

## Snapshots refocussed

The concept of snapshots was introduced to Kavanagh College in 2011 by Principal, Tracy O'Brien. We started with coloured cards – Green, Orange or Red – issued to junior students to take home every three weeks to give their parents a quick indication as to how well they were engaging at school. Aspects such as being on time, having the correct gear, completing set work, developing positive peer/teacher interactions and building independent learning skills were to be the principal criteria rather than academic achievement. Class teachers recorded a grade of 'Great', 'Good' or 'Concern' for each student. The tutor teacher collated these grades for the students' six or seven subjects and determined the appropriate coloured card based on the following criteria. Red Card: at least two 'Concerns' irrespective of the other entries; Green Card: a maximum of two entries that were not 'Great' and no more than one 'Concern'; Orange Card: three or more entries would not be 'Great' but no more than one 'Concern'.

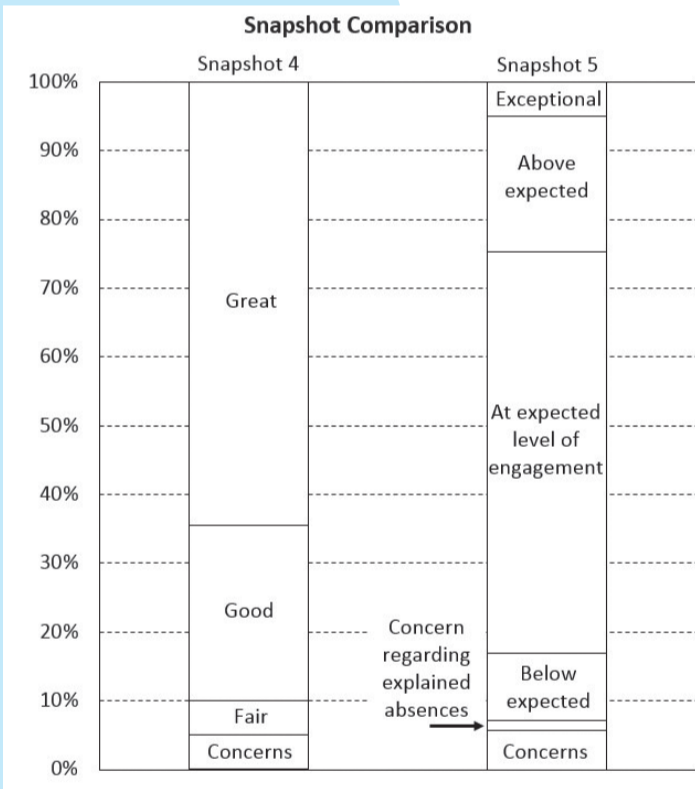
So, here is a challenge that combines some logical thinking, mathematics, statistics and probability. How many possible combinations of 'Great', 'Good' and 'Concern' may be found if a student has snapshot grades for seven subjects? How many of these would result in a Green Card, how many a Red Card, how many an Orange Card, and how many are undetermined?

In 2012 we moved to recording snapshot grades for all year levels in its electronic database and to emailing the data for each subject directly to parents, abandoning the concept of coloured Cards. In 2015 another grade, 'Fair', was introduced to provide an option between 'Good' and 'Concern'.

Other schools use electronic reporting systems whereby students are graded from one to five on their level of engagement in their schoolwork, where three is basically the expected level of engagement. Parents are able to log in and view their child's data at any time. At Kavanagh we do not yet have the software necessary to implement this.

The interpretation of grades, 'Great' and 'Good' have long been a challenge when trying to describe students' levels of engagement with schoolwork. In the first snapshot report of 2014 the teachers of 145 out of 272 classes gave every student the grade 'Great'. The dictionary offers many definitions for 'Great' and 'Good' that may fit our context, but two that attracted attention are 'highly or surprisingly satisfactory' and 'satisfactory' for 'great' and 'good' respectively.

This term we have introduced new snapshot grading which hopefully conveys more helpful information to our parent community. These new grading 'statements' were explained in a recent school Newsletter. The first snapshot in our new format, snapshot 5 has yielded the following statistics: 5% at Exceptional level of engagement; 20% above the expected level of engagement; 58% at the expected level of engagement; 10% below the expected level of engagement; and 7% with various matters of serious concern, such as attendance, independent learning, behaviour and work rate. Parents may be disappointed to discover that over 60% of children previously described as 'Great' are now being reported as being 'at the expected level of engagement' as shown on the graph below. Maybe 'Great' was not that great!



Back to the dictionary. What is meant by 'exceptional'? We are reporting on students who have demonstrated particular qualities of engagement in their learning to an unusually high degree. This means working independently, showing initiative and showing a very high degree of time and self-management skills. Our snapshots are not intended to reward 'Excellence' grades gained in assessments. We do not expect 'Exceptional' to be the new 'Great' as it should reflect truly outstanding engagement with schoolwork. We would like

our students to aspire to a few grades that indicate that they are working above the expected level of engagement.

Some teaching staff have raised their concern about students who miss class for a variety of justified reasons: these are explained absences. We accept that there are many reasons why students are unable to attend all lessons, for medical reasons, field trips relating to other subjects, sports events and other co-curricular activities, all valid reasons for missing normal lessons. We appreciate the support of parents who contact the school to explain such absences. Unfortunately, the pressure to complete teaching programmes does not make it easy for teachers to set aside time for those students to catch up on periods missed, so we are alerting parents to our concerns so some support may be necessary outside of normal timetabled class time.

Our snapshots may also report our concerns regarding general lack of attendance, particularly when no explanation is offered. Parents may be aware of some absences, but, more likely, are unaware of their child's level of

non-attendance, namely truancy. Recent publicity from the Ministry of Education highlights its concern about family holidays during term time. Such holidays are coded as unjustified absences, known less charitably as parent-condoned truancy. Either way, the result is that valuable learning time is lost, and that may lead to less satisfactory outcomes for future career paths.

The new snapshots include a concern regarding independent learning outside the classroom. This may include traditional set homework, but extends to include practising skills learned in class, independent reading and research, asking the 'how', 'why' and 'what if' questions, and includes the ability to think and work independently of one another. Education for the challenges of the modern world has moved on from the rote learning of our grandparents' generation.



Marlo Thacker and Cody Paulsen, of 8HAI at work, with a variety of resources.



The College Formal was held in June at the Dunedin Town Hall.



Kavanagh has farewelled Fr Michael Dooley and welcomed a new Chaplain, Fr Sani Lam, at a school Mass in Term 2.



...and we threw from the balcony...

Preparing for this year's Science Fair are Noah Gordon, Bronwyn Bouton and Luca Holloway. They are seen testing air resistance by testing water, pebbles and rice, parachuted from the Mercy 4 balcony.

### Off to Indonesia

Ms M McGarry, teacher of English and G and T Dean, has been accepted for an Asia New Zealand Foundation Cultural connections trip to Indonesia in October. She will be visiting schools in Indonesia, making a connection with a teacher over there and then integrating the culture back into her Kavanagh classroom. The trip is part of the Foundation's core task of 'Equipping New Zealanders to thrive in Asia'.

### Kav Kwiz by Tobias Devereux, Yr 9

1. How many stars are there in the Matariki star cluster?
2. When is the winter solstice in the northern hemisphere?
3. How many medals has New Zealand ever won at the Winter Olympics?
4. What is the lowest recorded temperature in NZ?
5. Where was curling first played?

ANSWERS ON PAGE 4!



# HAVE YOUR SAY

## Wifi off during breaks? by Alice Wassell Yr 11

*This report was part of a recent internal assessment; site references have been deleted in order to save space.*

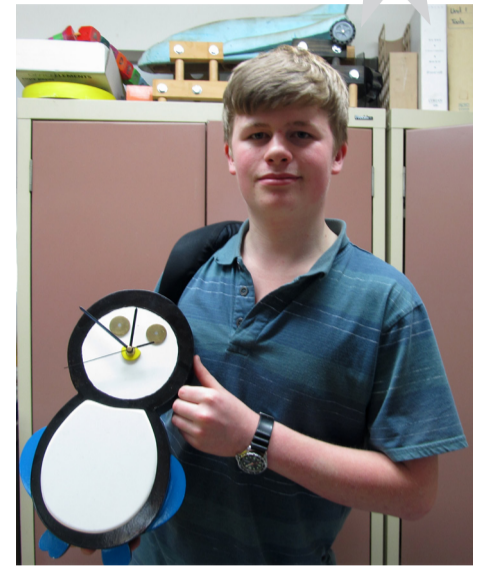
Recently Francis Douglas Memorial School in New Plymouth started turning off their wifi during breaks to encourage students to interact more. They found that the major downside to this move was that it stopped students doing research out of class.

Why do students need wifi? According to a survey in 2015 68% of American students from primary school to high school had access to wifi. For so many schools to provide wifi access it must be beneficial to students' learning. Over half the 25 Yr 11 students I surveyed said that they use the wifi for research, schoolwork and class projects; some even stated they use wifi to access apps such as google drive or google classroom. Most classes include work or resources that can only be accessed using the internet. Another survey from March 2013 showed that 71.9% of students own smartphones. This means that the majority of students have a way to access the internet using wifi or data and that having wifi in schools may not significantly affect the amount of students using the internet during school. Giving students access to wifi means they can finish school work during breaks even when all the school computers are in use but it also means that they can browse the internet however they choose, without the web filters and supervision of a teacher that using the school computers provides. Communication is also an important aspect of using wifi. Some students use the wifi to get in touch with friends and family during school so wifi is beneficial to students who can't communicate with family any other way.

What do students use wifi for at breaks? My survey showed that during breaks students use the wifi for entertainment, research, school work, showing that only a small part of what students use the wifi for is unrelated to school. Six of the twenty-five students surveyed said they didn't use the wifi at all during breaks. But what the survey doesn't tell us is how well the students are doing at school or how busy they are after school. Doing work during breaks might be the only time they get to do the work and losing that time might cause them to fall behind. Jessie Harland, a Yr 12 student from Collingwood Area School, said "Lunchtime and morning teas are when we get to have a break from school, but not being able to go on our phones is restricting." Turning off the wifi during breaks might cause more students to be on social media during class. This shows that some students use the internet to relax and escape from the pressures of school and also that no wifi during breaks might cause more students to be on social media during class, creating more problems than it solved. Matthew Sisarich, a 15 year old from Francis Douglas Memorial College, said "You can't look up stuff on your phone...you just can't look up anything." All of these sources show that turning off the wifi during breaks would cause problems that might affect students school work whether it be that they are not paying attention in class because they are on social media or they can't catch up with work during breaks.

What does turning off the wifi change? Turning off the wifi during breaks at Francis Douglas Memorial College caused changes such as fewer students on their phones and more doing physical activities. Removing the distraction of wifi causes students to be more energetic and interact with each other more, although there are still some who would rather be on their phones. Another difference in the behaviour of students at Francis Douglas Memorial College is that students trying to do research outside of class, couldn't. This problem could be fixed by providing an area that students can use the internet for school work such as a designated computer lab with supervision from a teacher. If the wifi was turned off during breaks at Kavanagh College over half the students surveyed said they would be unaffected or only occasionally. Those who would be affected said they would socialise more, some said they would use their data and a few said they would be on their phone more during class. Over half the students surveyed were against the idea. Some students were unsure because whether or not turning off the wifi is a good idea depends on the circumstances, such as cold weather or assessment deadlines. Collingwood area school had more students participating in a tackle tournament because they turned the wifi off. There were some problems created by the change, such as students spending their money on data and even some finding a way to connect to another school network.

The internet is a prominent part of our lives. It connects us to the rest of the world and wifi allows us to easily access more information than could be contained in one library from anywhere. Having wifi at school is becoming more important everyday with resources online, storing assignments on google drive to work on at home as well as at school and even online tests. In the end each student will react differently to the wifi being switched off at breaks. If a school decides to limit internet access in this way they need to acknowledge the ways that it disadvantages their students. Some students use break time to advance their learning or catch up on missed lessons, and schools might need to provide another option for accessing the internet. With the way technology is advancing most people expect the internet to be available anywhere and at anytime. Choosing to limit this ability opposes the way the world is advancing but is justified in its reasoning.



*Time to clock on? Yr 11 students spend fifteen weeks designing a clock based on a cartoon character. This involves interaction with three stakeholders: initially between the client and the student, followed by final approval from the teacher. Book work is also tested. Above: Ashlee Middleton's owl clock, and right: Jack Scurr with his creation.*



## Yr 10 Rock the Music House

May saw the Yr 10 music students perform their first round of group performances. Music teacher Ms G Watts was blown away by their quality and passion. They also performed as part of the Caritas Concert. Some of the songs included 'Forget You' (Cee Lo Green), 'Boulevard of Broken Dreams' (Green Day) and 'Wagonwheel', '1000 Years', 'Count on Me' and 'Shape of You' (Ed Sheeran). In the photo is: Rosa Berry Vaughan, Ralph Stewart, Erin Hall, Sam Meikle, Andrew Wilson, Emily Kerr-Bell, Courtney Caulfield, and Georgia Middlemiss-Ramsay.

## Bunch of Seven



Keira-Lee Burgess, Yr 7



Noah Gordon, Yr 8



Jimmy Gallagher, Yr 9



Isabelle Larson, Yr 10



Alice Wassell, Yr 11



Blake Chalmers, Yr 12



Zac Hardy, Yr 13

### Warmest place in the school?

Keira-Lee: The Library.  
Noah: The Library.  
Jimmy: The Library.  
Isabelle: The Library.  
Alice: The Library.  
Blake: The Dungeon.  
Zac: Library, but I'm biased as a librarian.

### What should be added to the Library?

Keira-Lee: more youtubers books and graphic novels.  
Noah: Free e-books.  
Jimmy: Meme archives.  
Isabelle: Multiple language books.  
Alice: A hot chocolate machine.  
Blake: A 24/7 Kahoot quiz.  
Zac: A coffee machine. Bean bags!

### What could be your House's theme song?

Keira-Lee: 'We are the champions' (Ambrose).  
Noah: 'We will rock you' (McAuley).  
Jimmy: 'Paint the town' green (Rice).  
Isabelle: 'I see red' from Split Enz (Pompallier).  
Alice: 'Yellow; by Coldplay (Bodkin).  
Blake: 'Thrift Shop' by Macklemore (Gabriel).  
Zac: 'Eiffel 65 Blue' (Ambrose).

### New House challenge for Kavanagh Day?

Keira-Lee: Making popsicle stick houses.  
Noah: Spelling bee.  
Jimmy: House penalty shoot-outs.  
Isabelle: Milk sculling.  
Alice: Paintball, with each house shooting their colour!  
Blake: Jumping.  
Zac: Design murals for the concrete jungle on the Courts.

### Major educational advantage of wifi at school?

Keira-Lee: I'm able to do homework at school.  
Noah: Search for answers quickly.  
Jimmy: Google-classroom  
Isabelle: Autocorrect.  
Alice: Research.  
Blake: Kahoot.  
Zac: Google-docs.





Pictured are: Cassidy McCosh, Jack White, Kaela-Mae Bethune, Elliot Blyth, Jamie Hall, Ilan Barson-McLean, Serenity Hook, Sophelia Hook, Grace Stuck-Middlemiss, Tuseka Njoko, Nevaeh Rowe (Students); Jo Bell and Rebecca Meikle (Board of Trustees); Anna Hughes (Enviroschools Facilitator from the Dunedin City Council) and Lucia Rozenberg and Nina O'Callaghan (teachers).

## Enviroschools Bronze Status for Kavanagh College

Congratulations to all students, teachers, BOT and the whole community of Kavanagh College. Just recently our school was involved in the reflection process and at the end was successfully awarded the EnviroSchools Bronze Status. A few years ago Kavanagh College started to work towards achieving this important stage of the EnviroSchools journey. This year we have completed the finalisation of the vision for a sustainable Kavanagh College. This was and still is our living, evolving vision that was begun last year by staff, students and BOT to guide our EnviroSchools journey. The physical visualisation of this vision will be printed as a poster and displayed in the foyer of Kavanagh College and also around the school. After the reflection process that students, teachers and the members of BOT completed in May, Kavanagh College received the certificate that says: "We celebrate all that has been achieved in our EnviroSchools journey so far. We have committed ourselves to the journey and laid the foundations. We are exploring opportunities for integrating the EnviroSchools kaupapa. We can show changes in our practices and have taken some steps towards being a sustainable school community." What other enviro activities are students and teachers involved in this year? We have established the Senior Enviro Council and re-established the Junior Enviro Club. The members of the Senior Enviro Council are in charge and are leading the activities with the juniors. These activities include gardening around the school, planting trees in our community, and looking after composting, recycling and setting up a worm farm. In May this year the Junior Enviro Club together with the Senior Enviro Council planted twenty native trees at Robin Hood Park. The Senior Enviro Council is meeting every Monday lunchtimes in the library in B21. Our Junior Enviro Club is running every odd Monday and even Tuesday after school 3-4pm. We are meeting in M22. If you are interested in joining the Senior Enviro Council or the Junior Enviro Club, please contact Mrs Rozenberg or Mrs O'Callaghan.

## Cross Country a runaway success

What a beautiful day for the annual Kavanagh Cross Country Competition, held at Kettle Park in May. The Cross Country is compulsory for all Yr 7-10 students and we had a good turn out and some fierce competition. The winners were: Yr 7 Girls : 1. Serenity Hook; 2. Jamaica Cabantoc; 3. Amalie Latton ; Yr 7 Boys: 1. Aidan Hurd-Vial; 2. Alberto Adams ; 3. Finn Casey; Yr 8 Girls: 1. Jade Fairweather; 2. Emma Christophers ; 3. Shannya MacRae-Platten; Yr 8 Boys: 1. Ian Audas; 2. Caleb Simpson; 3. Paddy Craft ; Yr 9 Girls: 1. Erika Fairweather; 2. Ariana Barr; 3. Meg Christophers; Yr 9 Boys: 1. Nik Dohig; 2. Aiden McRae-Platten; 3. Campbell Neilson; Yr 10 Girls: 1. Holly Uluakiola-Trainor; 2. Madi Sutherland; 3. Emily Kerr-Bell; Yr 10 Boys: 1. Jordan King; 2. Graysen Thomson; 3. Cormac Kelly; Senior Girls: 1. Eila Chirnside; 2. Elizabeth Audas; 3. Eva Hoffmans; Senior Boys: 1. Brynn Sinclair; 2. Tim O'Farrell; 3. Dom Madden. House Results: 1. Rice (177); 2. Pompallier (123); 3. Bodkin (116); 4. Ambrose (112); 5. McAuley (106) ; 6. Gabriel (99).



## Junior Girls' Rugby Champions

For the Otago Secondary Schools Girl's Rugby 7s competition, Kavanagh had two teams entered, junior and senior. There were six weeks of round robin games on a Wednesday afternoon at Logan Park, two games for each team every week, with the juniors often playing for the senior team as well. The girls improved their ball skills, fitness and strength throughout the competition with both teams managing to score lots of tries. The senior team finished the competition coming second in their grade, a stunning effort from such a small team. The juniors played a fast game in the final and came off with the win, and title of Otago Secondary School Junior Girls' 7s rugby champions. Well done to both teams, with many who are very new to the game. The future of girls' rugby at Kavanagh looks strong!

Back row: Jinaya Clark, Ona Fraser, Jamie Church (East Otago High School), Jade Couch, Olivia Hiku; Front row: Helene Elisara, Anita Samasoni, Dre Whaanga, Arizona McFarlane.



## Catholic Schools Quad Tournament

In April over 100 students travelled north to Oamaru to take part in the annual sports exchange with St Kevin's, Roncalli, St Peter's and Verdon Colleges. Five different sports were being played: football, rugby, hockey, netball and basketball. St Kevin's College was a great venue to host the Tournament with their extensive facilities and fields. We achieved some great results with boys' football winning all their games, the girls' football team winning 2 out of 3 games, the girls' Basketball team won 3 out of their 4 games and the boys' hockey won 3 out of 4 games. The First XV also managed a good win over St Kevin's, before a narrow loss to Verdon. All our students stayed at Camp Iona in Herbert on the Sunday night, which was a great venue. All schools came together on Sunday afternoon for a church service which celebrated our Special Character, a fitting way to end to Day 1. Overall we finished second equal.



## Junior Catholic Schools Tournament

Kavanagh College finished second overall on 29 points behind winners Verdon College on 31 points. The Junior Catholic Schools Tournament was held in June at Kettle Park and the Edgar Centre. The sports played were rugby and football, netball and basketball. Kavanagh had some very good performances especially in the Yr 10 netball and the girls Yr 9/10 basketball. Unfortunately, the weather was bleak and cold, and the sport played at Kettle Park had to be shortened in both the games and draw. Well done to all participants, coaches, managers and teachers in charge!





# Profiling...



Head students: Sophie Whibley (Head Girl), Alexi Hart (Deputy Head Girl), Niko Cockerill (Deputy Head Boy) and Nat Peacock (Head Boy).

**FULL NAME:** Nathaniel Peacock, Yr 13, Head Boy.

**BORN IN :** 200). **AGE:** 17. **STAR SIGN:** Aquarius

**WHAT'S THE BEST THING ABOUT KAVANAGH?** For me the best thing is the teachers who consistently go over and above to help, guide and support us. Also, the Film Club is a great time and would highly recommend everyone comes along on Odd Thursdays 3-5pm in the Lecture Theatre.

**AND THE WORST? (Seriously...)** All of the students who don't go to the Breakfast Club and the Film Club. It is sad to see students who are not having the time of their life due to low attendance to these fun clubs.

**WHAT DO YOU REMEMBER ABOUT YOUR FIRST DAYS AT KAVANAGH?** Making friends with a South Korean exchange student. **WHAT WILL YOU REMEMBER MOST ABOUT BEING AT KAVANAGH?** The Musical 'A Dream to share'.

**WHAT DO YOU LIKE READING?** **WHAT'S YOUR FAVOURITE BOOK?** I enjoy reading both autobiographies and biographies about famous athletes, namely Shaquille O'Neal, Pistol Pete, Usain Bolt and Michael Jordan. But my favourite book is "Ender's Game" a classic science fiction novel by Orson Scott Card, it follows the story of young Ender Wiggin as he is forced to become a commander against an inevitable alien invasion.

**IF YOU HAD A MASCOT OR SYMBOL WHAT WOULD YOU CHOOSE?** I would choose a Bull wearing a helmet because this represents my two favourite professional sport teams the Chicago Bulls (Basketball) and Immortals (League of Legends).

**WHAT SPORTS DO YOU PLAY?** I have been playing basketball since Yr 9 and have thoroughly enjoyed it so far. I am also having a go at rugby this year (much to the disgust of my family), and I'm enjoying it so far!

**WHAT IS THE MOST IMPORTANT THING FOR YOU THIS YEAR?** Keeping a balanced life between all my extracurricular activities, sports and personal life. I hope to achieve this by planning ahead of time and doing things I enjoy (redirecting lightning). **WHERE DO YOU HOPE TO BE IN TEN YEARS' TIME?** Doing something I love with my one wild and precious life. **WHAT ADVICE WOULD YOU GIVE TO STUDENTS FOR 2017?** Have a good time all the time.



# Kreative Korner

## Dunedin schools zine competition: a winner!



Recently two of Kavanagh's Yr 8 students, Caleb Simpson and Katie Pullar, made the finals of the Dunedin Schools Zine Competition held by the Dunedin Writers and Readers Festival. There were 192 entries from schools all around Dunedin with a good turnout of students and supporters to hear the judges' decisions at the Dunedin Public Library. A zine is a type of homemade magazine, and are often made to entertain the reader. Caleb and Katie combined humor, wit and artistic skills. Caleb came up with the idea of a paint brush that painted all

things into existence and Katie's was about a slinky that had a very long death. Both caught the eyes of the judges, New Zealand authors Kate De Goldi and Paul Beavis, who shared their experiences as writers with the audience. They gave an encouraging message about listening to advice from others but also never giving up. Following this they went through the highly commended Zines (which included Katie's) and then announced the winners, where Caleb took 1st place! He was awarded with a certificate by as well as receiving a copy of 'Annual' by Kate De Goldi.

### 'Different' by Jack Flett, Yr 12

Just another peaceful lunchtime by myself, sitting under the shade of the birch tree. I don't mind sitting alone because it lets me think of how I can relate to the other children. But the same solitude that gives me joy also causes me anger. I try not to think of all the harmful remarks that the other children say. If I did that my entire existence would be wasted.

Sometimes I think back to when I was five. I was truly accepted by my peers and had friends. I used to build sand castles with Stacy and I went to John's house every second weekend for a sleepover. Everything slowly began to change around Room Four. This is when people knew I was different. I didn't mind though. I'd rather have my natural intelligence over pointless conversations with people I don't even really like. In my classes it's always the same thing. "I don't want to sit with him", they say. Usually there are a select few who can tolerate my company but quickly get sick of me when I try to start conversation. When I don't understand something, I can feel myself talk across the room in attempt to get the teacher's attention. But at these times I always hear a "shut up" or "nobody cares". The worst part is that the teacher only cares if I'm disturbing the class. It's not my fault the other students are being completely idiotic. Why can't I say what's on my mind? It's not fair that they treat me like a little kid. I'm going to be in high school next year, for heaven's sake.

A warm breeze blows through my hair as I try to keep it out of my eyes. I watch some leaves drift from the tree. Five yellow, seven orange and three green - wait no, four green. I like to count; it makes me feel calm. There goes the bell. I race to my period four class. I learn best if I'm first in the class, but not if the teacher is there before me. That's when my whole period is muddled and I can't focus. I sit in English, alone, at the back beside the window where I can see my tree. I always sit in this seat. It's my seat. Today in English we are reading books. I am already halfway through 'The Tree's Treasure'. The whole book is exactly four hundred and twenty six pages long. Not including the three pages at the front and four pages at the back of pointless glossaries and information on where the book was published. So technically fourteen pages of rubbish. Anyway I'm up to page two hundred and thirteen. This means I'm exactly halfway through. It also means if I read one hundred and six and a half pages today and tomorrow I can finish the book in two periods. But I don't like reading half pages so I will bump up to one hundred and seven pages today. I like reading. Especially if there is complete silence and no one talks to me. After that period of non-stop reading I have to run to Social Studies. It seems like everyone is early to that class. Everything is fine because I'm the first student there but I walk in not knowing there was no teacher. This period is going to suck. I sit at my desk and count the students as they walk in. I'm up to twenty-three then the door slams.

"Sorry I'm late, everyone. Please turn your page to page thirty five and start at question two," says a panting stranger. Oh no! It's a reliever. What am I going to do without Mrs Fahey? I decide to sit in silence and not get out my book. "What are you doing, young man?" I look at him and then feel my eyes sink to the ground. I don't say anything because I was taught not to talk to strangers. "Don't worry about him, sir. He always does things like this." I sit in silence staring at my shoes and hope he walks away. He finally leaves after looking up my name on the roll. Then he walked to the front of the class to read his book. I put my headphones in to drown out the chaos. I like to watch nature documentaries. They remind me of the animal like behaviour of the other Yr 8s. I don't want to waste my brain power on stupid pointless stuff.

The bell rings and I swiftly make my move to escape. I run out the class with my head down to avoid any further communication with the reliever. Finally it's the end of the day. I sit on the grass and count the daisies fifteen, sixteen, seventeen: it seems like they just keep going. I can feel my stomach growling so I pull out my lunchbox. Just so the gap is big enough for my hand to fit in and grab out the biscuits I've been saving. I don't want the other kids taking them again. I munch my biscuits then I lie down on the grass and look up at the sky. Lots of cumulus and stratus and a couple stratocumulus. Which makes sense seeing that they are found below six thousand feet, well 1828.8 metres since we use the metric system. "They look fluffy like sheep", that's what I heard one girl use to describe them which is crazy because they are just wet clusters of gas and they would definitely not be fluffy if you felt them. I feel a hand on my shoulder. I scream! I do this a lot. I turn around and see my mum holding onto me and all the other students and their parents staring. I get up and give my mum a big hug.

"It must be hard taking care of someone with autism," I hear behind my back.

Jack says: "My idea in writing this was to do what Joanne Harris did in "A Place in the Sun" which we read in class. At the end of her monologue the girl told us her age. I liked this shock factor. My main character is a Yr 8 boy who has autism, and while writing I tried to drop hints that he was autistic without actually saying it. I want to give an inside view of bullying students with disabilities because I've sometimes seen others pick on students for being different."

### Mr O'Brien, by Caleb Simpson and Dragon Winikoff, 8TSU



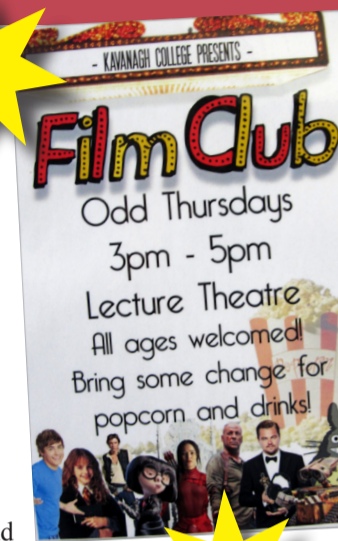
His face is as hard as a rock.  
His smile is like diamonds.  
His hands are like grappling hooks.  
His arms are like cranes.  
His legs are firm as steel poles.  
His fingers are like snakes.  
His heart is as loud as a drumroll.  
His stare is like a freeze ray, stopping you in your tracks.  
His voice is loud and booming, like a thunderstorm.  
His laugh is like lightning.

### The Old House, by Jemma Mortimer, 7HEN

As I opened the spooky gate my face fell. My heart was pumping out of my chest. I felt my arm shaking like a nervous dog waiting for thunder. I took one step and heard a creeeeeeeek! Suddenly I stopped and looked around. Then I carried on. I stepped up to the racked porch and looked around. I looked inside the window ... and saw a black figure standing in the living room staring right out at me. I ducked under the porch chair with fright as a shiver ran up my spine. I started to make a plan in my head. What was I going to do? looked around nervously. I crept up out from under the chair, stepped over to the door and put my hand on the handle. Slowly I opened the door like an old grandma trying to walk. My hand was sweating like rain falling from the sky. Then suddenly -

### Would you like popcorn with that?

Nat Peacock's Film Club has the general aim of expanding critical thinking of films, gaining insight into the industry (what goes into the creative process and technical aspects) and having a club available which is very open and relaxed for people to enjoy. So far, the Club has watched 'Fantastic Mr Fox', 'The Iron Giant', 'Middle School : The Worst Years of My Life' and 'Shrek'. Films chosen are always of appropriate length and content. Nat has a plethora of movies and documentaries available for viewing in under two hours. Each session always finishes with deciding on the next film, as democratically as possible. The format of a film club session tends to be: watch the film (eat popcorn), do the worksheet and have an open discussion, play highly competitive Kahoot on general film knowledge, then choose film for next fortnight. Explorations include some different style of films, computer animation, traditional animation, stop motion (puppets) and traditionally acted films, aimed at widening the individual's taste. Nat says "There is still plenty free popcorn to go around so we would love to see more members turn up."



### What Happened To The World? by Melanie Noquilla 7OST

What happened to the world? The attacks, the bombs, the greed. Your parents work so hard yet we chuck it on the floor and take it for granted. People work so hard just to feed their family a grain of rice. We take a family for granted, food, water, shelter. We take everything for granted; we are greedy. Even the most generous feeling people are greedy. It's funny to think the most generous people, the most pure, giving people are the people who have nothing. People will just walk past the poor and people living in poverty. Compare your life to someone living in poverty. We can do the smallest thing, but we don't. What happened to this world?

**KAV KWIZ ANSWERS:** 1. 7; 2. 21 December 3.; One: Annalise Coberger, silver medal in Slalom in 1992; 4. -25.6 degrees Celsius, in Ranfurly, 1903); 5. Scotland.

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Kavanagh College, 340 Rattray Street, Dunedin.  
Ph (03) 477 3408  
Email: pkenny@kavanagh.school.nz