

# LINK UP

CONNECTING  
TE KURA STUDENTS

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

 **Te Kura**  
TE AHO O TE KURA POUNAMU  
THE CORRESPONDENCE SCHOOL



ISSUE NO. 35 | MARCH 2018

# KO TĀ MIKE KŌRERO



Nau mai welcome. The 2018 year is well underway. However, as this is the first edition of *Link Up* for the year it's a chance to look back and celebrate the success of 2017 as well as look forward to what we want to achieve this year.

Prize giving ceremonies were held throughout New Zealand in December to celebrate our Te Kura students. Each year I enjoy the opportunity to attend these celebrations to meet students, family and whānau and learn about the many accomplishments and stories of Te Kura students. I'd also like to recognise our 11 New Zealand Scholarship winners on their exemplary work. You can read more about our prize winners on pages 15–19 in this edition of *Link Up*.

This is the third year Te Kura has offered Summer School and it has continued to grow as more students take advantage of our flexible online learning. This summer we've supported 633 students to achieve results in NCEA, with some results still to come. You can read about Summer School including about how it helped one student reach her goals on page 42.

We are looking forward to an exciting year. Our online learning transition has continued to progress with the development of Early Childhood and Year 1–6 courses in My Te Kura.

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## Students at every year level are now able to use our online learning environment My Te Kura as part of their learning.

We are working with students, supervisors, whānau and teachers this year to understand what works best in an online environment for Te Kura students at these age levels.

The introduction of My Korowai – My Plan is another way we are utilising My Te Kura to engage with students in Years 11–13. The My Korowai section allows secondary students with learning advisors to connect with other learners through discussions and online advisories, explore career interests and passions and set goals for the term and year.

We have launched a redesigned website this month to make it easier for current and prospective students to find the information they need. The design and layout are much simpler and easier to navigate. We've carried the new look and feel of the website into the redesign of the *Link Up* magazine. I encourage everyone to view the new website at [www.tekura.school.nz](http://www.tekura.school.nz) and bookmark the Student Zone to keep up to date with what is happening at Te Kura this year.

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**Cover:**

Mahina Walle, Te Hauturu o Toi – Little Barrier Island.





# FEATURE STORIES

# MY LIFE ON ISLANDS

**It has been an absolute privilege to live on Te Hauturu o Toi – Little Barrier Island for the past six and a half years with my parents and younger brother Liam.**

Hauturu is almost 3000 hectares and home to many endangered native species such as kākāpo, kokako, hihi (or stitchbird), chevron skinks, tuatara, wetapunga and dactylanthus (a rare plant). Little Barrier Island is 40 km or an hour boat trip from Leigh (the nearest port on 'the mainland'). Liam and I are home-schooled. I started with Te Kura last year (in Year 10) and I found the subjects and the friendly staff amazing. A huge thank you to all my fantastic teachers and especially to my learning advisor and science teacher from last year, Lyndsey Bass, for welcoming me into Te Kura and helping me understand how everything works!

Hauturu became New Zealand's first Nature Reserve in 1896 when the Crown decided to protect this beautiful place. Little Barrier Island is currently run as a Department of Conservation (DoC) island and DoC employs two rangers to work and live on Hauturu. My mum is the Kākāpo Ranger and my dad is the Island Ranger, which means that Liam and I get to help out on Hauturu doing awesome things such as tramping across the island, helping radio track kākāpo, going out on the island boat, finding New Zealand storm petrel nests, feeding baby tuatara, assisting researchers and lots of other cool activities!



Mahina with a kākāpo.

Before living on Little Barrier Island we were on Maud Island (in the Marlborough Sounds) for six years, so Liam and I have spent most of our lives on islands.

Some people ask if we ever find it lonely out here, but we are quick to answer that we meet lots of lovely people such as researchers or the 'weed team' (a group of five who come to the island each year to try and eliminate any introduced plant weeds) and while some may meet heaps more people than us, we get to know the people we meet by going to pot-luck dinners or showing them the tuatara.

I would like to become an Ornithologist (someone who researches birds) and Hauturu is the perfect place to grow up to fulfil this dream. A couple of years ago I found a kokako nest in our back garden behind the washing line. I checked the nest every couple of days, and Liam set up a GoPro to capture footage that was used in a wildlife documentary. After the chick fledged its parents brought it onto our lawn to eat daisies, which was very cool.



There is a Department of Conservation supply ship that comes to Hauturu once every three weeks. We do an online food order which comes out on the boat along with mail and any building material for the island. Supply ship day is an exciting day with fresh food to fill our almost empty fridge and a three-week-pile of mail!

Liam is an avid boat builder and has already built a small dingy, a 2.8 m sailing boat called the Black Dragon and a multitude of rafts which are almost always bigger than the one before.

Our contract on Little Barrier Island ends in April next year. We don't have anything planned yet, but I'm sure that we will do something else that's wonderful! I feel so lucky to live on Hauturu and I know I will carry the memories from this time with me forever in my heart.

By Mahina Walle, Year 11

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**I would like to become an Ornithologist (someone who researches birds) and Hauturu is the perfect place to grow up to fulfill this dream.**



# PRIZEGIVING 2017

## **Congratulations to all of our 2017 prize winners!**

Te Kura's annual prizegiving celebrated the success of students from across New Zealand.

Regional prizegiving ceremonies held in Auckland, Hamilton, Wellington, Nelson, and Christchurch celebrated the achievements of Te Kura students.

Te Kura awards cross-school prizes for determination and effort, prizes for the top performing student in each subject and regional certificates for effort or achievements during the year.

The Correspondence School Parents and Teachers' Association Dux Award for overall excellence was awarded to Central North region student Michael Gray. You can read more about Michael and other award winners on pages 15–19.

Congratulations to all of our 2017 prize winners!



Dux, Michael Gray receiving his award from Mike Hollings.



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# Te Kura prize winners for 2017

## Cross-school prize winners

*The Correspondence School Parents and Teachers' Association Dux Award for overall excellence in Year 13*

**Michael Gray**

*Chief Executive Officer's Prize for meritorious work*

**Kenny Peat**

*Te Kura Special Achiever award for exceptional achievement through accelerated learning in all subjects*

**Matthew Beardsworth**

*Te Kura Achiever for dedication and commitment*

**Liam Furey, Libby Malcolm-Cant, Michaela Wheble**

*Northern Achiever award for dedication and commitment*

**Tohunga Riwai**

*Ex-pupils' Association Prize for outstanding determination in overcoming difficulties*

**Duncan Chandler, Kered Taylor, Max Wichers, Te Ata Wahanui Na**

*Māori Achiever Award for a Māori student who has made the most improvement in their studies*

**Ahuroa Leach, Calais-Reine Moon, John LeeF, Neeson Rautao**

*Rural Women New Zealand Golden Jubilee Prize for general excellence and attitude to schoolwork for any students living in a remote area*

**Alex Stephens, Anaru Tata, Heeni Higgott, Logan Akkerman, Max Stephen-Walker, Piripi Higgott, Te Waiohine Tahī, Timmi Aplin-Barrett, Xyra Stannard**

*Mansfield Prize awarded to a teen parent who has made the most of the opportunity to continue their education*

**Caitlin Bays, Ferne Bethwaite, Paris Geros**

## Subject prize winners

### ARTS

*Award for outstanding effort in the Arts in Years 7 to 10*

**Jazmin Paget-Knebel**

*Judith Waugh Prize for excellence in Music by a senior student*

**Liam Furey, Matthew Beardsworth**

*70th Jubilee Prize for excellence in Art by a senior student*

**Olivia Simpson**

*Prize for excellence in Art History by a senior student*

**Trelise von Sturmer**

### ENGLISH

*Janet McKenzie Memorial Prize for excellence in English in Year 6*

**Piripi Higgott**

*Kathleen Evans Memorial Prize for outstanding effort in English in Years 1 to 6*

**Joel Aro**

*Award for excellence in English in Years 7 to 10*

**Tohu'ia Foliaki**

*Award for the student who has made an outstanding effort in English in Years 7 to 10*

**Sebastian Daff**

*Millicent Mason Prize for high literary ability in Year 11*

**Tep Mills**

*Prize for excellence in English by a senior student*

**Apollo Irwin-Harris**

*Ruth Crisp Prize for original work by a senior student*

**Shamus Baker**

### GATEWAY

*Prize for outstanding effort and achievement in the Gateway programme*

**Isaac Canning**

### HEALTH AND PHYSICAL EDUCATION

*Award for outstanding effort in Health and Physical Education in Years 7 to 10*

**Moana Foliaki**

*Prize for excellence in Physical Education by a senior student*

**Isabel Norriss**

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## HOME ECONOMICS

*New Zealand Federation of Women's Institute Prize for excellence in Home Economics*

**Kelly Glanville**

## INQUIRY LEARNING

*Award for outstanding effort in e-Learning in Years 1 to 6*

**Renee Evans**

*Award for outstanding effort in Inquiry Learning in Years 1 to 6*

**Reef Barltrop**

## LANGUAGES

*Award for the student who has made an outstanding effort in Years 7 to 10 Spanish*

**Tobey Hutchinson**

*Prize for excellence in Spanish as a second language by a senior student*

**Isaac Heron**

*Prize for excellence in Japanese as a second language by a senior student*

**Jack Penman**

*Prize for excellence in German as a second language by a senior student*

**Justin Reiter, Simon Vincent**

*Prize for excellence in French as a second language by a senior student*

**Heimiti Beziac**

*Prize for excellence in Classical Studies by a senior student*

**Danielle Graham**

*Judith Waugh Prize for excellence in Latin*

**Layla Sudol**

*Award for excellence in Te Reo Māori in Years 7 to 10*

**Lani Theobald**

*Prize for excellence in Te Reo Māori by a senior student*

**Taiawhio Waipoua-Bryers**

*Language prize for adult student for achievement, progress and enthusiasm in Languages*

**Marilyn Burnard**

## MATHEMATICS

*Prize for outstanding effort in Mathematics and Statistics in Years 1 to 6*

**Sione Moala**

*Award for excellence in Mathematics and Statistics in Years 7 to 10*

**James Hainsworth**

*Award for the student who has made an outstanding effort in Mathematics and Statistics in Years 7 to 10*

**Sasha Smith-Gray**

*Prize for excellence in Calculus by a senior student*

**Michael Gray**

*Prize for excellence in Mathematics by a senior student*

**Nicolas Smith**

*Prize for excellence in Statistics by a senior student*

**Matthew Beardsworth**

#### **PATHWAYS**

*Prize for excellence in Pathways by a senior student*

**Cassidy Herewini**

#### **SCIENCE**

*Award for excellence in Science in Years 7 to 10*

**Stellar Bar-Even**

*Award for the student who has made an outstanding effort in the Sciences in Years 7 to 10*

**Mahina Walle**

*Prize for excellence in Agricultural and Horticultural Science by a senior student*

**Abagael Carden Holdstock**

*Prize for excellence in Biology by a senior student*

**Thomas McClintock**

*Prize for excellence in Chemistry by a senior student*

**Abigail Schwartfeger**

*Prize for excellence in Physics by a senior student*

**Ahuroa Leach, Thomas McClintock**

#### **SOCIAL SCIENCE**

*Award for outstanding effort in Social Studies in Years 7 to 10*

**Reece Jordan**

*Prize for excellence in Business Studies by a senior student*

**Thomas Garner**

*Prize for excellence in Economics by a senior student*

**Isaac Heron**

*Prize for excellence in Geography by a senior student*

**Sophia Hughes**

*Prize for excellence in History by a senior student*

**Dara Beattie-Johnson**

*Betty Guard Memorial Prize for outstanding work in NCEA Level 1 History*

**Khadija Boulanouar**

*Jenny Armstrong Memorial Accounting Prize for excellence in Accounting by a senior student*

**Hazel Olsen**

*Lyn Davey Memorial Prize for excellence in Legal Studies by a senior student*

**Louis Knight**

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## SPECIAL EDUCATION / LEARNING SUPPORT

*Award for the student who has made an outstanding effort in Years 7 to 10 Spanish*

**Tobey Hutchinson**

*Prize for excellence in Spanish as a second language by a senior student*

**Isaac Heron**

*The Special Education Prize for significant achievement in supported learning of Life Skills in Years 11 to 13*

**Leiv Bjerga**

*Ruby Harris Prize for the Special Education student who has raised the standard of his or her education by courage and perseverance*

**Emma Shaw, Jahne-Lee Hura,  
Sabrina Sorrell**

## TE ARA HOU

*Award for outstanding effort in the Te Ara Hou programme*

**Tohu'ia Foliaki**

## TECHNOLOGY

*Reta Watson Prize for excellence in Design and Visual Communication in Years 7 to 10*

**Lydia Morris**

*Vic Watson Memorial Prize for excellence in Technology in Years 7 to 10*

**Alex Stephens**

*Prize for excellence in Digital Technology by a senior student*

**Jessica Logopati**

*Joyce Cooper Memorial Prize for effort and achievement in the study of textiles/fashion*

**Sophie Batt**

*Prize for excellence in Design and Visual Communication by a senior student*

**Trelise von Sturmer**

*Prize for excellence in Technology by a senior student*

**Jack Williams**

## TRADES ACADEMY

*The Huarahi Trades Academy Prize for outstanding effort and achievement in the Huarahi Trades Academy*

**Debbie Martin, Josiah Justice Gates**

# NEW ZEALAND SCHOLARSHIP WINNERS

New Zealand Scholarship, regarded as the most prestigious secondary school academic award in the country, extends the very best students and offers financial rewards for those going on to full-time tertiary study in New Zealand.

More than 9,800 students entered New Zealand Scholarship last year across 35 subjects. Of those who sat New Zealand Scholarship, 2413 students were awarded one or more scholarships.

Students sitting New Zealand Scholarship are assessed on their ability to demonstrate high-level critical thinking, abstraction and generalisation.

Successful students are those who can also integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Congratulations to all our scholarship recipients on their well-deserved achievements.

**Abagael Louise Carden-Holdstock**  
Agricultural and Horticultural Science

**Aleena Maia Griffiths**  
Music

**Apollo Webster Irwin-Harris Duncan**  
Classical Studies

**Van der Schyff**  
Visual Arts – Painting

**Jasmine Damaris**  
Visual Arts – Photography

**Joseph Burgstaller**  
Physics

**Joshua Peeters**  
Chemistry, Calculus, Physics

**Liam Furey**  
Music

**Matthew Beardsworth**  
Music

**Mikayla Huband**  
Classical Studies

**Shannon Amelia Carden-Holdstock**  
English

## Michael Gray

### 2017 Dux Award Winner

The Correspondence School Parents' and Supervisors' Association (TCSPSA) Dux Award was presented to Michael Gray at the Central North region prizegiving in Hamilton. Michael has been studying with Te Kura since 2015. In addition to the Dux Award, Michael also received the prize for excellence in Calculus, award for high achievement in NCEA Level 3 Chemistry and Physics and good achievement in NCEA Level 3 English. Michael has been a member of the Air Cadets and enjoys several sports activities. He works part-time at a local hospital where he is a valuable member of the IT support team. Michael has received scholarships to the University of Otago and University of Canterbury.

Congratulations from us all!



Michael Gray

## Kenny Peat

Chief Executive Officer's Prize (runner-up Dux) for meritorious work.

Kenny has had a highly successful year as a student at Te Kura, studying a range of level 3 courses in Science and Maths. His engagement in these courses has been phenomenal and during the year he has attained 15 level 3 standards, with 7 of them at Excellence level, 4 at Merit level and 4 at Achievement level, giving him a total of 50 level 3 credits. Congratulations, Kenny, on an outstanding effort.



Kenny Peat

## Matthew Beardsworth

Te Kura Special Achievement Award for exceptional achievement through accelerated learning in all his subjects, Prize for excellence in Statistics by a senior student, Prize for excellence in Calculus by a senior student, Judith Waugh Prize for excellence in Music by a senior student.

Matthew is an exceptionally talented and disciplined student. His work exhibits superb quality and demonstrates deep understanding and a wide range of interests. He has achieved 97 level 3 credits over the last two years, including Excellence in all Internal Standards in both Mathematics and Music. Matthew gained the top award for the Australian Mathematics Competition this year, he achieved 100%.

He won the Auckland Philharmonia Orchestra Secondary School Composition Competition, the 'Who Loves Who' arranging competition, and was a finalist for the 'Play It Strange' Lion Foundation Songwriting Competition.

Matthew was selected as a finalist in the St. Matthew Chamber Orchestra Composer Project and performed his Violin Concerto composition with the North Shore Orchestra at a concert raising awareness for Autism,



Matthew Beardsworth

sharing the stage with famous New Zealand professional musicians.

Matthew has also had recognition from his community, with the North Harbour Club AIMES Emerging Talent Award. Te Kura teachers have seen Matthew blossom and grow over the years and congratulate him for all he has accomplished and all the hard work he has put in.

## Te Waiohine Tahī

Rural Women New Zealand Golden Jubilee Prize for general excellence and attitude to schoolwork for any students living in a remote area.

Te Waiohine shows commitment to her learning programme. She is in regular contact with her learning advisor and is to be commended for seeking guidance and acting on feedback. Well done for your accomplishments in Level 3 Māori in Year 10.



Te Waiohine Tahī



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## Tohu'ia Foliaki

Award for Excellence in English in Years 7–10  
Award for Outstanding Effort in the Te Ara Hou programme.

Tohu'ia has a flair for writing. She captures the audience with wonderful language features and fascinating words. She is also an excellent reader who loves learning new things. Tohu'ia has worked consistently well throughout the year. She always goes above and beyond the requirements and just absolutely loves learning.



Tohu'ia Foliaki

## Tohunga Riwai

Te Kura Achiever for dedication and commitment.

Tohunga has shown outstanding effort and put in a tremendous amount of work to gain credits at Excellence level across his subjects in NCEA Level 3. He has faced challenges over the past two years, yet has risen above them. Tohunga's mature and studious nature alongside his desire to achieve to the top of his game, has enabled him to finish Te Kura as an exemplary student with an exceptional record of achievement.



Tohunga Riwai

## Calais-Reine

Māori Achiever Award for a Māori student who has made the most improvement in their studies.

Calais has shown outstanding effort to achieve NCEA Level 1 Numeracy and Literacy, as well as 46 credits since August, including 7 Excellence and 3 Merit credits. Calais attends advisories when she can fit them in with working two part-time jobs, and through her recent academic success has shown that she is committed to her learning. Calais' growth to a fully engaged student who is brimming with enthusiasm, certainly makes her worthy of the 2017 Māori Achiever Award.



Calais-Reine

## Caitlin Bays

Mansfield Prize awarded to a teen parent who has made the most of the opportunity to continue their education.

Caitlin has managed her study commitments while caring for her young son, Hunter. She has a proactive approach to her learning – she returns work regularly, maintains contact with her teachers and takes on feedback. In doing so she shows commitment, persistence and resilience – skills that will help her make the most of her opportunities in life.



Caitlin Bays with son, Hunter.

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## Sabrina Sorrell

Ruby Harris Prize for the Special Education student who has raised the standard of his or her education by courage and perseverance.

Sabrina's learning incorporates all areas of the curriculum. She loves reading and turns book pages when stories are read to her. Sabrina joins in on Music and takes part by playing some instruments. She loves outdoor walks where she observes the sights and sounds and is exposed to rich conversations. Sabrina joins in on social activities with other children, including a weekly horse-riding outing. Other Physical Education opportunities are woven into her daily programme. Sabrina's progress is celebrated by everyone involved in her learning journey.



Sabrina Sorrell

## Reef Bartrop

Award for outstanding effort in Inquiry Learning in Years 1 to 6.

Reef won the award for Inquiry Learning for Years 1–6 for his authentic learning activities about the use of different native trees to make essential oils and his video demonstration of this process. Reef also received a Certificate of Merit for his progress in Mathematics and reading.



Reef Bartrop





# STUDENT STORIES

# SPECIAL OLYMPICS HORSE RIDING

I had a really good horse who was named Rusty. He was an excellent horse and did everything I wanted him to do. I was a bit nervous at the start. We had to go to Manfield in Fielding. We stayed in a hotel for one week. The opening ceremony was cool and so was the closing one. Forty-five teams were playing different games all around Wellington.

By Lewis McClelland, Year 12



Lewis and his medals.

**I'm so proud of me because I put effort in the Equestrian and working trial dressage.**

# CONGRATS NICO!

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei – Seek the treasure you value most dearly: if you bow your head, let it be to a lofty mountain.

Congratulations to Te Kura student Nico on winning bronze in the mens' ski halfpipe finals in PyeongChang.



Nico Porteous winning bronze.

**Our Bronze Olympic Medal winner – Nico Porteous!**

# LEARNING AT TE KURA

**My name is Liam Furey,  
and I have been a student of  
Te Kura since 2014.**

I was a homeschooler my whole life, so I wanted to do NCEA to qualify for university, but I still wanted to do my learning from home. This is where Te Kura comes in. Te Kura has been able to provide that opportunity for me to carry on my academic journey from home.

My largest passion has been classical music, especially the piano (which I play). I want to pursue a career as a composer and pianist, doing almost anything music-related! I encountered this passion at age 11 and was self-taught for two years. At age 13, I started to get mentored by a local pianist and composer, Gilliam Bibby. I also found many opportunities in theatre, volunteering for a variety of musical roles, including pianist or musical director.

Te Kura has not just helped me prepare for university. They gave me other opportunities as well. I did the Warehouse Red Shirts programme in 2015 and got a Comprehensive First Aid certificate through the Red Cross in 2017. These courses were a lot of fun, very informative, and I got to make some good friends there. 2017 was my last year with Te Kura. I finished NCEA Level 3 with an Excellence endorsement, and got accepted into Victoria University!



This year, I will be starting on my Bachelors of Music, doing a double major in Classical Performance and Composition. I am very thankful with the wonderful learning opportunities that Te Kura gave me. The teachers have done a wonderful job guiding me and helping me to achieve my goals of tertiary study.

By Liam Furey, Year 13

# WORK EXPERIENCE ON A HERITAGE TRAIN

**My name's Caleb Varcoe, I'm training to be a Carriage Attendant with Steam Incorporated.**

A group of volunteer workers are restoring heritage locomotives and carriages, and operating excursions from our depot in Paekakariki, near Wellington. My first trip as a staff member was the Grand Circle Rail Cruise on the 3rd of December 2017, from Paekakariki to Wairarapa via the Manawatu Gorge, returning via Wellington and dropping off passengers as far as Palmerston North.

The day started early in the morning, with a staff briefing at 6:30 am and departure just after 7:00 am. From here I started to learn the ropes of assisting passengers on and off the train, checking tickets and answering any questions passengers had, among various other odd jobs.

After leaving Palmerston North, we were soon approaching the Manawatu Gorge. Since the road was closed, rail became the only way to access the gorge, and it provides an amazing view of the landslides that closed the road.

After exiting the gorge and passing through Woodville, we turned south and started to head down the northern Wairarapa Line, a section of railway that is now only used by special trains between Pahiatua and Masterton due







to a lack of demand for freight trains. We arrived at a winery in Opaki (near Masterton) at about 1:00 pm for a lunch stop for our passengers. No such luxury for me though – after cleaning my carriage in the sweltering heat, I treated myself to a toasted sandwich and a cold drink from the onboard cafe. We set off again after just over an hour, bound for Wellington. As we started to approach the long tunnel through the Rimutaka hills, the effects of having no air conditioning started to make themselves clear – having to close all the train's windows, doors and ventilators, it got very hot, very quickly.

After arriving in Wellington, the locomotive was moved to the opposite end of the train and I got my carriage ready for the trip north. We departed through the tunnels underneath the suburb of Newlands – after completing the same, uncomfortable 'lockdown' procedure through the tunnel, I was able to finally relax for the rest of the trip north, with the sun setting as we arrived into Palmerston North where my trip ended.

This was an amazing opportunity to experience working in a real tourism environment – I'll definitely be coming along again on Steam Incorporated's next trip!

By Caleb Varcoe, Year 12

# CULINARY COMPETITION

## **Melissa's passion for cooking lead her to compete in the National Secondary Schools Culinary Challenge in Auckland.**

Since the start of the year I have been attending Wellington Trades Academy's Hospitality course at Weltec. The programme has allowed me to continue achieving my academic goals while spending two days a week at Weltec learning hands-on hospitality skills.

At the end of May, the organisers of the National Secondary Schools Culinary Challenge (NSSCC) asked our Trades Academy to put together a team of two people to represent Wellington at the final in Auckland. The chosen pair were to compete against seven other teams from all over New Zealand. Our Cookery Tutor selected Hannah and myself for the team. He also selected two of our classmates, Sam and Debbie (a fellow Te Kura student), to attend some of the trainings as backups.

The competition required us to prepare four entrees using New Zealand grown pumpkin as the principle component. We were also required to present four mains using chicken breast (starting with the skin on and bone still attached) and three New Zealand grown vegetables, one of which must be potato. Other teams had had to compete regionally but wellington schools had not put teams forward this year. Therefore, we had a lot of catching up to do. After we had been selected Hannah and I had to attend trainings every week. Our trainings were mainly after class on Trades Academy days but eventually some additional days were required. We were even at Weltec during the July school holidays.

The trainings were exhausting and I only got home at six for a lot of them because after finishing at five I had to travel all the way back.

After months of hard training the day finally arrived. We had to pack all our equipment including pots and pans. We had huge sessions of weighing up ingredients and ensuring we had all our equipment. All of it had to fit into four containers, the only personal luggage we took had to fit into our carry-on bags.

We flew up to Auckland on Monday the 28th of August. Our nerves were wrecked – extremely worried that our food and equipment, especially the plates, would arrive safely in Auckland. Thankfully I can report that all our food and equipment arrived undamaged.

After all that stress was over we could finally start thinking of the competition. Tuesday morning was quite a blur, I remember feeling quite excited but also very anxious. Hannah and I are quite good at balancing each other's emotions and we've had a great tutor so we did not freak out ... not that I can remember anyway ... Suddenly it was time for us to go to the kitchen and prepare for the time to start. Once we started we felt okay. We knew we couldn't do anything but cook. It was all very real but we had a lot of fun during that hour and a half. Close to the end we started struggling with the chicken which just wouldn't cook. Due to this hiccup, we finished 2 minutes overtime, losing six points.



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**The programme has allowed me to continue achieving my academic goals while spending two days a week at Weltec learning hands-on hospitality skills.**

All our hard work, dedication and teamwork meant that we did not lose many other points.

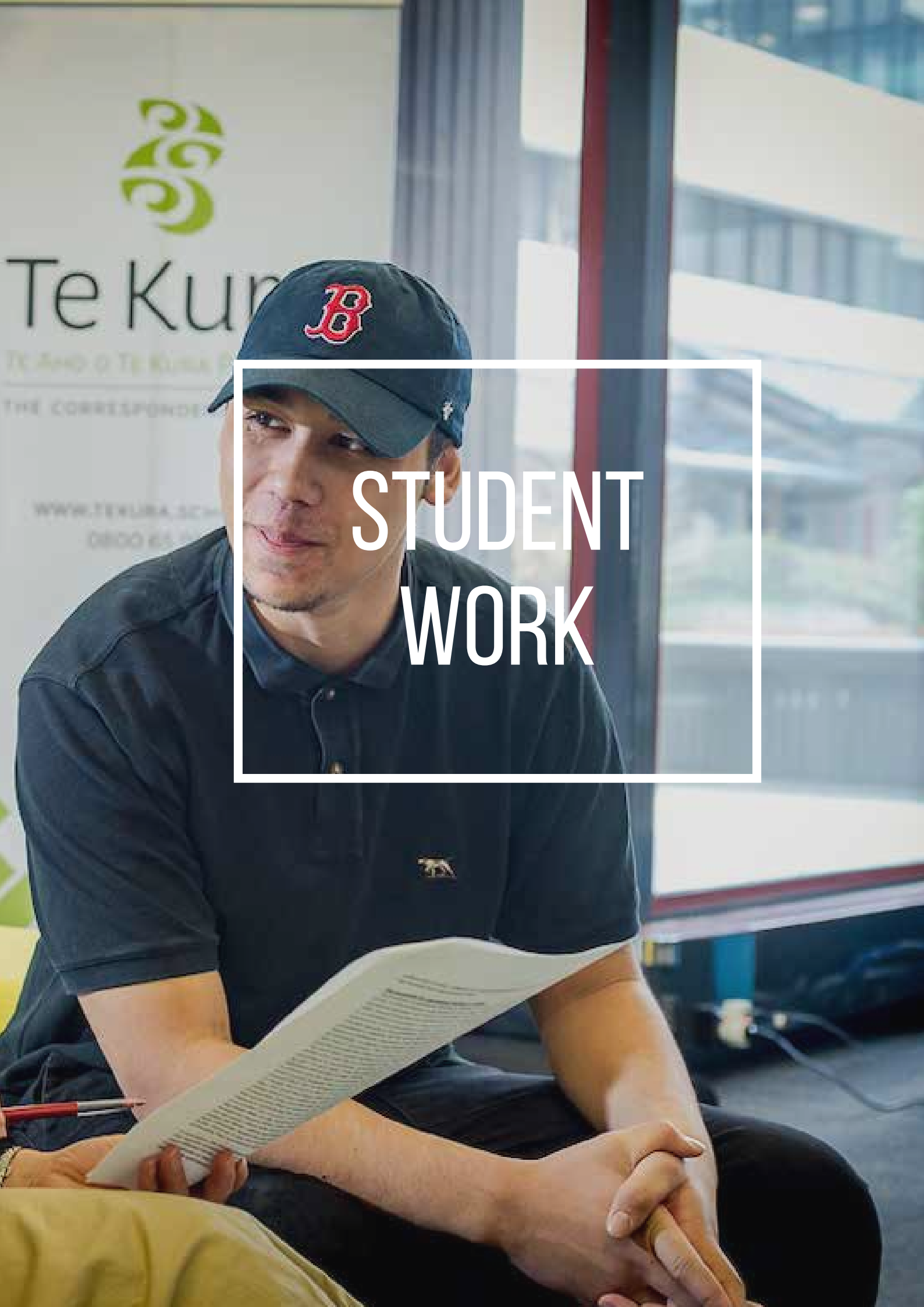
At the awards dinner, after an emotional afternoon, we were finally told the much-anticipated results. We were awarded a Silver Medal – placing fourth overall. It was an amazing experience. I thoroughly enjoyed learning new skills that are beyond our learning level. Being able to complete the achievement alongside Hannah and our tutor was amazing, I couldn't have picked better people to enjoy the journey with. It was an honour to represent Wellington and do something that, under different circumstances, I would never have thought of doing.

The competition is on every year, so if it sounds like something you would like to do talk to your Home Economics teacher or learning advisor at the start of the year. If you are considering a career in cookery or if cooking is just a passion I would highly recommend attending Trades Academy. It is a great escape from the routine of studying every day, gives you a taste of what it would be like to further study cookery or enter the industry. The biggest bonus is that you get to eat some great food! If you are interested in Trades Academy, contact your learning advisor.

By Melissa Du Toit, Year 13







Te Kura  
TE AHO O TE KURA  
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# STUDENT WORK

# Tribute to my nana

Anja is from Taranaki but currently living in Italy where she has reconnected with her nana.

Stepping into the narrow corridor the acrid scent of hand sanitiser hangs so heavily in the air that I can all but taste it; I can't wait to see her.

But it is my feet that have second thoughts as they become heavy and seem to sink into the carpet; involuntarily dragging as I get closer to my destination. To my sides open doors shun privacy to reveal rooms filled with unheard people. They who screech and mumble in garbled desperation through ancient teeth. Buzzers chirp and high on the wall red lights blink like smouldering eyes that guide me until finally I arrive at my nana's room. But she is not there.

A familiar old woman is sitting in her chair. A delicate crop of once meticulously kept jet-white curls roll and hang across the bridge of her tilting glasses, like tiny vines in search of the sun. My eyes trace the bright floral designs that creep and grow across her clothes, as they have forever. A fashion sense infused with the power of bringing a smile to even the grumpiest of moods.

She reaches to touch her face for no reason and the paua shell bracelet, which my grandfather gave her just before he died, shimmers at her wrist; whispering still of his love of her and the sea.

My nana was always like a favourite book to me. She was always there with her constant humour and stories that made me feel good even when I was feeling down. I always knew where to find her and just what page to turn to. But now, as I stare into ocean blue eyes that once sparkled to the fullest, I see that some of the pages have dimmed closed and will never be opened again.

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## My nana was always like a favourite book to me

'Oh, hello. How are you today?', she says in a voice that reminds me of a radio not quite properly tuned. My own voice wavers and cracks as I reply, but I know she has no idea who I am. Her lips tremor as age and time continue to play their wicked games and I remember her words from not so long ago, '... It's no fun getting old.' I look down at the tray table that stands pushed up against her like a bib and frown. Something is missing but I can't think what. Then it hits me. The newspaper that for so long I had brought to her, full of gossip and crosswords and the sport's pages hysterically revelling in her beloved All Blacks' latest triumph, is missing. Like me she can no longer lose herself in the comfort of the pages.

This woman that sits before me now and gazes through me to someplace beyond, is not the nana I used to know; yet I love her no less. I feel a weight pull its guilt upon me once again and shift uneasily as I try to dust it to the floor. The guilt of wanting what once was and not accepting what now is.

She is the very last of her generation. Her Scottish heritage providing her strength and stoicism in the face of ticking hands that pause for no one. I am a silly girl, she would have said. 'Silly' as I want for all the memories and feelings that are now closed up, deep down inside her, never to embrace me again.

A hand, wrinkled and smooth, reaches for mine and pulls me towards her with more strength than she should be able to muster. A smile crosses her face and she grips my fingers firmly. It is in this moment I think maybe things that are lost are never really completely forgotten.

By Anja Navarro, Year 12

# Colours of the wind

**Colours of the Wind – Kayla Ganley, Year 12  
Shortlisted for the 1st Bayleys Foundation  
New Zealand Secondary School Photography  
Competition.**



# Adib's technology project

The cats and dogs go into the cats and dogs elevator. They press a button which takes them up and down.

By Adib Yazdonshenas, Year 3



# Early childhood artwork



Rikki Houpapa, age 5



Rikki Houpapa 'Guy Fawkes'





Caitlin Bond 'Rainbow'



Caitlin Bond, age 3



Isaiah Houpapa, age 2



Isaiah Houpapa





# TE KURA NEWS

# EDUCATION MINISTER MEETS YOUTH ADVISORY GROUP

**Twelve young New Zealanders, aged 14–18 years, gathered in Wellington on 8 and 9 February, for the inaugural Ministerial Youth Advisory Group meeting.**

The Minister of Education set up the Youth Advisory Group to provide him with advice directly. 'It has been a real privilege to meet and work with this inspiring group of young people. It's important to hear about their experiences of our education system and how they think we can improve it,' says Minister Hipkins.

'I want our young people to have a say in the way our education system works and meeting the 12 young people in the Youth Advisory Group has highlighted how important this exciting opportunity is for young New Zealanders to get involved in the decision-making.

'I was particularly excited to talk to this diverse group of young people about their perspectives of education. They discussed NCEA, aspects of well-being at school and ideas about digital assessment.'

As well as meeting the Minister of Education, the advisory group members heard from education experts about topics including the NCEA Review and online digital assessment, offering their experiences of and ideas about these important education areas. Brodie Cross, from Te Aho o Te Kura Pounamu in Christchurch, said the first Youth Advisory Group meetings were 'great'.

'It was a lot of work for the first meeting but we managed to steam on and make the first steps towards helping to improve education in New Zealand.'



Brodie Cross, 2018 Youth Advisory Group member

Brodie, who has Cerebral Palsy, says he has a strong passion for the educational areas of qualifications and modern learning strategies. 'I hope that I can help make a difference. I believe that all students deserve a chance, no matter what their possibilities in life may be.'

Watene Campbell, from Te Kura Kaupapa Māori o Ngā Mokopuna in Wellington, said he enjoyed getting to know everyone better.

'Rawe katoa ki a au te wairua, te whakawhanaungatanga i waenga i te roopū i wēnei rangi e rua.'



Minister of Education Chris Hipkins meets the Youth Advisory group members (from left) Watene Campbell, Costa Blackman, Okirano Tilaia, Bevan Xiao, Nathan Farr, Brodie Cross, Shaneel Lal, Hadassah Wharawhara, Liam McLeavey, Geniqua Samupo, Abby McRoberts and Kate Morris.

Insights from the advisory group will be shared with the Ministry of Education and other education sector agencies in March. The advisory group meets four times each year. The next meeting will be held in May.

To get involved, contact:  
**[youth.voice@education.govt.nz](mailto:youth.voice@education.govt.nz)**.

To learn more about the 12 successful young New Zealanders go to:  
**[education.govt.nz/Youth-Advisory-Group](http://education.govt.nz/Youth-Advisory-Group)**.

Registrations of interest are still open for the Online Youth Forum, which will discuss and test the perspectives of the Advisory Group, so please encourage the young people in your community, aged between 14 and 18, to get involved. They can sign up at **[education.govt.nz/Youth-Advisory-Group](http://education.govt.nz/Youth-Advisory-Group)**.

## **JOIN THE CONVERSATION!**

**The Online Youth Forum lets young people, aged between 14 and 18, get involved.**

Sign up now at:  
**[www.education.govt.nz/Youth-Advisory-Group](http://www.education.govt.nz/Youth-Advisory-Group)**



Lin Muir with the Learning Support team. Moira Foreman, Fiona Rothwell, Lin Muir and Jenny Hayes (not pictured: Katie Hayes).

# REFLECTING ON 22 YEARS AT TE KURA

**Lin Muir reflects on her time at Te Kura including how the school has changed in the last two decades.**

**When did you start working at Te Kura?**

October 1995. I was employed as a 'teacher aide' in the Science, Social Sciences and Music Department, basically doing administrative tasks.

**What attracted you to come and work at Te Kura?**

My son who has Down's Syndrome, was enrolled with the ECH section when he was a toddler and when I saw the position advertised I thought it would be an interesting place to work.

**Have you always worked in Special Education?**

I started in special education as a teacher aide in a special needs unit at a mainstream school when my youngest daughter started school. I have been involved with IHC branch committees since my son was born and with Special Olympics for about 12 years.

**What is the biggest change in Special Ed that you have noted over the years?**

The types of support available to students with high intellectual and physical needs.

The introduction of Special Education 2000 was great and has grown since then. Today there is also considerable funding allocated for students who have very complex and severe behavioural needs.

**What is the biggest change in Te Kura you have noticed over the years?**

When I started working here there were one or possibly two computers per department and phones were shared. As would be expected there have been huge advances in technology, the development of student databases (there have been a number over the years), the introduction of the Navision finance system, online recruitment, and of course there is online learning for students. It has been interesting, at times challenging, but satisfying, and has helped hugely in improving my computer skills.

**What have you liked best about your role?**

First and foremost the contact and building relationships with families. As the parent of a special needs child I felt a huge empathy with their situations and battles to get the best outcomes and entitlements for their students. I felt they appreciated the fact that I understood their issues – having a child with special needs at home 24/7 would be massively challenging!

**What do you most look forward to doing after you finish work?**

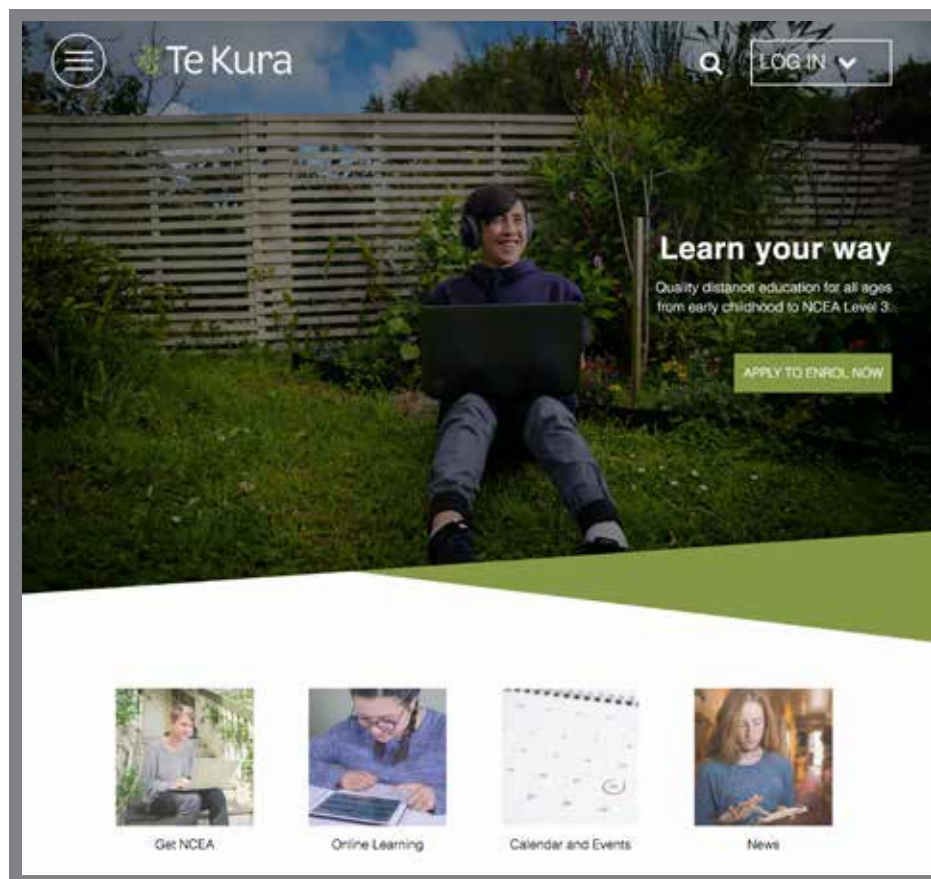
I'm looking forward to not having an alarm going off at 10 to 6 in the morning! I have a number of 'projects', i.e. sorting out stuff at home, that have been waiting for some time. I also hope to be able to visit family in Australia more frequently, visit friends around the country and take time to visit places in New Zealand that I haven't been to yet. I'm also interested in doing some voluntary work.

# THE NEW TE KURA WEBSITE IS LIVE!

You can check it out now at [www.tekura.school.nz](http://www.tekura.school.nz)!

The website has been redesigned with updated content and an improved, simpler look and feel. It's been tested with students, supervisors and staff to make sure you can find the information you need. If you have any trouble, use the improved search function by clicking the magnifying glass. We made other improvements by listening to your feedback and using analytics to understand how you use our website. Most students log straight onto My Te Kura so we made it easier to login from the right-hand corner of any page.

If you have any feedback about the new website, please email us at [comms@tekura.school.nz](mailto:comms@tekura.school.nz) to let us know. We'll continue to make improvements based on the feedback we receive.



# DO YOU NEED SPECIAL ASSESSMENT CONDITIONS FOR 2018?

If you have a physical, medical, or learning disability you may be eligible for assistance with your NCEA assessments. This is known as special assessment conditions (SAC).

SAC exists to make sure ALL students have the opportunity to demonstrate their full potential.

SAC includes things like:

- Being allowed to have someone read or write the assessment 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 SACs.

For more information, check out our website at [www.tekura.school.nz](http://www.tekura.school.nz), search keyword: Special Assessment Conditions. If you are eligible, please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or by email [jennifer.hardiman@tekura.school.nz](mailto:jennifer.hardiman@tekura.school.nz) as soon as possible.

If you are a SAC student who has recently transferred 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.

# NCEA CERTIFICATES

Congratulations to all our students who gained their NCEA Level 1, Level 2 or Level 3 in 2017! Remember you can order your free certificate and updated Record of Achievement through your NZQA student login page [www.nzqa.govt.nz/login](http://www.nzqa.govt.nz/login).

# NCEA STUDENTS FEES NOTICE

If you are enrolled in NCEA courses this year, you'll need to pay a 2018 NCEA fee. This is a yearly fee that needs to be paid in each year you gain credits through a secondary school. Paying this year's fee means all the credits you gain this year will be included in your Record of Achievement when it is updated next January.

The fee is paid through our online NCEA registration and payment facility available on our website. The online registration is also where you can apply for financial assistance to reduce this year's fee, as well as tell us if you also wish to register for any external assessments. We'll send you instructions in June about what to do.



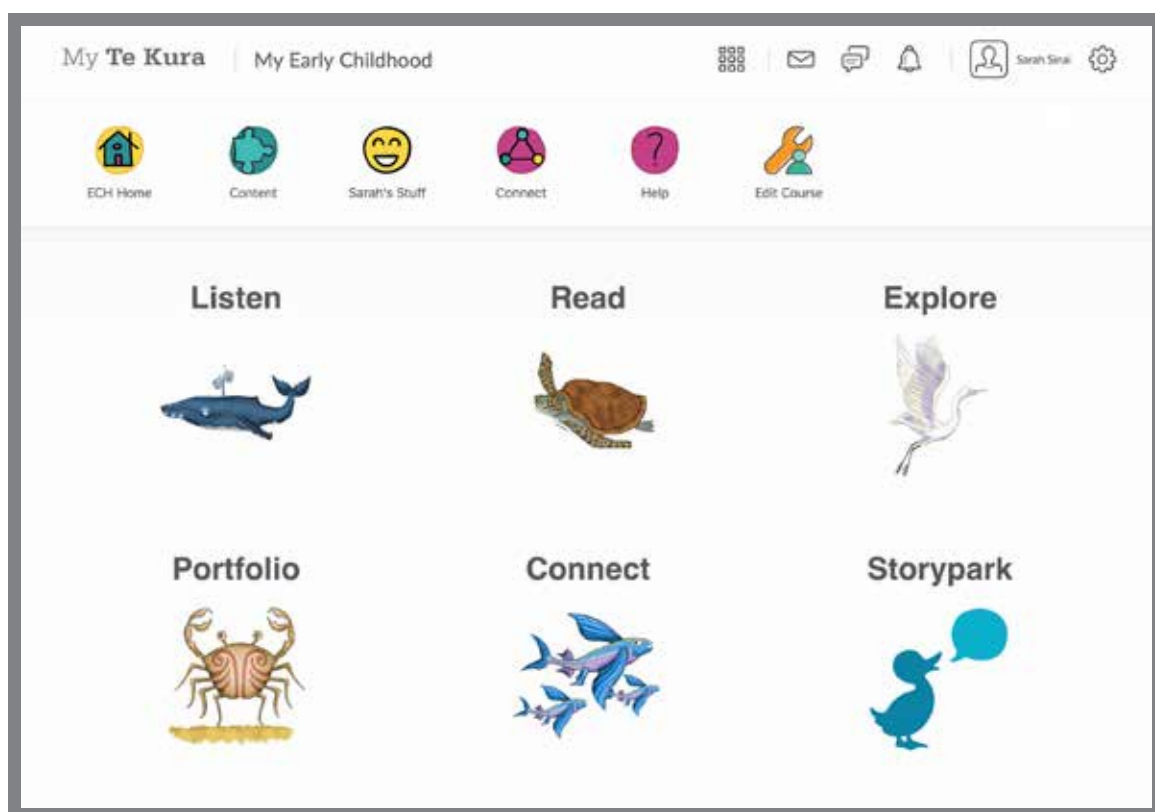
# MY TE KURA NOW AVAILABLE FOR ALL AGES

There has been a lot of activity in the online space as we continue to position Te Kura's learning online.

This year we expect most programmes to incorporate the use of online learning as we extend My Te Kura for our younger learners and release more integrated units for Te Ara Hou.

The new courses have been named My Early Childhood and My Primary. Each course has been developed to be the one-stop shop for students and supervisors to access their learning and to communicate, collaborate and connect with their teacher or learning advisor.

The new online spaces will evolve throughout 2018 as we gradually transition more materials online and make improvements based on teacher feedback, as well as feedback from students, supervisors and whānau.



# TE KURA SUMMER SCHOOL

**Te Kura's summer school has supported 633 students to achieve results in NCEA, with more results still to come.**

This is the third year Te Kura has offered Summer School, when students can study NCEA over what has traditionally been the summer break.

Our Chief Executive Mike Hollings says students enrol for a range of reasons. Many students need to complete a few credits to go onto further training, education or employment in 2018.

Mike says, 'We are always looking for ways to give our students and their whānau more options for their learning and Summer School is another offering.'

The school had 1358 enrolments in Summer School 2017/18. This is an increase from 776 students the previous year, and 201 students in the first year 2015/16.

Almost 400 students in the recent Summer School were Te Kura students either completing their studies or continuing through, or new students starting early and staying on our roll in 2018.

Summer School welcomed students who were enrolled in 227 other secondary schools in 2017. Mike says the encouragement and collaboration from other schools to support these learners was fantastic.

David Thorpe, Deputy Principal of Wellington College, says 'This is an incredibly positive thing for the young adults of Wellington who are leaving school one or two standards short. All power to Te Kura for setting it up!'

From Summer School to a career with the New Zealand Police. When Rose Grigsby set her sights on a career with the New Zealand Police, she needed some additional literacy credits to be accepted. On the advice of the Police recruitment team, she enrolled in an English course through Te Kura's Summer School.

As a mother to four boys, with a husband working in Australia for four weeks at a time, Rose needed a flexible learning option. She says learning online with Te Kura meant she could study when she had the opportunity, such as after her children's bedtime.

Rose says 'It was daunting at first because I had been out of school for a long time. My teacher Bernie Walker was amazing at keeping me on track. He knew I had a deadline to meet and he made sure I kept to that. He encouraged me to get my assessments done. He had honest feedback and was very nice and easy to talk to. He definitely made the experience a lot easier than I first expected.'

Rose achieved the credits required to get to the next stage of the Police recruitment process and says, 'This time next year I hope to be helping to make our community a safer place.'

Her Te Kura teacher Bernie Walker, says Rose is an articulate student who was a delight to work with and is sure she will be a role model for the community.



