

2024



TEKARETTI PAO

WIREMU

KORONEHO

COLLEGE OF THE SOUTHERN CROSS

COLLENSO

# PRINCIPAL'S REPORT

Thank you to the following people who assisted in the production of the 2024 William Colenso College magazine:

Mammoth Media, Mrs Keleigh Atkins (Magazine Co-ordinator), Mrs Jan Hiha (Proof Reader), Class Photos: LC Scott, Special thanks to Karoline Franke (Deputy Head Student 2025) for the design cover.

Thanks to all staff and students who contributed articles/photos to the magazine.



**ASPIRE, ACT, ACHIEVE**  
**WAWATATIA, MAHIA, EKEA**



Ko Mataruahou ki runga. Ko Tangitu ki raro.  
Ko Tūtaekuri, ko Ngaruroro, ko Tukituki, ko Waiohinanga,  
ko Te Whanganui a Orotū e rere atu ana i Te Matau a Māui.  
Ko te rohe tēnei o Ngāti Kahungunu, o Te Mana o Ahuriri.  
Ko Ngāti Koroneho te hapū.  
Ko Te Kāreti o Wiremu Koroneho te kura.

One of my favourite quotes is from Dame Whina Cooper...  
*"Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will the shape of Aotearoa."*

As we come to the end of 2024, I would like to take the time to express my gratitude and appreciation to students, staff and whanau for the achievements, celebrations and highlights that we have experienced at William Colenso this year.

I would like to congratulate our students for their personal success, and thank our amazing staff for their commitment to providing stimulating and challenging learning environments that are specifically designed for student achievement at William Colenso College.

I would like to wish our Year 13 graduating class success in their future endeavours. William Colenso College is very proud of what you have achieved this year and over your time at this school and we look forward to hearing about your future success.

Congratulations to the following outstanding individuals:

Dux 2024: **Danica Castro**

Proxime Accessit 2024: **Joseph Seymour**

Top Sports Person 2024: **Hakopa Snow Pimm**

I would like to acknowledge and recognise our 4 amazing Head Students, they have worked tirelessly for the good of our school and their fellow students. Our Head Students consisted of Ashley Christison, Riley Kawenga, Rynz Bernabe and Hakopa Snow Pimm. I cannot express enough how much I have appreciated these 4 individuals. They have

grown into their roles and have been outstanding leaders. We appreciate your hard work and leadership throughout the year. You have gone above and beyond as leaders. Nga Mihi Kia Koutou.

I would like to take this opportunity to farewell some of our teaching / support staff who are leaving us at the conclusion of this year:

- Mary Mayes (Learning Support Coordinator)
- Kere Heperi (Te Reo Maori Kaiako)
- Skye Stanley (Science + Chemistry Teacher / Kapa Haka Tutor)
- Te Ao Rakete (Learning Coach)
- Orine Pui (Learning Coach)
- Dhana Coon (Learning Coach)

We thank these staff for their commitment to the school and wish them well as they commence the next stage of their lives.

2024 has been a positive year at William Colenso College, we have accomplished a great deal. The dedication and talents of our students have been showcased in a number of events:

Some Highlights:

- Production - A night at the Oscars
- Music performance
- School band
- Dance showcase
- Jump jam
- Matariki Celebration
- Sport
- Young Achievers' awards
- School ball
- Outdoor education
- Filipino Cultural Group
- Art Displays
- Drivers licence
- Kapa haka
- Girls in high viz
- International students
- Optimist yachting
- Camps
- World famous (just to mention a few).

I would like to wish everyone a safe and restful holiday, a joyous Christmas, and we look forward to seeing you in 2025.

Ngā mihi kia koutou katoa

**Whaea Jocelyn  
Tumuaiki / Principal WCC**

# WILLIAM COLENZO COLLEGE STAFF



Back Row: Bobbie Seymour, Rebecca Rumbal, Eloise Stewart, Antony Wilson, Jan Hiha, Angus McLay, Ingrid Stevens, Holly Simmons  
 Fifth Row: Martin Hayes, Abby Hall, Rohit Mani, Damon Thomas, Ryan Ellison, Herman Van Egten, Joshua Badger, Nancy Reed, Zoe Spencer  
 Fourth Row: Hannah Barry-Goss, Kana Koga, Moira Terry, Nicola Scotland, Moana Keefe, Jessica Hume, Caitlyn Wilkins, Mary Mayes  
 Third Row: Dhana Coon, Skye Stanley, Louise Macfarlane, Bea Carter-Judd, Nicole Reihana, Elesha Stockan, Jody Stent, Jo Smith, Kirsty Solomon  
 Second Row: Keleigh Atkins, Amber Wijnsma, Laura Jackson, Nattile Cleland, Phillipa Wakefield, Renee Sharplin, Kere Heperi, Karamea Te Whaiti-Ward, Te Ao Rakete, Fiona Hay, Nalini Naicker  
 Front Row: Brooke Pearson, Hayley Christison, Bryan Adams, Simon Mitchell, Jocelyn Auld, Beth Te Kiri, Leah Kersey, Henry Ballantyne, Rhys Fallen

## Senior Leadership Team

<b>Principal / Tumuaki</b>	Mrs J Auld, B SocSc	<b>7/8PB</b>	Miss B Pearson Bachelor of Education (Teaching)
<b>Deputy Principal Head of Pastoral Care-Snr School/ HOL Social Sciences/ KAMAR</b>	Mr S Mitchell, BSc, Dip Tchg	<b>7/8SE</b>	Miss E Stewart, BA Postgrad Dip Prim Teaching
<b>Deputy Principal Head of Curriculum School</b>	Mrs B Te Kiri, BA Education Dip of Tchg	<b>Programme &amp; Transition Projects</b>	Mr H Ballantyne, B Ed, Dip Tech Secondary
<b>Assistant Principal</b>	Mr B Adams, BA, Ed (Prim)	<b>Learning Support Coordinator</b>	Mrs M Mayes, B.Ed Tchg Prim
<b>Head of Support Services</b>	Ms N Scotland, BA Education Dip Tchg	<b>HOL Performing Arts Remutupo Dean Music Teacher Grad Dip Sec</b>	Ms L Kersey, Dip Tchg, Dip / SLT Performing Arts Mr H Timu, BA Media Arts
<b>Guidance Counsellor</b>	Mrs A Wijnsma Bachelor of Applied Social Sciences, Major in Social Work	<b>HOL English Tupari House Dean Principals Nominee</b>	Mrs H Christison, BA English Grad Dip, Sec Tchg
<b>TEACHING STAFF</b>		<b>English Teacher</b>	Ms J Hume Hons Bachelor of Arts Post Graduate Degree in Education
<b>7/8CB / SCT</b>	Mrs B Carter-Judd Diploma of Teaching, Post. Grad Certificate in Digital and Collaborative Learning.	<b>Middle School English Teacher</b>	Mrs N Reihana, B.Ed Tchg Prim
<b>7/8SH</b>	Miss H Simmons Bachelor of Teaching Primary	<b>Social Science/History/</b>	Ms R Rumbal, BA (Social

<b>English/Humanities Teacher</b>	Anthropology and Sociology), Grad. Dip. Arts (English), and Grad. Dip.Tchg (Secondary)	<b>HOL Middle School Technology</b>	Ms B Seymour, BEd Tchg
<b>Social Studies Teacher</b>	Miss Z Spencer Bachelor of Arts Postgraduate Diploma of Primary Teaching	<b>Hard Materials Technology</b>	Mr D Thomas, Grad Dip Tchg Grad Dip Engineering Advanced Trade Certificate
<b>HOL Science</b>	Mrs S Kumar, BSc, Diploma in Teaching and Learning, M.Sc (Biochemistry)	<b>Middle School Technology Teacher</b>	Ms N McCann, Bachelor Visual Bachelor of Education Dip of Teaching
<b>Science Teacher</b>	Mrs S Stanley Bachelor of Health Science (BHSc), Graduate Diploma in Teaching (Secondary Education)	<b>Psychology / Media Media Studies / ESOL</b>	Mrs L Macfarlane, BA, Soc Sci Dip Tchg, Grad Dip Media Studies, Grad Cert Mindlab, Post Grad in Applied Practice in Digital & Collaborative Learning
<b>Maths Teacher</b>	Mrs P Wakefield, BA Post Grad Dip Sec School Tchg, C.T.E.F.L.A. (Cambridge University)	<b>ADMINISTRATION STAFF</b>	
<b>Maths Teacher</b>	Mr R Mani Bachelor of Education, Post Graduate Educational Leadership and Master's in Educational Leadership	<b>Executive Assistant</b>	Mrs K Atkins
<b>Maths/Science Teacher</b>	Mr H Van Egten, BA Ed	<b>Admin/Payroll</b>	Mrs K Begg
<b>HOL Art/Dean International Director</b>	Mrs L Jackson, BA(Hons) Fashion Design, Sec Dip Tchg Post Grad in Applied Practice in Digital & Collaborative Learning	<b>Attendance</b>	Ms N Cleland
<b>Teacher</b>	Ms K Te Whaiti-Ward Bachelor of Maori Art, Post Grad Dip Arts History, Post Grad Dip Tchg Sec	<b>Attendance</b>	Mrs E Stockan
<b>International Dean/ Homestay Coordinator</b>	Miss J Stent, Dip.Tchg, Dip.Visual Art & Design Post Grad in Applied Practice in Digital & Collaborative Learning	<b>Restorative Facilitator</b>	Mrs J Hiha
<b>Science/PE/Health Teacher</b>	Mr R Fallen, BA Rec & Sport Post Grad Dip Tchg (Sec)	<b>Reception/Accounts</b>	Ms J Kortink
<b>HOL PE &amp; Health</b>	Mr J Badger, BA Of Sport Studies with Major In Education, Grad Dip Tchg	<b>International Student Learning Coach</b>	Ms K Koga
<b>Outdoor Education</b>	Mr D Gold	<b>New Era IT Support</b>	Mr M Lyall
<b>PE &amp; Health Grad Dip Tchg (Sec)</b>	Mrs N Reed, BpHED	<b>Laboratory Technician</b>	Mrs E Rennie
<b>PE &amp; Health</b>	Mr A Wilson, BA PE, Dip Grad Learning & Teaching (Sec)	<b>Staffroom</b>	Mrs J Smith
<b>Te Reo Maori</b>	Miss K Heperi, Dip of Education, He Tohu Matauranga	<b>Home Liaison</b>	Ms N Tamati
<b>Music Teacher</b>	Ms M Keefe, Bachelor of Teaching	<b>Librarian</b>	Mrs F Hay
		<b>Sports Coordinator</b>	Mrs T Williams
		<b>STUDENT LEARNING SUPPORT STAFF</b>	
		<b>Te Whanau Ora/ Student Support Centre Coordinator</b>	Mr R Ellison
		<b>Learning Coach</b>	Mrs H Barry-Goss Bachelor of Youth Development Dip Health Psychology Grad Diploma Human Resources
		<b>Learning Coach</b>	Ms Abby Hall, Dip Life Coaching Cert Business Studies, Cert Financial Advisory
		<b>Learning Coach</b>	Mrs O Pui
		<b>Learning Coach</b>	Mrs S Prasad
		<b>Learning Coach</b>	Mrs R Sharplin

<b>Learning Coach</b>	Ms K Solomon
<b>Learning Coach</b>	Miss D Coon
<b>Learning Coach</b>	Mrs E Stockan
<b>Learning Coach/ ESOL Tutor</b>	Mrs M Terry, Cert TEAL Grad Dip ALT Maj, TESOL
<b>Learning Coach</b>	Miss C Wilkins
<b>Learning Coach</b>	Miss T Rakete
<b>Learning Coach</b>	Mr A McLay
<b>Nurses</b>	Kim Merwood & Deborah Glen

#### TEEN PARENT UNIT

<b>Co-ordinator</b>	Mrs E Waddel, MA(Hons),Dip Tchg
<b>Co-ordinator</b>	Mrs S Kay, BA, PG Dip Ed, Ad.Dip Tchg
<b>Teacher</b>	Mrs L Bristow BPhEd, Dip Tchg
<b>Teacher</b>	Mrs C Kerr BA Post Grad Dip Tchg
<b>Teacher</b>	Ms O Nepata, BBS, Grad Dip Tchg(Sec), Gdip Admin & Comm
<b>Teacher (Art)</b>	Ms J Stent, Dip.Tchg, Dip.Visual Art & Design, Post Grad in Applied Practice in Digital & Collaborative Learning
<b>Support Worker Administration</b>	Mrs J Shaw Mrs L Adamson

#### SCHOOL GARDENERS

Shell & Tess Basher

#### BOARD OF TRUSTEES

<b>Principal</b>	Mrs J Auld
<b>Board Secretary</b>	Mrs K Atkins
<b>Presiding Member</b>	Mr W MacGillivray
<b>Parent Reps:</b>	Ms J Beaven Mrs K Merwood Mr L Christison Mrs A Johansen
<b>Staff Rep:</b>	Mr R Fallen
<b>Student Rep:</b>	William Christison (Oct 2022-Sept 2024) Maarie Johansen (Sept 2024-Oct 2025)

#### MUSIC TUTORS

<b>Guitar/Drums</b>	Mr D Rangitaawa
<b>Piano</b>	Mrs H Baker

#### EARLY CHILDHOOD CENTRE

<b>Head Teacher</b>	Jo McMillan (left April)
<b>Lead Teacher</b>	Emma Bolesworth (from April)
<b>Children's Cook</b>	Callie Brooker
<b>Kaiako</b>	Reiny Flatt Libby Johansen Anesia Carter Jenny Dean Amie-Louise Osgood

#### RTLb's

<b>Mrs A White</b>	BA Eng Dip
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#### Ms H Bell

#### SCHOOL PROPERTY STAFF

<b>Property Manager</b>	Mr D Rangitaawa
<b>Groundsperson</b>	Mr M Hesketh
<b>Cleaner</b>	Ms D Kireka
<b>Cleaner</b>	Ms D Samuels
<b>Cleaner</b>	Miss R Renata
<b>Cleaner</b>	Miss M Dallison

## STAFF LEAVING



### Martin Hayes Teacher at William Colenso May 2020 - April 2024

In 2020 I started working in Australia for what I thought would be a testing ground for a future move to Queensland. As we now know, Covid happened, and within just a few months of me starting, the likelihood of this potentially having a serious impact on a large number of people was on the news daily, and then both NZ and Queensland state were amongst the strictest in the world in terms of lockdown. My wife and daughter were both still in Napier, so I broke my contract, giving only 3 days notice, and high-tailed it back on the last commercial flight from Brisbane to Auckland. There was no-one in the airport, and only 6 passengers on the whole plane. My conversation with the cabin crew was really emotional, as they all thought they were going to lose their jobs. (Many did!)

Lockdown kicked in, and I was glad to be with my family, but concerned as to what lay ahead when the dust settled. Fortunately, circumstances worked in my favour, and the opportunity to work at WCC appeared out of the mist! The first few weeks were as a reliever, filling in for Hayley Christison as she was on long term medical leave. A week of transition at the end of term 2, saw me start my new role as head of faculty for both maths and science. A daunting task, but with a relatively small number of staff and the support of the SMT, one which proved challenging but manageable, and provided me with the opportunity to refine my own teaching style and support others in their development.

I quickly learned that no matter what the subject, or what the level, you can't effectively teach students at WCC until you get to know them, they get to know you, and the result is a mutual respect that manifests itself as an enjoyable working and learning environment that gets the best out of everyone. The day to day challenges of WCC are evident, but then the rewards are great.

When I started at WCC, I already had almost 30 years of teaching behind me, but the connections I found with students were quite different to any I had experienced before.

I had initially thought that I would only spend a short time at WCC. When I signed the contract, I thought it would be two terms! This turned into a year, one year in to two, and as I grew into the school and the school grew into me, I thought I might see out my teaching career in this special corner of the world. The challenges of changing staff and seemingly endless building work in and around the science department often made me question my choices, but every day something in the classroom would make it a special day and keep me smiling! Students often asked me where was the best school? I always responded with 'this is the best school for you, if you make it that way!' A school of opportunity, a school of diversity, a school of endless support, and a school filled with aroha!

At some point in 2023, I had a 'state of the nation' conversation about science and maths education in NZ and why I thought it didn't work as well as it should. Why increasing numbers of students were opting for other subjects despite a desperate need for scientifically literate and numerically aware students that were ready to enter the workforce and lead New Zealand into a prosperous future.

Out of this conversation, an opportunity arose to put my (or rather someone else's!) money where my mouth was, and to develop a STEM (Science, Technology, Engineering and Maths) curriculum and facility in Christchurch. A chance to design something from the ground up, and potentially have a much wider impact than a single classroom, or even a single school, was too good to refuse. Carpe diem - seize the day - is a motto I've passed on to a lot of students, so I took my own advice, and with a heavy heart decided to resign from WCC at the end of term 1 this year.

I have had an exciting and nomadic time since then, visiting the UK, Italy and Australia as well as a wide variety of schools and businesses in New Zealand. As I write, I am back in Napier, but have actually only had about 10 days here since Easter, which is very strange. I visited WCC briefly at the end of August, and the welcome from the staff and smiles and hugs from the students instantly made me feel at home, and reminded me why my time at WCC will always be very special.

Kei ōu ringaringa te ao

## STAFF LEAVING cont ...

Kia ora koutou

I am Whaea Mary and I started my time at WCC in 2019 as a Year 9 teacher, well actually I attended this school as a student, playing basketball and volleyball. I have taught students from all year levels in one way or another. In 2020, I became an LSC (Learning Support Coordinator) and over the last two years I have been supporting teachers and students in Trades and in Food Technology. I also work at Te Aute College on Fridays. I have had a blast, well most days, and I'll miss working with some awesome people.

As you can see, I enjoy photography and this is just one of my captured moments from where I live. Just like the pic, I'll see you somewhere over the rainbow.

I love quotes and have a few of my own but this one sums up what we should be doing to support one another.

Well, I guess it's time to take a break from secondary education and do a spot of fishing before I embark on my next teaching adventure in 2025.



## HEAD BOY



**Ko Taupiri te maunga**

**Ko Waikato te awa**

**Ko Tainui te waka**

**Ko Waikato te iwi**

**Ko Waiti te Marae**

**Ko Ngati Paoa te hapu**

Kia Ora my name is Rylie and I am the Head Boy at William Colenso College for 2024. I enjoy many things, like reading, hanging out with friends, taking time away and relaxing. Getting ready for this new chapter in my life has been incredibly stressful, much like I expect for a lot of the students here. This final stretch has been especially challenging with all of the stuff we need to get done in such a short amount of time.

I started at WCC from Henry Hill Primary School. At first I found this school to be a scary place, I had completely judged it by its cover. All the rumours led me to believe that it was a terrible place to be, until I had come here and experienced it for myself. When I started here it completely changed my narrow perspective. I'm glad I took a leap in order to find out it isn't as bad as I was led to believe.

From Year 7 to 13 I've seen plenty of things as well as got to experience plenty of things. The most notable opportunities that were offered to me were the work experience at Adoro Cafe as well as the work at Te Pania. I also spent time in the Manaaki Marae classes, it was here thanks to the help of the amazing staff that I was able to acquire a scholarship for further study.

Thanks to Jesse, Mr Adams and the team at Adoro I was able to see what it was like to work at a busy cafe. It was also here that I was able to explore my chosen pathway, it helped me get a real look into what it would be like working in the industry.

After that I was able to do some work at Te Pania through Te Kura. At Te Pania I was able to gain credits as well as see how people at a 4-star hotel operate.

The Manaaki Marae class is probably the one that helped me out the most, and is the class that allowed me to get as far as I have. I was able to offer my services to the school and become an integral part of the long night catering events. My biggest thanks goes to Whaea Bobbie, from my very first year her classes have taught me many life skills, from budgeting to being able to take criticism or yelling when I get things wrong. She has helped me gain a backbone to stick up for myself which has become really handy, and will help me a lot in the future to come. I owe a lot to her and will forever be thankful for Whaea Bobbie.

There are also a lot of other teachers who I need to thank for helping grow into the person I am today. Mr Fry who ignited my passion for creative writing, Ms Kersey who helped me focus my messy mind into performing, Mrs Christison who didn't take any bull and always kept me on track, Mr Adams who in Year 9 helped me with my maths and also connected me to Jesse from Adoro, and finally Mr Ballantyne who non stop continued to help me despite my indecisive mind.

My role as Head Boy has been a hard one but it has also been really rewarding. I thoroughly enjoyed my time in this role and have made many amazing friends with the other Head Leaders.

I am going to miss this school. It has helped me out in many ways, it has refined me and helped me mature socially and academically. They have been a shoulder to lean on when I have trouble and a supporting hand when I am stuck.

Thank you.

# HEAD GIRL



**Kia ora koutou katoa, my name is Ashley Christison and I am the Head Girl for 2024.**

I would like to start by thanking some of those who have helped me and my classmates to get to the point where we are today, so, firstly to all our past and present teachers who have supported and encouraged us, molding us into the people we are; and secondly to all of our friends and family who have supported us through our best and worst moments; we owe a great thank you, and appreciate all you have done for us.

Being a leader has helped me open my eyes to my own flaws, my tendencies to procrastinate, my last minute decision making and my unfortunate disorganisation. However, working with the other leaders I noticed that they had their own flaws as well, and at the start of being appointed our leadership roles, we were honestly all dysfunctional and a bit lost. Yet, as we spent time together we grew to acknowledge each other's flaws while also utilising each other's skills and abilities to our best advantage. For me, that created some pretty awesome moments; but saying that - I certainly couldn't have done it without you guys.

I started Colenso fresh from Nelson Park School in 2018 as a Year 7, and this is where I would create my first bonds with my current classmates. During this time we were all terrified of each other but slowly found our places bit by bit. As we ventured into the following years we gained new friends. Some had moved to Colenso, some had visited New Zealand through the exchange program, these people only created a stronger

connection between the people currently in Year 13, creating the bonds I have with all of my classmates and close friends. These friendships will always have a special place in all of us, because it is these friendships that played a big part in forming our morals, beliefs and our behavior. This quote by Frank Ocean sums this up; "I think we all change each other's paths. I don't know which law idea that is in Physics, but I don't think any of us can live without affecting one another." I believe I will retain these friendships beyond my final year at Colenso, and continue to support these people who have been there for me and each one of us.

I wish my classmates the very best for the next steps of their lives, and to the younger students coming through who are already showing their potential to achieve and succeed - I encourage you to continue to thrive and reach for your goals and beyond, but also look after each other because it will take you a long way.

# DEPUTY HEAD BOY



**Kia Ora! My name is Renz Bryan D. Bernabe and I am William Colenso College's Deputy Head student in 2024.**

I was born in the Philippines and was raised there for 12 years. I am an only child who migrated here when I was only 12 years old. I started attending WCC back in 2019 and I am currently studying in my last year of high school in this kura.

During the past 5 years of studying in Colenso, I have met many amazing people that helped me with my studies and people who are there to have my back when I needed it. I also discovered different hobbies I like while studying in this kura; I love playing sports - especially Volleyball. Being on a volleyball team that was dedicated enough to be able to compete for Nationals is one of my highlights while playing for our school volleyball team. I also love taking photos and performing. With the support of my teachers from Photography Mrs Jackson, and my Dance teacher Ms Kersey, I was able to find out that I have talents for dance and photography. I was able to excel in Photography being a top 10 nationalist for stills photography and 2nd in Hawkes Bay. In Dance I was able to perform with different people and showcase my talent in different shows I performed in. We also performed and competed in Showquest and came in 2nd place. Being involved in dance has helped build my confidence and makes me a stronger and confident person.

Studying at Colenso gave me so many opportunities I had not imagined I would be doing, and those opportunities helped me broaden my interest - helping me shape my career path. The support of my teachers and friends helps me to keep pushing forward to achieve my goals.

I want to share a famous Filipino quote that helps me to keep going forward. "kung gusto may paraan, kung ayaw maraming dahilan"

The quote is saying, If you truly want something you'll find a way to achieve it, if not you'll make reasons and excuses just to not do it.

Ngaa mihi

**Renz**

# TE WHĀNAU ORA/STUDENT SUPPORT

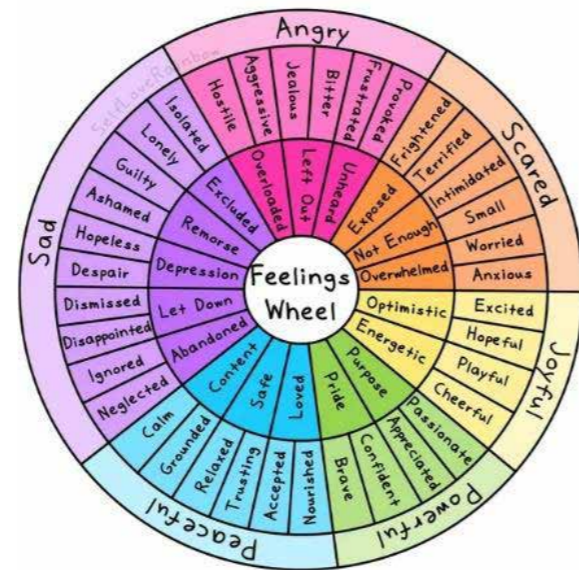
We support our students in health, wellbeing, behaviour, and learning in and out of the classroom. Our students are at the HEART of all that we do and we operate with a holistic approach.

When we know **why** a student is acting or reacting in a certain way, it is easier to support their wellbeing, and our own.



## Our Department Goals are:

- Early identification of students requiring support and plans
- Supportive transitions to and from WCC
- Targeted support for low level and neuro-divergent learners
- Targeted social support
- Engagement with external agencies for additional wellbeing support



## Features of Te Whānau Ora/ Student Support

Learning/Wellbeing/Behaviour/Health Planning and Support

- Te Whānau Ora Classroom (T.W.O). A space for students to be supported with learning, social skills or regulation/time out. It is a quiet study space, a place to get breakfast, and to meet others in a supported way
- Learning Coaches
- Te Whānau Ora Reception- First Aid, Attendance
- Guidance Counsellor
- HBDHB Public Health Nurse
- Social Workers/Youth Mentors (External Agencies)
- RTLW WCC Liaison

## In 2024 we have had the following successful applications for students to increase their level of support in class:

- Special Assessment Conditions (SAC), Ongoing Resourcing (ORS), Intensive Wraparound Service (IWS), High Health Needs, MoE Behaviour, BLENZ
- Support at William Colenso is part of the culture, creating a safe place for students. External agency workers are a valued part of the support team.

**We welcome whānau to Te Whānau Ora to make connections, referrals and to work together on wellbeing, learning, behaviour and health safety plans.**

Kia uru kahikatea te tū - Success through unity of purpose

**Ngā mihi Nic Scotland, Head of Student Support**

# STUDENTS DRIVING THEIR FUTURES



The driving programme is going from strength to strength at William Colenso College.

For students, obtaining their licence at school displays a positive 'I can do it' attitude and is a big step towards the world of future work, learning and training. Developing a sense of agency and independence is a big part of learning as students move towards their career pathway. Momentum for the future is maintained by students sitting their licence while at school and we acknowledge the school's role with regard to further education and employment.

In recent years, William Colenso College has developed a working relationship with GOT Drive and Drive IQ in Napier. It is through this close connection that students are able to learn, consolidate their driving skills and ultimately get their driving licence.

Funding is a critical component of this programme and we are happy to report that the results reinforce the investment in our rangatahi. In a report by NZTA, the 'GoodMeasure' report, it states that for every one dollar invested, there is a social return on investment of \$2.40.

Anecdotally, we also see a huge sense of pride and achievement when students earn their licence and it is such a tangible result for both students and their families.

In terms of numbers, in 2024, 46 students earned their learner licence. A further 16 students have progressed further to secure their restricted licence, which sets them up well for their next steps beyond school.

A group which adds further support to our programme is the Driving Change Network.

'The Driving Change Network is committed to ensuring New Zealand's driver licensing system helps, rather than hinders the journey to work, education and training.'

They campaign to remove barriers and they are a voice

which we can refer to with regard to the reasons why our school is so enthusiastic about promoting driving for our students.

In the same arena as the Driving Change Network, William Colenso College is also represented in a group which advocates for driving licence development across Hawkes Bay. This group is the Matariki 2.4D group, which was set up for this purpose. Representatives from MSD, MBIE, NZTA/Waka Kotahi, Connect Driver Licensing from Waipukurau, Police and other groups from the East Coast region come together to share ideas and progress in our region. The nature of this group is changing, but we are committed to staying in contact with this group as a voice for our students.

We look forward to the continued development of the driver licence programme at William Colenso College. We are very grateful for our current partners and relationships and we continue to seek ways to improve how we work with students in their interests. Thank you to each individual who contributes selflessly to this initiative to support our students.

For many families and students, accessing the driver licence programme at William Colenso is the best opportunity to gain their licence. The positive benefits of a clean driving licence are huge, widely researched and reported on. Reducing barriers and addressing accessibility and equity are at the heart of this ongoing initiative.

It is not just our students, families and school who win, but the wider community and also New Zealand as a whole.

A group of William Colenso College students who have recently been involved in the driving programme.

**Henry Ballantyne**  
**Careers and Transitions**

The aim of our Toa Tauā Group is to further develop and foster relationships and connections between former students and staff with the current school community. This is all about about each Alumni individual sharing their time, talent, experiences or skills which are all considered as treasures.

Our **Toa Tauā** group is in its 4th year and is gaining strength each year, both in the number of people registered and the activities held. My aim now is to add names to the database of those who attended the three reunion celebrations.



This year, **Renz Barnabe** a current Year 13 student has been sponsored and supported by a former student as a member of the Hawkes Bay Photography Society. He entered a number of club competitions in B grade and received highly commended and commended awards for many of his photos which were evaluated by NZ recognised judges. One local judge praised and gave exceptional

feedback to Renz on this particular photo.

Renz sought advice and ideas from members for his scholarship portfolio and attended a few workshops which helped him better understand different techniques of photography and camera settings. He recently entered 3 photos for the end-of-year competition which have yet to be judged.

**The school production** was attended by a number of ex students and staff and were delighted with the talent shown on stage. Many of the attendees could relive their stage performances at Colenso.

**William Colenso College is 65 years old**, and a weekend of activities, Meet and Greet, and a Legacy Dinner was planned in August to celebrate shared memories, reconnect with friends and reminisce about the journey everyone has had. But due to low registration numbers to make the reunion viable, it was



reluctantly cancelled. It was disappointing for everyone, especially those who were making the journey from overseas. However, it was decided to continue with the **Journey of Remembrance** and welcome everyone back to their kura.



Sixty plus former students and staff were welcomed back to their school with a Powhiri in the school marae. This was a very moving occasion and for some, a first.



Then they explored the school guided by current students and visited the display of memorabilia dating back to 1959 upstairs in the library. The student catering group served up a delicious hangi meal and apple pie for dessert.

The Head Students spoke of their time at WCC and several former students relived their different days at Colenso. Towards the end of the school day, some of the visitors stayed on and attended the school assembly. Again, a foundation pupil shared his experiences of the good old days and words of encouragement to inspire the younger audience.

Every visitor received a 65th booklet outlining the school's history over the 65 years and to capture events that will rekindle good memories. The visitors were all highly impressed with the manner and confidence that the students spoke, both at the Powhiri and individual interactions, the manner in the way they cared for them, showed an interest, and mostly how they were so proud of their kura. Overall, it was an excellent day for both the ex and current students and staff.

### Long Serving Staff Recognition at WCC

All staff are already recognised and valued for their service at WCC. Now, my aim is to establish an ongoing formal tradition that recognises staff who have served the school for 15 years or more. This achievement is to appreciate the dedication that one has given to our school. During the year, I have been compiling a list of staff who have attended this school for 15 years or more. Checking the staff lists in every end-of-year school journal has been a huge mission, but worth it, because a significant number of staff have served a considerable number of years and need to be recognised formally. Some of these staff are no longer at the school but hopefully they can be contacted to attend our formal function in 2025.



**Peter Lucas-Ex 1959 Foundation Student of Colenso High School**

Peter started at Colenso in 1959 as a 3rd former (Year 9) and finished his time in the 6th Form (Year 13). His main subjects he studied while at school were English, Math, Physics and Chemistry.

Peter believed that the teachers that contributed to shaping him as a person were Mrs Hilda Timms, Mr Mike Rout & Mr Duncan Lindsay. Overall, he considers Colenso to be very supportive of students' and maintained a culture that was unpretentious.

Throughout Peter's life, he has been determined to have and maintain a happy family life and achieve in areas of interest and continue to improve his capabilities. He respects others and has a strong work ethic.

After leaving Colenso, Peter completed a B.E (civil degree). Then he realised he was more interested in broader strategic issues so completed a M.Com (econs). His study took him to Cambridge University for 2 years after which he took up a job offer in Treasury in Wellington. After 5 years in Treasury and the Ministry of Energy Resources working on policy analysis and implementation the Ministry was reorganized. This reorganisation, a desire to live closer to parents and better weather in Hawkes Bay encouraged a move to Watties.

Peter spent 5 years at Wattie Industries as Manager of Operations Research Marketing Research & Human Resource Management.

5 years MD of Wattie Frozen Foods. 3 years MD of Wattie Foods. 5 years as MD of Tegel. 1 year as MD Heinz NZ, and 3 years as CEO Heinz Australasia.

When Peter was in Treasury and the Ministry of Energy Resources, he contributed to the renegotiation of major energy contracts such as Maui Gas & Comalco and in developing policies to address challenges to NZ. EG-global oil crisis & nuclear power.

During his career with Watties and Heinz, he was pleased with his contribution to the ongoing success of those major food businesses while happily married and remaining committed to his values in the face of extreme pressure to rapidly improve financial performance.

On his retirement in 2005, Peter retained directorships in Fisher and Paykel Appliances and a startup company for several years.

He now lives on an Auckland beach and loves his time with his wife, extended family and friends, physical activities and travel.



# PAST STUDENTS

## Lynette MacGillivray

My name is Lynette MacGillivray and I am the former Head Girl from 2023. Getting the position as Head Girl was nerve racking at the beginning. I was a shy and quiet kid who feared speaking to big crowds and so this role took me right out of my comfort zone, but I was up for the challenge.

The Head Girl role has taught me many things such as being disciplined and resilient and these principles and lessons still influence my everyday life today. Through this role I learnt that in order to grow as a person, you would need to challenge yourself and get out of your comfort zone. Get comfortable in the uncomfortable.

I gained multiple new skills such as being able to do public speaking, facilitating groups, and it allowed me to be able to work with and relate to a diverse range of people. This role had enabled me to find out more of what I am capable of and I had the confidence to pick up new opportunities such as teaching photography at a school.

At the moment I go to EIT and I am studying Level 5 Arts and Design. Moving in and settling into this school with all the skills I have learned made this experience a walk in the park. Head Girl has taught me many lessons and still has an effect on my life to this day. The lessons and things I have overcome while being Head Girl have opened up my opportunities after school.



Lynette is pictured with her brother Asher MacGillivray and sister Kiki MacGillivray

To close I would like to leave you with a Samoan proverb: O le ala, i le pule, o le tautua. The pathway to leadership is through service.

Kia Ora. Ko Matangirau Whaanga tōku ingoa, he uri tenei no Rongomaiwahine raua ko Ngāti Kahungunu and I am the former Head Boy of 2023. I am currently attending the University of Auckland, studying a Bachelor of Health Sciences.

While I am far from home I still find time to do things that I enjoy, such as Waka Ama. Recently, along with my younger brother Te Manako and 12 other boys from the Hawkes Bay area, I travelled to Hilo, Hawaii to compete in the IVF Waka Ama World Sprint competition. There I got to see and race against the best teams in the world.

Ever since leaving Napier, I have put to use many of the lessons and skills that I learnt while attending Colenso. Whether it be balancing study with social life and other commitments, to being able to force myself out of bed for gam classes. I've come to realise that William Colenso College and the surrounding community have set me and many others up to not only be able to pursue further education, but succeed in all facets of life outside of school.

To keep things short and sweet, I'd like to pay a big thank you to the teachers, staff and community that run Colenso, and I will definitely be coming back to pay a visit soon. Ngā mihi.



We always enjoy visits from ex students, in Term 3 we had Philip Siagia and Max Hassel visit and attend our assembly.

Philip Siagia, a former student from 2010-2014, was also Head Boy pursued his passion for horticulture after graduation studying for three years. He gained valuable experience working for two major apple companies, Mr Apple and Rockit Global, where he managed operations and handled promotional work. Currently, he is employed by Ngai Tukairangi, one of the largest and most successful Māori horticulture trusts.

Max Hassel is a former international student who graduated in 2014. After completing his studies in Germany, he joined the German army and trained as a precision mechanic. Following his military service, Max ventured into entrepreneurship by founding several startups, while also pursuing a degree in international management. He now works as a certified financial consultant. Max is currently visiting his best friend, Philip, and reconnected with his host family.

It was great to see you both.



# JUMP JAM

2024 has been the first year WCC has had a team compete in Jump Jam.

12 Year 7/8 students worked extremely hard over the year practising with their Coach Miss Holly Simmons to perfect their routine. Regionally they exceeded expectations by being the first newbie team to place first in their first ever competition, as well as receiving an Excellence in Performance and Technique.

The team was invited to compete at the Jump Jam Nationals, after working hard to add their culture into the routine they headed to Tauranga with Miss Holly Simmons, Miss Brooke Pearson and Mrs Bea Carter Judd. The group left everything on that stage, showing just how hard they had worked over the year, making everyone who came to support them extremely proud. WC TRIBE secured 4th place at Nationals and Excellence in performance, Excellence in Technique and Excellence in Costume (huge thank you to Whaea Bobbie and Whaea Skye for making this possible with our amazing costumes).



We are extremely proud of WC TRIBE Jump Jam Crew and all of the hard work they put in to represent our kura with pride.



# PAST VS PRESENT BASKETBALL



The Reid, Drake and Evans Memorial Basketball game was held over Labour Weekend. It was an honour welcoming the Past Men's Basketball team home to Colenso High School as it was known to these past students of the late 80's to 90's.

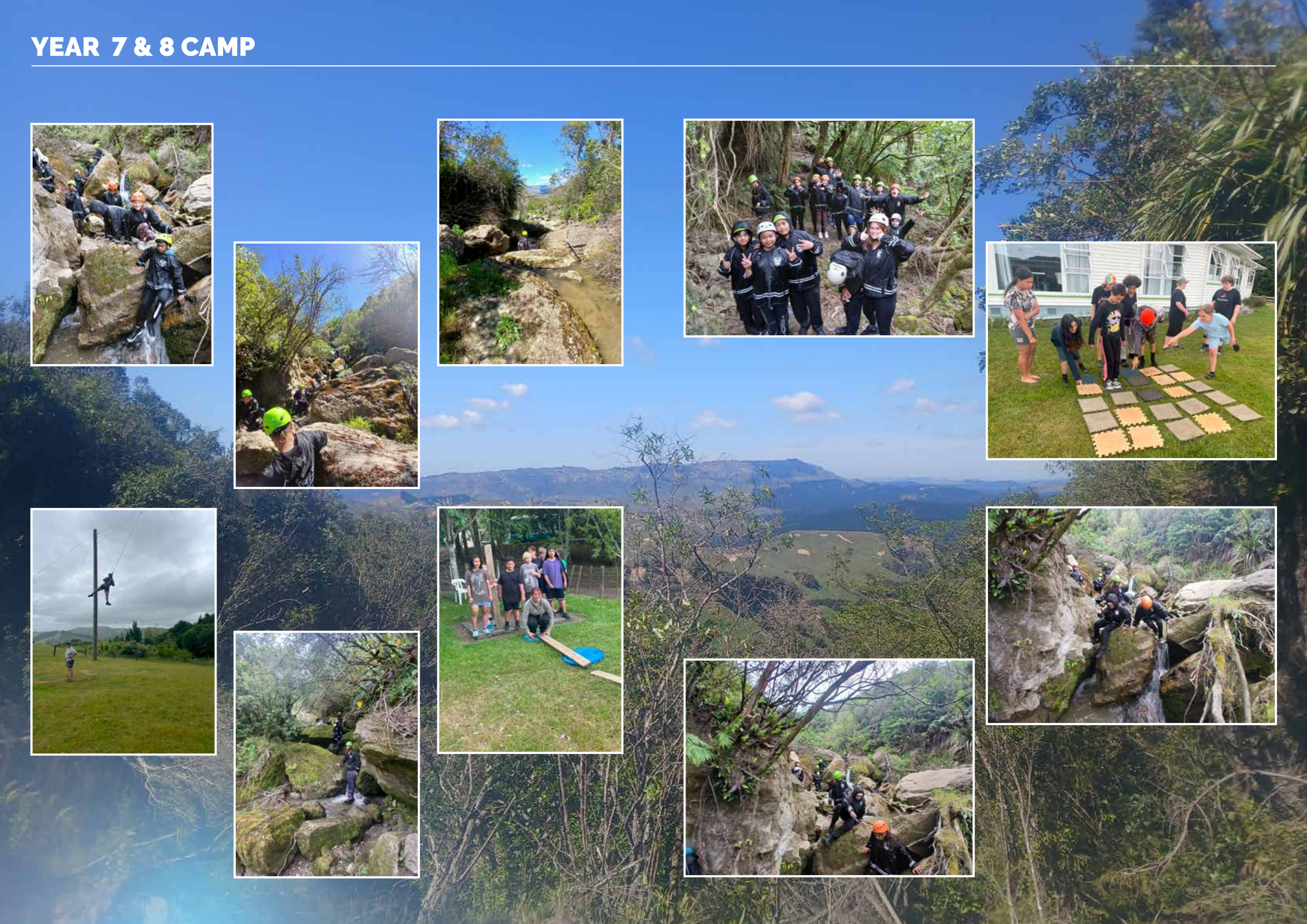
A special thanks to members of the Coast to Coast Basketball Men who played under the korowai of teacher Dan Evans.

William Colenso College have suffered their own loss to suicide and the Present Senior Basketball team play for the memory of William Reti and Shamrock Burton.

Great to see Mr Adams and Jayden Winterburn taking the court. Always happy to see staff playing against their students. No win this year against the Past Men's Basketball team, but the Senior Boys will continue to dream big!



# YEAR 7 & 8 CAMP



# YEAR 9 CAMP



# Memories of an Outdoor Ed student



Tramping



High Ropes



Blokarting



Canoeing



Surfing

"Sometimes you find yourself in the middle of nowhere!  
Sometimes, in the middle of nowhere, you find yourself"

# Friendships



Rock Climbing



Adventure



"Anything un-attempted remains impossible"

# DANCE

William Colenso College has long been a hub for artistic expression, and 2024 has shaped up to be a remarkable year for Dance. The school's Dance program continues to flourish, blending tradition and innovation while providing students with opportunities to explore various styles and techniques.

## Performances

Students performed for events, including the School Production 'A night with the Stars' and our annual William Colenso Dance Showcase, which highlighted the talent and hard work of our dancers across all year levels. A highlight included doing a matinee show for the local primary schools. The connections between the primary school students and our students was a very special moment to observe. Level 3 NCEA students also completed some very worthy choreographies to complete the year and I am very proud of their achievements.

## Workshops and Collaborations

A standout feature of the 2024 program is the introduction of delivering performances and workshops to the local primary schools. This provided our students with valuable insights and inspiration as well as an opportunity to teach and develop relationships with students outside of the College.



## Impact on Students

Beyond the technical skills, Dance at William Colenso College fosters resilience, discipline, and self-expression. For many students, the dance program is a transformative experience that builds confidence and a sense of belonging. As Year 13 student Renz Bernabe puts it, "Dance has taught me to push my boundaries and express myself in ways I never thought possible."

With its commitment to excellence and innovation, William Colenso College's Dance program continues to inspire and nurture the next generation of dancers.

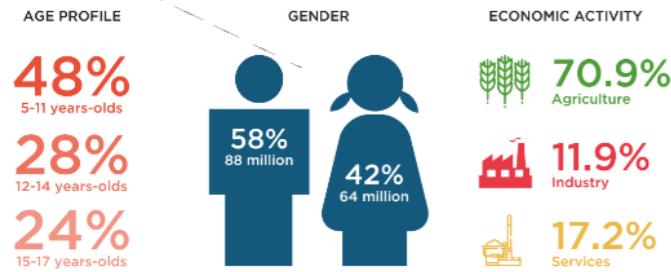
I would like to thank the following students for their hard work, passion and dedication to Dance throughout the last 4 years and wish them well for any future endeavors; you have truly made an impact throughout your time here. Renz Bernabe, Jayde Powell, Manea Tamaiva-Eria, Grace Timmins, Samantha Schofield, Hakopa Snow Pimm and Joseph Seymour.



## Child labour in a fast fashion world

It is no surprise that child labour is still in effect today. The statistics show that it has grown significantly through the years. Although only around 11.9% of these children work in industries themselves, the supply chain heavily links to companies buying from places where child labour is present. It is hard to figure out where the supply chain starts, but it is not hard to conclude that a lot of it ends in the hands of a customer.

### OF THE 152 MILLION CHILDREN IN CHILD LABOUR



In the grand scheme of things, there will never be a total abolishment of child exploitation. People will find ways to hide their practices even further, find loopholes, and even bribe their way out of it. This may make a large section of my research worthless, but I believe in reducing child labour. So I am here to bring awareness to the situation, looking into some allegations towards companies that may have not yet been on your mind.

### Part One: We are just pathetic blind followers

It may seem outlandish, but a large portion of people are still unaware (or maybe just ignorant) of how the products we have were made. With allegations against Nestle, a large-scale chocolate brand, you may think that people would not buy from them, but their sales have gone up in the past few years. So why? Why would people keep buying from places when they know it has been sourced unethically?

My inspiration for this specific topic started with my scepticism towards the trending shopping app named Temu. While there is no absolute solid evidence of where the supply chain starts or ends up, it is not hard to say these allegations are true, yet we are not 100% sure.

What interested me though, was a comment this article made on the retail shop's design and features. *"The interactive gamification features provide consumers with value-for-money deals. By unlocking discounts, users can access products at a lower cost than they would elsewhere. This can be especially beneficial for consumers looking to maximise the value they receive for their money."*

It does not seem all too much at first glance. It seems to promote the business even. But at this point it is not even a theory that some companies hide their unlawful practices with their flashy products and advertisements. They make themselves look good and hide everything else under the rug. This. This is most definitely illegal indeed. Though it is illegal, some places use many different legal loopholes to get around the heavy iron fist of the law. In this article's case, quote: "In the gold industry, gold refiners have been certified for their human rights due diligence efforts despite sourcing gold from mines

in Ghana, without any assessment of the risk of child labour, which is widespread there."

*"Social audits, verifications, and certification systems have proliferated in recent decades; however, it has been shown time and again that audits for certifications can sometimes overlook or disregard serious problems. Thus, companies can adorn themselves with certifications and seals even though they behave negligently or irresponsibly."*

As of now, the loopholes to this particular case are not stated, but this gives you a good insight to what these people are being put through.

Fast fashion brands play this game all too often, including another corporation giant, Shien. It does trick people very often, including a few good friends of mine, who still to this day, use the site. It is common to see this denial; nobody wants to give up their favourite products just to have a couple less dollars in a large corporation's mouth. The fast fashion industry is built on lies and death and supply chains held together by slave or child labour.

I want to give Temu a chance, as they did state that they were able to rid some of the 'Middlemen' of their supply chain, which kept their apparel cheap. What is the Middleman? According to this site, the middleman buys and resell products to distribute around the world, to other middlemen who may sell to other middlemen. The cost racks up the further it goes down the line, as each seller gains a certain profit. In turn, this makes products more expensive. "A shopkeeper selling mobile phones in a small town in Nigeria, for instance, is unlikely to source them directly from the manufacturer in southern China. Instead, she might buy from a wholesaler in a regional market town, who relies on an importer, and so on. At each step toward consumers, costs are incurred and markups may be charged. Understanding intermediation chains is therefore key to understanding the prices and product availability faced by consumers in different locations, and their potential to gain from globalisation and trade.

*"Even genuine branded goods tend to make their way to consumers via an "informal and fragmented" (Leke et al. (2014)) distribution system in which manufacturers exercise "little control over the rest of the distribution chain" (Nielsen (2015))."*

This could explain Temu's reduced prices, as the corporation's supply chain comes straight from China. It would make sense, but the one thing holding it back is the fact that China's child and slave labour rates are very high. So to claim that Temu's supplies are ethically sourced is a dangerous statement.

So why? What's making consumerism so popular despite its disgusting practices? Are we really that pathetic? Are we fighting for the wrong things, thinking we can do something about it by yelling and crowding the streets? What happened to doing things instead of just talking about it? Our pockets are filled with threads sown by tiny hands that do not have pockets of their own to fill. We do not think of our pockets, where and how they were made. Do we think our small voice means nothing in the grand scheme of things? If we are making enough money to buy all this stuff, then what are we waiting for? We can help, but we choose not to. We actively promote the business to a nearly comical extent, then wage war with them for the wrong reasons.

Are we just as bad as the companies themselves?

### Part Two: Without the pockets

#### How making pockets hurt lives

After this research, I was wondering how child labour affects these children's mental health in the first place. Morally speaking, it will never be right to have child workers. But how do the children themselves think about it? I looked deeper into this situation and found some surprising answers. *"Literature in public health has shown mixed evidence for the effects of working for income on mental health. Long hours of physically demanding repetitive work, over which children have little control, may cause demoralisation and hopelessness. Also, some work requiring isolation from families may further adversely affect their mental health (Al-Gamal, Hamdan-Mansour, Matrouk, & Nawaiseh, 2013; Bandedali, Jawad, Azmatullah, Liaquat, & Israr, 2008; Fekadu, Alem, & Häggglöf, 2006). Conversely, other work may positively affect emotional and behavioural development if it provides useful skills, improves self esteem, or contributes resources that lift families out of poverty, thereby improving their health status (Alem, Zergaw, Kebede, Araya, & Medhin, 2006)."*

In a way, this makes sense. Someone who contributes their part to the family definitely has more of a sense of purpose. They might be the person to get them out of this whole situation. So it is not all doom and gloom, until you realise it could be much better. While children's mental health could potentially be improved as a result of working, in the long run, not being in that situation at all is a much better case.

The mental health effects of child labour run deep, affecting their employability, education and morality. Though a twinkle of positivity is shown, it is surrounded by the expanse of negative space. Young children without proper education cannot get proper training in academic jobs, and get little opportunity to develop further. *"On the one hand, child labour is likely to create an unhealthy and unskilled labor force because it damages children's health, lowers school attendance and prevents human capital accumulation. On the other hand, some forms of child labour can constitute an important part of children's development process by providing work experience, learning by doing, and general human capital. Moreover, in developing countries, the quality of schooling is low, and consequently, the returns from schooling can be lower than the returns from working. In this perspective, child labour may be associated with better jobs and higher wages in adulthood. This ambiguity comes up in empirical studies that focus on the effect of child labour on education. Some works suggest that child labour is detrimental to education."* But personally, even if child labour is an active part of a child's development, compromising school attendance and leisure time is still a very negative thing in general, even if necessary to survive. And in my specific topic, making underpaid children work in the dangerous conditions of textile and garment work is most definitely wrong. Though all of this is true, if we had a true abolishment of child labour, things may not be so great.

#### Pocketless

A world built on child labour has never been good. It may be good for the ones benefiting from it, but not for the ones who need it the most: the children themselves.

A world where it got destroyed though, is probably just as bad, or even worse. How could I be saying this? Was my last idea not about how terrible child labour is?

It was, and still is. There's just a little problem in the way. Negative dependency.

Have you ever heard about how an alcoholic could die if they stop drinking? It is so heavily integrated into their lives that

without it, they could develop serious diseases and problems. This is a similar situation to the abolishment of child labour.

*"Baland and Robinson (2000) develop a two-period model and demonstrate that there could exist an efficient level of child labour in the economy. They also show that a policy implementing a ban could have redistributive consequences by affecting adult wages in both the short and long run."*

*"Two recent studies attempted to say something about the impact of such policies in developing countries (Edmonds and Shrestha, 2012; Bharadwaj et al., 2013). The findings are not too encouraging. In fact, Bharadwaj et al. found that the Indian ban policy of 1986 increased child labour, a result that is consistent with prior theoretical predictions (Basu 2005). These findings may raise concerns regarding the effectiveness of such policies when households that rely on child labour might face multiple constraints."*

The fact that the child labour rates rose over time because of this ban seems to be contradictory to the action taken. Yet it seems to make sense in a way. The ban of child labour effects not only the children, but their parents as well. Without children helping financially, even if a little, can dramatically change the family's lives. It is an unfortunate circumstance, but it is the truth of this broken world. As people keep saying, the richer get richer, and the poorer get poorer; making them resort to child labour or other unethical practices as a means of survival. If there were bans, people would find ways around it, resorting to an even worse situation.

Now that statement made was in the most likely case where people tried to find ways around making kids work dangerous jobs. The lesser probability is the ideal outcome people think of, but this is just hopeful wishing. There is no inherent problem with wanting this, but the main points this article gives is that the abolishment of child labour would have positive long term effects. *"Poverty is an important push factor leading to the supply of child labourers. Often, adult workers earn so little that they do not make enough money to meet their family's basic needs. Children start working to increase their family's income. There is a clear link between child labour and low wages for adult workers, both in agriculture (cotton production) and in garment factories. Children are easy to exploit and are cheap labourers. As a result, they are often hired in preference to adults."*

*If child labour was banned, labour would become more scarce, which would allow adult workers to negotiate better wages and improve labour conditions. Child labour sustains poverty rather than being a way out of poverty. Child labour leads to lower wages and higher unemployment among adults. Children who work and do not go to school will end up in low paid jobs later, and so will their children – thus perpetuating the vicious cycle of poverty."*

Not to be the one to spoil the party, but this would be the last case scenario. The same impoverished families who make their kids go into the workforce are probably not in good conditions themselves. If it was completely taken away, the last thing I would expect would be for their bosses to pay them better because of it. It is a bad thing to just assume the people in charge give out more money. Though this point is interesting, it is not something that is probable enough to show others this as a possible outcome.

So what is the upside of this? Is there any hope at all? Personally I think there is. There is a hope for people in deep poverty. There is a hope for children sewing pockets in the industry. For we know that "Though hope is frail, it's hard to kill" -Prince of Egypt: When you believe.

### Part Three: Take action

I have stated before, I believe in the reduction of child labour, not the abolishment of it. Why? Simply put, it is impossible. It's not even a proof based statement considering how globally widespread this problem is. There will always be a child working a 9-5 job somewhere in the world, no matter how hard we try to stamp it out. Not even the thousands of dollars people donate could make a dent in the statistics. Maybe this is the reason why we tend to not even bother. Humans tend not to look at the unappealing and start to make excuses for why. Maybe it is a financial problem they may be dealing with, or limited in time, but there is a fine line between needs and wants.

When we fall into the depths of consumerism and materialism, our selfishness tends to get in the way of everything. Our eyes have turned away from the suffering to shops like Temu, Shien or Nestle. To be comfortable in our little bubble, spending our money on things worth nothing in the end. We need to help ourselves less to our wants sometimes. Though it is nice once in a while to sit back and enjoy these products, sometimes it is more important to give than to get. Child labour may never stop in our lifetimes, but that does not mean our money given means nothing. We are giving someone the chance to thrive. The essentials we consider as normal may be the very thing that brings a child happiness.

Going slightly off track, I was thinking of anything, anything to not only get children out of poverty, but out of doing dangerous long hours entirely. The article on the benefits of abolishing child labour had peaked my interest enough to do a bit more research on maybe a different yet similar and more plausible option. Then I stumbled upon child work, a substitute of child labour. What sets them apart is the fact that child work has

Child Employment	Child Labour	Hazardous Labour	Worst Forms
Work in any form of market production and certain types of non-market production.	Deprives them of their childhood, potential, dignity, and that is harmful to their development.	By its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.	Enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves.
Formal/informal, paid/unpaid, in/out of family.	Mentally, physically, socially and morally dangerous; interferes with school.	Used as proxy category for 'worst forms'.	Slavery, prostitution, illicit activities, armed conflict.

International Programme on the Elimination of Child Labour (IPEC 2018)

many regulations and is legally acceptable. *"The legal limits that distinguish child labour from "acceptable" child work is defined by three Conventions. The most rounded and extensively adopted global definition of the minimum age for admission to work is offered by ILO Convention 138 (1973). This Convention was approved by 169 countries and requires that ratifying countries set a minimum threshold of 15 years for admission to work, permitting a certain measure of discretion in developing countries to set a minimum threshold of 14 years. The age threshold is elevated to 18 years in relation to hazardous work."*

*"Convention 138 sets out to draw aspects of the distinction between child work and child labour. In participating in light work, the Convention sets the minimum threshold at 13 years but permits developing countries a certain measure of discretion to set the threshold at 12 years. Light work is explained as any harmless work by children that totals less than 14 h a week. This is permissible work because it is not harmful to children's health and does not compromise their school attendance or other training activities."*

I feel this is suitable enough as an option, rather than an impossible goal. Though it is still a reach to turn all child labour

to child work, it is not impossible.

Okay, tangent over, but it is still important to note this.

Now, I am not asking you to donate all your money to a charity you don't even know, but consider how much you can really change someone's life by your dollars that would otherwise go to treats and indulging in selfish things. World vision helps to get that money to those people. They have many options as to where your money is going and how much. There are bundle gifts you can give, and even write a donation in your will. It is like shopping for clothes and food, but not for you! You get nothing materialistic whatsoever.

Nothing.

Nothing but the knowledge that you may have just saved a child's life. Is that not more beautiful than an orange bardot dress with sequins? The same dress may have been made with the help of child labour too. Take action on the problem yourself if others will not, give to the needy. Something you think is small may be the very thing that lets someone live a few days longer. Small acts can make a difference in a person's life, even if the war still rages on, and children are left in rooms making clothes. You could be that person, you just have to take it from your pocket.

#### In Conclusion

Ultimately, this whole thing was started by a simple short story that made me think. The shed inspired this creation, so I have to give it credit somehow. Being about a family living in poverty, where our main character's mother had been a victim of child labour. It was a great read, highly recommend.

In the end, we may never know the truth about these fast fashion organisations and their practices. It is fair to say that whatever lays below is most likely more than what meets the eye. If it is true, we most definitely hope there are no ways around for them to get out of it.

As Paula Hall (Hunt for the Wilderpeople) says, we must leave no child behind. Not only for the ones we see, but the ones whose work we wear all day long.

Your light may not take away all the darkness in the room, but it will shine bright enough as if it did.

Jess Burry

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10. legal loopholes | Human Rights Watch
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12. Nestle SA Revenue 2010-2023
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## CREATIVE WRITING cont....

Suddenly I was jolted awake. What was that noise? A cold sweat and shiver crept up my neck. My otherwise dry body began to leak from every pore. A primal fear tore up my brain. What was that noise? The question echoed in my long-sleeping mind. It hung stale in the air, lingering. My brain rationalises the noise with conceptual feelings and thoughts, it was nothing it soothed, nothing at all. As if the warm caress of a mother was trying to calm me from a bad dream, it was nothing. Despite the cooing from my brain, my body was still shaken with fear. The devil was gripping onto me and tearing me down while the sweet melody of an angel was holding me up.

It was guttural; my body screamed. Fear it! RUN! YOU NEED TO ESCAPE! What was that noise? The question rang and swarmed my thoughts, driving out the soft melody of that angelic voice. I could feel the sweat begin to flood, breaking through the dam of willpower I had built over the years. It was nothing. I tried to fight back, but it was of no use.

The shadows in my sewer-like room began to morph and twist, shifting uncomfortably in their place as if they were trying to hide. A continuous humming of a bee and the pitter-patter of water bounded off the abyss's never-ending walls. A dim light filled the space from seemingly nowhere, appearing like a firefly had stumbled across me. Hope? I wanted to be free of this terrifying feeling. But as quickly as it showed up, it was snuffed out by the swift hand of the shadows.

What was that noise? The question was still stuck in my mind even though it felt like hours had passed. My conception of time was slipping from my grasp, falling through my fingers and spreading across the floor. It's mine! I screamed. Give it back! My hopeless wails fell on deaf ears, only receiving a gurgle and a plop. Then, I noticed the water creeping and stretching onto my bed. Slimy and runny, it sloshed and licked at the duvet, staring me down.

I willed my body to move, but nothing I seemed to try worked. Locked, I was locked in place. My blankets acted as a chain to keep me prisoner in my mind. Am I going to die? Is this the end? What was that noise? I cried and wailed - tried thrashing and bashing, but nothing worked. What was that noise? Everything fell back to that one question, the start of it all.

What was that noise? It became haunting. Am I being paranoid? Am I... am I?... What was that noise? The question seemed to get louder with every passing second. The water crept closer, and so did the question. What was that noise? It was haunting, paralysing, and painful to hear. What was that question?

The sludgy water crept closer and closer to my face, but it wasn't until it touched my chin that it started to

resemble the shape of a mouth. I was paralyzed. What was that noise? The question rang true to my head and began to swallow me whole. Stop it. Stop, please. I pleaded with it, and I didn't want to die! My sweat rapidly increased in intensity, and my heart followed its example. Despite my pleading, the sludgy water continued creeping, and My heart was drumming: Thump, Thump, Thump, Thump. My eyes watered. What was that noise? Thump... thump... thump... All I could hear was my heart jumping to the rhythm of my sweat. What was that noise? That question began to overlap as the sludgy water consumed me; I was falling into an endless abyss.

My mind kept echoing the sound. What sound? I couldn't remember what that noise was again, I asked myself. Falling into a pit of insanity, the only thing keeping me sane was the repeating question. What was that noise? I was zapped of strength. My lungs were burning in agony as the water began to invade my body. What was that noise? I couldn't breathe or move but still, What was that noise?

"Mr Jones," a muffled voice whispered. I was closing my eyes, ready to succumb to the void. What was that noise? My brain continued to ask. The question was becoming demonic - it was my torment but also my hope. "Mr Jones," again that voice. A soothing melody, one the likes of angels would envy, "Mr Jones, wake up."

Who's Mr Jones, and what does this symphony want me to do?

"Wake up, Mr Jones!"

Wait, that's me! With this revelation, I was shoved up and back into consciousness. My eyes burst open, and I gasped for air. "What was that noise?" I seemingly asked no one. She was there, the angel with a soothing voice. But where I couldn't see.

"Mr Jones, it's time for your meds."

Rylie Kawenga – Year 13



## The Misuse of AI

Can AI work really pass as human? A question undoubtedly asked more than once, especially with how rapidly Artificial intelligence (AI) is developing in the current industry. You would have to either live under a rock, or be willingly ignorant to not notice it. With the Chatgpt and other chatbots capabilities, students in recent times have been using them to cheat. Getting them to write their own papers for them. So what does this mean for schools and learning today? In a world with a sudden and unexpected increase of AI capability, with advancements coming out of nowhere within the past year and still coming out to this day, what does this mean for schools?

## How AI affects people.

AI affects more than just those involved. Much like any other dispute, innocent people can get caught in the crossfire; harmed by the stray bullet or thought. The Guardian (2024) explores one of these cases through a teacher's account at Birkbeck, University of London. He was shocked with fright when one of his high achieving students' papers was marked as '100% AI generated.' Ultimately the teacher opted to believe the student defending his work; stating: "I admit to trusting the human over the machine. But the defense was also convincing, and this particular student had been consistently writing in this style long before ChatGPT came into being. Still, I was making a high-stakes call without reliable evidence." Undoubtedly an eye opener about the teacher's perspective in the AI cheating mess.

However sometimes the story does not end well for all parties involved; such as the case with an unnamed year 13 student at Pukekohe High. "[The teacher] said you've definitely used AI and then they left it at that, so my mum had to ask for the meeting," the student told the Herald." The student attempted to show all her work she'd done for her papers: her notes and proofreading, but the teacher dismissed all of the evidence. Furthermore this student was a constant high achiever, with her mother going on record to say, "She is a good student, she's never been in trouble, never been called into question ever for anything," the mum said. "She studies really hard and she's always had merits and excellence on all exams and internals." I may not have all the facts and evidence, but I have to disagree with this conclusion simply because of the teacher's stubbornness that his AI detector was right. I believe that much like the first case, work flagged as AI should at least be looked over before it's marked as definitive.

## Why is AI being misused?

EducationWeek's 'Teens Will Use AI for Schoolwork, but most think it's cheating, Survey Says' article covers a survey that attempts to shed some light on the student side of AI cheating. Conducted by the research team in Big Village, the survey attempts to explore why students might use AI to cheat, among many other things.

The survey came out with alarming numbers. "More than 4 in 10 teens are likely to use artificial intelligence to do their schoolwork instead of doing it themselves this coming school year, according to a new survey." This means that almost half of our current students are using AI to pass off as their own work.

But arguably the more important part of the survey was the question, "Why are students using AI to cheat in the first place?"

"When asked why they would use AI to do their schoolwork for them, the top response in the Junior Achievement survey was that AI is just another tool (62 percent). Others said they didn't like school or schoolwork (24 percent), that they wouldn't need to know the information because of AI (22 percent), that everybody else is doing it (22 percent), that they would do poorly otherwise (17 percent), and that it's not important to know the subjects for which they use AI (8 percent)."

It's interesting to see that the top response was that "AI is just another tool." Although it does not paint the full picture it helps paint the potential perspectives of the students. I honestly have to agree with the idea that AI is just another tool, although I am of the thought that the word 'just' is a bit demeaning. I believe AI is a tool someone can use to broaden their knowledge and aid in learning, and that using it to do your work is simply a misuse of the tool. Akin to someone stabbing someone with a kitchen knife.

Mr Hooker in his '3 Solutions to Students Using AI to Cheat' attempts to address AI cheating in a different way. Unfortunately due to time constraints we can't cover what is otherwise what I find the most intriguing article I've read on this topic, but what we can cover is his lists of reasons why students might cheat. It is also important to note that this is seemingly based on American Education.

- 1. Pressure to get the grade** - The American educational experience is built to encourage competition between students. There's a lot of academic pressure on students to perform and get a high grade as it determines their future access to higher education institutions. In this scenario, learning takes a back seat to getting the best grade.
- 2. Lack of interest in the topic** - Not every student will need to use Calculus or Biology in their life. We won't all become amazing authors or historians either. However, we subject students to antiquated and uninspiring curriculum rooted in the early 1900s. Then we deliver it using a model we learned in the 1970s and we are surprised when they aren't interested in our subject?
- 3. Lack of motivation or laziness** - Again, they don't really want to take the time to learn a topic, so they look to cut corners.
- 4. Lack of understanding** - Students all learn in different ways. However, we often teach the same way...to the middle. While I think AI tools could help us finally personalize learning and help with various learning styles, we aren't quite there yet. If a student struggles to understand a concept, even if they want to learn about it, they might feel the need to cheat until they figure it out.
- 5. Risk-taking behavior can be exciting** - I'll be honest, I did a lot of stupid, risky stuff as a teenager. It's part of growing independence. Teenagers push boundaries. Trying to "beat the system" or find the "cheat code" to finish a game is exciting. Take that innate behavior in many kids and then add a lack of motivation and interest in a topic with pressure to succeed, and the recipe for cheating becomes evident.

## Screenshot - Taken on 24/05/24

With the exception of reason 5, AI provides an easy solution to every reason provided. It's all too easy for those willing (even if begrudgingly) to cheat; all they need is a few clicks.

Reason 2 and 3 can be linked to AI the most. If you lack motivation or interest, why bother? It's easier to do away with the problem, in once again, just a few clicks. To avoid detection they may change the essay on their own, but the effort expenditure is still way lower than otherwise required. And even if it isn't, I doubt any students see it that way, and that perceived effort matters way more to them.

Furthermore research also shows that AI has not increased cheating in schools at all.

"According to research from Stanford University released this past fall, the proclivity for students to cheat has remained constant even with the introduction of AI. While their research shows that nearly 70% of students admit to cutting a corner at some point, that number is the same before the introduction of Chatgpt as it was after. This goes back to my earlier point that it's not necessarily the tool but rather the behavior that should be addressed."

So it seems increasingly important to attempt to tackle these root issues if we truly want to get rid of AI cheating. It's an approach I more than commend.

What is being done by AI misuse?

And although artificial intelligence is rapidly increasing in intelligence seemingly with each passing day, the same can be said about the tools and techniques we are using to detect AI work. In 2023 Detruyer analyzed some of the top AI detectors such as: TurnItIn, Copyleak, Originality.ai; and they found that they caught the AI world with roughly 83% accuracy.

## Screenshot of Dertuyers AI detector accuracy table (Taken on 27/04/24).

It's interesting to see that, although highly effective; the use of AI detectors alone isn't enough to catch AI cheating. With many of these detectors claiming that the detectors should be regarded as a suggestion that the paper could be AI generative; putting a heavy emphasis on human judgment to catch and rule out errors like the case I've written above. With these numbers it'd be foolish to ignore the capability of these detectors, but I have to agree with the claim of 'suggestions'. Any positives should be investigated with great care unless we end up scorning a students career and reputation just because an AI told us too.

Over in Australia they have an unique and interesting response; with them trying to embrace AI in open arms in a fundamentally different approach to overcoming AI

Detector	All papers		AI papers	
	Percentage correct	Percentage incorrect	Percentage uncertain	Percentage correct
CopyLeaks	100	0	0	100
Turnitin	100	0	0	100
Originality.ai	98	0	2	100
Scribbr	80	18	1	95
ZeroGPT	87	13	12	93
Copyscape	86	14	7	89
CopyText	81	19	0	77
Unicheck	80	20	0	77
CopyAI	76	24	0	68
WordAI	72	28	0	71
CopyHound	70	30	0	64
MOSS	72	28	0	62
ContraCheck	71	29	0	63
Veri	71	29	0	64
Textix	65	35	0	65
ContraCheck	63	37	0	63
AI Detector	61	39	0	58
Standard deviation	12	9	11	12
Median percentage	79	21	0	77

cheating. As of November 2023 the Australian government released the 'Australian Framework for Generative Artificial Intelligence'. In the government's words, "The Framework aims to recognise how the appropriate use of generative AI tools can enhance teaching and learning outcomes for all members of Australian school communities," (2023), giving students and new tool in hopes of easier and more accessible learning, and by natural consequence reducing the amount of students using AI to cheat.

It's certainly interesting to read about this approach, and it is undoubtedly clear where they are coming from; fully accepting the new age of AI like Chatgpt4, and trying to

use it for the betterment of learning. I applaud it for its welcoming onlook.

## Final Conclusions

Overall my stance coming out of this research project is still neutral, but at the very least it was an informed conclusion. Generative artificial intelligence is akin to any tool out in the real world; something to assist in a task or job. And much like any other tool, it can be misused. Thus it generates the same concerns and thoughts a knife would; it is a tool, and a tool does not concern anyone until it is used or misused for a task.

However it does lead into the most intriguing part about this inquiry to me. As shown in the 'Why is AI being misused' segment, a lot of teenagers came to the same conclusion about AI. We came to the same conclusion about AI, but view its uses in different ways. If there's anything that fascinates me, it's how the human mind works. Why do they think that? Does it link to the effort expenditure on their part, their motivation, their interest? Of course we may never know for sure, so it's hard to expand further on this. Coming out of this I believe that we should at least attempt to tackle why students cheat in the first place, and that it is the most surefire way to reduce AI cheating.

And although I may not have any strong feelings towards it, the Australian framework I believe highlights an important part of handing AI. It's here and we need to accept it, so how can we use it for good? Can we let students use it to reduce cheating in schools? It's certainly an approach I don't mind watching develop; even if not actively.

As for me as a student, I have little reason to worry about my work being flagged as AI generated as long as I can show proof that my work is authentic, i.e. providing the articles used for this report.

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# SCIENCE DEPARTMENT

**“When passion and skill combine, the outcome is a masterpiece”**

This quote gave us wisdom and strength this year to continue with our passion of teaching the Sciences.

Wow! What a remarkable year it has been since I joined the Science Department in June. The year 2024 was full of surprises and opportunities, and while some days have presented challenges, our team has come together to teach the curriculum with unwavering enthusiasm and smiles on our faces. Every day in the Science Department is unique, with lessons that can be challenging, exciting, and rewarding.

Throughout the year, our students have developed a wide range of skills and knowledge in Biology, Physics, Chemistry, Horticulture, and Earth & Space Science. Science is thrilling because it continuously opens new doors to understanding the world around us. It is a never-ending journey of discovery, where each question leads to new insights and even more questions. Science plays a crucial role in high school, not only contributing to academic growth but also equipping students with essential life skills. We truly believe that “Science is not just a subject; it is a way of life.”

This year, I was warmly welcomed as the new Head of Learning for Science. The department has functioned at its best, even in challenging circumstances. I would like to extend my gratitude to Mr Herman Van Egten, Mrs Stanley, and Mrs Rennie for their outstanding contributions to student achievement and confidence-building. Their hard work will continue to drive student success and subject endorsements in 2025 and beyond.



Year 9 students observing Genie in the bottle demonstration

## Year 9 Science

In 2024, a structured program was introduced at Year 9 to enhance student engagement. This initiative provided students with well-organized teaching and learning experiences, enriched by practical activities across all four science strands. The program sparked curiosity and encouraged students to think creatively, leading to a vibrant exploration of scientific ideas.

Students in the Year 9 class had a great time creating elephant toothpaste during their science lesson. Congratulations to all the students who experienced science for the first time and gave their best effort to actively participate in the classroom activities.



## Year 10 Science

This year, the department implemented several productive changes to the Year 10 curriculum to facilitate a smoother transition to Level 1 Science. We introduced an internal Sci 1.2 in Year 10 to help students develop the skills necessary for achieving credits next year.

Year 10 students are exploring flax weaving to gain a deeper understanding of the science behind flax fibers.

## Senior Science (Year 11 – Year 13)



2024 has been a year full of opportunities and growth. New NCEA changes to Level 1 Science were introduced and implemented, leading to program adjustments across all senior levels aimed at increasing Merit and Excellence endorsements. Students were provided with more internally assessed standards, which allowed many to accumulate a healthy number of credits before the final examinations.

Throughout the year, students' practical skills significantly improved as we tried new strategies to enhance their literacy. As their confidence grew and they took greater responsibility for their learning, students enjoyed more success and demonstrated an ability to apply their knowledge to new and diverse situations.

Titration is an essential analytical technique used in Year 12 NCEA Chemistry to determine the concentration of an unknown solution. It involves the careful addition of a titrant, a solution of known concentration, to the analyte, the solution being tested, until a chemical reaction is complete. This point is usually identified using an indicator, which changes color to signify the reaction's endpoint. By recording the volume of titrant used, students can perform calculations to determine the exact concentration of the unknown solution. Titration is commonly used for acid-base reactions, food industry, swimming pools and cosmetic industry, where precision and accuracy are crucial for reliable results.

An international student in Year 12 Chemistry conducting titrations to determine the concentration of an unknown solution.



## BIOLOGY FIELD TRIP TO THE AQUARIUM

In August, the Year 12 Biology class visited an aquarium to explore how fish adapt for gaseous exchange as part of their internal assessment. The trip provided them with a wealth of knowledge, helping them meet the assessment requirements with confidence.



## Extra-curricular activities

### Hands-On at Otago

Hands-On at Otago 2025 will take place from January 12th to 17th and is open to all students who were in Year 11 or 12 in 2024. Congratulations to **Kelly Puhara** for earning a spot in next year's Otago Hands-On program!

### Open Evening

On 21st August 2024, WCC hosted an open evening for the community, successfully engaging potential students with an early introduction to Science. The Science Department showcased captivating displays, including an earthquake demonstration, a Jacob's ladder, various models, and a skeletal system. A special thanks goes to the staff and students for their invaluable contributions.

The Science Department has had a highly productive year, and we are excited to implement Horticulture in Year 11 and welcome Mr Rhys Fallen in 2025. We extend our best wishes to Whaea Skye Stanley as she embarks on new adventures.

Remember, “the success of every student starts in an inspiring and engaging learning moment,” and the Science Department remains committed to creating these moments.

*“The important thing is not to stop questioning. Curiosity has its own reason for existing.”*

**Sandhya Kumar**  
HOL Science

# CROSS COUNTRY



# TOUCH RUGBY

## AHURIRI PRIMARY INTER-SCHOOL TOUCH RUGBY

Managed and run by "Matua T" under the umbrella of Taku Mana Sports, and William Colenso College.

Matua T's vision - "To get all tamariki active and off their phones, devices and gaming. To grow touch rugby in Napier. To hold a sustainable sport encompassing William Colenso College connection and relationship with our community and surrounding Primary and Intermediate School wide."

Ahuriri Primary Inter-School Touch Rugby Tournament has been a huge success for William Colenso College. It showcases our school to the wider community and exhibits our school values; Hirangatanga, Manaakitanga and Whanaungatanga.

We are fortunate to be the only Secondary School that holds this space of running a Primary Schools touch rugby tournament held in the Bay. We have the approval of our Principal Jocelyn Auld, Sport HB and Touch HB.

Taking advantage of the crowd we were expecting, our school Kapa Haka group ran a bake sale and sausage sizzle fundraiser in front of the changing sheds. We also had a coffee cart on site.

Our entries expanded to 16 teams this year and are expected to grow by 2025.

### Year 5 & 6

Maraenui Bilingual School  
 Onekawa Primary School  
 Marewa Primary School  
 Richmond Primary School  
 Te Awa Primary School  
 Taradale Primary  
 Tamatea Primary  
 Porritt Primary School  
 St Patrick Primary School  
 Marewa Primary School  
 Henry Hill Primary School



### Year 7 & 8

William Colenso College  
 St Patrick Primary School x2  
 Maraenui Bilingual School

Tamatea Intermediate School  
 Napier Intermediate School

We started off paying tribute to Bonita Mareikura, a teacher from Napier Intermediate School who had recently passed away. She displayed integrity, respect and mana. She will be sadly missed.

WCC Hard Materials teacher Mr Thomas and Mr Hesketh designed our two trophies. A taonga awarded to the winners and an insight for organisers to produce two more for runners up next year.

Tournament day the weather played its part bringing stunning conditions. Students brought their electrifying energy, amazing level of skills, ball handling and overall enjoyment.

During the semi-finals we had a "drop off" situation. We asked all the schools to gather around and watch what a "drop off" looked like. Exciting for the two schools involved and for us as organisers.

Congratulations to:

**Winners - Year 7 & 8 Ahuriri Mixed Touch Tournament**  
 Tamatea Intermediate

**Runner Up**  
 St Patricks Green

**Winners - Year 5 & 6 Ahuriri Mixed Touch Tournament**  
 Henry Hill Primary School

**Runner Up**  
 Taradale Primary School

Acknowledgement goes out to all the schools and students who participated and to our student touch referees.

**And a special mention to my brother . . . "Matua T"**  
**Tini Williams - Sport Coordinator**



# SPIRIT OF NAPIER LIONS CLUB

## Young Achievers Awards

Each year the Spirit of Napier Lions Club hold an evening for Napier secondary school students, who are excellent role models, and have achieved beyond expectation in one or more fields of endeavour: be these academic or non academic. Selection is based on well rounded year 13 students.

The awards aim to promote the positive influence young people have in the community by acknowledging their achievements.

Congratulations to our Year 13 Head Girl: Ashley Christison and Year 13 Head Boy Rylie Kawenga who were the 2024 recipient's of the Spirit of Napier Lions Club Young Achievers award.

Special acknowledgement to Bruce Jenkins for his photography.



### Introduction of Ashley and Rylie at the awards ceremony:

Ko Taupiri te maunga  
Ko Waikato te awa  
Ko Tainui te waka  
Ko Waikato te iwi  
Ko Waiti te Marae  
Ko Ngati Paoa te hapu

### Rylie Kawenga

Kia Ora my name is Rylie and I am the Head Boy at William Colenso College for 2024. I enjoy many things, like reading, hanging out with friends, taking time away and relaxing. Getting ready for this new chapter in my life has been incredibly stressful, much like I expect for alot of the students here.

I would like to talk about the school that has helped me get as far as I have come, William Colenso College. I started at WCC straight from Henry Hill Primary School. It was scary to be thrown into a world full of kids I didn't know. But thanks to my brother and his friends I had someone to hang out with before I found friends of my own. I had 6 siblings go through WCC, each one taking their own path from it.

From Year 7 to 13 I've seen plenty of things as well as I was lucky to experience plenty of things. The most notable opportunities that were offered to me were the work experience at Adoro Cafe as well as the work at Te Pania and also the time I spent in the Manaaki Marae classes. It was here thanks to the help of the amazing staff that I was able to acquire a scholarship for further study.

Thanks to Jesse, Mr Adams and the team at Adoro I was able to see what it was like to work at a busy cafe. It was also here that I was able to explore my chosen pathway at the time, it helped me get a real look into what it would be like working in the industry.

After that I was able to do some work at Te Pania through Te Kura. At Te Pania I was able to gain credits as well as see how people at a 4 star hotel operate. I was able to learn stuff in the different departments they have.

The Manaaki Marae class is probably the one that helped me out the most and is the class that allowed me to get this award. I was able to offer my services to the school and become an integral part of the long night of catering for events. Thanks to Whaea Bobbie's classes I am able to take "a yelling at" when I get things wrong. She has also helped me gain a backbone to stick up for myself which has become really handy and will help me alot in the future.

These food classes also helped me to experience the incredible euphoria you get after being told you can go home from a long night of cooking and cleaning.

Thanks to all of the support given to me, I have been accepted to Waikato, Victoria and Canterbury Universities on the condition that I gain my UE. Having three to choose from is incredible and I am lucky and privileged to have the school backing me on my entire journey.

This school has helped me out in many ways, it has refined me and helped me mature socially and academically. They have been a shoulder to lean on when I have any trouble and a supporting hand when I am stuck. Lastly I would like to thank the Lions Club for recognizing and awarding me for all the hard work I have put into my school and community. Thank you

### Ashley Christison

Tena koutou katoa, ko Ashley Christison toku ingoa, Te Kareti o Wiremu Koroneho te kura, no Ahuriri au. Hello everyone and all, my name is Ashley Christison and I am the Head Girl of William Colenso College this year.

I would like to start by saying a great thank you to the Lions club for hosting us tonight, and providing us with the honour of receiving these awards, which I believe is a well deserved recognition of not only my own



accomplishments but my fellow peers and for that I am greatly appreciative.

I have been privileged to receive the overall excellence award for academic excellence the past few years at my Kura, as well as receiving awards for my involvement in sports and other community activities. This year I am aiming to achieve Level 3 with endorsement, then to attend the University of Waikato to study my interests, which I have been accepted into - Bachelor of Marketing. I enjoy all aspects of learning although Biology, English, Health/P.E have in particular sparked my interest.

My role of Head Girl has opened up several opportunities to contribute to my kura while building bonds with the other leaders and fellow students. Having the chance to represent my school and influence other young girls inspires me to do well, for them and myself. The role of Head Girl has affected me personally, my confidence and organisational skills have grown substantially with my given responsibilities.

Being involved in the performing arts sector, School Productions and playing different parts have played key roles in my school life, being able to separate my academic studies and indulge in something I enjoyed motivates me to do better in my schooling. Playing football, basketball and volleyball provides an outlet for me, balancing the pressure of my academics. I hope to continue with my passion for playing sports, performing, and the arts after I leave school and eventually integrate them into my adult life.



# School Ball

This year our school ball theme was Mafia Night. With the support of a professional, the student ball committee worked well together to decorate and prepare the School Hall for the evening. A great night was had by all.

The following students were crowned as:  
Mafia King - Joseph Seymour Queen - Samantha Schofield  
Prince - Kahliel Kireka Princess - Maarie Johansen



# INTERNATIONAL STUDENTS

My exchange in New Zealand was very nice. I went to the William Colenso College in Napier. I experienced a new culture and way to live. Everything was new for me, as well as the strict rules. I understood that the freedom we have in Germany is not normal. I have learned important things for life in these six months.

For example, I have improved my English. I learned that you need to be careful with what you are doing. I learned that I have to take personal responsibility if I do something wrong.

Why did I enjoy my time in Napier? First of all, I met my girlfriend Danica at the school. I never thought love like this could exist. Also, I met new friends in the basketball club that I joined. There, I also dunked for the first time. It was the best day of my life. Thank you Dom and Kirsty for always being there for me. I really enjoyed spending time with you.

What also was very nice is the school. The school was very easy and we didn't have to do anything at all. The teachers have been very nice.

I would say everybody should do an exchange time. It is good for your personal development.

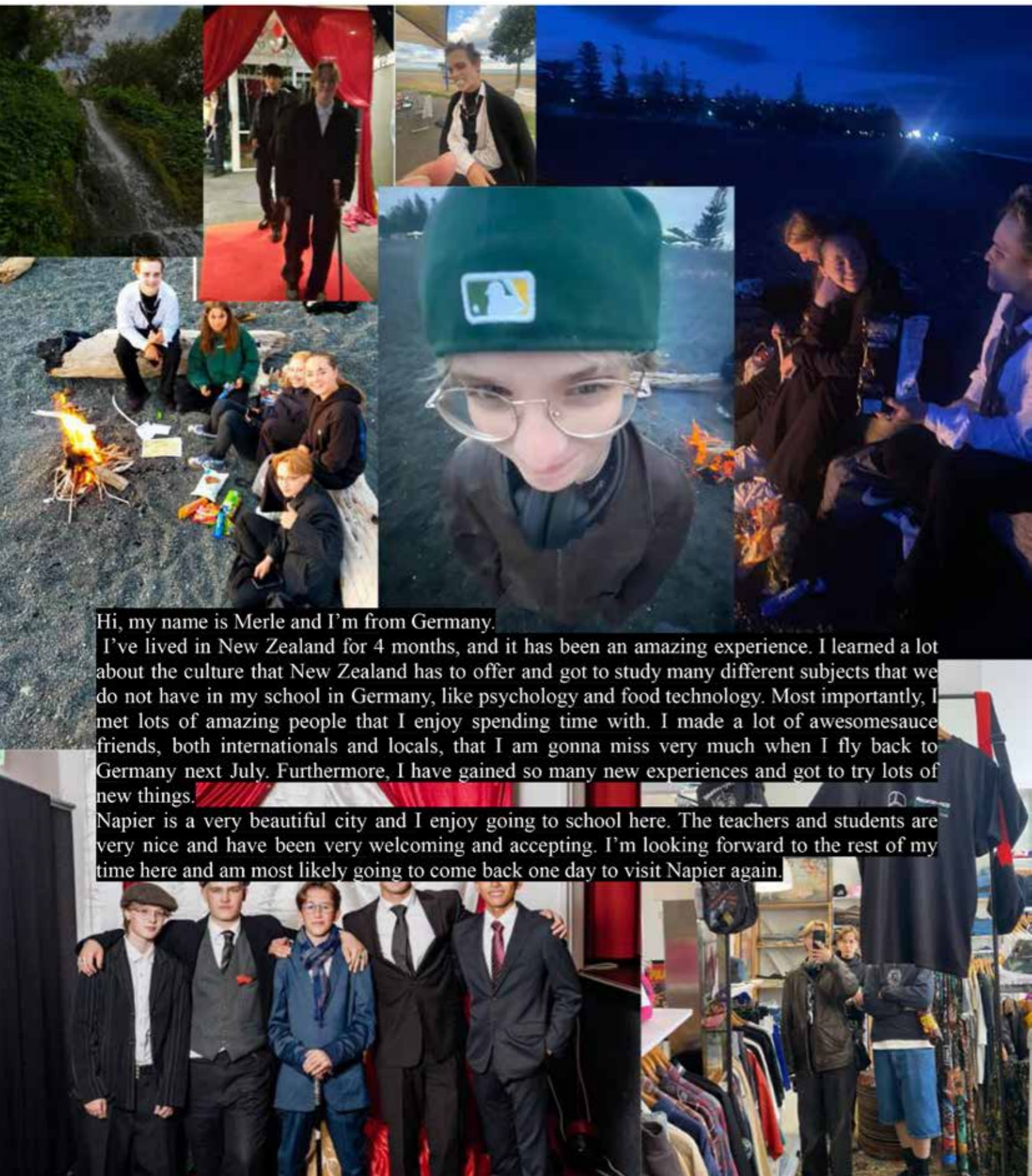
And you never know who you are going to meet.

I love you Danica.

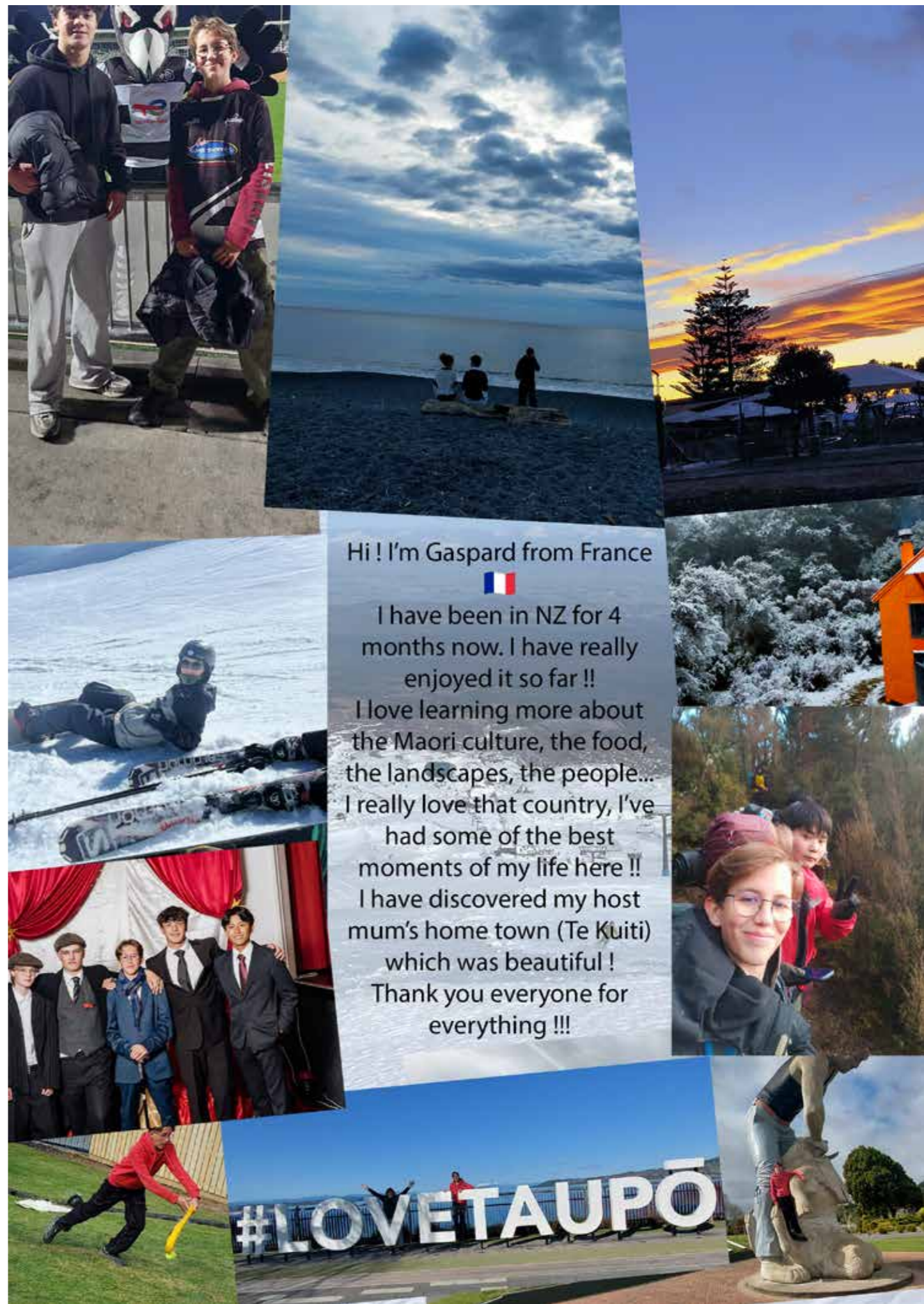


Kia ora tātou, my name is Tsubasa, an international student from Japan. All of my experiences in New Zealand were awesome and I have learnt a lot of things like Maori culture. In WCC, there was kapa haka, waka ama and many new things which always made me excited. I enjoyed outdoor education and learning te reo Maori and as I learned about Aotearoa I felt like I am one of the kiwis.





Hi, my name is Merle and I'm from Germany. I've lived in New Zealand for 4 months, and it has been an amazing experience. I learned a lot about the culture that New Zealand has to offer and got to study many different subjects that we do not have in my school in Germany, like psychology and food technology. Most importantly, I met lots of amazing people that I enjoy spending time with. I made a lot of awesomesauce friends, both internationals and locals, that I am gonna miss very much when I fly back to Germany next July. Furthermore, I have gained so many new experiences and got to try lots of new things. Napier is a very beautiful city and I enjoy going to school here. The teachers and students are very nice and have been very welcoming and accepting. I'm looking forward to the rest of my time here and am most likely going to come back one day to visit Napier again.



Hi ! I'm Gaspard from France 🇫🇷  
 I have been in NZ for 4 months now. I have really enjoyed it so far !!  
 I love learning more about the Maori culture, the food, the landscapes, the people...  
 I really love that country, I've had some of the best moments of my life here !!  
 I have discovered my host mum's home town (Te Kuiti) which was beautiful !  
 Thank you everyone for everything !!!





Hey I'm Carla, 16 years old and I've been at William Colenso College for 7 months. So far, my time here has been the best experience I have ever had. I got to see so many places, try out new things, get to know a new culture and a different school system but most importantly meeting people that will make leaving hard. Before I came here I was worried that I wouldn't find friends but I quickly noticed that everyone is very welcoming. I really enjoy living with my host family and I'm hoping to stay in touch with them and the many good friends that I made. Hopefully I'll get to visit them again after my time here is over.

Another thing that I'm going to miss is the school, classes like outdoor education or food and nutrition that I can't take in Germany were an important part of my time here. In outdoor education I got to experience surfing, tramping and climbing which was really fun especially because I can't do things like surfing in Germany. Through school I got to go on many trips as well. On trips like going to Rotorua or a surf camp in Raglan I made memories that I will never forget. My time here also made me learn about myself, I learned to have trust in myself and accept making mistakes but I also became more confident in speaking English.



Hi, my name is Klara and I am from Germany. I already have been here for half a year and I am really looking forward to the months that I have left. In my first months here I already got to experience so many new adventures and got to meet many new friends. The school and my host family already showed me lots of beautiful places like Taupo, Rotorua, Raglan and Auckland. Here at William Colenso College I get to try out interesting and fun subjects that we don't have in Germany like outdoor education, mechanics and food and nutrition.

In my outdoor education class I already had the chance to go snowboarding, tramping, surfing and to climb the school climbing wall. My host family is really amazing and does lots of activities with me. In my time that I have already spent here I got to learn many new things and learned how to go out of my comfort zone.



Kia ora, my name is Lisa and I'm from Japan. I've been here for 9 months and I'm going back to Japan at the end of next year (2026).

My days at WCC have been wonderful for me. The students and teachers were very kind and always made an effort to listen to me, even though my English was not very good. This made me try my best to speak as well. I am also very happy to have come to NZ because of the beautiful nature and the outdoor education activities that we can do here at school. I am very happy to have come to NZ because the nature is beautiful.

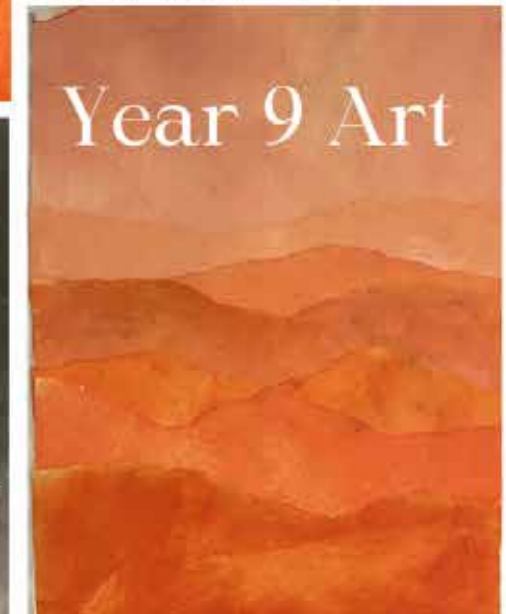


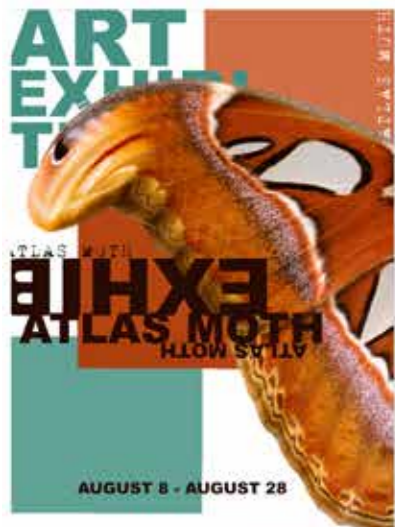
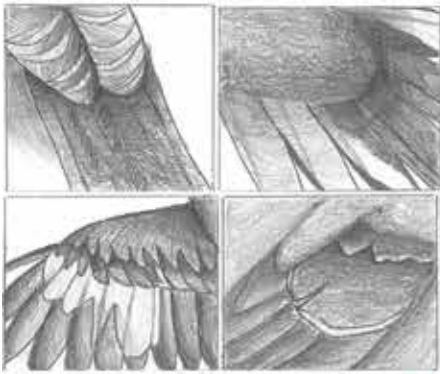
Hello,  
My name is Mona and I am from Germany. I really loved being here and enjoyed every single day. I have experienced so much like the Maori culture, living in a new family and going to a new school. Going to school felt like going to a camp because we did so many nice and fun activities. I also enjoyed living with my host family because they are such nice people and they are always doing something fun. I did many awesome trips with my friends and host family and will never forget them.

July-December  
**2024**  
Napier

Hello to all yappers. This is RICE TO THE SKY TIME ! Are you ready? The adventure starts in January. Well, I did nothing. February? Yes, I did something. That is when school started and I became a year 12 student. From what I remember we made catapults to compete with other houses at school, but we did not win. The subjects that I chose this year are History, Math, Health, Cooking classes, Psychology and Path way. This year has been a lot harder than last year and I have to cope with my super intense personality and my school work as well. At the beginning of the year I was a big hater of psychology due to how complex it is, but you know that everything takes time and by the end of the year I will be able to kind of settle in psychology quite a bit. Talking about the subjects, I like cooking class the most. It is so fun and especially when I cook for the teachers at school and some teachers say your food is so good Sky, but actually it is not my food, it is my team's food. I just take the credit away from them lol. Talking about food, the school still gave me potato, Haiyahhh 😊. To be honest I do not hate potatoes as much as I did last year, I guess I am kind of used to it. I think potato is better than goat milk. I still wish they cook some fried rice. This year I also renewed my first aid certificate too. I am not in outdoor class anymore, because my schedule is full, but I will join that class next year. In April I was in the circus that was organized by THE FRIVS and it was held in Taradale High School. I also started my hockey career in April as well and I really enjoy it until I dislocated my shoulder 🤕, so I have to take a break from physical activities for about two months. If I am not wrong, the Chicago Broadway show was in May. From my point of view, this is the greatest show I have ever seen. In June I went to Rotorua with the school and GOR BLIMEY! It was freezing and even though I am a person who enjoys the cold, I still struggle to handle the temperature as well. Beside that silly weather the experience was amazing. First, I went to the thermal pool then the luge and the scariest swing on the planet which is the SKY SWING and the coolest part is the eating part we went to Te Puia and they have one of the best buffets I have tried in New Zealand( that is actually the only buffet I have tried in New Zealand). The food is goat (the greatest of all time). I think I did more than that, but I am too lazy to write it down or else you are going to spend your bedtime reading it. In July, I went to see the school production. That was my first time watching them. On August 10 I went to the school ball and didn't ask me who I went there with, because I went there by myself. The ball was awesome (everything is always pretty awesome when you ask Sky even if the world disappears tomorrow). In September I went skiing (Fuiyohhh). This time it was quite a pain in the bottom because it was boiling hot, mate. The ski field did not tickle my fancy at all because it was so rocky. I feel like it is better to mountain bike there than skiing. Well, I still enjoyed it, because I loved skiing. I was lucky too to have my teacher and one of my acquaintances that help me with my skiing. This month which is November I start doing Waka Ama and summer hockey.

You might say Sky, why does this year sound more boring than last year? Well, don't judge the book by the cover, mate. This year I have learned a lot about life skills which are really important. Due to the help of my host family and friends I am able to settle down a tiny bit (it means a lot to me), but sadly one of the bright and amazing mom's that I know passed away this year. I just want to tell you guys that life is really short. Do not waste time on the unpleasant things in your life, instead use that time to improve yourself and the quality of your life before you run out of time. I managed to have a lot of stupendous yarns with a lot of people that are older than me like teachers, staff and my guardian's friends, but not really with teenagers. Maybe that is the skill that I should work on. My life has been a lot more positive and colorful. I also successfully became an international leader for 2025 (I applied for head boy but I received this role, lol) and I will try my best to be a pretty awesome leader. I am also really excited for the upcoming trips. To all the bright eyed and bushy tailed readers life can be a bit hard or stupendously hard, but you should never ever give up and don't even think about it. Remember that there is always a way out so no worries just be happy 🌟, because you know the world isn't always rainbows and cupcakes. Bob's your uncle. See you later alligator. I will yap to you guys next year. Break a leg!

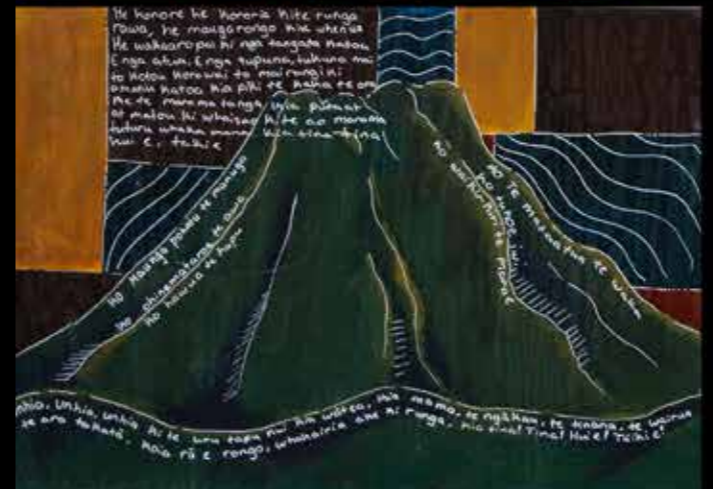
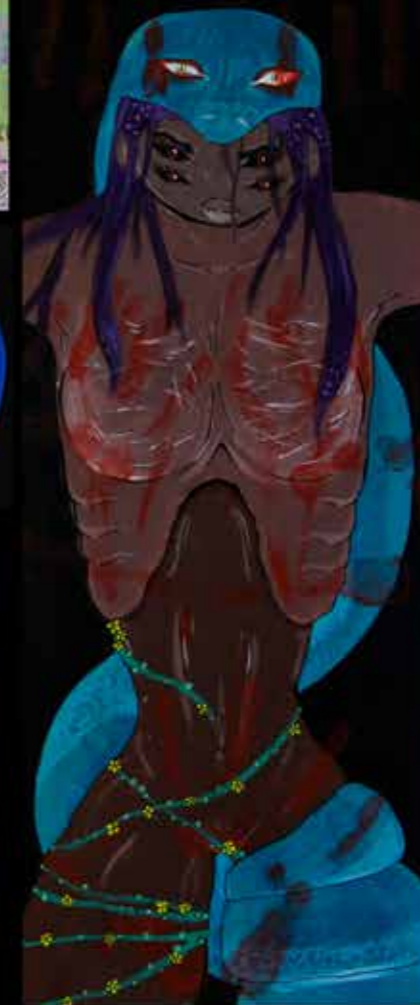
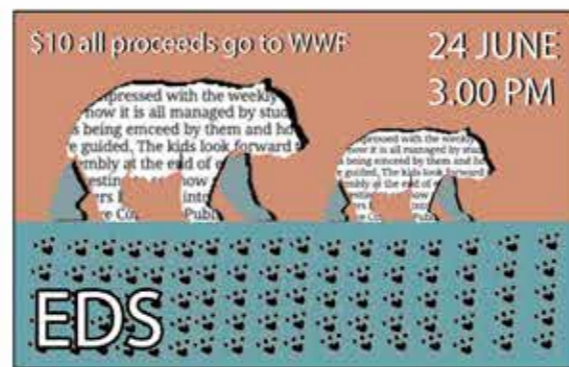




Level 1 Art

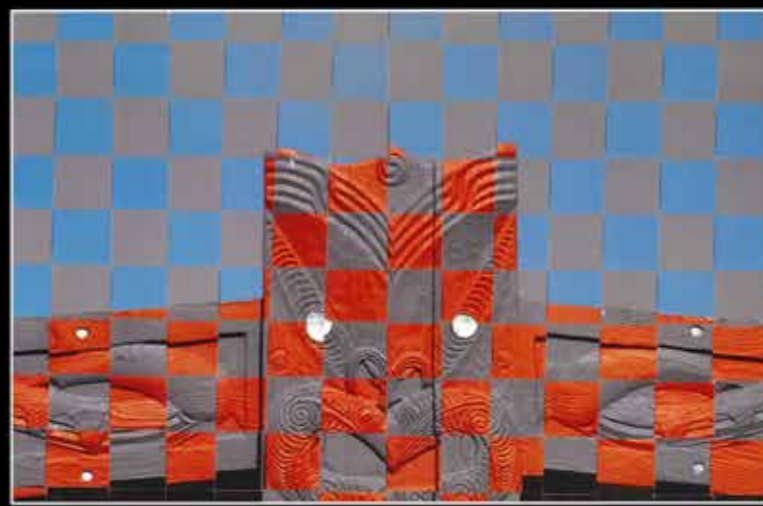


Design

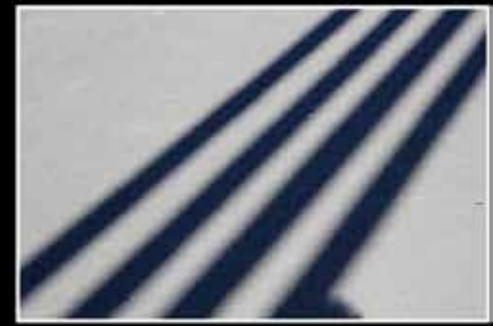


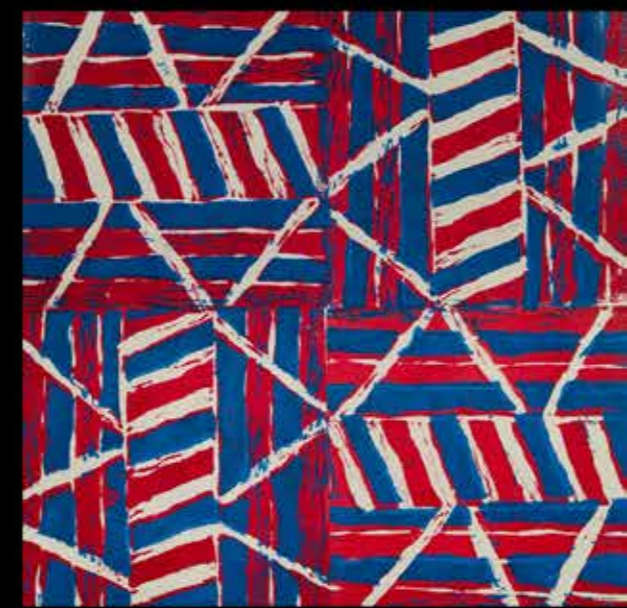


Toi Māori



Photography





Senior Art



10Art

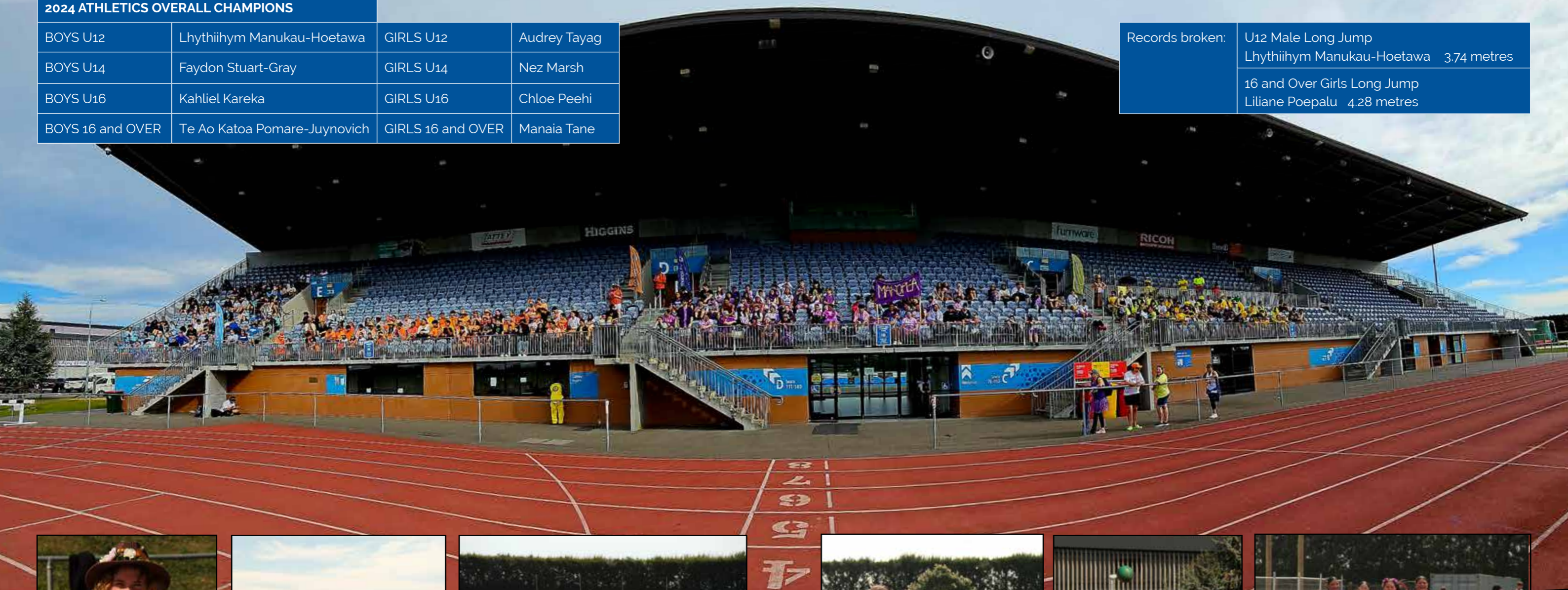


# ATHLETICS

## 2024 ATHLETICS OVERALL CHAMPIONS

BOYS U12	Lhythiihym Manukau-Hoetawa	GIRLS U12	Audrey Tayag
BOYS U14	Faydon Stuart-Gray	GIRLS U14	Nez Marsh
BOYS U16	Kahliel Kareka	GIRLS U16	Chloe Peehi
BOYS 16 and OVER	Te Ao Katoa Pomare-Juynovich	GIRLS 16 and OVER	Manaia Tane

Records broken:	U12 Male Long Jump Lhythiihym Manukau-Hoetawa 3.74 metres
	16 and Over Girls Long Jump Liliane Poepalu 4.28 metres



# SPORTS AWARDS 2024

Waka Ama	Award	Trophy	Name
	Waka Ama Sport Person of the Year	Maraenui Waka Ama Club Trophy	Asher MacGillivray



Touch Rugby	Award	Trophy	Name
Junior Mix Touch Rugby	Most outstanding player	WCC N.M.E. Trophy Donated by Noel Eparaima	Te One Taitapanui Murray
	Most valuable player		Chloe Peehi

Girls Rippa Rugby	Award	Trophy	Name
Junior Girls Rippa Rugby	Most outstanding player		Chloe Peehi
	Most valuable player		Syvannah Brown

Futsal	Award	Trophy	Name
Intermediate Futsal	Most improved player		Alofogia Saufoi
	Most outstanding player		Macade Stuart-Gray
	Most valuable player		Wiremu Nelson-Kirk

Volleyball	Award	Trophy	Name
Intermediate Mix Volleyball	Most improved player		Briar Muir
	Most outstanding player		Joe Tauapai-Alu
	Most outstanding player		Macade Stuart-Gray Audrey Tayag
	Most valuable player		Tali MacGillivray Alofogia Saufoi Julia Raponi
Junior Girls Volleyball	Most improved player		Sativah-Lyn Rehutai
	Most outstanding player		Kiriana Tikitiki
	Most valuable team member		Bianna Consulta
Junior Boys Volleyball	Most improved player		Ioane Toa Nofoa
	Most outstanding player		Joe Tauapai-Alu
	Most improved player		Laauli Saufoi
Senior A Girls Volleyball	Most improved player		Rosie Christison
	Most outstanding player	William Colenso College Senior Girls Volleyball MOP trophy	Hannah Joyce Gito
	Most valuable team member		Nicole Malto
Senior B Boys Volleyball	Most improved player		Te Ariki Fergus
	Most outstanding player		Teina Fergus Kahliel Kireka
	Most valuable team member		Frances Ratima
Brutha's Senior A Boys Volleyball	Most improved player		Sidney Ropitini
	Most outstanding player	William Colenso College Senior Boy Volleyball MOP Trophy	Hakopa Snow Pimm
	Most valuable team member		Emmanuel Velandria



# SPORTS AWARDS 2024

Badminton	Award	Trophy	Name
Boys C Grade Badminton	Most improved player		Karayjus Manakau -Hoetawa
	Most outstanding player		Noah Madewnus
	Most valuable team member		Tama Kaua-Jenssen
Boys C Grade Badminton	Most improved player		TK Tamainu
	Most outstanding player		Te One Taitapanui-Murray
Boys A Grade Badminton	Most outstanding player	William Colenso College Boys Badminton - M.O.P - Trophy	Juzley Cadungog
	Most valuable team member		Hanz Gito
Girls D Grade Badminton	Most improved player		Tina MacDonald
	Most outstanding player		Audrey Tayag
	Most valuable team member		Briar Muir Carla Schwabe
Girls C Grade Badminton	Most improved player		Kaith Malto
	Most outstanding player		Kiriana Tikitiki
	Most valuable team member		Bianna Consulta
Girls B Grade Badminton	Most improved player		Jakarna Keil Manaia Tane
	Most outstanding player	William Colenso College Boys Badminton - M.O.P - Trophy	Hannah Joyce Gito
	Most valuable team member		Hannah Jewel Gito



Basketball	Award	Trophy	Name
Senior A Girls Basketball	Most improved player	WCC Senior Girls Basketball M.I.P - Trophy	Holly Gasson
	Most outstanding player	Van Berkel Cup	Rosie and Ashley Christison
	Most valuable team member	WCC Senior Girls Basketball M.V.T.M Wendy Brook Trophy	Te Aniwa Tikitiki
Senior A Boys Basketball	Most improved player		Harliquin Solomon
	Most outstanding player	WCC A.BURTON TROPHY SENIOR BOYS BASKETBALL M.O.P- Trophy	Te Ariki Fergus
	Most valuable team member	WCC Senior Girls Basketball M.V.T.M Wendy Brook Trophy	Tahere Taitapanui-Murray
Senior B Boys Basketball	Most improved player		Jordus Sisson
	Most outstanding player		Juzley Cadungog
	Most valuable team member		TK Tamainu
Junior Boys Basketball	Most outstanding player	Cockerill Cup Boys Basketball M.O.P	Te One Taitapanui-Murray
	Most valuable team member	WCC Junior Boys Basketball M.V.P Trophy	TK Tamainu
Year 7/8 Basketball Celtics	Most promising player	WCC D.Evans Trophy Most Promising Player	Sione Losaki-Kirk
	Most outstanding player		Raymond Lamb-Saunders
	Most valuable team member		Ngahere Crawford



# SPORTS AWARDS 2024

Football	Award	Trophy	Name
Girls Football	Most improved player		Jayde Powell
	Most outstanding player	Mr G Kettle Trophy	Juzley Cadungog
	Most valuable team member		Grace Timmins
	Top goal scorer		Keiisha Rima-Ngāmotu
Netball	Award	Trophy	Name
Year 7/8 Mix Netball - Magic	Most improved player		Alofagia Saufoi
	Most outstanding player	8A Netball M.O.P - Trophy	Juzley Cadungog
	Most valuable team member	WCC Netball M.V.T.M Trophy	Tali MacGillivray
Year 7/8 Mix Netball - Steele	Most improved player		Erica Hailwood
	Most outstanding player		Rubi Curran
	Most valuable team member	WCC 7A Netball M.V.T.M Trophy	Wiremu Nelson-Kirk
Senior Girls Netball	Most improved player	Most Improved - Trophy	Miriama Moka
	Most outstanding player	WCC J Ginders M.O.P Senior B Netball - Trophy	Crissell Marsh
	Most valuable team member	WCC Senior A Netball M.V.P Team Member W Brook Trophy	Bianna Consulta
	Best Senior Netball	Marilyn Wild Trophy - Best Senior Netballer	
Senior Boys Netball	Most improved player		Hawera Neera Te One Taitapanui-Murray
	Most outstanding player		Andre Hokianga
	Most valuable team member		Asher MacGillivray

Cross Country	Award	Trophy	Name
U12 Girls	Championship	WCC Senior Girls Basketball M.I.P - Trophy	Holly Gasson
U12 Boys	Championship		Wiremu Rua
U14 Girls	Championship		Chevylee Fraser
U14 Boys	Championship	Colenso High School Junior Steeplechase Presented By Mrs L.R. Farquhar	Evan Forward
U16 Girls	Championship	Betty Cull Plaque Intermediate Girls Cross Country	Cian Joe
U16 Boys	Championship	WCC U16 Boys Championship Cross Country	TK Tamainu
16+ Girls	Championship	Braybrook Senior Girls Cross Country Trophy	Grace Timmins
16+ Boys	Championship	Colenso High School Boys Senior Steeplechase	Hakopa Snow Pimm

Athletics	Award	Trophy	Name
U12 Girls	Championship		Audrey Tayag
U12 Boys	Championship		Lhythiihym Manukau-Hoetawa
U14 Girls	Championship	C.H.S Girls Junior Athletic Championship The Parents League Cup	Nez Marsh
U14 Boys	Championship	C.H.S Boyes Junior Athletic Championship Presented By Napier Amateur Athletic & Cycling Cup	Faydon Stuart-Gray
U16 Girls	Championship	C.H. Matthews Esp.	Cian Joe
U16 Boys	Championship	CHS Intermediate Athletic Championship Boy presented by Colenso Pirates Rugby Football	Kahliel Kareka
16+ Girls	Championship	CHS Girls Senior Athletic Championship presented by Mr & Mrs D E Oliver 1961	Manaia Tane
16+ Boys	Championship	Colenso High School Senior Athletic Championship Boy Presented by Colenso Pirates Rugby Football Club	Te Ao Katoa Pomare-Juynovich



Supreme Award	Trophy	Name
Services to Sport	Services to Sport Trophy	Kirsty Solomon
Unsung Hero	Captain Lawton Unsung Hero Trophy	Henry Ballantyne Louise Macfarlane Bobbie Seymour
Coach of the Year	Colenso HS Cup Coach of the Year	Jireh Sanerivi
Team of the Year	Betty Cull Plaque Intermediate Girls Cross Country	Cian Joe
Sportsperson of the Year	Colenso High School Sportsperson of the Year Trophy	Hakopa Snow Pimm

Name	Team Coach/Manager
Josh Badger	Senior A Girls Volleyball - Coach
	Senior Girls Football - Referee
Louise MacFarlane	Boys Badminton - Coach/Manager
Bobbie Seymour	Senior Girls Badminton - Coach
Henry Ballantyne	Senior Girls Badminton - Coach
Ana Seymour	Senior Girls Basketball - Coach
Dominique Solomon	Senior A Boys Basketball - Coach
Bea Carter-Judd	Intermediate Mix Netball - Coach
	Senior B Girls Netball - Umpire
Kirsty Solomon	Senior Girls Basketball - Manager
	Senior A Boys Basketball - Manager
	Senior Boys Netball - Manager
	Senior Boys Volleyball - Coach
	Waka Ama - Manager
Zoe Spencer	Ahuriri Senior A Netball - Manager
	Senior B Girls Netball - Support
Jireh Sanerivi	Brutha's Senior A Volleyball - Coach
	Senior A Girls Volleyball - Assistant Coach
Eloise Stewart	Year 7 & 8 Futsal - Coach
Jireh Sanerivi	Senior A1 Boys Volleyball - Coach
Nancy Reed	Girls Football - Coach
Hayley Christison	Girls Football - Coach
Jayden Winterburn	Senior Boys Basketball - Coach
	Junior Boys Basketball - Coach
Brooke Pearson	Year 7 & 8 Netball - Manager
	Year 7 & 8 Volleyball - Manager
Tini Williams	Senior B Boys Basketball - Manager
	Senior B Boys Basketball - Manager
	Junior/Senior Boys Volleyball - Manager
	Junior Boys & Girls Volleyball - Manager
	Year 7 & 8 Volleyball Coach
	Year 7 & 8 Basketball Coach

We wish to acknowledge the following:

Caltex - Hyderabad Road | Ahuriri Sports Society | HB Engravers | HB Cancer Society  
Sport HB | Cadbury - HB Netball | Kidscan

## MIDDLE SCHOOL PRIZEGIVING AWARDS 2024

Year 7 Awards 2024		
First Name	Surname	Award(s)
Angel	Ahuriri-Lane	<b>Outstanding Ach:</b> Music, Social Sciences, English, Mathematics
Rameka	Eria-Holloway	<b>Outstanding Ach:</b> Physical Education <b>Outstanding Eff:</b> Outdoor Education, Social Sciences, Mathematics
Te Amorangi	Fairburn	<b>Outstanding Ach:</b> Social Sciences, English, Mathematics
Emma	Gilbert	<b>Outstanding Ach:</b> Social Sciences, Science <b>Outstanding Eff:</b> Physical Education, English
Erica	Hailwood	<b>Outstanding Ach:</b> Music, Food, Outdoor Education <b>Outstanding Eff:</b> Social Sciences, English
Billy-Jo	Keefe	<b>Outstanding Ach:</b> Māori <b>Outstanding Eff:</b> Music, Health
Sione	Losaki-Kirk	<b>Outstanding Ach:</b> Physical Education, Health
Bella	Lyford	<b>Outstanding Eff:</b> Māori, Music
Alexis	Milligan	<b>Outstanding Ach:</b> Māori, Health
Evelyn	Puhara	<b>Outstanding Ach:</b> Food, Science <b>Outstanding Eff:</b> Mathematics
Seth	Riantorini	<b>Outstanding Eff:</b> Outdoor Education, Science
Wiremu	Rua	<b>Outstanding Ach:</b> Outdoor Education, Physical Education <b>Outstanding Eff:</b> Mathematics
John	Smith-Clark	<b>Outstanding Eff:</b> Science
Leith	Stuart-Gray	<b>Outstanding Ach:</b> Science <b>Outstanding Eff:</b> Food, Physical Education, Social Sciences, English
Danielle	Swanepoel	<b>Outstanding Ach:</b> Health, English, Mathematics <b>Outstanding Eff:</b> Music, Food
Pounamu	Taputoro	<b>Outstanding Eff:</b> Outdoor Education
Arvaia	Te Maro	<b>Outstanding Eff:</b> Health
Sonny	Toa-Nofoa	<b>Outstanding Eff:</b> Physical Education, Health
Michael	Wells	<b>Outstanding Ach:</b> Outdoor Education <b>Outstanding Eff:</b> Science

Year 8 Awards 2024		
Bailey	Bowman	<b>Outstanding Ach:</b> Social Sciences
Janaya	Clarke	<b>Outstanding Eff:</b> Food, English
Ngahere	Crawford	<b>Outstanding Ach:</b> Social Sciences
Rubi	Curran	<b>Outstanding Eff:</b> Science
Kayla	Hailwood	<b>Outstanding Ach:</b> English, Mathematics <b>Outstanding Eff:</b> Māori, Music, Science
Henare	Hikawai-Lawson	<b>Outstanding Ach:</b> Outdoor Education <b>Outstanding Eff:</b> Music, Food, Physical Education, Social Sciences
Raymond	Lamb-Saunders	<b>Outstanding Eff:</b> Outdoor Education

Archie	Lavender-Thomas	<b>Outstanding Ach:</b> English, Mathematics, Science <b>Outstanding Eff:</b> Māori
Te Ariki	Lenden	<b>Outstanding Eff:</b> Outdoor Education, Mathematics
Tina	MacDonald	<b>Outstanding Ach:</b> Māori; Kapa Haka, Food, Health <b>Outstanding Eff:</b> Music
Tali	MacGillivray	<b>Outstanding Ach:</b> Outdoor Education
Brandon	McLean	<b>Outstanding Ach:</b> Health
Briar	Muir	<b>Outstanding Ach:</b> Music, Science <b>Outstanding Eff:</b> Kapa Haka, Health
Wiremu	Nelson-Kirk	<b>Outstanding Ach:</b> Physical Education <b>Outstanding Eff:</b> Food, English
GT Jazz	Ngaronoa	<b>Outstanding Eff:</b> Māori, Science
Julia Evotia	Raponi	<b>Outstanding Ach:</b> Music
Ryaan	Reddy	<b>Outstanding Eff:</b> Health
Kiara-Lee	Renata	<b>Outstanding Ach:</b> Health <b>Outstanding Eff:</b> Social Sciences
Mahinarangi	Ropiha	<b>Outstanding Eff:</b> Physical Education, Mathematics
Liam	Schofield	<b>Outstanding Ach:</b> Outdoor Education, Science <b>Outstanding Eff:</b> Health
Kieran	Seeds	<b>Outstanding Ach:</b> Music
Neha	Shah	<b>Outstanding Ach:</b> English, Mathematics <b>Outstanding Eff:</b> Social Sciences
Macade	Stuart-Gray	<b>Outstanding Ach:</b> Physical Education <b>Outstanding Eff:</b> Outdoor Education
Audrey	Tayag	<b>Outstanding Ach:</b> Physical Education <b>Outstanding Eff:</b> Food
Lexus	Tunua-Phillips	<b>Outstanding Ach:</b> Māori <b>Outstanding Eff:</b> Physical Education, Mathematics
Alah	Walker	<b>Outstanding Ach:</b> Food, Social Sciences <b>Outstanding Eff:</b> English

### Year 9 Awards 2024

Aroha	Ahuriri-Lane	<b>Outstanding Ach:</b> Visual Arts, Trades, English, Mathematics <b>Outstanding Eff:</b> Health
Bianna	Consulta	<b>Outstanding Ach:</b> Music, Visual Arts, Social Sciences, Mathematics, Science
Suzeanne	Creedon	<b>Outstanding Eff:</b> Visual Arts, Food, English
Deanna	Edwards	<b>Outstanding Eff:</b> Social Sciences, English, Physical Education
Holly	Gasson	<b>Outstanding Ach:</b> Science
Kaedyn	Hawkins	<b>Outstanding Ach:</b> Kapa Haka
Abbigail	Jordan	<b>Outstanding Ach:</b> Music, Food, Health, Social Sciences, English, Science
Deanar-Maree	Kākā	<b>Outstanding Ach:</b> Māori, Food <b>Outstanding Eff:</b> Music, Visual Arts, Social Sciences, Science
Ella-Rose	Kawenga	<b>Outstanding Eff:</b> Food
Kaith	Malto	<b>Outstanding Ach:</b> Physical Education, Health <b>Outstanding Eff:</b> Visual Arts, English

Nithum	Mudannayakage	<b>Outstanding Ach:</b> Visual Arts
Tumana-Kauri	Ngerengere-Hubbard	<b>Outstanding Ach:</b> Music <b>Outstanding Eff:</b> Health
Jacob	Paviour-Puhia	<b>Outstanding Eff:</b> Physical Education
Paige	Peters	<b>Outstanding Ach:</b> English
Mauao	Rahipere	<b>Outstanding Ach:</b> Physical Education
Isaac	Riantorini	<b>Outstanding Eff:</b> Trades, Science
Teme	Ropitini	<b>Outstanding Eff:</b> Māori
Joe	Taupai-Alu	<b>Outstanding Ach:</b> Physical Education <b>Outstanding Eff:</b> Music, Mathematics
Ioane	Toa Nofoa	<b>Outstanding Eff:</b> Physical Education, Mathematics, Science
Lucian	Tutauha	<b>Outstanding Eff:</b> Food

### Year 10 Awards 2024

Jaedyn	Benson	<b>Outstanding Ach:</b> Trades <b>Outstanding Eff:</b> Physical Education, Mathematics
Syvannah	Brown	<b>Outstanding Eff:</b> Physical Education
Ashford	Campbell	<b>Outstanding Ach:</b> English
Sasha	Gibson	<b>Outstanding Ach:</b> Visual Arts, Textiles/Soft Materials
Jordyn	Hunt	<b>Outstanding Ach:</b> Music, English
Cian	Joe	<b>Outstanding Ach:</b> Performing Arts, Physical Education, Health, Social Sciences, English, Mathematics, Science
Dante	Jones	<b>Outstanding Eff:</b> Music
Tama	Kaua-Jenssen	<b>Outstanding Ach:</b> Music, Food, Health, English, Mathematics
Persia	King	<b>Outstanding Eff:</b> Visual Arts
Asher	MacGillivray	<b>Outstanding Ach:</b> Physical Education, Health, Social Sciences, Mathematics <b>Outstanding Eff:</b> English
Noah	Madewnus	<b>Outstanding Ach:</b> Music <b>Outstanding Eff:</b> Food, Health
Karayjus	Manukau-Hoetawa	<b>Outstanding Eff:</b> Trades, Health
Keigan	Marshall	<b>Outstanding Ach:</b> Outdoor Education, Physical Education
Perseyys	Matene-Naera	<b>Outstanding Eff:</b> Māori
Brody	McKay	<b>Outstanding Eff:</b> Food
Samantha	McLaughlan	<b>Outstanding Eff:</b> Social Sciences
Rendee	Miria	<b>Outstanding Ach:</b> Physical Education, Health, Social Sciences
Te Mighty	Mita	<b>Outstanding Eff:</b> Physical Education
Indica	Moka	<b>Outstanding Eff:</b> Social Sciences
Redemption	Ngaronoa	<b>Outstanding Ach:</b> Outdoor Education <b>Outstanding Eff:</b> Physical Education
Peta-Rae	Ngatai-Miller	<b>Outstanding Eff:</b> Health
Chloe	Peehi	<b>Outstanding Ach:</b> Kapa Haka <b>Outstanding Eff:</b> Music, Mathematics, Science
Archana	Rana	<b>Outstanding Eff:</b> Visual Arts, Social Sciences, English

Sativah-Lyn	Rehutai	<b>Outstanding Ach:</b> Māori, Kapa Haka, Visual Arts, Physical Education, Health, English <b>Outstanding Eff:</b> Mathematics
TK	Tamainu	<b>Outstanding Eff:</b> Outdoor Education, Physical Education
Hine	Temo-Naera	<b>Outstanding Eff:</b> Textiles/Soft Materials
Akasha	Truuts	<b>Outstanding Ach:</b> Visual Arts <b>Outstanding Eff:</b> Food, Health
Alkaidahh	Tutu	<b>Outstanding Ach:</b> Science
Katana	Wilson-Nicholas	<b>Outstanding Ach:</b> Food <b>Outstanding Eff:</b> Kapa Haka, Music
Azariah	Wright	<b>Outstanding Eff:</b> Science

## CULTURAL AWARDS 2024

Te Arika Lenden	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Leith Stuart-Gray	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Audrey Tayag	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Wiremu Rua	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Tina MacDonald	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Tali MacGillivray	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Alofagia Saufoi	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Briar Muir	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Rubi Curran	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Macade Stuart-Gray	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Logan Lyford	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competition
Wiremu Nelson-Kirk	Winners of Hawkes Bay Jump Jam Competition, and placed 4th in National Competitionpp

## MIDDLE SCHOOL SPECIAL AWARDS YEAR 7-10

Year 7	
Erica Hailwood	Junior Speech Award Year 7
Angel Ahuriri-Lane	Junior Writing Award Year 7
Evelyn Puhara and Seth Riantorini	Barbara Davies Environmental Cup
Leith Stuart-Gray	Wycliffe Intermediate/Friends of the School Cup Year 7

Year 8	
Briar Muir	Junior Speech Award Year 8
Kayla Hailwood Archie Lavender-Thomas Neha Shah	Junior Writing Award Year 8
Mahinarangi Ropiha	Wycliffe Intermediate/Friends of the School Cup Year 8

Year 9	
Deanar-Maree Kaka	Doug Rehu Rangatiratanga Cup for resilience and perseverance
Sativah-Lyn Rehutai	Te Matatau o Te Reo – Junior Māori Student
Valley Waihape	The Russell Fairbrother Cup for Effort and Achievement.

Year 10	
Katana Wilson-Nicholas	Te Kareti o Wiremu Koroneho Taonga (Year 7-10) Most Improved Kapa Haka Student
Cian Joe and Sativah-Lyn Rehutai	Diligence in Year 10
Tama Kaua-Jenssen	Mitchell Cherrington Memorial Trophy

## OVERALL EXCELLENCE

Erica Hailwood	Overall Excellence in Year 7
Archie Lavender-Thomas	Overall Excellence in Year 8 (Hiha Whanau Cup) and a \$50 voucher
Abbigail Jordan	Overall Excellence in Year 9 (Tolley Cup) and a \$50 voucher
Cian Joe	Overall Excellence in Year 10 (Kirs Jensen Cup) and a \$50 voucher



## YEAR 11 AWARDS 2024

First Name	Surname	Award(s)
Jhanna	Abando	<b>Out Effort:</b> Level 1 Science
Zac	Awiah	<b>Out Effort:</b> Level 1 PE
Gabriel	Brown	<b>Out Effort:</b> Level 1 Outdoor Education
Rosie	Christison	<b>Out Ach:</b> Level 2 English; Level 1 PE; Level 1 Science; Level 1 History
Quency	Consulta	<b>Out Ach:</b> Level 1 English; Level 2 Design <b>Out Effort:</b> Level 1 Science
Shakeela	Crawford	<b>Out Effort:</b> Level 1 Outdoor Education; Level 1 Te Reo Māori
RJ	Eparaima	<b>Out Effort:</b> Level 1 Outdoor Education
Alex	Gilbert	<b>Out Effort:</b> Level 1 Music; Level 1 Science; Level 2 Design
Hannah-Joyce	Gito	<b>Out Ach:</b> Level 1 Science <b>Out Effort:</b> Level 1 English; Level 1 Maths; Level 1 Outdoor Education; Level 1 PE
Xzylia	Hita-Duval	<b>Out Effort:</b> Level 2 Art; Workskills
Branden	Holmes	<b>Out Effort:</b> Level 1 Construction; Level 1 Music
Zarah-Lee	Johnson	<b>Out Effort:</b> Level 2 English; Level 1 Health
Ripeka-Ngatau	Kopu-Neera	<b>Out Effort:</b> Level 1 English
Edd	Kuti	<b>Out Ach:</b> Level 1 Construction; Level 1 Art
Adam	Madewnus	<b>Out Effort:</b> Level 1 Health
Nicole	Malto	<b>Out Effort:</b> Level 1 English; Level 1 Maths; Level 1 PE; Level 1 Music; Level 2 Art
Crissell	Marsh	<b>Out Ach:</b> Level 1 PE <b>Out Effort:</b> Level 1 Maths; Level 1 Outdoor Education; Level 1 Dance; Level 1 Science
Felix	Mean	<b>Out Ach:</b> Level 1 PE <b>Out Effort:</b> Manaaki Marae
Nevaeh	Miria	<b>Out Ach:</b> Level 1 Food & Hospitality; <b>Out Effort:</b> Manaaki Marae; Level 1 PE
Miriama	Moka	<b>Out Effort:</b> Level 1 Te Reo Māori
Illusion	Nuku-Keefe	<b>Out Effort:</b> Level 2 English; Level 1 PE; Level 1 Art
Cruz	Paterson	<b>Out Effort:</b> Level 1 Outdoor Education
Kelly	Puhara	<b>Out Ach:</b> Level 1 Science; Level 1 Art <b>Out Effort:</b> Level 1 Outdoor Education; Level 1 PE
Jamie-Lee	Riantorini	<b>Out Effort:</b> Level 1 Outdoor Education
Sidney	Ropitini	<b>Out Effort:</b> Level 1 PE; Level 1 Dance; Level 1 Science
Merle	Schoenherr	<b>Out Effort:</b> Level 1 History; Level 2 Psychology

Carla	Schwabe	<b>Out Effort:</b> Level 2 English; Level 2 Food & Hospitality; Level 3 Outdoor Education
Ankit	Singh	<b>Out Effort:</b> Level 1 English; Level 1 Food & Hospitality
Jordus	Sisson	<b>Out Effort:</b> Level 1 PE
Hukarere	Tait	<b>Out Ach:</b> Level 1 Engineering <b>Out Effort:</b> Level 1 English; Level 1 Art
Erika	Wutti-Ekpaibul	<b>Out Effort:</b> Soft Material Technology; Level 1 Maths; Level 1 Outdoor Education; Level 1 PE; Level 1 Science
Yalayna	Young	<b>Out Effort:</b> Level 1 Dance

Year 11 Special Awards	
The following awards all come with \$200 donated by the William Colenso Charitable Trust	
<b>Kelly Puhara</b>	<b>Diligence in Year 11 – Rachel Basher Memorial Trophy</b>
<b>Crissell Marsh</b>	<b>All Round Excellence in Year 11 – The Gary Yeatman Senior School Cup</b>
<b>Rosie Christison</b>	<b>Academic Excellence in Year 11 – Peterson Family Cup</b>

## YEAR 12 AWARDS 2024

First Name	Surname	Award(s)
Shylah	Bates	<b>Out Effort:</b> Level 2 English
Cameron	Buckman	<b>Out Effort:</b> Level 2 Outdoor Education; Level 2 PE; Level 2 Photography
Jessica	Burry	<b>Out Ach:</b> Level 2 English; Level 2 Health; Level 2 Chemistry; Level 3 Art <b>Out Effort:</b> Level 2 Maths <b>Helen Yensen Award for Excellence in Journalism</b>
William	Christison	<b>Out Ach:</b> Level 3 English he also receives the <b>Ailsa Allen Cup for Senior writing</b>
Preston	Cunningham	<b>Out Ach:</b> Level 2 Engineering <b>Out Effort:</b> Level 2 Outdoor Education; Level 2 Armed Forces
Klara	Ergott	<b>Out Effort:</b> Level 2 Psychology
Te Ariki	Fergus	<b>Out Effort:</b> Level 2 Armed Forces; Tourism; Work skills
Karoline	Franke	<b>Out Ach:</b> Level 2 Music; Level 2 History <b>Out Effort:</b> Level 3 Statistics; Level 2 Health; Level 2 Physics; Level 2 Design
Ryan	Gilbert	<b>Out Effort:</b> Level 2 Photography
Hannah Jewel	Gito	<b>Out Ach:</b> Manaaki Marae; Level 2 Maths; <b>Out Effort:</b> Level 2 Health; Level 2 Psychology
Raven	Howse	<b>Out Effort:</b> Level 2 Construction; Tourism
Joseph	Hohepa	<b>Out Effort Gateway Farming</b>

Maarie	Johansen	<b>Out Ach:</b> Level 2 English; Level 2 Physics <b>Out Effort:</b> Level 2 Maths
Jakarna	Keil	<b>Out Effort:</b> Level 2 English; Level 2 PE; Level 2 Health; Level 2 Psychology
Himona	Kitiona	<b>Out Effort:</b> Level 2 Engineering
Te Ata	Lamont	<b>Out Effort:</b> Level 2 Te Reo Māori <b>Out Service:</b> Manaakitanga
Tsubasa	Mizuoka	<b>Out Effort:</b> Level 2 Maths; Level 3 Outdoor Education; Level 2 History; Level 2 Psychology; Level 1 Te Reo Māori; Kapa Haka. He also receives the <b>Outdoor Education Summit Cup</b>
Sethumli	Mudannayakage	<b>Out Effort:</b> Level 3 Biology; Level 2 History, Level 2 Chemistry
Materita	Paku	<b>Out Effort:</b> Level 2 Food & Hospitality; Manaaki Marae <b>Out Service:</b> Manaakitanga
Benjamin	Parilla Gandaria	<b>Out Effort:</b> Senior ESOL
Christian	Petry	<b>Out Effort:</b> Level 2 Music
Sky	Pin	<b>Out Effort:</b> Level 1 Food & Hospitality
Matiu	Rangitaawa	<b>Out Ach:</b> Level 2 Photography and Level 2 Art
Frances	Ratima	<b>Out Ach:</b> Level 2 Biology
Kayden	Robertson	<b>Out Effort:</b> Level 2 Outdoor Education
Te Manahau	Rogers	<b>Out Effort:</b> Level 2 Armed Forces
Ronnie	Smith-Clark	<b>Out Ach:</b> Level 2 Construction
Riria	Stichbury	<b>Out Effort:</b> Level 2 Biology
Tahere	Taitapanui-Murray	<b>Out Effort:</b> Level 2 Armed Forces
Micah	Talo-Tyler	<b>Out Effort:</b> Work skills
Manaia	Tane	<b>Out Effort:</b> Level 2 Outdoor Education
Lukah	Tutauha	<b>Out Effort:</b> Level 2 Music
Lisa	Watanabe	<b>Out Effort:</b> Level 3 Outdoor Education; Level 2 Biology; Level 2 Chemistry
Max	Wutti-Ekpaibul	<b>Out Effort:</b> Level 2 English <b>He Ngakau Hou Award for Perseverance and Development in Journalism</b>

### Year 12 Special Awards

The following awards all come with \$200 donated by the William Colenso Charitable Trust

<b>Tsubasa Mizuoka</b>	<b>Diligence in Year 12 – Mark Cleary Cup</b>
<b>Karoline Franke</b>	<b>All Round Excellence in Year 12 – McKelvie Cup</b>
<b>Jessica Burry</b>	<b>Academic Excellence in Year 12 – Peterson Family Cup</b>

## YEAR 13 AWARDS 2024

First Name	Surname	Award(s)
Danielle	Bascombe	<b>Leavers Testimonial</b>
Renz	Bernabe	<b>Out Ach:</b> Level 3 Dance; Level 3 Photography
John	Cabuquin	<b>Out Effort:</b> Senior ESOL
Danica	Castro	<b>Out Ach:</b> Level 3 English; Level 3 Health; Level 3 Biology; Level 3 Chemistry; Level 3 Design;
Ashley	Christison	<b>Out Ach:</b> Level 3 English;
Chontel	Dally	<b>Out Service:</b> Manaakitanga
Seth	Flanders	<b>Leavers Testimonial</b> Seth is also awarded the <b>Oriana Robins-Turner Cup</b> for Diligence and perseverance in the Learning Centre
Hanz	Gito	<b>Leavers Testimonial</b>
Nikau	Horua	<b>Out Effort:</b> Level 3 Design; Level 3 Music
Sunny	Jordan	<b>Out Ach:</b> Level 3 Biology; Level 3 Physics <b>Out Effort:</b> Level 3 Statistics
Rylie	Kawenga	<b>Out Effort:</b> Level 3 English
Carl	Malto	<b>Out Effort:</b> Senior ESOL
Jenessa	McLean	<b>Leavers Testimonial</b>
Roland	Narvaez	<b>Leavers Testimonial</b>
Jayde	Powell	<b>Out Effort:</b> Level 3 Dance
Samantha	Schofield	<b>Out Effort:</b> Level 3 Photography
James	Seeds	<b>Out Effort:</b> Level 3 History
Joseph	Seymour	<b>Out Ach:</b> Level 3 English; Level 3 Dance <b>Jane Beaven Cup, Persistence &amp; Discipline in Dance</b>
Harliquin	Solomon	<b>Out Effort:</b> Level 3 Construction
Manea	Tamaiva-Eria	<b>Out Ach:</b> Kapa Haka
Te Aputa	Tamati	<b>Leavers Testimonial</b>
Ngaere	Te kahu	<b>Leavers Testimonial</b>
Grace	Timmins	<b>Out Effort:</b> Level 3 Dance
Emmanuel	Velandria	<b>Out Effort:</b> Level 3 Outdoor Education
Paige	Willems	<b>Leavers Testimonial</b>
Sophie	Willems	<b>Out Effort:</b> Level 3 Health

## HONOURS AND SCHOLARSHIP AWARDS 2024

The following recipients are either receiving scholarships from our William Colenso Charitable Trust or an Honours award for Sport, Culture or Academic. We would like to thank the William Colenso Charitable Trust for their continued support of the school community and for supporting our student's future education with scholarships.

<b>Ngaere Te Kahu</b>	Culture Honours for Winning Māori Art photography category in the Hawkes Bay Level 2 Art Exhibition, 2024
<b>Rosie Christison</b>	Academic Honours for L1 Endorsement with Merit
<b>Will Christison</b>	Academic Honours for L2 Endorsement with Merit
<b>Karoline Franke</b>	Academic Honours for L2 Endorsement with Merit
<b>Jakarna Keil</b>	Academic Honours for L2 Endorsement with Merit
<b>Maarie Johansen</b>	Academic Honours for L2 Endorsement with Merit
<b>Jessica Burry</b>	<b>Academic Honours for L2 Endorsement with Excellence</b>
<b>Danica Castro</b>	Academic Honours for L3 Endorsement with Merit
<b>Joseph Seymour</b>	Academic Honours for L3 Endorsement with Merit
<b>William Colenso Charitable Trust Scholarships</b>	
<b>Renz Bernabe</b>	\$3,000 Supporting next step into university
<b>Ashley Christison</b>	\$3,000 Supporting next step into university Ashley was also awarded the Ko Te Tangata School Leavers Scholarship from The University of Waikato
<b>Rylie Kawenga</b>	\$2,000 Supporting next step into university
<b>Emmanuel Velandria</b>	\$750 Supporting next step into tertiary
<b>Sophie Willems</b>	\$750 Supporting next step into tertiary
<b>Paige Willems</b>	\$750 Supporting next step into tertiary
<b>Hawera Neera</b>	<b>Robertson Cup - Gateway excellence and achievement Scholarship</b> \$1,000 Vocational Excellence Award for support transition into Vocational Pathway
<b>Sunny Jordan and James Seeds</b>	<b>Hirangatanga Scholarship</b> of \$2,500 each year for three years of tertiary study. This is a private scholarship we are lucky to benefit from
<b>Joseph Seymour</b>	France Trust Scholarship, this a local scholarship which awards one WCC student \$2,500 yearly for 3 years towards University Study, also awarded the D.V Bryant Trust Waikato Residential scholarship from Waikato University

## SPECIAL AWARDS 2024

The following awards all come with \$200 donated by the William Colenso Charitable Trust

<b>Sunny Jordan</b>	<b>Diligence in Year 13 award</b>
<b>Renz Bernabe</b>	<b>Whanaungatanga / Belonging Award</b> donated by Fiona Craven
<b>Nikau Horua</b>	<b>Outstanding Service to the School, The Matthews Cup</b>
<b>Rylie Kawenga</b>	<b>Te Manutaki Trophy for Senior Māori Leadership and the D.M. Ross Trophy for Outstanding Leadership</b>
<b>Joseph Seymour</b>	<b>All Round Excellence for a male the Scinde Cup</b>
<b>Ashley Christison</b>	<b>All Round Excellence for a female 'J. G. Edwards Cup</b>
<b>Joseph Seymour</b>	<b>Proxime Accessit Cup</b> donated by Roy and Priscilla
<b>Danica Castro</b>	<b>2024 Dux - Centennial Cup</b>







**Boys Senior A Basketball**

**Back Row:** Dominique Solomon (Coach), Harliquin Solomon, Joseph Seymour, Teina Fergus, Tahere Taitapanui-Murray, Ms Kirsty Solomon (Manager)  
**Front Row:** Frances Ratima, Hawera Neera, Aerodyne Skudder, Joseph Hohepa, Bennet Liekenbroecker



**Girls Senior A Basketball**

**Back Row:** Joseph Seymour (Co Coach), Holly Gasson, Jayde Powell, Ashley Christison, Ms Kirsty Solomon (Manager)  
**Front Row:** Kiriana Tikitiki, Te Aniwa Tikitiki, Rosie Christison



**Boys B Basketball**

**Back Row:** Jordus Sisson, Raythe Keelan, John Cabuquin, Adam Madewnus, Hukarere Tait  
**Front Row:** TK Tamainu, Te One Taitapanui-Murray, Juzley Cadungog, Fiehnix-Lea Moa, Mrs Tini Williams



**Girls Football**

**Back Row:** Keiisha Rima-Ngamotu, Hannah Joyce Gito, Jayde Powell, Deanar-Maree Kaka, Mrs Nancy Reed  
**Front Row:** Samantha Schofield, Maarie Johansen, Ashley Christison, Grace Timmins, Rosie Christison



**WCC Futsal**

**Back Row:** Archie Lavender-Thomas, Jayden Dawson, Wiremu Nelson-Kirk, Macade Stuart-Gray  
**Front Row:** Evan Forward, Ms Eloise Stewart (Coach), Tali McGallivray, Alofagia Saufoi



**WCC Steele**

**Back Row:** Mrs Bea Carter-Judd, Evelyn Puhara, Leith Stuart-Gray, Miss Brooke Pearson  
**Front Row:** Rameka Eria-Holloway, Erica Hailwood, Wiremu Nelson-Kirk, Rubi Curran, Mahinarangi Ropiha



**Senior B Netball**

**Back Row:** Te Aniwa Tikitiki, Nevaeh Miria, Kiriana Tikitiki, Rosie Christison, Katana Wilson-Nicolas  
**Front Row:** Mrs Bea Carter-Judd, Deanar Kaka, Keiisha Rima-Ngamotu, Illusion Nuku-Keefe, Bianna Consulta, Mrs Tini Williams



**WCC Shamrocks**

**Back Row:** Hawera Neera, Tahere Taitapanui-Murray, Joseph Hohepa, Ms Kirsty Solomon (Coach)  
**Front Row:** Te One Taitapanui-Murray, Asher MacGillivray, TK Tamainu



**Year 7 & 8 Volleyball**

**Back Row:** Alofagia Saufoi, Te Amorangi Fairburn, Tali MacGillivray, Macade Stuart-Gray  
**Front Row:** ???



**Girls Volleyball**

**Back Row:** Coach - Mr Josh Badger, Crissell Marsh, Lillie Poeplau, Manaia Tane, Hannah- Joyce Gito  
**Front Row:** Hannah-Jewel Gito, Nicole Malto, Quency Consulta, Rosie Christison



**Junior Girls Volleyball**

**Back Row:** Kiriana Tikitiki, GeorJah Heremaia  
**Front Row:** Sativah-Lyn Rehutai, Cian Joe, Merekingi Ratima



**Senior A Boys - "Bruthas"**

**Back Row:** Kahikatea Pari (Assistant Co Coach), Renz Bernabe, Andre Hokianga, Sidney Ropitini  
**Front Row:** Miniemi Wada, Hakopa Snow-Pimm, Hanz Gito, Emmanujel Velandria



**Waka Ama**

**Back Row:** Hawera Neera, Joseph Hohepa, Ms Kirsty Solomon  
**Front Row:** Asher MacGillivray, Tahere Taitapanui-Murray

7/8SE

Teacher: Ms Eloise Stewart



**Back Row:** Evan Forward, Jayden Dawson, Ngahere Crawford, Wayfyn Butler, Wiremu Nelson-Kirk  
**Middle Row:** Miss Te Ao Rakete (Teacher Aide), Eden-Mae Colvin, Michael Wells, Raymond Lamb-Saunders, Lhythihym Manukau-Hoetawa, Kayla Hailwood, Ms Eloise Stewart (Teacher)  
**Front Row:** Billy-Jo Keefe, Tianna Cole-Hiko, Te Aomarama Hiko-Watson, Lexus Tunua-Phillips, Evotia Raponi, Kiara-Lee Renata, Emma Gilbert  
**Absent:** Stormy Burton, Rameka Eria-Holloway, Roxette-Rose Ngaronoa, Ash Ramsay-Cardno, Liam Schofield, Phoenix Tilo

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7/8SH

Teacher: Miss Holly Simmons



**Back Row:** Te Arika Lenden, Te Amorangi Fairburn, Kieran Seeds, Eli Haliday-Wells, G T Jazz Ngaronoa, Henare Hikawai-Lawson, Bailey Bowman  
**Middle Row:** Miss Dhana Coon (Teacher Aide), Ryaan Reddy, Alexis Milligan, Janaya Clarke, Charli Cooper, Archie Lavender-Thomas, Miss Holly Simmons (Teacher)  
**Front Row:** Wiremu Rua, Leith Stuart-Gray, Crystal Mitchell, Audrey Tayag, Bella Lyford, Arvaia Te Maro, Seth Riantonni  
**Absent:** Rotoria Cooper Kuti, Wanoa Harmer, Brandon McLean

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## INTERNATIONAL STUDENTS



Back Row: Ms Kana Koga (Teacher), Emanuel Gorone Ferreira, Felix Mean, Liliane Poeplau, Minami Wada, Caroline Mendonca  
 Middle Row: Ms Jody Stent (Teacher), Leticia Emanuele Nobrega, Tsubasa Mizuoka, Sky Pin, Addressa Da Silva Freitas Neri, Masato Mizuno, Ms Laura Jackson (Teacher)  
 Front Row: Lisa Watanabe, Hevillin Graziela Evangelista De Luna, Kurumi Ono, Karoline Franke, Joyce Barbosa Conte

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## MSB

Teacher: Ms Bobbie Seymour



Back Row: Havoc Goodley, Moko Daley, Kruz Single, Rendee Miria  
 Middle Row: Akasha Truuts, Minami Wada, Te Aputa Tamati, Jacob Paviour-Puhia, Karoline Franke, Ms Bobbie Seymour (Teacher)  
 Front Row: Nevaeh Miria, Illusion Nuku-Keefe, Samantha McLaughlan, Zarah-Lee Johnson, Holly Gasson  
 Absent: Halen Barber, Jonathan Collins, Crystal Drysdale, RJ Eparaima, Ella-Rose Haua, Te Atarangi Heta, Carissa Honotapu, Himona Kitona, Lakai Lokotui, Cris Moetu, Milly Northover, Joziyah Paenga-Cashmore, Shyla Renata, Nazareth Tuahine

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## MBA

Teacher: Mr Joshua Badger



Back Row: Ngaere Te Kahu, Anthony Raponi, Cody Sykes, Zale Tamaki, June Raponi, Peta-Rae Ngatai-Miller, Leticia Emanuele Nobrega, Mr Joshua Badger (Teacher)  
 Front Row: Kora Puna-Newton, Yalaina Young, Ceilidh Katene, Ahniqua Keil, Raven Cooper, Chloe Knox, Lisa Watanabe  
 Absent: Blade Daley, Seth Flanders, Amanda Jones, Lochin Katene, Jayana-Marie Nepia Mayes, Tumana-Kauri Ngerengere-Hubbard, Lucas Sykes, TK Tamainu, Legacy Taukamo, Alijay Wairau, Fairlane Wairau, Shelby Wairau

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## MSZ

Teacher: Ms Zoe Spencer



Back Row: Teina Fergus, Hakopa Snow Pimm, Devon Armstrong  
 Middle Row: Cruz Paterson, Nathan Powell, Gabriel Brown, Karayjus Manukau-Hoetawa, Ms Zoe Spencer (Teacher)  
 Front Row: Deanar-Maree Kākā, Manaia Tane, Jayde Powell, Maarie Johansen, Kenana Rua  
 Absent: Tarrell Black, Courtney Brooks, Te Anki Fergus, Hevillin Graziela Evangelista De Luna, Imij Keefe, James Keefe, Jilleen Keefe, Persia King, Zhaige King, Ayeesha Lythgow, Aliyah Martin, Kyro McClelland, Sativah-Lyn Rehuta, Ronnie Smith-Clark

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RHJ

Teacher: Ms Jessica Hume



Back Row: Emma McKay, Ashford Campbell, Thomas Kereru-Kahukiwa, Raythe Keelan, Kelly Puhara, Ms Jessica Hume (Teacher)  
 Front Row: Crissell Marsh, Horiaana Kerehoma-Haweia, Paige Peters  
 Absent: Zade Chapman-Nielson, Chontel Dally, Maraea Grace, Jayzia-Carlos Harmer, Ella Huang, Canyon Keelan, Kingston Kerehoma, Sharee Kereru-Kahukiwa, Allahhaze Luke, Brody McKay, Jenessa McLean, Frances Ratima, Merekingi Ratima, Te Manahau Rogers, Royal Todd, Lucian Tutauha, Lukah Tutauha, Erika Wutti-Ekpaibul, Max Wutti-Ekpaibul

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RMC

Teacher: Mrs Louise Macfarlane



Back Row: Raumati Pari, Hukarere Tait, Jordus Sisson, Ngakau Pari, Austin Lyford, Daniel Pueblo  
 Middle Row: Ollie Wilson, Ankit Singh, Liliane Poeplau, Sunny Jordan, Blade Welch, Mrs Louise Macfarlane (Teacher)  
 Front Row: Riria Stichbury, Archana Rana, Katana Wilson-Nicholas, Te Ata Lamont, Jakarna Keil, Abbigail Jordan, Liam Dawson  
 Absent: Skyla Chapman-Nielsen, Tenzin Flynn, Devon Glover, Nikau Horua, Rawhiti-Taha Hungahunga, Lily Peters, Virgil Tekooti, Ioane Toa Nofoa, Te Rangi Watene

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RKM

Teacher: Ms Moana Keefe



Back Row: Samantha Schofield, Harliquin Solomon, Adrian Pineaha, Joseph Seymour, Manea Tamaiva-Eria, Grace Timmins  
 Middle Row: Nayshn Hura-King, Tahere Taitapanui-Murray, Pascal Brown, Redemption Ngaronoa, Aerodyne Skudder, Ms Moana Keefe (Teacher)  
 Front Row: Xzylia Hita-Duval, Sacha Gibson, Te One Taitapanui-Murray, Kashsha-Paige Hoani, Taydee Watene-Pilcher, Nez Marsh, Azariah Wright  
 Absent: Manaia-Jade Gemmell, Herewini Kerehoma-Haweia, Regan Mitchell, Matiu Rangitawa, Hahle Siale-Kirk, Nikkia Stevenson-Kunati, Nicole Tilo

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THM

Teacher: Mr Martin Hayes



Back Row: Jamie-Lee Riantorini, Teizahr-Tre Rangimoa-Puna, Zac Awiah, Emanuel Gorone Ferreira, Raven Howse, Fiehnix-Lea Moa  
 Middle Row: Isaac Riantorini, Paige Willems, Emmanuel Velandria, Sophie Willems, Masato Mizuno, Mr Martin Hayes (Teacher)  
 Front Row: Nicole Malto, Cian Joe, Rosie Christson, Bianna Consulta, Quency Consulta  
 Absent: Cormac Hamlin, Adam Madewnus, Noah Madewnus, Kaith Malto, Keigan Marshall, Brayden Lee Roy, Micah Talo-Tyler, Maddy Webb-Mclean

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TNR

Teacher: Mrs Nicole Reihana



Back Row: Preston Moana-Poi, Materita Paku, Tru-Ayla Savage, Lochie Sionetali, William Christison  
Middle Row: Hanz Gito, Andressa Da Silva Freitas Neri, Sidney Ropitini, Cameron Buckman, Hannah Jewel Gito, Mrs Nicole Reihana (Teacher)  
Front Row: Emily Murdoch, Kaedyn Hawkins, Hannah-Joyce Gito, Kaydica Birch, Jynae Buckman  
Absent: Juzley Cadungog, Joseph Hohepa, Joelyn Hotai, Summer-Rose Hotai, Trivahn Ihaja, Gracyn-Jhulez Moana-Poi, Deilah Pasese, Te Ao Katoa Pomare-Juynovich, Teme Ropitini, James Seeds, Zywayde Tuahine-Robin

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WAW

Teacher: Mr Antony Wilson



Back Row: Desmond-James Pi-Tipoki, Shaun Bascombe, Riley Scully, Kiriana Tikitiki  
Middle Row: Chloe Peehi, Felix Mean, Danielle Bascombe, Te Mighty Mita, Mr Antony Wilson (Teacher)  
Front Row: Kaea Niwa, Zahli Shah, Phiphi He Nguyen, Shylah Shah, Joe Tauapai-Alu  
Absent: Jaxon Bates, Blake Beamish, Mani Brown, TK Brown, Georjah Heremaia, Hawera Neera, Qwahlee Staples, Te Aniwa Tikitiki, Valley Waihape, Ira-Maata Wehi-Neera

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TRN

Teacher: Mrs Nancy Reed



Back Row: John Cabuquin, Kahliel Kireka, Branden Holmes, Shavaye Tamati, Renz Bernabe  
Middle Row: Danica Castro, Dante Jones, Benjamin Parrilla Gandaria, Christopher Roy, Kurumi Ono, Roland Narvaez, Mrs Nancy Reed (Teacher)  
Front Row: Te Aroha Minhinick, Keira Teira, Deanna Edwards, Mekah Henderson-Hoetawa, Keo Hutchinson  
Absent: Ashley Christison, Preston Cunningham, Kris Johnstone, Indica Moka, Miriama Moka, Calder Stuart-Gray, Faydon Stuart-Gray, Honyst Tawera, Roman Terry-McLeod

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WRR

Teacher: Ms Rebecca Rumbal



Back Row: Evan Marsh-Brown, Joshua Albert, Alex Gilbert, Ryan Gilbert, Jordan Short  
Middle Row: Suzanne Creedon, Aroha Ahurini-Lane, Zach Greenwood, Rylie Kawenga, Asher MacGillivray, Caroline Mendonca, Ms Rebecca Rumbal (Teacher)  
Front Row: Kyro Bevan Shaw, Tsubasa Mizuoka, Syvannah Brown, Samzara Stone-Tamaka, Lukas Fuller  
Absent: Unique Albert, Xavier Albert, Nation Duncan, Jordyn Hunt, Tama Kaua-Jenssen, Asti Quartley, Laauli Saufoi

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Back Row: Ella-Rose Kawenga, Griffin Coburn, Andre Hokianga, Dwaine Taputoro-Kinita, Devontay Hokianga, Mr Herman Van Egten (Teacher)  
Front Row: Shakeela Crawford, Sherriah Whiu, Olivia Coburn, Lucy Powdrell, Ripeka-Ngatau Kopu-Neera, Joyce Barbosa Conte, Manaia Kuti  
Absent: Jessica Burry, Ezekiel Heaven, Daryl Lamb-Saunders, Perry Lamb-Saunders, Sky Pin, Javanie Puhara, Keisha Rima-Ngamotu, Kayden Robertson, Nevaeh Samuels

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Back Row: Rylie Kawenga, Nikau Horua, Adrian Pineaha, Hakopa Snow Pimm, Joseph Seymour, Te Aputa Tamati  
Middle Row: Minami Wada, Seth Flanders, Renz Bernabe, Herewini Kerehoma-Haweia, Harliquin Solomon, Cris Mostu, Manea Tamaiva-Eria  
Front Row: Sophie Willems, Grace Timmins, Chontel Dally, Jenessa McLean, Sunny Jordan, Samantha Schofield, Paige Willems  
Absent: Danielle Bascombe, Danica Castro, Ashley Christison, Hanz Gito, Ella-Rose Haua, Joelyn Hotai, Canyon Keelan, Sharee Kereu-Kahukwa, Roland Narvaez, Liliane Poeplau, Jayde Powell, James Seeds, Ankit Singh, Ngaere Te Kahu, Emmanuel Velandria

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YEAR 13 INFORMAL

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# Year 13 Profiles



**Danielle Bascombe**

**What are your plans for when you leave WCC?**

I'm going to EIT, IDEA School for art and business school. I want to have my own art gallery one day.

**What was your most memorable moment at WCC?**

L3OE and Art classes are my most memorable moments, I will never forget.



**Renz Bernabe**

**What are your plans for when you leave WCC?**

Study at Victoria University  
**What was your most memorable moment at WCC?**  
Productions, Volleyball Nationals



**John Cabuquin**

**What are your plans for when you leave WCC?**

Maybe next year I will work because I still need to learn the English language.

**What was your most memorable moment at WCC?**

The most memorable moment in WCC is the school activities and going camping with friends.



**Sunny Jordan**

**What are your plans for when you leave WCC?**

Study to be a Physician

**What was your most memorable moment at WCC?**

Brian Cox editing competition



**Rylie Kawenga**

**What are your plans for when you leave WCC?**

Go to university and do 3 more years of study (why do I do this to myself).

**What was your most memorable moment at WCC?**

Walking up to receive my Head Boy role and doing the school trips. Being able to go out and have fun with friends was top tier.



**Carl Malto**



**Adrian Pineaha**



**Jayde Powell**

**What are your plans for when you leave WCC?**

I wish to join the airforce  
**What was your most memorable moment at WCC?**  
Going to Melbourne with the Performing Arts Department



**Ashley Christison**

**What are your plans for when you leave WCC?**

Go travelling or attend Uni/higher education

**What was your most memorable moment at WCC?**

School camps, being mischief and making friends



**Danica Castro**

**What are your plans for when you leave WCC?**

After Year 13 I intend going to University to pursue a health related programme either, Nursing, Oral Health or Biomedical Science.

**What was your most memorable moment at WCC?**

My favourite moment was the WCC ball. Everyone was dancing, posing for pictures and having a good time. I got to spend the night with people closest to my heart.



**Chontel Dally**

**What are your plans for when you leave WCC?**

Take a gap year, work full time and trave the world a little maybe...

**What was your most memorable moment at WCC?**

Doing Te Vaka Maia '23, being part of a family.



**Jenessa McLean**

**What are your plans for when you leave WCC?**

I am attending QRC in the Bay of Islands and will be studying hospitality.

**What was your most memorable moment at WCC?**

Lunch time.



**Roland Narvaez**

**What are your plans for when you leave WCC?**

I am going to work and save money to go home to the Phillipines.

**What was your most memorable moment at WCC?**

What I will never forget about WCC are the kind teachers and also delicious food.



**Seth Flanders**

**What are your plans for when you leave WCC?**

Find full time work in Hospitality.

**What was your most memorable moment at WCC?**

OE 3 day tramp in Year 11.



**Hanz Gito**

**What are your plans for when you leave WCC?**

Study Business Management and work.

**What was your most memorable moment at WCC?**

Tramping, playing sports and the Ball.



**Nikau Horua**

**What are your plans for when you leave WCC?**

To continue my knowledge around music & performance, to live life to the fullest, and money.

**What was your most memorable moment at WCC?**

School Production (all of them), music class, my leadership, camp & leadership camp, open evening and friends.



**James Seeds**

**What are your plans for when you leave WCC?**

Study cybersecurity at Victoria University.

**What was your most memorable moment at WCC?**

Brian Cox edit competition



**Samantha Schofield**

**What are your plans for when you leave WCC?**

Study at School of Tourism in Wellington.

**What was your most memorable moment at WCC?**

Production!!! and tramping trips in Outdoor Ed class



**Joseph Seymour**

**What are your plans for when you leave WCC?**

Go to Uni

**What was your most memorable moment at WCC?**

Listening to music in class and my friends.

# Year 13 Profiles

# Year 13 Profiles



**Hakopa Snow Pimm**

**What are your plans for when you leave WCC?**

Move to Dunedin and apply for Otago Sport Academy.

**What was your most memorable moment at WCC?**

Making heaps of friends and getting MVP for the 1st XV.



**Harliquin Solomon**

**What are your plans for when you leave WCC?**

Not 100 percent sure, but I'm weighing up a few options.

**What was your most memorable moment at WCC?**

There were a few, but sports was algood.



**Manea Tamaiva-Eria**

**What are your plans for when you leave WCC?**

Hopefully something to do with Te Ao Maori or teaching.

**What was your most memorable moment at WCC?**

Performing Arts!, actually being on stage dancing and kapa haka performance.



**Te Aputa Tamati**

**What are your plans for when you leave WCC?**

Never return & live overseas with my cat

**What was your most memorable moment at WCC?**

I might get in trouble if I say



**Ngaere Te Kahu**

**What are your plans for when you leave WCC?**

Retail working, getting a job.

**What was your most memorable moment at WCC?**

Passing all my credit's and meeting friends throughout the years.



**Grace Timmins**

**What are your plans for when you leave WCC?**

Study at QRC

**What was your most memorable moment at WCC?**

Dance and getting to be apart of the school productions



**Emmanuel Velandria**

**What are your plans for when you leave WCC?**

Join the Navy or Airforce, travel the world, get rich.

**What was your most memorable moment at WCC?**

Snow at Makino Hutt.



**Paige Willems**

**What are your plans for when you leave WCC?**

EIT-Hair & Beauty, study music, continue with Project Prima Volta, maybe become a singer

**What was your most memorable moment at WCC?**

Performing in front of the whole school for production and world famous



**Sophie Willems**

**What are your plans for when you leave WCC?**

EIT - Early Childhood, Project Prima Volta

**What was your most memorable moment at WCC?**

School Production 2024

## Ngā Ringa Toi o te Matou a Māui

Hawke's Bay Secondary Schools' Maori Art Exhibition  
CAN Napier, 16 Byron Street  
November 15 - 28  
Opening 5.00 Rāpare 15 2024



Reclaiming my Culture (after Hannah Hoch)

Aljay Wairua  
William Colenso College

EXHIBITIONS  
2024



Aerodyne sold an artwork on the opening night of Ngā Ringa Toi o te Matou a Māui exhibition. Whaea Karamea was pretty excited!



Crowds admiring the work at the Hawke's Bay Year 12 Art Exhibition



Jess had an artwork in the Hawke's Bay Fine Art Exhibition. Here are the students admiring the artworks and interacting with the sculptures outside the venue.



