

# Rolleston

Christian School

## Welcome to Te Māhuri

### Whānau Information Booklet

Hope



Excellence



Love



Peace



Through our faith we **HELP**  
bring light to the world

# Welcome

Welcome to Te Māhuri (TM). We are so blessed to have your family as part of our team. This booklet is designed to help both new and current families smoothly transition into Te Māhuri for 2026. Have a good read through and feel free to ask your child's kōhanga teacher any questions you may have.

## Checklist

There are a few things that will help you as a parent at Rolleston Christian School. Have you...

- Joined the Facebook Group?  
*Search 'Rolleston Christian School - Parent & Staff'*
- Followed the 'Rolleston Christian School' Facebook page
- Made sure the office has your correct email address for the newsletter and school reports to be sent to
- Read the 'Parent & Whānau Partnership Handbook' [Link is on this page.](#)
- Put the school phone number into your phone:  
*03 550 2653*
- Looked through the RCS website
- Download and set up the etap parent app. You will receive school communication through this app. Ask Tracey in the office for help if you need it.



## Te Māhuri tips

- ★ Read the fortnightly Te Māhuri newsletter that is sent via the eTap app.
- ★ Name everything, especially uniform (including hats!) with a waterproof marker.
- ★ Ensure your child is in full, correct uniform including a school hat.
- ★ Students are expected to take off their shoes inside. Remember that shoes should be black, as should socks.
- ★ TM teachers will communicate with you by phone, face to face, by email or via the etap app. Also sometimes via the facebook page - for example, trip reminders.
- ★ Our hub rules/expectations which help tamariki grow in our school values (Hope, Excellence. Love. Peace) can be summarised simply as *Respect Ourselves, Respect Others, Respect our Space.*

## Transitioning to Te Māhuri

Transitioning to a new hub, whether it be changing schools, or moving up a year level can be different for each child. For some it takes time for them to settle into new routines and to make friends. This is completely normal. Some children can take longer than others to adjust to the expectations of a new school level. Please feel free to talk with your child's kōhanga teacher if you have any wonderings about this.

## Our regular timetable - Terms 1 & 2

	<b>Routine Weeks</b> Mrs Cleave, Mr Goldsack, Miss Caldwell
8.55am	Kōhanga Hui
9.10am	Maths
10.10am	Literacy
10.55am	Break
11.20am	Read 'n Feed (Shared Novel & snack)
11.30am	Literacy
12.30pm	Circle Time / Te reo Māori / Living Christianly / LIGHTS
1.00pm	Break - play time
1.45pm	Lunch - eating time
2.00pm	Handwriting / Journaling
2.20pm	Spelling
2.40pm	Silent Reading
3.00pm	Home Time
AfterSchool	Teachers have Team Meeting and Staff Meeting after school on Mondays and Tuesdays from 3.30pm.

### Thursday Afternoon Arts Rotations

On Thursday afternoons we have Arts rotations with Te Pihinga. The options in 2026 are likely to be Kapa Haka, Choir and Ukulele, Recorder and percussion. Tamariki will learn more about these groups in Week 3 and subject to maximum numbers, will choose their option. All groups will have a compulsory external performance during the year. Additional Music and Arts subjects will be every second Monday with the CRT team. Pasifika will have a lunchtime practice time.

### Timetable Changes

Sometimes our timetable changes due to unforeseen circumstances!

# Personal Communication Devices at School

## Mobile Phones & Smart Watches

According to Government direction, students are not allowed to bring mobile phones and smart watches to school. This is also an RCS school rule. Students can be contacted through the school office if parents need to contact them urgently.

**Mobile phones and smart watches that are brought to school MUST be left at the school office in the Te Māhuri phone box when students arrive at school. They are NOT to be brought to the classroom block. They are not to be kept in school bags.**

Phones & smart watches belonging to students that have not been handed in and are seen/used during school time will be confiscated and a parent will need to collect the phone from the school office. **Confiscated phones and watches will not be released to students, only to parents.**

If it is absolutely essential that your child brings a phone to school for after school use, please ensure that they hand it in to Mrs Kennedy at the office as soon as they arrive. We will be clearly explaining this to all Te Māhuri students again, and the consequences for not doing so.

## Te Māhuri Teaching Team

We work collaboratively to teach to the needs of your child. Children will get to know all of the teachers and Learning Assistants in Te Mahuri.



**Mrs Mandy Cleave**  
**TM Team Leader**  
Kōhanga Rātā Teacher  
[m.cleave@rcs.school.nz](mailto:m.cleave@rcs.school.nz)



**Miss Julia Caldwell**  
Kōhanga Mānatu Teacher  
[j.caldwell@rcs.school.nz](mailto:j.caldwell@rcs.school.nz)



**Mrs Danielle Koster**  
TM Release Teacher  
Tuesday/Wednesday  
[d.koster@rcs.school.nz](mailto:d.koster@rcs.school.nz)



**Mr Kieran Goldsack**  
Kōhanga Tōtara Teacher  
[k.goldsack@rcs.school.nz](mailto:k.goldsack@rcs.school.nz)



**Mrs Kristin Best**  
Volunteer Learning  
Assistant



**Mrs Beth Marlin**  
ELL Teacher (English  
Language Learners teacher)

# Te Māhuri CRT and Curriculum Support Team

## Monday CRT Team (Even Weeks)

Literacy, Maths, Visual art, Music and Languages



**Mrs Amber Bell**



**Whaea Hannah  
Shadwell**



**Mrs Esther Koch**

## TM Curriculum Support



**Mr Polu Luatua**



**Mrs Stephanie Prebble**

## Our day in more detail...

### Hui time

This time includes prayer, introducing the week's memory verse, singing a worship song and sharing notices and timetable for the day. If you are talking with your child's kōhanga teacher before school, please be aware that they will need to lead hui time or run a small group from 8.55 am. Sometimes our Hui is with Kōhanga, sometimes as a whole Hub. Our Hui times are important, they settle the students and set them up for a successful day, so please assist your children to arrive at school on time.

### Reading

Your child will continue to develop their reading and comprehension skills. At Year 6, 7, 8 there is a greater emphasis on reading for meaning, and gaining new learning from what we have read. Because of this focus, children tend to progress through the levels more slowly. This is expected at this level. **You can support your child at home by encouraging them to read for pleasure, and visiting your local library regularly.** Students will need a continual supply of engaging books for silent reading throughout the year, so visiting the library is important.

### Writing

Your child will learn more about the crafting of written work. At Year 6, 7, 8 there is a greater emphasis on writing genre and writing for an audience. Our written work will take longer to complete, and it will often link to what we are learning in Health or L.I.G.H.T.S. **You can support your child at home by talking to them about their writing, and noticing great examples of writing as you are sharing stories with them.**

### Spelling

Your child will continue to develop their use of phonological awareness and spelling rules. Some children may bring home spelling words, we will let you know if this is applicable to your child. **You can support your child at home by encouraging them to 'proof read' any written work they do and assisting them to correct errors.**

### Maths

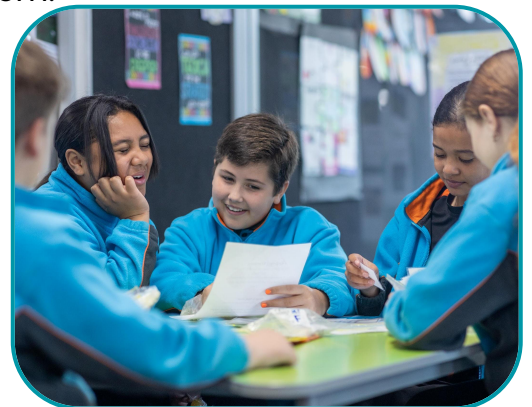
In Te Māhuri, students learn to demonstrate, highlight, and affirm an attitude of exploration, enthusiasm, and curiosity towards mathematical and statistical endeavour and challenge. In these years, students critically reflect on others' reasoning, evaluating their logic and asking questions for clarification. Automatic times-table & division recall is one of the keys to efficient maths calculation. You can support your child to increase their fluency of these facts at home by practicing with them.

### Living Christianly

In Te Māhuri our Living Christianly programme aims to develop a practical understanding of God's Word, as well as living out Biblical principles in everyday life. Around the ages of 11 and 12, children begin to discover Christianity more deeply for themselves, so we encourage questions and critical thinking.

### Technology

This year our allocated time for Technology at Te Rōhutu Whio is Term 3 & 4 for Year 7 & 8 students on Mondays. The whole day is at technology. The Te Rōhutu Whio technology teachers will come to visit our students at the end of Term 2 before technology starts. There is a charge for technology.



# LIGHTS

In our school we have a very special action based inquiry learning process that we call LIGHTS. This is an acronym for each stage of the inquiry process. The stages are:

- L**ook at the current situation (research information on the current situation of the topic).
- I**nvestigate alternatives (Explore different ideas on how to make changes, in order to make a difference, or solve the problems identified in the L phase).
- G**o for it (choose your best and most effective idea and action it).
- H**ow have things changes (reflect on the **G** phase and see if you have made a difference).
- T**ime to share (share with others your project and your learning).
- S**o what have we learned? (a final reflection on your learning for the whole project and the outcome of your project).

In Te Māhuri , children will be completing LIGHTS projects in our LIGHTS program, which takes place four times per week. At this age LIGHTS is an important part of learning to critically think about new information, use their reading, writing and mathematical skills in an authentic way, and also develop the skills to work collaboratively with their peers. The children are learning content from the New Zealand Curriculum in Social Sciences, Science, Technology and Health, and they also learn to develop important competencies based on our Vision of Christ-like, Creative, Critical-Learners who HELP (Hope, Excellence, Love and Peace) bring LIGHT to the world. Our overarching topic for 2026 is Water . We already have one trip planned to a wetland for which we would appreciate your support with transport and supervision. Thank you in advance!



## Whānau Groups

Whānau (*far-no*) Groups are made up of children from all year levels in the school. They meet together twice a term to do school community and environmental-based projects. This is a great time for students to form relationships throughout the school. Your child will be in the same whānau group throughout their time at school. On whānau days students are active so are encouraged to wear their PE shirt or whānau group coloured t-shirt.

Our whānau groups are:

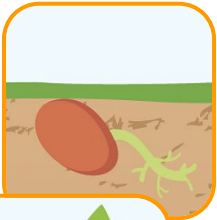
- Toroa** (*taw-raw-ah*) Colour: gold / yellow
- Kiwi** (*kee-wee*) Colour: green
- Tūi** (*too-ee*) Colour: purple
- Pīwakawaka** (*pee-wock-ah-wock-ah*) Colour: blue
- Pūkeko** (*pooh-keck-or*) Colour: red
- Kererū** (*keh - reh - roo*) Colour: white



# Māori translations

As part of our bicultural responsiveness, we have made an effort to honour the Māori heritage of the Rolleston area by giving our classrooms and hubs Māori names.

## Hub names



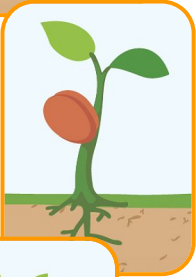
**Te Kākano means seed** - Years NE/1/2  
(*teh caah-cah-naw*)

Our role in TK is planting the foundational seeds in your child's education journey, in the soil that you have prepared as their first teachers.



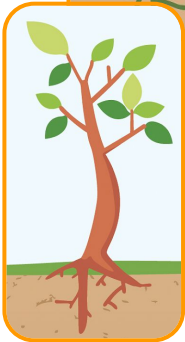
**Te Wana means shoot** - Years 2/3  
(*teh wah-nah*)

Our role in TW is to nurture the seed by watering your child's independent learning habits, critical thinking and self management skills as they grow in confidence in who they are as a learner.



**Te Pihinga means seedling** - Years 4/5/6  
(*teh pee-hee-ngah*)

Our role in TP is to nurture the seed by watering your child's independent learning habits, critical thinking and self management skills as they grow in confidence in who they are as a learner.



**Te Māhuri means sapling** - Years 6/7/8  
(*teh maah-'who'-ree*)

Our role in TM is deepening your child's roots by expanding and consolidating their understanding of who they are as learners and what they contribute to this world.

## Class names

Research shows that relationships are the key to learning. In order to foster these, we made the decision to have each Hub split in Kōhanga groups. Like the nature imagery, teachers 'look after' the children in their kōhanga. Your child's kōhanga teacher is your first contact for any pastoral or academic conversations. Teachers work together collaboratively in our space to best meet the needs of all our Te Kākano students.



**Tōtara**  
(*taaw-taw-rah*)  
**Mr Goldsack**



**Rātā**  
(*rah-tah*)  
**Mrs Cleave**



**Mānatu**  
(*maah-nah-two*)  
**Miss Caldwell**



**Kōhanga**  
(*core-hung-ah*)  
**Nest**

## Senior Leadership Team



**Mrs Liz Coyle**  
Principal  
[l.coyle@rcs.school.nz](mailto:l.coyle@rcs.school.nz)



**Mr Polu Luatua**  
Deputy Principal  
[p.luatua@rcs.school.nz](mailto:p.luatua@rcs.school.nz)



**Mrs Lynda Siave**  
Deputy Principal  
Special Needs Coordinator (SENCO)  
[l.siave@rcs.school.nz](mailto:l.siave@rcs.school.nz)

## Administration / Office Staff



**Mrs Tracey Kennedy**  
Administration &  
Enrolments  
[office@rcs.school.nz](mailto:office@rcs.school.nz)



**Mrs Amy Burke**  
Communications  
Accounts & Uniform  
[communications@rcs.school.nz](mailto:communications@rcs.school.nz)  
[accounts@rcs.school.nz](mailto:accounts@rcs.school.nz)

