

CONNECTING
TE KURA STUDENTS

link up.

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

SEPTEMBER 14 | ISSUE 21



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

- CLASSROOM TO COUCH
- SAYING 'NO' TO CYBER BULLYING
- NEW TRUSTEES JOIN TE KURA
- AMERICAN LATIN EXAM SUCCESS

Ko Tā Mike Kōrero.



Mike Hollings

I AM DELIGHTED TO INTRODUCE TO YOU OUR NEW DEPUTY CHIEF EXECUTIVE AKO, MARG MCLEOD.

Deputy Chief Executive Ako is a new position which we established to strengthen the school's pedagogical (teaching) leadership and our focus on curriculum, ensuring we are best placed to achieve our strategic goals and move toward Education 3.0.

Marg is a highly experienced educator, having been principal of two secondary schools – Queen's High School in Dunedin and Wellington Girls' College in Wellington. Through roles at Core Education and the Ministry of Education, she led the provision of nation-wide teacher professional development in e-learning. Marg is passionate about e-learning and the New Zealand Curriculum, and we are extremely fortunate that she has joined us at Te Kura.

At more than halfway into the year, teachers are working closely with students to ensure they are making progress towards achieving their learning goals.

Schools across the country have access to much more and much richer data about student achievement than ever before. At Te Kura, we are using data to monitor the achievement of our NCEA students, so we know which students are returning work for assessment and earning credits, and which ones aren't – enabling us to follow up directly with individual students. We are particularly focused on ensuring our NCEA students are achieving the literacy and numeracy credits they need to gain a level 1, 2 or 3 qualification.

We can also see from the data that there are some consistent 'success factors'. Students who have some face to face contact with their learning advisor and those who attend an advisory are more likely to achieve NCEA credits than students who don't. So I encourage every student, regardless of age or year level, to attend an advisory or event day in their local area. These activities are a great way for students to meet their teachers, get to know other students, ask questions and get help with their work. They might even earn NCEA credits. If you're unsure whether there are advisories or events in your area, contact your learning advisor to find out. A number of Te Kura students have come to us because they've had negative experiences with their peers at a face to face school, so our teachers work hard to make sure advisories and event days are safe, non-threatening environments for their students. There might also be other opportunities for students to meet one to one with their learning advisor or another teacher in their region.

Our Online Teaching and Learning Environment (OTLE) is another way students can interact with their teacher and with each other. Working online through the OTLE also enables students to collaborate, share ideas and give each other feedback. Curriculum leaders and teachers at Te Kura are in the process of developing new online courses to be delivered through the OTLE next year – we will have more about that in our next issue.

Mike Hollings
Chief Executive

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Front cover photo: climbing Mt Pukekaikio: Ella Brickell, Alec Willis, Taylor Makoare, Jesse Singfield, Zequoia Floyd.

Feature Stories

ON YER BIKE!

FOLLOWING THEIR SUCCESS HUNTING POSSUMS AND MUSTELIDS, THEN MASTERING CHAINSAWS, A GROUP OF NORTHLAND STUDENTS TOOK THE OPPORTUNITY TO DON HELMETS AND EARN MORE NCEA CREDITS THROUGH AUTHENTIC LEARNING.

The students participated in a two day course at Trefoil Park, where they learnt how to ride a quad bike and motorbike across different types of terrain. Each student had the opportunity to achieve eight standards at level 2 and 3 through a mix of written course work and hands on learning, including how to ride a quad bike and motorbike, demonstrating their knowledge of the safe operation of the bikes, riding the bikes on both hilly and flat terrain, and with a mounted and trailed load.

Fifteen-year old student India Edwards was feeling terrified when her Mum took her out to Trefoil Park.

‘The thought of me riding a motorbike was so scary. When Mum dropped us off I wanted to go home with her, but she told me to stay because I will enjoy it.

.....

Once I started talking to the other students and the instructors it made me feel more confident.

.....

‘The instructors taught us about how important it is to be safe around the vehicles, then we all went out and had a turn. At first I didn’t really want to, but the instructors pushed me out of my comfort zone. I had butterflies flying around in my stomach. Once I got on and started riding around the paddock the butterflies went and I had such a great time. Now I want a motorbike for Christmas!’

India enjoyed interacting with the other students and getting to find out about them. ‘I had such an amazing time and learnt so much.’

Te Kura liaison teacher Margaret Sullivan said the students showed extraordinary maturity, a willingness to learn and be challenged. Following the course she spoke with most of the students’ parents,

who were all delighted with their children’s response to the course and renewed enthusiasm for their schooling.

The course is the latest offering from Te Kura as part of our authentic learning approach, which offers students the opportunity to learn skills and gain qualifications that will help them to get a job in a field they’re interested in. To find out about authentic learning opportunities in your region, talk to your learning advisor or go to www.tekura.school.nz/subjects-and-courses and select ‘Gateway/STAR’ or ‘Authentic learning’. You might also be eligible to enrol in a National Certificate course through our trades academy, Huarahi.



India Edwards.



Nic Ponomarev.

NEW TRUSTEES JOIN TE KURA BOARD

**IN MAY THE MINISTER OF EDUCATION
APPOINTED LALITA RAJASINGHAM
AND STUART MIDDLETON TO TE KURA'S
BOARD OF TRUSTEES.**

Te Kura is different from other schools in that its Board is appointed by the Minister of Education and the Chief Executive is not a member of the Board. The appointment of Stuart and Lalita brings the Board up to its full complement of a chair and up to six members.



Dr Lalita Rajasingham.

Dr Lalita Rajasingham is an Adjunct Associate Professor at Victoria University of Wellington's (VUW) School of Information Management. Lalita's widely acclaimed research, publishing and teaching career has been in the application of information technology such as the internet, virtual reality and HyperReality.

Lalita's research in the area of ICTs in learning and teaching in tertiary education is applicable to secondary education and even to primary education and kohanga reo.

With distance education, educational broadcasting, various forms of teleconferencing and the use of computers and multimedia, educators and researchers have sought to make it possible to bring together the four critical components of education without having to use transport systems and buildings. This is the virtual class movement. HyperReality is the mixing of virtual people and

objects and real people and objects and human intelligence and artificial intelligence. Many gaming apps are built on virtual reality and HyperReality.

'I am delighted and honoured to be a Te Kura Board member. We need to appreciate where we came from, our position today in 2014, and design where we want to be in 2020.'



Stuart Middleton.

Stuart is the Director of External Relations at the Manukau Institute of Technology, where he has responsibility for educational pathways/transitions and Pasifika development. Stuart is a member of the Ministerial Cross Sector Forum on Raising Achievement and the Youth Guarantee Advisory Group. He has worked as a consultant throughout the Pacific and taught at many South Auckland schools, including as Principal of Aorere College, as well as at the Auckland College of Education. In 2010 Stuart was made an Officer of the New Zealand Order of Merit for services to education. Previous awards have included QANTAS Media Awards, a Commonwealth Relations Trust Scholar's Award and a Fulbright New Century Scholars Award.

Stuart has been well aware for a very long time of the vital role played by Te Kura, in particular as a partner with other schools. 'At different times I have worked closely with it, especially as a Principal where our school programme and the needs of certain individual students were able to be better met by such a partnership.

'With the current interest in and concern for impact of technology, the notions of the "flipped classroom" and the provision of multiple pathways, this is an especially exciting time for Te Kura and I look forward to contributing to developments over the next few years.'

Student Stories

SAYING 'NO' TO CYBER BULLYING

JUSTIN MYBURGH IS A YEAR 11 STUDENT AT TE KURA. HE WAS FORCED TO LEAVE FACE-TO-FACE HIGH SCHOOL DURING YEAR 9 DUE TO BULLYING.

After he found out about the Web Rangers NZ competition from his Te Kura teachers, Justin became one of 140 teenagers throughout New Zealand tasked to build an awareness campaign to educate youth about cyber bullying. The competition, run by Google and Netsafe, gave all the contestants six weeks to create their campaign and use the internet to get support.

Justin taught himself computer programming with the guidance of his uncle, and created the cyber safety website which contains a rap video, anti-bullying posters and helpful links to other cyber safety sites.

Because of his previous experience of being bullied, Justin was able to relate to other teens going through the same experiences. Cyber-bullying is becoming more prevalent in today's society as more and more teens access technology. Cyber-bullying is easier as you do not need to be in front of the person you are bullying.

With the effort and rallying support for his campaign, by putting up posters at schools and public libraries, he managed to get second place for the Wellington division.

Justin's advice to teens getting into social media is to make sure they keep information private, only connect with people they know personally and trust. Do not talk to strangers online.

You can view Justin's website and video via te Kura's website at www.tekura.school.nz.

Remember cyber bullying ain't cool!

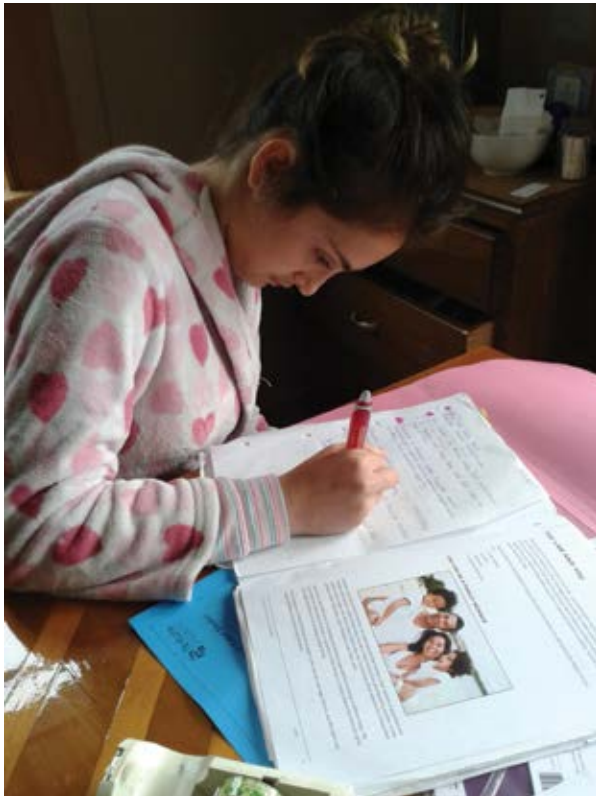
Justin is also busy with a project through Codeworx, in which students are given a Raspberry Pi (a credit card size minicomputer) and have to come up with an idea to build something using the Pi. Justin has decided to build a cloud storage server for personal use or a gaming server. He should be finished by the end of the third term.

Justin has a passion for computer programming and graphic design and one day in the near future would like to study to become a computer programmer!



CLASSROOM TO COUCH

HOW WOULD YOU LIKE TO START YOUR DAY IN YOUR PYJAMAS? THAT'S HOW I START SOME OF MY DAYS. THAT'S ONE OF THE PRIVILEGES I GET TO HAVE SINCE I'M HOME SCHOOLED.



Last year in October I moved in with my Aunty Judy and Uncle Stew and my mum signed me up to Te Kura. I do home schooling because I didn't do well in school and for personal reasons.

Home schooling is just like school in classrooms and yet it's different ... Let me explain.

I reckon home schoolers get more privileges, like for example, you get to wear your pyjamas on cold days. You can wear mufti, jewellery, paint your nails and you get to sleep in. I get woken up at 8:30am and have to start work by 9:30am. Sometimes I finish all my work in two hours, and then I get the rest of the day off. I also get one-on-one with my teachers which is good because I work better with one-on-one. You don't have to walk home in the rain. What about those cold days, battling icing winds? Well I get to stay inside by a cosy fire. But there another side to all of this ...

The down side of getting home schooled is you don't have your teachers right there to help you. You

don't have your friends to talk to, or laugh with. I think that the school structure wasn't for me, I felt it difficult to go by their rules. The greatest challenge of home schooling is getting motivated, planning my days and doing the work. So that means I have to put the work in or I can get expelled from school.

When people find out I get home schooled the question I get asked the most is, "Do you do NCEA?" The answer to that is, yes I do. My teachers send me work, and at the end of the booklets I have to do a test which gives me credits or I do projects which give me credits as well. Another question I get asked is, "Do I have teachers?" Yes I do have teachers. And "How do I have teachers when they are not with me?" Well I ring them up or email them when I have questions or if I need help and they respond quickly to my emails and I send my work into their office. It can take up to five days to get to them, they also have different students so they can be very busy! But they do make time for you.

In classrooms kids can put you down, but in home schooling the teachers just keep encouraging you, and when you don't understand what you have to do, they keep explaining it to you. This is good for me because I don't get things the first time.

I get to make up my school days so sometimes when I don't want to do that subject I don't do that work that day! But that's every day because I really don't like school. I just decided to do all the subjects every day because I'll never get it done otherwise.

I get a hour lunch break, 12:30 to 1:30, all I do on lunch breaks is text and go on Facebook.

When I do schooling I'm not allowed on my phone, but I don't get it taken off me. In my old school if any of the students get caught on their phone in class they take it off you and your parents have to come in and get it off the office.

Since I joined up to Te Kura they have organised us to have camps and they plan trips for every term and we can meet other home schooling people in our age group. I'm going to a camp soon! It's a family camp but since my Mum and Dad and brothers live in Auckland, I'm going with my Aunty.

It's basically school but at home. I do miss school, but I like home schooling better.

Frances Morrison
Year 11

CHANGING THE FOOD CHAIN

THE GRAVEL CRUNCHED BENEATH MY
FEET LIKE A CARPET OF DRY LEAVES.
I APPROACHED THE MIGHTY LIONS;
THEY WERE A KITTEN TURNED INTO A
NIGHTMARE.



I was at Orana Wildlife Park in Christchurch with my dad on a birthday experience.

Suddenly there it was waiting for us 'The human cage'. Raw meat filled the air making the lions even hungrier. I slowly climbed onto the cage; however it was no ordinary cage, it was attached to a truck so it could move around and drove straight into the lion's enclosure.

The whole point of this is you are in the safety of a caged truck but get to have a close encounter with these mighty beasts, 'Lions'.

The lions had a golden coat helping them to camouflage into the grass. The biggest lion was a male at 250 kgs. These creatures could easily pierce your skin with their canine teeth or take you down with one claw. So we were easily dinner to them.

My favourite part was in order to get out safely the zookeepers in the truck had to throw out seven raw whole chickens one for each lion. It was then that two lions went to grab the same chicken

but started a fight. Teeth and claws were flying everywhere until one of the lions decided to back down. They were so close to one of the truck wheels it felt like the truck was going to tip over.

It changed my view of where we are in the food chain making us more vulnerable than an antelope that can run fast and actually have a chance of escaping. It's different when we are the ones in the cage. We don't stand a chance!

Maddie Bridge
Year 7

GILLIAN'S DEBATING SUCCESS

EARLIER THIS YEAR FORMER TE KURA
STUDENT GILLIAN MCNAUGHTON
TOOK PART IN A DEBATE ORGANISED
BY THE MALAGHAN INSTITUTE AND
VICTORIA UNIVERSITY DEFENDING THE
MOTION: 'THE BUGS HAVE WON.'

The scientific debate was in celebration of World Day of Immunology and highlighted the growing body of evidence that superbugs are becoming resistant to antibiotics because of medical over-use.

Says Gillian: "Professor Anne La Flamme gave me the fantastic opportunity to participate in the debate after visiting Victoria University in 2013 for a Biology seminar while studying at Te Kura."

Although not enrolled at Victoria University, Gillian was the student representative on a team of Malaghan research scientists and was an outstanding speaker on the night. Ultimately the audience decided it was Gillian's team that were the winners on the night, following their successful argument that the bugs had not won because the immune system was doing its job.

In 2013 Gillian gained Excellence at Te Kura in Music, English, mathematics, biology, chemistry and physics. She intends to take a gap year in 2015 as the organ scholar at Guildford Cathedral in the United Kingdom before returning to the University of Melbourne to study for a Bachelor of Biomedical Science in 2016. Gillian is presently Honorary Sub-Organist at Wellington Cathedral of St Paul, where she also sings Alto in the cathedral choir.

The staff and teachers of Te Aha o Kura Pounamu congratulate Gillian and wish her well for 2015 and her future career.

Student Work Showcase

A TALE OF SPOONS AND MISCOMMUNICATION

My name is Lola Elvy. I was born in the year 2001, on the second of November, in Baltimore, USA. I have grown up with my family on our yellow sailboat, Momo, named after a book by the German author, Michael Ende. It is a Mason 43¹.

We first set sail from the Chesapeake Bay when I was a baby, though my parents had been sailing together for years before. We came to New Zealand in 2008, and stayed until 2012, after getting our residency. This year, we are making it our goal to sail around the world, and I am writing a recount of our circumnavigation. It brings me much pleasure to thoroughly portray my family's interactions with one-another, especially those between my parents.

This is an excerpt:

9 April

Dad is fixing our broken engine now, and it is in a million pieces. Oil is on the floor, my room is inaccessible, and as such, we are staying in a hotel (a special treat for us). We are now in our third hotel,² after spending a rather amusing experience at Hotel Yani. My encounters with the hotel staff have been very enlightening on just how tricky communication can be, on both sides.

Our first evening in Hotel Yani, we were up late, and didn't feel like going to the hotel restaurant for dinner. But I was hungry, and decided to have a bowl of cereal. I poured my cereal into a bowl we had brought from home,³ but I had no spoon.

"Just go to the front desk and ask for a spoon," Mom said. "They're really nice there; they'll help you out." So off I went to the front desk.

I walked up to the desk and said politely to the man behind it, "Excuse me, may I please have a spoon?"

He looked at me, and said, "What?"

"A spoon," I said. Worried I may be mumbling, I

repeated it as clearly as I could, "Spoon."

"Just one moment, I get my friend," he said, and ran off.⁴

Just one moment later, a different man came in.⁵ He sat. "Yes?" he asked. "May I please have a spoon?" I asked. "A—A spoon?"

"Yes please," Then, in a further effort to communicate, "You know, to eat soup: soto.⁶ Spoon."

"Oh, soto!" he exclaimed, sitting back in his chair.

"Yes, to eat soto," I said, relieved.

He sat forwards. "Ya, you go to restaurant, they give you soto." "No, I don't want soto, I want a spoon."

"Oh." He sat back, stumped. Then, his eyes widened with an idea. "Uh, could you write down?" he asked. He turned a piece of paper towards me and held out a pen. I obliged, and wrote, in my neatest, clearest, all-caps handwriting,

SPOON

He looked at it, and typed something into the computer. I peered over and saw GOOGLE TRANSLATE on the top of the screen. I rolled my lips in and said nothing as the ellipses on the right-hand side of the screen morphed into the word spoon. I thought perhaps the translation failed, as the Indonesian word appeared the same as the English, but Rian withdrew from the screen, surprised at the discovery of what I was trying to say.

"Sponn!" he said. I smiled. "Yes, sponn. Spoon." "Yes, what your room number?" "One-one-seven," I said.

"Ya, I call restaurant, and get you sponn and soto." He went for the phone.

"No, only spoon. Hanya sponn⁷," I said. "Oh, hanya sponn, hanya sponn," he said. "Ya, I get for you." He called the hotel restaurant. For five whole minutes, I sat, listening to him talk in Indonesian to the restaurant. Finally, he put the phone down,

looked at me, and said, "I'm sorry, no have."

"Okay, thank you," I said, trying not to smile. I left. As soon as I was out of sight, I burst out laughing. It was like something from Fawlty Towers.

When I got back to the room and shared my experience with Mom and Jana, Mom said,

"Alright, I'm gonna go straight to the restaurant, and get you a spoon."

"Thank you," I said.

I wasn't there for this part, but Mom told me about it when she returned. Mom got to the restaurant, and there was a man holding a tray. Displayed on the tray were several sets of silverware. Mom walked up to the man and said, "Can I get a spoon, please?"

"Room one-one-seven?" he asked. "Yes."

He held out the tray. "For you."

In the end, I got my spoon, and had my cereal. I was a very happy person.

Footnotes

- 1 Mason is the boat-type. 43 is how long, in feet, a unit of measurement commonly used in America. One foot is approximately thirty centimeters long.
- 2 The hotel is in Sanur. It is called Ari Putri.
- 3 Luckily I did not pour the milk.
- 4 In Indonesia, however, the word 'friend' is used loosely to mean something like, 'someone I know'.
- 5 Over our stay at Yani, I had many interactions with this man, and later learned that his name was Rian.
- 6 Soto is the Indonesian word for soup.
- 7 Hanya means only.

Lola Elvy, Year 8

ARONEA THE MONSTER

I made up today
A monster so beautiful
And kind in all ways

Her hair is striking
With wavy curls
She looks after it well
Like any other girl
Her eyes are soft
They shine so bright
Enough to make
It through the night

Her lips are luscious
Pale pink
And she has a button nose
Her favourite smell the orange rose

Her teeth are white
Just like a cloud
Her hands delicate
And soft as well

Her fingernails sculptured
And painted bright pink
So bright that they will
Make you blink

Her legs are sporty
She can run fast
And manicured feet
She's full of class

So Aronea is a monster
But really she's not one at all
She was created in my mind
And hey you'll never know what you'll find.

Sara Fraser, Year 9

MY RUGBY GAME

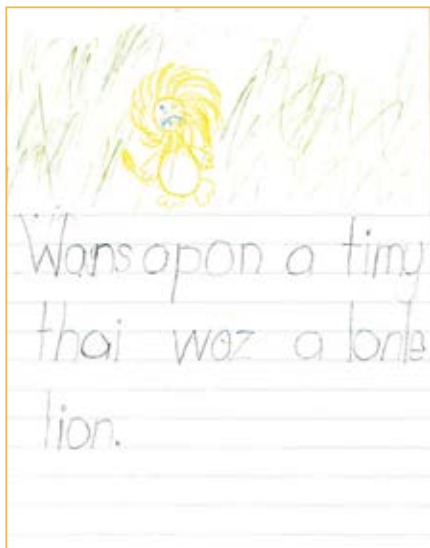
I felt anxious and sick in the tummy, as Lynn handed me the jumper. I put it on and I felt fantastic that I was part of the team. A big crowd, that made me nervous, was standing there.

I had my hands on the ball and I was going to sprint, when a guy from the opposition team came and pushed against me. I pushed him back, determined to push him out of the way so I could get a try. Unfortunately he was stronger and managed to push me over the sideline.

We had a line out and our team got possession again. When the game was coming to an end I felt happy, even though we lost.

Jaxon Medcalfe, Year 6

THE LONELY LION



Once upon a time there was a lonely lion.
One day he found his matching pair.
He gave her a flower.
They went to a café.
And they lived happily ever after

Condoleeza Hunter, 6 Years

AUTUMN

Autumn is a season that heralds winter's near
The air is cooler, the winds are strong
Down at the beach you hesitate before you jump in.
Back home in the orchard, brightly coloured leaves
litter the ground.

They crackle as you walk on them
red, yellow, orange and brown,
leaves of colour all around.

Autumn is the harvest season,
Apples and pears are picked and stored
Ready for the winter season
when there are none around.
Birds gorge themselves, eating as much as they can
for the long cold lean months ahead.
Harvesting maize is underway, all through the Bay.
The days are growing shorter
and the nights are getting longer
Soon daylight saving will end.

By now young birds have mastered
the art of flying
Anxious, loving parents watch
the display they put on
knowing that soon their young will make their
own way in the world.
Autumn goes and winter shows her colours.

Tuhi Paget-Knebel, Year 10

MACAQUE

Small, brown, fluffy
Leaping and swinging from branch to branch
Pushing and fighting for apples
Long, black fingers
Reach and beg
Stuffing and scoffing
Searching and nibbling bits on the ground
Rushing to the trees for a nap

Lia McGregor (living in Japan) Year 6

TO THE ALIENS OF MARS

29 May 2014

Aliens

Mars

Solar System Milky Way Galaxy

Dear Aliens,

It has come to my attention that you are considering invading Earth. But why?

Earth, an overrun, under cared for planet choking on the pollution from the despicable humans who roam around on it. If you saw these damn awful creatures in their natural habitat you would quite possibly vomit in your slimy mouths. So you plan on murdering the human race? There's no need as we are quite capable doing that on our own. Consider this, In 2012, there were an estimated 1,214,462 violent crimes. The violent crimes of murder and non-negligent manslaughter, forcible rape, and aggravated assault increased 1.1 percent, 0.2 percent, and 1.1 percent, respectively. As you can see from these rather alarming statistics, the human race is already beating you to it. So why not wait a few years and claim the desolate earth without having to waste your time killing us?

Another factoid about the inexcusable ways of humankind is within the governments, or as you may know them, the big ugly creatures in fancy offices who are seen on TV a lot. The governments of this wicked, twisted world have it in their heads that by sending young men and woman abroad to then kill innocent people, it will bring about peace. The number of American troops who have died fighting the wars in Iraq and Afghanistan totalled 6,656 as of February 2013. Those individuals came from every part of the United States and its territories, and the great majority were young men, of course. Many were married, with children, and all left families with a lifetime of pain. These men died, killing others, trying to bring about peace. You cannot fight fire with fire and now thousands of children will grow up not knowing their fathers.

Now you may start to question the stupidity in the human race, and I can personally assure you, it is high. Not only that, they allow millions earth wide to starve, make a bed on the streets, and leave them there infected and ill to die. The United Nations Food and Agriculture Organisation estimates that nearly 870 million people of the 7.1 billion people in the world, or one in eight, were suffering from chronic undernourishment in 2010–2012. You could try to argue that the world simply does not have enough food. However, The world produces enough food to feed everyone. World agriculture produces 17 percent more calories per person today than it did 30 years ago, despite a 70 percent population increase. This is enough to provide everyone in the world with at least 2,720 kilocalories (kcal) per person per day. What decent human being would allow such cruelty and suffering when in a power of position to make a change? Your invasion wouldn't even scratch the surface of what humans have done to one another.

All things considered, Earth is filled with disgusting human beings who probably deserve to be invaded and taken captive or killed by you. But do you really want to look after or even come so close to something to revolting? I understand my letter to you won't change any plans you've made, but I felt it my moral obligation to inform you of the repulsive creatures who inhabit Earth.

Yours sincerely, Carmen

P.S Just invade anyway, I really don't care.

Carmen Payne, Year 12

Early childhood student art



Olive-Waimarie McDonald, 4 Years



Gracelyn Ruddenklau, 2 Years



Pepi Ormond, 4 Years



Alicia Shaw, 4 Years

THE MUSTERER

Joe climbed the last few steps to the top of the ridge, a sharp southerly cut into him making him shiver. He looked at the sky and noticed some dark clouds far off to the south. "Hmm they weren't there this morning" he muttered to himself, "I'd better keep an eye on those." It was late-autumn and he was trying to muster some stragglers he had seen huddled in a small mob right up the top of his block. The country below him was steep and bare, if he didn't find them now they would be on their own for the winter. Once winter set in it was impossible to get around on this steep face. He looked around for the spot where he'd seen the ewes and soon found it. It was a few hundred metres away above a slight bluff. He soon spots the sheep, they haven't moved from where they were. "They must be bluffed" he said to his dog "the silly sods can't find a way out."

Joe strode off down a rugged old sheep track towards the ewes, forgetting the dark clouds that were getting closer.

He was a man on a mission, his bank account was low and his debt was high so he needed every dollar he could get. He convinced himself that those sheep would make the difference. The sheep track was narrow and the ground on either side was steep. But he strode on, oblivious to the cold wind that was slowly increasing. The track eventually got so bad Joe had to take his eyes off the bluffed sheep to watch the path in front of him. He kept on trudging and eventually came to a small flat. He couldn't see the sheep but he reckoned they would just be out of view. Then it suddenly darkened! Joe looked up at the sky and saw that dark clouds had blocked out the sun. "And they're snow clouds too" he muttered, "I'd better hurry down once I've gotten these ewes". He loped down the sheep track, slightly faster than before, and as he did the first flakes of snow began to fall.

As he got to the edge of the bluff where he had seen the sheep the snow was already starting

to cover the ground. Joe knew he should really be turning back, but he just wanted to see if he could get these ewes. Once they were off the bluff they would be able to get to shelter. The bluff had a two and a half meter drop down onto the ledge with about the same dropping off of it. Joe could see the ewes now, all huddled in the corner under a ledge in the rock. There were about five of them. Joe reckoned he could climb down to them easily enough so he grabbed onto a solid feeling bit of rock, swung his legs over the edge and lowered himself off the edge. Afterwards Joe realized the whole thing was a bad idea and bound to go wrong, but he might not have been quite thinking that day. A combination of cold, numb fingers and the worsening conditions causing the rock to be slippery and Joe fell, slipping as he landed and his leg snapping underneath him. "S**t" he swore, he knew what trouble he had put himself in now. He was trapped halfway up a bluff with a broken leg and it had started snowing.

He summed up his possibilities: he could try and climb down off the bluff and make his way down the steep hillside with a broken leg, or he could stay where he was and hope that someone would find him. He'd told his wife he wouldn't be home till that evening but knowing her as soon as she saw the weather turning bad she would be keeping an early eye out for him. He decided on the second possibility and thought he'd crawl over to the edge of the bluff to see if he could see the homestead and maybe attract her attention. As he started to pull himself along and his leg moved he felt an excruciating pain shoot up his body. His leg was not in very good shape, but he knew that if no one came to get him he wouldn't last very long. He clenched his teeth and bore the pain to drag himself to the edge of the bluff. His heart dropped when he reached the edge. The snow clouds had dropped down into the valley and his home had disappeared from view. Unless someone came to find him he would have to try and survive the storm. But how? He looked around for some kind of shelter on the bluff but the only thing was the small ledge that his precious sheep were huddled under. "The sheep!" he cried. The very animals that had endangered his

life could save it.

Joe crawled through the snow towards the sheep. Visibility was lessening and apart from the ledge, the sheep and the bluff, he couldn't see anything. Joe was starting to get cold even through his woollen swannie, thick moleskin trousers and merino thermals. Joe got to the sheep and they hardly even bothered to move away from him. He crawled into the centre of the tight huddle, thick wool surrounding him and as the harsh winds tore about and the freezing snow buried the mountains, his body slipped out of consciousness and into survival mode, keeping only his vital organs warm.

Down in the homestead Joe's wife Maggie looked worryingly out of the window, staring up at the grey mass of swirling clouds. She knew he should have been home before the storm had set in but she hadn't seen hide nor hair of him since that morning. She reached over to the phone praying the lines were still up and dialled the number to their neighbour, close friend and Search and Rescue volunteer, Harvey Wilson. She listened for the dial tone and to her relief she heard it faintly ringing, beep beep, beep beep, beep beep.

"Gudday?" a voice answered on the other end.

"Harvey?" Maggie asked.

"Yeah it's meself" Harvey replied, "What's the matter?"

"Joe's upon the mountain after some ewes and has n't come back yet!" she blurted.

"Woa, woa, calm down Maggie, I could hardly understand a word you were saying!"

"Joe's still up on the mountain." She answered meekly.

"Right," Harvey said "we'll have to do something about that. It will all be ok." He reassured her. He hung up and assessed the situation. It was bleak. He knew it was madness to send anyone out in this weather. He would call the SAR boys but they would just have to wait until it stopped snowing before they could do anything.

Four hours later a grim bunch of men stood in Maggie and Joe's living room. The snow had ceased but what had fallen was deep. Most of the men had arrived in a helicopter and were getting their gear ready to start the search. As the helicopter ferried the men to their various runs, Maggie stood at the window and again prayed that these men would find her husband.

Harvey trekked through the snow, his small team of searchers in single file following each other along a sheep track, barely visible under the thick white blanket that surrounded them. Every twenty meters they stopped and called, their voices bouncing around the mountain as they listened hopefully for an answer. It was just after they had passed through a small flat that Harvey saw a slight movement when they yelled. He instantly stopped and examined that area. It was halfway up the small bluff on a small ledge. "Look!" he excitedly pointed, "up on that ledge!". They ploughed through the snow and made it to the top of the bluff, all panting from the sudden rush. Harvey lay on the ground and peered over the edge. "Joe?" he called. A merino ewe turned and looked, wondering what the fuss was about. "Blast!" Harvey cried "It's just some bluffed ewes."

"We may as well get them down" one of the other searchers said. They were all farmers themselves and didn't like to see bluffed stock. They unpacked their ropes and harnesses and lowered Harvey slowly down the cliff, their strong arms easily holding his weight.

Harvey touched down onto the ledge and was greeted by the inquisitive ewe. "Giddy girl" he said "let's get you out of here." He wrapped the rope around her and gave a tug on it to signal the others to pull her up. As the ewe was going up, Harvey had a look around the ledge. He saw several mounds under a small ledge. "There's more!" he muttered to himself. He strode over and pulled four more ewes out, all collapsed from the exhaustion of staying warm and alive for the night. As he bent over one more time to pull the last lump up he noticed it was slightly different from the rest. "IT'S JOE!" He yelled. He pulled the still body out of the

snow and quickly pulled up Joe's sleeve and felt his wrist. "He's still got a pulse!" Harvey yelled out "its faint but its there!" he pulled out his radio "SAR base, SAR base, this is Harvey, over."

"Copy that Harvey. This is SAR base, over."

"We have found Joe, repeat, we have found Joe, over."

"Copy that, in what condition? Over."

"Unconscious but stable, requesting pick up, over."

"Righto, it's on its way, over."

"Copy that, over and out."

The Squirrel hovered above the bluff and lowered its winch and stretcher down onto the ledge. Harvey secured the still unconscious Joe to the stretcher and gave the sign for the helicopter to winch it up. The stretcher in the copter, it turned and flew off into the distance, taking Joe to safety.

Joe's eyes flickered open and he found himself looking at a stark white ceiling. He wondered if he was still under the snow and he was just imagining things. Then he felt a tough but gentle hand slip into his and his wife whisper "It's all going to be ok Joe, you just had a bit of hypothermia."

"Just that?" Joe grunted, "She'll be right then."

Jono Williams, Year 12



Sam Nowell, Year 10

WHAT MASTER YODA THINKS ABOUT BULLYING IN SCHOOLS

Bad it is!

In EVERY school there is a victim and a bully.

Bullying affects both a younglings learning and social life. When people are bullied they can't think right and so this affects their learning. When they are bullied, their friends that try and stick up for them also get bullied. Bullying also affects a younglings parents, they are worried about what is happening while they are at work.

Bullying HAS TO STOP.

Help the younglings out!

Save their future!

Mitchell Weaver, Year 11

WHAT TODAY IS LIKE

Today is like yesterday except different. Yesterday was like the other day and if yesterday was like the other day, then today is much different and if yesterday was rainy, then today (being different) must be sunny.

Today is sunny today because today is yesterday's tomorrow and todays are usually different than tomorrows, anyhow. That's what today is like.

Join us tomorrow to see what today is like. See you then!

Lukas Boyd, Year 7

AMERICAN LATIN EXAM

TEN TE KURA STUDENTS RECENTLY SAT THE MMXIV (2014) AMERICAN LATIN EXAM, WHICH WAS ATTEMPTED BY OVER 154,000 STUDENTS FROM AUSTRALIA, CANADA, CHINA, GERMANY, ITALY, JAPAN, THE NETHERLANDS, OMAN, THE PHILIPPINES, POLAND, SINGAPORE, SOUTH KOREA, SPAIN, TURKEY, THE UNITED KINGDOM, THE UNITED STATES, ZIMBABWE, AND, OF COURSE, NEW ZEALAND.

Eleven New Zealand schools participated.

Thomas Swinburn of Dilworth School, Auckland, achieved a perfect score and was awarded a Gold Medal and a summa cum laude certificate for outstanding performance.

Tuhin Baucus of Logan Park High School, Dunedin, achieved 39 out of 40, a Gold Medal and a summa cum laude certificate for outstanding performance.

Ella James of New Plymouth Girls' High School was awarded a Silver Medal and a maxima cum laude certificate for outstanding performance.

Matthew Beardsworth of Auckland achieved a perfect score certificate and a ribbon for Outstanding Achievement in the Introduction to Latin Exam.

Anna Featherstone-Wright of Samuel Marsden Collegiate School, Wellington, was awarded a ribbon and certificate for Outstanding Achievement in the Introduction to Latin Exam.

Cameron Thomson of Lower Hutt was awarded a ribbon and certificate for Outstanding Achievement in the Introduction to Latin Exam.

William Dyne of Wellington, Aleesha Ratcliffe of Hamilton Christian School and James Smythe of Burnside High School, Christchurch, all did well, gaining magna cum laude for outstanding performance, cum laude for outstanding performance or merit certificates. Congratulations to you all.

LET'S KEEP IN TOUCH

COMMUNICATION IS A VERY IMPORTANT TOOL IN DISTANCE EDUCATION. AT TE KURA WE PROVIDE A RANGE OF WAYS FOR SUPERVISORS AND THEIR STUDENTS TO COMMUNICATE WITH THE TEACHERS AT TE KURA.

Freephone 0800 65 99 88

Please keep the extension number of your teachers handy. If you can't remember the extension number, someone at reception will put you through to the teacher.

If you are contacting a teacher by telephone you may need to leave a message. Please clearly state either the student's first and last name or their ID number and then your message. This helps teachers to clearly identify the student and respond to their call.

Email

Email is an efficient way to contact a teacher. Please put the student's ID number at the beginning of the message. If the teacher needs to check the student's online information they can just copy and paste the ID and deal with the question quickly.

Etext

Some teachers use etext to contact their students and students are welcome to etext their teachers. Students or supervisors using etexts should include either the student's full name or ID number so the teacher can see who the message relates to. The sender pays the cost of the text.

OTLE

For the students who are engaged in our online learning programme (OTLE) there are opportunities to participate in online discussions with teachers and other students. They are also able to submit their work in OTLE using the dropbox function. You should encourage students to use OTLE whenever possible.

Contact details

Finally, it is essential that we have up-to-date contact details for each student and their parent or guardian. If you are the supervisor of a full-time or fee-paying student but not the parent, it is important that we have your email address too, as we may use it to send information about payment for supervision or other information for supervisors.

It is your responsibility as a parent/supervisor to ensure that any changes to the student's contact details are passed on to the student's learning advisor. If you are unable to contact the student's learning advisor please contact our Enrolment Services team on 0800 65 99 88 extension 5044 or email enrolment@tekura.school.nz

STUDENTS STUDYING NCEA COURSES – 2014 NCEA PAYMENT AND REGISTRATION

IF YOU ARE A STUDENT STUDYING NCEA COURSES WITH TE KURA, YOU SHOULD HAVE ALREADY RECEIVED YOUR 2014 NCEA PAYMENT AND REGISTRATION LETTER.

This letter tells you how to complete an online NCEA registration on our website and how to pay your 2014 NCEA fee.

NCEA credits awarded to you this year from internal standards and/or external standards need to be registered and paid for in the year they are gained to avoid an additional late payment fee. If you haven't yet completed your online NCEA registration and paid your 2014 NCEA fee, go to www.tekura.school.nz/student-toolkit/ncea-registration.

It is now too late to register for end of year exams (unless you are a newly enrolled student) but you must still complete an online registration and pay for your internal credits.

If you don't know what to do, call your Learning Advisor or the Qualifications Team on 0800 65 99 88.

YOUTH OLYMPIC GAMES

TAIHAPE YEAR 7 STUDENT LUKAS BOYD WON OUR WRITING COMPETITION IN SUPPORT OF THE YOUTH OLYMPIC GAMES HELD DURING AUGUST. TWO TE KURA STUDENTS WERE SELECTED TO COMPETE AT THE GAMES.

What do the Olympic games mean to New Zealanders?

By Lukas Boyd

What the Olympic games mean to Kiwis is the joy of winning, the satisfaction of excelling in something, the fun, entertainment and pleasure of achieving.

New Zealand as a nation is very interested in sports and as a result I think the whole of New Zealand will be watching the Commonwealth Games.

For such a small country we do extremely well.



Lukas with his prize (dog not included!)

OPC 2014

EVERY YEAR SENIOR SECONDARY STUDENTS AT TE KURA GET THE CHANCE TO PARTICIPATE IN THE OUTDOOR PURSUITS CENTRE CAMP AT TONGARIRO, ONE OF THE SECONDARY TERTIARY ALIGNMENT RESOURCE (STAR) PROGRAMMES ON OFFER THROUGH THE SCHOOL.

Students who attended the six-day camp this year thoroughly enjoyed the opportunities and challenges they faced, including low and high ropes, climbing Mount Pukekaikiore, canoeing, an overnight tramp and caving. Here are some of their stories.



Team steak!

Twenty students from the whole of the North Island got selected by Te Kura to go to the Outdoor Pursuits Centre (OPC) course for 2014.

After receiving my acceptance letter, I was super excited and nervous about going to this camp. After arriving at the OPC camp the 20 students got split into two teams of 10. Five girls and five boys. I got put into a team which we called team steak (Supreme Team Eager and Keen).

It was such a cool experience for me to be with a group of students my age, and doing the same work as me. It was cool meeting some of the teachers and getting to do awesome activities. A highlight of the camp for me, was getting to know new people who I will stay friends with forever and getting to do all the activities. One of the days we climbed Mount Pukekaikiore, which was an amazing experience and achievement for me. I especially enjoyed canoeing and jumping off a bridge into the freezing mountain water.

I learnt a lot about navigation, and really enjoyed learning how to read a map. I learnt the importance of communication and listening carefully to instructions.

Our instructors were very fun and outgoing, and made the experience even more enjoyable. Most importantly I have made awesome friends and cool memories which stay with me forever.

Ella Brickell, Year 12



Caving

It's Dark inside this place so dark you need your own light
Many hate the darkness and run from the sight
But down beneath the light lie the best places
Forced through tiny hard holes while shadows chases
They break open into massive chambers fit for a king
Voices echo through the place these caves like to sing
Sights so rare most will never know
These are place only you want to go
The deep down here is like a kingdom
A place for you to have full freedom.

Michael Singfield, Year 13

'What a great, fantastic and one of the amazing experiences of my life. This camp is definitely one of the best ones on my top list. I had a great time, I made new friends, I have helped others and I have been a leader and people have looked up to me and been inspired by me, as the students, teachers and instructors say.'

'Have I achieved my goals? Yes. Learning at OPC Tongariro Camp for six days with my group 'The Ice Cream Team' doing ABL (Adventure Based Learning) activities to build trust in the group and showing myself as a leader in the knots activity and leading, encouraging and helping others in the group.'

'I have done many things and learnt many things, some of the majors were trusting myself and understanding my limits, making new friends, and mostly increasing my skills as a leader, specifically to hearing people.'

Danielle Mackay, Year 13



'It is a trip that I won't forget and I made heaps of friends. I now feel more confident in myself and want to give more things a go. Like most of the students I enjoyed the caving and thought it was amazing!'

Chantelle Morris, Year 13

