

Te Awa Times

Newspaper of Karori West Normal School

Principal takes English lessons

Amotai Aikman and Alexander Haigh report on Principal Simon Flockton's study tour to learn about the English education system.

What did you do in Britain?

I visited a range of primary schools, where I spoke with the head teachers about their schools and the system they work in. I was particularly interested in how their curriculum was formed and then realised in classrooms, and how school leadership was creating and sustaining a climate of success. I also spent some time at the University College of London, and met with directors of a couple of local education authorities.

What did you learn from your trip?

Lots is the short answer. I learned about the English curriculum, and saw how different schools implemented it. I learned about their assessment models, different leadership approaches, funding issues, strategic planning, and approaches to literacy learning.

How were the schools different?

Schools in the UK are quite different to New Zealand. As a starting point, everyone starts at the same time, not when they turn 5. This means some children are 4 years old. Also, classes are a lot bigger. Every class has 30 children, and they also have a



Simon Flockton's study tour was covered by a grant available to all principals.

learning assistant attached to every class. Their curriculum is heavily focused around knowledge learning, and not so much about children inquiring or having any sort of say in their learning.

Is there anything this school could improve upon that the other schools did well?

As a school where everybody is a learner (children, support staff and teachers) we are always looking for ways to improve and know more! The trip is helping us with our ongoing work around planning the delivery of the KWNS curriculum, and thinking specifically about what contexts are

used for learning (especially in the Arts, Science, Social Studies). On a personal note, it helped me to critically examine my own leadership and the philosophies that underpin it.

Your reporters

Our team of Year7/8 reporters for Te Awa Times comprises Lucy McMechan, Elise Ackerley, James Ward, Louis Williams, Hazel Mason, Emily Eachus, Chloe Marsh, Elena Murphy, Abby Kilpatrick, Samu Cagnetta, Amotai Aikman, Alex Haigh, Jessica Graham, Emma Wills and Hazel Wisker - with guidance from Liz and Jim Tully.

Te Awa Times evokes the stream that passes through the school and the flow of information to our readers. The underlying aim is to enhance the writing and editing skills of students through news writing, which emphasises accuracy, clarity and conciseness.

Liz and Jim say, "Our aim is to produce a newspaper that reflects well upon the school without compromising the integrity of the students' writing."

Four Te Awa Times reporters are the New Zealand correspondents for Newsy Pooloozi, a news and current affairs podcast for children around the world. Here are our latest podcasts by Lucy McMechan and Elise Ackerley. To hear them, go to www.newsypooloozi.com.

Eliminating predators by 2050 is the national target

Over to our reporter in Wellington, Lucy McMechan.

Thanks, you guys. So, we're those islands way down on the other side of the Earth from you in India or even North America.

You could say we're geographically isolated. And, well, we have been for about eighty million years. Over this very long time totally unique species thrived in this very different location and climate.

But since the arrival of humans in Aotearoa - New Zealand - 30 endemic species - as in just from this area - have died out.

See, the Maori people, who came around the 1500s, hunted some of them. And then European settlers, who arrived in the 1800s, cleared forests and introduced pests that have hurt our endemic species.

Yes, we're talking pests like rats, weasels, stoats, possums and mice – stowaways on boats and ships that came ashore with the sailors, can you believe.

Well, get this - each year 25 million native birds are killed by these non-native predators.

Enter the government's Predator-Free 2050 drive. The country aims to be free from predators that attack our native, or endemic, species of birds and animals by 2050.

Like, for instance, our unique tuatara – a species of reptile that thrived in the age of dinosaurs and survives to this day.

So, making the country pest free seems like a big ambition right? Well, thousands of New Zealand households have been given **traps** to put in their backyards. And a bunch of native plants are being planted too. So we're slowly but surely making progress with entire suburbs being pest free.

And when a pest is seen on the loose – even the cute ones, like stoats – the whole neighbourhood is on the hunt! Now, if we can just keep any other pesky stowaways off the boats!

In Wellington, New Zealand, I'm Lucy McMechan, reporting for Newsy Pooloozi.

Kiwi restoration

Over to our conservation reporter in Wellington, Elise Ackerley.

Thanks guys! Now, if you're familiar with New Zealand, you probably know we call ourselves Kiwis but there is much more to the word than just that. The Kiwi is NZ's national bird, but unfortunately it's endangered.

Centuries ago, about 12 million kiwi wandered Aotearoa/New Zealand. This number plummeted when humans introduced predators to the country, such as rats, ferrets and stoats and dogs. Today, we have around 68,000,

and if we don't do anything kiwi will be extinct in a few generations. But enough with the numbers, let's talk about what we're doing to help:

Dedicated kiwi-lovers all over the country are taking part in kiwi restoration projects aiming to have 100,000 kiwis by 2030 - just six years away. There are *countless* traps stealthily placed all around New Zealand's cities and towns, but this is just one of the many ways of helping the kiwi thrive. There are also some sanctuaries dotted around the country, providing a safe environment away from all the predators and pests.



A big problem is that most of them target the kiwi chicks instead of adults, meaning less than 10% of kiwi chicks survive their first 6 months. Because of this, we have hatcheries which gently take the kiwi eggs from their burrows, and keep them in an incubator until they hatch. Once they do, they get a quick check-up, and are kept in a safe, warm environment until they are old enough to be released.

For example, more than 140 have been released in the hills near my school much to the delight of hikers and mountain bikers who have encountered them. Kiwis have even wandered into people's backyards.

We just might hit that target of 100,000 in six years.

This is Elise Ackerley in Wellington for Newsy Pooloozi.

House leaders “uphold school values”

By Abby Kilpatrick

Schools should have house leaders as they influence a school's culture, says Deputy Principal Danielle Hill.

“They support our students and staff to make our school a better place and the role helps to develop leadership skills which are important for life.”

Danielle says it takes a lot of responsibility to do all of these things, and house leaders can support their house in a fun way. “They also help support and cheer for their house during friendly competitions of course! It is important that schools have a variety of leadership roles that students can work towards.

“Currently, our house leaders lead their houses at school events and are responsible for counting the house points and running a token draw in our hui to encourage positive behaviour from other students.”

One of their main jobs is to uphold school values, says Danielle.

“We would eventually like to work towards running a legacy project each year where the house leaders fundraise towards something that the school needs.

“Our house leader roles are new to our school this year and we are continuously developing it. I would encourage any student to apply for something like this when they get the opportunity and just give it a go!”

The process

The Year 7 and 8 students vote for two leaders for each of the four houses - Wai (Blue), Angi (Yellow), Ahi (Red) and Oneone (Green).

Danielle says the first step for a Year 8 student is to write a letter explaining why they would like to be a house leader and why they would make a good one.

Those shortlisted, present a speech before Te Whanau Kauri (Year 7/8) after which there is an election.



Says Danielle: “Any leadership opportunity is a fantastic learning opportunity, especially in year 7 and 8. There is lots of learning even in the application process such as how to write letters and speeches and how to be resilient when faced with challenges. The role also helps develop organisational skills and confidence.”

Abby and Samu Cagnetta asked newly-elected house leaders about their plans.

Amotai Aikman (Angi): “I’m really excited. I think this is a good opportunity to be more confident, I’m just really looking forward to leading this school. “Thought it was a good opportunity to be more confident and I knew I would regret it if I didn’t sign up.”

Lucy McMehan (Oneone): “I enjoyed it the first time and I want to make a difference with more opportunities at school.”

Emma Wills (Ahi): “To make meaningful differences in the school. “I feel immensely proud of this achievement because usually I am not as good at speaking in front of large groups but I was still able to perform my speech with confidence and assertiveness.”

Aria Marwick (Wai): “I don’t have any plans yet I am going to do what I think would be good for the kids and listen to the children.”

Alexander Haigh (Wai): “I can give other kids a voice and consider their ideas for more opportunities for students around the school.”

The 13th World Choir Games were held in New Zealand for the first time in July with 11,000 singers from almost 50 countries. Among them was Emma Batchelor, a learning assistant at KWNS. Jessica Graham and Lucy McMechan report.

For Emma Batchelor the experience of singing at the World Choir Games was “amazing.”

“We stayed in a fancy hotel with a lot of different choirs, and you couldn’t step outside without hearing people singing in the lobby or on the streets! We made friends with other choirs even if we couldn’t speak the same language.”

It took six to eight months to prepare, rehearsing two hours every week. It was a big challenge, as they normally learn two to three songs in a year. They had to memorise eight songs in half the time.

Emma’s choir, VocalFx led by Charlotte Murray, is a barbershop choir which is a type of a-capella singing. They sang in two different categories: Pop Choir and Indigenous Music with Instruments, where in both sets (a group of songs sung together is called a set) the choir sang four songs in each category.

For the pop set, 41 singers sang: ‘Yellow Brick Road’ by Elton John, ‘I Guess That’s Why They Call It the Blues’ by Elton John, ‘And So It Goes’ by Billy Joel, and ‘I Can See Clearly Now’ by Johnny Nash.

In the waiata set, they sang: ‘Homai Tō Poho’ by Kuini Noehau Reedy, ‘Purea Nei’ by Hirini Melbourne, ‘He Kākano Ahau’ by Hohepa Tamehana, and ‘Ngā Iwi E’ by Hirini Melbourne.

Were the songs in a particular order or had a particular theme? “We spent a lot of time deciding in what order to sing our songs and thinking about the intent behind the music. What was the composer trying to say? How can we relate that to our own lives? If you sing without understanding the audience might get bored.

“So the order of the songs is really important.”

The waiata set’s theme was leaving home and losing your way but you realise your family is there to catch you and walk beside you.

The Pop theme was saying goodbye to someone and feeling upset you won’t see them for a while then realizing this hurt helps us grow as people.

Five judges from around the world scored every choir out of 100%. If you scored over 80%, you would win a gold medal. You became ‘World Champions’ if you had the highest score in your category.

Emma’s choir came away with a gold medal in the ‘Indigenous Music with Instruments’ category. VocalFX also won a gold medal and World Champion title in the ‘Pop Choir’ category. This means they are the best pop choir in the world. New Zealand came away with 13 medals in total, but Emma’s choir was the only New Zealand choir to become world champions.

“Winning our category was the cherry-on-top of an unbelievable week! We sang in two competitions and a concert, and there were also workshops by well-known professionals. In one workshop, I sang for the creator of the ‘Pitch Perfect’ movies!

“At the awards ceremony, we were the last team to be announced. When you won, you got to run to the stage in Spark Arena and sing the national anthem! But we were seated at the back so, by the time we got to the stage, we were too breathless to sing well.

“I personally came away with stronger friendships, more exposure to different cultures and memories



Emma Batchelor

that I will carry for life. Singing brings the world together and makes you feel connected to those around you. If you have a chance, join a choir that sings a style of music you love. You never know, that passion might carry you to the WCG!”



Abby Kilpatrick sings at the school talent show. Photo: James Ward

Our Kapahaka group of 160 students from Year 2 to Year 8 performed at the Whakanui Ahurea Cultural Festival at Wellington College. Hazel Wisker and Elena Murphy report.

Karori West Kapahaka group leader Lena Going talks about the preparations for the festival.

How did you prepare for the performance?

In our own time. Lalita (Erueti-Satish) and I learnt the waiata - the melody, guitar chords, actions and harmonies. We both composed pieces. I wrote Kaha Tahī, and Lalita wrote a new haka for the rōpū, which we didn't manage to pull together in time for festival, so have still got up our sleeve for the end of the year.

Lalita put together the poi routine for Rona, and the actions for Kotahi Kapua. We have both made and mended poi - a never ending job! With the help of some wonderful volunteer sewers, we made more skirts and aprons. A lot of hours have been spent on organising uniforms!

Was there a certain theme for the waiata you chose for the performance?

Not really, just what Lalita and I like! We try to pull together a 'balanced' performance - some harmonies, poi, waiata-a-ringā, haka, melodic vs energetic.

When did you start organising this performance?

The day after the last festival was finished! Choosing waiata, developing poi and taiaha skills. Lalita and I always have our taringa open for potential waiata!

What do you like about teaching Kapa Haka?

Everything! I love the energy and feeling kotahitanga a rōpū creates through singing and movement. When everyone is engaged and bringing it - ka rawe! That's the sweet spot!

Did you do something like kapa haka at your school when you were a kid?

Not kapa haka specifically. We didn't have it at my schools. But we did learn te reo in class and visit/ stay on marae. Growing up on the East Coast I had a lot of Maori culture and influence around me, and music has always been a big part of my life.

What did Year 7/8 students enjoy about the performance:

Chloe: I really loved the atmosphere of the place

Lucy: I enjoyed seeing the students from Wellington Girls' College and Wellington College perform because it was cool to see how much effort they put into it.

Emily: All of the different schools showing their talents.

Samu: The fact that so many different schools performed.

Would they do it again?

Chloe: Yes, because it is fun to hang out with my friends.

Lucy: Maybe if I could join the kapa haka group next year.

Emily: Yes, because I get to miss a day of school.

Samu: Yes, because I want to be a role model and encourage others to join KWK.

And Year 5/6 students?

Lily-Raema: I feel really good performing in front of people and I enjoy singing the waiata and learning the kupu.

Grace: Seeing all the other people do it.

Teataareremarie: It was really fun to watch the other schools perform with different songs and actions than us.



KWNS was one of seven primary and two secondary schools in the Kahui Ako cluster.

Ah, there's the rub(ik)

By Alexander Haig

Do you like cubing? Yes? Then we've got the club for you. Introducing Cube Club! Happening every Wednesday at lunchtime in Ako 3. Here's what the founders, Leo and Ethan had to say.

How long have you been cubing?

Leo: I got my first rubik's cube for my 7th birthday. After I got it, I just really wanted to learn how to solve it.

Ethan: I got my first cube when I was five, but I didn't learn how to solve until I was 10.

Why did you start cube club?

Leo: I was really passionate about cubing so I just wanted to start a cube club so once a week I could cube.

Ethan: It sounded like a really good idea to cube with my friends at lunch time.

What do you do in cube club?

Leo: We just sit and cube, sometimes do competitions.

Ethan: We do competitions, solve cubes and ignore DND club.

What's your best time/pb?

Leo: 9.365 seconds.

Ethan: About 9 seconds.

Talent Show 2024

Reviewed by Louis Williams

At the much anticipated KWNS talent show, students can show off their hobbies, perform skits, play instruments and much more. This one was organised by Emily Wells from Ako 21 and MC'd by the house leaders. It was a week of excitement and I'll admit I got a little excited and decided to sign up and give puppetry a try.

When Monday morning rolled around, I was utterly terrified. I had practised and practised but it felt like my memory of the script had packed a little knapsack, walked out of my brain, and caught the first train out of town. Thankfully I came to my senses, grabbed my puppet and went to school. Here are a few of my personal favourites from across the week.

The first show began with an amazing guitar duo by Ethan and George playing Sweet Home Alabama. Dominic's Harry Potter summary in two-minutes was so fast it would give Eminem a run for his money. I was on fourth with my mean green carnivorous plant friend from outer space who was very keen to eat - I mean meet - the students. Maia's violin playing blew me away with her angelic tones.

Wednesday opened with Emily on the piano. Carter gave a spectacular comedy performance which left everyone in fits of laughter ("Did you hear about the restaurant that opened on the moon? It had good food but no atmosphere.") Mila, Katie and Ellie gave a beautifully choreographed dance to the catchy 'Me Too' by Meghan Trainor which was then stuck in my head for the rest of the day.

On Thursday, James, like his brother Dominic on Monday, blew us away with his tongue-twisting tune about the elements of the periodic table - have you ever even heard of ruthenium?

On Friday we were treated to 'L and P' by Meg and Lily Raema - a hilarious comedy skit about a three year old trying to get their driver's license. Addie cartwheeled into stardom with her gymnastics routine and Abby left the judges in awe of her singing talents.

The grand finale was last Thursday with the winners to be announced this week. But regardless of who wins, I think everyone is a winner just for getting up on stage and giving it their all.

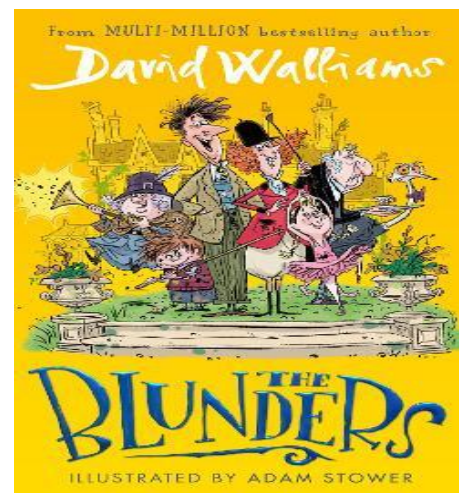
Percy Jackson and the Chalice of the Gods. By Rick Riordan

Review by James Ward

This newest addition to the Percy Jackson series is set after the series 'The Heroes of Olympus'. It tells the story of Percy Jackson - a modern-day demigod son of Poseidon, and his adventures. Zeus - king of the Greek gods- has decreed that to get into New Rome University Percy must get three letters of recommendation from three different Greek gods.

Each god must give Percy a difficult quest to undertake. The reward for completing that quest will be a letter. Percy's first quest is from Ganymede, cupbearer to the gods. Ganymede's magical chalice has been stolen! If a mortal were to take one sip from the chalice they would turn into an immortal god! Adventure ensues! What quests will Percy go on next?

I particularly enjoyed the modern twist that Riordan spins on the Greek gods. I would recommend this book to anybody who enjoys the stories of ancient Greek mythology or has read the earlier books. And (of course) to anybody who wants a good book to read!



The Blunders By David Walliams

Reviewed by Abby Kilpatrick

This story is an amazing way to show that families have each other no matter what.

In the story, the Blunders the upper-class twit family, includes Lord Bertie Blunder, Lady Betsy Blunder, Pegasus, Lady Betsy Blunder's imaginary horse, Old Lady Blunder, Bunny Blunder, Brutus Blunder and Cedric, their pet ostrich. They also have a butler who is named Butler, he works for them. He comes from a long line of butlers, who have worked with the Blunders for generations.

The Blunders are not sensible people, so they do have some absolutely bonkers ideas! They are trying to protect their beloved house, which is in serious danger of being taken over by the bank! So they must try and think of ideas, which leads them to lots of funny misadventures to help save the beloved crumbling country house!

But the best bit was the fact they were so silly, in their everyday life. Lots of the wacky things the family does will make you laugh!

Even though they are really silly, the heart-warming ending brings them all together. I gave it 5/5.

We can be Heroes – for more than one day

Karori Olympians

By Lucy McMechan and Chloe Marsh

Paris 2024 was a huge success for Kiwi athletes who won a total of 20 medals, a record 10 of them gold – two more than at Los Angeles in 1984.

About 200 New Zealand athletes took part with the most from Auckland (58) and 18 athletes from Wellington.

With a population a bit over 15,000, Karori is one of the biggest suburbs in New Zealand. It figures that three great athletes from Karori took part in the Olympics – rowers Jackie Kiddle (coxless women's pair) and Philip Wilson (coxless men's pair) and track athlete James Preston (800 metres) who features on page 8.

Philip Wilson started rowing in 2010 when he was 13 at Wellington College, and joined the Petone rowing Club in 2014. He first represented New Zealand in 2014 at the junior men's double at the World Rowing Junior Championships in Germany.

In 2019 Philip impressed by winning back-to-back national titles in the premier pair with Tom Murray.

When New Zealand's Olympic team for Tokyo was announced in June 2021, Phillip was confirmed to start with the eight. At the Tokyo Olympics, the men's eight was beaten in their heat by the Netherlands and had to thus go to the repechage, which they won.

In the final, they sprinted past Germany and Great Britain to win the gold medal – 50 years after New Zealand eight won gold at Munich in 1972.

At Paris, Phillip and Daniel Williamson won the B final – 7th overall.



Nikau syndicate (Year 0/2 visited the Karori Library as part of their 'our stories' inquiry learning. They enjoyed listening to stories, hunting through books, riding the bus and stopping off for a play at Karori Park on the way back to Kura/school.

Time to be a Hero

All school communication will move to the Hero app from next term.

With Hero you can:

- read school notices sent to the class or groups your child is part of
- see what learning has occurred in class
- respond to school notices such as surveys and trip permission requests
- view a school calendar of events and view school term dates
- notify the school if your child is absent or late
- navigate to the school website and Facebook page

- select how you wish to receive notifications

To download the app search 'Hero by linc-ed' in the app store.

To access from a desktop: go to app.linc-ed.com

Follow the instructions in this video - [Logging into Hero](#) – which walks you through setting your password and logging in for the first time.

We recommend that you also bookmark the Hero login page for easy access.

Paris Olympian James Preston has a strong Karori connection. New Zealand's top men's 800 metre runner and record-holder was interviewed by Emily Eachus.

How did it feel to be able to represent your country in the Olympics?

It was amazing to be able to represent New Zealand on the biggest sporting stage.

How did it feel to be in Paris while the Olympics were in session?

The atmosphere in the stadium was like nothing I had experienced before. It was almost 80,000 people when at full capacity and with the steepness of the stadium, it felt like the building was vertical - so you were almost looking vertically upwards.

How would you describe your experience so far as an Olympic athlete?

The Olympics were bittersweet for me. About two months before the games I developed some pain in my achilles. At the time this was manageable, and even improved. But, the week before the games it got worse and by the time of the games I was struggling to walk. So that aspect of the games wasn't great. Being able to experience the village and see everything there was exciting. There is so much more to the village than what I expected. For example, there are barbers/ hairdressers, supermarkets, post offices, stores, cafes etc.

What were your thoughts when you qualified for the Olympics?

Qualifying was one of my favourite parts of the season. Since I was quite young, I wanted to qualify for the Games but I probably didn't think it was truly achievable until recently.

What inspired you?

As long as I can remember I have always liked and enjoyed sports. This started as hockey but also included cricket, cycling and a few others. Alongside this, seeing the Olympics on the TV was inspiring. Initially, I wanted to be a Black Stick (hockey) but later my focus was more towards running. But overall, I think not wanting to let down the dreams I had when I was young was the main inspiration.



James Preston (27) missed the 800m final in Paris.

What were your Olympic highlights?

The main highlight was competing. Whilst the result wasn't great, being able to compete in front of so many people was very special. It feels very different competing in front of 80,000 vs the usual few hundred in NZ.

One other highlight was being able to support other members of the Athletics team. Even though my event was quite late in the programme, I got out to watch Hamish Kerr in the high jump final and Maddi Wesche in the shot put.

How did you get into running?

I started with the school athletics days at Karori Normal. I wasn't the best here, but enjoyed the different events. I also did the club nights at the Karori Athletics Club on Wednesdays. This was a good way to learn more events and get better. But, I only properly got into athletics when I was 17. I didn't win a national title until I was 18. So I was a bit of a late starter in that regard.

What are your goals?

Next year the world championships are in Tokyo and then the Commonwealth Games in 2026. I think a challenging but achievable goal is to make the final in either of these.

How do you balance your running and your career?

It is challenging balancing my running career and my professional career. I work as an assistant project manager for Beca (Engineering firm). Beca has been really good with allowing me flexible working. This means I have slightly reduced hours which allow me to train some during working hours. But it has required focus and commitment to both aspects of life. Training for me takes up more than 20 hours a week, so it can still be hard. Most of my time is taken up by either work or training, but I am happy doing this as I am achieving some long held goals/ dreams.

Fun fact: When James ran 1.44.04 this year he broke the oldest track record in NZ set by the great Sir Peter Snell 62 years ago.

Sporting news

Amelia a national champion on the road and track

By Hazel Mason

Amelia Burkhart (Ako 3) is an amazing cyclist.

At the North Island Schools Road and Track Cycling Championships, Amelia won the U13 Girls' Road Race, U13 Girls' Road Criterium and the U13 Girls' Omnium. She fared well in the U14 event, coming 4th. She also earned the Passion Award for her impressive efforts riding with older girls.

The commentary of the U13 road race said, "Amelia put on a blinding attack at the bottom of the hill, and gave it everything to the top, to ride home solo and finish over a minute ahead of the main bunch."

Amelia (12) says she started because her dad is a cyclist and got her on a balance bike as soon as she could walk, and a pedal bike when she was four.

She trains three to five times a week, in summer. She does two hours of cycling on Tuesdays, and on Thursdays she does W.O.R.D, a youth mountain bike charity for 7-17 year olds. Amelia also sometimes does a long ride of 40km-100 km on the weekend and in winter, roller training on Tuesday and one short and one long ride.

Amelia says she enjoys the tactics involved in racing, and also downhill cycling.



Another trophy for Amelia Burkhart, who in 2022 became the youngest -ever female finisher in the 50km Karapoti Classic.

Off to the Inter-Regionals

Two Year 7 boys are competing at the inter-regional primary schools cross-country championship in Upper Hutt this week.

Hugo Thirkell, 4th in the Year 7 boys Wellington Regional final, will be joined by Lachlan Ranger, who was 6th. Wellington comprises the city, Kapiti Coast, Hutt Valley and Wairarapa.

They will face athletes from Canterbury, South Canterbury, and Nelson/Tasman.

Basketball popular at KWNS

KWNS has eight teams in the popular primary schools basketball league at the Karori Recreation Centre – a quarter of all the teams across three divisions.

In the Year 3/4 3 v 3 competition, our four KWNS teams are playing well with Whakawhiti 2nd, Whaitiri 3rd, Niwha 5th and Uira 6th.

Meanwhile, in the Year 5/6 division, Whakawhiti are 10th and Paroro 11th. In the Year 7/8 division, Nga Haukoti are 10th with Kuru 14th.

Year 7 and 8 students from across Wellington come to KWNS for technology classes. Amotai Aikman spoke to food technology teacher Helen Carr about cooking up a treat.

The focus in food technology this year is biotechnology, says Helen Carr.

“Biotechnology is making things using biology. This year students are making bread, crackers, lemon yoghurt cake, pizza, okonomiyaki (healthy Japanese pancakes), pasta and more.

“Although most of the foods use biotechnology, some of these, like pizza and pasta, are being made simply because they taste good.”

Helen says the purpose of cooking tech is to teach people how to cook.” If you learn how to cook, you’ll be able to make you and your family meals every day and that skill will carry on to when you’re an adult living alone and there’s no one to make you food.”

How did she become a cooking teacher? “I taught in T4 and made clocks and other things. When I found out that the cooking teacher was leaving I said to the principal that I thought I would like being the cooking teacher. She suggested I apply for the job so I did! I was right because I do like being a cooking teacher!”

Helen says almost everyone loves tech. “Everyone gets to make cool things. It is fun and I believe every child experiences success at the tech centre. Oops that is lots of things!”

How has technology teaching changed? “Would you believe that when I went to tech, the girls could only do sewing and cooking and the boys could only do metalwork



Kane and Carter turn up the heat.

and woodwork. We got told what to make and we had to bring our own materials. That meant on cooking days we had to bring our own ingredients. I was always nervous on the days we had to bring an egg!

If we didn't bring anything we had to sit and watch the other kids cook. When we did sewing I had to go to the shop with my Mum to buy the cotton and fabric etc. We even had to buy our own pins.”

Te wiki o te Reo Māori celebrated

By Abby Kilpatrick

Te reo Māori was celebrated across the school last week.

Isabella Wicks said teachers could choose how they celebrated Te wiki o te Reo Māori in their classroom and were provided with a range of activity ideas.

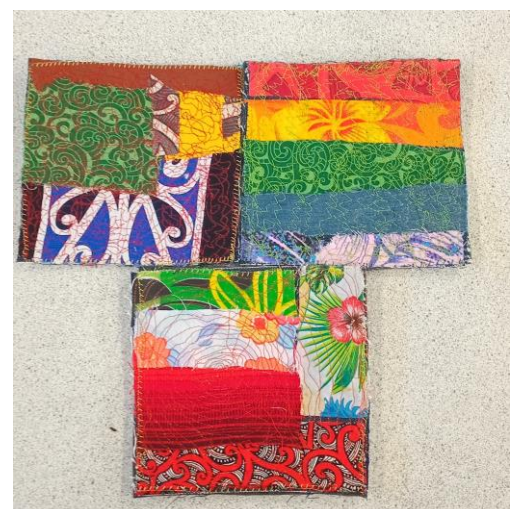
Activities included raukau, flax weaving, te reo Māori board games, word searches and colouring and a school scavenger hunt with prizes.

Isabella said six teachers part of the culturally response team worked on the plan.

Is te reo Māori valued at the school?

“Yes it absolutely is and we hope to engage as many students as possible in using te reo Māori.

“Using and learning te reo Māori is part of being a New Zealander and it’s important for us to build every child’s knowledge of this language in our kura.”



Coasters with Māori motifs made at textile technology. Photo: Dee Hawken.

Needles and pins and sew it begins

Weekly sewing Dee

By Emma Wills

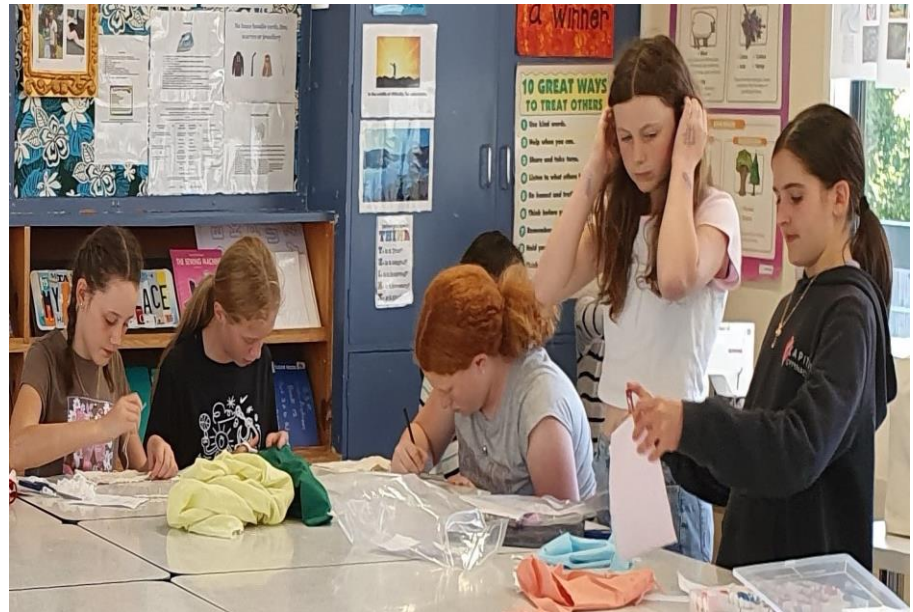
Sewing Club is an amazing opportunity for the many Year 7/8 students who take much delight in designing and sewing pieces of textile art.

This year the students are making pages with patterns and designs on them that will then go into a handmade book cover. Samantha Poutawera (Year 7) says “it's great that we are making presentation books to show our friends and family.”

Anyone who wants to attend sewing club and has a bit of sewing experience can come along on Friday lunchtime for fun, friends, and a chance to show off their creative skills.

Textile technology teacher Dee Hawken started sewing club because she noticed in class kids were really enjoying what they were doing. Some had sewing skills and wanted to keep going or had just learned to sew and wanted to continue.

When the club began the students would make stuffed toys, textile art or anything really, but this year the students are having a more organised curriculum.



Isla R, Samantha, Lucy, Isla G and Mila at work

Dee: “Sewing club gives the students more hours for practising and refining skills and it's also a more relaxed environment. I think it allows people to think creatively because there's not the pressure of a normal classroom.”

Students say tidying up afterwards is the worst thing about sewing club which goes to show that Dee really knows how to spark the interest and

imagination of club members. Dee says that the best part of sewing club is “seeing people enjoying what they're doing and choosing to spend their lunchtime doing something that I am passionate about.”

I think you would agree our sewing club is a great opportunity to learn new skills, make new friends and create an amazing final product.

Roof repairs for Block H

By James Ward and Louis Williams

Block H (Ako 16-18) is expected to be ready for term 4.

It had weathertightness issues, says Deputy Principal Kirsty Harry. “We needed to get this sorted because leaky buildings create bigger and bigger problems the longer you leave them.”

Work is mostly focused on the roof and where walls and windows meet the roof.

Kirsty said the school worked closely with the Ministry of Education on property projects.



Images from term 3



Our Kapahaka group performs at the Whakanui Aruhe Cultural Festival.



Emma Wills, Yuxin Wang, Qichen Li and Elise Ackerley perform at the talent show: Photo James Ward

Louis Williams delivers an Olympics cartoon, well, almost.

