

Welcome to Te Wana

Whānau information booklet

Hope



Excellence



Love



Peace



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

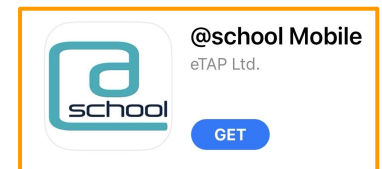
Welcome

Welcome to Te Wana (TW). We are so blessed to have your family join our team. This booklet is designed to help you smoothly transition into Te Wana, which is our play-based, year 2/3 Hub. 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 your transition to 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 to be sent to
- Read the 'Parent 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 Wana tips

- ★ Name everything with a waterproof vivid (including second hand uniform).
- ★ Pack a spare change of clothes in your child's bag for messy play / toileting accidents if you feel this applies to your child.
- ★ Black velcro shoes are best as children do not wear shoes inside and frequently take them on and off. If they have lace up shoes, please make sure they know how to tie them, due to them being taken on and off regularly.
- ★ School hats are to be worn in Terms 1 and 4, these need to be named clearly and can be left at school during the week.
- ★ TW teachers will mainly communicate with you face to face, by email or via the Spotlight App.
- ★ Correct uniform must be worn at all times.

Transitioning to Te Wana

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 timetable

Time	Monday-Even Weeks	Time	Tuesday	Wednesday	Thursday	Friday
8:55	Hui time	8:55	Hui Time	Hui Time	Hui Time	Hui Time
9:25	Quick Snack during Vocabulary book Literacy (poetry, spelling, handwriting)	9:25	Quick Snack during Vocabulary book Literacy	Quick Snack during Vocabulary book Literacy	Quick Snack during Vocabulary book Literacy	Quick Snack during Vocabulary book Literacy
		10:25	Reading	Reading	Reading	Reading
10:55	Break	10:55	Break	Break	Break	Break
11:20	Snack time	11:20	Snack time	Snack time	Snack time	Snack time
11:30	Te Reo	11:30	Reading/ HELPer skills	Reading/ HELPer skills	Reading/ HELPer skills	Reading/ HELPer skills
12:00	Circle Time	12:00	Maths/HELPer skills	Maths/HELPer skills	Maths/HELPer skills	Maths/HELPer skills
12:30	PE					
1:00	Lunch	1:00	Lunch	Lunch	Lunch	Lunch
1:45	Lunch eating	1.45	Lunch eating	Lunch eating	Lunch eating	Lunch eating
1:55	Tidy Up	2.00	LIGHTS	Fitness/ Nature Play	Kapa Haka	LIGHTS
2:10	Living Christianly					
2:30	Hub Assembly	2:30	Living Christianly	Living Christianly	LIGHTS	Living Christianly
		2.45	Handwriting	Handwriting		Handwriting
3:00	Hometime	3:00	Hometime	Hometime	Hometime	Hometime

Our CRT timetable

On odd week Mondays Miss Langridge, Mrs Siave and Mrs Carter are out of the classroom for Classroom Release Time (CRT). On those days Mr Luatua, Mrs K and Whaea Hannah will run their alternate programme. They will be the teachers in charge on those Mondays and will be the teachers to talk to about anything related to that day. The children will get to know them well, just like their main teachers, as they will have them regularly. The children will work in their Kōhanga groups and rotate through the activities the three teachers run during the day. They will be doing literacy and numeracy activities along with visual art, music, dance/drama, digital technology, physical education and library time.



Mrs Esther Koch



Miss Hannah Shadwell



Mr Polu Luatua

Te Wana 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 TW.



Miss Emily Langridge
TW Learning Leader
Year 2/3
Kōhanga Kōwhai
e.langridge@rcs.school.nz



Mrs Brittany Carter
Year 2/3
Kōhanga Rarahu
b.carter@rcs.school.nz



Mrs Lynda Siave
Year 2/3
Kōhanga Toetoe
Special Needs Coordinator
(SENCO)/DP
l.siave@rcs.school.nz



Mrs Gabby Nuthall
Year 2/3
Literacy Teacher
g.nuthall@rcs.school.nz



Mrs Danielle Koster
Year 2/3
Kōhanga Toetoe
d.koster@rcs.school.nz



Mrs Amanda Thompson
Year 2/3
Kōhanga Kōwhai
a.thompson@rcs.school.nz



Mrs Monica V
HELPer Skills (play) and
Learning Support



Mrs Carol Spreckley
Learning Support



Mrs Beth Marlin
ELL Teacher (English
Language Learners)

Senior Leadership Team



Mrs Liz Coyle
Principal
l.coyle@rcs.school.nz



Mrs Lynda Siave
Deputy Principal
l.siave@rcs.school.nz



Mr Polu Luatua
Deputy Principal
p.luatua@rcs.school.nz

Administration / Office Staff



Mrs Tracey Kennedy
Administration &
Enrolments
office@rcs.school.nz

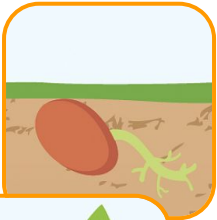


Mrs Amy Burke
Communications,
Accounts & Uniform
communications@rcs.school.nz
accounts@rcs.school.nz

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



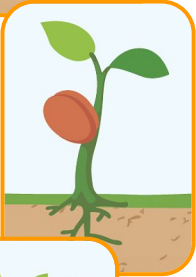
Te Kākano means seed - Years NE/1/2
(*teh caah-cah-naw*)

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.



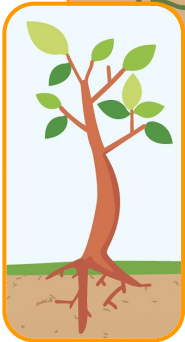
Te Wana means shoot - Years 2/3
(*teh wah-nah*)

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 into 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 Wana students.



Kōhanga
(*core-hung-a*)
Nest



Kōwhai
(*core-fai*)
Miss Langridge



Rarahu
(*rah-rah-'who'*)
Mrs Carter



Toetoe
(*toy-toy*)
Mrs Siave/
Mrs Koster

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 (*taw-raw-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

Kereru (*keh-reh-roo*) Colour: White

Te Wana Routines

Stationery- In Te Wana we have tote trays where students will keep their bookbags, morning snack container and some learning work/books. Please make sure that all the work books you bring to school are named. Stationery items such as pencils, glue sticks, crayons etc are class sets and kept in each kōhanga.

Book bag- On the stationery list is a book bag. This must go to and from school every day. In it children will bring home their reading books and home learning/literacy book. It needs to come back to school each day so that new work/books can be sent home.

Kluwell book- On the stationery list is also a Kluwell reading log book. This is to help teachers and parents keep a record of the reading that is done at home each night. The teacher will write the book in it and then parents can sign it and write a comment after their child has read to them at home.

Home Learning in Te Wana

Reading- Reading books will be sent home each day (Tuesday to Friday, unless the teacher says otherwise) in book bags and will be written in Kluwell books. Students will take home books they have read with their teacher and are at their instructional reading level. Sometimes students may take home a Browsing Box book (BB book), which is a book that is a couple of levels below their instructional reading level. This is because they may be reading an instructional book with their teacher for more than one day and won't take it home until it is finished. Instead, they will take home an unseen book of an easier level that they can still confidently read. Teachers will make a note if it is a BB book.

Spelling- Spelling lists will go home in the home learning/literacy book, inside the bookbag. Spelling happens every even week on a Monday morning. On the even Mondays, children will be tested on their words and a new list will go home. The first spelling list will be sent home in week 4.

Poetry- Every second Monday on even weeks children have a poetry lesson. They bring their poetry book home with their new poem in it so they can practice reading it at home and discussing the rhyming and vocabulary. Please bring the book back to school once the poem is read. We encourage children to also read back through old poems and enjoy them.

LIGHTS

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

- Look at the current situation (research information on the current situation of your chosen topic).
- Investigate alternatives (what are different ideas that you have on how to improve, make changes, to make a difference to your chosen topic).
- Go for it (choose your best and most effective idea and action it).
- How have things changes (reflect on the **G** phase and see if you have made a difference).
- Time to share (share with others your project and your learning).
- So what have we learned? (a final reflection on your learning for the whole project and the outcome of your project).

In Te Wana, children will be completing LIGHTS projects in our LIGHTS programme in the afternoons. Our LIGHTS focus for the year is on native NZ plants, birds and insects, which continues on and builds from last years' work. Children will be learning about issues facing our native NZ plants, birds and insects and exploring how they can help our environment.



HELPer Skills

In Te Wana we build on the play-based learning foundation that has been set in Te Kākano. We have adapted their play-based approach to suit the ages and stages we have in Te Wana, we call this HELPer Skills. This comes from our school values of Hope, Excellence, Love and Peace, as through their play and exploration, children are developing their values competencies. HELPer Skills happens alongside our Reading and Maths programmes. At this time, groups of children will be with a teacher doing their group learning or completing follow-up, independent learning tasks. The rest of the children will be engaged in HELPer Skills. Children are able to choose activities to engage with that create opportunities for 'mini LIGHTS processes.' They might need to think, plan, create, problem solve, collaborate and communicate to complete their activity. They can select resources from our HELPer Skills areas of buildings blocks, imaginative play toys, reading/writing/maths games and activities, a wide range of art and craft items, loose parts and STEM (stands for Science, Technology, Engineering and Mathematics) equipment and resources. There is also space for free play during this time. Children will be free to play and create in different ways, with tasks that could take minutes, hours, or even days of work. They have the space to pursue interests and passions and share them with others.

TW Spaces

You will notice in Te Wana that each classroom space looks very different from each other, that is because each space will have a different purpose for most of each day. Toetoe and Kōwhai are group teaching rooms, where Miss Langridge and Miss Hegglyn teach reading and maths. Mr Smith teaches reading in Rārahu. Rārahu is also our quiet space for learning through play and the middle space as you walk in is the LIGHTS Through Play room that is set up with all the toys and equipment for play and creativity.