



*Rutherford
College*

Yearbook 2021



60th Reunion Issue

Tohea – To strive for personal excellence

*Whakaute Respect
Manaakitanga Responsibility
Pono Integrity
Kairangi Excellence*



**Rutherford
College**

Rutherford College African Group.

*Awarded best fusion group, best choreography, best interpretation of theme,
best Africa fusion group (Continent Award), and placed 1st overall on the Polyfest Diversity Stage.*

2021 Contents



- 2** Principal's Report
- 4** Prefects' Report
- 6** Top Scholars
- 8** Senior Prizegiving
- 10** Scholars' Assembly
- 12** 60th Reunion
- 14** STARS Camp



- 53** Tūrangawaewae
- 54** Languages
- 56** P.I.L.O.T
- 57** Cultural Committee & Awards
- 58** Cultural Groups
- 60** Mahi-ā-toi
- 64** Cultural Awards



- 16** School Ball
- 18** Mathematics
- 20** English
- 21** Media Studies

- 22** Social Sciences
- 26** Science
- 30** Technology
- 33** Library & Info Commons
- 34** Robotics
- 35** Physical Education and Health
- 36** Outdoor Education
- 37** Gateway
- 38** Careers Expo
- 40** Visual Art
- 44** Music
- 46** Dance
- 48** School Production
- 50** Drama
- 51** ESL and International
- 52** LEAP Accelerate & Extended Programme



- 65** Sports Highlights & Reports
- 69** Senior Excellence Awards
- 72** Sports Captains
- 73** 2021 Staff



Tohea – To strive for personal excellence

Principal's Report

MR GARY MOORE, PRINCIPAL



Kia ora te whānau o Te Kōtuku

Last year I talked about what a strange year 2020 was without any inkling of what 2021 would bring. At the end of Term Two this year, I indicated how busy it had been at Rutherford College with so many of the events that were missed out on in 2020 back in the calendar with a chance to enjoy the activities that bring life and joy to our school. The end of Term Two also marked the longest stint that students and staff had been able to attend school consistently since the first COVID rahui in Term One of last year. Fast forward ten weeks, and we again found ourselves in unique times and moments in history.

I WOULD LIKE TO ACKNOWLEDGE AND CONGRATULATE OUR STUDENTS,

our staff and community for the resilience and manner with which we have navigated this COVID storm. Term Three was probably the trickiest term of education teachers, students and families will ever know. I say probably because who knows what might happen, but we remain optimistic. Term Three 2021 will live long in the memory. It will reflect the longest time that NZ kids, or should I say rangatahi from Tāmaki Makaurau, have been officially away from school, and that includes the summer holiday break. We went into Alert Level 4 lockdown on Tuesday August 17.

At Rutherford, we believe that the main event is learning how to deal with the challenges and obstacles of life when it gets difficult — how to overcome problems and challenges, developing the confidence to ask for help in the face of self-doubt. We are reminded that difficult times don't develop character, they reveal character. It is learning how to be happy and grateful for what you have and to take responsibility for your own wellbeing whenever possible. This mindset has again had its fair share of scrutiny in 2021.

2020 NCEA RESULTS

Our Level 1 results were as follows in 2020: 79.5% which was well above the National result of 71.6% and the Decile 5 result of 71.3%; Numeracy went back to 90.2% well above the National rate of 83.2% and also above the Decile 5 rate of 86.6%. Literacy also went back up to 89.8%, above the National rate of 84.9% and the Decile 5 rate of 87%. Endorsements: as in past years was a clear area of strength for our students. Excellence endorsements at 19.9% were well above Decile 5 – 15.2%. Merit endorsements at 39.3% also above National 32.76% and well above Decile 5, 30%.

At Level 2 we were very pleased with a 77.7% pass rate. Although this was not as high as the National rate of 79.5% or the Decile 5 rate of 80%, it is important to note that this cohort had a pass rate of just 64.4% for Level 1 in 2019. The 13.3% increase in pass rate from this year group was something to be celebrated. It speaks volumes for value added. Only 12 students needed to rely on the COVID generated LRC's to get across the line at Year 12. Endorsements: again another great success. Excellence endorsements went up to a record 20.7% well ahead of Decile 5 at 12.1% and also ahead of the National rate of 17.7%. Merit endorsements at a record of 29.9% well





ahead of Decile 5 at 22.5% and National at 25.3%.

The pass rate at Level 3 was 71.5% (just below the National result of 72.3% but above the Decile 5 result of 70.1%). Most pleasing was the increased University Entrance rate from 50.7% to 53.1% (well above the Decile 5 rate of 46.6%). Endorsements were again a great success: Excellence endorsements at 18.5% above both the National rate of 17.6% and the Decile 5 rate of 14.8%; Merit endorsements at 26%, similar to the National rate of 26.5% and above the Decile 5 rate of 21.7%.

At the very top end of the academic tree we were pleased with the achievement by 10 of our students who collectively achieved 19 subject scholarships.

In 2021 the major addition to providing our students with a culturally responsive learning programme is the building on the work that happens within the tutor group with year level specific programmes to help provide our students with the essential skills and tools to operate successfully as young people in an increasingly complex world.

SCHOOL REUNION

The 60th Jubilee weekend was a fantastic occasion enjoyed by over 2000 visitors to our school over the course of the two days. The event started with an inspiring powhiri with over 250 students performing prior to the Friday evening mix and mingle event hosted in our school hall.

Saturday witnessed many Rutherfordians attend the photo shoot in the hall, or spend time catching up with old friends in the renamed Kōtuku Lounge (staff room), or wandering through the school on student-led tours to see what students get up to these days. To cap it off, there were the wonderful performances from all five of our cultural groups in the Sports Hall who performed to over 800 spectators.

STAFFING ACKNOWLEDGMENTS

I would like to acknowledge two very special staff members that will leave our school at the end of the 2021 academic year.

Miriam Sprague – Miriam has given well in excess of 40 years of service

to Rutherford. It's not the time that's significant, it is the quality of her contribution, year in and year out, that is remarkable. Miriam is tireless in her energy and she has been the glue that helps give many staff that are new to the Kōtuku flock an understanding of the special place they have joined. She was dean for many years and then set up and ran the International Student area of the school. She has an eye for detail and is relentless with doing any and all parts of the job effectively and always with care and compassion.

In my 15 years of principalship, right from day one she has been an amazing support person, a voice of humour, kindness and reason and a go to, to get common sense wisdom on all and sundry that comes with the territory. She is first and foremost an amazing human being whom Rutherfordians, both staff and students of today and yesteryear, love and respect absolutely.

Mark Thompson aka Mr Rutherford. Mark was once a student at Rutherford and when he cut himself one day in the technology block I saw blue and white blood flow from his veins. He always puts the needs of everyone else above his own. His passion for the school has stretched far and wide across sports teams he has coached, staff and students he has mentored. His contribution to the performing arts and cultural areas of the school are phenomenal and anybody who has been in, or worked on a school production speaks in reverent tones of the mahi and influence of Mr Thompson.

It has been my pleasure to be able to share 15 years of his 40 plus years to see an example of how you can stay in one school your whole career and never lose passion or enthusiasm, day in and day out. There are people who help glue the cultural fabric of organisations together and Mark is 100% one of these types of people. His impact and influence is impossible to quantify.

PROPERTY AND ENVIRONMENT UPDATE

The upgrade to the school hall foyer and entrance area was completed during the Term Two holidays. The refurbished entrance, structural strengthening of the hall and stage floors and repainting throughout,

including the bringing back to life of the wooden wishbone structure, has greatly improved the look of our school hall. The final touch has been the construction of the tiered seating for 204 people at the rear of the hall. This whole process started with the wrapping and reroofing of the hall and the structural electrical upgrade completed two years ago.

The next project, which is currently with the quantity surveyors for costings, is the build of the new student services or wellbeing centre. Over a number of years, the board has put aside funds to bring together the deans, guidance, the health centre, the attendance office and the physiotherapist as well as other associated pastoral services under one roof. We believe that we will break ground on this project this year. This project has been prioritised ahead of the building of a new administration block at the front of the school.

The signing off of our next round of Ministry of Education property funding was completed in the Term Three holiday break. The major project within this allocation of funding will be upgrading as much of D Block as the funds will stretch to. The plans for this project will be developed over the next 6 - 12 months now that the budget is known.

And finally; The rung of a ladder was never meant to rest upon but only to hold that foot while you seek to place the other somewhat higher.

For Tohea to be our daily mantra it will always be about those little steps in the right direction. A journey of a thousand miles starts with just one step. Attitude remains key to continuing to take those steps and to remind ourselves when the going gets tough that nothing great was ever achieved without some form of struggle.

There is little difference in people, but that little difference makes a "big difference". The little difference is "attitude". The big difference is whether it is "positive or negative".

W Clement Stone

Na te whakaaro, ka ora te tangata
As we think so shall we become.
Best regards

Gary Moore

2021 Prefects

BY EDEN HATALAFALE
& ARNESH SHARMA

The start of our journey wasn't when we were announced as the Prefects; it started five years ago when 26 wee blueberries took their first step through the gates of Rutherford College.

THE EFFORT, DEDICATION, AND SHEER COMMITMENT that was expressed towards the school during the course of this huge chapter in our lives called high school embodies what it is to be a Prefect. For those who love dates, our endeavours as a team started in the hot month of December where we prepared ourselves over two intense days of training for the year to come. But we must admit the road ahead wasn't as smooth as we had hoped. As the Summer came to a close, we Prefects decided to come together and have a BBQ. Here, we as a team could discuss ideas and plan for the year ahead as Mr. Moore would say, "failing to prepare is preparing to fail", and we were preparing to succeed. This also acted as a medium for us Prefects to get to know each other better and chill out before we hit the ground running in Term 1.

*Eden Hatalafale and
Arnesh Sharma in their
Head Prefect korowai.*



Term One swung around the corner and we were off to the races, starting off with two of our major events; Valentines Day and Swimming sports. With this being an annual tradition, there was no room for mistakes. Rest assured, after whipping up an immaculate promotional video inspired by *Police Ten 7* with a hint of zest from our Prefects and after hours dethorning roses and preparing the Atlantis themed decorations for swimming sports; we're ready. As the 12th of February neared, we transformed into 26 cupids ready to spread the love. It was such an honour and a joy of being a part of such an important tradition at Rutherford. This, however, was only the start to such a chaotic year; but on the 14th of February, we got the worst Valentines day gift of them all, three COVID-19 cases. Sending us to a Level 3 Lockdown.

After two weeks of online school, we were back and just in time for Athletics day. During the lead up to the day, the Prefects were involved in teaching the Haka to many of our students. Despite not being able to have the Haka competition on the same day as Athletics as we do every year, athletics day was a great success. The haka competition that took place a few weeks after was amazing. The sheer power and pride echoed throughout the fields of Rutherford Primary and was only elevated when we performed the haka together as Rutherford. During these early events, we were able to fundraise for the year ahead.

We were also fortunate to be a part of the incredible Rutherford Reunion that took place over the 9th and 10th of April, marking our 60th anniversary. Here the Prefects were able to meet Alumni dating back to the very first batch of students to ever set foot in Rutherford. On the 10th, the Prefects gave tours to many of the Alumni and on the open day, we had many activities for the wider community to get stuck in to and it also gave us the opportunity to showcase the talented Polyfest teams who performed their breathtaking acts down in the sports hall.

Fast forward to Term Two, the Prefects had whipped up a special surprise. The time had come for our

annual International Languages Week. This is a week where Rutherford celebrates our cultural diversity and the Prefects rose to the occasion with a dance-inspired from our African dance group that cleared out the top prizes at Polyfest. This dance demonstrated the incredible dedication of the Prefects as weeks of practice led up to our amazing performance. As Term Two came to its end it was time for our most anticipated occasion for 2021 - the School Ball. The night was filled with laughter, partying and some fire dance moves from our students and staff. It was a night to remember for all of us and a huge thank you goes without saying, to the amazing Ball Committee and Prefects who made this night possible.

Term Three would prove to be our toughest term yet, with many events happening back to back. The term started with our Open Evening. During this evening, the Prefects were on our best behaviour as we greeted parents and families of potential 2022 Rutherford students. The evening concluded with the Prefects and Te Kōtuku performing Kōtuku e, and the school Haka. The following day the Prefects were swept into the preparations for Rutherford's Got Talent that was held later in the evening. It was a great success. After the tiring first two weeks, we set our eyes on planning for our most important event - Rutherford Week.

Everything was going absolutely fine. The students and teachers were living in harmony then everything changed when COVID-19 attacked. This sent the whole nation into a Level 4 lockdown and we were back to schooling online. Despite having many of our upcoming events cancelled, the team decided to have a meeting through a Google 'Meet' to come up with ideas on ways to maintain our connection with the student body via our social media page. We came up with a video where we would show

what we got up to during the lockdown and that we were always available to help one another through this difficult time. Through the various videos and challenges, we made to keep the Rutherford whanau tight, was just a way to make the whole lockdown experience better. After 70 days in lockdown, we were back for Term Four stronger than before, and ready to take on exams.

This year, without a doubt was difficult, and the Prefect team's problem-solving skills and leadership was tested to an extreme level, but in the face of adversity, we still prevailed. Despite the twists and turns, 2021 has been an incredible year and has been so memorable because of the amazing people on this Perfect team.

As we say goodbye to Rutherford, we remember all the lessons we have learnt and all the momentous achievements we have accomplished in a year of such uncertainty. Being a Prefect is much more than the blazer and the title. We are so grateful to Rutherford for giving us the opportunity to grow as leaders and as people. Our pride and love for this school are unending, and it was our utmost pleasure to give back to a school full of people that mean the world to us and have shown us continuous support from day one.

As our journey comes to a close, we pass our responsibilities over to the Prefects of 2022. A massive thank you goes out to Mr Moore, Senior Management, and all the teachers who were always there to help us; we could have not done it without you. But this wouldn't be complete without giving a massive thanks to our number one supporter, Mrs Cornforth. She had our backs from the get-go and her endless care and quick thinking were an essential part of our success during this rollercoaster year. We are so thankful to have been presented with such an honourable role of Prefect this year, and hopefully, we lived up to it.

THIS YEAR WITHOUT A DOUBT WAS DIFFICULT, AND THE PREFECT TEAM'S PROBLEM-SOLVING SKILLS AND LEADERSHIP WAS TESTED TO AN EXTREME LEVEL, BUT IN THE FACE OF ADVERSITY, WE STILL PREVAILED.



RUTHERFORD COLLEGE TOP SCHOLARS

DUX LITTERARUM ZACHARY SIT

Our Dux Litterarum this year is an extraordinary blend of talent, intellect, humour and generosity. Zachary Sit has amassed a staggering list of achievements in the classroom and on the music stage, truly embodying the Rutherford mantra Tohea!

Always one to be ahead of his time, Zachary gained NCEA Level One and Two in 2019, with Excellence, also securing Excellence endorsement for each subject he studied. The then Year 11 student combined Year 11 English, Geography and Japanese with Year 12 Biology and Chemistry, as well as Year 13 Calculus.

In 2020, Zachary followed this feat with Year 12 Geography, Japanese and Physics combined with Year 13 English Chemistry and Biology, again securing Excellence endorsement in each subject. He then capped that off with Scholarships in Calculus and Biology.

This year, Zachary is First in Geography, First in Japanese and First equal in Statistics. With 341 Excellence credits to his name over the past three years, it is not surprising that Zachary has been awarded a University of Auckland Top Achiever Scholarship valued at \$20,000.00.

However, it is Zachary's personal qualities that carry the greatest worth. He is extremely generous with his time and his concern for others. Zachary has been a Peer Mentor, Prefect, part of the Christian Group and the driving force behind the Breakfast Club which was due to start this year.

His contribution to school music has been highly valued, with him featuring in the Junior Band, Rutherford Chamber Group and the school Music Committee. Zachary has also contributed to the Earnest Writing Club, the school newspaper, the Philosophy Lounge and Orienteering. Above all, though, Zachary will be remembered for his winning smile, cheerful personality, willingness to push any boundaries and his wonderfully self-deprecating sense of humour.

For one person to exhibit excellence in so many spheres is truly phenomenal and we can only look forward to following Zachary's future career with much pride.

2021 ERIC CLARK AWARD FOR DUX LITTERARUM

- First equal in Statistics
- First in Geography
- First in Japanese
- 2019 achieved NCEA Level 1 and 2 endorsed with Excellence
- 2020 achieved NCEA Level 3 endorsed with Excellence
- 2020 achieved two Scholarships: Calculus and Biology
- All 51 Internal credits gained in 2021 at Excellence level
- Practice tests for Externals he achieved another 38 Excellence credits
- Over the past three years he has achieved a total of 341 Excellence credits
- Awarded a University of Auckland Top Achiever Scholarship worth \$20,000

For one person to exhibit excellence in so many spheres is truly phenomenal and we can only look forward to following Zachary's future career with much pride.





PROXIME ACCESSIT

TONY SCHAUFELBERGER

Rutherford's Proxima Accessit 2021 is a young man who effortlessly balances academic rigour with wide ranging extracurricular activities to produce outstanding success. Tony Schaufelberger has achieved stellar results across a variety of subjects while maintaining a keen interest in Music, racquet sports, and cultural groups.

Academically, Tony gained NCEA Level One and Two in Year 11 with an Excellence endorsement, as well as individual subject endorsements in all subjects. He followed his love of Science into Year 12, gaining Level Three with Excellence and securing Excellence subject endorsements in Geography, Calculus, Physics and English. Tony also achieved Scholarship in Physics as a Year 12 student. This year, Tony has branched out to study his other passions of Music and Economics, and he has achieved an A+ pass in a University of Auckland Advanced Mathematics paper.

It is true to say that Tony is a young man of sincerity, diligence and earnestness. He strives for personal excellence in everything he undertakes, and he undertakes plenty.

Tony is the successful recipient of a University of Auckland Top Achiever scholarship, worth \$20,000.00.

Tony has also taken every opportunity to participate in school activities. He has been a member of several sporting codes, the Junior Band, Strung Ensemble and Rutherford Chamber Group, the Environment Group, school newspaper and writing club, as well as a member of the Robotics group

and World Scholars Cup. This year Tony has also served the school as a Prefect.

It is true to say that Tony is a young man of sincerity, diligence and earnestness. He strives for personal excellence in everything he undertakes, and he undertakes plenty. It has been a privilege to witness his progress over the past five years and we look forward to see what the future holds for this outstanding young man.

2021 ERIC CLARK AWARD FOR PROXIME ACCESSIT

- First in Economics
- 2019 achieved NCEA Level 1 and 2 endorsed with Excellence
- 2020 achieved NCEA Level 3 endorsed with Excellence
- 2020 achieved a Physics Scholarship
- All 51 Internal credits gained in 2021 at Excellence level
- In the practice tests for Externals he has achieved another 18 Excellence credits
- Over the last three years has achieved 297 Excellence credits
- He also achieved an A+ pass in a University of Auckland Advanced Mathematics paper in 2021
- Awarded a University of Auckland Top Achiever Scholarship worth \$20,000





Prizegiving and Scholarship Awards

COMMUNITY SERVICE AWARDS

DOUG TAWHITI AWARD FOR ALL ROUND CONTRIBUTION TO THE SCHOOL

- **Arielle Schwalger**

PHIL TWYFORD PARLIAMENTARY INTERNSHIP AND YOUTH PARLIAMENT REPRESENTATIVE

The recipient gets an expenses-paid internship for four days at Parliament and will be based in the office of our local MP for the Te Atatu electorate, Phil Twyford. The internship is an opportunity to experience the workings of Parliament. This year's recipient is:

Isla Annan

STUDENT LEADERS

AWARD FOR DEPUTY HEAD BOYS

Eric Clark Award

- **Kane Epati**
- **Alex Larking**

AWARD FOR DEPUTY HEAD GIRLS

Eric Clark Award

- **Arielle Schwalger**
- **Paige Skinner**

AWARD FOR HEAD BOY

Eric Clark Award

- **Arnesh Sharma**

AWARD FOR HEAD GIRL

Eric Clark Award

- **Eden Hatalafale**

SPECIAL AWARDS AND SCHOLARSHIPS

GRAHAM COWLEY AWARD FOR DUX LUDORUM

- **Jay Huggins**

GRAHAM COWLEY AWARD FOR DUX ARTIUM

- **Tiare Ngata-Aerengamate**

THE LITSA SHAW MEMORIAL AWARD FOR CONTRIBUTION TO SCHOOL PRODUCTIONS

- **Joshua Siaki**

RUTHERFORD FAMILY TROPHY OF EXCELLENCE IN ORIGINAL SCIENTIFIC RESEARCH

- **Ted Rho**

TALAMAIVAO PASIFIKA ACADEMIC AWARD

- **Eden Hatalafale**

RUTHERFORD COLLEGE VALUES AWARDS

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

- **Year 11 – Georgia Williams**
- **Year 12 – Andre Fa'aoso**
- **Year 13 – Zachary Sit**

NZ SCHOOL OF TOURISM SCHOLARSHIP

The Scholarship pays \$500 toward toward tuition fees at the NZ School of Tourism to complete Level 5 the 2021 recipient is: **Anushka Kesa**

CLIFF EDMEADES COMMEMORATIVE SCHOLARSHIP

This scholarship of \$500 recognises academic excellence and commitment to the Rutherford Values. The 2021 recipient is:

Paige Skinner

THE TRUSTS AWARDS

The Trust awarded \$3000 to enable the school to provide Scholarships of \$500 to support six students in their first year of tertiary study. This year's recipients are:

- **Kosrat Barzengi**
- **Jacinta Brown**
- **Klara Dostalikova**
- **Jay Huggins**
- **Alex Larking**
- **Petar Zdravkovic**

DEEJAYS HOSPITALITY SCHOLARSHIP

This Scholarship worth \$3,000 was donated by DeeJays to support a top Hospitality student attend a tertiary Hospitality course of their choice. The 2021 recipient is:

Tamiora Taurere

AUT SCHOLARSHIPS

AUT SCHOOL LEAVER SCHOLARSHIP - ACADEMIC EXCELLENCE AND SIGNIFICANT STUDENT

The Scholarship is awarded to a student who has demonstrated academic achievement and contribution to their school and community. The Scholarship pays up to \$14,000 over three years to support full-time study at AUT. This year's recipients are:

- **Eden Hatalafale**
- **Paige Skinner**

AUT SCHOOL LEAVER SCHOLARSHIP - KIWA

This Scholarship is awarded to a Māori or Pacific student whom the University has recognised and rewarded based on their academic achievement, cultural participation, all-round ability and leadership potential. The Scholarship pays \$14,000 over three years to support full-time study at AUT. This year's recipient is: **Hollie Court**

UNIVERSITY OF VICTORIA AWARD

TE HERENGA WAKA SCHOLARSHIP - VICTORIA UNIVERSITY OF WELLINGTON

Awarded on the basis of academic merit, equity, leadership and commitment to community. The scholarship is valued at \$5000. 2021 recipient is:
Hemaima Keane

UNIVERSITY OF WAIKATO AWARD

UNIVERSITY OF WAIKATO 'KO TE TANGATA' SCHOOL LEAVER SCHOLARSHIP

The 'Ko Te Tangata', or 'For the People', School Leaver Scholarship recognises the University's strong connection and commitment to schools and communities within Aotearoa this scholarship of \$5000 is awarded to students who show academic readiness and strong community spirit. 2021 recipient is:
Ezra Natoealofa

UNIVERSITY OF AUCKLAND AWARDS

THE UNIVERSITY OF AUCKLAND TOP ACHIEVER SCHOLARSHIP

Awarded to exceptional students, who have excellent academic achievement and demonstrated leadership potential the scholarship is valued at \$20,000 paid in the first year and includes a guaranteed place in a Hall of Residence. Rutherford has A RECORD FIVE recipients in 2021:

- **Oliver Gracewell**
- **Amanda Lowe**
- **Tony Schaufelberger**
- **Eddie Schaufelberger**
- **Zachary Sit**

SENIOR PRIZEGIVING



YEAR 12 ANDRE FA'AOSO

- First in Media Studies
- First in Year 13 Computer Programming
- 2020 achieved NCEA Level 1 endorsed with Excellence
- 2021 has already achieved NCEA Level 2 endorsed with Excellence
- With all 50 internal credits achieved at Excellence level
- 27 Level 2
- 23 Level 3
- Has achieved a total of 154 Excellence credits in 2020 and 2021



YEAR 11 ELLA NGUYEN

- First in Year 12 Chinese
- First Equal in Year 13 Statistics
- First in Year 13 Chinese
- First in Year 13 Calculus
- Has already achieved NCEA Level 1 and two endorsed with Excellence
- Having gained a total of 111 Excellence Credits
- 63 Level 1
- 35 Level 2
- 25 Level 3



Scholars' Assembly

AT RUTHERFORD WE STRIVE FOR PERSONAL EXCELLENCE. As a school we should be proud of our collective success, and also the success of individuals all the way through to the very top of the academic ladder.

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

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

My strength is not/ the strength of one,/ rather it is the strength of many.

At Scholars' Assembly we may honour the success of the individual, but we know that it was the village that enabled this success.

So we share this success with our families and whānau, our teachers, our friends, our school and our community as they provide the pillars of support, for the individual and collective success. It is our community, our Rutherford tikanga and wairua that creates the foundation firstly for a sense of belonging, happiness and then success through striving for personal excellence.



Andre Fa'aoso



TOP MĀORI SCHOLARS

Year 11: Camryn Gemmell-Osborn

Excellence in Dance, Economics, English, History, Mathematics and Physical Education. NCEA Level 1 endorsed with Excellence, 106 Excellence credits

Year 12: Hemaima Keane

Merit in Dance and English, Excellence in Mahi-a-Toi, Te Reo Māori. NCEA Level 2 endorsed with Excellence, 91 Excellence credits.

Year 13: Poppy Hall

Merit in Media Studies; Excellence in English. Scholarship in Media Studies and Outstanding Scholarship in English. NCEA Level 3 endorsed with Excellence.

TOP PASIFIKA SCHOLARS

Year 11: Andre Fa'aoso

Merit in Economics and Mathematics; Excellence in Computer Programming, English, Media Studies and Physical Science. NCEA Level 1 endorsed with Excellence, 120 Excellence credits.

Year 12: Eden Hatalafale

Merit in Classical Studies and Dance; Excellence in English and Physical Education. NCEA Level 2 endorsed with Excellence.

Year 13: Lara Craigie

Merit in Classical Studies, Economics and Statistics. Excellence in English and History. Scholarships in Classical Studies, English and History. NCEA Level 3 endorsed with Excellence.

TOP YEAR 11 SCHOLARS

3rd: Eric Choi

Merit in Economics; Excellence in L2 Mathematics, Chinese, English, History and Physical Science. NCEA Level 1 endorsed with Excellence, 114 Excellence credits.

2nd: Ngaire Moore

Excellence in L2 Art, Economics, English, Geography, Mathematics and Physical Science. NCEA Level 1 endorsed with Excellence, 121 Excellence credits.

1st: Ann Lowe

Merit in L2 Mathematics; Excellence in Chinese, History, L2 Biology and L2 Chemistry. NCEA Level 1 and Level 2 endorsed with Excellence.



Zachary Sit

TOP YEAR 12 SCHOLARS

2nd Equal: Tony Schaufelberger

Merit in L3 Chemistry; Excellence in L2 Geography, L3 Calculus, L3 Physics, L3 English. Scholarship in Physics. NCEA Level 2 and 3 endorsed with Excellence.

2nd Equal: Edwin Schaufelberger

Excellence in L2 Physics, L3 Biology, L3 Calculus, L3 Chemistry, L3 English. Scholarship in Biology. NCEA Level 2 and 3 endorsed with Excellence.

1st: Zachary Sit

Excellence in L2 Geography, L2 Japanese, L2 Physics, L3 Biology, L3 Chemistry and L3 English. Scholarships in Biology and Calculus. NCEA Level 2 and 3 endorsed with Excellence.



Lara Craigie

TOP YEAR 13 SCHOLARS

3rd: Lara Craigie

Merit in Classical Studies, Economics and Statistics. Excellence in English and History. Scholarships in Classical Studies, English and History. NCEA Level 3 endorsed with Excellence. NZ Scholarship Award for scholarships in three or more subjects.

2nd: Tilak Patel

Merit in Economics; Excellence in Chemistry, English, Geography and Science. Scholarship in Physics. NCEA Level 3 endorsed with Excellence.

1st: Benjamin Quach

Merit in Classical Studies, Economics and Statistics; Excellence in English and History. Scholarships in Calculus, Economics, Health and PE and Statistics. NCEA Level 3 endorsed with Excellence. NZ Scholarship Award for scholarships in three or more subjects.

Subject Scholarships

STUDENT	SUBJECT	TEACHER
Enoch Chin	Biology	Annette Goulding
Allysa Karsten	Dance (O)	Melanie Turner
Alofaaga Lafaitale	Health & PE	Jenny Wilson
Tilak Patel	Physics	Huw Thomas
Poppy Hall	English (O)	Saffron Conde
	Media Studies	Katie Betanzo
Edwin Schaufelberger	Biology	Annette Goulding
Tony Schaufelberger	Physics	Matthew Graham
Zachary Sit	Biology	Annette Goulding
	Calculus	Heidi Liu
Viktoriia Varava	Biology	Annette Goulding
	Health & PE	Jenny Wilson
Lara Craigie	Classical Studies	Darren White
	English	Simon Ferguson
	History	Lindy Cumming
Benjamin Quach	Calculus	Heidi Lu
	Economics	Tyronne Calvert
	Health & PE	Jenny Wilson
	Statistics	Tony Stanton



60th Reunion

BY VANITA CURIN

On April 9, 2021, Rutherford College was proud to celebrate 60 years of operation, since opening on February 5 1961. Eighteen months of planning and preparation went into the reunion weekend.





The Friday night started with a powerful pōwhiri, welcoming our guests to Rutherford College. The pōwhiri was performed by our own Te Kōtuku Kapa Haka group along with local primary and intermediate students. A total of 260 students performed in the pōwhiri.

Following the pōwhiri, the mix and mingle evening was attended by over 500 people. It was great to see past pupils connecting with old friends and teachers. Our senior students played an important part in the

evening, welcoming our guests as well as serving and ensuring the smooth operation of the evening.

The next day the skies opened and it rained. But that did not stop our open day being a huge success. Our students took people on guided tours of the school. Classrooms were alive with activity as students displayed their work and skills to the community.

Past pupils got to have their year group photographs taken and then enjoy each other's company in the staff room where our junior students made

everyone feel welcome and served tea and coffee to the guests.

Other highlights of the day were performances by our talented students. The sports hall hosted a Fia Fia celebration which included Kapa Haka, Indian, African, Samoan and the Tuvaluan groups, followed by a performing arts showcase in the school hall.

The school would like to thank everyone who attended the event and all the students and staff who helped to make the event a success.



A group of students are participating in a team-building exercise in a forest stream. They are standing in a line, holding hands, and stepping on stones to cross the stream. The background is a dense forest with tall trees and sunlight filtering through the leaves. The students are wearing casual clothing, and the water is shallow and clear.

STARS

Peer Mentoring Programme

BY ROSIE SIMPSON

THESE CAMPS CAN NEVER BE A SUCCESS WITHOUT THE WONDERFUL PEER MENTORS WHO LEAD THE CAMP, AND THE FANTASTIC TUTOR TEACHERS WHO COME ALONG TO THE CAMP WITH THEIR TUTOR CLASSES.



Rutherford College STARS peer mentoring programme is in its thirteenth year this year and it has proven to be a great success once again.

STARS, A GRAHAM DINGLE FOUNDATION PROGRAMME, supports Year 9 students as they transition into College. It encourages Year 9 students to develop a sense of responsibility and connectedness to the school, their peers and the wider community. The programme provides challenging and fun experiences in a supportive environment that develops teamwork, self-confidence and resilience. This is the thirteenth year that this programme has been delivered at Rutherford College and many of the 2021 peer mentors have been through the STARS programme as a Year 9 student.

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

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

The most exciting part of this programme is the Year 9 camp. This was held halfway through Term Two. How lucky were we to be able to sneak in another Year 9 camp this year before yet another lockdown and what a superb camp it was.

Once again we started the camp off with the students tramping into the camp. The buses drop each tutor class off at the Hunua Falls and then start the tramp into Camp Adair. It is a great way to start the camp off and gives the peer mentors an opportunity

to start their leadership journey at the camp.

By the time the students arrived at the camp, they were already tired. However, their excitement of unpacking in their cabins and finding out what was next to come kept them going right through until dinner.

Each day the students were kept busy with a vast number of activities. These all challenge students and even though we run these activities with a 'challenge by choice' policy, with encouragement from classmates, most students always end up attempting something they are afraid of. These moments are such highlights to us all. Seeing the students accomplish something they thought they never could is very heartwarming and encouraging for others.

These camps can never be a success without the wonderful peer mentors who lead the camp, and the fantastic tutor teachers who come along to the camp with their tutor classes.

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

Peer mentors learn many skills in their training to become a peer mentor such as SMART goals/goal setting, planning, community service, and of course leadership, to name a few. It is fantastic to see the peer mentors develop from the start of the year, and progress into confident and strong leaders towards the end of the year.

This year we were unable to complete the second community project due to lockdown and we unfortunately have not been able to hold the camp idol final or peer mentor graduation just yet. Hopefully all going well we will hold these events in Term Four.

I would like to thank Alyssa Carr from The Graham Dingle Foundation for her amazing organisation and coordination of the program. She is very passionate and a wonderful leader for the programme. Without her, camp would not have been as successful as it was due to her fantastic leadership and organisation of the camp.

2021 was another great year and I look forward to next year's challenges and camp with a whole new group of Year 9 and 12 students!

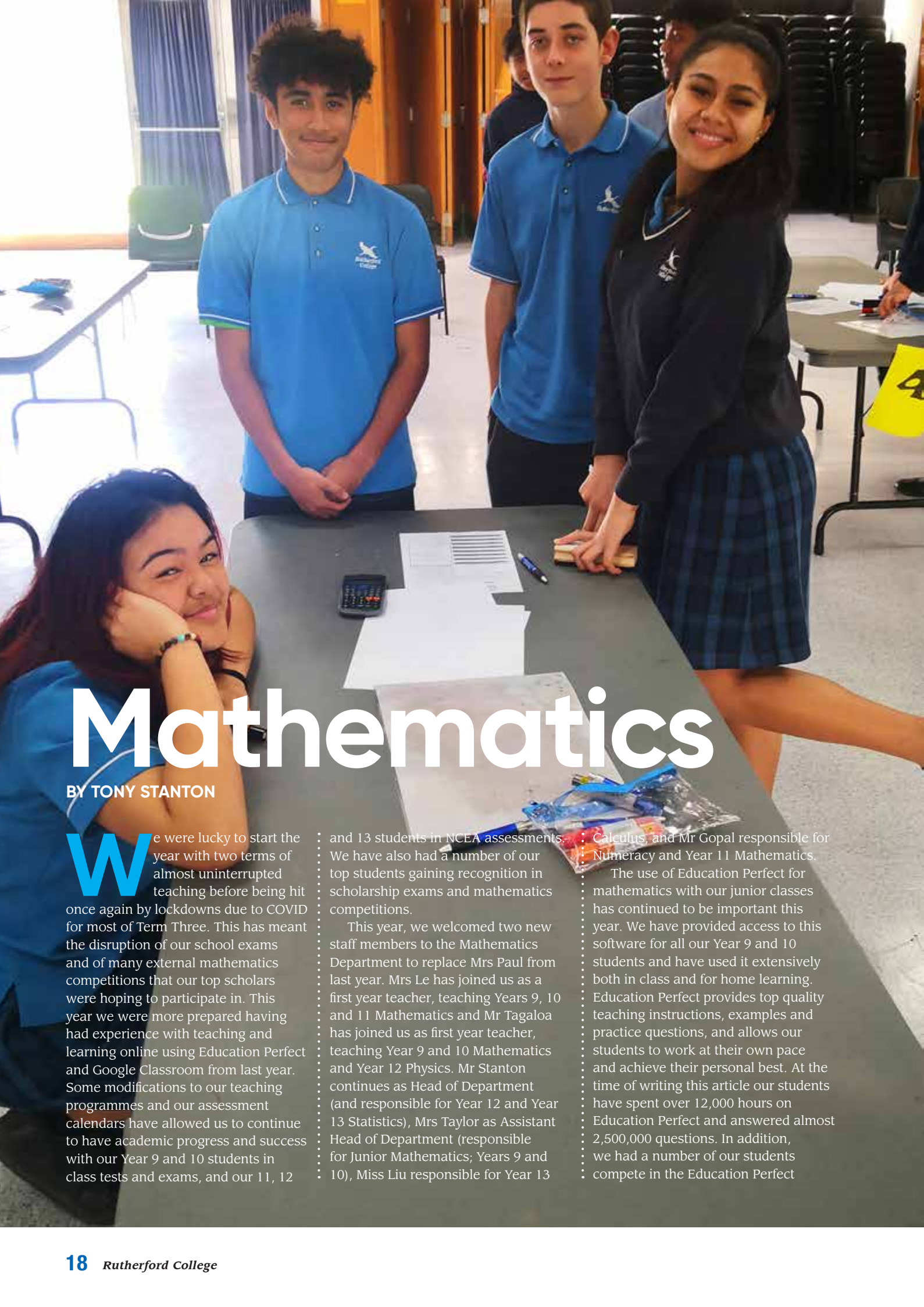


EIGHTIES MIAMI MIAMI RISING



SCHOOL BALL





Mathematics

BY TONY STANTON

We were lucky to start the year with two terms of almost uninterrupted teaching before being hit once again by lockdowns due to COVID for most of Term Three. This has meant the disruption of our school exams and of many external mathematics competitions that our top scholars were hoping to participate in. This year we were more prepared having had experience with teaching and learning online using Education Perfect and Google Classroom from last year. Some modifications to our teaching programmes and our assessment calendars have allowed us to continue to have academic progress and success with our Year 9 and 10 students in class tests and exams, and our 11, 12

and 13 students in NCEA assessments. We have also had a number of our top students gaining recognition in scholarship exams and mathematics competitions.

This year, we welcomed two new staff members to the Mathematics Department to replace Mrs Paul from last year. Mrs Le has joined us as a first year teacher, teaching Years 9, 10 and 11 Mathematics and Mr Tagaloa has joined us as first year teacher, teaching Year 9 and 10 Mathematics and Year 12 Physics. Mr Stanton continues as Head of Department (and responsible for Year 12 and Year 13 Statistics), Mrs Taylor as Assistant Head of Department (responsible for Junior Mathematics; Years 9 and 10), Miss Liu responsible for Year 13

Calculus, and Mr Gopal responsible for Numeracy and Year 11 Mathematics.

The use of Education Perfect for mathematics with our junior classes has continued to be important this year. We have provided access to this software for all our Year 9 and 10 students and have used it extensively both in class and for home learning. Education Perfect provides top quality teaching instructions, examples and practice questions, and allows our students to work at their own pace and achieve their personal best. At the time of writing this article our students have spent over 12,000 hours on Education Perfect and answered almost 2,500,000 questions. In addition, we had a number of our students compete in the Education Perfect



Maths Championships for 2021 with our top participant Devashri Srinivasan placing 51st for all of New Zealand and Australia combined.

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

First we would like to acknowledge our 2020 Mathematics Scholarship students and their teachers on their fantastic efforts. Last year we gained three scholarships: two in Calculus and one in Statistics. Congratulations go to Benjamin Quach (Scholarship Calculus and Scholarship Statistics) and Zachary Sit (Scholarship Calculus). This year, we have a number of strong candidates and wish them all the best in these exams.

We have also had a number of students gain mathematics endorsements in their NCEA Assessments. To gain subject endorsement students must achieve at least 12 (adjusted from 14 due to COVID) Mathematics credits at either Merit or Excellence for Level 1, Level 2 or Level 3.

At Level 1 (Year 11) we had 70.8% of students gain 12 or more credits in Maths, with 51 Merit endorsements and 25 Excellence endorsements.

At Level 2 (Year 12) we had 42.8% of students gain 12 or more credits in Maths, with 21 Merit endorsements and 5 Excellence.

And at Level 3 (Year 13) we had 71.9% of students gain 12 or more credits in Statistics, with 16 Merit endorsements and 9 Excellence endorsements and 73.0% of students gain 12 or more credits in Calculus, with 9 Merit endorsements and 7 Excellence endorsements.

In addition to this, several of our top scholars have been sitting university papers in mathematics this year. Tony Schaufelberger, Amanda Lowe and Oliver Gracewood did a course through the University of Auckland, and Sean Park and Tony Schaufelberger have done a course through Canterbury University.

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

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

MATH COMPETITIONS

Earlier in the year the following students gained these results in the Kiwi Maths competition organised by Canterbury University:

- Excellence: Charles Isaacs-Adshead
- Achieved: Jacob Petley, Dongyoung Cheon and Nina Lyon
- Participation: Dylan Lim, Catherine Poor and Airus Razon

AUSTRALIAN MATHEMATICS COMPETITION

We also had 43 students enter the Australian Mathematics Competition.

Our results in this competition were as follows:

- **Year 9:** Distinction: Finley Hooper. Credit: Ansh Patel, Natalia Noone-Jones, Ezra Roper, Stanley Fraser and Jason Cassidy. Participation: Tanner Costin, Stepan Galaktionov, William Harriss, Micah Nabete, Max Smith, Jacob Petley, Saskia Boyack, Dylan Lim, Lui Joe, Arshi Karia, Edward Amundsen, Kaia Evans, Samuel Eraso-Diaz, Jaden Kuk and Jesse Leybourne
- **Year 10:** Distinction: Dongyoung Cheon, Kaitlyn Stanton, Ben Brain, Anahita Madon and Catherine Poor. Credit: Eleanor Vincent, Luca Armitage, and Nina Lyon. Participation: Airus Razon.
- **Year 11:** Distinction: Ella Nguyen and Luca Boyak. Credit: Tony Luu. Participation: Barbora Dostalikova.
- **Year 12:** Credit: Cael Dines. Participation: Leona Naumovska and Ngaire Moore
- **Year 13:** Distinction: Tony Schaufelberger. Credit: Zachary Sit, Amanda Lowe and Sean Park. Participation: Eddie Schaufelberger and Jacinta Brown.

ICAS MATHEMATICS COMPETITION

We also had 23 students enter this competition – again it has been delayed due to COVID but I would like to congratulate them for entering:

- **Year 9:** Finley Hooper, Stanley Fraser, Jaden Kuk, Lui Joe, Dylan Lim, Jacob Petley, Saskia Boyack, Jacquelyn Dennis, Ariana Apanassenko, Natalia Noone-Jones, Ansh Patel, Devashri Srinivasan and Yashvi Trivedi.
- **Year 10:** Anahita Madon, Ben Brain, Eleanor Vincent, Luca Armitage, Kaitlyn Stanton and Nina Lyon.
- **Year 11:** Tony Luu and Tinirau Hohepa.
- **Year 13:** Sean Park and Tony Schaufelberger.

CASIO MATHS COMPETITION

We were hoping to also be able to compete in the Casio Mathex Competition, which is usually held at the ASB stadium and attended by most Secondary Schools in Auckland. Last year it was postponed due to social distancing rules, so Rutherford College did not have the opportunity to compete and this year it has also been interrupted due to the Auckland lockdown. However, the students that have been practising for this event are as follows:

- **Year 9:** Stanley Fraser, Saskia Boyack, Stepan Galaktionov, Finley Hooper, Lui Joe, Dylan Lim and Jacob Petley.
- **Year 10:** Kaitlyn Stanton, Anahita Madon, Dongyoung Cheon, Airus Razon, Sasha Kovacevic, Haaris Khan and Loc Tan Do.

Thank you to Mrs Taylor for organising and running these competitions.

PASIFIKA MATHS COMPETITION

This year marked the start of what will hopefully be a new tradition with the inaugural Pasifika Mathex Competition, which was organised by an ex Rutherford teacher, Josephina Ah-Sam, and held at Green Bay High School and Waitakere College. We had two teams representing Rutherford College:

- **Year 9:** Emma Ngau, Debbie Tupe, Cyrus Katipa and Shenzen Tongia.
- **Year 10:** Vainiaku Tupou, Judah Mafi, Tiana Poliko and Ona Sabetian.

These teams were supported by Mr Talamaivao and Mr Tagaloa.

English

BY SIMON FERGUSON

*Kia ora, te whānau –
it's the tail end of Term
Three as I write this
which means, of course,
Tāmaki Makaurau is still
in Level 3 and we are
all at home.*

Covid really brings home the stark inequalities in our society and how they are manifested in our school system: who has access to distance learning; who is able to give time to distance learning because they have familial responsibilities to deal with. Covid has been salutary in demonstrating who the real essential workers in Tāmaki Makaurau are during a pandemic.

We made it work in 2020 – Year 11 and Year 13 in particular did really well – and we will do so again in Term Four when we get the chance to be back at school.

Many weeks in lockdown makes reporting on events like debating, Auckland Readers and Writers Festival and Scholarship results seem like a distant dream – so, as was the case last year, I would like to let some student writing do the talking; these are reminders of the extraordinary ability of ākonga at Rutherford College.

This is but a small sample – in this instance work from Years 13, 11 and 9.

All the best for our Year 13 cohort as they move to the next stage of their lives, work and study. Thank you to all my colleagues for their commitment and collegiality – it is inspiring to work with such committed and hard-working colleagues.

Have a great summer!

JACINTA BROWN, YEAR 13 – EXPOSITORY ESSAY FOR PORTFOLIO

When 'other' is viewed in the 21st century, it categorises people into groups which are based on preludes of modern social anxieties and identities. 'Modern' - referring to a majority of ideals expressed in a traditional society. Iago, being the antithesis of Othello, is a man who expresses the typical traditions yet when audiences take a closer look, it is apparent that he transcends the customs of his time to suit a more contemporary situation. He is a man of true human nature, whom when is faced with ultimate rejection, takes part in petty revenge - as most would do. He is not acting out of place for a human in his situation but the 'otherness' he expresses is apparent when he is compared to everyone else in 'Othello', but it is easily argued that Iago is the most human in the play. Othello is a great man who has lived an extraordinary life with feats nobody believes; Desdemona is a lady of such purity and kindness; Emilia is a woman that transgresses her period. All exceptional personalities, yet none of which audiences feel a particular emotional connection to.

Iago, however, continues to demonstrate his very human emotions through his 'evil' actions. Iago is a man of action and chooses to express his emotions this way.

SALEHA KHURRAM, YEAR 11 – CREATIVE WRITING:

But it was just a matter of seconds when the lights faded and turned into pitch black darkness. To the left, everyone was clustered in a group waiting restlessly for the food. All the lines of speech of people placing the order, telling kids to stop running around, fighting with the shopkeeper reaching up to the sky, entangling me within its mess. I became a helpless spider entangled within my own web. Wiggling each finger to fight through every line of speech. Spinning around to find a way out with breath becoming more and more shallow. People's wide beady eyes stalked like hawks.

Just then, some old man in his sixties dropped some gold coins as he took them out of his jacket pocket. One. At. A. Time. Observing the coins and anticipating the exact second gravity would catch each coin, lost in wonderment. The first coin made contact with the white marble floor. Then the second. The third and fourth in sync. Gravity was hungry and desired more. However a fifth didn't come. Or a sixth or a seventh. The anticipation and detailed image was broken by the flickering lights before it was complete.

CONNOR RYAN, YEAR 9 – CREATIVE WRITING

The sun shines through the leaves creating a shallow diamond pattern across the dust-lifting dirt path, the light shimmers down onto the cool water of the small, shallow pond. Bamboo sprouts spread across the area almost creating a forest, even if the true identity of the forest could be called no more than a grove. Small insects with the appearance of a firefly hover around our heads; her eyes sparkle and track the small bugs as if they were the only things in the world. Snatching her attention straight back to the true reality, the reality of my secret.

The eyes that once sparkled have now gained intensity and anger, her bottom jaw no longer hanging. The mood shifts, no more was there a happy sensation in the air. The bugs flee and the sun gets covered by clouds.

All that remains: me, her and the box.

Media Studies

BY KATIE BETANZO

*As Robbie Burns wrote:
"The best laid schemes
o' Mice an' Men/ Gang
aft agley." Allow me to
translate: Covid sucks.*

We were thrilled with the news early this year that one of our brilliant Year 13s from 2020, Poppy Hall, had gained Scholarship in Media Studies. Meanwhile, our fabulous students began the year with a hiss and a roar, only to be thrust into two short lockdowns in February. No problem, we thought – we can deal. And so we did, plunging into our internals and production standards with gusto.

And then, in Term Three, the rug was pulled out from under us once more, leaving our Year 11s and 12s without the necessary software to complete their documentaries and podcasts.

As I write this, in the last week of Term Three, Auckland has been in lockdown for six weeks, and the novelty has rather worn off. Luckily, our online lessons have largely taken the form of "watch this film – and, discuss" with some fascinating insights into the documentary, western and dystopian genres. Our students have gamely persevered, arranging watch parties and creating collaborative resources.

However – we can't wait to get back into the classroom!

I want to thank staff and students for their grit and determination this year. Mr Webb again ably helmed the year 12 programme. Mrs Ball's Year 11 class programme continues to impress.

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

Arohanui

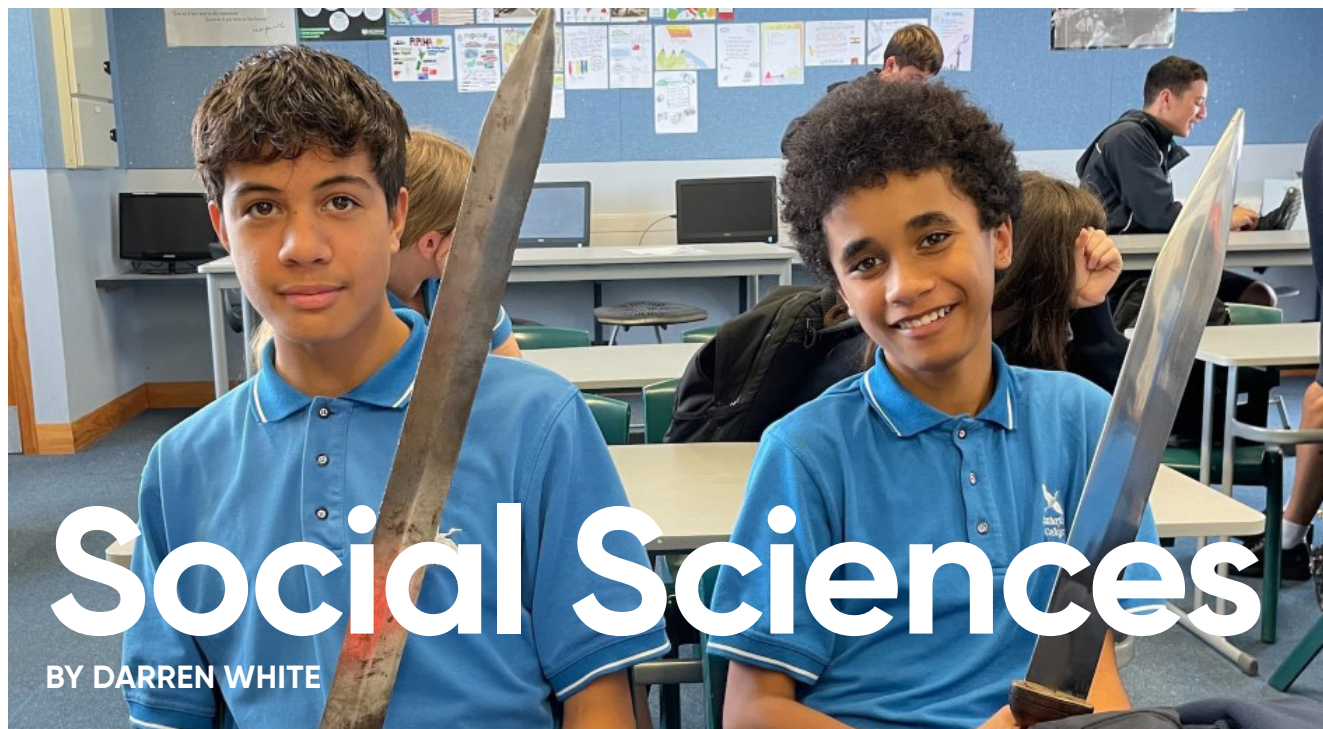


▲ Tunde Ficza

▲ Natchida Paorik

▲ Cooper Watson

▲ Joe Price



Social Sciences

BY DARREN WHITE

THE SOCIAL SCIENCE FACULTY ENCOMPASSES a broad range of subjects, all centred around people, society and their interactions with the world. Our students have the opportunity to enjoy a wide range of experiences which challenge them to broaden their horizons. This makes for a diverse and vibrant faculty.

Whilst we have not had the opportunity to enjoy many of the planned trips thanks to Covid, our students have certainly enjoyed the

life broadening experiences that Social Studies provides. We were able to do some of the trips virtually which was a fun experience for all!

The year began with our senior students gaining excellent results across our full range of subjects. We are so very proud of all their hard work and it is certainly gratifying to see it all paying off.

These results were mirrored in the junior school with our students excelling in their work across both

Year 9 and 10. The hard work they put into their daily work and their assessments was apparent to their teachers and they can take pride in their efforts and achievements.

The continued growth and success of the Social Science faculty is an indication of the relevance of our topics and their place in our world today. Our students greatly enjoy being part of Social Science classes and are enthusiastic to learn. This is apparent in the students' engagement they show

History

HISTORY HAS BECOME A SOURCE OF DEBATE AND CONTROVERSY

throughout the world in recent years. While it is often seen as simply a study of the past, its continuing reverberations in the present have become clearer and clearer recently. Statues are being removed and replaced in many countries, and place names debated for their meaning and origins. The introduction of the Aotearoa History Curriculum will have a substantial influence on the direction of History in Aotearoa/New Zealand in the future.

At Rutherford, the History Department has made topics related to Aotearoa a high priority for many years. Work related to Te Tiriti O Waitangi, New Zealand in WWII and Springbok Tour Protests (which had their 40th anniversary this year) continue to be popular with students. Planned visit by veteran protestor John Minto was unfortunately postponed by this year's August/September lockdown, but will likely be moved into 2022. Year 12 and 13 students visited Rangiriri and surrounding battle sites to investigate the results of the 1863 Invasion of the Waikato by Government troops. A number of Year 11 students chose to investigate the 1918 Influenza Pandemic as part of an internal assessment, and many drew parallels and comparisons with our current predicament. As George Satayana said "Those who cannot remember the past are condemned to repeat it."





in class and beyond. Our students have shown an ability to develop the skills required to be active members of an increasingly complex and ever changing society. It is a testimony to the quality of our courses that help students to achieve this goal. The faculty is fortunate to have such a dedicated, hardworking and experienced team of staff who ensure our students reach their full potential. We can look back on 2021 and all its challenges with pride. It has been an amazing journey, one that our entire team of staff and students have greatly enjoyed being part of.

Year 9 Social Studies has focused on our Tūrangawaewae, the Making of Aotearoa in the nineteenth and early twentieth centuries and Sustainability and the Oceans. We have used New Zealand movies such as *Whale Rider* and the *Hunt for the Wilderpeople* to look at how people live in different environments within our country, as well as documentaries that trace the evidence for the movement of the Polynesian ancestors.

Fortunately, there are a growing number of internet resources covering the NZ Wars so we can now evaluate both the causes and longer-term consequences of such events on our history and current context. Lockdown has provided our students with an opportunity to put their learning about environmental sustainability into social action with litter collection and walking/cycling tracking.

Our Year 10 students have spent the year studying three topics: the significance of the movement of people and the impact that it can have; social justice and human rights; and economics and the environment. Our students have been able to gain an insight and knowledge of the wider world as well as broadening their ability to analyse the impact these topics have had on New Zealand and its peoples.

Our students have been able to comprehend and explore our nation's history and the challenges we have faced and will continue to face. Our students are able to challenge the narrative and draw developed conclusions based on the evidence they have gathered.

Classical Studies

IT HAS BEEN AN EXCITING YEAR FOR THE CLASSICAL STUDIES

Department. We welcomed Miss Laura Feslier into our ranks and she has made a fantastic impression on staff and students alike. Her incredible knowledge, enthusiasm and caring nature have been appreciated by all.

We began with a very pleasing series of results from last year's students with a great number endorsing at Level 2 and 3. Of particular joy was last year's Head Student, Lara Craigie, gaining Scholarship in the subject, an absolutely outstanding achievement. It is a fitting reflection of the two years of exceptional work that she has put into the subject. We could not be more proud of her achievements. *Macte virtute esto!*

Next up was a trip to Massey University to attend a lecture series at their Classical Studies department. Lectures were given on a series of topics, all based on our areas of study. Our students enjoyed choosing and attending lectures and they appreciated the taste of undergraduate life it provided. Certainly it inspired many to not only choose to try an undergraduate course, but also in either Classical Studies or Ancient History.

Other highlights this year have been our involvement in the school anniversary celebrations. As with open evenings, we gave visitors the opportunity to dress up in full ancient Roman armour and weapons - a real hands-on experience! We also enjoyed Classics Week, a nationwide celebration of all things Classical Studies and we were able to participate in some of the activities before Level 4 lockdown cut us short.

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

Our students have consistently demonstrated their commitment to their studies and it has been pleasing to see them grow as learners. They have broadened their knowledge of the subject and it has been pleasing to see them develop their skills in Classical Studies.



Geography

AS YOU CAN SEE FROM THESE PHOTOS most of our six classes of senior Geography students were able to experience some education outside the classroom this year. Year 11 students climbed Mount Tarawera with the help of the four wheel drive vehicles from Kaitiaki Tours. We had a lecture in the Rotorua Council Chambers and explored the Government Gardens and lakeside areas. We didn't experience a volcanic eruption but did witness a violent thunderstorm both lakeside and in the Redwood Forest. Year 12 students built on their knowledge of geology and geomorphology with four days in the field looking at rivers and ecology on Mount Ruapehu. Year 13 were hours away from their trip to experience Rotorua tourism attractions when the August lockdown was announced, but they did develop understanding of coastal processes through a trip to Muriwai looking at wave action and coastal landforms.

In the classroom, learning highlights were Year 13 guest speakers from the local NGO Child Rescue who fundraise, educate and support victims of child trafficking in Asia. Year 12 studied homicides in Chicago and the costs of freedom camping in Aotearoa. Year 11 were wowed by how earthquakes and volcanic eruptions vary around the world, not just in terms of their individual hazards but also in terms of how local communities and governments manage and recover from these challenges.

There is always plenty of geography going on every day keeping our subject relevant whether it's mapping the pandemic, designing urban areas to cope with increasing stormwater or looking at ways to preserve and value coral reefs.





Travel & Tourism

DESPITE THE RESTRICTIONS OF COVID this year, the Year 12 and 13 Travel classes were fortunate enough to get out and see what our beautiful City of Sails has to offer tourists. In March, our Year 13s headed out just as the stormy skies opened up, making it far from perfect conditions to check out the sights. The first stop was a walk up to North Head to experience some historic tourism and

take in the panoramic 360° views of Waitematā Harbour, Rangitoto and the CBD. Next up was a stroll around the quaint Devonport village, then a ferry ride across to downtown Auckland. The final activity was supposed to be a spin on a jet boat, but due to the rough sea conditions, the Adventure Jet Boat ride was cancelled. Luckily there was a Plan B, paying a visit to the Maritime Museum instead!

The Year 12 class had also included a jet boat ride on their itinerary in April. While this also had to be cancelled, they were able to explore other delights that Auckland had to offer. Focusing on tourism attractions and workplace opportunities, they travelled to the Auckland War Memorial Museum to check out the many interesting galleries and artefacts on show to the public.



Commerce

JUNIOR COURSES

For the first time, this year we ran a course for Year 9 students, called Business Basics, topics included:

- Business Vocabulary
- People in Business
- Production
- Entrepreneurship
- Employment

Year 10 Courses are divided into:

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

These courses are designed to feed into the Year 11 Economics and Accounting.

SENIOR COURSES

- Economics
- Accounting

In spite of the difficulties in learning during lock downs, we are proud to state that our students achieved outstanding results in their NZQA assessments in 2021.

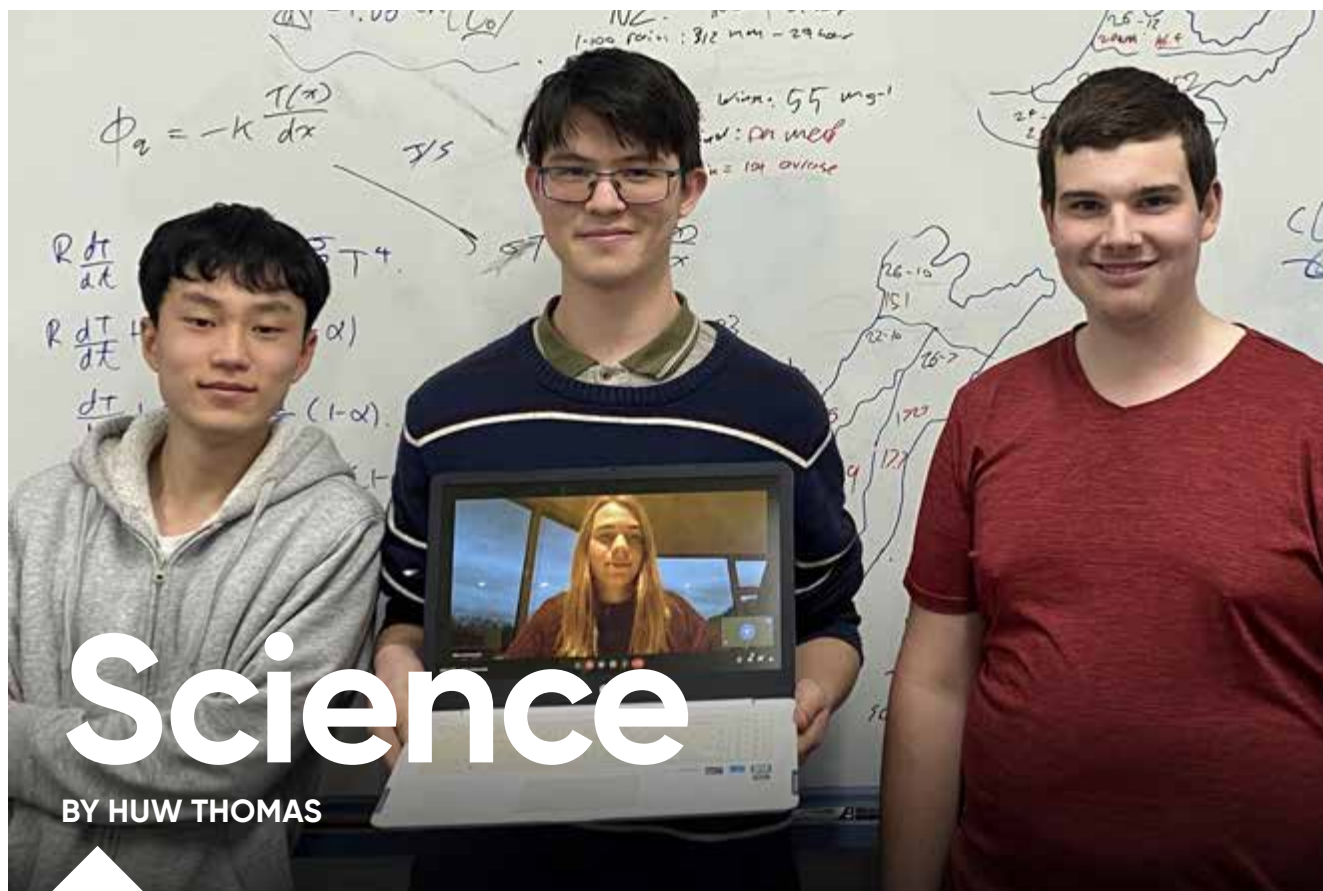
YEAR 10 BUSINESS STUDIES

We were happy to be able to hold a Market Day this year.

Students were required to prepare a marketing plan and to cost their products, applying pricing strategies and marketing principles to their stalls.

Students worked in groups to plan and prepare for the day and had a lot of fun in the process, as well as being able to put their learning into a context. They were able to experience the pressure and stress of running a business (although for only one day), with the highs and lows that accompany this.

There was a variety of food products sold, which included donuts, popcorn, and hot dogs. This helped to show what each of the groups were capable of producing while putting their learning into practice with the object of satisfying their customers. They were faced with competition from each other but all managed to sell out and were profitable.



Science

BY HUW THOMAS

We had to postpone our initial Geology field trip to Rangitoto in Term One due to the short lockdown that we had. Fortunately, we were able to go ahead with it on May 14, early in Term Two. Rangitoto is quite exposed to the elements; however, we were treated to a beautiful late autumn day. It was great to see the enthusiasm of the group to learn about the geological history of their local area. The field trip provided the opportunity for them to really embed their understanding and visualise the processes that shaped the landscape of our city.

During the trek to the summit, students got to see the basalt lava flows and the transition to the very different scoria rocks that form the cone at the top of the volcano. They also got to explore the lava tubes left behind from the fast moving lava flows. Seeing the features close up really helped our students understand the processes involved in the eruption and stimulated a lot of interest and questions from them. The view of Auckland from the summit also allowed students to get a perspective of the different eruptions that have occurred in Auckland over the last 200,000 years or so and gave them an idea of what any future eruptions may look like.

Physics

IN 2021 WE WERE FORTUNATE

to have two new additions to the Physics department with Emily Brandsma and Josh Tagaloa joining the team. Both have engineering backgrounds and have been inspiring some of our Year 12 Physics students, showing the opportunities that Physics can provide for them.

One of the highlights of the year was seeing the enthusiasm our students had to compete in the New Zealand Engineering Science Competition organised by Auckland University. Fortunately, this took place on August 7, just ten days before we got the news of the Covid outbreak in Auckland, so it was able to go ahead as planned. This year we had three teams that entered; they had eight hours to answer this year's question which was "How many 1 in 100 year extreme weather events can New Zealand expect to experience over the course of the next decade?" They developed valuable skills in

research, modelling, presenting and teamwork, while having a lot of fun in a competitive environment. The three groups put in a mighty effort through the day, coming up with quite different results! Another year disrupted with lockdowns but again our students proved their resilience in coping with a conceptual subject while learning from home. With the Alert level changes, the Level 3 programme had to be adjusted; fortunately all of the internal standards had been completed during the first two terms so students were able to focus fully on the external standards. Extra tutorials were provided during lockdown for a group of students undertaking the optional NCEA Electricity external standard and also the NCEA Scholarship examination. The proactive nature and the motivation shown by these students will serve them well in the future and I'm sure we can look forward to seeing some great results in 2021.



Y13 Geology Field Trip

THIS YEAR IN MARCH we took students to Auckland's West Coast to use the knowledge of the geology of areas 20 million year history. They looked at several rock formations at both Piha and Maukatia Bay in Muriwai, and found evidence of events that took place over 15 million years ago. In particular they were looking at the layers

of sedimentary rocks that are made from the remains of a volcanic eruption that occurred off the coast of West Auckland over 20 million years ago. There are also spectacular igneous intrusions called feeder tubes with 'spines' radiating from a centre and pillow lavas that were left on the beach after falling from

the cliff which are remnants of this once vast volcano. The students then researched various sources of geological evidence from studies that have taken place by geologists in the past, and using dating methods the students wrote a detailed report of the formations and geological features they saw on the trip.

Y12 Geology Field Trip

THIS YEAR THE COHORT OF TWO YEAR 12 SCIENCE classes travelled by ferry to Rangitoto Island on a field trip to look at the geological evidence that show an eruption took place there, hundreds of years ago. The students were looking at the scoria cone on the steep walk up to the summit, where they were blown away by the awesome view of Auckland, and the weather pulled

out all the stops! It really is a must see part of Auckland if you ever get the chance. While walking up the shallow sloping sides of the volcano along the basaltic lava flows, the students looked at the features of the rocks that tell us information about the type of eruption and stages of the volcanic eruptions that formed this hotspot volcano. It was an awesome day for the trip and

the students really engaged in the various talks that the teachers did on the way, which they can use as research for their reports they will write. A particular highlight was the lava caves that you can walk through, where they were once filled with hot molten magma flowing down from the top of the volcano to the shallow sides.





Biology

Just like the rest of Auckland, Rutherford's Biology students have once again been challenged by Covid-19 lockdowns.

OUR YEAR 12S DID, HOWEVER, get to go on their field trip to Long Bay to gather data for two internal assessments and learn important skills using transect lines and quadrats to sample species in an ecology study. The day was similar to last year, overcast and dreary, but this year the silver lining was we did not get drenched by downpours as we did last year.

The Year 13 students were not so lucky as their trip to the zoo to revise for speciation and human evolution once again got cancelled due to the Delta outbreak in Auckland. We have, however, over the last several years acquired a number of hominin skulls for students to use for hands-on learning and we have plans to get sets of hands and feet of quadrupeds and bipeds 3D printed.

Overall, our students have learned valuable skills this year, none the least is independent learning which should stand them in good stead for the future.



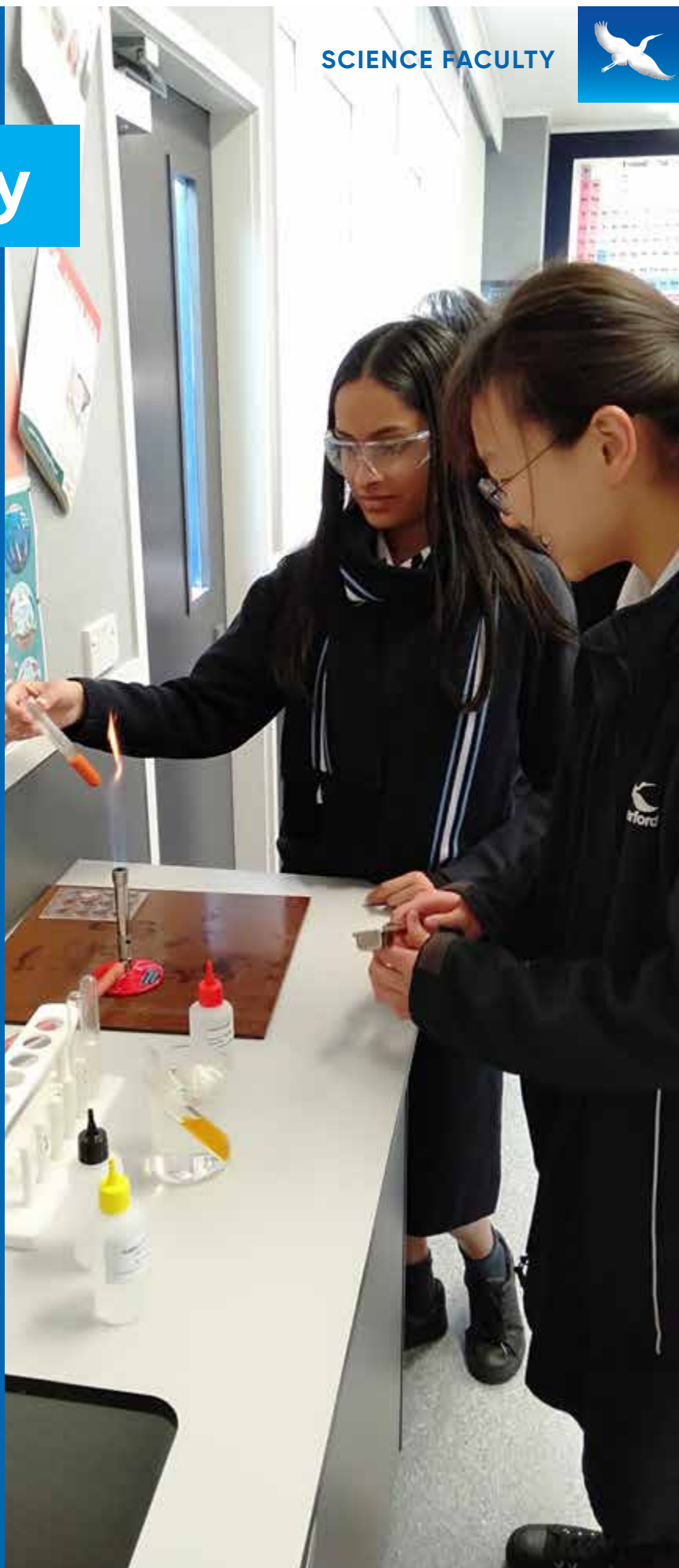


Chemistry

THE CHEMISTRY DEPARTMENT

has managed to have another successful year in 2021, despite the obvious challenges we have faced. We were well prepared for the possibility of lockdowns this year and made a determined effort to undertake as much of the practical learning as possible while not under any restrictions. Our Year 12 students learned to carry out titrations and by experiment they could calculate the percentage of ammonia in a common household cleaner. The Year 13 students were able to carry out oxidation and reduction reactions and could use their forensic skills to identify unknown compounds using spectroscopy. With climate change being one of the most significant issues we are facing, students were also asked to compare the use of hydrogen fuel-cells to battery electric vehicles and were asked to make a judgement on which fuel type would have less impact on the environment based on the chemistry involved.

Fortunately, by the end of Term Two we had completed the majority of our internally assessed work and much of the practical work. Online learning during Term Three began smoothly and students had many options and resources available to them so that they could each work to achieve their own individual goals. Once again we have had a small number of dedicated students working towards the scholarship exam. They have turned up to extra early morning tutorials throughout the year and attended online tutorials during lockdown. Despite the disruptions we will be looking forward to the final NCEA results when many of our students are expected to get chemistry endorsements.



Technology

Y13 MECHATRONICS

THE ROAD TO EOLOCITY REGIONALS

BY PHIL PLACE

THE MECHATRONICS PROGRAMMES

were developed to provide a project based, practical subject that uses an Engineering context to inspire and challenge our up and coming engineers. The 2021 cohort took on the challenge of designing, prototyping and building electric vehicles to compete against other schools across a variety of challenges, including a drag race, gymkhana and economy challenge.

We had three entries spread across the field in 2021.

The competition is split into two classes, with a cart or bike option in each class.

Ethan Blomfield, Corban Ellison and Jared Bartlett designed and built a three-wheeled cart to compete in the 1kW Open Class.

Chris Adams, Callum Armstrong, Jesse Harraway and Sean Mulderry designed and built a cart to compete in the 350W cart competition.

Alex Larking and Zachary Sit designed and made an adjustable bike, also to compete in the 350W class.

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

Each team collaborated excellently to develop, build and test their vehicles. We lost eight vital weeks of workshop time, which pushed our project management skills to the limit.

The Auckland Regional race day was November 28 at Whenuapai Airbase.

This has been an exceptionally difficult year for projects such as this. Just getting to the start line was a testament to the hard work, good team spirit and effective troubleshooting that these teams have displayed throughout the year. It has been a pleasure working alongside these amazing and dedicated young engineers.

Many thanks to the support we received from our community, including Dean Osborne – Expert welding tutor and Mark Thompson – all round good guy.



TECHNOLOGY



Fashion Design





handpiped gorgeous buttercream flowers that adorned the 60th jubilee cake.

Furthermore, the senior Food Technology students also developed food products to meet a need or opportunity for today's market. Through this, the students explored the function of ingredients and popular dietary lifestyles to inform ingredient selection for their prototype. In addition, at Rutherford College, we also hope to foster a sense of agency within our students. Topics such as creating a meal plan for a specific dietary need, evaluating sustainable food related practices or investigating ethical practices enables students to think critically.

HOSPITALITY

Despite eateries being closed and food ordered online via contactless pick-up, there still is an increasing demand for those who have culinary skills in the New Zealand hospitality industry. Therefore, we aim to foster foundation cookery knowledge, teach them skills they can use for life and endeavour to prepare them for future pathways.

The Year 11 students this year have just embarked on their hospitality journey, learning basic cookery techniques, culinary terms and safe food handling practices, and in addition, how food can not only be a labour of love, but can be an expression of ourselves and our culture.

Similarly, the Year 12 Hospitality students built on their foundation knowledge and produced some outstanding results. Some of these students also catered for the school's annual open evening. This involved portioning and presenting finger foods for prospective students and their whanau.

This year, the Year 13 class made a selection of preserves, pickles and chutneys whilst learning about food preservation techniques. They also provided catering for school events and are developing sound barista skills and are gaining confidence to make their next step into further study in the Hospitality Industry.

Food Technology and Hospitality

AT RUTHERFORD COLLEGE NOT ONLY DO WE MOTIVATE STUDENTS

to develop their cooking skills, but encourage students to engage with the food they consume. Furthermore, we try to give them the tools to make informed decisions around the food that is available to them. What is more, students learn to identify food and nutrient groups, as well as, how to read and generate a food label.

A fun and engaging part of our junior food curriculum is sensory testing and recipe development. Students are exposed to a variety of foods and make educated choices around ingredient combinations and processing operations. For example, a Year 9 class undertook

the "pie challenge". Our esteemed judge Mr Moore tasted every pie, gave constructive feedback and also picked the winner. Whereas, the Year 10 students explored fusion cuisine via the international foods unit. Building upon their understanding of nutrition, they learnt to cook various international staple foods and investigate food provenance.

Although Covid-19 disrupted our time in the classroom, the senior Food Technology students successfully and independently processed patisserie treats – such as frosted cupcakes, lemon meringue pie and custard filled profiteroles. What is more, the budding food technologist Rebekah Felton



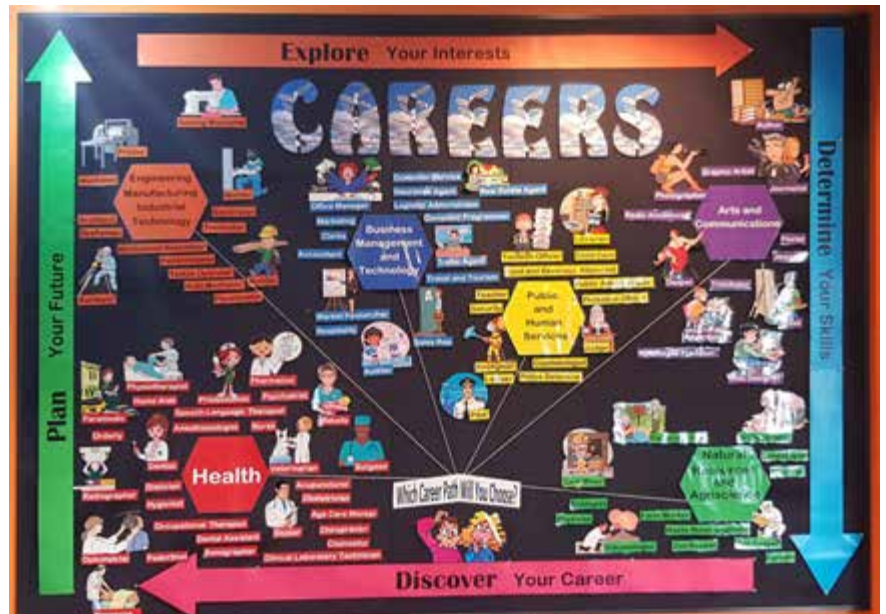
Library & Information Commons

MRS CAMPBELL

A BUSY TIME THIS YEAR in the Library/Info Comms as we said goodbye to Head Librarian Mrs Collins. Mrs Campbell started in Term Two.

We have had visits by author Gareth Ward, and motivational speaker Jake Bailey. New student librarians have been busy learning the ropes alongside our hardworking crew. Ms Wilson has been keeping the bar high with her displays which have encouraged plenty of discussion. She has also worked hard with four students for the Reader's Cup, a New Zealand wide book competition for Year 9s. Our students, Kaia Evans, Ailidh Stewart, Om Hinge and Ryan Cameron, all studied hard and we were delighted by their fourth placing. We hope to do even better next year.

A push for the use of National Libraries amazing EPIC database is showing some emerging research skills which we will continue to build upon next year.



Once again Covid has caused disruptions, but our students continue to take it in their stride and support each other.

Thank you to everyone who helped make the transition to Rutherford College seamless. It's great to be here.

READER'S CUP 2021

The Rutherford team consisted of four Year 9s: Kaia Evans, Ailidh Stewart, Om Hinge and Ryan Cameron. The team had to read six books and be able to answer a selection of questions about each text. The team were enthusiastic and put in many hours of answering practice questions, which paid off on the night.

On Tuesday night, they made their way with family support to Rangitoto College. Here they competed against nine other schools. Our team got off to a flying start, and at halfway were sitting in second place. However, the second round proved a little more challenging, but they kept their cool and finished the night in a well fought fourth equal.

The students and I along with Linda Fraser (English) enjoyed the night. I would like to thank parents, tutor teachers and Linda for their support.

By Linda Wilson





Robotics

BY ALEX LARKING

ONE OF THE LESSER-KNOWN NATIONAL TOURNAMENTS held across the country is most certainly the VEX VRC Robotics Championship - a competition that is the culmination of year-long efforts of countless high school students to create and control a robot fit for the competition. The 2021 championship was held at the Vodafone Events Centre on March 3-4 (Easter Weekend). Our national champions are then eligible to compete in the World Championships held in the USA each year. More than 20,000 teams from 50 countries playing in over 1,700 competitions worldwide compete for entry into the world championship event each year.

The premise of the VRC competition is that an innovative game is created. 'Change Up' was this year's game based on three dimensional Tic Tac Toe. The game is both strategically and mechanically challenging. Teams develop their robot, hone their driving skills and compete in weekend scrimmages throughout the year.

The format of a game has two randomly selected teams versing each other. Each team comprises two robots, their drivers and support people. The winning team is the one



with the most points at the end of a two minute, intense game. A one day scrimmage will have all teams competing in about eight games.

Rutherford teams have competed

in this competition since it was introduced into New Zealand in 2009 and we competed at the worlds in 2010. We are Team 2913, affectionately known as Atomic Kiwis. The majority of our two teams this year are Year 13 students, meaning that this was their last opportunity to compete in the VRC competition.

Fortunately, the dedication of the team members, not only to the design of their respective robots, but to the camaraderie between them and their alliance partners (and the aid of certain hats) saw the first award in eight years coming to Rutherford Robotics. The Energy Award is given to the team with the most enthusiasm at which our teams excelled. As such, both teams left the championship feeling more than satisfied with their endeavours with robotics over the years.

The next generation of budding robotics engineers are now learning new skills under the watchful eyes of our seniors so that their legacy may continue into the future.



PE & Health

THE PHYSICAL EDUCATION AND HEALTH DEPARTMENT

had a successful year in 2021, securing new staff into permanent roles and in turn providing students with exciting and challenging opportunities. Term One began with the fantastic news that all three of the students who sat the external scholarship assessment gained it! A 100% pass rate! Along with this we started the year with multiple trips going out to take advantage of the great weather. The Year 9s settled well into the introductory unit; how the school values of Whakaute, Pono, Manaakitanga and Kairangi are displayed and developed in a physical context. Once again Term One was interrupted by a Covid lockdown, however this time it was short and did not deter our students. Our junior health programmes continued the focus on well-being as we learnt from 2020 that maintaining Hauora though this time of change and uncertainty was paramount. Again, the use of devices both assisted and enhanced the opportunities for students to engage

in agen-tic work that was relevant to them and their situations.

Our junior programmes provided some exciting opportunities for students in the first half of the year which included outside agency Hungerball coming in. The students were treated to the fun and fast paced environment while again enforcing our school values of respect and integrity. The Sports Excellence course continued to grow and students were able to learn about the methods and principles of training, as well as the importance of nutrition for growth and development of healthy and efficient muscles. This year we were lucky enough to visit Club Physical in Te Atatu, where the trainers provided students with knowledge of what conditioning really means, as well as some gruelling but enjoyable workouts!

Our senior programmes were aimed at giving students the opportunity to choose contexts for their learning as well as developing their digital capabilities.

Unfortunately Covid interrupted our Year 11 programme which meant they missed out on their mountain biking experience at both ends of the year. However they still enjoyed their time snorkelling at Goat Island. The Year 13s were privy to external coaching during their performance improvement unit. This was received from Badminton Waitakere and proved extremely beneficial for both their skill development and their understanding of how methods of trying, types of guidance and feed-back, and external socio-cultural factors can impact on improvement. Throughout the year the students were able to develop their critical thinking skills and produce high quality, argumentative writing pieces.

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





Outdoor Education

IT HAS BEEN A CHALLENGING YEAR

for Outdoor Education as Covid has delivered another blow. This has meant the cancellation of numerous trips which has made us thankful for the invaluable experiences we managed earlier in the year.

It all started with 12OED and their kayak assessment trip to Lake Pupuke. Students honed their skills in the school pool, learning everything from the different paddle strokes to self and group rescues. These skills and strategies became the focus of their risk assessment where they took real-life experiences and justified their application as effective means of reducing risk in outdoor activities.

One of the mainstay activities of Outdoor Education is tramping. While most students would agree the Te Henga Walkway was a picturesque seaside walk with 'some uphill's', this was in stark contrast to the mammoth 12 kilometer Dome Valley Walkway tramp from Matakana to Waiwhiu. This tramp had everything from dense bush to sprawling hill top views that stretched across the Matakana region.

13OED were incredibly fortunate to take part in all planned trips this year. Their first trip was to Tāwharanui Regional Park for their leadership and stand up paddle boarding assessment. Students all had the opportunity to lead various activities with their peers while putting into practice the leadership skills they had developed teaching junior students earlier in the term. Stand up paddle boarding was moved from the beach to the lagoon due to a large swell. This set the scene for the annual 13OED paddle board race where the flat conditions were ideal for students to demonstrate their skills whilst trying not to fall off!

A change of activity came with a change in axis with rock climbing at Extreme Edge. Students travelled to Panmure for three trips where physical abilities were put to the test climbing the vertical and in some cases overhanging walls. A rigorous training programme was put into place, designed to improve their climbing ability and reach goals they had set for themselves. This saw the school strength and conditioning

gym being put to good use.

Finally, the long awaited snow camp began with exactly what everyone was hoping for, SNOW! Within an hour of our arrival to Whakapapa it had begun snowing. This truly set up what was an epic experience for everyone. Day two started with an early rise and cold transition into the frey as we tramped to the Tama Lakes on the Central Plateau. A sixteen kilometer round trip that saw us reach the upper Tama Lake for the first time in three years! Day three was what everyone was waiting for. It couldn't have been any better with crisp clear conditions that were ideal for skiing and boarding on Whakapapa. Students challenged themselves to master their skills on the gentle slopes of Happy Valley so they could progress to the Rangitira, a true intermediate run that offered breathtaking views of the surrounding mountain terrain and the greater plateau.

Ngā mihi to everyone who assisted and supported the delivery of this years programme.



Gateway Programme

THE GATEWAY PROGRAMME IS DESIGNED TO strengthen the pathway for students to progress from school to workplace learning. The Gateway Programme supports achieving Year 12 and 13 secondary students undertaking structured workplace learning across a range of industries and businesses throughout our community while continuing to study at school. Work placements are usually for one day per week for an agreed length of time.

2021 has been a very busy year in Gateway. This year we have welcomed a new teacher to the Gateway Programme, Mrs Petra Scheffer-Coslett. In 2021 we had two Gateway classes and our staff were our Head of Department Ms Farrar, our teachers Mrs Tipa and Mrs Scheffer-Coslett and our administrator Mrs McCarthy.

In Term One the students gained their pre-work experience course qualifications by completing their First Aid in the Workplace and Health & Safety Courses. Our trades students also completed their Site Safe qualification. Students also worked on producing their curriculum vitae in readiness for their interviews for their work placements.

Our students have been able to gain work experience in a wide variety of work roles this year:

- **Retail** - through the Red Shirts in Schools Programme run by Service IQ and The Warehouse stores;
- **Chef** - through the Bricklane Restaurant in New Lynn;
- **Building** - with a local building company - Point Construction;
- **Plumbing** - with Sumich Plumbing;
- **Diesel Mechanic** - with Combined Haulage;
- **Flight Attendant** - with the New Zealand School of Tourism;
- **Hairdressing** - with the Cut Above Academy;
- **Computer Programming** - with Techorium in Newmarket;
- **Front of House/Hotel Reception** - with the Quality Hotel Lincoln Green;
- **Electrical** - with Beyond Electrical;
- **Law** - through the Waitemata Community Law Centre;
- **Customer Service/Food Preparation** - through the Oasis Programme run by Service IQ and McDonalds Restaurants;
- **Make Up** - with the Cut Above Academy; and

- **Event Management** - with ZEAL in Henderson.

Unfortunately, the recent Covid-19 Lockdown in Auckland has meant that some of these work placements have been disrupted or put on hold until Auckland returns to Alert Level 1.

However, our students have been able to gain new skills, make new friends, have a closer look at a job they may want to pursue in the future, make contacts within their chosen industry and experience what it is really like to go to work for a day in the real world.





Careers Expo

Each year thousands of students from different schools attend the Careers Expo throughout the country, taking advantage of the opportunity to talk face to face with a range of employers, industry, government departments, and training providers.

THE ASB SHOWGROUNDS in Greenlane was again the home of this year's Auckland Careers Expo and the destination for a group of Rutherford students keen to explore future career options. This is a free event which is open to students and the public over three days. Around 50 exhibitors were under one roof eager to provide students with information on the courses they offered, career opportunities and to answer any questions. Students gathered up brochures, free pens and lollies and spent time doing the numerous fun and interactive activities on offer. Students came away feeling more informed and enjoyed the opportunity to spend time thinking about their future plans.



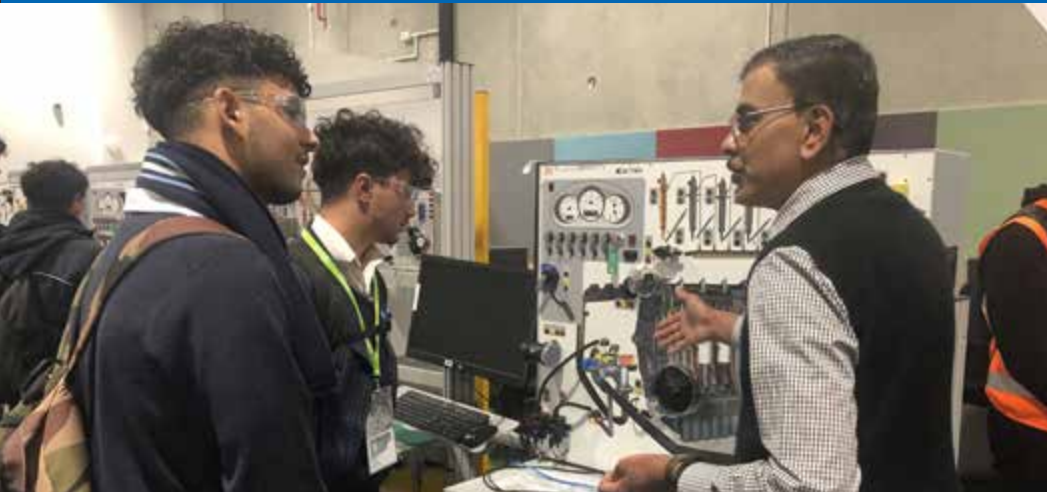


UNITEC Trades Tour

Nine keen Year 12 and 13 Rutherford students attended a Trades Tour at Unitec's Mt Albert campus.

THE UNITEC SECONDARY SCHOOL TRADES TOUR was designed to provide students with the opportunity to hear more about the various careers and areas of study offered within the trades school at Unitec. The tour took place across five different trade areas – mechanical, automotive, electrical, carpentry and plumbing, gasfitting and drainlaying.

- Students spent around 25 minutes
- in each area looking at the physical
- workspaces and talking to lecturers.
- Our students asked lots of great
- questions and were impressed with the
- amount of practical hands-on learning
- the courses provide (including building
- a three bedroom house as part of the
- Level 3 Carpentry course) and also the
- great training facilities on campus.



Visual Art

Jasmine Lone who is studying Year 11 Photography at the exhibition Weird Fishes, Pah Homestead.

THE ART DEPARTMENT LAUNCHED TWO NEW CLUBS this year; the Photography Club and the Art Club.

The Photography Club was run by Mrs Reid and senior students Harrison Reeve and Alicia Casey. Students had the opportunity to learn the basics using DSLR cameras and learnt some basic post-production editing. Students had fun raiding the props department and creating still-life compositions, doing portraiture in the studio and roaming the school in search of that perfect shot with the perfect light!

The Art Club was run by Miss Ivanovic and Miss Yates. It provided a context for passionate students of art and creatives from all year levels to come together and engage in art-making in collaborative and individual projects. In one of the projects students made 'trading cards' which students traded with each other.

Students in the Art Club also made the props and painted the sets for the school production "You're a Good Man Charlie Brown." A lot of fun was had constructing Snoopy's (sizable) dog house, 'floating' kites, oversized pencils and books, Schroeder's small grand piano and more!

A special thank you to the Year 13 students involved, Anna Zdravkovic, Ysabelle Protacio, Natchida Paorik, Cooper Watson, Klara Dostalikova, Kieu Khanh Doan Ha, Sebastian Soriano and Samantha Starr.

Pat Hanley Creativity Awards

Two of Rutherford's most hard working and talented students in the Visual Arts were recognised through the Pat Hanley Creativity Award at the Auckland Art Gallery Toi o Ta-maki. The award is for a student who has demonstrated outstanding creativity, imagination and commitment to the visual arts, and each school can nominate only a maximum of two students. Sixty students from the Auckland region were selected to receive the award this year. Our nominations, and winners, were two Year 13 students; **Tiare Ngata-Aerengamate** and **Debby Edwards**.

Debby Edwards completed Year 13 ART (painting) last year as a Year 12 student, and is doing Level

3 Photography and Art Design this year. Last year, she 'lived' in the Art office the last two weeks before the external painting portfolio submission!

Tiare does Year 13 Art Design, Mahi-a-Toi and is at Unitec one day a week. She completed Year 12 ART (painting) last year, but unfortunately, had to give it up this year because of her extremely busy timetable. Matua Jeff Ruha in Mahi-a-Toi supported her nomination. We often have to kick Tiare out of the computer room to go home!

This award is the equivalent of the Oscars for us, and it is a great platform to get their names out there for future art commissions, jobs, entry into schools and possible scholarships.



Debby Edwards
Untitled, acrylic painting, 2020



Tiare Ngata-Aerengamate,
Untitled, acrylic painting, 2020



Y13 Tiare Ngata-Aerengamate



Y11 Henry Bell



Y13 Ysabelle Protacio



Y11 Jemima Tichborne

Design

YEAR 11, 12 AND 13 STUDENTS STUDYING ART DESIGN (ADS) in the Art Department visited four design schools in just one day. It was a tight schedule, but thoroughly worthwhile as students were able to see the schools, meet the tutors and get some insight into which tertiary courses they would like to do in the future. For Year 13 students, that means – next year! The trip was organised by Design teacher Nina Ivanovic in conjunction with the Careers Department. The schools they visited were Auckland University, Yoobee, AUT and Media Design School. These schools work with related industries on real design projects giving their students real-life working experiences and preparing them for real jobs.



Y13 Anna Zdravkovic



Y12 Derek Macahillig

Painting & Drawing



Y13 Ysabelle Protacio



Y13 Toni Lohead



Y11 Ishani Kumar



Y13 Natchida Paorik



Y12 Daniel Knowles



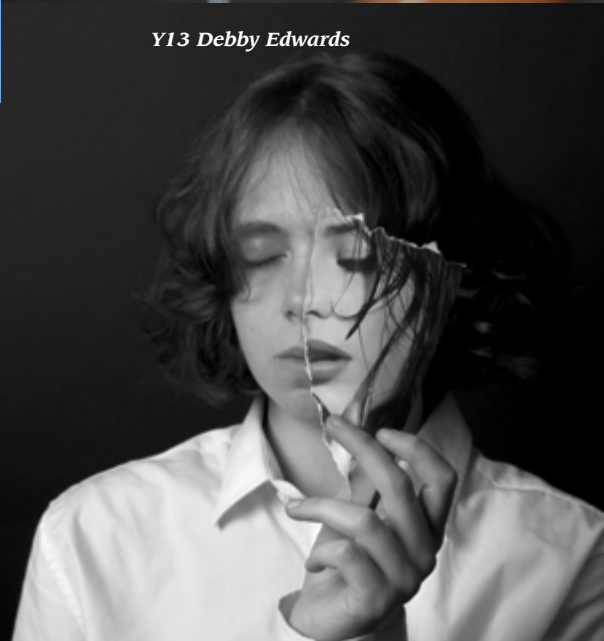
Y13 Ngaire Moore



Y12 Hollie Morris



Y12 Samantha Vye



Y13 Debby Edwards

Photography

Students visited five exhibitions in the annual Auckland Photography Festival. The goal was to see real artworks 'in the flesh'; the real colours, the real size and experience the real effect.

At the Pah Homestead we visited the Festival of Photography Annual Commission with works by three photographers and the exhibition *Weird Fishes*. We had the amazing opportunity to meet the artist herself - Cathy Carter. Carter talked about her work, about her fascination with water including the ecological and ethical issues.

At Gallery One (Unitec, Mt Albert) we saw the exhibition *Together Alone* and met the curator who explained the ideas behind the artworks and about the process of putting together the exhibition.

Our last stop was at Te Uru Waitakere Contemporary Gallery where we saw the exhibitions 'Party at Piha' by Arne Loot, which documented the legendary beach parties that took place in Piha in the 1960s, and 'Maori Moving Image' which portrayed the resilience and continuation of mātauranga Māori.



Y13 Jared Bartlett



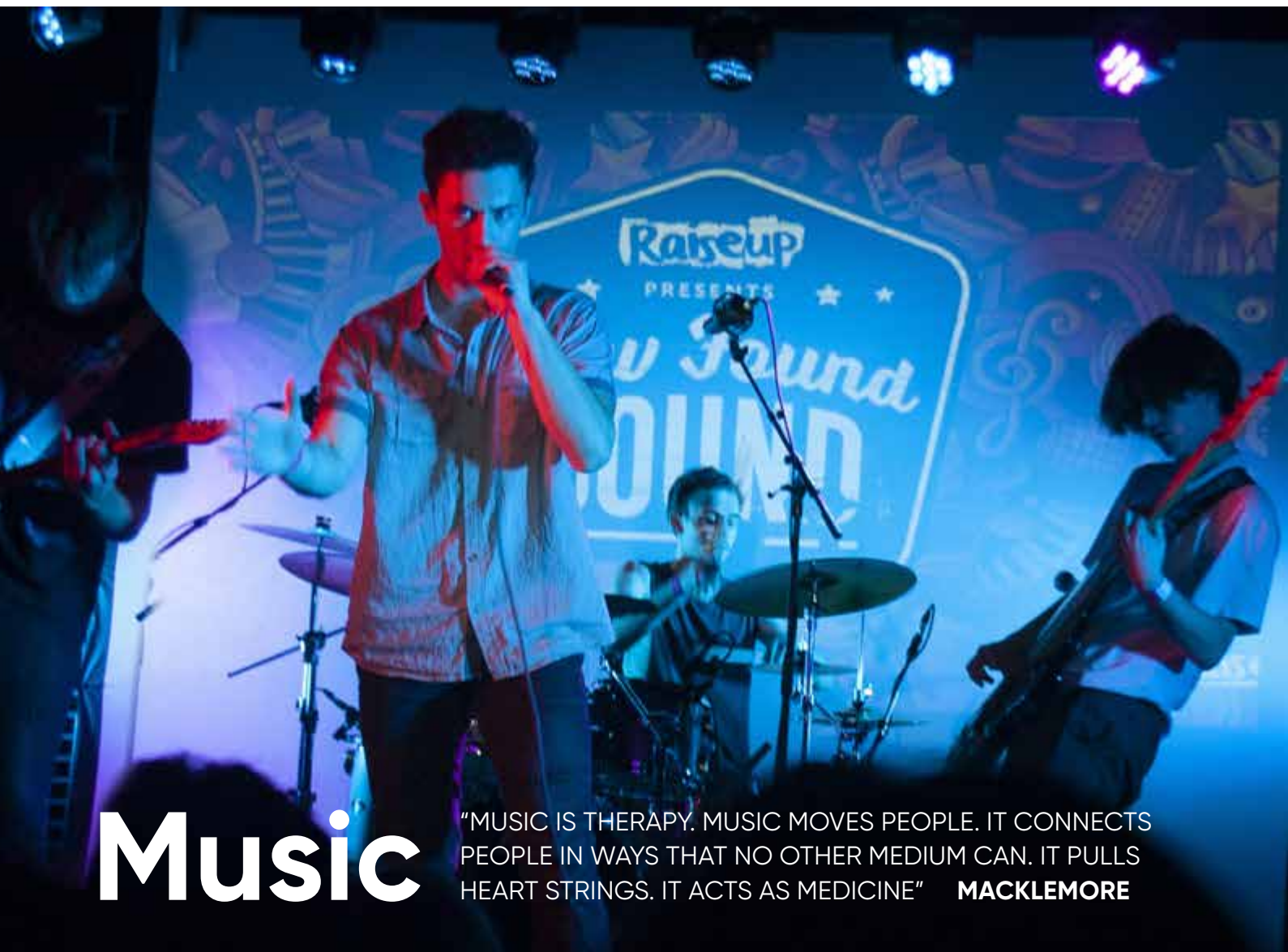
Y12 Samantha Vye



Y11 Ezra Beynon



Y13 Jared Bartlett



Music

"MUSIC IS THERAPY. MUSIC MOVES PEOPLE. IT CONNECTS PEOPLE IN WAYS THAT NO OTHER MEDIUM CAN. IT PULLS HEART STRINGS. IT ACTS AS MEDICINE" **MACKLEMORE**

EVERY SCHOOL DAY I AM VERY FORTUNATE to hear the creative sounds our Rutherford musos make and witness the growth in skills and development of all our ensembles. It has been another successful year for our little Music Department and this is a credit to the commitment made by our students and also the passion and talent within the team of itinerant teachers of Music. It has been lovely to have Do Hee Kim join the team with the teaching of some of our Junior Music classes. Although we were plagued again with lockdowns I am grateful that we were able to participate in a range of events in 2021.

LUV MUSIC LUNCHTIME EDITION & SCHOLARS ASSEMBLY

The Scholars Assembly is always a highlight for our senior musicians at the start of the year. It is the first live performance opportunity and a chance

to showcase who practised over the summer holidays! This year the audience were treated to performances by our powerful rōpū Te Kōtuku and the prefects, Grace Phillip and Leisa Falealili, Amanda Lowe and the Sad Italians band.

Our senior students were able to perform for their peers and pack out the music room in Term Two for their group performance assessments. A lunchtime concert featuring original music by YumCha, Slipknot, BeeGees, Metallica and some Phantom of the Opera.

COMPETITIONS

It has been another year of success for our bands - Sad Italians, YumCha and Truant. They've competed at the Smokefree Rockquest, although unsuccessful were able to get useful feedback and performance practise before a live audience.

Both the Sad Italians (Carson Bull,

Josh Exler, Luke Dennerly and front man Kingston Ross) and YumCha (Olivia Chambers, Caleb Gray and Jemima Tichborne) competed and made finals for Raise Up's New Found Sound. The final show held at the Tuning Fork in the city was full of exceptional acts from around Auckland. Another way for our bands to put their original music on display.

A number of our Concert Band members are involved in the West City and West City Youth Bands. Joshua Siaki, Alex Larking, Jay Huggins, Alex Johnson, Theo RobbMarkham, Luca Boyack, William Mackrell, Oliver Noone-Jones, Ezra Lamdin, Aleksy Kowalski, Nina Lyon and Natalia Noone-Jones travelled to Napier together with the West City Band in August for the NZ Concert Bands Association Festival. Both bands walked away with a number of awards including Silver & Gold awards, the Robert Lutt Annual Concert Band



Award for best performance of a piece by a band and the Royal New Zealand Navy Band Award for outstanding performance by a band. Overall a great experience for our students to compete at a national level and come away with some amazing awards.

CONCERT BAND

Under the direction of Hanna Wiskari-Griffiths, our band programme continues to grow and enjoy many successes! We've had the biggest concert band to date this year and the band deservedly came away with a silver award and are the recipients of the Joyce Fisher Mentoring Award at the KBB Music Festival in August. Joshua Siaki was also selected to be part of the KBB Honours Symphony Orchestra. The road to KBB wasn't easy with the many setbacks such as lockdown and other co-curricular commitments but our students persevered and really committed themselves especially with our half day workshops and holiday "camp". As their peers are leaving the school gates on a Friday afternoon to start the weekend, these students are warming up for an after school rehearsal. They should all be commended for their time and efforts this year. They were also fortunate enough to work with some talented mentors including Antonina Marriott, Billie Hart, Tim Sutton and Rebecca Celebuski. It has been a great year for this ensemble to develop in all areas of performance and musicianship and the hope is to keep getting better from here. We are very blessed to have Hanna work with our instrumentalists. Her knowledge, musicianship and passion for music making is reflected in her approach and direction.

CHAMBER ENSEMBLE

A group that was born out of the conversations of some amazingly talented musicians who were hungry for a new challenge. The Chamber Ensemble is the brainchild of the likes of Amanda Lowe, Alex Larking, Oliver Gracewood and Zachary Sit. Under the direction of one of our itinerant teachers of music, Alexander Alford, our Chamber Ensemble have been rehearsing religiously every Monday afternoon in the music room.

This year they were given the

opportunity to perform at two aged care facilities - Rosehill Gardens in Avondale and Powley House in Blockhouse Bay. Our musicians were received well at both venues and it was so special to be able to make connections in the community through our love of music making.

STRING ENSEMBLE

Our small but hard working string ensemble has really lived up to the saying "practise makes perfect" this year. Our senior string players (Hsin Chiao Huang, Tony Schaufelberger, Youmin Kim, Rebecca Wilson and Ann Lowe) have been led by our wonderful string itinerant tutor Evelyn Boyack.

OUR FAMOUS MUSOS

Congratulations to Jemima Tichborne aka Jimmy Acne on her release of her single "Never Ever Goes How I Plan" featuring Erin G. The Sad Italians also released their 2nd single earlier in the year "Check Baby". Both songs are available for you to listen to on Spotify, Apple Music, YouTube Music, Tidal and Deezer. What an amazing experience and great achievement for them, proud of you all.

I would like to take this opportunity to thank this wonderful team of specialised music teachers who always inspire and really encourage our students to work to their full potential.



KBB MUSIC FESTIVAL

On August 12, the Rutherford College Concert band headed out to the Holy Trinity Cathedral in Parnell in order to compete in the KBB music festival.

The first piece was Red Giant by Jorge L. Vargas, a piece about a dying star. The second piece was Raven (The Trickster) (Skawk) by Bob Baker and Robert Buckley, which features music of one of North America's First Peoples, specifically the vocal style of the Eagle Song Dancers. The third piece was Earth and Sky by Michael Sweeney, which has the separate sections of the concert band representing the earth, sky, or the bridge in between the two. The fourth piece was a folk Chile piece, Hoppa by Ernesto Calderon D.

Before and after our turn to perform, we were given the chance to listen to other school's perform, which was a big inspiration for all of us as we got to listen to different types of players.

Leading up to the festival, the concert band would practice every Friday after school, along with additional sectionals throughout the week.

All of this hard work paid off as the concert band won silver! Congratulations to everyone who competed and a big thank you to our conductor, Hanna Wiskari Griffiths, Mrs Taula for making sure everything ran smoothly, and all the other teachers who helped throughout the year. We are all looking forward to how the concert band will evolve next year.

By Amanda Lowe 13HA

Dance

The Dance Department had exciting plans for a large scale show in our school hall at the start of September, but like everything else, was cancelled due to lockdown.

We were fortunate enough to experience live theatre when we went to watch Atamira Dance Company perform 'Te Wheke' at the ASB Waterfront Theatre and have New Zealand Dance Company and Unitec Dance students come to school and perform in our studio for us.

We were also lucky enough to showcase our senior students at You Dance Festival at Ray Freeman Arts Centre at Epsom Girls Grammar in July. Year 13s performed 'Illumination,' a work that was originally created on 2020's Year 13 cohort, choreographed by Mrs Fahitua and the students.

'Mau' was choreographed by Arwyn Lupi was also reworked for the festival and performed by Year 12 and 13 students. It was an amazing opportunity over two evenings for the students to perform in a professional theatre to not only other secondary school students from all over Auckland, but to the wider Dance community also.

The students performed exceptionally well and many commented on their polished, refined execution of the movement. To have three shows cancelled in the last 18 months, all just days before opening night has been really difficult on the students. This doesn't, however, take away from all the hard work, commitment and creative potential the students have been showcasing.

They should all be extremely proud and when they do get to perform next, it will be a show not to be missed!





Photo credit: Amanda Billing



YOU'RE A GOOD MAN, CHARLIE BROWN

HE CAN'T FLY A KITE, HIS DOG ONLY LIKES HIM FOR FOOD, HE LOSES THE IMPORTANT BASEBALL GAME AND HE CAN'T GET THE ATTENTION OF THE LITTLE REDHEADED GIRL....

RUTHERFORD COLLEGE'S WHOLE SCHOOL PRODUCTION *You're a Good Man Charlie Brown*, shared in Charlie Brown's trials in a joyful, light hearted and comedic representation. Hitting the stage at the end of Term Two and rehearsing within a short timeframe, the cast and crew worked hard to deliver a professional and energetic performance.

The show was based on the comic strip by Charles M. Schulz and we had all year levels performing our favourite Peanuts characters. The cast, creative team and crew were dedicated to bringing this production to life and to continue the legacy of Rutherford productions.







DRAMA



Drama

Year 12 and 13 Drama started the year off focusing on the Senior Production. Our first rehearsals were under lockdown conditions and we were all nervous that this may not go on stage. However, we were delighted to perform 'Find Me' by Olwen Wymark to a live audience at the start of Term Two. The students worked hard to tell the story of Verity Taylor and her struggles with her mental health. The seniors accepted the challenge of having actors casted as the same character and also multicasting.

It was a hard process but was also a fun interactive process to workshop different ideas and bring our own element to the character Verity. I got to collaborate with my peers and was able to experience drama in a different light."
Ashley Dye Year 13 Student

A highlight of 2021 was the opportunity to work with tutor Katrina George from the theatre company Red Leap. The Drama Department received a grant at the end of 2020 from Creatives in Schools which allowed Katrina to work with

all the senior Drama classes over the course of 12 weeks. The students explored different provocations around their whakapapa and identity. Through this exploration the students



learnt new tools on how to devise using their own personal stories and with the help of Katrina the students weaved these together to create a show.

Through the 12 week workshops, the Year 11 Drama class worked hard on their ensemble skills, and were considered the clown-like characters.

The Year 12s and 13s discovered through the process stories of their ancestors and a look at the "world inside their heads". Unfortunately due to the August lockdown we were unable to perform our devised show 'More than Meets the I'. However, I believe the experience and the wealth of knowledge the students received from their workshops with Katrina will carry on with them in their future theatre experiences. They should be proud of the effort, commitment and passion that they put into this project.

Drama at Rutherford College continues to build students' confidence in their performance skills and trusting in their ideas. They get to explore a range of theatre forms, drama texts and devise their own performances. Through the exploration of these different mediums, the goal is for students to explore creatively, and to be active participants, collaborators, negotiators, and decision makers.



ESL

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES AND INTERNATIONAL STUDENTS

The year 2021 started quietly. There was no buzz of new students arriving, settling in and beginning their school life at Rutherford.

The returning students were placed in eight different ESL programmes, each suited to their level of proficiency.

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

a research report or using technology to support delivery of an oral presentation of their inquiry.

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

The continued presence of Covid-19 made our classrooms quieter. Two periods of lockdown, especially the prolonged one in Term Three, meant that the students had to adjust to the challenges of online learning during two lockdown periods. Not an easy feat for anyone, especially not for those who were trying to master the basics of English or advance their language skills.

With international borders closed for an undetermined time, there have been very few new arrivals from overseas. We have certainly missed the

dynamics of multiple Japanese groups who share their culture and interact with ambassadors within our school community. Border closure has also adversely affected the programme we have historically offered up to thirty French students during their summer vacation. We look forward to the time when we can reinstate such programmes and safely welcome everyone back.

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



(L-R) Saera Abe, Thien Trang Hoang, Hsin-Chiao Huang.
International Scholar recipients from 2020 NCEA results.



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

LEAP ACCELERATE

At the end of 2020 we thought that the biggest challenges were behind us – then along came 2021.

As subject-based faculties moved in and out of lockdowns and classroom teaching, so did we. Our LEAP Teacher Aide team jumped onto Google Classrooms, set up Google Meets and created our own B4 online classroom to make sure support was available even though we were not at school.

It was a pleasure to connect with students and their families throughout lockdown. While learning was at the forefront, it was also important to take time out to joke around and prioritise laughter.

Even though it feels like we've been in lockdown the whole year, we've still had good face to face opportunities to build our learning skills. Our B4 classroom has been well frequented with over 80 attendances every week. Students come to B4 to take advantage of a quiet work space, additional resources and the support of our Teacher Aides.

This year, we welcomed Delwyn White to our team and appreciate the wide range of skills and significant professional knowledge that she brings with her. We are pleased to have such a strong and stable team – between them, they have pretty much everything covered! A massive shoutout to Ana Aramoana, Michelle Arnold, Alyssa Brown, Kesi Koloni, Liza Turner, Micah Van Der Touw and Delwyn White. It's also our pleasure to have Scott McCamish on board – at the time of writing, we're hoping lockdown will finish so we get to see him!

Spelling Bee Group



We are excited this year to work with an even wider range of agencies. The ESIS (Employment Services) support pilot has been a highlight. We have connected with a range of outside agencies looking to transition students into post-school options once the time is right. The ESIS mentors have met with students, helped plan post-school journeys and even provided bespoke opportunities to take a look at different trade training providers.

Despite these complex times, LEAP students continue to achieve across all areas of the school. In the 2020 Senior Prizegiving, 32 LEAP Accelerate connected students received awards across a wide range of subjects. This is a huge credit to them, their effort and determination. We are extremely proud to celebrate the LEAP scholar who achieved an Outstanding Scholarship in English and Scholarship in Media Studies in 2020.

Sometimes success doesn't come with a certificate, so we'd like to take a minute to celebrate some of the other successes our students have had: organising events, going on wild and exciting adventures, entering talent shows and competitions, horseriding, supporting new students with school life, taking on leadership roles, playing a wide range of sports (e-sports even), performing in Polyfest and the all-important risks with learning.

At the end of this year, we will fondly farewell our long-serving Year 13s who have been such sources of joy and sanity. We ask them to keep us in their thoughts, visit when they can and share their journeys. The juniors have large shoes to fill.

LEAP EXTENSION

LEAP Extension exists to assist and find and offer opportunities and challenges for our highest ability or highest potential students outside of the general curriculum. These include:

Kiwi Spelling Bee - this is a new competition from Canterbury University where a stunning six Rutherford junior students have progressed to a finals event that has been postponed several times already. Congratulations to Anahita Madon, Devashri Srinivasan, James Wong, Vincent Nguyen, Luca Armitage and Theo Meek.

Kiwi Competitions - a number of students competed in Maths, English and Science in Term Two and hopefully enjoyed the challenge. Congratulations to Charlie Isaacs-Adshead for Excellence in Maths with 94%.

ICAS Exams - we have 30 students entered in Maths, Science and English from Years 9-13, scheduled for August but hopefully possible in October!

University Papers - Each year a few of our extension students undertake a university paper through either distance learning or attending at the University of Auckland. The opportunity to study at tertiary level has been made easier in the last couple of years with the University of Waikato offering fully funded scholarships for papers in a range of subjects and the University of Canterbury offering a funded full year Accelerated Mathematics paper for students considering engineering as a career. These are in addition to the STAR funding for University of Auckland or others that we have always been able to offer to 4-5 students each year.



Tūrangawaewae

SUPPORTING STUDENTS WITH ADDITIONAL NEEDS

2021 has been a positive year for Tūrangawaewae. We enjoyed a number of fun and interactive learning experiences with our students.

Our Tūrangawaewae students are supported by Unit teachers, teacher aides, mainstream teachers and our specialist staff that include physio, occupational and speech language therapists. With these support mechanisms in place, all our staff work collaboratively in ensuring our students are provided with individualised learning programmes to ensure they are adequately equipped with opportunities and learning outcomes that will be beneficial to integrate into the community and learn valuable life skills for the future.

We began 2021 by participating in the school athletics and swimming events. Our students really enjoyed both these events and the participation levels were higher than in previous years which was a positive outcome. We also participated in a number of outside school activities

such as the Blue Ribbon Football festival at Trusts Stadium and the Special Olympics West Auckland Schools Event in April.

On Thursdays our unit was awash with aromatic smells from cooking as our students learnt basic culinary skills to ensure they were able to provide for themselves when the situation arose in the future. We made favourites such as scones, cupcakes, curry, pizza and sushi and it was always a pleasant learning environment for our students.

A number of our students were engaged in weekly work experience opportunities that were organized by our Occupational Therapist. We also had students participating in Horse-Riding once a week and hydrotherapy every fortnight. In addition, we provided our students with a number of community integration opportunities that involved catching a bus to local cafes and libraries, as well as learning

about safety in the community through identifying street signs and learning pedestrian and road rules.

In June we participated in the Red Ribbon Football tournament at the Trusts Arena and a great time was had by all who participated. Our Rutherford team won all three of their games and finished top of their division.

Term Three has been busy with a number of school-wide events and it has been a real pleasure to be able to place more of our students into some mainstream classes to enhance their social skills as well as further develop their academic skill sets.





Languages

BY KLARA DOSTALIKOVA AND AMANDA LOWE

From June 14-18, Rutherford College held its annual international languages week which has been a tradition in our school for many years.

This year, the international languages committee led by Ms Hsiao, Ms Chiba and Mrs Scheffer-Cosslett, arranged "The Amazing Race - Rutherford College Edition". Students formed teams of four and got a passport where they collected stamps after completing an activity. The first team to collect all stamps won a prize and the other completed passports went into a draw for a spot prize. From Monday to Thursday, the committee ran two activities per day through interval and lunchtime. These activities were all related to cultures of the international languages (Chinese, German and Japanese) we learn at our school.

On Monday, there was Chinese ink-blowing and Japanese origami. The goal of the ink-blowing was for each team member to create an image of a tree by blowing ink onto a paper. The goal of the origami was for each team member to complete an animal. While these two crafty activities seemed simple enough not everyone can follow origami instructions and ink is surprisingly unpredictable when you blow on it through a straw, nonetheless everyone that tried completed these tasks.

Tuesday's activities were a football challenge and Chinese shuttlecock kicking. For football, the team members had to kick a football around four times in a square around cones - once again easier said than done for less sports-inclined participants. For Chinese shuttlecock kicking - a hacky-sack type game originating in China - teams had to collectively make sure the shuttlecock stayed in the air for a certain amount of time.

On Wednesday, the activities were gumboot throwing and a chopstick relay with ping pong balls. To complete the gumboot throwing, each team had to throw a gumboot 40 m collectively (the gumboots didn't seem to be very aerodynamic, but our teams persisted). To complete the chopstick relay teams had to take turns picking up ping pong balls with unusually long chopsticks and running a relay race with them resulting in more than a few dropped ping pong balls rolling around in front of S block.

The activities on Thursday were Japanese badminton called "Hanetsuki", and German beer mug racing. The objective of hanetsuki was for each team to split into two pairs and have each pair complete 15 passes between each other with wooden bats, the catch was that every time the shuttlecock was dropped, the one at fault had a mark drawn on their face as a penalty. For the beer mug racing, one team member at a time would have to put on a German dress, fill two beer mugs up with water, then run across to the next team member while yodelling.

This year we didn't keep the tradition of selling food every lunchtime; instead we focused on the games and culture aspect of it all. Language students taught everyone a few words in Chinese, Japanese and German at all three assemblies and by the end of the week everyone was excited for the Year 13 costume parade, the food fear factor and the prefect dance.



The costume parade took place at interval, but lunchtime was what people were really excited for. We held the food fear factor, as per tradition. A large crowd gathered in front of the info commons on the C block side as well as all along the C block stairs and the upper levels to look on as the ten students brave enough to try the strange international foods (that people tend to have an either love or hate relationship with) selected this year. Among the three courses of the foods were wasabi and tuna onigiri, fish eyes, stinky tofu, durian, a piece of a Carolina Reaper pepper, and that isn't even half of what our contestants ate. The Rutherford College Languages Week couldn't be over without an energetic dance by our prefects and our school haka to finish the week off.

Overall the week was very enjoyable for the students competing as well as for the committee organising it and the students observing the activities. Although the weather wasn't the greatest on some days, it was usually a day with an indoor activity planned and besides there was no rain on Friday when it really mattered. Now, we cannot wait to see what is new in store for next year's International Languages Week!



German Language

GERMAN ORAL LANGUAGE COMPETITION 2021

RUTHERFORD COLLEGE STAFF GET A TASTE OF CHINESE NEW YEAR CELEBRATIONS

"XIN NIAN KUAI LE" (HAPPY NEW YEAR) and "Gong xi fa cai" (wish you for good wealth)! It's the year of "Golden Ox" this year! On February 12, Rutherford College staff got a little taste of Chinese New Year traditions. Due to Covid travel restrictions, many of our students from China or Taiwan, including some of our staff, could not be with their family during this important festival. So, Ms Hsiao decided to bring Chinese New Year to Rutherford to celebrate with her Rutherford whānau. It gave the staff a chance to understand more about Chinese culture and how they can use this knowledge to relate to some of our overseas students in the classroom.

During the Friday morning staff meeting, Ms Hsiao gave a short lesson to educate the staff some of the interesting Chinese New Year celebration traditions, from a deep cleaning of the house to ward off the bad omens before the New Year and hanging red couplets with auspicious sayings, to having dumplings or fish as sign of good fortune at the New Year's Eve feast. The staff also learned about some dos and don'ts such as the lucky numbers in Chinese and the appropriate amount of money to put in red envelopes. Each staff member was also given a red envelope as a good wish for the New Year from the principal Mr Moore.

On the same day at the Staff BBQ after school, Ms Hsiao and Ms Liu held a workshop to teach the staff how to make proper Chinese dumplings. The staff who participated enjoyed making, cooking and eating the dumplings they made. Ms Hsiao also later shared the recipe with the staff.

Ten students from Rutherford College and six students from Rutherford Primary School participated in the German Oral Language Competition this year which is run annually by the Goethe Society of Auckland University.

The students had to introduce themselves in German and engage in a short German conversation.

The examiners were extremely impressed with our tuakana-teina approach of German language teaching at the primary school and couldn't believe how well the young students did in the competition. They praised Rutherford College students for being brilliant language teachers and the primary students for giving this challenge a go.

Gold Winners: Yashvi Trivedi, Sophie Cosslett.

- Bronze Winners: Imogen Bosnich-Wood, Jayna Praji, Geo Lee, Han Nguyen, Donovan Gray
- Commended: Maia Parker, Tinirau Hohepa, Luca Boyack



P.I.L.O.T

PACIFIC ISLAND LEADERS OF TOMORROW

Malo e lelei, Kia Orana, Ni sa Bula, Talofa Lava, Fakalofa Lahi Atu, Kia Ora, Warm Pasifika greetings.

THURSDAY AUGUST 12, it was an 8:30am-ish start to an action packed day. With Ms Hopokingi as our 'Uber driver' and supervisor for the day, four Pasifika/Māori Year 11 students (myself, June Matau 11GU, Riley Tivoli 11PL and Vanz Olsen 11SA) became lost among the Massey University Campus in Albany, searching for the P.I.L.O.T Programme nearby.

P.I.L.O.T (Pasifika Island Leaders of Tomorrow) is an annual event hosted by Massey University, educating Pasifika and Māori senior students (Years 11 to 13) on general life skills, NCEA, education and career pathways after high school.

We were joined by other schools such as Kelston Girls, Rosmini College, Westlake Girls, St Peters, Onehunga High and others. Students were grouped off into boys and girls to help us ease into the programme and get into the 'juicy' side of things. All University students were encouraging, approachable and knowledgeable,

they made the day enjoyable for all of us high school students which was evident when June and I were led by two current female Pasifika students. All the girls interacted through games that informed us on how to network, be employable and hospitable. We learned about the value of interaction with others like, engaging, building relationships and growing your skill sets. From this workshop we learned simple skills that could aid us in preparing to get a job and when working at a job.

After eating our delicious free lunches we toddled over to another building within the campus, (this time all schools were joined back together) with two male Māori and Pasifika students. They filled us in on knowledge we need going into NCEA (recommendations, requirements, advice), subject pathways and opportunities after high school. All information was passed through a fun game of Family Feud (which my team

unfortunately lost, although June was laughing at me from the winning side.

My favourite activity was when the leaders took us back to our roots. We shared the stories of our ancestors with those around us, found commonalities through our cultures and were reminded to be grateful for the sacrifices that were made by those before us. We took some time to be thankful, reflect on those sacrifices and to remember the reason we are placed on this land of Aotearoa is because of our ancestors. This conversation was the one I took away from the whole day, it led me to remember my purpose, to include my loved ones who have passed on and to make them proud by the decisions I make.

Thank you to Mr Talamaivao and Ms Hopokingi for giving us the opportunity to cast our nets wider by connecting with our fellow Pasifika and Māori brothers and sisters.

Shelby Swan 11JF



Cultural Committee

BY OLIVER GRACEWOOD

THE CULTURAL COMMITTEE

enjoyed a strong return to action as a driving force behind Rutherford College's music, dance, drama and other cultural events in 2021. Led by Mrs Chandra alongside cultural captains Ysabelle Protacio and Oliver Gracewood, the committee helped ensure events ran smoothly, from poster design to ticket sales to catering.

While construction and lockdowns interrupted dance and music events in 2021, the devoted committee members worked closely with the drama department, kicking off the year with the senior production, *Find Me*. This was a great success, and

made sure that everyone involved was well prepared for the school production, *You're a Good Man Charlie Brown*, later in the year.

As well as these evening events, the cultural committee helped out with Rutherford's school language weeks. This began with Samoan language week, then the broader international languages week, and finally Cook Island and Tongan language week. These celebrations of cultural heritage within the school aimed to give students pride in their individuality as well as their community and culture.

The cultural committee also hosts an annual cultural awards dinner as their final and biggest event of the year. For years, the awards

Back Row: Natchida Paorik, Jessie Liveti, Teuila Leota, Barbara Dostalikova **2nd Row:** Ann Lowe, Leisa Falealili, Klara Dostalikova, Joshua Siaki, Christopher Kenyon, Eve Chandra (Teacher) **Front Row:** Andre Fa'aoso, Maria Koosache, Ysabelle Protacio, Oliver Gracewood, Amanda Lowe, Prasan Gurunathan

dinner has celebrated students from Rutherford College's most diverse array of groups and teams, inspiring other students to get involved in the cultural life of the school.

Being in the 2021 cultural committee has given each and every member an opportunity to develop their leadership and communication skills, acting as not just coordinators and event staff, but school representatives and student leaders. Increasing their wider involvement in the school this year has allowed members to grow their knowledge and creativity.

The cultural committee can be extremely proud of their consistent dedication and accomplishments this year.



AFRICAN GROUP BY JENNIS HAYES

ON APRIL 14, A GROUP OF

Rutherford College students banded together to perform a medley of African dance styles against 55 schools at this year's ASB Polyfest. In an unprecedented first for the school, they won five of the seven categories on offer for the Diversity stage.

They were awarded best fusion group, best choreography, best interpretation of theme, best Africa fusion group (continent award), and placed 1st overall on the Polyfest Diversity Stage.

The performance was titled: Ngoma kwa uponyaji wangu (dance me to my healing)

Through movement and song the overall presentation represented how different African cultures and traditions experience healing by way of music and dance. Furthermore, although Africa is a continent we heal best when we come together as one body.

The performance was carefully choreographed by past students Favour Ukah and Liana Sabetian. Raheal Taye introduced their concept to the diversity stage judges, highlighting how historically Africa and its peoples have "endured so much evil from its colonial powers that have left a stain of pain and suffering that devours communities everywhere". The songs selected for

their performances speak of refusing to keep crying and to seek joy in knowing that there is something on the other side through the teachings and/or beliefs in a higher power.

Their first song (Freedom) expressed the pain and suffering of the different African nations. The students were a representation of the African diaspora and how we choose to look at the brighter side in the midst of darkness by coming together. In the next scene they expressed perseverance through a gumboot dance sequence. Which was quite significant on the day, as other school groups also chose to perform a variation of the gumboot

dance — developed in South Africa by migrant miners who would use it to communicate when their voices were silenced. The performance then transitioned to a collective dance to show unity. What is more, the students also thought it to be important to highlight women within their next group dance. Seen as the backbone of most tribal communities, women are commonly viewed as leaders, teaching us to acknowledge life and death. In closing, the students conveyed through their performance to honor our situation and lean on each other for healing our body, mind, spirit, and soul with the strength of culture.

TUVALUAN GROUP

JUBILEE WEEKEND

THE JUBILEE WEEKEND SAW the first performance by our Tuvaluan group. Fifteen students had been busy learning the 3 dances selected to showcase the Tuvaluan culture. Credit goes to Jessie and Olive Liveti for their leadership and choreography of the dances. Despite the rain (and the long delay!) the group performed well and thoroughly enjoyed themselves, even though a lot of the audience had left and so missed them!

We are planning on going to Polyfest next year and to perform on the Diversity stage. We invite anyone interested to join us next year. With Climate Change having a devastating impact on Tuvalu it is very important to keep the culture alive through the leadership of youth!



SAMOAN GROUP

BY LEISA FALEALILI

"O le tama'ita'i Samoa, e tumau, e fa'avavau"

APRIL SAW THE REOPENING OF THE SCHOOL'S GATES back to the community in celebration of its 60th reunion. In preparation, we had managed to form a Samoan group consisting of 17 girls all just as eager to learn more about their culture as they were performing for the school and wider community. With that, we had poured in hours of lunchtime practises and produced two dance items with a personal and underlying significance to Samoan women or a tama'ita'i Samoa.

We definitely felt the nerves going into the performance. Nonetheless, our determination to visually express the pride we had within our Samoan culture as well as showcasing to the community one of the many beautiful Pasifika backgrounds the school had to offer, took precedence. In hopes of conveying the importance of the role a tama'ita'i Samoa plays within our families and communities, we allowed the graceful motions of our palms to speak the tale of our aganu'u Samoa on our behalf.

Special appreciation to our tutor Unnah Suena for choreographing both items as well as teaching us to appreciate more of our unique culture through her passion for siva Samoa.

Ia manuia le atoaga o le onosefulu tausaga !

INDIAN GROUP

BY PRASAN GURUNATHAN

THE THEME AT POLYFEST'S DIVERSITY stage this year was; "healing the mind, body, soul and spirit through culture". The Indian dance group incorporated the idea of duality within human beings in their performance.

This is the idea that human beings have a bright, joyful side, and a dark, melancholic side to our mind, body, soul and spirit. This is called Ardhanarishvara in Sanskrit: The duality of Hindu deities Brahma and Saraswati, Vishnu and Lakshmi, Shiva and Parvati.

The performance consisted of folk songs from diverse parts of India; Tamil Nadu to Gujarat. It told a story beginning with isolation and trepidation, transitioning to a section of suspense and darkness. The dance then juxtaposes to experience peace and bliss, and completes the arc in joy and triumph.

Essentially conveying that we, as humans, go through our own journey of Ardhanarishvara, but will come out full of hope and victory in the end.





Mahi-ā-Toi

“LEADING CHANGE THROUGH A MĀORI LENS”

Manawa mai te mauri nuku
Manawa mai te mauri rangi
Ko te mauri kai au
He mauri tipua
Ka 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
Tē mana kōtou ki tua
Tē 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

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.

The kaupapa in Te Ao Māori at Rutherford College as a whole strives to allow students to look into their identity first, before entering into any assessments. The students' identity plays a major role in all assessments within Te Ao Māori. Without the students' identity we all will not be able to reach the full potential of our whakatauki:

“He Māori ahau, e noho Māori nei ki tōku ao Māori. Mā runga i tēnā ka Tō hea e au. I am a Māori, I live in my Māori ways, I live in my Māori world. With this I am able to strive for my personal excellence. I am my identity, I live in my Identity, My Identity is my world. With my Identity I am able to strive for my personal excellence.”

It is for us all to promote and perpetuate the traditions of our ancestors which further develops and enhances self-esteem and pride which promotes effective and efficient cultural competency in the use of ourselves as leaders and potential leaders in families, in our communities and in world affairs.

MAHI-Ā-TOI

This year in Mahi-ā-Toi we managed to excel in so many ways. We attended a sports exchange in Waiheke playing Ki-o-Rahi winning 36-6. We hosted our annual Ki-o-Rahi tournament for our Intermediates and primary schools at our kura with over 10 different schools from Te Atatu attending.

We also were a part of the 60th Reunion this year, having students from Mahi-ā-Toi carving as a display. The Year 12 and 13 students also participated in learning computer graphics over at Te whare wānanga o Wairaka (Unitec) with the Year 13s first year of attending the course over a period of 20 weeks.



MAHI-Ā-TOI KI AWATERE

The most precious part off Mahi-ā-Toi is our trip to Awatere.

Māui Pōtiki (Te Tai Rāwhiti)
 Hihiri o Tū
 Waengarongo
 Taharoa
 Hekeponga
 Toi-kai-rākau (Mahi-ā-Toi)
 Rauru
 Whātonga
 Tahatiti
 Ruatapu
 Rākaiora
 Tama ki te rā
 Paerere i waho
 Irakewa
 Toroa
 Waiaraka (Te Whare wānanga o
 Wairaka, Unitec)

What a week and great experience the Mahi-ā-Toi haerenga to Te Tairāwhiti was! Mātauranga, whakapapa, mahi toi, whanaungatanga, kaitiakitanga was witnessed everywhere we went! Of course the best trips are those that are spontaneous, having a schedule and never sticking to it.

On Monday we met at the marae at 4am looking like zombies wanting to go back to sleep. We left at 6am and travelled to Whakatāne for a well deserved McDonalds lunch, forgetting it would be our last takeaways for the next week. We travelled up the hill to Toikairakau where our wānanga and learning officially started. We learnt about the origins of Toi Māori and the whakapapa of Toi, a descendant of Maui. We arrived at Potaka Marae for a quick pōhiri so we could drop off some whānau to prepare for the tangihanga.

We arrived at Awatere Marae as the sun was setting, all teachers and parents were tired, not from the drive but from the students continuously asking, "are we there yet?" It was a 13 hour journey, after all.

On Tuesday it was an early start again so we could travel to the East Cape lighthouse for the sunrise. We then travelled to Kekepohatu to find our own sandstones for pounamu shaping. After choosing the greenstone we wanted, Papa Jack Brooking taught us how to shape them with our sandstone. The marae water tanks were running dry so off to the Awatere river it was for a swim and wash. The poor tree. Later that night we headed over to Potaka Marae to call home our friend and cousin Maggie Wanoa who had passed away.

On Wednesday we continued on with our mahi. After lunch we went for a tiki tour around Wharekahika. Matua Jeff showed us his place of upbringing, we met his dad and his uncles and he took us up to Matakaoa where their farm is. We also got to see where Whaea June Mariu was born and raised. Later that night we sat in Te Aotaihi whāre with Robyn Hapeta and Papa Jack. We learnt about Awatere Marae and the whare Te Aotaihi, its carvings, its tukutuku panels and the amazing kōwhaiwhai and mahi toi within. The lights went out a few times... pay your power bill!

On Thursday we headed back to Potaka Marae for the nehu or burial of Maggie. Our job was to sing and relieve

MĀORI GROUPS



some of the mamae the whānau were feeling at that point in time. Maggie, haere koe ki te Putahitanga o Rehua ki te huinga o te kahurangi oti atu ai. When we returned to Awatere, some of us were lucky enough to go to Papa Jack's home and witness the process of gutting, shaving and preparing a pig which we were going to cook for our hangi. No mucking around!

On Friday we headed over to Pararaki Marae in the Raukokore marae of Te Whānau a Apanui. The hapū there were in wānanga just as we were. Matua Jeff's older brother Rob Ruha took us up to Tawhitinui and gave us a korero about the area, and what we need to do to ensure the survival of our taiao! Some real intense, deep and serious kōrero. Papa Jack gave a session on how to make fire naturally without any modern day tools. Joni Brooking (Papa Jack's daughter) and master moko artist and her students gave a wānanga on different types of moko designs and their meanings. Oh and an unscheduled swim at the beach without permission was also observed!

On Saturday we spent the day preparing our hakari for the hau kainga, the home people. The ākongā learnt the traditional way to make a hangi. While the hangi was cooking it was the perfect opportunity to finish off our pounamu and head to the river for one last swim. Later that night we acknowledged all our helpers and had some reflection time, highs and lows about the trip. "e ngunguru nei" The poor vans, aye Matua Joel and Matua Mark?

This trip was to inspire but also for all these students to appreciate the simple things in life! Many thanks and acknowledgements go to Matua Jeff and his team for the experience! "he Māori ahau e noho Māori nei ki tōku ao Māori mā runga i tēna ko tohea e au"

Nā Matua Wiremu Paniora



TE REO MĀORI

Te Reo Māori took a new flight this year by focusing on delivering Te Reo Māori with a more hands on approach. Making sure we are a part of the revival and survival of Te Reo Māori me ona tikanga. We also had our first annual trip to Waitangi.

WAITANGI

In early May the Year 11, 12, and 13 Reo Māori classes went up north to Waitangi for four days. The experience was amazing, beautiful, totally beautiful. The Ngāpuhi students felt very at home. We checked out ancient sites and heard stories handed down to the local people. The moss was like organic carpet in the bush. There was a wild bull roaming around the marae where we stayed, and we got to see the beloved Auntie Gail. A strong connection was forged between us and Auntie Gail's whānau at the marae.

We also learnt about Waitangi, with a guided tour at the Treaty Grounds, and the tikanga of Te Tai Tokerau (the northern tribal areas). We heard about the kaupapa of preserving nature and the trees and all about the harmful sprays that are changing the environment there. The hot pools at Ngāwhā were super refreshing, but the teachers thought they were hot enough already. The hot pools actually made us stink of sulphur and Ezra's shirt still bears the ordure of the occasion. We got through a bundle of assessments, but all we could hear during the listening test was Matua Joel's stomach growling.

There was good food, lots of food, which we prepared ourselves.



MANU KŌRERO

IN JUNE, YEAR 13 REO STUDENT PAREKURA KIRA went to represent Rutherford at the prestigious Manu Kōrero speech competitions in Waiārea. The pressure was tough; candidates had to speak eloquently for 12 minutes in te reo Māori, for the prepared speech, and eight minutes in the impromptu speech.

The standard was exceptional and Parekura opened the floor with great panache, giving a beautiful rendition of a waiata before talking about the deep cultural importance of moko, tying her song to Ruaumoko (deity of earthquakes, volcano, and moko) and arguing for the moko to be given the reverence it deserves today.

Selected members of the kapa went to support Parekura, and many connections were made between the competing schools and kapa groups. While placings went to schools other than Rutherford, we are very proud of our speaker and rūpu kapa, and the contributions they all made to the day. It was a great day of celebrating and living our language and culture at the highest level.





TE ROOPU KAPA HAKA O TE KŌTUKU

Turuki turuki Pāneke pāneke Haramai
ki te hoe Haumi e Hui e Taiki e Tēnei te
rōpū o Kōtuku e E mihi nui atū nei Kia
tū mai rā ki tēnei wā Ki te mahi i ngā
mahī o tātau tīpuna Karanga mai rā,
karanga mai rā Kōtuku ki te rangi, Ka
Tōhea

Te Roopu kapa haka o Te Kōtuku
prepared for a mass pōwhiri alongside
Rangeview Intermediate, Te Atatu
intermediate and Rutherford Primary
for the 60th Jubilee of Rutherford
College and Rutherford Primary.

Te Roopu kapa haka o Te Kō
tuku stand this year at the Polyfest
was to honour our 60th birthday
for Rutherford College and the 50th
birthday of Te Roopu kapa haka o Te
Kōtuku. Our campaign was longer than
normal ranging from 180 - 240 hours of
practice.

Our campaign started in 2020,
naming our kaitātaki wahine Hemaima
Keane and our kaitaki tāne Kazin
Macgregor. We then start the year
of 2021 with our first practice of 68
students, from which 47 students were
selected to enter onto the stage.
We trained hard with a compilation

of sweat, blood and tears. Utilising
the skills and talent of the tuakana to
portray our culture in the best way we
could and most importantly to uphold
the mana and history of Te Kōtuku to
its highest pinnacle.

Our items we performed this year
were

- Waiata Tira - Murimuri Aroha
- Whakaeke – “Te Kooti Arikirangi”
- Mōteatea – “Te Whiti o rangomai”
- Waiata-ā-ringa – “Ngā poropiti o Te Kōtuku”
- Poi – “Wiremu Ratana”
- Haka – “Mataora”
- Whakawātea – “Tū whitia te hopo”

We exited the stage with tears of
joy and smiles all around. On that
note, without all the hard work of the
people behind the scenes, support
from staff and school, support from
ex-students E kore e mutu ngā mihi
kia kōtou katoa. A big thank you goes
to our kaiako Matua Wiremu and
Matua Paratene. Thank you again to
Exec and all whānau members who
made the success of our campaign
very successful.





Cultural Awards

ELITE AWARDS TROPHY'S



SHAE KOPUA

The "Te Taonga a Tangaroa" Award
for Supreme Mahi-a-Toi Student



JADE MCGEE

The "Tahu Williams Memorial" for
Top Kapa Haka Student



TIARE NGATA-AERENGAMATE

The "Te Toi o Ngā Rangī" Principal's
Award for Excellence to Te Ao Māori



LANDON LE FLEUR

Junior Male Performer



NATALIA NOONE-JONES

Junior Female Performer



ARIELLE SCHWALGER

Senior Female Performer



KINGSTON ROSS

Senior Male Performer



ASHLEY DYE

Outstanding Contribution



TIARE NGATA-AERENGAMATE

Dux Artium



Sports Report

GILL BLOXHAM - DIRECTOR OF SPORT

As 2021 draws to a close it is worth reflecting on another successful year and we should take pride in our collective and individual achievements.

One significant highlight has been the support of staff, parents and students who, without question, assisted greatly in providing a variety of sporting codes.

The year commenced with the staff embarking on a fun afternoon on our staff only day. This saw our staff interact with fellow staff members with whom they may not associate on a daily basis. This brought some enjoyment back after a difficult 2020.

All Rutherford students have the opportunity to participate in our annual school sporting events. The main ones being Athletics, Swimming and Cross Country, which saw 45 students go on to represent our college at the Western Zone Athletics and Swimming championships.

SUMMER SPORTS HIGHLIGHTS

Our students have competed in a wide variety of events this summer season, both existing and newly introduced sports and at both competitive and social levels. We continue to strive to achieve a level playing field for opportunities in as many options as is practically possible.

CRICKET

One school team and one composite team. Rutherford is again proud to be able to provide an

opportunity for our students to participate in cricket and further their cricketing experience after a few years of absence.

It was great to have Phillip Brain at the helm with his experience and knowledge. The Rutherford boys' team was undefeated, producing some outstanding play to capture the Senior B T20 Central/West division title. The future is looking bright for Rutherford cricket.

TENNIS

Six teams (two senior boys, three senior girls, one junior boys). The students have had a busy schedule of matches this summer season. College sport competition matches are of high playing standard in some grades. We have had a mixed performance with our students participating mostly for the love of the game. The student's enjoyment of the sport fueled their drive to progress and improve, and there has been vast skill development with help from Tony Stanton and Findlay Murray.

TOUCH

One mixed team. The mixed touch team competed in the Auckland Secondary School Premier Division under the watchful eye of coach Mollie Tagaloa. For such a young team, this is a huge achievement. Whilst their result does not speak of an amazing story of success, they can stand tall and be proud as they have played well enough to hold their position in the 2022 Premier grade.

We would like to congratulate everyone for their outstanding achievement and constant hard work and dedication.





SPORTS REPORT

ORIENTEERING

Eighteen students were tested on their navigation, map interpretation and running ability over terrains at different schools. This sport has proved to be popular with all year levels. Five students qualified to compete at the Auckland Orienteering championships but unfortunately they were unable to attend due to various reasons.

VOLLEYBALL

Four teams (three Boys, one Girls).

Volleyball is a popular choice and a fast growing sport amongst our girls and boys of all year groups. Volleyball is appealing to all abilities, from beginners to experienced. This year Rutherford fielded four teams in the College Sport Senior Competition. Rutherford had the privilege of being able to host the boys' competition. The senior girls finished 2nd in their division and the Boys A team finished 3rd.

The senior boys team went on to compete at the Auckland Secondary Schools Volleyball Championship and competed with amazing spirit.

The unwavering support of Nathan Matai'a has largely contributed to the passion and determination of these students.

WATER POLO

One mixed team. The team played some outstanding water polo and went into every match with a positive attitude and a lot of heart. They showed a significant improvement in the pool as the season progressed.

Congratulations must go to this team for being true ambassadors for Rutherford College as they came across some very experienced all male teams but continually rose to the challenge.

A big thank you to Johnnie Richard-Marsters, a former student of Rutherford College, for coaching this team.

WINTER SPORTS HIGHLIGHTS

BASKETBALL

Eight teams. Basketball is a core sport at the school with a number of teams throughout the age groups. We have a combination of very good external coaches along with some

faculty members as coaches, and one team utilises student coaches. This has enabled our group of basketballers to get some valuable knowledge to enhance their basketball experience at the school.

BADMINTON

Sixteen teams. Badminton has also continued its upward trajectory, improving on the previous year. It is wonderful to see badminton grow with our number of students playing sitting at 90. This provided a wonderful base for developing our players. In the West Auckland competition our players are given the opportunity to get match experience against others of similar ability.

I would like to thank Bryce Wills and Maxine Tipa for their contribution to badminton.

HOCKEY

One boys team, one girls team.

The girls team is adjusting to having an almost new team, with many players from last year leaving. Not only is the team new to each other, but it is quite a young team with most players in Years 10 and 11.

However, the season so far has been a great success in terms of skills and dedication.

We would like to acknowledge the impact Renee Sylvester (former student) had on the skills and fitness of the team which is reflected in the performance and individual results of each player.

The boys team has seen some great performances and these boys have posted some promising results as the season progressed. Their ability to perform has proven it tough for opponents. The first round saw some fiercely competitive and evenly matched games unfold with the boys qualifying for the Cup championship in their grade by coming 4th in their pool play. Thank you to the tireless work Joanne Millington completed in the background to ensure the success of this team.

NETBALL

Twelve teams. Rutherford Netball is well supported with twelve teams competing from Year 9-13.

What was pleasing to see was

that the teams have played so well throughout the season and we can definitely see improvements in their netball skills and the girls continue to show growth. Thank you to the girls for turning up to play in some of the worst weather conditions.

We have a great squad of talented netballers coming through. Our Year 9A team has had an epic start to the season with these girls growing from strength to strength every time they take the court. They are confident in their ability and they are holding 1st place in the Year 9A Division. This team has shown the true example of how to achieve in a highly competitive scene. Unfortunately due to Covid the girls were unable to play their final round.

Rutherford College should be extremely proud that such a young team has achieved outstanding accolades. In addition to this, two individual team members have also achieved a place in the Premier Netball team to represent our college at UNISS

Other achievements worth noting:

- Premier 2- 3rd in Senior A
- Senior A- 2ND IN Senior B
- Social Team- 3rd in Senior C
- Year 9 Blue- 1st in D Grade
- Year 10A- 2nd in B Grade
- Year 10C- 3RD IN D Grade

SQUASH

Three teams. Ms Kopittke marshalled a group of three teams who have been very dedicated and committed squash players through this season. A number of new students have taken up this sport for the first time and our coaches continue to invest their time on working on building the students skills. We had one of our boys' team playing for 1st/2nd placing in their division.

TABLE TENNIS

25 students. To support our students, this season we ran an intra-school competition which was held on Thursday lunchtimes. The reason for not entering our student into a College Sport competition was the only competition our student could compete in was held at Gillies Ave, Newmarket and transportation was a major barrier. The students enjoyed the friendly environment that the lunchtime competition provided.



FOOTBALL

Nine teams. Football is still one of the most popular sports at Rutherford and continues to grow.

Both 1st XI teams (Girls and Boys) secured a position in A1 division. There has been plenty of individual talent and excellent teamwork seen throughout the season. What is impressive is that our 1st XI teams are competing in a competition which includes top schools like Kings, Western Springs, Rangitoto and Avondale and are still making a presence in line with their peers.

The 1st XI Girls were placed 4th and competed in the Girls Football Auckland Provincial Championship (APC). This is a huge achievement for a team that only entered this grade this year. Our girls are benefiting greatly with having the expertise and knowledge of Yvonne Vale and Alisse Robertson as coaches.

Our 3rd XI Boys showed excellent composure and due to their undefeated status were sitting at a valuable position of 1st place in their division.

Placings for all Football teams:

- 15A Boys - 8th in 15A Division
- 15B Boys - 6th in 15B Division
- 13B Boys - 2nd in 13B Division
- 1st XI Boys - 6TH in A1 Division
- 2nd XI Boys - 7th in Senior B Championship Division
- 3rd XI Boys - 1st in Senior C Division
- 1st XI Girls - 4th in A1 Division
- 2nd XI Girls - 7th in Senior B Division
- Junior Girls - 8th in Junior B Division

RUGBY

Girls - 10-a-side. The girls rugby team was led by Collete Kalolo. She gave up countless hours preparing the girls for the season.

The ultimate outcome of this year was that they learnt to not give in and they rose to every challenge with enthusiasm, determination and just the right touch of aggression.

Their skills showed improvement as the season progressed and every player had some excellent moments of play. The girls gained strength as a unit and we hope that they come back next year with the same love for the game!

Boys 5C Grade open age Under 70 kg Division. It is fantastic to see Rutherford College fielding a Rugby team again. The mix of experience

and raw talent within the team is nurtured by Jarrod Hewson. The sense of comradeship within the team is palpable and we look forward to good things from some of the younger players.

RUGBY LEAGUE

One boys team. The Rugby League season was one filled with learning, fun and memorable moments. Although the boys generally 'manned up' and put in a spirited effort they were soundly beaten throughout the season. There were some factors that made the season a challenge from the start. We had many new players to the game which counted against us when playing more experienced opposition. It was great to see home games attract a big crowd and have our students support the boys to the bitter end. Thank you to Craig Godfrey for taking on the role as coach.

COMMUNITY EVENTS AND SUPPORT

Rutherford College is committed to supporting partnerships between local schools and the community. Students play an important role in giving back to the community by means of umpiring, refereeing and facilitating local sports events.

It is important to work together to ensure our young children enjoy their sporting experience. Our College has excellent grounds and buildings which are ideally suited for community based sporting activities.

There have been many opportunities for our students to get involved in supporting our local schools through the events below:

- Rutherford Primary School Athletics Day
- West Auckland Primary Schools Athletics Day
- Special Olympics Athletics Day
- Refereeing football at the West Auckland Field Day
- Umpiring netball at the West Auckland Field Day
- Ki-O-Rahi intermediate/primary schools tournament

This has forged further ties between Rutherford College and local primary schools resulting in the development of positive relationships.

ATHLETICS CHAMPIONS

- Junior Girls **Lisepa Tohi/ Bailey Wallace**
- Junior Boys **Cruz Jacobs Oto**
- Intermediate Girls **Faith Nonutunu**
- Intermediate Boys **Jesse Schwalger**
- Senior Girls **Hannah Taylor**
- Senior Boys **Nikoia Vaihu**

WESTERN ZONE ATHLETICS CHAMPIONSHIPS

The top performance on the day was **Jordan Jacobs** who achieved third place in the Intermediate Boys Long Jump event. We were also rewarded with five students qualifying for the Auckland Championships: **Jordan Jacobs, Jesse Schwalger, Hannah Taylor, Dylan Chapman** and **Nakita Ru**. Two of these, Jesse Schwalger and Jordan Jacobs, went on from these competitions to represent the Auckland area at the North Island Secondary School Championships.

SCHOOL SWIMMING CHAMPIONS

- Junior Girls **Nina Lyon**
- Junior Boys **Dylan Chapman**
- Intermediate Girls **Emma Chapman**
- Intermediate Boys **Ocean Michael**
- Senior Girls **Marissa Ogilvie**
- Senior Boys **Hayden Richard-Marsters**

WESTERN ZONE SWIMMING CHAMPIONSHIPS

Dylan Chapman, Ocean Michael, Nina Lyon, Marissa Ogilvie and **Dominik Bonkovich** competed in various events during the meet. Dominik provided, however, the most impressive performance by swimming the Senior Boys freestyle without utilising the starting block! He went on and although untrained on his turn (which would have cut his time considerably, only just missed qualification), for the Auckland Championships. This incredible performance still drew the attention of several swimming officials who were so impressed with his amateur swimming experience when faced with such experienced opposition fielded by other schools.



HILLARY OUTDOORS ADVENTURE

A courageous group of 20 girls from Year 10 headed off to Tongariro National Park for a week-long stay at the Hillary Outdoor Education Centre.

The girls experienced a variety of outdoor activities despite the winter weather. They abseiled, learned knot tying, kayaked, did a high ropes course, went caving and even camped out in the wild.

The girls were selected for this trip as a way to boost confidence, face fears, bond with different people and try new challenges. It was wonderful to see the way the group took their responsibilities seriously, supported each other and kept a positive, open mind even when things were tough. Many thanks to Laura Bakker and Nina Ivanovic for being with these girls for the week.

WEST AUCKLAND SECONDARY SCHOOLS SPORT FORUM

An important component of the student forum was that it provided an opportunity for students from West Auckland schools to engage directly with members from Sport New Zealand, Active NZ, College Sport, a School Principal and Sport Waitakere on issues that are important to further their sporting experiences.

Our students brought their stories and it was a great opportunity for our students to speak - and to be heard.

Giving our students a voice is not only about the opportunity to communicate their ideas and opinions, it is also about them having the power to influence change themselves.

Thank you to the students who attended I am sure you found this experience unique and beneficial to 'finding your voice' in sport.

ARO TĀKARO - MĀORI GAMES WORKSHOP

This Aro Tākaro workshop was designed to provide an opportunity for our community to engage with the He Oranga Poutama Ki Tāmaki Makaurau team and learn more about Traditional Maori Games.

A group of student and staff attended an exclusive personal development day focusing on traditional Maori games. The students and staff were interactive and learnt the arts of some Kēmu Māori.

The students learnt games like Potaka (traditional spinning tops), Tau Ronarona (tug of war) and Poi Toa (Poi games).

As a result, these students and staff who attended are very enthusiastic about introducing these games to the students by holding a lunchtime competition. They believe that these activities will be perfect for the less competitive students to become active through a different means and have fun at the same time.

HALBERG AWARDS ISPS HANDA HALBERG AWARDS DECADE CHAMPION

Marissa Ogilvie, Arielle Schwalger, Awias Choudhary and Hayden Richard-Marsters had the incredible opportunity of attending the prestigious Halberg Awards where they rubbed shoulders with some of NZ's most elite athletes and coaches.

Their role at the awards was to usher the athletes and other attendees to their tables. They had the challenging task of selling raffle tickets to raise money for the Halberg Foundation, which aims to enhance the lives of physically disabled New Zealanders by enabling them to participate in sport and recreation. The students enjoyed a seated meal whilst watching the awards.

It is a great honour that our students had the opportunity to be a part of this wonderful evening.



Congratulations to all students who participated in a sport at Rutherford College this year. The sense of enjoyment you obtain from the sport you played make the efforts of the Sports Department worthwhile. It is always affirming to see our students give their best to whatever they endeavor. Sport at Rutherford continues to grow and flourish under the commitment of staff, players, coaches and managers. A special thanks to all of you. Thank you for a very rewarding and enjoyable year in sharing the highs, lows, laughter and results of the sporting calendar.



Sports Awards

SPORT	CUP	NAME
Football	Senior Boys Player of the Year	Cael Dines
Football	Junior Boys Player of the Year	Joel Tan
Football	Senior Girls Player of the Year	Hannah Taylor
Football	Junior Girls Player of the Year	Lucy Ellis
Football	Most Promising Player	Emily Shepherd
Netball	Senior Player of the Year	Marissa Ogilvie
Netball	Junior Player of the Year	Brooke Flavell
Touch	Senior Boys Player of the Year	Riley Tivoli
Touch	Senior Girls Player of the Year	Paris Pickering
Touch	Junior Boys Player of the Year	Ezekiel Mate
Touch	Junior Girls Player of the Year	Paige Wilson
Volleyball	Senior Boys Player of the Year	Jay Huggins
Volleyball	Senior Girls Player of the Year	Faith Nonutunu
Rugby	Boys Player of the Year	Lincoln Henry
Rugby	Girls player of the Year	Petronilla Su'a
Rugby	Most Promising Player	Mapu Samasoni
Basketball	Senior Boys Player of the Year	Michael De Guzman
Basketball	Senior Girls Player of the Year	Kharylle Ruiz
Basketball	Junior Boys Player of the Year	Vanz Olsen
Basketball	Junior Girls Player of the Year	Hayley Abbott
Tennis	Senior Boys Player of the Year	Ryan Stanton
Tennis	Senior Girls Player of the Year	Hannah Taylor
Water polo	Senior Boys Player of the Year	Hayden Richar-s Marsters
Water polo	Senior Girls Player of the Year	Sophie Vlasic
Water polo	Junior Player of the Year	Nina Lyons/ Catherine Poor
Orienteering	Orienteer of the Year	Zachary Thomson
Badminton	Player of the Year	Anh Nyguen
Squash	Boys Player of the Year	Arrie Putter
Squash	Girls Player of the Year	No girls Team
Squash	Most Promising Player	Jack Trillo
Cricket	Player of the Year	Kieran Alker
Hockey	Boys Player of the Year	Jayden Aitken
Hockey	Girls Player of the Year	Lucinda Hill
Hockey	Most Promising Player	Mya Tremlett
Rugby League	Player of the Year	Elijah Ngaro
Softball	Girls Player of the Year	Hayley Abbott
Special Olympics	Player of the Year	Lyriq Reedy-Paniora
Rowing	Rower of the Year	Alison Lamdin

2021 Sport Day



ALBERT SMIT



DREW DUNN



FAITH NONUTUNU



JESSE SCHWALGER



JNR RELAY 100



LIZA MICHELLE FINDLAY



RUBEN BOYAK



RUBEN BOYAK



WIREMU SWEENEY



HOLLIE COURT



MARK THOMPSON



YEAR 13 STUDENTS





SPORTS CAPTAINS

Hayden Richard-Marsters

I HAVE BEEN GIVEN THE OPPORTUNITY OF BEING THE RUTHERFORD SPORTS CAPTAIN

2021, alongside Marissa Ogilvie, Paris Pickering and Awaits Choudhary.

Firstly, I would like to thank the captains for making all the jobs fun and a good time, as well as the sports committee who have helped massively with running events at Rutherford like a breeze.

Secondly, I would like to say a massive thank you to Gill and Dion who have not only given all Rutherford students plenty of great opportunities in sport, but also mentored us through school as well. Gill has been one of the most respected people at Rutherford for

me personally, as she always puts us students first in any situation and has our backs no matter what. Also Dion, cheers for always running around organising our students, too bad this is my final year.

There are many highlights, but what stood out to me as Sports Captain during my time here, was watching my mates take all these opportunities that were given to us in sport. Watching them find their sports that some mostly didn't even acknowledge in the beginning and going onto excelling at them was truly a good sight.

I wish the best of luck to future sports captains, it is a role that is 100% worth it.



Marissa Ogilvie

EVER SINCE MY BROTHER RECEIVED DEPUTY SPORTS CAPTAIN

in 2017 I have aspired to become a sports captain for Rutherford College myself. I am more than grateful that I was able to do this over the past year alongside Hayden.



Unfortunately 2021 was affected by Covid-19 with tournament week and sports awards being stripped from us at the last minute, but despite this we were lucky enough to still get in our annual Athletics Day, Swimming Sports, Cross Country and complete our winter season.

Swimming Sports kicked off the year on a high with the sports committee winning against the teachers and prefects despite the teachers cheating and still being sore losers.

Athletics Day is a personal favourite for myself and many others, seeing everyone dress up in their house colours and friendly competition but also watching the teachers once again trying to beat the students.

Being Sports Captain is something I will cherish for years to come. It has been the most rewarding experience for me. It gave me an opportunity to channel my passion for sports into something constructive, while also allowing me to grow as an individual and experience so many new fun things like going to the Halberg Awards and being part of events that positively impact the school and community. With all of this there are some thank yous due.

Firstly, Hayden, it has been a pleasure to work alongside you and I have appreciated you supporting me. Our Deputies and Sports Committee work tirelessly towards improving the participation of sport at RC. At times this is really challenging as many students do not know how much work goes into organising these lunchtime activities and events, so thank you for being so patient with me and Hayden as we navigated our roles.

There has been one constant in my journey, Gill. Thank you for supporting, mentoring and coaching me, of which I am truly grateful.

Dion, thank you for always being there to guide and support the Sports Committee and Captains.

To the future Sports Captains, I wish you luck, it isn't the easiest job to do but it is the most rewarding thing I have done.

I want to finish with a quote by Roy T. Bennett, "It's only after you've stepped outside your comfort zone that you begin to change, grow, and transform." This year I have stepped out of my comfort zone, from public speaking to trying new sports and I encourage you to do the same. You'll be surprised by all the new things you learn about yourself.



Senior Leadership Team

Mr Gary Moore	Principal	BCom, DipTchg, DipSenMgmt
Ms Judy Farrar	Associate Principal	BA, DipTchg
Mr Bryce Wills	Deputy Principal	BEd, DipTchg
Ms Moira Kopittke	Deputy Principal	BSc, DipEdMgmt
Mr Adam Simpson	Assistant Principal	BSc, DipTchg
Mrs Eva Cornforth	Assistant Principal	BSc (Hons), PgDip Special Edn and MEd
Mrs Miriam Sprague	Director International Students	T Dip PS, IPS, DipTchg

Curriculum Leaders

Mr Simon Ferguson	HOF English	MA, DipTchg
Ms Adeline Hsiao	HOF Languages	MA (TESOL), BA (Japanese), DipTchg
Mrs Jacqui Reid	HOD Art	BFA, MA, PGDipTch
Mr Tony Stanton	HOF Mathematics	BSc, DipTchg
Mr Huw Thomas	HOF Science	BSc (Hons), DipTchg
Mr Mark Thompson	HOF Technology	NZCD (Arch), DipTechEd, DipTchg
Matua Jeff Ruha	HOD of Te Ao Maori	BMPA, MA in Leadership & Ed
Mr Darren White	HOF Social Sciences	BA (Hons), DipTchg, PGCE
Ms Jenny Wilson	HOF Physical Education/Health	BSR, DipTchg

Deans

Mr Neil Rossin	Dean Year 10	BSci(Hons), PGCE, DipIT
Mr Phillip Place	Dean Year 11, TIC Engineering/Technology	BEngTech, PGCert Applied Practice
Mrs Fiona Bridges	Dean Year 12, CoL across Schools	BSc, DipTchg
Miss Rosie Simpson	Dean Year 13	BSport, PG Dip Tchg, Dip Sport Sci & Sport Mgmt
Ms Lindy Cumming	Dean Year 9	BA (Hons), DipTchg
Mrs Jeanette Reid	Dean Adult Students, HOD Careers	NDBE, Dip Tchg, Grad Cert in Career Develop, NZDip Specialist Subjects (Sec)

Teaching Staff

Ms Annie Abraham-Shakoor	TIC Junior English	MA, BEd
Mrs Nicola Adams	Science/ Biology	BSc, DipTchg, PGCertEdLM
Mr Willow Allison-Maxwell	Science/TIC Philosophy	BSc/BA (conjoint), DipTchg
Ms Laura Bakker	Geography	BSc, DipTchg
Ms Rebecca Ball	Specialist Classroom Teacher/English/Media Studies	BA, DipTchg, MEd
Ms Gayle Balogh	TIC Commerce	Advanced Commerce Teacher's Dip, NZDip Specialist Subjects (Sec)
Ms Katie Betanzo	Asst HOF English/TIC Media	BCS, DipTchg
Miss Emily Brandsma	Science/Physics	BE (Hons), BCom



STAFF

Mr Johnny Brar	Mathematics	BSc, DipTchg
Ms Chris Brehmer	Guidance	BA, DipTchg, PGDipCouns
Mr Tom Bromfield	Food Tech and Hospitality	BA (Hons), PGCE
Miss Lianna Burnett	Physical Education (On Leave)	BSport, DipTchg
Ms Robyn Butler Shaw	HOD LEAP/TIC Biology	JP, BSc, DipTchg
Mr Tyronne Calvert	Commerce/Student Assessment Manager	MCom, BEd
Mr Charles Cartwright	TIC Science, Chemistry	BSc, DipTchg
Ms Megumi Chiba	Japanese	MA(TESSOL) Dip Tchg, BA(Linguistics)
Mr Simon Collier	TIC History/Social Studies	BA, DipTchg
Ms Saffron Conde	HOD LEAP/SENCO/English, CoL Across Schools	BA, DipTESSOL, DipEdPsych, DipTchg
Mr Cameron Dempsey	Technology	Adv T, DipTchg
Mr Robert Doak	TIC Outdoor Education/PE/Health	BRecEd, DipTchg
Mr Andrew Dodds	Technology	BSc (Hons) Design & Tech with QTS PGDipEd
Mr Grant Duncan	Tūrangawaewae/ ESL	BA, DipTESOL, DipJapanese
Mr Drew Dunn	PE/Health	BPhEd
Ms Perri Fahitua	TIC Dance	BPerfArts Cont Dance, DipTchg
Ms Laura Feslier	Classics and Social Studies	MA, GradDip Teach, BA
Mrs Linda Fraser	English	MEd (Hons) BA, Dip Ed, Dip Tchg
Whaea Stacey Garland	Te Reo Māori	BMD
Ms Ana Gerzic	HOD ESOL	MA (Hons) (Applied Linguistics), BA (Hons), DipTchg
Mr Joel Gilmore	Te Reo Māori	BSocSc, GradDipLaw
Mr Kevin Gilmore	TIC Digital Technology	BSc (Computing), PGCertEd (ICT)
Mr Puru Gopal	Mathematics (TIC of Year 11 Mathematics)	MBA, MSc, DipTchg
Mrs Annette Goulding	Science, TIC Biology	BSc, DipTchg
Mr Mathew Graham	Science, Physics	BA(Hons) BSC, MA (Hons)
Mr Kevin Greaney	Technology Hard Materials	BA (Hons) (Humanities), DipTchg
Mrs Deborah Hatcher	English	BA, DipTchg, Grad Dip Anthropology
Ms Jennis Hayes	TIC Hospitality and Food Technology	MProfStuds in Education, BDes DipTchg
Miss Erin Hopokingi	English	BA (Hons), DipTchg
Miss Nina Ivanovic	Art	BDVA, DipTchg
Mr Peter Jefferies	Skills Pathways/Mathematics	BEd (Hons)
Mr Graham Johnson	Director of Guidance & Student Support	BEd, PGDipCouns, PGDipEdAdmin, PGDipTchg, PGDipT.O.D., PGDipA.O.D
Mrs Alison Jones	Food Technology, Soft Materials	DipTchg, Home Economics
Miss Dohee Kim	Music	BA, BSc, TEFL
Ms Bridgette Kimura	English	BA, DipTchg
Mrs Elizabeth Lim	Mathematics	ME, DipTchg
Miss Heidi Liu	Mathematics, TIC Calculus, Physics	BSc, DipTchg
Mr Fatmir Mani	Mathematics	BA, DipTchg
Mr Nathan Matai'a	PE/Health	BSc, DipTchg
Miss Joanne Millington	Social Science, Geography	BEd (CNA) University of Brighton, UK
Mr Findlay Murray	PE/Health	BPhEd
Mr Michael Nola	Mathematics	BSc, DipTchg
Mr Phillip Place	TIC Engineering/Technology, CoL Within School	BEngTech, PGCert Applied Practice
Ms Deborah Power	PE/Health	BPhEd
Mrs Swasti Prasad	Chemistry/Science	BSc (Chemistry/Biology), DipTchg



Mrs Shirley Ratima	Info Tech /Comp Applications	T Dip, IPS, DipTchg, NZDip in Specialist Subjects
Ms Anne Roach	Asst. HOF Social Science	BA (Hons), PGCE, CELTA
Ms Petra Scheffer-Cosslett	TIC German	BA (Hons), DipTchg
Mrs Julie Sibthorpe	ESOL	DipPE, DipTchg, GradDipTESOL, CELTA
Dr Asha Singh	Science/Biology/Specialist Classroom Teacher	EdD, MEdAdmin, BSc, DipTchg
Mr Sailesh Singh	HOD Tūrangawaewae	MProfStuds (Hons) PGDE, BEd, PGDip Specialist Teaching (CEN) Dip Hindi, Teachers Cert
Mrs Kelleigh Stanton	Mathematics	BA, DipTchg
Mr Matthew Swinburn	Technology	BE, DipTchg
Mr Fa'avesi Talamaivao	Pasifika Development Liaison/ Mathematics.	BEd, DipTchg
Mrs Kerry Taula	TIC Music	BA, DipTchg
Mrs Lee-Anne Taylor	Assistant HOF Mathematics (acting)	MEdMgt (Hons), DipMathsEd
Mrs Maxine Tipa	Social Studies/Travel/Gateway/CoL within School	BA, DipTchg
Mr Patrick J L Thomson	Social Studies	BA, BA (Hons), MA, Dip.Tchg
Ms Melanie Turner	Dance	GradDipTchg, DipContDance, BA
Mrs Marisa Twentyman	English (On leave)	BA, Bmus
Mr David Wade	TIC Chemistry/Science, Assistant HOF Science	BSc, DipTchg
Mr Caleb Webb	English/Media Studies	BA, DipTchg
Ms Raewyn Westaway	English	BA, TTC
Mr Blair White	Asst HOF PE/TIC Health/Col Within School	BEd
Ms Tania Wilson	TIC Drama	BA, DipTchg
Ms Hannah Winter	PE/Health	BPhEd
Mr Josh Tagaloa	Mathematics, Physics	BA/BE (Hons) conjoint
Miss Talei Yates	Art	BFA(Hons), BA, DipTchg

Non Teaching Staff

Ms Judith Copas	Business Manager	
Mrs Rachel Hale	Principal's PA	
Mr Bret Carman	Property Manager	
Tarryn Anderson	Receptionist/Admin support (on maternity leave)	
Ms Ana Aramoana	LEAP Teacher Aide	
Ms Michelle Arnold	LEAP Teacher Aide	
Mrs Lynda Bennett	Staffroom & Admin Support	
Mrs Trish Bettridge	Science Technician	
Miss Gillian Bloxham	Sports Director	
Mr Patrick Bradley	Technology Technician	
Mrs Joan Brough	Admin and Attendance Relief	
Mrs Alyssa Brown	LEAP Teacher Aide	
Mrs Maureen Brown	Student Engagement Officer	
Ms Andrea Cameron	Director of Community Education	
Ms Karley Campbell	Head Librarian	
Miss Ashley Cavanagh	Food Technician	
Mrs Linda Cavanagh	Resources Manager	
Mrs Eve Chandra	Performing Arts and Cultural Coordinator	BBus, Grad Dip bbus
Cushla Clarke	Staffroom Support	
Ms Veronica Collins	Relief Librarian	



STAFF

Ms Vanita Curin	Foundation Officer	BGrD, DipTchg
Mr Paul Dovey	Groundsperson	
Mrs Sithara Fernando	IT Systems Engineer	BSc, GDipANE
Mrs Helen Fullerton	English Resources/Social Sciences Resources	
Miss Jacelyn Gowen	Administrative Assistant International	
Mrs Sue Hackshaw	Accounts Payable	
Mrs Miriam Hilliard	Accounts Receivable	
Mrs Jo Huggins	Mathematics Support	BPhEd(Hons), DipTchg
Mrs Colette Kalolo	Tūrangaewae Teacher Aide	
Ms Sharon Keeley	Tūrangaewae Teacher Aide	
Ms Kesi Koloni	LEAP Teacher Aide	
Mrs Sonia Lakeman	Receptionist	
Mrs Beverley MacKenzie	Reception & Admin	
Mr Neil Martin	Technology Support	
Mrs Loise Mauga	Tūrangaewae Teacher Aide	
Mrs Wahine McCarthy	Gateway/ AWVA Administrator	
Miss Bonnie McKnight	Groundsperson /Community Education	
Ms Delena Nathuran	Receptionist	
Mr Dion Nukunuku	Sports Coordinator	
Miss Cathy Ryan	Careers Assistant	Dip Career Guidance
Mrs Jane Sadler	Data Manager	
Ms Emma Northway	Registered Nurse BSN, RN	
Mr Tre-Stylz Te Awa	Community Education	
Ms Malissa Tagaloa	Tūrangaewae Teacher Aide	
Mrs Marlies Tukia	Registered Nurse	BSN, RN
Miss Liza Turner	LEAP Teacher Aide	
Mr Micah Van Der Touw	LEAP Teacher Aide	
Ms. Remya M. Valsalan	Tūrangaewae Teacher Aide	BEd,ET, MA English, MA EC
Ms Ellen Jane Waetford	Attendance Officer	
Ms Delwyn White	LEAP Teacher Aide	
Ms Claire Wihongi	Physiotherapist/ Tūrangaewae	
Mrs Gail Williams	Food Technician	
Ms Linda Wilson	Library Assistant	
Mrs Karen Wolfgramm	Resources Assistant	
Mrs Terri Wright	Community Education	
Mrs Sang A Yoon	Community Education	

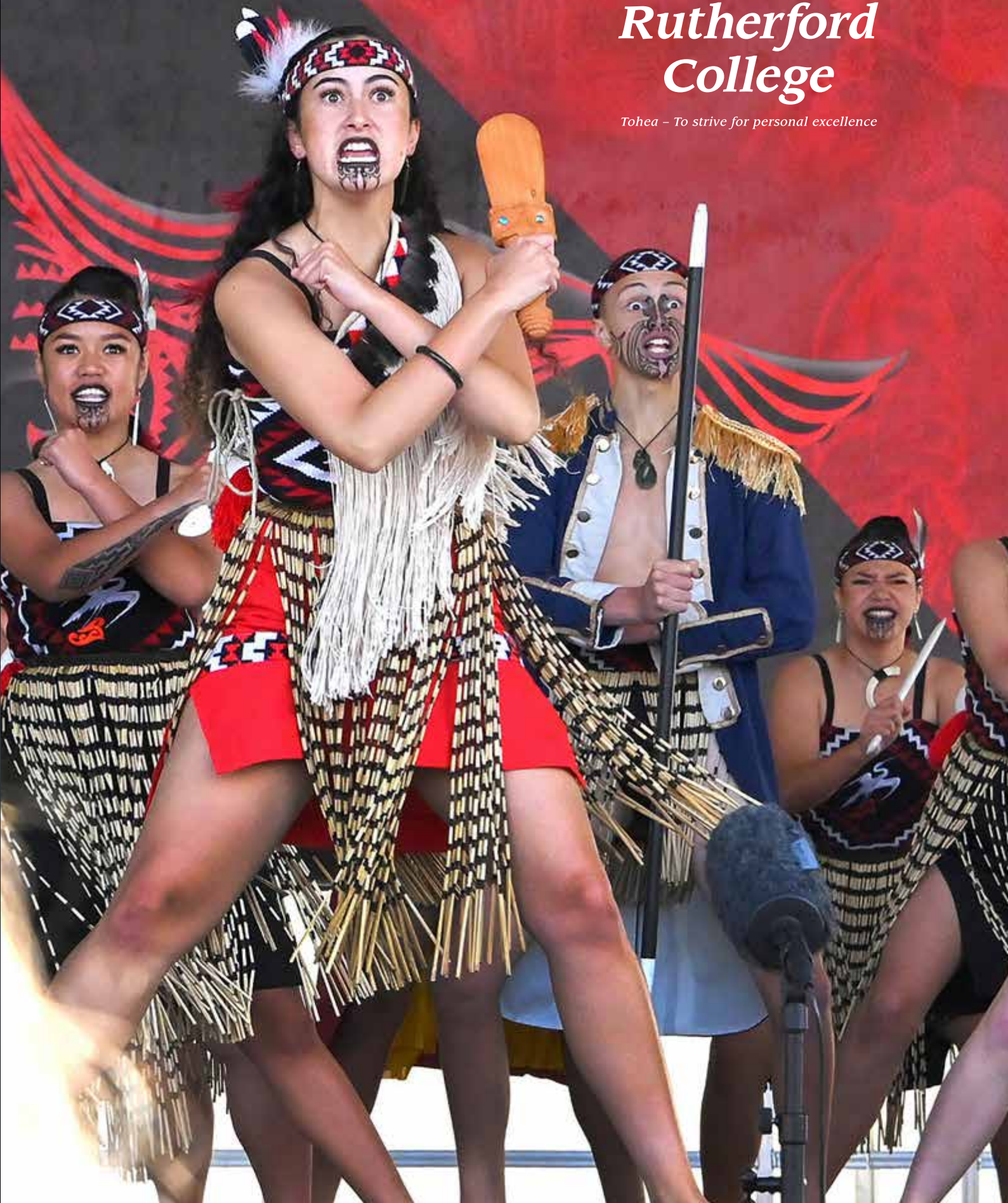
BOT

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



Rutherford College

Tohea – To strive for personal excellence





Rutherford College

Tohea – To strive for personal excellence

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

