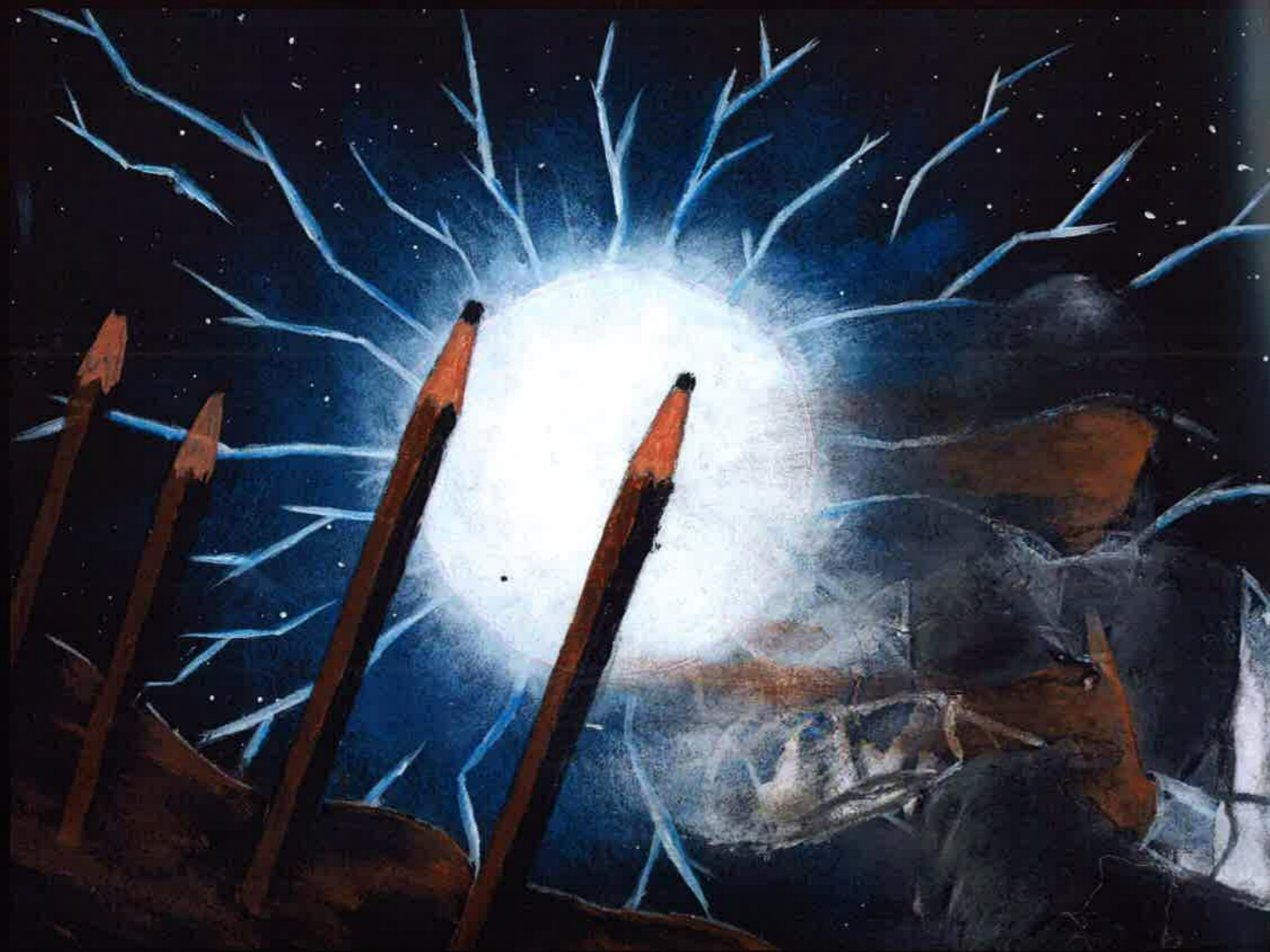


MANGERE COLLEGE



2015



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Please note - all photograph labels are to be read left to right.

Front cover: Ilham Akhlaqi
Back cover: Reza Akhlaqi
Inside front: Tivoli Bulcraig, Simon Chand, Reza Akhlaqi
Inside back: Austin Faalogo, Jonah Filipo, Ilham Akhlaqi, Jayden Tongia



Mangere College Staff



Back Row: - Heather Laxon, Walter Browne, Brian Aubrey, Fred Wilkings, Kevin Davis, Chanel Alataua, Roger Barker, Mike Darragh, Fiona Fouché
 Third Row: - Nicky Haeata-Ruwihui, Erica Wilson, Subrail Naidu, Charlie Keung, Henry Fesulua'i, Huni Fifita, Louise Reade, Debra Pene, Catherine Thomson, Wynne Brewer, Ashley Clark, Tai Uamaki, Daniel Wong, Satend Sharma, Neville Padavatan
 Second Row: - Sharron Moyle, Alison Blackwood, Abtesam Salim, Rekha Ram, Raselin Imraan, Nalini Singh, Frances McIntosh, Dianne Cresswell, Samer Hormes, Pauline Kumar, Lynn Sebastian, Alisi Tatafu, Anna Kasipale, Helen Nicholls, Elizabeth Tupua, Marie Campbell
 Front Row: - Rochelle Wong, Mike Christo, Sandy Harris, Nikki Johnson, Eileen Hood, Ranjili Mudaliar, Jerry Lane (Assistant Principal), Mele Ah Sam (Assistant Principal), John Heyes (Principal), Mohan Patel (Deputy Principal), Christina Smith, Turei Harris, Ruth Luketina, Tevita Lotulelei, Viv Maskell, Elisa Faavagaga, Viliani Bloomfield
 Absent: - Hermann Arp, Kathryn Barclay, Allan Beazley, Kathleen Bloomfield, Rosalie Kwan, Jocelyn Maitland, Ann Marsters-Malloy, Caroline Masoe, Tana Masoe, Bobbie McMaster, Nancy Palelei, Thomas Pearson, Regina Pickering, Rochelle Pikaahu, Malia Puloka, Val Ratana, Nathan Samu, Arthur Schwencke, Tony Searle, Janet Sickler, Kuldip Singh, Greg Smirk, Piri Tamihana, Willie Tupou, Rapuani Wade, Mohammed Zaim



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 - E Hood, BA, DipT (Term 1)
H Panayiodou BA, MA (Hons), Dip Tchg, Dip Ed, CTESOL

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

MUSIC - E Fa'avagaga BA, DipT

PHYSICAL EDUCATION & HEALTH - N Johnson B Ed (Hons) Sec, PG Dip Ed, M Ed

SCIENCE - V Bloomfield, BSc, DipT, M EdL

SOCIAL SCIENCE - C Smith BA, GradDip T

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

M Campbell, BA, ATCL, DipT

YEAR 10 R Mudaliar, BA, STTC

H Fesulua'i, BA, Grad DipT

YEAR 11 N Haeata-Ruwihui, BEd, DipT

N Padavatan, HEDip, FDipEd

YEAR 12 A Blackwood, BA, DipT

YEAR 13 D Pene, Grad D CD, Sp TD, DipT

Teaching Staff

H Al Dabbagh, PhD, MSc, BSc, Grad DipT

B Aubrey, BEd, DipT

F Bloomfield, BA, DipEd, DipT

W Brewer, BDes, PGD, Grad DipT

A Clark BTchg, BSPL

D Cresswell, TTC

M Darragh, BA, PGTC

K Davis, BSc, Grad DipT

E Fa'avagaga, BA, DipT

H Fifita, BA, DipT

S Hormes, BSc, DipT

R Imraan, PGCE, BSc, Grad DipT

A Marsters DipT, TTC

F McIntosh, MSc(Hons), DipT

S Naidu, BA, DipEd

H Nicholls, PhD, DipTchg, DipELT

T Pearson, BMus, Grad DipT

M Puloka, BSc, Dip Ed

R Ram, DipEd, BEd

N Samu, BA, DipT (on study leave)

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

S Sharma, BEd, DipT

N Singh, BEd

A Tatafu, BA, Dip A, PGDT

C Thomson, BSpRec, Grad DT

R Wade, BVA, DipT

F Wilkings, MBA, Dip BIA, Grad DipT

D Wong, BSc, DipT

M Zaim, BA, DipAS, Grad DipT

Support Staff

Caretaker/Groundskeeper R Barker

Community Liaison Officer W Browne

Executive Officer J Sickler

Grounds' Staff M D B McMaster

Librarian

Network Manager

Nurses

Office Administrators

Principal's Secretary

Resource Room

Science Technician

Student Services' Administrator A Kasipale

Social Worker

Sports' Coordinator

Staffroom

Teacher Aides

Tuckshop Contractor



The Principal's Report

It is with much pleasure that I present my thoughts on 2015. This year has been another wonderful school year for the college and it is fitting that our recent ERO visit and report reflect this. I would like to use parts of the report throughout this address.

The officers from the Educational Review Office noted: *Academic counselling promotes a sense of urgency about achievement and knowing the next learning steps to accelerate success.*

When this year's Year 13 walked in the gates as Year 9 back in February 2011 they came into a college that had begun to see the benefits of Academic Counselling and holding Parent /Student/ Teacher meetings. For their whole secondary school career we have emphasised the importance for each student that they accept their personal accountability for their learning and achievement, and we have also welcomed the involvement of their families as we have worked together to allow each student to have a successful journey towards their career goals.

Our ERO report says: *Students benefit from the significant leadership of heads of departments, who work collaboratively to give students better access to achievement opportunities.*

I know that all students have grown in confidence in their journey towards life beyond secondary school. This year we have seen evidence of this in the way that so many senior students have demonstrated a determined progression towards gaining the necessary credits.

In terms of the government's target for 2017 that 85% of school leavers will achieve Level 2, I am pleased to report that by Labour Weekend 91% of our year 13 had gained Level 2 and 55% were well on target for gaining Level 3.

I also want to stress again and this will be the last time that you hear this from me – pasifika and Māori students at Mangere College consistently outperform pasifika and Māori students from most of the schools within a 15 kilometre radius of us. It is time for some in the wider local community to let go of the idea that it is better for their children to be sent out of the area for their secondary schooling, because without realising it they are sending their sons and daughters into environments where pasifika and Māori students do not achieve at the same levels as other students that attend those schools. The officers from the ERO saw this and wrote: *at NCEA Level 3 Māori students (at Mangere College) achieve better than the national average for Māori.*

At the beginning of this year we had the pleasure of moving into the refurbished rooms D5, 6, and 7, as

the second stage of the development of D Block was completed.

Again our ERO report reflected this upgrading work we have carried out ... *the buildings and facilities are well maintained. The refurbishment of classrooms ... add to an already broad curriculum.*

The sporting highlights for this year are:

- 2nd XV 4th place in 2C competition
- Boys' U19 Basketball 3rd in their competition
- Girls' rugby 3rd in competition
- Senior Girls' Touch Rugby 3rd
- 1st XV Runners Up in the 1B plate competition
- Premier Girls' volleyball 2nd
- Boys' Tag Football 1st
- Senior Boys' Touch Rugby 1st
- Junior Boys' Touch Rugby 2nd at Auckland Champs for the second year in a row
- Rugby League U85 Kg 1st place for second year in a row

And on top of all this the college again had a large number of students gaining sporting recognition beyond school teams: with 18 students gaining regional honours with 4 being reps in two sporting codes and 4 students becoming national sporting representatives, all of whom were acknowledged at our Sports' Awards' Evening.

The school has a strong values base. Inclusive, culturally responsive relationships are a feature amongst students and adults.

At this year's Polyfest we were delighted with the way that every group performed and had much pleasure when our Samoan group gained 1st place

in the co-ed section and our Tongan group placed 1st in both the Ma'ulu'ulu and the Soke.

As the ERO report states: *Teachers acknowledge the cultures that students bring with them from their home and work with the students to capture and include the richness of those experiences into their school work.*

I mention all of the above for two reasons: Firstly we are not a large school but as you can see we consistently punch above our weight in all areas of school life in the wider Auckland educational community and talented students really get the opportunity to shine within our environment; and Secondly I need to emphasise that just as students cannot do it all by themselves neither can a school – all these achievements and successes of 2015 reflect the strength of the connections that MC has with its total community.

In early Term 4 it was my pleasure to meet the short-listed applicants for the position of principal – each candidate in their own way asked me what it was that made MC so special a place and each time I attempted to describe for them what it means

The Principal's Report

to be a part of the MC family, and as soon as I tried to explain this I found myself talking about a whole range of matters:

- the way that the student leaders talk to the new year 9s at the beginning of each new year as they introduce them to the school and the MC family,
- how students in each of our culture groups step up into leadership roles, and how sometimes these are not always the students that you would have expected to have taken on this role,
- the way that recent old students come back into school to help with the culture groups, the sports teams, or just talking to current students about their pathway through the school,
- the way that new arrivals to a form class are inducted into the MC way,
- I mentioned how respect and responsibility govern all the interactions between us each day,
- how the year 10 language classes step up into the role as ambassadors for the school from the middle of the year onwards should there be a need for a powhiri to welcome important guest to the college, and
- I pointed out that the majority of form teachers ask to move through to the following year with their form classes ...

that it is only by going on at length that people are able to get an understanding of what the MC family is about.

Or as our ERO report says:

The school has a strong values base. Inclusive, culturally responsive relationships are a feature amongst students and adults...All ethnicities are acknowledged and valued. Students have a sense of their own identity in the school. Relationships with teachers are respectful. Students' home languages are valued... Cultural competence and expertise amongst teachers provides an inclusive and productive learning environment for students.

Finally I wish to acknowledge my colleagues in the senior management team of the college: Mr Patel,

All ethnicities are acknowledged and valued. Students have a sense of their own identity in the school. Relationships with teachers are respectful.

Mrs Ah Sam and Mr Lane. My job as principal for the past thirteen years has relied on the skills and expertise that each of my colleagues has brought to our work and I thank them

sincerely for the support and guidance that they have provided to me.

I now look forward to us all moving into 2016. Just as our students enter each new year and face the challenges ahead, I too move into a new phase of my life as I move into retirement – but we can all depend on the experiences, skills and knowledge that we have gained over our time at Mangere College. And remember our motto of Seek the Heights is not just for school but for every part of our lives.

As you can see I went on at length, but I realised

John Heyes



Head Students' Reports

Farewell to Mr John Heyes

Mangere College was established in 1971. It has been at the heart of the Mangere Community for 45 years. Today we acknowledge and farewell Mr. John Heyes our fourth and second longest serving Principal.

Under the leadership of founding Principal, Mr Ivan Armstrong, a culture of whanau based on respect, trust and responsibility was established. This guiding principle has defined who we are and what we represent as a school. Relationships have always placed students at the heart of the school.

Mr. Heyes' belief and affirmation of the Mangere College Spirit and identity is a testament to his personality, character and vision. His delight and pride in the Mangere College family is evident. He never misses an opportunity to encourage, acknowledge and celebrate student and staff achievement. Mr Heyes' commitment and unfailing support of school teams and cultural groups, his ability to recognise individuals and their families by name is exceptional.

Mr Heyes has been totally committed to raising student achievement. Results clearly show that the school has made considerable progress in raising student achievement. We can confidently say that students can receive and achieve educational outcomes that are comparable and at times superior to many schools.

Mr Heyes is fiercely protective and loyal in his response to challenging the negative perceptions perpetuated by some commentators. He has been prepared to step into the public arena to defend and

champion our cause, proudly promoting the school.

Mr Heyes' recognition, promotion and commitment to the special place of Maori and Te Reo, is reflected in his use of Te Reo. Also his support of Pasifika peoples, languages and cultures has been a strong and consistent feature of his legacy.

Mr Heyes has constantly challenged staff and students to develop personally and achieve to their potential and broaden their horizons making sure staff are current with local and national trends that may have significance for their teaching and learning.

John, you leave a wonderful legacy that was recently affirmed in our Education Review Office report: a school strong in its identity as a leading multi-cultural school that delivers excellence in education for the students of Mangere.

You have written an important chapter in the colourful and rich history of this school in your 13 years of leadership. Your journey is nearing its end and you have steered this waka with strength and dignity through calm and storm, through joy and sorrow.

To you and your family we thank them for your commitment and their many sacrifices as we prepare to return you to their care. Go forth with the knowledge that you leave this school with the capacity to build on your legacy and the ability to meet any future challenges.

Our aroha to you and your family, peace be with you as you venture forth to new horizons and challenges.

Mohan Patel
Deputy Principal



Powhiri for Mr Tom Webb, December 4, 2015



In a nutshell, school has been a wonderful journey, a journey where you are the calm driver of a car going to a destination halfway across the globe, with a tank on E, a flat back tyre, on a scorching hot day with windows that don't go down, a flock of birds pooping on your windscreen and wipers that only clean the left side view, topped off with crying babies in the backseat.

For 5 years I have been working, speaking, thinking, living, dreaming about MC. That's 60 months, 3655 days, 43800 hours, 2628000 minutes, 158112000 seconds, but it has been the best 158112000 seconds of my life. MC stole my spotlight, but that's exactly why school is forever in my heart. My life has been adjusted and functions according to the sound of the bell. School is part of my life. School is life. Mangere College is life, Mangere College is home, home is where the heart is.

I remember being in year 9 - it feels like just yesterday that I walked through the front gates, linking hands with my Bader people as I entered a new unforeseen world. I shrivelled up to the sound of my name being called but not followed by my friends when we were allocated our classes. I knew at that moment it was the start of a wrecking ball colliding with the walls of my happiness, there was no way I would enjoy school without my people next to me. As the days went on I watched these people of mine expand into new horizons while I looked-on and questioned why Bader were no longer linking hands with Bader people, but with Koru, and Viscount - all our intermediate rivals. It took some time before I finally realised I no longer had Bader people, I had Mangere College people, I had a Mangere College family.

As every family should, as clichéd as it sounds, Mangere College made me who I am today. Waking up on a daily basis as the introverted quiet girl, who couldn't speak to people, was horrible at making friends, the girl who when told to get into groups would mentally cry because I preferred being on my own, I came out of my mum by myself, there wasn't anybody with me in the dark tunnel for almost 9 months, so why would I need anyone in the light? I refused to get help, I refused to be helped. Mangere College taught me that I wasn't alone during the 9 months. My mum was with me, the day I was born, I wasn't by myself my mum was there, dad, nurses they were there and Mangere College was willing to be those people during the light, because as life is, there were going to be many more dark tunnels to come.

I remember being a year 9. It feels like just yesterday I used to walk around yelling "New South, Queensland" and I had no idea what they were. I used to own 4 coloured pens and tried to push them all down at the same time. I used to write on the whiteboard "Desaray was here". I used to fake being sick so mum could let me stay home. I

remember looking at the seniors in white shirts thinking wow I can't wait to wear that. I remember wanting to be a student leader, wearing the fancy fancy blazers and fancy badges. I remember wanting to just finish college.

Now I have reached the end of 2015 I have thought about it and realised while I was wanting to be all grown up I had forgotten to live in the moment and now I'm here. What was I thinking?

Its funny how one's number of achievements can go from up here to down there. But that's me I am proof that even the student who once peaked, the student who isn't the smartest, the student who doesn't defy the expectations of the average can be standing where I am today. You see society emphasises success, it wants people to achieve and if you don't you're nothing. For many of us we all aim for that fame and fortune. But we're more than that.

We are the Generation whose parents drop us to and from school to get a better education than they had.

... coming from Mangere is even more of a reason to break the stereotypes. What they don't know is we are the prototype who are yet to prove everyone wrong.

We are the sons and daughters who work hard so in future we can pay them back. We are the brothers and sisters who struggle to figure how we are going to provide for our younger siblings. We are the ones who don't receive respect, we earn it. We are the ones who don't get given opportunities - we fight for them. We are the students who are always looked down on because we come from Mangere. But coming from Mangere is even more of a reason to break the stereotypes. What they don't know is we are the prototype who are yet to prove everyone wrong.

As said by the famous English poetic philosopher, Drake, "...started from the bottom now we're here." Well we're not there yet, but we will be. We are the future. Future lawyers, police officers, scientists, doctors. We are the tomorrow.

So thank you to all my past and present teachers, staff and senior staff. Thank you to my family, you're all the real mvp, struggling with me for 18 years, but brace yourselves I'm going to be living with you all for another 20.

It has been an honour, we came as individuals but are now leaving as one, always remember Mangere College is family, and family is forever.

Desaray Williams

