

April 5
2019
Term 1 Week 11

Waiheke High School Newsletter



Kia ora koutou,

I would like to thank Anne Bailey and the Board of Trustees for rolling out Waiheke High School's Striving for Success project. It has been a great time hearing the ideas and contributions of so many who were at the Focus Groups. We will certainly roll out the responses once all the information has been collected and analysed.

Last week was a wonderful week for a small group of students who represented the school in the National Secondary Schools lawn bowls championship held in Auckland. Laura Tauniva was the National Secondary School Girls Bowls Champion for New Zealand, Laura is a quiet achiever who determinedly went about the business of dealing with the challenging opposition. Well done Laura, we are very proud of you.

In the last newsletter I mentioned our kapahaka group who gave an outstanding performance at Polyfest. Their hard work and passion paid off because they won 1st equal in their grade for their haka. Well done.

The Science Faculty have been busy organizing a huge array of trips for our young scientists; a conservation cruise around the Hauraki Gulf, Science in Te Huruhi Bay, pest control at Tawharanui and a Physics workshop in Auckland.

On Tuesday evening there was another splendid performance of the Year 12 and 13 Drama classes acting scenes from a range of Shakespeare's plays. The students embrace that acting space in the gardens well and thank you to the audience.

Finally, I would like to thank the teachers, parents and students who came to our teacher, parent, student interviews. Please remember, feel free to contact the school at any stage if there is a concern.

Nga mihi nui,

Friends of Waiheke High School

Next committee meeting is scheduled for 14th May. There will be no April meeting. You can get in contact anytime via email. We look forward to seeing you and having you involved in our next big fundraising event in June

The next Board of Trustees Meeting is scheduled for Wednesday 29 May 2019, 6:00pm in the Waiheke High School board room

Term Dates

9 Apr Mufti Day
12 Apr LAST DAY OF TERM 1
29 Apr FIRST DAY OF TERM 2
31 May TEACHER ONLY DAY

4 June QUEENS BIRTHDAY
5 Jul LAST DAY OF TERM 2

Waiheke High School is WARM

Our school is a restorative school. That means that when relationships are damaged we aim to repair the hurt and move forward positively. We prefer to act restoratively rather than punitively.

We do not have detention sessions. We have found that they are often counter-productive. This does not mean that there may not be consequences when people do harm, but that we would prefer to heal the relationship rather than potentially further damage it. We know how important, for example, the relationship between a student and their teacher is, to the learning and classroom climate.

In any environment there are times when relationships and trust break down and schools are no exception. From time to time the relationships between student and teacher, student and student and even teacher and teacher are damaged and we aim to help repair those relationships positively so that we can maintain an atmosphere of trust and respect.

Often, when there are concerns, we employ a simple routine to help repair any relationship. It is best summarised in the acronym WARM, and involves the use of a restorative chat.

For example, if a student is misbehaving in a class, the teacher could take that student aside, often after the lesson, and talk to the student.

They may ask, "What happened?" – This is the W of WARM. This is to hear the student's side of the story. Sometimes a student may have an entirely different perspective to the teacher and might help to explain why something considered misbehavior occurred. Often a teacher may have seen things differently, and what one might have thought was a harmless bit of fun may be considered differently by others.

Then the teacher might ask the student, "Who has been Affected by this?" – This is the A of WARM and the student might realise that the whole class might have been affected, not just certain individuals, including the teacher.

Following on from this, the teacher could ask, "How can we Repair the damage?" - This is the R of WARM, and here the student can look at ways to help heal relationships or put things right if such things as property have been damaged. Sometimes an apology is all that may be required, sometimes there might be other natural consequences. Maybe there is something this student could do to help restore the teacher's trust.

Finally, we ask, "How can we Move on?" – The M in WARM. Perhaps the student will need to sit closer to the front of the class. Maybe the student needs to not sit with people they can distract or people who they are distracted by. Possibly there might be an agreement that the teacher will give feedback to the student at the end of each class for a while. This is about looking at ways that both can work together to try to ensure that any harm or damage doesn't happen again.

Sometimes this process takes longer than more punitive measures, sometimes it would be easier for a teacher to just give lines or detentions, and sometimes the damage is much larger than normal misbehavior. However the process is pretty much the same. The goal is to restore relationships that have broken down or been hurt.

Initially, people are sometimes apprehensive or skeptical about this process. Some might think that the process is an easy out for misbehavior or serious wrongdoing. Sometimes people might think that because the student isn't publically shamed, there have been no consequences. Some might argue that the school has gone soft on discipline. However, the goal is always about putting things right, restoring the relationships that have been damaged and moving on in a spirit of cooperation and mutual respect.

At Waiheke High School we continue to work at dealing with problems restoratively. We haven't always got it right but there is genuine progress. Staff know about WARM and they are putting it to good effect. I believe our students are happier knowing they will be heard and that they can be part of the solution and not just seen as being part of the problem.

If you would like to know more about this process, feel free to approach any of the Deans or Senior Leadership Team. They would be more than happy to answer any questions or address any concerns.

Tony Sears

Deputy Principal



World Vision Youth Conference



On 19th March three Year 11 students had the opportunity to attend the World Vision Youth Conference along with students from other schools around Auckland. The conference was focused mainly around humanity and leadership and featured a special guest, invited following the terrible events in Christchurch just days before the Conference. The speakers were Chris Jupp, Jenna Harris, Abe Nouk and Julie Zhu.

This is what they discovered:

From Gil Selem

At the World Vision Youth Conference one of the ideas I found very interesting was that anybody willing to help share the idea of humanity, first needs to choose which area of this wide topic they want to focus on and then do their research. This means looking at whether someone is already working on this topic and if they are, then try to partner with them rather than create something else and compete. I believe this is really important, because we usually tend to get caught up in our own ideas and not actually consider if it is the best way to achieve our goal. By completing rather than competing, we make better use of our energy, and our commitment is more effective. From now on, I have decided to weigh my actions in the light of the negative impact they can have on others, and try to find solutions. It was a great day. I would really love to go back next year and I think anybody that gets the opportunity to attend, should definitely take it.

From Stella Mares

The conference included speakers on social justice, a workshop on the 40hr Famine and a discussion on how to change the world. It was attended by many schools from all around New Zealand, and I was able to have amazing conversations with extremely interesting people. As the Christchurch attack was less than a week beforehand, the organisers changed the program to address this serious issue. The first speaker was an incredible young Muslim woman, whose speech on the Muslim community's reaction to the attack completely changed my mindset, even inspiring me to write my English speech on how the terrorist attack should not have come as a surprise. The second speaker was a woman, who worked with refugee teenagers on Nauru. She empowered us to believe that we are never too young to change the world, and our generation can achieve great things. The third speaker was an incredible refugee, who recounted his life and demonstrated that social media can be one of the best forms of activism. The final speaker was a woman who makes films designed to integrate the Maori and Asian communities. The speakers, the staff, and the many activities we did inspired, and empowered me. After going to this conference I feel that I too could change the world.

From Alex Taylor

The World Vision Youth Conference was a great experience for all of us. The speakers in the Conference were very talented and inspirational, speaking from both their hearts and minds. The way they changed 50% of the schedule and plan to incorporate the incident in Christchurch was exceptional, and the conference itself was mostly about how young people like ourselves can make a difference, a change, without waiting until we're older.



Level 2 & 3 Drama

Shakespeare in the Garden



A packed courtyard was treated to a fantastic evening of Shakespearean mayhem and magick on Tuesday 2 April courtesy of the Yr 12/13 Drama class.

In this, the month of Shakespeare's birth where his works are performed all over the world in celebration of the Bard, the students performed with focus, skill and confidence to create a theatrical event they should be extremely proud of.

Photos taken by audience member and ex-student Sam Shirley capture the passion and pathos beautifully. Thanks to the audience for their donations which will go towards subsidizing an acting workshop for the class next term with professional actors from The Ugly Shakespeare Company.

Vanessa Carnevale, Drama Teacher

In-School Career Dates for 2019

Careers Evening (Thursday 4 July 5:30 - 7:30pm):

Parents/caregivers and students Year 10 -13 invited.

Meet in the school foyer at 5:30. All presenters will be in the hall this year - EXPO style.

Career Taster Days:

Students try out a job of interest for a day.

Year 13 = Tuesday 2 July

Year 12 = Wednesday 3 July

Career Awareness Days:

Self assessments, career research, speakers, CV building and networking.

Year 11 = Monday 1 July

Year 12 = Tuesday 2 July

Year 13 = Wednesday 3 July

Level 3 Chemistry - Goldie Vineyard Laboratory Visit



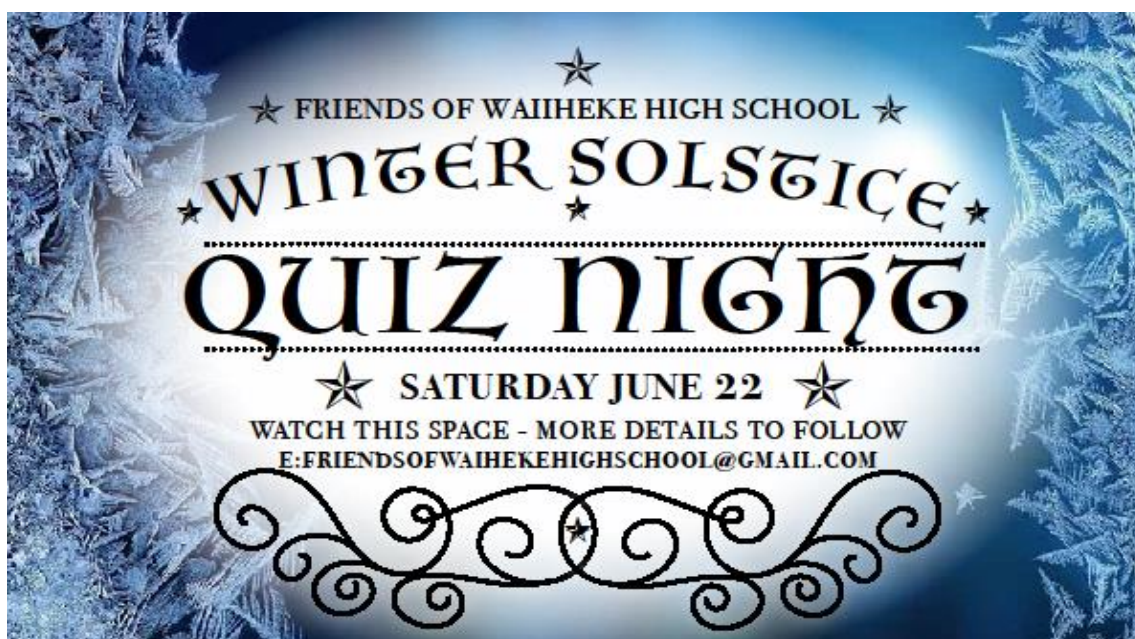
On Wednesday 27th March our Level 3 Chemistry class visited the Wine Science Centre at Goldie Estate Winery. Through this opportunity we were able to learn about how some aspects of analytical chemistry are involved in the wine making procedure, enabling us to make links to our own curriculum. We also had the opportunity to see the wine making process in action, as the university students were in the middle of sorting and crushing the red grapes ready for fermentation. A huge thank you to Neill Culley, and his team, for hosting us and presenting us with such in depth knowledge of how



chemistry can be used in the winemaking industry.

International Particle Physics Masterclass at the University of Auckland

On Sunday 17th March, five Senior Physics students from Waiheke High School attended the University of Auckland Particle Physics Masterclass workshop. This was run by Dr David Krofcheck, a nuclear physicist and lecturer at the University of Auckland. Our students joined another 30 students from other Auckland schools, to connect with 13,000 high school students from 55 different countries around the world. They gained an introduction and understanding of real-world applications of particle physics. The students participated in a hands-on workshop, analysing screen shots of recent and real proton-proton collisions from the Large Hadron Collider (LHC) detectors. The workshop concluded with an international video conference with students from a high school in Honolulu, to compare data. It was a unique experience for Toby Ryder, Bonnie Curle, Felix Blaha, Tom Anderson and Mailis Herren and it is envisaged that another group of students will be invited to attend next year www.physicsmasterclasses.org




Positive Behaviour for Learning—PB4L

When the Waiheke WISE team were putting together the program for Waiheke High School we developed a Matrix that displays the positive behaviours we expect from the akonga at our school. This matrix was developed to target different areas of school life; including the classroom, grounds, assembly, library, restrooms and public areas. Over the next few months we will be introducing you to the behaviours that are associated with each area.


The most important behaviours we expect to see at Waiheke High School are behaviours that span all areas of the school. These are the behaviours that we will be teaching first and we would appreciate your support in promoting them with your akonga.

PB4L Matrix

Be Waiheke WISE



SETTINGS	
VALUES	ALL
W Whanaungatanga	<ul style="list-style-type: none">- Use manners- Interact politely with everyone in the kura- Solve conflict peacefully- Use appropriate language
I Independence	<ul style="list-style-type: none">- Be accountable for your own actions- Follow instructions
S School Culture	<ul style="list-style-type: none">- Dispose of waste appropriately- Wear the correct uniform
E Education for All	<ul style="list-style-type: none">- Have a positive attitude- Be resilient



In order to help your akonga display our value of school culture please assist them by making sure that, as we descend into the cooler months, they have the correct uniform and correct outerwear. If you are unsure of the school policy surrounding this please feel free to get in contact with us at

waihekewise@waihekehigh.school.nz.

From the Deans' Office

As the first term comes to an end it is really important for our senior students to know and plan when their internal assessments are due. Parents as well as students will receive the schedule of Internal Assessments for April and May. Please look these over and help with the planning over the holidays. Term 2 starts April 29th. May is quite heavy with Internal assessments. If you have any questions concerning this please contact either

Whaea Te Ao—haut@waihekehigh.school.nz

or

Bill Godbout—godboutb@waihekehigh.school.nz

Piringakau News

Tupu Mai Programme

This year Waiheke High School launched a new Māori language extension programme called Tupu Mai. This programme is designed for a selected group of Years 6 to 9 students from the WaiCol group of schools that includes Waiheke Primary, Te Huruhi Primary and Waiheke High School. The aim of the course is to enrich student knowledge and practice of Te Reo Māori me ōna tikanga. Part of the programme will be to visit significant sites to areas where there is evidence of early Māori settlement across Waiheke. Associated goals of the course are to provide a student driven curriculum towards improving literacy and communication skills.

The programme is based in the Piringakau D7 classroom at Waiheke High School and in due course will include Piritahi marae and the Waiheke environment as our places of learning. Working across schools means teachers are able to work as a whānau invoking the concept of tuakana, teina with whānaungatanga as our core value and belief. The connection between schools will support transition from primary to high school. Māori teachers from both schools are encouraged to accompany students to enrich student learning.

Staff Professional Development

Waiheke High School are able to participate in continued professional development and learning around Cultural Competency. This is an ongoing programme where goals include;



1. Presenting pepeha and whakatauki during staff meetings
2. Using basic instructional statements during class
3. Enrolling onto a Māori language programme for personal growth
4. Storytelling to gain understanding of Waiheke history and tikanga in action
5. Auditing Māori content across faculties
6. Learn a new karakia and waiata

Staff are making progress toward Cultural Competency and recently participated in a staff powhiri and listening to stories of the carvings and artworks at Piritahi Marae followed by practicing waiata and haka. This is an important staff development toward personal growth as residents of Waiheke Island.

Pita Mahaki

Useful Numbers and Websites

The term break is fast approaching and below are some phone numbers and websites that may be useful if needed

- Emergency—111
- Your GP - Oneroa (09) 372 3111Ostend (09) 372 5005
- Piritahi Hau Ora (09) 373 0022 (also offer counselling/ social work services)
- Crisis team (24/7) 0800 800 717 - mental health emergency number
- Kari Mental Health (9-5) (09) 623 4646 –Youth mental health support office hours
- Need to Talk (text or call 24/7) 1737 – you will talk to a qualified counsellor
- Youthline 0800 376 633 free txt 234 or Youthline.co.nz - focus on young people
- Thelowdown.co.nz or free txt 5626 – phone/call or chat online if anxious/down or depressed
- Aunty Dee <https://www.auntydee.co.nz/> - Aunty Dee is a free online tool for anyone who needs some help working through a problem. It doesn't matter what the problem is, you can use Aunty Dee to help you.

Liz Morris
Guidance Counsellor (Monday - Thursday)

Family Connect with Kerry Harris

Free 6 Week Course

Wednesdays, 12.30 pm – 2.30 pm, starting 8th May 2019

Family Connect supports digital learning on Waiheke Island. The course is at The Learning Centre, Oneroa and includes 10 hours of free computer skills training in a small, fun group plus 20 hours of individual study that can be completed at home.

Complete a recognised digital skills certificate at your own pace.

- ♦ **Receive a chrome book for a \$50 fee on completion.**
- ♦ **Receive subsidised internet at your home.**

If you have NCEA L1, School Certificate or less, enrol or ask questions by calling the office on 372 9868.



Waiheke High School would like to thank the following businesses and individuals for their ongoing support :

Fullers - Travel
Sealink - Travel
Waiheke Rotary Club - Science/Robotics
WISCA - Breakfast Club
KB Distributors - Breakfast Club

Countdown Supermarket - Breakfast Club/
Matariki
Gulf Foods - Matariki
Humble Pie Village Butcher & Deli- Matariki

Contact us:

Principal:
Jude Young

Senior Management:
Tony Sears
Paul Knighton
Trudie Jamieson

11 Donald Bruce Road, Surfdale,
Waiheke Island.

Phone: 09 371-9000

Fax: 09 372-5474

E: enquiries@waihekehigh.school.nz

Web: www.waihekehigh.school.nz



Graphic design for kids

Art & conservation meet technology

Tuesday 23 April 1:30pm – 4:30pm

Limited to 8 participants aged 9-12, bookings essential

Create your own Sea Conversation with designer Lisa Waldner. Choose to make a poster or web graphic to print and take home. Designs will also be displayed at the library. Bring your own device or use a library iPad. Please contact Rhiannon.beolens@aucklandcouncil.govt.nz to book your place.

This workshop is part of Lisa's PhD research project on how graphic design can interest people in environmental issues. Photographs of workshops and the designs created during the session may feature in Lisa's PhD thesis. Names of participants will not appear beside reproductions of either. For further information on the nature of the research contact lisa@waldner.com.

Find out more: visit
www.aucklandlibraries.govt.nz
phone 09 377 0209
Facebook: Waiheke Library





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AND WAIHEKE ISLAND STEINER SCHOOL**

Harvest Fayre

SUNDAY 7 APRIL 2019

10AM-3PM

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FACE PAINTING, CANDLE DIPPING, REAL COFFEE, FABULOUS FOOD, STALLS,
SILENT AUCTION, CLOTHES, PLANTS, CIRCUS, ZERO WASTE AND MUCH MORE**

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GULF NEWS



Who is this factsheet for?

This fact sheet is for students, parents and whānau who are new to NCEA.

NCEA is a flexible qualification

NCEA is a flexible, standards-based system. Because there are no compulsory curriculum courses in years 11–13, it is important that students select their courses and standards carefully so that their NCEA qualification can support their preferred future pathways.

Students do not have to complete an NCEA within a single academic year. Some students can achieve an NCEA in less than a year, while other students may need more than a year to gain a qualification.

Students do not need to complete an NCEA qualification at a lower level before beginning the next level. Students can also undertake assessment of standards at different levels in the same year. For example, a student could be assessed against a Level 2 standard in one course at the same time as they are undertaking assessment of standards at Level 1 or Level 3 in another course.

Choices at NCEA Levels 1–3

In general, Year 11 students undertaking NCEA Level 1 should be taking a broad range of courses that can lead on to more specialised areas of learning in Years 12 and 13.

Year 12 students will in general be undertaking NCEA Level 2. These results can be used as part of the selection process by universities, other tertiary education providers and employers. The **Vocational Pathways** and the **University Entrance requirements** pages on our website provide helpful information on the skills and knowledge that employers and tertiary education providers are seeking for.

By Year 13, students undertaking NCEA Level 3 who are wishing to go on to university or other degree level courses should be paying close attention to the University Entrance requirements (and any other university or programme specific entry requirements).

Students are more likely to do well and achieving the standards assessed in their courses when they enjoy the subjects, or have a natural talent for them. These are the subjects a student should look at when choosing a course.

Many schools provide opportunities in Year 9 or Year 10 to sample a variety of subjects. Doing this gives students some experience of the subject, to see if it suits them.



Students should also choose subjects and courses that relate to what they want to do after they leave school. Many careers or qualifications have special requirements.

For example, in order to be a motor mechanic it makes sense to consider one of the technology subjects. Or, for a career in medicine, students should do science subjects like chemistry and physics.

For students unsure about what they want to do, the best path is to take as broad a range of subjects as possible, to keep the options open.

The school's role

Schools can offer valuable advice to students, parents and whanau on course and standard choices. There are many ways for schools to use NCEA's flexibility to deliver innovative and interesting courses:

- Schools can offer whole subjects or they can develop other purposeful courses to suit the needs of their students. In either case, the school can select the relevant standards for assessing the student's achievements.
- Typically, a course that is timetabled for four hours a week can be assessed using a mix of standards that total between 18 to 20 credits. Care needs to be taken to ensure the course load is manageable and not larger than necessary.



More about NCEA

Find out more about how NCEA works on our website at www.nzqa.govt.nz/how-ncea-works, where you can also watch a short animated video on how NCEA works or download our brochure 'Understanding NCEA'. NCEA is well-recognised overseas - see www.nzqa.govt.nz/international-recognition-of-ncea for more information.

International students can also download the 'Study in New Zealand' booklet on the **brochures and videos page**. The booklet is available in English and translated into six languages.

Contact us:

Phone 0800 697 296
Email helpdesk@nzqa.govt.nz
Web www.nzqa.govt.nz



@NCEAexams





The Island Coaches Collective (ICC) will offer another free workshop at the Waiheke Library on the topic of "Living with Purpose".

In April the ICC has a fabulous guest presenter, Manda Johnson, who will speak about:

Embodying our Superpowers

When: Sunday 14th April

Time: 1pm - 3.30pm

Where: Waiheke Library

"We will explore the ways that each of us have chosen as our preferred and well practiced means of thriving and how it can reveal something of the essential purpose of what we can contribute to our collective transformation."



For further information and reservations [email Manda: manda@unityhouse.nz](mailto:manda@unityhouse.nz) or register via the [Facebook event page: https://www.facebook.com/events/852491675097495/](https://www.facebook.com/events/852491675097495/) or visit <https://www.facebook.com/IslandCoachesCollective/>