

WELCOME TO *Bell Block School*



Junior Team Information Booklet

OUR JUNIOR TEAM

Welcome to our school! We have five classes in our Junior Team which will serve your child for the first 2-3 years of their school journey. Our teachers are dedicated, experienced educators who have a passion for creating classroom programmes where every child has an opportunity to grow, learn and succeed.



From left to right: Raewyn Clarkson, Tracey Jacobsen, Sian Evans, Charlotte White, Aleisha Parkinson, Sharon Jones, Robyn Jourdain

Room 2 - Year 0-1 - Mrs Siân Evans and Mrs Aleisha Parkinson

Room 3 - Year 1 - Miss Sharon Jones

Room 4 - Year 0-1 - Mrs Raewyn Clarkson

Room 5 - Year 2 - Miss Tracey Jacobsen (Junior Team Leader)

Room 6 - Year 2 - Miss Charlotte White

Whakareo Matatini (Reading Recovery) : Robyn Jourdain

Preparing Your Child for School

Starting school is a milestone in a child's life. It's a big event for parents and caregivers too. We hope that the following information will help you and your child, make the best possible start.

Preparing for School:

- * Be positive and talk about starting school in a matter-of-fact way so your child feels relaxed.
- * Transition visits are held each week for four weeks before your child starts school. These support your child to get an idea of routines and become familiar with their classroom, teacher and classmates.

We have open mornings once a term where our Principal and Assistant Principal share key information about our school and what life in the Junior Team is like.

If you feel your child requires additional visits please contact us as we can be flexible with this.

Developing Independent Personal Skills

Teach your child how to:

- Dress themselves,
- Manage their lunch boxes,
- Go to the toilet
- Independently wash their hands
- Tidy up after themselves and look after their belongings



Help prepare your child to learn to read and write by:

- providing a variety of experiences and encouraging discussion about those experiences.
- reading to your child every day and discussing the story with them.
- showing them how to hold pens, pencils and crayons correctly and encourage them to draw and 'write'.
- help them learn to write their name. We use a capital letter for the initial letter and lower case for the rest.
- playing alphabet games to help your child recognise and name the letters of the alphabet and the sounds they make. Alphabet books and letters on the fridge are helpful.

Help develop early mathematical concepts by:

- counting games and cooking together.
- learning to recognise colours and shapes.
- identifying patterns on clothing etc.
- developing a 'mathematical' vocabulary such as bigger than, biggest, smaller than, smallest, between, under, over, before, after.

Don't panic if your child can't do some of these things at first, as all children develop individually at their own speed. Above all, positive self-esteem is vital, and is best fostered by plenty of praise and encouragement, with consistency of parents expectations.



Transition to School

- * Students settle best in the mornings if they arrive early enough to unpack their bags themselves and have a little play.
- * Talk to them about their lunch, and what would be suitable for playtime brainfood and lunchtime. We encourage all students to have a water bottle in class.
- * Make sure your child can put on and take off their school clothes easily, especially during the swimming season. It is a big help if all clothing is named.

The First Day

- * If you are worried or nervous on the first day, try not to transmit these feelings to your child.
- * It is best to arrive at the school between 8:30 and 8:45 am. This will give the teacher time to spend with you.

Your child will be shown where to hang their bag and shown where the toilet is. The teacher will give them a buddy for the first few days.

- * Tell your child at what point you will be leaving. This could be when the bell goes, or after a short time so you can see that your child is settled. Different children have different needs. Some parents need to be encouraged to let their child go. Often children may want to assert their independence by going it alone. Talk about this with the teacher when you visit the school if you are unsure.

Settling In

- * Most children take going to school in their stride, but there may be the odd problem at the beginning.
- * Starting school is tiring for a five year old. Your child will need plenty of sleep for the first few weeks.
- * Settling into school is likely to be easier if you can help your child take responsibility for themselves by setting up little home routines e.g. set a time to share your child's home reading, set up a routine for putting the reader back in the bag, let your child know that you want to read and respond to school notices.
- * The Board tries to keep the numbers in the Junior Team low to maximise our adult /student ratios. For that reason students in the new entrant room may move to another class during their first year at school.



Home Learning

- * Home reading is the main focus in the first two years at school.
- * Support from home is a vital part of the learning to read process.
- * Your child will be given a book to read most nights. Usually, it will be a book read in class that day, but it may be a favourite that your child has read several times and can read fluently. Reading familiar books is an important part of learning to read, as it helps to develop confidence and fluency.
- * Remember that reading should be a pleasurable experience for both child and parent.
- * If you are finding that your child is struggling with home learning please talk to your child's teacher as there are lots of ways we can help support this.
- * At the early stages of reading, some of the skills the students learn are:
 - finding the cover and turning the pages correctly
 - knowing where to start
 - pointing and matching one to one
 - pointing from left to right and the return sweep
 - developing a knowledge of letters and sounds
 - developing a sight vocabulary of high frequency words using the pictures to predict the story
- * Playing card and board games at home is a fun way of helping to develop mathematical understanding, as well as having lots of opportunities to practice counting and recognising numbers.



Swimming

Each of our Junior classes swim twice a week at The Bell Block Aquatic Centre in Terms 1 and 4. We use the outside pool and the sessions are based on the Water Skills for Life Programme. This is based on water safety and survival in the water.

Please name your child's togs and towels and put them into their bags even if it is raining in the morning. It can often clear later in the day and as we only have a limited number of sessions we aim to be in the pool as often as possible. We expect the students to undress and dress themselves so it would be great if you could ensure that they wear clothing and footwear that is easy for them to manage on their own.

As our focus this year is on water safety and confidence, we ask that you do not send students to school with goggles. If they fall into a river or a lake they will not have these to wear and we are trying to ensure that they can submerge in the water confidently without them. We always love having parent help in our swimming sessions. If you are able to help please let your child's teacher know.

In Term 1, we hold a Junior swimming sports day where parents and the community are invited to observe and celebrate their child's development in water safety and earn points for whanau group.

Water Skills for Life

+ Water safety and awareness skills

+ Getting in and out of the water

+ Going under the water - Submersion

+ Floating on the water - Personal Buoyancy

+ Rolling and turning in the water - Orientation

+ Water safety and awareness skills

Sunsmart

All students will need a Bell Block School sunhat to wear outside in Terms 1 and 4. During the summer we ask that you put sunblock on your child before they come to school. Our school P.T.A. supplies sunblock for the students to use throughout the day.

Lunchboxes

In order to decrease the amount of rubbish at school, we ask that students take all of their lunch rubbish home in their lunch boxes. It is important that students have a healthy lunch to help them learn, including a piece of fruit or vegetable. We would also like all students to have a named water bottle available in class to help keep them hydrated during the day.

Clothing and Belongings

It is a good idea to keep a change of clothing in their bags, as we only have a limited supply at school. Please wash and return any clothing that is borrowed from the school. If you would like to you can donate any clean clothes especially pants, for our spare clothes cupboard. We welcome donations of new undies.

Please name your children's belongings. Many students own clothing and other items that look exactly the same and as such they do not always recognise their own things. In order to facilitate the safe return of personal belongings please ensure that all articles of clothing and other items including lunch boxes and drink bottles are clearly named. We also ask that students leave toys and other special items at home as losing them or breaking them can be upsetting.



Perceptual Motor Programme (PMP)

In Term 2, we run the Perceptual Motor Programme (PMP) in the Junior Team. PMP helps to better prepare students' brains for learning through specific physical movements. All of the movements have been well researched and developed, and are lots of fun!

We run PMP for 20 minutes per class, twice a week. There are four stations set up in the hall, with a teacher or parent volunteer on each station to ensure tamariki are doing the movements correctly. Students rotate around each station in small groups.



Bell Block School Values

TRIPLE A

The grey part represents the korowai or cloak. A school and community supporting students to live the motto **Our Best Always – Kaha i ngā wā katoa.**

ABILITY

Embrace the things we can do and strive to reach our potential

ATTITUDE

Have a positive outlook and willingness to grow

ACTION

Use our abilities and knowledge to make a positive difference in our world

RESPECT - WHAKAUTE

At Bell Block School we value other people and celebrate uniqueness

MANAAKITANGA - CARING

At Bell Block School we act in a way that shows we care about ourselves, others and the world around us

RESPONSIBILITY - TAKOHANGA

At Bell Block School we take personal action to do our best always

TU MAIA - STANDING BRAVE

At Bell Block School we face challenges with positivity and self belief

COMMUNITY - HAPORI

AHUREA - CULTURE

INNOVATION - AUAHATANGA

HURIKIKO - ASPIRATION

Classroom Behaviour Plan for Bell Block School

Bell Block school has an embedded healthy school culture as a result of

- Valuing relationships and connectedness.
- Having agreed values, rules and expected behaviours for all people.
- Using restorative language.
- Using common and effective problem solving strategies across the school.
- Resolving issues through individual and small group restorative conversations.
- Having circle time in all classes.

Green - Positive Behaviours

Students show developing positive behaviours in classrooms and in the playground.

Celebration day - in the last week of term for students with two or less lunchtime time outs. One lunch time out can be worked off with 3 weeks of positive behaviour.

Citizenship cards - Students can earn up to 5 clicks per day for positive classroom behaviour. When they have received 50 clicks they will receive a Juicy.

Circle time – A weekly event in all classes to teach the expected behaviours and develop positive class and school culture.

Positive behaviours are acknowledged by all staff members as they are seen.

Many behaviours can be addressed with good classroom management, refocussing and task selection before escalating and requiring card turns. Staff will provide opportunities for students to fix their behaviour before using this system.

First incident

Yellow

1. Incident is followed up by the classroom teacher.
2. Restorative chat is completed.
3. Student is reset for success.
4. Card turned to yellow.

Second Incident

Orange

1. Incident is followed up by the classroom teacher.
2. Restorative chat is completed and recorded in class behaviour log.
3. Student is reset for success – Staff reflection on what can be done.
4. Card turned to orange. Teacher records on class behaviour log.

Third Incident

Red

1. Incident is followed up by the classroom teacher.
2. Restorative chat is completed and recorded in class behaviour log.
3. Student card is turned to red and student is sent to Team Leader to complete a reflection.
4. Class Teacher emails DP at next break to add to schoolwide recording.
5. Team Leader photocopies reflection - one to class teacher, one file copy for Team Leader, one for DP

Students can earn a card turn back after a sustained period of focussed positive work.

Examples of behaviours that do not match Bell Block School's vision, values or principles

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Out of bounds • Stealing • Excluding others • Taking other people's things • Refusal to comply • Damaging property | <ul style="list-style-type: none"> • Lying • Swearing • Spitting • Hitting / kicking • Being mean or name calling • Answering back | <ul style="list-style-type: none"> • Off task on devices • Leaving rubbish • Not following instructions • Ripping work off walls • Breaking school equipment • Verbal insults |
|---|--|---|

If students or staff are in imminent risk of being hurt evacuate the classroom and send the Code Blue Card to the office. A member of the Senior Leadership team will come as soon as possible to assist.

Playground Behaviour Plan for Bell Block School

Bell Block school has an embedded healthy school culture as a result of

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- Resolving issues through individual and small group restorative conversations.
- Having circle time in all classes.

Green - Positive Behaviours

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Celebration day - in the last week of term for students with two or less lunchtime time outs. One lunch time out can be worked off with 3 weeks of positive behaviour.

Breaktime involvements – There are activities every lunch time run by staff and games organised by Whanau leaders to get involved in. Look out for the staff vs students activities.

Blockbuster cards - Are given out by duty teachers for positive behaviour in the playground. They earn the student point for their Whanau and go in the draw for a prize at celebration assemblies.

Positive behaviours are acknowledged by all staff members as they are seen

Yellow - Minor

Examples of yellow level behaviours:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Out of bounds • Stealing • Excluding others • Taking other people's things • Refusal to comply • Damaging property | <ul style="list-style-type: none"> • Lying • Swearing • Spitting • Hitting / kicking • Being mean or name calling • Answering back | <ul style="list-style-type: none"> • Off task on devices • Leaving rubbish • Not following instructions • Ripping work off walls • Breaking school equipment • Verbal insults |
|---|--|---|

Low level behaviours are followed up by the staff member who sees or is alerted to the behaviour.

Restorative chat is undertaken and recorded in the duty folder.

Orange - Medium

Examples of orange level behaviours:

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|---|---|---|
| <ul style="list-style-type: none"> • Ongoing Yellow level behaviour • Disrespect of staff or relievers • Defiance • Lying | <ul style="list-style-type: none"> • Intentional breaking of school or student property • Graffiti • Stealing • Racist comments | <ul style="list-style-type: none"> • Inappropriate language • Bullying • Hurting others • Put downs |
|---|---|---|

Medium level behaviours are followed up by the staff member who sees or is alerted to the behaviour.

Restorative chat is undertaken and recorded in the duty folder. A timeout may be given if appropriate.

Red - Serious level

Examples of Red level behaviours:

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|---|---|--|
| <ul style="list-style-type: none"> • High level, frequent negative behaviour • Inappropriate sexual conduct • Destroying property • Vandalism | <ul style="list-style-type: none"> • Disrespect of Staff • Ongoing swearing at others with intent • Ongoing or targeted stealing • Ongoing bullying | <ul style="list-style-type: none"> • Physically hurting others resulting in injury • Social media – Cyber bullying |
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High Level behaviours will be followed up by the staff member who sees or is alerted to the behaviour. Information recorded in the duty folder. These behaviours will be referred to the Deputy Principals or Principal

Bell Block School Bullying Definition

It is a deliberate action where the desire to hurt someone is intentional rather than accidental. It is unfair where the person doing the bullying is stronger, more powerful or has a higher status than the target of the bullying. It is repeated over time and is not a one-off incident of aggression or conflict.