

# Kererū Tahī



## Term 2 2026

***Nau mai, haere mai ki te wāhanga tuarua - Welcome to Term 2 2026!***

*We hope that you had a wonderful holiday break and that many of you enjoyed visits from the Easter bunny!*

*This term, we officially welcome Tara Taylor (Whaea Tara), who is replacing Courtney Mculloch (Whaea Courtney). **Lou Cocks** (Whaea Lou) will be doing Tara's Thursdays.*

*Please note that we have our **Hui ā Whānau (Parent / Teacher Confences)** coming up in Week 3 of term and we look forward to meeting with you all to share about your child's learning and progress.*



**Kererū**



**Term 2**

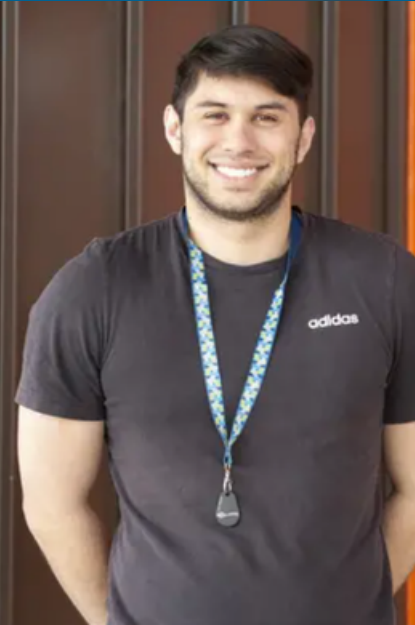


Date	What's On
Mon 20 April	<b>First Day of Term 2</b> - Pōwhiri welcome for new families
Mon 27th April	Anzac Day observed / <b>SCHOOL CLOSED</b>
5th & 6th May	Hui-ā-whānau (Student/Parent/Teacher meetings)
Fri 8th May	<b>Te Ao Mārama Has Talent Finals</b>
11th May	Speak Up Friend Show - Yr3-6
Fri 15 May	Pink Shirt Day (Kindness/anti-bullying) / Wā Ngākau (Assembly)
Fri 29th May	Staff Only Day - <b>SCHOOL CLOSED</b>
Mon 1st June	King's Birthday Public Holiday - <b>SCHOOL CLOSED</b>
Fri 3rd July	Last Day of Term 2 / Wā Ngākau (Assembly)

# Ngā Kaiako TEACHERS



TEINA NEHA



HANNAH CLASPER



TARA TAYLOR



## WELCOME BACK!

**Welcome back to Term 2! We hope you all had a wonderful and relaxing holiday. We are so excited to see everyone back at school, ready for another term of learning and growing together. We are looking forward to a fun-filled term with lots of engaging activities, new learning, and great experiences.**

**Ngā mihi  
Kererū Tahī Kaiako**

# Ngā Kai-Tautoko

## SUPPORT TEAM



### Andrea Hollebon

Our amazing ILA Andrea will be providing learning support in our Kererū Tahi space. She will be working with small groups, doing one on one sessions and supporting overall in the classroom.

Our amazing CRT team will be in fortnightly (even weeks) on a Wednesday to cover our teacher release time. They plan an amazing day including the arts, physical education, science and STEM! Our students know these wonderful kaiako well and will have lots of fun on these special days!

SALLY

DANILLE

KYLA



### Buffy Nepia

Whaea Buffy will be working in our Kererū Rua space as a Kaiārahi i te reo Māori



### Lauren Houppermans

Whaea Lauren will be working in our Kererū Rua space as a Kaiārahi i te reo Māori



# Our Learning

## Term 2 Focus



## Hinemoa and Tūtānekai

This term, our main overarching Inquiry focus will be around the story called, 'The Legend of Hinemoa and Tūtānekai'. This is a traditional Māori pūrākau (legend) that has been passed down for generations. It is a local purākau from Rotorua which explores the thermal area.

For our Inquiry (Pākiki - Play Provocations), we will focus on Health, Science, Social Science and Te Ao Māori.

## Health & Physical Education

### Hauora me Kōri Tinana

Some of the important concepts that we will be covering this term:

- Being brave
- being resilient
- Playing fairly
- Being a good winner
- Being a good loser



We will unpack what the skill is, why it's important and delve into the dos and don'ts of actioning a given skill. These skills will be integrated into our Physical Education programme.

## Science – Putaiao

We will explore the following:

- Floating and sinking
- Heating and cooling
- Changing states of matter
- Volcanoes (geothermal heat)
- Mud pools (geothermal heat)

## Social Sciences – Te Ao Tangata

We will explore mapping of key places like Rotorua in New Zealand. We will also learn about Rotorua's geothermal area and it's importance to local iwi.

## Te Ao Māori

We will explore:

- Tinana (body parts)
- Kupu ahua (adjectives) to describe these
- Times of the day - Ata, ahiahi, pō
- Days of the Week
- Matariki



# Helpful INFORMATION

## Role of the Whānau Teacher

Your child has been placed within a Whānau Group for 2026. They will start each day with this kaiako and this teacher is your main point of contact.

Please feel free to come and see us before or after school. If you have any queries that require more time, please book in a time with us.



## Home Learning

Our school does not set formal weekly homework; however, we will share ideas later this term to support learning at home. Once weekly reading is established, your child will bring readers / texts home in a book bag. Book bags must be brought to school daily so books can be read at both home and school. **No book bag = no reader.**

## Attendance/School Hours

Just a reminder that children are welcome onsite in the morning from 8am (no earlier please!) - however this is unsupervised. They may wait outside the classroom and at 8.20am, they are welcome inside. **School starts at 8.40am - please be here on time. School finishes at 2.30pm and pick up needs to be prompt.** Please give your child a clear plan or meeting point and encourage them to stay off the playground if they are unsupervised for their own safety.

## What to bring to School

Please bring every day:



- A lunch box packed with a healthy snack (fruits and vegetables are ideal),
- Morning tea and lunch - plenty of food to fuel you! **(Please leave lollies at home).**
- A water bottle
- A book bag
- A big smile and positive attitude!

**Please ensure all toys and valuables are kept at home.**



## Birthdays

We already have a birthday ritual in place so that your child has the opportunity to have their moment and be celebrated. **Please refrain from bringing in any lollies or treats to share.**

We have food allergies in our class and need to keep our tamariki safe.

# “He aha te mea nui o te ao? He tangata, he tangata, he tangata.”

**CONFIDENT**  
Māia

**COMMUNITY-MINDED**  
Ngākau Hapori

**CREATIVE**  
Wairua Auaha

**CURIOS**  
Pūkiki

**COLLABORATIVE**  
Korahitanga



## Attendance Management Plan The Stepped Attendance Response (STAR)

We want to ensure all tamariki at Te Ao Mārama attend regularly, supporting their right to access education and reach their full potential.

**Our school has a target of 80+% of our students attending regularly (90% or higher) each term.**

Our goal aligns with the government's national target: 80% of students attend more than 90% of the time by 2030. This means that tamariki should be absent for no more than one day a fortnight to ensure that they can have continued success at school.



Parents have legal obligations to ensure their children attend school (Education and Training Act, s244).



We expect parents to notify the school as soon as possible if their child is going to be late or absent, arrange appointments or trips outside of school hours or during school holidays where possible, work with us to manage attendance concerns.

The Stepped Attendance Response (STAR) sets expectations for school, student, parent/guardian, Ministry of Education and broader system responses to student absence. The STAR also outlines actions at various absence thresholds. This plan outlines our proactive and responsive strategies to improve and sustain student attendance.



### Roles and Responsibilities

Parents/Guardians	Parents/Guardians	Parents/Guardians	Parents/Guardians
<ul style="list-style-type: none"> <li>Ensure student attends every day they are able</li> <li>Maintain good attendance habits</li> <li>Follow school attendance management plan and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Contact school to discuss reasons for absence and impact on learning</li> </ul>	<ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Participate in meetings with school to discuss reasons for absence and to collaborate on a support plan</li> <li>Implement strategies at home</li> </ul>	<ul style="list-style-type: none"> <li>Return student to regular attendance</li> <li>Engage in support plans</li> <li>Participate in regular meetings</li> </ul>
<ul style="list-style-type: none"> <li>Monitor attendance as part of normal practice using IMIS system (DEAC)</li> <li>Communicate with whānau about the importance of attendance</li> </ul>	<ul style="list-style-type: none"> <li>Contact parents to discuss reasons for absence</li> <li>Offer an school resources to help address any barriers (e.g. counselling, food)</li> <li>Formal notification concerning patterns emerge</li> <li>Record interventions and monitor attendance</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the 20%+ absence group on IMIS</li> <li>Formal notification to parents with letter about "concerning" attendance</li> <li>Phone call to discuss reasons for absence</li> <li>Collaboratively develop a plan followed by the student and whānau (whānau)</li> <li>Engage external agencies as appropriate (e.g. Attendance Service, Change Network, Public Health Nurse)</li> <li>Review and monitor progress regularly (weekly check-ins)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the 20%+ absence group on IMIS</li> <li>Escalate formal notification to parents with letter about "very concerning" attendance</li> <li>Hold hui to have meetings to discuss reasons for absences, and review, implement and monitor personalised Attendance Plan</li> <li>Request support from Attendance Service or other agencies</li> <li>Review and monitor progress regularly (weekly check-ins)</li> </ul>
<ul style="list-style-type: none"> <li>Identify and address barriers to attendance. This includes:                             <ul style="list-style-type: none"> <li>agencing changes to be made;</li> <li>collaborating some universal basic needs impacting on attendance, and</li> <li>referring students to other services as necessary</li> </ul> </li> <li>Collaborate with schools so that:                             <ul style="list-style-type: none"> <li>they remain engaged as plans are developed and implemented, and</li> <li>they can continue to provide support as the student increases their attendance at school, and the additional Attendance Service support is withdrawn</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Facilitate involvement of other agencies</li> <li>Support schools to access other education pathways for a student where appropriate</li> <li>Coordinate system-wide initiatives for high-need attendance</li> <li>Represent regional support resources to where most needed/required</li> <li>Undertake Ministry-led prosecution when considered appropriate if supports are offered and not taken up, when requested by schools</li> </ul>		



## Stay in Touch:

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**Kererū**