


# Mangere College

 Mangere College Library



# 2013



Front cover

Retta Mann

Inside cover

1. Retta Mann

2. Leonard Folau

3. Petelo Fehoko

4. Tau Manuleli'a

5. Kapiti Teingoa



# Mangere College

Quality Education for the Students of Mangere

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# Mangere College Staff



Back Row: - Arthur Schwencke, Greg Smirk, Kuldip Singh, Matthew Dudley, Brian Aubrey, Henry Fesulua'i, Tony Daniels, Fred Wilkings, Subrail Naidu, Roger Barker, Walter Browne, Kevin Davis, Heather Laxon, Thomas Pearson, Malo Tokoma, Marie Campbell  
 Third Row: - Fisitotoa Bloomfield, Chantal Cullimane, Abtesam Salim, Neville Padavatan, Satend Sharma, Charlie Keung, Mike Darragh, Ashley Clark, Malia Puloka, Dianne Cresswell, Erica Wilson, Frances McIntosh, Alisi Tatafu, Nicole Siew, Humi Fifta, Nalini Singh, Viliami Bloomfield, Nadine Wilson, Elena Bernardo  
 Second Row: - Eileen Hood, Samer Hormes, Sharon Moyle, Christina Mose, Mohammed Zaim, Anna Kasipale, Elizabeth Tupua, Wynne Brewer, Swasti Prasad, Rekha Ram, Lani Timu, Tai Uamaki, Ngahiraka Ruawai-Hamilton, Debra Pene, Pauline Kumar, Lynn Sebastian, Pushpinder Chadha, Helen Nicholls  
 Front Row: - Elisa Faavagaga, Robyn Parkinson, Mike Christo, Rochelle Wong, Tevita Lotulelei, Viv Maskell, Jerry Lane (Assistant Principal), Mele Ah Sam (Assistant Principal), John Heyes (Principal), Mohan Patel (Deputy Principal), Ruth Luketina, Daniel Wong, Elizabeth Potter, Turei Harris, Alison Blackwood, Nikki Johnson, Sandy Harris  
 Absent: - Mavae Ahio, Chanel Alataua, Hermann Arp, Kathryn Barclay, Maureen Barclay, Allan Beazley, Kathleen Beazley, Nicky Haeata-Ruwuhi, Raselin Imraan, Rosalie Kwan, Jocelyn Maitland, Anna Marsters-Malloy, Caroline Masoe, Justin McLean, Bobbie McMaster, Akenese Motusaga, Ranjiji Mudaliar, Nancy Palelei, Regina Pickering, Rochelle Pikaahu, Val Ratana, Louise Reade, Nathan Samu, Tony Searle, Janet Sickler, Rachel Tangianau, Catherine Thomson, William Tupou, Rapuani Wade

# The Staff List

## SENIOR MANAGEMENT TEAM

**PRINCIPAL**  
 J Heyes, BA (Hons), DipT, CertSMM

**DEPUTY PRINCIPAL**  
 M Patel, BSc, DipT

**ASSISTANT PRINCIPAL**  
 J Lane, BSc, PGTC (London)

**ASSISTANT PRINCIPAL**  
 M Ah Sam, PCT, ACTD, DipT

## POSITIONS OF RESPONSIBILITY

**ACHIEVEMENT CENTRE** - E Wilson, BA, DipSpEd, DipGuidSt, CertConRes, LTCL, DipT

**ART** - M Christo, MFA, DipT

**CAREERS** - R Luketina, BSc, DipT

**ENGLISH** - S Harris, BA, DipT, PGDipEd

**ESOL** - R Parkinson, MA(Hons), DipTESL, DipEd, DipT

**FRENCH** - E Potter, BEd(Hons)

**GUIDANCE** - K Barclay, BSc, DipT, MEd(Hons), MNZAC

**LEARNING SUPPORT CENTRE** - R Wong, BA, DipT

**LIBRARY** - A Blackwood, BA, DipT

**MAORI** - T Harris, DipT

**MATHEMATICS** - T Lotulelei, MSc, DipT

**PHYSICAL EDUCATION & HEALTH** - N Johnson, BEd(Hons), PG Dip Ed, MTchg

**SCIENCE** - V Bloomfield, BSc, DipT (on leave)  
 D Wong, BSc, DipT (acting HOD)

**SOCIAL SCIENCE** - A Schwencke, BA, PGDipSc, DipT

**SPECIALIST CLASSROOM TEACHER** - M Campbell, BA, ATCL, DipT

**SPORTS** - C Keung, DipT

**TECHNOLOGY** - V Maskell, TTC, DipSS

## DEANS

**YEAR 9** E Tupua, MA (Hons), DipTESL, DipT  
 R Wong BA, Dip T

**YEAR 10** R Mudaliar, BA, STTC  
 M Campbell, BA, ATCL, DipT

**YEAR 11** N Haeata-Ruwuhi, BEd, DipT  
 N Padavatan, HEDip, FDipEd

**YEAR 12** A Blackwood, BA, DipT

**YEAR 13** E Potter, BEd (Hons)

## Teaching Staff

B Aubrey, BEd, DipT

M Barclay

E Bernado, BSE(PE), MA PE and Sports, CLT, CELTA

F Bloomfield, BA, DipEd, DipT

W Brewer, BDes, PGD, Grad DipT

P Chadha, MSc, BEd

D Cresswell, TTC

M Dudley BA (Hons), Grad Dip Arts

M Darragh, BA, PGTC

K Davis, BSc, Grad Dip T

E Fa'avagaga, BA, Dip T

H Fesulua'i, BA, Grad Dip T

H Fifta, BA, DipT

E Hood, BA, DipT

S Hormes, BSc, Dip T

R Imraan, PGCE, BSc, Grad Dip T

A Marsters DipT, TTC

F McIntosh, MSc(Hons), DipT

J McLean, BA, PGD, DipT

S Naidu, BA, DipEd

H Nicholls, PhD, DipTchg, DipELT

T Pearson, BMus, Grad DipT

D Pene, Grad D CD, Sp TD, Dip T

M Puloka, BSc, Dip Ed

R Ram, DipEd, BEd

N Ruawai Hamilton, BA, Med, DipT

N Samu, BA, DipT

L Sebastian, BCAPSc, DipGrad(Anth), Grad DipT

S Sharma, BEd, DipT

N Siew B Com, BSc

N Singh, BEd

G Smirk, BSc, DipT

C Smith, BA, GradDipT

A Tatafu, BA, Dip A, PGDT

C Thomson, BSpRec, Grad DT

S Timu B AP Sc, Grad Dip T

M Tokoma, BAgSc, DipTropAgSc, DipT

R Wade, BVA, DipT

F Wilkings, MBA, Dip BIA, Grad Dip T

M Zaim, BA, DipAS, Grad DipT

## Support Staff

**Caretaker/Groundskeeper** R Barker

**Community Liaison Officer** W Browne

**Executive Officer** J Sickler

**Grounds' Staff** R McKenzie (Term 1)

M D B McMaster

A Beazley (Term 2 - )

**Librarian** P Kumar

**Network Manager** T Searle

**Nurses** C Cullinane

H Laxon, BHSc (Nrsg)

**Office Administrators** G Pickering

R Pikaahu

K Beazley

**Principal's Secretary** J Maitland

**Resource Room** A Salim

**Science Technician** K Singh

**Student Services' Administrator** A Kasipale

**Social Worker** J Tevaga

W Tupou

**Sports' Coordinator** T Uamaki

**Staffroom** V Ratana

**Teacher Aides** H Arp, C Masoe,

S Moyle, N Palelei,

L Reade, C Alataua,

A Motusaga, R Kwan,

M Ahio, N Wilson,

R Tangianau, M Pulupuna

**Tuckshop Contractor** L Jacobs

# The Principal's Report

It gives me a great deal of pleasure to present my address at this prizegiving where we celebrate the final year of achievement for this year's Year 13.

Over your years at MC you have grown into young adults and while you may not have realised it at the time, the college has also grown. On the building side of things when you walked into this auditorium in 2009 as year 9 students the refurbishment of the Admin Block had just been completed at the beginning of that year, at the beginning of 2010 you saw the refurbished pool changing rooms, gym changing rooms and the refurbishment of H Block was completed, in 2011 you witnessed the development of the auditorium classrooms A1 and A2, and as the year progressed we opened the Languages block and completed the building of the top gym. In 2012 we built the new carpark at the end of T block and began the first stage of the refurbishment of D block. And this year we completed Stage 1 of the D Block refurbishment, repainted the T block toilets and refurbished the Learning Support Centre. Just like each one of you MC does not stand still and we are constantly looking at improvement and this improvement is seen in both your academic development and the quality of the college environment.

This year the NZ government made it quite clear that they saw NCEA Level 2 as the main leaving qualification for school leavers. The government has stated that by 2017 they expect 85% of all 18 year olds to have achieved this qualification. We agree that the main school leaving qualification should be the Level 2 certificate, at the same time we also recognise that underpinning this should be the fact that each student has a clear idea of their career pathway. We take a great deal of pleasure that all of our senior students, through the Academic Counselling sessions, have their career pathways thought out whether they be tertiary academic or into a trades' career, and we will recognise all these endeavours this afternoon.

We should remember what the Education Review Office said about our work

in Careers Education:

*The school's provision of career services is a strength of the curriculum. Careers staff work with form teachers, deans and curriculum managers to help students make appropriate course decisions. Careers education is woven through the curriculum as a result of high quality planning and reporting. School leavers are individually monitored and tracked in association with external transition services...*

And as we have very good retention in the senior school we know that the students sitting in this auditorium this afternoon have been well served in their preparation for the future, whether it be into the tertiary academic world, or into the trades.

The other aspect of education that has been in the news is the way that the government has set up charter schools, or as they now want to call them partnership schools. The main concern that we have about this is that state funding for education is being used to set up these schools. In other words the state education system has had money taken away in order to support these schools. I also believe that families need to be very careful about making choices to send children to a partnership school as I am sure that there will be all sorts of claims made about these schools but I do not think that partnership schools will be able to say: that all their staff are NZ registered teachers. I also do not believe that these partnership schools will be able to offer a full range of co-curricular activities – including a number of both summer and winter sports, itinerant music lessons, a full range of pasifika cultural groups, dance and drama clubs, and regular weekly afterschool homework sessions.



# The Principal's Report

These partnership schools will not have a current student sitting on their governing board, and they will not have a fully staffed Student Services Centre that meets all health, social and guidance needs of all students.

About the only point of difference that a partnership school may be able to make is that the range of students attending may be more selective than is the case in a main stream state school. But again families need to be careful that they are not taken in by this, as the world is not a selective place, and in order to succeed in tomorrow's world all school leavers will have to develop the skills to relate to people from all walks of life – and these skills do not necessarily get developed when students are taught in a selective environment.

In our September newsletter I placed a copy of a letter that we had received from the Manukau Institute of Technology that congratulated us on a number of our senior students and I would like to repeat an extract from this letter now as it demonstrates some of these skills that we consider to be vital for senior students to possess:

*(your students) have been well mannered, well presented, well-spoken and considerate. A number of them have offered me help at various points of the day, unprompted. They have treated the lecturers, other students and myself with respect and consideration.*

It is skills such as these that students develop in main stream schools that allow them to function in the modern world.

I also still have concerns about the way that Primary Schools are delivering the National Standards in education. The reliability of the data and the comparability of the data from primary school to primary school remains very variable and I believe that our colleagues in the primary service still have a way to go with their systems of moderation both internally and externally before their data will be of much use to us in secondary schools. It would have been a good idea if the government had resourced the primary service to achieve this moderation work just as they did for the secondary service as we bedded in the NCEA instead of using state education funds to set up charter schools.

At the same time we know that our work with NCEA assessment has withstood the test of time and provides our school leavers with a meaningful set of nationally moderated reports.

Last year I also urged parents and the community to become more critical as they looked at all school results. I asked you to consciously ask the question: "Please tell me what the achievement of Māori and pasifika students is?" As you know we also ask this question of ourselves and the work that we did this year shows that once again pasifika and Maori students achieved better at MC than at many other schools.

And the achievements of the year 13 of 2013 go far wider than just academic success. Some of the sporting highlights for this year are:

Boys Football, Counties Manukau Senior B, 3rd place

Girls Football, Counties Manukau Senior B, 4th place

Premier girls volleyball, Auckland Champs, 3rd place

1st XV, Auckland Secondary Schools, 1B Plate, 4th place

Junior boys and girls touch rugby southern zone competition 1st place

Senior Mixed touch rugby southern zone competition, 1st place

And Akld Sec Schools Championship, 3rd place

Girls Rugby, Auckland 10s, 1st place



The "big dry" of summer 12/13

# The Principal's Report

At this year's Polyfest we were delighted with the way that every group performed with such pride and passion and had much pleasure when once again our Cook Island Group won their competition in a stunning display of cultural musicality and choreography.

The Music Department has also enjoyed success with our students, and I wish to highlight the achievements of the MC Gospel choir, our jazz Band winning silver at this year's Tauranga Jazz Festival, our senior music students featuring on the Music Department's CD, and all our senior music students featuring in Mangere ShowTime, Auckland Council Festivals, and We are Pasifika – the recent celebration of the Manukau Symphony Orchestra's 25 years.

I also commend the recent season of the school production of **Mele and the Cat** and it has been wonderful to have added another school production to the school's history of shows.

And all these cultural successes are a consequence of students, staff, families and our community working together and I thank everyone who has played a part in 2013. This afternoon I also thank those staff who have left or are leaving us at the end of this year:

Mrs Maureen Barclay, Ms Elena Barnardo, and Ms Lani Timu.

I thank all these staff for their work with our students and wish them every success in the years ahead.

To all families who have entrusted their children to us for the past five years we have kept faith with you and are now ready to send these young adults into the wider world.

John Heyes  
Principal



# Board Chair's Report

"We know that great teaching and learning goes on in our schools, but having modern learning environments just makes the whole process of raising achievement for all our young people that much easier."

Minister Hekia Parata 03 November 2013

When I first joined the Board of Trustees of Mangere College in 1990's, the buildings were below average, with concrete walls still unpainted. We did have "great teaching and learning" though, through a dedicated staff.

Over the years, we have vastly improved the appearance of our buildings into a "modern learning environment". However, as I travel around Auckland now, I see new Public Schools that are futuristic in comparison, with facilities we can only dream of, so once again we are disadvantaged in this regard. In



my view, having the most "modern learning environment" is far more important to schools such as ours, than it is to high decile schools.

Do we still have "great teaching and learning" at Mangere College? Absolutely! The staff is as dedicated as ever, and they have enthusiastically adopted new techniques to lift student achievements. "The whole process of raising achievement for all our young people," is always the first priority for the Board of Trustees.

The advent of Partnership (Charter) Schools needs to be addressed since it is widely known that they will be initially introduced in the two areas of government priority: South Auckland and Christchurch. The first five have been announced. There are two in South Auckland (Rise Up Academy, South Auckland Middle School), two in Northland (Te Kura Houra o Whangarei, Te Kura Houra Whangaruru). The fifth one will be in Albany (Vanguard Military School), which is hardly in an area of great need.

The School that is most relevant to Mangere College is the South Auckland Middle School ("targeted at Maori, Pasifika and low-socioeconomic students"), sponsored by Villa Education Trust for years 7-10. On 17 September the Ministry stated that it will be situated in Mangere. However, subsequent to that, it has been announced that this will now be at Manurewa, in the beautiful park like grounds of the former headquarters of Jehovah's Witnesses. The Ministry's initial evaluation of the Trust's application acknowledges that they "did not always demonstrate their competency in educating Maori and Pasifika students".

The total roll of all the Partnership Schools for 2014 is 370 by my count. The budget for 2014 is \$19M. This is not new money; the only way to finance this is to pare the grants of existing Schools. On a pro rata basis, this is thousands of dollars from Mangere College. Remember, these students are already being educated in the present system, so in effect they (the 370 students) are being given the privilege of a perceived better education at the expense of the rest.

Finally it has been reported that, "Charter schools would get money for set up costs and property funding that their private-sector backers would be able to keep if a school folded."

As chair of the BOT, I thank the members who have given so freely of their time. It has been a privilege to work with the Principal, Senior Managers and staff and I thank every one of them for their efforts in helping our students fulfil their potentials.

To the students who are leaving us, we wish them well in the next phase of their lives.

David Gock  
Chair BOT 2013

