

Te Awa Times

Newspaper of Karori West Normal School

Encouraging initiative and leadership

By Abby Kilpatrick

Te Whānau Kauri (Year 7/8) students have been introduced to Leadership CVs, to encourage initiative and leadership.

Teacher Sophie Harrison says they were introduced as a way for tamariki to track their involvement at school and in the community across four different areas - arts & culture, citizenship, sport and academic.

Each student has a physical Leadership CV sheet where they can record their volunteering efforts or participation in different events.

“Depending on the level of commitment, points are awarded for each opportunity/contribution. Students record these points on their CV and must have sign-off from the teacher in charge. Once a student reaches a certain number of points in a particular area, they are awarded a leadership wristband.

“Not only do the Leadership CVs help to develop a sense of responsibility among our senior students, but they also play a central role in our Year 8 trophy selection at the end of the year. Ākonga who have shown excellence in a particular area are considered for these awards.”



Sophie says it has been fantastic to see students of Te Whānau Kauri challenged to expand their school and community involvement through the Leadership CV.

“We have wonderful tamariki volunteering for the likes of library duty, PE shed monitors, peer mediation, wet day monitors plus being involved in orchestra, KWK, sports teams, EPro8 competitions and Te Awa Times (just to name a few!).”

Sophie says leadership is important for Year 7 and 8 ākonga because it gives them the chance to practise communication, problem-solving, and decision-making skills with the support of teachers and adults. It also encourages them to take initiative and be responsible, which are valuable life skills.

“Being a leader is an awesome way for students to give back to their school and community which has done so much for them - great role

modelling for our younger students too. By practising leadership now, our ākonga are getting ready to make a real difference in our kura and community in the future.”

Students interviewed were all positive about Leadership CVs.

Nikau Christmas cheer

By Emma Wills

This term, Whanau Nikau (Years 1/2) has been working on a very special Christmas performance.

The Christmas show is a chance for the students to share with their whanau some songs, costumes and Christmas fun.

It started last year because teachers thought the students would really enjoy performing and the show would be a great experience.

The students are all really excited to see their hard work pay off during the show. Mac, for instance, is excited to see his parents watch him sing.

Even though performing is fun, a few of the students I interviewed were understandably nervous. Finn told me how he was scared that he would forget his actions or make a mistake (so let's keep our fingers crossed for Finn).

I am sure that everyone is excited to see the Nikau students perform and show us their talent.

Our four Newsy Pooloozi podcasters spent a morning at Radio New Zealand at the invitation of chief executive Paul Thompson. Lucy McMechan and Elise Ackerley report.

Imagine waking up at 3.30am each morning for your job. This is exactly what Corin Dann does to be a Morning Report co-host for Radio New Zealand (RNZ).

Our Newsy Pooloozi reporters Lucy McMechan, Elise Ackerley, James Ward and Louis Williams got to visit RNZ with Jim and Liz Tully and Deputy Principal Danielle Hill.

The special trip was arranged and hosted by Stephen Parker, external affairs specialist, after an invitation from the CEO Paul Thompson, who knows Jim.

Corin wakes up at 3.30am for the 6am-9am programme. At 4am, he checks news channels such as CNN, BBC and Al Jazeera.

The programme covers many topics, all studied and of interest to him.

He does his own research. The main question for him is, "How can I tell a complicated story so others understand it?"

Corin's job is not just to report for the radio. He posts stories morning and night for Tik Tok and Facebook, video stories on-line and has a video diary every day.

After each programme, the team at RNZ spend about an hour reviewing its coverage, looking for follow-ups and planning for the next day.

Corin has been a reporter on the radio and television for about 20 years. He's had a few different jobs over the years. The Breakfast Show, working at TVNZ and RNZ.

Corin said luck - being in the right place at the right time - was a factor in all the jobs he's had.



Morning Report co-presenter Corin Dann explains where he gets overseas news to Louis, James, Elise and Lucy.
Photo: Danielle Hill.

For example, he volunteered to work over Christmas and New Year in 2004. On Boxing Day, he was flown over to Thailand to report what became known as the Boxing Day Tsunami.

What drives him? He says "Curiosity is important. I want to know about things." Corin was preparing to go to the United States to cover the presidential election when we visited.

Paul Thompson (CEO) stopped by to talk about the amazing career of journalism.

He said that to be successful in journalism you should have a portfolio, work experience, and newsroom visits to show a journalism school you had taken steps to find out about journalism. You should get a really good education with a degree.

Paul said another reason why journalism is great is because "You get to be nosy and get paid for it."

We were then shown the studio where Morning Report is produced and the newsroom where reporters were hard at work.

"It really was quite interesting," says Elise "It turns out there's a lot more to the job than I thought."

Lucy: "I really enjoyed the different outlook of journalism and the possibilities that the job has to offer."

Fun facts:

- Co-presenter Ingrid Hipkiss is based in Auckland.
- RNZ engages with 80% of New Zealanders over 18.
- It shares its content with 35+ media outlets.
- 1.42 million New Zealanders visited its website in October.
- In August, Morning Report had 347,400 listeners.

No horsing around at Whanau Nīkau gymnastics

By Jessica Graham and
Hazel Wisker

Nīkau students have loved learning gymnastics throughout the term at the Karori Recreation Centre.

They have discovered new poses and tricks while having fun! Gymnastics is a great way to try a new sport so let's see what some of Nīkau thought.

We asked Nīkau students what was their favourite gymnastics equipment and why?

Ivy from Ako 13 said she liked the pump track because, "I can do cartwheels and handstands on it!"
Jeremy (Ako 12): "The swing thing was my favourite because I got to go up and twist. You can twist it so much that you can go to the ceiling, it's so fun!"

Zoe (Ako 13) liked the rings because, "I can run up to it and do flips in the air!"

Team leader Sophie Weren said there were lots of positive reasons for doing gymnastics.

"It fits into the Health and PE part of our curriculum. Gymnastics offers a fun way of doing exercises that support children's physical development - things like strengthening their muscles, improving their balance and building the connection between their brain and their body.

"When doing gymnastics, students develop their gross motor skills like climbing, hanging, swinging, rolling and jumping. You have to have strong gross motor skills to build good fine motor skills to be able to do things like drawing, writing, doing zips and using scissors back at school.

"We also see children taking lots of risks, trying new things showing resilience, practising new



skills until they are confident, taking turns and encouraging others."

Sophie said the teachers decided to resume after a break because, "we think it is an awesome experience for our students, and it offers lots of physical and emotional benefits for students."

Literature circles, thinking outside the square

By Samu Cagnetta

In Ako 9, students are having a fantastic time with books through literature circles. Their teacher, Alistair Chisholm, has created an engaging way for students to read stories and discuss them in depth.

A literature circle is a small-group learning activity designed to encourage students to think critically about texts while developing their organisation and communication skills. Each week, students read a certain number of pages and stop at the same point. Then, they discuss what they've read. Each student takes on a different role in the group each week to guide the discussion.

Alistair chooses books he believes will interest the students. He selects high-quality books that he and other teachers have read and enjoyed, ensuring a rich reading experience for everyone.

The groups are student-led. Each week, a new student acts as the group manager. Their job is to make sure everyone participates and to encourage those who might be shy. Alistair notes that most students are eager to share their thoughts and engage with the book.

Students have the opportunity to select their top three favourite books from a curated list prepared by Alistair. They will then read one of those three favourites, giving them some choice in their reading.

Alistair loves to see students becoming independent in their reading and organisation. He appreciates how well they meet the expectations and prepare for each lesson. Most importantly, he enjoys witnessing the enthusiasm that students have for reading.

Literature circles meet once a week, but students are expected to spend time reading and preparing in the days leading up to the meeting.

Little green fingers to the rescue

By Abby Kilpatrick

Te Whanau Nīkau is planting seeds in “unloved” planter boxes.

“The planter boxes were around the school and we noticed they were looking unloved,” said teacher Odette Abernethy. “Most have now been moved to behind the tech block. However, we (Ako 7 and 8) have a few behind our classrooms that we hope to fill with flowers to attract butterflies and insects.

“Our inquiry was centred around how we can care for our local habitats and the creatures that live here. We noticed that we didn't have many flowers to attract butterflies. The children thought they could plant patches of flowers around the school in the hopes to attract butterflies and other insects.”

They started planting the seeds at the end of last term because of winter. “All Nīkau students planted seeds. Some of these are still maturing. We hope that by next year we will have flowers growing and a few butterflies and insects visiting.

“Nurturing an understanding and love for our local environment is really important for our wider world,” says Odette. “The students found this inquiry really interesting and also built a worm farm which gets all our classroom food waste each week.”

The students had this to say about the planter boxes:
“They will be filled with pretty flowers next year,” says Larissa.
“They are good for the environment because we can plant in them,” says Ollie.
“They are outside and I can visit them,” says Noah. “Odette lets me visit the worms (farm) too.”

Clearly the environment is important for our school because we need plants to live, so don't litter and be a Kaitiaki (guardian) to our environment!



Watering plants in summer is essential – so is wearing a hat.

The Wave By Morton Rhue

Reviewed by Amotai Aikman

This is a story about a fascist group called The Wave formed by a high school history teacher as a lesson about how the Nazis' beliefs spread across Germany.

I like how it teaches what happened in Germany during World War II really well. The characters are very engaging and it perfectly depicts how an idea can quickly spread and how people can suddenly go from perfectly normal to doing what they would've thought unbelievable; like beating people, threatening and preventing people from going to certain areas if they aren't part of their group. Although short, this book is a great read. 4.5/5.

One of us is Lying By Karen M McManus

Reviewed by Jessica Graham

Five very different Bayview High students are stuck in detention when one of them suddenly dies while the teacher is out of the room. As the story goes deeper it is more challenging and exciting to try and find the murderer.

It will have you thinking while dropping clues every chapter. If you are smart enough to figure it out before everything gets worse.

This is the first book in the big selling trilogy and was turned into a television series for two seasons. It is a massive page turner and is a great choice for intermediate students.

I rate it 5/5.

Course of true love never did run smooth

Karori West joined five other schools to perform scenes from *A Midsummer Night's Dream* as part of the annual *Primarily Playing with Shakespeare*. Emma Wills reports.

Shakespeare Globe Centre New Zealand annually organises a performance of one of Shakespeare's plays. Each school gets a few scenes then joins other schools to create an amazing production.

This year it was *A Midsummer Night's Dream*, which some may have seen at the ballet. The play follows three different storylines: the misadventures of four lovers; the conflict between the fairy king and queen; and the craftsman's struggles to stage 'Pyramus and Thisbe'.

Alongside these stories flies Puck, the fairy king's mischievous assistant pixie. *A Midsummer Night's Dream* is full of trickery, confusion and romance which is fun to act out. Any Year 7/8 students could audition but we did have to spend a lot of time practising and memorising our lines.



Much ado about something. Fun at rehearsal. Photo: Lena Going

There were, of course, other aspects that made putting together our scenes a little more difficult such as we couldn't see what the rest of the play was like in relation to our scenes and we kind of overestimated the size of the stage, but that was okay.

Despite that, there was lots of fun. Chloe enjoyed spending time with her friends and watching the finished play, Elena enjoyed sorting out the costumes and seeing everyone in character.

A lot of Year 8s who participated last year decided to do it again this year (myself included), so I wondered if any found this production to be much different. One major difference was the language.

Last year, we used language similar to how people speak nowadays, whereas this year it was language used in the original play. Although the language was a little trickier to understand, I know that I felt a lot fancier while performing.

Altogether, I think everyone involved did an excellent job and I am excited to find out what KWNS will be doing next year.

Louis Williams draws inspiration from the Bard

Did you know that even William Shakespeare had writer's block?



He couldn't decide on which pencil to use!



It's a time of big decisions as our Year 8 students end their time at KWNS and prepare for secondary school. So, how did they choose their next school?

Wellington College

By Alexander Haigh

I chose to go to Wellington College for many reasons. The first is the academic and extracurricular opportunities: there are classes in drama, music and art. Not to mention the academic opportunities. They have incredible Maths and English teachers that guarantee incredible results. Secondly, there is so much more outside space and sport options.

When I visited Wellington College, it surprised me how much more outside space there was than the other colleges, making my choice even more clear.

Finally, the sense of community. When you join Wellington College, you join a strong community of people who will help and support you.

By James Ward

One of the reasons that I chose to go to Wellington College is that I've heard good things about it from friends and my older brother. They all say that the school has lots of subjects and sports to choose from as well as a wide range of clubs.

In Year 9, I'm looking forward to being at a new school. I think it will take a little bit of getting used to since it is so large and there will be so many people. I am looking forward to meeting people and making new friends.

Wellington High School

By Louis Williams

I chose Wellington High School because of the amazing learning opportunities it provides, and how well it seemed to match my interests. For example, the art department. Wellington High puts a lot of effort into the art department to inspire students to be more creative, which I didn't see as much at other schools.

Another thing I think Wellington High really excels at is their clubs. It has many clubs across a wide range of subjects for students. Wellington High is a co-ed school and I think that it's really important for schools to have that variety.

By Amotai Aikman

I decided to go to Wellington High School for several reasons. For one, it's co-ed and It doesn't have uniforms, and I don't like uniforms. Another reason I want to go is that the people there seem quite nice. All the teachers were kind and the students there were nice. Another thing is that if you don't want to do something that they teach in the school, they'll support you in what you want to do.

The main reason, however, is the education. In most high schools, you have to choose your subjects before going to the school. At Wellington High in the first year, you get one or two months for each subject so you can see how much you like them, making it easier to choose your subjects when you move into year 10. I also think the Māori course looks very good.

Hazel Mason asked sister Elyse, Year 10, for advice starting at Wellington Girls' College:

Don't expect to stay friends with your old or new friends, because you are changing and so are they, it's a new environment and you're expected to do different things. There is also an amazing array of options for extracurricular activities. Don't choose too many because you will have more work to do.

A handy tip is to write your teachers' names inside your book cover because teachers get annoyed when all they hear is Miss or Mr. and would prefer to be called Mr. or Miss and then their last name.

It is quite hard to get to class as there are so many more people moving around the school, as well as having to learn where the blocked-off paths are due to construction. You have to memorise your schedule so you aren't late and you know where you're going.

More thoughts on choosing your secondary school.....

Wellington Girls' College

By Hazel Mason

I chose WGC because I love how many different subject choices in all years. I've heard most of the teachers are really nice and will support your learning throughout the years. Also, it seems like a great environment with really nice people, and the older students will help when needed. I am looking forward to the huge variety of extracurricular choices Wellington Girls' offers and the chance to make new friends. Even though I am sad to be leaving KWNS I am so excited for next year and the opportunities that come with it.

By Emma Wills

I chose WGC because of its reputation for its nurturing teachers, endless extra-curricular activities and supportive school environment. They also have a uniform which I have heard is comfortable and stylish with a whole range of options to choose from. There is also an insane number of subjects which means that everyone is able to learn more about something they enjoy. For me, German seems one of the best subjects because there are clubs and competitions that encourage the students to get more involved in the language and culture.

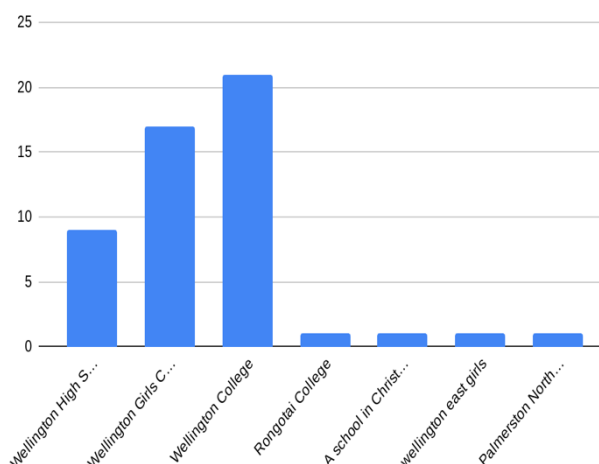
By Elise Ackerley

I chose WGC mainly because many of my friends were going, but also because of the great subjects. I loved thinking about which optional subjects and clubs I wanted to do. It's amazing how they base lots of your learning on your skills and interests. I also considered the sports they offer - over 25 with over 100 teams, including ki-o-rahi, futsal, athletics and dance teams. It's also great that the teachers specialise in the subjects they teach. I've already learnt so much about the school and I can't wait to get started.

By Lucy McMechan

I want to go to Wellington Girls' College because I feel it's the right culture and community for me. I'm looking forward to choosing my own subjects and even the great core class teachers. I love the choice of extracurricular activities you can do such as sports, being a librarian and writing for the Reporter which I'll definitely do next year. These have already influenced me from my two older sisters and I'm looking forward to being with my friends next year and meeting new friends as well, for the next five years of my education.

Colleges the Year 8s will be attending



The graph was compiled by Alexander Haigh and James Ward based on 51 responses to a survey of 64 Year 8 students.

The big reveal imminent

By Hazel Mason

The annual Year 8 Yearbook will be a highlight for our leavers this week.

Each year, there is a competition for the design of the cover. The winner of the cover competition is kept a surprise until December 12 when the Year 8s receive their yearbooks at the graduation night.

Inside, there is a little blurb that the Year 8s write about themselves in every class. There is also a space for the leavers to collect signatures from children all around the school.

Ako 9 teacher Sophie Harrison is in charge of organising the Yearbook this year. She says "the Yearbook is important because it shows the wonderful memories of the graduating Year 8s. It includes photos of their time at KWNS along with written profiles for each student."

She says the hardest part about organising the Yearbook is "making sure that we capture each one of the 60+ graduating students. Formatting the documents is tricky too!"

A deep dive into underwater hockey

By Chloe Marsh

Underwater hockey is a great sport, but unfortunately our school's underwater hockey team – the K-Dub Kingfishers – hasn't been getting enough recognition. New players (Years 6-8) for next year will be needed so I'm writing this article to change that.

A team has 10-12 players with six in the water and the rest on the side as substitutes. Players use a puck and a bone-like device called a pusher to move the puck along the pool floor. Players can only touch the puck with their stick which is held in one hand. There are 7-minutes halves with one minute for half-time.

Each player has, or the Wellington Underwater Hockey Association (WUHA) will provide, flippers, a snorkel, and two sticks, one black, one white. WUHA mini league games are at the Huia pool, Lower Hutt.

We play against lots of other teams in Wellington. At the end of the night, your team coach/es announce the player of the day and an organiser announces the team placings.

The coaches are teenagers who play for their school underwater hockey team. They train and guide you throughout the games.

Our team organiser, Kiley Kerse, says every year WUHA holds have-a-go sessions for any students in Years 6-8 to see what it's all about. Being able to have a go is important as the game is played on the bottom of the pool so you don't get to see much watching.

"Parents of the K-Dub Kingfishers manage our team as the games are on a Saturday night and one big advantage is that it's only two Saturday nights a term and you only pay if you play so the cost is not too much. WUHA can provide gear so you just have to come along with togs, a towel and snacks."

Kiley says another big advantage is WUHA provides high school coaches for every team. "Often, players know them so it keeps the seniors linking back with their primary schools and also provides connections to Year 8s wanting to play at college.

"When we began, we had enough for only half a team so we joined up with other schools making it really accessible for students to play."

Requirements:

- ~You must be able to get to Huia pool in Lower Hutt.
- ~Warning: you will probably be hit with flippers.
- ~You must be a confident swimmer.
- ~You must be able to play twice each term on a Saturday 4pm-9pm.

Keeping track of success

KWNS athletes have performed with distinction at regional events on the track and cross-country.

Urban Reiterer was 2nd in the Year 8 boys high jump at the Wellington regional primary athletic championships with a personal best of 1.60m. Hugo Thirkell was 3rd in Year 7 boys 1500m in 5m 04.97s.

Hugo was 11th representing Wellington at the Inter-Regional Primary Schools cross-country at Harcourt Park, Upper Hutt with Lachlan Ranger 23rd.

Teams from Canterbury, South Canterbury, Tasman, Nelson and Wellington (City, Hutt Valley, Wairarapa and Kapiti Coast) took part. Lachlan received the inaugural Wellington regional award for sportsmanship.

KWNS teams having a ball

KWNS teams have featured in the new primary schools volleyball league at the Karori Recreation Centre.

In the B grade, Papatuanuku are leading with Tanginui 4th. In the A grade, Tawhirimatea sit 4th with Tangaroa 6th and Whiro 7th.

KWNS continues to have a strong presence in the Friday basketball league. Our Year 7/8 teams Titere, Nga Haukoti and Kuru are 4th, 7th and 9th respectively.

In the Year 3/4 3v3, Uira, Niwha, Waitiri and Whakawhiti are 3rd, 4th, 5th and 6th. In the Miniball competition for Years 5/6, Manawa are 5th in the A grade with Awhiowhio 5th and Paroro 6th in the B grade.

Fostering problem-solving and collaboration

By James Ward, Samu Cagnetta and Louis Williams.

This year KWNS entered two teams into the Year 7/8 EPro8 competition - Human Toolbox and Floorcheez.

EPro8 is a science and engineering competition, centred around teamwork, innovation and strategy. In the inter-school competition, you have a unique selection of materials such as different types of rods, joints, rope and so on.

But the big step up is the electronics. The golden rule is that red wires plug into red holes, black wires, black holes, yellow wires, yellow holes. Blue wires, green holes. Wait what! That's no typo, the blue wires transition into a green end, and these multi-coloured pieces are very important when using buttons, switches, lasers and more!

In the EPro8 competition there are four rounds. First, an in-school event to decide the teams that represent the school. Then there are the heats, where 12 teams compete against each other and only the top four make the semi-finals. Our Year 7/8 teams both qualified, with Floorcheez 1st and The Human Toolbox 4th. In the semi finals, things really start to heat up. In a tough turn of events The Human Toolbox came 6th while Floorcheez managed to squeeze into the grand final after a team that had qualified was unable to attend.

Throughout the grand final Floorcheez worked tirelessly at their challenge, eventually clocking their challenge (completing all tasks to gain a number of bonus points) yet still coming in a modest 8th.

Karori West also entered two teams into the Year 5/6 league - Bob's Builders and The Flying Tractors. In the heats Bob's Builders built a scooter with its own steering column that when pushed would turn on a light.



Team Floorcheez work on an air duct

Consisting solely of Ako 6 students, The Flying Tractors also built the scooter coming 4th in the heats, making their way into the semi-finals, building some automatically-opening curtains, and finishing 8th.

How they would describe EPro8 is and what they like about it?

Ethan: (Floorcheez): EPro8 is an engineering competition for kids if they're interested. I like the competitiveness and the cool kits they provide.

Hugo: (The Human Toolbox): Epro8 is a competition where you complete challenges by building different things. It's quite fun because it challenges my brain with some things.

Sophie: (The Flying Tractors) : It can be very stressful.

Archie: (The Flying Tractors): EPro8 is fun and I liked the challenge and competition of the event. It's also really fun to do something different, something you don't usually do.

Luca: (Bob's Builders): It was fun to be out of school and also it was quite fun to build stuff with a time limit. You pretty much go to places and compete by building stuff.

Teacher Kris Pinnock, the Year 7/8 team leader organised this event for KWNS.

Q: What did you think/feel when you learned the scores across both syndicates?

I was happy with the scores. For me it's about the students doing their best. On any given day things happen and sometimes that means a team gets a higher score and sometimes it doesn't.

Q: What would you say are some of the benefits of this engineering contest?

It encourages problem solving, collaboration and most students find that it's quite fun. It needs a combination of a number of skills, and it also allows children who are kinesthetic learners to thrive.

The Pulse youth group is a popular event at the Karori Baptist Church on Friday evenings. Alexander Haigh reports.

Picture this, you're a Year 7/8 and are bored at home on a Friday after a long week at school. That's where Pulse comes in.

Pulse is an after-school group for Year 7/8's that runs from 7pm to 8.30pm on Fridays. I interviewed the leader of Pulse, Riley Fraser, children's worker at the church and part-time youth worker at the Karori Community Centre.

Why did you decide to start running Pulse?

Pulse ran when I was a kid, so the original idea behind it was we wanted to have young people with a safe space after school on a Friday night.

Typically, young people are either bored at home or relying on their parents to run something. If their parents are tired after a long week, it's much better if something else is run for them so we try to run something fun and safe.

Why should people come to Pulse?

Pulse is a good opportunity to meet other people. It goes across the schools, it's not just people from your school which is good. It's a good chance to engage in a space that is organised like school is, but entirely for fun.



Riley Fraser Photo: Alexander Haigh

I think you should come because it is a barrel of laughs.

What do people do at Pulse?

We play games and share food sometimes. We try to put some teaching time into the year but its things young people don't learn at school that are important to learn but mostly are just having fun.

How many people come to Pulse?

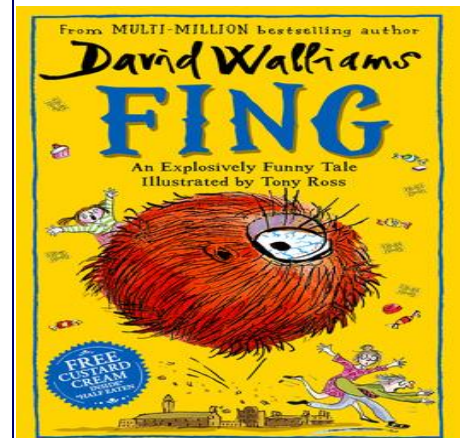
The average attendance in term 3 was 27. The most we ever had was 36 so the range is between 25 and 30.

Fing By David Walliams

Reviewed Hazel Wisker

Fing is a book about a little girl called Myrtle Meek, who is a very greedy girl who wants more and more. Her parents get whatever Myrtle wants.

One day Myrtle wants a Fing. She doesn't even know what a Fing is. So, the Meeks go down to the forbidden basement of the library and find a book called The Monsterpedia. This is where things get interesting.



I liked this book because it is funny and has a good plot twist. One thing that could be changed is Mr and Mrs Meek didn't stand up to their child. I would have liked it if they said no at least once.

I like the characters because they were well thought out and well scripted. I also really like Myrtle because she was funny and made a good main character. I recommend this book for 7 – 11- year-olds.

I really enjoyed this book and think you would too. I rated it a 4/5.

Memories of the way they were

Our leavers reflect on their time at KWNS. They were asked for their best memories, what they will miss and what they are looking forward to at college.

Emma Wills: I really enjoyed doing the shake-your-tail feather show in Year 1. I will miss knowing everyone in our year and being able to hang out with them. I am looking forward to being in a new place with new teachers, students and subjects.

George Symmons: My best memory is getting into the football team since I didn't get in last year so I was really happy. I will miss the football team, my friends, some of the Year 7s and the school in general. I'm looking forward to sports, making new friends, studying, learning more advanced subjects and a new environment.

Aria Marwick: My memory is performing in Shakespeare, in both Year 7 and 8. I'm going to miss my friends that are currently Year 7s, and my friends going to a different high school, as well as all the teachers that have helped me. I'm looking forward to being able to do more subjects that I'm interested in, such as managing money and performing arts. I am looking forward to a uniform although it will be a big change.

Thomas Brown: Market Day as a Year 7. I will miss the school football team and Kris (Pinnock) jokes. I look forward to everything, mainly the football team.

Bodhi Behan: Best memory is Market Day as a Year 7. I will miss the school football team. I am looking forward to all the different subjects on offer.

Jessica Gilmour-Wood: Best memory is when I did the camp concert with my friends. I will miss my teachers. I'm looking forward to playing netball with people that have similar skills as me.

Amotai Aikman: My most vivid memory from KWNS is standing up to do my speech for house leader in front of the whole of Kauri. It was terrifying, but I managed to pull through. What I'll miss is the area to walk around during morning tea and lunch time. I'm looking forward to everything but the homework.

Mila Sobell: My best memory is kayaking at camp. I will miss my friends and favourite teachers. I'm looking forward to the new structure and friends.

Cassandra Tolley: I remember in Year 2 me and Elizabeth hid in the bathroom to escape kapa haka. I'm looking forward to everything.

Leo Glassey: I think my best memory was from camp because all the activities were so fun and it was just a great time that I got to enjoy with my friends. I will miss my friends who are in Year 7 or not going to WC, and all my teachers I've had over the years. I'm looking forward to all the options and extra activities that I can participate in.

Sophia May: I remember hanging with my first friend. I will miss my spot near the container. I am looking forward to spending more time with my friends.

Noah Boston: Best memories are Market Day, school sleep overs, camp and meeting new friends. I will miss everything. I am looking forward to all the new opportunities and new people to meet.

Zachary McGill: Best memories are camp, school market day and school sleep overs. I will miss my friends and all the memories I've made. I am looking forward to exploring the new environment and meeting new friends and seeing old ones.

Bahir Alkozay: I liked playing with my friends at break time. My teacher Hannah was a really good teacher and helped everyone in class. I will miss the teachers and my friend Lenny as he is going to another high school and I will miss bottom field and top field. Honestly, I will miss everything.

Thomas Habenicht: When I first got in the school, I met a guy called Conner. He guided me through the school and we became friends. We're still friends to this day. I will miss the teachers and the friends that aren't going to the same high school. I'm looking forward to the new people I could meet and the older friends that I could meet after around a year.

Izaiah Kahara: My best memories are making a friend when I first started and Market Day. I will miss the teachers and my Year 7 friends. I am looking forward to opportunities for making more friends and meeting different people.

Sofia Crichton: My favourite memory was playing netball with my friends, and I got to learn new netball strategies. I will miss the KWK performances and the teachers because the teachers inspire me the most. I am looking forward to the new teachers, new friends, and a fresh new start to my life.

Aun Hasnain: My memory is practising assembly plays. I will miss the teachers, especially Adam and Kris. I'm looking forward to the clubs and actually learning more things.

Grace Vaeau: My best memory is Ki-o-rahi. I will miss kapa haka performance and the teachers were nice. I'm looking forward to kapa haka and new friends.

Leavers' last words: ka kite anō class of 2024

Lucy McMechan: My best memory is always the last week of school with shared lunches, finding out which class you're in next year, a huge class tidy and the different rewards we had such as discovery time, fish 'n' chips and ice blocks, wheels day and movie and pajama day. I will miss the great teachers, my Year 7 friends, the amazing experiences I've had and the leadership opportunities I've had throughout my 8 years at KWNS.

Juliana Lazarte: Best memory is meeting my besties, having a good time in the disco with my friends, and having funny moments with my teachers and friends.

Hazel Mason: The Market Day last year, I remember running back and forth between the staffroom with bowls of popcorn. I'm looking forward to knowing where everything is and knowing most of the people's names.

La Iva-Julian: Term 2, week 4 was when I met Kate Button in Year 7. Me and her were meant to be doing inquiry but were too busy laughing. Soon bloomed our friendship. I will miss my friends and memories. I am most looking forward to gaining new knowledge and meeting new people.

Harvey Griffin: Best memory is making friends. I will miss the teachers and Lenny because he is going to a different high school. I'm looking forward to learning new things and making new friends.

James Ward: Market Day in Year 7. My friends and I took basic chocolate chip cookies and explained the chemical reactions of the ingredients that make a good cookie. Camp was also really fun. I will miss my younger

friends and the teachers. I'm also going to miss my other Year 8 friends who I won't see at Wellington College next year.

Jesse Florence: My best memory was finding out I was a house leader. I will miss all of my younger friends I won't see next year and all the wonderful teachers that helped me. Looking forward to new people and a new learning experience.

Sanketh Bulathsinhala: Best memory is making a rustic treasure chest in the wood room at tech. I will miss the fun and interactive education and all the kind teachers who help me get through my time at KWNS. I am looking forward to gathering new knowledge, to learn hard and follow my ambition of being a volcanologist.

Ethan Fookes: School camp was really fun. I will miss Judd and Max. I'm looking forward to having lots of new opportunities and making new friends.



Reporters sign-off

This year's team of Year 7/8 reporters have produced three excellent editions and it is time to close their laptops. Some are off to college, some will be back to report in 2025.

The team has comprised Lucy McMechan, James Ward, Elise Ackerley, Louis Williams, Hazel Mason, Chloe Marsh, Emma Wills, Samu Cagnetta, Emily Eachus, Hazel Wisker, Jessica Graham, Alex Haigh, Abby Kilpatrick, Elena Murphy and Amotai Aikman with guidance from Liz and Jim Tully. Editorial team support has been given by Ako 9 teacher Alistair Chisholm.

The team is pictured at their final editorial meeting – minus Lucy, Emily, Chloe and Louis.