

# COTSWOLD SCHOOL PARENT INFORMATION AND REFERENCE GUIDE



**Cotswold School**  
**BUILDING BRIGHTER FUTURES**

We welcome you to our School Community and we trust that your families' association with the school is happy, positive and productive.

This booklet has been designed to give you some general information about the school as well as to explain some of the more specific points that we feel will interest you.

Children can only learn well, both at school and at home, when there is co-operation and mutual understanding between teachers and parents. We hope this booklet will help to achieve this end.

Remember the doors of Cotswold School are always open. If you have a query, contact your child's Class Teacher, Syndicate Leader or the Principal.

**STEPHEN HARRISON**  
**Principal**

## OUR VISION

At Cotswold we are developing confident, connected and committed learners who positively contribute to society.

This vision is supported by the New Zealand Curriculum which sets the national direction for learning for all students. Utilising the framework provided by the New Zealand Curriculum, Cotswold School has designed and implemented its own curriculum to engage and motivate its particular students.

In the process of establishing this curriculum, the school staff, board of trustees and community have worked closely together. Our curriculum reflects the values and beliefs of the community, the particular needs and interests of our students, and the strengths of our staff. It builds on existing good practice and utilises local opportunities, resources and community support.

## COTSWOLD VALUES

Values are deeply held beliefs detailing what our school community considers most important for our learners so that they will thrive in diverse communities. The Cotswold community has developed the following values which will be reflected in everyday actions and interactions within the school.

- Caring
- Contributing
- Communication
- Creativity
- Challenge

## TEACHING & LEARNING BELIEFS

At Cotswold School we believe that students learn best when teachers:

- Encourage reflective thought and action
- Enhance the relevance of new learning
- Make connections
- Provide multiple opportunities to learn
- Facilitate shared learning
- Create a supportive learning environment
- Integrate information and communication technologies

## LEARNING AREAS

The New Zealand Curriculum specifies eight learning areas that are considered essential for general education. These broad groupings of knowledge that provide the framework for learning are:

- English
- Mathematics and Statistics
- Science
- Social Sciences
- Arts
- Health and Physical Education
- Technology
- Learning Languages

At Cotswold our curriculum has been developed to cover each of the essential learning areas in the following way:

### English

All strands of the English curriculum are explicitly taught. Teachers will empower students to:

- comprehend language through listening, reading, viewing
- express themselves with increasing confidence through speaking, writing and presenting

Our inquiry units will draw on the skills and strategies of the English curriculum.

### Maths and Statistics

All strands of the Mathematics document are explicitly taught. There is an emphasis on numeracy.

Our inquiry units will draw on appropriate skills and strategies of the Mathematics curriculum.

### Science, Social Sciences, Health and Technology

These learning areas are predominantly taught through inquiry.

### Physical Activity

There is planned and purposeful engagement in physical activity, movement skills and sports.

### The Arts

The skills and processes of The Arts are explicitly taught and reinforced. There is a formalised structure that encourages student's artistic development. Skills and processes are introduced in a systematic way without reducing the opportunity for students to inquire into the creative process.

### Extra Curricula

Opportunities are provided for students to participate in a wide range of activities including sport, choir, kapahaka, arts, instrumental, and electives.

## TEACHING & LEARNING PROGRAMME

Literacy and numeracy are at the heart of our curriculum and will continue to be major priorities for our school.

Cotswold School has chosen to develop significant integrated themes to engage students and integrate learning across the key competencies and the eight essential learning areas.

The themes are connected, coherent and balanced across the curriculum. Themes include the knowledge, skills and attitudes that students need for addressing real-life issues and in a real-life context. All themes fall under the LETS umbrella – Learning and Exploring Together to Succeed. The four themes are:

- LETS Care & Contribute
- LETS Explore & Communicate
- LETS Innovate & Create
- LETS Challenge & Compete

## THE SCHOOL DAY

A common timetable operates across our school. This was developed and put in place to allow us to:

- Place greater emphasis on Literacy and Numeracy
- Provide us with more flexibility in catering for all students needs
- Accommodate a desire to develop questioning skills and promote deeper thinking through an inquiry based learning approach;

Our revised timetable includes a ten minute nutritional fruit break for all children aimed at a “re-fuel” leading to greater student performance and concentration as well as good health.

Our timetable is as follows:

8.30am Students are able to enter classrooms

8.55am Literacy Teaching Session

- Cotswold Values
- Literacy Blastoff/News Board
- Writing

9.50am Fruit Break

10.00am Literacy Teaching Session

- Reading

11.00am Food Break

11.10am Morning Interval

11.30am Mathematics Teaching Session

- Fitness
- Assembly

12.40pm Lunch

1.30pm Topic Teaching Session

- PMP
- PE/Sport
- Inquiry Unit
- Library

3.00pm School finishes for the day

## GENERAL INFORMATION

School Address: Cotswold School  
Cotswold Avenue  
CHRISTCHURCH 8053

Telephone No: (03) 359-8035

Fax No: (03) 359-4460

Website: [www.cotswold.school.nz](http://www.cotswold.school.nz)

Email Address: [office@cotswold.school.nz](mailto:office@cotswold.school.nz)

## ENROLMENT AT COTSWOLD SCHOOL

Enrolment at Cotswold School is governed by an enrolment scheme. The development of new housing in our area combined with the increasing number of parents wishing their children to enter our school has meant the Board of Trustees has had to impose an enrolment scheme to avoid overcrowding and to manage the school roll having regard to the goals set out in our Charter. The enrolment scheme outlines a geographical area from which students are automatically accepted for enrolment at our school. The enrolment scheme also outlines priorities for the acceptance of students living outside our zone.

Through our enrolment scheme we aim to:

- To ensure that there are places for children who have Cotswold as their closest school.
- To ensure children currently enrolled at the school will continue to be able to attend Cotswold.
- To ensure that others who apply for places in the school are treated fairly.
- To ensure wherever possible, class sizes stay within acceptable limits with regard to the 1993 Ministry of Education Health and Safety Code of Practice.
- To accommodate the rights of parental choice wherever possible.

### Maximum Roll

The maximum roll in any one year will be governed by the organisation of the classes as determined by the Principal, in consultation with the Board.

### Home Zone

All students who live within the home zone described below shall be entitled to enrol at the school.

- Harewood Road (from Highsted Road to Watsons Road)
- Watsons Road (extend boundary line to Sawyers Arms Road)
- Sawyers Arms Road (from boundary line extended from Watsons Road to Johns Road)
- Johns Road (from Sawyers Arms Road to Gardiners Road and including Hussey Road)
- Gardiners Road (from Johns Road to Styx Mill Road)
- Styx Mill Road (from Gardiners Road to Highsted Road)
- Highsted Road (from Styx Mill Road to Glenmore Avenue)
- Glenmore Avenue (including Mendip Place & Centra Place)
- Brockham Place (from Glenmore Avenue to Veitches Road including Cherry Place)
- Veitches Road (between Sawyers Arms Road and Grampian Street)
- Sawyers Arms Road (Numbers 233 and over)
- Highsted Road
- Drysdale Street
- Ian Place
- Reynolds Avenue (Numbers 70 – 78)
- Bainton Street (Even Numbers 48 and over, Odd Numbers 39 and over)
- Rolfe Place

### Out Of Zone Enrolments

Each year the Board will determine the number of places which are likely to be available in the following year for the

enrolment of students who live outside the home zone. The Board will publish this information by a notice in a daily or community newspaper circulating in the area served by the school. The notice will indicate how applications are to be made and will specify a date by which all applications must be received.

### **Priorities For Enrolment**

Acceptance for enrolment will be determined by:

1. First Priority: Students whose usual place of residence is within the geographical zone detailed in the Cotswold School Enrolment Scheme.
2. Second Priority: Siblings of students currently enrolled at Cotswold School but who do not qualify under priority one and children of staff members.
3. Third Priority: All other students.

### **Zone Map**

A map of our enrolment zone is included on page 24 of this document. It can also be accessed from our school website – [www.cotswold.school.nz](http://www.cotswold.school.nz)

### **ENROLMENT REQUIREMENTS**

When you enrol your child at the age of five, you will be asked to complete an enrolment form. Details required include:

1. Child's full name and address.
2. Parent/Caregivers full name, occupation, address and phone number.
3. Details of significant health problems, allergies, serious illnesses, accidents.
4. Emergency telephone numbers. If parents/caregivers are away from home during the day you will be asked to supply emergency phone numbers so that we can contact someone who will take responsibility for your child.
5. Details of pre-schooling.
6. Name of family doctor.

We are required to see the original of your child's birth certificate, passport or Health (Plunket) Book to verify the date of birth.

We also check to see if the child has:

1. Been enrolled at the school dental clinic.
2. All immunisations are up to date. We require a copy of the Immunisation Certificate from your child's Health Book signed off by your doctor. An Immunisation Certificate can also be obtained from your child's Doctor. This is required irrespective of immunisation status.
3. Your child's National Health Number – from Plunket Book or doctor.

### **CHANGE OF CONTACT DETAILS**

Please notify the office of any change of address, telephone and/or cell phone numbers. This includes change of prefix to a cell phone.

### **YOUR CHILD NEEDS TO BRING ...**

When your child enters Cotswold School when they turn five, they will require:

- A school bag large enough to contain all the belongings that they will carry between home and school.
- Lunch box
- Reading folder
- Stationery items listed by the class teacher

As they progress through our school they also add reading material and homework items to this list.

If your child is transferring from another school to Cotswold School please bring all their current exercise books to school on the day they start at Cotswold School.

### **ATTENDANCE**

Regular attendance is vital to good progress. Frequent one day absences are much more damaging to progress than a lengthy absence. Contrary to the belief held by many people absences during the first few years at school have a more serious effect than those during latter years. All absences do impact on your child's learning.

### **PUNCTUALITY**

It is important children arrive at school at least 10 minutes before the starting time of 8.55am. This time is very important as children talk with their friends and the teacher, read to the teacher, show their parents around the room, put their homework in the box and get ready to start the day.

### **ABSENCE**

We do need to hear from you if your child is going to be absent. Each day a child is absent, the parent is asked to ring 359-8035 (option 1) prior to 8:50am and record the name of the child absent, room number and the reason for their absence. Please speak clearly recording the child's:

- Christian name and surname
- Room number
- Reason for absence

### **ACCIDENT OR ILLNESS AT SCHOOL**

If children have accidents or if they are sick at school, we proceed as follows:

1. The child is made as comfortable as possible and first aid is rendered if necessary.
2. We contact the parents by ringing the home or the emergency number that you have given us and arrange for the child to be taken home.

It is important to note that no child is sent home unless we have contacted a parent.

If it is not possible to find a parent or other adult, and if the illness or accident is serious, the Principal may arrange the transport of the child to a doctor or the hospital. Fortunately, accidents of this kind are infrequent.

It is important that the school be kept informed of current telephone numbers including work contact numbers.

Experience has shown us that very often children do not know where their parents work. Children, especially younger ones, fret badly if a parent cannot be contacted when they are sick.

### **ALLERGIES & MEDICAL CONDITIONS**

If any of your children suffer from such things as asthma, heart ailments, epilepsy, bee or wasp sting allergies, please be sure to advise the school so that a procedure can be worked out to cope with any situation that may arise.

### **ADMINISTERING MEDICATION**

- All children are entitled to receive prescribed medication during school hours.
- All administering will be done by the Office Staff, or the Principal, Deputy or Assistant Principal.
- Parents requiring their child to have medicine administered must contact the office personally to discuss the reason for the medication being administered as well as signing a release/consent form.
- Office staff must sight the medical practitioner's directions before administering the medication.
- No medicine is to be kept in rooms or administered by staff other than those named.
- All asthma medication to be provided in a named plastic bag for storage in the medical room. Please make sure your child knows what their storage bag looks like.

### **GROUNDS**

The Board of Trustees after consultation with the Principal may grant the use of school grounds, out of school hours, for such purposes as they approve. Parents should check with the school office if they are unsure what the current school policy is concerning use of the school grounds after hours.

### **CANTERBURY DISTRICT HEALTH BOARD**

Canterbury District Health Board works closely with the school in the following ways:

1. The Dental Clinic with its trained dental therapists, looks after your child's teeth through the primary school years. You may enrol your child at the Dental Clinic when they reach the age of 2-1/2 years.
2. The Public Health Nurse visits the school regularly for consultation on the health of individual children and may offer help and advice to parents where this is considered desirable.
3. Routine testing of hearing and sight is carried out by the Health Department's trained technicians and all new entrants are tested during their first year at school.

### **INTERVIEWS WITH TEACHERS**

Parents are welcome to come to the school to discuss matters concerning their children with teachers.

Please ring, send a note or email the class teacher requesting an appointment. Please also clearly identify what the appointment is for.

Class teachers, the Assistant Principal, the Deputy Principal and the Principal are always prepared to meet parents.

If you wish to discuss a matter that is causing you concern, or if you do not know who you should approach about any matter, then you should see the Principal first. Please feel free to do this.

### **LUNCH AT SCHOOL**

On fine days children eat their lunch outside, under the supervision of teachers. When the weather is not suitable for outside lunch teachers supervise their own classes in the classrooms.

### **FRUIT BREAK**

Our timetable includes a ten minute nutritional fruit break for all children. Students 're-fuel' with fruit during this break, which helps with performance and concentration as well as health. Children are asked to bring fruit to eat.

### **PLAY LUNCH**

Most children bring something to eat at morning interval.

### **PAYMENTS TO SCHOOL**

Please note that the school does not have eftpos facilities. All payments must be made in cash or by cheque. All payments made by cheque to the school should be made out to Cotswold School. A cheque fee does not apply.

### **NAME TAGS**

Everything a child brings to school, including their clothing, should be named. This is most important. Unnamed lost property which accumulates at the school causes frustration to the child, the school and to you. Please check regularly to see that name tags have not come off and that the name is still legible.

### **NEWSLETTER**

A school newsletter is published every second Wednesday to keep you informed about school activities, meetings and other functions. Newsletters are sent home with your eldest child attending Cotswold School. Newsletter can also be accessed from our school website – [www.cotswold.school.nz](http://www.cotswold.school.nz). If you would like to receive a "text only" version of our school newsletter, please send an email to [principal@cotswold.school.nz](mailto:principal@cotswold.school.nz) including the words "Email Me Cotswold News" in the subject line.

### **PROPERTY BROUGHT TO SCHOOL**

- Property brought to school by students is the responsibility of those students unless that property has been entrusted into the safekeeping of a teacher.
- If goods are given to a teacher for safekeeping, the school is only liable if there is fraud or negligence on the part of the person minding the property.

Please do not allow your child to bring expensive toys and equipment to school.

## **SAFETY - ADVENTURE PLAYGROUNDS**

Students are not to use the adventure playgrounds before or after school. We would appreciate parent's assistance in this matter. If you are collecting a child after school and are talking to another parent or teacher, please ensure your child stays off this equipment.

## **SAFETY - GENERAL PROVISIONS**

Once children have arrived at school they will not be permitted to leave the school grounds unsupervised, unless of course they are going home for lunch.

If your child arrives home unexpectedly during the school day you should ring the school immediately. No child is sent home unless we contact the parents first.

## **SAFETY - ON THE STREET**

Please teach your children the elementary rules of road safety. Here are some of the important things children should know about before they set off to school:

- Teach them the shortest and safest way home.
- To look both ways before crossing the street.
- To walk quickly across the street, and not to run.
- Not to step out from behind parked cars, etc.
- To play games in a safe place, away from the street.
- To ride their bicycles safely, obeying all signs and signals.
- If they have to cross Cotswold Avenue, practice in using the pedestrian crossing, and obeying the patrols is essential.
- Children should be warned against loitering on the way home, visiting friends without permission or talking to strangers.

## **SAFETY - THE SCHOOL PATROL**

Children who cross Cotswold Avenue are expected to use the marked crossing, and in the morning, to cross between 8.30am and 8.55am., when the patrols are on duty. This service is provided by teachers and children and it is expected that proper use will be made of it.

The Patrol operates in the morning, and again from 3.00pm to 3.15pm

Motorists stopping on the school side of the road are asked to leave plenty of room on both sides of the crossing so that the view of the children on patrol will not be impeded. This is particularly important on a wet day when there is considerable traffic congestion around the school gate.

## **SAFETY – ENTRY POINTS INTO SCHOOL GROUNDS**

### **Pedestrians**

Please use the pedestrian entranceways off Cotswold Avenue or Martbern Crescent. Do not use the driveway entranceway or staff carpark areas.

All children needing to cross Cotswold Avenue should use the patrolled school crossing directly in front of the school.

### **Cycles**

We would prefer all cyclists to enter our school grounds using the entrance off Martbern Crescent. If this is not practical then the following procedure should be strictly adhered to:

- Students entering off Cotswold Avenue should get off their cycles before entering the school ground.
- Students should use the pedestrian entranceway adjacent to the school dental clinic.
- Cyclists should walk their cycles down the pathway and place them in the bike stands.
- Students entering off Martbern Crescent should get off their cycles before entering the school ground.
- Cyclists should walk their cycles to the bike stands.
- Cycles are not to be ridden in the school grounds at any stage.
- Cyclists are not to use the school driveway or staff carpark area at any stage.
- Bicycle security is the responsibility of parent and child – please ensure your bicycle is locked to the bike stand.

## **Scooters/Rollerblades**

- All students using scooters or rollerblades should use the main pedestrian entrances off Cotswold Avenue or Martbern Crescent.
- Rollerblades are to be removed before the child enters the school playground.
- Children should get off scooters before entering the school grounds.
- Scooters & rollerblades should be carried to the cloakroom area adjacent to the child's classroom.
- For safety reasons scooters (folded) and rollerblades are to be stored in the child's school bag.
- Recent trial evacuations of students showed scooters left leaning against walls in cloakroom areas and rollerblades left on floor areas created a "tripping" danger to students and staff as they exited the building.
- Scooters/rollerblades are not to be ridden/used in the school grounds at any stage
- Students/parents on scooters/rollerblades are not to use the school driveway or staff carpark area at any stage.
- Scooter/rollerblade security is the responsibility of parent and child.

## **PARKING AT OUR SCHOOL GATEWAYS**

Please note the following parking restrictions at our school gateways:

### **Cotswold Avenue**

A three minute parking limit has been placed on all parking spaces directly outside the school gateway – from the school gateway to the school driveway entrance during the following periods:

- 8.15am – 9.15am
- 2.30pm – 3.15pm

This has been done to establish a drop-off zone outside our school gate for parents who would like to drop their children off without entering the school grounds.

### **Martbern Crescent**

A no parking area has been established directly outside our school entrance on both sides of Martbern Crescent. This restriction is for the following periods:

- 8.15am – 9.15am
- 2.30pm – 3.15pm

This has been done to provide a clear view for students and parents crossing Martbern Crescent outside our school gateway.

Student safety is paramount.

### **Private Driveways**

We receive a number of complaints each term from local residents regarding the behaviour of parents dropping off and picking up students. Residents have been instructed to record registration numbers and pass these to the Police for prosecution. Section 16 of the New Zealand Road Code includes the following statements:

You must not stop, or park a vehicle:

- Where it will be in the way of other people using the road
- Near a corner, bend, hill, traffic island or intersection if it will stop other people from seeing the road.
- On any footpath
- On, or closer than 6 metres to, an intersection – except where there are parking spaces or a notice telling you that you can park there.
- On or closer than 6 metres to, the approach side of a pedestrian crossing.
- In front of a vehicle entrance – or closer than 1 metre to a vehicle entrance.
- Next to another parked vehicle ('double-parked').
- Where there are yellow "no stopping" lines.

Please ensure you do not block residents driveway access points.

### **STATIONERY**

Most stationery that the children require can be bought at the school. Prices are reasonable and are never more than normal retail prices although we may not compete with special prices.

At the end of each year parents will be provided with a stationery pack price for the following year.

### **UNIFORM**

Cotswold School has a compulsory uniform/dress code that all students must adhere to. Our school uniform/dress code is detailed in a separate brochure which can be obtained from the school office.

### **THE SCHOOL VISION & HEARING TESTING SERVICE**

#### **Vision Screening**

The Testers visit school on a regular basis to carry out screening tests. All children are screened as five year olds for myopia, unequal vision between eyes, amblyopia (lazy eye) and for squint (turning eye).

The vision test used is a letter-matching test and does not require the child to be able to read. A cover test is done to check for a squint.

The letter-matching test is harder for some children than others and it is fairly common for a child to receive a "Borderline Pass". This means that the child can see the

equivalent of the line above a pass on the adult eye chart. These children are retested one year later and the majority are then able to achieve a pass. If your child receives a borderline pass there is no need to do anything unless you feel that the child is having visual difficulties.

There are many things that can cause visual problems, the service screens for only the most common. Should you feel your child is not seeing well, further testing may be advisable.

Once a child has passed the vision screening test, they will not be seen again until they are in Year 7 when a further distance vision test will be carried out and boys will be screened for colour vision problems.

There is no treatment for colour vision defects but it is important to be aware the problem exists as there are some occupations that require normal colour vision and testing at this age prevents wrong career plans being made.

A final vision screening test is done for all Year 10 pupils.

#### **Requesting a Vision Test**

As vision may change at any age, vision test may be repeated where there are concerns about a child, provided that the child has not been tested within the last year.

You can contact the Tester at any time to discuss concerns about your child's vision.

#### **Hearing Screening Service**

Children are tested as new entrants to school. All children receive a Tympanometry test, to check for middle ear problems, and a hearing test.

Parents are notified of all test results by a not brought home by the child.

Children who do not pass this first test are retested in sixteen weeks time and if necessary a referral letter is sent to parents for the child's doctor.

In some instances where there is no middle ear problem it may be necessary for the child to receive a further hearing test at the hospital. In this case the parent will be contacted by phone and the situation explained.

#### **Requesting a Hearing Test**

Middle ear problems can occur at any time particularly when the child has a cold, but a pass for the Tympanometry test indicates that there is no ongoing problem. Retesting is not required unless the child has a cold that lasts for longer than a few weeks.

When a child passes the hearing screening test this indicates that there is no problem with the nerves of hearing. As hearing does not change easily there is no need for these children to be retested except in specific circumstances, i.e.

1. Following a head injury.
2. Following a serious illness such as meningitis.

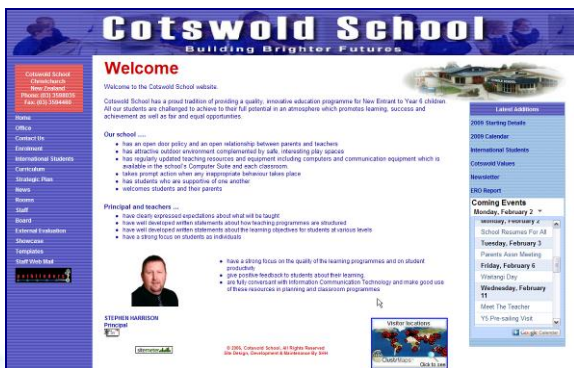
Requests for hearing test need to be discussed with the Tester. Please phone 383-9498.

Where possible request tests are done on the routine visits to schools but it may be necessary for an appointment to be made for a test to be done at the Burwood Hospital base.

## SCHOOL WEBSITE

Our school website carries a variety of information about our school. Our site address is:

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



## PERCEPTUAL MOTOR PROGRAMME (PMP)

All Cotswold School new entrant students participate in the Perceptual Motor Programme.

### What is PMP?

PMP stands for Perceptual Motor Programme. At Cotswold School we use the "Smart Start with PMP," a unique Australian programme. The Perceptual Motor Programme helps children develop motor tasks through practise and doing. Skills such as balance (required for sitting still), hand eye co-ordination (for threading, pasting, cutting and writing) and fitness are addressed in a programme which is designed to be run in all junior classrooms.

In everything we do we are using our senses of looking, listening and touching. We are then required to make a perceptual judgement about the things around us. When our perceptions are well developed, our reactions are more likely to be appropriate for a given situation. A Perceptual Motor Programme aims to give the child experiences in seeing, hearing, touching, making perceptual judgements and reacting appropriately. This is achieved through carefully sequenced activities that children enjoy doing, including running, hopping, skipping, jumping, balancing, crawling, climbing, throwing, catching, bowling and sliding.

A child needs the motor skills of balance, locomotion, fitness and eye/hand/foot coordination to function effectively. If a child has a poorly developed "perceptual world" they are often the child who has problems with inattention, day dreaming, wandering, laziness, disruptive behaviour, clumsiness etc. These are the children who become bored and frustrated with school, therefore not achieving optimal learning.

A true Perceptual Motor Programme aims to be preventative rather than curative. The programme provides a variety of

ways to develop skills and overcome the problems so that the child experiences success in the learning process and develops self esteem.

This chart shows the areas and skills gained through a well run Perceptual Motor Programme.

Children work through a sequence of activities which develop their perception and motor skills, along with their short term auditory sequencing memory (STASM). They solve problems, their language skills are developed, fundamental sports skills are learned enabling the child to move into games and sports activities, and most importantly confidence grows. The children become self assured and willing to take risks in their learning, which is very important in the classroom setting.

## PMP Programme Benefits

The Perceptual Motor Programme provides the following benefits for our students:

- Helping children with motor coordination, self esteem, cognitive development, social skills and an ability to cope better in the classroom.
- Providing sequenced fun activities.
- Helping the classroom teacher to identify children's needs in relation to hand-eye, balance, locomotion and fitness.
- Giving children strategies for problem solving.
- Covering all aspects of the Health and Physical Education Curriculum.

## Why Do We Have PMP

Cotswold School implemented the Perceptual Motor Programme (PMP) for the first time in 2002 following recognition by junior school teachers that more and more children entering the "formal" part of their educated lives are unprepared for school. They have immature skills when it comes to pencil grip, their eye hand coordination is poor (due to many hours spent in front of screens where eye movements are minimal), they are unfit, have poor balance and often have mixed laterality problems which lead to handedness problems and letter reversals in the classroom situation.

Research now tells us that if children are poorly coordinated and their brain is not "integrated (due to a lack of physical development as a preschooler and not completing the developmental progressions required for brain development) then formal tasks necessary for success in the classroom are difficult and unattainable for these children. Instead of learning being a fun and positive experience, children become turned off the education process, self-esteem tumbles and behavioural problems often begin to emerge.

PMP helps give children these foundation skills for learning that often they have missed out on so the whole learning process becomes easier and achievement and positive outcomes are the result. It is fun, practical experience for children as well as for teachers. Teachers gain a valuable diagnostic tool that is used in further programme planning. PMP is an integrated programme that includes many of the areas of the current curriculum. It is a holistic approach to learning.

### **PMP Programme Outcomes**

The PMP Programme at Cotswold School has proven to be a huge success. Results show that children are generalising what they are learning at PMP back in the classroom, especially the language and the positional concepts. The programme is having an impact on children's physical development, co-ordination, memory, fitness, balance and eye tracking. It runs like clockwork, and routines are established quickly by the children. Small groups are wonderful for the children's skill development and teachers involved believe that this programme is much better than any PE programme.

### **Parent Participation and Help**

Parents are encouraged to visit and view our PMP programme in action.

The success of the programme is also reliant on a high level of parent support in the form of parent help. No experience is necessary and full training and support will be provided. We

welcome all adult assistance and love to have grandparents, aunts and uncles involved in the programme. If you can help, we'd love to hear from you – a form is included with this information booklet. If you require further information regarding parent help, please contact the PMP co-ordinator.

### **Contact Details**

Glenda Harrison is the PMP Co-ordinator. Glenda can be contacted as follows:

- Telephone: (03) 3598035 Extension 831
- Fax: (03) 3594460
- Email: [glenda@cotswold.school.nz](mailto:glenda@cotswold.school.nz)



## **NEW ENTRANT SPECIFIC INFORMATION**

The following information is specifically for parents of new entrant students.

### **LANGUAGE**

- Language is listening, speaking, reading and writing. When children have learned to understand the oral version of the language each begins to use it herself / himself to express her/his individual ideas. The environment interests and experiences will govern needs in communication.
- A responsive adult listener will help shape children's ideas. Someone who will present good patterns of language and extend the child's vocabulary, e.g. "That a boy - yes that is a boy". This patterning is done through rephrasing and questioning.
- Children will only write and read as they speak.
- Communication is listening, speaking, reading and writing.
- Through having different experiences, e.g. playing, visiting, holidays etc. children widen their understanding of the world around them and use language to talk about what they see and do.
- Children need to talk and play with other children and to help adults with simple jobs that are fun. E.g. cooking , gardening
- At Cotswold School we have a large emphasis on Literacy by providing many varied experiences to help your child become competent in these areas

### **READING**

Learning to read is an aspect of language growth and so the reading process is interwoven within a child's total pattern of knowledge.

A reason why children may not have the skills that are necessary for good progress in reading when they enter school is that they have not had adequate experience in their preschool years.

The child who has not learned that books contain interesting ideas and that the language that he / she listens to is related in some way to the story in the book has missed some valuable learning experiences.

One way to help children understand that reading is enjoyable is for you to show it.

- Let your children see you reading, discussing what you have read.
- Read to children from enjoyable books.
- Let them join in at the favourite parts.
- Read favourite stories and nursery rhymes often.
- Join the public library

Reading to pre-schoolers makes them aware that language messages can be written down. They can understand that the sentences in a book have some relation to the pictures. Each child will be ready to read at a different time. Do not compare children. They are all different.

Books and stories are read to the children with the children and by the children

## ALPHABET

- Talk about letters, but remember letters are only parts of words. What letters are and what words are, can be confused if the wrong emphasis is placed on them.
- Lots of activities and games that involve becoming familiar with letters E.g. computer software programmes, alphabet jigsaws, family games of “I Spy” involving listening to or thinking about letters can be fun. Books that have alphabet activities in them e.g. match the letters.

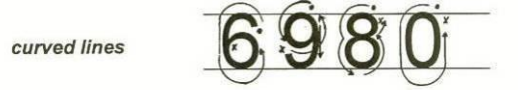
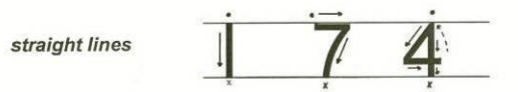
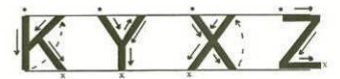
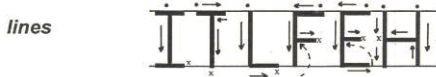
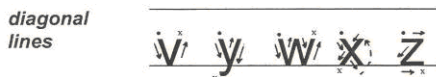
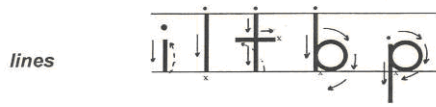
*Remember reading is more than sounding out. Reading is understanding and getting meaning from the print.*



Children need to learn to recognise the letters (upper case/ lower case) in isolation.

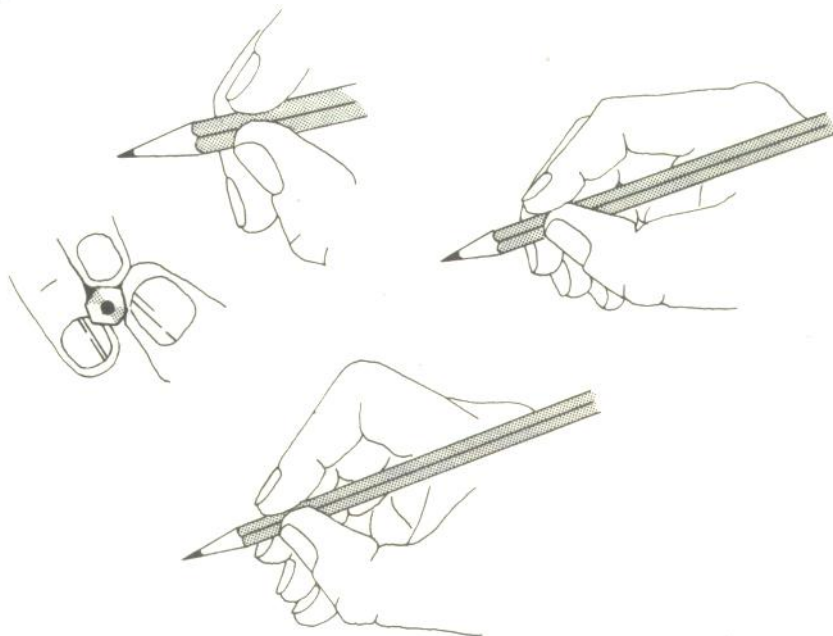
# HANDWRITING SAMPLE

This is a sample of the way we form letters.



13

14



*The correct method of holding pen or pencil*

It is important to hold the pencil like this.

## MATHEMATICS

Mathematics education aims to provide students with Numeracy skills, mathematical concepts and ideas.

The emphasis is on Number with measurement, geometry, algebra and statistics being covered.

It is important that you, as the parent talk about the things your child is doing, helping them to develop a clearer understanding of mathematical ideas and language.

Some everyday happenings which you can share and talk about with your child are:

- Reading letterbox numbers
- Cooking
- Sorting clothes, footwear, playthings
- Building and making
- Shopping and reading prices
- Games-number match, snap
- Noticing shapes, patterns, sizes, colours and numbers.

## NUMBER

You need to encourage children to become familiar with numbers.

- Children could count forwards and backwards to 20.
- Children could learn to recognise numbers to 20.
- Children could say and identify numbers that come before a given number and the number that comes after a given number.
- Write the numbers to 20

## NUMBERBOARD

1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

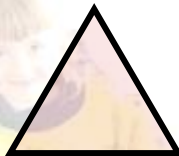
## SHAPES



circle



square



triangle



oblong



diamond



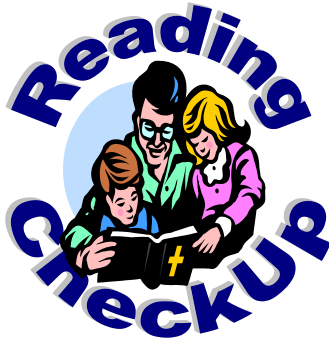
oval

## **DESIRABLE PRESCHOOL EXPERIENCES.**

- Talk to your child-this helps to develop their vocabulary
- Read regularly to your child and discuss the pictures and the story.
- Take your child places where they can see, do and experience- help your child to develop their language and knowledge.
- Leave your child with friends or relations for a while so that he/she accepts that they cannot always be with their parents.
- Encourage your child by admiring his/her work - praise lots.
- Encourage your child to be responsible for looking after his/her toys and in tidying them up.
- Try alternatives to watching the television and computer.
- Play simple games taking turns and sharing
- Learn and say nursery rhymes.
- Give your child opportunities to draw and write

*Children's understanding of any concept comes through experiences and involvement.*





## BABIES & TODDLERS - NEWBORN TO AGE 2

It's never too soon to begin reading to your child. Babies enjoy hearing a parent's voice, even if they can't understand the words. They soak up the language and attention. Toddlers and twos can listen longer and follow a simple story. They focus on the pictures, but they are learning some of "the basics" about reading, such as how to hold a book and turn the pages. They are also learning to love it.

### Does Your Child...

- Respond happily to reading by waving hands or batting the pages?
- Treat books differently than other playthings?
- Join in when you read rhymes, sounds or lines that repeat?
- Want you to read the same book again and again?

### Can Your Child...

- Hold a book right-side up and turn the pages one at a time?
- Point to something in a picture and say its name?
- Retell something that happened during the day?
- Hold a crayon in a fist and scribble?

### Not To Worry! It's Okay If Your Child...

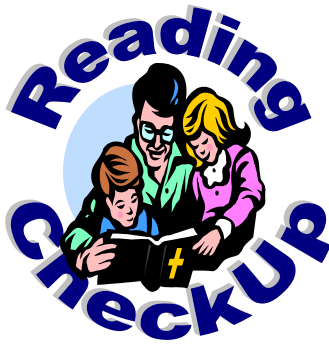
- Teethes on books or handles them roughly at first. Babies treat books like toys.
- Quickly loses interest or is easily distracted when you read. Skip to a favourite page.
- Wants to read the same story over and over again. Children learn through repetition.
- Shows little interest in reading. Put the book down and try again later.

### How You Can Help...

- Read aloud to a young baby for only a few minutes at a time. Read a little longer as your older baby or toddler is willing to listen.
- Point to things in picture books and name them. As your children learn to talk, ask them to "point and say."
- Set aside at least one regularly-scheduled time each day for reading. Make it part of your toddler's routine. Also take toddlers to the library or book store for story hour.
- Recite nursery rhymes and sing songs. Rhymes help develop a young child's ear for language.

### Book Shelf

- Cloth, vinyl and board books that are durable for babies
- Books with familiar objects for naming
- Simple stories about a toddler's everyday experiences



## PRESCHOOLERS AGES 3 TO 5 YEARS

Preschoolers are aware of print in the world around them and on the page. They may pretend to read favourite books. This “pretend reading” helps set the stage for real reading, and helps children begin to think of themselves as readers.

### Does your child...

- Retell a story by looking at the pictures?
- Pretend to read a book by memorizing the words?
- Ask questions while you are reading?
- Make marks that look like letters?

### Can your child...

- Recite nursery rhymes and sing songs?
- Predict what will happen next in the story?
- Read or recognize “Stop” on a stop sign, brand names, and other familiar print?
- Identify and name the letters of the alphabet?

### Not to worry! It’s okay if your child...

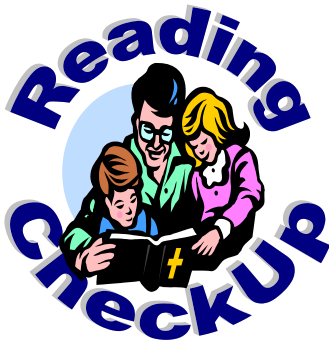
- Asks a lot of questions while you read. Children learn through talking about books.
- Can’t sit still for a story. Some children listen better while drawing or playing with a toy.
- Writes letters or words backwards. Preschoolers are still getting oriented.
- Prefers information to storybooks. Some children do!

### How you can help...

- Encourage your children to join in while you read. Pause to let them fill in a rhyming word or repeating line: “I’ll huff and I’ll puff...”
- Ask open-ended questions, such as, “What do you think is going to happen next?” or “Why do you think he did that?”
- Move your finger under the words as you read aloud. This helps preschoolers connect printed words to spoken words.
- Begin teaching the letters of the alphabet, starting with the ones in your child’s own name.
- Make letter- learning fun with markers, magnets, glue and glitter.

### Book shelf

- Concept books, such as counting books and A-B-C books
- “Pattern books” with rhymes and repetition
- Simple stories with predictable plots
- Information picture books



## SOON-TO-BE READERS KINDERGARTEN THROUGH YEAR 1

Children are “soon-to-be readers” when they know most of the letters of the alphabet and some of their sounds. They may ask, “Does this say boot?” and point to a word on the page that starts with b. They can retell a story in more detail, and may use book-like language, such as “Once upon a time.”

### Does your child...

- Tell stories that have a beginning, middle and end?
- Look at print and ask, “Where does it say this?” or, “What does this say?”
- Spend time looking at books independently?
- Choose books to read over other play activities?

### Can your child...

- Say the sound associated with each letter of the alphabet?
- Recognize and sight-read words in a favourite book?
- Answer open-ended story questions like, “How do you think that made him feel?”
- Print the letters of the alphabet?

### Not to worry! It’s okay if your child...

- Seems to be in this “almost reading” stage for quite a while.
- Writes letters or words you can’t decipher. Ask your child to read them to you.
- Mixes up letters that look alike.

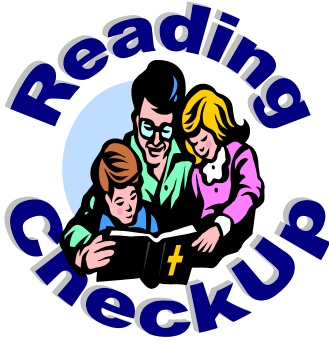
### How you can help...

- Encourage your soon-to-be reader without pressuring or pushing.
- Playfully reinforce letter names and sounds. Play “I spy something that starts with a ‘p’ sound...” or make a list together of words you know that begin with an ‘m’ sound.
- Go places and do things with your soon-to-be reader. Knowledge and experiences help children understand the words they’ll soon be reading.
- Have plenty of paper, crayons and pencils readily available for your children to use, and a place to display their pictures and writing.

### Book shelf

- Picture books with more sophisticated story lines
- Poetry and rhyming books to reinforce word patterns
- Easy-to-read books with words your child can recognize and read
- Information picture books to add to your child’s knowledge





## BEGINNING READERS - YEAR 1 THROUGH YEAR 3

Beginners stumble over words they don't know, sounding them out or guessing from their use in the sentence. Children in this stage of reading development need to see progress and often learn best through repetition. After rereading a sentence or simple book, they'll recognize more of the words and read more smoothly.

### Does your child...

- Try to sound out words?
- Guess at a word from its meaning or use in the sentence?
- Use what they know about letter sounds to spell words?
- Seem eager to read independently?

### Can your child...

- Read and use punctuation, such as full-stops and question marks?
- Recognize and read familiar words outside of books?
- Retell a story in specific detail?
- Reread a sentence or story with expression?

### Not to worry! It's okay if your child...

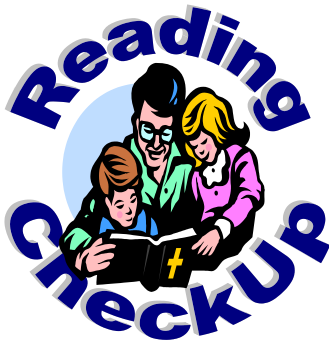
- Doesn't notice or correct all mistakes.
- Reads without expression. When your child can get past the words and focus on meaning, expression will follow.
- Makes logical spelling mistakes. Beginners spell words the way they hear them.

### How you can help...

- Let your child gradually share some of the reading aloud. You read a sentence, paragraph or page, then it's your child's turn. Take over if your beginner seems tired or discouraged so that reading continues to be enjoyable, not just hard work.
- If your child can't sound out a word, suggest skipping it, reading the rest of the sentence, and deciding what word would make sense.
- Leave notes for your child to discover and read on the refrigerator or in a lunch bag.
- Take your new reader to the library to sign up for his or her own library card.

### Book shelf

- Read-aloud books with stronger plots and higher vocabulary
- Easy-to-read books your child can read alone
- A variety of genres, including non-fiction and poetry



## DEVELOPING READERS - YEARS 3 AND 4

Developing readers recognize many more words on sight than they did as beginners. They combine strategies, using meaning as well as “sounding out” words they don’t know. Sometimes they substitute words that are similar in appearance and meaning, but they are becoming more skilled at catching mistakes. Developing readers are also becoming better silent readers. And they write more!

### Does your child...

- Read silently when reading to him or herself?
- Seem aware of mistakes and try to correct them?
- Use more than one reading strategy to figure out new words?
- Read chapter books and other items that cannot be completed in one sitting?

### Can your child...

- Find information in a book or on a computer without help?
- Read aloud with expression?
- Write words using conventional spelling?
- Leave phone messages, make lists, send e-mail and do other kinds of writing?

### Not to worry! It’s okay if your child...

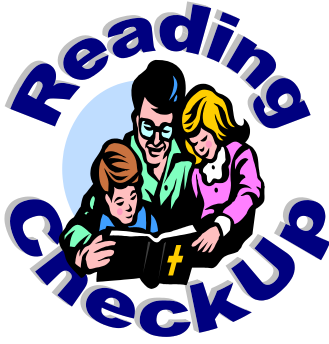
- Still sounds choppy when reading aloud. Rereading can help smooth it out.
- Makes spelling mistakes. Spelling patterns take time to learn.
- Reads books that may seem too easy. Your child is building confidence as well as skills.

### How you can help...

- When your children read aloud, help them catch and correct their own mistakes by asking guiding questions. For example, you might ask, “Does that word really make sense here?”
- What letter does it start with? What do you think it could be?”
- Talk about the books you read together, and also about the books your children are reading on their own.
- Don’t stop reading aloud! Developing readers can read simple chapter books alone, but they still need you to help read the kinds of books that will challenge their thinking and build their vocabulary.
- Suggest that your child read to a younger brother, sister or neighbour. It will be good practice, a chance to show off skills and an inspiration for the younger listener.

### Book shelf

- Novels for “middle readers” that you can read aloud together
- Information books for young readers
- A variety of genres, including biographies, humorous stories and poetry



## INDEPENDENT READERS – YEAR 4 AND UP

Independent readers have mastered basic reading skills and can teach themselves new things by reading. The more they read, the more their skills improve. Independent readers are also independent thinkers. They are beginning to interpret or “read between the lines,” and respond critically to what they read. Thanks to your involvement, they are off to a healthy start toward a lifetime of reading.

### Does your child...

- Read different kinds of writing, such as news, information, poetry and stories?
- Talk about books and find meaning in the stories?
- Read for information and to learn new skills?
- Read for pleasure, not just for school?

### Can your child...

- Read aloud smoothly and with expression?
- Interpret what the writer is trying to say?
- Write longer and more interesting sentences than before?
- Spell most words correctly?

### Not to worry! It's okay if your child...

- Doesn't like to read aloud. Silent reading goes a lot faster.
- Still reads picture books. Many are quite sophisticated and written for older readers.
- Makes spelling mistakes. Help your child create a personal list of difficult words to spell.

### How you can help...

- Continue reading aloud books that challenge your child's listening vocabulary and thinking skills. Reading books that are above your children's level will help them grow as readers.
- Encourage your child's independent reading by providing a steady flow of books and conversation about them.
- Help children who seem to lose interest in reading find the time to read at home for personal enjoyment. Check to see that their lives haven't become overly scheduled.
- Help your children find more reasons to write. Enlist them in taking messages, making up the shopping list, writing letters, and answering e-mail.

### Book shelf

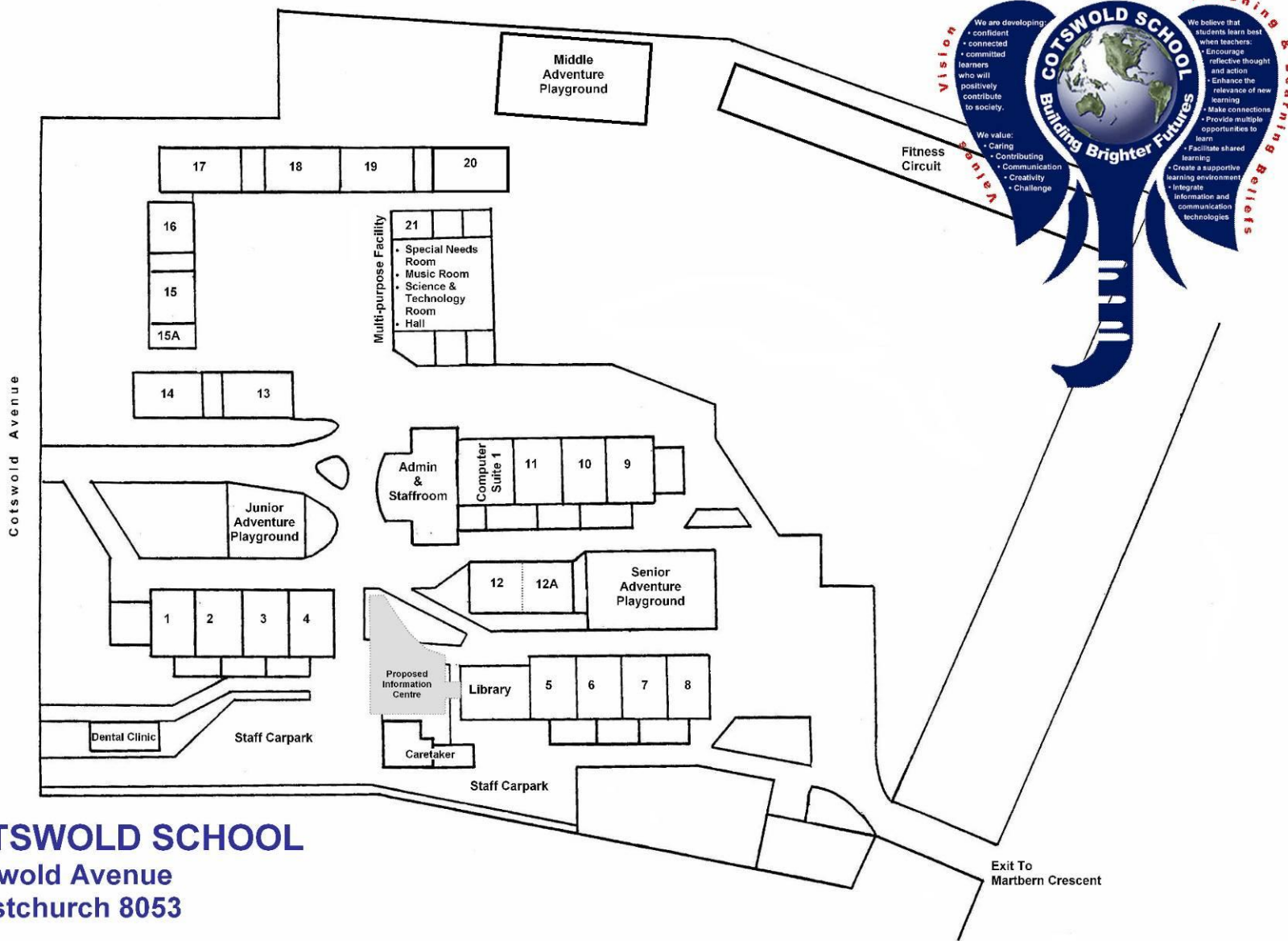
- Classics and other more recent novels to read aloud together
- Longer chapter books for “middle readers”
- A variety of genres, including biography, fiction, non-fiction and poetry

## Is your child ready for school? (This is a guide only)



- Can she/he recognise their name?
- Can she/he write their name?
- Does she/he know their address and telephone number?
- Can she/he dress themselves?
- Can she/he tie their shoe laces?
- Does she/he know how to use a handkerchief?
- Does she/he know how to use and flush the toilet and wash their hands afterwards?
- Can she/he hold a pencil correctly?
- Does she/he know the road rules?
- Can she/he use the scissors correctly?
- Can she/he recognise colours?
- Does she/he know the letters in their name?
- Is she/he aware of alphabet letters?
- Can she/he manage a lunchbox and knows what to have for playlunch and lunch?
- Can she/he do up their school bag?

**COTSWOLD SCHOOL**  
 Cotswold Avenue  
 Christchurch 8053



**COTSWOLD SCHOOL**  
 Building Brighter Futures

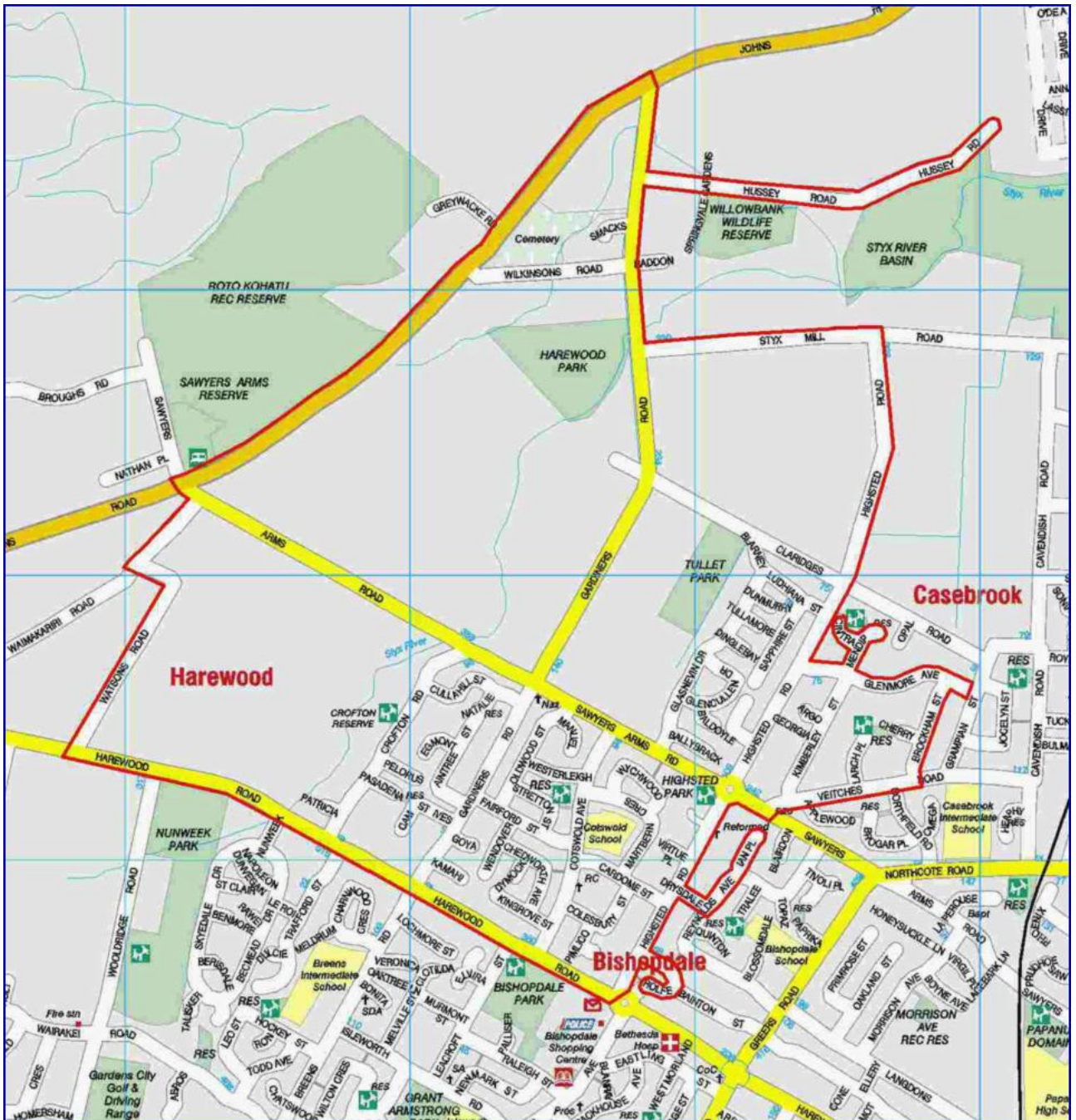
**Vision**  
 We are developing:  
 • confident  
 • connected  
 • committed learners who will positively contribute to society.

**Values**  
 We value:  
 • Caring  
 • Contributing  
 • Communication  
 • Creativity  
 • Challenge

**Teaching & Learning Beliefs**  
 We believe that students learn best when teachers:  
 • encourage reflective thought and action  
 • Enhance the relevance of new learning  
 • Provide multiple opportunities to learn  
 • Facilitate shared learning  
 • Create a supportive learning environment  
 • Integrate information and communication technologies

Rooms 1-4

COTSWOLD SCHOOL ENROLMENT ZONE



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