

# 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

As Tumu Whakarae and Tumuaki of Te Kura, I am honoured to bring you this edition of *Link Up Te Whakahononga*, where we celebrate both the incredible achievements of our ākonga (students) and the significance of Te Wiki o te Reo Māori.

In 2024, we embrace the theme for the week: 'Ake ake ake – A Forever Language.' This theme reflects the resilience, strength, and enduring legacy of te reo Māori in Aotearoa, which continues to thrive despite challenges.

At Te Kura, as a bilingual and bicultural kura, we are deeply committed to embracing and promoting te reo Māori in our everyday learning and interactions. Te reo is an essential part of our identity as a country, and we encourage everyone to actively participate in celebrating and nurturing this precious taonga for future generations.

Our philosophy of 'Ki te tī, ki te tā, ki te katoa - anyone, anytime, anywhere' underscores our commitment to making learning accessible to all, supporting ākonga wherever they are in this world. Our ākonga achievements are a testament to this.

In this edition we are incredibly proud to highlight the recent successes of our talented ākonga:

- In the visual arts, Bella Greening and Lydia Tumarū had their artwork selected for the prestigious Ringa Toi exhibition, which



showcases rangatahi talent in arts. Their work beautifully reflects their deep cultural connections and artistic vision.

- In music, we are thrilled to celebrate Emerson (aka Emma Wagner), who reached the Top 10 National Finalists in the Smokefree Rockquest. Her musical talent and hard work have earned her recognition among New Zealand's finest young artists.
- Additionally, five of our songwriters had three songs selected as finalists in the Play It Strange competition, demonstrating the vibrant creativity within our school community.
- Finally, a huge congratulations to Capricore (former ākonga James Zambucka and Aidan Ripley) for reaching #1 on the New Zealand Singles Chart, a remarkable accomplishment that showcases their musical passion and perseverance.

At Te Kura, we are committed to fostering the potential of every learner. These achievements are an indication of the dedication, talent, and hard work of our ākonga, kaiako, and whānau – it takes a village, and we know this. Ngā mihi nui to everyone for your continued support and commitment, ensuring that learning remains accessible to anyone, anytime, anywhere.

**Ngā manaakitanga**

**Te Rina Leonard**

**Tumu Whakarae | Chief Executive**

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*Cover: Te Kura ākonga Maliah with her favourite pukapuka*



**NGĀ KŌRERO  
MOTUHAKE**

**FEATURE  
STORIES**



# KO AU TĒNEI – THIS IS ME

*Ko te reo Māori te kākahu o te whakaaro te huarahi i te ao tūroa.*

The Māori language cloaks Māori thought and provides a pathway to the wider world.

– Sir James Henare

Te Ara Kōhungahunga, the Early Childhood programme at Te Kura, has bilingual learning resources that support the revitalisation and sustainability of te reo and te āo Māori.

*Ko au Tēnei* celebrates the identity and sense of self of ākonga (students) and their whānau. By reflecting on the people, places and things that are of significance in their lives, their connections to family and the wider community are encouraged and affirmed.

These stories have been shared in acknowledgement of our commitment to te reo Māori, and the importance of *whakawhanaungatanga* – maintaining connectedness to identity, language, culture and whānau.

## ‘Pepeha, pepe who? Pepeha, pepe me - that's who!’

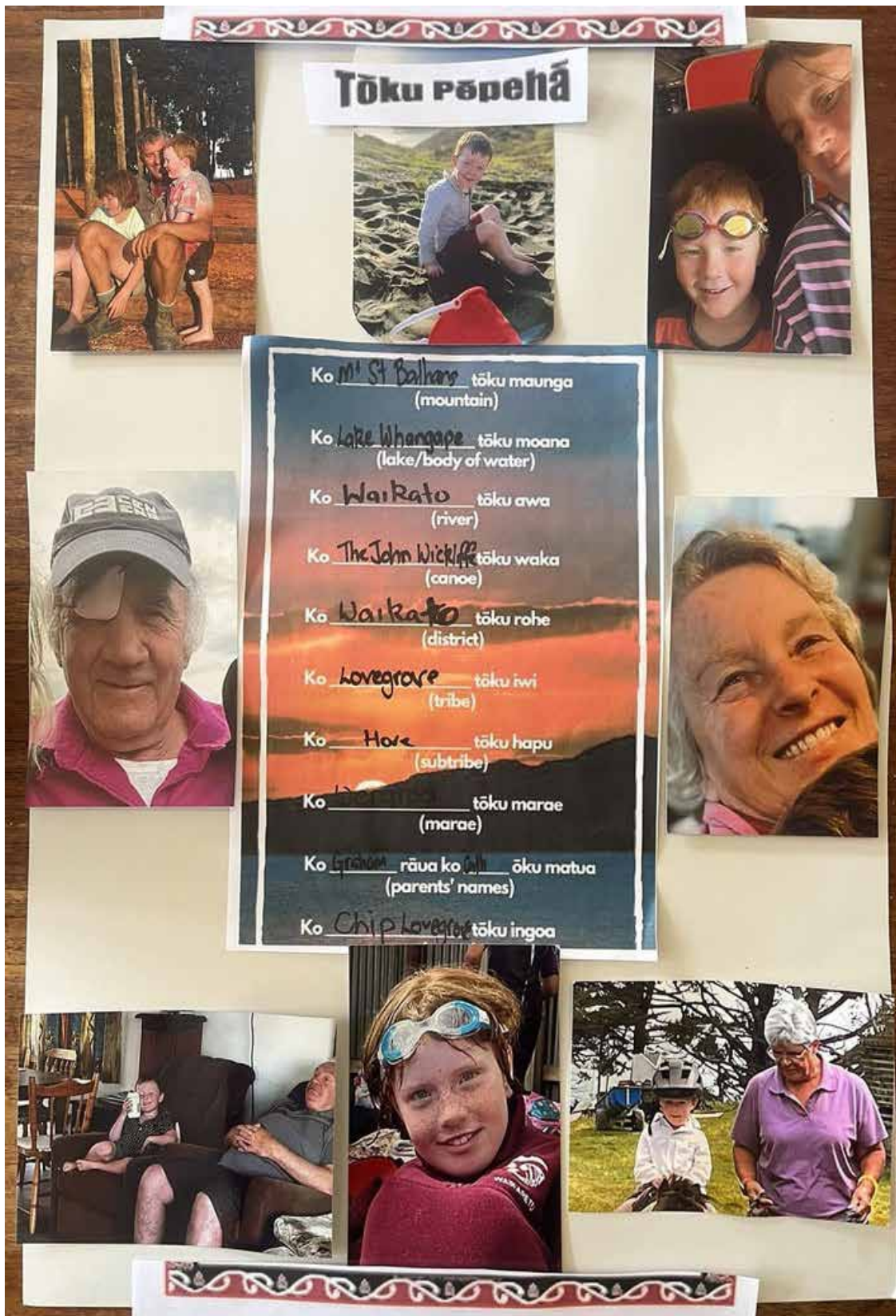
Guided by his whānau, Chip Lovegrove (age 4) has been on a learning journey creating his pepeha, making connections to his identity through his relationship with the land, his ancestors, culture and heritage. For Matariki, Chip and his whānau went to Wereroa Marae for the school celebration. It was Chip’s first time on the marae, and was a very special event.

## Whānau voice

‘Chip is growing up rurally. He has a connection with the land, knowing the importance of being the link in the chain. He is lucky to have Aotearoa/New Zealand as his homeland, with connections to Māori and English cultures. All the while embracing his own family histories, truths and connections... his belonging.’

- Catherine, te Māmā o Chip





Chip Lovegrove's pepeha



## RINGA TOI 2024

*He whakaaturanga ā-tau o ētahi ākongā kura tuarua e aronui ana ki te Toi Māori me Ngā Toi a Kiwa kei taumata Tiketike.*

**An annual showcase of artwork by secondary school students with a focus on Toi Māori and Pacific arts at Excellence level.**

There was a huge crowd at this year's NZQA Ringa Toi opening event, reflecting the 44 secondary schools represented at the exhibition – one of the biggest on record!

Kaiako Ngā Toi Jo Corlett and Kaiako Matua Andrea Selwood were proud to attend the event on behalf of Te Kura. Ākongā (students) Bella Greening and Lydia Ash Tumarau had their artwork selected for the exhibition, and Jo and Andrea were keen to support their achievements.

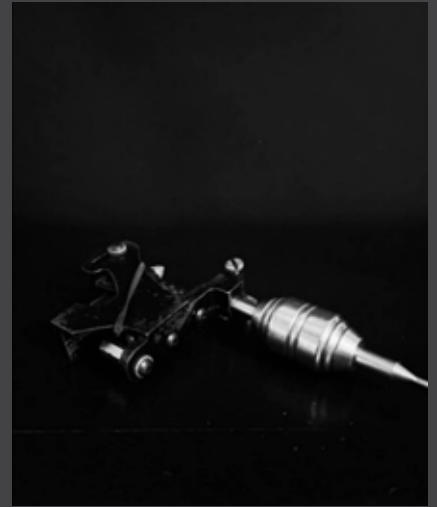
After a formal welcome onto the marae space at Te Papa, a blessing was given before speeches began. Each speaker celebrated the vision of Ringa Toi – promoting Toi Māori and Pacific Arts on a national platform.

We are pleased to be able to share Bella and Lydia's artworks with our Te Kura whānau.



Te Kura kaimahi (staff) Jo Corlett and Andrea Selwood with Lydia's artwork





Lydia Ash Tumaru  
Kaua e Mate Wheke, Mate Ururoa  
Do not die like an octopus, die like a hammerhead shark!



Bella Greening  
Untitled kōwhaiwhai panel



# HALBERG ENABLING RANGATAHI TO ACHIEVE THEIR GOALS

**Halberg's vision is that all young people with physical disabilities have equal opportunity to participate in sport and recreation experiences.**

The Halberg Activity Fund provides grants to eligible rangatahi aged five to 21 years, reducing cost barriers for adaptive equipment, lessons or support at school camps.

Halberg's regional advisors have seen first-hand how sports can benefit rangatahi, from improving health, wellbeing, social skills and confidence, to encouraging community connections.

Te Kura ākonga Vivienne is hoping to improve her confidence in horse riding thanks to a Halberg Activity Fund Grant. Vivienne is able to enjoy coaching sessions with Nitro Equine, alongside her trusted steed Larry.

'I have already come so far in the two lessons I have had. I have already cantered a few strides twice and done my first little jump! I can't imagine how far I'll come with eight more of these lessons. Thank you for your generous support.'



If you know someone who may benefit from a Halberg Activity Fund Grant, please visit [www.halberg.co.nz](http://www.halberg.co.nz) or phone 0800 HALBERG for more information.



**NGĀ KŌRERO  
Ā NGĀ ĀKONGA**

**STUDENT  
STORIES**



# ĀKONGA ACHIEVEMENTS IN MUSIC

## Capricore’s hit single reaches number one!

A big congratulations to Capricore for their song J.A.F.A reaching number one on the NZ singles chart!

The band, featuring Aidan Ripley on vocals and drums, and James Zambucka on keyboard, have achieved an incredible milestone.

Aidan and James are former Te Kura ākonga (students) who were actively engaged in a range of music initiatives during their time with us. James was one of the first ākonga to join our New Lynn music group, where he received strong support from several kaimahi in Team Matau. James later met Aidan at the 2022 prizegiving, where James received the Young Māori Achiever Award and Aidan performed and spoke. Their connection sparked the beginning of their musical collaboration.

Aidan participated in Te Kura’s songwriting initiative, led by kaiako Trevor Faville. Through this programme, Aidan learned how to release a single on Spotify and promote his work, gaining valuable skills that have contributed to his success.

This is a fantastic achievement, and we’re excited to see what’s next for Capricore!



### Social media

Facebook: [facebook.com/capricoremusic](https://facebook.com/capricoremusic)

Instagram: [@capricoremusic](https://instagram.com/capricoremusic)



## Smokefree Rockquest 2024

A big congratulations to Emerson (aka Emma Wagner) for taking first place in the solo-duo category at the Smokefree Rockquest national final this year!

Emerson also scooped up the Rockshop Electronic Performance award and the ZM Best Song award for the amazing track 'Bored'.

The national final was held in Auckland on 21 September, showcasing some of the best up-and-coming musicians across Aotearoa.

## Play It Strange

The finalists have been announced for Play It Strange - the 2024 National Secondary School Songwriting Competition. Congratulations to the following Te Kura ākonga:

- Don't End the Game – Sienna Stevenson
- Only Girl – Emma Wagner
- Swarm – Sonny Pring, Gabriel Pring, Jack Taylor

Out of 383 songs entered, 63 finalist songs from 95 talented songwriters have been selected from across Aotearoa. Tino pai rawa atu!



### Photo copyright

Smokefree Rockquest

[smokefreerockquest.co.nz](http://smokefreerockquest.co.nz)



# MY AQUABOTS JOURNEY

By Sam Richardson

Hi! My name is Sam and I am a Year 7 ākonga (student) at Te Kura. I have a huge passion for engineering and spend many hours building and designing in the garage.

When I heard about Aquabots I was interested in learning more about it. Aquabots is an underwater robot programme for school-aged children in New Zealand run by the Ministry of Inspiration. The competition requires teams to construct a Remotely Operated Vehicle (ROV) and use it to complete a series of New Zealand themed challenges.

In 2023 we formed a team called The Bumblebots and started our Aquabots journey. In the initial stages we learnt how to assemble a basic ROV with the support of the Ministry of Inspiration. From this we designed and eventually built our own ROV. The ROV was constructed from PVC pipe, 3D printed parts and zip ties. We then built the motors ensuring they were waterproof by using beeswax and film canisters. A lot of adjustments were made along the way, which meant we had to learn about hydrodynamics, refraction and buoyancy.

For the regional competition there were five main parts. The Obstacle Course is where the ROV is driven through hoops



set at different angles in the quickest time possible. The Mission Course has various tasks which depend on the year's theme. For this competition, the tasks were about kelp farming and scallop sampling. The On Land tasks were a quiz, a technical design report about the team's ROV, and a presentation. Our team placed first in the Primary School Division, qualifying for Nationals.

Unfortunately, I could not attend Nationals as the dates clashed with another of my endeavours. I was planning to cross the Cook Strait in my optimist sailing boat with a group of sailing friends, while raising money for Live Ocean. At Nationals my team placed first in our division. We qualified to attend the International SeaPerch Competition in Maryland, USA.

As the overall theme for the international competition was different to the New Zealand competition, we had to redesign our ROV. The new theme was Deep Sea Exploration. We also had to add real world innovations on our technical design report. For this aspect, the team decided to learn about how ROVs can help with the overpopulation problem

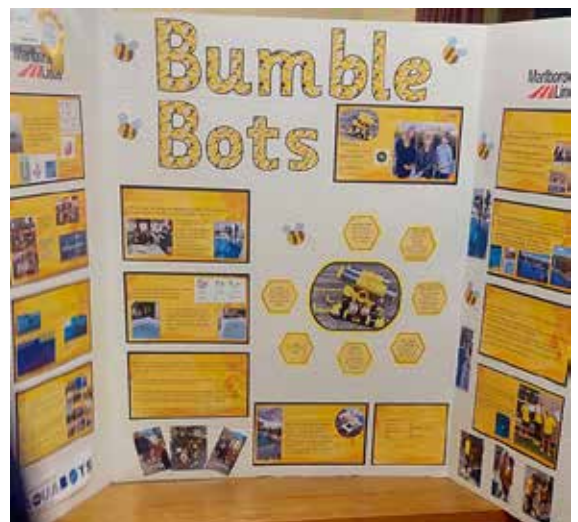
of kina in the Marlborough Sounds. We reached out to experts about kina through the University of Auckland, and a company in Picton that uses ROVs in the ocean. Using this knowledge, we designed a kina crusher for our ROV using virtual design. Even with all of our adaptations, we were unsure of what to expect at the international competition.

We were excited about the opportunity to travel to the USA, but in order to get there we needed to do lots of fundraising. We had a Give A Little page, and even auctioned off lunch with our local Mayor.

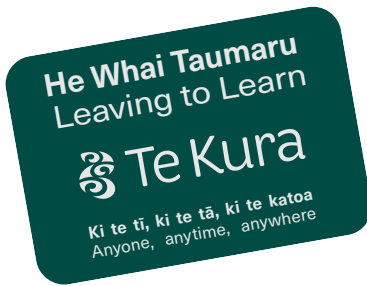
The international competition was held at the University of Maryland. It was tough as we had to compete in challenges that we were unable to train for, and many of the teams came from specialist schools. We gave it our best effort and were hoping to finish somewhere in the middle of the 71 teams competing in our age group. Amazingly, our team placed second overall and second in the Mission Course. It was an incredible opportunity to have the chance to represent New Zealand, and even better to finish in the top three!

The rest of the trip was spent visiting museums, Arlington Cemetery and the monuments and buildings in Washington DC.

Since we returned to New Zealand we have shared our knowledge with teams getting ready to compete this year. We wish them all the best.







# CREATING CHRISTMAS CHAOS

By Lachlan Mead

When I was seven years old I had a game idea that I wanted to try and publish. That idea was *Christmas Chaos*, a fun family card game.

Now, when I was seven I had no idea how to go about publishing a card game, so I worked on it for a little bit, then put it away in a cupboard for a few years. I came back to it about four years ago, when I made it as a Christmas present for my cousins and grandparents. They all really liked the game, so I decided to try and publish it. I still had no clue how to publish a game!

I eventually made a prototype that I could test play with people I didn't know to get their feedback. I found lots of helpful and supportive people on my journey, who

suggested new ideas and kept me going. At the start of the process I didn't want to change the game. I thought it was good as it was, but I eventually realised that some aspects could be improved. I'm glad I asked for feedback, because the game is so much better now.

That's when I started to discover that publishing a game is a long process, and it's really hard to stay motivated. Maybe about a year in I found it hard to stay interested because I didn't feel like the project was going anywhere. It just seemed like an



endless loop of test playing the game and getting feedback. I wanted something big and spectacular to happen.

I took a break for several months. For a while I thought the project was finished and I wouldn't try to publish the game, however I was encouraged by my friends and family to get back into it. So there was more hard work and more test playing and getting feedback.

This year I started doing the Young Enterprise Scheme (YES), which has been amazingly helpful. It motivated me to professionally publish the product and look for printers and an artist. For the artwork I ended up hiring a friend of mine – we worked well together, and I'm extremely happy with how the artwork turned out.

When I was trying to find printers, I searched for a while trying to find the best printer for all the different components of the game. Eventually I ended up going with multiple different suppliers; two amazing places in Petone and a great place up in Auckland.

The Young Enterprise Scheme has been a fun and engaging way to keep motivated about my game. During the scheme you complete several challenges, such as validating your product and doing a pitch to a panel of judges.

They also offer different opportunities and I was lucky to be selected for Entrepreneurs in Action (EIA). This was a weekend in Wellington where 60 ākonga (students) from around the country participated in business challenges. We were placed in teams and given a business host. I was extremely grateful and surprised when my team won the first business challenge. We each won a scholarship to Massey University to study business.

I recommend Young Enterprise to anyone who is interested. If you want to find out more you can visit their website: [youngenterprise.org.nz](http://youngenterprise.org.nz)

I hosted a game launch on 8 June 2024. It was a lot of fun, with over 60 attendees. A couple of hours beforehand I was also invited to talk

on a local radio station, which was incredibly stressful, but I'm glad I did it.

Since then, I've been selling and marketing *Christmas Chaos* via social media, my website, and local markets. The game is also stocked in several shops.

Something that I have learnt on my journey is that I should always ask people for help and information, because although some might say no, or just ignore me, some might say yes – and that can lead to some great opportunities!

It's been such an amazing process and I'm not done yet. I'm looking at publishing a new game next year. Overall I'm glad that when I asked myself the question, 'Do I want to put effort into this project?' that I answered a big 'Yes!'

You are welcome to check out my website, or follow my business on social media.

Website: [www.christmaschaosgame.com](http://www.christmaschaosgame.com)

Instagram: [@christmaschaosgame](https://www.instagram.com/christmaschaosgame)

Facebook: [@christmaschaos](https://www.facebook.com/christmaschaos)







## VAKA 3D PRINTING

There are many interesting activities available to ākonga (students) at our Palmerston North huinga ako (advisory). Elizabeth Laws tells us more.

'In June, a friendly team from Vaka came down from Auckland to give ākonga in Year 9 and above an awesome opportunity to learn about 3D printing.

A display table of intricately detailed 3D-printed objects – like dragons – gave us an insight into the possibilities only limited by our imaginations. It was hard to believe some of the items were made from a printer.

We learnt about the layering processes involved in 3D printing and how the printers operate. Although we were faced with a big challenge in the form of an internet outage, we formed teams to work off hot-spotting.

Using Tinkercad, we designed our own necklace pieces to be 3D printed. We spent some time practising our coding and digital design skills using the Tinkercad program before selecting our necklace designs. We chose between making a measina or taonga. *Measina* means 'cultural treasure' in Samoan. *Taonga* is an object or natural resource which is highly prized in Māori culture.

I chose to make a measina. The shape I chose was Ulimasao – *uli* means 'to steer' and *sao* means 'safe and/or freedom', so the name Ulimasao means 'to steer towards freedom'. It can be used as a symbol of peace, safety and navigation.

Then, I chose the koiri to carve into my measina. This is a koru pattern that repeats and turns back into itself, continuing into infinity. *Koiri* is a symbol of self-reflection and nurturing, and also means 'to flourish'. When we finished our designs, they were sent to the Vaka team to get printed, then we could pick them up the next day.

I learnt a lot in the couple of hours we were working on our 3D designs and I now know how to use Tinkercad to design 3D models. The instructors were very kind and encouraging and happily assisted us as we learnt the controls of 3D designing. It was a really interesting programme to be a part of and I am grateful for the opportunity.'





**NGĀ MAHI Ā  
NGĀ ĀKONGA**

**STUDENT  
WORK**

# TE KURA VISUAL ARTS

[@tekura\\_visart](#)



*Expressionist painting by Ella Brenton-Rule*



Mixed media collage by Tobi Lyons



Series of photographic works by Oscar Warren

# UNDER WATER

By Jess Pinfold

**'My name is Jess, I'm 19 years young and currently living in the Manawatu. In 2021 I left school and signed up with Te Kura, then left after finishing NCEA Level 2. This year, I decided to sign up with Te Kura again. It hasn't been easy for me to go back to studying. However, I wouldn't change it. The community at Feilding huinga ako (advisory) is amazing, and the support ākonga (students) get is superior to any school I've attended. I am now hoping to attend Auckland University of Technology in 2025 to study paramedicine.'**

As I walked through the crowded hallways of my high school, I felt a heavy weight on my chest. The laughter and chatter of my classmates seemed distant, as if I were underwater, struggling to reach the surface. The fluorescent lights overhead buzzed noisily, adding to the cacophony of the school day. This feeling had been inside me for months now, trapped in a cycle of despair and numbness that seemed to have no end in sight. No one seemed to notice or care, caught up in their own dramas and insecurities. I plastered a fake smile on my face each day, pretending that everything was okay when inside I was crumbling.

In class, I barely paid attention to the lesson, my mind a jumble of negative thoughts and self-doubt. The teacher's voice droned on, but it was like a distant echo in my ears. It felt like I was disconnected from everything and everyone around me, like I was living in a foggy dream that I couldn't wake up from. During lunch, I sat alone at a deserted table, picking at my food without appetite. The loud chatter of my classmates grated on my nerves, their laughter like a knife twisting in my chest. I felt so alone in a sea of people, stranded in the darkness of my own mind struggling to breathe.

After school, I trudged home, my backpack heavy on my shoulders. The sky was overcast, mirroring my own bleak mood. I longed to crawl into bed and sleep away the pain, but I knew that the darkness would still be there when I

woke up. I knew that I should talk to someone about how I was feeling, but the thought of opening up to anyone filled me with dread. What if they didn't understand? What if they judged me or dismissed my pain as trivial? I couldn't bear the thought of being vulnerable and exposed, so I kept my struggles bottled up inside, a heavy burden weighing me down. As the days turned into weeks, the darkness inside me grew deeper and more suffocating. It felt like I was drowning in a sea of sadness, with no lifeline in sight. Each day was a battle to get out of bed and face the world, to put on a brave face and pretend that everything was fine.

One evening, as I sat alone in my room, the weight of my despair became too much to bear. Tears streamed down my face as I stared blankly at the wall, feeling like a prisoner in my own mind. The walls of my room seemed to close in on me, suffocating me with their silent judgment. During that moment of raw vulnerability, I reached for my phone and dialed a number that I had stored in my contacts for months, but had been too afraid to call. The voice on the other end was a lifeline in the darkness, a warm presence in the cold emptiness of my despair. As I poured out my heart to the person on the other end of the line, the floodgates of my emotions opened, and I let out all the pain and anguish that I had been holding inside for so long. They listened without judgment, offering words of comfort and



understanding that touched me to my core. In that moment, I realized that I was not alone in my struggle, that there were people who cared about me and wanted to help me find my way out of the darkness. It was a glimmer of hope in the bleak landscape of my depression, a ray of light breaking through the storm clouds that had been hovering over me for so long. From that day forward, I began to take small steps towards healing and recovery. I sought help from a therapist, who helped me navigate the maze of my emotions and thoughts. I reached out to friends and family, who offered me their unwavering support and love. Slowly but surely, the darkness began to lift, and I started to see glimpses of light at the end of the tunnel. It was a long and difficult journey, filled with ups and downs, but I knew that I was not alone anymore.

There were people in my corner who believed in me and stood by me through thick and thin.

As I look back on that dark period of my life, I am grateful for the lessons it taught me and the strength it helped me discover within myself. I am no longer afraid to speak up about my struggles or ask for help when I need it. I have learned that it's okay to not be okay, and that reaching out for support is a sign of courage, not weakness.

In the end, my journey through depression made me stronger and more resilient than I ever thought possible. It was a painful chapter in my life, but it was also a transformative one that led me to a place of healing and self-acceptance. I am no longer defined by my struggles, but by the courage and resilience that carried me through them.



Painting by Kaylee Lafitte



**NGĀ PITOPITO  
KŌRERO Ā  
TE KURA**

**TE KURA NEWS**

# WE APPRECIATE YOUR FEEDBACK!

In May 2024 we sent a survey to full-time and young adult ākonga (students) and whānau who joined us in Term 1 to find out about their enrolment experience.

The responses we received have given us valuable feedback to improve our enrolment and onboarding processes.

You told us that our ākonga have a great start with Te Kura when we:

- Ensure they feel welcomed and supported as soon as they enrol
- Make sure someone reaches out with a video or phone call within the first few days
- Check they can navigate My Te Kura and can find the dropboxes to submit their work
- Provide guidance in developing a personalised learning programme, such as planning their mahi, tracking due dates, and working out next steps to reach their goals.

We would like to thank everyone who participated. Your suggestions are helping us towards our goal of ensuring that every ākonga has a positive start with Te Kura.

If you have any further questions or comments, you can phone our Student and Whānau Support team on 0800 65 99 88 option 1, or email [hub@tekura.school.nz](mailto:hub@tekura.school.nz).

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## CELEBRATING PACIFIC LANGUAGE WEEKS AT TE KURA

Noa'ia, Tālofa lava, Mauri, Kia orāna, Mālō e lelei, Talofa, Ni sa bula vinaka, Fakaalofa lahi atu, Mālo ni, Halo olgeta, Halo Oloketā, Tēnā koutou kātoa and warm Pacific greetings to you all!

Since 2010, the Ministry for Pacific Peoples has been supporting Pacific Language Weeks, promoting and raising awareness of the diversity of our Pacific languages in Aotearoa.

Te Kura is proud to join the celebrations for Pacific Language Weeks!

Find out more: <https://www.mpp.govt.nz/programmes/pacific-language-weeks/>

Photo: Wendy Talbot-Aspin, Regional Manager  
Early Childhood and Overseas, celebrating Cook  
Islands Māori Language Week with her team

## A MESSAGE FOR NCEA ĀKONGA

If you intend on registering for external standards this year, you should have already submitted your NCEA registration.

If you haven't registered but should have, please immediately go to [www.tekura.school.nz/ncea-registration](http://www.tekura.school.nz/ncea-registration) and follow the instructions. If you are not sure whether you should register, please contact your kaimanaaki (learning advisor) or subject kaiako (teacher).

If you have successfully registered, you will have received an email from our Qualifications team confirming your registration.

If you registered for end of year exams but haven't yet received a confirmation email, it may mean we have not yet received approval from your nominated exam centre school to sit your exams there. Please phone our Qualifications team on 0800 65 99 88, option 3 if you have any queries.

## NZQA END OF YEAR EXAMS

Please remember that you will need to take both photo ID and your exam admission slip to each exam session.

If you don't already have photo ID (e.g. student ID card, passport, driver's licence) please organise this now by applying through our website:

[www.tekura.school.nz/learn-with-us/assistance-for-students/student-id-cards](http://www.tekura.school.nz/learn-with-us/assistance-for-students/student-id-cards)

Your exam admission slip will be posted to you at the end of October. If you don't receive it by early November, call our Qualifications team and a signed replacement will be emailed to you.

We all wish you the very best for your exams.



# SPECIAL ASSESSMENT CONDITIONS

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

SAC exists to make sure all ākonga (students) can demonstrate their learning to their full potential.

SAC 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 (such as an exam or test)
- Rest breaks for ākonga who need to practise calming techniques if they have anxiety or panic attacks. They can also be used for ākonga with diabetes who need to manage their blood sugars.

These are only a few examples of possible SACs. For more information, check out our website:

[tekura.school.nz/learn-with-us/assistance-for-students/special-assessment-conditions/](https://tekura.school.nz/learn-with-us/assistance-for-students/special-assessment-conditions/)

If any Special Assessment Conditions apply to you, please email our SAC team at [sac@tekura.school.nz](mailto:sac@tekura.school.nz) as soon as possible.

## TRANSFER OF SACS

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

## EXAMS ARE COMING UP!

As exam time draws near, it is important for ākonga to ensure that they are fully prepared.

This is especially true for ākonga needing Special Assessment Conditions (SACs). If you have registered for end of year exams and think you might need Special Assessment Conditions, please ensure you contact our SAC team.



# SUMMER SCHOOL

Tāpiri ki ō whiwhinga NCEA i te raumati  
Top up your NCEA credits

Kia tuihono tō ako ki te Kura Raumati.

Kauā e tuku mā te iti ō ō whiwhinga ako NCEA koe e whai ai i te mātauranga, whakangungu me te whai mahi hoki a tēra tau.

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