

**Welcome to**  
*Te Pihinga*

**Whānau Information Booklet**

Hope



Excellence



Love



Peace



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

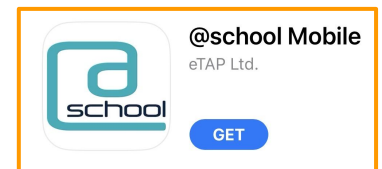
# Welcome

Welcome to Te Pihinga (TP). We are so blessed that God has chosen your child and your family to join our team. This information is designed to help you smoothly transition into Te Pihinga, which is our Year 4 - 6 Hub. Have a good read through this booklet and feel free to ask your child's kōhanga teacher any questions you may have.

## Checklist

There are a few things that will help your transition to school. Make sure you have...

- 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 newsletters to be sent to
- Read the 'Parent & Whānau Partnership Handbook'
- Put the school phone number into your phone:  
*03 550 2653*
- Looked through the RCS website
- Downloaded the parent app (@school Mobile). See the office staff for your personal login details, and for help with this if needed.



## Te Pihinga tips

- ★ **Read the fortnightly Te Pihinga pānui that is sent via the etap app.**
- ★ Name all items of clothing clearly (especially second hand items) in 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.
- ★ TP teachers will communicate with you face to face, by email or via the etap app. Also sometimes via the facebook page - for example, trip reminders.
- ★ You can email the TP teachers at [tp@rcs.school.nz](mailto:tp@rcs.school.nz) - please note we do not routinely check our emails through the day. Any urgent messages are best sent to the office.

## Transitioning to Te Pihinga

The time taken to transition to a new hub, whether it be changing schools, or moving up a year level can be different for each child. For some children it takes time 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.

# Personal Communication Devices at School

## Mobile Phones and Smart Watches

At RCS we prefer that students do not bring mobile phones and smart watches to school, in line with government policy from 2024. Our current school rule is that students are not to use mobile phones at school, or during school hours. Students can be contacted through the school office if parents need to contact them urgently.

Across the school, any mobile phones or smart watches that are at school at 9am will be collected and looked after in the school office until 3pm when they will be returned to students. Phones and smart watches belonging to students that have not been handed in and are then 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 in the morning to their kōhanga teacher. We will be clearly explaining this to all Te Pihinga students, as well as the consequences for not doing so.

## Te Pihinga 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 TP.



**Mrs Christina Sands**  
**TP Learning Leader**  
Kōhanga Horoeka  
[c.sands@rcs.school.nz](mailto:c.sands@rcs.school.nz)



**Mr Mark Smith**  
Kōhanga Karaka  
[m.smith@rcs.school.nz](mailto:m.smith@rcs.school.nz)



**Mrs Trisha Wessels**  
Kōhanga Matipo  
[t.wessels@rcs.school.nz](mailto:t.wessels@rcs.school.nz)



**Mrs Lynda Siave**  
**- on leave Term 1**  
9.00 - 1.00 Mon - Thu  
[l.siave@rcs.school.nz](mailto:l.siave@rcs.school.nz)



**Mrs Stephanie Prebble**  
9.00 - 1.00 Mon - Thu  
[s.prebble@rcs.school.nz](mailto:s.prebble@rcs.school.nz)



**Mrs Beth Marlin**  
Learning Support



**Mrs Sarah Odgers**  
Learning Support

# Our timetable

Day	Monday   Tuesday   Wednesday   Thursday	Friday
8:55 - 9:20	Hui Time	8:55 - 9:25 TP Assembly
9:20 - 10:00	Literacy - reading and writing	9:25 - 9:55 Reading
10:00 - 10:10	Self management break - toilet, snack, movement break	9:55 - 10:25 Writing
10:20 - 10:30	Literacy - reading and writing	10:25 - 10:55 Maths
10.55 - 11:20	Break - Outside Play	
11.20 - 11.30	Morning tea in kōhanga	
11:30 - 12:15	Maths	Art   PE   Digital Technology
12:15 - 1:00	Rotation: Te Reo Māori   Circle Time   Library   LIGHTS vocabulary	Art   PE   Digital Technology
1.00 - 1:45	Lunchtime play	
1:45 - 2:00	Eat lunch in kōhanga	
2:00 - 2:20	Afternoon Roll and Living Christianly	
2:20 - 2:50	Monday, Tuesday, Wednesday - LIGHTS Thursday - Performing Arts	Art   PE   Digital Technology
2:50 - 3:00	Pack up, Prayer, Reflection, Home Time	

TP Teachers will be out of the classroom on even week Fridays for CRT (Classroom Release Time). On these days, Mrs Bell, Mrs Parry and Whaea Hannah will teach in TP. They will teach a combination of core curriculum areas (reading, writing, maths) as well as specialist subjects.



**Mrs Bell**



**Mrs Parry**



**Whaea Hannah**

# Our Day in More Detail...

**Hui time:** This time includes morning prayer, introducing the week's memory verse, singing a worship song, and sharing notices and the timetable for the day. We also take the roll at this time. If you are talking with your child's kōhanga teacher before school, please be aware that they may need to lead hui time from 8.55 am. Usually our hui time will be as a whole hub. Hui times are important, as they settle the children and set them up for the day ahead. Please assist your child to arrive at school on time.

**Reading:** Your child will continue to develop their reading and comprehension skills. At Year 4 - 6 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.**

**Writing:** Your child will learn more about the crafting of written work. At Year 4 - 6 there is a greater emphasis on writing genre and writing for an audience. Our written work will take longer to complete, and there will be clear links to what your child has read. **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.**

**Targeted literacy:** This is a daily part of our programme, allowing for specific and targeted focus on the building blocks of literacy:

**Handwriting:** Your child will continue to develop their fine motor skills and correct letter formation.

**Spelling:** Your child will continue to develop their use of phonological awareness and spelling rules. **You can support your child at home by talking to them about the rule they are learning, and helping them to spot this rule around them.**

**Maths:** At this level our focus in maths is on developing confidence when working with numbers in more complex ways, as well as the ability to see number and maths in different contexts. We cover a broad range of maths concepts and ideas, with a strong focus on vocabulary and building maths language. **You can support your child at home by talking with them about their learning at school. You could also encourage the learning of basic addition and subtraction facts, as well as multiplication tables and division.**

**Assembly:** Our TP Assembly will be held every Friday morning from 9.00 - 9.30. Parents are welcome to join with us and celebrate our learning. We will let you know in advance if your child is to receive a certificate.

**Living Christianly:** In TP, our Living Christianly programme aims to develop a practical understanding of God's Word, as well as embracing child-like faith. We consider how we can show Biblical principles in our everyday lives, and also learn more about the historical and cultural setting of the Bible verses we are looking at.

**Performing Arts:** Our Performing Arts programme runs on a Thursday afternoon, and is combined with Te Māhuri. This year your child will have the option of joining Kapa Haka, choir, ukulele, recorder or percussion. Each group will take part in a performance outside of school, and it is expected that all children will take part in this performance opportunity.

# 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**nvigate 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 Pihinga, children will be completing LIGHTS projects in our LIGHTS programme, which takes place three 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 TP LIGHTS focus for 2026 is food.**



## 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 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.

Our whānau groups are:

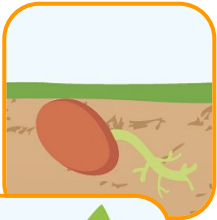
- Toroa** (*tor-ror-ah*) Colour: gold / yellow
- Kiwi** (*kee-wee*) Colour: green
- Tūī** (*too-ee*) Colour: purple
- Pīwakawaka** (*pee-wock-ah-wock-ah*) Colour: blue
- Pūkeko** (*pooh-keck-or*) Colour: red
- Kererū** (*keh-reh-roo*) Colour: white



# 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



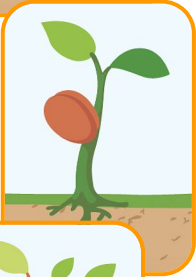
**Te Kākano means seed** - Years NE/1/2  
(teh caah-cah-naw)

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 key to learning. In order to foster these, we made the decision to have each Hub split into Kōhanga groups. Like the nurture 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 Pihinga students.



**Kōhanga**  
(core-hung-a)  
Nest



**Horoeka**  
(haw-raw-eh-cah)  
Mrs Sands



**Matipo**  
(mah-tee-paw)  
Mrs Wessels



**Karaka**  
(cah-rah-cah)  
Mr Smith

## 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)

