

# LINK UP

TE WHAKAHONONGA  
CONNECTING  
TE KURA STUDENTS

 Te Kura

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



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# KO TĀ MIKE KŌRERO

*Ko au te whenua, te whenua  
ko au – I am the land, the land  
is me.*

As our centenary year comes to a close, I have been reflecting that just as our first kaiako (teacher), Janet MacKenzie, got the school underway in 1922, I have had the privilege of leading Te Kura in a new, exciting direction that will have a positive impact on our community and our environment.

This year we've had much to celebrate. In February, we had Associate Minister of Education Jan Tinetti launch the centenary website. In the second term we had the launch of the NZ Post Te Kura stamp series, and in the third, the launch of our book, *Going the Distance – 100 Years of Te Aho o Te Kura Pounamu*. This term we held a range of events around the country, including a function for past and present kaimahi (staff) in Wellington.

For our last salute to the centenary year, we have published a brilliant anthology of written and visual work by our ākonga (students). It's hard to imagine what we might look like at the end of our second century, but the work featured in *Past, Present, Future – Wāmua, Wātū, Wāheke* – will stand as a fitting end to our first 100 years.



We have also started our journey towards becoming a climate conscious school. By highlighting climate consciousness as one of our strategic priorities, we can support community action on climate change and our transition to a low-carbon future. Over the next few years, we will focus on building knowledge about climate change, designing and implementing a climate conscious curriculum, reviewing our school operations, and taking positive action for the environment.

These focus areas involve our entire school community – our kaimahi, our ākonga and whānau, and our local partnerships.

Developing a climate conscious curriculum will involve addressing climate and sustainability education through all subject areas, encouraging critical, creative, and future-focused thinking, and strengthening te reo Māori and mātauranga Māori across Te Ara Pounamu, our local curriculum.

It is yet another important development for the school, which for the past century has been a leader in embracing educational change.

And how wonderful that after 100 years, Te Kura is just as innovative, just as relevant, and just as successful.

*Ngā manaakitanga*

*Mike Hollings*

*Chief Executive, Te Aho o Te Kura Pounamu*

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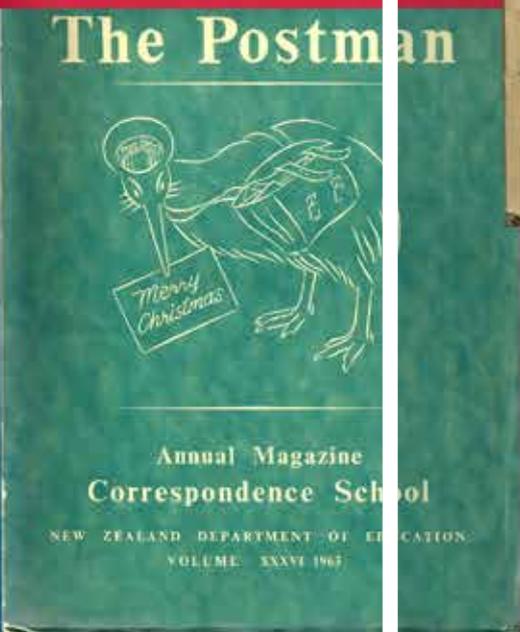
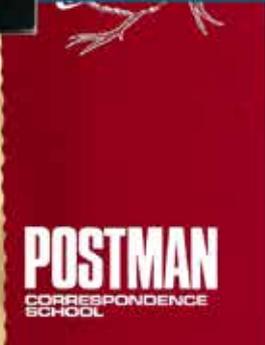
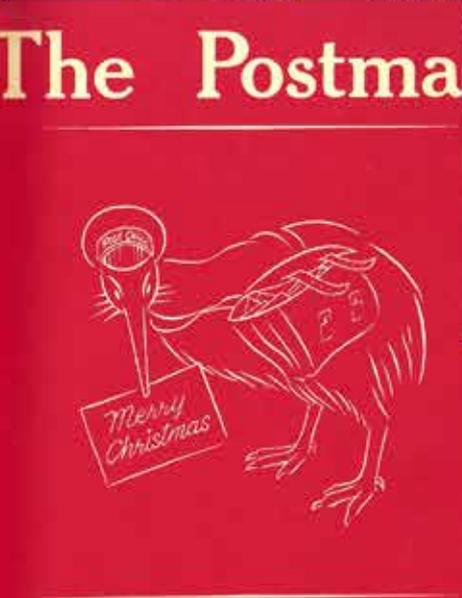
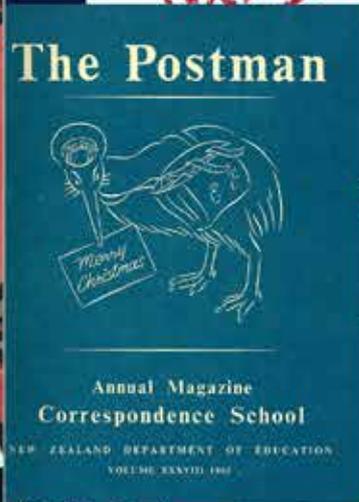
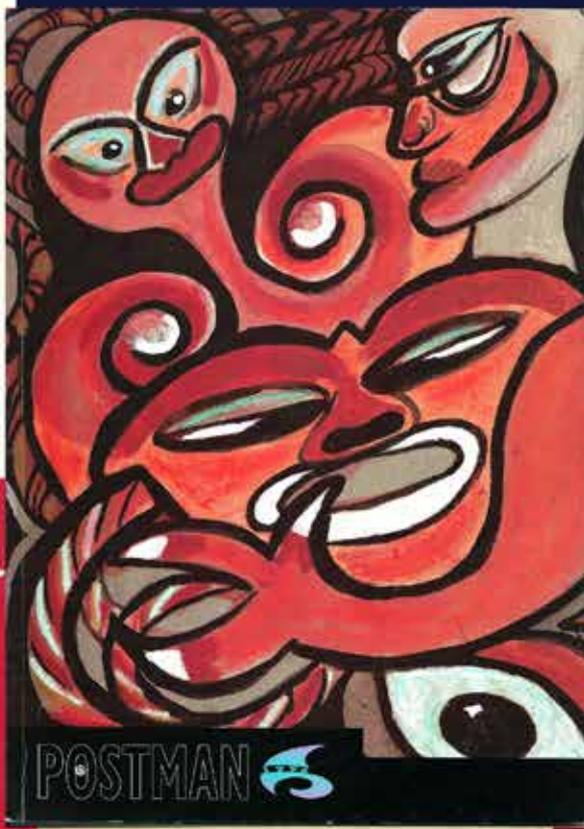
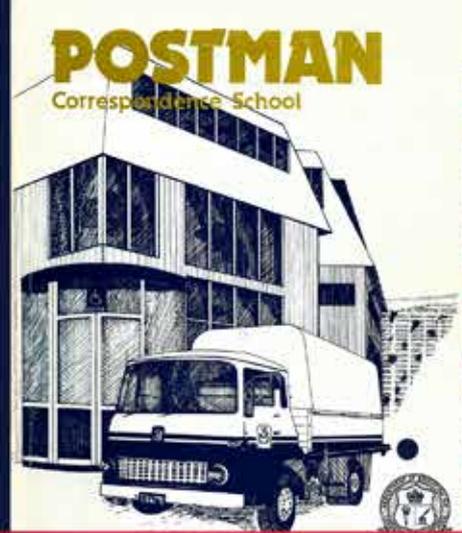
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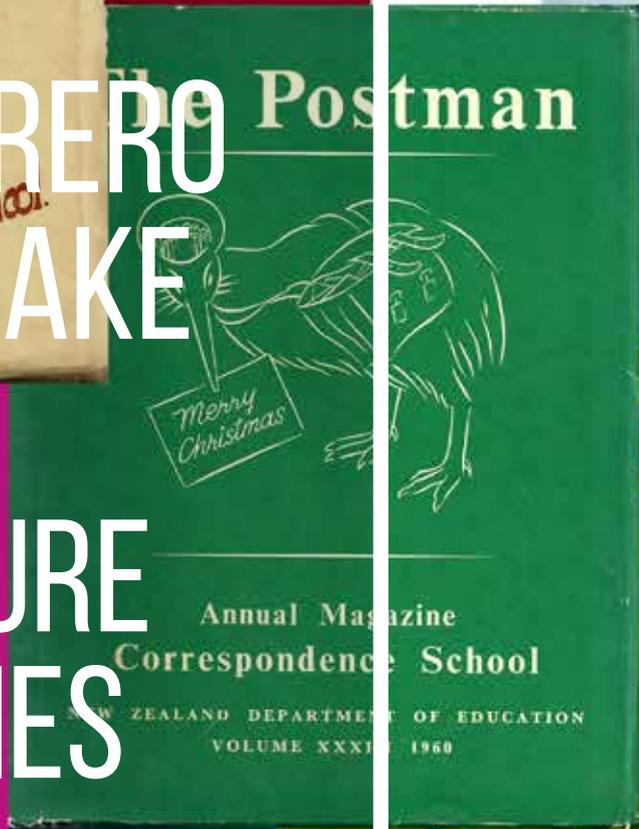
*Cover: Te Kura ākonga Te Huia Kaimanawa Wesling  
Macgregor holding a fluttering shearwater chick on  
Matiu/Somes Island*



# NGĀ KŌRERO MOTUHAKA

1973

# FEATURE STORIES



# CELEBRATING STORIES FROM OUR TE KURA ĀKONGA

One of the challenges of being a distance education provider is finding alternative ways for ākonga (students) to connect with each other and build a sense of community across remote locations.

Over the past 100 years, Te Kura has enabled ākonga to share their stories and schoolwork through a series of publications that have been sent to whānau and other stakeholders.

*The Postman*, the brainchild of Headmaster Stanley Mills, and brought to life by the school's second teacher, Ruth Lynn, was published from 1928 to 2002. The first issue of *The Postman* was described as a 'movement' designed to publish the many interesting items connected with the lives and experiences of ākonga.

From 2002, there has been a range of publications that have continued to record ākonga work and activities such as *Gems* and *Between the Lines*.

Over the past 10 years, our school magazine *Link Up Te Whakahononga*, issued four times a year, has served that purpose, showcasing the fantastic writing, artwork, photography, and life stories of ākonga across Aotearoa and beyond. Available both in print and online, *Link Up Te Whakahononga* continues to celebrate the adventures and achievements of our Te Kura community.



# CENTENARY ANTHOLOGY OF ĀKONGA WORK



The theme of the competition was: *Wāmua, Wātū, Wāheke – Past, Present, Future*

We received many wonderful short stories, poetry and graphic texts, representing a wide range of ākonga voices at Te Kura. Thank you to everyone who entered the competition.

In the end, we received over 300 submissions. It was difficult for the judges to select 100 entries for the anthology, but the competition organisers have now published a wonderful memento for 2022.

In celebration of our centenary year, we held a writing competition for current Te Kura ākonga (students).

# FROM BAGS OF PEGGY SQUARES TO BUGGY BLANKETS



A rainbow of peggy squares

Hundreds of crocheted squares are the result of a centenary project undertaken by ākonga (students) and kaimahi (staff) in Central South Region.

The 100 -hour challenge to make the squares often meant starting from scratch and learning how to crochet, which many took to with alacrity.

Team Leader Shirley-Anne Thornbury says it was great to see the young and not-so-young getting into crochet, and their efforts have been 'outstanding'.

In the end, more than 300 squares were produced, resulting in 10 woollen buggy blankets. Shirley-Anne says the team is now looking to donate the blankets to teen parent units and neo-natal wards.



Te Kura kaimahi Hannah Quince, Shirley-Anne Thornbury and Pam Alderton inspecting their handiwork

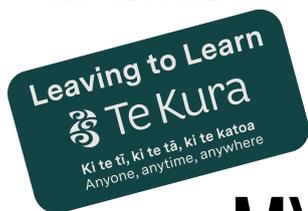
# CENTENARY CELEBRATIONS IN WELLINGTON, HAMILTON AND AUCKLAND

Te Kura kaimahi (staff) across Aotearoa have been enthusiastically celebrating our centenary. In Hamilton, kaimahi gathered for a wonderful party – with an impressive cake!

In Wellington, around 100 former kaimahi joined current kaimahi for an evening of drinks, nibbles and reminiscences.

Auckland Central MP Chlöe Swarbrick joined local kaimahi, ākonga and whānau for a celebration at the Auckland Central Library. The combined huinga ako was a great occasion, with performances by ākonga James Zambucka, Jack Melster and Keneti Vai, and 100 cupcakes to share with the crowd.





# MY LEAVING TO LEARN JOURNEY WITH TE KURA

**At Te Kura, we believe learning can happen anywhere – not just in the classroom.**

**You can have great learning experiences while spending time in your community, with your whānau, or at your part-time job.**

**We call this Leaving to Learn – learning outside of school.**

Leaving to Learn activities can be face-to-face or online, and may include undertaking projects based on your interests and passions, careers exploration, internships, volunteering and attending short courses or local events.

This year, Te Kura nominated ākonga (student) Te Huia Kaimanawa Wesling Macgregor for the Prime Minister’s Vocational Excellence Award. The purpose of this award is to celebrate the achievements of secondary ākonga enrolled in vocational programmes, and to raise the visibility of vocational education as an attractive option for school leavers.

Huia recently shared her experiences with kaimanaaki (learning advisor) Sharee Chapman.

**How did you start your journey with Te Kura?**

*I started at Te Kura in July 2019. Up until then, I had been home schooled. I was looking for new opportunities and a pathway into further education.*

**What did you like about your learning programme at Te Kura?**

*My programme allowed me the freedom to pursue and grow my passions.*

*Te Kura was a supportive environment for me to find a balance between academic and practical work, and provided me with new challenges by becoming a gateway to explore new interests.*

**What are your interests, hobbies and career goals?**

- *Photography, tramping, bird watching, sailing and surfing*
- *Being outdoors, helping the planet and people, having fun adventures*
- *Inspiring young people to care about the environment*
- *Helping to bring te ao Māori into the conservation space*
- *Career goals? I’m still figuring it out.*

**How did you include your interests in your learning programme?**

*I worked with my kaiako (teachers) to incorporate my passions into my curriculum. I took advantage of my flexible schedule to spend time gaining a variety of real world experiences, and found practical courses through Te Kura that focused on my interests.*

**What are some Te Kura Leaving to Learn activities that you participated in?**

- *Papa Taiao restoration programme*
- *Enviroskills*
- *Whenua Iti Outdoors Adventure Tourism Leadership*
- *STAR courses held at polytechnics or private training institutions*
- *Pukorokoro Miranda Shorebird Centre field course*

- Spirit of Adventure youth development voyage
- Outward Bound Southern Cross course
- Blake Inspire leadership development programme
- Summer internship on Great Barrier Island
- Volunteering for the Department of Conservation

**What skills did you learn from these experiences, and what did you enjoy most?**

*I gained confidence, communication and leadership skills, along with technical skills.*

*I enjoyed the people and places I visited.*

**What was your reaction when you found out that you had won the Prime Minister's Vocational Excellence Award?**

*I was extremely humbled when you told me I had won this award. I feel honoured and grateful to receive an award that celebrates something I am so passionate about, vocational and experiential learning.*

**You have been awarded a prestigious accolade recently. Can you tell us more about this?**

*I was awarded the Tall Ships Australia and New Zealand medallion, for outstanding personal achievement in support of the Spirit of Adventure Trust. This is in recognition of my work as a volunteer on board the Spirit of New Zealand over the past year.*

**What advice do you have for other young people out there?**

*Talk to your kaiako about your passions and interests, take practical courses, and find volunteer opportunities.*

**What are the next steps for you? What are your plans for 2023?**

*I plan to continue my volunteer work, move on to tertiary education, start working and saving, and travel overseas.*



Holding a fluttering shearwater chick during my time working as a summer ranger on Matiu/Somes Island



On a swing bridge during a walk on Aotea/Great Barrier Island while I was working there over the summer



A flock of tōrea/South Island pied oystercatchers at Pūkoro/Miranda



Holding an adult fluttering shearwater during my time working as a summer ranger on Matiu/Somes Island



A Toutouwai/North Island robin on Kāpiti Island during my time working there



# SUSTAINABILITY STARS AT TE KURA

Te Ara Kōhungahunga ākonga (Early Childhood students) have been sharing their ako (learning) about their responsibilities as kaitiaki – carers of the environment – becoming knowledgeable about the world around them and being sustainability stars!

## Champion of change

‘In my family, we have been working on waste reduction in our home. We buy A2 milk in glass bottles from a local dairy farm and for school lunches we have been making our own muesli bars. We have also made our own beeswax wraps for covering food.’

– Sadie McLaren (age 4)



## Preparing the land and the world of wonderful worms

‘We have been preparing our garden for the 5 + A Day seeds sent to use by our kaiako (teachers). I like finding worms and learning about them, so I made a worm farm and now know how to look after them. I give our worms scraps and grass with a little bit of water and just watch them. We have a dark cover around the outside so that we can see their tracks beside the glass.’

– Hazel Weston (age 3)



### Ayven's growing experiment

'We wanted to see what would happen to seeds in different situations. The result was different to what I thought:

- One pot had sunshine, water and soil.
- One had only water and soil, no sunshine.
- One had sunshine, water and sand.
- One had sunshine and soil, no water.

The one that grew best had no sunshine. We think that it might still have got a bit of light, as the cardboard only partly shaded it. The one without water grew something.'

– Ayven Hardwick (age 5)



### Recycling star

'I am the recycling person of the house. I like finding recycling that needs to go out and deciding if it needs to go in the glass, plastic or tin bin.'

– Luke Cooper (age 2)



A close-up photograph of a person with long, wavy hair singing into a microphone. The scene is lit with warm, golden light, and there are many small, colorful confetti particles (blue, red, yellow) falling around them. The background is dark with some bokeh light spots.

NGĀ KŌRERO  
Ā NGĀ ĀKONGA

STUDENT  
STORIES



# TE KURA BASKETBALL TEAM WINS NORTHERN CUP

As a fitting part of Te Kura’s centenary, these Auckland ākonga (students) brought home the bacon in the form of two medals and a trophy for their efforts on the basketball court.

The team representing Te Kura went from strength to strength over the season playing in several Auckland competitions.

Coming in as runners-up in the Counties Manukau Open Girls enabled them to enter the Greater Auckland champs, where they were again runners-up.

And in a case of third-time lucky, everything went their way, and they went on to win the Northern Cup. A great effort.

Te Kura kaiako (teacher) and sports co-ordinator Marcos Aranda says it was great to see such a steady improvement in the team over the season and particularly to see them getting the most out of their sport.

He says their success on the court also spilled on to their schoolwork with the girls becoming much more interested and engaged.

He says the basketballers are in an elite group with only one other sports team – Te Kura netballers in 2005 – earning similar top honours.



Back row: Lyndal ‘Coach’ Tanira, Hannah Warren, Cezanne Page, Decree Waikari, Zshanay McGinty  
Front row: Shiloh Waikari, Emily Tanira, Taisha Tanira. Unavailable for Cup: Danielle Aitken



# TE KURA EQUESTRIAN CHAMPIONS

Te Kura had a team of riders compete in the North Island Secondary Schools Equestrian Championships (NISS). They represented our kura proudly by displaying a healthy competitive nature and winning some major events, including the overall competition.

One of the rider's mothers commented, 'Not many knew who Te Kura was, but by the end everyone did!'

Team member Alex Gabb says the championship was made up of an all-rounder horse competition – show jumping, dressage, show hunter, and arena.

**How did you find out about the event?**

*I found it on the website EVOEVENTS.*

**When you registered for the event, did you realise there would be other Te Kura ākongas?**

*I thought there might be, but only one or two. However, there were actually eight!*

**Did you get to work with these other Te Kura ākongas?**

*I got to work with two other girls in the CTR (Competitive Trail Riding).*

**How did you go at that event?**

*We won it!*

**Can you tell me about what the event involves?**

*It is basically going out on a walk, but you need to keep your horse's heartbeat at a certain rate. You need to try to achieve a low heart rate for your horse. The heart rate is taken before the event and then after the event – if your horse's heart rate is much the same then you are doing well.*

*At the start, you are told the event is 12km and that each lap is about 37 minutes*

*(each lap is 6km long). Our team came in at one hour 15 minutes – which is the perfect pace for two laps.*

*My horse started with a heart rate of 52, then across the finish line was 56, then when we came back 30 minutes later it was 44.*

*Because all my other teammates also performed well, we came in first. And our team also came second in dressage.*

**What were your personal achievements?**

- *I got 25th in dressage – it was my pony's first dressage event.*
- *I got fifth in CTR on my own.*

Team member Rebecca Mobberley says the week competing at the National Equestrian Centre in Taupo was 'incredible fun'.

*'It was a long journey for most of us riders, many travelling more than six hours with our horses to prepare. This involved a lot of knowledge on how to care for horses on long journeys, to make sure they were healthy and fit enough to compete the following days.'*

Rebecca says even though many of the team members hadn't met before they all bonded over love for their horses.

*'We could often be seen cheering each other on from the sidelines, lending each other gear, and generally helping each other out.'*

She says the team showed excellent sportsmanship and respect throughout the competition.

*'It was an absolute honour to compete alongside other riders who showcased fair play and hard work. Our Te Kura team worked hard to support each other and took pride in all we did – resulting in a historic win in which we beat some of New Zealand's best equestrian academies in the process.'*

The team also extended thanks to all the kaiako (teachers) and kaimahi (staff) at Te Kura for their support, with a special thanks to Marcos Aranda, who organised the team and entered them in the competition.

*'All of us in the team agreed the event, in its inaugural year, was a huge success and we hope that riders from Te Kura can continue to compete at the event for many years to come.'*



Rebecca Mobberley



Members of Te Kura equestrian team with sponsor Mark Van As (photo credit Take the Moment Photography)



Alex Gabb, Emma Davies, and Kaiya Browning (photo credit Take the Moment Photography)

# TE KURA EQUESTRIAN TEAM

## Northern region

Kaiya Browning  
Emma Davies  
Oli Janes  
Lily Hart

## Central North region

Alex Gabb  
Sophie Lee  
Emily Mitchell

## Central South region

Rebecca Mobberley

## Overall team results

- Competitive Trail Riding Winners
- Dressage Team – 2nd overall
- Placement in Arena Eventing Final
- Overall (all disciplines) Team Championship Winners by a clear two points



Emma Davies



Kaiya Browning



# PLAY IT STRANGE

Kia ora. My name is Aidan Ripley. I'm in Year 13 – and this is my final year with Te Kura. I am going to share with you the amazing experience I had recording my track as a finalist of the Play It Strange Peace Song Competition.

I wrote the song, *Learned to Love Me*, in the latter half of May this year. I was going through a rough time, having caught COVID and dealing with a bad break-up in the same week. As I began to recover, I remember grabbing my guitar one evening and strumming out a catchy little chord progression that I had kept in the vault for quite some time. Something about it had a magical feeling in its nature. Not only did it remind me of the hippy music scene of the 60s, but it also had a beautiful resonance – something that made me feel at peace during that moment of hardship.

That evening I wrote a full song of lyrics in my journal, all revolving around the concept of self-love and inner peace. It was a very therapeutic moment for me. I felt as though the song was the cure I needed to move forward in the year. Even though my voice was still hoarse from the virus, I made a demo of the song on my phone. It was then that I remembered that Play It Strange was



Aidan Ripley (photo credit Robert Knight)

looking for peace songs for their songwriting competition. I sent in the unedited demo, and to my surprise, I was selected as a finalist.

The reward was to have my track professionally recorded. On 30 July 2022, I spent six hours at Parachute Studios working with sound engineer Christian Tjandrawinata to recreate *Learned to Love Me* as a richly produced piece of music. I spent a great portion of the day layering guitars and vocals. At one point, I felt as though I was all the Beach Boys in one, adding harmony after harmony onto my own voice. It was an absolutely magical experience for me watching this song come to life. My favourite moment was creating the ending to the song, in which I improvised a powerful vocal line that belts out over the main melody.

It went so well that Play It Strange invited me back to record another song! I'm sure you will hear all about it in 2023.



Aidan Ripley (photo credit Jerrick Wilcox)

## CONGRATULATIONS TO DANTE MARTIN, TE KURA DUX FOR 2022

Te Kura Chief Executive Mike Hollings recently attended the Northern Region prizegiving ceremony, where he enjoyed meeting this year's Dux, Dante Martin.

Dante left his old school because it wasn't working for him, but has really found his wings at Te Kura, achieving excellence in NCEA Level 3 Mathematics, Chemistry, Economics and Physics.

Mike says, 'There's nothing better than seeing our rangatahi and tamariki receive their prizes and to be able to recognise their success.'



Dante Martin with Chief Executive Mike Hollings



NGĀ MAHI Ā  
NGĀ ĀKONGA

STUDENT  
WORK



# THE BATTLE FOR CRETE

*by Ava Probst*

We are off to Crete for a holiday, to explore and learn about the history of this amazing place. I wanted to research and write about The Battle for Crete as it is connected to me through my father, who is German by birth, and my mother, who is a New Zealander with British Heritage. It has always been interesting to talk about the history between their countries.

Until 2011 (the year I was born) all males born in Germany were required to do compulsory military service. If my father had grown up in Germany, he would have been called up to do his service.

This particular battle came about during the Second World War when Hitler was convinced to invade and take control of Crete. His advisors assured him that this could be done without losing focus on the mainland. Islands were very helpful back then. They could be used for airplanes to land and refuel and ships could stop for supplies. Also, islands could

be used as bases for troops and the Germans could deny the use of Crete – and the water nearby – to the British. Crete had all this to offer, and whoever held this island would have a valuable asset.

Nazi Germany fought against the Allies – the British, Australians and New Zealanders who were the Commonwealth forces, alongside the Greeks. This story gives a glimpse of the courage and bravery of all of those soldiers.

One morning, on 20 May 1941, Lieutenant Ryan received a call to evacuate the Royal Family and Prime Minister of Greece. Intelligence had warned them that the German forces were going to invade, but Allied forces had expected an attack from the sea and were not prepared for the enormous numbers falling from the skies.

The king needed to escape. It was up to the New Zealand forces to help this happen. Their journey took them trekking up a ravine and over the white mountains as thousands of

German paratroopers landed. Many were shot out of the sky as they fell, and many died on impact.

Due to the rushed escape, the group had no supplies, including food and water, and they had to hide whenever the paratroopers landed near them. Cretan renegades also mistook them for Germans and fired upon them. They made very slow progress. In the end they had to split into smaller groups and make their way through the eight-kilometre Imbros Gorge to the coast, in the hope they could be picked up by their Navy.

Their journey took two days, and on 22 May they safely delivered the Royal Family and the Prime Minister to Samiria, where they boarded the HMS Decoy and were evacuated to the medical hospital in Alexandria, Egypt, where my New Zealand great-grandfather had been stationed.

Our family friend, Maria Gill, has written a book about this called *The King's Medal*. It is about a trooper who escorted the Royal Family and Prime Minister to safety. He shares with his grandson the story and shows him his medal he was awarded by the king.

After a very dramatic 12 days of fighting, the Allied troops had to retreat. The local farmers had done all they could to help the soldiers on the run; giving them food, shelter, and medical supplies, but it wasn't enough. Over 4000 ground soldiers and 2000 sailors were killed in the attack. More than 17,000 were captured out of 42,000 Allied soldiers. Those captured spent the next three years in prisoner-of-war camps.

After the battle Hitler declared that Germany would not be using paratroopers again due to the huge number of casualties. Over 6,000 soldiers and 350 aircraft were lost. Even though they had succeeded it was at a huge cost.

Today Cretan civilians still honour the Commonwealth soldiers. There is a street named after them called *The Road of The New Zealand Warriors*.

I wonder what it will feel like when I get there. To stand in the Imbros Gorge with its unclimbable sides. To feel the heat of the day and the lack of shade. I know I won't be listening to guns firing or seeing planes explode in the sky. I won't feel the fatigue of travelling for days, the thirst and hunger, the fear and loss as I see my friends fall around me, but I will stand and listen to the silence, feel the sun on my face and take the time to remember.



New Zealand 5th Brigade's Forward Dressing Station near Maleme, Crete, 22 May 1941.

Watercolour painting by Peter McIntyre

Archives New Zealand, AAAC 898 550 NCWA 081

# RINGA TOI ART EXHIBITION

*Olive Dean*





NGĀ PITOPITO  
KŌRERO Ā  
TE KURA

TE KURA NEWS

# NCEA RESULTS

## Results Publication

Results for NCEA exams 2022 will be released on 17 January 2023. Results for NZ Scholarship 2022 will be released on 9 February 2023.

## Record of Achievement

2022 Records of Achievement will be updated the same day as exam results are released, 17 January 2023. If you would like a paper copy of your certificate, you will need to order one through the NZQA Student Login:

[www.nzqa.govt.nz/login](http://www.nzqa.govt.nz/login)

Ākonga (students) are entitled to one hard copy free of charge, with further copies costing \$15.30 each.

## Learning Recognition Credits

When results are released, ākonga will be able to use their NZQA Student Login to see how many Learning Recognition Credits they have earned. There will be regular calculations to include any additional or late results received up until 28 February 2023, or any changes in results after reviews or reconsiderations.

## Return to Candidate Processes

Ākonga who sat NCEA 2022 end-of-year exams will be able to use their NZQA Student Login details to access their digital or scanned paper exams online from 24 January 2023. Ākonga who sat NZ Scholarship can access their scanned exam and grade online from 9 February 2023. These will be available online until the end of June 2023. This includes any scanned blank paper answer booklets, but not blank digital ones.

Paper-based exam booklets won't be returned in the mail, with the exceptions of NCEA Level 3 and NZ Scholarship Visual Arts portfolios. Digital submissions will not be returned. A few other exceptions may be returned by mail, such as Braille papers.

## Forgotten your National Student Number?

NZQA has launched a new chatbot called Awhina to help people quickly find their National Student Number (NSN) through the NZQA website and answer some frequently asked questions. For more information and to access Awhina:

[www.nzqa.govt.nz/about-us/news/forgotten-your-nsn-ask-awhina/](http://www.nzqa.govt.nz/about-us/news/forgotten-your-nsn-ask-awhina/)

## NEW ZEALAND GEOGRAPHIC ARTICLE HIGHLIGHTS THE MAGIC OF TE KURA

We are pleased to advise that Te Kura has been profiled in the January – February 2023 issue of New Zealand Geographic magazine.

The article celebrates our diverse Te Kura community, and explores our ongoing mahi with at-risk ākonga.

Read the full story on the New Zealand Geographic website:

[www.nzgeo.com/stories/the-school-away-from-school/](http://www.nzgeo.com/stories/the-school-away-from-school/)

# SPECIAL ASSESSMENT CONDITIONS

## Applications now open for 2023

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 ensure all ākonga (students) can demonstrate their full potential, and 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 if you have a slow writing speed.



For more information about SAC, check out our website:

[www.tekura.school.nz/special-assessment-conditions](http://www.tekura.school.nz/special-assessment-conditions)

If you think you are eligible, please email our SAC team at [sac@tekura.school.nz](mailto:sac@tekura.school.nz) as soon as possible.

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# REPORTING TO ĀKONGA AND WHĀNAU

**At Te Kura, reporting on ākonga (student) progress in learning is one of our key responsibilities.**

A couple of years ago we moved to a continuous model of reporting. What this means for you is that we provide feedback on your learning throughout the year. Continuous reporting will help you understand how you are doing, and what your next steps are.

Ongoing reports in each subject are available in My Te Kura all year round. Simply go into each of your courses, click on My Stuff in the

Navigation bar, then click on My Reporting. You will receive a notification in My Te Kura every time something is added by your kaiako (teacher) or kaimanaaki (learning advisor). We encourage you to have a look at your reporting often.

You can find further details about the changes to reporting, including information about Te Kura Mātāpono reporting and how to access, save and print your reports, on the Te Kura website:

[www.tekura.school.nz/supervisors/student-reports/](http://www.tekura.school.nz/supervisors/student-reports/)



## TE KURA SUMMER SCHOOL – TE KURA RAUMATI

For the eighth year, Te Kura is offering its Summer School programme to help ākonga (students) top up their credits for NCEA and University Entrance. Registrations opened on 7 November 2022, and close on 1 February 2023.

Approximately 1500–2000 ākonga benefit each summer by completing their studies with Te Kura so that they are able to go on to further study, training or employment.

Chief Executive Mike Hollings says Te Kura is anticipating that with the continued disruptions caused by COVID-19, along with extreme weather events in the upper South Island this winter, there will be greater numbers of students looking to Summer School in order to get over the line.

‘We are all aware that many ākonga have been leaving school this year amid continuing disruptions to their education. And for those who have stayed on, many may be feeling

uncertain about their results at the end of the year. Te Kura can help.’

Registration is free for most ākonga, with a range of NCEA internal standards on offer.

The programme also benefits schools. If an ākonga has a 2022 NZQA registration, any credits achieved are sent to their previous school of enrolment and can count towards their 2022 Record of Achievement.

Mike says feedback from ākonga shows that Summer School can be life-changing.

It also shows that many of those coming to Summer School find out about it from their own schools and communities.

To learn more about Te Kura Summer School, please phone 0800 65 99 88 option 5, email [summerschool@tekura.school.nz](mailto:summerschool@tekura.school.nz) or visit [www.tekura.school.nz](http://www.tekura.school.nz).



Te Kura

**Top-up your NCEA credits**

Study online with Te Kura Summer School



Te Kura

'I would like to say thank you so much for your support and efforts during my summer school.'

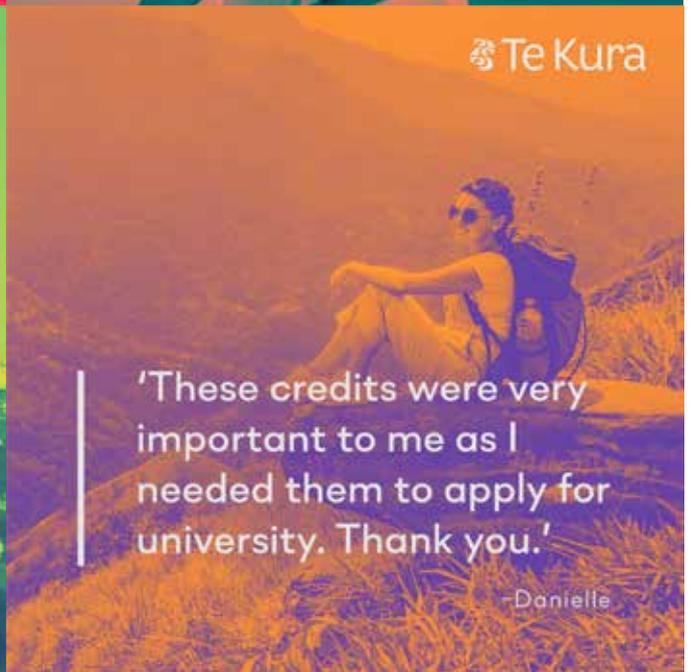
-Thomas



Te Kura

'I really appreciate the encouragement and support!'

-Dimitri



Te Kura

'These credits were very important to me as I needed them to apply for university. Thank you.'

-Danielle

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Visit us at:  
[www.tekura.school.nz](http://www.tekura.school.nz)