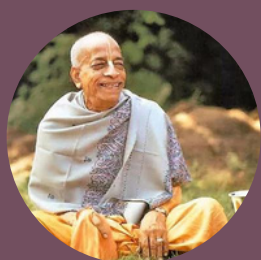




SCHOOL NEW SLETTER

"If the children are given a Krishna Conscious education from early childhood, then there is great hope for the future of the world" ~A.C. Bhaktivedanta Swami Prabhupada



"Everything should be done on the basis of love. Strictness is not very good. The students should act out of love, that is wanted". ~Srila Prabhupada



Visit "Seesaw" to get all the updates, notifications and your child's learning stories



Please follow our "Parents of the Hare Krishna School" FB page for pictures, notices and more

SNEAK PEEK OF WHAT'S INSIDE:

TERM HIGHLIGHTS AT HKS



School Board's Update

Find the update from our School's Board of Trustees on Pg. 3



Football tournament

Our intermediate boys participated in the inter-school football tournament this term. See more on Pg. 18



Careers Expo

Our High School students went to the careers expo. More on this on Pg. 19

PRINCIPAL MESSAGE



Hare Krishna dear parents and whānau,

As we come to the end of another busy and rewarding term, I would like to thank our students, staff, and families for your continued support and commitment to our school community.

Term 2 has been filled with rich learning opportunities, educational trips, sporting events, and several exciting developments that continue to strengthen teaching and learning across Hare Krishna School.

This term, we introduced several targeted learning initiatives to support student achievement further. These include a Mathematics acceleration programme, a structured literacy intervention, and a reading intervention programme for students across Years 4–10. These initiatives provide additional support for students who will benefit from focused teaching and reflect our commitment to helping every learner reach their potential.

Another significant milestone has been the introduction of our Peer Mediation Programme. Following a competitive application process, a group of Year 7 and 8 students completed training through the Peace Foundation under the leadership of our Deputy Principal, Subhadra Mataji. Our peer mediators now support teachers during lunchtime by helping younger students resolve minor conflicts positively and respectfully. We are confident they will make a valuable contribution to fostering a caring and supportive school environment.

I am also delighted to share that, thanks to the generous support of ISKCON Auckland, our school proprietor, our new senior classroom block and science laboratory are now complete and ready to welcome students from the beginning of Term 3. This outstanding new facility is another significant milestone in the growth of Hare Krishna School and will provide enhanced learning opportunities for our Year 9–13 students.

As we enter the holiday break, I hope every family enjoys a safe, restful, and spiritually uplifting time together. We look forward to welcoming everyone back next term for another exciting chapter in the life of our school. Thank you for your continued partnership and support.

Yours in service,
Dharma-Setu Dasa
Principal



HARE KRISHNA SCHOOL

Board of Trustees Update

Hare Krishna dear parents and whānau,

It's been another busy and positive term at Hare Krishna School. The Board is pleased to see students continuing to grow and thrive across all areas of school life. Our devotional programmes remain a real strength, with students actively participating in kīrtan, temple visits, festivals, drama, Sanskrit and Śāstra learning.

There is also exciting progress on the property front. The new classrooms have been completed and will be in use from the start of Term 3. Additional improvements, including a new drinking water filtration system, upgraded basketball court and an expanded outdoor pottery learning space, are also underway.

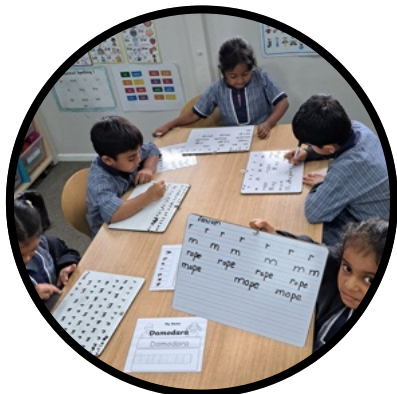
The Board was also pleased to receive the school's 2025 audited financial statements, which achieved a clean audit with no significant issues identified. As our school continues to grow, we remain focused on working with school management to manage our resources carefully and planning for the future.

Thank you to our students, staff, whānau and wider community for your continued support. Together we are building a school where Wisdom, Respect and Joy continue to flourish.

Yours in service,
The Board of Trustees

Curriculum Highlights

Pr i a m School



Year 1

BalGopal class has been working hard on their writing this term. Handwriting practice is a favourite part of the day for our class and they are always so careful and proud of their work. Our sentence writing is improving greatly and we are seeing the students' confidence grow as well as the interesting and funny sentences they come up with. Writing is woven in to all curriculum areas so they get to explore a variety of vocabulary.

Year 2

Our Krishna Balaram class focus students have been working on developing their leadership skills and setting a positive example for others in our classroom. They have been showing responsibility, making good choices, helping their classmates, and demonstrating what it means to be a role model. A highlight has been seeing them proudly share creative creations they have made and explain the ideas behind their work. It has been wonderful watching their confidence grow as they speak in front of the class and encourage others through their actions. We are very proud of the way these students are stepping up, showing initiative, and contributing positively to our class.



Year 3

In Social Science, we have been studying the concepts of identity and belonging. Students have explored their family heritage, uncovered the groups and communities to which they belong, and examined important symbols and customs in their cultures. They reflected on their roles within these groups, considering how personal experiences and shared histories shape identity.

To consolidate their learning, students engaged in creative projects. They drew world maps to show their countries of origin and their migration journeys of their families, and created artistic family trees to celebrate their unique heritage. These activities deepened their understanding and appreciation for the diverse backgrounds in our classroom community.

Year 4

Students have been exploring statistics through a hands-on class investigation completed in small groups. Each group chose a question, collected data, and organised their findings using tables and graphs. They then analysed the results and came up with key conclusions. This process helped students strengthen their statistical reasoning, teamwork, and problem-solving skills. It was wonderful to see their enthusiasm and confidence grow as they shared their findings with the class. The activity also encouraged students to ask thoughtful questions and reflect on how data can be used to support decision making in real-life situations. Many students discovered unexpected patterns in their data, which sparked lively discussions and deeper curiosity about the subject.



Curriculum Highlights

Primary School Continued

Year 5

Our students have been engaged in rich, hands-on learning experiences that have supported their understanding of force and motion. A visit to MOTAT provided opportunities to explore scientific concepts through practical investigation, while also making meaningful connections to our current learning about tectonic plates and the ways the environment can cause earthquakes and volcanoes. Students also took part in the WonderSTEM Project, where they investigated rocket launches, the forces involved, ways to improve the aerodynamics of water rockets, and the engineering design process. In addition, students performed a beautiful poem about how Ekadasi came about, showcasing their creativity, confidence, and appreciation of cultural learning.



Year 6

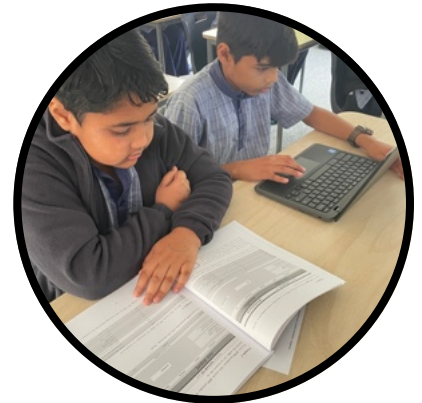
Jagannatha class had an engaging and memorable excursion to MOTAT, where they delved into the fascinating world of electricity. During their visit, they explored the rich history of electrical discovery, learning about influential pioneers such as Nikola Tesla and his groundbreaking contributions to science. Through interactive exhibits and demonstrations, our students gained a deeper understanding of how electricity is generated, transmitted, and used to power the many devices and facilities that are essential to our daily lives. The experience not only broadened our knowledge but also sparked curiosity and excitement about the role of electricity in shaping their modern world.



Sanskrit in Years 1-6

We are delighted to share the progress of our Sanskrit programme this term. Students have been studying from textbooks authored and published by their teacher, Lajavati Mataji, and have made excellent progress. Primary school students have expanded their vocabulary and can construct simple Sanskrit sentences using colours and demonstrative words such as "here," "there," "this," and "that." Students of years 5 and 6 can now confidently write in Devanāgarī script.

We are also pleased that Online Sanskrit Saturday classes for Years 7–13 were successfully launched, providing students with further opportunities to develop their Sanskrit skills.



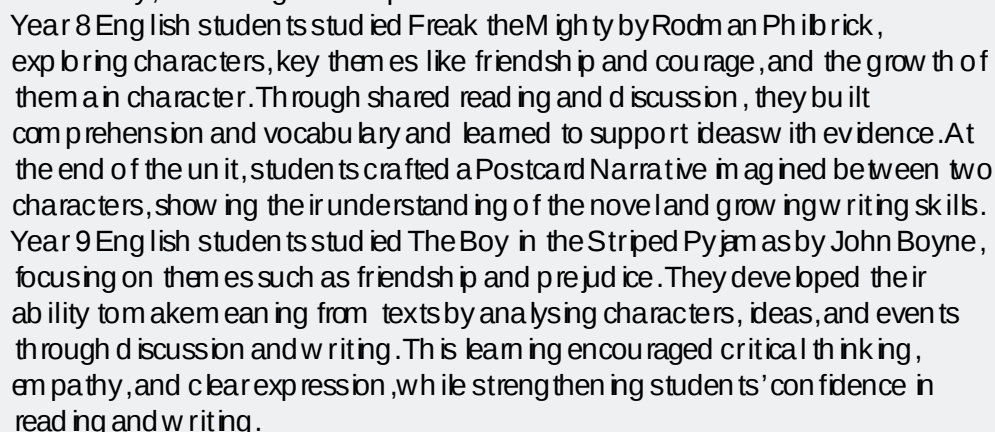
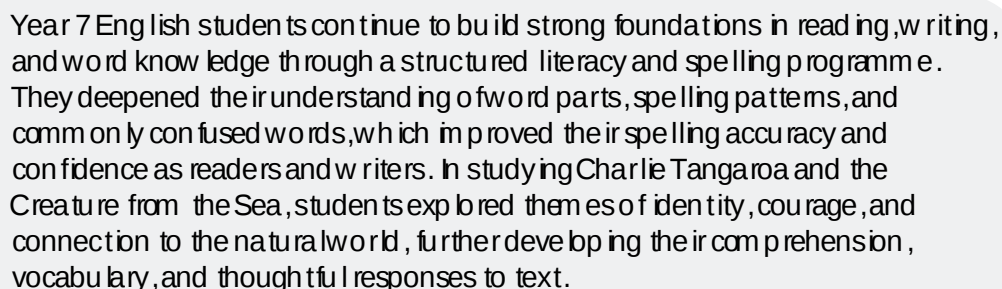
Primary School IPE

This term, students focused on four major winter sports: football, rugby, basketball, and hockey. Alongside sharpening their dribbling and passing, students worked hard on essential team values like fair play, constructive communication, and spatial awareness. During the games we built confidence, teamwork and stayed highly engaged in the fresh air.

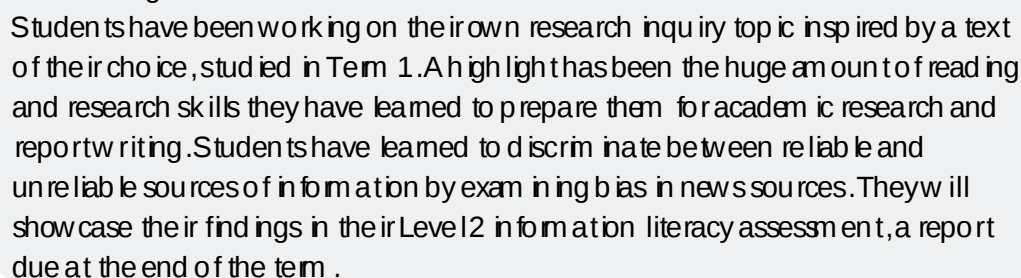
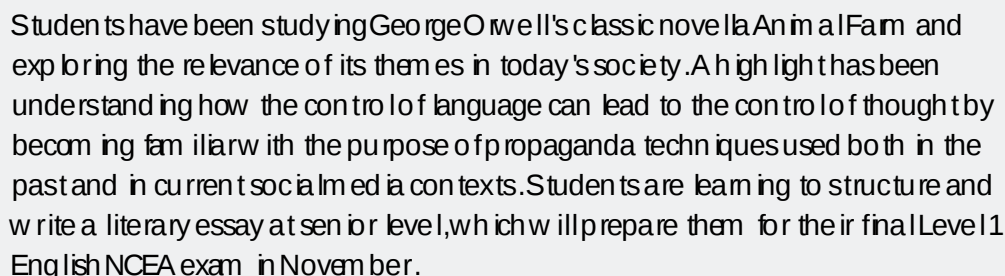
Each session allowed students to try new roles and positions, helping them discover their strengths with different sports. Coaches noticed growing resilience and positive attitudes as children encouraged one another and celebrated both individual improvements and team achievements.



Intermediate & High School Subjects



For the first half of the term, Y10s have been building their reading and writing skills for everyday-life situations and in preparation for the NCEA co-requisite exams which were in Week 5. Students also read a non-fiction book of their choice, exploring its ideas and issues through the sastra lens. Another highlight has been the novel study. Exploring features of the dystopian genre in *The Giver* by Lois Lowry, students have studied how themes such as rules and control, pain and pleasure and the importance of memory relate to society and the human experience.



Curriculum Highlights

Intermediate & High School Subjects

Year 7 and 8 Maths

In Years 7 and 8, students have built a solid grasp of decimals this term, confidently dividing by tens, hundreds, thousands, and ten thousands, and extending this skill to millions. They can now accurately perform operations with both whole numbers and decimals. Year 8 students have also worked on converting very large and very small numbers into scientific notation, changing decimals to fractions and percentages, comparing fractions and decimals, and rounding numbers.

Year 9 Maths: Students in year 9 have had a busy term, they studied transformation geometry involving reflection, rotation and translation. They also completed a unit of work on Algebra learning how to solve algebraic equations.

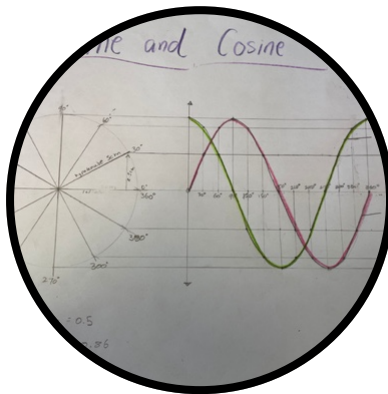
Year 10 Maths: Students in year 10 have studied topics in measurement and geometry in term two. They have learned how to apply their knowledge of Trigonometry to practical problems as well as learning about the origins of the sine and cosine wave.

Year 11 Maths:

This term was focused on exploring data through the statistical inquiry process. They used relationships, comparison, and time series data sets in different contexts. They learnt how to write a purpose and problem, hypothesis, plan to collect data, use data to analyse, draw a conclusion, and write a reflection.

Year 12 Maths:

This term, students developed skills to use statistical and network methods to solve problems. They conducted a statistical experiment to investigate whether "Practice makes perfect" holds in different situations. They also applied network methods to solve "Amazing Race" problems based in Tamaki Makaurau.



Music

In Year 8 music, students have learnt to read and write pieces of music, as well as how to play a rhythm dictated to them. They have all learnt to play five chords on the ukulele and two-handed melodies on the piano. Students finished the term by preparing a beautiful song narrating the pastime of the Pan iHati festival, which they performed for the pleasure of Sri Sri Radha Giridhari and the devotees. This term, we re-started our school choir. Students are busily learning 10 songs in order to take part in the Northwest music festival in November, as well as preparing for Jammastam in next term.



Health

In Year 8 health, students have looked in depth at what cyber-safety means in the modern day and age. They researched online boundaries and how to be an upstander. Students also learnt how to manage conflict, exploring different conflict styles and how to communicate positively with one another in spite of disagreement. It's been a term focused on building practical skills for navigating both the online and offline world.

Additionally, we observed Pink Shirt Day as a whole school this term, which focused on anti-bullying and respect among peers. This special day provided an opportunity to reinforce the importance of kindness and standing up for one another in our school community.



Curriculum Highlights

Intermediate and High School Subjects

Years 7 and 8 Sastra Studies

This term, Year 7 and 8 students have been exploring the nature of the material world through the teachings of the Bhagavad-gītā and the books and purports of Śrīla Prabhupāda. Students investigated the purpose of the material world, its place within the universe, what it is composed of, why it exists, and how it influences our lives. A particular focus was placed on understanding the material elements and the three modes of material nature.

Students worked collaboratively to create and deliver presentations, participate in amazing self-written and directed drama skits, and engage in thoughtful discussions about these important philosophical concepts. They have also successfully learnt and memorised more than ten verses from the Bhagavad-gītā, learnt a bhajan, whilst developing both their understanding and appreciation of scripture and love for Krishna.

Year 7 students participated in a vibrant Kīrtan Mela, developing their confidence in leading and participating in congregational chanting. Meanwhile, Year 8 students undertook deeper analytical tasks, examining real-life scenarios, behaviours, and habits through the lens of the three modes of nature. They explored how the modes influence our choices and discussed practical ways to rise above them through sincere devotional service performed with love and devotion to Krishna.

We have been delighted by the students' enthusiasm, thoughtful reflections, and growing ability to apply spiritual wisdom to everyday life.



Year 10 Drama Class

Our Year 10 Drama students have truly outdone themselves this term, producing two major temple productions for Lord Narasimhadeva's Appearance Day and Shana-yatra. Through these performances, students demonstrated remarkable commitment, creativity, and teamwork while bringing important spiritual themes to life for the community.

Throughout the term, students have developed their understanding of key dramatic techniques, including voice projection, stage presence, use of space, facial expression, and gesture. They have shown tremendous growth in confidence and performance skills.

Students have also learned the art of script writing, carefully combining meaningful messages, educational objectives, and humour to make Krishna's pastimes engaging and relatable for younger audiences. In addition, they successfully organised a fundraising initiative that enabled them to attend a Disney musical, where they further explored professional performance techniques and celebrated the power, creativity, and joy of drama. We are incredibly proud of their dedication, growth, and outstanding achievements this term.



Curriculum Highlights

Intermediate and High School Subjects

Year 7 and 8 Social Sciences

This term, Year 7 and 8 students have been learning about government systems and democratic processes in New Zealand. Through research projects, presentations, and class discussions, students explored the four parts of government, how Parliament functions, the voting system, democratic principles, and the importance of protecting minority rights.

Year 7 students applied their learning by creating their own political parties, developing policies, promoting their ideas, and participating in elections while following democratic voting procedures. They also created an outstanding library resource: a collaborative class book explaining different aspects of New Zealand's government. Students researched and wrote about topics such as the roles of Parliament, the functions of government, how laws are made, and the process by which a bill becomes law. The book was enhanced with beautiful illustrations, creative designs, and informative diagrams, resulting in a resource that future students will be able to enjoy and learn from. A highlight for our Year 8 students was an exciting visit to Auckland Town Hall and the Civic Building. Students met elected representatives and local board members, participated in interactive sessions, observed a council meeting, and engaged in debate on local issues. This was a unique opportunity, with our students being the first school group in Auckland to attend a session of this kind. Their thoughtful contributions made a strong impression, and several ideas generated by HKS students will be taken forward for consideration at an upcoming local board meeting.



Years 7 and 8 Science

In Year 7 science, students studied cells this term, learning all about the different types of cells, their organelles and functions, and the differences between plant and animal cells. Students viewed plant cells under the microscope and created their own cell models. From there, they moved on to ecosystems, exploring biotic and abiotic factors, the spheres of the Earth, and the water, carbon, and nitrogen cycles. We rounded off the term with a trip to visit the Matuku Creek wetland. It's been a rich and hands-on term, full of in-depth biology learning. Along this, year 7s have been busily collecting data for their science fair projects, which will be presented next term.

In Year 8 science, students have learnt a great deal this term, starting with the foundations of biology and what it means for something to be alive. From there, they moved into genetics and inheritance, investigating DNA, chromosomes, alleles, dominant and recessive genes. Students completed a plant dissection lab, looking at reproductive parts of flowering plants under the microscope. We concluded the term with a short focus on ecosystems, and a visit to Matuku Link wetland. Alongside all of this, students have been working hard on their science fair projects, which will be completed by the end of the term.



Curriculum Highlights

Intermediate and High School Subjects

Social Sciences Years 9-10:

This term, Year 9 and 10 students have been exploring Human Rights. They have been learning about the meaning and importance of human rights, how these rights are protected, and what happens when these rights are denied. Students have examined real-world examples of human rights issues and considered how individuals, communities, and organisations can respond to injustice. Through discussion, research, and written activities, students have developed their understanding of fairness, equality, responsibility, and dignity. This topic has encouraged them to think critically about the world around them and reflect on how they can show respect and compassion towards others in their own lives.

Geography Year 11:

This term, Year 11 Geography students have been focusing on world biomes. Students have been learning about the main characteristics of different biomes, including climate, vegetation, location, and the ways living things adapt to these environments. Through class discussion, map work, research, and written explanations, students have explored how natural factors such as temperature, rainfall, latitude, and altitude influence the distribution of biomes around the world. To support their learning, students also visited our local Enchanted Forest, where they had the opportunity to experience hands-on learning about the forest biome and observe features of this environment in person.



SRINESH FROM YEAR 7



JAY FROM YEAR 7

Outdoor Classroom

Year 7 students have immersed themselves in both clay and woodwork projects this year. Using a variety of woodworking techniques, they crafted an impressive collection of knives and wands, each showcasing their developing skills and creativity. In pottery, they experimented with both the potter's wheel and hand-build methods, producing unique ceramic pieces. Every item was thoughtfully glazed, resulting in a vibrant and visually stunning display.

Year 10 students focused on advanced pottery, creating pots both on the wheel and by hand. Their work was further enhanced with intricate carved patterns and colorful glazes, adding depth and personality to each piece. In addition, some students extended their woodworking abilities by making wooden platters to beautifully present their ceramic creations. The combination of clay and woodwork demonstrates the students' dedication and artistic growth throughout the year.

Curriculum Highlights

Intermediate and High School Subjects



Secondary School Art

Year 9 Art

Year 9 art students have been learning a range of skills including:

- Pencil Drawing: Creating detailed studies of a pīwakawaka/fan tail bird.
- Sculpting & Painting: Crafting and decorating three-dimensional papier-mâché birds.
- Mixed Media: Designing and assembling geometric and collage.

Year 11 Art

In term 1 and 2 the year 11 visual art focus has been the Temple Gardens. Thus students have explored a range of different drawing and painting techniques using the temple gardens as inspiration.

Year 12 Art

Year 12's visual art has a programme focused on a personal theme - which is cats and family members in this case. The work shows the use of a variety of compositions, different media techniques and painting conventions.

Science in Junior High school

This term, our science students from Years 9 to 11 have engaged in a variety of enriching activities that extended their learning beyond traditional classroom boundaries. Year 9 students embarked on an educational trip to the Botanical Gardens, where they explored biodiversity, plant adaptations, and ecological relationships through direct observation. This experience was reinforced with a research-based assignment, helping them consolidate their understanding. They are now preparing for the upcoming Science Fair, where they will design and present their own investigations, further developing their scientific inquiry skills.

Year 10 students delved into the world of microbes, studying bacteria, fungi, viruses, and protists. Through a combination of class activities and practical experiments, they examined the beneficial and harmful roles of microbes in health, food production, and the environment, gaining insight into processes such as decomposition and nutrient cycling.

Year 11 students applied their Level 1 Physics knowledge to hands-on engineering projects, such as building accelerometers and land yachts. These projects deepened their understanding of motion, force, friction, energy transfer, and aerodynamics, while promoting problem-solving, collaboration, and the practical application of scientific concepts.



Narsim ha Caturdasi

A Recount of the Nrsinhadeva Drama by Year 10



On the evening of Thursday 30 th April, the Year 10 class stood behind a screen, shielding them from the view of hundreds of eager devotees.

From the beginning of the school term the students had been Preparing for a drama—studying their lines, refining their acting and recording audio for their offering to Lord Narasimhadeva. Painted nails and intricate sketches of the Lord had been crafted to enhance the drama depiction of Lord Narasimhadeva's installation in Mayapur.

When the day had finally come the actors were bursting with excitement; they were to perform the drama two times in one day!

The first performance was to the school assembly. Different year groups sat in anticipation of the drama, catching glimpses of the decorated actors behind the screen. The devoted drama teacher, Kirti Kumari Devi Dasi, introduced the act as a pastime of dedication, faith and divine love.

The drama depicted how Mayapur temple used to be attacked by troublesome miscreants. Devotees decided that, for their deity's protection, they should install Ugra Narasimha—The raging form of the Lord. They had a sketch prepared and went off to find a sculpture to carve the deity. Finally, after much rejection a sculpture decided to carve the deity.

When months had passed, the deity was ready to be moved to Mayapur, but only days before the installation, the shed in which it was being kept caught fire. The lord was too eager to see his devotees! Although the shed was burnt to the ground, the deity remained untouched and was installed in the temple in Sri Mayapur Dham. From that day onward there has been no attack on the deities of that temple.

After their successful performance at the school assembly, the year 10 drama class was excited to perform the drama to the devotees assembled at Lord Narasimhadeva's appearance day celebration.

The crowd greatly appreciated the drama and cheered loudly as actors revealed sketches and designs for the proposed deity. When the deity of Lord Narasimhadeva—played by year 10 student, Nishtha Pranav—burnt down the shed in a fiery Bharatnatyam dance the audience was astonished by her expressive moves and costume and clapped along with the beat of the music.

Finally, when the full cast entered on stage, they finished the performance with a contemporary version of the Narasimha prayers—played on the guitar by Year 12 student Nima Lockie. The class exited the stage after leading the temple in a chorus of 'Jai Narasimha Deva!'

By Nadia Lockie



Year 5 Rocket Challenge: The Wonder Project

Our Year 5 students have been taking part in The Wonder Project, Engineering New Zealand's free, not-for-profit STEM programme designed to inspire young Kiwis through science, technology, engineering, and maths.

This exciting project has given students the opportunity to step into the role of Mission Commander as they design, build, and launch their own water rockets. Along the way, they have been learning about Newton's laws of motion, the engineering design process, and the importance of working together as a rōpū.

The Rocket Challenge is made up of six engaging modules that guide students through the full engineering journey. They begin by getting ready for the challenge and meeting their Wonder Project Ambassador, before exploring what rockets need to lift off safely and successfully. Students then learn about Newton's first, second, and third laws of motion, investigate the forces acting on a rocket, and begin designing their own ultimate rocket. As the challenge continues, they develop prototypes, test flights, record and analyse data, and make improvements to their designs before launching their best rocket in the final blast-off.

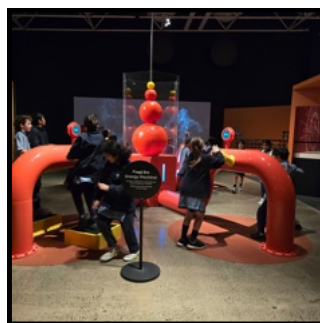
We also received a free rocket kit, carefully curated with STEM equipment worth over \$300, including rocket launchers and safety gear, to ensure our ākonga had a blast while learning. Our Year 5s have thoroughly enjoyed planning and designing their rockets, discovering what helps them fly higher, and, most of all, launching them. Their enthusiasm, creativity, and teamwork have been wonderful to see throughout the project.

We were also fortunate to be supported by our STEM Ambassador, Rob, a safety engineer involved in the extension project at the Hare Krishna Temple. His expertise and encouragement have helped bring this exciting learning experience to life for our students.



MOTAT Class Trip

Our Year 5 students had a wonderful visit to MOTAT, where they had the chance to explore the museum and take part in a hands-on learning programme about force and motion. The programme encouraged students to think about the questions: What forces make up motion and phenomena in our world? How do we move? Through a range of engaging experiments, they investigated how push, pull, spin, friction and resistance all affect movement. Students especially enjoyed activities such as tug-o-war, where they explored resistance and friction, as well as measuring the speed of launched objects. The day was a great opportunity for students to deepen their understanding of how and why forces influence the world around us. They also got to travel on the trams, and learn a little bit about the trams' history and inner workings, which made the experience even more memorable and exciting.



Maritime Museum Class Trip



Year 3 had a dynamic and memorable trip to the Maritime Museum, where students enjoyed a wonderful educational experience focused on immigration and identity.

During their visit, they participated in an educator-led workshop that delved into the diverse groups who immigrated to New Zealand throughout history. The workshop covered how these groups made their journeys whether by sea, air, or land and explored the various reasons people have chosen to move to Aotearoa New Zealand, such as seeking new opportunities, escaping conflict, or reuniting with family. Students were encouraged to think about and discuss their own family stories. Many took the opportunity to share where their families originated from, why they or their ancestors decided to immigrate, and how their stories contribute to the rich and ever-changing tapestry of New Zealand's identity.

In addition to the workshop, students had plenty of time to explore the museum's fascinating exhibits. A particular highlight was witnessing and hearing the dramatic firing of a very loud cannon! Overall, the trip was a fantastic blend of learning and fun, helping students appreciate both the history of New Zealand and the important role that immigration plays in shaping our society today.

Year 12 Biology Trip

On the 14th of May this term, the year 12 biology students went on an outing to collect data for an experiment they are investigating in class. The day started with a gentle journey to Muriwai Lagoons. The purpose of this outing was to investigate New Zealand's indigenous Harakeke 'New Zealand flax' and its relationship with notch and window caterpillars. Luckily, as we were outside for hours, the weather was beautiful with the bright sun smiling down at us. A classmate even described it, saying, "I think the trip was good because it was an amazing day with no clouds in the sky." It felt surreal searching through these tall, strong plants looking for small holes in their leaves. We spent hours looking for tiny windows and notches out of the harakeke's tough leaves, measuring the distances and relationships to each other. This outing not only provided us with a heightened understanding of our research topic but also showed us the importance of precision and dedication. To find 50 samples of notches and windows, it took hours of meticulous measuring and picking through the stiff leaves to find suitable data. By the end, we were all tired, but that did not stop us from helping each other write down our data and pack up our equipment quickly. Overall, I believe this trip was exceptionally informative, allowing us to gain a deeper understanding of our research while allowing us to form stronger bonds with our classmates and nature.

By Lalita K. Lane



Year 9 Biology Trip to the Gardens



Our adventure began first thing in the morning as we boarded the school bus. The 50-minute journey to the gardens gave everyone a great opportunity to catch up, share our excitement, and talk about what we hoped to see. When we arrived at the venue, we gathered as a class on the lawns to enjoy morning tea together, getting prepared for the long walk ahead.

With our energy high, we officially began our practical learning journey focused on biodiversity and ecological systems. Walking through the various garden zones allowed us to observe how different organisms interact within their specific habitats. We got to see these classroom concepts come to life as we identified key species, including New Zealand native flax also known as harakeke and the stunning, colorful blooms of the Marigolds or Tagetes Genus plants.

Not only did we learn so many things about our native habitats, the day was also a fantastic memory for our whole Giriraj class. We spent hours walking the pathways, laughing together, capturing beautiful photographs of the native scenery, and creating lasting school memories.

We explored so well that by the afternoon, everyone was feeling the physical part of the walk. As we explored towards the end, our classmates "It's Good" said Anirudh Semwal. Also reflecting on the trip Divya Pawar added, "Pretty good, but the walking is pretty not good."

Ultimately, the trip was a brilliant success, offering a great balance of education and class bonding. A massive shoutout goes to Isha Mataji for putting the trip together, and a huge thank you to Sarada Mataji for her invaluable support. Their presence is truly what made this such an amazing and memorable experience for our Year 9 class!

By Yashika (Year 9)



Japa Retreat

On Friday, May 22nd, Years 9 and 10 students attended an inspiring Sastra excursion to the vibrant VECC in Papakura. Organized by teacher Kirti Kumari Mataji, the day offered students a wonderful opportunity to immerse themselves in meditation, mindfulness, and community connection.

Our day began with boarding the school bus, making them a four 1-hour drive by starting our first two rounds of Japa. Upon arriving at the welcoming Papakura center, students explored the sacred space and enjoyed morning tea. Then we performed Guru Puja, a beautiful ceremony offering prayers of respect and appreciation to Sri Prabhupada, the founder of the Hare Krishnamovement. This uplifting practice set a deeply peaceful and focused tone for the entire day.



In the morning we learned realizations and lessons about Krishna from students Nadia, Divaa, and Yashika. But everyone overall got a chance to speak about how this day felt and their heartfelt reflections which left everyone feeling inspired and positive, setting a wonderful atmosphere.

Throughout the day, we dedicated time to meditation in short, relaxed breaks. A truly special aspect of this experience was that everyone was encouraged to meditate at their own individual pace and comfort level, completely free from pressure. This made the practice deeply personal, and meaningful for everyone involved.



What made this day so amazing was the incredible teamwork and contribution. A huge shoutout goes to Siyona, Nishtha, and Krishna Lila, who did an amazing job as the cooking team, they prepared a delicious, pure vegetarian feast of fried rice, fries, ice cream, and fresh fruits and drinks. Every dish was offered with love, turning the food into Prasadam. Alongside them, our dedicated cleaning team worked together to keep the space clean. Watching everyone collaborate with such enthusiasm created a joyful, welcoming atmosphere that made the entire experience unforgettable. We extend a heartfelt thank you to Kirti Kumari Mataji for organizing such a blessed, uplifting trip!

By Yashika B. (Year 9)



Northwest School's Art Expo



YEAR 8



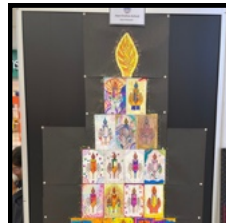
YEAR 1



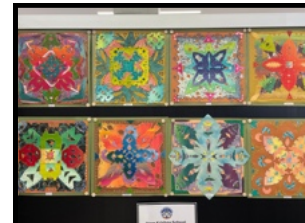
YEAR 4



YEAR 5



YEAR 6



YEAR 9

This term, our school was delighted to participate in the Northwest School's Art Exhibition, showcasing the incredible creativity and talent of our students. The event drew enthusiastic attention from the community, with many visitors stopping to admire the artwork, some were so impressed they even inquired about purchasing pieces!

A special thank you goes to Camilla, our inspiring art teacher, whose vision and guidance played a key role in bringing these projects to life. Her dedication has helped nurture our students' artistic skills and confidence, empowering them to express themselves in new and exciting ways.

We are extremely proud of the progress our young artists have made. Their hard work and passion were clearly reflected in the outstanding pieces on display. Congratulations to all involved for making this exhibition such a resounding success!

Trip to the Theatre

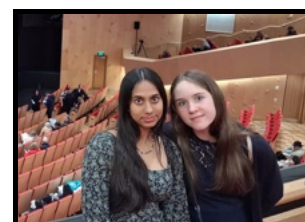
During Term 2, the Year 10 class participated in Drama. Throughout the term, we developed our performance and production skills by presenting a variety of dramas for both Hare Krishna School and the temple community. These included the Narasimhadev pastime for Narasimha Chaturdasi, the Subala Vesa pastime for the junior students, which the Year 10 students wrote and self-directed, and the inspiring pastime of King Purushottama—the humble king who swept the roads for Lord Jagannatha—performed during Shana Yatra.

To conclude our Drama topic, our class attended a spectacular two-hour musical performance of The Little Mermaid at the Auckland Ao Teo Events Centre. The imaginative costumes, adorned with glittering sequins and vibrant fluorescent fabrics that shimmered beneath the colourful stage lights; the elegant choreography that flowed across the stage like ocean waves; the powerful live singing that held us spellbound; and the stunning stage effects that vividly transformed the theatre into a magical underwater world left us captivated from beginning to end.

The Year 10 class greatly appreciated the opportunity to experience a professional production and observe its high standard of acting, singing, stage design and choreography. "The performance was an inspiration to young actors and the musical was an overall incredible experience," says Eva Satish, a Year 10 student.

This trip provided a valuable learning experience as we observed how actors used facial expressions, vocal variations and body language to bring each character to life. Seeing these techniques performed on stage inspired us to incorporate them into our own future performances.

Krishna Lila Stansfield
Year 10 Student





ALUMNI NSP RES STUDENTS and a FOOTBALL TOURNAMENT



This term, we were honoured to welcome back Vibha, an ex-student of Hare Krishna School, whose remarkable journey has inspired our entire school community. Vibha reached out to us with the wonderful idea of sharing her story and achievements with our current students. Returning to her primary school filled her with joy, especially as she had exciting news to share: Vibha has become a professional footballer and will soon be joining the A-League in Melbourne! We wish her every success in this incredible next step.

Vibha is also a member and scholar of the Tanya Dalton Foundation. Through the charity, Vibha very kindly donated footballs, basketballs, and rugby balls to our school. We are deeply grateful for her thoughtful contribution, which will benefit our students for years to come. During her visit, Vibha delivered an inspiring presentation to our students, encouraging them to pursue their passions and dream big. Her words certainly made an impact, our students left the session motivated and full of enthusiasm.

Coinciding with Vibha's visit, our Years 7–8 boys had the exciting opportunity to participate in the Auckland School Inter-School Football Tournament for the very first time. Thanks to the guidance of Savnee Prabhu and Monika Mataji, our dedicated PE teachers, the boys made fantastic progress and thoroughly enjoyed the experience. Vibha also joined in, helping to coach and inspire the team during tournament week. We extend our heartfelt thanks to Savnee Prabhu, Monika Mataji, and Vibha for making these memorable experiences possible!



Vibha Godha

FOOTBALL
RIDER LEVETT BUCKNALL



Vibha was a member of the NZ U17 training squad who were preparing for the U17 World Cup in 2022. Vibha's speed is a key asset for both her Epsom Girls Grammar school team and Auckland United Football club team.

2023 saw Vibha sign for Ellerslie AFC. In 2024 Vibha trialed and successfully gained a place on the Football Pathways Program at Melbourne Victory Football Club. In early 2025 they became champions of the NPL Nike FC Cup. Later in 2025 Vibha signed for Southern United Football Club.

Careers Expo and Dress up Day

Exp loring Our Options - The Career Expo
By Keerthana K ishore , Year 10 .

Recently , the year 9 to 12 studen ts from our school headed out to the Career Expo . It was held at the Auckland Showground with dozens of stalls showcasing different pathways for the future , giving us a fantastic look at what various jobs actually look like in real life .



We were allowed to split up and walk around in pairs or groups of three , which was perfect because we could choose exactly which stalls to visit and go at our own pace . A large portion of the careers on display focused on hands-on , practical fields like trades , construction , healthcare and even military . There were corporate , business and creative industries there too , but it was really interesting to see the day-to-day reality of those highly practical jobs .



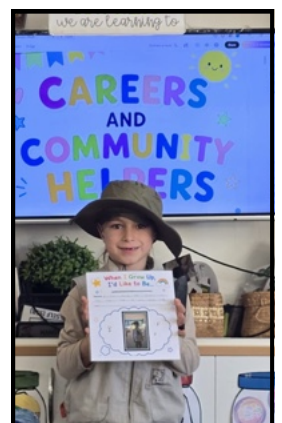
The best part of the day was getting to talk to real people who actually work in those careers . Instead of just handing out brochures , some of the presenters even brought tools or set up hands-on activities for us to try . Being able to see the equipment firsthand made it way easier to understand what the work involves . The sweets and gifts that we could get from the stalls made it even more exciting to explore them . Walking around the venue , a lot of students were pretty surprised by just how many unique job options are actually out there that we had never even considered before .



Ultimately , the event definitely got us thinking more seriously about what comes next . It was a great opportunity to figure out which specific school subjects or outside skills we might need to focus on for our future goals . Personally , I realized there are way more pathways available than I ever thought existed . It turned out to be a really helpful and fun day out for everyone involved !



Several of the photos featured here were taken during our school-wide Career Day . Students thoroughly enjoyed dressing up as the professionals they hope to become .



Cool School's Peer Mediation

We are delighted to announce that a group of our Year 7 and 8 students has successfully completed Peer Mediator Training this term and has been officially appointed as Hare Krishna School's Peer Mediators for 2026.

This initiative is based on the Peer Mediation Programme developed by the Peace Foundation, a nationally recognised organisation that promotes peaceful conflict resolution and positive relationships in schools and communities throughout Aotearoa, New Zealand.

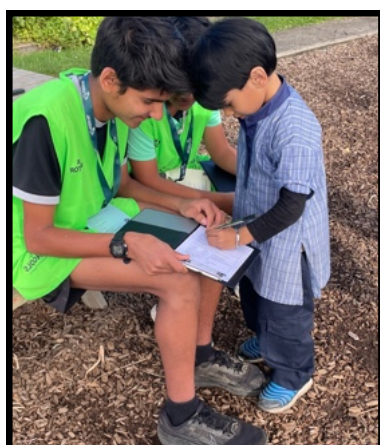


Peer mediation is a student-led process that helps children resolve minor conflicts peacefully through respectful communication, active listening, and problem-solving. Our Peer Mediators have received training in mediation skills and will support their peers in years 1-6 during break times by helping them work through disagreements and find positive solutions together.

We would like to congratulate and thank these students for volunteering to take on this important service role. Their willingness to serve others demonstrates leadership, responsibility, empathy, and a commitment to creating a caring and harmonious school environment.



This leadership opportunity will help our students develop valuable life-long skills while making a positive contribution to the wellbeing of others. We are proud of their commitment to service and look forward to seeing the positive impact they will have within our school community throughout the year.



Student Achievement Sagar's Chess Success!

We are delighted to share the outstanding achievement of Sagar from Year 4, who recently participated in the Chess Power Auckland Sarapu Cup tournament. Sagar's dedication and skills were rewarded with an exceptional performance. Sagar won a total of four awards, including:

- First Prize in the Under 8 Category
- Second Overall in the Pawns Division

We are extremely proud of Sagar's accomplishments and wish to recognize his hard work and passion for chess.

Thank you to Sagar's parents for sharing the news.
Congratulations Sagar!



Guidance Counselling at Hare Krishna School



Rakhi Gundawar -
Guidance Counsellor, Bachelor of
Counselling and Provisional NZACM member

We are pleased to introduce Rakhi Gundawar, our Guidance Counsellor at Hare Krishna School. Guidance counselling is a professional support service that assists students with their personal, social, emotional, educational, and future development. It provides a safe and supportive environment where students can discuss concerns, develop coping strategies, build resilience, and receive guidance when facing challenges.

At Hare Krishna School, guidance counselling is delivered within our caring, values-based environment that nurtures the whole child academically, emotionally, socially, and spiritually. Rakhi works collaboratively with students, families, teachers, and external professionals where appropriate to ensure students receive the support they need to thrive.

Support may include:

- Individual counselling sessions
- Wellbeing and emotional support
- Friendship and social skills development
- Support during periods of change or difficulty
- Educational and future pathway guidance
- Referrals to external services where appropriate



Students are encouraged to /can seek support whenever they need it, knowing they will be listened to with care, respect, and confidentiality in accordance with school policies and child safeguarding procedures.

We warmly welcome Rakhi to this important role and look forward to the positive impact this service will have on the wellbeing of our students.

Term 3, 2026 Events

Term dates-M on 20th July-Fri 25th September

Exams in Term 3-NCEA Literacy and Numeracy co-requisite exams for Years 10 and 11 (2nd opportunity), Year 11 mock exams

Parent conferences Term 3:

Week 2 (Years 7-12) and Week 3 (Years 1-6)

Dates tbc early next term.

Vaisnava Calendar Events

Sri Balarama Jayanti-Fri 28th August

Sri Krishna Janm astami-Sat 5th September (celebrated on 4th September at School)

Sri Radhastami-Saturday 19th September (celebrated on 18th September at School)

Uniform Notice



A Uniform Reminder
As the school uniform is a symbol of unity, we would like to remind all students to wear their school uniform correctly at all times.
Our uniform expectations:

- Long-sleeved shirts and trousers must be worn under the school t-shirt or kurta.
- No neckties, jumpers, or jackets are allowed in school.
- Students should wear the school uniform correctly at all times. Year 12-13 should wear the school uniform correctly at all times. No jumpers, jackets, or casual wear are allowed in school.

Please remember that all students must be present in school for the first 15 minutes of the school day. No late arrivals are allowed. Please ensure that all students are present in school for the first 15 minutes of the school day.

Thank you for your contribution to the school.

DONATIONS

We would like to thank each and everyone of you for your kind donations towards the school prasadam program and other endeavours. Every donation is so appreciated!

If anyone would like to donate to our school, you can send funds to: Hare Krishna School
12-3085-0342272-00 and put your child's name as reference.

Thank you for your kind service!

HKS Lunch Program

We have a mouth-watering lunch menu planned for Term 3 2026 so make sure your child is on the lunch register!

If you would like to join the lunch program, sponsor a lunch in celebration of a birthday or other special occasion, please contact Amrita Panigrahi at adm in@harekrishna.school.nz

