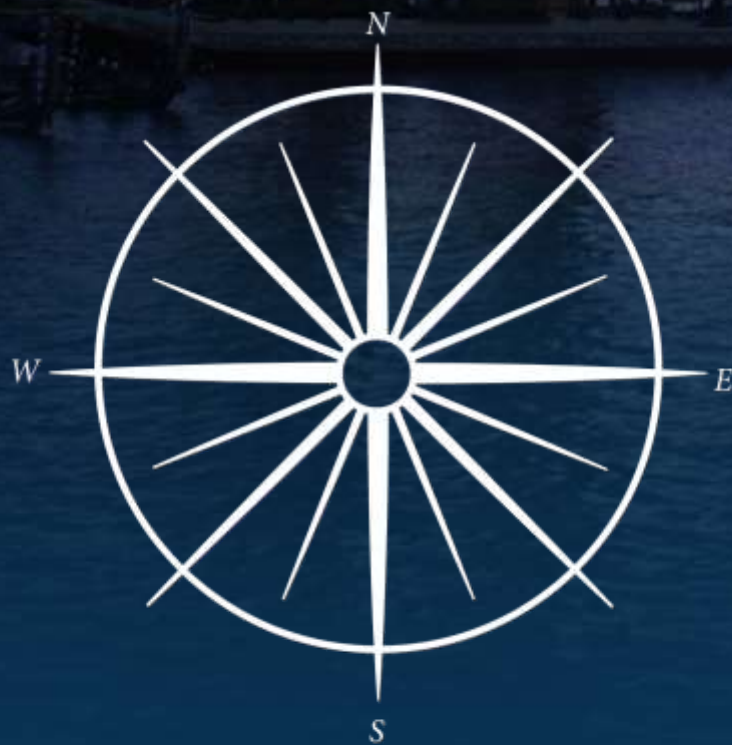


# Annual Report 2015



**TE KĀPEHU WHETŪ**  
*Navigating Māori Futures*



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# Kia Māori

# Kia Mātau

# Kia Tū Rangatira Aī

## Kia Māori

An education and an environment that validates Māori knowledge and ways of learning.

## Kia Māori

Encouraging innovation, inquiry and the development of specialised knowledge and skills.

## Kia Tū Rangatira Aī

The development of strong character and personal excellence, living with mana





# Foreword

Tēna tātou katoa.

2015 has been a year focussed on continuing the development of Te Kāpehu Whetū across the three pou of Kia Māori, Kia Mātau and Kia Tū Rangatira ai.

Year two has seen an increase in ākonga, pouako and facilities all aimed at continuing to move towards an education environment that will produce competent, capable and confident Ngā Puhī graduates.

Our drive is to have a Kura where striving for excellence is the norm regardless of whether it is cultural, academic or sporting. We aim to develop graduates who have key attributes centred on a good work ethic, resilience, humility and self-responsibility.

Above all else they will be confident as Māori and have been given opportunities to understand what this means to them. Over the past 24 months I have seen the ākonga and our Kura make good progress towards achieving these goals.

A Kura is a community and everyone plays their part in ensuring that the ākonga are given the best possible chance of success. Therefore, I would like to thank all of the staff that have contributed to this year. Without their combined support and hard work the many achievements and successes would not have been possible.

I would also like to acknowledge the ākonga who have pushed and demanded more of themselves as they seek to position themselves as future leaders and global citizens. Learning and personal development is a lifelong journey and it is a constant challenge to continue to approach life with the passion, vigour and discipline required to turn dreams into reality.

Finally, 2016 will see our roll double. The temptation is to leap in order to meet our contractual obligations, as well as meet the demand being witnessed by a burgeoning waiting list.

It would be irresponsible for us to take such dramatic steps. We are part of a new movement that is redefining future educational options and we don't have the deep history our counterparts have in the educational sector.

We'll continue to take incremental steps mindful that partnership schools such as ours are under the microscope, but not being afraid to be bold when we have to in order to tackle the appalling statistics that have dogged our people for so long.

Nā,

**Raewyn Tipene**

Chief Executive Officer

He Puna Marama Trust (sponsor).



# The Beginning

The story of Te Kāpehu Whetū Paerangi began in earnest in 2013 following the signing of a contract between the Ministry of Education and He Puna Marama Trust as the sponsor on September 16, 2013. This gave the Trust only five months to complete all the necessary tasks required to open, such as employing staff, securing buildings and completing the NZQA requirements.

The first task was employing the teaching staff for the 2014 school year. Chris McKay, Rowena Dunn, Robyn Matthews, Ralph Ruka, Tim Mulcare, Pereri Mahanga, Marion Muir and Jason Woods were employed as the foundation teaching staff of the Kura. Dr Nathan Matthews was appointed as the Pouwhakahaere charged with implementing the teaching programme and operating the Kura.

The former HQ for the Leadership Academy of A Company at 185 Lower Dent Street was refurbished to be the main Kura building and the Academy relocated across the road into its own premises at 168 Lower Dent Street.

The original name for Te Kāpehu Whetū - Paerangi was Te Kura Hourua o Whangarei Terenga Paraoa. Professor Sir Mason Durie gifted the Kura the phrase *Navigating Māori Futures*, the title of one of his books on Māori Development, as a motto for our educational initiative. This coupled with the

imagery associated with Waka Hourua from whence the term Kura Hourua came provided the metaphoric foundation for the identity of the Kura.

He Puna Marama Trust Chair Matua Adrian Warren came up with the term Te Kāpehu Whetū, the traditional Māori Star Compass. After conferring with his colleagues a group from He Puna Marama travelled to Aurere to confer with Matua Hekenukumai Busby as the preeminent tōhunga of navigation and ocean voyaging and he also endorsed the name and the message it contained.

To begin the school year the whole Kura took part in a week long hikoi around Te Whare Tapu o Ngā Puhi, taking in Ngāti Hau, Kororareka, Kohewhata, Kokohuia and Matatina Marae as part of the journey and enjoying korero from Matua Hirini Henare, Allen Wihongi and Hone Taimoana to name a few.

The Kura was officially opened on Saturday, February 15, 2014 with dawn karakia and the two main buildings were named Tapatoru in reference to the Polynesian triangle, and Maumahara in honour of the 28th Māori Battalion.

The school year began with 47 ākonga, By the year's end there were 53 ākonga at Te Kāpehu Whetū. The Kura adopted the three pou of Kia Māori, Kia Mātau, Kia Tū Rangatira Aī as the guiding principles from the Leadership Academy.





## Kia Māori

The Māori character of the Kura is an integral part of its identity and as such te reo Māori and Māori performing arts became compulsory for all ākonga.

The first significant event for the Kura was the annual Tai Tokerau Kapa Haka Festival at Rodney College in Wellsford. Our whole Kura performed and we delivered a bracket that integrated parts of the Leadership Academy culture and practice associated with the 28th Māori Battalion and kapa haka.

Later in 2014 the Kura was represented at the regional Ngā Manu Korero speech competitions. Our representatives were Te Ohomauri Henare in Senior Māori, Heeni Niha in Senior English, Ari-Anne Paraha in Junior Māori and Te Rapa Kopere in Junior English. This again was a major step in our development as a Kura.

We also had a number of students working under Tōhunga Whakairo Te Wārihi Hetaraka each Friday learning the art of carving.

## Kia Mātau

Academic progress is a big focus of the Kura. In our first year we had a number of ākonga that came to us with uneven programmes due to their achievement at their previous school. That meant that some were still completing the level below their prescribed school year.

Despite this we made good progress through the year and achieved a 75% pass rate in Level 1 NCEA, 86% pass rate in Level 2 NCEA and 100% pass rate in Level 3 NCEA. We also gained a 50% pass rate in University Entrance.

Our Pou Mātau (Dux) for 2014 was Honehau Clarke-Hepi.

An important aspect of our academic programme was the establishment of relationships with Te Wānanga o Aotearoa and NorthTec to allow us to provide specific Māori and vocational focussed instruction.

Within the Kura we had a successful group of business students involved in the Young Enterprise Scheme (YES). Joshua Rawson, Heeni Niha, Jade Turner and Naomi Jondahl won the Technology Award and Dragons Den sales pitch which they won convincingly.

The Dragons Den particularly was an outstanding achievement as they showcased their talents against High Schools from across Te Tai Tokerau.

## Kia Tū Rangatira Aī

The Leadership Academy provided a strong foundation for the development of our Kura. The cadets already had agreed norms and behaviours that were invaluable in building the rudiments of the Kura culture in the first year. They also provided the ongoing examples of sacrifice and community service through their involvement in the ANZAC day commemorations.

The Leadership Academy travelled to Italy in 2014 to take part in the 75<sup>th</sup> commemorations of the Battle of Monte Cassino. This was a fantastic opportunity for the cadets and served to make real many of the kōrero and knowledge they had been exposed to in relation to A Company during their time in the Leadership Academy.

A sad occasion for the Leadership Academy and the Kura was the passing of Whakahoro (Sol) Te Whata. Matua Sol was the Poutokomanawa (Patron) of the Leadership Academy since its inception. He was a veteran of A Company and was laid to rest at Mataitaua Marae at Horeke.



# Te Kāpehu Whetū 2016

Te Kāpehu Whetū consists of three Kura under one kaupapa: ***Navigating Māori Futures***

## **Paenuku (Years 1— 6)**

Is a full immersion primary school that follows the Te Marautanga o Aotearoa curriculum. There is a strong focus on literacy and numeracy using experiential, discovery and inquiry learning with māTauranga Māori integrated.

Paenuku ākonga are based at 78 Tarewa Rd, Whangarei.

## **Paetawhiti (Years 7—10)**

Paetawhiti is a bilingual Kura that follows Te Marautanga o Aotearoa. There is a focus on literacy and numeracy using project-based, place-based and relational pedagogy within an integrated curriculum.

Paetawhiti ākonga are based at 185 Lower Dent St, Whangarei.

## **Paerangi (Years 11—13)**

Paerangi is the senior school that focuses academically on achievement in Mathematics, Science, Social Science and English. Furthermore te re Māori and mātauranga Māori are key components of the curriculum.

Paerangi ākonga are based at 185 Lower Dent St, Whangarei.





# Head Girl (2015) Heeni Niha



Head Girl Heeni Niha.

It has been an honour and privilege to be the Head Girl at Te Kāpehu Whetū this year.

In fact I consider it my highlight of the year because I got to lead and show our young girls that anything is possible if you put your mind to it, by being a role model and good example.

At times it's been overwhelming because you have to be on point most of the time; you can't fall off and do bad stuff like bunking, and you have to make sure your school work is up to date.

Being the Head Girl was hard at times because sometimes you just want to chill. The upside to the role is you get to have a say in things going on with the school, and being a part of the conversations at the top level. So the girls were represented not just the boys, and standing with the top boys in the school was cool.

The Chicago trip was a personal highlight. Just experiencing a different country, being in New York at places like The Hamptons and being able to see how different people live, gave me a goal of making sure I seeing different places.

The trip definitely changed my thinking in that sometimes we see more of the negatives about America than the positives. The people I stayed with in Chicago were different. I thought they were going to be stuck up, but they were very cool.

Being in a school like Te Kāpehu Whetū has taught me to love my culture and realise that I can still be myself and merge it with my culture. I feel more like I'm at home.

Te Kāpehu Whetū has taught me how to be independent. We still get lessons and have to go to classes, but we got told to go away and complete our work on our own rather than having someone standing over us all the time. It's helped me to go away in my own space and do it, and as a result I've definitely worked harder.

From here I've been offered a spot in international tourism management, and I'm going to do a double major on top of that.

My final words of encouragement to the new Head Girl is simple: Be yourself, be original and not someone you're not.

**Heeni Niha**



Heeni with her cousin Hineira outside the National Museum of the American Indian in Washington DC, a stopover during the trip to Chicago.



## Head Boy (2015) Hirini Henare



Head Boy Hirini Henare.

Being the Head Boy of Te Kāpehu Whetū has been quite the challenge I feel and there's been a lot of expectations of me having come from the Leadership Academy for the past five years.

I found it challenging at the start – that I always have to be on top of my game – and at times it gets to you. But it's been a wild journey.

I'm planning to join the New Zealand Defence forces when I finish school to continue the journey of my ancestors. The school has helped me prepare for that by offering me a lot of support in journey in terms of academic support. For example, I'm not that strong in maths, but they set up a programme to help me improve.

**Hirini Henare (WO)**

Personally, for me, I enjoyed participating in Ngā Manu Korero and representing our school at that and on the kapa haka stage for the first time. I just feel it was an honour and privilege to show the rest of Tai Tokerau that we're here as Te Kāpehu Whetū and show what we're all about with our three pou and what we can do to change the education statistics in the North.



Hirini in action at the Tai Tokerau Secondary Schools competition in Kaitiaki in 2015.



# Kia Māori

## Kapa Haka

2015 was the first year Te Kāpehu Whetū competed competitively in kapa haka, lining up in the Tai Tokerau Secondary Schools competition in Kaitaia - a high level competition with the top three going through to nationals.

Our bracket was based around the important parts of our kura. It included a tribute to the late Erima Henare, a song about Whakaruru te Hau and our haka was an acknowledgement to Harding Leaf, a well-known leader of the Māori 28<sup>th</sup> Battalion.

It's the first time many of the ākonga have performed competitive kapa haka and we came fourth overall. It was an excellent result and the team can be proud of their efforts considering it was their first time together on stage in a competitive environment and the quality of the competition.

The group was young in terms of age and experience. It consisted of a number of Year 9 and 10s and ākonga new to kapa haka. As our kura grows we are confident that we have a healthy future in this event.

The group was tutored by Tatai Henare, Hira Hohepa and Matua Ralph Ruka. The Kaitaki Tane was Hirini Henare and the Kaitaki Wahine Waimahana Henare.

The next regional competition isn't until 2017 but we will attend the Tai Tokerau Festival again in 2016 as we have the past two years. There will be a number of opportunities for our rōpū to perform, improve and gain more experience.

## Manu Korero

This year we had competitors in each of the five categories for Manu Korero at the regional level.

Our representatives in 2015 were as follows:

- Hirini Henare, Pei Te Hurinui Jones: Senior Māori
- Izaia Tilialo, Korimako: Senior English

- Hineira Tipene-Komene, Tā Himi Henare bilingual section
- Kiriwai Hepi, Rawhiti Ihaka: Junior Māori
- Raiha Keraako, Tā Turi Kara: Junior English.

Again, this is a significant contribution by a small school and something we take seriously and think it's an important competition for us to be a part of.

We look forward to the future and will build on the foundations set by this year's group of ākonga.

## Kia Māori in the Life of the School

Kia Māori both academically, and in terms of a birth right and participating in our culture is an important part of what we do at our school.

Māori performing arts is compulsory and offered as an academic subject; likewise te reo Māori is compulsory and a subject.

Whenever possible we attend cultural activities such as pōwhiri which we've done for the Whangarei District Council, we attend hui mate when it's appropriate, and we're always looking for ways to give our ākonga experience at being Māori.

We also start our day every morning with wāwhakarite where the ākonga run the Ngāpuhi taumata—and that's an important experience gaining confidence with doing whaikorero, karakia, singing himene, leading songs for the girls—and we finish the day in karakia as a whole Kura.

So the cultural observations and activities is an important part of what we do in the school life.

We have definitely made progress across the board in all these areas as ākonga have had the chance to participate and gain confidence. That leads to further growth in terms of learning te reo and understanding what their roles are.





TE KĀPEHU WHETŪ  
Navigating Māori Futures

# Kia Mātau

## SOCIAL SCIENCE

Social Science in Te Kāpehu Whetū is an integrated program that is centered on identity and ākonga connection to the changing world. The program seeks knowledge from the past to explain the future. Social Science in its broader term at Te Kāpehu Whetū comprises of several learning areas; History, Social Studies, Geography and Media Studies. At the Year 13 University Entrance level, History is intergrated with the English program which allows ākonga to grow their academic literacy in preparation for tertiary study.

In 2015 at Level 1 ākonga have traced the history of slavery from Africa to England and following through to the United States of America. The most important aspect of their learning has been centered around slave trade and the enduring understanding of civil and human rights.

Ākonga were exposed to the Declaration of Human Rights and used this document as reference point to gauge a better understanding of the impact the Black Civil Rights Movement had on the formation of this document. The movie SELMA was used as a research tool for ākonga to gain a perspective on social justice movements of the 20th Century and how this has impacted social change in the 21st century.

Throughout this process ākonga were able to make

connections between self, world and society. Self acknowledgement of the part they play in society today has enabled them to think about the world they will leave behind for their own mokopuna and how they can contribute to the ever changing global society we live in.

The second half of the year was dedicated to the power and politics of protest with a particular focus on apartheid and the impact of the 1981 Springbok Tour on Aotearoa. Ākonga wrote a research proposal and begun the process of unearthing the causes and consequences of protest in sport in the history of New Zealand.

At NCEA Level 3 the Year 13 class had a strong focus on the price of citizenship for those Māori who participated in World War 1 and 2. The particular focus has been on The A Company of The Māori Battalion and the impact of those men going to war had on future Ngā Puhi tangata, tikanga and te reo Māori. The purpose was to ensure our ākonga were grounded in the foundations of Te Kāpehu Whetū whakapapa and that the reason there are multitudes of opportunities for them because of the sacrifices their tūpuna made by participating in World War 1 and World War 2.

With a grounded knowledge in these ideals ākonga are then able to stand in the world and stand on their marae.



# Kia Mātau

## SCIENCE

In our second year of operation at Te Kāpehu Whetū we have continued to explore ways of normalising high achievement in Science for our ākonga. To do this we look for connections between Māori world view and scientific principles.

One example is tangata whenua connection with place, maunga and awa and their role as kaitiaki. We looked at the catchment area for the Waitaua and how this affected Hatea, Whangarei harbour and out to the moana.

Ākonga studied the impact of urbanisation and farming on fresh water in the Waitaua. They visited marine reserves at Reotahi and Goat Island. They sampled and studied the living things on the rocky shore at Smugglers' bay. They found out about the growing of native plants and participated in riparian planting projects along the Waitaua in partnership with the "Whitebait connection" organisation. Through these activities they are able to strengthen their sense of place, grow their understanding and skill as kaitiaki, understand principles of ecology and gain credits in level 1 and 2 sciences.

Down at the harbour entrance is the Marsden point refinery, which provides the basis for a chemistry unit of mahi. This connects us and our place with the global science issues of dependence on fossil fuels and how the burning of these fuels contributes to climate change.

In the study of chemistry there are connections between whakapapa and the way in which the understanding of science concepts have developed over time, such as our understanding of the atom. Ākonga learn about the contributions of different scientists, such as Ernest Rutherford who built on the knowledge of previous scientists and in turn provided the basis for further discoveries.

History also provides a basis for our study of micro-organisms. Year 11 ākonga produce a report on the impact of introduced diseases on Māori between 1840 and 1900. This adds to their understanding of the early consequences of colonisation for Māori.

We also examined some very up to date problems such as the accuracy of information about contentious issues. How can accuracy of information be assessed? Is information we are using valid? Is it biased? Ākonga at level 2 learn some

scientific principles to help them with these questions in this age of information overload.

Running through all their mahi is the development of values such as excellence, inquiry, and ecological sustainability. The integration of te reo and tikanga by ākonga into learning is encouraged and facilitated in all mahi. Their learning is structured to give them the opportunity to take ownership of it as individuals and as teams. Pouako use discursive teaching / learning practise to encourage ākonga to think critically, understand and communicate concepts, manage themselves and work constructively with others.

This year Level 1 ākonga covered five NCEA standards worth a total of 20 credits. At the time of writing this report four of the standards have been completed, marked, moderated and published to NZQA. Based on this data the average rate of ākonga meeting standard is 84% and achieving at excellence level is 22%. This is a very capable group, they have worked consistently and are a credit to themselves, their whānau and Te Kāpehu Whetū.

At Level 2 all ākonga covered four standards worth a total of 14 credits and some of the ākonga will sit a fifth standard for a further four credits.

At the time of writing this report four of the standards have been completed, marked, moderated and published to NZQA. Based on this data the average rate of ākonga meeting standard is 54% and achieving at excellence level is 15%.

During 2015 most of the responsibility for teaching / learning has been covered by myself (Matua Chris McKay). With our expanding roll I am very pleased to welcome two new subject specialists, Doctor Joseph Kunnill to teach Physics and Whaea Jacinthe Beausoleil to teach Biology and Science. I have already found the increased diversity of working with a small team is spreading the workload and bringing in new ideas.

With subject specialists for chemistry, physics and biology and the prospect of a laboratory being completed we will be able to offer the full range of senior sciences in 2016.

We look forward to continuing to improve outcomes in science for our ākonga. We will look at our preparation as pouako to give ākonga greater clarity as to the academic standards that they need to meet. This will provide ākonga with opportunity to have more ownership of their mahi. The goal here is to strengthen the sense of partnership between pouako and ākonga working together.



# Kia Mātau

## MATHEMATICS

### *What is mathematics and statistics about?*

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live. Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

### *Why study mathematics and statistics?*

By studying mathematics and statistics, students develop the ability to think creatively, critically, strategically, and logically. They learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

By learning mathematics and statistics, students develop other important thinking skills. They learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate with

reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

### *How is the learning area structured?*

The achievement objectives are presented in three strands. It is important that students can see and make sense of the many connections within and across these strands. Those strands are: Number and Algebra, Geometry and Measurement, Statistics. At Te Kāpehu Whetū we make sure that the junior ākonga have experienced all three strands at their appropriate level.

At senior level we concentrate on NCEA.

Our goal for the Level 1 is 100% passing rate for the Numeracy part of the certificate, and as such we are hoping to achieve this goal by the end of the school year.

Our goal for the Level 2 is for each ākonga taking the course to gain at least 10 credits at this particular level. With all the other subjects we are hoping to have a passing rate close to Government targets of 86%.

For the Level 3 the idea is that able ākonga gain UE at this subject. Since this subject was not so high on the priority list for the three students taking the course, two ākonga got close to achieving this target.



# Kia Tu Rangatira Ai



## LEADERSHIP ACADEMY OF A COMPANY

It has been an extremely exciting and challenging year for the Leadership Academy of A Company with the merge with Te Kāpehu Whetū.

The Academy has become the Leadership stream for boys within Te Kāpehu Whetū. They practice leadership through daily taumata roles and fatigue responsibilities. They also have positions of leadership within their platoons and are expected to step up and lead in any challenges that are given to them or their platoons.

As at the start of any Academy year, the first two terms were very busy with community service as our ever loyal cadets from the Sir James Henare, Fred Baker, Ben Porter and Harding Leaf intakes committed to the Field of Remembrance opening, ANZAC day 100 year celebrations. The Academy boys had a central role in the event including the Field of Remembrance closing. They were also on hand for the clean-up at the end when everybody else had gone home.

We also participated in Daffodil Day where the cadets collected money for the Cancer Society. We have some very talented musos amongst our cadets and they used these strengths to sing and busk for money, and it was a very successful day with the entire Academy participating.

We attended the tangihanga of Ben Porter Cadet Travis Greenwood who had left the Academy and moved to Australia where he sadly passed away earlier this year. Our thoughts and our hearts continue to go out to Travis's whānau as the Christmas period approaches.

It is with great honour that we had the privilege of naming our first cadet intake for 2015 after our late Poutokomanawa, Matua Whakahoro (Sol) Te Whata. It was a wish of his from the first days of the Academy.

We badged in four senior Cadets and will have badged up to 12 more Cadets in by the end of this year with a Badging day ceremony on Friday 4<sup>th</sup> December 2015.

We will be very honoured to send off five of our Academy Graduates into te ao hurihuri to begin their lives as independent young men. We wish them all well in their adventures ahead and hope that some of what they have learnt in the Academy, will hold them in good stead with whatever may arise.

Just to sign off, the Academy is still strong and the ethos echoes through Tapa Toru hallways. I leave you with Sir James Henares final words before he dismissed the 28 Maori battalion upon their return to Te Ika a Maui.



Ben Porter Cadet Travis Greenwood.

*Go back to our mountains,  
go back to our people, go  
back to our marae. But this  
is my last command to you  
all - stand as Māori, stand  
as Māori, stand as Māori.*







# Sports

Sports and sporting teams at Te Kāpehu Whetū had a very successful year in terms of the different codes we played, and how well our athletes competed at a regional level considering we are such a small school. Much of that success can be attributed to having great coaching staff within the school.

Some of the highlights have been the Turbo Touch team dominating all the other schools in Northland. Turbo Touch was one of the new sports introduced in our PE classes in an effort to boost the participation.

Our senior and junior boys' volleyball teams placed highly in the Northland champs in our first year; the seniors placing third and the juniors second.

Stand out students in volleyball for the seniors was Aotea Parata and Diani Timms. In the junior boys Tana Milton and Ximena Edmonds.

Te Kāpehu Whetū also had a team of 20 students competing in the Northland athletic champs. Waimahana won the shotput, Kewene Edmonds came third in high jump and Diani Timms came third in the 100m sprint.

There are more students coming next year and we are expecting more growth in all sports. My goal is to increase the amount of code finalists in the ASB sports awards next year. This year we had three. Next year we want at least 10.

In 2015 we had about 10 students in the High Performance Academy, mainly seniors. We also had all of the junior boys' volleyball team in the sports academy training for volleyball nationals.

These students are picked on how well they are doing in their codes at the moment. Most of them are at least Northland reps in their codes, and the majority are volleyball players, with some from Waka Ama as well.

We are looking to grow the Academy next year in line with our goals of increasing the number of ASB finalists, and to see our ākonga and athletes competing with the top echelon across the various sporting codes at regional and national level.

Other notable sporting results were:

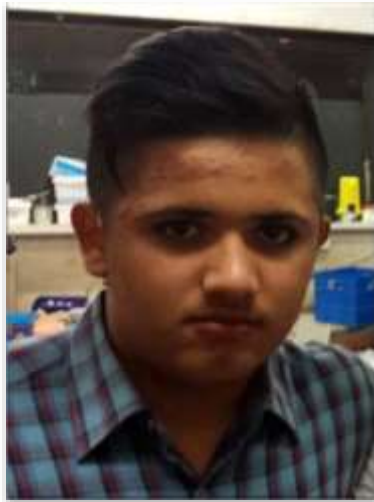
- Senior netball: our girls placed first in their section in the Whangarei competition
- The senior Turbo Touch team are the Northland champs
- Senior girls volleyball placed fifth in Northland
- Year 9 and 10 rugby league team, fifth place Northland champs
- Junior mixed touch team placed second in the Northland champs
- Turbo touch mixed team placed fifth in the senior competition

Individual achievements worth noting:

- Killarney Aikens NZ Mixed Touch team rep
- Waimahana Henare fifth in the North Island Shot Put champs
- Tana Milton NZ Under 17 Boys Beach Volleyball team
- Diani Timms Northland rep in Touch, Rugby, and Volleyball
- Kyneval Mokaraka Junior Northland Bowls champion
- Kewene Edmonds: finalist in the W1 Under 16 National Secondary Schools Waka Ama, and first in the W1 Under 16 12km (rudder singles) final for the same event.



# Music



The Kura was well represented at the 2015 Smokefree Rockquest. Mochaccino (below ) beat out nine other bands to finish top of their section. Playing a mixture of reggae and soul they dubbed 'funkwop' Mochaccino played a number of gigs around Whangarei. Likewise Year 12 student Izaia Tilialo (top left), who came second at Rockquest in the solo category, has been busy playing as well. Izaia also auditioned for reality show X Factor this year. Te Kāpehu Whetū's Caleb Rawson (top right) was honoured with a High Achievement Award from the Correspondence School for Level 1 NCEA Music and was Merit Endorsed at Level 1 NCEA.







TE KĀPEHU WHETŪ  
Navigating Māori Futures

# Rangatahi Inc



*Heeni Niha (left), Taio Kawiti (middle) and Josh Rawson, the brains behind Inc Me (right).*

August saw the launch of Rangatahi Inc on a glitzy night that doubled as a fundraiser for ākonga travelling to Chicago in October.

Rangatahi Inc is a platform where successful and talented business people can collaborate to create opportunities for rangatahi to launch off.

The launch of Rangatahi Inc was also the product release of Inc Me—smartphone covers that replace the concept of business cards—designed and produced by senior ākonga from Te Kāpehu Whetū.

*The launch of Rangatahi Inc (below) at Toll Stadium, Whangarei, late August.*





## The Year that was 2015



Other events ākonga were involved with in 2015 included the Anzac Day service (top left), planting at Cape Reinga in February (top right) and the the launch of the Bronchiectasis Foundation at Pehiaweri Marae in April (above). The foundation was the moemoea of the late Esther Muriwai. Esther's brother Camron Muriwai was a cadet of the Academy from the inaugural 2010 James Henare Intake.







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## The Year that was 2015



Late September Te Kāpehu Whetū went to Chicago for a cultural and ideological exchange with Oak Park and River Forest High School. After a pōwhiri at Chicago's Field Museum, ngā ākonga spent time participating in the school's life; taking part in workshops, showcasing Māori at a combined concert and spending time with the families who generously hosted our group. After the visit some of the group went on to Disneyland, while the others stopped in at Washington DC and New York on rendezvous.



# Paenuku

*“Children at Te Kāpehu Whetū -Teina [Paenuku] enjoy learning in a culturally nurturing and personally enriching environment. Increasingly capable leadership and strong networks of support are in place to continue the development of the kura and its community.”*

## Education Review Office New School Assurance Review Report February 2016.

A relatively new extension to Te Kāpehu Whetū, Paenuku opened its doors on the Tarewa Road site in February 2015 with four teaching staff and a teacher aide. By the end of the year there were 65 ākonga.

Paenuku was initiated as a bridge to Paetawhiti and Paerangi based on the Kura’s Lower Dent St campus, and a stepping stone for those tamaiti coming out of Mokopuna.

While for the first year Paenuku operated out of two refurbished prefabs, in November the five new purpose-built classrooms were blessed and officially opened for ākonga to

enjoy on February 9, 2016.

While the roll has increased to 81 some ākonga have moved on to Paetawhiti. Paenuku also has two more teaching staff, including a Pouwhakaako.

The Education Review Office Assurance Review Report (February 2016) was encouraging to ngā kai mahi at Paenuku. It notes: “The Kura is committed to enabling tamariki to become competent, confident and capable learners in a bicultural setting and teachers work collaboratively, and their close knowledge of the children and their whānau provides a



*The new buildings at Paenuku were blessed in an early morning ceremony in November 2015.*



# Paenuku

strong platform for learning.

“The kura offers a bilingual curriculum that combines Te Marautanga o Aotearoa and The New Zealand Curriculum. At present, teachers are using a variety of assessment tools to provide relevant information for parents with regard to both Ngā Whanaketanga and National Standards. Reports to parents and whānau are based on the pou and associated values as well as providing useful information about student learning and how the learner can be supported at home.

“In Years 1 to 3, the focus is on immersion learning. In Years 4 to 6, the focus is on transitioning to teaching and learning in English. Teachers are very aware of students’ variable fluency in te reo Māori. They cater for student capability through thoughtful ability grouping across year levels. Students with special learning needs are well included in all events and activities.

“Building shared understanding of existing assessment tools and how to use these most effectively to promote children’s learning is ongoing. A good start has been made in determining children’s foundation knowledge in maths,

reading and writing. The challenge for teachers is to ensure that strategies to support learners to make age-appropriate progress or better are in place.

“Curriculum documentation reflects both The New Zealand Curriculum and Te Marautanga, and while this presents challenges for teachers, it reflects the stage of the kura’s journey towards its desired goal of full immersion provision. Teachers have made good progress since the beginning of the year in planning and documenting curriculum expectations. The increasing confidence of the curriculum leader in articulating how the sponsor’s vision will be reflected in a responsive, flexible curriculum is encouraging. Ongoing support and professional development for teachers as they determine how best to plan for children’s learning will be important.

“Teachers are all appropriately qualified and registered. The teacher appraisal system now needs to be further developed and implemented to ensure that registered teachers are well placed to maintain their practising certificates,” the ERO report concludes.



*The 2016 intake of Paenuku take part in the opening of their new buildings on Tarewa Rd, Whangarei.*

# Mokopuna

## Early Childhood Education & Care

"Ka toa te Pa te whakatupu i te tamaiti..." "It takes a village to raise a child"

Mokopuna continues to make a strong contribution to the success of Te Kāpehu Whetū.

As of November 2015, the Mokopuna Early Childhood Centres operating in Tarewa Rd, Moerewa, Clendon and Roscommon were operating at 82% full. The centre in Whau Valley was 100% full.

When the occupancy rates at Mokopuna are compared across the board in the Whangarei-Far North districts, our statistics (82% and 100%) stack up well. The occupancy rate in Whangarei at the end of May 2015 was 80%, while the same statistic in the Far North district was slightly lower at 76%.

We need to congratulate ourselves and our whānau who support and encourage others to enrol or go on the waiting lists for Mokopuna's services.

Total number of licensed early childhood providers similar to Mokopuna in the Whangarei-Far North districts has grown from 152 in 2002 to 195 in 2015.

Mokopuna's Roscommon centre will formally open on March 12, 2016.

### Mokopuna o Moerewa

Mokopuna o Moerewa had a facelift late 2015 and the result was an increase in roll numbers.

Staff are happier and have had their professional development needs worked out in terms of routines, curriculum and coping

with the paper work.

### Mokopuna ki Roscommon

Work on the building is going according to plan and good relationships have been established with the nearby kura – Roscommon School.

The centre is licensed for 50 tamariki and held a successful open day late February (2016).

### Mokopuna ki Clendon

This centre is the best performing centre because of the population base in South Auckland. It helps that the Mokopuna brand is strong in the area.

### Mokopuna ki Whau Valley

The centre received a very good report from the Education Review Office (ERO). One of the areas the ERO commented on was the level of the te reo being delivered in the centre.

### Mokopuna (Tarewa Rd)

Had their Education Review Office (ERO) visit and received good feedback from the ERO reviewers who have recommended that it stays on the three year cycle it is currently working on.

Licensed numbers has increased because the centre has their room back from Paenuku.

This year (2016) 15 ākonga will transition over to Paenuku.



Mokopuna o Moerewa (left and right) got a facelift resulting in an increase in numbers for the centre.





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