

# Parent Information 2024

**KIA ORA KOUTOU KATOA**

*Welcome to the beginning of a new school year!*

*We extend a very warm welcome to our new students and their families and look forward to getting to know you all as your child begins their learning journey with us.*



**“Let us show fraternal love by learning about others, finding time to listen to each other and putting our love into action ... to build a better world.”**

**Pope Francis**

# Meet the Team



Elaine Stewart  
Area Leader &  
Deputy Principal



Room 7  
Jenna Dyson  
Year 1 & 2



Room 6  
Sarah Tweedie  
New  
Entrant/Year 1



Room 5  
Gina Manning  
New  
Entrant/Year 1



Room 4  
Margie Hahn  
New  
Entrant/Year 1



Room 1  
Suni Abraham  
Year 2



Room 2  
Sarah Swan  
Year 2



Room 3  
Emalyn Jiang  
Year 2 & 3



Irene Gould  
Part Time  
Teacher



Alison Butler  
Part Time  
Teacher

# Communication and Uniform

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## Uniform

*We encourage all students to leave their named sunhat at school throughout Term 1. Classrooms are well ventilated by keeping doors and windows open. Students also have regular breaks outside throughout the day. It is helpful if you send your child to school with their named jersey and a light rain jacket every day.*

*Please check the school website for clarification on hair accessories, shoes and regulation socks. Nail polish and jewellery is not permitted with the exception of plain studs in pierced ears. Our friendly team of teachers or Teresa in the uniform shop are also able to help you out with this.*

## *Absences*

*You can report an absence through our school website or alternatively by calling and leaving a message for our office team.*

## *Getting in touch about your child*

*Should you have any concerns or want clarification regarding your child, you can call the school office or email either [admin@stpeterpaul.school.nz](mailto:admin@stpeterpaul.school.nz) or [deputyprincipal@stpeterpaul.school.nz](mailto:deputyprincipal@stpeterpaul.school.nz) to set up a phone call or meeting with your child's classroom teacher.*

# ***DROP OFF & PICK UP***

*It is so pleasing to see students settled already and showing great independence when arriving and leaving school.*

*A reminder that school starts at 8:50am and finishes at 2:50pm. Classrooms are open from 8:15am. Prior to this teachers are busy getting organised for the school day and are therefore unable to supervise children. If you need to drop your child at school before 8:15am, there is a before school care service run by [SKIDS](#). We love to see students arriving by 8:30am as this is their opportunity to settle into their routines and establish their friend groups for the day. If you are running late (after 9am), please remember to come via the school office to sign into **Vistab** and collect a red card for the classroom teacher.*

*We understand that traffic and other factors can impact on pick up after school and appreciate your efforts in being punctual. Students not collected by 3pm will be waiting in the walkway for their safety. Please note, we do not allow students to play on the playground after school while they wait for you. All students must be supervised by their own caregiver/adult.*

# *Playtime at Ss Peter & Paul School*

*Prior to morning tea we have 'read and feed'. Students eat their morning tea while the teacher reads a story before they go off to play. It is helpful if you prepare food in such a way as your child can independently manage it. For example, breaking the seal on screw top packaging, manageable portion sizes etc. There is also a 10 minute supervised period for eating at the beginning of lunchtime. All break times are supervised by adults in high visibility vests carrying small medical kits to cover small bumps or scratches. If your child is hurt and requires further attention, they will be taken to the medical room where they will receive the necessary care. You can expect a phone call from our lovely office staff if your child requires further follow up or receives a knock to the head.*



*We use our school values to promote what it looks like and sounds like when you are being a good friend.*

*We encourage all of the children to be kind, caring and inclusive.*

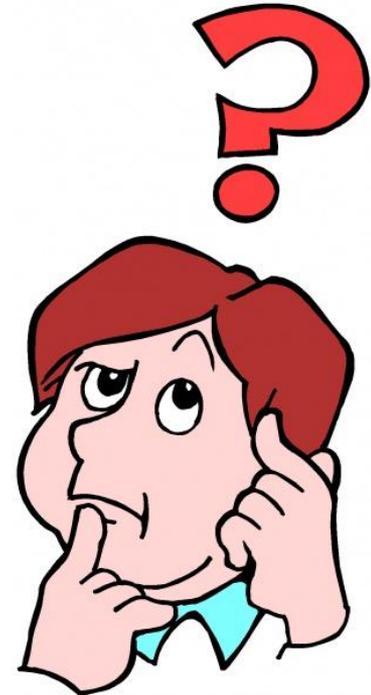
# Curriculum

*Throughout the year our school wide universal concept is 'Exploration'. As we begin to explore this concept we will support the students in co-constructing three or four big ideas about exploration to help them understand the concept in a range of contexts and learning experiences. As we develop these big ideas we will share them with you.*

*In **Religious Education** we will begin by Exploring Jesus' life through the Good News from the Gospel and what the Church and community means for us. We will learn that by exploring our world we have a great influence on how the people around us feel and what we can do to make sure our friends are happy and safe in our classroom.*

*Exploring **Health** through the lens of exploration, we will continue to build our knowledge in relation to The Zones of Regulation. This learning supports students to understand and talk about their feelings, look at different perspectives and develop strategies which support them to move through the zones so that they can self regulate with increasing independence. This is also further developed during our Discovery time which allows the students to experience a range of activities across the Curriculum.*

*As the term progresses we will have a focus on **Social Science**. We will be exploring the Native animals of Aotearoa and the impact we have on their environment. We will also be visiting the Zoo to explore other ways that we can look after God's creatures.*



# Curriculum *continued*

While these curriculum areas give many opportunities to explore our universal concept, we can also explore other curriculum areas. **Literacy** and **Mathematics** offer many opportunities too through language and punctuation, place value, addition, subtraction and other mathematical operations. Offering your child opportunities and experiences at home with things like counting cars as you drive to school, reading recipes and adding together ingredients as you bake or cook. Always take any opportunity to read and make this an amazing, calming and enriching experience.



# Literacy

## What is a structured literacy approach?

A structured literacy approach is the explicit and systematic teaching of all the important components of literacy.

- Oral language
- Foundation skills
- Higher level literacy skills

### **Oral language**

- Phonemic awareness
- Sensitivity to speech sounds in oral language
- The ability to manipulate those sounds

### **Foundational skills**

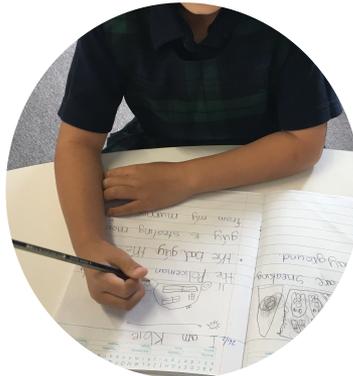
- Reading
- Spelling

### **Higher level literacy skills**

- Reading comprehension
- Written expression

*Help your child say sounds correctly and clearly articulate words*

[How to make the sounds of NZ English](#)



# In Summary

Why we use a  
structured literacy  
approach?

What will you notice  
and how can you  
support your child at  
home?

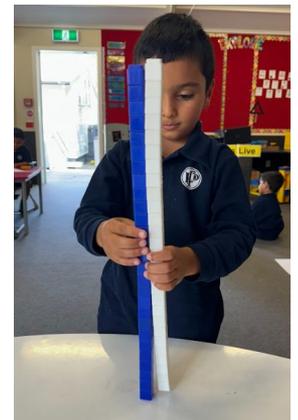
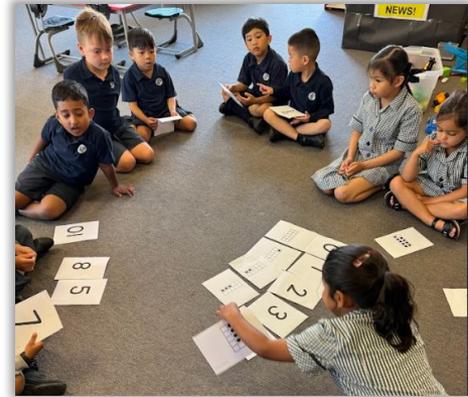
- *it promotes closer attention to the spelling and speech sounds in words*
  - *it develops attention to the letter sequence in words which is fundamental for developing good decoding (reading words) skills*
  - *it ensures explicit teaching of the foundational skills for both spelling and decoding - teaching is clear, systematic and unambiguous to the learner*
  - *children learn to pay attention to larger patterns in words*
  - *it allows children to practise applying these skills while reading*
  - *it can be very engaging to the struggling learner when they know they are having success*
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- *read books to your child, and be sensitive to whether they are listening and engaged*
  - *encourage and support your child's love of reading*
  - *take an interest in the books they bring home*
  - *have books available at home that follow their interests.*

# Mathematics

*In their first few years at school children learn to count forwards and backwards with numbers up to 20, 100 and then up to 1000, and know the number before and the number after any given number. They will be learning to solve mathematics problems. Your child will explore patterns, shapes and measurement, organise and share objects. They work on solving realistic problems using their growing understanding of number, algebra, geometry, measurement and statistics.*

*Here are some things you can do to help at home*

- ✓ *Ask me to help with the shopping by comparing the prices of the items.*
- ✓ *Teach me a new card game we can play together.*
- ✓ *Let me show you my favourite app with some maths in it.*
- ✓ *Talk to my teacher about how I'm doing in maths and things we can do together so I can get even better.*
- ✓ *Help me practise the facts I'm trying to memorise at the moment - for example, forwards and backwards from 100, doubling and halving numbers up to 10 and then 20, basic facts to 10.*



## *Here are some things you can do to help at home - continued*

- ✓ *Ask me to help prepare dinner and talk to me about any maths involved - for example, halves, quarters, litres, grams, temperatures, etc. and get me to do any measuring or weighing needed.*
- ✓ *Teach me one of the games you played when you were young.*
- ✓ *Have a traditional games night at home where the whole family plays a board game like Monopoly together.*
- ✓ *Keep playing with me, and encouraging me, in the hard games I'm learning, for example, chess, backgammon or mah-jong, even though I'm not very good yet.*
- ✓ *Talk to me about the maths you use every day and at work.*
- ✓ *When we are driving or walking, play Launchpad with me. Spot a number, then use it as a launch pad for seeing how many combinations we can make that number make. For example, there's a 12 on a letterbox, that's  $10+2$ , 1 group of ten and 2 ones, 11 comes before, 13 comes after, double 6 is 12 etc.*



# HOME LEARNING

*Share in a wide range of activities such as family walks, a train ride into the city, preparing a family meal together etc. These activities and experiences support your child's developing curiosity and language acquisition. If English is your child's second language, research shows that having a strong foundation in a first language makes acquiring a second easier. So speak in your first language! You are the best model for your child to develop strong vocabulary, correct grammar, and natural communication skills. If one parent's first language is English, then speak English to your child whilst the other parent speaks his/her first language so that both languages are being developed equally. Sing songs, tell stories and share books in your first language. Watch TV or movies in your first language and talk about them.*

*Nightly reading with your child may be different from what you have previously experienced. We encourage you to read to and with your child in a range of ways to help foster their love of reading. This may be school reading books, library books or books that you have at home. On Fridays, your child will bring home their poetry book. Please read the poems together and your child will improve their reading skills as they enjoy the rhyme and rhythm of words. When engaged in reading experiences, children can have fun and develop their reading skills.*

*You can support your child's acquisition of mathematical concepts through the suggestions covered under Mathematics in this document. Please come and chat with us if you would like further information or ideas.*

# Coming up this term



## Swimming

**Week 7:** 11, 12, 13 & 14 March

**Week 8:** 18, 19, 20 & 21 March

*Please let your child's classroom teacher know if you are able to help with this activity. Further information about the time specific to each class will come out closer to the time.*

**Friday 8 March, 9:15 am**

**- Welcoming of students new to school**

*We invite you to come along to this special liturgy where we celebrate and bless the students beginning their learning journey at Ss Peter and Paul School. You are welcome to bring other family members to share in this special occasion and join us for a cup of tea and a biscuit afterwards.*



**Tuesday 26 March, 9:00 am**

**- Kowhai Trip to Wellington Zoo**

*This is an all day event. More detailed information pertaining to this trip will come out separately, closer to the time of the trip.*

# *How is school going for your child?*

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## **Parent meetings**

You will be invited to Learning Conversations throughout the year where your child and their teacher will share their learning, goals and successes.

## **Sharing of growth and development**

Periodically your child will bring home learning to share with you at home. They will talk with you about the learning and share their assessment of their own work. You will receive an email prompting you to check your child's book bag for this piece of work. It is an important piece of evidence showing what they have been working on and how they are going. Your engagement and interest in this piece of learning is an important part of the process, helping them to see the value in the learning and the work they produce to reflect this learning.

## **Working in partnership**

Please chat with your child's classroom teacher if you require any clarification around school related concerns and celebrations. You can either pop in to make an appointment or contact the classroom teacher via [admin@stpeterpaul.school.nz](mailto:admin@stpeterpaul.school.nz), [kowhaial@stpeterpaul.school.nz](mailto:kowhaial@stpeterpaul.school.nz) or [deputyprincipal@stpeterpaul.school.nz](mailto:deputyprincipal@stpeterpaul.school.nz)