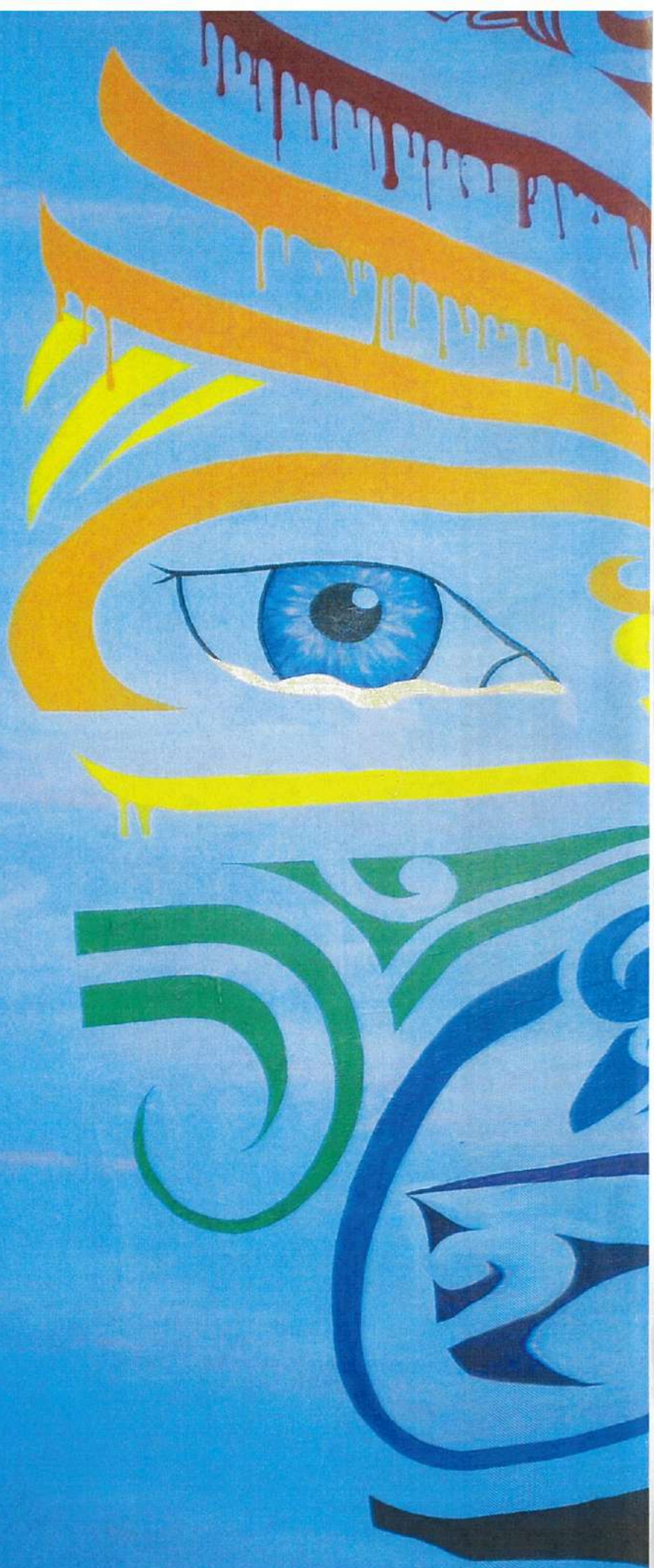


PAPAKURA HIGH SCHOOL 2009







# ts Week





# Papakura High School 2009



## Mission Statement:

Personal achievement at the highest level

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# Staff Responsibilities 2009

## BOARD OF TRUSTEES

Angela Appleby	Principal
Peter Goldsmith	Chairperson - Parent Elected Trustee
Colin Cartwright	Elected Trustee
Gavind Dudley	Co-opted Trustee
Rosalie Freeman	Elected Trustee
Margaret Honan	Board Secretary
Nancy McConnell	Co-opted Trustee
Feleti Lofulelei	Student Elected Rep
Mel Olsen	Parent Elected Trustee
Christopher Wood	Staff Elected Rep

## SENIOR LEADERSHIP TEAM

Angela Appleby	Principal
Janice Cosslett	Deputy Principal, July 09 Student Support
Allan Foster	Deputy Principal, Operations
Kaye Twyford	Deputy Principal, Student Achievement
Paul van Etten	Deputy Principal, Student Management

## HEADS OF FACULTY

Laura Thomson	Acting Head of Science
Lawrence Naicker	Mathematics and Commerce
Jules Nicholas	Humanities
Keir Whipp	Languages
Andrea Rabin	Arts

## CURRICULUM AREA MANAGERS

Jeroen van Wijk	Physical Education and Health
Glen Sayers	Technology
Kate Lobb	Art
Gaynor Matthews	Hospitality
Sara Matthews	Drama and Dance
George Stirling	Head of Maori

## HEADS OF LEARNING AREA

Gay Nichol	Head of XA Unit
David Moore	Head of Education Support
Heather Kilgour	Head of ESOL
Jamie Walters	Head of ICT
David Hayter	Teacher in charge Commerce

## ASSISTANT HEADS

Lisa Mortimer	Assistant Joint Head of Maths
Denis Eltringham	Assistant Joint Head of Maths
David Matthews	Assistant Head of Science
John McCoskrie	Assistant Joint Head of Humanities
Beverley Matamua	Assistant Joint Head of Humanities/ Pasifika Achievement
Emma Donaldson	Assistant Head of Languages
Alan Donald	Assistant Joint Head of Physical Education and Health
Jane Dunbar	Assistant Joint Head of Physical Education and Health

## TE KOTAHITANGA

Martin Braunton	Lead Facilitator
Sara Matthews	Facilitator
Kate Lobb	Facilitator
Jenny Deoki	Facilitator

## WHANAU DEANS

Pauline Cvitanovich	Kaiwhakahaere Manaaki
John McCoskrie	Cobham
Louise Spraggon	Fergusson
Gail Boyce	Freyberg
David Matthews	Bledisloe (Acting)

## OTHER

Maria Powell	EOTC
Dennis Eltringham	Timetabling
Beverley Matamua	Pasifika Achievement
Jenny Deoki	RTLB
Avril Michaels	Guidance
Sandra Paulus	Careers
Lisa Mortimer	Numeracy
Sara Matthews	Head of Learning and Teaching
Diane Corban	Specialist Classroom Teacher and Investors in People



# Staff List 2009

Appleby	Angela	B.Ed H.DipTchg, DipEd Mgmt
Basdew	Rishi	B.Ed, F.D.E.(Technical), J.S.Ed
Bodger	Stephen	BA, DipTchg
Boyce	Gail	BA Dip Tchg
Braunton	Martin	BA, PGCE
Chang	Sunney	B.Com, DipTchg
Clarke	Wanu	Dip. In Community & Social Work
Collecuit	Marie	TTC
Corban	Diane	BHScI, B.Ed, DipTchg
Cosslett	Janice	BA, DipTchg
Cribb	Lisa	TTC, DipTchg
Cvitanovich	Pauline	DipTchg
Davidson	Scott	BSc, DipTchg
Deoki	Jenny	TTC DipEd(SNRT)
De Ruyter	Diane	BSc BTchg.(Sec)
Donald	Alan	BA(Hons)QTS
Donald	Jayne	BA, DipTchg
Donaldson	Emma	BA(Hons) PGCE
Dullabh	Arvind	BSc, NZCS, NZOE, Dip Tchg, Dip Tech.Ed
Dunbar	Jane	BPhysEd
Etringham	Denis	BSc(Eng.), DipTchg
Fagan	Rachel	M.Mus, DipTchg
Finlay	Robyn	MA(Hons) ATOL
Foster	Allan	TTC, B.Ed, Dip.Tchg, Cert.SMM
Fryer	Victor	MSc, B.Eng(Hons), PGCE
Gideons	Deirdre	BA
Gillespie	Colin	Adv.Trade Cert (2), NZCE Int, DipTchg, Higher DipTchg, DipEd Students with Special Teaching Needs, Cert. ELSTN
Harding	Robin	BA, MA, Teaching Cert.
Harper	John	BA (Hons), PGCE
Hayler	David	BA(Hons) Business Studies, PGCE Business with ICT (Secondary)
Kilgour	Heather	BA, DipTchg, Grad.Dip TESSOL
Lafferty	Kevin	Adv.Trade Cert
Latalaki	Jaclyn	BA, DipTchg
Lawrence	David	BSc, DipTchg
Lobb	Kate	BVA, DipTchg
MacCreadie	Tracy	B Ed, DipTchg
McCoskrie	John	MA(Hons), M.Div, DipTchg, Cert TESSOL, Cert.BS
McEgan	Andrew	B.Theology, PGCE
McKay	Kathleen	BA, MA, DipTchg, TESSOL Dip.
Manoa	Lavinia	BA, DipTchg
Matamua	Beverley	BA, DipTchg(Sec)
Matthews	David	BSc Ecology, PGCE SciEd, Adv.Cert. Ed, Env.Ed.
Matthews	Gaynor	BA, PGCE
Matthews	Sara	BSocSci DipTchg

Michaels	Avril	TTC
Minton	Anita	BA(Hons) DipTchg
Minton	Richard	BSc(Hons), QTS, PGCE
Moore	David	M.Ed, BA (Hons), PGCE
Morgan	Barbara	MSc, BSc (Hons), HNC, PGCE
Mortimer	Lisa	BSc(Hons), MSc, QTS
Nakaora	Marie	B.Ed
Naicker	Lawrence	B Ed, DipTchg, DipEd.Tech.
Naidu	Sharina	B.Com, J.S.E.D
Neziri	Natasha	BA, DipELT, DipTchg
Nichol	Gay	TTC, E.T.I.H., Adv.DipTchg, Higher DipTchg, DipTchg (Education of students with Special Needs)
Nicholas	Jules	BA (Joint Hons) IOTC, JATCC, PGCE
Nicholls	Fiona	BMus(Hons), BA, DipTchg
Parnanen	Joel	B.Ed, BA, Teaching Cert.
Paulus	Sandra	BA, DipEd, DipEd Mgmt.
Petuha	Nicole	B Ed, Cert. Performance & Dance, ICD Photography
Pillay	Vandana	BSc, DipTchg
Powell	Maria	BA, DipTchg
Prasad	Praveena	BSc, DipTchg
Rabin	Andrea	GDNSM, PGCE
Rae	David	BVA, DipTchg
Ryan	Anne-Marie	BA, BSc, DipTchg
Sayers	Glen	NZCE Mech Int. Cert, TTC DipTchg
Sexton	Lara	BA, BDesign(Hons), DipTchg,
Simpson	Geatry	B.Dance, DipTchg
Spence	Sarah	Cert. Music and Sound
Spraggon	Louise	MA, BA(Hons), PGCE
Stirling	George	Tohu Matauranga DipTchg
Tawharu	Deris	BA, DipPE
Te Aowera	Koka-hauwai	BA, DipTchg
Thomson	Laura	BSc (Hons), PGCE
Twylford	Kaye	MA(Hons) DipEd DipTchg
van Etten	Paul	BA
van Wijk	Jeroen	B.Leisure Studies, DipTchg
Walters	Jamie	BSc(Hons), PGCE
Wansing	Melissa	BSc, DipTchg
Whipp	Keir	BA, DipTchg, DipDrama
Wood	Chris	BSc, PGCE
Wood	Kate	BA(Hons), PGCE

## SUPPORT STAFF:

Ruth Appleby, Jeanette Arnold, Desiree Arnott, Ron Beard, Tabitha Beaumont, Keith Buchan, Karyn Chapman, Doris Ching, Marcelle Cowley, Caroline Crabb, Ian Deoki, Janice Deverick, Mac Duane, Margaret Everett, Angela Fisher, Susan Fryer, Beverly Gordon, Carol Griffin, Junette Griffin, Sam Hetaraka, Margaret Honan, Sue Iles, Mathew Johns, Marina Jones, Shirley Jones, Benjamin Leaf, Marlene Mahoney, Moana More, Linda Moselen, Shona Muir, Janise Nickerson, Press Pancha, Lou Pearce, Pat Pearce, Gary Pratt, Charles Prescott, Pauline Richmond, Karlene Radovanovich, John Rakena, Mirta Salina, Marzia Sinclair, Kerry Soe, Felicity Stone, Maurice Tarei, Mita Tupaea, Karen West, Lynne Williams, Mere Wilson, Janice Wilkinson, Suzanne Workman.



# Staff Photos





# Principal's Report

As most of you are aware this will be my last magazine report as principal at Papakura High School. I thought that I would reflect over the last thirteen years instead of my usual summary of the most recent academic year, as many of these successes and events are well documented elsewhere in this magazine.

It has been interesting during this reflection process to note how often many of our school systems, structures and programmes are introduced, made redundant and then re-introduced again.

This is certainly true of our pastoral care system. One of the earliest changes in 1997 was to restructure the student pastoral care system to

a vertical house system and also to introduce a school faculty structure.

It is interesting that we have again just completed the exercise of returning to a whanau structure early this year and have almost completed a further return to a faculty structure.

Many changes in education are not new but recycled, depending on school needs and often the government of the day. In 1997 we faced the challenges of bulk funding and were one of 12 NZ schools to provide our own teacher payroll at that time. One of my earliest challenges was to upgrade Information Technology in the school. In 1996 we did not possess even an automated telephone answering service! However, we are now fortunate to have five well resourced computer laboratories, a computer in almost every classroom, laptops for most teachers, a well developed and supported network plus a range of data projectors, interactive whiteboards and well resourced Music and Media suites.

Our school has always excelled in a wide range of sporting codes. In the 1990's, sports such as wrestling, trampolining, karate, equestrian and fencing were the flagships for the school along with Boys Rugby but over the years, interests change and we have enjoyed great success with Basketball, Volleyball, girls Soccer, Netball and of course our wonderful Mixed and Girls Touch Rugby teams – the latter winning the national champs for six years in succession.

There have also been outstanding successes in the performing Arts. When I first became principal, theatre-sports, debating and speech contests were very much part of our celebrations but with the development of Arts Cafe evenings and Arts Festival weeks, more students became motivated within the Arts and our wonderful Drama, Dance and Music performances became legendary. Brilliant productions such as the Importance of Being Earnest, The Witch who Wouldn't and of course Niu Sila. Performances with the Band of Strangers, Rock Quest finals, Henrietta's Stagecoach at the Aotea Centre and Jonathan's recital at the Auckland Town Hall have all been magnificent. Most recently our Dance programmes have developed strongly with two students this year working with Black Grace.

Our students have always achieved academic success particularly at Year 13. There have been a large number of individual successes, especially prestigious and valuable academic scholarships. The wider education community has been generous and supportive in bestowing First Foundation scholarships, Rotary scholarships, Sir George Elliott, Alumni Scholarships and Chancellors Awards from Auckland University plus many others too numerous to mention from AUT, MIT and local businesses. Special congratulations to Rebecca le Grice for being awarded the prestigious University of Auckland Scholarship this year which will enable her to complete her undergraduate degree free from costs and fees as the scholarship is worth \$50,000.

Although much more needs to be completed in the upgrade of the school, significant improvements have taken place during the last ten years including a new student centre in 1999 and again in 2009. Upgrades of L,C,M,A and W blocks, building of the barn, a new gymnasium in 2002, development of the wharekai, plus a commercial kitchen, refurbishment of the workshops, an information centre and the ESOL centre plus the thriving XA garden.

As the school needs have changed so has the requirement for school programmes. The partnership with Manukau Institute of Technology to develop the Foundation Arts course was a first for New Zealand and has allowed one hundred per cent success rate for many talented young people to graduate into the Bachelor of Visual Arts programme via an alternative pathway and ran for six years.

There was demonstrated success with Te Aoatea and Te Wero Matauranga. The Academic Institute and Sports Academy have nurtured student talent and both the Gateway and CaPaBl programmes have offered opportunities to many senior students. The numeracy project has helped our students gain excellent results at Level 1 and recently implementation of Te Kotahitanga will ensure success for our Maori students. The Japanese exchange programmes and the international student programme has thrived and brought much needed funds to the school.

For me two school programmes especially highlight the diversity and talent of our school. The XA programme has assisted young adults with special needs to become confident members of the community through wide ranging, practical experiences along with dedicated support and mentoring.

Our Food and Hospitality programme has been innovative, successful in competitions and is at the cutting edge of Hospitality education in New Zealand especially in the implementation and development of the Level 2 Marae Catering course. Congratulations to Gaynor, her staff and students in winning many culinary awards both this year and in previous years, and for being the top New Zealand School for Excellence in Hospitality Training.

My memories of special highlights and events since 1996 include the landing of a glider on the school field by the world gliding champion (an ex PHS student), the Great School Connection – when we hosted NZ Idol Ben Lummis, and of course, Doug Howlett, senior prize-givings, Anzac Day speeches from our head students, the Treaty 20 visit and the 50th Jubilee celebrations in 2004.

There have been so many special times and so many special people that I have met and it has been a privilege to have served as principal at Papakura High School since 1996.

It is therefore with mixed emotions that I write this report and during the thirteen years, I have been fortunate to experience huge challenges, remarkable rewards, wonderful successes, and great memories,

both happy and sad.

This is a unique school with strength and diversity of culture, sport and academic programmes. One of its greatest assets is its students who are fun-loving, energetic and talented individuals and who sometimes are not always aware of their great potential.

The second great asset is the dedicated and hardworking staff who are forward thinking and innovative in their tireless efforts for the development and delivery of educational experiences for this community.

I would especially like to thank them, along with students parents and community members for their support, encouragement and friendship during this very best of times. I would also like to thank past Board members and especially past Board Chairs including Jim Frear, Shona Muir and Murray Browne for their contribution to the school and for their support to me both personally and professionally.

To Peter Goldsmith and the current Board of Trustees and everyone associated with the school, I wish you all the very best for the future! Ka kite ano.

*Angela M. Applegate*



# BOT Report 2009

Peter Goldsmith - Chair, Rosalie Freeman - Deputy Chair, Colin Cartwright, Mel Olsen, Murray Browne, Gavin Dudley - Business Partner Telecom, Nancy McConnell - Business Partner McConnell Group, Chris Wood - Staff Representative, Feleti Lotulelei - Student Representative  
Angela Appleby - Principal

## Strategic Focus

The first responsibility for our school board is establishing a culture within the school that has at its heart - "personal achievement at the highest level".

To do this, the Board must develop an extraordinary, vibrant and progressive student centred learning environment that:

- Builds pride in the school
- Inspires students to:
  - o be confident
  - o seize opportunities
  - o be creative thinkers and able users of knowledge
  - o show resilience and enterprise
  - o be connected and responsible contributors in our community

To achieve this ambition the Board must invest in our most critical/important asset, our teachers -not just in their professional development but through a quality school environment, inspirational leadership, a culture of learning, engaged students and families, and a supportive community.

'It takes a village to raise a child' is a very appropriate analogy for Papakura High and to build this vision for the school will require strong partnerships between the school and its community.

We have opened the door to the community through the 'Building Partnership' workshops, the start of a substantial community engagement process. The tremendous turn out, active participation and passion for the school's future was very evident in all four workshops and provided inspiration to the Board. I would like to acknowledge and thank all of those people who gave their precious time to let us know what kind of school you want for your children, what you are personally prepared to do and how you would like to partner with the school to make this a reality.

Following consultation on the Strategic Charter the second stage of the 'Building Partnership' project will continue with the establishment of the four working groups - Staff, Students, Maori and Community - the latter including representatives from the former three groups. These groups will be tasked with evolving partnership initiatives working within the framework of the School's mission, vision, values and strategic objectives. Priorities will be considered by The Board and implemented accordingly, and we will keep everyone informed of progress.

## Principal, Angela Appleby, Decision to Retire

Angela Appleby made a decision to retire at the end of term 4 2009.

The Board respects her decision to retire and acknowledges the tremendous contribution and commitment that Angela has made to the School over the past 16 years, the past 13 as Principal.

She has led the introduction of numerous initiatives to meet the changing face of education and community - the Academic Institute, Sports Academy, Te Wero, Alternative Education, Te Aoatea, Foundation Arts and Te Kotahitanga.

Angela has been supportive in establishing the new strategic direction for the school.

However, she has decided that the success of this vision needs a leader who can commit to driving the school forward over the next five years.

She did not feel it would be fair for students, staff, parents and the wider community to start the process and then pass the baton on. She supports the Board in searching for a new Principal who has the passion, empathy and drive to lead this vision which is supported by the whole school community.

## Appointment of a new Principal

The most important decision this Board will make, is to ensure that we appoint the best possible principal for Papakura High, someone who has the appropriate skills to lead and manage the implementation of the strategic plan, build lasting partnerships with the school community and provide inspiration to students and staff.

## Board Elections

Board of Trustees elections are next year and it is important that parents consider putting your names forward. The last elections did not have a full quota of Board members which made it difficult for the Board to operate effectively.

It is critical that the School continues the momentum that has been created through the adoption of a new Strategic Charter, the appointment of a new Principal and building on the partnerships that have been established.

## Future Proofing the School

In planning for the future, prioritising and resourcing are other critical functions of the Board. We must determine 'where' to start.

## Three consecutive Education Review Reports in 2007, 2008 and 2009 have identified areas of real concern:

1. The provision of a safe environment for students;
2. Effective governance & management;
3. The quality of teaching & learning;
4. Strategies to promote the achievement of Maori & Pacific students,
5. Lack of engagement with the community, particularly Maori.

## The Community Engagement Workshops also highlighted these and other concerns:

6. Students must come first,
7. Open lines of communication,
8. Community involvement,
9. The School environment and
10. Respect for self and others.

## The Board has also identified

11. A declining student role,
12. Attracting people from the school community onto the board,
13. Developing quality leadership and depth throughout the school,
14. Upgrading the school buildings and
15. Supporting families

Papakura High was established 55 years ago, and as heard during the community engagement workshops, former students have tremendous pride in the school; families and community groups want to be involved in the education of their children; and all see a positive future for the school.

We want to build on the platform of hope that has been established this year to work towards personal achievement at the highest level for every student at Papakura High.

*"Ma Te Huruuru, Ka rere Te Manu Me Whakahoki mai te Mana ki te Whanau, Hapu Iwi"*

*"Adorn the bird with feathers so it can fly"*

*Peter Goldsmith*  
Board Chair





# Ambitious Project Signals Shift for School

The Board's thinking on engagement and partnerships between the school and its community has shifted. Rather than undertaking the usual consultation on the emerging strategic plan for Papakura High, the Board began to see it as an opportunity for building relationships. Working with a small consulting team, the first stage of our 'Building Better Partnerships' project was implemented over June and July.

After an intensive invitation period four workshops were run at the school – the first with 63 students, the second with 86 staff and the final two with 120 parent and community participants.

The workshops were designed so that everyone would be heard, but not by everyone in the room; and as empowering experiences for participants, taking a positive, futures approach rather than dwelling on negatives. Participants were asked to picture the best possible school and then identify what they had done to help achieve it and what others had done to help make it happen.

Chairman of the Board of Trustees, Peter Goldsmith says that the project has been strongly influenced by the kaupapa 'it takes a village to raise a child'.

"The objective of the project is to build relationships with as many students, parents, potential parents, whanau, teachers, staff, business, government and community groups as possible. Learning challenges faced by our communities require active citizenship. There is no hero to come and solve our challenges. It requires each of us to work together," says Peter.

As Student Council Member Kerri Duthie said in the Papakura Courier "this is the first time students have been given an opportunity to actually have their say directly to the Board. Ultimately the school is for the students so it is important that the school meets our needs and requirements."

And as Head Boy Brad Laughton added "The community's input is just as important as the students' and teachers'."

The Board, having listened to the outcomes of the workshops, has revised the School's Strategic Plan and is establishing four community groups to drive the culture required to deepen partnership between the school and its stakeholders. There will be a student group, staff group, Maori group and wider community group – the latter group including representatives from the three former groups.

"We want to share ideas and initiatives, and build partnerships which will build 'success' for our students and our school," says Peter.

The workshops themselves were a partnership experience. Papakura High's School Business partners, McConnell Group and Telecom funded the design and development of the workshops 50/50 with the school. Papakura District Council also assisted with funding and the School's Hospitality students produced food and refreshments for attendees.

## Key Workshop Observations

It's all about the students. It's about student centred learning, teachers developing lessons to meet the needs and interests of students, inspiring them. Students need to be better understood from a teaching, relationship

building and support perspective. Every student needs opportunities to develop interests, participate in school life and excel at something. Younger students need additional transitional support and older students need more help in developing post-school pathways. Any poor perception of students needs to be transformed into an attitude that every student can succeed.

## Strong leadership

There were calls for inspiring and motivational leadership, with leaders that were well known by students and staff and involved in their school experience. Strong leadership was also associated with having a plan, clear guidelines, consistency of rewards and discipline, open lines of communication and appropriate allocation and management of resources.

## New lines of communication

Students and teachers both need new avenues for communication on issues as well as involvement – they need to feel heard and to be heard. Existing lines of communication should be reviewed for their effectiveness.

## Bring the community in and go out to the community

Community involvement works both ways. There was limited understanding of this amongst the students and staff but it is an important step in creating better community relationships, working with the new curriculum and giving students an opportunity to learn more about the community in which they live and will work in. There are community members and networks that are wanting to work with the school in both of these ways. Parent and Maori engagement requires special attention and there is potential for more connections with former students. This is the next step in building partnerships.

## Do the basics first

Having a good environment is very important to the daily school experience for students and staff, impacts on the wider community perception of the school and supports the learning environment. This includes a safe, clean and tidy environment, repainted buildings, improved toilets, shelter from the rain and a more welcoming entrance to the school.

## Live the culture

Greater cultural understanding and celebration is required. Whanau need to be embraced. Staff need greater cultural understanding and there is a need for more focus on Maori achievement.

## Respect, self esteem and motivation

All workshop groups recognised the importance of respect for other people and property. There is a link between giving respect and receiving it. School programmes and initiatives will need to be developed to help develop and grow respect amongst all groups within the school. This is also linked to respecting oneself and developing self esteem, listening and supporting each other. Student motivation needs to be better understood.

*Peter Goldsmith*





# PRINCIPAL FOR A DAY

On 26th August, Mark Katterns, senior project manager for McConnell Construction thought he would like to experience being a principal at our school and shadow the principal Mrs Appleby throughout a typical morning programme.

He began the day at 7.30am by sitting in on a Board of Trustees Property committee meeting where a variety of topics were discussed including Health and Safety, prevention of vandalism in the toilets and completion of the latest school project to develop a Student Support Centre.

He then visited the XA unit where he presented certificates and planted an apple tree in the XA garden. This was followed by participating in a volleyball game in the gymnasium with Year 10 students and talking to senior students in the weight training room about their routines.

Two meetings with parents were then observed –one involving a suspension by the principal and the second, the enrolment of a new student.

After a quick cup of coffee at break time with staff he visited Maths classrooms and English lessons to present both Achievement and In Class On Task certificates to Year 9 students and then to speak to senior students about his school days. The Food and Hospitality department was then visited with special interest being taken in the new Level 2 Marae Catering

course. Unfortunately, there were no free samples but another good cup of coffee was prepared by the Barista students for both Mr Katterns and Mrs Appleby!

Mrs Appleby and Mr Katterns then left the school site to visit the Papakura Activity Centre and Te Aoatea (PHS Alternative Education programme) at Wood St. Here he spent time with a range of At Risk students and during lunch assisted in both mentoring and role modelling activities with these students.

It was then off to Manukau City council Offices for both the Principal and the Acting Principal to share their thoughts and experiences with other participants in the Principal for a Day initiative which is hosted by the Mayor of Manukau and organised by the Counties Manukau Education Trust.

Approximately 100 schools and businesses took part this year with the focus on developing community relationships and seeking greater understanding of the role of running a school in this area of Auckland. A reciprocal visit to Hawkins Construction is to be arranged for the Principal when she will be Acting Project Manager for the day!

*Angela Appleby*

## PRINCIPAL FOR A DAY

### COMMENTS BY MARK KATTERNS

#### My Visit to Papakura High

It was an experience that I will never forget. At 7.30am I was greeted by a very busy, bubbly principal who took the time out of her busy day to take me through her daily schedule. It started with a Finance meeting and it was here I found that even though one of the sports teams had won the regional competition, the school could not afford to pay for their trip to the Nationals. There was just no more money left. The Board were very disappointed and gutted. I felt a part of this disappointment.

I was then formally welcomed onto the grounds with a Powhiri. This was a very proud moment for me and my only regret is that I could not respond back in Maori. We were then off to a part of the school where very proud students took me to a creation of gardens that they had worked on for a year. This was so special as here again, I was honoured and respected by the special students and teachers of the XA Unit.

I was also party to two meetings with students who were not so good and were disciplined accordingly and rightly so. I noticed that the students were given another chance where maybe at another school, they may have been given the boot! Decisions on a student's future in life weighs heavily on the Principal and I certainly would not want to be the one to make this difficult decision as this was where I shared where I had come from and that it was never too late to have a go.

I thank you Angela for this experience and know I would never be a Principal!!

*Mark Katterns*

Hawkins Construction

**I was honoured and respected by the special students and teachers of the XA Unit**





# PREFECTS 2009

At the end of 2008 a number of students applied for the role as 2009's prefects. These lucky 13 students were selected and they were then announced at the end of year prize giving. These students were given this leadership role because of their dedication, reliability, confidence and general belief in the school.

## Prefects list

Andrew Ah Leong	Rebecca Le Grice (heads)
Bradley Laughton	Paris Naden (deputies)
Harewika Cooper	Charnee Day
Heremoni Ah-Kuoi Kapeneta	Blaire Kimberley
Jonathan Fuller	Chynna Phelan
Kieran Appleby	Shontelle Wolters
	Nancy Vasa

This year started off quite funny as we were ready, but yet we faced new criteria of school schedule. As prefects we all wanted to do things to help us accomplish a bond with other students, teachers and most important our community. So as the year progressed, problems seemed to pop up in different areas. As it did, we soon had a reason to question and suggest new things or ways to help out everyone. We put our ideas through our weekly meetings with Miss Cosslett.

Rebecca Le Grice took upon the honour of making the 2009 ANZAC speech with other prefects as well as the Papakura community watching her do us

proud.

We were introduced in early whanau house assemblies and reintroduced at the school Athletics Day. The heads and deputies were invited a few weeks later to a lunch with Rosehill College's prefects where we traded ideas on how the schools progress was going.

One of our biggest fights alongside the ball was the year 13 common room. This brought a great atmosphere and love to the school, room and year 13 students themselves. There were also other events that branched out, one of them in which Bradley Laughton and Chynna Phelan attended a Duffy books assembly for Redhill primary school and helped the kids understand about school and how books helped them learn. Another event was to help younger teenagers with the general issues and life in high school. Andrew Ah Leong and Feleti Lotulelei gave personal views and advice to a group of girls attending high school and intermediate. This was to give them an insight on our roles and what it was like for us on our transition from intermediate to high school.

We prefects had jumped out to support any cause and found out about loud shirt day in which was supporting the deaf society where we raised over \$280. We really encouraged people to support and had a lot of help by other year 13's as well as the teachers which helped to make the day successful.

I think that all we prefects of Papakura High School 2009 were great leaders and right for the job for we

all had great traits, skills, visions and hearts, yet in the end we couldn't have made it without the other year 13's teachers and each other.

“ These students were given this leadership role because of their dedication, reliability, confidence and general belief in the school. ”

*Paris Naden and Andrew Ah Leong*



Back Row: Chynna Phelan, Shontelle Wolters, Phillipa Mill, Blaire Kimberley  
 2nd Row: Charnee Day, Heremoni Ah Kuoi-Kapeneta, Jonathan Fuller, Harewika Cooper, Kieran Appleby, Mrs Cosslett  
 Front Row: Paris Naden (Deputy Head Girl), Andrew Ah Leong (Head Boy), Mrs Appleby (Principal), Rebecca Le Grice (Head Girl), Bradley Laughton (Deputy Head Boy)



# YEAR 13





# YEAR 13





# Staff



This year has flown by as I have never been so busy in my life, it has been both challenging and rewarding. From the high points of watching students excel in Science, and seeing their confidence increase to the low points of losing a student (R.I.P

Jade Green). Papakura High School has a very supportive staff and amazing students who have all been so welcoming and have been a huge help in getting through this year. I am looking forward to the challenges of next year and helping these students reach their potential... and also Fergusson winning.

*Melissa Wensing*  
EFFEKT FOR LIFE

Hi. I'm Emma Donaldson – originally from London, but now teaching English at Papakura High. At the start of the year, I was teaching in a secondary school in Bethnal Green, East London, but by mid-January I had flown here – ready to start work and have the chance to see a country I've wanted to visit since I saw a programme about Rotorua when I was 8!

I haven't managed to visit the stinky bubbling mud yet, but living in Point Chevalier and working in Papakura has given me a chance to really explore Auckland and meet lots of interesting and friendly people. Living and working in a country is great for getting 'beyond' the guide book, but I am a tourist at heart and can't wait to get down to the South Island and see the lakes and mountains there too.

My first love was reading... and I'm not just saying that because I'm an English teacher! I loved reading as a kid because books allowed me to travel to different times, places and worlds. Now I'm older, I love the opportunities I have to travel for real. As well as New Zealand, I've lived and worked in Australia, America and Japan and I've visited at least 20 more countries from Belize to Greece and from Egypt to Fiji. I would encourage all of you to find chances to see new places and experience new things... even if it's just between the pages of a book!



*Emma*

Hi, my name is Anita Minton and I am an English Teacher. I am originally from England and arrived in New Zealand two and a half years ago. I studied for my degree in combined Psychology and English through the Open University and studied my postgraduate diploma at Auckland University, graduating last year. This is my first year of teaching and I have found it to be a rollercoaster ride the majority of the time. Although, I have found it easier as the time has moved on. The staff are very supportive and the students as a whole are extremely pleasant. I look forward to returning next year. Thanks to everyone who has made my first year easier.

*Anita*



My name is Miss Deirdre' Gideons and I hail from Cape Town, South Africa. I have been teaching Science, Languages, Economic Management Science and Music, Arts and Culture for the past 15 years, in my mother country. I have only been in Auckland for the past year, teaching Music at Henderson High in West Auckland before arriving at Papakura High, where I now teach Music and Art. It took me another 4 months to make the area my home base as well. A new country, new job, new home, new friends all present challenges. Luckily I thrive on the excitement of making it work. Thus far, I have enjoyed every moment of it.

*Deirdre'*



Tena Koutou katoa  
Ko David Rae toku ingoa  
No Papakura ahau  
Ko Pukekiwiriki te maunga  
Ko Pahurehure te awa  
Ko Te Manuka te Whanga  
Ke Te Kahurangi te whare wananga  
No Reira  
Tena Tatou Katoa

Thank you Papakura High School for a warm welcome.

*David Rae*



Jeroen van Wijk  
Hi everyone. What an opportunity to be able to run and be involved in such a dynamic department as the PE and Health department of Papakura High School. I was born in Holland and moved to New Zealand in 1983. I am more Kiwi now than Dutch so.... Go the All Blacks!!! For the last 8 years I have worked at another great South Auckland School – Otahuhu College, where I was second in charge of PE and also worked to develop the pastoral side of the school as the Yr9 Dean. My interests are in sports and the outdoors where I love to help and see people succeed.

This year I have had the privilege to work with great teachers who are dedicated to the development of the students they teach. The potential of the PE department is huge and as a school we are lucky to have 2 gym spaces, a weights room, fields and the courts to play our sports. Courses are being continuously developed and are aimed at the interests of our students. The PE department is a place where students are able to succeed and be able to take their skills and interests to a higher level.

I want to thank the students who have been dedicated to their education and to the teachers who have been there for support. It has been a real help and I look forward to the following years at Papakura High School.

*Jeroen van Wijk*





# Staff



Hi, my name is Sunney Chang and I am a Maths teacher. I am from Taiwan originally. I had my practicum at Papakura High last year. I was fortunate enough to come back and gain a teaching position here at the beginning of the year. This is my first year teaching, and I have found working

here as being really challenging. I feel so lucky to be in the Maths department which is very supportive. I have learnt a lot from both students and teachers. It has been a fantastic experience for me. The staff at our school is great. I can easily seek guidance whenever I am in need. I have found this year very enjoyable and looking forward to come back next year. Thanks to everyone, especially those who has shared their experiences and given me advice this year. I really appreciate it.

*Sunney Chang*

Hi, my name is Gentry Simpson, and I have taken over the Dance department for the year! This year has been an amazing experience to work with new talented students, and learning a thing or two from them as well. I have been lucky enough to be involved with the EFFEKT dance crew, coaching them with their



'sets' and entering a few competitions. Another success for the dance department was having three students chosen to dance in the Black Grace youth performance, which was very exciting! I have thoroughly enjoyed my year here and have loved working with the awesome staff and students at Papakura High.

*Gentry Simpson*  
EFFEKT FOR LIFE

Tena koutou.  
This year has been exciting and challenging. I have met a lot of kind hearted students and future leaders, many of

whom have touched my heart. The highlight of the year, for me, would have to be when Te Roopu kapa-haka o Te Whanau Matariki stood, with great pride at the Four Schools event held at the Manurewa Marae in Term 1. To all of Te whanau Matariki and years 9 students-I'd like to thank you all for a very eventful year. No reira, whakawhanake ake te matauranga mutunga kore!  
Okea ururoatia! Kia tae atu kautau ki nga taumata tiketike.

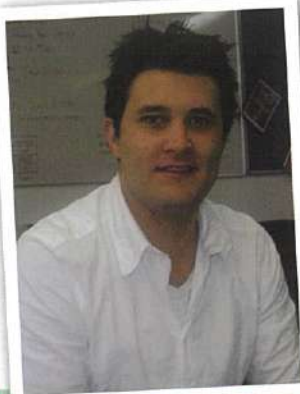


*E Atawera Koka-hauwai*

Hi, my name is Joel Parnanen and I am a Social Studies and Geography teacher. I am originally from Canada. However, I haven't actually taught there, apart from my practical experience during my time in the education program at the University of British Columbia. My first teaching experience was in London where I taught Geography and Social Studies at Harrow High School; it was interesting to say the least. I spent nearly three years teaching in London and having had my feel I decided to move to New Zealand which I am most certainly glad I did. I taught English, Geography and Social Studies at Sacred Heart College from 2007-08 and I enjoyed it immensely. However, teaching at an all boys school wasn't truly where I wanted to be, so here I am at Papakura High School. Thus far it has been a very rewarding year.

The Humanities department have given me great advice and support and my students this year have been blast. I appreciate everything Papakura High has presented me with and I am looking forward to next year.

*Joel Parnanen*



Tena koutou katoa. For the past 3 years I have been working with groups of leaders and managers within a number of organisations, including many schools all over the country. Although I enjoyed what I was doing I succumbed to the constant pull of returning to my love of teaching and student contact. Here I am, at Papakura High School, and enjoying every minute of it. Then again why wouldn't I? I've joined an award winning ground breaking Hospitality Department well known by 'Maori TV' viewers, 'Close up' fans, reader's of local newspapers and also very well respected within the hospitality competition circles.

My career has included working at Tuakau College as Deputy Principal for a number of years, HOD Rangitahi College in Murupara, and in various restaurants and hotels as a Chef and front of house service person.

I have had a very rewarding year at Papakura and look forward to continuing to work with the supportive staff and an amazing group of students.

*Di Corban*





# Staff we Farewell



I arrived in New Zealand believing that I had come to a remote country of white shepherds.

If you picture the Falkland Islands, this is how I imagined New Zealand.

I warned my children that there would probably be only white bread and sliced cheddar cheese available. Well, in the long and extensive list of things I got wrong in life, this shines out as one of my most monumental inaccuracies. It was up there with my father's assertion that computers were going to be a passing fad.

New Zealand Aotearoa is one of the most diverse multi-cultural hideouts I have ever experienced. All sorts have washed up on these shores from a wide range of decent countries and then they decided to stay. I can now see why. The students I have met here may not always be prepared to use pencil and paper, but they have always been full of energy, laughter and passion. They have amazed me with their songs, stories, dances, art, sports and culture. I do not think that any other school I go to will match the vitality of this one.

It is the staff I will miss even more. My day starts and ends with the Howick Bus Ladies who spend every minute of the journey analysing the problems of home, school, country and world. If only we were in charge, we would have it all sorted out in no time. For Mrs. Naidu, black pepper seems to figure in the solution of most troubles and as this is a family publication, I can not tell you what Mrs. Nezi thinks would solve problems. These two are true friends forever.

I must also say that Mrs. Michaels has always been there to discuss stress and strife. She is a quiet hero in the background.

My department is full of wit and wisdom and I will miss them terribly. Kier Whipp is a bright, caring and sincere. He is a good leader.

Change is never easy, especially for someone as slow as myself. My welcome here and the daily support I have received have convinced me that this remote country of white shepherds and some very colourful others, will be my new home for a long time to come.

Thank you to everyone of you.

Love,

*Robin Harding*

Wonderful Hospitality students is what I enjoyed about Papakura High in the first place. Students with real, honest personalities that made school a good place to be every day. I enjoyed seeing students change and develop their skills over time, because of their passion for the subject. They were feeding off me to feed their addiction to cheffing. They liked sharing a joke with each other and having a laugh but also sharing a sad moment when I had to say goodbye, which was not an easy thing to do because of the wonderful place Papakura High was to me. Cheers, Daniel (aka) CHEF.

*Daniel Wheway*



NOA'IA 'E MAURI

Well, it had to happen one day and I'm sorry it had to be so soon. The decision was difficult to make, and I hope no one thinks I am being disloyal by making this move. I've made it after a lot of soul searching, and I believe it is the right decision for me to make at that time. I just couldn't risk turning down a great opportunity. I've always tried to give my best in the time I've been here. And you have embraced me as a part of your awesome whanau. But in this career, you also owe it to yourself to keep your eyes open for the chance to extend yourself, and that chance came up. But that doesn't mean I'll ever forget the friends I've made here, though.

A heartfelt FOIEKXIA and VINAKA VAKALEVU PAPA KURA HIGH SCHOOL for 18 months of the best of everything.

I have certainly enjoyed my work here. I have had the opportunity to work with some great people (staff, students, parents and the community alike), and I've had the chance to play a part in some interesting experiences as a teaching member of the school. We really worked hard to make a contribution and our efforts have made a difference. I've done these things with so many terrific people it would take up an hour to name you all. Everyone has been an inspiration, in good times and bad.

I miss you all dearly, and I wish you every success. I never find it easy to say goodbye. People become a part of your life and are no

longer acquaintances but friends. But it is not goodbye - more of a farewell. I will surely keep in touch when I can, and I'll be looking forward to hearing how you're all doing.

So, now a chapter of my life has come to end, and a new one has begun. I have a new challenge. I'm facing it with a mixture of emotions: some anticipation, some excitement and, naturally, some apprehension. I don't know yet how it will turn out, but I do know this - if my new colleagues are even half as good to work with as you are, I'll enjoy my new work very well. Thank you so much for everything and I hope the years ahead treat you as well as they possibly can. Warmest wishes for a Merry Xmas & a Blessed New Year to you and your loved ones! ALALUM!

HANIS T'OF [Loads of love]

*Marie-lois Nakaora  
(Mae)*





# FAREWELL GAVIN

Almost three years ago I joined the Board of Trustees as a co-opted member representing Telecom as part of the tri-partite business partnership between PHS, McConnell Construction and Telecom. The aim of the partnership is to work with the school to enhance the governance and management capability. I started for Telecom in Australia, working for one of the Telecom businesses there. In 2006 Telecom moved my wife, Neyani, and I to Auckland and soon after I started my association with PHS. It was always the intention that I would move back to Melbourne and that time has come. The move back is going to be a little different because my wife and I now have a kiwi daughter, Amelia. Actually her middle name is Aroha, just so she always remembers where she was born. I will always have fond memories of the time I have spent working with the Board, Angela and the senior staff. We have worked to maintain the elements of the school that provide such depth of history, whilst transforming the school to reflect the community and ensure that education provided enables achievement at the highest level in this ever changing world we live in.

*Regards, Gavin D.M.D.L.E.G.*



## TE KOTAHITANGA

### Kia ora koutou!

2009 has been a busy year and we now have nearly all of our full time teaching staff involved in the school's programme to raise Maori achievement.

We ran a training workshop (hui whakarewa) for our nine new staff in May and at the end of 2008, we trained a further 30 staff. It was great to be able to use our wharehau over the three days.

Throughout the year, our staff have been involved in class meetings (co-construction meetings). Teachers are able to discuss how the students are working and set class goals to work towards. Teachers of the year 10 Sports Academy class decided to run a Top Dog competition where points were awarded for achievement and classwork in different subjects. Prizes and tee shirts were handed out over a shared lunch. Many thanks to Miss Dunbar and Mrs. Nicholas for the part they played in setting this up.

The training team (facilitators) attended a hui in Hamilton in April and presented data to the rest of the schools involved in the project. Miss Lobb made a wonderful hat that symbolized our goal of working together as one to reach the top.

The values of Te Kotahitanga are now part of the School Charter:

- Ako (teachers can also learn from the students)
- Kaitiakitanga (care and respect for ourselves and others)
- Whanaungatanga (we are one big family where relationships are important)

• Mahi (aiming for the best at everything)

Mrs. Matthews and Mrs. Appleby attended a leadership hui in May to discuss the future of Te Kotahitanga. The Ministry continues to fund the programme but on a reduced level next year.

The team ran two training sessions over the year for the staff involved in the programme. They examined how teachers can use the best strategies for our Maori students and several good ideas were suggested. These included using students' prior knowledge in class to educate others and giving our students more responsibility for their learning.

We would like our local community (whanau/parents) to become more involved in school life so that we can support our students as one so that they can achieve their goals. We hope you can support the school's community engagement projects and work together to achieve the best for our students.

My thanks to the training team for all the hard work you have put in this year. You make such a difference and are all true professionals.

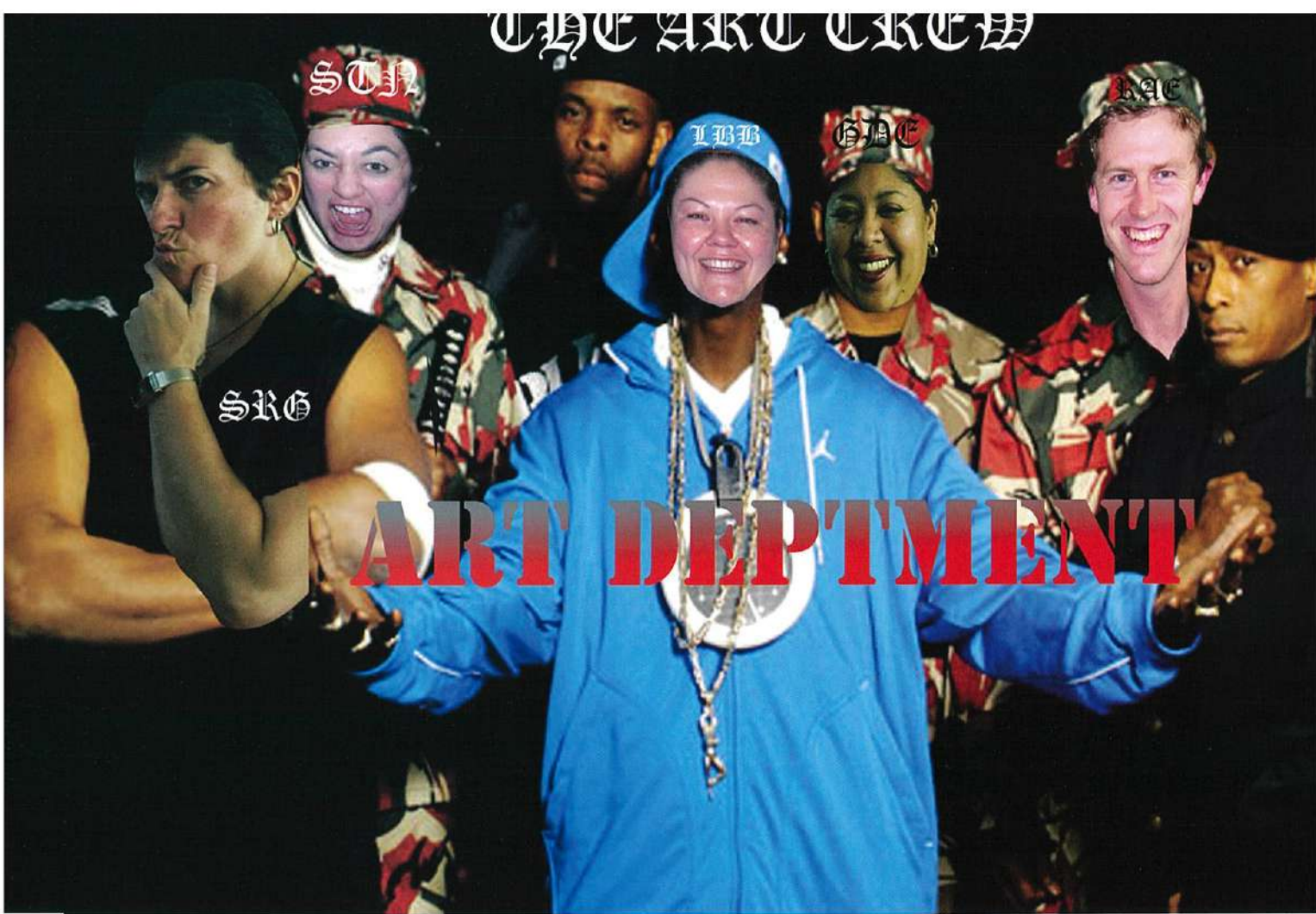
Ka kite!

*Ms. Braunton*

**Facilitation team:  
Mrs. Deoki, Mrs.  
Cleary, Miss Lobb,  
Mrs. Matthews and  
Mr. Braunton**







# Art Department Report 2009



2009 has been another full-on year for the Art department. We welcome two newbies to our team..... David Rae as teacher in charge of photography and Deidre' Gideons teaching Year 9 Art. We had the fun and excitement of an Arts focus week with the Art department hosting various events....chalk pavement drawing, tapa making with Miss Manoa, harakeke weaving with Miss Te Aowera, airbrush tattoo and a very successful student art exhibition on the Arts Cafe evening. During the week we also had our own 'artist in residence' Glen Jackson, who is an aspiring air-brush artist. He demonstrated different air-brush techniques and his specialty of air-brushing caps.

2009 has been the year of the mural!! The level 2 painting class has contributed some more murals for around school that should be up and around by 2010, earning 6 credits in the process. Kevin Manchester painted an outstanding piece as a tribute to his friend Kawa Curtis who passed away in 2007. Jesse Taipeti has earned credits painting and beautifying the boys and girls amenities and a mural for the barn area during the term 2 and 3 holidays. James Bell has also contributed by painting and brightening up various doors around school and painting the picnic tables in the barn helped by George Edwards and Jordan Moke.

This year has also seen the development of a NEW level 1 Art design course. This is a hybrid course consisting of practical art, design, photography and media studies unit standards. This has been devised to prepare our students for Level 2 design and photography (subjects which are becoming more digital reliant) and is led by Louise Spraggon. Lara Sexton has also been busy developing new Level 3 and 2 Design programmes.

*Kate Lobb*  
Curriculum Area Manager



# Library 2009

2009 has been another full year with many interesting highlights. We began by welcoming a new staff member, Mrs Maraia Sinclair, to the Library Team. She comes to us with a background in the travel industry. She has connected with many of our students through her friendly welcoming personality and her experiences in world travel. Her induction into the school library life and procedures has been both challenging and exciting for us all. She has more or less been thrown into the deep end and has swum beautifully, so to speak. We also congratulate Marina Hapeta, our Library Manager, who returned as Mrs Jones after her marriage in the holidays.

Today's average school leavers have spent less than 5,000 hours of their lives reading, but over 10,000 hours playing video games (not to mention 20,000 hours watching TV) with computer games, email, the Internet, cell phones and instant messaging all an integral part of their lives. It is little wonder that we have noticed our Year 9 and 10s are less inclined to engage in reading and using books, much preferring electronic media. This year we have focused on improving literacy and library skills with the junior classes. One way of doing this, has been through the practice of Sustained Silent Reading or SSR. Mrs Jones has also been collating lists of book titles based on theme or genre so that students can find books on themes they are already interested in. Next year we hope to extend this by having students encouraged to rate the books they have read and enter their own review of books on the Library search engines.

One strategy that has been very popular this year is a game called Speed Booking. It runs along a similar principle to speed dating but the subject is of course books. Most classes have thoroughly enjoyed this. In the end we are aiming for students to have a wider reading interest and a love of reading. We have also run this successfully with staff!

This year we engaged the help of some of our students in the buying process of fiction books. Their input has been much appreciated because just about every book they have suggested we purchase has had a large following with such long reservation lists we have had to buy two or more copies. VAMPIRES have been the buzz topic this year even among teachers.

The Homework Centre continues to be open until 5pm Monday to Thursday with Maths tutoring being provided every Thursday afternoon. We are encouraged by the regular attendees to the centre.

The Library now displays some of the many career options for students. Papakura High has been lucky to have been selected to have an 'Inzone Careers' multimedia station. Students log on and are able to use the interactive touch screen to find out more about NZ careers. This is a very popular and worthwhile activity for students.

We would like to thank our small group of Library helpers. Thanks to Nick Edwards, Tasheen Khan, Shivashna Pratrapp, Kate Worboys, Neha Neha and Penny Keery. They are all very reliable, responsible and receptive to learning new things. We have really appreciated all they have done to assist.

In closing, the library team would very much like to thank all those wonderful students who have made our job an enjoyable experience, especially the correspondence students who worked quietly and responsibly even when they could have been distracted by large classes doing research.

It is our wish that you all enjoy a well earned holiday and we look forward to 2010 in anticipation of a creative and vibrant year.

**Marina Jones Library Manager**

**Maraia Sinclair Library Assistant**

**Kaye Twyford Teacher with Library Responsibility**





# Mathematics 2009

This has been another exciting and challenging year for the Mathematics and Commerce Faculty.

## STAFFING

We welcomed Mr Sunney Chang as a first year teacher. He has settled in well and become very much part of our team.

## 2008 External Results

In 2008 over 90% of our students met the minimum numeracy requirement. This was well above the National mean.

## MATHEX

Once again our junior school participated enthusiastically in the class, school, regional and Auckland Mathex competitions. The winners of the school competition went on to represent our school at the Counties Manukau Regional Finalsh and the Auckland Mathex Competition at the ASB Stadium in Kohimaramara.

## The ICAS Mathematics Competition

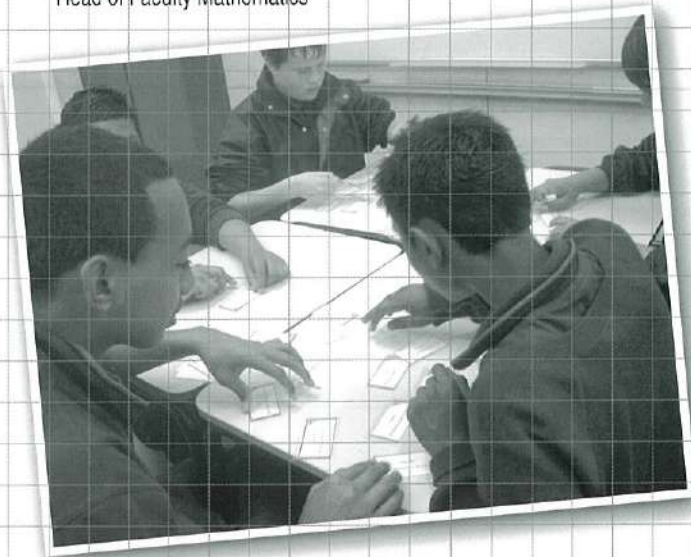
This is an international competition run by the University of New South Wales, Australia. Seventy five(75) of our students participated. Unfortunately, at the time of going to print the results were still not available. However, historically we have had a proud record of gaining a range of notable grades in the ICAS competition. In 2008 thirteen (13) of our students gained grades ranging from High distinction to credit.

NCEA affords our students the opportunity to succeed. This success is only possible if teachers work tirelessly to provide alternative courses. Courses that are targeted at the various ability levels of our students. Teachers at Papakura High have risen to meet this challenge. Our Numeracy results indicate that we are right up there with the best of schools.

As another year draws to a close, I would like to take this opportunity to thank:

- all our students that worked hard, overcame challenges and did their best in class. Without students like you teaching will be pointless.
- all the parents that supported us in the various activities and competitions at and outside school. Without your help, this will just not be possible.
- all 15 teachers in the Mathematics Faculty for your dedication and commitment. Without us working together as a team, it would be near impossible to overcome the workload that NCEA thrusts upon us.

*Lawrence Naicker*  
Head of Faculty Mathematics



## Woolf Fisher Award

In 2008 I was awarded a Woolf Fisher Fellowship for overseas travel in 2009.

The Woolf Fisher Trust was established in 1960 by Mr Woolf Fisher. The main purpose of the trust was to provide travel grants to educationists to "enable them to further their knowledge in their own particular subjects and keep abreast of developments in a fast changing world."

I chose to travel to Australia. I departed on the 6 September 2009 and returned on the 25 September. I visited a range of public and private schools in Queensland and New South Wales. It was an absolutely wonderful and inspiring trip.

I was amazed at how much money the Australian government was investing in schools through its stimulus package. Almost every school I visited was in the midst of a building project. The government has also pledged that in 2010 all Y9 students will be given a laptop.

In terms of the Mathematics curriculum, there seems to be very little difference between New Zealand and Australia. However, in terms of assessments I think we have a much more robust system with NCEA.

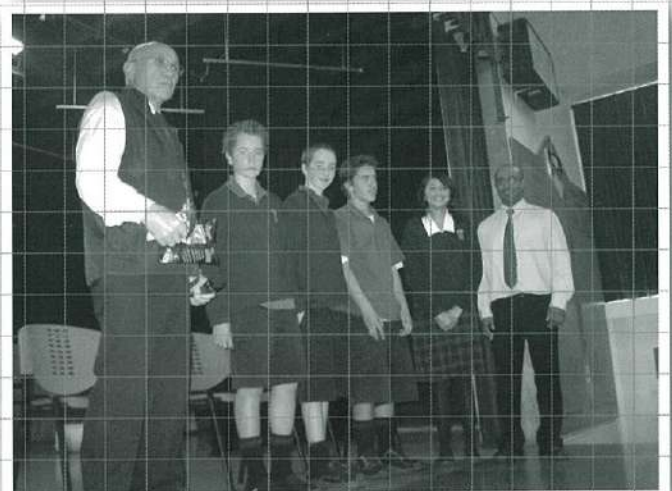
Vocational Educational Training (VET) courses are offered to students that struggle with main stream schooling. Direct links with trades and businesses are established so that students are able to spend time away from school gaining practical experience in the workplace.

I also found that in Australian schools there seems to be a great sense of pride in being Australian. At assemblies the National Anthem is sung and there is a huge emphasis on celebrating success.

A day to remember was Wednesday the 23 September 2009. We stayed at Darling Harbour on the 45th floor of the Meriton Apartments. We awoke to this cloudy day. We could see the sun reflecting off this impenetrable cloud at around 6am. When we switched on the News we realised that we were in the midst of a sandstorm. There was an eerie feeling of impending gloom and doom. As the day unfolded we realised that this was a rare occurrence. By 3pm the sandstorm had moved on.

So, overall it was very memorable trip and I am grateful to the Woolf Fisher Trust for affording me the opportunity and the Papakura High BOT for supporting me.

*Lawrence Naicker*





# English Department

## English: 2009

It is with pride that I write a blurb about our English Department. With over 12 staff teaching English, Media Studies, Spanish, ESOL and Communication Skills we are a hard-working crew.

English is all about language as a tool for communication. Our students engage in English through discussion, writing essays, poems and short stories, reading about themselves and the world around them, thinking critically about visual text such as film, and creating visual text from posters to power points.

Our students have learned about justice, about warriors, about humour and about survival. They have studied struggles and salvation, and most importantly LOVE.

## A People's Poet - Apirana Taylor

Apirana Taylor, of Te Whanau-a-Apanui, Ngati Porou and Taranaki descent, visited mid-way through term three to perform to our Yera12 and Matariki classes.

Apirana is an established and renown international poet, short story writer, actor and musician. He is a truly talented performer.

The older members of the audience may have been familiar with his earlier works such as Dole Day Warrior and the powerful Sad Joke On A Marae. In his first ever poetry recital as a teenager, Apirana shared a gig with poet Rowley Habib at a local high school. They were supposed to share the hour long slot, but the more experienced Habib, to teach his apprentice a lesson, simply read two poems and then sat down, forcing the young Apirana to read for the remaining 58 minutes. He didn't have much material, but a newly penned poem, that he had earlier discarded, fell crumpled from his pocket and Sad Joke On A Marae had its first public airing. And the poem worked.

When Taylor wrote the poem about a young Maori man who was unable to communicate with his ancestors, he thought its message would have resonance for only a short while. Ten years later it was still relevant. Twenty years later, still it was significant to young Maori, but a few years after that at a school performance, a group of students spoke to Apirana afterwards to tell him they thought it wasn't like that for young Maori any longer. These students were the first from the generation of Kohanga Reo, kura kaupapa, and kapa haka. Positive initiatives in education were paying dividends.

There was much in Apirana's performance that the students loved; the story of how he named his guitar Aroha and played its G-string; of the times he was incarcerated in the Wellington Police Station almost weekly. Each time he would give his name as that of a Maori god, so now, it is on record that in the 1970s almost every god spent some time in the Wellington City lock-up.

Apirana plays an array of traditional Maori instruments, which he incorporates into his poetry recital including Hue Puruhau, Poiawhiowhio and Koauau Ponga Ihu, which is played by blowing through a nostril. These instruments bring to life characters and places in Apirana's poetry, evoking an atmosphere of times past.

*Kate Whippy*



# ESOL

As with every year, one "crop" of ESOL students has matured and is leaving school for the wider world of marriage, employment and further study. In turn, another new "crop" is being sown.

With pleasure we learned that one of our past students, Ali Al-Naiami, had graduated from Auckland University with Honours in his Bachelor of Engineering degree. We are sure that other students, who have completed tertiary study abroad, have also graduated by now.

We welcome Sergiu Postica, our first student from Moldova. If all Moldavian students are as hard-working as Sergiu we would like many more to come to our school.

We participated in the biennial Arts Festival. Some of the staff supported us by wearing their traditional costumes and coming to purchase ethnic foods. Brazilian chocolate balls, Kurdish dolmas and even Kiwi pikelets were some of the culinary delights on offer. As always, henna hand painting was very popular.

A challenge for the ESOL Department will be the implementation of the New Curriculum. From 2010 junior school instruction must include the values and key competencies outlined in the New Curriculum. A further challenge of particular significance to our senior ESOL students will be the disappearance or combination of many existing unit standards into achievement standards. ESOL students have always required alternate pathways to the essential Levels 1 and 2 Literacy. It will be more difficult to supply these alternate pathways as the New Curriculum becomes compulsory for years 11 to 13.

However, we remain confident that we will still be able to prepare students for mainstream success at both secondary and tertiary levels. The basic reading skills programme so capably taught by Mrs. Jones equips students to read simple texts. Of particular assistance to our Kurdish refugees was additional funding that enabled them to have one-on-one specialist career planning from Mrs. Margaret Hadfield. These sessions gave the students a broader vision of potential courses. Our long-term staff, Mrs. Kilgour and Mrs. McKay have adapted to several curricular changes in the past such as thematic units to ESOL Unit Standards and then to the incorporation of mainstream Unit and Achievement Standards. The current challenges to academic success will also be met.

*Kathleen McKay*  
Senior ESOL Teacher





# History Fieldtrips 2009

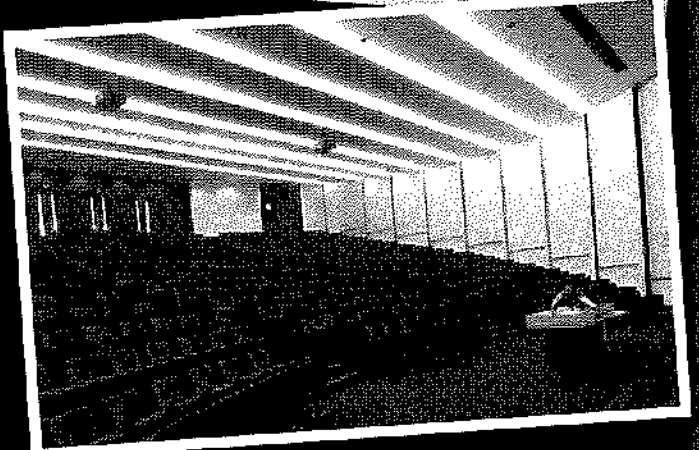
## Y13 History trip to the Papakura Urupa/Cemetery 1st April 2009

Every year when I announce we will be visiting the local urupa/cemetery I hear the usual responses of "why do we have to go there, what will we learn...?" What better place is there to find evidence of early settlement in Papakura? One of the locals told us we were 'weird' coming to a cemetery for class. We should have invited her to join us and then she too would have discovered the wealth of knowledge revealed simply by reading gravestones. The students were handed a worksheet to complete, resulting in a flurry of students covering the whole site. Students saw familiar names that they have seen on street signs, family names of Papakura's early settlers, and the numerous graves of the soldiers who had served overseas. As we walked back to school, it was satisfying to hear students comment on how useful they found the visit.



## Y13 Schools Day History, Tuesday 1st September 2009

Our 13 History class travelled by train to the city to attend the Y13 Schools Day for History, held in the Owen Glenn Building. The programme included lectures by Department of History staff speaking on various topics: Dr Aroha Harris- 'Race Relations', John Leckie- 'New Zealand Histories Before The Treaty' and Dr Felicity Barnes- 'Settlers and Settling'. The students were able to experience at first hand a lecture situation and how important it is to upskill on writing notes quickly. They also received valuable information on the upcoming external examinations.



University of Auckland, Department of History

*Beverley Matamua*  
TIC History

# ITC

This has been a busy year for the Humanities department. At the Junior Level we have been running the pilots of lessons based on the new NZ Curriculum and these have proved successful with the students. A highlight was the visits with Y10 students to Papakura Museum to look at innovation over time.

With reflection at the end of the year, the department will be ready for another successful delivery of courses to the Junior school in 2010.

The senior courses across the department have offered a range of experiences for our students and some of these are referred to later on with reports on the various field trips.

We have been fortunate to have up-to-date software purchased this year. We have installed Adobe Master Suite CS4 (industry standard software), Office 2007 and all the ICT suites have been upgraded to new computers with flat screens. There have been continued successes with many students increasing their knowledge and understanding of computers and their packages. The preparation for the world of work and continued study has ensured that all students have a solid platform on which to launch their career.

Students in the Academic Institute took the ICAS Computer Skills exam, which proved challenging as many Y10s no longer take ICT as an option and many Y9s did not have a lot of the basic knowledge before coming to

Papakura High School. However four Credits were achieved and special congratulations go to Nicholas Parry 9BWL1 who gained a Distinction. We look forward to a positive year in 2010 with the new curriculum in place and the individual emphasis this brings for our students.

*Nicholas Parry*  
Faculty Head

# ITC



# Science

## The Team

2009 has been an exciting year in the Science department. It began all the way back in February with the changing of roles for the second in charge of Science Mrs Thomson and the Head of Science Mr Matthews. We also had two new teachers join the team, Mr Lawrence and Miss Wensing. From there on the excitement never stopped.

We had celebrations for Darwin's anniversary, sea week, trips out, speakers in... and on top of all that, great teaching and what looks like to be a year of great achievement.

In February, Level 2 Biology took a trip out to Long Bay to study a rocky shore environment and gain credits towards NCEA. The students carried out a beach survey and recorded the different types of organisms on the rocky shore. They finished off the day with a well deserved BBQ.

In term 2 and term 3 this year, Level 2 and Level 3 students prepared for a Chemistry titration competition. The finals were 2 hours long and all worked quite diligently, applying their Chemistry knowledge to find that end point! It was really pleasing to see the dedication and enthusiasm of these Chemistry students, striving for excellence.

Kate Worboys (Level 2 Chemistry) was the overall winner of the Competition. All the participants will be awarded Certificates from the Science Department.

## The Liggin's Institute

Many students attended the Liggin's Institute this year, ranging from year 9s to year 13s. Early on in the year 9TX and 10TX attended the "Love my Heart" lecture. During the lecture, students learnt about the functioning of the heart and got to see students getting their heart rate measured.

Later on that year, 10TX took this one step further and attended a class at the Liggin's Institute to learn about heart function and how this relates to exercise and they also got to meet post graduates at the University of Auckland. Whilst at the Institute, they also had the opportunity to learn about a brand new area of science called epigenetics. 10TX learnt that an unbalanced diet in a pregnant mother can change the genetics of their offspring, causing obesity in not just their children, but their children's children! It was very exciting and the students had lots of questions to ask.

## Women in Science

Towards the end of term 2, some Level 2 students attended the Women into Science event at the University of Auckland. During the event they heard lectures from important female scientists and got to socialise with other year 12 students from different schools across Auckland. They enjoyed the event thoroughly and gained an insight into careers in science.

## Classroom Activities

This year there has been many exciting classroom activities occurring in the classrooms, from investigating to reporting and everything else in between. The Science department are keen members of the Te Kotahitanga professional development programme that looks at raising Maori achievement and through this program have made their lessons more student focused.

During the year, 10TX had a research project to carry out on genetics. They spent two weeks in class and at home looking up an area of genetics that they found interesting.

Year 9 and year 10 students in term 3 learnt about the power of subliming carbon dioxide. Students designed and manufactured rockets out of used drinks bottles, card, paper and glitter. They then "launched" the rockets on the school field. Unfortunately the lids were on too tight on the rockets and many just exploded instead of launching! No one was disappointed!

10TX had the opportunity to extract DNA from a cauliflower.

They were top scientists and everyone was successful in the extraction.

## AUT and Year 10

During term 3, 10 Maori and Pacifica students had the opportunity to visit AUT in conjunction with Manukau District Health Board. At AUT they were shown around the campus, got to take part in dissections and learnt how to make explosions (explosions seem to be a theme this year in the Science Department – Just ask Mr Wood who managed to set off all the fire alarms last term). The day was enjoyed thoroughly by all students and they couldn't wait to get back to school and share stories.

## Zoo Trips

There were three zoo trips this year. Level 3 Biology students attended the zoo to study the adaptation of primates and other animals; year 10s attended the zoo as a reward for good behaviour and learnt about animal adaptation and behaviour and also year 9s had the opportunity to attend the zoo as part of Conservation Week.

## Year 9 River Survey

Term 4 Miss Wensing and two year 9 classes went to visit a local stream in Papakura. Whilst at the stream, students worked with Laura Torre from WaiCare to survey the types of organisms within the stream and to test the water quality. The students had a great day and gained a greater appreciation for their environment and the effects of pollution.

## ANZAAS

Rebecca Le Grice was selected by the Royal Society of NZ to take part in the youth ANZAAS (Australia and NZ Association for the Advancement of Science) conference in Melbourne in July. She was one of only 6 students selected from NZ. At the conference they attended practicals and seminars across all areas of Science.

## ICAS

There were some outstanding results from the ICAS results this year. They included many credits and distinction. Well done to all of the students who took part in the assessment.

## The Environmental Club

The Environment Club has been a hub of activity this year. There have been activities including the Wearable Rubbish Fashion Show, learning how to test water quality, making recycling bins, collecting rubbish and painting over graffiti. They have all worked hard and deserve a big congratulation.

Overall it has been a fantastic year that has been enjoyed by both the Science team and the students. I would like to wish our year 13s all the best for their future career paths and from the Science Team a Merry Christmas and New Year to all.

*Laura Thomson*  
Head of Science





# ANZAC Day

## Good morning, my name is Rebecca Le Grice and I am the Head Girl of Papakura High School.

We all know the feeling. An experience in life that we simply deem to be indescribable. Hence the term 'you had to have been there'.

When I began to think about standing before you today, I tried to put myself in the shoes of one of those soldiers. But I found that, to even begin to express the experience of war and being an ANZAC, was a task I considered to be almost beyond me.

And so instead, I decided to lean on the words of some others worthy of the task, the last ANZAC's and some quoted words of their experiences and feelings. I hope that these will get you somewhere close to beginning to see what it was like back then in WW1, Gallipoli, 1915.

The war started out on a high and for many young men signing up was simply 'the done thing'. The general attitude was summed up by Alec Campbell, the very last ANZAC who passed away in 2002.

'You don't look for reasons, it's all a bit of an adventure at that age. Egypt was like a fairytand, but I suppose we had some idea of protecting Australia and England'.

Alec also points out that the reality was very different, when he says, 'I am not a philosopher, Gallipoli was Gallipoli, that's all there was about it. Once we were there, we didn't expect to survive'. A kiwi ANZAC Doug Dibley expressed similar thoughts in his diary, with the words "It's worse than hell to think of the horrible sights we see every day".

These memories left to us speak a clear and sometimes understated truth, that, so many young men left with a sense of adventure, excitement and pride, and so many then lost their lives or sense of being.

This idea is echoed in the words of Thomas Gray, another ANZAC who fought at Gallipoli. His personal summary of WW1 was that; 'It's like a time set apart - just a big blank that doesn't join up with private life at all'.

These thoughts seem to convey my feelings about war. That war, any war, really is both unimaginable and indescribable. And it really is, because there are no words to fill the troubled darkness that it created in soldiers' lives.

I travelled to Canberra, Australia last year and on my trip I visited their War Memorial Museum. Absorbing the atmosphere around me I began to feel the sheer weight of the lives hanging there. I also found myself feeling the sense of respect and honour that existed there. It was not always the big things that made me feel this, but more often the little things; a soldiers' kit, a letter home, a cigarette case. It was these everyday possessions of a real person from another time that created a true reality for me and left me standing in respectful silence.

After walking along plaque after plaque, row after row of names of heroes, of lives lost at war the impact hits home... To those people of WW1, the ANZACs, each day felt like a lifetime, and I think it would take us a lifetime to remember them and what they went through.

And here, I feel, is an important responsibility of the rising generation and the generations to come, to be the bearers of the memories and the stories. Sharing them with others so that all can understand what being an ANZAC was about. Pride, Friendship, Love, Honour, Sacrifice, but we do not forget also the pain and the hardship.

I would like to finish with a small conversation, Roy Kyle, a soldier of the 24th Battalion had with a Turkish man who asked him in 1990: 'Why did you invade our country?'

Roy said to this: 'We were part of the British Empire.'

To which the Turk responded: 'We had an Empire once.'

This stopped Roy short, when he saw the essential truth in it.

'Empires come and go. Enemies become friends. Friends enemies. Everything changes. Little lasts.'

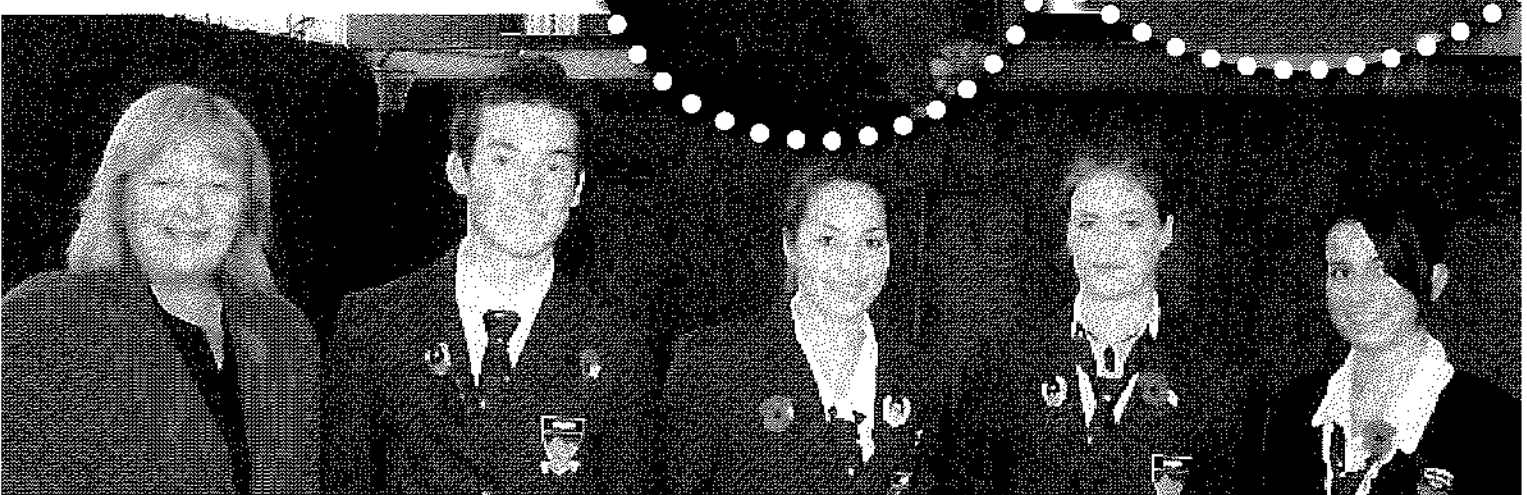
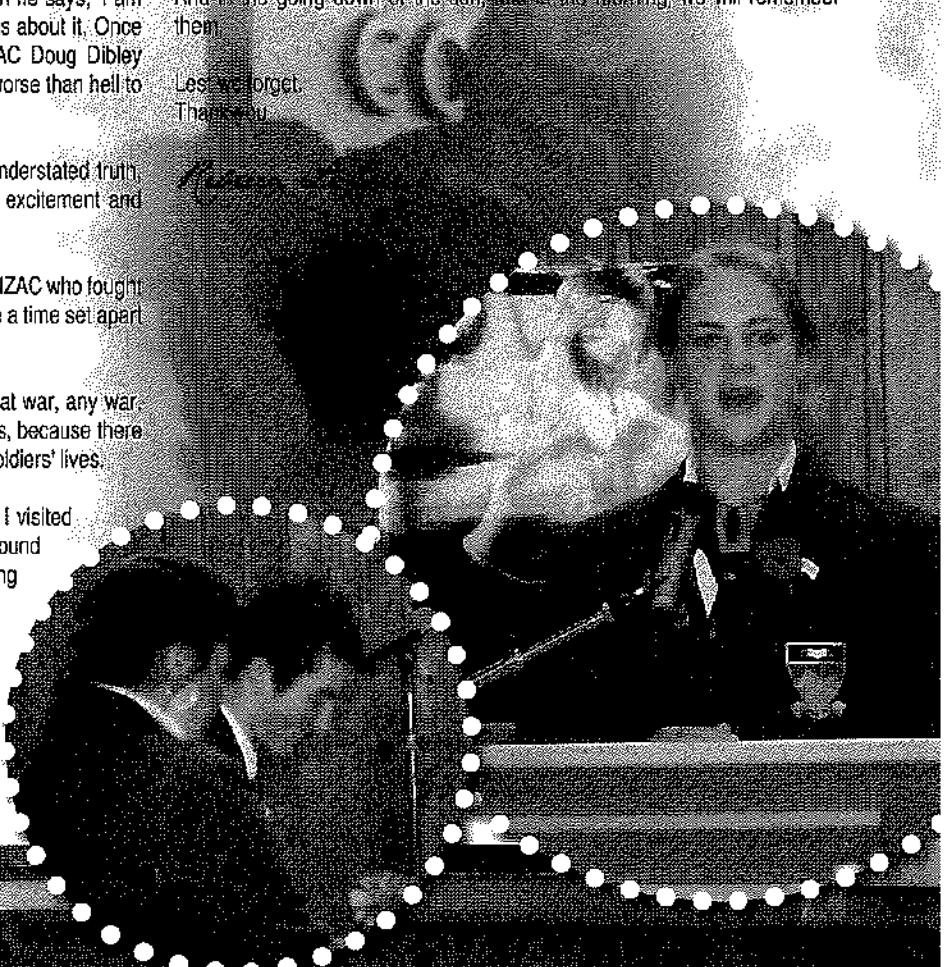
However, some memories should last forever. So many lost so much: their lives, their future. Should not the rest of us in gratitude and respect, remember, and make the memories last. All over New Zealand today, people are doing just this.

And in the going down of the sun, and in the morning, we will remember them.

Let us forget.

Thank you.

*Rebecca Le Grice*





# L3 Classical Studies

## Field Trip '09 The Black Friars Aristophanes' The Frogs

Earlier this year the Level 3 Classical Studies had the great opportunity to see the Black Friars production of Aristophanes' "The Frogs".

On Thursday 12 March 2009, the Level 3 Classical Studies class (9 girls at the time) as well as myself (Miss Lauaki) decided that the weather that day seemed nice enough to walk to the Hawkins Theatre in Papakura where the production was being held. What should have been a 15 minute walk, took us a little bit longer as my girls were suddenly struck down with acute hunger pains, which could only be remedied with massive servings of hot fish and chips from the Takeaways that we so conveniently happened to be standing in front of. After our light brunch...we (sluggishly) continued onward to reach the Theatre in time for the opening curtain at 12 o'clock.

We were extremely fortunate to be able to see this play as it 'ties-in' directly with the topic we cover on 'Greek Theatre' in Term One. Black Friars are a group of first-generation New Zealand-born Pacific Islanders from the Southside. They are an award winning Pasifika Theatre Company who put a contemporary/pacific 'spin' on Classical plays such as those of Shakespeare and Aristophanes. Their production of Aristophanes' The Frogs was wondrously entertaining and hilarious to watch. My Level 3 Classical Studies class enjoyed the play immensely (especially after having seen the play acted out for them) they found it extremely beneficial because it made it easier for them to understand the plot, key concepts/ideas, and themes that had been discussed in class. After a short forum with the cast following the production, I was very happy to hear my Classics students 'buzzing' about what new



things they had learned or understood more clearly about the play as we caught our 'Walking Bus' back to school.

It is always pleasing for a teacher to see their students engaged and enjoying themselves not just inside the classroom, but outside of it as well. Our field trip was a great success and I hope we can organise more trips like this for the future.

*Miss Lauaki*

## Editorial



### Editor's Note

Editing a magazine is like delivering a baby. You never know what it will be like until it is born. You can only make guesses and hope for the best. From this perspective now I can see that my panicking over the size of the magazine (I thought we would finish with a skinny booklet, which had

been my nightmare for weeks!), was totally unreasonable. Here in front of my very eyes I am proudly leafing through a chubby, bubbly and healthy book admiring the triumphs and achievements of our staff and students in the first place.

This has been another year of new and old initiatives, of changes and sadness, very successful and less successful events. I am very proud to be indirectly involved in all of them.

To reflect the diversity of our students, this time we have opted for the MANA theme which sometimes overtly and most often in a very subtle way permeates almost every page of our Magazine.

I would like to thank my dear colleagues for providing me with the materials which make up the major contents of the Magazine. Without you guys my job wouldn't have been a job at all. Special thanks go to Mr. Foster and Mr Deoki for allowing me to have time off and for organising cover when needed. Mrs. Harding, you are awesome! Thank you so much for your continual supplies of articles and your support. So sad to see you leaving! Also to Mrs Muir and Mrs Appleby for helping with proofreading!

Last but not least big thank you to our fantastic year 13 students (Rebecca, Chyna, Bradley, Andrew) without whose help this magazine wouldn't have been finished on time.

I hope you enjoy as much as I do the celebration of our school successes that is to follow.

I wish you all a Happy New Year and all the best for the future.

*Natasha Neziri*