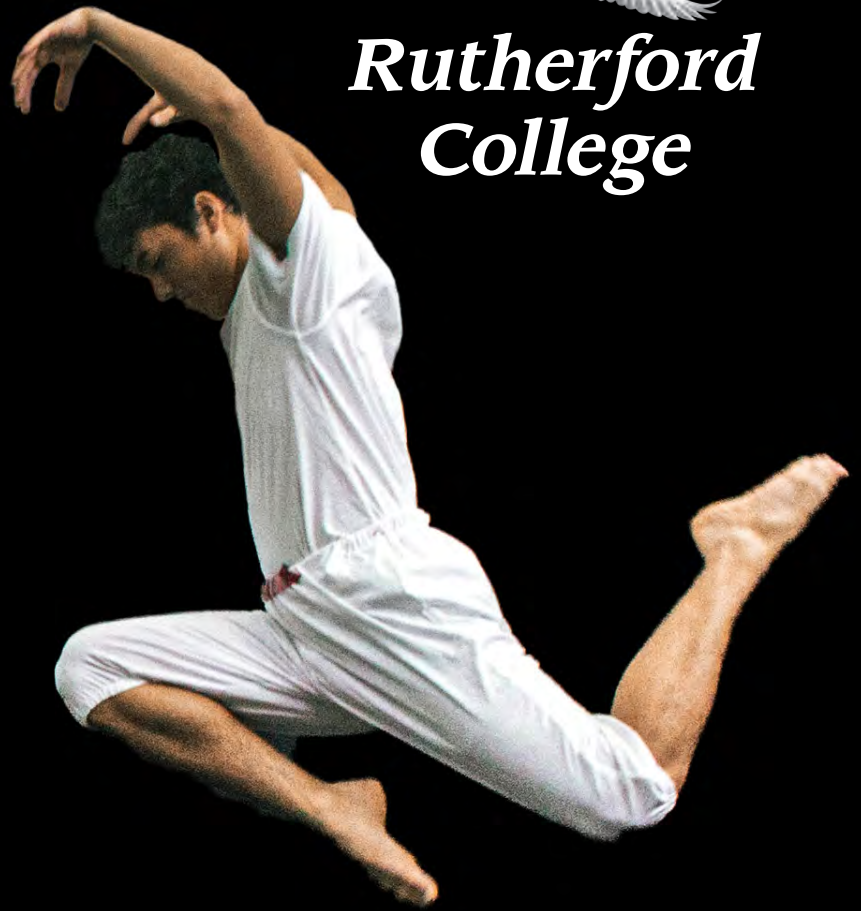




*Rutherford
College*



Yearbook 2020

Tohea – To strive for personal excellence

*Whakaute Respect
Manaakitanga Responsibility
Pono Integrity
Kairangi Excellence*



**Rutherford
College**

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Tohea – To strive for personal excellence



Principal's Report

MR GARY MOORE, PRINCIPAL

What a strange year 2020 has been for the world we live in. No matter where people may inhabit this earth they will, almost without exception, have their own COVID-19 story. 2020 has been a perfect storm but we have all been riding this storm in different boats and COVID-19 will have had different impacts on different people.

I would like to firstly thank our teaching and support staff for the manner in which they have galvanised together and adapted to create the new normal that has been 2020. I believe that difficult times don't develop character, they reveal character and I have seen a tremendous depth and strength of character displayed across the school.

The strength of the wairua that permeates our kura and wider community provided us with a strong foundation, which enabled us to respond with kindness and care and put people and their needs at the centre of our decision making

throughout all and any challenges posed in 2020. I believe that our core philosophy did not change, just the context, that forced the changes in what we do and how we do it. I don't think that the why changed that much. I further believe that 2020 has helped in making crystal clear how important putting people first must always be.

The way the staff, students and wider community have responded to these challenging times has made me extremely proud to have the privilege of being the Principal of Rutherford College.

STAFFING ACKNOWLEDGMENTS

I would like to acknowledge Gail Paul (Aunty Gail), a legend at Rutherford and the wider community, for the support, aroha and depth in breadth of her contribution to people. A full article about what Aunty Gail means to us at Rutherford and across Te Atatu is featured further on.

PROPERTY AND ENVIRONMENT UPDATE

Within the property strand of the school vision, the refurbishment plan for the school hall, entry and foyer is progressing well. The intention is that work will start on this at the end of the academic year. Amongst other work, the hall and stage floor will be replaced and a pull out tiered seating system will be purchased.

Within our Five Year Property Plan, the focus for a number of years has been to put this money into the modernisation of D Block. The draft plan has been submitted to the MOE in Wellington for the first phase of the approval process. The intent is that work starts at the end of 2021 with the focus on modernised science labs and modern digital learning and teaching spaces.

The third big project is the development of a wellbeing centre which will include the deans, attendance, a reception area, health clinic, physiotherapist and guidance as well as having whānau meeting rooms. This building will be located directly behind B Block and we will use the existing building as the foundation for this facility. The funding for this project has been generated over a number of years from international student profit.

The extended vision remains that the existing staffroom will be remodelled to become the drama room, which will allow all of the performing arts to be located in a common space close to the hall. The existing administration will be remodelled to



be the staffroom and the green space at the front of the school will be used for the establishment of a new admin facility. We also want to roof over the quad area between the staffroom and what will be the new drama room.

CHALLENGES AND OBSTACLES

A key message from me in 2019 was that, "At Rutherford we believe that the main event is learning how to deal with the challenges and obstacles of life when it gets difficult—learning how to be happy and grateful for what you have and to take responsibility for your own wellbeing whenever possible." This has never more important than in 2020.

Finally, a special message to all our Year 13 students for whom 2020 was not the last year at Rutherford that you would have been hoping for.

In the last five years as part of the Kōtuku flock, you have taken many little steps in the right direction, and developed confidence in your future self. During this journey, you have developed your own unique brand image, or character, so that you know

who you are, where you are from and what you believe in. Continue to build your brand image and your mana each and every day. "Character is like a tree and reputation like a shadow. The shadow is what we think of it; the tree is the real thing." When the sun fades the reflection may disappear but the tree remains. (Abraham Lincoln)

You will have learned that excellence is not an act but a habit and that winning is being better today than you were yesterday, today and every day.

As you continue your life's journey, travel with the sense of a goose and fly in the all-important 'V' formation. Continue to protect the nest and bleed for the bird. Live life with takau ngakau titoki, takau ngakau kōtuku, the strongest heart, the heart of a Kōtuku.

I urge you to collect as many pebbles as you can and turn a fair percentage of those into diamonds, and to use the triple filter test when you hear or read things before making an assumption that it is true and pass it on. Remember the power of influence that little acts of human kindness can have. They are a beautiful thing.

Always thank those who have packed your parachute, because at Rutherford we know that thank you is a verb, it is an action word.

Happy because you're successful or successful because you are happy? A 'Rutherfordian' will know the answer to this one. The one person who determines how much you enjoy life is you. We all get to choose our attitude and our reaction to events each and every day.

And to all the cracked pots out there remember that you are watering the flowers on your side of the path and because of this knowledge you will have learned to never compare yourself to the best that others can be, only to the best that you can be. Connect your head, heart and soul and surround yourself with positive, passionate, like-minded people and keep any energy vampires at arm's length.

Tohea, to strive for personal excellence. The rung of a ladder was never meant to rest upon but only to hold your foot while you seek to place the other somewhat higher. That's Rutherford for you.

Nga mihi nui – Gary Moore

2020 Prefects

BY HARRISON CHAPMAN
AND LARA CRAIGIE

Our work as prefects did not begin when we got the title; it began five short years ago upon entering the gates of Rutherford College for the first time. It is not just the effort and commitment shown this year, but the hard work and dedication expressed towards the school over the duration of our high school experience that truly encompasses what it is to be a prefect. However, if you want to go by the official dates, our journey as prefects effectively began in December last year where we participated in two days of training in order to prepare us for the year to come. No amount of training could have prepared us for what 2020 had in store for us.

After a nice long Christmas break, as a collective, we decided to come together to make the most of the scorching sun by spending a day at the beach with a BBQ at Muriwai Beach. This was the perfect opportunity for the prefects to get to know each other better and have one last relaxing day before we got stuck into the busy year we had ahead of us.

The year kicked off with a bang, beginning with the preparation for Valentine's Day. As it is an annual tradition for Rutherford, the pressure was on. Sure enough, after producing an amazing promotional video inspired by the *Bachelorette* and spending hours dethorning roses, as February 14th rolled around the prefects were dressed as cupids and ready to spread the love. The day was successful and unsurprisingly became a highlight of many of the prefects; needless to say,



2020 PREFECTS



it was a pleasure to be part of such an important tradition at Rutherford. The hectic start of the school year did not stop here though, as the Year 9 BBQ took place in the same week and definitely tested our cooking skills. A long year of practising has refined our skills, so if you ever want a great sausage, hit up the 2020 prefects.

Alongside this busy start, the prefects were also involved in teaching the haka to the wider school leading up to the highly anticipated Athletics Day. On the day of Athletics, it was an honour to hear the power of the haka echo through the school during our annual haka challenge and then again when we performed the haka together as one unit. Athletics Day and Swimming Sports also saw the prefects' marketing skills skyrocket as we fundraised for our year ahead.

What happened next was something highly unexpected; COVID-19. The whole of New Zealand went into lockdown, which understandably is something we had not prepared for. After meeting with the team via Google Meet we developed a plan of attack where we would aim to connect with the students via our social media platforms. We developed a video of us talking about ways to battle with the struggles of lockdown and how we as the Rutherford family would always be there for one another. The prefects also had a blast choosing challenges for students to partake in during lockdown, all in hopes of

winning a celebration box. Among these challenges were bottle flipping, pushups and even the lockdown lifesaver, TikTok, all in an attempt to make us feel a little more connected in a time of isolation.

Once back into the swing of things at school we began planning ways in which we could reconnect with everyone and put some smiles on faces. One way we did this was through a new event we created based on the TV show 'The Chase'. Renaming it 'The Rutherford Chase', the three different houses each with five contestants ranging from Year 9 to 13 would go head to head with a teacher in order to battle for the title. This event was in the lead up to the much anticipated Rutherford Week which unfortunately could not go ahead due to a second lockdown.

Term 4 indicated the home stretch of a long-year and in true Rutherford fashion, we had to go out with a bang. This came in the form of Detox week; a week for all Year 13s to sit back and enjoy the ending of our high school careers. It was a symbol of our amazing time at Rutherford coming to an end, so we were sure to make the most of it. Long-awaited pranks took place and a highly anticipated carpark takeover saw the prefects flex their BBQ skills one last time. We also had the opportunity to partake in the annual Rutherford cake tradition. As Rutherford Week was cancelled we thought our chance at perhaps making the best cake ever was over, but with determination the prefects

pulled out all the stops in creating a mindblowing cake which saw the entire school satisfied before heading into exams. In this week we also added our new annual event to the roster; the teacher vs prefects head to head battle for the Tohea Cup, which this year was taken out by the teachers.

Looking back on this year, the prefect team's leadership was tested to an unprecedented level, but at the end of the tunnel was light and we came out all the better. As we bid farewell to Rutherford, we remember all that we have learnt and all that we have achieved in a year of twists and turns. Our pride for Rutherford is everlasting and we are grateful for the opportunity it gave us to grow as leaders and as people. Being a prefect is bigger than the blazer and more valuable than the title, we give back to a school full of people that mean so much to us and have shown us endless amounts of support.

As our journey ends and we pass our responsibilities over to next year's prefects, we want to thank senior management who were always there to help us out and we want to give the biggest thanks to Ms Farrar, who won't be leading the prefects next year. Ms Farrar was always our 'Number 1' supporter and her expertise and endless care were a key component to our successes this year. We are so thankful to have been given the chance to take the role of prefect this year, we only hope we all did it justice.





RUTHERFORD COLLEGE TOP SCHOLARS



Tilak Patel

DUX LITTERARUM TILAK PATEL

Tilak's academic results read like a text book. Disheartened by his 99% grade point average in Year 9, he secured 100% in Year 10 and gained Excellence in NCEA Level 1 Maths, taking the title of Junior Dux. A man before his time, Tilak gained NCEA Levels 1, 2, and 3 with Excellence and University Entrance before he became a Year 13 student. Tilak has amassed Excellence endorsements in Level 2 Chemistry, English, Physics, Economics and Mathematics as well as Level 3 Physics, Statistics and Calculus. He has numerous awards for distinction in ICAS competitions and was twice a global finalist at the World Scholars Cup.

Tilak has also sought to access external opportunities to further his scholarship. He was one of two students selected by the Royal Society of New Zealand for the National Youth Science Forum in Canberra in January 2020, before it was cancelled due to the Australian bushfires. However, he did attend the Hands-On Otago Nanochemistry project which cemented his determination to have a career in nuclear physics. In addition, Tilak has studied Advanced Mathematics at the University of Auckland this year, gaining an A+. Tilak gained Scholarship in Statistics in 2019 and added Scholarship Statistics in 2020.

To complement his academic success, Tilak has embraced many leadership opportunities. He has been a member of, and subsequent leader of the Student Council and UNICEF. Tilak has also been a Peer Mentor and a Prefect, where he was an outstanding role model for his peers and fellow students.

Certainly, Tilak has the world as his oyster. With significant monetary scholarship offers from numerous universities, including Victoria, Auckland, Otago and Canterbury, Tilak is wishing to study nuclear physics at Duke University in North Carolina once the American school year is up and running. We look forward to watching his career develop with interest.

- First in Geography and Science
- Merit in Economics
- 2018 achieved NCEA Level 1 endorsed with Excellence
- 2019 achieved NCEA Level 2 and 3 endorsed with Excellence, Rutherford Family Trophy
- 2020 all 53 Level 3 credits have been achieved with Excellence
- He also achieved an A+ pass in an Auckland University Maths paper in 2020
- Over the last three years he has achieved 341 Excellence credits
- He will also be attempting 7 Scholarship exams this year
- He has been awarded five University Scholarships: Victoria University of Wellington - School Leaver Scholarship worth \$5000, University of Canterbury Hiranga scholarship for Academic Excellence worth \$5,000, University of Canterbury Horomata Scholarship for All-Round Excellence worth \$6,000, University of Auckland Top Achiever Scholarship worth \$20,000, and Otago University Academic Excellence Entrance Scholarship worth \$35,000.
- 2020 Eric Clark Award for Dux Litterarum



Benjamin Quach

PROXIME ACCESSIT BENJAMIN QUACH

Our Proxima Accessit for 2020 is a young man who has combined his excellent academic record with a range of extracurricular activities and student leadership events, including team sports and running the Student Council.

Academically, Benjamin Quach has a truly distinguished record throughout his years at Rutherford College. He achieved NCEA with Excellence as a Year 12 student and gained Scholarship in Calculus and Statistics. Ben was our top scholar in 2019, endorsing all six subjects that he studied.

This year, he has also studied Economics at the University of Waikato extramurally and gained an A+ with 97%. He is one of very few students who excels in the Arts and the Sciences equally, making him an exceptionally well-rounded individual.

In addition, Ben attained further success in the Scholarship examinations, 2020 adding scholarships in Economics and Health/Physical Education, as well as again gaining scholarship in Statistics and Calculus.



To reward his outstanding success, Ben was awarded a full scholarship to the University of Auckland, valued at \$20,000.00, where he is intending to study law. We wish him every success.

- First in Economics
- Merit in Classical Studies
- Merit in History
- Merit in Physical Education
- 2018 achieved NCEA Level 1 and 2 endorsed with Excellence
- 2019 achieved NCEA Level 3 endorsed with Excellence
- 2020 all 52 Level 3 credits achieved have been at Excellence level
- Achieved an A+pass in a University of Waikato Economics paper in 2020
- Over the last three years has achieved 313 Excellence credits
- He will also be attempting 8 Scholarship exams this year
- Awarded three University Scholarships: Otago University Leaders of Tomorrow Entrance Scholarship worth \$6,000, Victoria University of Wellington - School Leaver Scholarship worth \$5,000, and University of Auckland Top Achiever Scholarship worth \$20,000
- 2020 Eric Clark Award for Proxime Accessit



YEAR 12

Zachary Sit 12CW

- First in Geography
- First in Japanese
- First in Physics
- First in Year 13 Chemistry
- Merit in Year 13 Biology
- 2019 achieved Level 1 and 2 endorsed with Excellence
- 2020 achieved Level 3 with Excellence
- All 54 internal credits achieved in 2020 have been Excellence
- In the Derived Grade Exams he also achieved another 53 Excellence credits
- 98% of all credits achieved have been at Excellence level
- Critical Mass Award (\$200) for the Top Year 12 Student



YEAR 11

Eric Choi 11BH

- Merit in History
- Has already achieved NCEA Level 1 endorsed with Excellence, having gained a total of 82 Internal Excellence Credits: 72 Level 1, 7 Level 2, 3 Level 3
- In the Derived Grade Exams he also achieved another 42 Excellence credits for the external standards
- 88% of all credits achieved have been at Excellence level
- Te Atatu Bible Chapel Award (\$200) for the Top Year 11 Student

Community of Learning

RUTHERFORD COLLEGE PARTICIPATES

closely in the Te Atatu Kahui Ako - Community of Learning. Our collaboration with our local schools signals our belief in the importance of coherent pathways through early childhood, primary, intermediate and secondary schools. This year we had the privilege of having our very own Judy Farrar in the lead role across the community.

Rutherford College's Within School Lead team had a number of new faces this year. We welcomed Peter Jefferies, Andy Dodds, Petra Scheffer, Kevin Gilmore and Drew Dunn, while Blair White, Maxine Tipa and Ana Gerzic continued the roles they had picked up in previous years.

Despite the challenges of 2020,

the Rutherford College WSL (Within School Lead) team ploughed ahead championing our learners, supporting with lockdown learning, easing transitions back to school and maintaining a focus on building strong relationships with Year 9 and 10 students in particular.

The biggest focus of the year has been on student wellbeing and acknowledging the challenges to wellbeing presented this year. The wellbeing of our students (and our adults) is key to learning. It's when we are safe, valued and strong in ourselves that we learn most effectively. Our WSL team's focus in this area has kept the learner at the centre to champion, support and positively challenge.

We've learnt a lot this year about what matters to learners and look forward to building on this in 2021.



OUR COL TEAM THIS YEAR IS:

- Ana Gerzic
- Andy Dodds
- Peter Jefferies
- Kevin Gilmore
- Petra Scheffer
- Maxine Tipa
- Blair White
- Drew Dunn



SENIOR PRIZEGIVING

DUX LUDORUM

Brooke Compain 13BU

Sebastyan Jack 13CA

Graham Cowley Award for Dux Ludorum

DUX ARTIUM

Carson Bull 12WS

Graham Cowley Award for Dux Artium

THE LITSA SHAW MEMORIAL AWARD FOR CONTRIBUTION TO SCHOOL PRODUCTIONS

An ex-pupil tragically killed, love of performing arts and was involved in school productions.

Samson Wen 13RE

RUTHERFORD FAMILY TROPHY OF EXCELLENCE IN ORIGINAL SCIENTIFIC RESEARCH

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

Tilak Patel 13TY

RUTHERFORD COLLEGE VALUES AWARDS

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

Year 11 – **Isla Annan 11WD**

Year 12 – **Eden Hatalafale 12CW**

Year 13 – **Macy Lynch-Blosse 13TY**

CLIFF EDMEADES COMMEMORATIVE SCHOLARSHIP

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

Hannah Whyte 13WB

NZ SCHOOL OF TOURISM SCHOLARSHIP

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

Emily Cribb 13WO

THE TRUSTS AWARDS

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

Lisa Barton 13WB

Nathan Bonner-Hutton 13WB

Mitchell Callaghan 13WB

Harrison Chapman 13RE

Margaret Lowe 13BK

Faith Tan 13FS



UNITEC SCHOLARSHIPS

UNITEC SCHOOL LEAVER SCHOLARSHIP

The School Leaver Scholarships were established in 2019 to assist secondary school leavers commencing study at UNITEC help cover education related costs and provide an opportunity to connect to various induction and mentoring opportunities. The maximum value of the scholarship is \$1,500.

Tukotahi Nangaiti 13TY

Brooke Talamaivao 13RE

UNITEC VOCATIONAL PATHWAY SCHOLARSHIP

The scholarship is designed to help cover education related costs and provide an opportunity to connect to various induction and mentoring opportunities. The maximum value of the scholarship is \$1,500.

Sebastyan Jack 13CA

PRIME MINISTER'S VOCATIONAL EXCELLENCE AWARD

The Prime Minister has launched this award to celebrate the successes of our future creators, innovators, crafters and tradespeople. Each winning student will receive a \$2,000 award in recognition of their success in vocational education training as well as the prestige of being awarded the Prime Minister's Award. This year's Rutherford College recipient is:

Katelyn Milne 13TY





DEEJAYS HOSPITALITY SCHOLARSHIP

Donated by DeeJays to support a top Hospitality student to attend a tertiary Hospitality course of their choice. The value of the scholarship is \$3,000.

Lisa Martin 13DS

AUT SCHOLARSHIPS

AUT SCHOOL LEAVER SCHOLARSHIP - ACADEMIC EXCELLENCE

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.

Hannah Whyte 13WB

AUT SCHOOL LEAVER SCHOLARSHIP - KIWA

This scholarship is awarded to a Māori or Pacific student whom the University has recognised and rewarded based on their academic achievement, cultural participation, all-round ability and leadership potential. The scholarship pays \$6,500 towards accommodation or an allowance for one year to support full-time study at AUT.

Eliana Brooking 13TY

UNIVERSITY OF VICTORIA AWARDS

TE HERENGA WAKA SCHOOL LEAVER SCHOLARSHIP - VICTORIA UNIVERSITY OF WELLINGTON

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

Tilak Patel 13TY

TANGIWAH SCHOOL LEAVER SCHOLARSHIP - VICTORIA UNIVERSITY OF WELLINGTON

Awarded for academic excellence. The scholarship is valued at \$5000.

Benjamin Quach 13TY

UNIVERSITY OF WAIKATO AWARDS

TE PAEWAI O TE RANGI

Te Paewai o te Rangi: Scholarship for Outstanding Academic Achievement is awarded on the basis of academic excellence, leadership potential and community citizenship. The scholarship provides for up to \$25,000 over three years.

Madison Price 13DS

CANTERBURY UNIVERSITY

THE UNIVERSITY OF CANTERBURY HIRANGA FOR ACADEMIC EXCELLENCE

This scholarship of \$5,000 is in recognition of academic excellence.

Tilak Patel 13TY

THE UNIVERSITY OF CANTERBURY FOR ALL-ROUND EXCELLENCE

This scholarship of \$6,000 recognises high academic achievement, as well as leadership and involvement in the community and/or culture.

Tilak Patel 13TY

UNIVERSITY OF OTAGO AWARDS

The Otago University Leaders of Tomorrow Entrance Scholarship This scholarship valued at \$6000 is in recognition of proven academic ability and outstanding leadership qualities.

Benjamin Quach 13TY

THE OTAGO UNIVERSITY VICE-CHANCELLOR'S SCHOLARSHIP

This scholarship valued at \$10,000 is in recognition of academic ability and potential to succeed at university.

Enoch Chin 13BK

THE OTAGO UNIVERSITY PACIFIC PEOPLES' ENTRANCE SCHOLARSHIP

This scholarship valued at \$13,000 is in recognition of exceptional academic ability and proven leadership capabilities.

Lara Craigie 13TY

THE OTAGO UNIVERSITY ACADEMIC EXCELLENCE ENTRANCE SCHOLARSHIP

This scholarship valued at \$35,000 over 3 years is in recognition of Exceptional Academic ability, and proven leadership capabilities.

Tilak Patel 13TY

UNIVERSITY OF AUCKLAND AWARDS

FACULTY OF ARTS YEAR 12 AWARD

This award is to recognise the achievements of a student who has accomplished outstanding results in the Social Science in Year 12.

Zachary Sit 12CW

THE UNIVERSITY OF AUCKLAND MAORI ACADEMIC EXCELLENCE SCHOLARSHIP

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

Josh Manning 13BK

THE UNIVERSITY OF AUCKLAND PACIFIC ACADEMIC EXCELLENCE SCHOLARSHIP

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

Lara Craigie 13TY

THE UNIVERSITY OF AUCKLAND TOP ACHIEVER SCHOLARSHIP

Awarded to exceptional students, who have excellent academic achievement and demonstrated leadership potential - the university received over 3,000 applications - and 250 have been awarded throughout NZ for 2021.

The scholarship is valued at \$20,000 paid in the first year and includes a guaranteed place in a Hall of Residence. For the third year in a row Rutherford has TWO recipients:

Benjamin Quach

Tilak Patel

2020 TOTAL SCHOLARSHIPS

\$193,100

2019 TOTAL SCHOLARSHIPS

\$108,750



Scholars' Assembly

Scholars' Assembly is held each year to celebrate the successes of our top scholars: the students who achieve Merit or Excellence endorsements at Levels 1, 2 and 3; and the students who achieve New Zealand Scholarship Awards.

Of the 2019 Year 11 cohort 59.1% of students achieved at least 50 credits at Merit or Excellence level thereby endorsing their NCEA Level 1 at Excellence (23.3%) or Merit (35.8%). As in past years this was ahead of the national average.

At Level 2 endorsements improved on our 2018 results with Excellence endorsements going up from 16.5% to 18.9% and Merit endorsements going up from 20.7% to 22.2% - and again well above the National rates.

At Level 3 endorsements were well above the National rate with 51.6% of our Year 13 students achieving NCEA Level 3 endorsed with Excellence or Merit.

Although our New Zealand Scholarship results were not as good as in previous years we gained a total of 10 scholarships which ensured we compared very positively at a national level.



TOP MĀORI SCHOLARS

Year 11: Hollie Court

Merit: Science, Health, History
Excellence: Mathematics
NCEA Level 1 endorsed with Excellence

Year 12: Poppy Hall

Merit: Chemistry, Classical Studies
Excellence: English
NCEA Level 2 endorsed with Excellence

Year 13: Tiana Hetet-Tangariki

NCEA Levels 2 and 3 endorsed with Excellence

TOP PASIFIKA SCHOLARS

Year 11: Eden Hatalafale

Merit: Drama, Dance, English, Mathematics
Excellence: Physical Education
NCEA Level 1 endorsed with Excellence

Year 12: Lara Craigie

Merit: Drama
Excellence: English, Economics, Chemistry, Classical Studies
NCEA Level 2 endorsed with Excellence

Year 13: Josh Burte

Merit: Computer Programming, English
NCEA Level 3 endorsed with Merit

TOP YEAR 11 SCHOLARS

3rd: Tony Schaufelberger

Merit: Geography
Excellence: English, Level 1 and 2 Mathematics, Level 2 Physics, Level 2 Chemistry
NCEA Level 1 and 2 endorsed with Excellence

2nd: Amanda Lowe

Excellence Level 1: Chinese, Computer Programming, English, Mathematics
Excellence Level 2: Mathematics, Music and Physics
NCEA Level 1 and 2 endorsed with Excellence

1st: Zachary Sit

Excellence Level 1: English, Geography, Japanese, Mathematics
Excellence Level 2: Biology, Chemistry, Mathematics
Excellence Level 3: Calculus
NCEA Level 1 and Level 2 endorsed with Excellence

Subject Scholarships

STUDENT	SUBJECT	TEACHER
Tayla-Lee Bainbridge	Dance	Mrs Perri Fahitua
Fern Fuimaono	Dance	Mrs Perri Fahitua
Rachel Jeung-Mcintyre	Dance	Mrs Perri Fahitua
Maggie Li	English	Mr Simon Ferguson
Sydney Magnus	Dance	Mrs Perri Fahitua
Tilak Patel	Statistics	Mr Tony Stanton
Luka Vlastic	Economics	Mr Tyrone Calvert
Stefan Zdravkovic	Technology	Mr Mark Thompson
Benjamin Quach	Calculus	Mrs Heidi Liu
Benjamin Quach	Statistics	Mr Tony Stanton

TOP YEAR 12 SCHOLARS

3rd: Olivia Summerhays

Merit: Mathematics
Excellence: English, Media Studies, Biology, Level 3 Chemistry
NCEA Level 2 endorsed with Excellence

2nd: Benjamin Quach

Merit: History, Classical Studies, Level 3 English
Excellence: Economics, Level 3 Calculus And Statistics
NCEA Level 2 and 3 endorsed with Excellence

Scholarships: Calculus and Statistics
92 E Credits + 2 Schols (=40 Credits)
Total: 132

1st: Tilak Patel

Merit: Economics
Excellence: Chemistry, English, Level 3 Physics, Calculus And Statistics
NCEA Level 2 And 3 Endorsed With Excellence
Scholarship: Statistics
117 E Credits + 1 Schol (=20 Credits)
Total: 137

TOP YEAR 13 SCHOLARS

3rd: Stefan Zdravkovic

Merit: English
NCEA Level 3 endorsed with Excellence
Scholarship: Technology
Total Excellence Credits: Level 1, 2 and 3: 227

2nd: Rachel Jeung-Mcintyre

Merit: Physics, Chemistry
Excellence: Computer Programming
NCEA Level 3 endorsed with Excellence
Scholarship: Dance
Total Excellence Credits: Level 1, 2 and 3: 248

1st: Maggie Li

Merit: Physics, Chemistry, Economics
Excellence: Music, Calculus
NCEA Level 3 endorsed with Excellence
Scholarship: English
Total Excellence Credits: Level 1, 2 and 3: 330

Aunty Gail

BY GARY MOORE,
PRINCIPAL

It is a privilege to write this article acknowledging Gail Paul, better known to us all as Aunty Gail.

Aunty Gail commands a depth of respect and aroha across this community because she will help anybody, anytime, anyplace who needs a helping hand. She has done it willingly for many years and without ever a second thought because she is blessed with a genuine heart of gold. Gail has a work ethic driven by a strong moral obligation to support as many people as possible in the best way that she can. She is the antidote for inequity: humble, kind, strong and driven by a values base that I wish we could bottle and put in the water supply. The world would be a better place.

When I first started out as principal at Rutherford, Aunty Gail was living and working in the UK supporting her whānau with both boys in the midst of professional sporting careers. I had already met Aunty Gail at various sports events back in the mid 1990's and was already slightly in awe of her but was yet not fully aware of the influence she had, and the aroha that she had, for the people of this community.

I found out from a staff member that she might be returning to New Zealand so I had to find a role for her back here at Rutherford.

Wherever we may go in this community and also well beyond it, her passion, her empathy, her deep care for people and respect for Aunty Gail is well known.

She works tirelessly to support her students to be the best version of themselves and has shown faith and belief in them when they themselves have stopped believing. She is the master of the home visit to whānau to bridge the gap between home and school and her compassion for people is relentless.

Her unwavering support and dedication to sport has seen Rutherford College reap the rewards. A personal love of 'all things sport' and in particular Basketball and Softball is undeniable and through this, her selfless interaction and unique rapport with the students has developed into a kinship that has achieved the





utmost respect on both sides. Her tireless dedication has seen no boundaries; from coach to taxi driver (and everything in between); her energetic and enthusiastic approach to anything and everything has seen Gail become a 'back stop' for the school sports department.

Aunty Gail is the prototype of a community hero; it's never about her, it's always for the greater good. There are not just one or two students or families and wider whānau that Gail has made a significant difference for – there is an endless stream of them.

I have been in education for over 30 years and Gail Paul is unique. There is no one like her and we will miss her, the community will miss her. We will miss seeing her around

here on a daily basis in her quest to provide equity for those who need a helping hand.

Such is the love, respect and admiration with which she is held, a special assembly occurred on November 11th where staff, students and whānau both past and present gathered in the school hall to say a heartfelt thank you.

As she moves into retirement from teaching and heads up North with Walter, I have no doubt that another community is about to receive a precious taonga. A wonderful human being who will leave a massive gap but who has influenced so many of us to clearly remember what's important around here: he tangata, he tangata, he tangata.





STARS

Peer Mentoring Programme

BY ROSIE SIMPSON

Rutherford College STARS peer mentoring programme celebrated its 12th year in 2020 and it has proven to be a great success once again.

STARS, a Graham Dingle Foundation programme, supports Year 9 students as they move into High School. It encourages Year 9 students to develop a sense of responsibility and connection to the school, their peers and the wider community. The programme provides challenging and fun experiences in a supportive environment that develops teamwork, self-confidence and resilience. This is the twelfth year that this programme has been delivered at Rutherford College and many of the 2020 mentors have been through the STARS programme as a Year 9 student which is a common theme. The programme

is so valuable and it is always wonderful to see the students as they enter Year 12 wanting to give back and become a leader themselves. They also love the opportunity of being able to go back to camp again, this time as a leader.

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

Peer Mentors have an intensive two-days of training together, learning the ropes and covering content they

will be delivering throughout the year. The programme then kicks off in the first week of school where we have an orientation day. The peer mentors show their tutor classes around the school and then we have an activity afternoon. It is always a great way to ease the Year 9 students into their first few days of school and have them there to answer any questions the students may have. The sports afternoon is full of activities to get students familiar with each other and working together as a team, something for them to then build on for the rest of the year.

Due to COVID-19 this year, we were only able to complete one of



the community projects planned. In a more normal year, we would complete two. The project they completed was planting plants along the riverbank at Camp Adair. It was great to have the opportunity to help the community in this way.

The biggest and most exciting part of STARS is 'Year 9 Camp' which we were so lucky to sneak in between the two lockdowns. To be able to fit this into the school year we need to shuffle it around and we ended up holding the camp over a full week. We had 11 tutor classes participate in the camp and full participation of the Year 9 cohort. This was held over two weeks at Camp Adair in the Hunua Ranges. Peer mentors get to put their organisational and leadership skills into practice more here and bring the classes together to help them bond more and be more of a team in some instances. Friendships always strengthen at this time and confidence is built in both the Year 9 students and peer mentors.

Camp Idol, a camp tradition went off with a bang. Each class presented

us with a fantastic performance ranging from chants to dances and songs. We even saw classes bringing props into their performances and it was great to see the tutor teachers joining in too. The overall winner of Camp Idol 2020 was 9MK. They were up against 9CH in the final; however, 9MK proved too strong and took the title out.

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

Peer mentors learn many skills in their training to become a peer mentor such as SMART goals/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 some Year 9 students from each class be awarded special certificates for their contribution to the class, conquering fears, growth in confidence, improvement and overall stand out students. The Year 9 students were then given the opportunity to then present the peer mentors with their graduation certificates for their contribution to their leadership roles this year.

I would like to thank Tony from The Graham Dingle Foundation for his continuous support to the school and the programme. Rutherford College appreciates the opportunity to participate in this programme.

THE PROGRAMME PROVIDES CHALLENGING AND FUN EXPERIENCES IN A SUPPORTIVE ENVIRONMENT THAT DEVELOPS TEAMWORK, SELF-CONFIDENCE AND RESILIENCE.



VOGUE
MOVIE STAR



Rutherford College Ball 2020
KING

Rutherford College Ball 2020
PRINCE

Rutherford College Ball 2020

Rutherford College Ball 2020
BEST DRESS





Mathematics

BY TONY STANTON (HEAD OF MATHEMATICS).

Like most departments, the Mathematics Department has had to cope with many challenges and new experiences in 2020.

COVID-19 has not only meant adapting our teaching and assessment, but has also caused disruption to the various competitions and learning experiences that we offer our students. Despite this, our staff and students have persevered and evolved. We have learnt to teach and learn online using Education Perfect and Google Classroom, have altered our teaching programmes and have modified our assessment calendars. This has allowed us to have continued academic progress and success with our Year 9 and 10 students in class tests and exams, and our 11, 12 and 13 students in NCEA assessments. We have also had a number of our top students gaining

recognition in scholarship exams and mathematics competitions.

The Mathematics Department has had very few changes to our staffing in 2020. Mr Stanton continues as Head of Department (and responsible for Year 12 and Year 13 Statistics), Mrs Taylor as Assistant Head of Department (responsible for Junior Mathematics; Years 9 and 10), Miss Liu responsible for Year 13 Calculus, and Mr Gopal responsible for Year 11 Mathematics.

We will be farewelling Mrs Paul at the end of this year. She has been a long serving member of our team and has worked for many years at Rutherford teaching not only Mathematics, but also running the Skills Pathways programme and working as a Learning Support teacher. She will be very hard to replace.

The continued use of Education Perfect for Mathematics by our department became particularly important this year. All of our students (both Juniors and Seniors) have had access to this software in 2020 and

CASIO MATHEX COMPETITION

The Casio Mathex Competition, which is usually held at the ASB Stadium and attended by most secondary schools in Auckland, was postponed this year due to social distancing rules, so Rutherford College did not have the opportunity to compete. Hopefully we will be able to continue the tradition of sending Year 9 and 10 teams to represent our school next year. Thank you to Mrs Taylor for organising and running these competitions.



have used it extensively at school and at home. It has top quality teaching instructions, examples and practice questions, and this allows our students to work at their own pace and achieve to their personal best. This year our students have spent almost 28,000 hours on Education Perfect and answered more questions than any other year, with over 5,200,000 questions completed. This is more than twice as much as previous years. Next year we hope to continue have Education Perfect available for all our students to access.

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

First we would like to acknowledge our 2019 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: Benjamin Quach (Scholarship Calculus and Scholarship Statistics) and Tilak Patel (Scholarship 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 63.3% of students gain 14 or more credits in Maths, with 50 Merit endorsements and 7 Excellence endorsements, at Level 2 (Year 12) we had 42.7% of students gain 14 or more credits in Maths, with 31 Merit endorsements and 9 Excellence, and at Level 3 (Year 13) we had 42.6% of students gain 14 or more credits in Statistics, with 9 Merit endorsements and 4 Excellence endorsements and 69.4% of students gain 14 or more credits in Statistics, with 7 Merit endorsements and 6 Excellence endorsements. To gain subject endorsement students must achieve at least 14 Mathematics credits at either Merit or Excellence for Level 1, Level 2 or Level 3.

Lastly, I would like to acknowledge my colleagues in the Mathematics Department for their hard work and ongoing support for all of our students, both in and outside of the classroom.

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

We had 38 students enter the Australian Mathematics Competition, with 8 students gaining Distinction awards, 13 students gaining Credit awards and the remaining gaining either proficiency or participation. Congratulations to the following students:

YEAR 9:

Anahita Madon (Distinction Australian Mathematics)
Ben Brain (Distinction Australian Mathematics)
Caden Currie (Credit Australian Mathematics)
Nina Lyon (Credit Australian Mathematics)
Dongyoung Cheon (Credit Australian Mathematics)
Luca Armitage (Credit Australian Mathematics)
Catherine Poor (Credit Australian Mathematics)
Timon Boyack (Proficiency Australian Mathematics)
Quinton Grindle (Proficiency Australian Mathematics)
Josh Hewson (Proficiency Australian Mathematics)
Sasha Kovacevic (Proficiency Australian Mathematics)
Loc Tan Do (Participation Australian Mathematics)

YEAR 10:

Ella Nguyen (Distinction Australian Mathematics)
Tinirau Hohepa (Distinction Australian Mathematics)
Luca Boyack (Distinction Australian Mathematics)
Zachary Thomson (Distinction Australian Mathematics)
Tony Luu (Distinction Australian Mathematics)
Michael Robson (Credit Australian Mathematics)
Theo RobbMarkham (Credit Australian Mathematics)
Amber Ball (Credit Australian Mathematics)
Shivanisri M S (Credit Australian Mathematics)
Maia Parker (Proficiency Australian Mathematics)
Barbora Dostalikova (Proficiency Australian Mathematics)
Tyra Ibbott (Participation Australian Mathematics)

YEAR 11:

Eric Choi (Credit Australian Mathematics)
Maddi Jury (Proficiency Australian Mathematics)
Katie Felton (Proficiency Australian Mathematics)
Leona Naumovska (Proficiency Australian Mathematics)
Angelina Dao Thi (Proficiency Australian Mathematics)

YEAR 12:

Tony Schaufelberger (Distinction Australian Mathematics)
Sean Park (Credit Australian Mathematics)
Zachary Sit (Credit Australian Mathematics)
Klara Dostalikova (Proficiency Australian Mathematics)
Petar Zdravkovic (Proficiency Australian Mathematics)
Edwin Schaufelberger (Participation Australian Mathematics)

YEAR 13:

Tilak Patel (Credit Australian Mathematics)
Josh Manning (Proficiency Australian Mathematics)
Benjamin Quach (Proficiency Australian Mathematics)

English

BY SIMON FERGUSON

The English department said a temporary farewell to long-standing colleague Ms Hatcher who had baby Grace at the end of Term Two – Ms Hatcher will return at the beginning of 2021. We were incredibly lucky to have Ms

Twentyman join us – she will, in turn, be on maternity leave in 2021.

2020 has been, of course, a difficult year, forcing lockdowns and the cancellation of the Writers Festival and a visiting performance by the Ugly Shakespeare Company. In a subject like English, characterised by long, drawn out and complex assessments, having long periods in

lockdown limited what some students were able to do.

Despite this, there was ample evidence, if we needed it, of how students at Rutherford College are extraordinarily able and produce work of astonishing quality. I wanted to let our Yearbook article let the students' work speak for themselves – so here are some extracts from students...

ANDRE FA'AOSO, YEAR 11: EXTRACT FROM CLOSE VIEWING WHICH WAS ASSESSED AT LEVEL THREE

"... we need to call out the systemic, governmental and power issues, and we have to eradicate the blur that gives governments powers over its people that it shouldn't have, and especially in democracies. We need to unite over one common enemy whether that be racism, fascism, sexism, islamophobia; we need to grow and develop a more accepting society where all can unite and accept each other as a whole. As we see the increase in neo-nazis and xenophobic rhetoric in democracies, this film reminds us that we need to also clear the blur between the freedom of speech and hate speech, and ensure that we will not accept any type of hate speech in our society today This film reminds us that freedom is a right, and if necessary, we need to fight, unite and protest for it."

ELIANA BROOKING, YEAR 13: EXTRACT FROM LEVEL THREE WRITING PORTFOLIO

"Briony's delusional reality threatens societal cohesion, in her capability to decide an innocent man guilty without thinking twice. Often in literature the audience tries to unpack the villain and their intentions, searching for comfort in a character that disturbs us, in hopes to dismiss the insanity of their actions. Briony's intentions more or less weren't intentionally harmful, which proves the complexities of morals and capabilities of a person's mind once it becomes infatuated with a certain idea..."

MIA REIHANA, YEAR 11: EXTRACT FROM HER CREATIVE WRITING

Now, Amos -who has not left that chair in a long time- has gathered up a royal old man must, and quite a stubble. He is presented in a highly unfashionable attire. Head to toe beige monochromatic look, every item of clothing containing some sort of argyle pattern and a pair of holed up suede and wool slippers. It doesn't exactly matter, there is no one he is trying to impress anymore. He is in a trance, as one might be in after losing the most important person in their life.

NINA LYON, YEAR 9: EXTRACT FROM HER LITERATURE ESSAY

"...readers naturally see ourselves in stories, often feeling as if we are the protagonist in the novel. Of course when we are "in" a story we want to see the best of ourselves. In life we all like to think we are a good person, and that reflects onto stories as well. No one wants to be evil, annoying, mean, or unlikeable, so when reading stories with the main characters that are, subconsciously we find ways to excuse them of their deeds..."

PAIGE SKINNER, YEAR 12: EXTRACT FROM HER RESEARCH REPORT

"...without stories, we won't have emotional connections and therefore souls. These connections are the reason why humans have evolved in such a communal way. We need facts and feelings to work together. The problem transpires when they are used together in the wrong way: this creates agnotology and biased opinions, sometimes unknowingly. 'The heart has its reasons which reason knows nothing of ... we know the truth not only by reason, but by the heart.'"

I would like to personally thank my colleagues Rebecca Ball, Katie Betanzo, Saffron Conde, Linda Fraser, Debie Hatcher, Erin Hopokingi, Bridgette Kimura, Annie Abraham-Shakoore, Marisa Twentyman, Caleb Webb and Raewyn Westaway – I could not ask more of them with the way we have pulled together, supported one another and done our jobs. Thank you also to the inimitable Helen Fullerton who, as always, keeps us house trained. Good luck to Year 13 for the future – I know I am going to miss my class: truly a special group.

Have a great summer – we made it!

Mirror, Mirror on the wall...

Social media is everywhere, but how serious are its impacts on our youth? Asha Bogdanowicz investigates.



Who has the largest following of them all?

"It's so embarrassing because if I don't get the number of likes or followers someone has posted to my head. The followers you get means the more people that like you; the more people that are interested in your life."
- Nina Brown

Considering her social media skills were once a source of pride, Nina Brown is now a young woman who is struggling to keep her head above water in the digital world. She has a large following on social media, but she is not sure if it is real or just a facade. She is struggling to keep her head above water in the digital world. She has a large following on social media, but she is not sure if it is real or just a facade. She is struggling to keep her head above water in the digital world. She has a large following on social media, but she is not sure if it is real or just a facade.

COVID-19 QUARANTINE

LIFE IN LOCKDOWN

Family at war or relaxing indoors, adapting to the new normal
By Charlotte Bonington



TOUGHEN UP.

Writers and producer by Georges Ball

New Zealand is viewed world wide as a clean, green, beautiful and safe place to live. People come from far and wide for its scenic views and black sand beaches; but if you look closer you will also find alcoholism, aggression and dangerously high male suicide rates.

It's a sad reality that suicide is a growing global problem, with more than 700,000 people taking their own lives each year. In New Zealand, the suicide rate is rising, with more than 1000 people taking their own lives each year.



Dance like nobody's watching

Performing and visual arts are once in a rare period and not career based subject, this article focuses on decreasing how these subjects are seen and what they can actually provide for students that are interested.

By Tella Hingston

Performing and visual arts are once in a rare period and not career based subject, this article focuses on decreasing how these subjects are seen and what they can actually provide for students that are interested.



Media Studies

BY KATIE BETANZO

I'm sure there are a lot of articles this year beginning with some variation of "It's been a challenging year." Well, it has, there's no denying it, but it has also been a year in which experimentation and innovation have come to the fore.

The March lockdown and continuing uncertainty turned our programmes on their heads, and forced us to find ways to deliver a collaborative subject online. It also opened up space for students to experiment with different text types, such as podcast and documentary.

Mr Webb again ably helmed the Year 12 programme, and he has big plans for next year, so watch this space. We welcomed Ms Ball back to teaching media and she completely revolutionised the Year 11 programme. The short documentaries her students produced reinforced the importance of giving ordinary people a voice and telling real stories.

To the Year 13 class – despite the frustrations of the year, you have persevered. We wish you all the best.

THE ALLURE OF K-POP

How Kpop Entices or Ravishes Teens Today

"Celebrities are a way for teenagers to escape their ordinary life and give themselves a living certain people."
- Joel Masing

It's not just the shiny, polished images of K-pop stars that attract young people, but the sense of escapism and the possibility of becoming like them. The allure of K-pop is a complex one, involving a mix of music, fashion, and fan culture.



Dark side of the rainbow:

Mental health in the LGBTQ+ community and how society as a whole is making it worse.

Written by Sarah Bell
September 2018

Photos taken by Sarah Bell
Model in Kaitiaki House

Dark side of the rainbow: Mental health in the LGBTQ+ community and how society as a whole is making it worse.

"I hated myself. I thought that I was dirty, disgusting, and sinful."

The LGBTQ+ community has made significant progress in recent years, but there is still a long way to go. Mental health issues are prevalent within the community, and society as a whole is still making it worse.





Term Four began with participation in the Electoral Commission's national kid's vote. We received life-like voting papers and ballot boxes and learned about MMP and the voting process. Our results predicted those of the national election taking place four days later, with a majority for Labour. Our students however, showed support and interest in most of the political parties who were campaigning.

Our Year 10s have enjoyed a varied and wide ranging curriculum. It has been designed to help them grow academically and personally, developing skills and abilities which will set them apart from others and help them perform in the senior school and beyond. Our students have looked at topics that encapsulate both New Zealand and the wider world. We have studied New Zealand and American civil rights and the impact that they have had on the identity of each nation and the present day issues. As it has been an election year we have also studied the electoral process and how government works in New Zealand. Our students have studied the environment and the differing perspectives of economics, the environment and the impact they can have on the world around us. Students also studied a number of migrations and journeys across the world and the cultural impact they have had on our society. In these unusual times it has been interesting to see a great deal of what we study unfold before our very eyes.

Our students have developed their skills and confidence throughout this trying year and it is pleasing to see how much they have developed both academically and personally. Social Studies has encouraged them to grow, to ask questions, seek answers and above all, to develop a keen interest in the world around them as well as New Zealand itself.

Social Sciences

2020 HAS CERTAINLY BEEN A BUSY year. We welcomed a new member of staff to the team - Anne Roach, as our teacher in charge of Geography and Assistant Head of Social Science. She has brought a wealth of experience and professional knowledge to the team. We were also lucky to have Gabby McKenzie for the year as part of our Geography and Social Science team.

Perhaps the biggest change was our Head of Faculty. Adam Simpson, who was the Head of Faculty for five years became our new Deputy Principal. Adam did much to grow the faculty. His vision and leadership was inspired and he leaves a phenomenal legacy. Darren White was appointed to the role in his place. Darren is looking forward to moving forward with the legacy and foundation Adam laid down and to continuing to build up the faculty over the coming years.

There were plenty of current events to study in 2020, especially with the domination of the COVID-19 pandemic around the world. Whilst it may have reduced the opportunities to take students out into the field, teachers tried to make up for this well-designed tasks and investigations delivered via Google Classroom and discussions over Google Meet.

Year 9 students studied the threats to our oceans, and in particular global warming, overfishing and the dangers of the oil industry and plastics. These are incredibly relevant to New Zealand and our waters given the status of the Maui and Hector dolphins, debate over the Maui gas and oilfield and our close relationships with Pacific Island nations experiencing sea level rise.

We then moved on to the 'Making of a Nation' and what happened during the NZ wars and how twentieth century global and national events helped shape New Zealand's current identity. Students expressed surprise at living conditions in the 1800s and life in the trenches of World War One.

Senior History

SENIOR HISTORY STUDENTS PERFORMED well with the able assistance of their teachers, Ms Cumming, Ms Bakker, and Mr Collier. They were unable to enjoy some of the Department's usual events such as the New Zealand Wars Field Trip, and Holocaust Speakers Tour. Students learnt about a broad range of historical events such as WWII, Women's Suffrage and the Treaty of Waitangi. Overall, students shook off these interruptions, and made the most of the opportunities offered. We hope for a less stressful year in 2021.



Commerce

BUSINESS STUDIES – MARKET DAY

by Dostella Amerika 10 KI

ON FRIDAY THE 24TH OF JULY, THE Year 10 business studies class were thrilled to have the experience of a Market Day within Rutherford College. This was a very special day where the students of Year 10 Business Studies were able to put their knowledge about marketing into practice by selling any products that we desired to the whole school and experience a day where we would have a brief understanding of what it takes to run a business in the real world.

In Term Two, the students within the classroom were divided into their own distinct groups to plan the inputs and outputs of the marketing process which took a lot of time, skill and effort to produce. There was a wide range of products that were sold within our market day which included food in

particular such as sundaes, hot chips, dumplings, sandwiches, pop tarts, fudge and so much more. This helped to show what each of the groups were capable of producing while also sparing time to have fun producing goods that were likely to satisfy customers. The competition to attract customers with our chosen product was hectic but overall the relief of selling out and pleasing our consumers was everything that we all pursued to achieve.

The Market Day was an enjoyable opportunity that allowed us to apply our strengths and use what we have learned about marketing during Term Two and understand how it may apply within our lives as we grow to understand how business operates within the real business world.

2021 COURSES YEAR 10

- Business Studies – basic economic and business concepts
- Financial Literacy – basic personal financial management

In 2021, we will be introducing a new year Commerce course, "Business Basics" which will include simple accounting, economic and business vocabulary and life skills. This is designed to feed into the Year 10 Courses that have been operating.

Classical Studies

THE EVENTS OF 2020 HAVE curtailed the activities of the Classical Studies department somewhat. We had big plans to attend Auckland Museum and its upcoming once in a lifetime display of marble friezes from Greece, but COVID, lockdowns, levels and all that goes with it put that on hold. We were also unable to visit Auckland and Massey Universities for our yearly lecture series.

Despite this we were able to visit Rome - virtually of course, using our Oculus Rift set - taking time to tour all the fantastic buildings Rome has to offer. We also picked up a new topic for 2020 - that of Alexander the Great. Students studied his military campaigns, battles and his political and social policies in Persia, so in a sense we were able to tour all over the world.

Students in Classics have continued to excel, develop their knowledge and above all they have been able to build up their skill set to become formidable students of the ancient world. Once again we enjoyed a successful open evening.

Potential students were able to dress up as a real Roman soldier and try out actual equipment that a Roman soldier would have carried with them into battle. Being able to wear the armour and wield a Gladius really gives students a sense of the past and helps to bring the ancient world to life.



Geography

THE GEOGRAPHY DEPARTMENT WAS the most successful in school at getting students into the field in 2020. Both Level 1 and Level 3 trips were fortunate to run pre- and post-lockdowns.

Level 1 Geography students have aptly been studying extreme natural events of which a pandemic is one. Our focus has been on volcanic eruptions, in particular comparing human responses to the 1886 Mt Tarawera eruption and the 1995-6 Mt Ruapehu eruption. Our field trip took place a week before national lockdown and also during a time of high winds, meaning that we visited

the Buried Village left behind after the Tarawera eruption, rather than the mountain itself. Once the tree blown down over our camp's road had been removed, we consoled ourselves with extra luge rides at Skyline Skyrides.

Level 2 students studied the Tongariro volcanic landscape and crime in Chicago. They worked diligently at school, many looking forward to a return trip to Rotorua next year.

Year 13 students handled the difficulties posed by COVID-19 superbly. Coral reefs and human trafficking were fascinating topics helped by a visit

from Child Rescue, an NGO working in countries such as Thailand and the Phillipines (especially in re-training and re-housing vulnerable girls). Students then looked at the organisation and impacts of iconic NZ events such as the Rhythm and Vines New Year's festival and Auckland's Pasifika festival.

The Rotorua trip was postponed but went ahead with memorable experiences white-water rafting, zorbing and river-dipping. With this hands-on experience, our students have been set up for the final exams with a wealth of knowledge of the tourism industry in the region.





Travel & Tourism

WHILE THIS HASN'T BEEN THE BEST year for the two Travel and Tourism classes to get out and experience some of Auckland's tourism spots, the Year 12s were lucky enough to sneak in a trip before COVID-19 arrived! However, our Year 13s weren't quite so fortunate and missed the opportunity getting out and about to see the local sights.

In March, the Year 12 class had a day out to give them an insight into

what it's like to be a tourist. Our first stop was Westhaven where we had a spin around the harbour in a jet boat with Auckland Adventure Jet followed by a walk through the Wynyard Quarter and the Viaduct. Next stop: Bastion Point and a quick look around the beautiful gardens and views out to the Waitematā Harbour. Our lunch stop was at Mission Bay beach then we headed off to Lilliput for a game of mini-golf.

Overall, the experience was valuable and students had the opportunity to enjoy some of Auckland's tourist activities and attractions. Hopefully, next year, both classes will manage to get out to see what our beautiful City of Sails has to offer for tourists.

Both classes have also had industry speakers pop into class and share their experiences of working in Tourism.



Science

Well it has been a very challenging year with all the disruptions due to COVID-19. It certainly gave a lot of opportunity for students to improve their understanding of microbiology, virus and pathogens in a relevant context. The timing of the first outbreak did make it difficult planning the year. With many of our field trips taking place during Term One it did create a few problems.

Despite the challenges and the disruption to our programs and constantly changing timelines teachers and students adapted very well to the online learning, upskilling quickly and effectively to the new learning environment. Then on returning to school there was the challenge of providing engaging learning despite being unable to run Science practicals due to hygiene restrictions. However, our students

took this in their stride and there have been some outstanding results and high participation rates in many areas such as the Kiwi Science Competition and the New

Zealand Next Top Engineering Science Competition. We look forward to seeing some great results in the NCEA exams and hopefully a less dramatic year in 2021.





Physics

A VERY CHALLENGING YEAR FOR our students. With Physics being a very conceptual subject it has been a real challenge for students to learn quite difficult concepts without being able to see demonstrations, carry out their own practicals in class and have face to face explanations. It has meant that they have had to dig a bit deeper and really put extra effort in to overcome these hurdles, which many of them have shown the resilience and determination needed to achieve

to their maximum. The biggest disappointment was having to cancel the Year 13 Physics Rainbow's End field trip which helps students get a real life grasp of many concepts covered in Mechanics. We were all set to go and Rainbow's End rang the school just 30 minutes before our bus was due to leave to announce they were closing due to hygiene restrictions.

The difficulties this year certainly haven't dampened the spirits of our top students, with a group entering

the Auckland University Engineering Competition (we are still awaiting results of this), a small but dedicated group of scholarship students working very effectively and Tilak Patel being selected for the Powering Potential Programme run by the Royal Society, a very prestigious award.



Geology trip to Piha and Māori Bay

The students spent the day exploring rocky outcrops and geological features, which provided them the evidence for the volcanic eruptions and tectonic processes that have been occurring for the last 20 million years, forming the Waitakere Ranges, as we see them today. They took photographs and wrote notes which they used as evidence to write a Scientific report, summing up these processes forming the features we see today.

Biology

DESPITE THE OBSTACLES THAT COVID-19 has sent our way, we managed to slip our Year 12 rocky shore field trip in by the skin of our teeth on the Friday before the first lockdown in March. The day was overcast and gloomy with the threat of rain. Students used transect lines and quadrats to gather data and study life on the rocky shore. The rain began in earnest part way through, but we persevered and managed to collect enough data for the students to complete two Internal Standards during lockdown.

The Year 13s were not so lucky. Their trip to the Zoo for lectures and a guided walk around to consolidate their learning on Animal and Plant Behaviour and Evolution was timed during Level 2 after the second



lockdown. Luckily we had done plenty of practical work. We also have several hominin skulls to study for Human Evolution. As challenging as the year may have been, senior

students learned some valuable skills from the independent distance learning that will stand them in good stead in the future.





Geology Field Trip to Rangitoto

BY YSABELLE PROTACIO

THIS YEAR, THE YEAR 12 SCIENCE class took a trip to Rangitoto as an opportunity to visit and learn more about the place as part of one of their assessments. The trip started off with a ferry ride from Downtown to Rangitoto. On the island, the class had lucked out on the weather as the worst of it was a light drizzle.

Going up the volcano students got a chance to see the area they were studying along with the opportunity to stop and look at information boards with information on Rangitoto and

the stages of its formation during the eruption. On the walk we got to see rocks formed from the lava flows, walk the track up to the top, and see the succession of vegetation on the island.

During the stops, students got to go into discussions with the teachers about their surroundings that most had only seen in photos. Highlights of the trip included going into caves that had been formed by lava and had lava once running through them. Another highlight was making it up the

volcano's cone and being able to get a view of the surrounding area from the very top, along with seeing buildings that were used during the world war.

As a student who went on the trip having never been to Rangitoto before, I thoroughly enjoyed having the opportunity to see everything with my own eyes and have benefited from the trip by getting a greater understanding of the area, how it formed and how it has changed. Being able to take your own photos to use, study rocks and having interactive discussion with the class and teacher was a nice change from just looking at pictures in a classroom and I would recommend visiting if the opportunity ever comes.

Chemistry

2020 HAS BEEN QUITE A YEAR

for students learning Chemistry. Obviously, we had to quickly adapt to online learning during the lockdowns, but even when back in the classroom the restrictions of alert level 2 meant that practical activities were very limited. As Chemistry is all about practical skills and observations,

students and staff have done very well to teach and learn these skills without actually practising them!

Despite the disruptions and issues arising from Covid, Rutherford's Chemistry students have strived towards personal excellence with most of the Year 13 students still managing to learn all the content that would be

covered in a 'normal' school year. This also includes a number of dedicated students working towards the Scholarship Chemistry exam. Our Year 12 students have also persevered throughout the year, making steady progress and setting themselves up for a successful final year in 2021.



Technology

FIVE YEARS OF TECHNOLOGY A PROFILE OF KATELYN MILNE AND LIAM CAMPBELL

KATELYN AND LIAM HAVE completed five years of Technology education at Rutherford College. In their formative years in Hard Materials as Y9 and 10 students they experimented with design, materials and learnt new skills. Now in their final year they have both successfully completed Y13 Engineering and Building.

Their desire to work on an actual project, learn new and useful skills and see their work result in high quality products that they can be proud to take home, has been a common factor in why these two motivated students have chosen to follow this pathway.

In Building this year they have

completed a mid-century Scandinavian inspired chair. The fine detailing and complex shape of the front legs has challenged their accuracy and perseverance. The curve for the back rails was created using a steamer, built in the department, and bent around a custom made former, keeping alive a traditional furniture and boatbuilding skill.

In Engineering both have completed tool chests that any tradesperson would be happy to own. Consisting of three drawers with front and top opening doors, these sheet metal chests are finished in a black powder coating with polished aluminium trims. The students and staff would like to

thank Paul Shaw, owner of Baird and Whyte and an ex-student of Rutherford College for his generosity in powder coating these projects for the students. Katelyn was able to modify her design to hold art supplies - the tools of her trade.

Both Liam and Katelyn have great futures in their chosen fields. Katelyn has been accepted for an electrical apprenticeship with ETCO, the electrical training organisation, and Liam is very keen and looking for a building apprenticeship.

The department has been proud to see them develop their craftsmanship and grow as reliable and motivated young people, we wish them all the best for their futures.



Fashion Design





Food Technology and Hospitality

PREDICTING WHAT OUR CATERING and tourism industry will look like next week, let alone in 2021, is a difficult task. As a department we encourage students' adaptability and resilience by nurturing critically and creative minded cooks. Albeit, the time on campus was cut short this year, our senior Food Technology students engaged in implementing complex and advanced processing techniques, evaluating sustainable practices and produced their own prototype of a food product. Whereas, the Hospitality students demonstrated their technical skills and breadth of knowledge through practical learning opportunities.

A revised scheme of learning in the Junior courses have refocused on our fragile food system, the providence of

our commodities, and the importance of a nutritionally balanced and moderated diet, whilst embracing the technologists and technologies which have helped food to become more plentiful and affordable.

In this spirit we have reduced our dependence on single use plastics, compost food waste and recycle more efficiently, and revived the art of bottling preserving techniques. In the new year we will begin growing some of our own produce at the school to supplement our cookery lessons.

On we go into 2021, a continuous work in progress, whilst allowing Virginia Woolf to remind us that "One cannot think well, love well, sleep well, if one has not dined well."

See you all then, and bon appetit.





Robotics

THE ATOMIC KIWIS

IN EARLY MARCH, THE TWO

Rutherford robotics teams attended the 2019 / 2020 VEX Robotics 'Tower Takeover' National competition. At the end of a long weekend and ten fierce games both Rutherford teams were placed outside the top rankings and didn't get selected for the play offs. Although their final placement was not where they wanted to be, both teams learnt a lot about

designing, programming and building a competitive robot while meeting new people and having loads of fun.

Team 2913A were able to find their alliance partner from the last nationals, team 45964A from Tauranga Boys, and together played a special exhibition match against two American teams. The Americans were attending our nationals after their China trip had to be cancelled due to the outbreak of Covid-19. The boys 'graciously' lost the match, but had a great time with both their Tauranga teammates and the American enemy team, sharing time together after the game.

The new season has seen new

members join our two teams, new design ideas emerging and two new robots taking to the field for the 'Change Up' season. The new game is a combination of Basketball, balls and hoops and Connect Four, getting your team balls in a row while the opposition try to block you.

With such a disrupted year the teams have had little chance to test their robots in local scrimmages but this has not dampened their passion to build competitive robots and challenge themselves yet again. The memory of last season's nationals provides ample motivation.

**Petar Zdravkovic and
Mark Thompson**

Library & Information Commons

MRS EARNSHAW, LIBRARIAN

DURING THIS UNUSUAL YEAR WE

have been very busy fitting in a lot of reading, research and hard work alongside many fun events.

Mrs Earnshaw arrived in March from Christchurch for a year (while Mrs Collins was on parental leave) and was speedily introduced to the Rutherford way of life only three weeks before the first lockdown.

The Info Comms was able to put together curated websites for departments online and set up access to the catalogue 24/7. Many of our resources are now electronic – databases, books, audiobooks and websites – and they became well visited during our time away from school. Our reading figures for eBooks have increased by nearly 100% since last year and with a collection of over 4000, the students have plenty of choice.

When we were back in our lovely spaces, we regularly welcomed classes from many departments, set up new students with access to IT, 'book-talked' our new collections and hosted meetings. There have been some

fantastic books published this year and we rushed out to grab copies for students and staff to enjoy.

Our wonderful team of library monitors rolled up their sleeves and tackled all sorts of tasks from creating spine poetry to prepping new books and made many paper cranes along the way. They are a marvellous and enthusiastic group that we happily reward with pizza, cake and first dibs on the new books!

Zoom meetings became 'normal' so we were able to meet award-winning NZ author and poet Dr Selina Tusitala Marsh with some of our young readers. She introduced us to her writing style and inspired our readers to create their own poetry. Unfortunately other author visits were cancelled with the second lockdown, however we will hopefully be able to reschedule these next year.

For the first time, Rutherford College was represented in the Reader's Cup competition – a form of book 'Olympics' for Y9 students. They each read the same six books as the other teams from Auckland and were all set to travel, however our second lockdown meant the competition was

held online. It was wonderful to see them working so hard as a team and answering some very challenging questions.

The Info Comms hosted its inaugural Bookweek of fun. With the theme of 'The Library Borders Are Open' we encouraged our readers to travel with a book. Our entry became the runway, our paper cranes and paper planes brightened up the rooms, while the quizzes and competitions were very well attended. Two of our students demonstrated just how far you can throw a paper plane (outside) and won chocolate for their spectacular efforts. We also had lots of fun with our book-based questions in a Kahoot, and the staff joined in, sending us their best travel photos for 'Where in the world'.

Thanks to Mrs Wilson for guiding the 'newbie' along, making wonderful displays, supporting the students and staff and joining in all the crazy 'Christchurch' ideas. From my desk as I write, I can see seven seniors swotting for exams, three juniors borrowing laptops, a teacher spread out with her marking and a peaceful, bright, welcoming space ready for the very next person to walk in the door.



PE & Health

THE PHYSICAL EDUCATION AND

Health Department continued to grow in 2020. Term One began with a bang with multiple trips going out to take advantage of the great weather. Our Year 9s settled into the school well with their introductory unit around the school Values, Excellence, Integrity, Responsibility and Respect. Unfortunately Term One was cut short with COVID-19 lockdown, however, that didn't stop our students!

Within the junior programme we continued to develop our units to best meet the needs of our students. With the disruptions caused by both the lockdowns our Year 9 and students changed their focus to maintaining all

dimensions of their well-being through distance learning. Our online lessons focused on providing students with activities to do while at home, both individually and with family members, to ensure they stayed connected and active during this strange time. Their efforts were recorded through written responses as well as photo and video uploads.

Upon returning to school we reiterated our school values and the importance of physical activity for overall health and well-being. Our programme adapted to meet the new needs of our students, and included providing them with some new and exciting experiences. We had both

Auckland Handball and Hungerball come in and do some sessions with our junior classes which were both enjoyable and high intensity!

Our Year 10 Sports Excellence course grew this year and continued to be successful with the students. 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. We were also lucky enough





to have Olympic Ambassador Kayla Imrie come in and talk to them about nutrition in sport and how best to supplement their training with the right foods.

Our senior programmes were aimed at giving students the opportunity to choose contexts for their learning as well as incorporating digital learning tools. This again proved helpful during the lockdown period with our Year 12s in particular able to utilise digital tools for their assessment. This included the use of the STRAVA app in recording and providing evidence of a 4km run, as well as video submission of their application of methods and principles of training. The students thrived in this

online environment while also learning in real-time the importance of exercise during stressful situations. As well as this our seniors participated in a range of practical contexts to help drive home concepts of skill analysis, performance improvement, team dynamics and leadership while developing critical thinking skills.

The Year 13s 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.

The Year 11s were lucky enough to get in both of their trips to Goat Island and Woodhill Mountain Bike Park before lockdown hit. These trips provide vital learning opportunities for the students with regards to safety and risk management, as well as personal and social responsibility. As always, the students thoroughly enjoyed the experiences and showed excellent understanding of the strategies required to maximise their own and others enjoyment. During lockdown 11PED students again took full advantage of digital learning tools to learn about the muscles, bones and movements. This knowledge set them up to carry on with their biophysical assessment upon returning to school post lockdown.





Outdoor Education

12 OUTDOOR EDUCATION STUDENTS began the year by participating in two day tramps to assess their tramping ability and preparedness. These were to Goldie Bush walkway and the long but breathtaking Te Henga walkway. With a little reshuffling, students also took to the climbing walls with great gusto and athleticism. Students took part in three trips to the Extreme Edge climbing centre in Panmure to

assess their climbing ability and safety management. Kayaking skills students learned on the school pool were to put into practice on the end of year camp to Tawharanui. To round things off, this camp will also culminate the last tramp and camping assessment in a picturesque setting!

13 Outdoor Education students were also able to participate in trips this year. With COVID-19 cancelling our first trip to Tawharanui, we set off after lockdown 1.0 to snow camp on the Central Plateau! This is the highlight trip of the year where students participate in skiing/boarding

at Whakapapa ski field, followed by a scenic tramp amongst the snow to the famous Tama Lakes! Students put their risk management skills into practice on this trip by assessing/ minimising hazards and using Risk Analysis Management System (RAMS) to ensure their safety. After lockdown 2.0 students were put through their paces by participating in a training programme designed to enhance their rock climbing skills. Students went on a total of three excursions to Extreme Edge Panmure to push and test their physical limits on the vertical climbing walls!

It has been a challenging year for Outdoor Education due to the covid lockdowns! Fortunately, we were able to capitalize on the short windows that were gifted to us to conduct numerous outdoor excursions!





the warehouse

where everyone gets a bargain

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:

- Must be “work ready.”
- 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.
- Able to get themselves to and from their work placement each time.

- Minimum of NCEA Level 1 – if students are close we are happy to work with them if they meet the other criteria.
- Attendance must be 85% or above.

At the beginning of the year, students were given the opportunity to attend courses to help them prepare for their course/work placement:

- 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.

2020 has been a big challenge for the Gateway Department. Work placements in most cases were unable to go ahead due to Auckland's two COVID-19 lockdowns. Local businesses, whilst trying to be supportive were in most cases unable to support our students with a work

placement – this was mainly due to the lockdown restrictions (businesses were only able to offer work placements whilst in Alert Level 1) and the added financial pressure that was placed on businesses due to loss of income and staff redundancies. Our students were however able to take part in the following course/work opportunities:

- The Warehouse – Red Shirts in Schools Programme.
- Auckland Drowning Prevention – Pool Lifeguard Certificate.
- Techtorium – CODE Programming.
- Techtorium – ICE Cloud Technologies; Cyber Security and Servers.
- NZ School of Tourism – Flight Attending.
- Cut Above Academy – Hairdressing.
- Cut Above Academy - Barbering.
- Vets North – Vet/Animal Care, Farming.

Whilst taking part in the above courses/work placements 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 gain valuable qualifications and credits.



Careers & Transition



What a very different year it's been, but we learnt so much on how to overcome challenges, with an open mind and do things a little bit differently. This has opened up new opportunities and ways of delivery which has seen some good outcomes for us all.

In Term One we made a conscious effort to prioritise and interview all our Year 13 students to discuss their goals for the year and to work out a plan to ensure that this happened. Some of these goals were academic and some were addressing employability skills and the requirements needed for employment, while others were wellbeing focused.

Our first Covid lockdown in March called for a new approach to interviewing as we all worked from home. This involved virtual contact via emails and learning how to conduct Zoom meetings and Google Meets in order to have face-to-face communication and stay connected.

Tertiary providers who would normally visit school for lunch time presentations or hold open days, were now offering webinar sessions. These sessions were very helpful as students could log in from home, with family support, and tune in to the sessions that interested them. There was room for questions and direct contact via email if the student wanted it. But, what I thought was the most helpful was that these sessions were recorded, so students could listen again, or if they missed the session could tune in when it suited them.

Careers advisers were having their own professional learning, tertiary update days and meetings via Zoom and webinars which were helpful in keeping us well informed with any new updates and advice on any changes.

When we returned back to school in May it was a time to reconnect with staff and students and to review and prioritise what was needed to be done.

We decided to take all the Year 11s to the Auckland Careers Expo, which was a big undertaking but very worthwhile. This was a follow-on from the Year 10 Futures Expo we held the previous year. Students had the opportunity to gather information and chat informally to representatives from key tertiary and industry providers and

to explore and ask questions at leisure. This tied in nicely with Options and Subject Choice week as students could make connections between school, tertiary and employment and the relevance of what subjects to take to prepare them for the future.

At 12 noon on 12 August Auckland was again forced into lockdown as Covid had returned, so staying at home and delivering online learning and virtual meetings was our new norm. We were able to offer our Parent Student Teacher meeting online with many robust discussions around subject choice and future planning.

When we returned back to school on 31 August, the Careers Department was extremely busy following up with students, and assisting senior students with online tertiary enrolments, scholarship applications that were due, and helping with CV's in preparation for study or work.

Trade courses were in demand and Unitec staff were on hand to offer support and assistance to a large group of students enrolling for 2021. The most popular courses were Carpentry, Electrical and Automotive.

Throughout the year a number

of students benefited by attending a variety of presentations, workshops, courses and targeted taster days, either held at school or at other venues. This boosted their knowledge, skills, qualifications and confidence and has been helpful in their own decision making or finding employment. Some of these included:

- Lunch time presentations from tertiary providers, outside agencies or guest speakers.
- Three-day Barista course at New Zealand School of Wine and Food.
- University campus visits in Auckland or other universities outside of Auckland eg. Massey.
- Defence Force information evenings and a visit to Whenuapai Air Base.
- PILOT and Whakapiki Ake days for Māori and Pasifika students.
- BEAMS for Year 10 Māori and Pasifika students.

We also had 35 keen students ready to participate in the two-day Learner Licence Workshop during the September holidays which was delivered by staff at Auckland Transport. Many students promptly headed off after the workshop to sit the test while it was fresh in their minds.

Many of the events we had planned this year were cancelled or postponed, due to the disruption of Covid, so we have made the most of what we could, and I think we have all become more resilient and flexible because of it.

www.facebook.com/rutherfordcollegecareers





Drama

Senior Drama started the year off with great success having a group of 22 students from Osaka Gyoko High School who spent an hour creating and exploring Drama elements.

We used images of typical activities you would experience in New Zealand and the students then had to recreate these images using only their bodies. It was a fabulous way to explore different cultures using the medium of Drama.

With the challenges of COVID-19, the Year 13 Drama production had to be cancelled. However, this gave the Year 13 Drama students more

opportunities to explore several different theatre forms. They started off with Epic theatre which challenged them as creators but also the audience members to make their own opinions of the action on stage. They then moved to Absurdist theatre which reflects the purposelessness of life and lastly New Zealand theatre, where we delved into the stereotypes we have in Aotearoa.

COVID-19 opened the doorway for the Year 12 students to use their own personal experiences through a pandemic to devise original and interesting Drama. As a contrast,

the Year 11 drama students used the stimulus of how to protect Mother Earth as a way to devise and create their Drama.

With the inability to go watch a live drama performance, this gave theatre companies such as Nightsong an opportunity to open their archives and share the wonderful past shows that they have previously produced. The senior drama students have been able to analyse the comedic show Mr Redlight in immense detail with a rich and extensive teaching resource. This has never been offered before and has been optimised well.

With trying to keep the performing arts alive in such an unusual and unpredictable time, it has been awesome to see creators developing a new style of performance through the fusion of theatre and digital technology. Massive Company used their emerging artists to create short video clips using the idea of 'Brilliant Things' that make me happy. The monologues were then edited together to form this new style. This was then a resource we could share with the students. It became a valuable resource for especially the junior students as their programme had been immensely disrupted but still allowed them to experience drama.





Visual Art

Miles at Award Evening.

NOT ONE, BUT TWO FINALISTS IN THE NATIONAL WALLACE SECONDARY SCHOOLS ART AWARDS 2020

THE WALLACE SECONDARY

School Art Award is a very prestigious award for students. Works by Elina Cheslyaeva (Year 12) and Miles Webster (Year 12) were chosen in the top 20 from over 400 entries nationwide, a record number this year.

The award is open to a range of media including sculpture, photography, painting and drawing. Elina submitted her stunning painting *'Alone in a Crowd'* (see page 44) and Miles submitted his powerful digital drawing *'Lion'* (see page 47).

Their works were included in the public exhibition of the finalists' works at the Pah Homestead, a well-known Auckland gallery run by Sir James Wallace and the Wallace Trust.

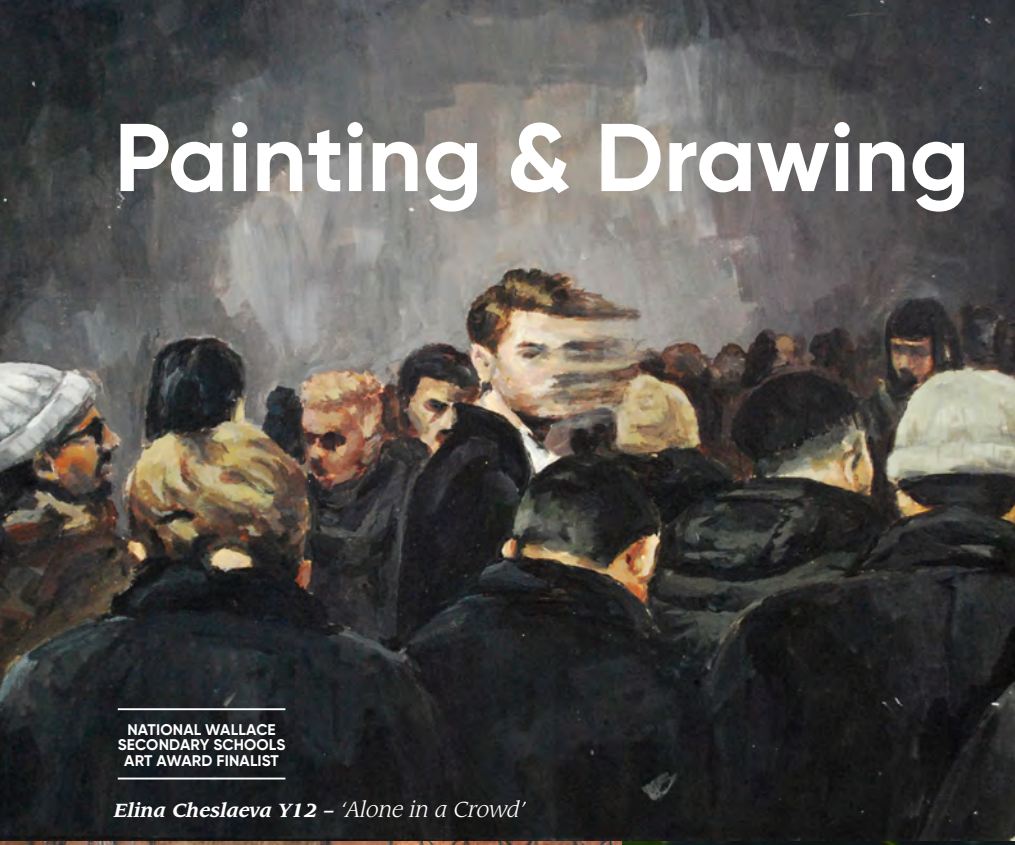
Sir James Wallace himself commented that the quality of work this year was particularly outstanding, which is a reflection of the talent that Elina and Miles have. The Art Department is very proud of their achievement. These are young talents to watch for in the future!



FAITH TAN'S PHOTOGRAPH IN TOP 30 IN AUCKLAND PUBLIC COMPETITION, AND ON DISPLAY IN THE CBD

The Nikon Auckland Photo Day competition was a competition held on the 8th of June 2019, and was open to the public in Auckland. For one day only Aucklanders are asked to capture an image which reflects their Auckland. Only photos from that specific date could be submitted. Faith Tan (Year 13 Photography) entered three photographs, and *'Cut in Half'* was chosen as one of the top thirty. It is now on display in Beresford Square.

Painting & Drawing



NATIONAL WALLACE
SECONDARY SCHOOLS
ART AWARD FINALIST

Elina Cheslaeva Y12 – 'Alone in a Crowd'



Annie Cheng Y11



Leslie Smith Y12



Natchida Paorik Y13



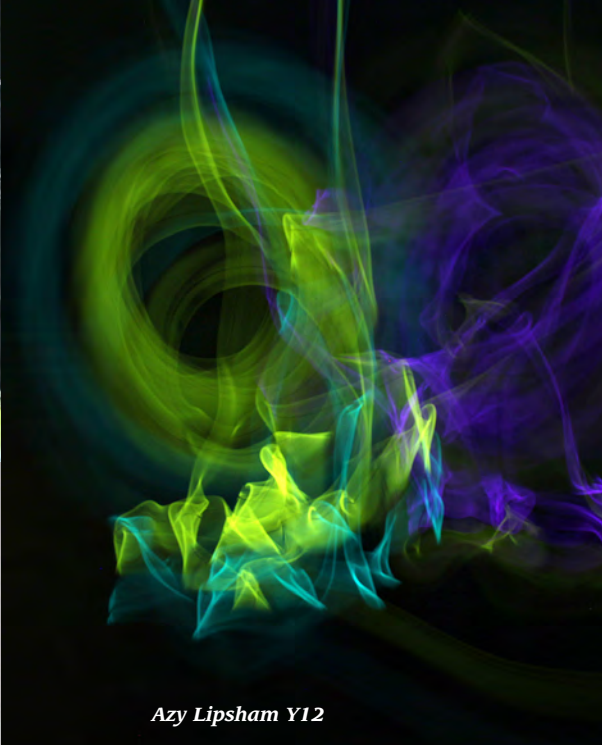
Toni Lohead Y12



Debbie Edwards Y13



Mia Reihana Y11



Azy Lipsham Y12



Debbie Edwards Y12



Photography

Ella Cleven Y11



Azy Lipsham Y12



Jared Bartlett Y12



Faith Tan Y13



Design



Anna Zdravkovic Y13



Tiare Ngata Aerengamate Y12



Huu Quang Nguyen Y13



Angel Menguito Y11



Angel Menguito Y11



Isabella Reihana Y11



His limbs could no longer bear him

James Stock Y11



Airus Razon Y9



NATIONAL WALLACE
SECONDARY SCHOOLS
ART AWARD FINALIST

Miles Webster Y12 - 'Lion'



Police & Uniform Services

This was the second year into this new course and it started off with such promise and energy from this new lot of students. I figured out very quickly that we had a very mixed range of cultures, backgrounds and abilities, which we could use to the benefit of everyone in this class. Last year, being the first year running this course, was a steep learning curve and many creases were ironed out for both the school facilitators and the Police providers.

Just like everyone around the entire world, Covid-19 came into the equation and derailed what promised to be a great year of teaching and learning for those aspiring to be in the New Zealand Police or armed services. All of a sudden, distance learning became the norm and the expectation of improving the student's fitness landed

squarely on their shoulders. It was pretty hard to keep the momentum up during the lockdown periods, as most of our units involve a lot of group work and team activities. In saying that, we had to find creative ways to overcome these lockdown occurrences and to the best of our abilities, keep the "show on the road."

Fast forward now to the end of the year, and I saw a lot of work being put in by students to get the required units finished, but I also witnessed a few students using any excuse in the book to justify not being able to get their work done. If there is anything that can be taken away from this year in 13USP,

it is that resiliency and hard work will get you through tough times, and excuses is just a cover-up for a lack of motivation and work ethics.

Overall, I am proud of what this year's cohort has accomplished throughout this tumultuous year. I am also sure that there will no doubt be a handful of students who can use their success in this subject to propel them into a very long and successful career in the blue uniform, protecting our streets and way of life.

I leave you with a quote which embodies what I try to teach my students in this class every time I see them.

"I FIND THAT THE HARDER I WORK, THE MORE LUCK I SEEM TO HAVE." - THOMAS JEFFERSON



THE LEAP DEPARTMENT CATERS TO STUDENTS WITH DIVERSE LEARNING NEEDS, FROM THOSE WHO REQUIRE EXTRA SUPPORT TO THOSE WHO WANT TO BE EXTENDED.

2020 HAS CHALLENGED US, BUT AS a LEAP team, we have grown through the challenge and are proud of our contribution to a very difficult year.

In early February, LEAP Accelerate had the fantastic opportunity to operate out of an entirely new space - all new furniture and more room than we'd ever had. We strengthened existing relationships in the school and grew what we are able to offer. We were able to support more classes, more subjects and offer tailored support for students who need it most.

When Covid-19 struck, our LEAP team was keen to support lockdown learning. We Zoomed and Google met with as many students as we could, checking in and keeping in touch to remind students that we were still available to them even when things were very different from usual.

In among the turbulence of the year we had a few staff changes. We sadly farewelled Materoa Moses who

had served many years as a valuable member of our team. She left to go on to teacher training. While we were sad for us and recognise a definite loss of expertise, we were also happy to have been part of her journey.

We welcomed three new teacher aides in 2020, Liza Turner, Jeff Hsu and Micah Van Der Touw. Liza is a Rutherford returnee. She was new to LEAP, but not new to the school having already demonstrated a wide skill set while working in Tūrangawaewae before she travelled to Australia. Jeff and Micah are new to Rutherford and bring a wealth of knowledge and experience from frisbee, to international travel, Japanese and music.

Despite Covid, we were still keen to grow as a team. Part of this was asking questions to seek feedback about our service. During senior practice exams we took a moment to ask senior LEAP students whether

what we do meets their needs. They told us:

- "LEAP has helped me throughout 2020 with telling me it was alright to be confused and scared and helped me get through online schooling."
- "LEAP and the teachers here have helped me when I feel overwhelmed and anxious in classes."
- "They have helped me realise when I have a lot of work. Also helped me with my assessments when I do not know what to do."
- "They give me a LEAP to get through things I can't get. I'm thankful I'm not left behind."
- "I was worried about high school in 2019 but this is a big help and now I'm okay with school."

We'd like to congratulate all our students, their teachers and families for the way that they have approached the challenges of the year and the desire we have seen to be brave and grow through it even when it's really hard.





Tūrangawaewae

SUPPORTING STUDENTS WITH ADDITIONAL NEEDS

2020 has been a good year for Tūrangawaewae. Despite the interruptions due to Covid-19 that threatened to derail our full-year programme, we were fortunately able to still provide a fun and interactive learning experience for our students.

As with previous years, students participated in all school based and a number of outside school activities which enabled our students to integrate into the community as well as learn valuable life and functional skills for their future.

Our Tūrangawaewae students are supported by Unit teachers, teacher aides, mainstream teachers and our specialist staff that include physio, occupational and speech language therapists. All our staff work collaboratively to ensure our students are provided with specific,

individualised programmes to ensure they are adequately equipped with learning opportunities and outcomes to complement their own personalised learning needs.

We began 2020 by participating in school athletics and swimming days. Both these events were really enjoyable and our students participated in a number of events and had a lot of fun in the process. Also in Term One we organised an outdoor activity which involved a trip to Mitre 10 where our students had the opportunity to talk to the Mitre 10 staff, ask questions, seek advice on which vegetables would be suitable to plant in our garden and then finally purchase the items to plant.

Our term was then interrupted by the first of our nationwide lockdowns





but this provided us with the opportunity to provide online, digital learning to our students by way of Google Meet and Google Classroom. Our Unit teachers provided daily Google Meet classrooms for our students and posted online work for each subject. This style of learning was new to our students and they coped admirably with the adjustments required to engage.

We also had visits from the Special Olympic Director of Sport who provided us with some valuable training sessions on ball skills, basketball and mini golf and although a number of events were cancelled due to Covid,

we were pleased to be able to finish the year with our participation in the Special Olympics Football Festival on November 25th.

We celebrated a number of our students' birthdays in the Unit and endeavoured to provide a positive, warm learning environment in order to ensure our students had the best possible platform in which to venture out into and integrate successfully into mainstream classes.

Our Unit was regularly the home of some excellent student cooking where we made a number of delicious dishes throughout the year including butter

chicken, pizza, soup and fresh bread.

A number of our students went for weekly work experiences that were organized by our Occupational Therapists. We also had three students participating in horse-riding once a week with RDA. Students also went for hydrotherapy every fortnight, community integration walks to local cafes learning to order a hot drink and additionally learn about safety through identifying street signs and using HOP cards for public transportation.

One of our students has also successfully transitioned into UNITEC and adult life.





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.
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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.

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ESL

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES AND INTERNATIONAL STUDENTS

learning goals, and at Rutherford, we are able to prepare students for further study in New Zealand or overseas.

The arrival of Covid-19 suddenly made our classrooms quieter, with many short-term international students being forced to return to their home countries while our new and recent immigrants, as well as remaining international students, had to adjust to the challenges of online learning during two lockdown periods.

With international borders closing for an undetermined time from the end of March, it resulted initially in postponement and then ultimately cancellation of all proposed short-term tour groups and pre-enrolled long-term international students who had not yet arrived in New Zealand. We have certainly missed the dynamics of multiple Japanese groups who share their culture and interact with ambassadors within our school community. Border closure has also adversely affected the programme we have historically offered up to thirty French students during their summer vacation. We look forward to the time when we can reinstate such programmes and safely welcome everyone back.

Several Year 13 international student leavers have completed their applications for tertiary institutes in 2021. Securing placement at



Thi Hoang Le returns to Vietnam after focusing on Art and language courses for three years at Rutherford. She will study at the University of Greenwich (Vietnam) majoring in Graphic Design.

prestigious Japanese Universities, leavers Tatsunosuke Kurihara will study Policy Studies at Keio University and Yuki Yamada will study Psychology at Waseda University.

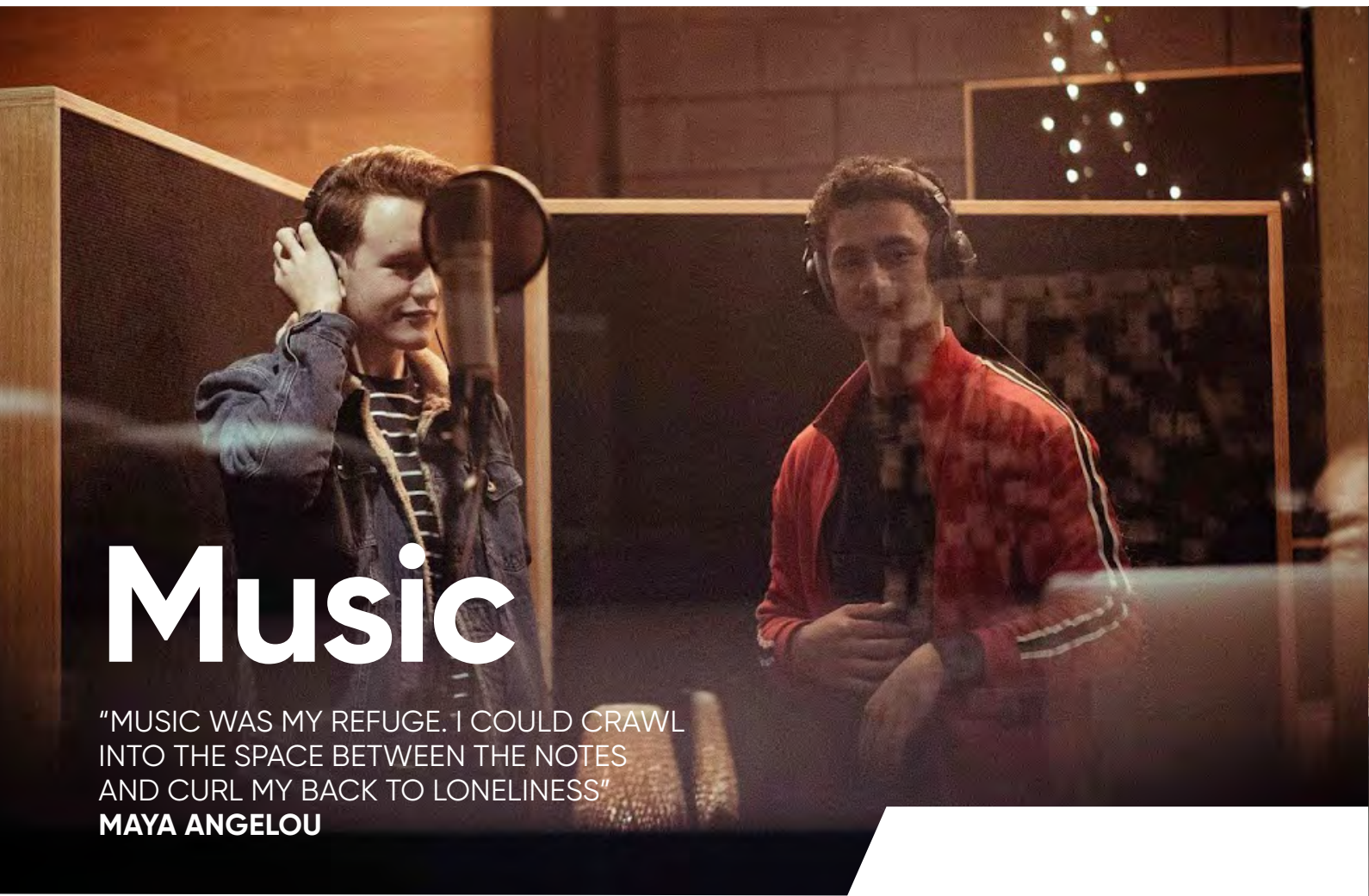
The dedication and hard work of the ESL teachers resulted in a variety of adapted resources being put on Google Classroom and thus made available to the students. For a majority of dedicated and diligent students with good self-discipline and openness to feedback, this has been a successful year. It may have tested their resilience and taken some fun out of life but after all, the positivity and laughter in our classrooms never failed to increase growth mind set and perseverance.



Kevin Than (Cambodian) has been acknowledged in 13 Hospitality for his outstanding natural ability, passion and inspiring determination. Kevin wishes to pursue a future in the hospitality industry.

Quang Vinh Nguyen received the Most Promising Senior Hockey Player 2020. This acknowledges his sportsmanship having transferred codes from his Football successes of previous years.





Music

"MUSIC WAS MY REFUGE. I COULD CRAWL INTO THE SPACE BETWEEN THE NOTES AND CURL MY BACK TO LONELINESS"

MAYA ANGELOU

It has been quite a roller coaster ride this year, full of cancellations and a new take on classroom teaching and learning. If there is one thing that I can be certain of, it is that Music has been what many people have turned to during this crisis. Music-making has brought bubbles together, given birth to a whole lot of creativity during the lockdowns and seen new ways of sharing music online. The creative arts and its importance to mental health and wellbeing has really become apparent during this pandemic.

The Music department continues to be a busy hub for many Rutherford musos. It has been a blessing to be able to guide some super talented and creative students as well as work alongside committed itinerant teachers of music. Each day our studios, music room and corridor buzz with enthusiasm, sounds of effective (and ineffective) rehearsals, shredding guitarists, talented drummers, beautiful harmonies and the occasional gossip session - our home away from home has always been a sanctuary for Rutherford's budding musicians.

COMPETITIONS

Congratulations to Amanda Lowe who entered the APO Secondary School Composition Competition. Her winning original composition will be performed by Auckland Philharmonic Orchestra members in an informal concert. Amanda arranged one of her previous NCEA composition assessments influenced by music from her own culture.

YumCha (Jemima Tichborne, Caleb Gray and Olivia Chambers) also entered 2020 Smokefree Rockquest with an original track. Although unsuccessful they got some great feedback from the judges. I am always very proud of this trio and their commitment to their craft during lunchtimes and the weekends with the help of John and Izak Kennedy. It is great to still have connections with past students. Jemima is also doing some work with Crescendo Trust to keep building on her creativity.

Sad Italians (Carson Bull, Kingston Ross and Josh Exler) made the finalist list for the Youthtown Songwriting Competition with their original song "Trojan Legs". As part of this result

the boys were given the opportunity to professionally record their track at Parachute Studios in Kingsland. Their single has also been released on Apple Music, Spotify and Google Music. What an amazing experience and great achievement for them.

It is always really inspiring as a music teacher to see the development in all music students and I would like to encourage you all to stay committed to honing your skills. It has been a year of new ways of learning and teaching and I thank you all for your patience.

Many thanks to our itinerant teachers of Music - Mr Salima, Mrs Boyack, Ms Mason and vocal relief tutor Ms Todd, Mr Cossar, Mr Tanielu, Mr Alford, Miss Christensen, Ms Wiskari-Griffiths and Mr Kim for your support and commitment to our students and last but definitely not least our student musicians - well done for an awesome year of laughs, tears and lots of amazing music making! I wish our Year 13 Musos (James, Aaliyah, Lisa, Joseph and Margaret) all the best in their future ventures.



CONCERT BAND

Our illustrious Concert Band was led this year by Ms Hanna Wiskari-Griffiths who also teaches saxophone and clarinet here. Due to lockdown we have had rehearsals via Google Meets (not a great idea for ensemble playing), practised social distancing by taking over the school hall so we had enough space between students during practises.

We were fortunate enough to still be able to submit a video entry for the annual KBB Music Festival. This was a rewarding experience for our students who always give up their Friday afternoons to attend rehearsals. Well done to you all for another year of collaboration and commitment.

The band is also taking part in the first West Auckland Bands Festival in November. Sadly, we farewell three of our senior members who have been the backbone of our band since they joined as Juniors. Thank you for your time and work ethic Hannah, Faith and Enoch.

Dance

2020 has challenged us all and the Rutherford College Dance Department is no exception. All year levels worked hard towards Studio Show 1, scheduled for the end of Term One. Unfortunately, due to the first lockdown this show was cancelled, as was YouDance.

With Tempo Dance Festival online we missed all our regular performance opportunities terribly! Working as a team we remained positive and focused all our energy into creating the best works possible in difficult circumstances. Studio Show 2, "Illumination", showcased a combination of works from both shows, resulting in a compilation of unique works from Years 10, 11, 12 and 13.

A small school audience had the opportunity to watch what our students and Ms Fahitua had worked

tirelessly to create. The highlight of this show for Year 13 students was their 3.1 pieces, and each work reflected the individual style, creativity and choreographic skill our students possess. In spite of all the challenges we faced this year, students persevered and succeeded in creating a memorable Studio Show we can all be proud of.

All junior dance classes used usual processes to create a group dance, despite being unable to perform in the Senior Studio Show.

Students learnt a short sequence of movement and manipulated this with choreographic devices and dance elements. They learned dances from different cultures and genres. Year 9 Dance students explored Sasa and Bollywood movements. Year 10

explored hip hop, combined different hip hop styles in a group dance, and learned principles of contemporary dance in a vibrant, energetic sequence.

Year 12 were lucky to work with choreographer Tupua Tigafua, African dance tutor Otis Herring and enjoyed a workshop with Chrissy Kokiri and Carl Tolentino from The New Zealand Dance Company. Year 11 Dance were privileged to have a workshop with RNZB and learn early breakdance from seasoned professional Jody Stewart. After an inconsistent and disruptive year, it has still been exciting to see the freedom and positivity dance provides for students when exploring themselves through movement.

Covid has highlighted the benefits of Dance to well-being vividly. Dance is a way for us to process and express challenging experiences non-verbally. This is vital for student well-being in trying times.







Cultural Committee

BY HANNAH WHYTE

THE CULTURAL COMMITTEE PLAYS A major role at Rutherford College throughout the year to ensure all the events for music, dance, drama and other cultural performances run smoothly. The group is led by Mrs Chandra and Cultural Captains Hannah Whyte and Arnesh Sharma as well as 14 devoted senior students.

They work hard behind the scenes with planning, organising, promoting

and advertising for the cultural events at school.

This year has been quite different from usual, as not all of our cultural events could go as planned. The Cultural Committee started off the year with a very successful Fiafia night with our cultural performance groups providing the importance of heritage and cultural identity. Our studio shows were unable to go as

planned, but our dance students performed behind closed doors, open to our students and teachers.

The Cultural Committee was able to persevere throughout the year and help out where they could. We managed to organise cultural photos over three lunchtimes to ensure our students had something that they are able to look back on.

Being in the Cultural Committee gives members a chance and opportunity to explore, grow and improve their knowledge, creativity and leadership skills. Each member contributed their own skills and strengths, making it an exceptionally successful committee.

Even though this year was hectic, we were able to make the events that were able to go ahead ran effectivity and efficiently. Our committee can be extremely proud of its efforts and dedication throughout the year, even with the challenging circumstances.



Cultural Awards

ON WEDNESDAY 28TH OCTOBER 2020 OUR SENIOR EXCELLENCE AWARDS WERE HELD IN OUR SCHOOL HALL. 2020 HAS BEEN AN UNUSUAL YEAR, COVID-19 HAD AN UNPRECEDENTED EFFECT ON OUR OPERATIONS AND RUNNING OF OUR SPORTS AND PERFORMING ARTS DEPARTMENT.

IT WAS IMPORTANT TO ACKNOWLEDGE OUR SENIOR STUDENTS WHO HAVE CONTRIBUTED SIGNIFICANTLY PARTICULAR IN A CHALLENGING YEAR.



SENIOR FEMALE PERFORMER: ARWYN LUPI

Arwyn has the ability to dance a range of styles with confidence and ease. She has a beautiful stage presence, fluid and calm, intriguing and entertaining - an all-rounder. She has recovered from major injury better than before and has been seen shining on stage in everything from African dance to her ballet exams and peer's choreographies, and performs with integrity and strength.



DUX ATRIUM: CARSON BULL

Carson has achieved a lot at his years at Rutherford, the following are a few things he has been involved in 2020. He was Solo performer for Scholars Assembly where he performed Steve Vai's *Tender Surrender*. He was a guitarist for the Samoan Group for Polyfest. Carson represented our Music Department during our Open Evening and Intermediate schools Expos with performances throughout the night. He made the finalist list as a member of their band *Sad Italians* in the Play It Strange - Youthtown Songwriting Competition, and as a result of their placing they got to professionally record their single *Trojan Legs* at Parachute Studio in Kingsland. Their single was released through Spotify, Apple Music & Google Play Music. Carson is the musical mastermind in the band, combined with lyrical genius Kingston, they have been a musical match made in heaven! Carson's work ethic and commitment to his music studies especially guitar performance is excellent.

SENIOR MALE PERFORMER: EZRA FEAU

Ezra has a powerful energy on stage with an ability to communicate ideas and take audiences on a journey while demonstrating clarity and precision in his movement. He has been a role model for other male dancers and has stood out on stage since Year 11 when he performed in Year 13 scholarship work, last year in *Trip the Light* dance collective and studio shows.





Pasifika

Due to the unpredictability of 2020 and Covid-19 our Pasifika students have had to adjust, physically, socially, emotionally and financially.

A majority of the events that were planned, were cancelled, such as sports, club, social events and our Pasifika Prizegiving. However, before and in-between the Covid lockdowns, we were able to attend some of the activities on offer, such as the Year 12 Pacific Island Leaders of Tomorrow (PILOT), Rangatahi Health Careers Webinar and a visit from original member of the Polynesian Panthers from the 1970's.

PASIFIKA ISLAND LEADERS OF TOMORROW (PILOT)

On August 11, Eden Hatalafale, Kane Epati, Kaya Smith, Acacia Tolley-Lopeti and Arielle Schwalger, attended the annual PILOT Leadership Day. This day consists of many students from high schools all over Auckland gathered together to receive advice, wisdom, guidance from the PILOT leaders and a guest speaker.

We were all split into three groups filled with the other Pasifika

students from different high schools so that we could step out of our comfort zone and connect with those who are on the same journey as us. There were three sections of the programme that we attended, while also having a little talk by the guest speaker Essendon Tuitupo.

The first part of our programme was a Talanoa, which means "to talk or speak" in Samoan. The leaders of PILOT were seated on a panel and we asked them questions and received advice to help us in high school going through NCEA and tips to help us make decisions of what we might like to do when leave school.

The second part of the programme was making videos to promote a specific leadership idea. The idea that my group was given was "Leadership is not a position or title, it is action and example." In this section we got given 15 minutes to make a video, we made a chant with this being the main line.

There was a prize for the group who had the best video, unfortunately my group didn't win when we most definitely should've. However, the last part of our programme was a boys

and girls split talk. In the girls talk, we discussed the struggles of being a young Pasifika woman in this day and age. However, we then went on to talk about the amazing things about being a Pasifika woman and the beautiful things about our cultures and what we've been taught by the people have gone before us.

We also had a guest speaker Essendon Tuitupo who was Head Boy at Rutherford High School (in those days) in 1990. He talked to us about service and leadership. He said that leadership is continuous acts of service and his main way of showing leadership is leading by example. During his talk, one thing that I took away from his speech was "Whenever you're serving or doing good deeds, don't worry about who gets the credit". This is because we should be doing good deeds to others and being kind because we want to in our heart, not because we want to please others.

Overall, this PILOT programme that myself and many others have been attending for the past three years has always been so enjoyable and beneficial for our future endeavours. We are all so thankful to the PILOT Family and Mr. Talamaivao for giving us this wonderful opportunity.

**Arielle Schwalger 12CW and
Eden Hatalafale 12CW**



RANGATAHI HEALTH CAREERS WEBINAR

THE RANGATAHI PROGRAMME IS A Māori and Pacific workforce development programme designed to increase the number of Māori and Pacific health professionals to better reflect the population we serve and assist in reducing inequities our Māori and Pacific communities are currently facing. The programme supports the goals of our Auckland DHB People Strategy of having a workforce that better reflects the ethnic make-up of Aucklanders and thus improve the overall health outcomes for our Māori and Pacific communities.

The programme provides an opportunity for Māori and Pacific secondary school students to explore a health career and have direct experience in a healthcare setting.

The Introduction Day was for Year 12 and 13 Māori and Pacific students looking for exposure into the health sector. It's a one a kind opportunity in the whole NZ where we take these students behind the scenes to explore, gain insight and interact with our health practitioners here at ADHB.

More often than not when young people think of careers in health, they automatically think of the most

obvious two professions being a doctor or nurse. But there are a plethora of careers available in the Health Sector and especially at ADHB, that are all related to health such as; Physiotherapist, Occupational Therapist, Social Worker, Pharmacist, Dietitian, Med Lab Scientist, Medical Technologist, Consultants, Data Analyst etc, etc... What often limits the thinking to examining these other health related careers is lack of knowledge and exposure.

Jeremiah Tauti
(Organisational Development
Consultant | HR, Rangatahi
Programme Manager)

VIDEO CONFERENCE

In Term Three we had the opportunity to video conference with Polynesian Dr Nathaniel Carter and Cadet Alumni Nele Kolo who talked about their experiences and training to attain their positions. They also told us about what jobs are available for us to work towards, the subjects that would help us, and how we can help others by working in those jobs. During the call we got to ask questions and understand the struggle they had to go through to get to where they are now. They both were confident and friendly when sharing some personal details from how they were raised and the typical stereotypes Pacific Islanders have to go through with not having the same opportunities as palagi's do and being looked down on. They taught us that we can have the same chances if we work hard and aim for our goals.

What really stood out to us is when they were defining the word "plastic" as my friends and I did not grow up the same way and that being called "plastic" has affected us in really embracing our culture. Thankfully, they taught us that no matter what anybody says at the end of the day you are Samoan or Tongan or Cook Islander and so on. We enjoyed chatting with them and learning more about how it really is for Polynesians in a workplace.

Acacia Tolley-Lopeti 12CL
and Taylor-Lee Day 12CL

POLYNESIAN PANTHER

Talofa lava, Malo E lelei, Fakalofa lahi atu and Kia Ora,

IN LIGHT OF THE BLACK LIVES

Matter movement that has sparked international response, it's a good time to look and understand the oppression suffered by many in our own country. Rutherford College was extremely privileged to be joined by Dr Melani Anae, Tigilau Ness and Rev. Alec Tolefoa, founding members of The Polynesian Panthers. The Polynesian Panthers arose in response to the marginalisation and discrimination suffered by the Pacific immigrant community in 1970's, in particular the Dawn Raids.

The opportunity presented itself as a unique learning process for the diverse body of students present, who unknowingly have the privilege today thanks to the actions The Polynesian Panthers took. All Pasifika students, senior History students and Year 10 students

listened in awe of our guest speakers. As representatives of The Panthers, the trio travel New Zealand shedding light to the dark past that's buried deep within New Zealand roots. We got to hear about that past from people who lived and suffered it first hand. Stories about racial tension, dawn raids, overstayers, stereotyping and basically what it was like to be a 'brown person' living in NZ in the 70's, was shared.

Curiosity of the students further developed our talanoa with the trio as questions were asked and answered, making for a more meaningful experience. It represented how it was sparking conversations within the wider Rutherford community and as a generation who will continue to eliminate the effects of racism within this country, acknowledging and educating ourselves is a good start to putting in our 50%.

Atavilana Ata, 13CA





CULTURAL GROUPS



Samoan Group

BY LEISA FALEALILI

“O LE MALOSI'AGA O LE AGANU'U, NA TE FOFOINA FA'AFITAU LI O LE TINO, MAFAUFAU MA LE AGAGA”

“HEALING THE BODY, MIND, SPIRIT AND SOUL WITH THE STRENGTH OF CULTURE”

WITH OUR GROUP ON THE EDGE OF cancellation, numbers of students eager to learn and explore the aganu'u Samoa began to pull through at the last minute. No different from the previous years I participated in, 2020 was definitely a year full of challenges and trials.

We had a bit of an uncertain start in the beginning as assessments and NCEA prevented us from committing to the group, and therefore cost us time that later on could have been used polishing our pieces. Despite these setbacks, our Samoan group still went ahead and was formed of 29 students consisting of 18 girls and 11 boys in lieu of the usual 60 students max, making it the smallest group our school has had. From there, our grind started as we now had to prove that we could perform just as good, if not, better than a group of 60 students, with a constant reminder from our tutors that it is, and always will be “quality over quantity”. As a small group, grinding and working to prove ourselves meant long hours of after school practises till 6pm as well as Saturday practices from 10am-6pm.

With Fiafia Night around the corner, the nerves started to kick in as well as frustration. Nevertheless, we persevered through and gave our all into a winning 20 minute bracket in

front of families and friends who were extremely proud and impressed at the level of our performance for a small group.

Our excitement was short lived, as we now had to both physically and mentally prepare ourselves for Polyfest, an event many of the students within our group have yet to experience. Due to the outbreak of Covid-19 in New

Zealand, it was cancelled. This decision had significantly impacted our group as the majority of the students were Year 13s who had never experienced Polyfest as a performer, and being in their last year of school, they never will.

Although the cancellation of Polyfest had left us disheartened, the determination of many of our students to reconnect with their Samoan culture and make their families proud, motivated them to push through. However, getting to where we are now couldn't have been possible without the constant support and motivation of our tutors Iatua Taito and Priscilla Auega, and for that, we will forever be grateful for the wisdom and love they have invested into our group. Also, a massive thank you to our teachers Kerry Taula, Vesi Talamaivao and Joanne Millington for always encouraging us every practise to push the expectations further than we've already done.

Lastly, all the honour and glory goes to the man above for his unceasing guidance and protection over us as well as forming us into a family. To say I am proud of our aiga would definitely be an understatement, as it will never amount up to the time and energy each individual has shown and dedicated. Rutherford College Samoan Group 2020, a unique experience that has allowed not only myself, but the rest of my peers, to represent and be proud of our Samoan heritage, in which I will forever treasure. With that being said, Ia Manuia !

African Group

OUR AFRICAN GROUP PERFORMANCE of 2020 was called Ngoma kwa uponyaji wangu (dance me to my healing).

Our performance was a representation of our African cultures and traditions experiencing music through dance and song is a way of how we heal and connect with each other.

Historically, Africa has endured so much pain and suffering and our songs speak to how we chose to look at the brighter side of life, in the midst of darkness. Although we didn't get to go to Polyfest this year, we had a fantastic time rehearsing, making costumes and props, working as a team, learning dance moves, and making memories that we will all hold for a long time.

We had the most enjoyable time performing for our family and friends at Fiafia night, this was a highlight of our time in African Group. We would like to thank Favour Ukah and Liana Sabetian who choreographed this dance. We appreciate all the all the time and effort that was dedicated to make it happen.



Fiafia Night

BY ALEX LARKING

March 11 2020 saw the return of the annual Fiafia Night at Rutherford College. Celebrating the diversity of Rutherford through the cultural dances and performances of the Samoan, Indian, African, and Kapa Haka groups - 2020's Fiafia Night was both powerful and mesmerizing.

THE TURNOUT OF SUPPORTERS this year at the Fiafia Night was outstanding. All those who came to support the groups did so in a way that truly gave the night a warm and welcoming atmosphere. The overwhelming support from friends, family and the school, made the night one to remember as it allowed for the multicultural environment of Rutherford to flourish.

The dedication of staff, students and other supporting members over the weeks leading up to this event and further on to Polyfest was extremely visible as every performance featured a breathtaking interpretation on

the cultures represented. The night featured a spectacular display from the Samoan Group followed by an enticing and energetic Indian Dance. This preceded a vigorous showcase from the African Group, and finally the strong and meaningful closing performance of the Kapa Haka group. The night was rounded off by the school Haka - performed by all the members of the cultural groups as a final send off to the supporters who came.

Rutherford's cultural department would like to thank all the staff involved in preparing the amazing

performances that we were blessed with and to all the students who put their time and hard work into making this night a success. We would also like to thank all those who came along to support the groups and make the evening special.





Mahi-ā-Toi

“LEADING CHANGE THROUGH A MĀORI LENS”

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-ā-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.”

The students spent 10 days over 10 weeks studying at Unitec. They worked closely with Matua Michael Freeman and Matua Hohepa Renata to produce 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 lead them.

The recipients of our Mahi-ā-Toi prizes this year were:

- Te Awhiorangi - **Sebastyan Jack**
- Te Whironui - **Manaia Lawrence**
- Te Whatukura a Tangaroa - **Sebastyan Jack**
- Te Taonga a Tangaroa - **Maddison Price**

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

TE AO MĀORI

Manawa mai te mauri nuku.
Manawa mai te mauri rangi. Ko te mauri kai au, he mauri tipua, ka pakarū mai i te pō. Tēnē te pō ka rūnuku. Tēnā te rangi ka heue. Te heuenga tipua. Te heuenga tāwhito. Te heuenga nuku. Te heuenga rangi. Tapu i te ihi. Tapu i te mana. Tō mana kōtou ki tua. Tō mana kōtou ki waho. Ka puta ki te whai ao ki te ao mārama.

Whano, whano, tau ake te mauri. Haumi ē, hui ē, tāiki ē.

Tiheī mauri ora!

Ko te mihi tuatahi, me mihi rā ki ngā atua Māori.

Ko te mihi tuarua, me mihi rā ki tēnei whare e whakamahana nei i

a tātou i tēnei rā.

E ngā mate, haere, haere, haere atu rā.

Ki te hunga ora, tēnā koutou, tē nā koutou, tēnā tātou katoa.





TE RŌPŪ KAPA HAKA O TE KŌTUKU

2020 HAS BEEN A ROLLERCOASTER of a ride 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. Starting off the year with our campaign of Polyfest; seven weekend wānanga, seven weeks of bonding and seven weeks for preparation for the competition with no time to rest. Part of our preparation included a haerenga to

Ihumātao where we were treated to an inspirational kōrero from Pania Newton.

With only three days to go before we perform, the pin was pulled due to Covid-19. Although the cancellation of Polyfest for the second year in a row was disappointing, our taura were given the opportunity to have their bracket professionally filmed and broadcast on Māori Television, as part of the Pūkana programme. This was a great experience for our rangatahi. The hard work of our kapa will never

end. The recipients of our Kapa Haka prizes this year were:

- Te Haka a Tanerore - **Kazin MacGregor**
- Hine-te-Rēhia - **Tiara Abraham**
- Tiritiri o Matangi - **Brodie Bennett**
- Kaitātaki Tāne 2021 - **Kazin MacGregor**
- Kaitātaki Wāhine 2021 - **Hemaima Keane**
- Tahu Williams Memorial - **Maddison Price**

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

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

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

Kōtuku ka ōhea.

Kōtuku rerengatahi.

Kōtuku hō.

KI-Ō-RAHI

OVER THE PAST FEW YEARS, RUTHERFORD HAS MADE a name for itself with the West Auckland primary schools for its Ki-ō-Rahi tournament, including winning the Sport New Zealand Initiative award in 2019. In October this year, Rutherford hosted the primary schools to the Ki-ō-Rahi tournament.

Ki-ō-Rahi was a new sport to most of the primary school students. The Mahi-ā-Toi students facilitated Ki-ō-Rahi coaching sessions open to Year 5 and 6 students. Students taught participants the history and narrative of the game, how to play and a few helpful strategies.

Our Mahi-ā-Toi students stepped up and took charge of hosting this tournament. The students were involved with the setup of the pitches, score sheets, announcements and umpiring. Without the help of these students, the day could not have happened let alone been the huge success that it was. A big thank you to all who participated and helped put this tournament together. We also entered the Auckland Junior Ki-ō-Rahi tournament with winning three games out of four.

TE REO MĀORI

TE WIKI O TE REO MĀORI, LIKE MANY THINGS, WAS pared back a little this year, but our taura still managed to get out and entertain the way they do best with a lunch time kapa haka performance. Students were also treated to some Waiata Māori workshops with the very talented Aro Music duo, Charles and Emily Looker.

This year the recipient of Te Toi o ngā rangi, the most supreme student and principal's award for Te Ao Māori was Maddison Price.

Heue, heue, heue. Heue te papa i raro nei. Heue te rangi i runga nei. Heue te pou e tū nei. Ka mā te ariki. Ka mā te taura. Nōhau e Ruatau, Tāne-te-Waiora. Ka pā ki tua. Ka pā ki waho. Ka pā ki roto. Ka pā ki te whare. Ka pā ki te pou e tū nei. Heuenga nuku. Heuenga rangi. Tapu i te ihi. Tapu i te mana. Tō mana kōtou ki tua. Tō mana kōtou ki waho. Ka puta ki te whai ao ki te ao mārāma. Whano, whano, tau ake te mauri, Haumi ē, hui ē, tāiki ē.



Languages

The Language Department at Rutherford started Year 2020 with many exciting events planned for the year: 2020 China Trip in the April school holidays, Year 9 students Buddhist Temple visit in Term Two, and our annual Rutherford Languages Week.

Sadly, Covid came uninvited and disrupted our plans. Due to health and safety reasons, we had to cancel our 2020 China Trip in late February which was a huge disappointment for the students and their family who have worked so hard in the past year fundraising for the trip. However, the decision was well supported and understood by the students and their family. We look forward to our next trip when it is safe to travel again.

In March, we rushed into a nationwide lockdown. None of us, teachers or the students, were well prepared for the online learning. With the cooperation of most of the students and parents, we quickly adapted to this new norm for teaching and learning. It was a huge challenge for the teachers and the students but provided an opportunity

for the teachers to upskill and start thinking of how we can implement online teaching and resources into our future teaching. Despite many challenges along the way, we all managed to learn, adapt and some students even managed to thrive despite the difficult situation. A few of the German students participated in the German speech competition held by Auckland University this year and achieved impressive results: Aleksy Kowalski (Year 9) achieved a commended certificate, Luca Boyack achieved second place and Tinirau Hohepa achieved third place in the Year 10 category, Rebecca Wilson and Aissey Escasenas received commended certificates for the Year 12 category, and Alex Johnson, Year 12, received a distinction award.

In May, the Year 9 students were scheduled to visit a Buddhist Temple in Auckland to learn more about kindness, compassion and mindfulness. Unfortunately, we also had to cancel the event due to the lockdown. The Covid restrictions continue to affect our plans later in the year where we had to cancel

our annual Rutherford Languages Week twice. We missed out the opportunities to experience some fun cultural activities and ethnic food that are normally showcased during the week by the Languages Department. Fortunately, we were able to hold the Annual International Costume Day in November before all the seniors set off to their NCEA examinations.

The biggest challenge we faced this year was the "distance learning". Covid did not give us much time to prepare but the teachers were able to grow professionally in using technology in teaching. And despite the disruption of learning by Covid, many students in the Languages Department have still achieved impressive results in the language they are learning. Everyone deserves a pat on the shoulder for the year we have been through. We hope 2021 will be a better year and our lives can go back to normal again.



JAPAN STUDENT EXCHANGE

BY YANG HUANG

Last year I took the opportunity to go study abroad in Japan for two weeks. Five days after I had finished my exams I bid farewell to my family at the airport and headed to the city of Kagoshima, located in the southwestern point of Japan.

Being independent for the first time in my life, I was extremely nervous and my unsettled stomach did not help with my anxiety. After reaching Kagoshima Airport, I was welcomed by a massive banner that shouted "Welcome Yang Huang" which was held up by my host family.

School life in Japan was what I had expected from watching anime. We took the train to school, the train was packed and crowded which I felt uncomfortable in but it was all part of the experience. I attended Joho High School, the school was eight stories high and I was wowed.

The school uniform was fashionable too. We greeted and

bowed to teachers every time we entered the school, as well as at the beginning and end of every lesson. Everyone was very kind and I never felt left out, including teachers who tried to communicate with me with their limited English vocabulary.

I had a badminton club twice every week after school and it was purely fun. During my time at Joho High School, I was lucky enough to take part in a class basketball match where every class in the school faced each other in a basketball game. It surprised me how everyone took part and played to the best of their abilities, I couldn't imagine the same happening here. Although our class didn't win, it was a enjoyable day. I met many people and made some

amazing friends. Sakurajima is an active volcano which I could see very clearly from the school. I was shocked when nobody was running for their lives the moment I saw ash coming from the volcano, I later found out that it erupts almost daily. (Mind blowing!)

During the weekends my host family took me to places such as shrines and I found them extremely beautiful and interesting. I got along well with my host family and it was sad when we had to part ways. I was able to experience things I couldn't do in New Zealand and learnt a lot about Japanese culture. This trip gave me unforgettable memories and I can't wait to visit Japan again.





Sports Report

GILL BLOXHAM - DIRECTOR OF SPORT
DION NUKUNUKU - SPORTS COORDINATOR

COVID-19 has been the winner on the day as our 2020 sporting calendar and opportunities were seriously affected by this global ailment. Whilst this has dominated our everyday living this year, it did not completely shut down opportunities for our students to express themselves on the sporting courts and fields.

We started the year off being involved in a number of summer sports (Tennis, Water Polo, Softball and Archery to name a few), that saw the season affected by the first lockdown. Nevertheless, along with these we were also able to complete our Athletics, Swimming and Cross Country days that illustrated the vibrancy of the students.

We were also able to attend some events including Auckland Dragon Boat Championships, Head of Harbour Rowing Champs, the Central Western Zone Athletics Championships, and

Western Zone Touch tournament. At the Athletics event, we had some solid performances from Odessa Lawson, Sebastian Jack and Nakita Ru who all achieved first place in their respective disciplines. Our Western Zone Mixed Touch team also reigned champions in their grade to progress to the Auckland Champs. This has led to the school team being included in the Premier Grade for the 2021 season.

During the “winter” season, which again was affected by both the first and second lockdowns, we were able to have a number of sporting teams competing. Of special note was our

First XI Girls Football team led on the field by Macy Lynch-Blosse, and off it by our Coaches Alysse Robertson and Yvonne Vye. Whilst their season was cut short, they were unbeaten for the season and picked up the school's Team of the Year Award. Our First XI Football Boys' team was also in the hunt with their competition. At close of play they were sitting first equal on points with a few other teams.

Many students were involved in Badminton, Basketball, Football, Hockey, Netball, Rugby, Table Tennis and Rugby League seasons. They performed creditably, admirably and valiantly. Like all of the schools competing week in and week out, students and volunteers should be commended for handling the restrictions and limitations placed on them as a consequence of the times. It is heartening to think that many people were able to enjoy their sports and still keep everyone safe and healthy as possible.

We have rounded off our year celebrating notable achievements by Brooke Compain winning a national title in BMX, and T J Devery and Sebastian Jack competing on the international stage in Rugby League.

Let us hope 2021 has a more favourable sporting environment, and we can celebrate even more great achievements by our students of Rutherford College.

As well as thanking all students, we would like to express my sincere thanks to all staff, coaches, volunteers and parents for your hard work and dedication to sport at Rutherford College and a huge thank you for being a positive influence in our students' lives. Your sacrifice does not go unnoticed and for that we are truly grateful.

Lastly, a big thank you to Paul our groundsman, for all his hard work keeping our school grounds immaculate under such trying conditions during the year.



SPORTS REPORT



ATHLETICS CHAMPIONS

Junior Girls
Emma Chapman

Junior Boys
Jesse Schwalger

Intermediate Girls
Kea Churchill

Intermediate Boys
Dylan Spraggs

Senior Girls
Odessa Lawson

Senior Boys
Nikoia Vaihu

SWIMMING CHAMPIONS

Junior Girls
Emma Chapman

Junior Boys
Ocean Michael

Intermediate Girls
Marissa Oglivie

Intermediate Boys
Andrew Young

Senior Girls
Alexandria Murray

Senior Boys
Hayden Richard-Marsters

CROSS COUNTRY CHAMPIONS

Year 9 Girls
Zahra Wihongi

Year 9 Boys
Michael Stuart

Year 10 Girls
Jessica Williams

Year 10 Boys
Jesse Schwalger

Senior Girls
Hannah Taylor

Senior Boys
Harrison Chapman



Senior Excellence Awards

Ofisa (Junior) Tonu'u - Guest Speaker

In October we were fortunate to celebrate the school's Senior Excellence Awards 2020.

With the disruptions of this year, it was pleasing to acknowledge the resilience of our students, staff and community volunteers that have been involved with the school. The School Hall looked a vision with the poster size photos of our students, performing their skills, garnishing the walls. The lighting and table arrangements setting the scene, and finally the award winners and their families in attendance.

This evening was created to recognise, as best as possible, a number of great contributions and achievements of our senior students from the Cultural, Polynesian, Māori and Sports areas. There was no better illustration of this than with the opening Waiata and School Haka performed by a combination of students within all these areas.

Introductions and housekeeping were made by Mr Nathan Matai'a to hand over to our great MC for the night, Mr Neil Waka. He in turn set official proceedings in motion by passing the baton to our Guest Speaker, Mr Ofisa (Junior) Tonu'u. Thank you to these gentlemen for their valued contributions on the night.

This led in to the evening's programme where the various areas were acknowledged, both together and separately in a number of categories. Of particular note were the big two awards: **Dux Ludorum** which was jointly awarded to **Brooke Compain** and **Sebastian Jack**.



OTHER OUTSTANDING ACHIEVEMENTS

- Team of the Year – **1st XI Girls Football Team**
- Coach of the Year- **Alisse Robertson** and **Yvonne Vale**
- Senior Outstanding Achievements in the Sporting Field - **Paris Pickering**
- Senior Sportsman of the Year - **Harrison Chapman**
- Senior Sportswoman of the Year - **Macy Lynch- Blossie**
- Principals Cup Sporting Personality - **Harrison Chapman**

With the evening being a combination of effectively four awards evenings, it was not possible to acknowledge every field within the realm of each genre. We hope to address these in various assemblies and prizegivings that are still to be performed this term.

Finally, this evening would not have flown as seamlessly as it did without the tireless dedication and leadership of Gill Bloxham. Her direction highlighted the effectiveness and merging of the night. Well supported by the Senior Management team, and with the help of all the various other leaders – Eve Chandra, Jeff Ruha, Kerry Taula and Fa’avesi Talamaivao, they made sure we were able to celebrate our senior students’ efforts and performances of 2020.

Let us hope 2021 has more reason to celebrate, and the Senior Excellence Awards is a positive light in our year.

SPORTS REPRESENTATIVE AWARDS

SILVER AWARDS

Silver Representative Award is presented to those students who have been selected and competed at a Regional Level.

- **Odessa Lawson**, Athletics: 1st in Senior Girls Javelin at the Central/Western Zone Athletics Championships
- **Nakita Ru**, Athletics: 1st in Intermediate Girls Discus at the Central/Western Zone Athletics Championships

- **Tyra Ibbott**, Athletics: Auckland Girls Champion in the U16 Inter-Schools Rock Climbing
- **Jesse Schwalger**, Athletics: Member of the Auckland Junior Relay Championships – Gold in 13yr boys 4 x 100m & 4 x 200m sprints; Colgate Games – 13yr boys Gold boys 400m, Silver 200m; Auckland Athletics Championships – 13yr boys Gold 400m & 200m, Bronze 100m, Silver 4 x 400m; Auckland Junior Top 10 (Pairs) Competition – 2nd Place
- **Shelby Swan**, Softball: Selected in Auckland Rep teams for Softball U15s
- **Zahra Wihongi**, Touch: Selected in U14 Auckland Development Girls Touch team
- **Jessica Williams**, Touch: Selected in U14 Auckland Development Girls Touch Team
- **Benjamin Marriott**, Distance Running: Run Auckland Series 1st in 14 – 16 year old 5km division.

GOLD AWARDS

Gold Representative Award is presented to those students who have been selected and competed at a National Level.

- **Harrison Chapman**, Surf Life Saving: Competed at the Northern Regional Surf Life Saving Championships 2km beach sprint winning Gold.
- **TJ Devery**, Rugby League: Member of Warriors U18 “SG Ball” Squad. Played Games against Australian League Teams. Also competed in a match against the New Zealand U18 Team which they won. Selected as part of the New Zealand Rugby League 18s Club team. Selected for the New Zealand 18s Schools vs. New Zealand 18s Club fixture. NZRL Schools and NZRL Clubs teams are set to face each other in the inaugural NZRL Schools v Clubs match in November at Mt Smart Stadium. The NZRL Schools v Clubs match is the first of its kind and will act as a key development pathway for New Zealand 18 players
- **Brooke Compain**, BMX: Placed 1st in Junior Elite at Mountain Raiders race meet; 1st in Tauranga

Race meet; 2nd in Junior Elite at Christchurch race meet; 4th placing in Elite Men’s category at Mountain Raiders race meet.

- **Brodie Bennett, Gianni Watene, Kazin MacGregor** and **Nicolas Fruean, Waka Ama**: Competed in an U19 Waka Ama team for Waitakere Waka Ama, and had the distinction to qualify for the World Championships. Unfortunately the event was cancelled, but didn’t lessen the achievement.
- **Joseph Fray**, Jiu Jitsu: Competed at the Oceania Jiu Jitsu Championships winning a Bronze in both Juvenile Men Gi Under 81.6kg and Juvenile Men No Gi Under 79.8kgs sections.
- **Paris Pickering**, Waka Ama/ Rugby League: Represented Waitakere at the NZ Waka Ama nationals came first in W6 1000M, 2ND W6 500M, 3RD w12 500. Paris came 7th in the W1 500M. Competed in the New Zealand long distance nationals at Okahu Bay W6 10KM-placed 1st. Member of NZ Maori League U15 played against Tonga winning game, member of the Te Mahurehure Storm League team, competed in the Rangatahi Tournament playing against regional teams, winning championship. Member of the Northern Regional League team – playing in a tri-series against the Southern Regional Team – Won Championships.
- **Sebastyan Jack**, Rugby League/ Touch: Member of Warriors U18 “SG Ball” Squad. Played games against Australian League Teams. Also competed in a match against the New Zealand U18 Team which they won. Member of the Senior Auckland Vulcans League team playing games at the Nationals, placed 5th. Member of the U17 Waipareira representative League team. Selected for Auckland U18 Mixed Touch squad. Selected in wider squad of Cook Islands U18 Touch group for Pacific Cup (cancelled). Member of the New Zealand U18 Club League team. NZRL Schools and NZRL Clubs teams are set to face each other in the inaugural NZRL Schools v Clubs match in November at Mt Smart



SPORTS REPORT

Stadium. The NZRL Schools v Clubs match is the first of its kind and will act as a key development pathway for NZ 18 players. Member of School Mixed Touch team that won Western Zone Touch Championships. 1st Place in Triple Jump at the Central Western Zone Athletics Championship in Senior Boys.

- **Aurora Terry**, Jiu Jitsu: Won gold in two categories (Youth Girls Gi Under 56.7 kgs, and Youth Girls No Gi Under 61.7kgs) at the Oceania Championships
- **Seth Stylianou**, Mountain Bike: Seth holds the Oceania Champion title.
- **Ocean Michael**: Surf Life Saving: Ocean competed at the Surf Life Saving National Pool Champs. Ocean received gold in the 50m medley relay and a silver in the 4x25m brick relay.
- **Hayley Abbott**, Softball/ Basketball: Hayley was selected in NZ U15 Tournament Rest team competing with Auckland U15 Girls Softball team. She was also selected for U16 ISA Softball team that was to travel to Sydney. In Basketball, Hayley was selected for U16 Hoop Nation Basketball team that travelled to Melbourne and the U16 Tamaki Makaurau Poitukohu team.
- **Kobe Antunovich**, Baseball: Kobe played in an NZ invitation team for Junior Little League (14u) in January at the Gold Coast Baseball Classic in Australia. The team came 4th and he came away with team defensive player award. He was also selected in the Auckland Intermediate Little League (13u) team that were supposed to travel to Thailand in June to represent New Zealand at the Asia Pacific Little League qualifying tournament (to get to Little League World Series in USA) but was cancelled due to Covid. Kobe travelled to Korea in this same tournament in June last year with the NZ Major League Team (12u).

JUNIOR SPORTS

- Junior Outstanding Achievements in the Sporting Field: **Aurora Terry**
- Junior Sportswoman of the Year: **Emma Chapman**
- Junior Sportsman of the Year: **Jesse Schwalger**



Dux Artium
Carson Bull and parent.



Dux Ludorum (Joint)
Brooke Compain and **Sebastyan Jack**.



Senior Sportsman of the Year
Harrison Chapman
and parents.



Senior Sportswoman of the Year
Macy Lynch-Blosse
and parents.



Mahi-ā-Toi Supreme Taura of the Year and Kapa Haka Supreme Taura of the Year
Madison Price and parent.



Principals Award for Outstanding Pacific Island Achievement
Lara Craigie and Mr Moore.



Eden Hatalafale

I WOULD BE LYING IF I SAID THE first time I walked in this hall as a small Year 9, I knew I was going to be standing here as Sports Captain.

In fact, besides being terrified of the sports coordinator Gill (but not anymore), and my receding hairline from the high ponytails, I don't remember much of Year 9. But one moment I do remember from my first year here at Rutherford, is hearing the phrase 'protect the nest' for the first time. I remember watching the first eleven boys from the sideline of one of their home games.

The opposing team had made their way up the sideline with the ball and were heading towards the goal. It was at that moment the one of the senior boys next to me shouted at the goalkeeper

to "protect the nest!" My first thought was that these seniors took the whole bird thing a bit too literally. But as the game went on I came to realise the 'nest' we were protecting was in fact Rutherford. But I think 'protect the nest' is much bigger than defending a goal on a field. And I think it is more embedded into Rutherford culture than we realise. Protecting the nest is more than protecting our name as Rutherford but the values we uphold, Respect, Integrity, Responsibility and Excellence. But I think one value is often left out and that is the value of whānau. Just like any family we have our banter on and off the field, but at the end of the day we have each other's backs. The Rutherford family is the nest we protect. I would like to encourage you no matter where you are, to protect your nest, whatever that means to you. On the field or court, in the classroom, or in the outside world, protect the nest. But remember there are no excuses, because in the 834 we never fold.



Tj Devery

KIA ORA – I JUST WANT TO SAY THIS year I had the privilege to be Sports Captain and work alongside Eden Hatalafale.

This year for us was a challenging year before COVID-19 hit everything was smooth and what we had plan for the year was going to be an exciting year with a lot a sports days, lunchtime activities, house competitions and plenty more.

This year I personally was ready for an achievable year with the sports committee facing challenges and barriers and overcoming them, as well as working as a sports committee to get sport out there and getting our students involved with sport they are passionate about or even just giving it a go for the first time.

I think we could all agree after Covid hit it was harder to play sport or do what we love and we all went through it differently. Some hard times, some easy times, but it affected us all. Even the plans the sports committee had for the year went out the door and it

was back to starting over again. But as we all do we move on and keep achieving the goals we set.

Other than that, it was an honour to wear the Sports Captain badge and represent our school and sports with a lot of mana. Now my time at Rutherford College has come to an end, I hope all of you reading this understand that you will go far in sport if you have the right attitude and the right mind-set to achieve your dreams.

Remember **HARD WORK BEATS TALENT**, wish you all the best in your up and coming life and nothing but success.

Lastly just want to thank Gill for giving me the opportunity to be Sports Captain and for everything you have done for me over the past years, much appreciated. That is it from me, take care and dream big!





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 Eva Cornforth	Assistant Principal	BSc (Hons), PgDip Special Edn and MEd
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
Mrs Jacqui Reid	HOF Arts	BFA, DipTchg, BA (Hon Art History)
Mr Tony Stanton	HOF Mathematics	BSc, DipTchg
Mr Huw Thomas	HOF Science	BSc (Hons), DipTchg
Mr Mark Thompson	HOF Technology	NZCD (Arch), DipTechEd, DipTchg
Mr Darren White	HOF Social Sciences	BA (Hons), DipTchg, PGCE
Ms Jenny Wilson	HOF Physical Education/Health	BSR, DipTchg

Deans

Mrs Lee-Anne Taylor	Director of Deans, Assistant HOF Math (acting)	MEdMgt (Hons), DipMathsEd
Mr Neil Rossin	Dean Year 9	BSci(Hons), PGCE, DipIT
Mr Phil Place	Dean Year 10, TIC Engineering/Technology	BEngTech, PGCert Applied Practice
Mrs Perri Fahitua	Dean Year 10, TIC Dance (On Leave)	BPSA (Dance), Dip Tchg
Mrs Fiona Bridges	Dean Year 11, CoL across Schools	BSc, DipTchg
Miss Rosie Simpson	Dean Year 12	BSport, DipEd, Dip Science & Sport Mgmt
Miss Lindy Cumming	Dean Year 13	BA (Hons), DipTchg
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-Shakoor	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	Geography	BSc, DipTchg
Ms Rebecca Ball	English	BA, DipTchg
Ms Gayle Balogh	TIC Commerce	Advanced Commerce Teacher's Dip, NZDip Specialist Subjects (Sec)
Ms Katie Betanzo	Asst HOF English/TIC Media	BCS, DipTchg



Mr Johnny Brar	Mathematics	BSc, DipTchg
Ms Chris Brehmer	Guidance	BA, DipTchg, PGDipCouns
Mr Tom Bromfield	Food Tech and Hospitality	BA (Hons), PGCE
Miss Lianna Burnett	Physical Education (On Leave)	BSport, DipTchg
Ms Robyn Butler Shaw	HOD LEAP/TIC Biology (On Leave)	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 PGDipEd
Mr Grant Duncan	Tūrangawaewae	BA, DipTESOL, DipJapanese
Mr Drew Dunn	PE/Health	BPhEd
Mrs Linda Fraser	English	MEd (Hons) BMD
Ms Stacey Garland	Te Reo Māori	BMD
Ms Ana Gerzic	HOD ESOL	MA (Hons) (Applied Linguistics), BA (Hons), DipTchg
Mr Joel Gilmore	Te Reo Māori	BSocSc, GradDipLaw
Mr Kevin Gilmore	TIC Digital Technology	BSc (Computing), PGCertEd (ICT)
Mr Puru Gopal	Mathematics (TIC of Year 11 Mathematics)	MBA, MSc, DipTchg
Mrs Annette Goulding	Science, Biology	BSc (Biology/Psychology), DipTchg
Mr Mathew Graham	Science, Physics	BA(Hons) BSC, MA (Hons)
Mr Kevin Greaney	Technology Hard Materials	BA (Hons) (Humanities), DipTchg
Mrs Deborah Hatcher	English (On Leave)	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
Miss Nina Ivanovic	Art	BDVA, 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	ME, DipTchg
Miss Heidi Liu	Mathematics, TIC Calculus, Physics	BSc, DipTchg
Mr Fatmir Mani	Mathematics	BA, DipTchg
Mr Nathan Matai'a	PE/Health	BSc, DipTchg
Miss Gabrielle McKenzie	Social Science, Geography	BSc, BArt, DipTchg
Ms Joanne Millington	Social Science, Geography	BEd (CNA) University of Brighton, UK
Mr Findlay Murray	PE/Health	BPhEd
Mr Michael Nola	Mathematics	BSc, DipTchg
Mrs Gail Paul	TIC Skill Pathways/Mathematics	BEd (Hons)



STAFF

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, IPS, DipTchg, NZDip in Specialist Subjects
Ms Anne Roach	Asst. HOF Social Science	BA Hons, PGCE, CELTA
Mr Jeff Ruha	HOD Māori , Mahi-a-Toi	BMPA
Ms Petra Scheffer-Cosslett	TIC German	BA (Hons), DipTchg
Dr Asha Singh	Science/Biology/Specialist Classroom Teacher	EdD, MEdAdmin, BSc, DipTchg
Mr Sailesh Singh	HOD Tūrangawaewae	MProStuds
Mrs Kelleigh Stanton	Mathematics	BA, DipTchg
Ms Oxana Stretton	ESOL	BA, DipTchg
Mr Matthew Swinburn	Technology	
Mr Fa'avesi Talamaivao	Pasifka Development Liaison	BEd, DipTchg
Mrs Kerry Taula	TIC Music	BA, DipTchg
Mrs Maxine Tipa	Social Studies/Travel/CoL within School	BA, DipTchg
Ms Melanie Turner	Dance	GradDipTchg, DipContDan, B.A
Mrs Marisa Twentyman	English	BA, Bmus
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
Ms Tania Wilson	TIC Drama	BA, DipTchg
Miss Hannah Winter	PE/Health	BPhEd

Non Teaching Staff

Ms Judith Copas	Executive Officer	
Mrs Rachel Hale	Principal's PA	
Mr Bret Carman	Property Manager	
Ms Tarryn Anderson	Administration Assistant, Comms Coordinator	
Ms Ana Aramoana	LEAP Teacher Aide	
Ms Michelle Arnold	LEAP Teacher Aide	
Mrs Lynda Bennett	Staffroom & Admin Support	
Mrs Trish Bettridge	Science Technician	
Miss Gillian Bloxham	Sports Director	
Mr Patrick Bradley	Technology Technician	
Mrs Joan Brough	Admin and Attendance Relief	
Mrs Alyssa Brown	LEAP Teacher Aide	
Mrs Maureen Brown	Student Engagement Officer	
Ms Andrea Cameron	Director of Community Education	
Miss Ashley Cavanagh	Resourse Assistant and Relief	
Mrs Linda Cavanagh	Resource Manager	
Mrs Eve Chandra	Performing Arts Coordinator	
Ms Jennifer Chen	Speech Language Therapist	
Ms Veronica Collins (on Leave)	Head of Info Commons	BM & Master of Information Studies



Ms Vanita Curin	Foundation Officer	
Mr Paul Dovey	Groundsperson	
Mrs Linley Earnshaw	Head Librarian	
Mrs Sithara Fernando	IT Systems Engineer	BSc, GDipANE
Mrs Helen Fullerton	English Resources/Social Sciences Resources	
Miss Jacelyn Gowen	Administrative Assistant International	
Mrs Sue Hackshaw	Accounts Payable	
Mrs Miriam Hilliard	Accounts Receivable	
Mrs Jo Huggins	Maths Support	
Mr Jeff Hsu	LEAP Teacher Aide	
Mrs Colette Kalolo	Tūrangawaewae	
Ms Sharon Keeley	Tūrangawaewae	
Ms Kesi Koloni	LEAP Teacher Aide	
Mrs Sonia Lakeman	Receptionist	
Mrs Beverley MacKenzie	Shop Manager, Reception Relief	
Mr Neil Martin	Technology Support	
Mrs Wahine McCarthy	Gateway/ AWVA Administrator	
Miss Bonnie McKnight	Groundsperson /Community Education	
Ms Emma Northway	School Nurse	RN
Mr Dion Nukunuku	Sports Coordinator	
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	
Miss Liza Turner	Tūrangawaewae	
Mr Micah Van Der Touw	LEAP Teacher Aide	
Ms Ellen Jane Waetford	Attendance Officer	
Ms Delwyn White	Tūrangawaewae	
Ms Claire Wihongi	Physiotherapist/ Tūrangawaewae	
Mrs Gail Williams	Food Technician	
Ms Linda Wilson	Library Assistant	
Mrs Karen Wolfgramm	Resource and Library Assistant	
Mrs Terri Wright	Community Education	
Mrs Sang A Yoon	Community Education	

BOT

Mr Faga Siaki	Chair
Mr Chris Larking	Deputy Chair
Mrs Amanda Bennett	Retired Dept Chair
Mrs Sera Schwalger	Elected Trustees
Mrs Erihapeti Ngata-Aerengamate	Elected Trustees
Mrs Donna Johnston	Co-opt Trustees - Property until February 2021
Mr Gary Moore	Principal
Mrs Rebecca Ball	Staff Trustee
Mr Arnesh Sharma	Student Trustee 2019/2020
Miss Lily Moore	Student Trustee 2020/2021



LEAVERS' FAREWELL MESSAGES





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