

# Rolleston

## Christian School

### School and Whānau Partnership Handbook



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# Introduction

Dear Parents,

It is an honour to be able to partner with you in the education of your child/ren.

Educational research shows that strong partnerships between home and school have a positive impact on children's achievement. We take this partnership very seriously as we endeavour to assist you in the important role you have of raising your children, through providing a high quality education that allows your child to grow as the person God has designed them to be.

As educators, we draw from our professional knowledge, experience and support networks to create positive learning experiences for your child/ren at school and are here to help you to support your child/ren's learning at home. As parents you have a depth of knowledge about your child/ren, and as educators your willingness to share this with us is invaluable as we seek to understand your child as both a person and as a learner.

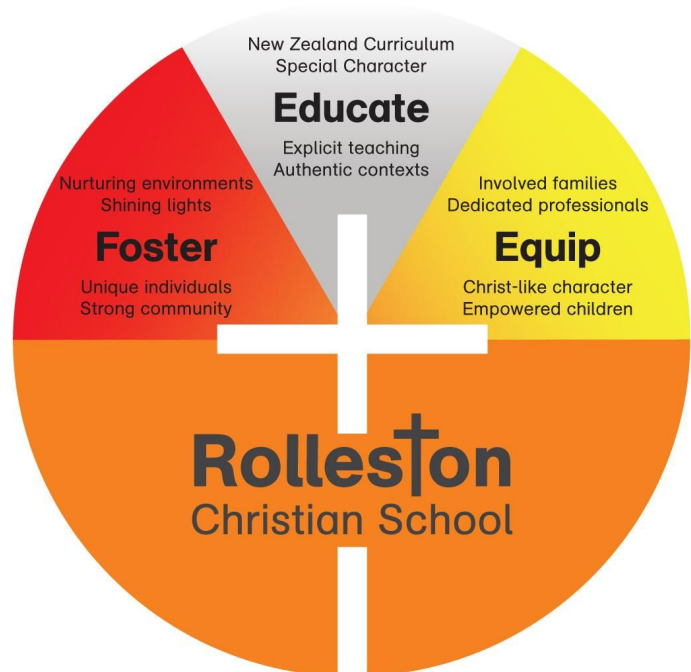
We hope you will support our vision of Christ-like, creative, 'critical-learners' bringing Light to the world, as we develop a deeper understanding of what is important to you and how we can partner together to see all these things come to fruition.

At Rolleston Christian School we are building a God honouring learning community. Communities are places where people share laughter, tears, strengths, weaknesses, successes and mistakes. Communities are not always tidy or perfect, but it is in community that people flourish and great things can be achieved.

I invite you to be an active part of the community and join the exciting journey we are on!

Many blessings,

Liz Horn  
(Principal)



## 2019 @ RCS

### Theme for the year

Our values statement is “Through our faith we HELP (hope, excellence, love and peace) bring light to our world.”

This year we will be doing an in-depth exploration of Hope. Starting in Term 1 by looking at Hope in our Living Christianly Programmes, Circle Times, and LIGHTS programme. In Term 2 we will look at how Hope links with Excellence, then in Term 3 we will explore how Hope links with Love and to finish off the year we will investigate Hope and Peace together.



Each week there is a memory verse that relates to what the children are learning about that week in Living Christianly and Circle Time. Be sure to ask them about this and explore the concepts together at home too.

Our Home Learning this year will take a slightly different approach. We will provide ideas but would mostly love for you to take the opportunities authentic to your family to develop your child's love of learning and work together to bring Hope to your situations.

### LIGHTS

Our LIGHTS projects are directly linked to our values. The students will explore big ideas in relation to the values and take part in authentic projects that help them to live out the values they are exploring. We have big, authentic ideas within a context that will guide the learning that takes place throughout the year. This year we are beginning with an exploration of ‘Food’ and ‘Food Production’ and then we will see where this takes us!

LIGHTS projects are a wonderful way for parents and other family members to get involved with the children's learning. If you or anyone in your family is knowledgeable about food and food production, or any of the projects that come out of our exploration then please let us know.

We will be providing you with information about each of the stages involved in the LIGHTS process throughout the terms. Please be sure to keep up-to-date with these so you are able to support the learning at home.

### Areas of Strategic Development

As a Board of Trustees and Leadership Team we have looked at the progress we made as a school in 2017 and have made strategic decisions about the next steps of development towards becoming the most effective school we can be. With Excellence as one of our values we are committed to continual improvement and development as a school, but know this occurs when everyone is focussed on 2-3 strategic areas. You can understand more about our strategic direction by going to the home page of our website. We encourage you to do this!

Our foci in 2019 are:

### **Building the HELPer Culture**

We are looking at ways we can encourage the children to reflect our values of Hope, Excellence, Love and Peace in everything they do. We also want to help our wider school community to build an understanding and vision for the HELPer culture. This year we will be taking this deeper through the development of leadership at all levels of the school.

### **Outward Focus – Deepening our Learning**

We are part of an international project called New Pedagogies for Deep Learning (NPDL). This project will help us to take our authentic, rich learning approach to a new level of depth. The project is three years long, with this being our second year. We will be working with CORE education in the implementation of this.

### **Engaging and Developing Self – Developing our writers**

Our achievement levels in writing do not currently match our achievement levels in maths and reading. We will be focussing on the social nature of learning and developing the skills children need in order to capitalise on the benefits of the social nature of learning.

## Some Practicalities

### Dropping off and picking up your children

In the morning you will be able to use the bus turning bay to drop children off. You are also welcome to park your car and bring your children down to the classroom block if you prefer. We ask that you drop your children off no earlier than 8.30am in the morning, as before this the staff will all be engaged in a morning meeting and are unable to supervise them. Papa Jacks do provide before school care on-site, but we ask that you respect their services and officially register your child if you are needing to drop them off at school before 8.30am.

For health and safety reasons we ask that you park your car and physically collect your children at the end of the day. This is so we can ensure that no children are going into the car park unsupervised. If someone unknown by the staff will be collecting your children please let the office know. We ask that you use the pedestrian crossings provided, both to keep yourselves safe and to set a good example for the children. Our carpark is a busy place so please respect the official markings in the carpark, leaving disability parks for those who need it and not parking on the yellow lines.

We ask that you wait outside the classroom block until your child/ren have been released by their teachers. With the open spaces it can be distracting for the students if adults are chatting with one another in the learning space. The children will exit from the external door in their kohanga room, so waiting outside this door is best.

If your child is in Year 7 or 8 they go to technology on a Wednesday morning and therefore need to be at school promptly at 8.30am in order to catch the bus to Lincoln Primary. Please ensure you are on time and if running slightly late ring the office to let us know.

### Uniform

The official school uniform can be purchased from the school office. Our uniform is designed to be as child friendly and cost-effective as possible. The same uniform can therefore be worn all year round. Please ensure your child wears their uniform with pride.

The official school uniform consists of:

- RCS polo-shirt.
- RCS sports shirt
- RCS polar fleece.
- RCS hat.
- Boys - RCS shorts.
- Girls - RCS skort.
- Optional Unisex Winter Pants

To go with the uniform you will need:

- Plain black shoes or sandals.
- Boys - plain black socks.
- Girls - plain black or white socks, or plain black stockings in winter.
- Girls - hair ties and bands need to be orange, blue, white or black.
- Black thermals can be worn underneath the uniform during the winter.
- Any type of appropriate black shorts are to worn with the RCS sports shirt.
- Black exercise shorts are to be worn with the school sports top.

Note:

- Students are not to wear jewellery, unless it has cultural significance and a member of staff has approved it. Basic earing studs can be worn.

- As a health and safety precaution all long hair should be tied back.

On days that your child has PE, please ensure they are wearing appropriate footwear for this.

We ask that you name all items clearly, particularly the items that children take on and off regularly, eg. Socks, hats and polar-fleeces.

#### Summer Uniform



#### Winter Uniform



### **If your child will be absent**

If your child will not be at school for any reason please call or email the office before 9am and let us know. \* If you know in advance that your child will be absent, including appointments during school time, please let the office know as soon as possible. In the event that your child will be absent for a period of time (eg. overseas holiday) you will need to apply, in advance, to the Principal in writing. This type of absence is discouraged and will be recorded as an unjustified absence. Research shows that levels of attendance have a direct impact on children's achievement, so please think carefully before allowing your child to take time off school. Please refer to our Health and Safety programme for our policy about when you should keep your children at home.

\* Please inform the office by 8.30am if your child is sick and not able to attend technology of a Wednesday.

### **Eating at School**

As a school we have a zero-waste philosophy. Please keep the rubbish in your child's lunch box to a minimum.

High levels of sugar are not beneficial to student learning. We advise children to have a drink bottle but please only give your children water to bring to school and provide low sugar food options for eating during the school day.

The children eat at three points during the day. We suggest for younger students that you organise their lunch boxes so they are aware of what to eat when.

Their first snack is eaten during Feed and Read, inside. This snack should therefore be something the children can eat while listening to story and not create a mess. We suggest some form of fruit or vegetable.

The majority of children eat their second snack inside also, so again please make sure this is a tidy type of food. We suggest a more substantial carbohydrate at this time, such as half a sandwich.



Lunch is eaten in whanau groups at 1pm, where the children are supervised for 15 minutes. Please ensure the children have a healthy lunch that will sustain them until the end of the day.

### **Wheels Day**

Wednesday is Wheels Day, so students are able to bring along their scooters, skateboards or roller skates. A helmet is recommended for scooters etc but is compulsory when biking. We have a bike track in the food forest that is also open on a Wednesday. This bike track requires a reasonable level of skill. We suggest you look at this with your child first before sending their bike to school.

### **School Documents**

All our school documents provide valuable information that we advise you to familiarise yourself with. Our documents can be accessed from our school website.

### **Before and After School Care**

'Papa Jacks' run a before and after school care programme from our premises. They provide a high-quality service that children enjoy. If you would like to know more, ask at the school office for one of their brochures.

### **Privacy**

At Rolleston Christian School we take your privacy, the privacy of your children, and the privacy of our staff very seriously. We believe this develops a safe environment for you, your children and our staff, both emotionally and physically. We also recognise the need for privacy in the cyber world. The school follows the guidelines below to protect the privacy of all members of the school community.

#### ***Use of text and images***

- Parents will sign a permission slip each year that gives the school permission to use photos of children on the school website and other publications that are available in the public arena.
- Whenever possible, the names of students will not be attached to a photo in a public forum, unless specific permission has been sought from the parents.
- Student work will not be published in a public forum, unless the student has given permission for this to be done.
- Members of the school community are not to name any children in school-based photos they might share with others in a public forum, including Facebook.

#### ***Reading or downloading school material***

- The school is able to access information about the specific people who open the school newsletter.
- The school, should it choose to, can access information about the people who are looking at the school website and their activity on there.
- The school will only use this information for the purpose of improving systems of communication with the school community and will not share it on any public forum.

#### ***Personal Information***

- In order to ensure the health and wellbeing of our students we collect important information and record this on our school's Student Management System (SMS).

- The SMS is a secure site that can only be accessed by school staff and a trusted technical support team.
- The school will only share this information with external agencies or persons when it is necessary to enhance a student's well being or their academic success, and will generally only do so with parental permission.

#### ***Emails***

- Emails that are sent to a member of staff may be forwarded to other staff members or external agencies in order to address a child's needs.
- We keep your email address private from other school community members, unless we have sought permission from you to share it.
- All emails sent from the school will be sent as Bcc, unless it is a group that has already shared their email addresses with one another, such as a sports team.

#### ***Online Forums***

- Parents are to respect the privacy of school staff and are not to request them as friends on Facebook.
- Students will have authority over any of their work being posted online.

# Understanding the School Day

## Teachers involved in your child's learning

There will be a number of teachers involved in your child's learning and development. There are a number of reasons we believe that a team of teachers working together for the good of your child is best for your child and their education. Firstly, it is natural that different people are drawn to different types of people. Having 2-3 adults that your child can build strong relationships with increases the chance of having a teacher that they connect with strongly. This increases your child's sense of security at school, which will in turn increase their academic progress. Secondly, God designed each of us with different gifts and talents. When teachers work together in a strong team they are able to provide the very best educational experiences in a wide variety of areas and can teach to the strengths they naturally have, allowing your child to have the best possible learning opportunities. Teachers working collaboratively also helps to narrow the range of abilities one individual teacher is trying to accommodate for. This allows teachers to develop comprehensive learning activities for the narrower range they do have, meaning your child's learning tasks will be more focussed on their individual learning needs. Your child will have a 'Kohanga Teacher'. Kohanga means 'nest', so these teachers will be your primary point of contact with any questions you have regarding your child's learning. If they do not teach your child in a specific area they will know who it is that does.

## How the learning day is structured

The day is broken into four parts. This allows for maximum learning time for your child, while also giving the children plenty of opportunity for refreshment throughout the day. This is what the regular school day will look like, but there will be times when this programme is not followed in order to accommodate for special events or learning activities.

### Te Mahuri Years 7-8

The children in Years 7 - 8 are working as an independent group to the Year 3 - 6s this year. This is to allow them to become more independent, learn collaborative skills in working together, develop/adopt greater roles of responsibility and develop as roles models to younger peers. As a result we will be focussing on the skills required to undertake tasks and developing their learning habits.

**Before school**, children are expected to come into the classroom to drop off bags etc., get out books, pencils ready for Maths and then to carry out any assigned morning jobs. Once this is completed they should be outside enjoying the day before settling. Once the bell goes the children have two minutes to be inside and seated ready to start the day.

### Block One

Welcome and introduction to Te Reo Māori 8.55 - 9.05

Maths 9.05 - 9.55

We will be working on number knowledge and strategies with a specific termly focus. Often this will be tied in to another topic such as LIGHTS.

*First Break – 9:55 - 10:05*

### Block Two

#### Feed and Read 10.05 - 10.15

A book read to children by Mr Marshall while they have their snack of vegetables, nuts or fruit. Please ensure this is packed in such a way that the children do not have to have their whole lunch box out to get this. During this time children will be taught reading strategies and questioned on inference and comprehension.

#### Literacy 10.15 - 11.00

This is the opportunity for the children to develop their skills in communicating with others verbally and in written form. We will be focussing on specific skills throughout the term. We have found that children who are avid readers are usually also great communicators. Therefore please encourage your children to find an author they love and ensure they read for at least 20 minutes each day as part of their home learning.

#### Second Break - 11.00 - 11.30

### Block Three

#### Reciprocal Reading 11.30 - 11.50

Children will work in small groups and develop their reading, interpreting and questioning skills.

#### LIGHTS 11.50 - 1.00

Each term we will introduce a topic to the children. We will provide some background information and the children then consider points they feel would be interesting to further research. They need to develop a mini project that they will complete by the end of the term. The outcome may be a physical activity, report or even create a workgroup that may continue in the activity. The children will work in small groups and develop collaborative skills and the ability to work in teams to a set timeframe. By using an Inquiry model we are expecting the children to continually question both the question/task and the process. We want them to complete a substantial piece of work that has contributed to their learning and also their ability to learn.

*LUNCH. 1.00 – 1.15 Students will sit and eat their lunch with their Whānau Group until the bell rings at 1.15pm. The older students will be expected to be responsible mentors to the younger children.*

*Play Time - 1.15-1.50 Students are free to play outside. A number of clubs and roles of responsibility (eg. PALs, Peer Mediators) will be undertaken at this time.*

### Block Four

#### Silent Reading: 1.50 - 2.05

Children select a chapter book that they will read for approximately 2 - 4 weeks. Our aim is for the children to be immersed in the story and develop a love for reading.

#### LIGHTS/Physical Education/Health (alternating): 2.05 - 2.30

LIGHTS is as per above.

In PE children will be undertaking short skills lessons and are given the ability to practise these in a short 'game' environment. At other times the children will be examining issues re Health and growing up as they enter their teenage years.

#### Duties: 2.30 - 2.40

On Thursdays at the 2.05 - 3:00 slot children will participate in Performing Arts, either: Kapa Haka, Choir, Improvised Instruments or Ukelele.

On Fridays, the school day starts with Assembly and then the children participate in Whanau groups. Please see below for further information re these sessions.

Living Christianly 2.40-3pm Each day, class will end with a devotion and reflection based on the biblical teaching of that week.

### **Te Pihinga Years 3-6**

It is our expectation that the children in Years 3 to 6 are able to look after their own belongings, act responsibly towards others, take notices home to parents and be aware of upcoming events. Students in Te Pihinga are expected to treat school property and the property of others with respect and care (Kaitiakitanga). Children are placed in a Kōhanga (home class) that is a vertical grouping. Learning groups for core subjects are different to their Kōhanga and based on learning needs and academic level. At times children will also work in their years levels, for example for Circle Time (social skills), Health (Kia Kaha Police Anti-bullying programme), or LIGHTS (project based learning), in order to best develop their social and emotional learning.

**When arriving at school**, children should enter their class through their Kōhanga door (not the main double doors). As they enter, they are expected to take their shoes off and place them in their cubby along with their school bags. They should then check they have a sharp pencil ready to go and then settle to either outside play (weather permitting) or a quiet activity indoors (such as reading, board games, drawing or craft in the shared space). When the 8:55am bell rings, children playing outside need to come inside, and may begin a quiet indoor activity. At 9:05 music will play, activities are packed up and children meet in their kōhanga room. When inside during learning time, school wide expectations apply.

### **Block One**

Living Christianly 9:15 - 9:55 (Monday and Wednesday)

This time is spent looking at people and lessons from the Bible and how they are relevant to our lives today. We also spend time in prayer for each other, our school, our churches and specific situations, and learning memory verses for the week. On Monday mornings, we have Circle Time, which involves looking at life lessons and social skills.

L.I.G.H.T.S. (Project Based Learning) 9.15 -9.55 (Tuesday and Thursday)

During this time students will explore interesting and relevant topics following our LIGHTS Inquiry cycle. LIGHTS is integrated with literacy and maths which allows children to continue to grow in these areas. LIGHTS also focuses on skills such as communication, collaboration, creative and strategic thinking and problem solving.

*First Break – 9:55 - 10:05*

### **Block Two**

**Read and Feed - 10.05 - 10.15** This is a full school time where students are to eat a healthy, substantial snack while they listen to a story being read aloud. Reading aloud to children is an essential part of developing a love of reading, increasing vocabulary and improving comprehension skills. Students will be given a choice as to which book they choose to listen to. Please have a conversation with your child before they come to school about the best choice of snack for this time. It needs to be quick and easy to access and should be tidy and easy to eat, and is a brain food snack - not a meal!

**Maths Time – 10:15 - 11:00**

During this time students are given direct instruction in small groups around their individual learning needs in maths. Students will engage in small group instruction with teachers and will also complete a number of individual or group activities that support their learning.

*Second Break – 11:00 – 11.30 Students will be given time to eat and play outside.*

### **Block Three**

Writing-11:30 - 12:10 Children will have specific instruction at their writing level in different genre. Where applicable, writing will be linked to our current LIGHTS inquiry.

*Fitness- 12:10 - 12:20 Children do fitness outside with their writing class.*

Reading- 12:20 - 1:00pm In Te Pihinga, we are using aspects of the Daily Five reading programme to extend our students' reading skills. When fully introduced, this programme includes rotations of Read to Self (independent reading), Read to Someone (which will be regularly timetabled for after lunch to help settle the children for the afternoon), Listen to Reading (online/recorded stories), Word Work (spelling and punctuation work) and Work on Writing (independent writing activities). Daily Five allows for choice within the programme, as well as time for conferencing between teachers and students (both individually and in small groups). Full hub lessons for specific reading strategy instruction also occur during this Literacy time. Your child will also have group reading with a teacher, working on reading comprehension and reading strategies. As choice of reading material is an important part of the Daily 5 philosophy, your Year 3 child may bring home a book to read that they have not read with the teacher. Year 4 - 6 children are expected to read a book of their choice every night for 15 minutes.

*Lunch – 1.00 – 1.15 Students will sit and eat their lunch with their Whānau Group until the bell rings at 1.15pm.*

*Play Time - 1.15-1.50 Students are free to play outside.*

### **Block Four**

Literacy - Daily 5 "Read to Someone" 1.50 - 2.05. Children will read a book of their choice (from their selected books) to a buddy. This is part of the Daily Five literacy programme.

LIGHTS (Monday and Wednesday) – 2.05 – 2.45

Following on from the morning lesson, students will at times work independently and in groups.

Physical Education (Tuesdays) - 2.05 - 2.45

Performance Arts (Thursdays) - 2.05 - 2.45. Children choose either Ukulele, Choir, Kapa Haka or a similar music option.

Pack Up Time, Reflection and Prayer 2.45 - 3pm. Children that are current monitors will complete their responsibilities, everyone will stack chairs and do general tidying. Then the children meet together and reflect on their day and finish with prayer.

On a Friday the programme is different and includes Assembly, Whānau Group time, Physical Education, Art, Music and Reading (Daily Five).

### **Te Kakano (Years 1-2)**

Te Kākano is all of the juniors from new entrant to year two.

Mrs Lynda Siave is the team leader for this area and will begin a new kōhanga during the year.

Miss Emily Langridge is responsible for Mikimik (Year 0/1)

Miss Kendra Liggett is responsible for Kōwhai (Year 1/2)

Mrs Lynn Alcock (Mrs A) is responsible for Mānuka (Year 1/2)

**Picking and Dropping off Children-** Children are to be taken to school through the outside door of their kōhanga room. Please wait for your children at the end of school outside your kōhanga door. Until we are in our new building Kowhai have their door where the main doors of the school building are. If you have older children please pick up your youngest child first, no later than 3:10 pm please.

### **Explore Time – 8.30 – 9.00am**

From 8.30am there are developmental activities set up in the learning spaces. When you arrive at school please help your child to prepare for the school day (bag away, book bag in the right place etc) then help them to settle into an Explore Activity which will become their Learning through play for the rest of the morning.

### **Block One**

**Learning through play continues while teachers take their groups for maths.**

Numeracy Time 9.00 – 10.00am

During this time students are given direct instruction around their individual learning needs in maths. Students will engage in small group instruction with teachers and will also complete a number of individual or group activities that support their learning.

### **Hui time – 10.05 – 10.15**

Students gather together with their Kōhanga and teacher. They will have time to talk about the day, pray and read a big book together exploring early concepts about reading.

### **Learning through play continues – 10.15 - 11:10**

While children explore play the two teachers will be withdrawing groups to a quiet space to teach instructional guided reading.

**Snacking:** Children are allowed to snack when they feel they need to. They will be encouraged to take this during the learning through play time. There is a designated area in the play space for food to be consumed. We encourage the children to choose food that keeps their brains active. For example, fruit, vegetables, some kind of protein like cheese, yoghurt and complex carbohydrates such as crackers and bread. Please keep the sweet foods or salty chippies etc separated for lunch time. It is a good idea to separate the snacks you want your child to have into two containers and lunch in the larger lunch box. Also provide a drink bottle with water only in it. Please have all containers well named to avoid disappointing mix ups at snack time.

### **11:50-11:30- Break time**

Students are supervised by the duty teacher.

### **Block Two**

11:30- 12:10 **Learning through play and reading** continued as above

12:20-1:00 **Instructional writing, phonics, handwriting** will be taken with a teacher that is responsible for their level of ability.

### **Lunch – 1.00 – 1.45**

Students will sit and eat their lunch, in their whanau groups, for 15 minutes then will be given time to play outside. Staff check the lunch boxes of junior students in order to ensure they have eaten enough.

### **Block Four - 1.50 – 3.00**

Living Christianly – 2:00-2:20 pm

-During this time the students will spend time learning about the Bible and discussing ways it relates to our lives, singing worship songs and praying for one another.

Monday and Tuesday 2:20-2:40 – **LIGHTS**

Thursday – 2:00-2:30 **Kapa Haka**

Thursday-2:30-2:50 **TK assembly**

**Friday** – different timetable to rest of the week

9-10:05 Learning through play, singing, go-noodle (fitness/dance)

10:05-10:15: Hui time

10:15-11am Whanau group time

11-11:30 break time

11:30-12:05 Snack time in kōhanga, Circle time and Art

1:00 Lunch time

1:50 - 3pm: PE (physical education), Poetry

## **Assemblies**

For the first half of this year assemblies will be run slightly differently as it is too difficult to fit the school into an easily accessible space. The hubs will therefore have separate assemblies. Te Kakano will meet for assembly at 2.30 pm on a Thursday afternoon, and Te Pihinga and Te Mahuri will meet for a devotional assembly time at 9am on Friday morning.

Parents are welcome to stay for this time. This is a time for students and teachers to connect, and honour God at the end of the week, and for the full school community to focus in on and celebrate the learning and growth that has occurred during the week. Certificates are given out during assembly. These focus on the ways children have grown in relation to our values through their learning activities and social interactions. If your child is receiving a certificate you should be notified earlier in the week.

## **Whanau Groups**

When your child/ren start at RCS they will be placed in one of our four whanau groups, and will remain in this group for the remainder of their time at RCS. Whanau groups are an opportunity for students to mix with children of different ages. We do a number of school learning, sporting and cultural activities in whanau groups. The groups work together on a project every Friday. The children also eat lunch together as a whanau group.

Each Whanau group has a colour. Often the children will be asked to wear whanau group colours on a special activity day, such as sports days or whanau group learning days.

Piwakawaka – Blue

Pukeko – Red

Toroa – Yellow

Kiwi - Green

## **What your child needs for their learning**

In order to learn effectively children need the correct equipment with them at all times. The amount of learning time that can be wasted through the lack of appropriate equipment can be detrimental to a child's learning. We will always teach and encourage students to look after their equipment, but if you could ensure that your child always has a supply of the things found on their stationery list, particularly a good quality pencil, it will help their learning.

## **Emotionally ready for learning**

It is important that children are emotionally ready to learn in the morning. If there is anything that might have occurred that may hinder their readiness to learn, please let the teachers know first thing in the morning, so they are able to work through this with your child. Sleep quality can also have an impact on your child's readiness to learn. Please ensure they are having a good amount of sleep, and if their sleep is disturbed for some reason please let the teachers know.



# Learning at Home

## Philosophy for quality learning at home

Children are learning all the time and they learn in a variety of ways. Although the structured learning that takes place during the school day is vitally important, so is the learning that happens in your home. This learning should complement what happens during the school day, but does not need to be dictated by it.

As a parent, you are the adult facilitator in your child's learning at home. Work does not need to be completed independently by your child then sent to school for correction, but rather the learning tasks can be done with you, so that your child is learning in that moment. It is important that as you are doing a learning task you are focussed on what your child is learning through the activity. The success of the activity is not in how perfect the end product is, but in the quality of the child's learning.

Never underestimate the importance of day-to-day activities in your child's learning. Encouraging curiosity and discussing different things is extremely valuable. Taking your child on a bushwalk, doing the gardening or baking a cake, are all very valuable learning experiences. Encourage your child to ask questions during each of these activities and engage in the conversations or investigations that will develop an increased level of understanding in your child. Reading to your children, engaging in conversation with them and engaging in child-led play with your children all promote positive learning dispositions in them.

For more information about Learning at Home please see our website

## Daily practise

It is important to practise simple things at home with your children every day. There are many fun ways to do this. We are happy to give ideas, but we also suggest you get creative in the ways you practise things at home.

Practise with Years 1-2

- Counting. First in ones then in twos, fives and tens. Forwards and backwards.
- Spelling. We will work collaboratively with you to determine weekly spelling lists. This will be dependent on readiness.
- Alphabet or Sight words. We will work collaboratively with you to determine weekly word lists.
- Your child's **take home reading book** is an integral component of the school reading programme. The book will be selected for your child or by your child so that they can practise and enjoy reading. This book will be at the easy level for your child.
- We ask that you and your child spend up to 15 minutes reading and talking about the book. Your child should be reading the book with fluency and phrasing. This means that they will not be regularly stopping on unknown words and will be reading with the punctuation within the book (i.e stopping at full stops, pausing at commas, etc). If your child is stopping on many unknown words, please let your child's teacher know so that an appropriate level of text can be found. The easy level of text is most important, as we want the Home Reading experience to be as positive as possible for you and your child. Praise your child regularly as they read.
- Your child's **home reader** is two to three levels below the level of the book that they are using in the classroom. The classroom book is used by the teacher to give explicit instruction in reading during Guided reading groups. Home reading enables your child to practise and consolidate their learning. This practice is most important in ensuring that your child continues to gather reading strategies. Revisiting a particular book over a couple of nights can be very beneficial in developing reading confidence and consolidating reading strategies. Do not be alarmed if your child brings

home the same book over a few nights or has a repeat book several days later as they will be getting a variety of readers at school during reading instruction. Children often feel safe reading the same book over and over and they will still benefit from reading familiar text.

- When your child has read to you, consider a few of the following:
  - Ask a few simple questions based on the characters in the text or the setting of the book.
  - Focus on an illustration and ask your child to retell what is happening within the illustration. Ask you child-what happened before this? And what happened after this?
  - Ask your child to retell the story in their own words.
  - Encourage your child to talk about any similar experiences that are relevant to the book.
  - Ask your child to locate words that begin or end with a particular sound.
  - Identify words that are repeated throughout the book.
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- In the earlier levels of the text the illustrations are highly supportive of the words within the book. Encourage your child to use the illustrations to help them read-please don't ask your child to read the book with the illustrations covered. As levels become more challenging, illustrations will become less supportive.

#### Practise with Years 3-6

- Maths – Basic facts (addition and subtraction up to 20 - aim for instant recall) and Times Tables – through websites or games, or flashcards.
- Spelling. Your children will have weekly lists to work through.
- Reading. The more your children read at this age the better. Discussing what they have read will help to increase your child's comprehension. Encourage your child to read for at least 15 minutes each day. It can be a school book or a book from home.

#### Practise with Years 7-8

- Maths – Times Tables (Basic Facts). I would recommend Maths Invaders to learn these. Khan Academy – through websites or games.
- Spelling. Your children will have lists to work through. They will have 10 words each week. The advanced spellers also need to ensure they write their word into a sentence to show they understand the meaning.
- Reading. The more your children read at this age the better. Discussing what they have read will help to increase your child's comprehension. Encourage your child to read for at least 20 minutes each day.

## Home Learning for Years 3-8

This year we are changing the expectations of Home Learning, and making it more parent and child directed rather than us making this an expectation. 'Homework' as such has been proven to have little impact on a child's learning. On our website you will find some ideas for family activities that promote good learning, and we will also be publishing the ideas that parents from our school community have that promote good learning. We encourage you to be pro-active with your children in doing the things that promote good learning, but we won't be holding the children accountable for this. If you are feeling unsure about how an everyday activity or special project can promote quality learning then please pop in and see us, we are more than happy to help.

## Extension or support

If your child is needing specific support or extension, that is not accommodated for through the general 'learning at home' activities, then the school staff will contact you. The staff will work collaboratively with you to construct a programme that will meet your child's needs and be manageable for you. If you feel that your child needs extra support or extension and we have not contacted you then please feel free to contact us.

## **If you are wanting more learning tasks for your home**

There are many commercial and web-based resources available that you can do with your children at home if you choose to. If you would like some recommendations then please don't hesitate to ask. While we are happy to celebrate the learning that occurs in your home through these type of activities it is important to remember that you are facilitating your child/ren's learning through these resources. The assistance and feedback you give to your children as they are completing learning tasks will make the biggest impact on their learning.

## **Working with the Rolleston Christian School staff**

### **Educational partnership**

As mentioned previously, the relationship between home and school is very important for your child/ren's educational success. The staff we have at Rolleston Christian School have a heart for children and a passion for education. They will be working extremely hard for the benefit of your children and will have a genuine desire to see them succeed. Please keep our teachers in your prayers and make a conscious effort to build positive relationships with them. Our teachers have a wealth of knowledge that they are happy to share with you and also greatly appreciate the depth of understanding about your children that you bring, along with areas of expertise that you have to offer. Working together as a team, we are able to offer the very best educational opportunities to your children.

### **Communication**

The school will email home a weekly newsletter on a Monday. Please read this carefully each week so you are aware of what is going on. This year we will be having fortnightly learning updates from each hub. These will help you to know what learning is taking place and what you can be doing at home to support this. If you are ever unsure of anything, please be sure to ask one of the staff so we can clear up any confusion. The Office may also send emails out to give further details on special events. As there is a lot of information emailed please ensure the office has your current email address.

In the morning, it is important to us, as a school, that the teachers are focussed on greeting the children and preparing them for their learning, so unless it is something urgent we ask that you leave more lengthy communication with teachers until after school.

If you are on Facebook please follow our public page "Rolleston Christian School". This page will give you the 'Must Knows' for the week, the weekly memory verse, as well as little insights into what goes on in the learning spaces.

Also request to join the closed parent and staff Facebook group "Rolleston Christian School – Parent & Staff". This group is a source of communication between parents and also provides a forum for timely reminders etc. If you have any concerns or personal questions, please ask your child's teacher directly, rather than sharing them on this page.

### **Understanding your child's learning**

We believe that it is important for parents to have a good understanding of their child's learning. We will keep you up to date with the general learning that is occurring at school through our website and Facebook Page.

If a staff member is concerned about the progress your child is making they will make direct contact with you and ask you to attend a meeting to discuss possible ways to address this.

If you feel that you would like to have a deeper understanding of your child's learning, or how they are going at school in general, then we ask that you make a time to meet with your child's kohanga teacher. By making a set time, and giving staff an idea of the areas you would like to discuss, we are able to ensure staff prepare for the meeting, making it a productive and beneficial time for everyone.

Throughout the year there are specific events that help you to develop a deeper understanding of your child's learning. We strongly suggest you attend the two Learning Conferences that are offered, read your child's report thoroughly, and attend any Learning Evenings and Celebrations held at the school. These events are spaced throughout the year strategically to provide regular opportunities for you to engage with your child's learning.

### **Raising a concern**

Your concerns and questions are important to us as we seek to provide a great educational experience for your family. If you have a concern regarding your child's education or experiences at school, we ask that you make a time to speak directly to the staff involved. Once again, by making a set time, and giving staff an idea of the areas you would like to discuss, we are able to ensure staff prepare for the meeting, making it a productive and beneficial time for everyone.

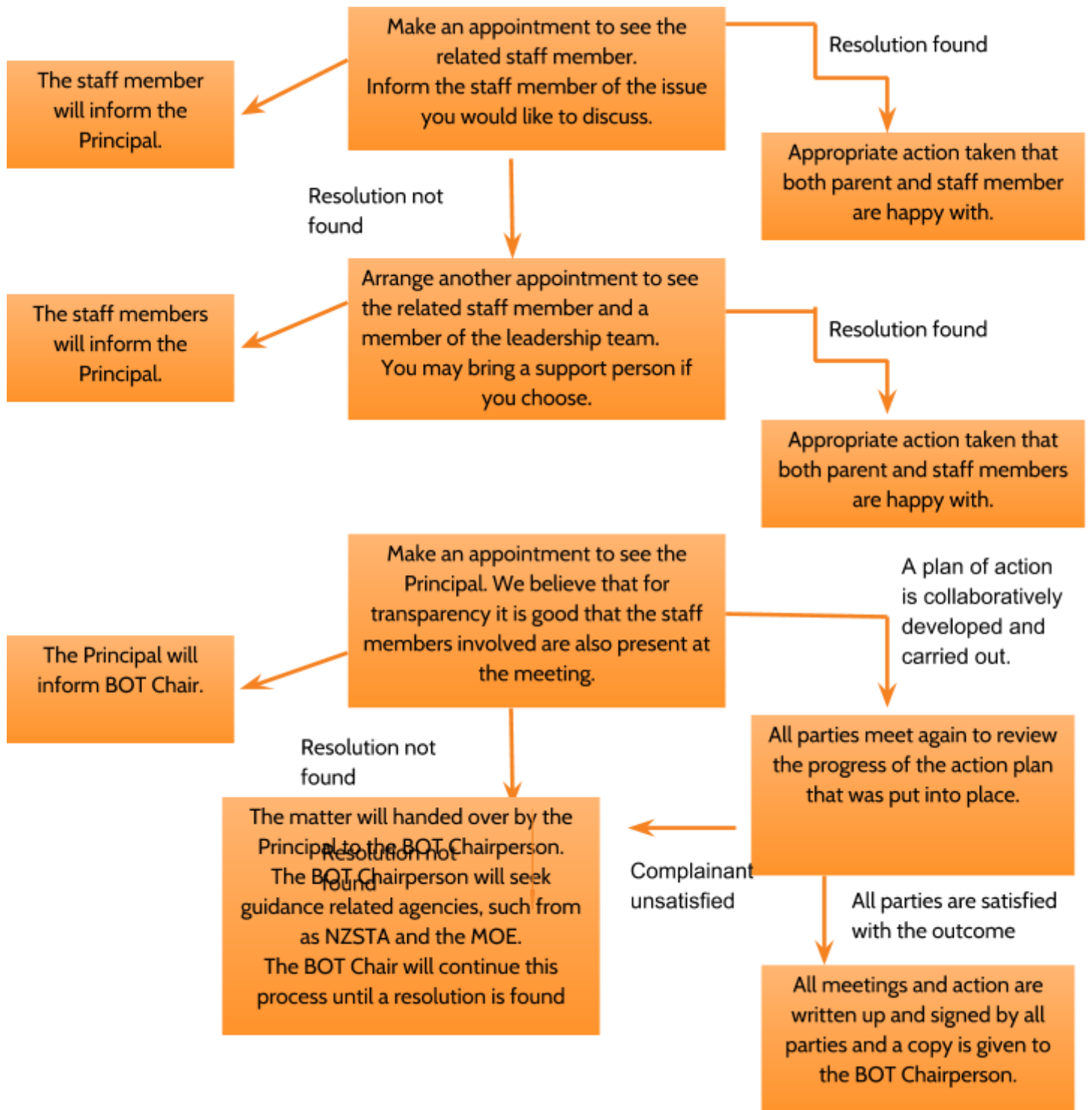
### **Encouragement and support**

Teachers work tirelessly for their students. Your encouragement and support is invaluable as they seek to navigate the learning path of each student. Never underestimate the power that an encouraging word or supportive act has on the energy levels of teachers. Demonstrating support for the school staff in front of your children also helps the children to develop respect for the school staff, resulting in a higher level of productivity in their learning.

### **Laying a complaint**

If you have raised a concern, but you are unhappy with how it has been addressed or feel that the issue has not been resolved, then please follow the procedure below to lay a formal complaint. As a Christian school, we believe that God asks people to seek reconciliation and resolution when a conflict has arisen. We ask therefore that when any complaint is raised, that you seek to work collaboratively with school staff to see a positive, constructive outcome.

We believe that transparency and integrity are important when resolving conflict, so seek to follow a procedure that allows for this. We also recognise that some issues cannot be solved instantly, so will seek to work collaboratively with you to create a plan that will result in a positive outcome for all parties involved, particularly the children.



# Getting Involved at Rolleston Christian School

## Be involved in the learning community

You and your family are part of the Rolleston Christian School community. A community thrives when its members both give and receive. As a school staff, we are here to work with you in any way we can, but we also hope you will take an active part in providing a great educational experience for all our students.

## Pray for the school

Please keep our school in your prayers. Please pray for the children, parents and staff. As a staff, we regularly pray for the families in the school too. If you have anything you would like us to pray for then please let us know. If you would like prayer there is a book in the school office that prayer requests can be placed.

## Opportunities around the school

If you would like to get involved in any way then please come and talk to us. Ideas you might like to think about -

- Joining the Rolleston Christian School Parent Community Group
- Gardening with children
- Listening to children read
- Baking with children
- Covering books
- Helping with wall displays
- Coaching sports teams
- Helping in classes
- Helping with the organisation of books and other resources.
- Supporting the caretaker with practical tasks.
- Working Bees.

## Positive Student Behaviour for Learning

### Foundation

At RCS we recognise that students are developing the skills and understanding to behave in a positive manner in a variety of situations. Behaviour management is therefore not seen as a form of controlling student behaviour, but rather a process of educating and coaching children to develop behaviours that will result in the self-monitoring demonstration of Christ-like character by individual students and will therefore create a strong learning community and environment. All interventions and consequences will be based around a belief that children are fallen image-bearers of God, therefore deserve love and respect as they work through a process of being transformed more into the likeness of their creator.

Research shows that when staff take collective responsibility for setting and maintaining behaviour expectations in a school, children respond positively. All staff at RCS will therefore hold the same high expectations for student behaviour and follow the same systems for working through negative behaviour.

Research also shows that when there is a strong partnership between home and school, students make greater progress in their education. At RCS we believe this is also the same with developing positive behaviour. We will therefore involve parents in the process of dealing with behaviour.

At RCS we have an expectation for HELPful behavior. Please see these expectations below and reinforce these with your own child/ren.

## At Rolleston Christian School we need to make HELPful choices

### Make HELPful choices for LEARNING

- Do your best all the time
- Choose good places to work and people to work with
- Listen carefully to the teachers and your classmates
- Find help when you need it

### Make HELPful choices for SAFETY

- Always walk inside, but you can choose how you move outside
- Sit down to eat
- Follow the playground guidelines
- Be in the right place at the right time
- Abide by the Cyber Safety contract

### Make HELPful choices for RELATIONSHIPS

- Keep your hands and feet to yourself
- Use kind words
- Work through arguments positively
- Use good manners

### Make HELPful choices for KAITIAKITANGA

- Take care of school property
- Put rubbish in the right place
- Put your belongings in the right place
- Keep our spaces clean
- Wear your uniform correctly and with pride



## Intervention

Behaviour intervention is used to help children to change their behaviour. If your child is involved in any undesirable behaviours we ask that you work with us to solve the issues behind the behaviour so we can see more positive behaviours develop.

### RCS Behaviour Intervention Model - For Kids

At RCS we are all growing and learning, and part of that is making mistakes. Sometimes we might make mistakes in the way we choose to behave, but we can all learn to make more HELPful choices.

Behaviour Level	Sometimes I might choose to do the wrong thing. Some things are more serious than other things, so the teachers will help me fix my mistakes in different ways.	Sometimes I might need some help to make HELPful choices. My teachers are there to help me, but it is my responsibility to fix up my mistakes.
<p>Level 3</p> <p>These choices have a big impact on me, my peers, my teachers and the school</p>	<p>Targeted physical attack on someone</p> <p>Throwing big things in anger</p> <p>Bullying someone</p> <p>Taking drugs/drinking alcohol</p> <p>Hurting a staff member</p>	<p>If I make these unHELPful choices my School Leaders will help me to fix up my mistakes and make better choices next time by:</p> <ul style="list-style-type: none"> <li>having a restorative conference with my parents there too AND,</li> <li>I might get stood-down</li> </ul> <p>If I keep making these unHELPful choices my teachers and my parents will help me to make better choices by:</p> <ul style="list-style-type: none"> <li>having a behaviour plan</li> </ul> <p>My parents will be told if I make these types of choices.</p>
<p>Level 2</p> <p>These choices have a reasonable impact on me, my peers, my teachers and the school</p>	<p>Hurting someone physically on purpose</p> <p>Purposefully not listening to the teachers</p> <p>Ongoing teasing / name calling</p> <p>Ongoing exclusion of others</p> <p>Throwing small objects around or at people in anger</p> <p>Deliberate vandalism</p> <p>Ongoing manipulation of other students</p> <p>Swearing</p> <p>Lying</p> <p>Stealing</p> <p>Being mean to someone through the computers</p> <p>Inappropriate gestures</p> <p>Unwanted and inappropriate touching of others</p>	<p>If I make these unHELPful choices my teachers will help me to fix up my mistakes and make better choices next time by:</p> <ul style="list-style-type: none"> <li>having a restorative conference AND/OR,</li> <li>using the 5 Fs (Foul Up, Fess Up, Face Up, Fix Up, Follow Up) AND/OR,</li> <li>doing a reflection sheet.</li> </ul> <p>If I keep making these unHELPful choices my teachers and parents will help me to make better choices by:</p> <ul style="list-style-type: none"> <li>having a behaviour plan</li> </ul> <p>My parents will be told if I make these types of choices.</p>



	Consistently not coming to class/being in the wrong place	
<p style="text-align: center;">Level 1</p> <p>These choices are not HELPful for my learning or other people's learning</p>	<p>Calling Out          Not joining in with class learning          Teasing/calling someone names          Not sharing          Leaving someone out of a game          Not keeping my hands and feet to myself          Running in Hub          Being messy /throwing stuff around          Loud behaviour - making noises and shouting          Not doing the right thing at the right time          Late back to class          Touching other people when they don't like it</p>	<p>If I make these unHELPful choices my teachers will help me to make better choices next time by:</p> <ul style="list-style-type: none"> <li>• practising them with me AND/OR,</li> <li>• talking with me to help me understand where I went wrong and what I could do better AND/OR,</li> <li>• asking me to go to the thinking spot AND/OR,</li> <li>• showing me what to do by helping me to see the people that are making HELPful choices.</li> </ul>