

96th Collegian

2021

Family | Respect | Responsibility | Excellence

S&

Wesley College

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 Mr C Field
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 Mrs N Faitala BEd,BSocSc.,DipTchg,GradDipTESSOL,PGDip in Education, MEd(Hons)
 Mrs R Fatialofa MNZM,MA(Hons), BEd, DipTchg
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 Ms A Lalakai BA, PGDIP Theology, DipTchg
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 Mr M Martin DipTchg
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 Whaea Denise PostGrad Ed, BEd, DipTchg, Assc.DipTchg Speech&Drama
 Mrs D Pipe BA, Dip Teaching
 Mrs J Collins-Evans BA (Social Practice Major in Counselling)
 Mr T Kaivelata BApplSocSc Counselling
 Mrs D Chan B.Social Work, GradCertCulturalSupervision
 Mr Garry Cooper-Guitar, Mr Robert Howell-Piano, Mrs Carol Gilfillan-Vocals

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Principal

Deputy Principal Curriculum

Deputy Principal Wellbeing and Boarding

Deputy Principal Teaching and Learning/Wellbeing Dean Year12

Superintending Chaplain/Wellbeing Dean Year11

Director of Boarding

Director of Business Services

	Physical Education
HOD	Visual Art
	TIC Physics
HOD	Social Sciences
	Physical Education
HOD	English
	TIC Transition & Careers
Wellbeing Dean Year10	English
	TIC Music
	Social Sciences
HOD	Te Reo Māori
	Dance, Drama, Social Studies
	Science
	TIC Dance & Drama
Wellbeing Dean Year9	English
	TIC Commerce
	TIC Social Studies/Media Studies/Specialist Classroom Teacher
	TIC Technology
HOD	Physical Education
	Science, Commerce, Mathematics
	Commerce/Mathematics
	Mathematics/Science
Junior Dean	English
	TIC Life & Faith
HOD/Dean (Day Students)	Mathematics
Wellbeing Dean Year13	Director Police Academy
HOD/Senior Dean	Science
	Digital Technology
	Learning Support Coordinator/SENCO
	Learning Support
	Learning Support Coordinator (Pukekohe Kahui Ako)
	REP Programme
	Guidance Counsellor
	Guidance Counsellor
	Social Worker
	Itinerant Music Teachers
	Sports and Activities Coordinator
	Development and Communications Officer
	Transition Ancillary
	Gateway Coordinator
	Finance and Administration
	Librarian
	Principal's Secretary
	Pou Manaaki
	Laboratory Technician
	NZQA Administrator
	Receptionist
	Director of Rugby
Chairperson	Proprietor's Representative
Dep Chairperson	Proprietor's Representative
Principal/Secretary	
Member	Proprietor's Representatives
Member	Elected Parent Representative
Member	Staff Trustee
Member	Elected Student Trustee

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Rev A Aoina-Salesa BTheol, DipMin; Post GradDipTchg
Mrs C Aumua-Pereira BEd, BSc, DipTchg, Dip CFLE, GradDip TESSOL

Mr C Field

Mrs D Bellette

Mr and Mrs Cudby

Ms A Nelson and Mr P So'oula,

Ms F Aoina and Mr A Lourdes,

Mr D Chaney

Mr M Raos

Ms D Pereira BA, Mrs T Leaupepetele, Mrs S O'Connor-Ledua

Mr K Emery, Mr T Fangupo, Ms L Mara, Mrs N Kaitani, Mr S Uhila and Mr K Groenewald

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Ms R Page

Mrs T Thompson (RN), Mr J Toea'ana (RN), Mrs S Fryer (RN)

Mrs T Harker, Mrs T Butcher

Ms S McCowatt- Chef Manager, Mr G Hurricane - Chef, Mrs P Waikato

Mrs R Waikato, Ms F Ngaluafe, Mr A Higgs, Miss S Harris, Mrs K Walker, Mr T Ah-Sui

Ms M Mostert, Mrs L Hemopo, Mrs N Grigoreva

Mr W Morrison (Supervisor), Mr G Keen, Mr R Richards, Mr D Ngataki, Mr D Bain

Mr D Minhinnick (Supervisor), Mrs W Epere, Ms M Waikato, Mrs M Gordon,

Mr R Hartfeld

WESLEY COLLEGE TRUST BOARD

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Mr W Mansell, Mr H O'Loughlin,

Mr C Telford, Mrs P Tala'imanu, Mr N Johnston, Mr B Shuker,

Mrs M Nacagilevu, Mr D McGeorge, Dr B Evans

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Mr C Telford

Ms G Laird, Ms E Tameifuna, Mr R Gabb,

Mr W Mansell, Mrs D Bellette, Mr C Field

Dr B Evans

Mr C Johnston

Mr D Denny, Mr J Johansson, Mr S Pole, Dr N Vaka'uta

WESLEY COLLEGE FELLOWS / COMPANIONS

Mr E J Beavis, Mr N Johnston, Mrs B Lawrence, Mr E Lepper, Mrs N Lepper,

Mr J McCoskrie, Rev J Murray, Mr J Paine, Rev P Rakena, Mr C Telford

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Superintending Chaplain/Wellbeing Dean Year11

Deputy Principal Wellbeing and Boarding

Director of Boarding

Director of Business Services

Hostel Parents Te Whare Taina

Hostel Parents Te Whare Maia

Hostel Parents Te Whare Denton

Hostel Parents Harding

Hostel Parents Te Whare Pakeke

Hostel Parents Te Paea

Hostel Parents

Finance Manager

Office Assistant

Nurses - Health Clinic

First Aiders - Health Clinic

Kitchen

Kitchen

Laundry

Maintenance & Grounds

Cleaning Staff

Night Watchmen

Chairperson

General Secretary

Member Te Taha Maori Representative

Member

Member

Member

Member

Chairperson

Member

Member

Principal

General Secretary Wesley College Trust Board appointee

Member Wesley College Board of Trustees

ACTING PRINCIPAL'S ADDRESS

Kia ora,
Bula Vinaka,
Malo lelei,
Talofa Lava
and a warm
Wesley College
greeting to our
2021 School
Prize Giving.



The close of 2021 has presented us with many challenges due to COVID. We started the year on the back of some excellent results from 2020 however the interruption of COVID stifled that momentum for 2021. It interrupted our teaching and learning, sports programmes and our coming together as one student body.

As a school and community, we have learnt to be adaptable, flexible, patient, fearless but we have not allowed COVID to define our year.

I want to take this opportunity to thank our College staff who took all the necessary precautions to ensure that we operated in a safe working environment and provided a safe learning and hostel environment for our students.

I am very proud of those in our school and community who trusted us to make our decisions in the best interest of our students.

I also want to acknowledge our Year 9 and 10 students who remained home since August 17. You have been in our thoughts since we returned to school with our Year 11 to 13 students.

Today we celebrate the success of our students in academia, sports and service.

Therefore 2021 reflects a culture of:

- Academic achievement through:
 - » online and onsite learning
 - » student and teacher engagement
 - » students participating in Gateway courses and attending MIT

- Sporting success - through team competitions and individual events.
- Cultural events - through the ASB Polynesian festival and community service.

In conclusion, to the students, thank you for the way you have embraced the focus on academic achievement. To our families and friends thank you for your continued support. To the Board of Trustees and Trust Board thank you for your guidance and commitment to the success of our school.

I would like to wish you all a Merry Christmas, a safe and relaxing summer break, and a Happy New Year.

Ka kite.

MR CHRIS BEAN
ACTING PRINCIPAL



TEACHING STAFF



Dr B Evans
Principal



Mr C Bean
Deputy Principal



Mrs C Pereira
Deputy Principal



Mr C Wood
Deputy Principal/Dean
HOD Mathematics



Mrs V Tupou/Dean
HOD Science



Ms N Vaike/Dean
HOD English



Mrs A Tangi/Dean
English



Mr R Short
HOD Physical Education



Mr D Faitala
Physical Education



Mrs N Faitala
HOD English



Mrs M Chainey
HOD Visual Art



Mr M Martin
HOD Maori



Mr JP Eason
HOD Social Sciences



Ms A Lalakai
TIC Music



Ms E Tufala
TIC Life & Faith



Dr S Das
TIC Physics



Mr G Sheppard
TIC Technology



Mr I Sahib
TIC Commerce



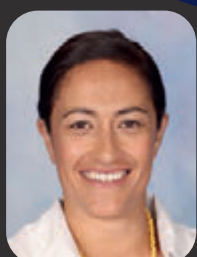
Mrs C Saunders
TIC Social Studies



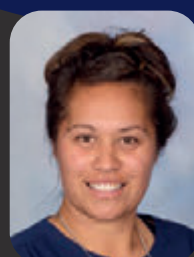
Mrs R Fatialofa
TIC Transition/Careers



Mr R Smythe
Mathematics/Science



Mrs D Pole
TIC Drama/Dance



Miss N Bhana
Physical Education



Mr S Siliiasau
Science/Mathematics



Mr D Ryan
English/Dean



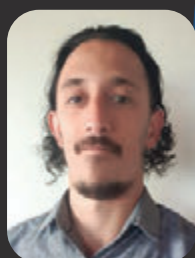
Ms S Nisha
Science



Mr D Singh
Commerce/Mathematics



Mr A Fihaki
English/Dean



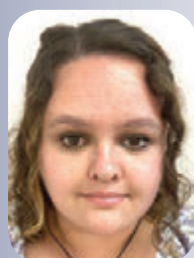
Mr P Ma'aelopa
Social Sciences



Mr S Uhila
Police Academy



Ms K Walker
Digital Technology



Miss K Mitchell
Drama/Dance/Social Studies



CHAPEL COMMITTEE

In 2020 we set up the Chapel committee to not only improve the environment but also work as Methodist to help improve the lives of others. We have collected money for the Child Cancer Foundation since the beginning of last year. It has been so successful that the Child Cancer Foundation continues to ask us for assistance to help collect funds for children suffering from cancer.

This year we raised \$824.50 for the 40 Hour Famine to help children around the world that are in need of essentials such as water, education and healthcare. We had nearly thirty students participate in the walk. Most of them were shocked to experience how long and draining the walk was but understood that it was for a good cause. Students started on the main field, to the pond, up towards the back entrance of Wesley College, towards Pakeke Dorm, down Puhitahi Hill Road and then repeated the track. Students were expected to do twenty six laps in total which equalled forty kilometres. Well done to Kevin Tavir who walked as

many kilometres as possible even after 4pm.

The top three students who collected the most money are as followed:

Malia Inoke - \$151.50

Tine Tupou - \$150

Seini Vatuwaliwali - \$142.10

Though Covid has had a great impact in our lives and schoolwork, it has not prohibited us to fulfil our purpose as Methodist and to help those in need.

The Chapel Committee wishes you all a great Christmas and we look forward to what the future holds for our service committee at Wesley College.

THE CHAPEL COMMITTEE



CHAPLAINCY REPORT



Kia ora tatou katoa. Greetings one and all in the name of our Lord and Saviour Jesus Christ.

The Year 2021 began with great hope and certainty, that collectively as a College, we did not want a repeat performance of the 'magnitudinous' 2020 kind. We looked back in disbelief

but also in thanksgiving, that as a nation and people, we stood back-to-back and alongside one another in our refusal to let Covid dictate to us. Our strength of character and resilience were tested amidst Covid testing and the novelty of being in lockdown buoyed us along. For many it was a chance to be still, to take a breather, to spend time with family, to enjoy and to reflect on a historical moment in our life as a country and global world. We have never been down this path before, and it caused us to take stock of our life and the things which we thought were important and necessary to our life. Priorities changed, decisions around work life altered and family weighed in above everything else as the single most important priority.

To almost one year ago to the day, we were plunged into Lockdown for a second time which would last much longer. The toll was more a mental one this time as we sought to keep ourselves afloat amidst the uncertainty, the spread of a new variant of the virus, and our people having to muster more strength than we had before.

It was the last time we were to see our Junior School, the Year 9s and 10s as anxiety prevailed on both sides around the safety of our tamariki. When Schools did begin to open up, the anxiety remained as we welcomed back the Senior students who only returned in small numbers. On-line learning was the call of the day but even then, there was a weariness and tiredness on both sides of the learning effort.

What will we remember of this second Covid time? It's so easy to remember all that has been lost and forget what was gained. It is so easy to remember what we did not have and forget what we did have. It is so easy to remember, what was taken from us, and forget what was gifted us. One such gift was Ms Mereane Ngataki who fills the role of Pou Manaaki for the College. We give thanks for Mereane and her contribution to College life.

As we journey to Christmas during this the Third week in Advent what are our expectations? What are our hopes and joys founded on this Christmas? As families and friends are reunited and the Spirit of Christmas abounds, it is our prayer that the gift to us at Christmas of the Christ Child born anew in our hearts and minds, brings with it thankfulness and hope for a different future. Immanuel - God is with us is that constant which keeps us steadfast no matter what, it is that persistent nudging of us not to give up, the insistent spirit working within us not to give in. We give thanks for God's constant, persistent and insistent watching over us.

We pray for the Leaver's Class 2021 and thank them, for their service to our College. God go with you! We pray for our Staff leaving us for new adventures, God go with you. For those of us who remain God is with us.

May the reason for the Season our Lord and Saviour Jesus Christ, be with all our Wesley Family and Community wherever in the world you may be. May the Christ Child speak into all our hearts this Christmas and if Christmas is too much for our hands to hold ... share it, give it away, gift Christmas to someone who may go without.

Merry Christmas and the blessings of the New Year to everyone.

Blessings upon blessings!

REV. ALIITASI AOINA-SALESA
SUPERINTENDING CHAPLAIN

TE ARATAKI COMMITTEE



This student committee is still very much in its infancy, but we have exciting plans for 2022 as we look to develop and grow this part of our student leadership initiative.

The goals of the committee are:

Goal 1:

To develop a sense of service by offering students the opportunity to contribute to the school and the wider community.

Goal 2:

To empower strong leaders through the development of a strong extra-curricular programme that offers a broad range of leadership opportunities.

Goal 3:

To develop active citizenship through an extra-curricular programme that promotes participation, social responsibility and experiences beyond Wesley.

It is intended that this committee will bring structure to, and promote involvement in, the amazing opportunities that are available to our students thus ensuring that all our students develop as active citizens with a critical consciousness.

The following students were elected to the committee for 2021; however, due to the lockdown, our activities were curtailed.

Suana Bourne	Milise Tau	Angel Greener
Lauraly Taia	Viena Toia	Peri Stephens
Velvesi Peni	Reon Morrison	Quaylin Tokarahi
Pau Bauleka	Hori Robertson	

Let us hope for a more successful 2022!

MRS CHARLOTTE SAUNDERS

THE DUKE OF EDINBURGH'S AWARD



As with so many other areas, our Duke of Edinburgh Award has been significantly impacted by the Covid-19 Pandemic. Participants have had to adjust their goals to allow them to continue with the award whilst living at home under lockdown conditions. The Adventurous Journey component of the Award has also had to be delayed until 2022.

The passing of Prince Philip, Duke of Edinburgh, in April of this year was a sad moment for those involved in the delivery of the Award. An Auckland memorial and thanksgiving service for Prince Philip was held at Holy Trinity Cathedral, Parnell on Sunday 9th May. Wesley College was represented at the service by Duke of Edinburgh Bronze Award recipient, Kalisi Fisiiahi, and her family.

I would like to recognise the students who have achieved their Duke of Edinburgh Bronze Award in the last two years:

Angel Greener	Bomani Poland
Chayce Rewa	Falo Fifita
Florence Taia	Kalisi Fisiiahi
Reon Morrison	Seini Vatuwaliwali
Velvesi Peni	Viena Toia

The following students are currently working toward their Silver Award:

Falo Fifita	Florence Taia
Kalisi Fisiiahi	Reon Morrison
Seini Vatuwaliwali	Velvesi Peni
Viliani Ale	

We have big plans for our Duke of Edinburgh Award in 2022 so watch this space!

MRS CHARLOTTE SAUNDERS

UNITED NATIONS YOUTH REPORT



On the 27th and 28th March four Year 12 students, Pauliasi Bauleka, Gloria Amituanai, Velvesi Peni and Flora Fuimaono participated in the Auckland Model United Nations event. Over 400 rangatahi were involved over the two days at Te Whare Wānanga o Tāmaki Makaurau, the University of Auckland. The theme for this year's event was 'empowerment'.

"The event encourages high schoolers to see global issues through the eyes of a diplomat. By participating in a variety of interactive workshops, activities, guest speakers across the event, and simulating a typical United Nations General Assembly, UN Youth aims to educate rangatahi on the issues our world faces today." - AMUN

Inspired by their attendance of the event, Pau, Flora and Velvesi all secured places to attend the National Model United Nations event in Wellington. Funding was generously provided by Freemasons, flights were booked, accommodation secured and excitement levels were high but then...lockdown hit again.

In a further blow, Pau, who was working as a High School Ambassador for United Nations Youth, had to endure the cancellation of the South Auckland Model United Nations event which he and others had been working hard to arrange.

At a time when young people need to make their voices heard more than ever, this is a great organisation in which to be involved and I hope we can continue to grow this under the Te Arataki Committee in 2022.

MRS CHARLOTTE SAUNDERS

SPIRIT OF ADVENTURE

Spirit of Adventure Voyage 816B



The competition took a back seat as students started to mix and mingle so well that they just ended up helping each other. The trip ended with a presentation of school songs and haka for the amazing crew of the Spirit of New Zealand.

Every morning started with a swim at 6.30am followed by a hearty breakfast from the amazing chefs on the ship. This was followed by Colours (Flag Raising and the ringing of the Bell) and a word of motivation before each school was split into doing jobs around the ship. Jobs included cleaning the sleeping quarters, scrubbing the deck, prepping the veggies for the day and being kitchen hands. The trainees (students) also had a hand in raising the sails and climbing the masts to set the ships sails.

Wesley College was fortunate enough to compete in the Spirit of Adventure Trophy Voyage 816B from Thursday 11th March to Tuesday 16th March. Ten hearty souls from Year 10 were chosen to represent the school in this event, five boys and five girls accompanied by Mr Faitala.

Girls: Rosie Ligavatu, Milise Tau, Suana Bourne, Mele Sakisi, Alana Edmonds

Boys: Tarzan Tagoai, Houma Fotu, Loka Fotu, Giovanni Te Namu, Daniel Peni Vai

There were three other schools involved in this voyage: Edgewater College, Otorohanga College and a representative from the East Coast Uawa of Tologa Bay Area School.

The Voyage's first stop was the America's Cup Race on Friday the 12th of March which was an epic experience for all on board. Each school made banners for the race (hopefully it made it onto tv) and invented some chants and cheers for Emirates Team New Zealand.

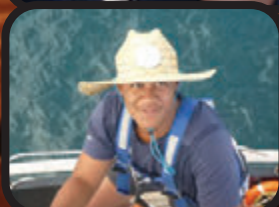
The rest of the trip consisted of schools competing in different tasks and activities which carried points towards the trophy. The activities tested the students physical and mental abilities all while learning about the history of the places they stopped at and soaking in the amazing country that they live in.



There were a couple of islands in the Hauraki Gulf that were visited and the trainees hiked across one of them. All in all, it was an amazing experience and made more special by the people that were on the voyage. Thank you to Spirit of Adventure for giving us this opportunity and for the funding.

Thank you also to Mrs Saunders for organising this trip for the students and teacher, and to Mr Wood and Ms Tangi for helping to drop us off and pick us up. It was such an amazing opportunity and experience. Thank you.

MR DAVID FAITALA
PHYSICAL EDUCATION



SPIRIT OF ADVENTURE fundraiser



Over the last two years an amazing 27 Wesley College students have benefitted from scholarships to join voyages on board Spirit of New Zealand, a youth training ship run by the Spirit of Adventure Trust.

We recognise that fundraising can be challenging for our students and whanau and so, on Saturday 3 July, eight students and two staff braved the cold to run a sausage sizzle at Mitre 10 Mega, Pukekohe.

The students – all of whom were fortunate enough to be selected on a voyage – were fantastic ambassadors for the school. Their spirit and positivity – despite their very cold feet - brought warmth to the customers.

Thank you to all the students for their time and their energy and to all those who supported us by buying a sausage or by donating. We took \$657.90 on the day, a great effort!



Students:
*Aholelei, Maria Ducivaki, Michelle Ligavatu, Rosie
 Lolohea Saiti, Margaret Mafi, Valu Peni, Velvesi
 Toia, Viena Vaeno, Lute*

Staff: Mrs Saunders & Mr Faitala

ACADEMIC CELEBRATION AWARDS

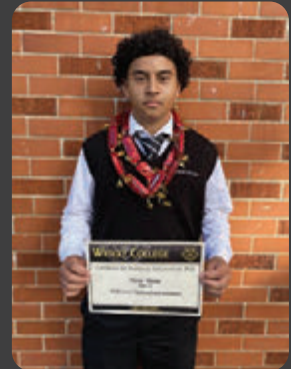
NAME		YEAR	NCEA LEVEL 3 CERTIFICATE ENDORSED WITH:	LEVEL 3 SUBJECT ENDORSEMENT
Benita	Adamson	13		History - Merit
Ngatuvai	Aholelei	13		Visual Art - Merit
Dawson	Biddle	13		Visual Art - Merit
Samsara	Faitala	13	Excellence	English, Biology, Mathematics with Statistics and Visual Art - Merit
Leilua	Finau	13		Visual Art - Merit
Anthony	Gayner	13	Excellence	English and Life & Faith - Excellence. Media Studies, History and Geography - Merit
Osheanna	Leef Koia	13		Visual Art - Merit
Nusipepa	Mafi	13	Merit	
Richard	Manaia	13		Visual Art - Merit
Josh	Manu	13	Merit	History - Merit
Saula	Naiqara	13		Life & Faith - Merit
Douglys	Osgood	13	Merit	
Sia	Poutoa	13		Visual Art - Merit
Beatrice	Smythe	13	Excellence	Visual Art - Merit
Sione	Teutau	13		Visual Art - Merit
Harry	Toaisi	13	Merit	
Rihari	Wilson	13	Merit	

NAME		YEAR	NCEA LEVEL 2 CERTIFICATE ENDORSED WITH:	LEVEL 2 SUBJECT ENDORSEMENT
Kenton	Afimeimounga	12		Visual Art - Merit
Kamenieli	Aria	12	Merit	
Epafasi	Fehoko	12	Merit	Visual Art - Merit
Albert	Finau	12		Visual Art - Excellence
Fili	Fono	12	Merit	
Legend	Harris	12	Merit	Visual Art - Excellence
Marvella	Karibule	12	Merit	English - Merit
Nathanael	Leota	12	Merit	English - Merit
Stanley	Liufau	12	Merit	English - Merit
Tyrese	McHattan	12		Visual Art - Merit
Hamiora	Ngaheu	12		Maori - Merit
Nevaeh-Leigh	Ormsby	12		Life and Faith - Merit
Tavake	Poese	12	Merit	Visual Art - Merit
Tui	Ualesi	12	Merit	Life and Faith - Merit
Billy	Tomu	12	Merit	Physical Education - Merit
Mele	Tu'ifua	12		Visual Art - Merit
Leititia	Vaka	12	Merit	Life and Faith - Merit



To celebrate and recognise the academic success of our highest achieving students in the 2020 NCEA End of Year Examinations

NAME		YEAR	NCEA LEVEL 1 CERTIFICATE ENDORSED WITH:	LEVEL 1 SUBJECT ENDORSEMENT
Maria	Aholelei	11	Merit	Visual Art - Excellence
Taulemautiasina	Ah-Sui	11	Merit	
Jayden	Alene	11		Visual Art - Merit
Oscar	'Aloua	11	Excellence	
Pauliasi	Bauleka	11	Merit	
Iwa	Chowdhury	11		Maori - Merit
Siosua	Falekaono	11		Visual Art - Excellence
Sione	Fono	11	Merit	Visual Art - Merit
Anne-Marie	Futi	11	Merit	English - Merit
Kurtis	Hana	11	Merit	
Tramayne	Henry	11		Physical Education - Merit
Christine	Koroi	11	Excellence	
Amelia	Lataimaumi	11	Merit	Physical Education - Merit
Margaret	Lolohea Saiti	11	Merit	Physical Education - Merit
Luteru	Luteru Faalogo	11	Merit	Physical Education - Merit
Fahaivalu	Mafi	11	Merit	Physical Education - Merit
Christopher	Mata'utuliki	11	Merit	
Carolyne	Ofa	11	Merit	
Ellahzane	Otuhiva	11		Visual Art - Merit
Christian	Paea	11	Merit	Science - Merit
Connah	Pihama	11		Visual Art - Excellence
ManuAriki	Samuel	11		Visual Art - Excellence
Trinity	Tanga	11		History - Merit
Viena	Toia	11	Merit	
Jack	Tuia-Pemerika	11		Visual Art - Merit
Tineleti	Tupou	11	Merit	
Lute	Vaeno	11	Excellence	English - Merit
Romatt	Wichman-Rairoa	11		Visual Art - Excellence
Troy	Wigley	11	Excellence	Mathematics - Excellence. English, Geography, Music and Science - Merit



NAME		YEAR	LEVEL 1 SUBJECT ENDORSEMENT
Viliani	Ale	10	History - Merit
Xen	Ashby	10	History - Merit
Reon	Bidmead	10	History - Excellence
D'Artagnan	Faitala	10	History - Merit
Falo	Fifita	10	History - Merit
Kalisi-Pakiamala	Fisiiahi	10	History - Merit
Riley	Mataroria	10	History - Merit
Florence	Taia	10	History - Merit
Warren-Tui	Togiatama	10	History - Merit
Rosaline	Tuipala	10	History - Merit

YEAR 9 CAMP





This year the Year 9's went to Epworth Camp in Cambridge. Throughout the time we spent at camp we got to do a lot of things, like rock climbing, waterslide, volley ball, zip line and some other cool things. But my favourite was the water slide, just because it was a challenge of who could get furthest.

At night we would do a quiz to get prizes/snacks. But most of the time some of us would go in the hall and play some touch, or some basketball, which kept us entertained.

And a funny part is where we all played tackle in the pool. It was really enjoyable to go to camp.

Thank you to the Year 12's who guided us through camp.

JACOB JONES - YEAR 9



DORMITORY REPORTS

Te Whare Pakeke

For Te Whare Pakeke, the first term of 2021 with a whizz and a bang as we reintroduced the Year 13 camp. Loma had organized a challenging team task that took us all by surprise. We returned to school ready to face the many challenges of 2021. Little did we know at the beginning of the year how much disruption we would face as the year progressed.

Starting with the Year 13 Camp, this proved to be loads of fun and helped create some bonding for the final year Wesley Students. The Camp was held out at Camp Morley at Clarkes Beach.

Returning from the camp saw us go into the first of two short lockdowns in term one. Not much fun and basically disruptive to the students learning. However we got over it and re-set for the Term two.

Pakeke Hostel parents this year placed a strong focus on the students keeping up with the work and assignments from the school side. The ever present threat of Covid-19 and the heavy demands of a Year 13 year mean focus meant students were required to maintain a steady flow of work.

When the Rugby season kicked off there was a lot to look forward to in Term two. For a Year 13 student the year passes quickly and so students were constantly hounded to keep up with school work and their fitness to give them

the strength to be consistent throughout the year.

Term two showed a lot of promise as school was trucking along nicely. Plenty of rugby games, a mild winter and lots of school work going on. At the end of term two we got news that our first 2021 student Hori Robertson was leaving for Australia. He returned briefly for the first week of term 3 for a fond farewell. Term 2 closed with little disruption and some not so good rugby results for the year for the 1st XV. We did however do better than 2020, so we are on the way up.

Term 3 started with a lot of hope and after Hori left, soon after, Tyrese McHatten left to attend a course in Hokitika. We were hardly settled and then Covid-19 struck.... A major lockdown. That was term 3 gone... Online learning was ramped up and that was it until a delayed start to term 4.

We finished the year with a BBQ for the students and the exams approached quickly. Before we knew it another year done and dusted. Roll on 2022 and let's hope for more school time during the year. Good luck to the 2021 Pakeke students as they make their pathways forward in 2022.

MIKE RAOS, LOMA UHILA & ANTHONY LOURDES
TE WHARE PAKEKE
HOSTEL PARENTS

Te Whare Maia



Despite the interruptions with COVID-19 the students of Maia appeared to be quite content with their environment, they managed to interact well with each other, they accepted and adapted well to boarding living and formed a strong bond with all their peers.

students as they move on to the Year 11 dorm next year. For 2022, we will look forward to receiving the new Year 9 students to Te Whare Maia.

On behalf of the Te Whare Maia staff, Aileen, Litia, Kapara and Paul we would like to extend our gratitude to our Te Whare Maia students and their families and wish them all a joyful Merry Christmas and a safe New Year.

As dorm parents we were so blessed with the amount of positivity that the students demonstrated in their attitude, behaviours and mannerisms.

As we come closer to the end of this year, we farewell our Year 10

MRS AILEEN NELSON
HOSTEL PARENT



Denton Hall



Kia ora, Malo e lelei, Talofa lava, Bula vinaka and warm Wesley College greetings to you all!

Hello! My name is Kevin and I was fortunate enough to be part of Denton Hall in 2021.

This year has been especially challenging for students because of the pandemic, but I was still able to have fun and experience many different things throughout the year.

One thing I enjoyed about Denton, would be the brotherhood and relationships I've made this year. As an International Student, I found it difficult to transition from life in Papua New Guinea to everyday life here in New Zealand, but the boys in Denton made me feel welcome and made Wesley College a second home for me.

One thing that stood out for me about Wesley College and the boys in Denton Hall, was the richness of diversity. I really enjoyed being able to experience and learn about the different backgrounds and cultures of everyone around me.

A big highlight for me was the late night feeds with 'Manaz'! Even though we'd always mock each other and make each other angry occasionally - at the end of the day we still have that brotherly love for one another and

all was quickly forgiven.

A massive thanks to our beloved hostel parents Ms Aoina, Mrs Kaitani, Tim and Anthony for their hard work and dedication to always taking care of us and getting us through this year.

Lastly but not least, a special thanks to our hard-working parents/caregivers who work extremely hard for us to be able to have the opportunity of being here at Wesley College.

Shoutout to the 19-23 boys for finishing 2021 on a positive note and I'm thankful to God for the blessing of bringing us all together. My best wishes to you all, all the very best for whatever the future holds and become great Wesley pillars.

Fide Litteris Labore. "Once a Wesleyan, always a Wesleyan!"

Boina Tuna (Thank you)



KEVIN TAVIR
DENTON HALL CHAMPION 2021

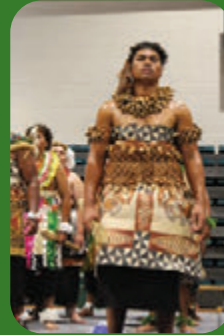


CULTURAL GROUPS

fiafia night



TONGAN GROUP



COOK ISLANDS GROUP



FIJIAN GROUP



NIUEAN GROUP



SAMOAN GROUP



KAPA HAKA GROUP



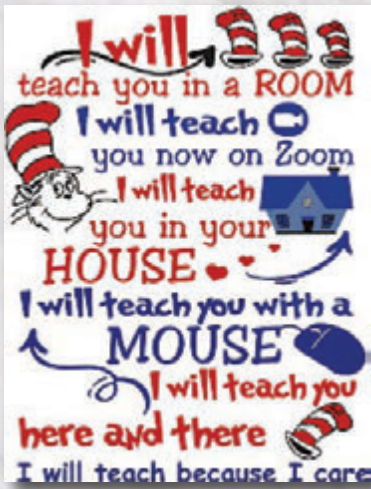
POLYFEST 2021



POLYFEST 2021



ENGLISH DEPARTMENT



This year the English Department has strived to focus on the importance of reading to build a solid skill base for learning. We initiated many projects to assist in this goal including a junior reading challenge, the "Read to Succeed" workshop for Year 9s, Stop, Drop and Read in prep times, a book club and the use of Reading Plus to improve reading levels. This focus continued even through lockdown learning. We hope that all our English students have been able to enjoy their reading and improved their reading ability through all these initiatives.

A big shout out to all our students that hung in there with the learning from home to successfully complete some excellent work for English this year. It hasn't been easy but there have been some great learnings. For one thing all of your teachers are much more

skilled in using online platforms for teaching and we have all had the opportunity to practice self-management.

This year has been a challenge but we have been grateful for the experience!

MRS FAITALA, MRS TANGI, MR RYAN AND MR FIHAKI



ENGLISH DEPARTMENT 2021



MR FIHAKI & MR RYAN



MRS TANGI, MR DAVID RILEY & MRS FAITALA

WORD - THE FRONT LINE

SPOKEN WORD TEAM

We made it past Regionals
because We're the Boss
Made it to Semi's
Fought for a loss.



First and foremost, just quickly going to give all the glory to God for the opportunities and experiences that were brought to us all this year, and the grace he has shown us all throughout this year.

Fortunately, we had the opportunity to participate and compete in, "WORD - The Front Line" (WTFL)

competition, which is a poetry based community. WTFL has a strong emphasis and focus on establishing a safe and warm environment, so ALL attendees can thrive and express themselves through 'WORD'.

We felt blessed and lucky to have made it to the semi-finals, through performing original poems based on our 'home away from home' experience, which basically summarises our experience of being boarders at Wesley College. "It can't be explained, only experienced? No. It can't be understood, unless experienced". With this being our main repetitive line, we wanted to give out the impression of how long we could explain our school, the novels we could write about it, but to truly understand these statements, you'd have to experience it yourself.

Semi-finals came around the corner, and the week of this BIG event, Word - The Front Line semi-finals ended up being postponed due to lockdown. Several weeks later, it was decided it would be done through an online platform, which also changed the criteria of performances, with group performances being removed. As nervous as we were, we knew we had to get uncomfortable with this and just really trust the Holy Spirit. All three of our pieces were based around our 'Faith' and it was clearly an open door to share more of what needs to be shared. Unfortunately, we didn't make it to the finals, but Praise The Lord, a lot of the viewers and participants were definitely touched and convicted by our Spoken Word pieces. This was our main goal to begin with, and we are grateful to have had the opportunity to express ourselves through this avenue, with others our age as well.

Lastly, we would like to thank everyone who supported us and rooted for us throughout the whole process. Thank you to Lastman and Ramon, where all the stress and behind the scenes work no one saw happened, was definitely all worth it in the end. Thank you to Mrs Tangi and Mrs Faitala for being our Number One fans through every single heat, and for all the time you all took out of your days to be there for us.

God Bless you all!

LAURALY, KALISI, TELIKA AND THE REST XOx



ENGLISH - reading log

ALEFOSIO LO TAM - YEAR 13



The Caged Bird, a poem written by Maya Angelou can be viewed as a contrast between 'White' Americans and African-Americans. Maya Angelou expresses the desire for freedom, being released

from the cage however is confined and isolated from the free bird, a metaphor for 'White' Americans. The theme of racial oppression is common for Maya Angelou and is evident in this poem with symbolism used to convey a message from my understanding of this. I feel as if the contrast between the free bird and caged bird allows her to express her emotions about the mistreatment of the caged bird. She conveys this message of freedom indicating that in America, African-Americans are still not free and fought for their freedom such as the free bird who leaps, flies and sees the outside world. In a time when Jim Crow Laws prohibited the rights of African-Americans, they were forced to use separate facilities from 'White' Americans.

The metaphor and title of this poem "Caged Bird" is used as a symbol for African-Americans. Confined by the free bird's ignorance to acknowledge its presence, the caged bird sings with **"a fearful trill of things unknown but longed for still"**. I sympathise with the Caged Bird as it sings a desperate cry of freedom which is why I feel very compassionate and understanding of the bird's situation. I feel as if this runs deeper into the slave period of America, where African-Americans were confined within the racial boundaries at the time. These slaves would sing of freedom wanting to be released from slavery. This inevitably was heard by the then President Abraham Lincoln, releasing slaves and restoring their freedom. This is supported by the acknowledgment of the Caged Bird situation, "His tune is heard on the distant hill". Juxtaposition is used here, comparing the two different situations and how slavery is a contrast from freedom. Each bird expresses opposite emotions and actions with the free bird being joyful and energetic in contrast to the Caged Bird who is sad and unmotivated. The Caged Bird sings with fear knowing the worth of freedom, whereas the free bird soars the skies. I am concerned as singing or speaking out may put the Caged Bird in danger and with its current situation, things could only become worse. However, I only desire for the caged bird to fly and spread its

wings without being scared or afraid to reach out.

For the second stanza of the poem, it's centered around the Caged Bird, describing its pain and confinement in the narrow bars. This demonstrates how limiting its confines are contrary to the openness of the sky at which the free bird flies. **"his bars of rage"** refers to the pain and anger the Caged Bird can barely see through, trapped in its own sorrow. I feel as if this refers to personal limitations with those who are 'trapped' seeking freedom. Limiting themselves due to their social environment, which is why I take pity on the Caged Bird as its surroundings aren't so welcoming. Maya Angelou maybe implying that the Caged Bird is not caged because of the free bird but rather caged in its own limitations. This could be true as many people have self-doubt in what they can do, stopping them emotionally from achieving their goals, their freedom in the Caged Bird aspect of it. The Caged Bird maybe seen as different or unwanted from the free bird, however, this could be the lack of confidence from the free bird restricting itself from freedom. This is quite concerning as I feel the Caged Bird has developed self-doubt and is too afraid to step outside the 'cage'.

The free bird reflects on things that the Caged Bird has never seen, done or experienced, like the privileges to "claim the sky." It recognises how important it is to be free, claiming the sky for its own, floating downstream on the back of the wind. The free bird acknowledges the benefits of privilege and enjoys it, not extending its share to the Caged Bird. I feel disturbed from this as it most likely will not share its freedom or possessions with the Caged Bird knowing its worth. The free bird is greedy with its freedom and rights as **"he names the sky his own."** It understands the value of freedom being selfish, eating all the fat worms. I view the free bird as an ordinary person in society as we take so many opportunities, walking freely, owning everything and anything in this world; from the sky to the seas to Mother Earth. Whereas people in other countries have no freedom, unable to walk freely or claim possession with these people having their feet tied and wings clipped. The free bird is the privileged few in society, who unlike the Caged Bird are free to explore the skies. I resent the free bird's attitude displaying its greed not developing an idea of what is theirs and what belongs to others.

In response to the caged bird I think that it employs a much deeper meaning behind it, with the poem being an allusion of the historical context of slavery in America. It refers to the captivity of the Caged Bird and the privileges of the free bird. I've learnt that freedom is something that shouldn't be taken for granted as with it comes great power and influence. Freedom is the natural instinct of a person who is able to perform their everyday desires.

This poem relates to me as I had witnessed the former Prime Minister of Samoa, Tuilaepa, seize control of land rights, something we Samoans treasure as many of these are ancestral lands. I recall the anguish and frustration he caused in Samoa over these laws, which allowed the purchasing of lands from overseas buyers. Inevitably, chaos rocked Parliament and the people of Samoa, as their rights were taken away from them like the Caged Bird, with the overseas buyers claiming these lands for their own like the free bird claiming the sky and naming it. What I've learnt from that experience and this poem is that those who are on the receiving end of freedom and rights are not troubled nor concerned about those who are in captivity. This can further be explained with the current day Xinjiang Vocational Education and Training Centers. Taking Muslims in China and leaving them in camps to 'educate' them about their religious beliefs. This is the government's intention of wiping away the Muslim community as well as their religious rights in China. This is something we've witnessed in the past, learning about Nazi extermination of Jewish civilians, wiping the Jewish race out.

From what I have experienced regarding freedom, I understand that those who have freedom are not concerned by those held in captivity. This made me reflect on why the free bird didn't help the Caged Bird. This could be the free bird's greed, not wanting to share its privileges such as freedom, the sky and the worms it eats. I believe that freedom is so powerful in this world as it allows you to do what you want. However, people have become greedy with what they have in life, like the free bird.



ALEFOSIO LO TAM
YEAR 13

ENGLISH - creative writing

ANNE FUTU - YEAR 12



I am the product of vailoa,
A place of blue waters, white warm sand,
Where my head rests in meadows,
My heritage.
That ancestral presence which guides me through my journey,
With the stories of my forefathers embedded onto the skin of my parents.
The ink immersed into the layers of their bodies, like a storyboard
Endless myths and legends that define my walk, le tu ma aga o le teine Samoa.
But what if I said that I've never experienced the colourful essence of my island, my culture.

I, the one in a million people of Samoan descent, is losing touch with my roots.
The one thing that bounds me to this earth,
My identity, my dignity, but at what cost?
For the materialistic provisions that we value so much?
The new life that the white men promised?
My roots that are now deeply buried in the modern dream,
A paradise, surrounded by opportunities, labour, money
I mean what we thought was paradise,
This dream that the palagi gave us.
The promised neverland, was it just an illusion?
The precious Fa'aSamoa way being something to trade,
An eye for an eye, but I guess in our case it wasn't a fair sell.
We got... ripped off.
Instead we worked hard labour with our brothers and sisters,
Apple pickers, chicken packers,
I want to be angry, but we've come a long way
I should be grateful?
Never forget your roots, you say.
Despite the knots that held my dignity, our dignity together have been untied and stripped away by you.
Our so-called saviour, our knight in shining armor.
Everything we have been taught, stolen.
And eventually sold to the bystanders, who watched us get locked away,
Put on display, as you mould me.
I am lost, we are lost,
I am the stolen product of vailoa
Where my backstory has been changed,
Altered to your liking,
Like a snake you used your empty lies, luring us to take a bite of the forbidden fruit
And we did, but you promised us worlds of milk and honey,
Feeding us foreign words and ideas that became our reality
But I sit here indulging in your unwanted luxury,
Drowning in your fantasies, was this worth it?
Was it worth the battle my ancestors fought for our land?
Just for this?
Oh how I'd love to touch the blue waters again,
And the white warm sand, oh how I'd love to rest my head in meadows
Where the vast blue sky has no end.
And the blankets of mother nature that provided us with life, where we would play.
See because while we worked hard labour, thinking you were rebuilding, replenishing for the upcoming generations.
Your intentions were not pure, and when you were done, you chased us back, but what have you made of my home?
When I die, bury me in the rich soil of my village
Where I once again can be reunited with my lineage
I will act as the stepping stone...



ENGLISH - Speech

TOKO MATENE - YEAR 11

COVID-19 Vaccine

What's your best defence against covid 19? Have you been vaccinated? Have you been vaccinated? Have you had your jab? Have you had your two shots for summer? Have you had your first shot? Have you had your second shot? If not why not? Here are some reasons why you should get the vaccine and the benefits it has on your everyday life.

I was reluctant to get the jab but had my hand twisted up my back. My Mum said to me you either get it or you're gonna have to live somewhere else and not near me due to her having asthma so I either had the choice of a park bench with trees around me or a roof over my head with family around me. I manned up and made the appropriate choice and chose my family over the park bench because I have never met anyone who wants to meet someone who lives on a park bench. I wanted to protect my Mum and family so I went and got the jab, waited six weeks and got the second jab.

Other things that I'm doing to protect my family are having good hygiene by washing my hands regularly, mask wearing when I leave my house and social distancing. These actions are the best defences against COVID contamination. COVID is a very cunning beast it knows when you're not vaccinated and it doesn't come and lie around. It goes right up your nose, it's so small but yet it can end your life especially if you're not vaccinated.

If you choose to not get the jab you may regret it very soon as you may not live the lifestyle that you once had planned. If you get COVID you're likely to become so sick and you will need a massive amount of hospital care involving medicines and oxygen machines which will cost our country mega bucks of money. You're also putting other individuals in danger including hospital staff, family members and people of the public.

If you have made the good decision and decided to get vaccinated then COVID won't be as life threatening to you and your family as it would be if you were not vaccinated, it's always about being prepared and safer in case this airborne disease floats your way and puts your life in danger because this virus is not friendly and is capable of killing your immune system and you. We're not invincible.

By the end of my speech I hope that I have persuaded and convinced you into getting the COVID-19 vaccine not only for your protection but for your community, whanau, family & friends. If you're chasing your dreams you need to be vaccinated because No jab! No job!

TOKO MATENE - YEAR 11

online creative writing



Let's go Fishing (initial story)

Today was a fun day. Its sunny nice so my dad and I decided to go fishing I love fishing, so I was super excited to go we are going to go on a big boat well that is what I thought at less when we arrived at my dad's friends to get the boat as we pulled up there was a little paddle boat, I asked dad and said where boat as I got out of the car looking for the boat and he said help me put the boat on the trailer I said that pointing at it and he said yes come on then I was a bit sad because I thought it was going to a humongous boat but no.

Let's go fishing (developed to include Figures of Speech)

Today was to be a fabulous fun fishing (alliteration) day like (simile) when we make an appearance together at my cousins for Christmas.

It was super sunny, so my dad and I decided to go fishing. I love fishing, so I was exceptionally and exceedingly excited to go, especially as we were going to go on a BIG boat. Well, that is what I thought!

At last, we arrived at my dad's friend's house to get the boat. As we pulled up there was a little paddle boat perched on the front veranda (porch = alliteration).

I asked Dad, "Do you call that - a boat?" I looked around and asked, "Where is the 'real' boat?" as I tumbled out of

the car like a pirate (simile) looking for a launch.

He ignored my question and said, "Help me put the boat on the trailer!"

I said, "That," pointing at it, "That thing!"

He said, "YES! Come on!"

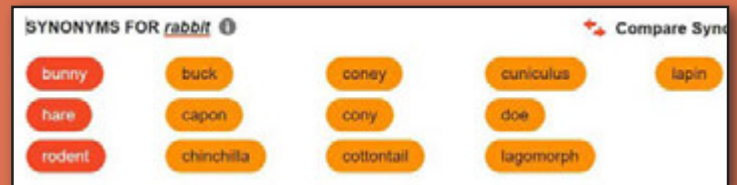
I was a bit let down and sad, miserable and mournful, in fact, I was very dismayed, disappointed and disillusioned (alliteration) because I thought it was going to be a huge and humongous (alliteration) launch nearly as big as a navy ship (simile, hyperbole). In fact, I was hoping it would be a navy ship (metaphor, hyperbole), but no...it was a Tonka Toy...a tiny tin toy boat!!! (alliteration).

BYRON PEARCE - YEAR 9

online creative writing

The old car was going down a bumpy road and over a bumpy bridge; the bonnet flew off and went over the railing of the bridge and it was gone!!!!

We googled 'rabbit' to find some synonyms...



I asked Jacob when he first knew each synonym for rabbit and we put them on the chart and on into his story... of course as he's in Year 9 he guessed when he thought he might hear some of those really hard synonyms and then I encouraged him to first develop his story further, next to substitute rabbit for a synonym as well as think of 'other' books, stories, films, songs etc about rabbits..

YEAR1&2	YEAR3&4	YEARS&6	YEAR7&8	YEAR9&10	YEAR 11	YEAR 12	YEAR 13	Y1-13
L1	L2	L3	L4	L5	L6	L7	L8	Other
rhyme	simile, metaphor, alliteration, repetition	onomatopoeia, personification, assonance, hyperbole	rhetorical question, alliterated adjectives describing nouns, Alliterated adverbs describing how noun was done, direct speech	sim, alloms, oxymorons, proverbial quotes, reference to existing text...	colloquialisms, quotes, reference to existing text (films, songs, books, etc)	wit		LANGUAGE BOOK, FILM, SONG, THE TUK, BEERENGE ETC
bunny		doe		hare rodent buck coney cony cottontail	capon chinchilla	lapin	cuniculus lagomorph	Peter Rabbit Zootopia Judy Hops Alice in Wonderland

Jacob's story further developed:
OLD BUS



JACOB JONES - YEAR 9

The vintage vehicle was going down the bumpy road and over the bumpy bridge; the bonnet flew off and it skipped and danced, danced and skipped (repetition) happily (personification) over the side railing of the bridge and down, down, down, down (repetition and assonance) the ravine to the river below. It flew like an eagle hunting Peter Lagomorph (simile). It was an eagle hunting a cuniculus (metaphor) which was desperately and despairingly, desolately and defeatedly (both personification and alliteration) racing for its hole in Wonderland. E-E-E-E-K!!!! T H U D!!!! (Onomatopoeia) So did the eagle get Judy Hops cottontail chinchilla? (Rhetorical question)

JAMES ASITOMANI - YEAR 9

Original effort...

Roy was finishing fishing. Suddenly his line jerked and because he was excited he tripped over his bag, which was in front of him, and he fell into the water.



James' Scaffolded effort...

I was finishing fishing when suddenly my line jerked and jumped (alliteration)...In my excitement I tripped, before I fell because I wasn't an angel so I didn't ascend but I descended quickly into the frozen fish infested water with a flop, (alliteration) as I tripped and collapse like a two year old (simile). I was a two year old (metaphor) tripping over my bulky bag (alliteration). As I tripped over my bulky bag I stumbled before

I tumbled (rhyme), tripped and toppled (alliteration) into the water. S_P_L_A_S_H!!! S-p-l-a-s-h! (repetition and onomatopoeia!) The water was surprised and shocked (personification) when I hit it hard like Mike Tyson!(simile) I was Mike Tyson!!!(metaphor) It turned into a tidal wave or a tsunami (gross exaggeration which is hyperbole) as I keeled over, nose-dived and plummeted into it. I asked, "What size is the whopper?!!!!!" (rhetorical question).

SINI ASITOMANI - YEAR 9

Original effort...

There was a three year old named Jonathan. He had begun his first day in preschool. At the door he and his parents met the teacher.

The teacher greeted Jonathan and his parents with a smile. His teacher asked Jonathan, "How old are you and where do you live?"

He answered that he wasn't sure about the last question.

So the mother told him, "Tell her your address!"

He looked up with confusion and said, "But I'm not a dress!"



Sini's Scaffolded effort...

There was a three-year-old named Jonathan. He had begun his first day in preschool or kindergarten or kohunga reo or daycare or Ako Langimalie.

At the door, he and his parents met the teacher or his faiako.

The teacher greeted Jonathan and his parents with a smile. It was wonderfully welcoming (alliteration) like Queen Salote's smile (simile), she was our Queen (metaphor). His teacher asked Jonathan, "How old are you young man (hyperbole... gross exaggeration) and where do you live?"

He answered that he wasn't a young man, he was just a boy, and he wasn't sure about the last question. Did she want the

directions or the abbreviation and for what?

So his mother told him, "Tell her your address!"

'I wonder which address she wants? My computer address, or my Post Office box address, or my PC that is my Postal Code (in America it's called a Zip Code) or my home address or does she want me to address her and make a speech?'

He looked up with confusion and said, "But I'm not a dress! or a vala! I'm not 'Little Bo Peep's Lost Sheep' or Jesus' lost sheep, either."

Address = postal code = PC

What is the address - ko e hā ho tu'asilā?

Love of Family Time:

The cold serene sounds sing to me choosingly
 They brush the grains of broad sand,
 Whilst the whistles of wind sweep my shaking shoulders
 Coldness of air rises when the battle of baking comes to an end
 The dampened salty sugar remain the bases of the bakes
 Sandy sea waves key to craft the inedible deserts
 Panics grow obvious and hearts light with fury
 For the false desert most visually pleasing will take the crown of the beach bake off
 Us four siblings stare into the richness of night
 There a dark sheet, intimidates our floating silver dime as we gloss our deserts
 Our judge emerges from the murk of black clouds
 Dancing waves spray their hiss at us as we are leaping back from our bakes
 Huddled together, we stood in the emptiness of twilight
 Assuming each others ranks our judge spectated the dense, sleeping cakes
 Night's pitch grew into blues, greens and purples
 Cool colours began painting the sky with an inky foundation
 All minds wandering into the coldness of thick air
 Finally our judge forged a sound
 She spoke "the winner is..."

(Memory Poem)

ENGLISH poetry, year 9

Glooms of Weathers.

(Rhyme Poem)

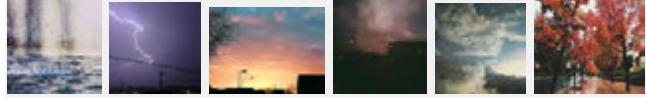
Breath of nature playing still
 And the breezes that rage seem tranquil
 Truths hidden in the changing water
 Falling through clouds dry realms to slaughter

 Crying their thoughts tis dusk and gloom
 "Replace my darkness, let me bloom!"
 Fortunate their pleas are to concern
 Faith a victor comes to burn
 For suns and clouds search to erase
 The shadows of sorrow in this case
 Scorching the muds and stealing the cold
 Airy rain, puddles they stole
 "Storms be banished from our land
 We receive the warmth of where we stand"
 They show us the real and exclude the false
 Calming the rage and shaping a waltz
 Despair of depression is gone beyond views
 Steaming skies with clouds of which colds flew

 Breath of nature are you again still?
 The breezes of songs, are they tranquil?
 Thy truths be revealed in sun and cotton
 Your storms of craze are for now *forgotten*



MOEATA NGATAKI
YEAR 9



Manipulation of Arts Aesthetics:

Art is like the roar of a lion
 Always existing and true but never always conspicuous
 Art is undefined by start like the growth of a tree
 Not obvious at the now yet incredible when done
 Art is a sense of motion like a wave
 Gushing and folding, shifting and flowing
 Art is a form of which communicates words through the silence of visuals
 Art is like the darkness which falls on us
 You make the reality of the meaning
 You find the words that mean your sights

(Simile Poem)



SCIENCE

Be a Scientist for a Day

The year 13 Biology students had the wonderful opportunity to travel to Massey University and work with their expensive equipment in the labs to cut up and Map DNA. The girls definitely had more fun than the boys!!!!.



Year 9 - Make a Model of a cell

In order to showcase their understanding of a cell, some very creative year 9 students modelled different types of cells.

There was definite intelligence and lots of creativity involved.



Meeting the Birds at Tiritiri Matangi Island

It was all about observing the wonderful behaviours displayed by our native and endemic birds of New Zealand when the Year 13 Biology Students, took a ferry ride out from the ferry terminal in Auckland city.

The journey took 90mins each way and was the first time ever on a ferry for some of our students. What a wonderful opportunity.

They trekked through the island discovering the many birds hiding in plain sight.

Biodiversity at its best. The birds didn't seem bothered at all. What a shame the kiwis were too shy and asleep to come out and meet us. However, we did manage to wake up an owl.

To show their gratitude, our students serenaded the staff with one of our wonder songs from Chapel, a great way to end the day.

Except for the sun burns when they fell asleep on the deck on our way back.



MRS S NISHA
SCIENCE TEACHER

SCIENCE

Malo e lelei, Talofa Lava, Kia Orana and Kia Ora from the Science Department.

2021 was a year that we thought we would not have to relive lockdown from 2020, but alas that was not to be the case. Fortunately enough, the school and the Science Department were well in tuned with online teaching and learning as well as being well resourced with online learning tools such as Education Perfect. But nothing can beat education outside of the classroom with field trips especially for our Biology students to Tiritiri Matangi, Massey University but unfortunately due to lockdown missed out on the Hamilton Zoo Trip.

End of 2021 sees Mr Siliarau take a year's secondment with Teach First NZ as a mentor and associate teacher for Biology and Science beginning teachers coming into the profession from industry. We wish him all the best with this experience – just don't forget to return back to Wesley College sir!

Four years in a row Wesley College Science students have applied for and again, have been successful with attending the Otago University Science Academy (OUASSA) and Hands On Otago.

This year we are fortunate to have Pauliasi Bauleka and Alefosio Lo Tam secure a placement in the 2022 Science Academy intake. Science Academy is a programme aimed

at Year 13 students with a passion for Science and the potential to excel in their final year NCEA exams. This programme provides the students with the opportunity to work alongside and be challenged by leading Scientists across a wide range of disciplines. This requires students to attend two residential science camps on University Campus so that students can embrace University student life. Project work is done between the camps with other students to work collaboratively in teams with the end product is their presentation at the final camp session.

Reon Bidmead was successful in a placement into the Hands on Otago 2022 program where he will experience a week of the Otago student life over the summer holidays. He will have the opportunity to interact with researchers and learn about their discoveries. Reon had to write a personal statement as entry into this programme, just like Science Academy is highly competitive. Reon was successfully awarded the University of Otago Poutama Scholarship, which covers all costs incurred for Reon to attend.

Below are the personal statements and essays that all entrants had to include with their application.

MS NGATIA VAIKE - HOD SCIENCE



PAULIASI BAULEKA - YEAR 12

with his successful essay to secure a placement at the 2022 Otago University Science Academy (OUASSA)

"If you think of Earth as a ship voyaging through time and space, and the human race and her crew, what is our mission and what is the role of science in achieving that mission?"

"Nothing in life is to be feared; it is only to be understood. Now is the time to understand more, so that we may fear less." - Marie Curie

Science for many is all about the calculation of trajectories, mixing sodium with hydroxide to form a reaction and biological processes. However, for those who truly see what it is, it's more than just icing on the cake. Science, as they view it, is a hope for the future. It's the one constant that has always been and still remains to lead the world into pathways it's never seen before. That is what makes it so unique. Science and all its different fields have always remained relevant then and now, no matter the time period it's in. We see it, we grasp it, and we set forth in new ways in which we can benefit our time

and aid in advancements for the future.

To put it in a context similar to the theme. It is the USS Enterprise (StarTrek). Earth is the ship, the human race, her crew, and science is its captain. The mission, you may ask? To put it in the words of Captain James T. Kirk, *"to explore strange new worlds, to seek out new life and new civilisations, to boldly go where no man has gone before."* That, to me, is what science means for the 21st century. As I stated earlier, it's more than just simple calculations, more than stating your hypothesis and trying to prove it in your results, but it's the assurance of hope for the

future not just for us or those that follow, but for every single discovery yet to make, every disease yet to be cured, each biological specimen yet to be documented.

It's incredible when you see the evolution of science. Penicillin, for example, was merely an accident caused by a two week holiday and has now become a vaccine that we use to treat many ranges of diseases. The difference between then and now? We generally don't rely on accidents or lucky mistakes today. With the many advancements we have made over the years, every scientific

DEPARTMENT

discovery and blueprint has been studied and perfected by many professionals who have spent hours of work researching just to prove a single working theory. Obviously, modern advancement will have its pros and cons. Today information is so easily accessible that people rely on false information online rather than hearing straight from the people qualified to add in their expertise. But also, since information IS so easily accessed, self-diagnosis has become so common that it has helped many medical professionals narrow down possibilities just on the first visit. The list just keeps going when you think about how Science today is so different from the past, and one aspect that has changed A LOT, I might add, is Evolution. Yes, Darwin's theory set forth new ventures into scientific explorations, but over the years, so much work has gone into the continued research of Darwin's theory, and through more and more research and technology, there have been many revelations that have given substantial support to his theory.

To me, what makes a scientist in this century is one who sees more than just what is, but what can become of it. They must possess a passion for exploring possibilities in the unknown. Traits such as **a) Humility, b) Meekness, c) Being Resourceful, d) A fun attitude**

towards their work, **e) Flexibility.** You see, our generation right now isn't as constricted to how it was years ago. In this day and age, many people aren't afraid to dream and go beyond their boundaries. We have become so passionate about the work we do, and many have become so adamant about helping the world transition into the 21st century that we have broken the boundaries of exploration and gone above and beyond to save this macrocosm we organisms call home.

The question of what is the biggest challenge facing science today? I believe it's the barrier between scientific evidence and the belief that it's the work of a divine being known commonly as GOD. I admit having one foot in science, and another in religion is a challenge I face myself when I sit in my classroom. Hearing that the human species evolved over a millennia goes against the belief taught that it was all "shaped into his liking" is still a struggle that many, including myself, wrestle with. Most especially now with the current pandemic we are facing, there have been many conspiracy theories, solely religious-based theories that have popped up stating that this pandemic is punishment for the world because "we've lost our way", and on the other hand, we have actual researchers and scientists saying that it as a virus caused by the Sars-Cov-2 virus strain and it infects the internal

respiratory system. As concerning as it sounds, both are accepted by people in the worldwide community as the underlying truth. That is also a big challenge facing science and scientists in this century.

The argument is between Faith vs Facts, but faith isn't restricted to one subject. I look at it in a more rounded perspective, and instead of Faith vs Facts, I say Faith IN the Facts. If scientists and religious academics alike could adapt to seeing the connection in their professions and what each represents, I believe that would be a stepping stone to addressing the Religion vs Science dilemma and later progression could lead to acceptance that both are as relevant today as they should have been over two centuries ago.

Personally, I believe in many things. I tackle with my religious faith day in and day out not only because of the contradictions of science, but many other personal aspects and everyone goes through the same, but I hold on to the conviction that science, as much as people would like to debunk, is and will remain to be one of the only ways of ensuring a safe, bright, livable, and above all assured future for us all.

PAULIASI BAULEKA - YEAR 12



ALEFOSIO LO TAM - YEAR 12

with his successful essay to secure a placement at the 2022 Otago University Science Academy (OUASSA)

"If you think of Earth as a ship voyaging through time and space, and the human race and her crew, what is our mission and what is the role of science in achieving that mission?"

Science has evolved immensely over the centuries and we as a society have benefited greatly from its advances. Our world through scientific research continues to adapt to technological change powered by data analysis techniques and the utilisation of sophisticated equipment. As science in this century has advanced so too has our desire to seek answers to more complex questions about our

universe. Discoveries in this century continue to be moulded by science, shaped by technology and powered by knowledge and research.

I believe we as a society are living in the best of scientific times, as many advances in science have come at such a great rate with state-of-the-art machinery, enabling us to embark on some of the most daring explorations.

Albert Einstein was instrumental in his research about the theory of relativity and how it encompasses science, furthermore, Neil Armstrong and NASA were successful through scientific research to land on the moon. Einstein and Armstrong amongst many other great pioneers opened the doors to unbelievable heights with their phenomenal work. The endless possibilities science has

contd/...

SCIENCE

introduced to mankind also extends to the question of whether life outside earth is practical. Through exploration, scientists also made the unbelievable revelation of detecting water on Mars. The existence of these molecules plays a significant factor in the planet's geological history.

In today's society, with the utilisation of sophisticated technology, scientists continue to make fascinating discoveries, introducing our world to new possibilities. Science of the brain through neuroscience for example has allowed for a much better understanding of how this organ functions. Furthermore, enabling neurosurgeons and healthcare professionals to better understand how science through medicine can influence the diagnosis and prognosis of certain diseases, such as stroke. Science has been paramount to the rehabilitation of the anatomical and physiological parts of the brain in addition to helping and supporting patients and their families with the recovery process.

Overcoming these obstacles and facing new ones such as uncovering how diseases affect our growing population provides challenges for scientists to solve. In retrospect, working collaboratively within a team is a key factor for the successful planning and processing which scientists must undertake when faced with new challenges. With ongoing transformations of our surroundings, a scientist must be flexible using certain skills to address these complex issues.

So what skills does a 21st-century scientist require?

(1) Curiosity, curiosity has led to many new discoveries whether it be from pure passion or a simple question like why is the sky blue? A curiosity of John Tyndall who in 1859 discovered

that light passing through a clear fluid holding small particles in suspension allows shorter blue wavelengths to be scattered hence why blue is seen during the day.

(2) Being equipped with a creative mind and thinking outside the box allows for the assessment of problems, and figuring out how solutions could be made.

(3) Also an open-minded scientist who can agree or disagree with the views of others and accepting differences in opinions. Brainstorming ideas and having discussions is an essential process for the advancement of scientific progress.

(4) Working collaboratively is another key skill scientists require in achieving great outcomes.

(5) Furthermore effective communication between group members is another important skill as it provides a cohesive working environment beneficial for a more successful science publication.

Currently, millions of people worldwide have been impacted by an unfortunate pandemic sweeping through our nations that scientists are frantically trying to contain. The new delta strain related to coronavirus has overwhelmed laboratories and hospitals in our communities affecting all ages. Through scientific research, the collection, testing and provision of these results has aided in containing the spread of this deadly virus. During the first presence of Covid-19 which was found in Wuhan, China in 2019, scientists have been baffled by how this virus has mutated, producing different variants, evolving over a short period at such an alarming rate. But how have scientists used science to face this crisis? Scientists have been

able to directly identify how covid-19 is transmitted from person to person, also highlighting how contagious this virus has become. Scientific research has also aided in many medical questions being answered, providing information on how this disease can be closely monitored. Through thorough investigation and observation of asymptomatic to contagious cases, scientists and medical professionals have developed drug treatment to be implemented. The World Health Organisation has also been instrumental in bringing together scientists and health professionals to contain the spread of the coronavirus disease and providing ongoing care for those affected.

Upon reflection of the topic for discussion, the human race's mission is to explore space and adapt to the changing times with the utilisation of science, as earth circulates the sun. Science not only has been at the forefront in the evolution of change, but it has also been paramount in the survival of the nation combating deadly worldwide epidemics. With continuous observation and scientific research, our generation young and old will continue to experience a magnitude of endeavours, reaching unlimited heights. I believe science creates solutions for our day to day encounters in this world and helps us to navigate through the great mysteries the universe has to offer.

As a student I have learnt that science has paved the way for individuals and groups of people to challenge and transform ideas into reality, thus increasing fundamental knowledge for generations to come.

ALEFOSIO LO TAM - YEAR 12



HANDS ON OTAGO PROGRAMME PERSONAL STATEMENT - REON BIDMEAD - YEAR 12

I feel that I should be chosen for the Hands on Otago programme because I have a huge passion for the environment and conservation. I want to expand my knowledge and horizons outside of my local community and what researchers and scientists do at the higher level. I personally feel that the direction of science in conservation is at a rate that we cannot comprehend. The constantly expanding science like gene drives and genetic variation is something that will change not only the conservation world, but the science world as a whole. I feel that this experience and opportunity will expand my knowledge on this, and inspire me to look up to researchers I may meet and their work and help to determine my future career path.

I want to study at Otago University because of the environment and opportunities the university provides. Wanting to follow a career in conservation, I feel that the resources and staff offered at Otago University is an opportunity you cannot say no to. The university's past students and their success are people I look up to. Their success and innovations and game changing views on conservation are something that I want to be a part of, and I feel that Otago University is the best place for me. The support the university provides is something I support fully, and taking up these sorts of opportunities that Otago University provides inspires me to follow suit of some of the top researchers in New Zealand. Additionally being in the top 1% and having such a high success rate, Otago University is a place I can trust for tertiary education.

I feel that science change throughout the future is and will be unimaginable. 20 years ago, possum trappers had only the supply of a rifle and leg hold traps to try and pin down the possum population. Nowadays we are looking at unimaginable ways of trying to get on top of these populations through gene drives and other advanced technologies. Personally, science's change on

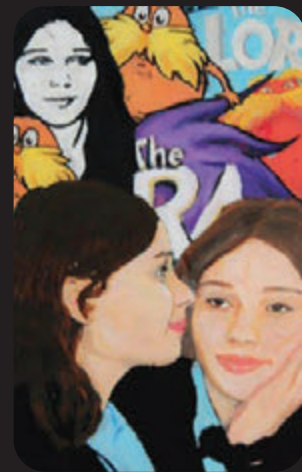
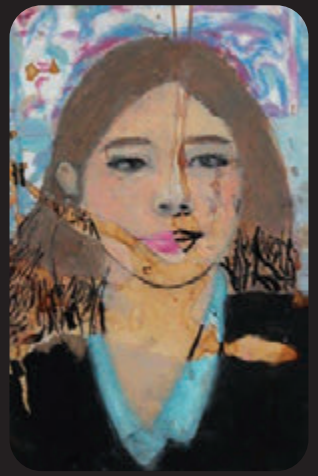
the world in years to come is going to change the views on it forever. Science's evolution on medicine is already amazing enough, but the idea that science can be used in future years to exterminate pandemics and sickness affecting the world is mind blowing.

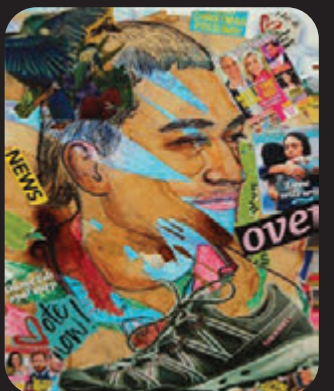
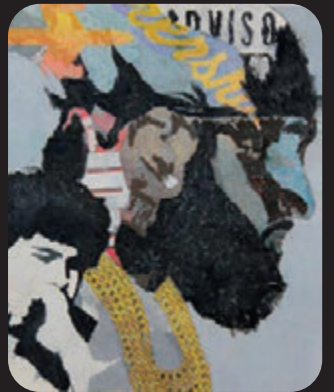
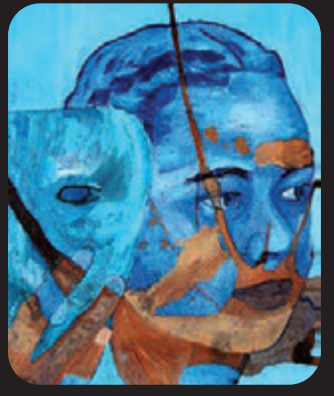
I feel that I should be a worthy recipient for the Poutama and Pacific scholarship because of my involvement with our Taiao and trying to preserve it and protect it. In my local community, in the span of 4 months I have removed over 175 predators in our surrounding environment. The removal of these have reopened the opportunity for our native bird species to flourish in these areas. Re budding of pohutukawa and trees like the miro berries have opened the opportunity to expand the population of birds threatened by predators.

Within my maori community at Wesley College (families and students), I have had the opportunity to be the kaea of our Kapa Haka group and our Maori group. I have had the opportunity to be a part of the Maori language at the school teaching students Maori phrases and sentences, and reteaching the school haka to the school, teaching them the correct pronunciation, actions, and the traditional way to kaea and perform the school haka. Having the opportunity to represent the school at Polyfest and other events to represent te reo maori and the culture has been an important part of my time so far at school.

REON BIDMEAD - YEAR 12

VISUAL ART





CAREERS TRANSITION DEPARTMENT

2021 Career Pathways Awareness Week

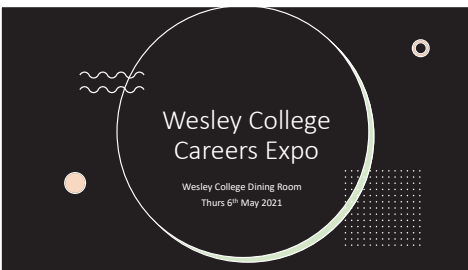
I am very thankful to all the external tertiary providers, staff and school students for participating in the 2021 Wesley College Careers Expo in Term 2 with our very special guest speaker Tapu Vea, Victoria University Schools Partnership providing an inspirational pathway journey with the school in Chapel to open the Wesley College Careers Awareness Week in Term 2 Week 1.

Tapu shared insights of her career journey and the role of her parents, family, faith and perseverance to achieve

her goals and really engaged all the students and staff on this occasion.

Thanks to Taniela Ngaue and Letitia Vaka for leading the Careers Chapel Service and Fili Fono for daily focus on career pathways and activities for the week.

Many thanks to the Year 13 Transition class for cooking the barbeque for the School for Morning Tea and for leading the Careers activities throughout the week.



University of Victoria, Wellington – Wesley College Careers Chapel Guest speaker – Ms Tapu Vea PILOT Chairperson -



Head Girl Letitia Vaka, with guest speaker Tapu Vea (Victoria University) and invited guest Mrs Sumarakone (Waikato University)



Wesley College Careers Gateway Pathways Staff Team

Ms Fatialofa – Careers Advisor, TIC Transition
Mr Bean – Deputy Principal – MIT Pathways and STAR
Mrs Jeffrey – Gateway Coordinator
Mr Uhila – NZDF and Police Academy Director
Official Photographer – Photo credits – Mrs Charlotte Saunders HOD Media Studies



New Zealand Defence Force



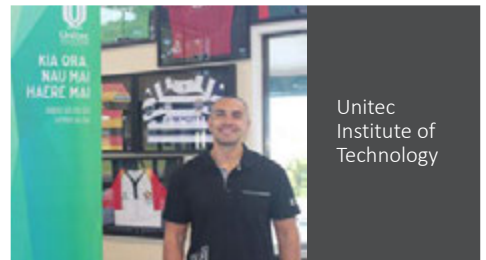
Auckland University



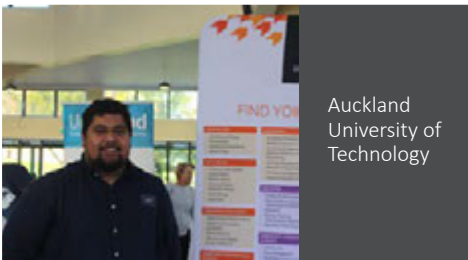
Otago University



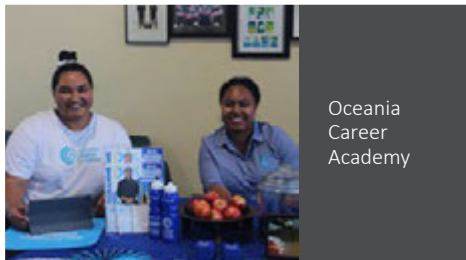
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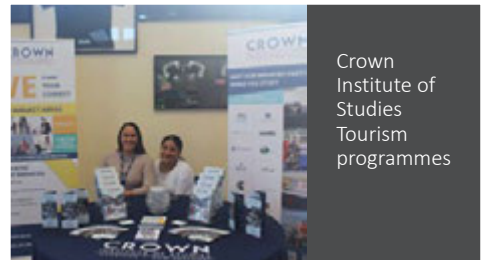
Unitec Institute of Technology



Auckland University of Technology



Oceania Career Academy



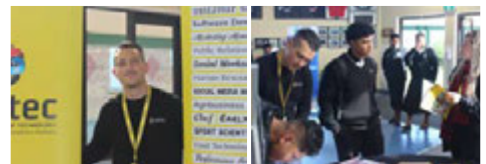
Crown Institute of Studies Tourism programmes



Manukau Institute of Technology - MIT



New Zealand Management Academy- NZMA



Wintec Institute of Technology, Waikato

Transition/Careers in the Curriculum at Year 9 & 10

I am also very thankful that the Transition subject has been included at Year 9 and 10 for one period of the week so students may commence early and gain informed knowledge on career choices through their exploration

with their teachers and access to the Careers Central software app which we have been using now in its second year. It has been pleasing to see all students engage with their own exploration of career choices.

Transition/Young Enterprise Scheme - Year 11, 12 & 13

Year 13 Transition/YES

Congratulations to Year 13 students on taking products to the AUT Market Day and selling your products to the AUT crowd. Well done to CEOs. Legend of Zebra Prints T shirts, Koni of Koni's Panofi Pai and Keana Carson Walker of Aroha Treats. With great support from Nkastro, SpringLily, Soolua, Hame, Sili, Andrew and Campbell.



Koni and the Team selling Koni's Pa Nofi Pais to happy AUT customers @ AUT Market Day



Zebra Prints

Wesley College YES Company
Directors

- Legend Harris CEO
- Andrew Small – Operations Director
- Nkastro Mortensen Marketing Director
- Hame Ma'u Hinkes Financial Director
- Year 13



Production – How to produce it?

Our main source that we are looking to invest our money into is AS Colour .For every 5 shirts will cost \$100 also has that 90s vintage look



- Manurewa Print & Stitch is where we would print our logo for \$15



- These are our 2 designs that we are aiming to showcase. our first design is MIDNIGHT BLACK

Our second design is ZEBRA STRIPES

Zebra Prints Lean Canvas

PROBLEM

List 1-3 problems that your product/service will solve.

- people wear the same clothing
- not normal to see a zebra on a shirt
- loss of zebra habitat/rare animal
- the price of shirts nowadays is expensive

TARGET MARKET

Identify who is most likely to buy your product/service.

- the youth
- people in our community
- around the world/international
- people of wesley college

SOLUTION

Outline a possible solution for each problem.

- makes people different compared to others
- we would put a zebra on a shirt to show zebra values(which a values that link to zebras)and they are: integrity teamwork innovation
- to help show awareness towards the loss of zebra habitat
- our shirt would be cheap,affordable,fitting,lean, authentic,unique,comfortable,sustainable,fashionable and real genuine.

EXISTING ALTERNATIVES

List your main competitors.

- Lacoste
- Puma
- Polo Ralph Lauren
- Crocs
- other groups of wesley college

UNIQUE VALUE PROPOSITION

Give a single, clear, compelling message that states why you are different and why the customer should buy your product.

- we are different because we are unique in our way,as students we have brought our creative thoughts together to come up our company (zebra prints)which was established on the 10th march 2021

SALES CHANNELS

List the different ways your customer will be able to buy your product/service.

- pop up store
- online/instagram
- facebook/marketplace
- school

COMPETITIVE ADVANTAGE

Identify what resources, skills, knowledge or other factors you have access to that cannot easily be copied by your competitors.

- a resource that we have access to is that i have a close friend that's been with a clothing company (AS Colour) For a while now and he is keen to let us use his code to get discounts on bulk orders.

COSTS

List the main variable costs (cost of making the product or offering the service) and fixed costs (other costs involved in running the business)

- The cost of each shirt would be \$38.00 each for the Zebra stripe shirts
- And our colour we have is midnight black which cost \$26.00.(images provided from <https://www.ascolour.co.nz/>)
- The cost for each print will be around \$15-\$20 dollars

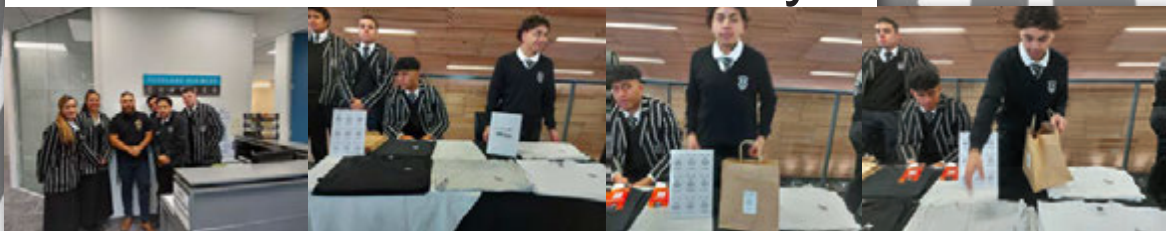
REVENUE STREAMS

List your main source(s) of revenue: How will you make money during the year?

- We will provide starting capital through
 - Andrews part time job in the kitchen
 - Legends part time job doing catering and hospitality
 - N'Kastro part time work at warehouse



Pitch to AUT Market Day



Year 12 Transition/YES

Congratulations to Viena, Veluese and Flora for delivering their Pasifika Waves pitch at the Manukau Chamber of Commerce along with the Year 13 students.

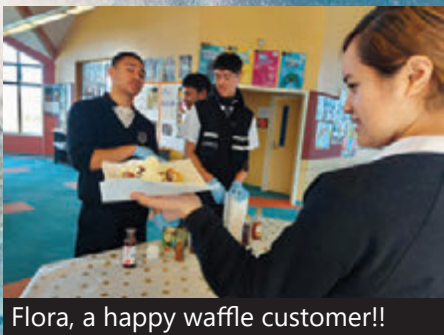
This class had exceptional ideas and were able to pivot due to lack of finances however great business teamwork was demonstrated by Trinity, Tory and Iwa along with a

late run by the Waffles2go Company led by Vilani and the boys.

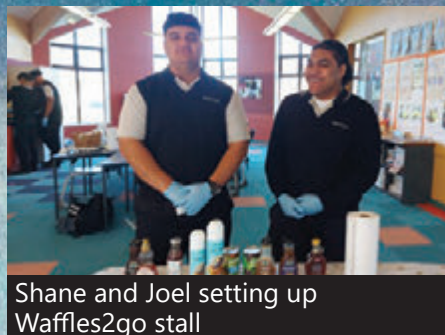
Romatt ran his barber business and in the end there was enough evidence to get everyone through which was great. The waffles were definitely a hit along with Trinity's fast food company. Well done Year 12's.



Waffles2go Tatafu, Jaeson and Vilani



Flora, a happy waffle customer!!



Shane and Joel setting up Waffles2go stall



Pitch presentations at Auckland Business Chamber



Teamwork through interactive Activities



Tory, Trinity & Iwa's takeaways. Tory Tanga in action selling hotdogs & chips

Pasifika Waves

Wesley College YES Company
Focusing on Pacific Memories and Identity

Year 11 Transition/YES

The Term 2 cohort of Year 11 Transition proved to be successful businessmen and women by creating their own stalls on their market day with resounding success. All companies displayed excellent teamwork and operations with all businesses reporting a profit margin

with much delight and excitement.

Well done Year 11's. It was very pleasing to see all of you on task and work productively and enthusiastically.



Voni, Mani and Joseph with David creating icecream sundaes for Market Day



Toasties Group - counting the profits after selling toasties. Well done!!



Josh Kata excellent customer service with Whaea Denise



Our Toasties Pitch



Yr 11 Transition/Business Studies by Kalisi, Ngaio, Breanna, April and Viliami



Our Toasties Team



L-R Kalisi CEO, Ngaio - Co-CEO, Breanna -Production Director, April - Marketing Director, Viliami Financial Director

Our Business IDEA

- Provide a treat of toasted cheese and Nutella toasted sandwiches as a breakfast choice for hostel students

Strengths

- We will be distributing our toasties during breakfast, early in the morning, which means we will take most of the student's money bright and early before our components sell.
- Considering That the mornings at wesley college are very chilli we suspect people to buy some.
- We have a delicious new flavour which is nutella

Weaknesses

- As a group we have never did anything like this so it's gonna be a experience
- Our finances (money-wise)

Opportunities

- We can invite the outer community and workers who work around our school
- We can promote our burgers on social and media and in chapel

Threats

- Students may not have the money on the day
- Students may have already chosen pre orders from other popular stalls.

The main objective of Transition is for each student to think about which career pathway they may be interested in and to take the time to be informed of which subject choices they need to take in senior school and where they will be heading once they leave Wesley College.

We encourage all our students to speak with their parents, caregivers, family members as learning time is allotted with their academic mentors and the Careers, Vocational Pathways, Gateway, MIT Pathways Staff Team.

Once again many thanks to University of Auckland, Manukau Institute of Technology, Auckland University

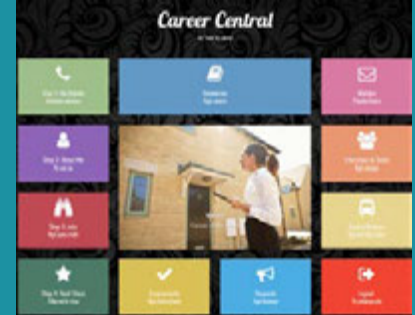
of Technology, Unitec, Waikato University, Victoria University, Otago University, Oceania Careers Academy, New Zealand school of Tourism, NZMA, Crown Institute, Massey University, Wintec, Elite School of Beauty, New Zealand Defense Force, NZ Police Force for sharing at our Wesley College Careers Expo held in our Dining Room.

RITA FATIALOFA
TRANSITION/CAREERS

Career Awareness Week CC Statistics

2021

MAY 3RD TO 7TH



72% of the School logged into the WC Careers Central this week – Well done The remaining 28%, I hope you will log in as soon as possible

Congratulations to the following students first to enter on Monday.

Ben - 9DR
Nikora - 10 JR
Kevin - 11 RF
Romatt - 12 DP
Kilipi - 13 JP

We hope you enjoyed thinking about your future career choices this week.

Your WC Careers Central career portfolio will stay with you throughout Wesley College Y9 to Yr 13- Always check in each week to check updates, upcoming career and gateway courses



MUSIC DEPARTMENT

2021! What a year! We welcomed 2021 with an excitement of all music things to come with competitions and learning in the classroom. We achieved well in our results from 2020 with Troy Wigley endorsing level 1 with a merit- which is a first for Wesley College music!

The year started off with Tangata Beats in Term 2 with our contingent of students preparing an original song performance for this, they performed well and made our Wesley Community very proud. It was a tough competition competing for 8 spots in a band competition of more than 30 schools. A big shout out to Billy, Andrew, Leititia, David, Sili, Junior, Va'a, and Alex for an awesome performance for all of these students except for Billy it was their first time competing!

Our second performance in term 2 was being a part of the combined secondary school choir: a group of 8 boys were asked to join a selected group of schools performing with Hollie Smith and Tone 6 at the All Blacks v Tonga game at Mt Smart. The choir was directed by Nainz Tupa'i from Adeaze.

Tenors- Junior Toluta'u, Tommy Tusiane, Sili Vaeno, Luteru Luteru-Faalogo, Sekove Tuisuva and Christopher Paea. Bass-Velvesi Peni and Soolua Lemalu.

The choir which consisted of students from (St Mary's, Marist, Sacred Heart, St Pauls, One Tree Hill and Otahuhu) were give two rehearsals to learn their parts and come together to perform the hit "Bathe in the River" in Te Reo and in English. They did exceptionally well learning the piece in Te Reo and English having only attended 3 practice sessions and a recording! Our Wesley All Blacks were extremely proud to see the students performing.





The Inter House Choral Competition concluded our busy term 2 with our musicians leading their houses and preparing them for the competition that was held on the very last day of school. We were fortunate enough to have three amazing judges: Mr Ben Tapueluelu (Three Houses Down), Mr Ti Hei (famous rapper) and DJ Algoodie. We even got to listen to them perform live and DJ Algoodie mix some tracks for us!

Well done to Stanton house who placed first, with Winstone second, School third and Simmonds fourth. We look forward to seeing how everyone will go in 2022.

Group:

We had 2 exciting groups competing this year. Year 9 (Mele Lataimaumi, Naomi Paea and Luella Taupaki) and our Year 12's (Lute Vaeno, Gloria Amituanai and Anne-Marie Futi) both groups performed so well!

Band:

A new improved Tribe 801 took to the competition (Year 13: Billy, Andrew, Year 12: Siosiuva Falekaono and Gloria, Year 11: Alex, Chris, Kelepi Falekaono, Sekove) and made top 12 out of 100 bands.

Sadly, due to Covid we were unable to compete in the final rounds of the performances, but our music department is looking forward to seeing the successes 2022 has in store for us.



Term 3 started off with a bang, with students preparing for Stand Up Stand Out, we had entries for solo performance, group performance and band (a first for Wesley ever).

The competition level was insane and again the Wesley contingent made us proud by performing well and gaining pleasing results:

Solo:

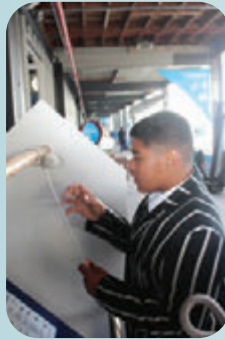
Gloria Amituanai made top 20 out of 120 entries with her rendition of "Crazy" by Patsy Cline accompanied by Vaa Nansen.

I'd like to thank our itinerant team: Mrs Carol Gilfillan, Mr Garry Cooper and Mr Robert Howell for all your amazing work this year, good luck to our leavers, thank you for your musical services this year! Thanks to our senior music students and hoping you all achieve the results you aimed to achieve during your examinations.

Stay safe and wishing you a Merry Christmas.

ANNE-MARIE LALAKAI
TIC MUSIC

JUNIOR SOCIAL STUDIES



In Junior Social Studies our programmes are designed to encourage learners to be critical citizens. We learn about a range of topics from the past to help us understand the present and prepare for the future.

Our learning programme in 2021 included:

Year 9

A Shared History – An exploration of Pacific Migration

I Say, You Say – Perspectives of New Zealand History

Right to Rights – Human Rights in New Zealand and around the world

Year 10

Never Forget – The Holocaust and events that changed the world

Shaping our Society – The Dawn Raids

Your Vote, Your Choice – Systems of Government in New Zealand and around the world



Despite the disruption caused by lockdowns, we did manage to fit in a Year 9 trip to the Auckland Maritime Museum in July, to consolidate our learning about Pacific migration and the great Pacific navigators.

My Social Studies class went on a trip to the Maritime Museum. One of the things we learnt was where the sun rises in the east and sets in the west and how Pacific voyagers used to navigate. We then they took a tour around the museum to see some old fashioned stuff, like an old school ice cream shop and a dairy as well. But my most fun part of the day was when they shot the cannon at midday outside the museum! – Jacob Jones, Year 9.

Thank you to all the Junior Social Studies teachers for their effort this year through challenging circumstances. Ms Fatialofa, Ms Mitchell, Mrs Pole, Mr Fihaki, Mr Ma'aelopa.

MRS CHARLOTTE SAUNDERS
TIC JUNIOR SOCIAL STUDIES





SOCIAL SCIENCES DEPARTMENT

NZ HISTORIES

Historiography



RENEE BLAKE - YEAR 13

Level 3 History Essay

Critical analysis at its best - Essay Question:

“Were the 19th Century Civil New Zealand Wars fought over land or Sovereignty?”

Introduction

Back in the 19th Century there was continuous warfare between the Pakeha and Maori also known by many different names. The Colonial Wars, The Land Wars, The Maori Wars and/or the New Zealand Wars. They took place in the 1840's and between 1860 and 1872. In this essay I will be focusing on the two main warfare that took place which are the Northern War and The Waikato War. There are limited battles from 1845 in the Wellington, Wanganui and Northland region, however the wars in the 1860's were a lot more extensive and undeniably more damaging. The war in the Waikato was unquestionably the more destructive war, this took place in Taranaki in Waikato/Bay Of Plenty. Several locals and colonial armies together with their Maori

From this the Traditional Perspective what triggered the wars was when the Pakeha established a government in Nz, because the Maori people refused to acknowledge the authority of the Pakeha (why would they? That'll just mean to the chiefs they would have to give up their mana all over again, first time during the signing of the Waitangi treaty) and the refusal to give land to the Pakeha. By doing this the Pakeha had labelled the Maori's a bunch of "rebels" that needed to be destroyed in-order for them (Pakeha) to obtain full authority and power over the land and people of Aotearoa.

It is believed that the Traditional perspective had established mythological stories of what actually occurred during the warfare and battles fought between the Pakeha and the Maori's.



Because the Traditional views are Eurocentric or written by pakeha authors, they had established or accepted the fact that the Pakeha won practically every battle they've fought defeating the 'barbarian' Maori's due to the superior technology such as the steam engines, superior forces and the Pakeha valiance to fight against the savage Maori's. The defeat of the savages (maoris) was believed to restore law and order in Aotearoa and continuous

kupapa (traitor) allies battled a few Maori tribes. Small-scale armed conflict took place in-between the 19th century but was mainly fought by colonial militia (armed male settlers on horses) and local Maori tribes but none compared to the Northern war and the Waikato War. For many years historians and locals have been debating the question whether "the 19th century New Zealand wars were fought over land or sovereignty". This essay I will analyse/examine different historical perspectives of the New Zealand wars and why they have this certain perspective.

developments for the country was now made possible (nothing stopping them).

Traditional Perspective

From the 1840's and 1860's conflict over sovereignty and land led to battles between government forces and some Maori Tribes. During the 1860's there had been continuous debates and arguments about what caused, what happened and what the consequences of the New Zealand wars were. From the traditional perspective which are the perspectives from authors in the 1860's till the late 1950's, they emphasised continuously that the British had sovereignty over New Zealand and that the wars were primarily over land, and to some extent sovereignty. This was because they believed they already obtained sovereignty over Nz because of their Superior Technology and the Treaty signed.

The consequences of the wars was that pakeha won the battles fought, in the sense that they confiscated the land, and declared sovereignty over Aotearoa and the rule of law. This meant the pakeha had full power to create such laws that made land confiscation legal in Nz, these laws were known as the Land Confiscation Act this law was mainly targeted at the Kingitanga Maori of whom the government had waged war to restore British law. Land was confiscated and sold, with the money raised to be used to repay the expenses of fighting the Maori. Another law enacted to make it possible for land to be confiscated legally was the Maori land Acts which critically affected the Maori people - this was seen as the only regarded way to justify such cruel treatment towards the Maori's or as seen 50 years ago 'savages'. This caused the Maori people to withdraw into "Grim separation" from the pakeha in the King country and other places. The British government gained more Maori land through their Pakeha laws established than through any wars they fought between them and the Maori people.

Factors believed to contribute to how the traditional Perspectives of the wars are shaped all concluded that

the Traditional views came out of the Victorian era or propaganda during the 1860's. The Victorian era was basically the time Queen Victoria ruled the British Empire, this era is also known as constitutionalised bias and racism towards any other race that looked or was different from them (the British people) era. The Victorian attitudes and assumptions were very important in understanding how the traditional perspectives are shaped, example of the Victorian assumption would be that the British had sovereignty over Nz because they 'discovered' it was also written in the Treaty of Waitangi, which gave the British the God-given right to rule Aotearoa. These Traditional historian authors couldn't help themselves but write about how they won virtually every battle they've fought because they grew up believing they were superior to any other race, because of their superior technology and superior forces. William Fox published a book in 1866 called the 'The War in New Zealand' (note that William Fox became the second Prime Minister of New Zealand). In this book of his he made several and strong attempts to prove what the colonial government was doing or did was right and needed to be done in the face of judgement and criticism, at the time these would seem valid. However, to anyone today would be seen as an unjustly and/or an unfair way to treat people or any human being, to strip away their homes and livelihood and take advantage of the power and authority they had (the pakeha government).

Revisionist Perspective

In the early 1940's revisionist historians began to oppose the traditional perspectives beginning with Keith Sorrenson and Keith Sinclair. They researched deeper into the warfares and battles that occurred in Aotearoa, their revision majorly discredited the traditional views. Why? Well historians such as Alan Ward and James Belich had discovered just how complex the wars that took place were. James Belich argued the false picture that the people have long lived with stems from the 'dominant interpretation of race relations' which is product of a dialectic between events and preconceptions and holds that European people and cultures were necessarily superior to non-white people and the tribal cultures and were therefore destined to triumph, or in his exact word ¹"the European monopoly of the higher mental faculties was the inner tabernacle of the Victorian racial attitudes..." Alan Ward on the other hand argues the complexity of the wars and their motivations for war, and that it was more complex than their (the Pakeha) hunger for land. He continues to explain the three primary motives for war - forcing amalgamation on the Maori/ take over their culture, ending Maori resistance to land sales by force and the hope of the humanitarians that Maori might convert into the Pakeha Christianity/ expand their church.

Another reason as to why the Traditional views are no longer viable was the inaccuracy of a Pakeha military victory. James Belich and other revisionist historians believe and say that the Maori actually won many of the battles that took place, they were better organised than what the Traditional view reveals. Also the tactics and leadership of the maoris were far more complex and much more capable than what the Victorian attitudes could accept or believe. An example of the complex tactics was the invention of the 'pa Maori' or 'native fort' by a Maori Chief as response to the considerably superior number of men they were fighting against also the firepower they possessed. The Maori were also smart enough to build these Pa's on high grounds such as hills and ridges, the Pa Maori had features such as anti-artillery fortified bunkers and trench systems which as adopted by the Pakeha later on after the wars and claimed as their idea which they used in World War One known as the 'Trench Warfare Systems'. Despite being

viciously outnumbered, Maori forces were victorious due to their indigenous construction of fighting and the good of the Pa's by the Maoris which was proven effective for it left them with numerous successfully won battles against the Pakeha, such as at Ohaeawai.

Considerable study by the revisionist historians of Maori society in the fallout of the conflicts prompting overhauled decisions regarding that period. It was discovered that the law passed during and shortly after the wars in Aotearoa had a greater impact on Maori society, culture and land ownership than any battle fought between the British and Maori. 1863 New Zealand Settlement Act - passed during the New Zealand Wars, basically authorised the taking of Land from Maori. This piece of Legislation assisted European settlement; it's intention and effect was to punish so called 'rebel' Maori by allowing the confiscation of their land. 1864 Land Confiscation Act- over the next 3 years, 5 districts were proclaimed under the act; Waikato, Eastern Bay Of Plenty, Tauranga, Mohaka and Waikare; this act affected a total of 1.5 million acres of Maori land. There were over 20 Laws passed that made life difficult for the Maoris, and easier for Pakeha, keep in mind that land was not the only thing stripped from them, their culture and their people were severely affected, by the confiscation of their land and other possessions. However, despite everything, the Maoris were determined to restore their lives and society after the death toll and annihilation of the wars.

Keith Sinclair, William Hosking Oliver and other early revisionists emphasised that the struggle over land as the primary, however not by any means the only, reason for the wars. James Belich in particular and his book published in 1986, 'The New Zealand Wars and the Victorian Interpretation of Racial Conflict'. In it James Belich the enormous tactical and military skills of Maori, and the inability of the 'Victorian interpretation' to acknowledge those qualities. He argues that the New Zealand Wars offered a very different picture from one previously given in historical works. From his perspective Maori won the Northern War, no land was confiscated and the Pakeha never really wanted the Northern lands because it was not as 'fertile', which meant the land was not suitable for farming. He argues that the Maori stalemated the British in the Taranaki War of 1860-61 only to be defeated by 18,000 British troops in the Waikato War of 1863-64. The Waikato war from his perspective was more of a war over land and to a lesser extent sovereignty. Why? Because the Waikato land was very much indeed fertile and the settlers would want to buy the land. However Tainui didn't want to sell any land to the Pakeha, this led to the reason why the Waikato tribes created a kingdom (Kingitanga) Maori King Movement. The downfall of this movement was that the Pakeha settlers used this as an excuse (because there can only be one kingdom) for them to invade the Waikato. James Belich also explains 'The degree of Maori success in all four major wars is still underestimated. First published in 1986, James Belich's groundbreaking book reshaped our understanding of the 'bitter and bloody struggles' between the Maori and Pakeha in the New Zealand Wars. To put Belich's perspective into context he argued that Pakeha wanted dominance over New Zealand, and the Maoris on the other hand wanted independence. And the primary reason was the Pakeha's desire to move from 'nominal sovereignty' to 'substantive sovereignty', this would allow them to easily purchase Maori land as well as the burden of British law, administration and civilization on Maori.

Maori Historians Perspective

Since the publication of James Belich's book 'The New Zealand war' some of the revisionists changed their point of

¹<https://www.penguin.co.nz/books/wars-without-end-9780143774938/extracts/2462-wars-without-end>

view. James Belich's understanding has been viewed by the Maori historians as excessively outrageous and placing too much accentuation on sovereignty as a reason for conflicts in contrast with issues of land. This was the outcome of the revisionist perspective being revised! Maori historian Danny Keenan in *Wars Without End* (2009) he describes that from the earliest days of European settlement in New Zealand, Maori have struggled to hold onto their land. Land represented everything fundamental and crucial for the Maoritanga, such as their mana, customs and history. Whakapapa are anchors of Maori's into their landscapes. For the Pakeha, land provided the means through which status, wealth, identity and eventually the franchise might be acquired. Both races had a reason to fight for the land, tensions began early, arising from disputed land sales. When open conflict between Maori and imperial forces broke out in the 1840's and 1860's, the struggle only intensified. For both sides, land was at the heart of the conflict, one that casts a long shadow over race-relations in modern-day New Zealand. Note that Maori competing for land began even before the Pakeha arrived in Aotearoa, between the Maori tribes, however from the time they first arrived procurement of land from Maori was a vital target for a long time. War was just the last stage in a long course of protection of their mana whenua. Danny Keenan portrayed that Land is the foundation of all the troubles Maori faced, "The Land Wars" takes more account of how Māori saw those conflicts by foregrounding the issue of land. This crucial point is disregarded or disparaged by numerous recent Pākehā students of history who consign land to an issue of minimal significance. However, foregrounding the land consistently outweighed everything else for Māori, as to be sure it accomplished for Crown and other Pākehā authorities, similar to those from the New Zealand Company, since land was the issue around which contact and struggle constantly happened. Land was as steady an issue for authorities as it was intended for Māori. For Pākehā, land gave the means through which status, abundance, character and in the long run the establishment may be obtained. For the Crown, securing of Māori land formalized its cases for forcing one-sided administration on Māori, claims which Māori emphatically opposed, most extraordinarily on the war zone. Danny Keenan's book 'Wars Without End' is the first book to approach this contentious subject from a Maori point of view, focusing on the Maori resolve to maintain possession of customary lands and explaining the subtleties of an ongoing and complex conflict. To put his perspective into a few sentences, Maori historian Danny Kennan believed that 'land was the crucial issue of the wars'. Because he believed that in order for the British to get land they must first must get the power, his perspective is that they only wanted the power to gain the Maori lands.

Ironically, there are similarities between the Traditional perspective and Maori Perspectives primarily because both perspectives accept that the reason for war between the Pakeha and Maori was over Land. The Traditional historian perspective is that the conflicts were over rivalry for land and Maori's refusal to recognize Pakeha authority and sovereignty in Aotearoa at the time and their refusal to sell/give up their land to the settlers. Maori Historians such as Danny Keenan emphasised multiple times that the conflicts that took place between the Maori and Pakeha was over land. Land was everything to the Maori's, it represented their mana, their history and custom. For the Pakeha it provided their status and wealth. Each race had means to why they wanted the land and put their lives on the line for it. There are similarities here to the degree that the two perspectives recognize that sovereignty and land were significant issues, however both agree (ironically) the most significant (primary) issue was land and to a lesser extent

sovereignty. Both perspectives also agree that the most suitable title for the Nz Wars would be 'The Land Wars'. Is the title of the wars that important? Well, it is because the title conveys key messages about the nature of the wars, their causes and participants. For a long time, it was common to refer to this series of conflicts as "the Māori Wars". That was consistent with the British tendency to name wars after their enemies; for instance, the Boer War, the Zulu War, or the Indian Mutiny. But there are some obvious problems with such a label. For a start, it tends to sheet home responsibility for the wars to Māori, rendering the other combatants invisible. As historians began to delve deeper into the causes of the wars, some felt that the term "Land Wars" was more appropriate. It pointed the finger at the settlers, whose greed for land was highlighted as the fundamental factor behind the wars. This reflected a shifting historiography that was beginning to reject the older assumptions about the wars, in favour of a viewpoint more sympathetic towards Māori perspectives.

Conclusion

To conclude, in my perspective over why the New Zealand wars were fought, I would agree that it was over land rather than sovereignty. While analysing and reading the different perspectives of the Nz Wars, the thing that stood out to me the most was when Maori Historian Danny Keenan said that land represented everything crucial and fundamental to the Maoritanga, and provided status and wealth to the Pakeha. It made sense as to why the wars would be over land, because both races had significant reasons as to why they ended up in conflict with each other. The Maori people saw land as their mana, identity and they would protect it at all costs hence why they refused to sell to the Pakeha, however the Pakeha wanted the land and would do anything to gain that, even if it meant war between the two races. In the Treaty Of Waitangi, article 2 and 3, both articles are about giving the British the right to buy the land from the Maori and Maori keeping their land and treasures, but have to give them to the crown first. Predominantly article 3 contradicts article 2, also how ironic is it that there are 3 articles in the Treaty Of Waitangi and 2 of them are about land and giving rights to the British to buy land off Maori, another reason why I believe that the wars were over land and to a lesser extent sovereignty. This can also be seen in the Waikato war, the Pakeha fought so hard to obtain the Waikato land because they knew how rich and fertile the land was and they needed fertile land for their farming. Tainui also knew that his land was fertile and hence why he refused to sell it to the British. The British could have brought land elsewhere because they basically owned the whole Aoteroa at the time. But they chose to fight the battle and start a war in the Waikato. The British didn't really put up a fight in the Northern War, and from my perspective it was because they knew the soil wasn't of any use to them because it was infertile, they did however participate in the conflict and I believe it was just to prove their dominance. In class however JP Eason gave us his point of view into the Wars and why he thinks they happened, he stated that in his years of studying this topic he believes that it was war over land AND sovereignty, his reasons made sense but to a certain point. If it was a war over both land and sovereignty why did the British let only 82 of their soldiers die in the Northern War and let 748 of their men die in the Waikato War? This is evidence of how much harder they were willing to fight and how much more they wanted the Waikato Land. So if it was over both Land and sovereignty, why not put just as much effort into the Northern war as they did in the Waikato Wars, probably because they knew how much more beneficial and fertile the Waikato Lands are compared to the Northern Lands.

GATEWAY PROGRAMME

MRS NATASHA JEFFREY - GATEWAY CO-ORDINATOR



In 2021 we had 26 students enrolled in Gateway. It has been a year interrupted, however, we have still managed to achieve a lot. Students have gained numerous transferable skills to take with them in their transition into the next phase of their career journey.

This year 20 students earned their forklift operators licence and learned valuable knowledge in workplace health and safety, manual handling and hearing conservation. 10 students went on and completed work placement in the field of Logistics, at Cardinal Logistics in Wiri.

We had two students, keen to join the Defence Force, complete a school holiday programme in leadership and group work. They showed maturity and commitment giving up their time in the school holidays to complete this course.



We have had a student enrolled in an automotive course, another gaining experience in chiropractic's, some in the building industry, scaffolding and others working with children and youth. We came close to nursing experience, hospitality and work in the carpeting industry this year.

Five students went to a 'Speed Meet' in August to meet a variety of employers looking for school leavers. It was held in a large gym and students rotated around employers from numerous industries and then students and employers swiped yes or no if they wanted to follow up and meet again. Our boys represented Wesley College

well. They looked very smart in their school uniform and there were a few matches to be followed up.

Just on lockdown we had an Engineering trip planned to the HEB site at the development of the new roundabout on SH22. This is planned to be rescheduled next year to show students keen to participate in Engineering work in the future.

We also had two further courses booked that have been Covid interrupted, one on First Aid and the other Work Safety, managing drug and/or alcohol related problems in the workplace and hazard identification and risk assessment procedures in the workplace.

AWF recruitment have worked with students looking to join the workforce, either part or full time and we have had two students complete their Foundation Site Safe passport, meaning they are cleared and able to work on a variety of building sites in the future.

The students on the Gateway course this year have worked hard and I wish the Year 12 and Year 13 students leaving us at the end of this year all the best on their future career journey. I hope that in the future you may be the employers taking on our Wesley students to give them experiences in the world of work.



Thank you to these companies who have supported our school this year for work placements:

Affordable Scaffolding, Brother Haircuts Pukekohe, Cardinal Logistics, Carpet Court, Franklin Retirement Village, Kidz Social Services, Living Chiropractic and Wellness, McManus Builders, Point Construction, Southern Ford Automotives, Woodside Hospitality and YES after school care.

Also thanks to The Warehouse Pukekohe for providing discounted work safety gear for our students.

DANCE & DRAMA

Kia ora koutou katoa.

This year we had four classes within the Dance and Drama department: Year 11 Dance/Drama, Year 12 Dance, Year 12 Drama and Year 13 Dance/Drama.

In Term 1 our Level 1 students completed their dance choreography work. The dance unit 'Korowai' provided various stimuli for choreography in contemporary dance. It is always rewarding to see students' problem solve and create original movement. Our year 12 Dance focused on performance standards and began their own choreography work. This work would be completed at the start of Term 4. Our year 12 Drama and Year 13 Drama focused on drama performance and theatre form with their studies of Elizabethan and New Zealand Theatre form through 'Romeo and Juliet' and 'Niu Sila'.

In Terms 2 and 3 the department welcomed Miss Katie Mitchell who took charge of the department while I took maternity leave. Level 1 students now focused on drama performance while our senior classes studied performance make up. Their learning was materialized when they visited Spookers to apply their newfound skills (see separate article by Miss Mitchell).

Unfortunately, due to Covid 19, our students had to abandon certain achievement standards as it proved too difficult with the restrictions of level 4 and level 3. Level 2 and 3 Dance choreography and our Drama production were sadly left aside. We look forward to working on these standards in 2021.

A big thank you to all our students and teachers for the hard work shown this year. Working onsite, offsite, sitting UEG's and exams all while being masked and socially distanced was challenging to say the least. I applaud your courageous efforts. We also thank Miss Mitchell for her hard work. It has been truly appreciated.

Wishing you all a merry Christmas, happy new year and happy holidays. I'm looking forward to working with you all in 2022!

MRS DESIREE POLE
TIC DANCE AND DRAMA



Korowai Dance Unit



*Level 1 Students
Contemporary Dance
Choreography*





Osea and Apai in 'Niu Sila' - Level 1 Drama



Hanging out after completing an assessment. Lower Harding



90's Hip Hop performance assessment

Level 2



Level 2 dance choreography based on backyard games



The Friar - Joel Lepaio



Level 2 Drama - a scene from Romeo & Juliet

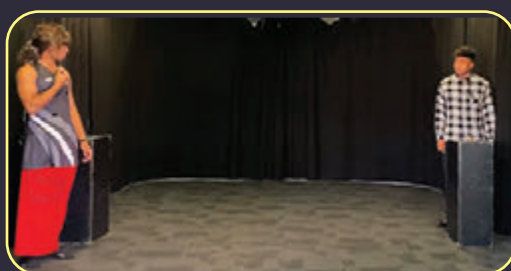
Level 3 Drama



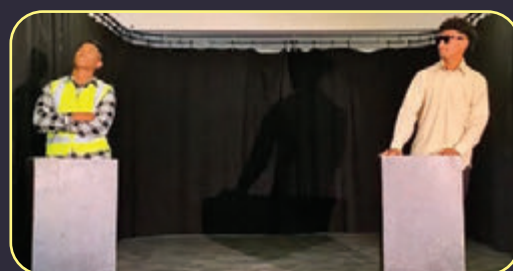
Faalifu and Luke in 'Niu Sila'



Romatt as Romeo and Malia as Friar Lawrence.



Monty and Sione in 'Niu Sila'



DRAMA - SPOOKERS

Before the 2021 August lockdown occurred, the Drama department offered an exciting opportunity for level 2 and 3 students. Students were issued the task to complete a costume make-up assessment and with this a special trip to Spookers Haunted Attraction Theme Park was organised.

The trip to Spookers was a huge success and students were thrilled at the opportunity to participate. While there, the staff at Spookers kindly took students on a guided tour through two different attractions where they were able to see first hand different settings and props with an exclusive behind the scenes look at how the creative magic happens.

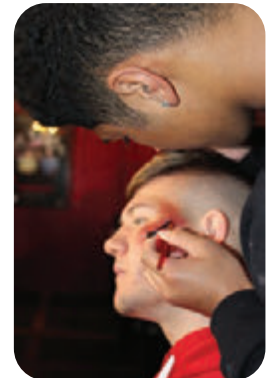
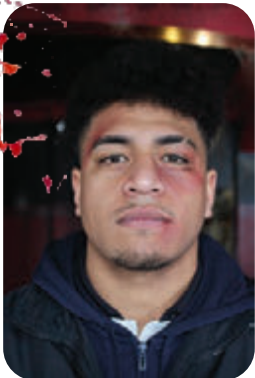
Peaking a high level of interest, to follow, a live make-up application tutorial was presented for students to watch and learn key application skills/techniques. Then, the tables were turned and it was the students' time to shine where they were able to use the skills they had learnt to apply their own supernatural themed make-up designs



on each other to complete their assessments under the watchful and helpful eye of the Spookers professionals.

This was a fantastic fun-filled day, enriched with a lot of engaged learning as well as big laughs.

MISS KATIE MITCHELL





MEDIA STUDIES

Wesley College's Newest Additions

By Keana Carson-Walker

With around a quarter of the student population identifying as Maori, do we have enough Maori staff at Wesley College? Wesley College is known for its majority of Pacific and Maori students but do we have enough Maori staff to support the Maori students?



The newest additions to our Wesley staff - which includes a local rugby star - are helping to get the balance right. Introducing our Head of Maori Department, Matua Mataiaha Martin, and our Pou manaaki - Maori Student Support person - Ms. Ngataki. Within this article, I'm going to be introducing Wesley College's latest additions and sharing just a little bit of Wesley's rich history.

Wesley College was founded in 1844 in Grafton, Auckland, and was used to train young Maori men alongside men from the Pacific Islands. Wesley College closed for several years during the land wars in the 19th century and is now located in Paerata.

Wesley College's special character says:
We are Christian in Practise
We are Methodist in ethos
We are accepted as we are
We are called to be the people of God and to do God's work
We belong to the Wesley College family and the family of God.

Matua Mataiaha Martin grew up with both his parents and his two brothers in Mangatangi, which connects to the iwi Waikato and Tukorehe Located in Kuku, Levin. Playing golf and rugby is one of his many hobbies and like many of you Maori boys, he dreamed of playing professional rugby. Now he plays for the Counties Manukau Steelers as a lock and is also co-captain.



“I always knew I had a huge heart”



“I am excited to see the students flourish and look forward to sharing each and every journey with them”



“Maori may only make up 27% of the student body at Wesley College”

Ms Ngataki, on the other hand, is from Hamilton but was born and raised in Drury, Karaka. She had her mum and dad plus her siblings and also her extended family in her life growing up she and her family lived on their Marae Whatapaka. She is a pretty easy-going woman who is liked by all her peers throughout Wesley College. Ms Ngataki is a compassionate and caring person and that is why her dream job was to become a nurse and that's the reason why she took the Maori support person job because she gets to care for the Maori students in Wesley College.

So what was it that attracted these young Maori professionals to take the job at Wesley College? Matua Matiaha's mum taught here as head of Maori and Matua Matiaha wanted to feel connected to her and follow in her footsteps, he also commented on the pay! Matua Matiaha's job is to teach Te Reo Maori to the students of Wesley College. For Ms Ngataki, she said "I always knew I had a huge heart, sometimes bigger than I can even handle. If I could use it to awhi our rangatahi then I think it will be well utilized. This is part of what made me know that I could help do some really cool things around the school." Ms Ngataki's job is Pou Manaaki also known as the Maori support person at Wesley College. Her job is someone for the Maori students to go to if they need help with school or even outside of school. With Ms Ngataki's big heart I think this job is perfect for her.

So why are these appointments so important for the young Maori at Wesley College? I asked Matua Matiaha and Ms Ngataki for their opinion on the way Maori students are treated at Wesley College. "From stories that I have been told NOT GOOD. I guess it is getting better but that is why I'm here. Hopefully, with the help of others, we can get our Maori students first, to be proud of who they are which will

empower them." Matua Matiaha also commented on how we should connect more with the Maori students so that they know this is a safe place for them to be in. Ms Ngataki commented "My journey with Wesley College began when I started in term 2. There is much work to be done here and that is very clear. I am excited to see the students flourish and look forward to sharing each and every individual journey with them"

Te Tiriti o Waitangi (the Treaty of Waitangi) is the founding document of Aotearoa/New Zealand, but do we really uphold the three principles of Protection, Partnership, and Participation at Wesley College? Maori may only make up 27% of the student body at Wesley College but they are still the Tangata Whenua and their culture should be respected and celebrated. The appointment of Matiaha Martin and Ms Ngataki is a step in the right direction toward ensuring that Maori culture is promoted at Wesley College and given the status that it deserves.

So what does the future hold for Wesley College? Increased support for Maori students will help to raise attainment and improve the wellbeing of our Maori students. Furthermore, developing the use of Reo and Tikanga alongside developing links with local iwi and local history will help to strengthen Maori identity.

Can Wesley College's newest additions benefit the uprising of Maori students' success within 5 years of schooling or will the Maori students' opportunities continue to slip through our fingers? Welcome to Wesley College Matua Matiaha and Ms Ngataki.



“be proud of who they are”



LIFE AND FAITH



Through the lessons of the Bible such as the story of 1 Samuel, John and Charles Wesley, the Protestant Reformation and Ancient Greek, this year our Life and Faith department has learnt to push past many obstacles and uncertainties, concentrate only on God and move forward knowing that what we face in front of us is part of God's plan and aware that our actions will be judged by God as TJ Ah-sui has mentioned in his essay below.

We have experienced different religions over the years, ethical issues such as Child Poverty or Abortion and even took the leap of faith and challenged our department by trying to make a link between the bible and Ancient Greek. I thank the Year 12 Life and Faith class for taking a leap of faith and working hard to ensure that we challenge ourselves by doing a Classical Studies standard.

I want to thank the Wesley staff and students for your support throughout my six years at Wesley College as Teacher in charge of Life and Faith. I wish all students the best with their future endeavours and please continue to work hard in your studies and continue to improve your relationship with God.

"I continue to dream and pray about a revival of holiness in our day that moves forth in mission and creates authentic community." - John Wesley

Do not forget as Methodist our job is to revive our community and help those in need to ensure that we live in a world full of love and purity.

MS ELISA TUFALA
TIC LIFE & FAITH



God's judgement from a Methodist Perspective

Written by TJ Ah-sui



The theme of God's judgement in the Methodist tradition promotes how our hearts should be obedient towards God and his commandments for us to live a peaceful life and retreat to him once our time on this earth is due. The book of 1 Samuel located in the Old Testament of the Bible introduces us to the theme of God's

judgement towards us and the characters displayed in 1 Samuel. The book of Samuel reflects on the life of Samuel, son of Hannah throughout his entire existence and the kingdom of Israel. As the book of 1 Samuel continues, we are introduced to King Saul, King David, Eli and his two sons and many more. God's judgement serves an important role in the Methodist church because as Christians our life is devoted to our lord and saviour and we do whatever we can to please God. If we are unable to do so, for example committing sins relentlessly or behaving recklessly, God will judge us for our actions and if he is not pleased, he will decide our fate/punishment. Methodist sources I will be using as evidence in my essay are Charles Wesley's hymns, the Wesley prayer as well as John Wesley's sermons to support my points on the significant theme of God's judgement.

Our first encounter with the theme of God's judgement in the book of 1 Samuel is Eli's disobedience towards God through the sins of his two sons Hophni and Phinehas. Hophni and Phineas were behaving recklessly by taking the prime cuts of meat for themselves as well as committing adultery with the sanctuary's serving women. Due to their actions God had placed their judgement of death upon their names and their fellow descendants. A bible verse from 1 Samuel that supports this statement is 1 Samuel 2 verse 3 "**Talk no more so exceedingly proudly, let not arrogancy come out of your mouth. For the lord is a God of knowledge and by him actions are weighed**" as well as 1 Samuel 2 verse 34 "**And this shall be a sign unto thee, that shall come upon thy two sons, on Hophni and Phinehas; in one day they shall die both of them**"

The importance of God's judgement towards the religion of the Methodist church is very crucial. As Christians and pacific islanders, we grew up to idolise our heavenly father and worship him to our best ability. Our lives are focused on the commandments of God and to return to our lord and saviour one day we must abide by his commandments. The act of sin in the Methodist church is taken very seriously, although most of us are sinners, we repent by praying for forgiveness or

reading his word to return to God. However, those who sin and do not repent will face the judgement of God. A bible verse that supports this is 2 Corinthians 5:10 "**For we must all appear before the judgment seat of Christ, so that each one may receive what is due for what he has done in the body, whether good or evil**".

The theme of God's judgement is also important to the Methodist church because it relates to the Wesley Prayer. Words from the Wesley prayer that expresses these actions are "**God help me to, do all the good I can, by all the means I can**". The Wesley prayer reflects the theme of God's judgement because we as Methodist believe that God can guide us in the correct path, we trust that through the path he takes us is good and worthy. We are also aware that if we are disobedient to God we are to be judged for our actions (may it be good or bad). Therefore, the words such as "**Do all the good I can**" relates to ourselves to trust in God so that we can be good people and avoid his fateful judgement. This also confesses that only God has the power to lead us towards the right path, however it is up to us whether we want to follow his way or not and it is only through him that we can ask for help so that we can do the right things and become obedient unlike Hophni and Phinehas.

The next encounter of God's judgement in the book of 1 Samuel is God's judgement towards Eli due to the sins of his sons. Throughout the story of 1 Samuel the sins of Hophni and Phinehas (adultery and taking prime cuts of meat) had fallen onto Eli, their father. Samuel had received warning from God to demand Eli to discipline his sons so that they could be obedient, however Eli did not do so. The same result for his sons would be the result of Eli, and although Eli knew of God's judgement upon him, he carelessly did not act and fell to his death after hearing about the taking of the Ark of God during the battle between the Philistines and the Israelites. A bible verse that explains the death of Eli is 1 Samuel 17 - 18 "**The man who brought the news replied, "Israel fled before the Philistines, and the army has suffered heavy losses. Also, your two sons, Hophni and Phinehas, are dead, and the ark of God has been captured."**18 **When he mentioned the ark of God, Eli fell backward off his chair by the side of the gate. His neck was broken, and he died, for he was an old man, and he was heavy. He had led Israel forty years**". Eli's death was brought on by himself because of his lack of discipline towards his sons and his disobedience towards God himself.

In Charles Wesley hymn 'And can it be' it states "**Emptied Himself of all but love and bled for Adam's**

helpless race. 'Tis mercy all, immense and free". God's judgement reflects these lyrics because in the beginning of time, Jesus gave his life for our sins to protect us from God's judgement. Therefore, the lyrics "Tis mercy all, immense and free" reflects the death of Jesus on the cross and his sacrifice for our sins so that we could avoid God's judgement on us. Our civilisation was foolish enough to let the nailing of Jesus commence and just like Eli he reacted carelessly towards the sins of his sons therefore he received the same punishment which was death. Personally, in today's world there are a lot of foolish people out there who are preaching false words and not following the commandments of God. This relates to Eli because in our everyday lives we receive warning from various people such as our teachers, parents, coaches etc and if we are unable to follow their instructions or react to warnings without urgency, then we will be punished just like Eli.

Our last encounter with God's judgement in the book of 1 Samuel is God's judgement towards Saul the former leader of Israel. In the book of Samuel, we are introduced to Saul as a modest, noble leader that was chosen by God to lead the Israelites to battle against the Philistines. However, as the story continues, we are introduced to a young, humble farmer by the name of David. David was recruited by Saul to become one of his fellow soldiers, yet as they battled against the Philistines, David's fame grew larger and larger, and Saul's jealousy of David began to arise. Saul's jealousy resulted in the hunting of David and David had fled to the wilderness where it was safe. With God on David's side, David was safe and protected from Saul's evilness, however for Saul his fate was yet to come. Saul's actions of being disobedient to God's commandments and sinning against David resulted in his gruesome death of impalement. **"Then said Saul unto his armourbearer, draw thy sword, and thrust me through therewith; lest these uncircumcised come and thrust me through, and abuse me. But his armourbearer would not; for he was sore afraid. Therefore, Saul took a sword, and fell upon it.5 And when his armourbearer saw that Saul was dead, he fell likewise upon his sword, and died with him"**. Saul's death was caused by the actions of himself and his sins, therefore God had placed his judgment upon them. This verse also reflects the theme of God's judgement because Saul knew his fate was about to come because of his immoral actions, and instead of trying to avoid his fate, he chose to confront it and died because God's judgement towards Saul was death. A Methodist source that supports God's judgement towards Saul is John Wesley's sermon on the *Message of the evangelist*, which states **"We are all sinners and need to allow ourselves to be shaped by God's love"**. This sermon relates to the theme of God's judgement because John Wesley preaches on how society today is full of sinners, which is relatively true. This passage also relates to Saul because his sins were caused due to his lack of faith in God. His jealousy interfered with his role as a leader and Saul's wickedness distracted

him from his primary goal to protect the people of Israel hence why they were defeated in battle and his sons and himself died. Personally, I believe that Saul's death does play an important role today, reason being is because his jealousy distracted him from what was important (protecting the people of Israel). In today's civilization similar scenarios do occur, our acts of vengeance or resentment mislead us from the important things in life whether it be our families, friends, God, or work. However, we must put aside our sins against each other and learn to love one another and live according to the grace of God.

In conclusion, just like the significant historical figures in the bible, we are all ordinary people. However, our actions often protect how others see us. The theme of God's judgement plays an important part in our everyday lives, it is without a doubt that most of us do sin daily and although our judgement may not be as fatal as death it could be something more delicate, such as forgetting something important, hurting ourselves, etc. Personally, I know that I'm not perfect and I am sinner, however my morals and beliefs are towards God and his commandments and although I may be disobedient towards his rules at times, my faith in God will always have a place in my heart so that I can try to do the right things that please God.

TJ AH-SUI - YEAR 12



The Prime Minister's Education Excellence Awards



The Prime Minister's Education Excellence Awards shine a light on teaching best practice by schools across Aotearoa New Zealand. The Awards focus on the work of groups, teams and partnerships in schools to

work that has been done in Academic Mentoring, evening tutorials, motivational sessions with old students and academic camps with senior students over the past 3 years formed the basis of the entry for these awards.

Short films were created to tell the story of all the great things that have been happening at Wesley College to improve academic results for NCEA and University Entrance. We also welcomed judges and Ministry of Education officials to come and see our school in action. It was a great opportunity to share some of the good things we are doing at Wesley College to support our student's academic learning and achievement.

DAVID FAITALA

PRIME MINISTER'S EXCELLENCE AWARDS PROJECT LEAD

develop programmes that highlight the combined effort needed to achieve improvement, equity and planned innovation.

This year Wesley College was a finalist in two categories for the Prime Minister's Excellence Awards – **Excellence in Health and Wellbeing** and **Excellence in Engaging**. The



Auckland's Wesley College is supporting students' sense of belonging, through confident connections to the school and their peers.

Weekly mentoring has paired each student with a trusted adult to support social and emotional wellbeing, while building academic skills.

Sporting success is promoted alongside spiritual and social growth.

The school offers wraparound support, including motivational evening talks from former students, all offered online during the COVID lockdowns. Wesley's learners have enjoyed their highest ever achievement in NCEA Level 3 and University Entrance.



Harnessing the power of former students has made a real difference at Wesley College.

The Tohu Mātauranga - Qualified School Leavers Project - aimed to substantially lift NCEA achievement and University Entrance among Year 13 students.

A mentoring system with evening check-in sessions, academic and wellbeing camps, and motivational speakers, have helped keep the project on track.

By focusing on vocational pathways in their community, and partnerships with Pasifika families to design educational activities, Wesley have boosted achievement and engagement for their learners.

LIBRARY REPORT



2021 what a year it has been for the library and me! I joined the 'Wesley Team' in April of this year and after a friendly warm welcome to Wesley by staff and students alike, I quickly settled in to being the new Librarian at Wesley College.

What a hit this newly renovated Library is with staff and students. Not only is it used extensively for reading, referencing and study but often provides a social hub for the school's students. With Independent Learning for year 12s and 13s, starting this year, the library has been a hive of activity, providing a perfect place for learning. The attachment of Room 12 (computer room) to the Library provides a well-used environment for students and teachers.

I have been very impressed with the care and responsibility taken by students in looking after games, new furniture and respecting the Library and all its facets.

Intervals and lunchtimes have been extremely busy as well as providing a safe and social space for students. Card games and chess proving popular with the students during this time.

After lockdown the students returned with a renewed resolve to prepare and study for exams and complete internal assessments. Good behaviour was exhibited and focus to succeed prominent by many.

It has been a pleasure working as your librarian. Happy festivities, safe travels and I am looking forward to seeing you all in New Year.

Nga mihi.

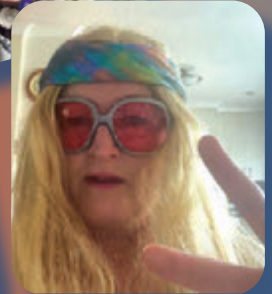
KIM TAYLOR-CAMERON
LIBRARY MANAGER



covid times

Gateway Co-ordinator - Natasha Jeffrey
keeping Zoom meetings entertaining during
lockdown.....

"Zoom meetings can be
like a box of chocolates,
you never know what/who
you're going to get!!!"



PINK SHIRT DAY

“Speaking Up, Standing Together, Stop Bullying”!

Friday, 21st May 2021

“Speaking Up, Standing Together, Stop Bullying”!

On Friday the 21st of May the Kairangi student committee led the fight against bullying at Wesley College! The kaupapa behind pink shirt day is Celebrated annually around the globe, Pink Shirt Day began in Canada in 2007 when two students took a stand against homophobic bullying, after a peer was bullied for wearing a pink shirt. In Aotearoa, Pink Shirt Day works to create schools, workplaces, communities and whānau where everyone feels safe, valued and respected.

The Kairangi committee organised a bake sale (cupcakes and milkshakes), karaoke in the quad and staff vs students volleyball. All proceeds went to the mental health foundation and we raised more money than we did last year. We would like to thank the Wesley College community for supporting us in our fight against bullying! Also special mention to the Kairangi student body, Mrs Bellette, Sharon and our staff members for helping us set up the activities and also for the funding for our pink committee t-shirts.

Kōrero Mai, Kōrero Atu, Mauri Tū, Mauri Ora – Speak Up, Stand Together.







9AL

Back Row:
Jacob Wilson-Jones, Caprese Lafaele Diaz, Semisi Naiqara

2nd Row:
Ana Tangi (Junior Dean), Tevita Fatanitavake, Phillip Lavakeiaho, Semisi Faulkafa, David Ryan (Assistant Yr 9 Dean), Anne-Marie Lalakai (Learning Coach)

Front Row:
Mele Lataimaumi, Conner Smith, Lucky Lu'au, Semisi Fahina, Hope Leaupepe

Absent:
Jahmayne New Edwards



9BE

Back Row:
Sione Maile, Finau Samson-Makoni, Rhydahr Rewa

2nd Row:
Ana Tangi (Junior Dean), Sisi-Aleki Leger, Jaiden Mahina, Tevita Malele, David Ryan (Assistant Yr 9 Dean), Brian Evans (Principal)

Front Row:
Luella Taupaki, Eric Tausala, Brooklyn Taare, Sione Taupaki, Petria Taiapa

Absent:
Etimoni Taulanga



9CF

Back Row:
David Ryan (Assistant Yr 9 Dean), Etina Talakai, Teu Tapa, Phillip Taufu, Doran Spark-Taitumu, Chris Field (Learning Coach)

Front Row:
Feo'ofu'ofani Hausia, Alby Taihoa, Janet Tupou, Juanpablo Likiafu, Esitakio Kuli

Absent:
Nevaeh Tofaeono Tie, Xantayn Wright-Tuatama



9DR

Back Row:
Christopher Greener, Epeli Pohiva, Tre Gush-Apelu

2nd Row:
Ben Porter, Isaiah Tuita, Percy Togotogorua, Oliver Carter, David Ryan (Assistant Yr 9 Dean)

Front Row:
Akesa Sosefo, Senituli Tupou, Vatulili Rabici, Dallas Green-Siuleo, Skye Purua

Year 9 - Academic Mentoring Classes



9MC

Back Row:
Haitini Manuika, Takawaenga Marupo, Siale Hautau

2nd Row:
Ana Tangi (Junior Dean), Saia Havea, James Asitomani, Jope Vatuwaliwali, David Ryan (Assistant Yr 9 Dean), Miriam Chainey (Learning Coach)

Front Row:
Finau Ale, Issac Leaaetoga, Mele Afimeimounga, James Aholelei, Estacher Bourne



9PM

Back Row:
Dyson Kopu, Zephyr Munro-Morrison

2nd Row:
Ana Tangi (Junior Dean), Iliesa Bilitaki, Elijah Unasa, Anthony Esera, David Ryan (Assistant Yr 9 Dean), Phillip Ma'aelopa (Learning Coach)

Front Row:
Hera-May Kirkwood-Haretuku, Tevita Fifita, Tulia Koro'i, Sione Tupou, Faye Hermez

Absent:
Afu Nai



9SS

Back Row:
Edward Kara, Taufehui Vaka, Mosese Kailea

2nd Row:
Ana Tangi (Junior Dean), Sefopalu Moala, Kava Vainikolo, Vili Moa, David Ryan (Assistant Yr 9 Dean), Sam Siliasau (Learning Coach)

Front Row:
Amethyst Dunphy, Shylah Daley, Sini Asitomani, Dianne Fotofili, Maia Funaki

Absent:
Bobby Bidmead



9VT

Back Row:
Byron Pearce, Lucas Fox, Lomise Toaisi

2nd Row:
Ana Tangi (Junior Dean), Tevita Toronibau, Michael Lea, Setareki Laveti-Waqa, David Ryan (Assistant Yr 9 Dean), Vaisingano Tupou (Learning Coach)

Front Row:
Moeata Ngataki, Nikolasi Feiloakitau, Stevie-Lee Meredith, Sire Ngawhika, Naomi Paea

Year 10

Academic Mentoring Classes



10AF

Back Row:

'Ofa Nanovo, Latu Feiloaki

2nd Row:

Ana Tangi (Junior Dean), Vuniani Naiqara, Adam February, Zanol Heke, Tomasi Tupou, Albert Pate Fihaki (Assistant Yr 10 Dean)

Front Row:

Iosia Tuli, Mele Sakisi, Kasey Hagaitoa Harrison, Alana Edmonds, Cohen Leaupepe

Absent: Kaleb Kara, Giovanni Te Namu



10CB

Back Row:

Tausisi Amituanai, David Uhatafe

2nd Row:

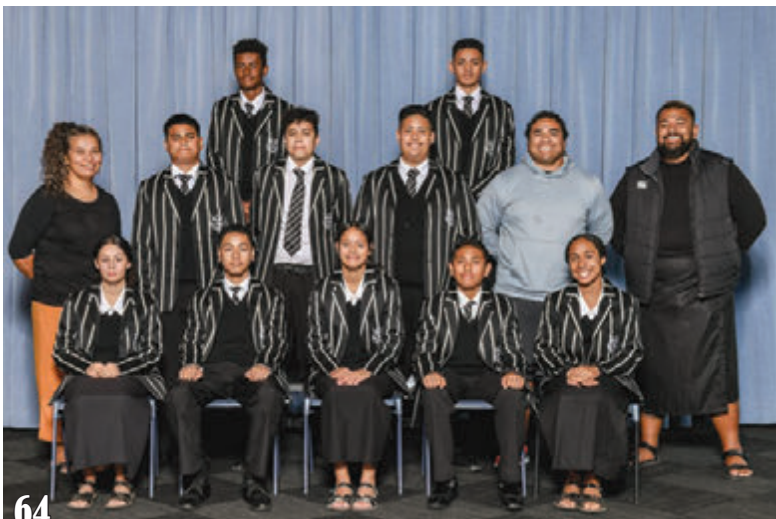
Ana Tangi (Junior Dean), Roko Rabici, Haukinima Vaka, Tamahui Popata, Chris Bean (Deputy Principal), Albert Pate Fihaki (Assistant Yr 10 Dean)

Front Row:

Graecyn Teiho, Adi Repeka Navunicagi, Caroline Ormsby, Legacy Otuhiva, Pehirangi Paki

Absent:

Jaidyn Doland, Rua Kora



10DF

Back Row:

Savati Rokodi, Seth Kirisome

2nd Row:

Ana Tangi (Junior Dean), Kalafi Molitika, Lexington Toia, Marcel Autufuga-Heremaia, David Faitala (Learning Coach), Albert Pate Fihaki (Assistant Yr 10 Dean)

Front Row:

Caprice Rama, Metuisela Aholelei, Suana Bourne, Malachi Olago, Phoebe Nasila

Absent:

Tetahi Fatamaka



10DS

Back Row:
George Vakauta, Suli Pahulu, Peila Filivao

2nd Row:
Ana Tangi (Junior Dean), Fagatele Peni Vai, Robert Toma-Lemalu, Kolini Collins, Tevita Liu, Albert Pate Fihaki (Assistant Yr 10 Dean)

Front Row:
Rori Kirkwood, Sariyah Paitai, Jope Nauarabota, Nevaeh Kopelani, Masi Hausia

Absent:
Sione Vao



10IS

Back Row:
Kolo Ale, Andrew Tali, Benjamin Tameifuna

2nd Row:
Ana Tangi (Junior Dean), Sosaia Havea, Tarzan Tagoai, Houma Fotu, Imraz Sahib (Learning Coach), Albert Pate Fihaki (Assistant Yr 10 Dean)

Front Row:
Rosie Ligavatu, Kaukauloka Fotu, Chazidy Leef Koia, Victor Field, Praise Taimalie Tema

Absent:
Carter Matthews-Runga



10LJ

Back Row:
Uncle-Demi Maile, 'Eneasi Fakapulua

2nd Row:
Ana Tangi (Junior Dean), Manaia Kemp, Ioane Unasa, Paula Tafea, Letticia Jones (Learning Coach), Albert Pate Fihaki (Assistant Yr 10 Dean)

Front Row:
Shyah Davis, Taufa Tuitavuki, Kaide Searle, Marlina Kilifi, Ana Adams

Absent:
Luke Su'a, Tevita Taliai



10JR

Back Row:
Ishe Tuipala, Mharsal Kaokao, Sihoiakimi Taufa Bogun

2nd Row:
Ana Tangi (Junior Dean), Isaac Te Puia-Afoa, Mafua Beckett, Joshua Inoke, Pita Cagimaivuna, Albert Pate Fihaki (Assistant Yr 10 Dean)

Front Row:
Tracey Nansen, Vika Taufa, Nikora Taia, Milise Tau, Petilisa Mafi

Year 11

Academic Mentoring Classes



11AS

Back Row:
Viliami Fifita, Alex Alefosio, Sekove Tuisuva

2nd Row:
Ngatia Vaike (Senior Dean), Joseph Afimeimounga, Timata Kahi, William Setitaia, Malumalu Finau, Aliitasi Aoina-Salesa (Assistant Yr 11 Dean)

Front Row:
Tekotahioitaiporotu Tauhara-Clark, Seini Vatuwaliwali, Layson Paitai, Tatyana Riley, John-Paul Otuhiva

Absent:
Sola Vahai



11CW

Back Row:
Ioritana Utupo, Joey Taumateine, Iese Ofa, Christopher Paea

2nd Row:
Ngatia Vaike (Senior Dean), Ned Williams, James Pole, Apai Ma'u Hinkes, Aliitasi Aoina-Salesa (Assistant Yr 11 Dean), Chris Wood (Deputy Principal)

Front Row:
Cassidy Lemanu, Reon Bidmead, Genevieve Taepa-Kihi, David Kama, Adi Ratu



11DL

Back Row:
Joshua Kata, Joseah Poese, Warren-Tui Togatama

2nd Row:
Ngatia Vaike (Senior Dean), Rawiri-Totohe Aramoana, Selisio Palusa, Makatongiahetau Laiseni, Aliitasi Aoina-Salesa (Assistant Yr 11 Dean), Whaea Denise (Learning Coach)

Front Row:
Florence Taia, Tevita Feiloakitau, Karangarua Tauhara-Clark, Akaripa Batiri, 'Ofa Fakalelu Ki Petani Tuifua

Absent:
Ocean Purua, Rakaihikuroa Tafiti



11NF

Back Row:
Elaona Kava, Quaylin Tokarahi

2nd Row:
Ngatia Vaike (Senior Dean), Peri Stephens, Falo Fifita, Viliame Vave, Aliitasi Aoina-Salesa (Assistant Yr 11 Dean), Natalie Faitala (Learning Coach)

Front Row:
Ngaio Kirkwood, Ernest Johansson, Angel Greener, Xen Ashby, Melenaite Taupaki

Absent:
Moses Puafisi



11RF

Back Row:
Lemuelu Schuster, Osea Lumuni, D'Artagnan Faitala, Kauri Makiha

2nd Row:
Ngatia Vaike (Senior Dean), Bomani Poland, Lenn Esera, Yohann Tupou, Seru Buke, Aliitasi Aoina-Salesa (Assistant Yr 11 Dean)

Front Row:
Kalisi-Pakiamala Fisiiahi, Rosaline Tuipala, Kevin Tavir, Sara Unasa, Samara Poland

Absent:
Pita Kuli



11RS

Back Row:
Faamasino Faavela, Jacob Saki, Soane Fehoko, George Taeiloa

2nd Row:
Ngatia Vaike (Senior Dean), Riley Mataroria, Kelepi Falekaono, Usaia Aria, Aliitasi Aoina-Salesa (Assistant Yr 11 Dean), Richard Smythe (Learning Coach)

Front Row:
Caleb Vukovich, Loloahi Siale, Apisai Faiz, Gypsy Poland, Kingston Tauhara-Clark

Absent:
Carlos Holgate



11SD

Back Row:
Albert Nicholas, Chayce Rewa

2nd Row:
Ngatia Vaike (Senior Dean), Emmanuel Letoa Lee-Hang, Viliami Ale, Jordon Matene, Aliitasi Aoina-Salesa (Assistant Yr 11 Dean), Syamal Das (Learning Coach)

Front Row:
Dorian Lotaki, Telika Tataua, Ruveni Lacanivalu, Roine Vaka, Iveni Telefoni

Absent:
Semesa Bogitini, Jasmine Tonge



12DP

Back Row:

Ngatia Vaike (Senior Dean), Viliami Aholelei, John Malupo, Christopher Mata'utuliki, Desiree Pole (Learning Coach), Chris Wood (Assistant Yr 12 Dean)

Front Row:

Romatt Wichman-Rairoa, Christian Paea, Amelia Lataimaumi, Oscar 'Aloua, Pelekata Judd

Absent:

Camryn Gabriel, Samuel Malupo, Samiuela Taliai, Kezia Paki-Lam



12ET

Back Row:

Travis Keenan, Velvesi Peni

2nd Row:

Ngatia Vaike (Senior Dean), Zach Baleicakau, Troy Wigley, Elisa Tufala (Learning Coach), Chris Wood (Assistant Yr 12 Dean)

Front Row:

Maria Aholelei, Teia Royal, Anne-Marie Futi, Selwyn Heta, Lonise Amituanai

Absent:

Tusitala Kirisome, Adam Puruto, Taanela Vea, Trinity Tanga



12NB

Back Row:

Ngatia Vaike (Senior Dean), Margaret Lolohea Saiti, Nikki Bhana (Learning Coach), Chris Wood (Assistant Yr 12 Dean)

Front Row:

Fahaivalu Mafi, Thomas Setitaia, Viena Toia, Tramayne Henry, Michelle Ducivaki

Absent:

Sebastian Fifita, Silila Koloamatangi, Sioeli Lepaio, Tamiano Perez-Rupeni, Jaeson Winterburn, Rico Taepa Kihī, Iwa Chowdhury, Savenaca King, Connah Pihama



12RO

Back Row:

David Lam Sam, Ellahzane Otuhiva

2nd Row:

Ngatia Vaike (Senior Dean), Viliami Pope, Siosua Falekaono, Uatesoni Taufa, Robert Short (Learning Coach), Chris Wood (Assistant Yr 12 Dean)

Front Row:

Malia Afimeimounga, Hepisipa Vuki, ManuAriki Samuel, Flora Fuimaono, Biani Ashby

Absent:

Jayden Alene, Kurtis Hana, Armstrong Uhatafe, Jack Tuia-Pemerika



12V#

Back Row:

Ngatia Vaike (Senior Dean), Callum Newson-Adams, Shane Repia, Pauliasi Bauleka, Vincent Hapi (Learning Coach), Chris Wood (Assistant Yr 12 Dean)

Front Row:

Christine Koroi, Lute Vaeno, Luteru Luteru Faalogo, Maria Inoke, Tineleti Tupou

Absent:

Taulemautiasina Ah-Sui, Sione Fono, Cace Kingi, Tori Tanga, Sosaia Taufalele, Vilanitina Kau

Year 13



13CS

Back Row: Luki Muller, Sitani Tupou, Viliame Tuisuva, Epalahame Ma'u Hinkes

2nd Row: Siasoi Uhila (Assistant Yr 13 Dean), Andre-James Taufa, David Setitaia, Luke Lentner, Emyr Graham, Charlotte Saunders (Learning Coach)

Front Row: Nevaeh-Leigh Ormsby, Marvella Karibule, Victoria Sili, Amone Fisiiahi, Fili Fono

Absent: Campbell Jones



13GS

Back Row: Siasoi Uhila (Assistant Yr 13 Dean), Epafasi Fehoko, Albert Finau, Gozan Caucaunibuca, Tui Ualesi, Gavin Sheppard (Learning Coach)

Front Row: George Robertson, Siosifa Fekau, Adi Ratu, Isileli Taimikovi, Asipeli Fotofili

Absent: Nathanael Leota, Tavake Poese, Uaiselee Puamau, Mele Tu'ifua, Ethan Grey



13JP

Back Row: Billy Tomu, Victor Taumoepeau, Esala Toluta'u

2nd Row: Siasoi Uhila (Assistant Yr 13 Dean), Nauvai Talamai, Kamenieli Aria, Kenton Afimeimounga, Andrew Small, Jean-Paul Eason (Learning Coach)

Front Row: Felise Tau, Spring Lily Peri, Faalifu Kilifi, Hamiora Ngaheu, Soane Makasini

Absent: Soolua Lemalu, Legend Harris



13SN

Back Row: N'Kastro Mortensen, Taniela Mapusua-Lotaki, Vaaimalae Nansen, Tommy Tusiane

2nd Row: Siasoi Uhila (Assistant Yr 13 Dean), Siasoi Anitoni, Stanley Liufau, Taniela Ngaue, Sione Mausia, Sateki Tuipulotu, Shazia Nisha (Learning Coach)

Front Row: Renee Blake, Silivenusi Vaeno, Keana-Marie Carson-Walker, Nunia Turagabeci, Tyrese McHattan, Leititia Vaka

Absent: Samisoni Tupou

CLASS OF 2021



Kenton Afimeimounga



Albert Finau



Marvella Karibule



Siaosi Anitoni



Amone Fisiiahi



Faalifu Kilifi



Sainimere Raikoti



Kamenieli Aria



Fili Fono



Soolua Lemalu



Taniela Mapusua-Lotaki



Hamiora Ngaheu



Adi Ratu



Renee Blake



Asipeli Fotofili



Luke Lentner



Sione Mausia



Taniela Ngaue



George Robertson



Keana-Marie Carson-Walker



Emyr Graham



Nathanael Leota



Tyrese McHattan



Nevaeh-Leigh Ormsby



Tui Saumalu



Gozan Caucaunibuca



Ethan Grey



Stanley Liufau



N'Kastro Mortensen



Spring Lily Peri



David Setitaia



Epafasi Fehoko



Legend Harris



Epalahame Ma'u Hinkes



Luki Muller



Tavake Poesse



Victoria Sili



Siosifa Fekau



Campbell Jones



Soane Makasini



Va'aimalae Nansen



Uaiselee Puamau



Andrew Small



Isilei Taimikovi



Mele Tu'ifua



Leititia Vaka



Nauvai Talamai



Sateki Tuipulotu



Felise Tau



Viliame Tuisuva



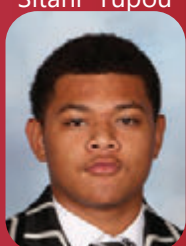
Andre-James Taufa



Sitani Tupou



Ilaisaane Taufa



Samisoni Tupou



Victor Taumoepeau



Nunia Turagabeci



Esala Toluta'u



Tommy Tusiane



Billy Tomu



Silivenusi Vaeno

The thing I will miss the most about Wesley is....

Keana - Chapel, our singing and chanting / Taniela - the Kairangi values and Chapel / Va'aimalae - being around the boys / Renee - the people and the teachers / Nunia - the thing I will miss about Wesley is Chapel every morning / Ethan - the brotherhood and bond we share / N'kastro - brotherhood / Leititia - my friends / Soni - the Boys / Sili - the boys and Wesley culture / Fili - going to Chapel every morning, and listening to Revs messages and themes for every week / AJ - the view, the culture and the bond with the brothers / Viliame - the thing I will miss in this school is the bond that we as a school have created during our time here at Wesley / Victoria - vibe and the people in it / Emyr - the vibes, not the food / Luke - the rugby culture / David - attending Chapel in the mornings, singing in chapel, but the Wesley vibes I will miss the most / Marvi - the culture / Stanley - the brother hood within us and the vibes with the juniors / Peli - the whole experience / Sifa - words can't define. I'll miss everything! / Makoni - the brotherhood and the people, especially the culture.

Where do you think you'll be in 5 years?

Keana - hopefully I'll be working in the police force / Taniela - somewhere around the world / Va'aimalae - Army serving as Infantry / Renee - I will probably be finished with my law studies by then looking for a job or already in one / Nunia - I think I'll find myself a local hospital working as a registered nurse / Ethan - being a co-owner of Tesla / N'kastro - in University / Leititia - probably in physiotherapy / Soni - starting up a company / Sili - working / Fili - hopefully I'll be in my 4th or 5th year of medical school / AJ - working / Viliame - in 5 years I see myself either in Uni here in Auckland or somewhere, as well as playing rugby professionally / Victoria - hopefully with my dream job after walking across the stage with my cap / Emyr - big money earner / Luke - in the Super Rugby competition / David - Flight Attendant / Marvi - I don't even know what I will be doing in the next 5 minutes but hopefully I'll be making money / Stanley - playing professional rugby league / Peli - hustling and grinding / Sifa - completing my studies if not working? / Makoni - probably full time carpenter.

My best Wesley memory is....

Keana - performing at FiaFia night / Taniela - when I got picked for the 1st XV squad in my first year / Va'aimalae - getting to board at school / Renee - the nights spent with my year level girls back in dorms, all the laughs and jokes shared between us / Nunia - performing for the Fijian group during 2021 Polyfest / Ethan - I'd rather not say / N'kastro - passing NCEA 2 / Leititia - becoming the Headgirl for 2021 and making my parents proud of how far I've come / Soni - every moment spent here / Sili - is with the boiz, the tough times and the happy funny times, also winning with them / Fili - Year 12 Kairangi Camp with the Year 9's in 2020 / AJ - seeing how proud my parents were when I received the Senior Prefect at Service of Beginnings / Viliame - the laughs and mockery with the boys, we made the best memories from it / Victoria - everything! / Emyr - being in 2017-2021 / Luke - winning the Grinter Cup with the 1st XV / David - Year 10 camp and meeting some of my closest friends that I will cherish forever / Marvi - is when I unexpectedly vibe with my dorm mates which has made some of the most wholesome memories / Stanley - the Chapel singing in the mornings / Peli - too many to mention / Sifa - 9P Class 2017 / Makoni - everything!



The HighRollers Ball



THIS



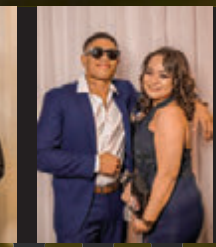
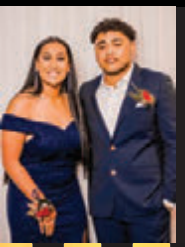
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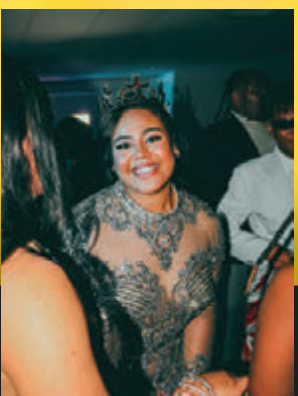


OUR



YEAR





year 13 leadership camp





sports report

Blues in Sport Awards



Well, it's another year done, and another year of sport interrupted by covid lockdowns. Despite the interruptions, most sporting teams have been able to play most of their season with only a few teams missing out on finals this year. We have also been able to introduce two new sports, Badminton, and orienteering, to the Wesley College sports programme and it

was great to see a higher number of students involved in sport this year.

We also added a senior Volleyball team in Term 1 before the lockdowns, and even though the volleyball season was cut short, it was great to see so much interest in the sport. Our school athletics day was a great success with over 30 of our students qualifying for the Counties Manukau school athletics competition. We then had another 10 students qualify for the Auckland Athletic Championships. Well done to all those students representing our school! Of those students that participated, the standout performer was Rua Kora who Came 3rd in the Junior boys shot put at the Auckland Championships. Great result Rua!

We were also lucky enough to have the Senior Boys Tag team qualify for the Auckland Secondary Schools Champ where they finished 3rd. Towards the end of Term 1 we had two of our students make it to the Counties Swimming Champs. This was a great achievement for the school as it has been over 5 years since we last had the school represented at the Counties swimming Championships. Troy Wigley a year 12 student was a standout, going on to represent the school at the New Zealand Secondary School Champs. Well done Troy!

The winter sports got off to a great start this year with all our teams winning their first preseason games. This year we had 5 netball teams, 8 rugby teams, 4 basketball teams, and 2 badminton teams, making this year one of the most successful years in terms of participation in sport. It has been great to see so many kids giving different sports a go. Some of the highlights of the winter sports this year was seeing the Girls 1st XV team competing in the very tough Auckland Girls rugby competition where they made it to the finals, and only just missed out on finals due to points differential results. Great result in their first year. It was also great to see our Premier Girls Netball team taking out their division in the Papakura Netball competition. Unfortunately, due to the Covid lockdown and consequent cancellations to most sports competitions, we were unable to complete our other competitions.

Given all of this, we are looking forward to another amazing year of sport at Wesley College in 2022. In 2022 we will again be looking to keep the sports that we currently have and potentially add other sports to the programme e.g. senior and junior softball. We will also be adding weightlifting to the list of sports next year, which will be an exciting opportunity for students.

We look forward to seeing all our students and families again in 2022. As always, the sports programme is only able to function well because of the support of our coaches and families who volunteer. Thank you for your support, and we look forward to continuing to connect with you in 2022. If anyone is keen to get involved as a coach or volunteer, please get in contact with us through the office. Thanks again everyone for a great year of sport. Have a wonderful Christmas and New Year break and see you all in 2022.

MACK CAMMOCK
SPORT CO-ORDINATOR

Recipient	Blues in Sport Award	Year
Suli Pahulu	Counties U16 Boys	10
Layson Paitai	Counties U16 Boys	11
David Kama	Counties U16 Boys	11
Apai Ma'u Hinkes	Counties U16 Boys	11
Iese Ofa	Counties U16 Boys	11
Selisio Palusa	Counties U16 Boys	11
Lenn Esera	Counties U16 Boys	11
Zach Baleicakau	Counties U16 Boys	12
Thomas Setitaia	Counties U16 Boys	12
Mele Lataimaumi	Counties U16 Girls	9
Mele Afimeimounga	Counties U16 Girls	9
Naomi Paea	Counties U16 Girls	9
Pehirangi Paki	Counties U16 Girls	10
Suana Bourne	Counties U16 Girls	10
Sariyah Paitai	Counties U16 Girls	10
Milise Tau	Counties U16 Girls	10
Karangarua Tauhara-Clark	Counties U16 Girls	11
Ofa Fakalelu Ki Petani Tuifua	Counties U16 Girls	11
Sara Unasa	Counties U16 Girls	11
Roine Vaka	Counties U16 Girls	11
Christian Paea	Counties U18 Boys	12
Luke Lentner	Counties U18 Boys	13
Viliame Tuisuva	Counties U18 Boys	13
Albert Finau	Counties U18 Boys	13
Isileli Taimikovi	Counties U18 Boys	13
Nauvai Talamai	Counties U18 Boys	13
Esala Toluta'u	Counties U18 Boys	13
Billy Tomu	Counties U18 Boys	13
Siaosi Anitoni	Counties U18 Boys	13
Taniela Ngaue	Counties U18 Boys	13
Michelle Ducivaki	Counties U18 Girls	12
Margaret Lolohea Saiti	Counties U18 Girls	12
Fahaivalu Mafi	Counties U18 Girls	12
Viena Toia	Counties U18 Girls	12
Fili Fono	Counties U18 Girls	13
Nevaeh-Leigh Ormsby	Counties U18 Girls	13
Adi Ratu	Counties U18 Girls	13
Mele Tu'ifua	Counties U18 Girls	13
Renee Blake	Counties U18 Girls	13
Ilaisaane Taufua	Counties U18 Girls	13
Nunia Turagabeci	Counties U18 Girls	13
Esala Toluta'u	Chiefs U18	13
Leititia Vaka	Counties Heat 2021	13
Leititia Vaka	New Zealand U20 Women'	13
Leititia Vaka	DUX LUDORUM	13

orienteering



For many years Wesley College has hosted Counties Manukau Orienteering Club events but has not entered a team – it was time to change that.

Orienteering is a competitive sport that requires competitors to demonstrate their speed, fitness and map reading skills as they complete a course.

Our first event was due to take place at Wesley on Monday 15th March. Unfortunately, Covid-19 lockdowns played havoc with the schedule and we were not able to participate in our first event until Monday 22nd March at ACG Strathallan.

A keen team of 7 students took up the challenge and successfully navigated the course – even picking up some litter on their way! Only one student – Bobby Bidmead – had competed in orienteering before so the team did really well.

We hope that orienteering will become established at Wesley as it is a great test of fitness and brains!



School 1st



Stanton 2nd



Simmonds 3rd



Winstone 4th



inter-house ATHLETICS 2021



netball 2021 report

Tena koutou katoa.



Firstly I would like to give thanks to God for blessing our players with a full and successful season of netball. Secondly, I'd like to extend my gratitude to our Sports coordinator Mr Cammock for all his support and organisation. To our managers and coaches Mrs Faitala, Mrs Ite Cammock, Miss Melelua Tutuila, Mrs Tupou, Mrs Tangi, Mr Ryan, Mr Fihaki, Mr Smythe, Miss Caitlin Smythe, Ms Denise Ruka, Mr Kree Ruka, Miss Graciela Qaranivalu, Miss Telika Tataua and Mrs Letticia Jones, the season would not have been possible without your guidance, support, and efforts. Wesley College netball is truly grateful for your time and energy.

Netball 2021 started at the end of Term 1 where we attended the Pukekohe Netball Centre Pre-Season tournament. Year 9, Year 10, Senior A and Premier Netball participated in an afternoon and evening of netball.

“All teams placed in the top 3 of their sections while the Premier side won the A grade”

The teams surpassed the number of games played in 2020, in a single day of netball! All teams placed in the top 3 of their sections while the Premier side won the A grade.

In term 2 we started the Winter season at the Papakura Netball Centre playing in the Counties Secondary School's Competition. Every Wednesday afternoon, Year 9, Year 10, Senior A, Mixed Netball and the Premier netball team travelled by bus to Papakura. Thank you to our staff who supervised those bus rides. You are legends.

It was a shaky start. Many schools withdrew teams and sections had to be reconfigured which then affected points accumulated. Wesley College won at least 1 game by default - a phenomenon I have never witnessed in all my playing and coaching years. The effects of covid were evident not only in the defaults and absence of players. I also noted that our own players were at times struggling with mentally engaging in the game. After so many stops and starts the season before, and the eventual cancelling of our season, it almost seemed that players were preparing themselves to be cancelled. This mindset was reflected in our scores and our general feeling post-match. As a coach, I was boggled as to what could be done to support players to take the risk and give it their all on court - rather than playing with caution and unwillingness to invest. We were training well - but could not transfer this to game day. One of our biggest casualties was withdrawing our Year 10 netball team, 4 games short of the season's end. We hope to see these girls return to sport in 2022.

After about a month of play, our Year 9, Senior A, Mixed and Premier teams had settled, and it looked like they had made it through the fog! The players were warming up with greater





confidence and playing with a smile. It seemed we just needed that time to settle and take in the surroundings. We had now accepted that hey, if our season is cut short - just make sure that we leave having learned new skills and built greater connections with our teammates.

Lo and behold we got to complete a full winter 16 - week season of netball! All teams played the remainder of the season with vigor and were able to achieve their goals for the season.

Thank you to all friends and family for all your support and we look forward to the 2022 season. God bless!

MRS DESIREE POLE

netball - year 9



We started the year off with coach Melelua Tutuila. Melelua coached us through the preseason and the start of the CMS competition. However, due to a back injury, she was no longer able to continue coaching us. For the remainder of

the season, we had Mrs Pole, Mrs Dianna Ruka, Sulu and Ngaio train us.

We were able to train with the Premier side which was a great experience. Unfortunately, due to a mix up in uniforms, CMS noted us down as defaulting one of our games. Due to this, we missed out on the final for our

section. We finished in third place which was still a great achievement. We would like to thank those who helped coach our team for the rest of the season and a big thank you to Mrs Tupou and Telika Tataua who managed our team on game days. Thank you also to our families and friends who supported us through the rain and shine. Malo 'aupito and kia ora.

MRS DESIREE POLE



netball - year 10

We started the year off with a hiss and a roar. We had a great pre season tournament and start to CMS competition.

However, due to injury (including one player who suffered a concussion) and other contributing factors, we had to withdraw from the competition 4 weeks from season's end.

We would like to take this time thank Mrs Tangi who managed our team on game days.

Hopefully we will see all our players return to the court in 2022.

MRS DESIREE POLE



premier netball



Premier Netball had a shaky and nervous start to 2021. We unexpectedly farewelled two of our senior members, Hamiora Ngahe and Spring Lily Peri, after our pre-season tournament. Their experience, leadership and laughter left a hole in the team environment, which would take the grading round of CMS, for it to be filled. Despite winning our pre-season tournament, it would be another 5 weeks before we earned our first win in the CMS grading round. The journey to that successful win was led by captain and only year 13 player, Sulu Ratu. Despite her frustration, she showed humility and patience as she supported her team mates to face challenges head on. Our biggest challenge: finding our new combinations. We had some very low points where the score reflected the team's feeling of being lost. A positive turning point in that journey was when we lost to Papatoetoe Premier by 4 points. A second half surge led by Ngaio, Margaret and Christine saw the team shift their mindset and compete to win! This game had given me, as coach... hope! Coach Graciela and I buzzed about the game for the remainder of the week. From there we only improved and improved. Players started to specialize in their positions and combinations started form. One of most versatile players, Repeka Navunicagi, had made the switch to shooter. Although she had concerns, her rep coach and I thought that it was a great move. For a year 10, Repeka has shown great maturity and growth mindset this season. Our defensive players Seini Vatuwaliwali, Christine Koroi, Rosie Ligavatu, Suana Bourne, Sai Raikoti and Margaret Manase showed immense growth under the coaching from defensive coach Graciela Qaranivalu.

Our shooting circle Repeka Navunicagi, Phoebe Nasila, Ngaio Kirkwood, Sai Raikoti and Margaret Manase showed great progress under our shooting coach Kree



Ruka. The way they rotated that circle and Margaret's, and Sai's dominance proved a great balance. My middies, Sulu Ratu, Ngaio Kirkwood, Michelle Ducivaki, Cassidy Lemanu and wider squad members Makereta Ratu and Kalisi Fisiiahi were impressive in their speed and vision to move the ball through court. Like most mid courters - they were always a bit flash too! We managed to scrape enough competition points together to make the final against.. Papaptoetoe Premiers. It's always tough playing schools that have 15 X's more female students than Wesley. But as true Wesleyans - we rose to the occasion and secured our first win against them. A massive team effort and a great outgoing game for Sai Raikoti who secured 5 intercepts in the final quarter.





We were on track for UNISS 2021 in September. We participated in training games with Pukekohe High School, PNC U16 reps and local club Fusion. We were also afforded the opportunity to watch a professional game between the Northern Mystics and Northern Stars, thanks to Paerata Rise gifting the team with tickets. However, as we all know, Delta arrived, and our season was ended.

I would like to say thank you to our coaches Graciela Qaranivalu and Kree Ruka for all your hard work this season. A big thank you to manager extraordinaire Leticia Jones. Also, a big thank you to our teachers who travelled on the bus: Mr Fihaki, Mr Ryan and Mrs Faitala. Teamwork makes the dream work! It's cliché... but it's the truth!

Thank you to our family and friends for all your support through the season!

Thank you to Mack Cammock for all your support.

Thank you to SAS Sportswear for the awesome kit!

To Sulu and Sai. What can I say! From practically running with the ball in year 9, to becoming skilled netball leaders in year 13. We will miss your laughs and 'body on the line' netball play. We wish you all the best on your journey beyond the Wesley gates.

A big thank you to my kids and my patient husband. We welcomed our third child, Patrick, during the season - and I was back at training the next week. I could not have done it without you!

This season's journey has been a true testament to God's work. Everything happens for a reason. Through the obstacles and challenges, we have grown and learned lessons that will help us not only in the 2022 season, but in life! That's sport, right?

To everyone have a merry Christmas and happy new year. God bless.

MRS DESIREE POLE



mixed netball team

It was another mighty year of mixed netball! We welcomed back some familiar faces and welcomed many new faces-almost weekly!

Due to injuries and illness (covid protocols) we had to field new players almost each game, which made for interesting netball-as many did not know the rules.

However, we always had enough players and we always had a great time.

We'd like to thank Mr Smythe for looking after us this season. Despite your efforts to have a rolling bench...you always made sure we were having a good time on court.

We look forward to next season.



MVP: David Setitaia

Most Improved player: Gloria Amituanai.

MRS DESIREE POLE

senior A netball team

Malo lelei, talofa lava, Kiorana and Bula vinaka.



My name is Makereta Ratu and I am a year 11 student here at Wesley College. This year I was given a great opportunity, to play for both the premier and the senior A team. Throughout this season I was given the chance to play alongside many very talented players and learn new things from each of them. This season helped players get to know each other and make new memories, with the help of our coach's and managers we were able to learn new skills and improve after every game.

I would like to thank our coaches and managers for taking out time from their busy schedules, to train us girls to be at our best at every game.

Lastly to the girls leaving us this year, I hope nothing but the best for each and every one of you.

MAKERETA RATU
YEAR 11



Senior A netball breaks the drought and takes a well deserved win. 14-8

Once again the mighty 2019 girls assembled for a great season of learning the game of netball. In our true style we tried and we almost conquered every time! A big thank you to our coach Mrs Ite Cammock and our manager Mrs Faitala. This season we achieved our first ever win! Despite rarely winning on the score card-we regularly win in terms of making new friends, learning new skills, pushing ourselves physically and mentally and always having a laugh! God is good!

MRS DESIREE POLE



senior tag



Wednesday 31st March, this year Wesley College entered three teams into the Counties Manukau Secondary schools senior tag tournament as we have done so since 2018. The weather wasn't the greatest in which we experienced all four seasons in one day ending the day with torrential rain, but that didn't stop our student athletes from achieving some excellent results.

The girls team only had 11 players of a 16-player team for the tournament and skilfully managed to secure 3rd place overall just missing out on qualifying for the Auckland championship tournament by 3 points. To date since 2018 these have been the best results the girls have achieved. We are extremely proud of these young women.

This year we were fortunate enough to have two very strong boys' teams. The G-Squad, the Boys B-team who only had 13 players showed outstanding skill and performance going through the tournament undefeated in their grade. This team of young athletes demonstrated outstanding skill and teamwork; we look forward to what more this team will accomplish in 2022.

Congratulations to the boys A-Team who successfully made it through to the Auckland Championships by placing second in the A-grade tournament overall, just dropping their final game to De La Salle 4-3.

These student athletes represented our school with pride. Showcasing not only skill and talent but also good sportsmanship and battling through the weather conditions.



Wednesday 07 April, The Senior Boys A-Team represented Wesley College at the Auckland Secondary Championship. The day saw our student athletes not only performing to a high level of competitiveness and playing against some of the best tag players in Auckland but also demonstration of good leadership skills by all. As a team they owned their losses and championed their victories leading them to placing 3rd overall gaining them a Bronze medal, scoring some outstanding points with 34 points for and 28 points against. A huge CONGRATULATIONS.

As a team each athlete played their position well, did their job and more - so much skill and talent and many magical moments. Just a few names to mention.

Congratulations to Nau Talamai - top points scorer. Nela Mapusua-Lotaki most minutes played. Kauri Makiha most tags. Special mention to Monty, Romatt and Dorian for leading charge all day.

These young athletes not only demonstrated skill and flare but also represented Wesley College extremely well in demonstrating all Kairangi Values. Thank you to the senior student athletes for setting the standard in the game since their junior days in 2018, next years team of players will only strive to level up.

Teacher's InCharge:

Ms. Nikki Bhana, Mr Mac Cammock, Mr David Ryan.

MS NIKKI BHANA

Senior Girls:

Captains: Team leadership - Leititia Vaka, Valu Mafi, Margaret Manase.

Player of the tournament : Whole team.

Most Promising Player: Genevieve Taepa-Kihi

Senior Boys B-Team:

Leadership: Whole Team

Player of the tournament : Whole Team

Senior Boys A-Team:

Leadership Team: Nau Talamai, Monty Anitoni, Romatt & Dorian Lotaki

Most Promising Player: Kauri Makiha.

Player of the tournament: Monty Anitoni & Dorian Lotaki.

MVP: Nau Talamai.

RUGBY

U15 BLACK

The rugby season for 2021 came to a grinding halt mid-way through our competition due to the COVID 19 outbreak in August. It ruined a rewarding season and unfortunately, we were unable to close out our competition. It also impacted on the U15 Tournament team to Christchurch which also had to be cancelled for a second year in a row.

The start of the season saw around 40 boys train and then trial for selection. The final team selected would compete in the Auckland U15 Open competition.

Our pre-season programme was busy with many players to view from our four pre-season games. However, despite this we were able to get a good gauge on the players who were able to trail. This group of players put in some solid performances and showed off our positive aspects, but it also exposed our weaknesses. In our pre-season fixtures v St Kentigern 14-27 and De La Salle 5-27 we were in the contest for most of the game, but in the end, we could not stay with them both into the last quarter of the games. We suffered a heavy loss to Kelston BHS 0-60 who executed everything with precision and when we played Tangaroa College we managed to be patient on attack and solid on defence to win 53-0.

Based on the trials the U15 Black side selected had a mix of some talented players blended in with those who enjoyed playing rugby alongside others still learning the art of their position.

The Auckland competition began with our first game against Kelston BHS. We managed to put in an improved performance from what we showed a few weeks earlier however our fitness and loss of possession at the breakdown saw Kelston win 42-8. In our next game we played Mt Albert GS, this was a close contest with both sides sharing the lead through out the game. The team showed great character, but we could not nail the last try as the game ended and we went down 28-22. In game three we played a very good St Peters team. We were in the contest up to half-time but fell away in the second half losing 52-10.

“We executed our team plan to perfection with the backs and forwards working well together and our defence stepping up. We secured our first competition win 39-0”

Our next series of games saw us rewarded for all the good work we had done to date. This also coincided with the addition of Mr Sione Pala'a who added a spark of excitement to the whole playing group around team fitness and focus. Our game against Aorere College was crucial for our own team confidence. In this game we

executed our team plan to perfection with the backs and forwards working well together and our defence stepping up. We secured our first competition win 39-0. Our next game against Kings College saw us come into this game feeling very positive about what we can do when we work together. We played well and dominated in most areas of the game, the boys worked hard, and we secured a 27-13 victory. With two good wins under our belt, we now faced St Kentigern. We felt confident going into this fixture despite our pre-season result. The team played with a determined mind set and never gave up under pressure and as a result we won 17-10 to the surprise of our opponents but not to us as a playing group. We concluded Term 2 in the right manner however the Term break of two weeks was not good timing based on the positive momentum we had established.

The next series of games were important in our campaign to push ourselves further up the table and into semi-final contention. The teams we were to play were in a similar position to us with all hovering around mid-table. As it turned out these were tight results, and we came agonisingly close to winning all three games. Each game had its own moment that made them all great contests, but we went down to Westlake BHS 5-10, Sacred Heart College 12-15, and Auckland GS 7-10. Despite the hurt of these results the team still wanted to complete the season on a high against our remaining two opponents in Massey HS and De La Salle College.

Unfortunately, COVID 19 saw all schools go into lockdown with immediate effect and as a result this led to the abandonment of the season due to the Auckland region not able to recommence its rugby competition.

The focus for the coaching staff this year was to prepare, develop and upskill these players to be in contention for higher honours within our school system. This year did show how important it is for the players to take responsibility for their own fitness/training outside of our sessions if they wish to be a well-rounded player and have that competitive edge when we come up against other teams.

A big thank you to the players for all your hard work this year and the wonderful passion displayed when playing for the school. Thanks to our families for your support this year and for riding out the highs and lows of the season. A special thank you to Mr Sione Pala'a who came on as back coach. You did a fantastic job with the backs and they grew in confidence as the season went on. The fitness of the boys also improved under your guidance which benefited us overall.

Thanks also to Mr Vainikolo our Director of Rugby and Mr Mac Cammock for your constant support of our team around your areas of responsibility, it was much appreciated. Thanks also to college staff from the hostel, maintenance, kitchen, laundry, teaching, office, and the health clinic for your help and support.

MR C W BEAN
CO-COACH

THE TEAM

FORWARDS

Saia Havea, Roko Rabici, Tomasi Tupou, Ofa Nanovo, Andrew Tali, Latu Feiloaki, Pita Cagimaivuna, Semu Unasa, James Pole, Daniel Peni Vai, Warren Togatama, Malcolm Faavela, Suli Pahulu (Captain)

BACKS

Malachi Olago, Cohen Leaupepe, Paula Tafea, Victor Field, Tarzan Tagoai, Tevita Talia, Vuni Naiqara, Junior Collins, Toutai Liu, Rua Kora, Ernest Johansson.

RESULTS

Pre-Season

St Kentigern College 14-27 L
Tangaroa College 53-0 W
Kelston BHS 0-60 L
De La Salle College 5-27 L

Auckland U15 Open

Kelston BHS 8-42 L
Mount Albert GS 22-28 L
St Peters College 10-52 L
Aorere College 39-0 W
Kings College 27-13 W
St Kentigern College 17-10 W
Westlake BHS 5-10 L
Sacred Heart College 12-15 L
Auckland GS 7-10 L

Played 13

Won 4

Lost 9

Points for - 219

Points against - 294

EX-WESLEY STUDENTS REPRESENTATIVE RUGBY 2021

PROVINCE	NPC MITRE 10 CUP
NORTHLAND	Coree Te Whata-Colley
NORTH HARBOUR	Karl Tu'inukuafe
AUCKLAND	Sione Tuipuloto
COUNTIES-MANUKAU	Luteru Laulala, Nepo Laulala, Suetena Asomua, Zuriel Togatama, Jonathon Taumateine, Sekope Kepu, Tevita Ofa, Larenz Tupaea-Thomson
WAIKATO	Louis Rogers
BAY OF PLENTY	Penitua Finau, Tevita Mafileo
MANAWATU	Jarred Adams
TARANAKI	Tupou Vaa'i
HAWKES BAY	Danny Tusitala
OTAGO	Tau Koloamatangi

PROVINCE	FARRAH PALMER CUP
COUNTIES-MANUKAU	Lanulangi Veainu, Ocean Tierney, Leitia Vaka

SUPER RUGBY	
BLUES	Karl Tu'inukuafe, Nepo Laulala
HURRICANES	Jonathon Taumateine, Tevita Mafileo
CHIEFS W	Lanulangi Veainu
CHIEFS	Tupou Vaa'i

RUGBY INTERNATIONALS	
NEW ZEALAND ALL BLACK 7's	Sione Molia
NEW ZEALAND 7's OLYMPIC TEAM	Sione Molia
NEW ZEALAND ALL BLACKS	Karl Tu'inukuafe, Nepo Laulala, Tupou Vaa'i
MANU SAMOA	Jonathon Taumateine
TONGA	Sione Tuipulotu, Tau Koloamatangi, Sam Vaka, Sione Ana'ailangi
FIJI	Zuriel Togatama
FRANCE	Uini Atonio
ITALY A	Hame Faiva

COACH	
MANU SAMOA	Seilala Mapusua

U16 SEVENS



This year saw the introduction of the girl's sevens of a year long program. Our first tournament for the season was Te Ika a Maui North Island Secondary School Sevens.

The team travelled to Tauranga to play in the two day tournament. Co-captains Telika Tataua and Sariyah Paitai led a team of experienced and novice players from years 9-11. During the tournament, old students and New Zealand Men's sevens player Sione Molia came to visit the team to share some words of wisdom.

We loved our time in Tauranga and are looking forward to returning in 2022 with our Under 18 girls team.

At the end of Term 1 we were given the opportunity to attend the first ever women's super rugby fixture. The Waikato vs Auckland match was played at Eden Park. We helped form a guard of honour for the women as they entered the field. It was an awesome match. We were especially proud when Wesley old girl Langi Veainu scored the first try.



We also got to meet old students Tupou Vaa'i and Karl Tu'inukuafe



Tauranga North Island 7s

Day 1:

WTC v Cambridge	WTC v Mount	WTC v Kura School	WTC v Gisborne
12 - 10 (win)	17 - 0 (win)	21 - 10 (win)	17 - 10 (win)
Tries:	Tries:	Tries:	Tries:
Sariyah (2)	Sariyah, Milise, Faye	Petria, Sariyah, Suana	Sariyah (2), Suana
Conversion:	Conv:	Conversion:	Conv:
Suana	Suana	Milise (2), Suana	Suana

Day 2:

WTC v Rotorua	WTC v Gisborne (SEMI-FINAL)	WTC v Mount 3 rd /4 th playoff
7 - 32 (loss)	12 - 17 (loss)	32 - 5 (win)
Tries:	Tries:	Tries:
Mele	Suana, Sariyah	Sungu, Suana (4), Sariyah
Conversion:	Conv:	Conversion:
Milise	Suana	Milise

Placings:

Bronze medal winners

In Term 2 we continued to work on sevens specifics while our girls who play first XV rugby trained and played in the Auckland Secondary school competition. Despite the reduced numbers we stayed in it!

Thursday trainings allowed for greater opportunity to solidify sevens rugby concepts. As Term 3 approached WD readied ourselves for the summer season. Broncos testing and timing ourselves to peak for Condors was coming to fruition. Then Delta happened...

Despite this massive obstacle - we are still in it! The sevens season will resume in January with the World School Sevens tournament. Our Wesley U15 girls and U18 girls teams will regroup in term in preparation for a full sevens season!

Thanks to our coaches Mr David Qaranivalu, Mr Samuela Siliiasau and Mr Siosiu Pole and to our managers Mrs Letticia Jones and Mrs Desiree Pole. Also a big thank you to our family and friends for your support this season. God bless.



Mr Lawrence conducting safety testing for our youngest players.



Counties Manukau Rugby: Our Wesley girls accompanied by Mrs Jones and Mrs Faitala. Valu, Margaret, Cassidy, Telika and Kalisi completed their level 1 rugby coaching module.

SENIOR PRIZE GIVING

Recipient	Level 3 Awards
Renee Blake	First in Level 3 English
Luke Lentner	First in Level 3 Media Studies
Faalifu Kilifi	First in Level 3 Dance
Luke Lentner	First in Level 3 Drama
Fili Fono	First in Level 3 Biology
Fili Fono	The NZIP Prize for First in Level 3 Physics
Fili Fono	First in Level 3 Chemistry
Taniela Ngaue	First in Level 3 Mathematics with Statistics
Marvella Karibule	First in Level 3 Mathematics with Calculus
Ilaisaane Taufu	First in Level 3 Accounting
Renee Blake	First in Level 3 Economics
Renee Blake	First in Level 3 History
Nathanael Leota	First in Level 3 Geography
Viliame Tuisuva	First in Level 3 Technology
Epafasi Fehoko	First in Level 3 Digital Technology
Billy Tomu	First in Level 3 Health
Billy Tomu	First in Level 3 Physical Education
Keana-Marie Carson-Walker	First in Level 3 Transition
Billy Tomu	First in Level 3 Sport Leadership
Renee Blake	First in Level 3 Life & Faith
Billy Tomu	First in Level 3 Music
Billy Tomu	First in Level 3 Financial Capability
Legend Harris	First in Level 3 Visual Art
Keana-Marie Carson-Walker	First in Level 3 MIT Police Academy Programme
Renee Blake	PROXIME ACCESSIT
Fili Fono	DUX

Recipient	Level 2 Awards
Christopher Lo Tam	First in Level 2 English
Troy Wigley	First in Level 2 Mathematics Advance
Selwyn Heta	First in Level 2 Mathematics Core
Troy Wigley	First in Level 2 Music
Troy Wigley	First in Level 2 Physics
Troy Wigley	First Equal in Level 2 Biology
Reon Bidmead	First Equal in Level 2 Biology
Pauliasi Bauleka	First in Level 2 Chemistry
Romatt Wichman-Rairoa	First in Level 2 Visual Art
Oscar 'Aloua	First in Level 2 Technology
Oscar 'Aloua	First in Level 2 Digital Technology
Luteru Luteru Faalogo	First in Level 2 Physical Education
Florence Taia	First in Level 2 History
Maria Inoke	First in Level 2 Health
Lonise Amituanai	First in Level 2 Dance
Maria Aholelei	First in Level 2 Drama
Luteru Luteru Faalogo	First in Level 2 Accounting
Luteru Luteru Faalogo	First in Level 2 Economics
Maria Aholelei	First in Level 2 Media Studies
Christine Koroi	First in Level 2 Life & Faith
Viena Toia	First in Level 2 Transition
Ocean Purua	First in Level 2 Maori
Margaret Lolohea Saiti	First in Level 2 Geography
Christian Paea	First in Level 2 Sport Leadership
Luteru Luteru Faalogo	First in Level 2 Financial Capability
Troy Wigley	BIDRO CUP FOR TOP ACADEMIC ACHIEVEMENT AT LEVEL 2

Recipient	Level 1 Awards
Kevin Tavir	First in Level 1 English
D'Artagnan Faitala	First in Level 1 Mathematics
Xen Ashby	First in Level 1 Science
Karangarua Tauhara-Clark	First in Level 1 Maori
Ioritana Utupo	First in Level 1 History
George Taeiloa	First in Level 1 Geography
D'Artagnan Faitala	First in Level 1 Physical Education
Ngaio Kirkwood	First in Level 1 Visual Art
Falo Fifita	First in Level 1 Accounting
Kelepi Falekaono	First in Level 1 Music
Seru Buke	First in Level 1 Technology
Apai Ma'u Hinkes	First in Level 1 Dance and Drama
Makatongiahetau Laiseni	First in Level 1 Lea-Faka Tonga
Adi Ratu	First in Level 1 Digital Technology
Kalisi-Pakiamala Fisiiahi	First in Level 1 Economics
Melenaite Taupaki	First in Level 1 Life & Faith
Kalisi-Pakiamala Fisiiahi	First in Level 1 Transition
Ned Williams	First in Level 1 Financial Capability
D'Artagnan Faitala	TOP LEVEL 1 STUDENT



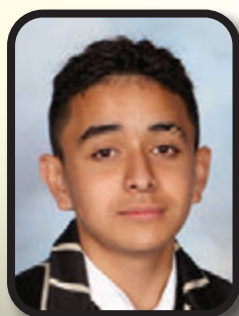
Fili Fono
DUX



Renee Blake
Proxime Accessit



Troy Wigley
BIDRO Cup for Top Academic Achievement at Level 2



D'Artagnan Faitala
Top Level 1 Student

2021

Recipient	Service/Cultural/Trades Awards & Scholarships	Year
Pauliasi Bauleka	Harding Hall Dormitory Champion	12
Fili Fono	Te Paea Dormitory Champion	13
N'Kastro Mortensen	Te Whare Pakeke Dormitory Champion	13
Kevin Tavir	Denton Hall Dormitory Champion	11
Andrew Small	The Chessum Trophy for Contribution to School Music	13
Victor Taumoepeau	Excellence In Musical Composition	13
Billy Tomu	Outstanding Music Solo Public Performance	13
Florence Taia	Mr Girr-Garrett Dance Award for Best Dance Performance	11
SCHOOL STANTON	The Derek Cheeseman Memorial Trophy for Inter-House Athletics	
STANTON	Inter-House Choral Competition	
STANTON	Inter-House Haka & Waiata Chant Competition	
Ocean Purua	Contribution to Maori	11
Troy Wigley	Service Award for Student Representative to the Board of Trustees	12
Fili Fono	Award for Leadership and Fellowship in Chapel	13
Pauliasi Bauleka	Services to Chapel	12
Fili Fono	The Manihera Memorial Award for Dedication to Chapel Services	13
Fili Fono	The Franklin Rose Croix Service Award for a female student.	13
Pauliasi Bauleka	The Franklin Rose Croix Service Award for a Male student	12
Fili Fono	Prefect Awards	13
Victoria Sili	Prefect Awards	13
Viliame Tuisuva	Prefect Awards	13
Albert Finau	Prefect Awards	13
Tavake Poese	Prefect Awards	13
Adi Ratu	Prefect Awards	13
Felise Tau	Prefect Awards	13
Silivenusi Vaeno	Prefect Awards	13
Leititia Vaka	Head Girl Award	13
Fili Fono	Wesley College Johnston Special Character Cup – Student	13
Tavake Poese	Wesley College Johnston Special Character Cup – Student	13
Mrs Marli Gordon	Wesley College Johnston Special Character Cup – Staff Member	
Viliami Ale	Kairangi Student of the Year - Year 11	11
Lonise Amituanai	Kairangi Student of the Year - Year 12	12
Luke Lentner	Kairangi Student of the Year - Year 13	13
Mrs Elisa Tufala	Kairangi Staff Member of the Year	
Kamenieli Aria	Gateway Award	13
Fili Fono	Zonta Leadership Award	13
Amone Fisiiahi	The New Zealand Prime Ministers' Vocational Excellence Award	13
David Setitaia	New Zealand School of Tourism Scholarship 2021	13
Leititia Vaka	The University of Waikato: 'Ko Te Tangata' School Leaver Scholarship	13



AUTOGRAPHS

Production Team:



Jennette Finch
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Editor



Mrs Charlotte Saunders
Front Cover Design/
Photographer

I would like to thank the following staff, Rev. Aliitasi Aoina-Salesa for editing the Collegian, Mrs Charlotte Saunders for your superb photography throughout the year and front cover design, and Whaea Denise for jumping in and volunteering your time to help me with the Collegian; you are all a massive help and very much appreciated.

A big thank you also goes out to all the teachers, students and Hostel parents, who found time around their hectic school schedules and school commitments to contribute articles towards the 2021 Collegian, without you this Collegian wouldn't be possible. Thank you!!!

Jennette Finch