

Chapter 2



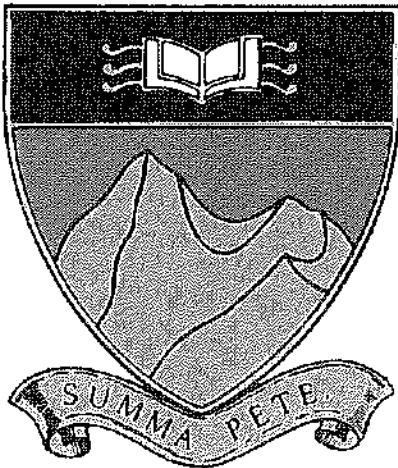
*S*chool
Tradition



School customs

Motto and Crest

THE MOTTO¹ "Summa Pete" translated is "Seek thou the highest". The inspiration for the choice of motto and crest design came from the fact that Mt. Everest had been conquered in May 1953, (the year before the school opened) by a New Zealander, Edmund Hillary (now Sir Edmund Hillary).



School crest

The crest depicts Mt. Everest, with an open book of knowledge above it. A banner with the motto "Summa Pete" features underneath. The colours shown on the crest are a gold mountain with a red sky behind. Above on a black strip is a white open book. The motto is written on a gold banner.

In the 1955 school magazine Denise Pedersen (5th Form Professional) wrote the following poem:

The motto of our school
was fought for in the
snow

By stout, courageous men
where icy winds did blow.
They fought against the
altitude, blizzards and the
cold.

These were the staunch
men, determined, rugged,
bold.

And here was forged our
motto, wrought on
Everest's heights,
Won from the bitter days,
and cold relentless nights.
When near the top, if
courage fails, defeat is
nighest.
Be like the men who gained
the crest and
"Seek thou the highest"

The 1954 school prospectus bears the motto "Al Tiora Peto". However, it was discovered that a college in Christchurch already used that motto, so Papakura High School changed to "Summa Pete".

Mission Statement

Papakura High School adopted the following mission statement² at the inauguration of "Tomorrow's Schools" in 1989:

"To prepare young people for life by providing an education where academic emphasis has sporting, social and cultural support".

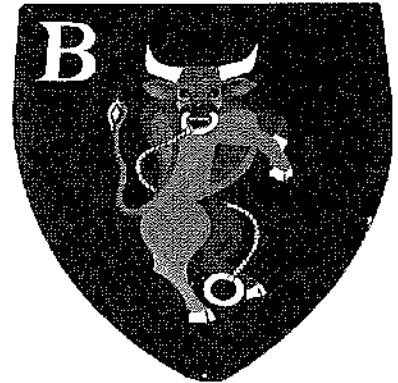
Houses

The house system, was introduced in 1963³, and named after Governors General of New Zealand. Its purpose was to provide a keen spirit of competition in sporting and some academic subjects, and became a huge success. However, the academic subjects were subsequently dropped from the competition as these proved to be not so popular. The house championships then reverted to inter-house sports competition only.

The reason why the emblems representing each house were chosen was because they appear on the family crest of the respective Governor General.

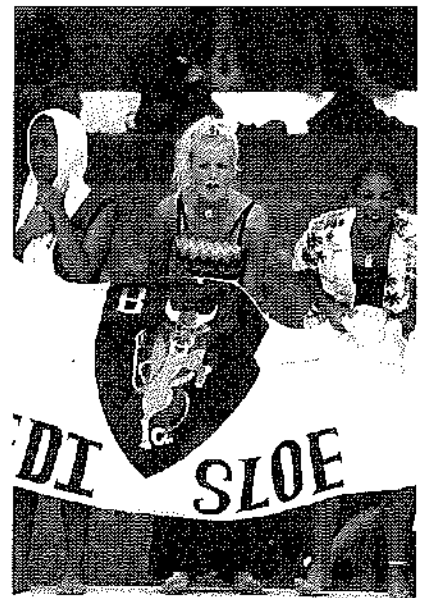
It is interesting to note, that over the years Bledisloe has had a monopoly over the trophy.

Bledisloe - Colour black - emblem the bull



Emblem - Bledisloe (Bull)

Charles Bathurst Bledisloe (1867-1958) was the fourth Governor General and was in office from 1930-1935. He



Bledisloe supporters

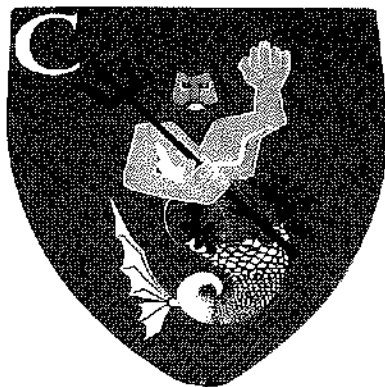
travelled widely around New Zealand and had a particular interest in farming and agriculture. One of the gifts he gave to the country was the Bledisloe Cup, which is competed for by Australian and New Zealand rugby teams.

¹ School archives - PHS Magazine 1955

² School archives - Board Minutes

³ School archives - PHS Magazine

**Cobham – Colour red –
emblem Neptune**



Emblem – Cobham (Neptune)

Lord Cobham (1909-1977) born Charles John Lyttelton Cobham served as New Zealand's 9th Governor General



Cobham supporters

from 1957-1962. He was one of the best known and loved of Governors General. He was well known for his speeches and of course cricket, having toured New Zealand in 1935/36 as vice captain of the MCC XI. On a visit to the school in 1962 he spent an informal afternoon playing cricket with the 1st XI.

**Fergusson - Colour yellow –
emblem a griffin**

Sir Bernard Fergusson (1911-1980) was New Zealand's 10th Governor General and served in office from 1962-1967. He was educated at Eton and Sandhurst and held several



Emblem – Fergusson (Griffin)

military positions during and after World War Two. He was a keen sportsman, though yachting was his forte. He was



Fergusson supporters

the author of several books, poems and articles and also took a particular interest in Maori culture.

**Freyberg – Colour blue -
emblem the lizard**



Emblem – Freyberg (Lizard)

Lord Freyberg, born Bernard Cyril Freyberg (1889-1963) was



Freyberg supporters

New Zealand's 7th Governor General from 1946-1952. He was born in England but came to New Zealand at an early age, and was educated at Wellington College. He gained a commission as a sub lieutenant in the newly formed Royal Naval Division, serving in both world wars. The well-known poet Rupert Brooke was one of his comrades.

House Championship Winners

1963 Fergusson	1983 Freyberg
1964 Fergusson	1984 Bledisloe
1965 Fergusson	1985 Bledisloe
1966 Freyberg	1986 Bledisloe
1967 Fergusson	1987 Bledisloe
1968 Bledisloe	1988 Bledisloe
1969 Bledisloe	1989 Bledisloe
1970 Bledisloe	1990 Bledisloe
1971 Cobham	1991 Bledisloe
1972 Cobham	1992 Bledisloe
1973 Freyberg	1993 Bledisloe
1974 Freyberg	1994 Fergusson/ Cobham
1975 Cobham	1995 Cobham
1976 Freyberg	1996 Cobham
1977 Freyberg	1997 Cobham
1978 Freyberg	1998 Fergusson
1979 Bledisloe	1999 Cobham
1980 Bledisloe	2000 Cobham
1981 Fergusson	2001 Cobham
1982 Fergusson	2002 Bledisloe

Anzac Day

In the early years a service was held at the school just prior to Anzac Day⁴ to pay tribute to those who had fought and died for their country in two world wars. Then on the day itself the head prefects would attend the service at the Papakura public

⁴ School archives – PHS Magazines

war memorial and lay a wreath on behalf of the school.

These days there is no school service but the head prefects still attend the public service at the war memorial and lay a wreath on behalf of Papakura High School.

In 1999 the then Head Prefects Rosita Rawnsley-Mason and Geoffrey Bardsley both spoke at Papakura's Anzac Day commemorations. Their speeches, capturing the spirit of the day, were so good that Papakura Courier printed them in its Anzac Day article.

School uniform

Over the years the uniform⁵ has undergone several changes, mainly to keep up with current fashions and new textiles, the present uniform is:

Boys' Uniform

Years 9 – 11 Grey shorts, regulation bottle green polo shirt with school logo, bottle green jacket or bottle green woollen jersey.

Shoes – Black leather lace-ups with grey socks with a double green stripe. Plain black or brown sandals optional in summer – no socks with sandals.

Years 12-13 Long black cotton drill trousers, plain white polo shirt with school logo, regulation bottle green long sleeved woollen V-necked jersey with school logo, regulation school jacket.

Shoes – Plain black or brown leather shoes.

Girls' Uniform

Years 9 – 11 - Straight skirt in green regulation tartan worn to knee length, white school

blouse, bottle green jacket or bottle green woollen jersey.

Shoes - Black leather lace-ups with white ankle socks. Black pantyhose optional for winter. Plain black or brown flat-heeled sandals optional in summer – no socks with sandals.

Years 12-13 – Regulation black skirt, plain white polo shirt with school logo, regulation bottle green long sleeved woollen v-necked jersey or cardigan with school logo, regulation jacket.

Shoes – Plain black or brown leather shoes worn with plain white socks or pantihose (black or flesh coloured). Black or brown low-heeled sandals with heel strap may be worn without socks.

Tom Vanderlaan remembers some of the uniform changes and when the change to a black 'unpleated' skirt for senior girls proved to be most popular. Also in the mid 90s when the polo shirts in green for boys and white for girls were introduced. The junior girls polo was replaced in 2003 by a smart open necked blouse. However, on the whole the uniform has remained traditional and has continued to be worn with pride by the students, particularly in their senior years when tailored long trousers were allowed to be worn.

Cups & Trophies

Since the foundation of the school, a large number of cups, shields and trophies have been donated at various times, some from families or local businesses, others in memory of pupils or others who have lost their lives. Many of the cups are still presented today, however, some have gone into recess because the event or sport is no longer current.



ANZAC Day ceremony at the Papakura Memorial

⁵ 2003 School Prospectus



*Adeline Healey Memorial Cup
(Senior Boys Athletics)*



*Langbrae Cup (Senior Boys
Champion - Cross Country)*



*Rosscrete Cup (Senior Girls
Champion - Tennis)*



PTA House Championship Cup

Gerald Keddell Cup⁶
presented by his sister Mrs. G.
Sumpter in 1955. The cup is in
memory of her brother and is
presented for hurdles.

Gerald Keddell one of the
early outstanding athletes of
New Zealand, revolutionized

⁶ School archives - notes from Keddell
family

Cup	Awarded for	Donated
Cargill Cup*	senior boys tennis	1954
Findlay Magill Cup*	girls' senior athletic championship	1954
Adeline Healey Memorial Cup*	boys' senior athletic championship	1954
Lang Brae Cup	senior boys cross country	1954
Spragg Cup	intermediate boys cross country	1954
Collie Cup	junior boys cross country	1954
Rosscrete Cup*	senior girls championship tennis	1955
Gerald Keddell Cup	senior boys hurdles	1955
Herbert Smith Cup	junior girls breaststroke	1955
Dalton Cup*	senior intermediate boys athletics	1956
Lovelock Cup	senior boys middle distance	1956
Mueller Cup*	girls junior swimming champ	1958
Joe Grundy Cup	best performing harrier	1959
Barclay Cup*	girls intermediate athletic champ	
Dow Ross Cup	boys senior mile	
Douglas Cup	girls singles junior tennis champ	
Jobes Cup	girls intermediate freestyle champ	1963
PTA House Cup*	overall interhouse sport champ	1963
Mowbray Cup	senior speech contest	1963
Jan Leadley Cup	table tennis	1964
Keith Mason Cup	junior boys athletic champ	1965
Noeline Shanks Cup	junior girls athletics champ	
McAnulty Cup*	intermediate boys swimming	1967
Ryan Cup*	senior boys swimming	1967
Rangitahi-Toa Cup*	leadership in the Maori Club	1968
Boldero Cup	best all round girls athlete	1969
Harris Cup	junior boys champ tennis	
Harris Cup*	intermediate boys champ tennis	
Harris Cup*	intermediate girls champ tennis	
Morrice Cup*	junior boys swimming champ	
Bennett Cup	cross country interhouse cup	
Scott Cup	senior girls champ cross country	
Mullins Cup*	intermediate girls swimming champ	
Sumpter Shield	interhouse swimming champs	
Donald Cup	most improved girls hockey player	
Collecutt Cup	most improved squash player	
Henry Makara Trophy	overall positive contribution to school life	2001
Ushakoff Cup*	junior speech prize	
Arts Festival Cup*	junior speech prize	
Stagecraft Cup*	general excellence in drama	
Kaitataki Wahine Trophy*	leadership in Maori culture group	
Kaitataki Tane Trophy*	leadership in Maori Culture Group	
Cavendish Computer Trophy*	top year 13 student	
Viola Computer Trophy*	top year 12 student	
XA Trophy*	speech contest	
Prefects Shields*	excellence in speech drama literacy	1979
Prefects Cup*	sportsperson of the year	1983
Mellsop Shield	athletics - interhouse	
Mitchell Shield	relay interhouse	
Rotary Trophy*	leadership and community service	

* indicates current use

hurdling in our country by introducing what is called the straight leg clearance. Keddell, who studied this style from photographs of American athletes, with the co-operation of his brothers, steadily perfected his style and in 1911 he won the sprint hurdles at the Southland Championships in 15 secs – a time which equalled the then world record. The record was not recognized as the hurdles were not of uniform height. In the National Championships of the same year he won the sprint in 15.3/10 secs and this time was given official recognition. In 1912 he won he hurdles sprint in the Australian Championships, breasting the tape as his nearest competitor was rising to the last hurdle. His time was 15.2/5 secs. In 1913 he competed successfully against the visiting American Champion hurdlers.

With the outbreak of war in 1914 Keddell enlisted and in operations was badly gassed. In 1919 despite this injury he represented New Zealand in the inter-Allied games in Paris and at the age of 34 came fourth in the hurdles sprint in a field which had in it future Olympic Champions. Keddell was also a broad jumper of distinction and in 1906 held the New Zealand record of 23ft 3ins.

The effects of his war injuries were to shorten his life and while comparatively young he died.

Keddell as an athlete showed what the well trained and well disciplined body could do, but there went with that body a well disciplined life. Gerald

Keddell in his life and in his records represents those moral qualities, which we covet for all our young folk. This cup presented by his sister Mrs G. Sumpter (Sen) is not only a memorial to him but also a symbol of the hope that those who aspire to win it and those who win it may in their turn develop those qualities of true sportsmanship, which were so characteristic of Gerald Keddell.

Henry Makara Memorial Trophy. Established in November 2001.

The trophy is in memory of 15 year old Henry Makara (Papakura High School student), who lost his battle with cancer on 20 October 2001.

The trophy is awarded each year to the student who is considered to have given the overall most positive contribution to school life

In addition there are several annual prizes/certificates awarded, these have been donated by ASB Bank Scholar Award*, 1973 Prefects Award*, 1979 Prefects Award*, Clinton Dougherty Award*, E. C. Thornton Award*, Geoffrey Fretwell Award, Kahurangi Award*, Kaitatki Tane Award*, Kaitatki Wahine Award*, Lockley's Award, Sladdin Awards*, N.Z. Institute of Physics Prize*, P. J. Edmunds Award, various PTA prizes*, Rice-Craig prize*, RSA Awards*, Trade Tools Award*, Trustbank Award, W. J. Rabbidge Award, Dymond Award, J. W. Lane Award*, O'Donnell Award*, McIntyre Award, McDonald Franklin

Award, P & D Sawmills Award, Ralph Robson Award*, and Kiwani Junior Scholarships, Arawhaanui Award*, 1983 Prefects Award, BHP NZ Steel Awards, and the Te Wero Matauranga Prize*.

Special Scholarships are awarded annually by Auckland University of Technology Engineering, First Foundation Scholarship Warehouse Stationery, University of Auckland Scholarship, Rotary Noel Bryant memorial Scholarship and the Papakura Rotary Clubs Performing Arts Scholarship.

As an aside the writer will tell a rather nice story here. On the 19th May 2003 Anne Simms, Kathy Bisman and Barbara Mansell were working at Papakura High School cleaning and cataloguing the cups in the trophy cabinet. Amongst the many cups a very special one was found, and quite obviously, on closer inspection, did not belong to Papakura High School. It was the D. W. Jones Memorial Cup. The inscription on the cup reads "Memorial Cup in memory of D. W. Jones Esq., Headmaster, Papakura School 1898-1916. A tribute from the Old Boys". The last recipient, L. Kidd received the cup in 1955, after which, it would seem that it was returned to the wrong school and obviously was put away for safe keeping without realising that it did not in fact belong to the high school. The cup actually belongs to Papakura Central Primary School and now some 48 years later has been returned to its correct home!

Principals

Mr A. J. Campbell – 1954-1962

M.A. (Hons), Dip Ed, A I Ed
The first principal¹, Arch Campbell, was a Southlander and was proud of it all his life. The typical love and respect for education of his Scottish forebears, combined with his alert intellect and capacity for sheer hard work soon won him a secure place on the first rungs of the career ladder he had chosen for himself.



A. J. Campbell

He was educated at Southland Boys High School, Otago University and Dunedin Teachers College. Taking up teaching as a profession, Mr Campbell taught at Forbury Primary School (Dunedin) and at Waitaki Boys High School from 1926-1929. He was a lecturer in history at Christchurch Teachers College from 1929-1941 and was also a part-time lecturer at Canterbury University College in education and history.

In education Mr Campbell was an innovator of courage and perception who made distinctive contributions to the educational field. He pioneered educational broadcasts to schools, was a major force in the establishment of the teaching of social studies, was first in the field to develop special programmes for slower learning

pupils. He was a Carnegie Fellow at the University of London from 1946-1947 and became an Associate of the university.

During the war years he served with the home forces as part of the national reserve, first with the Home Guard and later in the Army Education Corps. Coming to South Auckland after the war, he was vice-principal at Ardmore Teachers College 1948-1954, serving as acting principal in 1950-1951.

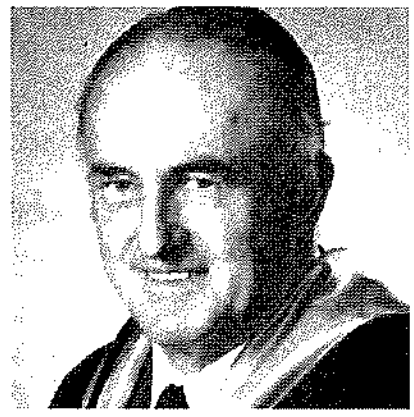
Mr Campbell was appointed foundation principal of Papakura High School in 1954. His years at the school represented the peak of his career. During his tenure, the school established high academic and sporting standards, as well as excellent tone. The school's name became synonymous with the very best all-round qualities, which are the traditional mark of the New Zealand education system.

When he was finally compulsorily retired from membership of the Auckland Education Board at seventy years of age, he had been associated with virtually every aspect and level of education from primary through to university, both as teacher and administrator.

On his retirement from teaching in 1963, Mr Campbell was elected to the then Papakura Borough Council and served first as a councillor then as mayor from 1969-1977. He was renowned for his accessibility to the people of the city and for his friendly and sympathetic interest in their problems. He was indeed a multi-talented man and respected by all who knew him. Sadly Arch Campbell died in office in 1977.

Mr N. H. Thornton – 1963-1977

M.A.
The second principal² Neville Thornton was educated at Otahuhu College, the Auckland Teachers' Training College and Auckland University.



N. H. Thornton

Upon returning to New Zealand after serving in the infantry and tank units of the army in Egypt and Italy during World War Two he taught first at Otahuhu College, then at Mt. Roskill Grammar School before being appointed Principal of Rotorua Boys' High School in 1960.

In 1963 he was appointed principal of Papakura High. One of his achievements was to encourage pupils to take an all-round look at life and see that there were two sides to education, namely academic and non-academic. He was concerned that pupils should become aware of other points of view apart from their own; and that they should set a goal, face the challenge and stretch their ability to the limit, in order to achieve that goal.

During the restless years of the sixties there was a lessening of support from the

¹ School archives
Mrs R. M. Hammer - 40th Anniversary Magazine

² School archives
Mrs. R M Hammer - 40th Anniversary Magazine

community towards the school. However, this was counter-balanced by the tremendous development in educational ideas and facilities obtained through the services of the Department of Education. Demands on teachers' time increased as new methods; new curricula and larger classes all became the norm.

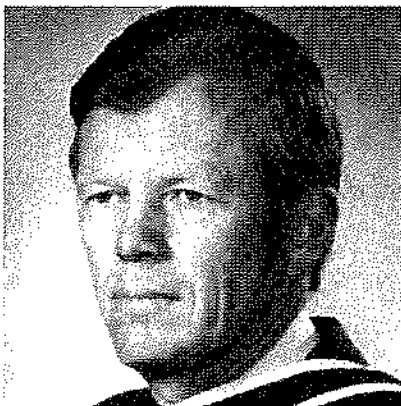
His special interests at the school were to foster the development of all pupils and to encourage their participation in sport. He established the school house system and inter-house rivalry provided new inspiration. He encouraged Maori pupils to accept the challenge of education and arranged for the building of the first Maori studies centre. He developed the remedial reading programme by drawing on voluntary tutors from the community.

However, his most enduring contribution to the school's development was the enhancement of the site by a tree planting programme, the success of which is abundantly evident today.

Mr D. T. Hunt – 1978-1992

M.A. Hons

The third principal³, Donald Hunt was educated at Avondale College, Auckland University and Auckland Teachers College.



D. T. Hunt

His career in education began in 1957 at Kelston High School at a time when it was still co-educational. For the country service requirement he taught at Tereora College in Rarotonga from 1961-1963. He was head of department in social studies and geography. Upon returning to New Zealand he was appointed head of department in social studies at Glendowie College from 1964-1970. From there he took up the position of deputy principal at Papakura High School.

First as deputy, then as principal, Mr Hunt made major contributions to the school's curriculum by his introduction of the orientation experience and elective system for senior pupils. Also introducing the outdoor education programmes for all levels of the school.

His philosophy on education was aimed at fostering the potential in all pupils. He felt there was a growing need for a high academic and sporting achievement in which pupils should always aim at producing their potential – mentally, physically and socially so they could fit into, and make a useful contribution to society.

A further belief held by Mr Hunt was that pupils should be prepared for tertiary education and for vocational and leisure skills. At the same time he saw the school as a living place where there should be an interchange of ideas between teachers and pupils; where those new ideas could be tested, assessed and perhaps reappraised.

He was adamant that pupils should not leave school with a feeling of failure. Everyone should aim to achieve something whether in the classroom, on the sports field, or through fulfilling a service to

the school. He encouraged the development of sound traditional values, self-respect and respect for others.

He also encouraged the development of cultural groups in the school, supporting them in their projects. Indeed his encouragement was crucial to the building of the Wharenui for, without his tenacity and dedication, the project may well have failed.

Mr Hunt retired in 1992.

Mr P. K. Brewin – 1992-1996

B. Com

The fourth principal P. K. (Kris) Brewin⁴ was educated at Lynfield College, Auckland University and Auckland



P. K. Brewin

Teachers' Training College.

He began his teaching career as an assistant teacher in the commerce department of James Cook High School in 1976. In 1980, he moved to St. Stephens School where he became first, head of department in commerce then a housemaster of the senior hostel in 1984 and in 1985 senior master of the school. In 1987 Mr. Brewin was

³ School archives
Mrs R M Hammer – 40th Anniversary Magazine

⁴ School archives
Mrs R.M. Hammer – 40th Anniversary Magazine

appointed deputy principal of Papakura High School. He remained in that position until the retirement of the third principal in 1992. Mr Brewin then took up the appointment of principal.

His philosophy in education was simple yet sound. He believed that students would learn best in an environment, which made them feel valued and provided for their learning needs. To that end, he introduced new practices, which underpinned this philosophy. He also took positive steps towards planning for the future of the school.

Mr Brewin was a very energetic and forward thinking person. He held high personal standards and expected both staff and students to set their sights to the same level. Multi-talented, comfort-able with any age group, with wide interests in sport and community affairs, he possessed the dynamism to lead the school towards the twenty-first century.

Angela M. Appleby 1996 - present

BEd, DipEd Mgmt, HDipTchg

The current (fifth) principal Angela Appleby was appointed in October 1996. Prior to this she held the positions of deputy principal 1993/1995 and Associate Principal of the school 1995/1996.



A. M. Appleby

She was educated in the United Kingdom and pursued an early career with the Ministry of Defence (Navy), working with the then Minister of Social Security. Following her marriage to Roger and the birth of her two children Rebecca and James, she entered the teaching profession.

Mrs Appleby taught biology and science as well as geography and psychology in both the United Kingdom and South Africa. In 1986 she moved to New Zealand, joining Nga Tapuwae College. This was followed by two years at Edgewater College, prior to returning to Nga Tapuwae as Head of Science.

Mrs Appleby's early contribution to school life (at Papakura High School) as a senior manager, was to restructure the pastoral care system as well as embrace the challenges of bulk funding and the new school faculty structure. Her strengths lie as a creative and innovative problem solver and as an excellent verbal and written communicator.

After becoming Principal, Mrs Appleby reviewed and upgraded the information technology systems at the school. As a result, five years on, the school is fortunate to possess a large network with the latest software and technology, including six computer suites and specialist areas for media studies, information research and industrial design. Students can access the internet and all staff are confident and capable in the use of information technology.

Because the school community has changed and grown in recent years, becoming a large diverse multi-cultural college, Mrs Appleby

recognised the need for a range of programmes to meet the needs of the students. The Academic Institute was created in 1998 and has now grown to five classes. In particular this programme recognises and encourages high achievers, while enhancing and extending individuals to "reach the highest". More recently, a Sports Academy has been developed.

Mrs Appleby has also encouraged 'At Risk' students to meet their own individual challenges with special programmes such as Te Wero Matauranta, Te Aoatea and Alternative Education.

The partnership with Manukau Institute of Technology to develop the Foundation Arts course was a first for New Zealand and has allowed a one hundred per cent success rate for many talented young people to graduate into a Bachelor of Visual Arts programme via an alternative pathway.

Mrs Appleby has developed and marketed the international student programme at Papakura High School giving the students the opportunity to mix with a wide variety of young people from other cultures. The programme also provides the school with a much needed source of revenue.

Mrs Appleby has made a huge commitment to upgrading school facilities in order to deliver the range of programmes. The biggest project has been the recent completion of a superb new gymnasium with weights room and health rooms.

In these days of self management yet accountability to the Ministry, Mrs Appleby has realized the value of sound planning and reporting structures. A comprehensive self-review programme was put

in place in 1999 and was acknowledged by ERO for its simplicity and comprehension. Her perspective on education ensures that strong governance and strong management are both essential components for an effective school and to ensure that students receive the very best learning from the very best teaching. Her personal philosophy ensures

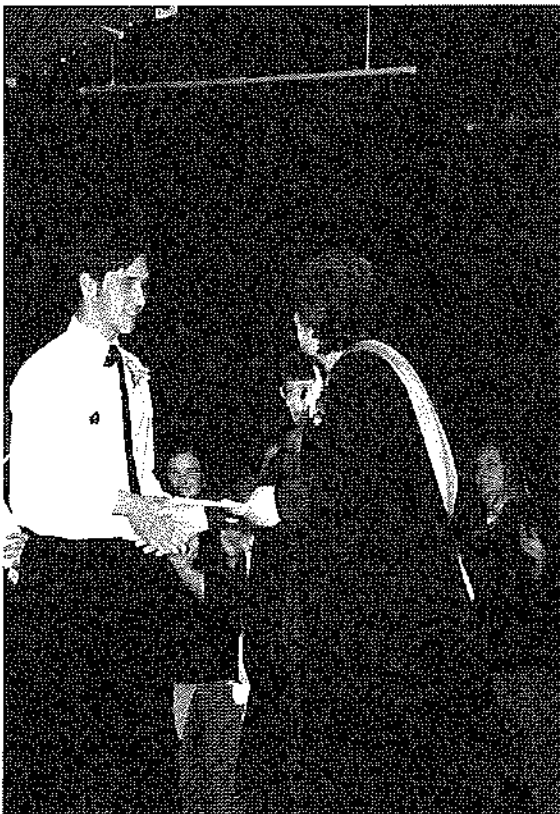
that all students get an equal opportunity to achieve the very best and that a variety of programmes, both curricular and co-curricular are essential in order for this to happen. She believes in professional development for teachers. This ensures that students receive the very best teaching and many teachers and managers have valued and used their

experiences at Papakura High School to move to positions of responsibility.

She plans future developments for the school, which include a more differentiated senior curriculum, involvement in a national work experience programme and continued research and development of Maori achievement.



All in a day's work for a busy principal.



Chapter 3



Pursuits

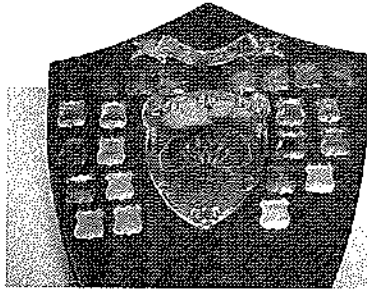


Colenso Society

THE COLENZO Society¹ was formed in 1976 and is named after William Colenso a famous New Zealand scientist who studied native plants. The society is a club for students interested in learning about the environment. Students of all ages who attend Papakura High School can join the society.

Each term various trips are organized and over the years these have included visits to Rangitoto Island, Goat Island marine reserve, Waipoua State Forest, Whirinaki State Forest (where the group stayed in huts with no running water or electricity), Wenderholm Park, Doubtless Bay and Muriwai Heads.

The new millennium was a very busy year for the society when trips were undertaken to assist the Department of Conservation with various activities. These were to Motutapu Island, helping with tree planting and forest restoration; a weekend trip to Tiritiri Matangi, assisting with track maintenance and tree planting; and a trip to the



COLENZO SOCIETY SHIELD
 Winners: J. Malpas & A. Williams (1976), P. Grant (1977 & 1978), P. Shadbolt (1979), M. Bilton (1980), L. Neal (1981), M. Johnston (1982), F. Ross (1983), A. Jopson (1984), J. Martin (1985), B. McKenzie (1986), V. Bird (1987), M. Bilton (1988), A. Maidment (1989), L. Bell (1990), G. Hunter (1991), Z. Smith (1992), C. Lewis (1993), S. Foster (1994), - (1995), C. Parnell (1996), G. Arnet (1997), I. Stanford (1998), - (1999), N. Solomon (2000).



COLENZO GROUP 2000 — Back Row (L-R): Mrs K. Garthwaite, Ben Bahler, Jeffrey Burke, Mrs L. Edmonds; Front Row (L-R): Shiva Mahmoodi, Tessa Arnold, Nathan Solomon, Darienne Givan, Sarah Blundell

Hunua Ranges assisting DOC in carrying out a bellbird and bat survey. The year 2000 also saw the development of a web page about the society and its activities.

In Term One of 2001 the Colenso members visited the bird sanctuary on the Kaiaua Coast at Miranda. Students observed wading and shore birds that were about to migrate to Russia. In Term Two students spent a day at Motutapu Island participating in the reforestation programme. Papakura High School is one of a small number of schools given permission to stay overnight on Tiritiri Matangi

COLENZO SOCIETY MEMBERS AT WORK

Island in the Hauraki Gulf. In Term Three sixteen students and teachers visited the island and spent time observing petrels, penguins, takahe, stitch birds, tuis, saddlebacks and kiwis as well as helping with tree planting and beach cleanups.

Biannually the society also publishes a journal "Colensoid". Sketches, drawings, maps, photographs and charts illustrate its pages, documenting in considerable detail the activities/research undertaken on each trip.

¹ School archives -PHS Magazine 1976

Intensives by Lorna Clauson

Intensives², introduced in 1963 became one of the highlights at the end of the school year. It was that 'dead' period of time after the seniors left and the juniors spent a week on activities; no doubt dubbed "intensive" because that's what some of them were! Every teacher was required to either lead or join in some suitable activity in which a group of 10-20 pupils could take part. It could be anything from learning to water ski to taking cooking lessons.



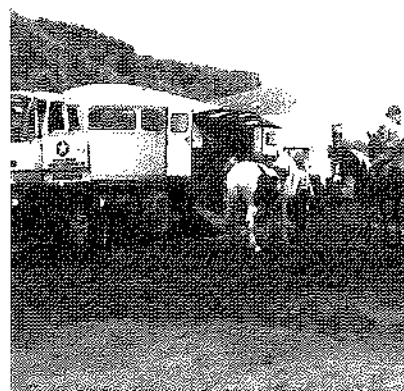
POLISHING GEMSTONES - Intensive trip

On three occasions I took a group pony trekking. In one year we rode from Papakura to Orere Point, staying in a cottage, a barn and tents. Another time we did day trips from Papakura to Ardmore, out to Kariotahi Beach, or into the Wairoa Gorge at Clevedon, helping the Riding for the Disabled and learning how to groom and train show horses. It was a wonderful experience and we all had a great time.

Another year I took a group down to Thames-Coromandel



RIDING AT THE BEACH - Intensive trip



where we camped, and with Lapidary Club members George Kernot and Cicely Brett, went rock hounding up the Kauaeranga Valley. We fossicked for gemstones and found quite a lot of carnelian, quartz and pretty stones, which we later polished or made into jewellery. George showed us how to pan for gold and we actually found a few grains near the old stamping battery.

One disadvantage of these activities was the cost. Many families could not afford the fee if a lot of travel was involved. Some trips went as far north as the Bay of Islands others to Tongariro National Park and even south to the Marlborough Sounds. Therefore, the school had to provide "at home" activities and visits for those on limited budgets. These were either trips to the zoo or perhaps a skating rink. Some groups stayed at school all week and staff had to rack their brains to find interesting and useful activities for pupils who often didn't want to do anything anyway!

Teachers spent a great deal of their personal time preparing for this activity week. Students often didn't front up with the money or dropped out at the last minute. As the school demanded more and more of the staff, these activities fell out of favour and eventually were dropped from the timetable. However, in their day, they were quite a feature of the end-of-year programme.

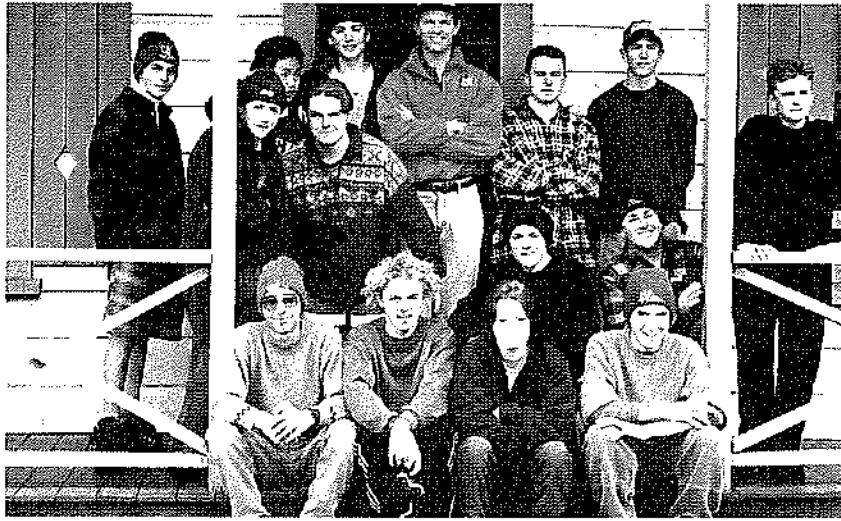
Electives and intensives

by Tom Vanderlaan

Sadly the senior mid year electives trips were phased out along with the end of year junior intensives trips during the mid nineties as financial and motivational factors impacted on their success. Fond memories will remain with many of the 'up north, central plateau, or south island' journeys, or even of the varied day trips and activities arranged for those who did not go away.

Year 13 start of year leadership camps have

² Lorna Clauson's notes



SLALOM SKI LODGE

continued and are still a highlight for many students in their last year at school. The senior end of camp talent quest continues annually to unearth an amazing array of student talent. Senior PE courses were developed to include outdoor expeditions and the four day kayaking expedition on Lake Tarawera would have been an unforgettable experience for many. Former head of PE, Keith Thorpe deserves a special mention for setting that one up. Less memorable for some would be the three day slog that the year 12s made through the mud of the Kauaeranga Valley! Most will, however, remember the satisfaction of completing it.

Waharau Outdoor Education Camp

In 1981 the Auckland Regional Authority³ put

forward a proposal to four secondary schools, (Papakura High School, Howick College, Rosehill College and Manurewa High School) which they share in the development of their



WAHARAU OUTDOOR EDUCATION CAMP, Unveiling of plaque by His Excellency the Governor-General Sir David Beattie GCMC, QC, March 26, 1983.

own outdoor education camp. The Authority made a site available within the Waharau Regional Park in the Eastern Hunua Ranges, and would provide access; power, water and sewerage facilities and the schools would be responsible (together with other funding) for erecting the necessary buildings. Each of the four schools planned to make an initial contribution of \$10,000 towards the building fund.

Work got under way, and on 26 March 1983 Waharau Outdoor Education Camp⁴ was officially opened by the then Governor General Sir David Beattie.

A joint management committee, representing the four schools together with the now Auckland Regional Council,

operates the camp. It was decided that Rosehill College would be responsible for the bookings.

Waharau Regional Park⁵ and the camp are located on the western shore of the Firth of Thames between Orere Point and Kaiaua. It can be reached from Clevedon via Kawakawa or from State Highways 1 and 2 and is 8km from Kaiaua.



3rd Form Cycling Trip - Intensives 1992

³ Howick and Pakuranga Times

⁴ School archives - correspondence

⁵ ARA brochure



WAHARAU OUTDOOR EDUCATION CAMP
Official Opening 26 March 1983, L-R: Mrs. Jerkovich, E. Jerkovich (Principal Roschill College), D. T. Hunt (Principal Papakura High School).



WAHARAU OUTDOOR EDUCATION CAMP
Official Opening March 26, 1983

The camp proper incorporates a lodge and kitchen, chalets and an ablutions block. There is a large courtyard in front of the lodge and the chalets are situated discreetly in the Kanuka around the lodge.

Although primarily intended for use by the four schools, the camp is also available to other schools and youth/adult groups.

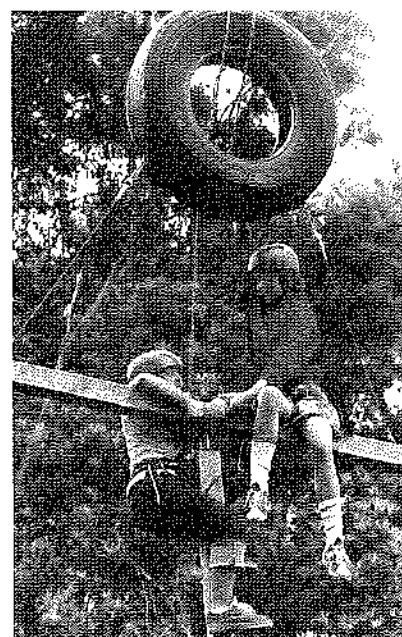
The outdoor activities available are as follows:

- swimming, diving, sailing, canoeing, river crossing
- confidence course and climbing wall
- orienteering
- cross-country running tracks
- loop tramp
- climbing and abseiling
- studies of migrating birds, bush, shore, and geological studies.

Tom Vanderlaan remembers when the Waharau Camp received the welcome addition of a Project Adventure high and low ropes course in the late 1990s. Many staff and students extended their boundaries and their confidence on this wonderful facility through activities such as the 'high wire' and the 'vertical playpen'. Val

Smytheman was in fact lucky to return to earth in her last year at the school after a group of over-enthusiastic year 9 students sent her skywards on the 'flying kiwi'!

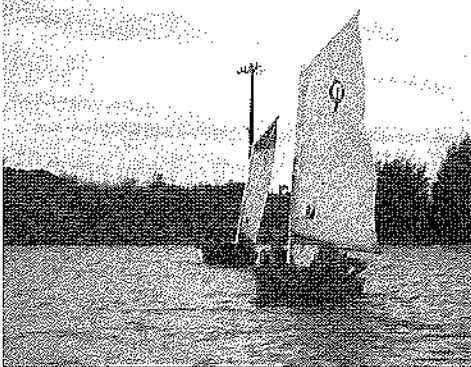
Junior camps continued to be run but sadly numbers attending declined as community interest and financial issues took their toll. Many staff and students however, will long retain memories of their times at this wonderful place. The senior tradition of leading the year 9 students blindfolded on the booby trapped Burma trail continues to this day, as does the evening visit to the Miranda Hot Pools.



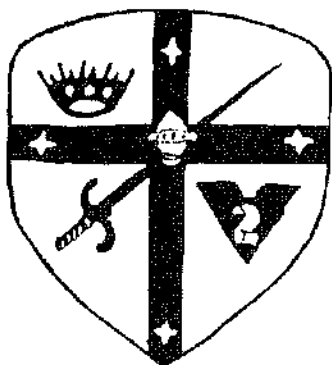
WAHARAU OUTDOOR EDUCATION CAMP 2001



WAHARAU OUTDOOR EDUCATION CAMP 2001



Christian Group



CRUSADER UNION CREST

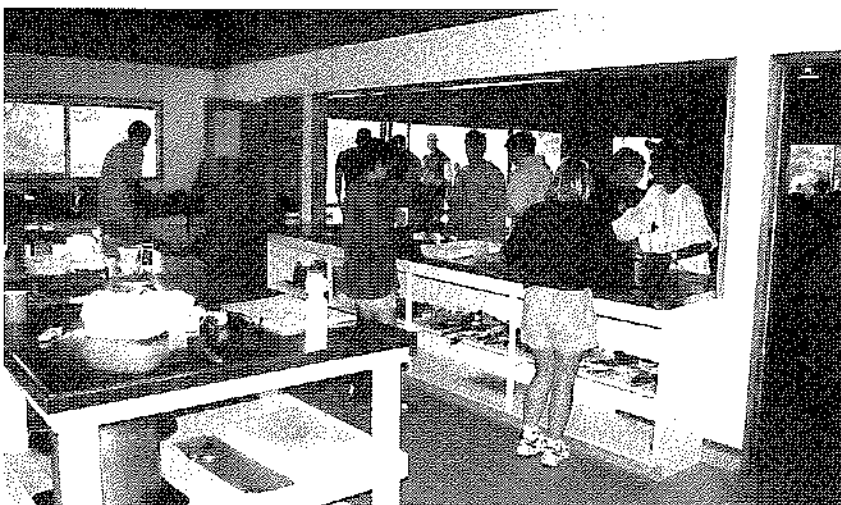
Crusader Unions⁶ – From the foundation of the school Crusader meetings were held weekly for half an hour at lunchtime. “Crusaders” was an interdenominational movement, the aim of which was to show that a Christian way of life was worthwhile. There were separate unions for boys and girls. It was usual to have a guest speaker at the meetings or perhaps show a film, hold debates or quizzes, play games or read Bible stories. Also social evenings were held from time to time and these were called “Squashes”. During the summer months, camps were held at McCallum’s Bay, Clevedon. The motto of the union was “Witness unto Me”.

In 1971 in a move towards modernization the Crusaders changed their name and became known as the “Inter-school Christian Fellowship” and instead of segregation there was now just one meeting for both boys and girls.

In the late 70s and early 80s the group waned but started up again in 1982 with the help of Mr Douglas and was known as the ‘Christian Group’. This was short lived and fell from popularity, however the late 1980s/early 1990 saw the group reintroduced, this time under the name of “Light



WAHARAU OUTDOOR EDUCATION CAMP 2001



Force”. This lasted for a couple of years but then once again went into recess.

In 2002 the group reformed this time named “The Rock”. Currently between 20-50 students belong to the group and they determine the programme, which is facilitated by Pastor Braden Matson of Harvest Christian Church (Papakura) and Tracey Millar (Youth Pastor) for Clevedon Presbyterian Church.

The format is much the same as in previous years, continuing with similar activities, all aimed at showing youth that the Christian way of life is



⁶ School archives – PHS Magazine 1954



GIRL CRUSADERS 1961

worthwhile. Also the students are made aware of the different youth groups in the area.

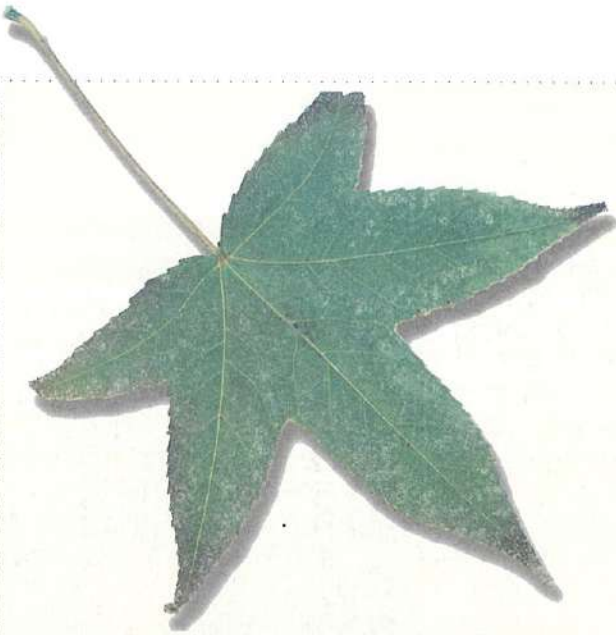
Meetings held on Thursdays during lunchtime, often taking the form of cafe style lunches,

when hot chocolate and Milo is served. In addition the group sometimes holds larger events where the whole school is invited to participate, these have been horizontal bungee jumping and the "Fear Factor

Event". At Easter 2003 the group provided hot cross buns for the staff.

Currently the group is in the process of organizing a camp as well as some musical events.

Chapter 4



Culture



Ethnic Groups

Maori

IN 1976 thanks to the inspiration and foresight of two new members of staff (Mrs Williams and Mrs Goldsbury) plans were under way for the construction of a Maori Studies Centre. The Wharenuui named "Te Kahurangi" was to be used by the Maori Club for their practice sessions, for everyday lessons, and also to host visiting schools. Once the building was erected Henare Mahanga was put in charge of organising and completing the preparation of the carvings and tukutuku panels.



WHARENUUI – TE KAHURANGI (2003)



It turned out to be a very long drawn out project, mainly for reasons of funding and protocol. Under Maori lore, as the school is in the Waikato, permission was to be obtained from the Maori Queen regarding the carvings and decorations.

However, all of these hurdles were eventually overcome and through the joint efforts of the Ministers of Forests, Education and Maori Affairs, sufficient sawn totara timber from Minginui was donated for the carvings for the meeting house. Kiekie and pingao had already been sourced for the tukutuku panels which were finally completed in 1988, though there were still problems regarding completion of the carvings. Aronui from the Papakura Marae set up an access course and agreed to finish the carvings and tukutuku panels but were reluctant to finish the Maihi as it had already been cut, though, this problem was eventually surmounted.

Originally the Wharenuui was built next to the other Maori prefabs at the rear of the school. However, in 1987 the building was shifted to the front right hand side of the



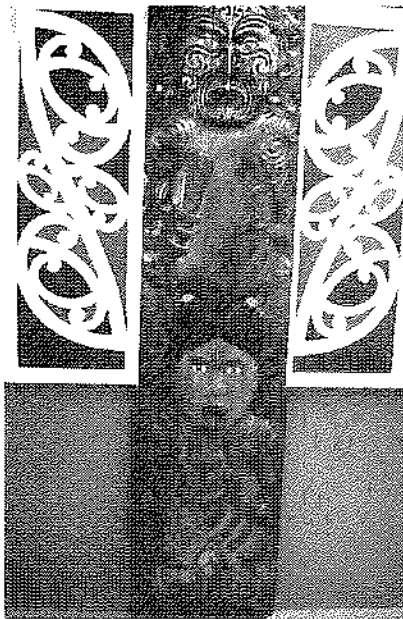
WHARENUUI – TE KAHURANGI (2003)

school driveway as it was considered to be more welcoming.

The initial dedication of the centre took place on Sunday 18 March 1979 and the Rev. Te H. Maaka conducted the service, which formed part of the Silver Jubilee celebrations.



In 1990 the prefects made a gift of stained glass windows, which were incorporated into the sides of the Wharenuui, giving the building a "church like" effect.



WHAREHENUI – TE KAHURANGI (2003)

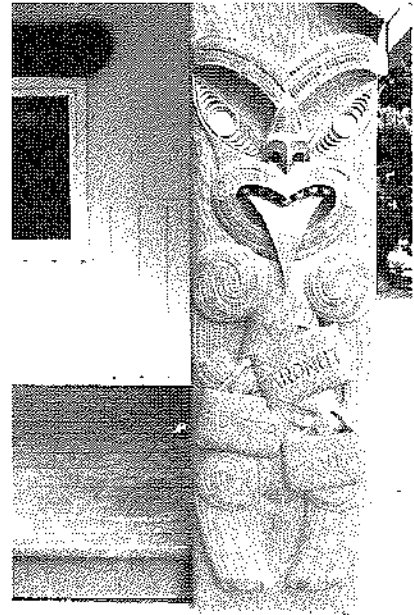
All the carvings and decorations were finally completed in 1991, some 15 years after the commencement of the project. A full ceremonial opening and rededication was held on 5 October 1991 conducted by Mr Rua Cooper of the Tainui Tribe King Movement. Although the project had taken a long time from start to finish, everyone agreed it was well worth the effort as the Wharehenui is a very special building.

The meanings of the tukutuku Panels¹:

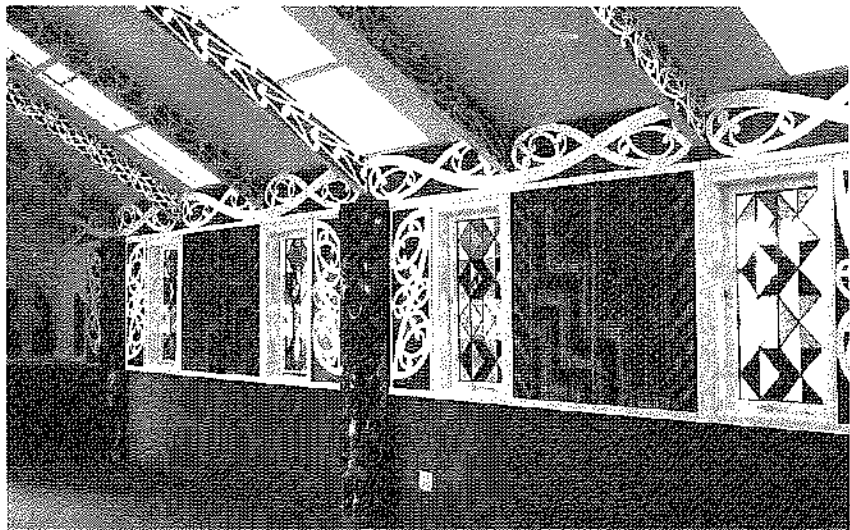
- Nga Hau E Wha – the four winds embrace all the tribes of the school
- Taniko – the weavers
- Patiki – fish of the Papakura Estuary
- Whanaungatanga – relationships, the binding together of people
- Poutama Purapura Whetu Constellation – stairway to heaven – Summa Pete the highest level
- Niho Taniwha – guardian of the Tainui people (the school is in the Tainui area).

The carvings² on the front of the Wharehenui represent the legend of Tane-mahuta and how he travelled into the heavens from earth to receive the three baskets of knowledge from Io Matua Kore (the supreme being), symbolising the need to learn and acquire knowledge.

The Reo Awhina programme³ for Maori students, so well set up by Hone Sadler grew and developed throughout the 90s, providing a second family for both students and staff. The associated Kapa Haka group did the school proud on countless occasions, most especially with the wonderful prize-giving welcomes and the annual start of year Powhiri for



TANE-MAHUTA AND THE BASKETS OF KNOWLEDGE
WHAREHENUI – TE KAHURANGI (2003)

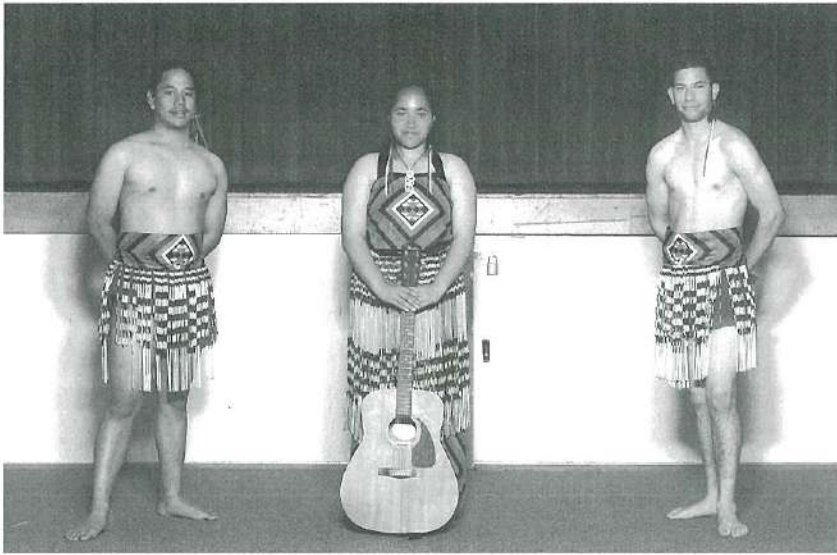


WHAREHENUI – TE KAHURANGI (2003)

new students and staff. As the proportion of the Maori students on the roll grew throughout the nineties, so too did the value and influence of the Reo and Tikanga support programme. Leadership in the nineties passed on to John Matthews and then to the present Head of Maori, George Stirling, who has strived to maintain and enhance the original kaupapa of the

programme. Many staff both Maori and other, also felt the warmth and the whanaungatanga of these people in their time at the school.

¹ Mr. Hunt's notes
² PHS Magazine 1991 & Mr. Hunt's notes
³ Tom Vanderlaan's notes



MAORI GROUP 2000

L-R: Tumohe Brown, Rangimaria Makara, Hamish Pompey



Kapa Haka Group

Papakura High School has a very active Kapa Haka Group, which generally has approximately 25 members. Sometimes students who join in Year 9 stay right through until Year 13 because they enjoy the group so much.

The Group usually performs at the Annual (Four School) Kapa Haka Festival. This requires a lot of effort and commitment to ensure that the performance is of a high standard. In addition to

attending competitions, the group are often called upon to perform Powhiris for special occasions at the school or perhaps in the local community.

Kapa Haka⁴ is a performing art. Kapa means vibration of the hand, while haka is the rhythmical dance. Kapa Haka is used in traditional ceremonies such as hui, tangi or to honour ancestors. The haka is used in sport, where it is intended to give a psychological edge over the opposition.

Once every two years, Kapa Haka groups from regions throughout New Zealand and Australia gather to compete and showcase their talents. This provides an opportunity for the youth of today to see and learn the traditional values of their ancestors.

Indian Dance Group

The school has an active Indian Dance Group⁵ (Sathrangi) and in June 2002 Sharikha Deui, Shivani Shaw, Sudeshna Ram, Kavita Deui, and Priya Kumar performed at the Desi International High School dance competition held at the Logan Campbell Centre.

It was a very important night for the group, as they had been practising since Term One to compete in this competition. It was an extremely tough competition and the group was placed eighth overall.

The name of the traditional Indian costume worn by the girls is "Gara Dholi".

⁴ N.Z. Herald Sept 2002

⁵ School archives – PHS Magazine



KAPA HAKA 1999 — *Back Row (L-R): Tamati Wanahi, Steven Smith, Ray Arama Ormond, Brendon Wetere, Manny Jack, Thomas Tarapata; Middle Row (L-R): Dyer Anderson-Simon, Renee Newcombe, Tumohe Brown, Ojay Leef, Thomas Shelford, Clayton Panga, Joanna Harris, Mr. George Stirling; Front Row (L-R): Samantha Wetere, Petal Toia, Eva Williams, Shannon Tupaea, Rangimaria Makara, Haley Murphy, Ngahuia Cruller.*



NATASHA ARTS AND INDIAN TV NAYAR COMPETITION 2000

Samoan Cultural Group 2003 by Michele Storrie

The 2003 group started practising at the beginning of Term One. After a number of meetings to organise tutors and practice times, a core group of 24 students (11 boys and 13 girls) was established. Three tutors also gave up their valuable time to teach the group a variety of songs and actions.

The group met in the school hall and spent at least two days after school, two lunchtimes a week, as well as all day Saturday practising, with the aim of competing in the ASB

Maori and Pacific Islands Festival on 21 March.

The biggest hurdle for the group was learning the songs for the fale (entrance), and pese o le aso (song of the day). However, they found learning the sasa or slap dance an enjoyable experience, in part, due to the tutoring of group member Alofa Olago.

The group was also lucky to have the assistance of Mrs Roebeck and Nelly Roebeck who made all the uniforms for the performance and to group members Fotu Antufuga, Ropati Eti and Setu Tuilaepa for printing the flower design on the uniforms.

The performance at the Polyfest went well and the group grew in confidence as they moved through the sections. They did their school proud and looked awesome on stage. They also displayed their pride in true Samoan culture and in themselves as young South Aucklanders.

Group members:

Boys: Leader Fred Uiese
Byron Parker, Alofa Olago,
Avanjo Timali-Siau, Lafo Timali
– Siau, Chad Koperu, Isac
Laloava, Myron Felise, Ropati
Eti, Fotu Antufuga, Jono Ale,
John Tamalii.

Girls: Leader Angel Timali-Siau.
Yvonne Tamalii, Ellen Roebeck,
Linda Pina Stowers, Lesley
Stowers, Mary-Jane Ale,
Natasha Kingi, Vera Patea,
Victoria Fitia'o, Mary Noue,
Mary Ilalio and Papauta Elive.

International Student Programme

by Jan Browne

For many years Papakura High School has been accepting students from overseas. Initially the students came through exchange programmes such as ASSE, American Field Scholars (AFS) and Rotary or on exchanges with schools in Japan but now the majority of students are fee-payers. In 1994 we had just two, nine years later that number has risen to 54.

The Papakura High School Board of Trustees has limited the number of overseas students to 5% of the school roll. This is to ensure that students with limited English do not disadvantage the other students in their classes. It also encourages the students to integrate with the wider school population and not just stay in their own groups.

Over the years we have accepted students from a wide



SAMOAN GROUP 2002 — Back Row (L-R): Ms. M. Storrie, Isaac Laloava, Nazareth Seumanutafa, Ualesi Tila, Michael Bureta, Ms. G. Vai; Front Row (L-R): Papauta Elive, Fiona Lokeni, Yvonne Tamalii, Angel Timali, Amanda Warwick.



INTERNATIONAL STUDENTS

range of countries including Argentina, Australia, Bolivia, Brazil, Cambodia, China, Fiji, Germany, Hong Kong, Japan, Korea, Taiwan, Thailand, United States and Vietnam. This has created a vibrant and interesting student body. The local students can gain a great deal by making friends with these students. They can learn a little about world history, geography, customs, language and that there is more to life than hanging out at McDonalds!

The students have their knowledge of English, maths and science tested when they first arrive at the school and are then placed in appropriate classes. For a few, this will mean total immersion in English language classes. Most students however will take a mixture of mainstream subjects and English lessons and are encouraged to participate in extra-curricular activities such as sports. English lessons are

held in the English Language Support Unit. Facilities in the unit include two classrooms, toilets, a lounge area and microwave oven for students to heat their lunches. The students come to Papakura High School for different lengths of time depending on whether they are in New Zealand for a cultural experience or whether they are here to improve their language skills. Some will return to their own countries to attend university but many of them remain in New Zealand and attend university here.

All the students must live in a homestay, which is arranged by the school's homestay co-ordinator. The homestay families and students, often form very close friendships that last for years after the student leaves. We always enjoy hearing from the students after they return to their home countries. We hear about their achievements at school and university, their

progress at work and even their marriages!

In 2003 the basic tuition fee was \$10,000 plus stationery, uniform and some extra fees for certain subjects. A part of this fee goes to the government, another part pays for the salaries of ESOL teachers, the International Student Manager and the Homestay Co-ordinator and some of the fee buys classroom materials. In addition extra buildings and running costs are supplemented by part of the fee. Any surplus made is used for the benefit of the whole school. Most recently this was used to help fund the new school gym.

The International Student Programme has great benefits both for the students and for Papakura High School and the future plans are to attract increased numbers of students from both Eastern and Western Europe.

Chapter 5



Milestones



Celebrations

21st Birthday 1975

ON 15 and 16 August 1975 the school welcomed students both old and new to its 21st Birthday celebrations¹. It wasn't a huge event but intended as a trial for the Silver Jubilee in 1979.

The weekend commenced on Friday 15 August with a Dine & Chat at the Newmarket Room, Ellerslie Race Course attended by an amazing 500. The next

assembly hall for old students and guests.

To commemorate the occasion, a wooden 21st key was specially made by the technical department of the school.

Silver Jubilee 1979

The school celebrated its Silver Jubilee² in March 1979, with a weekend of activities. Former staff and pupils came

from the length and breadth of New Zealand and overseas to renew old friendships.

The highlight of the celebrations was the opening of the new library by the Governor General (Sir Keith Holyoake). Sir Keith's entourage was piped up the school driveway by the Papakura City and District Highland Pipe Band and was followed by a traditional Maori welcome. This was performed by pupils and provided a great deal of colour and atmosphere to the occasion.

30th Jubilee 1984

The Past Pupils Association held a 30th Jubilee Dinner³ at the Leger Room, Ellerslie Racecourse on 13 April 1984. Not as many attended as expected but it was an extremely good evening with quite a few former staff representatives also in attendance.



21st BIRTHDAY CELEBRATIONS – August 1975



day, morning tea was served in the sports pavilion followed by a series of games between the old boys/girls versus the then current High School teams. Games of rugby, soccer, hockey, indoor basketball, fencing and netball were played. It was almost a clean sweep by the old pupils, as they won all the games except one game of hockey: Old girls v 1st XI, the 1st XI won 2-1.

A well deserved luncheon was then served in the school



21st BIRTHDAY PROGRAMME



CUTTING THE 40th JUBILEE CAKE
Mr Clarry Mansell

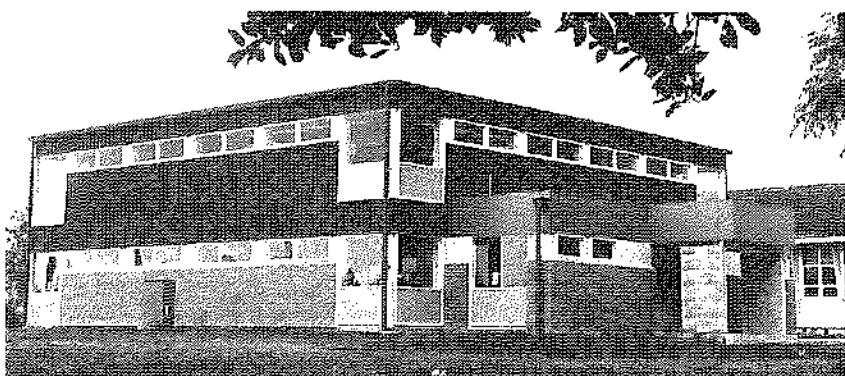
¹ PHS 1975 Magazine

² PHS 1979 Magazine

³ Principal's Report May 1984



MAORI WELCOME FOR SIR KEITH HOLYOAKE — Silver Jubilee Celebrations March 1979.



NEVILLE THORNTON LIBRARY — Officially opened at the Silver Jubilee.

40th Jubilee 1994

A very successful 40th Jubilee[†] took place over the weekend of 18-20 March 1994, attended by approximately 1000. This success was due in no small part to the efforts of Alex Gore (a foundation pupil) who had spent hours fossicking through school archives, electoral rolls and telephone books searching for past pupils. He managed to find approximately 80% of the school's original pupils. One former student came from as far away as Saudi Arabia, where he was working as an engineer.

Clarry Mansell, former chairman of the Board of Governors 1960-1968 was given the honour of cutting the Jubilee cake.

Festivities commenced with a Mix and Mingle on Friday 18th at the Papakura Military Camp's Holloway Hall.

A conducted tour of the school took place on Saturday morning the 19 August followed by official photographs in the school hall. Afterwards various sports events were held on the school fields from 2-4pm. The day concluded with a dine and dance at the Newmarket Room, Ellerslie Race Course.

Golden Jubilee – 19–21 March 2004

At the time of writing preparations are well underway for the Fiftieth Jubilee. The Jubilee committee members Julie Wilson (Chairperson), Barbara Mansell, Edna Kelly, Geoff Bickerton, Kelvin McAnulty, Tom Vanderlaan, Mama Fairey, Pauline Olsen, Pam Scott, Savita Patel, Royleen Knibb, Allan Foster and Anne Simms have been meeting on a regular basis. Thanks to the very hard work of the committee, they have been able to contact approximately 3000 former pupils to advise them of the reunion. In addition to this book, a supplement will be printed detailing the proceedings, and will include some photographs of the formalities.

[†] Papakura Courier March 1994



40th JUBILEE COMMITTEE (1994) — Back Row (L-R): Graham Donald, Ted Morrice, Kris Brewin, Alex Gore, Don Hunt, Glenn Archibald, Christine Pryor; Front Row (L-R): Win Baker, Carolyn Nemeth, Valerie Ball, Warren Yardley, Maureen Amies, Michelle Fogarty, Rachel Hammer.

Papakura High School in the 21st Century

AS AT 2003 the roll stands at 1,383 and many additions have been made to the school buildings, in order to cater for the large number of pupils. In addition the school is much more multi cultural than it was when it opened in 1954.

The resources available to today's students are far greater than those offered in the fifties. Also there are more opportunities than there used to be for all pupils to take part in some form of co-curricular activity. These include a raft of sporting activities, cultural activities such as debating, drama, speech, music, choir, Theatre Sports, Cartoon Club, Kapa Haka, art or several culture groups. Interest group activities include the Christian Group, the Colenso Society, Interact, International Student Club or the Chess Club. Also there is the annual senior school ball. With all these choices there must surely be something for everyone.

The new curriculum

Papakura High School offers a dynamic and challenging curriculum¹ with a wide range of educational, cultural, sporting and social opportunities. It is based on a philosophy which gives priority to the needs of students. Students are encouraged to set high academic and vocational goals and to develop the desire for life-long learning. As an NZQA accredited provider, the school offers students the opportunity to gain national qualifications including NCEA Level 1, (2002) Level 2 (2003) and Level 3 (2004), Unit Standard Courses and National Certificates.

All junior students are encouraged to maximise their potential. Alongside the Academic Institute there are broad banded classes for other



COMPUTER TECHNOLOGY CLASSES



more able students at Years 9 and 10. Extension is also provided for these students in local and international competitions in a range of subjects, including Science, Mathematics and Languages. The High School is also establishing a Sports Institute programme for students who have both sporting and academic ability.

All Year 9 students are expected to attend camp at Waharau in Term 1. Year 10 students participate in an outdoor activities week in Term 4, which includes the option of a three/four day outdoor pursuits camp.

Senior students are able to extend their qualifications by entering combined schools and NZEST examinations. Extra support is provided for students in English, English as a Second Language, reading and mathematics. Further support is provided for students with special education needs.

Senior physical education courses offer outdoor education at Year 12 and 13 for those with a strong interest in this area.

Year 13 students attend camp, and Year 13 prefects also participate in a leadership

¹ PHS Prospectus 2003

camp during Term 2. Faculties organise field trips and other out of class activities in order to fulfil work requirements of the syllabus in subjects such as geography, science, biology, tourism and physical education.

NCEA National Certificate of Educational Achievement

The overhaul of New Zealand's qualifications system began with NCEA² replacing School Certificate in 2002, Sixth Form Certificate in 2003 and University Bursary in 2004.

A scholarship examination will also be introduced for outstanding students from 2004, the first state-run national scholarship for 12 years. A scholarship standard will be established for each subject, leading to a qualification called the New Zealand Scholarship. There will be awards for top all-round scholars with recognition of outstanding performance across five subjects.

NCEA describes in detail the achievements of each student. In each subject there are separate standards for the various skills and knowledge required of students. When students achieve these standards they earn credits toward their NCEA qualifications.

Unlike the old school certificate where students received a single mark or grade for a subject, results now show how students performed in different aspects of a subject. As well as alerting students to aspects they need to work on, schools can use the information to refine their teaching programmes and practices. Students, teachers and schools can also compare their performance against detailed national statistics for each achievement standard.

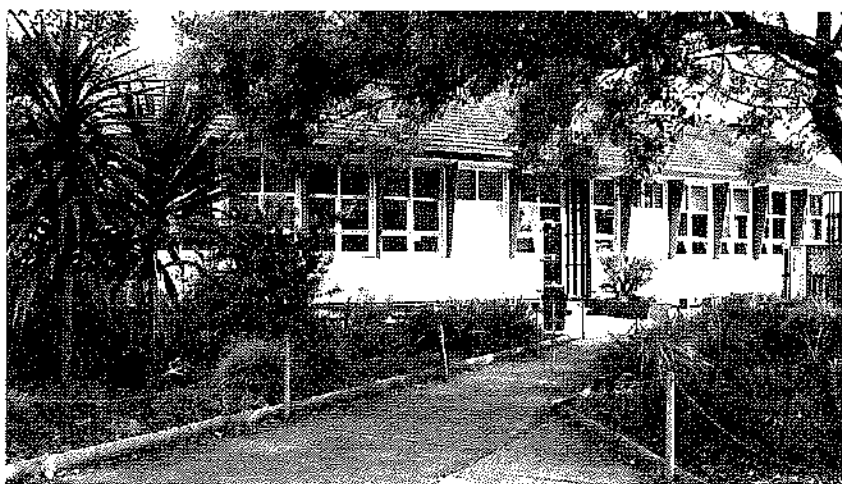
Neville Thornton Library

Since it opened in 1979 the Neville Thornton Library has grown considerably and now contains approximately 15,000 books. The library is divided into four sections, Fiction and Reading Resource upstairs, with Non-fiction and Reference downstairs.

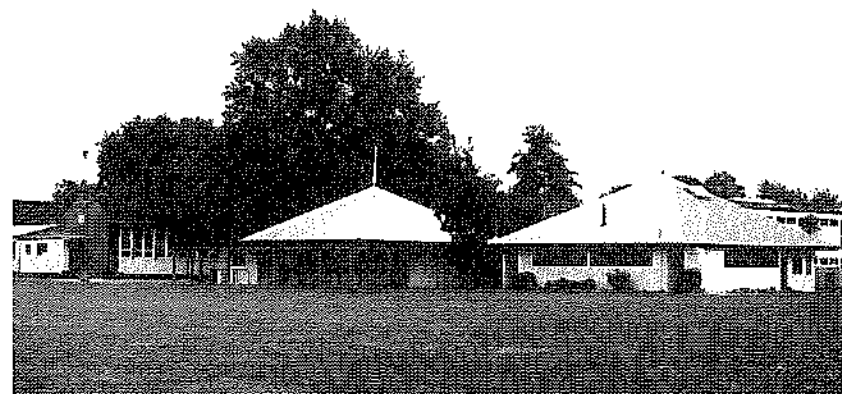
Marina Hapeta the Library Manager is assisted by Melanie Soanes a part time library assistant, whilst Kaye Twyford



PAPAKURA HIGH SCHOOL MINI BUS



CLASSROOMS



SPORTS PAVILIONS

² Notes supplied by H. Chhima

is TLR (Teacher with library responsibility). Four student librarians and eight friends of the library (junior students) help to share the workload of the library.

The library provides various services such as a seminar area for teachers, a Reading Resource Centre, also an art section for senior art and Foundation Art students. The Reading Resource Centre is a mini library within the larger library and is designed to encourage junior students to read. This area is arranged differently to the main library. It contains fiction and non-fiction books, which, to capture interest, are usually displayed faced outwards showing the front cover, rather than the spines.

Each week the library puts on a theme-based display of new books, featuring New Zealand authors if possible. Also all third form classes come through on a weekly basis and Mrs Twyford takes a lesson on a genre, an author or perhaps features poems.

Each school day from 3.30 to 4.45pm the library is used as a homework centre, providing a quiet place for students to do their homework.

Six networked computers and also a photocopier are available for use by the students.

School Nurse

In 1954 there was no school nurse, instead the Health Department would visit the school once or twice a year and carry out various health checks or immunizations.

Today in the 21st century, a nurse is onsite to educate in health matters and to assist students who become unwell at school. In fact the school nurse's role is quite varied and challenging. Over the course

of the year more than 3,000 visits are made by students and staff to seek medical assistance and advice. The most common complaints are headaches, colds, abdominal pain and grazes.

The current nurse, Sue Iles who is an NZRN is registered by ACC as a treatment provider. This allows her to have the best possible equipment available for students and staff. Sue is on the Hauora Committee, which focuses on students who are at risk and have more specialist needs during their time at



THORNTON LIBRARY



LIBRARIANS 2002

Papakura High School. This committee meets fortnightly to discuss these students.

At times the nurse is asked to assist with teaching First Aid and CPR and it is hoped that every student at some stage during their time at school will have seen the CPR video and practised on the mannequin. Sue also focuses on dental care for the students, as dental decay has become more prevalent due to a number of factors.

Of all students seen over the last year, over 80 per cent have returned for follow up treatment, which is very encouraging.

Special Units

Learning Support Centre by Shirley Jones

WHEN this unit was opened in 1981 it was first known as the Work Experience Unit, and then XP. However, in 2000, when the Special Education system was reviewed and the criteria for admission altered, a new name for the unit was needed, hence Learning Support Centre.

the core subjects of English and maths, they do, however, participate with mainstream students in options such as food technology, music, graphics, art and information technology.

Admission to the Learning Support Centre is not automatic, it is on the recommendation of primary and intermediate schools who

As at 2003 the roll is 33 with two teaching staff and two teacher aides.

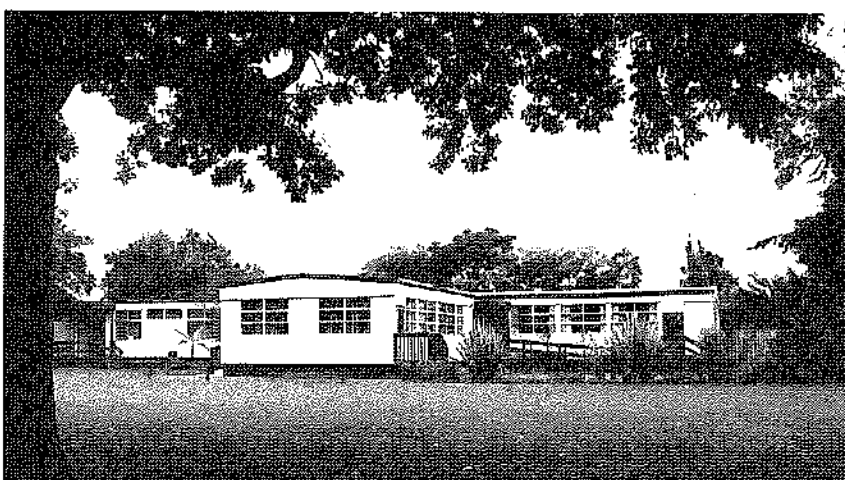
Special Education – XA ORS Unit

by Gay Nichol

The XA ORS (Ongoing Resourcing) unit is a two-class facility that caters for high needs ORS students on our roll with a wide range of disabilities. Because of this diversity, individual educational plans (IEPS) are designed and implemented for the students. There are 2.8 teachers and five part time teacher aides.

The XA students participate in many mainstream sporting ventures as well as Special Olympics events. The highlight of our 2002 achievements was when one of the boys won the school Senior Boys Cross Country race. This was the first time one of our students had won this event and it made everybody in the unit feel very proud.

All students follow a curriculum of choice with an IEP process (Individual Educational Plan). Last year, (2002) one girl gained her written driver's licence.



LEARNING SUPPORT CLASSROOMS, WILLIS ROAD (2003)

Due to the fact that the roll had reached 18 students in 1983, David Wilson, the first teacher was joined by Shirley Jones. David resigned at the end of 1983 and Shirley was appointed Head of the Learning Centre, a position she still holds.

Up until 2000 the students who were old enough attended Work Experience for one day a week at local businesses and some were fortunate enough to get full time positions as a result. Currently because the Centre now only caters for Year 9 and 10 students, work experience is no longer part of the learning support curriculum.

The curriculum has to have modifications to provide for the needs of the students, who in the main work from their own individual programmes in

provide information which is considered by the Head of Learning Support, school nurse, Director of Student Support and the RTLB's (Resource Teachers of Learning and Behaviour).



SPECIAL OLYMPICS 2002 — Back Row (L-R): Mr C. Gillespie, Janet Maugatai, John Eiao, Samuel Muir-James, Brett Bainbridge, Mr J. McGilly
Front Row (L-R): Mrs G. Nichol, Louise Hoebergen, Tania Allen, _____, James McCarthy.



XA ORS STUDENTS AT CORNWALL PARK 2002

Mainstreaming with support is particularly successful with one student gaining a pass in NCEA Geography and a merit pass in drama in 2002.

This year (2003) we are working on the Supported Learning Units unit 11906 *Develop and Maintain Friendships or relationships* and Unit 11881 *Eat out at a Public food Outlet*.

The students hold an annual speech contest in the school hall, which includes a cooperative and an individual

section. The audience are entertained with items by the students in between the speeches.

Also, during the year a language teacher and a physiotherapist are employed on a per term contact basis in the unit.

A trial transitional plan programme worked extremely well in 2002. This plan has been adopted again this year whereby the students who contemplate graduation are encouraged to join community

based facilities while still at the school.

The work experience programme continues to help students as they start with a two hour plan and work towards a programme of one day a week. This usually commences at Year 10 so in Year 9 they are learning work skills at school. By the time the student is ready to leave school a transitional plan is designed and implemented.

In keeping with their participation in school events, eight students went to the 2002 school ball and had a jolly good time.

The climax of study sometimes means a trip is arranged. This is an adventure of a lifetime for many students. This year we plan to take the students to Cornwall Park, Waitakere Rainforest Express, Modelworld and Totara Park Matama.

Papakura Activity Centre

The Centre is one of 14 opened in the 1980s with the specific purpose of reintegrating problem students back into the mainstream. From the time of its opening, Papakura High School has administered the Centre and its finances.

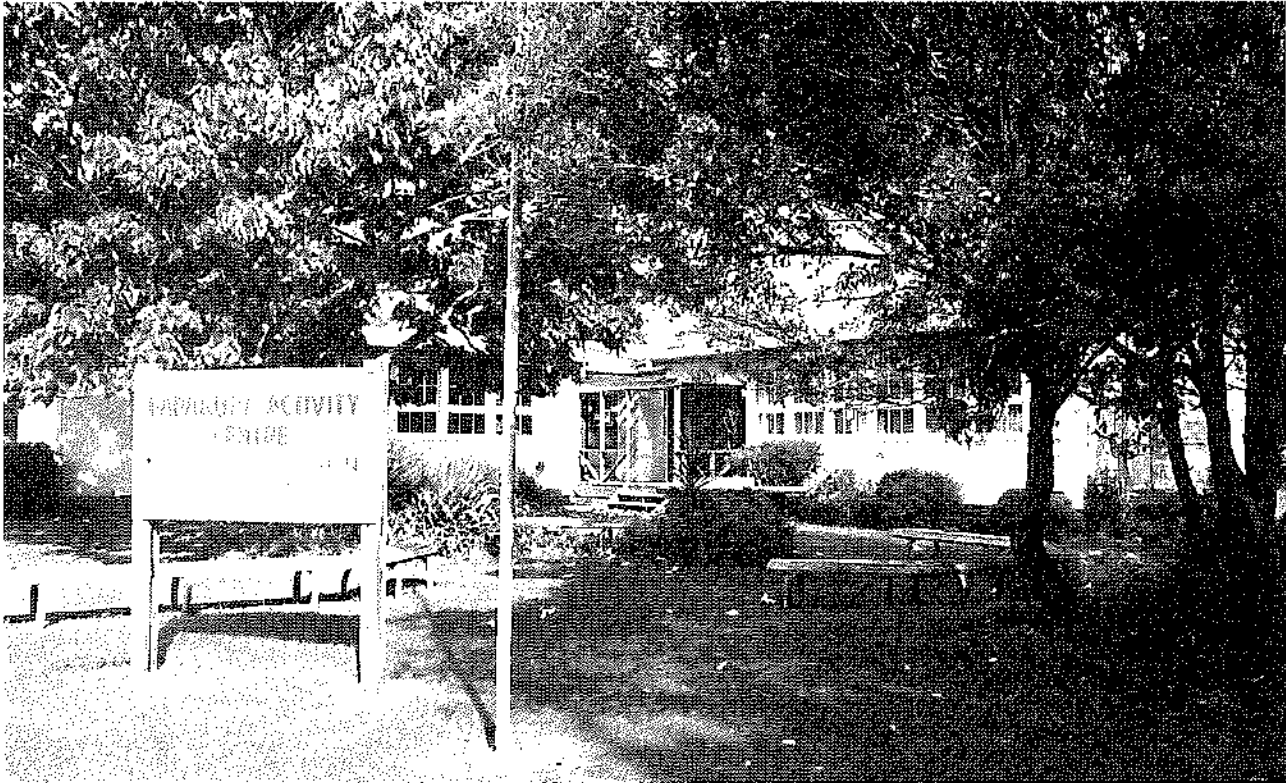
Papakura Activity Centre¹ accepts students from 13-15 years old who have been suspended from school. The contributing schools are Papakura High School, Rosehill College, James Cook High School and The Manurewa High School. In addition students are accepted from the Franklin area if transport can be arranged.

The maximum roll is 20 students, though from time to time there could be up to 30.

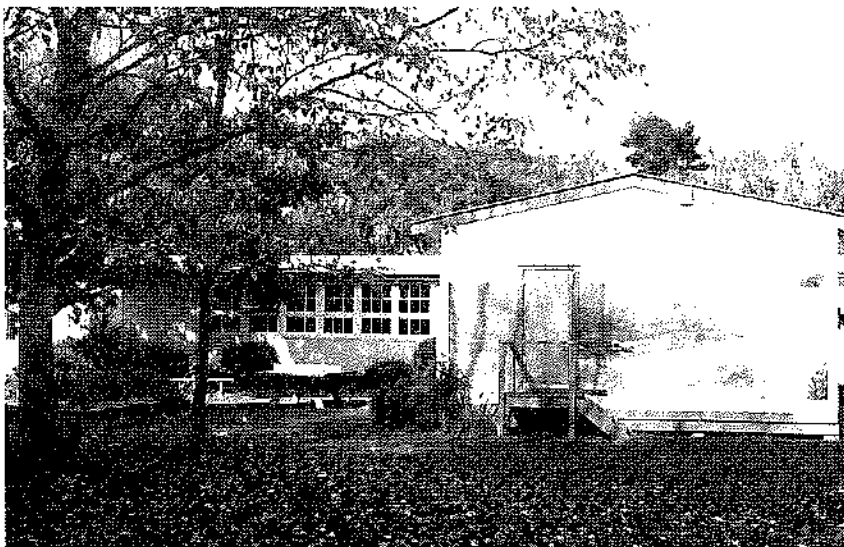


XA ORS STUDENTS AT CORNWALL PARK 2002

¹ Information supplied by Lisa Cridd, Director, Papakura Activity Centre.



PAPAKURA ACTIVITY CENTRE, WOOD STREET (2003)



The Centre follows the Year 9-10 New Zealand curriculum. In addition the staff design additional programmes to assist.

Students spend a maximum of one term at the Centre, at the completion of which they are assessed and sent back to their original, or different school. Some students who make good progress are sent

back to their mainstream school sooner.

Once students have returned to the mainstream the Centre track them to check on their progress until the time they eventually leave school.

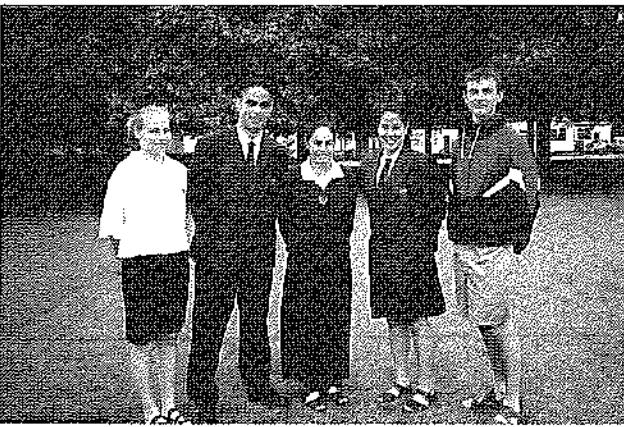
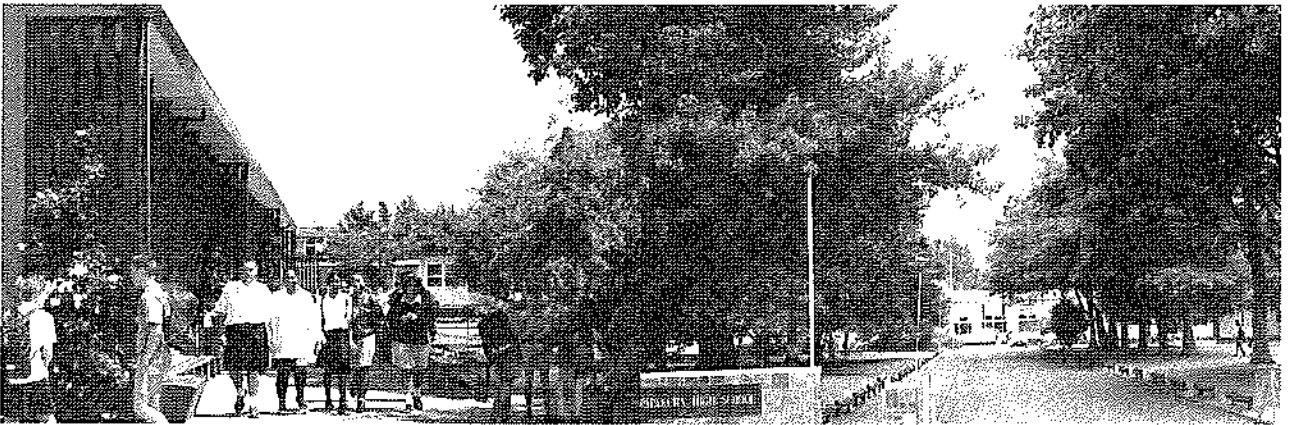
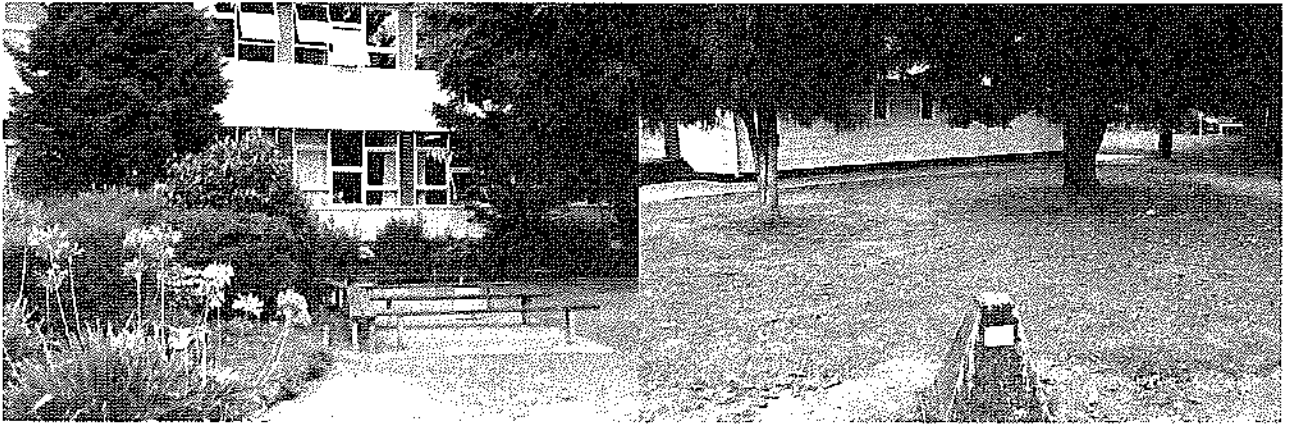
It is essential for the Centre to have very strong parent support, in addition to which they also work with various departments such as Youth

Justice, Work & Income New Zealand (WINZ), Children Young Persons & Their Families Agency.(CYPS) and the Centre for Youth Health Trusts.

Discipline at the Centre is very strict, with various rewards for those who achieve. At the end of the year a camp is held at the East Cape and only those students who have made exceptional progress are eligible to attend.

The Centre also provides teacher training for (student teachers) as well as professional development for teachers.

Happily there are many success stories, which include one boy and one girl who returned to the mainstream and became head boy and girl respectively. Another became a Kohanga reo teacher and one a security guard. Most of the students referred to the Centre either return to school or gain employment.

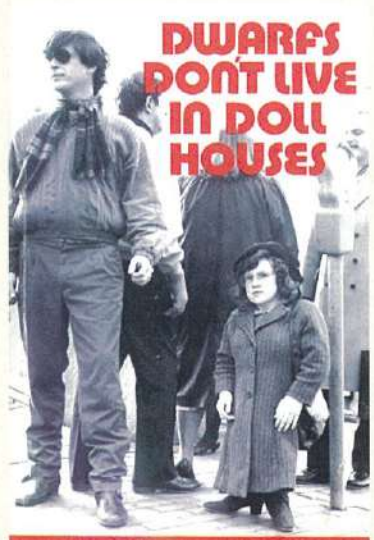


AROUND THE HIGH SCHOOL GROUNDS

Chapter 6



Reflections



ANGELA MUIR VAN ETEN

Former Staff

Over the Years by Donald T Hunt

Principal: 1978-May 1992

Deputy Principal: May 1970-1977

MY FIRST DAY at Papakura High School at the start of Term 2, 1970, was a real shock to the system. The senior administration consisted of the Principal, Deputy Principal and the Senior Mistress. There were no deans, guidance counsellors or guidance teachers, very little help for teachers and no executive officer. The running of the school was in the hands of the senior administration. The school was large, about 1,500, the staff was large, there was standing room only in the staffroom at morning staff meeting and the cigarette and pipe smoke was so thick that it was difficult see across the room.

Over the years things gradually changed until by 1992 there were four in the senior administration, there were deans and assistant deans at all levels, there were guidance counsellors and guidance teachers, teacher assistants, laboratory assistants, nurse, executive officer and various office staff. The school was over 1,200 and only one of the teaching staff smoked.

In general, the students were a very good bunch who mixed well within the school, treated visitors with respect and did not let themselves down when travelling outside the school as a group. The students were a good mix, representing town, country and army families. The more able were always prepared to assist those with difficulties as tutors, mentors and buddies. The Maori and Polynesian Clubs provided an important dimension within the

school. Exchange students from a wide range of countries added to the student mix.

The staff, professional and non-professional, worked very hard in the interests of the students. The school was staffed by some of the best teachers in the country, many of whom were leaders in their subject areas. The school was always at the forefront of educational advancement, as teachers tried to better prepare their pupils for the world of work. Outside the classroom, staff gave up countless hours in extracurricular activities—sport, drama, music, camps, etc. The staffroom was a very friendly place and there was a lot of good-humoured banter. Every Deputy Principal between 1970 and 1992 became a Principal and many other staff attained senior positions in the education service, including that of Principal.

The Board of Governors (later Trustees) had the interests of the school at heart. The chairmen were all excellent leaders and the various committees functioned very efficiently. In particular, the school's finances were very well managed and controlled, as were the grounds and property. Alongside the Board was the Parent Teachers Association, which provided a link between parents, staff and Board. Over the years it supported the school in many ways, notably, fundraising.

For some, Tomorrow's Schools caused a major upheaval. For Papakura High School the transition was fairly smooth although reporting systems had to be upgraded and policies documented. The division between governance and management was clearly articulated.

Between 1978 and 1992, several major building projects were completed: the Thornton Library, the Mearns Sports Pavilion, Waharau Outdoor Education Centre and the Wharenui Te Kahurangi which has in it some of the finest Maori carvings in any school's meeting house. In addition, the school established a double Experience Unit to assist less able students and a double IHC Unit whose members had as buddies Form Seven students. As an extra responsibility the school administered the Papakura Activity Centre located adjacent to Central Park.

Junior intensives, senior electives, Waharau camps, Colenso Society weekends and annual research publication, music or drama productions, junior socials and school balls in the hall, accrediting celebrations and disappointments, the fire in M-wing, the crowded full Friday assemblies and the race to get a seat on the floor, overseas trips to Japan and Europe are all things which will be remembered by students. They will also remember the staff who participated with them in these events and other events outside the classroom.

Over the years 1970 to 1992 the curriculum and the class groupings were adjusted to suit the needs of the students. Classes with names such as Professional, General, Commercial and Technical, all totally streamed, disappeared to be replaced by broad band streaming with classes designated by lower case letters. The senior curriculum was broadened with the addition of such subjects as drama, journalism, media studies, photography and physical education. The

introduction of such subjects meant that many students found a new focus. The students were always provided with a sound education and many used the grounding they received to succeed in tertiary study and the workforce. Year after year, Papakura High School first year university students, based on data provided by the universities, achieved as high as any school in the country.

The sports' facilities at this time were as good as any in Greater Auckland. The grounds were certainly extremely well-drained and sport was never cancelled and during the day the pupils always used them. The gymnasium, tennis/netball courts and the fields including the Mansell Field provided excellent playing surfaces. The students were able to participate in a wide range of sports and many gained provincial and national representation. In addition to the normal school sports, students took part in water polo, orienteering, wrestling, fencing, golf, eventing and some rode racehorses.

The students and parents, the calibre and commitment of staff, the wise counsel of the Boards together with the traditions established by those who had gone before combined to make Papakura High School a special place for me. I was very happy to have spent over half my teaching career at the school.

Lorna Clauson

At the end of 1967, after travelling overseas, I called to see Neville Thornton, then principal of Papakura High School, and asked if there was a vacancy for a commercial teacher. The post war baby boom created a dearth of

commercial teachers everywhere and I was offered a job on the spot – no training or certificates needed! However, I had heard there was to be a one-year commercial teacher special course in 1968 at the Auckland Training College for adults like myself who had had office and business experience. No university degree was required but we would have to train to graduate level in as many subjects as possible and be prepared to teach every subject to sixth form level. It was a daunting prospect but at least we got paid to attend; about \$1650 as I recall, just enough to pay basic bills and run the car.

My apprenticeship began under George Thorburn, Head of the Commercial Department and one of the few men in New Zealand teaching shorthand-typing. I loved the job. George was a great HOD and our department flourished. Those were the days of the manual Remington, Imperial and Olympia typewriters and we ladies, with George at the helm, made sure our students knew their ASDF ;LKJ keys

hidden under the dreaded aprons. "Bibs, they are!" declared Joyce Watson. The kids hated them and were constantly peeping underneath. Nevertheless they learned to type well and nearly every entrant in the Pitman Typewriting exams came out a winner.

By the late 1960s, the new age of technology was upon us. Transistors were available and in July 1969, we listened to the moon landing broadcast in the typing room using the phrase "today a man landed on the moon" as our learner's warm-up drill. They hadn't learned the letters Y, M or N, so we let them peep! It was a bit of a let-down when one irritated child asked, "what do we have to do this for?" (She didn't get her Pitman's certificate!)

Tape recorders were becoming commonplace; the old reel-to-reel type was cumbersome, very heavy and took up a lot of space. Nevertheless I could see their advantages and often used them to enhance lessons in a fourth form commerce class with dialogue and anything



1970 TYPING CLASS

interesting I could find. They were also very useful for shorthand dictation, as I could walk around the room checking work while the pupils wrote from the taped dictation. It was a great voice saver for a tired teacher!

Similarly, the advent of the overhead projector provided scope for much innovation. By now, my interest in things musical was known in the school. Would I take a music class? (Not so much asked, but told!) With absolutely no formal music teacher training I got round the problem by illustrating famous musical works such as "The Nutcracker Suite" and "The William Tell Overture" with a taped recording of the music interspersed with overhead projector illustrations and coloured slides. This all took place in the new Audio Visual Room. Sometimes I had double classes to take, so the new technology proved a boon. It was a great deal easier than taking bookkeeping lessons in the typing room. The roll was growing, equipment was expensive, rooms were crowded – nothing was easy in those days.

I recall one memorable morning when I arrived in the typing room to find about 20 typewriters missing. They were discovered out on the football field, neatly lined up along the row of macrocarpas. The culprits (disgruntled typists?) were never found.

As a member of the Commercial Teachers' Association, I made an address to the Australasian Conference on the re-vamped Pitman 2000 shorthand system, soon to displace the old Pitman New Era system, now considered too difficult for the average student. Things were changing

rapidly; typewriting became "typing", bookkeeping became "accounting", commercial practice was replaced with "commerce" or "economic studies". Electric typewriters made their appearance (we were too poor to buy one!) and tape recorders became portable. Our old reel-to-reel had been stolen anyway – time to buy the new model.

Perhaps the most significant change occurred in the typing area. The old imperial measurements were replaced by the continental A sizes: Azero folded in half into A1, then into A2, A3, A4, A5 etc, sizes now used worldwide, and a whole new teaching concept decreed that everything would be typed in flagpole style. No indentations, no unnecessary full stops, commas only where understanding was required. Accounting would be taught from the balance sheet approach – $A=L + P$. We teachers went back to night school and bemoaned our fate!

Another major milestone was the first nation-wide teacher strike. By 1970 the world oil crisis was looming. Oil quadrupled in price, the inflation spiral started its relentless upward climb. Teachers' salaries remained static and fell well behind. The crunch came one day when I discovered that my niece in my senior shorthand-typing class was leaving school to get an intermediate office job at almost the salary I was being paid to teach her. At the staff PPTA meeting we were asked for our views. I simply said, "our salaries are an insult. Let's make a stand". I was first out of the staffroom, on strike, and we did the Queen Street march. Our salaries were doubled overnight.

By the early 1970s discipline and teaching problems reared their ugly heads. We had many meetings on how to handle the increasingly unruly elements in the school. I wrote to the Minister of Education, George Gair and the Board of Governors. I suggested more special classes be set up with experienced teachers to handle these reluctant learners. All acknowledged the problem – all agreed something should be done. The main stumbling block was funding. Just not enough of it to go around. We continued to stagger through the decade with ever-growing class numbers and un-co-operative students.

There were bright spots of course. We commercial teachers spent endless hours coaching our Pitman typing and shorthand entrants. My greatest joy one year was announcing that the top typist was a boy! Arthur Brown, Joyce Watson and I had an on-going, friendly rivalry with our bookkeeping classes and it was a race to see which of our top students got the end of the year prize!

By 1975 I had obtained a position as tutor at Manukau Polytech and enjoyed a year there. It was a blessed relief from the high school hurly burly but at the end of the year, I had to admit that I actually preferred the high school situation. So in 1976 I went back as HOD of the Commerce Department, a position I held for two years before deciding the pressures were too great and I preferred to go home at night without the responsibilities of a PRIL.

By 1979 I decided my domestic situation was more appealing than the daily teaching grind, so I resigned from permanent teaching.

From time to time I returned to Papakura High for short relief spells but it wasn't the same. The A wing, home to the Commerce Department for over decade was a sorry sight as huge holes were punched in the corridor ceiling. Student behaviour seemed worse. With one exception the teachers had all changed, nothing was the same any more.

However, in spite of the ups and downs, I look back with much affection over my ten years at Papakura High School. The dedicated teaching staff worked hard. We had some wonderful pupils to work with and the school progressed. It is heartening to see that education continues apace in those spacious fields where once a row of typewriters adorned the football fields.

Betty Partridge

A teacher was needed in the cookery department, to make classes available for intermediate pupils from the surrounding primary schools, using the High School's facilities. As my father, E. A. J. Busing was on the Board of Governors, he felt he could help solve the problem by offering my services, as I had home science qualifications etc! Although I lived nearby, I did have a twelve-month-old baby, but father solved that problem by finding a baby sitter! So, for a few hours a week I was transported to the teaching staff and enjoyed the novelty, after my initial work in industrial management. The homecraft room was well stocked with electric stoves and kitchen equipment – always enjoyed by the pupils who considered it a great change from the usual schoolwork.

Hopefully I instilled some basic cookery skills into the classes who came to me, although the nutrition component was not so enthusiastically absorbed. After twelve months a permanent teacher was found, who would also take over some of the secondary students. So, as you see I had a very minor role in the foundation staff, but enjoyed the unexpected novelty very much.

The late Neville Thornton (reminiscing in the 40th Jubilee Magazine)

The senior school usually got up to antics at the end of the year and on one occasion a senior staff member found his car in the hall foyer. It had been taken there in the dead of night and carried up the steps. The next year the would-be culprits decided to celebrate the occasion by installing a siren under the stage. This was meant to be sounded during their last assembly, but I got there first and a very worried seventh former eventually retrieved it and returned it to its owners – at the fire station.

The late W. A. Brown (reminiscing in the 40th Jubilee Magazine)

National Park Intensives: What memories that phrase conjures up! How can anyone forget the train trips, the mountain goats, the crush in the tearooms at Taumarunui station, the occasional eruptions from Mt. Ngauruhoe, the great cooking competitions, sore feet and sliding down the snow slopes on plastic bags.

I remember all those, and more too! But for sheer drama, the experience I recall most vividly was the unforgettable ordeal of the whiteout, the day we were almost at the top of Red Crater.

That happened when the clouds suddenly came down and we were at the point of no return. We just had to keep going but the track had ceased to look like a track. Fortunately, the wind was behind us. We told everyone to hold hands and form a chain. They did so without question and they kept holding on because everyone was too frightened to let go! After all, no one could see directly in front. The leader of the long snake-like chain staggered about a good deal as he tried to look for the next pole. The tail-enders however, did not know what was happening and needed to be coaxed and encouraged to keep following the others in the chain and not break it. It was hard for them but they did as they were told. No one panicked but those fifteen or twenty minutes of whiteout were more like hours. Eventually conditions improved and it was possible to see again.

These are but a few of the memories I cherish from my experiences on National Park Intensives during the many years that I went there.

David Naylor

Having been out of the classroom for twenty odd years to work as a District Music Adviser in Wellington, a Regional Coordinator for the New Zealand 1990 Commission and Arts Officer in Porirua it was a new challenge to take on the position of HOD Music at Papakura High School. I had to put into practice what I had advised other teachers and the curriculum programmes which I had helped design.

I commenced at the High School in November 1992 when all the students were

either preparing for examinations or going into hibernation for the Christmas holidays. Being a new teacher, I was a novelty and a new boy on the block.

The music department required rebuilding and it was exciting times when the new keyboard lab arrived. I had excellent support from the talented music staff, which included Brian Smith, Len Hiku, Roger Fox, Mary Yandall, Mrs Findlay and Richard Ghent.

The dream I never achieved was to fundraise \$100,000 to provide the talented students with a range of woodwind and brass instruments to introduce a band programme. I approached the Australian band Midnight Oil on two occasions to perform a benefit concert to raise the \$100,000 but it never happened. Perhaps I would still be at Papakura if the money could have been found.

In addition to my work at the school I was supervisor of the Papakura Music School which was based at Papakura Intermediate. I haven't forgotten those seven o'clock cold mornings with no heating in the wintertime. Many students started their musical careers at the music school and then went on to Papakura High School. That was the main reason I took on the position.

The musical highlights of my time at Papakura were the musical productions of "Joseph and the Amazing Technicolour Dreamcoat", "Bye Bye Birdie" and "Man of La Mancha".

I was always spellbound by the energy and dedication of Glen Rowsell who directed the shows, designed and built the set, installed and designed the

lighting, prepared the programme and promoted the show, in addition to being head of a very active English department. What a super human teacher Glen was.

The Talent Quests were also a highlight when the students gave their all to present an exciting show with so much enthusiasm. Being in the talent quest seemed to be a good excuse to skip class. I will never forget the talented a cappella groups, the soloists, the dancers and the rock groups. The packed out audiences certainly enjoyed the night out.

Another special memory was being the form teacher for 3R and the daily meetings in the wharenuī and the dedication of Allan Foster to the needs of his whanau.

The great strength of Papakura High School was the warm, friendly dedicated staff. I miss the morning tea muffins, the wintertime soups, the Friday after school sessions and the end of year magical mystery staff bus trips. What also makes Papakura High School so special is the warmth and friendliness of the students.

I often reflect back on my days at Papakura High School. I hope I made a contribution to the school and shared my love of music with the students.

Jocelyn Brown

Our involvement with Papakura High School

Remember Mrs Library and the Library Book Week, which my pupil librarians and I staged in the school hall after half term break in July 1965? There were almost fifty helpers from third to sixth forms displaying the great diversity of subjects

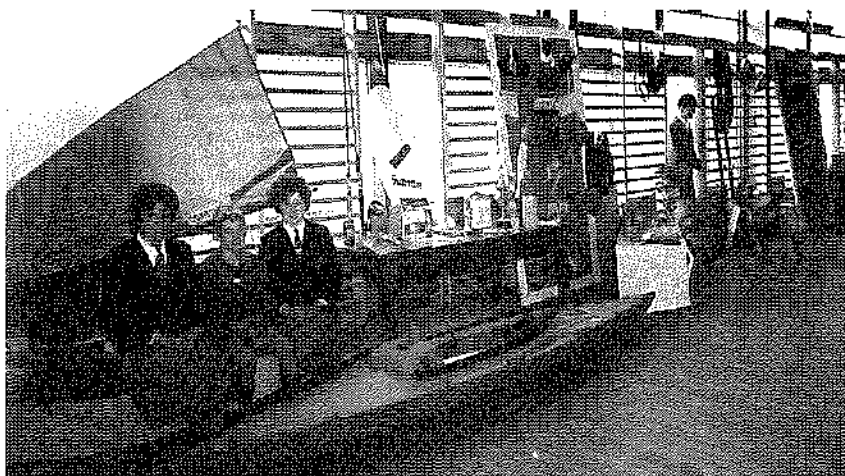
that books are written about. I think the largest object was a small yacht with full sail up!

My involvement with the school dates from 1955 when my husband, Arthur, our three children, Margaret, Lindsay and Peter and I moved to Papakura into a house in Alpha Street, which backed on to the school grounds. This was when the school was only one year old. The founding headmaster, Mr Arch Campbell lived in the schoolhouse and his vegetable garden ran across our back fence (which was barbed wire), which gave easy and quicker access to school after the bell had gone.

Our neighbour was Colin Atkinson who was the senior maths teacher at the school. We soon got to know them all and learnt about the setting up of the first secondary school in Papakura. Margaret commenced at the school in 1958 and immediately played goalie for the hockey team, coached by Mr Brown and joined the large school choir run by Miss Patricia Marshall.

I was appointed library assistant in April 1960 staying in the job for eight years and then moved up to teacher librarian as well as taking a third form for English. As library assistant I had every pupil in the school through the library each week, so think of the thousands of young people I was in touch with, many of whom I meet today.

Mr Brown was on the Board of Governors in the early sixties, Lindsay started in 1961 and Peter in 1963. Mr Brown took up teaching in 1965 and continued until 1984. He was an outdoors man who contributed much to the pupils in taking them on "Intensive" weeks to the Urewera bush, teaching them both bushcraft



BOOK WEEK 1963

and the skills of living with others in isolated conditions. School rules prevailed and woe betide anyone who stepped out of line, but most wanted to go again the next year!

The Brown family have a host of happy memories including some hilarious escapades. Some of you may remember Mr Love, maths teacher, scaling the flagpole for a bet with the prefects. And, on their last day at school a number of seniors wrapping Mr Campbell's house in toilet paper right over the roof and chimney with Mr and Mrs Campbell inside!

Congratulations to Papakura High School for its Jubilee. We hope that it will reach the educational values set in place in those early days.

Val Smytheman 1965-1998

My earliest memory of Papakura High School is as the school to which a number of my classmates at Otahuhu College moved to become Foundation pupils at the end of our third form, (now known as Year 9). Later for me, Papakura High School became the school where, for more than half of my life to date, I taught subjects ranging from Latin to English, French, German, Japanese, and held positions ranging from a very junior staff

member to Dean, Head of Languages, Senior Mistress, Deputy Principal, Director. Of course, I saw many changes during that time and have many memories of staff and students, of life both inside and outside the classroom.

From my first Principal, Mr Thornton, I learned where Nightcaps is – if we junior staff were causing him grief or giving him cheek, he used to suggest we might look in the Gazette and find a job at Nightcaps!

Mr Thornton started the school's long and wonderful tradition of "Intensives" – a week set aside at the end of the year for students to experience new places, new activities and new challenges. I enjoyed trips with students to the Bay of Islands, Coromandel Peninsula and Marlborough Sounds. For a number of years Mr Donald and I ran the very popular National Park Intensive, and I remember one year when more than 100 students wanted to come with us – we selected our group that year, at least in part, by asking students to fill in a questionnaire and then eliminating those that looked as if they would be fussy eaters! I shall always remember Mr Brown's Intensives to the bush (boys only!) and his work with the

students in the Ureweras and Kaimanawas. In later years Mr Boston and I had some great weeks in the Ureweras, Kaimanawas and Whirinaki, with both boys and girls, camping under tent flies (specially made with PHS colours), eating porridge and dehydrated food cooked over camp fires, walking round in circles as students put their compass and map reading skills to the test. I remember one student who supplemented our diet with both eels and possum that he caught (by hand!).

Under Mr Hunt, the school's strength and tradition in sport and outdoor education continued. Mr Hunt started senior school camps and Electives. I remember the early morning starts and the runs along the beach at Raglan, the long tramping days and the fun at Okui – and students rushing to the staff hut with their money and orders when Mr Shirley said he was "just going down the shop if anyone wanted anything". Mr Robinson started the Colenso Society, and that meant more great trips, Great Barrier (pig on a spit!), Waipiro Bay, the Far North, Rotorua – to mention just a few. I also remember sports trips, Whatapaka Marae trips and several school trips to both New Caledonia and Japan.

There were physical changes at the school, of course. The gymnasium was officially opened in my first year, and at that time the Library was in L1 (the reason for the "L" of L wing), there was no Pavilion, no Wharenui, no Experience or XA Unit, no Drama or Guidance Suite, no International Students' Centre. The canteen was at the side of the Hall, and the Principal's office, along with the offices of other senior staff, was part of what is now the main school office.

Boys and girls had separate lunch areas and, in many cases, separate classes – boys in Technical classes, girls in Homecraft or Commercial classes. However the Professional classes were always mixed, and eventually the non-Professional classes were also combined. I remember 3 Pro a-e and 3 Gen 1-8, all streamed according to ability.

There was quite a strict dress code for women staff when I began. Stockings (or pantyhose) were obligatory, no “trousers”, no fashion boots, no bright nail polish.

I remember the school song book and music assemblies, when “Tie a yellow ribbon round the old oak tree” was a school favourite. I remember school fairs and galas, and other fundraising activities such as walking to Clevedon with my form class, the school gardens which were divided up so that each form class had a small area to look after, the School Ball being held in the Hall and the supper prepared by staff and helpers in H wing. I remember five period days and seven period days, (Wednesday period 8) when there were sports and activities, vertical forms and year level forms; the handball courts; school lunchtime sport; school detentions where students were taken around by staff to pick up rubbish.

I remember the days of University Entrance accrediting and the pranks associated with that time. In particular I remember one year when a staff car (Mini, I think) mysteriously appeared in the foyer at the back of the Hall. I remember too many things to recount here, some happy, some sad, and some which I can't recount. I remember particular students and staff.

All are a part of my life story and the 50 year story of Papakura High School.

Tom Vanderlaan

– staff member 1992-2002

I came to Papakura High School in 1992 at the end of an era. I was employed by Don Hunt, who finished shortly thereafter, but I was fortunate to work until 1993 with Rachel Hammer, the Senior Mistress who ended her 31 years of dedicated service at the end of 1993. These dual retirements heralded a change of style in leadership. Kris Brewin, the new principal, embraced the new challenges and soon had a plethora of staff committees working on a new charter and on building a ‘five year plan’ for the school. Kris was keen on applying new trends in education within the school and staff were soon familiar with strange new concepts such as ‘quality learning circles, learning styles and intelligent thinking’.

The tempo rarely slowed and for the rest of the decade school leaders, trustees and staff struggled to keep up with the pace of change imposed by the Ministry of Education. New curriculum statements along with implementation requirements and training came thick and fast almost every year. In particular, the introduction of technology as a junior subject caused both staffing and timetabling dilemmas. Professional standards and revised teacher registration criteria challenged schools towards the end of the 90s only to be superseded by the greater challenges of NCEA around the turn of the millennium. Looming staff shortages and prolonged industrial disputes over pay and conditions of work were also a feature of this later period. Angela Appleby who

took over from Kris Brewin in 1997 had real strengths in these challenging new areas of compliance and she ensured that all new requirements were met and in particular that the inspectors from the Education Review Office were kept happy on their tri-annual visits!

Val Smytheman who retired in 1998 deserves special mention for her 33 years of service and her role as the keeper of tradition and good practice in the school. Many new staff came and went, however, all were absorbed into the culture of caring for each other and of doing the best for students of all abilities. The staffroom with its daily rituals and practices was a sanctuary and an island of stability through the many tumultuous times.

Sports maintained a high profile in the school throughout this decade despite the national trend of declining teacher involvement. The creation of a sports coordinator's position in the early 90s certainly assisted with this, as did the greater level of professional and financial support for sport in the school. In the code of rugby, the elevation of Wesley College out of the local 1st XV competition even allowed for a few championship winning seasons in the late 90s under the exciting first XV coaching partnership of Wayne Rangihuna and Brett Rouse! New sports such as dragon-boating, waka ama, touch, aerobics, multisports and girls rugby arrived during this time and were all embraced successfully by both staff and students. Students continued to excel at both local, regional and national level thanks to their commitment and to the hard work and support of staff and parents.

The addition of Doug Rosie to an extended senior management team as an associate principal also brought new skills and energy to the school. The promotion of long standing staff member Allan Foster to deputy principal at the end of 2002 pleased many in both the school and the local community due to his skills and his dedication to the school for over 20 years,

There is so much that can be told about this school, it has been an endlessly dynamic place. However, one cannot go on too long. I treasure the personal memories of students, staff, parents and the local community. In particular, I remember families where three, four or even more students have passed through the school. Also, the reliable and supportive parents, who were always there at report nights, sports games, and end of year prize givings.

Having worked at the school for over ten years has allowed me the privilege of being a part of its community and of experiencing its goodwill and support.

Finally, I must again acknowledge the role of the staffroom, the staff and the all embracing culture of the school. Support staff such as the sadly departed and missed caretaker, Peter Soanes, the caring mother figure of Sue Lees in her many years as executive officer and the succession of wonderful women who manned the staffroom kitchen. All have played a vital part in this culture and will not be forgotten.

Recollections by Rae Hammer
Senior Mistress 1962-1992
Deputy Principal 1992-93

My first sight of Papakura High School was on a rainy afternoon in December 1961.

The siting of the school surprised me for instead of the usual close-to-the-road cluster of buildings, these were at the end of a long drive and the whole complex seemed to be almost lost in a wide, treeless expanse of grass.

The buildings themselves were unremarkable but a strange, pinkish plaster wall about a metre high and with a white silhouette on it caught my eye as I walked towards the door.

I joined the staff in February 1962 and immediately found myself in a warmly welcoming family type of school. It was delightful.

At the time, there were approximately 800 pupils. There were 25 teaching rooms (counting the library) and an assembly hall. The only other buildings were a tractor shed and a bike shed. As there was no gym, physical education classes had to be taken outside except on pouring wet days when teachers had to find rooms available for indoor work. Although several additions had already been made to the original core buildings before my arrival, the total room space available was barely adequate. However, all the buildings were permanent structures so there were no prefabs. Storage areas were few and often inconveniently placed. As textbooks were still an essential part of the learning process in the sixties, it was difficult to house all the books needed in the places available.

There was plenty of space for the school to grow, but in 1962 no one envisaged what changes the future would bring. Roll numbers increased rapidly and it was not long before the school had outgrown its existing buildings. The first of several major construction programmes soon began. The gym was finished first. Plans

for it had been underway for some time, while the fundraising was going on but once the money was available, the project rapidly went ahead. Several prefabs arrived and work began on a two storeyed block of classrooms and by the end of the sixties, much of the empty space between the back and side boundaries of the school had been used.

Two other buildings were also added in the late sixties, but neither of these was new. Each had been purchased from elsewhere, trucked in during holiday periods then readied for use.

The first to arrive was G2 a former mess hall on a hydro-electrical project on the Waikato and the other was a tiny meeting room from a country rugby club. It was intended as an orchestra or band practice room but it was not ever used consistently.

Building projects continued on throughout the seventies and eighties in order to cater for the changing needs of the school and its pupils. As the roll seesawed during the late eighties and early nineties many prefabs were taken away.

The years flew past. In the sixties there was a stable staff and the school ran with military precision. Life was entirely predictable despite the influences of the "Little Red Book". By the seventies, changes had begun and staff shortages were all too frequent. Educational trends were a feature of this decade and although many of them came and went, those that lasted were the debate on Internal Assessment and the move towards community oriented schools and policies.

The eighties were rather topsy-turvy with lots of changes and a forecast of others to come. Essentially, though, the eighties brought

the three "c's" – counselling (as an integral part of all schools), curriculum changes and computers.

After 1985 it was clear that there was about to be a massive shift in educational thinking that would affect what was taught in schools and how schools were governed. "Tomorrow's Schools" arrived in 1989 and all schools had to adapt to the required changes. Papakura High School adapted quickly and well. By its fortieth birthday, the school had matured and was in excellent shape.

Another decade has now passed and the 50th anniversary is upon us. As we look back over the years we spent at the school, each of us will remember the pupils and staff of our era and at least one incident which has stayed in our minds like a snap shot in a photo album.

My snap shots would include these incidents:

- Two squealing guinea pigs cuddled up in a box in the Girl Prefects' Room;
- Entertaining Lord Cobham, Governor General of New Zealand, to afternoon tea after a cricket match;
- A tree-planting afternoon in 1963;
- The exhilaration of a flight in a glider on a day spent with the Gliding Intensive;
- Saturday morning netball at Windmill Road Courts 1962-64;
- A principal in shorts, sanding the floor of G2;
- A staff member leaning his bike against the wall sculpture by the front door;
- The Maori Art and Craft Show in the hall as a fundraiser for the school;
- A mini in the foyer on Accrediting Day;
- Capturing the goat from outside W Wing;

- My farewell assembly – a truly magical occasion.

Some of these recollections might seem trivial, all are amusing and one is sad, but it is these recollections of a time that is now past, which bind me to the school and to all who were part of it with me. They will stay in my mind for as long as I live. For it is people who make a school and give it its special character.

Memories by Kris Brewin

Principal 1992 – 1996

Deputy Principal 1987 – 1992

There is a well known and often quoted Maori proverb which concludes with the following question and reply:

"He aha te mea nui o te ao?
He tangata, he tangata, he tangata."

"What is the greatest thing on this earth?"

It is people, it is people, it is people".

This simple phrase really encapsulates the essence of Papakura High School and certainly my ten years of service there, both as Deputy Principal and Principal, were without doubt my most satisfying and rewarding times in the teaching profession.

Everlasting memories focus on the many staff and student personalities who made life so interesting and the special events, which often celebrated student success and achievement but occasionally were tinged with sadness or disappointment.

Arriving as a relatively young senior staff member, I initially received support and advice from Mr Hunt, who provided a strong platform of knowledge and experience. Taking over his reins brought a fresh challenge at a time when "Tomorrow's Schools" was firmly entrenched in our system. The resulting changes and implications were indeed

demanding on both the Board and staff. New national curriculum and qualification directions were set, resulting in a need for schools to be more innovative and stimulating in the development of learning programmes and appropriate resourcing.

The school continued to receive the support of a wonderfully talented, dedicated and committed teaching and support staff, which collectively responded to the demands of changes such as bulk funding, Education Office Reviews, the national certificate framework and information technology developments. Many fond memories remain of sporting, cultural and social arenas. Wharau camps, school balls, annual musical and drama productions, festival of the arts, Colenso Society dinners, overseas student exchanges, staff farewells, sports events galore, were some of the many unique annual highlights and traditions.

It was also a privilege to work with and alongside Boards of Trustees who provided astute governance, direction and leadership. Their planning enabled the school to create new features including information technology laboratories, a new performing arts/drama suite, completion of the wharenui and much needed refurbishment of many areas within the school.

I can recall the enjoyment shared by all when the school celebrated the 40th Jubilee and without doubt achieving the half-century milestone will bring even greater and fonder memories to those past pupils and staff who are able to attend this special festival. Thanks and best wishes to the organisers – I am certain their efforts will be well rewarded.

Pupils have their say

Memories of the Third Form - Neil Munro – 1963/67

WHAT happened to forms one and two? Never mind, a new school. Nearly 1,000 pupils – ten times what I was used to – wow!

New principal Mr Thornton – new to the masses. “There will be changes.” So many staff. Mrs Hammer, feared from day one by girls and boys alike.

Mr Donnell, donkey behind his back.

Ernie Foy, feared for his cane.

Mr Conway tried to make maths interesting.

Mr Phillips dedicated Form Master – “Life in New Zealand is better than Wales”.

“Listen closely and even you might succeed.”

Mr Roberts – popular with the girls and a hard taskmaster in Phys Ed.

Mr Serjeant attempted to teach us innocents what we shouldn't know in Human Biology.

Mr Thornton ex All Black – we need to increase the profile of and recognise the importance of physical activity in our school life. Inter-house sport competition needed. Let's name them after four former Governors General. We'll create Cobham to come 4th in everything. Oh why was I placed in Cobham? No point in trying. Probably a testimonial to my sporting ability then and now.

Endless corridors running between classes. Last person in Ernie's gets the cane. How unfair. Girls don't count.

Need more buildings running out of space. Build two storey good exercise climbing stairs. The Nelson Block near Alpha Street started. Who needs English, Art and Science labs – what a combination.

Need a new gymnasium. All must do their part in fundraising. Class pitted against class with winners to get a day off. Endless car washes, Bob a Job, Handy Andy, street stalls – never did get any time off.

All this sport needed balance – let's form a drama club to help raise funds for the gym. “Prodigious Snob” was the first production and I won a small walk on one line part in Act 3 as a Turk. This could be my big break. Oh well, might take a while. Never did understand what the plot was all about. Never got to see the whole show, endless hours standing back stage, waiting, waiting.

Intensive Week – Imagine a whole week of pursuing our dream activity. Might try shooting, tramping, skiing, cooking for boys but cycling is the best. Highlight of the week was a ride from school to Clarks Beach to visit the Outward Bound course for girls led by Mrs Barclay. Thought I was never going to make it on my old banger. Oh for one of those bikes with three speed gears. Don't remember the ride home but must have made it.

1964 – 1967 More of the same. The best years of my life only it didn't seem like it then.

Christine Mackenzie (nee Attwood)

Reflecting back to those High School days brings fond memories of some great teachers who wielded considerable influence.

In particular, I immediately think of Mrs Watson, my accounting teacher. She gave me much encouragement to pursue a degree in accounting and gain my Chartered Accountant's certificate in New Zealand and later, my CPA in

the United States. Mrs Watson was clearly my role model and mentor, boosting my courage to enter into the business world, which at that time, was definitely a “man's world”. (And in many situations, still is today!)

Then there was Mrs Richardson, my English teacher. I owe Mrs Richardson a great deal for relentlessly demanding well-written essays and well prepared and delivered speeches. In my role today as Vice President of Dealer Operations at Daimler Chrysler in the United States, I am seemingly forever “on stage”, delivering presentations to automotive dealers, speaking at conferences and, of course, writing memos to my superiors. Mrs Richardson's continuous demand for perfection in both written and verbal skills definitely paid off throughout my business career.

Those teenage years at Papakura High had their ups and downs, but in hindsight, they certainly provided me with a great base of knowledge and confidence from which I continue to benefit each and every day.

Liz Hoffman (nee Bedford)

My memories of attending Papakura High School are of an enjoyable and challenging year. I was a foundation pupil and commenced as a fifth former, where suddenly we found ourselves the seniors of the school. I was made a prefect, which was a great honour, giving me privileges but also responsibilities. One of the highlights of the year for me was the official opening of the school by the Hon. R. M. Algie, Minister of Education, when I presented the flowers to Mrs Algie.

We as pupils didn't realise the amount of hard work that had

gone into the opening of a new high school, we only felt the excitement of being first. After always going to school by bus, I could now ride my bike. On reflection, it must have been very hard work for the teachers that year, but we as pupils didn't appreciate all that was involved. I would like to have attended school for another year but left at the end of 1954 to start work in the Papakura branch of the Bank of New South Wales.

The opening of a high school in Papakura was important to the development of the district, which is evident by the busy area it has now become.

Tom Brown's School Days Revisited

Tom Brown's School Days immediately comes to mind when I recall some of the antics of a certain pupil. More intent on playing sport and causing a little mayhem than pursuing academic excellence, this pupil survived rather by good fortune than anything else, during his five years at Papakura High 1963-1967. At the end of his five years, to the astonishment of everyone, he went onto Teachers Training College and recently was Principal of a large local school. His philosophy always was "there is nothing that the pupils can do that I haven't already done!" He always managed to stay one step ahead of the mischievous ones - I wonder why!

Science teacher John Serjeant was standing delivering a lecture to his sixth form class leaning on the bench. X sneaks around the back, slips the hose from the tap, and slides it into the teacher's pocket. It is turned on ever so slightly and you can imagine the mirth of the class

watching John wiggling as he could feel something was amiss.

Dave Douglas, geography teacher was bending over helping a student in front of X. Without thinking X grabs a handful of hairs from the teacher's leg, pulls them out, and declares "you could start a bush fire with these!" Dave Douglas to this day often recalls this story.

X was put on Special Report for untoward behaviour in his fifth form year. The report was to go home every week and be signed and commented on by a parent. By the end of the term the report was glowing and X was taken off it. X had for the entire term signed it himself and written the many very encouraging comments about his own progress!!

Sixth form group on a trip to Wellington on the "over nighter" with John Serjeant (a marvellous man) to see Parliament in session and have a quick trip to the South Island. Imagine a group of sixth form boys in one cabin - out comes the inevitable couple of bottles of beer that one of the boys had sneaked from home. Word came round that John has wind of the beer and was on his way to search the cabin. Panic sets in, bottles quickly finished and thrown out of the window. As bad luck would have it the train stopped seconds before the bottles hit the rails - then all hell broke loose!! Very hard to explain this!

Same trip on ferry crossing to the South Island, John Serjeant tired from the stress of looking after such a "loose" bunch took himself to the bar for a quiet drink. As you would have guessed X spotted John, promptly walked in, ordered a beer and sat with him. John

was astounded and kept saying under his breath "X get out of here" many times over with little effect. To top it off X ordered John a beer before he left. You can imagine the consequences.

The late Ernie Foy a teacher who had quite a reputation for the quantity of whisky he used to consume also had the bad habit of getting excited while teaching, making anyone sitting in the front row vulnerable to being sprayed. It became worse the more excited he got. It wasn't long before X took up the challenge, walked in with an umbrella, sat in the front row and opened it up! More strips on the backside for this prank!

The one prank that X really excelled himself with was the infamous "Penthouse Picture". At the back of the school hall was a large picture of the Queen that was something very common in school halls around this era. X just could not resist the temptation to honour a very special guest to an assembly by sneaking into the hall very early in the morning and attaching a full length nude photo from a Penthouse magazine attached to the Queen's head. When the school turned to sing the National Anthem it was mayhem! Without hesitation, all that Roy Marshall said over the speaker was "X meet me after the assembly!"

These are just a few of more lighter memories that X has of his days at Papakura High. He recalls with great fondness of the likes of Ernie Foy, Dave Douglas, John Serjeant, Neville Thornton, Roy Marshall, Ces Milne, Ken Thomson, to name a few, who saw that in each pupil there was some good - even in X. They were prepared to wait for it to surface. With their encouragement,

persistence and humour, X is indebted for being allowed to find his way in the world.

Did you guess who this was? For those who didn't it was Rick Pickard!

Three Generations at Papakura High School

– Carl Olsen

I attended Papakura High School from 1956 until 1958. I enjoyed my school days very much and have many happy memories of the time spent there.

Playing for the 1st XV for two years with the late Mr Roy Marshall as our coach was an awesome time. The highlight of one season was playing against Kings College 1st XV, who at that time were the top team in the Auckland area. We won, with yours truly kicking the winning goal.

My six children Christina, Pauline, Lillian, Susan, Daryl and Peter have also attended the high school. Some of them really enjoyed their high school years, some did not. My four daughters were there all at the same time. One was a prefect and a house captain in 1978/79. The other three participated in various activities such as netball, house competitions, etc.

My two sons both played in the 1st XV in their respective years, with the last boy finally leaving in 1991.

My granddaughter Kristel has also attended the school and my grandson Daniel Cavill, currently attends and has represented the school playing tennis.

Barbara F. Mansell
(nee Johnston) Memories
(1954-1956)

My memories are disjointed. However, I do remember the long, winding ride, through

Hunua and Ponga, in Mr Roy Webb's bus, twice a day, to get to and from school. Several of us cycled or walked approximately a mile to meet the bus at "The Corner" which was at Nairns Road (now known as Gellings Road) and the main Hunua/Paparimu Road. Our parents had built a bus shelter so that we could leave our bicycles and wet weather gear in the shelter while at school. We had early starts and got home quite late. In the Ponga area, primary school children were picked up and delivered to the Papakura South School, Beach Road before we continued to Papakura High. When rain had been falling for several hours Mr Webb would check with our parents to see if the Wairoa River was flooding or near to flooding and he would make special arrangements to get us to or from school. Some mornings we walked through floodwaters to meet him on the other side of the problem.

I was a foundation pupil starting in the 3rd Form in February 1954. The school was hardly completed and I remember there being no trees to provide shelter from the blistering sun in the summer. Although a uniform had been designed, there was a shortage of the fabric so many of us wore the navy pleated gym frock that had been the standard issue with lots of schools for a long time. That's why you will see different uniforms in those early photos!

Mr A. J. (Archie) Campbell was the principal for all of my three years at the school. When I look back he must have been very proud to be principal of a new school. It was the first high school to be built in South Auckland for many years. Unless you went

to a private school, boarding school or privately boarded, Otahuhu College and Pukekohe High School were the only two high schools in the region. Many of the 4th and 5th formers in 1954 transferred from Otahuhu College to reduce the amount of travelling. Mr Campbell was a strict disciplinarian but everyone respected him. Running was not permitted in the corridors, voices not to be raised in the school, and our uniforms were to be worn correctly. If we were off the school property, there was a standard to be maintained, i.e. hats (berets for winter and panamas for summer), blazers (no cardigans) and ties to be worn. Cardigans were only permitted on the school grounds. Hemlines were strictly monitored and they were to reach the middle of the knee when standing or touching the ground when kneeling.

After attending a small country school, Papakura High seemed very large and quite intimidating to me. I was extremely shy and can remember blushing at the slightest little thing. In the first year I joined the choir but soon gave that up when I discovered that I couldn't sing! I do remember helping to type library cards in the library and being familiar with many of the books on the shelves.

There was no assembly hall and our assemblies were held in the lobby and part of the two corridors that led off the lobby. My form teacher was Miss Beryl Thompson who was an excellent teacher. She taught us Typing, Pitman's Shorthand and Commercial Practice and was always ready to give us a lot of extra tips for becoming good shorthand typists or secretaries. Our

keyboard practice was usually to music with a fast, staccato rhythm. At that time we typed on the sturdy Imperial manual typewriters and had a black "bib" attached to the typewriter that covered the keys and then tied around our neck. This ensured that we could not look at the typewriter keys. Therefore we all became touch typists very quickly! If we were caught peeking, Miss Thompson would give us a light tap on our fingers with a ruler to let us know she had seen us.

By the end of my third year at the school I had passed several Pitman's and Chamber of Commerce examinations and was anxious to find a job. In December 1956, my parents and myself were interviewed by my prospective employer in Mr Campbell's office. Because of the distance travelled to and from school, I was very pleased to be leaving with my first job providing board and meals so didn't have to travel any more except at weekends.

Autograph books were very popular in the 1950s and mine is crammed full of interesting advice:

"Life lies before you like a path of untrodden snow
Be careful how you tread it
for every mark will show."

—VG 15 August 1955

"Life is like a winding lane
Where sun and shadows
blend

When things go wrong,
march on again
There's sunshine round the
bend."

—AR 28 September 1956

"Never make love in a potato
patch

Even potatoes have eyes."

—AC 28 September 1956

Angus Smith

I commenced Papakura High School in the Sixth Form in 1964. After having spent the first three years of my secondary schooling at Maramarua District High School, where the roll was 120, Papakura High seemed a huge place to me. When I attended assembly, the hall seemed very crowded!

As we lived in the Mangatangi area, each Sunday evening I went by Road Services coach from Mangatawhiri to Papakura, where I was met by my landlady Mrs. Simmons. During the week I boarded privately with Mr. & Mrs. Simmons and their two young children. On Friday evening I returned home by coach, though now and again I had the luxury of travelling by private car.

As my lodgings were not far from the Military Camp, I biked to school each day (about three kilometres) carrying my books and lunch in a suitcase. I don't remember a tuck shop.

Whilst at Maramarua I was top of the class in maths. However, I found it a bit of a struggle at Papakura High School, as much of the subject content hadn't been covered at Maramarua.

My sisters Laura and Constance and brother Ian also attended Papakura High School in following years. They too boarded privately.

One of the teachers I particularly liked and respected was Mrs Dora Hessell.

Memories of Papakura High School - Les Rockel 1959 - 1961

I found secondary school quite a trial at times and despite everyone's best efforts,

this resulted in my repeating the fifth form in order to get my school cert under my belt. There were, however the good times and most of which seemed to take place outside the classroom for me.

I remember playing rugby one Wednesday afternoon, I think it was against St Stephens from Bombay, when Harry Titchmarsh, the groundsman decided this was just the time to mow the playing field. I don't quite know what the St Stephens wing three-quarter thought as he was charging down the touch line, only to be met by a tractor towing a double set of gang mowers coming towards him!

The annual cross-country run I remember from one year as well, I think it was held out towards the Army Camp. Each of the more difficult obstacles was patrolled by a teacher, most likely to make sure we did not cheat, rather than to make sure we didn't break the odd bone. A map of the course was produced with places such as, 'Elec Relic's Post (Colin Atkinson), 'Thurlow's Gulch' (David Thurlow) lots of very wet and sticky mud here. Also 'Rockel's River' (David Rockel my Dad) more a stream than a river, but we had to run up it rather than straight across.

I managed to dodge competing in all three of the annual school athletic sports days during my time at Papakura, by volunteering to be either a time keeper, marshal, or general do anything helper. One year it was pouring with rain and Dave Thurlow and I sat in a tent all day collecting the various results as they came in. The big advantage here was, that Mrs Thurlow had made some lovely cream cakes, a large

number of which seemed to come in my direction!

My memories of the school staff are fairly vague. I do recall Mr Paton being very understanding as I, and most of the class wrestled with the fun of learning Latin. He was quite long suffering and my mark at the end of the fourth form was reasonably fair. David Thurlow and Cecil Milne in particular, helped me greatly in getting to grips with school cert the second time around. I saw little of my Dad as he was over in the technical department, but I do remember trying to help him one afternoon and managed to spill a shovel full of hot coals from the forge on to the floor, I was not exactly too popular at that moment!

Friends amongst the pupils I can recall would be, Geoff Overton, Peter Williams and John Campbell. I also remember Gill Carter and Laura Scott-Allen from all those years ago.

Have a super and very successful reunion.

Janet Davies nee McDonald - 1977-1980

I don't know if I should be the one writing about school memories when I never really partook in many events that the school had to offer. Unless you count attending detention outside Mrs Hammer's office and a quick smoke behind the gym at lunch time. I was the one that failed typing class so my parents would not make me become a secretary. Little did I know that years later I would be the author of four books and my typing skills the one thing I would use daily.

Though my high school years were not just about standing in line at the tuck shop and frazzling Mr Milligan's nerves in science class, I was of the

era that saw the first hand held calculator in a maths class... what was the world was coming to?

On a school intensives trip to Fiji in 1978 we were advised to buy a radio that had FM, as FM was soon going to be the only radio band that everyone would be listening to. Mr Bathurst the exchange art teacher from the USA had us trace the outline of a square box and then colour it. We didn't realise how often a box like that would enter our lives in the future. McDonalds fast food was about to hit New Zealand and a burger in a box sounded rather 'flash' at the time.

Boyfriends didn't really feature in my school schedule. However, in my early 20s I was to meet Jonothon Davies who had been the same year as me and we were to become life partners. Looking back at school photos I do not even remember his face. I still have not decided if it was fate or the gods giving me a break by allowing the puppy fat to disappear before he set eyes on me.

Twenty years after leaving school it looks like one day my own children will be following the same path to attending Papakura High School. If there is one thing I have learnt over the years, it is not always the IQ of a person that makes them a good student. It is a must to have good self-esteem, so when things look tough you have the inner ability to keep at it and not let yourself be side tracked by others of less confidence. So the best thing I can give my children before they attend high school is the self-esteem and confidence to get them through the tough bits.

Memories of 1954 - Edna Kelly (nee Morbey)

A never ending, or it seemed like it, trip by bus to school, this meant early mornings and late afternoons. Long passages and wearing new shoes, every step you took echoed a hundred fold.

So many buildings and classrooms, some with strange looking desks, some with tables. A fear within that one would not find the classroom that your timetable read and even worse than that, if you were late, having to walk into the room in front of everyone.

The previous eight years at primary school I had had the same class friends. Now I was thrown in the deep end with 30 new class members and this, for someone who was extremely shy was indeed a very traumatic experience.

Another first for me was, dare I say it, having a Maori in the class or in this case the first time that I had had anything to do with Maori. Later Harriet and I became very good friends and worked on many projects together.

The tuck shop caravan, I think, owned by the Websters? The waiting and having to stand in line, my favourite buy were spearmint lollies.

School uniform was a mixture of old navy uniforms and new grey pinafores for the girls and grey pants for the boys.

Our textbooks were also a mixture. It occurred to me in later years, that these books were perhaps all that could be collected together to form some kind of syllabus. These saw us out for the first year, then gradually the regulation textbooks found their way into our programmes. Dragging round heavy bags with all our

books in them, it is a wonder that we never left school with lopsided shoulders!!

Sports days when there were other schools visiting, this was when the passages seemed to swell with people. The grounds and courts would become meeting and cheering on places, then seeing them off on their buses with pupils, hats and scarves hanging out the windows and doors.

On the last school day of the year everyone walked round with a pen and their yearbook collecting signatures. It was also noticed that Panama hats were not omitted from receiving signatures as well!

Some of the best days of my life – Geoff Bickerton

I arrived at Papakura High School at the beginning of February 1963 along with the usual influx of third formers. In my case I was new to the area, having moved from Hamilton during the holiday period, and didn't know a soul. Unlike most of the others I had not sat any entry exams and was put into 3 Pro C only to be moved into 3 Pro A three days later.

Now this was a big school but I very quickly found that the Papakura crowd were a friendly lot and it was not long before I made some very good friends. The second week gave me my first insight into 'high school discipline'. It was during a geography class being run by Mr 'Spider' Webb and one of the students, who was a drummer in the local pipe band, decided to get in a bit of drumming practise. 'Stop that noise boy' shouted Spider. 'Sorry Sir' replied Craig. About ten minutes later the drumming recommenced. 'Up here boy and I will show you how I can use a stick!'

And so Craig was the first in class that year to receive the cane, but not the last!

Back in those days the dress code was enforced and boys had to wear caps, socks pulled up and shirts tucked in. Girls could not wear jewellery. Breaches of the code would result in detention. The big challenge for the boys was to retain the button in the middle of the cap as the general sport was to de-button the new boys caps. This progressed to another stage of the de-buttoning where with a quick flick of the wrist the objective was to rip open the fly on boys' shorts. This was embarrassing enough and became even worse when the buttons were removed and one had to walk around with a gaping fly for the rest of the day.

During my time we were involved in fundraising for the first gymnasium and our class would raise money by carrying out odd jobs in the community. One of the jobs we got was to clean out the basement of an old man up Red Hill. We had noticed an unpleasant smell that got stronger as we worked our way to the back of the basement. We finally discovered the source was a drum full of rotting potatoes in water that we were tasked with removing without spilling it. It was finally achieved but I resolved never to make my own homebrew after this!

Other recollections are:

Seeing how long a compass could remain hanging in a prefab Pinex ceiling.

The rugby training lunchtime runs up around Red Hill while coach Ernie would visit the local and be back to see us return.

The trips to Great Barrier Island with 'Sarge', the treks from Tryphena to Medlands

and some of the boys 'heaving' before even reaching Devonport.

On the same trip John Coldicutt showing he would have a successful future by hiring out my portable record player to other pupils in return for cans of food, which he consumed.

The trip on the overnight express to Wellington to visit Parliament and struggling to stay awake during the visit because of the previous night's high jinks.

Terry Power teaching the class with the Herald and his sandwiches hanging out his short pockets.

The girls who would want to go to a single sex school!!

The gymnasium opening and being able to play basketball, volleyball and badminton with the support of Phil Roberts.

Lunchtime weightlifting competitions behind the gym.

The commitment of the teachers and the feeling of pride in the school.

The inter-house rivalry – Go Freyberg (I didn't have to dye my singlet).

Being a prefect and having the early opportunity to develop confidence in front of others.

The great life-long friends I made there.

Yes, these truly were some of the best days of my life!

Jan van Wijk 1954-1957

Living in Homai, the mode of transport to Papakura High School was train. The first "passenger" train south in the morning was known as the "Eight O'clock Stinker". This train was made up of many empty cattle trucks heading south from Westfield Freezing Works and the last unit was a passenger carriage. You now

know why the train was given such a distinctive name. This steam drawn train came into Homai Station at about 8 o'clock, depending on shunting movements at railway yards prior to our stop. Its progress could be observed from a distance because no buildings occupied the surrounding farmland from Puhinui onwards and there was always plenty of steam. On arrival at Homai station, the driver of the locomotive had to estimate where to stop so that the passenger carriage came to a halt adjacent to the platform. This manoeuvre often left the loco some 150 yards up the track and well out of the station. After boarding the guard then had to somehow signal to the driver that we were ready to proceed. Intercom was by way of a small green flag. At Papakura railway station we were able to cut across Massey Park, through a hedge on both boundaries and enter the school grounds from the west.

I well remember the first day of Papakura High School in 1954. Ministry of Works staff were still landscaping; and paving. The fan tailing of a truckload of metal on the driveway went wrong and the displeasure caused a string of oaths from the workers in a foreign language. It was pure Dutch. I can still see their look of shame and astonishment when I reminded them, in Dutch, that there could be young people around! These were interesting days, new school, new language, and new traditions. It was quite a change from the old established high school I had attended in Holland.

Papakura High School soon earned a good reputation, both academically and on the sports

fields. The inaugural staff was well qualified academically and ably led by our Principal A. J. (Arch) Campbell, who set high standards. Summa Pete.

Jessie Munro

I went to Papakura High School. That's far more accurate than saying: "I attended", or I was a pupil "at" Papakura High School, because I was a bus kid and spent a good part of my day going to and fro. There were lots of us converging on Papakura. We were the first big wave of immediate post-war baby boomers that hit the grounds of high school in 1959. I seem to remember the bus was already full at Clevedon and people standing in the aisle for the remaining twelve detoured miles.

Our bus started at Orere for the few real outlanders and began its main run from Kawakawa Bay. I got on about two kilometres after that and spent the next hour and a quarter on gravel roads, winding bends, one way bridges, please give way, Ness Valley no exit, turn around and come right out again the same way. I suppose the trip is still long nowadays but the road is sealed, the dust is gone, the bends smooth, bridges widened or culverted, cars much faster and more numerous. This is not a lament on 'how things were harder in our day'. Instead, it's a thank-you to Papakura High School, Peter Fraser and Clarence Beeby for the quality and all-roundedness of my education even though I lived way way out in the country.

In 1939, the then Minister of Education Fraser and Secretary of the Education Board Beeby stated that: "The government's objection, broadly expressed, is

that all persons, whatever their level of academic ability, whether they be rich or poor, whether they live in town or country, have a right as citizens to a free education of the kind for which they are best fitted and to the fullest extent of their powers. So far is this from being a mere pious platitude that the full acceptance of the principle will involve the reorientation of the education system". In the confident years of the 1950s and 60s the Beeby/Fraser model was all around us at Pukekohe, Papatoetoe, Otahuhu, Howick and the new Manurewa High School. And 'broadly expressed', at Papakura it was working well for most of us, Pakeha at least. Thousands turning up for the 1994 get-together seemed to think so.

The timetable at Papakura High was adjusted to cope with the realities of the many rural dwellers. I think the lunch break was lengthened to have music, clubs and sports practice then, instead of before or after school. After school detentions were out. The downside was that our day had eight periods and ended at 3.40, not the usual 3.20! I don't remember the Papakura suburban cohort ever holding this against us. Anyway they'd be home in five minutes, not like us. We even had prestige when we were dispatched early out of class to beat the rising floods and incoming tide at Clevedon.

Crammed into the bus was a cross-section; a few near adults from 6A ranging down to pre-pubescent third formers. We were predominantly Pakeha yet there were several Maori children from the many mainly Ngati Paoa homes down Kawakawa Bay Road and

North Road. Look for these homes now and you'll find very few. That's another story. On the bus were all the subjects from the 'co-ed multi-course' model. I'd test my friend Lynnette Jenkins on her home science of biology and she would check me for my Latin or history. I'd ride past familiar manuka scrub and cabbage trees learning the French for ash, larch, yew or chestnut when I didn't have the slightest idea then what an ash, larch, yew or chestnut was! (I do now).

So the bus is associated with fascinating new words: 'horst; graben; podzolic; entente cordiale; dreadnought; boll weevil; ablative absolute; Ozymandias and quarlde. Also 'Schwein of an Englander' because we also studied the comics: war, love, classic, Jughead & Co.

I'm forcing myself to include the fact that many of us girls knitted – we could be laughed at in retrospect. However, my long, long Papakura High School scarf, my grey, green and white moss stitch masterpiece wove itself off the needles on the long bus journey. (You needed whatever warmth you were allowed at peat-bog-flat, Manukau-windswept, short socks only, heaters-off-by-morning-interval Papakura High School). There was talking, sometimes singing; arguing, jostling, skylarking (being a bus prefect is not such a good memory).

What I most hold in my mind is setting out in the early morning with the rising sun silhouetting the crenellated pines at the Waitawa Bay plantation. When we left home for the long walk down to the main road, it threw our tall shadows right across the paddock to the west. A

convoy of three at any time out of my two sisters, my brother and me. But in my fifth year, my shadow was far behind, dashing desperately late across the slope with shadowed puffs of gasping cold air. My brother's had disappeared and he'd reach the road as the bus ground to a halt. How many times did the bus wait for me? Then the time came, with relief, to leave the bus behind. By the following year, I was at university in Auckland, walking from O'Rorke Hall a mere five minutes down Symonds Street.

Lyall Lukey 1955-1959

I was in the second third form intake at Papakura High in 1955. After short stints at six schools in two years, I had arrived in Papakura the year before to join my mother.

Even though it was only in its second year, after primary school the size of Papakura High School was an eye opener. The assembly line approach, with classes moving every 40 minutes to a new room and a new subject, meant that just packing the right books and finding the right room were challenges enough.

With all the moving around, I was not very confident with any school subjects, let alone new mysteries like French and Latin, which remained literally closed books. However, I soon developed some useful survival skills in order to conceal my knowledge deficits. Our school bus arrived early and in the time before class, I became a proficient speed copier of other pupils homework.

Then there was school assembly, when we were all on parade. Several teachers had been in uniform only ten years previously and those in charge

of assembly were still at home on the parade ground. The commanding officer was foundation headmaster Arch Campbell, a stern birdlike figure in his academic gown.

My first close encounter with Arch was early on in the first term when I was sent to explain how I'd managed to break a window. Our class 3 Pro Boys had invented a game, which used a full ink bottle as the ball and rubbish tins as goals. I looped an accurate pass to the wing by the window, who withdrew his outstretched digits at the crucial time. It was a shattering experience and in the sinbin outside the Headmaster's office it was hard to think of a "pane less" excuse. I was summoned into the inner sanctum, expecting my first encounter with the cane. Instead I detected a distinct twinkle beneath the stern headmasterly look and was discharged without conviction but ordered to pay costs.

However, I needed to find a way to raise the fine. I'd discovered that the Third Form General Science curriculum was big on frogs. Budding surgeons, cordon bleu chefs and aspiring Mafioso had the opportunity to wield scalpels in the pursuit of interior ventral views of the deceased amphibians. I had spotted a great business opportunity, and undertook to supply all the frogs the Science Department would ever need for the modest fee of sixpence a pop. Business was brisk and every day I ferried in four or five frogs destined for the gas chamber and the dissection dish.

I soon discovered that in the mating season production could be easily doubled, it was

two for one every time. My dawning biological insight was accompanied by a greater economic lesson in the laws of supply and demand. The Science Department was soon bulging at the seams with pickled frogs. I was paid off with a five pound note authorised by the Headmaster himself, after agreeing to get out of the amphibian business forthwith.

My academic career didn't really splutter into life until the fifth form. I sat and passed School Certificate (then a group pass of 200 + was required in four subjects) and to no one's surprise more than

my own, I topped the school in English. Suddenly University Entrance didn't seem out of reach.

How I actually got to go to varsity illustrates how canny Arch Campbell was. On the last day of our upper sixth year, all the school leavers gathered for one last valediction. Arch told us he was very pleased with the second crop of students to complete the full five year cycle and he was especially pleased that so many were going on to university. He then singled me out – I'd had a lazy year, and told me that I should give up any ambition I might have to embark on tertiary

study – I'd be wasting everyone's time, including my own.

Until that moment, I hadn't really thought seriously about going to varsity but as I started the first of many holiday stints at Hellaby's Freezing Works, the idea that I should have a go at a B.A. took hold. I would show Arch and the others a thing or two!

It was not until after I had completed a couple of degrees and spent some years teaching at secondary school that the penny finally dropped; teachers and principals who know what make their pupils tick can be pretty good psychologists and coaches. Thanks Arch.

Former Pupils of Note

A CONSIDERABLE number of pupils have left Papakura High School and gone on to be high achievers. Some have taken up teaching, others have become lawyers, business entrepreneurs, accountants, diplomats, sportsmen, or perhaps followed a career in medicine. Unfortunately it is not possible to list them all, but there is one special lady who became a lawyer and several sporting personalities who spring to mind.

Angela Muir Van Etten¹ attended Papakura High School from 1968 – 1971. She was born with a condition called Larsen's syndrome and because of this, she is just 3' 4" tall. However, Angela has not let that stand in her way – indeed she has achieved a great deal.

In 1971, Angela contributed to the school magazine where she describes some of the advantages of being a small person! Her positive attitude and great faith shine through in this article.

After leaving school she went on to Auckland University, then in 1981 she was awarded a Winston Churchill Fellowship and went to America, where she met and later married Robert Van Etten, a biomedical engineer and a former president of the Little People of America advocacy group.

She qualified as a lawyer in America and worked as a writer for a firm that published legal manuals for attorneys. Angela has written her autobiography entitled "Dwarfs Don't Live in Doll Houses" and last year a documentary about her life screened on N.Z. television.

The late Dr Rodger (Roger) Freeth² attended the High School from 1969-1970 and was Dux of the school. Rodger attended Auckland University and eventually (in between all the motor sport) worked his way towards a doctorate in

astrophysics. As he found it very difficult travelling to University he bought a two stroke bike and used to ride through the Auckland domain at great speed! It was through this that he became involved in motorcycle racing.

He won 14 New Zealand motorcycle championships, and the Bathurst endurance motorcycle race twice.

He also took up rally driving and spent 20 years sitting alongside several of the country's other top drivers before joining Possum Bourne for the 1987 RAC Rally. In 1991 they won the national series.

In February 1993 Rodger became New Zealand's fastest man on four wheels. Driving his CRC Lola Indy car at Waitakaruru, he reached 313.52 km/h and broke the national land speed record.

Sadly Rodger was killed in an accident at the World Rally Championship in Perth in 1993 when he was co-driver for his best friend and team mate Possum Bourne.

Approximately 1200 mourners attended Rodger's funeral service, which was held at the Auckland Town Hall.

Greg Yelavich³ attended Papakura High School from 1971-1973. Whilst working on a farm in the outback of Western Australia Greg found he had a neighbour who belonged to a gun club. With nothing much to do in his spare time, he went along to the club and learned to shoot out of boredom, banging off more than five hundred rounds a day. From these unlikely beginnings he made it to New Zealand's national team.

Greg represented New Zealand at the 1986 Edinburgh Commonwealth Games⁴ where he won a gold medal for the individual free pistol and a second gold for the individual air pistol.

At the 1990 Commonwealth Games held in Auckland Greg won two silver medals and two bronze medals.

Stephanie Cooper⁵ (nee Foster) M.B.E. attended the school from 1972-1976. She was a prefect and then in 1976 was deputy head girl. Rowing became her sport and in 1984 she won the Petit Final for Women Olympic Scullers at Los Angeles. In 1986 at the Commonwealth Games in Edinburgh she won a gold medal for single sculls and a gold medal for double sculls. Also in 1986 at the World Championships, she won a bronze medal for single sculls. In 1987 Stephanie was awarded the M.B.E.

Bob Lendrum attended Papakura High School from 1961-1966 and became an All Black⁶ in 1973.

Bob began playing first class rugby as a second five-eighth and then switched to fullback. Between 1968-1979 he played for the N.Z. Juniors, Counties Papakura, North Island, and Counties Thames Valley.

He was also selected for various All Black Trials.

He represented New Zealand in the 1973 internal tour and played one Test against England that year.

Bob was interviewed by a pupil for an article, which appears in the 1973 school magazine, where he talks about life as first class rugby player.

¹ Bob eventually took up teaching and currently teaches at Rosehill College in Papakura.

¹ Dwarfs Don't Live in Doll Houses
Angela Muir Van Etten

² The New Zealand Rally – Celebrating
25 Years *David Thompson/Martin
Holmes*

³ School archives – PHS magazine

⁴ XIV Commonwealth Games Auckland
1990 *Dai Bindoff & Ron Palenski*

⁵ 40th Jubilee Magazine

⁶ Encyclopedia of New Zealand Rugby –
R. Chester, R. Palenski & N. McMillan

Appendices

Roll of Foundation Pupils 1954

Form 5 Mr E. N. Webb

Bedford, Anne E.	Anderson, Philip F.
Brien, Diane	Carson, Jeffrey G.
Downes, Jacqueline M.	Dalton, Robert W.
Foster, Elsie V.	Duder, Brian F.
Gore, Janet L.	Happy, Terence V.
Gower, Margaret S.	Higgins, David G.
Hussey, Ngaire F.	Loader, Colin G.
Leaming, Barbara L.	McFarlane, Alister E.
Mansell, B. Noeline	McInnes, Garth
Matheson, Barbara J.	Murphy, Michael H.
Pearson, Barbara A.	Nicol, Warren J.
Pyke, June M.	Phillips, H. Mack
Roigard, Elaine A.	Pinfold, Gary F.
Taylor, D. Jean	Rankin, Ronald W.
Webb, Pamela V.	Reid, Ross G.
Tennant, Malcolm P.	Wilson, John C.

Form 4 Professional Mr J. U. Macaulay

Appleby, A. Jean	Aldiss, David B.
Blundell, M. Jeanette	Brown, T. David
Cornell, Joan I.	Cook, Gary J.
Fowler, Wynne S.	Fitzpatrick, Colin B.
Goertz, Jocelyn M.	Happy, Brian K.
Harrison, Jan	Hughes, Stanley W.
Hocking, Tonie P.	Kemp, Ralph M.
Jolly, Margaret L.	King, Winston A.
McDowell, Valerie	Lane, Ian W.
Molony, Dorothy H.	Liggins, J. C. Craig
Pedersen, Denise O.	MacFarlane, Athol W. K.
Ross, Estelle J.	Mudgway, Gary O.
Smith, Shirley C.	O'Neill, Timothy J.
Sutton, Gail C.	O'Reilly, Barry P.
Taylor, Kathleen P.	O'Reilly, Liam J.
Wylde, Joan E.	Palmer, Ross S.
	Stewart, J. Kevin
	Trower, David J.

Form 4 Vocational Girls Miss J. Z. Schmidt

Allen, Susan M.	Ballard, May E.	Bates, Elaine M.
Dennis, Fay B.	Edwards, Avril D. M.	Grice, Doreen N.
Johns, Mary E.	Lucas, Catherine E. M.	McVeigh, Norma J.
Majurey, Rosalie R.	Matthewson, Beverly A.	Middlemiss, Colleen M.
Middleton, Marlene C.	Mueller, Barbara L.	Neale, Joyce B.
Orum, Pauline	Randi, Auretta N. G.	Ross, Janet O.
Scott, Kay M.	Smith, Valerie C.	Stewart, Heather J.
Walker, Noeline M.		

Form 4 Vocational Boys
Mr G. S. Miller

Bartlett, Gary C. W.
Burrell, Tony R.
Clements, Gerald W.
Dunn, A. Bruce
Hankins, Ross S.
Hill, D. Cameron G.
Hunter, Colin R. D.
Mansell, Clarence F.
Perry, Malcolm P.
Siddle, John R.
Spragg, Ronald W.
Whyte, Christopher J.
Young, Graeme G.

Bell, Raymond G.
Bycroft, Elon G.
Deadman, Gary
Fitton, Harold
Hart, James E.
Hodges, Leslie A. G.
Keenan, Daniel M.
McMaster, William R.
Pope, Roy E.
Slack, Donald
Stewart, Graham D.
Wood, Michael I.

Brough, Alastair J.
Cato, John M.
Dreadon, Alan J.
Gillespie, Colin D.
Hill, Barry A.
Hooks, Ronald C.
Kidd, Barry J.
Moselen, Mervyn R.
Reid, Kenneth M.
Sowerby, Graham L.
Trenouth, Lindsay M.
Wrigg, Barry D.

Form 3 Professional Girls
Miss E. I. Wright

Alexander, Janice M.
Bycroft, Joy P.
Croucher, Rosemary M.
Foster, Heather M.
Lawrie, Kay M.
Mitchell, Jennifer H.
Moore, Ann C.
Proctor, Patricia J.
Siddle, Mary
Thorn, Judy Davies,
Wawatai, Joanne
Wood, Rosemary

Billinghurst, Rosaleen B.
Callis, K. Elizabeth
Davies, Raewynne J.
Heyde, Janice R.
McLeod, Glenis M.
Mitchell, Lola
Pountley, Kay
Robertson, Margaret E.
Sowerby, Beryl D.
Townsend, Kay A.
Williams, Janice M.
Woodcock, Lynette M.

Bremner, Gloria H.
Cheadle, Helen M.
Donoghue, Kathleen
Hughes, Ngaire B.
Manning, Joyce I.
Mitchell, Pauline A.
Proctor, Lorraine L.
Roigard, Pamela D.
Thomas, Anne P.
Troughton, Margaret K. E.
Wills, Beris M.
Zinzan, Joanna

Form 3 Professional Boys
Mr C. Atkinson

Akers, Charles W.
Bird, Alan F.
Clerk, Peter M.
Donald, Robert
Higham, Robert T.
Judson, Glyn R.
Laing, Winston J.
Middleton, Terry J.
Paver, Leslie M. R.
Sinclair, John C.
Walker, Ross, M.

Baldwin, Ronald
Brash, Alan D.
Cooney, Matthew A.
Hall, Leonard A. G.
Houltham, Peter
Keen, John H.
Loveday, Brian W. C.
O'Connor, Maurice W.
Peacock, Richard J.
Sykes, Warwick B.
Wood, Peter A.

Barke, Alan J.
Bull, Graham F.
Davis, Colin I.
Henry, Graham J. C.
Howie, Thomas S.
Keston, Robert H.
McKinstry, Eric J.
O'Neill, Roger G.
Ruthe, Terence R.
van Wyk, Jan

Form 3 Commercial
Miss B. E. Thompson

Andrews, Valerie M.
Dawson, Janet G.
Foster, Patricia I.
Harrison, Pixie
Howie, Robyn E.
Longstaff, Elizabeth K.
Maddren, Mavis E.
Parker, Joycelyn A.
Quigley, Elaine L.
Reid, Heather R.
Sykes, Sylvia D.
Waugh, Yvonne D.

Brown, Barbara J.
Deadman, Janice C.
Garland, Betty C.
Hartnell, Zena J.
Johnston, Barbara F.
Lovett, Robyn C.
de Malmanche, Mary B.
Passau, Diane R.
Redshaw, Merle F.
Smith, Barbara R.
Tonkin, Judith A.

Chalmers, Lynette J.
Fielding, Hazel A.
Grogan, Valentine G.
Hill, Joy L.
Laurie, Janette R.
McDonald, Josephine M.
Nolan, Beverley A.
Quedley, Margaret L.
Reed, Betty M.
Strawbridge, Marion E. M.
Tyndall, Joy O.

Form 3 Homecraft
Mrs J. Richardson

Adam, Betty M.
Bryan Jeanette B. A.
de Thierry, Dorothy E.
Holton, Kaye A.
Kepa, Mereanna
Morbey, Edna H.
McGlade, Carmen R.
Newton, Dorothy M.
Reeve, Carole L.
Ross, Mary C.
Smart, Betty J.
Stuck, Marlene G.
Webster, Kathleen
Worby, Marian E.

Bates, Miriam T.
Colquhoun, Ann S.
Gunson, Coralie H.
Johnson, Robina M.
Kimpton, Gwendoline A.
Murray, Christine C.
McNeil, Marlene L.
Nicholson, Joan I.
Reid, Jennifer J.
Roud, Judith A.
Smith, Joan C.
Thompson, Harriet H.
Whitehead, Patricia D.
York, Ann S.

Blair, Jean
Cossey, Lynn C.
Hansen, Pamela I.
Keane, Judith E.
Lediard, Keitha G.
Mansfield, Valma B.
McInnes, Gael
Pyke, Nola P. A.
Richnow, Anna M.
Sharp, Margaret E.
Steele, Barbara A.
Wallace, Valerie G.
Wine, Adrienna H.

Form 3 Vocational "A"
Mr R. Marshall

Aitchison, Lindsay R.
Brown, Neville K.
Gibbons, John F.
Halpin, Barry D.
Hobman, David G.
Maclean, Alastair N.
O'Reilly, Louis B.
Perry, Bruce
Prangley, Roy L.
Scott, Lawrence F.
Trust, Robert A.
White, Graeme C.

Archer, Keith R.
Douglas, Richard
Graham, Ronald C.
Harris, Lance J.
Hood, Brian L.
McMaster, Alan J.
Orum, Allen G.
Poland, John M.
Starr, David G.
Stowers, Mervyn J. H.
Walker, Lloyd T.

Barker, Keith J.
Faulkner, Terence K.
Grover, Leonard C.
Holmes, Lynton W.
Kimpton, Cecil A.
Matheson, Bruce K.
Pearson, Donald F.
Poole, John
Sanders, Frederick K.
Thwaites, Barry P.
Waterhouse, Philip E.

Form 3 Vocational "B"
Mr O. J. Lewis

Andrew, Peter J.
Bauer, Walter O. N.
Burgess, Colin R.
Gore, Alexander
Kanji, Jasmat
McDonald, Terence H.
Neale, John E.
Polkinghorne, R. Hilton
Rose, Robert A.
Shelley, Allan D.
Wakefield, Ronald T.
McMillan, Trevor E.

Armstrong, Douglas B.
Blakeborough, Douglas H.
East, A. Lawrence
Graham, Ian A.
Lack, Frederick R.
Mather, Earle A. M.
Paul, Peter
Ralph-Smith, Donald A.
Scott, Ian T.
Smith, John M.
Wills, Gary A.

Barber, Henry
Broadhurst, J. Ross
Edwards, Mervyn F.
Harding, Murray H.
McDonald, Arnold J.
Mumby, Max G.
Pryor, Peter R.
Robson, Alan D.
Shaw Bruce C.
Thompson, Murphy
Wylde, Verner W.

First Board of Governors 1954

Chairman	Mr I. J. Day	(Auckland Education Board Rep)
Members	E. A. J. Busing	(Papakura Borough Council Rep)
	J. W. Lane	(Parents' Representative)
	P. M. McAnnalley	(Manurewa Borough Council Rep)
	F. J. Magill	(Governor-General's Nominee)
	C. Mansell	(Parents' Representative)
	J. G. Miller	(Parents' Representative)
	Dr S. K. Watson	(Parents' Representative)
	S. Wilson	(Parents' Representative)
	T. Wilson	(Governor General's Nominee)
	G. A. T. Wood	(Parents' Representative)
Secretary	A. J. Campbell	(Principal)

Parent-Teacher Association Committee 1954

Chairman	Mr C. A. Mansell (Karaka)	
Secretary/Treasurer	Mr D. J. Laing (Papakura)	
Committee	Mrs W. Paver	(Papakura)
	Mrs L. G. Tonkin	(Takanini)
	Miss W. M. Tombs	(Staff)
	Mr G. G. Brough	(Manurewa)
	Mr J. E. Donoghue	(Ardmore)
	Mr J. S. Kidd	(Waiau Pa)
	Mr J. W. Lane	(Clevedon)
	Mr G. S. Miller	(Staff)

NB. The Parent-Teacher Association was disbanded in 1994

First Board of Trustees 1989 As a result of Tomorrows Schools

Chairman	D. R. Birse	
Members	Rev. M. Alefaio	(co-opted)
	T. Alefaio	(Student representative)
	Rev. A. M. Bell	
	R. Fleming	(Staff representative)
	D. T. Hunt	(Principal)
	Dr M. Lewis	
	Mrs D. Maidment	
	Mr B. Matheson	
	Mr J. Niwa	(co-opted)
	Mrs S. Taia	(co-opted)
	Mrs E. J. Travers	(co-opted)
Board Secretary	Mrs S. M. Lees	

Board of Trustees 2003

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	Ms J. Cosslett	(Director of Personnel)
	Mr D. Rosie	(Associate Principal)
	Mr A. Foster	(Director of Student Support)
Board Secretary	Mrs M. Honan	

Foundation Staff 1954

Principal:	Mr A. J. Campbell	MA, Dip Ed, A Inst Ed (London)
Deputy Principal:	Mr C. McGill	MA, Dip Hon, Dip Journ
Assistant Masters	C. S. Atkinson	BA, Bsc, Dip Ed
	L. Cornwell	MA
	O. J. Lewis	BA
	J. U. Maculay	MA
	R. Marshall	
	G. S. Miller	MA
	D. Rockel	
	A. J. Thornton	BSc
	E.N. Webb	MA, Dip Ed
Senior Ast. Mistress	Miss W. M. Tombs	MA Cert D'Etudes (Besancon)
Assistant Mistresses	Miss M. E. Bradbury	BA
	Mrs. B. E. Partridge	Dip HSc
	Mrs J. Z. Schmidt	Mus B LTCL, LRSM
	Miss B. E. Thompson	
	Miss E. I. Wright	BA

Staff 2003**Senior Management**

Principal	Angela M. Appleby	B. Ed. H, Dip. Tchg, Dip Ed Mgmt
Associate Principal	Doug Rosie	M. Soc Sci (Hons), Dip Tchg
Director of Curriculum	Harsha Chhima	BSc. Dip Tchg Cert radiochem. Cert Mid. Mgmt
Director of Operations	Alan Foster	T.T.C, B. Ed., Dip Tchg, Cert MM, Cert SMM
Director of Human Resources	Janice Cosslett	B.A. Dip, Tchg

Head of Faculties

Arts	Donna Tupaea (Acting)	BFA Dip Tchg
Health & Physical Education	Cindy Wikohika	B Ed., Dip Tchg
Humanities	Ian Deoki	BA Dip Tchg
Languages	Cynthia Orr (Acting)	BA, PG Dip Arts, Dip Tchg
Mathematics	Gayle Bovill (Acting)	BA Dip Tchg
Science	David Matthews	BSc Ecology, PGCE Sci Ed, Adv Cert Ed, Env. Ed
Special Programmes	Ngaire Cole	BA (Hons) Dip Careers Guidance TTC
Technology	Rob Mitford-Burgess	NZCB
Activity Centre	Lisa Cribb	TTC ADV. Dip Ed. Dip. Special Needs

Teaching Staff

Shakil Ahmed, M Ed, BSc, PGCE
 Kewalpersad Basdew, FDE (Technical) (JSED)
 Martin Bennett, B Ed Dip Tchg
 Gilian Boakes, B Ed (Hons) Cert Ed
 Gail Boyce
 Steven Broun, BA Dip Film & Television Production, Grad Dip Sec Tchg
 Linda Christie, PCT Com T Cert T Cert
 Waru Clarke, LAT
 Bronwyn Cleave-Marra, BA Ind. Design, Dip Tchg Languages
 Marie Collecutt, TTC
 Pauline Cvitanovich, Dip Tchg
 Ron Davis, LTCL AIRMT BSC (Physics)
 Diane De Ruyter, BSc BTchg (Sec)
 Marion De Weyer, MA (Hons), BA, Dip Tchg
 Jenny Deoki, TTC Dip Ed (SNRT)
 Geoff Dixon, BA (Hons), MA
 Allan Donald, BA (Hons) with QTS Physical Education
 Denis Eltringham, BSc (Eng), Dip Tchg
 Simon Emmerson, Bachelor of Leisure Studies, Dip Tchg
 Jillian Fletcher, TTC
 Ian Fulcher, Adv. Trade Cert., Trade Cert. Dip Tchg
 Richard Ghent BMus, Dip Tchg (Higher) Dip Ed (STN), PG Dip Ed (SNRT)
 Grace Gilbert, Dip Tchg (Div A)
 Colin Gillespie, Dip Tchg. Cert Tchg Sp Needs, Cert Adult Tchg, Adv Trade Cert (2), NZCE Int
 Wendy Grieg BMus, Dip Tchg
 Lisa Hill, LAT
 Catherine Hutton, BA, MA, Dip Tchg
 Miriama James, TTC
 Darren Jardine, BSc Sports Science, PGCE (Sec)
 Wilma Jarvis
 Paul Jennison, B Hort Sc (Hons) Dip Tchg
 Tanya Johnson, B Ed (Physical Ed)
 Shirley Jones, TTC
 Graeme Junge, BEd Dip Tchg
 Fositina Kama, BSc (Chem) Dip Tchg
 Graeme Kerr, MA Dip Ed, Dip Soc Sci, Dip Tchg
 Eleanor Keys, TTC
 Rupa Khastgir, BA (Hons) MA, B Ed (Teaching)
 Heather Kilgour, BA, Dip Tchg & part Dip TESSOL

Esther Kimberley, TTC
 Natasha Leafberg, MA (Hons) BA Dip Tchg
 Vicky Lorrimer, BA, B Ed
 Naomi Marshall, BA Engl. & Media, Dip Sec Tchg
 Logopati Mata'afa, BSc, Dip Theology, Dip Ed
 Lealofisa Mata'afa, BA, Tchg Cert
 Beverley Matamua, BA, Dip Tchg (Sec)
 Gaynor Matthews, BA, PGCE
 Sara Matthews, B Soc Sci Dip Tchg
 John McCoskrie, MA (Hons), Mdiv, Dip Tchg, Cert. TESOL Cert. BS
 John McGilly, Dip Tchg, Dip Spec. Ed
 Marilyn McIlvrde, TTC, Cert TESOL
 Kathleen McKay, MA Hist. TESSOL Cert, Dip Tchg
 Darren Merchant, BA (Hons) Sport, PGCE
 Avril Michaels, TTC
 Lawrence Naicker, B.Ed, Dip Tchg, Dip Ed. Tech
 Shereena Naidu, JSED, Bcom
 Natasha Neziri, Dip ELT, BA
 Gay Nicol, TTC, ETIH, Higher Dip Tchg Adv. Dip Tchg
 Sally Nichol, BPh Ed
 Vicki O'Malley, BA (Hons) PGCE
 Kevin Patterson, BA (Hons) Dip Tchg
 Will Payne, BA (Hons) Music 2, 1
 Gloria Pillay, BA, Dip Tchg MA B Ed, TESOL
 Michelle Pomana, BA Dip Tchg
 Saia Pomana, BSc Dip Tchg
 Maria Powell, BA, Dip Tchg
 Praveena Prasad, BSc Dip Tchg
 Andrea Rabin, GDNSM PGCE
 Tim Randle, Dip. Jazz (Perf) (L7) Dip Tchg
 Wayne Rangihuna, Dip Tchg
 Mirta Salina, LAT
 Glen Sayers, NZCE Mech Int Cert TTC Dip Tchg
 Rachel Schanzer, BA Visual Arts, Dip Tchg
 Tracey Singe, B Ed Dip Tchg
 Aaron Stierman, BA Visual Arts, B Ed (Sec)
 George Stirling, Tohu Matauranga Dip Tchg
 Michelle Storri, BA Dip Tchg (Sec)
 Cheryl Swasbrook, BMus (Hons) MMus
 Lisa Tallis, BSc (Hons) Biology
 Kaye Twyford, MA (Hons) Dip Ed Dip Tchg
 Grace Vai, BSc Dip Tchg
 Cindy Wikohika, B Ed, Dip Tchg
 Sarah Williams, BSc (Tech), Dip Tchg
 Molly Wills, BA (Hons) PGCE
 Spencer Wong, BA Dip Tchg

Support Staff

Jeanette Arnold	Teacher Aide
Anita Barry	Teacher Aide
Anne Beard	Teacher Aide
Ron Beard	Maintenance
Wendy Brooks	Accounts
Jan Browne	International Student Manager
Karyn Chapman	Teacher Aide
Caroline Crabb	Teacher Aide
Janice Deverick	Attendance Clerk
Machattie Duane	Technology Technician
Margaret Everett	Kitchen Assistant
May Gilbert	Teacher Aide
Beverley Gordon	Photocopy Assistant
Patricia Gutherless	Teacher Aide
Marina Hapeta	Library Manager
Margaret Honan	Principal's Secretary
Jackie Hooks	Teacher Aide
Leanne Hoto	Student Support
Sue Iles	School Nurse
Matthew Johns	Computer Technician
Anne Junge	Community Education
Telanova Livapulu	Groundsman
Jordie Martelli	Security Guard
Beryl McKinnell	Science Technician
Helen McPherson	Accountant
Salina Mirta	Teacher Aide
Moana Moore	Teacher Aide
Shona Muir	International Student Co-ordinator
Lionel Overmeyer	Property Manager
Kate Park	Teacher Aide
Patricia Pearce	Teacher Aide
Vera Pointon	Attendance Officer
Karlene Radonovich	Teacher Aide
John Rakena Te Warahi	Security Guard
Mere Rangihuna	Sports Co-ordinator
Deborah Ridley	Enrolment Officer
Vanessa Riwhi	Alternative Education Teacher
Pauline Schmidt	Teacher Aide
Anne Simms	School Archivist
Melanie Soanes	Library Assistant
Marice Tarei	Truancy Officer
Glenda Thomas	Teacher Aide
Dianne Thompson	Office Manager
Eric Thornton	Groundsman
Judith Way	Security Guard
Cheryl Weijermars	Payroll Officer
Karen West	Teacher Aide
Lynne Williams	Receptionist
Tehaare Mere Wilson	Gardner

Duxes

1957	M. Jolly		J. Lawson
	R. Palmer	1974	A. Laidlaw
1958	A. Thomas		B. Pepperell
	L. Paver	1975	J. O'Sullivan
1959	W. Weatherly	1976	J. Malpas
	D. Francis		P. Barry
1960	E. Leaming	1977	J. Waters
	G. Collecutt	1978	S. Fogarty
1961	J. Whitwell	1979	P. Shadbolt
	S. Laird	1980	G. Jarvis
1962	D. Fraser	1981	R. Buckby
	M. Bell	1982	L. Sabbage
1963	J. Munro	1983	D. Tooley
	J. Campbell	1984	S. Frew
1964	A. Herbert	1985	D. Richards
	M. Hall	1986	J. Duval-Smith
1965	S. Payne	1987	T. W. Lim
	T. Ryan	1988	D. Matheson
1966	L. Smith	1989	S. Cose
1967	J. Campbell	1990	M. Banicevich
	P. Brown	1991	D. Frear
1968	L. Trussell	1992	L. Hill
	R. Amies	1993	C. Lewis
1969	J. Phare	1994	S. Parnell
	R. Donald	1995	H. Bolstad
1970	R. Freeth	1996	S. Peters
1971	R. Sharp	1997	L. Smith
	B. Jones	1998	A. Hsu
1972	C. Attwood	1999	G. Bardsley
	G. Mansell	2000	B. Laing
1973	R. Hare	2001	S. Dai
		2002	Natasha Singh

Head Prefects

1955	G. McInnes	E. Roigard
1956	M. Tennant	J. Downes
1957	R. Palmer	M. Jolly
1958	R. Peacock	H. Cheadle
1959	D. Ducker	M. Barclay
1960	G. Collecutt	E. Leaming
1961	P. Kelly	P. Edmunds
1962	I. Haszard	P. Craig
1963	J. Campbell	R. Mowbray
1964	G. Townsend	V. George
1965	P. Sumpter	C. Allington
1966	J. Findlay	E. Sharplin
1967	G. Bickerton	J. Kelly
1968	G. Hall	J. Searle
1969	R. Murphy	D. Jurgeliet
1970	R. Thornton	K. Jenkins
1971	R. Bax	P. Ingram
1972	E. Morrice	J. Laidlaw
		C. Attwood
1973	S. Gubb	S. Buckingham
1974	N. Dowden	J. Snowden
1975	S. Haslett	G. Watson
1976	B. Boyce	B. McInnes
1977	H. Williams	J. Waters
1978	W. Bower	G. Elliot
1979	M. McKinnon	P. Shadbolt
1980	M. Kimberley	K. Marshall
1981	M. Bilton	J. Donald
1982	S. Bilton	I. Nu'u
1983	S. Mitchell	D. Tooley
1984	R. Bell	L. Nixey
1985	W. Waretini	A. Glaysher
	B. Collecutt	
1986	S. Solly	L. Herewini
1987	B. Easton	J. Pheasant
		H. Herbert
1988	T. Ludlam	D. Matheson
1989	I. Jonkers	A. Keen
1990	K. Matheson	M. Frost
1991	J.P. Mowat	G. Hunter
1992	N. Birse	P. Axtens
1993	S. Stott	F. Campbell
	C. Lewis	
1994	M. Alatupu	A. Cook
1995	C. Smith	J. Warne
1996		S. Peters
1997	M. Chapman	A. Cleaver
1998	K. McCombe	E. Marshall
1999	G. Bardsley	R. Rawnsley-Mason
2000	B. Dufty	S. Eru
2001	B. Y. Purukamu	L. Rawnsley-Mason
2002	G. Bolstad	N. Singh
2003	S. Murti	J. Kingi

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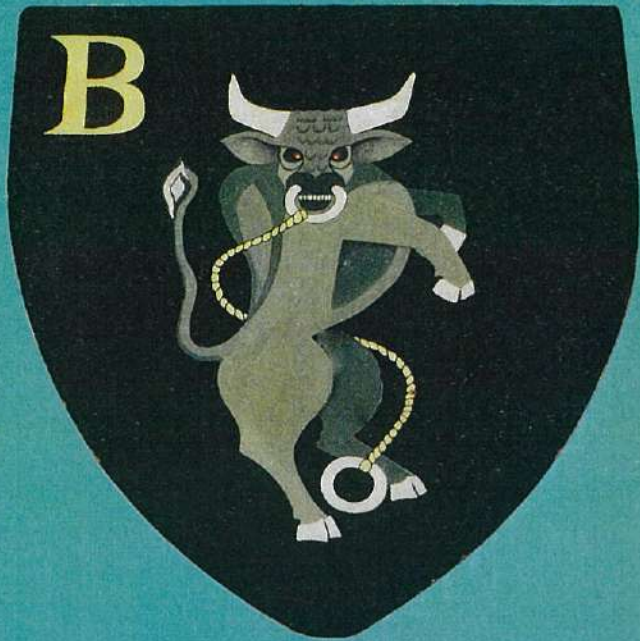
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