform the duties of Team Manager and Coach.

### SCHOOLWIDE SUPPORT

We have an excellent Board of Trustees (BOT) supported by an able and active Friends of the School (FOS) organisation (being our fundraising and social function organising team), which you are very welcome to join. We also have our Teacher PALS (Photocopying And Laminating Service) preparing teacher resources. For our before and after school road crossing we require parent supervisors to assist our Year 6 road patrollers. Please enquire at the office if you wish to assist in any of these capacities.

## PRE-ENTRY VISITS

Pre-entry visits give children the opportunity to become acquainted with the school and class environment.

The teacher will meet the children in their new classroom and children will have the opportunity to engage with their peers in classroom activities. Children will go on a tour of the school, they will learn where to hang their bags, where the toilets are and experience time in the playground.

The visits also enable parents to meet and talk with the class teacher.

Generally there are two visits the week before your child starts school:

- ⇒ Afternoon: Tuesday, 1.30pm—2.55pm.
- ⇒ Morning: Thursday, 8.45am—12.30pm.

Dates for these visits are organised through the school office.



## FOSTERING INDEPENDENT SKILLS

Children enter school with a wide range of diverse talents and at varying levels of maturity. There are, however, simple domestic tasks which you can help your child to do, making the transition easier for your child and teacher.

- ⇒ Being able to do up buttons and tie shoe laces (or have velcro fastenings on shoes until they are able to do so).
- ⇒ Being able to put on and take off their own school bag, hat, sweatshirt/jacket.
- ⇒ Being responsible for their own belongings, eg putting their sweatshirt and hat away.
- ⇒ Being aware of the need to, and being able to, blow their own nose and dispose of tissues.
- ⇒ Use toilets independently including washing hands. Please note boys will need to be able to use urinals.
- ⇒ Please ensure children have a spare change of clothes including underwear and are able to change their own clothes if required.

## HELPING YOUR CHILD SETTLE INTO SCHOOL

Your child starting school is an important milestone in their life and in yours. Make it an enjoyable step for both you and your child by:

Talking with your child about differences between school and pre-school. Some of our school expectations include:

- ⇒ At mat time everyone sits down.
- ⇒ Asking to go to the bathroom.
- ⇒ Going outside to play is only at morning tea and lunch time breaks.
- ⇒ Knowing what to eat and when from their lunchbox.

Giving yourselves time to get used to the changes and expectations.

Accept that it can be a long day initially and that your child may be tired.

When asking your child questions about their day, show an interest about what they enjoyed, what they found more challenging and what they are looking forward to or are excited about tomorrow.



# CASEY THE CATERPILLAR
















[Youtube link to story](#)

Casey the Caterpillar is a handwriting programme that we use in our Year 0/1 classes.

The programme is based on a story about Casey the Caterpillar who hatches out of an egg and meets many shapes in her journey to become a butterfly. Through this story the children learn a memorable visual code that supports the correct formation and direction of letters.

We focus on the formation of lower case letters as these are the letters that are used most often.

## 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

## HANDWRITING

Experimenting with a variety of media for drawing and painting helps to develop the fine muscle control needed for printing. At home encourage lots of drawing, cutting and other activities that develop this co-ordination.

At school we print in lower case letters so it helps if this is the style shown at home.

Only use capital letters for the beginning of a name, or to start a sentence.

Encourage your child to hold a pencil correctly.

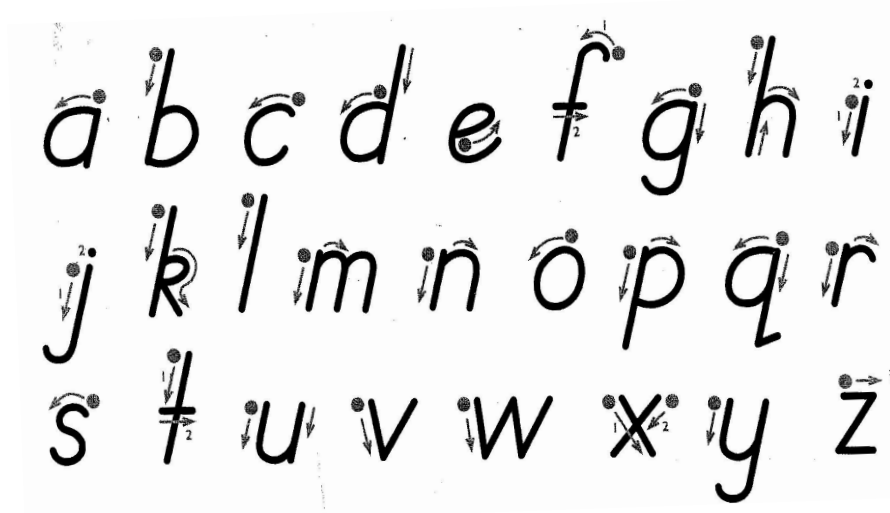


Even at the early stages of drawing circles and lines it is important to verbalise movements:

- ⇒ Circles should start at the top and go anti-clockwise.
- ⇒ Lines should start at the top or left hand side.
- ⇒ Talk about short and long sticks or lines.

It is important to teach the lower case letters first as this is what is mostly used and what the children will read.

The letters on the below show how you could encourage your child to form their letters correctly.



# HEART WORDS/ SPELLING

Heart Words are words that need to be learnt by heart as they have an irregular spelling pattern (a tricky part of the word) or are high frequency words with a spelling pattern that hasn't yet been taught. For example, my – the m can be sounded out but the y on the end of the word has an unexpected letter/sound relationship. In this case the y says 'i' and this spelling needs to be explicitly taught.

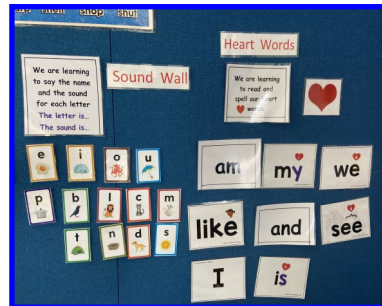
They will bring home their first heart/spelling words and need to practise saying these to develop an instant recall so they can use them when beginning to read and write.

When appropriate children will receive their first list of heart/spelling words to be read and written correctly before progressing onto the next list. You can help at home by using the "look, say, cover, write and check" strategy.

## READING

The process of reading starts long before children reach the classroom door... it begins when a parent or caring adult reads to a child. Make reading fun!

*"Reading is the gateway skill  
that makes all other learning possible."  
Barak Obama*



*Early reading success is a powerful indicator of later reading success and educational achievement.*

## READING SKILLS

**At the Emergent Stage reading is knowing...**

- ⇒ Their way around a book (front cover, pointing to each word, etc).
- ⇒ That 'print' tells a story.
- ⇒ Where the story begins.
- ⇒ That we read from left to right.
- ⇒ That each letter has a sound and that sounds make words.
- ⇒ To segment and blend sounds to read words.

**It is important that children are able to...**

- ⇒ Retell a story in their own words.
- ⇒ Talk about what happened in the story.
- ⇒ Answer questions about the story.
- ⇒ Predict what happens next.



# MATHS

## MATHS IS FUN... ENJOY IT WITH YOUR CHILD

Maths is all around us. Be aware of the opportunities to help develop a wide range of basic maths concepts with your child by talking about the things they encounter every day.

Make the most of activities you and your child are naturally involved in:

- ⇒ Setting the table (one to one matching, counting).
- ⇒ Shopping (counting, comparing size, looking at shapes, reading numbers, comparing, money).
- ⇒ Card and board games (counting, one to one).
- ⇒ Cooking and baking (measuring words, comparing, reading numbers).
- ⇒ Counting forwards, backwards and recognising numbers around them (ie what comes before...).

Developing the appropriate vocabulary to use in maths is central to understanding all Maths concepts. Language associated with size, shape, patterns, colours, place, quantities, classifying, order, time, are all part of maths.

The nzmaths website shares additional ideas of how to support your child at home and in the real world: [www.nzmaths.co.nz/maths-our-house](http://www.nzmaths.co.nz/maths-our-house).

## AFTER SCHOOL SPORT

Year 0/1 students can participate in: netball, miniball and touch rugby.

Information about the after school sports and registration process can be found in our Sports Guide which forms part of our enrolment pack, or you can refer to our website (refer Sports).

