

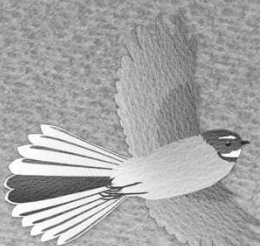


Aidanfield Christian School

2023 New Entrant Handbook

GROWING IN WISDOM & STATURE

CHARACTER



FAITHFULNESS
I am one whose
word others
can rely on.

INTEGRITY
My character is
reflected in my words
and actions.

EXCELLENCE
I always give my
best effort.

STEWARDSHIP
I am looking after
all the gifts God
has given me.



BELIEF
I am finding out
about who God is.

IDENTITY
I know who I am.
I know my gifts
and talents.

DISCERNMENT
I am learning the difference
between truth and falsehood,
right and wrong.

LEARNING
I give my best in everything
as I explore the world
and my place in it.

SERVICE
I choose to look out
for others. I encourage
and support others.

RELATING TO OTHERS
I love God first. I love others. I am honest.
I am respectful. I am forgiving.
I am generous.

**LANGUAGE,
SYMBOLS AND TEXTS**
I am accurate, confident
and clear. I am fluent.

**PARTICIPATING AND
CONTRIBUTING**
I work well in a team.
I use my gifts and talents.

THINKING
I use my imagination.
I am curious.

MANAGING SELF
I am organised.
I act appropriately.

PURPOSE

LEARNING

STAND AND BE CONFIDENT



Aidanfield
Christian School

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Preparation

Preparing for the Transition to School

Preparing to start school can be a time of many emotions for both a child and his/her parents/caregivers. Good preparation for the transition can help both the parents and the child to make this change confidently and well.

Our job as a school is to teach children. We do not expect children to arrive already knowing everything. However, there are some things that will make their first months at school easier and will help them to continue to achieve through the coming years. Over the months before starting at school parents can help children to grow in confidence. Socially children should be confident to:

- Be without a parent immediately handy.
- Take turns when playing and working together. All manner of games and board games teach this while having fun.
- Make friends with other children. Lots of times with other children helps in learning to share, being able to give as well as take.
- Make good decisions based on how their actions will affect others. They will continue to develop this over the next 50 years.
- Talk socially with others – both adults and children.

A Checklist for Growing Independence

It will help a lot if your child is able to do the following before arriving at school. We suggest you work through the list over the months before they arrive to make sure they can do the following by themselves:

- Go to the toilet, cleaning themselves and washing hands with soap every time
- Catch sneezes and coughs in a hanky, tissue or the crook of their arm every time
- Know their name, address and phone number from memory
- Use scissors confidently
- Get dressed and undressed
- Put socks and shoes on (and tie laces or do up buckles)
- Put hats and coats on
- Open and close their lunch box, drink bottle, packets that food comes in
- Open and close their new school bags easily and know about all the pockets in them.

A Checklist for Academic Preparation

As mentioned before, our job is to teach children from where they are at when they arrive. However, the following aspects will give your child a head start at school. Parents are the first educators of their children and you can work on the following areas with your pre-school child as they demonstrate an interest to be involved with these ideas. It is important not to push your child hard, to make this fun and keep each session short – your child's interest in the activity will give you a clear idea on this. Work with the natural interest your child has in learning as opposed to forcing the issue or having formal 'lessons'. It is highly likely that you will be able to grab a multitude of spontaneous situations to teach these ideas as a normal part of any day.

Work on the following ideas:

- Recognise the letters of the alphabet – the names and the sounds
- Recognise their own name (first and last) and write it
- Recognise some basic/essential, high frequency words (but do not be concerned if they cannot by the time they start school!)

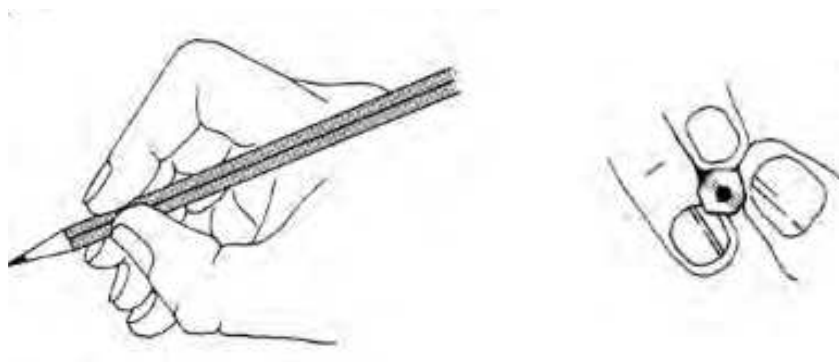
a	I	it	the
was	and	in	my
to	we	Mum	Dad

- Recognise basic shapes and colours
- Know the days of the week
- Count to 10 forwards and backwards
- Know the difference between: over/under, up/down, in/out, in front/behind, beside, big/little etc

A Point on Writing - Using a Pen or Pencil

By the time children are four most have begun to use a pen or pencil. Many children will begin to experiment writing words which may be unintelligible to start with. This is fine. The important issue is to ensure they are holding the pencil correctly with the pencil resting on the middle finger and the forefinger laying along the top of the pencil. The thumb holds the pencil in place. Correct grip from the start will make a significant difference to your child's handwriting as they develop. A triangular pencil can be helpful to ensure correct pencil grip.

Letter formation is crucial to get right as well. A page showing the correct direction of the pencil for each letter is near the back of this booklet. Gently encouraging your child to use the correct letter formation will help a lot.



The correct method of holding a pen or pencil

Pre-Entry Visits

In the week leading up to your child's start day at school you will be asked to bring them to school for their 'pre-entry visits'. You will need to sign your child in at the office on the iPad as a 'visitor'.

We ask that your child is involved for four mornings of the week before they start and one lunchtime as follows:

Times: 9am – 12:30pm Monday, Tuesday, Thursday, Friday
Lunch: by arrangement with the new entrant teacher

Wednesday is a planned rest day as school is a big change.

Please make sure your child is picked up at 12:30. You will need to go to the classroom and pick them up from there.

Please make sure you sign them out on the iPad in the office.

Parents are welcome to stay on the Monday until morning tea but we ask that you leave your child promptly Tuesday, Thursday and Friday.

Uniform for Pre-Entry

Children are encouraged to wear their school uniform for their visits. By this stage you should have the uniform purchased and all parts of it named in preparation for the following week.

Stationery

If you have stationery items, please bring these to the school visits. All stationery is required by the time your child starts school. A list of the required items can be found in the Uniform and Stationery Handbook. Please name and subject label all the books. Please bring all the items in and we will allocate them as requested.

Once They Have Started School

First Day Arrangements

Please ensure you arrive at school before 8.55am and take your child directly to their classroom on the first full day of school, you will not need to sign them in or out at the office.

They will need to do the things they have learnt during their pre-entry visits. This will include:

- hang their gear on their bag hook
- walk into the classroom and put their book bag away
- choose a play activity before the school bell rings
- say hello to teachers and peers they recognise

Parents are welcome to stay during Explore Time (this runs until about 9.20am) but then we ask that you leave – which may be difficult, particularly if your child is reluctant for you to go. This is one of those times where leaving is the best thing to do. Rest assured we will contact you if your child becomes distressed. Our experience shows us that most of the time children will settle once mum and/or dad have left and do end up feeling secure in their new environment.

Explore Time is a chance for you and your child to settle into an activity. It is also a good time to talk to the teachers about any queries or questions you may have.

Parking

It should be noted that children are NOT allowed to be dropped off by the driveway near Matai 1. This is the staff carpark entrance and is a dangerous place for pupils to be dropped off or picked up. You may walk in through this entrance with your child but please watch carefully for cars exiting the car park.

There is ample car parking in the carpark in front of the school or you can use the “Kiss and Drop” zone where you pause in your car to let your child get out/get in the car. The roundabout and ‘Kiss and Drop’ zone is NOT a parking zone. It is probably best for you to use the car park and take/pick up your child to and from the classroom to help them to settle into school. Please see the map in the Parent Handbook for reference.

Finish Times in The First Weeks

Children are to stay at school until 3:00pm. You are encouraged to monitor your child and if they are getting tired then we suggest you keep them at home for a day to rest. One afternoon for a sleep may be enough to recharge the batteries instead of a full day off. If you do take your child home early, please ensure you sign them out at the office before leaving the school site. This flexibility runs through the first few months. As pupils get older their resilience grows and we would expect them to be able to cope with the length of the school term.

End of the School Day

Please ensure your child is always picked up no later than 3:05. Supervision at the pick-up point ceases at 3:15 and staff are often involved with meetings and planning after this time. Go to the classroom to pick your child up each day. The teacher will release your child directly into your care or the designated pick-up person.

Nutrition

Good nutritious school lunches are vital for good learning and interaction. Please consider carefully the content of the school lunch. There are numerous websites that give excellent advice on school lunches. A couple of possibilities:

www.school-lunch-ideas.com

www.thebookshelf.co.nz

www.kidscooking.about.com

Children are expected to:

- Sit and eat their food at playtime and lunchtime
- Be able to collect and return their lunchbox and drink bottle to their school bag
- Be able to wash their hands at appropriate times



Please be careful about the amount of food you give your child – **not too much** as it takes New Entrants a long time to eat. Children should not be bringing lollies or fizzy drinks to school.



All children need a full water bottle each day.

Some General Suggestions

We recommend the following:

- All individual clothing items and shoes must be permanently named (remember – everyone wears a black jersey or red shirt!)
- Punctuality. If you are going to be late please take your child to the Office to sign in
- Shoes are not worn inside the classroom. We recommend children bring a pair of slippers
- Sun hats are compulsory at school in Terms One and Four
- On rainy/cold days, children need suitable wet weather gear and warm clothing. Our classroom timetable involves movement to other rooms and we wish to ensure the health of the children
- Jackets are not to be worn inside and the school jersey/sweatshirt is compulsory

Of course, your child's teacher will be there to walk you through the first days and weeks of school, as both you and your child will be learning a lot about how the class room operates.

If you are unsure of anything, please ask for help.

In the First Couple of Months

Entry Assessments

A series of Assessments are administered to accurately gauge where each child is at in their early learning development. These, plus informal observations give a clear picture of each child and are invaluable in planning to meet each child's needs. As well as providing entry information, these results, with retests, also provide a baseline for measuring progress.

Entry Assessments include the following:

Literacy Testing

- Oral Language
Retelling a story in their own words
- Phonological Awareness
Understanding of letter names and sounds

Mathematics Testing

Numeracy.

Regular on-going progress checks occur across Literacy and Numeracy

Finding Out How Your Child is Going

You can expect an interview with the class teacher approximately six weeks after your child starts school. In this brief discussion you will find out the results of our early testing and our observations on how well the transition to school is going. We will value your feedback and comment at this point as well.

School Trips

On school trips, where private cars are used, all children will be in a full seatbelt and in an appropriate child restraint. No child under the age of 7 should be in the front seat of a vehicle. The school cannot provide car seats. We are happy for you to provide and fit a car seat for your child in another car.

Words

Your child may already know how to read and write some of these words. Continued practice will help consolidate learning.

Words to Learn:

a	I	it
the	was	and
in	my	to
we	Mum	Dad

Activities to Try: (Concentrate on 2 or 3 words at a time)

- Memory Game
- Bingo Game

my
and

my
and

a	I	it
my	to	and
+ set of calling cards		

- Make the words with magnetic letters, then jumble up the letters and remake
- Write the words with different things on a different surface - chalk on concrete, crayon on fabric, two fingers in salt and sand, write on own arm etc
- Scrapbook - record family activities children help write in words they know - match initial letter with picture
- Working on a whiteboard/blackboard
- Have fun together with the egg-timer (can you write 5 words before the timer goes off?)
- Make sure you have fun together!

Better Start Early Literacy Website

This website is a valuable resource for parents and caregivers helping to prepare their pre-schooler for school. It provides you access to children's early reader books designed to support children's early literacy and language.



Developing Pre-Scissor Skills

The activities listed below aim to develop the pre-requisite skills needed for cutting:

- Crawling activities through a tunnel or home-made obstacle course
- Balloon play – using a rolled-up paper or tube from inside silver foil in each hand, try to pick up and carry a balloon
- Balloon volleyball – hit a balloon or light beach ball with your hands and see how long you can keep it up in the air
- Walking on hands pretending to be different animals e.g. bear, lion, frog, rabbit
- Ladders, ropes and other outdoor climbing equipment in playgrounds
- Buzz wire
- Wind-up toys
- Games that involve turning knobs and handles e.g. Pop-Up Pirates, Downfall, Etch-A-Sketch
- Clapping games; alternate so that the child and then the adult claps with palms up then palms down
- Finger or glove puppets
- Hand and finger rhymes e.g. Incey Wincey spider, Two Little Dickey Birds
- Arm wrestles – sit opposite the child with elbows on the table. Hold hands and encourage the child to push against the resistance
- Tearing and scrunching paper for paper mâché
- Using a single or double hole punch to make holes for lacing activities
- Squeezing empty plastic bottles to make bubbles in water or to blow feathers or ping pong balls across a table
- Stringing beads
- Lacing boards or cards
- Pegboards
- Use tweezers, barbecue or sugar tongs to pick up different sized objects and put them in a container as quickly as possible
- Construction games e.g. Lego, Sticklebricks, Meccano
- Playdough/plasticine/clay – encourage the child to pull pieces apart, roll with rolling pin, squeeze and pinch. Making biscuits or cookies could also achieve the same goal
- Musical instruments – trumpets, castanets, finger cymbals
- Card games e.g. snap and pairs
- Mazes
- Dot to dots
- Jigsaws



Key Competencies

The key competencies are the foundation on which successful learners become lifelong learners. Pupils who develop the key competencies will be learning about themselves, about others and about God.

Relating to Others

- Communicate positively with a range of people
- To seek to love God first and love others as themselves

Participating and Contributing

- Being actively involved in communities
- Encourage pupils to put a personal faith into tangible action

Managing Self

- Encourages self-motivation, a “can-do” attitude, and students seeing themselves as capable learners
- Encourage pupils to be honouring to God in all they do

Thinking

- Using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas
- Encourage pupils to be faithful to God’s word by seeking His wisdom and guidance in all aspects of life

Language, Symbols and Text

- About working with and making meaning of the codes in which knowledge is expressed
- To synthesise and apply God’s word and its life-giving principles to communicate and interact with others



Beginning Points and Directions of Movement

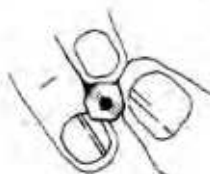
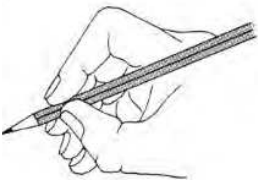
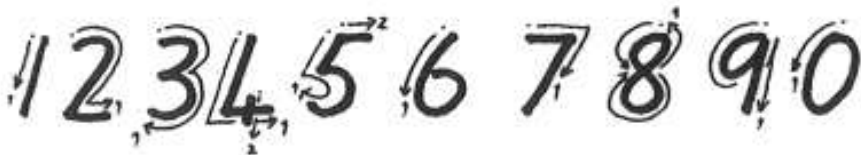
(Lower Case Letters)



(Upper Case Letters)



(Numbers)



The correct method of holding a pen or pencil

Making Time for Kids During the Working Week

Making time for kids during the working week

Change the shape of your week



It is possible for most dads to work around their schedules in order to maximise time during the week with their children.

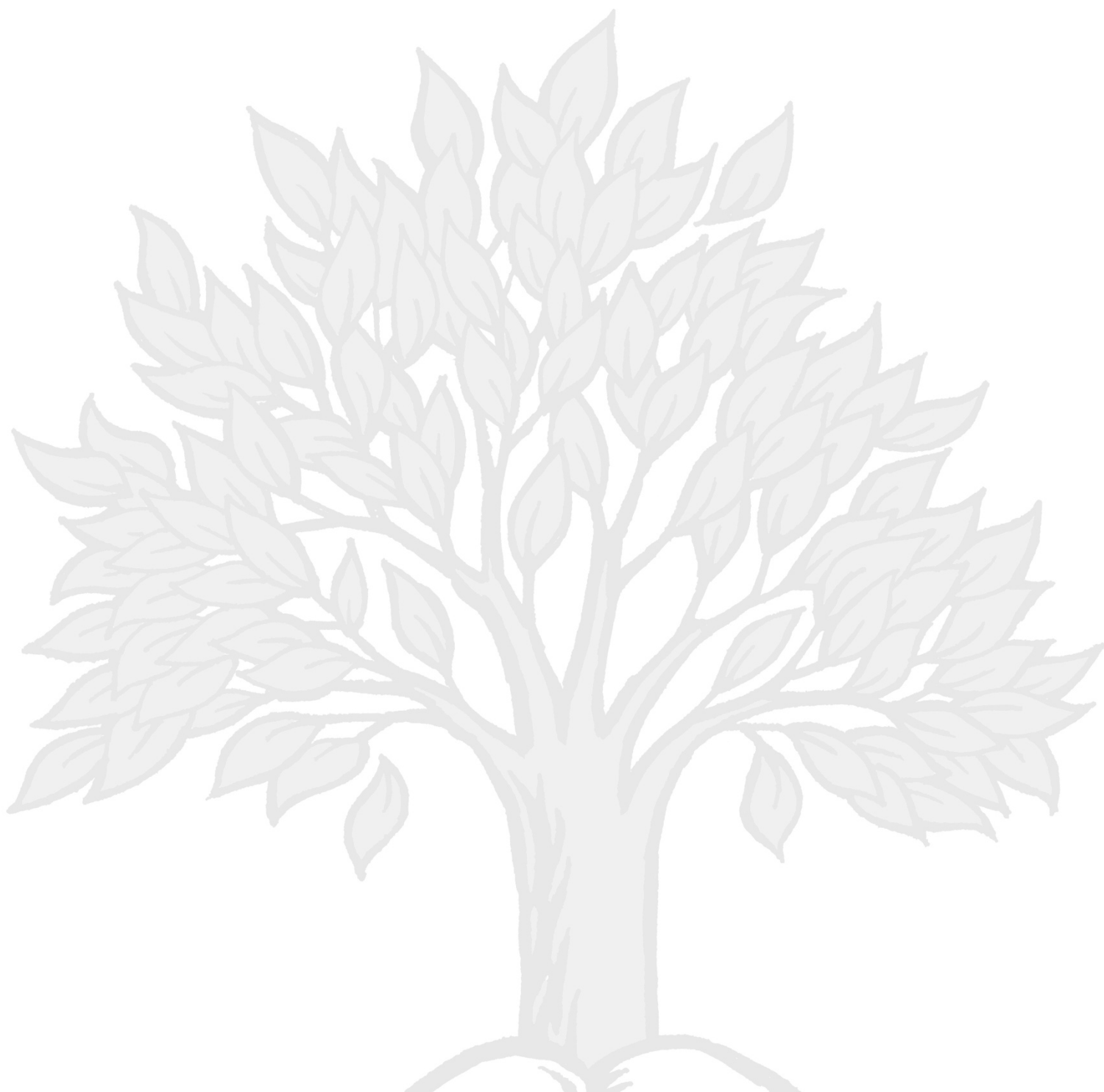
Here are some suggestions.

- **Start work later on one or two days per week.** Walk or drive to school with the children
- **It may be possible to finish early some days – and attend your children's sporting events**
- **It is also possible to create 'holes' in your working week where you leave work to call in at home or to attend the school for your child's assemblies, music performances etc**
- **Try to get away from work to attend their special school events**
You probably won't be able to get to every performance, assembly and sports day, but try to get to the ones that are special
- **Make a special effort to pick your children up from school at times**
- **Try to involve your children in your work**
Tell them about your work, and if you have to work hard for a particular period of time, explain that to them and involve them in that decision
- **Do something special with the kids at the end of the day**
- **Turn the TV off or sell it**
During our meals we have always talked a lot and never watched TV. It is important to kids that their father listens to their stories at dinnertime
- **Find reasons for celebration during some evening meals**
In our family as the children grew up we had a tradition of celebrating anything good that happened to one of them
- **Work with your partner to create surprises that are fun**
Spontaneity and surprise is important. Do the unexpected



the fathering project

www.thefatheringproject.org



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