

Parent Information 2025

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.



“The forthcoming Jubilee can contribute greatly to restoring a climate of hope and trust as a prelude to the renewal and rebirth that we so urgently desire; that is why I have chosen as the motto of the Jubilee, Pilgrims of Hope.”

Pope Francis.

Meet the Team



Elaine Stewart
Area Leader &
Deputy Principal



Room 1
Suni Abraham
Year 1/2



Room 2
Giana Maroon
New Entrant/
Year 1



Room 3
Sarah Tweedie
New Entrant/
Year 1



Room 4
Margie Hahn
Year 1



Room 5
Emalyn Jiang
Year 2



Room 6
Laura Rose
Year 2



Irene Gould
Part Time
Teacher



Nicky James
Part Time
Teacher

Communication and Uniform

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, kowhaial@stpeterpaul.school.nz or 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.

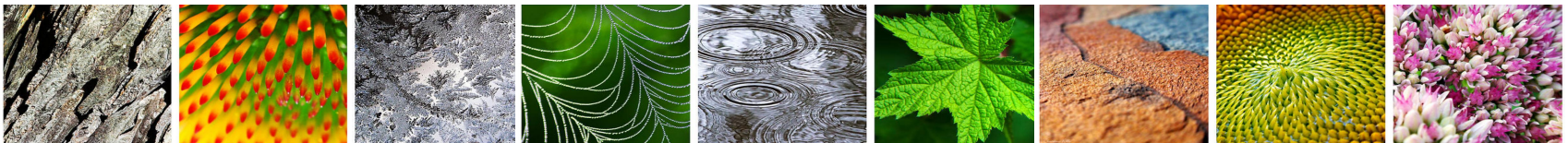
Curriculum

Throughout the year, our school wide universal concept is 'Patterns'. As we begin to explore this concept, we will support the students in co-constructing three or four big ideas about patterns 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 the different ways to pray and reflect on the stories of Jesus' life leading towards Holy Week. We will learn that by praying, we are building a relationship with God. We will grow our understanding of the season of Lent by living more like Jesus.*

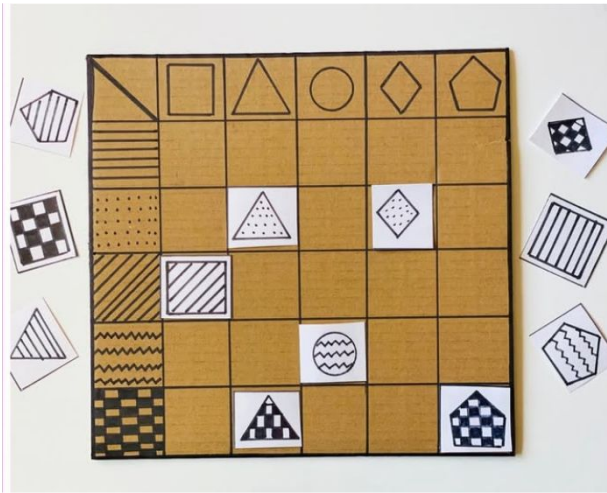
*Exploring **Health** through the lens of patterns, we will continue to build our knowledge in relation to The Zones of Regulation. This learning supports students to understand and talk about their feelings, look at different perspectives and develop strategies which support them to move through the zones so that they can self regulate with increasing independence. We will also be relating our learning to Sir Mason Durie's Te Whare Ta Pa Wha, a holistic model of well-being. This will all be 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 **Science**. We will be looking for patterns in the world around us. We will learn about pollination. We will also be visiting the Botanical Gardens to help us to further understand our role in looking after God's beautiful world.*



Curriculum *continued*

While these curriculum areas give many opportunities to explore our universal concept of patterns, we can also find patterns in 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 experiences at home with things like counting cars as you drive to school, reading recipes and adding together ingredients as you bake or cook give many more opportunities. Always take any opportunity to read and make this an amazing, calming and enriching experience.



1	2	3	1	2	3	1	
7	8	9	7	8	9	7	
6	5	4	6	5	4	6	
6	7	8	6	7	8	6	
2	1	0	2	1	0	2	

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

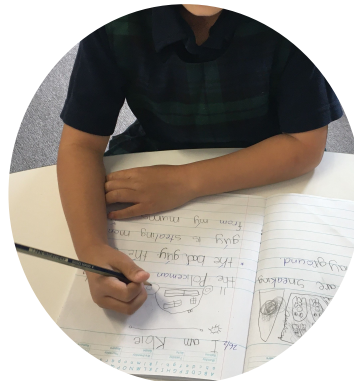
- Reading
- Spelling

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?

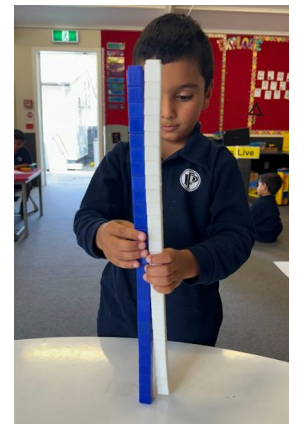
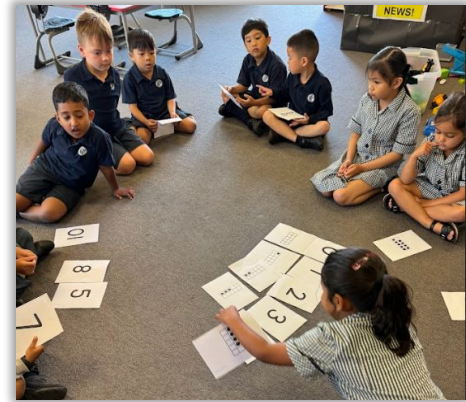
- *it promotes closer attention to the spelling and speech sounds in words*
 - *it develops attention to the letter sequence in words which is fundamental for developing good decoding (reading words) skills*
 - *it ensures explicit teaching of the foundational skills for both spelling and decoding - 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*
-
- *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.

We encourage you to read to and with your child every day 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

Tuesday, 4 March 11:00 am

Lent Pancake Making

Please see your child's classroom teacher if you are able to help with this experience or to advise of any allergies your child may have. Thank you.

Wednesday, 5 March 2:15 pm

Ash Wednesday Liturgy

We warmly invite you to join us for this liturgy in the shared space rooms 2 and 3.



Tuesday 11 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 1 April and Friday 4 April

Kowhai Trip to The Botanical Gardens

Join us for an education programme where the children will be learning about pollination and mara kai. 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?



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, kowhaial@stpeterpaul.school.nz or deputyprincipal@stpeterpaul.school.nz