

# linkup

FEBRUARY 12  
Issue 11

E whakahono ana i ngā ākonga o Te Kura me ō rātou whānau, hapori hoki

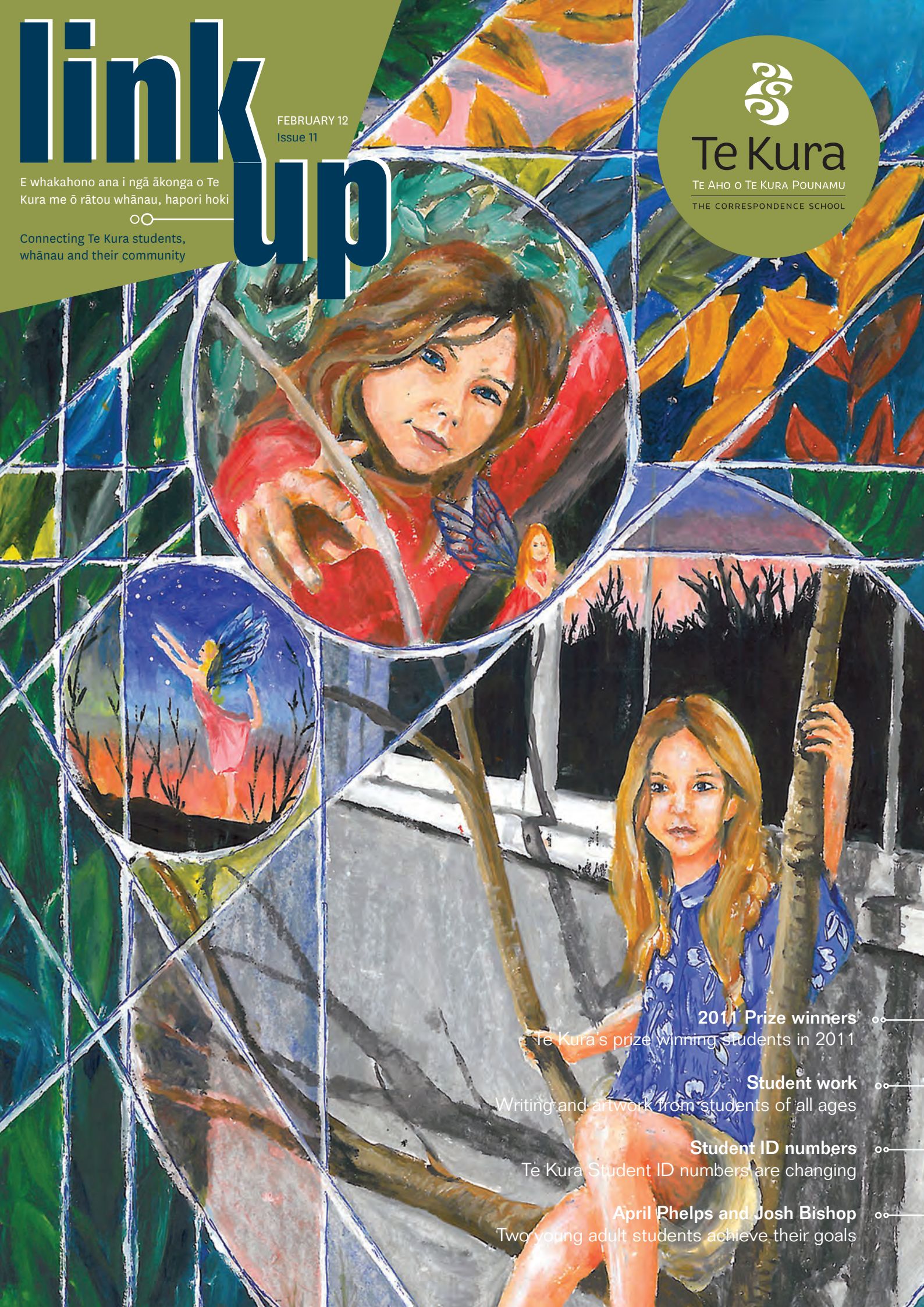


Connecting Te Kura students, whānau and their community



Te Kura

TE AHO O TE KURA POUNAMU  
THE CORRESPONDENCE SCHOOL



## 2011 Prize winners

Te Kura's prize winning students in 2011

## Student work

Writing and artwork from students of all ages

## Student ID numbers

Te Kura Student ID numbers are changing

## April Phelps and Josh Bishop

Two young adult students achieve their goals





# Ko Tā Mike Kōrero

CONGRATULATIONS TO ALL OUR PRIZE WINNERS IN 2011! IT WAS GREAT TO SEE SOME OF YOU AT THE PRIZE GIVING IN WELLINGTON AND TO HAVE THE OPPORTUNITY TO CELEBRATE YOUR ACHIEVEMENTS.

YOU CAN READ MORE ABOUT OUR PRIZE WINNERS ON PAGES 3 TO 8.

In many cases, the achievement of our students is dependent on the support of their whānau and community, in addition to the support they receive from Te Kura. Working closely with students and their whānau is just part of what we do. Increasingly we are also working in partnership with other agencies and community groups to further support our students and help them achieve their learning goals. I talked about some of those partnerships in the last issue of *Link Up*, including a partnership with Youthline and King's College in Auckland, Literacy Aotearoa (also in Auckland) and with the Port Nicholson Block Settlement Trust in Wellington.

In the Central North region, we are supporting an initiative of the Mangatawa Papamoa Blocks trust board to help young people from the area to engage in education. The trust wanted to make sure that its young folk received education and training to develop the iwi's aspirations for its people. An aunt of many young people in the area started discussing the idea of schooling the students at Tamapahore Marae. The trust approached Te Kura and together we negotiated with the Ministry of Education for permission to enrol these students at Te Kura. During 2011, two of our teachers visited the Marae on a fortnightly basis and of the 29 students enrolled when the programme started last

year, most were still there at the end of the year and were engaging in their studies, particularly maths and English.

In Christchurch, our Southern region team has established a partnership with the Canterbury Tertiary College trades academy (CTC), which provides pastoral support for Te Kura students. By enrolling for three subjects with us and the equivalent of two subjects with CTC, students can work towards a vocational qualification in a range of trades and service industries.

Education providers and iwi are not the only organisations we are partnering with. Freedom Fitness PLUS and Business Networks International (BNI), a group of business owners in Auckland, are actively involved in supporting student advisories in the city. The weekly advisories will include a session with a member of the BNI, who will talk to the students about their business and act as mentor for the students. BNI will also offer opportunities for shadow days and internships to interested students.

If you know of a business, community group, iwi or other organisation that works with young people and might be interested in partnering with Te Kura, please encourage them to contact the regional manager for their region by calling us on 0800 65 99 88.

*Link Up* cover artwork by Theadora Allison, as part of her NCEA Level 2 art portfolio.

# Cross-school prize winners, 2011



Back row: Chad Cottle, Johanna Hertwich, Arthur Hertwich, Francis Paaka, Seth King-Wall, James Graves, Michael Birchall, Jayden Steedman.

Middle row: Grace Percy, Leah Anderton, Grace Carroll, Sarah Hussey, Jordan Hoult, Aalia Khaled-Abbass, Denise Moka, Rebekah Wrigley, Shaun Baxter.

Front row: Vita Smith, Nikkita Rangī, Casey-Lee Hurley, Jaime Rae-McGregor, Taieke Tata.

TCSPSA Dux Award for overall excellence in year 13

**Seth King-Wall**

Chief Executive's Prize for meritorious work

**Jordan Hoult**

Ex-pupils Association Prize for outstanding determination in overcoming difficulties

**Jayden Steedman**

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

**Denise Moka, Francis Paaka**

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

**Arthur Hertwich, Taieke (Dux) Tata**

Parents' Association 75th Jubilee Prize for dedication and commitment to schoolwork

**Chad Cottle, Grace Percy, Maryann Goodman, Nikkita Rangī, Shaun Baxter, Tahirah Moton**

Mansfield (Fuchsia Trust) Prize awarded to a teen parent who has made the most of the opportunity to continue their education

**Leah Anderton**

Language Prize for adult students for achievement, progress and enthusiasm in Japanese

**Joy Harding**

Elizabeth Boraman Memorial Prizes for students who have responded to challenges and made good progress in their studies

**Casey-Lee Hurley, Vita Smith**

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

**Sarah Hussey**

# Subject prize winners, 2011

Award for outstanding effort in any or all of the Arts; Music, Visual Art or Dance in years 7 to 10

**Tristan Allison**

Judith Waugh Prize for excellence in Music by a senior student

**Gillian McNaughton**

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

**James Graves**

Prize for excellence in Art History by a senior student

**Emma Luoni-Todd**

The Janet McKenzie Memorial Prize for excellence in English in year 6

**Jaime Rae-McGregor**

Award for excellence in English in years 7 to 10

**Matthew Beardsworth**

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

**Curtis Ryan Williams**

Millicent Mason Prize for high literary ability in year 11

**Michael Kennerley**

Ruth Crisp Prize for original work

**Chance Wilson**

Prize for excellence in English by a senior student

**Ainsley Vickers**

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

**Michael Birchall**

Prize for excellence in Health and Physical Education by a senior student

**Samuel Rayward**

Award for outstanding effort in e-Learning or Inquiry Learning in years 1 to 6

**Alexander Hertwich**

Award for the student who has made an outstanding effort in years 7 to 10 Spanish in 2011

**William Lopez-Sanchez**

Judith Waugh Prize for excellence in Latin

**Sarah Wheeler**

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

**Caitlin Jordan**

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

**Chloe Doole**

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

**Callum Blackmore**

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

**Alison Faulls**

Prize for excellence in Classical Studies by a senior student

**Kathryn Kennerley**

Award for excellence in Te Reo Māori in years 7 to 10

**Christa Tepana**

Prize for excellence in Te Reo Māori for a senior student

**Waioira McLeod**

Prize for outstanding effort in Mathematics and Statistics in years 1 to 6

**Jack Yeoman**

Award for excellence in Mathematics and Statistics in years 7 to 10

**Arthur Hertwich**

First place Award for the student who has made an outstanding effort in Mathematics and Statistics in years 7 to 10

**Michael Kennerley**

Prize for excellence in Mathematics with Calculus

**Erin Massen, Rebekah Wrigley**

Prize for excellence in Mathematics and Statistics

**Reuben Scowen**

Prize for outstanding effort in Science in years 1 to 6

**Chontelle Jenkins**

Award for excellence in Science in years 7 to 10

**Aalia Khaled-Abbass**

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

**Dantzel Tiakia**

Prize for excellence in Agriculture by a senior student

**Allen John Gregory**

Prize for excellence in Chemistry by a senior student

**Rebekah Wrigley**

Prize for excellence in Horticulture by a senior student

**Chad Cottle**

Prize for excellence in Biology by a senior student

**Erin Maessen**

Prize for excellence in Physics by a senior student

**Corrie (Corline) Theron**

Prize for outstanding effort in Social Studies in years 1 to 6

**Ewan McCartie**

Jenny Armstrong Memorial Accounting Prize for outstanding work in Accounting

**Ben Reynolds**

Lyn Davey Memorial Prize for excellence in Legal Studies

**Deanna Haami**

Prize for excellence in History by a senior student  
**Dorothy Davidson, Ashleigh Fromont**

Award for cooperation and leadership in an online learning environment in years 7 to 10  
**Devon Cripps**

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

Reta Watson Prize for excellence in Graphics in years 7 to 10  
**Joshua Bury**

Vic Watson Memorial Prize for excellence in Technology in years 7 to 10  
**Amina Morton, Joshua Thompson**

The Willsher/Wood Prize for outstanding effort in Text and Information Management  
**Liam Dabb**

Joyce Cooper Memorial Prize for effort and achievement in the study of textiles  
**Marie-Claire Drew**

New Zealand Federation of Women's Institute Prize for excellence in NCEA level 1 Food and Nutrition  
**Kelsi Henderson**

Prize for excellence in Graphics by a senior student  
**Matthew Rowland, Grace Carroll**

Prize for excellence in Technology by a senior student  
**Boochi Herdman**

Prize for excellence in Computing by a senior student  
**Justin Osbaldiston**

Prize for excellence in Pathways by a senior student  
**Melody Neleman**

## And the Dux award goes to ...

**TE KURA DUX WINNER SETH KING-WALL HAS BEEN HERALDED AS AN EXCELLENT EXAMPLE OF WHAT CAN BE ACHIEVED WORKING AT A DISTANCE.**

Awarded Dux of the school in the 2011 prize giving, Seth was described by Chief Executive Mike Hollings as an 'exemplary' student since he enrolled with Te Kura in

1999, combining a demanding sporting schedule with a full academic programme, including physical education classes through Waihi College.

One of Seth's teachers also described him as a role model for others.

'He's steady, mature, always polite, considered and businesslike, organised and, it seems to me, fully focused on whatever it is that he's doing at the time.'

Seth holds trampolining titles for the New Zealand Junior International in 2009 and 2010 as well as the Secondary title in 2009, with a silver medal in 2010. While accomplishing this he also achieved both NCEA Levels 1 and 2 with merit endorsement.

Not one for relaxing, Seth spent last year commuting weekly from Katikati to Auckland for trampoline coaching and training following six months off after a serious knee injury.

Seth has spent the summer working as a lifeguard at the Dave Hume pool in Katikati. He plans to take a year off in 2012 to work and save money for his tertiary studies while getting his trampolining back on track.

[Seth shows off his Dux medal and certificate.](#)





# 100% pure hard work wins Denise an award



Denise was one of two students awarded the prize for a Māori student who has made the most improvement in their studies in 2011.

**YEAR 12 SOUTH AUCKLAND STUDENT DENISE MOKA HAS DECIDED TO MAKE A FUTURE FOR HERSELF BY KNUCKLING DOWN TO SOME SOLID SCHOOL WORK; AN EFFORT THAT WON HER AN AWARD AT THE TE KURA SCHOOL PRIZE GIVING.**

Awarded a prize for a Māori student who has made the most improvement in their studies, Denise found her motivation following the realisation that she needed to start gaining some NCEA qualifications if she wanted to make something of herself later in life.

‘I’ve changed quite a few schools and came to a point where I thought this is it, I’ve got to buck up my ideas. I just thought that I want to have a future,’ says Denise.

Denise began studying at Te Kura in early 2011 and worked hard at subjects including English, maths, computing and pathways (her favourite). Supervised by her Nana, Denise found the flexibility and absence of social demands to be a real plus.

‘Working from home, I don’t have to worry about my social life and travelling to school which took up lots of my time. I work when I want to work and even though school used to finish at three o’clock I can still work longer if I want to.’

Studying from home has had its drawbacks, though.

‘I find it hard not having the teachers physically there but I’ve learnt to deal with it by making phone calls and sending them emails when I need help. They’re always really approachable. There are lots of distractions at home too like my cousins and other family visiting. I just lock myself in my room,’ says Denise.

Denise credits some of her prize to her Nana, her learning advisor Suzanne Holgate and her liaison teacher Cecilia Young who have helped her along the way.

‘I always go to my Nana first if I have questions. She usually roughly knows the answers! Suzanne would always ring me too, all the time, to make sure I was doing my work. I found that really good,’ says Denise.

Planning to continue studying through Te Kura next year, Denise is still unsure about what she wants to do in the long-term but has some high flying ideas.

‘Maybe I’ll be a flight attendant. I like what they do and I think I’d be good at it,’ she predicts.

## NCEA certificates 2011

**CONGRATULATIONS TO ALL STUDENTS WHO GAINED THEIR NCEA LEVEL 1, LEVEL 2 OR LEVEL 3 IN 2011.**

### Ordering NCEA certificates

You will need to order your free certificate from NZQA as these are no longer sent automatically.

To order your certificate, go to the student login page on the NZQA website ([www.nzqa.govt.nz/login](http://www.nzqa.govt.nz/login)) and click on ‘order documents’.

If you do not have Internet access at home, you can visit your local library and order your certificate online (remember to take your national student number (NSN) with you), or call NZQA on 0800 697 296. If you paid your 2011 NCEA fee you will also be able to order your free Record of Achievement.



# Tolaga Bay student a double prize winner

**NGATI POROU DESCENDENT AND DOUBLE PRIZE WINNER CHAD COTTLE WAS AWARDED THE PARENTS' ASSOCIATION 75TH JUBILEE PRIZE FOR DEDICATION AND COMMITMENT TO SCHOOLWORK AS WELL AS A PRIZE FOR EXCELLENCE IN HORTICULTURE AT THE 2011 TE KURA PRIZE GIVING.**

Chad spent much of last year in remote areas of New Zealand living in a tent, baches or shearers' quarters with his Mum and Dad while his Dad worked as a possum trapper.

'I felt surprised when I got the letter saying I had won this prize and excited when I found that Te Kura was flying us down to Wellington for the prize giving. My parents were very proud too,' says Chad.

Chad's teacher Elizabeth Robb describes him as a student who makes the most of all his learning opportunities while showing great resourcefulness to meet the learning criteria, especially in his practical work for horticulture and science.

'Chad is an amazing student who has maintained an excellent work record through all his travels,' says Elizabeth.

Originally from Tolaga Bay, Chad has been exceptionally committed to his studies, completing his school work and maintaining an excellent study record and work standard despite the challenges of his lifestyle.

'Doing any work at all is hard as I also want to explore the bush and take photos. Contacting my teachers and sending off work to be marked can be difficult sometimes.'

However, Chad enjoys the flexibility that comes with living in the bush and enjoys pursuing his interest in horticulture and photography during his lunch hour and after his school work is finished.

'I think horticulture and nature in general are interesting because I find plants interesting and very photogenic too. I had a large cacti and succulent collection before we hit the road but most of them got left behind at my grandparents' place. I first became interested in horticulture by watching my plants grow and multiply,' says Chad.



Photography is also a passion and began after Chad's grandfather bought him a camera when he was 12 years old.

'I find photography interesting because nature provides so many opportunities for photos and challenges my creativity. I like taking photos of nature and its wildlife and trying new photography techniques.'

Chad has plans next year to either study horticulture or conservation at polytechnic in Northland or do some part-time work in a plant nursery. He also plans to study photography at a course in July this year.

Chad studying outside the family tent



# Jayden Steedman – an ‘overcomer’

WAIMATE STUDENT JAYDEN STEEDMAN OVERCAME MAJOR SURGERY LAST YEAR TO CONTINUE HIS NCEA LEVEL 1 SCHOOL WORK AND WIN A SCHOOL PRIZE, AS WELL AS ACTIVELY PARTICIPATE AT A TE KURA CAMP WITHIN WEEKS OF HIS SURGERY.

In mid-July 2011 Jayden underwent surgery to remove his bowel and large intestine. The surgery took five and a half hours and Jayden was neither able to eat the day before, on the day, nor for several days after. He lost about eight kilograms and has been working ever since to put weight back on.

Despite his major ordeal, it was Jayden's unrelentingly positive attitude combined with his calm, considered approach that meant he was able to face his challenges head-on. He kept laughing and joking despite a number of frustrations, not the least of which was that his mountain biking and motor-cross riding slowed down and he was unable to dive. Just one week after surgery Jayden was back working towards completing NCEA Level 1, including a graphics portfolio, while still in hospital.

Jayden's attendance at the Boyle River Adventure Based Learning camp just 10 weeks after his surgery was perhaps his greatest achievement. At the camp he was able to complete all of the activities and be a leader in attitude despite the fact he was still getting over his surgery. At the camp he was open about his surgery experience and inspired a lot of the other students with his positivity. Unlike many young people who would be shy about having to use a stoma bag (to collect the body's waste), Jayden was happy to talk about it and show people his scar, the result of 62 staples down his abdomen.

Not to be underestimated throughout this challenging experience was Jayden's mother and supervisor, Natasha, who has been organised, encouraging and persevering. Nothing has been too much of a bother to her and one suspects the experience of her husband overcoming acute leukaemia a few years ago has built a deep strength in her.



Jayden with the Ex-pupils Association Prize for outstanding determination in overcoming difficulties.

Now focusing on his future, Jayden's goal is to achieve the NCEA Level 2 credits which would enable him to qualify for an Electrical Training Organisation (ETCO) apprenticeship, as well as gaining a Gateway placement with an electrical company in South Canterbury.

Given the fortitude and positive attitude Jayden has shown this year it would be a brave person to bet against him achieving his goals.

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## Book review: *The Anger Toolbox*

From time to time anger gets in the way of sensible thinking and logical actions. *The Anger Toolbox* is a book that acknowledges anger as a normal emotion and sets off to deal with it in a very Kiwi way: understand it, notice it and respond to it.

This book provides practical advice on topics such as managing tantrums, angry teens and fighting siblings, as well as tips for dealing with bullying and practical ideas for children and teens with special needs. The language is simple, the message clear and the layout is inviting.

Most people reading this book will relate to the situations described in it. Many will take at least one treasure and pop it in their 'toolbox' for later use.

The Te Kura library has a copy of this book (ISBN0958232555) available for loan. Contact the library on 0800 65 99 88 ext 8783 or [library@tekura.school.nz](mailto:library@tekura.school.nz).

You can find out more by visiting [www.skylight.org.nz/Shop/The+Anger+Toolbox](http://www.skylight.org.nz/Shop/The+Anger+Toolbox)



# Support for supervisors

## E tipu e rea mo nga ra o tou au ~ In our children lies our future

I am the Supervisor Support Advisor for Te Kura. My role is to support you as a supervisor. If you are new to Te Kura or you haven't had contact with me before, please feel free to phone or email me. In this article you'll find a few tips to help you get started.

### New supervisors

New supervisors have a lot to learn. It's an exciting time; setting up a learning space for your student, building up a relationship with your student's teacher and learning how Te Kura operates.

Here are three tips for new supervisors:

- be positive and prepared
- keep asking questions until you understand
- accept or ask for help from those around you.

### Early childhood supervisors

Your comments and observations are very important to the teachers. You can either:

- write on the enclosed comments sheets
- send an email, or
- ring the teacher and discuss your child's learning.

You will be sent enough work to last your student for four weeks. Early childhood teachers are not able to send more work until the green bag and contents are returned.

### Supervisors of senior students

The teenage years are full of learning yet many students struggle with their schoolwork. Try to:

- give them space to spread out
- keep study rules simple
- set achievable goals.

### All supervisors

As a supervisor you are in a unique position. You have the opportunity to work alongside the teaching and support staff at Te Kura to provide the best outcomes for your students at home. Try to:

- recognise and praise your student's learning
- help your student to get to know their teacher
- return school work on time.



You can contact Adele during term time on 0800 65 99 88 or email [adele.harris@tekura.school.nz](mailto:adele.harris@tekura.school.nz).

## Student ID numbers changing

**MOST TE KURA STUDENT ID NUMBERS WILL CHANGE ON 12 MARCH THIS YEAR WHEN WE CHANGE TO A NEW STUDENT MANAGEMENT SYSTEM (THE STORY ON PAGE X HAS MORE INFORMATION ABOUT THE CHANGE).**

We'll be including supplies of new mailing labels with postings sent out from 12 March onwards. Once you've got the new labels, please throw out the old ones and use only the new labels to send work to Te Kura. You can continue to use the current labels until you receive new ones.

Check our website at [www.tekura.school.nz](http://www.tekura.school.nz) to see more details about the ID number changes.

If you use our online teaching and learning environment (OTLE), from 12 March you will need to log in using your new student ID number. Detailed information will be available on our website and on the OTLE during February.

## The Wallaces go eeling

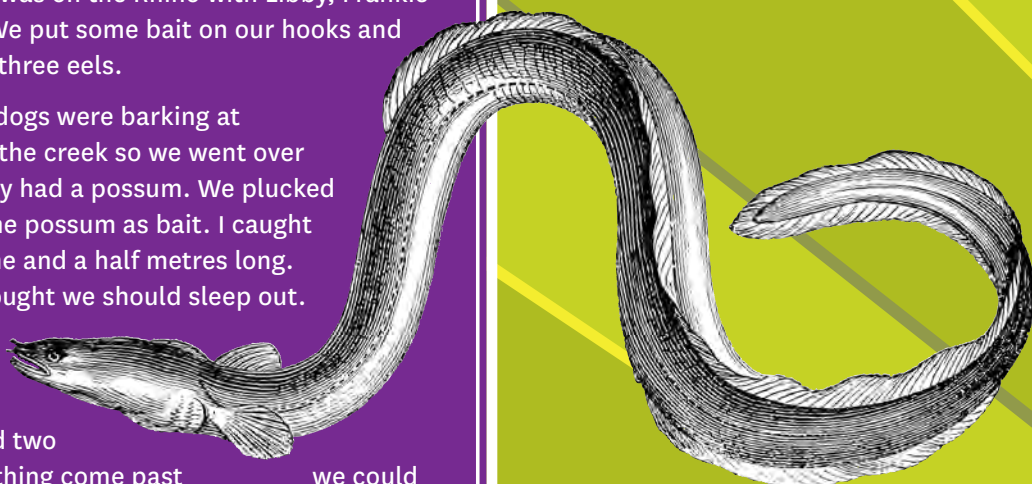
*A story dictated to his mum by five year old Te Kura student Harvey Wallace.*

We have some pet goats. One is called Marree and one is called Bob and one is called Ben. Riaka, Archie and I ride on the goats down from the house and across the bridge to Makowhai creek. Dad was on the Rhino with Libby, Frankie and my friend Khan. We put some bait on our hooks and straight away we had three eels.

Gem and Jazz our dogs were barking at something further up the creek so we went over the creek and saw they had a possum. We plucked it and then we used the possum as bait. I caught another eel! It was one and a half metres long. Kahn, Archie and I thought we should sleep out. We found a cave and went back home and got our sleeping bags. We had two guns so if we saw anything come past we could shoot at it. A deer came past with big antlers. Dad snuck up and shot at it. We were so hungry we decided to have it for tea. We gutted it and cooked some meat over the fire. Luckily Archie had his flint so we could light the fire.

We took the guns down to the pine trees and the possums were chucking pinecones at us. So we took them back to put on the fire. Riaka looked after the goats. He found a place with lots of grass and put the goats there to eat it.

The next morning me, Riaka and Libby went to see if the goats were still there. We saw they were sniffing at something. There was a black tail hanging down. Riaka said 'I'll have a go,' and shot the possum out of the tree. We decided to go home and took the eels home with us. We could see more eels trying to get the bait. There were three. We caught them all. The Rhino was full of eels so we really had to go home.



## Want to see your work published?

*If you have a piece of writing, art or photography that you'd like us to publish, send the details to [comms@tekura.school.nz](mailto:comms@tekura.school.nz)*



# Te mahi a ngā ākonga

Te Kura teachers Gill James and Barry Thompson play the Queenstown edition of monopoly, made by Year 11, Southern region student Grace Percy.



## BLAST!

Have you ever wondered why your Dad tells you to stay away from that big red can?

Because in that can there is a dangerous poisonous explosive liquid; petroleum.

If you are wondering where this treacherous stuff comes from, it comes from deep down in the Earth's crust. It actually starts out as oil. Millions of years ago, prehistoric marine plants and animals died and went down into the mud and sand. This later turned to rock, then pressure, heat and movement squeezed out drops of oil.

Oil miners use seismographs to find where the oil is. Seismographs send shock waves into the ground and they bounce off layers of rock where the oil is found. The waves bounce back and are picked up by geophones. Then they use a rotating drill to bring it out.

Then it goes into a steam tower called the primary distillation process. It is heated and soon at the top out comes petroleum. At other levels comes kerosene, rocket fuel etc.

Where do you think the safest place for petrol to explode is? In the combustion chamber of your car!

So pre-historic creatures are zooming us along!

In certain circumstances, petrol will explode. Its gases need to be around it so it does not just burn. On a fine day, or in your engine, it will burn so quickly it lets off a small explosion.

So if you are eyeing that stinky old container in the corner of the shed, you will know why your Dad tells you to stay away!



**Angus Webby**  
Year 7, Southern region

## My experience with Plácido Domingo

A COUPLE OF MONTHS AGO, I HAD AN AMAZING EXPERIENCE WITH THE WORLD FAMOUS OPERA SINGER, PLÁCIDO DOMINGO.

I had recently got back from the National Youth Orchestra (NYO) tour to Auckland and was checking my emails. 'Nothing interesting,' I sighed. I was just about to log out when a new email popped up on my screen from the NYO manager. It read something along the lines of this: 'Dear NYO member, I have been informed that Plácido Domingo is coming to New Zealand to do a fundraiser for Christchurch. He has specifically said he wants a youth orchestra to accompany him. If you would be interested in this opportunity, please confirm before the end of this week.'

Of course I replied straight away saying yes. I was practically bursting with excitement.

A few weeks later, I was on my way to the airport at 6 am. I was too excited to be tired. The next two days went well, the conductor was nice but everyone was waiting until Thursday, when Plácido Domingo would arrive and start rehearsing with us.

When the day of the concert arrived, as did Plácido Domingo, the manager told everyone that all 8,000 seats in the arena had sold out, each ticket costing between \$350 and \$400! Everyone was amazed, 'That many people?!' 'Each ticket, that much?'

'And here he is: Plácido Domingo!' the manager said, as Plácido walked on stage. The whole orchestra clapped and cheered. We all watched the press conference with Plácido and were interviewed for the TV news.

After rehearsals, I was a bit worried as we hadn't rehearsed all of the pieces with Plácido. But as we all filed on stage at 8 pm, everyone watching – the 8,000 people looking, cheering, at the orchestra – I lost all sense of worry. The concert was tiring, loud and thrilling, the audience clapped and cheered for at least a minute between all 23 pieces. As we played the

final notes, I realised they had been some of the best days of my life.

Afterwards, we all got photos with Plácido and went home tired and feeling great. When I got back to Wellington my friends said they saw me on the news and how exciting that week must have been. Of course, I agreed.

**Claudia Tarrant Matthews**

Year 9, Central South Region

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## The Lusitania Disaster

A STORY POEM BY MATTHEW SCOTT BEARDSWORTH

May 1st 1915.

A huge crowd lines the wharf.

Trumpets sing.

Cameras roll.

A gigantic four-funnelled liner backs out into the Hudson, assisted by tugs, and sets off for England.

She will never make it.

May 7th, 8 am.

Fog clings to the gentle swell.

A periscope peeks out of the Irish Sea, like an aquatic meerkat.

The U-20 is skirting the coast around Queenstown

Patrolling for its last kill

Before it returns to Germany.

Meanwhile, the Lusitania creeps forward through the mist.

Her tall black funnels disappear into the low thick cloud.

On the bridge, Captain Turner looks forward across the bow

Except there isn't a bow, or even a mast, Nothing except fog.

Noon.

No fog.

But still, the Lusitania splashes slowly forwards

at 18 knots.

Meanwhile, U-20 has surfaced, in full view of passing boats

except there are none.

Only the German submarine.



The German lookout spots something in the distance.  
He stares through the binoculars at the blurry ship in the distance.  
No! It can't be!  
It's the Lusitania!  
'Captain!' he cries out. 'Steamer on the horizon, four funnels, schooner rig, speed about 18 knots!'  
The captain smiles.  
'Good. We prepare for attack.'

2 pm  
A message comes over the wireless on the Lusitania.  
Safe to come into Queenstown.  
'Turn the ship into Queenstown Port!'  
Captain Turner orders.  
The 785 foot long vessel veers left.  
Directly into the path of U-20.

2:10 pm.  
The Lusitania comes in range of U-20's torpedoes.  
'FIRE!' orders the captain.  
WHOOSH – BANG!  
The torpedo meets its mark.  
Right under the bridge.  
Passengers scream, running to and fro.

Inside the coal bunkers, the explosion of the torpedo kicks up coal dust.  
Highly flammable coal dust.  
The flames rush into the bunker.  
BOOM!  
The gigantic explosion rips out the bottom of the Lusitania's hull,  
She only has 18 minutes of life left.

'Stop the engines!' Captain Turner orders.  
'We cannot lower the boats until we have stopped! In the meantime, don't lower the lifeboats!'  
However, the panicked passengers storm the boats.  
The vessel holds her breath  
As her bow slips under the ocean  
Forever.

The propellers rise out of the ocean.  
The ship halts.  
'Lower the lifeboats! Abandon Ship!'  
The order rings out.  
But the old davits can't cope with the 20 degree list.

Starboard boats swing out too far – nobody can board.  
And the port boats scrape against the rivets, shattering into pieces.

Only 6 boats are launched  
Numbers 1, 9, 11, 7, 12, 18  
The rest are stuck aboard.

Lusitania's bow hits the bottom  
Her stern rises into the air  
Then disappears under the sea  
In a cloud of steam.

In less than 20 minutes, Cunard's pride is gone.  
1200 people died.  
The Lusitania lies on the seabed  
A crumpled wreck.

Dead is the ocean greyhound.  
Never to run the Atlantic again.

By **Mathew Beardsworth**

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## Show off this summer!

**TO KICK OFF THE NEW SCHOOL YEAR  
WE WANT TE KURA STUDENTS TO SHOW  
OFF, SO WE'RE SHOWCASING YOUR  
PHOTOS ON OUR FACEBOOK PAGE.**

If you've got a photo of yourself, or one that was taken by you, that you'd like to show off, send it to us at [comms@tekura.school.nz](mailto:comms@tekura.school.nz). The photo can be either related to your school work or to something you are passionate about. You'll need to include a brief description or caption for the photo plus a signed permission form, which you can download from our website, or call Nikki Douglas on 0800 65 99 88 extension 8335 to ask for a form. If there's someone else in the photo, make sure they are happy for it to go on Facebook before you send it in.

Facebook's terms and conditions prevent children under 13 from using it, but if you are under 13 and have a photo you'd really like to see published, why not send it to us to include in the next issue of *Link Up*?



# Bellah wins award for Johanna

ENTHUSIASTIC YOUNG FILMMAKER, JOHANNA HERTWICH, HAS SCOOPED UP THE SUPREME AWARD AT NEW ZEALAND'S INSPIRING STORIES FILM COMPETITION AS WELL AS PRIZES FOR BEST SHORT FILM AND MOST INSPIRING STORY AT THE INAUGURAL FESTIVAL FOR THE FUTURE HELD IN WELLINGTON LATE LAST YEAR.



Johanna shows off the awards for her short film Bellah.

'I'm still in shock and completely overwhelmed. I just can't believe it,' Johanna said after the awards ceremony.

The winning film – called Bellah – was based on Johanna's friend Bellah who had been through a rough time and followed her story of getting back on the rails.

During the filmmaking process Johanna changed her project several times before finally settling on the true story of a new-found friend who triumphed through adversity and turned her life around. Johanna had to bike for three days with her video camera, a tripod, and a packed lunch to meet Bellah, the soon-to-be star of her first ever film. After 10 weeks Johanna had her film.

At only 16 years old, this teen from rural Murchison in the South Island has studied through Te Kura for nine years and became motivated to enter the competition after taking part in a storytelling and filmmaking workshop in Blenheim earlier in 2011.

'When my learning advisor told me about the workshop, I jumped at the chance to improve my skills and see what I could learn about storytelling in film. I'd never made a film before apart from

amateur music videos and the like. This was an exciting new thing and I wanted to be part of it,' says Johanna.

Although Johanna finds studying remotely can be a bit lonely she enjoys the many advantages this sort of education brings.

'Compared to studying in the city it's way easier to concentrate at home. It's a great advantage to be able to stay focused and not be distracted by so much going on around you, which is so valuable for striving for the best grades. Also you learn to organise yourself, something that I'm realising now will be very important in the future for my working life.

'But for someone like me who's outgoing and loves working with other people it's tough to enjoy being alone all the time. I especially miss being part of sports teams,' says Johanna.

Now that she has an award under her belt, Johanna is starting to look for tertiary education options that will back up her love of storytelling through film.

Johanna's film can be viewed online at [www.inspiringstories.org.nz](http://www.inspiringstories.org.nz).



## Authentic learning Te Aurere style

**TE KURA BOARD MEMBER AND TOLAGA BAY AREA SCHOOL PRINCIPAL NORI PARATA IS PASSIONATE ABOUT AUTHENTIC LEARNING, WITH GOOD REASON.**

In 2010 the school decided to adopt Te Kura's Big Picture-inspired approach to authentic learning, making some modifications to meet its needs, and set up Te Aurere, a class of 15 Māori boys in years 10 to 12.

Authentic learning is an approach to teaching and learning which starts with identifying each student's passions and developing a personalised learning programme based around those passions. Each student's programme also includes opportunities for practical learning experiences in workplaces that are relevant to their career goals.

Te Aurere student Race Williams wants a career in farm management. 'So far I have learnt a lot more about farm management and stud farming than I thought I ever could. Learning vital information like grass growth, breeds of stock (both sheep and beef), fencing, chemicals and even water systems was a massive learning curve for me.'

Year 12 student Jack Morice noticed schooling got much easier when it was based around something he was passionate about. Before joining Te Aurere, he hadn't felt motivated to learn and didn't pay much attention to what he was learning about. 'This class changed everything. The highlight of this year for me was getting the chance to learn new things in a totally new and improved way.'

Nori says the personal growth for all of the Te Aurere students has been phenomenal and the academic achievement has followed. Almost all have achieved their NCEA targets this year.

'If you'd have asked me how these boys would fare in the school system at the beginning of 2010 I would have told you we would be struggling to keep them at school, let alone achieve qualifications. The decision to set up Te Aurere has certainly paid off.'

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## New student information system

**A NEW COMPUTER SYSTEM FOR MANAGING STUDENT INFORMATION WILL BE OPERATIONAL FROM 12 MARCH, MEANING A FEW CHANGES FOR TE KURA STAFF AND THE POTENTIAL FOR A LITTLE DISRUPTION DURING THE CHANGEOVER TO THE NEW SYSTEM.**

Te Kura staff will go through training on the new system during February and early March. During this training period students may find their teachers aren't as available to answer phone calls or emails as they normally would be, but the training has been scheduled to make sure teachers are available to respond to student queries for at least part of each school day.

In the week starting 5 March, the school's current student management system will need to be turned off, meaning Te Kura staff won't be able to access student information during that period. Te Kura Chief Executive Mike Hollings says he is aware of the potential disruption for staff and students.

'Unfortunately we have no option other than to turn off the current system a few days before the new system goes live. There is no ideal time of year to do this that won't result in disruption to staff and students, but the team managing this project is working hard to make sure the down time is as short as possible.'

'We are very sorry for the inconvenience this may cause and hope that people will bear with us while we make this change.'

The new system will replace four existing systems and is an 'off the shelf' system that has been modified to fit Te Kura's needs. As an off the shelf product, the system is fully supported by its manufacturers, meaning less effort and expense is required by Te Kura to maintain the system and adapt it to meet future demands.

## In her own words: April Phelps, young adult student

**I HAVE JUST BEEN ACCEPTED INTO THE CERTIFICATE OF ANIMAL CARE COURSE AT UNITEC FOR 2012. MY TIME AS A YOUNG ADULT STUDENT FOR THE PAST TWO YEARS AT TE KURA HAS MADE IT EASIER FOR ME TO GET AN EDUCATION THAT SUITED ME AND HAS HELPED ME ACHIEVE MY GOAL.**

Distance learning has worked well for me. I could work at my own pace and have a break when I needed it. I didn't have the distractions of others while I studied at home and if I was stuck the teachers were just a phone call or email away. I had been ready to give up on school until I found out about distance learning at Te Kura in 2010. At school I felt as though the teachers only took more notice of 'the brainy kids' and not kids like me. Te Kura has shown me I can finish school, I can gain credits and I can get the skills I need to achieve my goal of becoming a Vet Nurse.

Attending Te Kura tutorials in West Auckland helped me move on further with my school work. My subject teachers were there to help and guide me so I could begin my career of working with animals. Whenever I lost motivation and couldn't bear the sight of unfinished booklets and resubmissions I contacted my learning advisor and made a time to come into the Auckland office to get help from her and my teachers. I walked out with a smile every time because they gave me encouragement and confidence and showed me that I CAN achieve!

Being at Te Kura helped me ask myself, 'What do I want to do with my life?' and the answer was to work with animals. I lost my black and white cat Doddie due to

a family break up and I regret not taking him with me. To this day I don't know if he is dead from his illness, cat AIDS, or has happily and healthily adopted a new family. He is the reason why I want to work with animals.

After studying at Te Kura for a year I decided to take a step further and applied for the Gateway programme. I looked on the Internet, found a [boarding] kennels and cattery and rang them to see if I could do work experience. My 10 days there was awesome and I learned a lot about dogs and cats. It's not as easy as it looks – picking up dog poop, cleaning cat litter boxes and the smelly job of cleaning kennels and cages. Play time, cuddles and walking the dogs were the fun parts.

I now feel confident about studying at UNITEC next year because I am determined to give animals in need a healthy happy life. I now have the opportunity to learn all I can about animals, thanks to the help of the teachers at Te Kura, family and friends. I couldn't have got this far without them.

April at her Gateway placement





# Reluctant student now a keen learner

WHEN 13-YEAR OLD NORTHERN REGION STUDENT MAX WEST FIRST STARTED AT TE KURA HE WOULD NOT SPEAK TO OR MEET HIS TEACHER, UNTIL SHE SUGGESTED HE MEET HER WITH HER DOG, LUCY.



Max and Lucy.

After meeting his teacher and Lucy, Max started to bring work to the Saturday morning meetings. His first attempts at writing were very poor indeed but he became driven to get over his difficulties so that he could become a mechanic.

Now his parents cannot stop Max doing his school work at every opportunity and he attends tutorials whenever he can. He tries particularly hard in mathematics although he struggles and asks teacher Rosalie Fisher for help. Max regularly meets his teacher for walks with his new puppy while discussing how he can improve. Starting at a low level 3 he has gone from one extreme to the other, moving up a level in all subject areas in the space of just six months.

Max's parents had not received a good report for him until he began at Te Kura. He has completed 166 booklets in the last six months and is a superb student in every curriculum area.

**Janey Nolan**  
Te Ara Hou, Auckland

## Planning underway for new trades academy

PLANNING IS UNDERWAY FOR A NEW TRADES ACADEMY THAT WILL OFFER 100 PLACES TO ELIGIBLE STUDENTS WHEN IT BEGINS OPERATING IN MID-2012.

Te Kura and the Open Polytechnic have joined together to establish Huarahi Trades Academy, which will provide integrated distance learning services linked to the National Qualifications Framework (levels 1 to 5) and practical, real life learning experiences for students.

A major focus of trades academies is offering practical learning experiences that will help students to get a job in their field of interest. It complements

Te Kura's authentic learning approach, which involves developing a personalised learning programme for each student that is based on the student's passions and career goals.

More information about Huarahi Trades Academy will be published on Te Kura's website over the next couple of months. Look out for more details in the next issue of *Link Up*, due out at the start of term 2.

# Young Achiever of the Year finalist



**FOURTEEN YEAR OLD STUDENT GRAYDON SULLIVAN'S FIRST LOVE MIGHT BE HIS ANIMALS, BUT IT'S HIS ARTISTIC SOLARGRAPHY THAT'S SCORED HIM A SPOT AS A FINALIST IN THE TARANAKI YOUNG ACHIEVER OF THE YEAR ARTS AWARDS, WITH HIS WORK EXHIBITED AT PUKE ARIKI MUSEUM IN NEW PLYMOUTH.**

Passionate about science, invention, art and photography, Graydon combines these interests to create solargraphs; a new art form that captures the sun's path via arcs effectively burnt into the photographic paper. The image is 160 degrees and is taken over many months.

'It's kind of like the paper gets sunburnt,' says Graydon.

Graydon began exploring pinhole photography at age 11. By 13 he had his own two month-long solo exhibition at Puke Ariki museum.

His solargraph images of New Plymouth landmarks such as the clock tower, foreshore, Methanex, and St Mary's, captured familiar scenes in a way that they could never be seen by the naked eye.

'I think it's really cool. It's a once-in-a-lifetime opportunity,' says Graydon.

And it doesn't end there. Graydon is also the first artist in the southern hemisphere to have his solargraphs accepted by the University of Art and Design in Helsinki, Finland, as part of a worldwide attempt to graph the sun's path as an art form.

Having won numerous other awards for his solargraphy work, Graydon usually spends his days studying his schoolwork from home in between cycling, fishing, youth group and taking care of his numerous pets.

'I have got six guinea pigs – a mum, dad and two babies plus two that were rescued by the SPCA that I have adopted. I have tropical fish and we also have two dogs and three cats. I come from a household where the people are nuts about animals and the animals rule the place! I am going to be doing volunteer work at the Taranaki SPCA in 2012. I like to go to youth group too where I am a leader,' says Graydon.

Graydon credits his mum with her help as his supervisor.

'Mum is a good helper because if I don't understand part of my work she can explain it to me. Mum helps me look after my animals too and provides the best care possible for them because she loves animals. She says sometimes animals are nicer than people,' says Graydon.

Graydon's solargraphs and information about him will feature in a book to be published this year entitled 'Flashback: Tales and Treasures of Taranaki'.



# Prestigious literature award for New Zealand returnee

SENIOR TE KURA ENGLISH STUDENT, KIRSTEN STROM, HAS BEEN AWARDED A KATHERINE MANSFIELD BIRTHPLACE LITERATURE AWARD FOR HER ESSAY ON THE JANE AUSTEN NOVEL PRIDE AND PREJUDICE.

Kirsten's award was presented to her at Katherine Mansfield House late last year by New Zealand writer Dame Fiona Kidman, who she was privileged to speak to about her passion for keeping a writing journal.

'I first found out about it [the award] when my Mum opened her email and began reading it out. I was very much surprised because I hadn't even known there was such a thing as a Katherine Mansfield Birthplace Literature award,' says Kirsten.

Kirsten describes writing as inspirational to her and says her love of reading (particularly classical literature) inspired her passion for writing. She keeps a journal of her longer term writing ideas as well as short stories and poems.

'I have always had a passion for the English language. There is just something about the way words can be used to capture a particular impression very specifically and evoke those same feelings or create the same image in someone else's mind.'

Enrolling with Te Kura in 2009, Kirsten is actively involved in numerous activities outside her school work, including music, photography and dancing. She also has a passion for travelling which has been an integral part of her life since she was nine years old.

'All the experiences have been culturally enriching. I have met so many amazing musicians, artists, teachers and I have had experiences which I never would have anticipated such as milking a buffalo and making goat's cheese from scratch.'

However, Kirsten hasn't always found distance education easy.

'It can be quite difficult to settle down to do schoolwork when we're driving right by the Eiffel Tower! Since we move around quite a bit it also means we're constantly packing and unpacking and sometimes



there isn't access to the Internet, which was especially a challenge for art history, which is a web-based course.'

As yet undecided on her career, Kirsten's list of aspirations all involve her many interests: a movie composer, writer, photographer, costume designer, editor – and the list goes on. Clearly this dedicated student is keeping her options open by choosing a range of school subjects, studying not only English but music, French, fashion design, art history and Spanish.

'If I decide to go with one of them the rest can be allocated to spare time. I sometimes tell my Mum that even if I wasn't enrolled in a single course my day would still be completely decked out in learning activities. I just love learning so much.'

Kirsten with her award at Katherine Mansfield House in Thorndon, Wellington.

# Young firefighter achieves his goals

**FORMER TE KURA STUDENT JOSH BISHOP WAS THE YOUNGEST PAID FIREFIGHTER WHEN HE JOINED THE FIRE SERVICE LAST YEAR AT AGE 18, BUT JUST TWO YEARS EARLIER HIS LIFE LOOKED TO BE TAKING A VERY DIFFERENT PATH.**

Josh had been in trouble with the Police and was in the care of Child, Youth and Family when he met Te Kura Kaitautoko Stefan Nogaj, who is based in Tauranga. As Kaitautoko, Stefan's role is to work alongside students and ensure they are participating in authentic learning opportunities to help them reach their personal goals. He assists them to build strong self-belief, determination and stable relationships so they are in a better position to achieve their goals.

'Together with Stefan's support, challenges were overcome and I quickly had dreams for a better future,' says Josh. Aiming for a career, Josh worked hard to achieve NCEA Level 2 and gain entrance to university. He was well supported by Stefan and his Te Kura subject teachers, who were on hand whenever he needed help. Not only did Josh succeed in



achieving his goals, but he was the youngest, by two years, of the 24 trainee firefighters on his intake.

'Nothing is impossible. If you set goals and work hard at them, and you want it with every part, you can do it.'

Josh with Kaitautoko Stefan Nogaj, at Josh's graduation ceremony.

## Josh's gardens

**SIXTEEN YEAR OLD NORTHERN REGION STUDENT JOSH NEWMAN BUILT A GARDEN FOR HIS MUM'S BIRTHDAY IN JANUARY LAST YEAR. HE GOT THE BUILDING BUG AND MADE TWO MORE FOR HER, ALONG WITH A LITTLE ONE AT THE BACK FOR HER BEANS.**

'I also helped build the covers over her herb garden. Lots of vegies for Christmas!'

