

Te Awa Times

Newspaper of Karori West Normal School

“Simply superb” Helen says farewell

By Hazel Wisker

Helen Carr, our much-loved cooking teacher, is leaving after 27 years.

Helen says she is leaving KWNS because it is time for her to slow down and retire. But first, she will be a part-time cooking teacher at Plimmerton School before travelling to the United Kingdom in 2027.

Her favourite part of being a cooking teacher is that “everyone wants to come to my classroom”. She also feels very strongly that every child should learn to cook.

I asked how the curriculum has changed over the years. “I have been a teacher for 40 years and the biggest thing that has changed is we used to get told to do something and when to do it.”

Helen says she will miss the children and the adults and the feeling of being comfortable.

Helen’s funniest memory at KWNS? She told a boy to wash his spinach and he washed it with hot soapy water and a scrubbing brush.

What would Helen prepare for a dinner party? “My dinner parties are very casual and the menu is very much driven by who is coming and the time of year. The main course would usually be a chicken or a beef dish.

“In the summer, that would be accompanied by a fancy salad (I like



Helen mixing it up with students from Makara Model School, one of nine schools that come to our technology centre. Photo: Jim Tully

trying new recipes), and a basic lettuce salad along with baby potatoes. I love desserts! I like them made with natural sugars and I often choose vegan recipes so I can avoid dairy. Having said that, I am nearly famous for my ice cream which ignores my previously mentioned preferences.”

And a favourite television chef? “I generally only follow New Zealand chefs but I admire Jamie Oliver because of the impact he has had on food and diet internationally.”

I asked Principal Simon Flockton how Helen has contributed to KWNS. “Helen has contributed to

this school in many ways. She is an excellent teacher - who would've taught thousands of children in her time at KWNS. She is a great leader. She is kind, hard-working and has the most wonderful sense of humour. She is very dedicated to the job, and always goes that extra step.

“Most of all, Helen is an excellent professional and colleague - we really value her and the staff will be really sad (though happy for her) to see her go at the end of year. Helen is simply superb.”

* A video of places around the school with people singing Slices of Helen in the background was filmed for Helen’s farewell.

Te Awa Times reporters are the New Zealand correspondents for Newsy Pooloozi, a news and current affairs podcast for children around the world. Here is our final story for 2025 by Lachlan Ranger. It can be found on www.newsypooloozi.com

Karearea named Bird of the Year

Lachlan Ranger reports from New Zealand.

Thanks guys. The New Zealand falcon or Karearea is a small brown bird about the size of a pigeon. It soars at over 200kph (125mph), swooping for its prey which often consists of small birds and mammals.

This year, for the second time, the Karearea has won the annual New Zealand Bird of the Year competition. It previously won in 2012.

The competition is run by Forest and Bird which raises awareness of threatened birds and addresses threats to, land, fresh water and climate change.

Bird of the Year started as a humble email poll in 2005 with

less than 900 people. It now draws an international audience with verified votes from over 120 countries. This year 75,000 people voted.

Bird enthusiasts from all over the country flock together to choose what bird they see fit to be bird of the year. This involves meme battles, trash talking posters and even dance routines.

In 2023 American television host John Oliver volunteered to be a campaign manager for bird of the year. With his support the bird he had chosen, the strange-looking pūteketeke, won a landslide victory with 290,000 votes.

The Karearea is endangered, with only 5000 to 8000 remaining. It is New Zealand's only remaining endemic raptor and flies up to 200km from its nest to hunt for food.



The Karearea nests on the ground and faces loss of habitat and pests eating their chicks. The bird is one of the 80% of endangered birds in New Zealand.

However, the Karearea is not popular with everyone. Some people have reported being attacked by swooping Karearea whilst walking around the Wellington bush.

In Wellington, this is Lachlan Ranger for Newsy Pooloozi.

Radio New Zealand journalists share their stories with our Year 8 reporters

Radio New Zealand chief executive Paul Thompson again hosted Te Awa Times reporters on a visit to its main newsroom.

He was joined by senior news executives, Stephen Parker and Mark Stephens and Morning Report co-host Corrin Dann.

The Year 8 students, teacher Alistair Chisholm and tutor Jim Tully heard how Morning Report is compiled. They then outlined the stories they had written this year both for the paper and Newsy Pooloozi.

The journalists talked about

challenging stories they had worked on and the attributes of a good journalist. Curiosity was highlighted together with courage, tenacity and a concern for getting things right.

The visit ended with a tour of the newsroom.

Elena Murphy's assessment: "The thing that struck me the most was how loud it was at RNZ. I was expecting it to be really quiet, considering it's a broadcast studio and people are recording in the next room. It reminded me a lot of my classroom, actually."



Meg Pryor and Noah Rex report on the Karori Korero speech competition which featured KWNS students

This term, Karori Normal School (KNS) hosted a Karori speech competition, with participants from Makara Model School, KWNS, KNS, and St. Teresa's School.

Nine Kauri (Years 7/8) students entered; Minu Sutherland, Archie Calder, Jessica Graham, Lachlan Ranger, Lily-Raema Aikman, Madison Nip, Meg Pryor, Noah Rex, and Abby Kilpatrick, with a possible four spots at the finals at KNS.

Teacher Alistair Chisholm, the organiser for our school, told us about the topic.

“The theme was taonga, past, present and future. We felt that this was an excellent theme because taonga can be a physical item but it can also be an idea and it was wonderful to see the wide variety of speech topics that the students chose.

“We had some students talking about historical events and the memory of those historical events, some talking about big global themes such as the taonga of the ocean.”

Each speech was unique in what it counted as a treasure, and the judges had a hard time picking who to send to the finals.

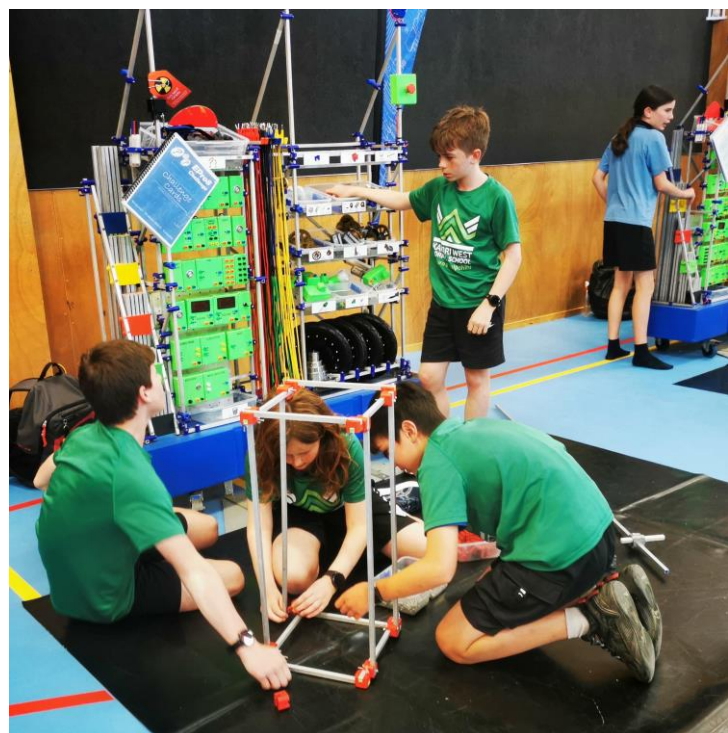
The four students chosen were Madison, Lily-Raema, Lachlan, and Minu. Children's author Ruth Paul and Wellington Girls' College history teacher Rachel Crowhen judged the finals.

Lily-Raema spoke about her whanau's connection to Parihaka and Lachlan shared his love of running.



Lachlan and Lily-Raema, with their cups, joined by the runners-up and judges Ruth Paul and Rachel Crowhen. Photo: Alistair Chisholm

A huge congratulations to Lily-Raema and Lachlan for bringing home both the Year 7 and Year 8 cups with their amazing work, and ka pai to everyone who entered.



Team Gween Beanz on its way to 5th in the EPro8 grand final. Photo: Judd Munro

Mucha diversion at El Rancho

By Cullen Conner

Te Whanau Matai had a three-day school camp at El Rancho, Waikane.

The Matai teachers created the camp as a way to prepare the students for the camp at Kaitoke later in their school journey, while also providing a fun experience.

The Year 5/6 camp is now scheduled every two years. The next one will be in Term 4, 2027.

The activities El Rancho offered were kauri climb, archery tag, team navigation, bridge building, wilderness survival, Glow in the Dark dodgeball, waterslide and a bonfire on the final night.

In the lead up to camp, Matai sold chocolates for \$2 outside the school hall on Fridays and held various assemblies to prepare the children for the week.



I asked Adam (Ako 5) and Delta (Ako 6) about the food during camp. “I think everyone enjoyed the food,” said Adam. ‘The first night there was nachos, for breakfast there was

help-yourself, then for lunch it was chicken burgers and fries.” According to Delta, the burger was one of the favourites, alongside the chocolate mousse and nachos.

A taste of languages for Te Whanau Kauri

By Minu Sutherland

Hola, konnichiwa, hallo, bonjour and talofa lava.

This term, Te Whanau Kauri students have been learning one of five different languages - Spanish, Japanese, German, French and Samoan.

They have been participating in one session every Monday and have been learning basic vocabulary in their language.

Kauri team leader Marcus Collins said: “We chose these languages because some of the teachers had

personal interests in some of the languages. We also chose languages from major continents such as Europe and Asia.

Kauri student Abby Kilpatrick says, “I have learned to say greetings, talk about different types of food, how to order something and have a simple conversation.”

By Samu Cagnetta

“As a person who practices a second language at home and when I go to another country to visit family, I understand the importance of bilingualism.

Speaking two (or more) languages is not only helpful when travelling, but it is crucial to have the ability to communicate with people who don’t speak the same language as you.”

On a recent trip to Italy, I spoke a lot of Italian to my family and others.

“It was a bit stressful at times, but my cousin knows English and helped me out.

“Languages are the middle of all communication on earth and it is really important to be able to communicate with more people.”

Lily-Raema Aikman reports on a programme that aims to reduce the threat of a dog injuring or killing kiwi as they return to the wild.

If you think about a New Zealand bird, what comes to mind? A tui maybe, or a piwakawaka. But most likely, it is a kiwi with its signature brown feathers and long beak for grabbing grubs. And maybe, if you live near a bush, you can hear them at night. But it wasn't always like that.

For kiwi, with their weak organs and inability to fly, they can be easy prey for pests, such as ferrets or cats. But their biggest threat is dogs.

But why? For that answer, we asked Kiwi Avoidance Training (KAT), a programme using e-collars that teach dogs to go against their instincts and divert from attacking kiwi.

“As flightless birds with tiny, undeveloped wings, kiwi can't fly away to escape danger. When faced with a threat, they might run, but they can't outrun a dog, making them easy prey.” says Georgina Wedge, co-ordinator at KAT.

“This means even a playful nudge, sniff, or minor bite from a dog can easily cause fatal crush injuries. A dog's natural instinct to chase and 'play' can and does have devastating and usually fatal consequences when kiwi and dogs meet.”

But how can we help the kiwi? KAT has taken it into their own hands to help our manu, giving them training to avoid kiwi. So far, they've helped 1000 dogs since its establishment in 1996. While dogs undergoing training can still attack, KAT greatly helps.

Also working to help our kiwi is Capital Kiwi, who set up traps and catch rodents. Since 2018, Capital Kiwi has partnered with locals, iwi and landowners to prepare Wellington's western hills for the return of kiwi.

Capital Kiwi is one of the country's largest community-owned pest removal networks, with 4,600 traps covering 24,000 hectares of Wellington's western hills – an area bigger than Abel Tasman National Park. It has removed thousands of predators from the landscape.

For this, I interviewed Jeff Hall, field ranger at Capital Kiwi.

“Many New Zealanders have lost their connection with the Manu Huna a Tane - the hidden bird of Tane, our kiwi!! They don't need to be in stuffy zoo nocturnal houses, unseen on an off-shore island or within a fenced



An increasingly common sign in the hills around Karori.

sanctuary. By taking a little care, we can live alongside kiwi, and many of our other specially-unique manu,” says Jeff.

“Our health and welfare as humans relies on a healthy thriving environment around us. Our rare and endangered manu are a key part of the biodiversity that underpins the health of this environment in Aotearoa. [We help] Wellingtonians realise they can make a difference and become kaitiaki for kiwi, it's not left up to a DOC or regional parks ranger.”

And you can help too! By keeping dogs inside at night and always having them on a leash, even if they have special training, it can give kiwi a home and let kiwi thrive in our hills like they used to! And if you have a pet puppy, maybe get it some Kiwi Avoidance Training and help both our manu and your dog.

So maybe if you live near a bush, listen out tonight and see if you can catch a signature kiwi call and think back to everyone helping our manu to thrive again.

The government is introducing financial education into all New Zealand schools from Years 1-10 next year. Lachlan Ranger reports.

Financial Education will be brought in as a key part of the refreshed social sciences curriculum for Years 1-10 students. It should be available next year for use in our school.

Education Minister Erica Stanford said, "Embedding essential skills into the curriculum will ensure our young people are better prepared to make informed financial decisions in a complex financial world. This will positively impact their lives and the broader economy."

For younger students the curriculum will include key financial fundamentals like opening a bank account, needs vs wants, earning, spending and saving money. The older students will learn more complex ideas such as budgeting, investing, interest and tax.



Principal Simon Flockton

Financial education will be introduced to Karori West in early 2026. I asked Principal Simon Flockton how financial education will be introduced.

"There are three options for how financial education will be introduced to kids at Karori West, either as a stand alone subject, or integrated into maths or as an inquiry."

Mr Flockton said financial education will be introduced to all students at the same time relative to their age and ability.

What resources will be used to teach Financial Education? Will the teachers have to come up with ways of teaching the subject?

"At the moment, there is nothing in mind but in the future there will be resources to teach financial education. If the teachers make it up or it is provided, we don't yet know."

New strategic plan on the newly-elected Board of Trustees agenda

Samu Cagnetta interviewed Presiding Member Jess Ranger

What is the main role of the Board of Trustees?

The school board helps shape the future of Karori West. We make important decisions about how the school runs like setting policies, managing money, employing staff, looking after the buildings and grounds, and planning for what's ahead.

How do you distinguish between governance and management?

At a recent training session for new school boards, we learned how important it is for everyone to 'stay in their lane'. This means the school board plans where the school is heading, while the principal and the staff handle the day-to-day running of the school.

What will be your focus in 2026?

The board has a busy year ahead. We have some important projects to tackle, including creating a new strategic plan to guide the school from 2027 and approving plans to transform our outdoor areas - something we know will excite our students.

Alongside these big projects, we'll also be doing our regular work. This includes setting the budget, keeping track of how our students are achieving, and making sure our school property is well maintained

Who is on the Board of Trustees and what are their roles?

The school board has five parent representatives, a staff rep, and the principal. The parent reps are the voices for the school community, while the staff rep represents staff

interests. But no matter who they represent, everyone on the board is expected to make decisions that are best for all students.

Each year, the board chooses a presiding member to lead its meetings and help guide its work. As the presiding member, I speak for the board and share news with the school community. I also make sure the board and the principal are working together as a team.

As the principal, Mr Flockton wears two hats on the board. One is as a board member, making big decisions and planning for the future. The other hat is as the school's senior manager, reporting back to the board on how things are going so everyone knows what's happening at school.

Four KWNS teams entered EPro8 with one making the Grand Final. Meg Pryor and Noah Rex, who took part, report on the science and engineering competition centred around teamwork, innovation and strategy.

EPro8 is an engineering competition with multiple rounds for Years 5 to 8.

The first round is only construction and you compete in your classes. You use metal bars and plastic connectors to follow a brief. Each step completed earns a certain number of points.

The two teams with the highest points move on to the internal finals. The two winners of that move on to the inter-school quarter-finals, where electronic materials are introduced, semi-finals and then the Grand Final.

This year, KWNS had four teams in the inter-school finals. The first of two Matai (Year 5/6 teams) - A Loaf of Bread - came 5th in the inter-school. The Cyborg Warriors were 3rd in the inter-school and 3rd in the semifinals.

Two Kauri teams (Year 7/8) also took part. Gween Beanz won the inter-school and semi-finals before finishing 5th in the grand final. Cheez Potatoes were 4th in the inter-school but won a wildcard entry to the semi-finals where they were 5th.

We asked Teacher Judd Munro what sort of build prompts students had to face. "For the KWNS challenges, students were given a challenge where they had to design a to-scale and functioning exoskeleton. At the more advanced challenges in the inter-school events students had the opportunity to design and create projects such as a laser gun, barrier arm, and a shopping cart.

"At the semifinals, students had movie-themed options - a rail car from Indiana Jones, the Thunderbirds 2 base, a Delorean from Back to the Future, or a mechanical shark from the movie Jaws."

In the grand final, Gween Beanz created a laser maze, choosing from a selection of spy-themed challenges.



Sophie Liger at the inter-school stage. Photo: Judd Munro

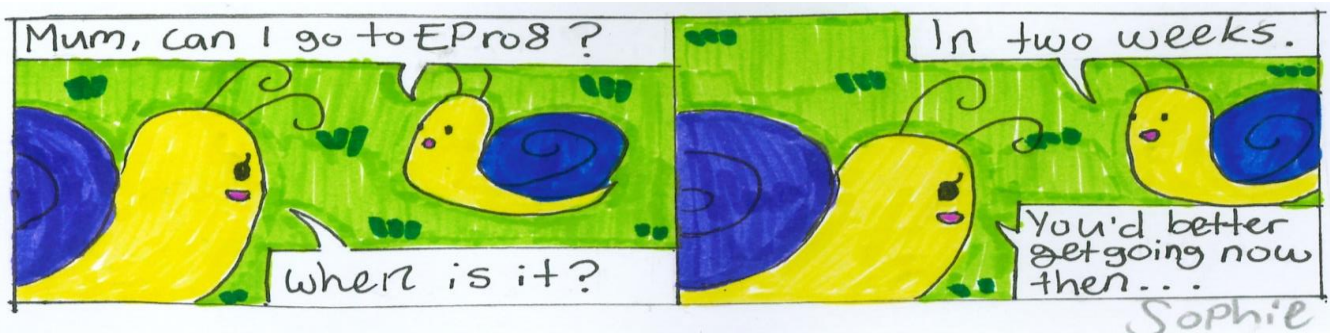
Our teams:

Gween Beanz: Micah Jourdain, Lachlan Ranger, Nico Talarkiewicz, Hugo Thirkell (pictured in action on page 3).

Cheez Potatoes: Sophie Liger, Celestine Ocampo, Meg Pryor, Noah Rex.

A Loaf of Bread: Aden Carruthers, Asher Jourdain, Logan Rein, Lourence Zhu.

Cyborg Warriors: Katerina Ackerly, An Pham, Lennox Senior, Ian Udowski



The 'living room of the school'. Elena Murphy reports on the importance of school libraries.

Did you know that two-thirds of schools in New Zealand don't have libraries? And out of 2500 schools there are only 56 full-time and 873 part-time librarians?

This is according to new research conducted by The School Library Association of New Zealand (SLANZA) and National Library Services to Schools.

School libraries are not mandatory in schools in Aotearoa and so investment in library spaces, collections, and staffing is up to the school board and principal.

This can lead to inequalities among school libraries and when there is budgetary pressures, the library can be first to be affected.

At KWNS, we are fortunate to have a great library space and a wonderful librarian, Shay.

Principal Simon Flockton says, "The library is not a 'nice to have' - it is a core part of a modern school. It strengthens learning, supports well-being, and helps prepare our tamariki for the world they are growing into."

But why should we care about school libraries in 2025? Can't we just find everything online? In short, no. While there is a lot of good information online, there is also a lot of misinformation.

"Modern libraries help students navigate information wisely," says Mr Flockton. "They provide guided access to digital tools, research skills, and inquiry learning - teaching kids to think critically rather than just consume content."

According to Kristy Wilson, Wellington SLANZA national executive representative, a school librarian is vital to "help navigate the excess of information and misinformation available."

Research shows that school libraries support student learning outcomes, including "improved reading test scores, higher academic achievement and positive attitudes towards learning.

"School libraries are a wonderful hub that exist to support students. You can read, research, or relax. Make sure you explore your school library and find out all the amazing things it offer," said Kristy.

Talent quest showcases our students

By Abby Kilpatrick and Maia Martin-Elwell

Dancer Hazel Miller won the 2025 talent show with Elizabeth Wang-Grant, who played the guzheng, runner-up. Maia Dibley (violin) and Juan Torres (guitar), shared third.

It was a tough competition. Thirty-nine students participated and did an awesome job. Kahikatea teacher Emma St Clair and over 60 others, had been working hard, to host an awesome talent show.

Students had to present a performance of their own creation, for instance, a skit, a piece of music or a singing act! From these amazing performances finalists were chosen. Each finalist was judged on their performance once more.

It was an amazing turn-out, with lots of crowd support. A talent show was

School libraries also provide a comforting, safe place for students. If you visit our library on any lunch-time you will find many students enjoying their time reading, talking, playing card games, drawing or just taking a break. It is the living room of the school, a welcoming place for all.

The school library has been a very important part of my time here at KWNS, and I'd love to see it still be around for new kids that join our kura in the years to come.

Next time you're passing Te Awa, step inside, scour the aisles, and maybe find a hidden gem you never knew existed.

an awesome way to build the school community. Creating a safe place for students to present their talents has helped us grow our community immensely.

Emma St. Clair said her highlight was seeing the amazing turn-out for our audience each day. "So many students came to cheer on their classmates and it was lovely to see. I was also in awe of how many students signed up to perform and showed some incredible talent.

"It's a great chance to celebrate the amazing talent we have at Karori West and for students to share what they love. It's also an opportunity for our school to show support for each other by coming along to cheer on the performers - it really brings everyone together."

This talent show was a tremendous success. Thank you to everyone who supported, or contributed to this event. It was incredible!

Culture and Heritage Day

By Abby Kilpatrick and Maia Martin-Elwell

Students showed off their heritage by dressing up in a cultural dress for the school-wide culture parade.

Another exciting event of the day was bringing a dish from your culture or family, for a shared lunch. These events were exciting for everyone showing their culture.

The parade was thrilling, with numerous people dressing up for the occasion. The crowd high-fived each other, and students from all ages were involved.

“It was cool to see all the different types of cultures and how people can be different in so many different ways,” said Tanya.

Noah K said, “It was cool to see how some people express themselves.”

Across the school, classes had a shared lunch. Students contributed dishes from their culture or heritage. This was a delicious event of the day.

Danish said, “I contributed my national dish with it which is fried rice and kuecub bitcubh which is basically a type of cake. Fried rice, I usually eat it during lunch so I eat it quite often and for the kuecub bitcubh, I eat it during special occasions.”

Said Noah R: “I’m half-Niuean and I’m half everywhere from Europe. I’ve got Welsh blood, English, Irish, a little bit of French, I think. I brought some pankeke which is from the Pacific Islands. It’s like a deep-fried doughnut ball and I brought coconut as well.”

Meg: “I enjoyed the parade and seeing everyone dressed up and celebrating their culture. I’m Welsh and Irish mainly. I contributed a Welsh meal. They’re called “Welsh cakes” and it’s kind of like a mix between pancakes and scones.”

Isabella Wicks, our school’s Culturally Responsive Lead, says, “The world is full of different people so practising understanding and learning about each other is an important part of our social learning at school.”

This event was awesome. Thank you everyone for contributing, and sharing your culture! Kia kaha, stay strong sharing your heritage and customs.



Artwork by Ako 10 to mark the Hindu festival, Diwali.

Leavers celebrate their final year

By Jessica Graham and Caterina Aduso

Many exciting activities to celebrate the Year 8s departure from this school were organised by the Leavers Committee.

The leavers and their whānau enjoyed the Award Ceremony, praising the effort all of the students had put into this year. Awards went to students who had excelled academically, in sports, in arts and culture and in citizenship. A crowning ceremony took place - an event where students were given a crown for perks or values (E.g. most unforgettable, most likely to be famous).

The Year 8 performance was amazing. It started with everyone doing an in-sync Samoan sasa then continued with students singing the song “Together” from High School Musical. Many practices were held for this astonishing performance lead by teachers Lalita, Sophie, Marcus and student Jireh.

There were speeches from the Board of Trustees presiding member, Jessica Ranger; team leader of Kauri, Marcus Collins; and principal Simon Flockton, followed by student representatives.

Then came a delicious pizza dinner, a highlight of everybody’s evening. Students connected and talked about the night while sharing scrumptious kai. To finish the night, the Year 8s celebrated with a disco. Everyone enjoyed the fun way to complete the evening with music requests, dancing, photos and just enjoyed the beautiful decorations.

Shakespeare as you like him. Archie Calder and Minu Sutherland go behind the scenes of this year's production

Parents flocked to Victoria University, ready to bear witness to an incredible performance of the Shakespeare play, As You Like It.

Shakespeare Globe Centre New Zealand annually organises a performance in which several schools combine their scenes to create a production.

As You Like It follows its heroine Rosalind as she flees persecution in her uncle's court, accompanied by her cousin Celia to find safety and, eventually, love, in the Forest of Arden.

The students had to undergo intense auditions and, after a few days, the results were out.

We asked Judd Munro, the teacher leading the play, how he decided on the people getting certain roles. "We looked at a few key things - confidence in line delivery, understanding of the character, and how well students could project their voice and use expression. We also considered who would work well together on stage to create a strong overall performance."

During the rehearsals, the students memorised lines, got professional advice and perfected their performance. After countless rehearsals, the big day finally arrived.

The incredible cast and crew of the performance stepped onto the big stage and performed the play with five other schools. We asked them about their performances.

Elena Murphy, who played the lead character Rosalind, was asked about her performance:

What is your favourite line that you say in the play?

The line was 'Dear Celia I show more mirth than I am Mistress of, and were you yet I were merrier? Unless you can teach me to forget a banished father, you must not learn me how to remember any extraordinary pleasure!'. I think it introduces the characters and I am also really proud of it because it was the line I said for my audition and I managed to get the part.

What are the downsides/upside of having a lead role?

The upside is that you get to be a bigger part of the production. If you're sick, they can't really



do it without you. The downside is, quite obviously, you have to memorise more lines and you also have more pressure on you to do well in the actual performance.

What advice would you give to younger students wishing to be part of a future Shakespeare performance?

Memorise your lines really early because it's quite impressive if you have done that, and it's much easier to go through the whole thing in rehearsals if everyone's all good on their lines. Another thing is that when I go on stage, personally, it's really hard to look right at the audience and not feel really intimidated. The thing is Rosalind wouldn't be performing in front of an audience she would just be talking to her cousin, and that's what I think of when I'm acting.

Were there any parts of the play that you enjoyed acting in specifically?

I quite like the 2nd scene, mostly because I got to shout at people. That was definitely an upside. I just got to use my voice and it was quite cool. I got to kind of decide what was happening because Rosalind is no longer a scared little princess. She's really tough now and I had to embody that in this scene.

Did you enjoy the Shakespeare performance?

It was really fun and was a great experience. I'm very grateful to have the opportunity to do Primarily Playing with Shakespeare. We had such a great team that was very collaborative and we helped each other out, and I think it's helped me to get closer to people that I won't see as much when I go to high school.

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As they loved it

(from page 10)

For Noah Rex, who played Orlando, the downside to a lead role was having so much to learn. Not necessarily just lines, I think I'm pretty good with that, but like stage directions and where to be when I need to be there. They can get quite overwhelming.

His advice to younger students: In auditions, don't hold back, show all of your talent. Another thing is you might think you're speaking loudly but you're mumbling or you're speaking quietly. Don't shout, but speak really loudly. A lot of times, young performers speak really fast, so actively slow down. Slow it down so much that you feel silly because it will likely help.

Did he enjoy the performance?

It was quite familiar for me as it was not too dissimilar from other films and drama productions that I've been a part of. It was just another amazing experience.

Non-speaking roles are an option. Jessica Graham played a lord in the 1st scene and a forest folk in scene 2. She says they add atmosphere to the play and it shows little things that speaking roles can't act out. They can bring activity in the background and even make the background livelier.

I loved being a non-speaking role because it is very calm and you don't have much stress to do well. You can really act without having the stress of remembering lines or remembering words.

Did she enjoy the performance? I enjoyed our contribution to the Shakespeare performance. I thought we were the most amazing group that acted on the stage. I think when everyone came together it really flowed nicely and I thought it was a good play.

Sophie Liger, who played Audrey, says it was fun to be with the other schools and celebrate the arts. The other schools were all really good "but I still think we were the best."

What did she most enjoy? It was really fun getting into character and performing in front of an audience. Our costumes were very fun and glittery.

Lily-Raema Aikman had the role of Touchstone the court jester who provides comic relief. She 'absolutely loved it.'

I loved seeing everyone from all the other schools and all the other actors that played Touchstone performing and how they all did it so differently. I do some drama in my spare time but it was really good to do something a bit more professional.

Her advice to a younger student? Just step up and do it. You may think 'oh what if I fail?' and say "what if I fall over"? but that's all a part of the fun.

You have to try and even if you don't get the role that you wanted, it's still a really good experience and it's great to be able to learn your lines. Even if you're a non-speaking role, you can still have that fun and play those characters

Some final thoughts from Judd Munro:

Organising the Shakespeare performance definitely came with its challenges. Coordinating rehearsal times around busy school schedules, ensuring everyone had costumes and props, and helping students understand the language and meaning behind Shakespeare's words all took time and planning. However, seeing everything come together in the end made it completely worthwhile.

Do you think the students performed well? Absolutely! The students did an amazing job. Their line delivery showed how much effort they'd put into understanding the script, and their stage presence was confident and engaging. Each performer brought their own personality to their role, which really brought the story to life and made it an enjoyable experience for the audience.

Cartoon by Celestine Ocampo



The last word: our journalists sign-off

After producing three excellent editions of Te Awa Times, it is time for our reporters to close their laptops for 2025.

Some will be back next year as Year 8 students – Meg Pryor, Archie Calder, Minu Sutherland, Noah Rex, Celestine Ocampo and Cullen Connor.

But for Hazel Wisker, Jessica Graham, Abby Kilpatrick, Elena Murphy, Caterina Aduso, Sophie Liger, Maia Martin-Elwell, Samu Cagnetta and Lachlan Ranger college awaits.

Tutors Liz and Jim Tully say they have been impressed by the quality of reporting. They are also very grateful for the support of teacher, Alistair Chisholm.



We asked the Year 8s for their best memory of KWNS, what they will miss, and what they are looking forward to at college.

Jessica Graham: My favourite memory is going to school camp. It was an amazing experience that I was grateful to share with all of my friends.

I will miss the encouraging personality and kotahitanga this school shows. The teachers and students always want to help each other and contribute to a greater school. I am looking forward to starting college and new opportunities there. I hope to share my knowledge from KWNS and be an incredible student at my new school.

Lachlan Ranger: The best memory is going down to Christchurch for the inter-regional cross country and representing Wellington; we raced against Canterbury, South Canterbury, Tasman and all independent runners. I will miss the clubs most, Te Awa Times and Turf Club mainly. I am looking forward to all the sporting opportunities like McEvedy Shield and NZSA (New Zealand Secondary School Athletics), and trying new clubs like debating or Mock UN.

Abby Kilpatrick: I enjoyed the experience of camp. It was exciting sleeping over at the YMCA camp. Doing activities such as ziplining, swinging on a giant swing and walking the night walk. I will miss the supportive Karori West Normal School teachers. They have helped me through many challenges. I am looking forward to exciting experiences throughout college, and new friend opportunities.

Hazel Wisker: My best memory is seeing the new Ako 20 for the first time. We sat outside for a while, before we went around the classroom. It was weird seeing it for the first time. The classroom was so clean. It was better than

the old classroom. I will miss knowing my way around the school. Wellington Girls' is so big and I am definitely going to get lost. I am looking forward to making new friends.

Caterina Aduso: My favourite memory is school camp. I found it really fun and exciting to experience all the different activities we did. I will miss this school's enthusiasm and personality especially when we do big events such as athletics day. I am looking forward to all the new opportunities and experiences that college will bring.

Elena Murphy: I have a lot of great memories at the school, but if I had to pick only one, it would be at school camp this year on the big swing. I was really scared, but when I finally did it, I loved it. I also loved spending time with people I hadn't really talked to before. I'm really grateful for the opportunities I was given this year. Behind the scenes, I really loved being with my fellow cast members when practising for *As You Like It*. It was very fun (and slightly nerve-racking) just as I was going on stage.

I'll definitely miss my teachers, and the Year 7s that I'll be leaving behind. It'll be really weird walking past the school on the way to the bus, and not going in. I'm very excited for some of my subjects, and meeting new people. It's going to be a new system so that will take some time to adjust to, but I'm sure I'll be fine (eventually). I think I can say that I'm ready to make the change.