

LINK UP

TE WHAKAHONONGA
CONNECTING
TE KURA STUDENTS



E WHAKAHONO ANA I NGĀ
ĀKONGA O TE KURA ME Ō
RĀTOU WHĀNAU, HAPORI HOKI



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KO TĀ MIKE KŌRERO



Te Kōmata o Whaitaki – The peak of purpose.

Since Te Kura introduced the philosophy of Big Picture Learning five years ago, we have seen many success stories. The power of Big Picture to unlock a gateway to learning is inestimable.

This *Link Up* presents the latest developments in Big Picture Learning, including the stories of two of our students, where this has turned around, not just their learning, but their lives.

It has also been heartening to have the Government endorse Big Picture by way of more than \$2 million in funding for us to take the programme to some of the country's most vulnerable young people.

Under the umbrella of alternative education, the government has committed \$640,000 a year to support learners who are at risk of disengaging from education.

Learning programmes are based on each student's needs, interests and aspirations. It prepares them to be productive, positive and successful citizens. Combining authentic, online learning takes the best of 21st century teaching to provide a highly personalised and flexible learning environment.

Although Big Picture was developed overseas, Te Kura has adapted it for New Zealand students, whānau and communities.

We have also developed five Big Picture principles that draw on tikanga Māori and provide the cultural foundation for Te Kura Big Picture practice.

Three of the principles are Whaitake, Whakawhanaungatanga and Māramatonutanga. These are strongly aligned to the "three Rs" of Big Picture Learning – relevance, relationships and rigour. They underline the importance of maintaining the integrity of the project while also responding to the cultural context of Aotearoa New Zealand.

The two other principles are Kotahitanga and Whakamana. The first, translating as wellbeing, acknowledges the significance of the New Zealand education system on the whole development of each learner within the context of whānau and community. The principle of Whakamana places the learner and their whānau at the centre of our practice, recognising the importance of learner and whānau agency within the process of teaching and learning.

Finally, Te Wiki o te Reo Māori is taking place this month. I was interested to see the theme for the week is 'Kia Kaha te Reo Māori'. The increasing interest there appears to be among New Zealanders in learning te reo Māori has been really encouraging and one of the many ways of making the Māori language strong. It's also a great time for us to put renewed focus on our own commitment to being bilingual at Te Kura.

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Cover: Prime Minister Jacinda Ardern with Te Kura student Moreen Shamoel.



FEATURE
STORIES
KŌRERO MATUA

EMBRACING OPPORTUNITIES TO REALISE DREAMS

Eleven years ago, Moreen Shamoel left a warzone in Iraq to start a new life in New Zealand.

She arrived in Wellington without the support of family and friends, very little English and an educational background the equivalent of Year 10.

In order to survive and move forward in her new homeland, Moreen threw herself into a gruelling routine of juggling ESOL classes with part-time work, seven days a week. In 2019, Moreen enrolled with Te Kura to study English and Maths as an adult student.

Today, Moreen is able to reflect on her hard work and see the benefits. She is working towards NCEA Level 1 Numeracy and is close to achieving UE Literacy. She is the proud recipient of an ESOL award from English Language Partners New Zealand. Most recently, Moreen rubbed shoulders with Prime Minister Jacinda Ardern at the ChangeMakers and Living Wage Movement World Refugee Day event at the New Zealand Portrait Gallery. The exhibition documented, through a series of black and white photographs, the lives of six refugees juggling working life with family and study.

Most importantly, Moreen's Te Kura study is moving her closer to achieving her dream of becoming a New Zealand police officer. Moreen is following a regular fitness routine as she eyes up a place at the Police College later this year.

"I always put goals in my life and work towards achieving them. My dream is to join the New Zealand Police, therefore I'm working towards my dream. I learned how to drive and got my full drivers' licence. I'm learning how to swim and doing UE Literacy and Numeracy at NCEA Level 1. Hopefully one day my dream will come true."

Moreen is determined to use her own strengths and experience of overcoming adversity to help others. Towards this end, she regularly volunteers for Women's Refuge and the Wellington Ethnic Patrol. Moreen is a great asset to the community patrol, with her excellent interpersonal skills and ability to speak Assyrian, Arabic, Kurdish and English.



Te Kura kaiako Sarah Feltham with Moreen Shamoel.

Moreen says making a difference in other people's lives is especially important to her as she acknowledges the great support she has received from New Zealanders and a range of community-based organisations wishing to see her do well and be happy. Moreen is particularly keen to encourage young women to chase and realise their dreams.

"I want to tell women to be strong and stand up for themselves. My advice to all women is: Don't give up. Let nothing stop you from doing things you like and always have hopes and dreams. Also, never look back. There is nothing in the past. Look to the future and win it."

Moreen's Te Kura teachers have enjoyed getting to know Moreen during the regular advisories she attends in Wellington. They have been impressed with her organisational skills, positive 'can do' attitude and the fact she has made good friends with other students at the weekly advisory.

Some of Moreen's teachers were fortunate to see her life documented at the exhibition last term.

Moreen is an inspiration to all Te Kura students. Through industry, perseverance, and regular contact with her teachers, Moreen has made the most of the opportunities available to ensure she is well supported, connected and poised to realise her goals.

"I'm having a really good experience with Te Kura." Moreen says.

"The teachers are very helpful and I'm very grateful that I enrolled. I have learned a lot of English, both in talking and writing. My English has improved a lot since starting study at Te Kura. I always look forward to Tuesdays when I go to the National Library advisory and see my teachers.

"When I'm feeling down, my teachers are there to listen to me and help me through my hard and good times. I'm so blessed to have met the wonderful people at Te Kura."

A DIFFERENT WAY OF LOOKING AT LEADERSHIP

Leadership is all about building self-confidence and connecting with others.

For students attending He Huarahi Tamariki, leadership skills can help with reaching their education goals, but can also provide effective strategies to use at home with their children.

Working in partnership with Te Kura and other providers, He Huarahi Tamariki offers a range of subjects and support programmes for young parents looking for a second chance at education. Paula Hay, Kaiārahi at He Huarahi Tamariki, says the goal is to provide a stable, safe and flexible learning environment that fits around each student's needs and schedule. "We try to remove as many barriers as possible."

By working towards qualifications through distance learning and participating in ad-hoc group discussions, students are given opportunities to discover who they are and where they want to be. Conversations cover diverse topics such as health and wellbeing, foundation life skills and core values.

"We offer time to discuss the grey areas in life," teacher Claire Blacklock says.

Claire is in the unique position of working part-time for both He Huarahi Tamariki and Te Kura. She notes that whether learning face-to-face or online, the key to educational success is building good relationships.

"We have lots of visitors; regular free doctor and nurse clinics, youth service providers, fitness coaches. Bernice, our Home Economics teacher from Te Kura, visits once a term."

Relationship building works both ways. Students are encouraged to attend events outside the classroom for personal development and to meet new people. Sam, Hinehou and Michael attended leadership workshops earlier this year. All three found the workshops valuable, and feel they have developed a greater understanding of what leadership looks like.

Sam says she gained a lot from the experience. "It was suggested I attend as I've always been in roles such as captain and whānau leader.

It gave me more understanding of what a leader is, and it gave me confidence to deal with different people and situations. I want to be a cop, so it gave me confidence in that direction”.

Hinehou (18) agrees.

“The workshops gave me much more confidence – I think I can be Prime Minister one day! I realised that everyone thinks differently. You can be a leader at the front of the line, but you can also be a leader observing from the back of the line.”

“I found out that you have to love yourself – without that, as a leader, it would be harder to connect with other people.”

Connecting with others and accepting different ways of thinking has given Hinehou a new perspective on parenting.

“I learned how to talk on my daughter’s level rather than my own – seeing things from her point of view.”

Michael (19), a Youth Advocate for Save the Children, believes that leadership is about action.

“It’s about having good values. You lead by example. Instead of telling people what to do, you show them.”

Michael is studying Digital Technology, Statistics and Calculus through Te Kura, with a goal of becoming a computer programmer. He says he was impressed by one of the presenters at the Launching Leaders workshop he attended in Wellington. “She was in IT but was a supervisor. I think that’s what I’d like to do, and I’m confident I could do it.”



Sam, Hinehou and Michael.

BIG PICTURE TURNING LIVES AROUND



Nasa says his experience of attending school in Hastings was “pretty bad”.

School wasn’t for him.

“I was pushed around. I didn’t have the chance to breathe. I was slacking around in class. It wasn’t good for me.”

Nasa, 15, is now a student at Te Kura. He says it’s made a big difference for him and his attitude towards learning, and he particularly appreciates Te Kura’s Big Picture programme.

For him Big Picture means “basically doing schoolwork – based on what you like.”

“That’s really good because what I like, watching shows and playing games, doesn’t really fit at all into what normal schools teach!”

But, since moving to Te Kura, he has found it easier to do schoolwork around his interests.

“For me it works because I can choose when and what I can do.”

Nasa says he also enjoys and regularly takes part in the advisories where he joins in with other students and works with teachers.

In Hastings, Te Kura teacher, Meg Masterson, has seen plenty of students where Big Picture has turned around their education – and their lives.

“Recently a young girl came to us – she had been truant for well over 21 days from a local high school. She was disengaged and unlikely to attend face-to-face school ever again.”

The student, 14, and in Year 10, had basically given up on her education “completely and utterly”.

“Since joining the programme, she has passed Level 1 English, completed a Barista course and is about to attend a part-time hairdressing course.

“She arrived broken by a system that did not work for her, yet she has blossomed with the Whakawhangaungatanga and support from a range of different people including Learning Advisors, kaiako, mentors, peers and whānau members,” Meg says.

Now, “surrounded by a caring, lovely peer group she is smiling, genuinely happy and ready to take on the world!”

Te Kura’s chief executive, Mike Hollings, who introduced the Big Picture style of teaching and learning at the school, says such stories aren’t uncommon.



Te Kura Board Chair Dame Karen Sewell and Chief Executive Mike Hollings visit the Hastings office. Back L-R: Ray Edwards, Andreas Christodoulou, Dame Karen Sewell, Mike Hollings, Jayde Eddy, Adele Eparaima, Meg Masterson. Front L-R: Mandy Priest, Tracy Henderson.

“The whole approach is aimed at putting the student at the centre of their learning and playing to their strengths – what they are really interested in. And we can see that it works.”

Meg Masterson says as a teacher, she finds Big Picture very rewarding.

“Coming from a large face-to-face high school to Te Kura really made me realise how we can individualise programmes here to meet the needs of one student at a time.

“This is personally extremely rewarding after feeling frustrated with large classes and not enough time to work with students who desperately needed further support.”

And Meg says she also finds the programme makes teaching easier, “because you are starting from the student first and foremost and then molding the curriculum around them. They are getting one-to-one mentoring to scaffold their learning journey which is invaluable”.

The biggest difference she sees in students is when they finally find an education system that

they can relate to, a system that is personally tailored to their needs and interests.

“Many of our students are disengaged when they arrive at the Big Picture advisories and this can be a massive challenge.


We have to gain their trust and be incredibly consistent, show that you believe in them and that they can succeed.

“This is a powerful moment – you know that they have decided to have faith in you, the system and themselves.”

Te Kura’s Big Picture programme has this year been given the seal of approval by the Government, in the form of a \$2.6 million investment.

The \$640,000 per year announced in this year’s Budget will fund 80 places in the programme to support learners, who are at risk of disengaging from education.

“And hopefully, we’ll have more stories like Nasa’s – students not just learning but enjoying learning,” Mike Hollings says.



**STUDENT
STORIES**
NGĀ KŌRERO
Ā NGĀ ĀKONGA

A BIRD'S EYE VIEW OF PARLIAMENT

Tame-Cole (T.C.) Koroheke Satele was an introverted young person before he began studying with Te Kura.



Now, he is confident presenting in public and able to enjoy taking part in Youth Parliament 2019, much of which, he says, is because of Te Kura.

T.C. attended a two-day Youth Parliament event in July, along with a group of about 120 young New Zealanders also selected for the programme. The event, which closely replicated Parliament, provided an opportunity for young people to be heard, and for Youth MPs to work on topics and issues they feel strongly about.

He was selected as a Youth MP by Attorney General and Environment Minister David Parker and in May travelled to Wellington where he spent time in the Minister's office.

That visit he says was "a rollercoaster of emotions".

A visit to the Māori Select Committee Room was special.

"With the tututuku patterns adorning the walls and the Pacific themed committee room with totems greeting the entrance – seeing the cultural inclusivity throughout the halls of Parliament was a gratifying experience and one that brought me much national pride."

T.C. says another pinnacle was visiting the Prime Minister's office.

"To be in proximity to where our past leaders have been situated since 1977 was an unbelievably surreal feeling."

He says he could never have imagined finding himself in such circumstances, especially being able to get an insider's perspective of a busy ministerial office – "truly feeling otherworldly from the perspective of a small-town teenager".

As well as having a seat at the table in select committees, T.C. will be taking up his seat as a Youth MP in the Debating Chamber.

He describes the experience as interesting, mind-opening, and exhilarating.

"Spending time with like-minded people who are interested in the same sort of things has been amazing. Parliament is such an important space, and for me it's a safe space to be here as a Youth MP. There is a lot of diversity, a lot of representation here. I feel so much cultural pride being here."

T.C. submitted his biography for the Ministry of Youth Development website:

"Kia Ora, 你好. My name is Tame-Cole Koroheke Satele, born in 2003 into a blended household of races. Raised in Opotiki, a small Eastern Bay coastal town, I was immersed into deep-seated Māori culture and customs which I now hold close. As a young person of Aotearoa New Zealand, I want to be able to not only make a change within my small town's community and represent their ideologies, but further my reach to a national stage in the near future, and perhaps on an international level advancing into the future. For change is what I strive for most in life."

OUR TRIP TO CANGGU BALI

By Te Kauwhata Kauwhata

My mum, two of our friends and I travelled to Bali for ten days. I was in a surf camp called The Art of Surfing with a top New Zealand coach, Matt Scorrige. We left the Auckland airport at 1:30pm and arrived 9pm New Zealand time, but because Bali is four hours behind New Zealand, it was only 5pm there. We arrived in the region of Kuta, Bali. We walked through the airport looking for our driver who had our names written on a card. There were so many drivers we had to go around again. His name was Komang, he became good friends with us.

My first impression of Kuta was the amount of traffic, it was bumper to bumper and thousands of scooters everywhere, with up to four people on one scooter, some of them babies. Not all of them were wearing helmets, but there were no angry beeps or shouting, they just moved all together. I got used to this and enjoyed all the drives. The first two days we coughed a lot from the fumes, we got used to that too. The weather was warm like a New Zealand hot summer night, so we were wearing tee-shirts and shorts, my mum really liked the weather. We arrived at our motel Bona Kubu and it was so calm and peaceful, situated right next to a rice field where you could hear frogs at night.

We managed to walk out onto the main street to get dinner. We had lots of warnings from whānau and friends about what not to eat but we were there to experience Balinese culture and the food we had over the time we spent there was yummy.



Our first full day in Bali was spent as a whānau, before I went into camp with my friends. We spent this day sight-seeing, shopping and learning about the culture.

These are some of the places we visited and things we did:

- Ubud Monkey Forest
- Pura (temple) Taman Ayun
- Pura (temple) Tanah Lot
- Tanah Lot markets
- held a snake
- learned to haggle.

Monday morning, we had to leave our mums and check into our Surf Camp Motel. We were only 10 minutes walking distance away. The next five days were all about surfing and getting to know Bali for when I return. Some of the beach breaks we went to were Echo Beach, Cliffs and Belong.



These were some of the biggest waves I have ever surfed, 9 to 10 foot, it was an awesome experience. After our surf camp, we returned to our mum's motel for the last two days before flying back to New Zealand.

These last two days were filled again with cultural Balinese experiences. The one that I want to share is about the: Barong Dance – a balance of good and evil.

The whole play is about spiritual awakening and choices of good and evil. The Hindu religion believes in reincarnation and if you are good in this life you will come back to earth in a better life until you reach the highest spiritual level.

I really enjoyed the culture and religion of the Balinese people, they are a very kind, hardworking, helpful people and I also loved their food. I will definitely be going back to Bali in the near future.

MY EXPERIENCE WITH YOUTH JAM 2019

By Diane Kordas

This is my first year at Te Kura, as I've just moved here from South Africa. I find it difficult to make friends because I'm older than most students at 19 years old. When I was informed about Youth Jam 2019 – Climate Change being an option for me to attend, I was over the moon happy and eager to attend, to make friends and learn more about Climate Change.

I had no idea how much this camp was going to change my life. Over the three days I was there, 21–23 May 2019, I met some amazing people and was exposed to so much information about how the climate is changing and how we are going to be affected long term. We were shown by many different presenters what kind of actions are already in place and how a small group of young adults have decided to join forces to make a film about the plastic pollution in our oceans.

Throughout the camp I never stopped learning about how much we have damaged the climate. If we don't take action soon then this planet won't survive. Being educated about the current climate change situation was shocking. The amount of waste produced, and the amount of pollution is much worse than we are aware of. The presentations that I heard were heart-warming. I met astounding people who all had a different angle to teach about climate change. The presentation I found to be the most inspiring was by Project Blue who have decided to act now by making a film on plastic pollution.



Shortly after the camp I was contacted by Natalie, one of the camp advisors. She wanted me to present to the Bay of Plenty Regional Council (BOPRC) at the Regional Direction and Delivery committee meeting (RDD) on 25 June. The speech would need to be 3–5 minutes. Luckily, I wasn't the only student asked, there were three other students who presented with me. This was one of the biggest steps for me as I suffer with social anxiety. Before we presented, I went into an anxiety attack where I left the room crying. Everyone was super understanding. Afterwards we were asked some questions and were told we would be notified on the final decision of declaring a climate emergency or not. The next day I heard on the radio that a climate emergency had been declared.

Since the camp I see the world in a different way, and I want to make a difference. I've been trying to find a group of students to join me on my adventure. I'm still working on the smaller details, but I have a goal and that's all we need to help the climate. I've named the project I'm putting together NZ Youth Making the Change.



If you'd like to join or help with other ideas and making plans to help our communities please contact me on Facebook:

<https://www.facebook.com/groups/434645080648150/>

Let's use our power of being the youth to give back to and clean up our planet one place at a time.

Taiohi-Taiao Youth Jam 2019 was a free three-day summit for Year 11–12 students in the Bay of Plenty. The focus this year was the Kaupapa of climate change. In 2020 the BOPRC will be offering another camp/summit in Rotorua with the Kaupapa likely to be Freshwater. If you are a Bay of Plenty student doing NCEA Level 1 or 2 and would like to attend Youth Jam 2020, contact Te Kura teacher Shelley Jefferies: Shelley.Jefferies@tekura.school.nz

More information can be found at the BOPRC website:

<https://www.boprc.govt.nz/living-in-the-bay/education/taiohi-taiao-youth-jam/>

NZSO NATIONAL YOUTH ORCHESTRA

Jacob Webster, a full time Te Kura student based in Auckland, has recently been accepted as the 2019 Second Flautist for the NZSO National Youth Orchestra (NYO).

The NYO is made up of classical music students under the age of 25. Most are university Performance students, and acceptance is by way of a stringent audition process.

Since its inception in 1959, the NYO has played a vital role in providing unique opportunities for the country's most gifted young orchestral performers, many of whom have gone on to forge successful careers as orchestral players, soloists, chamber musicians and teachers.

Approximately 50% of the current players in the New Zealand Symphony Orchestra (NZSO) are former members of the NYO.

This year, conducted by James Judd, the NYO will perform works by Sibelius, Elgar, and a variety of New Zealand composers.

This is a great achievement for Jacob, we wish him the best for an exciting time making new friends and performing some wonderful music.



CONGRATULATIONS BEN ORCHARD

Congratulations to Ben Orchard, who completed his studies at Te Kura in 2016 and now attends Massey University.

Ben was recently awarded:

- Lord Bledisloe Cup (top Agriculture student after 240 credits)
- Collis Blake Prize and Sally Newton Prize in Agriculture
- Allan Kay Memorial Undergraduate Scholarship.

Ben has also been accepted into the BNZ Agribusiness Graduate programme, starting in 2020. He says, "I definitely enjoyed my time with Te Kura and it really helped contribute to my success at university, so thank you for the effort you put into helping me to learn."

OVERSEAS STUDENT WINS TE KURA E-LEARNING AWARD

Lucy Bryers is enrolled with Te Kura as an overseas student, and is currently living in Kuala Lumpur, Malaysia. In 2018, Lucy won a Te Kura award for outstanding effort in e-Learning in Years 1–6, for various inquiry projects on topics such as animal welfare.

A passionate supporter of animal rights, Lucy chose an animal encyclopedia as her prize.

"I have been able to use what I learned from my inquiry projects and use this new

knowledge in the planning of our trips around South East Asia, to be a positive supporter of animal welfare."

"I just wanted to take this opportunity to thank Te Kura for the end of the year award and prize money. I am so lucky to be able to take my learning into real life. I love my new book and will continue doing my part for animals. Terima kasih."



MY JOURNEY WITH HUMPBACK WHALES

By Ege David Guleray

We sped through the choppy waters of Moorea in the dingy. As time went by, we got nearer and nearer to our destination. Rough and salty waves slowed down our progress along the way.

Soon we maneuvered our way through the stiff and pointy reef. After a couple of long minutes, we finally made it to the Moorea Activity Centre. There we met our Captain Nico and our tour guide Benjamin. After several minutes, Nico reported it was time to leave. We quickly changed our tops to our swimming suits.

The journey to Humpback Central took a couple of rough hours. I turned my head often, watching the waves topple over each other with great white foam at the end.

Suddenly the boat came to a halt. Benjamin told us that a whale had been spotted! At these words everyone immediately took out their phones and cameras. To my surprise, I saw a large black lump rise out of the water.

After hours of waiting, Benjamin yelled it was time for everyone to wear their snorkeling masks and flippers. Finally, we all silently plunged into the warm water. After a few minutes of silent swimming we feasted our eyes on the sight of a humpback whale. Its chest was smooth and white, its fins black and crooked, with a large balanced body.

We quietly swam back to the boat. We were freezing and trembling because of the high wind. Just after everyone dried themselves with their towels, Benjamin shouted that everyone should prepare their snorkeling equipment again.

This was unbelievable! Four humpback whales! There were two in front and two under us. They were so playful – turning and twisting around us like four ballerinas dancing away. In size, it was as if we were ants compared to apples. It seemed as if we were inside a National Geographic documentary.

After an hour of incredible sights, the show finally ended. Everyone climbed aboard and chatted about the rare moments we had just experienced.

Suddenly under us were a school of spinner dolphins joyfully jumping and playing around the boat. A few minutes later I realised that our amazing journey had come to an end. Often I wish we could live through that again.

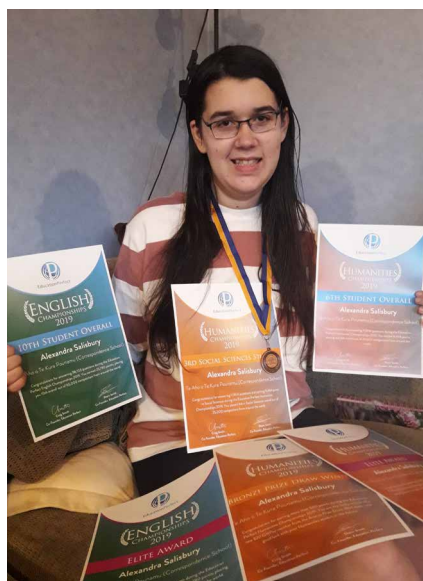


MY EDUCATION PERFECT STORY

When Alexandra Salisbury entered the three-day Education Perfect Humanities Championship for 2019, she didn't expect to win sixth place overall for Humanities, third place for Social Sciences and take out the bronze prize draw. Ka mau te wehi!

Last year, when I decided to participate in all of the Education Perfect (EP) Championships, aiming to get an Elite Award in all of them, I had no idea that I would go on to be in the top 50 for almost all of the competitions. I also had no idea that I would get first place in one of them, and by the end of the year, I would be in the top ten for doing the competitions and have over 100,000 points.

Entering the EP Championships was one of the best decisions I ever made. I had to work really hard to get up there and stay there, and many times I would stay up till midnight or later. It's really helped me to persevere and keep going, even when you want to just turn your laptop off and go to sleep. It's really paid off though. In September 2018, I came first place in the New Zealand Māori Competition. I was really surprised that I won, because I'd never really placed in a competition before. It was just a regional competition, but I feel like it was still a great achievement.



Also, in the ten days of the Language Perfect World Championships 2018, I went from knowing not many Māori words, to learning heaps of words. I could understand a lot more Māori than I used to. Education Perfect helped me learn a lot.

In March 2019, I was in the first EP competition of this year, the Humanities Championship. I challenged myself to beat my record and get an Elite Award.

This year, you needed more points to get Elite. I beat my record by about 3500 points, and while in 2018 I was in 34th place globally, this year I was sixth. I missed out on being in the top five, but I still got a prize!

So, if you study a language with Te Kura, then you can participate in the Education Perfect Championships! It's worth it. Sometimes, when you feel you can't succeed, have a go, and then you'll know. There are also random prize draws. In the Humanities Championship 2019, Te Kura was 24th in the world out of 20,218 schools. The more students from Te Kura who compete and earn points, the higher our school will get placed. And even if you don't want to go big, Education Perfect is still a good place to compete and learn new things.



Te Kura

TE AHO O TE KURA

THE CORRESPONDENT

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0500 65 0000

STUDENT WORK

NGĀ MAHI Ā
NGĀ ĀKONGA



Every 1 Counts

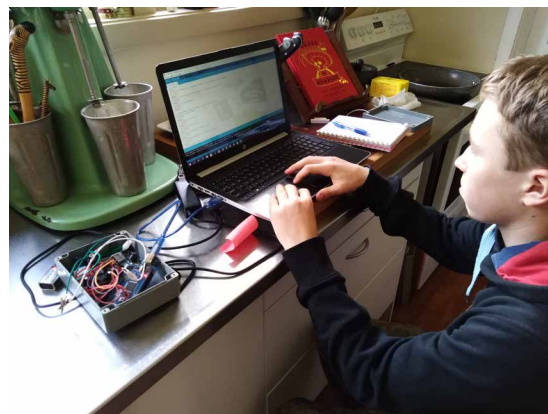
Olli Single has always been interested in building things. He also has a real interest in electronics, which he has inherited from his Uncle Dave. He loves the outdoors and embraces country living in the Coromandel.

This year, Olli created Every 1 Counts, a remote monitoring device to help make trapping easier, more affordable and less time consuming. His project received seven awards and was runner up Best in Fair at the Taranaki Science and Technology Fair. Every 1 Counts also recently won the Year 9–13 Senior Invention section at the Waikato Science and Technology Fair.

My problem started one night when Mum was yelling at Dad to sort out the rats and mice in the ceiling. Mum was worried they would eat the wires and burn the house down. I started thinking more and more about all the pests I was seeing and the damage they were doing, not just in our home but also to the wider environment in our area and throughout New Zealand.

Having been involved with the Kiwi Trust and enjoy being outside in the bush and seeing all of our native animals, and having heard a lot about New Zealand's aim to become predator free by 2050, I decided to see if I could help in the fight to reduce our predator numbers. Just like checking traps in the roof, checking traps in the bush and other places can be a real time-consuming and challenging job, so this is the problem that I wanted to try and solve.

My idea was to try to produce a stand-alone unit that monitored the trap and sent out a message when activated, that could be built at an affordable price.



Every 1 Counts is an affordable, entry level way of monitoring traps.

So far, it has been easy to retrofit onto a range of traps and has shown to be very reliable, easy to use, cost effective at under \$100, a good size and easy to mount.

To use Every 1 Counts you simply set up a N/C reed switch and attach the battery. Once the reed switch is opened, it will send out a text message with a customisable message after around 30 seconds. If the switch is closed within 30 seconds, then no text will be sent, and the unit will reset. The message carries a time and date stamp which can be used to gather predator behavioural patterns of when they are most active.

I am very pleased with Every 1 Counts and the feedback so far has been great. Most people I have spoken to didn't know anything about remote monitoring originally and think that it could make a huge difference in getting rid of pests. There have also been a lot of suggestions about other uses for it, from pig traps to gate sensors to even door alarms on wool sheds.

Tim Sjoberg from The Department of Conservation mentioned he would be happy for me to trial it as part of the Taranaki Mounga Project, a collaboration from different groups to restore the ecology of 34,000 hectares of national park. The big question in conservation at the moment, he believes, is to link remote reporting and trap saturation to biodiversity gains and losses. He would be able to use some of the trap data collected to see predator behavioural patterns.

Every 1 Counts is a simple idea that could make a big difference.



Through Our Eyes

By Owen Taylor

In May, I was accepted into an art exhibition created by two Year 13 students, from Kristin School in Auckland. They created the Through Our Eyes art exhibition project with the support of the Children's Autism Foundation, to raise awareness for ASD. It provided an opportunity for me and other budding young artists from the North Island, to showcase our artistic perspectives.

I entered two pieces called 'The Green Gecko' and 'Roberto'.

'The Green Gecko' was created in an art class two years ago, painted with acrylic paints onto a piece of corrugated iron. The teacher showed me how to draw the picture onto the metal sheet. It was supposed to be a dog, but I changed my mind and turned it into a gecko. I used green paints to help me make it look realistic. I enjoyed painting it.

'Roberto' began at an art lesson at my friend's house, where a group of us drew animal pictures to paint onto t-shirts. I drew my dog Robbie with support from my Dad.



At home I put the drawing onto the t-shirt and used fabric paints to create a likeness of Robbie. It was very difficult to paint on the t-shirt, it moved a lot and had to be held down by my Mum and sister. I had to let the colours dry each time because it would have smudged and looked messy. I like the eyes the most, he looks alive.

These two pieces won a place in the exhibition and they were placed on the walls of the Northart Gallery in Northcote. For twelve days visitors could see the awesome artwork created by myself and 34 other young artists. I felt honoured to be part of this art exhibition project. To have my work displayed on the walls made me feel wonderful. I was very proud and so were my family.



Poems

By Jack & Harry Pitts

My Granpa

My granpa is a farmer
 he runs his dogs cows and sheep.
 Now he is retiring and needs his sleep
 he works out his body from climbing the milk
 and his mind from paying the bills.

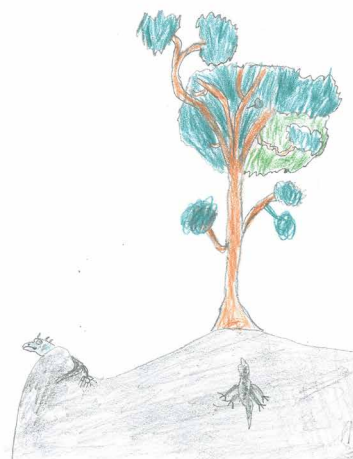
by Jack Pitts



the slow little bloke
 in a enamel coat.
 his spike on his back
 go all the way to
 the end of his tail.
 in one long trail.
 his long stike tongue
 gets his tea with
 F hop is not me

by Harry Pitts

Tuatara



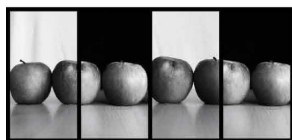
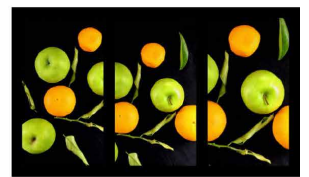
Early childhood Artwork

By Ezekeal & Merabella Lucock



Still life series

By Tahana Perigo





TE KURA
NEWS
NGĀ PITO PITO
KŌRERO Ā TE KURA

COMMUNITY ACTION PROJECT IN CENTRAL SOUTH REGION

Midway through Term 2, 2019, students and staff in Central South Region began a community action project to provide items for the Little Sprouts organisation, an entirely volunteer-run charity dedicated to ensuring that all babies in New Zealand get the best start in life.

The focus has been on crocheting peggy squares to make baby blankets.

Participants have been supplied with packs containing wool, a crochet hook and crochet instructions, and meet each week before the National Library advisory. Members of the group have commented that it has been great to learn a new skill, participate in a relaxing activity and support a worthy organisation.

Later in the year, the team will invite a representative from Little Sprouts to speak to students and collect the completed squares, which will be included in their baby packs. More information about the Little Sprouts organisation can be found on their website: <http://littlesproutsnz.org/>



Peggy squares can be joined together to make baby blankets.

STUDENT AND WHĀNAU SUPPORT

Our team is available around the year to support students in their online learning and to provide advice and guidance around enrolment and qualifications.

We have a team of dedicated advisors who are available by phone, email and chat to help with general queries and technical issues.

Our hours are 8am – 5pm Monday to Friday, excluding public holidays, and you can reach us on 0800 65 99 88 option 2, or by email at hub@tekura.school.nz.

NCEA STUDENTS

Students intending to sit end of year exams and/or submit an externally assessed portfolio should have already registered through our online NCEA registration facility. If you haven't registered but should have, please immediately call our Qualifications team on 0800 65 99 88, option 3.

END OF YEAR EXAMS

Students who successfully registered for end of year exams were emailed confirmation from our Qualifications team.

Please remember you will need to take both photo ID and your exam admission slip to each exam session.

- If you don't already have a photo ID (e.g. student ID card, passport, drivers licence), please organise this now by applying for a photo student ID card on the website: www.tekura.school.nz/student-id
- We will post your exam admission slip to you at the end of October. If you don't receive it by early November, please contact our Qualifications team on 0800 65 99 88, option 3.

We wish you all the very best for your exams.

Noho ora mai.



SPECIAL ASSESSMENT CONDITIONS

Enabling students to achieve at their full potential with Special Assessment Conditions.

If you have a physical, medical, or learning disorder you may be eligible for assistance with your NCEA assessments. The Special Assessment Conditions, or SAC, exist to make sure all students can demonstrate their learning to their full potential.

SAC includes things like:

- being allowed to have someone read or write for you if you have dyslexia
- sitting your exams in a separate room if you have attention problems or severe anxiety
- extra time to complete a timed assessment such as an exam or test.

These are only a few examples of possible Special Assessment Conditions. For more information, check out our website at www.tekura.school.nz and enter 'SAC' in the search box.

If any Special Assessment Conditions apply to you, please contact our SAC co-ordinator Jennifer Hardiman on 0800 65 99 88 extension 8127 or by email at sac@tekura.school.nz as soon as possible.

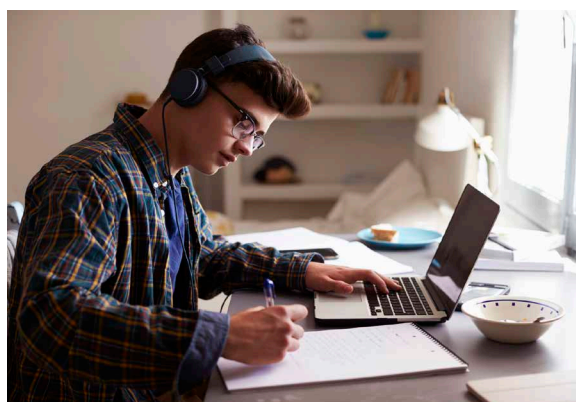
Exams are coming up!

As exam time is almost upon us, it is important for students to ensure they are fully prepared. This is especially true for students needing SAC.

If you have registered for end of year exams and think you might need Special Assessment Conditions, please ensure you contact Jennifer if you haven't already.

Transfer of SAC

If you are a SAC student who has recently moved to Te Kura from another school, it is important that you contact Jennifer as soon as possible to have your Special Assessment Conditions transferred to Te Kura.



Top-up your NCEA credits

Study online with Te Kura Summer School

Don't let a few missing credits get in the way of your future. Te Kura (The Correspondence School) accepts short-term enrolments over the summer break for students to earn additional credits or specific internal standards in NCEA.

Courses are delivered online, so with access to a computer and the internet, students can learn anywhere and anytime.

Here's what some of our students from last year have said about Summer School:

"This was the last internal I needed. I really appreciate the encouragement and support."

"Thank you for the opportunity and help, these credits were very important to me as I needed them to apply for university."

 **Te Kura**

Freephone: 0800 65 99 88

www.tekura.school.nz/summerschool



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