

# WHAKARONGO KI TE REO MĀTĀTAHI

VOLUME II

Writing and artwork  
from the young people  
of west Auckland

YOUTH  
VOICES



TE HONONGA  
AKORANGA  
COMET



# WHAKARONGO KI TE REO MĀTĀTAHI

VOLUME II

Writing and artwork  
from the young people  
of Glen Innes

YOUTH  
VOICES



TE HONONGA  
AKORANGA  
COMET



## **Whakarongo ki te Reo Mātātahi Volume II**

Writing and artwork from the young people of west Auckland

Copyright © 2024 Te Hononga Akoranga COMET. All rights reserved.  
Stories and artwork © remain with their respective authors and artists.  
Used with permission.

ISBN 978-0-473-72955-4

Published by Te Hononga Akoranga COMET. Printed in Aotearoa New Zealand.

First printing: November 2023

The views expressed in this book are those of the individual authors and do not necessarily reflect the views of Te Hononga Akoranga COMET.

No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form by any means — electronic, mechanical, photocopying, recording or otherwise — without prior permission from the publisher, except for brief quotations in a review.

# FOREWORD

Kia ora,

West Auckland is my home, and I am proud to be a part of this vibrant and diverse community. I enjoyed working with the tamariki Māori from Henderson Intermediate and Glen Eden Intermediate, and their creativity and resilience deeply inspired me.

This book is a collection of stories highlighting the issues important to our young people in west Auckland. These stories are honest, raw and empowering. They voice their hopes, dreams and challenges.

I encourage everyone to read this book and learn more about our young people's experiences. Let us work together to create an inclusive community where all our tamariki can reach their full potential.

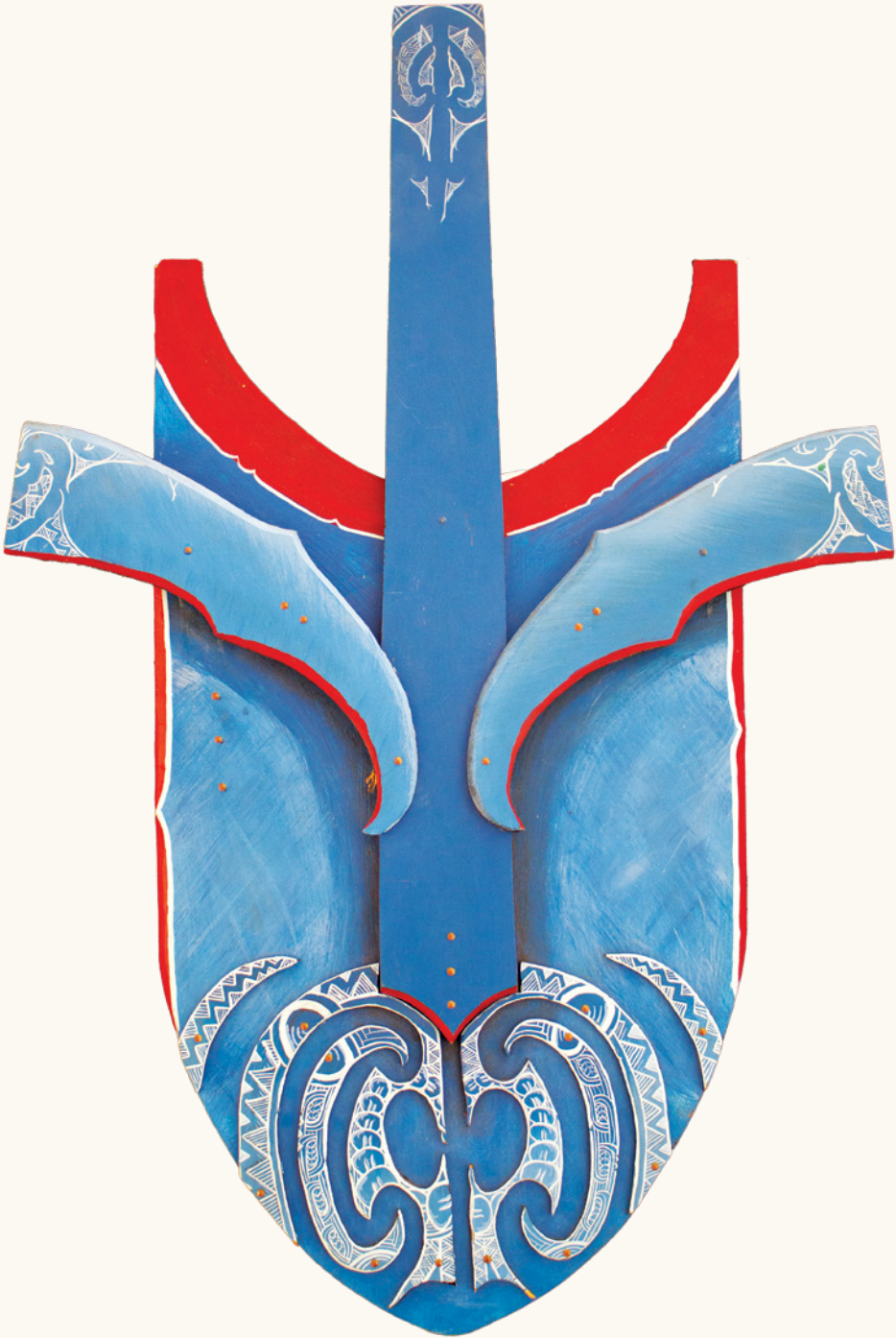
We need to listen to the voices of our young people and take their perspectives seriously. In addition, we should proactively support organisations working to empower our tamariki. Finally, we must collectively advocate for policies that support the hauora of our young people.

Ngā mihi aroha,

**DR WILL FLAVELL**

Kaihautū Māori

Te Hononga Akoranga COMET



Working with these tamariki from Glen Eden Intermediate School and Henderson Intermediate School has been a special opportunity for myself. I have enjoyed listening to their stories and learning from their experiences.

This book would not have come to life without the support of Glen Eden Intermediate School and Henderson Intermediate School. To the students, thank you for being authentically you. To the staff, thank you for supporting this kaupapa on top of an already busy school year.

## **NOAH MEGGITT**

Kaihūtono Māori

Te Hononga Akoranga COMET

ART (FACING PAGE): Unknown artist





# CONTENTS

My Young Sports Career	8
My Pāpā	12
Racism	13
The Future of Tāmaki Makaurau	16
The Lonely Taniwha	18
The Beauty of Our Cultures	20
Change the Education System	24
The Wandering Boy	26
Sometime in the Future	27
What I Would Do With \$100,000,000	28
Living is So Expensive	32
Pollution	34
Vaping is Distracting Students from Learning	35
Bullying	38
Dear Year 7 Student	40
Dream School	42
Animal Testing	44
Cost of Living	48
Te Pūnaha Mātauranga	50
Te Mate o te Kīngi o Zazania	52
Kāinga Kore	54

# My Young Sports Career

## PORSHA APIATA

Glen Eden Intermediate School

I play sports almost every day. Sports are my life, my safe place, and playing with my team makes me happy. I play netball for my club and school, and love pushing myself to improve. I sacrifice my time for training instead of lying on the couch watching TV — which is what many teens do these days. But while being part of a team is great, it does come at a cost.

Personally, it has cost my whānau around \$2,625 for me to participate in sports this year alone. That includes sports camp, national tournaments, netball and basketball teams, school zone days, bus fees, and all the sports equipment and gear needed for each sport. Loving sports may be easy, but paying the price is tough.

Along with the high financial costs, it also costs a lot of my time to participate in these sports. However, I am willing to give up my free time if that means I can learn more skills and get better at a sport that I love. Every day after school I come home, get ready for training, leave again, and come home two hours later.

A normal week for me includes basketball training on Monday, netball training on Tuesday, a netball game on Wednesday, a basketball game on Thursday, basketball training on Friday, and two netball games

every Saturday. Then on Sunday, I have no sports. It is my rest day when I recover, stretch, have a spa, rest up and get ready for the new week ahead.

Some solutions to the high costs of sports could be to hold social fundraisers, raffles and fun days to help gather more money to put towards fees and sports days. Also, schools could pay for some fees so more students can afford to participate.

If sports equipment costs too much money, you could buy it second-hand or get hand-me-downs from the school, or former club members.

Finally, a solution to the amount of time that goes into sporting commitments would be to include more sports during school hours, so we can have more free time after school and have our weekends free.





# My Pāpā

JAYLA DEVERY

Glen Eden Intermediate School

Ko Tinana te waka  
Ko Whangatauātia te maunga  
Ko Karirikura te moana  
Ko Te Uri o Hina te hapū  
Ko Te Rarawa te iwi  
Ko Tūmoana te rangatira  
Ko Regan Taia tōku pāpā

Nō Pukepoto ia. My pāpā lives in Henderson. He's a reo Māori teacher at St Leonards Road School and he's the kaumatua at my marae. Seeing him speak te reo Māori in front of all the children and older kids is cool. He likes teaching us how to speak the language. He always puts a smile on my face. He is really funny and cool.

A favourite memory of my pāpā was when he took our whānau to the Matariki concert in Henderson. He took us there on a Saturday and started dancing with us and vibing with us. Many people came to the event to celebrate the Māori New Year. What I enjoy about Matariki is that we have shared lunch and music.

My pāpā's favourite hobby at home is making taonga for family and friends. Last year my pāpā made me a taonga for my birthday in September and it was brown. I lost it, which makes me feel sad, but I hope I will find it again someday.

It's important to have a good person in your life like my pāpā, because they can help guide you and will always be there for you. He is always patient whenever he teaches me new things and he is the best father, and the best man to my mum, aunty and uncle.

He manawa tīī tōku pāpā. My pāpā is a great man.

# Racism

SAPHYRE MEHANA

Henderson Intermediate School

Racism isn't just a word Google shows you; there is more to it. If you were to ask someone my age or younger, there is a high chance they would say that racism is when someone says terrible things about your ethnicity or culture to you.

In my opinion, racism can occur in many ways. For example, you could post some deeply harmful things on the internet about someone's ethnicity or race, which should be considered a form of discrimination and racism. It would be the same as if someone put up a poster full of negative things about you. This means racism can come in all forms, including systemic, verbal and written racism, which would all continue to disadvantage people's future based on race.

We New Zealanders live in a system that the Pākehā made. Because of their conditions, it has been difficult for tāngata whenua because Māori have struggled to live a life connected to our values. You can also say this about other ethnicities living in Aotearoa. So, how do we ensure we have Māori values in our system?

Some good points were raised by several local board members of Auckland Council who spoke about racism. They said we must continue to challenge racism and that there is never a place for it. I support these statements because I do not support racism.

In conclusion, I think we should focus on the positive aspects of being indigenous and on the many indigenous kaupapa that can benefit all of us, no matter our background. As people of Aotearoa, we should have more self-confidence and continue to strive to be unapologetically Māori because being Māori is all about being open and inclusive of all people.



ART: Unknown artist





ART: Unknown artist

# The Future of Tāmaki Makaurau

## CYPRUS-JOE GOLDING

Henderson Intermediate School

In the Tāmaki Makaurau of 2050, I want to see all of the homeless people off the streets and in houses with at least a year's worth of food supplies. This will allow a good amount of time for them to find a job and start making money to buy or rent their own house.

The government should continue to fund establishments like Te Wānanga o Aotearoa because they are already doing a good job of helping te reo Māori to grow and helping Māori people with their education. I believe learning te reo Māori will help Māori with their own independence.

Currently, in 2023, the government has tried their best to tackle smoking in Tāmaki Makaurau. However, I think by 2050, the bigger issue will be vaping. I think we need to get smoking and vaping out of Aotearoa because that will make our country healthier.

I think HOP cards for Auckland transport won't be a thing anymore because rather than putting money on a HOP card, people will just be able to leave the money on their own bank cards and tag on with that instead.

ART (OVERLEAF): Unknown artist



# The Lonely Taniwha

KAYA BENNETT

Henderson Intermediate School

Once upon a time, there was a gorgeous taniwha called Ātaahua. She was the most beautiful taniwha that ever lived, but although Ātaahua looked amazing, she was extremely lonely. All she wanted was a friend, but she had no one to swim with, or to play hide-and-seek within the seaweed.

One day Ātaahua decided to do something about her loneliness. She decided to swim to the Weird Fish-People Land and make friends with them. The taniwha of the west had a special power that allowed them to turn into human form as soon as they touched the land. So, when Ātaahua swam up to Weird Fish-People Land, she was immediately greeted for she was now the most beautiful woman in their land.

Everyone was so friendly to Ātaahua, she had never had so many people fuss over her in her entire life. It felt amazing. Ātaahua went on exploring her new surroundings. Soon, a week had passed and she had a massive group of friends who were constantly telling her how beautiful she was.

However, there was just one condition of her powers: At 9 o'clock every night, she would turn back into a taniwha, and although she was the most beautiful taniwha in the sea, to the Weird Fish-People, taniwha were disgusting monsters that didn't belong on the land.

One night, at 9 pm, Ātaahua transformed back into a taniwha and was on her way to the sea when the group of friends she had made unexpectedly showed up. When they saw her, they screamed. They called her a hideous monster and told her she would never be one of them. Ātaahua was so hurt, she burst into tears and swam back home. The land people were so mean.

Ātaahua had this aching pain in her chest and all she wanted to do was curl up in her mum's lap and cry.

The next day, her entire taniwha family threw her a welcome home party. They had all missed her so much and told her how much they loved her, and that she had many friends and family who cared about her with all their hearts. All of Ātaahua's family told her that she belonged there and that she would always be loved.

Even though Ātaahua didn't know it, she had so many friends and family at her side the whole time. All she had to do was look.

# The Beauty of Our Cultures

CHARLOTTE AUTY

Henderson Intermediate School

Māori, Samoan, African, Chinese, and Tongan are five examples of cultures of the world. All these cultures have their own cuisines, histories, languages and traditions and must have the space to showcase their uniqueness.

I am Scottish and Māori. These and other cultures like Japanese and Filipino are less visible in Aotearoa where sometimes, the English or Pākehā culture can be overpowering. That's why I am here to tell you how we can preserve and recognise our different cultures.

Racism is a massive problem in our world. People tend to use culture as a joke to make their friends laugh, which can be problematic. A survey in 2020 found that one in every five people has said something racist before. Using someone's culture to hurt them doesn't just mean you will impact the person; you might also impact their family, culture, and all they live for.

Culture is not just a joke but something that connects people.

In 2022, 17% of the world's population — 1,452 billion people — were English speakers. English is the most spoken language worldwide, with Chinese Mandarin being the second, with 1.118 billion speakers. After that, Hindi and Spanish are the most spoken languages, with half a billion people speaking them. This shows the linguistic diversity of the world.

Diversity is extraordinary; our cultures are beautiful, wonderful and unique, and we must do everything possible to keep them alive and show we care about each one.

Cultures should also not just be respected in the countries they came from; any culture should be able to thrive in any country. We can build relationships with people who can help us learn more about other cultures while developing our love for our own culture as well.

How do we increase the visibility of the culture and language of Māori, Samoan, and Tongan peoples? We need more coverage of Pasifika communities so that young people can be proud of who they are and where they come from. Luckily, the people are in control and we can change this just by putting our cultures out there more.

Your culture can change your life. I noticed this when I started learning more about Māori in 2022. It changed me as a person. That's why I am trying to keep my culture in my life and why we should all try to help and preserve our cultures, and make sure none of them are forgotten.



ART: Unknown artist





ART: Unknown artist

# Change the Education System

GIOVANNI VAN DAM

Henderson Intermediate School

There is a system that controls everything we do. It is the system of education. It controls what you know. Knowledge feeds thought and thought feeds action. Therefore, everything stems from this system.

Because this system is so important, it should be influenced by the people who are in it and sculpted by the people who have already been through it. So I asked two education professors from Auckland University, “If you were in charge of education, what would you change?”

I have written the following four paragraphs to explore their answers.

One professor replied, “I would ensure that the first two years of school have an integrated curriculum approach that focuses on developing student identity and cultural knowledge; acceptance and belonging; ethics and fairness; and social cohesion and relationship building. This means that every curriculum area would teach students skills and knowledge by focusing on these topics. I want the first few years of school to be about learning to work and learn together and to respect each other.”

Personally, I like maths, reading and just learning in general. Still, I struggled in team problem-solving environments because my views and solutions for most things were different from other people’s. I had trouble adjusting to their ways and they had trouble adjusting to mine.

If I had been given this opportunity, I would have been able to learn what it was they had trouble understanding and change my approach to help with that. Of course, since I wasn't given this opportunity and can't speak from experience, the only real way to know is to try it out.

Another of the professors said, "I would raise the salaries of teachers and principals to attract and retain the best people. It's essential that teaching and school leadership are valued professions and that their pay reflects the amazing work they do. Too many great teachers leave teaching because they can earn more money doing a less challenging job."

This is a real problem. Many teachers stop teaching because they could get an easier job with better pay so if raising pay means we would all benefit, wouldn't we all want that? I mean, if life gets better for everyone, why not? It just makes the world better.

So I have one more question: What would you change?

# The Wandering Boy

KAYSIN MURRAY

Glen Eden Intermediate School

The boy was as pale as a candle. He had been walking for days with only a bear, a dog and some clothes to his name.

About five days ago, he'd woken up on some train tracks. Waiting for someone to show up, he stayed there for a full day. When he realised no one would come, he walked along the train tracks, waiting to see a train.

He was as tired as a sloth and his legs were cramping up, but he saw some lights in the distance. Thankfully, he was an intelligent boy, so he kept walking.

He soon reached a house, where some people greeted him and took him into their home. But something felt off; he knew these people somehow.

He soon realised that these were the same people that put him on the train tracks.

Since this boy was brilliant, he told them he was tired and wanted to rest. While they walked with him to show him where to sleep, he kept an eye out for any escape route he could find. He saw a window he could fit through and he waited.

At about nine o'clock, when he heard snoring, he grabbed his stuff and left. But not everyone was asleep. The people saw him and chased him, but the boy was too fast. Still, he ran for hours until he knew they couldn't get him.

He ran for so long that he ended up in the Waitākere Ranges. He remembered that place from his childhood. Surprisingly, he noticed a kauri tree standing magnificently among the many other trees. The boy could tell this kauri tree was special. Suddenly, it started moving. Then it started talking to him, saying things like, "Stay here, don't move", or, "Run away, something is coming". Then the boy remembered someone calling his name: Te Hokinga.

Luckily, it was all a dream.

# Sometime in the Future

## TE MAURI KEEPA

Glen Eden Intermediate School

When I'm older, I want to be a mechanic. I want to fix people's cars and help them. I also want to own cool cars and then if they break down, I can fix them in no time. I want to own a workshop in west Auckland.

In order for me to achieve this, I will need to be at school all the time, and I will need to study for my learner's license.

I will also have to speak up and introduce myself to my customers to build business relationships. I also need to know all my maths and how to read properly.

If I stick to the goals I have talked about, I will be able to achieve my lifelong dream.

Once I leave school and finish my apprenticeship, I will initially get paid \$35 an hour and it will increase from there.

I will be able to fix my uncle's Chevy and he will pay me good money to do so. I must be trustworthy to fix my uncle's car because it is an expensive antique car.

# What I Would Do with \$100,000,000

KAEDYNN TAYLOR-TITO

Glen Eden Intermediate School

What I would do with \$100 million? First, I would build a homeless station where homeless people can come and stay as long as they are trying to find work. The tenants may also stay if they already have work but are not financially stable enough to rent a property. The tenants may have free hot showers, healthy meals and access to the bathroom. There will be entertainment rooms and an infirmary for wounded or unwell patients. There will be a gym open from 8am to 6pm. People will only encourage each other in the building and should not be putting each other down.

The second thing I would do is build an adventure park in central Auckland with areas based on different parts of the world, where you can explore that area's delicacies and adventures. There will be simulations where you can ride the native animals of that area.

There will be more than a thousand employees that work there. Their salary would depend on the experience they have with 'Huri Noa i Te Ao', which would be the name of the adventure park. The entrance fee will be \$15 and you will receive a card that you have to put money on to go on the rides. There will be workers everywhere if you have questions about 'Huri Noa i Te Ao'. To walk around on your own, you must be at least 11 years old.

Thirdly, I would construct a multi-purpose facility called 'Haere Mai' that could be used for numerous activities. When you walk into the facility, you enter a hallway with the names of all the rooms above the doors.

There will be a communications room where you can contact anyone you would like with a hyper-realistic holographic communication system, and a business room where you can work and talk to your lawyer.

There will also be a therapist's office where you can say what you want in a safe space. But the main thing will be a part of the site where you can type up your qualifications and it will show you numerous jobs you are qualified for. Additionally, there will be a space for learning to speak te reo Māori and learning about the tāngata whenua of the area. And finally, it will have a free law firm where financially unstable people can hire our qualified lawyers for free.



ART: Unknown artist





ART: Unknown artist

# Living is So Expensive

KIANA AH-LOO

Glen Eden Intermediate School

Living in west Auckland is expensive for many families. For example, think about groceries you buy regularly from the supermarket, like eggs, bread and milk. These food items have become more expensive in the past few years.

In Aotearoa, a 12-pack of eggs costs \$10.90 or \$0.91c per egg, and the cost of a 3-litre bottle of milk is \$5.69. Lastly, it's \$3.80 for a loaf of white bread. In comparison, in Australia, you'd pay — in NZ dollars — just \$5.65 for eggs and \$4.89 for milk.

In New Zealand, the average house price is \$985,000. In our largest city, Auckland, it is \$1.3 million which is not fair to the Auckland residents. If the minimum wage is only \$22.70 per hour, how can Auckland residents afford houses?

Here are some solutions to reduce living expenses and give families some relief.

First, I would ensure affordable homes are consistently built across Tāmaki Makaurau. This will help decrease the demand for houses and make it more affordable and realistic for people to purchase them.

Second, the government should support local farmers so it's cheaper for us to buy groceries at the supermarkets. Also, they should support other retailers like The Warehouse, to help drive competitive prices so that groceries are more affordable for struggling families.

Lastly, in 2022/2023, the top four power companies had a net profit of \$520 million. This is highly unfair because a lot of families are struggling to pay their power bills — especially during the colder months — while these big companies are making record profits. The government should restrict the net profit that companies are allowed to make so it's more manageable for less fortunate people to be able to pay their power bills. These power companies should have to pay the money back to communities once they have reached their targeted and realistic profits.

If we implement some of these solutions, this will help make some of our expenses more affordable for families who are struggling.

# Pollution

**JAHLIA EYNON-GLOVER**

Henderson Intermediate School

I am writing about pollution because when I go to Beach Haven with my whānau for birthday gatherings, I see plastic rubbish, broken glass bottles, and people not caring for our beautiful moana. The pollution on our beaches is not good.

I got a piece of glass stuck in my foot when I was getting out of the water after swimming, it was bad, and it hurt. So, whenever you see rubbish or glass bottles or anything that isn't meant for our moana, please pick it up. It will help us to be friends with the sea.

When I was in Year 6, my class went on a trip to Piha Beach on the West Coast to pick up all the plastic rubbish and to learn how our sea friends live and stay safe with all the plastic around. Plastic and glass are not very good for them. It could kill them, and if they are hapū, it can also harm their babies. So, it would be best if we could all keep our land and our moana clean, not just for the environment but also for future generations.

My solution would be to try to help the taiao and moana by picking up rubbish off the ground and by telling others not to leave their rubbish on the foreshore or in our moana. We need to look after our moana because it provides us with kaimoana and is a food source for all of us.

We have to be good kaitiaki of our moana, like our ancestors were.

# Vaping is Distracting Students from Learning

PORSHA APIATA

Glen Eden Intermediate School

Vaping is a serious health issue. When students vape in schools, it distracts them from their learning and causes addiction. This essay will argue vaping is the worst thing for you. Hopefully, the New Zealand government can solve this issue and get vaping under control.

Sadly, many kids have been wasting their time vaping instead of learning. Students are selling vapes at schools, which also affects their learning. They can get distracted from learning because they're always thinking about vaping and are even skipping class to vape in the bathrooms. Students need their learning time, so vaping in schools needs to stop.

Vaping can be highly addictive and sadly, more kids are addicted to vaping and cannot concentrate on schoolwork. When kids vape, it can cause depression and anxiety. It can also cause heart disease and health issues.

The government must stop kids from vaping at school, to keep them from getting addicted. They can do this through support services and by finding ways to keep young people more focused and engaged.





# Bullying

## KOWHAI LINTOLA REIHANA

Henderson Intermediate School

Bullying is happening all over Aotearoa and we must find a way to address it. I will write about my opinions on reducing bullying and how to achieve this as a community. I will also share others' thoughts and ideas about solving the problem of bullying.

There are many types of bullying. For example, verbal bullying is when people insult others and use hurtful jokes, racism and threats. Physical bullying is when someone physically abuses another person and hurts them. It also includes damaging, withholding and stealing property.

And then there's cyberbullying. This is one of the most common issues (along with bullying in kura) in Aotearoa. It includes using technology to blackmail, threaten or insult someone, and spreading private or humiliating information, photos and videos of people.

These three types of bullying are the three most common here in Tāmaki Makaurau. Many people witness bullying all around them, but because they haven't been educated about what bullying is and what to do about it, they tend to just sit by and watch without doing anything.

In 2021/2022, there were 538 suspected self-inflicted deaths in this country, most likely as a result of bullying. Many people aren't aware of how they could affect somebody by insulting them. They would brush it off by saying, "It's just a joke". This happens in schools because we are not getting educated on this matter.



These are just some of the issues in Aotearoa based on bullying. My solution would be to raise awareness of bullying and to help those struggling.

Schools should also address bullying and encourage kids to feel safe enough to tell friends, teachers, and people around them when they are being bullied, then help them to feel safe and prevent it from happening again. Another way we could help is to create supportive school environments that encourage positive values.

As a community, we could resolve bullying if we put in the effort; if we can be more mindful of others' feelings and emotions, we will minimise the amount of bullying we see daily.

# Dear Year 7 Student

**KAYSIN MURRAY**

Glen Eden Intermediate School

Kia ora,

I am a Year 8 student at Glen Eden Intermediate School. I was born in Tāmaki Makaurau and live in Te Atatū South with my mum, brother, sister and dad. I love sports and play basketball, tee-ball and soccer. When I went to Pomaria Primary, I played soccer and basketball there too.

I am hoping that your intermediate school will have a lot of opportunities and cool things to do outside of work, like sports, music, dancing and singing lessons. The more you take up these opportunities, the more fun you will have at school.

My school offers a sports camp that allows you to go to Tōtara Springs and compete in sports against other schools which is a fun and engaging experience. Participating in extra-curricular activities will help your core schoolwork by helping you to stay engaged. It gives you a good routine too, which will help you stay on top of your commitments and will give you better opportunities.

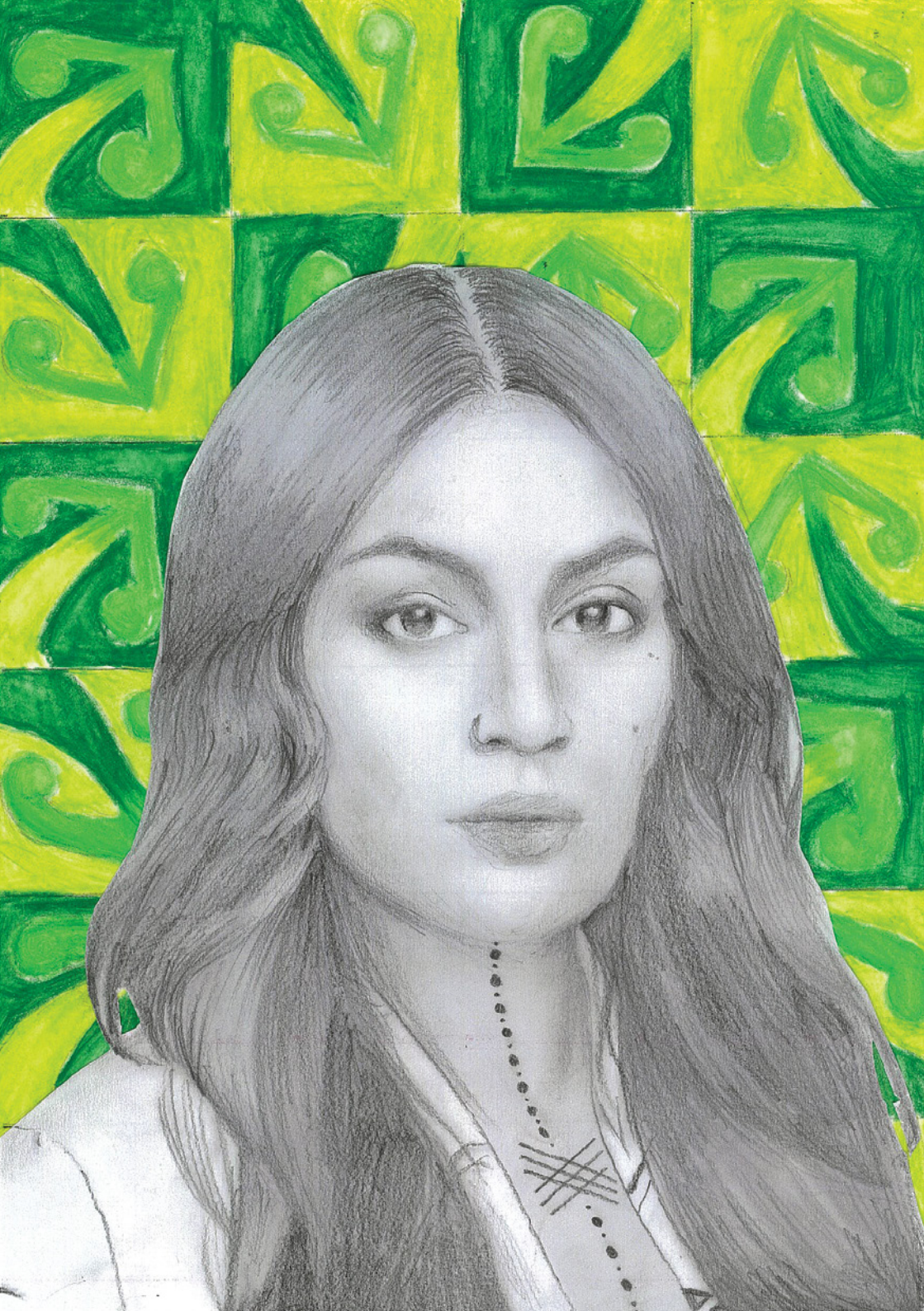
School can be very good, especially its social aspects. Interestingly, more friendships are made in school and sports than in other places, and friendships are good to have if you are ever feeling a bit down or need someone to talk to.

I think this whakataukī summarises why it's important to take all your opportunities at school:

“Ka mōhio ka ora, ka ora ka mōhio”.

This translates roughly to: “The more you know the more you grow, the more you grow the more you know.”

ART (FACING PAGE): Khloe Glover



# Dream School

## JOHNNY RUKA

Glen Eden Intermediate School

In my dream school, we would have cool teachers. We would have more Māori teachers because there are still too few in schools across Aotearoa.

We'd need teachers who are more understanding and less strict. We'd also need a variety of teachers, both young and old, who are supportive and nice to students. It is important that teachers are fair to all students.

I would like it to be a boarding school where students can stay overnight. It would be cool to stay with friends. It would also be nice to be able to earn money at the school, by doing things such as cleaning duties and helping out. It would also be nice to have a shop at the school that sells food – especially if it was a Māori business because we need to support more of them to succeed. The foods I would like to see at school are hāngi and boil-up.

My dream school would be a school that supports the environment and where mātauranga Māori would be the most important part of what students learn. We'd learn how to live off the land to provide for the school; we'd go diving in the sea and hunting in the bush, and we could also learn about the different plants and trees in the forest that were used as rongoā for our ancestors.

School should be more fun and engaging. It should be a place where I want to be. I hope that better learning will come from these changes.

ART (FACING PAGE): Unknown artist



# Animal Testing

KAYA BENNETT

Henderson Intermediate School

*“The greatness of a nation and its moral progress can be judged by the way its animals are treated.”*  
– Mahatma Gandhi.

Animal testing is a horrible concept that started in ancient Greece as early as 500 BC and is still used to tell if a product is harmful. Testing products on animals creates a dangerous and excruciating way for an animal to spend their life. If creators are concerned that the ingredients in their so-called products could have harmful effects on the people using them, then they should swap them out for natural ingredients instead.

I sent emails to many different people, posing the following questions:

- What are the ethical concerns surrounding animal testing?
- What are the alternatives for animal testing?
- And what are the scientific justifications for animal testing?

As expected, not many people responded and multiple emails were transferred to others who didn't respond either.

The first email I sent was to the Henderson Animal Shelter. They replied with an email explaining that they do not work under the Animal Welfare Act (which controls animal testing). Instead, they told me I should contact the SPCA and pose my questions to them.

The second person I emailed was Hon Dr Deborah Russell. That email then got transferred to the Associate Minister of Agriculture (Animal Welfare).

They explained that they were pleased to hear that the next generation was expressing an interest in animal ethics and welfare. But I felt as though they did not address my questions, and that those topics were avoided.

I have been told that companies only use animals for research if it is necessary, but are cosmetics and beauty products necessary?

I have done some research and found out that in 2023, brands such as Chanel, L'Oréal, Maybelline, Revlon and so many more are still testing on animals. These animals' innocent lives are in danger. They deserve better lives and to not be treated as lab tools.

Animal testing is unethical, and it needs to stop.







# Cost of Living

## CHARLOTTE AUTY

Henderson Intermediate School

The cost of necessities has increased. Public transport and petrol are becoming more expensive. Some whānau are struggling with rent, mortgages and bills. You may have kids and a family but when you get your paycheck, the first thing you have to do is cover your bills; house, electricity, water, car expenses and more. Your kids get what is left and normally, after you pay for their necessities — like clothes, food and school-related costs — there is nothing left most of the time.

I asked a local West Auckland councilor about the cost of living for our communities and below is their response.

The council helps people mostly through funding projects like homeless shelters and putting money towards organisations such as Lifewise and the Citizens Advice Bureau. Many of these funding projects cost a lot of money and go towards paying people to do certain jobs. However, the councilor also recommended other suggestions, including making food, power and water non-profitable so they are cheaper, and making changes to the education curriculum so youth are better prepared for life after school.

Visionwest is an organisation that helps people who are struggling with the cost of living. They offer a range of services, including help with housing, counselling, budgeting, food support, youth education and home healthcare.

The manager of Visionwest believes things cost so much now because of COVID-19 and the recent floods that have affected crops, farmers and supermarkets. If he were to change anything he would increase the minimum wage, living wage and increase benefits.

In 2010, the cost of petrol was \$1.52 per litre. Nowadays, it's up to \$3.25 per litre. Mortgages have gone up by 5.5% since 2008 and water bills have gone up by 2.5%. Prices are up in our supermarkets too; for example, in the last 12 months, the price of cheese has gone up 14% and broccoli by 33%. That is some expensive broccoli!

I believe that we can make things cheaper by cutting down the cost of food and making public transport free for all. Things like hospitals, doctors and healthcare should be made cheaper. We also need more supermarkets in New Zealand for competition — so that they can force each other to lower their prices.

Another problem is that some people, even if they are doing the same job, get paid less. Less money means less food and not being able to pay all of the bills. That's why we need to decrease the price of food, bills, and other things but not by too much because then taxes will go up.

# Te Pūnaha Mātauranga

## LINAEA TINO-EDWARDS

Henderson Intermediate School

Over the years, education has experienced a long-term downfall. The effects of COVID-19 have accelerated serious issues that need to be addressed sooner rather than later. I will write about my ideas to change our education system, and how they can be achieved.

Many students visibly frown upon New Zealand's education system. Still, as sad as it is, we don't know what a better education system could look like. Often, we are taught things that obviously won't help us in the future; nothing like how to check incoming salary or pay taxes.

When we do learn things that are needed, like our core subjects, they aren't explained in as much detail as elective subjects are. We are taught stuff that doesn't help in our tests either. When our tests are given, they include problems we didn't even learn how to solve and therefore, we fail.

Many schools in New Zealand are majorly understaffed and few young people are willing to take up a position as a teacher. And why is that? Frankly, from what I know, it's because teachers don't get paid as much as they really should and aren't respected, even though they share their knowledge with us to help improve our understanding of certain subjects. Knowing that, students don't have the desire to be a teacher and it shows.

The conditions of many schools are very poor as a result of students vandalising school property. They do things like kick in the building walls and tag on the chairs, tables and walls. Poor school maintenance is common, so what could we do to help keep our

schools in better condition? For one thing, we could encourage students to clean up after themselves.

We could also be stricter with the punishments that are given when someone destroys school property. Students should respect school property — especially given the amount of school board money that goes into the repairs — but they are aware that they can't be held responsible for their actions if there's no proof.

Attendance is one of the other major issues. Allegedly, parents are at fault for their kids not attending school because of a lack of encouragement or failure to prioritise learning. In most cases that is not true, and although we are given heavily-funded initiatives designed to help improve attendance rates, they need to be revised.

The same goes for the dropout rate in New Zealand — not enough is done to help prevent kids from dropping out. What encourages poor attendance is a lack of motivation in students; they don't want to show up to school, put effort into schoolwork, or participate in general.

How could we fix this? The solution is simply to keep students busy. For example, making sure that they have a different thing to look forward to each day would motivate them to come to school more often.

In conclusion, the systems in place need to make drastic changes for the betterment of our Māori youth and our youth in general. While the people in charge are most likely trying their best, some changes and improvements must be made.

# Dear Year 7 Student

## MAIRERANGI SOLOMON-TAUHINU

Henderson Intermediate School

I te Rāhoro, i te 25 o Hune i te tau 1735, i mate te kīngi o te whenua, o Zazania. He kīngi tino rawe ia ki tōna whānau, ki ngā tāngata o Zazania hoki.

I te rā i mate ia, kāore he tāngata i mōhio, nā te mea ko te 6:35 am te wā; i te takoto tonu rātou i roto i ō rātou moenga. Ahakoa i te moe te kuīni i te taha o te kīngi, i roto ia i tētahi moe hōhonu.

I te wā i oho ngā tāngata o te tāone, i rongu rātou i tētahi tioro mai i te whare o te kīngi. I raro i te wairua pōuri te kuīni, nā te mea i tino makariri te kīngi, ā, mehemea he tino makariri te tangata i roto i tētahi rūma wera, he tohu tērā o te mate. I noho te kuīni i te taha o te kīngi i tōna wā whakamutunga.

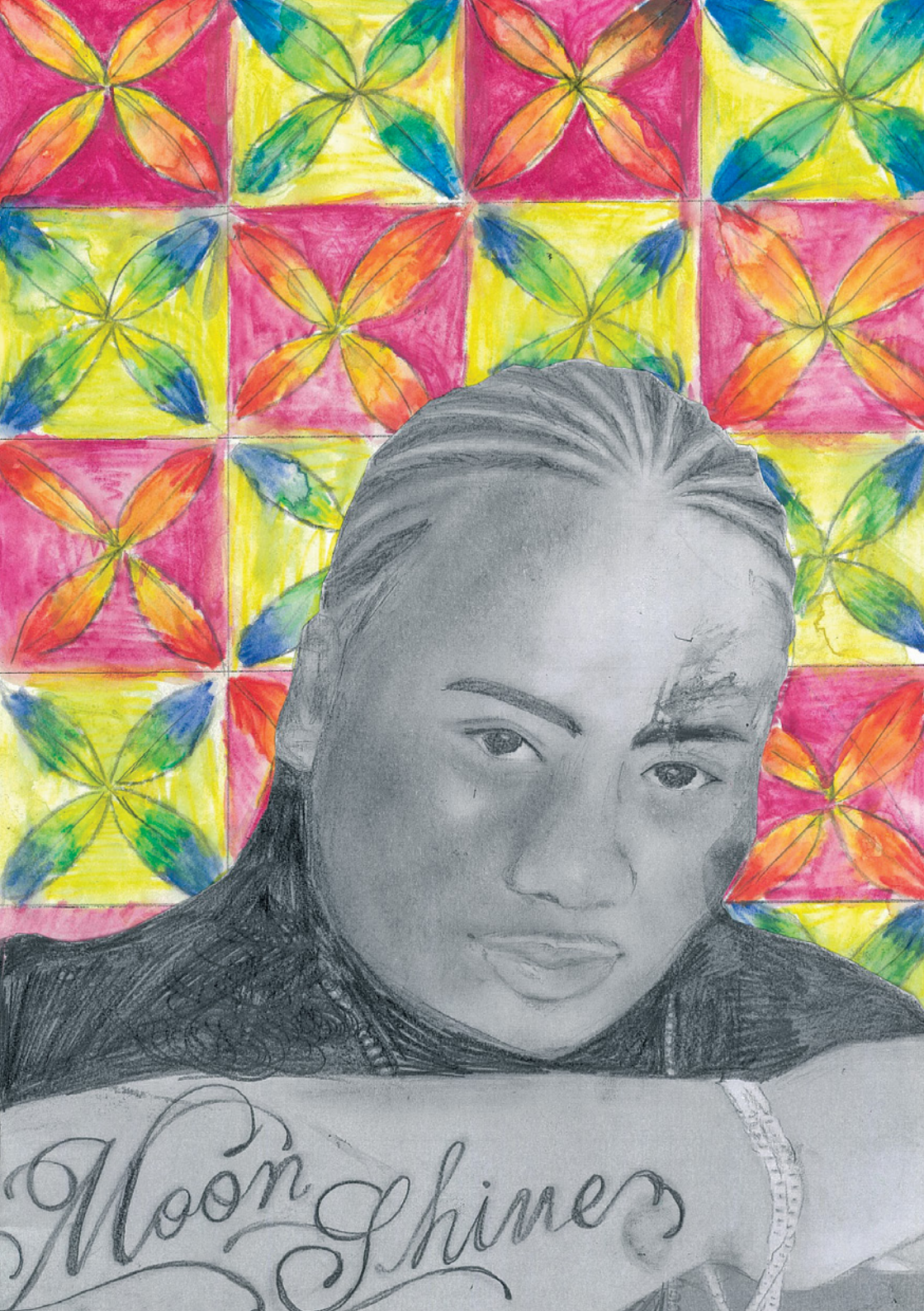
Whai muri i tērā, i puta te kōrero ki te tāone mō ngā whakaritenga o te tangihanga. Nui te mamae i runga i te tāone, nā te mea kua ngaro i a rātou tētahi tangata mīharo.

I te rā o te tangihanga, kāore e taea te tūpāpaku o te kīngi te wehe i te whare nā te mea, tokomaha ngā tāngata i te tatari kia kite ai rātou i a ia mō te wā whakamutunga.

Whai muri i ngā hāora e toru, i puta te tūpāpaku ki te huarahi. I te taha o te huarahi te tāone katoa, e tangi ana i te kīngi. Ko te tikanga; ka haere te tūpāpaku o te kīngi atu i Zazania ki Tokomaru, nā te mea i reira te māmā o te kīngi. He tino roa te haerenga, engari kāore tētahi i pīrangi ki te tū i tētahi wāhi ki te kai, ki te whakangā rānei.

I tīmata te haerenga i te 11:37 am, ā, i oti i te 8 pm. I te wā i tae atu rātou, kua tīmata kē ētahi ki te kerī rua tūpāpaku mā te kīngi.

Whai muri i ngā mihi, ka haere te tūpāpaku ki roto i te urupā, ki tōna rua. I mutu te tangihanga, ā, i hoki atu te kuīni ki te tāone nui o Zazania.



*Moon Shines*

# Kāinga Kore

## MAIRERANGI SOLOMON-TAUHINU

Henderson Intermediate School

Kei te tuhi au mō tēnei kaupapa, mō te kāinga koretanga, nā te mea i ngā rā ka haere au mā runga pahi, ka kite au i ngā rangatahi tokomaha, ngā pakeke hoki, kei te moe tonu i runga i ngā tūru mā ngā tāngata kei te tatari ki te pahi.

I te teihana tereina, kua kite au i ngā kaumātua kei te tū, nā te mea i te moe tonu ngā tāngata kāinga kore i ngā tūru. He pōuri rawa atu tēnā ki ahau.

Kei Aotearoa, kotahi rau mano ngā tāngata kāinga kore. He rangatahi te tokomaha. He take tēnei, nā te mea he mōrearea te hau, ā, he tino makariri hoki ki te moe ki waho. I te wā o Hōtoke, he tino tūraru tērā.

Tokomaha ngā tāngata e noho kāinga kore ana, nā te mea kāore rātou i te utu i ā rātou rēti. Ka haere hoki mai ētahi atu raru pērā i te kore mahi, te hauora kino me te wāwāhanga o te whānau.

Ko tōku whakautu ki ēnei raruraru, ko te whakaheke o ngā rēti o ngā whare. Nā te mea, ko tērā te tino take kei te noho kāinga kore te tokomaha. Tuarua, mehemea ka wehe tētahi tokorua, ka taka te wairua me te hauora o ērā tāngata. Nā reira, me whakatū tonu ngā ratonga awahi mā rātou.







We gratefully acknowledge the support of:

Henderson Intermediate School

Glen Eden Intermediate School

Auckland Council

Lottery Grants Funding

Jonathan Longstaff

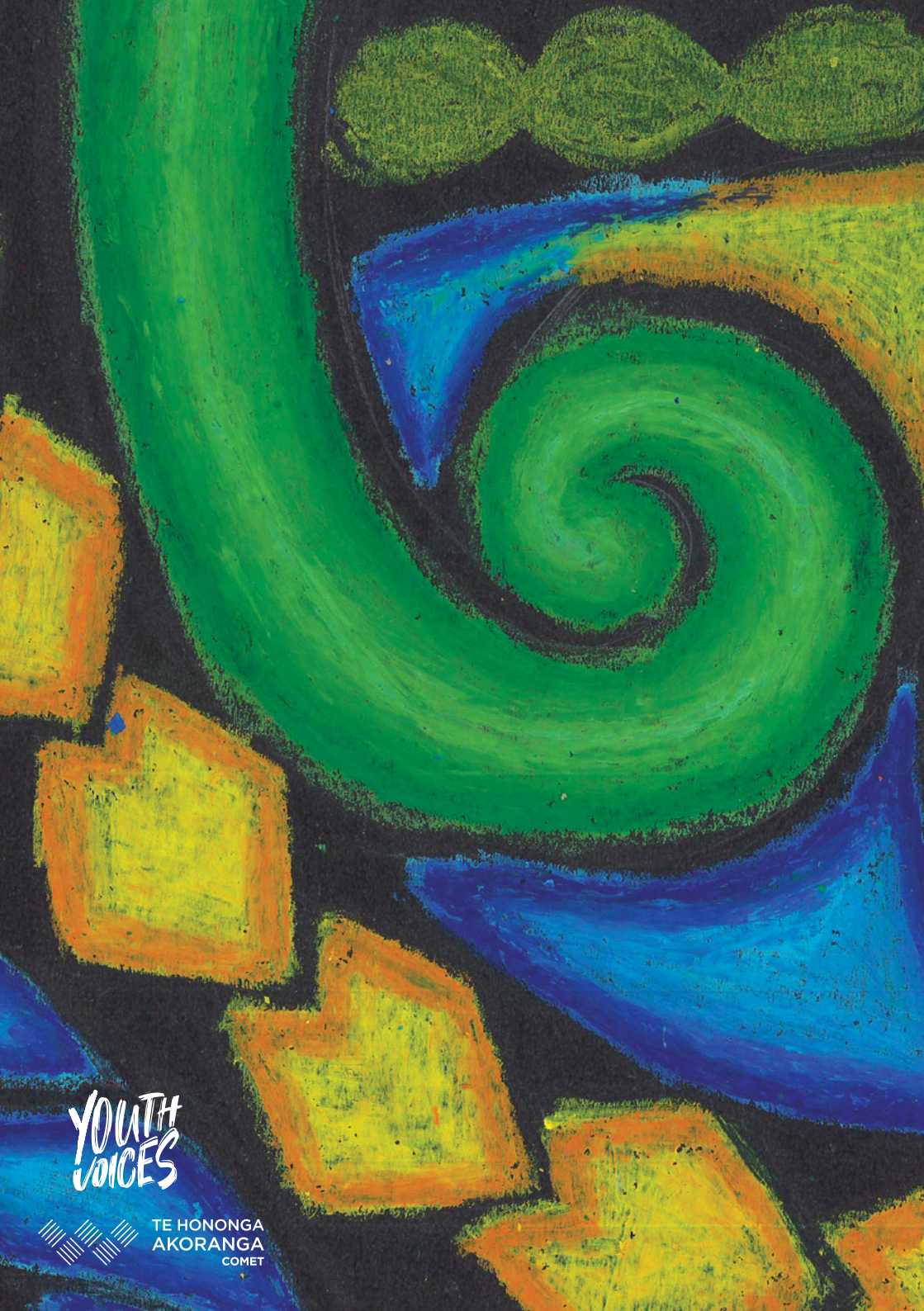
Siena Yates

Editorial & publishing services: Hana Limited

Designer: Spencer Levine

Photography & additional design: Jonathan Longstaff





YOUTH  
VOICES



TE HONONGA  
AKORANGA  
COMET