



Rutherford College



2019 Yearbook

Tohea – To strive for personal excellence



*Whakaute Respect
Manaakitanga Responsibility
Pono Integrity
Kairangi Excellence*

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Principal's Report

The strength of our school continues to be the emphasis placed on the importance of people and building strong relationships between students, staff and the wider community.

PRINCIPAL, MR GARY MOORE

At Rutherford we believe that the main event is learning how to deal with the challenges and obstacles of life when it gets difficult — how to overcome problems and challenges, developing the confidence to ask for help in the face of self-doubt.

It is learning to push yourself to concentrate and be mindful in the moment and not to multi-task when a million other thoughts and temptations are fingertips away. It is learning how to be happy and grateful for what you have and to take responsibility for your own wellbeing whenever possible. It is about developing a set of values, the basis of integrity that will carry you in the good and the bad times, because we will all experience our fair share of both. It is about developing trust in your future self.

CALLING ALL PROSPECTIVE RUTHERFORD COLLEGE BOARD OF TRUSTEES

2019 was a year of triennial election process for state schools in New Zealand. I would like to thank and acknowledge the mahi and service of the following three board of trustee members who contributed up to nine years of loyal service and commitment to governance at Rutherford College: Mike Hirst, Jeremy Tunks and to our outgoing

chairperson Kate Couling.

A big thank you, to all three of you both for the support you have given to me personally and the common sense, big picture view you all took to helping shape the direction that our kura has been taking.

Welcome back to the Faga Siaki (Chairperson), Amanda Bennett (Deputy Chairperson) Chris Larking, Donna Johnston and Sera Schwalger. We also welcome to the team Erihapeti (Liz) Ngata-Aerengamate. I look forward to working with this group alongside our staff trustee Rebecca Ball over the next three-year term.

I am sure as your read or scan through our yearbook you will get a sense of the great things that happen on a regular basis at our school and why we are so proud of our wairua and the way we as the kotuku connect and choose to fly in the formation that we do.

2018 NCEA RESULTS

At Rutherford we strive for personal excellence.

LEVEL 1 - The net pass rate at this level was a disappointing 66% - compared with 75.7% in 2016. This was not unexpected as this year group despite numerous interventions were a challenging group academically. The top end of this cohort did still flourish with merit endorsements at 37%, compared with Decile 5 average of

32.4%, and excellence endorsements of 19.4%, compared with Decile 5 average of 14.5%.

LEVEL 2 - The pass rate at Level 2 was 84%, up from 78% in 2016. This was the result of successfully identifying and targeting students who narrowly missed Level 1 the previous year and working closely with them. The endorsement levels were again above national averages with merit endorsements at 25.5%, compared with Decile 5 average of 23.7%, and excellence endorsements at 18%, compared with Decile 5 at 12.2%

LEVEL 3 - The Level 3 pass rate was 69.2%, slightly down from the previous year of 71.4% in 2016. Once again the quality of the results attained by our students was reflected in the percentage of merit and excellence endorsements. Merit endorsements were 32.2%, compared with Decile 5 of 24.3%. Excellence endorsements of 17.1%, compared with Decile 5 average of 13.4%.

SCHOLARSHIPS

Scholarships success was shared amongst 16 students and a wide range of subjects – Biology, Chemistry, Physics, Calculus, Statistics, English, Classical Studies, Dance, Design



and Visual Communication and Media Studies.

Congratulations once again to our Dance teacher Miss Exeter who taught Annabelle London who came first in dance in the country. 2018 Head Boy Reuben He finished within the top 15 overall scholars in New Zealand based on his results in highly demanding scholarship examinations - an amazing achievement.

These results reflect that students and staff place value on attaining a qualification and achieving to our maximum when doing so.

STAFF ACKNOWLEDGMENTS

I would like to acknowledge the following staff members that will leave at the end of the 2019 academic year. To those with 10+ years of service;

Fionna Halliday, a long serving staff member within the English Faculty, departed to take up a role in an

Immersion Gaelic School in Scotland. **Jo Wilkinson** who first taught here back in a former life before a stint at Tauranga Boys and then marriage and children. Jo has been deployed for some time now in many learning areas and always with a clear sense of putting the students first.

Carolyn Shaw -thank you for your wonderful 13 years of service you have given to the Visual Arts and the wider life of the school. Thank you for being honest, student driven and adding value to our Rutherford community in the way that you have. Safe travels back to the UK.

Karina Lupton - As a former Rutherford student Karina has a real affinity with our kura. She has lead the way in the development of the teaching of Food Technology, Hospitality and Early Childhood Development. There have been many students who have found their passion and vocation

through having the opportunity to work with Mrs Lupton. Best wishes as you head into retirement.

Steve Shaw - Steve has served the Rutherford community wonderfully over many years with many Art students having benefited from his knowledge and skills. Steve has always been someone who thinks outside the box and has a great ability to articulate his thoughts and summarise down to the key points. He moves on to his new challenge at Columba College in Dunedin with our best wishes.

The 2019 Staff Travel Award

(\$5000) recipient for 2019 is our German teacher for over 15 years

Ms Scheffer-Cosslett. This money will help fund her trip to Sweden and Finland, two countries who lead the way in inclusive education and further inform our practice at Rutherford and across the Kahui Ako.

PROPERTY AND ENVIRONMENT UPDATE

In 2019 we began the school mega project. The first phase of this was the removal of the old library from the front of the school. This was followed by replacing the administration roof with a pitched roof. We are back in post renovations, while further planning and consultation take place for the new build at the front of the school.

Also within the mega project was the re-roofing of the hall. This is also now completed and we now move our attention to the Technology Block roof. Any buildings where the roofing upgrade has occurred have also had an upgrade of all electrical work.

Still on the immediate priority to do list are the improvements of student and staff toilets and further upgrades to two further Science Labs in D Block.

The extended vision is that the existing staffroom will be remodelled to become the drama room which will allow all of the performing arts to be located close to the hall.

The green space at the front

of the school will be used for the establishment of a new admin facility. The batter (tiered seating) in front of the Social Sciences block closest to the pool has been covered to provide shelter. The walkway running down the side of the road will be completed in the Christmas Holidays.

FUTURE PLANNING

A big piece of work during 2019 has been in looking ahead to our new intake in 2020 and defining what a citizen who graduates from Rutherford College in 2024 needs in their kete. This started with looking at our current tikanga, or what we value as important and determining whether that is fit for purpose as is. It is my responsibility as the Principal to set the vision. This is not done in isolation it is constructed after having listened to the variety of stakeholders who are part of this special and unique community. Our vision statement needs to encapsulate our desired end state (future perfect) so that our aspiration and inspiration stay connected. This is important as it helps

to create a laser like focus on what's important now and for the future and more importantly why it's important.

So what next. One clear belief is that we need to develop a graduate profile. Also what is it that our current generation are passionate about and what skills and knowledge need to be shared with them. We need to find ways to thicken the good culture that currently exists and create systems that make these influences and actions more widespread. What systems or processes need additional support to build better connections and synergy? The clearer the vision or the 'why' around this question the easier it will be to prioritise and communicate its importance. The better understood this becomes, the thicker the culture and the greater chance of success.

For me it's about having confident, connected, happy students who are proud of who they are and where they are from. This links to strengthening individuals wellbeing and the development of essential skills that you can carry with you for life.



**Rutherford
College**

Welcome to
Rutherford
College

Welcome

Tohea – To strive for personal excellence

(L-R) Mr Moore (Principal),
Josh Smith, Andrew Mom,
Dean Phommahaxay,
Kelsi Ward, Brooklyn Wheeler,
Eden Holdaway-Young,
India Smith, Rachel Jeung-
McIntyre, Matt Darrah,
Fiona Blaser, Luka Vlasic,
Nikisha Sharma, Caz Chiba,
Fern Fuimaono, Josh Burte,
Emma Brown, Stefan
Zdravkovic, Juana Pita,
Mollie Tagaloa, Devyn Smith,
Ruby Stroud, Tayla-Lee
Bainbridge, Aleesha Faatea,
Abby Ferrall, Ms Farrar



2019 Prefects

By Matt Darrah (Head Boy) & Rachel Jeung-McIntyre (Prefect)

“You can focus on things that are barriers or you can focus on scaling the wall or redefining the problem” - TIM COOK, CEO OF APPLE

Our journey as a team and ultimately as prefects started on the 5th & 6th of December 2018. These two days acted as orientation and planning days for the busy year ahead known as 2019. Over these two days, keen eagerness shown not only by the prefects, but also senior management, indicated that

we wanted to make a serious impact towards the school this year.

The first official call to action as prefects was Valentine’s Day. Us 2019 prefects were just Year 10s when the infamous ‘Māori Cupid’ video was released by the 2016 prefects to promote Valentine’s at Rutherford. We were inspired by the idea and thought it was mandatory to continue its legacy in a promotional video of our own. Our acting and production skills were put to the test to say the least. Although it definitely didn’t reach the same viral level of attention as ‘Māori Cupid’, the video turned out everything we wanted it to be. Following the success of the promotional video, came the time to do what Valentines is all about: spread the love. What better way to express this

than getting a personalised letter and rose delivered by our beloved prefects dressed as Cupids? This day proved to be a huge success not only because we got the job done, but also because of the fact that everyone enjoyed themselves.

The week of Valentine’s Day was a busy one for us. We had the privilege of welcoming new students and their parents to Rutherford at the Year 9 pōwhiri - all whilst exercising our skills on the BBQ. The prefects also helped the sports committee behind the scenes of the biggest school sporting events of the year, from setting up Athletics Day events at 7am to hand painting decorations for Swimming Sports. This super busy week and a half was a kick start into our roles as leaders



of the school, requiring us to band together as a team from the get go. After this, the possibilities felt endless, so we launched straight into exploring new ideas to benefit the school, both on small and large scales. This included promoting a school wide blood drive and a multi day fundraiser for the mental health initiative "Gumboot Friday". In both of these two very different events, we felt like we could have a tangible impact on people's health, be it physical or mental, as well as having a great time in our very Kiwi-esque gumboot throwing competitions.

Term Two brought a number of its own highlights, including the incredible school ball and International Languages Week. During the latter, we decided to continue the tradition of the prefect flash mob by embracing our Kiwi culture in some classic jump jam. Although it was no professional dance number, it was a good time and clearly entertaining for our audience who didn't know what to expect.

Term Three saw the longest and most important event of the year - Rutherford Week. The prefects had a huge role to play in this. First, we had one of the most iconic duties of being a prefect at Rutherford: the responsibility of making the Rutherford Week cake. Two days of preparing, baking, and decorating resulted in a magnificent cake that all staff and students could enjoy. Other tasks we had included organising a photo challenge that inspired students to take photos documenting days like "Teacher Selfie Tuesday" and "Throwback Thursday". There was also our infamous "Borrow a Butler" charity fundraiser for Complex Regional Pain Syndrome awareness, where we auctioned off selected staff and students for a day.

Special credit for Rutherford Week goes to our deputy head boy Stefan Zdravkovic for fully organising "Mayhem", the school wide "super tag" event that got every student running around the school trying to find as many people as possible. Finally came the most important day

of the week - Rutherford Day. Our speaker at the annual Rutherford Day Ceremony was Hillary Barry, whose words inspired us greatly on a day where we could celebrate our own success and Rutherford culture. The prefects showed our appreciation by performing Kōtoku E, Mei Huihui and school haka alongside Te Kōtoku. The prefects and Te Kōtoku performed with mass amounts of mana, demonstrating outstanding Rutherford pride.

Throughout the year, we continually took time to ourselves in our prefect BBQ nights. These were key to remembering to enjoy each other's company and relax when times were hectic. During our time as prefects, we took our roles seriously, but not so much ourselves. With all of the hard work and planning, we knew it was important to have fun along the way.

2019 has been a year of learning, growing and adapting. Thank you to all those who helped us achieve all of our goals and more this year, namely Ms Farrar, Mr Moore and the rest of senior management.



of Learning Teacher Only Day, where all of the teachers in our community gathered together to network, share expertise and learn from each other. This was a highly successful day that recognised the width and breadth of knowledge we have within our community.

Later in the year, Rutherford College also hosted the first ever Te Atatu Future Pathways Expo. This event saw Year 8 students from Te Atatu Intermediate and Rangeview Intermediate join Year 9 and 10 students from Rutherford College as they interacted with more than 25 outside providers who showcased the world of work to our Te Atatu rangatahi. From helicopters and police dogs to artificial intelligence, game development and film effects, our Te Atatu young people were filled with inspiration for their futures.

We collaborate with other schools and we work hard at home too. This year, we were proud to collaborate with Rutherford whānau exploring new leadership opportunities for Year 10 students. Four groups of students worked alongside college staff to develop presentations for their peers on NCEA, part-time work, study skills and financial management.

Community of Learning Kōkiri Tahī Kahui Ako

In 2019, Rutherford College continued its commitment to the Te Atatu Community of Learning (CoL) with its work within our school

and through opening our doors to the other schools in our community.

In Term One, Rutherford College hosted the first Te Atatu Community



DUX ARTIUM

RACHEL JEUNG-MCINTYRE

Rachel seemingly effortlessly combined her studies of top academic subjects with various leadership roles and an absolute passion for Dance which she has kept us entertained with for the past five years.

Academically, Rachel is at the top of her game. With 240 Excellence credits, she has endorsed all NCEA Levels, 1, 2, and 3 with Excellence.

As a member of our Concert Band and wind instrument section leader, Rachel has represented us at KBB Music Festivals and performed at numerous school functions. She is a dancer whose teacher describes her as brilliant. In 2016 Rachel was

Junior Female Performer of the year, in 2017, Rachel received an Outstanding Award for her performance in the African Dance Group and in 2018, she performed in numerous Dance Festivals. As a Year 12 student, Rachel was awarded First in Year 13 Dance and an Outstanding Award for her Studio Show performance.

As a prefect and Student Council Leader, Rachel has inspired younger peers to contribute to school events and develop their citizenship. She has been a superb role model for students.



PROXIME ACCESSIT

DEAN PHOMMAHAXAY

Dean is a young man who has excelled throughout his five years at Rutherford College, amassing a near perfect academic record. He is also an extremely personable young man who has led his peers by example, both on and off the sporting field.

Dean has achieved NCEA Levels 1 and 2 with Excellence, securing numerous individual subject endorsements along the way. He has consistently achieved with Excellence in Economics, Mathematics, Chemistry and Physics, and has his heart set on a future in Engineering.

Dean is also a winner on the sports field. In 2015 and 2016 he was the Rutherford College Junior footballer of the year and in 2016 and 2017, Dean competed at national level in the Secondary School championships. He has been a member of our First XV since 2016 and is noted amongst his peers for his fair play and sportsmanship.

It is a testament to his personal qualities that Dean was voted in as a prefect by his peers and appointed as Deputy Head Boy for 2019 by our senior leadership team.

DUX LITTERARUM

MAGGIE LI

Maggie is a young lady of extraordinary intellect who has utterly dominated academic award ceremonies at Rutherford College over the past five years. Simultaneously, Maggie has kept us entertained with stunning performances in various musical groups and her string ensemble, which has performed at the highest level.

Maggie has a long history of academic excellence and has been a top scholar in her year group since Year 9. Not content with a GPA of 90% plus in Year 9, she romped home in Year 10 with a perfect score. The accolades continued in Year 11 where she was again our top scholar and in Year 12, Maggie was first in Chemistry, Music, Economics and first equal

in English. Once again, Maggie took out the top scholar award in addition to outstanding performance awards in the string ensemble and the Luv Music live performances. Over the last three years 79% of all credits achieved have been at Excellence level. In 2019 Maggie has already achieved Level 3 endorsed with Excellence and will be attempting five Scholarship exams.

Maggie has long been passionate about Medicine and Chemistry and is determined to pursue studies in Pharmacology. Maggie has been awarded an Auckland University Top Achiever Scholarship as well as an AUT School leaver Scholarship for Academic Excellence.

This young lady is destined for distinction in the highest echelons of her field. Maggie is indeed a true scholar.



DUX LUDORUM

MOLLIE TAGALOA

Mollie has constantly proven to be a dedicated, enthusiastic and outstanding sports woman. In her final year she has dedicated her commitment and time to her true passion of Touch. This has allowed her to represent Auckland in the Under 18 Mixed Touch team who went on to win bronze in the Nationals. Mollie was the captain for the team.

She is now in the process of trailing in the selection squad for the U20 New Zealand Trans-Tasman 2020.

Mollie through her busy sporting schedule also finds time to give back to the school, helping with the coaching and managing of the school Mixed Touch team that went to be unbeaten in the North Harbour zones. Her overall attitude and personality is positive and motivating to others around her. The dedication to her sport made her the ideal candidate for this award.



SENIOR PRIZEGIVING

SPECIAL AWARDS & SCHOLARSHIPS

DUX LUDORUM

Graham Cowley Award for Dux Ludorum **Mollie Tagaloa**

DUX ARTIUM

Graham Cowley Award for Dux Artium. **Rachel Jeung-McIntyre**

THE LITSA SHAW MEMORIAL AWARD FOR CONTRIBUTION TO SCHOOL PRODUCTIONS

Ex pupil tragically killed, love of performing arts and was involved in school productions.

Kaya Smith

SENIOR ORATORY AWARDS

Year 11- Donated by Mrs B Reid.

Kingston Ross

RUTHERFORD FAMILY TROPHY OF EXCELLENCE IN ORIGINAL SCIENTIFIC RESEARCH

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

Emma Brown

RUTHERFORD COLLEGE VALUES AWARDS

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

Year 11 – **Arielle Schwalger**

Year 12 – **Jessica Rosby**

Year 13 – **Stefan Zdravkovic**

NZ SCHOOL OF TOURISM SCHOLARSHIP

The scholarship pays \$500 toward tuition fees at the NZ School of Tourism to complete Level 5.

Kaya Kaipo-Marshall

CLIFF EDMEADES COMMEMORATIVE SCHOLARSHIP

This scholarship of \$500 recognises academic excellence and commitment to the Rutherford Values.

Rachel Jeung-McIntyre

ROTARY SCHOLARSHIP

\$500 scholarship for Year 12 academic performance and all round contribution to the School. **Benjamin Quach**

THE TRUSTS AWARDS

The Trusts awarded \$3000 to enable the school to provide scholarships of \$500 to support six students in their first year of tertiary study.

Emma Brown

Kyra Brown

Sydney Magnus

Jocelyn Qian

Kelsi Ward

Stefan Zdravkovic

AUT SCHOLARSHIPS

AUT SCHOOL LEAVER SCHOLARSHIP

The scholarship is awarded to a student who has demonstrated academic achievement and contribution to their school and community. The Scholarship pays \$6,500 toward accommodation or an allowance for one year to support full-time study at AUT.

Fiona Blaser

AUT SCHOOL LEAVER SCHOLARSHIP

This scholarship is awarded to academically able students demonstrating leadership through achievement at a high level in school, sporting, cultural pursuits or community involvement. The Scholarship pays \$6,500 toward accommodation or an allowance for one year full-time study at AUT.

Matt Darrah

AUT SCHOOL LEAVER SCHOLARSHIP

Awarded to students demonstrating high academic achievement. The Scholarship pays \$6,500 toward accommodation or an allowance for one year full-time study at AUT.

Maggie Li

UNIVERSITY OF VICTORIA AWARDS

VICTORIA TOTOWEKA SCHOLARSHIP

Awarded on the basis of academic merit, equity, leadership and commitment to community. The scholarship is valued at \$5000.

Amanda Cooper

UNIVERSITY OF OTAGO AWARDS

THE OTAGO UNIVERSITY LEADERS OF TOMORROW ENTRANCE SCHOLARSHIP

This scholarship valued at \$6000 is in recognition of academic ability and potential to succeed at university.

Tayla-Lee Bainbridge

THE OTAGO UNIVERSITY ACADEMIC EXCELLENCE ENTRANCE SCHOLARSHIP

This scholarship valued at \$34,000 is in recognition of exceptional academic ability and proven leadership capabilities.

Rachel Jeung-McIntyre

2019 COMMUNITY SERVICE AWARDS

DOUG TAWHITI AWARD FOR ALL ROUND CONTRIBUTION TO THE SCHOOL

In memory of Doug Tawhiti.

Fiona Blaser

PHIL TWYFORD INTERNSHIP

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. The internship is an opportunity to experience the workings of Parliament.

Emily Musto



MASSEY UNIVERSITY

MASSEY BUSINESS SCHOOL FUTURE LEADERS SCHOLARSHIP

This scholarship aims to recognise and support future leaders with a previous record of leadership and high academic achievement. The scholarship is valued to a maximum of \$5,000 to be used to assist undergraduate students undertaking study programmes at Massey Business School.

Josh Burte

UNIVERSITY OF AUCKLAND AWARDS

FACULTY OF ARTS ENTRY LEVEL UNDERGRADUATE SCHOLARSHIP

These scholarships are to support the first year of full-time study in a BA or B Global Studies it is valued at up to \$5,000.

Tayla-Lee Bainbridge

THE UNIVERSITY OF AUCKLAND ACADEMIC POTENTIAL SCHOLARSHIP

Awarded to students who have achieved academically it is valued at \$10,000 over 3 years.

Maggie Li

THE UNIVERSITY OF AUCKLAND TOP ACHIEVER SCHOLARSHIP

Awarded to exceptional students, who have excellent academic achievement and demonstrated leadership potential - the university received over 2,000 applications - and 250 have been awarded for 2020 the scholarship is valued at \$20,000 paid in the first year and includes a guaranteed place in a Hall of Residence. For the second year in a row Rutherford has TWO recipients:

Rachel Jeung-Mcintyre
Dean Phommahaxay

RUTHERFORD COLLEGE TOP SCHOLARS

YEAR 11

Zachary Sit

Te Atatu Bible Chapel Award (\$200) for the Top Year 11 Student

- 113 credits - all Excellence
60 Level 1
43 Level 2
10 Level 3
- First Equal in English
- First in Japanese
- First in Year 12 Biology
- First in Year 12 Chemistry
- Merit in Geography
- Merit in Year 13 Calculus

YEAR 12

Benjamin Quach

Critical Mass Award (\$200) for the Top Year 12 Student

- First Equal in Year 13 English
- First in History
- 2018 achieved Level 1 and 2 endorsed with Excellence
- Merit in Classical Studies
- 2019 will achieve Level 3 with Excellence
- Merit in Economics
- Merit in Year 13 Statistics
- 87% of all credits achieved have been at Excellence level

PROXIME ACCESSIT

Dean Phommahaxay

- First in Physics
- Merit in Chemistry
- Merit in Economics
- The Terry Laver Cup for Excellence in Science
- 2017 achieved NCEA Level 1 endorsed with Excellence
- 2018 achieved NCEA Level 2 endorsed with Excellence
- 2019 all Level 3 credits achieved have been at Excellence level
- Over the last 3 years 78% of all credits achieved have been at Excellence level
- He will also be attempting three Scholarship exams this year
- He has been awarded an Auckland University Top Achiever Scholarship
- Eric Clark Award for Proxime Accessit



Zachary Sit



Benjamin Quach

DUX LITTERARUM

Maggie Li

- First Equal in English
- First in Economics
- First in Music
- Merit in Physics
- 2017 achieved NCEA Level 1 endorsed with Excellence
- 2018 achieved NCEA Level 2 endorsed with Excellence
- 2019 has already achieved Level 3 endorsed with Excellence
- Over the last three years 79% of all credits achieved have been at Excellence level
- She will also be attempting five Scholarship exams this year
- She has been awarded both the Auckland University Academic Scholarship and AUT School Leaver Scholarship for Academic Excellence



Scholars' Assembly

Jayda Butterworth

Our 2018 Year 13 students delivered wonderful results on their NZ Scholarship Exams.

Reuben He was one of only 46 students in New Zealand to receive an Outstanding Scholar Award. Reuben achieved six Scholarships with three of these within the "Outstanding" level. Reuben will receive \$5,000 towards his tertiary study each year for three years.

Daniel Quach earned a Scholarship Award, one of only 247 awarded in 2018. Daniel achieved four Scholarships and will receive \$2,000 towards his tertiary study each year for three years.

Annabelle London was one of 34 students in New Zealand that attained a Top Subject Scholarship, coming first in New Zealand in Dance. Annabelle will receive \$2,000 towards her tertiary study each year for three years. This is an amazing result for the Rutherford Dance programme and our dance teacher Perri Exeter who has taught five First in New Zealand Scholars since 2011. Jayda Butterworth, who received an Outstanding level Scholarship in 2018, achieved second in NZ.

TOP MĀORI SCHOLARS

Year 11: Tamati Hohepa

Merit in L2 Mathematics; Excellence in Mathematics, L2 Chemistry, L2 Physics. NCEA Level 1 and 2 endorsed with Excellence, 95 Excellence credits

Year 12: Tiana Hetet-Tangariki

NCEA Level 2 endorsed with Excellence, 62 Excellence credits.

Year 13: Tiana Maihi

Merit in English; Excellence in Physical Education. Scholarship in Health and Physical Education. NCEA Level 3 endorsed with Excellence, 70 Excellence credits.



Tiana Maihi

Subject Scholarships

STUDENT'S NAME	SUBJECT	TEACHER
Jayda Butterworth	Dance (O) 2nd in NZ	Miss Exeter
Sanjani Deo	Media Studies	Mrs Betanzo
Tiana Maihi	Health and Physical Education	Mrs Wilson
Madeline Ion-Robinson	History	Mr Collier
	Media Studies (O)	Mrs Betanzo
Annabelle London	Dance (O) 1st in NZ	Miss Exeter
Daniel Quach	Biology	Mrs Goulding
	Economics	Mr Calvert
	Health and Physical Education	Mrs Wilson
	Statistics	Mr Stanton
Reuben He	Calculus	Miss Liu
	Chemistry	Mr Wade
	Physics	Mr Thomas
	Biology (O)	Mrs Butler-Shaw
	Economics (O)	Mr Calvert
	Statistics (O)	Mr Stanton

TOP PASIFIKA SCHOLARS

Year 11: Akansha Singh

Merit in English, Physical Science and L2 Biology; Excellence in Economics and Mathematics. NCEA Level 1 endorsed with Excellence, 62 Excellence credits.

Year 12: Josh Burte

Merit in Geography, Mathematics, Computer Programming, L3 Chemistry; Excellence in English. NCEA Level 2 endorsed with Excellence, 62 Excellence credits.

Year 13: Jayda Butterworth

Outstanding Scholarship in Dance (2nd in NZ). NCEA Level 3 endorsed with Excellence, 52 Excellence credits.

TOP YEAR 11 SCHOLARS

3rd: Lara Craigie

Merit in Drama; Excellence in English, History, Science, Economics and Mathematics. NCEA Level 1 endorsed with Excellence, 109 Excellence credits.

2nd: Tilak Patel

Excellence in English, Economics, Geography, Physical Science, Mathematics L2 Mathematics and L2 Physics. NCEA Level 1 endorsed with Excellence, 156 Excellence credits.

1st: Benjamin Quach

Merit in L3 Chinese; Excellence in English, History, Economics, Physical Science, Mathematics, L2 Chinese, L2 Mathematics. NCEA Level 1 endorsed with Excellence, 161 Excellence credits.



Daniel Quach

TOP YEAR 13 SCHOLARS

3rd: Madeline Ion-Robinson

Merit in English and Chemistry; Excellence in History, Media Studies and Classical Studies. Scholarship in History and Outstanding Scholarship in Media Studies. NCEA Level 3 endorsed with Excellence; 86 excellence credits.

2nd: Daniel Quach

Merit in Physics; Excellence in Calculus, Chemistry, English, and Physical Education. Scholarships in Biology, Economics, Health and Physical Education and Statistics. NCEA Level 3 endorsed with Excellence; 134 excellence credits.

1st: Reuben He

Excellence in English, Chemistry, Economics and Physics. Scholarships in Calculus, Chemistry and Physics; Outstanding Scholarships in Biology, Economics and Statistics. NCEA Level 3 endorsed with Excellence; 156 excellence credits.

TOP YEAR 12 SCHOLARS

3rd: Dean Phommahaxay

Merit in English, Mathematics, Computer Programming; Excellence in Physics, Chemistry and Economics. NCEA Level 2 endorsed with Excellence, 106 excellence credits, 25 merit credits.

2nd: Rachel Jeung-McIntyre

Merit in Physics and Chemistry; Excellence in Mathematics, Computer Programming and L3 English. NCEA Level 2 endorsed with Excellence; 106 excellence credits, 29 merit credits.

1st: Maggie Li

Merit in Economics; Excellence in Music, English, Physics, Chemistry and Mathematics. NCEA Level 2 endorsed with Excellence; 116 excellence credits.



Reuben He

57th Annual Rutherford Day

The 57th Annual Rutherford Day was held on Friday 23 August this year. The purpose of Rutherford Day is to thank and acknowledge all the people, groups and agencies who support our students during the year. This support can be

through coaching, group and individual counselling and mentoring to name a few.

The school organises a speaker to deliver a motivational speech to the senior school. This year's speaker was the multi-talented Hilary Barry.

Her speech was about not

worrying too much when someone asks 'what are you going to do when you leave school?' It's ok to say you don't know right now, take your time, it's ok to take a gap year to further explore your options and it's ok if you change direction.

Falling is to be taken as a learning opportunity and sometimes taking a risk or an opportunity that doesn't quite match your expectations is necessary as this may open other opportunities in the future.

Hilary also proved that she was willing to let slip some results from her studying days that were less than ideal... It was truly fantastic to have her speak so openly and eloquently about her life journey.

It was a truly inspirational speech that captured the audience and inspired our senior students.





The day was organised by Bryce Wills and Graham Johnson. The whole staff of Rutherford College work together to make this a fantastic day. Special mention needs to go to Jennis Hayes, Hospitality, her staff, the Teacher Aides and Year 13 Hospitality for the sumptuous canapés and lunch. There were also

fantastic performances by Te Kōtuku and the Prefects an amazing dance performance by Year 12 and 13 Dance choreographed by Rachel Jeung-McIntyre and Sydney Magnus and music by the Rutherford College Concert Band and Kingston Ross, Carson Bull, Areli Tjahjono and Luke Dennerley. Thanks also to Blair

White, Health, and his team, who had to change their programme because of the weather, and the interactive time they had with the Junior School. Rutherford Day show cases the Rutherford Whānau and the close collegial bonds that are shared with each other.



STARS

Peer Mentoring Programme

By Miss Rosie Simpson

STARS supports Year 9 students as they move into High School. It encourages Year 9 students to develop a sense of responsibility and connectedness to the school, their peers and the wider community. The programme provides challenging and fun experiences in a supportive environment that develops teamwork, self-confidence and resilience. Most of the 2019 mentors have been through the STARS programme as a Year 9 student.

The STARS programme consists of a group of Year 12 and 13 students who 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 programme throughout the year on Thursdays and Fridays at tutor time.

2019 saw Rutherford College's 11th year of running the STARS Peer Mentoring Programme thanks to the Graham Dingle Foundation. STARS supports Year 9 students as they move into High School. It encourages Year 9 students to develop a sense of responsibility and connectedness to the school, their peers and the wider community.



The Peer Mentors begin their job right at the start of the year after they have completed two days of intensive training together. They then start school with the Year 9 students on Orientation Day. They are introduced to their tutor classes and they introduce them to life at Rutherford College. 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.

This year the highlights were as always Year 9 Camp. We were also so proud to hear that two of our Peer Mentors, Josh Manning (the 2020 Deputy Head Boy) and Lara Craigie (who is the 2020 Head Girl) being awarded a top Peer Mentor award amongst all of the schools in New Zealand.

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

We were very lucky with the weather this year on camp. The sun was shining and everyone was able to stay dry and warm which added to the positive atmosphere. 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.

All Year 9 classes spend time learning the school haka and then performing the haka as a large group. Camp Idol was a hit as always and 9GU were the overall winners for 2019



with a great effort from everyone in the class.

We usually participate in the 'Starsopoly' community challenge, however this year we banded together with the Community of Learning Team with their expo. There were a phenomenal number of organisations from the community who came to showcase what they do in the community with the highlight being the Police helicopter coming in and landing at school. The students then had the day to look through it before it took off again. This day showcases the businesses and organisations in our community and the types of job opportunities/careers that are out there.

Lara Craigie and Josh Manning were also awarded a top prize at the foundations awards this year. Lara and Josh were both awarded Outstanding Contribution from a STARS Peer Mentor which is a national award and only four awards are given out nationally. To be considered for this award the criteria is:

- Made a positive impact in the lives of their mentees;
- Demonstrates leadership, mentoring and is a positive role model within their school community.

Congratulations Lara and Josh and we look forward to you leading Rutherford College in 2020.

The STARS peer mentoring

programme is a wonderful programme to give the Year 12 and 13 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 four or 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 given the opportunity to present the peer mentors with their graduation certificates for their contribution to their leadership roles this year.

I would like to thank Alistair from The Graham Dingle Foundation for his support and coordination of the programme. It was his first year in this role and he did a great job. 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.

CASINO ROYALE

75

KING: Matt Darrah 13PL

QUEEN: India Smith 13 DO

PRINCE: Divyam Tailor 12WB

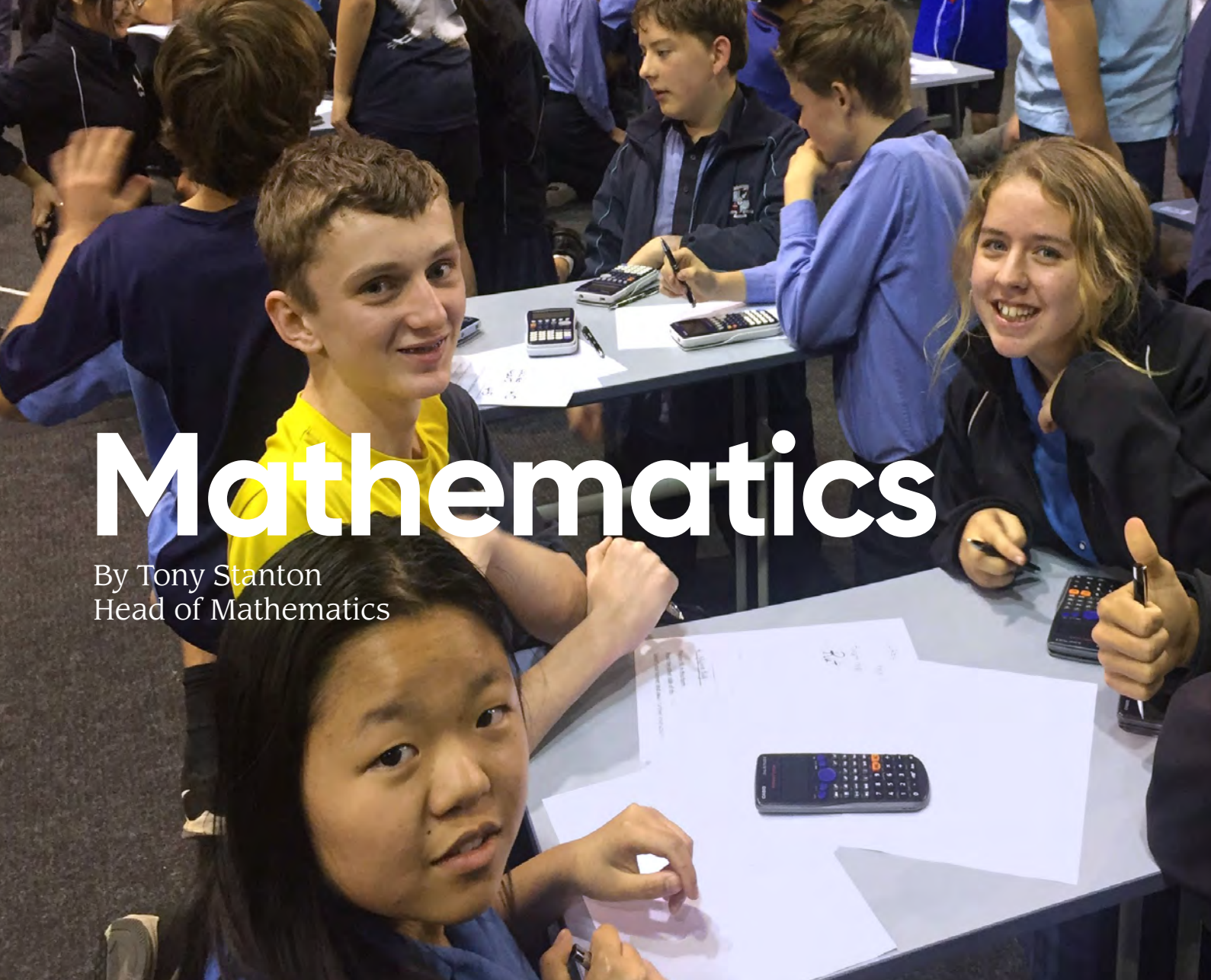
PRINCESS: Sam Grace 12SW

BEST DRESSED COUPLE:
Tayla-Lee Bainbridge 13CH
and Leon Masefield 12 DW

BEST DRESSED TEACHERS:
Ms Power and Mr Dodds







Mathematics

By Tony Stanton
Head of Mathematics

The Mathematics department has had another busy and successful year in 2019. We have had a consistent year in terms of staffing, pleasing progress with our Year 9 and 10 students and continued academic success in the NCEA assessments. We have also had a number of our top students gaining recognition in Scholarship Exams and Mathematics Competitions.

We have had a settled department this year, with very few changes to our staffing. Mr Stanton continues as Head of Department in charge of Year 12 and Year 13 Statistics, Mrs Taylor as Assistant Head of Department in charge of Junior Mathematics (Years 9 and 10), Miss Liu in charge of Year 13 Calculus and Mr Gopal in charge of Year 11 Mathematics. Mrs Lim's maternity leave has continued this year, with the prospect of her returning, in a part time capacity, in 2020.

The Mathematics Department

continue to be one of the leading users of Education Perfect. All of our Year 9 and 10 students have had access to this software in 2019 and have used it extensively at school and at home.

The software has top quality teaching instructions, examples and practice questions. This allows our students to work at their own pace and achieve to their personal best. This year our Year 9 and 10 students have spent over 11,200 hours on Education Perfect and answered more questions than any other year, with over 2,000,000 questions completed. Next year, we are hoping to also have Education Perfect available for our Year 11, 12 and 13 students.

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

First, we would like to acknowledge our 2018 Mathematics Scholarship students and their teachers on their

fantastic efforts. Last year we gained three Scholarships; one in Calculus and two in Statistics. Congratulations go to the following students: Reuben He (Outstanding Scholarship in Statistics and Scholarship in Calculus) and Daniel Quach (Scholarship in Statistics).

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

We have also had a number of students gain Mathematics endorsements in their NCEA Assessments.

At Level 1 (Year 11) we had an overall pass rate of 76.7% per standard, with 49 Merit endorsements and 12 Excellence endorsements, at Level 2 (Year 12) we had an overall pass rate of 72.8% per standard, with 31 Merit endorsements and nine Excellence, and at Level 3 (Year 13) we had an overall pass rate of 78.5% per standard, with 20 Merit endorsements and four Excellence endorsements. To gain



CONGRATULATIONS TO THE FOLLOWING STUDENTS

YEAR 9:

Luca Boyack (Distinction Australian Mathematics)
Ella Nguyen (Distinction Australian Mathematics)
Aliton Shen (Credit Australian Mathematics)
Zachary Thomson (Credit Australian Mathematics and Distinction ICAS Mathematics)
Tony Luu (Credit Australian Mathematics)
Barbora Dostalikova (Credit Australian Mathematics and Credit ICAS Mathematics)
Tinirau Hohepa (Credit ICAS Mathematics)
Theo RobbMarkham (Credit ICAS Mathematics)
Michael Robson (Credit ICAS Mathematics)

YEAR 10:

Eric Choi (Credit Australian Mathematics)
Nayeon Kang (Credit Australian Mathematics)
Ann Lowe (Credit Australian Mathematics and Distinction ICAS Mathematics)

YEAR 11:

Klara Dostalikova (Distinction Australian Mathematics and Merit ICAS Mathematics)
Tony Schaufelberger (Credit Australian Mathematics)
Amanda Lowe (Credit Australian Mathematics and Credit ICAS Mathematics)
Sean Park (Credit Australian Mathematics)
Oliver Gracewood (Credit ICAS Mathematics)

YEAR 12:

Tilak Patel (Distinction Australian Mathematics and Merit ICAS Mathematics)
Josh Manning (Credit Australian Mathematics)
Tamati Hohepa (Credit Australian Mathematics and Distinction ICAS Mathematics)
Benjamin Quach (Credit Australian Mathematics and Credit ICAS Mathematics)

YEAR 13:

Stefan Zdravkovic (Credit Australian Mathematics)

subject endorsement students must achieve at least 14 Mathematics credits at either Merit or Excellence for Level 1, Level 2 or Level 3.

We have also had some great results in national competitions this year.

We had 22 students enter the Australian Mathematics Competition, with four students gaining Distinction awards, 14 students gaining Credit awards and the remaining gaining either proficiency or participation, and 20 students enter the ICAS Mathematics Competition, with three students gaining Distinction awards, two students gaining Merit awards, seven students gaining Credit awards and the remaining gaining participation.

We would also like to acknowledge the colleagues in our department for ongoing student support both in and outside of the classroom, especially at after school tutorials.

Lastly, was the Casio Mathex Competition held at the ASB stadium and attended by most Secondary Schools in Auckland. 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 competitive results. The team members were:

- Year 9 (Team 1) – **Amber Ball, Barbora Dostalikova, Ella Nguyen** and **Aneka McKinstry**
- Year 9 (Team 2) – **Tony Luu, Luca Boyack, Michael Robson** and **Cade Morpeth**
- Year 10 (Team 1) – **Maddi Jury, Joshua Siaki, Melissa Heng** and **Ryan Stanton**
- Year 10 (Team 2) – **Ann Lowe, Nayeon Kang, Jaanvi Jamnadas** and **Kathryn Jeung-McIntyre**

Thank you to the support of Mrs Taylor for organising these teams and Mrs Stanton for marking.



English

By Simon Ferguson

The English department in 2019 bid farewell to a long-standing colleague, Fiona Halliday, who departed to live and teach in Scotland. The department has been extraordinarily lucky to have Erin Hopokingi join us.

2019 has again been marked by some outstanding student work – but there have also been problems with a significant minority of students not showing the resilience to understand that successful learning is a process that involves working through the many stages of, say, the writing process. This is a terrible shame, given the immense capabilities of Rutherford students: it is a result of ‘won’t do’ as opposed to ‘can’t do’. NCEA is about the development of skills, not the harvesting of credits – it is a shame that message is lost on some.

As has been the case for many years, when students fully engage with the process of creating texts, in this case visual, the results are

extraordinary. The samples here are drawn from student who were in Years 9 or 11 but assessed against a Level 2 standard.

As was also mentioned in the 2018 Yearbook, there is an emerging pattern of the department assessing the work of particular Year 9 against Level 1 standards because they are, simply put, operating at that level: Ishani Kumar, Maria Koosache and William Mackrell, for example, have completed Level 1 Achievement Standards in Year 9. It should be stressed that this is not about ‘doing NCEA early’; it is about assessing students at the level appropriate to what they are producing.

As was the case in 2018, 100 students attended the Auckland Writers Festival Schools’ Day at the Aotea Centre. It is a reminder of what a fantastic opportunity the Festival affords – thank you to Ms Westaway and Ms Fraser for organising and running this trip. This is an event

that should not be missed in 2020 by any students with a love of reading.

Ms Abraham-Shakoor organised and ran the Junior Speech competition in early Term Four, featuring speakers from Years 9 and 10. Everyone present was privileged to listen to outstanding speeches, including that of Lily Moore in Year 9 who was assessed at Excellence for a Level 1 standard. The department is making an active attempt to revive speechmaking, which has become something of an orphan in our curriculum in recent years: to be continued.

Thank you also to staff and (most) students for their hard work and commitment in 2019. 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.





Media Studies

Our year started on a positive note with the news that Sanjani Deo and Madeline Ion-Robinson had attained Scholarship and Outstanding Scholarship, respectively. Both of these students exemplified the creativity and critical thinking which are the core of successful Media Studies learners.

Mr Webb has ably led Level 2, with a focus on teen representation and teen genre, while the Level 3 and Level 1 cohorts became a split class. While this was at times quite challenging, it did allow the development of tuakana-teina relationships, and gave the Year 11 students a chance to be exposed to more sophisticated material.

Our little department is growing, with a return next year to three classes.

This means we will welcome back the superb Mrs Ball, who will take on Year 11 Media for the first time.

Notable events during the year have included our wonderful student teacher, Miss Nassery, herself an ex-Rutherfordian, who brought a fresh approach to our study of sitcoms, and our trip to Censor for a Day.

Censor for a Day is a fantastic programme run by the Chief Censor's Office, where we learn about what is taken into consideration when restricting a film such as violence, drug/substance use, sex and profane language. We also learned about the Bill of Rights which guarantees our right to access information, and how restricting access to a publication goes against those rights. With all of this

information, it was our turn to watch and then rate a film, which gave us a chance to exercise our knowledge, but also allows the censor's office to see how young people's opinions are changing.

I am very grateful to the school for assisting me in attending the 'Insert Media Here' conference, held in the July term break. It was a fantastic opportunity to spend a few days with other passionate and committed Media Teachers from around the country, learn new ways to teach and assess the subject, and participate in workshops with industry professionals and academics.

Arohanui
Katie Betanzo

WHY BOTHER?

By Olivia Summerhays
Expectations hang around students everywhere, weighing on their confidence and their enthusiasm. With so much stress attached to student life, the prevalence of the 'Why bother?' mentality isn't really a mystery.

The curtain has been lifted on next year's changes to NCEA. Arguably the most relevant of these changes to students is the reduction of the credits needed to achieve from 80 to 60. "This constant drive to get more and more credits for our secondary school students [...] is just adding to their stress levels," says Associate Education Minister Tracey Martin, "if we can take it away and make it easier for them to achieve and be successful, then let's do that."

These decisions will have a significant impact on the high school experience from now onwards. They will alter our attitude towards assessments, influence our decisions, and shape our futures. Yet despite this, I can guarantee at least 70% of students couldn't care less.

Why should we care? Sure, the changes may concern us, but it doesn't make any difference to the bigger picture. We come to school, pick five to six subjects that we have vague interest in and follow instructions (when we feel like it), that lead us towards a goal we've told we want to achieve.

"I'm sick of teachers breathing down my neck to do everything their way to fulfil their needs to meet their standards. Why should I be put under any stress to do what they want?"

This point of view, although exaggerated, is common amongst students. The work we are presented with can be confronting and at times, overwhelming. To participate in the school system is to subject yourself to stress in all its forms, whether that be an upcoming deadline or the pressure to grow up. When many of us lack the inherent 'smartsness' that allows the brightest amongst us to succeed, it is easy to get frustrated with our own performance and give up altogether.

This thinking may be misguided. Even if academics aren't your strong suit, at some point in our lives we will need to produce work within a time frame to meet the expectations of others. Becky, a 16 year old student, shared her view on the perception of stress in school, expressing that, "In the real world, stress will be throwing shit at everyone, so we all need to find a way to deal with it and find the best solutions. If [school] helps us endure and tolerate with stress so that it doesn't have to be as bad as it seems."

The 'real world' argument may roll a few eyes however, we must realise our lives right now are tied to others. No matter how independent we think we are, everything we have ever achieved was done in part by an external force. To use a familiar analogy by the people padding our parachutes. As we break into adulthood and begin to have responsibilities of our own, these ties will be severed until no one is left to share the weight on our shoulders. We will become responsible for packing our own parachutes. If you think your stress is hard to deal with now, you're in for a rude awakening.

This doesn't mean the stress we feel now is irrelevant. The U.S. Department of Health and Human Services concluded in a report titled "Mental Health: A Report of the Surgeon General" back in 1999 that "Stress is a clear risk factor for mental health disorders."

This study isn't unique in its premise either. There are countless others that have investigated and concluded the same.

Of course, excessive stress can lead to serious mental health issues, but a distinction must be drawn between the nervous feeling some get before a test and the ravel, crippling anxiety that can debilitate others. Regardless of which you experience, we should be seeking methods of coping with our stress rather than avoiding work altogether.

It's true that academics are not the only way to succeed, as Nancy, a mother of two explains: "Academics is only one part of society. There's a man I know who is an academic. In China, he went to university and the rest of it, but he came here and now has a labour job of driving a digger. He earns lots of money and had his own house when he was thirty years old."

From this alone, it is easy to deduce that if we don't perform well in academics our attention should be directed elsewhere, but this isn't the full story. Nancy goes on to clarify: "By saying that, to drive a digger you have to pass an exam for the license. Because he is an academic, he had little trouble. Academics are a reflection of your ability to learn. It's not how well you do it's the method. Will you be able to learn everything if you need it? That's the sort of training you get."

We can't expect to do exactly what we want in the future. Even if we're able to realise those visions, there are hidden details attached to every job that requires more than what we may have initially thought. If we ignore our academics under the guise of 'following our passions' we will soon find ourselves outcompeted by those who didn't.

Maybe the purpose of going to school has less to do with academics and more to do with growth. It is the transition period between helpless child and responsible adult, the time where we develop the skills to cope with our approaching independence. The stress that comes with it can be off putting, but if we confront our stress directly, we can convert it into motivation.

Those who procrastinate will be aware of the benefits of stress. We've all heard the story of nonchalantly ignoring an assignment for weeks until suddenly finding the drive to pull an all-nighter the day before the deadline. Stress makes these tests possible. Without that moment of panic, we would have nothing more than a blank page. A high school teacher, who wished to remain anonymous, admitted that they purposefully put their students under this stress, explaining that they "want the students to do their best and try hard, so they need to be under a little bit of stress to do that."

"[School] helps us endure and tolerate with stress so that it doesn't have to be as bad as it seems."

This is not to say that if you are finding difficulty coping with study stress that you should just 'deal with it'. We can't let our reality get the best of us, but at the same time we should always be seeking to improve ourselves. Everyone has their own methods of managing stress and it may take a while to find the right one for you. Nevertheless, we should always be trying.

So, to answer your question, you should bother because you'll be surprised at what you can achieve when you extend yourself. Don't be complacent with what you know you can do. Go and try things that are new and uncertain. Prove that you can be better than you are.

The Lowdown
Web: thelowdown.co.nz
Ph: 0800 111 75 (or text 5626)
Em: team@thelowdown.co.nz

Youthline
Web: www.youthline.co.nz
Ph: 0800 376 633 (or text 234)
Em: talk@youthline.co.nz

What's Up?
Web: www.whatsup.co.nz
Ph: 0800 942 8787

Social Sciences

The Social Science faculty encompasses a broad range of subjects, all centred around people, society and their interactions with the natural world. Our students have the opportunity to enjoy a wide range of experiences which challenge them to broaden their horizons. This makes for a diverse and vibrant faculty.

2019 has been another outstanding year with field trips, guest speakers, interactive experiences and more.

We were delighted to welcome Jo Millington and Patrick Thompson to our team. Both are vastly experienced Social Science teachers.

The year began with the confirmation of great results across all our senior subjects in the 2018 NCEA examinations. This is a testament to the passion and commitment of our teaching staff and the hard work of our students. These great results continued throughout the year with our junior students showing huge progression into engaged and enthusiastic learners. Across the board, our students have produced some phenomenal work, testimony to our focus on 'concepts', which has aided students to develop work which shows perception, understanding of the wider contexts and is in-depth and relevant to today.

The continued growth and successes of the Social Science faculty is an indication of the relevance of our varied subjects in our world today and the engagement that they encourage. Our students need to develop the skills required to be active members of an increasingly complex and ever changing society and our courses help students to achieve this goal. The faculty is fortunate to have such a dedicated, hardworking and experienced team of staff who ensure our students reach their full potential. We can look back on 2019 with pride. It has been an amazing journey, one that our entire team of staff and students have greatly enjoyed being part of.

History

HISTORY STUDENTS IN YEAR 11-13 PERFORMED WELL

with the able assistance of their teachers, Ms Cumming, Ms Farrar, and Mr Collier. They benefitted from a range of opportunities, including a trip to Rangiriri battle site for Year 13 students, and a talk from civil rights activist Elizabeth Ekford. Students learnt about a broad range of historical events such as WWII, Women's Suffrage and the Treaty of Waitangi. After substantial national debate, it seems that the NZ Wars are to be made a compulsory part of the curriculum across NZ. These events have formed a major part of teaching and learning in the History Department for many years, and it was pleasing to see that students in other parts of the country will now be able to benefit from better understanding their countries past.

Classical Studies

IT HAS BEEN ANOTHER EXCITING YEAR FOR

the Classical Studies department. Highlights have included our trip to Auckland University to attend the taster day, where students were able to attend lectures and sample campus life. Students greatly enjoyed the experiences, especially the lectures, which sparked fierce debate amongst the classes about the points the lecturer raised. We also enjoyed being able to demonstrate a Roman Soldiers full kit to some of the Year 9 classes as part of their conflict topic. Students were able to get their hands on a Roman Scutum (shield), Gladius (sword), Pilum (spear) and best of all some armour. The highlight was the juniors getting to try on and test all of the equipment and fire some crossbows! We had a busier than ever open evening and Classical Studies students were on-hand to meet with prospective and future students and give them a run-down on life at the school and within the faculty. Potential students were able to try on Roman gear and pose for a photo.

2020 looks like it will be an even busier year, we will be attending a performance of the Iliad by Michael Hurst in February and with Auckland University offering a lecture series around our topics of study, it seems we will be destined to experience a number of new things!





Social Studies

SOCIAL STUDIES HELPS STUDENTS make sense of the world in which they live so that they may confidently and actively participate in communities and wider society. We address local and global concerns, and this real-world relevance makes this subject essential. We integrate fundamental concepts such as justice, sustainability, kaitiakitanga, equity, authority and perspectives in order for students to be able to apply their learning to a range of contexts beyond what is covered in the classroom.

As always, reinvention and refining of units took place to better allow students to gain insight into the

changing world around them. Global Economics vs. the Environment was introduced in Year Ten, which turned out to be very topical with the current issues surrounding the burning of the Amazon Rainforest and global warming. Our Social Justice unit became far more relevant to our students with greater integration of NZ specific case studies.

The Year 9 course was updated with the inclusion of the Conflict/ NZ Wars unit, which included a field trip to the Auckland Museum for an educational programme about the causes of the NZ Wars. Year 9 classes also had a fantastic opportunity to experience a brand new virtual reality programme with Blake-NZ visiting our school. VR headsets allowed our students see and learn what causes changes to our underwater environments and what actions can be taken to protect them. This tied into the unit about global and local ocean issues.

Overall, students remained engaged and

made very pleasing progress in 2019. Through progressive and scaffolded assessment activities, they show good development of essential skills.





Geography

2019 WAS ANOTHER PRODUCTIVE and exciting year for Rutherford Geography students. While our focus is on ensuring our students are prepared for assessments, we strive to encompass this in a rich learning environment that develops global citizens who are able to think critically and understand the complexities of issues facing humanity. Our NCEA results are of the highest level and reflect the deep geographic understanding that our students develop through our courses. Our course content continues to develop to ensure our topics are authentic, thought provoking and contemporary. A sample of topics includes – human trafficking, urban patterns of crime and coastal preservation issues.

Field trips are an integral part of geographic studies. They provide students with opportunities to connect what they learn in the class to the real world. This is vital in a subject that is based on our relationship with the natural environment. These trips enhance both teaching and learning Geography. This year, Year 11 students had an amazing 4WD trip to Mt Tarawera where they walked around the volcano, including an exhilarating scree run into the crater. Our two Year 12 classes hiked the world famous Tongariro Crossing and conducted research on Mt Ruapehu. Year 13 once again experienced all that Rotorua has to offer including the white-knuckle excitement of white water rafting on the Kaituna River.





Travel & Tourism



EACH YEAR, BOTH TRAVEL CLASSES undertake trips in order to experience what it's like to be a tourist in our beautiful "City of Sails". This ranged from a ferry ride from Devonport across the Waitemata Harbour to an adrenaline pumping jet boat ride, where we all got a bit of a drenching! We visited two travel schools in the city: International Travel College (ITC) and NZ School of Tourism, which afforded students the opportunity to learn about the range of courses and careers available in this exciting vocational realm.

There was a hike up Mt Victoria to admire the amazing views out to Rangitoto and Auckland City. Finally, a visit to Base Backpackers and the Cordis Hotel to check out the difference between the rooms and facilities at a budget-style accommodation and a high-end hotel.

Both classes have also had industry speakers pop in to class and share their experiences of working in Tourism, New Zealand's largest export industry.



Year 13 on Mt Victoria, Devonport

Science



Following on from the successes of 2018, this year's cohort of students have achieved excellent results during the year and we look forward to seeing the great things to come from them in the future.

With the departure of Miss O'Flynn we have welcomed Mr Graham into the Physics department. In 2020 we also look forward to the return of Mr Rossin to the Science department.

Many students have involved themselves with extra competitions and activities such as Physics Masterclass. Fiona Blaser attended the Rotary Science forum in January and Elina Cheslyaeva was selected as one of only 40 girls across New Zealand to participate in the Innovative Young Minds Programme. Tilak Patel has been selected by the Royal Society to attend the National Youth Science Forum in Canberra in January 2020, offered to only two students throughout New Zealand.

There were several standout performances in the various National Science competitions. Of our 2019 cohort of students that competed in the annual ICAS Science Exams where High Distinction, top 1% in Australasia

awards went to Zachary Thomson and Distinction awards (top 10%) to Tinirau Hohepa, Theo RobbMarkham, Michael Robson and Oliver Gracewood. In the Big Science Test, a challenging online quiz for Year 9 to 11 students, distinction awards went to Tony Schaufelberger, Klara Dostalikova and Zachary Thomson, while Oliver Gracewood and Eddie Schaufelberger gained high distinction. The highlight of all the competitions though was Tamati Hohepa in gaining first place in New Zealand in the Otago University Senior Science Quiz.

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 Zoo to study evolution of NZ species, 13 Science looking at the historic eruptions of the Waitakere volcano, 12 Science explored lava caves on Rangitoto and 13 Physics investigated the mechanics of the



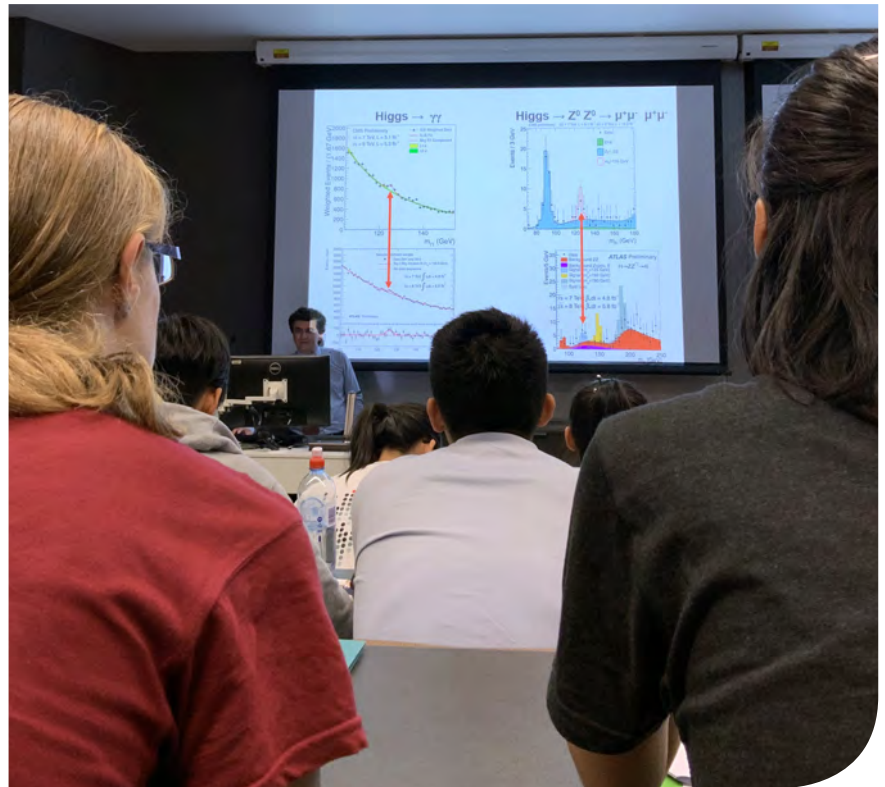
rides at Rainbow's End. We also had a visit from an astrobiologist from an American university who is studying how we can look for signs of life in planets outside of our Solar System, which was eye opening for our Science students. We congratulate all of our students on their achievements this year and look forward to seeing our Rutherfordians move on to even greater successes in the future.



PHYSICS MASTERCLASS by Tilak Patel

THE ANNUAL PHYSICS

MASTERCLASS took place on Sunday 17th March. Keen Physics students from high schools around Auckland made their way to UoA for a day of physics-related lectures and research. Our day kicked off with a lesson from Dr. David Krofcheck, who introduced us to the basis of particle physics and the purpose of, and science behind the Large Hadron Collider (LHC), the world's most powerful particle accelerator, located just outside Geneva, Switzerland. This was followed by a lecture by Mr. Tristan O'Hanlon, a first year physics teacher at UoA, who taught us about particle collisions, how to differentiate between them, and the results of these collisions, in addition to teaching us how to use the programme that would allow us to analyse these particle collisions. This leads to the hands-on part of particle physics. Our team split off into groups, and we each analysed real data from the LHC detectors, to identify between and deduce the masses of W and Z Bosons, or J/Psi Mesons, and find the total energy and moments observed in each of the approximately 100 particle collision we analysed. The



day concluded with an international video conference with a cohort from a similar event in Hawaii, supervised by established and renowned physicists, where we discussed our results. This masterclass further informed us on

what particle physics is really about and undoubtedly piqued a lot of our interests. I would highly suggest any budding scientists to go along next year, to potentially open up new doors in your career path.

Physics

The 2019 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. We have seen some highly motivated students taking part in a range of activities and competitions throughout the year. Tilak Patel organised a group of students to attend the Physics Masterclass day at Auckland University, connecting with like-minded Physics students from all over the globe.

We were very fortunate to have a connection through Mr Graham to

an Astrobiological research scientist from the United States, who came in to school and gave a presentation to our students about how scientists are searching for planets outside of our Solar System and the potential for life on these planets. It was highly motivating to our students to see where their Physics and Science knowledge could potentially take them.

The highlight of the year for many students was the field trip to Rainbow's End, where they were able to measure acceleration data on the various rides through a phone application, relating the sensations they felt to the g-forces experienced on the various rides by analysing their data graphically.





ROTARY SCIENCE FORUM

by Fiona Blaser

TWO WEEKS, LIVING ON CAMPUS

at the University of Auckland, and spending all of my time with fellow nerds attending science lectures and doing a bunch of other fun activities. This was my reality in January of this year when I got the most amazing opportunity to attend the Rotary Science and Technology forum.

The Waitakere Rotary Club sponsored me to be one of 160 students at this forum and it is an experience I will forever treasure.

The main aspect of it is, of course, the lectures. The massive variation of different sciences from psychology to robotics to nutrition, and the fact that we got to learn about the sciences that are less mainstream gave us a really good insight into potential careers that we had never been exposed to.

I learnt more than I ever could have dreamed and the lectures were presented in a way where we all began to consider careers we had never even imagined, which as a Year 13 and someone who is in the process of deciding a future was very beneficial. Whilst the lectures were a massive part of this, they were not all of it and the organisers make sure to keep

things light hearted with a volleyball competition (taken very seriously amongst students), a quiz night, a disco, a beach day and so much more. This gave us a chance to relax and give our brains a break, it was also these events that created the strong friendships between everyone.

One of the greatest things about forum is the people that you meet and the fact that I can now say I know people from all over the country.

It is all of these little things we get to do alongside learning that makes the science and technology forum like no other and an unforgettable experience that will stay with us for life.



INNOVATIVE YOUNG MINDS PROGRAMME

by Elina Cheslyaeva

I WAS LUCKY ENOUGH TO BE

chosen as one of the few Auckland girls out of 40 across NZ to spend a week in Wellington for the Innovative Young Minds Programme. There we spent every day learning more about the STEMM fields and what's available to us.

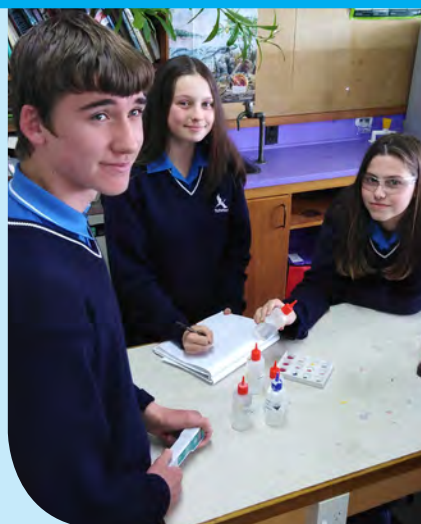
We travelled to places ranging from private engineering businesses as well as universities and institutes, to places like Resene, and even spent the day getting a tour of Parliament while practicing our networking skills, where some of us even managed to get internships with scientists and business owners from around NZ. We partook in an innovative challenge over the course of the week where we had to come up with a solution for a major modern problem, and luckily enough my group won.

Most importantly we learned what it's like to be a woman in the STEMM career areas, how important diversity is and what is crucial for us to succeed in a work field mainly composed of and dominated by men. We 40 girls got to spend every evening talking to different women that come from STEMM and listen to their journey, even getting a chance to speak to the

NZ Chief Science Advisor about hers. These evenings personally heavily inspired me, and I know other girls, to pursue their interests in STEMM careers as future female scientists.

Not only did I create great bonds within this diverse group of girls, but also learned a lesson I did not expect to learn. I came to the programme

thinking I will leave with a clear plan of what career I see myself in, but rather found out about many more. I left with a lesson of "don't be afraid to always do what interests you most", as all the journeys we heard about were not clear and planned ones, rather always changing and diverse.



Chemistry

THE CHEMISTRY DEPARTMENT

has had another successful year in 2019. Students learnt a wide range of new skills such as carrying out quantitative calculations based on titrations, analysing spectroscopic data and investigating oxidation and reduction processes. With the growing demand for the use of alternative fuels to reduce the impacts of climate change for the future, 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 with many students working towards Excellence endorsements in Chemistry. Tilak Patel also sat the entry test for the Chemistry Olympiad for 2020 and was offered a position in the training squad. There has also been a large group of Year 13 students who have been working towards Chemistry Scholarship throughout the year.



Technology

BUILDING

THE AIM OF YEAR 11 BUILDING IS TO

promote the use of traditional woodworking techniques with each Year 11 student making a bedside cabinet. They used a variety of hand tools to create different wood joints including the very difficult lapped dovetail. They have hand planed edges to make them square and have learned the importance of careful measuring, marking out and gluing. Students have worked in a safe and productive working environment, always assisting others where appropriate. A safe workshop is a happy workshop. This group of future builders or furniture makers should be proud of their efforts.

This year the Year 12s have made two very distinct projects. The first was a macrocarpa coffee table. This built on the skills learnt in Year 11 and also introduced the students to using the router and biscuit joiner. This project is always a favourite and the quality of work output this year was to a high standard.

The second Year 12 project was a tool box, and is a more hand skills based project. Building on the knowledge from the Year 11 cabinet and the coffee table, this tool the box

was made using lapped dovetails and through housing joints. As a more demanding achievement standard project the students' accuracy, attention to detail and perseverance were all tested.

Finally, the Year 13 rocking chair project. This is a higher level of complexity that tests both the mental and physical dexterity of the students. They are expected to plan, measure, mark out and cut all the components of their rocking chair. The curved components are bent in the traditional manner.

ENGINEERING

ENGINEERING IS A PRACTICAL, workshop based subject in which students develop their understanding of working with different types of metals and fabrication techniques. Engineering is a practically based programme offered at Years 11 to 13.

The Year 11s focused on basic marking-out, measuring and machining as they constructed their tool-makers clamps and custom gear shifter.

The Year 12s had a new challenge in 2019. To advance the machining skills they acquired in Year 11, we

undertook the challenge of making Stirling Heat Engines. Each student was required to make and assemble 30+ pieces of various metals. The finished engines worked solely on the heat from a coffee cup.

The Year 13s had their first foray into sheet metal fabrication. The tool chest required precise marking out, cutting, folding and spot-welding. The final product was beautifully finished at Baird & Whyte Powder Coaters. Many thanks to Paul Shaw and his team for their amazing work.

JUNIOR TECHNOLOGY

HARD MATERIALS IN YEAR 9 & 10

has a focus on being a practical, project based subject. The aim is to expose the students to a variety of projects that require them to develop different skills. This year, some Year 9s designed and made an LED silhouette. This required them to use 3D design software – Autodesk Inventor to draw their designs, which were then laser cut and LEDs attached into the rear piece to provide backlight. Some students were very innovative in using multiple cut lines and different coloured plastics to enhance their designs.



Mechatronics

THE ROAD TO EVOLOCITY NATIONALS

By Phil Place

The mechatronics programmes were developed to provide a project based, practical subject that uses an Engineering context to inspire and challenge our up and coming engineers. The 2019 cohort took on the challenge of designing, prototyping and building electric vehicles to compete against other schools across a variety of challenges, including a drag race, street circuit, gymkhana and economy challenge.

To provide an even playing field, each school was supplied with the same 12V batteries and 350W motor. Innovative design and clever construction was the best way to obtain an advantage.

Our team decided to focus on the drag race – the maximum speed at 60m, then stopping as fast as possible, and the economy challenge – the ability to drive as far as possible on a set amount of power.

Alex Lasenby, Max Pearce, Britten Somerville and Stefan Zdravkovic were up to the challenge and collaborated excellently to develop, build and test their kart. Such was

their drive to produce a top quality vehicle, we were still testing and modifying parts on the Saturday afternoon before race day.

The Auckland Regional race day was Sunday 22nd September. The venue was the North Shore Events Centre carpark. The weather was sunny, with a cool breeze.

Our kart - nicknamed the Orange Roughy cruised through scrutineering, then lined up against the other school karts for the drag race. Britten drove a good race, and at the completion we sat third in our class.

Prior to the street circuit challenge, disaster struck! While installing the gyroscope and accelerometer, a short circuit caused the motor controller to die. We tried borrowing another controller, but no one had a suitable spare – so we made a mercy dash to the local Jaycar store, and bought a replacement part – a 7c resistor. The next 90min was spent in the local cafe. While Alex and Stefan made the necessary repairs, Mr Thompson and Mr Place enjoyed the quality coffee on offer.

There were nervous moments when the batteries were first plugged in and the kart switched on, with only seconds to spare before the start of the last event. The repairs proved to be successful, and again Britten drove well, with our kart finishing second in class. The winning vehicle managed only one lap more than our kart.

Such was the performance over these two events, our team was judged to have made the best performing motor controller, and a place guaranteed at the 2019 National Race Day on November 24th in Hamilton.

The good result and award was a testament to the hard work, good team spirit and effective troubleshooting that this team has displayed throughout the year. It has been a pleasure working with alongside these amazing and dedicated young engineers.

Many thanks to the support we received from our community, including, Lee Sigley – Project Management, Harry Gibson – Engineering mentor, Dean Osborne – Expert welding tutor and Mark Thompson – all round good guy.



Food Technology

THE BUDDING FOOD TECHNOLOGISTS at Rutherford College had a very captivating year generating food products through extensive testing and trialling. As part of the Year 11 programme, the students were given the opportunity to create artisan style chocolates and design cupcakes that represented what being a student at Rutherford College meant to them.

The Year 12 students were faced with the task of developing a prototype of a food product that utilised sustainable practices. In light

of landfills being torn open and the banning of single use plastic bags, when designing their prototype for a food product, the students endeavoured to reduce waste sent to landfill by considering how food was bought, packaged and used.

Earlier in the year, these students visited New Zealand company *Fresh As*. The students met with one of the founders, who gave them a tour of their freeze drying facilities, they learnt about how the products were processed and also sampled their products.



Hospitality

HOSPITALITY IS A THRIVING industry in New Zealand. At Rutherford College, the Hospitality courses not only allow students to develop their ability to prepare food, but expose them to simulated and real world practical cookery experiences in preparation for their future.

The induction course at Year 11 focuses on foundation skills, ranging from baking to basic knife skills, whereas the Year 12 students build on this prior knowledge, developing their technical food preparation knowledge

for service. The Year 13 students this year had their service put to the test, preparing and presenting espresso beverages for staff and students, as well as being involved in events, such as Open Night and Rutherford Day.

This year, the Year 12 and Year 13 Hospitality students both had a hand in the preparation and service of food for the event. Furthermore, the Year 13 students demonstrated a high level of professionalism on the day creating and serving their canapés to the invited guests.



Robotics

ROBOTIC NATIONALS

In February, the Rutherford Robotics teams competed at the New Zealand Robotics Championships at Lynfield College.

There were teams from all over New Zealand and while our robots at times experienced technical difficulties, Robot C qualified for the quarter finals and played valiantly with their alliance robot from Tauranga Boys High School. Overall this has been a very successful season with the continuation of upskilling, getting more experience in programming and the realisation that time management and driver practice are crucial for the ultimate success. What was important was that both students and teachers had fun doing something both mentally and physically challenging.

ROBOT 2913A

Stefan Zdravkovic 13CH:

"Although we had a bit of a rough time with our robots and didn't quite reach the standards we wished to, we learnt a lot as always about how to conceptualise, construct and develop robots and any project in general. I'm looking forward to next season."



Alex Lasenby 13CH: "For a significant portion of the season we were being schooled about the downsides of using a tank drive, but apart from that our robot was pretty good. However at the end of the day we do this for the experience and to learn, so although we may not have won all our matches, it was still a huge success."

ROBOT 2913C

Chris Adams 11CW: "It was fun and we actually managed to make friends while playing with and against them and overall it was way better than last season."

Petar Zdravkovic 11HA: "During the course of the season, we have learnt and understood concepts that we could

only learn in this environment. We have made new friends and I would definitely do it all again."

ROBOT 2913B

Edwin Schaufelberger 11CW: "I learnt a lot this season, and gained experience that I could never have gotten before."

Amanda Lowe 11HA: "For my first season of robotics, it was a very refreshing experience. I discovered that it's more complicated than it seems."

Tony Schaufelberger 11HA: "As my second season of robotics, I have learnt far more than I could have imagined. The second year saw massive improvements, and I hope to see the same for the third season."

Early Childhood Education

ALL CHILDREN ARE BORN WITH immense potential. Quality early learning helps our children begin to realise that potential and build a strong foundation for later learning in life. Year 12 and Year 13 Early Childhood Education students at Rutherford College can begin to develop the skills and knowledge required as a parent and as an Early Childhood Educator while at school.





Library & Information Commons

By Veronica Collins – Head Librarian

2019 has been a great year here at the Library and Information Commons. We were proudly supporters of the *Red My Lips* campaign as well as the Young Women's Leadership Programme (by Massey University), were three of our students that are participating in the programme (Jessica Rosby, Emily Musto and Maddison MacKenzie) chose the library to display awareness about disability.

Our trend for beautiful displays have continued through the year thanks to our talented Ms Wilson.

The most significant display this year has been the Christchurch attack, we wanted to honour the victims and also to remember that New Zealand and its people are a country of love, diversity and kindness.

All the books and school journals that we sent last year to the Islands through @supportvillages have arrived to their destination. I personally feel so privileged and very happy that we were able to help so many kids that just want to learn and read.

Thanks to Storylines National Festival Story Tour, we had the privilege of having Lani Wendt Young, a Samoan/Māori writer, editor, publisher and journalist (her kids

came to Rutherford College) coming to speak with some of our Year 9 students (9PL, 9GU and 9PR). Lani's best known books are the Telesa series, we have all of them in the library!

We have added audiobooks to our collection, which has proven to be very popular. Our loans for eBooks has been increasing and being part of the Auckland High School eBooks Consortium has allowed us to have a quite big and diverse eBook collection.

We have new Chromebooks and

Chromeboxes, a new catalogue-only iPad, so now staff and students can browse what we had in the library anytime without the need to login to a device. Also this year, I have been teaching about the EPIC databases to various classes, which have proven to be very helpful to our students with their research.

Last but not least I want to acknowledge and thank the incredible and vibrant group of Library Monitors we have had this year; they all are awesome.





Mahi-a-Toi

LEADING CHANGE THROUGH A MĀORI LENS

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

Ko te mihi tuatahi me mihi rā ki ngā Atua Māori nā rātou i whakatūwhera mai ngā kūaha o te ira tāngata ki te whai ao, ki te ao mārama. Ko te mihi tuarua me mihi rā tēnei kaupapa i whakamahana i te wairua Māori kai roto. E ngā mate puta noa i te motu, haere, haere, haere atu rā. Haere atū kō tou ki a Rehua i te rangi. Tērā te wā o te mate, ka huri ki te wā o te ora. Tīhei Mauriora

Mahi-a-Toi is an academy which challenges young people to learn through a context of Māori creative and performing arts. The kaupapa of the academy is 'Leading Change through a Māori Lens'. Students are taught leadership skills through a Māori world view. The purpose of Mahi-a-Toi is for the students to understand how their identity can help them in their life using our quote "He Māori ahau, e noho Māori nei ki tōku Ao Māori. Mā runga i tēnā ka Tōhea e au."

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

The academy spent seven days on the East Coast with the kaupapa being to learn the lifestyle of an Iwi artist at Awatere Marae, under the guidance of the community and master carver Jack Brooking. It also gave students real world experience of the life of a commercial whakairo artist and of

an Iwi based whakairo artist- both in conception of ideas, production process and resolved product. In a nutshell, the trip to the East Coast brought a sense of appreciation for their culture and their identity as a whole.

The academy ran outside of normal timetable, allowing the students to learn in a block of four hours which they said was great for maximising learning and learning relationships. The introduction of the Level 1 Mahi-a-Toi class this year has broadened the spectrum of Mahi-a-Toi and its purpose. The inaugural Mahi-a-Toi class has been an outstanding positive template for all Māori and non. Māori to excel through the philosophy of 'Leading change through a Māori lens.'

We also started a Ki-o-Rahi environment across our Te Atatu

community with teaching all primary schools Year 6s how to play and the purpose of Ki-o-Rahi and Matariki. With holding the first Te Atatu Ki-o-Rahi tournament here at RC and will continue to be a kaupapa we run each year as a chance for our rangatahi in Te Atatu to excel in Te Ao Māori. Flanshaw Primary are the first recipients of the kaupapa of 2019.

This year we started the year with losing one of our founders of this kaupapa, Mr Carl Gibbons, who took his whānau home to Ngati Kahungunu and ended the year with one of our tutors, Miss Carolyn Shaw going home to England. E kore e mutu nga mihi ki a korua tahi. Mei kore ko korua, Mei kore tenei kaupapa o Te Mahi-a-Toi i tu whakahihi nei i mua i te aroaro. Nga manaakitanga ki a korua mai i a matou o Mahi-a-Toi.

Me mihi ka tika ki a kōtou katoa i whakatinanahia i tēnei kaupapa. Tē nei rā te Mahi-ā-Toi e mihi kia kōtou katoa. Kia mau kia ū ki ngā tikanga, kia puawai he tiare Māori hou. "He Māori ahau, e noho Māori nei ki tōku Ao Māori. Mā runga i tēnā ka Tōhea e koe."





Physical Education & Health

The Physical Education and Health Department continued to grow in 2019. Term One began with a bang with multiple trips going out to take advantage of the great weather.

Our Year 9's settled into the school well with their introductory unit around Interpersonal Skills. They were also treated to some Water Safety lessons in the pool with Water Safe Auckland. We introduced a new course this year at Year 10, Sports Excellence, which proved to be very successful.

PHYSICAL EDUCATION

Within the junior programme we continued to develop our units to best meet the needs of our students. We incorporated adventure based learning activities along side our water safety unit to help promote communication, co-operation and

resilience skills. Water Safe Auckland delivered sessions to our Year 9s on the use of life jackets, checking for safe entries and exits into a range of water scenarios, and safe rescue techniques. Our Year 10s worked throughout the year on building positive relationships, leadership, resilience and further exploring the impact of socio-cultural and biophysical concepts on physical activity. For many students, this is their final experience of Physical Education at school so the focus was on increasing participation and enjoyment for all, while extending learning and developing lifelong skills.

Our new course at Year 10, Sports Excellence, proved successful with the students directing the course content and structure. Their focus choice was training for performance in sport, nutrition and leadership. Principles and methods of training were learnt and students created, participated in and evaluated their own performance improvement programmes. This was coupled with understanding how nutrients support brain and muscle function to ensure optimum performance in their chosen sports. The feedback from the class was

positive and we hope to continue to grow this programme in years to come.

Our senior programmes 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.

The Year 13's were privy to external coaching during their performance improvement unit. This was received from Badminton Waitakere and proved extremely beneficial for both their skill development and their understanding of how methods of training, types of guidance and feedback, and external socio-cultural factors can impact on improvement. Throughout the year, students were able to develop their critical thinking skills and produce high quality argumentative writing pieces.

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.

Experiences outside the classroom were also a highlight for us. This included a Year 11 trip to Tree Adventures and Goat Island. 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. Students learnt to analyse risk and apply relevant risk management strategies, to take calculated risks, and to support and encourage one another in challenging situations.

Well-being was a focus for us in Senior Physical Education this year with all teachers taking practicable steps to ensure students felt safe and supported. This was achieved through more one on one feedback and regular contact with home so family and whānau were aware of what was being learnt, when

assessments were due, and how to access course material online. The use of Google Classroom supported us in this venture by making work accessible anywhere, anytime.

All of our programmes continue to build confidence, resilience and critical thinking skills in our students. From here the aim 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. 2018 saw consolidation of courses and units to follow on from the successful work done in 2017. This allowed improvements to be made to coursework and assessments across the three senior levels.

Our junior programmes 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 extremely successful professional learning workshops around Culturally Responsive Pedagogy and adapted our programmes to meet the needs of the diverse range of students we have at Rutherford. Our department has been busily developing resources and delivering effective lessons to students as a result of these workshops! 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.



YEAR 12 OUTDOOR EDUCATION

IT'S BEEN A REWARDING YEAR FOR the Level 2 Outdoor Education classes that have achieved so much in such a short amount of time!

The Level 2 Outdoor Education course has seen students push their absolute limits through the wide range of trips that the department has to offer: Rock Climbing, Camping (Tawharanui), Stand Up Paddle Boarding, Kayaking and three different levels of tramps. Students had a range of activities to choose from at Tawharanui camp that removed them from their comfort zone. Students demonstrated their grit and determination in very challenging weather conditions that tested their tent pitching skills!



Outdoor Education

By Brooke Compain and Hannah Whyte



YEAR 13 OUTDOOR EDUCATION

YEAR 13 OUTDOOR EDUCATION started off another successful year by heading to Tawharanui for a two day stand up paddle boarding excursion.

The camp was a huge success with amazing weather conditions and everyone definitely took advantage of this. The students were able to further develop leadership skills through running and participating in adventure based learning activities and reflecting on their experiences.

Winter rolled in and with snow falling, the highlight trip of the year was to Mt Ruapehu in the Central Plateau. Snow Camp 2019 saw students shredding the slopes of Whakapapa, putting into practice the skills they had previously learnt at Snowplanet.

Students were able to experience breath-taking views while pushing themselves to the limit on a 16km hike to the picturesque Tama Lakes.



Gateway

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 (unpaid) are usually for one day per week for an agreed period of time. Credits achieved in Gateway can be counted towards their NCEA. Criteria for Gateway student selection:

1. Must be "work ready"
2. Must be reliable, responsible, well behaved, able to work independently and use their initiative and will be a good ambassador for Rutherford College whilst out on work placement
3. Able to get themselves to and from their work placement each time

4. Minimum of NCEA Level 1 – if students are close we are happy to work with them if they meet the other criteria
5. Attendance must be 85% or above
Students are also given the opportunity to attend courses to help them prepare for their work placement:
 - First Aid Certificate;
 - Health & Safety Certificate;
 - 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. Rutherford College meets all costs for these courses.

2019 has been another very successful year in the Gateway Department with students from Rutherford College completing work placements in the following industries:

- McDonalds - Oasis Programme
- The Warehouse – Red Shirts in Schools Programme

- Zeal West – Event Management
 - Air New Zealand – Engineering/ Aircraft Maintenance
 - Auckland Drowning Prevention – Pool Lifeguard Certificate
 - Techtorium – CODE Programming
 - NZ School of Tourism – Flight Attending
 - PaknSave/New World – Future Foodies Bakery
 - Electrical
 - Building
 - Automotive
 - Animal Care/Equestrian
 - Fuller's Ferries – Marine/Tourism
 - Imagin Plastics – 3D Plastics Printing/Manufacturing Technology
- Students have been able to gain new skills, grow in confidence, 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. Employers have offered some of our students:

- Paid holiday work
- Paid part-time employment
- Full-time work; or
- An apprenticeship.



Thomas Rose at PaknSave NorWest for his Bakery work



Careers & Transition

KNOW YOURSELF: EXPLORE OPPORTUNITIES: DECIDE... AND ACT

The Careers Department is the central hub for students to pop in to our welcoming and well-resourced department to browse and mull over the latest brochures and prospectuses and to check out the endless possibilities and choices on offer for students so they can look ahead and plan for their future.

Students from ALL levels are encouraged to make an appointment with Mrs Reid or Miss Ryan for individual career advice or specific information. Assistance is on hand regarding vocational pathways, tertiary requirements, the job market, employability skills, and the importance of a CV. Computers are available to access online tools and resources, or for research; and for completing applications and enrolments. Lunch time presentations from outside providers are organised throughout the year, as needed, to give up-to-date information from key liaison personnel.

Check out and like our careers facebook page: www.facebook.com/rutherfordcolledgecareers/ to keep up to date with career information, jobs,

up and coming events and important dates. Information is also advertised in our daily panui and school notice boards.

During the year a number of students have benefited by attending a variety of presentations, workshops, courses, and targeted taster days, either held at school or at other venues. Some of these included: Women in IT – Techtorium, MAINZ open day, Barista course, PILOT and Whakapiki Ake days for Maori and Pacific students. Other successes this year included:

LEARNER LICENCE COURSE

Sixty five students were keen and motivated to spend the first two days of their holidays at school attending the two day workshops run by AT (Auckland Transport) in Terms One-Three. Students really enjoyed the fun interactive approach and after the course they were encouraged to sit the road code theory test at an AA centre when they were ready. This is an essential first step of the licencing process which allows students to legally drive on the road accompanied by a responsible driver. As an extra incentive we were able to contribute \$50 towards the cost of sitting the licence which was appreciated by

parents/caregivers and the added bonus for students was gaining two Level 1 NCEA credits.

YEAR 12 YOUNG WOMEN IN LEADERSHIP PROGRAMME

Massey University hosted a two day event for 80 young women to come together and participate in activities to develop team building and leadership skills and ways to help communities and groups by using these skills. Within their groups they brainstormed their personal values and considered how they shape their lives. They heard inspiring stories from guest speakers particularly Anna Wilcox (Olympic freestyle skier) who through overcoming hurdles on her journey learnt the importance of gratitude, commitment and courage. Students also looked at some of the 'wicked issues' our world faces and how other women around the world have made an impact by showing leadership and creating change.

THE ANNUAL CAREERS EXPO

Held at the Auckland showgrounds in Term Two, this was well attended with forty students making the most of the evening session to explore at leisure, gather information and chat informally



to representatives from key tertiary and industry providers. "Go with Tourism" was a feature at this year's expo showcasing just how exciting and successful a career in tourism can be.

UNITEC 3 DAY DANCE WINTER WORKSHOP

This workshop held in the July holidays saw students participate in a number of classes and choreographic workshops hosted by lecturers, as well as top guest teachers from the industry. It was incredible exposure to different forms of contemporary dance, including technical training, improvisation and creative practices, hip-hop fusion and more. At the end of the third day, students were able to perform some of the material introduced in classes in an informal setting, to demonstrate the new skills they had learnt and show what they had managed to create in just three days. Students commented that the workshop was physically and creatively demanding but very rewarding and educational, a true representation of what it might be like to study dance full time at this level. A number of the students who attended

will be auditioning for the Bachelor of Performing and Screen Arts in the hope they will be selected to study dance in a similar environment in the future and were all grateful for the experience.

SUBJECT CHOICE AND OPTIONS WEEK

Term Three began with a school wide focus around Subject Choice and Options Week. This year we combined report evening and options evening giving students and their whānau the opportunity to meet with appropriate staff to discuss subjects, progress, and selections so students could make informed decisions regarding subjects and options for the following year.

UNIVERSITY VISITS

Amanda Cooper attended Victoria University Open Day as she wanted to confirm whether a shift to Wellington for her tertiary studies was a good move. Amanda reported it was vital in ensuring that this is where she wanted to study. Looking at a university on the internet is not enough to make an informed choice. Attending lectures and expos gave her a look at what life

at Victoria University would entail. The highlight was physically visiting six halls of residence which proved to be very insightful before choosing where to stay next year.

In September, a group of Year 11 students were invited to Massey University to participate in a study skills day. It was an opportunity to learn more about memory skills and understanding your own learning style. Students enjoyed group activities and competing in the amazing race and a debating discussion. The students had a great day and left the auditorium with more confidence in themselves and their learning abilities, preparing themselves for the end of year exams.



DEFENCE FORCE EXPERIENCE

During the April school holidays, 47 students from schools throughout the North Island were given the opportunity to have a taste of what it would be like to join the defence force. Katie Collis applied and was happy to be selected. She made her way down to the Linton Military Camp in Palmerston North very excited for the intense few days ahead. Every morning the group was up at 6am ready to start the day with their section participating in many activities. These included setting up camo nets over trucks and clearing minefields, to pushing a two tonne gun around and riding in the back of a LAV and participating in an army PT session. After an exhausting few days this experience definitely confirmed Katie's desire to go into the forces when she leaves school.





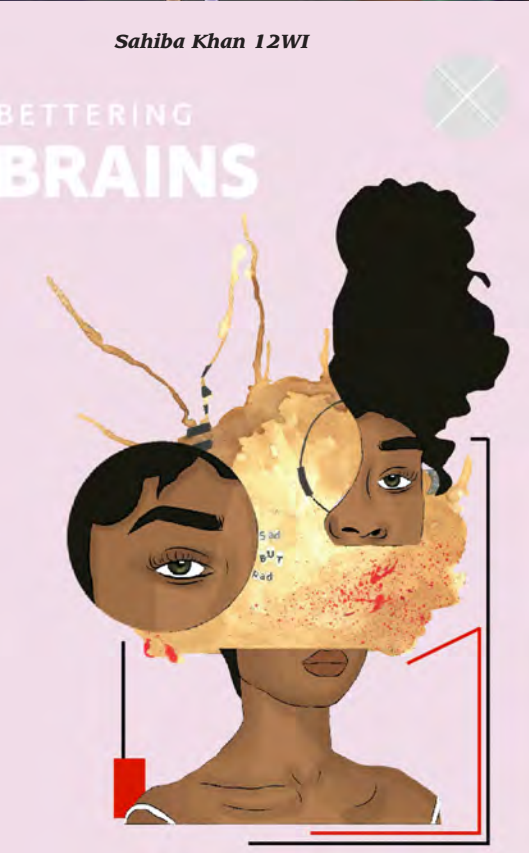
Anna Zdravkovic 11CW



Melissa Miners 12BU



Jamaine Gardner 13DO



Sahiba Khan 12WI



Thi Hoai Thuong Le 12CA



Margaret Lowe 12BK

RICOCHET



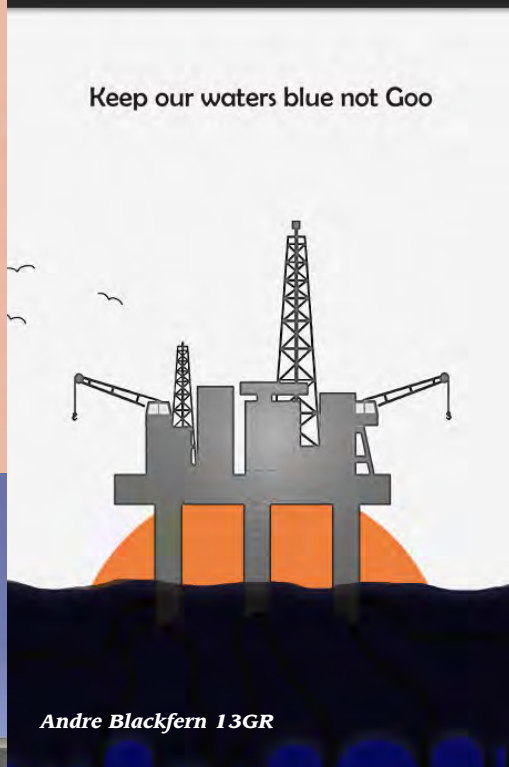
Quang Vinh Nguyen 12PW



Andrew Lee 12SW



Quang Vinh Nguyen 12PW



Keep our waters blue not Goo

Andre Blackfern 13GR



Thi Hoai Thuong Le 12CA



Cooper Watson 11CW



Jia Chiah 12CA



VISUAL ART

Melissa Miners 12BU



Huu Quang Nguyen 12SW



Police & Uniform Services



2019 WAS THE FIRST YEAR THAT the Police and Uniformed Services course ran, so there was an element of the unknown which brought both excitement and apprehension. This course was an initiative of the Police, who are trying to use it as a recruiting tool to get more quality recruits down to Police College in Wellington.

As the year progressed, our students had to complete several units of work which were aimed at helping them with the various skills needed in the uniformed services, such as interview skills, communicating skills and the various aspects of working in a team. We were able to have day trips to different arms of the police, like the K9 training facility in Ellerslie and the Maritime unit at the waterfront where we looked at the Police's water and air capabilities. We had a close up look at the boats and helicopters used for emergency situations that the police deal with on a daily basis.



We also had a steady stream of police officers as guest speakers from various units sharing their experiences as police officers. There was a lot of work that the students needed to complete and those that knuckled down, did well. Obviously being a new course, there were some teething issues, which were expected. So with lessons learnt, 2020 is looking very exciting as a new and improved product.



LEAP



The LEAP department caters to students with diverse learning needs, from those who require extra support to those who want to be extended.

L EAP stands for Learning Acceleration and Extension. We hold the belief that students learn in different ways and at different paces central to our work in LEAP. At Rutherford College, one size fits one (not all). Here in LEAP we are proud to play our part in supporting students' learning needs.

The Acceleration arm of LEAP is about accelerating progress through classroom and assessment accommodations and programme modifications which help minimise barriers to achievement. The key features of our acceleration programme include learning assessments, special assessment conditions, teacher aide support and student advocacy.

The number of students using Special Assessment Conditions (SAC) at Years 11 - 13 continues to increase as students realise the impact the use of technology, readers, writers and/or extra time has on being able to communicate what they know. SAC is all about helping students show what they know and making sure handwriting speed or legibility is not a barrier to success.

Our Teacher Aide team consists of six highly skilled individuals: Ana Aramoana, Alyssa Brown, Michelle Crawford, Kesi Koloni, Materoa Moses and Ben Tipa. This team supports students in mainstream classes across Years 9 to 13. They give reader writer and computer support for school and NCEA assessments and support teachers in their work with diverse learners. This work includes providing one on one assistance, supporting teachers by working with small groups and being an additional adult in a classroom so students can clarify their understandings and take smart risks with their work. They also support students outside of the classroom on

trips, work experience and sporting activities.

As a school, we value getting to know students as learners and as individuals. Our LEAP TA team is able to administer a range of learning assessments that provide in-depth indicators of students' strengths and areas of challenge. They are skilled in administering and interpreting assessments that span from 5 - 15 years of age. This is important in Learner Support as it helps diagnose specifically where key areas of challenge lie.

The relationship between a TA and student is an educationally powerful one. We know that it's not enough to just know students as learners, Teacher Aides listen to students talk about their classroom experiences and help make sure they know what supports are available to them.

The LEAP TA team is passionate about education and growing their understanding of diverse learners and how best to make a school supportive place. We meet regularly to share insights and explore in greater depth issues key to learners who require acceleration. This year, we have participated in professional learning from outside providers about Autism Spectrum Disorders, Positive Behaviours for Learning and Attachment Disorders. In our work together we have explored the New Zealand Curriculum, student strength and challenge profiles, dyslexia indicators and how task modifications are different from accommodations.

The bustling noise of the LEAP office is testament to Rutherford College's belief that diverse learners have a right to a fulfilling education and our Teacher Aide work is central to this.





Pasifika

*Fakaalofa Lahi Atu,
Malo e lelei, Talofa Lava,
Kia Orana, Bula Vinaka
and warm Pasifika
greetings.*

2019 SAW OUR PASIFIKA STUDENTS continue to progress, develop and grow, academically, physically, mentally and any other way we could support them and their families. Our Pasifika academic pass rates have slowly but surely increased over the past three years, with a goal to continue further. Also our Pasifika students have been involved in various groups and activities offered involving other Pasifika students from other schools. We would like to share some of the activities our students have participated in across the year groups.

Workshops were offered in the form of The 2019 Young Free Warriors (Male and Female), 2k19 Tula'i Summit and Pacific Leaders of Tomorrow (PILOT) involving from Year 10-13 Students.

TULA'I SUMMIT 2019

On the 22nd March, Easter Ioelu, Arwyn Lupi, T.K. Nangaiti, Catherine Tomoare and myself were invited to the 'Tula'i Pasifika Youth Summit 2019'. From the moment we stepped out of the comfort of our school van, onto the Kelston Community Centre grounds, we were welcomed with love and compassion. We had the 2018 Tula'i cohort graduates greeting us, helping us get our name tags and finding our seats. You could feel and hear positive vibes. The hall was filled with Polynesians from Avondale, Henderson, Waitakere, Kelston Girls and Boys, Liston and St Dominics, just to name a few. It was such an uplifting sight to see people from all Pacifica backgrounds come together in love and unity.

All the leaders introduce themselves and all had gratitude and admiration of the Tula'i programme. We had several people speak about the importance of Tula'i in our community and a Pasifika artist who gave us a speech about 'The importance of our decisions we make today' followed by a live artwork performance. Everyone who



had been to Tula'i before, shared the same admiration for its change in the Pasifika youth mindset.

We got to discuss the values of what Tula'i stands for: T is for Trust, U is for Unity, L is for Love, A is for Authentic and I is for Integrity.

Our day concluded with a prayer and a song of thanks. But before we left, we were presented with the opportunity to become a part of a programme full of unity, love, diversity and leadership. With the summit being a huge success, my group decided to take the chance on TULA'I. We walked in as Pasifika students and walked out as Pasifika Leaders.

**Fa'afetai Lava
Ana Lafaitale 12BK**



YOUNG FREE WARRIORS

2019 Young Free Warriors – Be Bold, Be Brave, Believe - ‘We are more than you see’

‘Lalaga le si’osi’omaga mo se lumana’i manuia’ - ‘Weave an environment for a better future’.

On the 22nd May I attended the 2019 Pasifika Young Free Warriors Conference held at the Mangere Arts Centre. It was such a cool experience being able to hear from each of the speakers with their life experiences, and how that portrayed the slogan “BE BOLD, BE BRAVE, BELIEVE.” The guest performances were dope, there was a lot of contrast between people, and it was cool to be surrounded by my Polynesian brothers. They split us

into groups based on our interests. There were four workshops we could choose from: Dance, Drama, Music and Spoken Word. Despite having interest in all four, I decided to choose music, and I am glad I did, because I got to learn more about other peoples’ personal experiences and how it’s another way to express emotions. It was a great day with Mr Talamaivao, and I would definitely recommend it to every other Pasifika student if offered this in the future.

**Fa’afetai Lava
Ezra Feau 12 WB**



2019 PASIFIKA PRIZEGIVING

Talofa Lava, on Tuesday evening, 16th October Rutherford College held our 3rd Annual Pasifika Awards and every year has seen this gain momentum. An evening of celebration towards the efforts of our Pasifika students having made a consistent effort throughout the year. Teachers were asked to nominate students for their efforts, and if a student is nominated by three or more teachers, that student was presented with a trophy representing a lamp filled with knowledge, with their names engraved for them to keep.

Thank you to our quest speaker, Alistar Kata, a strong, confident Pasifika (Cook Island/Maori) female working in media (Tagata Pasifika) giving our students words of encouragement by keeping it real, enthusiastic, how to tap into support and giving praise to both students and parents. Meitaki ma’ata (thank you very much in Cook Island)

Our Talamaivao top Pasifika Academic Award ‘Kava Bowl’ for 2019

went to Josh Burte. We congratulate him and his family and this is a reflection of his constant efforts and support over his five years at Rutherford College. Congratulations again and we wish him and his aiga well in his endeavors.

A special fa’afetai Lava to Malie Veisa and her family (Tongan dance), Prasan Gurunathan & Joshua Siaki (rapper & drummer), Bronwyn Bell (Flagz group Ltd), Magan Lala (Touque Mechanical Repairs – sponsored poa’a), Neil Tuitupou (Spit roast and delivered poa’a), and a big shout out to Tiaki Toia who has been our sound engineer and is in his final year with us. We will miss your expertise, and finally to all the staff and students for their help and assistance to make this night awesome and possible.

The Pasifika Aiga is alive and progressing well at Rutherford College.

Fakaauae Fakaue lahi (Thank you in Niuean)

Mr Talamaivao

PILOT PROGRAMME

In August, Liva Tafola, Kane Epati, Leisa Falealili, Joe Price, Arielle Schwalger, Kaya Smith, Acacia Tolley-Lopeti, Monalisa Tomai-Fa’au, Kolokita Fa’agutu and myself had the privilege to attend the Year 11 2019 Pacific Island Leaders of Tomorrow (PILOT) Leadership programme, held at the Unitec Marae. We were joined by many other Auckland based high schools, who also were provided with this opportunity.

We learnt about the concept of IKA, which stands for Ignite, Knowledge and Action. These three steps help us achieve our goals and dreams, as well as plan out new ones. We attended two workshops, the first teaching us about the importance of schooling and making sure we are equipped with the right knowledge to be able to attend any University or Tertiary Institution of our choice.

The second was based around networking and identifying our own personal qualities/skills and to believe in ourselves. We left the programme feeling inspired and empowered and look forward to what the future has in store for us.

**Koe kia
Eden Hatalafale 11CW**



Te Reo Māori

Whakarewa ki runga rawa. Herea kia kore e hoki whakamuri mai. Poua atu te pūmanawa Māori. He mana tikanga me te uri o māia. Poipoia ngā mokopuna, ngā rangatira mo āpōpō. Ka tihei! Tihei Mauriora! Ngā mihi tuatahi ki te atua. Ko ia te timatanga me te whakamutunga o ngā mea katoa. Ngā mihi tuarua ki te Kingi a Tuheitia me tōna whānau me te whare kāhui ariki. Pai marire ki a rātou. E mihi ana ki te hunga mate – haere, haere, haere atu rā. Ka tika hoki ki te mihi ki te hunga ora, ngā kaumatua, ngā matua me ngā karangakaranga o ngā ākongā o te kura tuarua o Te Kōtuku.

We were well represented at Ngā Manu Kōrero held this year at Ngāti Whatua ki Ōrakei Marae by Alison Lamdin (junior Māori). Alison spoke about the challenges and opportunities for non-Māori students learning te reo Māori.

The Year 13 Māori class travelled to Wellington for three days. One of our

class topics is Te Ao Torangapū ('the political world') so we spent the day at Parliament with MPs Kelvin Davis, Peeni Henare and Chlöe Swarbrick. We also had a tertiary day where we visited Massey University and Victoria University. The students had opportunities to interview Māori tertiary students about some of the issues that are important to Māori.

The Year 12 students travelled to Japan for a cultural exchange. We were in Japan for ten days and visited Tokyo, Hiroshima, Kyoto, and Osaka. The students also had a school exchange with our sister city school, Shibaura High School. The students had many memorable experiences.

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

**Arohanui,
Matua Wiremu Flavell**





2019 HAS BEEN A GREAT YEAR FOR Tūrangawaewae. Students participated in all school based and a number of outside school activities where we learnt life and functional skills to support us in the future.

Students at Tūrangawaewae have numerous opportunities to develop life skills supported by Teacher Aides, Mainstream and Unit Teachers and specialist staff including Physio, Occupational and Speech Language Therapists. Staff work collaboratively to develop individualised programmes based on students' needs.

Tūrangawaewae supports students with ORS, ACC, HCN or High Health Needs Funding. We are well equipped to cater for the needs of students with multiple disabilities. We regularly keep in touch with Whānau/parents/caregivers so that we can work together to support our students.

We started the year by participating in school athletics and swimming

Tūrangawaewae

Supporting students with additional needs



followed by Special Olympics athletics hosted by Rutherford College in Term One. In Term Two, we went on a train trip to Britomart. We also participated in Special Olympics Football skills and Ribbon Day. In Term 3, we participated in Special Olympics Basketball skills and tournament day. This term we participated in Interact Arts Festival and Swimming Ribbon Day. We also started a vegetable garden focused on garden to table.

A number of our students went for weekly work experiences in the community, the local primary school and at school. Three students participated in horse-riding with RDA. Students went for weekly hydrotherapy sessions. Students went for Community Integration walks to learn about signs and how to be safe on the street. Some students also practiced how to use the AT Hop app and card and become competent at using public transport. We enjoyed Wider Living week activities to Kelly Tarltons and Maritime Museum.

We are happy for two of our students who have done so well and successfully transitioned into UNITEC and adult life.

ESL

English Second Language Department & International Student Programme

2019 has seen an increasing number of ESL students in our school. Over 150 students have been placed in nine different ESL programmes, each suited to their level of proficiency. The number of new immigrant and international students reflects our increasingly culturally diverse school environment. The students come from 20 different countries and speak over thirty different languages.

The number of ESL classes at Rutherford allows considerable flexibility of movement between levels and plenty of opportunities for differentiation. Students who arrive with little or no English first need to master the language of survival at school, in the community and among their peers. They learn these skills through a series of practical reading, writing and speaking tasks such as completing forms, interpreting posters and brochures, describing events and other people.

Those at higher levels of proficiency study academic reading and writing from basic to very complex levels, such as conducting academic research, writing a research report or using technology to support delivery of an oral presentation of their inquiry.

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

English language instruction and NCEA assessments allow students to apply acquired skills and knowledge in all international exams including TOEFL, TOEIC, IELTS and CFC. The

English Language curriculum is linked to the Common European Framework (CEF).

Alongside the focus on improving their mastery of English, some international students take the opportunity to make new experiences while 'Down Under'. These activities have included surfing, luge racing, camping and road trips with their host families. Students have visited Hobbiton, explored the Coromandel Peninsula and been immersed in Māori culture programmes. All aspects of their programme blend to create their unique, unforgettable experience abroad.

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







Community Education

A dozen reasons to join a class with Rutherford Adult and Community Education.

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

Learning is a journey, not a destination. E Kore e mutu te ako.

www.rutherfordcomed.co.nz
Phone 834 4099



Drama

Taking the stage by storm, the Year 12 and 13 Drama class performed the comical show BARE, by New Zealand playwright Toa Fraser.



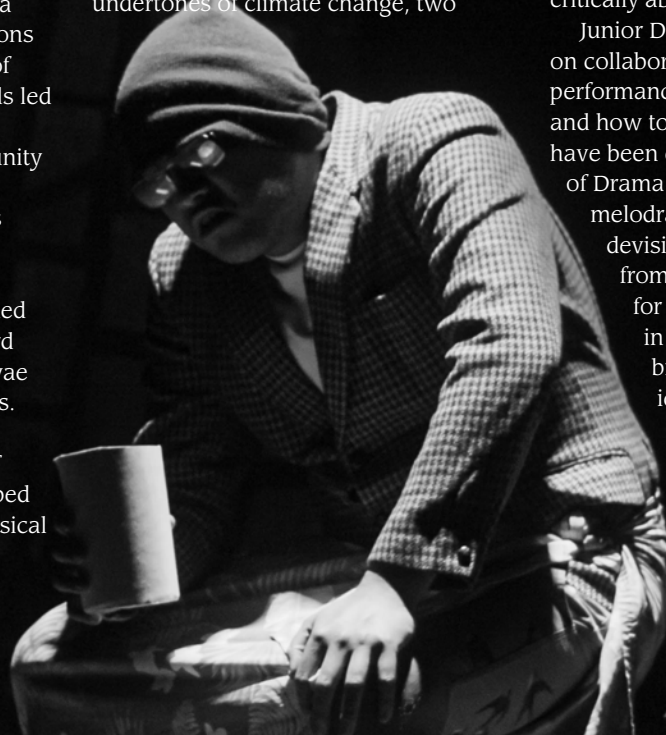
The monologue driven show was performed in an intimate theatre, where students were challenged to maintain their role, and be interactive with the audience. They also explored the fundamentals of how to devise with Red Leaps' tutor Ella Becroft. Playing with the conventions stylisation, puppetry and change of perspective, the students new skills led to exciting theatre pieces.

Year 11 Drama had the opportunity to work with tutor Lisa Brickell for Commedia dell' arte. From this workshop they created their own masks and performances using Commedia features. They performed their new found skills at Rutherford Primary and also to Tūrangawaewae who were both fantastic audiences. They had the opportunity to work with Sam Scott, artistic director of Massive company. She workshopped the students on how to create physical movement which aids in creating interesting theatre.

As part of their external preparation, the Senior Drama classes viewed two live performances this year. *Like a River*, performed by Massive Company, supported the ideas of how important your own identity is and had the undertones of climate change, two

very topical ideas in this present day society. *Red Leap* performed their adaptation of New Zealand writer Janet Frames' novel *Owls Do Cry*. Both shows created great conversations for the students, making them think critically about what they viewed.

Junior Drama continues to build on collaborative tools of creating performance for a live audience and how to develop characters. We have been exploring different genres of Drama from physical theatre, melodrama, slapstick comedy and devising their own performances from a specific idea. The goal is for the students to be confident in making decisions and also bringing these ideas to life.



Like a River- Massive Company



Music

By Mrs Taula

*"I often think in Music.
I live my daydreams in Music.
I see my life in terms of Music".
Albert Einstein*

It is the place that never sleeps - before school, interval, lunchtime, after school - it is the place you will find adventurous souls practising, refining, experimenting and creating music under every genre under the sun. From David Bowie to Avenged Sevenfold to Handel to Roberta Flack, we do it all!

2019 has been another successful and productive year for this little Music Department. It is very important to mention all our student musos Year 9 up to our Year 13 leavers for their creativity, their commitment, their work ethic and passion for Music. Without their drive and love for the arts it would be rather quiet.

A special thanks to our amazing team of specialized itinerant music teachers for helping me by inspiring our students to work to their full potential and beyond. Faafetai tele lava Poulima Salima, Evelyn Boyack, Julie Mason, Cadzow Cossar, Patrick Tanielu, Naomi Christensen, Hana Wiskari-Griffiths, Pearl Huang and Lyndon Alford. Your encouragement and guidance is reflected in some amazing performance assessments and students' motivation to practise and hone their instrumental skills. It was very sad to farewell Pearl Huang who did a superb job leading our Concert Band this year as well as teaching our flautists. We wish you all the best in Germany with your studies of the Baroque Flute.

Rutherford and Liston Jazz Band

THREE OF OUR STUDENTS WERE

given an awesome experience to join the Liston College Jazz band under the direction of Chad Davenport. The band travelled to Wellington to compete in the Wellington Band and Orchestra Festival (WeBo) where they picked up a Gold Award as well as the National Award for Best Jazz Ensemble. This was a terrific musical experience for these students to develop their skills in Jazz and widen their repertoire. Congratulations to Oliver Gracewood, Jay Huggins and Joshua Siaki. Many thanks to the Liston Music Department for allowing them to have this opportunity.

There has been a rebirth of Metal bands this year, I look forward to having our studios filled with distortion and double kicks again! Our department is very fortunate to have Crescendo Trust mentoring our students again this year. I look forward to seeing the progress of that partnership again. Congratulations to all our smaller ensembles and bands for another successful year of ensemble playing, learning to listen and blend as well as enjoying music making. It is always such a pleasure to hear students rehearsing and creating. The studios are always buzzing with enthusiastic practise - for many musos, it is their home away from home, a sanctuary.

Many thanks to our parents for always supporting our musicians this year. Lastly, thank you to our Rutherford Musos for your passion for Music, for filling the space with laughter, with tears, organised chaos and for making amazing music this year. I wish our Year 13 Musos (Caz, Caleb, Maggie, Leah, Margaret, Joe & Areli) all the best with your future ventures, keep practising and sharing your talent - a faafetai, ua faafetai, ua malie mata e vaai, ua tasi lava oe i lo'u nei faamoemoe.



Concert Band

OUR CONCERT BAND HAD ANOTHER successful year earning themselves a Bronze Award at the KBB Music Festival in August. A predominantly junior band, they worked extremely hard to make a connection with their new band director and prepare for KBB. I am always in awe of their commitment and enthusiasm week in and week out. A victorious journey full of learning, development and nurturing. Special thank you to our mentors who came in to run sectionals this year - Morgan Lacey, Norman MacFarlane, Sang Hyun Kim, Hanna Wiskari-Griffiths, Rachel Thomas, Rebecca Celebuski, Cadzow Cossar, Antonina Marriott and Nicholas Allen.

Our Year 9 and 10 band members were also fortunate to be invited to

participate in the annual Kings Music Festival in September. This was a rewarding experience, performing with about 400 other student musicians in the Auckland Town Hall. Thank you to Miss Hsiao and Miss Liu for supporting our students.

A large number of our band members also attended the NZ Concert Bands Association Festival as part of the West City Band and the West City Youth Band. Once again another fantastic result for both bands picking up Gold Awards and several other prestigious awards. Congratulations to all involved. It is such a rewarding experience for them to be able to compete at a national level and walk away with some amazing results.





Dance

This year dance students debuted their talents at Studio Show One, titled 'Zones'. Shortly after this, the senior students attended Black Grace's performance at the Playhouse Theatre.

Level 2 and 3 students performed their class dances 'Lucid' and 'Motley Crew' at Youdance as well as Rachel Jeung-McIntyre's work '38th Parallel' and a duet choreographed and performed by Rachel Jeung-McIntyre and Sydney Magnus. Students performed alongside other secondary schools from around Auckland where they formed connections and were inspired by their peers from other schools.

New Zealand Dance Company

visited Rutherford to perform Matariki for Tamariki followed by an inspirational workshop where students got to perform with the company.

Third year UNITEC dance students also visited Rutherford with a short performance followed by a choreographic workshop. Some of our Rutherford graduates will be embarking on a dance degree at this institution.

In Term Three our second Studio Show 'Off the Beaten Track' was performed at TAPAC. This was an exciting new setting for students to perform in a professional environment. Pieces from every year level, 9-13, were performed, including Year 13 choreographic work expressing their final statement.

Rachel Jeung-McIntyre's work 'Coco' and Sydney Magnus's work 'M4Y' were performed at Tempo Dance Festival's show 'Secondary Colours' which was a selection of youth performances from around New Zealand.

The last performance of the year saw our senior students shine once again performing Fern Fuimaono's work 'Rock Nine', and Tayla-Lee Bainbridge's work, 'Little Lady'.

Overall, this year has been a fabulous experience for Rutherford College's dance department, upholding the high standard of performance and choreography that we have been accustomed to see from them.



International Languages

In Term Two, the annual Rutherford Languages Week was held. It was an event organised by the teachers from the Faculty of Languages at Rutherford College with a purpose to promote cultural understanding and celebrate the cultural diversity we have at Rutherford.

Every year, the Faculty of Languages came up with various creative activities during this week for everyone at Rutherford College to take part in. If you were a food lover, every lunch time there was yummy food from various cultures sold such as fried rice, Japanese curry, Matariki burgers, German bretzels and chop suey.

If you loved performances, we were very lucky this year to invite a performance group from Taiwan to teach us about the famous dragon boat festival or you can always get goosebumps when watching the performance by our Kapa Haka group Te Kōtuku. For students who enjoyed a bit of action themselves, they learned some basic Kung fu, had a try at kicking Chinese shuttlecock or joined the Japanese obstacle race. And when it comes to Rutherford Languages Week, we have to mention our annual

stomach-testing event, the Food Fear Factor where 10 brave contestants challenged themselves to eat 'unique' foods from other cultures. There were many other activities such as lunchtime karaoke, Chinese knot making, Māori tongue twisters, that students were welcomed to participate in.

CHINESE

In 2019, we are very excited to see the increase of students learning Chinese. Ms Adeline Hsiao, our Chinese teacher, has done a great job teaching, promoting Chinese and encouraging students. She also believes that learning does not happen only inside the classrooms.

In May, the students who study Chinese participated in a mindfulness cultural workshop where they visited the Fo Guang Shang Buddhist Temple in Flat Bush. They learned to practice how to be mindful and the act of kindness to the people around them based on Chinese culture. During our annual Rutherford Language and Culture week, we ran a whole day Kung fu workshops and watched a performance by a Taiwanese



performance art group. In September, the senior Chinese classes had a chance to visit an authentic Chinese restaurant in Auckland where they enjoyed an amazing lunch. At the restaurant, they got to observe some cultural practices, tried some new food and using Chinese language when they could.

The most exciting thing is the preparation for our China Trip 2020. A group of 15 students from are embarking on a trip-of-the-lifetime with Ms Hsiao in April 2020. The preparation started in March this year and the students have been organising fundraising events in the community throughout the year. The trip has given students and teacher much to look forward to in 2020.

MY TOKYO EXCHANGE

Milli Phillips 12WI

Last December I went to Tokyo on an exchange trip for just over two weeks, and it was one of the greatest experiences of my life! My host family was so nice, I immediately felt as though I was part of the Family. We lived life as normal, we went to school by train and had obento (Japanese lunch box) for lunch.

I went to Hakuo High School and made some amazing friends, some exchange students like me, and some Japanese students. In the end, I fell in love with Tokyo, made some unforgettable friends and am currently saving up so I can go again soon!





The cultural committee plays a major role in all cultural aspects of Rutherford College throughout the years such as dance, drama, music and many other cultural events. The group is led by Mrs Chandra and cultural captains Nikisha Sharma and Joshua Shakoor as well as 20 devoted senior students.

This year we also introduced a junior cultural committee which consist of 10 juniors, making us the largest Cultural Committee the school has ever had.

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 cultural committee was also in charge of organising all the cultural group photos and school class photos this year which can be very stressful to manage if not done well.

Being in the cultural committee gives members a chance and opportunity to explore, grow and improvement not just as people but as leaders. We are a tight knit team, as each member has the complete support of the whole group to accomplish and achieve anything. Each individual used their own skills and strengths to contribute and make it a very successful team

The main event we organise in our busiest time of the year, where all our senior schedules are jam packed is our amazing Cultural Awards

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, in their particular fields.

This year we have ensured 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 beyond expectations. We can't wait to see what 2020 has in store for us.

Cultural Awards

By Maja Harvey

On Tuesday October 22nd, we held our annual Cultural Awards in our school hall, with this year's theme being 'Winter Wonderland'. Each year we celebrate the achievements of the diverse cultural groups we have within the school, recognising what great accomplishments the students have received throughout the year.

The night started out with a beautiful performance from our own Te Kōtuku Kapa Haka. Later on we had the 'Highly Commended' awards followed by a magnificent dance performance danced by senior students. The night included a large buffet filled with all sorts of foods to cater for all (thanks to DeeJays for catering for us). Many awards later we watched a magical performance from our junior drama students, followed by an inspirational speech from our guest speaker, former deputy head girl, Elisapeta Heta.

Mr. Moore presented the excellence awards;

- Junior Male Performer:
Joshua Siaki
- Junior Female Performer:
Teuila Leota
- Senior Male Performer:
Ezra Feau
- Senior Female Performer:
Sydney Magnus
- Outstanding Contribution:
Samson Wen
- Dux Atrium:
Rachel Jeung-McIntyre

The night is one not to be forgotten, as we had over 140 guests. With special thanks to the Cultural Committee, all staff and students for all their hard work and effort they put into a very successful night.

*Dux Atrium:
Rachel Jeung-McIntyre*





African Group

THE AFRICAN GROUP STARTED REHEARSING right away to get themselves ready to hit the ASB Diversity Stage.

We had a familiar face come back to Rutherford, Favour Ukah and use her expertise skills to choreograph another dynamic and vibrant routine. Her interpretation of the theme that surrounded the idea of water, was this:

The first song that we are singing was inspired by the idea of a drought in Zululand in South Africa and the cry for rain. The entrance song shows a village dancing to the Queen of the Sea, Omudu. It is a traditional Igbo dance that involves the elders (the boys) summoning her presence. Listening to the cries for the rain, Omudu fills the rivers and oceans and bringing life back into the village which they then thank her with dances of praise.

Even though the students didn't get the chance to show off their dance

at the ASB Polyfest, the students had the opportunity to perform at the Rutherford College's own Cultural Day, a day where we celebrated the diversity within our school. Since then, the group has performed at Rutherford Primary and also our Cultural Awards dinner.



Indian Group

Enthusiasm and anticipation marked the atmosphere from the very first meeting of the Indian Cultural group.

STUDENTS FROM A RANGE OF cultures and year levels joined in, buzzing with ideas and practising the fluid movements of Indian Dance. Twenty students worked relentlessly to imbibe the meaning, culture and unspoken language of dance.

The theme of Diversity Stage at ASB Polyfest allowed us to construct a narrative around the lives of the fisher folk who live by the seas. We developed the theme of water by having colorful waves in the background that sometimes moved gently, and at other times raged and twisted, reflecting the angry seas.

In the forefront, our dancers played out the excitement and action of

livelihood, action, relationships and emotions of the seafarers through folk songs reflecting the rich culture and traditions of coastal India.

Our performance at Fiafia Night and at the Community Day at Rutherford Primary received enthusiastic and fulsome response.

Unfortunately, Polyfest was cancelled, but Rutherford College gathered together on the school grounds and celebrated our cultural diversity by all the groups performing in front of a home audience, reminding ourselves and the community at large that we stand united in the face of divisive forces.





Kapa Haka

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

2019 HAS BEEN A POSITIVE TURN around in Te Kōtuku, from cultural through to academic success. With the hard work ethic of whānau, tutors, friends of the kapa and most importantly from our students, we have grown tremendously within a timeframe of one year. We started off the year with our campaign for Polyfest; seven weeks of bonding and seven weeks for preparation for the competition with no time to rest. The kaupapa of this year is to honour our papa, our Kaumatua Rev Tahu Williams and all he has done for our kapa and our kura as a whole.

**I runga I te Matua, te tama
me te wairua tapu
Amine**

The kaupapa of our stand this year was to honour our papa, Papa Tahu Wii. The whakaeke is a remembrance

to the day we walked onto Papa Tahu's marae, Roma to farewell our chief at his Tangi. It talks about the Whaikōrero that went on, and also about Papa Tahu and his faith. Our Mō teatea was to honour the Muriwhenua people and for allowing Papa Tahu to be ours. The kaupapa of our poi is to honour the roll that Papa Tahu played in the Taputapuātea alliance. The purpose of Taputapuātea is the revival and survival of the reo and our tikanga across the Pacific. Our Waiata-ā-ringa is our waiata aroha to our Papa, an opportunity for all of us to talk to Papa Tahu himself. Our Haka was a dream that Papa Tahu wanted to implement into our Rangatahi but did not get the chance to do so. We as Te Kōtuku took up this challenge and shared it to our generation for our Papa to stand tall and be proud of your mana as it is not a "mana titoi koretake". Our whakawatea was our last goodbye for our Papa, as we let him rest in peace. This is our kawemate for our Papa to honour him and his 12-year service to our kura, community and our kapa of Te Kōtuku as individuals and as a whole.



WIDER LIVING WEEK IS A UNIQUE

opportunity for our Year 9 and 10 students to enjoy four days of education outside of the classroom at the end of a busy year. Each year our teachers work to provide an exciting array of activities. Students then get to choose which activity they would like to participate in.

During the second to last week of the year, all students enjoy four days exploring, creating, adventuring and learning. They get the opportunity to meet new friends in a different environment and push outside of their comfort zone and try new and exciting activities. This can open a new world for students, giving them the opportunity to develop confidence, take on new challenges and discover new skills.

Last year's Wider Living Week was definitely one to remember. Students had over 20 activities to choose from ranging from camping, tramping and rafting the lower North Island to cooking up a storm here at school. The week went off without a hitch with every Year 9 and 10 student enjoying what was a fantastic week.



Wider Living Week



JUNIOR PRODUCTION

The junior production was a new addition to WLW. Miss Wilson along with our talented production team, worked with a fantastic, artistic and enthusiastic group of students. They worked hard with energy and commitment to create, choreograph and produce the junior production of Alice in Wonderland. The energy and talent throughout the show made it a must watch performance enjoyed by all.

"We are all a little mad here... but I was not mad to not have jumped at this opportunity because I learnt so much from my wonderful cast and director and it was one of the greatest experiences of my life. Thank you to everyone who was a part of Alice in Wonderland." **Ashley (Cheshire Cat)**



AUCKLAND ADVENTURES

120 Rutherford students went out to be adventurous tourists in their own home town. We started with Rainbow's End, screaming on the rollercoaster, Power Surge, Fear Fall and Stratosfear, always a great day out. The next day was Snowplanet for a couple of hours of learning to ski or snowboard in a giant freezer and Parakai pools to warm up and hydroslide.

Waiheke Island was our overseas

adventure with a sunny day swimming, exploring and eating icecream on Oneroa Beach.

Our last day was at Tree Adventures and Disc Golf in Woodhill Forest, challenging ourselves high in the trees on many different courses, all with exciting flying foxes to end and sausage sizzle lunch.

We all brought a great attitude and we had an awesome time!



PACIFICA ART

Pacifica art involves students designing and producing a painting to take home. The design includes anything from New Zealand, Samoa, Fiji, Tonga and other Pacific Islands. We try to link the art to our environment, the flora, fauna, things that represent our school and community. Both the students and I enjoy the time to be creative and the opportunity for mindfulness it allows. As one visiting teacher observed, "it is a zen zone".



DAYS OF FUN

Students enjoyed an action packed four days adventuring around Auckland. They had a fantastic day exploring Rangitoto followed by some dress ups and education at Auckland War Memorial Museum. The last two days were spent enjoying the water at Mission Bay and West Wave. Great fun was had by all.

SURFING

The students had an amazing four days learning to surf at beautiful Muriwai with Muriwai Surf School. On top of surfing skills, they learnt about rips and tides and of course the best time to surf.



Sport Highlights



1st XI Boys Football

FOOTBALL

The football season was successful for a number of teams. The 1st XI boys had a great season going most of it unbeaten to unfortunately miss out on winning the grade to Selwyn College. Due to their great efforts this season both the 15B and 13B boys teams had the chance to play for first place in their grade but both unfortunately just missing out.

The 3rd XI boys had a great season winning the Senior C Central/West grade. There were three girls teams this year also having an enjoyable season.

SENIOR TOUCH

There was a girls and a mixed touch team this season. The girls had a very enjoyable season together. And what a season it was for the mixed touch team who went unbeaten in the North Harbour competition.

BADMINTON

There was a large interest in Badminton this year with 15 teams entered. The team that stood out throughout the season was the Grade A team that came first overall. This team consisted of Benjamin Quach, Brandan Tan and Samson Wen. Congratulations to all the teams that took part throughout the season.

WATER POLO

Congratulations to the senior mixed water polo team who also went unbeaten in their season. This team was playing in the Senior C Boys Central/West. They came up against some tough competition but still managed to battle it out for first place.

NETBALL

Another great year of netball with 10 teams entered into the Waitakere competition. The Year 10A girls brought home some silverware winning their grade in a very close final game. The Year 9B girls also made it to the final and finished a great second. All teams put up a great season.



ATHLETICS CHAMPIONS

Junior Girls Athletics Champion
Heina Navosa

Junior Boys Athletics Champion
Ethan Wroe

Intermediate Girls Champion
Hannah Taylor

Intermediate Boys Champion
Sebastian Jack

Senior Girls Athletics Champion
Mollie Tagaloa

Senior Boys Athletics Champion
Matt Darrah



SWIMMING CHAMPIONS

Junior Girls Champion
Elaina Ellison

Junior Boys Champion
Theo RobbMarkham

Intermediate Girls Champion
Marissa Ogilvie

Intermediate Boys Champion
Andrew Young

Senior Girls Champion
Alexandria Murray

Senior Boys Champion
Johnnie Richard-Marsters



CROSS COUNTRY CHAMPIONS

Year 9 Girls
Ishani Kumar

Year 9 Boys
Jesse Schwalger

Year 10 Girls
Isla Annan

Year 10 Boys
Dylan Spraggs

Senior Girls
Hannah Taylor

Senior Boys
Harrison Chapman



Sports Committee



National Reps

MAGGIE COLLIS

Maggie is a Year 10 student who has competed in Diving at regional, national and international level. She has recently travelled to Australia to compete in the Australian Age Diving Championships representing New Zealand. She has also represented Auckland in the Skills Nationals finishing first in four events. She also finished first in four events at the North Island Champs.



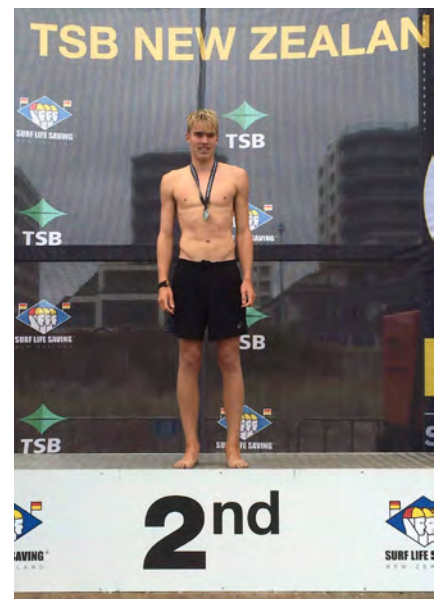
LAUREN FUIMAONO

Lauren is a Year 10 student who has begun to excel in softball. She was selected to represent ISA New Zealand U15/16 in the tournament in October 2019, and she has also represented Auckland softball U15 in the national tournament.



ODESSA LAWSON

Odessa is a strong basketball player and this passion and dedication to her sport has allowed her the opportunity to be selected to represent New Zealand U17s, New Zealand Elite U16s and she has also represented Waitakere West Auckland Basketball.



HARRISON CHAPMAN

Harrison competed in the 2km beach sprint surf lifesaving New Zealand Nationals finishing 2nd, after having qualified for this event by coming first in the Northern Regional Championships. He has also broken the school record in the 3000 metres with a time of 10 minutes 29 seconds. In the Auckland Secondary Schools Tough Guy Tough Gal Harrison finished the 1st male in the 12km run and was then selected to go on to compete in the New Zealand Tough Guy Tough Gal.



MOLLIE TAGALOA

Mollie is a member of the Auckland U18 team who won bronze in the Nationals and she has been selected for the U20 New Zealand trials. She has also been selected in the Auckland Metro Team to compete in the Premier Touch League. This a competition made up of four teams throughout New Zealand competing for the title.

Argentina Tour

In July Rutherford College hosted St Catherine's Moorlands School touring sports teams from Argentina. The goal of their visit was to compete against our Football, Volleyball, Hockey and Rugby teams and to experience the culture of Rutherford College.

The day began with a Pōwhiri, followed by a spectacular welcome from the Mahi-a-Toi students making it a memorable day for the Argentinian school.

As teams headed off to their games, this was an exciting opportunity for St Catherine's to play against different styles and allowing each individual players to enhance their skill levels.

The chance for our students to

experience a different style of opponent and to socialise with students from a different culture is such a valuable learning experience.

All the teams gathered in the Marae after the games to enjoy a beautiful hangi prepared by the Mahi-a-Toi and Sports Committee. It was an opportunity for both groups to learn more about one another's cultures and sporting experiences.

A huge thank you to Matua Jeff, Mahi- A-Toi students, Sports Committee and Miriam Sprague who organised the hangi. Without your support this day would not have been as memorable for St Catherine's Moorlands School.







2019 Sports Awards



**MOLLIE
TAGALOA
DUX
LUDORUM**



**MOLLIE
TAGALOA
SENIOR
SPORTSWOMAN**



**HARRISON
CHAPMAN
SENIOR
SPORTSMAN**



**OCEARN
MATHEWS
JUNIOR
SPORTSWOMAN**



**SEBASTIAN
JACK
JUNIOR
SPORTSMAN**



**ODESSA
LAWSON
SENIOR
OUTSTANDING
ACHIEVEMENT**



**MAGGIE COLLIS
JUNIOR
OUTSTANDING
ACHIEVEMENT**



**KEVIN GREANEY
COACH OF
THE YEAR**



**CHARLIE
CARTWRIGHT
SERVICE AND
CONTRIBUTION**



TEAM OF THE YEAR 1ST XI FOOTBALL BOYS



Harrison Chapman

WHAT A TERRIFIC YEAR IT HAS BEEN!

I have had the privilege of being Sports Captain alongside Abby for 2019. With the support of our amazing deputies and committee, working tirelessly behind the scenes, it has resulted in an extremely successful year.

We kicked off the year with a bang, jumping into our annual school Athletics which is particularly special as it's one of the few events where the entire school gets out and gets involved. It was a fun start to the year and was a great event to be a part of, with the committee stepping up to the challenge and exceeding expectations. The year then continued with a few more large events such as Swimming Sports, Cross Country, Special Olympics and one of our most successful lunchtime sport activities, volleyball with a twist. Rutherford even had the privilege of being invited to volunteer

at the Halberg Awards where four of us got to interact with our country's elite athletes and coaches.

The opportunity for us to succeed as both students and athletes is only made possible through the hard work of those in the background such as Gill and Lucy. Their hard work, passion and commitment for the job is not overlooked but well appreciated. I would also like to extend my thanks to all the coaches and managers who have selflessly given up their time to help Rutherford students succeed in their sporting endeavors. Without the amazing volunteers exerting countless hours into supporting us, the season would not be possible.

Throughout my four years at Rutherford so far I have widened my horizons and participated in many sports, I have repped the Kotuku and

bled for the bird, but most importantly I have developed as both an athlete and a person. Sport at Rutherford has taught me many important life lessons, with the biggest being about success. Success is not all about winning, but it's about the drive, commitment, and passion that goes into it and personal satisfaction is the greatest result.

Your coach will provide you the tools to be successful, however it is up to you to utilise the opportunity that is being given. So I encourage you to not pass it up but to put in the extra mahi because hard work beats talent when talent doesn't work hard. Continue to strive to be the best that you can be and Protect The Nest!!

Abby Ferrall

SUCCESSFUL IS HOW I WOULD

describe this year. I have had the opportunity to be Sports Captain alongside Harrison Chapman. It has been a year of leadership and growth and has taught me many new skills. However, success doesn't just come easily, it has taken constant hard work and dedication from the sports committee for all the amazing events that have happened this year.

We started off the year with a fantastic Athletics Day, that got the whole school involved. It's so cool to see the whole school giving everything a go and stepping out of their comfort zones. We then continued with Swimming Sports, Special Olympics, Cross Country, and lunch time sports with a twist. However, none of this would have been possible without the commitment from the sports committee and people behind the scenes such as Gill and Lucy.

The opportunities this school gives all the students is remarkable. There are options for everyone, whether it be in the cultural, sporting or academic environment. This year I have been given the chance through these opportunities to attend huge events such as this year's Halberg Awards, Special Olympics and leadership days. I have also had the chance to help start up our Talent, Leadership, Character building programme and work alongside Ralph Pimm. This programme is the only one in the country and is only growing larger.

Overall, this year has helped me improve my leadership abilities and has taught me to work with others. I have enjoyed every moment and know that my time being Sports Captain has given me a great head start





STAFF

Senior Leadership Team

Mr Gary Moore	Principal	BCom, DipTchg, DipSenMgmt
Ms Judy Farrar	Associate Principal	BA, DipTchg
Mr Bryce Wills	Deputy Principal	BEd, DipTchg
Ms Moira Kopittke	Deputy Principal	BSc, DipEdMgmt
Mr Adam Simpson	Assistant Principal	BSc, DipTchg
Mrs Miriam Sprague	Director International Students	T Dip PS, IPS, DipTchg

Curriculum Leaders

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

Deans

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

Teaching Staff

Ms Annie Abraham-Shakoore	TIC Junior English	MA, BEd
Mrs Nicola Adams	Science/ Biology	BSc, DipTchg, PGCertEdLM
Mr Willow Allison-Maxwell	Science/TIC Philosophy	BSc/BA (conjoint), DipTchg
Ms Laura Bakker	Asst HOF Social Science, Geography	BSc, DipTchg
Ms Rebecca Ball	English	BA, DipTchg
Ms Gayle Balogh	TIC Commerce	Advanced Commerce Teacher's Dip, NZDip Specialist Subjects (Sec)
Mrs Katie Betanzo	Asst HOF English/TIC Media/CoL Within School	BCS, DipTchg
Mr Johnny Brar	Mathematics	BSc, DipTchg
Ms Chris Brehmer	Guidance	BA, DipTchg, PGDipCouns
Miss Lianna Burnett	Physical Education	BSport, DipTchg
Ms Robyn Butler Shaw	HOD LEAP/TIC Biology	JP, BSc, DipTchg



Mr Tyronne Calvert	Commerce/Student Assessment Manager	MCom, BEd
Mr Charles Cartwright	Science, Chemistry	BSc, DipTchg
Ms Megumi Chiba	Japanese	MA(TESSOL) Dip Tchg, BA(Linguistics)
Mr Simon Collier	TIC History/Social Studies	BA, DipTchg
Ms Saffron Conde	HOD LEAP/SENCO/English, CoL Across Schools	BA, DipTESSOL, DipEdPsych, DipTchg
Mr Cameron Dempsey	Technology	Adv T, DipTchg
Mr Robert Doak	TIC Outdoor Education/PE/Health	BRecEd, DipTchg
Mr Andrew Dodds	Technology	BSc (Hons) Design & Tech with QTS
Mr William Flavell	HOD Māori	MEd (Hons), BTchg, BA (Japanese/Māori), PGDipEd
Mrs Linda Fraser	English	MEd (Hons)
Ms Ana Gerzic	HOD ESOL	MA (Hons) (Applied Linguistics), BA (Hons), DipTchg
Mr Kevin Gilmore	TIC Digital Technology	BSc (Computing), PGCertEd (ICT)
Mr Puru Gopal	Mathematics	MBA, MSc, DipTchg
Mrs Annette Goulding	Science, Biology, CoL Within School	BSc (Biology/Psychology), DipTchg
Mr Mathew Graham	Science, Physics	BA(Hons) BSC, MA (Hons)
Mr Kevin Greaney	Technology Hard Materials	BA (Hons) (Humanities), DipTchg
Ms Fionna Halliday	English	MA (Hons) (Linguistics), DipTchg
Mrs Deborah Hatcher	English	BA, DipTchg, Grad Dip Anthropology
Ms Jennis Hayes	TIC Hospitality and Food Technology	MProfStuds in Education, BDes DipTchg
Miss Erin Hopokingi	English	BA (Hons), DipTchg
Mr Peter Jefferies	Skills Pathways/Maths	BEd (Hons)
Mr Graham Johnson	Director of Guidance & Student Support	BEd, PGDipCouns, PGDipEdAdmin, PGDipTchg, PGDipT.O.D., PGDipA.O.D
Mrs Alison Jones	Food Technology, Soft Materials	DipTchg, Home Economics
Ms Bridgette Kimura	English	BA, DipTchg
Mrs Elizabeth Lim	Mathematics (On Leave)	ME, DipTchg
Miss Heidi Liu	Mathematics /Physics	BSc, DipTchg
Mrs Karina Lupton	TIC Hospitality and Early Childhood	Higher Dip in Tchg, NZ Dip Specialist Subjects (Sec)
Mr Fatmir Mani	Mathematics	BA, DipTchg
Mr Nathan Matai'a	PE/Health	BSc, DipTchg
Ms Joanne Millington	Social Science, Geography	BEd (CNA) University of Brighton, UK
Mr Michael Nola	Mathematics	Bsci, DipTchg
Mrs Gail Paul	TIC Skill Pathways/Mathematics	BEd (Hons)
Mr Phillip Place	TIC Engineering/Technology, CoL Within School	BEngTech, PGCert Applied Practice
Ms Deborah Power	PE/Health	BPhEd
Mrs Swasti Prasad	Chemistry/Science	BSc (Chemistry/Biology), DipTchg
Mrs Shirley Ratima	Info Tech /Comp Applications	T Dip T, IPS, DipTchg, NZDip in Specialist Subjects
Mrs Jacqui Reid	Art	BFA,DipTchg, BA (Hon Art History) MA First Class Hons Art History)
Mr Stavros Rekatsinas	Science, Biology	BSC. DipTchg
Mrs Susan Robertson	Tūrangawaewae	BA, DipTchg, PGDipEdLd
Mr Jeff Ruha	Mahi-a-Toi, Māori	BMPA
Ms Petra Scheffer-Cosslett	TIC German	BA (Hons), DipTchg



STAFF

Ms Carolyn Shaw	Visual Art and Design	BA (Hons)
Mr Jeff Silby	Science/Biology (on leave)	BSc, DipTchg
Dr Asha Singh	Science/Biology/Specialist Classroom Teacher	EdD, MEdAdmin, BSc, DipTchg
Mr Sailesh Singh	HOD Tūrangawaewae	
Mrs Kelleigh Stanton	Mathematics	BA, DipTchg
Ms Oxana Stretton	ESOL	
Mr Fa'avesi Talamaivao	Pasifika Development Liaison	BEd, DipTchg
Mrs Kerry Taula	TIC Music	BA, DipTchg
Patrick Thomson	Social Studies	BA, Dip DipTchg, BAHons, MA
Mrs Maxine Tipa	Social Studies/Travel/CoL within School	BA, DipTchg
Mr David Wade	TIC Chemistry/Science, Assistant HOF Science	BSc, DipTchg
Mr Caleb Webb	English	BA, DipTchg
Ms Raewyn Westaway	English	BA, TTC
Mr Blair White	Asst HOF PE/TIC Health/Col Within School	BEd
Mr Darren White	TIC Classical Studies/CoL within School	BA (Hons), DipTchg, PGCE
Mrs Joanna Wilkinson	Early Childhood/Food Technology	BEd, DipTchg
Ms Tania Wilson	TIC Drama	BA, DipTchg

Non Teaching Staff

Ms Judith Copas	Executive Officer	
Mrs Rachel Hale	Principal's PA	
Mr Bret Carman	Property Manager	
Ms Tarryn Anderson	Administration Assistant	
Ms Ana Aramoana	LEAP Teacher Aide	
Ms Michelle Arnold	LEAP Teacher Aide	
Miss Lucy Backus	Sports Coordinator	
Mrs Lynda Bennett	Staffroom & Admin Support	
Mrs Trish Bettridge	Science Technician	
Miss Gillian Bloxham	Sports Activator Manager	
Mr Patrick Bradley	Technology Technician	
Mrs Joan Brough	Admin and Attendance Relief	
Mrs Alyssa Brown	LEAP Teacher Aide	
Mrs Maureen Brown	Tūrangawaewae	
Ms Andrea Cameron	Director of Community Education	
Miss Ashley Cavanagh	Recourse Assistant and Relief	
Mrs Linda Cavanagh	Resource Manager	
Mrs Eve Chandra	Cultural Coordinator	
Ms Veronica Collins	Head of Info Commons	BM & Master of Information Studies
Miss Jacelyn Davis	Administrative Assistant International	
Mr Paul Dovey	Groundsperson	
Mrs Sithara Fernando	IT Systems Engineer	BSc, GDipANE
Mrs Helen Fullerton	English Resources/Social Sciences Resources	
Mrs Sue Hackshaw	Accounts Payable	
Mrs Miriam Hilliard	Accounts Receivable	



Mrs Jo Huggins	Maths Support	
Ms Sharon Keeley	Tūrangawaewae	
Ms Kesi Koloni	LEAP Teacher Aide	
Mrs Sonia Lakeman	Receptionist	
Mrs Beverley MacKenzie	Shop Manager	
Mr Neil Martin	Technology Support	
Mrs Wahine McCarthy	Gateway Administrator/ AWVA Administrator	
Miss Bonnie McKnight	Groundsperson /Community Education	
Ms Materoa Moses	LEAP Teacher Aide	
Ms Emma Northway	School Nurse	RN
Miss Cathy Ryan	Careers Assistant	Dip Career Guidance
Mrs Jane Sadler	Data Manager	
Ms Tania Scahill	Relief School Nurse	
Mr Tre-Stylz Te Awa	Community Education	
Mr Benji Tipa	LEAP Teacher Aid	
Ms Ellen Jane Waetford	Attendance Officer (On Leave)	
Ms Delwyn White	Tūrangawaewae	
Ms Claire Wihongi	Physiotherapist/ Tūrangawaewae	
Mrs Gail Williams	Food Technician	
Ms Linda Wilson	Library Assistant	
Mrs Karen Wolfram	Attendance Officer and Resource Assistant	
Mrs Terri Wright	Community Education	
Mrs Sang A Yoon	Community Education	

BOT

Mr Faga Siaki	Chair
Mrs Amanda Bennett	Deputy Chair
Mrs Kate Couling	Retired Chair
Mr Jeremy Tunks	Retired Dept Chair
Mrs Sera Schwalger	Elected Trustees
Mr Chris Larking	Elected Trustees
Mrs Erihapeti Ngata-Aerengamate	Elected Trustees
Mr Mike Hirst	Retired Elected Trustees
Mrs Donna Johnston	Co-opt Trustees - Property until February 2021
Mr Gary Moore	Principal
Mrs Rebecca Ball	Staff Trustee
Mr Josh Manning	Student Trustee 2018/2019
Mr Arnesh Sharma	Student Trustee 2019/2020



LEAVERS' FAREWELL MESSAGES





Rutherford College

Tohea - To strive for personal excellence



Rutherford College

Tohea – To strive for personal excellence

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