

# LINK UP

TE WHAKAHONONGA  
CONNECTING  
TE KURA STUDENTS

 Te Kura

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



# KO TĀ TE RINA KŌRERO

## Ehara taku toa i te toa takitahi Engari he toa takitini

My success is not only my success,  
but the success of many.

This whakataukī certainly comes to mind at this time of the year, and particularly during this month at our **Te Aho o Te Kura Pounamu Te Rā Whakanui i te Angitū o ngā Ākonga** – the days when we celebrate the success of our ākonga.

There have been 22 ceremonies this year, and I have attended as many as possible. It continues to strike me that while our prizegivings celebrate individual success, we all know that there are always many people behind each individual success.

For those who have won prizes this year, they do so with many people by their side – ancestors, parents, whānau, your teachers, your friends, your kaimanaaki, kaiāwhina and everyone else at Te Kura, and of course – yourself, with all your hopes and dreams for the future.

This annual celebration is the result of our big community, a diverse, broad, and committed community of many different people joining together around the success of you all, our ākonga.



We do this because we believe in the power of education, the importance of young people having great choices – we do this because we believe in you, and we support you.

We are your supporters – whether we are parents, whānau, teachers, kaiāwhina, team leaders, regional managers, board members – and we always have to have the long game in mind. That means showing up, it means reminding you, our young people of the horizon, of holding the vision when you find it hard to see what's ahead, of reminding you of your gifts and responsibilities, of holding the line and of loving you through your ups and downs.

While being a supporter can be heartbreaking, frustrating and awe inspiring all at the same time – on those days when we celebrate the success of our rangatahi, it's all worth it.

Since taking over as Chief Executive six months ago, I have been looking hard at the values which are important to us at Te Kura. One of these is how we work together and what that entails. What I see at prizegivings really enforces the power of working collectively, and what we can achieve when we do so.

**Ngā manaakitanga**

**Te Rina Leonard, Chief Executive**

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*Cover: Te Kura ākonga Blaze Rua*





**NGĀ KŌRERO  
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## QUIET ACHIEVER RIDES A WAVE OF SUCCESS

Te Kura ākonga (student) Blaze Rua started this year unsure of what path he wanted to take with his learning, but everything changed when he found his passion. Blaze shares his continued progress with kaimanaaki (learning advisor) Aylene FitzGerald.

Tētahi Ātaahua Te Maipi Blaze Wehipeihana Rua, known as Blaze, has many important roles in his whānau. He is big brother to Alexis – who also attends Te Kura; is the youngest of four boys; uncle to two nieces; mokopuna to Papa James. Four generations of the Wehipeihana Rua whānau live in a busy household in Mt Roskill.

In May 2022, after COVID had hit Aotearoa, Christina, Blaze’s mother, wanted Alexis and Blaze to carry on with their education, so she enrolled them with Te Kura.

At the start of 2023, Blaze was not sure what he was going to do, so he returned to Te Kura in the hopes he could pick up more NCEA credits. Fast forward to Term 4 and this quiet achiever is rounding out the school year with a wave of success. The wave started earlier this year when he completed his English and Maths in NCEA Level 1 and was able to start working on reading and writing credits in NCEA Level 2. This was a huge moment for this quiet achiever, because Blaze is the first ākonga in his immediate whānau to complete education beyond NCEA Level 1.

Throughout the year, Blaze has gone from strength to strength in all areas of his learning, and has experienced much



Blaze and Alexis

success, particularly in his English mahi. Since beginning NCEA Level 2, Blaze continues to surprise his siblings, grandparents, and mother with his writing. He recently blew everyone away when he shared that he was 30-plus pages and several chapters into writing a novel!

This productivity has surprised even Blaze himself. ‘The progression of my learning has been better than ever this year! I have been able to finish off two years of work in just a few months and recently achieved Excellence in Level 2 English.’

Drawing on Ngā Mātāpono, the principles of Te Ara Pounamu – Te Kura’s local curriculum, Blaze has transformed his attitude to learning; grown in confidence; begun to step outside his comfort zone; and become independent and self-directed in his learning. Blaze is on track for completing his reading and writing credits in NCEA Level 2 English by the end of the year.

Blaze is typically a man of few words. However, connect him to a topic that resonates deeply and put him in front of a computer, then there's no shortage of words! He has written personal responses for NCEA Level 2 English that were described as 'mature, perceptive and engaging'. Blaze has been humble in his achievements, and while not saying a lot, Christina assures us that he is proud of what he has achieved.

He says his favourite thing about learning through Te Kura is having the freedom to do his own studies the way he wants to, when he wants, and with the support of his extended whānau.

Blaze became interested in writing after watching a huge variety of video games, movies, books, and anime. His advice to rangatahi getting into writing is:

- Read a variety of genres and styles to expand your understanding of storytelling.
- Read books by a range of different authors as this can inspire your own writing and help you discover your unique voice.

Every week, Blaze attends Mana Rangatahi ki Tāmaki Makaurau, a te ao Māori-based huinga ako (learning advisory), and has done so since Term 3, 2022. It is very much a whānau affair, as Blaze attends with sister Alexis, and his mother Christina and grandfather Papa James come along too.

Upon joining, Blaze was quiet and wore headphones a lot of the time. He needed to build confidence and benefited from weekly support and guidance from kaimahi (staff).

The whānau is part of the OG (original) Mana Rangatahi group, actively involved in supporting the kaupapa and other whānau in the rōpū. This year, Blaze took on a Tuakana role within the rōpū where he supported the younger ākonga, led karakia, helped set up activities and generally demonstrated a willingness to develop leadership skills.

Congratulations to Blaze on his successes and achievements this year!

## MANA RANGATAHI KI TĀMAKI MAKĀURAU AND MANA RANGATAHI KI TE HIKU

Mana Rangatahi is a te ao Māori based huinga ako (learning advisory) developed on the kaupapa of **By Māori, With Māori, For Māori**. Mana Rangatahi currently takes place in Tāmaki Makaurau and Te Tai Tokerau. Whānau are embraced and encouraged to attend the sessions and to participate in activities alongside ākonga. It is a place where whānau and ākonga learn together.

Kaimahi facilitating Mana Rangatahi have been working on building relationships with iwi, local communities, and marae, which has resulted in a range of real-world experiences for rangatahi and whānau such as waka ama, community māra kai, and attending Māori tech events such as Ko Māui Hangarau. Through experiencing opportunities steeped in te ao Māori, the hope is that ākonga will fall back in love with learning, find their voices again and find a style of learning that suits them.

**Keep an eye out for more information about Mana Rangatahi in 2024.**

# A PERSONAL RESPONSE BY BLAZE RUA

**Text:** 'Sad Joke on a Marae' by Apirana Taylor

**Author/Director:** Apirana Taylor

**Text type:** Poem

Reading 'Sad Joke on a Marae' by Apirana Taylor was an experience that resonated deeply with me, evoking a lingering sense of sadness. This emotional response was not merely a reaction to the poem's poignant words but also a reflection of my own personal journey. Growing up in a space where there weren't too many other young male Māori around me, especially in places like Emerald, Queensland, Australia, and considering the various locations I moved to during my early childhood, I often felt disconnected from my cultural roots. Like the speaker in the poem, I've grappled with a sense of disconnection from my heritage before coming to New Zealand.

The exploration of cultural identity and the enduring impact of colonisation within the poem struck a chord within me, as I too have felt the echoes of these themes in my own life. It made me realise that there was a part of myself I had been missing—an uncharted connection to my cultural heritage that I had yet to fully explore or understand.

As I delved deeper into the poem's narrative, I found myself contemplating the lasting effects of colonisation, particularly on future generations. The poem's portrayal of this historical narrative couldn't help but bring to mind the profound and often negative consequences of colonisation that continue to ripple through time. It's a history that has left deep scars, not just on the land but on the very essence of communities and identities. 'Sad Joke on a Marae' highlights the ongoing struggle to maintain cultural authenticity in the face of colonial influences, serving as a stark reminder of how colonisation can disrupt

and reshape the trajectory of cultures and communities for generations to come.

From this text, I've learned a vital lesson—the paramount importance of preserving our cultural heritage. The poem serves as a poignant reminder that we must actively seek to understand, honor, and pass down our cultural traditions and identities to ensure they remain vibrant and relevant. 'Sad Joke on a Marae' underscores the resilience and strength of culture in the face of adversity, emphasising the need to safeguard and cherish our traditions to prevent them from fading into obscurity.

I've also come to realise that I don't need to be fully immersed in my Māori roots, but rather know enough to have a sense of identity. 'Sad Joke on a Marae' by Apirana Taylor is not just a poem; it's a powerful reflection of cultural identity, colonisation, and the enduring impact of historical events on present and future generations. My feelings of sadness while reading this poem reflected the personal connection I felt to the themes it addressed, a connection that has prompted me to embark on a journey of self-discovery and cultural exploration. This poem serves as a mirror to our past and a guiding light towards a more culturally enriched future, both for me personally, and for society as a whole.

In conclusion, 'Sad Joke on a Marae' by Apirana Taylor has left an indelible mark on my understanding of cultural identity, colonisation, and the importance of preserving our heritage. This reading experience resonated with me on a deeply personal level, evoking a lingering sense of

sadness that stemmed from my own journey of grappling with cultural disconnection. Growing up in places like Emerald, where the presence of young male Māori peers was scarce, and moving through various

locations during my early childhood, I often felt adrift from my cultural roots. The poem's exploration of these themes mirrored my own experiences and feelings of disconnection before finding my way to New Zealand.





# CELEBRATING ĀKONGA SUCCESS IN TOKELAU

**In Term 4, the Tokelau education community celebrated their first ever ākonga residing in Tokelau, Heanoa Saumani, gaining his NCEA Level 1 – with support from Te Kura!**

Through the Tokelau Project, Heanoa has achieved a range of standards across Science, Maths, English, and Digital Technology, many with Merit and Excellence. Heanoa attends Tialeniu School on the atoll of Fakaofu. He has since been joined in this great achievement by two of his peers, and we expect that many ākonga (students) from all three atolls will gain NCEA Level 1 by the end of the year.

Tokelau is one of the smallest and most remote places on Earth, with a population of around 1500 people. It takes 24 hours by boat from Samoa on a good run, then five-to-six hours by boat to reach the three atolls.

In partnership with the Tokelau Education Department, the Tokelau Project was developed by Te Kura to help Tokelau work towards gaining 'Consent to Assess' NCEA for all three schools – Matiti, Matauala and Tialeniu.

Several other agencies are involved with the project, including the Ministry of Foreign Affairs and Trade (MFAT), the New Zealand Qualifications Authority (NZQA), the Education Review Office (ERO) and the Ministry of Education (MoE).





In line with the agreement Te Kura signed with the Tokelau Education Department, the aim of the project is to facilitate Tokelau kaiako (teacher) professional learning and mentoring in planning, delivery, assessment, and moderation of standards-based assessment criteria while delivering NCEA Level 1 to Tokelau ākonga.

In 2022, Te Kura seconded five kaiako to the project and several stakeholder hui took place, including a two-day workshop in Pōneke for Te Kura kaimahi and members of the Tokelau Education Department. Tokelau kaiako also attended part of the workshop, ‘beaming in’ from Tokelau. It was a great start to the partnership, setting the scene for 2023.



Through the Tokelau Project, all ākonga take English, Maths and Digital Technology, and select either Pathways or Science. The Tokelau context is incorporated as much as possible, with local and/or Pacific examples used while teaching to the New Zealand-based NCEA curriculum.



*‘Online education in Tokelau, through Te Kura, is a rising tide, and it is definitely going to lift all boats. Thoroughly enjoy being part of the fantastic Tokelau team.’*

– Suzette Martin, Te Kura kaiako

Te Kura kaiako based in New Zealand work to a set timetable, with most subjects running two online classes each week. The other two-three periods are taken by their Tokelau counterparts, with cooperative planning and guidance from Te Kura kaiako. Over time, Tokelau kaiako have gradually started leading the delivery of a standard to their classes.

Te Kura kaiako also meet one-on-one with their Tokelau counterparts to mentor, discuss and collaborate, then gather as a team to share feedback, collaborate on cross-curricular ideas, and solve any issues that arise.

A newsletter is emailed once a week to Tokelau kaimahi (staff) with updates on processes, reminders, and successes related to the project.

*‘I really enjoy working with the Tokelau ākonga and kaiako, building relationships, and learning about Tokelau culture and way of life. I enjoy seeing the students engaging and taking ownership of their learning. It is exciting and humbling to be part of a team that is contributing to making a difference in the lives of young people, their whānau, and communities.’*

– Megan Mataio, Te Kura kaiako

It has been a big learning curve for Tokelau kaiako and ākonga, as before NCEA their curriculum was based on external examinations with the University of the South Pacific. They are responding positively to the change and have celebrated many successes, with all ākonga achieving some NCEA credits and almost all having achieved numeracy and literacy.

*'Of all my teaching experiences – and there have been quite a few – this has been one of the most satisfying and challenging I have experienced, but in a good way. I have especially enjoyed the daily dynamics of dealing with the young people and helping them get connected in some practical way, while filling in time chatting with them and their teachers about a whole bunch of other random things.'*

– Mike Williams, Te Kura kaiako

With Tokelau being so remote it's not surprising that one of the main challenges has been accessing reliable internet connections. Everyone has worked hard to make the most of what they have, when they have it, and this shows in the great success that has been achieved.

We send our heartfelt congratulations to Heanoa for his achievement this year, and to the Te Kura and Tokelau kaiako supporting Heanoa and his fellow ākonga on their learning journeys.

Te Kura will continue to deliver the Tokelau Project for NCEA Levels 1 and 2 in 2024.

*'I would like to express my utmost appreciation and excitement for the excellent results and feedback I have received for my work. Your guidance, support, and expertise have played an essential role in helping me achieve these outcomes. I am truly grateful for your time and effort in nurturing my skills and knowledge. I am honoured to be a part of your classroom, and I look forward to continuing to learn and grow under your guidance.'*

*Again, thank you for your commitment to our education and for believing in my potential. Your encouragement has instilled in me a sense of confidence and determination to keep on learning and pursuing knowledge. I am excited to continue working with you and to explore new horizons together! With sincere gratitude and God's blessing.'*

– Agalelei Amusia, Tokelau ākonga







**NGĀ KŌRERO  
Ā NGĀ ĀKONGA**

**STUDENT  
STORIES**



# A CELEBRATION OF CREATIVE EXPLORATION

A showcase of art from ākonga (students) from Te Ara Kōhungahunga, our early childhood education programme

Throughout the art-making process, tamariki explore and express themselves creatively – experimenting with ideas to recreate experiences, build imaginative thought, explore interests, and communicate their working knowledge of the world around them. Using a range of materials and modes, our tamariki are strong and effective communicators.

## My robot creations

### Henry England (age 4)

Te Kura kaiako (teachers) in Southern Region have been sharing sustainable, creative ideas for repurposing cardboard and boxes. With an ongoing interest in robots, construction, and crafts, ākonga Henry England set to work getting creative with different materials to create robots.



There is lots of glueing, cutting and creating involved!



My box robot costume



Henry's grandad took him down to the shed to make a wooden robot. Now, Grandad gathers random pieces of pipe, wood, washers – anything really – for Henry to make another robot. Henry really likes using the drill!

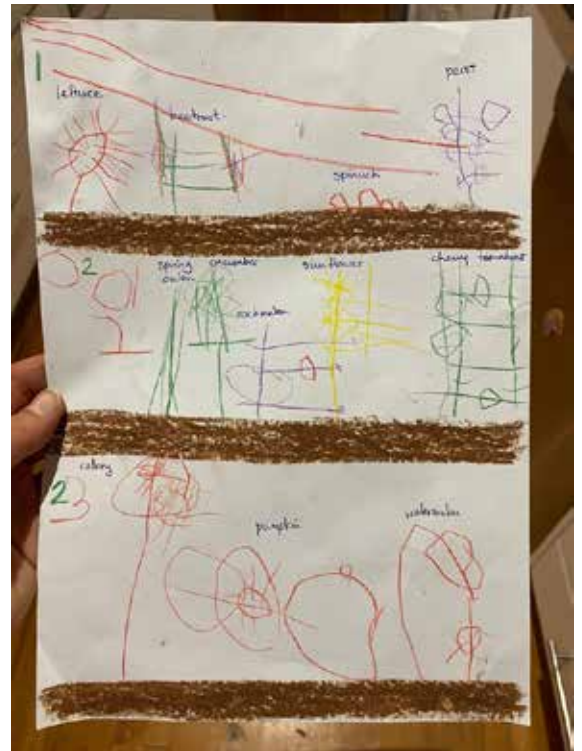


**Whānau Voice:** 'Henry also has a LEGO Technics set which we thought was going to be too advanced for an almost four-year-old ... but gosh he has spent hours playing with it making his own things with it! It's quite technical with wee pins etc. He certainly has a mechanical mind. He also has a Hulk LEGO figurine (he calls it a robot). He has built it over and over again, and probably memorised how to make it. From day dot, he has been very good at following the instruction book and finding all the parts needed.'

### Expressing my experiences through art

**Oscar Lamont (age 4)**

Oscar is a keen artist, discovering different ways to be creative and expressive through his art experiences. His art is exploratory, with each piece representing his experiences and knowledge.



Oscar joined our online huinga ako – a 'learning together' session about fruits and vegetables.

As an extension to this, Oscar has been tending to the garden he has sown and is enjoying following his seedlings' growth, documenting the order in which they've sprouted with drawings of the plants.





This piece of artwork was created using Oscar's hands and fingers, then driving his tractor through the painting to see the impression of the wheel tread

## Learning through creative exploration

### Isabelle Gregory (age 3)

Isabelle has been enjoying learning about colours with paints. As an extension of this interest, she embraced the opportunity to explore colours and texture through the action of mixing the cloud dough balls she had made with her mum.

When the different coloured doughs had been squished and mixed together, Isabelle shaped the dough to represent her dogs.

'This is Roguey Dog, and this is Trixie. And now I need to do the babies.'



### Trying out different techniques

**Ollie Nicholson (age 4)**

Ollie has recently been having lots of fun exploring different art processes.

His Te Kura learning pack included a variety of art resources which encouraged opportunities for him to discover ways to create artwork through experimenting with different techniques.

‘The dyes were my favourite to use. I liked mixing them all up and getting black because it’s my favourite colour.’







# AN EGG-CITING ENTERPRISE

In the heart of rural Waikato, there is an egg-citing business venture being nurtured by Te Kura ākonga Tessa (age 3) and Amberly (age 4).

Over the past months, siblings and budding entrepreneurs Tessa and Amberly have been progressively building a business selling eggs. Showing innovation and commitment, they are actively involved in all aspects of the business, from raising chicks to increase their flock; foraging for slugs, snails, and worms to feed them; collecting, washing and sorting the eggs for sale; helping to renovate an old caravan into a portable chicken coop; and creating their own business label.



On the job with the converted caravan in the background

## Q&A with Tessa, Amberly and mum Kylie:

### Where did the idea grow from?

**Kylie** – We got this idea from some friends of ours from Winton who did this with their own boys. All four are grown up now and are all doing extremely well in life – and business! We wanted to start them early with a business to establish good habits for life, and to start their own ‘nest eggs’ so they can watch them grow with compounding interest over the next 10–15 years.

### Amberly and Tessa, what do you enjoy about having an egg business?

We really enjoy feeding the chooks every day and finding out how many eggs they have laid. They are friendly chooks who we love to say hello to. We also love making money!

### What are some learning dispositions/ attributes you have observed?

**Kylie** – The girls are learning so much with having their own little business, from the responsibility of looking after another living being to the discipline of having to do it every day, regardless of the weather or other things going on in their lives. I think that's a huge one really. They are also learning other important things, like counting and identifying different coins and notes, and dealing with other people to sell their eggs.

They are learning the value of their work and what it entails to earn money and how easy it is to spend, although they are very careful with their money, and call themselves ‘super savers’.



They have learned that animals need access to shelter, clean water and food at all times, and that bad weather can reduce the number of eggs they will get.

They have also learned to think outside the square and to make a portable chicken coop out of an old caravan so we can move it around the farm, constantly giving them access to fresh pasture. While we have been doing the renovations, they have learned about the different tools we have used, and they now have their own toolbox with proper tools.

**How are they selling/advertising the eggs?**

**Kylie** – For now we are selling to our friends and neighbours.

**Amberly and Tessa, what would you say to other ākongā who want to start earning money?**

It's a good idea and then you can buy stuff!

**Are you saving for anything?**

**Amberly** – I want to buy some unicorn riding boots, and we want to buy more chooks to grow the business.



Caring for our baby chicks



Tending to the chooks



Foraging for food



Counting and sorting the eggs



# SURROUND YOURSELF WITH SUCCESS

**World Cup freestyle skier Maddie Disbrowe joined Te Kura this year because she is now travelling more for her sport, and her schedule is full when it comes to training and races.**

When Maddie was younger, she used to be quite a timid skier, so her mum put her in a ski school course with a freestyle skiing element.

‘I did a few competitions and ended up loving the sport. It is safe to say I am now addicted to it and can't imagine my life without it.’

A typical day for Maddie starts at 5.45 am as she needs to be on the mountain, which is an hour away, by 8 am, and she admits she is slow to get going in the morning! She gets back home about 4.30 pm and does some schoolwork if she is not too tired, but most of her Te Kura mahi happens on her days off.

Maddie’s had a successful year, starting with winning the first out of two Australia New Zealand Cup (ANC) rounds, then coming fourth at the Junior World Championships. She then came third in the last ANC race of the year, meaning she has now secured a World Cup circuit ticket for 2024 – a huge achievement for someone so young.

Maddie says that the most exciting thing about freestyle skiing is how satisfying it is.

‘The feelings of either stomping a trick and hearing your skis slam onto the snow, or the ‘tink’ sound when you slide on a rail.’

However, the sport isn’t without its challenges.

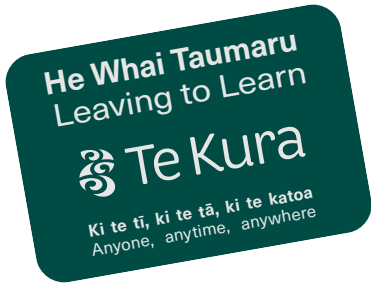
‘You have to learn how to control your emotions. You have to have 100 percent commitment and belief in yourself otherwise it can become dangerous.’

Maddie loves how flexible Te Kura is, and her advice for others is to surround yourself with people you want to be like.

‘If you surround yourself with success and keep seeing yourself as successful, then you will become successful.’







# SHARING ARTWORK WITH YOUR LOCAL COMMUNITY

‘During Term 3, 2023, I exhibited some artwork at the Hakeke Street and Gonville libraries.

‘I found both creating and displaying these pieces to be valuable learning experiences. This was one of the first times I was really putting in the effort to get out of my comfort zone and explore lots of different types of art mediums. I appreciate everyone who helped in any way throughout, whether it was supplying ideas and materials, offering their feedback or simply being there to support me.

‘I believe I benefited a lot from this and overall, I thoroughly enjoyed being able to share a part of my art journey with a wider audience.’

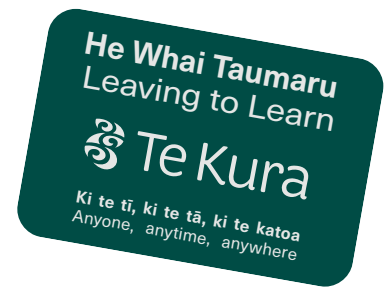
**Delilah Roussel, Year 10**



Gonville Library exhibition



Hakeke Street Library exhibition



# NGĀ AMORANGI LEADERSHIP AWARD

Ngā Amorangi Tohu Rangatiratanga recognises and acknowledges leadership at Te Kura. This award represents the core values we wish to nurture and grow within our ākonga, and forms the basis of our Te Kura ākonga leadership and voices programme – Ngā Amorangi.

There are five award categories:

**Leading by example** – setting a good example for others to follow. It means being a positive role model and demonstrating positive behaviours, attitudes, and values in your everyday actions.

**Leading through influence** – using words, actions, and attitudes to inspire and encourage others to do the right thing. It means being a positive role model, and demonstrating character traits such as honesty, kindness, respect, and responsibility.

**Leading through service** – taking action to help others and make a positive impact on the world around you. It means looking for ways to serve others and putting the needs of others before your own.

**Leading with initiative** – taking action and responsibility for your goals and projects. It means taking the lead in identifying a problem, brainstorming possible solutions, and taking action to implement those solutions.

**Leading with aroha** – leading with love and compassion. It means treating others with kindness, empathy, and respect, and valuing diversity and inclusiveness. It also means being aware of the needs of others and taking action to help others in need.

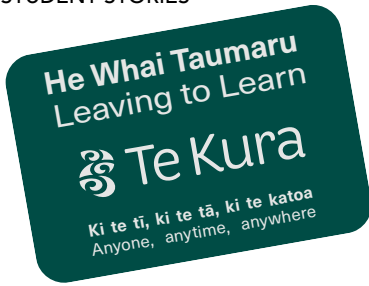


Congratulations to Daisy Spottiswoode on her Ngā Amorangi leadership award

*Te Kura presented 123  
Ngā Amorangi leadership awards  
in 2023.*

*Congratulations to all recipients  
on their achievements this year.*





## ITI REAREA ĀKONGA REPRESENTATIVES

*Iti rearea, teitei kahikatea ka taea.*

*Although the rearea is small, it can ascend the lofty heights of the kahikatea tree.*

Many of our ākonga represent Te Kura in a range of sports, arts, and other activities at a local, national, and international level.

Ākonga representatives act as ambassadors for Te Kura, conveying the values, ngā mātāpono, and achievements of our Te Kura whānau to a wide audience. Ākonga promote our positive, inclusive, and engaging learning environment with a sense of pride, belonging, and community.

Our ākonga representatives are recognised as role models who demonstrate the qualities of leadership, integrity, and service to others, and enthusiastically prioritise their learning alongside the demands of their chosen activity.

Through Iti Rearea, Te Kura is able to provide financial or non-financial support to eligible ākonga. We are pleased to have supported 28 ākonga this year.



Congratulations to Jessica Quinlan, who represented Te Kura at the national grand finals for the FMG Young Farmer of the Year 2023.

Jessica also received a Ngā Amorangi award for leading with initiative, as she pursued her interest in land-based sciences.



**NGĀ MAHI Ā  
NGĀ ĀKONGA**

**STUDENT  
WORK**



# STILLS PHOTOGRAPHY COMPETITION

## HIGHLY COMMENDED



The Awa Odori Festival  
Ofeliya Regush

## SENSE POEM By RJ Snelgrove

I would like to taste the golden hues as the sun's warmth fills the morning sky.  
 I would like to hear the gentle hum of sunlight as it awakens the world around me.  
 I would like to touch the radiant beams as they caress the earth with tender embrace.  
 I would like to smell the sweet aroma of dawn, carried by the sun's gentle breeze.  
 I would like to see the vibrant colours of daybreak, painted by the sun's gentle brush.  
 I would like to feel the soft whispers of sunlight, dancing on my skin like a gentle touch.  
 I would like to taste the honeyed essence of the rising sun, a feast for the senses.  
 I would like to hear the symphony of warmth, as nature awakens to the sun's melody.  
 I would like to touch the golden threads of light, weaving a tapestry of morning magic.  
 I would like to smell the fragrance of new beginnings, carried on the sun's rays of hope.

## HOW DANGEROUS By Billy Lipp

*In hushed retreats, our glances meet,  
 a dance in my heart that tastes so sweet,  
 Her gaze, a soft and subtle brush,  
 painting dreams in hues so lush,  
 How dangerous,*

*Her gaze, a spark; a command to wield,  
 Ignite this crush, my feelings unsealed,  
 Oh! What a sweet rush!  
 The flame of this ignited crush,  
 How dangerous,*

*Her laughter, a delicate melody,  
 Quiet giggles, a symphony.  
 Yet, as I talk, anxiety weaves,  
 With every word and as I breathe,  
 How dangerous,*

*This need to be liked, a weight on my chest,  
 My head must bow and tongue must confess,  
 To all the moons and stars, this is my silent  
 plea!  
 For her to know the real, and anxious me ...  
 How dangerous,*

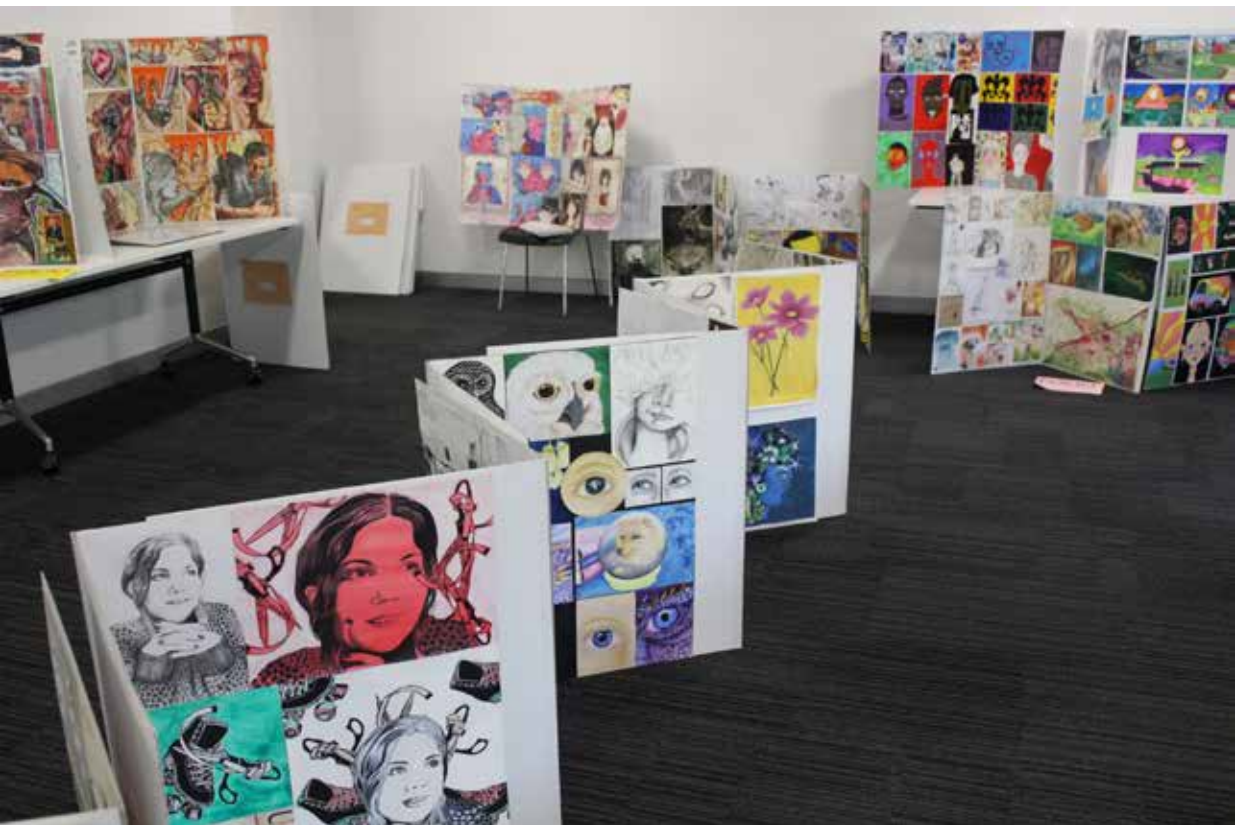
*Yet in my heart, a longing yearns,  
 to be her flame for which she burns.  
 This tightrope walk on a hopeful chance.  
 Every word spoken with her, is my delicate  
 dance.  
 How very dangerous.*



# TE KURA NCEA VISUAL ARTS FOLIO EXHIBITION 2023











**NGĀ PITOPITO  
KŌRERO Ā  
TE KURA**

**TE KURA NEWS**

# TE KURA SUMMER SCHOOL

We are pleased to advise that registrations for Te Kura Summer School are now open.

We are anticipating that with the upcoming changes to NCEA, there will be many ākonga (students) looking to top up their credits over the summer break.

Our popular Summer School is a good backup option for ākonga who need some extra help to get them across the line. In fact, Summer School may be the last opportunity for ākonga to complete the current 2023 NCEA Level 1 achievement standards before they expire, and new NCEA Level 1 achievement standards are implemented in 2024.

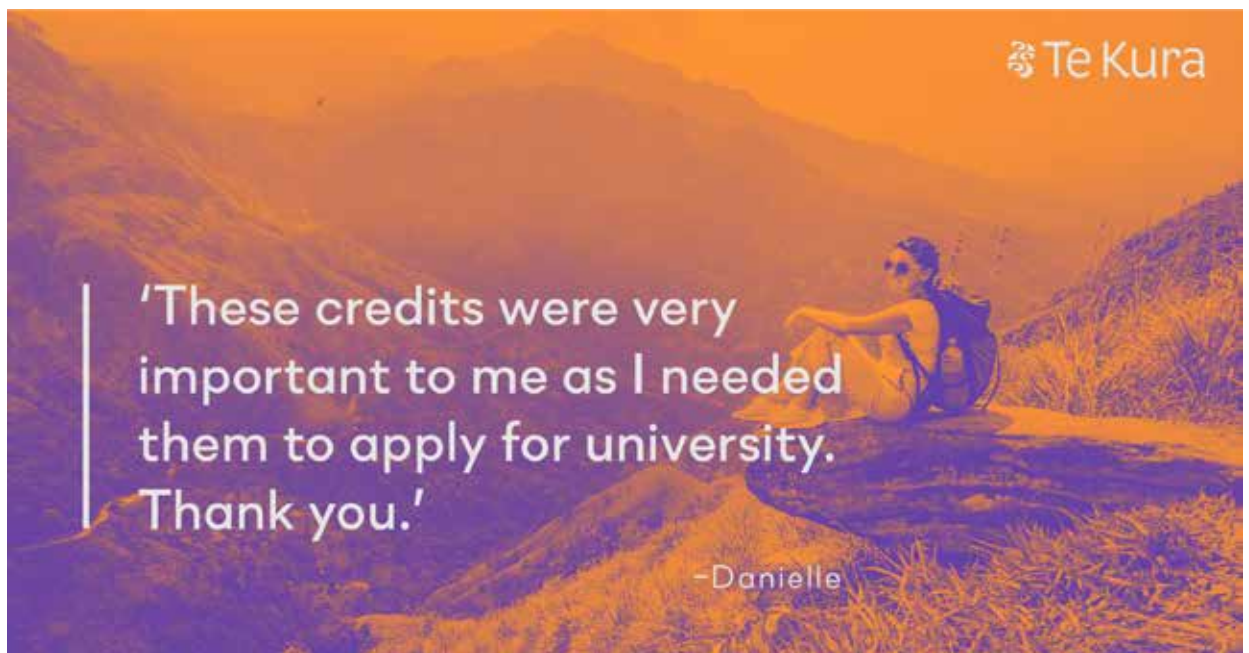
Courses are delivered online from December to February, so with access to a computer and the internet, ākonga can learn anywhere and anytime.

Our qualified kaiako (teachers) are already gearing up for Summer School and will be available online to support ākonga. Our Student and Whānau Support team is also available to answer any Summer School queries. Please phone 0800 65 99 88 option 5, or email [summerschool@tekura.school.nz](mailto:summerschool@tekura.school.nz).

You are welcome to share our Summer School poster on our website – it can be used both online and in print, via newsletters, websites and on social media: [www.tekura.school.nz/summerschool](http://www.tekura.school.nz/summerschool)

We would like to thank our Te Kura whānau for their support, and we look forward to supporting our education community over the summer break.

*He waka eke noa – we are all in this together.*





# NCEA RESULTS

## Results Publication

Results for NCEA Exams 2023 will be released in late January 2024. Results for NZ Scholarship 2023 will be released on 8 February 2024.

## Record of Achievement

Records of Achievement for 2023 will be updated the same day exam results are released, in late January 2024. If you would like a paper copy of your certificate, you will need to order one through the NZQA Student Login: <https://www2.nzqa.govt.nz/login/>  
Ākonga are entitled to one hard copy free of charge.

## How to see your results

You can access your results for externally assessed standards from late January through the NZQA Student Login: <https://www2.nzqa.govt.nz/login/>

If you're new to NCEA, you will need to create an account:  
<https://www2.nzqa.govt.nz/login/create-account/>

## Return to Candidate Processes

Ākonga who sat NCEA end-of-year exams will be able to use their NZQA Student Login details to access their digital or scanned paper exams online from 24 January 2024.

Ākonga who sat NZ Scholarship can access their scanned exam and grade online from 8 February 2024. These will be available online until the end of June 2024. This includes any scanned blank paper answer booklets, but not blank digital ones.

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

## Forgotten your National Student Number?

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

For more information go to <https://www2.nzqa.govt.nz/login/> and use the **Ask Awhina** icon on the bottom right of the page.



# SPECIAL ASSESSMENT CONDITIONS

## APPLICATIONS NOW OPEN FOR 2024

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

SAC exists to ensure all ākonga (students) can demonstrate their full potential, and includes things like:

- being allowed to have someone read or write for you if you have dyslexia
- sitting your exams in a separate room if you have attention problems or severe anxiety



- extra time to complete a timed assessment if you have a slow writing speed.

For more information about SAC, check out our website:

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

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

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## KIDSCAN

KidsCan is a New Zealand charity supporting kids in need at schools and pre-schools nationwide.

Te Kura has partnered with KidsCan since 2020. KidsCan has provided snack food at some huinga ako (learning advisories) and jackets for ākonga participating in some Te Kura outdoor activities.

Te Kura would like to thank KidsCan for its generous contributions for many of our ākonga to support their participation in learning opportunities.

If you would like to help KidsCan continue to support young people in many schools and early childhood services across the country, you can do so through this link: <https://www.kidscan.org.nz>



# SUMMER SCHOOL

Toe fa'aopopo ou maka mo le NCEA  
Top up your NCEA credits

Fa'aaauau lau a'oga i luga o le Upega tafa'ilagi ma Te Kura.  
Aua le misi o ni maka laiti ma mea e uma ai lau a'oga.  
Fa'amalosi pea.

**Lesitala e tatala iā Novema.**

Study online with Te Kura Summer School.  
Don't let a few NCEA credits stop you from going on to  
further study, training or employment next year.

**Registrations open in November.**

**Te Aho o Te Kura Pounamu**

0800 65 99 88 | [summerschool@tekura.school.nz](mailto:summerschool@tekura.school.nz)

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