



*Rutherford
College*

2016 Yearbook

Tohea – To strive for personal excellence

Prime Minister's Award
for
Academic Excellence

www.rutherford.school.nz



2016

Rutherford College Yearbook Contents



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New Zealand's
Top Scholar
Oxana Repina



Principal's Report

Principal Mr Gary Moore with Head Boy Thomas Banks and Head Girl Georgia Muller.

It is my pleasure to provide a summary of the events that have helped shape 2016 at Rutherford College. Our students continue to display outstanding talent, resilience and the ability for random acts of human kindness.

2015 NCEA RESULTS

Our goal continues to be for our students to achieve to their maximum and that students continue to be challenged and have as many options and choices available to them at all levels of study.

In 2015 the Level 1 pass rate was 78.2% compared to 82.4% the previous year and 74.3% in 2013. 74.6% of Māori students and 68.9% of Pasifika students passed Level 1 at the first attempt in 2015.

As fits with our focus on ATOM there remains a clear focus to increase the percentage of students aiming for and endorsing at merit and particularly at excellence levels. The ATOM mantra evolved to provide a name to academic counselling. It also provides a clear link to Sir Ernest Rutherford and the ATOM acronym also ties in well with our school motto of Tohea – to strive for personal excellence.

The combined percentage of students who were endorsed at Level 1 was 52.7% of successful NCEA candidates at Level 1 with one third of those getting endorsed with excellence.

The Level 2 pass rate is at 86.5% compared to 81.5% last year. The combined endorsement percentage at Level 2 is 43.9% with 11.6% achieving excellence. Māori and Pasifika pass rates at Level 2 in 2015 were 82.5% and 83.3% respectively. The pass rate at Level 2 is as we would expect it to be with the national focus on Level 2 outcomes.

The 2015 Level 3 pass rate of 71.4% compares to 71.3% in 2014. At Level 1 and 2, male student achievement rates were slightly above our female students. This changed significantly at Level 3 with 77.2% of female students achieving Level 3 compared to 62.8% of males. The motivation of boys

does wane at Level 3 and will remain a challenge.

At Level 3 our Māori and Pasifika achievement rates were 60.7% and 53.8% respectively.

The percentage who achieved UE increased to 53.6% from 45.8% in 2014.

At Level 3, 43.8% of our students endorsed, with 19% of those, nearly one in every five students, achieving Level 3 endorsed with excellence.

SCHOLARSHIP SUCCESS IN 2015

19 students were successful in these high stakes and demanding external examinations, with a record haul of 41 scholarships, 11 of which were in the outstanding category.

The results in 2015 was a record and prompted the placement of new honours boards in the hall to recognise and acknowledge the achievement of all students who have gained success in scholarship examinations.

Deputy Head Girl Abby Shen was in the top 250 candidates across New Zealand and received \$2000 a year for three years. Proxime Accesit, Miranda Tong was in the top 60 students nationwide receiving a scholarship of \$5000 a year for three years.



TOP SCHOLARS AWARDS IN WELLINGTON

It was again my privilege along with Miss Cumming (the very proud Dean of the 2015 Year 13 cohort) to accompany Danisha Dadley and Oxana Repina and their very proud parents and whānau to this highly prestigious event at the Beehive.

Dainsha Dadley placed first in the subject of Dance. This is the fourth time in five years that a Rutherford student has achieved this level of success in Dance.

Oxana Repina, our Dux, received an award of \$10,000 per annum for three years. She picked up her awards for first in Agriculture and Horticulture, and Earth and Space Science and was then named New Zealand's Top Scholar and received the Prime Ministers Award for Academic Excellence.

BOARD OF TRUSTEES

At the recent triennial election our long standing and much admired and respected chairperson Mr Derek van Beynen stepped away from the board table. He spent four terms on the Board including nine years as Chairman. Derek recognised the responsibility we have to our community and always wanted the absolute best for the students of our school. As Principal, I owe him a debt of gratitude for his support and as a wider community we have been fortunate to have a man of his wisdom at the helm.

NEXT STEPS TO IMPROVED STUDENT OUTCOMES

In 2016 we need to gain further traction with the strategies that provide the backbone to achieving our goals and objectives. This will mean that Positive Behaviour for Learning (PB4L) and Culturally Responsive and Relational Pedagogy(CRRP) will remain to the fore. The work that has been done thus far with these two strategies will be refined and added to with a greater focus on Digital for Learning (D4L) in 2017 and the impact of our involvement with the Te Atatū Community of Learning taking shape.

OTHER KEY MOMENTS AND HIGHLIGHTS

In 2016 we have had some wonderful events within our school. One of the highlights for me this year has been the learning of the school haka by all staff and many of our students. The vision is that all students will be able to perform their school haka. The words and actions were written by Matua Jeff Ruha and his influence and mana have been critical to this progress.

Mrs Guta Goldstein, a Holocaust survivor, spoke to students about her experience and received a standing ovation. This was an occasion where our students fully understood the plight that Jewish people faced during World War II. Our Rutherford Day guest speaker was William Pike who lost a leg as a result of a volcanic eruption on Mt Ruapehu. William spoke of how

he has handled this challenge and how this experience has challenged him to become the man and young leader he is today.

SPORT AND CULTURAL ACTIVITIES

In 2016 our school production of Dracula reached new heights of collaboration and produced a show that was entertaining and fully showcased the talent of students across the multiple areas within performing and visual arts. A special mention must go to the director, Lindsey Brown, who through her energy and expertise built a team of committed staff and students who wowed the audiences night after night.

On the sporting front a number of teams had successful seasons. Both our Girls and Boys Softball Teams enjoyed wins at the one day regional Auckland Secondary Schools Competition. 2016 Team of the Year, our premier Netball Girls won the Waitākere Netball West Auckland title and were worthy winners. They then went on to further success winning the second section Division 1 at UNISS beating Westlake Girls High School in their final.

The 1st XI Boys Football team won promotion to the senior A1 division for the first time in the school's history. Our Junior Boys Football team went all the way to greater Auckland final against Auckland Grammar before going down 2-0.



2016 Rutherford Prefects

FACILITIES

The whole school is currently being repainted. We have entered into a seven year maintenance contract to support how we maintain our existing property. The buildings behind the marae are due for demolition by the end of Term One 2017. The long overdue improvements to D Block and our science buildings are moving forward now that our plan has been approved by the Ministry of Education.

The facts are we want to be able to do more to enhance the physical learning areas within our school. We had \$600,000 of the required \$850,000 invested to install a football turf. This project had to be put on hold as we became aware that the money we would receive from the Ministry for core building projects would need to be supplemented by our own funds.

What is required is a group of like-minded people who want to further develop and enhance our school for the betterment of the young people in the wider Te Atatū area and the whole community.

IN CLOSING

To our 2016 leavers, many times without realising it, you will have flown in the 'V' formation, had many people packing the various parachutes you required, you will have picked up pebbles, you will have sharpened your axe and have been developing your fist and learning the value of little acts of human kindness. You have much to be proud of and as a school we thank you, I thank you for your involvement, your passion, your sense of humour and fun, and for what you have contributed to Rutherford College.

Mā te tika o te toki, o te tangere, me te tohu o te panaho, ka pai te tere o te waka, i ngā momo moana katoa.

By designing and shaping the keel of the waka to perfection, your canoe will overcome obstacles.

Plan, take care of your wellbeing, work hard, be nice to others and remember that you choose the destination that you want your canoe or waka to head. The choice is yours. You control your own destiny.

Best regards, Gary Moore



Achieving to our Maximum

ACHIEVING TO OUR MAXIMUM (ATOM) is in its fourth year and 2016 was another good year. ATOM is built around an academic mentoring model where every student sets goals with the support of their Tutor Teacher. These goals form the basis of on-going tracking and discussions. A 30 minute whānau conference is part of the program where the parents, student and tutor teacher meet to discuss the goals and progress towards them. These conferences were well attended in 2016 and feedback was overwhelmingly positive.

ATOM has been augmented through the implementation of PB4L and Cultural Responsiveness. All three approaches to student learning, progress and well-being are complementary. Essentially, a student's ability to achieve to their maximum starts with a system that is underpinned by the four PB4L values, while the culturally responsive and relational pedagogy principles give us a template that allows the students to bring their cultural capital into the classroom in order to engage and improve learning.

It is cultural responsiveness that facilitated the major change made to ATOM in 2016. Parents told us that they preferred an opportunity to speak to subject teachers instead of the Term Three whānau conference that has run for the last two years. Based on this feedback, we implemented subject teacher interviews and contacted families of students who were struggling in specific subjects so that teachers could have timely discussions these students.

I would like to thank all of the tutor teachers and wider staff for their hard work with their tutor groups. Student feedback tells us that when done well, the support is very much appreciated and effective.

Positive Behaviour for Learning (PB4L)

PB4L (Positive behaviour for Learning) is an initiative which is based on a program established many years ago in America and is now being used by a many schools throughout NZ and around the world.

The basis of PB4L is to have consistency of process, procedure and expectation throughout the school and to teach appropriate behaviours when the wrong one occurs. Rutherford is now in its 3rd year of PB4L.

The four behavioural expectations of **Excellence**, **Integrity**, **Responsibility** and **Respect** are highly signalled throughout the school.

Flags line the main drive each day and a spare set is available for off-site events. Each classroom has a banner on the white boards with the expectations listed.

These four behavioural expectations are the pathway to our school motto, TOHEA to strive for personal excellence.

The aim is to minimise or even eliminate punitive discipline. Positive behaviours are rewarded with TOHEA tokens which students then redeem for rewards at the PB4L shop.





Kia Eke Panuku

By Carl Gibbons

This is the second year that Rutherford College has been part of the Kia Eke Panuku initiative and 2016 has been a real growth year led by the strategic Change Leadership team of Molly Nepe, Will Flavell, Asha Singh, Moira Kopittke and Judy Farrar.

There have been many areas of growth in 2016 led through Kia Eke Panuku. Below are the main areas:

RUTHERFORD COLLEGE HAKA

Overall the school-wide drive to learn and perform the haka has been a very positive step, not only for making Māori culture more visible but because it has also become part of Rutherford culture where we all use it to celebrate, welcome, tautoko and at times challenge individuals and groups. The most pleasing aspect is the degree which the students have taken ownership of the haka, often reversing the tuikana-teina (teacher-student) relationship. I would also like to thank the staff for their commitment to it also.

COMMUNITY OF LEARNING AND KIA EKE PANUKU COLLABORATION

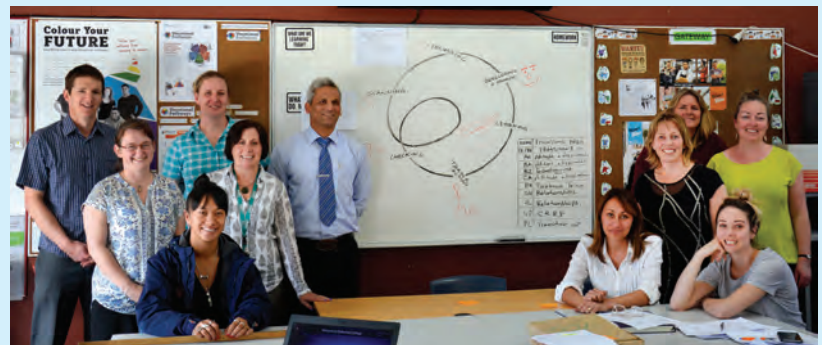
Another strategy of Kia Eke Panuku has been the collaboration between the Community of Learning (COL) team and the Kia Eke Panuku (KEP) team. One way that they have collaborated was the COL/KEP Professional Learning Day. A great informative day.

PROFESSIONAL DEVELOPMENT

In Term Two there was a Culturally Responsive professional learning day for the wider staff. This was organised and run by the Kia Eke Panuku team with support from the COL and University of Auckland teams. The main objective was to introduce the concept of whanaungatanga and how it forms the cornerstone of the principles of Culturally Responsive Pedagogy. We were also lucky enough to have Sir Pita Sharples spend the day with us and he was very informative in giving a local Māori educational historical context.



Community of Learning



The Te Atatū Community of Learning is one of the first Communities of Learning to be set up in the country. A Community of Learning is formed when a group of schools get together and agree to build collaborative and relational trust to improve outcomes for all children across the community. Our Te Atatū Community of Learning has six primary schools, two intermediates and us, Rutherford College, working across the three sectors towards a common vision for our Te Atatū students.

Communities of learning provide leadership opportunities for classroom teachers to develop pedagogical change in a spiral of inquiry process. The spiral of inquiry process involves examining ourselves with a critical eye to what we can do better and how we can establish stronger partnerships within our school and across our whānau and collegial communities to achieve improved outcomes for our students. An important part of this examination process is collecting student, whānau and teacher voice. Our within-school team is already working through the spiral of inquiry process to explore and put into place interventions that will make a difference for our students.

Two of our staff members are now working together with our main feeder intermediates to transition students from intermediate to high school. We are looking forward to breaking down barriers between schools and building tuakana-teina relationships between high school students and their teina in intermediate and primary schools. Our aim is to ensure as smooth a transition as possible for students and whānau as we welcome them to what lies ahead in 2017.



Back Row: Toni Stallard, Alan Wong, Cara Botica, Chris Seng, Becky Cronin, Mary Clarke
2nd Row: Florence Salepea, Helen Deuchar, Karim Gohar, Josiah Tuitama, Jarrod Klooster, Miguel Jones, Jachin Rahui, Denise Olive **Front Row:** Hannah Turia, Ayush Sharma, Ashleigh Foley, Ms Farrar (Teacher), Thomas Banks, Aimee Grogan, Daniel Seng
Absent: Georgia Muller, Olivia Crump, Tyrin Perenara, Montel Tivoli

2016 Prefects

This year has been a fun-filled and incredible learning experience for the 24 prefects of 2016.

Events and Rutherford traditions which are held throughout the year have not only tested our ability to work as a team, but also enabled us to grow into our potential as leaders of the school. Over the hard working busy terms, we reflected (over pizza) what were our favourite moments of being a prefect...

When the exciting, yet subtly scary times of the interviews and voting were complete, we started our training in January. We learnt skills and tips on how to be a positive role model of the school, and already started planning our goals and events in the upcoming terms. Jeff Ruha also taught us Rutherford's haka, which we were all eager to learn.

One of our first events was Valentine's Day, where we brought, grouped, and de-thorned 1500 roses for the students. Along with our roses came a lot of promoting, which led us to the famous promotion video. Montel Tivoli became the famous 'Māori Cupid,' with thousands of hits on Facebook, and even landed us a spot on TV One! For our first organised event to have so much success, we were already buzzing for what was to come further down the track.

Next up was Athletics Day, where we got to dress up in our house colours and support the athletes at our school. We got up at 6 o'clock in the morning to help the sports committee set up, cut up watermelon, and sell ice blocks on the sunny day ahead of us. This was also the day where we got to perform the haka for the first time; a proud moment for us all!

Our next highlight was our Inspire conference at AUT. Prefects from secondary schools around Auckland

got together to be inspired by many talented leaders in our community. One speaker had us singing and playing the drums, which connected us together and of course made us laugh when nobody could keep in time very well. This was a very fun, and dare I say, 'inspiring' day.

The next big event was Rutherford Week! This was a huge week for us which required a lot of planning, delegating, and teamwork to pull off! Our first task was the traditional



PREFECTS REPORT



Rutherford cake which we all helped to bake on the Sunday. Then on Monday morning we spent the entire day putting together, icing, cutting, and handing out delicious chocolate cake to the whole school. We also had a lot of leftover icing which we found a good use for. The next day we had a teachers vs prefects dodgeball game in the sports hall (which the prefects totally won!) We had our slave auction

which sold off multiple teachers and students at our school, including Mr Carroll, Mr Gibbons, Mrs Bakker, The Seng brothers, and many other daring slaves. We raised hundreds of dollars from this auction which all went to the Cancer Foundation! One of the best parts of the week was Rutherford Day on the Thursday. Our guest speaker, William Pike, was a very inspiring and motivating speaker whose presence made the day extra special. Rutherford Week was a hard event to pull off, but we worked together, and combined our strengths and energy to produce a smooth and fun-filled week.

One of the last events that we're most proud of was Rutherford's Got Talent. This event was organised purely by the prefects, and took a whole lot of work and effort to pull off. Rutherford's Got Talent proved that we could run a successful event at our school all by ourselves, and for that, I'm forever proud of us.

Being a prefect is certainly not all the glory it's amped up to be. Like most things it has its ups and downs, but the main thing we'll take from this opportunity is the experiences we've made as a team. Each and every one of us has grown, not only a leader, but as a person in our time at Rutherford. Throughout 2016, I've learnt that the best prefects aren't perfect. We're 17 and 18 year olds who will occasionally sleep in, fail to hand something in on time, or just make simple mistakes because we're human. We're still learning what it takes to become a great leader, but will continue to hold our Rutherford journey with us as we embark on our future.





A 'new look' Board took over in 2016 with some long-standing members making the decision to step down before the last election.



Photos: Mr Steve Beguely

The current board would like to extend their sincere thanks and appreciation to the old guard of Derek Van Beynen, Dave Armstrong, John Hallwright and Alice Hansen for their hard work and dedication across the years. Derek and Dave, in particular, remained on the board long after their own children had moved on – a clear indication of their loyalty and close association with the school. Their wise counsel is certainly missed in the boardroom. Thanks too should go to Laura Bakker and Keegan Tunks, our staff and student representatives, for their valuable input all year. Keegan - we wish you well for the future.

Jeremy Tunks, Mike Hirst and Kate Gohar were all delighted to be voted back onto the board and are joined by Amanda Bennett and Sera Schwalger as parent representatives, Simon Collier as the staff representative, and of course Gary Moore, Judy Farrar and Judy Copas fill out the seats held by the school. We eagerly await the outcome of the student election to welcome our new student rep for 2017.

Rutherford is lucky to have such a passionate group of talented people keen to be involved with the continued

growth and success of the school. We are already moving forward with the strategic themes and objectives we have identified to improve student achievement outcomes in 2016/7 which include: the Achieving to Our Maximum programme (ATOM), Community of Learning (COL) relationship with a large number of contributing schools, the use of devices in school to assist learning (D4L), positive behaviours (PB4L) and a culturally responsive attitude to positive relationships in and around the classroom (CRRP).

We have embraced the edicts of Kia Eke Panuku and Ka Hikitia which can be identified as addressing the aspirations of Māori communities by supporting Māori students to enjoy success as Māori. We acknowledge the impact Jeff Ruha has had in this area working with other schools in developing avenues that will encourage and showcase this success.

Of course it is our people that make our school so special. You need only stand on the sideline while any of our sports teams are in action, or attend just one of the many cultural, artistic, musical, dance or drama performances

the school produces to such a high standard to see the strong sense of whanau we celebrate within and across so many mediums. At the centre of this lies the strong connection our teaching staff have with our students, never taking their eyes off the goal of success; identifying those students that need support and encouraging those achieving well to go even further.

We have also instigated some physical changes in a number of areas around the school; a more sleek, upgraded look with a focus on student success in the reception area, new scholarship boards have been installed in the hall, purchase of a number of upgraded musical instruments and flat screens celebrating the diversity of our students and their various exploits. Keep an eye out for more changes in the coming months including a focus on D Block and the Science faculty and the appearance of shade sails.

We are sure everyone will agree it is great to see outward evidence of the pride the students, staff, senior management, board and community have in the success we enjoy at Rutherford College. We look forward to even greater things in 2017.



Student Council

By Jane Lee

As a group of young striving leaders we all wanted to make a positive contribution to both our school and our community. We did this through gathering student feedback and a community project we planned throughout the year.

This year we decided to give back to the Ronald McDonald House (RMH) as last year's Student Council also did. When a child lives out of Auckland and is in need of medical treatment at the Starship National Children's Hospital, RMH provides the families with somewhere to stay. Working together one day after school, we made over 20 plates of love filled baking to donate to the families living there and delivered it all personally the next day. Thank you to Ms Farrar for helping us out as well as Mr Talamaivao and Mr Place for our transport to the house.



As representatives of our year groups we wanted to help the school in a way that can help the students. By looking at student feedback, we decided to look at our school's toilet blocks as a long term project.

We hope to continue this project next year so bigger changes can be made working the Board of Trustees and students.

Next year we hope to work on more community projects and continue to work on our long term project. Thank you so much to any staff that helped us and a big thank you to the prefects that led the group this year! (Ayush, Denise, Miguel and Georgia). We couldn't have had such a successful year without their leadership and guidance through each of our projects.

PEER SEXUALITY SUPPORT PROGRAMME

The Peer Sexuality Support Programme (PSSP) is a school based programme which is currently delivered in 25 secondary schools throughout the Auckland region and is about helping students to make informed decisions about their own sexual health. The programme is run by Auckland Sexual Health Services – Education Unit which is part of Auckland District Health Board.

The PSSP aims to formalise already existing networks through training students to work in a support and referral role with their peers. The training involves a four day experiential, residential Hui in which students explore their own attitudes and values in relation to sexuality

and sexual health as well as those of others. Through a number of workshop presentations students are provided with accurate information and access to resources which they can then use to assist others within their communities when they return to school.

Once back at school, after the training, there is a team building exercise with one of the Unit Staff. The team then meets at least fortnightly throughout the year with the staff member and the school representative. The fortnightly meetings are for discussing any "contacts" they have had with students and friends about such things as sexual health and body image.

As a team they plan various Health Promotions over the year such as



lessons in health classes, Pink Shirt Day, Ball Packs for the Senior Ball, Love Your Body Day and guest speakers.

At the end of the year there is a big graduation ceremony for all those who have completed the requirements for graduation.



TOP SCHOLARS

Proxime Accessit: Maria Lisaca

Maria Lisaca is a young lady who loves a good yarn. She has excelled in the Arts throughout the senior school and shown a real love of literature.

Through the domains of English, History, Classical Studies, and Media Studies, Maria has shown that she is a first class scholar of both the ancient and modern world. She also has exemplary time management skills which have allowed her to cope with the challenges of such academically demanding subjects and their multiple essays.

In 2014, Maria achieved NCEA Level 1 with Excellence. She repeated this feat in 2016, securing Level 2

with Excellence. This year, Maria has similarly excelled, as well as completing a History paper at the University of Auckland.

Maria has received the Aurelian Cup for first in Classical Studies, The Louise Colvine Award for first equal in English, the Chris Carter MP Award for first in History and first place in Media Studies. She has already achieved NCEA Level Three with Excellence as well as University Entrance and her focus is now on her upcoming scholarship examinations in English, History and Media Studies.

In recognition of her academic excellence, Maria has been awarded



a University of Victoria Academic Excellence Scholarship of \$5000.00, which will get her tertiary education off to a great start.

We congratulate Maria Lisaca on being Rutherford College's Proxime Accessit, 2016.

Dux Litterarum: Vishal Jamnadas



Vishal Jamnadas is a young man who has consistently embraced the learning opportunities made available to him at Rutherford College.

He established himself early as an academically gifted student with a thirst for extending his knowledge and

accepting new challenges. This year, he received a Royal Society Award which enabled him to travel to India to attend a science forum to further his studies in science.

Vishal consequently has an outstanding academic record powered

by his single minded drive for excellence. In 2014 he achieved NCEA Level 1 endorsed with Excellence. Vishal then went onto complete NCEA Level 2 and NCEA Level 3 in 2015, both of which were endorsed with Excellence, as well as gaining University Entrance from Year 12. In addition, he gained Scholarship in Statistics. This year, Vishal has continued to achieve more Excellence credits at Level 3 even though he did not need these grades.

Along with Vishal's school studies this year, he has also attended the University of Auckland, where he gained an A pass in a Mathematics paper. Vishal is now focusing on preparing for the upcoming scholarship exams for Chemistry, Physics, Calculus, Economics and Statistics.

Vishal's pursuit for excellence and outstanding achievements have secured him scholarships from three New Zealand universities, which will finance a full undergraduate degree. Vishal intends to study Engineering and we richly congratulate him on being Rutherford College's Dux Litterarum, 2016.



Senior Prizegiving 2016

Community Service Awards

DOUG TAWHITI AWARD FOR ALL ROUND CONTRIBUTION TO THE SCHOOL

Ayush SHARMA

LION'S CLUB AWARD

For a major contribution to the community. Award is worth \$500.

Ayush SHARMA

PHIL TWYFORD PARLIAMENTARY INTERNSHIP AND YOUTH PARLIAMENT REPRESENTATIVE

The recipient gets an expenses-paid internship for four days at Parliament and will be based in the office of our local MP for the Te Atatu electorate, Phil Twyford.

Connor TUNNICLIFFE

Student Leaders

Eric Clark Award for Deputy Head Boy
Jarrold KLOOSTER
Jachin RAHUI

Eric Clark Award for Deputy Head Girl
Olivia CRUMP
Ashleigh FOLEY

Eric Clark Award for Head Boy
Thomas BANKS

Eric Clark Award for Head Girl
Georgia MULLER

Special Prizes

DUX LUDORUM
Cameron BROWN

DUX ARTIUM
Jarrold KLOOSTER

THE LITSA SHAW MEMORIAL AWARD FOR CONTRIBUTION TO SCHOOL PRODUCTIONS

This award commemorates an ex pupil who was tragically killed, who had a love of performing arts and was involved in school productions.

Olivia CRUMP

SENIOR ORATORY AWARDS

Year 11

Madi CHEESMAN

Year 12

Ayla ROBERTSON

Year 13

Ayush SHARMA

RUTHERFORD FAMILY TROPHY OF EXCELLENCE IN ORIGINAL SCIENTIFIC RESEARCH

Donated by the Carter family who were members of the extended Lord Rutherford family
Ayush SHARMA

RUTHERFORD COLLEGE VALUES AWARDS

In recognition of students who have demonstrated the school values in all aspects of their performance this year.

Year 11 Reuben HE

Year 12 Shelley HUGGINS

Year 13 Ayush SHARMA

Scholarships

CLIFF EDMEADES COMMEMORATIVE SCHOLARSHIP

This scholarship recognises academic excellence and commitment to the Rutherford Values.

Ashleigh FOLEY

TE ATATU RSA AWARD

To allow a student to study at university by providing \$1,500 a year for two years.

Denise OLIVE

UNITEC PARTNER SCHOOL SCHOLARSHIP

The Partner School Scholarship worth \$2,500 towards a certificate course and personalised mentoring. The recipient has demonstrated capability and a great attitude toward further learning.

Luke SCHWALGER

UNITEC PARTNER SCHOOL SCHOLARSHIP

The Partner School Scholarship worth \$5,000 will provide full payment of academic tuition fees and personalised mentoring. The recipient has demonstrated capability and a great attitude toward further learning.

Josiah TUITAMA

THE TRUSTS COMMUNITY FOUNDATION NON-DEGREE SCHOLARSHIPS

These scholarships are awarded to students who have displayed considerable ability in technology/trades and have also contributed to the school community. Our recipients this year receive \$3,000 each to continue their training at a tertiary provider.

Ben DAVEY

Michael FAAGUTU

THE TRUSTS COMMUNITY FOUNDATION ACADEMIC SCHOLARSHIPS

These scholarships are awarded to students who have shown considerable academic ability in addition to making a major contribution to the school community. We are very grateful to the Trusts Community Foundation for providing 10 scholarships of \$5000 each.

Thomas BANKS

Olivia CRUMP

Karim GOHAR

Jarrold KLOOSTER

Georgia MULLER

Chris SENG

Daniel SENG

Ayush SHARMA

Toni STALLARD

Alan WONG



PRIZEGIVING



VICTORIA UNIVERSITY EXCELLENCE SCHOLARSHIPS

The Victoria Excellence Scholarship is valued at \$5000 for study at Victoria University in 2016.

Ashleigh FOLEY
Vishal JAMNADAS
Maria LISACA

UNIVERSITY OF OTAGO AWARDS

The Otago University Leaders of Tomorrow Entrance Scholarship
This scholarship is valued at \$6000 for first year, degree-level full time undergraduate study

Helen DEUCHAR

THE OTAGO UNIVERSITY ACADEMIC EXCELLENCE ENTRANCE SCHOLARSHIP

This scholarship is valued at around \$45,000 for its three-year tenure and covers fees and accommodation costs.

Vishal JAMNADAS

AUCKLAND UNIVERSITY FACULTY OF ARTS ENTRY LEVEL UNDERGRADUATE SCHOLARSHIP

The Faculty scholarships are awarded to applicants who show excellent

academic ability in subjects related to their chosen area of study. These scholarships are worth \$3,000 for the first year of study.

Olivia CRUMP
Georgia MULLER

THE UNIVERSITY OF AUCKLAND MĀORI ACADEMIC EXCELLENCE SCHOLARSHIP

These scholarships are awarded to students who have exceptional academic performance combined with outstanding sporting, artistic, cultural and/or leadership achievements among Māori students. The scholarship is worth up to \$20,000.

Ashleigh FOLEY

THE UNIVERSITY OF AUCKLAND TOP ACHIEVER SCHOLARSHIP

Awarded to students who have demonstrated exceptional levels of academic excellence, all-round ability and leadership. The scholarship is worth up to \$20,000 over three years.

Vishal JAMNADAS

Rutherford College Top Scholars

YEAR 11

Reuben HE

First Equal in English -
Prize Donated by Jago Prints
First in Economics
First in Japanese
First in Physical Science
First in Year 12 Biology
First in Year 12 Mathematics

YEAR 12

Rawiri HOHEPA

First Equal in Māori
First in Physics
Merit in Chemistry
Merit in Year 13 Accounting

YEAR 13

Proxime Accessit

Maria LISACA

Aurelian Cup for
First in Classical Studies
The Louise Colvine Award for -
First Equal in English
First Equal in Media Studies
Mr Chris Carter MP Award for -
First in History

DUX LITTERARUM

Vishal JAMNADAS

First in Chemistry
First in Economics
First in Physics
The Terry Laver Cup for -
Excellence in Science





New Zealand's Top Scholar

By Miss Lindy Cumming

Rutherford College is proud to have been part of Oxana's and Danisha's educational journey and thrilled they are both recognised for their outstanding achievements and work ethic.

It was an extraordinary privilege to be able to attend the 2015 Top Scholar Awards at Parliament House on Wednesday, to witness two of our students receive awards for topping New Zealand in the 2015 Scholarship examinations. In the presence of Principals from some of the most prestigious schools in the country and dignitaries including past and present Ministers of Education, it was a true honour to see Danisha Dadley and Oxana Repina recognised for their stellar performances.

Danisha received her Top Scholar award from the honourable Hekia Parata for coming first in New Zealand for Dance, an award that students from Rutherford College have received for the third consecutive year.

Oxana was also recognised for coming first in New Zealand for Agriculture and Horticulture as well as Earth and Space Science, for the second year running.

Proceedings then moved on to the Premier Awards which recognise the top nine students in New Zealand. Truly the rose amongst several thorns, Oxana was the only female in the group and the sole representative of a decile five school.

Oxana gained her Premier Scholar Award for outstanding Scholarships in Agriculture and Horticultural Science, Biology, Chemistry, Earth and Space Science, Geography, and Statistics, as well as scholarship in Physics. In bestowing this award, the Chief Executive of NZQA mentioned that Oxana had not only been the top scholar in two sciences but had also been runner up in Statistics and Biology, a fact previously unknown to myself and Mr Moore. It is fair to say that from that point on, our respective pulses were racing.

As the remaining Premier Scholars' achievements were announced, it became apparent that Oxana was unparalleled in her success and we waited with baited breath as the

criteria for top scholar was explained. The announcement for top scholar was disguised with gender unspecific pronouns and vague descriptions of first in New Zealand subjects. It was only when references started to be made to the outdoors and the environment that we gleaned some degree of certainty that our own Oxana Repina was indeed New Zealand's top scholar.

A significant cheer went up from the Rutherford delegation that was wonderfully swelled with Danisha's extended family, a far cry from the polite applause that perhaps some may have expected in the Grand Hall of Parliament Buildings. As in all things, Oxana accepted her award with distinction. Having been totally unprepared for a speech, she graciously thanked her school and family for their help and then showed the assembly what a passionate advocate she is for the environment and how we must all do everything we can to avert climate change.

Video of Oxana's acceptance speech is on the Stuff website. It gives a beautiful insight into one of the most remarkable students in the nation, whom it was our pleasure to guide and mentor for five years.



Scholars' Assembly

This year we acknowledged a record number of students, a total of 269. By way of comparison to indicate progress we acknowledged 107 back in 2010, which had increased to 261 by the 2014 academic year.

As well, there were a number of individual subject endorsements achieved. In 2015 this figure was up to 851. This compares to last year's record figure of 846 individual subject endorsements in 2014, up from 750 in 2013.

TOP MĀORI SCHOLARS

Year 11: Rawiri Hohepa

Excellence endorsement in Accounting, Physical Science and Level 2 Maths; Merit endorsement in Computer Programming, English and Māori; 134 excellence credits.

Year 12: Keegan Tunks

Excellence endorsement in Classical Studies; Merit endorsement in Drama and History.

Year 13: Paratene Ngata-Aerengamate

Merit endorsement in Māori, 58 excellence credits.

TOP PASIFIKA SCHOLARS

Year 11: Caitlin Lorigan

Excellence endorsement in Accounting, English, History, Maths and Science; Merit endorsement in Chinese; 106 excellence credits.

Year 12: Vishal Jamnadas

Excellence endorsement in Chemistry, Economics, Level 2 Physics, Level 3 Physics and Level 3 Stats; Merit endorsement in Level 3 Calculus; Scholarship in Statistics; 126 excellence credits.

Year 13: Telia Lepa-Bonner

Excellence endorsement in Media Studies; Merit endorsement in Photography, Classical Studies, English and History; Scholarship in Media Studies; 86 excellence credits.

TOP YEAR 11 SCHOLARS

3rd: Rawiri Hohepa

Excellence endorsement in Accounting, Physical Science and Level 2 Maths; Merit endorsement in Computer Programming, English and Māori; 134 excellence credits.

2nd: Rex Kennedy

Excellence endorsement in English, Geography, Maths, Music and Physical Science; Merit endorsement in German; 121 excellence credits.

TOP YEAR 12 SCHOLARS

1st: Jennifer Lowe

Excellence endorsement in Chinese, English, Graphic Design, History and Physical Science; Merit endorsement in Level 2 Mathematics; 131 excellence credits.

3rd: Alan Wong

Excellence endorsement in Chemistry, Maths and Physics; Merit endorsement in Accounting and Economics; 88 excellence credits.

2nd: Maria Lisaca

Excellence endorsement in Classical Studies, Economics, English, History and Media Studies; Merit endorsement in Maths; 99 excellence credits.

1st: Vishal Jamnadas

Excellence endorsement in Chemistry, Economics, Level 2 Physics & Level 3 Physics, Level 3 Stats; Merit endorsement in Level 3 Calculus; Scholarship in Statistics; 126 excellence credits.

TOP YEAR 13 SCHOLARS

3rd: Abby Shen

Excellence endorsement in Accounting, Chinese, Economics and Digital Technology; Scholarship in Physics,

Statistics, Calculus, Accounting and Economics. New Zealand Scholarship Award – top 253 in NZ. \$2,000 a year for three years.

2nd: Miranda Tong

Excellence endorsement in Calculus, Chemistry, English, Geography and Physics; Scholarship in Biology, Calculus, Chemistry, English, Geography and Statistics. New Zealand Outstanding Scholar Award – top 59 in NZ. \$5,000 a year for three years.

1st: Oxana Repina

Excellence endorsement in Calculus, Geography, Physics and Statistics; Scholarship in Physics; Outstanding Scholarship in Biology, Chemistry, Agriculture & Horticulture, Earth & Space Science, Statistics and Geography. 1st in NZ in Earth & Space Science and Agriculture & Horticulture. New Zealand Premier Award for the top 8 in NZ. \$10,000 a year for three years.

SUBJECT SCHOLARSHIPS 2015

STUDENT'S NAME	SUBJECT	TEACHER
<i>Mitchell BRIDGES</i>	Statistics	Mr Stanton
<i>Holly CRISP</i>	Dance	Miss Exeter
<i>Jayd DAYARAM</i>	Dance	Miss Exeter
<i>Wiremu HOHEPA</i>	Calculus	Mrs Lim
<i>Vishal JAMNADAS</i>	Statistics (Y12)	Mr Stanton
<i>Telia LEPA-BONNER</i>	Media Studies	Mrs Ball/ Mrs Betanzo
<i>Ta Min SONG</i>	Design & Visual Comm (Outst.)	Mr Thompson
<i>Morgan WEST</i>	Dance	Miss Exeter
<i>Min Ji YANG</i>	Economics	Mr Calvert
<i>Tingting CUI</i>	Dance (Outst., 2nd in NZ)	Miss Exeter
<i>Danisha DADLEY</i>	Dance (Outst., 1st in NZ)	Miss Exeter
<i>Lucy JIANG</i>	Biology (Outst.)	Mrs Adams
<i>Jessica WEERDENBURG</i>	Chemistry	Mr Wade
<i>Scott YANG</i>	English	Mrs Hatcher/ Mr Ferguson
<i>Mohammad AL DIERY</i>	Phys Ed	Mr Roulston
<i>Ruth HUANG</i>	Economics	Mr Calvert
<i>Abby SHEN</i>	Statistics	Miss Ah Sam
<i>Miranda TONG</i>	Biology	Mrs Adams
<i>Oxana REPINA</i>	Economics	Mr Calvert
	English	Mrs Hatcher/ Mr Ferguson
	Statistics	Miss Ah Sam
	Economics	Mr Calvert
	Chemistry	Mr Wade
	Accounting	Mrs Balogh
	Economics	Mr Calvert
	Statistics (2014)	Miss Liu/ Mr Stanton
	Calculus (2014)	Mr Mani
	Physics (2014)	Mr Wilkinson
	Biology	Mrs Adams
	Geography	Miss Bakker/ Mr Simpson
	English	Mr Ferguson
	Statistics (2014)	Miss Liu / Mr Stanton
	Calculus	Mr Tan
	Chemistry	Mr Wade
	Biology (Outst.)	Mrs Adams
	Geography (Outst.)	Miss Bakker/ Mr Simpson
	Agriculture & Horticulture (Outst., 1st in NZ)	Mrs Butler-Shaw
	Earth & Space Science (Outst., 1st in NZ)	Mrs Butler-Shaw
	Statistics (Outst.)	Miss Liu
	Physics	Mr Thomas
	Chemistry (Outst.) (2014)	Mr Wade



Honouring Excellence

In a special and unexpected part of Scholar's Assembly, Mr Moore spoke in heartfelt terms about Oxana's success.

"The academic excellence speaks volumes in isolation but there is much more beyond. This amazing young woman ran the Taup Marathon, got NZs first ever Gold medal in the World Geography Olympiad, competed to a high level at the National Badminton Championships and was recently part of the Sir Peter Blake Expedition to the Antarctic. She could have her choice

of universities but has chosen NSW to study biology and the environment. When Cambridge and Oxford came knocking she wasn't interested because she can't surf there. Put it all together and it's amazing. What still stands out for me is Oxana's humility and her humanity. She respects people and the environment and lives by a set of values that make her happy. It's those values that underpin her success.

"As you are about to set off on another adventure your Rutherford family and wider community would like

to acknowledge you in a special way and provide you with a taonga that will always remind you of the aroha and wairua of Rutherford.

"Ngakau Titoki – meaning the strongest heart. As Oxana has proven, anything is possible with ngakau titoki."

2015 Head Students Niamh Swannack and Mitchell Bridges then presented Oxana with a pounamu. Finally, Te Kōtuku, the prefects and Mr Moore performed the school haka to honour Oxana and the other scholars.

54th Annual Rutherford Memorial Day



The 54th annual Rutherford Memorial Day reminded us all once again of the wonderful sense of community and spirit that permeates throughout our school.

As a Rutherford community people and building relationships is our core strength.

Rutherford Day provides an opportunity to thank and acknowledge those who support what we do in providing educational opportunities both inside and outside the classroom. Rutherford Day celebrates our values, beliefs, and relationships. It is about our whanaungatanga, our togetherness as a whanau. We get to celebrate the relational trust that exists and continues to evolve. We get to acknowledge the special wairua, the unique spirit within our Rutherford College Community. This is what sets us apart and this is the kaupapapa for Rutherford Day.



William Pike was our guest speaker and he entertained the 600 gathered with a story of bravery, triumph over adversity and a sense that you are the person who makes the decisions about what you can and can't do or achieve. I knew William as a young man at a previous school and he was always honest, upbeat and genuine. The man he is today embodies all those values but with the increased wisdom that comes from the range of experiences he has to call on.

The warmth, humour and humility with which he delivered his message left a lasting impression. It would be



nice to think that our students will remember to step outside their comfort zone, try something different as they move forward from high school and onto the next phase of their lives.

Congratulations to all our Rutherford Day student performers. The music and dance performances were of a very high quality and reflect the passion and commitment that the students and staff have for their particular field.



RUTHERFORD DAY



It would not have been Rutherford Day without a powerful performance from Te Kōtuku Kapa Haka. They delivered a stirring rendition of Me Hui Hui which had the hairs raised on the back of your neck. A special thanks

to all students and staff who helped make the day memorable, particularly Mr Wills and Mr Johnson. And we were spoilt with the fantastic food supplied by our wonderful hospitality students (overseen by the amazing staff).



Peer Mentor programme and Camp



The Rutherford College STARS peer mentor programme is in its eighth year this year and it has proven to be a great success once again.

STARS, a Graham Dingle Foundation programme, supports Year 9 students as they move into high school. It encourages Year 9 students to develop a sense of responsibility and connectedness to the school, their peers and the wider community. The programme provides challenging and fun experiences in a supportive environment that develops teamwork,

self-confidence and resilience. This is the eighth year that this programme has been delivered at Rutherford College and many of the 2016 mentors have been through the Stars programme as a Year 9 student.

The STARS programme consists of a group of Year 12 students to mentor all of the new students to Rutherford College in Year 9. Each Year 9 class is allocated around six peer mentors who run the mentoring programme throughout the year on Thursdays and Fridays at tutor time.

The programme kicks off in the first week of school where we have an orientation day. The peer mentors show their tutor classes around the school and then we have an activity afternoon. It is always a great way to ease the Year

9 students into their first few days of school and have them there to answer any questions the students may have. The sports afternoon is full of activities to get students familiar with each other and working together as a team, something for them to then build on for the rest of the year.

The Year 9 students and peer mentors have participated in community challenges this year. Our community project was the mangroves clean up where all students spent an hour down in the mangroves at the back of the school, pulling out endless bags of rubbish that had been blown or dropped in there at some point. This project was run in conjunction with Sea Cleaners and it was a wonderful exercise to make students aware of their environment and the effects the rubbish in our waterways has on wildlife and habitation when it ends up in our harbour, plus it is a way for them to give back to the community.

The second community challenge the students were all involved in was STARSOPOLY. This community adventure was a modified game of Monopoly and we had local businesses come in from the community to be a part of this. Students had a list of questions they needed to answer and were sent on a hunt around the school finding information out about subjects we offer here at school and also about the businesses and organisations in our community and the types of job opportunities and careers that are out there. 9LE were our overall winners of this community adventure.

The biggest and most exciting part of STARS is Year 9 Camp. This was held over two weeks at Camp Adair in the





Hunua Ranges. Peer mentors get to put their organisational and leadership skills into practice more here and bring the classes together to help them bond more and be more of a team in some instances. Friendships always strengthen at this time and confidence is built in both the Year 9 students and peer mentors.

Normally as one of the night activities each class performs our school song, *The Rutherford Way*. This year I decided to take a gamble and, because we as a school have been practicing the school Haka all year, thought it would be a good idea to have a 'Haka off'. Each class was given time to practice and then perform in front of the classes present that week at camp. The result was many spine tingling performances. Each class rose to the occasion and put on a great show for all. To finish things off, we had all of the peer mentors, Year 9 classes and teachers perform the haka together as a large group. The pride, noise and overall performance gave us all goosebumps and I look forward to continuing on this new tradition with the fresh faced Year 9 classes in 2017. Each student embraced the challenge and the chance to perform the school haka while also learning some Te Reo Māori.



Camp Idol, another camp tradition went off with a bang. Each class presented us with a fantastic performance ranging from chants to dances and songs. We even saw classes bringing props into their performances and it was great to see the tutor teachers joining in too. The winner of camp week one was 9EX and the winner of camp idol week two was 9NP. Once all of the classes were back at school, we had the overall camp idol finals where 9NP and 9EX went head to head. It was a very tough final with our judging panel scoring 9EX as the prestigious 2016 overall winners.

The STARS peer mentoring programme is a wonderful programme to give the Year 12 students the opportunity to lead a group and grow their leadership skills and also help some to rise to the potential that we as teachers see in them as individuals.

Peer mentors learn many skills in their training to become a peer mentor such as SMART goals and goal setting, planning, community service, and of course leadership! It is fantastic to see the peer mentors develop from the start of the year, and progress into confident

and strong leaders towards the end of the year.

Our end of year graduation saw approximately five Year 9 students from each class be awarded special certificates for their contribution to the class, conquering fears, growth in confidence, improvement and overall stand out students. The Year 9 students were then given the opportunity to then present the peer mentors with their graduation certificates for their contribution to their leadership roles this year.

I would like to thank Adi Cummings from The Graham Dingle Foundation for her amazing organisation and coordination of the programme. She is very passionate and a wonderful leader for the programme. Without her, it would not run as smoothly as it does.

2016 was another great year and I look forward to next year's challenges and camp with a whole new group of Year 9 and 12 students!



Rutherford Ball

At the end of Term Two, we had our fabulous Rutherford ball at Eden Park. The theme for the evening was "Through the Wardrobe."

King: Jarrod Klooster

Queen: Sasha Sadlier

Prince: James Ogilvie

Princess: Caitlin Lorigan

Best Dressed Couple: Dino Botica & Jordan Denton

Thank you to Mrs Taylor and the ball committee for all your hard work!







The Mathematics department has had another busy and successful year in 2016. We have had some changes in staff, introduced the use of new Maths software with our Year 9 students and had some terrific academic success. We have also had a number of our top students gaining recognition in National exams and Mathematics competitions.

The year began with one of our fulltime teachers, Mrs Lim, going overseas on long term leave. She has been replaced this year by Mrs Vdovina, an experienced teacher from Maclean's College. Mrs Vdovina is a very dedicated and caring teacher, who has been doing an excellent job with her classes this year.

At the end of Term 1 we also found out that Mr Tan, who has been an Assistant Head of the Maths department and a Dean, had been successful in his application to become the Head of Maths at Otahuhu College. Mr Tan is an excellent Maths teacher and is very well respected by staff and students alike. He has been replaced this year by Mr Brar, who is new to teaching and keen to get the opportunity to teach at our school. Mr Brar is very enthusiastic and hard-working, and he has done an admiral job with his classes, especially teaching year 13 Calculus for the first time.

Also this year, we have introduced the use of Education Perfect for Mathematics. All of our Year 9 have been subscribed to this software as

part of our 'Devices for Learning' programme. This software has been a very successful with students being able to use it at school and at home. It has top quality teaching instructions, examples and practice questions, which allows students to work at their own pace and achieve to the highest level. During the course of this year our Year 9 students have clocked up over 700 hours of use on this software, completing 473 activities and answering over 88000 questions. We will be continuing with this software next year and extending its use to our Year 10 students, with a view towards students using this type of computer software to complete their NCEA assessments in the future.

The Maths department at Rutherford College continues to gain outstanding academic results in NCEA and Scholarship exams. First we would like to acknowledge our 2015 Mathematics Scholarship students and their teachers on their fantastic efforts. Last year we gained a record for the Mathematic department of ten Scholarships in Mathematics, with three in Calculus

and seven in Statistics. Congratulations to the following students who gained scholarships: Mitchell Bridges (Statistics), Wiremu Hohepa (Calculus), Ruth Huang (Statistics), Vishal Jamnadas (Statistics), Oxana Repina (outstanding scholarship Statistics), Abby Shen (Calculus and Statistics), Miranda Tong (Calculus and Statistics) and Scott Yang (Statistics).

In addition to the Scholarship exams, we have also had a number of students gain Maths endorsements in their NCEA exams. At Level 1 (Year 11) we had 23 students gain Excellence endorsement and 55 students gain Merit endorsement, at Level 2 (Year 12) we had 8 students gain Excellence endorsement and 28 gain Merit Endorsement, and at Level 3 (Year 13) we had 12 students gain Excellence endorsement and 24 gain Merit endorsement. To gain endorsement students must achieve at least 14 Maths credits at either Merit or Excellence.

We have also had some great results in Mathematics competitions this year. We had seven students enter the Australian Mathematics



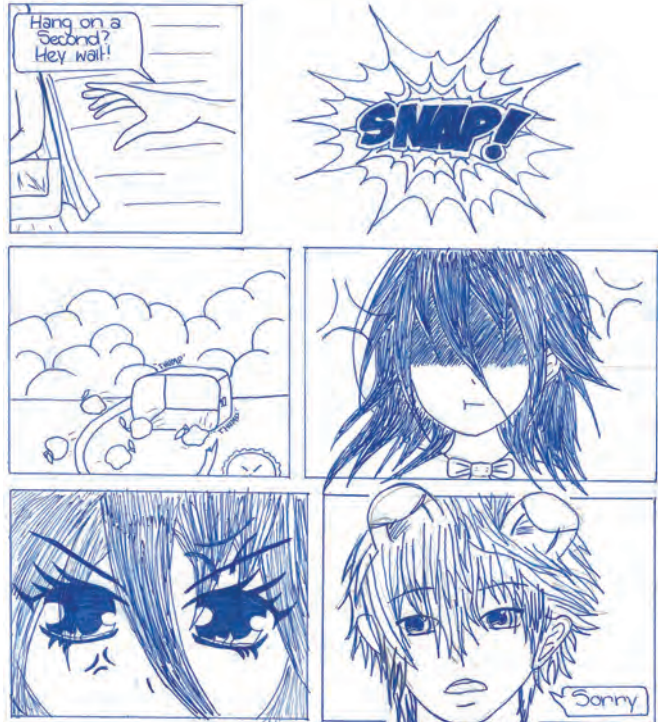
Competition and gained two High Distinction grades (top 1% in the country), Distinction grade (top 5% in the country) and one Credit grade (top 25% in the country). Congratulations to the following students: Tilak Patel (High Distinction), Tamati Hohepa (High Distinction), Rawiri Hohepa (Distinction), Reuben He (Credit), Daniel Quach (Proficiency), Mohammed Ibrahim (Participation) and Sang-Hyun Kim (Proficiency).

Next was the Casio Mathex Competition, which was held at the ASB stadium. Rutherford College had two Year Nine teams competing against over thirty other schools, with teams racing to solve as many questions as they can within a 30 minute time limit. These teams scored

85 and 80 points respectively, out of a possible 100, doing better than many well-known Auckland schools. The team members were: Tilak Patel, Enoch Chin, Ray Xiao, Tamati Hohepa, Miha Kovacevic, Benjamin Quach, Bryan Zhu and Luke Huang. The coaches were Mr Stanton and Ms Liu.

Lastly, a number of our top students have participated in the ICAS Mathematics Competition. At the time of this article being written the results were not available but we would like to congratulate these students for their efforts. We would also like to acknowledge the colleagues in our department for ongoing student support both in and outside of the classroom.

Have a good break to everyone and see you well and rested for 2017.



English Department



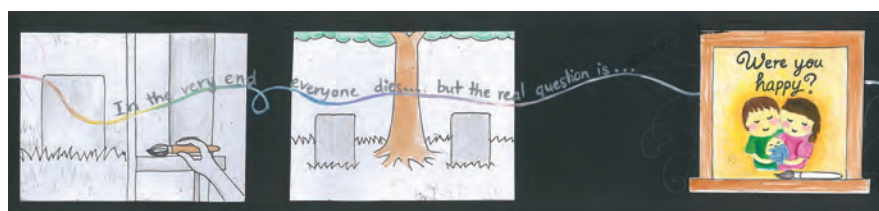


2016 has seen the continued production of some outstanding student work in a range of spoken, visual and written texts which reflect students' interests and voices. This is as it should be with English in the NZC, where students unpack and create texts to express and make sense of their identity and place in the world.

The continued quality of senior research has been particularly striking, where students rigorously unpack and synthesise issues that are of interest and importance to them. In a similar vein the quality of visual and oral texts that students produce is of extraordinary quality. While students are understandably scared of having to do speeches and other oral presentations, they are very good at it. It is a shame also that, as English programmes become more crowded, oral presentations are taking on niche status.

Slam and performance poetry is a wonderful growth area, with Ayush Sharma and others being wonderful exponents of this fantastic text type. Stevie Sikuea from *Word the Front Line* twice came to Rutherford College to workshop with teachers and students in developing their skills and, in the case of teachers, learn by producing their own slam poems.

Examples of the astonishing visual texts that students produce seem to simply get better year on year: the examples here speak for themselves. What is especially pleasing is that students are experts around their technology and media of choice: teachers' roles are more about assessment knowledge – how to ensure Excellence – as opposed to being arbiters of the text type.



2016 has been a noticeable year of two halves in terms of levels of senior student attainment: Year 12, for example, produced stunning examples of the previously mentioned texts for assessment, but fell away in sustaining effort in managing the many processes and stages for writing portfolios. That is not to suggest that superb writing is not occurring – in Mrs Ball's Writers Group in addition to classes at all levels – but a significant, and increasing, minority of students are not demonstrating the resilience to manage writing portfolios that take the best part of a year to complete. In Media Studies, Mrs Betanzo has noticed a similar trend when it comes to the term-long production units.

This is not an issue of students' inability to write – secondary students, despite myths to the contrary, are extremely able writers: rather it seems an issue of students focusing on credit harvesting as opposed to recognising that assessment is about the development of skills and resilience that remain with us throughout our lives.

In the past year our focus has moved to the junior school, ensuring all students are given the opportunities to build the skills necessary for success in the senior school. As the numbers of students returning when English becomes optional in Year 13, it is all the more vital that the necessary habits, skills and expectations are set in place in Year 9.

Good luck to senior students as they head into exams. Best wishes in particular to our extremely able Scholarship candidates. Three students – Mohammed Al-Diery, Miranda Tong and Jess Weerdenberg – attained English Scholarship in 2015, along with Teli Lepa-Bonner who gained Scholarship in Media Studies. Given the quality and number of our 2016 candidates it is to be hoped that

the number of Scholarship winners increases.

Thank you to Toby Allen, Rebecca Ball, Katie Betanzo, Lindsey Brown, Saffron Conde, Leanne Cutfield, Deborah Hatcher, Fionna Halliday, Rachel Hill, Annie Shakoor, Caleb Webb and Raewyn Westaway for constantly going beyond the call of duty in this wonderful, important and often exhausting job that we do. Thank you also to Helen Fullerton for maintaining our departmental resources and systems.

Mrs Ball is taking a year's leave in 2017: while she will be much missed, it means that an outstanding teacher and colleague can return refreshed to a department and profession that is enriched by people of her calibre.

All the best the summer and good luck to Year 13 students for their future.

By Simon Ferguson

I'm not coming back

By Miette Wooller-Harris

Your darkness
It follows me everywhere I go
A thunderstorm on the horizon
A single bolt of lightning
Waiting to strike me down.

No one else can see it
but I will always know
another explosion causing
feelings to rush in.
The act itself is frightening
I'm scared when it's around.

I need to leave this place
And it starts by saying no
heading off on my own mission
with terrible timing
I leave my family dumbfounded.



Poem forty-two

By **Miette Wooller-Harris**

I'm trapped inside a plain room with nothing in view
Almost feels as if the walls are coming closer to me
Panic begins slowly seeping in
Pressure building as if being squeezed by a viper,
Like I can sense its poison filling me
But yet I cannot see it

This is not where it ends
But more where it starts
Where the disappointment and self-hatred begin to take part
But once those are gone
I am left with nothing
And this is where I begin falling apart

Its starts in the mind
Where thoughts normally go
But now the shops boarded up
The tenants left long ago
But that's not only place
Where the nothingness goes.

Inside my stomach
My food starts to churn
It rumbles and grumbles in a loud fit of rage
All simply because I can't write one simple page
Its now onto my toes, I can feel it there
Clenching them up in frustration and anger
But it's a take a look back I start to calm down
I realise now that I was a fool
For I didn't use my greatest tool
Procrastination and panic help me get through
Ended up writing a page or a two.



Ernest *By Poppy Hall*

Ah yes, the father of nuclear physics.
The dude born in 1871?
You know, the one who split the atom? The one who got
All those awards and made
Scientific discoveries?

Yeah, the dude who quoted
Something
Along the lines of stamps and physics
The super brainy one
That kind of became as
Famous as Drake and Justin Bieber?

Oh, go on
Roll your eyes
He's more famous than you'll ever be

Anyway class, the super famous dude
He is... Take a guess,
Pick and answer, what's the name?
"Eric?" "Oh, Ethan!"
"OMG IT'S EDWARD CULLEN FROM TWILIGHT!"

Class! Shut up! It's Ernest Rutherford!
Come on, the dude with the outdated haircut
"Yeah, like, he's outdated! He like, is a total-"

Shut up Elaine! You think he's a bore
But he helped in a war
And changed the world
Made discoveries in a crazy cool field

"But did he play soccer? Score a goal?"
"Does he sing?" "Did he have a makeup branch?"
SHUT IT, ALL OF YOU! This is
The famous, the brilliant Rutherford

"I guess he's okay..." "TWILIGHT, TWILIGHT!"
"Yah, he's kinda cool, I guess, like, Laura, Jean
Who else has the brains to science that mean?"

Yes, class, the dude who isn't a bore
The one who knew more
Than Drake and Edward Cullen -

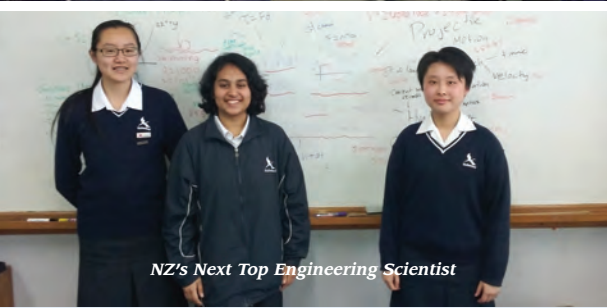
"HEY!"
That is Ernest Rutherford
The person who didn't destroy the music played today
The one who understood laws, and physics, and totally slayed
The guy who knew so much
The New Zealander - Not French or Dutch
The guy in the textbooks, one with the funny hair look

He is the one you'll study on -
"This sounds fun!"
-This lesson

So pull out your phones
Type 'Ernest Rutherford', cause
Even though technology is advanced
It don't take away from the fact
The father of nuclear physics legend will stay!



Brain Bee



NZ's Next Top Engineering Scientist



gained a Distinction putting him in the top 5% in Australasia.

We have also enjoyed seeing a team of students competing in the New Zealand's Next Top Engineering Scientist Competition. Senior Secondary students from across New Zealand competed to see who could produce the best research report to answer an open-ended question. This year, the question was: "What is the fastest humanly possible time to complete the 100m Olympic Freestyle event." Rutherford entered a Year 12 team, consisting of Jennifer Lowe, Shona Mani and Kelly Luo, who found it to be a valuable experience.

In Term 2, Mrs Goulding took a team to the annual Brain Bee competition. This is an annual international neuroscience competition open to Year 11 students who have an interest in how the brain works. Makayla Brain, Mung Shuan Chiah, Anna Choi, Reuben He, Daniel Quach and Ria Singh spent the day competing at the University of Auckland's Faculty of Medical and Health Science. They also got to spend time in the labs seeing the MRI machine in action, loading electrophoresis gels with DNA and looking at all the amazing body parts in the anatomy lab.

There have been many field trips this year to engage students with Science outside the classroom. 12 Biology to Long Bay to look at the rocky shore, 13 Biology to Auckland Museum to study evolution, 12 and 13 Science looking at the volcanoes around Auckland and 13 Physics investigating the mechanics of the rides at Rainbow's End.

We have been pleased to have been able to see a number of students attending various selected events around New Zealand and the world. Early in the year, Alan Wong attended the Rotary National Science & Technology Forum at Auckland University after receiving a scholarship from the local Rotary Club. A highlight of the year was Vishal Jamnadas' scholarship from the Royal Society to visit India for the Asian Science Camp.

We congratulate all of our students on their achievements this year and look forward to seeing our Rutherfordians move on to even greater successes in the future.

Science Department

It's been another busy and successful year for the Science department. Early on in the year we received some exceptional scholarship results with a total of 12 scholarships from Lucy Jiang, Miranda Tong, Oxana Repina, Mohammed Al-Diery, Abby Shen and Ruth Huang. In addition to being New Zealand's Top Scholar overall, Oxana was also first in New Zealand in two of the five Science subjects; Earth and Space Science and Agricultural Science.

We have had a number of comings and goings in 2016. We welcomed Miss O'Flynn at the beginning of 2016 to the Physics department as cover for Mrs Adams who has welcomed a new arrival. Mrs Bettridge took over as our Science technician after one of our longest serving members of the department, Mrs Keir, moved to the sunny Bay of Plenty. Mr Lobo, our Head of Physics, moved overseas to Bristol in the UK at the end of Term Two with Mrs Welsh joining the department.

Many students have been active in a variety of Science Competitions through the year. In June, a number of Rutherford students competed in the University of New South Wales Science competition. This competition is of a high standard with most entrants being strong academics. Some very impressive results were achieved from our Rutherford Science students, with Tilak Patel and Tamati Hohepa both gaining High Distinction awards in Year 9, putting them in the top 1% in Australasia of those bright sparks who sit it, which is an outstanding achievement. Stefan Zdravkovic also



13 Science Geology Trip

13 Science travelled to Muriwai and Piha beaches in Term One to study the Wait kere Ranges geology. Not many Aucklanders know the history, that these ranges are the remnant of a huge volcano that erupted off the west coast around 22 million years ago when the whole Auckland region was several kilometres underwater. Over millions of years, eruptions built up the layers and features that we can see. The Auckland volcanoes we are all familiar with are very young in comparison with the ancient Waitākere ranges.

Our group had a great day out exploring caves, climbing Lion Rock and looking at the rocks and cliffs with a whole new outlook.

13 Physics and Science Trip to Rainbow's End

Yes, we know everyone else thinks that this trip is just an excuse to have a fun day out and pretend to do science! It is, however, fascinating to look at the physics behind the rides, where a designer needs to make a thrilling ride that we feel really scared on, but which is really very safe.

There were very few people around so we were able to go on ride after ride with virtually no queues. This was awesome, but many were feeling ill by the end of the day!

Over the holidays we wrote up our reports on the physics involved – what forces, energies, velocities and sensations combine to make up one of these rides?



Biology

We have had a busy and fruitful time in Biology this year. Some of the internally assessed work has been supported by field trips where the students got to experience what it is like to do field research first hand and apply it to their work.

The Year 12 students went to Long Bay to study the rocky shore. This provided the students with the opportunity to see ecology in action and to gather data for their internal assessment.

The Year 13 students went to the Auckland Museum to study evolution. They were able to hold a preserved kiwi and look at skulls of Homo erectus to Homo neanderthalensis.

By Mrs Goulding





Science and technology forum

In January this year, I attended the Rotary Science and Technology Forum at Auckland University. I attended lectures and practical activities and had a chance to interact with many people who work in the science and technology fields.

We did interesting practicals, such as programming a toy car to exit a simple maze to extracting DNA from fruits. There was also a lot of time to ask questions about anything related to university or careers involving science and technology. I found that this helped me become informed about what different opportunities there are. I got a taste into many different fields of science, such as computer and electrical engineering, geoscience, biomedicine, applied maths, and even radio astronomy.

I enjoyed learning about the different careers as well as meeting great people and becoming friends with them.

By Alan Wong

12 Science

In Term One we headed out to visit a few of the volcanic sites that Auckland is built on and around. We visited Lake Pupuke on the North Shore which is a water filled explosion crater and one of the older eruptions to occur in Auckland. Next, the Fossil Forrest of Takapuna Beach. Basalt lava from the Pupuke eruption formed moulds around a Kauri forest leaving what look like rock pools to the untrained eye. What really rocks about rocks is that you need to get outdoors to work with them!

Later in the year, we managed to take some great photos of plants up close when viewing through a microscope. Thanks to Holly and Lauren for their winning shots.

Asian Science Camp

I was honoured to be one of five students selected from New Zealand to attend the 2016 Asian Science Camp in Bangalore, India. The camp brings together over 200 students from across the world and aims to inspire them through discussion and dialogue with leaders in their respective scientific fields.

We had the opportunity to hear lectures by Nobel Laureates such as Dr J Georg Bednorz and Dr Takaaki Kajita and Fields Medallist Dr Cédric Villani giving an overview of their research in superconductivity, modern physics and mathematics respectively. We also had the chance to approach them and talk them individually.

We were given tours of a neuroscience, a nanotechnology and a physics laboratory which showed us where scientists work and what they do on a daily basis. Overall this was an amazing event which really inspired me to pursue science in the future.

By Vishal Jannadas



The Whitebait Connection

In Term Three, a group of kaleidoscope students worked with a community initiative and conservation trust called The Whitebait Connection. The aim is to raise awareness in the community of these important species and get involved in some real, useful citizen science.

Our Rutherford student group were involved in learning about the species, studying their habitat at the stream and collecting data on the stream health in general. We also investigated ways to help improve the stream and spawning grounds and will be involved in planting trees to stabilise the banks, pest animal tracking and rubbish-minimisation initiatives.

We also plan on-going stream monitoring, hopefully resulting in some excellent scientific research from our student group to help the work of the Whitebait Connection and associated projects over the coming years.



Social Sciences



The Social Sciences faculty experienced significant change in 2015 with a number of staff leaving the department, including the retirement of longstanding teacher Mrs Sue Munro, the leave of absence of Mr Stephen Joyce and the return to senior management of Ms Judy Farrar. In return, this allowed the introduction of two new staff members, Miss Gabrielle Mackenzie and Mr Rory Carroll-Maher. The Commerce Department was also welcomed into the faculty, strengthening the relationship between all of the Social Sciences learning areas.

The faculty is fortunate to have talented and innovative teaching staff who not only provide the framework for the academic success of our students, but also help them become informed and responsible citizens.

Junior subjects have been overhauled to allow a seamless transition into

senior subjects. Particular emphasis has been placed on increasing student understanding of how to be successful in senior NCEA Social Science subjects.

The open evening and senior options evening were hugely successful, showcasing the diverse and interesting nature of the subjects on offer in Social Sciences.

SOCIAL STUDIES

Puppet shows, stop motion animation, short films, quizzes, presentations... it's all been done this year in Social Studies. We even have some superstars – kudos to those students who received awards in the Education Perfect Social Sciences Championships.



One of our top highlights for the year was hosting Ms Guta Goldstein. In association with the Jewish Federation of NZ, she came to school to share her stories from the ghettos and concentration camps in wartime



Europe. Ms Goldstein told us of her experiences with humility and grace, leaving an impression on the whole room. The Social Sciences faculty is most grateful for her time.

Within the curriculum, we are changing to stay up to date. This year we have progressed in our shift to focusing on teaching *concepts* (rather than the traditional “fact learning”). Our intention is to better meet our requirements under the curriculum, but more importantly, to equip our students with the capability to critically assess a wider range of situations that they may come across in life.



HISTORY

The History Department has continued to educate students on a wide range of events and issues. Lessons on the Black Civil Rights movement in Year 11 became particularly topical this year as a number of black teenagers were shot by police across the USA. In George Santayana’s words, “Those who do not remember the past are condemned to repeat it.”

In Year 12 History students learnt about the rise of the Third Reich. This took on real-world relevance and importance as refugees flooded into Germany from across the Mediterranean, and the United Nations made little impact on the suffering of Syrians in a prolonged civil war. In 1938 British Prime Minister Neville Chamberlain questioned whether we should be concerned by “...a quarrel in a faraway country, between people of which whom we know nothing.” He is generally believed to have badly misjudged the situation.

In Year 13 students focused on New Zealand’s 19th century, including the Treaty of Waitangi, Women’s Suffrage, the Gold Rush, and the New Zealand Wars, which the Prime Minister recently

announced will now have a national day of commemoration. Many students were disappointed to find this would not be a holiday.

GEOGRAPHY

Across all three senior levels, the Geography curriculum has been developed to ensure that the topics taught are not only contemporary and intellectually invigorating but also allow for academic success. Students’ understanding of geographic concepts is stimulated by a variety of topics ranging from research at Muriwai, to the global issue of human trafficking through to the pattern of murder in Chicago and the explosion of the world’s population.

Field trips continue to be an integral component of Geography. For many students these trips provide them with the realisation that education is not confined to the classroom and does have relevance in the real world. While this year’s field trips were limited to Auckland, in 2017 they will include Mt Cook National Park and the tourism highlights of Rotorua.



CLASSICS

It has been an exciting and full year for the Classical Studies department. We farewell Mr Steve Joyce on a year’s leave to set up a farm in the Bay of Plenty. Steve has since decided to remain on his farm and I would like to take the opportunity to thank him for all he has achieved in the school. *Amicitiae nostrae memoriam spero sempiternam fore.* We welcomed a new member into the department, Mr Rory Carroll-Maher. He has quickly become an integral member of the team.

For many, the highlight of the year was the visit of Auckland’s own legion, the VI Farrata, whom we welcomed to

the school as part of our open evening. The group provided a Centurion in full Roman armour and entertainment in the form of two gladiators, who fought to the death (almost). The event went down well and now we have to top the event in 2017! It has been a very enjoyable and successful academic year and we look forward to the challenges and experiences that 2017 will bring.



TRAVEL AND TOURISM

Each year, both Travel classes undertake trips in order to experience what it’s like to be a tourist in our beautiful “City of Sails”. The Year 12 class visited tourist attractions such as Butterfly Creek, Bastion Point and the Sky City Observation Tower. They also checked out rooms and facilities at Sky City Grand Hotel – including the Presidential Suite. Along with this, they had an adrenaline pumping ride on an “Adventure Jet” boat, doing 360° spins in the Waitemata Harbour.

An “Amazing Race” around Auckland’s CBD gave the Year 13 students the chance to see what Auckland has to offer, and they compared the accommodation facilities at Base Backpacker and the upmarket Stamford Plaza Hotel.

The Year 12 class visited the NZ Tourism School to find out about courses and careers. Both classes have also had industry speakers pop in to class and share their experiences of working in Tourism, New Zealand’s second largest export industry.





Commerce

The Commerce Department is very small, with only two full-time teachers, but a range of subjects are taught, incorporating Accounting, Business Studies and Economics.

ACCOUNTING

This subject is offered as “Financial Literacy” in Year 10, then “Accounting” can be chosen by students from Years 11 to 13. It is a rigorous subject which leads on to University and anyone intending to study it at higher levels should take it in Year 11, at least. It is extremely difficult to pick it up in one’s first year at University.

Students may remember Susan Kaunds and Shalini Chandradevan. They are both completing their first year

at Auckland University, doing B.Com degrees. They visited Rutherford this year, with a huge ‘thank you’ for what they had learned here. They said it had helped them immensely, especially as they are looking to enter their second year to work on conjoint Law degrees in 2017. They mentioned that other students who had never studied Accounting were struggling. Of course, not everyone who studies Accounting at school does a B.Com, and it is a useful subject to have knowledge of in one’s adult life.

BUSINESS STUDIES

This runs from Year 10 at Rutherford. It is a fairly new subject, so it does not have the status that some other subjects have, although it is academic. It covers a wide range of topics, such as Marketing, Business Planning, Management, Human Resources, Legal, Environmental and Economic Influences, and so on.

Our main highlight in 2016 was

our Market Day, held on Friday, 10 June. Our Year 11 students produced thorough business plans beforehand, then on the day they set up stalls to sell their products. They sold a variety of edible products – home-baked cakes, home-made cola, hot chocolate, and candy floss. It was extremely hard work, but successful, especially as it was worth six credits.

ECONOMICS

Economics concepts are introduced in junior Social Studies and some topics are included in Business Studies in Year 10.

Students learn about decision-making made by consumers and producers and how they interact in the marketplace. This leads on to decisions made by Government and how they impact on various groups in society. It helps people to understand topics in the news, especially related to politics. Our Year 11 students had fun with a survey of the school to gather opinions as to whether resources should be spent on IT or sport. The results were divided, of course. This was done for an internal assessment worth four credits.



Digital Technology

It has been a busy year for Digital Technology, with new sustainable initiatives and new exciting software to discover.

This year has seen the department go 'paperless', with assessments and classwork completed online. It has successfully decreased the use of paper and made for a more efficient working space. In addition to this, Google Classroom has transformed the way in which students work. All resources and worksheets have been made available online, with homework set and handed digitally for feedback.

Each year group has found different challenges this year. Year 9 have had fun learning what the inside of the computer looks like, by taking it apart and trying to put it back together, with limited levels of success!

Year 10s have developed a computer game and posting it online for other students from around the world to play and enjoy. Year 11s have developed educational computer games to help junior classes with revision, adding a fun element to learning and revising key topics. Some of the games were even too hard for the smartest of teachers!

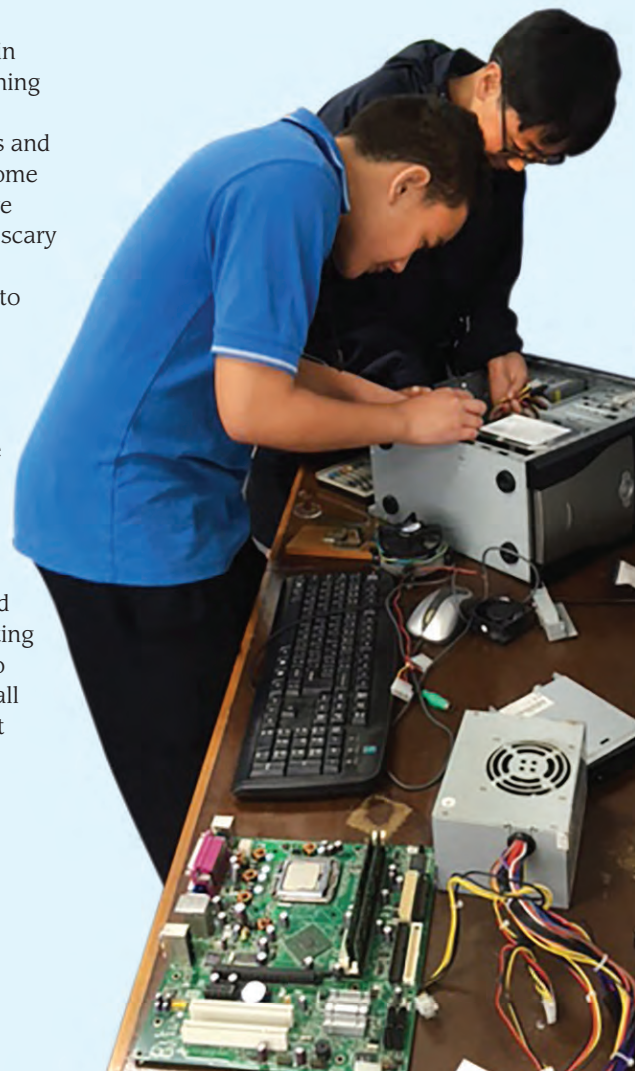
Our senior students have developed some outstanding online publications, some that would not look out of place in a web design workspace. Year 12 students have used a number of different computer languages. They were set the task of raising the profile of a social club they attend by building and managing a web space. The knowledge and skills on show were very impressive and professional looking. Also in Year 12, students developed a computer ordering system, for a pizza restaurant, storing customer details and delivery information. It could be said was a mouth-watering experience.



Year 13 students have looked in depth at Computer Science, outlining key areas of how a computer can think and whether or not humans and computers will ever be friends, some students found that computers are smarter than first thought, a very scary realisation!

Further to this, we learnt how to construct an online platform that can change the way it looks from a desktop to a mobile phone. It seemed easy in hindsight, but was very frustrating and patience was definitely the key word of the week.

Overall, a very pleasing year, but as with technology always changing and topics learnt are old after about six months, new exciting software will be used next year to keep up with the world and not fall behind, there is never time to rest in Digital Technology!



Building

Year 11 students have each made a high quality bedside cabinet using traditional woodworking skill. They have constructed various wood joints, including the devilishly difficult lapped dovetail, planed edges so that they are straight and square and learnt the importance of careful measuring, marking out and gluing. Students have worked in a safe and productive manner, assisting others when required. This group of future builders and furniture makers have been a joy to teach and should be proud of their efforts this year. Bravo!

Yr 12 begin by making a wooden plane. This is a challenging hand-skills based project. Based on accurate measuring and marking out, combined with hand tool usage this provides a steep learning curve and a chance to really develop and improve your practice and knowledge of working with hand tools.

Lara Limmer with her bedside cabinet made from Fijian Kauri finished with three coats of Danish oil to create a fine finish to a well-constructed bedside cabinet.



The second project, a coffee table, is a more machine based task. Included in the construction process is use of the drop saw, band saw, hand held router and biscuit joiner. This provides the opportunity to make a piece of outdoor furniture to a high enough standard you can use it in doors.

In Yr 13 the degree of difficulty is increased and the students are required to make a rocking chair.

This will extend them and introduce concepts such as through wedged tenons, laminating and bending wood and extensive use of floating tenons. At the successful conclusion of this project the student will have a unique piece of furniture that will give years of pleasure.



Coffee table in Macrocarpa by Han Kyel Ji

Wooden planes in Beech with Pohutukara handles by Stefan Hetet-Tangariki and Phill Tauetonga



Tom Hutton finished his bedside table with brass door and drawer pulls which he turned on the CNC lathe in the engineering workshop.





Early Childhood Education

Early Childhood Education allows students to develop the skills and knowledge to make a difference for them, for their whanau/family and society.

Students learn about Early Childhood Education and how to foster young children's learning and make a difference in their lives. It all starts here at Rutherford College.



Engineering

2016 has been another exciting year in engineering. Year 13 has worked hard in the development and manufacture of their go-kart chassis. As the students have progressed through this course, they have developed their welding and fabrication skills to complement their machining and general engineering skills.

The Year 12 engineers have utilised their marking-out and cutting skills and constructed either a drift-bike or custom gear knob. This has tested their skills and knowledge and also allows for the expansion into using the 3D printers or laser cutter.

The Year 11 engineering classes started the year learning safe workshop practice and hazard identification. They then learnt to use a variety of hand and machine tools to make a small tool-makers clamp. This group of year 11 engineers designed and developed some very creative and innovative macadamia nut crackers.



Polished aluminium gear knob. The acrylic insert is etched with the owner's name using the laser cutter. By Jasneel Deo.



Toolmakers clamps using steel and brass by Simon Aung and XX

Nut crackers using steel, brass and timber by Farhaad Khan, Oliver Bonner-Hutton and Keanu Hansen



Fashion Technology and Materials Technology

Fashion Technology begins at Year 9 with Materials Design Technology where students design and make a tote bag with a Kiwiana inspired design. They then move on to make and dye a T shirt. Basic skills and confidence with materials and equipment is the main focus at this level.

Year 10 make boxers or shorts and a hoodie. They further develop any practical understanding and skill and explore the social and environmental impact of the fashion industry.

Senior programs are offered from Year 11 to year 13, and students design garments that meet a range of situations, from dresses to shirts, formal wear to meeting the needs of a fashion victim.



Food Technology

Food Technology at Rutherford College not only allows students to develop their cooking skill, but gets students to engage with the food they consume and we try to give them the tools to make informed decisions around the food that is available to them.

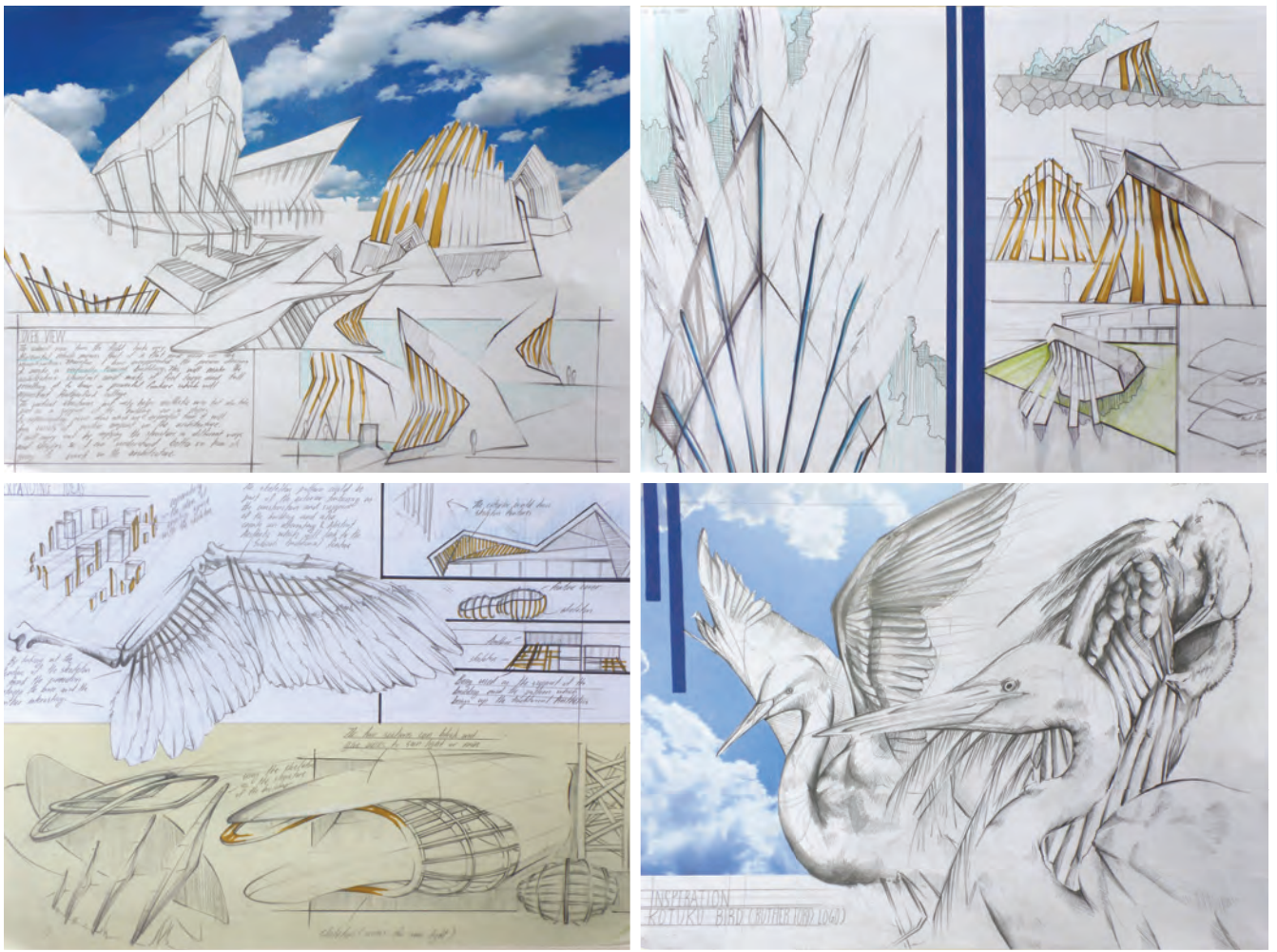
A fun and engaging part of our Year 9 programme is sensory testing. Through this students try foods that they normally have access to but also learn how to read information panels, explore processing methods and learn to make informed decisions. For example, if a potato is a vegetable and

we need to eat more vegetables...then why is a potato chip not a good option?

Year 10 Food technology explore questions such as: what is pasta? Why is milk good for us? How much should I really be eating in a day? How is ice-cream made?

The senior programs both Year 11 and Year 12 Food Technology focus on NCEA assessment through market days, specialty cakes, burgers and pies! Skills are further developed and the students learn to manage the development of their products to a high standard for others.





Graphics & Design

2016 saw our second student in two years gain Scholarship. Not only did Ta Min Song gain Scholarship, he gained an Outstanding Scholarship. This placed him in the top 3% in the country. Pictured is a selection of work Ta Min produced in the development of his Sports Pavilion for Rutherford College. He used the Kotuku (White Heron) as the starting point for his design inspiration.

The new laser cutter and 3D printer have made their mark in our subject. Year 10 and 11 students have been able to quickly and accurately test ideas for their packaging designs. Examples by Moana Lamdin, Stefan Zdravkovic and Caitlin Bailey.





Hospitality

YEAR 11 HOSPITALITY

Students are just starting out on their hospitality journey. They are learning basic cookery skills and techniques, food safety, and how food can be an expression of ourselves and our culture. These photos show some dishes the students cooked for Unit Standards on Hot Finger Food, and Sponges.



YEAR 12 HOSPITALITY

The International Foods unit has again proved to be very popular and the highlight was a visit from Mr Abdel-Latif's mother who is Egyptian and shared her food practices and beliefs with us.

YEAR 13 HOSPITALITY

The Year 13 class has been introduced to the new Level 3 cookery programme. They have made a selection of preserves, relishes and chutneys and learnt about food preservation techniques.

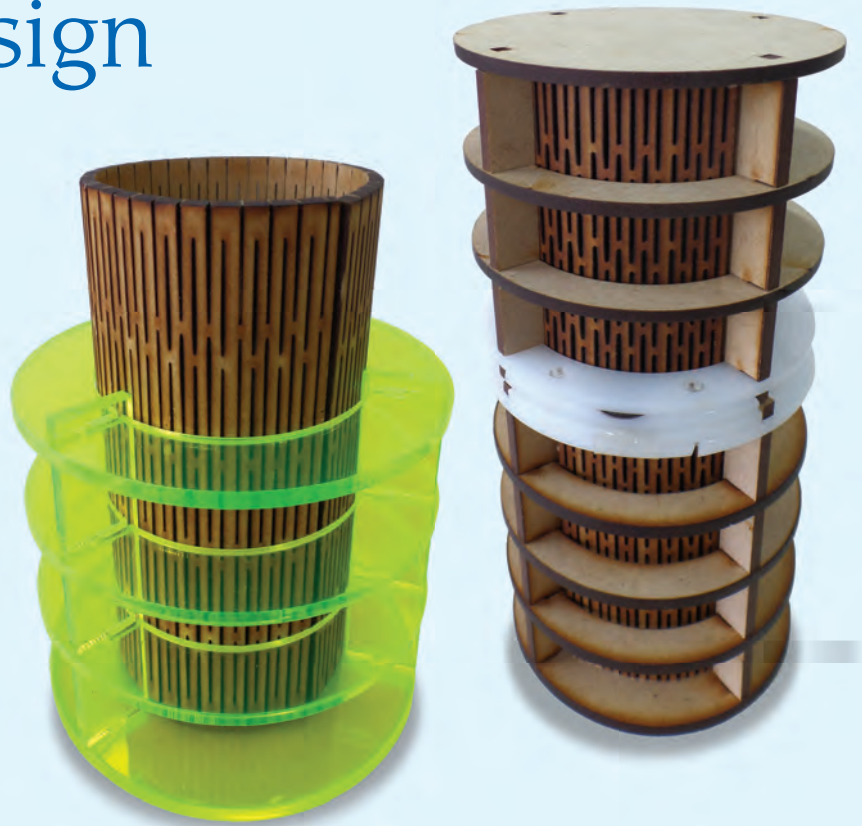
The students provided catering for a range of school events. The students are developing good barista skills and are gaining confidence to make the next step into further tertiary study in the Hospitality Industry.





Product Design

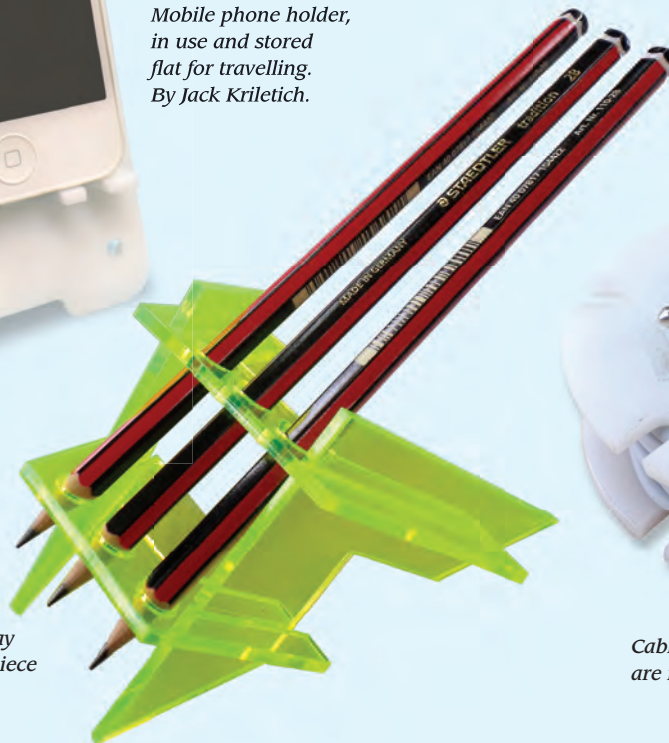
The future is here and Product Design is where it is at. Students have been designing solutions to everyday problems, from phone holders to jewellery. They have used sketches, computer aided design and the biggest thing to hit Rutherford College since Mr Moore – a laser cutter – to help them solve these genuine issues. This magnificent machine, combined with the students' creative juices, has made it possible to make, test, evaluate and improve ideas much more quickly than with traditional machining techniques. This has resulted in some incredible solutions that students should be very proud of.



Storage unit for pens and pencils demonstrates the use of a living hinge allowing the MDF to be rolled into a cylinder. Mock ups in MDF and acrylic with magnetic catches to test aesthetics and functionality. By Gabe Moselen



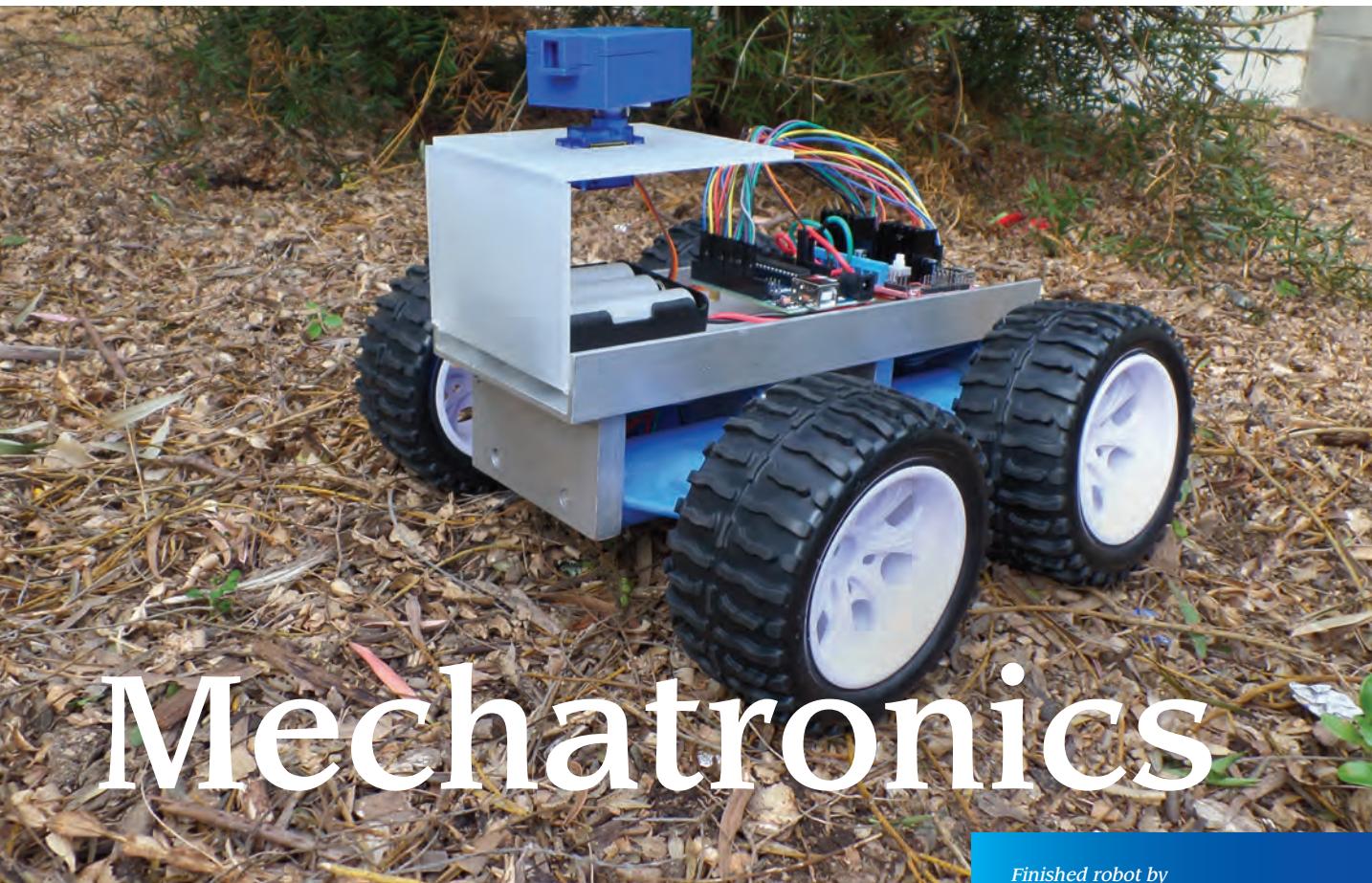
Mobile phone holder, in use and stored flat for travelling. By Jack Krietch.



Y11 challenge – to display three pencils from one piece of acrylic 150 x 70. By Gabe Moselen



Cable tidy for headphones when they are not in use. By Seth Schwalger



Mechatronics

*Finished robot by
Brendan Gumtau-Ryan.*

The Rutherford College Mechatronics Academy was designed to provide a practically based cross-curriculum subject that uses an engineering focus to challenge and develop the skills of the up and coming engineers of West Auckland.

This year was a huge learning experience for the 14 students in this course. The four-hour block after hours on a Wednesday afternoon provided us with an opportunity to host like-minded students from other West Auckland schools, and provided an extended practical session ideal for project work. This took some adapting to, and required dedication and plenty of self-directed learning.

The course is designed around the construction of a four-wheel drive search and rescue robot. The students started by manufacturing their chassis. This required a variety of new skills and techniques to be learned and

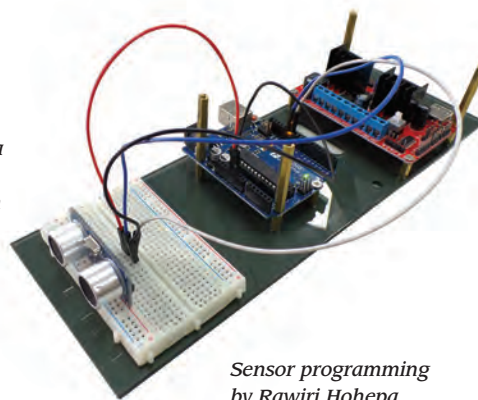
involved the students mastering the use of 3D printers, the laser cutter, CNC lathes, milling machines and general workshop hand tools. This chassis would then be used to hold the motors, camera, sensors and microprocessor. We used an Arduino microprocessor, as the brain of the robot to control speed, direction and process data from the sensors.

Students also learnt to use Autodesk Inventor – an industry standard 3D design software, to design, develop and manufacture a camera mount, which when combined with a servo motor, allowed us to remotely operate the robot and camera from our mobile phones.

The start of Term Three saw our young engineers heading into the Auckland University of Technology on Tuesday afternoons to study towards a Level 4 university paper. This paper – Foundation Problem Solving – provided an interesting and useful change from what they studied at school, and allowed our students to live the university life, attending lectures and tutorials, doing presentations and sitting a final exam. Hopefully the experience that our students gained will make the transition from school to tertiary study easier and more enjoyable.



3D printed camera casing open and closed by Brendan Gumtau-Ryan.



Sensor programming by Rawiri Hohepa



Mahi-a-Toi

Mahi-a-Toi is an academy which is designed to meet the above academy criteria through a learning context of Māori creative and performing arts.

The kaupapa of the academy is 'Leading Change through a Māori Lens' whereby students are taught leadership skills through a Māori world view. Matua Jeff Ruha developed the course in consultation with Unitec and the inaugural year has been a successful one. 2016 saw nine Rutherford College students and one Massey High School student complete the academy – all gaining Level 2 NCEA endorsed with a creative industries vocational pathway award.

Early in the year the students composed and performed a mōteatea based on the legend of the origins of whakairo (Māori carving) which then formed the basis of their work moving forward.

One of the highlights of the year was the Unitec experience. The students

spent 10 days over 10 weeks studying at Unitec. They worked closely with Matua Michael Freeman and Matua Hohepa Renata and they produced a body of work where nearly all got Excellence grades for. Students enjoyed the experience and they reported that the experience opened their eyes to what they are capable of and widened their ideas around their artwork and where it could go.

Another memorable experience was the East Coast Wānanga. The academy spent six days on the East Coast with the kaupapa being to learn the lifestyle of a business artist and the contrasting lifestyle of an Iwi artist. The students stayed at Muriwai Marae and Awatere Marae and were exposed to both traditional and contemporary operations. They also spent time at Gisborne Boys High School Whakairo academy where the students shared ideas and techniques. They produced a body of work while away that earned them eight Level 2 Visual Art credits, all of which were at Excellence level.

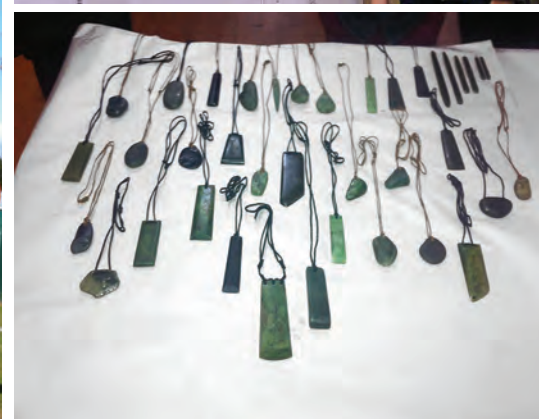
Mahi-a-Toi is set up with wānanga style learning. The academy ran outside of the normal timetable, allowing the students to learn in a block of four

hours where they said it was great for maximising learning and learning relationships.

Overall, though, the greatest result is the academic and personal outcomes for the students. Every student earned Level 2 NCEA by the end of Term Three and at the time of writing this are working towards a Merit or Excellence endorsement. Probably of equal or more importance is the change in world view by the students. All of the students gave us feedback that the course had helped them stay engaged in school while giving them the skills and confidence to push towards tertiary education which a large proportion of them felt was out of their reach. This is represented in a direct quote from a student where they say "...didn't think I was going to pass...the academy has really changed that.... I am now in a position to endorse when last year I thought I wouldn't last the year."

The inaugural Mahi-a-Toi class has been a outstanding positive template for all Māori and non- Māori to excel through the philosophy of 'Leading change through a Māori lens.'

The challenge is now laid down for the 2017 class to add to the legacy.





Physical Education & Health





The Physical Education and Health Department saw a variety of changes in 2016, starting with five new staff to join the school. This was followed with number of changes to year level programs with new initiatives introduced throughout.

PHYSICAL EDUCATION

Within the Junior program we introduced Digital Learning into our units, with a new online summative test being introduced around Biophysical Principles within movement. This allowed students to learn Anatomy, Biomechanics and Exercise Physiology through a variety of contexts, and recall their learning through Socrative... and online quiz tool. The use of personal devices was utilised through QR Code Orienteering in a unit aimed at looking

at how technology can enhance physical activity levels in youth. Our collaborative approach to teaching and learning programs this year saw cross curricular experiences for our Year 9 students, with students experiencing traditional Māori games during our Societal Influences unit. Students learnt aspects of Māori Language as part of this, as well as examining how cultural influences within our community can open opportunities for physical activity and improve interpersonal skills. Our Senior programs were aimed at giving students the opportunity to choose contexts for their learning as well as incorporating Digital Learning tools. This was mostly evident

through the use of analysis tools in our performance improvement units in Level 2 and 3 programs. The use of these tools exposed students to higher level analysis and critical thinking. Experiences outside the classroom were also a highlight for us. This included a Year 11 trip to Goat Island, and Year 13s participating in the Tough Guy/Tough Gal event. Both of these trips were assessment based activities which saw students not only enjoying themselves, but applying their skills within the wider community.

HEALTH

Our Health program was extended this year with the introduction of a Level 3 Health course. This has been a project developing for the last three years, so it was exciting to see it get off the ground. Students within the course were exposed to higher level thinking opportunities, and all students were offered the chance to sit the Physical Education Scholarship paper... something that wasn't previously an option.

Our Junior programs again enjoyed Digital Learning tools and practices to help enhance students learning. Opportunities for students to make movies, create Kahoots and do independent research using personal devices allowed more inquiry based learning opportunities. External presentations from the Community Constable and Attitude around Cyber Safety and Positive Relationships once again proved successful and relevant for our 21st Century youth.





OUTDOOR EDUCATION

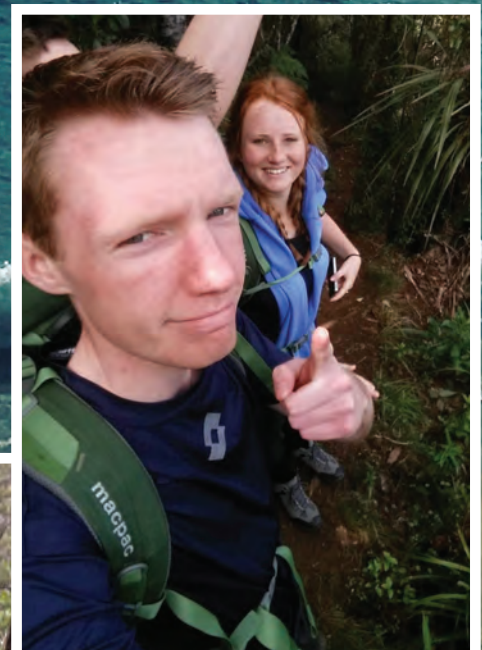
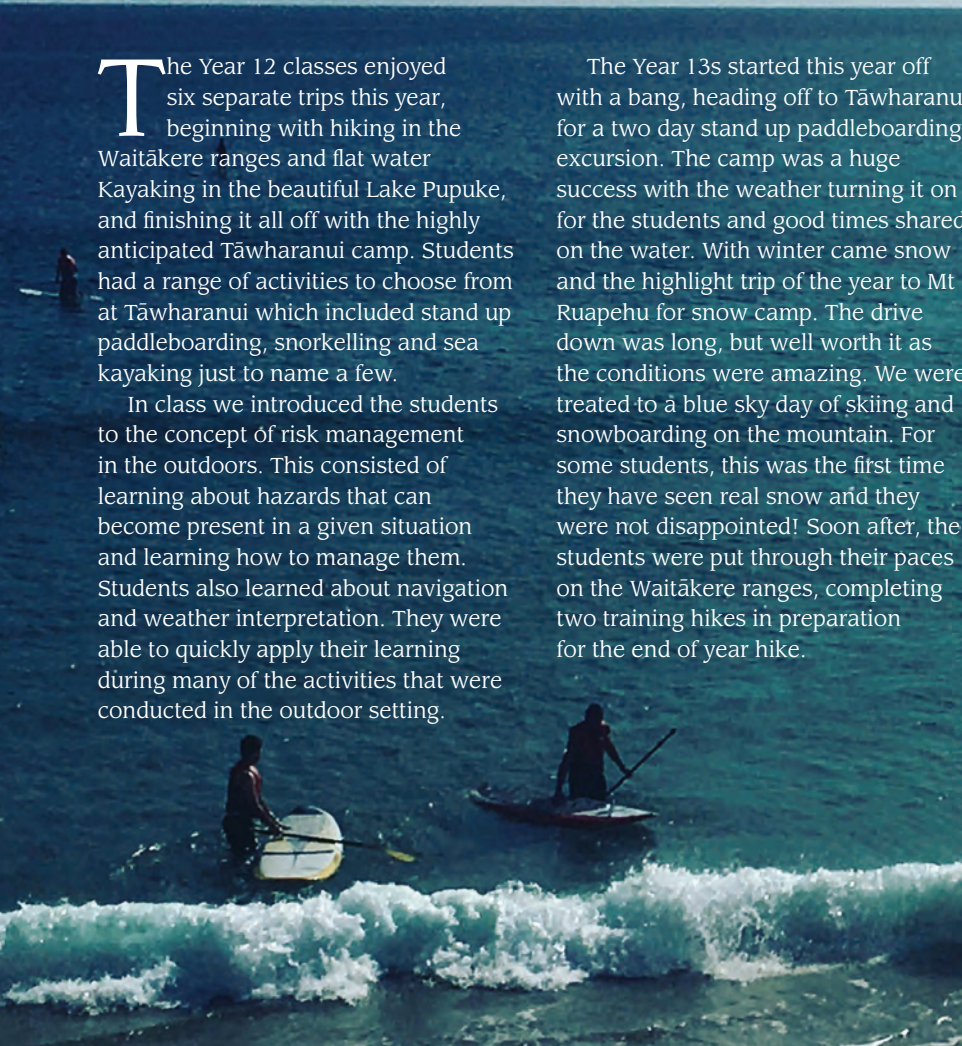
It has been another successful year in the Outdoor Education Department, with all planned trips going ahead and a high level of achievement throughout all levels.

The Year 12 classes enjoyed six separate trips this year, beginning with hiking in the Waitākere ranges and flat water Kayaking in the beautiful Lake Pupuke, and finishing it all off with the highly anticipated Tāwharanui camp. Students had a range of activities to choose from at Tāwharanui which included stand up paddleboarding, snorkelling and sea kayaking just to name a few.

In class we introduced the students to the concept of risk management in the outdoors. This consisted of learning about hazards that can become present in a given situation and learning how to manage them. Students also learned about navigation and weather interpretation. They were able to quickly apply their learning during many of the activities that were conducted in the outdoor setting.

The Year 13s started this year off with a bang, heading off to Tāwharanui for a two day stand up paddleboarding excursion. The camp was a huge success with the weather turning it on for the students and good times shared on the water. With winter came snow and the highlight trip of the year to Mt Ruapehu for snow camp. The drive down was long, but well worth it as the conditions were amazing. We were treated to a blue sky day of skiing and snowboarding on the mountain. For some students, this was the first time they have seen real snow and they were not disappointed! Soon after, the students were put through their paces on the Waitākere ranges, completing two training hikes in preparation for the end of year hike.

In class the students were able to refine their leadership skills by running and participating in a series of adventure based learning initiatives and reflecting on their experiences. Students were also able to improve their risk and hazard identification skills while also gaining a critical perspective on industry safety management.





Skill Pathways

By Gail Paul

Skill Pathways is a programme for students who want to build work related skills for their future. Each year we look for opportunities to get out in the community, have work experience opportunities, and visit Tertiary Institutions as a taster student or just a visitor.

In February, we get ready to volunteer for the Harbourview Sculpture Park. Rutherford provided over 80 students, many from Skill. The Year 11s helped run Pasifika Day at Rutherford Primary, and a few girls started the reading programme training. Well done!

In Term Two, our students start to go out on work placements. Many Year 12 and 13 students are picked up as Gateway satellite students and over half the students have now had the opportunity to sit valuable customer service credits. We also attended the Careers Expo on a bus trip organised by the Careers Department.... thanks ladies. Over the July holidays we ran a First Aid Certificate at school with 16 students now certified First Aiders.

Term Three is our catch up term; students are starting to go on tasters to Youth Guarantee courses around West Auckland and attend open evenings or days for tertiary institutes. A few of our Year 13 students gained part-time employment over the year so they are considering concurrent employment while attending tertiary training next year.

A big thank you to all the community businesses who give valuable work experience opportunities to our students, Mr Jefferies and a special thank you to Whaea Materoa who supports the work experience students.

Information Commons



Rutherford Information Commons allows all students and staff the means or opportunity to facts, concepts and up to date technology that enhance, develop and empower our learner's development. We may not have soaring ceilings or subterranean storage like the New York Metropolitan library but we offer a wonderful environment, support and educational enrichment.

We offer 25,000 up to date books in our collection and 42 computers for tech connect. English, Maths and Science homework classes are run in the info comms after school.

The info comms is a place where library staff and teachers support and nurture students learning. It is a flexible learning space where students can use print digital information. At any given time, students may be reading, viewing, creating, researching or publishing. We are becoming EBook friendly.

Reading is the greatest gift in the world.





STEAM day for Māori and Pasifika Island students

The STEAM day was a day where all Māori and Pasifika students from a range of schools were invited to learn about the ins and outs of The University of Auckland, but also what pathways we would have to take for the degree or certificate that we were interested in.

We chose the area that we wanted to study in the future. From there on we were put into the correct groups e.g. medicine, so we could hear what it would take to get into the course and also where that course could take us after completing and getting the degree.

From there on we did a variety of activities with each other and a tour of the University which had different stations and we found out a bit more about the people in the group and their background. Current students and recent graduates shared with us their experiences, but also let us know that there are support groups there for us if we need more help.

I found the day to be beneficial to me because it gave me a better understanding of what I would be getting myself into and also prepared me a bit more for what to expect. It was a great day and has made me excited for what the future holds.

By Hannah Turia

Young Women in Leadership

Leadership is a role, not a title. Six proud Year 12 students were accepted into the Young Women in Leadership Programme held at Massey University where we would enhance our leadership skills and create a project to help make change.

We went for the first part of our course on March 16, when we got together with 80 other young women from different schools, learning about being connected and embodying leadership and Ethical leadership scenarios and discussion. We were lectured by Sarah Leberman, who told us about her life and leadership skills, and Fiva Fa'alau explained to us how she became a leader growing up in a small village in Samoa. We planned a two month long project on something we were passionate about which needed to be completed before we attended the second part of this course.

The second part was held on May 18 and saw more than 20 groups of girls from high schools across Auckland present their community projects including sports gear for low decile schools, fundraising for various charities and creating a road rule brochure for tourists. Though some of these projects were not completed, it was made clear that the learning was through the process, not the outcome. Many of the successful projects managed to raise thousands of dollars for charities such as KidsCan and the refugee community through sharing innovative ideas about how to raise awareness of causes.

Overall it was a very informative and helpful course for all of us looking to not only pursue places in leadership in the future, but also those who were wanting to be a leader behind the scenes and develop as a person. We all enjoyed it and felt it was a worthwhile and awesome opportunity which enabled us to take on projects to raise funds for various charities and raise awareness about a specific cause.

By Caitlin Lorigan & Morgan O'Loughlin





Strangers to Family

The saying that exists on this ship is so true, strangers to family within 10 days!

Once upon a time I voyaged far, far away on a sailboat for 10 days. The boat had massive masts, an untuned ukulele, a yard swing and 39 teenagers who all wanted to have an awesome time. The vessel contained lots of crazy people doing lots of crazy things. They wake up to bagpipes at 6:30am to jump into icy cold water... in winter! They wear fluorescent orange clothing all day, have no dry socks, don't use any technology, love to eat seconds (at their own expense of not getting seasick...), have the best singing voices ever and just love to laugh and support each other. This sailboat is called the Spirit of New Zealand!

I boarded the 10 Day Youth Development Voyage number 721 not knowing what to expect; however I arrived with a positive attitude and an open mindset. Even on the first day I made so many new friends and learned so much! Throughout the rest of the days we experienced dolphins, loud outbursts of singing, campfires, sailing small boats and night watch. We sailed around the Hauraki Gulf, to Great Barrier and back to Auckland

Out of everything we did, the one thing I will treasure the most from this whole experience is the genuine, beautiful people I met. This has been the best 10 days of my life so far and I am truly grateful!

By Shelley Huggins



Experience of a lifetime

Ten days aboard the Spirit of NZ will be something I will never forget. It was an experience like no other and one I can highly recommend.

Getting up at 6.30am every morning, jumping overboard in the dark and swimming round the boat was not the ideal "shower" but none the less entertaining. Preparing food for 56 shipmates, cleaning, sweeping, sailing, trekking...these are a wide range of activities and small jobs I wouldn't normally do. Being placed in a whole new environment was a challenge but I am not one to shy away from one either.

We cruised north from Tauranga, visiting a range of different islands along the way including Mercury, Slipper and Motukawa, calling into Colville Bay for a quick lunch on the beach. Rain or shine, no matter the conditions, the crew always had a plan and each day was one to look forward too. The great thing about the Spirit of NZ is that the crew and voyage is never the same so it's always kept interesting. We were always out there doing jobs or setting the mast.

Not having a phone for ten days encouraged me to socialise and get to know the other 40 trainees, something I wouldn't normally do. I can walk away from this voyage knowing I have made some lifelong friends and gained a whole heap of experience I wouldn't find anywhere else.

By Nick Haggio 13MT





Sophie Koosache - 9 Relief Sculpture site plan



Shannen Kroon - 10 Art



Phoenix Reid - 12 Painting



Peter Purukamu - 12 Mahi-a-Toi



Nina Bauman - 13 Photography



Samantha Potter - 12 Art Design



Holly Goodman - 12 Photography





Brianna Thomas - 9 Art Drawing



VISUAL ARTS



Borjan Smilevski - 13 painting



Alyssa Clements - 12 Painting



Helen Deuchar - 13 painting



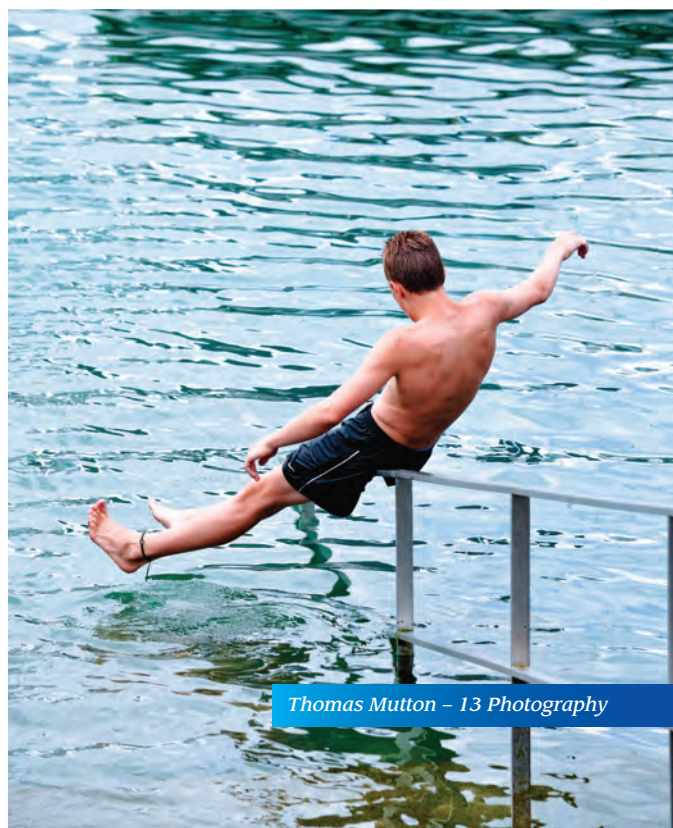
Deanna Li - 11 Design



Maria Stephens - 12 Photography



Amy Vye - 12 Painting



Thomas Mutton - 13 Photography



Acceleration

The Learning Extension and Acceleration department supports a wide variety of students throughout all levels of our school. This is our second year as the LEAP department and we have been making a number of leaps ourselves.

This year we began using our new student-designed logo. Designed by Sandi Starr, the winner of last year's logo competition, our new main logo shows two figures leaping alongside each other. This emphasises the partnership we have with our students and our desire to both support their journey and celebrate their successes. It was hard to choose only one winner as a number of other entries managed to encapsulate the philosophy of our department; that in partnership we seek to build on student strength and support their journey through our school.

Our special assessment conditions service supports and celebrates the successes of a growing number of students. With the government's move to alternative evidence we now provide an in-house testing service for children who need special assessment conditions. This year we have 57 special assessment condition students sitting NCEA exams and a further 39 in the junior school. Our students come from all years and levels of our school and an increasing number are showing that a learning challenge is just that; a challenge, but not a game-breaker.

We love it when our students come back and tell us what they're doing out there in the world and celebrate their successes. We are excited to see a number of our students now using special assessment conditions at University and celebrate the successes they share with us.

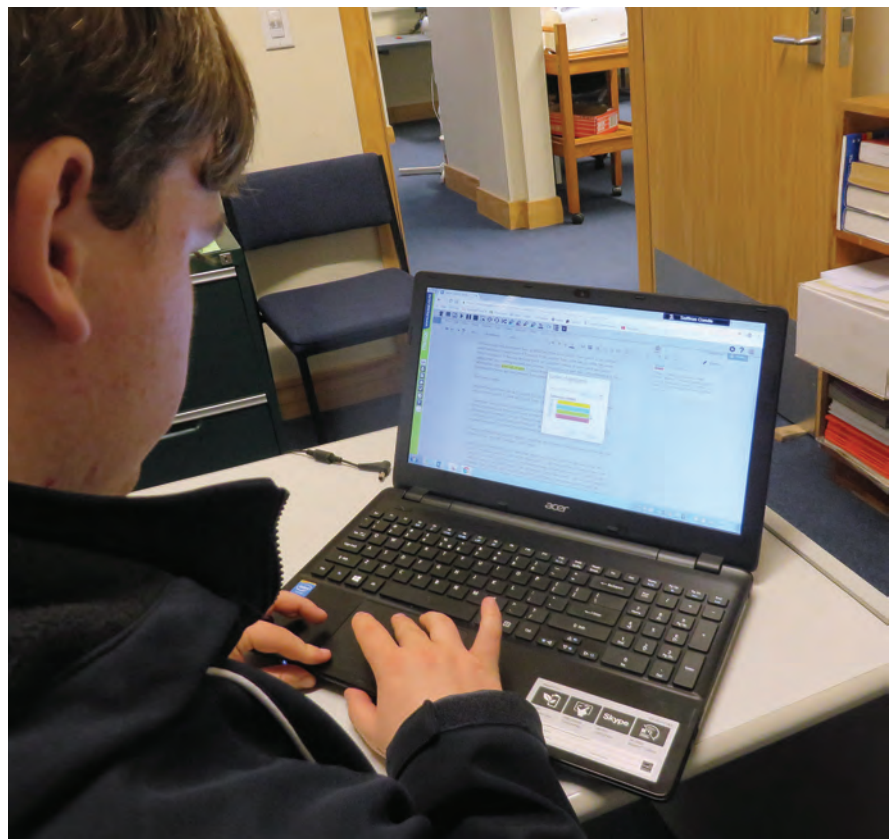
We encourage each of our students to embrace technology and this year we provided Google Read & Write for every student in the school. The Read & Write

Google Chrome extension has read-aloud, predictive and organisational features. We believe that access to this kind of technology is an effective support; preparing students for the workplace and helping them find ways to showcase their abilities.

This year the amazingly energetic Ms Alyssa Hackshaw joined our team of teachers' aides and we sadly farewell Mrs Jo Boston who left us for the winterless North. Sadly too at the end of this year we will farewell Mrs Clare Wheeler, who leaves us to start her

own teaching career. We are immensely proud of our team of teachers' aides who have a great passion for supporting our young people and broadening their own knowledge. As a team this year we have participated in professional learning about Autism Spectrum Disorders, wellness, sign language and PB4L. We also took the time to work through the Ministry of Education's professional development programme for teachers' aides.

We look forward to building on our learning in 2017!





Extension

Many of our students of very high academic and creative abilities have continued to challenge themselves and excel in a variety of pursuits in 2016. These students (around 30 at each level) are usually placed in our Kaleidoscope classes as juniors and monitored or mentored as seniors under the TDI label.

At Year 13, three students chose to study a university paper at the University of Auckland through the Young Scholars Programme in Semester 1. This is a great way to get a head start on what study is like at tertiary level, but hard work juggling the demands of this study alongside NCEA. All three students achieved highly and enjoyed the experience – Vishal Jamnadas in Accelerated Mathematics, Maria Lisaca in English and Andrew Woodburn in Psychology. These students have convinced others to take up the challenge for next year.

Exciting academic opportunities were won by Vishal Jamnadas, who travelled to India to attend an international science forum, and Alan Wong, who spent two weeks at the Rotary science and technology forum. These are hard-fought opportunities for top scholars, so it is great to see Rutherford students continuing to win places in these prestigious forums year after year. Both students found the time spent with large groups of like-minded peers to be priceless. Top Year 13 students for 2017 must apply!

Our Year 9 and 10 Kaleidoscope groups include some stars to watch



10DU took on the Flashbang chili sauce challenge in science class - demonstrating the difference between concentration and strength in Chemistry with a 3.5 million Scoville (unit of chili hotness) sauce called Flashbang.

for the future, participating at a high level in a wide range of co-curricular challenges and competitions including poetry, writing, languages, Mathex, Australian Maths, Robotics, the Get to Go Adventuresport challenge, and the ICAS international competitions in Science, Maths and English to name a few. Distinction and High Distinction awards in the latter were a fast track to our Tohea academic badges for 10 students, including multiples for Tamati Hohepa and Tilak Patel of Year 9, and Rawiri Hohepa of Year 12.

Across the levels, high ability students chose extension in a range of subjects, working at the level above their peers for a challenge, many excelling at their higher level. It is pleasing to see a large number of students choosing extension subjects for 2017.

Social conscience and leadership are large drivers for a number of our exceptional students. It has been amazing to see the incredible number of groups that some students have



Stream research project with Auckland Council - from left Leo Nowak, Tilak Patel, Katie Collis, Hannah Lovrich (Year 9).

actively participated in, including a number of new initiatives. These include senior students selected as Hospice ambassadors and the group of twenty junior Kaleidoscope students who have been involved in an Auckland Council collaboration, investigating local stream conditions over Term Three. We hope this project will lead to ongoing research opportunities for our students, in addition to giving back to our local community and environment.



Tayla-Lee Bainbridge at the Get2Go Challenge



Hillary Outdoors Get2Go Challenge

Languages Department

**NĪ HǎO! KON NICHİWA!
GUTEN TAG!**

The year of 2016 has been another eventful year for the Languages Department, with new staff members joining the Language Department, the annual International Languages Week, organisation of the China Trip 2017 and various scholarships won by the teachers and the students.

First we welcomed Miss Rachel Hill to join our department as the new Japanese teacher. Her vibrant personality was loved by the students very much. We also welcomed Ms Siwen Gao as our Mandarin Language Assistant for 2016 who have been a great asset to the Language Department and the students who are learning Chinese at Rutherford.

This year's International Languages week was held from June 27 to July 1. The week was filled with a variety of activities, including daily



quizzes, cultural activities like the chopstick competitions, shuttlecock kicking competition and the Cosplay competition. The Year 10 Chinese class got to spend a period with a Taichi master to learn about basic Taichi. One of the highlights of the week is always the Food Fear Factor competition where students signed up to challenge themselves eating some unique delicacies from various cultures.

Many yummy foods were sold at lunch time each day, including fried rice, pretzels, Matariki burgers and sushi. As in previous years, the food always proved to be a great hit and was sold out in a matter of minutes. On the Friday, following the Rutherford College tradition, many teachers and Year 13 students were dressed up in various



cultural or national costumes from around the world.

From the beginning of 2016, the Chinese department has been planning another trip to China in April 2017. The 14 students who have signed up to the trip have been organising various fundraising activities including bake sales, car washing and a Quiz Night on July 30. The turnout was impressive and the school hall was fully packed that evening. Everyone had a great fun night. We are really thankful for the continual support from the friends, family and the communities.

2016 has also been a very rewarding year for the teachers and one particular student. Two of our teachers, Ms Hsiao (Chinese) and Miss Hill (Japanese) were awarded full scholarships by ILEP to spend three weeks in China and Japan to attend various professional development workshops in order to improve their knowledge and teaching. Melanie White, a Year 12 German student, has also won a fully funded scholarship to Germany. She will be spending ten weeks as an exchange student in Germany at the end of 2016. It was a very competitive selection process and only four students were selected from New Zealand to participate in this scholarship program.





Te Reo Māori

Tuhia ki te rangi. Tuhia ki te whenua. Tuhia ki te ngākau o ngā tāngata. Ko te mea nui, ko te aroha. Tiheiwa Mauriora! Ngā mihi tuatahi ki te atua. Ko ia te timatanga me te whakamutunga o ngā mea katoa. Ngā mihi tuarua ki te Kingi a Tuheitia me tōna whānau me te whare kahui ariki. Pai marire ki a rātou. E mihi ana ki te hunga mate – haere, haere, haere atu rā. Ka tika hoki ki te mihi ki te hunga ora, ngā kaumatua, ngā matua me ngā karangakaranga o ngā ākonga o te kura tuarua o Te Kōtuku. Tēnei te mihi mahana ki a koutou katoa.

I wish to acknowledge the amazing work of our kapa haka group, Te Kōtuku who have been involved at Polyfest and Ahurea where they performed well against the top tier of kapa haka schools in the greater

Auckland region. Te Kōtuku were led by Māori student leaders, Mary Clarke and Montel Tivoli. I want to thank the many parents and whānau who supported the students and wish to thank their talented tutors, Matua Jeff Ruha and Matua Wiremu Paniora, chairperson Whaea Liz Ngata-Aerengamate and the committee for their efforts supporting our ākonga during the year.

We were represented at Ngā Manu Kōrero held this year at Auckland University by Lewisze Nepia-Ashby (junior English). Lewisze spoke about the right for Māori women to be in leadership roles. This calendar event is always inspiring to listen to the next generation of strong Māori leaders.

Our Year 12 students travelled to the University of Waikato for their open day. It was an opportunity for students

to look at the number of degree programmes that are available to them. One of our Māori students from last year, Paratene Ngata-Aerengamate is currently in his first year of study of the Te Tou Paetahi (Māori language immersion) degree. It was great to catch up with him and for him to share his story with our senior students.

Our senior students sold Matariki burgers during International Languages Week and went to Te Puea Marae to give a koha of \$600. It was great to see that they wanted to help out the many whānau that are homeless in our community and to show that we can't simply turn a blind eye to the social issues around us.

Kia ora to Matua Jeff Ruha for your help and your mahi with kapa haka and the successful mahi-ā-toi programme. I want to wish all the students well for their upcoming exams. It is always important to focus on your wider goals and to surround yourself with positive and proactive people that can awahi you. Have a great summer, and don't forget to help your whānau out around the whare.

Ko te pae tawhiti whāia kia tata, ko te pae tata whakamaua kia tīna - Pursue the distant pathways of your dreams so they may become your reality.

Matua Wiremu Flavell
Head of Māori Studies





2016 French Students

English Second Language Department & International Student Programme

2016 has seen an increasing number of ESL students in our school. Over 150 students have been placed in eight different ESL classes, each suited to their level of proficiency. The number of new immigrants, exchange, international and refugee students reflects our increasingly culturally diverse world. The students come from 20 different countries and speak over thirty different languages.

The number of ESL classes at Rutherford allows considerable flexibility of movement between levels and plenty of opportunities for differentiation. Students who arrive with little or no English first need to master the language of survival at school, in the community and among their peers. They learn these skills through a series of practical reading, writing and speaking tasks such as completing forms, interpreting posters and brochures, describing events and other people. Those at higher levels of proficiency study academic reading and writing from basic to very complex levels, such as conducting academic research, writing a research report or using technology to support delivery of an oral presentation of their inquiry.

Senior students can study at

different levels of the curriculum in order to experience success at their level of ability. They have a variety of learning goals, and at Rutherford, we are able to prepare students for further study in New Zealand or overseas.

English language instruction and NCEA assessments allow students to apply acquired skills and knowledge in all international exams including TOEFL, TOEIC, IELTS and CFC. The English Language curriculum is linked to the Common European Framework (CEF).

International visiting groups from Japan, France and Chile this year have chosen programmes of integration, cultural interchange and sporting challenges.

What is common to all ESL students is a feeling of being welcomed and accepted into the Rutherford whānau.

INTERNATIONAL & ESOL



International Student Sportsperson of Year

Visiting Japanese group.



SPECIAL EDUCATION



Tūrangawaewae Department

In August this year, we officially renamed the Special Education Department, supporting students with special educational needs, as the Tūrangawaewae Department.

The renaming was celebrated with a special ceremony with invited guests including parents, caregivers and whānau.

Tūrangawaewae is one of the most well-known and powerful Māori concepts. Literally Tūranga (standing place), waewae (feet), it is often translated as 'a place to stand'. Tūrangawaewae, then, is a place of belonging, a place to stand.

Tūrangawaewae are places where we feel especially empowered and connected. They are our foundation, our place in the world, our home.

Throughout the year our students have been involved in many school and co-curricular events. Some of the highlights are always the Special Olympics ribbon days. This year we participated in Athletics in Term One and Basketball in Term Three. Several



of our students also attended the school ball in Term Two.

A big thank you to our team of teachers and teacher aides.



Community Education

- 1 A great way to learn a new language and make new friends in your community.
- 2 Create tasty ethnic dishes from around the world and increase your confidence in the kitchen.
- 3 Learn how easy it is to make your own natural products such as soaps and candles.
- 4 There are lots of hands on practical classes to choose from so take the opportunity to study a subject you have always been interested in.
- 5 Relax and get creative in a friendly environment with other like-minded people.
- 6 Our tutors are experts in their field of study and eager to share their knowledge with others.
- 7 We have professional tutors and excellent resources providing positive learning experiences.
- 8 Learn DIY skills that you can use around your home or apply to your workplace.
- 9 Upskill yourself with technology, computers and the digital world.
- 10 We provide NZQA courses that allow you to gain credits and qualifications for the workplace.
- 11 You're never too old to learn something new - the quest for knowledge only ceases when one dies.





Dance

2016 has been yet again a busy and exciting year for the Dance Department at Rutherford College.

We started off with our first Studio Show in Term One, showcasing a remake of 'Tempest' by the Year 13s and a high intensity, physically demanding Pacific fusion piece by the Year 12s, 'Nafanua,' choreographed by guest Joash Fahitua. These two pieces were also performed at the You Dance festival, held at the Raye Freeman Performing Arts Centre at Epsom Girls Grammar.

A highlight for the department was seeing Danisha Dadley receive her Top New Zealand Dance Scholar Award at Parliament. This year we received five scholarships in total, two being outstanding.

11 dancers ranging from Year 10-13 also performed in our musical, *Dracula*, as Dracula's wives. They were dressed in silver lacy dresses with bloody wounds and became a hit for their seduction scenes.

The second Studio Show rolled around in Term Three with a standout piece by guest choreographer and also ex-student Rodney Tyrell. For this piece, Year 12s performed to a Kanye West song, with clothing covering their whole body and face, revealing only their eyes. The piece that stole

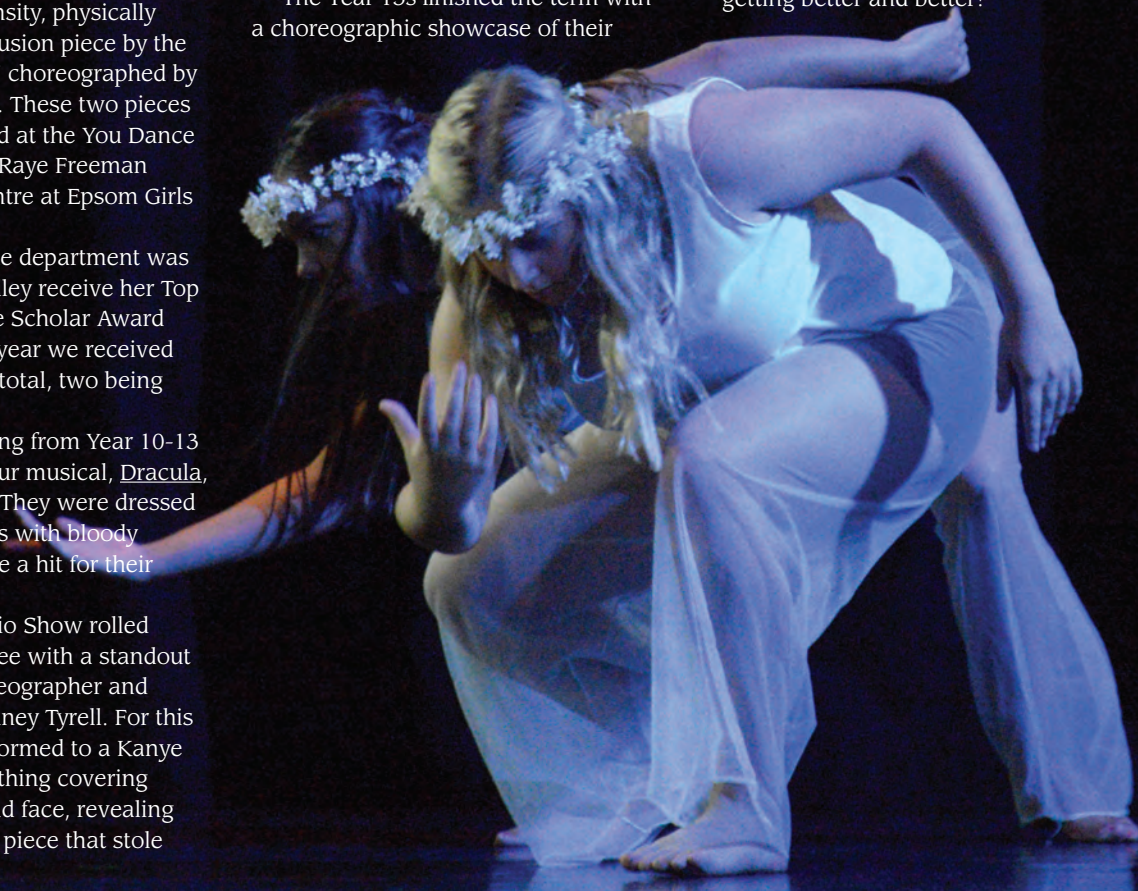
the show, however, and was later performed at Rutherford Day was the boys-only piece 'These Guys' choreographed by Tupua Tigafua. The piece used a lot of character-based action and facial expression, which really entertained the audience who were laughing and cheering in support of these Year 9-13 boys.

The Year 13s finished the term with a choreographic showcase of their

own work based on an idea of peace and protest. They were also asked to perform in the Tempo Dance Festival show 'Ignite' in Term Four.

The Year 12s also performed a work based around the idea of tissue paper as a prop, choreographed by Liana Sabetian, in 'Grounded' which is a competition for Hip Hop and Contemporary youth choreographers.

Well done to the junior dance students for their first time performing in Studio Show and of course to the seniors for their consistent commitment and dedication to their craft. They keep getting better and better!





Drama

Miss Wilson

What an amazing jam packed year it has been for the Drama department in 2016. Students have risen to the challenges that have been put forward to them and have exposed some of the many talents that our Rutherford students have.

This was a year of exploration of theatre forms for the Year 13s. They began their journey with New Zealand theatre in the style of Naturalism and then moved to the quirky style of Theatre of the Absurd which explores the idea of how life is purposeless. Finally, they devised their own piece on a social issue that has meaning to them personally and bringing this to life using Brechtian techniques.

The beginning of Term Three showcased the Year 12s production, *I don't want to talk about it*, a thought-provoking and inspiring script from playwright Bradley Hayward. The class confronted the audience with deep themes of the difficulties of being a teenager which they handled with grace and professionalism.

The Year 11s have eased their way into NCEA Level 1 Drama and have been spending the year broadening their skills in drama techniques, conventions and

elements. Term Four will have the students take the stage in their first class production, *The Incident* by Mark Casson.

Senior Drama has had an exciting year to view some amazing performances around Auckland -from the Pop up globe where students had to stand in 'the pit' like commoners to watch William Shakespeare's *Twelfth Night*, to the Auckland Theatre Company's *That Bloody Woman* where students were confronted with the historical figure of Kate Sheppard telling her life's achievement and sacrifices. Viewing live theatre has been a fantastic experience for students to see the talent we have in New Zealand and leaves them buzzing with conversation about what they have seen to prep them for their external exams.

Finally, the Junior Drama classes have had a lot of fun this year exploring the fundamentals of drama. A mixture of improvisational skills, physical theatre, script work and devising are built into the programme so they are able to get a taster of what is installed for the coming years.

So this really has been a jam packed year in Drama.... WATCH THIS SPACE FOR 2017





Music

As always our musical calendar began with Luv Music. Our three senior classes were given four weeks to turn themselves into a range of performance groups and put on a show. Our Year 13 class took to it like seasoned professionals and the Year 12 class showed off their diverse musical tastes. The best thing about the evening was the way the crowd got involved and supported the musicians, especially the Year 11 students, many of whom were taking the stage for the very first time.

May saw our senior classes put on afternoon recitals down at the Te Atatū Library as a part of NZ Music Month.

Undoubtedly the highlight of the performing arts calendar was 'Dracula'. With some carefully selected music, including classical baroque music, old folk songs, Marilyn Manson and some original music by Mr Breed, "the stage was set!" Our four 'singers' were cast as mental patients, a role they all readily embraced, earning Sang-Hyun Kim and Ashleigh Foley Showdown nominations for their performances. The band, made up of Year 11-13 students, featured Year 11 students Max Venter on the pipe organ and Laura Robertson on the harp.

August was a VERY busy month for our Concert Band musicians. Not long after finishing Dracula a number of our students attended the NZ Concert Band Association National Festival in Gisborne. This is an annual festival and competition which involves around 900

musicians in community, University and College concert bands from all across New Zealand.

Rex Kennedy, Sang-Hyun Kim, Aiden Whyte, Jarrod Jackson, James Marriott and Mr Breed all performed with the West City Concert Band which continued its outstanding run of form with another Gold award. They also performed with the West City Youth Concert Band along with Jennifer Cox, Nichollette Mamatuki, Rachel Jeung-McIntyre, Hannah Whyte and Hannah Marriott.

A week later the Rutherford College Concert Band performed at the KBB Music Festival for the first time in years and then in the same week attended Collegiality, where they spent a day collaborating with students from AGGS, De La Salle and Mt Albert Grammar, before putting on an evening concert.

Throughout the year our incredibly talented Year 13 class have entertained us at formal events and assemblies and with Cultural Awards dinner and Senior Prizegiving just around the corner, they are sounding better than ever.

It has been great to see the senior students using the new Digital Recording Studio this year and with the data projector, speakers and screen now up in the classroom we have a well-equipped teaching and learning area that we can be very proud of.





The cultural committee can be thought of as the engine behind most, if not, all events. Led by Miss K and the cultural captains Aleisha and Karim, the cultural committee consists of 18 dedicated and passionate students from many different cultural aspects in the school.

As usual we have yet again had a packed and successful year in 2016 and it has proven to be very busy with lots of events taking place throughout the year.

The cultural committee does more than just selling tickets. Much more happens behind the scenes to run a show or event that goes unheard. We oversee the cultural events that

happen within the school and publicise activities and shows. Our job also included making sure to bring baked items to sell, speaking to classes about upcoming events, and even creating promo videos.

Some of the events we helped with are the school production of *Dracula*, *Studio Shows*, *Luv Music* and the senior plays, as well as having the messy job of organising and running the cultural photos.

Despite the busy schedule of the committee, there is always room for the cultural awards dinner held at the end of the year. The awards dinner aims to celebrate the diverse cultural groups in the Rutherford community, the students and their achievements within them.

This year's theme was different than usual. It was... the haunted house, and

it required the cultural committee to think outside the box and transform the hall into Rutherford's own haunted house and create the spooky and eerie aura. The night was one surely to be remembered by all. The photo booth and decorated entrance way and tables were just a few of the highlights of the evening.

2016 has brought along with it many accomplishments for both the cultural committee and the cultural groups to be extremely proud about. Lots of hard work has been put in by the committee and we hope the years ahead brings new challenges and excitement for the cultural life of the school.

Every individual has a cultural side to themselves, so don't be afraid to embrace who you truly are and we encourage everyone to explore the many possibilities available.

2016 has brought along with it many accomplishments for both the cultural committee and the cultural groups to be extremely proud about.

Dracula

The great tale of the undead was the challenge for this year's school production – yes, the bloody story of Dracula! The production was adapted by Tim Kelly from Bram Stoker's original and included acting, singing and dancing and a live band.

We had a team of over 60 actors, dancers, singers, musicians and crew, as well as a number of creative and ever patient teachers. Miss Brown directed the show, with Mr Breed as musical director and Miss Exeter as choreographer. Thanks also to Mr Thompson and his team (both tech and set), Mrs Van Wingerden (costumes), Ms Cutfield (makeup), Miss Wilson (props), Mr Shaw (design), and Miss Krissansen and the Cultural Committee (publicity and front of house).

The show began with the dramatic organ solo from 'Tocata in D' Minor, by Bach. This set up the entrance of Dracula and his dangerously alluring vampire wives.

We were then taken to the Sanatorium and grand English manor home of Dr Quincy, his sister Mrs Westenra, and her daughter Lucy. Also in residence were a collection of loyal (and gossipy servants), and a number of patients with varying degrees of sanity – oh and let's not forget the three vampire wives hiding in the picture frames!

The house was in turmoil as a peculiar illness had taken over Lucy Westenra. Even her fiancé Arthur had been sent to be at her side. Her best friend Mina was of course very worried, but she also had another great concern, with the arrival of her husband Jonathan, who had just returned from Transylvania. He too was sick with a life threatening disease – so sick he required the help of Miss Anya just to make it home to London.

As the show developed Lucy's illness got worse, and a specialist was called in by the name of Van Helsing. We soon discovered that he is a great hunter of vampires, and it is this that he suspects to be the cause of both Lucy and Arthur's illness.

The second half of the show was a race for time to save Lucy before she was fully lost to the Dracula and the Vampire world. It also involved a strategic power play between Van Helsing and Dracula. The patients became increasingly anxious (particularly the Renfield twins) as the tension in the house built, and the servants and nurses were nearing the end of their tether trying and keep the house running.

The show finished with a climatic action sequence where every character got to fight for their chosen side. In the end good prevailed, Dracula was destroyed and Lucy returned to the world of the living and the loving arms of Arthur.

Although the vampire teeth and gruesome special effects are all put away, and our beautiful English manor dismantled into parts, there are so many memories left to treasure. Thanks to everyone who was part of the process, from production team, to cast, dancers, musicians, crew and of course the audience! Your heart warming gasps, laughter and applause made all those rehearsals well worth it!



SCHOOL PRODUCTION



Te Kōtuku Kapa Haka

Kapa Haka

*Manawa mai te mauri nuku
Manawa mai te mauri rangi
Ko te mauri kei au
He mauri tipua
Ka pakarū mai te pō*





2016 has been a positive turn around in Te Kōtuku, from cultural through to academic success. With the hard work ethic of whānau, tutors, friends of the kapa and most importantly from our students, we have grown tremendously within a timeframe of one year. We started off the year with our campaign of Polyfest; seven weekend wānanga, seven weeks of bonding and seven weeks for preparation for the competition with no time to rest. Overall we were placed 4th and top full mainstream school in Auckland.

The mahi, work ethic, continued onto the 20th year of Ahurea Tino Rangatiratanga. With more wānanga, Hangi fundraiser, Kaupapa left right and centre, wānanga in Ahipara for bonding and creating a sense of belonging to their performance. The performance of Te Kōtuku this year has led to a high standard to compare and to exceed in years to come.



POLYFEST 2016

Whakaeke	8 th
Mōteatea	5 th
Waiata-ā-ringa	7 th
Poi	7 th
Haka	3 rd
Whakawātea	6 th
Mita-o-te-reo	3 rd
Waiata tira	5 th
Manukura Wahine....	7 th (Mary Clarke)
Manukura Tane	2 nd (Montel Tivoli)
Most improved.....	1 st
Overall.....	4 th

**AHUREA TINORANGATIRATANGA
2015 2016**

Whakaeke	9 th	4 th
Mōteatea	6 th	4 th
Waiata-a-ringa.....	6 th	5 th
Poi	7 th	4 th
Haka	6 th	4 th
Whakawātea.....	7 th	4 th
Mita-o-te-reo.....	6 th	7 th
Waiata Tira.....	6 th	5 th
Manukura wahine	9 th	4 th
Manukura tane	4 th	4 th
Kakahu tane.....	6 th	5 th
Best Attitude	1 st	1 st
Overall.....	8 th	5 th

A big mihi to all who were involved this year. Exec of the whānau, whānau members, Tutors, Guitarist, Costume people, all students that were and are a part of Te Kōtuku. Thank you to the community and to the Rutherford whānau for all the endless support we have had this year.

Also a big farewell to all departing students of our kapa. From the bottom of our heart, we love you, we are sorry, forgive us. Thank you.

Mai te rangi ki te whenua, he aroha mutunga kore ki a kōtou katoa. Ngā manaakitanga o te atua ki a kōtou katoa. E rere ki te rangi, Kōtuku rerengatahi.

Kōtuku ka Tōhea
Kōtuku rerengatahi
Kōtuku Hō





African Group

This has been the first year Rutherford College has entered an African group into the annual Polyfest. Even though we experienced technical difficulties, this would not stop these students from dominating the Diversity stage. Standing with no music for over three minutes as the sound desk frantically tried to fix it, the

students did not break formation. Once the music started, the burst of energy that came from our Rutherford students was fantastic, bringing their high intensity dance to the stage. In the end their professionalism and choreography earned them first place.

The dance explored the protest to free Nelson Mandela and others who

were treated badly by the law and contrasting the end with a celebration of where South Africa has come as a nation. This is a reflection in the group itself, with a diverse group of ethnicities all coming together to celebrate South African culture.

Well done to Year 12 students Favour Ukah (tutor) and Liana Sabetian (co-choreographer) who worked tirelessly to make this group happen.

New Zealand Linguistics Olympiad

By Ana Gerzic

The Linguistics Olympiad is a new competition, which challenges participants to use language data to solve logic problems. In February, a team of 15 Rutherford students from Year 11-13 took part in the first round of the New Zealand Linguistics Olympiad. Despite the short amount of time they had to prepare (only three weeks), the students scored some awe-inspiring results in the contest that attracted those with superb problem-solving, reasoning and code-cracking skills. Two of our students, Rawiri Hohepa and Hana Vause were in the top 10% in New Zealand, while Tjiele Poata and Andrew Woodburn were in the top 20%.

Events like these are currently held in Australia, the UK, the USA and 26 other countries. Although only in its second year, the New Zealand Linguistics Olympiad has gained plenty



of popularity around the country with 300 participants from five regions taking part in 2016.

Throughout Term Three and Four the students have continued to prepare for the NZ Linguistics Olympiad in 2017.



Cultural Awards

JUNIOR MALE PERFORMER OF THE YEAR – MICHAEL CLARKE

Michael has been involved in Kapa Haka, Junior Music, Junior Dance and Studio Show.

JUNIOR FEMALE PERFORMER OF THE YEAR – RACHEL JEUNG-MCINTYRE

Rachel has been involved in Studio Show, Concert Band and School Production.

SENIOR FEMALE PERFORMER OF THE YEAR – ASHLEIGH FOLEY

This year, Ashleigh was involved in School Production, Cultural Committee, Kapa Haka, Luv Music, Scholar's Assembly, Pasifika Students Association, Student Council, Unicef, Te Atatu Anzac Parade and Inspire 2016. She received a Parliamentary Scholarship and Internship as Political Rep for Phil Twyford. She was also a Rutherford Day Performer, Peer Mentor, Tohea Contributor and Deputy Head Girl.

SENIOR MALE PERFORMER OF THE YEAR – REX KENNEDY

Rex has been involved in Model UN Assembly, Model UN Diplomacy, Peer Mentor, Production, Senior Plays, Luv Music, Music Month Musicians, Concert Band, Cultural Committee, UNICEF at Rutherford and Theatre Sports. He was also a Sculpture Trail Volunteer, Tohea Contributor and Rutherford Day Performer.

OUTSTANDING CONTRIBUTION TO PERFORMING ARTS – ALEISHA RITCHIE

Aleisha is the Captain of the Cultural Committee. This year Aleisha has worked tirelessly behind the scenes at Studio Shows and Drama performances. She is always working hard to make sure the Cultural Committee are informed of their jobs at functions, she also runs the communication section through our Cultural Committee Facebook page making sure everyone is up to date with what is happening in the school regarding Performing Arts. Aleisha's leadership skills have been a huge asset to the Cultural Committee.



DUX ARTIUM – JARROD KLOOSTER

Jarrold wears many hats at Rutherford College. He is the Deputy Captain for the Cultural Committee, Deputy Head Boy, a Peer Mentor and member of the Student Council, you will always find Jarrold in a leadership role in whatever activities the school has on.

Jarrold is a talented performer who is involved in Dance and Drama. This year Jarrold was cast as Fern (The Butler) in the school's production of Dracula. His performance was outstanding and even though Jarrold was suffering from a sore throat and a cold he carried on like a true professional and gave it his all. Drama teacher Miss Wilson says "Jarrold is such a committed student and a real joy to have in the class."

At the end of May, Jarrold was a performer at the You Dance Festival. The team from You Dance were invited to perform at the annual Tempo Dance Festival. Jarrold also performed in both Studio Shows at school which showcases the Teachers and Students choreography. These shows are always a community favourite.



Sports Awards

SENIOR SPORTSWOMAN OF THE YEAR

Nominees: Alex Mackenzie, Aimee Grogan, Abigail Ulrich, Shelley Huggins

AIMEE GROGAN

Aimee has made the most of her sporting opportunities since joining the College. Her main focus has been Netball in which she has been part of the Premier team since Year 9. Aimee captained her team to gain 1st place at the West Auckland premier netball competition.

She continually encourages the development of her younger peers and is a real team player, always added value to the team environment. Aimee is an outstanding all-round sportswoman being the Rutherford Athletics Champion 2013-2016



SENIOR SPORTSMAN OF THE YEAR

Nominees: Oliver Bonner Hutton, Alex Burden



ALEX BURDEN

Our Sportsman of the Year is a very deserving recipient. Alex Burden is a strong performer in every code in which he participates and is a great example of an all-round athlete.

Alex excels in Athletics, Football, Water polo and Orienteering where he received 1st place in the Western zone championship going on to compete at the Regionals. Alex embodies the Rutherford attributes and his loyal and humble nature makes him a popular and respected student.

OUTSTANDING ACHIEVEMENT IN THE SPORTING FIELD

This Award is given to a student who has excelled in a team or individual sport, regional or national honours. This does not have to be a school sport.

Junior Nominees: Kaila Ru, Odessa Lawson, Joshua Larking



KAILA RU

Kaila has continued to fashion an outstanding record in Athletics over the past 12 months. Kaila has won numerous medals at Regional, National and International competitions.

She is the Rutherford College Junior Athletics champion and holds the school record at Triple Jump. Kaila has also found time for Volleyball this year showing her versatility and all-around abilities.

Senior Nominees: Maia Tomia, Mathew Oxenham, Montel Tivoli, Cameron Brown, Lydia Turua- Quedley, Jennifer Rose Reu, Zane Kingi Abrham, Piripi Pakinga



MONTEL TIVOLI AND MATHEW OXENHAM

Montel and Mathew have represented the school with distinction in their chosen sports, Montel in Weightlifting and Mathew in Wrestling. Throughout the year, these talented boys have won a Gold and Silver medals at various regional, national competitions. The dedication, time and commitment invested into their sport has been above and beyond what is expected of such a young athlete. They are both very confident young men with incredible determination and always gives a solid performance each time they compete.

DUX LUDORUM

Nominees: Montel Tivoli, Mathew Oxenham, Cameron Brown, Jennifer Rose Reu

CAMERON BROWN

We are very proud of Cameron Brown and his achievements in the sporting arena this year. As one of just two school students in the squad, Cameron was chosen to represent New Zealand in the U20 Football team aiming to be the Oceania Qualifiers at the OFC U20 Championship next year.

This is a significant outcome for a young man who plays with heart every time he steps onto the field and is a reflection of the hard work



he has put into his game. Cameron played for the Rutherford College 1st XI Team and was a member of the City Youth Team for two years playing in the national league. Last year Cameron received a trial for the Birmingham City FC Club.

SPORTSPERSON OF THE YEAR

This award is presented to those students who has performed at the highest standard in their chosen **College** based sport(s). They have been an ambassador for the school and the sport, have an outstanding level of sportsmanship and contributed to school sports specifically performance, skill, commitment and reliability

Junior Sportswomen of the year

Nominees: *Mollie Tagaloa, Odessa Lawson, Kaila Ru*



MOLLIE TAGALOA

Mollie is a genuine sports person and displays the qualities inherent in good sportsmanship and is an inspiration to her peers, demonstrating qualities of loyalty, humility and leadership and who has excelled in his chosen Sport of Touch. Mollie is involved in Basketball and received Junior Player of the Year and also finds time to help coach the Under 15 Girls Basketball team.

Junior Sportsman of the Year

Nominees: *Joshua Larking, Matthew Darrah, Nathan Bonner Hutton*



JOSHUA LARKING

Joshua has represented the school with distinction at Football and competed at the Western Zone coming 1st and Central Zone athletics in 1500m placing 4th. He is captain of the Auckland Under 14 Football Team, and competed at the Kanga Cup, the largest youth football Tournament in the Southern Hemisphere, held in Australia. Joshua is also in an Auckland team and was selected to join the NZ National Talent Centre Squad. Only elite players are invited to this academy.



TEAM OF THE YEAR – PREMIER NETBALL TEAM

In selecting team of the year we consider a team that is highly successful in a competitive grade, shown significant improvement over the duration of the season, performed at a high standard, and mutual respect between players, coaches, managers and officials.

Nominees: *Football 13th Grade Boys, Open Girls Basketball, Premier Netball, Senior Boys Softball*

The Premier Netball team has shown true team spirit both on and off the court. They were placed 1st in the Premier division at the West Auckland Championships. An outstanding season from this bunch of girls. With this result the students headed to the Upper North Island Secondary School Netball Championships with a confident attitude. Playing two games per day the Premier team placed 17th with a nail biting final game against Westlake winning by 1 point. Thank you to Nadia Loveday (Coach) and Mrs Wilson who gave up their time to help share their knowledge and tips of the game.

PRINCIPAL'S AWARD

The Principal's Award is given in recognition to a student who has stood out amongst the others in going the extra mile. This is a student that has showed sporting loyalty throughout their time at school. This trophy is given to a Year 13 student who stands out for showing Outstanding Contribution to Sports over the past four years; who has fully embraced the Rutherford Way; who is a role model to their peers and junior students and who exceeds all expectations in their attitude and commitment to their sporting endeavours.

Nominees: *Shanae Jansen, Aimee Grogan*

Shanae Jansen

Shanae is the Sports Captain for 2016. Over the course of the years Shanae has taken on many roles to help promote sport at Rutherford College. The dedication, time and commitment Shanae has invested to sport at Rutherford is above and



beyond what is expected of such a young student. She has been very encouraging and inspiring to her younger peers. Shanae has been involved in the organisation of the school athletics and swimming sports day, and competed at the Western Zone swimming championships. She also has helped out the local primary schools by umpiring and running the inter zone netball field days. Shanae took on the role of student coach for Netball and Water Polo. Shanae has competed in the following sports for Rutherford College: Dragon Boating, Cricket, Lawn Bowls, Basketball, Swimming, Water Polo and Netball.

Top Teams



OPEN GIRLS BASKETBALL

1st in Open Girls and 4th at Auckland Championship

Under the watchful eye of Slav Ah-Hing the girls took out Gold at the West Auckland Open girls Division which qualified the team to attend the Greater Auckland Basketball Championships where they were placed 4th. Rutherford has been lucky to have Slav on board with his expertise of the game. Thank you Slav and we hope you will be part of your Rutherford Family again next year.



ORIENTEERING

Congratulations to the following students that made the finals for the regional Orienteering Championships.

Senior Boys – Alex Burden (1st), Royce Craigie and Rawiri Hohepa

Senior Girls – Olivia McIntyre, Caitlin Bailey

Intermediate Girls – Jennifer Lowe, Danielle Huggins

Junior Boys – Tamati Hohepa

Junior Girls – Emma Bailey, Lara Craigie, Macy Lynch- Blossie

ROWING

Students competed at the Head of Harbour, Mighty River Power and North Island Secondary Schools and had some fantastic results season. Four students competed at the Maadi Cup in Twizel.



U15 BOYS BASKETBALL

1st in the Under 15 Development Grade

This group of lads had enthusiasm to burn with next to no basketball experience at the beginning of the season. It was their passion combined with the invaluable contribution from Kevin Goodwin as coach and mentor that saw this young team rocket through the season with growing confidence, eventually taking out first place in the Under 15 Development Grade. We are so grateful for the input Kevin had over the season developing a life-long connection to the sport for a large number of these boys.



HOCKEY

1st XI Hockey

An almost invincible season this year meant the Girls First XI Hockey team was a force to be reckoned with in their grade with a technicality robbing the team of possibly taking out pole position for the season. We would like to acknowledge the impact Mr Simpson had on the skills and fitness of the team as well as the tireless work Miss Ah-Sam completed in the background to ensure the success of the team overall.

SQUASH

Ms Kopittke marshalled a group of very dedicated and fit young squash players through this season. The demands of the game are immense but the teams enjoyed great results: Team 1 Open B Boys took out 1st place in the Western Zone, Team 2 Open B Boys were 3rd and the Open B Girls were 3rd in the Central Zone. Rutherford College has a bright future on the squash court.

SENIOR MIXED TOUCH

A successful season for our mixed team at the Western Zone Competition taking 2nd place.



PREMIER NETBALL

1st in West Auckland Premier Division

An outstanding season from this bunch of girls. With this result the students headed to the Upper North Island Secondary School Netball Championships with a confident attitude. Playing two games per day the Premier team placed 17th with a nail biting final game against Westlake winning by 1 point. This is a step up from last year coming 24th. A huge Credit to these girls. Thank you to Nadia Loveday (Coach) and Mrs Wilson who gave up their time to help share their knowledge and tips of the game.



13TH GRADE FOOTBALL

2nd in the Junior Auckland Championships

This is the first time since 1980 that this age group football team has made finals. The road to success didn't come easy having to play schools such as Avondale, Mt Albert and St Peters, then meeting Auckland Grammar in the grand final going down 2-0. Rutherford is very proud of all the students that participated, watch this space we have some future "All Whites" amongst us. To Rory Carroll-Maher thank you for your endless hours dedicated to this team.



SOFTBALL

The senior teams competed with amazing spirit throughout the Auckland Secondary School Softball Tournament and with both the girls and boys teams winning the Division 2 Championships. The boy's team had a challenging yet successful season playing against top teams throughout Auckland and were placed 4th in the championship.



RUGBY FIRST XV

How fantastic to see Rutherford College fielding a First XV this year. The mix of experience and raw talent within the team was nurtured by Mr Riddell with some gruesome fitness sessions starting at 6.30am on Mondays. This, along with their regular training sessions, resulted in a positive season with the team ending up in a great semi-final. The sense of brotherhood within the team is palpable and we look forward to good things from some of the younger players next year.



DRAGON BOATING

Each week a group of 45 students headed to Westhaven to train for the Auckland secondary Schools Dragon Boating Festival. After training hard for six weeks the Mixed A Team- received Silver in the 200m and 500m. The main highlight of the day was the Rutherford Chant taking out 2nd Place.

New Zealand Representatives

What a fantastic year it has been seeing a number of noteworthy achievements by our students across all sporting codes.

Rutherford College is very fortunate to have these gifted students attend our school. The range of sports in which our students have reached Representative New Zealand is diverse. These are all students who gained the edge through a strong determination, hard work and mental toughness to succeed. Congratulations to the following students:



ODESSA LAWSON

Basketball

Odessa was a member of the Waitakere U15 Girls Basketball Representative team which played in multiple tournaments and was selected in New Zealand Koru U14 Girls Basketball team in which she captained.



HARRISON LOUDON

Softball/ Baseball

Harry was a member of the New Zealand U15 International Softball Academy and the New Zealand Under 15 Baseball Team. Harry travelled to Japan and competed in the World Under 15 Baseball championships.



JENNIFER-ROSE REU

Touch, League Tag, Netball

Jennifer excelled in Touch and was a member of Auckland under 17 Girls, Auckland Under 21 Girls' and New Zealand Under 18 Girls. She also shone in league tag gaining a place in the Counties Under 18 Girls League Tag, New Zealand Under 18 Girls League Tag Team which competed at Trans-Tasman championships placed 2nd.

Jennifer competed at the World Cup League tag championships and was a member of New Zealand under 16 Girls Team which were placed 2nd.

At netball Jennifer played in the Super 14 Netball completion and was selected in the Waitakere Under 17 Netball Representative team.



CAMERON BROWN

Football

Cameron has represented the school with distinction in his main sport of Football. Cameron is a member of the NZ Under 20 Football Team competing in Vanuatu being the youngest player in the team. He plays for the City Youth football team that competes in the national league. Cameron also received a trial for the Birmingham City FC Club.



PIRIPI PAKINGA

Waka Ama

Piripi was a representative in the New Zealand Under 16 Waka Ama sprint team that competed at the Worlds placed 1st w12 500m, 1st w6 1000m and 2nd w6 500m.

He was also a representative of the New Zealand Waka Ama sprint team that competed at the Nationals for his club (Waitakere Outrigger Canoe Club) placing 7th w1 singles 500m, 2nd w6500m, and 2nd w6 1000m, 1st w12 500m.

Piripi then competed at the New Zealand Secondary School Championships receiving 4th place in the w1 singles 500m.



NATIONAL REPRESENTATIVES



ZANE KINGI-ABRAHAM

Waka Ama

Zane was a part of the New Zealand U19 Waka Ama Team that competed at the World Waka Ama sprints where they gained 3rd place in the w12 500m. He also competed at the New Zealand Secondary School Waka Ama championships receiving 4th place in w1 Singles 500m. He continued his journey competing at the New Zealand Waka Ama sprint Nationals for his club (Waitakere Outrigger Canoe Club) placing 7th w1 500m, 2nd w6 500m, 3rd w6 1000m, 1st w12 500m.



SIMON COOPER

Speed Stacking

Simon competed in the New Zealand National Sport Stacking Championship in Wellington and was named in the New Zealand Black Stacks Team which will be competing in Taiwan April next year in the World Sport Stacking Championship.



MATTHEW OXENHAM

Wrestling

Mathew has won numerous medals at Regional, National and International competitions in a range of weight classes in both Junior and Men's grades. At the Down Under International Tournament, he received New Zealand's most valuable player award and Co-Captained the New Zealand Team.

At the Oceania Championships in Hamilton (International) he was placed 2nd in the 76kg Freestyle Cadet, 2nd in the 76kg Greco Roman Cadet, The Auckland Secondary Schools Wrestling Championship, 2nd in Senior 74kg Freestyle, New Zealand Secondary Schools Wrestling Championship in Hawera Mathew received 1st in Senior 76kg Freestyle, BOP Championship in Tauranga (International with Wyoming) 2nd in the Junior 76kg Freestyle, North Island Secondary Schools Championship in Te Awamutu 2nd in the Junior 84kg Freestyle and 3rd in the Senior 86kg Freestyle, Downunder International Competition in Gold Coast, 1st in the 79kg Freestyle

Mathew was a member of the NZ Cadet Worlds Team which travelled to Tbilisi Georgia where he competed in the Under 76kg Freestyle. To top off all of Mathew's results, he received a Don Oliver scholarship this year.

LYDIA TURUA-QUEDLEY

Touch, League Tag

Lydia's main sport of Touch has seen her achieve some remarkable results. She is a member of the Auckland Under 17 Girls, Auckland Open Mixed. Lydia received a trial for the NZ Under 18, New Zealand Open Mixed camp and Under 20 NZ Invitational team. Lydia still found time to follow another passion of hers in League Tag. She is a member of the Auckland Open Women's and NZ Under 16 Girls Trans-Tasman team.



MAIA TOMAI

Judo

Maia was a member of the New Zealand Judo Team that competed at the Oceania Junior championships with her team winning gold.

MONTEL TIVOLI

Weightlifting

Montel has continued to fashion an outstanding record in Weightlifting over the past 12 months and he has been a Don Oliver scholarship recipient this year. Take a look at Montel's achievements.

Oceania Championship in Fiji placed 3rd Junior Section 105kg, Junior Boys won overall Best Junior Team Award. Montel made the Elite Training Squad for the 2022 Commonwealth Games. At the North Island Secondary Schools Championship he was placed 3rd 105kg Open Class, The Auckland Secondary Championship received 2nd 94kg plus and Best Male Lifter, New Zealand Secondary Schools Championships receiving 1st place

Montel has been selected for NZ Team to compete in Penang Malaysia at the Commonwealth Championship.



LEVI BOYD

AFL

Levi is a member of the AFL New Zealand Hawks Academy Selection Squad who played touring Australian Teams.

AYISHA ABIED

Kick Boxing

Ayisha is a member of the New Zealand Kick Boxing team.



Captains Reports

MONTEL TIVOLI



From the small shy kid I was to the confident ugly man-child I am now, Sport has played a huge part in my growth mentally and physically.

My main sport is Olympic Weightlifting. I love this sport because it challenges you mentally and physically. It drives me to become better and stronger in all areas.

I've been lucky enough to represent New Zealand four times on an international scale and hope to keep making my school and country proud.

Rugby is my school sport. Having the opportunity to play first 15 this year is unforgettable.

I was fortunate enough to be selected alongside Shanae Jansen as Rutherford College Sports Captain for 2016. There is so much talent at our school that goes unrecognised and our goal was to push them to represent our school.

These are the years we will remember most, our high school sporting years and it's been a privilege to be able to make these memories at Rutherford College.

A huge thanks to all coaching staff, all managers, all students, all parents and all those who have contributed to our sport in anyway, most of all a big thanks to the one and only Gill Bloxham. Gill puts in so much hard work for this school and it doesn't go unseen, your passion is so inspiring to us young ones, you make us believe in ourselves and back us 100%. We are all truly thankful for what you do.

SHANAE JANSEN



This year I have had the privilege of being sports captain at Rutherford. I have competed in a number of different sports codes during my time here,

every sports team I have played in and every team member I have played alongside has helped me blossom into the person I am today.

I would like to thank every coach, manager, and staff member that has bought the passion and dedication to the field that has motivated us as athletes to be not only the best player

we could be but the best person we could be. Without all the caring volunteers out there sports just wouldn't be the same at our school.

Well done to all the athletes that have put their time and effort into making sport at Rutherford a great place to be. Thank you to Gill for the neverending effort you put into making sports at run smoothly and keeping the committee in line, your hard work never goes unnoticed.

I have full faith that the 2017 captains and committee will continue taking Rutherford sport to great places. I see not only individual athletes and teams but I see a community bound together by the love for sport, our values and beliefs. I take pride in saying I was a Rutherford athlete and hope that the passion and love for sports carries on through the school.



Gill Bloxham – Sports Coordinator

I would like to express my sincerest thanks to the members of our community, staff, parents and senior students who have actively taken on coaching/management roles this year. Without volunteers putting their hands up to assist our students by coaching/managing/transporting we would not be as successful as we are.

To our sports students, congratulations on all of your achievements this year, your enthusiasm and Rutherford Pride while playing has been commented on frequently by members of the public. The sense of enjoyment you obtain from the sport you play makes the efforts of Sport Rutherford worthwhile.

To our Year 13 Students, thank you for your positive contribution to the sporting life of Rutherford College. This is an end to a chapter in each of your lives. We wish you well as you end your time with us and I hope when you look back these sporting moments will be the most memorable times here at school. We look forward to you keeping in contact and hope you will retain your special ties to Rutherford College.



Senior Leadership Team

Mr Gary Moore	Principal	BCom, DipTchg, DipSenMgmt
Ms Judy Farrar	Associate Principal	BA, DipTchg
Mr Bryce Wills	Deputy Principal	BEd, DipTchg
Ms Moira Kopittke	Deputy Principal	BSc, DipEdMgmt
Mr Carl Gibbons	Deputy Principal	BHSC (Physiotherapy), DipTchg
Mrs Miriam Sprague	Director International Students	T Dip PS, IPS, DipTchg

Curriculum Leaders

Mr Simon Ferguson	HOF English	MA, DipTchg
Ms Adeline Hsiao	HOF International Languages	MA (TESOL), BA (Japanese), DipTchg
Mr Adam Simpson	HOF Social Sciences	BSc, DipTchg
Mr Steve Shaw	HOF Arts Faculty	DipTchg
Mr Tony Stanton	HOF Mathematics	BSc, DipTchg
Mr Huw Thomas	HOF Science	BSc (Hons), DipTchg
Mr Mark Thompson	HOF Technology	NZCD (Arch), DipTechEd, DipTchg
Mrs Jenny Wilson	HOF Physical Education/Health	BSR, DipTchg

Deans

Mrs Lee-Anne Taylor	Director of Deans	MEdMgt (Hons), DipMathsEd
Miss Lindy Cumming	Dean Year 9	BA (Hons), DipTchg
Mr Drew Dunn	Dean Year 10	BPhEd
Mr Darren White	Dean Year 11, TIC Classical Studies	BA (Hons), DipTchg, PGCE
Mrs Fiona Bridges	Dean Year 12, CoL Across Schools	BSc, DipTchg
Miss Rosie Simpson	Dean Year 13	BSport, DipEd, Dip Science & Sport Mgmt
Mrs Julie Sibthorpe	Dean International Students	DipPE, DipTchg, GradDipTESOL

Teaching Staff

Mr Sherif Abdel-Latif	Technology	BE (Electronics & Communication), DipTchg
Mrs Nicola Adams	Asst HOF Science/TIC Biology (on leave)	BSc, DipTchg, PGCertEdLM
Miss Josephina Ah Sam	Mathematics, CoL Within School	BSc, MProfStud (Mathematics), DipTchg
Mr Toby Allen	English/ESOL	BA, DipTchg, Cert Adult Ed and Trng
Mr Willow Allison-Maxwell	Science/TIC Philosophy	BSc/BA (conjoint), DipTchg
Ms Rebecca Ball	Asst HOF English	BA, DipTchg
Ms Laura Bakker	Asst HOF Social Science, CoL Within School	BSc, DipTchg
Ms Gayle Balogh	TIC Commerce	Advanced Commerce Teacher's Dip, NZ Dip Specialist Subjects (Sec)
Mrs Katie Betanzo	English/TIC Media Studies, CoL Within School	BCS, DipTchg
Mr Johnny Brar	Mathematics	BSc, DipTchg
Ms Chris Brehmer	Guidance	BA, DipTchg, PGDipCouns
Mr Richard Breed	Music	BMus (Hons), DipTchg, DipHospMgmt
Miss Lindsey Brown	English	BA, BCom, DipTchg, Dip Music Theatre
Ms Lianna Burnett	PE/Health	BPhEd, DipTchg
Ms Robyn Butler Shaw	HOD LEAP/Sciences	JP, BSc, DipTchg



STAFF 2016

Mr Tyronne Calvert	Commerce/Student Assessment Manager, CoL Within School	MCom, BEd
Mr Rory Carroll-Maher	SOS, History, Classics	BA, DipTchg
Ms Saffron Conde	HOD LEAP/SENCO/English, CoL Across Schools	BA, DipTESSOL, DipEdPsych, DipTchg
Mr Simon Collier	TIC History/Social Studies	BA, DipTchg
Ms Leanne Cutfield	English	BA DipTchg
Mr Cameron Dempsey	Technology (on leave)	Adv T, DipTchg
Mr Robert Doak	TIC Outdoor Education/PE/Health	BRecEd, DipTchg
Mr Andrew Dodds	Technology	BSc (Hons) Design & Tech with QTS
Miss Perri Exeter	TIC Dance, CoL Within School	BPSA (Dance), Dip Tchg
Mr William Flavell	HOD Māori	MEd (Hons), BTchg, BA (Japanese/Māori), PGDipEd
Ms Ana Gerzic	HOD ESOL	MA (Hons) (Applied Linguistics), BA (Hons), DipTchg
Mr Kevin Gilmore	TIC Digital Technology	BSc (Computing), PGCertEd (ICT)
Mrs Annette Goulding	Science, Acting TIC Biology, CoL Within School	BSc (Biology/Psychology), DipTchg
Mr Kevin Greaney	Technology Hard Materials	BA (Hons) (Humanities), DipTchg
Miss Kim Greig	Visual Art/Photography	BVA, DipTchg, DipEventMgmt
Ms Fiona Halliday	English	MA (Hons) (Linguistics), DipTchg
Mrs Jessica Hart	PE/Health (on leave)	BPhEd
Mrs Deborah Hatcher	English	BA, DipTchg, Dip Anthropology
Miss Rachel Hill	Japanese, English, Drama, ESOL, SOS	BA (Japanese & Linguistics), DipTchg, Dip Screen Acting, GDipEng
Ms Donna Hutton	HOD Tārangawaewae/TIC Library	MEdAdmin (Hons), BEd, DipSEd, DipTchg
Mr Peter Jefferies	Skills Pathways/Maths	BEd (Hons)
Mr Graham Johnson	Director of Guidance & Student Support	BEd, PGDipCouns, PGDipEdAdmin, PGDipTchg, PGDipT.O.D., PGDipA.O.D
Mr Stephen Joyce	History/TIC Classics (on leave)	MA (Hons)
Ms Deborah Lehndorf	PE/Health	BPhEd
Mrs Elizabeth Lim	Mathematics/Physics (on leave)	ME
Miss Heidi Liu	Mathematics	BSc, DipTchg
Mrs Karina Lupton	TIC Hospitality and Early Childhood	Higher Dip in Tchg
Miss Gabrielle McKenzie	SOS, Geography	BSc, BA, DipTchg
Ms Kathryn Malloy	Food/Hospitality	BSc, DipTchg
Mr Fatmir Mani	Mathematics	BA, DipTchg
Mr Nathan Matai'a	PE/Health	BSc, DipTchg
Miss Kathleen Morris	Tārangawaewae	DipTchg
Miss Molly Nepe	TIC Fabric Tech/TIC Food Tech, CoL Within School	BEd, DipTchg
Mr Michael Nola	Mathematics	
Miss Emma O'Flynn	Science/ Physics	BSc, DipTchg
Mr Robert Paterson	TIC OED/PE (on leave)	BPhEd
Mrs Gail Paul	TIC Skill Pathways/Mathematics	BEd (Hons)
Mr Phillip Place	TIC Engineering/Technology, CoL Within School	BEngTech, PGCert Applied Practice
Mrs Shirley Ratima	Info Tech/Economics/Comp Applications	T Dip T, IPS, DipTchg, NZDip in Specialist Subjects
Mrs Jeanette Reid	HOD Careers	National Dip Business Ed, DipTchg, GCert Career Development, NZDip in Specialist Subjects (Secondary)
Mr Jonathan Riddell	Science/Chemistry	BSc, DipTchg
Mr Jordan Roberts	PE/Health	BPhEd
Mr Jeff Ruha	Māori Development Coordinator	BMPA



Ms Petra Scheffer-Cosslett	TIC German	BA (Hons), DipTchg
Ms Annie Shakoor	TIC Junior English	MA, BEd
Ms Carolyn Shaw	Visual Art and Design (on leave)	BA (Hons)
Mr Jeff Silby	Science/Biology	BSc, DipTchg
Dr Asha Singh	Science/Biology/Specialist Classroom Teacher	BSc, MEdAdmin, EdD
Mr Saileshwar Singh	Tārangawaewae	MProfStuds (Hons), PGDE, BEd, TC
Mr Fa'avesi Talamaivao	Asst HOF Mathematics	BEd, DipTchg
Mrs Kerry Taula	TIC Music/Social Studies (on leave)	BA
Mrs Maxine Tipa	Social Studies/Travel	BA, DipTchg
Ms Theresia Van Wingerden	Science/Chemistry	NZCS Chemistry, BioChemistry, DipTchg
Ms Marina Vdovina	Mathematics	BSc, DipTchg
Mr David Wade	TIC Chemistry/Science	BSc, DipTchg
Mr Caleb Webb	English	BA, DipTchg
Ms Ildiko Welsh	Science	BSc (Microbiology), DipTchg and Lrng
Ms Raewyn Westaway	English	BA, TTC
Mr Blair White	Asst HOF PE/TIC Health	BEd
Mrs Joanna Wilkinson	PE/Health	BEd, DipTchg
Ms Tania Wilson	TIC Drama	BA, DipTchg

Non Teaching Staff

Ms Judith Copas	Executive Officer	
Mrs Sheena Davis	Principal's PA	
Mr Bret Carman	Property Manager	
Ms Michelle Arnold	Administrative Assistant/ Tārangawaewae	
Mrs Lynda Bennett	Staffroom Support	
Mrs Trish Bettridge	Science Support	
Ms Cathy Black	Careers Assistant	Dip Career Guidance
Miss Gillian Bloxham	Sports Coordinator	
Mrs Maureen Brown	Tārangawaewae	
Ms Andrea Cameron	Director of Community Education	
Mrs Linda Cavanagh	Resource Assistant	
Ms Jennifer Chen	Speech Language Therapist	
Mrs Jan Darke	Resource Manager	
Mr Paul Dovey	Groundsperson	
Mrs Lyn Dyson	Technology Support	
Ms Dianne Eade	LEAP Teacher Aide	
Mrs Helen Fullerton	English Resources/Social Sciences Resources	
Ms Alyssa Hackshaw	LEAP Teacher Aide	
Mrs Sue Hackshaw	Accounts Payable	
Mrs Miriam Hilliard	Accounts Receivable	
Mrs Jo Huggins	Maths Support	
Ms Bing Xu Joe	Nurse	
Ms Sharon Keeley	Tārangawaewae	
Ms Kesi Koloni	Tārangawaewae	



STAFF 2016

Ms Bronwyn Krissansen	Arts Coordinator/Support	T.D.I adv, N.Z.A.M.D lev 9 tap
Mrs Sonia Lakeman	Receptionist (on leave)	
Miss Kimberly Lakeman	Administrative Assistant	
Miss Hannah Lealiiee	Library Assistant	
Ms Deborah Leigh	International Administrative Assistant	RN, RM
Mrs Grace Luong	ESOL Aide	
Mr Neil Martin	Technology Support	
Mrs Wahine McCarthy	Gateway Administrator/ AWVA Administrator	
Mrs Beverley MacKenzie	Health Assistant/Stationery & Uniform	
Ms Materoa Moses	LEAP Teacher Aide	
Ms Denise Neilson	Receptionist	
Mrs Val O'Gorman	Nurse/ Health Clinic	SRN, MN, PG Dip Health Science
Mrs Jane Sadler	Data Manager	
Mr Jared Veale	Network Administrator	
Ms Lois Wacangan	Occupational Therapist	
Ms Ellen Jane Waetford	Attendance Officer	
Mrs Clare Wheeler	LEAP Teacher Aide	BSc (Biology, Env Sci)
Ms Delwyn White	Tārangawaewae	
Ms Claire Wihongi	Physiotherapist	
Ms Linda Wilson	Library Assistant	
Mrs Sang A Yoon	Community Education	

BOT

Mrs Kate Gohar	Chairperson
Mr Jeremy Tunks	Deputy Chairperson
Mr Mike Hirst	
Ms Amanda Bennett	
Ms Sera Schwalger	
Mr Keegan Tunks	Student Trustee
Mr Simon Collier	Staff Trustee
Mr Gary Moore	Principal



Jessica Fleet – Y11 Photography



Stephanie Knight – Y11 Design





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