



29 May 2025

### Whitsun

On 6 June, Friday afternoon of next week, the whole school will be gathering to celebrate Whitsun. Liaison Parents will be in touch over the coming week to coordinate the bakers for the Whitsun afternoon tea and room preparations.

Rudolf Steiner thought this to be the most important of festivals for the images it brings and the deep connections it may evoke for our future.

Whitsun marks a special period of time after Easter. It is said the disciples had spent forty days with Christ after he had risen. He finally left them: a moment that is called Ascension and the disciples were left alone.

You can only imagine how that might have felt... However, ten days later the Holy Spirit is said to have come to them in a rushing of wind.

Above them appeared tongues of flame and they were given a vision of what lay ahead of them: they were to go out into the world and spread the teachings and message of Christ. To help with this they were each endowed with the power to speak in different tongues.

Next Friday afternoon we meet in the hall, decorated with the white doves from the Lower School classes. These doves symbolize the Holy Spirit, the rushing wind and our individual futures.

There are candle lighters, one tamariki/rangatahi from each class, who light twelve candles that symbolize the flames above the disciples, and student speakers who read a short passage in different languages.

Whitsun is a festival rich in symbols but the students know it as a quiet moment in the beginning of winter when we sit under doves, listen to a story and eat white biscuits in the classroom when we finish. But if we have held the symbols correctly and supported the atmosphere within the hall, they should, with a tiny bit of luck and a ray of hope, come away with a change in their mood-of-soul. In that way, they will have marked a moment, enormous in its significance for our evolution but possibly insignificant to their daily lives. A little pause in the fabric of their Universe with a ripple that may spread.

From the Festival Group





## ***He Pito Kōrero***

Kia ora e te whānau!

This week's He Pito Kōrero has been shared by Kura Rutherford, our past school librarian, who is now the librarian at Waiaatarua – Michael Park, and their Lower School Te Reo Māori teacher!

This year's Matariki theme has been revealed, and it is Matariki mā Puanga.

This theme has a focus on celebrating the diverse ways that mātāuranga (traditional knowledge) and traditions and tikanga are held by people and iwi across the motu. And the phrase can be interpreted more broadly to embrace the idea that this is a celebration for us all; we can celebrate the different backgrounds and practices that shape our identities and yet maintain the essence of Matariki – to look back, to celebrate the present, and to look forward positively to the future.

Want to know more about Puanga? There is some interesting information here:  
<https://www.tepapa.govt.nz/discover-collections/read-watch-play/matariki-maori-new-year/matariki-regional-variations/difference>

### **Whakataukī o te Wā:**

Mā te kimi ka kite, ma te kite ka mōhio, ma te mōhio ka mārama.  
Seek and discover, discover and know, know and become enlightened.

This whakataukī feels fitting for the period of self-reflection that is a vital part of the Matariki celebration – what might we want to work on, let go of, do more of in the year to come?

*He pito kōrero is a space dedicated to celebrating and promoting Te Reo me ōna Tikanga Māori*



## **Upcoming Events**

**Class 8 play performance** - TONIGHT at 7:00pm

**High School Fundraising Ball** - Friday 30 May at 7:00pm

**King's Birthday - school & kindergartens closed** - Monday 2 June

**Kererū Kindergarten whānau afternoon** - Tuesday 3 June at 2:00pm

**Taikura Kindergarten whānau evening** - Wednesday 4 June at 6:00pm

**Class 2 parent evening** - Wednesday 4 June at 6:30pm

**H3 therapies evening** - Thursday 5 June at 6:30pm

**Whitsun** - Friday 6 June

**Taikura Fete** - Sunday 16 November

## Future Leaders

One of our Class 12 students, Ashley Diedericks, recently joined the growing community of alumni at the Future Leaders Academy. Ashley participated in the Student Leaders Programme held in the Cook Islands in April 2025 and successfully completed the course. The academy shared the following reflections:

"Ash was such a joy to have on the program. She brought a beautiful blend of confidence and authenticity, always speaking her truth and showing up fully. I did watch her rein herself in sometimes, which is an incredible quality to have—to allow others space to share their thoughts.

During the hike, Ash's kindness really shone through. She was mindful of everyone's fitness levels, offering support and encouragement to the entire team—it was clear how much that was appreciated.

As the days progressed, Ash shared more of her personal journey, which was powerful to witness. It gave her greater strength and alignment. It was inspiring to see her lead by example, creating a safe space for others to do the same.

Ash has something truly special, and I have no doubt she's destined for amazing things. I'm excited to see where her journey takes her."

Kua pai te mahi Ashley!

Ruby Mackwell  
Class 12 Sponsor





# Taikura School Policies

## Self-harm

Self-harm can also be referred to as self-injury or non-suicidal self-injury (NSSI). Self-harm is when someone directly and deliberately causes physical harm or injury to themselves, usually without suicidal intent. Students may self-harm for different reasons, including as a coping strategy to manage difficult emotions and/or life events (e.g. anxiety, distress, bereavement, grief). Self-harming behaviour can range in severity from minor to severe and can start at any age. As self-harm can cause mental and physical health issues and is a risk factor for suicide, Taikura Rudolf Steiner School has clear procedures in place for intervention and response.

Our school follows the procedures outlined in our policy to ensure students who self-harm are supported. All staff are made aware of these procedures as part of their staff orientation and/or regular child protection training. If required, we may activate our crisis management plan to guide our response.

Peers or friends may also notice or have concerns that someone is self-harming. They are encouraged to inform a teacher or staff member so that the school can follow the appropriate procedures and arrange support for the affected student.

We work with the student, parents/caregivers, and relevant health professionals, as appropriate, to set up and maintain support at school and outside of school. A support or safety plan may be developed and staff may monitor the behaviour and wellbeing of the student.

In line with our whole-school approach to wellbeing, we encourage parents/caregivers to inform the school if they are concerned that their child may be self-harming. This helps the school take appropriate actions to ensure the student is safe while at school. Parents/Caregivers may work closely with relevant staff to support the student as necessary.

We recognise that a self-harm incident can impact other students, particularly if the incident took place at school. We take appropriate actions to support affected students who may experience a range of emotions after the incident.

Staff and other members of our school community affected by incidents of self-harm are encouraged to seek support through health professionals and support services. Staff may seek support through senior management and an Employee Assistance Programme (EAP) if available.

## Alcohol, Drugs, and Other Harmful Substances

Taikura Rudolf Steiner School maintains a learning environment free of alcohol, drugs, and other harmful substances to provide a physically and emotionally safe place for students, staff, and the school community (Health and Safety at Work Act 2015; Education and Training Act 2020). We comply with all relevant New Zealand legislation and take a whole-school wellbeing approach to alcohol, drugs, and other harmful substances.

If a student or staff member is potentially impaired by alcohol, drugs, or other harmful substances while at school, work, or attending a school-related event, the school has an obligation to manage the risk to ensure the safety of everyone.

Staff are made aware of this policy as part of their staff induction and as required. This policy also applies to anyone supervising students in any activity organised by, or on behalf of, the school (e.g. EOTC events).

*For the full policies outlining all steps please visit [www.schooldocs.co.nz](http://www.schooldocs.co.nz)*

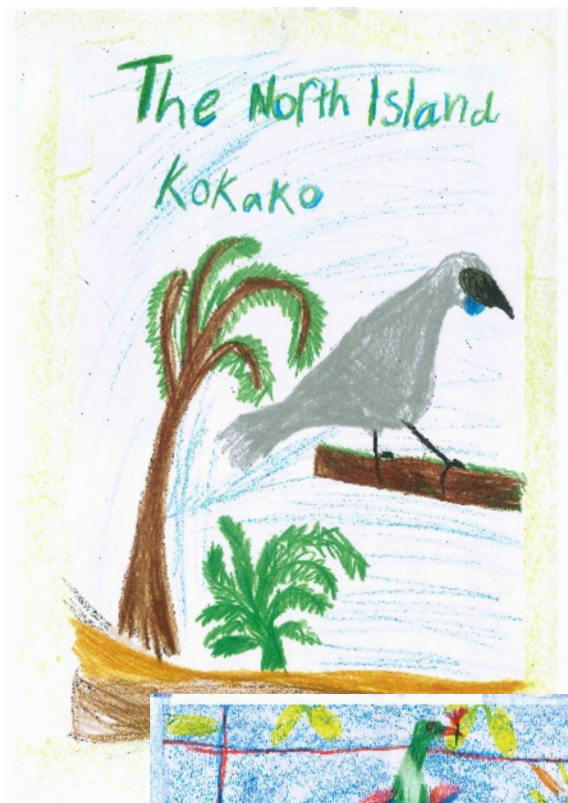
*username: taikurasteiner password: heartwood*



## Class Four Native Birds Project









## Whānau Hui (Parent Evenings)

Whānau hui (parent evenings) are run termly; dates and times for each class are listed in the Grapevine and communicated via teachers and liaison parents. As discussed and agreed to at the time of your child's enrolment, it is crucial for parents to participate in whānau hui, which provide an opportunity to connect and engage. These evenings are designed for communication, keeping up-to-date with curriculum development, being informed as to what is happening in the class and what is planned. They also provide a space to build a class community. The strength, support and interest of a whānau body around a class enhances the learning environment for both the students and the teacher. As part of the commitment to our Special Character we do expect all families from the class to be represented at our whānau hui. By attending the hui, parents not only gain insights into their own student's progress but also contribute to a stronger partnership that benefits the whole of Taikura.

If you are unable to attend, please send your apologies and make sure that you catch up on the meeting content from another parent.

## School Hours Change Survey

Thank you to everyone who responded to the School Hours Survey conducted by the School Board in April. We had 55 responses from the community, with a good spread across all classes.

The School Board discussed the responses at the Board meeting on Monday 19 May. The Board also received responses from a survey we conducted for the teachers. They listed some challenges, but the majority outlined the advantages that they can see in the children's behaviour. These included a reduction in student conflict and behavioural incidents and improved student energy and focus during the day. Additional positive aspects for teachers include more time after school for lesson preparation and meetings.

Below is a summary of themes that came through in the community survey. The majority of responses recognised the change would take time to get used to. There were some which described their specific challenges. Here are some of the discussion items and next steps:

- **Earlier finishing times / after school care:** The School Board received and endorsed a proposal from parents to introduce an after school care programme. This is an initiative by parents of various classes. This proposal was also endorsed by the Proprietors Trust. The proposal stalled during the implementation phase when a provider pulled out, however this is still work in progress as far as we know.

Tyler Dipper, our student representative will take this topic to the High School Student Council to see if there is an opportunity for High School students to offer after school supervision for individual children. There are generally parents and children on the school grounds until at least 3:15pm.

- **Shortened Lunch breaks:** Lunchtimes were reduced by 10 minutes.

The current times are: 12.25pm - Lunchtime eating – Lower School will be seated while they eat, and High School will have Sponsor time while they eat.

12.35pm - 1.05pm - time for play and breathing out. We understand that the introduction of a school bell at the start of the year, which operates 'on time' may be an additional change to the previous lunchtime routine. The Board asked Pippa and Kelly to ensure and monitor that students and teachers understand that the lunchtime eating time is used for eating, to enable students to have time to play.

- **Communication Timing:** The Board and Principal acknowledge the lack of consultation, timing and initial transparency of the communication that came out and has since requested that information like this will be shared as an individual communication item, consultation conducted and results shared in a timely manner.

The School Board elections are coming up in September and these survey results and actions will be part of the handover to the new Board. Please consider standing for the Board election. Should you be interested, please look up further information on what the Board's role is here: <https://www.resourcecentre.org.nz/helpforboards>

# School Hours Change Survey Summary

## *What Parents Liked About the Changes*

- **Later start time** helped some families manage morning routines better.
- **Earlier finish time** allowed more time for after-school activities and family time.
- **Synchronized start times** for siblings made drop-offs easier.
- **Improved traffic flow** and easier parking for some.
- **Better alignment** with public transport schedules.

## *Concerns and Negative Feedback*

- **Disruption to work schedules:** Many parents reported needing to leave work earlier, resulting in lost income or job opportunities.
- **Shortened lunch breaks:** Children felt rushed, often not finishing meals or missing playtime.
- **Lack of after-school care:** No structured support for children waiting to be picked up.
- **Increased stress:** Especially for working parents and sole caregivers.
- **Minimal perceived benefit:** Some families saw no improvement or found the changes detrimental.

## *Communication Issues*

- **Lack of consultation:** Many parents felt blind-sided by the decision, with no opportunity to provide input beforehand.
- **Poor timing and visibility:** The change was announced at the end of the year, buried in a long email, and easily missed.
- **Desire for transparency:** Parents wanted clearer, more direct communication and justification for the change.

## *Community Notices*

### **Dry Pine Firewood For Sale**

My name is Ashton and I am an ex-student of Taikura. I am selling firewood to raise funds for my rowing, and passion of photography.

The price is \$300 per cord delivered, or \$180 for a smaller trailer (a little less than ½ cord). Stacking is included with the smaller trailer load only.

Please call or text me on 028 4605 572





# HORSE RIDING SCHOOL HOLIDAY PROGRAMME

What's included?

Horse riding lessons  
Horse care & learning  
Fun games & activities

Dates & Time

Week 1: June 30 - July 4

Week 2: July 7 - July 11

Time: 9am - 3pm

Location: Lawn road, Clive

Cost: \$150/day (discount for siblings & multi-day bookings)

To enquire:

Contact: Julia

Phone: 027 822 3185

Facebook: The Lawn Equestrian

The Lawn  
EQUESTRIAN