



Uniform Shop Hours
Wednesdays 10:55am - 11:30am
3:00pm - 4:00pm

Order uniform online anytime on [Kindo](#)

Upcoming Events:

16 August - 30 August

Noda High School from Japan visit

25 August

HBSS Badminton Tournament - Boys

26 August

NZ Secondary Schools Culinary Challenge

National Final Auckland

Music Festival

Ten Pin Bowling with Noda High School

27 August

HBSS Badminton Tournament - Girls

30 August - 5 September

2nd XI Football Development Tournament -

New Plymouth

31 August - 4 September

Eveline Hankers Hockey Tournament

Maurice Hulme Football Tournament

Park Island, Napier

10 September

Year 10 Girls Self Defence Course

10 September to 16 September

Senior Derived Grade Exams

12 September

16 -17 September

Year 8 Interview and Uniform Fittings

18-19 September

Year 13 Rotorua Tourism Trip

18-19 September

1980s Tira Ora Celebration

19 September

Dance NZ Nationals

21 September

Sport/Cultural Photos

21 September - 9 October

Japan Trip

22 September

Ranui Farm Visit

23 September

Cross Country

25 September

Blossom Day & End of Term 3

Windsor Avenue

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TERM 3 ART

This has been a big term for Art so far!

Year 11 Art started the term with a trip to the Hastings Art Gallery. They were observing and drawing artworks from the exhibition 'Akahoa He Iti' and getting inspired for their own adornment art projects. They also got to spend time in the gallery's education space doing some hands-on making of their own sculpture pieces.

Huge thank you to Caitlin and the Hastings Art Gallery staff for having us.

Meanwhile the Year 12 painters, photographers, designers and sculptors all recently exhibited their work in the Hawke's Bay Year 12 Art Exhibition. This public exhibition ran for two weeks at Arts Inc Heretaunga and included work from five different high schools. Our incredible students came away with three awards: Gemini Wiremu for Best Design, Irie Hutana for best Māori artwork, and Maxwell Treacher for Best Painting in Show.

We are incredibly proud of the work all our senior students are doing in the lead up to their final portfolios!



ACTING TUMUAKI / PRINCIPAL



At Karamū, one of the key ingredients in creating a safe, supportive, and successful school community is our commitment to living our school values every day. Values are the important beliefs that guide our actions, shape our character, and influence the way we interact with others. For the past ten years, our Karamū WELCOME values have been at the heart of developing positive character within our school community. They help define who we are and who we aspire to be.

This term, the key message I have been sharing with students is the importance of creating a safe and supportive environment for everyone. Every student deserves to feel a sense of belonging, to know they are valued, and to feel confident that they can learn, participate, and grow in a positive school environment. Building and maintaining that culture is a shared responsibility, and our values provide the foundation for making it a reality.

Whanaungatanga is about building and nurturing positive relationships. It is grounded in collaboration, respect, and school pride. At its heart, whanaungatanga is about weaving connections with one another.

In today's busy world, it can be easy to overlook the importance of relationships. Yet the connections we build with others are the threads that strengthen our community, making it more vibrant, resilient, and supportive. Every interaction presents an opportunity to build a bridge. Whether it is a smile in the playground, a shared laugh in the classroom, or offering help to someone who needs it, these small moments contribute to a culture of trust and belonging.

Whanaungatanga also means being inclusive. It involves reaching out to those who may be feeling left out, warmly welcoming new students and families, and ensuring everyone feels valued and accepted. We all have the ability to brighten someone else's day through simple acts of kindness, such as offering a greeting, sharing encouragement, or expressing gratitude.

When we reflect on the times we have felt supported by others, we are reminded of the power of meaningful connections. It may have been a friend who listened, a teacher who offered encouragement, or a family member who stood alongside us during a challenging time. These moments strengthen us, build our confidence, and remind us that we are part of a caring community.

Creating a safe and supportive environment begins with these connections. When students feel respected, included, and supported, they are more willing to take risks in their learning, contribute positively to school life, and look out for one another. Strong relationships help foster a culture where everyone can flourish.

ACTING TUMUAKI / PRINCIPAL

At Karamū, we continue to weave connections by working together in our classrooms, participating in school activities, and supporting one another's efforts. Through these experiences, we learn from each other, grow together, and strengthen the positive culture that makes our school special.

As we move through the term, I encourage all members of our community to actively embrace whanaungatanga. Reach out to someone new, offer a helping hand, and take every opportunity to strengthen the connections around you. Together, we can continue to create a school environment where everyone feels connected, supported, valued, and safe.

Ngā mihi

Mr Troy England
Acting Tumuaki/Principal

POLICY REVIEWS

In Term 3, we will be reviewing topics in the **School Community Engagement Policy** section. The policies include **School Community Engagement Policy, Inclusive School Culture, Enrolment, Student Attendance, Student Uniform/Student Dress Expectations and Concerns and Complaints Policy.**

Reviews are open to board, staff, and the school community (parents/caregivers/whānau).

Anyone can review any policy/procedure that has a red, review flag.

To start reviewing:

1. Visit the website <https://karamu.schooldocs.co.nz/1893.htm>
2. Enter the username (karamu) and password (knowledge).
3. Click on the **Reviews** to take you to the policies being reviewed
4. To start reviewing, click on the name of each **Term 2 review topic.**
5. Read the policy.
6. Then click the **Start your review** button at the top right-hand corner of the page.
7. Select the reviewer type (Staff).
8. Enter your name (optional).
9. **Add your ratings and comments** if you wish to see any changes made



ACTING DEPUTY PRINCIPALS - PASTORAL

Kia ora e te whānau,

Term 3 is a great opportunity for students to reset routines and establish positive habits. We encourage students to:

- Arrive on time and be ready to learn.
- Attend every day unless they are genuinely unwell or there is another significant reason for absence.
- Ask for help early rather than allowing concerns to build.

Please let the school know if there are ongoing challenges affecting your child's attendance, or wellbeing. Our mentor teachers, deans and other support staff are here to help students navigate the challenges that can come with being a teenager. We want every student to know that they do not have to manage difficulties on their own.

Early conversations allow us to put support in place before a small concern becomes a bigger one. So please do not hesitate to contact us or their dean.

It is also that time of year where we start to experience the winter bugs and viruses. This year in particular the influenza A is quite bad and we are seeing more illness than usual. In Term 3, our seniors are feeling a bit more pressure as we get down to the business end of the year, with final internal assessments being completed, and preparations towards the externals.

So it is very important that our students look after themselves so that they can navigate this time of year. Once again we encourage students to:

- Eat and sleep well.
- Establish and maintain good routines.
- Wash hands regularly.
- Cover coughs and sneezes .
- Stay home if unwell so they recover quicker and help reduce the spread and keep everyone healthier.

Take care.

Mrs Tash Crawford
Acting Deputy Principal - Pastoral junior

Mr Micheal Fleming
Acting Deputy Principal - Pastoral senior



DEPUTY PRINCIPAL - CURRICULUM



As we approach the critical senior Derived Grade school examinations and workshops in just three weeks, this quote underscores the importance of diligent preparation and unwavering commitment.

During the upcoming **5-day exam and workshop period, Thursday 10 September to Wednesday 16 September**, our students in **Year 11, 12 and 13** will have the option to study from home if they do not have an examination or workshop scheduled for that day. This flexibility is designed to allow students to focus on their preparation in a conducive environment.

Derived Grade school examinations hold a dual importance for our students: to gauge next steps as learners, and for 'Emergency Grades'. These can be used as derived grades (needed for unforeseen illness, injury or bereavement in the end of year NCEA examination period) or in the event of natural disaster that limits our ability to provide a testing centre (ie: earthquake/cyclone).

However, as with all study leave, it is crucial that students use it responsibly. Any misuse of this privilege, such as not engaging in productive study, gathering in town or working extra shifts will result in the loss of study leave privileges at the end of the year. As always, the school will have available, a space for seniors who wish to study at school.

The Derived Grade exam and workshop timetable will be shared with students next week. They will be supported by their mentor teachers to ensure that they know where and when their exams/workshops occur. We value the strong partnership between home and school and recognise the vital role whānau play in supporting student success. As we move into the exam and workshop period, it's important that we continue working together to ensure every student arrives on time, fully prepared, and equipped with the necessary materials. We ask whānau to support their child by checking their exam and workshop timetable, helping them manage their time effectively, and ensuring they are in the right place at the right time. This support helps students feel confident, focused, and ready to give their best.

In the junior school, our Year 9 and 10 students continue to show great focus and motivation in their learning as we move into the second half of the term. It has been pleasing to see so many of our junior students demonstrating a positive attitude - not only towards their classwork but also in the way they interact with their peers and teachers. We are encouraging all students to be fully equipped for learning each day, which includes arriving on time, bringing the right materials, and ensuring their device is fully charged. With consistent effort and the right mindset, our Year 9 and 10 learners are building strong foundations for future success.

Ngā mihi

Ms Sarah Gunn
Deputy Principal - Curriculum

ACTING DEPUTY PRINCIPAL - STAFF

Kia ora e te whānau,



Preparing for exams can be a challenging time for students and whānau alike. As we move closer to the CAA assessments and Derived Grade examinations, now is the ideal time for students to establish effective study habits and build confidence in their preparation.

At our school, senior students are fortunate to have a dedicated one-hour mahi period each week. During this time, students are learning and practising study skills that will help them prepare effectively for upcoming assessments and examinations. Developing strong study habits is not only beneficial for success in exams but also helps students become more independent and lifelong learners.

One of the most common misconceptions about studying is that it simply involves reading notes over and over. Research and experience tell us that effective study is much more active than this. Successful learners engage with their material in ways that help them remember, understand, and apply knowledge.

Studying Effectively at Home

Home study can sometimes be difficult, especially with distractions such as phones, gaming, social media, and television. The following strategies can help students create a productive study environment.

Create a Study Space

- Students should aim to study in a quiet, well-lit space where they can concentrate. Having all necessary materials nearby helps minimise interruptions.

Limit Distractions

Phones are one of the biggest barriers to effective study. Consider:

- Turning notifications off.
- Leaving phones in another room.
- Using focus or app-limiting settings.
- Setting specific times to check messages.

Even short interruptions can break concentration and make studying less effective.

Develop a Routine

- Studying at the same time each day helps build consistency. Whether it is after school, before dinner, or later in the evening, a regular routine can make it easier to stay motivated.

ACTING DEPUTY PRINCIPAL - STAFF

Balance Study and Wellbeing

Students perform best when they take care of themselves. This includes:

- Getting enough sleep.
- Eating nutritious meals.
- Staying active.
- Taking time to relax and connect with friends and family.



Good wellbeing supports good learning.

Preparing for CAA and Derived Grade Exams

The upcoming CAA assessments and Derived Grade examinations provide important opportunities for students to demonstrate their learning and preparation.

Derived Grade exams, in particular, give students valuable experience in formal examination conditions while also providing important evidence of achievement should unforeseen circumstances affect students during the external examination period.

Students are encouraged to make the most of the support available through their teachers, mahi sessions, and school resources. Small, consistent efforts made now will have a significant impact in the weeks ahead.

As a school, we encourage students to approach their preparation with confidence, commitment, and a growth mindset. Every study session, practice question, and revision activity is a step towards success.

Remember: Success is not about studying more; it is about studying smarter. Consistent effort, effective strategies, and a positive attitude are the keys to achieving your personal best.

We wish all our senior students every success as they prepare for their upcoming assessments and examinations.

Kia kaha and all the very best.

Ms Amber Walter
Acting Deputy Principal - Staff

LAND BASED TRAINING SUPPORT GRANT



Land Based Training is a leading education provider for people with a passion for agriculture and working with the land. They specialize in developing the next generation of skilled farm workers, livestock specialists and rural professionals, equipping learners with practical, industry-ready skills for careers across New Zealand's primary sector.

Land Based Training has offered us a significant **Support Grant** for individuals to apply for that meet the following criteria:

- The funding goes to students who would otherwise miss out. There is a demonstrable need (e.g., disadvantaged circumstances) or financial barrier to participation in activities, meaning the student might not participate.
- The individual shows positive interest, ability, or potential.
- Funding would be expected to cover either direct payment of non-sporting co-curricular activity fees or course costs; travel; equipment; uniforms (NB: within school or representing only).

The process is:

- Students apply for a specific amount (to a maximum of \$500 per annum) to the **Land Based Training Support Grant** via an online form at advertised times.
- [Application for Land Based Training Support Grant – Fill out form](#)
- Twice a term the applications are reviewed and approved by the grant review team.
- The grants review team at Karamū High School will be made up of a minimum of 3 persons from the group of principal, arts coordinator, financial administrator and any member of the SLT.
- Students and whānau will be contacted if successful, and unsuccessful applications via email. Return of agreements are required for grants to be given.
- Successful applicants will have the approved amount credited to their school account to cover the costs incurred at school.

SEPTEMBER LITERACY & NUMERACY EXAMS

To achieve NCEA Level 1, 2 or 3, students must gain the 10-credit Literacy and Numeracy co-requisite. Students who did not meet the required standard in the May assessments have been automatically entered to sit the upcoming examinations in September.

Exam Dates for All Students:

- **Reading:** Monday 7 September
- **Numeracy:** Tuesday 8 September
- **Writing:** Wednesday 9 September

Special Assessment Conditions (SAC):

Students who have approved Special Assessment Conditions (SACs) and have indicated that they wish to receive this support for these exams will be issued a **personalised timetable**. These exams may take place at a different time to those listed above to allow for the necessary accommodations.

Important Reminders for all students:

- Your child **must bring their device**, fully charged and in working order, to sit these assessments.
- A **calculator is required** for the Numeracy assessment.
- If your child does not have access to a suitable device, please contact the school **as soon as possible** so arrangements can be made.

More detailed information will be shared with students by their mathematics and English teachers. If you have any questions, please contact your child's subject teacher in the first instance.

Giving Back to Karamū High

Thinking of selling, or know someone who is? If you list with me, or refer someone who does, and it results in a successful sale, I'll donate \$500 to support Karamū High School

Harry Panchal Residential Sales Consultant
022 309 5975 | harry.panchal@pb.co.nz

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ANNUAL IMPLEMENTATION GOAL 1

Strategic Aim:

Teaching and Learning: Enhancing academic achievement

Regulation 9(1)(a)

Annual Target/Goal:

Raise schoolwide regular attendance (those attending more than 90%) to at least 50%

Reduce chronic absence (those attending less than 70%) to less than 10%

Regulation 9(1)(a)

What do we expect to see by the end of the year?

Lift attendance and reduce absence

Regulation 9(1)(d)

Baseline Data:

Schoolwide regular attendance at Term 3 2025 was 44%; Chronically Absent 15%

Actions to date:

- Engage in PLD to look at ways to “Better engage students in class, so they want to be at school”.
- Encourage students to be involved with co-curricular activities - builds a sense of belonging.
- Continue with ‘Check in Tuesday’ as key first step in our Attendance Management Plan.
- Embed **Pulse** across the whole school as a successful well-being tool.
- Continuation of four kaiārahi roles as a successful pastoral support for our Māori and people of the Pacific.
- Embedding of the kaiawhina - Attendance and Engagement role.
- Attendance communication with home/community.
 - * Attendance Contracts
 - * Emails
 - * KAMAR Threshold Letters
 - * Karamū Kōrero articles
 - * FB Posts
 - * Phone Calls
 - * Texts
 - * Referrals to ISP / Attendance Services
- Develop new ways to celebrate student success eg Year 12 and 13 Literacy and Numeracy success from May exam.
- Introduction of Mentor Class Attendance rates - creates internal competition.
- Best termly attendance rate reward for top mentor class.
- Letter sent home to whānau acknowledging students who had greater than 90% attendance for Term 1.
- 100 Club - students who have 100% attendance record for the year go into the draw for a reward.
- Students who meet the 15-Day threshold are referred to our kaiawhina who engages with whānau to seek appropriate support to help improve outcomes.
- Students with chronic absenteeism issues (below 70%) are likely to be referred to external agencies for support.
- Three staff attended a 2-day Mental Health First Aid course with the HBDHB and we are investigating sending further staff on the same PLD later this term.
- Weekly attendance printouts given to deans to identify trends, coincidences and key students needing support with attendance and lateness and one-off absences.
- Regularly analysing Stepped Attendance Response data to put interventions in place for students who need support.

STEPPED ATTENDANCE RESPONSE

The Government's target is for **80% of students to attend regularly**, that is to attend school more than 90% of the time



From 2026, all schools must follow the Ministry's **Stepped Attendance Response (STAR) Framework**, which aims for at least 80% of students to attend school more than 90% of the term. The framework groups attendance into four stages:

Good Attendance (Fewer than 5 days absent)

Students are well placed for learning. Families should continue supporting consistent attendance.

Worrying Attendance (Up to 10 days absent)

Absences may begin to affect progress. The school will contact whānau to discuss reasons and provide support.

Concerning Attendance (Up to 15 days absent)

Regular progress is harder to maintain. A formal meeting may be arranged to develop a personalised support plan.

Very Concerning Attendance (15+ days absent)

Learning is significantly impacted. An escalated response will be initiated, which may include external agencies.

NB: The Ministry of Education define both justified (i.e. medical, bereavement) and unjustified (i.e. truant, holidays) as absence.

CULTURAL EVENING COMES FULL CIRCLE

07 July 2026 - **Media Release - Karamū High School Cultural Evening comes full circle**

Five years after Karamū High School's first Cultural Evening, the students who took part as Year 9s returned in their final year as leaders of the annual celebration.

The event drew a full hall of students, whānau and community members, who enjoyed performances celebrating Māori, Cook Islands, Samoan, Indonesian, Filipino and Indian cultures.

Acting principal Troy England said the Cultural Evening reflected the school's commitment to creating an inclusive environment for all students.

"It brings to life our value of embracing diversity. This is a chance for students to express themselves and be proud of their culture. It also gives the community the opportunity to see that, as a school, we are accepting and that we pride ourselves on it too."

Mr England said it is fantastic to see the students confidently expressing themselves on stage and representing who they are.

Te Ao Māori teacher and kapa haka tutor Koka Shar Maui said the event's success has largely been driven by the students themselves.

"So much of what people see comes from our students. This year our senior students took on tutor roles, and we also had ex-students returning to help mentor the different cultural groups."

"They've seen the ups and downs over the years and have helped improve the event along the way."

Koka Shar said the Cultural Evening had continued to grow since it began, expanding from three cultural groups to six, with many students performing all of their cultures, and others joining in.

"Every year we've been able to add a culture. Rebecca's put it out there and kids are happy to reach out to add their culture to our Cultural Evening, so the growth continues."

Year 12 and 13 kaiārahi Whaea Rebecca Love said the Cultural Evening was the highlight of the year for many students.

"It's their favourite night of the year. It's where they feel like they can be themselves."

Koka Shar said creating a space where students felt safe to celebrate their identity was at the heart of the evening.

CULTURAL EVENING COMES FULL CIRCLE

“We want them to know there is space for them to be unapologetically themselves and that we’ll support them. For many of our students, they don’t always get to express that side of themselves in a school setting, so this becomes their big moment.”

Preparations for the evening begin in Term 1, with some groups rehearsing several times a week, including weekends, in the lead-up to the event.

Year 13 cultural leaders Ariana Olotua and Keani Tuata-Fata said it was an honour to lead this year's Cultural Evening.

“We’ve been part of the Cultural Evening since Year 9, learning from the tutors. This year, we became the tutors. That made it really special,” Keani said.



Ariana said they loved being able to perform.

“It’s important because it lets us showcase our cultures.”

Mr England thanked Koka Shar, Whaea Rebecca and Mark for helping grow the event over the past five years.

“They have been the drivers of the success of this evening and what it’s grown into, from humble beginnings to a real celebration of culture.”

Karamū High School celebrated cultures at its annual cultural evening, with Keani Tuata-Fata (pictured) performing a traditional Samoan dance with other students.

HIROSHIMA AND NAGASAKI MEMORIAL

On Sunday 9 August 12 students from Karamū High School attended a memorial service, organised by the Hawke's Bay Japan Society, to remember those who lost their lives in the atomic bombing of Hiroshima and Nagasaki, 81 years ago.



We listened to a very moving story from Jacqueline Braid (relief teacher at Karamū) who recalled her mother’s memoirs as a Hiroshima survivor.

Students made the comment “I wanted to cry” while hearing this story.

During the service the students were asked to place origami cranes they had made in class, as a symbol of peace and hope.

YOUTHFEST

Senior Students 'tread the boards' in Youthfest

On Saturday 15 August some of our students participated in Youthfest.

Youthfest is a one act play festival for high school students. The focus of the festival is to celebrate Aotearoa's voice through published scripts, devised work and our rangatahi.

We had two groups take part in the festival this year.

Madelyn Gunn, Amber Thomson, Olivea Ward performed a 10 minute play called 'Five Fingered Discount' by Lindsay Brown. In this play three retired ladies discuss their most recent supplies they have 'sourced' and plan their next heist.

Lillian Fourie, Niamh McCann, Faenza Rangihuna-Liddington and Phoebe Wilson performed a 10 minute play entitled 'Chef's Kiss' by Helen Vivienne Fletcher. In this play Sophie's wedding day is interrupted when her fiancé David decides that they should compete in a cooking show.



WELCOME VALUES



Congratulations to Karamū Recognitions draw recipients for Term 3:

Frankie Anderson Bonney, Hannah Bayley, Luke Bell, Will Muagututia, Joelena Thach, Maileilani Toatoa and Theo Vautier. As a reward of demonstrating our WELCOME values consistently, each student has received a \$10 voucher to spend at stores within our local community.

LIBRARY UPDATES

School Library Mascot



Have you been into the library this term and met Nugget Nekochan?

If not, pop in and say "Hi!" Nugget is our new library mascot.

The student librarians narrowed the list down to Nugget from the 50 or so names in the suggestion box, which was no easy task. Then Mrs Brownlee and Ms Braid both took one look at the mascot and said "Nekochan" - the Japanese word for a cute little cat.

Check out the Karamū_Library Instagram page to see what Nugget gets up to!

Nugget getting ready to hand out magnetic cat bookmarks and sweets as prizes for the Emoji Pictionary during Aotearoa School Library Week.

School Library Week

We have just celebrated Aotearoa School Library Week (10 - 14 August 2026).

This is an excerpt from a The Spinoff article by Claire Mabey:

“The School Library Association of New Zealand Aotearoa (SLANZA) has estimated that less than half of our students across primary, intermediate, and secondary schools have access to school library services; meaning access to a library actively curated and supported by a librarian, rather than just a room with books.”

Having a school library is definitely something to celebrate.

We had lots of book and library-related puzzles during break times throughout the week, with prizes, of course! Activities included a Library Word Search, a Beach Book-themed Crossword, Emoji Pictionary, and a Book Character Real Estate Puzzle.

We wrapped up the week on Friday with a book-themed Kahoot.

Thank you to everyone who took part.

BACK TO THE '80S

29 July 2026

Media Release - Back to the 80s for Karamū High School reunion

Karamū High School will bring together former students and staff from the 1980s for the latest in its series of decade celebrations.

The two-day reunion will be held on September 18 and 19, with a steady number of registrations already, including some returning from overseas and around New Zealand.

The reunion follows events held in 2022 and 2024, which celebrated the school's 1960s and 1970s generations respectively.

Principal Dionne Thomas, who attended Karamū from 1987 to 1992, said the reunions were about acknowledging the school's past while building a lifelong sense of belonging.

The reunion is being organised by a group of former students. The weekend will begin with a welcome event at Hastings Rugby and Sports on Friday evening.

On Saturday, attendees will return to the school to look through memorabilia, take part in official year-level photos and tour the grounds with current student leaders. A formal dinner at Hastings Rugby and Sports will conclude the weekend that evening.

"We want to instill that sense of belonging in our current students, so that when they leave, they are still connected. That's why we wanted to introduce these celebrations of those who have been before us," Mrs Thomas said.

That philosophy is reflected in the Tira Ora Karamū Alumni Association, which was formed in 2020. 'Tira Ora' is the name given to a branchlet of the Karamū tree.

The 1980s were a period of significant change at Karamū. The school roll topped 1000 in several of the early years before falling to 750 by 1987.

Today, it sits at about 930 - the highest it has been since the 1980s.

Bob McGarvey, Karamū's second principal, finished his tenure at the end of 1985 and was succeeded by Merv Lewis in 1986.

The house system was revamped, while the school community raised \$93,000 for new squash courts. New subjects including horticulture, computer science and tourism were introduced as computers became an increasingly visible part of school life.

The decade also saw the end of University Entrance, the school's first prom and the introduction of the Tomorrow's Schools reforms.

Anyone who attended Karamū High School in the 1980s, either as a student or staff member, can email tiraora@karamu.school.nz or [register here](#).

ENDS



Karamū High School Principal Dionne Thomas and reunion committee member Jo Lucas look through memorabilia ahead of the school's 1980s reunion in September.

NCEA DANCE SHOWCASE



On Tuesday 4 August, we held our annual Karamū Dance Showcase. Our audience included Year 9 and 10 Dance option students, primary and intermediate school students, and whānau.

During the 45-minute performance, our NCEA dance classes showcased a range of dance styles, supported by a variety of costumes that highlighted the diversity of our NCEA dance programme.

A massive thank you and acknowledge to Paula, Mr Rolls, Erin, Heavenly, Acacia and Layla for helping out with all of the behind the scenes. It would not have been such a great event without your support.

All of the students performed exceptionally well, demonstrating their talent, commitment, and hard work. We are excited to continue developing the showcase and look forward to opening it up to the wider community in future years.



MATHS TEAMS SHINE IN COMP

Mathematics Teams Shine in Regional Competition

Eight of our students recently travelled to Gisborne to represent the school in the annual regional mathematics competition. The team consisted of four Year 9 students and four Year 10 students, all eager to test their mathematical thinking against students from other schools.

The day began bright and early, with the school van departing Hastings at 6:00 am for the three-and-a-half-hour journey to Gisborne. Despite the early start, spirits were high as the students prepared for a challenging day of problem-solving and competition.

During the event, each team competed separately, working through a wide range of mathematical questions designed to challenge their reasoning, creativity, and teamwork. The questions required students to think carefully, apply their mathematical knowledge in unfamiliar situations, and tackle problems that truly teased the brain.

A highlight of the competition was the joint team event held at the end of the day, where students combined their efforts to solve even more challenging problems.

Our students performed exceptionally well throughout the competition. The Year 9 team achieved an impressive third place, while the combined school results saw us finish third overall among the participating schools.

These results reflect the students' dedication, perseverance, and enthusiasm for mathematics. We are incredibly proud of how they represented our school, both in competition and in their conduct throughout the day.

Congratulations to all students involved, and thank you for the commitment shown in representing our school so positively.



Our mathematics competitors proudly representing the school in Gisborne receiving third overall school award:
Matthew Miller, James Zhou, Lillie Walters, Jaimee Smith, Aidan Summersby, Emma Packer, Lily Ray, Theo Vautier

DANCE NZ MADE REGIONALS

On Sunday 16 August we had eight soloists and one duo compete at the solo duos and trios Dance NZ made regional competition. From Year 9 we had Izzy Barlett, Ash Hodgetts, Quinn Povey and Pare Wilson, and from Year 10 Emery Becker and Emily Whitmore. We also had two seniors compete - Year 12 Paige Mentzer, and Year 13 Grace Webb. Madelyn Adrian and Quinn Povey also competed with a duo in the Year 9 - 10 junior category. A massive well done to all our students who competed. They represented Karamū with pride.

RESULTS:

Sunday - Solo, Duos, Trios

- Year 9 Pare Wilson - 1st in Year 9 division, also qualified for nationals
- Year 10 Emery Becker - 4th in Year 10 division
- Year 13 Grace Webb - 2nd in Year 13 division, also qualified for nationals

Monday - Groups

Year 10 hiphop group (Khiera Matoe, Lucy Filipo, Emery Becker, Sachi Manlapaz, Frankie Anderson Bonney) placed 1st in the Year 9 - 10 division and 5th overall. They have qualified for nationals. Kirat Rai (Year 12) was their choreographer and coach.



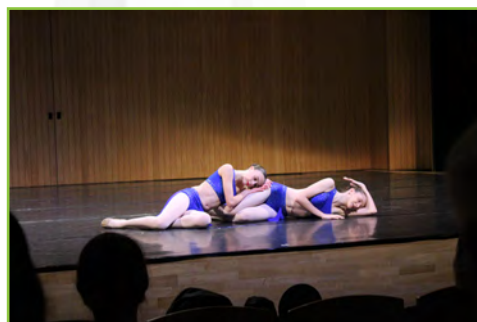
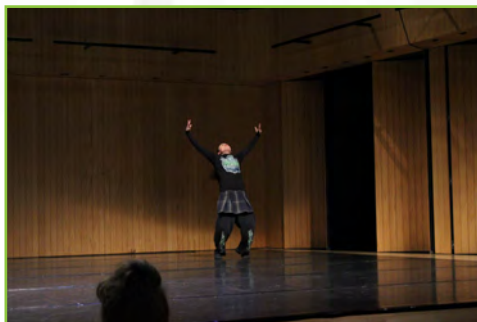
Year 9 hiphop group (Lyncohn Akuhata, Anna Kim, Aaliyah Iorangi, Kate Dumlao, Skylar-Rose Richards) placed 5th in the year 9 - 10 division, Tyler Evans-Parkes and Zevida Hendricks (Year 12's) jumped in over the last two weeks to support this group with some choreography and coaching as they were not going to be ready in time.

Other Notable Awards:

Golden ticket awards - Zevida Hendricks (Year 12), Tyler Evans-Parkes (Year 12), and Grace Webb (Year 13). These students are invited to Palmerston North in January to audition and have their shot at winning one of ten \$1000 prizes towards their dance education for 2027. NZ School of Dance invitation - Pare Wilson (year 9) - Pare has been invited to an intensive training programme at the NZ School of Dance.



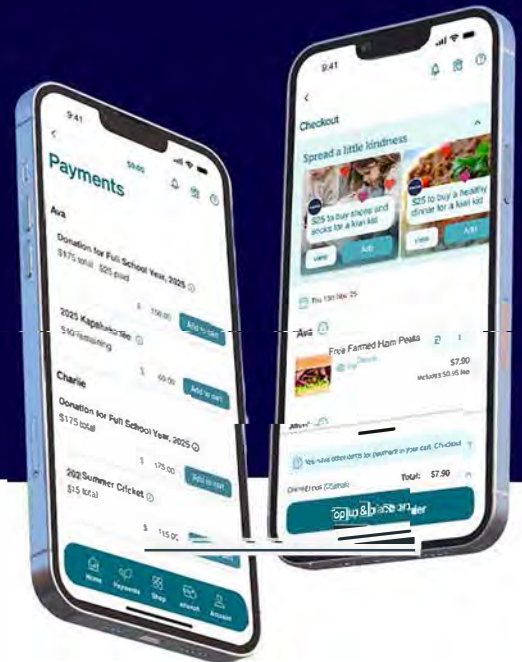
DANCE NZ MADE REGIONALS



Making School Payments Simple

One Account. All Your Schools

Whether you're new to Kindo or already using it, managing school payments is easy.



New to Kindo?

- Scan the QR code to create your account
- Enter your details and add your student (s)
- Browse the school shop, purchase and check out.

Already have a Kindo account?

- Log in to your Kindo account
- Navigate to 'My Details'
- Select your student and add membership
- Select new organisation from the dropdown list
- Browse the school menu, add items to your cart, and check out.



Signing up:

Please ensure you sign up to Kindo with the email that Karamū holds on file for your child. Any queries, please call the office.



Have questions?

Our friendly team is here for you.

0508 4 KINDO (0508 454 636)

hello@mykindo.co.nz

TIRA ORA

In this issue of Karamū Kōrero we showcase Karamū's forty fourth year, the Year 2006:

Principal: Mr M J Purcell

Deputy Principal: Mr J M Lynex

Deputy Principal: Mrs J B Clark

Deputy Principal: Mr W Wooster

Head Boy: Leroy Crawford-Flett

Deputy Head Boy: Hayden Love

Head Girl: Cara McDonald

Deputy Head Girl: Gabrielle Robinson

MacLeod Service Cup: Hayden Love

Dux: Cole Griffiths

Proxime Accessit: Cara McDonald

General Excellence: Leroy Crawford-Flett

Te Taonga Trophy for Maoritanga: Sarah Matchitt

Sportsman of the Year: Scott McDonald

Sportswoman of the Year: Leah Morley

Sporting Excellence: Samuel Spencer

Cultural Excellence: Tevivi Daniel

School Roll: 700

School:

- Gateway Programme embedded in school.

Students:

- International students - 20 students from Brazil, Japan, Germany, Japan and Korea.
- Scott McDonald - 5th in NZ Intermediate Boys Cross Country.

Sports:

- Success in badminton
- Canoe Polo - five teams to nationals and four teams placed second.
- Success in golf
- Scott McDonald - 1st senior boys Hawke's Bay champs for orienteering.
- Mark Roil - Bronze medal at NZ Single Rise Championships

Culture:

- School Production - The Mikado

HASTINGS

- 50th City Jubilee since Hastings became a city
- Industrial fire forcing local evacuations
- Art Deco and Earthquake Commemoration

NEW ZEALAND

- NZ Population: 4,184,000
- NZ Government: Labour
- NZ Prime Minister: Helen Clark
- Government removes interest on student loans
- 5 cent coin was officially removed from circulation.
- NZ Sign Language becomes an official language.

WORLD EVENTS

- USA President: George W Bush
- UK Prime Minister: Tony Blair
- Lebanon War lasting 34 days
- Saddam Hussein executed



Clay target shooting 2006

IF YOU HAVE CONCERNS

If you are a student and you have a concern

If your concern is about	You should first see	If not resolved, then	And is still not resolved
Your learning , eg. classwork and assessment	Your teacher	Your dean	Ms Gunn, Deputy Principal Curriculum
A discipline problem , eg. a detention	The teacher who gave you the detention	Your dean	Mr Fleming/Mrs Crawford Acting Deputy Principals Student Management
A pastoral issue , eg. bullying, attendance	Your mentor teacher	Your dean	Mr Fleming/Mrs Crawford or Mr Rolls/Ms Jensen Guidance Counsellors

If you are a parent and you have a concern

If your concern is about	You should first see	If not resolved, then	And is still not resolved
A learning problem , eg. classwork and assessment	The dean	Ms Gunn Deputy Principal Curriculum & Assessment	Mr England Acting Principal
A discipline problem , eg. a detention	The dean	Mr Fleming/Mrs Crawford Acting Deputy Principals Student Management	
A pastoral issue , eg. bullying, attendance	The dean	Mr Fleming/Mrs Crawford or Mr Rolls/Ms Jensen the Guidance Counsellors	
A financial issue relating to any account or charge	Either Mrs Gray or Ms Brown in the office	Mrs Meiring Principal's EA	

YEAR LEVEL DEANS 2026

At Karamū High School, our year level deans play an important role in the pastoral care of your child. Our year level deans for 2026 are listed below for your information. Please email your child's dean or phone 878 7139 and leave a message, if you wish to contact them.

Year 9 Deans



Tash Crawford
tcrawford@karamu.school.nz

Year 10 Deans



Jade Starck
jstarck@karamu.school.nz

Year 11 Deans



Julie Burn
jburn@karamu.school.nz

Year 12 Deans



Jasmine Black
jblack@karamu.school.nz

Year 13 Deans



Jess Callow
jcallow@karamu.school.nz



Mike Fleming
mfleming@karamu.school.nz



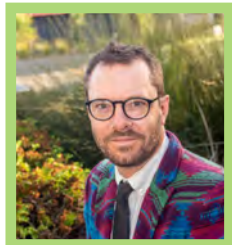
Byron Crawford
bcrawford@karamu.school.nz



Dave Murdoch
dmurdoch@karamu.school.nz



Paul Mills
pmills@karamu.school.nz



Tom Willis
twillis@karamu.school.nz

NGĀ POU KAIĀRAHI

Year 9



Holly Bruce
hbruce@karamu.school.nz

Year 10



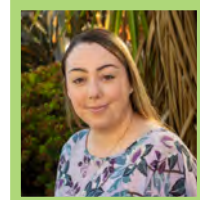
Ashley Blake
ablake@karamu.school.nz

Year 11



Tom Blake
tblake@karamu.school.nz

Year 12/13



Rebecca Love
rlove@karamu.school.nz