

CONNECTING
TE KURA STUDENTS

link up.

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

JUN 17 | ISSUE 32



Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL

- STOP THE BUS
- FRIENDSHIP VIA ADVISORY
- INSPIRING STUDENT WORK

Ko Tā Mike Kōrero



Mike Hollings, Chief Executive

We are halfway through the year already. I have been making my Term 2 visits to our regional offices across New Zealand. I always enjoy these visits, and they reinforce for me how important it is that our school continues to celebrate and support the great diversity we have in our student roll.

We have published our annual report for 2016 and our student achievement and participation results are an essential part of this reporting.

Our National Certificate of Educational Achievement (NCEA) results for 2016 were positive, with continued high achievement rates of individual standards. We also increased our participation rates and achievement rates for NCEA qualifications.

The success of our students is at the forefront of everything we do. Each student must have every opportunity to reach their full potential. I congratulate all of the students who have achieved their learning goals with us.

With a large roll of over 20,000 students and a very diverse student population we are committed to personalising our programmes to meet the individual learning needs of each student. Learning must be relevant, engaging and authentic.

As a distance education provider, technology is one of the ways we are continuing to innovate to meet these needs of each individual learner.

One exciting development that new technology is enabling is the introduction of online learning advisories. These advisories are virtual classrooms hosted in our Online Teaching and Learning Environment (OTLE).

These advisories are being trialled by a group of Te Kura advisors and students, who will give feedback before it's used across the whole school. All OTLE users can access this online advisory area in 'My Te Kura' and we have some early adopters outside the trial group giving this a try, which is fantastic.

These online learning advisories build student collaboration and strengthen the relationship between students and their learning advisors. This is one of the great aspects of teaching and learning online - students can work together on joint projects, irrespective of geographical location and have more engaging and interactive relationships with their Te Kura teachers and advisors.

Multiple people can participate in an online advisory, using video, text chat, sharing screens and presenting work. There's the ability for people to break off into one-on-one discussions as well as learning with a group.

Authentic learning is a key focus at Te Kura and, used well, these online advisories can support this individualised, authentic learning approach.

In advisories we build our knowledge about a student's interests, talents and aspirations, and relate their learning goals to this. It means their learning is interesting and relevant to them.

The online learning advisory technology supports this design with the student at the centre. We will also continue our in-person learning advisories and event days across the country.

Our students' families and whānau also need to be actively involved in the learning process, and the role of the supervisor, teacher and learning advisor remains crucial.

Ngā mihi, Mike Hollings, Chief Executive

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Cover: Noah Lane studying up a tree. See feature story Stop the Bus.

Feature Stories

STOP THE BUS

THE LANE FAMILY IS OFF ON A YEARLONG ADVENTURE THAT WILL TAKE THEM FROM THEIR HOME IN TE AWAMUTU ALL AROUND NEW ZEALAND.

The family of six – including twins Joshua and Noah, nine, Lachie, seven and Theo, five – are calling a 12 metre bright yellow bus home during the journey. Their parents, Erinna and Chris, are filmmakers creating a documentary to show how communities are coming together in New Zealand to prevent child abuse.

How it started

The family is very active in their community. The idea for this project came about as a result of being exposed to stories of child abuse in the media and within their own community. This raised the question of ‘what do we do in this situation as far as being directly told about abuse happening in someone’s home?’

The journey around New Zealand will take the family to communities to find awesome stories of people already making a difference. The aim is to empower and inspire more people with examples of ways they can create change where they live.

The vision for the documentary includes images of people linking arms right across New Zealand as a symbolic gesture of uniting a country around the issue to create change at a grassroots level.

Erinna says, “After watching other documentaries on child abuse we felt like it would switch most people off because it’s too hard and it leaves them feeling hopeless when they don’t know what to do. Our angle is flipping that and talking about what can be done. We want to be real about what child abuse is but remove some of the stigma attached to it.”

Life on the bus

Finding the right bus for a family of six wasn’t easy, especially with Chris being too tall for the house buses they’d seen for sale. The Lanes finally found an old school bus to renovate to fit their unique needs.



The Lane family.



A new take on an old school bus.

They've received lots of help from members of the Te Awamutu community with many donations to help with the bus and film gear.

The yearlong adventure started in May but the family is still figuring out life on the bus. The boys take advantage of rainy days to complete their schoolwork when it's too wet to go outside and on nice days you will find them enjoying the outdoors. You might even catch the twins working on their schoolwork up in a tree.

The boys are learning so much from the journey. They've helped to measure parts during the bus renovations and also attend their parents meetings. They'll continue to get more hands-on learning as the family continues around New Zealand.

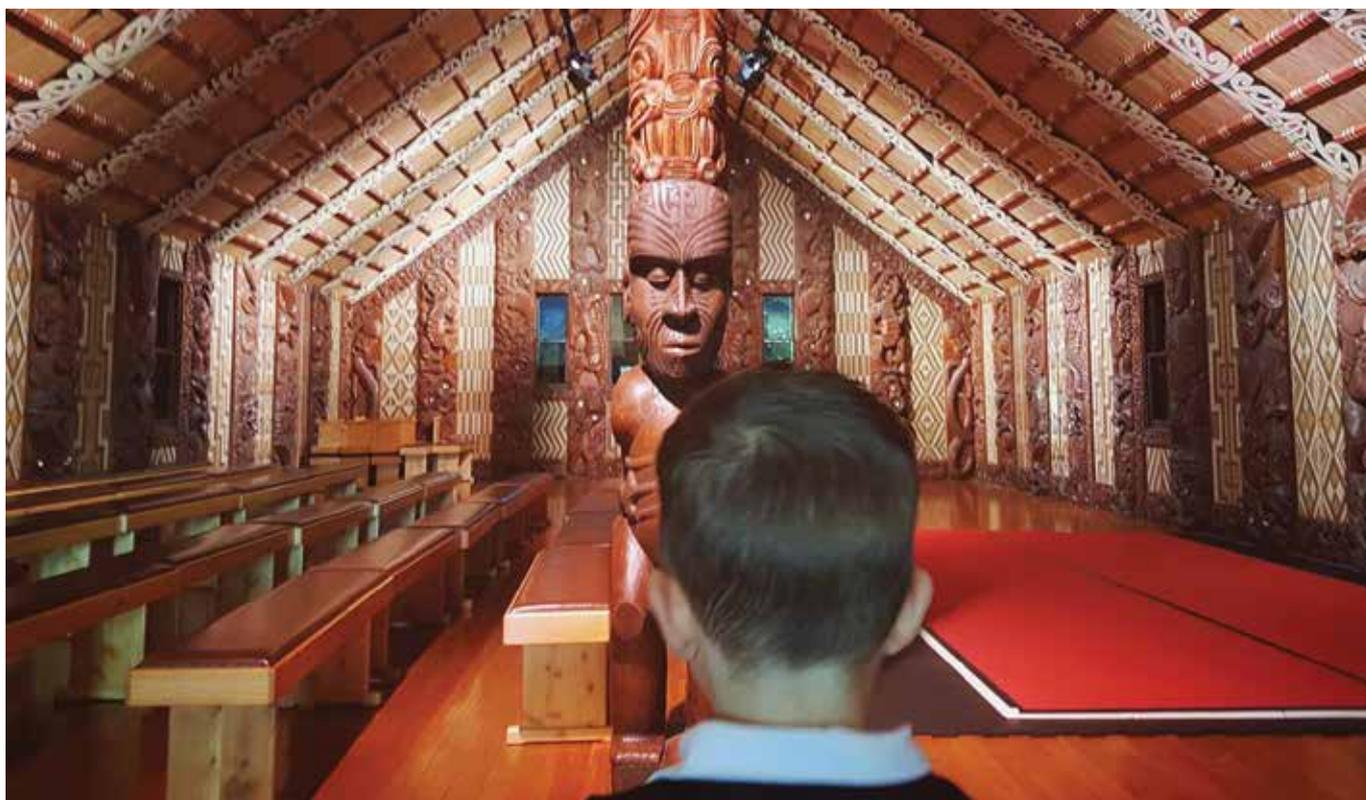
It's a slow journey by bus but the Lanes are making the most out of the time they have in each location. Their first stop in the Far North has already allowed the family to visit the Treaty of Waitangi grounds and Russell to learn more about New Zealand's history.

Offer your support

You can follow the Lanes on their journey through New Zealand and see when they're coming to your region on their Facebook page,

www.facebook.com/StopTheBusNZ

To support the project, visit www.givealittle.co.nz/cause/stopthebus. All funds raised from this page will go to the Stop the Bus Charitable Trust.



Learning about New Zealand history in Te Whare Rūnanga.

FRIENDSHIP VIA ADVISORY



An advisory brought friends Melissa and Maddi together.

ARTICLE BY TE KURA STUDENTS MADISON O'CONNOR AND MELISSA DU TOIT.

Melissa: After being home educated my whole life I was ready for a change, and determined to complete NCEA levels 1, 2 and 3. Te Kura was a perfect fit. I learned that it will provide flexibility and a learning plan that would fit around my interests, strengths and passions accompanied by supportive teachers.

Ever since I enrolled in July 2015 I have attended Upper Hutt advisories. The advisory has been very helpful in understanding topics and being able to discuss studies with my teachers in person instead of only on a phone.

I clearly remember my first advisory ... It was pouring with rain and it felt incredibly overwhelming, from all the new information to the anxiety about meeting other students and teachers. However, due to great support from my teachers I continued coming to advisories and to date I only recount being absent from about three advisories. Ever since I met Maddi the advisories have become even more enjoyable as we get along super well and support each other's learning. I never feel like skipping advisories because I know she'll be there and we always have a good time.

Maddi: I started my schooling life in private education, and after struggling with home-schooling for a few years I was introduced to Te Kura through a friend and it was exactly what I needed: A variety of subjects with teachers who are more than happy to provide support in my learning through to the externals at the end of the year, while giving me the freedom to plan my education around other aspects of life like socialising.

For the first few months of going to the advisories I was super nervous and hardly spoke to anyone save for the teachers. Now that I know Melissa we always get a table to ourselves, study together and have a good laugh. I love having her as my school buddy she's an amazing person and great friend and makes my life with Te Kura so much more fun.

Melissa and Maddi: We met in the second term of 2016. We first started talking to each other during a series of Level 2 Biology tutorials our biology teacher hosted throughout June. In term 3 between exam preparation and focusing on finishing assessments we didn't hangout and still felt a little shy towards each other. During term 4 we became friends and started hanging out outside of advisory meet ups. The more we started hanging out the more we realised we had in common simple things that we weren't aware of before hanging out outside of advisories.

Since the start of this year we have become close friends hanging out together both during advisories and in our own time, studying together either at our homes or at the library and catching the bus together to Trades Academy courses at WelTec (Melissa in Hospitality and Maddi in Engineering). Sometimes we even meet up just for a quick coffee!

We are both very thankful that our teachers (Matakite Team) have put so much effort into making our advisories enjoyable and incredibly supportive of our learning. We would encourage other students to attend their local advisories to connect with other students, accelerate and improve your learning.

Melissa Du Toit, Year 13

Maddi O'Connor, Year 13



NATIONAL YOUTH DRAMA SCHOOL

TE KURA STUDENTS TIMMI APLIN-BARRETT AND TRINITY SMITH BOTH HAD THE OPPORTUNITY TO ATTEND THE NATIONAL YOUTH DRAMA SCHOOL.

The eight day programme in April brings students together in the Hawke's Bay to learn from world-class instructors in the performing arts. Read about Timmi and Trinity's life changing experiences at National Youth Drama School (NYDS).

ONE OF A KIND

It takes many hours to travel from my home on d'Urville Island to Havelock North. First, there's the half hour drive over the hill to the water taxi for a fifteen-minute boat ride. The drive from French Pass to Picton takes about two and a half hours, no stops. Once you board the ferry, it's another three hours of sailing through the Cook Strait which can be flat calm or vomit inducing depending on the weather. After that, there's a five-hour

bus journey to the depot in Havelock North and finally, after a quick trip in the van full of very excited people, you're at Havelock North High School. The real question here is; why on earth would I want to travel for a total of eleven hours and forty-five minutes (not accounting for food or the loo or overnight stays with friends) to go to school during the holidays?

The answer is NYDS, the National Youth Drama School who host an annual eight-day drama course in Havelock North. Two hundred and sixty five students from all around New Zealand and even a couple from the UK participate in the drama classes. But these aren't just drama classes. World class tutors such as Alan Henry (*The Hobbit*, *Iron Man* and many more), Sara Hirsch (3rd ranking slam poet in the world) and Rachel Blamphied (dozens of adverts and much more) teach classes such as stage combat, poetry and performance, screen acting, directing, playwriting, advanced acting, special effects makeup and many more. I was placed in the Advanced Acting class where we learned about stage craft, movement and performance amongst many other things.

My skill set multiplied in the short time I attended and I gained so much knowledge regarding my passion. I also met some amazing people. NYDS isn't just about the stellar classes and the amazing lessons. It's about the people, people from all walks of life coming together to meet other likeminded folks to share their passion. I made very firm friends and have been keeping in contact ever since. The days began with either a physical or vocal warmup bound to end in laughter. Then we split off to our classes where we all worked hard to learn as much as humanly possible. By the time lunch came, we were exhausted. But it was the best possible kind of exhaustion because it meant we'd been giving everything our all. During the lunch break, we'd be sitting with friends, sharing lines and stories about how so and so tore a hole in their expensive pants whilst trying to execute a questionable dance move and how they would totally win Chopsticks. After lunch, we would head into the school hall for the daily assembly where notices would be read out and Chopsticks would be awarded. (Chopsticks is a yellow rubber chicken. If you have done something very stupid or just down-right silly, you can get nominated by a fellow class mate and suffer the embarrassment of being handed a large rubber chicken. You must then carry this rubber chicken in full view until the next day. Thankfully, my friends were too kind to nominate me for all the stupid things I managed to do.)

At the end of the week, we had a final performance, a chance to show off our new skills. My class teamed up with the playwriting class to work a section of a script to perform. I had the honour of working with an amazing script called *Purgatory*. I played a character who was the

literal embodiment of someone's conscience sent to test them. It was a lot of fun and felt great to perform again on stage under the bright lights with a large audience. We performed in the Napier Municipal Theatre which was amazing as their stage was huge, the audience could fit in with numbers topping four thousand and the backstage was like the movies!

The worst part of NYDS was the final day. The day where everyone had to pack up, say goodbye and go home. The environment was such an open minded, creative one and to have had the opportunity to study there was absolutely amazing. It really was one of a kind. I learned so much and made so many good friends, not to mention uncovering skills and confidence I never knew I had. It has only fuelled my passion and desire to make acting my career. I would like to thank Te Kura for making the whole experience possible because without their generous funding, I would only be able to dream. I am very grateful to have been able to be a part of such rare opportunity. Thank you very much, Te Kura.

NYDS was totally worth eleven hours and forty-five minutes of travelling. Make that twenty-three and a half. I did have to go home again ...

Timmi Aplin-Barrett, Year 13



NATIONAL YOUTH DRAMA SCHOOL

BY TRINITY SMITH.

Within five minutes of arriving at National Youth Drama School (NYDS), a group of students introduced themselves and asked me to sit with them. We proceeded to invite more and more scared looking students to sit with us until our little 'group' had spread to the entire courtyard and everyone had someone to sit with and talk to and nobody felt left out.

On that first day, I tried to move around the groups and meet as many of the 263 students that were at NYDS I could. I was a little taken aback at first at the kindness and acceptance everyone exhibited. It wasn't every day you could go up to a complete stranger and have them treat you like family before you even say what your name is.

On that first morning, we filed into the auditorium and the tutors held an initiation ceremony where they told us how everything was going to work. In this ceremony, one of the tutors asked two very important questions that I now think about every day.

They were:

- What makes you different from everyone else?
- What can you do to change the world?

What followed was an eight day experience that I will never forget. And I continue to be inspired by memories of it every day.

I was in the Stage Combat class where we did lifts, punches, kicks, rolls, choke holds and even fighting with

Stuck?
Don't worry - the Hub can help

🖱️ hub@tekura.school.nz

☎️ 0800 65 99 88 ext 8712

In the last issue we told you about the Hub, which launched on 16 January. Lots of you seem to be finding it helpful – so far we have received over 5000 queries by phone and email.

Most of the queries are for help with OTLE and the most common is a forgotten username or password. However, we also get queries about things like how to use workbooks, submitting work to dropbox and completing quizzes.

If you are stuck or have any questions, give the Hub a call. The advisors are very friendly and no question is a silly question.

weapons. Safety was a priority for everyone and we learnt how to work together to make a staged combat look very realistic.

Along with about thirty other students, I was also staying in the student hostel. The brilliant thing about staying in the hostel was that you didn't just make friends, you made whanau. Nights and mornings that I spent at the hostel included a freestyle rap battle that took place in one of the corridors, an impromptu game of human chess where we used actual people instead of pieces, and countless deep philosophical discussions at dinner that left me feeling inspired by my peers.

On some afternoons I had taster classes in subjects that I had picked when I enrolled online. On two of these afternoons I had a taster in 'Improvisation and Comedy'. This afternoon taster class turned out to be one of the highlights of the whole experience.

In class, we played a range of theatre games while learning the basics on how to craft a comprehensive storyline. And I don't think I've ever laughed as hard as I did on those two afternoons.

Something one of the tutors said to the class on the first afternoon was, 'Improvisation is not necessarily comedy.' This idea that I didn't have to be funny when crafting a comedy based storyline completely changed the way I thought about comedy.

I came away from that class with the idea that true comedy is based in honesty and vulnerability. If you can get up in front of an audience and be honest and vulnerable, inevitably funny moments will arise from that. Comedy is such a powerful tool and thanks to NYDS I know how to wield it much better now.

At the end of the week, we had a 'Sharing of Work' at the Napier Municipal Theatre. The Sharing of Work is not meant to be a polished performance. The performers simply share what they've been working on throughout the week. These are all available to watch on YouTube. Our Stage Combat class started working on performance only one day before and it went down very well with the audience of our peers and family.

Altogether, it was a completely fantastic week that left me inspired and motivated to change the world in whatever way I can.

Trinity Smith, Year 12



FRESH LOOK FOR MY TE KURA

Good news! Te Kura's Online Teaching and Learning Environment (OTLE) is getting a facelift!

You may have noticed several changes in the OTLE with the way it looks over the last few weeks. Things are not breaking, this is intentional! We are currently introducing a new visual design to the OTLE and will be enhancing the look and feel over the coming months. Our goal is to provide a cleaner interface, new fonts, updated icons and some new workflows meaning that your courses will look more polished and modern with less clutter and simpler navigation.

One of the major aspects to this development is creating a responsive design, meaning you can access this across all devices (laptops, tablets and smartphones). You'll find it much easier to stay connected and access the OTLE from anywhere.

Keep an eye for these changes and we will continue to keep you updated.



Join us on Facebook!

Have you joined our Te Kura Facebook community yet? It's your place to share successes, top schoolwork, burning thoughts, latest news and more.

If you would like to share amazing photos or videos related to your studies or successes outside of school, please contact us at comms@tekura.school.nz.

To like our Facebook page, find us at www.facebook.com/tekuranz

Student Stories



Te Kura students learned all about the agriculture industry at Get Ahead Day.

GET AHEAD DAY

GET AHEAD DAY WAS AT THE CHRISTIAN CHURCH IN PALMERSTON NORTH, THERE WERE A RANGE OF SCHOOLS FROM WELLINGTON TO FEILDING.

We were put into different groups and I was put into group 9. They then talked about what was happening for the day and the plans. I got to meet different people from different schools.

When we got put into our groups we then headed to a workshop about apples and learning about what types of apples not to get and get and tasting them. There were about nine people in each group. After we got to our first workshop we had a little introduction and had to go around the group saying our names and what school we attended. Then we had to choose a group name, we named our group Bulldogs because it's a league team and the Warriors were losing so we came up with the Bulldogs. After going through different workshops and learning different things it was finally morning tea.

After having morning tea we then went into the hall and listened to a few speakers and they then gave out prizes. I met this one girl who was so friendly, she was like a friend who I have known for so long. We then went to the workshops and then learned some more things, and then before we knew it lunch time came.

I honestly through we were going to have sandwiches but instead we had yum burgers. After spending time with everyone we had speeches again then interacted and

had to nominate someone to go up from each group and give our points to see who was the group winner. We came fifth but the winning group had 500 points.

I had a good time and would like to do it again another day because I like interacting with different people and learning different things. If there were another Get Ahead Day I would go and recommend people who want to learn about farming and agriculture to do this if there was a day like this.

Crystal Herbert, Year 11

YOUNG FARMERS DAY

THE YOUNG FARMERS DAY WAS FUN AND I LIKED MEETING NEW PEOPLE.

The teachers were nice they would help you out when you needed help but they would not do it for you. It was good for people like me that are interested in farming and don't live on a farm. Some of the people shared their experiences with us that don't live on a farm. The people that have worked on farms told us about how they got their change at a farming career. The things they talked about were banking and fruit farming what you would have to do when it is breeding season.

Lunch was great we had burgers and a big piece of caramel slice. When we were going around all the stations we earned points for our teams and at the end the three winning teams got prizes. It was a great day I learnt a lot and had a lot of fun.

Glen Shailer, Year 11



Phoebe presenting her project to the Princess of Thailand.

THAILAND INTERNATIONAL SCIENCE FAIR

IN JANUARY I WENT TO TISF THAT IS THE THAILAND INTERNATIONAL SCIENCE FAIR.

There were students from 16 countries and 26 schools. I was a representative from my school.

We were all there to exchange projects, we had lots of activities together and I have made a lot of new friends from all over the world. My project is called the Smart Knee Band. It's a sensor to help blind people not bang into obstacles. It warns blind people by vibration.

The Princess of Thailand, Princess Pratep opened this science fair and she listened to presentations of every project. This is a picture of me presenting my project to the Princess. I was very excited and very happy to be so close to the Princess and to have a very important opportunity to present my project to the Princess of Thailand.

Phoebe Khokgawe, Year 13

MUFFINS @ YOUTH SPACE!

ON TUESDAY 4TH OF APRIL 2017 I CAME TO A TE KURA EVENT DAY WITH MARILYN RICHARDS AT YOUTH SPACE, PALMERSTON NORTH.

We had the choice to make blueberry and lemon, raspberry and white chocolate or banana and chocolate muffins. We had to partner up into 2's and Connor and I decided to make banana chocolate muffins. I really enjoyed making the mixture. I enjoyed measuring and found it interesting to see how the mixture came together.

I enjoyed decorating the muffins with icing sugar by shaking the icing sugar through a sieve. I really enjoyed working with my partner. It was nice to work with someone else instead of on my own.

I enjoyed getting out of home and away from Te Kura booklets and doing something hands on, and learning new skills.

Abbie Pratt, Year 11



Abbie Pratt and Connor Henderson get baking with help from teacher Marilyn Richards.



Elizabeth Rowell



Kacey Hutchinson

MMXVII AMERICAN NATIONAL LATIN EXAM

**CONGRATULATIONS TO THE TE KURA LATIN STUDENTS
WHO SAT THE MMXVII AMERICAN NATIONAL LATIN EXAM
IN MARCH.**

The exam was sat by 149,000 students around the world – from Australia, Belize, Canada, China, France, Germany, Ghana, Italy, the Netherlands, Singapore, Spain, Taiwan, the United Arab Emirates, the United States, the United Kingdom, Zimbabwe, and, of course, New Zealand.

Elizabeth Rowell of Ao Tawhiti Unlimited Discovery, Christchurch, won a Gold Medal and a Summa Cum Laude certificate for Latin I. Kacey Hutchinson from Nayland College won a Silver Medal and a Maxima Cum Laude certificate for Latin II.

Three of our junior Latin students won certificates for Outstanding Achievement in the Introduction to Latin exam.

For our students to have achieved this level of success through the distance learning medium is something really special.

R TUCKER THOMPSON

**HERE IN NORTHLAND STUDENTS HAVE A WONDERFUL OPPORTUNITY TO GO ON THE
R TUCKER THOMPSON. IT IS A TRADITIONAL GAFF-RIGGED SCHOONER THAT WAS BUILT
IN MANGAWHAI, NEW ZEALAND AND LAUNCHED IN 1985.**

The R Tucker Thompson trip was great. I saw a dolphin, an adult, male bottlenose. There was a shark and also some endangered birds that were on the DOC islands that we visited. I made some good friends and bonded well. We worked together well as a team.

We put up the sails, tacked (turning, zigzagging), climbed the mast and did the Tucker challenge. This is where we climb aloft, walk along the lower topsail yard and touch the yardarm (very end of the yard)! We also manned the ship by ourselves for 2 hours, without the crew. We all had turns at the different jobs, such as manning the helm.

The food was good and plenty of it. We had sing-a-long times. The last night we had a ball, and learnt how to waltz. The crew were wonderful. They were really friendly and helpful. They went out of their way to help us feel comfortable and included. They catered for all dietary conditions and generally helped me have a wonderful time. I enjoyed the sailing; I didn't mind the motion of the ship. I learnt new skills such as tying knots, put up sails, how to talk on the radio read charts and navigate and how to clean the ship properly.

I highly recommend this experience to everyone. I had a ball, made new friends and learnt heaps and I want to go again.

Simone Waters, Year 11

JUNIOR BRASS BAND CHAMPION OF CHAMPIONS

YEAR 11 TE KURA STUDENT LEO READ IS THE JUNIOR BRASS BAND CHAMPION.

Leo competed in the National Brass Band contest during the April holidays and won his solo section. He was then nominated for the Junior Champion of Champions event and won that as well.

You can see his winning performance here www.youtube.com/watch?v=iWOJorICRh4

He then went on to lead the trombone section of the Eastern Bay of Plenty District band to 4th place in the A-grade competition – a stunning result as it was their first year in that grade.

Te Kura's Kaiako Matua Music, Joan Aitken heard him play in the Own Choice event and was stunned by his composure, musicianship and leadership skills.

Leo very much enjoys participating in the National Secondary Schools Brassband and the the National Youth Brassband camps which are run annually.

He also plays in his local Jazz Band and Community Orchestra on both piano and trombone and he plays drums in a combo band.

Having gained high distinction in Grade 8 for both Piano and Trombone, he is currently studying towards a Diploma in Music (AMUSNZ) with the NZ Music Examinations Board in both Trombone and Piano.

Not neglecting his school work, Leo gained sufficient credits for NCEA.



Trombone champion Leo Read.

VICTORIA UNIVERSITY OF WELLINGTON MATHEMATICS ASSOCIATION COMPETITION

ON APRIL 28 I PARTICIPATED IN THE VUWMA MATH COMPETITION WITH KEIRAN, OTHER FRIENDS, AND MY BROTHER.

We were registered as the Te Kura team, but there were also two homeschoolers and someone from Naenae College. We decided our team name to be 'x such that for n in the set of Team names, $x \geq n$ ' so that our team name will be the best by definition. I worked with my friend Brayden on fun and challenging problems like logic puzzles, making proofs, and working out solutions.

We ended our tour of Victoria University at the lecture theatre for prize giving. We watched as other teams got up to get their prizes (there was a prize for the 'meanest' – most average team). When the team for second place was going to be announced the announcer said 'oh, I can't read this' and Keiran said 'Yes! It's us' because we used math symbols in the name. We all cheered when he said 'x such that'.

Sheridan Boyd, Year 11



Sheridan Boyd shows off the team's trophy.

Student Work Showcase

WEAVING CREATIVITY

Deryn, age 4

Deryn had shown an interest in being creative through creating art and crafts, threading and carpentry. In discussion with her parents, her teacher Ros extended on this skill identifying her learning objective to 'extend her creative skills through experimenting with harakeke and other weaving techniques' (Te Whāriki, Mana Reo Communication Goal 4).

Deryn was involved in the entire process, collecting the flax on a morning walk and preparing the flax for weaving. She persisted with alternating the flax, threading under and over – under and over experimenting with different techniques. She was very proud of her first mat she created, sending it to Grandma as a gift.

Tino pai to mahi, Deryn.



Deryn working on her weaving.

SAND FLY BAY

One day when we were in Dunedin we decided to go to Sand Fly Bay. We went down a long, long windy road. We parked and then walked down a very steep hill. Tom and I played in the sand dunes while mum got lunch ready. We went for an enormous walk. Then last but not least, we saw the rarest sea lion in the world. He was putting sand over himself in the sun.

It is called Sand Fly Bay because it can get very windy there and all the sand flies up the mountain.

We started to walk back up the hill. It was a challenge but we made it eventually.

I had an extraordinary day!

Jessica Cocks, Year 3



Harry Mather, Year 4

TANDEM RIDING

I was quite excited and nervous at the same time.

Mum and I drove down to Kowhai Park to hire a tandem bike. We hopped out of the car with excitement to go and pay the man who hires the bikes. We paid him fifty dollars for a full day of riding. We had to put on helmets and high visual vests.

We were off and racing and the fresh air was in my face once again. It has been two or so years since I have been on a bike. It had felt like it had been too long, since I had been out pedalling. Mum was my eyes, on the front of the bike. My role was to put the muscle into the biking.

When mum and I were biking, I began to feel dizzy as I could not see the road. To stop feeling this way, we stopped and sat down for a minute or two. Once my head felt clearer, we were on the road again. The whole time riding I knew where I was going, as I had a mind map in my head. A while ago I could see and had remembered some of the city.

Mum and I went to see some of our friends that we have not seen for a while. Gerrard, who I have known all my life, was quite surprised to see me out and about on the bike with Mum. Gerrard gave me a glass of Coke.

This was a trial to see if I would consider buying a tandem bike. After this experience, I would quite like to buy one. Tandem riding gave me the chance to do what other people do. I want to experience this freedom again.

Flying in the darkness, made me feel free.

By Darcy Britton, Year 12

Darcy is totally blind and uses a Braille Sense machine and his laptop to be able to write and edit his writing independently.

NIGHT TIME ADVENTURE

At Jessica's 21st I wanted to get my bike in the dark. Noah, Tuari and I were scared so we asked Justin to come with us. We took my torch and went to my bike beside the pottery shed.

When I hopped onto my bike and rode home the wheels lit up bright green.

My lights are cool.

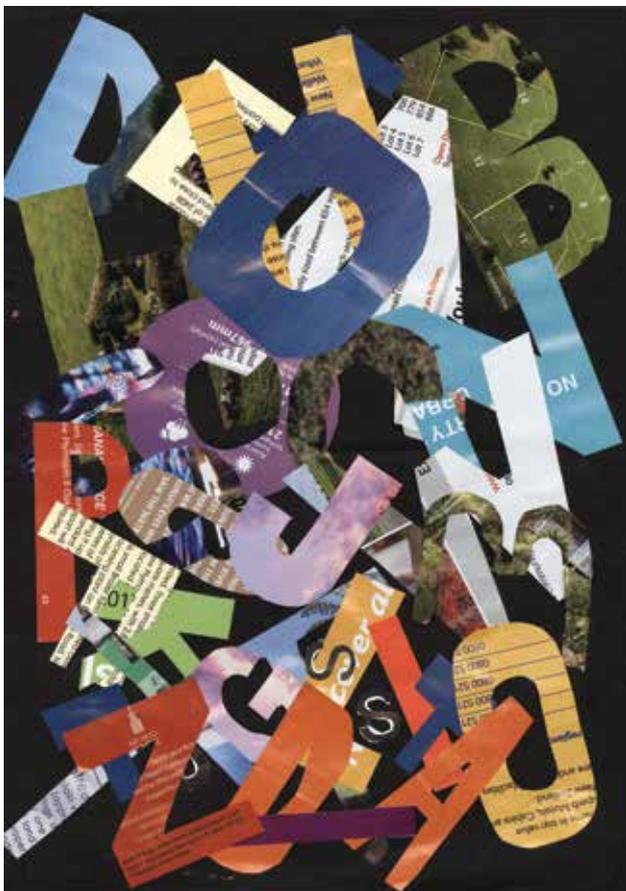
Tim Canning



Joshua Baxendine – Board and Graffiti Art, Typography painting, Year 13



*Alice Elcoat
Applied Science
Photography and Sculpture
installation,
Year 12*



*Rabbits Winter and Summer by Ava Douds-Napanoy,
Year 6*

Aisha Punsalan, Year 5



*Kaimana Group –
Toi Maori Herekeke, woven painting,
Young Adult*



*Kaimana Group –
Toi Maori Kowhaiwhai
with Herekeke, mixed media
painting,
Young Adult*

*Megan Szentesi –
Pacifica Tivaevae painting, Year 13*



SPECIAL ASSESSMENT CONDITIONS AT TE KURA

STUDENTS WITH PHYSICAL, MEDICAL, SENSORY OR LEARNING DISABILITIES MAY BE ABLE TO HAVE SPECIAL ASSESSMENT CONDITIONS (SAC) FOR NCEA ASSESSMENTS.

SAC includes things like

- having someone (not a family member or friend) read or write the assessment for you if you have a specific learning disability like dyslexia
- being able to sit your exams in a separate room if you have attention problems or severe anxiety
- being allowed to have rest breaks to take insulin or eat food if you are a diabetic

These are only some examples of SAC. To get more information, check out our website www.tekura.school.nz/student-toolkit/special-assessment-conditions and if you think it applies to you, please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or by email jennifer.hardiman@tekura.school.nz

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

STUDENTS STUDYING NCEA COURSES

IF YOU ARE ENROLLED IN NCEA COURSES THIS YEAR, YOU'LL NEED TO COMPLETE AN NCEA REGISTRATION THROUGH OUR WEBSITE.

This online registration is for you to tell us whether or not you wish to enter for any externally assessed standards. It's also how you'll pay your 2017 NCEA fee.

Paying your 2017 NCEA fee means all credits awarded to you this year will be included in your Record of Achievement so they are available for the award of any qualifications in January 2018 (it is not a fee for sitting end of year exams).

Watch out for the information you'll receive in June advising what you'll need to do and by when (including how to apply for financial assistance to reduce this year's fee).

SUPERVISOR SUPPORT

MANAGING YOUR STUDENT'S LEARNING

Did you know?

If you are the supervisor of a fulltime, fee paying or young adult student you can view your student's course content, work return and feedback from their teacher.

To access your supervisor log in details contact the Hub on 0800 65 99 88 Ext 8712 or email hub@tekura.school.nz

If you are logging on to OTLE for the first time we recommend you look through **My Te Kura** video on your home page.

MY TE KURA

To view your student's progress click on **Audit Users** under the heading **Audit Students** on the lower right hand side of your **My Home** screen.

Click on your student's name and check out their progress for each of their courses by clicking on the course name.

Useful information can be found under:

- **Content**
The blue line shows the amount of modules that the student has read through. They may also but not always have completed quizzes or uploaded work to Dropbox. Click on the Topics, Modules for further details.
- **Dropbox**
This is where a student uploads work to be marked by their teacher. Once the work is marked students and supervisors can read teacher feedback. Teachers sometimes attach files with further information for students in Dropbox. Click on > Details in your student's Dropbox to read teacher feedback.

Here are some tips for looking at a module with your student.

- **What, Why and How or Overview**
Before your student begins each module encourage them to read the information provided under What, Why and How or Overview. This provides an opportunity for supervisors and students to discuss together timelines, expectations and ideas.

- **Bookmark**

When your student wants to save a page or return to it later, they can bookmark their page. Click on the **Bookmark** icon on the top right hand side of the screen. When clicked, the bookmark will turn red and save the page.

When your student begins their next session they can click on the red Bookmark icon under the heading Content Browser and links to the saved pages will be listed.

The course **My Te Kura** is packed full of videos and tips. Click on **Help** to bring up links to Dropbox, quizzes, Google Docs and Help or you can use the Search feature. You can return to this course at any time by clicking back to your **My Home** page.

Finally, short breaks away from the computer and regular opportunities for physical play, dance and music are an important part of a student's learning programme.

Having an easy to follow visible timetable can help students to keep on task and while giving supervisors a process to ensure timelines are met.

EARLY CHILDHOOD WEST COAST EVENT DAYS

ANN AND ROS FROM EARLY CHILDHOOD INVITED FAMILIES ON THE WEST COAST ROLL TO MEET UP WITH THEM AT SHANTYTOWN NEAR GREYMOOUTH OR FURTHER SOUTH AT FOX GLACIER.

The families who came to Shantytown enjoyed a ride in a steam train, panning for gold, exploring the old shops, school, hospital and jail, finding out a bit about life in days gone by.

At Fox, the event was held in the very well set up playgroup, which is in the school grounds. The playground was a big drawcard and the children challenged themselves and had fun on the different apparatus and equipment.

Ann and Ros also joined Westland Rural Education Activities Programme Incorporated Society (WestREAP) in the Community Hall at Whataroa to meet families in the area, a number of who were pleased to be able to enrol for Te Kura's Early Childhood programme.

The trip south wasn't complete without a visit to Lake Matheson at dawn capturing the perfect stillness!

Thank you to all the families and children who attended.



Gold panning in Shantytown.

EARLY CHILDHOOD EVENT DAYS ON THE WEST COAST



Archie at Fox playgroup.



Peter, Archie and Reid on the move.



Steam train at Shantytown.



Lake Matheson at dawn.



Vinnie gets locked up in Shantytown.