

CONNECTING  
TE KURA STUDENTS

# link up.

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

MAR 17 | ISSUE 31



Te Kura

TE AHO O TE KURA POUNAMU  
THE CORRESPONDENCE SCHOOL

- 2016 PRIZE WINNERS
- STUCK? THE HUB CAN HELP
- BALANCING BALLET AND BRAINS

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# Ko Tā Mike Kōrero



*Mike Hollings, Chief Executive*

This issue of *Link Up* celebrates the successes of our 2016 student prize winners. We hold celebrations in Christchurch, Nelson, Wellington, Hamilton and Auckland to present prizes and share stories. These special events really reflect the uniqueness of each region and reinforce the importance of Te Kura having a regional presence. You can read more about our prize winners from page 4 in this edition of *Link Up*.

Our Summer School is a good example of Te Kura's ability to deliver flexible and timely learning, and we have seen increasing demand for this. We had 746 student enrolments in Summer School 2017, which is a big increase on the 201 students who enrolled in Summer School 2016.

Young adults made up 83 per cent of these Summer School students, and 10 per cent were adults. The majority of the students have come from another school, many with the intention of completing a qualification. It's a great result that 206 of the students achieved NCEA Level 3 and/or University Entrance from their Summer School results. We're also very pleased that 20 per cent of the Summer School Students are continuing their enrolment with us.

In January we launched the Hub. We want to make sure everyone is supported to get on board with online learning. Hub advisors are available to answer your questions or requests for help, so don't hesitate to call for advice and support. Read more about this great new initiative on page 10.

We are following the progress of the Education (Update) Amendment Bill with interest, particularly the establishment of Communities of Online Learning (COOLs). Te Kura supports the establishment of COOLs because we believe they will bring more flexibility to our education system and give young people and their whānau greater choice in the education that best suits their needs. The proposed changes reinforce the direction Te Kura is heading in and the role of the teacher will remain critical.

This year will be another interesting one, full of opportunity. I look forward to seeing all that our students will learn, and discovering what they will teach us.

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*Cover: Dance student Olivia van Woerkom, photo by Tabitha Dombroski.*

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# Feature Stories

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## TE KURA PRIZE WINNERS FOR 2016

TE KURA'S ANNUAL PRIZE GIVING  
CELEBRATED THE SUCCESS OF STUDENTS  
FROM ACROSS NEW ZEALAND

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

Chief Executive Mike Hollings says the ceremonies give Te Kura an opportunity to recognise our many talented students throughout New Zealand and showcase region's individuality.

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

The Correspondence School Parents and Teachers' Association Dux Award for overall excellence was awarded to Southern region student Jack Yeoman. You can read more about Jack and other award winners on pages 7, 8 and 9.

Congratulations to all of our 2016 prize winners!

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## CROSS-SCHOOL PRIZE WINNERS

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

Jack Yeoman

*Chief Executive Officer's Prize for meritorious work*

Jeanli Boessenkool

*Te Kura Achiever for dedication and commitment*

Matthew Beardsworth, Oliver Croucher, Tasman Denize, Keiran Lewellen, Benjamin Orchard, Tihema Riwai, Abigail Schwartzfeger

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

Luke Gurnick, Tohunga Riwai

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

Chryshaya Mitchell, Piri Wihone

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

Timmi Aplin-Barrett, Esther van Booma

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

Paige Bartlett

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## SUBJECT PRIZE WINNERS

### Arts

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

Amber Calman

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

Hannah Bronn

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

De La Rey Myburgh

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

Georgina Vokes

### English

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

Jared Sewell

*Kathleen Evans Memorial Prize for outstanding effort in English in year 6*

Oliver Abbott

*Prize for excellence in English in years 7 to 10*

Jana Heise

*Award for outstanding effort in English in years 7 to 10*

Angeline Tunglux

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

Emilia Price

*Ruth Crisp Prize for original work*

Max Paterson

*Prize for excellence in English by a senior student*

Paige Pollington

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

Liam van Eeden

### **Gateway**

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

Cody Milton

### **Health and Physical Education**

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

Joseph Knowles

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

Chelsea Flynn

### **Home Economics**

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

Holly-Jean Trimmer

### **Inquiry Learning**

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

Natalie Mower

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

Anthony Partridge

### **Languages**

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

Kinga Harding

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

Isaac Heron

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

Reuben Langford

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

Aneesh Moharir

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

Ivy Austin, Laura-Madeleine Kuepper

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

Penny Russell

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

Melanie Allison

*Prize for excellence in Te Reo Māori in years 7 to 10*

Lyric Bishop

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

Whititera Parata

*Adult Language Prize for achievement, progress and enthusiasm in Languages*

Deborah Jordan

### **Mathematics**

*Award for outstanding effort in Mathematics and Statistics in years 1 to 6*

Tristshean Messenger

*Prize for excellence in Mathematics and Statistics in years 7 to 10*

Ada Wong

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

Billie Anderson, Nga Whata Heemi

*Prize for excellence in Calculus*

Lydia Griffiths

*Prize for excellence in Statistics*

Jack Yeoman

### **Pathways**

*Prize for excellence in Pathways by a senior student*

Lydia Teal

### **Science**

*Prize for excellence in Science in years 7 to 10*

Henry Bennett

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

Alyssa Mowbray

*Prize for excellence in Agriculture by a senior student*

Shaun Rowe

*Prize for excellence in Biology by a senior student*

Jack Yeoman

*Prize for excellence in Chemistry by a senior student*

Jack Yeoman

*Prize for excellence in Physics by a senior student*

Yi Kai Tsai

### **Social Science**

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

Shepherd Joice

*Prize for excellence in Economics by a senior student*

Samantha Baldwin, Benjamin Orchard

*Jenny Armstrong Memorial Accounting Prize for outstanding work in Accounting*

Claudia Layton, Harrison Leach, Lachlan King

*Lyn Davey Memorial Prize for excellence in Legal Studies*

Reilly Parangi

*Prize for excellence in Business Studies*

Maxim Stephens

*Prize for excellence in Geography by a senior student*

Samantha Alloo

*Prize for excellence in History by a senior student*

Calum Swears

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

Nadya Slack

### **Special Education**

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

Razeal Bracken-Wall, Ashleigh Gillanders, William Tunglux

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

Nickolas Ellender

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

Cody Martinovich

### **Te Ara Hou**

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

Angeline Tunglux

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

Alex Stephens

### **Technology**

*Reta Watson Prize for excellence in Design and Visual Communications in years 7 to 10*

Angeline Tunglux

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

Rachel O'Brien

*Prize for outstanding effort in Digital Technology*

Cameron Urban

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

Stephanie Laurence

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

Joseph Bjelic-Webster

*Prize for excellence in Technology by a senior student*

Dhanes Tanaseneewat

**Trades Academy**

*The Huarahi Trades Academy Award for outstanding effort and achievement in Huarahi Trades Academy*

Nashyiah Floyd

**2016 DUX AWARD WINNER**

The 2016 winner of the The Correspondence School Parents and Teacher’s Association Dux Award was Jack Yeoman. Jack has been studying with Te Kura for the past six years and has featured at many prize givings while a student with us. In addition to the Dux Award, Jack also received the prizes for excellence in Statistics, Biology and Chemistry.

Jack is a highly motivated and engaged student who has worked ahead of his year level. He was determined to do all the work that would lead to the Dux Award and he has been justly rewarded. On top of his academic awards Jack has played rugby for the Central Queensland U15s rep team, Nelson Bays rep team, Garin College XV and was captain of the Marist U15 club team.

This year Jack plans to go to Otago University to study Health Science.

Congratulations from us all!



### Jeanli Boessenkool

*CE Officer's Prize for meritorious work*

Jeanli has been enrolled with Te Kura for the last two and a half years. Right from the beginning, she showed her many talents in academics and as a musician. This year Jeanli has been part of the Otago University Advanced School Sciences Academy during which she explored a number of subjects such as anatomy, physiology, pharmacology and psychology. Jeanli will be continuing her studies to become a doctor.



### Tohunga Riwai

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

Tohunga is a mature, hardworking and academically outstanding student. Despite the tragic loss of his supportive father early this year, Tohunga has worked persistently to gain excellent endorsements across NCEA Level 2. He has taken life's challenges in his stride to blossom and grow both emotionally and academically. Tohunga is an exceptional young man, from whom we can all learn to make the most of life and to always strive to do our best through times of adversity.



### Alyssa Mowbray

*Outstanding effort in the Sciences in years 7 to 10*

Alyssa has a passion for science particularly in the area of marine biology. She independently seeks out knowledge and understanding of the world and how it works. Alyssa asks thoughtful questions and locates evidence to support her developing opinions. She is keen to share her growing knowledge with the class and encourages others to explore science issues. She demonstrates a high level of curiosity and explores ways that people can live sustainably.



### Tasman Denize

*Te Kura Achiever Award for determination and commitment*

Tasman has been with Te Kura since he was an early childhood student as he lives on Arapawa Island, on the edge of the Cook Strait. He doesn't have the same opportunities to participate in everyday activities with other people as many of our other students do as he is truly isolated. Where possible he has taken up the opportunity to participate in STAR courses over the years he has been with Te Kura. Even with his geographical isolation, Tasman has participated in the online environment where possible from way back in the Blackboard days. He is willing to try anything to advance his educational opportunities.

### Anthony Partridge

*Outstanding effort in Inquiry Learning in years 1 to 6*

In his first Inquiry Learning project Anthony designed and made a paper baler out of Lego with an engine. The paper bales are perfect for being used as firefighters. He also created a paper mulcher and a sophisticated lever. In his second project Anthony repurposed the Lego and engine from his paper baler and designed and built a working lawnmower. He documented his design process and demonstrated an inquisitive mind, always looking for ways to improve and tweak his creations.



### Esther van Booma

*Rural Women New Zealand Golden Jubilee Prize*

Esther has worked very hard this year in all her subjects and this has enabled her to move from curriculum level 3 to curriculum level 4, with particularly pleasing progress in reading, comprehension and writing. She is a very organised learner and sticks to her timetable to make sure that she covers all areas of the curriculum fully. She takes careful note of feedback from her teacher and she is gaining confidence in her ability to tackle unfamiliar topics.



### Henry Bennett

*Outstanding effort in Science in years 7 to 10*

Henry has a keen interest and ability in Science. In his online classroom he has initiated and led discussions about the sustainability of the planet and is passionate about the part science has to play in that. He completes his scientific investigations and experiments thoroughly and keeps very good records. He is able to discuss his hypotheses, and his learning, knowledgeably with his teachers. He always has ideas about what to do next and how he can improve.



### Amber Calman

*Outstanding effort in the Arts in years 7 to 10*

Amber has a passion for art, photography and design, which she often links to her interest in birds. She wants to be an ornithologist. Amber is highly motivated and recently got a cockatiel for her birthday. She shared her knowledge of birds with the group who attended the event day at Natureland in term 3.

## STUCK? THE HUB CAN HELP

THE HUB IS HERE TO HELP GET YOU SORTED FOR ONLINE LEARNING. HAVE A QUESTION ABOUT USING OTLE? NOT SURE HOW TO GET STARTED WITH GOOGLE DOCS? DON'T WORRY – WE CAN HELP.

The Hub launched on 16 January and is more than your typical helpline.

The Hub team offers a full service to help students, whānau and school coordinators with any online related queries. Don't hesitate to give us a ring or send an email if you're stuck.

The Hub is available on 0800 65 99 88 ext 8712 (or select option 2) from 8am to 5pm weekdays, or by email at [hub@tekura.school.nz](mailto:hub@tekura.school.nz)



*The Hub team*

## TIPS AND TRICKS TO GET SORTED

Here are some handy hints for things we often get calls about at the Hub.

### RESET YOUR OTLE PASSWORD

Did you know you can reset your OTLE password from the login page?

Here's how to do it yourself:

1. Go to <https://tekura.desire2learn.com/>
2. Click on 'Forgot Password' under Login
3. A new password will be sent to the email address you have registered for OTLE
4. If you don't get an email within a short space of time we recommend you check your SPAM folder, or contact us to make sure you have the right email address registered.

## SEARCHING OTLE

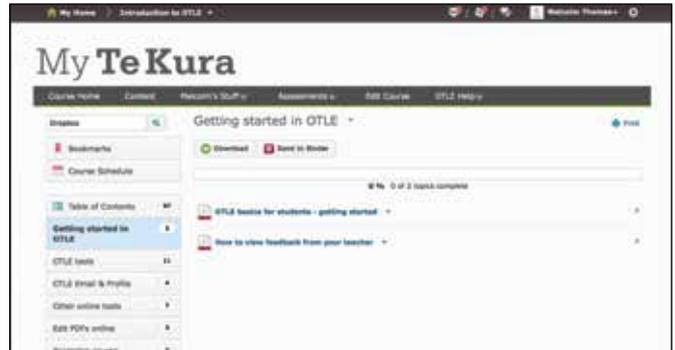
Did you know you can easily find what you are looking for in OTLE by using the search function?

The search function is in every course – you find by clicking on ‘Content’ in the navigation bar.

Here’s an example of how you could use it if you needed help to put an assignment into Dropbox:

1. Go to the **Introduction to OTLE course** (this course contains lots of handy guides about how to use OTLE).

2. **Click on ‘Content’** in the navigation bar.



3. **In search box enter the word** you want help on, in this example that’s ‘Dropbox’.



4. The **Search Results** will appear with all the items that include that word.

## MICROSOFT 365

Did you know, as a Te Kura student, you can download Microsoft Office for free?

Office 365 Pro Plus includes access to the latest version of:

- Word (for writing)
- Excel (for spreadsheets)
- PowerPoint (for presentations)
- OneNote (for organisation and note taking)

You can install Office 365 Pro Plus on up to five compatible PCs and Macs, plus five tablets (including iPads).

For more information and some simple instructions on how to download Office go to our website: [www.tekura.school.nz/enrol-with-us/free-microsoft-office-for-students/](http://www.tekura.school.nz/enrol-with-us/free-microsoft-office-for-students/)



## LOVE OF LANGUAGE OPENS UP A WORLD OF OPPORTUNITY

**LIBBY HOLDAWAY AND JACK PENMAN BOTH HAVE A LOVE OF LANGUAGE THAT WILL TAKE THEM ON AN EXPERIENCE OF A LIFETIME THIS YEAR.**

The Te Kura dual students were awarded a Ministry of Education Language Immersion Award (LIA) and are setting off on a semester-long exchange programme – fully funded! This gives Libby and Jack a chance to experience life in a new country as a local, not just a tourist. While their exchanges are taking them to very different locations, Libby to Switzerland and Jack to Japan, they'll both make new friends, become immersed in their host culture and increase their language fluency.

### Journeying to Japan



Jack started studying Japanese with Te Kura in 2014 and has worked at his own pace to learn the majority of NCEA Level 3 before heading off on his exchange to Japan at the end of March.

Jack says, “I have been trying to learn as much Japanese as possible before I leave. Ever since I began learning Japanese the goal was to always go to Japan and live there. I’ll be staying in a town called Minowa which is in the Kamina Prefecture of Nagano.”

He’s been in touch with his host family many times and has been getting advice from former exchange students and others who’ve previously lived in Japan to get ready.

Jack is looking forward to living the Japanese lifestyle during the five month exchange.

“While I’m in Japan I want to do things like climb Mt Fuji, explore the concrete jungles of Tokyo and journey the Japanese countryside. I don’t know if I’ll be able to do all these things as I will be over there as a student and not a tourist.”

### Settling into Switzerland



Libby has been studying French for just over two years and had planned to go with her French class at Marlborough Girls’ College to Italy and France for three weeks last December. Unfortunately the trip was cancelled due to terrorism threats but Libby was still eager to go abroad.

Libby says, “I talked to my French teacher and found out about the Language Immersion Award. It was a fully funded scholarship for five months living in another country, and to me this was far more exciting than a class trip!”

Libby has been enrolled with Te Kura for the past six months to help improve her French for life in Switzerland.

“What I found helped me the most with Te Kura wasn’t the courses; it was the incredible help from my tutor Madame Bouchier. It’s nearly impossible to learn a



*Libby (left) is enjoying her exchange in Switzerland. Here she is with Odile and Narcisse Pointet on a gondola about to go sledding for the first time.*

language online with no interaction, so I encourage every language correspondence student to talk to everyone and anyone you can in the language you are studying!"

Libby left for her exchange in February and has embraced the change of location and season by hitting the slopes. "I'm now living in a little amazing town called Le Landeron in the area of Neuchâtel, a pretty little area in the French speaking area of Switzerland.

"My exchange has already been incredible, I can feel myself improving everyday as I learn new words, and my miming skills are improving quite a bit too as I act out what I want. The first day of school is yet to come, but I'm looking forward to meeting even more incredible people, and I can't wait to integrate myself further into the life I've already started to create here."

### Keen to apply?

The awards are managed by AFS New Zealand and include a multistage application process.

"References, interviews on Skype, school reports and an essay on why I wanted to go were included" recalls Libby. The process might be full-on but both Jack and Libby say it was totally worth it for covering the cost of the programme, including travel, insurance and visas.

You could be eligible to apply for a 2018 LIA if you're studying one or more of these languages: Chinese, Cook Islands Māori, Vagahau Niue, Gagana Tokelau, French, German, Korean, Japanese, Gagana Samoan, or Spanish.

To be eligible you must:

- be 16 or older when you are due to leave on the exchange
- be studying and apply for one of the languages above and be in year 11 or 12 in 2017
- be studying that language at school and/or Te Kura
- be a New Zealand citizen or have permanent residency.

Applications for travel in 2018 close on 19 May 2017.

### Advice for others

"I highly encourage every language student to apply, the time away from family and friends may seem daunting, but it's worth every bit of the application process to have this incredible opportunity!" – Libby

"The best thing about applications and interviews is just to really be yourself but also sell everything you have to offer to the interviewer. Everything you have been a part of or participated in will put you ahead, the interviewers won't know unless you tell them why you are the right person for the scholarship." – Jack

### Learn more and get started

To learn more about the Ministry of Education Language Immersion Award or start your application check out the AFS New Zealand website at [www.afs.org.nz](http://www.afs.org.nz)

# Student Stories

## THE PRIME MINISTER'S YOUTH PROGRAMME

**MADDY LINTERN SHARES HER EXPERIENCES FROM A PROGRAMME FOR YOUTH WHO HAVE FACED ADVERSITY, AND WORKED TO OVERCOME IT.**

On the 23–27 of January, I participated in the Prime Minister's Youth Programme 2017. This programme is for youth between the ages of 14–17 who faced adversity in their lives and are now working towards bettering themselves and their situation. To be a participant in this programme you have to be nominated. I was nominated by my social worker.

When my social worker told me about the programme my first thought was, "there is no way I could be chosen out of all the other youth that were applying" but then in late December I received a letter in my mailbox informing me that I had made it into the programme, and also attached to that letter was a formal letter from the Prime Minister (at the time it was John Key) congratulating me for making it into the programme.

The 100 participants in the programme were split into three groups. Bluelight, Village Trust and Youthtown (I was with Youthtown along with 30–40 other participants).

The weeklong programme was non-stop fun!

This week was an opportunity of a lifetime, one that I will NEVER forget. I have made friends for life and through Youthtown I, along with a few other participants, was given the opportunity to become a rheumatic fever youth ambassador.

I am so grateful for this experience and I'm glad that I am able to share my experience with others.

*By Maddy Lintern, Year 12*

*Maddy made friends for life on this trip.*



*Maddy with Prime Minister Bill English at the Awards ceremony. Maddy received a special award of free training for her driver's licence.*

Maddy's trip included team building activities, a cooking workshop, kayaking and riding a sea-biscuit.

The group went sailing with the America's Cup Yachts, attended a business workshop and a range of activities at Motu Moana such as abseiling and rock climbing.

Dinner with the Prime Minister was at Ellerslie Racecourse and Maddy was chosen for a special award in which she was given free training for her driver's licence.





## REPRESENTING NEW ZEALAND IN KARATE

**ADA WONG SHARES HER EXPERIENCE REPRESENTING NEW ZEALAND IN THE OCEANIA KARATE CHAMPIONSHIPS IN NOUMEA, NEW CALEDONIA.**

Noumea was really beautiful and paradise-like, with the natural beauty of the landscapes and the dazzling blue waters of the local beaches.

The New Zealand team did very well at the competition, coming second in the final medal count losing to Australia by just 13 silvers. I came first in my cadet female kata division and managed to win 5:0 flags in every match. I made so many memories and met talented people from various countries; it was an experience I will cherish forever. The next Oceania Championships is two years from now and will be held in New Zealand.

I can now focus on my school work and will work as hard as I can from now, until the end of the year!

*By Ada Wong, Year 11*

## HOMESCHOOL HOMMIES WIN BIG ON THE SLOPES

**SNOWBOARDING TEAM HOMESCHOOL HOMMIES FINISHED FIRST OVERALL AMONG THE SCHOOLS. TEAM MEMBER ROCCO IS A STUDENT OF TE KURA AND PROVIDED US WITH THIS STORY.**

Our team was called Homeschool Hommies. It was a fun day. At first we were nervous because we knew there would be some tough competition. We had to compete in a Giant Slalom race and also a Boarder Cross. The Giant Slalom is when two people race next to each other and it is timed. You have to go around every single gate otherwise you are disqualified. Even though you are racing next to someone, they take everyone's times to work out places at the end. We all like the Boarder Cross best, so we really wanted to do well. It didn't mean we had to come first, but we all wanted to think we have done our best and had a chance. We all did really well and had a great time.

*By Rocco Jamieson, Year 6*



*Members of team Homeschool Hommies: from left: Zephyr Lovelock, a visiting home schooled student from Canada, Rocco Jamieson and Jalyn Carleton.*



## BALANCING BALLET AND BRAINS

**OLIVIA VAN WOERKOM IS A FULL TIME CLASSICAL STUDENT AT THE NEW ZEALAND SCHOOL OF DANCE. SHE WRITES ABOUT HER PASSION FOR DANCE AND BALANCING THAT WITH HER SCHOOL WORK.**

I've dreamt of being a ballerina since I was very young. I'm not even entirely sure where this dream came from. No one else in my family had pursued this dream or had the passion for the beautiful music, the graceful movements and performing that I did.

I wanted to dance every minute, I wanted to perform in concerts and competitions and learn all that I could but at the same time my family had always had a strong work ethic for academic studies so I continued to work hard at my local primary and secondary school and achieved well at school.

All through the years I looked for opportunities to take my dancing further, opportunities to perform as a child extra with the Royal New Zealand Ballet and their mentor programmes, local, national and Australasian competitions and aspirational programmes at the New Zealand School of Dance. All along the way I have been so grateful to have some amazing teachers and mentors and then at the end of year 11, just as I turned 16, I was given the opportunity I had always wished for, a place at the New Zealand School of Dance, as a full time Classical student. Of course this meant leaving school and working out how I would juggle full time dancing and finishing

secondary school. I wanted to dance more than anything but together with my family I decided it was important for me to finish my schooling too.

I enrolled with Te Kura Summer School at the end of 2015 and worked steadily to gain Level 2 NCEA, which I continued throughout 2016 and I have now gone on to Level 3. It hasn't been easy at times; constant biology assignments and internals when I was exhausted in the evenings and school holidays have been complex and time consuming and maths booklets every Sunday have had me stumped at times; making time for reading English books, mostly as I travel to the dance school on the train and bus two hours every day; organising my 'techy' older brother to come along to my dress rehearsals and film my dances to submit for my dance internals and all the new and interesting things I have learnt in classical studies. All of this has been a juggle at the same time as giving my best in every dance class, every day, preparing for performances and a part time job too! But with the encouragement of my dance teachers, the help of my teachers at Te Kura, my learning advisor, other support staff and of course my very supportive mum and dad we have managed to work out the best programme for me, and hopefully as I continue to follow my dream and complete my 2nd year at the dance school, 2017 will see me successfully gain university entrance and Level 3 NCEA too.

All I want to do is dance! It's always been my passion and I love it every day, but one day when my body tells me it's time to slow down I will have my schooling under my belt to help me on my way to further study and to pursue another career. In the meantime I will enjoy every moment I get to do what I love and appreciate every opportunity I am given to dance!

*By Olivia van Woerkom, Year 13*

# Student Work Showcase

## CHLOE'S BRACELET



Chloe Rendle, Age 4

## MY PASSION, KAPA HAKA

The first time performing, I loved every moment of it. Kapa Haka is a passion I have carried most of my life. Kapa Haka is the one place one can feel confident and be myself. Kapa Haka is where one can feel comfortable when around others and in their own skin.

I have performed for multiple groups in both Primary and Secondary Schools and marae gatherings. In Primary I performed for two groups in multiple destinations, both run by relatives. My first tutor was Whaea Della (Nana) she has taught me most of the Iwi Anthems I know and showed me how everyone has a part in the group. There was no odd individual, we all stood as one.

My next few tutors were Whaea Fran, Whaea Beryl and Whaea Jaymie (Aunties). They taught me how important discipline is when performing and the many opportunities that come with having a passion for Kapa Haka. The Kapa Haka group that my Aunties ran was Te Whetu Kahurangi meaning The Stars in the Sky.

The last year I stood in Te Whetu Kahurangi as a Primary school student we performed at the Manuao in Ratana for Paetamariki. Paetamariki is when the Primary schools come together and perform for fun. The following year it was Te Whetu Kahurangi's turn to host and I had the opportunity to be a main host introducing each group. The following year I was guitarist and am still strongly connected with Te Whetu Kahurangi.

At Secondary level I performed with two different groups at both Regional and National level. During 2014 I attended Turakina Māori Girls College and was one out of three Year Nines to perform at Nationals. All the hard work and long hours practising paid off, despite the long journey and bus crash; we performed as if it did not happen. We showed our four values Mana Māori (Cultural Identity), Mana Wahine (Woman's Pride), Mana Wairua (Spiritual) and Mana Matauranga (Knowledge).

In 2015 I attended Fielding High School. Te Rau Huia was the name of the Kapa Haka Group. Te Rau Huia was more of an entertainment group compared to my previous groups where I was in a competition phase. I stood on the Regionals stage expressing the different emotions for each item and you could sense the aura. Te Rau Huia showed me how strong and important it is to respect songs that have been handed down for others to learn, the story and the history that comes with it is historical like its journey.

Kapa Haka has made a huge impact on my life; it has given me a sense of understanding the different stories and meaning behind each item. The history in a bracket, such as the behind of scenes work, gives a stronger connection to one's cultural identity.

I enjoy Kapa Haka because it is an environment where everyone is treated as an equal.

To me Kapa Haka is where you can build your confidence and express how staunch you are on stage and show a statement you support.

They say leave the 'should of, could of, would of's' on stage and walk off proud. Don't look back and point out your mistakes because that's all in the past.

My goal for my Kapa Haka journey is to perform for Matatini in 2019. Every Blessing has a Storm, Every Storm has a Blessing and I am striving for my goals.

*By Moelani Ngaata, Year 12*

## GRADUATION FROM TE KURA

*In her graduation speech Esther Hiscock reflects on her time at Te Kura, provides great insight into success and looks forward to her next adventure.*

老师们，同学们，您们好。今天我很高兴欢迎大家来这里。

Hello everyone my name is Esther Hiscock. This year is my last year with Te Kura and like some of you I am graduating today.

I have thoroughly enjoyed my time at Te Kura. Extra STAR courses mixed in with a leadership group, along with my studies made this year extremely interesting and busy.

I have made so many great friends at these courses. When among 'public schoolers', I love to introduce my friends by saying "This is Waimahana, we are in the same English class." Or "This is Zoe; we do Classics." Their response is a long befuddled look followed by "Huh?" as they try to process how I have a classmate or when I made the change to 'normal' school. It has taken them a long time to figure out that I have exams and internals just like them and that my school uniform is NOT pyjamas.

Most times when I mention how I school to an adult they ask "Oh, my dear, do you socialise?" I politely say, "I manage." In reality I want to

tell them "I go crazy because we only get a few opportunities to get out. We haven't yet discovered social media like Facebook or Twitter. We certainly don't have cell phones and the friends we do have we contact through snail mail. Although we go to clubs and hold down jobs you're not interested in that are you? When I meet new people I have to answer those 20 questions before I'm dragged kicking and screaming back into isolation. Please, I need your sympathy NOT!"

As we all know this is not the case. We have the hubs where we meet our teachers, other students and enjoy, what public schoolers call, a fat yarn. At the hub I discovered that my English teacher, also my learning advisor, is a beautiful blonde princess with lots of frilly frocks and a little poodle who wears a diamante collar. Who would have thought? Okay so I might have stretched the truth there a bit ... the dog has a standard issue collar.

Even if most of your teachers are not at the hub you can still ring and ask for help or they can ring you and tell you that you are working them too hard and to take a break, as my maths teacher, Dinesh Govind, frequently did. I ascertained from this that he was a hippy in a former life or working towards seriously early retirement.

I have enjoyed the communication with my teachers especially the stickers on booklets and teacher marked assignments. Hands up all those who like stickers.

Te Kura is really supportive of new initiative. I have really enjoyed the opportunities that Jasen Nielsen's young leaders group provided. It gave me the base and support to form a Chinese speaking group and from within the leaders group, the very talented artist Maisie and I developed Central North Island leavers' hoodies which are very important as it shows we are proud of our education, demonstrates unity among students and provides free advertising for the school. The leadership group taught me how to construct and use mind maps, which enabled me to be accountable for the completion of goals and I hope to apply these skills in the future.

Throughout the year I had my up days and down days; days where I completed all of my subjects and more, then there are days when I only did half my subjects. I would normally start around 8am with maths or science, leaving English and Chinese until last. Maths and science required a different type of thinking. I had to have a fresh brain for them while English and Chinese required more creative thought. I would do each subject for an intensive 30 minutes then take a 10 minute break. These 10 minute breaks meant I always had a refresh before the next subject and I could stretch my legs, as on some days it seemed as though I wouldn't move from my desk. On days like those I always remembered Ms. Dean's quote from *Wuthering Heights*. "A person who has not done one half of his day's work by ten o'clock, runs a chance of leaving the other half undone." I felt very satisfied when I finished school before 2 and exhausted if I finished after 5. In my 10 minute breaks I would leave my desk to go and sew something. Last year I made a quilt in 6 months; each 10 minute break would be a square of the quilt. This year I have done all sorts of things in my breaks which included: drawing, sewing soft toys, knitting and keeping my room tidy. My mother was very encouraging of the latter.

Next year I am going to Canterbury University or in Chinese "坎特伯雷大学". It was very difficult to return to my school work after attending the open day in July. Mum had to drag me back home to Napier. I wanted to stay in Christchurch. It was a challenge to my focus as I could see the end but I had the hurdle of exams in the way. What made it "close yet still so far" was getting conditional acceptance into university and then being accepted into my hostel of choice. I now have to wait for exam results ...

I would like to end by reminding you that your personal best is never an accident: It is the result of goal setting, consistent effort, clear direction, knowing where and when to seek advice, skilful execution and the ability to see obstacles as opportunities. Whether it is choosing the right crayons or colouring pencils, to asking your teacher for clarification on anything you find tricky. These actions

combined with working alongside your classmates and teachers will ensure you achieve your personal best.

I encourage you take every opportunity that comes your way and wish all of you success in your future studies.

*Esther Hiscock, Year 13*

## THE LEMON ON THE TABLETOP

It lies on its side, the creased and folded skin squishing onto the tabletop as if it has just completed a 2000 mile long marathon. A toothpick sized hole juts out of its centre like a volcano, a reminder that it must soon decay if left unattended. Its skin is dimpled like that of a golf ball but not so precise. A green, starfish like mushroom stands atop the head of the lemon, the remainder of the stalk that once attached it to its tree. From the lemon's tail juts a lump of flesh like a mini Mount Everest, its top dented slightly as if by a pin.

Its smell is like that of a freshly picked orange, sweet with a hint of cut grass. It is not a pleasant smell and yet it is not off putting in the slightest.

It feels soft, like plasticine, but has a hard uneven skin that is cold to the touch. It has a hard knob at the top where it was attached to the tree and a slightly softer mound at the bottom.

It is easy to understand why people would throw this lemon away and search for another one as the descriptions above do not at all sound appetising, however on the inside it is the same as it was when it fell from the tree. A delicious, tangy juice awaits all who brave the outer look and peel away the skin to reveal its appealing innards. I would definitely eat this lemon!

*By Shepherd Joice, Year 10*



# TE KURA'S OWN TOP ART EXHIBITION

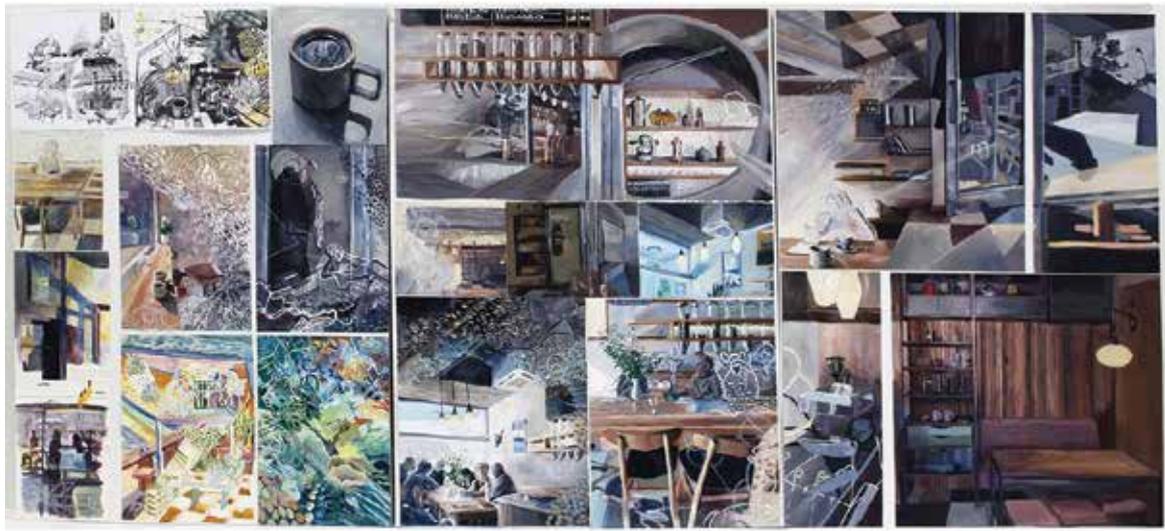
A sample of our NCEA Level 3 art student portfolios from the 2016 examination.



Ray Myburgh Painting Folio. Year 13



Bo Myburgh - Design folio, Young Adult



Laura Dillon - Painting folio, Scholarship award. Young Adult





## NCEA STUDENTS FEE NOTICE

**IF YOU ARE ENROLLED IN NCEA COURSES THIS YEAR, YOU'LL NEED TO PAY A 2017 NCEA FEE AND COMPLETE AN ONLINE NCEA REGISTRATION.**

The NCEA fee is a yearly fee for credits (it's not an exam fee) and means your credits will be included in your Record of Achievement so they count for the award of any qualifications. The online registration is partly so you can tell us whether or not you are registering for any externally assessed standards but it's also how you'll pay this year's fee.

Watch out for the 2017 NCEA Payment and Registration information you'll receive from June as this will let you know exactly what you need to do.

## SONGWRITING NOW AN NCEA SUBJECT

**THE CRAFT OF SONGWRITING IS NOW RECOGNISED AS AN NCEA SUBJECT, WITH A NEW NZQA LEVEL 3 INTERNAL MUSIC STANDARD WORTH 8 CREDITS.**

This widens the options for students interested in expressing themselves through songwriting and growing a lifetime interest or even a career in popular music.

While it has been possible for students to present popular songs for assessment within the existing Level 3 composition standard, the requirements of this standard around detailed written notation have often penalised students who work specifically in the songwriting medium. This is because in songwriting notation is an audio or video recording of the song, typically accompanied by a simple lead sheet, rather than a detailed notated score.

At Te Kura we have a number of talented songwriters, including students writing waiata, who work in this style of songwriting. Music teachers have identified some music students at each level who 'make it up and do it' only to be unable to submit their composed songs for credits because they can't produce the high level of notation required.

Over the years, some of our students have sought recognition for their songs in other ways than credits;

such as entering the Play it Strange [www.playitstrange.org.nz](http://www.playitstrange.org.nz) songwriting competitions. In 2016 one of our students, Matthew Beardsworth, was one of the Lion Foundation competition winners with his song, Can't Stop Thinkin' About You. Check out his song and others on the 2016 Play it Strange album: [www.playitstrange.org.nz/#NEWABOUT](http://www.playitstrange.org.nz/#NEWABOUT).

Te Kura will be interested to see if NZQA follow this with offering a songwriting standard in levels 1 and 2 as well. We are keen to promote opportunities in songwriting in Music and also the possibility that lyrics could contribute towards NCEA English writing standards; a good cross-curricular credit-gaining opportunity awaits.

## SUPERVISOR SUPPORT

**KIA ORA AND WELCOME**

My name is Adele Harris and I am the Supervisor Support Advisor at Te Kura.

Supervisors have a pivotal role at Te Kura; to support their student to establish and maintain regular study habits, make the most of positive learning opportunities and to ensure there is regular student/teacher contact.

As a new supervisor the need to establish and maintain your student's study routines sits alongside your usual commitments and responsibilities within the home and in the community. Try to remain flexible and ask others for help before you need it.

All students need regular physical activity so try to plan lots of short breaks throughout the day.

Here are some other useful tips for student supervisors;

### Begin with structure

Initially it is helpful for the students to know what is expected of them on a daily and weekly basis. Our website has information about establishing routines, timetable suggestions and year planners. For this information please go to our Te Kura website – Student Toolkit – Getting Started [www.tekura.school.nz/student-toolkit/getting-started](http://www.tekura.school.nz/student-toolkit/getting-started)



*Adele Harris, Supervisor Support Advisor.*

### Ask for help

I am available by phone or email during term time to discuss or suggest any ideas that may help you in your role as a Supervisor; [adele.harris@tekura.school.nz](mailto:adele.harris@tekura.school.nz) Ext 8244

### Use the Hub

The Hub is a service for students, whānau and schools to provide help with online learning. If your student needs help with OTLE, Google Classroom or Google Docs or your student has a query about Te Kura issued laptops, contact the team by phone: 0800 65 99 88 Ext 8712 or email: [hub@tekura.school.nz](mailto:hub@tekura.school.nz)

### OP4100 Certificate in Teacher Aiding

Supervisors and Teacher Aides have the opportunity to study towards a level 4 NZQA accredited 40 credit programme in Teacher Aiding for significantly reduced fees. We suggest new Supervisors wait at least a term before enrolling on this course. If you are interested in knowing more please phone or email Adele, details below.

### Supervisor Newsletters

Check out the current Supervisor Newsletter [www.tekura.school.nz/supervisor-toolkit/newsletters](http://www.tekura.school.nz/supervisor-toolkit/newsletters). We hold past issues on the website and they have useful tips for Supervisors and great ideas for art activities for your student.

### Advisories, Tutorials, Event Days, Camps

There are a range of opportunities for students and Supervisors to attend face-to-face events and tutorials depending on your student's year level. Your student's teacher will advise students when a meeting is planned in their area.

### Keep in touch

Your student's teachers and support staff at Te Kura are committed to supporting your student in achieving their educational and personal goals. Please keep in touch regularly.

To contact Adele Harris, Te Kura's Supervisor Support Advisor, email [adele.harris@tekura.school.nz](mailto:adele.harris@tekura.school.nz) or phone 0800 65 99 88 ext 8244 during term time.

## DO YOU NEED SPECIAL ASSESSMENT CONDITIONS FOR 2017?

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

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

SAC includes things like:

- being allowed to have someone read or write the assessment for you if you have dyslexia
- sitting your exams in a separate room if you have attention problems or severe anxiety
- having enlarged or Braille papers if you have a vision impairment

These are only a few examples of possible SACs.

For more information, check out our website [www.tekura.school.nz/student-toolkit/special-assessment-conditions](http://www.tekura.school.nz/student-toolkit/special-assessment-conditions)

If this applies to you, please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or by email [jennifer.hardiman@tekura.school.nz](mailto:jennifer.hardiman@tekura.school.nz) as soon as possible.

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



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## WHAT IS EARLY CHILDHOOD EDUCATION AT TE KURA?

**A FREE SERVICE FOR CHILDREN WHO ARE UNABLE TO ATTEND REGULAR EARLY CHILDHOOD EDUCATION SERVICES, DUE TO DISTANCE, HEALTH OR SPECIAL CIRCUMSTANCES**

- A personalised programme supporting you and your child's interests and needs, built through partnerships between you and your Early Childhood teachers in Wellington.
- You will be sent materials, puzzles and games, many of which you can keep.
- Information and ideas for play and learning experiences for your child.
- Opportunities to meet other families through event days throughout Aotearoa.

If you are interested or have friends and family who are eligible to enrol visit our website [www.tekura.school.nz](http://www.tekura.school.nz) or phone 0800 65 99 88 and ask for Early Childhood.

## STUDENT CRAFT CLUB 2017

**ARE YOU INTERESTED IN CRAFTING AND ENROLLED WITH US AS A FULL-TIME OR YOUNG ADULT STUDENT?**

Join the Craft Club to receive projects to help you learn a variety of new craft skills. You can also request help to get started on a craft of your choice.

Crafts include:

- embroidery
- crochet
- knitting
- patchwork
- origami
- and many more!

Contact

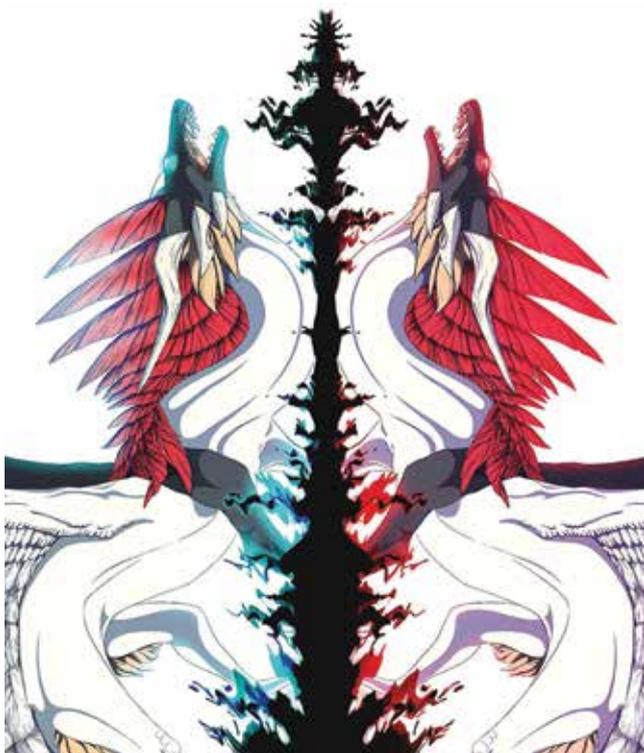
Virginia Nees

on 0800 65 99 88 ext 8467 or

[virginia.nees@tekura.school.nz](mailto:virginia.nees@tekura.school.nz) for more information.



iStock-6498537



Zarna Torpey – Fantasy Graphic Novel, Digital drawing, Young Adult



## Join us on Facebook!

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

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

To like our Facebook page, find us at [www.facebook.com/tekuranz](http://www.facebook.com/tekuranz)