



*Rutherford  
College*



# 2017 Yearbook

*Tohea – To strive for personal excellence*







# 2017 CONTENTS



- 2** Principal's Report
- 4** Prefects' Report
- 6** Initiatives
- 8** 2017 Top Scholars
- 10** Senior Prizegiving
- 12** Scholars' Assembly
- 14** Annual Rutherford Day



- 18** School Ball
- 20** Mathematics
- 22** English
- 24** Social Sciences
- 28** Science
- 31** Technology

- 36** Mechatronics
- 37** Mahi-a-toi
- 38** Physical Education and Health
- 40** Outdoor Education
- 41** Gateway
- 42** Careers



- 44** Visual Arts
- 46** LEAP Accelerate & Extended Programme
- 48** International Languages
- 50** Te Reo Māori
- 51** Tūrangawaewae
- 52** ESOL and International Students



- 54** Community Education
- 55** Drama
- 56** Dance
- 58** Music
- 59** PSSP & Junior Council
- 60** Cultural Committee & Awards
- 62** Kapa Haka



- 64** Cultural Groups
- 66** Sports Highlights
- 70** Sports Leaders
- 72** Sport Captains
- 73** 2017 Staff



Principal Mr Gary Moore

# Principal's Report

*2017 has been another great year in the history of Rutherford College and it is my pleasure to report on the progress, success and the possible next steps for Rutherford College.*

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 while at school and then beyond.

## 2016 NCEA RESULTS SUMMARY

**Level 1-** In 2016 the Level 1 pass rate was 75.7% compared to 78.2% the previous year. All endorsement percentages across the three levels of NCEA are above national averages. At Level 1 the combined percentage of students who were endorsed was 59.7% of successful NCEA candidates at Level 1 with 37.4 % achieving merit and 22.3% achieving excellence.

**Level 2-** Level 2 pass rate is at 78% compared to 86.5% in 2015. The combined endorsement percentage at Level 2 is 43.2% with 15.5% achieving excellence and 27.7% achieving merit.

**Level 3-** The 2016 pass rate of 71.4% compares to 71.4% in 2015. 50% of students who attained level 3 did so endorsed with either merit or excellence. 38.6% endorsed with merit and 11.4% with excellence.

## SCHOLARSHIP SUCCESS IN 2016

We were once again the best performing school in West Auckland in Scholarship with a total of 20 scholarships including one outstanding. Vishal Jamnadas with three individual subject scholarships will receive \$2000 for three years. This is the 5<sup>th</sup> year running that Rutherford has had a student in this bracket of national excellence.

ERO acknowledged in their 2017 review that that "the school has a strong commitment to all students reaching their potential; ATOM: achieving to our maximum."

## EDUCATION REVIEW OFFICE

We had a very successful ERO visit in Term 1 2017 with the following comments highlighting the positive direction of our school. About relationships, ERO commented that: "Students are proud of their school. They seek opportunities for leadership, enjoy positive and supportive relationships with teachers and benefit from inclusive and culturally responsive educational practices."

In terms of preparedness for

sustainable performance ERO highlighted that "The school is well placed to sustain positive changes and continue to improve its performance. The energised school leadership team works collaboratively with clearly delegated school wide roles and responsibilities." School developments are strategically aligned and well- managed."

## OTHER KEY MOMENTS AND HIGHLIGHTS

In 2017 we have had some wonderful events within our school.

Our Rutherford Day guest speaker was former Head Boy Pio Terei. Pio entertained us and spoke of the wairua and whanauangatanga that permeated the school in his time at Rutherford. He highlighted his recent experiences of seeing this care and kindness continuing to be important and that is the foundation for what we believe in across our community. Pio impressed with his humanity, humility and humour and provided the highlight in a day filled with highlights.

At the end of Term 3 we held an honours ceremony for all previous kaitataki tane and wahine of Te





Kōtuku. The evening attended by 200 people saw the unveiling of a new honours board with the names of all the previous leaders of Te Kōtuku dating back to 1970 when the group took its first baby steps.

On the local sporting front a number of teams had successful seasons. Our Senior Girls Volleyball Team won the Premier Central –West Division and capped this off with a best ever finish in the top division at Nationals. The 1<sup>st</sup> XI Boys Football team for the second time in recent years were successful at National level winning the Trident Trophy in Hamilton with an eight from eight record. Two of our junior football teams won their divisions as did one of our Senior Girls Netball teams. At the end of 2016 our junior boys Australian Rules team won the North Island Championships.

## FACILITIES

The first stage of the improvement to D Block and in particular our Science Faculty began with two Laboratories being fully upgraded starting in Term 4 and expected to be ready for the start of Term 1 2018. The front of the school received a partial upgrade with the installation of a new electronic sign, a new fence and the construction of a new landscaped garden at the front of the administration block.

Looking ahead the roof of the administration block and Hall will be lifted and redone. The expected timeline for this is currently scheduled for the end of the 2018 academic year. In the early part of 2018 concept plans will be drawn up for the replacement of the Old Library at the front of the school to be removed and replaced with a new administration block. The drama room will be relocated to the existing staffroom to bring together all areas within performing arts. The existing administration block will be converted to the staffroom. These plans are set to roll out in 2020-2021.

## IN CLOSING

What will serve you well in your future travels and endeavours?

What does striving for personal excellence and developing the habits of mind for achieving to our maximum look and sound like at Rutherford? At Rutherford and in life you never compare yourself to the best that others can be, only to the best that you can be.

What lifelong learner capabilities or competencies do we value?

The following are 10 positive behaviours for learning that people who display respect, responsibility and have integrity possess. They create the foundation for the ongoing pursuit of personal excellence. They require zero talent and you can control them.

- Being on time
- Work ethic
- Energy and effort
- Body language
- Passion
- Doing extra
- Being prepared
- Being coachable
- Kindness
- Attitude

To all those who of you who move on, my best wishes. 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.

**Best regards**  
**Gary Moore**







# 2017 Prefects

*2017 has been the most fun year for the 26 prefects, we have not only grown closer as a team, but as friends too.*

This year has been a whole bundle of fun, carrying on the traditions the previous prefect team set, and also creating new experiences and traditions at Rutherford that can be carried on now too.

We all had different versions of what a Prefect meant to each of us, but the key things were to be a positive role model around school and outside, to serve our school and community by giving back. We all wanted to give back because Rutherford has helped us all

grow together, has helped us become culturally aware and most of all has helped us to aspire to be hardworking and kind people.

We started off our training in January where we planned the year's events and what we wanted to gain from this year. We also worked cohesively with the cultural and sports committee, as we work greater as a bigger team than as one. We learned the Rutherford Haka together which was pretty cool.

We have worked to implement a House System as we believe it increases competition and fun. We wanted it to carry on long after Swimming Sports and Athletics Day - even though we always fly together under the Kōtuku as a whole school whānau. The prefects 2017 helped plan the new names for the three houses that we have at

Rutherford. We decided to name them after Māori gods as we found it fitting that they were in Te Reo Māori and represented the part of New Zealand we currently live in, Auckland. Tama nui Te ra: yellow house, Tane Mahuta: Green house and Ruaumoko: Red house.

Our first major event was Valentine's Day, oooo la la! We dethorned over 1000 roses together on a Sunday for all the darlings who bought roses for their loved ones or secret admirers. Rutherford's Got Talent was planned earlier than usual and we had many juniors this year that participated! Man we have talent, we planned the auditions, and the big night with special guests The Kims, including our Head Boy Sang Hyun who won previously. We were all really nervous if people would show up, but man there was a





## PREFECTS REPORT



line all the way down to the gate. We had the biggest turnout to date. All the hard work payed off, a special thanks to Rex, Maia and Jordan. Well done to Briana Jade who took out 1st place!



As it has been a tradition for many years now, we ran a slave auction in the hall along with an awesome promo video. We carried on and raised over \$984 altogether from selling daffodils and for the slave auction, all for New Zealand Cancer Foundation which is the current record! The slaves were Sang Hyun, Shelley, Brendan, Cameron, Antonio, Mr Carroll, Mr White and Mr Calvert, who was shocked that he only went for \$20! That's economics for you.

Rutherford Memorial Day on Friday was the best yet, Pio Terei told his hilarious and heartwarming story! Also the prefects were practicing behind the scenes waiata for the big day, including Kōtuku E, Nga Iwi then the school Haka to show respect and mana towards Pio. Prefects, Te Kōtuku Kapa Haka and Tūrangawaewae all came together and it was a heartfelt performance.

Another house competition we ran was Rutherford's Family Feud. Many teams got involved and battled the

questions; it was a very good laugh and a lot of fun to run. We also ran a whole school family feud in the hall, was a lot of fun with lolly scrambles and quizzes.

We've worked together with the Student Council in creating a Junior Council and on their major community project of the year, a visit to Ronald McDonald House to donate home baking.

Overall, we have more than we had hoped for the amount of ups, but also downs. That's okay however because we have learnt how to become mature leaders who have the ability to delegate and serve others. We are now a group of friends taking away memories that we will never forget. Our high school journey is over, and we're ready for a break and to see what awesome people are taking up the challenge next year to be part of the Rutherford Prefect legacy. Arohamaī, arohaatu. Love received, love returned.



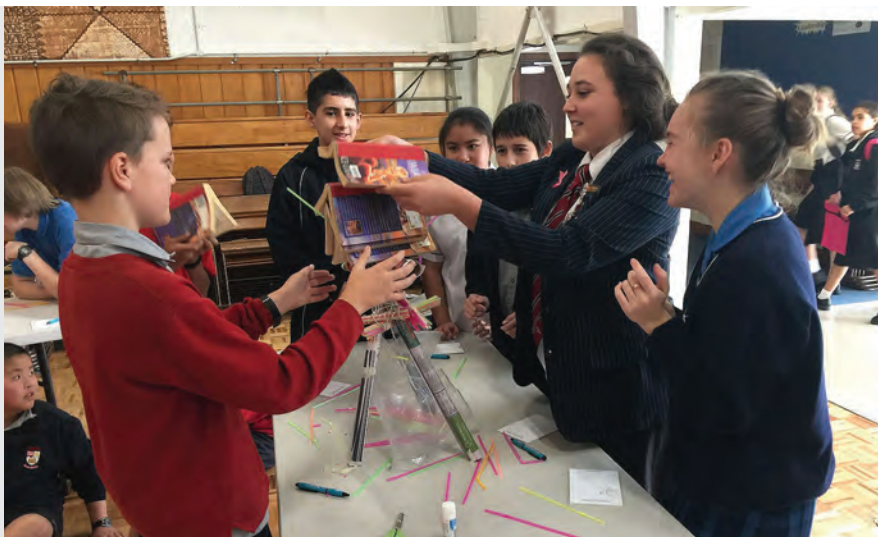
**Back Row:** Tanvi Kemkar, Sabrina Wong, Katie Gordon, Melanie White

**3rd Row:** Katalau 'Ahome'e, Jordan Denton, Rianna Leota, Favour Ukah, Ezra Pirika, Jennifer Lowe, Maia Smith

**2nd Row:** Jaymee Wharerau, Leo Ballantyne, Brendan Gumtau-Ryan, Ryan Sabich, Kyle McCamish, Cameron Brown, Mathew Oxenham, Antonio Bonkovich, Mr Moore (Principal)

**Front Row:** Caitlin Lorigan, Rex Kennedy, Shelley Huggins, Ms Farrar (Associate Principal), Sang Hyun Kim, Petra Saecker-Battley, Rawiri Hohepa





## Ko Kiri Tahī - Te Atatu Community of Learning

**EMPOWERED / INNOVATIVE / CONNECTED**  
**GROWING A CRITICAL THINKING, CARING, CREATIVE COMMUNITY**

2017 HAS SEEN THE TE ATATU COMMUNITY of Learning continue to build strong relationships between our nine schools and embark on new initiatives that support the growth of our ground-breaking CoL.

At the start of the year we were joined by Auckland University's Dr Kay Twyford, our Expert Partner. As part of her work with our CoL she has facilitated our deep learning of rigorous inquiry and evaluative probes

to measure our progress. Through Dr Twyford, we were lucky enough to host the widely respected Professor Helen Timperley. Professor Timperley's insight into the Spiral of Inquiry as a framework for transforming learning in schools was not only inspiring for those who were lucky enough to attend, but will form the foundation for our CoL work.

As part of our vision of building clear and transparent pathways between

schools, members of the Rutherford College team took a group of prefects and Year 9 students to both Rangeview and Te Atatu Intermediate Schools. While there, the College students (joined by Year 8s) participated in a series of challenges designed to build relationships between students across the schools. Enjoyable and informative, the activities were also designed to answer questions that the Year 8 students had about starting College. Our participation in the Te Atatu CoL is helping to build strong connections between schools and ultimately, lead to increased student confidence and school success.

Our Community of Learning has grown strong relationships that are mutually supportive. We now look forward to sharpening our collective gaze onto the most significant challenge facing all New Zealand students; improving ability in writing. Writing has long been the lowest of New Zealand National Standards and all of our individual schools have been exploring this challenge within their own context. We will now embark on a collaborative inquiry into how we can raise achievement in writing across our nine schools.

## PB4L (Positive Behaviour for Learning)

PB4L HAS BEEN IN RUTHERFORD since 2014 when the initial training of the team began. PB4L is based around teaching the correct behaviour when the inappropriate occurs, which significantly improved the desired behaviours.

PB4L involves all staff and students within the school and associated school activities and is set upon a range of agreed behavioural expectations or values.

The four values are Integrity / Pono, Responsibility / Manaakitanga, Respect / Whakaute and Excellence / Kairangi.

Students who continually display one or more of these expectations are rewarded with a TOHEA token. These

are then exchanged for one of a variety of rewards that are available through the PB4L Token Shop.

PB4L relies on having robust systems and everyone (students and staff) knowing and following them at all times. By teaching, reinforcing, displaying and rewarding appropriate behaviours the need for punitive punishment is reduced and less disruption occurs in classes.

Restorative Practice is aligned with PB4L principles as staff are trained with the skills required to undertake Restorative Meetings.

Rutherford has entered into a three year programme to upskill all staff in Restorative Practice. We are now halfway through the first year,

with our SLT and many HOFs already trained.

Restorative Practice aims to have students reflect on their behaviour, identify what was inappropriate and come to identify what is the appropriate behaviour for the time.

Using the correct processes it is also the opportunity for repairing and strengthening relationships when incidents occur.

Using both PB4L and Restorative Practice instead of punitive measures (which have been proven not to change inappropriate behaviours) the rates of stand downs and suspensions are reduced and the learning environments are more conducive to improved learning.





## DEVICES FOR LEARNING (D4L)

YEAR 9 STUDENTS WERE requested to bring a device to school for their lessons this year. The use of computers and access to the internet provide students and staff with the opportunity to experience a diversity of teaching strategies, and allow students collaborate together to enhance their learning. The platform used at Rutherford College is Google Classroom. This enables students to access their school work "anytime, "anyplace". Teachers have been increasing their use of Google Classroom to enable students to access copies of resources that are used in class. This also assists students who are absent from school to catch up or even to continue with their work while not at school.

Throughout the year, curriculum areas have been working on identifying the best way to use digital tools to enhance student learning. Each curriculum area has a staff member who is part the D4L team. This teacher



is able assist and support staff to increase their capability and confidence in using digital tools in their subjects to grow teacher expertise.

At the start of the year, all Year 9 students were given a cybersafety

talk by Constable Stanko, to increase their awareness of the potential risks involved in social media connections, and give them strategies and advice on keeping themselves safe online.

## ATOM – Achieving To Our Maximum

ATOM IS IN ITS FIFTH YEAR – marking the anniversary of one whole cohort to go through the program. When we started in 2013 one of the main kaupapa was to augment connectedness between the College and the community, specifically parents and caregivers. There were many key outcome indicators for this but the main two have been attendance at the PST (Parent-Student-Teacher) Conferences and the feedback from parents via online surveys.

The attendance at the conferences have been positive by whānau and I would like to thank the whanau who have made it to these valuable conferences. Research tells us that schools cannot maximise student

success alone – we need input and engagement from whanau and attendance at these conferences is a valuable tool in this. More pleasing is the feedback from those that attended with 93% of whānau/ caregivers who attend the conferences strongly agreeing or agreeing that the conferences have real value to them and the students.

Two main changes in the program occurred in 2017. Firstly we moved the first conference to the beginning of the year so that whānau could have more input into the goal setting progress. This saw them being involved in reviewing the previous year and in conjunction with their child setting academic and life goals to

work towards in 2017. This was well attended and feedback was similarly positive to the above but with some very valuable input on how to improve.

The other significant change has been the implementation of the student management system KAMAR. This system has enabled a student and parent portal to be opened up which was successfully done mid-year. This portal, when fully utilised, will give whānau and students greater power to track progress towards goals.

The Pastoral Team are in the process of inquiring into next steps for the ATOM program. Once again, nga mihi nui for your ongoing support of this program, but more importantly your child's educational journey.



## 2017 TOP SCHOLARS



*Rawiri Hohepa (left) and Sang Hyun Kim.*

## Joint Dux Litterarum Rawiri Hohepa

Deputy Head Boy 2017, Rawiri has repeatedly proven himself to be a truly excellent student. He has gained NCEA Level 1, 2 and 3 with Excellence endorsement and has been one of Rutherford College's top scholars in both Year 11 and Year 12.

Among Rawiri's many academic achievements this year are his Distinction Awards in NSW ICAS English and Maths exams - in top the 3% of NZ and the Pacific Region.

In 2016 he gained a Distinction Award in NSA ICAS English, and High Distinction Award in NSA ICAS Maths Exam 2016.

While academic excellence has always been a focus for Rawiri this did not impede the contribution he made to the wider life of the College. He has been a wonderful role model to younger students and his contribution to Te Kōtuku Kapa Haka this year has been inspirational.

At the 2017 Senior Prizegiving, Rawiri was awarded First in Computer Programming, First in Physics, Merit in Calculus, Merit in English and The Terry Laver Cup for Excellence in Science.

Rawiri also won a University of Auckland Māori Academic Excellence Scholarship (\$20,000).

Now his main focus is to prepare for Scholarship exams in Calculus, Chemistry and Physics.





# Joint Dux Litterarum Sang Hyun Kim

Head Boy Sang Hyun Kim has an inherent sense of community and displays genuine care and thought for others. He has a consistent quest to achieve excellence in everything he does, from the classroom, to his leadership roles, to his extensive involvement in the cultural life of the school.

In 2017 alone he was involved in Samoan Group, Kapa Haka, Luv Music, West City Concert Band and the Year 13 Play, to name but a few, and was named Dux Artium 2017.

From the outset, Sang Hyun has constantly strived for and achieved academic excellence and has received numerous awards annually at prizegivings. He has gained Level 1, 2 and 3 with Excellence.

At Senior Prizegiving this year, Sang Hyun was awarded First in Drama, First in Statistics and Merit in Physics. On top of this he achieved an A pass in an Auckland University Maths Paper in 2017. He was the recipient of the 2017 Lions Club Young Ambassador Award and has been awarded the University



of Auckland Top Achiever Scholarship of \$20,000. Now his main focus is to prepare for Scholarship exams in Calculus, Chemistry and Drama.



*When the dux awards were announced, the prefect group and Te Kōtuku honoured Rawiri and Sang Hyun with haka and presented them with taiaha and taonga crafted and gifted by members of Te Kōtuku.*



## YEAR 11 – MAGGIE LI

- First Equal in English
- First in Japanese
- First in Music
- First in Physical Science
- Merit in Economics
- Merit in Mathematics



## YEAR 12 – REUBEN HE

- First in Chemistry
- First Equal in English
- First in Physics
- First in Year 13 Biology
- First in Year 13 Calculus
- Merit in Year 13 Statistics
- Distinction in UNSW Global Maths exam in top 7% NZ and Pacific Region





## SENIOR PRIZEGIVING

### Community Service Awards

#### DOUG TAWHITI AWARD FOR ALL ROUND CONTRIBUTION TO THE SCHOOL

Jennifer Lowe

#### LION'S CLUB AWARD

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

Petra Saeker-Battley

#### WORLD VISION YOUTH AMBASSADORS FOR 2018

**Caitlin Lorigan** - selected as one of 13 World Vision Youth Ambassadors for 2018 for New Zealand.

**Shelley Huggins** - selected as one of 13 World Vision Youth Ambassadors for 2018 for New Zealand and selected as one of four World Vision Youth Travelling Ambassadors to go to Uganda.

#### 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.

Miette Wooller-Harris



### Student Leaders

Eric Clark Award for Deputy Head Boy

**Rawiri Hohepa**  
**Rex Kennedy**

Eric Clark Award for Deputy Head Girl

**Caitlin Lorigan**  
**Petra Saeker-Battley**

Eric Clark Award for Head Boy

**Sang Hyun Kim**

Eric Clark Award for Head Girl

**Shelley Huggins**

### Special Prizes

#### JOINT DUX LUDORUM

**Cameron Brown & Abigail Urlich**

#### DUX ARTIUM

**Sang Hyun Kim**

#### 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.

Favour Ukah

#### SENIOR ORATORY AWARDS

Year 11

**Mereana Mua**

Year 12

**Reuben He**

Year 13

**Shelley Huggins**

#### RUTHERFORD FAMILY TROPHY OF EXCELLENCE IN ORIGINAL SCIENTIFIC RESEARCH

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

**Connor Tunncliffe**

#### RUTHERFORD COLLEGE VALUES AWARDS

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

Year 11 **Tayla-Lee Bainbridge**

Year 12 **Grace Muller**

Year 13 **Tanvi Kemkar**

### Scholarships

#### CLIFF EDMEADES COMMEMORATIVE SCHOLARSHIP

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

**Morgan O'Loughlin**

#### TE ATATU RSA AWARD

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

**Jordan Denton**

#### ROTARY ALISTAIR MORTON MEMORIAL SCHOLARSHIP

For Year 12 academic performance and all round contribution to the school. Value \$500.

**Daniel Quach**

#### 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.

**Cameron Brown**

#### UHY HAINES NORTON STUDY SCHOLARSHIP

The UHY Haines Norton \$6,000 Study Scholarship is a grant towards study fees of an undergraduate Bachelor of Commerce or Business Studies to a Year 13 student attending a West Auckland secondary school.

**Shona Mani**



Shona Mani





**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.

**Dino Botica**  
**Ashleigh Lloyd**

**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.

**Leo Ballantyne**  
**Katie Gordon**  
**Shelley Huggins**  
**Tanvi Kemkar**  
**Rex Kennedy**  
**Morgan O'Loughlin**  
**Samantha Potter**  
**Petra Saeker-Battley**  
**Maia Smith**  
**Sabrina Wong**



*Katie Gordon*

**AUT KEIR TRUST STUDY AWARD FINALIST**

To be confirmed in December  
**Michael Callaghan**

**AUT UNDERGRADUATE SCHOLARSHIP – ENGINEERING.**

Valued at \$6000

**Kelly Luo**  
**Antonio Bonkovich**

**AUT VICE CHANCELLOR'S SCHOLARSHIP**

This scholarship is awarded to a student who has demonstrated consistent academic excellence. This scholarship is awarded to a student who has demonstrated consistent academic excellence.

**Caitlin Lorigan**  
**Jennifer Lowe**

**THE OTAGO UNIVERSITY MA-ORI AND PACIFIC PEOPLES ENTRY SCHOLARSHIP**

This scholarship is valued at \$12,000 in recognition of academic achievement, community involvement and motivation to succeed at university.

**Rianna Leota**  
**Anita Semmons**

**University of Auckland Awards**

**AUCKLAND UNIVERSITY FACULTY OF SCIENCE 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 \$5,000 for the first year of study.

**Connor Tunncliffe**

**THE UNIVERSITY OF AUCKLAND PACIFIC 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 Pacific students. The scholarship is worth \$20,000.

**Caitlin Lorigan**  
**Liana Sabetian**

**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.

**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.

**Sang Hyun Kim**  
**Jennifer Lowe**



*Favour Ukah*



*Connor Tunncliffe*



*Liana Sabetian*



# Scholars' Assembly



A total of 280 students were acknowledged at Scholars' Assembly. By way of comparison, there were 107 total endorsements in 2010. For our current Year 12 students, last year's Year 11, 123 endorsed Level 1 with either merit or excellence; that is more than the combined total of Levels 1, 2 and 3 from 2010. Six out of ten students who achieved NCEA Level 1 did so with a course endorsement. A record number also endorsed with excellence at Level 1: 48.

"It is our people that provide the platform for personal excellence. This is my favourite awards ceremony as it recognises measurable success, it is based on real verifiable results," said Mr Moore.

"At Rutherford we strive for personal excellence and as a school we should be proud of our collective success and the success of individuals at the very top of the academic tree."

"Our students certainly did not fall up there. They climbed and we know what they used, a ladder and did so one rung at time."

## Top Māori Scholars 2016

### YEAR 11: LAUREN MILLAR

NCEA Level 1 Endorsed with Excellence; Excellence endorsement in Accounting, English, Japanese and Mathematics; Merit endorsement in Music and Science; 83 excellence credits.

### YEAR 12: RAWIRI HOHEPA

NCEA Level 2 Endorsed with Excellence; Excellence endorsement in Chemistry, Computer Programming and Physics; Merit endorsement in English and Level 3 Accounting; 98 excellence credits.

### YEAR 13: ASHLEIGH FOLEY

NCEA Level 3 Endorsed with Excellence; Excellence endorsement in English and Physical Education; Merit endorsement in Music and Statistics; 80 excellence credits; scholarships in English and Physical Education.

## Top Pasifika Scholars 2016

### YEAR 11: SAVANNA STONE MICHAELS

NCEA Level 1 Endorsed with Excellence; Excellence endorsement in Dance and History; Merit endorsement in Art, English, Mathematics and Physical Science; 79 excellence credits.

### YEAR 12: LIANA SABETIAN

NCEA Level 2 Endorsed with Excellence; Excellence endorsement in Dance and Geography; Merit endorsement in Biology, Chemistry and English; 81 excellence credits.

### YEAR 13: VISHAL JAMNADAS

NCEA Level 3 Endorsed with Excellence; Excellence endorsement in Chemistry, Computer Programming and Economics; Scholarship in Economics, Physics and Statistics.





## Top Year 11 Scholars 2016

### 3RD: ANNA CHOI

NCEA Level 1 Endorsed with Excellence; Excellence endorsement in Chinese, English and Level 2 Mathematics; Merit endorsement in Geography, Physical Science and Level 2 Biology; 117 excellence credits.

### 2ND: REUBEN HE

NCEA Level 1 Endorsed with Excellence; Excellence endorsement in Economics, English, Japanese, Physical Science and Level 2 Mathematics; 151 excellence credits.

### 1ST: DANIEL QUACH

NCEA Level 1 and 2 Endorsed with Excellence; Excellence endorsement in Level 1 English, Level 1 Physical Science, Level 2 Biology, Level 2 Chinese, Level 2 Economics, Level 2 Mathematics; 151 excellence credits.

## Top Year 12 Scholars 2016

### 3RD: RAWIRI HOHEPA

NCEA Level 2 Endorsed with Excellence; Excellence endorsement in Chemistry, Computer Programming and Physics; Merit endorsement in English and Level 3 Accounting; 98 excellence credits.

### 2ND: JENNIFER LOWE

NCEA Level 2 Endorsed with Excellence; Excellence endorsement in Chemistry, Chinese, English, Graphic Design and Physics; Merit endorsement in Level 3 Calculus; 100 excellence credits.

### 1ST: SANG HYUN KIM

NCEA Level 2 Endorsed with Excellence; Excellence endorsement in Chemistry, Drama, English, Physics and Level 3 Calculus; 129 excellence credits.

## Top Year 13 Scholars 2016

### 3RD: MARIA LISACA

NCEA Level 3 Endorsed with Excellence; Excellence endorsement in Classical Studies, Economics, English, History and Media Studies; Scholarship in Media Studies.

### 2ND: ASHLEIGH FOLEY

NCEA Level 3 Endorsed with Excellence; Excellence endorsement in English and Physical Education; Merit endorsement in Music and Statistics; scholarships in English and Physical Education.

### 1ST: VISHAL JAMNADAS

NCEA Level 3 Endorsed with Excellence; Excellence endorsement in Chemistry, Computer Programming and Economics; Scholarship in Economics, Physics and Statistics.

## SPECIAL AWARDS

### FILIFILIGÀ LELEI AWARD

Awards for male and female Pasifika students who have strived 100% to be the best that they can be academically. It is not necessarily related to the final outcome but they have persevered and strived for personal excellence. This award is kindly donated by the Palamo family.  
**Malia Manuele & Levi Fifita**

### KIA MANAWANUI TROPHY AND AWARD

Award for a Māori student who has through perseverance, determination, persistence and dedication strived for and achieved personal excellence. This award is kindly donated by Leigh Grace.

**Tiana Maihi**

## SUBJECT SCHOLARSHIPS 2016

Once again, Rutherford celebrated the best scholarship results in West Auckland, with 17 students gaining 20 subject scholarships.

Student's name	Subject	Teacher
Zaviar BAKER	Dance (Outstanding)	Miss Exeter
Thomas BANKS	Physical Education	Miss Wilson
Cara BOTICA	Media Studies	Mrs Ball/Mrs Betanzo
Rebecca CRONIN	English	Ms Conde/Mr Ferguson
Helen DEUCHAR	English	Mr Ferguson
Jarrold KLOOSTER	Dance	Miss Exeter
Maria LISACA	Media Studies	Mrs Ball/Mrs Betanzo
Xanthe PAVLOVICH	Dance	Miss Exeter
Tuoro RAHUI	Physical Education	Mr Gibbons
Aleisha RITCHIE	Dance	Miss Exeter
Ayush SHARMA	English	Mr Ferguson
Toni STALLARD	Dance	Miss Exeter
Andrew WOODBURN	English	Miss Halliday/Mr Ferguson
Eden MABBUTT	English	Ms Conde/Mr Ferguson
	Dance	Miss Exeter
Ashleigh FOLEY	English	Mr Ferguson
	Physical Education	Mr Gibbons
Vishal JAMNADAS	Economics	Mr Calvert
	Physics	Mr Thomas
	Statistics	Mr Stanton



*The 55th 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.

Our school was so privileged to have Rutherford Old Boy Pio Terei as our guest speaker. It was a great honour to hear first-hand some of Pio's experiences as a Rutherford High School pupil and his life afterward, but most importantly his message about the importance of honouring and treasuring whanau came through loud and clear. I believe the audience got a true understanding of who he is and what he stands for through his humour and honesty. Sharing with us briefly how he appreciated the whānau support during the tragic time when his son passed away was very poignant and everyone present was able to relate to that dark time in one way or another.

Pio was able to connect and draw those present into his message. His warmth, humour and humility with which he delivered his message have left a lasting impression. It would be nice to think that our students will

# 55<sup>th</sup>

## Annual Rutherford Memorial Day



remember to stay connected to their school and school mates as they move on in life. I hope they take Pio's advice and surround themselves with people who lift them up and that most of all, they don't ignore those who might be trying to pull them down, but raise them up as they go. It would be a better world if we all took that advice.

I am especially glad that after 30 years, we now have Pio's name on our Honours Board where it belongs. I know our guests enjoyed the part Pio played in making it one of the best Rutherford Days ever.

The icing on the cake was the impressive performances from our students who again displayed their expertise in singing, dancing and music. Pio even joined Te Kōtuku on stage for the singing of Me Hui Hui. The luncheon provided by our staff and hospitality students went down a treat with our visitors declaring it delicious and plentiful. The work behind the scenes cannot be overlooked as without the combined effort by many we would not have had such a wonderful day. Thank you to everyone who contributed to Rutherford Day 2017.



# RUTHERFORD DAY







# STARS

## Peer Mentor Programme and Camp

*2017 saw Rutherford College enter its ninth year working with the Graham Dingle Foundation, incorporating the STARS peer mentoring program into the Year 9 first year of schooling.*

STARS is a programme that is run by the Graham Dingle Foundation. It has proven to be a very valuable and reputable program for the Year 9 cohort as it encourages them to develop a sense of responsibility and connect to Rutherford College, their peers and the wider community. The program provides challenging and fun experiences in a very supportive environment which develops teamwork, self-confidence and resilience. As in many other years, the peer mentors have experienced the

STARS program as a Year 9 student and enjoy the new challenge as a leader in their school. It is their chance to give back to the school, gain leadership experience and training and connect with the community again.

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 6 peer mentors who run the mentoring program throughout the year on Thursdays and Fridays at tutor time.

### CLASSROOM AGREEMENT



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 a number of community challenges this year. The focus of this project is to get the students to contribute to a volunteer project to help others increase social connectedness, improve self-concept and develop positive attitudinal change.

This year the students were involved in helping the following community agencies:

- The Whau River Tree Catchment Trust (WRCT) – tree planting.
- Ranui Community Gardens – sowing seeds and preparing soil for planting.
- Community Waitakere – tree planting and removal of rubbish from Pixie Stream.
- Sea Cleaners – removal of rubbish from mangroves to stop it from entering our waterways.

In the weeks leading up to these community projects, the students spend time talking about what they can contribute to the community and the wellbeing of others by being involved. The peer mentors also are lucky enough to have some guest speakers from the community come in and talk to them. These community projects reinforce the Rutherford College value – ‘At Rutherford, we respect ourselves, other people, property and the environment’.

The other community challenge the students were all involved in was STARSOPOLY which we held at the end of Term One. 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

## *‘At Rutherford, we respect ourselves, other people, property and the environment’.*

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/careers that are out there.

One of the highlights of the STARS program is the Year 9 Camp. This camp is usually held towards the start of Term Two. Due to Camp Adair becoming flooded earlier in the year and the repairs not complete, we had to postpone the camp to the last two weeks of Term Two. This was a fantastic way to complete Term Two on a positive note. It was heart-warming to see the students immerse themselves in every activity and push themselves out of their comfort zone. Camp provides more opportunities for the students to grow in confidence and create new friendships and build on existing relationships. It was wonderful to watch the classes grow stronger together and work as a team.

Once again we were entertained with our traditional Camp Idol competition. There was a great range of acts this year with 9MK taking out the overall award after providing some quality entertainment and laughs. 9CL were the runners up this year and also produced a very entertaining act. It was a tough job being a judge!

We continued into our second year of the new tradition which started last year where all of the classes then performed the school Haka together. This is always a spectacular sight. The pride and effort the students put into

the Haka always leaves you with goose bumps.

The classes in the second week performed a wonderful Haka to the Peer Mentors and teachers to show their appreciation for the hard work that had gone into the time they had at camp. It was a really positive and proud moment to watch as their Dean and a great way to finish off the 2017 Year 9 Camp experience.

The STARS peer mentoring programme is a wonderful program 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/goal setting, planning, community service, and of course leadership! (To name a few) 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 and for her amazing organisation and coordination of the program. She is very passionate and a wonderful leader for the program. Without her, it would not run as smoothly as it does. A big thank you also goes out to Tony who also works for the foundation and provides support and extra help when needed and with no problem.

2017 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!

Peer Mentors



# An Enchanted Evening

Our Year 12 and 13 Students enjoyed their Enchanted Evening in the new venue of the South Lounge at Eden Park. This new lounge provided a more intimate atmosphere with tables much closer to the dance floor. However, there was not a lot of sitting down as students displayed some spectacular dance moves to the DJ Music, selected from their requests, by the ball committee. The food once again was fantastic and a great night was enjoyed by students and teachers alike. **Tyla Sutherland** and **Dante Aubrey** were King and Queen; **Keanu Hansen** and **Kasey McKinley** were Prince and Princess. The best dressed couple was **Rios Aspin** and **Lara Mortiz**.











## MATHEMATICS

# Mathematics

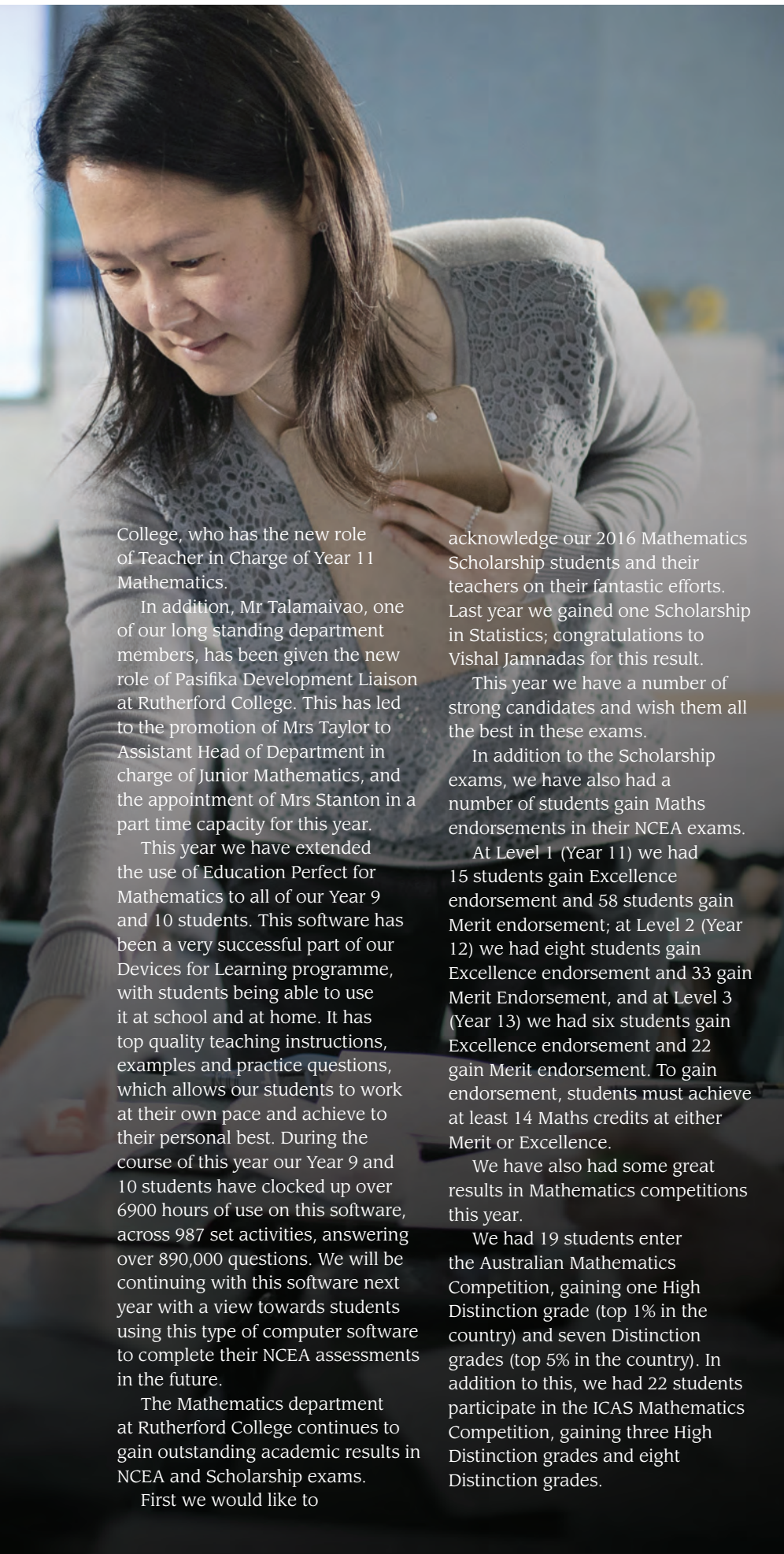
By Tony Stanton

*The Mathematics department has had another busy and successful year in 2017. We have had some changes in staff, extended our use of Education Perfect for Mathematics to our Year 9 and 10 students and had some terrific academic success in NCEA exams. We have also had a number of our top students gaining recognition in Scholarship exams and Mathematics competitions.*

At the end of last year we farewelled Miss Ah Sam, who has been a valued member of the Mathematics department for the past five years. She has been offered an exciting new role working at the University of Auckland and we wish her every success for the future. We also said good bye to Mrs Vdovina who was with us for just one year, while Mrs Lim was overseas. Mrs Vdovina has a new role as a Mathematics teacher at Rangeview Intermediate this year.

At the beginning of this year we welcomed back Mrs Lim who has returned from her overseas travels. She has a new role in the Mathematics department as Teacher in Charge of Year 13 Calculus. We also added to the Mathematics department Mr Gopal, an experienced teacher from Tamaki





College, who has the new role of Teacher in Charge of Year 11 Mathematics.

In addition, Mr Talamaivao, one of our long standing department members, has been given the new role of Pasifika Development Liaison at Rutherford College. This has led to the promotion of Mrs Taylor to Assistant Head of Department in charge of Junior Mathematics, and the appointment of Mrs Stanton in a part time capacity for this year.

This year we have extended the use of Education Perfect for Mathematics to all of our Year 9 and 10 students. This software has been a very successful part of our Devices for Learning programme, with students being able to use it at school and at home. It has top quality teaching instructions, examples and practice questions, which allows our students to work at their own pace and achieve to their personal best. During the course of this year our Year 9 and 10 students have clocked up over 6900 hours of use on this software, across 987 set activities, answering over 890,000 questions. We will be continuing with this software next year with a view towards students using this type of computer software to complete their NCEA assessments in the future.

The Mathematics department at Rutherford College continues to gain outstanding academic results in NCEA and Scholarship exams.

First we would like to

acknowledge our 2016 Mathematics Scholarship students and their teachers on their fantastic efforts.

Last year we gained one Scholarship in Statistics; congratulations to Vishal Jamnadas for this result.

This year we have a number of strong candidates and wish them all the best in these exams.

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 15 students gain Excellence endorsement and 58 students gain Merit endorsement; at Level 2 (Year 12) we had eight students gain Excellence endorsement and 33 gain Merit Endorsement, and at Level 3 (Year 13) we had six students gain Excellence endorsement and 22 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 19 students enter the Australian Mathematics Competition, gaining one High Distinction grade (top 1% in the country) and seven Distinction grades (top 5% in the country). In addition to this, we had 22 students participate in the ICAS Mathematics Competition, gaining three High Distinction grades and eight Distinction grades.

## CONGRATULATIONS TO THE FOLLOWING:

### YEAR 9

#### **Oliver Gracewood**

(High Distinction in Australian Maths and High Distinction in ICAS Maths)

#### **Tony Schaufelberger**

(Distinction in Australian Maths and High Distinction in ICAS Maths)

#### **Zachary Sit**

(Distinction in Australian Maths)

#### **Klara Dostalík**

(Distinction in ICAS Maths)

#### **Alexandra Johnson**

(Distinction in ICAS Maths)

#### **Edwin Schaufelberger**

(Distinction in ICAS Maths)

### YEAR 10

#### **Tilak Patel**

(Distinction in Australian Maths and Distinction in ICAS Maths)

#### **Tamati Hohepa**

(Distinction in Australian Maths and High Distinction in ICAS Maths)

#### **Benjamin Quach**

(Distinction in Australian Maths) and

#### **Bryan Zhu** (Credit)

### YEAR 12

**Reuben He** (Distinction in Australian Maths and Distinction in ICAS Maths)

**Anna Choi** (Distinction in ICAS Maths)

### YEAR 13

#### **Rawiri Hohepa**

(Distinction in Australian Maths and Distinction in ICAS Maths)

## CASIO MATHEX COMPETITION

Rutherford College had two Year 9 and two Year 10 teams competing against over thirty other schools, with teams racing to solve as many questions as they can within a 30-minute time limit. All of our teams performed well, with our best result coming from our top Year 9 team who got the maximum score of 100 points in the fifth highest time. The team members were:

- Year 9 (Team 1) – **Oliver Gracewood, Luke Ioverich, Eddie Schaufelberger** and **Tony Schaufelberger**.
- Year 9 (Team 2) – **Chris Adams, Deacon Iles, Amanda Lowe** and **Petar Zdravkovic**
- Year 10 (Team 1) - **Tilak Patel, Miha Kovacevic, Bryan Zhu** and **Brandon Tan**.
- Year 10 (Team 2) - **Enoch Chin, Tamati Hohepa, Benjamin Quach,** and **Emily Musto**.

Thank you to the support of Mrs Taylor and Ms Lim in organising these teams.





# English

By Simon Ferguson

*With Ms Ball taking a year's leave and Ms Cutfield returning to Mount Albert Grammar, the English department welcomed Kate Todd and Linda Fraser in 2017.*

English attained six Scholarships in 2016, and Media Studies two. Given the quality of the remarkable young people involved, this in fact should come as no surprise. Similarly, what seems a marked increase in Scholarships awarded is in fact a story about how the Scholarship group managed to stay working together up until the exam: in previous years many extremely able students were, come exam time, too exhausted to sit the exam. It is to be hoped that the scarily capable 2017 group experiences similar levels of success.

As has been the case in previous years, the quality of student work continues to impress, particularly in research, writing and visual text. It is sad, however, to note the falling away of oral text within our crowded curriculum – though recent speech competitions attest to the fact that, of those who do participate in speech-making, the standard they set is very, very high. Ms Conde, Mrs Abraham-Shakoor and Ms Halliday have also continued to act as guest judges at Te Atatu and Rangeview Intermediates' speech competitions.

As I wrote in the 2016 Yearbook English entry, examples of the astonishing visual texts that students produce seem to simply get better year on year: the examples included here speak for themselves. Similarly, the quality of comics being produced in Year 9 is superb, setting a benchmark for Years 11 and 12.

Ms Todd, on behalf of a cluster of Year 9 classes, organised for Michel Mulipola, comic artist and presenter to take a workshop on comic creation. She also had Duncan Stuart, author of *The Whole of the Moon*, come in

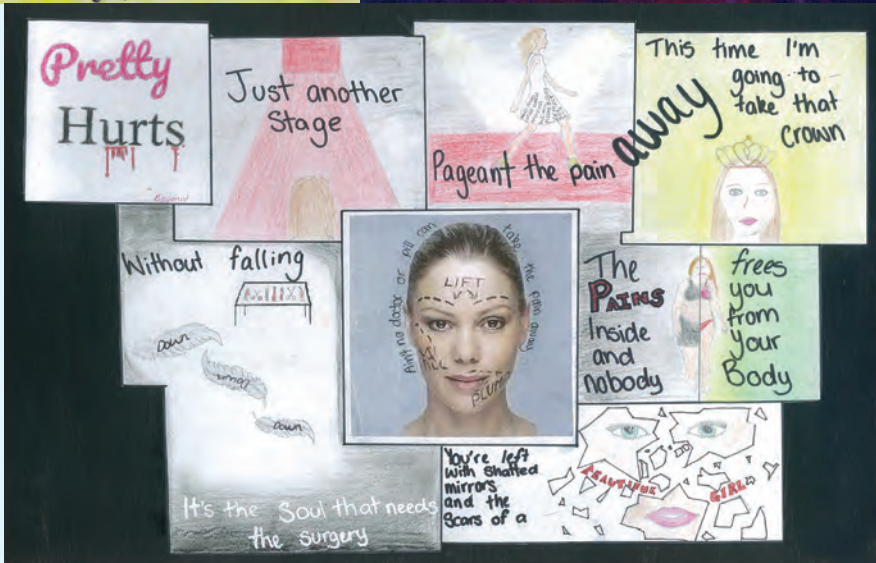
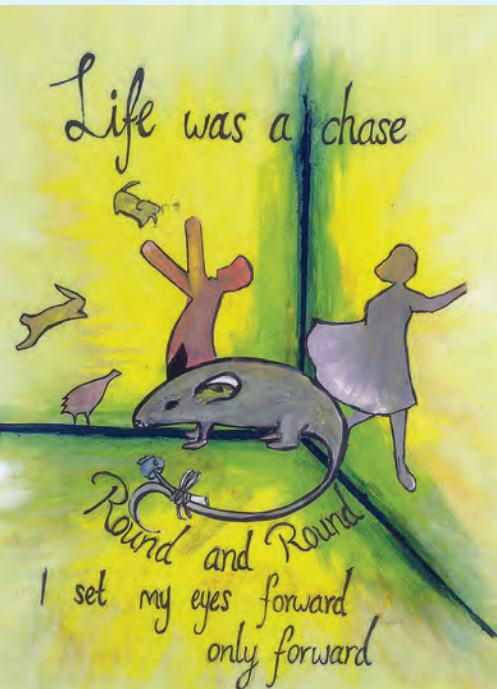
to speak to Year 11 students, and Vietnam veterans speak to Year 12 students.

In Term Two, Ms Halliday arranged a performance by an Australian group of actors from Poetry in Action who performed a show called *Words that Shaped the World*.

Our students were treated to a delightful and thought-provoking performance which drew on words from Shakespeare, Kate Tempest, Winston Churchill and Malala Yousafzai. This was the group's first performance in New Zealand,







and the actors were very grateful for the very positive response our students showed to what was a very professional and commanding rendition.

Also in Term Two, Media Studies students participated in the bi-annual Censor For A Day workshop run by the Chief Censor's Office. We watched a film that had not yet been rated in NZ and applied our knowledge of classification law. Students came away with an increased understanding of media regulation in NZ in a changing global media landscape.

The four 13ENG classes were lucky

enough to attend the Pop-Up Globe's production of Othello just as they were embarking on their Term Two research into issue thrown up by the play. It was, as Ms Betanzo's superb photographs attest, a great show with all the actors giving performances worthy of their characters and the production values to match.

Thank you to staff and students for their hard work and commitment in 2017. All the best for a safe and happy summer and good luck to our Year 13 students in particular as they move to study, work and life beyond school.





# Social Sciences

*The Social Science Faculty in 2017 has consolidated growth in both staff and student numbers participating in Geography, History, Classics, Travel and Tourism, Commerce and junior Social Studies. Our two new staff members from 2016, Ms MacKenzie and Mr Carrol-Mayer, continued to grow in their roles, becoming confident and integral members of the faculty.*

The year started with some excellent results from the 2016 NCEA exams across all our senior subjects, carrying on the successes from previous years. Over all senior subjects the results are comparable or above national results for Decile Five schools. Junior students continue to achieve highly in assessments which augments well for their progress in senior school subjects.

As a whole, the faculty continues to develop as an integral part of the education of Rutherford students. In today's world the importance of an understanding of the Humanities is increasingly relevant. We are fortunate to have an excellent, experienced and established team of staff who work extremely hard to foster and develop student achievement both academically and as part of the Rutherford community.







## Classical Studies

This has been another busy year for all in the Classical Studies department. Students engaged well with the subject, working hard across the board, producing assessments on varied topics, including Roman and Greek art and architecture, Roman and Greek literature and philosophy and the lives that Romans led.

Open evening once again proved a highlight, potential students were able to dress up in full Roman armour, with many a photo taken of our future students dressed in Lorica Segmentata!

Students this year also enjoyed a trip to the University of Auckland's open day. Whilst there they were able to attend lectures and listen to the lecturer's ideas and philosophy. Students enjoyed four lectures on a wide range of topics. This brief sample of University life has left them all wanting more and our students are looking forward to attending university in 2018 and beyond. Many of the lecturer's comments and ideas caused great debate on the bus ride home. 2019 looks like another busy year for the department as we continue to develop our teaching and learning program. 2019 will see the department with an Oculus Rift device, giving students an opportunity to tour ancient Rome through virtual reality!



## Junior SOS

Social studies had another exciting year with a range of co-curricular activities designed to stimulate student interest in the world around them. These activities included field trips to downtown Auckland, participating in a pre-election 'meet the politicians' at Rutherford Primary and being enlightened by the heartfelt story of survival by Holocaust survivor Peter.

In the classroom, Social Studies continues to engage and challenge students through a range of topics that are designed to not only increase student knowledge about the world around them but also teach them how to use this knowledge across all parts of their knowledge.

## History

This year has seen both stability and change in the History Department. Ms Judy Farrar returned to teach Year 11 History, injecting both vigour and enthusiasm into the subject. Ms Cumming taught Year 13 History for the first time, and added a new topic to the course: The Russian Revolution.

Students have achieved well in History, and have gained a wide array of knowledge about the past.

During the Year 13 field trip students experienced New Zealand Wars battle sites first hand, and met with the curator of the Pukekohe East Church, whose ancestors actually fought at a battle on this site.

There are five candidates in this year's scholarship group, who have all been working well. The topic this year is 'History as Progress', which advances the idea that History can move a country or a people forward by improving their lives in some way.





## Geography Field Trip

The inaugural Year 12 Geography field trip to Aoraki Mt Cook was a huge success.

Over four days students experienced the full range of unique experiences that only Aoraki can offer.

From the amazing vast environment of the Mackenzie Basin to the grandeur of Aoraki Mt Cook up close, students had their eyes opened to what it really means to be a geographer.

It was hard to pick a single highlight, whether it be the physically challenging Red Tarns track with its spectacular views, seeing the Tasman Glacier and its ice bergs up close on the Glacier Explorer boat trip or the amazing big star gazing, seeing the night sky like never before.

Hopefully all students have come out of this trip with a deeper understanding of the uniqueness of New Zealand's natural environment and how vulnerable this environment is. Understanding Geography is integral in helping this generation gain the knowledge to ensure that this environment survives for the future.







# Commerce Department

The Commerce Department is very small, with only two full-time teachers. Commerce subjects are Accounting and Economics. Students must have strong literacy and numeracy skills to succeed in these subjects.

## 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.

Not everyone who studies Accounting at school does a BCom, however, this is a useful subject to have knowledge of in one’s adult life.

## ECONOMICS

Economics is introduced in Social Studies (Years 9 and 10) 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.

Some of our Year 10 students had fun with a Market Day, held on Friday, 9 June. There will be another one in Term 4 – at the time of writing the date has not been finalised. Students who participated sold mostly baked goods. However, Joshua Shakoor ran a small business, The Fate Crate, selling small boxes containing assorted items. This was very successful.

This year, as usual, we entered the NZ Economics Competition run by Auckland University. The results were as follows:

- Distinction..... 4
- Credit..... 5
- Participation..... 22





## Chemistry

The Chemistry department has continued to produce excellent results in 2017. Students learnt a wide range of new skills such as carrying out quantitative titrations, analysing spectroscopic data and investigating oxidation and reduction processes. With the growing demand for the use of alternative fuels, our Year 13 students were asked to compare the use of hydrogen fuel-cells to battery electric vehicles and were asked to make a judgement on which fuel type would have less impact on the environment.

We have had many academic successes along the way and have had a group of Year 12 students also working towards entering the Chemistry Olympiad for 2018. Two students, Reuben He and Fiona Blaser, sat the initial Olympiad exam and are currently waiting for their results.

There has also been a large group of Year 13 students who have been working towards Chemistry Scholarship throughout the year. The number of students opting to take Level 3 Chemistry in 2018 is the highest it has been in over a decade.

We have welcomed Mrs Swasti Prasad into the department and value her expertise and enthusiasm for Chemistry. We are looking forward to 2018 and the new challenges and opportunities it will bring.

# Science Department

It's been another busy and successful year for the Science department. Following on from the successes of 2016, this year's cohort of students have achieved excellent results during the year and the numbers of students pursuing Science courses in the Senior School has continued to increase. With the departure of Mrs Van Wingerden we have welcomed Mrs Prasad into the Chemistry department. In 2018 we also look forward to the return of Mrs Adams into the Biology department.

Many students have involved themselves with extra competitions such as Brain Bee, New Zealand's Next Top Engineer, Chemistry Olympiad, Canterbury University Great Kiwi Competition, in which Rawiri Hohepa was awarded excellence and Tilak Patel merit,

and the ICAS Science Exams, in which Eddie Schaufelberger gained high distinction putting him in the top 1% in Australasia, with Oliver Gracewood, Tony Schaufelberger, Tilak Patel, Tamati Hohepa, Katie Collis, Stefan Zdravkovic all gaining distinction.

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

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.





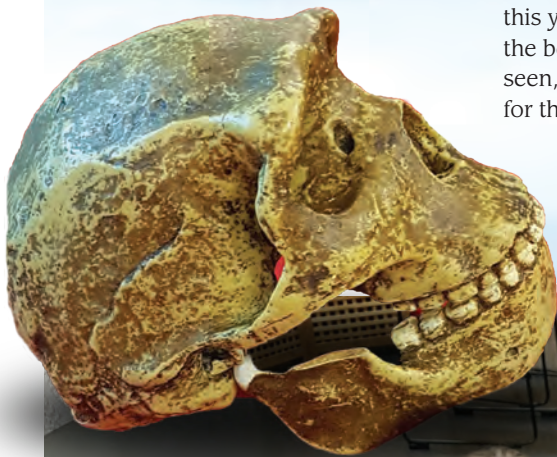


## Physics

The 2017 cohort of Physics students have shown a lot of enthusiasm for the subject and building their understanding of how things function in the world around them. Well done to the nine students that participated in the New Zealand Next Top Engineer Competition, we eagerly await the results.

A highlight of the year was the Year 13 field trip to Rainbow's End,

to discover how the movement of the various rides leads to the myriad of sensations they feel, such as weightlessness, high g-forces and fear. As always, by experiencing the often challenging linear and rotational mechanics concepts covered in the classroom in a real life context, this really helps students build their understanding in addition to engaging them in their learning. Students report on this for an internal assessment and this year's were the best that we've seen, augering well for their final results.



## Biology

It has been a very busy year in Biology. The Year 12s took a field trip to Piha beach to gather data for an internal assessment and also to learn what it is like to do hands on field research about ecology.

The Year 13s went to the Auckland Museum for lectures on evolution and human evolution. This helped to cement their understanding for two major external assessments. They got to hold a preserved kiwi, hold bones of moa, examine replicas of hominin skulls and tried their hands at using ancient tools.







## NEW ZEALAND'S NEXT TOP ENGINEER COMPETITION

By Shona Mani

Look at the picture right. What do you notice the most? Probably the huge smiles we all share, after making the 6:00pm deadline for the 2017 national **New Zealand's Next Top Engineer** competition.

This year, Rutherford College entered three teams consisting of Year 12 and 13 students who are all passionate about the contextual and practical use of physics concepts. We had the whole day from 9:00am to 6:00pm to answer one very broad question:

"How many rocket launches from Mahia Peninsula would it take to establish a lunar colony?"

Initially, the question looks simple enough to be answered in a couple of hours. Though in actual fact, there are so many things you can research and potentially write about. The whole day was a rollercoaster of emotions.



Photo Credit: Mr Thomas

From left to right: Connor Tunncliffe, Shona Mani, Kelly Luo, Jennifer Lowe, Anna Choi, Kathryn Merrick, Sanskruti Patel, Savannah Stone-Michaels, Sabrina Wong, Josh Weerdenburg, and Rawiri Hohepa.

All three teams came up with different final answers and that is what I love the most about this competition. There is no one right answer as, there are endless possibilities. The finalists are chosen

on the depth and realism of their answers rather than simply stating a bunch of facts.

Overall, I strongly recommend future Year 12 and 13 Physics students to definitely take part in the competition!

## General Science Field Trips



The highlight of the Year 12 and 13 General Science courses were the field trips out and about in Auckland. 12 Science was looking at the formation of Geological features of the Auckland region. The trip started with a 'hike' up Mangere Mountain, one of the best preserved scoria cones in Auckland. We vertically ascended at least 50 metres but it did feel a lot higher. After avoiding the herd of wild/pet cows we made our way back down and then onto Lake Pupuke and Takapuna Beach. At Takapuna Beach we walked

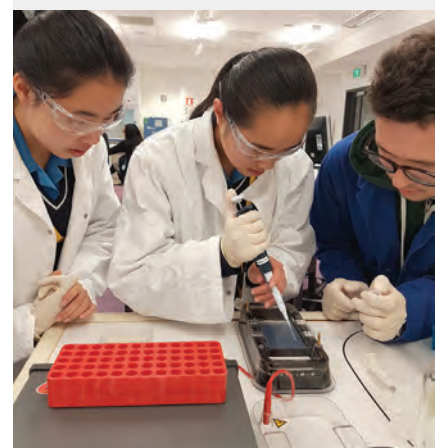
the Fossil Forrest – a lava flow from Lake Pupuke and the sandstone cliffs at the southern end. After this trip any of these students will be able to enthusiastically tell you story of any rock's formation.

13 Science follows on from this with a focus on dating the Waitakere Volcano (ranges). The trip started with a visit to M ori Bay and a walk to the cave, however, the tide was a little high to venture too far in. Next stop was Lion Rock at Piha and another hike to the lookout out point (about 70m this time).

## Brain Bee

Brain Bee is an International Neuroscience competition held and hosted by the University of Auckland. This year Andrew Mom, Fiona Blaser, Jack Hendricksen, Jocelyn Qian and Tracy Feng made it through to Round Two and spent a day at Auckland University School of Medicine.

As well as competing, the students got a taste of what it is like to attend university and got to visit the Anatomy Lab, do hands on lab work such as load electro gel phoresis and learn all about the brain.







# Digital Technology

By Mr Gilmore

*It has been a busy year for Digital Technology, with new, exciting software and technology being explored by all students.*

The school undertook a trial period of a Virtual Reality Environment, transforming teaching and learning and providing students with a key insight into the enhancements of a virtual world.

This technology gave the students a fantastic new way of learning, across the full spectrum of the curriculum. Science classes were able to explore space, the planets and understand the universe in a way that transports them directly into the environment. Social Sciences were able to explore historical content and teleport themselves into ancient worlds. Geographers enjoyed the 360 degree look at nature through Google Earth VR. Budding young artists were able to draw images and create graphic masterpieces within an interactive environment. Most exciting for the students were the gaming environments, online collaborations with other students from around the world in games such as paintball, laser tag and sporting environments.

The trial was a great success with an enriching educational experience being enjoyed by all students, an experience that has increased student's engagement in learning and showed how different learning styles and environments can develop better understanding of topics.

Rutherford students have seen the future and I believe that the whole school would benefit massively from this transformative teaching tool. Watch this space.

Another exciting initiative this year gave Year 12 and 13 students to opportunity to visit Xero, a computer software company, specialising in new technologies for business.

The day was a great success with students learning about working environments, coding and an overview of the programmes needed to run a successful business. The idea of computing gaming, table tennis and free Coca Cola real drew the students towards the professional! Perks of the job!

In school saw a range of new software developed, Python language has become a large part of the department and students are exploring new gaming software, ready for students to tackle in 2018.

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!







## Year 9 Hard Materials

**Y**ear 9 hard materials technology introduces students to the challenges of developing solutions to a number of given briefs. The first challenge involves designing a dragster to compete in a 'one on one' drag race competition. The dragsters are powered by a CO2 canister which sends the vehicles down the 20 metre track in a matter of seconds.

Students are given a balsa wood blank, wheels and a set of specifications which provide constraints for weight and critical measurements. Instruction is given in basic aerodynamics and the rest is up to each student's imagination. Students will research, sketch and develop their design before creating a full size formal drawing which they use as a pattern to cut and shape the final model. Dragsters are given a paint job designed to impress. The finished dragsters are weighed then

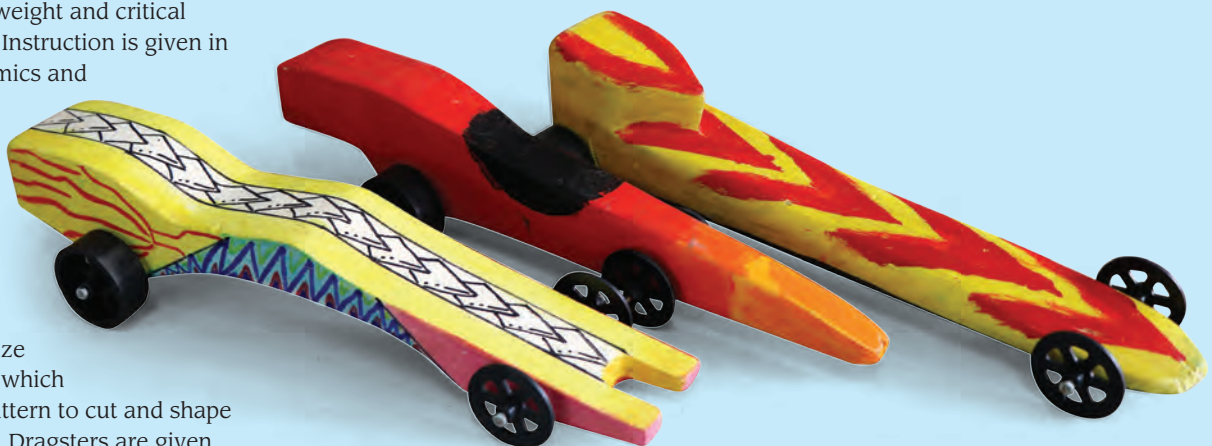
undergo tests for friction and wheel alignment prior to racing.

Race day brings excitement as the start and finish gates are laid out and the dragsters are paired off for head to head racing. Students load and unload the dragsters and act as starters and recorders.

The second half of the semester course involves designing a mold for a chocolate bar. The students learn

drawing skills using traditional tee squares, set squares and compasses.

Then onto the computers, using Sketchup, a 3D drawing programme, students draw design ideas which can then be transferred to the laser cutter to accurately cut patterns for the top of the chocolate bar. The final plastic mold is vacuum formed and then tested by filling with delicious chocolate, which is cooled and consumed. Yummy.



*A selection of Year 9 dragsters painted and ready for racing.*





# Year 10 Hard Materials

**Y**ear 10 Hard Materials Technology is designed to provide students with a broad range of skills and prepare them for our Year 11 courses, should they wish to continue in Technology. Building/ Furniture making, Engineering and Product Design are the three options at Year 11 and while they are quite different disciplines a desire to design and make projects with care and accuracy is common to all technology areas.

Students start by making a simple acrylic phone holder from a given plan, allowing them back into the workshop to refresh their skills from Year 9.

The students are then challenged to create a brief from which they can design their own phone holder. Their designs are first created in cardboard to test their ideas before they are drawn on the computer using the 3D drawing programme Sketchup. A final mock-up is cut on the laser cutter from 3mm MDF to test the design and accuracy of the drawing before it is cut in acrylic to make the final product.

Pictured right are mock-ups and final phone holders by Taylor Crawshaw, Katelyn Milne, Raameshwar Sharma and Francis Faalili.



Students then turn their attention to developing their hand skills in the construction of a lidded display box made from recycled Rimu. This involves the marking out, cutting and fitting of box pin joints to create a decorative feature to the box. Students work from a given set of drawings and use traditional woodworking tools to make the box. They have a choice of styles for the lid including fitting hinges, a challenge for even the proficient

woodworker. The boxes, once cleaned and sanded are finished in Danish oil to bring out the colour of the Rimu.

The finished box eventually holds a handmade wooden ball point pen, turned by the students on the lathe from various timbers and finished with gold fittings, this is a great way to finish the semester and makes a wonderful gift to take home.

Boxes in progress by Katelyn Milne, Jake Bywater and Dylan Hall.







# Hospitality

This has been another exciting year for our senior Hospitality classes.

The Year 12 classes have worked steadily developing their culinary skills and applying them to a range of different cooking methods. The students are experimenting with their presentation techniques and are producing creatively presented dishes.

The Year 13 class have worked on the Level 3 cookery programme. We have made a selection of preserves, relishes and chutneys and learnt about Food preservation techniques. The students provided the catering for a range of school events including enrolment evenings, Rutherford Day and the Cultural Awards dinner.

The highlight for both classes was a trip to AUT during Term Three, touring the kitchens and sampling a fabulous three course lunch which was cooked and served by the AUT Culinary students.







# 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.







# Mechatronics

The Rutherford College Mechatronics Academy provides a project based, practical subject that uses an Engineering context to inspire and challenge the up and coming engineers of West Auckland.

This was another exciting year for our aspiring engineers. The four hour sessions on Wednesday afternoons gave us the opportunity to welcome students from Massey High School and Waitakere College into our Technology

Department. The extended timeframe also providing the ideal setting for creative and innovative developments and general practical work. This took some adapting to, and required dedication, discipline and plenty of self-directed learning, from all concerned.

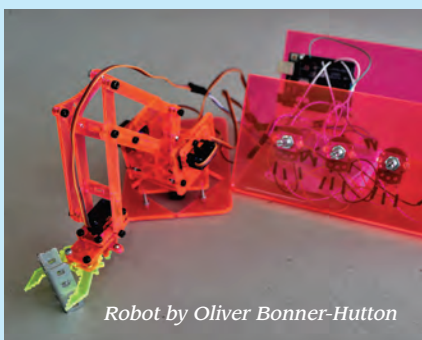
The year began with the students making and modifying a small robotic arm. This involved cutting the pieces on the laser cutter and assembling all of the parts with some servos to provide movement. The real challenge was writing the programme for the Arduino microcontroller to control the arm.

The main project involved the construction of a small four-wheel drive "search and rescue" robot. The students began by manufacturing their chassis. This required a range of new skills and techniques to be learned and allowed the students to experience using the laser cutter, the 3D printers, computer controlled lathes and general workshop

hand tools. The chassis would then be used to house the electric motors, camera, electronic sensors and microcontroller.

During the course of the year, the students learnt to use Autodesk Inventor – an industry standard 3D design software. This was utilised to model, develop and manufacture a prototype camera housing, which when combined with a servo motor, allowed us to remotely move the camera while it transmitted a picture back to a laptop.

The start of Term Three saw our engineers begin their Level 4 paper at the Auckland University of Technology's engineering faculty. This paper – Foundation Problem Solving – provided an interesting change from what was studied at school and allowed for our students to get a taster for university life. Hopefully the experiences gained will help make the transition from school to tertiary study more enjoyable.



*Robot by Oliver Bonner-Hutton*





# Mahi-a-Toi

By Matua Jeff Ruha

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

**M**ahi-ā-Toi has had yet another successful year. We began last year with only a Year 12 class and this year we had both Year 12 and 13, with 30 students taking up the wero. Mahi-ā-Toi holds a philosophy of 'leading change through a Māori lens'. Leading change through Māori is giving students a right to be culturally responsive, a right to have a cultural identity and a right to reconnect to their whakapapa. Mahi-ā-Toi is an avenue where our students can express their feelings and emotions through song and dance and also arts and crafts.

Everything in Mahi-ā-Toi is taught with Māori method behind it but it does not mean you have to be Māori to be a part of Mahi-ā-Toi.

Production from the students this year has been outstanding, creating

over 160 pounamu taonga and over 140 patu for the Taputapuetea festival in the Term Three holidays. Year 12s created taiaha, illustration prints, and many more. Year 13s created taonga, pukaea, prints and more. As time goes on quality improves big time.

## YEAR 12 UNITEC EXPERIENCE

Every Friday in Term Two, the Year 12 students studied at Unitec to gain tertiary experience and to work towards visual art standards 2.2, 2.3 and 2.5. They worked under the guidance and tutorship of Michael Freeman and Hohepa Renata. All students have walked away with an outstanding grade.

## MAHI-Ā-TOI TRIP

This year we were lucky to take all Mahi students on our trip. We stayed in the homeland of master carver Jack Brooking and his son, master Tā Moko artist Henare Brooking. The purpose of the trip is let the students understand the nature and role of an Iwi carver and how you can make a living out of it.

With the help of staff members matua Mark Thompson and whaea Tui (Tania Wilson), whānau members whaea Rongo, whaea Eguane and whaea Liz we were able to have a lot of educational fun. We walked 789 steps to see the first sunrise in the country on the East Cape. Students caught fish, shark, crayfish, pig and deer. They learnt stories and songs of the great chief Tuwhakairiora and the build a model size marae at the scale of 1:17 of 2m long x 60cm wide x 60cm in height.

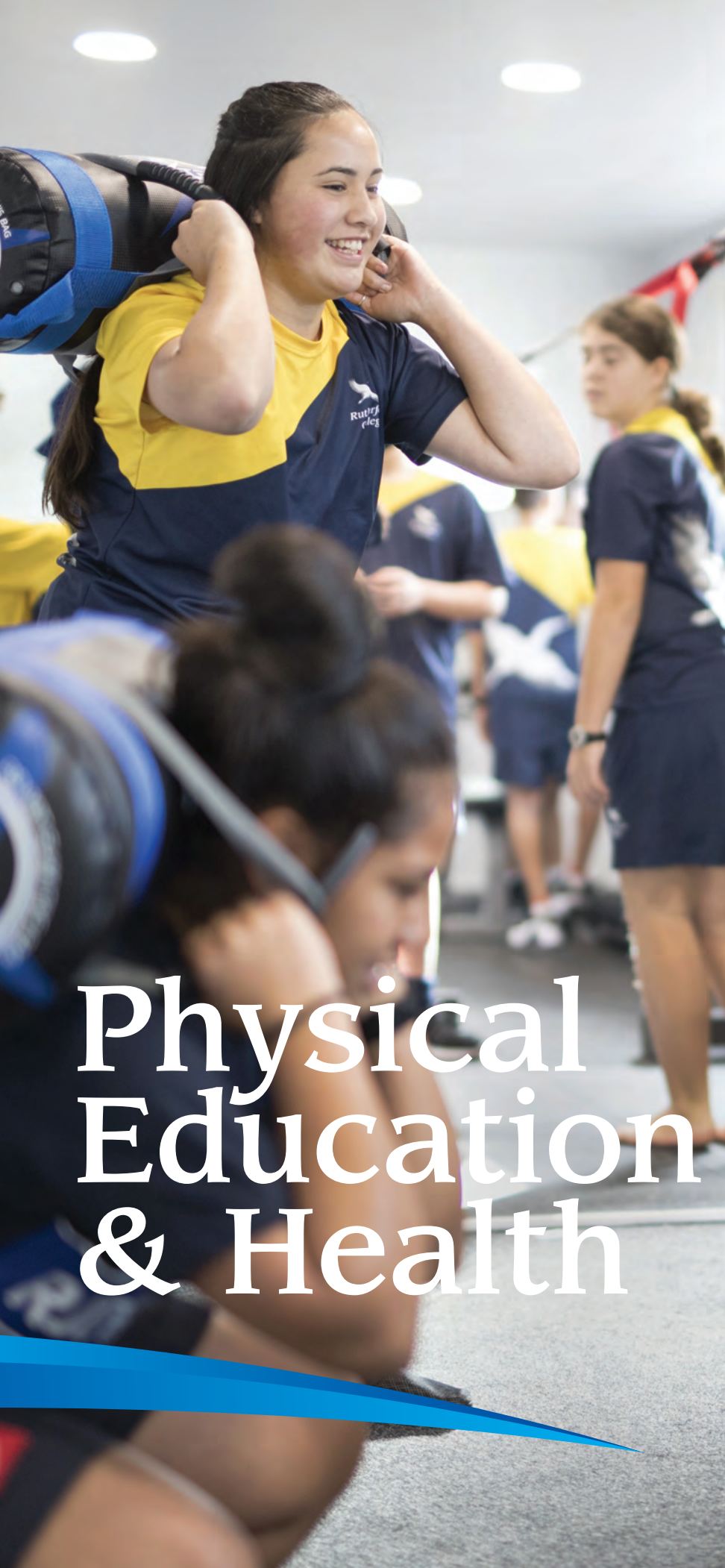
There are outstanding academic outcomes that have come out of Mahi-ā-Toi but nothing beats the outcomes that only the students themselves can explain. Those moments when the students grow into a better person because they have experience mahi through a Māori lens, that is PRICELESS!

He mihi aroha mutunga kore ki nā tāngata e manaaki i a mātou i roto i te ara o te Mahi-ā-Toi.

Haumi e  
Hui e  
Taiki e







# Physical Education & Health

*The Physical Education and Health Department continued to grow in 2017.*

**T**erm One began with a bang with multiple trips going out to take advantage of the great weather. Our Year 9s came in to the program sporting the new House Colour PE gear and wearing it proudly in their tutor groups. And to top it off we received news that three of the five Year 13s who completed the Scholarship Assessment in 2016 had in fact received Scholarship Awards! This set the scene for what turned out to be a successful year in Physical Education and Health.

## **PHYSICAL EDUCATION**

Within the junior program we continued to grow our Digital Learning tools within our units to reflect device use amongst our Year 's. This allowed students to learn Anatomy, Biomechanics and Exercise Physiology through a variety of contexts, including the use of our new Weights Room! This was completely upgraded with new equipment throughout which helped aid our students in learning about their bodies through practical experiences.

Online tools such as Youtube, QR codes, Sworkit and HUDL were used to enhance learning. Tools such as Socrative and Google Forms were used as online formative and summative testing, which were conducted around Biophysical Principles within movement. The use of personal devices was also utilised through QR Code Orienteering and online tools or fitness apps in a unit aimed at looking at how technology can enhance physical activity levels in youth.

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 programmes. 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 Tree Adventures and the Year 13s attended a Biomechanics and Sports Science day at AUT Millennium... which also provided an introduction to tertiary courses available in the Sport and Recreation field. Both of these trips were highly beneficial for our students and saw students not only enjoying themselves, but learning and applying their skills within the wider community. Our senior students also had the opportunity to work alongside our juniors in a Health Promotion unit, aimed at bringing enjoyable sporting experiences to youth to ensure lifelong participation. They not only gained insight into health promotion practices, they learned valuable lessons in planning, organisation and leadership.

Our programs continue to build confidence, resilience and critical thinking skills in our students. The aim from here is to enhance the links between their experiences in Physical Education and “the real world”... whether that be in a literal or metaphorical sense.



**HEALTH**

Health in the senior school consolidated its position as a full senior academic pathway. 2017 was the first year for over three years that new courses were not introduced, thus allowing improvements to be made to coursework and assessments across the three senior levels.

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. Teachers of the

junior Health curriculum undertook an extremely successful professional learning workshop presented by the Family Planning Association. This targeted ‘Best Practise’ of how to teach effective Sexuality Education under the Ministries Sexuality Education Guidelines. Our Department has been busily developing resources and delivering effective lessons to students as a result of the workshop! In term four a ‘Community Consultation’ will be conducted as a ministry requirement every two years of how Health Education is delivered at Rutherford College.



# Outdoor Education

*What a year it has been in the Outdoor Education Department this year!*

Year 12 Outdoor Education has seen students pushing their mental and physical limits in the rock climbing unit and learning how to become the next Bear Grylls through honing their navigational and risk management skills. Students have been able to put these skills directly into action on the Lake Pupuke kayaking assessment trip. Everyone was able to mitigate risks associated with kayaking on open water and make crucial navigational decisions while hiking in the Waitakere Ranges. Tāwharanui camp was a huge highlight to the year. Students had the opportunity to try their hand in many activities such as stand up paddle boarding, kayaking and tramping. The three days were challenging for the students, however

their resilience and teamwork enabled them to take full advantage of the opportunities.

Year 13 Outdoor Education started with students learning how to become effective leaders in the outdoors while on the Tāwharanui SUP (stand up paddle boarding) trip. We were very fortunate with the weather conditions on this trip and everyone definitely took advantage of this.

What only seemed like days after this, students swapped the beaches of Tāwharanui with the white capped peaks of Mt Ruapehu on the Central Plateau. Snow Camp 2017 saw students shredding the slopes of Whakapapa, putting into practice the skills they had learned at Snow Planet in sunny Auckland. Students were also treated with a blue bird day for their 16km hike to the picturesque Tama Lakes. Being



alpine lakes, there was a considerable climb to reach them but we were all treated to unbelievable views.

Two practice hikes in the Waitakere ranges prepared the students for their assessment hike in Karekare. Students took control on this trip and led the way through navigation and group/self-management. Students were able to refine their strategies to achieve group and personal goals.







# Gateway and Skills Pathways

*The Gateway Programme is designed to strengthen the pathway for students to progress from school to workplace learning.*

The Gateway Programme supports achieving secondary students (Year 12 & 13 students) undertaking structured workplace learning across a range of industries and businesses throughout our community while continuing to study at school. Work placements are usually for one day per week for an agreed period of time. The students work for external unit standard credits, not money. Credits achieved whilst on placement can be counted towards their NCEA.

All Gateway students need to have achieved NCEA Level 1 and have a proven track record of excellent behaviour, attendance, punctuality and the ability to work independently and use their initiative – in other words are “work ready”. Students are also responsible for getting themselves to and from their work placements each week. Students are also given the opportunity to attend courses to help them prepare for their work placement e.g. First Aid Course; Health & Safety Course and Site Safe Construction Passport. These are all valuable skills for the students to take to their work placements and they have been able to add these qualifications to their CVs.

Many of the students undertaking work experience through Gateway are from the Skills Pathways classes, which also emphasise work readiness. This is a great partnership and really beneficial to our students.

In 2017 students from Rutherford College have worked in the McDonalds

Oasis Programme, The Warehouse Red Shirts in Schools Programme, flight attending, building, architecture, automotive, computer engineering, early childhood education, Countdown Supermarkets SEEDS Retail Programme, hairdressing and make up, banking at a local ANZ Bank, and art and design at ZEAL.

Students have been able to gain new skills, make new friends, have a closer look at a job they may want to pursue in the future, make contacts within their chosen industry and experience what it is really like to go to work for a day in the real world. Some of our students have also been offered paid holiday work as well as some students being offered part time work while they begin their tertiary study next year or full time work when they leave school.



*Shayne Prasad took part in the pilot of the Countdown SEEDS Programme. He is in the bakery section at the Lincoln Road Countdown – this was his favourite department that he worked in. He did an awesome job and as a result Countdown have offered him a full time position when he leaves school at the end of this year. He gained 19 credits at Level 2 and a customer service certificate. Countdown Head Office were so pleased with the how the programme went that they have decided to extend the programme next year to all 178 of their stores NZ wide.*



*Gateway students Tupea Tomoare-Angoika, Gabby Hindt and Sone Toma-Leatitagalo taking part in the practical part of their 1st Aid Course in March this year.*



*Gateway students Robin Harmse, Vicki Ravell, Shaune Prasad and Jazz Henry Selau completed the Red Shirts in Schools Programme at The Warehouse Lincoln Rd. They worked one day per week for 10 weeks and gained 22 credits at Level 2 and a customer service certificate.*



*Gateway student Mohammed Ibrahim on his first day at his work placement with the ANZ Bank in Westgate.*



# Careers & Transition

The background of the page is a photograph of two young women standing on the deck of a ship. They are both wearing black t-shirts, black caps with the 'New Army' logo, and camouflage cargo pants. They are smiling and looking towards the camera. The woman on the right has her arm around the shoulder of the woman on the left. In the background, there is a large white ship with various antennas and equipment. A sign on the ship reads 'HMNZS MANAWAHE'. The sky is blue with some clouds.

*The Careers and Transition Department has had a busy and rewarding year. The careers education model of self-awareness, opportunity awareness, decision making and career planning is important in preparing our students for a successful transition to the world beyond school.*





Our aim is that all students achieve to their maximum and leave as confident, holistic graduates fully prepared for the next phase of their lives. Being career ready gives one a sense of direction, now and into the future.

Self-awareness and getting to know and understanding yourself and what influences you is a critical factor in making good decisions. Students at all levels are encouraged to drop in to the department or make an appointment for individual advice. Many students spent time compiling CVs, or applied online for jobs and courses, browsing latest brochures and prospectuses. The lunch time presentations from external providers were also well attended.

After school we offered a learners licence preparation course which was popular and has seen approximately fifty students gain this first step which is an essential qualification for future employability.

The Careers Expo, Trades Evening and INZONE bus provided students with the opportunity to explore courses and careers that they were interested in, gather information, and to talk to representatives about future study or work options. Students enjoyed using the interactive tools to research the vocational pathways sectors to find out what was needed for each industry and how to get into jobs in each sector. These information evenings were well supported by our students and whanau.

Throughout the year students have attended a number of targeted courses, information and taster days to increase their awareness, knowledge and skills. Some of these included:

- Young Women in Leadership programme
- Defence Career Experience
- Animation Unleashed course
- UNITEC Dance winter workshop
- Maori and Pacific PILOT days (Pacific Island Leaders of Tomorrow)
- Job Ready workshop

Our tight group of adult students have also had a successful year gaining knowledge and qualifications required to equip them to continue with study or gain employment as confident "life-long learners."

It's always a challenge for us to get specific information across to students and the wider community about upcoming events and dates to be aware of, so a highlight this year has been the introduction of the Careers Facebook page. This has been by far the most successful way of sharing information. Please check us out and like our page.

*By Jeanette Reid  
HOD Careers and Transition  
Department/Adult student Dean*







*Jodie Platts Y13*



*Katelyn Milne Y10*



*Annabelle London Y12*



*Anushka Kesa Y9*



*Shannen Kroon Y11*

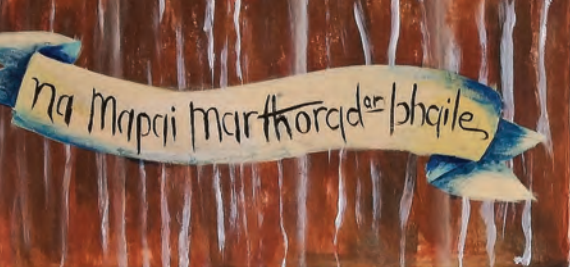


*Christine Kuk Y13*



*Kosrat Barzengi Y9*





Mereana Mua Y11



VISUAL ARTS



Kaylie Fidow Y12



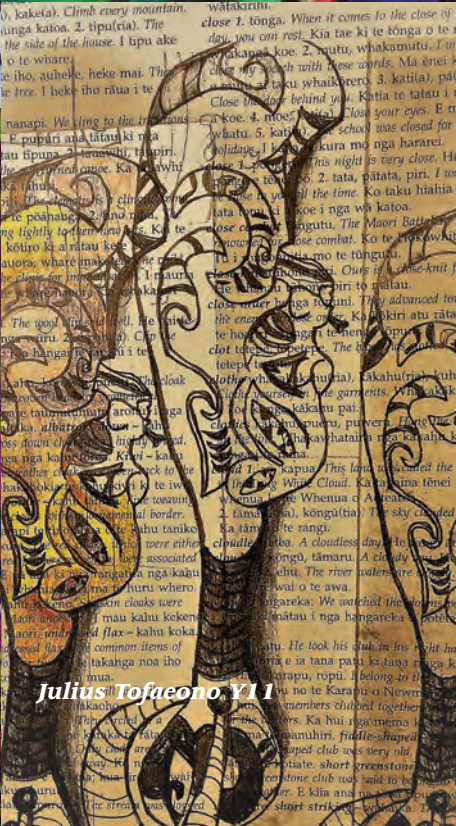
Tiana Mahi Y12



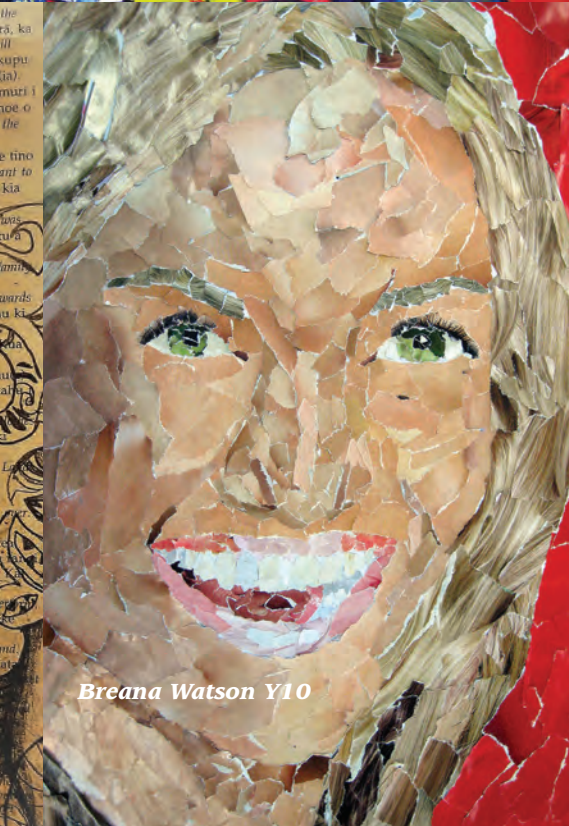
Millan Uka Y13



Toni Lothead Y9



Julius Tofaeono, Y11



Breana Watson Y10





*2017 saw considerable growth of the LEAP (Learning Extension and Acceleration) department in both staffing and student support.*

Our Acceleration team moved offices to a new (bigger) location in the English Block. With funding from Douglas Pharmaceuticals and the RTLB (Resource Teachers of Learning and Behaviour) service we have been able to increase our store of student learning resources and reach a wider group of students. We are now able to deliver technology to students who need it for assessments and provide a quiet place for students who need to be assessed in a different environment.

This year, we were also able to increase our in-class support. Ana Aramoana joined us as a teacher aide for the 2017 academic year. Ana's huge energy and compassion for our students has made her a great addition to our team. Alongside Ana, Anthony Uili joined us for Terms Three and Four. He brought a young male perspective to our team. His easy nature with boys in particular helped bring a new focus to a number of our students.

We farewelled two staff last year and in their places welcomed Kesi Koloni and Michelle Arnold as full-

time members of our team. Kesi and Michelle are both highly experienced teacher aides who bring a range of skills to our team.

Together, our LEAP team of teachers' aides has refined our student support systems, developed their knowledge of Functional Behaviour Assessments (with the help of valued RTLBs) and built on their own training through courses in teacher's aide skills, Autism Spectrum Disorder, the teenage brain and much more. At LEAP, we believe that highly trained teachers' aides are hugely important in the support of our young learners.

In 2016 our SENCO and co-HOD LEAP, Saffron Conde, was awarded a Postgraduate Diploma of Educational Psychology with Distinction from



Massey University and undertook training in the administration of the Woodcock Johnson IV, so that the LEAP department might strengthen its knowledge of student learning needs and tools to measure them. We are now able to offer a broader range of assessments that help us better understand and plan for student needs.

Our team supports a growing number of students with Special Assessment Conditions. This year we supported 67 students who sat their assessments either on special paper, by computer, with a reader and/or writer, or by themselves. In 2016 we supported students through 150 individual exam sessions and in 2017 the number is now 191 individual exam sessions. We are excited by the increased numbers of students being aware of and able to access supports that help them achieve to their maximum.

LEAP students study a huge range of subjects from Engineering, to Dance to Shakespeare. In 2016's end of year prize-giving, we were happy to see a number of LEAP students achieve at top levels in their individual subject areas and in 2017, we saw yet another LEAP student achieve at Scholarship level in NCEA.

It is our pleasure to support them on their journey through school.





# Extension

Our students of high potential academic ability have continued to challenge themselves in 2017 through a wide range of opportunities, both in class and outside. These students are initially placed in our Kaleidoscope junior classes from entrance tests and data from intermediate schools. They are challenged within their classes by learning at a faster pace with more breadth and depth. As specific individual abilities are identified, students are offered opportunities to develop these, extend and challenge themselves, including accelerated level classes.

In the senior school, identified students are monitored, mentored and made aware of a wide range of academic challenges to complement their NCEA studies and help to develop critical thinking, interpersonal skills and meet students of like mind from outside Rutherford. A few of the most memorable successes of a few of our talented academic students are below.

## UNIVERSITY OF AUCKLAND YOUNG SCHOLARS UNIVERSITY COURSES

A group of four Year 13 students chose to challenge themselves with a university paper in the first semester. Despite the struggle of keeping up with all the demands on their time, all four passed easily and enjoyed the insight into university level study.

Morgan O'Loughlin studied Psychology and achieved an amazing A+ grade, the top in her class.

Sang Hyun Kim also did really well, achieving an A in Accelerated Mathematics whilst being Head Boy and participating in an incredible number of co-curricular and outside pursuits.

Josh Weerdenburg and Sabrina Wong both successfully completed Maths papers.

This opportunity is available to a small group of top Rutherford students each year through the STAR funding programme. All of the students agreed that it was an amazing opportunity and

helped a great deal in determining their future academic route.

### Academic Forums

As always, a number of our students won places at prestigious residential forums for top academic achievers. These included Alan Wong at the two week Rotary Science and Technology Forum, Rianna Leota at the MacDiarmid Institute Science Forum and Meg Nowak at the Aurora Astronomy Camp at Mt John Observatory, Tekapo. I apologise for any missed off this list. These students all relished the chance to make friends with like-minded young people and participate in a wide range of activities with equipment we have little access to at school.

We have a group of students currently shortlisted for Biology and Chemistry Olympiad teams (Reuben He, Daniel Quach, Sanskruti Patel) and Rawiri Hohepa achieved highly in the Linguistics Olympiad round earlier in the year.

## ICAS COMPETITIONS

These international competitions in Science, Maths and English have been around for many years and were entered by more Rutherford students than previous years, challenging themselves on an international stage. A group also entered the Digital Technology exam for the first time, with some great results. Distinction entitles a student to gain a Rutherford silver Kotuku academic badge, and High

Distinction an automatic prestigious blue academic badge.

## UNIVERSITY OF CANTERBURY GREAT KIWI COMPETITION

This was a new event for 2017, with one hour online exams in Maths, English and Science for junior students only. This competition was highly contested by over 350 schools across New Zealand.

Congratulations to Oliver Gracewood, a year 9 student who came 1st in NZ in the University of Canterbury English Competition, winning a \$100 voucher.

Rutherford has a wide range of co-curricular groups and activities for young people determined to make their world a better place through helping others less fortunate, environmental activism and others. These groups are generally led by our talented students and some Year 13 students will be very sadly missed as they move on to tertiary studies next year. Some of these community minded groups include our strong environment group, charity groups such as World Vision, Unicef, Z-Club and Animal Rights. Rutherford groups are proud to have raised well over \$10 000 for worthy causes this year and planted a tree for every Rutherford student.

Rutherford was well represented in several maths competitions, the Brain Bee neurology contest, young Engineers, Robotics and more.



*Kal students working with year 9s on stream study research.*





# International Languages

## China Trip

*It has been an exciting and busy year for the International Language Department.*

During the April school holiday this year, 12 students from senior Chinese classes had an once-in-a-lifetime opportunity to visit China for two weeks with the Chinese teacher, Ms Hsiao.

It was an eye-opening experience for the students to have a glimpse into the interesting Chinese history, culture and food, they also get to practice Chinese in more authentic settings.

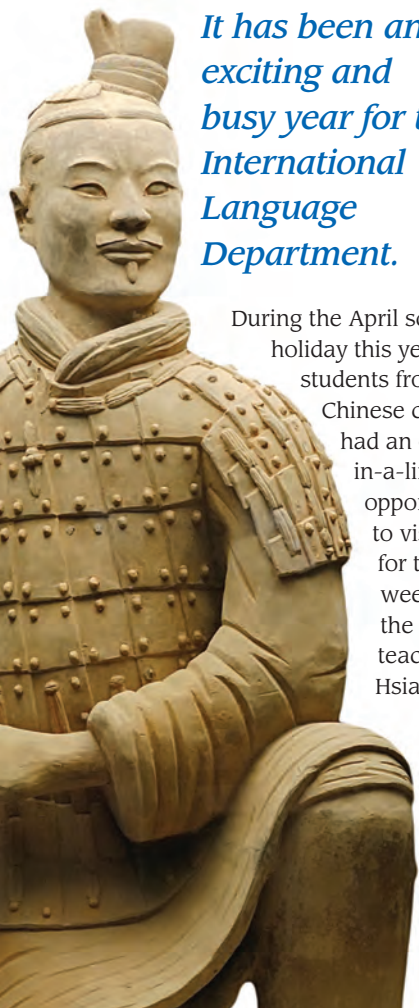
The first stop was the vibrant modern city of Shanghai and our sister school, Shanghai Datong High School. We visited the fast growing modern Pudong area where most of the newest and tallest skyscrapers in the world are. At night, we enjoyed a cruise down the Yangtzi River and the stunning city view of Shanghai. We were able to observe the differences between the New Zealand and Chinese school systems, and learn about Chinese culture, such as calligraphy and dumpling making.

The second stop was the ancient city of Xi'an. There, we saw a different side of China that is full of rich history, such as the famous Terracotta Warriors. We learned about how and why they were made more than 2000 years ago. We also rode bikes on top of the ancient city walls, taking in the magnificent view the city can offer. After a unique experience of over-night-train ride from Xi'an to Beijing, we arrived in Beijing to see the majestic Forbidden City, Summer Palace and Temple of

Heaven. We also visited the Beijing Zoo to see the adorable pandas and had the most exciting shopping experience. The students were able to use their language skills and bargained their way through various markets in China.

The highlight of the trip was hiking up the Great Wall of China. Instead of visiting the touristy part of the Great Wall, we spent a whole day walking along the ancient ruins of the Great Wall, which could be dated back to 500AD, in a small rural town outside Beijing. The view that we saw was spectacular and breath-taking. We spent a night a small village farm house enjoying a home cooked meal with the local family.

The trip not only broadened the students' view about the world, it also helped shaping them into mature young adults. Wonderful friendships were formed and unforgettable memories created. They developed more open minds and a better understanding of Chinese culture and history. While on the trip, the students presented themselves in a mature and responsible manner by helping and looking after each other which made the trip a successful one.







## International Languages Week

At the end of Term Two, we had the annual Rutherford tradition, the International Languages Week! It was a five-day week packed with lots of fun activities and performances to celebrate the understanding and the diversity of cultures we have at Rutherford College.

We started the week with Māori Day on Monday. To celebrate the richness of our native Māori culture, the Kapa Haka gave a moving performance at the senior assembly. At lunchtime, the excellent Kapa Haka team also put together delicious Taniwha burgers for sale outside the Marae.

German Day was on Tuesday. Mrs Scheffer-Cosslett and her team organised a German film to be shown at the assembly and yummy German brezels and gingerbread cookies were sold at lunchtime. It drew a big crowd.

On Wednesday, it was Chinese Day. A group of students who went to China this year with the Chinese teacher, Ms Hsiao, presented their trip at assembly. We also held a shuttlecock/hacky sack competition at interval. Shuttlecock-kicking is a traditional children's game in China. At lunchtime, there was Chinese food, such as fried rice and dumplings, for sale outside B Block. It has always been a very popular day and the food was sold out very fast.



*Calligraphy lesson*

Then came Thursday, Japanese Day. The Japanese teacher, Ms Hill, and her students worked very hard from the beginning of the day to prepare yummy Japanese curry and sushi to be sold at lunchtime. It was such a treat to have the warm curry rice to fill your stomach on a cold winter day.

Friday was the highlight of the week as we celebrated all different cultures with the Year 13s and some staff dressed up in various cultural costumes and held a parade at interval around the school. On top of the good weather

we had been having during this week, the colourful costumes brightened up Rutherford College even more.

By lunchtime, the highly anticipated annual Food Fear Factor had drawn a large crowd outside C Block. The contestants had to eat things like chicken feet, beef tendon, century-old egg and some mysterious food combinations; just looking at the food made me nauseous. The competition was very close and intense, and the winner of the Food Fear Factor 2017 went to Takuo Taumataga from 9MT. The crowd was cheering loudly for all the contestants.

To conclude the week, the Rutherford prefects performed a flash mob at the end of the Food Fear Factor. It was the best dance and the best team work you can expect.

International Languages Week is always a pleasure to be part of, where we celebrate not just the languages we have up for offer at Rutherford, but also to embrace the cultures and promote understanding of different cultures. I think it was great to see so many people participating in this year's activities, particularly Year 9, this year. Thank you to all the teachers and students that made this week special! And we will see you again at International Languages Week again in 2018!



*Rutherford Primary School  
German program*





# Te Reo Māori

By Whaea Louisa King

*Kua tōatu ki tua te manu o te rangi. Tōku manu hoka rangi taumata e. Kua kumea mai ngā ripa o te pō. Mā wai koe e whakamārama? Mā te kī tahi, mā te kōrero tahi, mā te wānanga i te kupu nui e.*

He wai mihi, he waikori e mihi nei, e kori nei. Mihimihi atu, oriori atu aku rangatira e kō nei, e mihi ana. Kei ngā poupou o te whare o Te Kōtuku, nei rā te mihi maioha ki a koutou katoa i kaha tautoko i ngā rangatahi, ngā rangatira o āpōpō. Otira ki a koe Jeff nāu tēnei waka i hautū, e te pītau whakarei kei te mihi. Ki a koe anō hoki Whaea Liz, kā tahi ko te wahine toa ko koe, aku mihi maioha ki a koe. Ki a Ang koutou ko te tira whakahaere o te komiti whānau, nō ku te whiwhi ki te mahi tahi ki a koutou i tēnei tau.

This year has been a busy one for the Māori department. The NCEA Te Reo Māori seniors students were fortunate enough to get a hands-on experience upon one of Aotearoa's battle sites, Rangiriri. The day was a huge eye opener for our students who

gained a deeper understanding of the NZ land wars from a Māori perspective. We were very fortunate to have Brad Totorewa, a Māori historian of Waikato, give the background of the battle.

This year's Ngā Manu Kōrero ki Te Waitematā was hosted at Orakei Marae. Representing Rutherford College were Tiare Heni Faith Ngata-Aerengamate 9WS and Rāwiri Hōhepa 13SK. Both speakers represented the school, the kapa and their whānau with great pride. E mihi kau ana ki a kōrua i tū rangatira ai, e poho kererū ana mātou.

International Languages Week started with the indigenous language of Aotearoa, Te Reo Māori. From Taniwha burgers to tongue twisters, the day was a huge success. Many thanks to Matua Jeff and our student leaders Jayda

Butterworth, Keanu Hansen and Naiomi Newton.

The 'Te Wiki o te Reo Māori' theme this year was 'Kia Ora Te Reo', to acknowledge and celebrate our Māori greeting in direct relation 'to live' which honours the new Māori Language Act 2016. To celebrate, the Māori department and students of Te ReoMāori tested out Kupu Whīwhiwhi, a Māori tongue twister. A fun week indeed!

Kei ngā akunga o te reo Māori kei roto i ō koutou ringa te orange o te reo Māori. Ko tāku ki a koutou, kaua e mate wheke engari me mate ururoa. Nōku te maringanui ki te noho tahi ki a koutou i tēnei tau. Arohaina.

Nā reira, me whakamutu pea i ēnei kōrero āku. Mā tūī, mā korimako, mā kākā, mā tīrairaka. Mā ēnei manu katoa o Te Wao-nui-a-Tāne ka tau ko te manu kōrihi. Nā reira, me tuku te wao ki tēnā, ki tēna kia puta te pāreka o te kōrihi kōrero ki waenga i atbu. Mai i mua ki muri, i muri ki mua. Tēnā koutou katoa.







*Exercise helps our muscles to be stronger... Shalveen*



*Making puppets at the Interact Festival was enjoyable... Jasmine*



*Rutherford College is the best because I get to enjoy activities with my friends... Saul*

# Tūranga waewae Department



*I enjoy tenpin bowling... especially pushing the ball off the ramp... Tauaa*



*At Rutherford College, everyone always has a good attitude... Diamond*



*I like Rutherford College because I enjoy the learning activities... Linda*



*Horses are great. I like riding on a horse forward and backwards... Sarah*



*Rutherford College is good as everyone is respectful and supportive... Precious*



*I like Rutherford because I like to be in the Kapa Haka... Marco*





# English Second Language Department & International Student Programme

*2017 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 an 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).

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





Martial Arts demonstration



Tom Heloire Rugby



French students Waitomo Trip





## COMMUNITY EDUCATION



### ELEVEN REASONS TO TAKE A CLASS WITH RUTHERFORD ADULT AND COMMUNITY EDUCATION

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

[www.rutherfordcomed.co.nz](http://www.rutherfordcomed.co.nz)  
Phone 834 4099





# Drama

Miss T. Wilson

*The Drama department has been through a whirlwind of exciting new opportunities this year, from connecting with the Te Atatu community, being observers of live theatre and also all students rising to the challenges that pushes themselves further as theatre practitioners.*

The Year 13 Drama students wowed the crowds with their professionalism in the performance of Find Me at the beginning of Term Two. The well-crafted play confronts the audience with the issue of mental health by looking into the lives of a family in the 1970's. A challenging play, but one that was approached with maturity from all students. In Term Three we had the privilege to host Chinese international students for an hour, where language was no barrier! The Year 13 students guided the international students into creating frozen images with their bodies using the stimulus of landmarks and objects of New Zealand. A really enjoyable lesson for both parties.



A theme that ran through the Year 12 Drama program this year was based around the idea of class and status. In Term One, students created the high born characters from *The Importance Of Being Earnest* and in Term Three they devised an opinion piece based around poverty.

Year 11s had a fantastic opportunity to work alongside Lisa Brickell who specialises in the theatre form Commedia Dell'arte. The two-hour workshop gave the students an insight into the theatre form and inspired the students to create their own performances. The students worked hard in Term Two to create their own Commedia masks, designing their performance and costumes. It was a proud moment for the Year 11s to perform at Te Atatu Intermediate, where their performances were well received.

All senior Drama had the opportunity to view some amazing theatre that New Zealand has to offer which they need to critically analyse in their NCEA exams. The hilarious *Pickle King* from Indian Ink Theatre Company exposed many ideas around immigration, curses and love. The *Whole Hearted* from Massive Company made the students really question whether or not they are living a full life. The students also had a fantastic opportunity to meet the director of *The Whole Hearted* who led a discussion which gave the students a better insight into how Massive works.

Finally Junior Drama has had a lot of fun engaging with the fundamentals of Drama, from playing with techniques, devising their own performances and challenging themselves by performing in front of their peers.

Let us enjoy the spirit of entertainment – Kia Kawea tātou e te rēhia.







# Dance

## *What a fabulous year for Dance at Rutherford!*

**W**e started with a bang, with six of 2016's Year 13s receiving scholarship in Dance. Congratulations to Zaviar Baker (outstanding), Jarrod Klooster, Xanthe Pavlovich, Aleisha Ritchie, Toni Stallard and Eden Mabbutt on this achievement.

This year's dance students have had a full year as well. The studio shows in Terms One and Three featured all dance students, from Year 9 to 13, and showcase student choreography. Senior dance students also participated in the You Dance festival in Term Two, held at the Raye Freedman Performing Arts Centre in Epsom.

On Rutherford Day, Year 12 dance students performed 'Rat Race' choreographed by Joash Fahitua. This crowd favourite fused Samoan Sasa movement with contemporary dance, to the William Tell overture.

Tyla Sutherland and Liana Sabetian, both Year 13, performed with Miss Exeter's dance collective Trip The Light at the Mangere Arts Centre as part of Pacific Dance Festival. The girls performed in a piece called 'Keeping the Faith' choreographed by Joash Fahitua which explores characters and concepts within church environments.

The final show of the year was the Year 13 Showcase, which

included scholarship submissions and assessments for the topic of Peace and Protest. The Year 13 students were accompanied by the Year 12 dance students who are also being assessed on their performance pieces.

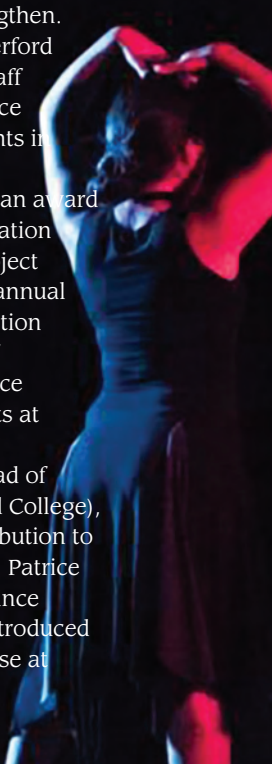
The show opened with an amazing piece choreographed by Firenze Lupi, about the Vietnamese Buddhist monks that self-immolated themselves in protest. The next remarkable piece was by Tyla Sutherland and was based around the issue of blood diamonds. The third spectacular piece was about the ship *Henritta Marie* which was

a slave ship that carried captive Africans, choreographed by Favor Ukah. This was followed by a dance piece that was very emotional, which displayed the shooting that took place at the Sandy Hook elementary school, choreographed by Imogen Redwood-Bennett. Nikita Murray created a remarkable piece about The Hiko which was the Maori land march. This was followed by Hannah Marriott's piece, a tribute for the survivors of the Holocaust. The final piece was called *Blackbird* by Liana Sabetian, based on the South Pacific Island's slavery in the 1860's and was fascinating to watch.

Our connections within the community continue to strengthen. Miss Renee Richards, a Rutherford dance alumnus, joined the staff this year, teaching junior dance and collaborating with students in choreography.

Miss Perri Exeter received an award for Excellence in Dance Education in Aotearoa at the Dance Subject Association of New Zealand annual conference. This is in recognition of the outstanding number of Scholarships and First in Dance awards gained by her students at Rutherford College.

Ms Patrice O'Brien (ex-Head of Performing Arts at Rutherford College), was also honoured for Contribution to dance education in Aotearoa. Patrice has been involved in dance since 1989 when dance was first introduced as a Form Six Certificate course at Rutherford College.





DANCE







# Music



*“Some people think music education is a privilege, but I think it’s essential to being human” Jewel*

2017 has been another great year for our thriving little music department as we continue to promote and develop music education, creativity and confidence. I have been blessed to work with some great student musicians and alongside committed itinerant teachers of music. Each day our studios, music room and corridor buzz with enthusiasm, sounds of effective (and ineffective) rehearsals, shredding guitarists, talented drummers, beautiful harmonies and the occasional gossip session - our home away from home has always been a sanctuary for Rutherford’s budding musicians.

## MUSIC EDUCATION

Each year shuffles in new ideas, lots of new music and new faces. We have been blessed to add Mr Tanielu (drums), Mrs Boyack (strings) and Miss Cooper (flute) to our staff of itinerant teachers. The team have continued to inspire, mould and develop all our musos and it’s been great to see them experience success in their performances and compositions.

We were fortunate this year to buddy up our Year 11 and 13 vocalists with

students from EXCEL to work on their performance assessments - a great initiative and a collaboration that has proved to be successful for our students in terms of their confidence and musicianship.

The recording studio has been in hot demand this year with students working on original compositions, creating mix tapes for dance students, arrangements and recordings. Level 1 music students have been able to be the first to attempt the music technology program implemented this year. It has been encouraging to see the students make use of these resources this year.

## LUV MUSIC & SCHOLARS ASSEMBLY

Another successful Luv Music with the school hall packed out with family and friends supporting our senior NCEA musicians. It is a great experience and performance opportunity especially for our Year 11 musos as it is for many of them their first chance to perform on stage before a live audience. Scholars Assembly allowed the rest of Rutherford to hear and see some hidden gems from our Year 13 class.

## NZ MUSIC MONTH

It is fantastic that we have a month in the year for our very own music industry to be recognised and what a great way for us to do this by giving back to the community through music. NZMM is always an ideal opportunity

for our music ensembles and soloists to perform for the community at the local Te Atatu Peninsula library.

## CONCERT BAND

Our illustrious concert band has had an amazing year as they continue to build a strong foundation and recruit new members. 32 committed students plus Mr Davenport is a force to be reckoned with! It has inspired many other student musicians to pick up and learn more traditional instruments and develop their music theory. This year we entered the KBB Music Festival as a competitive band and received a Commended award overall. Several of our students also attended the NZ Concert Band Association National Festival in August as part of the West City and West City Youth Concert Bands. Both bands were successful achieving several of the top awards that weekend.

Many thanks to Mrs Chandra for her assistance this year as Arts Coordinator, our itinerant teachers of Music - Mr Salima, Mrs Boyack, Mrs Faaea-Semeatu, Mr Breed, Mr Cossar, Mr Tanielu, Miss Cooper and Mr Davenport for your support and commitment to our students and last but definitely not least our student musicians - well done for an awesome year of laughs, tears and lots of amazing music making! I wish our Year 13 Musos all the best in their future ventures - ua faafetai, ua faafetai, ua malie mata e vaai, ua tasi lava oe i lo’u nei faamoemoe.





# Information Commons

Teacher with Library Responsibilities, Donna Hutton

*There is more to do at the library than you might even imagine!*

**S**ure. You can find a book or do some research on one of our 42 computers. But don't stop there. The Information Commons is overflowing with ideas, information and services. Our environment is the envy of many schools with five dedicated meeting areas.

We provide essential access to books and information and have been doing so since the sixties.

Today we are building on that legacy by adding to and refining our large collection. You can explore the catalogue collection of 25,000 books from your device. It is one of the largest

secondary school library collections in the country.

We are always looking at ways to transform our library into a proactive centre of education and opportunity. New and noteworthy books include a selection by our acclaimed young New Zealand author Jessica Pawley. The collection also includes magazines, daily newspapers, graphic novels, comics, maps and international language books and magazines. The vertical file, a well utilized resource, is regularly stocked with up-to-date articles.

We have Wheelers eBooks, which gives access to 1500 books to read on your device, free to download.

Environment is an integral part of our wellbeing and the Information Commons offers comfortable, reflective

seating and work spaces with displays set to provoke thought and discussion on current topics.

Friendly Library Assistants Ms Wilson, Ms Lealiie and Mrs Keeley with the help of other support staff make the running of the Information Commons possible.

A large group of dedicated monitors who assist the Library Staff and support other students have also contributed to the management of resources and effective running of the Information Commons.

We are relentless in our efforts to better understand our community of learners, our collections and our users. We are constantly exploring new ways of doing things better and doing better things.

It is all free and it's all at your library...The Rutherford College Information Commons. We are open from 8.00 until 3.45. Come and visit us.

## PEER SEXUALITY SUPPORT PROGRAMME

THE PEER SEXUALITY SUPPORT PROGRAMME (PSSP) is run by the Auckland Sexual Health Services, Education Unit which is part of the Auckland District Health Board. Each year five Year Twelve students attend a

five day intensive residential Hui. The Hui allows students to explore their own attitudes and values in relation to sexuality and sexual health as well as those of others. There are a number of workshops which provide students

with accurate information and access to resources which they can use to assist others within their communities when they return to school.

The students have to run a minimum of one health promotion every term. Successful promotions each year are Pink Shirt Day, Senior Ball promotion packs, Love Your Body and guest speakers.

The students meet fortnightly with a staff member from the ADHB Education Team and the school coordinators Graham Johnson and Chris Brehmer. These meetings are to discuss any "contacts" they have had with students and friends, plan events/promotions they will run and to discuss any other general business.

At the end of the year there is a graduation ceremony which is themed and fancy dress. The team gets together with all the other schools in Auckland that have a PSSP team.





# Cultural Committee

*The cultural committee plays a major role at Rutherford College throughout the year for dance, drama, music and many other cultural events.*

The cultural committee plays a major role at Rutherford College throughout the year for dance, drama, music and many other cultural events. The group is led by Mrs Chandra and Cultural Captains Morgan O'Loughlin and Aiden Whyte as well as 12 devoted senior students. The job of the cultural committee is to ensure all events are run smoothly by organising, promoting, ushering, advertising, catering and coordinating behind the scenes for successful results. The committee was also in charge of liaising and organising all the cultural groups' photos this year which can be very stressful if not managed well.

The Cultural committee started the year off with a bang with a very successful FiaFia cultural night proving the importance of heritage and cultural identity. This was followed closely by the annual Polyfest in which many of the cultural committee members

took part. The calibre of performances by students representing Rutherford College was outstanding.

The committee also helped organise the Luv Music show, both studio shows and 'Find Me' drama production held at different times throughout the year. Students taking part in these shows prove the importance of school-life balance. They also gain confidence and are encouraged to try new and different things.

Being in the cultural committee gives members a chance and opportunity to explore and grow in areas they need improvement. Each member has the support and knowledge from the whole group to take that next step and accomplish greater things. This year we have had some members not so confident in the technological side but it's been great to see when given the opportunity and support, a very important skill learned.

The main event we organise in our busiest time of the year is our amazing cultural dinner. This dinner is to celebrate the diverse cultural groups at Rutherford College and recognise the invaluable contributions they have made and achievements gained throughout the year. This year we changed the structure to make the awards more significant, fairer and commendable.

Each individual used their own skills and strengths to contribute and make it a very successful team. This year we have made many successful changes to ensure the team runs more effectively and efficiently. Our cultural committee can be extremely proud of its efforts and hard work knowing that we have performed above and beyond expectations. Bring on 2018!







# Cultural Awards

## JUNIOR MALE PERFORMER:

**Tu Kotahi Nangaiti:** Kapa Haka, Studio Show

## JUNIOR FEMALE PERFORMER:

**Lorraine Clarke:** Kapa Haka, Studio Show

**SENIOR FEMALE PERFORMER: Liana Sabetian:** African Group, You Dance, Studio Show, Rutherford's Got Talent, Prefect

**SENIOR MALE PERFORMER: Sang Hyun Kim:** Samoan Group, Luv Music, NZ Music Month, Year 13 Production, Rutherford's Got Talent, Ball Committee, Concert Band, Kapa Haka, KBB Music, Rutherford Day performer, PSSP, International Languages Week, Youth Cyber Zone leader, Head Boy.

## OUTSTANDING CONTRIBUTION TO PERFORMING ARTS:

**Aidan Whyte:** Cultural Committee captain, Concert Band, Music Month, Luv Music, sound technician for several small events around the school, International Languages Week, Jazz Band and West City Concert Band representative.

**DUX ARTIUM: Sang Hyun Kim:** In 2017, Sang Hyun was involved in Samoan Group, Luv Music, NZ Music Month, Year 13 Production, Rutherford's Got Talent, Ball Committee, Concert Band, Kapa Haka, KBB Music, Rutherford Day performer, PSSP, International Languages Week, Youth Cyber Zone leader, Head Boy. In previous years at Rutherford, he was also in Choir, Cultural Committee, Peer Mentor, Rutherford Cinematics Association and Prizegiving performer.

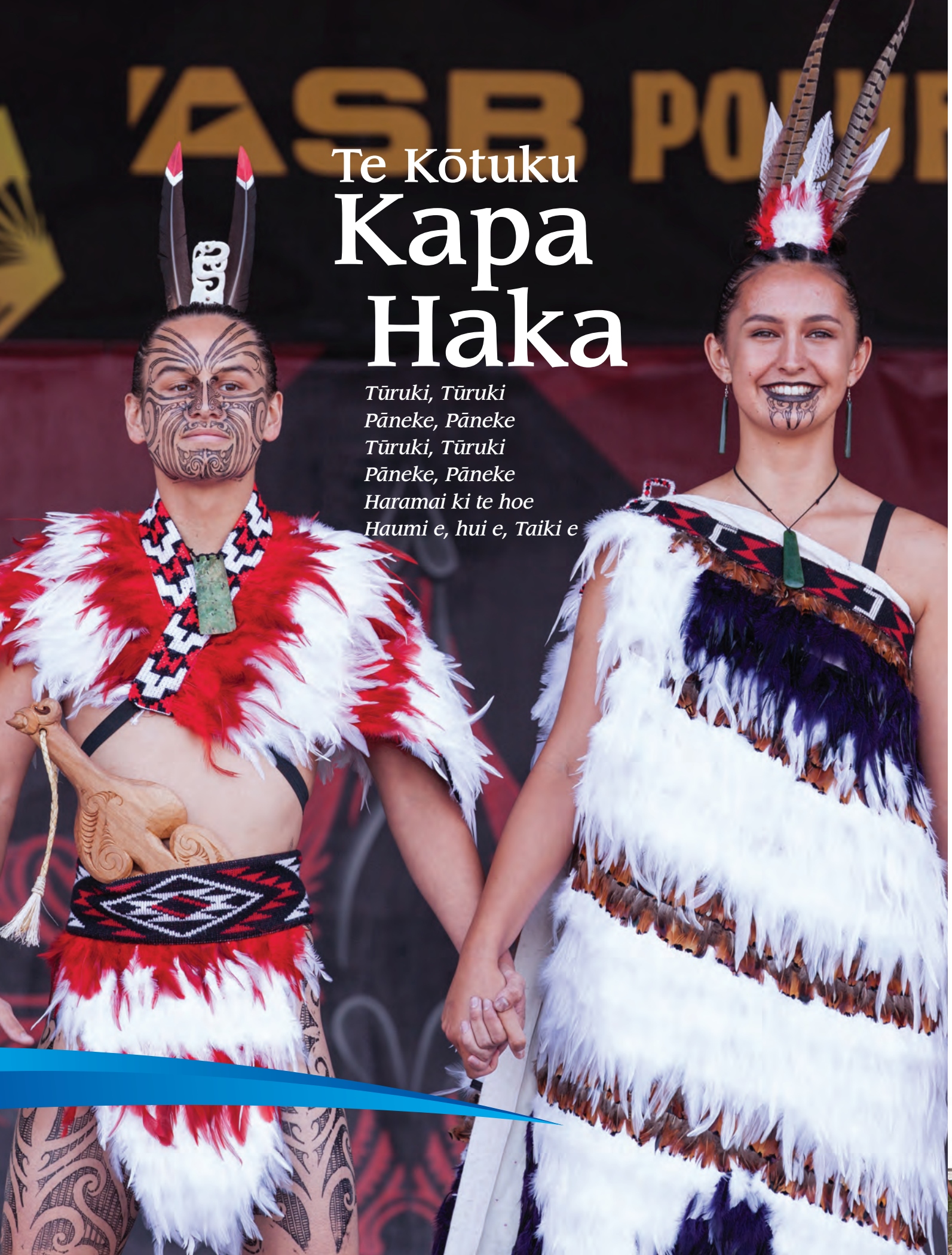


*Dux Artium Sang Hyun Kim (right) and family.*



# Te Kōtuku Kapa Haka

*Tūruki, Tūruki  
Pāneke, Pāneke  
Tūruki, Tūruki  
Pāneke, Pāneke  
Haramai ki te hoe  
Haumi e, hui e, Taiki e*







2017 has been a positive year in Te Kōtuku, from cultural through to academic success. This is due to the hard work ethic of whānau, tutors, friends of the kapa and most importantly our students. We have grown tremendously within a timeframe of one year. Starting 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. The mahi, work ethic continued onto community service, international pō whiri, Taputapuātea, preparation for Ahurea, Katātaki honours board and other kaupapa left right and centre.

### POLYFEST

Polyfest 2017 was and always is a success in many ways. We are the only mainstream school with no bi-lingual unit up against many kura kaupapa Māori and mainstream schools with a bi-lingual unit in their kura. We Te Kōtuku still hold our place in the top division. Our roopu was led to the stage this year by our Kaitataki for 2017, Maia Keane and Dante Aubrey. We dedicated our bracket of items to many people who has passed on.

Our **Waiata Tira** was a dedication to our baby Irakewa who had passed after seven days of life.

Our **Whakaekē** was a dedication to all our tipuna who fought and dedicated their lives to defend our whenua.

Our **Mōteatea** was an explanation about the beginning of time.

Our **Poi** talks of how our people use to provide kai for our iwi.

Our **Waiata-ā-ringa** is a tribute to Hori Pomana, a Māori matriarch who created Pūtake te wahanga and Te Kapunga in James Cook.

Our **haka** speaks of the origins of Tā moko.

Our **Whakawātea** pays tribute to people who had passed on from one iwi within a few months' span. Mita Mohi, Napi Waaka and his daughter Waimarie Jojo Waaka.

### KATĀTAKI HONOURS BOARD

September 30 2017 marked a special occasion within our Kapa Haka whānau and also the Te Kōtuku history. We celebrated all Kaitātaki wahine and Kaitātaki tane from 1970 right to this current day with an honours board that will hang the marae. We were lucky to have the presence of great iconic people who dedicated their lives to Te Kōtuku in the different eras of Te Kōtuku: Lorraine (Williams) Clark, Dame June Mariu, Mrs Pritchard, Mrs Taumaunu, Nanny Kiri Paniora and many more.

Apiti hono, Tatai hono tatau te hunga mate ki a rātou, haere atu rā. To all our people who contributed to Te Kōtuku in the past years who is on longer with us, we cannot express our thanks and love enough.

Apiti hono, tatai hono tatau te hunga ora. A big thanks goes to all past and current members, leaders and whanau members for your contribution to the wider Kōtuku community and whānau. Thank you, thank you, thank you.

A big mihi goes to the senior management for making this event happen and a special mihi goes to our beloved whaea Liz for everything she has done make this night happen.

### TAPUTAPUATEA

Taputapuātea is a cultural conference that is focused on the revival and survival of the reo me onā tikanga.

- Founded by members all around the Polynesian islands.
- Raiatea - Pierre Shom Koua and Muirelle Shom Koua
- Hawaii – Richard and Lynette Paglinawan
- Aotearoa – Erena Wineti
- Rarotonga – Pa Ariki
- Rapanui – Sergio Rapu

It was hosted in these areas over the past years it has been hosted in Raiatea, Aotearoa and Hawaii.

This year, Rangeveiw Intermediate, Rutherford College and ex students of both schools hosted the festival here in Aotearoa at Manurewa Marae, hosting 160 people from Hawaii and Tahiti. Performance and protocol was pursued over a five day period, exchanging food, culture, love, manaakitanga, arts and crafts, and many more. There was a language barrier between the French and the English speaking people but that did not stop anyone from exchanging knowledge and stories.

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.

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







# Samoan Group

By Leatumalama Neria

*“Rafiki!”, “Yo!”*

It's been three years since Rutherford College has had a Samoan group perform at the ASB Secondary Schools Polyfest. This year our members were mostly new recruits. The excitement radiating off the group in the weeks prior to Polyfest was encouraging. Most of us weren't expecting the rollercoaster that we were about to jump into, but it's fair to say it was one of the best ways to start off the year. Practices only got more intense as we progressed.

Joash Fahitua taught our Sasa. As a high performing dancer in his own right we didn't know what to expect. To say “my jaw fell on the floor” was how a lot of us felt. The battle to survive through the Sasa was real! We put up with the dripping sweat, the deep purple bruises and our aching muscles. It was well worth it in the end. Our sasa was definitely the highlight of the performance for our group and judging by the audience's reaction, theirs too.

Mrs Taula's mum wrote our amazing Pese Ole Aso which translates into 'the song of the day'. This year's theme was “Nurturing Leadership Through Culture”. This year we had three ex-students, Liz Allen, Yolanda Tupai and Isaac Fa'atuai assist and teach the tunes and harmonies for this part of our routine. They did an amazing job to make us sound our best.

Peta Samuelu was our tutor that taught the girls our Ma'ulu'ulu, the whole group the Entrance, Exit and Transitions. Her experience of being in a Samoan group that has placed at Polyfest was good because she had high standards that we had to meet. We had our ups and our downs - literally. We went from sitting down, to on our backs, to standing, then back to sitting in an eight count. We still don't know how we did it.

Our vocals hit some unexpected highs and lows, but we managed to improve our singing heaps from Fiafia Night to the Polyfest day. For this to happen, every day we had practice, after school and Saturdays; so about 24 hours a week, for six weeks, plus a couple of days where we had full day practices. The hall and gyms were always hot and humid and we were

tired, but the dedication from the group to stick it out was encouraging.

Fiafia night was a major learning curve for all of us. It was our first public performance and with our harshest critics: our family, friends, peers and people we didn't even know. It was not our best performance and we received much constructive feedback.

From that point our growth towards Polyfest was huge. Our harmonies and moves were in sync and working more cohesively as a whole. We placed 8th overall, and in my eyes it was more fulfilling winning over our teachers and tutors. To impress them was a great feat and to have them tell us after our performance that they were proud was heart-warming. We walked away with a new family and positive attitude. I am proud to have had performed with such a humorous group, we were a TEAM!







# African Group

'NURTURING LEADERSHIP THROUGH CULTURE' was the theme for this year's Diversity stage at the Annual ASB Polyfest 2017. This has been the 2nd year the African group has been together and they should be proud of their amazing effort and professionalism they brought to the stage. Gaining a 1st for the African Continent, the second year in a row that Rutherford has won this. And

the biggest achievement for such a new team, was coming 2nd overall, out of 75 TEAMS! The students worked hard all of term one to deliver this high standard of performance.

Year 13 tutor Favour Ukah's wanted to capture this year's theme by focusing on her ancestors; *"I am my ancestor's wildest dream, you can see them live, dance and breathe vicariously through*

*me...."*. By using a combination of drums, dance and chants, Favour and co-choreographer Liana Sabetian wanted to show a contrast between the issues of what was happening in Africa in the past but also different traditions and celebrations for the African people. The African group has been very lucky to have had two very dedicated leaders, guiding them over these past two years, and a massive AFRICAN good luck to Favour and Liana for their future endeavours.



# Indian Group

THE INDIAN CULTURAL GROUP has a dance team of around 20 students who have presented Indian folk dances at ASB Polyfest. Members of the group were also part of the International Languages Week flash mob.

Western Indian folklore has inspired our dances this year, and a medley of songs allows the students to present a variety of moves and dance styles, from the high energy Maharashtrian moves to the graceful circles of Gujarat. Tanvi Kemkar and Sarah Puliyodil choreographed the dances, with suggestions and ideas from the team. In bright bandhani costumes, the group danced their hearts out and were visually stunning in their effect.

Students from all cultures have been made welcome to enjoy Indian culture and participate in the many areas within the group, like costume, make-up, food and movies.







# Sports

By Gill Bloxham, Sports Development Officer

*2017 has proved to be a challenging, but immensely rewarding year from Athletics Day and Swimming Sports through to our seasonal competitions. It has been a period that has seen grow in participation in various sporting codes.*

I am proud to say that Rutherford has many high achieving athletes and it is fantastic to see so many of our students play with pride, enthusiasm and fair sportsmanship, which has allowed sports to continue to grow. I congratulate all of our athletes who represented our College, you did this with great distinction.

We had a number of successes with teams from Rutherford winning competitions in netball, football and rugby.

Our student sports committee was outstanding working tirelessly throughout the year to ensure sports ran smoothly. An exciting addition was the introduction of a Junior sports council which organised lunchtime competitions for their peers which has proven very successful.

The sport we love relies on volunteers who give their time freely, for no reward beyond our thanks. We could not survive without volunteers as they are the backbone of sport at our College. I would like to take this opportunity to thank all coaches, managers and volunteers for your time, commitment, and unwavering dedication to sport and more importantly, to player

development. You never fail to give your all, even when obligations to family, work, and other commitments remain prevalent.

A big thank you must go to our grounds and facilities team who managed to keep our fields open throughout what was at times a very damp and wet season.

Rutherford has always had a strong interest in the sporting arena and the intentions for 2018 is to enhance this even further gradually building on the successes and strengthens of each of our students.







# European Football Tour

By Gary Moore

*After two and a half years of planning 23 eager students, two staff and three parents boarded our Emirates flight bound for Manchester.*

On arrival we went straight to Old Trafford for the stadium tour with the highlight getting to sitting in the home dressing room in the spaces of some of our heroes and walking out the player's tunnel on to playing arena.

Up and at it the next morning with training at the Manchester City academy. The next morning back to Manchester City for training number two, lunch and then off to watch Stoke City play Hull City in the premier league. This was an awesome occasion, great game and one where our boys got to get out close to the pitch as Stoke City flag bearers prior to the game kicking off.

The next morning, we headed off to the Etihad Stadium for a tour of where Manchester City play their home games. Once again our touring party got to sit in the players' dugout on the side of the pitch and the seat that their favourite players occupy in the home dressing room. We then headed off to St George National Football Academy the home of English Football. The facilities here were top class and we got to stay in the same hotel and train at the same place as the England team when they are in camp. Amazing!

Next stop, London, which included the following highlights a good 5-3 win against Burnham Grammar, the tour of Wembley Stadium and a guided tour of the historic city of London which

included St James Park, Piccadilly Circus, the Tower of London, Trafalgar Square amongst other notable sites including the Houses of Parliament.

Then it was off to Madrid for leg two of the tour and training at Real Madrid. The facilities were outstanding, as was our coach for the day Miguel. The next day started with a tour of the city of Madrid on foot taking in most of the main sights of this historic including the Santiago Bernabeu Stadium tour. That evening we watched the El Clasico, Real Madrid at home to Barcelona with Lionel Messi scored his 500th goal for 'Barca' and the winner in the last second. We then travelled to Barcelona and attended the Barcelona football school to train. It was the Nou Camp that evening for Barcelona v Osasuna amidst a partisan crowd of about 65000 to watch the world's best player was another pinch ourselves moment.

As a group the players can be very proud of the way they conducted themselves. Words can't do the trip justice: the shared experiences will



be something to treasure for years to come. To all the parents who supported their sons being part of this venture; thank you. The success of this trip has only whetted the appetite for a repeat in the years ahead.







# Sport Highlights



## JUNIOR SPORTS COUNCIL

This year we have introduced a Junior Sports council to work alongside our Senior Sports leaders to increase participation in sports and most importantly to become role models.

The Junior Council organised a "Give it a Go" event where Year 9 and 10 students could become involved in a sport in a more social environment. The response was overwhelming with more than 50 students attending the volleyball, 30 attending softball and approximately 20 attending touch.



## TEACHER RELAY

Once again the teachers are winners against our students leaders at our swimming and athletics days :)

## SPORTS EXCHANGE

On March 30, Rutherford College was given the exciting opportunity to host students from the St Peters Lutheran College, Australia. Our students challenged our junior Boys 1st XI Girls and boys Football teams. The community opened their homes to these students and lifelong friendships were made.







### NETBALL MYSTICS

On June 22, our junior netball players were given the chance to experience a training session with the Mystics Netball girls. This great opportunity helped our students with their development and gave them exposure to some elite players.

### ATHLETICS CHAMPIONS

#### Junior Girls

Liva Alaifeta Tafola

#### Junior Boys

Joint Winners:

Sebastyan Jack & Elijha Afiati Gafoi

#### Intermediate Girls

Kaila Ru

#### Intermediate Boys

Matthew Darrah

#### Senior Girls

Clary Vaha'akolo

#### Senior Boys

Alex Burden

### SWIMMING CHAMPIONS

#### Junior Girls Champions

Gloria Lai

#### Junior Boys Champions

Miles Webster

#### Intermediate Girls Champions

Lara Craigie

#### Intermediate Boys Champions

Johnnie Richard- Marsters

#### Senior Girls Champions

Anita Semmons

#### Senior Boys Champions

James Ogilvie

### TLC

Talent, Leadership and Character) is a values-based and behaviour-based framework that promotes positive change that leads to greatness in sport, school and life.

Our senior leaders have been lucky to be involved with the TLC Project run by Dr Ralph Pim and Sport Waitakere. Dr Ralph Pim was Professor of Physical Education and Director of Competitive Sports for 12 years at the United States Military Academy at West Point. He is now sharing his experiences with our Students developing leaders of character through sport. The aim is for every member to develop a leadership role and leader's responsibilities. Talent opens the door, but talent alone is not enough: it's a starting point.







**AUCKLAND  
SECONDARY SCHOOL  
DRAGON BOATING  
FESTIVAL**

Chant- 1st Place  
Kotuku Dragons - 3rd Place



**ODESSA LAWSON**

Member of the U15  
Waitakere Representative  
Basketball Team Member  
of New Zealand Basketball  
Tournament Team



**BROOKE COMPAIN**

Member of the New  
Zealand 15 Girls  
BMX Team



**SIMON COOPER**

Member of the New  
Zealand Black Stacks  
team that will travel to  
the USA in April next  
year to compete at the  
World Sport Stacking  
Championship



**1ST X1 FOOTBALL TEAM**

Winners of the Trident Cup, New Zealand Secondary  
School Winter Tournament Week



**MATHEW OXENHAM**

Member of NZ Secondary  
School Wrestling Team,  
captained for the down  
under championship in  
Gold Coast Australia.  
Member of NZ National  
Wrestling team competed  
at the Australian Nationals  
in Sydney. Member of the  
NZ National Wrestling  
travelled to New York  
for the Journeyman  
international training  
camp.



**4TH GRADE RUGBY TEAM**

Winners of Respective grade



**CAMERON BROWN**

Member of the U20  
NZ football team that  
are playing in the FIFA  
U20 World Cup in  
South Korea , youngest  
member of the team.

# Sporting Success

*Rutherford College would like to express their appreciation to the **Warehouse Building Supplies** for their very generous sponsorship of our sports teams. Their contribution has been greatly appreciated by the Rutherford College students. As a result of the **Warehouse Building Supplies** generosity our teams are looking sharper. We ask the community to support Warehouse building Supplies by purchasing any building supplies or landscaping materials.*

**WAREHOUSE**  
BUILDING SUPPLIES

The Landscaping  
Fencing & Building  
Supply Specialists

32 Henderson Valley Road,  
Henderson, Waitakere 0612  
**PH: 09 838 8868**  
www.wbshenderson.co.nz





### SENIOR GIRLS VOLLEYBALL TEAM

Winners of the Central/  
West Division 1  
Volleyball Competition



### ABIGAIL URLICH

Member of the U20 Waitakere Volleyball Team. Member of the Open Women's Waitakere Volleyball Team. Member of the New Zealand Junior Women's Volleyball Team.



### SERAIAH VILIAMU

Captain of the U20 Waitakere Volleyball Team that competed at the interprovincial competition. Member of the Open Women's Waitakere Volleyball Team. Member of the New Zealand Women's Volleyball team.



### KAILA RU

Member of the U20 Waitakere Volleyball Team. Member of the Open Women's Waitakere Volleyball Team. Member of the New Zealand High Performance Volleyball Team. Member of the New Zealand under 17 Volleyball Team

## 2017 SPORTS AWARDS

### Team of the Year

**Senior Girls Volleyball** – Ehenalina Larkins, Riana Leota, Abigail Urlich, Seraiah Viliamu, Adrienne Atoa, Kaila Ru, Bridget Harder, Telupe Lauave, Evangelina Foliola

**Coach:** Red Viliamu

**Manager:** Lilian Viliamu and Nathan Matai'a

**Coach of the Year:** Michael Nola

**Outstanding Service and Contribution to Sports** Red Viliamu

**Principal's Cup for Sporting Personality** Shelley Huggins

**Outstanding Achievements in the Sporting Field**

Junior: Brooke Compain

Senior: Cameron Brown

**Sportswomen of the Year**

Junior: Kaila Ru

Senior: Abigail Urlich

**Sportsmen of the Year**

Junior: Matthew Darrah

Senior: Alex Burden

### Joint Dux Ludorum: Abigail Urlich

Abigail has made the most of her sporting opportunities since joining the college. Her main focus has been netball but in the last few years she has concentrated volleyball. We are very proud of Abigail and her achievements in the sporting arena.

As a new comer to volleyball, Abigail has excelled and was chosen to represent New Zealand in the junior women's team. This is a significant outcome for a young woman who plays with heart every time she steps onto the court and is a reflection of the hard work she has put into her game. Abigail has been a very important member of the Premier Netball team for Rutherford College.

### Joint Dux Ludorum: Cameron Brown

Cameron is an outstanding goalkeeper whose selection for the New Zealand Under 20 World Cup squad to play in Korea was fair reward for his hard work and single mindedness. He is disciplined and his work ethic toward constant improvement are the hallmarks of all successful sportspeople and athletes. It's the work that no one sees that sets them apart.

In his time at Rutherford he has helped the school to two promotions and been part of the team that won the school's first ever national tournament in Nelson in 2014. World Cups in football are the pinnacle and to be part of a team that made the last 16 in the biggest professional sport in the world is quite amazing for someone still at school.





# Mathew Oxenham

2017 HAS COME AND ALMOST GONE, just like that, and it's hard to believe that my time at Rutherford College is nearly over. At the centre of my time at this school over the last five years has been sport, along with the friendships and experiences it brings.

It's also hard to believe that next year there will be no more school trainings. No more blood, sweat and tears shed with teammates. That I won't have any more opportunities to wear the Kōtuku. To feel the sense of satisfaction when beating opposition from a much larger school.

The school year, as always, started with organising and taking part in Athletics Day and Swimming Sports. These events were both a big success and the addition of the newly formed house competition was a great way of incorporating new students into the school community. I was proud to be a part of the group that helped organise the school haka competition, a new tradition that I hope will continue to grow over the years.

Another highlight for the year was the opportunity to take part in the TLC

(Talent Leadership and Character) program alongside other leaders within the school. Taking part in this program gave many of us the opportunity to learn from leading sports psychologist Dr Ralph Pim. I would advise that any juniors aspiring for leadership roles take the opportunity to join this programme if possible.

During the year we have also implemented a Junior Sports Council into the school. This is comprised of a male and female students from each junior tutor class because we felt this group could relate more to their peers and break the communication barrier between seniors and juniors. Our aim is to continue to increase participation in sport within the junior school. I am excited to see how this group develops in the future.

Also more recently I was awarded a Don Oliver foundation scholarship to help me achieve my goals as a wrestler. On the awards evening I had the opportunity to chat with Sir Michael Jones and Lauren Boyle and there was an emphasis on the power of community within West Auckland.

On behalf of all students who have reaped the benefits of sport at this school; thank you to the coaches who have spent countless hours giving back to the sports they love.

Thank you to the parents for getting your kids to trainings, organising fundraisers and all the unseen time invested in young Rutherfordians.

Thank you the legendary Jillzy B for the tireless work you put into us.

To all the year 13's who have been part of the sporting community at Rutherford, I hope that at some point you will make the effort to give back to your sports in the same way that these people have. Without the help of volunteers like these we would not have been able to create these memories and experiences which we will all cherish for life.



# Seraiah Viliamu

IT HAS BEEN A HUGE HONOUR for Mathew and I to become leaders in an area that we are both so passionate about. With the help and support of Jill, Mr Matai'a and the sports committee, we can proudly say that sport at Rutherford College was a success this year in 2017.

Events such as Swimming Sports and Athletics Day are always memorable, as the whole school becomes closer and participates as a collective. Athletics Day will always be a personal favourite of mine as you get to see people dress up in their colours and compete in events that they may or

may not be experienced in. The joy of this is that everyone is willing to give it a go and not be ashamed of mistake, because as cliché as it sounds, we are one big family.

Sport has no doubt formed bonds and relationships that will continue on well after high school and this is something to be cherished. Without sport, I would not be the person I am today. I would still be the shy, quiet girl that walked through the front gate in Year 9 if it wasn't for sport. Playing volleyball since Year 9 and being in the Sports Committee taught me to be respectful and selfless.

Through the TLC programme and becoming sports captain, I have learnt that being a leader is not title, it's a role. To be respected, you have to show respect and earn it from others. Looking back, I'd definitely join more groups. Not just sport, but also cultural because Rutherford College is based around extra-curricular activities because they form connections that strengthen our school as a whole.

I encourage all Rutherfordians to give sport a go, whether it be as physical as rugby and netball, or as mind-challenging as chess or orienteering, because it does change lives.





## Senior Leadership Team

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

## Curriculum Leaders

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

## Deans

<b>Mrs Lee-Anne Taylor</b>	Director of Deans, Asst HOF Mathematics (acting)	MEdMgt (Hons), DipMathsEd
<b>Miss Rosie Simpson</b>	Dean Year 9	BSport, DipEd, Dip Science & Sport Mgmt
<b>Miss Lindy Cumming</b>	Dean Year 10	BA (Hons), DipTchg
<b>Mr Drew Dunn</b>	Dean Year 11	BPhEd
<b>Mr Darren White</b>	Dean Year 12, TIC Classical Studies	BA (Hons), DipTchg, PGCE
<b>Mrs Fiona Bridges</b>	Dean Year 13, CoL Across Schools	BSc, DipTchg
<b>Mrs Julie Sibthorpe</b>	Dean International Students	DipPE, DipTchg, GradDipTESOL
<b>Mrs Jeanette Reid</b>	Dean Adult Students, HOD Careers	NDBE, Dip Tchg, Grad Cert in Career Develop, NZDip Specialist Subjects (Sec)

## Teaching Staff

<b>Ms Annie Abraham-Shakoor</b>	TIC Junior English	MA, BEd
<b>Mrs Nicola Adams</b>	Asst HOF Science/TIC Biology (on leave)	BSc, DipTchg, PGCertEdLM
<b>Mr Toby Allen</b>	English	BA, DipTchg, Cert Adult Ed and Trng
<b>Mr Willow Allison-Maxwell</b>	Science/TIC Philosophy	BSc/BA (conjoint), DipTchg
<b>Ms Rebecca Ball</b>	Asst HOF English (on leave)	BA, DipTchg
<b>Ms Laura Bakker</b>	Asst HOF Social Science, CoL Within School	BSc, DipTchg
<b>Ms Gayle Balogh</b>	TIC Commerce	Advanced Commerce Teacher's Dip, NZDip Specialist Subjects (Sec)
<b>Mrs Molly Barsdell</b>	TIC Fabric Tech/TIC Food Tech, CoL Within School	BEd, DipTchg
<b>Mrs Katie Betanzo</b>	English/TIC Media Studies, CoL Within School	BSc, DipTchg
<b>Mr Johnny Brar</b>	Mathematics	BSc, DipTchg
<b>Ms Chris Brehmer</b>	Guidance	BA, DipTchg, PGDipCouns
<b>Ms Robyn Butler Shaw</b>	HOD LEAP/Sciences	JP, BSc, DipTchg
<b>Mr Tyrone Calvert</b>	Commerce/Student Assessment Manager, CoL Within School	MCom, BEd





## STAFF

<b>Mr Rory Carroll-Maher</b>	SOS, History, Classics	BA, DipTchg
<b>Ms Saffron Conde</b>	HOD LEAP/SENCO/English, CoL Across Schools	BA, DipTESSOL, DipEdPsych, DipTchg
<b>Mr Simon Collier</b>	TIC History/Social Studies	BA, DipTchg
<b>Mr Cameron Dempsey</b>	Technology (on leave)	Adv T, DipTchg
<b>Mr Robert Doak</b>	TIC Outdoor Education/PE/Health	BRecEd, DipTchg
<b>Mr Andrew Dodds</b>	Technology	BSc (Hons) Design & Tech with QTS
<b>Miss Perri Exeter</b>	TIC Dance, CoL Within School	BPSA (Dance), Dip Tchg
<b>Mr William Flavell</b>	HOD Māori (on leave)	MEd (Hons), BTchg, BA (Japanese/Māori), PGDipEd
<b>Mrs Linda Fraser</b>	English	MEd (Hons)
<b>Ms Ana Gerzic</b>	HOD ESOL	MA (Hons) (Applied Linguistics), BA (Hons), DipTchg
<b>Mr Kevin Gilmore</b>	TIC Digital Technology	BSc (Computing), PGCertEd (ICT)
<b>Mrs Annette Goulding</b>	Science, Acting TIC Biology, CoL Within School	BSc (Biology/Psychology), DipTchg
<b>Mr Puru Gopal</b>	Mathematics	MBA, MSc, DipTchg
<b>Mr Kevin Greaney</b>	Technology Hard Materials	BA (Hons) (Humanities), DipTchg
<b>Ms Fionna Halliday</b>	English	MA (Hons) (Linguistics), DipTchg
<b>Mrs Deborah Hatcher</b>	English	BA, DipTchg, Dip Anthropology
<b>Miss Rachel Hill</b>	Japanese, English, Drama, ESOL, SOS	BA (Japanese & Linguistics), DipTchg, Dip Screen Acting, GDipEng
<b>Ms Donna Hutton</b>	HOD Tūrangawaewae/TIC Library	MEdAdmin (Hons), BEd, DipSEd, DipTchg
<b>Mr Peter Jefferies</b>	Skills Pathways/Maths	BEd (Hons)
<b>Mr Graham Johnson</b>	Director of Guidance & Student Support	BEd, PGDipCouns, PGDipEdAdmin, PGDipTchg, PGDipT.O.D., PGDipA.O.D
<b>Ms Louisa King</b>	HOD Māori	BA Hons (1st Class), PGDipEd (Secondary Field-Based), BMPA
<b>Mr Sunil Ladalla</b>	Science	MSc, DipTchg, NCBAdmin, PGDSE
<b>Ms Deborah Lehndorf</b>	PE/Health	BPhEd
<b>Mrs Elizabeth Lim</b>	Mathematics	ME, DipTchg
<b>Miss Heidi Liu</b>	Mathematics /Physics	BSc, DipTchg
<b>Mrs Karina Lupton</b>	TIC Hospitality and Early Childhood	Higher Dip in Tchg, NZ Dip Specialist Subjects (Sec)
<b>Miss Gabrielle McKenzie</b>	SOS, Geography	BSc, BA, DipTchg
<b>Ms Kathryn Malloy</b>	Food/Hospitality	BSc, DipTchg
<b>Mr Fatmir Mani</b>	Mathematics	BA, DipTchg
<b>Mr Nathan Matai'a</b>	PE/Health	BSc, DipTchg
<b>Mr Michael Nola</b>	Mathematics	
<b>Miss Emma O'Flynn</b>	Science/ Physics	BSc, DipTchg
<b>Mrs Gail Paul</b>	TIC Skill Pathways/Mathematics	BEd (Hons)
<b>Mr Phillip Place</b>	TIC Engineering/Technology, CoL Within School	BEngTech, PGCert Applied Practice
<b>Mrs Swasti Prasad</b>	Chemistry/Science	BSc (Chemistry/Biology), DipTchg
<b>Mrs Shirley Ratima</b>	Info Tech/Economics/Comp Applications	T Dip T, IPS, DipTchg, NZDip in Specialist Subject
<b>Mr Jonathan Riddell</b>	Science/Chemistry	BSc, DipTchg
<b>Mr Jeff Ruha</b>	Māori Development Coordinator	BMPA
<b>Ms Petra Scheffer-Cosslett</b>	TIC German	BA (Hons), DipTchg
<b>Ms Carolyn Shaw</b>	Visual Art and Design (on leave)	BA (Hons)
<b>Mr Jeff Silby</b>	Science/Biology	BSc, DipTchg





<b>Dr Asha Singh</b>	Science/Biology/Specialist Classroom Teacher	Edd, MEdAdmin, BSc, DipTchg
<b>Mr Saileshwar Singh</b>	Tūrangawaewae	MProfStuds (Hons), PGDE, BEd, TC
<b>Mrs Kelleigh Stanton</b>	Mathematics	BA, DipTchg
<b>Ms Oxana Stretton</b>	ESOL	
<b>Mr Fa'avesi Talamaivao</b>	Pasifika Development Liaison	BEd, DipTchg
<b>Mrs Kerry Taula</b>	TIC Music	BA, DipTchg
<b>Mrs Maxine Tipa</b>	Social Studies/Travel	BA, DipTchg
<b>Ms Kate Todd</b>	English	BA, DipTchg, DipDrama
<b>Mr David Wade</b>	TIC Chemistry/Science	BSc, DipTchg
<b>Mr Caleb Webb</b>	English	BA, DipTchg
<b>Ms Raewyn Westaway</b>	English	BA, TTC
<b>Mr Blair White</b>	Asst HOF PE/TIC Health	BEd
<b>Mrs Joanna Wilkinson</b>	PE/Health	BEd, DipTchg
<b>Ms Tania Wilson</b>	TIC Drama	BA, DipTchg
<b>Ms Kayla Wolfenden</b>	PE/Health	BA, DipTchg

## Non Teaching Staff

<b>Ms Judith Copas</b>	Executive Officer	
<b>Mrs Sheena Davis</b>	Principal's PA	
<b>Mr Bret Carman</b>	Property Manager	
<b>Ms Michelle Arnold</b>	LEAP Teacher Aide	
<b>Mrs Lynda Bennett</b>	Staffroom Support	
<b>Mrs Trish Bettridge</b>	Science Technician	
<b>Miss Gillian Bloxham</b>	Sports Coordinator	
<b>Mrs Maureen Brown</b>	Tūrangawaewae	
<b>Ms Andrea Cameron</b>	Director of Community Education	
<b>Mrs Linda Cavanagh</b>	Resource Assistant	
<b>Mrs Eve Chandra</b>	Cultural Coordinator	
<b>Mrs Jan Darke</b>	Resource Manager	
<b>Mr Paul Dovey</b>	Groundsperson	
<b>Mrs Lyn Dyson</b>	Technology Support	
<b>Mrs Sithara Fernando</b>	IT Systems Engineer	BSc, GDipANE
<b>Mrs Helen Fullerton</b>	English Resources/Social Sciences Resources	
<b>Mrs Alyssa Brown</b>	LEAP Teacher Aide	
<b>Mrs Sue Hackshaw</b>	Accounts Payable	
<b>Mrs Miriam Hilliard</b>	Accounts Receivable	
<b>Mrs Jo Huggins</b>	Maths Support	
<b>Ms Bing Xu Joe</b>	Nurse	
<b>Ms Sharon Keeley</b>	Tūrangawaewae	
<b>Ms Kesi Koloni</b>	Tūrangawaewae	





## STAFF

<b>Mrs Sonia Lakeman</b>	Receptionist	
<b>Miss Kimberly Lakeman</b>	Administrative Assistant	
<b>Miss Hannah Lealiiee</b>	Library Assistant	
<b>Ms Deborah Leigh</b>	International Administrative Assistant	RN, RM
<b>Mrs Grace Luong</b>	ESOL Aide	
<b>Ms Charmaine Mailley</b>	Tūrangawaewae	
<b>Mr Neil Martin</b>	Technology Support	
<b>Mrs Wahine McCarthy</b>	Gateway Administrator/ AWVA Administrator	
<b>Mrs Beverley MacKenzie</b>	Health Assistant/Stationery & Uniform	
<b>Ms Materoa Moses</b>	LEAP Teacher Aide	
<b>Miss Amorangi Ngata-Atkins</b>	Sports Assistant	
<b>Mrs Val O’Gorman</b>	Nurse/ Health Clinic	SRN, MN, PG Dip Health Science
<b>Miss Cathy Ryan</b>	Careers Assistant	Dip Career Guidance
<b>Mrs Jane Sadler</b>	Data Manager	
<b>Ms Damitu Ussi</b>	Occupational Therapist	
<b>Ms Ellen Jane Waetford</b>	Attendance Officer	
<b>Ms Delwyn White</b>	Tūrangawaewae	
<b>Ms Claire Wihongi</b>	Physiotherapist	
<b>Ms Linda Wilson</b>	Library Assistant	
<b>Mrs Sang A Yoon</b>	Community Education	

## BOT

<b>Mrs Kate Gohar</b>	Chairperson
<b>Mr Jeremy Tunks</b>	Deputy Chairperson
<b>Mr Mike Hirst</b>	
<b>Ms Amanda Bennett</b>	
<b>Mrs Sera Schwalger</b>	
<b>Mr Reuben He</b>	Student Trustee
<b>Mr Simon Collier</b>	Staff Trustee
<b>Mr Gary Moore</b>	Principal









# Rutherford College

*Tohea – To strive for personal excellence*

Kotuku Street, Te Atatu Peninsula  
PO Box 45-327, Te Atatu 0651 Auckland, NZ  
Ph: 64 9 834 9790, Email: [admin@rutherford.school.nz](mailto:admin@rutherford.school.nz)  
[www.rutherford.school.nz](http://www.rutherford.school.nz)