



*Rutherford  
College*



# Yearbook 2022

*Tohea – To strive for personal excellence*





*Rutherford  
College*



*Whakaute Respect  
Manaakitanga Responsibility  
Pono Integrity  
Kairangi Excellence*



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# Principal's Report

MR GARY MOORE, PRINCIPAL

## *Kia ora te whānau o Te Kōtuku*

*2022 is a year where we hoped that the challenges of Covid would be in the rear-view mirror.*

Although we have been able to remain open as a school throughout 2022 the level of absenteeism within staff due to isolating having Covid has thrown up its own unique challenges. Student absenteeism and for some the belief that attendance at school remains a choice not a must do expectation is a significant challenge.



Despite the challenges faced it is my absolute pleasure to report on the progress, success, and the possible next steps for Rutherford College. We grow and adapt when we have hurdles to overcome. Our goal continues to be for our students to learn to do their 50% in life. Success in life is built on hard work and building relationships that strengthen who you are. You cannot do it by yourself and just as importantly you cannot expect someone to do it for you.

When students live and grow through a belief in our values of respect, responsibility, integrity and excellence then they will be able to move and confidently transition into the wider world.

I want to thank the staff for their resilience and doing their jobs of providing a safe, welcoming, and challenging environment for our rangitahi to be in. It is a day-to-day expectation to turn up, well prepared, with high expectations and an inherent kindness and wanting to build relationships with students and whānau that support students achieving their personal best. I regularly liken teaching as tightrope walking. There is a constant need to adjust to the group of individuals in front of you and sit true to the moral purpose of being warm and demanding in equal measure.

### **STAFFING ACKNOWLEDGMENTS**

The following staff leave the Rutherford flock this year after more than five years of service to our community.

All of the staff members I mention pre-date my time at Rutherford. It has

been my pleasure to work alongside them over the past 16 years. They have all understood the importance of the role we have as educators and gone the extra mile to support students being the best that they can be. Jeanette Reid 23 years with a significant period of that time as our career's advisor. Dr Asha Singh 24 years including time as Head of Biology and Specialist Classroom Teacher. Mrs Robyn Butler-Shaw has been Assistant Head of Faculty of Science and HOD Gifted and talented.

Shirley Ratima has been in the Commerce and IT departments for 42 years. This is an amazing length of service. Shirley has gone through the transition of being a typing teacher when IT only spelt it, to the world we live in now. She has also worked with all four Principals that Rutherford has had since our beginnings in 1961.

Maureen Brown has been a teacher aide and then school Engagement Office over her 17 years at Rutherford. Maureen worked with students in Turangawaewae before taking on her new role four years ago.

Thank you to Christine Brehmer for her eight years as Guidance Counsellor and Bret Carman for his resourcefulness in his role as Property Manager for seven years. Bret regularly came up with good outcomes that solved the myriad of challenges that running a site this big can create.

Finally, to Eve Chandra for her five years of service as cultural co-ordinator and the range of skills this role required.

I wish them and all staff who have or will be moving on at the end of this year the very best for the next phase of their lives.

I would also like to make special mention of the 21 staff in 2022 who had to adapt to life at a new school, new to teaching or new to roles within Rutherford College. There were twelve first or second-year teachers appointed as we made a determined effort to bring youth and enthusiasm to our school. Six positions in Middle leadership were taken due to staff retiring or being promoted to create other opportunities. A further three staff appointments brought the total of new faces or new to roles up to 21. It has been a pleasure to see the way





they have all quickly adapted to what is important at Rutherford or stepped up in their new leadership roles.

## 2021 DATA SUMMARY

The data below is based on the NZQA reports generated on 26 January 2022.

**Year 11 – NCEA Level 1** – A very pleasing pass rate of 70.5%, and above the Decile 5 pass rate of 69.6% and above the National rate of 68.3%.

Our Māori achievement rate went back to 59.8% but still above the National rate of 57.4% and above the Decile 5 rate of 57.5% Pasifika was 51.7% and below both the National rate of 60.8% and the Decile 5 rate of 60.2%. Numeracy went back to 90.2% well above the National rate of 83.2% and above the Decile 5 rate of 86.6%

Literacy also went back to 86.2%, above the National rate of 83.4% and the Decile 5 rate of 85.6%.

Endorsements: as in past years this was our area of strength. Excellence endorsements at 24% were well above Decile 5 – 15.4% and National 21.1%. Merit endorsements at 31.9% also above Decile 5 – 27.9%. Our top end students as is evident at all three-year levels continue to thrive.

**Year 12 – NCEA Level 2** – A very pleasing pass rate of 74.0%. Although not as high as the National rate of 77.2% or the Decile 5 rate of 79.4%.

Endorsements: again, another great success. Excellence endorsements went up to a record 21.3% well ahead of Decile 5 at 12.2% and ahead of the National rate of 17.7%. Merit endorsements at a record of 32% well ahead of Decile 5 at 22.7% and National at 24.2%.

**Year 13 – NCEA Level 3 And UE** – Another pleasing pass rate of 70.7% for NCEA Level 3 which compared favourably with the National rate of 69.8% and was better than the 68% for Decile 5.

The Māori pass rate of 56.3% was pleasing and above the Decile 5 rate of 55.2% – just below the National rate of 57.6%.

The most pleasing results was the UE pass rate which was 52.9% well above the Decile 5 rate of 44.3% and the National rate of 50.3%.

Endorsements: again, a great success: Excellence endorsements at 21.5% above both the National rate of

17.8% and the Decile 5 rate of 13.8%; Merit endorsements at 21.5%, similar to the National rate of 25.6% and above the Decile 5 rate of 22.4%

**Scholarships** – A very pleasing total of 15 Scholarships

A very good spread across a range of departments: Performing Arts, Visual Arts, English, Mathematics, Science, Social Science

## PROPERTY AND BUILDINGS

### Master Plan – What is It?

It has been a challenging time to get any building projects started. Just as we were about to break ground on the building of our Student Services Centre the MOE developed a new master plan strategy which meant that any planned for builds had to be put on hold while the required process was completed. The process is robust and thorough and will be for the long term good of our college, but it unfortunately has slowed us down just as we had all plans in place to go full steam ahead.

The silver lining at this point, is that we have had the whole school 3D mapped so that we can enter each learning or office space and do a virtual walkthrough. Having the ability to click on the link for every room in the school and be able to open the room and navigate the space and look at the dimensions, square metreage and room heights and number of windows etc and discuss this with the relevant contractors via a screen and see options in real time will be an advantage.

Over the summer we should see the toilets in C Block upgraded. The tennis courts will be resurfaced with tiger turf including markings for both tennis and netball. This surface will also provide space for our hockey teams to be able train here at Rutherford.

## HAPPENINGS

Although still under the cloud of Covid and a very virulent strain of the flu several things were once again put on hold as we prioritised keeping our people safe. As the year progressed it was heart-warming to get a sense of our school being able to embrace the things that help to enhance and strengthen the wairua and connection that make Rutherford memorable for our people.

- The Year 9 trip to the Buddhist Temple
- Parent Teacher subject Conferencing Evening on site.
- A full term of Winter sport.
- International Languages Week
- Hosting of a combined primary, intermediate and Secondary School kia o – rahi tournament.
- The school Art Auction
- The Performing Arts Expo
- The Senior School Ball.
- Rutherford Day
- Winter Tournament Week
- Autaia
- Wider living week
- Annual Awards ceremonies in person

## IN CLOSING.

There are two goals for education.

1. Provide the foundation for you to be able to make a living.
2. The other goal is the more important objective, to learn how to live and how to be.

In your hands lies your own future and the future of others, friends, work colleagues, life partners and children.

I urge you to remember that “I am only one, but I am one, I cannot do everything, but I can do something. And I will not let what I can’t do interfere with what I can do.” And should do. **Edward Hale.**

Move on knowing that like Hairy McLairy from Donaldson’s Dairy you know where you are from. Rutherford College. Once Rutherford, Rutherford for Life/ Kotuku for Life. Protect the nest and bleed for the bird.

Best wishes to all of you as you move on from being part of Rutherford College. Remember to remember, that Rutherford is now hard wired into your DNA. Be the best that you can be and never compare yourselves to the best that others can be only to the best that you can be. Engage in positive self-talk and have faith in your future yourself

Yesterday is history tomorrow being a mystery but today is a gift that’s why it’s called the present. What’s Important Now? (WIN) Head, heart, and soul from where our feet are now.

Na te whakairo, ka ora te tangata. As we think so shall we become.

**Gary Moore**



# Prefects Report

BY HEAD GIRL, CAMRYN GEMMELL-ORSBORN  
AND HEAD BOY, ANDRE FA'AOSO

*The 2022 Prefect journey did not begin the moment we were given our roles, rather the journey began nearly five years ago, as 'blueberries', uncertain of what our futures in High School would behold.*



Eden Hatalafale and  
Arnesh Sharma in their  
Head Prefect korowai.

**THE 2022 PREFECT JOURNEY** did not begin the moment we were given our roles, rather the journey began nearly 5 years ago, as blueberries, uncertain of what our futures in High School would behold. For the 24 students whose place in the Kotuku flock was established back in 2018, they were granted the honour of being the face and leaders of a vibrant school community in 2022. A culmination of service and consistent embodiment of the school values led to an invaluable experience for this group of Year 13 Leavers - the Prefects. Although 2022 has thrown relentless challenges in its path, the versatility and initiative of the team prevailed, ensuring that a virus would not throw spanners into our hard work.

## TERM ONE

Term One and its myriad of COVID disruptions would outline the difficulties we would continue to face in organising events and restoring an element of post-COVID normalcy for the rest of the year. Nonetheless, the Prefect team hit the ground running planning for the first major event - Valentine's Day. Prefect creativity and efficiency trumped this first event, within the first two weeks of school we had already produced a video (themed around Chicken Shop Dates, set in a staple Te Atatu Peninsula location), sold more than 300 roses and made a healthy profit for the Prefect account.

Our Valentines Day success was followed by Pride Week, a week of informative and interactive activities hosted by the Prefects across the school, celebrating the LGBTQ+ community.





The Prefect team also saw fit to organise a stationary drive for schools doing it tough after the Hunga Tonga-Hunga Ha'apai volcano eruption in January of this year which caused catastrophic damage. Our Prefects worked alongside those at One Tree Hill College, and after two weeks of collections, it amounted to more than three carloads worth of stationary, long-shelf-life food, board games, books and toys to be distributed at schools on the main island. Prefects also fronted the idea of a Cultural Dress Day for senior students for a gold coin donation.

Alongside these two events, we also began tidying the school garden located next to the marae, in hopes of being able to plant fruits and vegetables available to the school community for harvest. The environmental aspect of the Prefect's work continued in Term One with a celebration of the ocean with Sea Week.

These are just some of the key events that the Prefects had been responsible for in Term One, but there were many more organisational and background roles that our Prefects played in implementing other initiatives and events within our school during this period.

## TERM TWO

Term Two was once again jam-packed but thankfully with lower COVID case rates we were able to continue with somewhat normalcy in terms of the envisioned events during this period. The events for this Term began with Pink Shirt Day and Gumboot Friday. These two days are dedicated to anti-bullying and advocating for teens' mental health. In all, the Prefects raised more than \$1100 for these initiatives.

The New Zealand Blood Foundation came to Rutherford for the first time in more than two years to operate the Blood Drive where in total nearly one hundred Year 12 and 13 students rolled up their sleeves and donated blood.

The Prefects then took charge of the biggest piece of collaboration set to celebrate the cultures represented at our school from all continents of the world. Cultural Diversity Term was eight weeks set to celebrate cultures from all continents excluding

Antarctica. Prefects were divided into groups and tasked with organising events that were relevant to the cultures of their respective continents. For each week there were ranging events including interactive events, kahoots with prizes, competitions, displays and educational content. The six weeks of celebrations culminated in a performance by the Prefects in the C Block quad on a Friday lunchtime. The team practised relentlessly, learning a mix of African, Indian, Korean and Pacific dances to present to the school, concluding on a passionate high with the school haka. The African dance we performed was inspired by one of the dances performed by our African Dance Group who came 1st in their division at PolyFest earlier in the year.

## TERM THREE

Term Three began with Open Night and Open Day, where the Prefects and other Committees within the school came together to show the face of Rutherford and welcome prospective students to the facilities of the school.

For the first time in more than two and a half years, we welcomed back a very important event in the yearly calendar - Rutherford Day. After its long and unfortunate absence, Rutherford rolled out the red carpet to the community and to our guest speaker Sir Peter Hillary. The Prefects played an integral role on the day of being the face of the school and of service to the guests.

The Head Prefects took charge of Tongan Language Week, organising a Cultural Dress Day, Food Sale and video content to celebrate the week, thanks to the help of Mr Talamaivao and Pasifika students for assisting in the food preparation, sale and the video content. Māori Language Week took place the following week, as we entered Derived Grade revision mode, the Prefects celebrated Māori language week with an educational video, followed by Tā Moko stencilling for students and a Kapa Haka performance to celebrate the week. Big thank you and appreciation to Matua Jeff and the Kapa Haka group for the events they hosted during this period.

A team of Prefects were tasked with designing the Leavers Gear for Year 13s, together the team collaborated

with the representative from SAS Sport to design items that best fit the demands and tastes of the cohort.

This year without a doubt was difficult, and the Prefect team's versatility, initiative and leadership were tested on numerous occasions as COVID threw its curveballs. Synonymous with the resilience of our dynamic Prefect team we continued to prevail through the adversities and lead the school.

It has been an honour to serve as Prefects, and it has been memorable working with each other on things that had wide outreach and great success. As we say goodbye to Rutherford, we remember all the lessons we have learnt and all the momentous achievements we have accomplished in a year of continued disruption. That being said, it is our wish for the next Prefect team that they do not continue to face disruptions that risk the staple events in our calendar that make Rutherford such a special and vibrant place throughout the year.

Being a Prefect is much more than the blazer, tie and title, we express our gratitude for having the honour to lead and represent the school and community we have become closer to through our five years flying in the V formation. We are so grateful to Rutherford for giving us the opportunity to grow as leaders and as people.

Our thanks extend to the staff that facilitated our plans and worked alongside us in our vision for the myriad of events throughout the year. A very special thank you to Mrs Cornforth, she has since departed from the Kotuku flock seeking her PhD in England, but the impact she has left on our Prefect team will be treasured and her unwavering support in our endeavours has left our team indebted to her service. We wish her the best in her endeavours whilst extending our deepest heartfelt gratitude. Our thanks also extend to Ms Farrar for taking over the Prefect team upon the departure of Mrs Cornforth. Ms Farrar's experience and dedication to the Prefect team are admirable and well-known and we are grateful for the trust she instilled in the team.

With that, the Prefects of 2022 wish the Prefects of 2023 all the best as we pass the helm over to them.





# RUTHERFORD COLLEGE TOP SCHOLARS

## DUX LITTERARUM ANDRE FA'AOSO

Our Dux Litterarum 2022 is a young man who has always been a leader at the top of his game. Of proud Pasifika heritage, Andre has featured prominently in Pasifika Prize-givings and was the top Pasifika scholar in Years 11 and 12. In addition, he was first in Media Studies for two consecutive years, first in English in Year 11 and first in Year 13 Computer Programming. With 86% of Andre's credits having been at Excellence level in the last three years, Andre has achieved Levels 1, 2 and 3 NCEA with endorsed with Excellence.

Being an avid proponent of social justice, Andre has immersed himself in a wide range of causes celebre, running the Student Council and UNICEF. He was also involved with Amnesty International, Debating, the Model United Nations Assembly and the 40 Hour famine. This year, Andre has completed a Politics and International Relations paper at Auckland University, securing an A grade. He has also been a driving force behind the New Zealand Youth Parliament Youth Press Gallery, engaging with Youth MPs, and observing and articulately reporting on parliamentary sessions.

In addition, Andre has lent his voice to other causes such as SADD, Animal Rights, and the Enviro Committee, as well as giving back to the school as a Peer Mentor, Cultural Committee member, and Head Boy. For his own personal development, Andre took part in the 21 day Outward Bound challenge where he truly stepped out of his comfort zone experiencing the great outdoors.

With Andre's twin passions of politics and media studies, as well as his skill for oratory, he is destined to carve out a career in the lofty echelons of parliamentary reporting. We will follow his career with great interest, safe in the knowledge that he will espouse all his causes with great enthusiasm and encourage critical thought and probing enquiry.

Recognising both his academic excellence and his outstanding commitment to his many causes, Andre has been awarded the AUT Find Your Greatness Academic Scholarship worth up to \$21,650. We warmly congratulate Andre Fa'aoso as our Dux Litterarum 2022.

**IT IS TRUE TO SAY THAT ANDRE IS A SCHOLAR  
WHO IS DESTINED FOR HIGHER THINGS –  
AND UNDOUBTEDLY HIGH OFFICE.**







## PROXIME ACCESSIT ANN LOWE

Our Proxime Accessit for 2022 has a distinguished academic record which she amassed around a significant contribution to the wider life of the school.

Ann Lowe achieved Levels One and Two NCEA with Excellence endorsement as a Year 11 student and secured Level Three with Excellence endorsement in Year 12. Ann also received individual subject endorsements of Excellence in Level Two Chinese, Level Three Biology, Calculus, and Chemistry. She was first overall in Year 11 as well as first in Year 12 Biology and second in Year 12 overall.

Throughout her junior years, Ann accumulated numerous accolades for her work in Mathematics, Computer Programming, Science as well as Distinction in international competitions such as ICAS Mathematics. To extend herself in her final year, Ann studied an Introduction to Programming Paper at the University of Waikato, gaining a perfect score of A+.

With such a diligent commitment to her studies, it is remarkable that Ann has also found time to devote herself so extensively to the cultural life of the school. As an accomplished musician, Ann has been Concert Master of the Chamber Orchestra, leader of the string ensemble and a critical member of the Cultural Committee.

She helped lead the cultural diversity team and was an active member of several committees to put on school events for the benefit of all. Throughout her school years, Ann has always given selflessly of her time, helping at performing arts events, school open nights and cultural evenings.



### ANN IS A YOUNG LADY WHO HAS EXCELLED IN SO MANY DIFFERENT REALMS AND HER EFFORTS HAVE BEEN REWARDED BY TWO EXCEPTIONAL SCHOLARSHIPS.

In addition, Ann actively competed in tennis, badminton, table tennis and archery as well as inspiring younger students in organisations such as UNICEF, the environmental committee, and international languages week celebrations. Ann is a young lady who has excelled in so many different realms and her efforts have been rewarded by two exceptional scholarships. She has received both the AUT Find Your

Greatness Scholarship and the University of Auckland Top Achiever Scholarship, so it is safe to say that the world is her oyster.

Ann's integrity, diligence and unwavering contribution to the school and its community make her highly deserving of the Proxime Accessit award for 2022 and we look forward to seeing what the future holds for this outstanding young woman.





# Prizegiving and Scholarship Awards

## SPECIAL AWARDS AND SCHOLARSHIPS

### GRAHAM COWLEY AWARD FOR DUX LUDORUM

- TYRA IBBOTT

### GRAHAM COWLEY AWARD FOR DUX ARTIUM

- JEMIMA TICHBORNE

### THE LITSA SHAW MEMORIAL AWARD FOR CONTRIBUTION TO SCHOOL PRODUCTIONS

- JESSIE ORAM

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

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

- SAMANTHA POORE

### RUTHERFORD COLLEGE VALUES AWARDS

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

- Y11 DONOVAN GRAY
- Y12 CRUZ CLARKE
- Y13 CAMRYN GEMMELL-ORSBORN

### SVA SERVICE AWARD FOR TOP VOLUNTEER

Is awarded annually to the student who logs the most hours of service throughout the school year.

- ISLA ANNAN

### CLIFF EDMEADES COMMEMORATIVE SCHOLARSHIP

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

- ANN LOWE

## AUT SCHOLARSHIPS

### AUT FIND YOUR GREATNESS - ACADEMIC SCHOLARSHIP

The Scholarship is awarded to a student who has demonstrated academic achievement and contribution to their school and community. These scholarships also recognise potential leadership ability and contribution to the school, community or cultural pursuits or sport at a representative level. The Scholarship pays up to \$21,650 toward accommodation or an allowance for one year to support full-time study

- ANDRE FA'AOSO

### AUT FIND YOUR GREATNESS - ALL ROUNDER SCHOLARSHIP

The Scholarship is awarded to a student who has demonstrated academic achievement and contribution to their school and community. These scholarships also recognise potential leadership ability and contribution to the school, community or cultural pursuits or sport at a representative level. The Scholarship pays up to \$21,650 toward accommodation or an allowance for one year to support full-time study.

- ANN LOWE
- KATHRYN JEUNG-MCINTYRE

## UNIVERSITY OF WAIKATO AWARD

### KO TE TANGATA SCHOOL LEAVER SCHOLARSHIP

Recipients of the scholarship will be awarded to students who show academic readiness and strong community spirit and will receive between \$5,000 and \$7,000 towards study.

- SETH TANTINGCO

## SIR EDMUND HILLARY SCHOLARSHIP

The Sir Edmund Hillary Scholarship is one of the University of Waikato's top scholarships. Recipients of this award excel in either a sport or creative/performing art, have high academic achievement and exhibit strong leadership qualities or potential. Recipients receive up to \$10,000 per year and are offered a tailored leadership and personal development programme. Out of the 114 applications, only 18 were successful, including:

- PRASAN GURUNATHAN

## UNIVERSITY OF OTAGO AWARDS

### THE OTAGO UNIVERSITY NEW FRONTIERS EXCELLENCE ENTRANCE SCHOLARSHIP

Are guaranteed to students who secure an Excellence endorsement at NCEA Level 2 or 3 (or equivalent). Students must apply for entrance scholarships and enrol in a degree other than Health Sciences First Year or Engineering Intermediate to be eligible. The scholarship is worth up to \$4,000.

- BRADEN KEYS

### THE OTAGO UNIVERSITY PACIFIC PEOPLES' ENTRANCE SCHOLARSHIP

Are a celebration of academic excellence and cultural diversity and are awarded to students who have contributed positively to their communities. These scholarships are intended to encourage the progression of indigenous Pacific Peoples into tertiary study. The scholarship is worth up to \$13,000 over two years.

- KRISHNA TOLOVAA





## UNIVERSITY OF AUCKLAND AWARDS

### FACULTY OF ARTS AWARD

For achievement in Year 12 Humanities and Social Sciences a \$100 Westfield Gift Card

- **CRUZ CLARKE**

### THE UNIVERSITY OF AUCKLAND WAKA MOANA SCHOLARSHIP

Are awarded to students who have shown a strong commitment to their school or kura and achieved academically. The University received almost 200 applications and 50 were awarded. This scholarship comprises catered accommodation in a University of Auckland Hall of Residence and a laptop provided by the University of Auckland.

- **ISLA ANNAN**

### THE UNIVERSITY OF AUCKLAND MAORI ACADEMIC EXCELLENCE SCHOLARSHIP

Are awarded to students who have exceptional academic performance combined with outstanding sporting, artistic, cultural and/or leadership achievements among Maori students. The University received almost 200 applications and 25 awards were given throughout New Zealand. This scholarship comprises catered accommodation in a University of Auckland Hall of Residence in the first year of study and \$4,000 paid in four sums of \$1,000 in the second and third year of study.

- **TYLER FAIRBAIRN**
- **CAMRYN GEMMELL-ORSBORN**
- **DAYTON HENRY**

### THE UNIVERSITY OF AUCKLAND ACADEMIC POTENTIAL SCHOLARSHIP

Are awarded to talented students who have achieved academically. The University received over 1,700 applications and 100 scholarships were given throughout New Zealand. This scholarship is award in tiers:  
**Tier 1.** Catered accommodation in a University of Auckland Hall of Residence in the first year of study and

\$4,000 paid in four sums of \$1,000 in the second and third years of study.

**Tier 2.** Up to \$10,000 over three years.

- **CAEL DINES**
- **JAANVI JAMNADAS**
- **NGAIRE MOORE**

### THE UNIVERSITY OF AUCKLAND TOP ACHIEVER SCHOLARSHIP

Awarded to students who have demonstrated exceptional levels of academic excellence, all-round ability and leadership. The University received almost 2,500 applications for these scholarships and 250 have been awarded throughout New Zealand for study commencing in 2023. This scholarship comprises catered accommodation in a University of Auckland Hall of residence and \$4,000 paid in two sums of \$2,000 in Semesters One and Two.

- **ANGELINA DAO THI**
- **ANN LOWE**

## RUTHERFORD COLLEGE TOP SCHOLARS

### YEAR 11

- **NINA LYON**
- 2021 achieved Merit endorsement for Level 1 Maths.
- 2022 has a total of 53 Excellence credits.
- 2022 also achieved 32 Excellence credits in the derived grade exams.
- Merit in English
- Merit in History
- Merit in Japanese
- First in Physical Science
- First in Year 12 Mathematics

### YEAR 12

- **ELLA NGUYEN**
- 2020 achieved NCEA Level 1 endorsed with Excellence.
- 2021 achieved NCEA Levels 2 and 3 endorsed with Excellence.
- 2022 has achieved a further 50 Level 3 Excellence credits.
- First Equal in Accounting
- First in Economics
- Merit in Year 13 Music
- She will also be attempting four Scholarship exams this year

### YEAR 13 2022 ERIC CLARK AWARD FOR PROXIME ACCESSIT

- **ANN LOWE**
- First in Chinese
- First in Statistics
- Merit in Physics
- 2020 achieved NCEA Level 1 and 2 endorsed with Excellence
- 2021 achieved NCEA Level 3 endorsed with Excellence
- 2022 achieved an A+ grade in an Programming paper at Auckland University.
- Over the last 3 years 85% of all credits achieved have been at Excellence level.
- She will also be attempting two Scholarship exams this year.
- She has been awarded both the AUT Find Your Greatness Scholarship and the University of Auckland Top Achiever Scholarship.

### 2022 ERIC CLARK AWARD FOR DUX LITTERARUM

- **ANDRE FA'AOSO**
- First in Media Studies
- 2020 achieved NCEA Level 1 endorsed with Excellence.
- 2021 achieved NCEA Level 2 endorsed with Excellence.
- 2021 achieved Scholarship English.
- 2022 has already achieved Level 3 endorsed with Excellence.
- 2022 achieved an A grade in a Politics paper at Auckland University.
- Over the last three years 86% of all credits achieved have been at Excellence level.
- He will also be attempting four Scholarship exams this year.
- He has been awarded the AUT Find Your Greatness Academic Scholarship

## STUDENT LEADERS

- **LINCOLN HENRY**  
Award for Deputy Head Boy
- **JOSHUA KUANG**  
Award for Deputy Head Boy
- **ISLA ANNAN**  
Award for Deputy Head Girl
- **TEUILA LEOTA**  
Award for Deputy Head Girl
- **ANDRE FA'AOSO**  
Award for Head Boy



# Scholars' Assembly 2022



**THE MOTTO OF TOHEA, TOHEA, KO TE TOHE O TE KAI, WHICH TRANSLATES** as Strive, strive as a you would strive for food, was shortened to Tohea meaning Strive. Opting for a Māori whakatauki broke from the tradition of a school's motto being from Latin. This motto remains fit for purpose 60 years on.

This motto is coupled with the Kōtuku or white heron. In the springtime it was not unusual to see a number of Kōtuku in the tidal estuary. In Māori legend the Kōtuku guides human kind in their search for enlightenment, skill and knowledge. Rutherford College and the Kōtuku are one entity. One does not exist without the other. The Kōtuku is the special, unique and rare white heron symbolising the potential of each individual student; combine that with Tohea and we have special and unique people striving to the best that they can be. A powerful combination.

Students who endorsed with either merit or excellence will have developed the necessary work habits and organisation necessary to ready for the next rung of the ladder.

Whāia te iti kahurangi, ki te tuohu koe, me he maunga teitei.

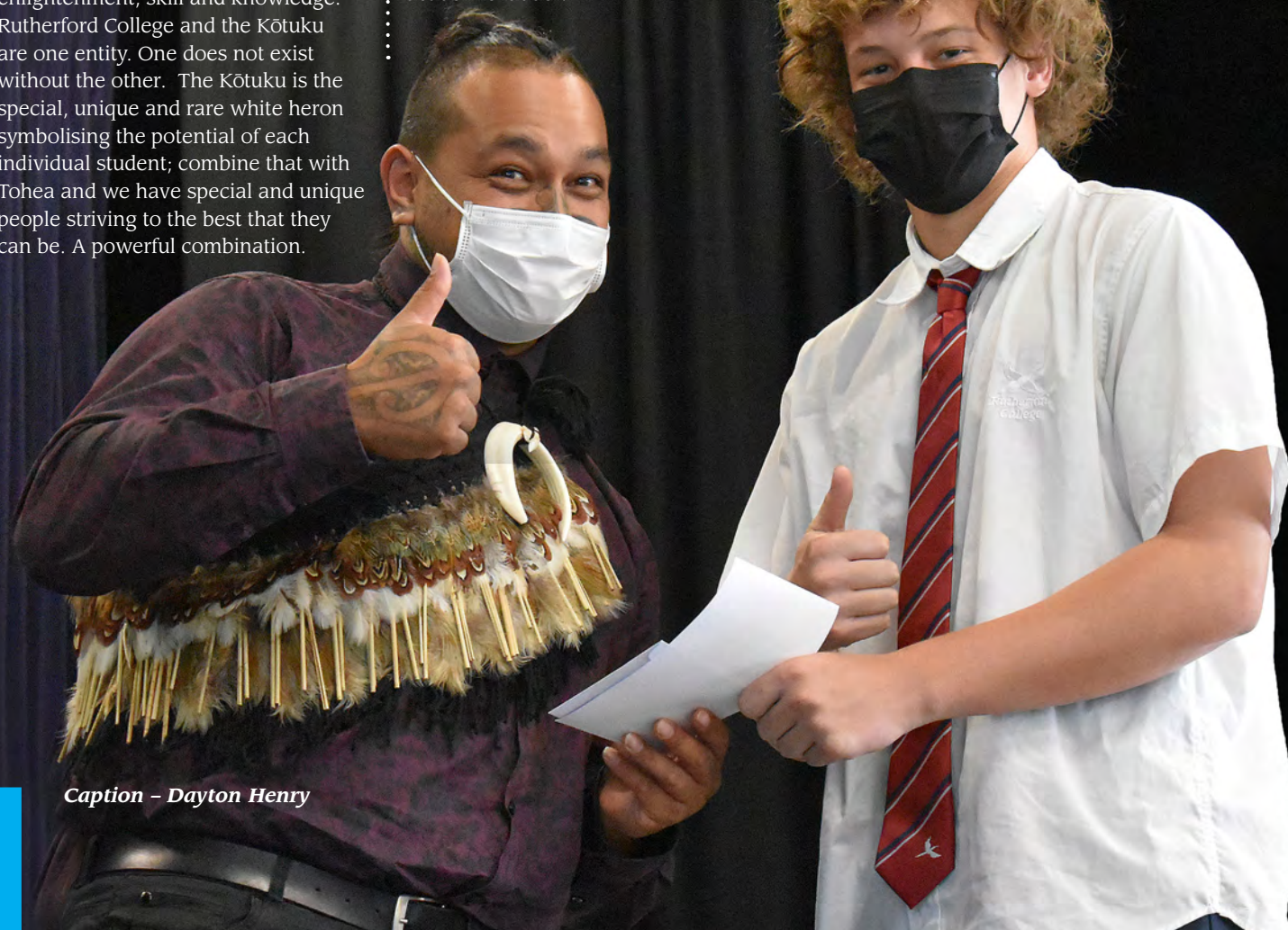
Seek the treasure that you value most dearly, if you bow your head, let it be to a lofty mountain.

At Rutherford we strive for personal excellence and as a school we should be proud of our collective success, and also the success of individuals all the way through to the very top of the academic ladder.

These students did not fall up there. They climbed and they did so using a ladder, one-step or one rung at a time.

Ehara taku toa/ i te toa takitahi/ engari he toa takitini.

My success should not be bestowed onto me alone, as it was not individual success but the success of a collective.



*Caption – Dayton Henry*





Tinirau Hohepa

### TOP MĀORI SCHOLARS

#### Year 11: Tinirau Hohepa

Excellence in German, Chinese, Physical Science, Level 2 Biology and Level 2 Mathematics. NCEA Level 1 endorsed with Excellence, 118 Excellence credits

#### Year 12: Dayton Henry

Merit in Biology and English; Excellence in Physics, Geography, Mathematics and Chemistry. NCEA Level 2 endorsed with Excellence, 95 Excellence credits.

#### Year 13: Tiare Ngata-Aerengamate

Merit in Te Reo Māori; Excellence in Art Design. Scholarship in Art Design. NCEA Level 3 endorsed with Excellence.



Dostella Amerika

### TOP PASIFIKA SCHOLARS

#### Year 11: Dostella Amerika

Merit in Mathematics and Physical Science; Excellence in Health, English, Economics and Physical Education. NCEA Level 1 endorsed with Excellence, 94 Excellence credits.

#### Year 12: Andre Fa'aoso

Excellence in Physics, Economics, Mathematics, Media Studies, Level 3 Computer Programming and Level 3 English. Scholarship in English. NCEA Level 2 endorsed with Excellence, 125 Excellence credits.

#### Year 13: Eden Hatalafale

Merit in Physical Education and Dance; Excellence in Classical Studies and Media Studies. NCEA Level 3 endorsed with Excellence.

### TOP YEAR 11 SCHOLARS

#### 3rd: Ishani Kumar

Excellence in Science, Art, Mathematics, English, Health and Physical Education. NCEA Level 1 endorsed with Excellence, 126 Excellence credits (6 Level 2).

#### 2nd: Barbora Dostalíkova

Merit in English; Excellence in Graphics, Computer Programming, Physical Science, Art and Level 2 Mathematics. NCEA Level 1 endorsed with Excellence, 122 Excellence credits (20 Level 2).

#### 1st: Ella Nguyen

Excellence in Level 1 English, Accounting and Music; Excellence in Level 2 Chinese; Excellence in Level 3 Calculus and Statistics. Scholarship in Statistics. NCEA Level 1, 2 and 3 endorsed with Excellence, 184 E credits (51 Level 2; 65 Level 3).

### TOP YEAR 12 SCHOLARS

#### 3rd: Angelina Dao Thi

Merit in Dance; Excellence in Level 2 Physics and Economics; Excellence in Level 3 Calculus and Chemistry. NCEA Level 2 endorsed with Excellence, 116 E credits (28 Level 3).

#### 2nd: Ann Lowe

Excellence in Level 2 Chinese; Excellence in Level 3 Biology, Calculus and Chemistry. NCEA Level 3 endorsed with Excellence, 126 E credits (48 Level 3).

#### 1st: Andre Fa'aoso

Excellence in Level 2 Physics, Economics, Mathematics and Media Studies; Excellence in Level 3 Computer Programming and English. Scholarship in English. NCEA Level 2 endorsed with Excellence, 125 E credits (48 Level 3).

### TOP YEAR 13 SCHOLARS

#### 3rd: Edwin Schaufelberger

Excellence in Biology, Calculus, Chemistry, English; Scholarship in Biology. 142 Level 3 E credits + 20 for scholarship = 162

#### 2nd: Zachary Sit

Excellence in Biology, Chemistry, English, Statistics, Japanese, Physics and Geography. Scholarships in Biology and Calculus (2020); Scholarships in Chemistry, Calculus and Physics (2021). 2021 NZ Scholarship Award of \$2000 a year for three years: 1 of 239 in NZ for Scholarships in three or more subjects. 186 Level 3 E credits + 80 for 4 Scholarships = 266

#### 1st: Tony Schaufelberger

Excellence in Economics, Geography, Statistics, Calculus, Physics and English. Scholarship in Physics (2020); Scholarships in English, Chemistry, Physics, Calculus, Geography and Economics (2021). 2021 NZ Scholarship Award of \$2000 a year for three years: 1 of 239 in NZ for Scholarships in three or more subjects. 156 Level 3 E Credits + 120 for 6 Scholarships = 276

## 2022 Subject Scholarships

STUDENT	SUBJECT	TEACHER
Klara Dostalíkova	English	Simon Ferguson
Andre Fa'aoso	English	Katie Betanzo/Simon Ferguson
Tiare Ngata-Aerengamate	Design	Nikolina Ivanovic
Ella Nguyen	Statistics	Kelleigh Stanton/Tony Stanton
Edwin Schaufelberger	Biology	Annette Goulding
Hannah Taylor	Dance	Perri Fahitua
Zachary Sit	Chemistry Physics Calculus	Dave Wade Huw Thomas Heidi Liu
Tony Schaufelberger	English Chemistry Physics Calculus Geography Economics	Simon Ferguson Dave Wade Huw Thomas Heidi Liu Anne Roach Tyronne Calvert



# THE Heiress' BALL







SCHOOL BALL





# Rutherford Day

BY ANDRE FA'AOSO



*Peter Hillary, mountaineer, philanthropist, writer, and son of Sir Edmund Hillary.*





*After a nearly three-year hiatus, a special day on the Rutherford College calendar had a welcomed return.*

**RUTHERFORD DAY HIGHLIGHTS, THANKS AND COMMEMORATES** the community that Rutherford serves. This is achieved by inviting key figures and leaders for an event meant to thank while also inspiring Rutherfordians. As per the tradition set across previous Rutherford Days, an esteemed New Zealander is invited to come along and speak about their journey.

The unique experiences shared by the guest speakers have the potential to further convince rangatahi to embody the school values in their ongoing pursuits, and in their daily lives. What was emphasised to the guests and to the students at the 2022 Rutherford Day event, was the importance of relationships, connection to oneself, nature and others, and a drive to be better. Peter Hillary, mountaineer, philanthropist, writer, and son of Sir Edmund Hillary, believed that having these core things enabled him to literally climb mountains.

Mr Hillary shared the experience of being a member of the Hillary household, hearing his father share stories of adventure, some of which led him to knock on death's doorstep, but fortunately still here to tell the tale. He said the drive for



adventure and curiosity instilled in him by Sir Edmund catalysed his own mountaineering career and then followed in the philanthropic footsteps of his late father. Mr Hillary's experiences and the values that he embodied to live through them served as a prime example for Rutherfordians in their ongoing individual strives for personal excellence. Whether it be to overcome the literal mountains or the adversities, we were reminded by Mr Hillary the importance of having close relationships in the journey we call life.

With the tough year that 2022 has been for all, it was valuable to be reminded that having people close,

and sharing your journey with others is important to reach the destination in one piece. Our thanks extend to Peter Hillary for taking the time to share his wisdom with Te Kotuku. It was great to be reminded once again of the raw talent amongst the cohort by the dance and music performances throughout the morning.

Special thanks to the Concert Band, Juelz Silulu, Lucinda Hill, Aroha Henry, Marissa Ogilvie, and Petronilla Su'a for their special dance performance. Thanks to Rachel Kim for her amazing solo performance, and Year 13 Music for seeing the ceremony out with their instrumental performance.







# MATHS

## Casio Mathex Competition

BY TONY STANTON  
HEAD OF MATHEMATICS

*2022 has been a productive and successful year for the Rutherford College Mathematics Department. Unlike previous years we have avoided any major interruptions to our teaching programme this year and our school exams and external Mathematics competitions have been able to go ahead.*

### **HAVING THE MAJORITY OF OUR STUDENTS**

back in classes for face to face teaching this year has also meant that we haven't had to rely on online learning. This and our continued use of Education Perfect and Google classroom has assisted our 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.

This year, we welcome one new staff member to the Mathematics Department to replace Mrs Lim, who has gone on maternity leave. Mr Honey has joined us part-time, teaching Years 9 and 10. 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. Mrs Stanton has been appointed to the new role of teacher in charge of Numeracy.

The use of Education Perfect for Mathematics with our Junior classes has continued to be important this year. We have provided access to this software for all our year 9 and 10 students and have used it extensively both in class and for home learning. Education Perfect provides top quality teaching instructions, examples and practice questions, and allows our students to work at their own pace and achieve to their personal best. At the time of writing this article our students have spent almost 20,000 hours on Education Perfect and answered over 4,000,000 questions. In addition, we had a number of our students compete in the Education Perfect Maths Championships for 2022 with our top participant Devashri Srinivasan placing 23rd for all of New Zealand and Australia combined and receiving an Elite award. Additional recognition to: Tinirau Hohepa (Emerald award), Luca Boyack (Bronze award) and Laurence Tan (Credit award).

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

First, we would like to acknowledge our 2021 Mathematics Scholarship students and their teachers on their fantastic efforts. Last year we gained three Scholarships: two in Calculus and one in Statistics. Congratulations go to the following students: Tony Schaufelberger (Scholarship Calculus), Zachary Sit (Scholarship Calculus) and Ella Nguyen (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 in 2021. To gain subject endorsement students must gain at least 12 Mathematics credits at either Achieved, Merit or Excellence for Level 1, Level 2 or Level 3. At Level 1 (Year 11) we had 5 Excellence, 27 Merit and 116 Achieved endorsements. At Level 2 (Year 12) we had 6 Excellence, 22 Merit and 52 Achieved endorsements. And at Level 3 (Year 13) we had 9 Excellence, 16 Merit and 62 Achieved endorsements for Statistics, and 7 Excellence, 9 Merit and 11 Achieved endorsements.

This year we had 24 students enter the Australian Mathematics Competition. Students compete in one of three divisions:

- **Junior:** Max RobbMarkham (Credit), Harrison Robb (Credit), Ryan Lee (Distinction), Seth Hatalafale (Credit), Riley Ankorn (Credit), Jessica Lynch-Blosse, Aqeelah Rasheed (Credit) and Tuhaka Armstrong (Credit).
- **Intermediate:** Ansh Patel (Credit), Natalia Noone-Jones, Yashvi Trivedi (Credit), Emily Schaufelberger, Vincent Nguyen (Credit), Kaitlyn Stanton (Credit), Anahita Madon (Credit), Catherine Poor (Credit), Sasha Kovacevic.
- **Senior:** Luca Boyack (Credit), Ella Nguyen (Credit), Tony Luu (Credit), Tinirau Hohepa (Credit), Tyra Ibott, Thien Trang Hoang (Credit) and Lawrence Tan (Credit).

We were also able to compete in the Casio Mathex Competition, which is held at the ASB stadium and attended by most Secondary Schools in Auckland. Last year we were unable to compete due to the change in timing of this event, but this year we had one Year 9 team compete. The team represented the school with pride and acquitted themselves well. The combined mathematical talents of Harrison Robb

(9WS), Max RobbMarkham (9WS) and Ryan Lee (9WS) were aided by the speedy running ability of Miko Bonkovich (9WS). The 30 minutes of mathematical problem-solving was hectic as the 140 teams ran to their respective markers. The team scored in the top half of the competition and was a credit to the school. The team would like to thank Miss Liu for her attendance as a marker, and the parents who came along and supported, as positive reinforcement is always an added incentive, and to Mrs Taylor for organising and running these competitions.

We were also invited to join the South Auckland Mathematics Challenge (SAMC) this year, competing against other junior and Pasifika students from 10 different schools across South and West Auckland. There were six events in total, and Rutherford entered into the 4th and 6th events held at De La Salle College and Ōtauhu College respectively. We entered a Year 9 team in Event 4, and a Year 10 team joined them for Event 6. Our Year 9s placed 4th out of 15 teams in Event 4, narrowly missing a podium finish in a one-question tie-breaker. In the second event, our Year 9s tied for 5th place, while our Year 10s also lost their tiebreaker for 3rd, placing them 4th out of 16 teams. Given that both teams had received little practice before the events, this was a great result for Rutherford College.

We are looking forward to potentially hosting a West Auckland Mathematics Challenge in 2023 for Pasifika students at a West Auckland school. The team members were: Year 9: Mafa Levi, Seth Hatalafale, Aqeelah Rasheed and Tuhaka Armstrong, and Year 10: Shenzen Tongia and Debbe Tupe.

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

**THE MATHEMATICS DEPARTMENT AT RUTHERFORD COLLEGE CONTINUES TO GAIN OUTSTANDING ACADEMIC RESULTS IN NCEA AND SCHOLARSHIP EXAMS.**





us to imagine what life is like for people unlike ourselves. Fiction allows us to walk in someone else's shoes. This year, students have explored texts ranging from the experiences of a Moor in 16th century Venice (Othello) to those of a teenager in the near future grappling with technology that controls the brain (Feed) to children living through the Holocaust (The Boy in Striped Pajamas) or an African-American girl dealing with the aftermath of a police shooting (The Hate U Give) - just to name a few.

While it has been great to have a full year uninterrupted by lockdowns, Covid-related absences have taken a toll on energy levels of staff and students alike, and there have been times when the thought of starting something intellectually rigorous - whether writing an essay, or marking those same essays - is simply the last thing we want to do. But we have all done our best to uphold the school values both in and out of the classroom.

There are exciting times on the horizon for English with the curriculum rebuild. We embrace the wonderful Significant Ideas that underpin the coming changes to English and have tried to begin to honour that in our junior school design and classroom practice.

The year began promisingly with the news that three students gained English Scholarship in the 2021 exams: Klara Dostalíkova, Tony Shaufelberger, and this year's head

# English

BY KATIE BETANZO

*English is a weird subject. I say that with love and affection. Think about it - most subjects deal with observable facts. English revolves around fiction and opinion. You would be forgiven for wondering, what's the point?*

## STUDENTS OF ENGLISH LEARN TO

communicate in a variety of ways: written, oral and visual. They learn to interpret communication, whether written, verbal, non verbal or visual, by reading, listening and viewing. We revel in the power of language to communicate ideas and feelings across time and space. Stephen King calls writing "actual telepathy taking place."

More than that, though, the study of fiction builds empathy and allows







boy Andre Fa'aoso, who sat the exam as a Year 12 student.

Another highlight of the year was the annual excursion to the Auckland Writer's Festival. Students travelled to the Aotea Centre for the event, which featured speakers such as novelists Femi Fadugba and Anne Kayes, and poet and journalist Mohammed Hassan. Students enjoyed a day out of school and many also took the opportunity to purchase books - although I doubt anyone bested Mr Webb's haul - two large bags full! Thank you so much to Mrs Fraser for the difficult task of organising this trip, and thanks to the staff who accompanied students on the day.

This year I have been privileged to assume the leadership of the English Department. We as a department wish to thank Simon Ferguson for his nine years as a visionary head of faculty where we have the belief that all senior students can and should undertake a full achievement standard course, and writing forms the backbone of all programmes. We are also very grateful that Simon has merely stepped back into the classroom and is still at Rutherford.

We also welcomed Caitlin van Hoffen into the department as maternity cover for Marisa Twentyman. Although we regret that Marisa has chosen not to return to Rutherford after the conclusion of her leave, we are thrilled that Caitlin has been appointed permanently.



At the end of 2022 we will also farewell Rebecca Ball, who has given 16 years of service to the English Department, as she looks forward to a rather active retirement.

Congratulations to Annie Abraham-Shakoor who has been appointed as Specialist Classroom Teacher, and welcome to Catherine Anthony, who will take up the roll of

Assistant HoF in 2023.

As always, the success of the department relies on our committed, passionate and dedicated staff: thank you to Saffron Conde, Linda Fraser, Debbie Hatcher, Erin Hopokingi, Bridgette Kimura, Raewyn Westaway and Caleb Webb, in addition to those already mentioned.

Bring on 2023!





# Media Studies

BY KATIE BETANZO

*Well, peeps, we did it. We made it through the first year of 'the new normal.' A year of absolute triumph, and utter frustration.*

**STUDENTS HAVE PERSEVERED** through protracted absences and computer malfunctions to produce professional-standard podcasts, documentaries and magazine layouts. A small group of committed year 13s regularly met for scholarship tutorials - fingers crossed that this pays off! And certain class members could always be counted on to bring up the latest media issue to be discussed with a critical lens. Not for us the Instagram version of the Depp/Heard trial: we want to discuss the gatekeepers, debate the PR machine, and debunk the cult of celebrity.

It was disappointing that the biennial Censor for a Day was again cancelled, meaning this Year 13 cohort has not had the opportunity to attend the valuable and informative course. And, of course, we are frustrated at the axing of the Level 1 media standards - but we're working hard to figure out a useful and relevant course moving forward.

"Media literacy is not just important, it's absolutely critical. It's going to make the difference between whether kids are a tool of the mass media or whether the mass media is a tool for kids to use."— Linda Ellerbee.

My thanks as always to my partners in crime, Caleb Webb and Rebecca Ball. To our wonderful, talented, determined Year 13s: you have all the time there is. Don't spend too much of it on Netflix and TikTok.

Arohanui



**MDS Layout**  
**Astrid Holster**



**Media Spread**  
**Derek Macahilig**



**High on Melanin**  
**Prasan Gurunathan**



**MDS Layout**  
**Gaea Morrison**



**Youth in-gagement**  
**Andre Fa'aoso**





# Classical Studies

BY DARREN WHITE

*The Classical Studies department began the year on a high note. Our students enjoyed significant success in the end of year examinations.*

**IT IS A FITTING TESTIMONY TO OUR STUDENTS' HARD WORK** and effort. Our students can be justifiably proud of all they achieved during last year's trials and tribulations.

We also welcomed Mr Lee Bethell into the department. Lee brings a wealth of knowledge and experience into the department and he has already made an outstanding contribution to both the Classical Studies department and Social Science.

Our first trip of the year was to visit Auckland Museum's 'Ancient Greeks - Athletes, Warriors and Heroes' exhibition. This visit has been a couple



of years in the making and it was wonderful to finally get to visit this spectacular exhibit. Many of the pieces have not been on public display in the last 100 years. We all agreed that the exhibit was a once in a lifetime opportunity.

Next up was a trip to Massey University to attend a lecture series at their Classical Studies department. Lectures were given on a series of

topics, all based on our topics of study. Our students enjoyed choosing and attending lectures and they appreciated the taste of undergraduate life it provided. Certainly it inspired many to not only choose to try an undergraduate course, but also in either Classical Studies or Ancient History.

Our students have continued to grow and develop their knowledge. They have studied ancient Rome and Greece, focusing on topics such as Alexander the Great, The Odyssey, the war at Troy, Art and Architecture of the ancient world, mythology and the social life and politics of ancient Rome.

Our students have consistently demonstrated their commitment to their studies and it has been pleasing to see them grow as learners. They have broadened their knowledge of the subject and it has been pleasing to see them develop their skills in the subject. We could not be more proud of them and all they have achieved this year.







# Social Science

BY DARREN WHITE

*Social Science allows our students to engage in a wide range of subjects. Our classes are designed to enable our students to gain a strong understanding of the world around them and also the world closer to their own homes. Students in Social Science broaden their horizons and work to build a formidable skill set and knowledge that they can use in every subject.*

**2022 HAS GIVEN US THE OPPORTUNITY TO TAKE PART** in many new experiences and opportunities denied to us over the past couple of years and it has been fantastic to be able to bring in outside groups to talk to our students. Most importantly, we have been able to get out into the community and experience the subject in action.

We began the year on a very positive note, our senior students delivered on their potential and produced some very pleasing results in their NCEA assessments. Our Junior students also enjoyed a very successful year, despite its challenges. The continued growth and success of the Social Science faculty is an indication

of the relevance of our topics and their place in our world today. Our students greatly enjoyed being part of Social Science classes and the experiences that they provided. This is apparent in the students' engagement in class and beyond. Our students have shown an ability to develop the skills required to be active members of an increasingly complex and ever changing society.

The faculty is fortunate to have such a dedicated, hardworking and

experienced team of staff who ensure our students reach their full potential. We can look back on 2022 with pride. It has been an amazing journey, one that our entire team of staff and students have greatly enjoyed being part of.

Our Year 9 students spent the year studying a wide range of topics designed to challenge their thinking and to also help them to better understand the world around them. In Term One they studied our Tūrangawaewae topic, designed to help our students build a better knowledge and understanding of our school, community of Te Atatū and beyond. It enabled our students to spend time investigating and engaging with the different communities that help to influence our identity. In Term Two our students began to study New Zealand's fascinating history. We took the opportunity to examine key events that have shaped and defined us as a nation. We also sought to tackle some of the contentious issues that

**IT HAS BEEN AN AMAZING JOURNEY, ONE THAT OUR ENTIRE TEAM OF STAFF AND STUDENTS HAVE GREATLY ENJOYED BEING PART OF.**





still divide us today. We moved on to examine oceans across the globe and worked to better understand the issues that face this key global resource. Our students worked to develop solutions to help resolve the issues they face.

In Year 10 we built upon the foundation we laid the previous year. In Term One our students examined the movements of people across history and the impacts they have had on the social groups involved. We looked specifically at the impact that different migration patterns have had on New Zealand and how they have impacted on our society today. In Term Two we studied Social Justice. We looked at New Zealand's government and the impact its decisions have had on its people throughout our history. We also looked at other nations' fights for civil rights and justice. Finally we looked at the problems our natural world faces. We did a deep dive into the causes of the issues, potential solutions and the inequity that economic development can cause across the globe. It gave us a chance to look at some of the historical events that have caused such widespread inequity in our society.

Students from several of our Year 9 classes were able to take part in 'Active Whakapapa', a guided walk around Te Atatu. It helped our students to learn more about the flora and fauna of the area we live and work in. It also told the fascinating story of the area's early history. The experience helped our students to better understand the local community and our curriculum. Active Whakapapa looks to engage and connect our whole community to the history and pūrākau of the many significant sites around the Waitākere region. The connection Māori have to the whenua (land) and Taiao (environment) is expressed in Active Whakapapa through the sharing of Iwi stories, narratives and history.

We also had a visit from the Blake Trust. The Blake Trust came in to teach our students about the risks of pollution to our oceans. They did this through the medium of Virtual Reality. Our students each got to use a VR set and experience an almost first hand trip through our oceans, experiencing the beauty and spectacle of New Zealand's waters. Our students loved to see such a vital issue brought to life - though

nearly all asked if we could keep the VR sets on a permanent basis!

We were also visited once again by the Beyond Water group. Beyond Water is a not-for-profit organisation who are passionate about bringing clean, safe drinking water and sanitation solutions to communities in need across East Africa. The group presented to all our junior classes and brought some real world application of the issues that we have studied in class. The presentation helped us to better understand the

difficulties faced by communities across the globe and how lucky we are to be part of the roughly 60% of the population of the planet that have access to clean water and proper sanitation.

It has certainly been a fun and interesting year. Our students have been able to engage on a deeply thoughtful and reflective level and have built a deep understanding of their own community and the wider world.

# History

BY SIMON COLLIER

*The History Department enjoyed several successful events this year.*

## THE HIGHLIGHT FOR YEAR 13

**STUDENTS** was a guided walk around the Peninsula that pointed out features of the environment used and valued by Mana Whenua. As such a large part of the year relates to NZ History, the trip was of great value. Year 11 students enjoyed a trip to the Auckland War Memorial Museum, where they attended a session explaining our country's involvement in WWII. They were able to touch and explore relics and guide themselves around the museum, before getting information from an expert.

The History Department has more exciting trips and opportunities in the pipeline for next year.





# Geography

BY ANNE ROACH

*Geography across all levels has had a very successful year. Classes completed their internal assessments by early Term Three and had time to experience education outside the classroom.*

## **GEOGRAPHY FIELD TRIPS RETURNED IN 2022.**

Year 11 students trekked up Te Pane a Mataaho (Māngere Mountain), one of our city's largest volcanic cones, guided by the local education centre. Following this we headed to the Auckland Museum to gain understanding of volcanic eruptions and how they may be predicted.

Our Year 12 students headed to the Tongariro Volcanic Centre, to help with their understanding of the external topic on Natural Landscapes. Over the three days, students explored the area; doing day tramps, rock climbing, and listening to local presentations. Students gained insight to the special natural and cultural features which make this natural environment so unique.

Year 13 had an activity-filled trip to Rotorua. After a lecture on the history of tourism development in the City Chambers, we toured Te Puia, went whitewater rafting down the Kaituna river, lugged at Skyline Skyrides and took to the Zorb.







# Travel & Tourism

BY ANNE ROACH

*The Year 12 Travel class has had an awesome year studying businesses like Rainbow's End and Whalewatch Kaikoura, the impacts of tourism on the environments of the Southern Alps, Australian Alps and Nepal as well as the cultural attractions of Bali.*

**WE HAVE LEARNED ABOUT THE WIDE RANGE OF JOBS** available in the tourism industry and how our attitudes and attributes can match certain roles. The Year 13 Travel class has conducted independent research into the tourism attractions and facilities in NZ, Australia and the Pacific. We both have had a very active year with International Travel College (ITC) coming to school to talk about travel work opportunities and many of us have been on two field trips.

We were generously offered

free tickets to The All Blacks Experience and Weta Workshop in SkyCity so along with a trip up SkyTower, we were able to enjoy these new Auckland attractions before many of our friends. The Geography department also took some travel students to Rotorua to experience their outdoor adventure activities and geothermal sights.

Many of our students also did Gateway experiences and visits to tertiary providers in their own time. We look forward to hearing your stories of success in the travel workplace over the years to come!



# Science

BY HUW THOMAS

## THIS YEAR HAS BEEN A CHALLENGE OF ITS OWN FOR OUR GENERAL SCIENCE

students, with a year of trying to get back to normal whilst still battling Covid challenges. Our Year 12 students have enjoyed the somewhat practical nature of some of our assessments and the field trip to Rangitoto was definitely a highlight for them. Going up the volcano, the students got a chance to see the area they were studying along with an awesome view of Auckland from the top! During the stops, students got to into discussions with the teachers about the surrounding geological formations that most had only seen in photos. A highlight of the trip included going into caves that had been formed by lava and which once ran through them like a river.

The Year 13 Science class has also faced a few changes and challenges, but on the whole have maintained their strength and interest, making a good deal of effort in revision of the external assessments. Their geology field trip to Piha and Maukatia Bay at Muriwai was definitely a highlight. Despite having to do it later in the year, the weather was good and the students really enjoyed exploring all of the rocks and geological features at the beaches.

The students have persevered through changes to the timelines and trips out for other subjects and are currently working their way towards the external assessment. They have done well in what has been another unique year!

## SCIENCE OVERVIEW

**IT'S BEEN ANOTHER BUSY AND SUCCESSFUL YEAR FOR THE SCIENCE DEPARTMENT.** Following on from the successes of 2021 and having to overcome huge challenges, this year's cohort of students have achieved excellent results during the year and we look forward to seeing the great things to come from them in the future. We welcomed Miss Erica Armstrong at the beginning of the year and Mrs Joshni Nand, who joined the department during the year with the departure of Miss Emily Brandsma and subsequently Mrs Eva Cornforth. Both Miss Armstrong and Mrs Nand have engaged students with their enthusiasm, their knowledge and their passion for teaching Science and are proving to be real assets to the department and the school. Mr Willow Allison-Maxwell was enjoying refreshment leave and getting to spend time with his young family and we look forward to his return in 2023.

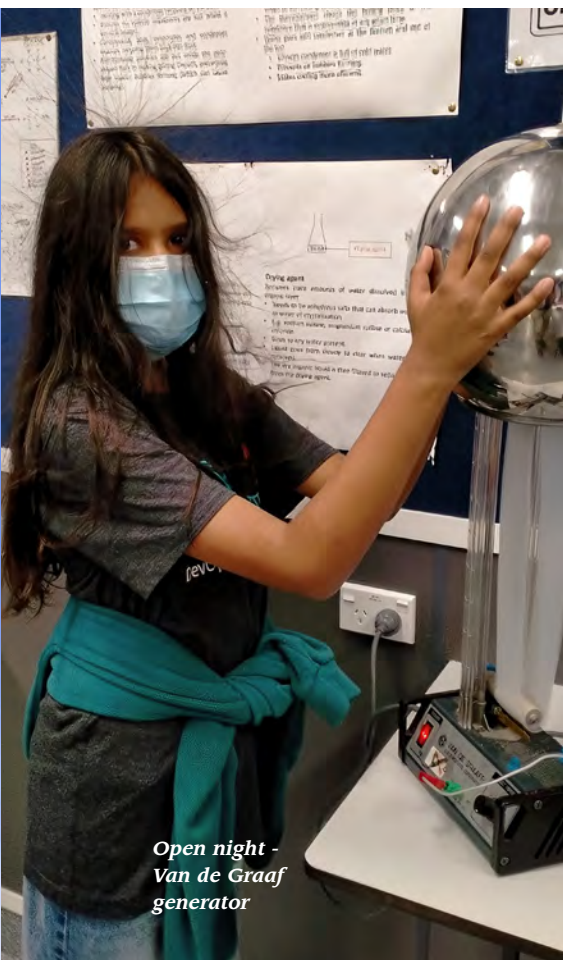
There have been a number of field trips this year, helping to engage students with Science outside the classroom. Biology took trips to look at zonation in the intertidal zone and also to Auckland Zoo, while Senior Science trips took Year 12 students to Rangitoto to study Auckland's volcanic field and took Year 13's to the West Coast to study the geology of the extinct Waitakere volcano.

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



*Year 12 – Rangitoto  
Field Trip*





Open night -  
Van de Graaf  
generator

# Physics

**FOR ANOTHER YEAR, OUR STUDENTS** have had to show their resilience and work through the challenges that Covid has thrown our way.

While there was less time missed through lockdowns than the previous two years, most students have had to miss school at various times through being sick or having to isolate with family members.

With Physics being quite a conceptual subject the break in continuity of learning and building has led to students having to really make that extra effort to stay on top of their work.

A small but dedicated group have been coming in regularly before school to work on scholarship problems, hoping to emulate the exploits of Zachary Sit and Tony Schaufelberger who both achieved NCEA Scholarships in Physics last year.

The way the majority of our Physics cohort have handled the situation they've been faced with and worked throughout the year has been impressive and we look forward to seeing them enjoy great success in the future.

# Chemistry

**THIS YEAR BEGAN POSITIVELY FOR THE CHEMISTRY DEPARTMENT.** We welcomed Mr Atencio as a Year 12 Chemistry teacher and we celebrated the success of many students who gained Chemistry endorsements in 2021 as well as our two students, Zachary Sit and Tony Schaufelberger, who passed the scholarship Chemistry examination.

This is quite an achievement considering the disruption in the two years leading up to this exam! This year we also have a group of dedicated students who have been attending lunchtime tutorials all year in preparation for the scholarship exam.

Despite the challenges this year, Rutherford College's Chemistry students have persevered and made good progress with their understanding. With most students

having to isolate at some point it has been difficult to maintain continuity. However, rather than losing momentum, upon their return, students have worked extra hard to catch up on any missed opportunities and have tried hard to fill in any gaps in their understanding.

Throughout the year students have gained credits as they have investigated many applications of Chemistry, such as determining the quality of bleach using quantitative analysis, identifying unknown compounds using spectroscopy and discussing the oxidation and reduction processes of different compounds.

Once again we will be looking forward to the final NCEA results when we expect our students to be rewarded for their hard work with some great outcomes!



Year 9 -  
Magnesium  
reaction





# Biology

BY ANNETTE GOULDING

*Once again, it has been a very busy year in Biology, balancing assessments with student's needs.*

**SLOW AND STEADY MEANT THAT WE GOT THERE IN THE END.** Our newest member to the biology team, Miss Erica Armstrong, had a baptism by fire this year and has proven to be a real asset to the Department.

For two years in a row, it poured with rain when we took the 12 Biology cohort to Long Bay to collect data for two internal assessments. This year, though, the sun was shining and the day warm but not hot, allowing



students plenty of time to study the species and collect their data.

Year 13 Biology students finally got to go on their Zoo trip, after two years of cancellations due to Covid-19. The trip helped them revise for human evolution and plant and animal responses for external exams, and the students really enjoyed the hands-on learning using a huge variety of skulls, hands, feet, and tools. Some were so immersed that they took to the highest form of flattery – imitation! Most of students had filled out their worksheets by lunchtime so had time to visit newly renovated parts of the zoo.







# Technology

BY PHIL PLACE

## BUILDING

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

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

of work output this year was to a high standard.

The second Year 12 project was a tool box, and is a more hand skills based project. Building on the knowledge from the Year 11 cabinet and the coffee table, this tool box was made using lapped dovetails and through housing joints. As a more demanding achievement standard project, the students' accuracy, attention to detail and perseverance were all tested.

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

## ENGINEERING

Engineering is a practical, workshop based subject in which students develop their understanding of working with different types of

metals and fabrication techniques. Engineering is a practically based programme offered at Years 11 to 13.

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

The Year 12s had a new challenge in 2022. To advance the machining skills they acquired in Year 11, we undertook the challenge of making steam engines. Each student was required to make and assemble 20+ pieces of various metals.

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



# Fashion Design





## AT RUTHERFORD COLLEGE WE ENCOURAGE STUDENTS

to develop their cooking skills, and engage with the food they consume on a cognitive level. In addition, we aim to give them the tools to make informed decisions around selecting food that is available to them. What is more, our courses are designed to enable students to identify food and nutrient groups, as well as, how to read and generate a food label.

This year our junior students have really enjoyed their sensory testing and recipe development. This is where students are exposed to a variety of foods and make educated choices around ingredient combinations and processing operations.



# Food Technology

For example, the Year 9 classes undertook the annual “pie challenge”. Our esteemed judged Mr Moore tastes every pie and provides the students with constructive feedback, as well as selecting the winner. Whereas, the Year 10 students built upon their understanding of nutrition and processing foods by designing a breakfast that used locally sourced ingredients and contained wholefoods. They also learnt to cook various international staple foods and dishes to assist a developing teenager.

The senior Food Technology students also developed food products to meet a need or opportunity for today’s market. For this, the students explored bee by-products, such as honey, beeswax, propolis and even royal jelly, and created a product using one or more of these.

In Food Technology and Nutrition, we hope to foster a sense of agency within our students by giving our students the tools and materials to explore and be creative – topics such as creating a meal plan for a specific dietary need, evaluating sustainable food related practices or investigating ethical practices enables students to think critically.



## HOSPITALITY

Now that the world is opening up and the Hospitality and Tourism industry are starting to get traction, there is still an increasing demand for those who have culinary skills in the New Zealand hospitality industry. At Rutherford College, we aim to develop their culinary knowledge and foster foundation cookery skills in an effort to prepare them for future pathways.

The Level 1 Hospitality course aims to develop basic cookery techniques, culinary terms and safe food handling practices. Similarly, the Level 2 students built on their foundation knowledge and produced a variety

of foods that focused on cookery methods and various French knife cuts. Whereas, the Level 3 Hospitality students this year made a selection of preserves, pickles and chutneys using locally sourced produce.

In contrast to previous years, all Hospitality students have had various opportunities to get involved in extracurricular activities; ranging from food service on open night, Board of Trustees dinners, Rutherford Day canapes and finger foods for guests, to name a few. It is important to us as a department to offer real world/ simulated experiences in order to prepare our students for future learning opportunities.





# Library Infocomms

BY KARLEY CAMPBELL

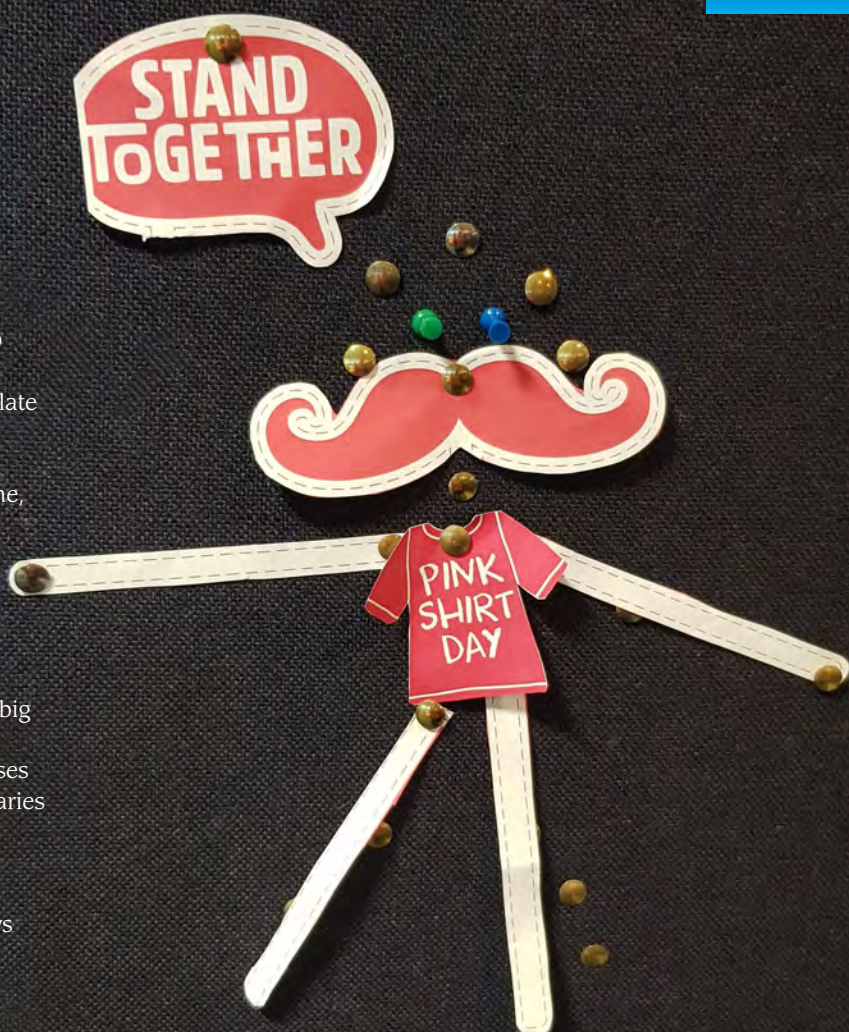
**IT HAS BEEN ANOTHER BUSY IF DISJOINTED YEAR** in the Information Commons thanks to Covid. Our wonderful student librarians were late to start training due to restrictions but quickly caught up.

Come see them at morning tea or lunch time, seriously, they are all fabulous. Thank you to our head librarian Saleha Khurram and deputy head Esther Mathew, who have kept everyone on track and are always around to help.

With so much disruption the library still managed to have a fresh coat of paint, a new big screen television and plenty of new books.

We have continued with our research classes showcasing the brilliance of the National Libraries Epic database and our students' emerging research skills have been inspiring to watch.

Rutherford Day was back and it was great to see the library being used as part of the days celebrations. Thank you to everyone in our Rutherford whanau who have continued to support our lovely library.





# PE & Health

BY JENNY WILSON

*The Physical Education and Health Department had a successful year in 2022, securing two new staff, Daniel Martin and Michael Ferkins, into permanent roles and in turn providing students with exciting and challenging opportunities.*

## TERM 1 BEGAN WITH OPTIMISM

THAT COVID would no longer impact us, however despite there not being any official lockdowns, we continued to battle with the changing rules and restrictions in the Physical Education context.

The Year 9s settled well into the introductory unit; how the school values of Whakaute, Pono, Manaakitanga and Kairanga are displayed and developed in a physical context. Our junior Health programmes continued the focus on well-being as we learnt from the







pandemic that maintaining Hauora though this time of change and uncertainty was paramount. Again, the use of devices both assisted and enhanced the opportunities for students to engage in agentic work that was relevant to them and their situations.

The Sports Excellence and Sports Science courses continued to grow. The Sports Excellence students were able to learn about the methods and principles of training, as well as the importance of nutrition for growth and development of healthy and efficient muscles, while the Sports Science class learnt about biomechanics and exercise physiology to develop their understanding of how the body responds to exercise and sport.

Our senior programmes were aimed at giving students the opportunity to choose contexts for their learning as well as developing their digital capabilities. Our Year 11s were able to go on their Mountain Biking experience this year, despite it having to be moved due to Covid - an improvement from last year! And as always they enjoyed their time snorkelling at Goat Island. Our Year 12s studied Golf as part of their biomechanics and skill learning unit and we took a trip to

JK's world of Golf driving range to add to the experience. This was both a valuable learning experience and enjoyable for the students. 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 trying, types of guidance and feedback, and external socio-cultural factors can impact on improvement. Throughout the year the students were able to develop their critical thinking skills and produce high quality, argumentative writing pieces.

As always, the PE and Health Department aim to provide students with relevant, real life and enjoyable experiences. Even though we were hindered by Covid restrictions for most of the year, our students fully understand the importance of well-being, physical activity and the impact it has on their physical and mental health. They continue to show their versatility in how they apply themselves in our subject area. This is something we are proud of and continue to strive for in terms of our own personal excellence.







# Outdoor Education

BY MICHAEL FERKINS

*2022 was the year where everything came back. After a couple of years filled with cancellations, it felt great to be able to run the full programme once again.*

## YEAR 12 OUTDOOR EDUCATION

This year's programme started with learning basic kayaking skills in the school pool. This eventually led to students learning how to wet exit and complete T and X rescues. Students were assessed on the open water at Lake Pupuke.

At the same time we were looking at a risk management assessment where we considered the risks and strategies to manage them. Students then applied these strategies on both the kayaking and tramping trips.

Covid did cause postponement of our two tramps however we were able to complete these in Term Two. Our first tramp saw us walk the Arataki Centre Loop with the second walking the Karamatura track to Mt Donald McLean. With over 2000 stairs, it certainly gave the students a mental

and physical challenge. These trips overlapped with our weather analysis unit.

In Term Three, we completed two different rock climbing units which saw us learn how to set up and operate our own abseil at school as well as three trips to Vertical Adventures in Glen Eden for further assessment.

At the time of writing this we are currently preparing for our final trip which is a three day camp to Tāwharanui Regional Park. Here students will experience camp life while planning and preparing all their meals for three days.

## YEAR 13 OUTDOOR EDUCATION

Students started Term One with two units. The first looked at Leadership skills where they had to plan an activity and run it with junior PE classes. At the same time they were also training for their practical performance assessment of Stand Up Paddle Boarding. The final assessment for this took place in Okahu Bay with the help of Fergs Kayaks.

After this, we also spent three days at Vertical Adventures where students planned and implemented strategies to improve a performance.

Our next assessment was a three day camp to Whakapapa Village and Mt Ruapehu to help us with our safety management issues assessment. Unfortunately, the weather did not play ball and we were unable to ski or snowboard due to the mountain being closed. The staff and students still had a great time and we managed to complete a tramp to Taranaki Falls in the heavy rain.

Our last assessment saw students learn about Kaitiakitanga and how we can incorporate this framework into our recreational activities. We had two special lessons, one with the Māori Department and the other with an ecological expert. The learnings from this were all put together for a kayak up Henderson Creek. Students were able to understand the ecological significance of this area and learn about how we can better protect it.

Overall, we were very proud of our students across both year levels. They represented the school and its values with pride. To participate in OED activities students must be respectful and responsible as it requires a significant amount of trust in often challenging situations. Thank you to all staff and students who made the year great!





# Gateway Programme

BY CATHY McGOUGH

*It has been another busy year in Gateway with students completing courses to prepare them for their work placements:*

1. First Aid Certificate
2. Health & Safety Certificate
3. Site Safe Certificate

**ALL VALUABLE SKILLS AND QUALIFICATIONS** to take into their work placements and to add to their CVs for when they apply for after school part time jobs. The Gateway Programme is designed to strengthen the pathway for students to progress from school to workplace learning. Gateway supports achieving secondary students in Years 12 & 13 undertaking structured workplace learning across a range of industries and businesses in our community while continuing to study at school. Work placements (unpaid) are usually for one day a week for an agreed period of time. As well as on the job learning, students are able to create networks and contacts with people in the industry that they are interested in.

All course fees and work placement costs (safety equipment or uniforms etc) are paid for by Rutherford College.



*(L-R) Sakyas Atkin, Denzel Waru and Trae McGregor at West City Warehouse store – Red Shirts in Schools Programme.*

Students have been able to gain new skills, grow in confidence, gain credits towards their Levels 2 & 3 NCEA, make new contacts within their industry of interest, have a closer look at a job they may want to pursue in the future and experience what it is really like to go to work for a day in the, 'real world'. At the end of their work placements students may also be offered paid holiday work, paid part time work; full time work or an apprenticeship by the employers who support our Gateway Programme.

**In 2022 our students completed work placements in the following industries:**

- **Retail** – Red Shirts in Schools Programme at The Warehouse
- **Hospitality** – Oasis Programme at McDonalds Restaurants
- **I.T. (Information Technology)** – CODE Programming; CODE Games; CODE Artificial Intelligence Courses at Techtorium
- **Travel & Tourism** – five day Flight Attending Programme at the New Zealand School of Tourism
- **Hairdressing** – five day Hairdressing Course at the Cut Above Academy
- **Make Up** – five day Make Up Course at the Cut Above Academy
- **Barbering** – five day Barbering Course at the Cut Above Academy
- **Building** – with a local building company, Point Construction
- **Plumbing** – with a local plumbing company, Sumich Plumbing and Drainage
- **Youth Work** – YMCA Raise Up NZ



*Xavier Edwards re-stocking shelves at West City Warehouse store – Red Shirts in Schools Programme.*



*As part of the First Aid Course students – Raiden King and Denzel Waru rendering First Aid to Sakyas Atkin.*



*Aarian Nikola-Anthony working at West City Warehouse store – Red Shirts in Schools Programme.*



# Careers

JEANETTE REID – HOD CAREERS

*The Careers Department has much to celebrate this year, as we have been able to welcome back visitors into the school.*

**STUDENTS HAVE BEEN ABLE TO ATTEND EVENTS**, workshops, and open days to get some ideas, explore some options, and to plan for when they leave school.

The **Careers Expo** was a great success, a valuable addition to the options and subject choice evening. The hall was abuzz with 24 providers all keen and willing to share their knowledge and expertise with the students and their whanau who dropped by throughout the evening. Lots of great questions were asked, and checks were done on entry requirements, or the preferred subjects to a range of courses, careers and jobs.

**Tech22 Tour** based at the Wynyard innovation neighbourhood in the city was an opportunity for students from Year 11-13 to be inspired by companies showcasing tech innovation and creativity. Some companies who took part in this event were Microsoft New Zealand, Tesla, Weta FX, She#, Trade Me, 3BagsFull, Datacom, etc. Current employees from these organisations shared their stories about their journey and pathways and how they ended up with jobs in IT and Technology

**Driver Learner Licence workshops** run by Auckland Transport (AT) proved popular again, with students attending a one-day workshop here at school in the holidays. Students were advised to practice the online questions beforehand, and this workshop gave them extra support and confidence before sitting the test. We rewarded students with a \$50 refund with evidence of passing their licence.

Throughout the year students benefited by attending a variety of presentations, workshops, courses and targeted taster days, either held

at school or off site. Some of these included:

- Presentations from tertiary providers, or guest speakers
- Tertiary campus visits to universities, polytechs, and other private training providers or organisations
- Year 11 Whakapiki Ake students enjoyed a day at the Auckland

University Medical School looking at various careers in Health Science

- STAR courses were enjoyed by students who wanted to explore an area of interest and in some cases gained valuable credits. Some of these courses included flight attending, animation and film making, IT, aircraft maintenance engineering etc.

## Med School Experience

TE WHE PROGRAMME WHAKAPIKI AKE

**WE HAD A WONDERFUL EXPERIENCE AT THE GRAFTON CAMPUS** with the Te Whe programme, it's an opportunity for people with Māori ancestry to explore their future prospects in the Health Science field. When we got to the campus our school group met up with a few other schools where we waited until the kaumatua talked to us and led a prayer, which then began our day.

We were led through a series of different activities relating to the medical field. The activities were started with the Whakaaro pai which housed many things including body and organ donations and anatomical models. This was followed by a biology and chemistry activity and talks with various people, including an optometrist



and some medical students who are currently attending Auckland University. These students had also been a part of the Whakapiki Ake programme and told us about their experiences and tips. One of which was the importance of taking science subjects at school.

Going on this trip really opened our eyes to some new opportunities that could become available in the future if we keep doing science.

## Learner Licence Workshops

**THROUGHOUT THE YEAR, DURING THE** school holidays, the Careers Department held learner licence workshops which have been run by staff from Auckland Transport. These are one day workshops which support students to gain the confidence and help prepare them to sit and pass the first stage of their driver's licence.

Students are provided with workbooks and participate in a

number of fun activities to help them learn the answers to the questions they may encounter during their test. Each workshop has approximately 20-25 students attending, and a high number of students have gone on to successfully pass their learner licence.

Part of the test fee is subsidised by Rutherford College. Students also gain NCEA credits by passing each stage of their licence while they are still at school.





## Tech22 Tour

**IN JUNE, SIXTEEN EAGER SENIOR STUDENTS**, together with Mrs Reid and Mrs McGough experienced Tech22 Tour based at the Wynyard innovation neighbourhood in the city. The aim of the morning was to spark inspiration and showcase tech innovation and creativity, providing an opportunity for school leavers to join one of the fastest growing and highest paid sectors.

Our first stop was to the Microsoft building where we listened to stories from current employees (one of whom was Abby Chen, a past student) about their pathways into their current roles at Microsoft. It was interesting to see how the different pathways and courses landed them a job in technology and IT.

We then walked to the Tesla studio to learn how Tesla is accelerating the world's transition to sustainable energy. It was real fun to sit in a Tesla and experience the new technology in newer electric cars.

We had a small tour of Media Design School where we had a look at their latest Matariki project.

From there we headed back to the main hub and talked to employees from Trade Me and it was very interesting to see and understand how the Trade Me team developed their app and how they operated. They also, went through different pathways and how they landed in IT.

## Careers Expo 2022

*Finally, after COVID halted our plans last year, we held our first Careers Expo in the hall in August.*

**THE EXPO WAS AN ADDITION TO THE OPTIONS** and subject choice evening, so students and their whanāu could gather valuable information and explore some options for life beyond school whether it be to study, or to work when they leave school.

The hall was abuzz with 24 providers keen and willing to share their knowledge and expertise. It was pleasing to see the steady stream of students along with their

whanāu dropping in throughout the evening. Lots of great questions were asked, and checks were done on entry requirements, or the preferred subjects to a range of courses, careers, and jobs.

It was a wet and windy night, and the prefects and student helpers were amazing sorting out parking, assisting with set up and pack up for providers, and arranging hot beverages for our thankful guests.





# Drama

*This year senior Drama worked in collaboration with the Music and Dance Department in our first EVER Performing Arts Showcase.*

**THIS WAS AN INCREDIBLE OPPORTUNITY TO** see all three disciplines intertwining through each other. In the showcase the Year 12 Drama class worked through the play Lindbergh's Flight, focusing on the theatre form Epic theatre. The Year 13s challenged themselves with Absurdist theatre and performed an excerpt from The Anger of Ernest and Ernestine.

After several years of being unable to attend a live performance, it was so exciting to be able to finally sit as an audience member and watch a professional theatre company. All the Senior Drama classes went and watched Massive Company perform "What we are made of". The play dived into the big questions about life in a modern and chaotic world we live in but also the importance of treasured objects. The show created great conversations for the students, making them think critically about what they viewed.

Year 11 Drama investigated the theatre form Commedia dell'arte and devised their own performances from a classic Commedia canovacci. The students bravely performed at Rutherford Primary who were a fantastic audience.

This year Rutherford College Drama students Year 9- 11 had the opportunity to work with several tutors from Red Leap theatre company. The art of storytelling was our major focus this year. Red Leap workshopped the students on several activities that focus on stylisation and how to physicalise ideas to tell a story. The workshops not only helped the students devise ideas for their own performances but continued to build on their collaboration skills.



Year 9 Chair Duets



Year 10 Clay objects



Year 11 Drama- Ensemble Skills



Year 12 Drama - Lindbergh's Flight



Year 13 Drama- The Anger of Ernest and Ernestine





# Visual Art

*Tiare Ngata-Aerengamate  
Marae - Scholarship Design*

## Art Show

**RUTHERFORD COLLEGE HOSTED ITS FIRST ART SHOW** since 2012 this year, and it was a resounding success! The goal was to showcase and celebrate the amazing artistic talent we have at our school. The announcement of an art show created an excited buzz in the school, which was augmented by the further announcement of a 'People's Choice Award' with a prize of \$100 - cash!

Although the Art Show did indeed show off the talent at Rutherford College, there is much more talent at school particularly in painting, as many students (and their parents) did not want to sell their best works or needed them for their portfolios for the external assessments.

Alumni were invited to participate in the exhibition as it was not possible to have the show due to the uncertain times of last year. Notable ex-students were Jared Bartlett (top in Photography 2021), Debby Edwards (top equal in Photography 2021 and the Pat Hanly Creativity Award) and Tiare Ngata-Aeramangamate (Top in Art Design 2021, Scholarship in Art Design and the Pat Hanly Creativity Award).

The art show was a fantastic opportunity for the students – starting their artistic careers by participating in an art show and selling their first works. This is something that can be put on a CV for applying for tertiary schools and jobs. Students had the opportunity to learn about signing and framing artworks, and some also had the joy of learning about hanging not just one artwork but an entire exhibition!

There was a great turn-out with approximately 300 people at the exhibition. The standard of the work

was high and there were many comments that the exhibition looked 'professional' in its presentation and the food was delicious! Only a few artworks were left unsold.

The 'People's Choice Award' was won by Jemima Tichborne (Y12), and as there was only one vote separating first and second place, a second place award was given to Tiare who received \$50.

Because it was such a great night, it has been unanimously decided that this will be a regular annual event. See you all at the exhibition next year!







## VISUAL ART

# Art Students participate in the Trusts 35th Arts Exhibition

**FOR THE FIRST TIME**, art students from Rutherford College participated in the annual Trusts Arts Exhibition, entering in the youth section. The students were Harrison Reeve, Samantha Vye, Ghazal Aghazi, Jemima Tichborne and Tyra Ibbott. This was a real-life opportunity for the students, participating in a public exhibition outside of the school with the opportunity to sell their artworks and prizes to be won.

The students did very well. Harrison sold both his photographs based on 'skyscapes', Samantha sold her photographs of classic cars and Ghazal sold one of her portrait photographs. Tyra Ibbott won second prize in the painting category with her work 'Kindness in the face of Adversity (The Nurse)' and received \$200! The judge commented that her painting was "Beautifully handled paintwork and very relevant subject, tenderly handled. The newspaper text thoughtfully frames the figure and the expression of the medical professional is well captured despite the mask".

We are very proud of our students; we believe "In Art everybody who participates wins" (Robert Genn).



Tyra Ibbott – Kindness in the Face of Adversity (The Nurse)

## Pat Hanly Creativity Awards

**THE PAT HANLY AWARD** for Creativity, presented by Auckland Art Gallery Toi o Tamaki, is for outstanding creativity and commitment to the Visual Arts. Jemima Tichborne and Tyra Ibbott were our two top students to be nominated for this award this year. Both were successful in being selected to receive the award with Tyra receiving a further award of 'Highly Commended'. Only twelve students received this additional award, which speaks loudly of the concept and quality of the painting Tyra submitted for this award. Her work; 'Kindness in the Face of Adversity (The Nurse)' is a homage to her mother.

Professor Mandy Smith from AUT said 'The high calibre of artwork we saw this year was outstanding. The next generation of young artists are pushing the boundaries of creativity by responding to the issues of the modern world and exploring the possibilities of their work.'



Ghazal Aghazi



Y12 Jemima Tichborne



Y11 - Trinity Paki



Y12 - Tyra Ibbott Digital Portrait



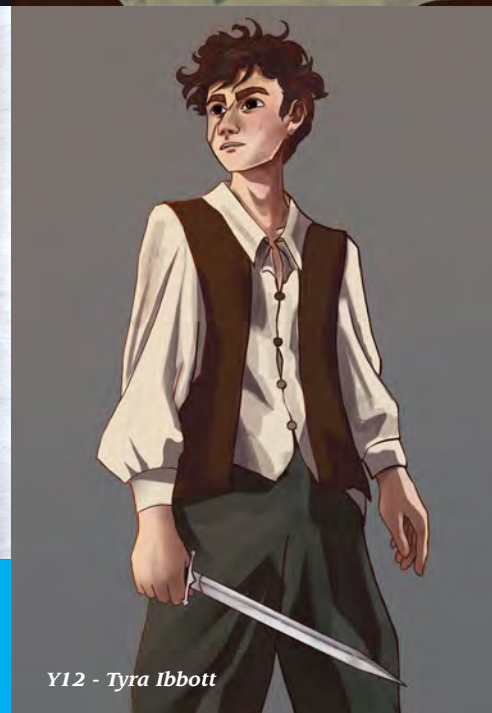
Y13 - Derek Macahilig

Y11 - Abigail Loots



## Senior Design

Y12 - Tyra Ibbott



Y11 - Edie Annan



Y12 - Jemima Tichborne







# Painting & Drawing

Y12 - Lily Carter



Y12 - Tyra Ibbott



Y12 - Amber Wong



Angel



Y12 - Aneka

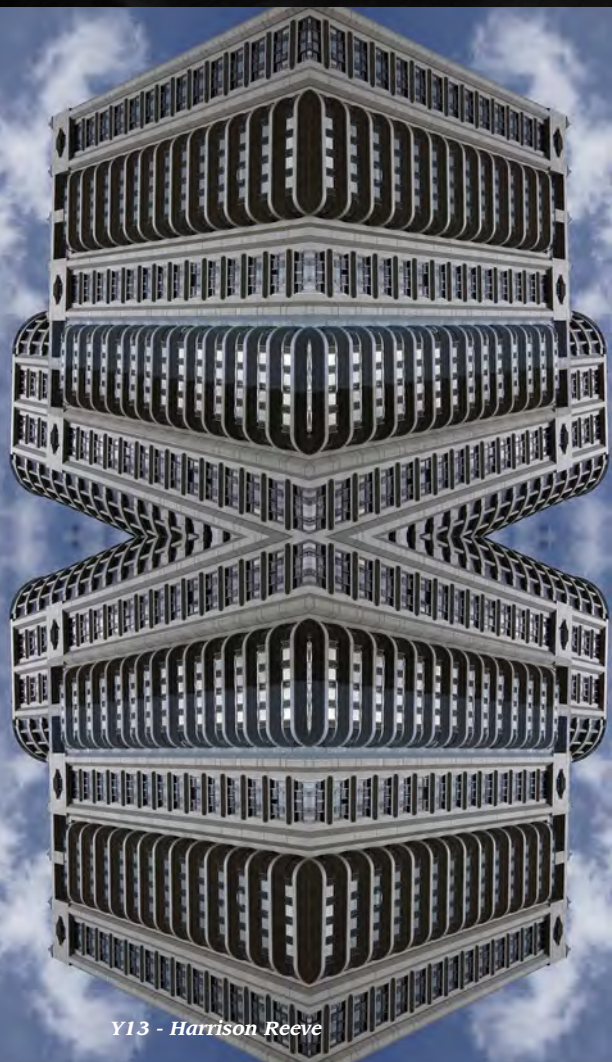






*Alumni - Debby Edwards*

# Photography



*Y13 - Harrison Reeve*



*Y13 - Aarian Nikola-Anthony*



*Y11 - Keenan Aickin*



# Music

MUSIC IS THE GREAT UNITER. AN INCREDIBLE FORCE.  
SOMETHING THAT PEOPLE WHO DIFFER ON EVERYTHING  
AND ANYTHING ELSE CAN HAVE IN COMMON. **SARAH DESSEN**

**THERE HAS ALWAYS BEEN SOMETHING IN THE WATER** here in Te Atatu, year after year our student musicians perform to such a high standard and produce amazing original work. 2022 has been no exception.

Academically the numbers of our music classes continue to grow and our NCEA students have achieved great success overall in all areas of the subject - performance, composition, music theory and musicology. The recording studio is a hub for beat makers, producers and the odd karaoke session. Our department continues to be a home away from home for those who seek refuge in music. It is always safe, diverse, vibrant, busy and very loud!

We have a great team of itinerant teachers guiding our musos and I would like to take this opportunity to thank them for their support, encouragement and passion for music making. Fa'afetai tele to Sang Hyun Kim, Izak Kennedy, Evelyn Boyack, Tim Sutton, Cadzow Cossar, Patrick Tanielu, Kylie Todd, Hanna Wiskari-Griffiths, Antonina Marriott and Do Hee Kim for your time and energy especially with our NCEA musicians.

The incredible YumCha managed to secure themselves a place at the New Found Sound finals and performed superbly as always. Unfortunately they were not able to come away with a win, nonetheless it was a great experience and performance opportunity for them.

The Concert Band came away with a Bronze Award after only having one term to prepare for the festival. A well deserved award after many restrictions stopping any sort of rehearsal in the beginning of the year. Thank you to Hanna Wiskari-Griffiths for leading them again and well done to all

students involved.

Joshua Siaki and Charlotte Marriott were also selected to be part of the KBB Honours Band, an incredible experience for them both.

Many thanks for Gaea Morrison, Katie Felton, Kathryn Jeung-McIntyre and Joshua Siaki for their commitment and service to the Concert Band for the past 5 years.

Rachel Kim also competed at this year's Stand Up Stand Out. She secured places in both the semi finals and finals showcase and walked away the winner of the Solo Vocal category. Her performance was effortless, controlled and absolutely stunning. We are very proud of you Rachel! A well deserved victory for a humble, committed and hard working student. She was also invited to perform alongside Waitakere Voices choir under the direction of Alexander Alford.

Many of our students and ex-students are also members of both the West City Concert Band and

West City Youth Band who competed at the NZCBA Festival this year.

Congratulations on your awards!

The Performing Arts Showcase, Rutherford Day and Luv Music-Peak Performance were also great highlights for our musicians this year. It is encouraging to see our students build on their confidence as performers as well as their musicianship and stagecraft.

Many thanks to Eve Chandra, Sandi Perumal and Semu Filipo for their assistance this year as Arts Coordinators. To our student musicians - well done for an awesome year of laughs, tears and lots of amazing music making! I wish our Year 13 Musos (Prasan, Nayeon, Rachel, Anh, Joshua, Giorgio and Ash) all the best in their future ventures - ua faafetai, ua faafetai, ua malie mata e vaai, ua tasi lava oe i lo'u nei faamoemoe.

Roland RD-300NDX







# Dance

2022 HAS SEEN THE RETURN OF LIVE PERFORMANCES *in the Dance department and what a joy it has been to see dancers on stage again!*

**THE PERFORMING ARTS SHOWCASE AND STUDIO SHOW** brought in sold out audiences every night and the buzz of the live theatre was back at Rutherford. This year also saw the transformation of the hall into an industrial style theatre, almost unrecognisable but incredibly professional and slick.

Senior Dance students were lucky enough to visit Q Theatre to view Atamira Dance Company and an inspiring performance and workshop in our own school by The New Zealand Dance Company.

Highlights this year asides from our shows have been working with Sierra Diprose from The Creative Human Project who ran a dance and photography workshop and seeing the senior students collaborate and showcase their own choreographic work after two years of working alone or at home.

A big thank you to the community and whanāu of our students for supporting the dance students in shows, trips and the constant rehearsals to ensure high quality work.





DANCE







# Tūrangawaewae

Supporting students with additional needs



**2022 HAS BEEN A REALLY GOOD YEAR** for Tūrangawaewae. Despite the interruptions due to Covid that threatened to derail our full-year programme at the beginning of the year, 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 were very pleased to be able to integrate our students in more mainstream classes in 2022 with the support of Teacher Aides and use the time in the Unit to solidify and expand on what had been learnt in the classroom.

Our students particularly enjoyed PE sessions in the gym and on the courts and the fitness levels increased noticeably throughout the year. We look forward to furthering this progression next year.

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, scones, pancakes, pizza, soup and fresh bread.

A number of our students went for weekly work experiences that were organised 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.



*We started the year with masks on wondering when, or if, the pandemic would end. Now, here we are, NCEA exams only just ahead of us and three full terms behind us. What a mammoth year!*

**DESPITE THE CHALLENGES, OUR LEAP ACCELERATE TEAM** has continued to support students throughout all levels of the school. Our logo, two runners side by side, says it all. We hope to walk, run, leap alongside and support students' journeys as they make their way through high school and out into the world.

We have continued to work alongside the Employment Services In Schools pilot where experts from the employment world help our rangatahi prepare for the world of work. This has seen our students set challenging goals and monitor their own progress. Several are already working towards apprenticeships and others have tertiary plans ahead of them.

As a school, we joined the Literacy and Numeracy pilot this year. LEAP has jumped right in to support the students who are sitting these digital assessments. Our Teacher Aide team trained as digital exam supervisors and played a massive role in helping students learn how to log into their NZQA accounts and access their digital exams. Over 300 Year 10 students had the opportunity to sit the Literacy Reading and Writing and Numeracy assessments. Our Teacher

Aides stood by them as supervisors and as support with Special Assessment Conditions.

Year on year we see our LEAP students shine. LEAP students have continued their successes in all areas of school; in the arts, in sport, in cultural and academic pursuits. This year, we have more students than ever taking on the challenge of Level Three and Scholarship exams. Much of this is made possible by our Teacher Aides. The role they play in our students' education is massive. They are there in class, giving assistance with exams, managing teams, providing one on one support and being that friendly smile that says it's totally okay to be who you are, we're here to help.

When you're part of LEAP, you know that everyone is a little bit different and those differences are so important. Not everyone sees things the same way, not everyone does things the same way and some of us need some extra pointers along the way. It is diversity that makes us strong as a school and as people in general. Our passion for diversity is shown through our desire to understand, support and create space for the gifts we all bring with us.

This year, more than any other, has reminded us that the little things really matter - being able to be together, laugh together and plan great things. We have loved seeing students return for visits and tell us their Uni stories, or how work is going. More than ever, in these challenging times, LEAP is about people, about collaboration and about journey. It is our pleasure to be part of the story you'll tell.





# ESL

ENGLISH FOR SPEAKERS  
OF OTHER LANGUAGES  
AND INTERNATIONAL  
STUDENTS

*The year 2022 started off quietly, without the usual buzz of new students arriving, settling in and beginning to enjoy school life at Rutherford.*

**AS THE YEAR PROGRESSED, OUR CLASSES STARTED TO GROW** again with the borders opening and arrival of several refugee families from Afghanistan and the international students from Japan and France. The number of ESL classes at Rutherford allows considerable flexibility of movement between levels and plenty of opportunities for differentiation.

Students who arrive with little or no English first need to master the language of survival at school, in the community and among their peers. They learn these skills through a series of practical reading, writing and speaking tasks such as completing forms, interpreting posters and brochures, describing events and

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

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

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 who had to isolate at home due to Covid. 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 despite this, the positivity and laughter in our classrooms never failed to increase the growth mind set and perseverance.

## International Languages Department Report

**AFTER TWO YEARS OF INTERRUPTION FROM COVID,** Year 2022 has been the year where we tried to find some normality back into our lives. While the students and the teachers continued to face many academic challenges brought on by the pandemic, we did our best to enjoy and organise many activities in the Languages Department.

Although the border is still closed and we are unable to visit other countries safely yet, the teachers in the Languages Department have tried to bring the language and cultural experiences to the students at Rutherford College.





## International Languages Week

**AT THE END OF JUNE RUTHERFORD COLLEGE** held its annual international languages week.

This year, the international languages committee led by Ms Hsiao, Ms Chiba, Miss Kim and Mrs Scheffer-Cosslett, arranged *The Around the World Challenge*". From Monday to Wednesday, the committee ran two activities per day through interval and lunchtime. These activities were all related to cultures of the international languages (Chinese, German and Japanese) we learn at our school. The activities included: Chinese ink-blowing, Japanese origami, chopstick relay race, German beermug racing and Japanese badminton called 'Hanetsuki'.

On Thursday, we held the food fear factor, as per tradition. A large crowd gathered in front of the info commons on the C block side as well as all along the C block stairs and the upper levels to look on as the ten students brave enough to try the strange international

foods (that people tend to have an either love or hate relationship with) selected this year. Among the three courses of the foods were wasabi guacamole, fermented tofu, super spicy Korean noodles...etc, and that isn't even half of what our contestants ate. The winner of 2022 Food Fear Factor champion went to Ahn Nguyen from 13SC who bravely survived the challenge. The party did not end there. The entire prefect team dressed up in various ethnic or national costumes gave us a wonderful performance at the end of the lunchtime with dances and the school Haka.

And how can you have an International Languages Week without the yummy food? On Friday lunchtime, after two years of cancellation due to the Covid pandemic, we brought back the tradition of selling cultural food at lunchtime. All food was gone within 30 minutes. It was another success mark to the end of this year's International Languages Week.

## Y12 Chinese Restaurant Visit

**AFTER TWO YEARS OF CANCELLATION** the Chinese Department was finally able to take the Year 12 Chinese NCEA students, to *The Yacht Chinese Restaurant*, as part of the Internal Assessment which required the students to write a review on a restaurant they have visited.

The atmosphere was very relaxed yet lively, with the chitter chatter of other customers in the background and the smell of food floating around the room. The decor was such that you felt like you were at home with your family around the dinner table laughing and having a good time.

For many of us, it was our first time eating at a restaurant and trying a new unfamiliar cuisine that was unique and delicious. Some of our favourites included Chinese Deep Fried Bread, Prawn Dumplings, Pork Siew Mai, Deep Fried Squid, Steamed BBQ Pork Buns, Pork Spareribs, Steamed Sweet Egg Yolk Buns and much more.

However this experience provided

us with a cultural experience, allowing us to apply our language skills and cultural knowledge in an authentic situation, while also enjoying the Chinese Cuisine. This opportunity also allowed the students to further enhance their speaking skills and improve their review writing piece, by being in a real life situation.

Alongside gathering facts for the assessment, there were many different aspects of Chinese eating etiquette and traditions that the Year 12s were introduced to. Like the common use of round tables to increase interaction with others at the table. Or that it is important the youngest person of the group is to serve the rest of the people and to serve tea to others before yourself out of respect.

We would like to thank Ms Adeline Hsiao for providing us with an opportunity that will teach us to accept and embrace the diverse culture of the city we live in and allow our curiosity about other cultures to grow.

## German

**IT WAS EXCITING** to see that after two years of disruptions due to Covid, German language events started happening again in 2022.

In Term Two our German teaching group over at Rutherford Primary School got into swing again. Every Wednesday after school a few students from a variety of year levels went over to Rutherford Primary to teach a group of primary kids some German. This was a fun experience for college and primary students alike.

In June, German Language classes and a Year 12 PE class were given the opportunity to participate in the 'Kiwi Handball project' offered by the National German Language advisor Alexandra Toenings and handball coach Frank Stoltenberg.

Eighteen students from all year levels and three students from our German group at Rutherford Primary School impressed at the Auckland Goethe Society German language competition in August. In this well-known annual competition, selected German students from all over Auckland were tested in their German speaking skills. Students were competing in year level groups and our five heritage speakers/native speakers were tested in the Advantaged Speaker category.

The results were impressive with four students receiving a gold award and two students receiving distinction.

Other highlights in the German Language department this year were the German Drama trip for the senior students to watch the German Drama production "Die fragliche Insel" and our German restaurant trip to the local German restaurant "Mittendrin".

For the first time in three years we will have one of our students participating in an exchange to Germany in December and we are looking forward to hearing about his experiences and welcoming his German exchange partner here at Rutherford in 2023.



Young Free & Pacific: June 2022

# Pacifika



Inaugural Saili Malo Pacific Leaders Summit.  
With Boxing Hall of Fame David Tua ONZM



Dawn Raids play written by Oscar Kightley (Ex Rutherford Student)  
August 2022



Tula'i Leadership  
12 Week Programme  
Term 2 and 3 2022



MC4 2022 Pasifika Youth Leadership  
Programme for Year 10's



Year 13 Pacific Island Leaders of Tomorrow  
(PILOT) July 2022



Click Studio X Media Design School  
Open Day and Information Panel,  
September 2022



TMAP: Tika Maori and Pasifika. Yr 13's looking  
at Engineering with the University of Auckland  
Internship 2022.





# Cultural Committee

*The Cultural Committee, alongside Junior Cultural Committee, has been working hard to ensure a great year of celebrations and events, for Music, Dance, Drama, and Cultural groups.*

The Committee, led by Semu Filipo and Sandi Perumal, with cultural captains Prasan Guranathan and Maria Koosache, has been back at planning and organising cultural and performing art events, following limitations in previous years due to Covid-19.

The team works hard behind the scenes, thinking of event ideas, creating advertisements, and promotions, and organising various events held in and outside of school. Cultural Committee also puts in their time and effort supporting and running these events in person. This year, we started off simple; Organising and coordinating cultural and class photos, so everyone can cherish the groups they work with, allowing Rutherfordians to show off the group they take pride in representing.

This year Rutherford had its very first Art Showcase, displaying and selling student artwork and photography, followed by our first Performing Arts Showcase, where senior Dance, Drama, and Music students were able to express their talents in acting, dancing, and performing their chosen instruments as a cohort.

Specifically for dance students, Studio Show occurred for the first time in two years. Year 9-13 dancers performed, including choreography made by Year 13 dance students, as

well as external choreographers. Music has had a fantastic year; the music department had its own showing of student musicians, as well as some staff and teachers performing alongside them.

To finish off the year, the cultural committee is in charge of running the annual cultural dinner; an awards ceremony to congratulate and celebrate cultural and performing

arts achievers in Rutherford College. The Committee helps design, create, and run the event, making sure to celebrate Rutherford's diverse variety of talents, as long as encouraging future generations of cultural and performing arts achievers.

The Cultural Committee can be extremely proud of their efforts through 2022, and we can't wait to see what's held in store next year.

## Animal Rights Group

BY ANNETTE GOULDING

It was a slow start for the Animal Rights Group this year with the restrictions in Term One and Two limiting what we could achieve to promote the safety and wellbeing of the animals we share the planet with. Term Three became a flurry of activity though, with three outstanding Year 9s, Myra Tan, Bindi Bhonsle and Haasini Mandava taking up the cudgel by organizing, promoting, and collecting old blanket and towels for us to distribute to animal rescue organizations and the SPCA. The blankets and towels were well received.





# Polyfest 2022

E TAMA E TAKAHI ANA I TŌ WHARE PUAPUA, KA EA TE MATE O POROUMATA.

## THE KAUPAPA OF OUR STAND THIS YEAR

was to honour our whānau. The waiata tira was a tribute to the people who have passed away over the years. The whakaekē paid tribute to the whakapapa to Tūwhakairiora by honouring his mother Te Ataakura and his sister Te Aomihia. Our Mōteatea was to honour the story of Tūwhakairiora from start to finish. Our poi paid tribute to our whaea Dame June Māriu as this year marks her 90th year here on this earth. The wahine also placed 4th overall with the poi as the highest place we have received in the last decade. Our Waiata-ā-ringā paid tribute to Whaea Liz Ngata for her continuous support to the roopu for so long. Our Haka was to pay tribute to a haka exponent that had passed away, Muriwai Ihakara. Our whakawatea was our last goodbye for our Papa Horomona Hemi Takirau (Uncle Sol)

as we let him rest in peace. This was our kawemate for our Papa to honour him as an ex Kaitātaki tāne in 1979 and 1980 and a supportive ex-pupil of our kapa. E te Matua, haere, haere, whakangaro atu rā.

Te Roopu Kapa Haka o Te Kotuku did Rutherford College proud, placing 7th overall, two places higher than 2021, and still maintaining the top mainstream school in Tāmaki Mākau: a showcase of Manaakitanga, Pono, Whakaute and Kairangi at its best. A big mihi to all our kapa, tutors, whānau and kaiako for their amazing mahi. To our tuakana Shannon and Malania. Our Kaitātaki Cherish, Manawa and Solomon e kore e mutu ngā mihi.

*Kotuku Ka Tohea  
Kotuku Rerengatahi  
Kotuku Ho!*







# African Group

*Usually Polyfest is a time where all secondary schools come together sharing the stages at the Manukau Sports Bowl, sharing food and building new friendships.*

Unfortunately, Polyfest 2022 looked a bit different due to Covid restrictions. Crowds and food stalls were unable to go ahead, groups were only allowed on the grounds when performing and supporters were only allowed to watch via livestream.

With only a couple months to go for the annual Polyfest our African group was formed and created. It was a very challenging time to gather together and practise with so many restrictions at school. Despite this, we all gave our best and work together as a team to make this performance one of our best so far.

Our African group performed an energetic set based on the Diversity

Stage theme of 'Whanau'. The judges were very impressed by all the dedication and hardwork which shined through on the stage. The group got 1st place in the following awards: The Africa Continent Award, Interpretation of Theme Award, Choreography Award and the Diversity Stage Champions. This was the second consecutive year where they won these awards. Here is the purpose behind their performance:

This piece is called 'Ubuntu', which is an African concept meaning "I am because you are." It embraces the idea that humans cannot exist in isolation. We depend on connection, community, and caring - simply, we cannot be without each other. We wanted to acknowledge that we the children of Africa do not exist without those that came before us. We wanted to celebrate the female shoulders we stand on, our grandmothers, mothers, aunts and sisters.

African women are multi-dimensional so in this short piece, we wanted to highlight their strength and grace. We have incorporated a step-war dance to celebrate our female

warriors that have led kingdoms for centuries while remaining graceful and full of love that keeps families together. No community can thrive without its matriarch.

Lastly, we used two African proverbs as a guide and inspiration for creative choices in this piece. 'A woman is never old when it comes to the dance she knows' and "A home without a woman is like a barn without a yam."

The group would not have been able to achieve these amazing results without the hardwork and dedication from our dance tutors Favour Ukah and Liana. These young women spent an enormous amount of time polishing and encouraging the group to be able to perform to such a high standard. A special shoutout to Ms Hayes who was the groups supervisor.

A huge congratulations to the groups and their tutors for their commitment and efforts that have gone towards their performances, this was shown beautifully on the PolyFest stage!





# Mindfulness

## Cultural Sharing

*In May, the Rutherford College Year 9 students were invited by Fo Guang Shang Buddhist Temple to participate in 3G4G cultural sharing and mindfulness event: 3Gs mean “do good deeds, say good words, and think good thoughts”. 4Gs mean “give other joy, give other confidence, give other convenience, and give other hope.”*

### IT WAS A TRIP I WILL NEVER FORGET.

On this trip, we learnt a little about Buddhism, how to apply 3G4G in our lives, Chinese calligraphy, and various etiquettes when visiting a temple. We also got to make wishes using a bell, and we even got free food “Laba

fried rice”! For me, a highlight of the trip would definitely have to be the delicious fried rice made by the wonderful volunteers.

To begin with, we were greeted by volunteers, and then entered the temple. An exquisite smell filled my

nostrils, and the inside of the temple was even more beautiful than the outside. We walked outside to the gorgeous garden and went to our first activities. We got to write wishes on paper and pin them on walls, surrounded by five trees all glistening with fairy lights. We learnt about the garden, and made another wish using a bell. Once we finished our delicious lunch, we watched a movie about Buddha, and practiced mindfulness. It was all very calming, and a wonderful day.

I learnt so much during this trip, and I would like to go back someday and learn more.

**Ashley Smart 9GL**





## BELLS AND DINKLES

### THE YEAR 9 TEMPLE TRIP

Gi Shau! I'm often referred to as Jimmy, mostly because that is my name. And on the 3rd and 4th of March, the Year 9's were lucky enough to visit a genuine Buddhist temple. One with real monks. They are real, I poked one, it was very solid. You're Welcome.

We were shipped to the temple by bus, nobody said anything, and 'the wheels on the bus' was not sung. Which was a real shame, because I always liked the game 'How long can the bus driver sustain our vocal abuse?'

After we arrived, the driver thought, 'Hey, minimum wage doesn't sound that bad anymore! Who have I got next? Oh, Rangeview'. We are greeted by a man, with a camera, in a bush. Most likely getting great wildlife photography of the car park, and its wild inhabitants.

Inside the temple, was a humongous, golden statue of Buddha, along with many other statues of Buddha, but none as big, or as gold.

The room smelt strongly of smoke, during the two minutes I spent in that room, I inhaled the equivalent of 16 cigarettes. I never pictured Buddha as much of a smoker, but you would get quite desperate, being a statue.

The massive courtyard inside the temple was breathtaking. It was so calm and serene. It was like sitting atop the Sky Tower. Minus the excruciating pain of having a 20 metre long steel antenna impaling you through the buttocks.

Then a volunteer showed us her grass.

'Touch it' She told us. 'Isn't it great?'

It was great, the best grass I've ever touched, but when you're caring for a patch of grass 24/7, it better be the best grass you've ever touched.

Next, a man showed us how to scribe, I took my time. When he called 'times up' I had only finished five characters - While some of the others had finished all thirty. "Did anybody finish?" He asked us. A few people raised their hands, glowing with pride. "Well in my class, I like people who take their time." It was everyone else's turn to look chuffed.

Around the temple were scattered a lot of bells. Which were insanely exhilarating. Really got your blood pumping, and personally, I like hitting things, especially things that make loud noises, that's why I became a drummer. At least when I hit a drum, I don't get a hospital fee and three months of prison time. This is something I think me, and the monks have in common. Every morning - I was told - at 6:30am, all of Manakau is awoken by a three tonne brass bell. In the afternoon, the old folk are given the daily heart attack by the even louder 300 kg drums. Oh how I feel for the people of Manukau.

I instantly fell in love with this enormous bell so much, that I tried to bargain with the head monk. I didn't care that it weighed more than the double decker bus we arrived on, I was going to get it home.

I offered every priceless piece of Buddhist architecture I had stolen on my journey, but it turns out, Buddhist architecture was not very rare in a temple full of Buddhists. They still wanted their golden statue of Buddha back though. Have you ever heard the phrase 'an arm and a leg'? Yeah well, they didn't want that either. "Too messy" Apparently.

Next thing you know, the cops arrive.

"I haven't said anything culturally inappropriate, have I? You can keep the bell, honestly!" But luckily, it wasn't my offer of ligaments that sparked the arrival of the police. They were just here for a speech. We got to ask them a few questions, and thankfully, they didn't question me. And the questions the public were dying to know the answer to, weren't concerning at all! Questions like "What's the most horrific thing you've ever seen?"

"Have you ever pointed a gun at someone?" and "Have you ever been in a situation where somebody has been held hostage?". But I had my own desperate question, that I just needed to know the answer to. One of the police officers came up to me with his microphone. "I noticed you have a lot of pockets, is one of them for sandwiches, and does that pocket get soggy?" Everybody was very lucky I was there to ask the important questions.

We watched a short movie about how Buddha washed people's feet and had a go at them for all their sins. One of the monks told us it was her 'favourite movie'. Just wait 'til she sees Star Wars.

My time at the temple was almost as inspiring as the time I fought off seventeen and a half wild bulls in Pakistan. Do they have bulls in Pakistan? Not any more, but that's not the point. If you get the chance to go, my advice is do! But don't steal priceless artefact's, or bargain with ligaments, it doesn't go down well.

*Jimmy*





# Night Classes

Nearly 50 Years of  
Community Education



*Historically the purpose of community education has been to not only provide adult students with the opportunity for on-going learning, but to also open up the school to the community.*

**GREATER INVOLVEMENT BY THE COMMUNITY** in the school and in the use of school facilities is thought to lead to greater acceptance of the school as part of the community and a reduction in such things as property damage and mischievous behaviour.

"A School is much more effective if it establishes partnerships or networks with parents, with community groups, with other learning agencies rather than operating like an "island apart" (Charlie Herbert 1988)





## WHERE IT ALL BEGAN

In 1974, in West Auckland, Rutherford High School (as it was known then) was one of four pilot schools that was selected by Education Minister Phil Amos to share resources with their communities.

In 1978, under Education Minister Les Gandar, Rutherford College, along with seven other schools nationwide, were re-designated as Community Learning Centres.

The next big step, historically, was the enrolment of adult students in ordinary school classes - at both Rutherford and Aorere College. This was achieved through an amendment to the Education Act in 1975 and it was the first time in the Western world that adults and adolescents were taught together. Despite the sceptics this was a success, and by 1979 there were over 2300 adult enrolments at 190 schools. (The success at both schools was enhanced by on-site early childhood centres.)

In the same year there were a further 10,300 adults enrolled for secondary school subjects with the Correspondence School. Most were

women enrolled in forms five, six and seven – although some came in at form four or spent time in pre-entry or catch up groups in English or mathematics.

By 1987 most secondary schools in NZ were provided with funding to run adult learning classes to meet community need and to administer a percentage of funding to support community organisations providing adult learning opportunities.

## WHERE WE ARE AT NOW?

Much of what Rutherford Community Learning Centre was originally set up to achieve still carries on. Rutherford provides adults who have missed out at school with access to gain

qualifications in a safe and friendly learning environment, with support from qualified tutors who understand the needs and aspirations of adult learners. The classes have all the support needed to be successful: trained teachers, well equipped, resourced classrooms, and clean, safe, public buildings available in the evening.

We currently offer over 200 courses a year, so if you are looking for a bit of 'me' time away from the responsibilities of work and family this could be the chance to express yourselves creatively or artistically, or if you need to up-skill for work or a new career there are plenty of business and computer courses available.



**WE CURRENTLY OFFER OVER 200 COURSES A YEAR, SO IF YOU ARE LOOKING FOR A BIT OF 'ME' TIME...**







# Te Poho o Hinekahukura



Manawa mai te mauri nuku  
 Manawa mai te mauri rangi  
 Ko te mauri kai au  
 He mauri tipua  
 Ka pakaru mai te pō  
 Tēnā te pō ka runuku  
 Tēnā te rangi ka heue  
 Te heuenga tipua  
 Te heuenga tawhito  
 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 e  
 Hui e  
 Taiki e

Gathering life essence from Mother Earth  
 Gathering life essence from Sky Father  
 The life essence to help me  
 The life essence of the people before me  
 The life essence that will break darkness  
 The darkness will fall  
 The light will rise  
 With the cleansing from the people before me  
 With the cleansing from the people gone afar  
 With the cleansing from Mother Earth  
 With the cleansing from Sky Father  
 The sacred being  
 The sacred pride  
 I share it far  
 I share it wide  
 So that a new beginning rises  
 Hold fast  
 As the life force settles  
 As I bind  
 As I greet  
 As I stand strong

## Tīhei mauri ora

Ko te mihi tuatahi, me mihi rā ki ngā Atua Māori  
 Ko te mihi tuarua, me mihi ā ki tēnei whare e whakamāhana nei i a tātou i tēnei rā  
 E ngā mate, haere, haere, haere atu rā.  
 Ki te hunga ora, tēnā koutou, tēnā koutou, tēnā tātou katoa.

## Āpiti hono, tātai hono

Rātou te hunga mate ki a rātou  
 Āpiti hono, tātai hono  
 Tātou te hunga ora ki a tātou  
 Tēnā koutou, tēnā koutou, tēnā rā tātou katoa.





## Mahi-ā-Toi Rotorua Trip

In the Term One school holidays Year 12 Mahi-ā-Toi students travelled to Rotorua for five days. The purpose of the trip was to give students real world experience of the life of a commercial and iwi-based whakairo artist, exploring the conception of ideas and production process through to the resolved product.

Students stayed at Tikitapu (the Blue Lake) where they got out and enjoyed the natural environment. They visited Whakarewarewa, the geothermal Māori village, along with the Buried Village, and New Zealand Māori Arts and Crafts Institute at Puia.

Here they heard first-hand from some current students and tutors, and got up close and personal with some geysers. Renowned tā moko artist Te Wehi Preston generously gave up his time on more than one occasion during our stay in Rotorua to share his knowledge and experience of being a working artist. Students were also given the opportunity to see him in action as he worked on Matua Jeff Ruha, who completed his pūhoro while we were there.

Kai shopping, cooking and cleaning for the group gave the students valuable life skills, while they learned about the blending of traditional art with the modern world, and the different pathways available to them as aspiring artists. A big mihi to all involved in supporting this valuable trip, it was an unforgettable experience!

## Te Reo Māori Taranaki Trip

### IN MAY, SENIOR TE REO MĀORI CLASSES SET OFF FOR TARANAKI.

The purpose of the five-day trip was for students to experience te reo Māori (the Māori language) and te ao Māori (the Māori world) in an iwi-based context, and to learn more about the bicultural history of Aotearoa, specifically what happened in the Taranaki area.

We stayed in Konini Lodge, which is run by the Department of Conservation, and is located in the ngahere (forest) at the base of the maunga (mountain). It was a beautiful place to base ourselves, and we were very grateful for the heat-pumps keeping us toasty!

During the trip we were very lucky to meet and hear from Dr. Ruakere Hond about the bicultural history of Taranaki. We visited Puke Ariki, the museum and research centre, and also took a tour of significant historical sites in the area including Te Kōhia Pā in Waitara, with our guide Hoani Eriwata.

NCEA Te Reo Māori Whakarongo assessments were also completed, and everyone took part in skits which

incorporated the Taranaki dialect and happenings we had learned about and experienced.

The highlight for some of us was a visit to the māra (garden) at Parihaka Pā, where kaitiaki (guardians) of the māra, Urs and Tuhiao, welcomed us warmly, shared their knowledge of Parihaka, and allowed us to help plant some nitrogen-fixing winter crops. We shared waiata (songs) and karakia (prayers), before heading back to the lodge for our final evening together.

A morning hīkoi (walk) to Te Rere o Noke (Dawson Falls) was our final act before our departure on Sunday morning, and it was spectacular. A big thank you to all who supported this memorable trip - ngā mi'i nui!





# Autaia

Te Ao Haka students had the privilege of participating in Autaia and performed outstandingly at Kiri Te Kanawa Theatre in front of their friends and whānau. This was a collaborative effort between the departments including Te Ao Māori, Music, Dance and Drama. The preparation of this kaupapa took eight weeks and involved intense training and commitment from the students. Te Atatā and Rangeview

Intermediate school were also involved and it was an experience for them. Acknowledgements to Perri Fahitua, Kerry Taula, Semu Filipino and Do Hee Kim for their collective efforts which enhanced the students performance. The students who had main roles played a big part in the success of the production. Prasan Gurunathan who played the role of Tane Whakapiripiri captured his audience with his words. Georgia Williams and Jaymi Palensky played the roles of the twins Hinerangi a Mahu and Mahurangi a Hine with passion and

aroha. Shannon Wharton-Wichmen and her staunch character Haitama was a crowd favourite. The chiefs of Ngāti Tane Kaha and Ngāti Rongo te Ua were played by Kapa Moeke and Viliami Waetford-Louis. Finally to the Te Ao Haka and Dance students who made it all happen. Producer of Autaia, Kura Te Ua shared with the audience, "Rutherford did not need our help with preparing their performance piece." This was an acknowledgement to Matua Jeff Ruha and his hard work for driving this kaupapa and with the support team at his back, pulling off an amazing performance.



# Te Poho o Hinekahukura

**TE POHO O HINEKAHUKURA IS A NEW NAME** for the Māori kaupapa here at Rutherford College. The name acknowledges Dame June Hinekahukura Māriu and the many people that helped her in creating and founding what the Māori kaupapa now is at Rutherford College. Te Poho o Hinekahukura is now and forever the name that we will uphold in honour of all the people gone before us and the next generation to join us in championing the whakatauaiki of Tā Hemi Henare (Sir James Henare), Ngāti Hine elder and leader. "Kua tawhiti kē to haerenga mai, kia kore e haere tonu. He nui rawa o mahi, kia kore e mahi tonu." *"You have come too far not to go further, you have done too much not to do more"*

E mihi ana ki ā kōtou katoa e manaaki, e tiaki i te kaupapa o Te Poho o Hinekahukura i tānei tau. Me kore ko kōtou, me kore ko tātau e tū whakahīhīnei. E kore tātau e warewaretia. Mō wai? Mō te kaupapa, mō ngā rangatahi. Nō reira tēnā kōtou, tēnā kōtou, tēnā kōtou katoa.

Heue, heue, heue  
Heue te papa i raro nei  
Heue te rangi i runga nei  
Heue te pou e tu nei  
Ka mā te ariki  
Ka mā te tauira  
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  
To mana kotou ki tua  
To mana kotou ki waho  
Ka puta ki te whai ao ki te ao marama  
Whano, whano  
Tau ake te mauri  
Haumi e  
Hui e  
Taiki e

Clear the air  
Cleanse the ground below  
Cleanse the sky above  
Cleanse the people around  
With the clean leader  
With the clean student  
You are Ruatau  
The seeker of Tāne-te-Waiora  
I cleanse far  
I cleanse wide  
I cleanse the inside  
I cleanse the mind  
I cleanse myself  
With the cleansing from Mother Earth  
With the cleansing from Sky Father  
The sacred being  
The sacred pride  
I share it far  
I share it wide  
So that a new beginning rises  
Hold fast  
As the life force settles  
As I bind  
As I greet  
As I stand strong





# Te Ao Māori Awards Night

THIS YEAR MARKED THE FIRST YEAR HOSTING OUR VERY OWN TE AO MĀORI AWARDS where we named our department, had a hākari, acknowledged the founders of Te Ao Māori in Rutherford and much more. The set and kai were created by the Te Ao Māori teachers, some students and whānau to decorate the school hall into a beautiful layout for the afternoon. There were lots of acknowledgements throughout the afternoon including to whānau who have lost loved ones throughout the year. The kaupapa itself is not to acknowledge people and students on how far they need to go but on how far they have come. These were the awards of the evening.

## YEAR 11 TOHU KAIKA

- Te Reo Māori **Maia Bundred**
- Te Ao Haka **Kisharn Haupapa-Dunn**
- Mahi-ā-Toi **Anahita Madon**

## YEAR 11 TOHU KAIRANGI

- Te Reo Māori **Troy Kuka**
- Te Ao Haka **Troy Kuka**
- Mahi-ā-Toi **Troy Kuka**

## YEAR 12 TOHU KAIKA

- Te Reo Māori **Marcus Whitinui**
- Te Ao Haka **Kapa Moeke**
- Mahi-ā-Toi **Georgia Williams**

## YEAR 12 TOHU KAIRANGI

- Te Reo Māori **Breeze James**
- Te Ao Haka **Georgia Williams**
- Mahi-ā-Toi **Breeze James**

## YEAR 13 TOHU KAIKA

- Te Reo Māori **Georgia Williams**
- Te Ao Haka **Solomon Wineti**
- Mahi-ā-Toi **Rhys Sefo**

## YEAR 13 TOHU KAIRANGI

- Te Reo Māori **Shannon Wharton-Wichman**
- Te Ao Haka **Shannon Wharton-Wichman**
- Mahi-ā-Toi **Shannon Wharton-Wichman**

## TOHU WHAKAMANA KUA TAE KOE KI TE TAU TEKAU MA TORU

- **Malania Aumata**
- **Missy Aramoana**
- **Loreal Day**
- **Q Rowan Fox**
- **Skye Hohaia**
- **Shaniah Murphy**
- **Manawa Ngata-Atkins**
- **Paris Pickering**
- **Rhys Sefo**
- **Trent Taare**
- **Cherish Te Whata**
- **Viliami Waetford-Lousi**
- **Shannon Wharton-Wichman**
- **Lucas Wilcox**
- **Solomon Wineti**
- **Hinerangi Troy Kuka**
- **Horomona Ngata memorial Jaymi Palensky**
- **Rahitutakahina Solomon Wineti**
- **Hinetuahoanga Shannon Wharton-Wichman**
- **Te Whatukura ā Tangaroa Rhys Sefo**

- Te Taonga a Tangaroa **Shannon Wharton-Wichman**
- Hine-raukatauri **Maia Hilliard**
- Tutunui **Kauri Tairi**
- Te haka a Tanerore **Solomon Wineti**
- Hine te Rēhia **Cherish Te Whata**
- **Manawa Ngata-Atkins**

## LIFE MEMBERS OF TE ROOPU KAPA HAKA O TE KŌTUKU

These members have dedicated blood, sweat and tears for Te roopu kapa haka o Te Kōtuku for a period of five years. Life members will receive a Rutherford College Kōtuku Tipare.

- **Malania Aumata**
- **Cherish Te Whata**
- **Manawa Ngata-Atkins**
- **Tiritiri o Mātangi Manawa Ngata-Atkins**
- **Tahu Williams Memorial Malania Aumata**
- **Kaitātaki Tāne Solomon Wineti (2022) to Trae McGregor (2023)**
- **Kaitātaki Wahine Manawa Ngata-Atkins and Cherish Te Whata (2022) to Georgia Williams (2023)**
- **"Te Toi o ngā rangi Shannon Wharton-Wichman"**







# Art & Cultural Awards

With a changing of the guard, we would like to thank Eve Chandra for her time, effort and perseverance over the past three years as we welcomed new Arts and Cultural coordinators, Sandi Perumal and Semu Filipo. Your work, Eve, was indeed a tough act to follow. As the year rolled in the Arts and Cultural Awards event was held in Term Three this year and with communication and hard work the event was a huge success, highlighting and celebrating Art and Cultural excellence at Rutherford College. Led by team captains Maria Koosache and Prasan Gurunathan the Cultural Committee's 'The Enchanted Forest' theme event was a huge success with performances from staff and students.



**SHANNON WHARTON-WICHMAN**  
The "Te Taonga a Tangaroa" Award  
for Supreme Mahi-a-Toi Student



**MALANIA AUMATA**  
The "Tahu Williams Memorial" for  
Top Kapa Haka Student



**SHANNON WHARTON-WICHMAN**  
The "Te Toi o Ngā Rangi" Principal's  
Award for Excellence to Te Ao Māori



**JERRY ZHOU**  
Junior Male Performer



**CHARLOTTE MARRIOTT**  
Junior Female Performer



**PETRONILLA SU'A**  
Senior Female Performer



**PRASAN GURUNATHAN**  
Senior Male Performer



**JOSHUA SIAKI**  
Outstanding Contribution



**JEMIMA TICHBORNE**  
Dux Artium

The Cultural Committee would like to thank the amazing Art and Performing Arts team for their unwavering support, leading by example in their chosen fields. This celebration is recognising your amazing skills and talents in Art, Dance, Drama and Music. We salute you!





# Sports Report

GILL BLOXHAM - DIRECTOR OF SPORT

**AS THE ENVIRONMENT AROUND US CONTINUES TO CHANGE**, we have remained focused on our purpose of ensuring we are offering our students a variety of sports and recreational activities.

The winter season was well named this year with the students braving some of the best winter weather ever thrown at them. No matter the conditions the students were never deterred from representing our school through all the sporting opportunities that were presented to them. We are very proud of all of them.

There has been varied levels of success throughout these sports with specific teams performing creditably. The main success however, and

unfortunately, has been actually retaining the majority of the teams' right throughout the season. Teams have been affected by illness, Covid isolation and general malaise. The majority of the students adapted excellently to these challenging circumstances and applied themselves commendably. Unfortunately not all teams survived, but it was not through lack of effort (from the sports department) trying to sustain numbers to ensure teams were able to compete right throughout.

This winter season Rutherford College has fielded teams and participants in regular season play for:

**Rugby** – three teams – 2C Boys, Under 15 Boys and a 10-a-side Girls team.

- **Badminton** – 12 teams in various configurations of boys only, girls only and mixed grade teams.

- **Netball** – nine teams – three senior teams, five junior teams and one mixed team this year for the first time.

- **Football** – nine teams – six boys and three girls teams.

- **Basketball** – eight teams – three Senior Boys, two Under 17 Boys, two Junior Boys and one Junior Girls team.

- **Hockey** – two Senior Girls teams.

- **Table Tennis** – seven teams that have competed in Term Two and Term Three competitions.

- **Squash** – one team.

We had some outstanding team and individual results across a range of codes, with some of the headlines in the following articles.





# Premier Netball

**COACH:** PAXTON MALIGI/ SONYA NGAU  
**MANAGER:** DEBBIE REYLAND  
**CAPTAIN:** MARISSA OGILVIE /  
 REECE WILSON-TE MIHA

**AN OUTSTANDING SEASON FROM THIS YOUNG BUNCH OF GIRLS.** Our netball players have been putting in some big performances each week resulting in being placed 1st in Premier Division 2.

With this result the students will be heading to the Upper North Island Secondary School Netball Championships with a confident attitude. A huge credit to these girls. Thank you to Paxton Maligi (Coach) and Debbie Reyland (Manager) who gave up their time to help.

Other outstanding Netball results

- Senior A – 1ST Senior D
- Year 10A- 3RD Year 10 A Grade
- Year 9A- 4th Year 9A Grade
- Year 9B- 1st Grade C







## Junior Girls Football

**THE JUNIOR GIRLS TEAM UNFORTUNATELY GOT OFF TO A BAD START** losing their coach at the beginning of the season to the 1st XI Girls team after a medical event but this did not deter the girls' attitude and commitment. The quality and talent displayed during the season has been immense and this team is gaining attention for their achievements after coming 2nd in Central Girls grade.

## 1st XI Football

**COACH:** GRANT DUNCAN • **MANAGER:** HUW THOMAS • **CAPTAIN:** CAEL DINES

*Pre-season training began for the 1st XI in early February 2022 and the squad for the season was announced in mid-March coinciding with the first of four pre-season fixtures.*

**THE LEAGUE SEASON BEGAN** with a couple of really tough encounters against the eventual league champions Rosmini and Rangitoto. Whilst the boys were beaten in both these fixtures there was enough evidence shown during those two games to suggest the style of football being implemented would garner some good results as the season progressed.

The lack of clinical finishing hampered the side in the first round as we finished the first phase with three wins, a draw and three losses from seven games and in fifth place.

The boys continued to work hard in training each week and, as they began to identify and understand their roles within the team both individually and collectively. Our possession based, expansive football was eventually rewarded when striker Felipe Gutierrez really hit his straps in the second round with 11 goals including a hat-trick against Mt Roskill Grammar. This culminating in a memorable 3-2 away win over Western Springs on the last game of the season to secure a well-deserved 4th placing in this tough and demanding A1 league. The six league wins was a vast improvement on the sides showing in 2021.

With seven of the regular starting side leaving school next year, a re-build is very much the state of play for Rutherford. However, with a continuation of good work ethic, perseverance, discipline and attitude, I'm positive we can carry on the good standard of football that was produced this season and keep the flag flying high for football at Rutherford College in 2023.

## Basketball

Basketball has gained immense popularity and is the third largest winter sport in terms of participation at Rutherford College. Currently there are eight teams playing basketball and over 90 students putting on the blue singlet every week.

It has been a strong start for some of our Basketball teams, seeing great skill and graft from the Open Boys teams which earned them 2nd place in the Open A Division 2 competition.

Equally strong were our Under 17 Boys A Team, a team loaded with talent secured 3rd place in the Under 17A Division 2 grade. The development of these players is key for the future.







## New winter sports for 2022

*During these winter months we have been delighted to welcome some new sports and recreational activities which included Rock Climbing, Self Defence course, ESports, Skateboarding, Get 2 Go Challenge and Tough Guy / Gal Challenge.*

### INDIVIDUAL DISTINCTIONS



#### SETH STYLIANOU

Captured first in the Auckland Schools Under 17 Downhill Mountain Bike Championship.



#### TYRA IBBOTT

Placed first in the Senior Girls section of the Auckland Secondary School Climbing Series. She will be competing at the NZ Secondary School climbing championship.



#### DYLAN CHAPMAN

Dylan paced second in the Junior Boys section of the Auckland Secondary Schools Tough Guy / Gal Challenge.

## 1st XI Hockey

**A NEW CROP OF PLAYERS** committed themselves to the hockey season. These girls gained momentum during Term Three and had a victorious last game which earned them 3rd place in their division. We would like to acknowledge Renee Sylvester (ex-student) for giving up her time to coach this team.

## Rugby 1st XV

**IT WAS GREAT TO SEE SOME NEW FACES** represent the school in rugby this year. The boys always arrived in high spirits to the games and the groundwork was instrumental in providing the success for the boys. They brought energy and focus to each training session and this showed in their games throughout the season presenting at times their potential in the game plan and structure that has allowed them to be successful. The boys should be so proud of all of their efforts. They were placed in the top eight.

## Wrestling

We also had a number of wrestlers that won gold in their divisions at the Auckland Secondary School Novice Wrestling Championships that were held at Rutherford College.

#### Junior Boys

- 50kg: 1st Dominic Hurley- Lawler
- 69kg: 1st Hezekiah Letele
- 125kg: 1st Kye Breyrenbach

#### Seniors Boys

- 54 kg 1st Imran Almandi
- 85kg 1st Vito Kacurv

#### Junior Girls

- 65kg: 1st Thereza Su'a





## Self-Defence Programme



### MY MOST REWARDING EXPERIENCE

was launching an 8-week female self-defence programme for our students.

The first event that was hosted was a mother daughter workshop and this was a huge success. There were 50 students and parents that attended. We received a huge amount of positive feedback and have been asked to run further workshops in the future.

### FEEDBACK FROM PARENTS

*As a mum of three teenagers I am increasingly aware of the dangers that lay in front of our children both externally and internally.*

*The self-defence evening was a great introduction to how the incredible Kauan Gracie is able to take self-defence courses and cover a multitude of positive outcomes.*

*My daughter and I were given skills*

*from simply getting out of the grip of anyone who grabs us, to making us aware of the internal power we have in feeling proud of our achievements and bringing out our assertiveness and tenacity.*

*We both really enjoyed the experience and want to say a huge thank you to both Gill and Kauan Gracie for making this happen. The smiles on everyone's faces from young to old spoke volumes.*

**Karen and Renee Lohead**

*I found the mother-daughter self-defence taught by Kauan Gracie to be life changing. The moves were practical and useful in real life situations especially for teens. Apart from the fitness aspect of the session, it was an empowering experience for my daughter and I. Just knowing that we now have some strategies to protect ourselves is reassuring. It was amazing to see how confident the girls became just at the end of the first lesson - from the shy self-introductions to a confident declaration as the end of the session.*

**Sharoon Iata**

*We were taught very important life skills by a talented teacher in a playful way. My daughters and I had a fun class and I only wished I had these skills when I was a teenager. Many thanks for this opportunity.*

**Iris Bosman**

*It was a wonderful opportunity to take my daughter to an introduction of self-defence that she probably would not have volunteered to do on her own. I have told her to hold your head up and be aware of your surroundings many times. But she never listened and truly understood me until Kauan Gracie said it. She was then happy to sign up for the 8 week course and eager to learn more about keeping herself safe. It will be great for her self-esteem and confidence.*

**MZ Violet**

*Firstly thanks for organising Gill. A great class and well worth the time! Would love to see it as a staple feature at Rutherford, say twice a year as its value towards learning, confidence, communication, family time and general wellbeing.*

## Adventure Specialties Trust Activities

**RUTHERFORD COLLEGE WORKED ALONGSIDE ADVENTURE SPECIALTIES TRUST**, a leading outdoor education and adventure therapy programme provider based in Henderson to design and implement a programme that provided safe, inclusive and most importantly, fun experiences in the outdoors.

Using the funding, Adventure Specialties Trust provided adventure days consisting of kayaking, caving, day hike and lake days for Rutherford College female students as part of their Ambassadors of Change programme. We achieved our outcomes, and students commented on their increased confidence, growth in social skills and enjoyment of taking part in outdoor adventures.

We also offered these experiences to our International students.





# Tournament Teams

**THIS YEAR IS ALSO THE FIRST IN THREE YEARS** that we have teams competing at tournaments during the Winter Tournament Week.

We have three football teams (1st XI Boys and Girls, and Junior Boys), one Netball team and one Girls 1st XI Hockey team making their way to their respective tournaments at various destinations around the North Island.

## STUDENTS' LINKS WITHIN THE COMMUNITY

The school has been readily available to our community via students volunteering their services to a number of activities. These are requested of us from our Primary and Intermediate school clusters, and we try and accommodate as many as possible.

We have been involved in:

- Two West Auckland Primary School cluster Netball Tournaments, both held at Netball Waitakere.
- A Sports Waitakere Cross Country event held at Blockhouse Bay Reserve.
- Two West Auckland Intermediate school cluster Football tournaments – one for boys, and one for girls.

There have been a couple that we haven't been able to assist as a consequence of conflicting engagements. But this does highlight a duty that we feel our elite teams in the various sports should be made available for. Having more readily available "volunteers" as a component of being in the 1st XI Football, Premier Netball or Open A Basketball teams for example, would increase the pool of students who can assist.

## WEST AUCKLAND SECONDARY SCHOOLS STUDENT FORUM

This was hosted by Sport Waitākere in partnership with Unitec, Burn Bright and Youthtown and was solely based on student leadership and active recreation.

The two key outcomes for the day were:

1. Student leadership development and the creation of a "roadmap" to develop a West Auckland Secondary Schools Student advisory/ leadership group.
2. The development of potential Active Recreation projects that our students would like to see delivered in West Auckland.

The 10 students that were chosen to attend this forum show great potential as future sports leaders. They acted responsibly and with honour at all time and represented Rutherford College with pride.



## Police vs Students

**HAVING THE WOMEN AND MEN IN BLUE** playing games against our students definitely reflects the sporting spirit of our community. There was a showdown between cops and the sports committee members in Volleyball and Multisport, but this was a friendly one.

Having this type of interaction allows our students to see more than just the badge police wear. We may have bent the rules a little bit in the hope our students came out with the winning ticket but unfortunately the police came out on top.

The Sports Department would like to express their appreciation to the coaches and managers. Thank you for your time, energy, effort and patience with all of the students



*Student helpers... thank you!*

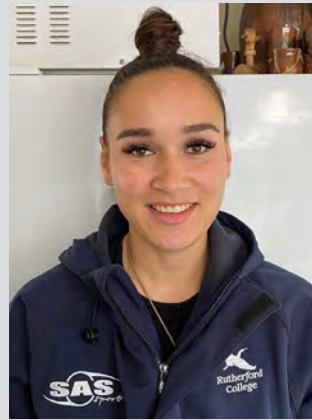




# Sports Awards



**TYRA IBBOTT**  
Senior Outstanding Achievements  
in the Sporting field and DUX LUDORUM



**PAXTON MALIGI**  
Coach of the Year



**HEZEKIAH LETELE**  
Junior Outstanding  
Achievements in Sports



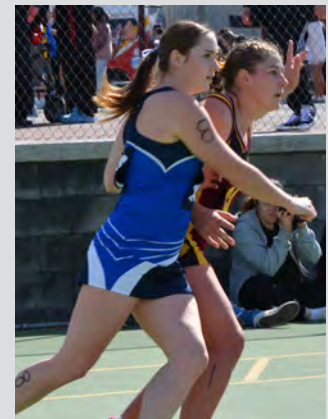
**FLOYD ORMSBY**  
Sports Coordinators Award  
Service and Contribution



**DYLAN CHAPMAN**  
Junior Sportsman  
of the Year



**MERESEINI AISAKE**  
Junior Sportswoman  
of the Year



**MARISSA OGLIVIE**  
Senior Sportswoman of the  
Year & Principals Cup



**JUNIOR GIRLS FOOTBALL**  
Team of the Year



**LUKE GIBSON & JOEL GIBSON**  
Senior Sportsman of the Year





# First 10 Years Brunch

*Pupils and staff who attended Rutherford College, known as Rutherford High then, from 1961 - 1971 were invited to come and catch up with friends and have brunch together, followed by a tour of the school.*



**Alumni**  
RUTHERFORD  
COLLEGE

## **THEY SELF TITLED THEMSELVES - "THE OLDIES BRUNCH".**

The group had a great catch up with one another, calling it "a real trip down memory lane." Ms Farrar also stole the show with her tales from the past. She has done a full circle, beginning her teacher training here at Rutherford in 1967 and returning 13 years ago as Associate Principal.

After the brunch, the cultural committee students took our guests on the tour of the school, which they described as a "blast from the past" and "a real trip down memory lane".

The Rutherford Alumni plan to continue to hold events like this in the future to help reconnect people from the past.







## Senior Leadership Team

<b>Mr Gary Moore</b>	Principal	BCom, DipTchg, DipSenMgmt
<b>Ms Judy Farrar</b>	Associate Principal	BA, DipTchg
<b>Mr Bryce Wills</b>	Deputy Principal	BEd, DipTchg
<b>Ms Moira Kopittke</b>	Deputy Principal	BSc, DipEdMgmt
<b>Mr Adam Simpson</b>	Assistant Principal	BSc, DipTchg

## Curriculum Leaders

<b>Ms Katie Betanzo</b>	HOF English	BCS, DipTchg
<b>Ms Adeline Hsiao</b>	HOF Languages	MA (TESOL), BA (Japanese), DipTchg
<b>Mrs Jacqui Reid</b>	HOD Art	BFA, MA, PGDipTch
<b>Mr Tony Stanton</b>	HOF Mathematics	BSc, DipTchg
<b>Mr Huw Thomas</b>	HOF Science	BSc (Hons), DipTchg
<b>Mr Phillip Place</b>	HOF Technology, CoL Within School	BEngTech, PGCert Applied Practice
<b>Matua Jeff Ruha</b>	HOD of Te Ao Maori	BMPA, MA in Leadership & Ed
<b>Mr Darren White</b>	HOF Social Sciences	BA (Hons), DipTchg, PGCE
<b>Ms Jenny Wilson</b>	HOF Physical Education/Health	BSR, DipTchg
<b>Ms Perri Fahitua</b>	HOF Performing Arts	BPerfArts ContDance, DipTchg

## Deans

<b>Mr Neil Rossin</b>	Dean Year 11	BSci(Hons), PGCE, DipIT
<b>Mrs Fiona Bridges</b>	Dean Year 13	BSc, DipTchg
<b>Miss Rosie Simpson</b>	Dean Year 9	BSport, PG Dip Tchg, Dip Sport Sci & Sport Mgmt
<b>Ms Lindy Cumming</b>	Dean Year 10	BA (Hons), DipTchg
<b>Mrs Jeanette Reid</b>	HOD Careers	NDBE, Dip Tchg, Grad Cert in Career Develop, NZDip Specialist Subjects (Sec)
<b>Ms Hannah Winter</b>	Dean Year 12	BPhEd

## Teaching Staff

<b>Ms Annie Abraham-Shakoor</b>	TIC Junior English	MA, BEd
<b>Mrs Nicola Adams</b>	Science/ Biology	BSc, DipTchg, PGCertEdLM
<b>Mr Willow Allison-Maxwell</b>	Science/TIC Philosophy	BSc/BA (conjoint), DipTchg
<b>Miss Erica Armstrong</b>	Science/ Biology	BSci/GDip (secondary teaching)
<b>Mr Eli Atencio</b>	Science/Chemistry	BA Chemistry; GradDipTchg (Sec)
<b>Ms Rebecca Ball</b>	Specialist Classroom Teacher/English/Media Studies	BA, DipTchg, MED
<b>Ms Gayle Balogh</b>	TIC Commerce	Advanced Commerce Teacher's Dip, NZDip Specialist Subjects (Sec)
<b>Mr Matt Barrie</b>	Comp Programming/Digital Tech/Mathematics	BA I.T./Software Eng
<b>Mr Lee Bethell</b>	Social Studies/Classics	BA, Classical/History
<b>Mr Johnny Brar</b>	Mathematics	BSc, DipTchg
<b>Mr Tom Bromfield</b>	Food Tech and Hospitality	BA (Hons), PGCE





## STAFF

<b>Miss Lianna Burnett</b>	Physical Education (On Leave)	BSport, DipTchg
<b>Ms Robyn Butler Shaw</b>	TIC Biology	JP, BSc, DipTchg
<b>Mr Charles Cartwright</b>	TIC Science, Chemistry	BSc, DipTchg
<b>Ms Megumi Chiba</b>	Japanese	MA(TESSOL) Dip Tchg, BA(Linguistics)
<b>Mr Simon Collier</b>	TIC History/Social Studies	BA, DipTchg
<b>Miss Mikayla Choat</b>	Social Studies/Geography	BA Geography, Minor History, Post-Grad DipTchg
<b>Ms Saffron Conde</b>	HOD LEAP/SENCO/English, Literacy Coordinator	BA, DipTESSOL, DipEdPsych, DipTchg
<b>Mr Cameron Dempsey</b>	Technology	Adv T, DipTchg
<b>Mr Andrew Dodds</b>	Technology	BSc (Hons) Design & Tech with QTS PGDipEd
<b>Mr Grant Duncan</b>	Tūrangaawae/ ESL	BA, DipTESOL, DipJapanese
<b>Mr Drew Dunn</b>	PE/Health	BPhEd
<b>Mr David Dwyer</b>	Hard Materials/Building/Product Design	BA (Hons) PG cert, PGCE (Sec)
<b>Ms Francine Ellis</b>	Food Tech/Hospitality/Hard Materials	BDesign (Fashion Tech & Design)
<b>Ms Perri Fahitua</b>	HOD Performing Arts	BPerfArts Cont Dance, DipTchg
<b>Mr Michael Ferkins</b>	TIC Outdoor Education/PE/Health	BPhEd
<b>Ms Gill Ferguson</b>	Fashion Design/Fabric Tech/Hospitality	Dip Home Economics, DipTchg
<b>Mr Simon Ferguson</b>	English	MA, DipTchg
<b>Mrs Linda Fraser</b>	English	MEd (Hons) BA, Dip Tchg
<b>Whaea Stacey Garland</b>	Te Reo Maori	BMD
<b>Ms Ana Gerzic</b>	HOD ESOL	MA (Hons) (Applied Linguistics), BA (Hons), DipTchg
<b>Mr Joel Gilmore</b>	Te Reo Maori	BSocSc, GradDipLaw
<b>Mr Kevin Gilmore</b>	TIC Digital Technology	BSc (Computing), PGCertEd (ICT)
<b>Mr Puru Gopal</b>	Mathematics (TIC of Year 11 Mathematics)	MBA, MSc, DipTchg
<b>Mrs Annette Goulding</b>	Science, TIC Biology	BSc, DipTchg
<b>Mr Mathew Graham</b>	Science, Physics	BA(Hons) BSc, MA (Hons)
<b>Mr Kevin Greaney</b>	Technology Hard Materials	BA (Hons) (Humanities), DipTchg
<b>Mrs Deborah Hatcher</b>	English	BA, DipTchg, Grad Dip Anthropology
<b>Ms Jennis Hayes</b>	TIC Hospitality and Food Technology	MProfStuds in Education, BDes DipTchg
<b>Mr Aaron Honey</b>	Mathematics	BSc, DipTchg
<b>Miss Erin Hopokingi</b>	English	BA (Hons), DipTchg
<b>Ms Adeline Hsiao</b>	HOF Languages/Chinese	MA (TESOL), BA(Jap), DipTchg
<b>Miss Nina Ivanovic</b>	Art	BDVA, DipTchg
<b>Mr Peter Jefferies</b>	Skills Pathways/Maths	BEEd (Hons)
<b>Miss Dohee Kim</b>	Music	BA, BSc, TEFL
<b>Ms Bridgette Kimura</b>	English	BA, DipTchg
<b>Miss Heidi Liu</b>	Mathematics, TIC Calculus, Physics	BSc, DipTchg
<b>Mr Fatmir Mani</b>	Mathematics	BA, DipTchg
<b>Mr Nathan Matai'a</b>	PE/Health	BSc, DipTchg
<b>Mr Daniel Martin</b>	PE, Health, Outdoor Education	BPhEd, DipTchg
<b>Miss Joanne Millington</b>	Social Science, Geography	BEEd (CNA) University of Brighton, UK
<b>Mr Findlay Murray</b>	PE/Health	BPhEd
<b>Mrs Joshni Nand</b>	Science, PE, OED	BSci, DipTchg
<b>Matua Paratene Ngata-Aerengamate</b>	Te Reo Maori	BEEd
<b>Mr Michael Nola</b>	Mathematics	BSc, DipTchg
<b>Ms Deborah Power</b>	PE/Health	BPhEd
<b>Mrs Swasti Prasad</b>	Chemistry/Science	BSc (Chemistry/Biology), DipTchg





<b>Mrs Shirley Ratima</b>	Info Tech /Comp Applications	T Dip, IPS, DipTchg, NZDip in Specialist Subjects
<b>Ms Anne Roach</b>	Asst. HOF Social Science	BA (Hons), PGCE, CELTA
<b>Ms Petra Scheffer-Cosslett</b>	TIC German	BA (Hons), DipTchg
<b>Mrs Julie Sibthorpe</b>	ESOL	DipPE, DipTchg, GradDipTESOL, CELTA
<b>Dr Asha Singh</b>	Science/Biology/Specialist Classroom Teacher	EdD, MedAdmin, BSc, DipTchg PGDip Specialist Teaching (CEN), Hindi, Teachers Cert
<b>Mrs Kelleigh Stanton</b>	Mathematics	BA, DipTchg
<b>Mr Matthew Swinburn</b>	Technology	BE, DipTchg
<b>Mr Fa'avesi Talamaivao</b>	Pasifika Development Liaison/ Mathematics.	BEd, DipTchg
<b>Mrs Kerry Taula</b>	TIC Music	BA, DipTchg
<b>Miss Ana Tolova'a</b>	Social Studies/History	BA, GradDipTchg
<b>Mrs Lee-Anne Taylor</b>	Assistant HOF Math	MEdMgt (Hons), DipMathsEd
<b>Miss Caitlin van Hoffen</b>	English	BA, MIS, MENMS, GradDipSecTchg
<b>Mr Josh Tagaloa</b>	Mathematics, Physics	BA/BE (Hons) conjoint
<b>Mr David Wade</b>	TIC Chemistry/Science, Assistant HOF Science	BSc, DipTchg
<b>Mr Caleb Webb</b>	English/Media Studies	BA, DipTchg
<b>Ms Raewyn Westaway</b>	English	BA, TTC
<b>Mr Blair White</b>	Asst HOF PE/TIC Health/Col Within School	BEd
<b>Ms Tania Wilson</b>	TIC Drama	BA, DipTchg
<b>Mrs Shona Woods</b>	Tūrangawaewae	
<b>Miss Talei Yates</b>	Art	BFA(Hons), BA, DipTchg

## Non Teaching Staff

<b>Ms Judith Copas</b>	Business Manager	
<b>Mrs Sheena Davis</b>	Principal's PA	
<b>Mr Mike Synott</b>	Property Manager	
<b>Ms Ana Aramoana</b>	LEAP Teacher Aide	
<b>Ms Michelle Arnold</b>	LEAP Teacher Aide	
<b>Mrs Lynda Bennett</b>	Registered Nurse	
<b>Mrs Trish Bettridge</b>	Science Technician	
<b>Miss Gillian Bloxham</b>	Sports Director	
<b>Mrs Alyssa Brown</b>	LEAP Teacher Aide	
<b>Mrs Maureen Brown</b>	Student Engagement Officer	
<b>Ms Andrea Cameron</b>	Director of Community Education	
<b>Ms Karley Campbell</b>	Head Librarian	
<b>Miss Ashley Cavanagh</b>	Food Technician	
<b>Mrs Linda Cavanagh</b>	Resources Manager	
<b>Ms Cushla Clarke</b>	Staffroom Support	
<b>Ms Shelly Chandra</b>	Registered Nurse BSN, RN	
<b>Ms Vanita Curin</b>	Foundation Officer	BGrD, DipTchg
<b>Miss Dacia Davison</b>	Occupational Therapist Tūrangawaewae	
<b>Mr Paul Dovey</b>	Groundsperson	
<b>Mr Semu Filipo</b>	Cultural Coordinator	
<b>Mrs Helen Fullerton</b>	English Resources/Social Sciences Resources	
<b>Mrs Jacelyn Gowen</b>	International Coordinator	
<b>Mrs Sue Hackshaw</b>	Accounts Payable	





## STAFF

<b>Miss Victoria Henry</b>	LEAP Teacher Aide	
<b>Mrs Jo Huggins</b>	Maths Support	BPhEd(Hons), DipTchg
<b>Ms Sharon Keeley</b>	Tūrangawaewae Teacher Aide	
<b>Ms Kesi Koloni</b>	Tūrangawaewae Teacher Aide	
<b>Ms Tishan Koloni</b>	Tūrangawaewae Teacher Aide	
<b>Mrs Sonia Lakeman</b>	Receptionist	
<b>Mrs Beverley MacKenzie</b>	Reception & Admin	
<b>Mrs Loise Mauga</b>	Tūrangawaewae Teacher Aide	
<b>Mrs Wahine McCarthy</b>	Gateway/ AWVA Administrator	
<b>Miss Cathy McGough</b>	Careers Assistant	Dip Career Guidance
<b>Miss Bonnie McKnight</b>	Groundsperson /Community Education	
<b>Ms Vina Mistry</b>	IT Systems Engineer	BSc, GDipANE
<b>Ms Delena Nathuran</b>	Receptionist	
<b>Mr Dion Nukunuku</b>	Sports Coordinator	
<b>Mrs Sandi Perumal</b>	Cultural & Arts Coordinator	MA (Community Leadership and Social Development), BA (English Language and Literature, Dip in Ed
<b>Mrs Nathalie Phillips</b>	Counsellor	
<b>Mrs Amy Reis Williams</b>	Counsellor	
<b>Mrs Jane Sadler</b>	Data Manager	
<b>Mr Tre-Stylz Te Awa</b>	Community Education	
<b>Ms Malissa Tagaloa</b>	Tūrangawaewae Teacher Aide	
<b>Mr Mark Thompson</b>	Workshop Technician	
<b>Miss Liza Turner</b>	LEAP Teacher Aide	
<b>Ms Ellen Jane Waetford</b>	Attendance Officer	
<b>Ms Delwyn White</b>	LEAP Teacher Aide	
<b>Ms Claire Wihongi</b>	Physiotherapist/Tūrangawaewae	
<b>Ms Linda Wilson</b>	Library Assistant	
<b>Mrs Karen Wolfgramm</b>	Resources Assistant	
<b>Mrs Terri Wright</b>	Community Education	
<b>Mrs Sang A Yoon</b>	Community Education	

## BOT

<b>Mr Nathan Lee</b>	Chair
<b>Mrs Erihapeti Ngata-Aerengamate</b>	Deputy Chair
<b>Mr Richard White</b>	Elected Trustees
<b>Mr Hamish Williams</b>	Elected Trustees
<b>Ms Hayley McNickle</b>	Elected Trustees
<b>Mrs Donna Johnston</b>	Co-opt Trustees
<b>Mr Gary Moore</b>	Principal
<b>Mr Phillip Place</b>	Staff Trustee
<b>Nina Lyon</b>	Student representative





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# *Rutherford College*



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