



GHS Foundation Newsletter 2019

Greetings everyone to this year's Newsletter

Foundation Committee Members:

Lindsay Wright (Chairperson), Bev Catto (Treasurer), John McKinlay (Rector), Susan Dale (Secretary), Tracey Watson (ex BOT), Olivia Grace (Staff), Gaylene Buchanan (PTA) & Ian McKay (Rural View)

"Our school and our future"

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Chairperson

Lindsay Wright

Secretary

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Chairman's Chatter 2019

Greetings all GHS Foundation Supporters,

Last year we put out the Target \$300k challenge to you all as we eyed the \$300,000 milestone for the Foundation Fund.

I am pleased and excited to report that, as at time of writing, the fund sits at \$306,400. **We made it!!!** This is an outstanding achievement!

Thank you to all our supporters and donors who played a part in achieving this significant point in our growth. Our next target will be \$333,333, which will take us to one third of the way to \$1 million, the goal set by the foundation committee at the outset of the fund.

After seven successful years of our Fine Wine, Dine, and Art auction, we took a break this year. We felt that the event had run its course in its current form, and it was time for some fresh ideas.

It was a pleasure to welcome Gaylene Buchanan and Tracey Watson to our committee during the year. We look forward to the new energy and ideas that they will bring. At the same time may I recognise the contribution of Collette Keenan in her time with us. Thank you for your input.

I offer my congratulations to this year's scholarship winners, and to all students whose efforts have seen them recognised on the Excellence boards or in other ways during the year. While academic achievement is important, so are the other life skills we gain as we progress through our school years. It is a pleasure to see our students excel in a variety of ways. It is our privilege as a foundation to support those achievements where we can.

Once again we have been well supported by John McKinlay and his staff with their willingness to contribute to and work alongside the foundation. As our funds grow, we look forward to repaying that support. To date our focus has been on growing the fund. As the fund grows, the opportunity to further support the school will increase.

Thank you to the foundation committee for your quiet dedication to our work. If there are others out there who would like to join us, we would be pleased to welcome you to our team.

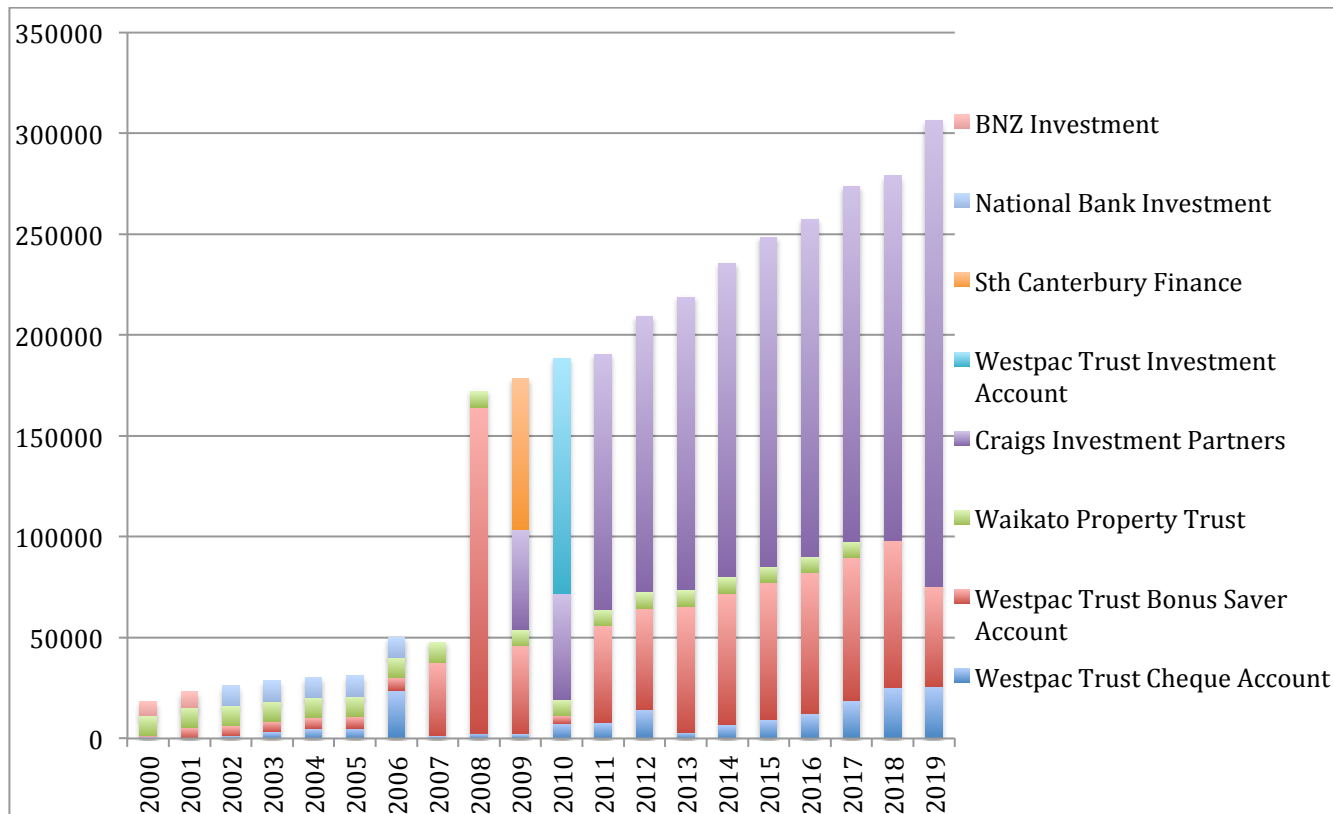
Best wishes to you all as we head into the summer break.

I hope your spuds are all growing well. I planted mine a bit late this year. I don't think there will be too much digging before 2020!! See you next year.

Lindsay

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Foundation Trust Fund Update



From the Rectors Desk

Nga mihi Kirihimete ki nga akonga o mua o Gore High School.

A very warm welcome to all ex-students and friends of the school.



As usual we have had a busy year and there have been many highlights. The Arts featured well, with our school production "Aotearoa, the rock musical" being particularly impressive. With a high standard of singing and acting throughout we were delighted to have a live band as well. This featured parents, students and some friends of the school. Gore High bands took out the top spot in the regional Smokefree Rockquest and the Soundquest contest as well, with other Gore High soloists and bands featuring in the prize list also.

In the sporting arena, our First XV won the Southland U18 competition, being unbeaten throughout. Our Junior A Netball team were highly competitive, playing two grades above the norm for their age and our Basketball teams won the Men's A Grade and Women's A Grade competitions.



In the classroom, we pushed on with learning how to use technology better. Oh how the classroom has changed since you were at school! This year all of our Y9 students brought their own laptops to class. Just imagine arriving at Science, starting up your laptop, navigating through OneNote to find the instructions for the experiment for today and a template for publishing your report. You carry out the experiment, with the help of your teacher and classmates, write up your findings in the template and then submit it to the teacher. In the meantime you take a few more notes, again on your computer, and find that the teacher has logged into your previous notes and made some corrections and suggestions.



Other uses of technology can be quite creative. Some Y9 students carried out a project on machine safety in our woodwork shop. Each machine has a QR code on the side. When students point their smartphone at the QR code, it takes them to a short YouTube clip explaining the safety requirements of using that machine.

There are downsides of technology too of course and getting the balance right is very important. When surveyed by staff, this is what some of our Y9 & 10's had to say:

- We are able to access current and reliable information
- It's easy to keep track of work; everything is in one place
- It is easier to share work with teachers
- We have the freedom to work independently
- You get more choice on how you present something
- I can see what my teacher has planned for next week

And they also said:

- You can't draw diagrams
- My brain works better sometimes when writing things down on paper
- Things can go wrong (meaning with technology)
- You can get distracted
- You have to charge it each night

During the year groups of staff visited schools in Auckland, Hamilton, and the Christchurch area. As the saying goes, "you don't know what you don't know" so this was about looking at how the curriculum is being delivered in alternative ways. Two main themes showed through.

Firstly, many schools are placing a much stronger emphasis on non-traditional curricula, explicitly teaching such things as: Relationships; Learning how to Learn; Pathways and Futures; and, Citzenships and Community.

And secondly, the practice of teaching specific subjects discretely is being challenged. You know - an hour of Maths, and then an hour of Science, followed by an hour of English etc. Instead subjects are being blended together in modules. For example, a Geography specialist and a Maths specialist come together with 50 students for a module on world poverty. The students cover off two achievement standards at Level 2: 1. explain aspects of a geographical topic on a global scale; and, 2. apply graphical methods in solving problems. This kind of delivery can occur easily in the junior school also. The push here is to make learning more relevant and connected, in a way that shows how learning in any one area supports and complements learning in other areas as well.

We are not planning to make major shifts in either of these directions in the near future. Our pathway has been one of evolution and it will continue to be that way. We do not aspire to be experimenters in this space; rather we aim to move forward by applying changes only when they can be shown to improve learning and when they speak to the basic principles of good teaching and learning.

Speaking of the basics, I was fortunate on two occasions this year to hear Finnish education expert Pasi Sahlberg. The Finnish education system delivers world class results and is the envy of many countries.

I assume that many of you have Grandchildren and even Great Grandchildren, so I thought you may be interested in Pasi's comments.

To improve our children's education Pasi would recommend that we attend to three things: Play; Sleep well; and, Eat well.

At a recent conference I attended, one of Pasi's slides read, "Play is integral to a child's education. The importance of playtime for children cannot be overemphasised to parents, schools and community organisations." It should be noted that Play in this context is 'free play'. It is not an organised sport or activity. This is just kids being kids; largely on their own and without adult intervention.



Sleep deprivation is a serious concern. Teenagers need 9 ½ hours of sleep per night. In Australia the average teenager gets 7 ½ hours per night, and I have no reason to assume that it is any different in New Zealand.

We live in an action-packed world, where family members seem to be busy, often with competing schedules. Under these conditions, taking the appropriate amount of time to eat a healthy meal takes a lot of planning.

So it is all very well to be part of this digital, connected, internet based world but it should not be at the expense of taking care of the basics.

Finally, I wish to thank you for your continuing interest in our school. We are a school with a long history of which we are very proud.

Warm regards and best wishes to you all,

John McKinlay

Rector



Foundation Scholarships

2019

| | |
|---------|----------------------|
| Year 9 | Joshua Barrett |
| Year 10 | Saffron Hare |
| Year 11 | Renata Herrera Rojas |
| Year 12 | Christopher Taylor |

Year 13
(The Margaret Logan GHSF
Scholarship)
Rebecca Campbell

JAC Macartney
(Memorial Scholarship)
Ira Miranda



Ex pupil Carrie Clifford awarded the Fulbright scholarship to study child mental health in the United States



Mervyn, Carrie & Judy-Ann Clifford, Navana Te Nia Matthews & Josie Pulman



US Ambassador Scott Brown (left) and Deputy Prime Minister Winston Peters with Carrie Clifford

After leaving Gore High School, ex pupil Carrie Clifford graduated from the University of Otago with a BSc in Psychology in 2015 and a BSc (Hons First Class) in 2016. She is now headed to the United States, to study, after being awarded the 2019 Fulbright-Ngā Pae o te Māramatanga Graduate Award. She was honoured alongside other 2019 Fulbright Award recipients at the Fulbright New Zealand Awards Ceremony in June, hosted by Deputy Prime Minister Winston Peters at Parliament in Wellington. Speaking to Carrie she is really excited and views this as a great opportunity.

From Waikaka, Carrie (who descends from the Waitaha, Kāti Māmoe and Kāi Tahu tribes) graduated & left for the US in July 2019, and will be there for more than 10 months to undertake research into indigenous conceptualisations of child development, mental health, and treatment. "I'm looking at how indigenous people understand child development in mental health and how some of those approaches could be beneficial to all people." Her area of study developed as she blended her learning in psychology and Māori studies.

She will study at the University of Colorado in Denver, Colorado and John Hopkins University in Baltimore, Maryland, towards a PhD she will complete with the University of Otago. The award will allow her to spend time with leading clinical psychologists who are focused on child and adolescent development. At the University of Colorado she will be working alongside professors from the Centres for American India and Alaska Native Health.

Carrie said in recent years she has learned more about her Waitaha tipuna, which has inspired her through her education journey. "My tipuna, Waitaha chief Haimona Rakiraki, gifted land to establish a school in the late 19th century at Kaka Point, in the hope that his descendants would be educated and stand strong in both Te Ao Māori and the western world," she said. "My parents' [Mervyn and Judy-Ann] hope too, was that their children would be the first generation to finish school and go to university."

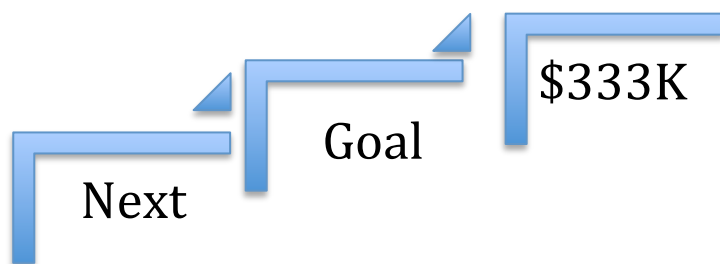
Ngā Pae o te Māramatanga co-director and past Fulbright alumni, professor Jacinta Ruru, wished Clifford well for her studies. "She is an outstanding graduate and awardee and we have no doubt that she will make the most of her time in the US, and bring all of this knowledge back to Aotearoa New Zealand for the benefit not only of the research community, but also her whanau, hapū and iwi".



★ *Kei runga noa atu koe – you're outstanding.* ★



Target \$300k Achieved!!!



Foundation Recruitment Drive

We would love to have some new members join our team. No onerous tasks – approximately four meetings per year. Keep up to date with what's happening at Gore High School, support the school with Scholarships in each year level & help financially support projects according to our Vision & Objectives through the Foundation's Fund.

Help the Foundation reach its target to have one million dollars in the Future Trust Fund!

**Wishing you all a very Merry
Christmas & all the best for
the coming New Year!**

☒ I would like to donate to the Gore High School Future Foundation Fund

Gore High School Foundation
Private Bag 50024
Gore 9740

Require a receipt please ☐

Donation Amount \$.....

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Email:

I Agree to have my Email address listed on the Ex Pupils Email Data Base Yes / No

GHS Foundation Bank Account: 03 0915 0349462 00

Thank You Very Much For Your Support