



Rutherford College



Yearbook 2025

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

STAFFING ACKNOWLEDGMENTS

This year, we say farewell to Mrs Fullerton after 50 years of service, and to Mr Wills, who has served us for 45 years. The length of service and time means there is a whole page dedicated to their time as part of the Kōtuku Flock.

THE YEAR IN REVIEW PROPERTY AND BUILDINGS

Just over a year on from breaking ground on the new administration building we took residence in our new front of house. The new building provides a fantastic gateway into our school. The project required the bravery and the foresight of our most recent Board of Trustees. The architectural design work from Donna Johnstone from Gubb Design fully captured the vision of what we had for this building and how it would sit on the site. Thank you to our business manager Judy Copas for her prudent financial management over many years that helped provide the funds for this project to be financially viable.

Big thank you to Maynard Marks for their project management. Finally, to Wilkran Construction it was a pleasure to work with such a well organised and professional

construction firm. The proof of the quality of people who worked on the project is clear to see in the outcome.

Design and consent work for the upgrade of our school's original administration block into a Student Services centre have been completed and by the end of this year the required refurbishment will be underway with an expected completion date some time in Term 2026.

2025 HAPPENINGS AND HIGHLIGHTS

- The increase in pass rates in the National Numeracy and Literacy testing. The pass rate increases at our school are well above national averages in reading, writing and numeracy.
 - Reading 89.1% against national average of 70% +19.1%
 - Writing 87.8% against national average of 66% +21.8%
 - Numeracy 85.9% against national average of 55% +30.9%.
- Inaugural induction of five alumni into the Rutherford Hall of Distinction.
- Football trip to South America including Argentina, Brazil and Chile.

"THE RUNG OF A LADDER WAS NEVER MEANT TO REST UPON BUT ONLY TO HOLD YOUR FOOT WHILE YOU SEEK TO PLACE THE OTHER SOMEWHAT HIGHER". THOMAS HUXLEY

Our 2025 Pass rates in the National Numeracy and Literacy testing



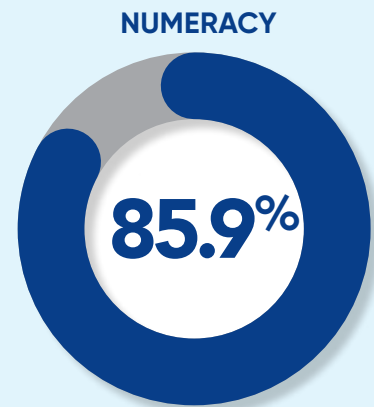
READING 89.1%
AGAINST NATIONAL
AVERAGE OF 70%

↑ +19.1%



WRITING 87.8%
AGAINST NATIONAL
AVERAGE OF 66%

↑ +21.8%



NUMERACY 85.9%
AGAINST NATIONAL
AVERAGE OF 55%

↑ +30.9%

- Our amazing FIAFIA night in our School Sports Hall culminating in a collective performance by all members of our respective groups.
- Winning the peoples choice award for best school video for Polyfest
- Great success of our Bollywood group.
- Rutherford Day, with our Guest speaker Ben Fernandez keeping those gathered entertained with his personal story and individual and collaborative performances with our students.
- Language weeks are always positive events with the Ava ceremony conducted by our Samoan students and staff for the wider staff at a before school celebration was truly memorable.
- Senior Dance Show hosted at TAPAC was a standout event amongst many outstanding performances within the performing Arts arena.
- Scholars Cup Success of our Academic students competing in the Auckland Round.
- Roll growth in 2025, raising student numbers above 1500 for

the first time in decades.

In 2025, we continued our work toward greater consistency and clarity in teaching practice through the development of the Rutherford Teacher Framework Model. This model draws on the analogy of a pilot leading a flight — just as a pilot follows a structured process to ensure a safe and successful journey, so too must teachers apply clear routines, structure, and intentionality in their classrooms.

Effective teaching involves guiding students through different stages of learning: taking charge at the start (“I do”), collaborating through shared practice (“we do”), and supporting independent application (“you do”). When “turbulence” occurs — a lack of understanding — it signals the need for reteaching, not blame. Finally, just as a pilot controls the landing, teachers conclude lessons with clear recaps and positive closure, ensuring students leave each class with confidence and purpose.

This framework reinforces the idea that great teaching, like great piloting, relies on preparation, structure, responsiveness, and

care — the hallmarks of a skilled Rutherford teacher.

For those whose school journey comes to an end you will have learned that excellence is not an act but a habit and that winning is being better today than you were yesterday, today and every day. As you continue your life’s journey, travel with the sense of a goose and fly in the all-important ‘V’ formation. Continue to protect the nest and bleed for the bird. Live life with takau ngakau titoki, takau ngakau kotuku, the strongest heart, the heart of a Kotuku.

This is the Rutherford Way; it is about Tohea and striving for personal excellence in all that we do.

Opportunities of a lifetime must be taken within the lifetime of that opportunity. As one door closes another will surely open. Whether that is returning for another great year within the Kōtuku Flock or you are leaving the nest in search of new and exciting opportunities I wish you all a safe and enjoyable Xmas and Summer Break.

Best regards
Gary Moore

Prefects Report



*“Ehara taku toa
i te toa takitahi,
engari he toa
takitini”*



TERM ONE

Our Prefect team began 2025 with energy, excitement, and determination to make this a memorable year for our Rutherford whānau. Over the summer holidays, we pushed ourselves out of our comfort zones during our team bonding adventures at Piha with AWOL Canyoning. These experiences weren't just about fun; they taught us to trust one another, work together under pressure, and grow into the kind of leaders Rutherford needs. Valentines Day was our first prefect led event of the year and set the tone for what was to come. From organising and selling roses to delivering them dressed as Cupids, we worked hard to make the day special for students and staff alike. It was amazing to see the joy and school spirit spreading through the rooms, and it reminded us that leadership is about creating positive moments for others.

This year also brought the exciting opportunity to be part of the Polyfest Dance challenge. A video competition that celebrated creativity and culture. A group of our cultural leaders attended the Polyfest Leaders Conference, where they learned the original choreography. When they returned, they gathered groups from across Rutherford; our Prefects, Te Kapa Haka o Te Kōtuku, Indian, K-Pop, Samoan, African, Chinese,



Tuvaluan, and Filipino, and taught them the moves. Each group then added their own unique choreography to the music, weaving together styles, traditions, and energy. What resulted was a powerful cultural fusion captured in one video that represented the heart of Rutherford College. And what a bonus! Our school won the Polyfest Dance Challenge for 2025. A huge thank you goes to our cultural committee for guiding this kaupapa and to every student who contributed and truly celebrated the diversity of our kura.

Another highlight of Term One was the School House Haka Competition. Our prefects, alongside some kapa haka members; worked closely to prepare their individual houses, ensuring everyone had the confidence to stand tall and united with mana. This term offered plenty of laughter (and whipped cream) at the "Pay to Pie a Prefect" fundraiser. While it may have left us a little sticky, it also raised money for a good cause and gave students the chance to see us not just as leaders, but as people willing to get involved and have fun.

To round off the term, we helped manage and promote the annual Blood Drive, encouraging as many students as possible to step up for this life saving kaupapa. It was a powerful reminder that leadership also means giving back to our wider community.

TERM TWO

Term Two was full of opportunities to bring our school together and grow as leaders. The Whānau Fair, organised by the Student Council, was one of many major highlights. Prefects supported the evening by helping out across stalls, setting up the event, and activities throughout the night. It was an amazing showcase of our school's creativity and spirit, and it reminded us of the importance of collaboration



between different leadership groups at Rutherford.

The Parent-Student Breakfast was a chance to connect with our school community in a more personal way. Prefects (with the guidance of Vanita) prepped and served food in the early hours of the morning, creating a warm and welcoming environment for students and their whānau. Straight after, we headed over to the hall for our Interschool Leadership day, where we led leadership based workshops and activities for primary and intermediate rangatahi. It was a day built on the tuakana-teina model, showing younger students in our community that leadership is about encouragement, guidance, and lifting each other up.

Our head students also attended many leadership conferences with Selwyn College, Massey High School, and Mt. Roskill. These gatherings gave us the opportunity to meet and share ideas with other student leaders, learn from their experiences, and to bring fresh inspiration back to Rutherford.

To end the term, International Languages Week gave us the chance to celebrate the incredible diversity of our school. Prefects helped run the Cultural Evening, supported workshops, and of course performed our wicked Prefect Dance. The week was a true celebration of the cultures that make up our school whānau and a reminder that unity comes from respecting and uplifting each other's differences.



TERM THREE

Term Three was bursting with activity and filled with school spirit. One of the most anticipated events was the Prefect vs Teachers Sports Games. This year we battled it out in dodgeball, volleyball, and netball. The atmosphere was electric, with students cheering loudly from the sidelines. Beyond the laughs and competition, the games helped strengthen the bond between students and staff, showing that leadership also means building relationships through fun and teamwork.

Rutherford Week was another huge moment for our prefects and our school. We were involved in every aspect of the celebrations, starting on Sunday and Monday

with the baking, decorating, and serving of the BEAUTIFUL giant Rutherford cake. This year we broke records by baking a massive total of 35 cakes, each one symbolising our school pride, unity, and dedication for the school.

On Thursday night, the spotlight shifted to an event organised by the Student Council: Rutherford's Got Talent, where students took the stage to showcase their creativity and courage. Prefects played a key role in supporting and encouraging participants, making sure the event ran smoothly and that every performer felt celebrated. Watching students shine on stage reminded us that everyone at Rutherford has something unique to contribute, and our job as leaders is to help create those opportunities.





To finish the term, the very next day was Rutherford day itself; a special occasion where our kura came together to reflect on our history, honor the establishment of our school, and celebrate everything that makes Rutherford unique. Our prefects proudly supported the celebrations throughout the day, helping create an atmosphere of pride and connection.

Together, these events made Rutherford week a true highlight of the year, showing what can be achieved when we work together and celebrate our identity as one school.



Looking back on 2025 so far, we are incredibly proud of what we've achieved as the Prefect team. From organising fundraisers, events, and cultural celebrations to building connections with our whānau and community, the year has shown us that leadership is not about standing in the spotlight, but about working hard behind the scenes, lifting others up, and creating space for every student to feel seen and valued.

We want to acknowledge and thank the amazing support system that has guided us through this journey. To our teacher and staff; thank you for your encouragement, your patience, and for believing in us. To the wider Rutherford whānau; thank you for showing up, taking part, and giving these events



life. To our fellow Rutherfordians; thank you for trusting us to represent you and for bringing your energy, creativity, and spirit into everything we do.

A very special thank you, must also go to Uncle Brenny (Mr Curran). From day one, he has been by our side, guiding us with wisdom, 'humour', and aroha. His support has helped shape us not only as leaders but as people, reminding us that true leadership comes from service, humility, and heart. We are so grateful for his time, patience, and the belief he's always had in our team.

"Ehara taku toa i te toa takitahi, engari he toa takitini"

Being a prefect in 2025 has been both a privilege and a responsibility. Together, we've laughed, worked hard, faced challenges, and celebrated achievements. Most importantly, we've made memories that will last long after we leave these gates. As we look ahead to the rest of the

year, our commitment remains the same; to serve, to inspire, to protect the nest, and to ensure that every student at Rutherford College feels proud to call this place home.



A NOTE TO THE 2026 PREFECTS

To the Prefects of 2026; you are stepping into a role filled with opportunity, responsibility, and the chance to make a real difference.

Take every event as a chance to serve, every challenge as a chance to grow, and every student you meet as a chance to inspire. Remember that leadership is not about being in the front, but about walking alongside others. Carry forward the spirit of 2025, and make your year one that leaves Rutherford stronger, brighter, and even more united.

STUDENT COUNCIL



STUDENT COUNCIL

BY JAYNA PRAGJI

L to R: Mackenzie Stanton, Myra Tan, Finn Wilson, Amy Thomson, Bindi Bhonsle

What a year it's been for the Student Council! Led by our awesome Head of Student Council, Jayna Pragji, alongside the Year 12 Student Council leaders - Aayan Ghoshal, Mackenzie Stanton, Bindi Bhonsle, Myra Tan, Amy Thomson and Finn Wilson. Without their passion and involvement in the wider school life, 2025 wouldn't be packed full of laughter, challenges and some seriously memorable moments.

We kicked off the year with an absolute classic: Pay-to-Pie-a-Prefect. Plates of whipped cream, an endless line of students, and some very sticky prefects - what more could you ask for? It was messy, hilarious, and the perfect way to set the tone for the year.

In Term 2, we took a leap and launched Rutherford's very first Whānau Fair. From food trucks to carnival games and even a live set from our student band Sidetracked, it was all good! Pulling it off wasn't

easy, but seeing our community come together made it totally worth it. We also gave our breakfast programme a glow-up, rebranding it as Kick-Start Breakfast. With the help of our students, we served up hot chocolates and snacks bars to keep everyone fueled through the winter months. Term 3 was our busiest yet. The Council put our barista hats back on for PSST conferences (double shots of espresso were in high demand), and then teamed up with the prefects to bring back Rutherford's Got Talent night. From singers to dancers to hidden surprises, the talent on stage was next-level, and the vibe was unreal. We kept the energy going with our annual Live Quiz during Rutherford Week. The competition in the hall was fierce, and house pride was on full display.

Finally, we wrapped up the year by bringing back Daffodil Day - something Rutherford hasn't done in years. The school was a sea of yellow, with relay races,

origami workshops, and ribbon pins everywhere. It was a day to remember, raising money for a great cause while having loads of fun. Together Rutherford College raised over \$2000 dollars for NZ Cancer Society which means that our school has the opportunity to be in the draw to win sports equipment for our school.

Overall, 2025 was a year of growth, energy, and community for the Student Council. We worked hard to make school life more engaging and rewarding, and we hope we've left behind events and traditions that will inspire future leaders. Most importantly, we've learned the value of teamwork, leadership, and giving back - a true reflection of what it means to be part of Rutherford College. We wish our future Heads of Student Council nothing but the best as they take on the challenge of leading and shaping Rutherford's student voice. Here's to building on what's been started and making it even better.



It was an absolute pleasure to celebrate the academic success of our senior students Senior Prizegiving. The evening was a truly special occasion — one that acknowledged not only the hard work and dedication of those who have strived for academic excellence but also the strong wairua that binds our community together.

JOINT DUX LITTERARUM



Joint Dux Litterarum: **Yashvi Trivedi** and **Natalia Noone-Jones**. For 2025, two exceptional students shared the title of Dux Litterarum, each excelling across different learning areas.

Yashvi Trivedi achieved a perfect GPA in 2025, with all grades at Excellence level. She was awarded a University of Auckland Top Achievers Scholarship worth \$25,000, as well as the Terry Laver Cup for Excellence in Science. Yashvi also earned first prize in Economics, Distinction in Statistics, and 63/63 internal Excellence Credits.



Natalia Noone-Jones also earned a perfect GPA in 2025 and a University of Auckland Top Achievers Scholarship worth \$25,000. She was the top student in three major Year 13 subjects — Media, English, and Classics — and achieved perfect Excellence results in both internal and derived grade assessments.

YEAR 12

Again a tight race in Level 2. Our top Year 12 Scholar has 64 Level 2 Excellence Credits and 20 Level 3 Excellence Credits. He has Distinction awards in three Year 13 subjects: 13 Physics, 13 Chemistry and 13 Calculus. In the derived grade exams his GPA was 85 %. The top Year 12 scholar for 2025 is **Aayan Ghoshal**.

YEAR 11

The competition was very tight in Year 11. Our top Year 11 Scholar has a perfect GPA in 2025. He has 25 Level 1 Excellence Credits and 25 Level 2 Excellence Credits. Impressively he has won first places in Year 11 Geography, Year 12 Chemistry and Year 12 Physics and Distinction in Year 12 Calculus. The top Year 11 scholar for 2025 is **Neil Mendonca**.



PRIZEGIVING & SCHOLARSHIP AWARDS

THE GRAHAM COWLEY AWARD FOR DUX LUDORUM FOR OUR ALL ROUND TOP ACHIEVER IN SPORT

- AMY THOMSON

THE GRAHAM COWLEY AWARD FOR DUX ARTIUM FOR OUR ALL ROUND TOP ACHIEVER IN THE ARTS

- RUBY MITCHELL

THE LITSA SHAW MEMORIAL AWARD FOR CONTRIBUTION TO SCHOOL PRODUCTIONS

- ISAAC LEE SANG

RUTHERFORD FAMILY TROPHY OF EXCELLENCE IN ORIGINAL SCIENTIFIC RESEARCH

- KATHLEEN XIE

RUTHERFORD COLLEGE VALUES AWARDS

these awards recognise students who have demonstrated the school values in all aspects of their performance this year.

- Y11 AUTUMN BELL
- Y12 FINN WILSON
- Y13 MAURICIO SALINAS MORALES

DOUG TAWHITI AWARD FOR ALL ROUND CONTRIBUTION TO THE SCHOOL

- ISAAC LEE SANG

PHIL TWYFORD PARLIAMENTARY INTERNSHIP

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

- FINN WILSON

THE TALAMAIVAO PASIFIKA ACADEMIC AWARD

- ISABELLA TRIGGS

TE TOI O NGA RANGI TE AO MAORI AWARD

- SAMARA HOHAIA

SCHOLARSHIPS

CLIFF EDMEADES COMMEMORATIVE SCHOLARSHIP

This scholarship of \$200 recognises academic excellence and commitment to the Rutherford Values.

- JAMES WONG

THE TRUSTS AWARDS

The Waitakere Licensing Trust provides funds Rutherford to provide scholarships each worth \$500 to support Year 13 students in their first year of tertiary study. These scholarships are awarded on the basis of academic potential or commitment and contribution to the wider life of the school or both.

- WILLIAM WILSON
- CHARLOTTE BRAIN
- KAIA EVANS
- SOPHIE WALLACE
- LUI JOE
- ZACH PETLEY

NZ SCHOOL OF TOURISM SCHOLARSHIP

This scholarship is awarded to a student for future study with The New Zealand School of Tourism.

- DEBBE TUPE

DC CATERERS HOSPITALITY SCHOLARSHIP

This Scholarship worth \$1,500 is funded by our tuck shop vendors DC Caterers to support students going on to study hospitality.

- RIKKI LIANG
- ALEX BOYACK

NZSE BACHELOR OF BUSINESS INFORMATION MANAGEMENT SCHOLARSHIP

- This NZSE scholarship is for degree study in a Technology programme and is awarded to a student who has demonstrated academic progression and a commitment to their future.

JACO LOOTS

THE UNIVERSITY OF WAIKATO AWARDS

UNIVERSITY OF WAIKATO KO TE TANGATA SCHOOL LEAVER SCHOLARSHIP

The Waikato University Ko te Tangata Scholarship (\$5,000) recognises and supports top achieving school leavers commencing studies at The University of Waikato.

- **DAEMON KENNEDY**

UNIVERSITY OF CANTERBURY AWARDS

UC KAITOKO MAORI SCHOLARSHIP

The University of Canterbury Kaitoko Māori Scholarship (\$7,500) recognises leadership potential, involvement in community and cultural activities and high academic achievement.

- **BRUNO REIHANA**

UNIVERSITY OF OTAGO

UNIVERSITY OF OTAGO LEADERS OF TOMORROW ENTRANCE SCHOLARSHIP

The University of Otago Leaders of Tomorrow Entrance Scholarship is awarded to students who have demonstrated all-round ability, academic capability, and who exhibit leadership potential.

- **IRIS HILL - \$8,500**
- **YASHVI TRIVEDI - \$11,500**

THE UNIVERSITY OF OTAGO 150TH ENTRANCE SCHOLARSHIP

The University of Otago 150th Entrance Scholarship (\$17,500) is awarded to students who have demonstrated academic ability and the potential to succeed at the University of Otago.

- **SAHAR AHMADI**

AUCKLAND UNIVERSITY OF TECHNOLOGY AWARDS

THE AUT FIND YOUR GREATNESS SCHOLARSHIP

Provides undergraduate scholarships to recognise student academic achievement and contribution to school and community. As well as recognising academic achievement, these scholarships also recognise potential leadership ability and contribution to the school, community or cultural pursuits or sport at a representative level.

- **IMOGEN BOSNICH-WOOD KAIA EVANS**
- **ISAAC LEE SANG**
- **NATALIA NOONE -JONES SAMARA REEDE**

UNIVERSITY OF AUCKLAND AWARDS

UNIVERSITY OF AUCKLAND WAKA MOANA SCHOLARSHIP

The University of Auckland Waka Moana scholarship (\$23,000) is awarded to support Māori taurira who have strong engagement in Te Ao Māori and their community, as well as demonstrated leadership and academic ability

- **SAMARA HOHAIA**

UNIVERSITY OF AUCKLAND TOP ACHIEVER SCHOLARSHIP

The University of Auckland Top Achiever Scholarship recognises exceptional students who have demonstrated exceptional levels of academic excellence, all-round ability, and leadership. For demonstrating exceptional levels of academic excellence, all-round ability, and leadership. This prestigious scholarship is valued up to \$25,000.

- **NATALIA NOONE- JONES**
- **ANSH PATEL**
- **YASHVI TRIVEDI**

This year our students have been awarded about \$320,000 worth of scholarships recognising the exceptional talent in the school.



2025 Scholars' Assembly



2025 Subject Scholarships

Name	Scholarship	Teacher
Donovan Gray	English	Mrs Katie Betanzo
Om Hinge	Biology	Mrs Annette Goulding
Nina Lyon	English Statistics Media Studies	Mrs Katie Betanzo Mr Tony Stanton Mrs Katie Betanzo
Yashvi Trivedi	Biology	Mrs Annette Goulding
Ngozi Ukah	Dance	Mrs Perri Fahitua
Eleanor Vincent	Chemistry Media Studies	Mr David Wade Mrs Katie Betanzo



Congratulations to all students who walked across the stage – and to your families, who have supported you every step of the way.



After a remarkable journey spanning over five decades, Helen Fullerton is finally stepping into retirement, leaving behind a legacy of dedication and service at Rutherford College. Originally from the United Kingdom, Helen began her journey with the College in February 1975. In her mid-80s now, Helen's departure marks the end of an era for both the college and the many colleagues and students who have had the privilege of working with her.

Helen's career at Rutherford College began in a time when the institution was still in its early stages of growth. The college was under the leadership of its founding principal, Eric Clarke, who welcomed Helen as part of a small but dedicated team. She initially joined in a role that combined assisting in the library and providing administrative

support services. She helped organise resources and created an atmosphere of calm and order, essential to the learning environment. As the years went by, Helen's role evolved alongside the college, reflecting the growing needs of the institution and her adaptability to its changes.

Helen's organisational skills and attention to detail eventually saw her transition into the role of Administration Assistant for the English and Social Sciences Department. In this capacity, she worked tirelessly to support the faculty, ensuring that administrative operations ran smoothly and efficiently.

Throughout her time at Rutherford College, Helen worked alongside several key figures in the college's leadership, playing an instrumental part in the academic and administrative continuity of the institution. She had the unique

opportunity to work with all four of Rutherford College's principals. When she began in 1975, Eric Clarke, the founding principal, was at the helm. After Mr. Clarke's tenure, she worked under the leadership of Graham Cowley, then Cliff Edmeades, and finally Gary Moore, the current principal. Each principal's leadership style was different, but one constant throughout the years was Helen's unwavering dedication to the college and its mission.

Over the years, Helen has seen Rutherford College grow and change in ways that reflect the broader evolution of education in New Zealand. She was present during significant moments in the College's history—changes in curriculum, expansion of facilities, and the adaptation of technology in the classroom. Through it all, Helen remained a steady and reliable presence, embodying the heart of what made Rutherford College such a special place.

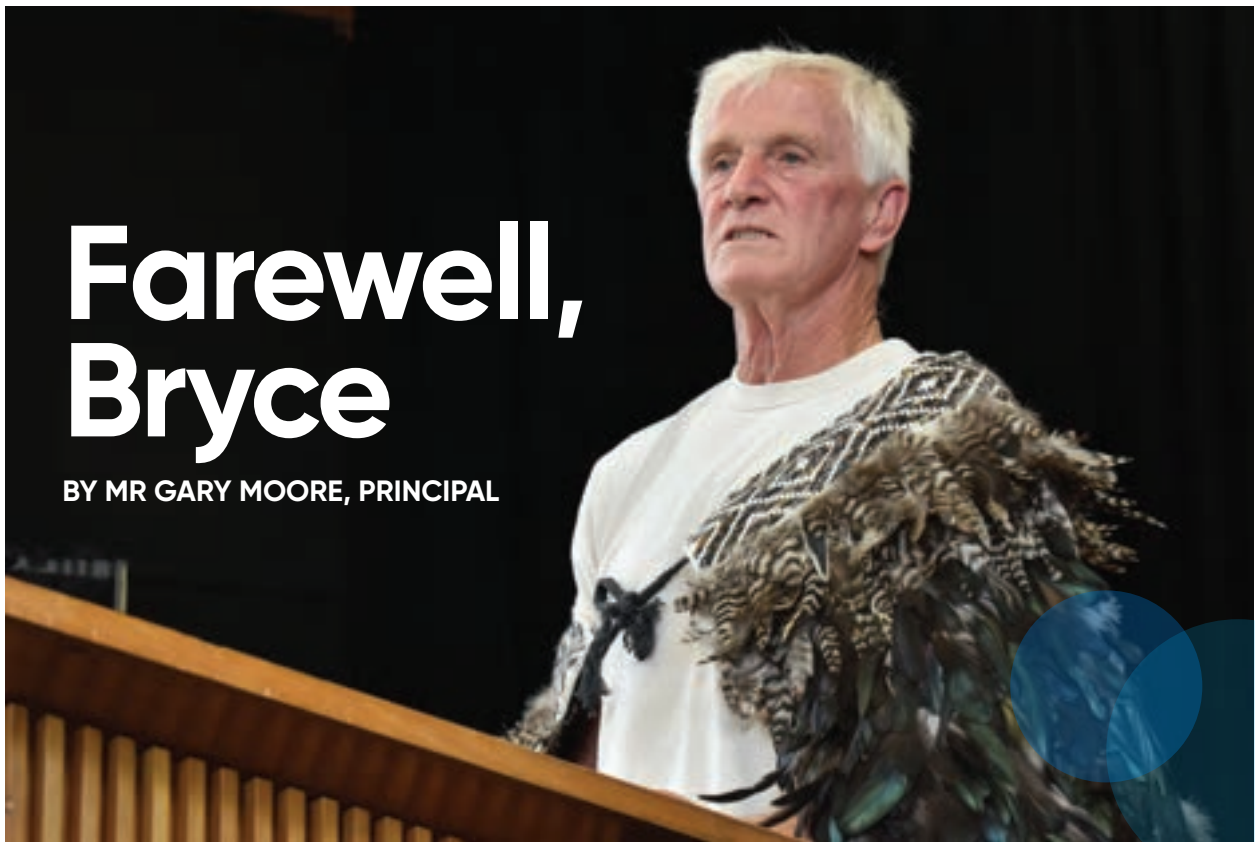
Her role has also allowed her to form lasting relationships with countless staff members, students, and principals. Her ability to work closely with diverse groups, from teachers to senior administrators, made her a linchpin in the smooth functioning of the college's operations. Over the years, Helen has seen generations of students pass through the doors of Rutherford College, offering support and guidance to each one in her own quiet and dependable way.

As she prepares to enter this next chapter of her life, Helen can look back on her decades of service with pride, knowing that she has made a significant and lasting difference.

Though she is retiring from her official role, the legacy of Helen Fullerton at Rutherford College will never be forgotten. Her work ethic, kindness, and dedication will serve as an inspiration to all who have had the pleasure of working alongside her. We wish Helen all the best in her well-deserved retirement and thank her for the invaluable service she has provided to Rutherford College over the past fifty years.

Farewell, Bryce

BY MR GARY MOORE, PRINCIPAL



This year we said farewell to Mr Bryce Wills who dedicated 45 years of service to Rutherford College.

Bryce was a constant and consistent presence in this place for such a long time. The cultural capital, knowledge and things he has seen and experienced in his time here would tell quite a story.

Mr Wills was first part of the kotuku flock back in 1980 when the Footrot Flats theme park was still around in Tat North the mighty 834. His tutor class back then in 1980 was 4WL here is he back then.

At that time in NZ Montego Bay and Jezebel by Jon Stevens were number one as was, Pink Floyd, Another brick in the wall.

Back then The Shining/Star Wars, Episode V-The Empire Strikes Back were new releases as movies and Rob Muldoon was prime minister. He is more of a Yoda than he is a Jack Nicholson.

I mention those historic milestones to highlight Bryce's

length of service and dedication to one school.

Originally from Mt Maunganui he moved up to Auckland, New Lynn in Year 7. He attended Kelston Boys High and played 1st XV for them. Knowing the KBHS pedigree in rugby tells you how good he must have been as a schoolboy rugby player.

He has remained a Westie ever since he arrived in this special part of the world. Why would anyone leave?

Mr Wills was appointed by the foundation principal Mr Eric Clarke, arriving from a year teaching at MAGS. He was here when the Sports Hall was being built and the construction of the marae as it is now, and the construction of the International Village and the Info Commons and has recently had a big hand in getting us to the point where we completed our new admin building.

After 11 years he was made Dean in AUG 1991 and later assumed the role as senior dean and has been a central figure in the Rutherford pastoral care processes for three decades. It was

obvious to Mr Edmeades when he was Principal that when he needed someone to add to the senior leadership team that there was only one person he wanted and that was Mr Wills. He stepped into a senior leadership role in March 2003 as Assistant Principal then Deputy Principal in T3 2005 and has been a crucial part of the team for 20 years.

Bryce was the timetabling guru at Rutherford, almost forever and did a fantastic job fitting all the component pieces of rooming, option lines and staffing together to provide the best possible fit for our students to get the choices they wanted. Even in the most challenging situations he has always found a solution that works.

Every new beginning comes from some other beginnings end. For Bryce this began back in 1980 and 45 years later with one year off to travel overseas in 1988 he moves on to the next chapter. It is fair that Bryce can reflect on his time here and be confident that he gave his all and was a constant reliable presence who got things done.

Rutherford College Inaugural

Hall of Distinction Ceremony

BY VANITA KARENA

RUTHERFORD COLLEGE MARKED A PROUD MILESTONE ON THE

13TH OCTOBER 2025, celebrating the inaugural Rutherford College Hall of Distinction — an honour created to celebrate former students who have made outstanding contributions to their professions, communities, and to New Zealand. The event will now become an annual tradition, recognising the achievements of distinguished alumni each year.

The inaugural inductees represent an exceptional range of talent and accomplishment: Her Excellency, the Right Honourable Dame Cindy Kiro (Governor-General of New Zealand), entertainer Pio Terei, actor and director Oscar Kightley, netball coach Yvonne Willering, and neurologist Professor Alan Barber. Together, they embody

the values of leadership, creativity, resilience, and service that define the spirit of Rutherford College.

Each inductee reflected on their journey from their school days in Te Atatū to their careers in public service, the arts, sport, and science — encouraging current students to dream big and use their talents to make a difference.

In her address to students, Dame Cindy offered words of

encouragement and reflection, quoting Queen Elizabeth II:

“Today we need a special kind of courage, not the kind needed in battle, but a kind which makes us stand up for everything that we know is right, everything that is true and honest.”

The ceremony was both a celebration of Rutherford College’s proud history and an inspiration for its future.

THE NEWLY ESTABLISHED HALL OF DISTINCTION WILL NOW SERVE AS A LASTING TRIBUTE TO THE SCHOOL'S MOST ACCOMPLISHED ALUMNI AND AS A SOURCE OF MOTIVATION FOR GENERATIONS OF STUDENTS TO COME.



Mindfulness



We stood outside the temple, in the shelter of ancient Chinese sloped roofs with golden trims. Monks in orange robes and shaved heads greeted us with warm smiles, and the smell of incense invited us in. "Welcome to the Fo Guang Shan Buddhist temple!" called a monk standing at the entrance.

We looked around in awe as they led us through the grand wooden doors, adorned with brass lion knockers. A huge, golden Buddha statue sat in a hollow on the far wall. Every side of the room was covered in beautiful carved tiles.

On the 29th-30th of April, all the Year 9s were given the amazing opportunity to go to Auckland's Fo Guang Shan Buddhist temple to participate in the 3G4G festival of cultural sharing. The festival teaches students from all over Auckland about the 3G4G values. 3G stands for the three goods, good thoughts, deeds, and words, while 4G stands for the four givings, joy, convenience, hope, and confidence. It's a Rutherford tradition for Year 9 students to participate in the festival.



First, we lined up in the grand entrance shrine in front of a monk, who taught us about the different types of offerings to the Buddha. Volunteers in red and gold jackets handed out smoking sticks of incense and taught us how to correctly offer them. Row by row, we walked up and offered our incense.

Then we were led further into the shrine, through the beautifully calm gardens, and into an art gallery. Five trees covered in fairy lights lit up the room. Everybody

sat down quietly, in awe of this sparkly place, and listened as a monk told the story of how a prince became the enlightened Buddha. We each took a little roll of paper with wise words written on them from a small box before being ushered into another art gallery.

The walls of this gallery were covered in calligraphy. We sat down among rows of desks laid with calligraphy pens and tracing sheets. A monk at the front held out a pen, telling us the correct way to hold it. We all tried our hand at calligraphy before being taken outside, to the zen courtyard again.

Monks directed us to sit on soft grass growing in gaps between the concrete. They showed us how to cross our legs, do the lotus position, and let our thoughts flow gently through our minds. Everyone sat there, perfectly silent and still, meditating.

Next, we were led through the courtyard toward a hall filled with volunteers, monks, and even two local police constables. Projected onto the wall were the lyrics to the 3G4G song, "We Got It" So with the monk in the front, we sang and danced until we knew it off by heart.

Then the two police officers

stood up and introduced themselves. They called for volunteers, and hands shot up all over the room. The volunteers acted out real-life scenarios as the officers explained and taught how to make the right decision.

Next came the bit we had all been waiting for: the refreshment! We rushed outside and quickly lined up for a cup of fried rice, prepared by the police that very morning. Cups in hand, we were free to wander the temple and even take a few selfies.

Overall, we had a unique and wonderful experience, learning how to think peacefully and have a calm mind, helping us to be the best we can be. After visiting the temple, we left refreshed and happy. This trip taught us how being a good person can improve our lives for the better, and gave us so many new perspectives on life. It's a treasured Rutherford tradition, and we're so glad to be a part of it. Thank you to the teachers for organising this trip and the monks for welcoming us there, thank you to the police for cooking the fried rice and making time to chat with us. The food was very delicious, and we want to thank everyone who made this happen.



School Ball





NIGHT *At The*
CARNIVAL



Ben Fernandez is a classically trained jazz pianist, composer and arranger.

Rutherford Day

BY FINN WILSON, ERICA LEARMONTH & ALEXANDRA POOR

This year, Rutherford Week was a memorable one, and it came along with familiar events as well as experiencing new ones. The week was packed with moments that brought the school together in celebration of tradition, culture, talent, and spirit.

The events began on Monday with the Rutherford Cake made by our prefect team. As soon as the bell went for lunch, students ran across the school to line up eagerly to grab a slice. The cake set the tone for the rest of the week.

On Tuesday, the *Rutherford Chase*, an event that many students look forward to competing for

their house colour. The *Chase* has become a staple of Rutherford Week, and this year was no exception; it kept everyone on their toes, bringing a buzz of adrenaline and teamwork to the grounds. The house to come out victorious was Tama-nui-te-rā.

As the middle of the week approached, Wednesday looked a little different with the teacher

strike. Although it briefly paused the planned celebrations, it didn't dampen the spirit of the week. If anything, it gave students a chance to look forward to the final events of Rutherford Week.

One of the standout highlights was the new and improved *Rutherford's Got Talent* on Thursday night. With a packed hall, the eccentric hosts brought laughter to the refreshed show, which brought bigger performances, brighter talent, and a better atmosphere than ever before. Students showed courage and creativity on stage, and the audience was treated to everything from music to comedy to dance. It showed just how talented Rutherford College really

RUTHERFORD DAY

is, and it left many talking about their favourite acts long after the night ended.

The third game between Prefects vs Teachers was the Netball game. Crowds gathered to the sports hall to support, and while the prefects put up a strong fight, the teachers claimed victory, showing they still had plenty of energy, experience, and skill on the court.

The week built up to the 63rd Rutherford Day. This day captured the mana and pride of our school and what it means to be a part of Rutherford. Although it was Rutherford Week, we proudly celebrated Tongan Language Week; it was woven into the celebrations and into the assembly, too. It was a reminder of the rich diversity of our school.

The assembly began powerfully by our Kapa Haka, Te Roopu Kapa Haka ō te Kōtuku, starting with the tune of traditional mā ori instruments, a pūkaea and pūtātara; played by our kaihaka (performers in the group). Head Girl, Samara Hohaia, did the karanga to the kaitataki tāne, Kauri (male leader of the group), who leads the haka pōhiri they sang Me Huihui, which has been sung it at every Rutherford Day since the 1980s. It was a moment of bonding with Alumni, Lorraine Clark, who was in attendance because she was the one who started the Kapa Haka in the 70s.

Following this, Papa Fred (the school's kaumatua) spoke, to which the Kapa Haka performed a waiata tautoko, Te Pou. Mr Curran shared some words and brought our Principal, Gary Moore, to deliver his annual speech, reflecting on the year, the achievements of our students, reflecting on why we pride ourselves on the man we're named after, Sir Ernest Rutherford, as well as the age-old stories full of knowledge which are rooted in values that bind us together and set us up for the future, then a final waiata tautoko from the Kapa Haka, Kōtuku e, a song that reflect unity and the bring of people, fitting for occasions such as the Rutherford Day Assembly.

One of the most memorable parts of the assembly was the address from guest speaker Ben Fernandez, a jazz pianist who recounted his anecdotes and stories, one of which was about his journey from Mumbai, India, to Auckland and the challenges he overcame growing up to get him where he is today. With a recent wrist incident, which he thought ended his career, but would only lead him to think outside the box in creating a band of musicians who had never played or heard Bollywood music and create them using western-style instruments. All his knowledge inspired all in attendance and filled them with wisdom, determination and the strive for never giving up. Ben's improvised piano playing left the audience intrigued and moved. Alongside Ben Fernandez, our Bollywood Showdown group performed with him, dancing to the rhythm of the piano. After which, the senior dancers gave us a taster of their performances from the Studio Showcase this year. The school Haka, performed by the Kapa Haka, the prefects and staff, was the way to thank Ben Fernandez for coming and speaking to us, truly a Rutherford day worth remembering.

The assembly was beautifully framed by the Concert Band, who performed both before and after, setting the tone with their musical excellence. The event ended with the Head Boy, Tanner Costin, delivering a thank you to everyone involved, closing off the assembly for 2025.

Finally, the week wrapped up with the much-loved Rutherford Lunch, with the Fundraising committee organising the front of house, changing info comms into a reception fit for our guests. The food was cooked and prepared by hospitality teachers Gill Ferguson and Thomas Bromfield; Alongside them, a dedicated team of hospitality students who worked hard over two days to prepare the delicious food that the guests and staff could enjoy. The atmosphere was buzzing with conversation, laughter, and full stomachs, making it a perfect way to bring the annual Rutherford Week and Day to a close.

Rutherford Week 2025 was a reminder of what makes our school special, the way it brings students, staff and alumni together, in a way that no other school does; it truly creates connections and celebrates the school we call ours.



Mathematics

BY TONY STANTON – HEAD OF MATHEMATICS

In 2025, the Rutherford College Mathematics Department focused on consolidating and improving our results for the Numeracy assessments in Year 10 and the updated NCEA standards in Year 11.

This has been very successful with over 60% of our Year 10 students passing Numeracy on their first attempt and over 85% of 11MAT students passing each of the internal assessments in Year 11.

In addition, we have continued to build on our hard work and achievements from previous years in other areas. This has resulted in ongoing success for our Year 9 and 10 students in class tests and exams, and for our Year 11, 12 and 13 students in NCEA assessments. We have also had several of our top students gain recognition in Scholarship Exams and Mathematics competitions.

This year, we have had a very stable department with no changes to the teaching staff. Mr Stanton continues as Head of Department, Mrs Taylor as Assistant Head of Department, Miss Liu as teacher in charge of Calculus, Mr Gopal as teacher in charge of Year 11, and

Mrs Stanton as teacher in charge of Numeracy.

We have continued to use Education Perfect as a learning tool for Mathematics with all our Year 9 and 10 students this year. We 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 their personal best. At the time of writing this article, our students have spent approximately 7000 hours on Education Perfect and answered over 1.3 million questions. In addition, we had several of our students compete in the Education Perfect Maths Championships for 2025.

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

First, we would like to acknowledge our Scholarship

students and their teachers for their fantastic efforts. Last year, we gained one Statistics Scholarship, with congratulations going to Nina Lyon. This year, we have several strong candidates and wish them all the best in these exams.

The top students from our school prize giving were Marie Hohepa (1st in Year 11 Mathematics), Amy Thomson (1st in Year 12 Mathematics), Jin Na (1st in Year 13 Calculus) and Nina Lyon (1st in Year 13 Statistics).

This year we had 20 students enter the Australian Mathematics Competition with the following results:

- **Proficiency** – Kaia Cash, Evie Colegate, Raiyyan Rahman, Evan Ready, Samuel Taylor, Adam Yuan, Claire Guo, Chloe Zhuang.
- **Credit** – Alfie Colegate, Emma D’Anvers, Natalie Galbraith, Oliver Gray, Jackson Lee, Clayton Li, Amayuru Nagahawatta, Harry Donald, Suleman Hamdani, Maire Hohepa, Chau Giang Nguyen, Ihsan Sameen Rafin.

This year, we had seven students enter the University of Canterbury Kiwi Competition for Mathematics with the following results: Participated – Samuel Chen; Achieved – Emma D’Anvers, Natalie Galbraith, Oliver Gray, Clayton Li, Raiyyan Rahman, Adam Yuan.

We were also able to compete in the Casio Mathex Competition, which is held at the ASB stadium and attended by most Secondary

AMA Mathex
Year 10s



Schools in Auckland. This year we entered two Year 9 teams and two Year 10 teams. The teams represented the school with pride and acquitted themselves well. The teams consisted of: Year 9 - Siddhant Pant, Oliver Gray, Emma D'Anvers, Evie Colegate, Alfie Colegate, Jackson Lee, Raiyyan Rahman, Clayton Li and Year 10 - Spencer Edwards-McKeown, Harry Donald, Lev Kuznetsov, Suleman Hamdani, Joel Osborne, Bolton Shen, Dima Shalamkov, and Adam Yuan.

This event involves teams from almost every school in Auckland battling in a Mathematical problem-solving competition where they race to answer up to twenty questions in just 30 minutes. Our teams all competed strongly and were a credit to the school. The teams would like to thank Mr Honey, Miss Nicholls, Miss Liu and Ms Chan for their attendance as markers, the parents who came along and supported, and Mr Tagaloa for organising and training the teams to compete.

The annual University of Auckland Maths Challenge came to Rutherford College again this year. This is a Mathex-style series of events for Māori and Pasifika Juniors intended to promote opportunities for Māori and Pasifika to succeed in STEM and set up future pathways towards STEM subjects at university. We entered two Year 9 and two Year 10 teams into each of the five events throughout the year, where Rutherford played host to two of these events for the Central-West region. All of our teams saw much success at each of the five events this year across multiple host schools. At all events, at least one of Rutherford's teams (usually two) placed in the podium, including placing third in the Year 9 final event, which saw them beat 18 other teams from 14 different schools across Auckland. We are extremely proud of the results for Rutherford College students, who were able to represent the school with pride and show our



capabilities as mathematicians. The team members were: Year 9 - Ngareta Hepi-Nathan, Khaedon Nootai, Jayden-Lee Hita, Sharlott Naicker, Riley Grace, Ben Curtis, Kaia Cash; and Year 10 - Kiara Gill, Paul Amerika, Asha Turoa, Reuben Cooper, Isha Baynosa, Miri Hatalafale, Karina Reddy, Ruby Carter, Leila Richard-Masters. This year, we were fortunate enough to have some alumni of the events

return to coach: Maire Hohepa and Ruby Paapu. We'd like to thank Mr Tagaloa and Mr Talamaivao for their organisation of this group and for coordinating the events.

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.



English

BY KATIE BETANZO

English is a strange subject, and I say this with genuine fondness. Consider it this way – most academic disciplines revolve around concrete facts and observable phenomena, but English centres on the realms of fiction and personal viewpoints. You might wonder at times – why?

When Stephen King said that “fiction is the truth inside the lie,” he may have meant that the study of fiction builds empathy and allows us to imagine what life is like for people unlike ourselves. Fiction allows us to walk in someone else’s shoes. In this academic year, students have explored a wide range of literary works, spanning from the experiences of a Moorish man in 16th century Venice (Othello) to those of a child in 1960s Afghanistan (The Kite Runner), a young woman in contemporary urban America (The Hate U Give), and a boy growing up in a fictionalised version of 1930s Henderson (The Fat Man), just to mention a few.

The year began promisingly with the news that two of our 2024 students — Donovan Gray and 2024 Head Student Nina Lyon — had gained Scholarship. Both students worked hard throughout the year, attending regular scholarship tutorials, and their success is richly deserved.

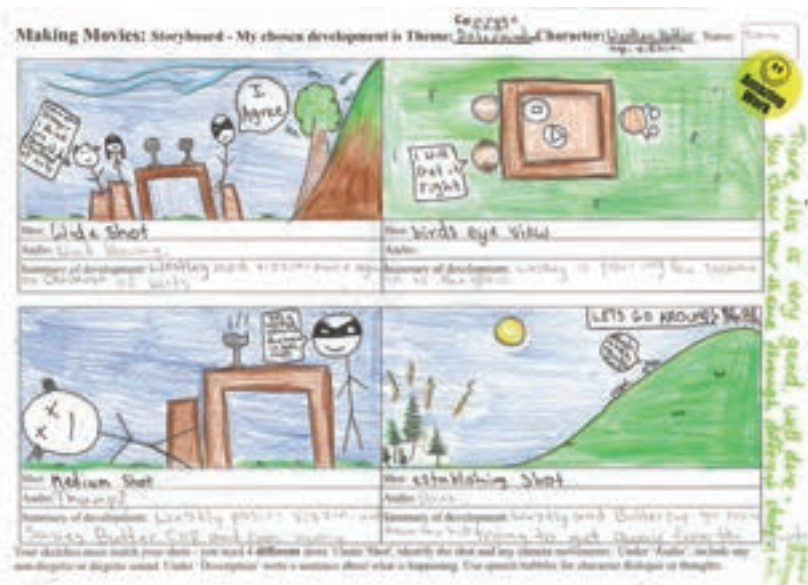
Another highlight of the year was the annual excursion to the Auckland Writer’s Festival. Students travelled to the Aotea Centre for the event, which featured speakers such as Harriet Walter, Lee Murray, Neal Shusterman and Scotty Cotter. Students enjoyed a day out of school and many also took the opportunity to purchase books.

Thank you so much to Miss Kimura for the difficult task of organising this trip, and thanks to the staff who accompanied students on the day.

During Book Week, several classes attended a talk with writer and poet Danielle Thomson. Thanks to Ms Davies for organising. Ms Davies (assisted by Mrs Gowen) also coached two teams of Year 9 students who participated in the Reader’s Cup: Clayton Li, Amethyst Moneda, Evie Redgwell, and Delilah Smale; and Emma D’Anvers, Oliver Gray, and Louis van Renen, who placed third - an outstanding achievement!

We also had students participate in the Kiwi English Competition and achieve commendable results. A particular highlight is Delilah Smale achieving Excellence, which puts her in the 90th percentile in the country! Other students were Raiyyan Muhammad Bin Rahman (participation); Emma D’Anvers, Natalie Galbraith, Clayton Li, and Adam Yuan (Achieved); and Oliver Gray (Merit).

In Term Two, we bid farewell to our long-serving resource support, Mrs Helen Fullerton, who worked at the college for 50 years. Known for her attention to detail, organisation skills and propensity to label anything that would stand still, she will forever be an English Department legend. Luckily for us, she continues to visit us for department morning teas, bearing her devilled eggs or southern cheese rolls.

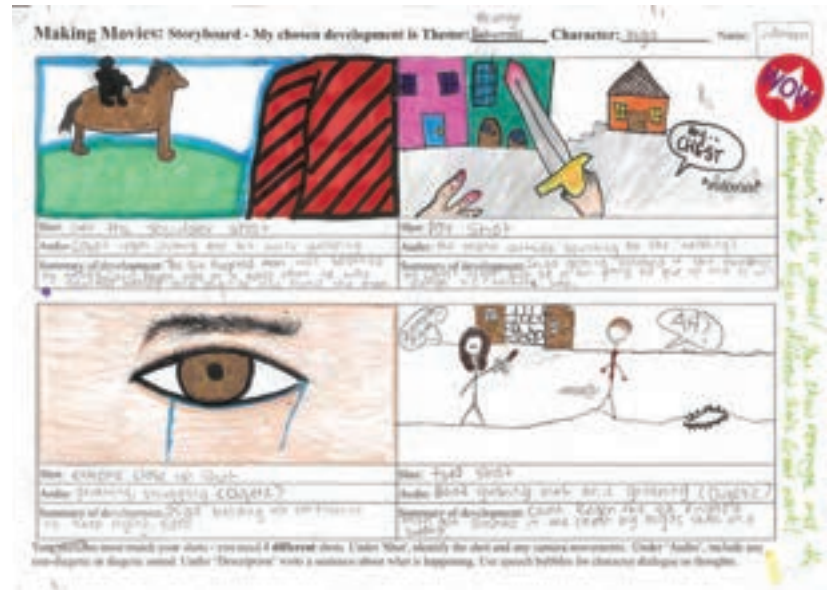




2025 has been a year of change in staffing. At the end of 2024, assistant HOD Catherine Anthony took up the position of HOD ESOL; Joseph Hoye, Samuel Tanielu and Rebecca Ball all moved on from Rutherford; and Sharleen Koziol-Repia went on parental leave. At the beginning of the year, we were pleased to welcome Assistant HOD Yolande Thom, Paola Bautista, Katy Dugdale, Jacelyn Gowen, Aziza Grey and Hazel Anson. At the end

of Term One we sadly farewelled Erin Hopokingi, who has taken up a position in Niue to be closer to family. We were extremely fortunate to appoint Christina Edwards-Teope and Stephanie Beck to join us in a part-time capacity for the 2025 academic year.

As always, the success of the department relies on our committed, passionate and dedicated staff: thank you to Yolande Thom, Saffron Conde, Debie Hatcher, Bridgette Kimura, Annie Abraham-Shakoor, Raewyn Westaway, Aurora Ballantyne and Libby Clark, in addition to those already mentioned.



Media Studies

“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

2025 began with awesome news: we were so pleased to celebrate the Media Scholarship success of Nina Lyon and Eleanor Vincent. Both had been dedicated media students since year 11, so this was the cherry on top of their dedication to the subject. At the end of Term One, we



farewelled Erin Hopokingi, who began teaching Level One Media Studies in 2023. Luckily Hazel Anson was able to step in and work with Aurora Ballantyne on the Level One course. This year, for the first time in several years, we had two Level Three classes, and Bridgette Kimura ably stepped up to the challenge.

This year’s students created high-quality podcasts, public service advertisements, and magazine designs. A dedicated cohort of Year 13 students consistently attended scholarship tutorials, and even occasionally wrote a few essays - fingers



crossed that this pays off! And certain class members (not to mention teachers) can always be counted on to bring up the latest media issue to be discussed with a critical lens. Instead of embracing the superficial Instagram approach, we prefer to discuss the media gatekeepers, scrutinize the PR industry, and dismantle the cult of celebrity. Thanks to my amazing team, Bridgette Kimura, Aurora Ballantyne and Hazel Anson. To our wonderful, talented, determined Year 13s: The world is yours and you have all the time there is. Don’t spend too much of it on Netflix and TikTok.

SOCIAL SCIENCE FACULTY

Social Science has continued to grow throughout 2025. Our students at both senior and junior level enjoyed a great deal of success in their exams.

Social Science

BY DARREN WHITE

Success has been something of a focus for the faculty as a whole and it has been pleasing to reap the rewards of the hard work of both staff and students.

The Social Studies faculty as a whole embraces a wide range of individual subjects. Students have the ability to study a kaleidoscope of subjects. Our seniors can study: Accounting, Economics, Commerce, Geography, Travel and Tourism, History and Classical Studies. This wide range of subjects mean our students have the ability to study the things they need to embark on whatever pathway they choose after they leave school. These subjects tap into individual passions as well as ensuring our seniors have every conceivable opportunity to develop and learn the skills and knowledge they need to follow whatever path they choose to walk as they navigate through life. Rutherford students leave school as well-developed learners with the ability to forge a journey for themselves. Social Science is in the vanguard of this. We empower our students to excel at whatever it is they want to excel in.

Our Junior programme allows students to experience a wide range of topics of study, from their home and local area to the entire planet and beyond. On top of this, our junior Social Studies programme helps students to prepare for life in the senior school, whatever the subject may be and their lives beyond the classroom. The skill set that students build helps them to be able to respond to a wide range of challenges that are presented in the classroom and beyond.

Students in Year 9 study three topics over the first three terms. These topics are: 'People and

Places', the study of our home, school, city, nation, greater Pacific area and the world in which we live. This topic helps students to understand their place in their communities, to study the places that make them feel happy and grounded and to study the many cultures that surround them. Our second topic is 'Climate in Crisis'. This is a deep dive into the world and the environmental problems we have experienced and continue to face across the globe as well as at home. It is a solutions based topic and helps students to gain better insight into the ways in which current environmental issues can be halted and reversed, as well as the impact they have on communities. In the third term, we look at the impact of the Treaty in shaping our nation. We carefully examine the history of events surrounding it and how we are dealing with the issues it presents in 2025. In the final term, students are given a choice of what they would like to study as a class and whilst it still remains very much teacher led, it allows students to explore their interests and study the things that make them excited to learn. This wide ranging, world-wide teaching and learning programme gives our students a dynamic environment in which to learn. It gives them an exposure to not only their own, immediate world, but also the opportunity to experience the whole world before they even step foot outside the classroom. Our Year 10 students build on the foundations already laid in year 9. Their first topic of study is 'Social Justice'. In a world like our at the moment, social justice, or the lack thereof

have become more and more of an issue. Students are introduced to a wide range of social injustices, at home and abroad and have studied them in detail. Students get to understand the multiple and often complex viewpoints. They work hard to develop their understanding of the differing issues and are able to consider potential solutions. This helps students to not only develop their empathetic

skills but also to try to examine and understand differing perspectives, especially those that are often far away from their own. Students are taught to write responses that critically examine all viewpoints and use this to develop rational, well-balanced discussion of potential solutions. This will be a key skill in an increasingly divisive and polarising world. Term



two sees our students take up the study of migration across the globe. The impact of migrations on the societies they leave and the places they move to is also examined. There are a great many places that have been influenced by migrations of peoples and the study of such movements is to understand how any society itself is shaped. Finally, students get the opportunity

to examine 'Globalisation and Development'. This is a multi-disciplinary study of the economic forces that shape the world around us. Students in our Junior school have seen significant progress in their development as learners. This is down to their own hard work, but also due to the methods of teaching and learning we have been employing in the last few years. We have made a number of changes after reflecting on the successes for previous years and the areas that need improvement.

One of the key precepts of the Social Science programme is to support our students as they take on the challenges presented by the Numeracy and Literacy exams, which students sit in Year 10/11. Our topics are littered with opportunities to provide students with the ability to gain, develop and perfect the skills and knowledge needed to succeed in the Literacy and Numeracy assessments. Social Science is very much at the forefront of our students' successes in this area.

This year, we have continued to be innovative in our teaching and learning, ensuring we find ways to enrich our teaching approach by offering students diverse learning experiences. A highlight, as always, was our annual visit from the Blake Trust, a non-profit organisation focused on raising awareness about the dangers of climate change. Using Virtual Reality, our students were able to explore New Zealand's oceans, immersing themselves in their beauty and diversity. This experience brought the urgent issue of climate change to life, giving students a deeper appreciation of the environmental challenges we face as well as the natural beauty we must protect.

The department is passionately committed to the belief that an

understanding of Social Science is a vital prerequisite to the life of an active citizen. No one can hope to develop an informed understanding of the world they live in without at least some knowledge of the past, and of how we got where we are. Equally, as students face the challenges that things such as A.I, political and social division, among many other things, an ability to face these challenges and take them in an informed way is essential.

We pride ourselves in arming our students with an ability to navigate in our modern world. As a school, our mission statement is clear: we want to provide our students with the knowledge and skills to respond to a changing world with confidence and humility; and we want them to become reflective, open-minded and principled individuals who will make a positive contribution to their community and the wider world.

As teachers, we steadfastly believe that to achieve these goals it is essential to provide students with a wide range of opportunities and to expose them to a curriculum which enables them to engage with the wider world. We want our students to be able to walk with confidence and with the skills which will enable them to succeed. It is, of course, also imperative that we teach the curriculum with passion and verve, both to inspire a sense of curiosity and wonder about past, present, and future and to ensure that our students have a solid bedrock of knowledge of New Zealand's history and that of the wider world.

This is something that we very much pride ourselves in the Social Science faculty, Social Science is not simply an end in itself, but it strives to provide all of our students with a range of highly transferable skills (such as analysis, synthesis, communication and research) which helps to equip them to perform with distinction in a large number of academic and vocational contexts.

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Classical Studies

BY DARREN WHITE

It has been yet another positive and eventful year for students in Classical studies. Students performed exceptionally well in their NCEA assessments and we could not be more proud of their achievements and success.

Classical Studies at Rutherford is a unique and enriching subject that opens a window into the ancient civilizations of Greece and Rome. Our classes combine literature, language, philosophy,

art, architecture and history to offer our students a comprehensive understanding of the foundations of Western culture.

Classical Studies involves the study of ancient Greek and Roman civilizations, including

their languages (Latin and Ancient Greek), literature, mythology, history, architecture, and culture. This year, Classical Studies students have gained a deeper understanding of Homer's *Odyssey*, Virgil's *Aeneid*, life in ancient Rome, with specific

reference to the last years of the Republic and the rise of the Empiric era, Alexander the Great, Mythology and Art and Architecture of the Classical world. This wide range of topics give students a very broad range and in-depth knowledge of the period. Our students gain an insight into how these ancient societies shaped modern ideas about democracy, ethics, law, art, philosophy and architecture. We use a wide variety of teaching methods, encouraging students to work with both primary and secondary sources and above all, think critically. Our students also get the opportunity to work with a number of hands-on objects, including coins, lamps, pottery, vases, armour, helmets, swords, shields and a wide range of everyday objects from Greece and Rome. Many of these actually date from the time period as well.

The study of Classical Studies helps students develop their critical thinking and analytical skills. Student develop their skills in interpreting ancient texts and understanding historical contexts. They use this to help them write

ON TOP OF THIS, STUDYING CLASSICAL STUDIES ENHANCES UNDERSTANDING OF ENGLISH VOCABULARY AND GRAMMAR SINCE MANY ENGLISH WORDS DERIVE FROM LATIN OR GREEK ROOTS.

informed responses to a wide range of questions. Working with information at this depth supports students across their curriculum and as they navigate their life beyond school. The subject encourages detailed reading and interpretation of challenging literature, boosting language skills and cultural literacy.

On top of this, studying Classical Studies enhances understanding of English vocabulary and grammar since many English words derive from Latin or Greek roots. This linguistic foundation is particularly beneficial for students interested in medicine, law, science, teaching or languages.

Classical Studies at Rutherford is more than just learning about the past; it's a journey into the ideas and cultures that laid the

groundwork for much of our world today. For students curious about history, language, literature, or philosophy, it offers an exciting and challenging curriculum that sharpens critical skills and broadens horizons. Embracing Classical Studies opens a timeless dialogue between ancient wisdom and contemporary thought. Those who study Classical Studies go into a vast range of fields. Our focus is on teaching a content rich course that enhances research skills, critical analysis, interpretation of evidence, argument construction, persuasive writing, oral communication, and independent thought. These skills are valuable in almost any field and for a lifetime of social engagement. These skills and abilities show how relevant Classical Studies remains.

History

The History Department has continued to adapt to the changing curriculum successfully during 2025.

The Department had 162 students across all year levels, including three Year 11 classes, and two classes at both Year 12 and Year 13. Simon Collier remained in charge of the Department with able support from Lindy Cumming, Toina Selu, Lee Bethell, and Ana Tolova'a.

In Term I Ana and Lee were able to organise the Polynesian Panthers, a group pivotal in protesting the Dawn Raids to visit Rutherford. They spoke to Year 12 students about their involvement and perspective on those events. This allowed students great insight as they worked through their first internal assessment, on different perspectives of a historical event. Special thanks to Ana Tolova'a for organising this visit. The new Level 1 Achievement Standards are now embedded and the department is well placed to adjust to further changes in the future.



Geography

BY STEPHANIE VAN GEENHOVEN

Geography students from Y11, Y12 and Y13 had another amazing year. The department covered a total of five trips to make sure students can apply their learning to the environment around them.

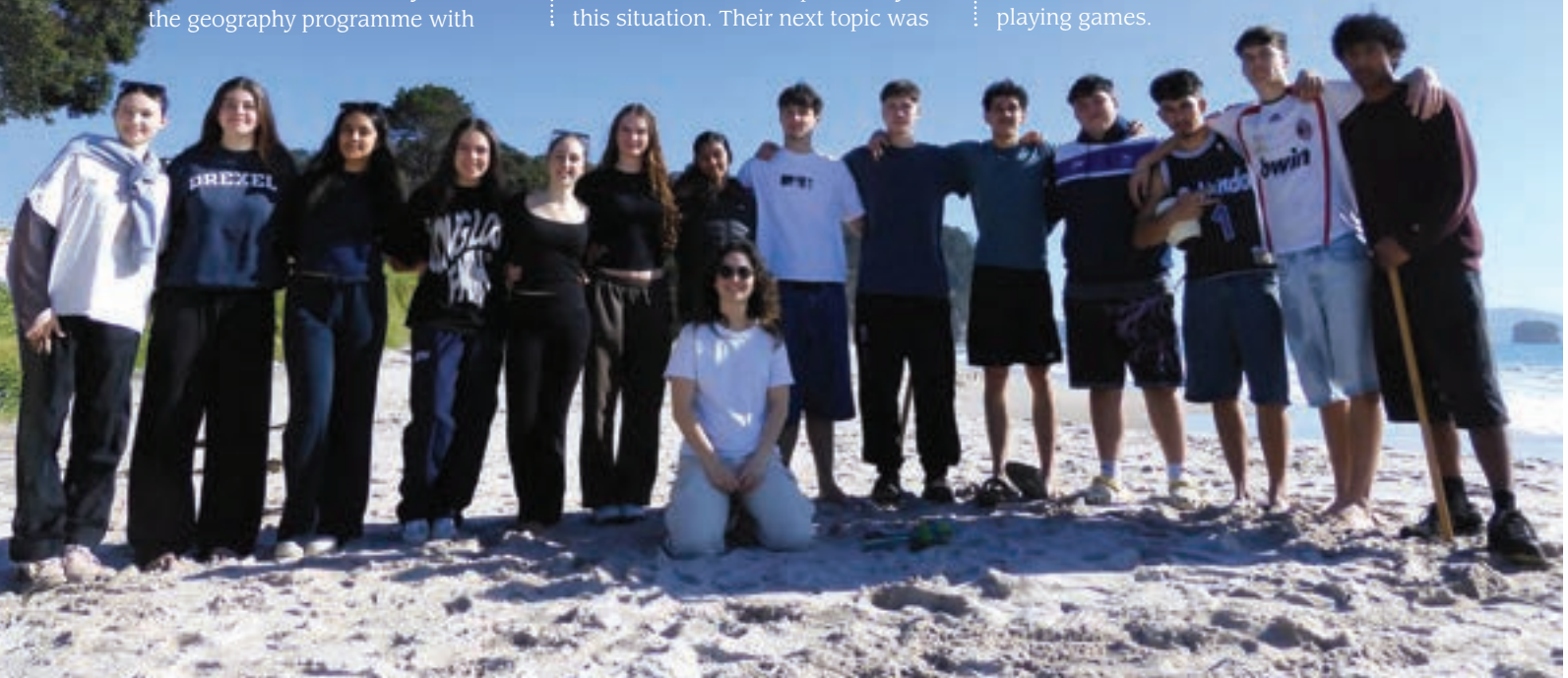
Our Y11 Geographers started their first internal assessment in the field. We travelled to the Waitakere Ranges to collect data to demonstrate how a river changes. With some teamwork – and the occasional visit from some local fish – we were able to collect enough data to process and draw our conclusion back at school. Another topic we studied was climate and ecosystems. Yes, you can ask Y11 geography students why it rains. Additionally, they will be able to explain to you why tropical rainforests are located where they currently are. Students also focused on the studying of natural processes – such as glacial, coastal and tectonic processes and how they shape our environment. This was quite challenging as it was a serious number of processes students had to study and apply on various environments around New Zealand and the rest of the world. For one of the natural processes, we visited Rangitoto Island and hiked up the summit. Again, our Y11s persevered and were up for the challenge. The students ended their first year in the geography programme with

looking at challenges in the Pacific. Looking at different perspectives and viewpoints about tourism in Pacific islands such as Hawaii has shown the economic opportunities and social challenges of the area.

While our Y11 geographers had a focus on physical geography, our Y12's looked at the human part of geography. We started with looking at Freedom Camping as a recurring issue in Aotearoa and as a follow up on the perspectives and viewpoint from Y11 Geography. We then followed up with our big Y12 topic of urbanisation. We studied topics such as population, migration and the physical geography of an area to see why some cities grow out to become mega- or world cities. Our focus of the assessment was Auckland. We successfully completed an assessment on the growth of Auckland due to population growth. We then focused on the urban heat island of Auckland and went to the city to collect our data. Although it was very rainy that day, we still had a lot of fun and ended with a Macca's in the city centre.

Our Y13 Geographers studied Geography in a wider context. They started with focusing on climate refugees in the Pacific and looked at the different policies from various islands. There were some interesting discussions on the responsibility of this situation. Their next topic was

the location of deserts in the world and why they are located there. We looked at innovative ways to use deserts to support the economy of nations and people. Our last topic was coasts. We studied this for our research and our external assessment. Collecting the data for our coastal research was a whole adventure on its own. Our first trip had to be postponed to the next day due to alarming weather that was pulling up to Muriwai. The next day we left for our data collection on the Coromandel, but we also had the tsunami advisory. We left hoping that the advisory would be lifted by noon but ended up with the first day not collecting any beach data. We did however have a lot of fun, chilling around the campfire and playing games.



Travel & Tourism

BY ANJAY LAKHAN

AT RUTHERFORD COLLEGE, TRAVEL & TOURISM is more than just a subject. It is an exciting journey that prepares our Year 12 and 13 students for careers in one of the world's largest and most dynamic industries.

Offered as a senior option, Travel & Tourism introduces students to the fascinating world of domestic and international tourism. The course covers a wide range of topics including geography, airlines, airfares and ticketing, tourist attractions, cultural tourism, accommodation such as hotels and motels, rental car services, and customer service. Students gain insights into how the tourism industry operates both here in New Zealand and around the globe.

In class, students explore key travel destinations with a particular focus on New Zealand, Australia, and the Pacific Islands. They learn how tourism shapes economies, supports cultures, and connects people from all walks of life.

To bring learning to life, both Year 12 and 13 students participated in enriching field trips designed to take their knowledge beyond the classroom. These experiences included visits to the New Zealand School of Tourism where students got a taste of professional training pathways in the industry. The classes also

visited Auckland's iconic Sofitel Hotel, offering them a first-hand look at luxury hospitality operations.

One of the highlights of the trip was an exhilarating jet boat ride - Auckland Harbour. It was a memorable way to learn about adventure tourism and how attractions market themselves to visitors. Students also visited the fascinating Wētā Workshop Unleashed experience where they gained insight into creative tourism and the film industry's impact on New Zealand's international reputation.

Exploring downtown Auckland gave students the chance to study urban tourism in action by observing how the city caters to both domestic and international travellers. These real-world experiences helped students connect theory to practice and gave them a broader understanding of the many career pathways within the travel and tourism sector.

Our 2025 Travel & Tourism students showed great enthusiasm and engagement. We are excited to see where their journeys will take them next, whether that is further study, work in the industry, or continuing to explore the world with curious minds and open hearts.

Travel & Tourism at Rutherford College truly is a subject where students do not just learn about the world - they experience it.





Commerce

BY SARAH BEKKER

Commerce in 2025 gave students a wide range of practical skills and real-world experience. It challenged students to look at the big picture. From learning how to manage money, running their own businesses, to exploring how the NZ economy works and its interdependence on the rest of the world.

YEAR 10 BUSINESS

This course gave students an insight into the world of business, with a focus on the role of the entrepreneur. They learned about innovation, creativity, risk-taking, and teamwork. They then put these skills into action by creating and selling products at Market Day where they created small enterprises, designed and marketed products, and learned first-hand about profit, loss, and teamwork.

YEAR 11 COMMERCE

Students investigated how personal money choices affect long-term outcomes, developing skills in budgeting, saving, and weighing up financial options. Students explored how business functions and pricing decisions shape success. They then put their ideas into practice by creating and promoting products for a Market Day where they experienced the challenges and

rewards of running a business. They also looked at how households, producers, government, and the overseas sector all depend on one another and how events like natural disasters or new policies flowed across different sectors of the economy.

YEAR 12 ECONOMICS

Students explored the bigger economic forces shaping Aotearoa. They studied inflation and its impact on prices and living costs, how government policies like taxes and subsidies influence markets, and why international trade matters for New Zealand. Economic growth was another key theme, with students considering how it affects living standards and what challenges come with it.

YEAR 13 ECONOMICS

Students examined how markets can be efficient and what happens

when they are not. Micro-economic ideas like elasticity and externalities were applied to real-world examples, while the study of market structures (competition, monopoly, oligopoly) showed how businesses behave in different economic environments. Students also considered wider macroeconomic influences such as monetary policy and global trade, preparing them to think critically about the issues shaping New Zealand's future.

LOOKING BACK

From personal finance skills to hands-on Market Day experiences, through to analysing global economic forces, Commerce in 2025 offered something for everyone. Students not only gained knowledge but also developed practical, real-world skills to carry forward into study, work, and life beyond school.



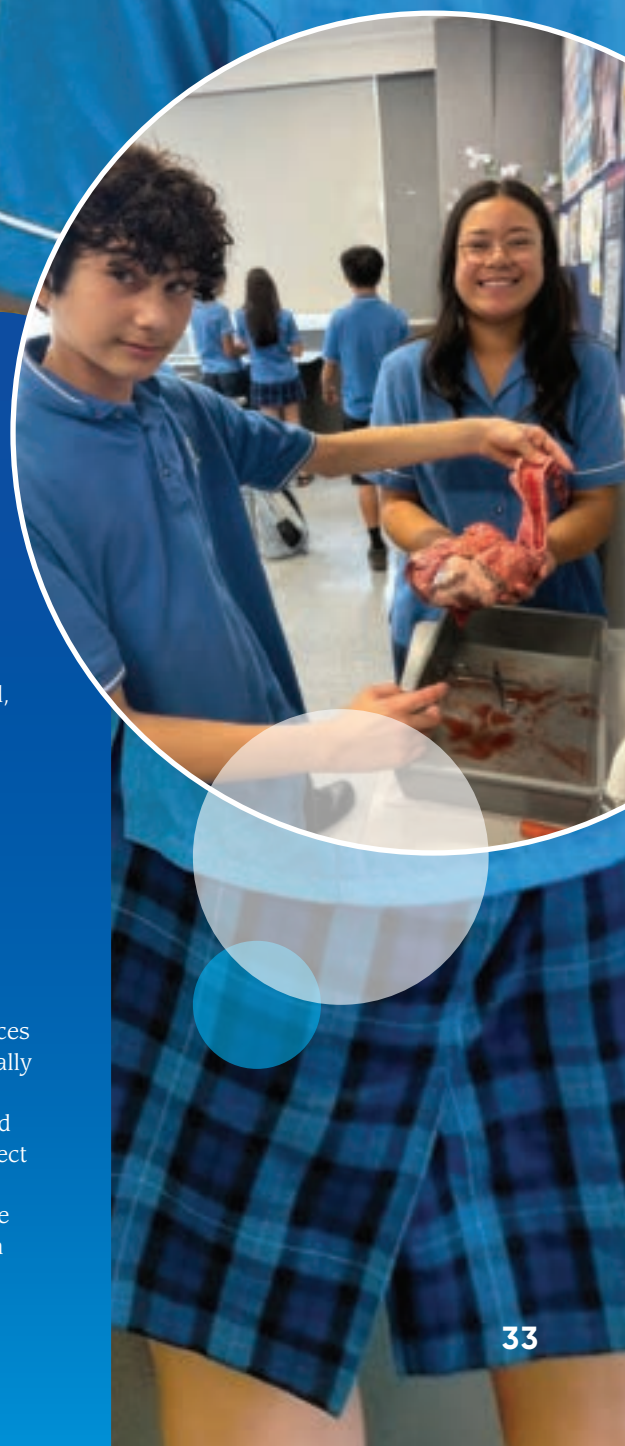
Science

It has been another positive and productive year in the Science department in 2025.

We welcomed three new staff members, Evie Mansfield, Halym Smith and Anubha Coushall. These three teachers have brought energy, enthusiasm and new ideas and have made great contributions to the department and the school. We also celebrated the return of Huw Thomas back from leave in 2024. Mr. Thomas brings with him a wealth of experience and expertise and we are very glad to have him back with us.

This year we have been able to fully utilise our two newly refurbished laboratories which has meant more laboratory time for all our Science classes. Students have developed their scientific understanding through a wide range of engaging learning experiences such as experiments, investigations, dissections, practical and digitally based activities. As well as our theory and practical lessons in class there have been class trips to see the Auckland volcanoes, Auckland Zoo and Long Bay beach all of which have helped students to connect what they have learned in class to the real world.

We congratulate our students on their successes this year and we wish them all the best as they move on to even greater successes in the future, hopefully with many in the scientific field!



SCIENCE FACULTY

Biology

THE YEAR 12 BIOLOGY STUDENTS

started the year with a field trip to Long Bay to gather data for their first internal assessment. The trip brought to life the ecology they had been learning about. They were able to see relationships between species in action, including oyster borers preying on various species of barnacle as well as oysters. This helped them craft their internal assessment.

In Term 3 the Year 13 Biology cohort had a trip to the zoo, starting with an informal lecture as we moved around the Africa enclosure and later, a formal lecture by zoo educators on speciation within a New Zealand context while observing the species, their behaviours and relationships. Both these trips helped to consolidate the learning that had gone on in the classroom throughout the year.



Physics

WE HAVE HAD A POSITIVE and productive year in the Physics department. The number of students taking Physics continues to grow, which is a testament to the work put in by the Physics staff last year, led by Mrs Adams in Mr Thomas' absence. Our students have continued their effort throughout 2025 and have performed well in their internal assessments. We look forward to seeing their achievements later in the year, with many working hard to gain endorsements and being well on their way to this, based on what we have seen so far throughout the year.

A number of our Year 13 students have been working regularly on preparing themselves for the Scholarship exams with Mr Honey, hoping to emulate past students' success. All classes have shown enthusiasm for a subject which requires a high level of conceptual thinking. We look forward to seeing all our students' hard work come to fruition with success in the NCEA exams.



Chemistry

THE ADDITION OF TWO NEWLY REFURBISHED LABORATORIES in D block last year has meant that it is much easier for practical Chemistry lessons to take place. With the juniors this involves investigating topics like states of matter, the periodic table, chemical change and acids and bases where the Bunsen burners are regularly in use. Our senior students have been participating in lessons ranging from things like combustion and precipitation, through to rates of reaction experiments, equilibrium and redox reactions and organic synthesis.

We have some very enthusiastic chemistry students at all levels who have been working hard to improve their understanding and reach their full potential. For many this will mean striving to pass the course with a Merit or Excellence subject endorsement. There are also a dedicated group of senior students

who have been attending extra tutorials during their lunchtimes to prepare for the scholarship Chemistry exam in November.

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!



Technology

BY PHIL PLACE



BUILDING

IN 2025, OUR YEAR 11 STUDENTS enthusiastically embraced the challenge of building their own bedside cabinets as part of the Building course. Focusing on traditional woodworking skills, each student constructed a Radiata pine cabinet using a variety of hand tools to master a range of joints, including the notoriously tricky lapped dovetail. Careful hand-planing, measuring, marking, and gluing helped them develop an appreciation for true craftsmanship. By regularly consulting working drawings and reference booklets, they stayed on track and produced work to be proud of.

Year 12 students stepped up to a recently introduced project, crafting a hardwood coffee table. Building on their Year 11 experience, they produced refined pieces featuring tapered legs and four different types of wood joints. With added features like a sliding tray and a chamfered top, the project combined aesthetics with technical complexity, sharpening their skills even further.

For Year 13, the challenge reached a whole new level with the development and construction of a chair. Drawing on the techniques learned over the past two years, students undertook all aspects of planning, measuring, marking, and cutting their components, aiming for precise, safe-fitting joints. They shaped curved back slats through steam bending and crafted laminated “cow horn” armrests before rounding edges with a router for comfort and style. Completing this demanding project is a testament to the students’ advanced craftsmanship and perseverance.

ENGINEERING

ENGINEERING IS A PRACTICAL, workshop-based subject where students develop skills in machining and fabrication to effectively work with metals. Offered from Years 11 to 13, the programme gives students the opportunity to develop, manufacture and refine real-world projects.

In Year 11, students mastered the fundamentals of marking out, measuring, and machining while producing toolmaker’s clamps and

custom gear shifters. These early projects built their confidence with precision engineering processes, different tools and machinery.

Year 12 Engineering introduces students to a new range of skills and techniques. Students began by fabricating a sheet-metal storage box, which later held the components of their future builds, before moving on to the intricate task of creating working compressed air engines. Each engine was assembled from more than 10 pieces of non-ferrous metals, machined, fitted, and polished to produce an impressive, fully functional model showcasing their growing expertise.

By Year 13, students were ready to tackle a truly demanding project: constructing heavy-duty sheet-metal tool chests. This more advanced build required accurate marking out, cutting, folding, riveting, and spot-welding to achieve a high-quality finish. The completed chests received a professional powder-coated finish courtesy of Baird & Whyte Powder Coaters, with special thanks to Paul Shaw and his team for their outstanding workmanship and customer service!



JUNIOR HARD MATERIALS

HARD MATERIALS at Years 9 and 10 is a hands-on, project-driven programme designed to grow students' creativity, technical ability, and confidence.

In 2025, our Year 9 students designed, built, and raced CO₂-powered dragsters, competing for three different awards. This year's group produced some of the most inventive designs yet seen at Rutherford College. After the thrill of race day, they turned their attention to 3D design and problem-solving by creating a chocolate product to meet a specific design brief.

At Year 10, the Hard Materials programme builds on the knowledge and skills gained the previous year, preparing students for success in senior courses. In 2025, students crafted beautifully finished hand-turned pens, each presented in a bespoke box. Other practical projects offered the choice of designing and constructing an automata - a mechanical device with moving parts, or casting a custom piece of pewter jewellery. These projects provided opportunities to showcase creativity, refine technical skills, and apply the design thinking developed throughout the course.

MECHATRONICS

YEAR 13 – CONSERVATION IN ACTION

This year our Year 13 students decided to make a real difference by contributing to the conservation of the pekapeka, New Zealand's native bat. Partnering with Community Waitākere Trust and with special thanks to Chris Burton and Sarah Mikkelsen, our students developed a range of innovative mechatronic solutions to support this important work.

The project took students beyond the classroom and into the Waitākere Ranges, where they gained hands-on experience detecting bats, setting and checking monitoring equipment, and analysing data to ensure their designs met real conservation needs.

Their work included designing systems to keep detection equipment operating in the field for longer periods, such as integrating solar power solutions and creating more weather-resistant casings. Students also designed devices capable of recording and transmitting audio data for later analysis, and bespoke equipment

tuned to the unique frequencies the pekapeka uses to navigate.

The effort, creativity, and commitment shown by this group has been exceptional. Their passion for contributing to a meaningful conservation cause has been evident every step of the way.

DESIGN AND VISUAL COMMUNICATION

IN YEAR 10, students were introduced to the exciting world of Design and Visual Communication. They learned the foundations of design through freehand sketching, precise instrumental drawings, and digital modelling using SketchUp to bring their ideas to life.

IN YEAR 11 Graphics, the focus was on designing a toy to improve hand-eye coordination for young children. Students followed the full design process, developing creative concepts and presenting them through detailed drawings in SketchUp. Some even pushed their work further by using Blender to add realistic effects like tone, shadows, and highlights.

Later in the year, the challenge shifted to architectural design, as students created working drawings for a small sleepout using CAD software.

YEAR 12 Graphics saw students take on the ambitious task of designing a Northland beach house. They explored creative thinking while ensuring their designs met the requirements of the brief. Some drew inspiration from design movements such as Bauhaus, combining history and innovation in their projects. Term 3 brought a new challenge: producing detailed working drawings of their own building designs, with some even attempting the notoriously tricky art of measured perspective drawing.

Finally, **YEAR 13** Graphics built upon all the skills developed over the previous years. Students chose between Product Design or Spatial Design, identified a real problem to solve, and created their own design brief. This became their most significant project yet – a chance to showcase their creativity, technical skill, and problem-solving ability at the highest level.



Fashion and Textiles

SENIOR FASHION

Textile waste is one of the largest contributors to landfills and carbon emissions. This year, our senior students rose to the challenge by creating garments that not only met their design briefs but also placed an emphasis on sustainability. Many fabrics were sourced through fabric rescue initiatives or by recycling existing garments. The final collections included an impressive range of jackets, coats, dress pants, and shirts.

TEAMWORK DESIGNERS

As part of a team-building exercise, our Year 10 fashion students were challenged to design and create a garment in just one hour, using nothing but sheets, safety pins, and their creativity. Working in groups, students chose a model, brainstormed ideas, experimented with fabric draping, and tested different fastening methods before presenting their unique designs that allowed a model to move and walk down the catwalk.



Library and Info Comms

INFO COMMS IS ALWAYS A VIBRANT, BUSY SPACE during the school day, and this year it's been buzzing more than ever. We've hosted the Parent and Student Breakfast, energetic dance practices for Bollywood Showdown, an inspiring author visit by Danielle Thomson, who shared poetry about her life experiences, and Book Week. On a regular basis, Info Comms has welcomed students for after-school homework sessions and popular board gaming groups, making it one of the most well-utilised and well-loved spaces in our school community.

Our 34 student librarians work tirelessly to keep the shelves in order and contribute to the displays each term, adding to the welcoming and dynamic environment.





Hospitality & Food Technology

BY JENNIS HAYES





HOSPITALITY

This year five aspiring Hospitality Students engage in the Manukau Institute of Technology's Live Culinary competition. The atmosphere sizzled with excitement as students stepped up to the challenge in a live 45-minute cooking showdown. With aprons on and adrenaline high, they showcased the skills they had honed through intense practice sessions leading up to the big day. Competing against

students from across the North Island, they raced against the clock, whipping up impressive dishes under the watchful eyes of professional chefs, who judged every flavor, texture, and presentation with expert precision. The competition was fierce, the creativity remarkable, and the dedication evident in every sizzling pan and plated masterpiece. The Rutherford College students place well, receiving one bronze, four silvers and one gold award!

FOOD TECHNOLOGY

This year, our students rolled up their sleeves and put their baking skills to the test in our Big Bake Off, all to raise funds for Starship Children's Hospital. As part of the challenge, students created a small batch of 6 cupcakes that met given/ revised specifications. They also showed their commitment to sustainability by using repurposed flour, minimising waste, and making smart choices with equipment and how they processed their ingredients.



PE & Health

YEAR 11 PE BY JAMIE THOMAS

This year in PE, we have learned many important aspects of physical health. To begin our year, we learned about the Māori concept of Kotahitanga, which refers to unity, togetherness and solidarity. Each of these games tested how well we communicated as a team and challenged us to be inclusive with each other. We then learned about Hauora, and the importance of it. This made us think more about our well-being, while having fun with friends playing a sport, and not just the physical impacts of it. Finally, to finish our year,, we learned about biomechanics such as force summation, projectile motion, and Newton's laws. From there we must apply them into our games of turbo where we are assessed on our gameplay.

Across the year we have participated in many fun activities. The highlight for me personally was our trip to tree adventures. This put many of us out of our comfort zone and challenged us to push through in a fun environment with our classmates. I think the key takeaway from taking year 11 PE was learning the importance of physical fitness. It has helped me grow as a person and encouraged me to be even more active than I already was. It has also taught me about the importance of my wellbeing, and how important it is to look after myself. Taking PE was one of the many highlights of my year.



YEAR 12 PE BY MIKO BONKOVICH

In 12PED we have explored a variety of topics that all connect to physical activity and our own personal performance, health and social responsibility. This has included learning about different training methods and principles and applying them in the real world to improve our fitness and wellbeing. We looked at how to use, carry out, and tweak training programmes for our own personal needs and goals. We also looked at how the body responds to exercise, reflected on teamwork, leadership and how we apply these skills in and out of the classroom. What

I have enjoyed most this year is using the information we learnt in the classroom and applying it in a practical setting. Doing practical activities that link to the theory helps us understand the importance and connection to what we learnt in the classroom and how it is actually used/demonstrated. One key takeaway from this year in 12PED is the importance of applying training principles, for example, specificity and progressive overload. These principles of training helped me understand the importance of knowing how the body is affected by different ways/variations of exercising. When I used these principles of training it helped me achieve my goal and improve my overall fitness and performance.





YEAR 13 PE BY CHARLOTTE BRAIN

Year 13PED ended up being one of my favourite subjects for my final year of high school. There are 5 assessment opportunities within the subject, to collect a total of 19 UE approved credits. The common themes of learning throughout the year are similar to year 12, talking about biomechanics, types of practice and feedback, leadership and teamwork, as well as physical performance. The big difference between the years is learning how to analyse more deeply, such as questioning and challenging assumptions made in sports, like, does practice really make perfect? I've found that PED

is one of the few classes that can create a sense of belonging, due to the constant collaboration with classmates in practical lessons, meaning that not only do I walk away with a deeper understanding of the key PE concepts, but also with newfound confidence in myself, and friendships with others. Though I remain unsure on exactly what I plan to do after high school, I have kept my options open with an application into sports and exercise at AUT, thanks to the passion that 13PED has awoken in me. Whatever I end up doing, I know that the analysis and collaborative skills I have learnt through this course will aid me in my way through the world.

SENIOR HEALTH BY BLAIR WHITE

This year has been an exciting period of growth and development for Health Education at Rutherford College. The Year 9 and 10 programmes have been fully rewritten, with a strong focus on ensuring that units reflect the most topical and relevant issues facing students today. Alongside this, well-being principles have been embedded throughout the curriculum, encouraging students to strengthen their understanding of Hauora and apply it meaningfully to their daily lives.

Literacy development has also been a priority, with resources and activities designed to build students' reading, writing, and critical thinking skills, supporting their learning both in Health and across other subjects.

At the senior level, the Health Education department has continued to expand opportunities for student achievement. The second year of the new Year 11 NCEA standards has been developed and successfully delivered, providing a strong platform for progression into senior courses. Year 12 and 13 programmes have been consolidated, with refined content and assessment structures to ensure clarity and challenge for students.

Across all year levels, Health Education has continued to provide a supportive learning environment, equipping students with the knowledge and skills to make informed decisions and to promote well-being in their own lives and communities.



Outdoor Education

WRITTEN BY SOPHIE WALLACE, LEIA SMITH AND BROOKE HARI (13OED STUDENTS)

The Year 12 Outdoor Education course focuses on developing students' risk management and leadership skills through a range of practical outdoor experiences. Students learn to assess hazards, make safe decisions, and take responsibility for themselves and others while building confidence in the outdoors. Activities include kayaking, hiking, rock climbing, and weather analysis, each providing opportunities to practice leadership and teamwork in real-life situations. The course culminates in a camp at T wharanui Regional Park, where students apply their knowledge and skills in a multi-day experience, demonstrating their ability to manage risk and lead effectively in a dynamic outdoor environment.

The Year 13 Outdoor Education course extends students' understanding of safety management by exploring wider issues and devising strategies for managing risk in diverse environments. A strong focus is placed on guardianship of the land through the principles of Kaitiakitanga, encouraging students to act as responsible leaders and environmental stewards. Activities such as stand-up paddleboarding, bouldering, and a four-day snow camp to Whakapapa Village challenge students to apply advanced decision-making, teamwork, and sustainable practices in dynamic outdoor settings.

We have thoroughly enjoyed Outdoor Education over the past two years, as it has given us the

knowledge and confidence to navigate various outdoor scenarios, thereby broadening our experience. One of the most challenging but rewarding parts of Outdoor Education is pushing yourself to new limits. The activities tested us physically and mentally, however, they ultimately allowed us to grow as an individual and encouraged us to continue pushing ourselves in future activities.

Outdoor Education has already inspired us to create lasting memories through exploring ourselves in new adventures together. Quickly after snow camp, our friends organised an overnight hike in the Coromandel and set an endless amount of goals surrounding future travels in Aotearoa and further around the world together. In years to come, we will continue to honour our knowledge from trips, camps and theory as we set out on our own endeavours. The most beneficial forms of knowledge we will take from Outdoor Education will be the safety management issues of equipment, people and the environment, and the importance of kaitiakitanga - protecting and sustaining our environment for future generations to come.



(Below) Keleni Tupou working in the Bakery at Woolworths, Lincoln Road



L-to-R – Team 2 at Mitre 10 Mega, New Lynn - Manaia McGregor; Andrew Quach; Siliva Tuli; Connor Morshead and Gordon Togiavalu



L to R Team 1 at Mitre 10 Mega, New Lynn - Telua Galiga; Maika Graham; Isaiah Latimer and Tuhaka Armstrong



Marco Tealofi restocks the fridges at Woolworths, Lincoln Road



Aira Razon works on the Check Out at Woolworths, Lincoln Road



2025 HAS BEEN A BUSY BUT SUCCESSFUL YEAR IN GATEWAY with students completing courses and work placements in industries they may want to train or work in when they leave school. To help prepare them for their work placements students were given the opportunity to complete the following courses:

- First Aid Certificate
- Health & Safety Certificate

Completing the courses helped students learn valuable skills and gain qualifications to take into their work placements and to add to their CVs for when they apply for after school part time jobs.

Whilst at their work placements, students have been able to gain new skills; grow in confidence; 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” all whilst gaining

credits towards their Levels 2 & 3 NCEA. Some students have also been successful in gaining part time employment resulting from their work placements.

In 2025 our students completed work/course placements in the following industries:

Retail – Students completed two Workshops and five days in-store

- Mitre 10 Retail Programme at Mitre 10 Mega
- Woolworths SEEDS Retail Programme
- Hospice Retail Programme

I.T. and Computer Engineering

- CODE Programming Courses at Techtorium

Travel and Tourism

- 5 Day Flight Attending Programme at the New Zealand School of Tourism

- 2 Day Adventure Tourism Course at the International Travel College – Harbour Bridge Climb and Bungy Jump
- 3 Day Travel Course at the International Travel College of New Zealand

Teacher Aide

Hospitality – Workshop and five Days in Restaurant

- Oasis Programme at local McDonalds Restaurants

The success of our Gateway Programme relies on our students being great ambassadors for Rutherford College and making the most of their opportunities whilst learning new skills and this year our students have been exceptional ambassadors. A large part of the success of our students and the Gateway Programme is also due to the ongoing support from our amazing local employers.

Careers



BY CATHERINE GIBSON & CATHY MCGOUGH

There have been many exciting events and highlights this year.

Students have been able to explore their future pathways and engage in all that the Careers department has to offer to help them plan for when they leave school. Some of the highlights from the year include:

- Work Experience
- Tertiary Open Days
- Careers Out West Expo
- Auckland Zoo Wildlife Science Careers Expo
- Rutherford College Careers Expo

- Lunchtime presentations from the universities
- STAR school holidays courses
- Defence Force presentation
- Otago University - Radiation Therapy Cancer Centre Tour
- Waipapa Ōhanga Rau for Māori students at UOA

To our departing senior students, go well in your future Careers. We look forward to hearing about the many different pathways you will take as your future unfolds. Our door in Careers is always open to you if you need any help in the future.

HANDS-ON WEEK OTAGO UNIVERSITY

Year 12 students Sama Abo Meghesib, Jack Carter, Celine Yim and Matthew Wilson were given an amazing opportunity to attend Hands on Otago at The University of Otago. This programme is available to Year 12 & 13 students and takes place in the middle of January each year. Students get the unique opportunity to experience a week of Otago student life and participate in a huge range of activities that will challenge and inspire them for the year ahead.

The programme receives around 1500 applications from students all around New Zealand and 400 students are selected to attend.

Our students said "we highly recommend this programme because we got the full university life experience, and we met wonderful students from all over New Zealand. We highly recommend that all year 12 and 13 students apply for Hands on Otago 2026".

THE UNIVERSITY OF AUCKLAND

Seven of our Year 13 students had the opportunity to experience life at the University of Auckland.

Our students were welcomed at a pōhiri at Waipapa Marae and then guided through a presentation which covered essential information on entrance requirements, enrolment pathways, and how to navigate the transition from secondary school to tertiary education. Students toured one of the four halls of residence, Grafton Hall, to get a glimpse into the accommodation options.

"This experience not only broadened our perspectives but also reinforced the importance of whanaungatanga, time management, and planning for our academic journeys. The connections we made with other taura, as well as the knowledge we gained, made this experience truly invaluable. It also left us feeling more confident and motivated to take the next steps toward our future at any university."

Samara Hohaiā 13TR



Careers Expo

OUR CAREERS EXPO WAS HELD AT RUTHERFORD COLLEGE

this August in conjunction with the PST conferences. This event was a great opportunity for all students to explore pathway options and make informed choices for their future.

We were lucky enough to have the hall at capacity with 28 training providers. Providers set themselves up with banners and brochures ready to share their knowledge and expertise with our students and their whanau. Students were able to connect with representatives from many different work and study areas to explore options available to them including trades and apprenticeship programmes.

It was wonderful to see so many people dropping in and to have our enthusiastic students supported to help with their future decisions. Lots of great questions were asked, and checks were done on entry requirements and preferred subjects. We were humbled to receive such positive feedback about our students from our providers with regards to their politeness, their good manners and the great questions.

Careers Out West Expo

FOUR OF OUR YEAR 12 CLASSES ATTENDED THE CAREERS OUT WEST EXPO which was held at the Trusts Arena on Wednesday 18 May. The Expo featured around seventy businesses, tertiary and training providers, who were keen to share their knowledge and expertise with our young people. Students from various West Auckland and Central Secondary Schools were welcomed from 10am during the day and parents accompanied students for the after-school session which finished at 5.00pm. Our students had a great time speaking with exhibitors and exploring the large variety of training and career options available.

Wildlife Science Careers Expo

SIXTEEN RUTHERFORD STUDENTS WERE LUCKY ENOUGH TO BE PART OF THE MAZDA WILDLIFE SCIENCE CAREERS EXPO which was held at the Auckland Zoo in July.

The aim of this day was to support young people to explore and discover conservation science pathways and see where studying science can take them in the future. Students were able to explore the Wildlife Science Expo and speak with course providers and science and conservation focussed organisations and their workers. Our students were inspired by the panel of guest speakers who are working in conservation science fields and learnt about the journey that led them to where they are today. Students attended workshops covering Volunteering, Ranger Programmes, Marine Education, Pest Control, and Animal Husbandry. There was also free time to explore the Zoo and to look at the animals and their enclosures.

I was given an amazing opportunity to visit the Zoo's Wildlife Science Careers Expo. Lots of workshops were organised and I was able to attend three, Animal Husbandry, Marine Science and Pest Control. These workshops expanded my knowledge on how to work in conservation, work with animals, and marine life. I also had the privilege to speak with some

dedicated people who work in conservation. This has made me even more interested in ecology and conservation and I am exploring further study options.

Bella Vega Marzano 12NN

I thought the Careers trip to the Zoo was great. I liked learning about all the cool conservation work being done. It made me think about how I could help in the future.

Emma Coup 12NN

During the zoo trip, I looked around the stalls and talked to one of the Biosecurity workers about what they do. I attended one of the workshops about pest control where I learnt about the types of traps they use and how they work. I also explored the zoo in my free time. I enjoyed being able to speak with people about their career and asking questions about things I didn't know. I also enjoyed watching the animals in the zoo. What I learned from this trip is that I have gained an interest in biosecurity as a possible career choice.

Hiyan Marhed 12FN

My favourite part was one of the workshop classes I got to attend, it was called animal husbandry. I got to hear how of the zookeepers got to study about chimpanzees and how they understood their personality and characteristics; I found this very fascinating because animals can't speak yet they understood them so easily and read them like a book". In that workshop I learnt that chimpanzees share almost 94% of the same DNA as humans. This zoo trip was very helpful on uncovering different pathways I could study in the future and how one pathway can lead to so many opportunities.

Sama Abo Meghesib 12GZ





This year has been an exciting and dynamic one for Drama at our school.

Drama

We began with the powerful senior production of ***The Boy Who Caused 9/11*** by Ken Mizusawa, a coming of age story about a teenager learning to navigate life. Our Year 10 Drama students devised and performed ***The Turtle and the Shark***, a retelling of a traditional Samoan story, sharing their work with audiences at Te Atatū Intermediate, Rangeview Intermediate, and later at the Junior Showcase.

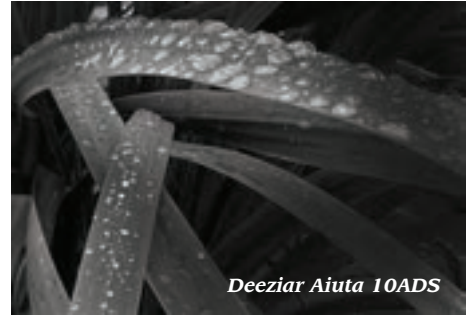
The Junior Showcase also featured a devised performance from our Year 9 Drama students, and a two-hander piece from the play, ***Wheeler's Luck*** by Year 11 students.

Beyond the classroom, students were inspired by professional theatre experiences, attending *Wrest* by Red Leap Theatre Company and Shakespeare's *Romeo and Juliet* at Auckland Theatre Company. 2025 has been a year of creativity, collaboration, and courage in Drama – a celebration of storytelling in many forms.





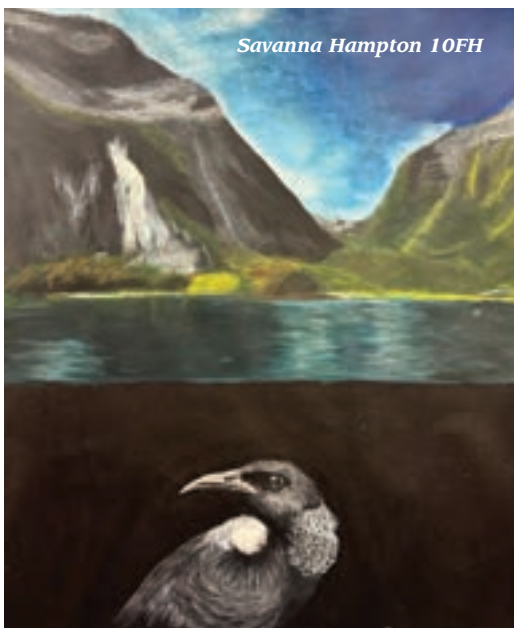
Olive Galea 9LK



Deeziar Aiuta 10ADS



Janelle Eason-Ayrapetyan 10MA



Savanna Hampton 10FH

Visual Art

Junior Art



Sophie Stewart 9LK



Olive Galea 9LK



Mollyanne Reichardt 10DG



Jiao Jiao 9HO



Hamdan Ahmad 9KI



Damin Kim 9DU

VISUAL ART PAINTING



Natalia Noone-Jones 13ART



Eden Howie 11ART



Jaimie Booth 13ART



Elena Karegar Seftjani 13ART



Kayla Grayston 12ART



Bailey Lewis 11ART



Hunter Gracewood 11ART

PAINTING VISUAL ART



Tuva Botting 11ART



Ruby Paapu 11ART



Sharlise Barton 11ART



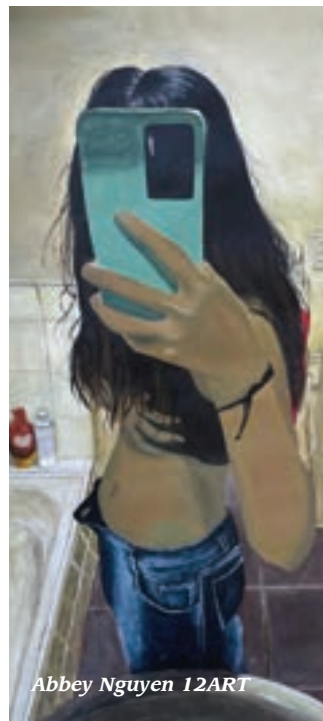
Abbey Nguyen 12ART



Sharlise Barton 11ART



Iris Hill 13ART



Abbey Nguyen 12ART



Jamie Hollands 13ART



Jaimie Booth 13ART



Lola Yates 12ART

VISUAL ART PHOTOGRAPHY



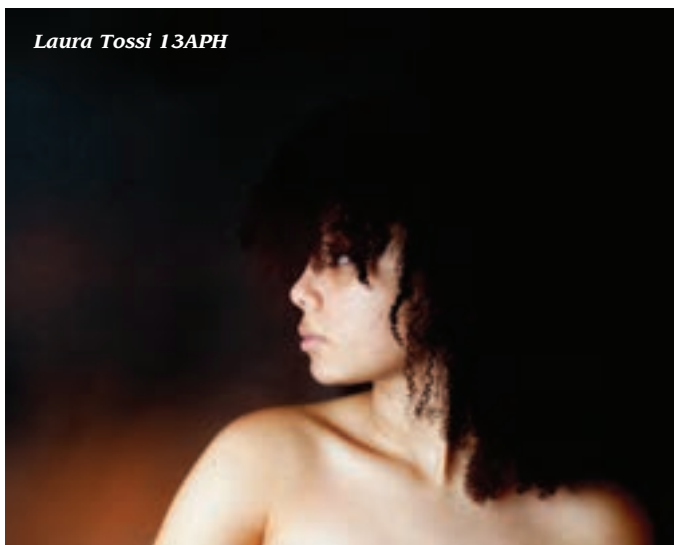
Logan Dennis 11ADS



Kaleb DuRepos 11ADS



Anglea Sambajon 11ADS



Laura Tossi 13APH



Sela Suifua 12APH



Bella Vega Marzano 12APH



Mya Wood 13APH



Imogen Bosnich-Wood 13APH



Jimmy Egginton 12FN



Ruby Mitchell 13WO



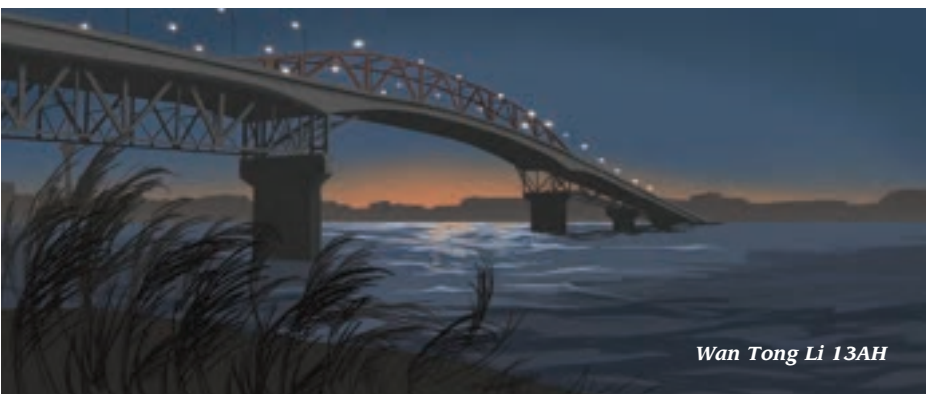
Wan Tong Li 13AH



Mila Dawson 13RL



Jimmy Egginton 12FN



Wan Tong Li 13AH



Caitlin O'Brian 13PW

Music

BY KERRY TAULA

Our little department has had a vibrant and exciting year full of performance opportunities and amazing learning experiences.

It has been inspiring to see our classrooms and music studios filled with engaged learning, music making, growth and collaboration.

Throughout the year, our musicians showcased their talents in numerous performance opportunities such as Scholars Assembly, Luv Music, Te Atatū and Te Manawa Libraries, Rutherford's Got Talent, Rutherford Day, Junior Performing Arts Showcase, Pasefika Awards and Cultural Awards. From formal concerts and assemblies to community events and competitions, our musicians demonstrated commitment, creativity, and a real passion for sharing music with others.

This year we farewelled Miss Do Hee Kim, thank you for your contribution. We were delighted to welcome Miss Sayaka Hughes into the department.

The department has also seen growing numbers in our senior music classes, a reflection of students' enthusiasm and dedication to developing their skills further. This growth is a credit to both the students' drive and the encouragement of our itinerant music teachers, who provide expert guidance and one-on-one support across a wide range of instruments and styles.

The newly formed Kotuku Brass competed at the Chamber Music Contest at the Raye Freedman Centre under the direction of Mr Sang Hyun Kim. A wonderful chance for them to compete at a regional level amongst other ensembles from all around Auckland.

Our choir has made a comeback this year under the guidance of Mr Willow Allison-Maxwell. We haven't had a choir since 2015! It is wonderful to hear our songbirds

rehearsing and more students being interested in learning to sing in a group. They made their official debut at our Junior Performing Arts Showcase singing two pieces "Signum" by Susato and "Bring Me Little Water, Sylvie" by H.W Ledbetter. I look forward to seeing this group develop and grow in numbers.

Our distinguished Concert Band has had quite the schedule this year. The group's highlight was our first ever Band Camp at Karanga Camp, Swanson, where our musicians spent several days immersed in rehearsals, workshops, and team-building activities. The camp not only lifted the standard of playing but also strengthened friendships across year levels, building a supportive and enthusiastic band culture. There have been a lot of community performance opportunities for the Concert Band as well as competing in the KBB Music Festival, picking up a Bronze Award. Well done to Fabian Fabricius, Charlotte Marriott and Max RobbMarkham for being part of the elite KBB Honours Band. Thank you to Mrs Antonina Marriott our band director for her patience, time and mahi this year. Also thank you to Mrs Stanton, Miss Liu and Miss Kim for their time and support of the group this year.

MANY THANKS TO OUR ITINERANT TEACHERS OF MUSIC - Mr Fata, Mr Kim, Mrs Boyack, Mrs Marriott, Mr Cossar, Mr Tanielu, Izak Kennedy, J.Y Lee and Mr Sutton for your support and commitment to our students and last but definitely not least our student musicians - well done for an awesome year of laughs, tears and lots of amazing music making!





WWW.SPRING
SMOKE
ROCK

Dance

BY PERRI FAHITUA

This dance year has been nothing short of hectic. Hours before the opening night of our studio showcase, our student teacher, Mea Birch, was told she'd be running the show alongside the Year 13s. Miss Fahitua's absence was definitely felt, but thanks to her creative choreography and skilful teaching throughout the term, everything ran smoothly.

Our Term 1 Studio Show was a mixture of Miss Fahitua's and the students' choreography. Each year level (9-13) performs a full class dance, while the senior students also choreograph their own group pieces. The Year 13s had the task of creating a dance inspired by a short poem or quote. We were put into small groups, chose our excerpt, and built our choreography around its meaning. Meanwhile, the Year 12s based their group dances on Greek legends, eventually merging their original four smaller pieces into two larger ones.

While those performances were student-led, all the senior and junior class dances were directed by Miss Fahitua. Highlights included the Year 13s class dance, *Revenge Of The Nerds*, a quirky, upbeat number about embracing your true self (bowties and all) in the face of bullies. The Year 12s class piece, *Cherubs*, was a beautiful contemporary work, originally choreographed in 2023 and reimaged for this year's group.

In Term 3, we had our Senior Dance Showcase at TAPAC. Performing off-site in an unfamiliar venue was both exciting and intimidating. The showcase featured the Year 13's 3.1 choreographies, along with the Year 12 Latin and group dances. The 3.1 assessment is one of the most demanding parts of the curriculum; some of us began planning for it in Year 11. You're assigned 3-5 senior dancers and must choreograph a piece based on

the concept of 'Tūrangawaewae. You're also in charge of lighting, costuming, music, and scheduling rehearsals, while performing in two other dances yourself.

Earlier in the year, the Year 12s created solos based on childhood memories. These were later combined to form three unique group performances. They also had to learn and perform a sociocultural dance. Fortunately, Kristel Davies, Latin teacher and choreographer, taught them a range of Latin styles such as the Salsa, Cha Cha, and Jive.

For senior students, each performance is used to gain NCEA credits. So between studies, part-time jobs, sports, and other commitments, we spend hours in the studio almost daily in the lead up to the shows, and begging our teachers for (very well-deserved) assignment extensions.

Despite all the stress, chaos, and exhaustion leading up to show week, I will always look back on these nights with gratitude. School dance has taught me life lessons, blessed me with friends, and given me something to be proud of every year. From looking up to seniors in Year 9, to being the ones shushing the juniors backstage before our final shows- it's been an environment that's shaped who I am.

Of course, none of this would have been possible without Miss Fahitua and Miss Birch, who pulled all the strings to provide us with these opportunities. The calibre of these shows is a reflection of their passion for dance and for their students. I'd also like to thank Issac Lee-Sang and Mr Thompson, whose behind-the-scenes work has been the backbone of these shows for several years now.

I'm not sure I'll ever experience anything quite like the intensity of a 12-hour show week again, but as I hang up my costume and roll up the floor for the last time, I'm walking away with memories more valuable than just credits.





TŪRANGAWAEWAE DEPARTMENT



Tūrangawaewae

SUPPORTING STUDENTS WITH ADDITIONAL NEEDS

Tūrangawaewae at Rutherford College has once again had a great year in 2025. From mastering new skills in the classroom to excelling on the field, our students have shown resilience, determination, and a zest for life that inspires us all.

ACADEMIC: LEARNING AND GROWING

This year, our literacy, numeracy, science and social science learning has been woven through our termly learning themes. In term 1, it was all about bees! We investigated the bee life present at Rutherford College, we developed our working theories about the anatomy of bees through our art work, we visited a living hive at Lincoln Heights school, and ended the term with an exciting trip to the Botanic Gardens where the insect life was abundant. This living world topic allowed us to develop our skills as researchers, to think about how we can care for our environment and its diversity, and to take joy in the world around us as life long learners.

In term 2 we learned the Pūrakau of how Maui slowed the sun, and practiced telling this story using puppets. Later in the term we learned about the meanings behind each of the stars in the Matariki star cluster, and we prepared and feasted on soup inspired by Tūpuanuku, the star connected to food from the earth. We then each developed our own narratives, thinking carefully about our characters, our setting, our problem and our story's resolution. Students took great pride in presenting their completed narratives to the class!

Term 3 has seen us add stop motion story telling to our kete. We have enjoyed creating short films using sound effects created from objects around us. It is fascinating to see our series of still images take shape as animation! This theme has been paired with our learning about the solar system, a topic that has expanded our scientific vocabulary, as well as our wonder at the universe. We were fascinated by our time at the Stardome Observatory

- the special projection show made us feel as though we were flying through the rocky rings of Saturn!

In term 3, we are preparing for term 4 learning about the cycle of food waste to garden compost, with our newly established classroom composting system and garden bed.

These themes have provided a truly enjoyable foundation from which we have been able to strengthen and develop our social story telling skills, improve our phonics and sentence structure knowledge, and strengthen our numeracy skills.

FOOTBALL

Our students took to the field with enthusiasm and determination for this year's Special Olympics football event at Ken Maunder Park in June. The team worked hard and built their skills and teamwork through warm-up practices and enthusiastic participation in games. The level of participation with our students has increased every year, this year our team played five games throughout the day and returned home with the title of Division 2 champions.

BASKETBALL

We had a fun day at Trusts Stadium on Sept 9th for the Basketball event.

Tūrangaawae aka Rutherford Rebels won all three of their fixtures to win the Division 2 competition. The team-work was outstanding throughout the three games.

HYDROTHERAPY

Hydrotherapy sessions with OT Claire Wihongi have continued to be a significant part of our programme, offering students both therapeutic benefits and a chance to enjoy water-based activities. These sessions have not only helped with physical rehabilitation but also provided a fun and relaxing environment where students can develop confidence. Whether it was working on a new stroke or simply enjoying the calming effects of the water, each session was filled with smiles and laughter.

THE ARTS

The arts provide space for self-expression and creativity to flourish and students have delighted in taking part in regular artistic opportunities. Whether waiata or percussion, pottery or painting,

spending time creating is an important part of our learning and care for self and wellbeing in Tūrangaawae. It has been delightful to see both the joy students have experienced while creating, as well as the amazing pieces they have produced!

COOKING CLASSES

Cooking classes in the unit this year have been more than just a lesson in the kitchen, they've been an opportunity for our students to gain independence, practice literacy and numeracy skills, and learn valuable life skills. Students learned to prepare a variety of dishes, from cheese scones to homemade pizza to pumpkin soup. Not only did our time cooking together emphasize the importance of nutrition, hygiene, safety and teamwork, it allowed us to experience the sense of whanaungatanga that comes from sharing kai with friends!

ATHLETICS DAY

One of the most anticipated events of the year, Athletics Day in

February, saw our Special Education students participating in a range of activities that showcased their athletic abilities. From throwing the discus, throwing the javelin, and running the track, our students gave it their all, cheered on by their peers and teachers. The spirit of the day was one of inclusion and celebration.

FOOTSTEPS

We had visits twice a term from Max from Footsteps. These sessions were to provide opportunities for the students to gain extra physical co-ordination and cardio work. We began these sessions back in 2024 and we plan to continue this successful programme in the future.

2025 AND BEYOND...

The Special Education programme at Rutherford College continues to be where every student is valued, supported, and encouraged to take joy in life long learning. We look forward to another year of learning, growing, and celebrating our students' unique talents and achievements in 2026.



Our teachers extend students within classrooms, by teaching to and beyond Excellence. Josh Tagaloa (Extension) also coordinates a range of opportunities outside the classroom. This year's activities include:

Australian Maths Competition

One of the largest international math competitions. Twenty students participated in the competition, achieving well compared to the average across Australia and NZ.

AMA Mathex is a fast-paced, team-based competition hosted by the Auckland Mathematical Association. Four teams of students raced against the clock to solve challenging problems, showcasing their speed, accuracy, and teamwork.

Auckland Maths Challenge

celebrates Māori and Pasifika excellence in mathematics. Rutherford College proudly hosted three of the five rounds. One team also placed third out of twenty teams in the grand final.

Reader's Cup: Two teams of Year 9 students represented Rutherford in a six-round literary quiz against schools across Auckland. One team placed an impressive 3rd overall, highlighting the strength of our students' reading comprehension and competitive spirit.

University of Canterbury CAM Kiwi Competitions, these national competitions in Maths, Science, and English are aligned with the NZ curriculum. Our students took part in these online challenges, testing their skills against peers nationwide and achieving excellent results.

Through **Unistart (University of Waikato) and Accelerate+**, senior students had the opportunity to begin university-level study while still in high school. These

programmes offer flexible online and campus-based papers, giving students a head start on their tertiary education journey.

World Scholars Cup is an international academic competition designed to celebrate academic curiosity and global collaboration by bringing students together. Rutherford students participated in regional rounds and excelled across all categories—debating, writing, and the Scholars Bowl.

Year 9 Maths Extension Programme

is designed to meet the needs of high-achieving Year 9 students, and tutored by Rutherford alum and current Masters candidate Oliver Gracewood, this programme provided enriched learning experiences beyond the standard curriculum.

As we look to 2026, we're excited to expand our horizons even further—offering new opportunities, deeper partnerships, and more diverse challenges to ensure every gifted learner continues to thrive.

World Scholars Cup

BY ANA GERZIC

The alpacas were out, the debates were fiery, and Rutherford College brought the heat at this year's World Scholar's Cup (WSC) Auckland Round, held at Kelston Boys' High School in May. With two junior and two senior teams, Rutherford didn't just show up—we showed off!

This exciting international academic competition celebrates learning, curiosity, and teamwork, bringing together students from around the region to compete in debates, writing, quizzes, and collaborative challenges. It also offers a shot at the prestigious Global Rounds and, ultimately, the Tournament of Champions at Yale University.

The competition was fierce, with powerhouse schools like St Kentigern, Rangitoto, EGGS, ACG Parnell, and more in the mix. But it was clear the main rivalry was between St Kentigern and Rutherford College, who walked away with a trove of top-tier trophies and medals.

STAR OF THE SHOW

In the junior division, Suleman Hamdani (10FI) absolutely stole the spotlight. He was crowned Overall Junior Champion Scholar, took home six gold medals (yes, six!) across literature, history, science, art, social studies, and the special topic, and topped three individual subject challenges! Talk about an academic triple threat.

TEAM TRIUMPHS

- Suleman, along with Adam Yuan and Samuel Chan, claimed third place overall in the junior division.
- Our other junior team, Emma D'Anvers, Oliver Gray, and Noel Mendonca, were crowned Overall Junior Champion Team! Emma was named Champion Writer, while Oliver and Noel were Top Debaters of the entire competition.

SENIORS ON FIRE

- Maire Hohepa took gold and came second in Collaborative Writing.
- Neil Menonca scored a gold and placed fourth in History.
- Kaia Evans took gold and second in Literature and Media.
- And Natalia Noone-Jones. She absolutely dazzled with three golds in Art and Music, Literature and Media, and Social Studies, and the Second place overall scholar!

Together, Kaia, Amy Thompson, and Natalia formed the Second Place Senior Champion Team.

THESE STUDENTS NOT ONLY WORKED INCREDIBLY HARD ACROSS TWO INTENSE DAYS OF COMPETITION, BUT THEY ALSO BROUGHT JOY, CREATIVITY, AND SCHOOL SPIRIT TO THE EVENT—TAKING PART IN THE TALENT SHOW AND LIFTING THE ATMOSPHERE WITH EVERY ROUND. THEY REPRESENTED RUTHERFORD WITH BRILLIANCE, HUMILITY, AND HEART. WE COULDN'T BE PROUDER.



*Champion Junior Team
Noel Mendonca Oliver Gray
and Emma D'Anvers*





ESL

ENGLISH SECOND LANGUAGE DEPARTMENT AND INTERNATIONAL STUDENT PROGRAMME

The International Student Village and the English Language Department are vibrant and thriving parts of our school. If you wander into this area, you will find a true melting pot where languages and cultures blend seamlessly. Strangers become classmates and new friendships are formed.

In 2025, we have welcomed students from across the world. From Asia to Afghanistan, Kurdistan, Jordan, Iran, Samoa, Fiji, Japan, Korea, Vietnam, Cambodia, the Philippines, India, Sri Lanka, China, and Taiwan, to name a few.

We are privileged to host international students who enrich our school with their cheerful personalities, hardworking approach to study, courage, and willingness to embrace new experiences. This year, international students joined an array of cultural and sporting teams including: K-pop dance, Chinese dance, Filipino cultural group, Basketball, Football, Volleyball and took part in Athletics and Swimming Events. Two students even took the brave step of singing at the International Languages Week evening. Students study for varying

lengths of time, some wanting and overseas experience, others with long term goals of gaining NCEA qualifications and future tertiary study. International Department Staff work hard to ensure the students reach their academic goals, have lots of opportunities available to them and are able to participate in the wider life of the school. It has also been heartening to see both local and International students step forward as International Student Ambassadors, helping new international students settle into school life. Other local students also took on the role of buddies for visiting Japanese short-stay groups, creating valuable experiences for everyone involved.

In 2025 we also saw an increase in local students taking English Language and English Literacy classes. 13 English for Academic Purposes was taken by a large number of students as the course for those who plan to pursue tertiary studies. We were pleased to welcome back Ana Gerzic, who had been away overseas in 2024 and has expertise in this area.

A highlight of the year was seeing local students recognised for their achievements at the Ministry of

Education events. Arina Iaroshenko and Mauricio Salinas Morales were honoured at the Ethnic Awards Night in May for their 2024 achievements, while Alexie Nadado and Livia Lemos were celebrated at the Ministry of Education Emerging Leaders' Breakfast in September. We were also fortunate to welcome Mali, a bilingual teacher aide, to our team in Terms 3 and 4. She provided valuable support to our Farsi-speaking students.

This year, many students from the International Village and English Language Department attended special tutorial sessions to prepare for the Literacy CAA (Common Assessment Activity), held in March and November. A number of them successfully passed these reading and writing assessments, which is an impressive accomplishment for students who have only recently arrived in New Zealand and are still acquiring English.

As teachers in this part of the school, we take great pride in watching students grow in confidence across reading, writing, listening, and speaking. We are fortunate to have smaller class sizes and a team of caring, passionate teachers who tailor learning to meet the individual needs of every student. The combination of local and international students creates a dynamic and diverse community. Staff and students support and encourage one another and together we are all growing, enriched by the language and cultural knowledge that each student brings.

INTERNATIONAL DEPARTMENT STAFF WORK HARD TO ENSURE THE STUDENTS REACH THEIR ACADEMIC GOALS, HAVE LOTS OF OPPORTUNITIES AVAILABLE TO THEM AND ARE ABLE TO PARTICIPATE IN THE WIDER LIFE OF THE SCHOOL.

Languages



This year, our Language Department has celebrated culture, achievement, and connection through a wide range of experiences.

The Chinese Department shone with dance performances, competition successes, and preparations for a cultural trip to Taiwan

Japanese students immersed themselves in traditions and activities at Japan Day, while German students embraced exchanges, scholarships, competitions, and cultural events. Together, these highlights show how language learning opens doors to new friendships, global understanding, and lifelong inspiration.



Chinese

THE CHINESE DEPARTMENT has enjoyed an exciting and rewarding year, celebrating culture, achievement, and adventure.

In Term 1, the Chinese Dance Group proudly represented the school at the 50th ASB Polyfest, captivating audiences with a graceful performance that showcased the richness of Chinese culture. Their effort and energy brought vibrancy to this milestone festival.

Term 3 was a celebration of academic success. Three students shone in the 2025 Chinese Characters and Penmanship Competition, with Jamie Thomas (11GW), Angelina Middenway

(11HY), and Violet Thai (10FI) receiving Credits and Distinctions. Their recognition is a reflection of their hard work, passion, and commitment to excellence.

The excitement continues in Term 4, as eight students prepare to embark on the trip of a lifetime — a 12-day cultural and language immersion in Taiwan. From exploring bustling night markets and ancient temples to practicing

Mandarin in authentic settings, this trip promises unforgettable memories. Students will not only develop their language skills but also gain a deeper appreciation for Taiwanese culture, food, and traditions.

From performance to competition to global exploration, 2025 has been a year of pride and inspiration for the Chinese Department.



German

A LOT HAS HAPPENED FOR OUR German Language students in 2025. It was a year filled with cultural exchanges, academic success, and celebration of German heritage.

Kaia Evans had the incredible opportunity to participate in the Germany-New Zealand Exchange, spending two unforgettable months in Bavaria. She also had the pleasure of hosting her exchange

partner here at Rutherford after her return. In December four more Rutherford students, Renee Lohead, Jessica Lynch-Blosse, Cole Whitcombe and Daniel Paecock will board their flight to Germany to experience German school, culture and language first hand.

A special mention goes to Nico Curran, who was awarded a prestigious Goethe-Institut

Scholarship. He attended a German immersion weekend in Wellington, where he visited the German Embassy and engaged in a variety of German language activities. The weekend was filled with fun, German food, and valuable practice in language skills.

Another highlight was a class trip to a German restaurant with our senior class, where students had the chance to indulge in authentic German cuisine. From Bratwurst to Sauerkraut, the food added a delicious layer to their language learning experience, bringing the flavors of Germany to life.

This year, our German dance group also took the stage at the International Languages Night, entertaining everyone with traditional German dances and the popular “Fliegerlied”, adding a vibrant cultural element to the event.

Academically, our students shone at the Goethe Oral Language Competition organized by the University of Auckland. Their hard work and dedication to learning German paid off, achieving great results in this prestigious contest.

Japanese

JAPAN DAY WAS AN EXCITING AND MEMORABLE EXPERIENCE that took place on the 11th of June at Auckland University. The event offered a fun and interactive way to explore Japanese culture. Students from various schools came together, and our groups were mixed, giving us the chance to meet new people and make friends. We enjoyed a variety of activities, including a haunted house, mini-games, and a flag game, which helped break the ice and build connections. One of the highlights was trying on traditional kimonos—a unique opportunity to experience cultural clothing firsthand. We also practiced Japanese calligraphy, which was both challenging and enjoyable. To

wrap up the day, we participated in a group quiz that tested our knowledge and awarded prizes to the top three teams. Overall, Japan Day was not only a fun celebration of culture but also a meaningful opportunity to connect with others and learn something new.





Pasifika

BY ANA TOLOVA'A
TEACHER OF HISTORY/
SOCIAL STUDIES

BY FA'AVESI TALAMAIVAO
PACIFIC DEVELOPMENT LIAISON
& MATHEMATICS TEACHER

2025 HAS BEEN A YEAR OF CELEBRATIONS. We were fortunate to be able to celebrate various different Pasifika Languages. We had Rotuman Language Week in May, Samoan Language Week in June, Kiribati Language Week in July, Cook Island Māori Language Week in early August, and Tongan Language Week in late August.

One of the key highlights of our celebrations is the Ava Ceremony,

which we had during Samoan Language Week. A very sacred and important ceremony that highlights and celebrates the aganu'u o Samoa. Big fa'afetai to Kerry Taula and Ana Tolova'a for organising and supervising the day.

Another highlight was the performance of our Cook Islands Group of 2025, performing at lunchtime during Cook Island Māori Language Week. Huge

meitaki ma'ata to Toina Selu and Shiloh for organising and supervising the day.

Tongan Language Week was celebrated during Rutherford Day, and the Pasifika Komiti was able to decorate the podium and stage in true MMT style to represent the mafana of the week. Big mālō lelei to the Komiti and Fa'avesi.

AUCKLAND MATHS CHALLENGE FOR YEAR 9 & 10 PASIFIKA & MĀORI

This year, Rutherford College proudly continued its involvement in the annual Auckland Maths Challenge for Māori and Pasifika juniors—an initiative led by Waipapa Taumata Rau | The University of Auckland to foster pathways into STEM (Science, Technology, Engineering, and Mathematics). The six Mathex-style relay competitions brought together teams from across Tāmaki Makaurau, with Rutherford hosting two Central-West Division events. Our Year 9 and 10 teams consistently placed in the top three, showcasing academic strength and teamwork. Although the final face-off against over 20 teams per year level was fiercely competitive, our students embraced the challenge and celebrated the visibility of Pasifika success in STEM—paving the way for future opportunities and aspirations.

Our Year 9 teams included: Kaia Cash (9NI), Khaedon Nootai (9NI), Ben Curtis (9LK), Riley Grace (9HO), Jayden-Lee Hita (9BR), Sharlott Naicker (9BR), Ngareta Hepi-Nathan (9CA).

Our Year 10 teams included: Ruby Carter (10KM), Leila Richard-Marsters (10HP) Isha Baynosa (10HS), Miri Hatalafale (10HS), Karina Reddy (10HS), Paul Amerika (10GU), Asha Turoa (10GU), Kiara Gill (10FI), Reuben Cooper (10GU).

Mr Josh Tagaloa

PASIFIKA HOMEWORK CENTRE

We started the Pasifika homework centre in Term 2 to help with students towards their Numeracy and Literacy. Attendance numbers were up from last year and we appreciated the Pasifika teachers that helped out.

TYMS - TUILAEPA YOUTH MENTORING SERVICES

I wanted to take a moment to express my sincere gratitude for the incredible experience I had participating in the TYMS programme.

One of the highlights for me was the opportunity to meet new people and form friendships. The friendly atmosphere fostered made it easy to connect with others, and I truly appreciate the chance to build new relationships. In addition to the fun

I had, I also noticed a significant increase in my confidence. The supportive environment helped me step out of my comfort zone, which was a truly valuable aspect of the program.

Overall, I am grateful for all the positive experiences.

Jadyn Falu Fai 12MT

MEDIA DESIGN WORKSHOP AT RUTHERFORD COLLEGE

Having the Media Design School visit us was very special for me and the students who attended, as we got to learn more about the different jobs out there and where those jobs could lead us in the future. It was enlightening to see these kinds of jobs and degrees up close, as they're normally only something I see on TV or in America, and I have never considered that I could do something like game development in New Zealand. Hearing from people who study and work in these areas made the idea of doing something creative feel much more real. It also gave me new ideas about the kind of skill I may want to learn and how I could use them in a career one day.

Jes Grace 11BN

CULTURAL GROUPS

PACIFIC ISLAND LEADERS OF TOMORROW (YEAR 12)

P.I.L.O.T or Pacific Islander Leaders of Tomorrow, was an incredible experience for me. One of the highlights was listening to Fia Collins, who inspired us with her strength and determination. She motivates us, as Polynesian Youth, to learn some of the traits of being a Pacific leader. She talked about Courage and also some parts of History and used James Cook as one of her points.

Overall, the PILOT experience was fantastic. This experience has inspired me to embrace my potential and make a meaningful impact.

Mafa Levi 12NN

PACIFIC ISLAND LEADERS OF TOMORROW (YEAR 13)

Our last workshop was about 'life after high school', which gave me a realistic glimpse into life after school and the steps I need to take to get there. By exploring different paths, whether it's university or alternative routes, I gained valuable insights into what I need to prepare for and look out for. This program helped me identify my strengths, weaknesses, and interests, allowing me to make informed decisions about my future. I also learned about the importance of time management, goal setting, and resilience, which will undoubtedly benefit me regardless of whether I choose to pursue higher education or not. Overall, the program was an eye-opener for me.

Nia Su'a 13IN

PACIFIC & MĀORI HEALTH WAYFINDERS, UNIVERSITY OF AUCKLAND VISIT INSPIRES FUTURE MEDICAL PROFESSIONALS AT RUTHERFORD COLLEGE

One of the most powerful messages from the Wayfinders team was the importance of representation in healthcare. They spoke passionately about why it's crucial to have more Pasifika and Māori voices in medicine, especially to support patients who face language or cultural barriers. Representation can help bridge those gaps, ensuring our communities receive the care and understanding they deserve.

The visit left a lasting impression, reminding students that pursuing a career in medicine isn't just about academics—it's about giving back to our communities and making a meaningful difference.

Ayana Asif 12WS & Alexandra Poor 12HA

TULA'I

I enjoyed TULA'I, because meeting new friends and also getting to know each other.

I enjoyed TULA'I because it helped me stand on courage.

I enjoyed TULA'I mostly because of the nice food they provided.

TULA'I also had some other schools which some of the old boys were there too. I also loved TULA'I because of the skits, they were crack up and good for us, because most of the groups were referring to the reality of Pasifika Youth.

Telua Galiga 12FN

TIKA MAORI & PACIFIKA (TMAP)

Learning about the advanced design of pedestrian transport systems for a half hour, the utter competence and efficiency of the transport sector was unimaginable, we also got to see the University of Auckland's formula SAE cars and Mixed reality compared to structural assessment and drones, whilst learning about LIDAR and processes incorporating IOT to engineering. I also got to blast into multiple walls on a community formula 1 simulator (I don't think I hit anyone though - take that as you will).

Jake Richards 12FN

MEDIA DESIGN SCHOOL VISIT IN THE CBD

I really enjoyed how thorough our tour guide was, ensuring we were well educated on any aspect of the school we may participate in, if we were to attend Media Design School in the future. I also enjoyed the drawing workshop they had our group participate in, where we sketched a human skeleton that was propped up in front of us. It helped put it into perspective that this sort of job-line is actually realistic, and we can pursue our artistic hobbies as a career."

Ruby Paapu 11BN

MALOSI PROJECT - LAW AT THE UNIVERSITY OF AUCKLAND

I was fortunate enough to be able to go to the Malosi Program that was held at the University of Auckland in the law Faculty. Malosi is a project that caters towards pacific students to get a feeling of the spaces that are available for them at the University, they also offer an insight of what it would be like to be a part of the Law Industry. Being a part of this project really tested my skills of public speaking as well as my confidence level. Being a part of a group of other students from different schools also tested my social skills as having to talk and share ideas with them was quite challenging. It was a fun experience.

Speaking publicly during our debates was also something frightening as we had to work in groups for our debates. Overall the experience and the skills I had learnt from this program will be well used in the future'.
Fa'afetai Lava

Dorah ATA 13CS

UNITECH PASIFIKA DAY

Also the talanoa sessions were both powerful and inspiring. Emmanuel Simon, shared his story of resilience, teaching us that failure is not the end but an opportunity to approach things from another angle. He spoke about not being accepted into Universities back in Papua New Guinea but finding another path to achieve his dream.

Reminding us that perseverance is key. Irene Wu, a Chinese born and raised in Tonga not only talked about the importance of being proud of your identity, but also shared a heartfelt story about the volcanic eruption in Tonga back in 2020. Her story taught us to appreciate the little things, as they often become the most precious when times get tough. Their words resonated with most of us deeply, reminding us of the strength within our Pasifika communities.

AJ Falaniko-Smith 13AH

CULTURAL GROUPS

CHINESE DANCE GROUP – A YEAR OF GROWTH AND GRACE

This year marked the second year of the Chinese Dance Group at Rutherford College, and it has been a journey of dedication, teamwork, and cultural pride. Under the guidance of Ms Adeline Hsiao and Miss Jodie Hayes, the group practiced diligently every week for around ten weeks, even giving up some weekends to refine their performance.

One of the most inspiring aspects of the group was its diversity. Students from a wide range of ethnic backgrounds came together, united by a shared passion for Chinese culture and dance. Their enthusiasm created an environment full of energy, friendship, and mutual encouragement.

The group proudly performed at the 50th ASB Polyfest, showcasing

a dance that was both elegant and authentic, with costumes and choreography that beautifully represented Chinese tradition. While the group did not take home an award, the performance was a clear step up from last year, reflecting how much the dancers have grown in skill and confidence.

More than just a performance, the experience gave students the chance to celebrate cultural expression, build lasting friendships, and represent Rutherford College with pride. We look forward to seeing the Chinese Dance Group continue to flourish in the years



Cultural Groups

SAMOAN GROUP

This year, the Samoan Group was fortunate enough to attend the Polyfest 50th Festival. 28 eager students took on the challenge to learn a 20-minute set. For some, this was their first exposure to Samoan culture, and they had to learn everything from the beginning. It was even more special as it was the 50th anniversary of the festival.

We performed with pride, knowing we were going to present our school. A big thank you to our

parents and families for supporting us throughout the journey. Thank you to our Fuataimi 2025: Vilfred Crawley. Taupou 2025: Angelina Middenway. Fa'aluma 2025: Logo Pio.

A big thank you to our 2025 tutors, Varani Crawley, Kepola Crawley, Alex Mulitalo and Denzel Fa'atonu. Thank you to our teachers Miss Tolova'a, Mrs Taula, Miss Kim, Miss Van Geenhoven, Malissa Tagaloa, Mr Talamaivao, Mr Solomone, Sandi. Our parents and families who supported

us throughout this journey. Lastly we want to thank our Y13 students, Dorah Ata, Blessing Auva'a, Nia Sua, Esther Taani, Lisepa Tohi and Debbe Tupe. Thank you for your contribution to the group. We wish you all the best in your future endeavours.

Miss Tolova'a



CULTURAL GROUPS

CELEBRATING FILIPINO IDENTITY AT POLYFEST 2025

This year marked a milestone for Rutherford College, as for the very first time, our school entered a Filipino Cultural Group into ASB Polyfest. Not only was this an incredible moment for us as students, but it was also an honour to be part of the festival's 50th anniversary. ASB Polyfest is one of the world's largest celebrations of Pacific and Polynesian culture, and being able to stand alongside so many communities made us feel proud to represent our heritage in such a diverse space.

The Filipino community has a rich history of resilience, unity, and joy. Our traditions are deeply rooted in values like bayanihan (community spirit), respect for elders, and faith. At Rutherford, we wanted to honour these values while also showing how Filipino culture continues to grow and adapt. Instead of focusing only on traditional dances, we merged old and new, creating a performance that reflected both where we come from and where we are heading as a community.

Bringing the Filipino group to Polyfest for the first time was more than just performing on stage. It was about carving out space for our culture in a school and city that thrives on diversity. Auckland is home to many Filipino families, and yet, sometimes our culture can feel invisible. This year, we showed that we are here, that we are proud, and that we belong.

For us, Polyfest was not only about representing our heritage

but also about strengthening community. The practices, the late nights, the laughter, and even the nerves before going on stage built a bond within our group that reflects kapwa – the Filipino idea of shared identity and interconnectedness. As we prepared, we were reminded of how important it is to lift each other up, stay united, and honour both our ancestors and our future generations.

Being part of the 50th ASB Polyfest will always be a memory we carry with pride. It is a privilege to celebrate who we are as

Filipinos, and to be recognised as part of the wider cultural story at Rutherford College in Aotearoa. We would also like to thank everyone who helped us throughout this journey – from our teachers, mentors, and families, to our friends and supporters who encouraged us every step of the way. This is only the beginning of our journey, and we look forward to continuing to grow and share the Filipino spirit for years to come.



CULTURAL GROUPS



COOK ISLANDS GROUP

The last time it was recorded that Rutherford had a Cook Island entry in Polyfest was back in 2001. However, they weren't called "The Cook Island Group" at the time, but rather the "Pacific Island Group," which encompassed performances from a variety of Pacific nations. And it was through a chance conversation had by Y12 student Peyton Kay and Miss Tolova'a, where Peyton asked how she would go about starting a Cook Island group at Rutherford College, that Miss Tolova'a remembered another chance conversation previously had with Miss Selu, who had mentioned that she would like to see a Cook Island group formed at Rutherford. She then put the pieces of the puzzle together, introduced the student and teacher, and the rest, they say, is history....

Well, not quite. We were extremely fortunate to have the talents and knowledge of the wonderful teacher aide, Shiloh Ngaeruaiti, who not only became the most amazing tutor for our group but also brought on board a tutoring ensemble that helped us reach our highest potential. Alongside Shiloh, our tutors Rangī Piri, Sini Ngaeruaiti, Anania Piri, and Deacon Maruaao they nurtured,

challenged, and encouraged our students, most of whom had never danced, let alone performed an entire set in the style of Kūki Āirani!

We were also blessed with the unfailing support of Mr Tagaloa, Miss Hopokingi, and AJ Muliaga, who turned up every week not just to supervise, but also to lend support, whether it was costume making, helping to raise much-needed funds for said costumes, positive encouragement, and bringing in additional helpers to get our group ready to roll!

After months of rehearsals, both after school and on weekends, the group of 23 students (16 girls and 7 boys) led by Y12 leaders Peyton Kay and Phil Chan Tung, were ready for their first public performance at Rutherford College's 2025 Fiafia Night! To say they blew the roof off was an understatement! The nervous energy was palpable, but they managed to rein it in to deliver a performance that all could be proud of.

The attention then moved to Polyfest the following week. As we had entered the non-competition category, we were scheduled to perform on the Friday morning of Polyfest. It began at 6.15 am in S3 on an extremely cold and rainy morning. We were due to be picked up by our bus at 7 am, but it never turned up! Thanks to some quick scrambling, we managed to secure another bus, and by 7.30 am, we were on our way! By the time we arrived at the Manukau Sports Bowl, neither the rain nor the wind had subsided. In fact, it felt like the conditions had worsened! We took to the stage 30 minutes past our scheduled time due to delays caused by the weather. Despite the cold, wind, and rain, our students gave it their all and drew applause, cheering, and praise from the audience, which translated into the energy given throughout their performance.

By the end of our journey, the Rutherford Cook Island group became more than just another extracurricular activity. It became a family within the parameters of our school, and it has led to a revitalization for some students to learn more about their Kūki Āirani culture to better enrich themselves and their identity.





CULTURAL GROUPS

This year, for our PolyFest performance, we honoured our roots by telling the story of the four Hindu Yugs (ages) through dance, a journey from Satya Yug to Kali Yug, capturing how humanity's relationship with truth, power, and righteousness changes over time. It was a beautiful way to blend storytelling with movement, and to honour the spiritual and cultural wisdom passed down through generations.

What made the experience even more special was the people. We weren't just dancers we were a team, a family. Whether we were learning new choreography or laughing through mistakes, there was always a sense of support and unity in the room. Everyone, no matter their experience or background, had a place in this group. No one was ever left out.

Though this chapter is closing for the two of us, the legacy of Indian Dance lives on in every dancer who found confidence, in every step that told a story, and in every heart that felt proud of where they came from.

Thank you for letting us dance, grow, and belong.

**Carnisha Joseph and
Ruchi Prajapati**

At Rutherford College, the Indian Dance group gave us a space to express that cultural

richness with pride. Through vibrant costumes, energetic music, and powerful choreography, we brought our heritage to the stage and shared it with our school community. It wasn't just about performance, it was about connection. For many of us, this was a place where we could be fully ourselves, where our backgrounds weren't just accepted but celebrated.

INDIAN DANCE GROUP

Indian culture is bold, vibrant, and full of life. A beautiful mix of traditions, languages, music, and movement that stretch across centuries and communities. One of the most powerful ways our culture expresses itself is through dance. Every beat, step, and gesture tells a story of celebration, faith, resilience, and identity.

Cultural Committee

BY PRAVEENASRI M S, CULTURAL CAPTAIN

This year has been nothing short of extraordinary for the Rutherford College Cultural Committee. From the beginning, even before the term officially began, our leaders were already stepping into their roles with passion and pride.



POLYFEST 50 - LEADERSHIP CONFERENCE

A group of our cultural leaders, alongside members of the Cultural Committee, attended the Polyfest Leaders' Conference; a two day experience that reminded us of the power of unity, shared values, and community. It's a first in recent times. It set the tone for the year ahead.

CO-CURRICULAR BRIEFINGS FOR THE NEW ONES

As our Year 9 and 10 students arrived, our Cultural Committee Heads warmly welcomed them through presentations that encouraged new members to join and contribute to the vibrant cultural heartbeat of Rutherford. With the support of our prefects, we

CULTURAL GROUPS

ensured that the start of the school year ran smoothly, assisting with ID card photos.

TRAINING DAY

We also held our own Cultural Committee training day, where each of us shared our goals and expectations, forming strong bonds and building a shared vision for what we wanted to achieve. That foundation of teamwork carried through everything we did this year — something we did for the very first time.



POLYFEST DANCE CHALLENGE

One of the highlights was the Polyfest Dance Challenge. A group of our leaders learned the dance early in the year, and together we added our own unique Rutherford twist. Bringing together Prefects, the Samoan Group, Te Kapa Haka Te Kotuku, Tuvaluan Group, K-pop Group, Indian Dance Group, and African Group, we celebrated the richness of our diversity in one unforgettable performance, and we were crowned the champions of this competition! — another exciting first for us!

FIAFIA NIGHT, POLYFEST & OUR VERY OWN POLYFEST COOK AND HISTORY BOOK

Our calendar was filled with incredible events and opportunities. FiaFia Night once again brought our community together in celebration of culture and talent and all of our performers came together at the end, performing the dance challenge to our community and whanau. Polyfest gave us the chance to support and cheer on our cultural groups as they took the stage, and a few of our Cultural Committee leaders had the opportunity to attend Polyfest Gala Dinner which was held to celebrate its 50th

anniversary and this offered us a moment of reflection. We have also put together our very own Cookbook, comprising recipes from staff and student leaders. It also includes research on Rutherford's Polyfest partnership over the past 50 years — a rich cultural archive of all our cultural groups, and something we've done for the very first time.

SUPPORTING THE PERFORMING ARTS DEPARTMENT

Beyond Polyfest, our committee supported and engaged with the many artistic and cultural showcases at Rutherford. From the powerful senior drama show *The Boy Who Causes 9/11* to the Studio Show dance performances, LUV Music, Senior Dance Showcase, Junior Showcase, KBB Pre-Festival, Musical Extravaganza and each moment deepened our appreciation for the arts and showcased the great talent at Rutherford.



BOLLYWOOD SHOWDOWN COMPETITION

Another new highlight for our committee was the running of the Bollywood Showdown competition, which became one of the most exciting projects of the year as we recruited members from different groups and embraced the joy of Bollywood dance. Through this process we gained new skills helping out wherever we could. We also invited Rahul Chopra who is the

organiser of Bollywood Showdown Competition to run a workshop on "Leadership, Entrepreneurship Culture and Arts". This was an eye opener for all those who attended. We also made a promo video featuring our students and staff. It was a super fun project and garnered a lot of likes on Instagram!

SUPPORT FOR EXTERNAL COMMUNITY EVENTS

Our groups shared their talents with pride beyond the school grounds as well, including performances at the Hospice West Auckland Matariki Lunch by our K-pop, Tuvaluan, Filipino and Bollywood Showdown groups. Our members also turned up in full force to support Sidetracked at the Rockshop Sound Quest Regional Semi Finals and the Bollywood Meets Jazz event organised by Ben Fernandez with the Auckland Jazz ensemble, showing the spirit of whanau that defines Rutherford.

As the year draws to a close, we look forward to honouring our cultural groups and leaders at the upcoming Cultural Awards.

This year has reminded us of what makes Rutherford College special: our diversity, our unity, and our ability to celebrate each other. The Cultural Committee is more than just a group — it is a family that works tirelessly behind the scenes to ensure that events run as smoothly as possible and every student has a chance to express who they are.

To every member, leader, performer, and supporter — thank you. Together, we have created memories that will live far beyond this year and we are excited for what the committee has in store for the years to come! To the cultural committee Kotuku flock of 2026, spread your wings and fly even higher!



Cultural Committee Heads



Arts & Cultural Awards

TOP AWARD RECIPIENTS



RUBY MITCHELL
Dux Artium



ISRAEL HALL
Senior Male
Performer



CASEY ROBSON
Senior Female
Performer



HARRY DONALD
Junior Male
Performer



GRACE KELLY
Junior Female
Performer



**NATALIA NOONE-JONES
PRAVEENASRI M S
ISAAC LEE SANG**

Overall Outstanding
Co-Curricular Award



**FINN BOYAK &
MAX ROBBMARKHAM**
Service to Music



SHANA DIALLO
Service to Drama



BETH TAYE
Service to Dance



**NATALIA
NOONE-JONES &
JIMMY EGGINTON**
Service to Visual Arts

STUDENT EVENTS





PSSP

IN FEBRUARY, THE NEWLY RECRUITED PEER SEXUALITY SUPPORT PROGRAMME MEMBERS,

also known as PSSP, attended Hui 2025 which was an amazing experience for everyone. It was a great community to be surrounded by and we made friends and learned a lot from the hui. We learned about relationships, contraception and how to support our peers regarding these things.

From this experience, we used the knowledge we gained and shared it with our peers at Rutherford College.

Our goal in PSSP was to share our knowledge about sexuality and relationships with our peers and support them. Our team wanted to make a positive and safe environment for everyone. Schools are a vital place in our society and because of this there should be no discrimination or division in our society.

In Term 1, we shared our knowledge about consent through

our campaign “Spicy Noodles, Not Nudes.” We put up posters around the school with different facts on them and posted them to our Instagram account to let students know where to find these



facts. Students were encouraged to memorise them and share them with us in exchange for a free cup of noodles. We had fun running the campaign and were extremely happy with the outcome, especially since people still talk about the facts to this day.

On Pink Shirt Day, PSSP ran a clothes drive from donated clothes

by students to students. We also posted facts about Pink Shirt Day that focuses more on the queer aspect of the movement. Pink shirt day started as raising awareness for bullying against queer people, but has evolved into a day of raising awareness against all bullying.

For pride week, PSSP arranged a challenge on Instagram quizzing students on the different pride flags. By the end we had two winners who received prezy cards.

We are now about to start recruitment for PSSP 2026. We are looking forward to this process and can't wait to meet our new recruits and take on new opportunities next year.

As we close this chapter, we look forward to the continued growth of PSSP and the ongoing journey towards a more compassionate school community. This year, the PSSP team has continued to foster a culture of respect, inclusion, and empathy at Rutherford College. Through workshops, initiatives, we've worked to ensure that every student feels heard, valued, and safe. Bring on PSSP 2026!

Zytka Villarmartin



In Te Ao Māori this year we have given our students numerous opportunities with the hope that they would grow a passion for their or our culture, customs and values. We have done this through three mediums that we offer to our students including Te Reo Māori, Mahi-ā-Toi/ Te Ao Māori, and Te Ao Haka.

Te Reo Māori - Students are given the opportunity to learn the language and customary protocols such as Karanga/Maioha and Whai-Kōrero. These skills they take away with them when they leave the nest. This was done under the guidance of Whaea Stacey who has played a pivotal role of instilling our reo into our tamariki.

Students are introduced to the Māori World through Toi Māori, Toi Whakairo, Raranga, Pūoro and Ahu whenua. We have been particularly focused on our horticulture (ahu Whenua) through making compost, tending to our garden beds and planting seasonal vegetables. Thank you again to Matua Kimiora Aerengamate for his continuous effort in our school garden.

Mahi-ā-Toi - Students have had the opportunity to experience tertiary life at Te Wānanga o Aotearoa. Year 11 students did weaving under the guidance of weaving practitioner Whaea Seini. The senior students learned how to use digital programmes such as Procreate and Adobe Illustrator to produce beautiful work all thanks to Whaea Shawnee. They also learnt new carving skills with Matua Caleb producing 2D MDF pieces and other sorts of taonga. The Year 12 Mahi a Toi students have been involved with the Monday night academy under the guidance of Matua Paratene and Matua Stefan, where they have produced ancestral weapons.

Te Ao Māori

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

Tihei mauri ora

Ko te mihi tuatahi, me mihi rā ki ngā Atua Māori
 Ko te mihi tuarua, me mihi rā 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.

Polyfest

With only six weeks to prepare, our rōpū embarked on an unforgettable journey towards Polyfest 2025. This year held even greater significance as we joined thousands across Tāmaki Makaurau in celebrating 50 years since the establishment of Polyfest; a festival that continues to be a beacon of culture, pride, and legacy.

The theme for this milestone year was 'Legacy; He oha nā tuawhakarere, he taonga tuku iho.' This translates to 'Honouring the treasures and wisdom passed down from those before us.' Our rōpū chose to embody this theme by dedicating our bracket to one of the greatest influences in our journey, Dame June Mairi, affectionately known as Nanny June. For the first time, we stepped onto the stage without her presence here on earth, carrying her legacy with us in every waiata, every movement, and every heartbeat of our performance.

Our campaign began with our Kaitātaki Wāhine, Samara Hohaia, and our Kaitātaki Tāne, Kauri Tairi, attending the Polyfest Leaders Conference. Through engaging in leadership activities, they gained fresh perspectives, strategies, and inspiration to bring back to our rōpū. Their guidance shaped not only the way we trained, but also the way we stood together as a whānau, both on stage and off.

Preparation for Polyfest is never without its challenges, and this year was no exception.

Our campaign was marked by balance; moments of strength and moments of struggle. The burpees, broncos, endless running, and intense training tested our limits, while the laughter, the bonds of whanaungatanga, and the pride of standing together reminded us why we do it.

In the end, Polyfest 2025 was not just about the performance, it was about honouring those who paved the way, carrying forward the mana of our rōpū, and leaving our own mark on the legacy of 50 years.



Matariki

This year our Matariki celebrations were held from 16-19th of June. Students from Te Ao Māori (the Māori Department) once again put on a series of fun activities across the school, encouraging all students to get involved and celebrate the Māori New Year. There was a Kapa Haka performance, chalk art, and kēmu Māori (Māori games) workshop, all well supported by our students. On Thursday our Kapa Haka team also stood on stage at the Te Atatū Community Centre, and performed in a very special collaboration between a number of local kura who got together to support the kaupapa and build whakawhanaungatanga. There was another performance from our Kapa Haka team that evening, outdoors this time, at a community event run by Te Whānau o Waipareira. Then on Saturday the members of Te Kōtuku Kapa Haka got up early to support the dawn ceremony held at Te Atatū community centre. It was another busy Matariki season for our whānau, with lots of fun celebrations to mark the Māori New Year.

MĀORI GROUPS

Mahi-ā-Toi at Te Wānanga o Aotearoa

In Term Two, the Year 12 and 13 taura of Rutherford College began our Mahi-ā-Toi journey at Te Wānanga o Aotearoa. For the Year 13s, it was our second year taking part, and once again it proved to be a kaupapa that pushed us creatively while giving us insight into what tertiary study can be like.

During the first part of the year, we worked with Whaea Shawnee, who guided us through painting, digital design, and visual mediums. She encouraged us to explore how traditional toi Māori patterns such as kōwhaiwhai can be reimagined in modern contexts, and challenged us to bring story and meaning into our pieces.

Later in the year, we shifted into whakairo with Matua Caleb. For many of us, it taught us patience, precision, and discipline. More than just producing final pieces, it was about building confidence in our skills and finding pride in the process.

All of this mahi came together for our exhibition night, where the Year 12 and 13 taura proudly

showcased the works we had been developing at Te Wānanga o Aotearoa. The evening was a chance to share months of creativity and dedication, and we were honoured to present our pieces alongside taura from St Dominic's College, Massey High School, and Waitākere College.

This kaupapa has been more than just an art class; it has been an opportunity to step into a calm, creative space outside of kura, while also preparing us for the world of tertiary study. Some of our taura, Samara Hohaia and Katana Renata, also visited the Visual Toi Māori degree in Huntly, gaining a glimpse of the pathways that could await us beyond school.

He pō whakahirahira tēnei e whakanui ana i te toi Māori me te mana o ā tātou taura.



Mahi-ā-Toi Rotorua Trip

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

This year we went on a trip down to Rotorua as a part of our kaupapa to learn from the artists and students of Te Puia - The New Zealand Māori Arts & Crafts Institute. The trip took place during the Term One holidays. Students had a marvelous time learning about the famous locations in Rotorua. They visited the steam vents, at Whakarewarewa Village and learnt about how the people of

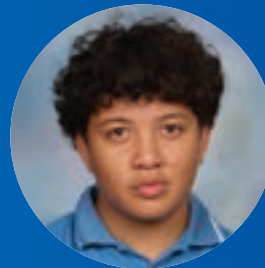
the village were descendants of the survivors of the Tarawera eruption. There was also learning about the Pink and White Terraces which was one of the eight wonders of the world, the sacred island of Mokoia, and the story between Hinemoa and Tūtānekai. We finished our journey with a joyful play at the Luges before heading back to Auckland.

Te Poho o Hinekahukura Award Winners



KAURI TAIRI

"Horomona Ngata Memorial" for Top Te Ao Haka student
"Te Haka a Tanerore" award for Kaitātaki Tāne - Male Leader
"Te Toi o ngā rangi" Principal's award for excellence



BRAYZ BARRATT-GURNICK

"Hinerangi" award
for Reo Koroki



DAEMON KENNEDY

"Te Whatukura ā Tangaroa"
award for outstanding
contribution to Mahi-ā-Toi



SAMARA HOHAIA

"Hinetuahoanga" award for outstanding female in Mahi-ā-Toi
"Te Taonga a- Tangaroa" award for supreme Mahi-ā-Toi student
"Hine te Rēhia" award for Kaitātaki wahine - Female Leader



NIKAU TAIRI

"Tutunui" award for top
junior kapa haka male



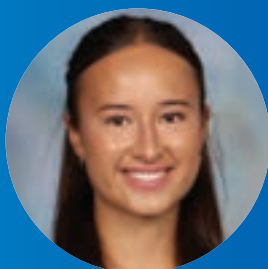
MAHINUI PERETIRA

"Hinerangi" award
for Reo Korohi



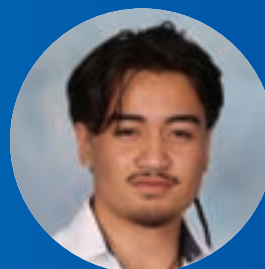
SYDNEY CASH

"Hine-raukatauri" award
for top junior kapa haka
female



TALESHA THOMPSON

"Tiritiri o Mātangi" award for
outstanding contribution to Te
Roopu Kapa Haka o Te Kōtuku
"Tahu Williams Memorial" for
supreme Kapa Haka student

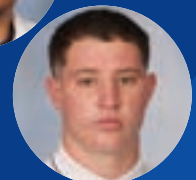


TUHAQA ARMSTRONG

"Rahitūtakahina" award
for outstanding male in
Mahi-ā-Toi



**ERAZMUS
SAUFOI-
ANANIA JR**



**NOAH
GODFREY**

Life members of Te Roopu
kapa haka o Te Kōtuku

- SAMARA HOHAIA
- KAURI TAIRI
- NOAH GODFREY
- ERAZMUS SAUFOI-ANANIA JR

Sports Report

GILL BLOXHAM - DIRECTOR OF SPORT

As we look back on this year, we celebrate not just the victories, but the friendships, fun, and memories created on and off the field/court. We couldn't be prouder of our students and can't wait to see what next year's sports season will bring.



Summer Sports

END OF YEAR SPORTS REPORT

ATHLETICS

Our Athletics Day is always a great way to start our school off bringing all the students together. Many took part in a wide range of track and field events and the energy and school pride on display throughout the day made it a real success.

Athletics Champions:

- Junior Girls - Evie Colegate
- Junior Boys - Ollie Gilbert
- Intermediate Girls - 1st Equal
Kate Wilcox / Sharlise Barton
- Intermediate Boys - Jamie Thomas
- Senior Girls - Brooki Hari
- Senior Boys - Dylan Chapman

SWIMMING SPORTS

The Swimming Sports event was more selective, focusing on our elite swimmers. Several records were broken, with one standout performance coming from an international student who delivered an exceptional display at the breaststroke events.

Swimming Champions:

- Junior Girls - Liya Whyte
- Junior Boys - Jacob Margules
- Intermediate Girls - Aria Costin
- Intermediate Boys - Lukas Turner
- Senior Girls - Alex Poor
- Senior Boys - Dylan Chapman

New Swimming records

- Two Length Backstroke-
Senior Boys- Dylan Chapman-
New Time- 51.06
- Two Length Breaststroke-
Senior Boys - Daisuke Hira
(International student) -New
Time 56.06
- One Length Butterfly - Senior
Boys- Dylan Chapman- New
time- 19.53
- Medley Senior Boys - Dylan
Chapman- New Time 1.45.44

TOUCH

Touch rugby was well supported in Term 1, with one girls' team and one boys' team competing in the Senior grade. Term 4 we had a strong turnout of junior students interested in playing touch. We were able to enter one boys' team and two girls' teams into the Western Zones, giving lots of students the chance to get out on the field and enjoy the competition. It's always great to head out to the fields on a Tuesday afternoon and watch students from all over West Auckland come together enjoying some competitive competition.

VOLLEYBALL

Volleyball was a huge favorite again this year, with an impressive eight teams representing us. The season concluded with two Rutherford teams representing the school at the Auckland Secondary School Volleyball Championships.

In Term Four, volleyball gained great momentum with our junior students showing strong interest in competing in the Western Zone Competition. We were fortunate to enter three girls and three boys' teams, marking our largest number of entries in recent years.

TENNIS

Tennis had three teams in action (two senior girls' team and one junior Girls). They took each match as an opportunity to learn, improve, and enjoy the sport, making the most of their time on court. This year we made a strong effort to encourage our junior students to give tennis a try in Term Four. The response was fantastic, allowing us to enter three junior girls' teams, along with one boys' team.

CRICKET

Our senior boys' cricket team moved into a higher grade, welcoming the challenge of competing against some tough opponents. They rose to the occasion, holding their own and producing some outstanding performances. Our junior boys' team is filled with promise as many new

players are just starting their cricket journey. After several years without a girls' team, it was especially exciting to see the return of a girls' cricket. The team performed extremely well, making it all the way to the finals. A big thank you to Auckland Cricket for their generous donation of a full bag of brand-new equipment and trousers for the girls.

WATER POLO

Our mixed water polo team continues to impress head-to-head with some well-established teams and racking up some fantastic wins along the way. Comprising both girls and boys, they have demonstrated excellent adaptability when facing all-male teams.

ORIENTEERING

Orienteering consistently attracts many students who take part in a five-week series held at various schools. It has always been a popular choice, with 30 students participating this season. Once the series is complete, the leading athletes from every grade and Zone compete at the Sprint finals. Congratulations to Amy Thomson, Scarlett Ibbotson, Delilah Smale and Sienna Miles for qualifying to compete in the sprint series

ARCHERY

We had the largest cohort of students involved in our archery programme. We were extremely fortunate to secure an experienced archery coach, and due to the high number of participants, we needed to split the students into two sessions every Monday night. Our students have thoroughly enjoyed the opportunity to be coached by a skilled professional.

FUTSAL

The opportunity arose for our students to participate in a summer Futsal competition, with three Junior boys' teams representing our school. It was a great experience for all involved, especially as these boys competing in a senior-grade competition.

Winter Sports

As soon as the summer sports wrap up, we moved straight into winter sports. We've seen a strong lift in participation with more students getting involved and taking part in a wider variety of sports than ever before.

BASKETBALL

Basketball remains one of our most loved sports, with nine teams competing this year. We have a combination of very good external coaches and Staff as coaches, and nine teams' leader by student coaches. This has enabled our group of basketball players to get some valuable knowledge to enhance their basketball experience at school.

A special shout-out goes to our U17 girls' team, who went through the entire season undefeated, only to finish second after a hard-fought final.

BADMINTON

Badminton drew in 46 students this year, with matches played over three afternoons each week. Several students took part in the Secondary Schools competition, and Becky Lin came away with second place in the girls' individual championships.

NETBALL

Netball saw eight teams on the court this season which included three senior teams and five junior teams. What was pleasing to see the growth in the girls as the season progressed, witnessing improvements in their netball skills.

Our Premier netball team had a great season, landing in the top eight of the Premier grade, which is such a fantastic achievement!

The Prem 2 team also had a stellar run, finishing first in their division. We can't forget to give huge thanks to our Senior students who took on the coaching roles for the junior teams. It's great to see our girls giving up their time to support our younger peers by sharing their skills and knowledge.

HOCKEY

Hockey was represented by both a 1st XI boys' and a girls' team in the West Auckland competition. The season has been a great success in

terms of skills and dedication. The boys had an outstanding season, finishing at the top of the table. The girls, led by a strong group of senior players who provided excellent support to their younger teammates, also made a remarkable show, matching the boys' achievement by securing first place in Term 3

FOOTBALL

Pre-season sessions started early this year, with players arriving on the pitch by 7:00am each week. This commitment highlights how committed our students are to sport, putting in the effort to grow both individually and as a team. Football emerged as a standout sport this year, with participation rising. Rutherford College entered four girls' teams and six boys' teams. The season showed both strong individual performers and excellent team play. The 1st XI girls competed in the A1 division, notching several outstanding victories and finishing in the top tier of their competition. The Junior A girls enjoyed a remarkable season as well, winning their division and displaying strong potential for coming years. On the boys' side, the 1st XI team really rose to the occasion this season, taking on some tough challenges and proving they can compete with anyone finishing in 4th place in A2 Division

SQUASH

The competition for the 2025 season consisted of 3 one day tournaments. We only had one team entered the open B Boys grade.

This format of competition proved to be both challenging and rewarding. The team played a round robin event with a total of six schools. This meant they each had to play 5 matches in the one day. With the range of competition, they experienced games against stronger players which challenged them, and other players which helped to develop their own skills, consolidate the strengths in their games and work on areas to be developed. This format of competition made the



Netball Team



Hockey Team

players determined to improve from each of the one-day tournaments to the next. So much so that we booked in extra training times. The team is excited to see their skills continue to grow for next seasons events.

RUGBY

It was fantastic to see our college field 3 rugby teams- one senior and junior and a girls' team. Across all three teams there was a great mix of experience and emerging talent. We have seen some great performances from our 1st XV Boys and they have posted some promising results throughout the season.

The Junior Boys were made up of mostly new players, but they quickly came together as a unit. Giving their all in every game they played showing great team spirit

The Girls Team improved as the season progressed, and every player had some excellent moments of play. The girls gained strength, and we hope that they come back next year with same love for the great game of rugby!

WRESTLING

Wrestling is a growing sport at our college, and it's exciting to see

more students getting involved. Our wrestlers train every Wednesday under the watchful eye of an experienced coach, building both technique and confidence. Students competed at various tournaments, where several of our students have made it onto the podium. The sport has now been taken up by intermediate and primary schools, and we've even hosted a few competitions at our college, helping to grow the sport in our community.

TABLE TENNIS

Although only a small number of students play table tennis, those involved really enjoy the sport. They compete on Friday nights with the West Auckland Table Tennis Association and have had some great wins this season. It's clear they enjoy the challenge of the competition, making it a highlight for those who take part.

Football Junior Boys Team.



Community Events

RUTHERFORD COLLEGE IS COMMITTED TO SUPPORTING PARTNERSHIPS BETWEEN LOCAL SCHOOLS AND THE COMMUNITY. Being a tight knit community, we are in a unique position of being able to provide support for the local schools. Students play an important role in giving back to the community by means of umpiring, refereeing and facilitating local sports events.

UMPIRING SESSION

We coordinated with Sport Waitākere and Netball Waitākere to hold a training session for our student umpires. It was fantastic to see such a strong turnout, with so many girls getting involved and showing interest in officiating. This training has helped build confidence and knowledge, and it now gives us a much larger pool of umpires to call on for our junior games, a great step forward in supporting and growing our netball programme.

BATTLE OF THE BRIDGES" COMPETITION

Another major highlight was our "Battle of the Bridges" event with Rangeview versing Te Atatū Intermediate. Leading up to the event, our students took part in a four-week coaching program, visiting the intermediate once a week to help coach various sports. On the day of the event, they took charge of their teams, stepping into leadership roles. This initiative provided an opportunity for our students to develop leadership skills while fostering strong connections with local intermediate and primary students.

TOUGH GUY/GAL CHALLENGE

70 of our students (plus six very game staff members) took part in the annual Tough Guy/Gal Challenge held at the Kumeu Showgrounds, joining over 1,000 students from across the region. Thanks to some heavy rains leading up to the event, the course made sure the obstacles were extra challenging. Mud everywhere, slippery hills that were more like slides and ponds of cold water.

The support and encouragement between students and staff were awesome to watch and you could tell the real win was in the

experience itself, not just the finish line. Congratulations to Hamish Mackay and Rosie Simpson, who claimed 1st Place in the teachers' divisions

ADDITIONAL SPORTING & LEADERSHIP EXPERIENCES

On top of all the regular sports opportunities we offer our students, we always aim to provide them with memorable experiences through a range of different avenues within the sporting world. Here's just a snapshot of some of the amazing things our students have been involved in recently.

BREAKERS' EXPERIENCE

The Junior Boys' Basketball team enjoyed an unforgettable experience at the BNZ Court of Dreams. They were invited to attend the New Zealand Breakers' final game of the season against the Hawks. The team was granted early access to the stadium, allowing them to watch both teams warm up. At the end of the night, the boys had the chance to meet several players and take photos with them.

HALBERG AWARDS

Six of our students volunteered at the Halberg Awards, where they assisted the audience and sold raffle tickets to support the Halberg Foundation. As a reward for their efforts, they were able to be seated and enjoy the evening, watching the awards alongside some of New Zealand's top sporting talent. It was a memorable experience that gave them insight into the impact of sport and community service

BLUES LEADERSHIP PROGRAMME

A group of our students took part in the Blues Leadership Program, run by the Auckland Blues Rugby Association. The experience gave

them a great chance to build their leadership skills, meet and connect with other students from around the region, and be inspired by top athletes and mentors.

ADVENTURE SPECIALTIES

We were fortunate to receive funding from Tū Manawa, which allowed us to offer outdoor adventure experiences with Adventure Specialties to approximately 100 of our Year 9-10 girls. The students participated in a series of one-day trips that included activities such as surfing, kayaking, coasteering, bushwalking, and a day at the lake. Student feedback from the students was overwhelmingly positive.

TRAINING SESSION WITH CAM GLIDDON

Cam Gliddon, the coach of the Auckland Tuataras basketball team visited our school to run a training session for our coaches. We also invited our Open A and U17A boys' teams so he could show them a variety of drills in action. The session proved to be extremely valuable, with coaches sharing fantastic feedback and noting how useful it was to pick up fresh ideas and approaches to bring back to their own teams .

SELF DEFENSE PROGRAMME

One of the highlights this year was launching an 8-week self-defense program for our female students. With the support from Tū Manawa funding, we were able to offer classes to both intermediate and secondary school students. This course was led by Kauan Gracie. The sessions were well attended with many girls not only enjoying the experience but also gaining valuable skills and growing in confidence.

HILLARY OUTDOORS ADVENTURE-

Twenty girls embarked on their first-ever trip to the Coromandel, attending the Hillary Outdoors Adventure. The trip included kayaking, orienteering, and an overnight camp, where the girls not only challenged themselves but also forged strong new friendships.

SPORTS REPORT

that they've earned promotion to the A Grade for 2026 – a huge step forward! Tournament selectors also named the top 16 players across all grades, and we're proud to announce that Dyllan Fakalata was chosen. Congratulations Dyllan.

HOCKEY- GIRLS

Our girls' hockey team travelled to Tauranga, taking on some of the strong opponents in their grade. With a relatively young side, they showed grit and growth in every match, setting a strong foundation for 2026.

A big thank you to all our staff and volunteers who gave their time to support our teams as coaches and managers throughout tournament week.

We'd like to acknowledge Kevin Greaney and Zen Baatjes- Junior Boys Football, Daniel Martin and Julie Ellis - Football Girls, and Paxton Maligi and Cherie Pouesi - Netball, Alyssa Carr and Blair White – Hockey for their commitment. Your efforts throughout the season helped make it possible for our students to reach their tournaments, and we are truly grateful for everything you do.



Tournament Teams

FOOTBALL – BOYS

Our 1st XI boys had an outstanding run in Whangārei at the Rex Dawkins Tournament, going through the week undefeated. In the semifinal they won in a penalty shootout 5–3, before facing Rosmini College in the final. Jordan Breen sealed the deal with the winning goal, crowning our boys as tournament champions! Huge congratulations to the team, Coach Mr Gary Moore, and Manager Mr Hamish Mackay.

FOOTBALL – GIRLS

The 1st XI girls also had an impressive tournament, fighting their way into the semifinals before narrowly missing out on a place in the final. They finished fourth overall – an exceptional achievement for the squad.

FOOTBALL – JUNIOR BOYS

Our junior boys put in some excellent performances in Tauranga at the Hillsdene Junior Tournament, coming away with fantastic wins and showing just how much talent is coming through the ranks.

UNISS NETBALL

Competing at the Auckland Association in the UNISS Netball Competition, our girls played in the B Grade performing so well



SPORTS REPORT

Outstanding Achievements

Here is a list of some amazing things our students have achieved in sports



MYRA TAN RHYTHMIC GYMNASTICS

Myra Tan has had an incredible season in rhythmic gymnastics, representing New Zealand at the Koop Cup in Toronto, Canada, where she finished 5th overall and earned podium places in ball, clubs, and hoop. She also excelled at the Manitoba Championships, finishing 3rd overall with multiple top three finishes across hoop, ball, ribbon, and clubs.

Back in New Zealand, Myra impressed at competitions including the Wellington Opens, Auckland College GymSport, Midlands RG Champs, Otago Champs, Counties Manukau Invitational, Margaret Woolf Memorial, and NZ Secondary Schools, consistently finishing on the podium and achieving several 1st-place wins in hoop and ribbon. She now looks forward to competing at the NZ Gymnastics Championships in Auckland in September, rounding out a fantastic season.

LUCY DAY RHYTHMIC GYMNASTICS

Lucy Day has enjoyed an action-packed season in rhythmic gymnastics. She represented New Zealand at the Koop Cup in Canada, competing at Senior International level across all four apparatus. While she didn't place in the large field of more than 50 athletes, it was a valuable experience at her first international event. Lucy also competed at the Manitoba Provincial Championships, placing 5th overall with strong results in hoop, ball, clubs, and ribbon.

Once home, she achieved outstanding results across a range of competitions. Highlights included a 1st overall at Counties Manukau, 2nd overall at both Autumn Glory of Canterbury and NZ Secondary Schools, and a 3rd overall at Auckland Schools. She also secured several individual apparatus titles, particularly in ball and ribbon, where she consistently placed on the podium. Lucy has now qualified for the NZ Nationals in September, capping off a remarkable season.



AMY THOMSON ATHLETICS, ROAD RACE AND CROSS COUNTRY

Amy Thomson has delivered a remarkable year in both track and cross country, achieving success at regional and national levels. At the NZ Secondary Schools Championships in Timaru, she placed 2nd in the 3000m and 1st in the 2000m intermediate steeplechase. She also set the Auckland U16 steeplechase record (2000m – 7:12.96) and went on to claim 1st place in both the 3000m and 2000m intermediate steeplechase at the Auckland Secondary Schools Championships.

Her season continued with strong performances at the North Island Secondary Schools Track Championships, where she won the 3000m (10:07.40) and the U17 2000m steeplechase (7:08.93). In cross country, Amy placed 2nd in the intermediate division at the Auckland Secondary Schools Championships, 2nd (U17) at the NZ Secondary Schools Champs, and 1st (U18) at the Auckland Cross Country Champs. She also secured 2nd (U18) at the NZ Cross Country Champs, while helping Auckland win both the team and club titles (Oratia).

Amy capped off her year with another win in the Auckland Secondary Schools Road Race intermediate division and was selected for the NZ Secondary Schools Cross Country team to compete at the Australian Championships on the Gold Coast. Amy had an outstanding week on the Gold Coast with the NZ Secondary Schools team competing at the Australian Secondary Schools Cross Country Championships. In the Under 17 race, she placed an impressive 3rd. Her efforts also helped the NZ team secure 2nd place overall, and she was part of the relay team that powered home to another 2nd place finish.





ISLA CLAYTON CRICKET

This season has been an exciting one for Isla, who continues to grow in her cricket progress. Earlier in the year, she had the privilege of captaining the Western U17s team. Isla was then named a non-travelling reserve for the Auckland U17s, before going on to make her Auckland U17s debut against Northland. More recently, Isla stepped up another level when she was selected for the Auckland U19s, making her debut in two matches against Samoa. It's fantastic to see these opportunities opening up for Isla, and we're excited to follow what's ahead for her in the game.



LEONA JIACHEN FAN GYMNASTICS

Leona Jiachen Fan achieved an incredible milestone by qualifying to represent New Zealand at the prestigious WOGA Gymnastics Classic in Frisco, Texas. Held from February 21-23, the event attracted approximately 3,000 competitors from around the world.

Competing in the Level 9 Junior B division, Leona played a vital role in helping the New Zealand Level 9 Rhythmic team secure an impressive 3rd place overall. Individually, she delivered an outstanding performance, finishing 5th in the Floor routine and 7th on the Uneven Bars.



CAMERON DEO KARATE

Cameron had a busy and successful start to the year in karate. He competed in the round-robin kata tournaments, earning bronze in Region 19 and silver in Region 18, despite competing in tough divisions. In kumite, he finished 4th in a larger, highly competitive field. In July, Cameron stepped up a division at the Auckland Round Two Tournament, competing in the Junior Black Belt Opens, where he secured silver in kata and bronze in kumite. Thanks to these impressive results, Cameron has earned a spot at the NZ Nationals in October, capping off a competitive year.

TANNER COSTIN DIVING

Tanner has achieved an impressive season of success in diving, beginning with selection to train alongside the New Zealand senior team. He became National Champion in the 16-18 Boys 1m and 3m springboard at the New Zealand Secondary Schools Championships. Representing Waitakere at the Auckland Diving Championships, Tanner placed top 3 in Open Men's 3m and 1st in 14-18 Boys 3m synchro. At the Northland Championships, he claimed 1st in both the 16-18 Boys 3m and 1m events.



Tanner then represented New Zealand internationally, competing in Europe across multiple events. Highlights include the British Elite Diving Championships in Plymouth, the Dresden Youth Meet in Germany, and the Bergen Open in Norway, where he faced some of the world's best divers and achieved top three finishes in Boys synchro.



ROMA BOWERS FLEMING CRICKET

Roma has enjoyed a remarkable year in cricket, making her mark at school, club, regional, and international level. She captained the Rutherford College Girls team, leading them to runners-up in the Auckland Secondary Schools Cricket Weekly Competition and 4th place in their first Auckland Colleges Tournament. With Cornwall Cricket Club, she was part of several title-winning teams, earned the Perkins Cup and MVP of the Year, and collected the Bayley's Award.

On the representative stage, she played for the U17 Central Districts team and the Cook Islands Women's International team, competing in both the ICC T20 Bali Bash in Indonesia and the World Cup Qualifier in Fiji. From local tournaments to the international arena, it has been a year of outstanding growth and achievement.



MIKAEL GARNER INTERNATIONAL BASEBALL TOURNAMENT

Year 11 student Mikael Garner has been selected to travel to Australia in the coming weeks as part of the 16U Pac-Man Baseball Team to compete in the Aussie Classic Tournament.

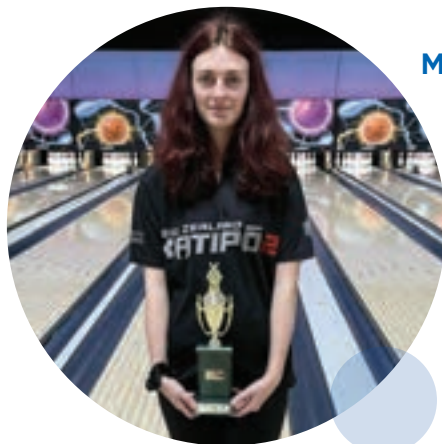
Mikael was chosen after a strong performance at the Mid-Summer Blast National Tournament in January. Earlier this year, he also played for the Central Mako team, which won the 16U New Zealand Nationals in Tauranga.

Congratulations Mikael, we look forward to hearing how you get on at the tournament.

SPORTS REPORT

MITCH VYE KARTING

Mitch Vye has had an exceptional debut year in karting, racing in the 125cc Rotax Heavy class. He achieved third in the Hamilton Point Series, second at the Auckland Christmas Meeting, and third in the Auckland End-of-Year Club Championships, also earning a trophy for best first-time club champ and later winning the Auckland Club title. Over the season, Mitch recorded three best lap times, four wins in Hamilton, and 18 podiums in Auckland, consistently placing in the top five 42 times. Starting the new season strong with a first-place finish and the fastest lap at the recent Bathurst event at Taupo Motorsport Track.



MYA ANDERSON BOWLING

Mya took home the U18 Girls Waitakere Junior Youth Cup in bowling at Pins. She's represented New Zealand three seasons in a row and won gold and silver at the Australian National Championships. Plus, she helped her team make history at the President's Shield in Australia by earning two bronze medals. This is the first ever for a New Zealand girls' team in that competition.



CONNOR STEEL WRESTLING

Connor Steele has made a big impact in wrestling this season. He began with 1st place in the Junior division at the Auckland Secondary Schools Championships, then placed 2nd in the U17 92kg category at both the Bay of Plenty Championships and the North Island Championships. Returning home, he competed at the New Zealand Secondary School Championships, earning 2nd place. As a member of the New Zealand Development Squad, Connor also represented New Zealand at the Australian National Championships, taking bronze in the U17 92kg division, capping off a strong season of achievement.



THOMAS HOLLIER, JETT FELIX- CROFT, AND JAKOB HOLLIER FLAG FOOTBALL

Following impressive performances at the National Championships, all three were invited to trial for the New Zealand Flag Football representative team. Thomas was selected for the New Zealand Under-17 Flag Football team (Wide receiver/Defensive back), while Jett (Quarterback) and Jakob (Wide receiver/Defensive back) were named in the Under-15 team where they travelled to the USA to compete on the Junior World Championships.

THANK YOU

Sport doesn't happen without the people behind the scenes. To our staff - a huge thank you goes out to all the staff members who supported our teams this year, whether through coaching, managing, or providing transportation. Your efforts have made it possible for our students to engage in the sports they love.

To our parents who gave up their time to take on coaching or managing roles—we know how busy life is, and we're so grateful you chose to spend that time with our teams.

AS WE LOOK BACK ON THIS YEAR, WE CELEBRATE NOT JUST THE VICTORIES, BUT THE FRIENDSHIPS, FUN, AND MEMORIES CREATED ON AND OFF THE FIELD/COURT. WE COULDN'T BE PROUDER OF OUR STUDENTS AND CAN'T WAIT TO SEE WHAT NEXT YEAR'S SPORTS SEASON WILL BRING.

Sports Awards



MAJOR WINNERS



AMY THOMSON
Dux Ludorum and Senior Sportswoman of the Year



DYLAN CHAPMAN
Senior Sportsman of the Year



KATE WILCOX
Junior Sportswoman of the Year



PEYTON CHUN
Junior Outstanding Achievements in the Sporting Field



MYRA TAN
Senior Outstanding Achievements in the Sporting Field



GARY MOORE
Coach of the Year



MICHAELA BAIN
Principals Cup Sporting Personality



1ST XI GIRLS FOOTBALL TEAM
Team of the Year

Celebrating 50 Years of Life-Long Learning

Rutherford College Community Education is proudly marking its Golden Jubilee, 50 years of enriching lives through continuous learning.

The journey began in 1972 when Principal Eric Clark, inspired by international models of community use of school facilities, returned from visits to Canada, the USA, and Europe with a bold vision. In his prize-giving speech that year, he championed the idea of schools serving not just students, but also the local communities.

By 1973, staff and seventh form students conducted a survey to assess local needs, revealing strong demand for broader continuing education opportunities. This led in 1974 to Rutherford College being designated a “community school” in a pilot scheme alongside Aorere College, Freyberg Primary, and Epsom Normal School. The initiative, supported by the Ministry of Education, included funding, staffing, and the appointment of a Director of Community Education. John Wise, a member of the school staff, took on the role and led the programme until 1976, laying the foundation for what would become a thriving hub of adult education.

By 1985, Rutherford College was offering around 175 courses – many of them run in collaboration with local organisations and powered by community spirit.

Today, Rutherford College Community Education offers over 200 courses, welcoming more than 2,200 adult learners from local communities. From arts and languages to technology and wellness, the programme continues to evolve, reflecting the diverse interests and needs of Te Atatū and surrounding areas.

CELEBRATING A MILESTONE WITH COMMUNITY, LEARNING, AND INSPIRATION

To mark a significant milestone, we proudly hosted our very first Open Evening on September 10th, a vibrant celebration of learning, connection, and community spirit.

The evening featured inspiring kōrero from two distinguished guest speakers:

- Hannah Pia Baral – CEO of ACE Aotearoa
- Erihapeti Ngata-Aerengamate, Kaitiaki of Te Kotuku Marae and Deputy Chair of the Board of Trustees
- Gary Moore, Principal of Rutherford College.

Their words resonated deeply, setting the tone for an evening filled with pride and community spirit

A highlight of the event was the Award Ceremony, honouring the exceptional achievements of our adult learners and dedicated tutors, a heartfelt recognition of perseverance, growth, and mentorship.

Guests also enjoyed a range of hands-on, free workshops designed to spark curiosity and creativity, alongside a classic sausage sizzle and a lively raffle.

This Open Evening was more than an event—it was a celebration of life-long learning and the power of community. We look forward to many more!





Senior Leadership Team

Mr Gary Moore	Principal	BCom, DipTchg, DipSenMgmt
Ms Rozanne Donald	Associate Principal	BFA, DipTchg, GradDip Multimedia, PGDip EdMgt, MEdLeadership (Hons)
Ms Moira Kopittke	Deputy Principal	BSc, PGDip EdMgmt
Mr Robert Solomone	Deputy Principal	BA GCEd
Mr Brendan Curran	Deputy Principal	BEd, DipTchg
Mrs Janine Carr	Deputy Principal	BSc, PGDipTchg, PGDipEdLd
Mrs Fiona Bridges	International Director	BSc, DipTchg



Curriculum Leaders

Ms Katie Betanzo	HOF English	BCS, DipTchg
Ms Adeline Hsiao	HOF Languages	MA (TESOL), BA (Japanese), PGDipTchg
Ms Nikolina Ivanovic	HOD Art	BDVA, PGDipTch
Mr Tony Stanton	HOF Mathematics	BSc, DipTchg
Mr David Wade	HOF Science	BSc, DipTchg
Mr Phillip Place	HOF Technology	MCE, BEngTech
Mrs Perri Fahitua	HOD Performing Arts	BPerfArts (Dance) DipTchg
Matua Paratene	HOD Reo Māori/ Te Ao Hakai	BA Education
Ngata-Aerengamate	Mahi-a-To	
Mr Darren White	HOF Social Sciences	BA (Hons), DipTchg, PGCE
Ms Jenny Wilson	HOF Physical Ed/Health	BSR, DipTchg
Mrs Catherine Gibson	HOD Careers	BEd, DipTchg, PGDip Career Dev
Mr Grant Duncan	HOD of Tūrangawaewae	BA, DipTESOL, DipJap.Lang
Ms M Parkinson	HOD Counselling	BA, BEd, DipTchg, MA Couns
Ms Saffron Conde	HOD LEAP/SENCO/English,	BA, DipTESSOL, DipEdPsych (Hons), Dip Tchg Literacy Coordinator



Deans

Mr Peter Jefferies	Dean Year 9	BEd (Hons)
Ms Hannah Winter	Dean Year 10	BPhEd
Mr Kevin Gilmore	Dean Year 11	BSc (Computing), PGCertEd (ICT)
Miss Rosie Simpson	Dean Year 12	BSport, PG Dip Tchg, Dip Sport Sci & Sport Mgmt
Ms Lindy Cumming	Dean Year 13	BA (Hons), DipTchg



Teaching Staff

Ms Annie Abraham-Shakoor	English, SCT	MA, BEd
Mrs Nicola Adams	Science/Physics	BSc, DipTchg, PGCertEdLM
Ms Hazel Anson	English/Media Studies	BCS, Dip Tchg
Mrs Catherine Anthony	Curriculum Leaders/HOD ESOL	BA (Honours) English, Dip Tchg
Mr Willow Allison-Maxwell	Science/TIC Philosophy	BSc/BA (conjoint), DipTchg

2025 STAFF

Miss Aurora Ballantyne	English/Media Studies	
Mr Matt Barrie	Comp Programming/Digital Tech	BA I.T./Software Eng
Miss Paola Bautista	English	BA (English and Art History), PGDipTchg
Miss Stephanie Beck	English	BA (Visual Arts), CELTA, GradCert Theology, GradDipEd
Mr Lee Bethell	Social Studies/Classics/History	BA, DipTchg
Mr Johnny Brar	Mathematics	BSc, DipTchg
Mrs Sarah Bekker	Commerce/Technology	BCom, DipTchg
Mr Tom Bromfield	Food Tech and Hospitality	BA (Hons), PGCE
Miss Lianna Ruha	Physical Education	BSport, DipTchg
Miss Alyssa Carr	PE/Health	BSR, DipTchg
Mrs Judy Chan	Mathematics	BCom
Ms Oxana Chusovitina-Stretton	ESOL	BA (Applied Linguistics), DipTchg
Ms Megumi Chiba	Japanese	MA(TESSOL) BA Dip Tchg, BA(Linguistics)
Mr Simon Collier	TIC History/Social Studies	BA, DipTchg
Mrs Anubha Coushal	Science/ Chemistry	BSCGCED, PGCED
Miss Rebecca Dam	Counsellor	B.Ed, MCouns
Mr Andrew Dodds	TIC Building and Graphics (DVC)	BSc (Hons) Design & Technology with Qualified Teacher Status
Ms Katy Dugdale	English	BVA, Dip Tchg
Mr Drew Dunn	PE/Health, TIC Junior PE, Tama-Nui-Te-Ra House Leader	BPhEd
Ms Francine Ellis	Food Tech/Hospitality/Fashion Design	BDsg (Fashion), PGDipEd
Mrs Christina Edwards-Teope	English	BA, DipTchg, DipGrad Theol
Ms Gill Ferguson	Fashion Design/Fabric Tech/Hospitality	Dip Home Economics, DipTchg
Mr Michael Ferkins	TIC Outdoor Education.	BPhEd
Whaea Stacey Garland	Te Reo Māori.	BMD, MEDLd
Ms Ana Gerzic	ESOL	MA(Hons) Applied Linguistics, BA(Hons)English, DipTchg
Mr Puru Gopal	Mathematics (TIC of Y11 Mathematics)	MBA, MSc, DipTchg
Ms Lis Gordon	Teacher in Special Education	MEdLeadership (Hons), BA (English and Mathematics), PGDipTchg, NZCertECE
Mrs Jacelyn Gowen	English	BA, DipTchg
Mrs Annette Goulding	Science, TIC Biology	BSc, DipTchg
Mr Kevin Greaney	Technology Hard Materials	BA (Hons) (Humanities), DipTchg
Miss Aziza Grey	English	MTchg (Secondary), BIC
Mrs Deborah Hatcher	English	BA, DipTchg, Grad Dip Anthropology
Ms Jennis Hayes	TIC Hospitality and Food Technology	MProfStuds in Education, BDes, DipTchg
Ms Jodie Hayes	Geography, Social Studies	BSc, MSc, DipTchg
Mr Aaron Honey	Mathematics, Science	BSc, DipTchg
Miss Erin Hopokingi	English	BA (Hons), PGDipTchg (on leave)
Miss Sayaka Hughes	Music	BMus(Hons), DipTchg, LTCL
Miss Nina Ivanovic	Art	BDVA, DipTchg
Ms Bridgette Kimura	English, Media Studies	BA, DipTchg
Mrs Sharleen Koziol-Repia	English (on leave)	BA (English and History), DipTchg
Mr Anjay Lakhan	Social Studies, Travel & Tourism	MProfStudsEd, PGCE, PGCArts, BA
Mr Noneet Lal	Technology, Electronics	PGDEEN, BENGTL, GCED
Mrs Elizabeth Lim	Mathematics	ME, DipTchg
Miss Heidi Liu	Mathematics (TIC Calculus)	BSc, DipTchg

Mr Hamish Mackay	Sport & Coaching lead	BSpEx, DipTchg
Ms Evie Mansfield	Science /Biology	BSc, PGDipSci, MSc, PhD Molecular Biology
Miss Paxton Maligi	PE/Health	BPhEd, DipTchg
Mr Nathan Matai'a	PE/Health	BSc, DipTchg
Mr Daniel Martin	PE, Health, Outdoor Education, Ruaumoko House Leader TIC 11PED	BPhEd, DipTchg
Mrs Joshni Nand	Chemistry/Science	PCDCL ,BSc, PGCertEd
Mr Michael Nola	Mathematics	BSc, DipTchg
Miss Mekaela Nicholls	Mathematics	BSc, DipTchg
Mrs Nat Phillips	Counsellor	
Ms Deborah Power	PE/Health, Outdoor Education/Wider Living	BPhEd TIC
Mrs Swasti Prasad	Chemistry/Science	BSc (Chemistry), DipTchg
Ms Petra Scheffer-Cosslett	TIC German	BA (Hons), DipTchg
Miss Toina Selu	Social Studies/History	BA, Dip Tchg
Mr Halym Smith	Science/Biology	BSc, DipTchg
Mrs Kelleigh Stanton	Mathematics, Numeracy Coordinator	BA, DipTchg
Mr Fa'avesi Talamaivao	Pasifika Development Liaison/Mathematics	BEd, DipTchg
Ms Kiriwai Tapuke	Commerce	MBS, BCom
Mrs Kerry Taula	TIC Music	BA, DipTchg
Ms Yolande Thom	Assistant HOF English	BA, PGDipTchg (SecFB), Dip TT, DFD
Mr Huw Thomas	TIC Physics	BSc (Hons), DipTchg
Miss Ana Tolova'a	Social Studies/History	BA, Gra Tchg
Ms Katie Tueton	Visual Art	
Mrs Lee-Anne Taylor	Assistant HOF Mathematics	MEdMgt (Hons), DipMathsEd
Miss Stephanie Van Geenhoven	Social Studies / TIC Geography	BEd, MSc
Mr Josh Tagaloa	LEAP Extension Coordinator/Math/Physics	BA/BE(Hons) conjoint, PGDipTchg
Mr Mark Thompson	Technology	
Mr Peter Thyberg	Mathematics	BSc, DipTchg
Ms Raewyn Westaway	English	BA, TTC
Mr Blair White	Asst HOF PE/TIC Health/ColAcross School Lead	BEd
Ms Tania Wilson	TIC Drama	BA, DipTchg
Miss Talei Yates	Art	BFA(Hons), BA, DipTchg
Mrs Karla Yorke	Science/Chemistry	BSc, DipTchg

Non Teaching Staff

Ms Judith Copas	Business Manager	DipBS
Mrs Sheena Davis	Principal's PA	
Ms Ana Aramoana	LEAP Teacher Aide	
Mrs Lynda Bennett	Registered Nurse	
Ms Joanne Albrecht	Registered Nurse	
Ms Emma Northway	Registered Nurse	
Mrs Trish Bettridge	Science Technician	
Miss Gillian Bloxham	Sports Director	
Ms Alyssa Hackshaw	LEAP External Assessment Manager	
Mrs Libby Clark	English Resources/Social Sciences Resources	
Ms Ramona Toth	Director of Community Education	BEd, DipBA

2025 STAFF

Mrs Debbie Davies	Head Librarian	
Miss Ashley Cavanagh	Food Technician	
Mrs Linda Cavanagh	Resources Manager	
Ms Cushla Clarke	Administration/Staffroom Support	
Mr Chris Adams	Workshop Technician	
Ms Vanita Curin	Foundation Officer	BGrD, DipTchg
Mr Paul Dovey	Groundsperson	
Miss Bonnie McKnight	Groundsperson	
Ms Rachael Mitchell	International Coordinator	
Mrs Rebecca Hoffmann	Finance Manager	CA BMS (Hons) GradDip Acc & Fin
Mrs Jo Huggins	Maths Support	BPhEd(Hons), DipTchg
Ms Sharon Keeley	Tūrangawaewae	Teacher Aide
Mr Callum Lee	Tūrangawaewae	Teacher Aide
Ms Tishan Koloni	Tūrangawaewae	Teacher Aide
Ms Kesi Koloni	LEAP	Teacher Aide
Mrs Sonia Lakeman	Receptionist	
Mrs Beverley MacKenzie	Reception & Admin	
Mrs Wāhine McCarthy	Gateway/AWVA Administrator	
Mrs Cathy McGough	Careers Assistant	Dip Career Guidance
Mr Leo Burton	IT Systems Engineer	BSc, GDipANE
Ms Delena Nathuran	Receptionist	
Ms Shiloh Ngaeruaiti	LEAP Teacher Aide	
Mrs Sandi Perumal	Arts & Cultural Coordinator	MA Cmty Leadership & Social Devt, BA in Eng/Lit,DipTchg
Mrs Jane Sadler	Data Manager	
Ms Malissa Tagaloa	LEAP Teacher Aide	
Mr Mark Thompson	Workshop Technician	
Ms Liza Turner	LEAP Teacher Aide	
Ms Ellen-Jane Waetford	Attendance Officer	
Ms Delwyn White	LEAP Teacher Aide	
Ms Claire Wihongi	Physiotherapist/ Turangawaewae	
Mrs Karen Wolfgramm	Resources Assistant	
Mr Shelley Raskin	Senior Caretaker	BA, Dip Prof Ethics
Mrs Terri Wright	Community Education	
Mrs Sang A Yoon	Community Education	
Ms Maliheh Tamadon Yazdian	Teacher Aide	



School Board

Mr Nathan Lee	Chair
Mrs Erihapeti Ngata-Aerengamate	Deputy Chair
Mr Richard White	Elected Trustees
Mr Hamish Williams	Elected Trustees
Ms Hayley McNickle	Elected Trustees
Mrs Donna Johnston	Co-opt Trustees
Mr Gary Moore	Principal
Mr Phillip Place	Staff Trustee
Mrs Veronica Henderson	Appointed Trustee
Miss Bindi Bhonsle	Student Representative



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